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# *English Is It!*

**(ELT Training Series)**

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

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ANA MARIA FUENTES, LOURDES MONTORO (COORD.)**

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*By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.” (Confucius)*

# Introduction

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

All members are teachers of English: Ana María Fuentes and Rosamaria Fàbrega (secondary education and vocational training) and Lourdes Montoro (adult English teaching). R. Fàbrega and L. Montoro are also teacher trainers.

R. Fàbrega is teaching *Foreign Language Learning* at the Teacher Training School at the International University of Catalonia (UIC); L. Montoro has taught at the Open University of Catalonia (UOC) and at the Teacher Training School at the University of Barcelona. The group professional bios are located after their article abstracts.

The group shares work ethics, vocation, 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, philosophy, sports, theatre and translation.

The group analyses the work of those teachers who we all know, and who, day after day, do admirable teaching works of art, making a difference in their students' lives and in theirs, and from whose schools and educational system very much benefit.

We have all met excellent teachers who are so submerged in their daily lessons, administrative chores and the constant updating of professional life, that they are not given the opportunity to consider research or publications.

*English Is It! (ELT Training Series)* was created with a view to providing opportunities which can make up, somehow, for this gap. The aforementioned members are the permanent teaching staff in the group, they investigate their different areas of expertise in their classes, expose them to the group and make proposals, which are later turned into articles.

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

With articles meant for immediate implementation, all members have aimed at clear, yet thorough texts, which include images, charts, lists, questionnaires, tables, photos... to facilitate the reading. They also include bibliographical and web references.

In general, the articles summarize what regular classes stand for each member and all: they show the picture of a human teaching forest, where we can observe distinct areas in its vegetation, with individual human plant life and a didactic ground which is covered by them all.

Long-time quantitative and qualitative work has taken their classes to the documents in writing into which they have turned, like flowing creeks in the 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.

The group also counts on an **ADDENDA** section, which opens doors to other teaching professionals, national and international, as well, as allow the permanent staff members of the Research group, to present other academic works. It is also opened to alumni among the members of the group, so that further pedagogical interventions from them can be considered in the future.

In the *Addenda* section, the group includes the work of **Elisenda Abad** – who presented a first part in the previous volume -, as well as a joint article by **Raquel Feliu and Gemma Martínez**. They are all specialized in ELT Secondary Education. Their abstracts and their bios, as well as the group permanent members' are presented next.

None of these articles would have been possible without the group supervisors at ICE: **Mercè Martínez**, continuing primary and secondary teacher training coordinator, and **Mercè Gracenea**, secretary of the institution, who supported the group research work from the start, and turned it into what it is: *English Is It! (ELT Training Series)*.

## Abstracts from the authors

**ROSAMARIA FÀBREGA**

***The Younger, the Better? Or The Older, the Better?: Age and Other Communicating Vessels in EFL***

The process of learning foreign languages is a constant concern for a large number of teachers. This article presents a research that studies five 27 to 30-year-old young adults, who had been recorded perfectly speaking and understanding English when they were 3. Their learning itineraries are compared to an adult's who started learning English at 65, and three years later, at 68, presents their average level. The analysis shows age as a key factor, along with four other basic elements that work as communicating vessels, which complement one another. Conclusions are reached with regards to the role of teachers' professionalism, and the Language Department work, the students' aptitude and attitude, and their necessity of using foreign language. They are all assessed with a view to finding efficiency in the learning process.

**ANA MARÍA FUENTES**

***The King Arthur Project in Eighth Grade***

The fantastic tale of King Arthur is one of the greatest themes in British literature. The matter of Britain can be a new stimulus to our students. The King Arthur project describes a way of introducing reading, investigation and creativity in the English class through workshops, where the methodology of the flipped classroom is used. This set of activities complement the reading of a book (*King Arthur*, Burlington Books, level 2), and create engaging class dynamics while students deepen into the grammatical, linguistic, cultural and literary aspects, and ultimately, produce written, oral and visual output.

**LOURDES MONTORO**

***College ELT Methods. Part 1: Exposure and Guidance towards Microteaching, Units of Work and Continuing Portfolios***

Part 1 presents the first part of a series of three articles which stem from the author's general methodological approach and go to specific didactic and human aspects, which are musts in the profession, and which ELT trainee students are expected to reach. It is based on 3 pillars which were devised and followed: A/ A general compendium of readings on ELT methods; B/ A practical 30-worksheet reference method on different aspects on ELT Training; C/ Pedagogics. These pillars, along with components such as seniority, and varied areas of study and practice, organization, creativity, perspective, enthusiasm, respect, and academic freedom, were the basis of an undergraduate College ELT Teacher Trainer course, which took students to one of their most exciting academic journeys in their degrees, and certainly to effective academic results in their microteaching production, units of work and continuing portfolios.

**LOURDES MONTORO**

***College ELT Methods. Part 2: Checkmarking Materials, Contents, Expertise and Talents***

Part 2 presents the first part of a worksheet (pp. 4-8) called: *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do's and Don'ts. No maybe's Please*. This worksheet was a 15-page document, which student teachers were presented with. It was aimed to help them check all the areas and items which they all should have become

acquainted with, and learnt about during a semester. It shows how student teachers were led and monitored with regards to a large number of ELT items and aspects. It also displays the recommended instructions and orientations for its usage, to keep advancing while going through them. It includes work on 4 areas: A/ Framework; B/ Teaching materials; C/ Students' talents and expertise (teaching, internships, summer camp counseling etc.); and D/ Course contents.

**LOURDES MONTORO**

**College ELT Methods. Part 3: Checkmarking One's Work for Successful Completion of Microteaching, Unit of work and Exam**

Part 3 presents the contents listed and described in the sections E, F, G, H, I, J, K and L of the worksheet MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do's and Don'ts (pp. 8-15): E/ Own acquaintance with teaching methods; F/ Dealing with students with learning disabilities; G/Multiple intelligences; H/Discipline; I/ Informal and formal teaching practices; I/Self-coaching for microteaching, unit of work and exam practice; J/ Oriented opportunities for learning, K/ The mastery of the English language and L/ Last course requirements. The article brings a college methodological approach in ELT student teaching and learning to closure. At the end of the term, students proved their mastery of English language teaching methods through unique and excellent productions of microteaching sequences, units of work, and final exams.

**ADDENDA**

**ELISENDA ABAD**

**Turning TV series into EFL Classes. Part 2: "How I Met Your Mother", "Modern Family" and "The Big Bang Theory"**

TV series are very popular among 21<sup>st</sup> century learners and their teachers. Based on her own experience as an English learner, and after researching on video exploitation, this teacher turned her learners' requests into meaningful tasks which were linked to the EFL class curriculum. Part 1 presented several pedagogical reasons on using TV series in the EFL class and described a lesson plan around "School" as a topic. Part 2 presents further exploitation of task-based methodology, and displays pre-watching, while-watching and post-watching tasks. These tasks are respectively related to different episodes from three TV series "How I Met Your Mother", "Modern Family" and "The Big Bang Theory". Assessment criteria is also included at the end.

**RAQUEL FELIU AND GEMMA MARTÍNEZ**

**Ready for an English Immersion? Help Yourself to a Cup of English Time**

*English Time* is an English Linguistic Immersion project designed for secondary schools. The idea is very simple: leading the kids to speak English in non-linguistic subjects for as many hours in a row as possible, on a weekly basis all year long. It is aimed to 2<sup>nd</sup> of CSE students. Once a week, English is the vehicular language for all the subjects. Students, for instance, learn how thick a sewing thread is, at what speed a water drop falls, how to calculate at what distance a storm is, or the name of the lab materials and equipment. Everything in English!. The bell rings. Children pack up their stuff. "It's Math time now. Get ready!". Everything in English again but this time, it is all about measuring the diameter of the circle, calculating percentages and solving problems. Students get through the different subjects of the day while naturally communicating in English and having fun.

## Professional bios

### RESEARCH GROUP



**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 “Aprentatge de les LlengüesEstrangeres” at UIC in the Faculty of Education and English in a Secondary Public School. She loves New Technologies and has a blog (<https://rosafabrega.wordpress.com/>) to help her students work in an autonomous way.



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



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

### GUEST TEACHERS



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



**Raquel Feliu** graduated in English and French Translation and Interpreting at the Universitat Pompeu Fabra in Barcelona, and spent a semester at Westminster University in London. She also holds a School Management postgraduate certificate from the University of Girona (2014). Nowadays she works as a high school teacher for English at INS Narcís Monturiol and she is the activities coordinator and a School Council member.





**Gemma Martínez Esteve** is an English and Philosophy teacher at Narcís Monturiol High-School. She is the co-designer and coordinator of the *English Time* together with her partner Raquel Feliu. Gemma holds a degree in Philosophy (University of Girona, 2000) and the Proficiency certificate in English (Cambridge University, 2003). She has lived and studied at Glasgow University (1999-2000) and in Clinton, Massachusetts in the USA (1992-1993).

# The Younger, The Better or The Older, The Better?: Age and Other Communicating Vessels in EFL

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*I would like to dedicate this article to Àlex, Elisenda, Isa, Jordi, Lourdes, Pep and Xavier for their help; without them, the clues pointed out here would not have materialized and stood out.*

I have been an English teacher since 1985. Throughout this time, I have been able to teach all English levels from kindergarden to university, and one of my main concerns has been my students' learning process and their ongoing education. I have also been interested in research since early in my career. I must admit that after nearly three decades in EFL teaching, the key point or the power to make my students learn is still a mystery to me. I would like to present here part of my continuous study and research work on EFL teaching and learning. To do that, I will divide this article into three sections:

1. INTRODUCTION
2. DESCRIPTION
3. CONCLUSION

## 1. INTRODUCTION

First of all, I have always wondered why some people have been studying English for a long number of years and they have not become fluent yet. This rhetorical question is heard and often discussed by a large number of second language acquisition professionals. Scholars thoroughly describe the advantages of learning a second language as early as possible. Some are absolutely convinced that if kids started learning a foreign language at three, success would be guaranteed. They state that pronunciation and intonation are the main assets. With regards to phonetics, a large number of studies also confirm that age is certainly a key factor for an optimum acquisition.

However, experience in our schools shows that when we introduce a foreign language at an early age, if that only applies to a short period of time during the week, there is no firm evidence that the early introduction significantly improves linguistic competence. So, to judge from this, my first conclusion would be that age is a key element if time of exposure is enough and if the input is correct. In Catalonia, students are usually exposed to English teaching for 2 hours and a half weekly.

Secondly, I would like to add that, from my experience and the research which will be presented here, teaching in general must be high in quality, and balanced out with the proper input, so that teachers can truly help pupils acquire, for instance, the right phonetics from the start. What is clearly evident is that a good professional has to thoroughly know the advantages which every age presents and has to master how to make them efficient. Children enjoy fantasy, imagination and movement; therefore the teacher has to play with these elements in order to naturally immerse them into English.

Due to the facts that they have limited reading and writing skills in their L1 and that they also have a scarce knowledge of language about the world, the activities and the language input must be in accordance with their capacities. Kids understand meaningful messages but cannot analyse language yet; what is more, they have low levels of awareness about themselves as language learners, and are not conscious of their own learning processes.

It is commonly said that infants might be better off when taught by native English teachers, but I also believe that non-native teachers with a proficient level of English in all areas, and, particularly, in pronunciation and intonation, may fulfil the job which is expected. This will be exemplified later on.

Thirdly, I wonder what happens to English teaching and learning related to 9-12 year old pupils, being at the end of Primary schooling. And what about teenagers in EFL classes?. The *Critical Period Hypothesis* claims that puberty marks a change in the learning capacity, but on the other hand, I have experienced that it is precisely at this age when teenagers learn the fastest. In second-language acquisition, the strongest evidence for the *Critical Period Hypothesis* relies on the study of accent, which, pupils do not reach when compared to that of a native English speaker.

However, under certain conditions, native-like accent has been observed in learners, suggesting that accent may be affected by multiple factors, such as identity and motivation, rather than a *Critical Period* biological constraint. Some researchers affirm that teenagers have a faster learning when compared to children, especially when morphosyntax is concerned.

Fourthly, some capacities that facilitate the learning of a foreign language are also said to develop with age. It is also affirmed that maturity in students leads to greater facility for the learning of the second language.

I have conducted a research, which has tried to investigate what the title of this article suggests: Is age related to a series of other elements, which intermingle and balance out as if they were communicating vessels, where each one must play its assigned role, while being on the alert for reinforcement of any which might be or become weaker?.

I intend to throw some light and draw a picture that guides and helps teachers in the same way as my study has helped me. From my experience, I have reached the conclusion that learning a second language is possible, but, also, that to pursue and obtain learning efficiency, there is a need to balance age with four other key elements, which I have taken into account in my research, and which will be described next.

The four elements whose role I have been interested in studying are:

- 1. Professionality**
- 2. Attitude**
- 3. Aptitude**
- 4. Necessity**

The first element is the teacher and the Department of Foreign Languages' responsibility, and the second, third, and fourth one have to do with students. Following this view, my research focuses on two target kinds of students: five young adults, and an adult in her sixties. Their learning circumstances and present English language command have been analyzed and contrasted as follows:

**1. FIVE YOUNG ADULTS (Àlex, Pep, Jordi, Elisenda, and Xavier)**

**A/ 25 years ago (when they were infants, and started learning English)**

**B/ Now, as adults, with their present level of English**

First I will present evidence related to them as kids who were video recorded twenty-five years ago. At that time, they were fluent, understood English, and communicated with their teacher in the foreign language. In contrast, nowadays, as adults, they display a range of outcomes from C1 to A2. They all started at the same school in infant education, and circumstances were quite similar later on; however, the present results are considerably different, and do not correspond to such an early successful English learning experience.

I have wanted to investigate if there was a lucky one and why that could be so. Also, if there might be someone to be blamed for the young adult who, at present, is not more fluent than an A2 level student can be. The answers to all this will not be found in their personal circumstances but in some clues, related to the above-mentioned key elements, which I will present in the description, and refer to in the final conclusions.

**2. ONE 65-YEAR-OLD ADULT (Isa)**

This person started taking English three years ago and has advanced immensely. Having started learning English from scratch, she has become knowledgeable in the foreign language from day one, and achieved a B1.2 level. The above-mentioned key elements will also be relevant to account for her successful EFL learning itinerary, and will be presented in the description, and be referred to in the final conclusions.

**2. DESCRIPTION**

**1. FIVE YOUNG ADULTS (Àlex, Pep, Jordi, Elisenda and Xavier)**

**A/ 25 years ago (when they were infants, and started learning English)**

Twenty-five years ago, in the summer of 1991, I was admitted into a summer camp school programme. The campers were in a general summer camp from 9 a.m. to 5 p.m. And, although, it was not an English Summer Camp, they had one-hour English class every morning and another one in the afternoon.

Being there allowed me not only to carry out ELT class observation but also to be trained by their generous teaching staff. In September 1991, I was to be the Head of The English Department at the school where I was working, and such a professional preparation was going to be very useful: That July I learnt a lot about teaching English in Infant schooling, which was going to be fundamental for my perspective and my own discipline in my career.

During that training stage, I asked for permission to record a video of a non-stop hour-class with the native English teacher and her students. Pupils' age ranged from 3 to 6 years old. Among them, there were the five children, now adults, whose cases will be described here. At that time, they were 3, 4 and 5 years old. Such an age variety was, to start with, a good example of attention to diversity in EFL Classes. But there was more to it.

Afterwards, that video helped me much more than I could have ever imagined. It had recorded the whole class from beginning to end, and there had been no need to stop the camera. It was helpful for me to watch it closely, and notice all the riches of its details. They are so numerous and so precious for the profession that I have often used it when training ELT students at Faculty of Education at Universitat Internacional de Catalunya.



Summer camp English classes

To begin with, I was amazed by the potential of the teacher, a British young lady speaking in an elegant British accent. Although the "British accent" cannot be distinguished among the pupils, one can certainly see that they are able to understand her without any problem. I was also fascinated with that teacher: the quality of her input, the well-structured class, the perfectly accomplished objectives, and the very simple but varied and engaging material, which had been mostly created by her.

I specially took delight in observing how this teacher smoothly made the kids talk and how she made herself understood. She was a great storyteller as well, and the kids were astoundingly listening to her. That was the time when flashcards were introduced, and she wisely combined them with songs, dances, reading of books, bits of images and short conversations.

To my surprise, the vocabulary which she taught was not basic; there was a wide range of words on the topic which they were learning. That day they were exposed to: "Summer": "bucket and spade", "diving", "a pair of sandals" or "fan". If we look up the vocabulary which she used, we will see that what she taught corresponded to a B1 level.

I am sure that without her knowing, she was already working with multiple intelligences too. Some activities were for the kinesthetic students, the visual ones, and the auditory ones; there were also moments for individual work as well. Children had perfectly adopted habits and routines. There were no long conversations, but the teacher dialogued with the kids and they answered what one would expect from three or four-year olds.

She hardly corrected mistakes but did reverse correction, that is, she rephrased the statements positively. At the end of each session on a weekly basis she grouped pupils by ages and assigned them different tasks. While they were entangled in that, she worked with three kids a day to promote reading through stories. Last but not least, all her speaking input was in English, and there was not a single word being uttered in the children's first language: Catalan.

This may seem obvious, but we all know that, unfortunately, this is not common place in our schools. At lunch time, the English teacher was also there, giving instructions and explaining the menu which they were going to have. If pupils simply wanted a glass of water or dessert, or, for example, needed to be specific when feeling like having tomato slices, or a piece of apple pie, they also had to ask for them in English.

Needless to say, those campers were participating in a total English immersion. I thought that the experience was great, and I enjoyed watching those little children speak English so well. They said, as naturally as they used to do in their mother tongue, sentences like: “I would like another tomato slice, please”. Although the teacher never spoke a word in the pupil’s native language, they understood her: THERE WAS COMMUNICATION.



The teacher explains the menu



Xavier is asking for more sausages



Àlex is asking for napkins for a friend

**B/ Now, as adults, with their present level of English**

Facebook has allowed me to track down five of the kids who were videotaped. They have become adults, are young professionals, and some are married with children. Once I contacted them, I informed them about the research that I was carrying out. I asked them for permission to interview them and record them in order to collect data about their present level of English and their view as English learners. The aim of my interview was to firstly, let them know that this video existed and, secondly, to find out if their initial level of English kept on being so extraordinary as it was when the video had been recorded. I wanted to see the long term effects of their English learning experience.

They all agreed and I interviewed four young men (Àlex, Pep, Jordi, and Xavier) and a young woman (Elisenda). I specially focused on their oral production and communication. I prepared a questionnaire, with which I provided them beforehand. Being in a relaxing and comfortable atmosphere, with no constraint of time, was also important when individual interviews took place.

**Questionnaire:**

1. *When did you start having English classes?*
2. *How would you describe them?*
3. *What do you remember the most about them?*
4. *Is there something special that you enjoyed a lot?*
5. *Did your teachers speak English all the time during lessons?*
6. *Were your teachers native speakers of the language?*
7. *What is your present level of English according to the CEF?*
8. *As an adult, how would you describe your continuous English learning process?*
9. *Can you recall when you have learnt the most?*
10. *Have you experienced the joy of being able to communicate in English outside the classroom?*
11. *What is the difference between taking English at school and learning it?*
12. *What advice would you give to future English teachers?*

Although the questionnaire was handed in English, I offered them the chance to answer in their L1, if they felt more comfortable, which they mostly chose. I must say that their answers were very thorough, and that some of their thoughts, apparently unorganized at times, led to extended discourses, which all in all, were, as I had expected, worthwhile studying. Twenty–

five years earlier, I had visualized those kids becoming adults who would be fluent in English, and who would speak the language as native-English speakers do.

However, their evolution and present results do not correspond to my expectations or to their successful initial English learning itineraries which they had just started back then, to which I was witness, and which I had thoroughly studied from all angles. What had happened? Were those children “under a spell”? “How was that spell broken”? Or could it be that there are more factors than the "perfect teacher" and the "right age"? What other communicating vessels might have intervened?

The interviewees were not, and are not fully aware of what their learning process was and is. They have obviously become adults who have been studying English for over 25 years. Yet, the current common result is that none of them is completely fluent, and a variety of levels can be attributed to each:

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1.1	C1.2	C2.1	C2.2
<u>Àlex</u>	25 years											
<u>Pep</u>	25 years											
<u>Jordi</u>	25 years											
<u>Elisenda</u>	25 years											
<u>Xavier</u>	25 years											

What is more, they all affirm that they feel that they are still learning English. There is also the paradox that the child who was the most active and involved (Àlex), is the one who has actually the lowest level. These days he can hardly say a word in English, and he was speaking like a native speaker back then! Additionally, when these young adults were interviewed about their current level, they provided me with different reasons to explain why their level is the one which it is.

You will find next a condensed description of the data collected for each case: **1. Àlex; 2. Pep; 3. Jordi; 4. Elisenda; 5. Xavier.** Cases have been arranged from the current lowest English level to the highest one, and depict the position which each of the elements mentioned in the introduction has played in their ongoing English learning: professionalism, aptitude, attitude, and necessity. Each case includes a brief introduction of the interviewee and a summary of the main traits in their EFL learning situation. The photos shown here have been taken from the video, and from their present *Facebook* page, with their consent.

# 1. Alex

was born in 1985.



He was **5 years old** when he was videotaped. He is **31 years old now**, and works as a chef in a restaurant. His current level of English is **A2**. In the video Àlex is the one who talks the most, and his level of understanding and speaking resembles that of a native English kid. Now he feels that he cannot communicate in English, and affirms that he has never needed the language. However, he feels that he has the aptitude to learn English in the right circumstances, for example, in a stay in an English-speaking country.



After studying Alex's case I have concluded that when he was 5 years old, the four elements seemed to be in place: the teacher was perfect, he was a brilliant boy, with highly favourable attitude and he needed his English in order to communicate with his teacher. About the next 25 years, he states that he did not enjoy his teachers much, and he expresses that he wished that he had been helped by them. At present he does not have the least interest in English or needs it. His EFL learning line has not been a straight one which, obviously, points to lack of balance in the communicative vessels affecting his expected English proficiency.

## 2. Pep

was born in 1988.



He was **3 years old** when he was videotaped. He is **28 years old now**, and is a civil engineer. His current level of English is **B2.1**. The school that Pep attended prepared all the students for the official Cambridge exams. The preparation was compulsory for them all, whether they took the exam or not. He is grateful for having obtained KET, PET and FCE at school without the need of going to language schools, or having private teachers as many other students did. He also took French at school. At university, he had one subject in English. And he states that he could follow it easily; he also says that reading the bibliography was not a problem.

His current level is B2 but he feels that he cannot communicate fluently. He regrets that he has never been abroad, so he has not experienced an English speaking immersion but he is sure that he will cope with that when time comes. Even though he considers that English was the most boring subject at school and a waste of time, he acknowledges the fact that all the English that he knows is indebted to his school. I deduce that the system followed by the school Department of Foreign Languages was fundamental for his EFL improvement.

## 3. Jordi

was born in 1988.



He was **3 years old** when he was videotaped. He is **27 years old now**; he is an economist who runs a casual wear business. His current level of English is **B2.2**. Jordi has always been a hardworking, responsible student who never enjoyed English at school. He remembers classes as the most chaotic of all his subjects. He claims that his teachers were not good, and that classes were a waste of time. In spite of that, he considers that he has an acceptable level. His case is similar to Pep's but, unlike him, he considers that English is a "MUST" for all.

He catered for his necessity and spent some seasons in London and Manchester while attending language schools for some periods of time. At present, he has a German partner in his job and he communicates in English with him. I have concluded that his teachers' input was the weakest whereas his aptitude and attitude are the strongest; and necessity has made it all work.



## 4. Elisenda

was born in 1986



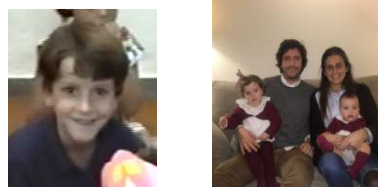
She was **5 years old** when he was videotaped. She is **30 years old now**. She has a Degree in Humanities and Arts. She currently works in Frankfurt. She is married to a German, and they have a baby girl. Her current level of English is **C1.1**. Elisenda speaks Catalan, French, German and Spanish fluently, and considers English to be the language that she speaks the worst. She had an extraordinary attitude at school: She was responsible and positive.

She recognizes that all the English that she knows is from school. She states that her grammar background and vocabulary banks have been really useful, and she is proud to say that she stills remembers phrasal verbs, collocations and idioms. She feels that the role of a good teacher is the key. She comments that sometimes she has tried to study English autonomously but has found it difficult. She feels that she needs to be guided at some point or another.

She is grateful for her teachers and she specially remembers one at secondary school that was very passionate; she recalls that in those years she learnt a lot. She has always liked reading and, at present, after reading books in Catalan, she reads them in English. This has been true of the *Harry Potter* saga and of Jane Austen's novels. She is aware that she has a natural aptitude for languages, and this advantage, together with her good attitude, has helped her learn. Due to the lack of necessity of using English, because, at present, she lives in Germany, she is not as fluent as she is in German. In her case, attitude is the strongest element, with aptitude and input being quite strong too, while necessity is the weakest of them all.

## 5. Xavier

was born in 1985.



He was **5 years old** when he was videotaped. He is **31 years old now**; he is an economist, and works as as CEO at an online marketing business; he is married and is the father of two children. His current level of English is **C1.2**. Xavier was the most critical of all the interviewees. He really claims that something should be done in schools to create the necessity of English learning and highlight meaningful learning in all subjects.

He says that there was no point in attempting to acquire a certain amount of knowledge that had to be "regurgitated" to obtain a grade or pass the exam. He also believes that teachers should make students aware that when they are asked to learn a certain linguistic item, like the irregular verb list, they must see that step as a means to obtain a language building tool, which will help them in their ongoing English learning process.

He affirms that he never enjoyed English classes and that he learnt English the hard way. Xavier considers that he truly learnt when he needed to, to understand the language as an adult. He says that learning a foreign language can be compared to sport training, or just to the

evolution of a toddler, who walks and runs and even cycles afterwards. He specifies that training gradually gives you more freedom, and this can be compared to knowledge. He believes that English should be learnt from experience, within the context where each student is involved. He describes English classes as boring and hardly remembers his teachers. He also thinks that teachers of foreign languages should be better prepared.

The first memories that came to his mind from the foreign language teachers (English and French) were that he had to go to the back of the class if he made a mistake. He specifically emphasizes that, all in all, he did not learn by "studying" English but, by trying to understand what he was interested in. He adds that he does not use English at all, and he wishes that he could have had more real opportunities for using it. So, I have concluded that his learning process is especially high in aptitude, attitude, and necessity respectively, being the weakest point his teachers' mechanical working system.

**2. RESEARCH ON THE ADULT**

Three years ago, in January 2013, an interior designer, Isa, who is 68 years old now, asked me for private English lessons. Born in 1947, she was brought up in a religious German school, had never studied English, and was fluent in French and German. She was simply in the mood to learn English, because she wanted to have an intellectual task to do for her retirement; additionally, she also wanted to go to Boston the following summer.

I accepted the job as a personal challenge, I wanted to experience if an adult was able to learn English as a second language in an easy way. I wanted to check what position was best in age: the younger one or the older one, and how that element could relate to the other four: professionalism, attitude, aptitude and necessity. At present, Isa has a B1.2 level, which she has reached in three years. She has been in Boston on two different occasions, and she feels that she can communicate in a basic way.

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1.1	C1.2	C2.1	C2.2
Isa	3 years											

I must admit that Isa's foreign accent has been kept but her analysing ability has developed extremely fast during these three years of English study. Isa shows a growing interest about her English learning since her approach is analytical, being permanently interested in language as an abstract system. This ability (=analysing language) allows her to clearly compare patterns and linguistic forms that are similar or different in her mother tongue and in English.

She also has well developed skills as a reader and a writer. She can use her knowledge of the world and of different contexts to make guesses about unknown words or phrases. She has a good understanding of the rules of communication. For example, when dealing with simple and straightforward everyday conversations, she knows that she has to use set phrases to open and close them, and is also able to judge the politeness level depending on who she is talking to.

**Isa** was born in 1947.



She is a **68-year-old** interior designer who has reached a current level of English is **B1.2** in three years. Isa considers that she learnt a lot of English because, on the one hand, she was led and helped by a teacher who showed her the right tools; and on the other, because that worked perfectly with her own attitude and unfailing desire to learn.

After following English private tutoring, she enrolled in a language school, and attended classes with a native English teacher; however, she explains that her experience was dreadful: She specifies that although her English teacher certainly knew the language, as a professional, that person did not know how to pedagogically teach it.

Apart from that, she also states that she did not like the approach which the language school followed: every week she started classes with a new group of students; the language school explained that the reason for that was that the group of students was flexible, and defended that what mattered was the syllabus; all in all, she felt that her English lessons were starting over and over again. Later on, she did an online course with the help of a private teacher. She affirms that both her aptitude and attitude led her to where she is now.

### 3. CONCLUSION

To finish, I would like to:

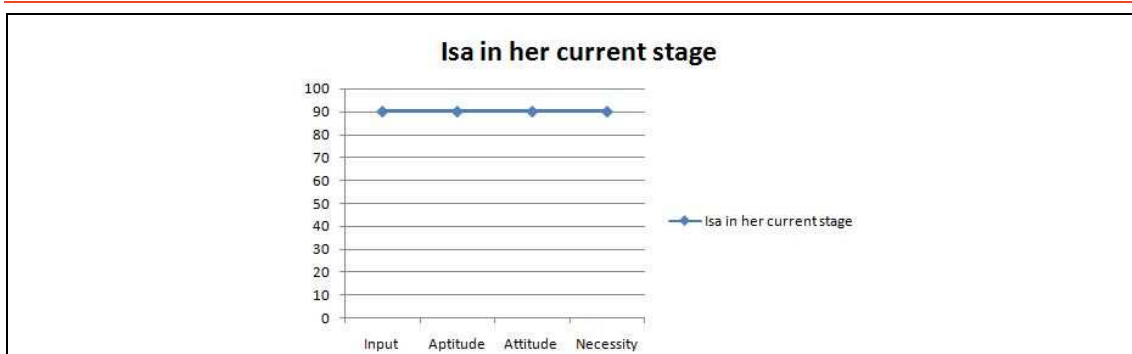
A/ Graphically describe the relevance of unyson in professionalism, aptitude, attitude and necessity, as communicating vessels, through two main learning processes which have been contrasted through my research.

B/ Extensively present my conclusions on each communicating vessel with the help of interviewees' quotations, which support them. These opinions will be graded from negative to positive; the former will point to imperfections referred to by students, and the latter will enhance positive views on their learning. They will be, respectively, highlighted in **red** and **green**.

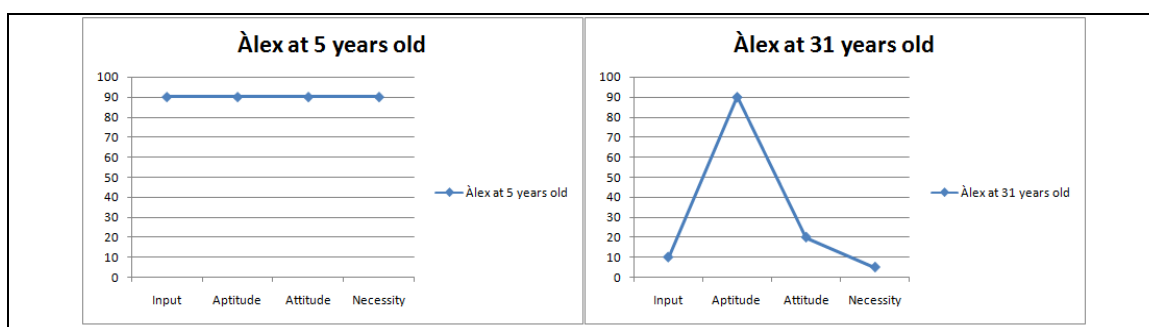
**A/**

In general terms, I have deduced that when communicating vessels: professionalism, attitude, aptitude and necessity, are balanced, students simply keep on learning in a straight way. I visualize that as a wide motorway which is just in front of them, a place where they can easily be driven along – by their teachers -, and where they can also start to independently steer their own ongoing learning vehicles.

Isa's case projects that in full, and is self-explanatory: Her current English learning is completely linear, because professionalism, aptitude, attitude and necessity were quite balanced from the start. That explains why her learning process has gone and is going at such a steady and fast pace.



On the contrary, for instance, when we look at Àlex’s case, which I have chosen here for being the least successful student, we can very well see the impact of the four elements when being unbalanced. His initial top input matched his natural aptitude; yet, the other necessary two elements: attitude and necessity were not there, and, as indicated earlier, that affected his initial successful learning, demoting him from the privileged place which, as a learner of English, he had been granted at the start.



## B/ Professionalism

It is important that the Foreign Language Department shows professionalism through the quality of the input of its teachers and the way how objectives are put into practice. The teacher is the key, and needs to be wise and manage the class effectively. The better the teacher, the better the lesson. Unfortunately, we have experienced lack of knowledge from teachers in a large number of schools in Catalonia; a lot of EFL teachers make pupils dance, sing, colour..., and pupils feel happy in class, but both their knowledge of English and their class language input are not adequate, and, as a consequence, there is not much English learning happening in the classrooms.

We also find the other way round: There are native English teachers or non-native ones, with a high level of English, but with lack of management, organization or discipline skills to be in charge of classes; and this type does not fulfil objectives either. The role of the Language Department is also fundamental to have a transversal syllabus and to work as a team; when that happens, no single teacher looks fabulous but the whole staff does, since one complements another, there is team work, and they all have a global vision of the educational centre. Another characteristic to take into account is the teachers’ view, desire and class implementation with regards to Lifelong Learning.

Through my study, I was surprised by the fact that the interviewees hardly remembered the names of their school English teachers. Most of them felt that English was a really easy subject

that never meant a lot of effort. However, in general, they were all grateful for the schooling background with which they provided them. I think that this proves that the input seed which they received at their infant time, of which they were unaware, was already growing. Interviewees' quotes following should provide an extended graded view on the role of professionalism in teaching and learning:

- "We all know that **the English teacher is the sluggish one**, and classes are a spectacular waste of time" (Jordi)
- "I didn't have any interest in English classes; I don't want to say that teachers were not good, but they seemed to work only for their wages; I see those classes now as a formality; teachers didn't worry at all about my learning. **Classes were a chaos**, everybody was chatting, playing; it was an unorganized environment; and, the teacher was new every year. Those teachers didn't arise the slightest interest in my learning English" (Àlex)
- "If, as you say, I was speaking English when I was 5, I must say that **there has been a lack of continuity in me**; I needed help and teachers who devoted time to me. I remember everything being very theoretical; it did not make any sense" (Àlex)
- "From my English teachers in Primary I remember absolutely nothing; I guess I had a great time. In ESO, English classes were a **complete bore, a pain in the neck**" (Pep)
- "The drama those years was that teachers were not able to manage the class, and it was also **hard to find teachers who spoke proper English**" (Xavier)
- "I think **English teachers should be professionally better prepared**; sometimes we find in the role of English teachers that "wool is pulled over our eyes". It is time that **foreign language teachers trained in a completely different way**. A teacher has to be trained to develop his capacities and the ones of his pupils or students. I had a native teacher that said "this is the level that you should reach, it is up to you to get it, so sort it out"; he copied the answers of the exercises on the blackboard and that was it. It didn't make any sense to us" (Xavier)
- "If, at five, I could speak perfect English, help and continuity have lacked from the very beginning; everything was very theoretical; we always started with exercises dealing with present simple versus present continuous. For me, there wasn't any point in doing those **repetitive grammar exercises**. Once you knew how to write -ing, the exam was passed, and you were promoted to the following year to do the same again" (Àlex)
- "A large number of **schools don't seem to have a linguistic project** as far as English is concerned. I see learning English as a spiral which year by year is higher and wider than the year before." (Xavier)
- "**Some teachers bribed us** with songs, or films so that we would behave well. Even one teacher said "I see that you don't understand very much, I am going to show the film in Spanish with English subtitles; don't tell anyone". It was a pity that they didn't have a command of the class and that activities that could be useful if they were well prepared were utilized for the teachers to let time pass; "He **was more a babysitter than a teacher**" (Elisenda)
- "All the students **were prepared for the Cambridge Official exams**. The preparation was compulsory for everyone but we were free to take the exam. In class we did mock exams from time to time and I am grateful to the school because I obtained the KET and the FCE certificate" (Pep)
- "I hardly remember anything from school but **the background is here**, so it was not so bad after all" (Jordi)
- "It seemed that contents were always the same but **you were aware that content was like a spiral**; it was progressively moving forward" (Elisenda)
- "If you have the right English teacher in a school, that is a treasure; **I want a "snake charmer" for my children**, not the kind of teacher that I had. Good teachers have the magic to pass the subject knowledge" (Xavier)
- "The point that made my Secondary school teacher excellent was that **her passion was contagious**. She was crazy for English and she passed it on with intensity and energy. She didn't bother if she had to explain the same over and over again. I think it is essential that the teacher inspires this liking on students" (Elisenda)
- "My private teacher gave me the essential keys and showed me how to work with them; it is true that I was determined to learn but **without her expertise it wouldn't have been possible**" (Isa)

### Aptitude

We all know that each student is unique, and for that reason, no student is better than another. All students have talents and abilities that have to be developed. When the student is a child, the role of the teacher is crucial in order to build on his/her talents. Teen or adult students may know how to use their talents. Sometimes, paradoxically again, intelligent children learnt even with the not so apt teachers. Interviewees' quotes following should provide an extended graded view on the role of aptitude in teaching and learning:

- When I attended the language school, I did not learn much from native English teachers; they mostly encouraged conversation, but there was no feedback. (Isa)
- "My piece of advice to English teachers is that they should **take into account what stage students are at; this way**, they can develop their maximum potential. Classes shouldn't be always the same, they should be prepared and organized depending on different factors. It is not the same to have classes at 8 in the morning or at the end of the day on a Friday; it is not the same in January or in June; it is not the same on a rainy day or on a sunny day" (Xavier)
- "**I hope to develop the English that I learnt some day**. I know that if I needed it I would speak it; I feel that I am in a act that can become a potential, as we learnt when we studied Aristotle. Hah...hah... . English is in my mind, it will spring one day" (Àlex)
- "I wasn't aware of what I was learning, but it's nice when you feel that "this sounds good", for example, with phrasal verbs, prepositions, expressions. **Suddenly** when you speak, **words come to your mind even though you can never say when you learnt that word or expression**" (Pep)

### Attitude

A good student's attitude towards the subject is very relevant in the learning. Attitude is a task which is co-built by students and teachers. Attitude does not only mean motivation; it is the positive feeling towards learning the subject knowing that the "No gain no pain" proverb stands for a reality. Teachers help students learn, but learning is not only the teachers' responsibility; we cannot forget that students are free human beings who are accountable for decision-making, and therefore, for their attitude. Each age also needs the right motivation. Children might be easier to motivate than teen students or adult ones; but in all cases, attitude must be smoothly guided, and specialized teachers in the different levels must know how to cater for them all. Interviewees' quotes following should provide an extended graded view on the role of attitude in teaching and learning:

- "As a child, **I would have liked a good coach** as we see now in football, someone who **would have helped me see why understanding is so essential**; I only remember doing, doing, doing; it didn't make any sense to me" (Àlex)
- "If the student doesn't have the proper attitude, there will not be learning, but **"vomiting knowledge" on the exam day? What was that for? For nothing**" (Xavier)
- "**I have learnt the hard way** especially when I had to seriously go into English; I can say that I did not learn by "studying" the language, but by reading articles or attending and listening to lectures of my interest (Xavier)
- "**It is great when you can understand the film that you like in its original version**. In general, if I read, I understand, but I am afraid I can't communicate, and this makes me angry" (Àlex)
- "When we hear that there is "autonomous learning" I don't think that people put their noses to the grindstone. **Nobody makes an extraordinary effort to learn, if there is no reward of your interest**. It is a question of attitude. I spend 2 hours reading at home and I am the happiest buddy in the world because I enjoy the contents" (Xavier)
- "I remember a hard moment in my life: my mother had a stroke. At school, they were very sympathetic; I had an English exam on the following day and the teacher told me to do it on another day if that helped, but **I loved English. I always paid a lot of attention and I had studied a lot some days before the exam**. The result was excellent, I scored 9'2" (Elisenda)



- **An adult looks for the help of the teacher, rethinks the process**, tries to find out the reason beyond everything. There is a continuity. I am very grateful to the teacher who gradually introduced me the content and the patterns of learning. She had a very useful blog where I could check my questions, find online exercises online, and then I could go to class with questions. I am surprised how quickly learning was at the beginning; later on it was a bit harder" (Isa)

### **Necessity**

Necessity seems obvious, but sometimes teachers are obsessed with the fulfillment of the syllabus, and the main result is that there is no motivation. Learning should be meaningful. Necessity does not only refer to something practical; it is also the pleasure of using the language, the enjoyment of reading or listening to something which is pleasant and raises our interest. Activities which lead to EFL immersion and place students in situations which reproduce reality and are close to them are to be embedded in the curriculum, and therefore, provided by good professionals. This way students are naturally led to speak English. One example of this activity could be about finding a language partner through Skype or being helped by a language assistant in class (Fàbrega, 2015). Interviewees' quotes following should provide an extended graded view on the role of necessity in teaching and learning:

- "I don't speak English because **I have never needed it**. I have not developed it, and I have not had opportunities for speaking to foreigners either" (Àlex)
- I've got a good level, and whenever I go to a language school and take a placement test, I am in a C1.2. **My biggest problem is that I do not need it at all**. If I could practise, I would definitely improve it (Xavier)
- "I have never been abroad and here we do not speak English. **It is not really needed**. In class English is supposed to be spoken all the time, but, in fact, the teacher speaks the three languages at the same time: Catalan, Spanish and English. I have never experienced the necessity of having to talk to someone in English" (Pep)
- **The main objective of teachers is to hardly ever generate interest** but to pass on contents; in the end, if you know the complete list of irregular verbs, you may pass the exam but teachers should be aware that **life is not a checklist of things** (Xavier)
- "I studied Civil Engineer at university and I had a subject related to applied English; **reading the bibliography wasn't a problem** but if I had to talk in English it would be a problem indeed" (Pep)
- "Now it is easier for children. **They are exposed to English more easily than we were**. Internet, devices, films in original version give them more opportunities to immerse in the language" (Xavier)
- "I think **schools should create language immersion microclimate**, as when we were children and we had to ask for food in the dining room or create other activities. Children need to be forced to speak in English and the teacher must pretend that it is the only language which is being understood. The practical exercises shouldn't be so mechanic; they were all very similar and we were not forced to think. In school, we should also read more. **Students should be convinced that English is not something that makes you different from others, but an asset that you must have in order not to be different from others**" (Pep)
- "The secret does not lie in "studying" a lot of English, but in **enjoying English when you use it**. Evidently until you don't have a minimum level, you cannot use it" (Xavier)
- "**When you put your knowledge into practice, you realize that life is engaging**, exciting. When you identify an expression that you saw earlier, when you read an original article and not a translation (where you see that you have been cheated with a bad translation), when you listen to the news and understand.....this is awesome!" (Xavier)
- "I like understanding Obama, for example, when I listen to the news and feel that I don't need any translated script" (Xavier)
- "**I would like to catch the humor**, the irony, puns, word games, the double meaning conveyed by language; I am not at the right level for that yet, but I look forward to achieving it" (Xavier)

As a final conclusion, the good piece of news is that it is never too late to learn English as a foreign language, or, generally speaking, a second language. Needless to say that the role of the four key elements is relevant by itself and with regards to one another; however, from my study and my view, there is one that stands out: the teachers' professionalism. So, the second piece of good news is that teachers, being key points, will never be fully substituted by online programmes or revolutionary methods. Teachers will never disappear despite the odds at times.

There will always be a need for students to be guided by good professionals. And what is more, at the same time, all learners are to develop all their potential in order to be successful. In addition, the key to success is always within themselves, within ourselves. Going back to the idea of basic elements as communicating vessels, we must remember that gravity and pressure have to be constant in each vessel, so that they each and all can be balanced. I encourage teachers not to throw in the towel when feeling tired of putting "pressure" on students, because we cannot ignore that our students' "gravity" must be their necessity.

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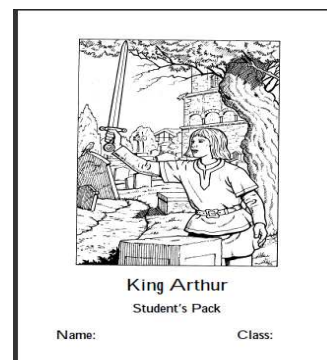
# The *King Arthur* Project in Eighth Grade

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The fantastic tale of King Arthur is one of the greatest themes in British literature. King Arthur, Queen Guinevere, Merlin and Sir Lancelot are immortal characters, mythical figures that capture our minds. I will present a didactic unit around them: The *King Arthur* Project. It describes a way of introducing reading, investigation and creativity in the English class through workshops where the methodology of the flipped classroom is used.

The set of activities included complements the reading of a book (*King Arthur*, Burlington Books, level 2), and creates engaging class dynamics while students deepen into the grammatical, linguistic, cultural and literary aspects and, ultimately, produce written, oral and visual output. The *King Arthur* Project is designed to combine several areas in the eighth grade language learner: leadership, responsibility, autonomy, group work and cultural heritage. The aim of this article is to describe how the matter of Britain can be incorporated in class. To do this, I have divided it into six sections:

- I. Introduction: the matter of Britain
- II. Contents of the unit of work
- III. The Flipped Classroom
- IV. Activities and organization
- V. Evaluation
- VI. Conclusions



*King Arthur's* cover in student's pack

## I. Introduction: the matter of Britain

The Arthurian legend is a mythological background which is a mixture of fairy tales, mystery and magic. Our youth is as fascinated with the world of myths as any other generation. It is simultaneous to their study of the middle ages in the curricular syllabus of social studies. Besides, there seems to be a revival of the medieval topics, thanks to recent TV series and films. Hence, taking all these elements into consideration and, being a lover of medieval myths and legends myself, I developed a unit in the curriculum of eighth grade which focuses on this particular topic.

## II. Contents of the didactic programme

*The King Arthur Project* aims to develop and enhance different aspects in the learning of English and also creative abilities:

- a. Reading abilities: reading comprehension, reading for gist, reading for detail
- b. Listening
- c. Vocabulary

- d. Grammar work
- e. Writing different types of genres:
  - i. diary entries
  - ii. newspaper articles
  - iii. narratives
  - iv. picture descriptions
- f. Producing a costume and designing coats of arms
- g. Creating a movie trailer

### III. The Flipped classroom

To be able to create an appealing context to approach the skills aforementioned, I consider that the “flipped classroom” exactly provides the necessary factors: flexibility, interaction and creativity. The flipped classroom is a pedagogical approach in which the direct instruction goes from the collective learning space to the individual learning, resulting in a dynamic and interactive type of learning. The teacher guides the students as they apply the concepts and participate in the matter in a creative way.

Firstly, the teacher prepares a set of materials of diverse nature: from the traditional ones to multimedia and computing. When the students have read or watched the materials, they come to class with a previous knowledge of the content. In the present case, they come to class having read the book *King Arthur* on paper or as an e-book. Then, the actual work is done in class, where the students are invited to solve problems, analyse and work on those contents collaboratively, that is, through the various workshops that I will describe next. This system of work allows the teacher to be free to interact with the students, while correcting and answering their questions, guiding them with feedback and adding short lessons.

### IV. Activities and organization

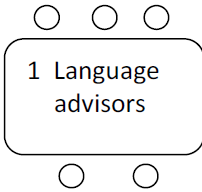
After the students have read the book at home and done the reading comprehension exercises on their own, in class, they are divided in groups of 4 or 5 students, depending on the total number of students in the class. They sit at 6 tables, where the students take different roles and do different types of tasks, as shown below:

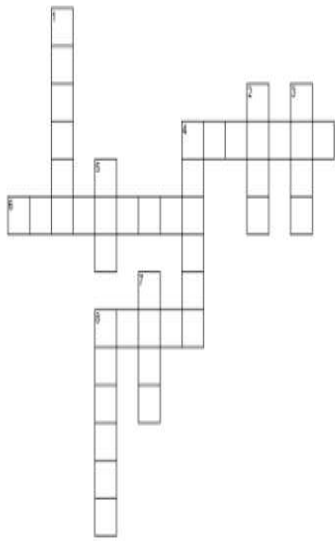
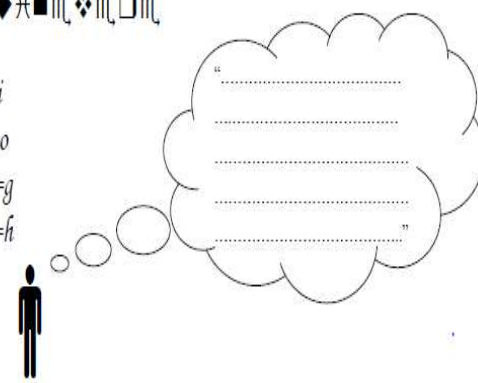
Space organization	Role	Tasks
Table 1	Language advisors	Linguistic areas about the story <i>King Arthur</i> : vocabulary, grammar, semantic fields.
Table 2	Historians	Information related to the history of King Arthur and the knights of the round table and the period of the middle ages, castles, dresses.
Table 3	Producers	Design and production of a medieval costume and design of their own coat of arms.
Table 4	Journalists	Writing of the news of every relevant event in the story of King Arthur.
Table 5	Writers	Writing of the diary entries, and alternative ending of the Arthurian legend.
Table 6	Film producers	Creation of the trailer of a film about King Arthur.

The six groups of students sit at the six tables doing one different workshop per session, 6 in total. In each session they accomplish the specific role that they have been assigned and on the next session they rotate to the next one so that they complete all the tasks in all the roles. The different activities are collected in the Student's Pack, organised in 6 sections for the 6 roles, which students complete and hand in the teacher to be assessed.

Below is a description of the work done at the 6 tables, including material, links and activities.

**TABLE 1**

 <p>1 Language advisors</p>	<p><b>Material:</b>                  5 books (one per student)                  1 dictionary                  1 computer                  Handouts with the Language activities</p>
<p><b>Activities:</b>                  At this table students explore the linguistic aspects of the reading of the story of <i>King Arthur</i> through activities that point out the vocabulary, grammar and semantic fields of the content. The activities are: crosswords (A), cryptograms (B), regular and irregular past simple (C), rhyming words (D), synonym search (E) and word searches (F). Samples will be provided below. They can use the books to re-read the story or check a specific passage, as well as a dictionary (paper or online) and a computer to check vocabulary or grammar points with the recommended links:</p> <p><a href="http://dictionary.cambridge.org/es/">http://dictionary.cambridge.org/es/</a></p> <p><a href="http://www.oxforddictionaries.com/">http://www.oxforddictionaries.com/</a></p>	

<p><b>A. Crosswords</b></p> <p>II) Try and complete this crossword with words from chapter 1.</p>  <div data-bbox="590 1467 774 2004" style="border: 1px solid black; padding: 5px;"> <p><b>Across</b>                      4. With care, cautious.                      6. A big church.                      8. A cutting arm, with a sharp blade.</p> <p><b>Down</b>                      1. A brave warrior at the service of the king.                      2. Not alive.                      3. Take a thing with an effort.                      4. With the name of.                      5. The instrument to open doors.                      7. Way, path.                      8. The assistant of a knight.</p> </div>	<p><b>B. Cryptograms</b></p> <p>IV) Find out the message on this cryptogram:</p> <p>                 X O   ■ □ ◆   ⊗   Y o □ □ □   &amp; X X Y o m m ◆                  o m m ⊗ ◆ m X   ● □ ◆ m   → ◆ m m ■                  Y o ◆ X ■ m ◆ m □ m             </p> <p>                 X = i                  □ = o                  Y o = g                  m = fi             </p>  <p>“.....                  .....                  .....                  .....”</p>
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<p><b>C. Regular/irregular past simple</b></p> <p>II) Write a list of regular and irregular verbs in the past with their infinitive form.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">Regular</th> <th>Translation</th> <th colspan="2">Irregular</th> <th>Translation</th> </tr> </thead> <tbody> <tr> <td>want</td> <td>wanted</td> <td>voler</td> <td>build</td> <td>built</td> <td>construir</td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Regular		Translation	Irregular		Translation	want	wanted	voler	build	built	construir																																																							<p><b>D. Rhyming words</b></p> <p>III) Find the words that rhyme with these:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%;"><i>me</i> /i:/</td> <td style="width: 35%;">Verb beginning in "t":</td> <td style="width: 50%;">Verb beginning in "s":</td> </tr> <tr> <td><i>all</i> /ɔ:/</td> <td>Object to play sports:</td> <td>Verb in the past beginning in "v":</td> </tr> <tr> <td><i>oh</i> /əʊ/</td> <td>Verb beginning in "k":</td> <td>Verb beginning in "g":</td> </tr> <tr> <td><i>day</i> /eɪ/</td> <td>Place beginning in "c":</td> <td>A high status woman:</td> </tr> <tr> <td><i>help</i> /e/</td> <td>Past form beginning in "w":</td> <td>Verb in the past beginning in "f":</td> </tr> </tbody> </table>	<i>me</i> /i:/	Verb beginning in "t":	Verb beginning in "s":	<i>all</i> /ɔ:/	Object to play sports:	Verb in the past beginning in "v":	<i>oh</i> /əʊ/	Verb beginning in "k":	Verb beginning in "g":	<i>day</i> /eɪ/	Place beginning in "c":	A high status woman:	<i>help</i> /e/	Past form beginning in "w":	Verb in the past beginning in "f":																																																																																																																																																
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<p><b>E. Synonym search</b></p> <p>II) Write the words that mean the following:</p> <ol style="list-style-type: none"> <li>1. A fight between knights=</li> <li>2. Councelling=</li> <li>3. To end somebody's life=</li> <li>4. Natural, closed water=</li> <li>5. Sad=</li> </ol>	<p><b>F. Wordsearch</b></p> <p>Message with the remaining letters:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr><td>A</td><td>D</td><td>S</td><td>I</td><td>R</td><td>R</td><td>L</td><td>A</td><td>N</td><td>C</td><td>E</td><td>C</td><td>D</td><td>E</td><td>L</td></tr> <tr><td>O</td><td>D</td><td>E</td><td>T</td><td>W</td><td>O</td><td>A</td><td>S</td><td>T</td><td>V</td><td>A</td><td>E</td><td>H</td><td>E</td><td>B</td></tr> <tr><td>F</td><td>E</td><td>V</td><td>U</td><td>S</td><td>D</td><td>T</td><td>K</td><td>A</td><td>S</td><td>K</td><td>L</td><td>N</td><td>I</td><td>G</td></tr> <tr><td>H</td><td>O</td><td>T</td><td>E</td><td>C</td><td>E</td><td>O</td><td>R</td><td>T</td><td>C</td><td>F</td><td>A</td><td>T</td><td>H</td><td>E</td></tr> <tr><td>R</td><td>O</td><td>R</td><td>U</td><td>N</td><td>S</td><td>B</td><td>L</td><td>I</td><td>N</td><td>D</td><td>D</td><td>T</td><td>A</td><td>B</td></tr> <tr><td>L</td><td>E</td><td>F</td><td>E</td><td>T</td><td>T</td><td>E</td><td>W</td><td>Z</td><td>I</td><td>X</td><td>Y</td><td>Y</td><td>Q</td><td>H</td></tr> <tr><td>P</td><td>N</td><td>B</td><td>N</td><td>S</td><td>N</td><td>U</td><td>R</td><td>K</td><td>U</td><td>F</td><td>K</td><td>A</td><td>J</td><td>N</td></tr> <tr><td>P</td><td>H</td><td>A</td><td>D</td><td>S</td><td>T</td><td>B</td><td>R</td><td>E</td><td>W</td><td>O</td><td>L</td><td>P</td><td>K</td><td>D</td></tr> <tr><td>O</td><td>I</td><td>T</td><td>N</td><td>E</td><td>J</td><td>S</td><td>S</td><td>E</td><td>R</td><td>Y</td><td>B</td><td>R</td><td>V</td><td>U</td></tr> <tr><td>G</td><td>B</td><td>I</td><td>B</td><td>M</td><td>S</td><td>T</td><td>B</td><td>Q</td><td>S</td><td>N</td><td>O</td><td>E</td><td>C</td><td>H</td></tr> <tr><td>C</td><td>K</td><td>G</td><td>M</td><td>T</td><td>K</td><td>I</td><td>L</td><td>L</td><td>E</td><td>D</td><td>A</td><td>F</td><td>E</td><td>R</td></tr> <tr><td>N</td><td>S</td><td>X</td><td>R</td><td>C</td><td>H</td><td>A</td><td>S</td><td>E</td><td>D</td><td>C</td><td>R</td><td>F</td><td>T</td><td>U</td></tr> <tr><td>G</td><td>Y</td><td>O</td><td>K</td><td>U</td><td>U</td><td>Y</td><td>X</td><td>Y</td><td>S</td><td>K</td><td>E</td><td>M</td><td>A</td><td>X</td></tr> <tr><td>R</td><td>N</td><td>H</td><td>Y</td><td>H</td><td>D</td><td>D</td><td>A</td><td>Q</td><td>W</td><td>G</td><td>H</td><td>G</td><td>Y</td><td>E</td></tr> <tr><td>G</td><td>W</td><td>K</td><td>E</td><td>Y</td><td>S</td><td>T</td><td>P</td><td>E</td><td>P</td><td>P</td><td>Z</td><td>W</td><td>K</td><td>X</td></tr> </tbody> </table> <p>Hidden message:</p>	A	D	S	I	R	R	L	A	N	C	E	C	D	E	L	O	D	E	T	W	O	A	S	T	V	A	E	H	E	B	F	E	V	U	S	D	T	K	A	S	K	L	N	I	G	H	O	T	E	C	E	O	R	T	C	F	A	T	H	E	R	O	R	U	N	S	B	L	I	N	D	D	T	A	B	L	E	F	E	T	T	E	W	Z	I	X	Y	Y	Q	H	P	N	B	N	S	N	U	R	K	U	F	K	A	J	N	P	H	A	D	S	T	B	R	E	W	O	L	P	K	D	O	I	T	N	E	J	S	S	E	R	Y	B	R	V	U	G	B	I	B	M	S	T	B	Q	S	N	O	E	C	H	C	K	G	M	T	K	I	L	L	E	D	A	F	E	R	N	S	X	R	C	H	A	S	E	D	C	R	F	T	U	G	Y	O	K	U	U	Y	X	Y	S	K	E	M	A	X	R	N	H	Y	H	D	D	A	Q	W	G	H	G	Y	E	G	W	K	E	Y	S	T	P	E	P	P	Z	W	K	X
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**TABLE 2**

	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>1 book</li> <li>1 dictionary</li> <li>1 <i>Diccionari Visual Oxford</i></li> <li>The <i>Dorling Kindersley Encyclopedia</i></li> <li>CD-ROM: <i>Eyewitness History of the World</i></li> <li>2/3 computers</li> <li>5 sets of headphones/earphones</li> </ul>
<p><b>Activities:</b></p> <p>The students sitting at this table are historians, so they look into the origin of the Arthurian</p>	

legend, the historical period of the middle ages, as well as medieval costumes and castles. They learn about these topics through watching two videos from the *History channel* (A):

<http://www.history.co.uk/shows/king-arthurs-round-table-revealed/videos>.

They also carry out reading activities (B) and writing labels in pictures (C) by consulting reference books and websites:

<http://www.kingarthursknights.com/>

[http://www.bbc.co.uk/history/ancient/anglo\\_saxons/arthur\\_01.shtml](http://www.bbc.co.uk/history/ancient/anglo_saxons/arthur_01.shtml)

Then, they create quizzes and board games.

At the end they summarize the history of King Arthur and the Knights of the Round Table creating different kinds of quizzes (D). They can be cards with questions with three options on paper or on a *Powerpoint* presentation or even, on a board game such as *Snakes and Ladders*. Samples will be provided next.

### A. Watching Videos



History Channel.co.uk

### B. Reading activities

King Arthur 2

## KING ARTHUR



The story of King Arthur took place in the 5<sup>th</sup> century in Britain. That was the historical period of the Middle Ages. Supposedly, he lived in Camelot with his beautiful queen Guinevere, Merlin the Wizard and the Knights of the Round Table helped King Arthur and they had many adventures together.

#### The Middle Ages

The Middle Ages was a time of change in western Europe between the fifth and the 15<sup>th</sup> centuries. The early Middle Ages are sometimes called the Dark Ages because the learning of Ancient Greece and Rome almost disappeared. Feudalism governed society, and monasteries were the centres of learning. Kings gave their vassals lands. In return, the knights and other nobles worked for the lord and fought for him when it was necessary.

#### Questions:

- A) When do we consider the beginning of the Middle Ages?
- B) What was the social structure of the time?
- C) What did the kings give their vassals?
- D) What did they have to do?

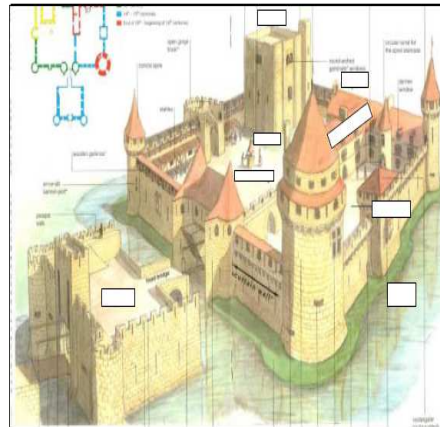


**C. Writing labels**

# Celtic Castles

The massive walls and towers of a castle were designed to make it impossible for enemy soldiers to destroy it. Inside was a whole world in miniature – lords and ladies, government officials, soldiers, servants, animals, gardens, treasure stores, and dungeons where prisoners were tortured. The best place for a castle was on a hill surrounded by water.

Most castles were built between 9<sup>th</sup> century and the 16<sup>th</sup> century, when many countries were constantly at war. The invention of gunpowder at the end of the 13<sup>th</sup> century made castles difficult to defend. When times were more peaceful, kings and lords moved into comfortable country houses.



IV) Write the parts of the castle in their correct place:  
a) wall b) main bailey c) moat d) barbican e) keep f) chapel g) main building h) lower bailey

**Medieval**



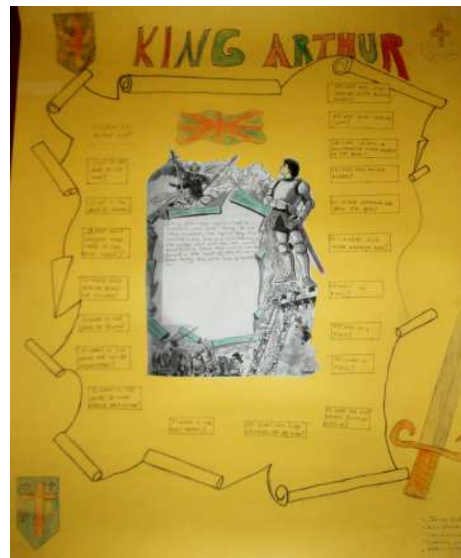
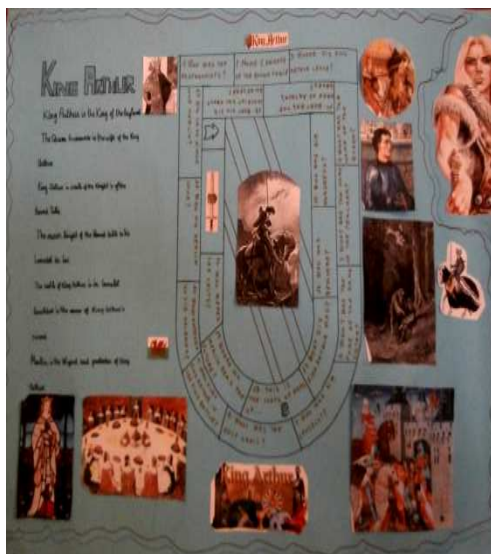
**Costumes**



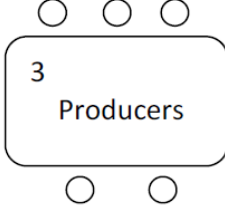
- Write the names on the correct place:
- Surcoat
  - Breastplate
  - Necklace
  - Fur trim
  - Long sword
  - Gauntlet
  - Tight underdress
  - Basin protects shoulder
  - Jewelled headdress
  - Helmet
  - Translate these words.





























From: History of the World Eyewitness

**D. Quizzes and Board Games**



**TABLE 3**

	<p><b>Material:</b>                  5 books (one per student)                  1 dictionary                  1 computer                  1 set of earphones per student                  Paper cups, aluminium plates, aluminium foil, toaster trays, paper fasteners, scissors, scotch tape, stapler, glue                  5 cardboards                  Handout with the coats of arms</p>
<p><b>Activities:</b>                  The producers learn about the coats of arms of King Arthur and his knights and design their personal coat of arms (A). After that, they watch a video on how to make a medieval costume: neck and breast plates, crown, knee plates and sword (B). Boys wear these elements over their knight tabard (with their coat of arms) and girls over a long dress or blouse and long skirt on the day of the trailer's recording.</p> <p>Websites:  <a href="http://www.marthastewart.com/254397/childrens-knight-costume">http://www.marthastewart.com/254397/childrens-knight-costume</a>  <a href="http://www.odihammagnacarta.com/interactive/make-your-own-medieval-costumes---for-children/">http://www.odihammagnacarta.com/interactive/make-your-own-medieval-costumes---for-children/</a></p>	

<p><b>A. Coats of arms</b></p> <table border="1"> <tr> <td data-bbox="264 1384 624 1451"> <p><b>KING ARTHUR PENDRAGON</b>                      Arthur married Guinevere, who betrayed him, with her love for Lancelot.</p> </td> <td data-bbox="644 1384 703 1451">  </td> </tr> <tr> <td data-bbox="264 1451 624 1518"> <p><b>KING Uther PENDRAGON</b>                      Uther's Coat of Arms is derived from his surname 'Pendragon'.</p> </td> <td data-bbox="644 1451 703 1518">  </td> </tr> <tr> <td data-bbox="264 1518 624 1585"> <p><b>LADY OF THE LAKE</b>                      Azure, a scallop Argent, six sea shells, on a treasure, counterpointed Argent.</p> </td> <td data-bbox="644 1518 703 1585">  </td> </tr> <tr> <td data-bbox="264 1585 624 1653"> <p><b>GALAHAD THE PURE</b>                      Galahad's Coat of Arms is that of the Adventurous Knight, Argent, a cross, Gules.</p> </td> <td data-bbox="644 1585 703 1653">  </td> </tr> <tr> <td data-bbox="264 1653 624 1720"> <p><b>QUEEN GUINEVERE</b>                      Queen Guinevere's Coat of Arms is that of her father's Landgraves.</p> </td> <td data-bbox="644 1653 703 1720">  </td> </tr> <tr> <td data-bbox="264 1720 624 1787"> <p><b>MORGANA LE FAY</b>                      Morgana's Coat of Arms is derived from her father's, Gules, three lions heads.</p> </td> <td data-bbox="644 1720 703 1787">  </td> </tr> <tr> <td data-bbox="264 1787 624 1854"> <p><b>PRINCE MORDBRED</b>                      Mordred's Coat of Arms is: Purpure a double-headed eagle Or and a chief Argent.</p> </td> <td data-bbox="644 1787 703 1854">  </td> </tr> <tr> <td data-bbox="264 1854 624 1921"> <p><b>MERLIN THE ENCHANTER</b>                      Gules, Argent three owls Argent.</p> </td> <td data-bbox="644 1854 703 1921">  </td> </tr> <tr> <td data-bbox="264 1921 624 1989"> <p><b>LANCELOT DU LAC</b>                      His Coat, Argent, three bezants Gules.</p> </td> <td data-bbox="644 1921 703 1989">  </td> </tr> </table>	<p><b>KING ARTHUR PENDRAGON</b>                      Arthur married Guinevere, who betrayed him, with her love for Lancelot.</p>		<p><b>KING Uther PENDRAGON</b>                      Uther's Coat of Arms is derived from his surname 'Pendragon'.</p>		<p><b>LADY OF THE LAKE</b>                      Azure, a scallop Argent, six sea shells, on a treasure, counterpointed Argent.</p>		<p><b>GALAHAD THE PURE</b>                      Galahad's Coat of Arms is that of the Adventurous Knight, Argent, a cross, Gules.</p>		<p><b>QUEEN GUINEVERE</b>                      Queen Guinevere's Coat of Arms is that of her father's Landgraves.</p>		<p><b>MORGANA LE FAY</b>                      Morgana's Coat of Arms is derived from her father's, Gules, three lions heads.</p>		<p><b>PRINCE MORDBRED</b>                      Mordred's Coat of Arms is: Purpure a double-headed eagle Or and a chief Argent.</p>		<p><b>MERLIN THE ENCHANTER</b>                      Gules, Argent three owls Argent.</p>		<p><b>LANCELOT DU LAC</b>                      His Coat, Argent, three bezants Gules.</p>		<p><b>B. Create a medieval costume</b></p> <p>Children's Knight Costume</p>  <p>Hand-made student's costume.</p>
<p><b>KING ARTHUR PENDRAGON</b>                      Arthur married Guinevere, who betrayed him, with her love for Lancelot.</p>																			
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## V. Evaluation

The evaluation of *The King Arthur Project* consists of: the assessment of the sessions and the assessment of the portfolio, containing all the activities separated by the six sections described in "Activities and Organization". Besides, as a self-evaluation, students play the quizzes and board games that they have produced during the workshops.

## VI. Conclusions

This project is an attractive way to invite students to learn about the legend of King Arthur, read passages about the history of the middle ages, and be able to produce written and audiovisual output. I have been doing it in class for several years and it has always been a success. Not only do my students engage very easily in the new dynamics, but also they manage to exhibit several of their most creative skills. By doing so, they share a positive attitude towards teacher, group mates and the whole class. It raises the level of confidence in themselves as learners of English and also as individuals. One will never know but its benefits might extend to the school community, and by extension, hopefully, to our society.

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# College ELT Methods. Part 1: Exposure and Guidance towards Microteaching, Units of Work and Continuing Portfolios

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*The art of Teaching is the art of assisting discovery (Mark Van Doren)*

In the early millennium, and for five years, I worked as an associate professor at the Teacher Training School at the University of Barcelona. I taught undergraduate ELT student teachers in college, and combined my English language teaching with my teacher training career. I had the chance to have a thorough close perspective on trainees in their early years, and I could study them in detail too.

My general pedagogical view on College ELT methods is presented through a series of three articles which go from my general methodological approach, based on a large number of professional career items, to specific didactic and human aspects, which are musts in the profession, and whose milestones are expected to be reached by trainee students.

Along the numerous sessions which I counted on when planning and teaching college ELT teacher training courses, I aimed at helping students learn their initial ropes in the field, become acquainted and submerged in the hows and whats about them, and last but not least, I emphasized the relevance of their being conscious of their learning progression at all times, so that they could readjust whenever necessary.

As indicated above, I will present my methodological approach with regards to that in a series:

## **College ELT Methods. Part 1: Exposure and Guidance towards Microteaching, Units of Work and Continuing Portfolios.**

### **3 pillars:**

- A/ Own general compendium of readings on ELT methods
- B/ Own practical 30-worksheet reference method on different aspects on ELT Training
- C/ Own pedagogics

## **College ELT Methods. Part 2: Checkmarking Materials, Contents, Expertise and Talents**

### **4 areas:**

- A/ Framework
- B/ Teaching materials,
- C / Students´talents and expertise (from teaching, internships, summer camp counseling etc.)
- D/ Course contents



**College ELT Methods. Part 3: Checkmarking One's Work for Successful Completion of Microteaching, Unit of Work and Exam**

E/ Own acquaintance with teaching methods

F/ Dealing with students with learning disabilities

G/Multiple intelligences

H/Discipline

I/ Informal and formal teaching practices

I/ Self-coaching for microteaching, unit of work and exam practice

J/ Oriented opportunities for learning,

K/ The mastery of the English language

L/ Last course requirements

Part 1, Part 2 and Part 3 are related to two worksheets within the 30-worksheet reference method on different aspects on ELT teaching, which I purposely devised for the teaching sessions. All the worksheets will be later listed and presented in unison with two other pedagogical pillars: my own general compendium on ELT teaching methods, and my own pedagogics in practice, both as a teacher of English and as a teacher trainer guiding trainee students through their individual and group itineraries.

The 2 worksheets are:

- Worksheet 30: *COVER LETTER - Vocation, preparation, future teacher training and professional career* (Article 1)
- Worksheet 29: *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do's and Don'ts* (Article 2 and article 3)

Worksheet 30 was already introduced in Volume 4 (Montoro, 2015). My ELT Teacher Students worked on their cover letters at the very end of the course, when:

1. All the lessons on methodological works had finished
2. Time came for them to hand in their continuous work and their assessment in a formal portfolio
3. A cover letter of their choice had to represent them, as a master of ceremonies to their intensive informal and formal term work.

Some aspects mentioned in Montoro (2015) will be necessarily pointed here too. Yet, they will be expanded to fulfill the objectives of Part 1 in the Teaching Methods series: unfolding how teaching methods in teaching sessions can specifically lead and help students successfully reach fundamental stages in their training; in other words, helping them put what they were learning into practice with regards to their creation of microteaching sessions, units of work and continuing portfolios. An article on the relevance of professional continuing portfolios was already presented in Volume 4 (Sánchez, 2015).

Here in Part 1, I will present the pedagogical view which I applied when I had the chance to plan and teach College ELT Teacher Trainer courses. It will show the result of having added up

different components: seniority as well as variety of areas of study and practice as a teacher trainer, organization, creativity, perspective, enthusiasm, respect, and academic freedom.

Based on them, I weekly designed worksheets, kept measuring all its possible intervening elements, and welcomed any other items, which might find my way or my students' way as the course progressed, whether they came from my students, or my own self. With all that in mind, and in practice, teaching sessions led to a most challenging and richest course, which, to judge both from the different learning processes involved and the final academic results, served us all.

Expertise in practice made a difference in my teaching in college. In the late eighties, I had combined high school and vocational teaching with working as an ELT critic reader for different publishing houses. In the early nineties, I had begun presenting my own teaching ideas and workshops in annual professional teachers' venues, which right after became articles. In turn, in the mid-nineties, that all had taken the shape of over 30 teacher training courses for both young and veteran ELT teachers serving in elementary, junior high school, high school, vocational school and Literacy adult school.

My previous experience had allowed me to present multiple ELT pedagogical workshops of mine, which, for what I saw, came in very handy in the sessions with student teachers, since they were related to areas which I had learnt about first hand both as a teacher of English, and I had already taught as a trainer: *"American Culture, British Culture, Comics, Magazines, Newspapers, Radio, TV and Games; Communicative English; Creative games; Didactics and Language Immersion; Didactic Interventions; Didactic Orientations; English-Speaking Countries; Ingredients for fun ELT Classes; Interaction Techniques, Interdisciplinary English, Mass Media Projects; Music and songs; Objectives in Teaching; Oral expression; Practical workshops; Teaching of foreign languages; Theater through Role plays, Simulations and Plays; Usage of Instrumental English; Virtual Didactics; Virtual ELT Clinic; and Written Expression"* (Montoro, 2015).

Teaching in college allowed me to be responsible for several courses which students needed to be enrolled in to graduate, and to the following leaderships as a teacher trainer, what shaped the pedagogical college ELT Methods basis, which is presented here and in the following two articles: Part 2 and Part 3.

While teaching in college, and to have perspective on the areas that I could work on, I focused on four main areas of theoretical and practical study:

**1/ Teaching instrumental English to teachers-to-be**, observing the level of desired proficiency and providing means to help them reach it

**2/ Leading teaching internships and interns**; visiting the schools and the teachers who oriented them for their student teacher practices; meeting very professional and humble teachers who did works of art in their ELT classes and served as models to the young undergraduate trainees who they welcomed; leading student teachers to fully completion of their chores (from theoretical worksheets, unit of work direction, class performance – observation, note-taking and feedback - at hosting institution, to end-of-internship formal academic paper and defense orientation)



**3/ Teaching ELT methods to elementary school teachers-to-be**, helping them improve their knowledge of English through main guidelines in the teaching of English as a foreign language; the four skills; exposure to several oral and written pedagogical discourses; English note-taking; enabling them to plan, organize and use ELT materials; and, finally, simulate an English-teaching classroom and have them present a series of activities around an elementary school curriculum topic of their choice.

**4/ Teaching ELT methods to English language Teachers-to-be**, taking them to one of the most exciting academic journeys in their degrees. Students departed from an excellent standard college dossier (ELT issues; the classroom; the teaching of the language through pronunciation, vocabulary, grammar, and culture; the development of the language skills through storytelling and literacy; the planning and assessing learning in course content; and learner autonomy and language learning strategies).

This article is centered around number 4: **Teaching ELT methods to English language Teachers-to-be**. With regards to that, students were expected to apply the sessions to the creation and presentation of a microteaching session and a unit of work, to the defense of a final exam, and last, but not least, to the production of their own portfolios. As a college procedure, portfolios were to be scored lower than the rest; aside from figures, from my view, portfolios were going to be their own main daily ELT learning ambrosia, their hardest work because it was to enclose all the lessons which they could get, from doing their best in the sessions and all the course requirements, and, certainly, one of their most heart-felt productions.

I believed that if the portfolio was properly and diligently done from the start, the best teacher who was already within them (and was going to be prompted through all the course and areas of work) would simply, to their own surprise, lead their way to the rest of the academic requirements which they all had to face.

There were general technical college requirements expected to be included in their portfolios: a table of contents, entries of core items (Readings, tasks, microteaching practice and observations, the planning of the unit, a glossary, a personal resource file), entries of optional items, dates, drafts, reflections, and, of course, the above-mentioned cover letter, to present it all.

Having that all in mind, and with the realization that *“Practice makes the master”*, and the relevance of academic freedom, I could plan a course which:

1. followed the official department materials, which I was kindly presented with, and all students attending sessions with one professor or another were to focus on.
2. fulfilled all the formal portfolio academic requirements
3. added up three main pillars.

<i>"A/ MY OWN GENERAL COMPENDIUM OF READINGS ON ELT TEACHING METHODS</i>
<i>B/ MY OWN PRACTICAL GUIDANCE WORKSHEETS ON DIFFERENT ASPECTS ON ELT TEACHING, WHICH I COULD THOROUGHLY PLAN AND CREATE AFTER MY LONG CAREER AS A TEACHER TRAINER</i>
<i>C/ MY OWN PEDAGOGICS, BOTH AS A TEACHER OF ENGLISH AND A TEACHER TRAINER LEADING TO TRAINEE STUDENTS' PERSONAL ITINERARIES" (Montoro, 2015)</i>

1, 2 and 3 contributed to outstanding trainee students' individual and group ELT learning pathways, to judge from their in-session progresses, final productions, the knowledge which they acquired, and their academic scores, as referred to earlier.

I will present in detail number 3, and therefore each pillar (A, B, C), which should help see the exposure and guidance which my students teachers had, as I accompanied them from the start of the course to the end: while going through their own reflections, discoveries, passions, and hard work towards their own microteaching sessions, units of work, continuing portfolios, materials, contents, expertise, talents, awareness of their work and a final exam, to round it all

*"I wanted them to get brilliantly and personally involved in their presentation of how they had gone from class notes to reasoning; to comments, suggestions, worksheets, readings, videos, visual aids, prompts, textbook analysis, project work, resources, guests, group and individual itineraries; to microteaching and, finally, their own unit of work; that is, from theory to their own best practice.*

*At that stage, I knew that they were also going to be ready for the final exam, the last course requirement, and, most important, for their most professional and personal life-time never-ending ELT portfolio: their about-to-start career as elementary school teachers of English" (Montoro, 2015).*

The three above-mentioned pillars can be described as follows:

### **A/**

#### **GENERAL COMPENDIUM OF READINGS ON ELT METHODS**

Students were exposed to readings on:

- |   |
|---|
| <i>1. LEARNING AND TEACHING</i>   |
| <i>2. A BRIEF HISTORY OF EFL</i>  |
| <i>3. UNITS OF WORK</i>   |
| <i>4. ACTIVITIES: Outdoor games and activities, Indoor games and activities, Activity</i> |

*bank, Total physical response activities, Reading and Writing activities, songs and rhymes*

5. MISCELLANEOUS SELECTION - WITH SAMPLES: *Choosing one's materials, Task-based activities, Rules for the classroom, Classroom language, Working with English sounds, Classifying words, Lesson planning, Plays, and Student assessment record*

6. EVALUATION TECHNIQUES AND REFLECTIONS" (Montoro: 2015)

## **B/**

### **PRACTICAL 30-WORKSHEET REFERENCE METHOD ON DIFFERENT ASPECTS ON ELT TRAINING**

I had decided to design my own ELT Guidance Worksheets, which ended up being a 90-page document which included the 30-worksheet methodological method, which I had referred to earlier. They were planned to take into account whole group sessions and practices, which could lead to individual and group organization, reflection, action and involvement through personal guidelines and hints, around scholarly excerpts, quotes, realia, visuals, and questions:

1. *TEACHING METHODS – College: Readings - Organization*
2. *TEACHING METHODS – Teacher's Readings - Organization*
3. *EDUCATIONAL QUOTES – Compilation and meaning as lessons*
4. *READING WORKSHEET – The relevance of students: "Recipe for a happy child"*
5. *VIDEO SESSION – An ideal teacher's profile: "The Mirror has two faces"*
6. *READING WORKSHEET – The relevance of the impact of adults on students: "To Kill a Mockingbird"*
7. *READING WORKSHEET – On Teachers and Pupils: "The case of Teddy Stoddard and Mrs. Thompson"*
8. *VIDEO SESSION – Autonomy in the Foreign Language Classroom. Different spaces*
9. *TEXTBOOKS – Dr. Ronald Burman, Professor Emeritus. University of Wisconsin-La Crosse. His view*
10. *TEXTBOOKS - Analyzing one from general to specific*
11. *PROJECT WORK – Examining teaching materials*
12. *PROMPTS – Prompt bins, boxes, cabinets...*
13. *VISUAL AIDS – A Selection*
14. *LANGUAGE EXPOSURE – Awareness and responsibility into Action*
15. *CLASSROOM LANGUAGE- Mastering it. Part 1*
17. *CLASSROOM LANGUAGE – Mastering it. Part 2*

18. *CLASSROOM MANAGEMENT – Dealing with it naturally*
19. *READING WORKSHEET – School Success in Finland . Some Practical data*
20. *READING WORKSHEETS – Multiple Intelligences. T. Zanatta (2003). Zoom*
21. *GUEST SPEAKER – Andreu Cardo: Using ICT in the learning and Teaching of English*
22. *GUEST SPEAKER – Montse Costafreda (OUP): Storytelling*
23. *GUEST SPEAKER – Mercè Fontseré : An English Blog*
24. *GUEST SPEAKER – Núria Viñas: New Technologies Make New Methodologies*
25. *GUEST SPEAKER: Robert Bernad Ricart (Pearson): Materials and Publishing house Complimentary packs*
26. *RESOURCE FILE – Foreign language Resource Centers – Getting Acquainted with them + CLIL*
27. *RESOURCE FILE – Additional Teacher Training Dossier – How to Introduce English in the first years?*
28. *GLOSSARY OF EDUCATIONAL TERMS – Creating your own*
29. *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do’s and Don’ts*
30. *COVER LETTER - Vocation, preparation, future teacher training and professional Career*

## **C/**

### **MY OWN PEDAGOGICS**

*“From the very start, I encouraged students to:*

- Build on team work*
- Get organized*
- Create their own calendar*
- Let me know how they were going during personal interviews*
- Have their microteaching session and unit of work in mind at all times*

*This way, they could first work on all the reading dossiers which the course included, learn about a wide number of issues, collect information in a practical way, and, constantly, share all their ideas. As they progressed through them, they could think about them, always with a view to applying some to their practice in the second part of the course” (Montoro, 2015).*

*While going through the sessions, they were exposed to numerous materials: Textbooks,*

cross-curricular textbooks; arts and Crafts; summer activity books; resource books; communication; English-speaking countries, round-the-world holidays, drama activities, games, grammar, magic, music, projects, poetry corners, pronunciation, topic-based activities, reading, storytelling, teacher's lists, vocabulary; a Selection of storybooks from different publishing houses, levels, formats and teaching styles; and cross-curricular packs (Arts and Crafts, drama, mass media, TV, social Science, physical Education, poetry...), school materials catalogs...

*"They were also introduced to reinforcement work, remedial work, newly-arrived students, students with learning disabilities and disadvantages to access the curriculum, fast learners, special days, class Corners, additional resources, additional assessment, end-of-term, and end-of-year activities.*

*While going through the sessions, and their study, I invited them to start a common whole class Resource File bank, which would include personal itineraries. Their research work of their choice could be either done individually or in groups. As they were being completed, they were being exposed in class for all to have". (Montoro, 2015)*

They included work about: a Hospital Teaching visit; an Adult School visit; a juvenile detention center visit; music, songs and poetry from kindergarden level; language conferences in the city and the region; resource centers, teachers' associations; book stores; libraries; ELT journals; museums which offered school activities in English, festivals, publishing houses; Games derived from TV contests; summer ELT options for teachers; the Institute of North American Studies; the British council...

Students were also asked to think about the guest speakers who had contributed to their sessions, the lessons beyond them, the value of the ideas from their group mates and class mates, from the students who were already teaching, from their own learning experiences in their teaching internships, from the formal and informal class practices, from the interviews, and from the me, as their teacher trainer.

Their vocation, dedication, common sense, discipline and planning, knowledge of children, of themselves as teachers, of their team/teams/class as class partners and teachers were also constantly called for. Very soon in the course, they began to see that the contents of the course went beyond data that needed to be put into practice through microteaching, the unit of work, and later, their exam.

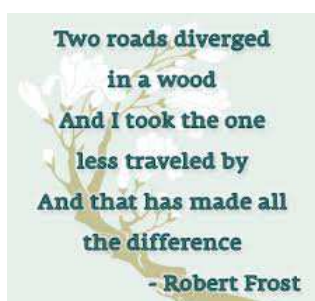
*"They needed to be familiar with them all, see how each element related to each other and formed a whole, apprehend them – its basics = get the meaning, the substance (= not memorize it) and references, if necessary; apply them; refer to them in a natural way; enjoy their learning process and contributions, and look forward to life-time open and lively portfolios of their own, representing the excellent student that they had been and the most prepared trainee students that they could be right then". (Montoro, 2015)*

After working on the three pillars for a term, student teachers were ready to put their input and knowledge into practice through original microteaching sessions and units of work, which they displayed and performed in public. The three pillars, and particularly the 30 worksheets, helped them as if stepping stones to their own selves, and the best teachers that they could

become. From day one, they learnt to take note of the best class instances and, best of all, of their own, and their regular progression.

All students looked forward to dragging them to their most personal and professional student teacher portfolio, and, as important as that, to present them through unique cover letters of their own, which I had asked them to address to their pupils-to-be. They all were unique inspirational and emotional means to show their lessons, their accomplishments, their reflection within reflection, their comradeship, and, last but not least, their mind and heart framework to give full sense to it all.

The three pillars accompanied student teachers in their ELT training sessions, and adjusted to the course objectives, development and sessions. Students delighted me as I saw them challenge themselves from the start and opt for what I understood as their individual choice for “*the road not taken*” (Frost, 1920).



The condensed methodological path which students went along to succeed during the sessions, their study and creations, that is, while in their learning processes, and the final exam, as well, will be presented in detail in the following two articles, which are both based on a 15-page document, which I created for the course, and named Worksheet 29: *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do’s and Don’ts*, already referred to when presenting Pillar B. The work pointed to through this worksheet should throw light on what the process and closure to their initiation as Elementary school ELT teachers was like, as well as also round up the methodological approach presented here.

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# College ELT Methods. Part 2: Checkmarking Materials, Contents, Expertise and Talents

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*“Learning by head, hand and heart” (Johann Heinrich Pestalozzi)*

As indicated in “College ELT Methods. Part 1: Exposure and Guidance towards Microteaching, Units of Work and Continuing Portfolios”, this article (Part 2) and the following one (part 3) will present the contents of Worksheet 29: *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do’s and Don’ts*. Worksheet 29 was a 15-page document, which student teachers were presented with. The worksheet was aimed to help them check all the areas and items which they all should have become acquainted with, and learnt about during a semester.

The worksheet was to be shown in all interviews with me, as their teacher, and trainer, in their class presentations, along with their finalized written unit (as an appendix), handed in before the portfolio, and in the portfolio itself (along with a copy of the unit). It intended to enable students to realize the path which they were going along: taking them from class notes, to reasoning, comments, suggestions, worksheets, readings, videos, visual aids, prompts, textbook analysis, project work, resources, guests, group and individual itineraries..., to microteaching and, finally, their unit of work.

This worksheet provided them with the chance to put theory into practice, and was their last task, leading towards their preparation towards their microteaching sessions, units of work, and final exam. It consisted of a series of lists, with items, which they were asked to check (✓) to show that they were aware of them and had taken them into account, or that they would, if they had not, whether they were to use them or to discard them through reasoning, which they needed to provide as well (in oral interviews with the teacher, and in the written presentation, preceding microteaching and their unit of work).

Worksheet 29 shows how student teachers were led and monitored with regards to a large number of ELT items and aspects. It also displays the recommended instructions and orientations for its usage, to keep advancing while going through them. Given the length of this worksheet, this article will particularly include the work presented from pages 1 to 8. It will show work on 4 areas:

<b>1. Framework</b>
<b>2. Teaching materials</b>
<b>3. Students’ talents and expertise</b>
<b>4. Course contents</b>



Each area can be summarized as follows:

**A/ Framework**

It includes references to a publishing house collection of textbooks from first to sixth grade, *Practicum* worksheets, observation sheets, tasks, teacher's dossier, department dossier, class resource file, vocation, aptitude and attitude and teachers within a classroom.

In this section, student teachers were asked to make sure that they were familiar with each and every one of the elements within the extended framework. It is generally listed here, but presented in full in the worksheet.

**B/ Teaching materials**

This area has an assortment of publishing houses and textbooks, cross-curricular textbooks, summer activity books, resource books, story books, cross-curricular packs, and school supply catalogs.

Student teachers were reminded that they were being exposed to a lot of didactic materials during the sessions, and that they needed to be in command of their own needs to be responsible enough to know what point they were at and what they needed to ask for: whether it was for their last academic work, and/or their preparation as professional teachers-to-be.

**C/ Students' talents and expertise**

This area asked for attention to be drawn on them, and their classmates, who may have already been teaching, or doing their internships, or, for instance, counseled in summer camp. Student teachers were reminded of the multiple talents within a classroom through their own selves.

They were provided with an extended list on a large number of talented areas which, I, as their teacher, was aware of. I also took the chance of asking them all to let me know what they were already good at, so that new talents could be shared, and they could support each other, keep building on team work, while recycling the riches which were already there.

As learning opportunities two aspects were enhanced: The relevance of Interviews with me, as their trainer, as well as their own student teachers' need to create a network of connections within their classmates' group.

**D/ Course contents**

This area dealt with class notes, teacher's materials (Didactic units, ideas for units, didactic proposals, activities, miscellaneous samples, evaluation techniques and reflection), and department dossier. It aimed at helping trainee students get the most out of them, that is, apply them, from day one.

Students were guided to see the importance of detail and diligence in their work, so that they could have the finest practices through microteaching, the unit of work, and later, their exam. They were reminded of the need to be familiar with them all, to learn relate one to another, to get the meaning beyond them, so that they became part of their own teaching and their

own lives as student teachers in training. They were made aware that this would lead them to apply them as naturally as possible, because they had simply and previously mastered them.

Sections A, B, C and D are presented in full next, in Worksheet 29: *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do's and Don'ts*. Guidelines have been highlighted in green to facilitate reading.

## T A S K

### **MICROTEACHING, UNIT OF WORK, AND EXAM PRACTICE**

Prof. Lourdes Montoro

***Orientations: Do's and Don'ts (No maybe's, please)***

*"Practice makes the master"*

#### Note:

This worksheet is to be presented:

- A. in all interviews with the teacher
- B. in your class presentations
- C. along with your finalized written unit (as an appendix) handed in before the portfolio
- D. in the portfolio (along with a copy of the unit; it is a task). Thanks.

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From class notes to reasoning, comments, suggestions, worksheets, readings, videos, visual aids, prompts, textbook analysis, project work, resources, guests, group and individual itineraries..., to microteaching and, finally, your unit of work.

You have the chance to put theory into practice.

This is your last task. It will help you prepare you:

- Microteaching
- Unit of work
- Exam

-----  
Check all the following points on the lists ( ✓ ) to show that you are aware of them and have taken them into account, whether it is to use them or to discard them through reasoning, which will need to be provided as well (in oral interviews with the teacher, and in the written presentation, preceding microteaching and your unit of work).

## A.

**By now, you should be acquainted with the following framework:**

- General *Bugs* syllabus (all 3 cycles)
- Specific *Bugs* unit analysis (of your choice from any cycle)
- Practicum *Unit of Work* worksheet
- Practicum *Activity* worksheets
- Observation sheets for partners and you - ready for class usage
- Tasks
- Lourdes' dossier
- Isabel and Lourdes' dossier (Readings & Readings 2)
- Class Resource file (class personal itineraries' result)
  
- Vocation
- Dedication
- Common sense
- Discipline and planning
- Personal knowledge of children
  
- Yourself as a teacher
- Your team / teams /class as class partners and teachers
- Guest teachers
- Your teacher

## B.

**Your teacher can expose you to a lot of teaching material on the next days. Make sure that you check the ones that you need and/or would like to know about for your last work and your own preparation as a teacher. They range from:**

- Textbooks (Burlington Books, Cambridge University Press, Longman, Macmillan Heinemann, Mcgraw-Hill, Oxford University Press, Richmond publishing, ScottForesman & Vicens Vives)
- Cross-curricular textbooks
  - Arts and Crafts
  - Language - Spelling
  - Mathematics
  - Natural Science
  - Physical Education
  - Social Science
- Summer activity books
- Resource books:
  - Arts and crafts
  - Communication
  - Culture: English-speaking countries
  - Culture: Holidays around the world

Drama activities  
Games  
Grammar  
Magic  
Music  
Projects  
Poetry corner  
Pronunciation  
Topic-based activities  
Reading  
Storytelling  
Teacher's lists  
Vocabulary

- Selection of storybooks from different publishing houses, levels, formats, teaching styles...
- Cross-curricular packs (Arts and Crafts, Drama, Mass media: TV, Social Science, Physical Education, Poetry...)
- School supply catalogs

## **C.**

**Also keep in mind that some students in class are already teaching, have done Practicum II, are experts on arts and crafts, leisure centers and summer camp, music, physical education, mass media: TV, poetical writing, translation... I am sure that there are many more talents in class. Please let us all know on the next days. We would like you to help us all.**

**Interviews will prove very useful to see how much more you have to offer as a teacher, and what you can do for each other, while in session. You should have already made your connections by now. The chance has been offered in class, as you know. Make sure that you are taking advantage of such fortunate learning opportunities.**

## **D.**

**As to the contents of the course which now need to be put into practice through microteaching, the unit of work, and later, your exam, this is what you should be familiar with and apply. They are all connected, and you will need to make sure that you can:**

- a. see how they relate to each other**
- b. apprehend them – its basics = get the meaning, the substance (= no memorization) and references, if necessary**
- c. refer to them in a natural way, and**
- d. apply them to your final work for the course.**

This can be divided as follows:

## 1. CLASS NOTES

Basic class notes are based on: HOUSE, S. (1997). *An Introduction to Teaching English to Children*. London: Richmond Publishing. They cover:

Teaching Children English  
Understanding your course materials  
Presenting and practising language  
Teaching the skills  
Getting to know your class  
Sensitisation activities  
Class management  
Making simple resources  
Projects  
Evaluation techniques  
Sociocultural themes  
Learning strategies

**Make sure that you have all your notes, and take them into account when planning your microteaching and unit of work, as well as when you prepare for your exam. As you know, they have been complemented in class sessions with a great deal of tasks, and readings - from the 2 dossiers.**

**Some of you have been doing your own readings, and research. Excellent. Take that into account too, refer to it in your introductions (microteaching and unit of work), and check it here ( ✓ ), as you are doing with all items in this worksheet.**

## 2. DOSSIER: DIDÀCTICA DE LA LLENGUA ANGLESA (L. Montoro)

**Sections were already guided for its exploitation. Please continue checking the sections which you are using for your microteaching sessions and/or unit of work. Refer to them in your introductions. Bear in mind your exam practice too.**

Here are some guidelines:

### - *UNIDAD DIDÁCTICA O PROGRAMACIÓN TEMPORAL*

Pp. 5 to 7

### - *IDEES PER DESCRIPCIÓ DE LA UNITAT*

P. 8

### - *PROPOSTES DIDÀCTIQUES*

(To apply in Practicum *Unit of Work* worksheet. See: **Development:** sessions & activities)

Tipologia d'activitats: Llengua oral i escrita.

Pp. 9 -10

- **ACTIVITIES**

(To apply in Practicum *Unit of Work* worksheet. See: **Development: sessions & activities**)

Outdoor games and activities	P. 12
Indoor games and activities	P. 14
Activity bank	P. 20
Total physical response activities	P. 22
Reading and Writing activities	P. 23
Songs and rhymes	P. 28

- **MISCELLANEOUS SELECTION - WITH SAMPLES**

(To apply in Practicum *Unit of Work* worksheet. See: **Development: sessions & activities; and assessment**)

Choosing one's materials	P. 34
Task-based activities	P. 36
Rules for the classroom	P. 38
Classroom language	P. 40
Working with English sounds	P. 43
Classifying words	P. 44
Lesson planning	P. 47
Plays	P. 48
Student assessment record	P. 50

- **EVALUATION TECHNIQUES AND REFLECTIONS**

(To apply in Practicum *Unit of Work* worksheet. See: **Assessment**)

Pp. 52 to 54

+ Student assessment record (in # 9)

**3. DOSSIER: DIDÀCTICA DE LA LENGUA ANGLESA: METHODOLOGY OF ENGLISH TEACHING (I. Civera & L. Montoro)**

**Reflect upon them and decide which ones you can use in your microteaching session and /or unit of work. Refer to them in your introductions. Bear in mind your exam practice too.**

Here are some guidelines:

- **ARTICLE 1: POPULAR IDEAS ABOUT LANGUAGE LEARNING**

(To apply in Practicum *Unit of Work* worksheet. See: **Development: sessions & activities**)

Pp. 3 to 8

- **ARTICLE 2: THE YOUNG LANGUAGE LEARNER**

(To apply in Practicum *Unit of Work* worksheet. See: **Development: sessions & activities**)

5-7 year olds.	Pp. 9-10
8-10 year olds	Pp. 10-11
What this means for our teaching	Pp. 11-12
Words are not enough	



Play with the language  
 Language as language  
 Variety in the classroom  
 Routines  
 Cooperation not competition  
 Grammar  
 Assessment

**ARTICLE 3: CURRÍCULUM EDUCACIÓ PRIMÀRIA**

Desenvolupament Emocional	P. 13
Desenvolupament Psicomotriu	P. 13
Desenvolupament Cognoscitiu	P. 13
Interacció social	Pp. 13-14

Objectius generals  
 (To apply in Practicum *Unit of Work* worksheet. See: **Aims**)  
 P. 16

Objectius terminals  
 (To apply in Practicum *Unit of Work* worksheet. See: **Aims**)  
 Pp. 17-18

Procediments  
 (To apply in Practicum *Unit of Work* worksheet. See: **Language skills**)  
 P. 17

Fets, conceptes i sistemes conceptuals  
 (To apply in Practicum *Unit of Work* worksheet. See: **Continguts conceptuals**)  
 P. 17

Actituds, valors i normes  
 (To apply in Practicum *Unit of Work* worksheet. See: **Attitude**)  
 P. 17

Orientacions didàctiques per dissenyar activitats d'ensenyament-aprenentatge  
 (To apply in Practicum *Unit of Work* worksheet. See: **Development:**  
 sessions and activities)  
 P. 18

Orientacions per dissenyar activitats d'avaluació  
 (To apply in Practicum *Unit of Work* worksheet. See: **Assessment**)  
 Pp. 19-20

**ARTICLE 4: CARACTERÍSTIQUES I HABILITATS DELS ALUMNES DE CICLE INICIAL**

Característiques dels alumnes d'Inicial	P. 21
Habilitats lingüístiques dels alumnes d' Inicial	Pp. 22-23
Aspectes organitzatius (espai, temps, currículum)	Pp. 23-24
Concreció i desenvolupament del currículum	P. 25 to 27

<b>- ARTICLE 5: (2nd part)</b>	
(To apply in Practicum <i>Unit of Work</i> worksheet. See: <b>Development: sessions &amp; activities</b> )	
Class management – Group Dynamics	P. 33
Discipline	P. 34
Working with children	P. 35
<b>- ARTICLE 6: SOUNDS WORDS, AND STRUCTURES</b>	
(To apply in Practicum <i>Unit of Work</i> worksheet. See: <b>Continguts conceptuals; and Development: sessions &amp; activities</b> )	
Sounds, Words and Structures	Pp.. 38 to 40
Learning English Vocabulary.	P. 40
Introducing Vocabulary	Pp. 40-41
Techniques	P. 41
Practising and checking vocabulary	Pp. 42-43
Learning English Grammar	Pp. 43-44
Presenting a structure	Pp. 44-45
Discovery grammar activities	Pp. 45-46
<b>- ARTICLE 7. RHYMES, SONGS AND DRAMA</b>	
(To apply in Practicum <i>Unit of Work</i> worksheet. See: <b>Development: sessions &amp; activities</b> )	
Rhymes	Pp. 49-50
Songs	Pp. 50 to 52
Drama, short poems and action	P. 53
End-of-the year shows	Pp. 54 to 56
<b>- ARTICLE 8: HOW TO CHOOSE, TELL AND READ STORIES</b>	
(To apply in Practicum <i>Unit of Work</i> worksheet. See: <b>Development: sessions &amp; activities</b> )	
Pp. 59 to 64	
<b>- ARTICLE 9: THE WRITTEN WORD</b>	
(To apply in Practicum <i>Unit of Work</i> worksheet. See: <b>Language skills</b> )	
Learning to read in English	P. 66
Reading strategies	P. 66
Reading activities	P. 67
Learning to write in English	P. 68
English spelling	Pp. 68-69
Teaching writing	Pp. 69-70
Writing riddles	Pp. 70 (must be generalized)
Writing in the later stages	Pp. 70-71
<b>- ARTICLE 10: DEVELOPING CLIL: TOWARDS A THEORY OF PRACTICE</b>	
(To provide a theoretical framework for your Practicum <i>Unit of Work</i> worksheet. See: <b>Development: sessions &amp; activities</b> )	
Theoretical part	Pp. 74 to 82
Towards a Theory of Practice	Pp. 82 to 84
Appendix 1: Planning CLIL programs	P. 86

- **ARTICLE 11: LANGUAGE INTEGRATED SCHOOL PROJECT (CEIP Vila Olímpica)**

(To provide a theoretical framework for your Practicum *Unit of Work* worksheet.  
See: **Development: sessions & activities**)  
Pp. 87 to 89

- **ARTICLE 12: INTEGRATING LANGUAGE WORK AND OTHER SUBJECTS**

(To provide a theoretical framework for your Practicum *Unit of Work* worksheet.  
See: **Development: sessions & activities**)  
Pp. 91 to 97

**4. DOSSIER: DIDÀCTICA DE LA LLENGUA ANGLESA: METHODOLOGY OF ENGLISH TEACHING. Readings 2 (I. Civera & L. Montoro)**

(To apply in Practicum *Unit of Work* worksheet. See: **Development: sessions & activities**)

**ONE ARTICLE: LEARNING THE SPOKEN LANGUAGE**

(To provide a Theoretical framework and 2 guiding principles)  
3.1 to 3.5 1  
Personal notes:

Through the first part of the worksheet, student teachers were helped to go from framework (A), to teaching materials (B), to students' talents and expertise (C), to course contents. Besides the quantitative detailed lists within each section, they found qualitative training support which they could lean on from the start, as they were basically asked to be responsible for their work, and their productions from beginning to end.

In the second part of Worksheet 29: *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do's and Don'ts* (sections E, F, G, H, I, J, K, L), trainee students were to be accompanied while checking their exposition to areas such as: own acquaintance with teaching methods, dealing with students with learning disabilities, multiple intelligences, discipline, formal and informal teaching practices, self-coaching, oriented opportunities for learning, the mastery of the English language, and the last course requirements. This will be presented in the next article, "College ELT Methods. Part 3: Checkmarking One's Work for Successful Completion of Microteaching, Unit of Work and Exam". They will both make a whole.

**References**

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# College ELT Methods. Part 3: Checkmarking One's Work for Successful Completion of microteaching, Unit of Work and Exam

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*Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work. Vince Lombardi*

This article is the continuation of “College ELT Methods. Part 1: Exposure and Guidance towards Microteaching, Units of Work and Continuing Portfolios”, and “College ELT Methods. Part 2: Checkmarking Materials, Contents, Expertise and Talents”. It will present the contents listed and described in the sections E, F, G, H, I, J, K and L of the 15-page worksheet: MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do’s and Don’ts (Number 29).

As indicated in Part 2: “ELT trainee students in their last teaching methods class were presented with it. The worksheet was aimed to help them check all the areas and items which they all should have become acquainted with, and learn about during a semester.

*The worksheet was to be shown in all interviews with the teacher, in their class presentations, along with their finalized written unit (as an appendix), handed in before the portfolio, and in the portfolio itself (along with a copy of the unit). It intended to enable students to realize the path which they were going along: taking them from class notes, to reasoning, comments, suggestions, worksheets, readings, videos, visual aids, prompts, textbook analysis, project work, resources, guests, group and individual itineraries..., to microteaching and, finally, your unit of work.*

*This worksheet provided them with the chance to put theory into practice, and was their last task, leading towards their preparation towards their microteaching sessions, units of work, and final exam. It consisted of a series of lists, with items, which they were asked to check (✓) to show that they were aware of them and had taken them into account, or that they would, if they had not, whether it was to use them or to discard them through reasoning, which they needed to provide as well (in oral interviews with the teacher, and in the written presentation, preceding microteaching and their unit of work).*

*Worksheet 29 shows how student teachers were led and monitored with regards to a large number of ELT items and aspects. It also displays the recommended instructions and orientations for its usage, to keep advancing while going through them”. This article will particularly include the work presented in the last 8 sections, pages 8 to 15:*

E/ Own acquaintance with teaching methods
F/ Dealing with students with learning disabilities

G/ Multiple intelligences
H/ Discipline
I/ Self-coaching for microteaching, unit of work and exam practice
J/ Oriented opportunities for learning,
K/ The mastery of the English language
L/ Last course requirements

Each section covers an area which can be summarized as follows:

**E/ Own acquaintance with teaching methods**

Student teachers were asked to choose contents from the previous sections: A to D (pp. 1 to 8), and to do that according to their acquired knowledge, their basis, and their mastery throughout the course. Use of appendices in their portfolios were encouraged in case that they wanted to show extensive command of the different areas and their potential in their future teaching career. The relevance of varied resources was enhanced too.

**F/Dealing with students with learning disabilities**

Students were first referred to students with learning disabilities and access to the curriculum. They were also reminded that at the start of the term they had been asked to take them into account in their microteaching session in particular, which could also be extended to their unit. Guidelines in a question format were included.

**G/Multiple intelligences**

Trainee students were asked to reason how they had enclosed the seven types of Multiple Intelligences in their teaching sequences, and to provide examples.

**H/ Discipline**

Students were asked to reflect on their own preventive work in that area, their positioning with regards to that, their reading of different articles which had been suggested, their own notes, experience, ideas...

**I/ Self-coaching for microteaching, unit of work and exam practice**

Students were asked to be attentive to any learning experience, and to be open to any other ideas or experiences from their own life, as pupils, as high schoolers, as graduate students, and as teachers in training, with a view to considering aspects of that for their microteaching, unit of work and exam practice.

### **J/Oriented opportunities for learning**

Students were asked to think about what they might have learnt from their classmates, working teams, their own pupils while in training, internships, guest speakers in the course, class field trips, conferences, interviews with me as their trainer, or the class sessions.

### **K/ The mastery of the English language**

Firstly, students were reminded of the need to master both the English language and the classroom language in practice to become ELT professionals. Particularly, they were also reminded of the need to show their command, while being observed in their microteaching session and during their unit of work development.

Secondly, they were also told that while presenting their didactic work in practice, all of their classmates and I would be their students, so that they should plan ahead on clear instructions and on the language to be used, while focusing on using English for the most part. Last but not least, they were also advised to work on their pronunciation skills in advance if necessary, and referred to a possible usage of language textbooks or any other additional material for improvement.

### **L/ Last course requirements**

This section aimed at guiding both student teachers and their teams along several key points: the relevance of practice from theory, the role of teachers as member of a community, student-centered classes, communication, participation, enthusiasm, special educational situations, principles, oral expression, classroom language command, didactic language command, clear instructions, gestures, body language, eye contact, time control, voice control and global units.

It also pointed to the importance of contextualized learning, cross-curricular lessons, real life in the classroom, didactic sequencing from beginning to development to ending, the round-up circle from presentation, development and practice to recycling, being open to changes, order of skills, meaningful materials, availability of classroom resources, innovation, space command, classroom devices command, virtual itineraries, class visualization, advance preparation, reflection, and group sharing.

Sections F, G, H, I, J, K, and L are presented in full next, in Worksheet 29: *MICROTEACHING, UNIT OF WORK AND EXAM PRACTICE – Orientations: Do's and Don'ts*. Guidelines have been highlighted in **green** to facilitate reading.

At the very end of the worksheet to round up sections E to L, the previous work regarding sections from A to D (presented in the previous article), and the teaching methods course, which was about to finish, trainee students found a personal note from me where I first congratulated them for having reached the final stage in their course.

I also invited them to enjoy reviewing all their work; to acknowledge that everything that was being achieved was a consequence of common team work (teacher/students; students/students; students/teacher); to keep relaxed, and be in command of emotions, while being vocational; to keep meeting with classmates; to take pride in their work; to visualize themselves as teachers while presenting their microteaching didactic sequence and unit of work to us all; to pay attention to detail; to look forward to their memories after their hard work and good results that were to come; and to discard irrelevant excuses after the clear



guidelines which they had been provided from day one. They were also reminded of the relevance of their being professional students; of responsibility; of their teacher's availability, as I trusted in their best ELT practice work and productions.

**E. Own acquaintance with teaching methods**

**Ideally you should be able to choose from all the sections above and show that:**

- a. You are knowledgeable on the subject**
- b. You have a solid basis to be precise in the design and development of your microteaching and unit of work.**

**Please keep checking ( ✓ ) the areas which you master as you advance through this document. Thanks.**

**If you wish to show that you are prepared to deal with them all, although you cannot obviously include them all in your unit, I suggest you to add some appendixes and refer to them as having the potential for:**

Reinforcement work  
Remedial work  
Newly-arrived students  
Students with learning disabilities and disadvantages to access the curriculum  
Fast learners  
Special days  
Class Corners  
Additional resources  
Additional assessment  
End-of-term  
End-of-year

**Yet, needless to say that the more and the larger variety that you manage to put into practice, the better.**

**F. Dealing with students with learning disabilities**

**As you know, there are students with learning disabilities and disadvantages to access the curriculum. You were asked earlier in the year to have them in mind and count on them for your microteaching in particular. You can extend that to the unit too.**

**Which special students are you taking into account? Please base your choice on personal experience, not theory. How are you going to work with them? How do you anticipate to that? How have you prepared for that? Indicate cases and briefly introduce them to us.**

-

-  
-  
-

**G. 7 types of Multiple Intelligences**

**Have you taken them into account? How? Provide examples:**

LINGUISTIC INTELLIGENCE

BODILY-KINESTHETIC

LOGICAL-MATHEMATICAL

SPATIAL INTELLIGENCE

MUSICAL INTELLIGENCE

INTERPERSONAL INTELLIGENCE

INTRAPERSONAL INTELLIGENCE

**H. Discipline?**

**How to deal with it?**

Through “Tricks of the trade”?

Class notes?

Own experience?

Own reflection?

Own ideas?

Else?

**I. Self-coaching for microteaching, unit of work and exam practice**

**What else have you taken into account to prepare your microteaching, unit of work and exam practice?**

**J.** Oriented opportunities for learning

**What have you learnt from:**

- your partners?
  
- your team /teams?
  
- students who are already teaching?
  
- Practicum I? (your experience)
  
- Practicum II students?
  
- Practicum II? (your experience, if, exceptionally, this is your case)

**What have you learnt from our guest speakers?:**

Montse Costafreda (O.U.P.)?

Mercè Fontseré (CEIP Puig-Agut)?

Núria Viñas (CEIP Segimon Comas)?

**From school visits?:**

Hospital Teaching: Aula hospitalària Sant Joan de Déu?

Adult School: CFA Manuel Sacristán-CCOO?

Juvenile detention classroom?

CEIP Vila Olímpica?

**From:**

- Language conferences?
  
- The course (formal and informal practice)?

- The class?
- The interviews?
- The teacher?

### **K.** The mastery of the English language

**Remember that you must master both the English language and the classroom language: not the theory, the practice. We will see you teaching a sequence. I will also check all the language involved in both your microteaching session and unit of work. We will be your students too. Please:**

- Give clear instructions
- Check all the language that you are going to need and use in your microteaching and your unit of work.
- Use English the whole time

**If you need to listen to a coursebook Cds or watch the DVDs and/or videos to master the pronunciation included in your microteaching or unit of work, do so. Do what you have to do before teaching – thinking before doing - , to be where you need to be. No improvisation allowed, not at this stage. Thanks.**

### **L.** Last course requirements

**Last but not least, check ( ✓ ) that your team and you fulfill the following requirements:**

- You know how to put theory into practice
- You are a teacher who is a member of the whole group, of the school and the community where you are teaching, and your teaching shows it
- Your classes are student-centered, not teacher centered
- Your work together with your students
- You have chosen topics which are relevant to the students' lives, needs, abilities and interests
- You promote communication in the classroom
- You interact with kids
- You have all kids participate
- You show enthusiasm and empathy in all situations
  
- You take diversity into account (MIT, newly-arrived children, kids with learning disabilities, kids with talents, multi-levels...)
- You have considered different individual, pair, small group and/or whole group arrangements in the sessions
- You can base that on different principles
- You enable students to have effective control of their learning

- You are in command of oral expression
- You have the necessary classroom language to do it
- You have the necessary microteaching/unit of work language to do it
- Students are provided with the necessary classroom language and microteaching and unit of work language for that
- You give clear instructions: the students understand what they have to do
- You are in command of gestures and body language
- You keep the students' attention
- You keep eye contact
- You are in control of time
- You are in control of your voice: volume, projection...
  
- Your activities are part of a global unit and you show it through your teaching
- All activities are part of contextualized learning
- Soft CLIL: You provide opportunities for cross-curricular lessons in your teaching: Arts and Crafts, Mathematics, Natural Science, Physical Education and/ or Social Science  
or
- Hard CLIL: your microteaching and/or unit of work correspond to the curriculum of the subjects mentioned above.
- You bring reality to the classroom
- You always keep the children's world in mind
  
- You know how to begin, develop and end sessions
- You know how to begin, develop and end the unit
- You know how to go from one activity to another
- You follow the patterns of presentation, development, practice and recycling in all cases
- You are able to introduce changes if necessary: to adjust time, number of planned activities, unexpected circumstances...
  
- You follow order when presenting skills
- You use material which is interesting, useful, meaningful and authentic, whenever possible
- You have a large stock of materials, which are ready to use
- You are creative
- You can be innovative
  
- You are in command of time
- You are in command of space: classroom arrangement, moving around, board usage...
- You are in command of class devices: electronic board, computers, overhead projectors ...
- You have checked your students' virtual itineraries when using computers, and instructions are simple and precise. Special attention to internet. No deviations allowed
- You have visualized your classroom and other spaces both for the unit of work, and your microteaching session
- You have checked that your presentation is feasible there

- You have prepared your microteaching sessions and unit of work in advance, and have reflected upon them
- You are ready for microteaching
- You are ready to share your unit with your partners

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**YOU GOT TO THE END. CONGRATULATIONS!** Have fun now rereading this long and thorough last task, and preparing to master it. Also think that I have prepared this for you. Everybody is working: me too. Keep going.

**No panicking. You are not alone. Just relax, first put emotions aside, and do what you need to do in an organized academic way. Think, and have your brain work for you, not the opposite. And then, manage to keep your vocation there too.**

**When you are ready, talk with the partners who you are working with, think about the different sections – their objective -, organize your work with them, review, become a more professional student if you need to, learn, and prepare yourselves for the interviews with me. Also be ready to accept suggestions which might mean making some changes later.**

**No matter what, ensure that what you will be finally presenting is the best work that you can offer. Keep your perspective at all times, that is, see both the forest and the trees, metaphorically speaking.**

**You will be presenting the main points of your unit of work in a class session, along with your microteaching didactic sequence, where we (both your classmates and I) will need to see you in action as teachers. So, prepare your scenario, work on details, and go for it!.**

**Looking forward to seeing how far you can get as a teacher. I am positive that you will all graciously surprise us, and that you will cherish the memories of the present efforts with time, as well as the good results too.**

**Only laziness can prevent you from doing a good job. Clear guidelines have been provided from the start. If such an unfortunate element is there, just learn to beat it, and prove that you are a professional student, who can become a teacher later.**

**Think also about the person who you would like to send your kids to: a lazy one, or somebody like a professional student, who has taken teacher training seriously and has had his heart and soul in it while preparing for one of the most inspiring and rewarding professions: Education. There should be no doubts, no maybe's.**

**If any, of any kind, please contact me immediately. Thank you.**

**All the best,**

Lourdes Montoro

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DLL

FFP



Along the **College ELT Methods** series, presented in the previous 2 articles (Part 1 and Part 2), and here (Part 3), I have presented how trainee students were both exposed to a lot of resources, as well as purposely guided, and asked to checkmark materials, contents, expertise, talents, and their own work.

All the work pointed here should have thrown light on what the process and the closure to ELT student teaching and learning was like, and also round up the methodological approach presented from the start. I expected my trainee students to succeed in their mastery of English language teaching methods, and to produce unique and excellent microteaching sequences, units of work, and final exams, which they did. It was our pleasure.

## References

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# *ADDENDA*

# Turning TV Series into EFL Classes. Part 2: “How I Met Your Mother”, “Modern Family” and “The Big Bang Theory”

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*To my students’ voices which motivate me to keep searching and improving*

At present, there are six elements that have led me to the teacher than I am: passion for learning in general, and specifically, since I became an EFL student, building on my ELT career, visiting English-speaking countries, creating a public wiki, reading scholars, and listening to my students’ requests. Turning TV series into didactic materials would not have become a reality in my classes without the six above-mentioned elements and my methodological approach in teaching.

After having read Ismaili (2013), Golden (2001), Luo (2004), Teeter (2010) and Rucynski (2011) and having observed my students’ learning progress, and listened to their interests, I stated that *“when students are exposed to English in real daily situations, which TV series also allow for, they are given the chance to identify what they have previously learnt, increasing their motivation as EFL learners and improving their proficiency”* (Abad, 2015).

As teachers, we have the tools to select what we consider important for our students to learn. Some students might know the TV series, some others might not, but most of them will have just watched it in Spanish. Whatever the case, TV series are an ICT resource that is very useful to ensure their significant learning and to create opportunities for language learning and skill-development. From my experience, a task-based methodology, consisting of framing the process in pre-tasks, tasks and post-tasks helps students to, firstly, be aware of their knowledge; secondly, to successfully perform tasks; and, thirdly, to reflect upon their learning. So, how can all this potential ELF pedagogical work be turned into appealing and meaningful tasks?

In “Turning TV Series into EFL Classes. Part 1: ‘The Simpsons’”, I presented the benefits of using audiovisual material in the EFL class and a lesson plan designed through the episode “Bart gets an F” from “The Simpsons”. It included pre-watching, while-watching and post-watching tasks. Here in Part 2, I will continue studying that, and focus on the task-based method and present pre-watching, while-watching and post-watching tasks, which, in this case, will be respectively related to three different series:

1. “How I Met Your Mother”	(Pre-watching)
2. “Modern Family”	(While-watching)
3. “The Big Bang Theory”	(Post-watching)

The episode which I chose from “*How I Met Your Mother*” contains present, past and future tenses, vocabulary related to relationships, slang and culture. The three episodes selected from “*Modern Family*” go around regrets, human emotions and values. The *YouTube* video on “*The Big Bang Theory*” contains selected scenes from different episodes which provide grammar identification and explanation, slang and culture.

I have designed different tasks to work on these TV series:

- Grammar reflection
- True or false exercises
- Jumbled prompts exercises
- Gap-filling vocabulary text
- Partner sharing of ideas and co-writing
- Picture- definition matching and crossword exercise
- Picture description, creative dialogue and story writing with a given ending.

They have all been successfully carried out in class, and will be detailed in the charts which follow. All the pre-watching tasks, while-watching tasks and post-watching tasks included here may serve as a guide with options for designing lessons. The strengths of task-based learning as an impact in students’ English language learning will be commented along with the pre-tasks, tasks and post-tasks which I have designed for each TV series:

### **1. “How I Met Your Mother” (PRE-WATCHING)**


Three pre-tasks activities will be presented. They are based on three samples from the episode ‘*Tick, tick, tick*’. In 4<sup>th</sup> ESO and 1<sup>st</sup> Bat (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade), learners study vocabulary around relationships and this episode is a good means to present it.

In task 1, students are offered the chance to read a text about relationships and a fill-in-the-gaps exercise. This is a way to work on reading comprehension and on the acquisition of new structures and vocabulary. In task 2, they must perform a picture description matching task. This exercise helps students to be familiar with the character’s names, connections and personalities. As the aim of the task is to deal with vocabulary around relationships, in task 3, there is a crossword which can be suitable for learners because they can recycle previous vocabulary, learn new one and become aware of the language which they will find along the episode.

The general objectives of the pre-tasks which I present are:

- To raise learners’ consciousness
- To check learners’ previous experience and/or previous knowledge
- To introduce a topic or a task
- To prepare the students to succeed in the task
- To promote language acquisition
- To raise learners’ expectations

The following table includes specific objectives and competences. It also details the three pre-watching tasks, includes their keys, and the procedure which I have followed.

<p><b>TV series: <i>How I Met Your Mother</i></b></p>  <p><a href="http://www.hercampus.com/sites/default/files/2014/03/27/tumblr_static_hiii.jpg">http://www.hercampus.com/sites/default/files/2014/03/27/tumblr_static_hiii.jpg</a></p>		<p><b>Episode:</b> Tick, tick, tick</p> <p><b>Topic:</b> Relationships</p> <p><b>Level:</b> 4<sup>th</sup> ESO/1<sup>st</sup> Bat (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade)</p>	
<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To foster reading comprehension skills</li> <li>To boost oral communication</li> <li>To encourage writing</li> <li>To recall vocabulary</li> <li>To push critical thinking</li> </ol>		<p><b>Basic Competences</b></p> <ol style="list-style-type: none"> <li>Linguistic communication</li> <li>Social and civic skills</li> <li>Learning to learn</li> <li>Autonomy and personal initiative</li> <li>Processing information and use of ICT</li> </ol>	
<p><b>Concepts</b></p>			
<p><b>PRE-WATCHING TASKS</b></p>			
<p>Reading</p> <p>Speaking</p> <p>Writing</p>	<p><b>Approach</b></p> <p>Individual and pair work</p>	<p><b>Time</b></p> <p>10-15 minutes</p>	<p><b>Resource</b></p> <p>-How I Met Your Mother: (<a href="https://en.wikipedia.org/wiki/How_I_Met_Your_Mother">https://en.wikipedia.org/wiki/How_I_Met_Your_Mother</a>)</p> <p>-Episode Tick, tick, tick: (<a href="https://en.wikipedia.org/wiki/Tick_Tick_Tick_(How_I_Met_Your_Mother)">https://en.wikipedia.org/wiki/Tick_Tick_Tick_(How_I_Met_Your_Mother)</a>)</p> <p>- Crossword puzzle maker: (<a href="http://worksheets.theteacherscorner.net/make-your-own/crossword/">http://worksheets.theteacherscorner.net/make-your-own/crossword/</a>)</p>
<p><b>Description</b></p> <p>In task 1, students are asked to fill the gaps with words which are provided. This will help them to get to know more about the TV series and the episode.</p> <p>In task 2, students need to match each character with each name and description.</p> <p>In task 3, learners must complete a crossword with the vocabulary on relationships which has been previously studied, and will be heard in the episode.</p>			

**TASK 1**

**You are going to watch an episode from a well-known American sitcom. Read and complete the text with the following words. Then, compare your answers with a partner.**

*Aired-season(x2)-series-keep-concert-recounts-their-tenth-sitcom(x2)-seventh-gang-episode-character*

**a.**

How I Met Your Mother (often abbreviated to HIMYM) is an American \_\_\_\_\_ that premiered on CBS on September 19, 2005. The 2013–14 \_\_\_\_\_ is the show's ninth and final \_\_\_\_\_. The \_\_\_\_\_ follows the main \_\_\_\_\_, Ted Mosby, and his group of friends in Manhattan. As a framing device, Ted, in the year 2030, \_\_\_\_\_ to his son and daughter the events that led him meet \_\_\_\_\_ mother.

**b.**

'Tick Tick Tick' is the \_\_\_\_\_ episode of the \_\_\_\_\_ season of the CBS \_\_\_\_\_ How I Met Your Mother, and the 146th \_\_\_\_\_ overall. It \_\_\_\_\_ on November 14, 2011. Barney and Robin decide whether to \_\_\_\_\_ their one night stand a secret from Nora and Kevin. Meanwhile, the rest of the \_\_\_\_\_ goes to a "-palooza" \_\_\_\_\_ which is a popular alternative rock, heavy metal, punk rock and hip hop bands, dance and comedy performances.

**Answer key:**

- a. sitcom-season-season-series-character-recounts-their
- b. tenth-seventh-sitcom-episode-aired-keep-gang-concert

**TASK 2**

**Match each picture of the characters with its description.**

A)



(<http://cosmouk.cdnds.net/15/17/1429867430-robin-how-i-met-your-mother-28302131-1024-768.png>)

B)



([http://36.media.tumblr.com/3749801e809d72a0a26a847b650a0ce3/tumblr\\_inline\\_ny4pwyzrNf1r8mwrld\\_500.jpg](http://36.media.tumblr.com/3749801e809d72a0a26a847b650a0ce3/tumblr_inline_ny4pwyzrNf1r8mwrld_500.jpg))

C)



(<http://i.huffpost.com/gen/1410542/thumbs/a-TED-570.jpg?51>)

D)



(<https://assets.woman.tv/uploads/2012/05/s07e22-lilys-grey-purple-black-maxy-maternity-dress.jpg>)

E)



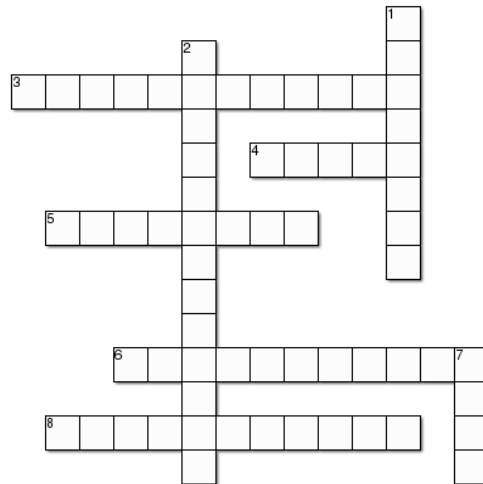
(<http://images.buddytv.com/userquiz-images/q-1/e4a7c763-1c03-4487-a2d8-432ea4320481.mazicbarnev.ioel>)

1. Ted is an architect and the show's narrator. He tells his children how he met their mother.
2. Barney is a womanizer. He is known for wearing suits, playing laser tag and performing magic tricks.
3. Marshall met Ted and Lily at university. He and Lily began dating and finally got married.
4. Lily is a kindergarten teacher. She is married to Marshall.
5. Robin works as a news reporter. She has an on-again, off-again relationship with Ted.

**Answer key**  
a5, b3, c1, d4, e2

### TASK 3

**Read the definitions and complete the crossword. All the words appeared in the unit. Some will be heard along the episode.**



**Across**

3. To start loving somebody.
4. To behave playfully towards another.
5. To finish a relationship.
6. To became husband and wife.
8. Pledged to be married.

**Down**

1. To lie or behave dishonestly.
2. To share the same shelter with somebody you love.
7. To start meeting somebody.

**Answer key**

Across: 3. Fall in love, 4. Flirt, 5. Split up, 6. Get married, 8. Get engaged  
Down: 1. Cheat on, 2. Live together, 3. date



**2. “Modern Family” (WHILE-WATCHING)**


About “Modern Family”, I will present work on three while-watching tasks, which I created from the episodes ‘Halloween’, ‘New Year’s Eve’ and ‘Regrets Only’. Since in ESO and Bat stages (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade) study British, Irish and American traditions, ‘Halloween’ and ‘New Year’s Eve’ serve as a model to teach students about these cultural aspects. I have also chosen ‘Regrets Only’, as a sample to teach grammar, in this case, the Third Conditional sentence structure. This task has specifically been coined for 4<sup>th</sup> ESO (10<sup>th</sup> grade) or 1<sup>st</sup> Bat students (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> graders) due to some language complexity in the episodes.




The task objectives are:

- To increase learners’ autonomy
- To foster individual and/or pair work
- To challenge learners
- To boost a student-centered learning process
- To bring knowledge to real world application

Task 1 provides screenshots for learners to write the action going on in that particular scene. That makes students be attentive as it awakens their ability to concentrate on all the details. Task 2 corresponds to a true or false exercise where the learners need to work on their reading, listening and writing skills to perform the task. In task 3, students need to understand the prompts as well as a storyboard to order the key scenes.

The table below includes specific objectives and competences. It also details the three pre-watching tasks, includes their keys, and the procedure which I have followed.

<p><b>TV series: Modern Family</b></p>  <p><a href="http://i.onionstatic.com/avclub/5472/18/16x9/960.jpg">http://i.onionstatic.com/avclub/5472/18/16x9/960.jpg</a></p>		<p><b>Episodes:</b> Halloween New Year’s Eve Regrets Only</p> <p><b>Topics:</b> Culture and human values</p> <p><b>Level:</b> 4<sup>th</sup> ESO/1<sup>st</sup> Bat (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade)</p>
<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. To foster reading comprehension skills.</li> <li>2. To improve listening comprehension skills.</li> <li>3. To boost oral communication</li> <li>4. To encourage writing.</li> <li>5. To learn new vocabulary and sentence structure.</li> <li>6. To push critical thinking</li> </ol>	<p><b>Basic Competences</b></p> <ol style="list-style-type: none"> <li>1. Linguistic communication</li> <li>2. Social and civic skills</li> <li>3. Learning to learn</li> <li>4. Autonomy and personal initiative</li> <li>5. Processing information and use of ICT</li> </ol>	

Concepts			
Reading Listening Speaking Writing	<b>WHILE-WATCHING TASKS</b>		
	<b>Approach</b> Individual and pair work	<b>Time</b> 20 minutes (episode)  10-15 minutes (tasks)	<b>Resource</b> Episodes downloaded from 'MejorenVO' ( <a href="http://www.mejorenvo.com">http://www.mejorenvo.com</a> )  Note: If needed, due to the class level, subtitles in Spanish or English can be downloaded from 'Subdivx' ( <a href="http://www.subdivx.com">http://www.subdivx.com</a> )
<b>Description</b>  In task 1, students are asked to describe the main actions of the screenshots provided.  In task 2, students need to determine whether the statements are true or false. In case of being false, they must correct them.  In task 3, learners must put in order the main scenes from the episode.			
<b>TASK 1 (Halloween)</b>			
<p><b>Write a paragraph explaining what is happening in the following screenshots:</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><i>a</i></p>  </div> <div style="text-align: center;"> <p><i>b</i></p>  </div> <div style="text-align: center;"> <p><i>c</i></p>  </div> </div> <p style="text-align: center;"><b>Answer key (Possible starting points):</b></p> <p style="text-align: center;"><i>a. Claire and Phil are doing a practical joke to his son</i></p> <p style="text-align: center;"><i>b. Mitchell is hiding from his boss and colleagues in a toilet</i></p> <p style="text-align: center;"><i>c. Claire and Phil are having an argument</i></p>			
<b>TASK 2 (Regrets Only)</b>			
<p><b>Say whether the following sentences are true or false. Correct the false ones.</b></p> <p><i>a. Phil spent the night on the couch as he had a huge fight with Claire.</i></p> <p><i>b. Jay regrets having given a karaoke machine as a gift to Gloria because she sings really badly.</i></p> <p><i>c. Cameron is trying to arrange for a very important fund raising that gives him</i></p>			

	<p><i>the chance to upstage his best friend Andrew.</i></p> <p><i>d. The disaster in the kitchen is so because a raccoon came in through the dog trap door and Claire had to fight it off with a fire extinguisher.</i></p> <p><i>e. Since Jay can't fix the microwave oven door, Claire asks Phil to take her to the mall to buy a new one and he accepts.</i></p> <p><i>f. Jay agrees to take Claire to the mall because he doesn't want to videotape Gloria singing on the karaoke machine.</i></p> <p style="text-align: center;"><b>Answer key</b></p> <p><i>a. False. Claire spent the night on the couch.</i></p> <p><i>b. True.</i></p> <p><i>c. False. His enemy Andrew</i></p> <p><i>d. False. Phil used a fire extinguisher by accident.</i></p> <p><i>e. False. Phil doesn't accept.</i></p> <p><i>f. True</i></p>
	<b>TASK 3 (New Year's Eve)</b>
	<p><b>Put the following actions in the order of appearance in the episode.</b></p> <p><i>a. _____ Phil and Claire find the hot spring.</i></p> <p><i>b. _____ Jay takes his family to a hotel.</i></p> <p><i>c. _____ Manny's date isn't successful.</i></p> <p><i>d. _____ Gloria doesn't have the grapes in the fridge.</i></p> <p><i>e. _____ Haley and Alex are at home babysitting Luke, Manny and Lily.</i></p> <p style="text-align: center;"><b>Answer key</b></p> <p style="text-align: center;"><i>a. 4, b.2, c. 5, d.1, e.3</i></p>

**3. “The Big Bang Theory” (POST-WATCHING)**

My work on “The Big Band Theory” presents three tasks which I created after several scenes from different episodes. In 4<sup>th</sup> ESO (9<sup>th</sup> grade), students are to master the future forms. Thus, this *YouTube* video offers the chance to see all the different forms in a real context.


This post-task allows for:

- providing an opportunity to reacquire the content of the task
- leaving learners’ the time to reflect upon the task
- highlighting the forms which cause trouble in the task’s performance
- finishing with the task cycle learning process
- making learners follow up the task

In task 1, students are given the chance to spot the future forms and reflect upon their uses in each specific context. That helps learners to understand the grammar rules which are often presented in isolation. In the second task, learners must gather the knowledge acquired in the previous task to write an invented dialogue in pairs by using two or three future prompts from

the video. Another alternative of a post-watching task which I do is task 3, where learners are asked to compose a story with an already given ending which corresponds to one future form in the video.

The table below includes specific objectives and competences. It also details the three post-watching tasks, includes their keys, and the procedure which I have followed.

<p><b>TV series: <i>The Big Bang Theory</i></b></p>  <p><a href="http://img01.thedrum.com/news/tmp/116055/the-big-bang-theory-stars-recent-side-acting-gigs-so-popular-so-busy-306866.jpg">http://img01.thedrum.com/news/tmp/116055/the-big-bang-theory-stars-recent-side-acting-gigs-so-popular-so-busy-306866.jpg</a></p>		<p><b>Episode:</b> The Big Band Theory</p> <p><b>Topic:</b> Future tenses in context</p> <p><b>Level:</b> 4<sup>th</sup> ESO (9<sup>th</sup> grade)</p>	
<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. To foster reading comprehension skills.</li> <li>2. To reflect upon grammar structures</li> <li>3. To boost oral communication</li> <li>4. To encourage writing.</li> <li>5. To push critical thinking</li> </ol>		<p><b>Basic Competences</b></p> <ol style="list-style-type: none"> <li>1. Linguistic communication</li> <li>2. Social and civic skills</li> <li>3. Learning to learn</li> <li>4. Autonomy and personal initiative</li> <li>5. Processing information and use of ICT</li> </ol>	
<p><b>Concepts</b></p>			
<p><b>POST-WATCHING TASKS</b></p>			
	<p><b>Approach</b></p> <p>Individual, pair work and group work</p>	<p><b>Time</b></p> <p>10-15 minutes</p>	<p><b>Resource</b></p> <p>- <i>YouTube</i>: "The Big Bang Theory: Future tenses"  <a href="https://www.youtube.com/watch?v=s_qTvv6nGig">https://www.youtube.com/watch?v=s_qTvv6nGig</a></p>
Reading	<p><b>Description</b></p> <p>In task 1, students are asked to spot the future tense and explain its use in its context.</p>		
Grammar			
Speaking	<p>In task 2, students must select two or three sentences and be able to coin a coherent dialogue.</p>		
Writing	<p>In task 3, learners must invent a story with a given ending.</p>		

	<p><b>TASK 1</b></p> <p><i>The following sentences are said by the characters along the video. Underline the future tense and explain its use.</i></p> <p>a) 'That is going on Twitter right now.'</p> <p>b) 'They are going to get beaten up at that club.'</p> <p>c) 'Our babies will be smart and beautiful.'</p> <p>d) 'The bad news is he says he's getting deported.'</p> <p>e) 'Well, that's not going to happen.'</p> <p>f) 'Everything is going to be fine.'</p> <p>g) 'This party is just going to suck.'</p> <p>h) 'The US government is going to expel him from the country.'</p> <p>i) 'If I cut my hair, I'm going to get a national commercial.'</p> <p>j) 'No it's going to be fun!'</p> <p>k) 'I'm never going to find another girl like you.'</p> <p style="text-align: center;"><b>Answer key</b></p> <p>a) Present Continuous: action happening at the moment of speaking.</p> <p>b) Be going to: prediction based on evidence.</p> <p>c) Will: prediction based on a personal opinion, desire.</p> <p>d) Present Continuous: near future, arrangement.</p> <p>e) Be going to: prediction based on evidence.</p> <p>f) Be going to: prediction based on evidence.</p> <p>g) Be going to: prediction based on evidence.</p> <p>h) Be going to: future plan, intention.</p> <p>i) Be going to: future plan, intention.</p> <p>j) Be going to: prediction based on evidence.</p> <p>k) Be going to: prediction based on evidence.</p>
	<p><b>TASK 2</b></p> <p><i>In pairs, choose two or three sentences from the previous task and write a dialogue.</i></p> <p style="text-align: center;"><b>Answer key</b> Students' open answers</p>
	<p><b>TASK 3</b></p> <p><i>In groups, invent a short story whose ending should be 'Everything is going to be fine.' Write it down and exchange it with other groups.</i></p> <p style="text-align: center;"><b>Answer key</b> Students' open answers</p>

With regards to assessment, I follow the same criteria which I described in Part 1: firstly, I check that students are familiar with all the instructions. To do that, we read them aloud, and all students are asked if they have understood what they are expected to do. Secondly, I make sure that all students perform all the tasks. I do that by encouraging and eliciting the group to participate and to find out the correct answer as a team. Finally, I monitor how students recycle previous language, learn and significantly apply the new vocabulary and structures from the episodes.

From my experience, and as I presented in Part 1, if teachers listen to their students' requests, they may turn them into meaningful learning tasks, which make the learners travel around a pedagogical cycle to ensure learning. TV series offer potential pedagogical work as they expose learners to real daily situations in English, which they can identify with their previous knowledge. They also increase students' motivation, widen their listening skills and spur their oral and writing skills.

All the didactic materials mentioned above are available in the section 'TV series in the EFL class', which is part of my teaching tool: *English Learning World* wiki at (<http://englishlearningworld.wikispaces.com/>). Teachers are welcome to adapt the materials to their students' needs as well as to experiment with others to achieve what we all wish for: our students' success in EFL language learning. Further references can be found in the bibliography presented next.

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# Ready for an English Immersion? Help Yourself to a Cup of *English Time*!

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*You live a new life for every new language you speak*  
(Czech Proverb)



English Time logo designs

## FOREWORD

Among the many stories around tea, there is one that we always remember. It dates back to 2737BC, to the reign of Shan Nung. Shan Nung was an erudite emperor and herbalist. It is said that one day he was resting under a wild tea tree boiling his drinking water, when a breeze carried a few tea leaves into his cup of water. Upon drinking the brew, he found it delightfully refreshing and revitalizing.

With regards to England, the upper classes in England began their afternoon tea tradition in the nineteenth century, and that was spread to all. In EFL classes teachers present British culture to students, as part of the syllabus, and tea time is always a star. In this article, we are going to present an immersion project in development that was named *English Time* in honour of the world-wide known tea time tradition.

*English Time* consists of an interscholastic project that we devised, and developed at INS Narcís Monturiol (Figueres) in order to give a boost to English in Alt Empordà. It started in 2013 and was designed to create an immersion effect inside our classrooms; the project involves increasing the students' exposure to *Sherlock Holmes'* language, so as to speak, from 3 to 9 hours a week, through didactical approaches that entail an active contribution on their part.

This article will offer a glimpse into the essence of *English Time* with a view to understanding the concept of this adapted immersion as a method for second language acquisition in schools. The steps that must be taken to implement the *English Time* will be mentioned thereupon. Evidence that links the benefits of the language immersion to the *English Time* day will be also provided.

The scope of the project will be defined by establishing the objectives, and providing an overview regarding cross-curricular and interdisciplinary activities. Next, the evaluation of the success and the quality of the experience will be presented. Finally, the article will focus on the project work and events, which, at present, connect our high school with 6 other schools in our region. Last but not least, the state and future of the *English Time* will be envisaged. This will be presented as follows:

1. PROJECT INSIGHTS
2. WHY LANGUAGE IMMERSION?
3. DEFINING OBJECTIVES
  - 3.1 Learning-teaching
  - 3.2 Methodological
  - 3.3 Specific
4. EDUCATIONAL ACTIVITIES
  - 4.1 Interdisciplinary English activities
  - 4.2 English class activities
  - 4.3 Festivities
  - 4.4 Special events
5. VALUATION OF THE PROJECT
6. AN INTERSCHOLASTIC PROJECT
7. BUILDING THE FUTURE

### **1. PROJECT INSIGHTS**

Every Thursday, Technology, Social Science, Natural Science and English are taught in a row in the target Language: English. As an example, here are some contents which students describe in their own words about the Natural Science class at 2n of CSE (8th Grade in U.S/Year 9 in U.K) during the *English Time* day: *“We learn how thick a thread is, at what speed a raindrop falls, how to calculate how far away a storm is and we study the vocabulary related to the lab equipment and materials. Everything in English”.*

#### **1.1 Overall Aim**

As its name indicates, the main goal of the *English Time* project is to create an intense immersion environment in school in order to increase the exposure of students to the English language. The idea is straightforward: once a week students take all the lessons or a minimum of three in a row in English. This minimum number of hours has been established as a requirement for the project to ensure the desired immersion effect.

#### **1.2 Practical implementation of *English Time***

When setting up *English Time*, clarification on a number of issues must be determined. First, it is crucial to have qualified and motivated teachers available, as this is the backbone when creating a strong project team with similar didactic-methodological approaches. Secondly, it is important to note that the school board is a key figure as it is responsible for scheduling teachers' hours and it must line up the teachers' team on the same day in a row.

Therefore, the teaching staff must be prepared for change which may affect their teaching timetables. Implementing the *English Time* project at school, and extending it to others, has not been very difficult, and we firmly encourage educators to adapt this model as a method to acquire a good knowledge of any foreign language.

#### **1.3 *English Time* target group**

As far as the appropriate level is concerned, it is advisable to establish *English Time* as early as possible. We decided to apply it at the level of 2nd of CSE, the equivalent to 8th Grade/U.S; Year 9/U.K, as referred to earlier. At this stage, youngsters are already adapted to the secondary school so that the project does not interfere with their adjustment. Additionally, this educational level is free of external tests that may hinder the teacher's task. In principle, this immersion project is a positive experience no matter in which level it is applied and it can certainly be adapted to all foreign languages within any educational system.

### **1.4 Methodological framework**

According to the legal basis, teaching staff have independence and academic freedom. Following this premise, *English Time* teachers do not have a higher workload and they are not burdened by additional demands. There is no need to program the syllabus for the subject in English as in other dual-focused educational approaches, such as CLIL. The only requirement for teachers is a good knowledge of action-oriented methodological principles to create a rich learning environment which provides variety in English input.

Teachers are encouraged to use current ESL teaching methods, namely cooperative and cross-curricular-based learning approaches, flipped classroom, PBL tasks and portfolio/interactive notebooks. During the *English Time* day, it is recommended not to introduce new contents or concepts as they can overwhelm learners. Lessons must be practical and interactive to foster the use of language. Most importantly, English must be guaranteed as a vehicular language.

Another factor that must be considered on methodology is evaluation. *English Time* is a language learning method which does not make excessive demands on students aside from speaking English. Following this principle, students' quality of English level is not included in the assessment of non-linguistic subjects. This is a bonus, as it makes the project specially attractive for all students and gets them actively involved during *English Time* lessons.

## **2. WHY LANGUAGE IMMERSION?**

It is an undeniable fact that in the English class students memorize some words, sit plenty of tests and when language learning is no longer a requirement, they forget most of it. Over half a century, intensive research and studies about immersion programs have been carried out by experts such as F. Genesee (1987), H. Anderson and N. Rhodes (1983) in Canada, North America and Germany, to name a few. All these investigations have heralded benefits in literacy and intercultural skills development.

We agree on the fact that the learner needs to perform the language in different situational environments using various grammatical structures and registers, while absorbing the richness of the cultural dimension of language. Not only students become acquainted with the way how the language is spoken in "real life", but also when they hear idiomatic expressions, pick up specific terminology and learn about pronunciation, intonation and even the vocal and facial expressions related to emotion.

Through our teaching experience we have acknowledged that people are plurilingual by nature; what is more, we are able to learn and speak many languages when positive motivational environment and proper means are provided. Plurilingualism widens learning skills as well as personal autonomy. The 4C's model (Coyle, 2010) is basic to achieve communicative, intercultural and civic competences that are essential to live in a plural world. We believe that we need to move our students towards plurilingualism and pluriliteracy for their future social and economic prosperity. This will increase their job opportunities in the future, while building careers where English is a real asset.

To conclude the theoretical basis of this linguistic immersion project, it should be taken into account that *English Time* seeks to replicate an immersion environment in school as close as possible to the premise that learning a language in an immersion environment is absolutely instrumental. Students listen, absorb and speak while they learn English naturally. Bearing in mind that learning English is a basic need for learners in a globalized world and a key issue of the European Union, defined in the Common European Framework of Reference, this project

has been designed to improve the students' oral communication skills and general content knowledge in English.

### **3. DEFINING OBJECTIVES**

The following objectives detail what students are expected to learn and the contribution to the methodological quality and impact on English teaching. They have been divided into three categories:

#### **3.1 Learning-Teaching**

- To increase the exposure to English from 3 to up to 9 hours a week
- To enrich vocabulary in all ranges
- To improve oral and listening skills
- To promote real communicative situations
- To encourage students to integrate English as a third language
- To watch films and documentaries in O.V in all subjects
- To label in English classrooms, offices and facilities in the school
- To encourage international exchanges of students and teachers
- To celebrate Anglo-Saxon cultural events regularly
- To take part in school and out-of-school English contests
- To participate in the school magazine and website

#### **3.2 Methodological**

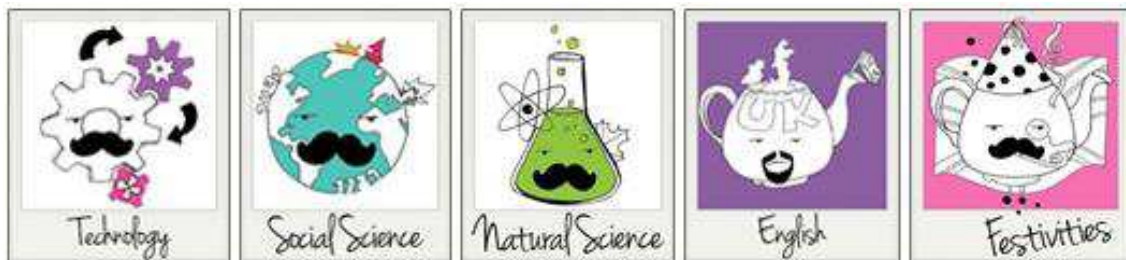
- To use new apps, websites and education technology tools to provide active learning
- To strengthen cooperative learning and inter-school collaboration
- To encourage team building
- To promote teamwork and collaboration across school departments
- To find out and apply modern pedagogical approaches and methodologies in language teaching
- To initiate real proposals for knowledge development and exchange of experience online and in monthly meetings
- To promote the creation and exchange of materials and resources
- To provide continuous English training and professional development for teachers
- To give support to teachers of non-linguistic subjects in English through the coordination of the project

#### **3.3 Specific**

- To awaken curiosity and enhance student's motivation to use English as a tool to learn the contents of different subjects
- To increase the exposure of students to the English language
- To improve the students' linguistic competence, specially speaking skills
- To develop technical vocabulary of non-linguistic fields
- To promote the use of ICT, Moodle, Internet as tools to make cross-curricular and functional learning easier
- To develop accurate listening skills
- To enhance the reading comprehension in English
- To prioritize bilingual signs in the school grounds and facilities

#### 4. EDUCATIONAL ACTIVITIES

In order to materialize the *English Time* methodology approach, some cross-curricular topics have been designed to cover culture contents of the 2nd of CSE core curriculum. Teachers use a number of practical, tried-and-true techniques and a wealth of innovative but manipulative projects that may be applied effectively in classrooms. Illustrative materials and posters to visualize the contents of the subject are prepared with regard to provide students with scaffolding language. All sorts of educational strategies are used to motivate students to speak Shakespeare’s language during lessons. A sampling of English activities designed within the scope of the project will be presented next.



Logos for five *English Time* subjects

#### 4.1 INTERDISCIPLINARY ENGLISH ACTIVITIES

##### 4.1.1 Electronic matching games

The class applies what they have learnt in the Technology lessons about simple electric circuits and connections and create electronic matching games with English vocabulary. During the English class, they exchange their game boards and play with them while they acquire new English vocabulary about adjectives, animals, body parts, clothes or any topic which they choose.

##### 4.1.2 Wooden door hangers

In the English class, we collect a compilation of useful sentences to write on door hangers, which are sawn and painted in the Technology class, such as “*Brain at work*”, “*Come on in*”, “*Don’t be shy!*”, “*Enter at your own risk*”, “*The student of the week sleeps here*”, or “*Warning: moody teenager*”. It is an effective cross-curricular activity to teach the imperative form and discuss positive study habits in school and at home.

##### 4.1.3 English Time badge

Students make a wooden badge with the *English Time* logo in the Technology lab. They pin it on their T-shirt every *English Time* day.



Electronic matching game to review animals

A student’s door hanger

A student’s badge

#### **4.1.4 Personal timeline**

Students design a timeline about their lives using the process that they have studied during the Social Science lessons and the required material. They must reflect on their lives and on the most relevant moments worthy of being recorded in the timeline.

#### **4.1.5 Once upon a time... in History**

This is a 5-session project aimed to foster the acquainted knowledge of the medieval times. Students receive some pictures of people who represent the different social strata. They must describe their characters, clothing, appearance, age, etc., and create a biography according to the character. Afterwards, pupils read the biographies aloud and they must agree on a storyline that includes all the characters. They select an online collaborative writing tool (*Bublr*, *Slidestory* or *Storybird*) to design an illustrated book.

#### **4.1.6 Natural Science vocabulary poster**

Students conduct experiments in the laboratory and they use English to state hypotheses and provide logical reasoning for them. They create a poster including a list of vocabulary words in English and Catalan about lab equipment and specific chemical formulae for each experiment.

#### **4.1.7 Spook-tacular experiments**

On Halloween, students make some science experiments involving chemical reactions and scientific explorations. These science experiments keep the focus on academics but also on sensory activities, while they promote science-minded conversations and reflections.

### **4.2 ENGLISH CLASS ACTIVITIES**

English lessons during the *English Time* day are based on a real world basis, as English is a key to the world. We study Anglo-Saxon culture, geography, literature... using a range of stimulating materials and classroom activities. The lesson plans require cooperative group work, inclusive projects and PBL activities to inspire learners' own ideas. Too often, "*we give students answers to remember, rather than problems to solve*" (Roger Lewin, 1993). Our projects are carefully designed and prepared for each term to allow learners to apply multiple intelligences in completing them.

The teaching materials that form the basis for the English class during the *English Time* day have been created by the *English Time* team. Along with all the information related to the project and the team behind it, they are available at the *English Time* website that we have been creating for three years to promote the project: *English Time Site in Alt Empordà*. This website is constantly updated with the activities of the participating schools, lesson materials, and useful information on ELT venues.

#### **4.2.1 London skyline**

*English Time* students work on London, and they discover the city through culture, art, architecture and history. They search for information of different landmarks of interest, prepare a presentation and create a black and white skyline to decorate the classroom or any school facilities. Working on the artistic and cultural competences is also highly necessary in the secondary level, and with this project, this objective is easily fulfilled.





Skyline created during the English lesson on the *English Time* day

#### 4.2.2 Sherlock Holmes

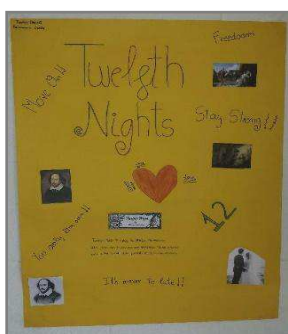
Students develop a project called “My favourite Detective”. They work on the famous figure of Sherlock Holmes and they learn some vocabulary related to physical description and clothes. After a few sessions which include watching the latest *Sherlock Holmes* movie in the original version with subtitles, students are asked to think about other detectives who they know from comics, cartoons, or TV series. After that, they have to pick one and write a short description including name, place of residence, physical description, clothes, habits and hobbies. At the end of the project, they have to add a picture of the detective.

#### 4.2.3 William Shakespeare

The Shakespeare project covers not only the cultural context but also grammar and format included in the 2nd of CSE core curriculum such as *there was/there were*, the simple past and the layout for biographies. To help our students appreciate Shakespeare and his time, we use a variety of classroom resources: crosswords, riddles and quizzes on him as warm-up activities. They work together to explore his most popular plays and design a poster advertising one of Shakespeare’s plays in London in the 1560s. Moreover, they put themselves in a biographer’s shoes to design a leaflet on Shakespeare’s life, language and career. They also watch Baz Luhrmann’s *Romeo + Juliet* and John Madden’s *Shakespeare in Love*.

#### 4.2.4 Edgar Allan Poe

Students go beyond the macabre world of Edgar Allan Poe. They are introduced to the life and extraordinary works of this American icon through different activities, from group quizzes to testing their knowledge on the writer, going through a Webquest and enjoying some videos on Poe’s short stories to the creation of a Poe’s paper cut-out model, including drawing a comic based around his life. It is an interdisciplinary task since Poe is also studied in 2<sup>nd</sup> CSE Spanish literature and pupils dive into Poe’s style and works.



Students’ *Twelfth Nights* poster



Students’ Poe’s models



### **4.3 FESTIVITIES**

#### **4.3.1 Halloween homemade pumpkin contest**

Halloween provides an outlet for students' creativity. They take part in an *English Time* pumpkin contest. They can use cardboard, crayons, feathers, ink, paints, *pom poms*, real pumpkins, recycled material and any other embellishment to create spooky Jack-o-lanterns.

#### **4.3.2 Halloween tangrams**

A tangram is a square that has been divided into different shapes and can be arranged to make new shapes and designs. We challenge our students with a tangram to create different Halloween shapes since they boost an intuitive sense of geometry, improve math skills, work problem-solving and visual spatial skills.

#### **4.3.3 Scary make-up**

Personal Image and Esthetics students in vocational school put some sinister make-up on the *English Time* students. Axes, bloody wounds, scars, spider webs and stitches put them in the Halloween spirit.

#### **4.3.4 Short horror films**

As American teenagers often celebrate Halloween with a costume party and watch horror films, our students also get scared with short horror films namely *Red*, *Smiling face*, *The Little Witch* and *Tuck me in*. Students complete a worksheet with vocabulary activities, comprehension tasks and critical thinking questions.



Pumpkin contest at the library



Students' make-up

#### **4.3.5 Bonfire Night**

Students learn about the Bonfire Night celebrated in the UK on November 5th. They study who Guy Fawkes was, the story of the gunpowder plot and why people gather round bonfires to commemorate that day with fireworks and firecrackers. They make a Guy Fawkes paper mask and a moving Guy Fawkes model and memorize the nursery rhyme *the Gunpowder Plot*.

#### **4.3.6 Thanksgiving crafts**

Students study the origin and the tradition of Thanksgiving. We cannot have a big family meal with football matches, balloons and parades in class, but we celebrate it giving thanks to our relatives by designing a Thanksgiving gratitude wreath or a Thanksgiving gratitude garland. We also create a funny turkey with a TP roll to take home.

#### 4.3.7 Christmas kisses beneath the mistletoe

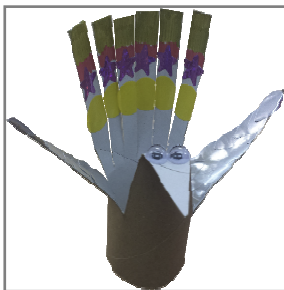
We make students and teachers get into the Christmas mood by enjoying different activities and events. Apart from explaining our students the tradition of getting kissed if two people stand under the mistletoe, we hang mistletoe sprigs from the school ceiling, and everybody exchanges kisses under them as a sign of friendship and goodwill.

#### 4.3.8 Christmas post

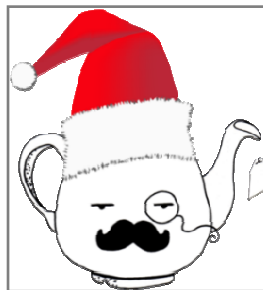
We place a huge cardboard box in the school hall, so everybody who is willing to send a Christmas postcard to another person (anonymous or not) can do it. Later on, Santa delivers the messages to the addressees while jingling a bell.

#### 4.3.9 Easter eggs Hunt

At school, we want to recreate the tradition of the Easter egg hunt. In order to keep students entertained while learning, and on an Easter mode, a popular gymkhana is organized and some chocolate eggs are hidden on the school playground. After accomplishing all the missions, students have to solve an enigma to discover the eggs' hiding place.



Students' TP roll turkey



English Time Christmas logo



Hidden chocolate eggs

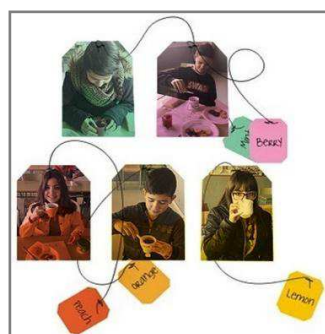
### 4.4 SPECIAL EVENTS

#### 4.4.1 Tea time day

Once a year, we present customs and traditions about the United States and the United Kingdom. We enjoy a cup of tea with a cloud of milk accompanied by butter cookies and pastries! Peanut butter, popular in both places is provided. It is a special event as it is the first time that some of the students try either tea or peanut butter.

#### 4.4.2 The mystery of the week

The *mystery of the week* is a weekly pastime that rolls along at our school, and students are thrilled about figuring out fun and challenging riddles from a gold mine of different topics. It is a voluntary extra activity during the English lesson within the *English Time* and it gives additional points to those students who solve the mystery. The aim is to improve students' cultural knowledge, to boost their reasoning skills and to encourage research.



Students enjoying a cup of tea



Mystery of the week poster

#### **4.4.3 English Corner**

The school library is equipped with an attractive bookshelf where books and magazines are exhibited for all ages and levels. The books that are displayed always match the cultural topic of the month that students are studying during *English Time* lessons. Learners who read one of these books and complete a summary worksheet receive extra points.

#### **4.4.4 Travelling Book**

In order to enhance our pupils reading skills, a selection of graded books written by the authors that students are studying has been chosen. Every week a student reads a chapter of that English book and then passes it to another classmate. They have to orally explain what the chapter is about as well as write a concise plot summary following a book report outline.

### **5. VALUATION OF THE PROJECT**

Assessment grids and questionnaires were designed to evaluate this experience taking into account academic effect on the students as well as their motivation throughout the project, families' satisfaction grade, school impact and teacher's appraising of the whole experience. According to all the data and information that we have gathered from students, parents and secondary schools participating in the project, the valuations are satisfactory.

After 3 years carrying out the project, we have noticed that students lose their inhibitions and become less afraid of making grammatical mistakes in English. Moreover, when they lose their fear and embarrassment, they open up to authentic oral practice and, interestingly, they learn the subject contents as they would do in monolingual lessons. In our experience, no negative effects are found with regards to the academic achievements in the non-linguistic subjects. Furthermore, students are attaining enough speaking English level to communicate with their teachers and peers, can hold day-to-day conversations, and understand all the instructions and explanations given in English.

The teachers who participate in the project find the experience altogether exciting and inspiring. They mostly think that increasing the amount of time that students are in contact with the English language is the best asset of this project and not only for the students' sake but also for them all. We believe that much of the secret to this effective project is due to the fact that all educators involved make every possible effort to be encouraging and reinforcing at all times.

Although nothing is perfect from scratch and this may not be a magical solution to improve the students' English level, it has certainly been an enriching experience for all the educational community. In a passage from *Asterix in Bretagne*, Asterix, to brew a strength-enhancing potion, takes some strange leaves that Getafix had found in a remote village. They are just some tea leaves, but they give the Gauls the motivation to defeat the Romans. For us, this project is the elixir to vanquish motivational deficit, to overcome insecurities when using English, and to raise awareness on the issue of Anglo-Saxon culture in students.

### **6. AN INTERSCHOLASTIC PROJECT**

In 2014 the *English Time* project was presented to the teaching community and opened to all the secondary schools in the region with the aim to give English a boost in the area. The idea was so innovative that it was welcomed with high interest by most secondary schools. In fact, it ignites the enthusiasm of six other schools that joined this collaborative immersion project

in 2014/2015: CC La Salle, INS Cendrassos, INS Llançà, INS Ramon Muntaner, INS Vilafant, and SIN Cadaqués.

*English Time* includes the creation of a working team of English teachers from different schools that work together to implement the English immersion project in their high schools as well as enhance English learning. The team meets once a month to design new material and lesson plans for the *English Time* practice and, as teachers, we have a clear objective based on sound basis: improving our students' English level by putting their English knowledge into action in everyday and real-world situations. The teamwork faces different educational challenges every year. Currently we are focused on improving writing skills, so research and innovation on this topic is our top priority.

The yearly closing of the *English Time* project is celebrated in May through a major ceremony that is held at the sports centre in Figueres. Around 360 students and 40 teachers from the participating secondary schools join this huge event, which also involves the City Hall and SEAE (Educational Services in Alt Empordà) along with some museums and other organizations.

There are 30 workshops and 3 circuits named London, New York and Sydney with lots of activities concerning a wide range of subjects. The aim of this experience is to show the citizens how the *English Time* day can also develop outdoors, recreating classrooms in a public space, with different walls. The end-of-school-year *English Time* masterclass reinforces cooperation amongst students from different schools and cultures as well as strengthen social and citizenship competences in an event, which is full of symbolism and solidarity.



*English Time* Masterclass 2015

## **7. BUILDING THE FUTURE**

With an eye to the future, we would like to increase the participation of schools as well as teachers willing to contribute and participate in the *English Time* team. It is an interesting professional experience for those educators who are eager to innovate and get involved in educational challenges. Furthermore, we are also working on the development of the project not only in 2nd of CSE but in all levels in secondary education. We also believe that the project would also be easy to apply in primary schools.





2014/2015 *English Time* team from right to left: D. Cervera (INS Llançà), R. Feliu (INS Narcís Monturiol), M. García (INS Muntaner), G. Martínez (INS Narcís Monturiol), C. Valdés (SIN Cadaqués), L. Canet (INS Vilafant), and L. Schibi (INS Cendrassos)

Since *English Time* is an open project, any schools willing to participate in the project are more than welcome.

Are you ready for a cup of English Time?

Please, help yourselves.

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