

FELT Newsletter

The Magazine of The Forum for English Language Teachers in Ireland

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An Associate of



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Test Your English Vocabulary in Use:

Pre-intermediate & Intermediate

by Stuart Redman & Ruth Gaines

A Book Review by Paul Pauwels

Test Your English Vocabulary in Use (TYIEV) is a companion volume to the well-known English Vocabulary in Use (EViU) series. At present, there are four levels of EviU, and two levels of test books. This pre-intermediate and intermediate test book is promoted as either a companion volume or a stand-alone book, for class use or self-study. The book follows a format similar to the EOU books, with one page of test per unit, and units corresponding to the EOU book of the same level.

As such TYEV contains 100-odd 'tests' of 30 items each; each test being subdivided in 4 to 6 subsections with different test formats. The formats used are: gap filling (with or without list), labelling, matching (sentence- halves, opposites, collocations, words to definitions), derivation tables, conjugation tables, sentences for correction, jumbled sentences, selecting the correct answer, replacing words/expressions with equivalents...

Like the EOU books, TYEV contains a wealth of activities and pays attention to different kinds of vocabulary (single items of different grammatical categories, multi-word items, phrases) and it makes the user use this vocabulary in different ways. So far, so good. But I do have my doubts about the flexibility of the book. For starters, I do not think it can really be considered as fully independent from the corresponding EOU-title. Some of the required vocabulary is simply too hard to retrieve for someone not familiar with the corresponding EOU-

unit - as I found out while working my way through. In subtest 63.3, for example, the testee is required to replace the underlined bit in *My wife is in charge of about 20 workers in her department with responsible for* (no clues given), or in 84.4 (from the unit War and Peace) the testee is supposed to be able to fill the gap in the conversation **with one word** (my emphasis):

A: Have they got enough food to last through the winter?

B: No, the situation is very bad. They have everything except rice.

(The answer: *run out of*)

A unit like 11 on Compound Nouns covers such a wide range that the test items are clearly of varying degrees of difficulty for someone not familiar with the specific vocabulary introduced in EViU. It is, to my mind, much easier to supply two compounds with *-in-law*, or *-room*, than to supply two further compounds with *traffic* - (next to traffic lights which is given as an example).

Although I am convinced of the usefulness of most of the activities in this book for the purpose of further practise, I have qualms about using some of them for testing purposes...

Secondly, although I am convinced of the usefulness of most of the activities in this book for the purpose of further practise, I have qualms about using some of them for testing purposes. Activity 97.3 for example, from the unit *Vague Language*, asks the user to replace *things* and *stuff* in 9 sentences by more explicit equivalents. The clues in the sentences are clear enough for the user to interpret what is meant, so that understanding is not really an issue here, and the resulting sentences are in several cases far less natural than the original. I am simply

not sure what this activity is supposed to test. Some of the jumbled sentence exercises can hardly be considered as test, not even of usage, since they contain no special collocations or patterns. The same can be said of some of the correction tasks.

Finally, some tests do not test the vocabulary of the unit. In 60.4, for example, users are asked to match sentence halves - the vocabulary they have to know to be able to perform the activity is a vocabulary of quantity (only, lots of, wide range, etc.), while the unit is headed Town and Country.

In spite of these reservations, I do think TYEV contains a lot of interesting and enjoyable activities for further practise of

the vocabulary in its companion Volume. I am convinced that working their way through this book will help the learners consolidate the vocabulary from EViU. The strength of this book (as of the EViU series) lies in its focus on vocabulary use - in many of the activities users do not just have to notice and retrieve/remember words, they also have to do something with them, generate them, which Nation (2001) claims is the best way to promote successful learning.

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Conference Announcement

The First Inter-Varietal Applied Corpus Studies (IVACS)
International Conference

on

"Language in Use and Language in the Classroom"

Hosted jointly by the University of Limerick & Mary Immaculate College,
Limerick, 14-15 June, 2002



Keynote Speaker: Susan Conrad

Plenary Speakers:

Ronald Carter

Gwyneth Fox

Michael McCarthy



Invited speakers sponsored by FELT,
ACELS, British Council - Dublin,
ARC (MIC), Department of LCS and
the College of Humanities,
University of Limerick.

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Conference Website at:

<http://www.mic.ul.ie/ivacs>

But, I don't know anything about business!

Heather Daldry looks at moving from general English teaching to business language training

It happens to all of us at some point. We have established ourselves in our work place, developed FCE courses with consistently impressive results as well as sparkling 4 week advanced programmes – and then the DOS decides more people are needed to teach business English.

It is not that you are against change. You enjoy new challenges and self-development is important for you. You are, however, good at what you do now - and you do not know anything about business. It is a specialist area with its own terminology, the students are clients and where do examinations fit in?

Why should you step forward? Is it because there is no choice or is the world of business English the place to be?

Where should you start?

As a teacher, you certainly enjoy working with people and are interested in the lives and opinions of your students. Are you engaged and supportive? Working in TEFL you have certainly built up an awareness of the cultural diversity of working with different nationalities and how much this can bring to the language classroom. This will be a factor in the business classroom too.

Consider, then, what kind of language teacher you are. Are you confident when handling groups and setting up class activities? Do you manage interaction effectively? Have you developed different ways of giving your students constructive feedback

on what they say and write? Do they succeed and so enjoy a sense of achievement?

First-class teaching skills are an essential ingredient in the move into business language training. It is often argued that business expertise is more important than teaching experience when recruiting staff to work on business courses. 'How many of your trainers have worked in business?' the corporate Training Manager will ask. The finance and marketing managers from multi-nationals around Europe who are booked on the business English course, however, will rely on your specialist language teaching expertise to help them acquire the confidence and range of expression and skills they need to communicate effectively in business situations.

The pre-MBA students will turn to you for guidance on task-based writing for their BEC Higher examination and efficient ways of learning vocabulary in order to be able to scan texts for essential information. You will be the language specialist working in their business context.

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We all know something about business. Whatever kind of organisation you have studied or worked in, you will have experienced good and suffered bad management styles. You recognise what motivates you and your colleagues. You know schools have to be run in a business-like way for resources are not limitless and costs have to be controlled. To stay in business your school has to market itself, listen to its customers and develop ways of satisfying their needs while managing its budgets and making a profit. You know the basics of marketing and the terminology can follow.

You watch documentaries and read the press. You appreciate good writing but do not (yet) browse regularly the Business Books bestseller list on amazon.com.

Above all, the world is constantly changing and you are not interested in standing still.

What should you do next?

Reflect on the language....

Moving into the business English field involves analysing what business English is and what it is not for your learners and for you as a business language trainer.

Consider to what extent in business and work situations English is used to achieve objectives and to secure successful outcomes - persuading others of the certain success of your department's marketing campaign proposal or convincing the Finance Director that the cuts in resources are too drastic. The business world is, of course, a hugely competitive one and what a business person says or writes has impact.

Lack of clarity, errors and poor development of ideas can be the difference between success and failure in a business negotiation conducted in English. The more senior the learner, the more demand there may well be for detailed feedback, correction and re-formulation of expression to avoid the risk of costly misunderstandings in real business situations.

And the learner...

The learner may be a student of business and economics or a senior manager, an MBA candidate or an engineer. What they share is a need to learn to use English to communicate clearly and what they need on their business language course will be the opportunity to develop their range of communication in skills areas relevant to the business world. To present the results of a marketing campaign to the Board, the presenter will need to report on the strategy, describe the setting up and monitoring process, interpret facts and figures, refer to graphs and diagrams and summarise the

benefits to the company. Training will improve the presenter's ability to take the audience through the information logically and develop the interactive skills needed to handle questions which dart back over the whole presentation.

Along with presenting in English, business people need to operate successfully in meetings, conferences and negotiations - supporting an argument, for example, or postponing the discussion of an issue. Using the telephone and writing email are likely to be key skills as well as reading and writing reports. They have to entertain business colleagues and socialise internationally with business contacts they have met for the first time, often in countries whose culture is significantly different from their own.

It is a tough agenda. You, though, have access to a wealth of commercially produced business language training materials by writers who have analysed the language, identified the functions and defined the appropriate grammatical items and vocabulary. Many of the language functions will overlap with those you have taught in general English courses - explaining and suggesting, agreeing and disagreeing - as do the elements of stress and intonation and the use of cohesive devices. You are experienced at working with culturally diverse groups. You are still on familiar ground in many respects.

Lack of clarity, errors and poor development of ideas can be the difference between success and failure in a business negotiation conducted in English.

The business person/learner, however, has to negotiate precious time away from the office or college to take a course, leaving behind demanding projects or assignments; the target level of the skills needed in English may be such that huge effort is required and pressure mounts. An international conference presentation may be

imminent or a negotiating round approaches. The senior manager has to go back to the classroom.

What can you expect of business people as learners?

They will for the most part be focused and motivated and have high expectations. They will expect results. They will look for training in communication skills that is professional and well prepared, efficient in its use of time and effective in terms of results. They will expect to finish the course with significantly improved performance in English.

How can you meet these expectations?

You will need to assess precisely the learning needs and language level of your business language learners, whether by using formal needs analysis tools and establishing contact with the company training department for their view and/or negotiating directly with the learners themselves and discussing their objectives. You will need to define carefully your course objectives and ensure that they match up with the skills and tasks that the business people require in their work.

Your classroom has to provide the group with challenging opportunities for using the language in purposeful situations which reflect real-life situations. Business people are used to management training techniques and you will be able to use role plays and simulations, problem-solving activities and group work. You will present new language and monitor practice phases; at other times your role will be to listen and evaluate, making notes and/or recording so that correction and feedback can be managed to greatest effect.

Can examinations play a part?

Examinations which test business English may indeed fulfil a very specific purpose on business courses. The UCLES suite of Business English Certificates (BEC) have

international recognition and the growth in candidature clearly indicates their increasing importance as evidence of a candidate's ability to communicate in a range of business situations. The BEC examinations are designed to be accessible to people working in business – for whom an examination may be confirmation that the performance objectives on a course have been met - and to those studying business and/or preparing to take up work for whom a recognised qualification is an important asset when seeking employment either in their own country or abroad.

As on any language course, business language examinations have a positive impact only if they assess relevant skills. At each level – Preliminary, Vantage and Higher – the skills tested in the BEC examinations can be expressed in terms of 'Can-do' statements as developed by ALTE, indicators of practical skills achievement very much in line with performance orientated objectives that you, the business language trainer, would formulate.

In terms of report writing, for example, at Vantage level the candidate needs to write a short report based on input material – text and/or graphic material – reflecting a real-life task such as reading information about competitors and writing a report for the Marketing department.

They will look for training in communication skills that is professional and well prepared, efficient in its use of time and effective in terms of results.

At BEC Higher the candidate is required to write a longer report and is given only brief indicators as to the categories of information and is thus expected to develop the ideas and express them using a range of advanced language. At each of the three levels in the Speaking test candidates are required to give a mini-presentation from a choice of business-related topics, the exam-

inations thereby assessing a very essential business speaking skill.

What is in this for me?

Your learners' motivation must be matched by yours. You may choose to develop specific materials for a particular session and opt for an authentic source. The press is full of dramatic business stories describing successes, failures and recoveries, company and business personality profiles and articles using the business vocabulary of the 21st century. Your group may come from different business backgrounds and you will learn a lot from them about working practices and corporate responsibilities. Back this up with your own reading. Start with Charles Handy - Understanding Organisations (1993) or The Elephant and the Flea (2001) - for a measured perspective on the world and Trompenaars to understand its cultural diversity. Scroll down the business bestsellers on-line and tackle Lomborg's Skeptical Environmentalist for a new angle on environmental decline; discover Noreena Hertz and Naomi Klein and their view of the future. Make use of the business section on-line from the Irish Times (www.ireland.com) and use the real language of companies to develop reading skills on your course.

Business can be fascinating

You may be able to influence the options available to you in your career once you have some experience of business language

training. Some companies contract schools to run short intensive courses on-site; the contract may be for specialised courses in writing skills or financial English. A course in legal English might require a lawyer for the contract law sessions and a business language trainer for the communication skills needed in negotiating and participating in meetings. Courses may be for small groups of senior managers, larger groups of pre-experience students or one-to-one; in your school or on-line.

Once you get into this business world, you may reflect on your own background and decide to work towards a qualification in the field - a diploma in business studies or accounting, for example, or an MBA. Business related qualifications open up employment opportunities for you just as they do for the business people you train. Not knowing anything about business should never be accepted as a barrier to moving into business language training. First-class teaching skills, an interest in the world around us and real enthusiasm for learning something new will get you there.

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Heather Daldry's experience in ELT includes language school management and running a Business Institute in London. She runs in-company training seminars in Germany, is an Inspector for EAQUALS and an examinations consultant at UCLES.



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

The BEC examinations were introduced to Ireland in March 2002.

Please contact Miriam Fitzgerald at University College Dublin for further information
E-mail Miriam.Fitzgerald@ucd.ie Tel. (01) 706 2097

News from ACELS



March 2002

Welcome to the latest News from ACELS. If you would like to know more about ACELS and our areas of work, you can log onto our website at <http://www.iol.ie/~acels>. The list of recognised ELT schools and organisations for 2002 is up on the site and is easily downloaded. Equally the Bord Fáilte Information Sheet, *Learning English in Ireland, 2002*, is out and can either be accessed from their website

<http://www.languagelearning.ireland.ie> or we are happy to send a printed copy out on request. All organisations on both lists have been awarded recognition by the Department of Education and Science through the ACELS Inspection/Recognition Scheme.

Over the winter period there has been a lot of activity in ACELS with regard to the development of our projects. The news on each of the projects is given below.

The EL Teacher Registration and Qualifications Recognition Project

All participants on the project have been very busy over the last 6 months, working on the drafting of the Key Standards and Guidelines for TEFL Teacher Training certificates offered in Ireland.

In December, there was a week of Constituency Group meetings at which participants were able to comment and feedback on the 2nd draft document. A substantial amount of very useful feedback was collected and this has been used to formulate the final draft of the Key Standards.

The 5th National Meeting took place Friday March 8th, last. There will be a report on this meeting in the next FELT Newsletter.

This meeting signifies the end of Phase 2 of the project (4 phases in all). At this meeting, the Phase 2 report will be distributed including the final draft of the Key Standards document.

The next phase (Phase 3) will involve trialling and piloting of the Key Standards prior to finalisation, as well as production of the Handbook that will accompany the Key Standards. Everyone involved in the ELT recognised sector in Ireland is invited to the meeting and we as ever very much appreciate and value your comments and feedback.

We now have over 160 participants on the project involved in all sectors of ELT nationwide. If you would like to receive mailing on the project or simply to learn more about it, please mail us at ACELS.

The Test of Interactive English

The Test of Interactive English is a unique ELT exam in that EL professionals in Ireland have developed it for EFL students studying here. It is recognised by the Department of Education and Science and reflects an approach to learner assessment that is closely related to the Council of Europe initiatives on performance-based assessment in languages and portfolio based assessment.

Across Europe, this approach to assessment of language learning is being increasingly taken up, and with TIE, we have an ideal opportunity to promote effective learning as defined by the COE in the EFL classrooms in Ireland. Sue Hackett, Project Director and Miriam Hallissey, TIE Coordinator, here at ACELS, recently gave a presentation at an MEI/RELSA workshop on the principles and background to the Council of Europe's Framework for Language Assessment. If you would like to know more about this, do please contact

Sue or Miriam at the TIE Centre in ACELS or log onto the Council of Europe website at: <http://www.coe.int>

The revised TIE booklets for 2002 are now out and have been sent to all TIE schools and participants on the mailing list. One booklet provides information on the Junior TIE (secondary school learners) and the other provides information on TIE (post-secondary learners).

We also have updated the two TIE Teachers Handbooks, which provide detailed feedback to teachers on how to best prepare their learners for the tests. We are happy to send the handbooks out to all teachers who are preparing students for TIE or are considering using TIE with their students.

Additionally, we offer a number of workshops and orientation to schools to support the successful implementation and running of TIE. If you are interested in learning more about the above, do please contact us at tie.acels@iol.ie We are always very happy to hear from you.

The ELT School Inspection/ Recognition Scheme

As mentioned the list of ELT schools recognised for 2002 is up on our website. We are also in the process of setting up and carrying out an evaluation of our inspection/recognition scheme with a view to further refining the system and ensuring that it fulfils one of its aims of providing developmental support and advice to recognised organisations.

If you would like to learn more about ACELS and the projects or schemes we run, please do contact us ...

**ACELS – The Advisory Council for
English Language Schools**
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Tel.: (01) 676 7374 Fax: (01) 676 3321
E-mail: acels@iol.ie
Web: <http://www.iol.ie/~acels>



Test of Interactive English

An Irish Exam for an Irish Context

- *Ideal for learners on short courses*
- *Just 10 days' notice required*
- *Recognised by the Department of Education and Science*
- *An Evaluation of Language Ability based on the Common European framework (Council of Europe)*
- *Suitable for junior and adult learners*

FOR FURTHER DETAILS CONTACT:

The TIE Coordinator
ACELS, 44 Leeson Place, Dublin 2.
Tel: 676 7374
e-mail: tie.acels@iol.ie
Or visit our website: www.iol.ie/~acels



UNIVERSITY OF LIMERICK
O L L S C O I L L U I M N I G H

MA in TEFL

(Teaching English as a Foreign Language)

Applications are invited from honours degree candidates for this one-year, full-time programme commencing in September 2002.

The MA in TEFL award leads to a nationally and internationally recognised qualification in the teaching of English as a foreign language. It is intended primarily for graduates who plan careers as teachers of EFL/TEFL, EFL school inspectors, course designers or directors of studies in the area of TEFL.

The programme comprises courses in linguistics, methodology, the theoretical presentation of the English language for teaching purposes, and phonetics and phonology. It combines lectures, tutorials, teaching practice, lesson observation and evaluation, and a series of TEFL seminars. An additional and substantial research element includes a dissertation of between 12,000 - 15,000 words written on a selected theme under the guidance of a supervisor in the area of TEFL.

For more information browse to: <http://www.ul.ie/~lcs/TEFL> or contact the course director Fiona Farr: Tel. 061-202980/202321 E-mail fiona.farr@ul.ie

Application forms and an information brochure may be obtained from:

Admissions Office,
University of Limerick,
Limerick, Ireland.

Telephone 061-202015
Facsimile 061-334859
E-mail admissions@ul.ie

Completed applications will be accepted up mid-June 2002.

FELT Editorial



Well, another Forum ELT Ireland Newsletter arrives through the door, much later than usual! Humble apologies, but both time and material have been short in recent months. Nonetheless, we have managed to pull a rabbit out of a hat again, just about...

Housekeeping 2002

A new year brings a new subscription form for FELT. The subs this year will be €25 - that a reduction of 39 cent on last year - yes, we rounded down! The rate for FELT & IATEFL Basic Membership will be €48 - this is a slight increase, but is necessary to cover the increased strength of sterling against the euro.

However, if 5 or more of you group together, there is a special discount available - group membership. This is available for €21 per person with a minimum of 5 members. What's the difference? Well the Newsletters and other correspondence will arrive at 1 specified address, so both YOU and FELT save on postage, envelopes and so on. (Don't be confused - this is not institutional membership - only individuals are eligible for membership of FELT).

So, to continue your individual FELT membership or to create a group membership, you should complete the enclosed application form with a cheque, or a euro-draft drawn on an Irish bank, and return it to the FELT address as soon as possible.

E-Forum

As promised at our conference in UCD last June, an e-group has been set up. In simple terms, this means that you can send a message just once and multiple people will receive it. Further details are on the back page of this Newsletter.

MEI-RELSA News

In the last FELT Editorial, we paid tribute to Jaci Joyce, the out-going (in both senses) Manager of MEI-RELSA. We are delighted to let you know that Jill Nother, the Education Officer, has been appointed to the Manager's position. Jill has shown great initiative and dedication in her role in the MEI-RELSA education office, organising mini-conferences, training days and the very successful Skillnets project - see pages 12-13.

We wish Jill all the best in her new and challenging role and we can all rest assured that educational standards and continuous professional development for teachers will continue to remain high on the agenda.

IATEFL

With IATEFL coming up, a number of Irish members will be attending the conference in York and a good number will be presenting papers too - see page 15. This is of course great news. So, may I ask a favour? Could members attending the conference please write just one short review of their favourite talk, workshop or session? Since organisations like FELT are run on a purely voluntary basis, everything depends on the activity level of the members.

By writing a short piece for our Newsletter you will be sharing the powerful ideas expressed at the conference and making the ideal behind Forum ELT Ireland come to life.

IVACS Conference, June 2002

You may well have noticed the announcement of the first Inter-Varietal Applied Corpus Studies Conference, on page 3 of this Newsletter, entitled *Language in Use and Language in the Classroom*. This is likely to be one of the most interesting events in Ireland this year, so FELT is proud to be involved in sponsoring the Keynote Speaker, Susan Conrad, a co-author of the Longman Grammar of Spoken and Written English.



Ciarán McCarthy
The Editor

Aspects of an MEI-RELSA Skillnets Evening

Aspect International, Dublin - Friday October 19th



Juggler Jeremy wows the audience with his magical duty free bag!



Above: every body signs up for activities.

Left: Ian Brangan (Alpha College) looks on pensively



Noriko (MEI-RELSA) & Maggie (Aspect) sign people in.



Tanya Harada poses for the camera!



Pair-work in action!



Audience participation in action



Linda Taylor (UCD) does her thing



Any questions?



Jim Ferguson (ACELS) causes a stir by singing!



Brendan Storey (Int'l Books) makes a cameo appearance with an egg-roll!



Sue Hackett (ACELS) makes her entrance



The FELT Newsletter Needs Submissions!

Have you thought about writing something for the FELT Newsletter? Is there something you feel strongly about? Something you would like to say or share? Or perhaps a review of a Skillnets session you've attended?

Felt is particularly interested in receiving material from people who are new to our profession. Perhaps you have an idea but it's not enough for an article? Well, brief can be just as good and often better. We are particularly interested in articles as short as 400- 800 words - and shorter articles allow more people to be heard, regardless of who, where or how well qualified they are.



36th International Annual IATEFL Conference

The University of York 23-27 March 2002

Alison Medland, Conference Organiser

Registration

If you have not yet registered, please send your registration form and payment to IATEFL now. Forms are available from the IATEFL Office.

Single Day Attendance

If you are local to Yorkshire, whether permanent or travelling, please note that we have a Single Day Attendance Fee - you do not have to pay the full registration fee if you're only visiting for a day.

Please send your registration form and payment to IATEFL now, indicating which day we will see you.

Exhibition

The ELT Resources Exhibition will be open, as usual, to all delegates and to the general public. Due to high demand, there will now be two exhibition areas in neighbouring buildings for you to enjoy. Admittance is free.

Pre-Conference Events (PCEs)

The week will begin with a choice of six PCEs on Saturday 23rd March for those who wish to concentrate on a particular topic.

The Special Interest Groups holding a PCE are:

- *Business English Teacher Trainers and Educators*
- *Computers / Media*
- *ELT Management*
- *Literature and Cultural Studies / Global Issues*
- *Research*
- *Teacher Development/Testing, Evaluation and Assessment*

To register for a PCE, simply complete the section on the Registration Form. Places are limited, so please await confirmation of your booking from IATEFL.

Social Events

The Lord Mayor's Welcome - Saturday 23 March (19.30-20.00)

The Lord Mayor of York will welcome us to the beautiful, historic city of York. A cash bar will be open for delegates to buy refreshments.

The President of IATEFL, Susan Barduhn, will say a few words of welcome on the eve of the conference.

On Sunday night we will have entertainment in the auditorium, an interactive comedy on *The Lodger*.

Monday night will consist of Poetry as a foreign language - an evening of poems by and for TEFLers hosted by Martin Bates, followed by storytelling on *A Ladder to the Moon* by Hugh Lupton.

The last night of entertainment will be Tuesday 26 March. You can enjoy Steiner Movements by Mario Rinvoluceri followed by an International Quiz hosted by Adrian Tennant.

You are of course welcome to all social events and I hope that you will enjoy them all.

Meals

If you have booked on-campus accommodation, your breakfast, lunch and dinner will be included in the package.

If you are staying off-campus but wish to eat at the university, you should pre-book your meals by completing the section on the Registration Form marked 'Meals for delegates not requiring accommodation'.

There are no cash restaurants on the campus - meal tickets must be shown.

Where can I find out more?

- IATEFL's website: www.iatefl.org
- Contact Alison medland at alison@iatefl.org
- Phone IATEFL at +44-1227-276528

WE LOOK FORWARD TO WELCOMING YOU TO THE CITY OF YORK

Irish Interests at IATEFL 2002

There's possibly more to modality than modal verbs

*Anne O'Keeffe & Fiona Farr (University of Limerick)
Svenja Adolphs, Ronald Carter & Michael McCarthy
(University of Nottingham, England)*

We can choose to modify what we say using modal verbs and other devices such as semi-modal verbs (appear, tend), main verbs (argue, suggest, etc.) and attitudinal adjectives and adverbs. The panel will examine modality in spoken language and suggest a broader model for the language classroom, which goes modal verbs and includes other forms that frequently function modally.

Corpus collection and classroom use - a simple and effective method

Mary Shepherd (Language and Leisure International)

This talk describes a simple, practical system that can be used to generate multiple dialogues with a simple recording and transcribing method. It is an effective way to combine TBL with corpus-building, generating a unique staff-room resource. We took typical course book themes, used teachers' experience and voices, and produced hours of classroom activities, with inspiring results.

Online learning and virtual communities in EFL - present and future

Arthur McKeown (University of Ulster)

This presentation deals with important issues in the use of online learning and virtual communities to support and add value to a range of EFL courses, especially in the Executive and Business English sectors. Those attending will hear about current provision of technology and content and will be able to identify options for action in their own institution or programmes.

Process drama: a powerful tool for language learning and teaching

Céline Healy (Trinity College Dublin)

Process drama is essentially improvised in

nature and is built up from a series of episodes so there is a gradual unfolding of a drama. This interactive workshop will lead participants through a process drama so they may better understand its techniques and conventions and how they may be used to facilitate a task based approach to the teaching and learning of languages.

Feeding research into an organisation's teaching

Tony Ridgway (Queen's University)

Much research ends up gathering dust on the shelf. But for an organisation to be genuinely research-led, a significant proportion of the research it does should be able to feed back directly into that organisation's teaching. Ways of doing this are discussed, with examples of MA dissertations completed at Queen's.

SETT (Self Evaluation of Teacher Talk): a reflective approach

Steve Walsh (Queen's University)

Do you have "interactional awareness"? Are you more concerned with QTT (quality teacher talk) or TTT (teacher talking time)? Does your use of language 'construct' or 'obstruct' learning opportunities? This workshop presents a framework and reflective practices designed to help you evaluate your teacher talk and gain a closer understanding of the interactional organisation of your classes.

Why and how to hedge in English

Fiona Farr & Anne O'Keeffe (University of Limerick)

Hedging is a common feature of spoken English. For example, instead of saying "Do you want..." one can use the hedged form "Would you like..." This talk will look at why we use hedges, based on corpus samples, and it will look at how classroom materials might be developed to raise awareness of this device.

Students' L2 aptitude and DELTA trainees: lessons for the classroom?

Richard Masterson (University College Cork)

This workshop will consider DELTA trainees' and students' perceptions of language learning aptitude. These perceptions will then be considered in relation to specific students' actual performance in specific tasks in class. This workshop will seek, in discussion with participants, to apply the conclusions of this study to DELTA candidates' course work and to EFL teaching generally.

Tom Cackle

An activity by Michael Berman

Level: Intermediate - Advanced

Target Audience: Adults

Language / Skills Focus: Listening, Speaking & Writing

Materials: Photocopies of the worksheet (P.16). Photocopies of the story (optional - P.15) to hand out at the end of the session.

Notes for Teachers

Pre-listening:

When you're based in a foreign country and feel homesick, who and / or what do you miss most, and why? Turn to the person sitting to your left, and tell them about it.

Do you have someone or something that you feel brings you good luck, or perhaps a good luck charm you always keep with you? Turn to the person sitting next to your right and tell them about it.

The story you're about to hear is an Irish version of a Tom Cackle tale that deals with the problem of homesickness. Tom Cackle is a hob – a friendly and helpful spirit who can help people through such difficulties.

Post-listening:

Match the numbers on the left with the letters on the right to find explanations for the new vocabulary.

Answers:

1-i, 2-g, 3-b, 4-k, 5-h, 6-f, 7-c, 8-d, 9-e, 10-a, 11-j

Invite the learners to write parallel stories of their own about homesickness and the following questions can be used facilitate the process:

Who do you feel looked over you or protected you when you were in your country?

What did you use to come home to in the evenings after work / school?

What do you come home to after work / school now that you're here?

Who can be here to look over you now that you're here and what conditions can they create to make you feel more at home?

The students can then tell each other their stories in small groups or circles. Make a note of effective language used and any errors that crop up which can be dealt with at the end of the session.

Comments

The story is taken from "Forgotten Folk-Tales Of The English Counties" collected by Ruth L. Tongue - Routledge and Keegan Paul Ltd., 1970. It is an Irish version of a *Tom Cackle* tale that deals with homesickness, something all foreign students experience at one time or another. It is hoped that the telling of the tale and the activities that follow it will have a cathartic effect.

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Michael Berman is a freelance teacher and writer. Publications include the *Build Your Vocabulary* series for LTP, *A Multiple Intelligences Road to an ELT Classroom* and *The Power of Metaphor* for Crown House Publishing. *Activating ELT Through Multiple Intelligences*, an electronic publication, is available online at www.netlearnpublications.com and *Once Upon A Story* will be published later this year by Wida Software.

The Storyteller Resource Pack and Intelligence Reframed for ELT are available on CD-ROM from TheGolemPress@aol.com Michael has been involved in TESOL for thirty years and has given presentations at Conferences in Austria, the Czech Republic, Cyprus, France, Georgia, Germany, Italy, Poland, Romania, Russia, Spain, Turkey, and the Ukraine.

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Tom Cockle

There was a family who come from the mountains of Ireland to live in the English Lake District, and they didn't want to come but they had to. They were homesick for their old home and they hated leaving their luck behind.

His name was Tom Cockle and he had taken care of them for hundreds of years. No one ever saw him but the countryside knew he was there. Somehow there was always a meal and a bed however many might turn up even when the family fell on bad times.

At last the times were so bad and dangerous they had to leave Ireland for good and go to the mother's English home in the North Country, but before they went they had to tell Tom Cockle they were going.

The father and mother called out and told him. "*Oh, Tom, dear Tom Cockle, it's having to leave Ireland and you we are, and our hearts are broken on us.*" Then they went away and they all cried at the going.

The mother tried to cheer them up all the way, but there was muddle and hunger and loss every minute by land and sea.

"*At least we'll be away from the cities and in mountains,*" the children comforted each other. "*And fell ponies to ride, and trout in the streams and wild fowl in the lakes,*" but the mother wondered to herself how she's manage the old, cold, empty house. She had loved it, but it needed twenty servants or a Tom Cockle to light fires, and fill larders, and sweep, and cook, and warm their hearts, and Tom Cockle was away back in Ireland. And in Ireland she only had to call out to Tom and tell him what she needed and there was always something to hand.

She bravely hid her tears, and as they drove the pony through the rain to her new, old home she made plans for a fire and at least a drop of porridge. It was bad enough coming over dark mountains on a cold, rainy night to an empty house. They had always come home to a welcome in Ireland. Tom Cockle had seen to that.

Then one of the children cried out, "*There's the house down there, it's got lights!*" Yes, it was their new, empty house, but there was a fire in the hearth, food on the table, fodder in the stable and lights to welcome them – Tom Cockle had got there before them.

Notes:

WORKSHEET: Tom Cockle

Match the numbers on the left with the letters on the right to find explanations for the new vocabulary:

- | | |
|-----------------------|--|
| 1. cheer them up | a. arrive |
| 2. fodder | b. a bird kept for its meat and eggs |
| 3. fowl | c. a breakfast cereal made of oats and water or milk |
| 4. hearth | d. a building to keep horses in |
| 5. larders | e. a type of river fish |
| 6. muddle | f. confusion |
| 7. porridge | g. food for animals kept on farms |
| 8. stable | h. large cupboards you can walk into for food |
| 9. trout | i. make them feel happier |
| 10. turn up | j. missed |
| 11. were homesick for | k. the floor around a fireplace |

Write a parallel story of your own about homesickness.

Your answers to the following questions might give you some ideas:

- * Who do you feel looked over you or protected you when you were in your country?
- * What did you use to come home to in the evenings after work / school?
- * What do you come home to after work / school now that you're here?
- * Who can be here to look over you now that you're here and what conditions can they create to make you feel more at home?

Notes:

Lip Prints

According to a news report, a certain private school in Victoria, Australia recently was faced with a unique problem. A number of girls were beginning to use lipstick and would put it on in the bathroom. That was fine, but after they put on their lipstick they would press their lips to the mirror leaving dozens of little lip prints.

Every night, the maintenance man would remove them and the next day, the girls would put them back. Finally the principal decided that something had to be done. She called all the girls to the bathroom and met them there with the maintenance man. She explained that all these lip prints were causing a major problem for the custodian who had to clean the mirrors every night.

To demonstrate how difficult it was to clean the mirrors, she asked the maintenance man to clean the mirrors. He took out a long-handled squeegee, dipped it in the toilet, and cleaned the mirror with it. Since then, there have been no lip prints on the mirror.

There are Teachers, and then there are Educators!

Who's on the Internet?

Imagine we could shrink the Earth's population to a village of precisely 100 people. With all existing human ratios remaining the same, it would look like this:

- * There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere (North and South) and 8 Africans
- * 51 would be female; 49 would be male
- * 70 would be non-white; 30 white
- * 70 would be non-Christian; 30 Christian
- * 50% of the world's wealth would be in the hands of only six people and all six would be citizens of the United States
- * 80 would live in substandard housing
- * 70 would be unable to read
- * 50 would suffer from malnutrition
- * Only two would ever have made a telephone call
- * One would be near death; one would be near birth
- * Only one would have a college education
- * No-one would own a computer

When one considers our world from such an compressed perspective, the need for both tolerance and understanding becomes apparent ...

Submission Guidelines & How to Contact FELT

Submissions for the Newsletter are always welcome and badly needed. Please send anything at all...

* By E-mail to: ForumELTIreland@hotmail.com

* By Post to: FELT Ireland,
c/o 102 Meadow Park, Churchtown,
Dublin 14, Ireland.

We accept the following, among numerous other things, for our newsletter: theoretical articles, practical reports, jokes, brain-teasers, news, opinions, letters to the Editor, class-plans, cartoons, advertisements, questions, answers, book-reviews, reports on life teaching abroad, amusing stories about your students or trainees and so on... pretty much anything, really!

Please do not send e-mail submissions as Microsoft Word Documents (.doc) as they may carry macro-viruses;

the Text-Only (.txt) format is the safest. If you are using Word, press F12 and select 'Text-Only' as the file type. Macintosh formats are fine too! Nonetheless, please use your virus checker anyway.

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W@nt to keep in Cont@ct?

Just send a blank e-mail to
ForumELTireland-subscribe@yahoogroups.com
to join the FELT e-group.

What is an e-group?

An e-group is simple e-mailing system for people with similar interests. What it means is that you can send an e-mail to one e-mail address and everybody on the list gets the message.

Eh, so what?

Well, it makes things easier to communicate for a start. It means that we can let each other know what is happening in Irish ELT. For example, if there is an interesting session taking place, then you can let everybody know about it. Or, if there is a burning issue in ELT you can share, discuss and debate it. Anything relevant to ELT really...

So what does it cost?

Nothing! Not a penny. You just need access to a computer and an e-mail address to send and receive messages. You don't even need to be a member of FELT!

And the rules?

Nothing you wouldn't expect. No bad language, no slagging people off, no commercial activities. Shouldn't be too hard! Just remember, the messages you send to *ForumELTireland@yahoogroups.com* will be read by *everyone* on the list, so beware when replying to messages.

So how do I try it?

To join, simply send an e-mail to
ForumELTireland-subscribe@yahoogroups.com
and you will get an automatic response. Thereafter, simply send your views, opinions, questions or any message to:
ForumELTireland@yahoogroups.com
and we all get to hear what you have to say!

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