

### From the president

Dear members,

This is my second message sent all the way from Lancaster to the Newsletter. Even though I am geographically distant, I am able to keep up with APIRS issues, thanks to communication technology. I still get messages from members, and I enjoy every message with good news or bad, with suggestions or complaints. Keep sending them!

APIRS is currently involved in many different projects. On top of being the current APIRS president in charge and Newsletter editor, Vera Müller is working on a British Council project aimed to enhance e-communication with TA members, so that you can be updated with ELT information more easily and more often. As we sometimes get information only at the last minute, we cannot send it to you through the regular mail (also known as "snail mail"). In order for this to be feasible, members' addresses should be updated. So, if you still haven't sent us your e-mail address, do it as soon as possible!

Additionally, Nara Finco and Elaine Schenkel have been working with the American Embassy to have English courses for State school teachers. This should be in effect very soon. And Vivian Magalhães is finalizing APIRS new website. It is going to be more modern and user-friendly, and we invite you to have a look and let us know how you like it! All these improvements aim to enable us to communicate more frequently and efficiently, and thus strengthen our ties and sense of partnership.

We are trying to expand to the country side, aiming to reach the teachers who can't make it to our conventions. Last year we had local seminars in Cachoeira do Sul and Caxias do Sul. For this year we have already planned another edition in Caxias do Sul and are considering having one in Panambi. These are all triggered by local language schools with the support of Municipal and State Departments of Education.

Our APIRS convention will take place at PUC from July 14 to 16. Magali de Moraes Menti is working really hard to make it as good as the previous ones. This is going to be our tenth convention and our sixteenth anniversary. These numbers establish APIRS as a reputable and experienced association. However, they also pose new challenges. I believe an association

### This Month in APIRS Newsletter

- Interview with Francisco Gomes de Matos
- Teaching Knowledge Test
- Portfolios in the Classroom
- ABCI Scholarship Scheme
- English Language Teaching Contacts Scheme
- Creating a Paradigm for Peace
- APIRS 2005 Convention
- Box of Chocolates
- Tips on Sites

such as APIRS should be committed to making a difference and changing things. Changes in TAs can only be achieved through the vibrancy of their membership. I'd like our membership to grow in number, but, above all, that members to get more involved in everything. I'd like to see more members' articles in the newsletter (which is indexed now), to have more members writing to our forum, participating in meetings, sending us e-mails. Just get in touch. Get involved, present, write, come to meetings, take on tasks, get experience, develop professionally. Don't imagine there is a divide. There is only US!!

Best wishes from  
Simone Sarmento

### From the editor

When I was still an inexperienced teacher, I had the opportunity to meet Dr Francisco Gomes de Matos and learn some of what he was working on. Later throughout my teaching years, I would here and there hear something about him, come across his name in a publication, or run into him personally in an ELT convention. After you read the interview he was kind enough to give us, you will understand why I feel we are so privileged to have him with us, and understand why I wanted to have an interview section in our Newsletter.

Dr Gomes de Matos is an icon of ELT, both nationally and internationally, who is concerned not only with the linguistic but also the humanizing aspects of the teaching of English. I am sure those of our readers who are new in ELT will be delighted to learn about this scholar

who led the way towards several current theories and practices, whereas those who have been in the area for longer will be equally so, as they review some of the history of ELT in Brazil.

In this issue you will also find an interesting report on a short-term course abroad which Anelise Kops had the opportunity to take. Finally there is a new test teachers are encouraged to take in order (i) to find out how they are doing in terms of language and methodology, (ii) to add points to their CV and, last but not least, (iii) to maybe work a little again on their professional development.

We wish you enjoy your reading!  
Vera Müller

## INTERVIEW WITH FRANCISCO GOMES DE MATOS

**APIRS** - How would you introduce yourself and briefly describe your career in English Language Teaching/Education and Applied Linguistics to TEFL ?

**FGM** - Well...I'll do my best to apply the biblical saying "Let thy words be few". In my pre-adolescence...pre-teens... early forties... I was exposed to American English in Recife. You see, there was U.S. military personnel stationed there (they helped build modern runways at the air force base there and in Natal) and I learned English by listening (mostly) and then gradually by speaking and reading. My proficiency in writing started developing much later when I took Letras Anglo-Germânicas at the then Universidade do Recife (now UFPE). In short, I am one of those who learned English by interacting with native speakers right here in Brazil. Relied on several learning strategies for building up my communicative competence: would see a movie twice (the second time, I wouldn't look at the subtitles), listen to an American song and try to write down the lyrics, read American comic books, listen to both the Voice of America and to the B.B.C (short-wave radio listening was one of my hobbies), and would eavesdrop on conversations among U.S. military personnel wherever I could. I recall my first experience as a coca-cola drinker: an American gave me a bottle and I rushed home and proudly showed it to Mother. Well, speaking of Coke, its appearance in the local context may well have been one of the first types of "globalization". I say this because to me, Hollywoodian movies ARE the first products of globalizing, followed by cigarette smoking, and that soft drink.

But, back to the biodata: I loved English so much that I decided to share my knowledge of it with others: that's how my career in ELT got started: having private students. Opened my own "American English Course" on Rua da Aurora, on the banks of the Capibaribe River. There followed some unforgettable, strategically formative teaching experience in several challenging circumstances, and I loved every minute of it. Upon (if you'll pardon my formal usage) completion of Letras Anglo-Germânicas, I received a 6-month

scholarship to take part in the International Teacher (of English) Development Program. Guess where? Lucky me: in the city of Ann Arbor, at the University of Michigan. That's how the English Language Institute became a major, sustained influence on my career as a TESOLer. At the ELI I had the great pleasure and privilege of attending classes given by some of the TESOL greats of that time: Robert Lado and Charles Fries. I had fallen in love with English before coming to the States but now I was to share my professional heart with another fascinating area : Linguistics. Yes, after auditing classes given by Charles C. Fries on Introduction to Linguistic Science, I said to myself: I also want to be a linguist, besides teaching English.

Returned to Recife and kept up teaching English through mid-1959, when God gave me another wonderful opportunity, to pursue a Master's degree Program right there: Ann

Arbor... in Linguistics, under a scholar who was to become not just my mentor but a close friend and a long-lasting influence on my academic career: Robert Lado<sup>1</sup>.

**APIRS** - Besides taking grad courses in Linguistics in Michi-

gan, what did you do?

**FGM** - Glad you've asked that, because the Fulbright Commission had given me a "travel grant", but my academic tuition and living expenses were taken care of by Robert Lado, by the ELI: in reciprocity (that's another formal word, by the way), I was to work part-time at the English Language Institute as a Language Lab Assistant, as a Portuguese Language Instructor for ELI staff who was to visit Brazil, as one of the persons in charge of shipping the pioneering publication Language Learning. A Journal of Applied Linguistics... Life is full of surprises, isn't it? Two years later, I published my first book review in English, in that history-making Journal - a review of William Slager et al., English for Today<sup>2</sup>. Note that TESOL had not been born yet ...

On my return to Recife, since there was no Linguistics in the Curriculum of Letters, I was given the challenging job of helping UFPE Geology students read technical books and articles in English. So there I was,

I recall my first experience as a coca-cola drinker: an American gave me a bottle and I rushed home and proudly showed it to Mother. Well, speaking of Coke, its appearance in the local context may well have been one of the first types of "globalization"

engaging in what was to become the important area of ESP, English for Special/ Specific/ Professional Purposes. Such experience laid the indispensable foundation for my subsequent work as an applied linguist engaged in doing Linguistics Applied to the Teaching of English to Brazilians. But that's another chapter in my biography...

**APIRS** - Good, so, why don't you tell our APIRS members a little bit about that?

**FGM** - As I was saying, I engaged in Geology-focused ESP for a couple of years, and then Linguistics was made a required "discipline" in the Letras Curriculum ...and since I was the only UFPE faculty member with a degree in "the science of language and languages", they asked me ...or rather, told me to teach the subject. UFPB, in João Pessoa, had no one to fill that academic position, so I became a commuter and would travel to Paraíba once a week, so as to engage in what I like to call "vender o peixe da Lingüística". That new academic responsibility put an end to my teaching of English, but not to my love for English and to my commitment to helping train/educate Brazilian teachers of English.

**APIRS** - But then you came down to São Paulo, right?

**FGM** - Right. My professional life changed after attending the Symposium and Linguistic Institute of the Programa Interamericano de Lingüística y Enseñanza de Idiomas - PILEI - in Montevideo, in 1965. The "saudosos amigos e colegas gaúchos" Margot Levi Mattoso was there. She and Augustinus Staub should be remembered as pioneers in Applied Linguistics in Brazil and I take great pride in having met them on several occasions here and abroad. Who knows? Some day a grad student from Rio Grande do Sul will write a History of English Language Teaching in his/her state. That kind of documentation is certainly needed and APIRS has a major role to play in both gathering and disseminating information on it. So much on early precursors in ELT in Brazil could be investigated, documented, and taught in Teacher Education Programs...

Well, back to my narrative: after that I was invited to become the Director of the to-be-established Centro de Lingüística Aplicada

Yázigi, in São Paulo. That would mean giving up my position as an "Instrutor de Ensino Superior" at UFPE, but, again, the Lord gave me another mission while granting me the privilege of sustaining my academic link to UFPE. You see, I did accept the invitation to move to São Paulo working as Director of CLA-Yázigi, but also became a kind of Linguistics/Language Teaching Advisor to SENAC-SP and was asked to teach Linguistics at PUC-SP, at the then Faculdade de Filosofia Sedes Sapientiae.

As CLA-Yázigi Director, my love for English grew and grew, and the possibilities for applying the Linguistics of that time to ELT were greatly expanded. Some of the materials I helped co-create included textbooks and the Dicionário Yázigi Inglês-Português para Primeiro e Segundo Grau (co-published by Oxford University Press and Instituto de Idiomas Yázigi in 1973), which featured an 8-page Appendix called Exercícios sobre o uso deste Dicionário. That may have been

the first type of a set of activities created for what in Lexicography is now called Dictionary User Education. Yes, doing innovative work was made possible. With Adair Palácio, I could co-

write another pioneering work: Um Pequeno Guia para Ajudar seu Filho a Aprender Inglês and, that same year, 1973, we launched a newsletter: Creativity-New ideas in Language Teaching, edited by the late Arnold Green Short. Most of my thinking on creativity then can be found on the pages of that publication, which featured articles by teacher trainers/educators and applied linguists from Brazil and abroad. That newsletter helped spread the news in ELT Pedagogy among Brazilian teachers but also helped show abroad that creativity in English language teaching has been very much a distinguishing trait in the Brazilian Tradition in ELT. The São Paulo-based newsletter became extinct in 1980 but its influence on the ELT scene in this country could well merit a place in the sun in accounts of the development of ELT among us.

**APIRS** - Your "fase paulista" lasted from 1966 through 1979 and then what happened?

**FGM** - Before answering that, let me add that I got my Ph.D. in Letras at PUC-SP in

Show abroad that creativity in English language teaching has been very much a distinguishing trait in the Brazilian Tradition in ELT.

1973. The topic dealt with? *A Influência de Princípios da Lingüística em Manuais para Professores de Inglês como Língua Estrangeira*. I looked at Teachers' Manuals from 15 countries. Those days, researchers relied on "snail mail". Thank God, for me, communicating by air mail was another hobby, so the challenge was a little less demanding, but still, when I think of the advantages of using the Internet these days, how much easier the data collection job would have been! By the way, my dissertation advisor was a good, old friend of mine: the ever-inspiring ELT scholar: Maria Antonieta Celani. The PUC-SP "tese" became a book in 1976: *Lingüística Aplicada ao Ensino de Inglês*, published by McGraw-Hill, São Paulo (now out of print).

Speaking of Antonieta, I have just had the renewed privilege of counting on her generous support to my most recent work in ELT: she kindly wrote the "Apresentação" to my *Criatividade no Ensino de Inglês*. A resource book, published by DISAL, São Paulo, December 2004.

**APIRS** - So that a little over 30 years have elapsed between your creative work in São Paulo and now, with the publication of this book ... What principles in your approach to ELT are reflected in it?

**FGM** - Some of my experience as a teacher of English and as a teacher-educator is shared with readers of my DISAL book, but you have asked to focus on principles characterizing my approach to the creative teaching-learning of English, so let me briefly state them (this is best done in workshops...).

1. All language users are linguistically creative and such creativity can be shown on a continuum of creative uses;
2. All language teachers are also pedagogically creative and such creativity can be enhanced, nurtured, "provoked", sculpted...
3. All language teachers have the right to become minimally knowledgeable in Creative Studies Applied to Language Education (Teacher Preparation Programs in universities and "faculdades" will eventually do that, as local conditions permit, I'm hopeful...).
4. All language learners have the right to

All language teachers are also pedagogically creative and such creativity can be enhanced, nurtured, "provoked", sculpted...

become minimally knowledgeable as creative users of the languages they are learning or are to learn (Creative Language Learner Education could become a permanent feature in Faculdades de Letras, Cursos de Especialização, Seminars such as those sponsored by APIRS and other state-based organizations: Braz-TESOL, Braz-IATEFL, ABRAPUI, and other communities of English Language teachers.

5. Brazilian authors of ELT materials are creative and their creativity should also be made known to colleagues abroad, so that the Brazilian contributions to Creativity in ELT become part of the Universal Tradition in ELT.

6. Language teachers should also be humanizers, that is, professionals imbued with the ideals of human rights, justice, peace, dignity, solidarity, compassion, crosscultural understanding, and who apply such values in their teaching. In such spirit, teacher-

preparation programs should find a permanent place in the sun for the humanizing role of teachers.

I could go on and on, but instead I'd like to refer APIRS colleagues

to google these key terms, all related to my work:

- Communicative peace
- Creativities (yes, with a C)
- Are you a humanizer?

For a friendly chat, do e-mail me at [fcgm@hotmail.com.br](mailto:fcgm@hotmail.com.br). Appreciate the privilege of being "heard" electronically.

Thank you, Vera, for this chance to interact with APIRS members.

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<sup>1</sup> To know more about that, read my chapter Lado's influence in Brazil, in the volume *Scientific and Humanistic Dimensions of Language*. Festschrift for Robert Lado on the occasion of his 70<sup>th</sup> birthday on May 31, 1985, edited by Kurt R. Jankowsky (Georgetown University) and published by John Benjamins, 1985. Another Brazilian also contributed to that book: Clea Rameh, one of the greats in the History of the Teaching of Portuguese as a Foreign Language.

<sup>2</sup> A series sponsored by the National Council of Teachers of English, Book One, *Language Learning* xii (3): pages 261-263.

## TKT - TEACHING KNOWLEDGE TEST

The new teaching qualification from University of Cambridge ESOL Examinations

### What is TKT?

#### TKT is the Teaching Knowledge Test.

TKT tests knowledge about the teaching of English to speakers of other languages, and concentrates on the knowledge needed by all English language teachers. It helps teachers to find out about the main areas of teaching knowledge needed in the English language classroom. It is an easily accessible test which is prepared and delivered to international standards in a straightforward objective format test.

In preparing for TKT, candidates have the opportunity to extend their knowledge of English language teaching, and familiarise themselves with concepts related to language, language use and the background to / practice of language teaching and learning.

TKT focuses on:

- different ways of teaching
- the 'language of teaching'
- how resources can be used
- the key elements of lesson planning
- classroom management methods for different needs

### Who is TKT for?

TKT can be taken at any stage in a teacher's career. It is suitable for teachers of primary, secondary or adult learners all over the world. It is also ideal for people who would like to teach English but have not yet started teaching.

To take TKT, teachers need a level of English at least equivalent to the Preliminary English Test or level B1 of the Council of Europe's Common European Framework of Reference for Languages. Candidates do not need to have taken any English language examinations, or to have fulfilled any other specific entry requirements, although they are expected to be familiar with basic concepts and language.

### What does TKT involve?

TKT has three modules, and these can all be taken together at the same time, or separately, in any order, over a period of time. For each module there is a test of 80 questions which lasts 80 minutes.

#### Module 1

##### Language and background to language learning and teaching

- Describing language and language skills
- Background to language learning
- Background to language teaching

#### Module 2

##### Planning lessons and use of resources for language teaching

- Planning and preparing a lesson or sequence of lessons
- Selection and use of resources and materials

#### Module 3

Managing the teaching and learning process

- Teachers' and learners' language in the classroom
- Classroom management

Many teachers will follow a preparation course before taking the test but they can also prepare themselves through their own reading and study, if they prefer.

TKT has been trialed extensively throughout the world. Leading teacher training organisations- Local Education Authorities, Ministry Departments, Universities and British Council Institutes - have taken part in TKT trials in Argentina, Brazil, Chile, China, Colombia, Italy, Japan, Mexico, Peru, Russia, Taiwan, Thailand and Uruguay.

Over 1,500 candidates have been involved. These candidates are teaching at different types of institutions, teaching different age groups, with a range of teaching experience. Feedback from everyone involved in the trialling was extremely positive.

In Brazil, trialing and pre-testing have been carried out with groups of state and municipal

teachers in São Paulo (COGESP), Tocantins and Paraná, and final year university students at PUC-Minas, UFF-Niterói and UFPR-Curitiba.

For more information on TKT, visit our website:  
**[www.cambridgeESOL.org/TKT](http://www.cambridgeESOL.org/TKT)**

#### TKT launch events

- **Porto Alegre** - Thursday, May 19  
Blue Tree Towers Porto Alegre
- **Curitiba** - Friday, May 20  
Bourbon Curitiba

For further information, please contact us at:  
(11) 3253 4271, e-mail:  
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## PORTFOLIOS IN THE EFL CLASSROOM

Luciane Sturm\*

### Introduction

The growth of researches on Applied Linguistics and Education in ESL has significantly contributed to a shift in an educator's attitude. It seems everybody who has been involved in ESL is acutely aware that teaching and learning is a continuous pedagogical process.

Within this new way to comprehend the ESL classroom process, we realize that traditional assessment procedures are often incongruent with current practices. Even though educators have tried new classroom practices, they still have not found a coherent formula to assess their students. Consequently, student assessment in ESL has nowadays been one of the most polemic topics, where researchers and educators have discussed and proposed alternatives to minimize the problem. Since the late 1980s, portfolio development has increasingly been defended as a feasible option to traditional tests. (Jongsma, 1989; Wiggins, 1989a; Wolf, 1989). However, few educators have adopted it as a tool of assessment in their classrooms.

The aim of this text is to briefly present this alternative instrument, which can be used to aid teachers in their teaching task.

### What is a portfolio?

In the educational area, portfolios can be used to demonstrate the depth and breadth of students' capabilities through biographies of students' work (Wolf, 1989); descriptions of students' reading and writing experiences (Jongsma, 1989); as well as collections of pieces of writing (Katz, 1988). Besides, it can be composed with comparison reports and student work exhibitions.

Portfolios can be defined as "a collection of work that documents a student's educational performance and employment experiences over time. It typically includes a range of work (e.g., reports, photographs) assigned by the teacher and selected by the student. Portfolios may be used for a variety of purposes including: to increase student learning opportunities; to help students demonstrate a wide variety of skills; to assist students in recognizing their own academic growth; and to teach them to take greater responsibility for their own learning and development."

**([www.columbus-chamber.org/workforce/glossary.htm](http://www.columbus-chamber.org/workforce/glossary.htm))**

Paulson, Paulson and Meyer (1991) say a portfolio is "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas."

These definitions immediately suggest certain qualities and characteristics of a portfolio, which may be helpful in assessing student progress. We can note they emphasize a collection of work, chronological organization and construction with a goal or purpose.

**Student assessment through portfolios**

Besides illustrating a student's work, this proposal can be extended to attend to the informational needs and assessment demands of the classroom. A portfolio used for learning assessment must offer more than room for the student's learning production to be displayed; "it must be the product of a complete assessment procedure that has been systematically planned, implemented, and evaluated." (Moya & O'Malley, 1994).

To reach the aim of assessing students through a portfolio, the educator should base his work on a systematic assessment procedure, which can provide accurate information about the depth and breadth of a student's capabilities in many domains of learning.

**Portfolio assessment model**

This proposal of a Portfolio Assessment Model for ESL is based on Moya & O'Malley, (1994), which includes five interrelated levels to be observed before its implementation. We understand that if the school or a group of educators who work collaboratively adopt the idea of implementing the assessment portfolio, it is easier to succeed. So the first step is to establish "group work" to plan the project.

Besides, it is necessary to establish a portfolio focus, identifying the purpose of its procedure. Thirdly, there is the portfolio content to be planned. At this moment, the assessment procedures are selected, the portfolio contents are specified, and the frequency of assessment is determined. Another step to take into consideration is designing a portfolio analysis. The group is supposed to set standards and criteria for the evaluation of portfolio contents.

In the same way, it is necessary to specify the procedure for integrating portfolio information and to schedule staff responsibilities for portfolio analysis.

To conclude, it is relevant to remember that traditional models of assessment are incapable of estimating the diversity of skills, knowledge, processes, and strategies that combine so as to determine student progress. Portfolios combine formal and informal assessment techniques for monitoring student language development; and they have more instructional validity than standardized tests because they show the process of learning and they can provide documentation on a student's language development. The use of portfolios in the classroom will allow the student to demonstrate their creativity as they develop a composite of many levels of knowledge, skills and capabilities.

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## ABCI SCHOLARSHIP SCHEME - JANUARY 2005

Broadstairs, Kent, England

Anelise Kops\*

Hilderstone College - English Language and Professional Development Course for Teachers - Creative Teaching (50 hours)

Tutors: Tessa Woodward, Seth Lindstromberg and Andy Carwell

It's early morning and despite the weather forecast the sun is shining in England in the middle of January. The house where I'm staying is big (four bedrooms) and comfortable (a bathroom just for me, but without a shower - not unexpected). The heater is on, and the average temperature inside must be around 25°C, as I'm sweating. I try to wash my hair in the bathtub; at first, it is awkward without the shower, but then you get used to it.

I go downstairs for breakfast - a bowl of cereal with milk, buttered toast and a choice of tea or coffee. I'd rather have tea and milk; it's more British.

Charley, a sweet six-year-old girl is ready for school. She says good-bye and wishes me a nice day.

The college is about ten minutes from Fairfield Park, my home address. As I walk to the college I feel the cool breeze on my face and I gaze at the teenagers going to school in their uniforms and I wonder whether their thoughts and gossip are similar to Brazilian teenagers'. Small world! The lollypop lady in front of the school is helping us to cross the street.

Entering the College is a pleasure: first, because it is warm and I can take my hat and gloves off, and second because you greet your fellow teacher-classmates and get into small talk about the previous day. In a minute we will go to our classroom and feel like students once again. Two of the tutors are well known EFL book writers, Tessa Woodward and Seth Lindstromberg, and that adds more excitement. There are still so many colloquial expressions, expressive verbs, cultural facts, phrasal verbs, prepositions, and metaphorical language among other subjects to learn, even after more than thirty years studying the English language. As the saying goes: Live and learn! And that's the challenge of being a teacher: your knowledge is always under construction. I ask myself: "Should I feel frustrated at not knowing that, or should I feel rewarded for being here exposed to all that my five senses are able to grasp?" I pick the second alternative.

Lunchtime – choices are Jacket potato, pizza, a sandwich or soup of the day. I try one at a time. After lunch I go for a walk to the town centre along High Street - every town has its own, where the local shops and services are located. Before crossing the street, look out - the traffic always comes from the opposite side in England. I learned it does too in India, Australia and Japan.

The afternoon comes and so do the classes on Creative Teaching. The most remarkable lesson for me is the one on creative writing. After that afternoon I realized I **could** write, I do not need to be a bestseller writer to be able to write, and that's fantastic! I always thought writing was the most difficult skill to develop and now that I have experienced these techniques, they have proved me wrong! This is one of the reasons I'm writing this report in such a format so that I am able to retell my experience while I put my writing skills into practice. Moreover, my students will also benefit from this, as now I have more confidence to help them to express themselves.

The starting point for creative writing is writing about true events. Start with seven sentences, for example. It's simple. Share your sentences with a partner. Choose each other's best sentence and put a star next to it. Read it out loud. Be proud of your sentence. Listen to your classmates' sentence. This is what Seth calls Frames for Writing; a really good frame activity places a higher value on quality rather than on quantity of writing. The best frames help students to think of something to say or write, and that is the key to trigger our thoughts and express them in the written form.

Using pictures and art in the language classroom is another interesting session. As Tessa said: "Pictures bring the outside world into the classroom". By drawing yourself in any picture you choose, you can release your imagination. After that you choose an object to take with you and then, with some starter sentences, you are able to produce a descriptive text:

I've just .....

Now I'm.....

I can see.....

I can hear .....

I can feel.....

In a minute I think I'll...

My final piece of creative writing goes like this:

"I've just arrived from London and I'm now

After that afternoon I realized I **could** write, I do not need to be a bestseller writer to be able to write, and that's fantastic!

ps\*

standing on the road overlooking the fields and a town further down. I can see the blue sky above me, although it's a little bit cloudy. I can hear birds chirping and cars roaring past. I can feel the cool breeze on my face. In a minute I think I'll take a picture and get back in the car again".

This technique has helped me a lot and so it will help my students. I feel really proud. These are two of the many activities we are exposed to everyday: drama, authentic listening, poetry, warm-ups, breakers and closers.

Four in the afternoon, classes are over but the multimedia lab is open. Book a slot to access the Internet, check your e-mails. Browse through the library books and read freely about what interests you. Do some homework and check your proficiency level with some Cambridge exam samples.

Half past five, it's already dark, I'm peckish, and it's time to go home for dinner. Yes, dinner is served around six. Walk back home with some new friends, Verônica from Argentina and Clarissa from Campo Grande, Brazil. This is a great opportunity to share personal impressions about the course, our host families, British people's habits and life in Broadstairs.

Dinner time - the most popular meal in England is fish and chips and although it is a greasy combination, you can enjoy it while you are there in the cold weather.

In the evenings there are social programmes such as going to the cinema or to a pub, besides which there are three scheduled talks: Early British History and the Development of London, Education in Britain, and Social Class and English comedy. In addition to this, we have a falconry display where we are able to fly the bird. This is superb! I feel like Harry Potter with a big owl on my arm.

During that two-week course we were submerged in a variety of activities, and now it is time to absorb them and get ready to share them with other teachers and schools, so that more people are able to make the most of my unforgettable experience. I will always be thankful to ABCI and Cultura Inglesa Porto Alegre, and I hope more teachers will be able to have such an experience.

\* A. Kops has been a teacher of English and a coordinator in private language schools for several years; she is now with Cultura Inglesa in Porto Alegre.

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## ELTECS – APRIL 2005

Summary prepared by Telma Gimenez  
([telmag@rantac.net](mailto:telmag@rantac.net))

The English Language Teaching Contacts Scheme (ELTeCS) Latin America, supported by the British Council - is a regional network which makes it possible for teachers in this part of the world to exchange information and ideas. Currently there are about 2,500 members and in order to make this source more widely available to those who do not have easy access to Internet, I bring a summary of the main messages exchanged during April 2005.

It is important to bear in mind that messages posted on the other 5 lists (Africa and the Middle East, East Asia, Europe and Central Asia, South Asia, India) are sometimes reproduced in our Latin America list too, so members can have a wide view of what is going on in ELT around the globe.

If you are not a member yet visit the website [www.eltecs.org.uk](http://www.eltecs.org.uk) and join in!

### 1. EVENTS

Several events were announced among which I selected:

a) NINTH LATIN AMERICAN ESP COLLOQUIUM - SEPTEMBER 19, 20, 21, 2005 Mexico City, Mexico. The website for the event is:

<http://comenius.cele.unam.mx/cele/Ligas/Coloquio/index.htm>

b) Third International Congress 'Towards Greater Professionalization in Language Teaching' to be held from September 29-October 2 at the Hyatt Regency in Acapulco. Further information at:

<http://www.anupi.org.mx>

c) First Brazilian Bilingual Schools Conference, October 2005. Full details of the conference, Registration Forms and the Call For Papers is now available on

<http://www.playpen.com.br>

d) The VentESOL National Convention 2005 from May 20 to May 22, 2005 at Hotel Kristoff in Maracaibo. If you are interested in further information do check out the website [www.ventesol.org](http://www.ventesol.org) or send an email message to:

[padsan57@yahoo.co.uk](mailto:padsan57@yahoo.co.uk) = 20

e) Call for Papers for TDTR6 (Teachers develop, teachers research) Santiago de Chile, Sept. 22nd-24th, 2005. Contact:

[jcf1000@dircon.co.uk](mailto:jcf1000@dircon.co.uk) or  
[asheehan@mineduc.cl](mailto:asheehan@mineduc.cl) = 20

## 2. COURSES

Germany will host a Hornby School on Change Management: Preparing for tomorrow - Initiating and cultivating change in ELT contexts  
Date: 16-30 July

Venue: LISUM Brandenburg (Brandenburg's Teacher Training Institute on the outskirts of Berlin)  
Costs for participants: EUR 300

If you are interested in attending the course as a participant or in contributing to it as a tutor or course director, please go to the following website  
<http://www.britishcouncil.de/e/english/hornby05.htm>

for further information or send an email to [elt.germany@britishcouncil.de](mailto:elt.germany@britishcouncil.de)

## 3. DISCUSSION

There have been some exchanges regarding Spanglish. A bit of a flavour of the discussion that went on:

I) Norma Bustamante wrote:

Why don't we leave each language the way each of them evolves without mixing two?

Isn't it richer that Spanish evolve on its own with some accepted borrowings but not certainly with barbarisms?

Don't we feel proud when we see how well our students learn English, use it appropriately, pronounce it rhythmically, with the right intonation, write it with the right spelling and the adequate register?

II) Maria Matilde Garcia wrote:

Spanglish is a natural process that occurred when neighbor languages got in touch. It is not something that is planned or taught in schools, it simply happens. It is the process that all languages have had at a certain moment in history. It happens when people from different countries not speaking the same language wish to communicate.

III) Randy Hardwick wrote:

While some may see Spanglish as an emerging language, I see it as a permanent means of socio-economic segregation. I acknowledge that Spanglish may not be a pidgin in the pure definition because of the survival into generation 1.5, generation 2, and beyond, but to credit it with communicative competence and classify it as an emerging language is a disservice on all sides, however well intentioned. Effectively, Spanglish remains a means of segregation and it should be discouraged. Speakers of Spanglish as L-1 are significantly less likely to become proficient speakers of either Spanish or English and are therefore permanently marginalized in the only places where Spanglish will ever be spoken. Spanglish is a quite singular and quite

complex phenomenon with sociological, psychological, and economic implications, but it is not a particularly useful topic for classroom language teachers.

## 4. VIRTUAL ATTENDANCE TO IATEFL 2005 CONFERENCE

If you weren't able to make it to Cardiff read the roving reporters's blogs at

<http://www.teachingenglish.org.uk/>

## 5. CALL FOR CONTRIBUTIONS

HOW is an annual publication led by ASOCOPI, the Colombian Association of Teachers of English. The Journal is mainly interested in maintaining communication among English teachers in Colombia and abroad by offering possibilities to disseminate knowledge concerning English language teaching issues. This is an invitation to send your contributions for HOW Journal 2005. Deadline: June 30. For further information please contact:

[asocopi@yahoo.com](mailto:asocopi@yahoo.com)

[how\\_journal@yahoo.com](mailto:how_journal@yahoo.com)

## CREATING A PARADIGM FOR PEACE

Francisco Gomes de Matos

Use the first verb that comes to mind, then write it down. On completion of the alphabetically arranged paradigm, exchange your lists with other people and discuss how humanizingly meaningful verb choices can be and why.

Here is a typical PARADIGM, from one of such cognitively-linguistically challenging practices:

FOR PEACE

A - attract	M - mobilize
B - build	N - nucleate
C - create	O - opt
D - dignify	P - reconcile
E - empathize	Q - quest
F - feed	R - ally
G - group	S - speak
H - humanize	T - teach
I - interact	U - unite
J - joy	V - vitalize
K - kindle	W - work
L - lead	Y - yield

Additionally, participants can be asked to create one example of Paradigm for the letters x and z. The dual goal of this Peace-focused wordplay is to show that Peace is paradigmatic (exemplary) and that we can enhance Communicative Peace by probing its phraseology, through paradigms such as the one illustrated above.

## APIRS 2005: Teaching and Learning Processes

July 14, 15, and 16, 2005

Building 50 - PUCRS, Porto Alegre

We are very pleased to invite you to join us for our 10<sup>th</sup> conference. As usual, we have wonderful plenaries, workshops and papers to share with you. Regional, national and international EFL/ESL talents will be present from our own state, other states in Brazil and abroad. The conference will be held in Building 50, at PUCRS in Porto Alegre, on July 14, 15 and 16.

Program:

### Thursday, July 14

7:30 – 8:30 – Late Registration

8:30 – 9:00 - Opening

9:00 to 10:00 – Opening Plenary- Viviane Heberle - UFSC

10:00 to 10:30 – Coffee Break

10:30 to 12:00 - Workshops

12:00 to 13:30 - Lunch

13:30 – 14:00 – World Study / CUP - Cambridge

14:00 to 15:00 – Plenary – American Embassy – Tim Reagen

15:00 to 16:00 - Papers

16:00 to 16:30 – Coffee Break

16:30 to 18:00 - Round Table - Teacher Education - What's missing?

Desirée Mota Roth, June Campos, Marcia Zimmer

18:00 to 19:00 – Plenary – Manuel dos Santos – McGraw Hill

19:00 to 21:00 – Choir Music and Cocktail

### Friday, July 14

8:30 – 9:30 – Plenary – Renata Cardoso – Macmillan

9:30 – 10:30 – Plenary – Joan Saslow - Longman - Pearson

10:30 to 11:00 – Coffee Break

11:00 to 12:30 – Round Table - Language Acquisition - different trends, different practices  
Magali de Moraes Menti, Viviane Heberle, Vilson Leffa

12:30 to 14:00 – Lunch

14:00 to 15:00 – Plenary – Ian Martin - Thomson Heinle

15:00 to 16:00 - Papers

16:00 to 16:30 – Coffee Break

16:30 to 18:00 - Workshops

18:00 to 18:20 – SBS + raffle

18:20 to 19:00 – Plenary – Jose Roberto Igreja - IDIOMAS / DISAL + raffle

### Saturday, July 16

8:30 - 9:30 – Plenary – Therese Naber - Oxford

9:30 - 10:30 – Plenary – Ben Goldstein - Richmond

10:30 - 11:00 - Coffee Break

11:00 - 12:30 – Round Table - Teaching in Public schools - We know what's wrong, what can be done?

Anelise Burmesiter, Luciane Sturm, Alexandre Almeida

12:30 - 13:00 - raffle and closing

**Important Note:** Certificates will only be awarded to participants who attend at least 75% of the conference.

### Sponsors:

PUCRS

SPECIAL BOOK SERVICES-SBS

IDIOMAS / DISAL

OXFORD UNIVERSITY PRESS

LONGMAN / PEARSON

MACMILLAN ELT

CAMBRIDGE UNIVERSITY PRESS

THOMSON HEINLE

BRITISH COUNCIL

AMERICAN EMBASSY

WORLD STUDY

MCGRAW HILL

Fee:

Before June 20

*Members	Non-members
R\$40,00	R\$80,00

After June 20

*Members	Non-members
R\$55,00	R\$110,00

\*Members in good standing.

\*LETRAS students pay price as members (document certifying status of student must be presented).

Registration for the event will be possible on Thursday July 14 from 7:30 to 9:00.

Registration fee non-refundable.

If you wish to ensure your registration now, send your registration fee (crossed checked made out to APIRS), your full name, address, and telephone number to Cecilia Luz at the address below.

Cecilia Luz

Rua Botafogo, 620 / 506

90150-050 POA, RS

For more information e-mail

magali@lingua.com.br or call 51-3231-0261.

Check for updated information at

**www.apirs.com.br**

### Hotel Information:

Hotel Praia de Belas Residence

Fone: 0 xx 51 3226 5536

Av. Getúlio Vargas 318 - CEP: 90150-000

Menino Deus - Porto Alegre – RS

Prices: (Conference participants have a 10% discount.)

Apartment Type	Single	Double	Triple
Standart Simple	R\$ 50,00	R\$ 65,00	
Standart Luxe	R\$ 55,00	R\$ 70,00	
De Luxe	R\$ 60,00	R\$ 75,00	R\$ 85,00
Suite	R\$ 65,00	R\$ 80,00	R\$ 90,00

Contribute to the well-being and happiness of the kids at "Lar das Crianças" by donating a piece of warm clothing. Donations should be delivered upon registration. Donators will participate in a special raffle.

## Box of Chocolates

"It has been said that teachers who have been teaching for 20 years can be divided into two categories: those with 20 years' experience, and those with one year's experience repeated 20 times."

Penny Ur.

(This is a contribution from Clarice Lamb, who cannot remember where she read it, though.)

"Gather ye rosebuds while ye may  
Old time is still a-flying  
And this same flower that you see today  
Tomorrow will be dying."  
Seize the day, lads!

(The poem is by Walt Whitman, voiced by Robin Williams in the movie "Dead Poets' Society".)

## Tips on Sites

### CAPES JOURNALS

Anyone can have access to the 8000 scientific texts published by CAPES at <http://periodicos.capes.gov.br>

### SITES FOR TEACHERS

[www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)  
[www.teachingenglish.org/uk](http://www.teachingenglish.org/uk)  
[www.britishcouncil.org/learning/eltecs](http://www.britishcouncil.org/learning/eltecs)

### UPDATE YOUR KNOWLEDGE AND NETWORK WITH COLLEAGUES

[www.searchenglish.britishcouncil.org](http://www.searchenglish.britishcouncil.org)  
[www.britishcouncil.org/languageassistant](http://www.britishcouncil.org/languageassistant)

### FOR JOBS AND QUALIFICATIONS

[www.britishcouncil.org/learning-elt-teach-english](http://www.britishcouncil.org/learning-elt-teach-english)

Remember we will raffle a state-of-the-art dictionary among our members who have given us their updated e.mail addresses so that we can enhance on-line communication with them. If you still haven't, do so by phone (51)3231.0261 or by e.mail [apirs@terra.com.br](mailto:apirs@terra.com.br)



APIRS board members with Dr Maria Eunice Moreira, Head of Faculdade de Letras / PUC, discussing the organization our X Convention