

**Cordoba English Teachers  
Association  
(CETA)**

**VII JORNADAS  
CETA  
*Acting up!***

5th – 6th May 2006  
Facultad de Filosofía y Letras  
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## PLENARY SESSIONS

**Friday (17'30-18'30)**

**Paul MacConochie**

(Burlington Books)

*The Making of A Great Teacher*

We know we're doing a good job in the classroom but could we do better? Are there things we should be doing more of, less of or shouldn't be doing at all? In this session we'll be asking ourselves what good classroom practise really is and addressing the age old question: Are teachers born great or do they achieve greatness?

**Saturday (13'00-14'00)**

**Manuela Matas Llorente**

(Coordinadora Regional de Formación  
Plan de Fomento del Plurilingüismo)

*Formación para el plurilingüismo: estrategias para un reto educativo*

Innovation in language learning involves a new perspective in language teaching. And so, a plurilingual approach to the language learning process within the Common European Framework of Reference requires alternative methodological practices, classroom materials and techniques that regard communicative competence as both the means and the goal. This talk intends to bring forward the main implications and demands of this linguistic challenge, in which teacher training plays a key role.

**Saturday (18'30-19'30)**

**Víctor Pavón Vázquez**

(CETA)

*Homogeneidad metodológica y adaptación curricular como elementos centrales de la enseñanza plurilingüe*

La puesta en marcha por parte de la Junta de Andalucía del Plan de Fomento del Plurilingüismo va a suponer una verdadera revolución en todos los estamentos educativos. La implantación del Plan nos va a obligar a seguir un camino que no se presenta precisamente exento de peligros, debido sobre todo a que los medios humanos y materiales de los que disponemos necesitan ser revisados. Dentro de la multitud de factores y variables que deben ser tenidos en consideración para conseguir los frutos apetecidos nos centraremos, en particular, en analizar la importancia y el alcance de dos de los aspectos que van a determinar la eficacia del Plan: la necesaria adaptación curricular que requiere la enseñanza de áreas no lingüísticas en un segundo idioma, plasmada en la elaboración del Currículo Integrado; y la utilización del enfoque metodológico común que requiere la enseñanza de todas las áreas lingüísticas (castellano, inglés, francés, etc.).

## TALKS / WORKSHOPS

**Friday (18'30-19'30)**

**M<sup>a</sup> Belén Díez Bedmar** (University of Jaén)  
Secondary / Adult

*Helping students improve their written English: the use of learner corpora*

Learner corpora are pedagogical resources in the TEFL classroom which can be used by teachers and students alike. On the one hand, these collections of texts allow teachers to know empirically which aspects of the foreign language are problematic for students and, therefore, focus on their students' real needs. On the other hand, students may also use them to improve their written command of English by means of 'learning-driven data' (Seildhofer, 2002: 213). Furthermore, the comparison of the written production in both learner and native corpora provides a valuable source of teaching materials by means of Data-driven Learning activities.

**Javier Martín Párraga** (University of Córdoba)  
Secondary / Adult

*Apple's iPod and the English Classroom: A Revolutionary New Gadget*

Since Apple introduced its popular mp3 player *ipod* in 2001, it has become a highly popular device with young Americans. Nowadays the iPod is much more than a music player, for it reproduces not only music but also PowerPoint slides, photos and even videos. These new capabilities have been used by a number of American institutions to help their students improve their linguistic skills in a number of ways. In this lecture I will offer several examples of highly prestigious American high schools and universities that have adapted the *iPod* to teaching foreign languages. Nevertheless, the main target of my presentation will be to give several practical examples of how to use *iPod* to teach English as a Second Language.

**Víctor Pavón** (CETA)  
Primary

*Identifying the real skills with Primary students: theory and practice*

We believe that the identification of the skills Primary students need to be worked on is prior to any other pedagogical consideration. The effectiveness of our beautifully designed activities can only be measured if they are targeting the strategies and tasks we want our students to do for real communication. In this workshop we will analyse the theoretical background our practice must be based on, and provide a selection of activities.

**Friday (20'00-21'00)**

**Adán Martín Dueñas** (University of Córdoba)  
Secondary

*Teaching the pronunciation of loanwords through explicit rules*

As a result of language contact both historically and at present, English is full of foreign terms called loanwords. Familiarity with languages other than English may either facilitate or impede an accurate pronunciation of borrowings. Like in most languages, loanwords in English tend to be Anglicised, but are often subject to sociolinguistic variation since some educated speakers pronounce them in a foreign style. In this talk, I will try to provide teachers of English with formal explicit rules to learn and to teach the pronunciation of loanwords, helping them to avoid phonetic interferences from their mother tongue or other languages.

**Estela Martínez Jurado** (University of Córdoba)  
Primary / Secondary

*Web resources and activities for pronunciation teaching*

*The teaching of pronunciation is often considered a difficult and obscure area. Some teachers are discouraged by this wrong belief and sometimes neglect this important aspect of the learning of a foreign language. This presentation aims at providing an overview of the resources and materials that can be found in the web in order to make the teaching of pronunciation both easy and attractive at the same time.*

**Sara M<sup>a</sup> Delgado León** (IES "Guadalquivir")  
Teacher trainees

*Personal experience and opinion on the Practicum programme*

In this paper, I try to explain my own experience with a student from the Practicum programme, dealing with such aspects as the difficulties and obstacles s/he finds in my High School due to its specific characteristics (CAEP) as well as the relationships s/he has established with the students. In addition, I would like to expound the work I demand from them, their experience on my point of view and our interaction inside and outside the classroom. Finally, I conclude talking about my own opinion on this programme which is related to my initial interest in it.

**Robert Quinn** (Oxford University Press)  
*Getting Started in Second Cycle of Primary*  
Primary

**Saturday (10'00-11'00)**

**M<sup>a</sup> D. Pérez Murillo** (Universidad Complutense, Madrid)  
Secondary

*Classroom talk around the text: a case study in a bilingual school in London*

In this session, I will deal with the way three teachers and their pupils talk around different kinds of texts in language and content subjects in a bilingual setting. Now that some European countries, including Spain have begun to include CLIL (Content and Language Integrated Learning) in the curriculum of both primary and secondary education, it seems relevant to explore the language use of teachers and pupils in a bilingual school in London which is organised and run along the lines similar to state schools in Spain.

**Angel Anderson** (Free-lance)  
All

*Story Telling Through Instant Theatre*

How often have you seen your students bursting with stories, but lacking the confidence and skills to relate them in L2? In this very practical and interactive session, I aim to show two techniques in which the students create their own stories from prompts and from there go on to develop their story-telling abilities.

**Cristina Buzdugan** (CHIVE Language Centre in Barcelona)  
Secondary

*Let's put on a show*

As a warm up teachers can use "Handshakes", "Mirror hands" or "Hands touching" which are particularly useful for a first day class. Yet, they can also be used at the beginning of every lesson with a different focus. Another category is the grammatical or vocabulary revision exercises. The presentation will include "Body numbers", "Body words" and "Catch". The third set refers to more complex activities. They are real motivators for speaking and writing. Such activities may include a fashion or a news show. Also, a ready-made project dealing with the presentation of a news show by 10-year-old students will be presented as a conclusion.

**Saturday (11'45-12'45)**

**Cristina Buzdugan** (CHIVE Language Centre in Barcelona)  
Primary

*Action songs and drama for a peaceful kiddie's class*

Action songs and stories are efficient when it comes to teaching to a group of naughty four year olds. Since they are very playful, action songs are a good opportunity for them to display all the energy they have acquired during the day and for you to be able to control them better for the rest of the lesson. Another efficient drama technique is to have your students act a story they previously listen to. Short and easy to memorize lines are the key to a quick acquisition. In this vein, I will use this workshop to demonstrate how these techniques work for a specific task: introducing the world of animals to students

**Cinnamon Nolan** (TESOL-Spain)  
All

*The Dramatic Voice: Expressive Speaking for Teachers and Students*

Have you got a tired voice? Do your students sound hesitant or inaudible when speaking English? Do you want to inject excitement in your classes? Need to involve the students in freeing their voices for expressive speaking? None of us can speak well, much less dramatically, without using the whole body correctly for breathing and vocalisation. This hands-on workshop will show you practical exercises for proper voice production and intonation, plus simple class exercises the students will enjoy that help them achieve more dynamic speaking voices or lead them to poetry/drama presentations. Come prepared to participate actively and have fun!

**Marina Arcos Checa** (Polytechnic University of Madrid)  
All

*What do we Know and Think about Materials Development and what Primary Teacher Trainers do and Think about it?*

Not a long time ago, teachers were considered mere transmitters of what the textbooks said since educational reality was interpreted as a static and unidirectional act. However, things are changing and the existence of a dynamic and multidirectional reality has been acknowledged. The aim of teachers' work is not to transmit verbatim the content and exercises of a specific textbook, but to make the most of language learning materials in order to enhance language acquisition and avoid disempowering behaviour. For this, materials development, integrated by the evaluation, adaptation and creation of materials has become an indispensable procedure for teachers. In this talk will see how this trinomial can contribute positively to the learning process considering the opinion of the people attending the talk and the opinion of primary teacher trainers throughout Spain based on a survey.

**Carmen Medina** (EOI Córdoba)  
Secondary / Adult

*Developing intercultural activities based on the Framework*

The Council of Europe aims to improve the communicative skills of Europeans who use different languages and are from different cultural backgrounds. One of the main objectives is an intercultural perspective which will develop the personality and identity of students, simultaneously confronting the students with an enriching experience of others both at language and cultural levels. In this talk we will briefly look at some of the intercultural proposals in the Framework and then show some activities that those proposals into practice.

**Saturday (17'00-18'00)**

**Raúl Cecilia & J.R. Guijarro** (University of Granada)  
Primary

*Introducing gender discourses in the EFL Primary classroom*

This talk addresses the importance of introducing gender discourses in the English as a Foreign Language Classroom at early stages. We believe this is a step further in fighting against sexism or homophobia from a cross-curricular perspective. Both *The Common European Framework for the Teaching of Languages* and the Spanish Educational Laws state that gender-otherness related issues should be didactically treated in education. Materials such as cinema or children's literature are good ways to deal with diversity in our classrooms. They are also very motivating for our students who may identify themselves with the characters presented to them.

**M<sup>a</sup> Jordano de la Torre** (UNED)  
All

*Getting ready with Internet, not a jungle for English teachers anymore!*

Probably, every English teacher or teacher to be has used Internet at least once in his/her life to teach a lesson or to present a paper. However, most of us will agree on that surfing the net could become a nightmare if we cannot find that very specific piece you need for your class or document. There is no magic potion to find everything you need on the net, but we could save time if things were a little bit more organized and **ready** to use...;)

**Jennifer Dobson** (International House)  
Primary  
*Different age, different stage*

Have you ever had a disastrous activity because you incorrectly judged the capabilities of the age of the children? In this session we will explore which activities work best with which age group. At the same time, there will be lots of practical ideas for you to use in your next class.

**Antonia Navarro & Paula Martín** (University of Córdoba)  
Secondary / Adult

*Using an online forum on the History and culture of English-speaking countries*

During the 05-06 academic year, our fifth year students at UCO are collaboratively building an online forum on the History and Culture of English speaking countries; during the course of the year, they are expected to create a minimum number of new comments and to be active editors of some of the entries. We will present this ongoing activity as an example of how online forums can be used as a means to encourage students' commitment to some subjects through students' research and discussion of the information shared with the rest of the class.

# BIODATA

Angel **Anderson**, was born in Scotland, he started teaching in Sudan back in 1985. Since then he has taught in Spain, France and the UK. Currently, he lives and work in Linares, involved mostly in Cambridge exam preparation and helping with teacher development.

Marina **Arcos** is member of the research group led by Professor Arnold at the University of Seville. she has taught English to all ages for many years and has given talks at different conferences. She has been linguistic adviser on a bilingual project for the MEC and The British Council. Marina is co-author of the books "Inteligencias Múltiples. Múltiples formas de enseñar Inglés" (2002, Mergablum) and "Didáctica del Inglés. Primaria" (2003, Pearson). Some of her interests are materials and teacher development, self-esteem and experiential learning.

Cristina **Buzdugan** is an English teacher at CHIVE Language Centre in Barcelona. She has also worked for two years at Meyer School of English in Cordoba, and has experience teaching young learners (four year olds) as well as ESO students and adults. Besides her teaching activity she is writing her doctoral dissertation on autonomous acquisition of vocabulary from reading and multimedia.

Sara M<sup>a</sup> **Delgado** is a teacher of Secondary Education at IES "Guadalquivir" (Córdoba). She is an experienced teacher trainer and has been involved for the last three years in the formation of teachers-to-be.

María Belén **Díez** is a research assistant at the University of Jaén. In 2004 she wrote her MA Dissertation on the use of learner corpora. Now, she is currently working on her PhD Thesis on the interlanguage evolution of Spanish students of English at University level.

Jennifer **Dobson** currently teaches mainly infant and primary-aged children at International House in Cordoba, where she is also the ICT co-coordinator, and a teacher trainer. She has given many teacher training sessions at CEPs and conferences throughout Spain. She is also a freelance author and editor for Primary course books.

**Face to Face** es una compañía de teatro educativo formada por un equipo de profesionales del teatro y de la enseñanza. En la última década este equipo se ha consolidado como referente de calidad en el mundo de la enseñanza de inglés, ganándose una gran reputación tanto entre profesores como entre alumnos por su profesionalidad, sentido del humor y buen hacer. Esta reputación nos ha llevado a colaborar con: **The British Council**, **International House**, **Diputación de Valencia**, **Longman Books**, **Expolingua** y la **Sala Quiquilimón** (Gijón) entre otros.

Juan Ramón **Guijarro** holds a PhD degree in English Language and Literature Education at the Faculty of Education of the University of Granada. He has lectured at the University of Birmingham, U.K. and at the Université de Montréal, Canada. He is currently researching on the concept of otherness and identity and their applications to the teaching of foreign languages.

María **Jordano** teaches English at UNED. She has collaborated with other Universities and Institutions to train teachers on ICT and e-learning. CNICE online tutor and CETA webmaster

Paul **McConochie** started teaching English 1992 and has taught in a number of countries including Turkey, Russia and the Far East. He came to Spain in 1999 and became involved in teacher training, directing CTEFL courses in Madrid. He has been with Burlington Books in their teacher development department since 2003.

Adán **Martín** holds a degree in English Philology and, currently, is a PhD student at the University of Cordoba. He has taught at CES Bética-Mudarra and IES Alhakén II, and also worked as a teacher of English in several language academies in Cordoba.

Javier **Martín** is a full time grade student and research assistant at the University of Córdoba. His main field of research is postmodern literature and he is also very interested in teaching English and Spanish as second languages. He is specially interested in how new methodologies may improve our classes and the students' linguistic skills.

Paula **Martín** is Assistant Professor at the University of Córdoba. Currently working with Antonia Navarro on a course on the History and Culture of English-speaking countries for fifth year students of English Philology

Estela **Martínez** is currently doing a PhD in English Phonetics and Phonology at the University of Córdoba. Her main research interest is the acquisition of second language phonology as well as the teaching of pronunciation to second language learners.

Manuela **Matas** is *Catedrática de Inglés* and holds a Ph.D in American Literature from the University of Seville (Spain). She has various publications in both American Literature and Applied Linguistics, among which an annotated translation of relevant passages from Harriet Jacobs's *Incidents in the Life of a Slave Girl* and an Oxford University Press English Grammar for E.S.O students (co-author). Current coordinator of the teacher training agenda for plurilingual education at the Dirección General de Innovación Educativa y Formación del Profesorado de la Consejería de Educación de la Junta de Andalucía (Directorate for Educational Innovation and Teacher Training in the Andalusian Regional Board of Education).

Carmen **Medina** was born in Vancouver, B.C., Canada, her multicultural and bilingual childhood has influenced both her personal and professional life. She started studying in Vancouver, then continued university studies in Cordoba and

Granada. She spent three months at the University of British Columbia with a grant from the AEEC, was a Fulbright exchange scholar in Billings, Mt., at the moment, she is the Head of the English Department at the Modern Languages School (EOI) in Cordoba.

Antonia **Navarro** is Associate Professor at the University of Córdoba. Currently working with Paula Martín on a course on the History and Culture of English-speaking countries for fifth year students of English Philology

Cinnamon **Nolan** is a free-lance teacher trainer/translator. She has been involved in TEFL for many years and has been the Director of Studies at several language academies. Her interests are Young Learners, ESP and exam preparation. She is currently the TESOL-SPAIN SIG Coordinator/Web Resources Manager.

Víctor **Pavón** is a teacher of secondary school, currently teaching at the University of Córdoba. Member of the commission for the elaboration of the *Currículo Integrado* within the *Plan de Fomento del Plurilingüismo*.

María D. **Pérez** Murillo is both an associate lecturer at the Education Dept., Complutense University and a secondary school teacher at IES Mariano José de Larra, Madrid. She has an MA in Applied Linguistics and a PhD in Bilingual Education from Lancaster University, UK. Her research interests include bilingual classroom interaction and bilingual teacher development.

Robert **Quinn**, Oxford University Press.

Raúl **Ruiz** holds a master degree in English Philology. Currently, he lectures at the Faculty of Education (University of Granada). His main interests revolve around the implications of the reception theory on second language reading.