

N&V-L

This is a reconstruction of the *N&V-L* mailing list from its start date (06 July 1997) until 18 May 1999. You can use the search in page option to find key words.

Messages are as posted, and contain typos and other errors. Neither *ELT News & Views* nor its editor, Martin Eayrs, take responsibility for information provided or views expressed.

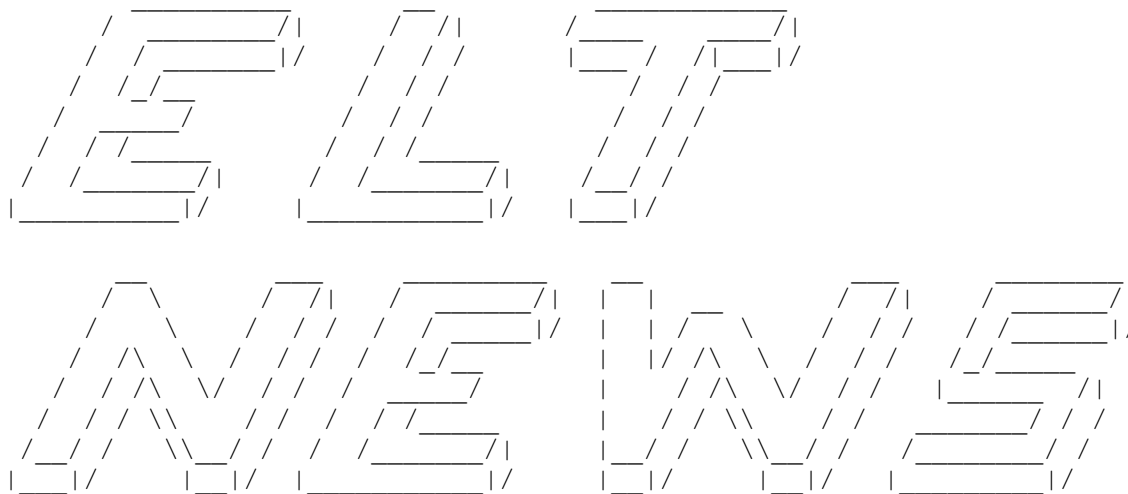
Subsequent postings (post 452 onwards) can be read [here](#).

Click 'back' in your browser to go where you were .

N&V-L Digest issue 001 (January 1977 - issue 494 (Oct 1999))

From ???@??? Sun Jul 06 22:42:57 1997
To: wamani
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V list posting (ELT News & Views, southern South America)
Cc: Ana Armendáriz <armenda@interactive.com.ar>
Bcc:
X-Attachments:
Message-Id: <v03007807afe5ebb954c6@[200.26.47.16]>

=====
Please do not reply to this message
=====



This logo appears only in this welcome letter and will not be repeated in subsequent postings.

=====

Welcome to the ELT News & Views electronic mailing list. Please print out this list and keep it safely - it will tell you how to subscribe, unsubscribe and post messages.

This is a manual list, handled by a real live human being (me), not a computer. This has its advantages and disadvantages, but subscribers can make our life much simpler if they help us by observing certain codes in the HEADERS of the messages they send me. Put simply, if the headers are not correctly coded we shall not handle them. Sorry about this, but no one said it was a fair world.

Some guidelines, then:

=====
To subscribe to the list
=====

Send an email to <me@interlink.com.ar>. In the HEADER (not the body of the message) put the message:

SUB N&V List

In the BODY of the message put your name, position, the school or organisation you work for, and your full address (street address, town or area, post code, State or Province and country), telephone and fax numbers.

Unless this information is complete you will not be subscribed.

Once we have processed your subscription you should hear from us within one week. We aim to post at least once a week at first and later, more frequently.

=====
To remove your name from the list
=====

Send an email to <me@interlink.com.ar>. In the HEADER (not the body of the message) put the message:

UNSUB N&V List

Your name will be removed from the list within a week. Do not put any message in the BODY of the message as this will not be read. (see HELP message below)

=====
To send a message to the list
=====

If you want to share information with other people on the list send an email to <me@interlink.com.ar>. In the In the HEADER (not the body of the message) put the message:

POST N&V List

Your posting will of course be contained in the body of the message. If your posting is accepted by the list editor (see below) it will go out with the next list mailing.

Topics suitable for postings include calls for papers, conference announcements, job offers (but not job requests), book reviews, conference reviews, regional news and information on educational reform, mini-articles and musings on methodological and pedagogical matters, English literature, translation, applied linguistics and language acquisition and debates or suggestions regarding practical teaching matters. If in doubt ask yourself question 1 below (guidelines for posting messages).

=====
Guidelines for messages
=====

1. Material should be "suitable for teachers of English in southern South America". This is a very wide brief but there are eventual limits.
2. References to people, associations and other postings must be measured and courteous, within the acceptable standards of academic debate. This means disagreement may be robust but should be rooted in reason rather than emotion.
3. Postings should be reasonably short, normally never more than two or exceptionally three screens. If you wish to make longer postings these may be more suitable for our printed newsletter "ELT News & Views".
4. We are quite happy to post details of new products or projects provided that these are informative rather than purely commercial in nature. Common sense and education should enable posters to see the difference.
5. All postings are subject to editing and the posting of any message to us for publication implies tacit agreement to this condition. We reserve the right to post to the list only what the editor considers suitable and in all cases the editor's decision is final.

=====
If you have any queries
=====

If you need to talk to the list editor on any matter concerning this list send an email to <me@interlink.com.ar>. In the HEADER (not the body of the message) put the message:

HELP N&V List

Allow as much as a week (possibly longer) for your query to be answered. We are sorry for this in-built delay but we believe in being honest about our constraints

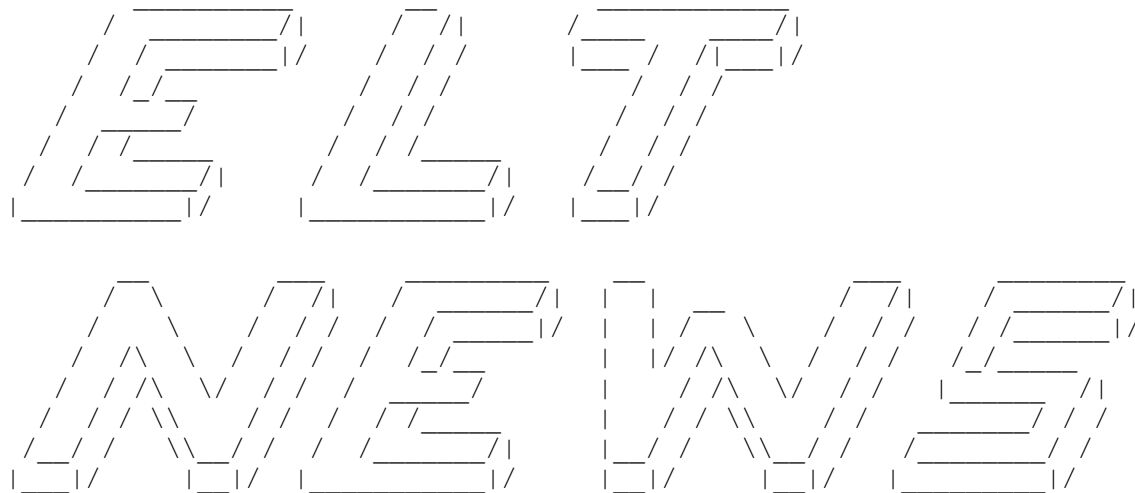
=====
Help this list to grow
=====

The value of lists like this increases with greater membership. We are at present right at the start of the operation and you can help all people on the list by bringing it to the attention of others who may be interested.

You might like to consider using your FWD function to send a copy of this message to any other teacher or school administrator who you feel may be interested. Your help in this respect will in the long run help us to help you through the benefits of a wider membership.

From ???@??? Mon Jul 07 06:09:44 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Welcome to ELT News & Views List
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110708afe661d52256@[200.26.47.34]>

=====
Please do not reply to this message
=====



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This information is useful to us if we have to contact subscribers by other means.

Once we have processed your subscription you should hear from us within a week or so. We aim to post at least once a week at first and as the list grows, more frequently.

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To remove your name from the list
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We hope this won't happen but if necessary send an email to <me@interlink.com.ar>. In the HEADER (not the body) put the message:

UNSUB N&V List

Your name will be removed from the list within a week. Do not put any message in the BODY of the message as this will not be read. (see HELP message below).

In the case of transferring from one account to another (i.e. if you have changed your server) please UNSUB in one message and SUB in another.

=====
To post a message to the list
=====

We are very keen for subscribers to post to the list. If you want to share information with other people on the list send an email to <me@interlink.com.ar>. In the HEADER (not the body) put the message:

POST N&V List

Your posting will of course be contained in the body of the message. As long as your posting is accepted by the list editor (see below) it will go out with the next list mailing.

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HELP N&V List

Allow as much as a week (possibly longer) for your query to be answered. We are sorry for this in-built delay but we believe in being honest about our constraints. As the list grows we hope to transfer its management to a fully automated listserv which will make things very much more efficient.

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Help this list to grow
=====

We want this list to grow quickly by providing useful information and material. We are at present right at the start of the operation and we would like to ask you to help by bringing it to the attention of others who may be interested.

You might like to consider using your FWD function to send a copy of this message to any other teacher or school administrator who you feel may be interested. Your help in this respect will in the long run help us to help you through the benefits of a wider membership.

From ???@??? Mon Jul 07 09:32:46 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V list posting
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110702afe68fd0bd8f@[200.26.47.46]>

IATEFL Brazil announces the following events.

- 1- IATEFL Br / Braz TESOL Workshop Day
Date: 01/08/97
Venue: Rio de Janeiro
Theme: Understanding Classroom Teaching and Learning
Guest Speakers: Dr Ralph Bannell (Fac. Educagco UFF and IATEFL Research SIG coordinator for Latin America); Ines Miller (Depto Letras PUC RJ) Solange Vereza (Instituto de Letras UFF); Rosa Lenzuin (Cultura Inglesa, RJ); Terry Phillips (University of Reading).
- 2- IATEFL Br ELT Management Symposium

Date: 7-8 November 1997 (to be confirmed)
Venue: Rio de Janeiro
Guest Speaker: George Pickering, IATEFL Management SIG Coordinator

More info from: [iateflbr@culturainglesa.org.br]

From ???@??? Mon Jul 07 14:22:47 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting
Cc:
Bcc:
X-Attachments:
Message-Id: <[v03110704afe6d258e2f8@\[200.26.47.42\]](mailto:v03110704afe6d258e2f8@[200.26.47.42])>

=====
Advance warning of 1998 IATEFL SIG Events in South America
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21 - 23 May 1998	IATEFL Testing/Young Learners/IATEFL Chile Venue: Chile Info Fax 056-2-235-7375
In September 1998	IATEFL Urutesol/Testing event Uruguay Email: mailto:merlo@multi.com.uy
7 & 8 November 1998	IATEFL ELT Management/IATEFL Brazil Theme: ELT Management Venue: SBCI Rio, Brazil Info: Fax 055-21-267-6474 Email mailto:sbcirio@embratel.net.br

You can also contact IATEFL in the UK,
Email <mailto:iatefl@compuserve.com>

More info in time - this is for planning only.

From ???@??? Mon Jul 07 14:56:13 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <[v03110708afe6d909759f@\[200.26.47.42\]](mailto:v03110708afe6d909759f@[200.26.47.42])>

ED-MEDIA 97' PAPERS
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I've just been back from a rewarding trip to ED-MEDIA 97', held in the University of Calgary in Canada. Hundreds of papers on educational multimedia and hypermedia were presented and I would like to share some of them with you here:

1. Telematic Tools to Support Group Projects in Higher Education
By Jan van der Veen and Betty Collis, University of Twente

The authors presented a research project aiming at the integration of project management tools in a WWW environment. In their studies, 6 major clusters of problems related to group-based project work were identified as follows:

1. Problems in maintaining course cohesion and momentum
2. Problems in motivating and structuring collaboration
3. Problems in motivating and structuring communication
4. Problems in maintains a "group memory"
5. Problems relating to instructor workload
6. Problems in organizing and executing self and intergroup evaluation

It was argued that, however, these problems can be solved by integrating proper management tools to project work. The authors specifically outlined the tools they used, known as "Project Support" and "Milestone Suite". Readers wanting to know more about these tools can download the full paper from <http://www.tios.cs.utwente.nl/~vdveenj/project5.htm>

2. The Role of Educational Technology in the Ukraine and the Philippines: Two Case Studies

By Dr. Clark Germann and Dr. Sharon Siverts
of Metropolitan State College of Denver

While access to full internet services are at our finger tips it is hard to believe that more than 50 students in Ukraine participating in an online course work with only one Internet e-mail account. It is the case for Metropolitan State College of Denver (MSCD) to deliver remote courses to students of Simferopol State University in Crimea, Ukraine. More than 50 Ukrainian students and 200 students in the US have participated in this project. With only one shared e-mail account, messages from MSCD instructors are printed and distributed. It is interesting to know that, however, Ukrainian students are able to complete many of the online courses while facing such limitation.

Another case happens to the Philippines. The Commission on Higher Education is a new organization responsible for about 1,200 higher education institutions in the country. Recognizing that technology plays an important part in modern education, its main office in Manila has no connectivity. Computers are there in many institutions but faculty lacks knowledge, experience, and infrastructure in using them. Internet access is not a common feature and it is also scared that students will not care about the maintenance of computers.

3. The Animal Diversity Web

The Animal diversity web should be a project of interest to Biology teachers and students alike.

This is a collection of information about animals: their classifications, geographic range and physical characteristics etc. The web adds more life to the animals by offering pictures and sound of them in their natural habitat. Search engine and shortcuts are available to assist information search.

The Animal Diversity Web can be found from <http://www.oit.itd.umich.edu/projects/adw/> .

4. The Internet - Communicating, Accessing & Providing Information: An On-line Web-Based Course

By T. Craig Montgomerie and Dwayne Harapnuik, University of Alberta

This paper discusses the development and delivery of a credit course: The Internet: Communicating, Accessing & Providing Information which is delivered completely over the Internet. Their findings provided guidelines for a good web-based course, as follows:

- # the instructor should have taught the course previously in a face-to-face (F2F) mode in order to design the course effectively
- # use good adult learning principles (learner control of content, pacing & sequencing; alternative methods of learning; self-selected assignments)
- # provide good student-student and student-instructor communications
- # be prepared to deal with students who find the technology "gets in the way of learning"
- # make the course load as quickly as possible
- # take advantage of other people's work (other resources on the Web)
- # allow students to help each other and to discuss things among themselves without feeling the need to "guide" all discussions, but provide fast feedback to students who are encountering problems.
- # expect that the workload will be significantly higher than for a F2F course on similar material. (this applies to both students and instructors)
- # be prepared to continually modify your course pages
- # always remember, and remind your associates and students, that there are less cues in computer mediated communications than in F2F communications; what is said with a smile can sound harsh when printed
- # enjoy the experience

The online course can be found at
<http://www.quasar.ualberta.ca/nethowto/> .

=====
Forwarded from WWW TOOLS DIGEST by Laurie Hartzel
Scientific - Technical Translator, Interpreter
English into Spanish
Spanish Instructor at
University of Maine, USA
Tel: (207) 866-0433
E-mail: [Mailto:Laurie_Hartzel@voyager.umeres.maine.edu](mailto:Laurie_Hartzel@voyager.umeres.maine.edu)
Web page: <http://inferno.asap.um.maine.edu/emp/laurie>

From ???@??? Mon Jul 07 15:09:19 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <v0311070eafe6deacc8cd@[200.26.47.42]>

=====
Conference announcement
=====

Event: Primeras Jornadas de Literaturas en Lenguas Extranjeras

Where: Fac. Filosofía y Letras
Universidad de Buenos Aires

When: 6, 7, 8 August 1997

Cost: US\$ 25 attendee, US\$ 50 exhibitor

Languages: English, German, French, Italian, Spanish, Portuguese

Theme areas: Cultural Studies
Gender Studies
Comparative Studies

For presentations: Ana María Llurbe
Santa Fe 4990-10-G
1425 Capital Federal
Argentina
Tel: 54-1-773-0615

More information: Fax: 54-1-804-3894
From ???@??? Mon Jul 07 17:22:28 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <v0311070bafe6da64c747@[200.26.47.42]>

=====
Conference announcement and call for papers
=====

Fifth Annual Teachers and Students Congress

When: 16, 17 & 18 October 1997

Where: Profesorado Superior de Lenguas Vivas, Salta, Argentina.

Themes: • Facing the challenge of the new millennium
• Presentations by final year students

Plenary Speakers:

Susan Hillyard (Walking the Tightrope - finding a balance between transmission and transaction), Edith Consolandich (Methodology), Esteban Cresta (Grammar), Rolando Costa Picazo (Translation), Laura Campagnoli (Teaching Children), Martin Eayrs (Setting up the Business English Course)

Workshops

Laura Renart, Claudia Ferradas Moi, Laura campagnoli, Graciela Agnelli, Susan Hillyard, Lidia Soler, Oriel Villagarcia, Martin Eayrs, María Cristina Gallo, Graciela Nobile

An interesting new feature of this conference is that final year students will also give presentations and workshops. Presentations will be made by students from the Universities of La Plata, Córdoba, and Salta.

Cost: Teachers \$50, Students \$25 full ticket/\$20 plenaries and theatre only.

Accommodation and meals provided for students at local students' homes.

Registration: c/o María Cristina Senín
Prof. Sup. Lenguas Vivas
Leguizamon 427
4400 Salta
Tel/Fax: 054-87-21-2287, 054-87-39-3177

Deadline for registrations: 30 September 1997)

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CALL FOR PAPERS
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Workshop proposal form	
Details of presenter:	
Surname:	
First name:	
Address:	
Tel:	fax:
Title of Workshop:	
300 word abstract	

From ???@??? Tue Jul 08 23:45:26 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:

Message-Id: <v03110704afe8ab3825d2@[200.26.47.14]>

From: Ana Armendáriz
mailto:armenda@interactive.com.ar

=====
Arboreal for Windows
ArborWin
=====

Message for Generative Linguistics fans

As a student of and lecturer in Generative Linguistics I'd often wondered how syntactic trees could be drawn on the PC without resorting to Tabs, which often result in loss of the overall configuration.

After repeatedly searching the Internet, I came across many messages by different people desperately asking the WWW for soft that might work the miracle. Until one day I found it.

It's called ARBOREAL for Windows, and it's produced by Cascadilla Press. I found the site (see specifications below), ordered the product, paid by credit card (US\$ 24 + shipping), and in a week I had the diskette and the instructions manual at home!

Cascadilla Press
PO Box 440355
Somerville, MA 02144
USA

Voice: 001-617-776-2370
Fax: 776-2271
e-mail: sales@cascadilla.com
www site: http://cascadilla.com

Ana Armendáriz
Buenos Aires, ARGENTINA
mailto:armenda@interactive.com.ar

From: ???@??? Tue Jul 08 23:48:03 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110705afe8abee50a6@[200.26.47.14]>

From: Dick Jones
Mailto:tgassoc@satlink.com

I've got three physicians who have been studying English with me for about 3 years now. They want to use a set of book+cassette+video...etc. So far they have been learning medical and ordinary language. They are somewhere between intermediate and upper.

I've been suggested Mystery Tour and Look Ahead. I've been unable to find either The Sadrina Project or 2 Days in Summer. Does anybody know where I can find the latter? Any ideas?

Thanks a million.

Dick
From ???@??? Tue Jul 08 23:51:16 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110706afe8ac7c71f5@[200.26.47.14]>

To reply to list <mailto:me@interlink.com.ar>

To reply to poster <mailto:celi@satlink.com>

TEACHING ENGLISH as an INTERNATIONAL LANGUAGE CERTIFICATE PROGRAM

by the UNIVERSITY of CALIFORNIA, Santa Barbara.

- * Each workshop comes with the sponsorship from the Ministry of Education
- * Each workshop carries 1.5 units of UCSB Extension credit and a Certificate of Course Completion by the University of California, Santa Barbara.
- * All courses accumulate credits towards the final certificate: TEACHING ENGLISH as an INTERNATIONAL LANGUAGE.

National Host Institution
Instituto Superior del Profesorado e Interpretariado
COMODORO ENGLISH LANGUAGE INSTITUTE
Escuela Provincial Nb 1806
Contact Person: Adriana Eugui
Ameghino 1030 (9000) Comodoro Rivadavia, Chubut.
Phone/fax 097- 472191 e-mail: celi@satlink.com

*** We're looking for more local host institutions to offer these courses in-country this winter.
Interested? Contact the National Host Institution at Comodoro Rivadavia,
e-mail: celi@satlink.com

COURSES so far WILL BE HELD AT THE FOLLOWING LOCATIONS:
Vacancies will be on a first come first served basis

MENDOZA Host Institution
July 26 & 27
Lorene Cleary :Language Experience through Popular Music
Contact Person: Cecilia Melchor
Fax: 061-204938 / 061-259148
Venue: Escuela Italiana XXI de Aprile
Alberdi 801 San José Mendoza
Espejo 638 - Ciudad (5500) MENDOZA
Phone/Fax 061-257613
e-mail: wally@lanet.losandes.com.ar

BUENOS AIRES Host Institution
August 2 & 3
Lorene Cleary: Language Experience through Popular Music
Contact Person: Lic. Analía Duarte & Lic. María Luz Callejo
Phone/Fax: 01-2034787

Phone/fax: 01- 774-2205
Venue: Kempinski Hotel Libertador Buenos Aires
Av. Córdoba 680 & Maipú
Buenos Aires
e-mail: analia@overnet.com.ar

TUCUMAN Host Institution
August 7, 8, 9 & 10
Lorene Cleary: Language Experience through Popular Music
Ann Lippincott: Integration of Reading, Writing and Thinking in Teaching
English as and International Language
Contact Person: Viviana Tolosa & María Juarez de Doz Costa
Phone: 081-212107
Venue: The First English Studio
Monteagudo 160
(4000) San Miguel de Tucumán
Phone/fax: 081- 218620
e-mail: tucuman@cpsarg.com

COMODORO RIVADAVIA Host Institution
August 14, 15, 16 & 17
Lorene Cleary: Language Experience through Popular Music
Ann Lippincott: Integration of Reading, Writing and Thinking in Teaching
English as and International Language
Instituto Superior del Profesorado e Interpretariado
COMODORO ENGLISH LANGUAGE INSTITUTE
Escuela Provincial Nb 1806
Ameghino 1030 (9000) Comodoro Rivadavia, Chubut.
Phone/fax 097- 472191 e-mail: celi@satlink.com

BAHIA BLANCA Host Institution
August 23 & 24
Lorene Cleary: Language Experience through Popular Music
Contact Person: Graciela Properzzi
Venue: William Blake Institute
9 de Julio 326
(8000) Bahía Blanca
Phone: 091-47167
Fax: 091-559645
From ???@??? Wed Jul 09 00:35:36 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110700afe8b2ace6b4@[200.26.47.14]>

=====
More news on upcoming conferences in Argentina
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ONE
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What III Congreso Provincial - La Educacion en Las Puertas del Siglo XXI
When 22-24 August

Where Olavarria, Buenos Aires - organised by Fac. Ing y Cienc. Soc,
UNCPBA.

Info Fac. Ing, UNCPBA.
Avda. del Valle 5737
7400 Buenos Aires
Tel/Fax: (54) 284-20413

NB: Lecturers will include Cecilia Braslavsky of the Ministry of
Education.

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TWO
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What a) Congreso de Enseñanza Idiomas Extranjeras Nivel Superior
b) VI Jornadas de Enseñanza de Idiomas en la Universidad
c) II Jornadas de Traducción y Terminología del NOA

When a) 22-23 September, b) 23-24 September, c) 24-26 September

Where Fac. Filosofía y Letras, Univ. Tucumán

Info Fac. Filosofía y Letras (UNT)
Av. Benjamín Aráoz 800
4000 S M de Tucumán
Tel: (54) 81-21-3406
Fax: (54) 81-31-0171

=====
THREE
=====

What Primer Congreso de Enseñanza y Aprendizaje del Inglés

When 27-30 October

Where Fac. Humanidades, Univ. Nac. Jujuy

organised by Asoc. Jujeña de Prof. Ing. (AJPI)

Info Asoc. Jujeña de Prof. Ing
Avda Parrocco Marshke 1070
4600 S S de Jujuy
Tel (54) 88-225812/227411
Fax: (54) 88-239938/251300

We shall publish more information on these events nearer the time

ME
List Editor.

From ???@??? Wed Jul 09 07:05:17 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110700afe9101d9ef7@[200.26.47.42]>

=====

Jigsaws Reading passages available on diskette

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ELT News & Views has made an arrangement with Neville Britten of Madrid, Spain to make a collection of 50 of his Jigsaw Reading puzzles available at cost to subscribers to this list or the newsletter.

These jigsaw readings consist of four passages and are presented in the form of witness statements, letters to Sherlock Holmes and pronouncements from the great detective himself, dealing with a variety of different cases. Only by reading each of the passages (best in groups which can then reform) can the cases be resolved. They cover a range of levels and each of the fifty puzzles carries teaching notes and comments on their use. Sample Jigsaws appeared in the Practical Teaching Supplements accompanying the latest (June 1997) issue of ELT News and Views and the previous (March 1997) issue.

Neither Neville nor ELT News & Views want to make any profit out of this and we actively encourage teachers to copy this material and distribute it freely. Nevertheless there is a handling charge to cover time, materials and postage (each diskette will be clearly labelled and sent out in a Jiffy Bag by registered post).

If you would like to take advantage of this offer we will distribute a collection of 50 of his jigsaw reading puzzles on diskette at a special low cost of US\$ 10 to addresses in Argentina and US\$ 12 to addresses in Bolivia, Brazil, Chile, Paraguay and Uruguay. We are sorry that for the time being we can only mail to these countries.

To receive this material send us a letter or fax authorizing us to deduct from your credit card (VISA and Mastercard only) the sum of US\$ 10 (to addresses in Argentina) or US\$ 12 (to addresses in Bolivia, Brazil, Chile, Paraguay and Uruguay) for dispatch of "Diskette One - 50 Jigsaw reading passages". Give your full name, credit card type, number and date of expiry, and the address to which you want the diskette sent. State which system you would like (Word for Macintosh 5, Word for Windows 5, MS Works for PC or Word Perfect 5.1 for PC).

Within Argentina we can also accept giros postales (not telegráficos) and cheques (if drawn on a bank in the Buenos Aires central clearing area).

Outside Argentina (Bolivia, Brazil, Chile, Paraguay and Uruguay) we can only accept cheques if they are drawn on US or UK banks and are expressed in US dollars or pounds sterling.

Subscribers may also collect these diskettes from our office but as we do not attend the public all day or even every day you are advised to ring first to avoid a wasted journey. In these cases payment can be by cash or by a cheque drawn on a bank in the city of Buenos Aires).

Later in the year we hope to be able to make more diskettes of this type available, with a wider range of teaching material.

We regret that owing to high postage costs it is not possible to send these diskettes outside South America.

Contact our offices (addresses below) for more information.
From ???@??? Wed Jul 09 15:30:28 1997

To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: Re: Posting N&V List
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110707afe97f225d9d@[200.26.47.15]>
In-Reply-To: <v03110705afe8abee50a6@[200.26.47.14]>

Dick Jones asks about the Sadrina Project.

The Sadrina Project is (was ?) a BBC Video from way, way back. I am fairly sure it was a business English title and it is very possibly out of print.

BBC Videos are now sold in the UK by:

Video Plus Direct
PO Box 190
Peterborough
PE3 6UW
United Kingdom.
Tel: 044-1733-232-8000
Fax: 044-1733-230618
Email: mailto:videos@dial.pipex.com

Or go to their website at <http://www.videodirect.co.uk/videos/orderinf.htm>

Maybe they can help.

Martin Eayrs

From ???@??? Wed Jul 09 16:48:35 1997
To: aaN&Vlistserv
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 9 July 1997
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110701afe97c9dc602@[200.26.47.15]>

=====
List inactive for holiday period
=====

The News & Views list will not be posting between midnight on Wednesday 9 July and Monday 21 July as our offices will be closed.

We apologise for this break, especially so soon after we have started this list, but as the list is at present run manually and the list editor will be away at Conferences in Asunción, Paraguay (Regional Cono Sur TESOL) and Sao Paulo Brazil (LAURELS) we have no alternative.

Subscriber postings to the list can be made at any time and will be processed on 21 July.

Martin Eayrs
List Editor
From ???@??? Sun Jul 20 17:34:31 1997
To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 20 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110705aff81fb7c4f0@[200.26.47.46]>

List reactivated after holiday period

Welcome back to the ELT News & Views electronic list for teachers of English.

The list is now fully functional (well, sort of) and subscriber postings can be made at any time. Note that we assume any message with a POST header is for reposting. If your message is for any other reason please do not use the word POST in the header.

On the technical side we have tried to clear up a few things. Formerly you will have noticed that in the cc box you had a whole list of email numbers. This was because we broke down our list membership into groups for economy of mailing and forgot that all those numbers would appear on screen. We have now automated this further and the problem should have gone away.

Another point - some subscribers will have been receiving a line of B=10 symbols instead of lines. We have (we hope) now corrected this but if you are still getting garbled messages please let us know and tell us what platform (UNIX, Mac, PC, etc), what system (Windows 97, NT, Mac OS 7.6, etc), what software (Pegasus, Eudora, etc) and what version of software. We may be able to help you receive messages more clearly.

Remember that to receive messages through email it is best to set your screen font to a proportional one, that is one that gives the same space to each letter. A good choice is the Courier font. If you use a non-proportional font the columns will never balance up. Sorry if this is obvious, but we have all levels of expewrience among our subscribers.

Further details of list admin appear in the signature below - if in doubt send a HELP message !

Martin Eayrs
List Editor
From ???@??? Sun Jul 20 18:11:15 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070daff82f045e73@[200.26.47.52]>

Request for pen-pal information

I would like to set up an e-mail exchange between my classes and other classes

over the world , but I don't know how to start, I guess I need some lists of teachers or schools of English from different countries.

Could you help me?

Graciela Louzán
Capital Federal,
Argentina
<cgrace@cvtci.com.ar>

From ???@??? Sun Jul 20 18:11:21 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070baff82e322ce3@[200.26.47.52]>

Book information request

For an assignment I have to submit for my M.A., I need the following book: Halliday M. & R. Hasan, 1985/89 Language Text and Context: Aspects of Language in a Social/Semiotic Perspective, OUP. It is not in the bookshops. Unfortunately it doesn't appear in 1997 catalogues and I couldn't get an answer from the publishers either.

Cristina Mayol
Posadas, Argentina
<kolbmayl@starnet.net.ar>

From ???@??? Sun Jul 20 18:11:26 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070aaff82ac25df4@[200.26.47.52]>

Some coming conferences and dates in the region

You may care to make a note in your diary of these events.

1. URUTESOL will be holding its 4th Annual Convention, "A Toast to Integration", on September 18 - 20 1997. Registration and information from "Registration Committee", c/o Alianza Cultural Uruguay-Estados Unidos de America, Paraguay 1217, Montevideo 11.100, Uruguay.
2. Braz-TESOL will hold its 6th Annual Convention in Recife (Brazil) from July 13 - 16, 1998. More details will appear on this list shortly but initial contact with the organisers can be made through Fax: (55) 11-606-8809. Alternatively you can write to Conference Chair Sara Walker c/o Braz-TESOL at Rua Conselheiro Ramalho 344

(Sala T 1), 01325-000, Sao Paulo, SP, Brazil.

3. It has been decided that the third Cono Sur Regional TESOL Conference will take place in Buenos Aires (Argentina) in 1999, tentatively in July. It will be organised by Argentina TESOL.

4. LAURELS has agreed to hold their 6th two-yearly Conference in July 1999 in Goiaina, in the State of Goiais (Brazil) in July 1999.

From ???@??? Sun Jul 20 18:11:33 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting 20 July 1997

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110707aff828bce424@[200.26.47.52]>

Internet Chat Group for Teachers of English in South America

The channel will be for the unrestricted exchange of news, information, administrative, pedagogical and methodological threads relating to English language teaching, specifically in southern South America. The language of the channel will be English.

This channel should be interesting not only to teachers and school administrators but also to students in their final years of teacher training, who can practice language and communication skills while exchanging news and information on matters of professional interest.

The ELT News & Views IRC on-line chat group for teachers of English in Latin America runs on Tuesdays from 21.00 to 24.00 Argentina/Brazil time (00.00 - 03.00 GMT), but consult your local time for time variations.

You will have to log on to Dalnet - you can use <glass.dal.net> like us if you want to avoid netsplitting with the chanop - although any dalnet server will be ok.

The name of the channel is #ELT_News_& Views, typed exactly as given here. The name of the Chanop (Channel Operator) is EL_Ingles. If the channel is unattended when you log on, hang on in - connections are notoriously unreliable.

If you need any more info pls send us a HELP message.

From ???@??? Sun Jul 20 18:21:51 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting 21 July 1997

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110710aff830ffd5bf@[200.26.47.52]>

Request for information re Conference in Argentina

Do you have any info about a Teaching Seminar at ICANA, from Tues-Fri
sometime in August?

Maria Gospodinoff de Lockwood
Necochea, Argentina
Tel: +54 (262) 38005
<maria@sudeste.com.ar>

Note from List Editor:

We phoned ICANA about this conference and they declined to give us any
information. If anyone on this list knows anything about this please
contact us - we feel that it is in the public interest that it should be
published.

From ???@??? Mon Jul 21 00:11:59 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110703aff883ce5038@[200.26.47.18]>

> Cristina Mayol wrote:
> For an assignment I have to submit for my M.A., I need the following
> book: Halliday M. & R. Hasan, 1985/89 Language Text and Context: Aspects
> of Language in a Social/Semiotic Perspective, OUP.
> It is not in the bookshops. Unfortunately it doesn't appear in 1997
> catalogues and I couldn't get an answer from the publishers either.

If the book is still in print, you might try looking for it through
Dave's ESL Cafe Bookstore, at <http://www.eslcafe.com/bookstore/>
or else through <http://www.amazon.com>

Meg Gamm

ESL Teacher

"You must be the change you wish to see in the world." Gandhi

The International ESL/EFL/ESOL Resource Guide (FAQ) is accessible at:
US Information Agency: <http://www.usia.gov/education/engteaching/eal-faq.htm>
Linguistic Funland: <http://linguistic-funland.com/mele-faq.html>

From ???@??? Mon Jul 21 01:29:49 1997
To: Martin Eayrs <me@interlink.com.ar>
From: Martin Eayrs <me@interlink.com.ar>
Subject: Re: N&V List Posting 21 July 1997
Cc: me@interlink.com.ar
Bcc:
X-Attachments:
Message-Id: <v03110706aff8947f3d5d@[200.26.47.18]>

> Cristina Mayol wrote:
> For an assignment I have to submit for my M.A., I need the following
> book: Halliday M. & R. Hasan, 1985/89 Language Text and Context: Aspects

> of Language in a Social/Semiotic Perspective, OUP.
> It is not in the bookshops. Unfortunately it doesn't appear in 1997
> catalogues and I couldn't get an answer from the publishers either.

I found a whole bibliography list on Systemic Linguistics. You can email me
for
an attachment if interested.

You can email Deakin University at <libwww@deakin.edu.au> or if you have an
Internet connection you may want to browse the university library at:
<http://www.deakin.edu.au/library>

You can then order your book through the Internet, pay by credit card and
have it sent home. If you need it urgently, you can have it delivered by
airmail. You'll have it within a week or so. I've done it several times.

Ana Armendáriz
<armenda@interactive.com.ar>
Buenos Aires, ARGENTINA
From ???@??? Mon Jul 21 01:31:00 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110707aff89671b272@[200.26.47.18]>

> Cristina Mayol wrote:
> For an assignment I have to submit for my M.A., I need the following
> book: Halliday M. & R. Hasan, 1985/89 Language Text and Context: Aspects
> of Language in a Social/Semiotic Perspective, OUP.
> It is not in the bookshops. Unfortunately it doesn't appear in 1997
> catalogues and I couldn't get an answer from the publishers either.

I found a whole bibliography list on Systemic Linguistics. You can email me
for
an attachment if interested.

You can email Deakin University at <libwww@deakin.edu.au> or if you have an
Internet connection you may want to browse the university library at:
<http://www.deakin.edu.au/library>

You can then order your book through the Internet, pay by credit card and
have it sent home. If you need it urgently, you can have it delivered by
airmail. You'll have it within a week or so. I've done it several times.

Ana Armendáriz
<armenda@interactive.com.ar>
Buenos Aires, ARGENTINA
From ???@??? Mon Jul 21 08:06:06 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110701aff8f2579102@[200.26.47.18]>

Graciela Louzán asked for pen-pal information in order to set up an e-mail exchange between her classes and other classes around the world.

I suggest she check the following site:

<http://info-sys.home.vix.com/people/lmb/erica/~penkey1.htm>

Ana Armendáriz
armenda@interactive.com.ar
Buenos Aires, ARGENTINA

From ???@??? Mon Jul 21 11:36:38 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110702aff923b62bba@[200.26.47.16]>

Email Penpal (Keypal) information

An internet search for pen-pal information reported recently on another list (I forget which) gave these URLs:

IECC
<http://www.stolaf.edu/network/iecc/>

EXCHANGE
<http://deil.lang.uiuc.edu/exchange/contributions/Penpals/penpals.html>

INTERNATIONAL EMAIL TANDEM NETWORK
<http://www.slf.ruhr-uni-bochum.de/email/infen.html>

COMENIUS (for a fee)
<http://ww.comenius.com/>

DAVE'S ESL CAFE
<http://www.slf.ruhr-uni-bochum.de/email/infen.html>

CLASSROOM CONNECT
<http://www.wentworth.com/classroom/>

PEP
<http://www.microweb.com/pepsite/>

WEB 66
<http://web66.coled.umn.edu/>

Martin Eayrs
List Editor
From ???@??? Mon Jul 21 12:20:38 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110706aff92e7bb39e@[200.26.47.54]>

Email Penpal (Keypal) information

IATEFL (International Association of Teachers of English as a Foreign Language) has a Special Interest Group devoted to all teaching uses of the computer, and there are lots of e-mail class projects going on. Membership of IATEFL is not very expensive and includes free membership of one Special Interest Group (SIG). To get information about IATEFL and the SIG, you can e-mail the IATEFL office at <iatefl@compuserve.com>.

Catherine Walter
<CWalter@compuserve.com>
From ???@??? Mon Jul 21 16:55:38 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110700aff96b80c90b@[200.26.47.54]>

Reminder - IATEFL Conference Buenos Aires 31 July

IATEFL Argentina are running a Whole Skills Conference at the INES en Lenguas Vivas JR Fernandez in the city of Buenos Aires on Thurs 31 July and Fri 1 August 1997.

Speakers include Adriana Canepa, Lorraine Sly, Cecilia Sassone,
 Maria Silvia Andreu, Liliana Brun, Caroline Gwatkin,
 Maria Laura Rossi, Ana Traversa, Silvia Benson, Mirta
 D'Alessio, Litty Mora, Susan Hillyard, Miriam Hughes
 and Myriam Pardo.

Entrance : \$20 members IATEFL Argentina and \$40 non-members.

Timetable:	Thursday	Registration	8.30 - 9.30
		First session begins	9.30
		Last session ends	17.00
	Friday:	First session begins	9.30
		Last session ends	15.15

Reservations and further information from Karen Thomas, Sec. IATEFL Argentina, on (54-1) 294-1725.

From ???@??? Mon Jul 21 23:37:14 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:

Message-Id: <v0311070baff9ccf7b301@[200.26.47.37]>

Request for pen-pal information

Graciela:

Why don't you try with this address:
<http://www.reedbooks.com.au/heinemann/global/keypalt.html>
We've tried it with our students and got quite a number of answers.
You can either post your own message or answer to any class or school.
Hope you find it useful.

Gladys Ledwith
Buenos Aires - ARGENTINA.
glledwith@overnet.com.ar

From ???@??? Tue Jul 22 20:24:50 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 21 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110709affaf171cf0f@[200.26.47.42]>

> Cristina Mayol wrote:
> For an assignment I have to submit for my M.A., I need the following
> book: Halliday M. & R. Hasan, 1985/89 Language Text and Context: Aspects
> of Language in a Social/Semiotic Perspective, OUP.
> It is not in the bookshops. Unfortunately it doesn't appear in 1997
> catalogues and I couldn't get an answer from the publishers either.

I have the book you need, Cristina. If you come to BA or want some specific
info I can Email to you . I ordered it a few years ago through Alta Book
center California. I haven't got the address now.

Ines Cambiasso
icambiasso@interlink.com.ar
From ???@??? Wed Jul 23 00:30:08 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 22 July 1997
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110706affb2b0f5cae@[200.26.47.42]>

Re my request of a Halliday & Hassan text, I feel so happy!. My posting
has been issued on Sunday the 20th, and I have already received three
pieces of information from people in BA so far. They are an assorted
mixture of possibilities: some information of a Library elsewhere, a copy
from the publishers (OUP) or one on loan!
I'm new as a netter; well, this List is also new, but you can take my
word for it: it works!
All the best,
Cristina

* *

_____/

Cristina Mayol
Posadas, ARGENTINA
kolbmayl@starnet.net.ar
From ???@??? Wed Jul 23 17:18:32 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070caffc177a0338@[200.26.47.31]>

New Publications in the field of linguistic theory

List members may be interested in the following new titles by John Benjamins Publishing:

LINGUISTICS INSIDE OUT
ROY HARRIS AND HIS CRITICS
George Wolf & Nigel Love (eds.)
1997 xxviii, 344 pp. Current Issues in Linguistic Theory, 148
US/Canada: Cloth: 1 55619 863 9 Price: \$79.00
Rest of the world: Cloth: 90 272 3652 6 Price: Hfl. 140,--

THE LANGUAGE OF EMOTIONS
CONCEPTUALIZATION, EXPRESSION AND THEORETICAL FOUNDATION
Susanne Niemeier & Rene Dirven
1997 xviii, 337 pp.
US/Canada: Cloth: 1 55619 514 1 Price: \$94.00
Rest of the world: Cloth: 90 272 2160 X Price: Hfl. 160,--

ON CONDITIONALS AGAIN
Angeliki Athanasiadou & Rene Dirven
1997 viii, 414 pp. Current Issues in Linguistic Theory, 143
US/Canada: Cloth: 1 55619 598 2 Price: \$94.00
Rest of the world: Cloth: 90 272 3647 X Price: Hfl. 160,--

MATERIALS ON LEFT DISLOCATION
Elena Anagnostopoulou, Henk van Riemsdijk & Frans Zwarts
1997 x, 374 pp. Linguistik Aktuell/Linguistics Today, 14
US/Canada: Cloth: 1 55619 233 9 Price: \$86.00
Rest of the world: Cloth: 90 272 2735 7 Price: Hfl. 145,--

For further information please e-mail
Bernadette Keck: service@benjamins.com
From ???@??? Wed Jul 23 18:24:04 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110700affc252373e9@[200.26.47.38]>

Buenos Aires Herald article - In response to Susana Decibe

June 29th's Herald Education Supplement carried an interview with the Argentine Minister of Education, Susana Decibe, which was replied to in a critical review published in the "English & Education" column of the same newspaper on 14 July.

Several list members living outside Argentina (who receive the Sunday edition of the Buenos Aires Herald only) have requested copies of this review. It is a little long (approx. 7000 words) for this list but N&V List would be happy to fwd a copy to interested parties.

If you would like to receive a copy pls send a message with the words SEND DECIBE in the header. (As to where we might send the Minister I leave that to the imagination of each list member).

Martin Eayrs
List Editor
From ???@??? Wed Jul 23 20:30:32 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110703affc4456c91f@[200.26.47.38]>

I'm doing some research on the educational reform in Argentina and its impact on EFL teaching and learning. I'd like to know about similar experiences from different provinces or cities. I'll be happy to post back the results of my query.

I'm particularly interested in:

- *the number of qualified teachers (graduates from teaching institutions or similar degrees)
- *the size of classes
- *the suitability of texts
- *teacher training provided for the reform
- *any other information you think would help.

This message has been cross-posted to TESL-L.

Mercedes Rossetti
English Coordinator-Univ.
Hebrea Argentina Bar Ilan
Buenos Aires, Argentina
mrossetti@mayo.com.ar
From ???@??? Wed Jul 23 20:33:08 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110704affc44b9e07b@[200.26.47.38]>

Upcoming event - San Juan, Argentina

Congreso Nacional de Perfeccionamiento y Actualización Docente en Inglés
San Juan, Argentina
7 -- 9 August, 1997
Organised by the Asociación Sanjuanina de Profesores de Inglés
Contact: María Amalia Soliveres: (54)/(0) 64-310445

Ana Armendáriz
armenda@interactive.com.ar
Buenos Aires, ARGENTINA
From ???@??? Fri Jul 25 10:41:39 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110703affe5ccce8b8@[200.26.47.11]>

Icana Seminar, Buenos Aires

.
As I'm a past attendant of an ICANA Seminar and past member of ArTESOL, I received an invitation (in Spanish) for the International Annual Seminar together with the 11th. ArTESOL convention to be held from the 19 to 22 of August. This year the American guest speaker is Dr. Mary Ann Christison, an outstanding professional in the area of foreign language internalization and different types of intelligencies in Snow College, Utah and Dr. Adrian Palmer, a Linguistics Programme Evaluation specialist from Utah University. A registration and a proposal forms are attached, which should be sent by August 8 (sorry, but I don't have a scanner).

They also inform of a long distance loan service of the Lincoln Centre, their very interesting Library. Through it we can have access to their collection and "copias de artículos de publicaciones periódicas" (sic). They promise advice for a Reference Service with preferential fees for members. To be a member, the annual fee is \$ 50

For any query, their phone numbers are 327-3626/32/33/34/35, fax int. 114, or you can mailto:icana@arg.siscotel.com

Cristina Mayol
Posadas, ARGENTINA
mailto:kolbmayl@starnet.net.ar
From ???@??? Fri Jul 25 23:12:20 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110702afff0a231a2b@[200.26.47.32]>

Tesol Int.ESP IS news

We are contacting you as the newly nominated Members-at-large for the ESP Interest Section of Tesol International. As from Tesol 97's 31st Annual International Convention held in Orlando last March and for two years we will be sharing this responsibility. We hope to contribute our best to our

profession, therefore we would like to encourage your valuable participation.

How can you help?

- Becoming a TESOL member if you aren't one already, thus enjoying the advantage of joining a professional association.
- Joining the ESP Interest Section, the fastest growing IS in TESOL.
- Helping us identify persons within the ESP community who may serve as resources to others. Attending TESOL Conventions.
- Sharing your expertise writing contributions for the ESP Newsletter and the ESP column in TESOL Matters.
- Anything big or small that you'd like to share with other peers. Send contributions to us or: Judee Reel 2615 Dekist St Bloomington IN 47408-4216 USA Phone # : 812-332-9447 E-mail: <mailto:72763.542@CompuServe.com> (contributions sent before May 15th will be published in August issue) □
- Sending your presentation proposal before May 15th to present at the 32nd International or before August 29th for Poster and In-Progress Sessions. TESOL Convention in Seattle in March 1998. Just turn in your proposal, (if you need the guidelines, contact us), if you can't attend we will try to find a creative way to help you be present. TESOL Seattle 98's goals are to encourage the use of technology in ESL/EFL, make connections, reach more professionals worldwide and have fun.

Esp IS Statement of purpose

The ESP Interest Section seeks to encourage the sharing of expertise and specialized curricula among ESP language practitioners, to promote research into the spoken and written discourse involved in the areas of ESP, and to foster communication between ESP researchers and practitioners. Networking and referrals are facilitated through the Directory of ESP Professional Services which is maintained by the Interest Section.

What is ESP?

The English for Specific Purposes Interest Section is open to TESOL members who are interested in the design of courses for students with identifiable academic and professional goals. These courses may be for students in specific graduate and undergraduate disciplines or for people working in business, industry or government. .

A reminder

There is still time to send proposals to present at The Tesol International Conference in Seattle, WA, US next March. August 29, 1997 is the deadline for Poster Sessions and/or In-progress sessions. Do not hesitate to contact us if you would like further information.

Liliana Orsi Patricia Orsi
Members-at-large ESP IS Tesol International
<mailto:rainbow@century.com.ar>

From ???@??? Sun Jul 27 23:39:44 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting

Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110700b001b6b20c99@[200.26.47.12]>

TEACHING ENGLISH as an INTERNATIONAL LANGUAGE CERTIFICATE PROGRAM

by the UNIVERSITY of CALIFORNIA, Santa Barbara.

- * Each workshop comes with sponsorship from the Ministry of Education
- * Each workshop carries 1.5 units of UCSB Extension credit and a Certificate of Course Completion by the University of California, Santa Barbara.
- * All courses accumulate credits towards the final certificate: TEACHING ENGLISH as an INTERNATIONAL LANGUAGE.

National Host Institution
Instituto Superior del Profesorado e Interpretariado
COMODORO ENGLISH LANGUAGE INSTITUTE
Escuela Provincial Nb 1806
Contact Person: Adriana Eugui
Ameghino 1030 (9000) Comodoro Rivadavia, Chubut.
Phone/fax 097- 472191 e-mail: celi@satlink.com

*** We're looking for more local host institutions to offer these courses in-country this winter.
Interested? Contact the National Host Institution at Comodoro Rivadavia,
e-mail: celi@satlink.com

COURSES so far WILL BE HELD AT THE FOLLOWING LOCATIONS:
Vacancies will be on a first come first served basis

MENDOZA Host Institution
July 26 & 27
Lorene Cleary :Language Experience through Popular Music
Contact Person: Cecilia Melchor
Fax: 061-204938 / 061-259148
Venue: Escuela Italiana XXI de Aprile
Alberdi 801 San José Mendoza
Espejo 638 - Ciudad (5500) MENDOZA
Phone/Fax 061-257613
e-mail: wally@lanet.losandes.com.ar

TUCUMAN Host Institution
August 7, 8, 9 & 10
Lorene Cleary: Language Experience through Popular Music
Ann Lippincott: Integration of Reading, Writing and Thinking in Teaching English as and International Language
Contact Person: Viviana Tolosa & María Juarez de Doz Costa
Phone: 081-212107
Venue: The First English Studio
Monteagudo 160
(4000) San Miguel de Tucumán
Phone/fax: 081- 218620
e-mail: tucuman@cpsarg.com

COMODORO RIVADAVIA Host Institution

August 14, 15, 16 & 17

Lorene Cleary: Language Experience through Popular Music

Ann Lippincott: Integration of Reading, Writing and Thinking in Teaching English as and International Language

Instituto Superior del Profesorado e Interpretariado

COMODORO ENGLISH LANGUAGE INSTITUTE

Escuela Provincial Nb 1806

Ameghino 1030 (9000) Comodoro Rivadavia, Chubut.

Phone/fax 097- 472191 e-mail: celi@satlink.com

BAHIA BLANCA Host Institution

August 23 & 24

Lorene Cleary: Language Experience through Popular Music

Contact Person: Graciela Properzzi

Venue: William Blake Institute

9 de Julio 326

(8000) Bahía Blanca

Phone: 091-47167

Fax: 091-559645

BUENOS AIRES Host Institution

August 30 & 31

Lorene Cleary: Language Experience through Popular Music

Contact Person: Lic. Analía Duarte & Lic. María Luz Callejo

Phone/Fax: 01-2034787

Phone/fax: 01- 774-2205

Venue: Kempinski Hotel Libertador Buenos Aires

Av. Córdoba 680 & Maipú

Buenos Aires

e-mail: analia@overnet.com.ar

From ???@??? Tue Jul 29 23:29:20 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110710b00456818312@[200.26.47.38]>

Multiple Intelligence

If you work in EFL and you are interested in Multiple Intelligence you may like to know more about the Wasteland Multiple Intelligence Club, the first Multiple Intelligence club for professional development.

For further information contact:

María F.Almeida

mailto:almeida@satlink.com

Argentina

From ???@??? Wed Jul 30 01:05:18 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting 21 July 1997

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110718b0046d9df2b7@[200.26.47.38]>

IATEFL Argentina Whole Skills Conference

For the person who telephoned our office and did not leave her details here are the outline timetables of the above conference. Sorry to other list members for the repetition.

Thursday 31 July 8.30 Registration
 9.30 First Sessions
 17.00 End of first day's activities

Friday 1 August 9.30 First sessions
 15.15 End of second day's activities.

There may be 'entertainment' after the second day's activities but this is still to be confirmed.

More information from Karen Thomas, IATEFL Argentina Secretary.
T/F. (54-1) 294-1725

Please note that the only way to post questions and news to this list is through email as per the instructions below. Our office has been instructed not to accept any more 'postings' made by mail, fax or phone. Sorry, but there is enough work as it is and we are trying to automate as much as possible. This exception, made on grounds of common courtesy and presumed genuine misunderstanding, will not be repeated.

From ???@??? Wed Jul 30 17:42:42 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting - BBC World Service in Argentina

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110708b0055545e6a2@[200.26.47.53]>

At the Jornadas cable TV Show currently running in Buenos Aires it was announced that the BBC World (Cable TV Service) would launch this coming Friday (1 August) in Argentina. A deal has been reached with Argentine Cable TV supplier Cablevision and will initially reach Cablevisions 300,000 subscribers. With the new deal it is hoped to increase this subscriber base to over a million.

BBC World will enter into local competition with CNN and Bloomberg Television and the fight for market share is expected to be stiff. The BBC claimed that they would offer a depth of analysis and perspective that would differ from CNN reporting and that would offer a more genuinely international view. (CNN has frequently been criticised for being parochial and reporting all news from a US perspective).

From ???@??? Wed Jul 30 22:55:04 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting - Request for advice on employment in Argentina

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110709b00567af3bc6@[200.26.47.53]>

Request for advice on employment in Argentina

I am writing from the United States and would like to ask if anyone on this list could help guide me towards a decision concerning Teaching English in Argentina.

My name is Robert Brown and I am completing a Bachelor of Science in Education with Spanish as my field. I will be certified to teach in the Public School system here in Pennsylvania, but I was thinking about teaching English abroad first before getting settled into a community and school district here.

I have learned that there are institutes in my country that provide training to earn an International TEFL Certificate and many countries use this as criteria for employing teachers in their Business English Institutes. Is this the case in Argentina?

Will I have enough experience with Student Teaching for five months and a bachelor of Science, or should I seek that extra Certification. It costs a bit and If I can find good, full time employment without it, I would like to go straight ahead and travel and teach.

Robert Joseph Brown
mailto:brown012@ix.netcom.com
From ???@??? Wed Jul 30 23:23:01 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting - Translators Conference in Buenos Aires
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110700b005a66ff562@[200.26.47.47]>

Translators Conference in Buenos Aires - Call for Papers

Contact: Tel. (54-1) 371-8616, Fax. (54-1) 476-2961

Forwarded message

II CONGRESO LATINOAMERICANO DE TRADUCCION E INTERPRETACION
Buenos Aires - 23 al 25 de abril de 1998

Organizado por el: Colegio de Traductores Publicos de la Ciudad de Buenos Aires.

LLAMADO A LA PRESENTACION DE TRABAJOS

El CTPBA llama a la presentacion de ponencias sobre los siguientes temas:

- Traducccion literaria
- Traducccion especializada
- Traducccion juridica
- Traducccion y cultura
- La traducccion y los medios
- La traducccion e Internet
- Teoria de la traducccion
- Interpretacion
- Terminologia
- La traducccion y el castellano
- Lenguas minoritarias
- Situacion del traductor y el interprete en el mundo

- La proteccion juridica del trabajo del traductor y el interprete
- Formacion del traductor y el interprete
- Politica linguistica

Fechas de presentacion y seleccion

31-10-97. Ultimo dia para la recepcion de resúmenes en la sede del CTPBA (los resúmenes deberán ser de 200 palabras y estar escritos en castellano) para que los evaluadores realicen una primera selección.

17-11-97. Notificación de la decisión de los evaluadores e invitación a enviar la ponencia completa para su aceptación definitiva.

16-1-98. Recepción de los trabajos completos (que podrán presentarse en castellano, francés, inglés, portugués o alemán)

2-3-98. Notificación final de los evaluadores

Contact: Tel. (54-1) 371-8616, Fax. (54-1) 476-2961

From ???@??? Wed Jul 30 23:56:59 1997
 To: me@interlink.com.ar
 From: Martin Eayrs <me@interlink.com.ar>
 Subject: N&V List Posting - Answer to request for employment in Argentina
 Cc:
 Bcc: aaN&Vlistserv
 X-Attachments:
 Message-Id: <v03110703b005aeb5e7f3@[200.26.47.47]>

 Reply with advice on employment in Argentina

Dear Robert,

We would very much like to read your CV. Ours is a Teacher Training School and we may be interested in your work.

Best regards, CELI. Patagonia
 Argentina. Comodoro Rivadavia, Chubut.

Send us more information about you and your job expectations ASAP.

mailto:celi@satlink.com

>I am writing from the United States and would like to ask if
 >anyone on this list could help guide me towards a decision
 >concerning Teaching English in Argentina.

From ???@??? Thu Jul 31 00:36:18 1997
 To: me@interlink.com.ar
 From: Martin Eayrs <me@interlink.com.ar>
 Subject: N&V List Posting - BBC World Service in Argentina
 Cc:
 Bcc: aaN&Vlistserv
 X-Attachments:
 Message-Id: <v03110707b005b84b2961@[200.26.47.47]>

Does anyone know if the new BBC World Service will be broadcast in English?
 In Spanish ? Or a mixture. How could one here, in Patagonia hook up onto
 the system.

Could someone perhaps elaborate?

Dick Jones
mailto:tgassoc@satlink.com
ARGENTINA
From ???@??? Tue Aug 05 01:38:46 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V Posting - English language show in Buenos Aires
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070ab00c5d6416d6@[200.26.47.15]>

English Language Variety Show at
British Arts Centre, Buenos Aires

Teachers of English often like to take their students to see a show in English - it provides good exposure to the English language, good listening comprehension and can be a good night out too.

May I suggest an alternative for those living in or near the city centre - an evening's variety show, with songs and sketches, dances and conjuring, etc., in short a whole evening's varied entertainment and all in English, put on by local community members and visiting Brits. Who said learning couldn't be fun - in this case, for both students and their teachers !

The Variety Night takes place at the British Arts Centre, Suipacha 1333, in the City of Buenos Aires, on Monday 11 August at 21.00 hrs. Tickets are only \$ 10 - information from Tel: 393-7552 or 325-7466 (08.00 - 15.00). If you wait to buy your ticket on the door you take your chances !!

One other thing - this is strictly a non profit show, with all moneys going charities supported by the Argentine-British Community Council. So not only will you enjoy a good show but you will also have the satisfaction of supporting a good cause.

From ???@??? Tue Aug 05 13:14:15 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V Posting - II LATIN AMERICAN CONFERENCE ON BRITISH STUDIES
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070fb00d01762246@[200.26.47.38]>

II LATIN AMERICAN CONFERENCE ON BRITISH STUDIES
BRITISH CULTURAL STUDIES - THE COMPARATIVE VIEWPOINT
British Arts Centre, Suipacha 1333, Buenos Aires, Argentina
20-22 November 1997

Organised by THE BRITISH COUNCIL and the local branch of
LABSA (Latin American British Studies Association)

The Conference will be a combination of plenaries and mini-presentations focussing on the theoretical and pedagogical aspects of developing and understanding of cultures.

CALL FOR PAPERS

Short - 20 minutes- presentations of interest to those concerned with developing and understanding British-Latin American cultures, particularly from a comparative perspective. Papers-talks can be in Spanish or English. Deadline for presentations, 22 September 1997.

Further information

Tel. (54-1) 311 9814

Fax. (54-1) 311 7747

E-mail silvia.maciver@britcoun.int.ar

From ???@??? Thu Aug 07 01:46:57 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110701b00f039c02db@[200.26.47.34]>

ARGENTINA - FAAPI XXIV ANNUAL CONGRESS 18, 19, 20 September 1997

"ADDING NEW DIMENSIONS TO THE LANGUAGE CLASSROOM EXPERIENCE"

To be held at Universidad Nacional de Catamarca

Plenaries and simultaneous workshops; book presentations, etc.

Speakers: Christine Meloni, Ana Armendariz, Anna Szabo, Oriel Villagarcia, Nick Owen, Peter Medgyes, Monica Gandolfo, John Norrish, Tony Hopwood, Ma. Laura Rossi, Jose Olavo de Amorim, Silvia Benson, Elizabeth Gonzalez, Miriam de Ruggeri, Viviana Valenti, Alba Loyo, Mabel Magnanao, Jutta Michelini, Alejandra McCormack, Martin Eayrs, Ana Traversa, Graciela Moyano, Carlos Lizarraga, Frank Pialorsi, Adriana Vilela, Ana M. Diaz, Rosy Aguila, Ana M. Kaczorkiewicz, Graciela G. Galliano, German Warckmeister, Monica de Reggini, Omar Villarreal, Mercedes Rossetti, Fabiana Vega, Blanca Consolandi, Lila Mendizabal, Olga Gavrich, Alicia P. Pereyra, Beatriz A. Espinoza, Irma A. Ceballos, Ronald Green, Nick Saville, Silvia R. Bottino, Claudia Ferradas de Moi, Ma. Ines A Cambiasso, Cristina Grondona White, Raul Armesto, Nelly Tapia de Liendo.

Information: contact Miriam del Carmen Fernandez
President ACPI
Universidad Nacional de Catamarca
General Navarro 86 4700 Catamarca
Fax: 0833-31200
e-mail: nluque@catam.unca.edu.ar

From ???@??? Thu Aug 07 01:55:33 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 -Setting your clocks
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110702b00f043526cb@[200.26.47.44]>

Setting your computer clocks

I have received some complaints about messages sent to the List not being posted for some days or even not at all. In each case I have investigated this has been caused because the person who has sent the message for posting has his/her computer clock set at some time in the distant past, on one occasion back in 1904 (obviously a Mac user).

Our reception, reclassification and posting system is not very sophisticated but it does depend on mail being sent with the right date. (Besides which if your computer clock is set wildly out of time all sort of strange things can happen with events management !!)

Usually the clock can be set or reset through the control panel, but if you are not sure about this consult your ISP or your neighbourhead hacker.

From ???@??? Thu Aug 07 08:09:30 1997
To: ameneses@inacap
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110701b00f5d5f680a@[200.26.47.44]>

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General Navarro 86 4700 Catamarca
Fax:0833-31200
e-mail: nluque@catam.unca.edu.ar

N&V List - Information Services for English teachers in the Cono Sur

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LIST COMMANDS:      To Subscribe.....SUB   N&V List
                    To Unsubscribe..... UNSUB   N&V List
all messages        To Post messages.....POST   N&V List
in HEADER please    Help and queries.....HELP   N&V List
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ALSO

Printed newsletter for teachers of English in southern South America, published in March, June & September. Approx.140 pages. With calendar of events, feature supplements and many practical teaching activities that can be photocopied. Also full directory of regional ELT contacts, articles on language, literature and ELT methodology. Contact details:

ELT News and Views	Martin Eayrs
Uruguay 782-3	Editor
(1015) Capital Federal	mailto:me@interlink.com.ar
Buenos Aires	Fax: (54) 1 375-3944
Argentina	Tel: (54) 1 371-7705

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From ???@??? Thu Aug 07 08:09:42 1997
To: clanabia@nutecnet.com.br
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110702b00f5d6e6bb6@[200.26.47.44]>
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ARGENTINA - FAAPI XXIV ANNUAL CONGRESS 18, 19, 20 September 1997
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e-mail: nluque@catam.unca.edu.ar

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 To Unsubscribe..... UNSUB N&V List
all messages To Post messages.....POST N&V List
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(1015) Capital Federal	mailto:me@interlink.com.ar
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Argentina	Tel: (54) 1 371-7705

From ???@??? Thu Aug 07 08:10:48 1997
To: gfeierherd@cyberush.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110703b00f5d967512@[200.26.47.44]>

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Silvia Benson, Elizabeth Gonzalez, Miriam de Ruggeri, Viviana
Valenti, Alba Loyo, Mabel Magnanao, Jutta Michelini, Alejandra
McCormack, Martin Eayrs, Ana Traversa, Graciela Moyano, Carlos
Lizarraga, Frank Pialorsi, Adriana Vilela, Ana M. Diaz, Rosy Aguila,
Ana M. Kaczorkiewicz, Graciela G. Galliano, German Warckmeister,
Monica de Reggini, Omar Villarreal, Mercedes Rossetti, Fabiana Vega,
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Buenos Aires	Fax: (54) 1 375-3944
Argentina	Tel: (54) 1 371-7705

From ???@??? Thu Aug 07 08:10:57 1997
To: 100044.3370@compuserve.com ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110704b00f5dba7d62@[200.26.47.44]>

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Speakers: Christine Meloni, Ana Armendariz, Anna Szabo, Oriel Villagarcia, Nick Owen, Peter Medgyes, Monica Gandolfo, John Norrish, Tony Hopwood, Ma. Laura Rossi, Jose Olavo de Amorim, Silvia Benson, Elizabeth Gonzalez, Miriam de Ruggeri, Viviana Valenti, Alba Loyo, Mabel Magnanao, Jutta Michelini, Alejandra McCormack, Martin Eayrs, Ana Traversa, Graciela Moyano, Carlos Lizarraga, Frank Pialorsi, Adriana Vilela, Ana M. Diaz, Rosy Aguila, Ana M. Kaczorkiewicz, Graciela G. Galliano, German Warckmeister, Monica de Reggini, Omar Villarreal, Mercedes Rossetti, Fabiana Vega, Blanca Consolandich, Lila Mendizabal, Olga Gavrich, Alicia P. Pereyra, Beatriz A. Espinoza, Irma A. Ceballos, Ronald Green, Nick Saville, Silvia R. Bottino, Claudia Ferradas de Moi, Ma. Ines A Cambiasso, Cristina Grondona White, Raul Armesto, Nelly Tapia de Liendo.

Information: contact Miriam del Carmen Fernandez

President ACPI
Universidad Nacional de Catamarca
General Navarro 86 4700 Catamarca
Fax:0833-31200
e-mail: nluque@catam.unca.edu.ar

N&V List - Information Services for English teachers in the Cono Sur

LIST COMMANDS:	To Subscribe.....SUB	N&V List
	To Unsubscribe..... UNSUB	N&V List
all messages	To Post messages.....POST	N&V List
in HEADER please	Help and queries.....HELP	N&V List

ALSO

Printed newsletter for teachers of English in southern South America, published in March, June & September. Approx.140 pages. With calendar of events, feature supplements and many practical teaching activities that can be photocopied. Also full directory of regional ELT contacts, articles on language, literature and ELT methodology. Contact details:

ELT News and Views	Martin Eayrs
Uruguay 782-3	Editor
(1015) Capital Federal	mailto:me@interlink.com.ar
Buenos Aires	Fax:(54) 1 375-3944
Argentina	Tel: (54) 1 371-7705

From ???@??? Thu Aug 07 08:11:27 1997
To: 'd-orione@argenet.com.ar'
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110705b00f5dd583d0@[200.26.47.44]>

ARGENTINA - FAAPI XXIV ANNUAL CONGRESS 18, 19, 20 September 1997

"ADDING NEW DIMENSIONS TO THE LANGUAGE CLASSROOM EXPERIENCE"

To be held at Universidad Nacional de Catamarca

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Speakers: Christine Meloni, Ana Armendariz, Anna Szabo, Oriel Villagarcia, Nick Owen, Peter Medgyes, Monica Gandolfo, John Norrish, Tony Hopwood, Ma. Laura Rossi, Jose Olavo de Amorim, Silvia Benson, Elizabeth Gonzalez, Miriam de Ruggeri, Viviana Valenti, Alba Loyo, Mabel Magnanao, Jutta Michelini, Alejandra McCormack, Martin Eayrs, Ana Traversa, Graciela Moyano, Carlos Lizarraga, Frank Pialorsi, Adriana Vilela, Ana M. Diaz, Rosy Aguila, Ana M. Kaczorkiewicz, Graciela G. Galliano, German Warckmeister, Monica de Reggini, Omar Villarreal, Mercedes Rossetti, Fabiana Vega, Blanca Consolandich, Lila Mendizabal, Olga Gavrich, Alicia P. Pereyra, Beatriz A. Espinoza, Irma A. Ceballos, Ronald Green, Nick Saville, Silvia R. Bottino, Claudia Ferradas de Moi, Ma. Ines A

Cambiasso, Cristina Grondona White, Raul Armesto, Nelly Tapia de Liendo.

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e-mail: nluque@catam.unca.edu.ar

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(1015) Capital Federal
Buenos Aires
Argentina

Martin Eayrs
Editor
mailto:me@interlink.com.ar
Fax: (54) 1 375-3944
Tel: (54) 1 371-7705

From ???@??? Thu Aug 07 08:11:35 1997
To: ronis@coneco.org.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc:
X-Attachments:
Message-Id: <v03110706b00f5de286f4@[200.26.47.44]>

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John Norrish, Tony Hopwood, Ma. Laura Rossi, Jose Olavo de Amorim,
Silvia Benson, Elizabeth Gonzalez, Miriam de Ruggeri, Viviana
Valenti, Alba Loyo, Mabel Magnanao, Jutta Michelini, Alejandra
McCormack, Martin Eayrs, Ana Traversa, Graciela Moyano, Carlos
Lizarraga, Frank Pialorsi, Adriana Vilela, Ana M. Diaz, Rosy Aguila,
Ana M. Kaczorkiewicz, Graciela G. Galliano, German Warckmeister,
Monica de Reggini, Omar Villarreal, Mercedes Rossetti, Fabiana Vega,

Blanca Consolandich, Lila Mendizabal, Olga Gavrich, Alicia P. Pereyra, Beatriz A. Espinoza, Irma A. Ceballos, Ronald Green, Nick Saville, Silvia R. Bottino, Claudia Ferradas de Moi, Ma. Ines A Cambiasso, Cristina Grondona White, Raul Armesto, Nelly Tapia de Liendo.

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(1015) Capital Federal	mailto:me@interlink.com.ar
Buenos Aires	Fax: (54) 1 375-3944
Argentina	Tel: (54) 1 371-7705

From ???@??? Thu Aug 07 16:06:45 1997
To: d-orione@mail.argenet.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 7 August 1997 - FAAPI Conference
Cc:
Bcc:
X-Attachments:
Message-Id: <v0311070eb00fcd3eb331@[200.26.47.35]>

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Monica de Reggini, Omar Villarreal, Mercedes Rossetti, Fabiana Vega,
Blanca Consolandich, Lila Mendizabal, Olga Gavrich, Alicia P.
Pereyra, Beatriz A. Espinoza, Irma A. Ceballos, Ronald Green, Nick
Saville, Silvia R. Bottino, Claudia Ferradas de Moi, Ma. Ines A
Cambiasso, Cristina Grondona White, Raul Armesto, Nelly Tapia de Liendo.

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(1015) Capital Federal	mailto:me@interlink.com.ar
Buenos Aires	Fax:(54) 1 375-3944
Argentina	Tel: (54) 1 371-7705

From ???@??? Fri Aug 08 10:33:38 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 8 August 1997 - Pronunciation query
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110703b010cf7d2759@[200.26.47.51]>

Pronunciation Query

On CNN recently I have noticed the following (English language)
pronunciations for the two Cono Sur countries Chile and Uruguay:

Chi'le (with stress on second syllable, /e/, rather than /i/)

Uru'gwey (with stress on second syllable, /gwei/, rhyming with 'say')

Are these common North American pronunciations for the two countries ? Do
they sound strange to list members ?

Mónica Gambini
Mar del Plata
From ???@??? Fri Aug 08 11:00:42 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 8 August 1997 - Pronunciation query
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110704b010d14391f1@[200.26.47.51]>

Reading jigsaws on diskette

ELT News & Views has arranged with Neville Britten of Madrid (Spain) that we will distribute a collection of 50 of his jigsaw reading puzzles on diskette at a special low cost of US\$ 10 to addresses in Argentina and US\$ 12 to addresses in Bolivia, Brazil, Chile, Paraguay and Uruguay. In Argentina we can also accept giros postales (not telegráficos).

The diskettes will be sent in jiffy bags by registered post and the difference in cost is owing to the extra postage involved, We are sorry that for the time being we can only mail to these countries.

Each jigsaw puzzle consists of three or four texts and a set of teacher's notes, and take the form of Sherlock Holmes investigations into suitable gruesome crimes. Notes on the methodology of jigsaw reading are also included. Samples have appeared in the Practical Teaching Ideas supplements (Swapshop) sent out with the last two issues of ELT News & Views.

To receive this material send us a letter or fax (not email) to one of the addresses below, authorizing us to deduct US\$ 10 (Argentina) or US\$ 12 (Bolivia, Brazil, Chile, Paraguay and Uruguay) from your credit card (VISA and Mastercard only), giving your full name, credit card type, number and date of expiry, and the address to which you want the diskette sent. State which system you would like (Word for Macintosh 5.0, Word for Windows 5 or Word Perfect 5.1).

Subscribers may also collect these diskettes from our office but as we do not attend the public all day or even every day you are advised to ring first to avoid a wasted journey. In these cases payment can be by cash or by a cheque drawn on a bank in the city of Buenos Aires central clearing area.

From ???@??? Fri Aug 08 13:26:30 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 8 August 1997 - Pronunciation query
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110702b010f8bfd9a4@[200.26.47.51]>

Hi Mónica and all N&V members!

I am responding to your Pronunciation Query about "Chile" and "Uruguay".
I
am a North American (from the New England area of the US) living in Chile

and found your question very interesting.

First, your description of the pronunciation of Uruguay is correct for North American speakers. The last syllable is pronounced rhyming with 'say'.

Second, your description of "Chile" (see below) is not exactly authentic. Due to the fact that I am living in Chile, I have had the opportunity to hear all my family, friends and NorthAmerican colleagues pronounce the word Chile in one conversation or another. They pronounce it with the accent on the first syllable. (They often make (an old) joke about it being "chilly in Chile".)

I, too, have noticed that CNN often pronounces it with the accent on the /e/. I think it is in an effort to make it sound more like the authentic spanish pronunciation of "chee-ley".

Just my two cents...
Angela

Angela Glebus
mailto:aglebus@inacap.cl
From ???@??? Fri Aug 08 13:40:58 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 8 August 1997 - ESSARP Conference, Argentina
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110705b010fb226943@[200.26.47.51]>

ESSARP August Conference - August 16 - 18, 1997

The School as a Learning Organization:

Three days on (a choice of one)

Educational Manangement,
Strategic Planning for Improvement
Team Building
Quality in Primary Education
IGCSE
Maths or English or Business Studies or Art.

To be held at UCA, Puerto Madero.Eight International Presenters
Only \$160. This is the first time in its history ESSARP has opened up to the public. Why not come and join us?

Tel: (54-1) 371-6064/0427
mailto:hillyard@impsat1.com.ar

(ESSARP is the English Speaking Scholastic Association of the River Plate, an association uniting some eighty bilingual schools - List Editor)
From ???@??? Fri Aug 08 16:39:16 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V List Posting 8 August 1997 - Looking for Kevin Keys
Cc:
Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110706b0112301d8f1@[200.26.47.51]>

Looking for Kevin Keys

Can anyone in Brazil can confirm an email address for Kevin Keys
(Departamento de Letras Anglo-Germanicas in BELO HORIZONTE - MG).
Apparently all his mail recently has been bounced back.

Replies: <mailto:me@interlink.com.ar> (do not post to list)

	Note on netiquette from list editor:	

	for those new to lists, in these cases you should not reply to	
	the list. There is no reason to suppose that Dr Keys wants his	
	email number splashed all over the Internet. You should reply	
	directly to the person posting this request, in this case us.	
	Thanks, and sorry for the patronising tone of this message -	
	we have list members of all levels of experience subscribed.	

From ???@??? Fri Aug 08 17:53:01 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting 8 Aug 97 - Checking screen display

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110707b0112671a7d5@[200.26.47.51]>

Checking screen display

Apologies again to the savvy, but we have a fair proportion of
inexperienced email users on this list and what seems obvious to some may
not be at all so to others.

We have been asked why the columns in our postings columns do not line up.
The answer is that they do, but you need to use a non-proportional font to
read them. Contrary to one list member's allegations, we do not send out
'styled' postings (with formatting) as not all mail readers can interpret
them. If we do receive styled postings for list distribution we strip all
style information before reposting. Everything we put on this list is in
simple text (ASCII).

Somewhere in the 'settings' or 'preferences' folder of your mail software
you should be able to choose the fonts (typefaces) for screen display and
printing. Choose a non-proportional font (Courier is a good choice) and set
it to a suitable size (we recommend 10 pt). Set your screen width to 80
characters. Then your columns should line up with the way we send them !!
If you can't work this out, get a friend to help you. If you set your
printer fonts to the same specifications you should be able to print more
or less what you can see on the screen, but this will depend on other
factors - what kind of computer, software, operating system, etc you have.

If you have set your screen fonts correctly you should be able to see Puff
below. If you can't work out who or what Puff is you still have a problem.
If you can see Puff ok but you are still receiving garbage then you may

have a compatability problem and should see your service provider. (You can tell him/her that we send BinHex form an Apple Mac Platform using Eudora Pro 3.1)

```

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```

Have a good weekend.

From ???@??? Sat Aug 09 02:36:07 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V List Posting 9 Aug 97 - Re: Pronunciation Query

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110706b011ab1b79c6@[200.26.47.36]>

> -----

> Pronunciation Query

> -----

> On CNN recently I have noticed the following (English language)

> pronunciations for the two Cono Sur countries Chile and Uruguay:

>

> Chi'le (with stress on second syllable, /e/, rather than /i/)

Well, in the United States, we pronounce it 'Chil li" with the accent on the first syllable. (but many US dictionaries indicate accent at the *end* of the syllable accented, not before it)

>

> Uru'gwey (with stress on second syllable, /gwei/, rhyming with 'say')

In the US we pronounce it IU' ru gueii, with the accent on the first syllable.

>

> Are these common North American pronunciations for the two countries ? Do

> they sound strange to list members ?

I would hazard a guess that what you've seen reflects a US dictionary tendency to write the accent *after* the syllable accented (it took me a bit to get used to systems which put it *before* the accented syllable) Check back with your source to see if that won't make things sound right.

Meg

ESLTEACHER

mailto:teacher@dorsai.org

From ???@??? Sat Aug 09 02:36:16 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V-L 9 Aug 97 - List Management

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110708b011ace2e4bf@[200.26.47.36]>

List management - Please print and keep this posting

1. Please note that we have changed the codes for automation.
Instead of typing the code N&V List you should now type N&V-L.
See the signature at the bottom of this posting for more details.
2. What do I do if I stop receiving mail from N&V-L ?

N&V-L is at present manually operated. If you find that you have not received mail for more than a week then we have probably removed your name from the list. Do not despair, simply send a HELP message and we will restore you to service, taking your new address path through the reply function.

We cut your name from the list if mail we send you is bounced more than three times consecutively. Do not take this personally - there are many reasons for this. The Internet is a weird and wonderful and inherently unstable place.

Some possible reasons for bouncing include:

1. Your mailbox is full and your server refuses to accept any more mail
2. The pathway between N&V-L and your email box is defective
3. Your server or node is temporarily "down" for service or repair
4. These things just happen and no one ever knows why

If you think your email number may have been removed from N&V-L (please allow at least a week to go by without messages as we do not post every day) send us a message with the subject line

HELP N&V-L

In the body of the text describe your problem and if you can the last message you received. After that, providing the above problems have been sorted out, you should receive mail regularly again.

Regrettably there do seem to be some list members, especially in some parts of Brazil, who have almost permanent problems. For these cases we have no real solution other than to take it up with their own service provider and in the last case perhaps change service providers.

From ???@??? Sun Aug 10 02:58:52 1997

To: me@interlink.com.ar

From: Martin Eayrs <me@interlink.com.ar>

Subject: N&V-L 10 Aug 97 - Improving the quality of ELT in Argentina

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b01301a255ac@[200.26.47.16]>

Improving the quality of ELT in Argentina

Since it seems there are so many of us in Argentina worried about the same topic, ie improving the quality of ELT in our country, shall we pool efforts?

We might start a forum through the ELT N&V List. For a start, whoever might be interested in getting to know about the latest developments in the Foreign Languages Project (CBCs for EGB and Polimodal, Teacher Education for EGB 1-2 and EGB 3 and Polimodal, and Curriculum Design for EGB 1-2-3,) or discussing issues related to improving standards -- all kinds of standards, is welcome to write to me.

I'm all ears. Thanks for writing.

Ana María Armendáriz
Foreign Languages Coordinator
Dirección General de Investigación y Desarrollo Educativo
Ministerio de Cultura y Educación

mailto:armenda@interactive.com.ar if you have a Win 3.1 or 32 ('95) application.

mailto:anarmend@mndgdi.gov.ar if you don't (That's my Ministry mailbox).
From ???@??? Sun Aug 10 14:26:26 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V-L 10 Aug 97 - Conference in Salta October 16-18
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110732b013a6861c9d@[200.26.47.16]>

Teachers and Students Conference, 16, 17, 18 Oct, Salta

Registration deadline 30 September 1997

Cost Teachers \$50, Students \$25

Venue UN Cordoba, Esc. Lenguas

Contact Maria Cristina Senin
 ISP LV de Salta
 Leguizamon 129
 4400 Salta (Argentina)
 Tel: 087-21-2287 Fax: 087-39-3177

Plenary speakers now confirmed as follows:

Rolando Costa Picasso	Literary Translation
Edith Consolandich	Teacher Development
Esteban Cresta	Teaching Grammar at University Level
Ana Maria Armendariz	Foreign Languages of the Move
Susan Hillyard	Walking the Tightrope - Finding a balance between transmission and transaction

Concurrent sessions by Edith Consolandich and Beatriz H de Mondos
 (R.O de Uruguay), Esteban Cresta, Susan Hillyard,
 Laura Campagnoli, Laura Renart, Claudia Ferradas
 Moi, Graciela Agnelli, Oriel Villagarcia, Martin

Eayrs, Cristina Gallo de Morales, Silvia
Retarolli,
Mercedes Palacios, Silvia Luppi, Graciela Saravi,
Norma B de Moraga, Cecilia Moraga, Monica
Dominguez,
Marta Suarez, Erica Gilliger

There will also be presentations from students in the
final years of the Profesorados.

Theatre: Productions of Hamlet (Salta), Aida (Mendoza) and
Blood Wedding (Santa Fe)

From ???@??? Mon Aug 11 00:02:17 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V-L 10 Aug 97 - Correction top previous posting
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311073db0143100afa3@[200.26.47.16]>

Teachers and Students Conference, 16, 17, 18 Oct, Salta

The venue of this conference is Salta, not Cordoba. Apologies.

Venue UN Salta, Esc. Lenguas

Contact Maria Cristina Senin
ISP LV de Salta
Leguizamon 129
4400 Salta (Argentina)
Tel: 087-21-2287 Fax: 087-39-3177

From ???@??? Mon Aug 11 10:33:09 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V-L 11 Aug 97 - Improving the quality of ELT in Argentina
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110715b014c4d57641@[200.26.47.16]>

Improving the quality of ELT in Argentina

Dear Ana Armendáriz,

What a lovely surprise to read your message on a Sunday morning.

My suggestion for the improvement of ELT is of a practical and urgent nature. I suggest the setting up of an official, independent technical committee to determine the merits of the non-official qualifications that are acceptable from practising teachers of English already in the system.

The purpose is to help the system by offering educational authorities a unified list of standardised qualifications ranked in order of merit, thus allowing non-specialist Heads of schools and Directors of Consejos to make better informed decisions when appointing ELTs.

As UCLES representative, I would be able to offer information to the committee on the EFL and TEFL qualifications issued by Cambridge for their consideration by the independent committee.

Thank you for your initiative,

Litty Mora
UCLES Support Officer for Argentina
Corrientes 1320
1636 Olivos
Buenos Aires
e-mail: plmora@impsat1.com.ar
From ???@??? Mon Aug 11 10:52:53 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V-L 11 Aug 97 - YOUNG LEARNERS CONSULTANT BRAZIL
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311071bb014c9077310@[200.26.47.48]>

YOUNG LEARNERS CONSULTANT BRAZIL

We are currently looking for a young learners consultant to contribute to a young learner project covering the whole of Brazil. This is a three year project which is now in its second year.

The requirements are:

- * an expertise in training trainers of teachers of young learners
- * a sound academic background
- ** a special interest in child psychology
- * a proven track record of similar consultancy work

** of particular importance

For further details and expression of interest please contact:

Chris Palmer
Operations Manager
British Council Brasilia

mailto:Christopher.Palmer@britcoun.org.br
From ???@??? Mon Aug 11 16:04:48 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V-L 11 Aug 97 - Housekeeping (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311072bb01510eb5c70@[200.26.47.48]>

Modifying N&V-L subject lines

It has been suggested that a more informative subject line would be useful to N&V-L list members.

I have given a little thought to this and think one solution might be to divide the postings into categories, e.g. 'call for papers', 'conference announcements', etc., with a code in brackets to indicate country (AR), (BR), (Gen), etc.

The subject line would then look something like this:

N&V-L 11 Aug 97 / Call for papers (Ar)
N&V-L 11 Aug 97 / New publications (Gen)
N&V-L 11 Aug 97 / Housekeeping (Gen)

If we do follow this scheme I should be grateful for suggestions as to what might be suitable categories.

Alternatively list members may have other ideas that we could consider. Obviously I should like to adopt the most useful system.

Please let me know what you think.

Martin Eayrs
List Editor

From ???@??? Tue Aug 12 13:40:34 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V-L Improving the quality of ELT (AR)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110711b01640c9d792@[200.26.47.45]>

Improving the quality of ELT in Argentina

Ana Armendariz de Gómez wrote:

>
>Since it seems there are so many of us in Argentina worried about
>the same topic, ie improving the quality of ELT in our country,
>shall we pool efforts?
>
>We might start a forum through the ELT N&V List.

Those of us who live and work in the Province of Buenos Aires are very worried about how English is being taught at the EGB. English has become a compulsory subject at schools but the quality of the teaching can only be described as appalling.

The problem is mainly the criteria for appointing teachers of English. It is true that graduate teachers do not usually work at state schools but it is not fair that the "Direccion General de Escuelas" should consider a 6th year certificate issued by a couple of private language academies as "certificados habilitantes" to teach English.

The MCBA (Municipalidad de la Ciudad de Buenos Aires) has implemented a

system through which non-graduate applicants should pass a strict admission exam on English language and EFL methodology prepared and organized by teacher trainers from the "profesorados") in order to get a teaching position at schools. In this way, the MCBA makes sure that appointed teachers have at least a good command of the language and minimally some basic knowledge about EFL methodology. I was also told that these appointed teachers are encouraged to start Profesorado training at institutes, such as Lenguas Vivas Kennedy.

Why can't a system like this be implemented in the Province of Buenos Aires? That would provide fairer opportunities to applicants and improve teaching standards.

CECILIA CICOLINI
AVELLANEDA, BUENOS AIRES
mailto:eltnetwork@impsat1.com.ar

(It would be interesting to continue this debate in open channel - List Editor)

From ???@??? Tue Aug 12 14:07:39 1997
To: me@interlink.com.ar
From: Martin Eayrs <me@interlink.com.ar>
Subject: N&V-L Housekeeping
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110712b01641e1196d@[200.26.47.45]>

Housekeeping - some suggestions received

In response to our call for ideas about tidying up listings:

- * Sounds like a good idea: would make it easier to prioritise one's emails!
- * when responding to a netter's particular query one doesn't need *always* to email the whole group - it can get a bit repetitive for one thing!
- * categories could be Books, employment, courses, grammar, etc.
- * (my screen) does not allow for whole subject lines to get in; ergo, brevity helps.
- * Date & time naturally appear ... so perhaps you might leave the date out?
- * Perhaps "N&V-L Posting" rather than (.. the administrator's ..) name would also help reinforce the notion that a list is every member's, not (just) its administrator's.

List editor's comments

I think each list member must decide whether they wish to post to the list or to list members. Many list members feel more 'comfortable' posting

privately, especially those who are new to electronic lists. On the other hand there are certain issues where we would all be enriched by airing views and exchanging experience and expertise.

I shall continue to experiment with subject lines until there is a consensus that it is right and continue to welcome feedback. I have however incorporated some of the above points into the list policy as will be apparent.

With regard to the last point I agree that the list is commonly 'owned' but it is not commonly administered and the list editor is responsible for the content. This is a moderated list and likely to remain so for the time being. Nor do I feel the need to go to the expense of opening another email account solely in order to have a more neutral userid. The list will grow and become automated and this problem will be resolved in time. I have however removed my own name to avoid confusion between 'me' as a person and 'me' as list editor.

From ???@??? Tue Aug 12 17:50:04 1997
To: me@interlink.com.ar
From: <me@interlink.com.ar>
Subject: N&V-L Conference Announcement (UY)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110723b0167b9faec8@[200.26.47.45]>

URUTESOL Conference Announcement (UY)

The Alianza Cultural Uruguay Estados Unidos and URUTESOL (Uruguay TESOL) are organising their 4th EFL Convention "A Toast to Integration" on September 18, 19 & 20, 1997. More than 600 teachers are expected, from Uruguay as well as Argentina, Brazil and Chile.

Further information from Elaine Estefan or Laura Bouyssounade at the Alianza, Montevideo, Uruguay.

Tel: (598) 2 90-27-21 or (598) 2 92-51-60
Fax: (598) 2 92-51-65
From ???@??? Tue Aug 12 18:14:13 1997
To: me@interlink.com.ar
From: <me@interlink.com.ar>
Subject: N&V-L Call for papers (MX)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110727b01682063070@[200.26.47.45]>

IASTED Conference Announcement (Mexico)

CALL FOR PAPERS - IASTED International Conference
Computers and Advanced Technology in Education (CATE'98)
May 27-30, 1998, Cancun, Mexico

For more information please contact:

IASTED Secretariat - CATE'98

#80, 4500 -16 Avenue NW
Calgary, Alberta
Canada T3B 0M6

Tel: 403-288-1195 Fax: 403-247-6851

mailto:iasted@cadvision.com
From ???@??? Wed Aug 13 18:25:56 1997
To: me@interlink.com.ar
From: <me@interlink.com.ar>
Subject: N&V-L Improving the Quality of ELT (AR)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311074ab017d6903fca@[200.26.47.45]>

Improving the Quality of ELT (AR)

In response to Cecilia Cicolini's concern, I would like to inform that FAAPI (Federacion Argentina de Asociaciones de Profesores de Ingles) has commissioned a technical report (to be sent to educational authorities responsible for appointing EFL teachers in the country) where different types of diplomas/certificates issued by private language academies are described.

We believe this information will help those in charge of evaluating "certificados habilitantes" to make a more informed decision.

As to Cecilia's query, we will relay her suggestion to M.C.y E. Pcia. Bs. As.

Cristina Grondona White
FAAPI president
mailto:mcthom@einstein.com.ar
From ???@??? Wed Aug 13 20:45:58 1997
To: me@interlink.com.ar
From: <me@interlink.com.ar>
Subject: N&V-L Improving the Quality of ELT (AR)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311074cb017ef2b082a@[200.26.47.45]>

Improving the Quality of ELT (AR)

CECILIA CICOLINI's concern is shared by those of us who are training teachers of English.

The experience at Escuela Normal de Maestras en Lenguas Vivas "JF Kennedy" is giving very good results. It all started when in 1995 the school offered in-service courses covering reading comprehension, use of English and pronunciation for teachers in the city area. At the same time a new curriculum was developed to open English teacher training only (our school trains teachers for the primary school for the Spanish and English sections).

The teachers who passed the in-service courses and took an oral

exam were accepted as students of first year teacher training because they met the requirements of the entrance exam.

The school designed special timetables to cover the needs of the students who take their subjects distributed in two or three evenings.

The students have very well responded to the challenge and this type of training is to be carried by other similar institutions. We have to find new ways of training people, by facilitating the means without relinquishing quality.

Graciela Clelia Moyano
Professor of Phonology
ENMLV "JFKennedy" - Juncal 3251 - (1425) Buenos Aires
School mailto:postmaster@mбенке.edu.ar
Personal mailto:gmoyano@tournet.com.ar
From ???@??? Wed Aug 13 23:02:47 1997
To: me@interlink.com.ar
From: <me@interlink.com.ar>
Subject: N&V-L Classroom ideas (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110708b01816c99f2d@[200.26.47.53]>

Classroom ideas (Gen)

Now that Spring is coming and that our students are getting more and more romantic I am posting a couple of "Pick up" phrases. I used them in a conversation class and they gave great results. Everybody had something to say.

PICK UP phrases

- Be unique and different, say yes.
- Can I borrow a coin? I want to call your mom and thank her!
- Can I flirt with you?
- Can you say Nebuchadnezzar backwards? Me neither, but I just wanted to ask.
- Do you have a map? I've just got lost in your eyes!
- I'd marry your cat just to get in the family!
- I can sense that you are a terrific lover, and that intimidates me a lot.
- If I follow you home, will you keep me?
- If you were a tear in my eye I would not cry for fear of losing you.
- My name is Tom but you can call me tonight.
- Listen, what pick up line works best with you?

Ma. Cristina Araujo
mailto:connie@sion.com
From ???@??? Thu Aug 14 00:13:22 1997
To: me@interlink.com.ar
From: <me@interlink.com.ar>
Subject: N&V-L Student motivation (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070db01826d7665b@[200.26.47.38]>

Student motivation (Gen)

I always thought that, in countries like Japan, where English is the second official language, and in Asia in general, where English is a kind of Lingua Franca between members of different cultures, students were interested and motivated towards English language learning. A couple of days ago, I came across this message from a worried Japanese teacher of English, and an answer from a native teacher of English working in Japan. The exchange was as follows:

>At 13:56 97/08/12 +0900, Junko NISHIMURA wrote:

>> Hi. I am Junko Nishimura. I am a teacher at a junior high school in
>> Yamaguchi. My question is "Why is it so difficult for Japanese to learn
>> English."
>> I studied English as a student for ten years, and have taught it for
>> more than ten years. Still, I find myself not very fluent in it,
>> nor, as you can see from my mail, my writing skill is very poor. What
>> are the reasons? Is it because of the teachers? Lack of motivations?
>> Is it because English is not so important in our society? Are there any
>> cultural barrier?
>> I'm looking forward hearing from you.
>>
>>

And Bern Mulvey <mulvey@edu00.f-edu.fukui-u.ac.jp> answered:

>Obviously, it would take a novel-length book to answer this one as posed.
>To make it more manageable, I'm going to relate a little drama that played
>itself out here (at □\$BJ!0fBg3X□(J) last week as a partial answer to the
above and
>see what people say.
>
>Back in May, I was asked by several students (and at least one faculty
>member) to conduct an "English Camp" over the summer (actually, it was
>supposed to have occurred last weekend). The English faculty member,
>especially, thought it was a great idea, and though HE wouldn't be going
>(he told me in Japanese that "English was his weakest area" -- and he
>wasn't joking), he thought it would be great that the students would get
>to "spend some time with a foreigner." Now, though normally I loathe the
>very idea of such things, planning for THIS camp turned out to be a lot of
>fun, with students coming into my office to talk to me, if not daily, at
>least weekly about this and/or that. However, all of our discussion was
>occurring in JAPANESE, and as this was to be an "English" camp, about two
>weeks before the semester ended I started hinting that I was going to
expect
>students to speak to me in ENGLISH during the camp, and that I was even
>considering taking the "drastic" step of not responding to students if
they
>spoke to me in Japanese (excepting, of course, emergencies like "Fire!" or
>"Oops, I accidently stabbed Koji!" etc...)
>
>Well, you guessed it -- the night before the "camp" was to begin, a
student
>called, representing the rest of them, to say they would not be attending.
>Sounding almost betrayed, she told me that the students, when inviting me,
>had thought that this would be an opportunity to hang out with me speaking
>JAPANESE, and that "English Camp" was just a name. "This is summer," she
>explained, "And Japanese don't like to speak English in the summer." I
>could still come "to the barbecue, but only if I promised not to speak
English

>with them." Etc., etc.... (I'm actually still pissed off by the whole
>thing, as it left me STUCK here when I could have been somewhere far
nicer).
>
>Actually, this is symbolic of much of my experience in Japan so far.
While
>there are brilliant exceptions, I have found the vast majority here have
no
>interest in learning English. And it's not because Japanese are shy, nor
>because they "have mastered reading and writing but not speaking," nor
>because they "don't have any opportunities to speak English." I have met
>very few "shy" Japanese -- especially after they learn I can speak the
>language -- and most Japanese's English speaking ability is as high, if
>not higher, than their paltry reading and writing skills (something that
I,
>as a literature instructor here, witness daily). And also, with an
>English conversation school advertised on EVERY corner, and with hundreds
>of foreigners waiting to "teach" those who fall through the cracks, people
>who WANT an opportunity to practice English can find it, easily. The
>problem is, most do NOT want to learn, and even some of those who DO are
>so intimidated by the vast majority of their peers that they also end up
>not wanting to learn (or end up asking if they can study privately so that
>their friends don't learn about it).
>
>Heh, maybe it's where I live, but that's been my impression so far. It's
>not (always) the teacher or the system used -- regardless of who you are
or
>what you do, if your students don't want to learn, and if not even the
>English teachers are interested enough in the language to use it in their
>classes, no one is going to master English.
>
>Thanks for letting me get this off my chest (I'm actually glad no one is
here
>to hear me rant).
>
>Bern

It's easy to see that, despite all the opportunities those students have to
be in contact with natives, and practise with them, their interest
,motivation and general attitude towards learning a foreign language is not
very different from those of the average Argentinian students (leaving
aside countless cultural and educational differences between the two
countries). I think this clearly shows how important the protagonistic role
of the student is, towards the construction of his own knowledge.
Bern told me he would like to hear comments as regards this posting.

PS: the original message has been reproduced with due permission of the
author, in full accordance with existing international copyright laws.

Roberto Perez
Argentina
mailto:roberto.perez@mail.cpsarg.com

From ???@??? Thu Aug 14 21:06:09 1997
To: me@interlink.com.ar
From: <me@interlink.com.ar>
Subject: N&V-L New products (Ar)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110702b01949da61fd@[200.26.47.18]>

New products (Ar)

As from September a new cable television show will be broadcast in Argentina, an English course being sold under the name 'English Forever'. The show will be put out weekly on Cablevision, Multicanal and Cablesaber (CVSat 26) and is said to consist of broadcasts at three levels + 'complementary material'. It is not stated how many weeks comprise each level.

The 'conductor' of the programme is a Jerry Donovan of the 'Royal School of Art' (sic), London' and the 'invitados' will be 'profesores de ingles graduados en universidades argentinas con experiencia en ensenanza del idioma ingles como lengua extranjera'.

According to advance publicity the course (25 mins a week) promises a 'conocimiento y dominio del idioma ingles tanto en su forma oral como escrita'. Also a 'certificate' will apparently be available to viewers at the end of each level although the details of certification are not given.

List members wishing to know more can contact the Santa Monica School of Languages on Tel/Fax: (54) 1 241-2667 or Paula Marcuzzi Producciones on Tel: (54) 1 777-1774, Fax: (54) 1 777-3714.

From ???@??? Thu Aug 14 21:23:22 1997

To: me@interlink.com.ar

From: <me@interlink.com.ar>

Subject: N&V-L Cheap books in English (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110703b0195035e08e@[200.26.47.18]>

Cheap books in English (Ar)

A very cheap source of books in English (mainly novels but a good stock of classics too) is the bookshop run by the British and American Benevolent Society (BABS). This is situated at Avda. Sta Fe 512, Acassuso, Pcia. Bs As. and opens Mon - Wed 09.00 - 18.00 and Saturdays 10.00 - 12.30.

The books are cheap because they are all donated by members of the Buenos Aires British and American communities and you are invited to donate titles you have no further need of. If you would like to make a donation phone Doreen (793-4305) or Grace (798-5065).

All moneys received from the sale of these books goes to help the BABS home for retired people in Villa Devoto.

From ???@??? Fri Aug 15 01:08:13 1997

To: me@interlink.com.ar

From: <me@interlink.com.ar>

Subject: N&V-L Motivation Ctd. (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b019865899d7@[200.26.47.18]>

Motivation Ctd. (Gen)

Roberto Perez wrote:

>It's easy to see that, despite all the opportunities those students have
to
>be in contact with natives, and practise with them, their interest
>,motivation and general attitude towards learning a foreign language is
not
>very different from those of the average ...

I suppose it's the obvious --and thereby, pat-- answer, but I can't help
thinking it all boils down to individual and collective affective barriers.
I've had children of comparable sociological/economical backgrounds
demonstrate wildly different L2 progress (who hasn't?). The decisive factor
appeared to be: Was it or was it not 'cool' to learn English? In learning
English, were they arming themselves with a powerful tool whereby to
explore exciting stuff and make an impact, or were they toadies and
betrayers of their culture, 'chupandole las medias al professor''? (as we
say in Py.) I had one memorable class which in a whole damned year learnt
(to speak euphemistically) the past continuous. (And gave me an ulcer in
the process. I quit) I now have a group which has progressed from not
really knowing how to greet someone in English, to nattering on about the
qualities of favourite soap operas, all in 6 months. Have I developed that
much as a teacher? I don't think so. Perhaps I have learnt to overcome
their barriers, but whatever influence I've had has been little compared to
what they bring with them.

~~~~~  
Ian Wright  
EFL instructor.  
Universidad Nacional del Este.  
Ciudad del Este, Paraguay.  
mailto:iwright@fnn.net  
From ???@??? Fri Aug 15 15:00:15 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: Improving the quality of ELT (AR)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b01a27407df9@[200.26.47.47]>

-----  
Improving the quality of ELT (AR)  
-----

Ana Armendáriz, Foreign Languages Coordinator at the Ministry of Culture &  
Education, writes:

I am very happy that several people have taken the plunge to suggest a few  
bright ideas as to how to improve ELT quality standards in our country. The  
time is ripe, I feel, for us all to get together on cyberspace as a think  
tank and engage in generous collaboration and fruitful discussion with each  
other.

I propose the list editor be our moderator so that I myself can participate  
as one of the participants in the debate. In other words I myself  
graciously decline the honour of being moderator.

To my mind, the important thing is debating, airing views and coming to some concrete courses of action. That's why this is an appeal to everyone involved for us all to give shape to this Forum, so that it is not a one-at-a-time affair.

I have received quite a few mails at my private e-mail address. I have answered most, sent the latest versions of the Foreign Languages documents on request -- but there's been a shower of e-mails -- and there are some still sitting on my Inbox folder waiting for their turn. My apologies for this unwanted delay, but I'll catch up over the weekend, as most of us do.

I will go on sending copies of the Foreign Languages docs to each and every person asking me for them; I will be only too glad to clarify obscure issues and make all kinds of suggestions, but it would be ideal if views were aired on the list. We should not worry about the language we use to post our messages because there is a List Editor whose job is precisely to edit messages. (I have explicitly asked for this message and the previous ones I've sent to be edited so that I can relax and only think about what I am writing).

Reactions most welcome!!"

Ana Armendáriz  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar

-----  
Note from List Editor  
-----

Several list members have commented off list that they think twice about posting for fear of making some 'error' in their language. The list editor's function includes the 'service' of cleaning/tightening up all postings and this is automatically done in cases of language error or lack of clarity. It is significant that we have a 'list editor' rather than a 'list administrator'.

Not all members may agree with this policy but it is the one we have at present. (The matter, like everything else touched on in N&V-L, is open to discussion).

Debate will undoubtedly be more fertile and productive if issues are shared with more people. If a topic is likely to interest many people or to provoke healthy and stimulating debate then surely that is what the list is for. When replying to a posting the question people should ask themselves is simply 'will this interest others and/or I am interested in the opinion of others beyond the person whose point I am replying to ?'.

List Editor  
From ???@??? Fri Aug 15 15:08:54 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: N&V-L ELT News & Views - Approaching deadline (Gen)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110706b01a2e732f19@[200.26.47.47]>

-----  
ELT News & Views - Approaching deadline (Gen)  
-----

Final call for articles, news, information in ELT News & Views (the printed newsletter)

COPYDATE for next issue is 20 August 1997

If you want to

- \* Send us information about TALKS, WORKSHOPS, CONFERENCES, etc for the South American ELT News & Views calendar of events we'll be happy to help you publicise them
- \* Tell us about your PLANS, PROJECTS, RESEARCH, PUBLICATIONS, etc, we'll do our best to include your details in our local/international news and general information sections.
- \* CONTRIBUTE ARTICLES on language, education and ELT matters - ask for our guide to contributors. Together with the Sept 1997 issue we are publishing a special supplement on CULTURAL STUDIES.
- \* Submit PRACTICAL TEACHING IDEAS for our SWAPSHOP and the new PRACTICAL TEACHING IDEAS SUPPLEMENT - we shall be happy to help you share them with other teachers
- \* PLACE AN ADVERTISEMENT then ask for our current rate card

In short, send us anything you would like to appear in the September 1997 issue of ELT News & Views by 20th August at the very latest.

Coming issues and special supplements for your information:

| Date<br>===== | Deadline<br>===== | Supplement<br>=====     |
|---------------|-------------------|-------------------------|
| Sept 1997     | 20 Aug 97         | Cultural Studies        |
| March 1998    | 20 Feb 98         | Computers & ELT         |
| June 1998     | 10 May 1998       | Teaching Writing Skills |
| Sept 1998     | 20 Aug 1998       | Teaching Young Learners |

If you have any questions or doubts, please write, phone, fax or come and see us (it's best to phone first) as soon as possible.

From ???@??? Sat Aug 16 01:56:39 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: EXCHANGE STUDENT MESSAGES (Gen)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v0311070bb01ae2ca9259@[200.26.47.43]>

-----  
EXCHANGE STUDENT MESSAGES (Gen)  
-----

I am a teacher in Tucuman, Argentina, working in a private primary-secondary school with 10 hours of English a week.

I am undertaking a school project together with my third year students. The aim is to use e-mail in order to exchange messages with other students of

EFL or better yet with native speakers of the language to communicate with own age peers and experience the target language as well.

I would like anyone who is interested in helping me and sharing this project to answer me and send addresses to start communication right now. The idea is not to correct the children's language unless mistakes make the meaning impossible. All ideas welcome!

Sara Vallejo de Korstanje  
Yerba Buena-Tucuman.  
Argentina  
Tel 54-81-251920  
fax 54-81-254468  
mailto:sara@unt.edu.ar  
From ???@??? Sat Aug 16 02:01:25 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: Lecture sessions (Ar)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v0311070eb01ae411df4f@[200.26.47.43]>

-----  
Lecture sessions (Ar)  
-----

Organised by the UNIVERSITY of CALIFORNIA, Santa Barbara.

Module A: Lorene Cleary LANGUAGE EXPERIENCE THOROUGH POPULAR MUSIC  
On: August 30 - 31  
Venue: Kempinski Hotel Libertador Buenos Aires  
Av. Córdoba 680 & Maipú  
Buenos Aires  
Host Institution: B.A. Teaching Consultancy  
Contact Person: Lic. Analía Duarte & Lic. María Luz Callejo  
Phone/Fax: 01-2034787 - Phone/fax: 01- 774-2205

Registration August 19 to August 22 at Avda. Belgrano 634 3 "A"  
from 9 am to 6 pm.

Mailto: analia@overnet.com.ar  
Mailto: marialuz@interactive.com.ar  
From ???@??? Sat Aug 16 02:10:59 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: N&V-L Fixing conference dates (Gen)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110705b01a8d29726c@[200.26.47.43]>

-----  
Fixing conference dates (Gen)  
-----

Within a few weeks there will be a very unfortunate clash of national conferences because owing to bad luck or poor management (absolutely no offense intended) in fixing dates there is a major URUTESOL national conference in Montevideo and at the same time Argentina's national FAAPI



conference in Catamarca. This is obviously NOT A GOOD IDEA because of the strain on resources, getting speakers, etc.

What do people on this list think about the idea of forming an ad hoc Cono Sur regional committee that could meet (electronically) and discuss dates of coming conferences well in advance to avoid such clashes.

This may well mean the lion lying with the lamb in some cases but surely that is desirable if it can prevent clashes such as the one mentioned above (or the Argentine mess with the almost concurrent IATEFL conference in Rosario and the FAAPI in San Nicolas a few years back). We could also arrange for those who have organised conferences to pass their experience on to others.

Post your views to the list from around the region and ask friends and colleagues in teachers' associations their views too. Perhaps we can come up with a suggestion that will be to the benefit of all of us.

From ???@??? Sat Aug 16 17:06:51 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: N&V-L Upcoming Conferences (BR)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110712b01bb811b2c2@[200.26.47.43]>

-----  
Upcoming Conferences (BR)  
-----

Visit the Northeast of Brazil in July 1998: come to  
The 6th National BRAZ-TESOL Convention- English Surrounds Us  
in Recife, Pernambuco from July 13-16 1998.

Recife is one of the centres of the Brazilian tourist trade. Talk to your travel agent now and arrange a special package for your region or country. The main base for accommodation will be the spacious Mar Hotel, and the Convention will be held in the City's excellent Convention Centre.

Visit the BRAZ-TESOL Convention home page at:

<http://www.nlink.com.br/~brazte98/index.htm>

Info re call for Papers/Workshops <mailto:sara.walker@apis.com.br>

or contact snail mail:

BRAZ-TESOL  
Rua Conselheiro Ramalho,  
344 Sala T1,  
Sao Paulo,  
SP 01325-000  
BRAZIL

Deadline for proposals: November 28th 1997  
From ???@??? Sun Aug 17 17:17:31 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Argentina TESOL's membership policy  
Cc:

Bcc:

helen@tesol.edu, nluque@catam.unca.edu.ar, adriana.vilela@proedu.edu.ar, agrelo@abaconet.com.ar, albornoz@ub.edu.ar, almeida@satlink.com, almela@overnet.com.ar, ALOYO@hum.unrc.edu.ar, analia@cablrlr.rffdc.edu.ar, analia@overnet.com.ar, anatrav@fltext.cci.org.ar, armenda@interactive.com.ar, awlargin@impsatl.com.ar, bridge@sminter.com.ar, cablr@atila.mcy.gov.ar, cecilia\_vsegovia@scpcgc.com.ar, celc@cscompu.com.ar, celi@satlink.com, cernacchi@sicoar.com, cesalyc@citynet.net.ar, ceyc@mail.interserver.com.ar, cgm@teletel.com.ar, cgrace@cvtc.i.com.ar, ciiarg@interserver.com.ar, cliffg@escape.com.ar, clpgonzl@onenet.com.ar, Connie@sion.com, csjep@networld.com.ar, cup.argentina@sion.com, d-orione@argenet.com.ar, deycg@cablrlp.rffdc.edu.ar, diegomr@bariloche.com.ar, djfer@unl.edu.ar, ebmessi@overnet.com.ar, elena@iscont.cn.rffdc.edu.ar, eltnetwork@impsatl.com.ar, emi.adri@overnet.com.ar, engl@uncagr.edu.ar, estebanrc@ga-la.ub.edu.ar, estela@netex.com.ar, fcruz@interserver.com.ar, forbes@satlink.com, fvega@aleph.fi.uba.ar, g.dax@cpsarg.com, ganinao@email.ypf.com.ar, gfilippi@adinet.com.uy, giordano@einstein.com.ar, gmoyano@tournet.tournet.com.ar, gpadi-lla@mail.anice.net.ar, gwarck@overnet.com.ar, hillyard@impsatl.com.ar, hreggin@starnet.net.ar, Iacb@siscor.bibnal.edu.ar, icambiasso@interlink.com.ar, info@sion.com.ar, kolbmayer@starnet.net.ar, kolperel@anice.net.ar, lewin@einstein.com.ar, manotas@impsatl.com.ar, marcala@cpsarg.com, marconiv@oxford.satlink.net, maria@sudeste.com.ar, McGraw@ba.net, mcthom@einstein.com.ar, mfalk@overnet.com.ar, mgandolfo@nscon.com, mhhughes@sicoar.com, mpmassi@uncoma.edu.ar, mrossetti@mayo.com.ar, pexpress@canopus.com.ar, pickwick@internet.siscotel.com, plmora@impsatl.com.ar, porto@isis.unlp.edu.ar, rainbow@century.com.ar, relaura@interserver.com.ar, rettasil@sminter.com.ar, rlohe@mail.retina.ar, roberto.perez@cpsarg.com, ronis@coneco.org.ar, rusheduc@mbox.servicenet.com.ar, sara@unt.edu.ar, sbartolo@startel.com, sbsas@interserver.com.ar, silalb@msg.smartar.com, t88qaa-yl@atila.overnet.com.ar, teacher@dorsai.org, tep@necsus.com.ar, tgassoc@satlin-k.com, tle@pccp.com.ar, tmaldo@sgil.exa.unicen.edu.ar, vivian@netex.com.ar, vlmop@inetminas.estaminas.com.br,

X-Attachments:

Message-Id: <v0311070eb01d079589c6@[200.26.47.34]>

I thought you might be interested in this. For an English teachers' association to refuse membership is so unusual that it can not go without comment. Given my high profile in Argentine ELT (if you'll pardon the arrogance) it is little short of sensational. I have made some comments at the end of this forwarded letter.

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Copy of letter sent to:

Presidents: BrazTESOL, TESOL Chile, PARATESOL, URUTESOL,  
Communications & Marketing TESOL Central Office

It is with great sadness that I have to inform you that I have today been told by Vivien Morghen of the Instituto Cultural Norte Americano de Cultura Inglesa (ICANA) that my membership to Argentina TESOL will not be renewed on the grounds that I am 'not a friend of ARTESOL'.

My offer to help with the publicity and organisation of the next Cono Sur TESOL to be held in Buenos Aires has also been turned down.

The reason given was that I had published an article in the 'Buenos Aires Herald' two years ago which was critical of an ARTESOL conference that had instructed booksellers and distributors that they must not display 'British' titles on their stands.

Given this unfortunate state of affairs I regret that it will be difficult for me to help very much with the next Cono Sur TESOL. Certainly, as things stand, I shall not be able to be personally present. You know my commitment to TESOL and you also know how in recent years I have made a special effort to attend all TESOL meetings in Chile, Brazil, Paraguay and Uruguay. This has not changed one bit and I shall still continue to support TESOL as much as I can.

Not, however, in Argentina, and this is not, mark, of my choosing.

Very best wishes (and sorry to let you down)

Martin Eayrs

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Comments:

As you know I travel extensively around the Cono Sur and in general am welcome everywhere. I have lectured and produced in-conference publications for most of the TESOLs in southern South America. Not only TESOLs but also for the IATEFLs, the Culturas, the BNCs, ESSARP, FAAPI, LAURELS, ABLA, and countless teachers associations, teacher training colleges, universities, schools and institutes. In short, I get around, know most of the movers and shakers and am known and respected in Britain and South America as a serious writer, publisher and academic.

As a journalist I'm not in the business of praising or criticising organisations through whim or caprice. My self appointed role is to inform and where possible to help make communications run more easily. However, I do not tolerate injustice, deceit or misrepresentation. In that, I am probably fairly typical of the press and when I come across something that is 'unfair' or just plain 'wrong' then I draw attention to it. I would be failing in my duty as a responsible journalist if I didn't.

The affair of the 'British titles' mentioned above (ironically these are mostly owned by American houses as you surely know) is a case in point. In its charter and code of practice TESOL International urges branches to be open to the free interchange of and access to all materials and information that may be beneficial to a professional teacher. Moreover, it is interesting to note that other Cono Sur TESOLs - in Brazil, Uruguay and Paraguay - are also affiliated to IATEFL, a British association.

This cross-fertilisation is good. For an academic there should be no 'walls', especially those built with the bricks of ideology and linguistic hegemony. Indeed, the restriction has apparently been lifted for the next ARTESOL meeting so it seems doubly strange that I should be ostracised for a constructive criticism that has in fact been accepted and acted upon.

I have been closely involved with the preparations for and running of the last two Cono Sur TESOLs in Paraguay and Uruguay. Indeed, the perception in URUTESOL and PARATESOL is that I have been far more helpful to them than ARTESOL. I am probably the only person to have attended the four TESOL meetings last year in Brazil, Chile, Paraguay and Uruguay. I may be perceived in ICANA as 'not a friend of Argentina TESOL' but I am very much a friend of TESOL in the Cono Sur and in the United States. There would seem to be a very real danger here that a simple membership issue is being clouded by perceived slights or personal prejudice and that the baby is being thrown out with the bathwater.

TESOL exists all over the world and it is a good institution because it is run in an open and transparent way. Some examples of TESOL recommended practice (as implemented outside Argentina):

- a) the association should not be especially identified with one institution
- b) there should be regular and open elections (not 'appointments') in which all members vote
- c) committee members should represent a range of institutions
- d) meetings of all members and committee members should be held regularly and on 'neutral' territory
- e) contacts should be sought and maintained with other teachers' associations in a spirit of cooperation and friendliness

TESOL in Argentina is run in an arbitrary and autocratic fashion but as it is an autonomous institution there is no way to appeal its decisions, even if these run contrary to TESOL practice. However, to cite TESOL's Communications & Marketing Department in Alexandria, Virginia: "TESOL promotes scholarship, disseminates information and strengthens instruction and research". TESOL affiliates worldwide are independent organisations but one would expect them to adhere to this brief. One can hardly 'promote scholarship' and 'strengthen research' without unrestricted access to meetings and materials and a fluid interchange between qualified professionals.

I have recently discovered that I am not alone in being rejected for membership by Argentina TESOL. For various reasons several prominent members of the ELT community in Buenos Aires have also been told they were not considered suitable for membership. They have preferred to keep quiet or have not had the means to do much in the way of complaint. I do not intend to keep quiet and I do have the means to make my feelings felt. It is for this reason that I am 'going public' with this complaint.

I urge you to circulate the contents of this mail as widely as possible. If you know of anyone else who has been refused membership of TESOL in Argentina or who has other reasons to doubt the transparency and professional integrity of ARTESOL or those representing it they should contact me. If sufficient support can be raised appropriate action will be taken.

Furthermore I offer the elements at my disposal - the N&V-L electronic list and the pages of ELT News & Views - for further discussion of this matter. For ELT to develop in Argentina we need standards, we need codes of practice, we need professional ethics and we need a free and open forum for interaction and interchange. A fairly run and non-discriminatory local branch of TESOL is a useful local organisation and it seems a terrible shame that we don't appear to have one.

Thank you for taking the time to read this unsolicited and perhaps unwarranted outburst.

From ???@??? Sun Aug 17 21:58:30 1997

To: me@interlink.com.ar

From: <me@interlink.com.ar>

Subject: N&V-L Argentina TESOL request for info (Ar)

Cc:

Bcc:

X-Attachments:

Message-Id: <v03110701b01d4e7b7c5f@[200.26.47.34]>

-----

Joining Argentina TESOL (Gen)  
-----

I would like to join ARTESOL. What are the conditions for membership and where should I apply?

Litty Mora  
UCLES Support Officer  
From ???@??? Sun Aug 17 22:01:10 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: N&V-L request for info on joining TESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b01d4f21a354@[200.26.47.16]>

-----  
Joining Argentina TESOL (Gen)  
-----

I would like to join ARTESOL. What are the conditions for membership and where should I apply?

Litty Mora  
UCLES Support Officer  
From ???@??? Mon Aug 18 01:08:46 1997  
To: me@interlink.com.ar  
From: <me@interlink.com.ar>  
Subject: N&V-L Argentina TESOL request for info (Ar)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110705b01d7b2afe4f@[200.26.47.16]>

>-----  
>Joining Argentina TESOL (Gen)  
>-----  
>  
>I would like to join ARTESOL. What are the conditions for membership and  
>where should I apply?  
>  
>Litty Mora  
>UCLES Support Officer

Ana is a member of TESOL INTERNATIONAL and the three of us members of APIBA, but we think it's high time we joined ARTESOL. as well (after all, it's only natural) We'd also like to know what requirements are to be met for membership. Is there anyone out there who might know?

Thanks.

Ana María Armendáriz  
Silvia Luppi  
Silvia Rettaroli  
Foreign Languages Area  
Dirección General de Investigación y Desarrollo Educativo  
Ministerio de Cultura y Educación de la Nación  
From ???@??? Mon Aug 18 01:51:57 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar

Subject: N&V-L Argentina TESOL request for info (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110708b01d851b554f@[200.26.47.16]>

>-----  
>Joining Argentina TESOL (Gen)  
>-----  
>  
>I would like to join ARTESOL. What are the conditions for membership and  
>where should I apply?  
>  
>Litty Mora  
>UCLES Support Officer

Ana is a member of TESOL INTERNATIONAL and the three of us members of APIBA, but we think it's high time we joined ARTESOL. as well (after all, it's only natural) We'd also like to know what requirements are to be met for membership. Is there anyone out there who might know?

Thanks.

Ana María Armendáriz  
Silvia Luppi  
Silvia Rettaroli  
Foreign Languages Area  
Dirección General de Investigación y Desarrollo Educativo  
Ministerio de Cultura y Educación de la Nación  
>

-----  
N&V List - Information Services for English teachers in the Cono Sur  
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|                      |                           |       |
|----------------------|---------------------------|-------|
| LIST COMMANDS:       | To Subscribe.....SUB      | N&V-L |
|                      | To Unsubscribe.....UNSUB  | N&V-L |
| to be written in the | To Post messages.....POST | N&V-L |
| Subject line, please | Help and queries.....HELP | N&V-L |

-----

|                        |                            |
|------------------------|----------------------------|
| ELT News and Views     | List Editor: Martin Eayrs  |
| Uruguay 782-3          |                            |
| (1015) Capital Federal | mailto:me@interlink.com.ar |
| Buenos Aires           | Fax: (54) 1 375-3944       |
| Argentina              | Tel: (54) 1 371-7705       |

-----

From ???@??? Mon Aug 18 01:53:19 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Joining Argentina TESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110709b01d851e5610@[200.26.47.16]>

-----  
Joining Argentina TESOL (Ar)  
-----

Martin Eayrs concludes:

> [...] For ELT to develop in Argentina we need standards, we need

> codes of practice, we need professional ethics and we need a free  
> and open forum for interaction and interchange. A fairly run and non-  
> discriminatory local branch of TESOL is a useful local organisation  
> and it seems a terrible shame that we don't appear to have one.

> Thank you for taking the time to read this unsolicited and perhaps  
> unwarranted outburst.

I'd like to support Martin's move to make public this unfortunate instance of arbitrary local practice. I'd like to point out that this kind of "outburst" is absolutely necessary to the democratic spirit that our academic community must exercise rather than wait for it to be granted.

Let me briefly relate my brief but probably telling experience with TESOL. I became a member of both TESOL and ARTESOL in mid-'94 and attended the annual TESOL convention in Long Beach in March '95. At the Long Beach exhibition I learned that the TESOL Summer Institute, which is held in a different country every year, would for the first time be held in a Latin American country, and that's how I decided to spend a month in Venezuela that July. I was at the time appalled that ARTESOL never notified its members about the event through its Newsletter, as it didn't about any other event organized by a TESOL branch convention in Latin America, at least in 1994-95. The two graduate courses I took at the Institute have decided my course of study and research since; it is there that I met my current mentor, and I couldn't have been happier to have attended the Long Beach convention, if only for that reason.

I made a presentation at the ARTESOL convention for the first and the last time in 1995 right after my stay in Venezuela and I remember noticing the perfect absence of British material at the exhibition, as well as Martin's contemporary article in the Herald. At the time I thought that Chinese walls had better be met with a parallel attitude - that withdrawal of support was the best course of action, and therefore decided not to renew my membership. However, had I taken a more active course of action then, perhaps we wouldn't be worrying over denials of membership in 1997.

I have been a TESOL member for three years now, and am also a founding member of its Intercultural Communication Interest Section, which was started under a year ago. I can testify to the IS's eagerness to grow while getting all of its members to participate without any 'proof' of allegiance or prior investigation.

Let me suggest that \_ELT News & Views\_ in its printed form also become more of an open forum. Although the printed medium is obviously less interactive and exchange is less immediate, we must admit that it is only a lucky few among us that have access to e-mail. Though slower, a parallel dialogue in the mag. could certainly get many more of us involved.

My own outburst in your court now,

Ana Traversa  
Fac. de Filosofia y Letras,  
Univ. de Buenos Aires,  
Argentina  
mailto:anatrav@fltext.cci.org.ar

From ???@??? Mon Aug 18 15:25:45 1997

To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L More on Argentina TESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b01e3e06943a@[200.26.47.16]>

-----  
More on Argentina TESOL (Ar)  
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If I might add my humble contribution to the ARTESOL issue, I'd like to point out that much though I would like to expound on the subject, the task is an impossible one for me to fulfill : I sent in my membership application almost a year ago, together with the corresponding fee, and with it I also sent my request for subscription to ENGLISH TEACHING FORUM. Unfortunately, I never received any form of acknowledgement whatsoever. I did receive a back issue of FORUM, almost three months later, and this year I received an invitation to the August ARTESOL event, but at no time have I ever been informed of any other event, either national or international, and that solitary copy of the magazine was the last I heard from it. I do not know whether I was ever accepted as a member, either, though the reception of that invitation seems to indicate so. I remember wondering at one time whether the information sent was selective, based on the comparative importance of the individual concerned in the ELT field, but now, after the last few postings, I am sure that was not the case.

What makes all this more serious is that at the time I sent my application three other colleagues, as well as our Instituto del Profesorado -as an Institution- did the same. They fared even worse : two of them who had sent cheques to pay for their membership fee found out some time later that those cheques had never been cashed; one of them received the invitation to the BA Artesol event, but none of them were so lucky as to receive even a three-month-old copy of the Forum magazine.

As it was clearly expressed in the very meaningful posting Ana Armendariz sent two days ago, it is undoubtedly true that if we do not make a combined effort and devote all our energies to improving the quality of ELT in our country (or, for that matter, of any other subject), our children and teenagers will continue to suffer from this continuous process of attrition Argentine education does not seem to be able to overcome. Is it right then, I wonder, for a group of teachers (be they as bright, professionally qualified and important in their chosen field as they like) to lock themselves in their ivory towers and lift the drawbridge, as it were, against the rest of the members of their profession on grounds as flimsy as the ones that have been mentioned in this forum? I have always believed that true greatness implies both modesty and an ability to be objective about our strengths and weaknesses, our rights and wrongs. For my part, I would be very suspicious of people praising me all the time (not that I qualify for praise so much!) : I would somehow get the feeling that I was being humoured --as we humour children so that they will keep quiet and not throw a tantrum-- or worse, that my opinions were so trivial or unimportant that people would simply not take the trouble to analyse and respond to them.

I do not know any of the people who hold positions of authority in ARTESOL, and therefore I have nothing



against them except blaming them for making many of their colleagues feel that professional organisations can sometimes be not very professional, and that ethical behaviour is something not available to all of us. But that, I think, is a very sad thing to happen to an academic organisation.

Cristina Gallo  
Instituto Privado Neuquino del  
Profesorado en Ingles  
Neuquen, Argentina  
mailto:cgm@teletel.com.ar  
From ???@??? Mon Aug 18 15:26:14 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L More on Argentina TESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b01e418c6875@[200.26.47.16]>

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From TESOL Central Office  
-----

Greetings everybody,

First allow me to introduce myself. I work at TESOL Central Office in the Department of Field Services, and have been a subscriber to this list since its inception. Most often I just observe, watching for any interesting information from Latin or South America. I recently have noticed the discussion surrounding the improvement of EFL standards in Argentina, and I just wanted to point out that TESOL has just recently published a set of ESL standards which you may find useful in your endeavor.

ESL Standards for Pre-K-12 Students is geared towards developing effective and equitable education for ESOL students here in the US, but perhaps the guidelines and standards that are presented could be useful to you as well. The publication is available for \$17USD (\$12USD for members of TESOL), and you can get further information on it from either our website (<http://www.tesol.edu>) or by contacting our publications department at [publ@tesol.edu](mailto:publ@tesol.edu).

Regards,

John Segota

```
*-----*
|   John Segota,  Field Services Assistant   |
| TESOL Central Office, 1600 Cameron Street, Suite 300 |
|   Alexandria, VA 22314-2751  USA           |
| Tel. 703-518-2513 (voice)   Fax 703-836-6447   |
| email: john@tesol.edu      http://www.tesol.edu |
*-----*
```

From ???@??? Mon Aug 18 17:29:23 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Interesting Bs As workshop (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070ab01e6043a224@[200.26.47.53]>

-----  
Interesting workshop in Buenos Aires  
-----

Last Saturday morning, I attended an interesting workshop at the Asociacion de Ex-Alumnos del Instituto de Lenguas Vivas. It was a new perspective on ELT based "tasks". It would take very long to explain what "task" stands for, but the sole word gives you an idea of "action" which enables students to do more things on their own, based on their own experiences.

This introduction to TBS (task based learning) was led by Silvia Luppi, and it will go on for the next two Saturdays with the help of Silvia Rettaroli. I think it would be worth becoming more familiar with this new point of view.

Graciela Louzán  
mailto:cgrace@cvtci.com.ar  
From ???@??? Mon Aug 18 17:59:09 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Getting in touch with Argentina TESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070bb01e6127d7df@[200.26.47.53]>

-----  
Getting in touch with TESOL Argentina  
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Litty Mora asked about getting in touch with Argentina TESOL. Those wishing to contact ARTESOL can do so at the following address:

ICANA  
Maipu 672  
1006 Capital  
Tel: (54) 1 393-4864/394-2979  
Fax: (54) 1 393-2003

Litty also asked about criteria for membership of Argentina TESOL. Our enquiries have not been fruitful in this respect. Perhaps some list member who is a member can put the question to ARTESOL and then post their reply to this list ?

Indeed if anyone on this list is able to attend the ARTESOL conference in Buenos Aires on 23 Aug the most practical solution would seem to be to put the question to the ARTESOL committee in open assembly.

What is becoming clear is that many leading ELT practitioners in Argentina have had their applications for membership rejected or ignored. As the President of TESOL International, Mary Anne Christison, will be at ICANA's annual seminar from 19-22 August it would seem a very appropriate moment to raise the issue.

It might also be a good opportunity to find out why paid up members of TESOL International are refused membership of TESOL in Argentina.

List members may wish to take this matter further. Mary Anne Christison can presumably be contacted at Icana from 19-22 August at the above address. TESOL can be contacted directly at:

Teachers of English to Speakers of Other Languages, Inc.

1600 Cameron Street, Suite 300

Alexandria, Virginia, 22314-2751 USA

Tel. 703-836-0774, Fax 703-836-7864

mailto:tesol@tesol.edu

From ???@??? Mon Aug 18 20:55:50 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Student motivation (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110703b01e91282838@[200.26.47.52]>

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Student motivation (Gen)  
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Going on with the topic of students' behaviour and motivation in different parts of the world, here's a teacher from Spain reflecting upon his reality. He wonders whether things are different in the Middle East, South America, and other parts of the world:

At 16:17 17/08/97 EDT, David Kornegay (Seville) kornegay@interbook.net wrote:

>I have a small after-school EFL academy for children and teenagers here in  
>Spain. The atmosphere varies a lot from one class to the next and has to  
>do with the teacher's experience and personality and the composition of  
the

>group. However, I would say that discipline is generally difficult in EFL  
>classes in Spain. Although we have point systems and prizes, and often  
>talk with the students individually or with their parents when there is a  
>problem, we have to expel one or two students a year to keep discipline  
>within bounds. With ten years of experience, I can manage most of my  
>classes OK, although continuous talking off the subject in Spanish can  
>sometimes be a problem, but I've had to get rid of some students from my  
>classes too. Spanish teenagers and preteens seem to like to tease foreign  
>teachers with less experience and see how nervous or mad they can get  
them.

>The reaction of the teacher is to think it's his fault and he nervously  
>tries to do things better, which pleases the students no end because they  
>see the formula is working. Teachers don't like to admit there is a  
>problem they can't handle, among other things because they think it might  
>be bad for their relationship with their employer.

>

>I remember reading an article in EL Gazette a few years ago about how the  
>University of Ulster switched their teacher training program from Spain to  
>Hungary primarily because the trainees couldn't get much experience  
>teaching if the classes were ungovernable.

>

>A Spanish high school English teacher friend with many years of experience  
>says she doesn't do the practical part of the class because after one  
>student tries to form a sentence in English, somebody at the back of the  
>room cracks a joke about it and it takes too long to calm everyone down  
>again.

>

>From what I read, it seems that the atmosphere is much more respectful in

>the Far East. How about in the Middle East, South America, and other  
>regions of the world?  
>

Note: according to existing international copyright laws, permission has been granted by the author of the message to reproduce it here. It would be appreciated if responses to the list contained a carbon copy (the CC option) to the original author at kornegay@interbook.net

Roberto Perez- Argentina  
mailto:roberto.perez@cpsarg.com  
From ???@??? Tue Aug 19 01:07:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Contacting Argentina TESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b01ecc661820@[200.26.47.52]>

-----  
TESOL Argentina  
-----

Dear Netters:

Several of you have asked about ARTESOL membership admission policy. I bet we can obtain this information from the local ARTESOL premises, <icana@arg.siscotel.com>, or we can try the TESOL Central Office, <mbr@tesol.edu>.

Ana Traversa  
FFyL/UBA, <anatrav@fltext.cci.org.ar>  
From ???@??? Tue Aug 19 09:03:58 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Talks on Distance MA in Ling (Ar/Cl)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b01f3b452cbb@[200.26.47.52]>

-----  
Talks on Distance MA in Ling (TESOL)  
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Corrected dates as follows

A talk entitled: 'How to get an M.A. in Linguistics (TESOL) by Distance learning' (for experienced teachers of English) will be given by Jonathan Charteris Black of the University of Surrey (UK) in November 1997 as follows:

Tuesday 11 Nov - ROSARIO, Argentina

At the Asociacion Rosarina de Cultura Inglesa  
8h30pm - Contact Tel. 041 4998892

Wednesday 12 Nov - CORDOBA, Argentina

At the Asociacion Argentina de Cultura Britanica

Time to be confirmed - Contact tel. 051 691000

Saturday 15 Nov - Buenos Aires, Argentina

At the British Arts Centre, AACI  
10h30am - Contact 393-6941

The talk will also be given in Chile - details not yet available

Charteris-Black J Mr (ELI)  
mailto:J.Charteris-Black@surrey.ac.uk

From ???@??? Tue Aug 19 12:41:00 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Resource Centre Argentina (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110705b01f6eb245b6@[200.26.47.52]>

-----  
Resource Centre Argentina  
-----

The library of the Instituto Argentino de Cultura Britanica offers free public access and service from 8.30-11 am and 14.30-19.30 from Monday to Fridays.

The collection includes specialized language reference books, texts, classic and contemporary English literature, continuously updated.

A collection of the most representative authors of the Argentine, Spanish and Latin American literatures, and also children's readers, in both languages, is available.

Customers can use, in situ, CD-Roms specially selected for learning purpose.

Academic institutions in the United Kingdom and the United States send us complete information on graduate, postgraduate and English as a Second Language Courses.

The library subscribes a variety of periodicals, for general readers, young learners and for teachers of English.

All these materials are registered in different databases according to international standards for correct retrieval.

The library is now offering 'in situ' reading, and membership for those interested in borrowing books.

As we know, it is, sometimes, not very easy to find titles of short stories, essays and plays, which were compiled in different editions, we offer to solve this, consulting our databases and responding inquiries through this via.

You are all welcome.

Instituto Argentino de Cultura Britanica

Cecilia Mardaraz  
Librarian  
Alsina 296  
1878 - Quilmes  
ARGENTINA

telephone and fax 54 (01) 253-0931/224-4104  
From ???@??? Wed Aug 20 01:14:33 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L More on Argentina TESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b0201f7e0f85@[200.26.47.38]>

-----  
More on Argentina TESOL (Ar)  
-----

Hello everyone,

After reading Cristina Gallo and so many others on ARTESOL I can only come to one conclusion:

The rot that pervades this country starts smelling strong. And this kind of public argument among us is the best evidence of it. Instead of working all together towards improving our society through education we have to waste our time biting each other like wolves.

I don't know in detail what is really going on here. All I know is that I can see too many colleagues complaining about the same thing, so there must be something wrong somewhere along the line.

May I praise Martin's idea of creating this big virtual blackboard where all of us "can speak our minds". It is high time that we had some REAL freedom.

I hope to see MANY more comments from all quarters. The bigger the richer.

Greetings to everyone.  
Dick Jones - Patagonia

---

E-mail: tgassoc@satlink.com  
ARGENTINA  
From ???@??? Wed Aug 20 01:16:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Student motivation (Gen)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110703b0201fed29a3@[200.26.47.38]>

-----  
Student motivation (Gen)  
-----

Dear Roberto Perez,

I've read your comments about Spain. I am shocked!!! What is Spain to be like in 5 years' time? Chaos!!! If that's the way they bring up their children you can't expect much.

I suggest that everybody in the Forum watches the video which comes with the "Look Ahead"- Upper Intermediate package about discipline in the English Grammar Schools for a good example of respect to rules, which is what built a reliable, powerful country (in spite of many shortcomings).

Where I live (Trelew - Patagonia - Argentina) we are still respected, although I don't for how long, as lecturers at some universities train teachers into a "HIGHLY slack" type of class management, where pupils can do anything they want. I have found that some of them, only after some time of suffering their nonsense "discover" that their academic theories were but a big pile of ...

In short, I think it's all part of this rotten corruption spread worldwide by politicians and TV.

I really sympathize with our Spanish colleagues.

Best regards.

Dick Jones

ARGENTINA  
mailto:tgassoc@satlink.com  
From ???@??? Wed Aug 20 01:19:45 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Learn day around the world (Gen)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110704b020207e4ba1@[200.26.47.38]>

-----  
Learn day around the world (Gen)  
-----

Dear David Kornegay in Seville and Roberto Perez in Argentina:

I was particularly interested to read about your work, David, in Seville as it directly relates to our building of the Franklin Knowledge Corps - modeled after Kennedy's Peace Corps....a call to action to those who teach English as a Second Language to form an alliance together by way of the Franklin Knowledge Corps.

In that connection, our Institute is holding worldwide conference called GLOBAL LEARN DAY which will in fact go "round the world" with stops in Japan, China, N.Z., Australia, Saudia Arabia, India, South Africa, Turkey, Ukraine, Russia, Poland, Germany, France, U.K. and (we hope) Spain, then to South America, Brazil, Argentina, Chile, Columbia, then "up" to Mexico, Canada, several American "stops" finally ending in Hawaii where the Closing Ceremony will be televised live with that broadcast also aired over the Net to anyone with a 28.8 modem. The purpose of the Exhibit will be to showcase thousands of university courses that can be taken over the internet, proving that "students in Bombay can takes courses from

Boston"...that there are undergraduate, graduate and doctoral degrees available through internet delivery from fine universities around the world.

All of this is a lead in to try to interest each of you to participate in GLOBAL LEARN DAY.. we would like to make a "stop" in Spain where a professor from America would talk either about distance learning, or, more probably in each of your cases about English as a Second Language and the opportunities, and learning experiences of teaching abroad. All it would require on the Celebrant's end (yours in Seville, or in Argentina,) is that on Sunday October 12, at approximately 14:00 local time the Celebrant would be able to have a telephone call with the American counterpart which call would be fed to our broadcast studio then aired live over the internet to a worldwide audience.

You may circulate this note to any friends in South America or in Europe, hopefully with the idea that either or both of you would like to participate. Our Latin Commander is Edwin Heil who I am copying with this note. Edwin lived in Ecuador for several years, was a Texas A&M teacher and is now enroute to San Diego where he will help lead the Franklin Knowledge Corps efforts in South America. Please visit our site: <http://www.bfranklin.edu> or send an email to: <[learn@jjplaza.com](mailto:learn@jjplaza.com)> (no text, no subject) and our autoresponder will give you a 15 page summary.

I hope to hear from you both. Soon. LEARN DAY is 54 days from reality, a LANDMARK EVENT in distance education and internet history.

JOHN W. HIBBS

Founder

BENJAMIN FRANKLIN INSTITUTE

OF GLOBAL EDUCATION

Headquarters for GLOBAL LEARN DAY

and The Franklin Knowledge Corps

TEL: 619 270 2352

FAX: 619 270 2667

URL: <http://www.bfranklin.edu>

for instant email response re: topics/schedule

LEARN DAY, dial <mailto:learn@jjplaza.com> just click SEND, no text to subject

4241 Jutland Avenue, Suite 2000

San Diego, CA 92117

">To travel hopefully is a better thing than to arrive."

> --Robert Louis Stevenson, 1881

From ???@??? Wed Aug 20 01:22:21 1997

To: [me@interlink.com.ar](mailto:me@interlink.com.ar)

From: [me@interlink.com.ar](mailto:me@interlink.com.ar)

Subject: N&V-L Bs As workshop (Ar)

Cc:

Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)

X-Attachments:

Message-Id: <[v03110705b020212d74e6@\[200.26.47.38\]](mailto:v03110705b020212d74e6@[200.26.47.38])>

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More about workshop in Buenos Aires  
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Graciela Louzán wrote:

"Last Saturday morning, I attended an interesting workshop at the Asociacion de Ex-Alumnos del Instituto de Lenguas Vivas. It was a new



perspective on ELT based "tasks". It would take very long to explain what "task" stands for, but the sole word gives you an idea of "action" which enables students to do more things on their own, based on their own experiences.

This introduction to TBS (task based learning) was led by Silvia Luppi, and it will go on for the next two Saturdays with the help of Silvia Rettaroli. I think it would be worth becoming more familiar with this new point of view."

In the first place, I would like to thank Graciela for her words on the seminar. Among plenty of advertising and announcements, it is the first time I've read about an event that has already taken place. It is nice to share not only requests and worries about our profession but also pleasant and useful experiences. It was a very rewarding one for me as well.

Secondly, I would like to point out that Silvia Rettaroli is not helping me with this workshop. We 've planned it together and delivered it separately and jointly for the sake of variety. We've been working together for quite some time now on various projects and I expect to go on doing so. Silvia is hardworking, committed, creative and generous, and we get on very well both professionally and personally.

Silvia Luppi  
mailto:silalb@msg.smartAR.com  
From ???@??? Wed Aug 20 01:25:32 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Student motivation (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b0202237b377@[200.26.47.38]>

-----  
Student motivation (Gen)  
-----

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In short, I think it's all part of this rotten corruption spread worldwide by politicians and TV.

I really sympathize with our Spanish colleagues.

Best regards.

Dick Jones

ARGENTINA  
mailto:tgassoc@satlink.com  
From ???@??? Wed Aug 20 01:26:11 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Learn day around the world (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110708b0202260bce2@[200.26.47.38]>

-----  
Learn day around the world (Gen)  
-----

Dear David Kornegay in Seville and Roberto Perez in Argentina:

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JOHN W. HIBBS  
Founder  
BENJAMIN FRANKLIN INSTITUTE  
OF GLOBAL EDUCATION  
Headquarters for GLOBAL LEARN DAY  
and The Franklin Knowledge Corps  
TEL: 619 270 2352  
FAX: 619 270 2667  
URL: <http://www.bfranklin.edu>  
for instant email response re: topics/schedule  
LEARN DAY, dial <mailto:learn@jjplaza.com> just click SEND, no text to subject  
4241 Jutland Avenue, Suite 2000  
San Diego, CA 92117

">To travel hopefully is a better thing than to arrive."  
> --Robert Louis Stevenson, 1881  
From ???@??? Wed Aug 20 08:53:20 1997  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
Subject: Pursuing the ARTESOL theme (Ar)  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)  
X-Attachments:  
Message-Id: <[v0311070fb020866a44d6@\[200.26.47.38\]](mailto:v0311070fb020866a44d6@[200.26.47.38])>

-----  
Pursuing the ARTESOL theme (Ar)  
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Dear Netters,

This is intended for those of us who have not (yet?) expressed any kind of grievance against ARTESOL, though not expressed does not necessarily imply we ignore the issue. There are many silent participants on this List -- as in most, and most human endeavours -- who might be witnessing the development of the ARTESOL case in blank astonishment.

In my view with ample justification Martin reacts against a clear instance of injustice. He claims -- and I quote -- "we need standards, codes of practice, [...]"

What are the codes of practice of ARTESOL? If there are any, where are they stated? Who do they have the consensus of? On what grounds was the application form by Martin Eayrs, MA, rejected? On what grounds other than having expressed his dissent on an issue -- which is, by the way, relevant to all of us, the integration of British, American, and other varieties of English now that everybody is talking about English as the lingua franca of the world?? On what grounds, finally, is he declared "not a friend of ARTESOL's"?

I would like to disclose -- just in case it might not be clear to some netters -- that several of us have expressed a fake wish to become members of ARTESOL, and tongue in cheek have asked what requirements are to be met to join. Yes, because some application forms have never been answered, others turned down, still others not renewed. The implicit message was, "What kind of strange hidden requirements have been set to join the

association? What does it mean to say that one is or is not 'a friend of ARTESOL's?"

Yes, we need standards, and explicit codes of practice. And, going on with Martin's quote, "we need professional ethics" What kind of ethics is this? The ethics of discrimination based on dissent? To my mind, dissent can only be crushed by alternative sound academic argumentation. And so far I have not found any kind of sound argumentation.

What is ethics anyway? A way of life, a way of conceiving the world, not only the professional world. A way of being as a whole human being. As a country with a short democratic tradition but in the -- at times painful -- process of developing one, I'm fully convinced we should not tolerate any of this, coming from ARTESOL or wherever else..

As Ana Traversa so aptly writes, " I'd like to point out that this kind of "outburst" is absolutely necessary to the democratic spirit that our academic community must exercise rather than wait for it to be granted." This is a perfect statement: it reveals as much clarity of mind as Martin's. Democracy is not an abstract concept. It is a way of life we construct every day. When we take decisions at every forking path we encounter, we may or may not have a democratic intention to do things..

This is what Ana refers to when she writes, "However, had I taken a more active course of action then, perhaps we wouldn't be worrying over denials of membership in 1997." This is exactly the point. If we just sit down to silently view things without doing anything, then we cannot complain we have been subject to injustice. Deciding not to renew membership for ethical reasons is an excellent measure provided the reasons are aired publicly.

Martin Eayrs for his part argues that "we need a free and open forum for interaction and interchange for ELT to develop in Argentina " I couldn't agree more because this is one of the aspects of being professional. Freedom and openness of thought. Debating issues does not mean you hate the person that holds a different view >from yours. It is simply that you don't agree on such-and-such a matter. But then you don't go and declare that that person "is not a friend of ..." We must learn to agree to disagree.

My next point is that associations cannot be run on a feudal basis. Feudalism should have been buried long ago as we all know, though there are still clear cases of feudal practice. An association does not belong to the committee in charge, it belongs to its members, who, by democratic consent -- ie through their vote -- have delegated their power to a group of people who are supposed to act in their name in terms of certain clearly stated parameters, which are to be found in the association's statutes. In addition, these committees are supposed to be renewed periodically. So being the president of an association is not a forever issue. As Cristina Gallo puts it, all this makes many of our [their] colleagues feel that professional organisations can sometimes be not very professional, and that ethical behaviour is something not available to all of us."

Dick Jones writes, " The rot that pervades this country starts smelling strong. And this kind of public argument among us is the best evidence of it." In response to this let me say that if there is rot, first it's good we've detected it, and second that we are doing something about it. He goes on to say that "Instead of working all together towards improving our society through education we have to waste our time biting each other like wolves". Allow me the license of disagreement here. I don't think this is wasting our time. This far more important than the tests we have to correct for tomorrow. Because it gives us a sense of belonging. We will never

conform a profession unless we have a sense of group membership, of togetherness, so to speak. And as for the wolves, there are few of them. The majority are lambs who have to learn to protect themselves.

Finally I would like to support Martin's suggestion of "a fairly run and non-discriminatory local branch of TESOL" since [snip] it seems a terrible shame that we don't appear to have one." and urge those of us interested in it to take the first steps towards opening up a new association that will not go against FAAPI and its 24 local associations. One possibility is to contact TESOL directly to find out about requirements because I don't think we will be able to have access to Mary Anne Christison here in BA.

I in turn apologise for this philosophical "outburst".

Over to you.

Ana Armendáriz  
ISP "Dr. J. V. González"/  
Ministerio de Cultura y Educación  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Wed Aug 20 16:24:41 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: TESOL International Vs ARTESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b020f3e23e4c@[200.26.47.38]>

-----  
TESOL International Vs ARTESOL (Ar)  
-----

From: Maria F. Almeida  
Wasteland Challenge International School of English

TESOL Member number:001000117896      1F Q

This message is for Ana Armendariz, Silvia Luppi who was my methodology teacher at St Brigid's, all the staff working at the ministry of education and anyone interested in knowing something about TESOL International.

I have just renewed my membership to TESOL international. I have been a member for more than a year and I am really pleased of having taken the decision to do so. I feel sorry for what I am going to say, but I decided to apply for a membership because I found in TESOL what I could not find in the organizations from my own country, support. I felt that I was backed up by an important International organization. In my opinion, to be a member of an organization does not only mean to pay an annual fee of X\$, but also to get involved in different areas of interest as well as to be engaged in teacher development. I have the feeling that at TESOL, they let me grow at the pace I want to do so. I am not a quiet type of person, just on the contrary I am always on the look to see if I can find something new to get involved in.

I received my membership to TESOL from my husband as a birthday present and I did not regret it yet. I wish I could have found the same service in my own country!.

ArTESOL has nothing to do with TESOL international. It is incomprehensible, they seem to belong to completely different worlds. They do not even answer back messages when you send them. I sometimes doubt if they feel like having people, who want their help! It is a pity, they have lost interest in human beings as such and work in such an impersonal way, to the point of not considering others respectfully. I am afraid they need some lessons on emotional intelligence.

As I told you before, I have just received a paper renewing my subscription, where they were asking me for names of colleagues interested in joining TESOL, if you want me to send your name, just let me know, I will do so with pleasure. I receive all the information and newspapers like TESOL matters in due time.

Before I forget, I am trying to get a new interest section on Multiple Intelligence, if you feel you can help me in this matter, send me your personal information to almeida@unl.satlink.com. ( I need a 100 supporters).

Maria F. Almeida

mailto:almeida@satlink.com  
From ???@??? Wed Aug 20 17:03:26 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Too much fuss about ARTESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b020fd9a2b14@[200.26.47.17]>

-----  
Too much fuss about ARTESOL (Ar)  
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Dear Ana Armendariz,

I am afraid we are making too much fuss about this question of ArTESOL. What is even worse, I have the feeling that we are wasting our valuable time and energy on something useful. All of us know that the people who run ArTESOL are not interested in Teachers' Development at all. The only thing they care for is their own business. To the hell with it! let's open another branch of TESOL for all of us who care for our development as professionals of the English Language. I have taken my membership straight from TESOL central office and everything has worked in an excellent way!. I get TESOL matters, TESOL quarterly and TESOL journal in due time.

Corruption is everywhere in Argentina, but the issue is quite simple my dear teacher, we do not need them and we will not allow them to keep on fooling us as they wish. Instead of going over and over the same topic again, let's take the bull by the horns and do something about it.

Maria F. Almeida TESOL member  
From ???@??? Wed Aug 20 17:06:42 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: TESOL International Vs ARTESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b020fe1b4956@[200.26.47.17]>

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TESOL Member number:001000117896      1F Q

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Maria F. Almeida

mailto:almeida@satlink.com  
From ???@??? Thu Aug 21 00:08:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V Seeking Spanish Editor/Translator (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:

Message-Id: <v03110702b021617a2088@[200.26.47.17]>

-----  
Seeking Spanish Editor/Translator (Gen)  
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Cynthia Swain <cynthia@linguist.com>  
seeking Spanish Editor/Translator

New England's largest translation company, located in Cambridge, seeks expert native Spanish ability for editing and proofreading technical and commercial material that has been translated into Spanish. Some translation. This is a full-time, in-house position. Minimum 3 years full-time editing/translating experience or equivalent. Salary commensurate with experience and ability. Fax resume to Cindy at 617.864.5186 or email to cynthia@linguist.com.

From ???@??? Thu Aug 21 00:16:01 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V Grammar question (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b021633187e0@[200.26.47.17]>

-----  
Grammar question (Gen)  
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In this sentence:

When they charge three pounds sterling for three portions of tiny roast potatoes, you know you're into twenty-five to thirty pounds sterling a head territory. At these sort of prices, the only children likely to be there are American micro-brats.

Which construction[S] is or are correct?

1. At these sort of prices.
2. At this sort of prices.
3. At these sorts of price.
4. At these sorts of prices.

Any suggestions or help to clear my mind would really be appreciated, as my person is up a gum tree to know which is or are correct and why when using this sort of, that kind of, this type of, that breed of, and so on. Thanks.

Geoffrey F Astbury

BA Argentina

mailto:ageoffr@act.net.ar

From ???@??? Thu Aug 21 00:20:09 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V Reply to: Too much fuss about ARTESOL (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110707b02163aca4b7@[200.26.47.17]>



-----  
Reply to: Too much fuss about ARTESOL (Ar)  
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Maria Almeida wrote:

>I am afraid we are making too much fuss about this question of ArTESOL.  
>What is even worse, I have the feeling that we are wasting our valuable  
>time and energy on something useful.

Let me disagree with you. Any kind of awareness-raising process is worthwhile and invigorating.

>All of us know that the people who run ArTESOL are not interested in Teachers' >Development at all. The only thing they care for is their own business.

Are you convinced this is so clear to everyone? Don't you think airing one's views is healthy? Have you stopped to consider these "outbursts" might serve as warnings to other colleagues?

>To the hell with it! let's open another branch of TESOL for all of us who care for our >development as professionals of the English Language.

Without letting the ones who're still members of ARTESOL why we're doing it? Some might think this is a sort of collective whim...

>I have taken my membership straight from TESOL central office and everything has >worked in an excellent way!. I get TESOL matters, TESOL quarterly and TESOL journal >in due time.

Yes, I know. I'm a witness to that. I worked on a distance learning programme of teacher preparation coming under the Ministry of Education for seven years. In 1992 we had a poster session for TESOL in the States, where we presented our programme. In 1991 I became a TESOL member. Yes, I know for certain it works well. I used to be a member of ARTESOL but I did not renew my membership. I got sick and tired of paying to get nothing in return. If I had complained forcefully there and then...

But the main issue is not TESOL but rather, "Why not have a decent branch of TESOL in Argentina?" You see, I'm all for associations. I've been a member of APIBA since I graduated, and, at different times of SEAL, IATEFL, Centro de Egresados del ISP "Dr. Joaquín V. González". I was on APIBA's committee in the 80's. But I insist: why not in our country?

>Corruption is everywhere in Argentina,

Don't you think we should do something about it? Who's going to stop it?

>but the issue is quite simple my dear teacher, we do not need them

We might not need them but we certainly have a right to a branch of ARTESOL in Argentina, a branch that would make real claims about local needs. You mention TESOL Matters: what relevance do you find in it? How useful is it to you?

>and we will not >allow them to keep on fooling us as they wish.

How? may I ask

>Instead of going over and over the same topic  
>again, let's take the bull by the horns and do something about it.

Any suggestions? I'm all ears (or rather eyes)

Ana Armendáriz  
mailto:armenda@relay1.impsat1.com  
From ???@??? Thu Aug 21 11:33:26 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V Grammar question (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070bb022020ade47@[200.26.47.45]>

-----  
Grammar question (Gen)  
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I was fascinated by this question as it's an area I'm never sure about.  
So I did what I should have done ages ago - I turned to The Bank of  
English, the 320 million word corpus used by Cobuild. The results of my  
searches are, I think, interesting:

532 instances of `these sort of people, drugs etc'  
305 instances of `these sorts of people, studies, etc'  
14 instances of `these sorts of question, thing, etc'  
2 instances of `this sort of situations, things'  
1 instance of `this sorts of tension'

I would therefore say it is perfectly acceptable to use `these sort of' or  
`these sorts of' followed by a plural noun. The data I looked at come/  
comes (another interesting subject for debate!) British, American,  
Canadian and Australian written texts and British and American spoken  
texts, and there seemed to be little difference between them as far as  
this use is concerned. I hope this is helpful.

Gwyneth Fox  
mailto:gwyneth@cobuild.collins.co.uk  
From ???@??? Thu Aug 21 11:35:37 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V Grammar question (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070db0220277f805@[200.26.47.45]>

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Grammar question (Gen)  
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I have been reading list members contributions for a few months now from  
the  
other side of the Atlantic. I must say that I have found the debates  
fascinating!

I suscribe to an awful lot of lists but I must say that yours is the most  
VITAL and ENERGETIC that I have come across.

Anyway, the latest contribution from Geoffrey F Astbury has spurred me into action. His quandry over the correct use of "kind of" "sort of" has reminded me of a huge internal debate over the correct use of these sorts of phrases. You see, I am part of a development team working on a EFL CD-ROM programme called "Let's Do Business". We noticed that these forms were occurring with a high frequency in our corpus. I have to admit, I do not remember what conclusion we came to off the top of my head but I know that it is treated in the CD-ROM programme. I will have to go back and check it out. I also recommend Michael Swan's Practical English Usage for teasing out these kinds of problems.

Anyway, Geoffrey, for what it is worth, I think (based on the much despised native speaker intuition) that "this sort of price" and "these sorts of prices" are both valid. However, I will access some electronic corpora later today, if I get a chance and see what I can come up with.

I would also like to thank the participant who forwarded the "Pick-up" phrases mailing (unfortunately cannot remember who she was). We have tried it in a classroom context and have got some great results. Some of our unattached members of staff are also experimenting with some of the lines in real-life (with mixed success it appears). Taking advantage of a recent anniversary, I myself tried my hand at delivering some of them to my wife. I think she thought I was having an affair so I have decided to stop using them!

So you see your list IS having a huge affect on us all here!!

Best regards,

Stephen Byrne  
email: abacomm@indigo.ie  
<http://www.lydbury.co.uk/abacus>  
From ???@??? Thu Aug 21 15:12:47 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V Reply from ArTESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b0223420fd49@[200.26.47.31]>

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Reply from ArTESOL (Ar)  
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My name is German Warckmeister and I have been subscribed to this list since it started. I have been an ARTESOL member since 1990 and an ARTESOL Board Member since October 1994.

I have carefully read all your recent postings.

First of all, I would like to say that you can contact ARTESOL through the email account ICANA allows us to use: [icana@arg.siscotel.com](mailto:icana@arg.siscotel.com)

Otherwise, you can contact me at: [gwarck@overnet.com.ar](mailto:gwarck@overnet.com.ar)

I really feel I need to say some things on behalf of this organization, into which I have put my heart and soul.

1. Since ARTESOL has personeria juridica, it has a set of bylaws.  
ARTESOL members can consult the bylaws.

2. Authorities are renewed periodically.

3. An Open Assembly is held regularly and ALL ARTESOL members can participate. You can participate, discuss and disagree.

I know many of the members who come to our Convention since I see them, at least once a year, and besides I have presented 4 workshops on computers since 1994. I also know all the other members of the board and I especially know the president of ARTESOL. I can also testify to their eagerness to make ARTESOL grow.

Please feel free to contact ARTESOL at the email address above (or write to me directly) if you have any concern. I will lend an ear do my best to integrate all of you to this organization.

German Warckmeister  
ARTESOL Board Member  
mailto:gwarck@overnet.com.ar  
From ???@??? Fri Aug 22 07:06:42 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V Reply to ArTESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b0230f61b531@[200.26.47.53]>

-----  
Reply to ARTESOL (Ar)  
-----

German Warckmeister (ARTESOL Committee mewmber) invites list members to write to him with regard to recent comments on N&V-L expressing dissatisfaction with Argentina TESOL.

As list editor of N&V-L and Editor of ELT News & Views I have today extended the following invitation (through German) to ARTESOL:

\* ELT News & Views recognises ARTESOL as an official teachers' association and  
would be pleased to include fliers (at no cost) announcing future ARTESOL conventions to be distributed to some 2,700 + subscribers along with the newsletter.

\* ELT News & Views would be pleased to publish reports of ARTESOL meetings and other information on ARTESOL activities in its local news sections so that  
more people know about ARTESOL and its activities.

\* ELT News & Views would be happy to publish details of ARTESOL events free of  
charge in its Calendar of events.

\* The N&V-L list would be pleased to publish information ARTESOL sends (calls for  
papers, convention details, etc) as and when it is received.

This offer is made as an expression of openness and friendship and I believe it will help ARTESOL to grow and to open out to a wider membership.

I feel that by now we should be looking for ways to build bridges rather than walls. I hope German will come back to the list with his committee's assurance that they too agree with this sentiment and that we may have achieved something constructive out of all the recent debate.

From ???@??? Fri Aug 22 10:28:54 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V Reply to Ana Armendariz (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b023438bf7e7@[200.26.47.53]>

-----  
Reply to Ana Armendariz (Ar)  
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I think that you did not understand the idea I wanted to convey through my message. I agree with you about the fact that any awareness-raising process is worthwhile, but there's a limit for everything. What's the point of getting 20 solidarity messages over the e-mail talking about the same topic over and over again, without doing anything?, without taking decisions? My appreciation is that we have found our own Coppola's case. We spend a lot of time airing a lot of things, all rotten of course, but in the end freedom is the last word. Forgive me for using such horrible example as metaphor, but it is the biggest case of corruption that I remember right now.

As far as I am concerned, airing one's view is terribly healthy, but finding a way out is much healthier. We need solutions, we need actions, we need strength to fight for our own rights as professionals. Martin's outburst some days ago aired quite a lot of things to a limited group of colleagues. Not many of us have an E-mail at home, so the best thing to do if we want everybody to know about irregularities going around ArTESOL is to write a letter and send it to the best well known newspapers in Argentina. This is the only way to reach a big number of affected teachers or potential affected ones.

Why not have a decent branch of TESOL in Argentina? well, I wonder that too. I think that the only thing we have to do is to talk to TESOL central office and ask them about the requirements needed to get another branch, but a decent one.

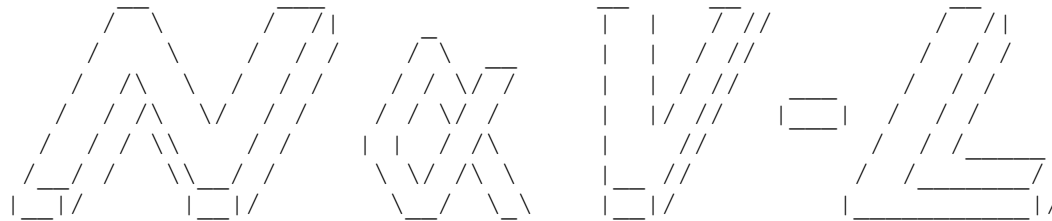
Of course, we must do something about corruption. In our field at least, I am the first soldier! And that is my main target. Let's stop complaining and let's start thinking about our strategy to get what we need and want. In TESOL matters I find a lot of things which are really interesting, at least, for my interests. I find ideas which can be adapted to our reality. In fact, I am always ahead in time from the methodological point of view. Mind you, that doesn't mean that in Argentina we do not care for methodology, just on the contrary, because we are one of the best equipped countries as far as methodology is concerned.

By the way, due to my job as representative for a book dealer, I had the pleasure to talk to Mary Ann Christinson yesterday morning at ArTESOL and I had the chance to talk to her about some of the arguments mentioned during our E-mail talks. She showed herself deeply involved in our problem and promised to help in any possible way, because the real spirit of TESOL is

to be open to everybody who shows interest in professional development. You see.... I have started doing something! I have opened the doors to discussion, now you have to back me up.

Maria Almeida  
mailto:almeida@satlink.com  
From ???@??? Fri Aug 22 10:41:28 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V Housekeeping (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110708b023460c8e79@[200.26.47.53]>

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Housekeeping  
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Periodically we print this housekeeping list. If you have not already done so please print it out and keep it safely - it will tell you how to subscribe, unsubscribe and post messages.

This is a manual list, handled by a real live human being, not a computer. This has its advantages and disadvantages, but subscribers can make our life much simpler if they help us by using certain codes in the HEADERS of the messages they send us. If the headers are not correctly coded our filters can not handle them and it takes us several times as long to process them manually.

If you are accustomed to listserv procedures, please note that N&V-L does not have DIGEST and INDEX options and as yet has no search facility.

Some guidelines, then:

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To subscribe to the list  
-----

Send an email to <me@interlink.com.ar>. In the HEADER (not the body) put the message:

SUB N&V List

In the BODY of the message put your name, position, the school or organisation you work for, and your full address (street address, town or area, post code, State or Province and country), telephone and fax numbers.

This information is useful to us if we have to contact subscribers by other means.

Once we have processed your subscription you should hear from us within a week or so. We aim to post at least once a week at first and as the list grows, more frequently.

-----  
To remove your name from the list  
-----

We hope this won't happen but if necessary send an email to  
<me@interlink.com.ar>. In the HEADER (not the body) put the message:

#### UNSUB N&V List

Your name will be removed from the list within a week. Do not put any message in the BODY of the message as this will not be read. (see HELP message below).

In the case of transferring from one account to another (i.e. if you have changed your server) please UNSUB in one message and SUB in another.

-----  
To post a message to the list  
-----

We are very keen for subscribers to post to the list. If you want to share information with other people on the list send an email to  
<me@interlink.com.ar>. In the HEADER (not the body) put the message:

#### POST N&V List

Your posting will of course be contained in the body of the message. As long as your posting is accepted by the list editor (see below) it will go out with the next list mailing.

Topics suitable for postings include calls for papers, conference announcements, job offers (but not job requests), book reviews, conference reviews, regional news and information on educational reform, mini-articles and musings on methodological and pedagogical matters, English literature, translation, applied linguistics and language acquisition and debates or suggestions regarding practical teaching matters. If in doubt ask yourself question 1 below (guidelines for posting messages).

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Guidelines for messages  
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1. Material should be "suitable for teachers of English in southern South America". This is a very wide brief but there are eventual limits.
2. References to people, associations and other postings should be measured and courteous, within the acceptable standards of academic debate. This means disagreement may be robust but should be rooted in reason rather than emotion.
3. Postings should be reasonably short, normally never more than two or exceptionally three screens. If you wish to make longer postings these may be more suitable for our printed newsletter "ELT News & Views".

4. We are quite happy to post details of new products or projects provided that these are informative rather than purely commercial in nature. Common sense and education should enable posters to see the difference.
5. All postings are subject to editing and the posting of any message to us for publication implies tacit agreement to this condition. We reserve the right to restrict postings if they do not meet the above conditions.

-----  
If you have any queries  
-----

If you need to talk to the list editor on any matter concerning this list send an email to <me@interlink.com.ar>. In the HEADER (not the body) put the message:

HELP N&V List

Allow as much as a week (possibly longer) for your query to be answered. We are sorry for this in-built delay but we believe in being honest about our constraints. As the list grows we hope to transfer its management to a fully automated listserv which will make things very much more efficient.

-----  
Help this list to grow  
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We want this list to grow quickly by providing useful information and material. We are at present right at the start of the operation and we would like to ask you to help by bringing it to the attention of others who may be interested.

You might like to consider using your FWD function to send a copy of this message to any other teacher or school administrator who you feel may be interested. Your help in this respect will in the long run help us to help you through the benefits of a wider membership.

From ???@??? Fri Aug 22 22:33:15 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Student motivation (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110714b023edb1f523@[200.26.47.53]>

-----  
N&V-L Student motivation (Gen)  
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>At 16:17 17/08/97 EDT, David Kornegay (Seville) wrote:  
>>I have a small after-school EFL academy for children and teenagers here in  
>>Spain. The atmosphere varies a lot from one class to the next and has to  
>>do with the teacher's experience and personality and the composition of the  
>>group. However, I would say that discipline is generally difficult in EFL  
>>classes in Spain....

I work extensively with teenaged Spanish students (and with their teachers



on INSET courses) and I have not experienced the problems that DK reports. Of course, I do not work with younger students, and my experience is far more limited than DK's.

Students here are more willing to question (and, on occasion, to challenge) what a teacher does in class, and incompetent teachers will have a rougher ride here than in Japan. I know of one group at a local university who complained to the faculty about one of their English teachers and caused a situation where his contract was not renewed. In this case it was a case of manifest failure to teach effectively or to respond to a series of ideas, suggestions from his class as to what they felt they needed to work/how they felt they wanted to work on it

In my own (limited) experience, students have voiced concerns, of course, but have done so politely and with a clear motive of wanting to know what I was 'up to'. Following explanations they have gone along with me... well, so far.

The picture in Japan is not so rosy as outsiders may be led to believe: cases of university staff being physically attacked for giving low grades/refusing to pass students have been reported (and in at least one case I know the report to be correct); high school classes can be as chaotic and rowdy as any I have encountered in the UK, France or Malaysia, more so with poor teachers, and sleeping through classes at university remains widespread (this would not be tolerated here).

>>I remember reading an article in EL Gazette a few years ago about how the  
>>University of Ulster switched their teacher training program from Spain  
to  
>>Hungary primarily because the trainees couldn't get much experience  
>>teaching if the classes were ungovernable.

The University of Manchester Dip TEO course sent us to Barcelona in 1976-77 for our teaching practice; the classes were boisterous and the students went on strike throughout the city, but this was immediately in the years following Franco and SOMEONE had to learn what democracy meant in practice. However, we experienced no 'ungovernable' classes, but that was a long time ago.

>>A Spanish high school English teacher friend with many years of  
experience  
>>says she doesn't do the practical part of the class because after one  
>>student tries to form a sentence in English, somebody at the back of the  
>>room cracks a joke about it and it takes too long to calm everyone down  
>>again.

The teachers I work with (private and public school junior high school and high school teachers and those teaching at the Escuelas Oficiales de Idiomas) are keen to upgrade their skills, adopt a more active approach to their classes and involve their students in extended work in English. This has included out-of-class surveys of tourists from English-Speaking countries, pen-pal exchanges, working via the Internet and producing plays and playlets.

Just to give another perspective on life here.

Stewart Hartley  
Vara de Rey 11, 6-C Logroño, 26002 Spain  
stew@trinator.com <http://www@trinator.com>  
From ???@??? Fri Aug 22 22:38:11 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar

Subject: N&V-L Too much fuss about ARTESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110715b023eee23cc1@[200.26.47.53]>

-----  
Too much fuss about ARTESOL (Ar)  
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Maria Almeida wrote:

"...I feel sorry for what I am going to say, but I decided to apply for a membership because I found in TESOL what I could not find in the organizations from my own country, support. I felt that I was backed up by an important International organization"

The world has become in many ways a global village so interaction with international organizations may be fruitful most of the time. However, organizations like TESOL or IATEFL International are still managed by people living in the countries where TESOL and IATEFL International started i.e. USA and UK. You can see that by just taking a look at the names of those who publish articles in their newsletter (with a few exceptions most of them are either American or British) or who are in charge of the Special Interest Groups. Some of the articles - based mainly on American or British educational contexts - may not be too relevant in our reality, either. I found that especially true of TESOL International as its newsletters usually contain papers concerning second language acquisition or immigrant education, two subjects that are almost irrelevant in Argentina.

On the other hand, I find that I have a lot to share with and learn from members of the local EFL community: common problems and worries, a similar context and background and above all, the chance to meet many times a year if necessary without having to travel huge distances after booking expensive plane tickets and hotel rooms! Reading is important for our teaching development, but interaction and debate of ideas with colleagues is as essential or even more since we are part of a profession characterized by its loneliness (Most of the time you are alone in front of your students).

We do need local organizations and it's really sad that ARTESOL works in such antidemocratic fashion and locked within ICANA, when it could be a wonderful forum open for all Argentine EFL teachers at a time of so many changes in our profession and in educational policies.

As regards the reason why Martin Eayrs has not been allowed to join ARTESOL, it's sad that a leading institution such as ICANA has not realized that English has become a truly INTERNATIONAL LANGUAGE. Our students are most of the time using English as a lingua franca with non-native speakers and consequently, they need to be exposed to different varieties of English.

In my humble opinion, sticking to only American English teaching material (besides, what is American English? There are so many different accents in the USA!) only shows how narrow-minded they are and narrow-minded people are

not ready to take any sort of criticism even if it is constructive.

May I suggest that those members of the list who want to be part of an open, democratic and representative ARTESOL send complaint letters to ARTESOL and TESOL INTERNATIONAL? I believe that Maria Almeida's to-hell-with-it point of view won't get us anywhere.

Cecilia Cicolini  
Buenos Aires, Argentina  
mailto:eltnetwork@impsat1.com.ar  
From ???@??? Sat Aug 23 10:46:16 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ARTESOL (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b02499e46da5@[200.26.47.53]>

-----  
ARTESOL (Ar)  
-----

Even though I was one of the members who posted grievances against ArTesol, I would like to congratulate our editor on his open and most positive gesture. As Cecilia Cicolini very aptly puts it

> interaction and debate of ideas with colleagues is  
> as essential or even more since we are part of a profession  
characterized  
> by its loneliness (Most of the time you are alone in front of your  
students).

I do not by any means share the view that if an organisation does not fit our personal requirements the only possible solution will be to discard it as useless, and try to set up a parallel one. What would be the purpose of an organisation expected to cater for only individual demands? Rising above our individualities, what we must expect from a professional association is that it will respond to collective needs, that it will provide support and learning spaces, that it will, in short, strive for improvement and excellence in whatever field it happens to be influential. If there is already an organisation which is in a position to do so, the logical course of action is to try and improve its shortcomings, NOT to foster a breach that can, in many ways, only impoverish our professional performance.

Cecilia Cicolini also wrote :

> We do need local organizations and it's really sad that ARTESOL works in  
> such antidemocratic fashion and locked within ICANA, when it could be a  
> wonderful forum open for all Argentine EFL teachers at a time of so many  
> changes in our profession and in educational policies.

> As regards the reason why Martin Eayrs has not been allowed to join  
> ARTESOL, it's sad that a leading institution such as ICANA has not  
realized  
> that English has become a truly INTERNATIONAL LANGUAGE. Our students are  
> most of the time using English as a lingua franca with non-native  
speakers

> and consequently, they need to be exposed to different varieties of English.  
> In my humble opinion, sticking to only American English teaching material  
> (besides, what is American English? There are so many different accents in  
> the USA!) only shows how narrow-minded they are and narrow-minded people are  
> not ready to take any sort of criticism even if it is constructive.

I couldn't agree more. This is another reason why I think Martin Eayrs' last broad-minded posting should be the logical conclusion to this issue, and that now it is ArTesol Board Members' turn to act on everything that has been expressed here, and improve the organisation's attitude and performance once and for all.

I would also like to congratulate German Warckmeister for his fearless facing the music on behalf of ArTesol, and to thank him for his immediate response and helpful attitude. Perhaps the task of mending ArTesol's fences will naturally fall into his hands. We cannot know that for certain, but he has given us reason to think that there might yet be hope for ArTesol's future as a comprehensive, responsive forum where our queries and ideas will find their place.

I apologise for this belated posting, but it was impossible for me to send it before.

-----  
Cristina Gallo  
Instituto Privado Neuquino del  
Profesorado en Ingles  
Neuquen, Argentina  
mailto:cgm@teletel.com.ar  
From ???@??? Sat Aug 23 18:26:49 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: National Teachers' Associations (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110762b02503cb5168@[200.26.47.17]>

-----  
National Teachers' Associations (Gen)  
-----

Maria F. Almeida writes:

(very big snip)

"... I found in TESOL (International) what I could not find in the organizations from my own country, support. I felt that I was backed up by an important International organization. In my opinion, to be a member of an organization does not only mean to pay an annual fee of X\$, but also to get involved in different areas of interest as well as to be engaged in teacher development".

Maybe this would be a good moment to reflect on what we do expect from National Teacher's Associations and to what extent they fulfill these expectations.

Posting welcome to the list.

From ???@??? Sat Aug 23 20:02:03 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Reply to German Warckmewister (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110765b02507c540df@[200.26.47.17]>

-----  
Reply to German Warckmewister (Ar)  
-----

Private reply from Martin Eayrs

>My name is Germa'n Warckmeister and I have been subscribed to this list  
>since it started. I have been an ARTESOL member since 1990 and an ARTESOL  
>Board Member since October 1994.

It is good that we have finally had a response from ARTESOL in the sense of  
this posting and I am grateful to German for replying. I think the points  
he raises need replying to, and am taking the liberty of summarising recent  
traffic on this list in order to do so.

>  
>First of all, I would like to say that you can contact ARTESOL through the  
>email account ICANA allows us to use: icana@arg.siscotel.com

It has been pointed out by several list members that messages sent to  
ARTESOL simply go unanswered. I can attest to this personally - in the run  
ups to the Cono Sur TESOL conventions the organisers in Uruguay and  
Paraguay contacted me to help with publicity in Argentina because they  
could not contact ARTESOL.

>Otherwise, you can contact me at: gwarck@overnet.com.ar

I should like to thank German on behalf of the list for this generous offer  
and invite list members to take him up on it

>I really feel I need to say some things on behalf of this organization,  
>into which I have put my heart and soul.

>

>

>1. Since ARTESOL has personeri'a jur'idica, it has a set of bylaws.  
ARTESOL  
> members can consult the bylaws.

In order to become a member of an organisation it is usual to be able to  
read the statutes BEFORE joining to see if they represent a moral, ethical  
and even legal position with which a potential member feels he/she can  
identify. These are presumably public documents and publication of  
ARTESOL's bylaws would do a great deal to clear the air. N&V-L would be  
pleased to cover the costs of the dissemination of this information.

>2. Authorities are renewed periodically.

I query the choice of the word 'renewed' - it does little to counteract the  
feeling expressed on this list that members are in fact appointed. In the  
interests of transparency, further details of the renewal procedure would  
perhaps restore faith in the democratic nature of TESOL.

In the further interests of transparency it might strengthen TESOL's credibility if there were clarification of the post of ARTESOL Executive Director. Other TESOLs do not have this position. Perhaps German can confirm that this is an elected post and if so by whom, for how long, and what limits there are to the function and power of this post.

>3. An Open Assembly is held regularly and ALL ARTESOL members can  
> participate. You can participate, discuss and disagree.

But ARTESOL members only acquire voting rights after two years and membership is annual. The encouragement to 'discuss and disagree' must be weighed against the desire for one's membership to be renewed. We have heard on this list of memberships not being renewed for precisely this reason - discussion and disagreement with ARTESOL policy.

>I know many of the members who come to our Convention since I see them, at  
>least once a year, and besides I have presented 4 workshops on computers  
>since 1994. I also know all the other members of the board and I  
especially  
>know the president of ARTESOL. I can also testify to their eagerness to  
>make ARTESOL grow.

This 'eagerness to see ARTESOL grow' conflicts sharply with points raised on this list: rejected memberships, rejected membership renewals, refusal to answer correspondence, inexplicable rejection of free advertising, lack of cooperation with other cono-sur members, ignored replies to calls for papers, discrimination against display of materials for being 'British', etc.

Readers of ELT News & Views (the newsletter, not this list) over the last years will have noticed advertising (local news, loose inserts, page ads, etc) for BrazTESOL, TESOL Chile, PARATESOL, URUTESOL and TESOL International. We have done this without charge, as an expression of support for local teachers organisations. For the last four years we have regularly made the same offer to ARTESOL - to put into the homes of 2,700+ subscribers details of ARTESOL activities and Conventions. Each time the offer has been ignored or refused. The last time we were told telephonically that ARTESOL would NEVER give us ANY information EVER. With the greatest respect, this is not illustrative of eagerness to make ARTESOL grow.

>  
>Please feel free to contact ARTESOL at the email address above (or write to  
>me directly) if you have any concern. I will lend an ear do my best to  
>integrate all of you to this organization.

I presume that here German, by inviting to 'integrate us all to the organisation', means that he will arrange for those of us who wish to become members. I for one should like to publicly take him up on this offer, or at least to provide me with a valid reason why my membership should not be renewed.

Martin Eayrs  
Buenos Aires  
Argentina  
mailto:me@interlink.com.ar

From ???@??? Sat Aug 23 20:08:05 1997  
To: me@interlink.com.ar

From: me@interlink.com.ar  
Subject: N&V-L Student motivation (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110768b0251d334a0f@[200.26.47.17]>

-----  
N&V-L Student motivation (Gen)  
-----

After reading several mails dealing with motivation I feel it is my turn to let my experience talk.

Being closer to retirement probably makes me look at teenagers with certain tenderness and what years ago was regarded as offensive, such as their lack of interest for my classes, now is a sign of alert, to make me think on something new, something closer to their interests for I am convinced that motivation comes from the very inside.

My premiss as a teacher is: If I am not motivated my students won't ever be either; if I don't love my job I won't be able to convince anybody that studying English is the best thing that can happen to them. ( At least it was the best that happened to me) Being a teacher is not only a job but a way of life too. It is the opportunity to know other people, their customs, cultures, interests, etc.

I enjoy studying and improving myself; and I also enjoy sharing all that with my pupils so I am all the time looking for new things to give them, to tell them, to make them feel participants of the miracle of learning.

If something doesn't work, I try something different. The most important is not to feel these drawbacks as failures. I think it is useful to recognise when something doesn't work well.

Changes scare us, but also move us, make us stir and bring to the surface new things.

As far as discipline goes I don't have problems. My saying is "ley pareja nadie se queja", that is equal and clear rules and opportunities for everybody. They know that they will be respected in the same way they respect others, and this works.

I know that there is no recipe for success, just a deep conviction of being on the right way.

Thank you for reading this mail

María Constanza Ciuro  
mailto:Connie@sion.com  
From ???@??? Sat Aug 23 20:40:01 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110769b0251e619128@[200.26.47.17]>

-----  
Housekeeping (Gen)  
-----

-----  
1 Subject Lines - Posting  
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List members are reminded that in order to post a message the header (subject line) must contain the words POST N&V-L. If you use the reply function your header will begin with the prefix Re: and you will have to replace the Re: with Post N&V-L.

One reason for this is that we need to distinguish between what might be a private off list comment and a list posting. If the message comes in with the words POST N&V-L this is a clear message to us that it is for posting. If it is a Re: comment we read it and then decide what to do with it. It would be a serious error on our part to post a personal comment to the list against the wish of the correspondent.

We are semi-automated. If the words POST N&V-L are included in the subject line the filters will deposit the file in the correct directory for processing postings. If the message begins with HELP N&V-L, INFO N&V-L, SUB N&V-L or UNSUB N&V-L it will be placed inside the corresponding directory. If it begins with Re: it goes into the main directory and then has to be dealt with manually. We receive upwards of 100 mails a day (not all related to N&V-L !!) and this system speeds things up quite a lot. A few seconds work on your part saves us a lot more.

-----  
2 Message Info  
-----

You do not need to put more text in the subject line than the simple command POST N&V-L. However, it is helpful to us if you indicate the nature of your posting at the top of the mail, with a line of dashes above and below. An example of this can be seen in the title at the top of this housekeeping message. If the information is relevant to one country only the letters (AR), (BR), (CL), etc. - using Internet country codes - are useful, and if of general interest (GEN). This is not necessary, but it helps.

-----  
3 Date/Time stamps  
-----

If the time and date stamp on your post is also incorrect then the file may never be seen. This is because we order directories by date and don't always scroll up into previous months or years. Consequently your message might be trashed without our ever having read it.

For this reason, please check that your clock is correctly set. This can be done in the control panel but if you are not sure how, ask your sysop or any friendly kid who knows about computers.

In fact it is never a good idea to have the clock on your computer incorrectly set. Certain routines depend on reading info from your clock and the results may well be unpredictable. It's rather like the watch on your wrist really - it's more useful if it shows the right time. But the occasional virus or system failure may reset your clock. Macintoshes in particular occasionally reset the internal clock to the year 1904 !!



Thanks for reading this - your cooperation will help us to provide you with a better service

List Editor

From ???@??? Sun Aug 24 01:34:50 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L More about ARTESOL (AR)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b02569e55159@[200.26.47.54]>

-----  
More about ARTESOL (AR)  
-----

It seems to me that I have not made myself clear enough. I have never mentioned any objection to sharing things with members of the local EFL community. I wish I had the possibility to do so.

I think that there is a complete misconception about what Cecilia Cicolini calls Maria Almeida 's to-hell-with-it point of view. What I meant by saying that is:

Instead of complaining so much, let's take an active part in the whole situation. We are all devoted teachers, we are all interested in teaching in the best possible way, we are all interested in sharing knowledge and experience, so what else do we need?

I think that we are capable enough to open up our own TESOL branch, without depending on any organization if they do not want to work as we expect them to work. Is it so difficult to understand what I mean?

In answer to Maria Cicolini's comment about my to-hell-with-it point of view, I want to tell her that instead of taking us anywhere, it took us straight to Mary A. Christinson, who is the president of TESOL international.

Mary A. Christinson asked the president of ArTESOL to contact me in order to know what the problem was all about.

Maria F. Almeida

mailto:almeida@unl.satlink.com

From ???@??? Sun Aug 24 18:13:42 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Housekeeping (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110702b0264f4539cf@[200.26.47.55]>

-----  
Housekeeping (Gen)  
-----

-----  
Rejected messages  
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We have recently had call to reject several postings on N&V-L. For members who have joined the list recently may I remind you of the 'conditions' for posting.

Postings are rejected for one or more of the following reasons:

1. The message is considered to be overt advertising
2. The message is not considered of interest to teachers of English
3. The message is considered in some way offensive.
4. The message (or one similar) has already/recently been posted
5. The message is unclear or in a language not accepted on this list. Postings are accepted in English only.
6. The message is considered too long. Two screens should be considered a maximum imposition for other list members. Most postings should ideally be limited to one screen.
7. The message as posted would best be sent as a personal reply rather than to the list
8. The message contains more than is strictly necessary of a previous message in order to contextualise the new contribution.
9. The message is not signed at the end with the writer's full name, email address and the place where he/she works. (Max 4 lines). The format for email numbers is 'mailto:' followed immediately (no space) by your email number. This creates a hot link on the page of many email programmes.
10. The message is not neatly and clearly formatted. If you use MIME you must turn this off. If your email software supports styles (bold, italic, colour text, etc.), these must be stripped before sending.
11. The message requests a private response. In such cases this must be accompanied by an offer to summarize and post those responses back to N&V-L for the benefit of all list members.
12. A reposting from another list or individual is not accompanied by a statement of having obtained consent from the original writer(s). This rule is usually waived in the case of calls for papers, conference announcements and cases where the original posting requests readers to 'pass it on'.

If your message is rejected we suggest amending it in the light of the above comments and resubmitting, using the same command, POST N&V-L..

You may like to print this posting for future reference.

List Editor

From ???@??? Mon Aug 25 05:21:47 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Min Ed workshop in Bs. As. (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311070ab026f07d5342@[200.26.47.15]>

-----

Min Ed workshop in Bs. As. (Ar)

-----  
Last week, on August 19 and 20, the area of Foreign Languages at the Ministry of Education, whose coordinator is Ana Armendáriz, held a two-day intensive workshop session with technical staff appointed by the provinces and the City of Buenos Aires. The aim of this meeting was to advance work on provincial curricula for foreign languages so that at the next VI Reunión del Seminario Federal Cooperativo para la Elaboración de Diseños Curriculares Compatibles (just to give you its short name!) the area of Foreign Languages would have caught up with the others, which started two years ahead of us. And so we did!

Colleagues from all over the country came in the best of moods and willing to meet other colleagues, and share viewpoints, worries, difficulties and achievements. Some of them had already met, but quite a number of them had just been appointed. It was very encouraging to see them discuss professional matters soundly and passionately, little by little working up their determination to spread information among teachers once back home and press for more support on the part of local authorities for all the work there is ahead for them.

Silvia Luppi  
Bs. As. Argentina  
mailto:silalb@msg.smartar.com

From ???@??? Thu Aug 28 12:23:00 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Upcoming IATEFL Conferences (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b02b46e55de50[200.26.47.54]>

-----  
Upcoming IATEFL Conferences (Gen)  
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1997

12 - 13 September  
IATEFL Argentina  
Being a Non-Native Teacher of English: its dark side and its bright side.  
Peter Medyges  
Venue: I.E.S. en Lenguas Vivas  
J.R. Fernandez, Buenos Aires, Argentina

7 & 8 November  
IATEFL ELT Management/IATEFL Brazil  
ELT Management  
SBCI Rio, Brazil

1998

14 April  
Pre-Conference Event  
Computer SIG - An introduction to CALL and Multimedia & the World Wide Web  
Testing SIG - Test design (classroom tests)  
ELT Management SIG - Time Management and Beyond  
Venue: UMIST, Manchester, UK

14-18 April  
32nd IATEFL International Conference  
UMIST, Manchester, UK

21 - 23 May  
IATEFL Testing/Young Learners/IATEFL Chile  
Santiago, Chile

September  
IATEFL Urutesol/Testing event  
Uruguay

Further information available from IATEFL in each country.

From ???@??? Fri Aug 29 23:53:05 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Upcoming APIBA Events (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070bb02d3a92e01a@[200.26.47.35]>

-----  
Upcoming APIBA Events (Ar)  
-----

October 1, 17:30 to 21:00  
Nick Owen - 'Managing Learner styles, strategies and difference'.

October 4, 9:00 to 12:30  
M.T. Viñas Urquiza - 'Teaching: A Profession of Values'.  
Ana M. Armendariz - 'English as a crosscurricular language at Polimodal Level'.  
Graciela Moyano de Zabaleta - 'At the Rhythm of Sounds . How to incorporate sounds and tones to the language classroom'  
Time: 14:00 to 15:30

Venue: Instituto de Ed. Sup. en LV JR Fernandez  
Carlos Pellegrini 1515.

Capital Federal  
Argentina

Inés Cambiasso  
President APIBA  
mailto:icambiasso@interlink.com.ar  
From ???@??? Sat Aug 30 05:14:39 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Too quiet for too long ? (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b02d868638b2@[200.26.47.35]>

-----  
Too quiet for too long ? (Gen)

-----  
Dear Netters,

Don't you think that this List has been unusually quiet for too long? At one point there were three issues being discussed simultaneously, and all of a sudden, NOTHING. Is it that we're all overworked? That we've grown weary of each other? That we've decided to revert to an individualistic stance?

May be we've grown tired of the ArTESOL topic. But let's not sweep the dust under the carpet. By ignoring an issue we're just dodging the problem. We've lost our innocence so to speak. we're not in the Garden of Eden any longer. Are we in the vale of tears? Is there a promised land in sight?

Or was it just a mirage?

Ana Armendáriz  
Buenos Aires,  
ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Sat Aug 30 07:33:38 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teachers' Associations - what for ? (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070ab02da694c150@[200.26.47.36]>

-----  
Teachers' Associations - what for ?  
-----

I've read all the ARTESOL correspondence with interest- and as a stranger and a 'foreigner', I wonder if I could set things off in another direction? I'm one of the memebbers of the National Executive of BRAZ-TESOL, and our current aim is to write our mission statement. Can list members help ?

We have some broad general aims - to bring people together, help teachers develop, foster research, stay apolitical and things like that. But why do teachers REALLY join an association? And what can that association REALLY do to help teachers at grass roots level?

I myself have always seen being a member of professional associations (and reading professional magazines/ newsletters - particularly N&V for its South American content)- as a symbol of professional maturity. It means, perhaps, that one has got over the early career nightmares of "What do I teach next class?" and "Will my eleven-year-olds in 1B behave like little maniacs again at two o'clock this afternoon?" One is ready to think about broader issues, as well as exchanging practical activities...

But that, too, is a fairly general aim. So let's have some suggestions from you!

Now for a quick commercial:

For friends in Argentina, Uruguay, Paraguay, Chile, anywhere in the world (and BRAZ-TESOL readers, too, of course) start saving now- the BRAZTESOL National Convention will be in Recife from July 13-16 1998. Please join us! You can get the Call for Papers (due date November 28th 1997) from me at <sara.walker@apis.com.br> or you can visit our Convention homepage at: <http://www.nlink.com.br/~brazte98/index.htm>

Sara Walker  
1st Vice president  
BRAZ-TESOL ( writing from Brasilia, Brazil)  
mailto:sara.walker@apis.com.br  
From ???@??? Sat Aug 30 13:11:10 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re. Too quiet for too long ? (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b02deee5a762@[200.26.47.36]>

-----  
Too quiet for too long ? (Gen)  
-----

Ana Maria Armendariz comments that this list has been 'unusually quiet for too long'. As list editor I feel some comment may be in order.

Issues ('threads') on lists like N&V-L do seem to have a limited shelf life and tend to come in cycles, flaring up and then fizzling out. ARTESOL was something of a meteor but may yet prove to have been a nine days wonder. This is however in the order of things and in itself is not a cause for worry.

What would be a cause for worry, however, would be for a list to become exclusively concerned with a single issue. There may be more to be said about ARTESOL - a reply from the ARTESOL committee was promised by German Warckmeister - but there is a whole wealth of other issues to discuss. One very promising thread, questioning the very raison d'etre of teachers' associations was posted only yesterday by Sara Walker, First VP of BrazTESOL.

May I remind list members of the original stated purpose of N&V-L:

- a) to offer a forum for ANNOUNCEMENTS - conferences, workshops, talks, (both calls for papers and general announcements), university fairs, etc.
- b) to offer a forum for REQUESTS - finding materials, contacting people, exchanging opinions, opening and embracing discussions, etc.
- c) to offer a forum for the DISCUSSION of methodological and pedagogical matters
- d) to provide a CONDUIT through which professional contacts may be made at regional level, both on list and off list. I know of two cases of international exchanges of speakers at conferences that have taken place recently, specifically as a result of threads started on N&V-L.
- e) to contribute directly and indirectly to RAISING AWARENESS OF PROFESSIONALISM in ELT in Cono Sur countries.

This list has grown quickly but like many lists has a majority of 'lurkers' who prefer to read postings and only post very infrequently, if at all. This is quite normal, and wholly in the spirit of democracy. Like any list, however, N&V-L will benefit from as many list members as possible and you might like to recommend joining to any other teacher or school administrator who you feel may be interested and whose contributions may be of help and interest to other list members.

-----  
The language of postings  
-----

One final (and rather sensitive point) which I shall tackle directly. This list is maintained in English, which is not a first language for the majority of list members. Informally a mechanism has arisen whereby members have prefaced postings with a plea to 'correct' any language errors caused by typing or for other reasons. It is understandable that no 'teacher' would want to go public using inappropriate language. May I assure all list members who have refrained from posting for this reason that if so requested all texts will be edited discreetly and confidentially, without further comment.

From ???@??? Sat Aug 30 13:17:26 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Study in Australia 97 (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b02df6a67a17@[200.26.47.36]>

-----  
Study in Australia 97 (Ar)  
-----

The Commercial Office of the Australian Embassy in Buenos Aires is organising an educational fair, 'Study in Australia', on 5/6 September.

The event is free and will take place in the Palacio San Miguel, Buenos Aires. Twenty seven course providers will travel from Australia for the event, including Universities, Institutes of Further Education and language schools.

Further information is available ifrom Deborah Monteith at the Australian Embassy, T. (54) 1-777-6580, Fax (54) 1-777-6591.

From ???@??? Sat Aug 30 14:14:16 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Time for reflection (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070cb02e03f49aa3@[200.26.47.57]>

-----  
Time for reflection (Gen)  
-----

I received this with instructions to pass it on to a friend. I feel it might make an interesting and provocative classroom filler for conversation

as well as give cause for some very serious personal reflection about attitudes and presumptions.

Martin Eayrs

-----  
--

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 entire world's wealth would be in the hands of only 6 people and all 6 would be citizens of the United States.

80 would live in substandard housing.  
70 would be unable to read.

50 would suffer from malnutrition.

1 would be near death, 1 would be near birth  
Only 1 would have a college education.  
No one would own a computer

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

This was forwarded to me by a friend. If it makes sense to you, forward it to a friend.

-----

As it says, if you like it, pass it on.

From ???@??? Sat Aug 30 17:03:49 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Praise for the Silvias (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070db02e2c98279c@[200.26.47.57]>

-----  
Praise for the Silvias (Ar)  
-----

I have attended the three meetings of the seminar led by the two Silvias (Luppi and Retaroli) on TBL (task based learning), and I must say it was a pleasure to work and learn with them.



Both of them are hard-working, talented and very kind; we, the attendees, played the role of students on several opportunities - we listened to the introduction and then were given task based activities to practise or check understanding by "doing" to follow the principles of the approach. We also shared our text books to plan classes according to the task based frame (in this way we can improve our teaching without changing the course books).

I will remember this, as one of the most practical, useful and interesting exchanges in which all of us gained not only a new perspective on our way of teaching but the great chance of meeting these "girls"; I call them in such a familiar way because they made us feel as their colleagues no matter how long their curriculums actually are.

Thank you again and following the message you gave us, through your dramatization, at the end of the meeting:

"Beautiful thoughts, like flowers,  
bring happiness wherever they go...."

Graciela Louzán  
mailto:cgrace@cvtci.com.ar  
From ???@??? Sat Aug 30 17:09:56 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Patagonian EFL Teachers' Meeting (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070eb02e2d565449@[200.26.47.57]>

-----  
Patagonian EFL Teachers' Meeting (Ar)  
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Dear netters,

On 25th, 26th and 27th September the\_ First Patagonian EFL Teachers' Meeting\_ will take place at the Instituto Privado Neuquino del Profesorado en Ingles, Neuquen. We have tried to contact as many people from Patagonian provinces as possible, and we apologise to those we have not been able to contact, (we are still posting invitations) but we would love to welcome all those colleagues who can come. It would be wonderful if we could make of this an annual event, perhaps holding it in a different province each year.

The program will be as follows :

25th September,  
    am NICK OWEN       Motivation Techniques  
    pm NICK OWEN:     Dealing with Difficulty  
  
26th September,  
    am RONALD GREEN    The Role of Grammar in Modern English  
                          Language Teaching  
    pm MARTIN EAYRS:   We don't say it because we don't say it  
                          (A Brief Study of Collocations in English)  
  
27th September  
    am ANA ARMENDARIZ The Required Competence of Language Teachers

We believe that the prestigious speakers and varied subjects will

make this a very enjoyable event, and we cordially invite anyone interested to come and share it with us.

Cristina Gallo de Morales  
Instituto Privado Neuquino del Profesorado en Ingles  
Fotheringham 346 - 1o Piso  
(8300) Neuquen-Argentina  
Tel:(099) 427574 -Fax : (099) 422123  
mailto:cgm@teletel.com.ar  
From ???@??? Sat Aug 30 21:19:33 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Patagonian EFL Teachers' Meeting (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b02e66d7d828@[200.26.47.36]>

-----  
Topics for Conversation (Gen)  
-----

Going on with topics for conversation after working the "Pick up" phrases we, my students and I, developed the following test, we don't intend to be taken as psychologists, we were just having fun and a lot of chatting.

HOW SENSUAL ARE YOU?

Are your senses well developed? YES NO

1. Do you have a favourite season?
2. Do you have favourite smells?
3. Do you like rainbows?
4. Do you enjoy tasting exotic food?
5. Do you enjoy poems ?
6. Do you like being touched and massaged?
7. Do you like touching people you like?
8. Does music ever make you cry?
9. Do smells and sounds bring memories up for you?
10. Are you aroused by perfumes?
11. Do you like touching certain fabrics?
12. Do you like wearing silk ?
13. Do you like walking along the beach?
14. Do you enjoy feeling the sun on your face?
15. Do loud noises irritate or annoy you?

Give yourself one point for each "yes" and zero for "no".

If you scored between 8 and 15 you are an extremely sensual creature. Your senses are well developed and you almost certainly get great pleasure from beautiful sounds, sights and smells.

If you scored between 3 and 7, your senses are quite well developed. You have your truly sensual moments.

If you scored 2 or less, you are rather a cool individual. Nothing really seems to turn you on and you remain strangely indifferent to sensual pleasures.

I hope you'll find it useful and feel free to change it in any way you

like.

Cristina Araujo  
mailto:connie@sion.com  
From ???@??? Sat Aug 30 21:21:35 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L More Silvias (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b02e6941695a@[200.26.47.36]>

-----  
More Silvias (Ar)  
-----

Today I attended Silvia Otermin's workshop on "Cross-Curricular links", it was great, lots of ideas to be taken to the classroom especially for those who work in the E.G.B. and an opportunity to talk with colleagues and share ideas.

But the most important thing is that it was done in Florencio Varela. It has to be admitted that the south is somewhat forgotten and if we want to do something to improve ourselves generally we have to go to capital.

Cristina Araujo  
mailto:connie@sion.com  
From ???@??? Sat Aug 30 21:55:20 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Topics for Conversation (Gen)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110705b02e71544f38@[200.26.47.36]>

Excuse the double posting - this was accidentally sent with the wrong header.

List editor

-----  
Topics for Conversation (Gen)  
-----

Going on with topics for conversation after working the "Pick up" phrases we, my students and I, developed the following test, we don't intend to be taken as psychologists, we were just having fun and a lot of chatting.

HOW SENSUAL ARE YOU?

|                                 |     |    |
|---------------------------------|-----|----|
| Are your senses well developed? | YES | NO |
|---------------------------------|-----|----|

1. Do you have a favourite season?
2. Do you have favourite smells?
3. Do you like rainbows?
4. Do you enjoy tasting exotic food?
5. Do you enjoy poems ?
6. Do you like being touched and massaged?
7. Do you like touching people you like?

8. Does music ever make you cry?
9. Do smells and sounds bring memories up for you?
10. Are you aroused by perfumes?
11. Do you like touching certain fabrics?
12. Do you like wearing silk ?
13. Do you like walking along the beach?
14. Do you enjoy feeling the sun on your face?
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If you scored between 3 and 7, your senses are quite well developed. You have your truly sensual moments.

If you scored 2 or less, you are rather a cool individual. Nothing really seems to turn you on and you remain strangely indifferent to sensual pleasures.

I hope you'll find it useful and feel free to change it in any way you like.

Cristina Araujo  
mailto:connie@sion.com

-----  
N&V-L List - Information Services for English teachers in the Cono Sur  
-----

|                      |                                       |
|----------------------|---------------------------------------|
| LIST COMMANDS        | To Subscribe.....SUB N&V-L            |
|                      | To Unsubscribe..... UNSUB N&V-L       |
| to be written in the | To Post messages.....POST N&V-L       |
| Subject line, please | Help and queries.....HELP N&V-L       |
|                      | Change email address.....UPDATE N&V-L |

|                        |                            |
|------------------------|----------------------------|
| ELT News & Views       | List Editor: Martin Eayrs  |
| Uruguay 782-3          |                            |
| (1015) Capital Federal | mailto:me@interlink.com.ar |
| Buenos Aires           | Fax: (54) 1 375-3944       |
| Argentina              | Tel: (54) 1 371-7705       |

-----  
From ???@??? Sat Aug 30 23:10:31 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Ronald Green in Argentina (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110709b02e82183ff9@[200.26.47.36]>  
-----

Ronald Green in Argentina  
-----

Ronald Green will be speaking of his new approach to grammar teaching, and presenting his grammar book : "Moving with Grammar", in several Argentine cities from September 17th to September 26th.

September 19 : FAAPI Conference, Catamarca, Argentina

September 22 (am) : ISP Joaquin V.Gonzalez, Buenos Aires, Argentina  
(Information : (01) 813-8336 / 6840)

September 23 (pm) : Universidad Nacional del Litoral, Santa Fe,  
Argentina.

September 24 (am) : Instituto La Inmaculada Concepcion, San Juan,  
Argentina.  
(Information : (064) 231015)

September 26th (am) : Instituto Privado Neuquino del Profesorado en Ingles  
(Information : (099) 427574)

Further information  
Cristina Gallo  
cgm@teletel.com.ar  
Neuquen, Argentina  
From ???@??? Sun Aug 31 00:47:47 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Worrying issues Ctd. (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b02e98cd963c@[200.26.47.42]>

-----  
Worrying issues Ctd. (Gen)  
-----

In response to my appeal for action on the part of my colleague netters,  
our List Editor reflects that "Issues [snip] on lists [...] do seem to  
have  
a limited shelf life and tend to come in cycles, flaring up and then  
fizzling  
out" and that some issues might be shortlived like meteors and in  
themselves  
might not be a cause for worry.

To my mind, what certainly IS a cause for worry is a list not worried about  
worrying issues, a list that prefers to just remain silent spectators of  
events, a list that by omission ends up dodging important issues and which  
do not "contribute directly and indirectly to RAISING AWARENESS OF  
PROFESSIONALISM in ELT [...]"

Like Sara Walker I also wonder "what could set things off in another  
direction."

Ana Armendáriz  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar

From ???@??? Sun Aug 31 03:26:56 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Language Query (Gen)  
Cc:  
Bcc: aaN&Vlistserv

X-Attachments:  
Message-Id: <v03110700b02ebd0a7b04@[200.26.47.51]>

-----  
Language Query (Gen)  
-----

I recently read somewhere about 'high context ' and 'low context' cultures. Apparently high context cultures have a tendency to use pronouns without direct antecedents (in terms of pragmatics it is assumed that of everyone shares the same frame of reference you don't need to pinpoint a textual referent.

An example I remember reading was of a Japanese student who produced the following sentence in English:

"I bought a used car but when I got it home, the next  
day they were all flat".

From the point of view of the speaker of Japanese everyone knows cars have tyres. The mention of 'used cars' is quite enough antecedent for 'they'. From the English speaker's point of view the logic is fuzzy.

Anyone know where I can read more on this ? I made notes at the time but cannot find the reference anywhere.

Martin Eayrs  
Buenos Aires, Argentina  
mailto:me@interlink.com.ar  
From ???@??? Sun Aug 31 14:46:02 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re. Language Query (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110707b02f5db53d95@[200.26.47.53]>

-----  
Re. Language Query (Gen)  
-----

At 03:26 31/08/97 -0300, Martin Eayrs wrote:

>An example I remember reading was of a Japanese student who produced  
>the following sentence in English:

>  
> "I bought a used car but when I got it home, the next  
> day they were all flat".  
>

>From the point of view of the speaker of Japanese everyone knows cars have  
>tyres. The mention of 'used cars' is quite enough antecedent for 'they'.  
>From the English speaker's point of view the logic is fuzzy.

>  
>Anyone know where I can read more on this ?

Have you tried the mailing list JALTCALL, the Japanese association of teachers of English? There are some heated discussions now and then, about the cultural differences between japanese and non-japanese speakers of English, and how this affects their language. Right now there is an argument (yes, an argument, because it's not just a discussion at this

point) about American English, British English, and "Neutral" English (apparently the one some Japanese people want to learn). If you want to contact them you can find more information on  
jaltpcall@clc.hyper.chubu.ac.jp

Roberto Perez  
Argentina  
mailto:roberto.perez@cpsarg.com  
From ???@??? Mon Sep 01 00:06:59 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Improving the quality of ELT (AR)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070eb02fe0dd1069@[200.26.47.53]>

-----  
Improving the quality of ELT (AR)  
-----

Ana Armendáriz, Foreign Languages Coordinator at the Ministry of Culture & Education, writes:

>The time is ripe [...] for us all to get together on cyberspace as  
>a think tank and engage in generous collaboration and fruitful  
>discussion with each other  
>  
>I will go on sending copies of the Foreign Languages docs to each  
>and every person asking me for them; I will be only too glad to  
>clarify obscure issues and make all kinds of suggestions, but it would  
>be ideal if views were aired on the list.

On my return, I was delighted to read this e-mail by Ana Armendariz, who was my methods teacher and whom I admired highly and always took her as a model. It will be a unique opportunity if we can have Ana on the list, generous as always, with her suggestions and constructive criticism.

I would greatly appreciate it if Ana would be so kind as to put me on her mailing list of foreign languages docs emanating at her office as to clarify any doubts or obscure points that might arise.

Thanks a lot and all the best and GOOD LUCK. I look forward to hearing from you.

Maani Helou  
mailto:maani@interserver.com.ar.  
From ???@??? Mon Sep 01 00:10:50 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Recommended reading - Idioms (Gen))  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070fb02fe2105889@[200.26.47.53]>

-----  
Recommended reading - Idioms (Gen)  
-----

About 24 ys. ago my wife gave a book that she thought I would like. And indeed I liked it.

It's called "Diccionario de Modismos Ingleses" by Pablo Caldwell - Editorial Sopena. It provides the equivalence between Spanish and English sayings. MOST USEFUL.

I also wish to say a word for Diana, the schoolteacher. No matter her royal condition, when she was here in Patagonia she proved a nice girl,... which is what really counts, isn't it? Some of us really are really sorry.

That's all. Regards to everyone.

Dick Jones  
ARGENTINA  
mailto:tgassoc@satlink.com

From ???@??? Mon Sep 01 05:26:08 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Worrying issues Ctd. (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110717b030292f0f95@[200.26.47.53]>

-----  
Worrying issues Ctd. (Gen)  
-----

Ana Armendáriz writes:

>To my mind, what certainly IS a cause for worry is a list not  
>worried about worrying issues, a list that prefers to just  
>remain silent spectators of events, a list that by omission ends  
>up dodging important issues and which do not "contribute directly  
>and indirectly to RAISING AWARENESS OF PROFESSIONALISM in ELT [...]"

I was reading today and came across the following quote which I would like to share with list members:

"If you want to make changes in society you must make yourself vulnerable to personal attack. But remember - the hurt you feel will probably be nothing compared to the hurt presently felt by those for whom change is so desperately needed".

This is taken from Mary Ashworth, "20th Axiom of Making Change", in 'Beyond Methodology: Second Language Teaching and the Community', 1985, Cambridge University Press.

Sometimes it is necessary to take a stand for something you believe in. And if you believe you have a mandate to speak for a silent group then the obligation to speak out becomes even stronger. But the other way round, to wait in silence hoping that some one will come along and fight your battles for you, may just imply a very long wait, or no change at all, however badly you desire it.

Martin Eayrs



Buenos Aires, Argentina  
mailto:me@interlink.com.ar  
From ???@??? Mon Sep 01 17:58:08 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Princess of Wales (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b030dbdc74b0@[200.26.47.53]>

-----  
Princess of Wales (Gen)  
-----

At 00:10:50, Mon, 1 Sep 1997, Dick Jones wrote

> I also wish to say a word for Diana, the schoolteacher. No matter her  
royal  
> condition, when she was here in Patagonia she proved a nice girl,...  
which  
> is what really counts, isn't it? Some of us really are really sorry.  
>

I agree, Dick. In our selfish modern world, we should take a minute  
and mourn the loss of a young woman who, having the chance to exist  
as a social butterfly with a trivial life and no worries, had the  
will and the courage to remember the sick and the homeless, the  
"dregs of humanity", as the cliché goes, and chose to do something  
--a lot-- to help them.

I am really sorry, too.

Cristina Gallo  
Neuquen, Argentina  
mailto:cgm@teletel.com.ar  
From ???@??? Mon Sep 01 17:58:32 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Worrying issues Ctd. (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b030dcb9a890@[200.26.47.53]>

-----  
Worrying issues Ctd. (Gen)  
-----

I agree with both Ana Armendariz and Martin Eayrs on the need to face  
important, "worrying issues, to raise awareness of professionalism in  
ELT". However, I would like to take a more moderate stand, and  
would not berate the "silent lurkers" for not bringing out issues  
which may--it's true-- be crucial to our professional development or  
the future of ELT in our country or continent. I cannot but remember  
those students who are never the first to answer a question, or to  
provide feedback in class. They are not necessarily the "weak" ones.  
On the contrary, sometimes they are the brightest. They just do not  
feel comfortable being the centre of attention.

I think that we must all take our time to digest this

new experience of bringing our thoughts out into the open; of -as Martin quotes--"making ourselves vulnerable to personal attack". Everyone has their own rythm and pace, and we must make allowances for those of us who may be shy, or more reserved, or perhaps are just in their own "silent period", until an issue provokes their reaction. That does not mean that they are waiting for others to "fight their battles for them" (don't be so harsh on us, editor..) : )

Not being universally known for my silence or reserve, I have had--much to my chagrin at times-- to \*learn\* to wait for others to speak before rushing in with my comments. The experience has not been painless, but it has been very useful : it has helped me to listen for unspoken thoughts long enough to let them come out.

I may be wrong, but I feel that if we make an effort to bring in different threads (they needn't all be momentous subjects, after all) which might "tempt" the silent members to play an active role on the list, we will perhaps help them to overcome their shyness, their fears, or whatever it is that is holding them back.

For starters, I'd like to know the netters' opinion on what activities they have found to be attractive and successful in ELT at advanced levels. It is widely known that once a student has reached a certain level, the learning process "slows down", in terms of immediate results, since it is not as self-evident and dramatic as elementary learning. When your classes are not exam-oriented, yet your students are interested in continuing with their learning, how do you ensure their motivation, and -more important- their sense of achievement?

There, I am unashamedly picking your brains as I hope you'll pick mine if I can ever be of help!

Cristina Gallo  
Neuquen, Argentina  
mailto:cgm@teletel.com.ar  
From ???@??? Mon Sep 01 18:04:13 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Worrying issues (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b030dd1dc02b@[200.26.47.53]>

-----  
Worrying issues (Gen)  
-----

Ana Armendariz writes:

".. to my mind, what is a cause for worry is a list not worried about worrying issues, a list that prefers to just remain silent spectators of events, a list that by ommission ends up dodging important issues and which do not "contribute directly and indirectly to raising awareness of professionalism in ELT [...]"

Knowing Ana's criteria about "excuses", I dare to comment

on few of the points raised:

- 1). It is still extremely difficult for me handle this "modern electronic device (e-mails). I am obsolete, not being a kin of PCs and TVs. I assume there are several in my situation who are still terrified to enter "modernity".
- 2). There are so many "big shots", giving some sort of an "authorized" opinions, so I feel incompetent to "walk along your side". (maybe there are many others in this situation) I am putting these points down, just in case somebody still fears the e-mails handling, and is shy to vouch his/her ideas at the same level as yours, to take a long breath, courage, and go ahead.

In another e-mail I shall describe my deception to join TESOL and ARTESOL, paying for 1994 and 1995, and only learn from third parties about the conventions they held here in B.A. Therefore, I did not bother to pay any longer.

Maani Helou  
mailto:maani@interserver.com.ar

From ???@??? Mon Sep 01 18:05:17 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: ArTESOL Speakers (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b030de1efcb0@[200.26.47.53]>

-----  
ArTESOL Speakers (Ar)  
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Did anyone out there go to the 11th. ArTESOL convention held the past 19-22 of August with guestspeakers Dr. Mary Ann Christison and Dr. Adrian Palmer. I would be interested to hear any comments about the presentations of these guestspeakers, as well as any others.

Angela Glebus  
Chile  
mailto:aglebus@inacap.cl  
From ???@??? Mon Sep 01 20:47:50 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Patagonian Teachers' Meeting (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b03103622d7b@[200.26.47.51]>

-----  
Patagonian Teachers' Meeting (Ar)  
-----

PATAGONIAN TEACHERS MEETING - CONGRATULATIONS

Just to wish the Neuquen initiative all the best. It looks like you're going to have a really interesting time! Wish I could be there!

Also to say that the British Council, Buenos Aires is now linked into N&V list. It makes good and interesting reading!

If you want to get in touch with us you can do so via e-mail:  
britcoun@britcoun.int.ar

And while you're at it why not try the British Council pages on the WWW. The address is : <http://britcoun.org/argentina/>

British Council  
Marcelo T de Alvear 590/4?  
(1058) Buenos Aires  
Tel: 311 9814 /7519  
Fax: 311 7747

Mike Potter  
mailto:MPotter@britcoun.int.ar  
From ???@??? Mon Sep 01 22:40:23 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping - Rejected messages (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b0311aaea874@[200.26.47.56]>

-----  
Rejected messages  
-----

I have today received many messages for posting to the list relating to the unfortunate death of Diana, Princess of Wales. Unfortunately as List Editor I can not accept traffic which is so off topic for the list.

Mistakenly, perhaps, I 'allowed' two messages of condolences to go through - this in turn triggered off an avalanche of postings, none of which had anything remotely to do with ELT. I accept responsibility, apologise to those concerned (to each of whom I have replied privately), and do not intend to post any more.

N&V-L is a professional list with a stated purpose - to provide teachers of English, Heads and school administrators in Cono Sur countries with useful information and to help with the dissemination of news and opinions regarding ELT related activities. We have also been debating recently our commitment to raising the level of professionalism of ELT in South America.

Please try not to view this as a callous decision - I am sure that we all lament the sad events in Paris (as we regret so many other things) - but N&V-L can not be a forum for everything, nor should it try to.

List Editor

From ???@??? Tue Sep 02 10:33:15 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Phonological Query (Gen)  
Cc:  
Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b031c0175844@[200.26.47.18]>

-----  
Phonological Query (Gen)  
-----

John Wells tells us in his Pronunciation Dictionary that the Yod coalescence ( the process which changes /t/ or /d/ plus /j/ into /tS/ or /dZ/ ) mainly affects, across word boundaries, phrases involving 'you' or 'your'

Eg: let you out, would you try, etc.

I wonder what happens in sequences like:

that yellow dress, that year, etc.,

where the word containing the yod is stressed. Do natives keep the j unchanged ?

We are also told that when /s/ or /z/ are followed by /S/ or /j/, they may become /S/ or /C/ (the latter symbol standing for the lenis alveo-palatal fricative).

Eg: this year, those shoes, etc.

In a sequence like: finish your meal, is it possible to have a progressive assimilation of manner? I haven't found any examples of this in the textbooks I have consulted. I'd very much appreciate it if somebody in this list could provide an answer to my questions and/or suggest any bibliography I could consult. Thanks.

Claudia Corbella  
Rosario  
mailto:cesalyc@citynet.net.ar

From ???@??? Tue Sep 02 10:53:28 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Phonetic symbols in email (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b031c23ed9de@[200.26.47.18]>

-----  
Phonetic symbols in email  
-----

In a recent posting a list member floated an enquiry about a pronunciation matter. In order to facilitate correspondence on this matter might I suggest that list members adopt the following email conventions for the representation of phonological symols, based on RP and taken from Roger Mitton's preface to the machine-readable OALD at the Oxford Text Archive.

It might be useful to print out this list for future reference.

Vowels

|   |       |             |
|---|-------|-------------|
| i | as in | bead        |
| I | as in | bid         |
| e | as in | bed         |
| & | as in | bad         |
| A | as in | bard        |
| 0 | as in | cod         |
| O | as in | board       |
| U | as in | could       |
| u | as in | cooed       |
| V | as in | bud         |
| 3 | as in | bird        |
| @ | as in | schwa sound |

#### Diphthongs

|    |       |       |
|----|-------|-------|
| eI | as in | bay   |
| @U | as in | go    |
| aI | as in | my    |
| aU | as in | how   |
| oI | as in | boy   |
| I@ | as in | here  |
| e@ | as in | there |
| U@ | as in | pure  |

#### Consonants

p, t, k, b, d, g, m, n, f, v, s, z, r, l, w, h, all have their normal phonetic values. j represents the first sound in 'yes'.

other consonants:

|    |       |         |
|----|-------|---------|
| tS | as in | church  |
| dZ | as in | judge   |
| T  | as in | thing   |
| D  | as in | then    |
| S  | as in | shine   |
| Z  | as in | leisure |
| N  | as in | hang    |

Symbols not included here should be followed by a three term label in brackets.

e.g. /C/ (lenis alveo-palatal fricative).

R-linking can be marked with /R/ as in /faR @weI/ ('far away').

Primary stress can be marked with an apostrophe and secondary stress with a comma, e.g. /dIs'fVNkS@,n@l/ ('dysfunctional').

List Editor

From ???@??? Tue Sep 02 13:03:45 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Grammar Question (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110715b031e8f3f2a4@[200.26.47.18]>

-----  
Grammar Question

-----  
Is this possible?

'She might have not realised'

or is it only

'She might not have realised'

I went through Quirk's negative Modals, but couldn't find Perfective Modals. Are they negating different things? If the first one is wrong, why is it? If you don't put the main verb, I believe that word order is OK:

'She might have realised. She might have not.'

Help anybody, please.

Thanks

Lucas Cockshott  
mailto:manotas@impsat1.com.ar  
From ???@??? Tue Sep 02 21:42:09 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L IATEFL Chile news (C1)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110718b03261cd59de@[200.26.47.18]>

-----  
1. 5th National Chile IATEFL Conference May 1998  
-----

Call for papers now open - for details contact:

Maria Isabel Bizama  
PO Box 115  
Correo 55  
Santiago, Chile  
Fax: 56-2 235-7375

Proposals should be submitted before 30th November 1997.

-----  
2. IATEFL-Chile Seminar on Teaching English to Young Learners  
-----

This will now be held on 20/21 October 1997 at the Instituto Cultural de las Condes. Guest speakers will be Jean Brewster and Robert Fisher. Fees US\$ 25 (members), US\$ 37.50 others.

Info & Registration: Patricia Tasso, Fax (65) 2 632-6637.  
From ???@??? Tue Sep 02 21:47:29 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L upcoming LAURELS Uruguay Conference (Uy)  
Cc:  
Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311071ab0326324aa77@[200.26.47.18]>

-----  
3rd International LAURELS Uruguay Conference May 1998  
-----

This event will take place in Montevideo on 16-18 May, 1998.

More news and Call for papers shortly.

From ???@??? Tue Sep 02 22:15:51 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L upcoming TESOL International Conference (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311071bb0326a0347d9@[200.26.47.18]>

-----  
TESOL '98 Conference - Seattle, March 17-21, 1998  
-----

The theme for TESOL '98 is "Connecting Our Global Community".  
The 32nd annual conference and exposition will be March 17-21,  
1998 at the Washington State Convention and Trade Center,  
Seattle, Washington USA.

For more information:

1. call 1-703-836-0774, request Fax-on-Demand 800-329-4469, file #999

2. visit TESOL web site at <http://www.tesol.edu>

From ???@??? Tue Sep 02 22:33:52 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Grammar Question (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311071db0326eae609e@[200.26.47.18]>

-----  
Grammar Question (Gen)  
-----

In answer to Lucas's question I think they are both correct but they mean different things.

"She might have not realised"

It was possible for her not to realise but she did.

"She might not have realised"

Perhaps she didn't realise or perhaps she did, I'm not sure.

What do you think?

Cecilia Macchi

<mailto:cemacchi@sicoar.com>

From ???@??? Wed Sep 03 06:47:14 1997



To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Phonological Query, reply from John Wells (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311072cb032e1dc729c@[200.26.47.18]>

-----  
Phonological Query (Gen)  
-----

>  
>John Wells tells us in his Pronunciation Dictionary that the Yod  
coalescence  
>( the process which changes /t/ or /d/ plus /j/ into /tS/ or /dZ/ ) mainly  
>affects, across word boundaries, phrases involving 'you' or 'your'  
>  
>Eg: let you out, would you try, etc.  
>  
>I wonder what happens in sequences like:  
>  
> that yellow dress, that year, etc.,  
>  
>where the word containing the yod is stressed. Do natives keep the j  
>unchanged ?  
-----

John Wells replies:

(ASCIIization of phonetic symbols in accordance with SAMPA  
(<http://www.phon.ucl.ac.uk/home/sampa/home.htm>))

- In claiming that Yod Coalescence across word boundaries mainly affects phrases involving 'you' or 'your', I was thinking of two factors: (i) that of the words beginning with /j/, 'you' and 'your' are easily the most frequent, but also (ii) that they do indeed seem to lend themselves to this process much more readily than other words - perhaps because they often behave as clitics.

Where the first word ends in /t/, as in 'that yellow dress', 'that year', and also 'Soviet Union', 'Great Universal Stores' and so on, any tendency towards yod coalescence is held in check by the greater probability of t-glottalling. A glottal stop, whether replacing the alveolar stop or merely masking its release, absolutely inhibits yod coalescence. Even in phrases such as 'hadn't\_you', 'tell me what\_you want\_your child to have' the sequence [ʔj] is - in my impressionistic judgement - at least as commonly heard as [tS].

This doesn't apply, of course, where the first consonant is /d/ (since /d/ is not a candidate for glottalling) - as in 'Portland United', 'Oxford University'. Nevertheless it is my impression that in such cases yod coalescence is not usual ([nQ? ju:Zu@l]).

>In a sequence like: finish your meal, is it possible to have a progressive  
>assimilation of manner? I haven't found any examples of this in the  
>textbooks I have consulted.

I am sure it is possible, though it is very difficult to distinguish auditorily or acoustically between [Sj] and {SS}. When I say 'finish your

meal', I don't \*feel\* that I am producing [SS] instead of [Sj], though I concede that it would be very difficult for a listener to tell the difference.

John Wells

=====  
Prof. J.C. Wells  
Dept. of Phonetics and Linguistics, UCL  
Gower Street, London WC1E 6BT  
<http://www.phon.ucl.ac.uk/home/wells/home.htm>  
From ???@??? Wed Sep 03 11:19:14 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Phonological Query (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110731b033216e633d@[200.26.47.18]>

-----  
Phonological Query (Gen)  
-----

Claudia Corbella poses an interesting query:

Professor Wells himself in his lecture "The Phonetics of Rapid Educated Speech", Buenos Aires August 24 - 26, 1992 gave the following examples:

|               |            |
|---------------|------------|
| this shop     | DIS Sop    |
| these shoes   | Di:Z Su:z  |
| space-ship    | speIS SIp  |
| space-shuttle | speIS SVt1 |

|                       |                     |
|-----------------------|---------------------|
| in case you fall over | In keIS u fO:l @Uv@ |
| as you know           | @Z u n@U            |
| yes you can           | jeS u Kan           |

"This assimilation is not so common as the previous one" (sic).

|                        |                      |
|------------------------|----------------------|
| tell me what you saw   | wotS u sO:           |
| did your sister        | dIdZO: sIst@         |
| can't you tell         | kA:ntS u tel         |
| did you really mean it | dIdZ u rI@li mi:n It |

Cambridge EPD (1997) gives the following examples:

|           |         |
|-----------|---------|
| this ship | DIS SIp |
| this year | DIS jI@ |

>In a sequence like: finish your meal, is it  
>possible to have a progressive assimilation of manner?

As to this point, in the lecture Prof. Wells gave the following examples:

|                  |               |             |
|------------------|---------------|-------------|
| is that right?   | Iz zat raIt   | Izat raIt   |
| is this the one? | Iz zIz D@ WvN | IzIZ D@ WvN |

has the boy?                      haz z@ bOI                      haz @ bOI

The above were presented as examples of "reduction of /D/"

what's this                      wots sIs  
will they                      wIlleI  
in the room                      In n@ ru:m

Feel free to write to Professor Wells:

Prof. J.C. Wells  
Dept. of Phonetics and Linguistics, UCL  
Gower Street, London WC1E 6BT  
mailto:wells@phonetics.ucl.ac.uk

<http://www.phon.ucl.ac.uk/home/wells/home.htm>

Graciela C. Moyano  
Professor of Phonetics and Phonology  
ISP "JV Gonzalez"  
mailto:gmoyano@tournet.com.ar  
From ???@??? Wed Sep 03 11:23:02 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L TEOFL software (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110732b0332294a86b@[200.26.47.18]>

-----  
TEOFL software (Gen)  
-----

The TOEFL Mentor hybrid CD-ROM-both Macintosh(TM) and PC on one disc-is designed to improve proficiency and maximize TOEFL test scores.

It is aimed at:

- \* English as a Second Language (ESL) students at high-intermediate and advanced levels of English proficiency (TOEFL score of 450 or higher)
- \* pre-college or college level students who desire to improve their listening, grammar and reading skills.

To see a program brochure or for a demo-Mac(TM) or Windows(TM)-Encomium's Web site. <http://www.iac.net/~encomium>

Or contact:

Encomium Publications  
3639 Wilshire Avenue  
Cincinnati, OH 45208 USA  
Tel: 1-800-234-4831 or 513-871-4377  
Fax: 513-871-4312  
mailto:encomium@iac.net

.  
From ???@??? Thu Sep 04 00:42:53 1997  
To: me@interlink.com.ar

From: me@interlink.com.ar  
Subject: N&V-L Virus hoaxes (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b033d8400ce7@[200.26.47.41]>

-----  
Virus hoaxes (Gen)  
-----

The Internet is constantly being flooded with computer virus hoaxes. While these hoaxes do not infect systems, they are still time consuming and costly to handle.

Common hoaxes doing the rounds are: PKZ300, Irina, Good Times, Good Times Spoof, Deeyenda, Ghost , PENPAL GREETINGS!, Make Money Fast, NaughtyRobot, AOL4FREE, Join the Crew, and others

Internet users are requested to please not spread unconfirmed warnings about viruses and Trojans. If you receive an unvalidated warning, don't pass it to all your friends, pass it to your computer security manager to validate first. Validated warnings from incident response teams and antivirus vendors have valid return addresses and are usually PGP signed with the organization's key. But basically make sure you know what you are talking about - unsubstantiated warnings of this kind cause unnecessary panic and loss of productivity.

List members who are nervous about the possibility of contracting a computer virus through email should read the web pages at <http://ciac.llnl.gov/ciac/CIACHoaxes.html>.

Email messages are in ASCII and can not carry viruses. Attachments can and frequently do carry viruses, particularly macro viruses, and it is suicidal not to have the latest virus protection installed and to use it to scan every file coming from outside your local environment, i.e. diskettes, external HDs, ejectables and downloads, at all times. Even then you may get caught with a new virus if you are unlucky.

But with regard to what you receive through email, until you open (execute) an imported file nothing can happen. Just set your software so that it doesn't open attachments automatically, giving you the chance to scan them first.

Finally, think about this. Would anyone send a file with a virus, called e.g. PENPAL GREETINGS! , with the intention to cause havoc and not change the name of the file ? With all the warnings going around ? Kind of dumb, huh ?

While not in the habit of endorsing chain letters, I feel it might not be a bad idea to let your friends know they don't have to worry about these hoaxes.

List Editor  
From ???@??? Thu Sep 04 13:48:45 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L MA Distance talks (Cl)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:

Message-Id: <v0311070ab034961fb739@[200.26.47.41]>

-----  
MA Distance talks (Chile)  
-----

Details are now available for the talk to be given by Jonathan Charteris Black of the University of Surrey in Chile:

Title: 'How to get an M.A. in Linguistics (TESOL) by  
Distance learning'

Audience: experienced teachers of English.

Venue: BRITISH COUNCIL - SANTIAGO

Date: Tuesday Nov 18th, 19.30

Info: The British Council  
Eliodoro Yanez 832  
Providencia  
Santiago  
Tel: 2356660/2361199

From ???@??? Fri Sep 05 01:01:27 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L On the improvement of ELT (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110709b0353255ede5@[200.26.47.47]>

-----  
On the improvement of ELT (Gen)  
-----

Ana María Armendariz's plea to continue the debate on the improvement of ELT has prompted me to participate for the first time. (I have been one of the 'lurkers', in the List Editor's terms)

I was rather taken aback by the fact that such an open call by Ana was finally reduced to the search for standards for qualifications for non-graduate teachers- as if all our problems stemmed from the fact that there are not enough graduates. This rationale - it seems to me - ignores data from local research that would not support this claim. This does not mean that graduates are not to be preferred over non-graduates, but rather, that, simultaneously with requesting qualifications, we should be reflecting (does the word ring a bell?) on the history of ELT in Argentina, specifically within the State system as a whole, where results -even when a majority of teachers were graduates - have been far from satisfactory. Of course, this should not become a search for culprits but rather a professional analysis of the nature of the mismatch that makes much of our effort vanish into thin air. It is my belief that we have mostly failed to focus on our specific context. The resulting lack of knowledge has led us to consider courses of action that may be - and, actually, in some cases have been - inadequate.

With reference to the suggestion, made in previous postings, of administering admission exams in the province of Bs As, I would like to say

that we were informed that the province of Bs As does not include the option of examining candidates for jobs (except for an interview in the case of "cargo de difícil cobertura" for "Educación Superior") so the implementation of such exams would not be possible until the existing regulations were reformed. Also, the sheer size of the province makes arrangements of this type very costly. Nevertheless, there's a need to continue looking for "new ways of training people. . . . without relinquishing quality", in Clelia Moyano's terms. Personally, I would go as far as to suggest some form of requirement that anyone holding a job as a teacher be made to complete some formal - possibly distance - training within a given - possibly flexible - period, along the lines of the distance programme run by Nación.

I was glad to learn that FAAPI is working on a technical report on qualifications, and relieved that Cristina Grondona White stated that it will be sent to educational authorities in the country as I feel this problem is widespread. I am sure we will all be looking forward to its publication. May I suggest the recently approved CBC's as a parameter?

I found I agreed whole-heartedly with Cecilia Cicolini about what was considered "certificados habilitantes" and also with the idea of encouraging teachers to start Profesorado - later confirmed by Clelia Moyano, which is something we also do at schools in our area, although distance from learning centres is a major problem in our province.

With respect to the examination - which I was relieved to hear was prepared by teachers from Profesorados - I was less enthusiastic; not about the language examination but about the exam on EFL "methodology". Since I have not seen the actual exam, I would like to express my reservations on theoretical grounds: at a time where the existence of knowledge that is not culture-bound and context-specific is being questioned, I find it difficult to understand -even for the city of Bs As that seems to be a lot more 'even', culturally speaking, than most other jurisdictions in this country- what could be considered "basic knowledge", independently of purpose, characteristics of students, number of periods a week, etcetera. Specifically, I am concerned that it might result in generating a perception that there are 'right' answers to questions about the 'right' books, that are independent of context.

To conclude, it seems to me that one aspect of the improvement of ELT in Argentina would lie in moving away from methodological generalizations during training, in the direction of fostering trainees and teachers, observation and study of their specific working context so as to be able to cater for the needs of their students and their community.

Mónica Gandolfo

ISFD Nro 24.

Pcia de Bs As

UBA, Filosofía y Letras

mailto:mgandolfo@nscon.com

From ???@??? Sat Sep 06 23:38:52 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Re: Improving ELT (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311070db037c356ec85@[200.26.47.33]>

-----  
Improving ELT (Gen)

-----  
I agree with Ana Armendariz and Monica Gandolfo that we should take advantage of this open forum to discuss ideas on the improvement of ELT.

Monica says:

With reference to the suggestion, made in previous postings, of administering admission exams in the province of Bs As, I would like to say that we were informed that the province of Bs As does not include the option of examining candidates for jobs (except for an interview in the case of "cargo de difícil cobertura" for "Educación >Superior") so the implementation of such exams would not be possible until the existing regulations were reformed.

Administering these admission exams in the city of BA last June was a successful measure. However, we must all know that the representatives of the Profesorados - Dr. Maria Teresa Viñas Urquiza and Prof. María Silvia Stagnaro - who were part of the jury worked on an honorary basis and without abandoning their classes. We can feel relieved that they were there to provide all their expertise because together with the other three members, they designed the test, administered it to 600 candidates (out of 2400 who had formerly enrolled), corrected the papers 600 papers and administered the oral test to the selected ones (180), out of which 80 got through. This is the invisible part.

about the exam on EFL "methodology".... I would like to express my reservations

The methodology part could have no pretenses of any kind because the candidates, in most cases, did not have any idea of what teaching a foreign language means. In any case a copy of this exam can probably be obtained from Prof. Beatriz Seveso Supervisora General de Lengua Extranjera del Gob. de la C. de Bs.As. - Bartolome Mitre 1249 - Bs.As.

To unify efforts and objectives I have just sent Ana Armendariz a little project, which she enriched, and I present here briefly for criticism: Every year the state-run Teacher Training Colleges provide a one month preparatory course for their entrance exams. This course ' the language module ' could be supplemented with a Methodology and a Diction module and become a training course - curso de la RED - for teachers and for candidates for a teaching job as well. Every candidate may/will take the entrance exam and passing it, according to the standards set by the colleges, can be taken as a reliable reference for obtaining credits for the attended course, for being accepted for a "temporary" teaching job and/or for entering the training course.

The jurisdiction would have to adjust their calendar but it would save efforts and time. The institutes would re-assume their relevant role in teacher training and their entrance exams (eventually a standardised one) could be taken as an evaluative parameter (CBC).

Personally, I would go as far as to suggest some form of requirement that anyone holding a job as a teacher be made to complete some formal - possibly distance - training within a given - possibly flexible - period, along the lines of the distance programme run by Nación.

Distance training ought to be developed. As far as I know, UTN has the technical means to do so through their branches but it is necessary to organise teams of teachers to develop and/or adapt teaching materials to use the new channels of communication.

My concern is how to convey to the right people all the reflections which are posted in this list.

Graciela C. Moyano  
ISP JV Gonzalez  
gmoyano@tournet.com.ar  
From ???@??? Sun Sep 07 06:54:42 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Grammar Question (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b03828e068fb@[200.26.47.13]>

-----  
Grammar Question (Gen)  
-----

Lucas Cockshott asks

>Is this possible?

> 'She might have not realised'  
>  
>or is it only  
>  
> 'She might not have realised'  
>  
>I think both are possible

>I went through Quirk's negative Modals, but couldn't find Perfective  
>Modals. Are they negating different things?

I think what is worrying Lucas here is the scope of negation. Negatives and quantifiers -- i.e. adverbs of degree -- have scope over the nearest word they modify. Let me give a few examples:

- i) Only I went over the prescribed bibliography  
(not someone else)
- ii) I only went over the prescribed bibliography  
(did not read it, study it, etc)
- iii) I went over only the prescribed bibliography  
(not the general bibliography)

The "higher up" -- on a tree -- a quantifier is placed, the wider its scope.  
Consider:

- a) She might not have realised

The scope of negation is the modal node. You're negating the possibility

- b) She might have not realised

You're asserting the possibility and negating the realisation on her part.



As not is further down on the tree, its scope is more reduced.

>If the first one is wrong, why is it? If you don't put the main verb, I believe that word order is OK:

Maybe it's not so frequent as a full sentence. But if it is possible with the elided main verb, it means this verb is underlying the construction.

'She might have realised. She might have not.'

Ana Armendáriz  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Sun Sep 07 18:23:47 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ARTESOL Newsletter  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b038cb82101f@[200.26.47.48]>

-----  
ARTESOL Newsletter (Ar)  
-----

The next issue of the ARTESOL Newsletter is coming out in December and we have already started preparing it.

Have you written or are in the process of writing a book review, a project, a report, on your TEFL experience or a research paper which you would like to share with other colleagues and ARTESOLers?

If so, please send it as soon as possible for publication in the Summer issue of the ARTESOL Newsletter 1997. I can receive submissions and present them to the other editors for selection.

Maximum number of words: 250  
Deadline: September 30th  
Send to: gwarck@overnet.com.ar  
Subject: ARTESOL Newsletter submission

I hope to hear from you.

Germa'n Warckmeister  
ARTESOL Board Member  
mailto:gwarck@overnet.com.ar  
From ???@??? Sun Sep 07 18:28:27 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ARTESOL Newsletter  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b038ccab55d6@[200.26.47.48]>

-----  
Professionalism in ELT (Gen)  
-----

Cristina Gallo writes that she agrees on the need to face "worrying issues, to raise awareness of professionalism in ELT". However she claims that she would like to take a more moderate stand, and would not berate the "silent lurkers" for not bringing out issues which may [...] be crucial to our professional development or the future of ELT [...]" Then she refers to those students who are never the first to answer a question, or to provide feedback in class.

May I disagree with Cristina -- though disagreement on important issues with her is not frequent -- on the view that teachers can be compared to - - this 'to' is purposeful -- students? Linguistically we don't talk about 'the student profession', or 'the learning profession'. Being a student is definitely not a profession. By contrast we do talk about 'the teaching profession'.

Like Cristina, I'm all for individual differences, styles and paces. I will defend individuality against all odds. And that includes Cristina's call for moderation and her experience to think and listen to others' views before speaking her mind. What I find worrying is that due to many reasons some of us might not interpret an issue as important and consequently might not go in for any reaction. And if there is no reaction, statu quo is preserved.

Would we be doing any kind of favour to this occupation that we call ELT by nannying our colleagues? And then, what right would we have to do so? I don't think it's a question of tempting "the silent members to play an active role on the list". I would not like to be subject to a graded scheme to become professional, or be told what to react against. I want to decide for myself. As I see it, true professionalism comes bottom-up, conviction generated. And conviction is an individual's affair.

By the same token, I feel I cannot "help them [colleagues] to overcome their shyness, their fears, or whatever it is that is holding them back." All I've trained to do is teach English. And anyway that would entail adopting a bit of a patronising stance, which my adolescent nature would react negatively against.

And as regards exposition to the public screen in this case, in my view part of being professional implies developing defence mechanisms against -- to use Martin's words -- vulnerability to personal attacks, which, by the way, should not come if the issue being debated is a professional one.

I'm also all for bringing in different threads. Cristina believes "they needn't all be momentous subjects". But we mustn't miss the wood for the trees, or confuse what is urgent with what is important.

I think we should take a long, objective look around and engage in introspection without having to depend on others to decide when an issue is important and when it isn't. I don't mean in the least that this should be easy: I don't think epiphanies occur so often. I hunch this must be a long, long process, and the sooner we get started, the sooner we will be in a position to appraise this occupation professionally.

Ana Armendáriz  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Sun Sep 07 18:31:27 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar

Subject: N&V-L Worrying issues (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b038cd1c707a@[200.26.47.48]>

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Worrying issues (Gen)  
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Our List Editor shares the following quote with us netters:

"If you want to make changes in society you must make yourself vulnerable to personal attack. But remember - the hurt you feel will probably be nothing compared to the hurt presently felt by those for whom change is so desperately needed".

I simply loved the quotation -- it's the kind of thing that I find moving -  
- but I was taken aback by the effect my words had on him and possibly also on other colleague netters.

To find some peace of mind, and handle my own panic, let me say I find there is an abyss of a difference between becoming an ELT professional and making changes in society. The latter may be viewed as too grand a goal which many of us would be scared to embrace as a possible cause. Myself included. As I say elsewhere, I've trained to teach English, though I've always had a rebellious nature against what I consider to be unfair practice.

When I said, "what certainly IS a cause for worry is a list not worried about worrying issues [...]" I had in mind all that I know can be improved on in our field. I had in mind as well all that I see from my teacher's desk -- which has sometimes been only an imaginary one in the state contexts in which I've constructed -- with a lot of effort -- my teaching career.

No, it's not necessary to cut one's nose to spite one's face, as a very dear colleague of mine has recently pointed out to me in all wisdom. I have no pretence to act as a Martin Luther King. Obviously not. I shouldn't even be saying this. But it's Martin -- another Martin -- that has evoked -- or provoked? -- all these feelings in me.

I agree entirely that one must be ready to face personal attacks, that one should've developed defence mechanisms against them. But let me point out once again that in a professional world there should be no personal attacks, only disagreement on professional views. We should fight against attacks being personal. In my own professional ethics anyone who has to resort to a direct attack on my person for lack of professional claims is liable of all my contempt for their mediocrity and selfishness to admit it. I'm well aware that was strong, but it was intended to be so.

Finally, as regards "the hurt presently felt by those for whom change is so desperately needed", I think that as teacher educators we must teach people to fish, and not fish for them. I'm convinced that the only way out is enable people through education. It's only in that way that they will catch the fish they want.

Ana Armendáriz  
armenda@interactive.com.ar  
Buenos Aires, ARGENTINA  
From ???@??? Sun Sep 07 18:46:27 1997

To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Professionalism in ELT (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070cb038d1085c5f@[200.26.47.46]>

Some list members may have received this message with the wrong header -  
apologis for double posting

List editor

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Professionalism in ELT (Gen)  
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Cristina Gallo writes that she agrees on the need to face "worrying issues, to raise awareness of professionalism in ELT". However she claims that she would like to take a more moderate stand, and would not berate the "silent lurkers" for not bringing out issues which may [...] be crucial to our professional development or the future of ELT [...]" Then she refers to those students who are never the first to answer a question, or to provide feedback in class.

May I disagree with Cristina -- though disagreement on important issues with her is not frequent -- on the view that teachers can be compared to - - this 'to' is purposeful -- students? Linguistically we don't talk about 'the student profession', or 'the learning profession'. Being a student is definitely not a profession. By contrast we do talk about 'the teaching profession'.

Like Cristina, I'm all for individual differences, styles and paces. I will defend individuality against all odds. And that includes Cristina's call for moderation and her experience to think and listen to others' views before speaking her mind. What I find worrying is that due to many reasons some of us might not interpret an issue as important and consequently might not go in for any reaction. And if there is no reaction, statu quo is preserved.

Would we be doing any kind of favour to this occupation that we call ELT by nannying our colleagues? And then, what right would we have to do so? I don't think it's a question of tempting "the silent members to play an active role on the list". I would not like to be subject to a graded scheme to become professional, or be told what to react against. I want to decide for myself. As I see it, true professionalism comes bottom-up, conviction generated. And conviction is an individual's affair.

By the same token, I feel I cannot "help them [colleagues] to overcome their shyness, their fears, or whatever it is that is holding them back." All I've trained to do is teach English. And anyway that would entail adopting a bit of a patronising stance, which my adolescent nature would react negatively against.

And as regards exposition to the public screen in this case, in my view part of being professional implies developing defence mechanisms against -- to use Martin's words -- vulnerability to personal attacks, which, by the way, should not come if the issue being debated is a professional one.

I'm also all for bringing in different threads. Cristina believes "they needn't all be momentous subjects". But we mustn't miss the wood for the trees, or confuse what is urgent with what is important.

I think we should take a long, objective look around and engage in introspection without having to depend on others to decide when an issue is important and when it isn't. I don't mean in the least that this should be easy: I don't think epiphanies occur so often. I hunch this must be a long, long process, and the sooner we get started, the sooner we will be in a position to appraise this occupation professionally.

Ana Armendáriz  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Sun Sep 07 18:51:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Improving quality of ELT (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070db038d1356710@[200.26.47.46]>

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Improving quality of ELT (Gen)  
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Graciela Moyano writes:

"With reference to [...] administering admission exams in the province of Bs As,, [...] [they do] not include the option of examining candidates for jobs [...] so the implementation of such exams would not be possible until the existing regulations were reformed. [...]

"Administering these admission exams in the city of BA last June was a successful measure. However, we must all know that the representatives of the Profesorados - Dr. Maria Teresa Viñas Urquiza and Prof. María Silvia Stagnaro [...] worked on an honorary basis [...] We can feel relieved that they were there to provide all their expertise because together with the other three members, they designed the test, administered it to 600 candidates (out of 2400 who had formerly enrolled), corrected the papers 600 papers and administered the oral test to the selected ones (180), out of which 80 got through. This is the invisible part."

In this respect I'd like to say that if we are to improve the quality of ELT our professional associations should exert pressure on authorities so that the legal setup is changed.

It is impossible to try to improve educational standards in this country on a voluntary basis. Do you think that María Teresa and María Silvia will agree to be on a similar board to examine another 600 candidates? I'd support their decision not to. Now, if this had been a job, and they had been paid for it, then they might want to consider participation in a second evaluation instance. And we would be even more relieved that they should be there because they would have appraised the effects of the test they administered on the first occasion and might decide to improve on it. In this way there would be continuity in the task.

And this is precisely the point: lack of continuity in many tasks in our educational system. Otherwise all these good projects -- and the corresponding effort, stamina and expertise -- end up going down the drain.

The other aspect that gives me the creeps is figures:

|                             |      |
|-----------------------------|------|
| Total number of candidates: | 3000 |
| Passed written exam:        | 180  |
| Passed oral exam            | 80   |

This means that 2200 people were rejected. The obvious question is: where will these people go? Will they end up working in another school, for example in the Province of BA, where there is no legal set up for evaluation? In some obscure school of English? Teaching cheap private lessons -- and ruining learners in the process -- and creating unfair competition with graduate teachers?

This I've said may sound terribly hard, but there is a humanitarian aspect to it in my reflection as well: how many of those people applied for a job as teachers of English because there are no other jobs for them? How many of them have a true vocation?

In the summer of 1994 -- I was still working for "Inglés a Distancia", an in-service distance teacher training programme, we had huge turnouts of people who wanted to do the course. This programme works like this: the provinces and the City of BA must sign agreements with the Ministry of Culture and Education, Dirección Nacional de Formación, Capacitación y Actualización Docente, whereby the training of unqualified teachers is a joint venture, to put it in a nutshell. By contrast, the sister programme "Portugués a Distancia" works on an individual basis: you or I can go there and enrol, even if we don't know a word of Portuguese, and are not teaching any lessons. Well, the people who had originally come to enrol in Inglés a Distancia and were informed they couldn't, walked five steps along the corridor and enrolled in Portugués a Distancia. The point was getting some certificate that would allow them to work.

Portugués a Distancia has closed their enrollment; Inglés a Distancia has been almost frozen for over two years. There's a crying need for qualified human resources in both languages in this country, while the teaching of English in the Second Cycle of the EGB has not been implemented massively. What will happen when it is? I suspect that many of those teachers who were rejected by the Secretary of Education of the City of BA will be recruited somewhere else.

The solution I find is to again press the Ministry of Education to unlock Inglés a Distancia and get the Red Federal to launch organic pre-and in-service training programmes. While it is only fair to reject candidates because they lack a minimum degree of expertise, if there is a certain degree of disposition in them, they should be prepared for a future task, because given the tremendous shortage of teachers, I'm sure they will end up within the system somehow.

Graciela expresses her reservations about the EFL methodology component of the examination. She writes:

"The methodology part could have no pretenses of any kind because the candidates, in most cases, did not have any idea of what teaching a foreign language means. [...]"

I think the mistake is to assume that they will know something about methodology. I'd devise a test on attitudes and beliefs towards teaching and learning. While I was working for "Inglés a Distancia" (1989-1996) I discovered there are many people who are very intuitive, sensible and sensitive, and who have a basic natural disposition towards education.

This natural knack is waiting to be displayed by a good teacher education programme. I can assure you as a Methods II teacher that methodology is what least worries me, because if you have the right disposition, you will find ways to reach the learners in your charge. Anyway anyone who's been to school must have their own ideas on what language is, what it is for, and one can learn a language. This is what we call experiential knowledge, which is normally contrasted with received knowledge, or knowledge of the disciplines involved. To my mind it's preferable to work on that basis.

Graciela next tells us about her project, and let me underline that it is her project, and that the only thing I did was read it. It's a very good project which is feasible of implementation in the present state of affairs.

I would like to share Graciela's concern as to "how to convey to the right people all the reflections which are posted in this list."

My answer to this is to tell many people until we discover the right people. Any ideas out there?

Ana Armendáriz  
mailto:armenda@interactive.com.ar  
From ???@??? Sun Sep 07 19:08:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Getting to the right people (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070fb038d271b151@[200.26.47.46]>

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Getting to the right people (Gen)  
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Graciela Moyano is concerned about:

"how to convey to the right people all the reflections which  
are posted in this list."

I think one way is for all of us to actively encourage people to join the list.

Although the list is growing, there are still people who one would expect to be subscribed who are not, even though they do have email accounts.

Ideally one would expect all MCyE FL staff, universities, all teacher training colleges, all Teachers associations and organisations, all publishers, all examination boards and a host of other EFL/ESL periphery to want to join. But they may not want to, or they may not know about N&V-L.

There is little to be done about the first reason (except regret it) but the second is certainly addressable. However, as a free service N&V-L has no budget for the time and expense involved in mailing people about the advantages of this forum.

List members who feel it might be useful might like to consider telling colleagues about N&V-L, and maybe fwd messages off this list to show how important some of the topics being addressed are. A strengthened list can only mean more and more valuable input, which in turn can only be good for the profession. And in that way we might, as Graciela is concerned, be able to get to the 'right people'.

Martin Eayrs  
mailto:me@interlink.com.ar  
From ???@??? Sun Sep 07 22:39:36 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Welcome to British Council (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b0390472f99f@[200.26.47.46]>

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N&V-L Welcome to British Council (Gen)  
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Surprisingly, Mike Potter [British Council DO, Bs.As - List Ed] sends a message to us netters. The occasion is the Patagonian Teachers Meeting -- Cristina Gallo's bright initiative.

Mike writes:

"Just to wish the Neuquen initiative all the best. It looks like you're going to have a really interesting time! Wish I could be there! Also to say that the British Council, Buenos Aires is now linked into the N&V-L list. It makes good and interesting reading!"

What I find is so positive about Mike Potter's reply is a) that he's following ELT activities in this country closely; b) that he's subbed to the N&V-List and is reading our debates and contributions, and getting to know about our worries as first-hand information. Let me say that this had never happened before -- of course there were no electronic interest lists. But taking a personal interest is a very positive move.

The ideal thing would be for him to also express his views and become one more netter.

Welcome, Mike. I am sure that all of us will forgive you for not being able to make it for the Patagonian Teachers Meeting.

Ana Armendáriz  
Foreign Languages Coordinator  
Ministry of culture and Education  
mailto:armenda@interactive.com.ar  
From ???@??? Tue Sep 09 00:09:34 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Professionalism in ELT (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070db03a6e579318@[200.26.47.54]>

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Professionalism in ELT (Gen)  
-----

Much as I admire and respect Ana Armendariz, and little though I would like to go on on an issue that may already have been forgotten, I feel compelled to say a few words in defence of my previous posting.

> May I disagree with Cristina -- though disagreement on important



> issues with her is not frequent -- on the view that teachers can be  
> compared to -- this 'to' is purposeful -- students? Linguistically  
> we don't talk about 'the student profession', or 'the learning  
> profession'. Being a student is definitely not a profession. By  
> contrast we do talk about 'the teaching profession'.

I'd like to clarify this point. What I actually said was that I couldn't help but remember the way some students reacted --which is not making a comparison, but observing a psychological fact : the different reactions that the same stimulus can provoke in different people. While some people may find "prodding"--of which some of the wording in both postings I referred to was a fine instance--a stimulating kind of encouragement to action, others will just freeze and find it threatening or overbearing. I apologise if any of you felt offended by my comments; it was not in my mind (as I expect it will never be) to be offensive or in any way patronising. How could I assume an attitude I most strongly despise, that of considering oneself in any way superior to others? My innermost feelings react against any such thoughts, and it would be sad behaviour on my part indeed if I dared to patronise others, when I am so aware of my own shortcomings!

Perhaps the word "students" was not a very happy choice, but then, I can only draw on the knowledge I have acquired in many years of teaching, and obviously most of that knowledge has come from my contact with students. Many of them were adults, though, and as such totally appropriate subjects for comparison --if comparison was what my comment suggested.

My posting was not meant to "nanny" any colleagues: I don't have the time or inclination for that. I did mean to soften some sharpness of tone I detected in some of the words, though, fearing it might trigger the opposite reaction to what was expected.

It's quite true no one can tell a grown person what to do or how to react; we all make our own choices and decisions. Why, then, need we run the risk of offending by generalising and saying they may be waiting "for others to fight their battles"? Why jump to the conclusion that "silent lurkers" are not interested in worrying issues? Why should we question their silence when we don't know what is causing it? Can't that be called underestimating some of our colleagues? I may be naive, but I can think of several reasons why people might prefer at first to digest silently before they react, and not one of them is "patronising". I respect their silence and can only hope to be able to play a part in creating a comfortable medium that will encourage discussion and cooperation. I will even go one step further and affirm that I may not be so off the mark, since I have received a few responses to my original posting, from "silent lurkers" who thanked me for understanding their feelings. As to that, I believe that one of the duties of a teacher is to try and understand people's feelings and reactions: after all, there must be a purpose behind the inclusion of Psychology as a teacher training subject.

I do agree that there are very important issues to discuss; I work constantly towards the improvement of our professional performance, and I only wish I could do more than I actually do to that effect--though I certainly devote most of my time to it.

I also think this is not a matter of not seeing the wood for the trees: I understand the purpose of this list is to exchange information and ideas, and to improve the quality of our teaching, among other things.

This encompasses such a wide range of topics that we should not try to limit it to only the worrying highly professional issues (which by all means deserve treatment in this forum). But to some of us, how to deal with classroom problems may be a worrying issue; or how to provide an original angle in the explanation of this or that grammar structure, or how to develop our students' vocabulary, or comprehension, or production, in the best possible way. If we succeed in sharing new classroom techniques, finding the answer to a baffling question, pooling our resources to solve even small problems which might have long-term consequences in our students' performance, aren't we also improving the quality of our teaching?

Renewed apologies if I am not taking a high-road approach to the problem of professionalism in ELT. Being a bit of a pragmatic, I don't disregard low-road issues as unimportant. This country needs EFL teachers that know how to speak the language, how to teach the language, and even how to inspire a love for the language. There may be more ways than one to achieve that. And it is by *\*doing\** that we will achieve it. Let's use this forum to propose practical answers to the problems in question, and not to establish "irreconcilable differences"

Professionalism is a feeling, a lifestyle, a pattern of behaviour, a personal choice. In many cases, it has little to do with diplomas or degrees. In my opinion, it has more to do with individual resolution, a sense of commitment, and the will to improve the materials (human or otherwise, mind you) we have in hand, including both our knowledge and our brain.

As Ortega y Gasset expressed it once : "Argentinos, a las cosas!" (And I know, Ana, that you'll agree with me on this last sentence!)

Best regards to all,

Cristina

From ???@??? Tue Sep 09 00:13:42 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Reply to German Warckmeister (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070bb03a66059e8f@[200.26.47.54]>

-----  
Reply to German Warckmeister (Ar)  
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From Martin Eayrs - a personal posting

We must all thank German Warckmeister for yet again posting to the list (twice) in the name of ARTESOL. He invites list members to submit articles to the ARTESOL newsletter and I for one shall be happy to submit a piece on 'Professionalism in ELT' which I hope will be found suitable for publication.

However, I should like to address some of his comments in his first posting. I must admit to using the word 'some' a little ironically insofar as German has consistently adopted the irritating habit of ignoring points and/or questions he is unable or unwilling to refute or answer. Nevertheless, confining myself to what he \*has\* chosen to reply, I must admit to a general sense of dissatisfaction.

In what follows,

|                    |    |                                 |
|--------------------|----|---------------------------------|
| the double chevron | >> | is used for my original posting |
| single chevron     | >  | is used for German's reply      |
| no chevron         |    | is used for my present reply    |

>I am very sorry, but I made a mistake. At the time I wrote the above answer

>I did not know that the bylaws are public. As Martin Eayrs says, anyone can

>read the bylaws before becoming an ARETSOL member. On behalf of ARETSOL I

>wish to thank the editor of N&V-L, but since the bylaws can be consulted

>freely, there's no need for dissemination.

I think German misses the point. My offer to quote from the statutes on the list was intended to clear up quibbles and misunderstandings. ARTESOL's (previous) refusal to release them and disinclination to do so now does not. No publisher would have difficulty in obtaining copies and there would be no injunction against publishing them - 'permission' was not being sought.

I repeat the offer to help make these public in order to clear up misunderstandings and am surprised that ARTESOL would not wish to do this.

>>it might strengthen TESOL's credibility if there were clarification of  
>>the post of ARTESOL Executive Director

>I really don't know if other TESOL affiliates don't have this position.

>ARETSOL does, it is a position elected by the ARETSOL Committee, for the  
>time needed, and it is subordinated to the committee.

'Elected' by the ARTESOL committee is a strange concept. One wonders how many candidates are/were presented. One would have to consult the statutes and also the minutes of the meeting at which the 'election' took place, which should of course also be available to members. But by way of parallel, let us consider an imaginary situation, completely unrelated to ARTESOL.

In this Mandangan universe there is a Private Association A and another, allegedly independent and national, Association B. Association B has a committee, some 80% of whom work for Association A, on which incidentally they depend for their livelihood. The committee of Association B decides to 'elect' an 'Executive Director'. All well and good, as long as the statutes permit it. So who does the committee of Association B 'elect' as Executive Director? The Director of Association A, who theoretically at least has control over their salaries and professional future within Association A! Whether such a position is 'subordinated to the committee' would then become a moot point. But ethically something would be very, very wrong indeed with such a set up.

As I said, this is a hypothetical situation, completely unrelated to ARTESOL, and any similarities must be considered purely coincidental.

'For the time needed' is an even stranger concept - the analogy must surely be that of emergency powers in times of war or national disaster. My (admittedly limited) knowledge of committee procedure and the Argentine laws ruling on statutes for 'Asociaciones Civiles' inclines me to question this as acceptable practice.

>As the editor said in a previous message the "discrimination against  
>display of materials for being 'British'" has been revised.

Is German sincerely prepared to cross his heart and tell us that British materials were displayed on publishers' stands in this year's conference ? Three weeks ago ? This is not what I have heard. (I am afraid I was unable to attend myself, but not for lack of trying). Perhaps we can get confirmation on this from one of the publishers present ?

>>Readers of ELT News & Views (the newsletter, not this list) over the last  
>>years will have noticed advertising (local news, loose inserts, page ads,  
>>etc) for BrazTESOL, TESOL Chile, PARATESOL, URUTESOL and TESOL  
>>International. We have done this without charge, as an expression of  
>>support for local teachers organisations. For the last four years we have  
>>regularly made the same offer to ARTESOL - to put into the homes of  
2,700+  
>>subscribers details of ARTESOL activities and Conventions. Each time the  
>>offer has been ignored or refused. The last time we were told  
>>telephonically that ARTESOL would NEVER give us ANY information EVER.  
With  
>>the greatest respect, this is not illustrative of eagerness to make  
ARTESOL  
>>grow.

>With the greatest respect, "Racism in Local ELT" is not illustrative of  
>openness and eagerness to grow, either.

This 'answer' is as enigmatic as it is incredible - it flouts the maxims of Quantity, Quality, Relation and Manner - in short it is simply not an answer. I shall however comment on it. For list members (most I would imagine) unable to access the above allusion, the word 'racism' was used in an article in the 'Buenos Aires Herald' published shortly after the 1996 ARTESOL Conference. It was used because publishers were told by ICANA Director Blanca Arazi, who although not ARTESOL President was for some unexplained reason chairing a meeting to discuss arrangements for the 1996 ARTESOL Convention, in answer to a query from (then) HarperCollins Representative Gabriela Bertolini, that stands at the ARTESOL conference would not be allowed to display British titles. When pressed for an explanation Arazi used words to the effect that 'under my roof I decide what can and can't be done'. (The 'roof' referred to was that of ICANA, where the meeting, as is the case with all ARTESOL meetings, took place). The word 'racism' was used in the article to refer to what can only be interpreted as a political decision based purely on differences between races of people, in this case between the North Americans and the British. Arazi did not refer to non-US titles - she specifically banned 'British' ones.

As most list members will know, the concept of 'British' publishers is in itself fairly meaningless - of the major ELT publishers only OUP and CUP can claim to be truly 'British' and even they print and publish extensively outside the UK and run US offices and operations. One might speculate that the reference to 'British' titles referred to those culturally identifiable with the UK, but this would be mere conjecture. The word 'racism' was used deliberately and after due consideration because in the view of the author such an extremely prejudiced decision merited equally severe condemnation. However there can surely be no connection between an article published in a national newspaper in 1996 and the rejection of a genuine offer made last week by N&V-L, a wholly different entity, to help ARTESOL grow. Furthermore, if what German tells us about "discrimination against display of materials for being 'British' " having been revised is in fact true - and I do not doubt his sincerity - might not

the author of the Buenos Aires Herald article more justifiably expect to be congratulated for being instrumental in bringing about a useful change rather than expelled from an association which has implemented his recommendations.

With regard to the comment that '[to comment on] "Racism in Local ELT" is not illustrative of openness and eagerness to grow, either', I would claim precisely the opposite. Leaving ARTESOL aside, it is only by openly drawing attention to decisions motivated through personal prejudice, to administrative malpractice and to blind and irrational bigotry, and by fighting for transparency - everything both ELT News & Views and this list stand for - that we can ever obtain 'openness and growth'. If ELT is to grow as a profession it must become professional - if an ELT Association wants to provide a good professional model - doubly important when it is the national representative of a fine international body such as TESOL - it must, ethically, be squeaky clean.

This list is an example of that transparency - open to all list members (and anyone can join) who are free to state their positions and to decide for themselves on the basis of information provided. With regard to this particular issue - only one of several ongoing threads - I myself have no other wish than to see a branch of TESOL in Argentina that will be similarly transparent, and am as prepared to denounce what I perceive to militate against that as I am to publish mails in support of it.

German depicts ARTESOL as so upset by what was written in a national newspaper article in 1996 that over a year later they refuse to renew my membership and are prepared to go to any lengths to prevent me writing about or even publicising their activities. This is generally known as cutting off one's nose to spite one's face. May I commend to ARTESOL the words of Voltaire, to whom is attributed the phrase: "I disapprove of what you say but I shall defend to the death your right to say it". Within the limits of decency and national security, such is the policy of a free press, such is the policy of ELT News & Views and such is the policy of this list. Can German and his fellow ARTESOL Board members honestly look each other in the face and say that it is theirs ?

I repeat yet again my sincere offer to run free advertising for ARTESOL Conventions (as we do for BrazTESOL, TESOL Chile, PARATESOL, URUTESOL and Cono Sur TESOL) which has once again, inexplicably, been rejected. I also repeat my question, to my mind still unanswered, as to whether this refusal to accept what has now in some perverse way become the olive branch of reconciliation is 'illustrative of eagerness to make ARTESOL grow'.

The alternative, that is the constant rejection of the offer by ELT News & Views and N&V-L to help publicise ARTESOL activities and to bring new people into the fold of ARTESOL, can only be interpreted as demonstrating that ARTESOL does not want to attract new membership and that its aim is to stay locked into the same closed circle that has dominated and controlled it since the moment it was set up, in direct contravention of the spirit of openness that characterises TESOL all around the world. This may indeed be what some or all of the Board of ARTESOL want but that is no reason for them to be allowed to have it.

Some weeks ago a posting was made to N&V-L by John Sebota of TESOL International. At the time he did not comment on the thread, one which I would imagine must be causing serious concern in TESOL's main offices. There is to my mind a growing feeling on this list that TESOL's continued silence can only be seen as a defense of ARTESOL's position. Personally, I refuse to accept that TESOL would in any way condone ARTESOL's behaviour. I may be wrong. What is certain, however, is that the time is ripe for

someone at TESOL - perhaps President Mary Anne Christison herself as she was recently in Argentina for the ARTESOL conference - to make some comment on what is being ventilated on this list - the issue is too important to be left alone. If TESOL remains disinterested much longer there is a danger that they will be seen not to care about their image in Argentina.

All of us may at times disapprove of what others say but we should most certainly defend their right to say it. This is what N&V-L stands for and this is what I personally will fight for with the means at my disposal.

Martin Eayrs

mailto:me@interlink.com.ar

From ???@??? Tue Sep 09 08:45:00 1997

To: cgm@teletel.com.ar

From: me@interlink.com.ar

Subject: N&V-L ARTESOL Newsletter

Cc:

Bcc:

X-Attachments:

Message-Id: <v03110713b03ae735fb20@[200.26.47.54]>

>Date: Sun, 7 Sep 1997 18:23:46 -0300

>To: me@interlink.com.ar

>From: me@interlink.com.ar

>Subject: N&V-L ARTESOL Newsletter

>Cc:

>Bcc: aaN&Vlistserv

>X-Attachments:

>

>-----

>ARTESOL Newsletter (Ar)

>-----

>

>The next issue of the ARTESOL Newsletter is coming out in December and we  
>have already started preparing it.

>

>Have you written or are in the process of writing a book review, a  
project,

>a report, on your TEFL experience or a research paper which you would like  
>to share with other colleagues and ARTESOLers?

>

>If so, please send it as soon as possible for publication in the Summer  
>issue of the ARTESOL Newsletter 1997. I can receive submissions and  
present

>them to the other editors for selection.

>

>Maximum number of words: 250

>Deadline: September 30th

>Send to: gwarck@overnet.com.ar

>Subject: ARTESOL Newsletter submission

>

>I hope to hear from you.

>

>Germa'n Warckmeister

>ARTESOL Board Member

>mailto:gwarck@overnet.com.ar

>

From ???@??? Tue Sep 09 12:19:29 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Linguistic abstracts on line (Gen)

Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b03b18dcda3a@[200.26.47.54]>

-----  
Linguistic abstracts on line (Gen)  
-----

Blackwell Publishers have introduced this new service which can be accessed at

<http://www.blackwellpublishers.co.uk/labs>

The service covers over 300 journals from more than 20 subdisciplines of linguistics.

From ???@??? Tue Sep 09 12:22:48 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Reply from Mike Potter (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b03b1a0a2134@[200.26.47.14]>

-----  
Reply from Mike Potter (Ar)  
-----

Many thanks for the positive message. Yes, I'm very much linked in to N&V. The dialogues are great, the problems real but all problems have solutions!

I hope to be able to contribute positively to the dialogue as things go by. I am a great supporter of the benefits of the non-native speaking teacher; a bee in my bonnet perhaps. I hope that many of you will have a chance to meet Peter Medgyes from Hungary while he is here for FAAPI and other events being organised in and around the Conference.

Mike Potter

From ???@??? Tue Sep 09 15:43:55 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L New listmember introduction (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b03b4931362a@[200.26.47.14]>

-----  
New listmember introduction (Gen)  
-----

I am new to this list and certainly seem to have entered a most interesting and intense discussion. I will lurk awhile longer until I know more about the issues, people, and organizations involved before I make a comment.

In the 1970's my family (husband, brother) and I were in Peru teaching. We adopted our daughter there and have been trying to keep up with South

America ever since then. I am even writing a novel which is set in the Andes.

My interest in this list is also as a member of the International Assembly of the U.S. National Council of Teachers of English (NCTE) and of the World Council for Curriculum and Instruction (WCCI), a spin-off of the ASCD. I joined this list to explore teachers' views on the subject of international guidelines (or standards) for the teaching and learning of language. I wonder if this topic has come up yet; I do understand that the list is relatively new. Anyway, I hope this brief message serves to introduce me.

Janet Chanriot  
English instructor  
Secondary and Community College levels  
in a rural county of northern California, U.S.A.  
mailto:chanriot@pacific.pacific.net  
From ???@??? Thu Sep 11 13:38:59 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Query (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b03dceef84ba@[200.26.47.44]>

-----  
Query (Gen)  
-----

QUERY: When I was at VenTESOL (Venezuela) in 1996, I heard about the organization "Latin America TESOL". Does anyone know how I can get in touch with them? Or, when there will be another Latin American conference?

COMMENTS: Wouldn't an international ConoSur conference be great!?

I believe this would be a good time for me to express my opinion about this list.....

I think that the N&V list is absolutely great! It is extremely important that south South American English teaching professionals have the opportunity to exchange ideas specific to our region. Although there are fantastic and large international organizations (TESOL, IATEFL etc.), which truly help us expand our knowledge of what is out there in the world, they don't always hone into the specific issues faced by EFL countries in this Southern corner of the world. I encourage you all to keep ACTIVE and continue to mutually strengthen our professional field down here!

Sincerely,  
Angela Glebus  
CHILE  
mailto:aglebus@inacap.cl  
From ???@??? Thu Sep 11 13:41:10 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teachers Associations (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b03dcf2b92d6@[200.26.47.44]>



-----  
Teachers Associations (Gen)  
-----

Is there a "National Association of English Professors" or something of the kind in your country?

I am looking for any information (purpose, activities, etc.) on this type of organization, so any contacts or information would be most helpful.

Angela Glebus  
CHILE  
mailto:aglebus@inacap.cl

From ???@??? Thu Sep 11 14:28:08 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teachers' Day (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b03dbba49c7a@[200.26.47.44]>

-----  
Teachers Day (Gen)  
-----

Today (11 November) is 'Teachers day' in Argentina. On behalf of N&V-L I should like to wish teachers in Argentina (and elsewhere too) best wishes in all they do.

Perhaps some Argentine teacher can clarify if this is the only teachers' day or whether there are separate days for primary, secondary and university teachers.

It would be interesting too if teachers in other cono sur countries posted the dates of their teachers' days - either privately to me or to the list - and then I'll post a complete listing.

List Editor

From ???@??? Thu Sep 11 14:32:56 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Latin American British Studies Association (LABSA)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b03ddb6271b9@[200.26.47.44]>

-----  
Latin American British Studies Association (LABSA)  
-----

For the series of LABSA's ENCUENTROS, The British Council invites you to attend the following lectures to be held at the British Arts Centre -BAC- Suipacha 1333, Buenos Aires during September.

1.-

Tuesday 16, 9am-1pm  
Wednesday 17, 2pm-6pm

"Cities of Desire: Urban Landscape and Cultural Differences"

Lecturers: Prof. Bernard McGuirk, U. of Nottingham  
Prof. E. Evans, U. of Nottingham  
Prof. Elsie Vieira, U. Federal do Minas Gerais  
Dr. Isabel Santaolalla, State U. of Cordoba

Comparative viewpoints held at these lectures will pave the way for those themes to be dealt with at LABSAs II International Conference to be held in Buenos Aires next November.

2.-

Wednesday 17, 10am-1pm

"Being a non-native speaker - Being a non-native Teacher" by Prof. Peter Medgyes

Prof. Medgyes is currently the Deputy State Secretary at the Hungarian Ministry of Culture and Education. Until recently he was Director of the Centre for English Teacher Training at Eotvos Lorand University, Budapest. At the moment he is also Full Professor of Applied Linguistics.

He has written numerous professional books and articles, his most recent publication being -The Non-native Teacher.

Lectures are free of charge, but registration required. Please contact The British Council at

Silvia MacIver

mailto:britcoun@britcoun.int.ar

From ???@??? Thu Sep 11 15:38:21 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: Certification in ELT (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110706b03deaf019a1@[200.26.47.33]>

-----  
Certification in ELT (Gen)  
-----

After two weeks away from my office I was amazed at the incredible amount of N&V-L messages in my mail-box today.

Having had the experience of reading all of the messages at one go, I have the impression that the step forward in N&V-L postings has been the re-focusing of ELT professionalism as a relevant issue to members of the list.

If I am not mistaken, I think I happened to be the first netter to react to Ana's gentle challenge to open a forum of discussion for the improvement of

ELT in our country.

I came up with a practical suggestion which I had already addressed to the Comision de Titulos de la Provincia de Buenos Aires. Briefly, it described the Cambridge EFL and TEFL certificates for their consideration by this body.

I often receive queries from teachers and even local authorities about the relative value and status of a number of Cambridge EFL certificates. I thought a practical way forward would be to describe to the Comisi3n the various certificates for them to be better informed at the time of recommending admission procedures for teachers of English in the Province of Buenos Aires.

I would like to volunteer this information to anyone interested in the EFL and TEFL qualifications offered by UCLES ( University of Cambridge Local Examinations Syndicate).

I think they could be of use in establishing standards for a temporary accreditation of practising teachers, as suggested elsewhere in the N&V postings.

As regards the search for the right people, let's imagine we all are the right people. Let's give this candid idea a try and see how far it takes us.

Litty Mora (Profesorado en LV JR Fernandez)  
UCLES Support Officer for Argentina  
e-mail: plmora@impsat1.com.ar  
From ???@??? Thu Sep 11 17:17:48 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping - mail failure (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b03df5f6c254@[200.26.47.32]>

-----  
Housekeeping - mail failure (Gen)  
-----

In the last few days we have had trouble with messages and have received an exceptional number of returned messages, almost exclusively in Argentina. This may reflect local net problems and seems to be better again today.

However, please note that N&V-L can not resend messages lost due to failure. The list is still manually operated by one person and merely to receive and post messages to list members is quite time consuming (although not begrudged !).

Several members have got into the habit of sending messages saying something like "I have been away", "my server has been down", "have I missed any messages since ...", etc, in each case asking for certain messages to be sent again individually.

This is very time consuming and I do not at present have the resources to do this. I am looking into the possibility of getting funding to support a listserv and a 24 hrs open internet connection which will permit archiving messages and a find facility (any help/suggestions in this regard

appreciated) but for the time doing I am afraid I can not spare the time to cover mail failures.

One solution (not ideal) is to pair up with another list member and check on whether you are receiving the same mails. As we do not post everyday or the

Incidentally, a certain amount of mail failure seems to be the norm. As a control I include myself on the list, that is to say included among the email addresses which receive N&V-L is my own email number. I am in effect mailing to my own email account. For several days I had my own messages bounced - which is to say that a message was returned to me@interlink.com.ar informing me that mail could not be delivered to me@interlink.com.ar because the domain interlink.com.ar did not exist.

Think about it ...

List editor

From ???@??? Thu Sep 11 18:06:28 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Upcoming sessions (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110701b03e0cd797f8@[200.26.47.32]>

-----  
Upcoming sessions (Ar)  
-----

INSTITUTO SUPERIOR del PROFESORADO e  
INTERPRETARIADO de INGLES-CASTELLANO  
COMODORO ENGLISH LANGUAGE INSTITUTE  
ESCUELA PROVINCIAL N° 1806  
Ministerio de Cultura y Educación del CHUBUT

LESSON PLANS for the INTERNET

September 16th, 1997

MICHAEL CARRIER (MA, FRSA) has been involved in ELT worldwide for 25 years. He has written several textbooks, including Front Page and Business Circles. He is currently Director of Eurocentres in Washington D.C.

The Internet is changing the way we communicate and also the way we learn. Our students will spend more and more time studying via Internet in the near future.

HOW CAN WE USE IT TO IMPROVE OUR TEACHING?

WHAT CAN IT OFFER OUR STUDENTS IN LANGUAGE AND INFORMATION?

This paper will demonstrate some of the ways we can use the Internet productively in EFL, with practical examples of lessons and places to find authentic materials for the classroom.

COURSE REQUIREMENTS

This presentation is advisable for an audience with little to no

experience surfing the web. It will be delivered in English (intermediate level)

14:15 hs. LESSON PLANS for the INTERNET  
(Eurocentres Presentation)

19:15 hs. LESSON PLANS for the INTERNET  
(EUROCENTRES Courses in Washington D. C. USA)

For further information contact

Ameghino 1030  
(9000) Comodoro Rivadavia,  
Chubut, Argentina  
Phone/fax: 097-472191  
mailto:celi@satlink.com

From ???@??? Thu Sep 11 18:18:37 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Call for Papers LAURELS Uruguay May 1998 (Ur)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b03e0f342622@[200.26.47.15]>

-----  
Call for Papers LAURELS Uruguay May 1998 (Ur)  
-----

Third LAURELS International Conference - Weaving language nests

When/where: 16, 17, 18 May 1998, Montevideo, Uruguay

Venue: Club Uruguay

Call for papers: deadline for receipt of proposal: March 31st.

Proposal form to include the following information  
(please type)

Presenter

Name:  
Address:  
City:  
Country:  
Office telephone number:  
Fax number:

Title of proposal:

Type of presentation:  
Plenary  
Paper  
Demonstration  
Workshop  
Exhibitors session  
(commercial presentation)

Estimated time needed for presentation:

Preferred audience size (please circle one)

25 \* 50\* 60\* 100 \* 150+ \* other \*

Equipment required: video \* audio \* OHP \* other \*

Would you be willing to repeat your presentation? Yes \* No \*

Would you object to having your paper video-taped? Yes \* No \*

Biographical Statement: (50 words)

Contact: Tel/Fax: (598) 2-622006  
From ???@??? Thu Sep 11 20:16:51 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Reply to German Warckmeister (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b03e2b91d085@[200.26.47.15]>

-----  
Reply to German Warckmeister (Ar)  
-----

From: Ana Armendáriz

I must admit that last Saturday Germán Warckmeister surprised me -- and surely a handful other netters as well -- by inviting a few list members to submit articles to the ARTESOL newsletter.

I replied to German the following, which I should like to share with other netters:

"Dear Germán,

I really appreciate your good intention, but have you stopped to consider what you are trying to do? Save ArTESOL's statu quo? Win us over? Convince some of us that this is such a democratic association that it recruits contributions from colleagues who seem to have a bone to pick with ArTESOL? Have you considered the possibility that one of us might come up with an article on, say, Alleged Democratic Proceedings of Professional Associations?

And then, how much can you express in 250 words? The above paragraph has 76.. Your own mail has 118 words used to express a rather naive idea. What kind of communication have you envisaged for us? You know, quantification theory, the quantification of thought, is an utter failure. One can make an effort for one's contribution to square within a certain space limit. But 250 words!! Is this the kind of professional newsletter that we want?

Why us? From your CC List I can see you're sending this summons to the people who have expressed their dissent in one way or another. (By the way, and by the same token, I'm sending copies to the same chosen few) How could Martin Eayrs publish an article in the ArTESOL Newsletter when he's been declared "not a friend of ArTESOL's?" Did you think your offer would boost my ego and make me forget my (professional) ethics so easily? Why did you not open up this call straightaway for contributions to the whole N&V-List? Remember all lists have silent participants.

Why now? Why would you come up with this summons now that the issue is still hot, and in some cases it still hurts? Not that it bothers me in any way, but why have I never ever been asked to scribble something for this Newsletter? Why have I never ever been asked to give a lecture or lead a workshop for ArTESOL? The only time I opened up an ArTESOL conference was way back in 1989 I think, representing the Ministry of Education. Next I was part of a round table on teacher education representing the ISP "Dr. Joaquín V. González" in 1990, if I'm not mistaken. And then, why didn't I get an invitation to the ArTESOL conference -- I'm the national Foreign Languages Coordinator for the whole country after all -- when ICANA authorities did get official invitations for two very important Consultation Seminars organised by the area I lead and the Ministry of Education in November and December 1996?

Why you? Why doesn't the committee face the music so to speak? Why haven't we had an official explanation? You know, Germán, I appreciate your good nature in negotiating an elegant way out. I appreciate your conviction that everything in this association is transparent. But have you stopped to find out?

I'm sorry Germán. But I can't accept your offer in any way possible. Not until the whole thing is cleared up. I will not contribute to ArTESOL until it becomes a really democratic association. Which, after all, is what we all deserve.

Ana María Armendáriz  
Teacher of English"

To this, Germán sent me three replies, none of which is a real one. Martin talks about Germán flouting all four Maxims in Grice's Cooperative Principle: Quantity, Quality, Relation and Manner. I will not bore you with his or my replies. Suffice it to say that none of my questions were answered.

By way of conclusion I'd like to say that I appreciate Germán's chivalry in defending what I consider to be a lost cause. I haven't met Germán, but feel like giving him a hand. He's well meaning but has, to my mind, an absolutely mistaken appraisal of the whole situation.

Ana Armendáriz  
armenda@interactive.com.ar  
Buenos Aires, ARGENTINA

From ???@??? Sat Sep 13 13:18:36 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teachers' Day (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110705b0406ce6c73d@[200.26.47.11]>

-----  
Teachers Day Correction (Gen)  
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The following message was recently posted:

>Today (11 November) is 'Teachers day' in Argentina. On behalf of

>N&V-L I should like to wish teachers in Argentina (and elsewhere  
>too) best wishes in all they do.

This should of course have read Today (11 SEPTEMBER) and I apologise  
for the typo.

List Editor

From ???@??? Sat Sep 13 16:35:15 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Certification in ELT (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070ab0409aff9c84@[200.26.47.55]>

-----  
Certification in ELT (Gen)  
-----

I would be very pleased to receive the information offered by Litty  
Mora concerning the EFL and TEFL qualifications offered by UCLES  
(University of Cambridge Local Examinations Syndicate).

Furthermore, I would like to know what is meant by "establishing  
standards for a temporary accreditation of practising teachers,"  
considering that, as far as I know, those standards do not measure  
teaching performance. I have the feeling that we often forget that  
children are the victims of all this "malpractice".

When I mentioned the "right" people, I should have said those people  
who take political decisions. I also believe that we can be the right  
people although not always heard.

Graciela C. Moyano  
ISP JVGonzalez  
ENSLV JFKennedy  
ISPTecnico UTN

mailto:gmoyano@tournet.com.ar  
From ???@??? Sat Sep 13 22:43:11 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Reply from German Warckmeister (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b040edc6be8d@[200.26.47.55]>

-----  
Reply from German Warckmeister (Ar)  
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Considering our great concern about ARTESOL, I would like to let you know  
that I have presented a report to the executive authorities of ARTESOL on  
the issues we have discussed publicly on this list.

I know you all want an official answer from ARTESOL. I trust there will be  
one soon.



All our efforts will contribute to strengthen and improve ARTESOL so that it can become the professional organization we all deserve

German Warckmeister  
mailto:gwarck@overnet.com.ar  
From ???@??? Mon Sep 15 05:43:35 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Professionalism in ELT (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b042a40d7dd6@[200.26.47.41]>

-----  
Professionalism in ELT  
-----

Reply to Cristina Gallo

Cristina Gallo clarifies her position with respect to professionalism, and starts off by apologising for bringing the issue back into the limelight. May I state that I'm all for debating the issue further, and that I'm convinced her disagreement with my view is absolutely healthy? It is only by debating "worrying issues" -- the phrase is almost on its way to becoming a fixed collocation -- that we will all have a chance to give shape to a concept that is relatively new to our field.

I for my part would like to linger on this worrying issue. Somewhere in my posting I say that I view professionalism as a property that is "bottom-up conviction-generated." Cristina in turn defines it as a feeling, a lifestyle, a pattern of behaviour, a personal choice.[...] an individual resolution, a sense of commitment, and the will to improve the materials (human or otherwise [...]) we have in hand, including both our knowledge and our brain."

As I see it, there are several aspects to be weighed and considered: on the one hand the conviction that one wants to be professional in one's conception of (ELT), and consequently act professionally, which can only be an individual's affair. In turn this decision interacts with one's own personal ethics. From this stand being professional "has little to do with diplomas or degrees." So this view squares with Cristina's as an initial approximation.

However, there is another side to this worrying issue that takes account of the role of the individual professional in the midst of his professional field. In other words, it has to do with what it is that the profession states as professional behaviour. Statements of practice by professional members are to be found in public documents. Professional associations like FAAPI have statutes that express these tenets. There used to be -- but it was unfortunately done away with -- matriculation after graduation for teachers, along the lines of "Colegios de Traductores", "Colegios de Abogados", "Consejo Profesional de Ciencias Económicas", etc. My two teaching degrees were registered when I graduated and exhibit a number which is no longer operative.

These professional associations put down in black and white what is expected from members of their profession, and what can and cannot be professionally ethical. Often these statements are destined to protect their members, and to establish a type of behaviour that will be the

defining feature of the profession, without meddling, of course, with individual creativity.

For many reasons, only one of which is extreme lack of time, but probably also lack of a tradition of socialising information, teaching is a solitary occupation, even though as teachers we're surrounded by lots of people, who are rarely our peers. And if teaching in general is characterised by isolationism, the teaching of foreign languages has been marked by an even sharper isolationism, probably due to the use of a different language, the adoption of foreign educational trends and the like. To mention a recent and rather dramatic example, when the FLs documents were opened up for consultation in November last year, a call went out for specialists in and practitioners of English, French, German, Italian and Portuguese. The documents are written in Spanish because they are official, and therefore adopt the standard Spanish technical jargon. The first stage viewed the consultants' perplexity at the use of Spanish jargon, unknown to all five groups. The second stage entailed disagreement with each other and with the documents themselves because of the different trends that were being confronted. From this viewpoint it is a real miracle that the documents should have achieved the consensus they have in fact achieved.

Let me linger on the concept "standard practice", since, to me, it is a really worrying issue. From what was stated above one might get the impression that standard practice is fixed by a group of chosen few for ever. Far from true. In a truly democratic profession there must be a constant interplay between social demands and scientific research. The professional practitioner must seek scientific updating and find ways to satisfy social demands without betraying the technical-academic trends of his knowledge area oriented by the scientist. On this view, being professional implies selecting and applying scientific or received knowledge.

Adopting an extreme individualistic stand isolates the practitioner and the specialist and gives neither the chance of sharing, making sense of and bringing standard accepted practice up to date. From this point of this view, then, being professional implies not operating in an isolated way in order to be able to act as an agent of change. It is in this sense that active participation is essential to reshape the concept of professional standard practice constantly, a concept that involves not waiting "for others to fight their [our] battles", as Martin puts it.

If as professional members of a profession we have a lot to say as regards the constant renewal of standard practice, as I conceive of it, the latter entails, to use Cristina's terms, "low-road" topics without disregarding "high-road" reflection on worrying issues. Paraphrasing Cristina, I'd agree with her this country needs to improve the how-tos -- speak, teach, even inspire a love for the language -- but also reflect on the choices made so that the whys, whens, to what-extents also become apparent, which in turn will end up improving the how-tos. Once again I share her view that "there might be more ways than one to achieve [it]", but I certainly don't agree that "it is by 'doing' that we will achieve it." Doing without a growing insight into what we do renders robotised teaching.

Like Cristina I'm all for using this forum and many others we might find to propose practical -- and to be in character let me add, 'theoretical' -- answers to the problems we encounter, and those worrying issues we might pose which lie at the very essence of our profession. However, I still can't spell out in what way one might "establish 'irreconcilable differences'". I also hope to be able to play a part in creating not so much "a comfortable medium" but a critical one that will encourage reflection, discussion and cooperation.

Yes, Cristina, "Argentinos, a las cosas".

Ana Armendáriz  
mailto:armenda@interactive.com.ar

From ???@??? Mon Sep 15 15:06:45 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Linguistic Policy for Latin America (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110711b043286d99a8@[200.26.47.13]>

-----  
Linguistic Policy for Latin America (Ar)  
-----

The study of linguistic policy and its application has of late developed considerably in many countries.

Research on the topic in Argentina has become indispensable due to regional integration processes, the development of new urban immigration groups, the impact of new speech technologies and the ongoing educational transformation process.

The Congress on Linguistic Policy for Latin America has as its main aim becoming a forum for debate among specialists in order to promote the study of linguistic policy theory and action.

Thematic Areas

| Linguistic Policy :                        | Language Planning                   |
|--------------------------------------------|-------------------------------------|
| -- Theoretical and methodological problems | -- Institutions devoted to planning |
| -- Social history of language              | -- Language and the media           |
| -- Linguistic and cultural identity        | -- Speech technology                |
| -- Oral and written cultures               | -- Lexicography and jargon          |
| multilingual                               | -- Turn-taking regulation in        |
| -- Integration processes                   | situations                          |
| -- Procesos de integración                 |                                     |
| -- Sociolinguistics of urban areas         |                                     |

Colleagues interested in submitting a presentation must send before October 1, 1997. an abstract of 400 words that should synthesise the paper's structure and conclusions. They should enter in it:

- Author/s full name
- The institution they belong to
- Address
- The title of their presentation y specification of the corresponding thematic area chosen

On the basis of these abstracts, which must be submitted on a print copy and diskette (any Microsoft Word or Word Perfect versions) ,a reading committee will select the presentations.

Further Information and Enrolment  
Instituto de Lingüística                      Enrolment fee >

Facultad de Filosofía y Letras  
fee for  
Universidad de Buenos Aires

Up to October 14, 1997 enrolment  
the different categories is as follows:

Directora: Elvira Narvaja de Arnoux  
:

25 de Mayo 221 (1002)  
Buenos Aires, Argentina  
Telephones: 54-1-343-1196/  
342-5922/334-7512  
Fax: 54-1-343-2733

-- Presenters: \$50.-  
-- Participants: \$30.-  
-- Students: \$15.-

After October 15, 1997, fees  
for presenters will be \$60.-

E-mail: cpl@iiling.filo.uba.ar  
Office hours: Monday through  
Friday from 10:00 to 19:00

Payment

-- In cash at the Instituto de Lingüística  
-- Other options will be posted in our  
second communication

Ana Armendáriz  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Mon Sep 15 18:09:27 1997  
To: Ian Wright <iwright@fnn.net>  
From: me@interlink.com.ar  
Subject: N&V-L Unsub not possible  
Cc:  
Bcc:  
X-Attachments:

Message-Id: <v03110700b04353e5d175@[200.26.47.13]>  
In-Reply-To: <3.0.2.16.19970915162434.2b0f761c@fnn.net>  
References: <v03110705b0406ce6c73d@[200.26.47.11]>

-----  
N&V-L Unsub not possible  
-----

This email account can not be unsubbed because not subbed

Usually when this happens the account holder has access to more than one  
email account and has quoted a different account number.

N&V-L awaits further instructions  
From ???@??? Mon Sep 15 22:25:23 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L EFL/ESL Jobs (Gen)  
Cc:

Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110705b0438f30c130@[200.26.47.14]>

-----  
EFL/ESL Jobs (Gen)  
-----

From TEFL Professional Network  
http://tefl.com  
Sunday September 14, 1997.

CURRENT LATAM ENGLISH LANGUAGE TEACHING VACANCIES

\* New this week

To find out more about these jobs, click on the link.

---

| Date Posted/Ref | Country | Post / URL |
|-----------------|---------|------------|
|-----------------|---------|------------|

---

SEPTEMBER

\*12/BR0015    Brazil                      Experienced EFL Teachers  
<http://tefl.com/jobs/brjoba.htm#BR0015>

28/COL0010   Colombia            University Santo Tomas - Teachers  
<http://tefl.com/jobs/coljoba.htm#COL0010>

24/BR0014    Brazil                      Trainee Teachers  
<http://tefl.com/jobs/brjoba.htm#BR0014>

21/BR0013    Brazil                      Qulified TEFL Teachers (2)  
<http://tefl.com/jobs/brjoba.htm#BR0013>

ECU0012                      Ecuador                      EFL Teacher, Guayaquil  
<http://tefl.com/jobs/ecujoba.htm#ECU0012>

---

To receive more information on TEFL Professional Network, please contact David McDowall at [dmd@tefl.com](mailto:dmd@tefl.com). To subscribe to the TPN Weekly Jobs listing send a blank e-mail to [subscribe@tefl.com](mailto:subscribe@tefl.com).

TEFL PROFESSIONAL NETWORK

Apartado 16, 18700 Albunol, Granada, Spain

[info@tefl.com](mailto:info@tefl.com) \* <http://tefl.com> \* Fax +44 171 691 7074

From ???@??? Mon Sep 15 22:31:01 1997

To: [me@interlink.com.ar](mailto:me@interlink.com.ar)

From: [me@interlink.com.ar](mailto:me@interlink.com.ar)

Subject: N&V-L Temporary List closure (Gen)

Cc:

Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)

X-Attachments:

Message-Id: <[v03110707b04391363b36@200.26.47.14](mailto:v03110707b04391363b36@200.26.47.14)>

-----  
Temporary List closure (Gen)  
-----

List members are advised that N&V-L will not be posting between Wednesday 17 Sept and Sunday 21 Sept 1997.

Normal (well, as normal as possible) service will be resumed on Monday 22 Sept.

List Editor.

From ???@??? Wed Sep 17 03:41:48 1997

To: [me@interlink.com.ar](mailto:me@interlink.com.ar)

From: [me@interlink.com.ar](mailto:me@interlink.com.ar)

Subject: N&V-L Apple Macintosh Virus alert (Gen)

Cc:

Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)

X-Attachments:

Message-Id: <[v03110701b0452afbe87e@200.26.47.16](mailto:v03110701b0452afbe87e@200.26.47.16)>

If you do not use a Apple Mac you can safely ignore this posting.

-----  
Apple Macintosh Virus alert (Gen)  
-----

"Aladdin Systems announces that it has recently discovered that a 'Trojaned' (a trouble making program hidden within a legitimate program) called "StuffIt Deluxe 4.5 (DR)" is circulating on Hotline servers on the Internet. This Trojan Horse apparently deletes files while pretending to build a list.

Aladdin wants to warn its customers that...StuffIt Deluxe 4.5 is not currently available, so users should not download anything claiming to be a legitimate copy of StuffIt Deluxe 4.5."

This advisory just arrived from William Gatton, President DynEd Japan, and is authenticated by DynEd's Engineering Department.

DynEd's International HomePage is at <http://www.dyned.com>.

DynEd's Japan Bilingual Home Page is at

<http://www.dyned.com/dyned3/JPN/html/newwelcome.html>

From ???@??? Mon Sep 22 00:50:19 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Temporary List closure (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110702b04b9b501612@[200.26.47.12]>

-----  
Temporary List closure (Gen)  
-----

List members are advised that N&V-L will be back on line Monday 22 Sept 1997.

List Editor.

From ???@??? Mon Sep 22 00:54:21 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L EFL/ESL Jobs (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110704b04b9c013fa8@[200.26.47.42]>

-----  
EFL/ESL Jobs (Gen)  
-----

From TEFL Professional Network

<http://tefl.com>

Sunday September 14, 1997.

## CURRENT LATAM ENGLISH LANGUAGE TEACHING VACANCIES

\* New this week

To find out more about these jobs, click on the link.

---

| Date Posted/Ref | Country | Post | URL |
|-----------------|---------|------|-----|
|-----------------|---------|------|-----|

---

### SEPTEMBER

21/BR0013    Brazil                      Qulified TEFL Teachers (2)  
<http://tefl.com/jobs/brjoba.htm#BR0013>

24/BR0014    Brazil                      Trainee Teachers  
<http://tefl.com/jobs/brjoba.htm#BR0014> 12/BR0015    Brazil

Experienced EFL Teachers  
<http://tefl.com/jobs/brjoba.htm#BR0015>

15/VEN0011    Venezuela    CVA Internships Program  
<http://tefl.com/jobs/venjoba.htm#VEN0011>

ECU0012                      Ecuador                      EFL Teacher, Guayaquil  
<http://tefl.com/jobs/ecujoba.htm#ECU0012>

28/COL0010    Colombia    University Santo Tomas - Teachers  
<http://tefl.com/jobs/coljoba.htm#COL0010>

---

To receive more information on TEFL Professional Network, please contact David McDowall at [dmd@tefl.com](mailto:dmd@tefl.com). To subscribe to the TPN Weekly Jobs listing send a blank e-mail to [subscribe@tefl.com](mailto:subscribe@tefl.com).

### TEFL PROFESSIONAL NETWORK

Apartado 16, 18700 Albunol, Granada, Spain

[info@tefl.com](mailto:info@tefl.com) \* <http://tefl.com> \* Fax +44 171 691 7074

From ???@??? Mon Sep 22 01:16:09 1997

To: [me@interlink.com.ar](mailto:me@interlink.com.ar)

From: [me@interlink.com.ar](mailto:me@interlink.com.ar)

Subject: N&V-L Talk on "Translation and Pragmatics" (Ar)

Cc:

Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)

X-Attachments:

Message-Id: <[v0311070cb04ba08d5120@200.26.47.42](mailto:v0311070cb04ba08d5120@200.26.47.42)>

-----  
Talk on "Translation and Pragmatics" (Ar)  
-----

CIAFIC/CONICET - Linguistics Department &  
Argentine Linguistics Association

Talk given by PROF. SANDRA HALE  
DIVISION LANGUAGES AND LINGUISTICS  
UNIVERSITY OF WESTERN SIDNEY  
AUSTRALIA

"Translation and Pragmatics"

Monday 22 September, 19:00 HS EN CIAFIC,

Federico Lacroze 2100, Capital Federal, Argentina

Free admission

Tel/fax: 776-0913

777-5280

From ???@??? Mon Sep 22 15:03:39 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L ESL Slang WWW page (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110706b04c633bc4ff@[200.26.47.58]>

-----  
ESL Slang WWW page (Gen)  
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I'm really excited to announce the opening of my newest ESL Cafe creation,  
The ESL Slang Page at:

<http://www.eslcafe.com/slang>

Students can access the entire list; alphabetical lists (A-Z) of meanings  
and examples; and random slang from the collection. I've got 250 entries  
at the moment, but promise to keep adding more. Suggestions are welcome.

On to the next project!

All the best,

Dave Sperling

\*\*\*\*\*  
\*

California State University, Northridge

Dave's ESL Cafe: <http://www.eslcafe.com/>

Creator and Chef

\*\*\*\*\*  
\*\*

From ???@??? Wed Sep 24 01:18:42 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L From an English Language Asssistant (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110703b04e19a48971@[200.26.47.57]>

-----  
From an English Language Asssistant (Ar)  
-----

Arrival of a new English Language Assistant in La Rioja.

I have been lucky enough to be one of five English Language assistants  
recently posted in different regions through-out Argentina. My name is



Claudine Menashe and I study Spanish and Modern History at the University of Oxford. As part of my course I shall be spending nine months here in La Rioja assisting a variety of teachers in English Language classes of all ages and abilities.

Having spent three days in Buenos Aires I boarded the plane to La Rioja filled with trepidation. With only a few tourists orientated leaflets about the province I had no idea what my new life would be like. A fantastically warm greeting at the airport soon calmed my initial nerves, while an exciting run down of all the excursions and activities planned for me reassured any fears of loneliness or isolation.

After only ten days here in La Rioja I feel that I can accept it as my new home with excitement and eager anticipation for the year ahead. A free first week allowed me to meet the various people whom I shall be working with in an easy social atmosphere. I have been given permission to attend some Spanish Literature evening classes which will greatly complement my own studies at Oxford while time has also been allowed for Tango lessons and even some Yoga sessions to calm what will no doubt be a hectic nine months!

Overall, the enthusiasm with which I have been received, by both students and teachers alike, has been a great complement to me and, I think, to the Language Assistants Programme as a whole. Cultural experiences and travel opportunities aside the working year also seems to hold a wealth of possibilities. As well as scheduled classes, visits to other schools in the province will be planned along with time for English conversation with the teachers themselves.

My timetable thus far consists of three different schools with classes ranging from first grade beginners to final year students as well as some classes at the Teacher Training College. I have already observed some classes and have been given the opportunity to prepare some exercises in both listening and conversation. Armed with Penny Ur's guide to 'Discussions That Work', some English magazines and a tape collection which should excite some interest from bored teenagers, I shall begin my first excursion into the realm of English Language Teaching.

From my own experiences of secondary school foreign language learning I know that the teacher's task is not an easy one, but I hope my enthusiasm to teach English will match the enthusiasm with which I have been welcomed into the community of La Rioja. The English Language Co-ordinator for the province, Analia Cicconi, has given me this window into cyberspace to relate my situation and my hopes for the future to all those interested in the Language Assistants Programme, organised by The British Council in conjunction with the Argentine Ministry of Culture and Education.

I would like to take this opportunity to thank all the people who were and are involved in making this experience possible for me. I suppose the best way in which I can express my thanks is by doing my best to assist in the teaching, learning and speaking of English in La Rioja.

Thanks for your time!

Claudine Menashe.  
mailto:analia@cablrl.rffdc.edu.ar  
From ???@??? Wed Sep 24 01:21:57 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Transmission problems (Gen)  
Cc:

Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b04e1b03dbdb@[200.26.47.57]>

-----  
Transmission problems (Gen)  
-----

Many list members in Argentina will be aware of recent email problems which have lost or delayed messages in the last few days.

This is beyond our control but we hope things will get better soon.

For those of you able to receive this message we just wanted to let you know we were still here !!

From ???@??? Wed Sep 24 11:35:09 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teacher education degrees/Foreign Languages Project (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b04ea8c81439@[200.26.47.15]>

-----  
Teacher education degrees and the Foreign Languages Project (Ar)  
-----

As we all know, the Federal Law of Education and the Law of Higher Education provide the legal framework for the Educational Transformation Process Argentina has embarked on, and within it, for the Curricular Transformation Programme stemming from the Dirección General de Investigación y Desarrollo Educativo, Ministry of Culture and Education.

In addition there are a number of federal agreements called "Acuerdos Marco" passed by the Federal Council of Culture and Education which regulate the application of the various measures necessary to effect the reform. There are 13 such federal agreements passed already, and two which are in their consultation stage, A-14 on Teacher Education ("A" standing for "Acuerdo") and A-15 on linguistic policy for the country.

When a document is said to be in its consultation stage, it goes through different modifications, and several versions are produced. One must be aware of this succession of versions, because none of them is the final one yet, and there's still room for opinion and rewriting. Exactly as in Process Writing because this IS process writing. Ideally, a document is sent to the Federal Council of Culture and Education for consideration and validation once it has reached technical and political consensus.

In August one such version of A-14 was sent to university and tertiary colleges of education of all disciplinary areas all over the country as part of the consultation scheme. So A-14 is not an exclusive undertaking of the Foreign Languages Project, though FLs are contained within its general framework and are affected by it. Educational institutions all over the country were requested to submit their opinions by the end of August. I don't think these opinions will have been processed yet. I know from my own experience that this task takes ages.

The structure of A-14 affects the documents involved, the FLs documents among them. Worth mentioning in this respect is the document relating to teacher education for the Third Cycle of EGB and Educación Polimodal, which has suffered 19 modifications in six months!!

The plan was to offer a minor ("campo menor") in EGB 1-2 and a major ("campo mayor") in EGB 3 and Polimodal, in the same FL or two different ones, as is done in many countries in the world. The two documents are so coherent with each other that they allow for the articulation. Furthermore, there is a document on Teacher Education for EGB 1-2 in Foreign Languages -- the famous "documento gris", which was opened up for consultation in the many national and regional meetings that have been held all over the country since October 1996. The idea of a specific degree to teach young children has reached mounting consensus. Needless to say, both degrees have been developed on the basis of A-11, which stipulates 1,800 hours tuition for the minor and 2,800 for the major.

The latest version of A-14, which I had access to on Monday 22 Sep, states the following (and though I know one of the requirements of this List is to write in English, I will have to quote in Spanish. I hereby request from our List Editor the license to do so):

"Título:            Profesor de Idioma Extranjero  
Campo            Características  
General          Común a toda la Formación Docente  
Especializado    Referido a las características del desarrollo psicológico  
                  y cultural de los alumnos y las características de las  
                  instituciones de la Educación Inicial, EGB y Polimodal  
Orientado        Centrado en el dominio una una lengua extranjera"

A first reading might leave open the possibility of having two graduate degrees "(títulos de grado" or "títulos docentes") , one for the First and Second Cycles of the EGB -- eventually for Nivel Inicial as well -- and another one for the Third Cycle of EGB and Educación Polimodal. However, a political decision, at a ministers' technical meeting it was decreed that they do not want "títulos intermedios".

I think the whole point is that a minor is not a "título intermedio" but a full degree in its own right, which is shorter since it requires less metalinguistic and metacommunicative reflection because children are not yet prepared for such awareness. Of course it does not mean that this teacher education scheme aims at a lower "dominio de la lengua" -- whatever "dominio" means, a word which, by the way, was objected to in the FLs consultation seminars.

In addition, teacher education for the Third Cycle and Educación Polimodal sees to the specificity of discourse types and lexis, so that the FL becomes instrumental to the learning of content areas. This relates both to the CBC and the CBO, "Contenidos Básicos Orientados" leading to the five orientations ("modalidades") of Educación Polimodal.

A further complication is that teacher education in FLs has been conceived of in terms of the specificity of the acquisition/learning age characteristics, a feature which by the way is borne out both by scientific research and by this very same version of A-14 as well: In this view they require a special psychology of FL learning, a specific methodology and a specific teaching practice. By way of off-the-cuff reaction, it is difficult to imagine someone as well prepared in the teaching of FLs from the age of 5 to 18. This further entails a mammoth teaching practice, relating to several ages. One wonders where the 2,800 hours tuition specified in A-11 go with all these specifications.

Yesterday I was given leeway to propose an alternative version of A-14 in the FLs area -- which of course cannot go against the ministers' political dictum. The FLs Team, which includes Silvia Luppi and Silvia Rettaroli, thought the decision exceeded our job and that we had to consult specialists to produce a version that would not go against the country's consensus.

To this purpose we've summoned in all haste a number of specialists representative of professional associations, universities and tertiary level institutes -- both state and private -- of English, French, Italian, German and Portuguese, and we're having a meeting today, Wednesday, Sep 24. in the evening, as from 5:00 pm.

I'll be communicating the results of this meeting through this medium this very same evening.

Wish us all good luck and the necessary inspiration.

Ana Armendáriz, Silvia Luppi, Silvia Rettaroli  
Foreign Languages Area  
Dirección General de Investigación y Desarrollo Educativo  
Ministerio de Cultura y Educación  
Ana Armendáriz  
armenda@interactive.com.ar  
Buenos Aires, ARGENTINA  
From ???@??? Wed Sep 24 11:45:48 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Transmission problems (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b04ead0b148f@[200.26.47.44]>

-----  
From an English Language Asssistant (Ar)  
-----

Dear Claudine,

Hi! Welcome to Argentina! And to the list.  
My name's Maria Gospodinoff; born in Springfield Illinois and moved to Argentina  
when I was in 4th. grade. A fully ' acculturated ' Argentine by now!!!

I graduated from High School at a bilingual British School (Northlands) in BA  
where I did O & A levels and then got a degree in Acting. Nowadays I teach Drama in English and English at Cambridge Institute in Necochea. Necochea is  
500 km south of BA; moved here last February when I got married to an Anglo-Argentine.

Just shooting the breeze with the story of my life! Before I get too carried  
away, I just wanted to say that i've been using Penny Ur's stuff since last year when she lectured in BA. The tasks are easy to follow and they work. I have  
also encountered many a bored teenager!!!

Claudine, should you need any help or whatever, feel free to write.

All the best in your endeavours

Maria

Maria Gospodinoff de Lockwood  
Casilla de Correo No 2  
Necochea, Buenos Aires  
Tel: +54 (262) 38005  
mailto:maria@sudeste.com.ar                      <http://www.sudeste.com.ar/lockwood>  
From ???@??? Thu Sep 25 00:47:09 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teacher education degrees/Foreign Languages Project (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b04f643674df@[200.26.47.44]>

-----  
Teacher education degrees/Foreign Languages Project, Ctd. (Ar)  
-----

We had our meeting this evening, and I'm communicating results as I'd promised.

The group agreed to support the issue of two degrees in FLs, and so replace the latest A-14 document proposal. They agreed to the view that it is not possible to specialise in such a wide a range as 5 to 18 years of age, and argued that the higher and more sophisticated the teacher preparation the more remote the possibility that these same graduates should choose the state sector as their workplace. They also considered the problem of candidates' entrance language level was basically an institutional, rather than a CBC problem, and proposed a number of very interesting solutions. The group worked seriously and in all belief that something can still be done. Another fruitful outcome of the meeting was that both the FAAPI and its 25 local associations, the three associations of French teachers and its "Comité de liaison", and the Association of German Teachers are going to join forces and fight this battle together. It's a pity that Italian and Portuguese Teachers should not have their own associations.

It's very reassuring that such renowned specialists, summoned with less 24 hours' notice, should've cancelled their duties for this afternoon to pool efforts to think together and come up with some solution. The general atmosphere was one of cooperation, not necessarily with the FLs Team but with the Foreign Languages Project and Argentine Education, which goes to point to their undoubted professionalism..

We cannot but thank them warmly for the effort, good will and expertise, all given away generously, as is the case with true educators.

In addition, they produced a document which is going to be handed in. Once again I ask for the license of quoting the original in Spanish:

"Buenos Aires, 24 de septiembre de 1997

Propuestas referidas al documento A 14 con referencia a la formación profesional para la enseñanza de las Lenguas Extranjeras.

1°. Dentro del marco de la Ley Federal de Educación, se desea privilegiar la libertad de cada una de las provincias y de la Ciudad de Buenos Aires de adecuar la aplicación de la misma según las características sociales, culturales y económicas. Por tal motivo, la formación docente de los futuros profesores de Lenguas Extranjeras debería respetar esta misma libertad para que cada jurisdicción pueda diseñar los proyectos adecuados a su realidad.

2°. Dentro de este mismo marco deberían respetarse las características de quienes desean capacitarse para su formación como profesores de Lengua Extranjera, tanto como se respeta la diversidad de quienes deberán aprender el idioma extranjero. Se hace necesario contemplar los conocimientos previos adquiridos en la lengua extranjera que varía según el contexto.

3°. El aprendizaje de las Lenguas Extranjeras resulta más afín con el aprendizaje de la lengua materna en cuanto a los mecanismos de adquisición del lenguaje (gramática, sintaxis, fonología, comprensión, etc.) a diferencia de asignaturas especiales como Educación Física y Artística.

4°. La formación de maestros para nivel inicial, primario y medio ha sido históricamente exitosa. Las Lenguas Extranjeras han seguido sus mismos lineamientos con notable éxito. No se entiende por qué razón se mantienen los títulos para maestros de la EGB y no se respeta igual valoración para los de Lenguas Extranjeras.

5°. Ante la emergencia educativa para la cobertura de cargos docentes para la enseñanza de las Lenguas Extranjeras se hace necesario dar prioridad a una capacitación intensiva a breve plazo que permita satisfacer la demanda."

Cristina Grondona White, María Inés Cambiasso, Martin Eayrs, María Teresa Viñas Urquiza, Adriana Cattáneo, Graciela Moyano, Zulima Molina, Estela Klett, Isabel Valet, Matilde Obermüller, Graciela Parolo, Celia Sábato, Beatriz Seveso, Susan Hillyard, Beatriz Pena Lima, Marta Mendes, Lore Schneider de Zuccardi, María Isabel Copello and Valneide Luciane dos Santos de Azpiroz.

We'll submit the proposal tomorrow and we'll keep everyone posted.

Ana Armendáriz, Silvia Luppi & Silvia Rettaroli  
From ???@??? Thu Sep 25 01:06:04 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Welcome Claudine ! (Menashe) (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b04f6932a0f5@[200.26.47.53]>

-----  
Welcome Claudine ! (Menashe) (Ar)  
-----

Dear Claudine:

Welcome to our country!  
I enjoyed your enthusiastic message.  
Good luck and have a nice and rewarding stay!  
Next time you come to BA, give us a call, we could possibly help out with accommodation and guidance around BA, if you are interested.

Regards, Lilitiana Orsi  
(Member-at large ESP Interest Section Tesol International)  
"Rainbow" <@inea.com.ar>  
From ???@??? Thu Sep 25 12:06:56 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L From an English Language Asssistant (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b05003f77a9c@[200.26.47.53]>

-----  
N&V-L From an English Language Asssistant (Ar)  
-----

Claudine!

Nice to read your message on the N&V list, and it was good to see you  
in Catamarca. Keep in contact. It's so easy!

Mike Potter  
The British Council, Buenos Aires  
mailto:MPotter@britcoun.int.ar  
From ???@??? Thu Sep 25 16:34:55 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Training of FL Teachers (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b05042c83ddb@[200.26.47.44]>

-----  
Training of FL Teachers (Ar)  
-----

I am sorry I was unable to attend yesterday's meeting at the Ministry as I  
was in charge of co-ordinating a teachers' meeting at exactly the same  
time.

How good that the democratic manner in which the various FL documents have  
been produced was in place once again with Ana's open invitation to write  
the latest contra-documento.

Personally, I believe that the training of language teachers should be a  
major, not a minor. I understand that one of the arguments is that the  
field  
of teaching covers students ranging from five to eighteen years of age and  
that as a result specialization in one area would be very difficult to  
obtain in a four year course.

In a very recent development, the IES en Lenguas Vivas Juan Ramón  
Fernández  
(Capital Federal) now offers an innovative solution to this problem by  
allowing  
student-teachers a choice in the last year between training for High school  
or Primary school. Specialization in the field of Primary is also open to  
graduates from the Lenguas and other Institutes, under certain conditions.

Details can be obtained at Carlos Pellegrini 1515.

Thanks again, Ana for your invitation.

Litty Mora  
UCLES Support Officer for Argentina  
mailto:plmora@impsat1.com.ar  
From ???@??? Tue Sep 30 11:26:55 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L EFL/ESL Jobs (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b05691e2468f@[200.26.47.44]>

-----  
EFL/ESL Jobs (Gen)  
-----

\*25/VEN0012 Venezuela Native EFL Teacher - Primary & Adolescent  
<http://tefl.com/jobs/venjoba.htm#VEN0012>

\*23/MEX0020 Mexico Teacher & Trainer - Saltillo  
<http://tefl.com/jobs/mexjoba.htm#MEX0020>

12/BR0015 Brazil Experienced EFL Teachers  
<http://tefl.com/jobs/brjoba.htm#BR0015>

28/COL0010 Colombia University Santo Tomas - Teachers  
<http://tefl.com/jobs/coljoba.htm#COL0010>

24/BR0014 Brazil Trainee Teachers  
<http://tefl.com/jobs/brjoba.htm#BR0014>

15/VEN0011 Venezuela CVA Internships Program  
<http://tefl.com/jobs/venjoba.htm#VEN0011>

ECU0012 Ecuador EFL Teacher, Guayaquil  
<http://tefl.com/jobs/ecujoba.htm#ECU0012>

More info from:

TEFL PROFESSIONAL NETWORK  
Apartado 16, 18700 Albunol, Granada, Spain  
info@tefl.com \* <http://tefl.com> \* Fax +44 171 691 7074  
From ???@??? Tue Sep 30 11:43:26 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L List Stoppage (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b056949feb93@[200.26.47.44]>

-----  
List Stoppage (Gen)  
-----

List members will have noted that the list has been 'down' for several days and before that was functioning erratically.



The erratic functioning is beyond our control, and delays on South American postings seem to be becoming more common.

As for the recent silence (almost a week), this has been as a result of the absence of the list editor - unfortunately confined to bed on doctor's orders.

Both (list and editor) are now up and running again and we hope to bring normal service as soon as possible.

Some postings received over the last week are now beyond their shelf date and will not be posted. In fact I would request all those who have posted over the last week or so to do so again.

Apologies for the spasmodic service.

Martin

From ???@??? Wed Oct 01 00:34:18 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L FAAPI Conference (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b0574add1451@[200.26.47.38]>

-----  
FAAPI Conference (Ar)  
-----

On behalf of the FAAPI Committee, I would like to extend our heartfelt thanks to both speakers and participants who accompanied us in Catamarca and helped us make of our 24th congress a memorable success. Your unfailing support is and will always be appreciated. Hope to see you all again next year at Bahia Blanca.

Cristina Grondona White  
President FAAPI  
mailto:mcthom@einstein.com.ar  
From ???@??? Wed Oct 01 01:23:12 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping - mail failure (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110707b0574f030e2c@[200.26.47.15]>

-----  
Housekeeping - mail failure (Gen)  
-----

Repeated message (for those who have not received it)

All elists have occasional problems with messages. We receive many returned messages - however, please note that N&V-L can not resend messages lost through failure. The list is still manually operated by one person and merely to receive and post messages to list members is quite time consuming (although not begrudged !).

Several members have got into the habit of sending messages saying something like "I have been away", "my server has been down", "have I missed any messages since ...", etc, in each case asking for certain messages to be sent again individually.

This is very time consuming and I do not at present have the resources to do this. I am looking into the possibility of getting funding to support a listserv and a 24 hrs open internet connection which will permit archiving messages and a find facility (any help/suggestions in this regard appreciated) but for the time doing I am afraid I can not spare the time to cover mail failures.

One solution (not ideal) is to pair up with another list member (friend) and check on whether you are receiving the same mails.

Incidentally, a certain amount of mail failure seems to be the norm. As a control I include myself on the list, that is to say included among the email addresses which receive N&V-L is my own email number. I am in effect mailing to my own email account. For several days I had my own messages bounced - which is to say that a message was returned to me@interlink.com.ar informing me that mail could not be delivered to me@interlink.com.ar because the domain interlink.com.ar did not exist.

Think about it ...

List editor

From ???@??? Wed Oct 01 15:18:33 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L XII Linguistic Congress Chile - (cl)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110702b0581715631b@[200.26.47.86]>

-----  
XII Linguistic Congress - (cl)  
-----

XII Congress Chilean Linguistic Society

Special Guest: Prof.. Teun Van Dijk. Univ. Amsterdam

When: 6 - 10 de October 1997 at the Universidad de la  
Frontera de Temuco, Chile.

Organisers. Departamento de Lenguas, Literatura y Comunicacion  
(casilla 54-D Temuco)

Sponsors: Fac. de Educacion y Humanidades; Direccion de  
Extension y Comunicaciones; Asociacion de Linguistica  
y Filologia

Mini-courses: Linguistica contrastiva.

6/7 Oct Dr. Nelson Cartagena, Univ. Heidelberg, Germany

Topicos de Linguistica y educacion amerindia  
Dr. Angel Corbera Mori  
Universidad Estatal de Campinas, Brasil

Adquisicion de lenguas y teoria gramatical  
Dr. German F. Westphal  
Universidad de Maryland, Baltimore, U.S.A.

Opening Plenary: Teun A. Van Dijk: "Discurso y modelos mentales"\*\*\*

No other contact details given.

From ???@??? Wed Oct 01 16:28:02 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L From TESOL International (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b058297db777@[200.26.47.47]>

-----  
From TESOL International (Gen)  
-----

TESOL has published a new book about using computers for language teaching. New Ways of Using Computers for Language Teaching contains approximately 100 teaching activities that use word processors, the Internet, e-mail, multimedia programs, and more for language instruction. The emphasis is on language teaching and how technology supports pedagogy.

I'd like to inform readers of this list serve because the publication seems especially relevant for this computer savvy audience. If readers are interested in finding out more about this and other publications, they can contact us at the address below or visit our web site at <http://www.tesol.edu>. The publication costs US \$27.95 + shipping and handling (US \$24.95 for TESOL members). Orders may be placed by e-mail at [publ@tesol.edu](mailto:publ@tesol.edu) or by fax at 1-703-518-2535 if a credit card is given.

Thanks for posting this.

Ann

\*-----\*  
|From: Ann Perrelli, Marketing Assistant |  
|TESOL Central Office, 1600 Cameron Street, Suite 300 |  
|Alexandria, VA 22314-2751 USA Tel. 703-518-2521 (voice) |  
|Fax 703-836-7864 email: [annp@tesol.edu](mailto:annp@tesol.edu) [www.tesol.edu](http://www.tesol.edu) |  
\*-----\*

From ???@??? Thu Oct 02 14:23:28 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L What to do with all those old books (Gen)

Cc:

Bcc:

X-Attachments:

Message-Id: <v03110702b0595c2a9a9e@[200.26.47.48]>

-----  
What to do with all those old books (Gen)  
-----

One sad reality of the teaching situation in South America is that in many rural areas there is an almost total lack of resources.

Another (commercially induced ?) reality is that new course books, skills books, reference books, etc, appear like mushrooms after a rainfall. Most teachers and schools in more affluent areas soon accumulate large numbers of books they no longer have any real need for but are loath to throw away.

My question is: can we not put together these two realities ? Would it not be possible to operate some kind of collection/distribution service to provide resources - after all any material, however outdated, must be better than none - for areas that experience severe deprivation ?

Any takes on this ? Any suggestions ? Perhaps this is already happening ? How do publishers feel ?

Responses to the list will be welcome.

Martin Eayrs  
List editor  
From ???@??? Thu Oct 02 16:59:00 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L What to do with all those old books (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b059833ac97c@[200.26.47.85]>

-----  
What to do with all those old books (Gen)  
-----

One sad reality of the teaching situation in South America is that in many rural areas there is an almost total lack of resources.

Another (commercially induced ?) reality is that new course books, skills books, reference books, etc, appear like mushrooms after a rainfall. Most teachers and schools in more affluent areas soon accumulate large numbers of books they no longer have any real need for but are loath to throw away.

My question is: can we not put together these two realities ? Would it not be possible to operate some kind of collection/distribution service to provide resources - after all any material, however outdated, must be better than none - for areas that experience severe deprivation ?

Any takes on this ? Any suggestions ? Perhaps this is already happening ? How do publishers feel ?

Responses to the list will be welcome.

Martin Eayrs  
List editor  
From ???@??? Fri Oct 03 08:14:58 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L FLs Project: Latest News (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070eb05a58b2f779@[200.26.47.85]>

-----  
FLs Project: Latest News (Ar)

-----  
It's a week since the last posting on the FLs Project. Don't think that the area has been idling around all these days. Far from that. We've been involved in a frenzy of activity on different fronts.

One such front is the 6th Meeting of the Federal Cooperative Seminar to Develop Compatible Curriculum Designs, which will take place in Chapadmalal, Mar del Plata, between Oct 6 and 15. This is a meeting where all provincial curriculum staff from all over the country get together to discuss their curriculum designs, listen to lectures and agree on modes of action. The focus this time for all areas is the 3rd Cycle. FLs being an immature and uneven area, we will deal with 1st, 2nd and 3rd Cycles, providing tailor made assistance. We had a meeting on 19-20 August, and there several provinces - no less than 15 - handed in progress drafts of their curriculum designs for the 2nd and/or Cycles, which we've read, judged and given advice on wherever necessary. We still haven't finished since more designs get to us every day.

As the three of us are teachers of English, we cannot judge many aspects of French and Portuguese curricula. So two consultants have been appointed: Estela Klett for French (UBA) and Gladis Ledesma for Portuguese (UNAM). These are consequences of the application of the multilingual offer the Project propounds..

The next front to tell you about is the forthcoming meeting of the Federal Council of Culture and Education, next Tuesday October 7. Why's it important? Because several FLs documents are being sent so that they're finally passed. One of them is the CBC for EGB.

Well, now. If you remember, document A-14 talks about teacher education from Nivel Inicial to Educación Polimodal. Teacher education is based on the corresponding CBC. The FLs Project never included Nivel Inicial because the overall recommendation was for start-up to be enforced as from the 2nd Cycle. On the other hand, it is a fact that English is taught in many kindergartens in this country with varying degrees of expertise and success. Among all the things that ELT in Argentina needs is a) contents for Pre-School level, so that later the teaching can be regulated by the overall educational scheme, and b) contents for Teacher Education.

So there we set out to write Pre-School contents and acquisition specifications. As might be expected, the scheme is mainly based on right hemisphere functioning through global exposure, the development of restricted two-way oral communication, a favourable affective link between the child and the FL through the teacher, and respect for individual pace. This early start-up of the First Level must go on in the 1st Cycle of the EGB. Furthermore this decision squares with French views of early school acquisition.

Another doc being sent is A-15, "Acuerdo Marco de Lenguas", the first attempt at setting up linguistic policy for our country, covering Lls -- Spanish and all others -- second languages -- Spanish -- and foreign languages.

And here we come to the crux of it all: teacher education. If you remember, we had a document on teacher education for EGB 1st and 2nd Cycles. This paper was opened up for consultation almost a year ago, and it suffered at least 11 modifications. Cecilia Braslavsky sent it to the provincial ministries of education at the beginning of September, on the commitment that they should be sending feedback by the end of September. So far we've had comments. from three provinces only: Río Negro, Misiones and Neuquén.

The first two are favourable; Neuquén confuses Curriculum Design with the CBC and regrets the structure has been altered, and complains they haven't had the time to analyse the doc on teacher education.

At the same time we have the other document on the 3rd Cycle of EGB and Educación Polimodal. This is the one that has been rewritten 20 times already in six months. This paper started off as specific recommendations for teacher education in EGB 3 and Polimodal, and has evolved in the direction of subsuming the previous document, in the manner of Proposal 1 issued by the FLs consultants last Wednesday September 24 (see previous posting).

This document organises teacher education in terms of a major and a minor. The major covers the whole of the educational system, from Pre-School to Educación Polimodal. It consists of a set of CORE contents which basically feature a) a competent handling of the FL, and b) an introduction to Linguistics and Applied Linguistics. The OPTIONAL component focuses on teacher education either for Pre-School, EGB 1-2 OR EGB 3 and Educación Polimodal. The specifications include learning and acquisition adapted to learner age, literary discourse in both cases, plus more linguistics and applied linguistics and social studies for EGB 3 and Polimodal.

The document implies two degrees, as was proposed by our consultants, and at the same time it achieves a shorter course of studies for EGB 3 and Polimodal. This is not stated explicitly because this is only 'primer nivel de concreción'. Institutions will have to develop their PEIs (Proyectos Educativos Institucionales) on the basis of these contents. To our mind it is possible to produce a course of studies within the specified 1,800 hours in A-11, and so be in a position to start bridging the gap between the massive numbers of teachers the country desperately needs and a sound teacher preparation.

The point of contention is the minor. Initially it included teaching-learning specifications, but then they were removed "so that all areas are alike." The FLs Team do not agree to this. We've tried to summarise the debate for you::

a) what is the use of a minor in a FL with specifications in linguistics and applied linguistics? You cannot make full use of the FL, you cannot teach, you cannot translate, you cannot do research.

b) the only thing you can do is learn some of the FL, which you can do elsewhere in this country.

c) besides, we don't think FL teacher education institutions will want to become schools of languages per se.

d) if one has a major in some FL and wants to do a minor in Social Science. or Natural Science or Technology or what have you, you must attend some university: there is no way out.

e) the answer to this argument is that you cannot have a minor without some kind of major

f) our answer is that given the fact that this country has at least 70% of non-graduate teachers now when the reform has not yet been implemented massively, educational authorities will resort to these minors. And this will entail perpetuating the lack of qualifications in teaching.

g) we're told in all naivety that this document is "for the future"

h) we answer in turn that to revert the problem of such high number of non-graduate teachers will take (at least) 10 years

i) we suggest a minor with basic teaching specifications that will result in a "certificado habilitante", which could again be an optional module.

Why can't we have certifications within an Argentinian project??

We're sending Cecilia Braslavsky all this argumentation. She's returning from France on Sunday. We'll see what happens.

Anyway, the document on Teacher Education is being sent to the Federal Council of Culture and Education meeting on Tuesday together with A-14 so that official consultation is opened up. If you agree with our reasoning, make your voice heard.

We'll keep you posted. Sorry for a such a long posting.

Ana Armendáriz  
mailto:armenda@interactive.com.ar  
Buenos Aires, ARGENTINA  
From ???@??? Fri Oct 03 08:29:14 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L FLs Project: Counterproposal (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070fb05a5a254ec7@[200.26.47.85]>

-----  
Foreign Languages Project: counterproposal by consultants  
of four foreign languages  
-----

These are the proposals issued by the consultants summoned.  
For reasons of urgency they are posted here in the original Spanish.  
This has been done with permission of list editor.  
Apologies to non-Spanish speakers

A-14

Versión con Aportes de la Reunión Nacional de Técnicos Provinciales,  
y Reuniones Regionales de Ministros Propuesta de Lenguas Extranjeras

-----  
Propuesta 1  
-----

Profesor de ... (lengua extranjera) para Nivel Inicial y EGB 1-2\*,  
y/o EGB 3 y Polimodal

| Campo | Características |
|-------|-----------------|
|-------|-----------------|

|         |                                   |
|---------|-----------------------------------|
| General | Común a toda la formación docente |
|---------|-----------------------------------|

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| Especializado de | Referido a las características psicológicas y culturales  |
| Nivel            | los alumnos y las características de las instituciones de |
|                  | Inicial, EGB y Educación Polimodal                        |

|                  |                                                                                                                                                                   |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Orientado lengua | Centrado en el manejo eficiente de una lengua extranjera como formación principal con la posibilidad del manejo de otra extranjera como formación complementaria. |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

-----  
Propuesta 2

-----  
Profesor de ... (lengua extranjera) para Nivel Inicial y EGB 1-2\*

Campo            Características

General            Común a toda la formación docente

Especializado      Referido a las características psicológicas y culturales  
de

Nivel              los alumnos y las características de las instituciones de  
Inicial y EGB 1-2

Orientado      Centrado en el manejo eficiente de una lengua extranjera  
complementaria.

-----  
Profesor de ... (lengua extranjera) para EGB 3 y la Educación Polimodal

Campo            Características

General            Común a toda la formación docente

Especializado      Referido a las características psicológicas y culturales  
de

los alumnos y las características de las instituciones de  
EGB 3 y la Educación Polimodal

Orientado      Centrado en el manejo eficiente de una lengua extranjera  
complementaria como formación principal con la posibilidad  
del manejo de otra lengua extranjera como formación  
complementaria

\* Este no es un título intermedio ni habilitante, sino un título de grado, con formación orientada en a) psicología de adquisición de lenguas extranjeras; b) una didáctica especial que se desprende de ella, y c) una práctica docente específica. Implica un manejo de la lengua extranjera de excelencia precisamente por el modo de adquisición que impone la edad. A nivel institucional deberán tomarse medidas sobre el nivel de lengua de inicio de la carrera.

Se diferencia del otro título de grado en que este último en que está orientado a: a) la psicología de la adquisición y el aprendizaje de lenguas extranjeras a partir de la pubertad; b) una didáctica especial; c) una práctica docente específica; d) manejo de diferentes formatos discursivos disciplinarios y generales y unidades lexicales relevantes; e) reflexión metalingüística, metacomunicativa y metacognitiva.

Ana Armendáriz

armenda@interactive.com.ar

Buenos Aires, ARGENTINA

From ???@??? Fri Oct 03 10:47:58 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Feedback from the First Patagonian EFL Teachers' Meeting (Ar)

Cc:



Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110710b05a7d7b9cae@[200.26.47.85]>

-----  
Feedback from the First Patagonian EFL Teachers' Meeting  
-----

Although somewhat late, because time is not a very accessible commodity these days, I do want to thank those colleagues who helped to make a success of this event : speakers, participants, exhibitors, and especially the staff at the Instituto Privado Neuquino del Profesorado en Ingles, whose organisation was impeccable (even though I say so myself, which might sound conceited if I hadn't been away for the last two weeks before the event).

We were very pleased to welcome teachers from places as far as Tierra del Fuego, Santa Cruz and Chubut., besides Neuquen, Rio Negro and La Pampa, of course, and we hope we have taken the first step towards putting Patagonia on the ELT map, as our list editor kindly commented in ELT News & Views.

We are already making plans for our Second Patagonian EFL Teachers' Meeting, which will take place in June 1998, and we hope this time it will be a much larger event, with both plenaries and concurrent sessions, as the support we have received has encouraged us to try harder. This time we will be extending our invitation to other provinces, and neighbouring countries as well, and we promise to do our best to make the trip worthwhile to those who are not very near Neuquen. (Who knows, perhaps the possibility of a short visit to San Martin de los Andes, and some skiing, might be an additional temptation!)

If any list members are interested in taking part as speakers, or help in any way, please contact me at

I.P.N.P.I.  
Fotheringham 346  
(8300) Neuquen  
Tel : (099) 42 7574  
Tel/Fax: (099) 42 2123  
e-mail : cgm@teletel.com.ar

Cristina Gallo  
Instituto Privado Neuquino  
del Profesorado en Ingles  
Neuquen, Argentina  
mailto:cgm@teletel.com.ar  
From ???@??? Fri Oct 03 10:49:30 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L What to do with all those old books (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110711b05a7e07bd74@[200.26.47.85]>

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What to do with all those old books (Gen)  
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I definitely agree with our editor. Those of us who have been teaching for some time do have many books which we do not use any more, and which could very well be useful to teachers in other areas. I also think it would be worth collecting those books and sending them to areas where they are needed. Perhaps it won't be easy to find out exactly where to send them, but I have a feeling most of us can suggest something, or find out from other colleagues. The only other thing we would need is somebody to take charge of the actual collecting and sending in different places. Would that be too much to ask? We are all very busy people, I know, but this needn't be a horrific burden, as we can share it, and it would not only help other colleagues but give us the wonderful feeling cooperation usually manages to produce in those involved.

Cristina Gallo  
Neuquen, Argentina  
mailto:cgm@teletel.com.ar  
From ???@??? Fri Oct 03 15:30:16 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Facing the challenge of the new millennium (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b05abbfb4d0a@[200.26.47.15]>

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Facing the challenge of the new millennium (Ar)  
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N&V-L would like to dispel any suggestion that this year's Teachers and Students Congress in Salta has been cancelled. Furthermore, if it is true that there has been a deliberate attempt to sabotage the congress through suggestions that teachers should, for various reasons, stay away, then N&V-L and its sister organ ELT News & Views would like to express their unconditional support for what is now an important annual meeting in Argentina's EFL Calendar. As we have said again and again on this list and elsewhere our profession needs to build bridges, not walls.

This year's Teachers and Students Congress, the fifth, will be held at the University of Salta on October 16, 17 and 18. Teachers and students from all over Argentina (and some from neighbouring Uruguay) will be attending the event. The title of the event, Facing the challenge of the new millennium, has been chosen to embrace a wide variety of topics that are relevant to the turn of the century.

There is a growing (and healthy) tendency nowadays for conference organisers to invite students at our teacher training colleges to attend. This cross fertilisation is healthy and is useful not only to the students but also to the profession. However, what makes this congress different from others is the fact that students come not just as passive receptors but able to play an active part. At this years Teachers' and Students' Congress workshops will be given by fourth and fifth year students from the University of Cordoba, the I.S.P en Lenguas Vivas (Salta) and others.

Students from every province are more than welcome and pay a specially cheap enrollment fee. In addition, accommodation facilities and meals will be provided for visiting students at the homes of their local counterparts.

Lectures and workshop will deal with a variety of subjects including: Teacher Development, Teaching Children, Business English, Translation, Reading and Thinking Grammar, EGB and Polimodal, the new CBCs, Phonology, Computers, and Methodology. Visiting lecturers will include Susan Hillyard, Edith Consolandich (Uruguay), Ana María Armendáriz, Silvia Rettaroli, Silvia Luppi, Martin Eayrs, Rolando Costa Picasso, Esteban Cresta, Laura Campagnoli, Laura Renart, Claudia Ferradas, Graciela Agnelli, Marta Suarez, Beatriz H. de Mondos (Uruguay), Cristina Gallo, Efrain Davis and many others.

In the more relaxed moments of the three day conference theatre entertainment will be provided in the shape of productions of Hamlet (Salta), Aida (Mendoza) and Bodas de Sangre (Santa Fe). There will also be the traditional book exhibition with publishers and bookshops coming from Buenos Aires and other parts of the country.

As this is the only national event for teachers of English in which fourth and fifth year students are able to participate actively alongside graduate teachers and lecturers it is important that this event be supported within the profession. Those who would like to know more about the event - teachers or students - should contact María Cristina Senín on Tel. (54) 87-39-3193, Fax. (54) 87-39-3193.

From ???@??? Fri Oct 03 15:59:43 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Putting N&V-L on a BBS (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110703b05ac697cb56@[200.26.47.34]>

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Putting N&V-L on a BBS (Gen)  
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We are two teachers from Patagonia who have been working with this technology in the classroom for some years now. Someone told us about this list and we subscribed, needless to say, we found it \*very\* interesting! We immediately felt that it was something worth sharing with as many colleagues as possible, so we asked the technical staff at our BBS to open a "conference" to make it available to all the teachers of English who may not have heard about it yet.

We just wanted to share this with you and encourage you to do the same if you have a local BBS anywhere in the country.

With warm regards,

Adriana Vilela

Zapala - Neuquen

adriana@proedu.edu.ar

From ???@??? Fri Oct 03 22:17:31 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Primer Congreso del NOA (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110700b05b1e967a43@[200.26.47.34]>

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Primer Congreso del NOA de Enseñanza y Aprendizaje del Inglés (Ar)  
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The First Congreso del NOA de Enseñanza y Aprendizaje del Inglés will take place in San Salvador de Jujuy. This event is being organised by the Asociación Jujeña de Profesores de Inglés (AJPI) and the Facultad de Humanidades of the National University of Jujuy and will take place between 27-30 October at the Escuela Normal Superior in Jujuy.

Plenary speakers are Omar Villareal, Mónica Gandolfo, Daniel Fernández, Ana María Armendáriz, Oriel Villagarcía and Efrain Davis. Concurrent sessions will be given by Silvia Luppi, Silvia Rettaroli, Beatriz Damiani, María Rosa Mariani and this writer.

Reservations and further information can be obtained from Liliana Murillo at the Asociación Jujeña de Profesores de Inglés, Avda Parrocco Marshke 1070, 4600 S S de Jujuy, Tel. (54) 88-225812/227411, Fax. (54) 88-239938/251300

This has been a good year for regional conferences. Back in June we had the Primer Encuentro Regional de Profesorados Universitario de Inglés in Santa Rosa, La Pampa, and only a week ago the First Patagonian EFL Teachers' Meeting, held in Neuquén, organised by the Instituto Privado Neuquino del Profesorado en Inglés and attended by teachers not only in the province of Neuquén but also from Tierra del Fuego, Santa Cruz, Chubut, Rio Negro, La Pampa and Buenos Aires.

It is encouraging to see large meetings like this taking place outside the city of Buenos Aires. The regional conference offers a halfway stage between national conferences like FAAPI (Federación Argentina de Asociaciones de Profesores de Inglés) and those organised by local teachers' associations, which are often cash strapped and unable to compete with commercially organised events. Let us hope the trend continues so that teachers all over the country get the opportunity to attend important conferences without having to travel to the capital.

As always, list members takes on this and other matters are welcomed.

From ???@??? Fri Oct 03 22:24:20 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Classroom ideas (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110701b05b207dec88@[200.26.47.33]>

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Classroom ideas (Gen)  
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Here I am back with a nice exercise to work with adjectives and adverbs. I used it as an oral exercise in my conversation class at First Certificate Level but it can be modified according to needs.

1- Give your students the text, you may give them some minutes to think it over. if you are working with a large group the task may be done in pairs. Be sure that they understand that there are no punctuation mistakes.

-Sample text-

"This text is not very nice, and in parts not correct because all the adjectives, adverbs and some other words are missing. Add them to the text

to make it more interesting. Then finish the story."

In the morning the man left the village. He was. He took the road which led to a town. After walking, he came to a path which cut country and led to the town. Leaving the road, the man passed through a gate and was walking the path. The fields were. the path, corn sheaves were in rows. The sign of habitation was a farmhouse where the sun was in the windows. the man heard the hum. he thought that it must be a car the road. He expected the noise instead it..."

2- Ask your students to read their completed texts. Use this part of the class to work on possible grammar mistakes and collocations. Ask them to follow the reading attentively so as to be able to correct mistakes by themselves.

3- Talk about the different endings that may have appeared and how they feel about them.

4- Ask them to report some of the stories.

5- Finish the class with a "group story", every student or pair contributes in turns with one sentence until the story is complete.

I hope you like it, at first my students thought it was a bit difficult but in the end they enjoyed it.

Best wishes to all

Cristina Araujo  
mailto:connie@sion.com  
From ???@??? Sat Oct 04 05:13:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Facing the challenge .. (More) (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b05b80dfdcba@[200.26.47.33]>

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Facing the challenge of the new millennium (Ar)  
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As a teacher-presenter at the first and second annual meetings of teachers & students organized by UN Mendoza students in '93 and '94, I would like to fully endorse the event taking place in Salta next October.

We should not only support these initiatives to help us "build bridges" (commodity so badly needed in our country) but also to help us teachers "pass the torch" on to those we have helped to grow into the profession. Let us foresee their future leadership proudly when as students they do show us they are capable, creative and caring individuals.

May the 5th Teachers and Students Congress meet every success.

Cristina Grondona White  
mailto:mcthom@einstein.com.ar  
From ???@??? Sun Oct 05 12:29:19 1997  
To: me@interlink.com.ar

From: me@interlink.com.ar  
Subject: N&V-L World Educators' Day (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b05d37a9fafe@[200.26.47.8]>

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World Educators' Day (Gen)  
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N&V-L has received unsubstantiated reports that Sunday, 5 October is World Educator's Day. (Further details welcomed).

This being the case, we extend our sincere best wishes for a happy and relaxing day. We should like to think that being Sunday it would be a day of rest, but for educators this seems unlikely.

Would you settle instead for a day of reflection ?

List Editor  
From ???@??? Sun Oct 05 13:09:24 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L FAAPI 1998 - Bahía Blanca (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b05d4157d155@[200.26.47.8]>

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FAAPI 1998 - Bahía Blanca (Ar)  
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Just to let all Argentine teachers know that the next FAAPI conference will be held in Bahia Blanca between 24-26 September 1998.

The event is being organised by the Asociación de Profesores de Inglés de Bahía Blanca.

Make a note in your diaries now of this important event.

From ???@??? Mon Oct 06 13:22:18 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L APIBA elections (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110711b05e9636f7d3@[200.26.47.12]>

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APIBA elections (Ar)  
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On Saturday 4 the Asociacion de Profesores de Ingles de Buenos Aires (APIBA) held its annual Asamblea Ordinaria right after the successful annual seminar.

A new president: Betty Tosso, and five new members have been chosen: Mirta D'Alessio, Marite Stringa, Stella Ugarte, Diana Palomino and Fabian Posco. Ines Cambiasso

Ines Cambiasso

mailto:icambiasso@mail.interlink.com.ar  
From ???@??? Mon Oct 06 18:07:51 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Salta Congress (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311072cb05ed89d935d@[200.26.47.12]>

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Salta Congress (Ar)  
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We are two of the visiting lecturers who will take part in the Fifth Teachers and Students Congress to be held in Salta next week. Needless to say, we are extremely pleased that such an event has become not only a yearly academic meeting to look forward to but also an example to the many others being organized in different provinces.

On this occasion we would like to highlight the excellent disposition on the part of the organizers to spare us any inconveniences. Thank you, Cristina Senín!

We wish this Congress all the success it deserves

Silvia Luppi  
silalb@msg.smartAR.com  
From ???@??? Tue Oct 07 18:15:12 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Post FAAPI and Greetings. (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b0602c7a9885@[200.26.47.12]>

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Post FAAPI and Greetings. (Ar)  
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Post FAAPI and Greetings

Just making contact again after my messages kept bouncing back on me during the recent N&V problems!

First, welcome back Martin and I'm glad that you are feeling better!  
Second, I am delighted that the first Patagonia Seminar was a success; I have already marked June 1998 in my diary!  
Third; NOA and the Salta Conference. Just what networking should be and is about. I am delighted that trainee or less experienced teachers can have these opportunities to hear from their more experienced colleagues! I don't know what I would have done without conferences such as these when I started out in the profession

... and finally

GREETINGS FROM PETER MEDGYES

Who really had a marvelous time here in Argentina. Peter writes:

" My meetings with Argentine colleagues were truly unforgettable; if anybody would like to keep in touch, please give them my address and particulars" ... so here goes:

Professor Peter Medgyes  
Deputy State Secretary Minister of Culture and Education  
Budapest  
Szalay u. 10-14

Postal Address: 1844. BUDAPEST Pf.1.

Tel/fax: +36 1 331 87 97, + 36 1 269 24 36

Mike Potter  
mailto:mike.potter@britcoun.int.ar

From ???@??? Tue Oct 07 18:18:36 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Training of FL Teachers Ctd. (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311072eb05ed9eee272@[200.26.47.12]>

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Training of FL Teachers Ctd. (Ar)  
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Litty Mora starts by expressing her satisfaction that the FLs Project has behaved in a democratic way. My answer to her point is that this is part of my conviction on the one hand, but also my duty as a coordinator: the Dirección General de Investigación y Desarrollo Educativo has held consultation schemes for all areas. Perhaps the FLs Project has done things in a different way because we were on our own and trying to catch up in all haste.

To my mind consultation was essential in the particular case of the specifications on teacher education outlined in the A-14 latest working copy since that meant going against the document concerning teacher development opened up for consultation and modified substantially after experts and practitioners had given their opinion. Litty herself was one of those consultants.

I have a few other reflections on her posting. In the first place, if I'm allowed to be fussy, I wouldn't like teacher development to be referred to as 'teacher training' since that evokes an approach to the matter that I hope is on its way to disappearing..

Litty believes that language teacher preparation should be a major, not a minor. I think the whole point is how we define 'major' and 'minor'. If one gets on the Internet and types "Major in English" or "Major in EFL" for the search engine to find different entries, which is what we have done time and again, you will find all kinds of majors and minors. There does not seem to be much consensus in the world as to whether a minor is or is not a degree -- "título de grado" -- and how it compares with a BA (Bachelor of >Arts), which is supposed to be the first (graduate) degree.

Another aspect to be taken into account is how a major and minor relate to each other, ie whether they should pair off in some way or not: for example majoring in ELT/EFL and minoring -- funny I haven't found the verb for the



noun 'minor' -- in another FL. Or whether it is possible to major in Maths and minor in English. If you minor in English, then what are you expected to be able to do with that minor: is it viewed as a complement of your major? If you've majored in Maths, your minor in English will allow you to read English bibliography hence do research, and perhaps write in English. If you've majored in ELT and choose to do a minor in Technology, then your minor will open up new technological horizons for your ELT.

The spirit of the major and the minor in our country -- note in the latest version of A-14 the labels 'campo mayor' and 'campo menor' have been removed, so major and minor don't exist officially -- is for teachers to achieve "un saber polivalente". That's a very good point. Becoming specialised in one's area is definitely a crying need, but having access to other areas is also healthy.

As I understand it -- but this I've gathered from personal conversations with the National Coordinator of Teacher Education, Alberto Iardevlevsky, the minor in our country is not a degree. It must be tied up to a major. My point of contention in my previous posting was that if we adapted the minor in FLs -- especially in English and Portuguese, where we are desperate for teachers -- with perhaps an optional module on teaching practice, we'd be able to certify a teaching certificate -- excuse the reiteration -- "un certificado habilitante". If I were the educational authority in charge of taking decisions to cover posts in my province and had more teaching posts than qualified teachers -- remember the posting by Graciela Moyano on the testing instrument administered by the Secretary of State for Education of the city of BA -- I'd resort to all minors issued by respectable institutions -- universities and "institutos de formación docente", which are the ones that know all about teacher education in our midst.

At the moment when Litty sent her posting, the two proposals by the FLs consultants summoned in all haste on Wed Sep 24 had not been made public yet. I think the "and/or" choice was particularly brilliant because it makes room for institutions to develop their own PEIs in accordance with their own traditions -- I'll defend institutional traditions to the very end -- and knowledge and consequent response to their immediate local context. Institutions MUST respond to their communities' requirements.

In Litty's opinion the Lenguas Vivas scheme allows "student-teachers a choice in the last year between training for High school or Primary school. Specialization in the field of Primary." Several reflections are essential here. In the first place, whether we agree or not, by the Federal Law of Education -- passed by Congress in 1993 -- 'Primary School' and 'High School' are labels that do not hold any longer. But it's more than just labels. It's a different conception of education altogether. For one thing, compulsory education is extended from Nivel Inicial to the end of the Third Cycle of EGB. So the concept 'high school' is broken down into part of EGB 3 and Educación Polimodal. This makes a world's difference. In its last year -- the ninth -- EGB 3 prepares students in work skills. These aspects should reshape teacher education in my view.

If we now take the technical aspects of teacher education, I don't think one year is enough to do all there is to do. How can you cover in one year: a) FL acquisition theory; b) interlanguage studies; c) methodology specialised in teaching young learners -- some people are already objecting to putting in the same overall module children from 5 to 11, and I agree; d) specialised teaching practice for different learner ages; e) literary discourse for young learners. And then, for Polimodal; a) FL acquisition and learning theories, b) interlanguage studies; c) methodology specialised in teaching young and older adolescents; d) specialised teaching practice that takes account of the FL in a cross-curricular context ("la lengua

extranjera como contenido transversal"); d) handling of different general and specialised discourse formats and technical lexical areas; e) metalinguistic, metacommunicative and metacognitive awareness; f) cultural and social studies. And then there are the TTP, "Trayectos Técnico-Profesionales", another orientation that the Polimodal FL teacher should be able to handle.

So this last point brings us to the relevance of the oriented major in FL Teaching that the IES in Lenguas Vivas "J. R. Fernández" (BA) purports. It would be essential to state:

a) how that degree squares with the A-11 document, ie whether and to what extent it fits into the 1,800 or the 2,800 scheme;

b) whether and to what extent the scheme fits into the outline of A-14, teacher development from Pre-School to Educación Polimodal;

c) whether and to what extent it is within the framework stated by A-1 (on Cycle characterisation); A-3 (on EGB); A-4 (on Educación Polimodal); A-8 (on Teacher Development: in-service and pre-service training and development); A-10 (on the Curricular Transformation process); A-11 (on Teacher Development); A-12 (on Trayectos Técnico-Profesionales); A-14 (on Teacher Education); A-15 (on Linguistic Policy)  
Whether we like them or not, the documents exist, and we must abide by them.

d) what sense of reality for the city of BA the LV teacher education scheme has, in particular with over 70% of non-graduate teachers in charge of teaching posts in BA, perhaps more.

So, to my mind it is not simply a question of launching an "innovative solution". Innovations have to provide answers to the community's requirements and operate within the established legal framework. Otherwise, however good they might be, they will not offer what they should be offering.

Ana Armendáriz  
mailto:armenda%interactive,com.ar@thenet.net

From ???@??? Wed Oct 08 12:28:27 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Training of FL Teachers Ctd. (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b0612cb4b2bd@[200.26.47.87]>

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Training of FL Teachers Ctd. (Ar)  
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Good to see N&V back on line! Also may I thank Ana Almendelriz for her informative, detailed and valued inputs re the Teacher Development issue.

It is particularly praise-worthy to be in contact with someone who not only demonstrates professional commitment and dedication, but also transparency in the way that developments with all their pluses and minuses are described, discussed and put into the forum for debate.

I for one am much better informed on developments than I have ever been during my three years in Argentina. So thanks Ana and keep the ball rolling

Mike Potter  
mailto:mike.potter@britcoun.int.ar  
From ???@??? Thu Oct 09 11:41:19 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Looking for Alfredo Zinkraf (Zincraff?) (Ar)  
Cc:  
Bcc: aaN&Vlistserv,  
X-Attachments:  
Message-Id: <v03110704b06272bb59b5@[200.26.47.38]>

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Looking for Alfredo Zinkraf (Zincraff?) (Ar)  
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I am trying to contact a long time English teacher in Argentina, Alfredo Zinkraf (Zincraff?). Does anyone on this list happen to know his whereabouts these days? I last saw him at U.Comahue in Gnrl. Roca. Any pointes much appreciated.

-----  
Jared Bernstein  
ORDINATE Corporation  
1040 Noel Drive, Suite 102  
Menlo Park, California 94025  
jared@ordinate.com  
www.ordinate.com  
phone: 415 327 4449  
Fax: 415 328 8866

[Please reply to Jared Bernstein, not to the list - Editor]  
From ???@??? Fri Oct 10 13:41:06 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L What to do with all those old books (Gen)  
Cc:  
Bcc: aaN&Vlistserv,  
X-Attachments:  
Message-Id: <v03110704b063c3b29d8d@[200.26.47.45]>

-----  
What to do with all those old books (Gen)  
-----

Subject: Re: N&V-L What to do with all those old books (Gen)

I believe this is a great idea and we should organize a solidarity campaign to send out books, if possible not only English textbooks but also other kinds and why not other prime need products for deprived rural areas. We'll have to look into this with serious intentions to start recruiting volunteers.

>  
>One sad reality of the teaching situation in South America is that in many  
>rural areas there is an almost total lack of resources.  
>  
>Another (commercially induced ?) reality is that new course books, skills  
>books, reference books, etc, appear like mushrooms after a rainfall. Most  
>teachers and schools in more affluent areas soon accumulate large numbers

>of books they no longer have any real need for but are loath to throw away.  
>  
>My question is: can we not put together these two realities ? Would it not  
>be possible to operate some kind of collection/distribution service to  
>provide resources - after all any material, however outdated, must be  
>better than none - for areas that experience severe deprivation ?  
>  
>Any takes on this ? Any suggestions ? Perhaps this is already happening ?  
>How do publishers feel ?  
>  
>Responses to the list will be welcome.  
>  
From ???@??? Mon Oct 13 17:15:53 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Foreign Languages Project - A-14 Strikes Back (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070db06800c62b81@[200.26.47.47]>

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Foreign Languages Project - A-14 Strikes Back (Ar)  
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Dear netters,

In previous postings on the FLs Project Ana Armendariz explained what an "Acuerdo Marco" is, and the incidence of these "Acuerdos Marcos" on educational policy in the context of the Educational Transformation Process. In particular she referred to A-14, which is concerned with Teacher Education. If you remember, she told us how a new version of A-14 had been produced whereby there is only one degree -- "titulo de grado" -- whose coverage goes from Nivel Inicial to Educacion Polimodal. This would mean that teachers would have to specialise in 12 years of human growth, as the generalised consensus of expert opinion holds it that acquisition and learning are closely related to neurological and cognitive development. However, it does not seem feasible for teachers to acquire in only four or five years of training the enormous amount of specialised knowledge that such a task would imply.

On Sep 24, 1997, Ana Armendariz asked a group of academically distinguished and representative consultants to work on an alternative to this degree. The consultants produced two proposals which were submitted to the Ministry of Culture and Education. We got to know about these proposals through a new posting.

On October 7, 1997, A-14 was presented at the Federal Council of Culture and Education session. To the surprise of those who had painstakingly worked in order to provide a very valid alternative to what may turn out to be an extremely serious hindrance to the teaching of foreign languages in the future, neither proposal had been included in the A-14 document.

If the recommendations stated by this document are finally passed by the Federal Council, dire and far-reaching consequences may cause irreparable damage to the teaching of foreign languages in our country : In the first place, we will lose many teacher training colleges that

have got this course of studies, because their degree will not have official recognition. Secondly, the enormous demand for foreign language teachers that Niveles Inicial EGB 1, EGB 2, and EGB 3 have created will not be met by the remaining teacher training colleges or universities, at least for quite a number of years, due to the differences in the figures between the demand and the offer.. Lastly, and as an irreversible result of all this, the teaching of foreign languages may well fall into the hands of untrained people -- both linguistically and pedagogically-- thus rendering it impossible to achieve a good standard in our students' command of whatever foreign language they happen to learn.

We're organising a country-wide appeal to teachers and institutions to sign a petition letter which must be submitted in time for the topic to be included in the next Federal Council's meeting agenda. All foreign languages schools and teachers are welcome to sign the petition.

You can contact the following addresses so that a copy of the petition letter is mailed, faxed or e-mailed to you. If you think that this combined effort is worthwhile and you can fax or send the petition to more colleagues and Institutions, please do so.

Thank you very much for your cooperation.

Fax : 099-422123  
or 01-863-3905

e-mail: cgm@teletel.com.ar  
or marcel@teletel.com.ar  
or adema@ciudad.com.ar

Fax

Cristina Gallo  
Instituto Privado Neuquino  
del Profesorado en Ingles  
mailto:cgm@teletel.com.ar  
From ???@??? Mon Oct 13 17:34:35 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Telar network (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110711b0680b219b46@[200.26.47.47]>

-----  
Telar network (Ar)  
-----

Forwarded to the list by the list editor:

Our names are Adriana Vilela (Neuquen) and Rosy Aguila (Chubut), we met you in Catamarca at the FAAPI Congress 2 weeks ago, we are the ones who told you that we had put the list N&V in the BBS of our network, TELAR.

We did not have time to tell you more about TELAR at that moment, just very briefly, TELAR is an educational network in Argentina created some years ago by a group of teachers, with the support of the

National Ministry of Education, it has schools (mainly secondary) in all the provinces. There is an international component called I\*EARN where teachers and students from around 40 countries work collaboratively in educational projects designed by themselves. It's not the purpose of this message to tell you about these networks -we can tell you more in the future if you are interested- we just wanted to let you know where the list gets to through the TELAR-I\*EARN BBS.

Adriana Vilela  
Zapala - Neuquen  
adrianav@proedu.edu.ar

Rosy Aguila  
Trelew - Chubut  
rosy.aguila@proedu.edu.ar

From ???@??? Mon Oct 13 20:06:57 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Transmission problems (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110715b0682bc24824@[200.26.47.47]>

-----  
Transmission problems (Gen)  
-----

A word of explanation is necessary in view of the recent problems this list has been having in sending out postings.

In Argentina (and it is apparently the only country in the world where this happens) there is a current war between networks and service providers in which the 'weapons' being used are refusals to route postings from certain servers through certain others. The fight is obviously for Internet dominance in Argentina (and the riches thereby). The winner may not yet be clear but the loser is already obvious, the user.

The fact that this goes against the whole free spirit of the Internet as well as current legislation (passed less than a fortnight ago by the Argentine Ministry of Telecommunications) says a great deal about current Argentine business practice but will be of no great solace to list members.

This means that service providers (ISPs) are having to exercise great ingenuity in deciding how to route messages. This is not such a big problem for individual members but an enormous one for a list like ours which has hundreds of subscribers from dozens of different servers. Whichever routing we choose someone seems bound to get left out (for example Telintar will apparently not accept any impsat accounts).

We are working on this with interlink, our ISP. However, interlink, has also had recent site problems which have compounded our difficulties. These will shortly be solved as interlink is currently upgrading their hardware.

At the moment N&V-L has occasional linkups for 'out' messages, at unpredictable times. In these times we try to put out postings but are aware that some may never reach their destinations. Unfortunately with this form of relay denial the boycotting server does not always have the

courtesy to send a bounce message so N&V-L can not know whether the message is reaching its members. Either you are reading this or you are not !

We hope things will get better within a week or so. We can receive messages - our problem is with transmission. Have patience, keep your fingers crossed, and with luck we'll be back to normal soon.

Just in case this message is only getting through to a few people it wouldn't do any harm to forward it to friends and colleagues who you know are also list members, so they know we haven't abandoned them.

List Editor

From ???@??? Mon Oct 13 22:28:04 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Telar network (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311071ab0685069e7e9@[200.26.47.47]>

-----  
Looking for ESSARP (Ar)  
-----

We wonder if any of you has ever heard of E.S.A.R.P or some similar kind of acronym. From what we heard it's an organization in charge of setting up teacher development courses in Argentina.

We would be very grateful if you could help us get in touch with them.

Adriana Eugui  
mailto:celi@satlink.com  
From ???@??? Tue Oct 14 20:20:31 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L A Celebration of the North (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b069841d108e@[200.26.47.85]>

-----  
A Celebration of the North (Ar)  
-----

List members in Buenos Aires/Cordoba may be interested in the following free event for themselves and/or their students

A Celebration of the North in Words and Images.

A fun evening taking a look at the North of England, its culture and heritage through video, slides, music, poetry and prose presented by English in the North, a consortium of English Language schools. Those attending also have the opportunity to win one of four free language courses in the UK.

Tues 21 Oct from 7.00pm to 9.00pm at the British Arts Centre - Buenos Aires  
and

Thurs 23 Oct from 7.00pm to 9.00pm at the Asoc. de Cultura Britanica -  
Cordoba

No admittance charge - All welcome

From ???@??? Wed Oct 15 11:50:57 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Reply to Mike Potter (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110703b06a5ab6cdb3@[200.26.47.18]>

-----  
Reply to Mike Potter (Ar)  
-----

Thanks, Mike, for the encouragement, and sorry for the delayed acknowledgement. You have not been a "silent lurker", you have time and again turned up and made relevant comments. More than a "Big-Brother-is-watching-you" feeling we've felt you were within reach, and that you were interested in our debates, projects and dreams concerning ELT, from an Argentinian stand, We feel in good company, you see.

You raise the matter of the N&V List. I'm well aware it's been decisive in all this crusade because in its short life, it's become indispensable in the diffusion of the FLs documents. Part of the success of the Project is precisely the possibility it's given us, netters, to socialise information. So many thanks to Martin as well.

I'm convinced that information is power, and one of the main objectives of the whole scheme has been to empower specialists and practitioners by sharing first-hand information. When I was not part of the Curriculum Transformation Programme, when there was still no FLs Project as such, I bitterly criticised precisely the lack of information. And the absence of an area in its own right. When I joined the Programme, I promised myself I'd do as much as I could to give the area the place it should've had from the beginning.

I've been a teacher as long as I can remember, even much earlier than when I actually got my first teaching degree. I don't know if all my "inputs on Teacher Development" are judicious or learnable: all I know is they come from stubborn conviction, solitary reading, hard-earned experience and a passionate Latin heart. I once learnt teaching is a way of life-don't tell Cristina Gallo I agree with her-or, I've also discovered, paraphrasing Faustus and his talks with Lucifer, that "teaching is a state of mind."

It would be very good to pool efforts, as a thinktank, and come up with a nice project. We need a lot of resources: we're a poor country in money, though not in spirits or aspirations or ideas or expertise. How can we launch them?

Once again, Mike, thanks for the encouragement. I'll certainly do my best to keep the ball rolling, and, when you least expect it, I'll strike a goal, with the help of everyone else.



Ana Armendáriz  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Sun Oct 19 21:58:08 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L School of English Association (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b070327c2e30@[200.26.47.18]>

-----  
School of English Association (Ar)  
-----

SEA (Schools of English Association) is a non-profit association founded by a number of schools of English with the purpose of sharing common interests centered on their activities.

SEA has a different policy from that of other associations in that all its members (49 to date) have the opportunity to meet, discuss and exchange ideas regularly. Besides, SEA organizes workshops, seminars and courses on teaching methodology and institute management.

Furthermore, SEA petitions National and Provincial government authorities on matters concerning its affiliates' rights as members of the community they work for and firmly opposes disloyal competition in the field of English Language Teaching in Argentina.

This Association has grown out of the conviction that joining forces and working together, things can be done better. Therefore join us and help us to help you."

Cecilia Cicolini  
ROCA 510  
(1846) ADROGUE  
Buenos Aires - Argentina  
TEL 243-7896  
FAX 294-1725  
From ???@??? Sun Oct 19 22:00:24 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teaching is a state of mind (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b070334e5f7d@[200.26.47.18]>

-----  
Teaching is a state of mind (Gen)  
-----

Ana Armendariz in her reply to Mike Potter wrote:

"Teaching is a state of mind"

These words sound like music to my ear and I cannot agree most with them. I would even add something else: Teaching is a way of life, it is love, passion, dedication, it is the mission GOD, has given all of us who share this list in life. I am proud of being a teacher of English and each day I get up from my bed, I look up at the sky and I thank him deeply from the bottom of my heart for making me one of his missionaries. Teachers are

sculptors of their students' future. We are powerful in their lives, we can shape as well as destroy them in a matter of seconds. As teachers, we have to be careful about what we say and how we say it because only one word can change the future of a human being. Self esteem is something that should be used a bit more in the teaching environment. Unluckily, I have noticed that in our country there is a tendency to lower our students efforts and self-esteem, making it difficult for them to overcome the barriers that prevent them from learning a foreign language in a relaxed atmosphere. What worries me most is that the lack of consideration for our students' self-esteem some times stems from Teachers' Training Colleges where teachers to be are getting ready to get the torch in their hands. I think that this situation calls for a bit of reflexion on our part. I think it is time to congratulate our students on their achievement and not to penalize them for what they have not achieved yet.

THE WASTELAND CHALLENGE SCHOOL OF ENGLISH

Av Lope de Vega 475  
(1407) Capital Federal  
Buenos Aires  
Argentina

MARIA F. ALMEIDA  
Tel/Fax: (54-1)683-6621  
E-mail:almeida@unl.satlink.com

From ???@??? Mon Oct 20 16:46:12 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Thought for the day (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b07139c8024b@[200.26.47.38]>

-----  
Thought for the day (Gen)  
-----

In her closing plenary at the Salta Teachers and Students Conference Susan Hillyard referred to research by David Nunan (I didn't note the reference) indicating that teacher talk takes up as much of 89% of class time.

Sitting with the calculator I worked out that if ...

- you have 40 kids in the class ...
- the class lasts an hour ...
- you have a hundred hours per term ...

and you apply Nunan's figure of 89%,

the average time left for each kid to speak during the term is ..

THREE MINUTES.

Think about it.

List Editor

From ???@??? Mon Oct 20 17:08:04 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Educadores Asociados del Rio de la Plata.  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v0311070ab0713fe070fe@[200.26.47.38]>

-----  
Educadores Asociados del Rio de la Plata.  
-----

Terry Cullen has sent a message informing list members that E.S.A.R.P. is ESSARP in Spanish. It stands for Educadores Asociados del Rio de la Plata.

Hope this settles the confusion.

Further info.

Terry Cullen  
mailto:TCULLEN@cvtci.com.ar  
From ???@??? Mon Oct 20 17:53:45 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L 6th Annual Teachers & Students Conference (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070fb07149f4cf52@[200.26.47.38]>

-----  
6th Annual Teachers & Students Conference (Ar)  
-----

Hard on the success of this years (5th) Annual Teachers & Students Conference, held last weekend in Salta, we are hapy to announce that next year's 6th Annual Teachers & Students Conference will be held in Santa Fe. Venue and exact date have not yet been announced but the event is likely to take place during October 1998.

List members who are into forward planning (presenters, advertisers, exhibitors, etc.) should contact Eduardo Angel Quintana, Larrea 3478, 3000 Santa Fe, Argentina (042-891745) for details.

From ???@??? Mon Oct 20 17:54:24 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Educadores Asociados del Rio de la Plata.  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110710b0714b331a5e@[200.26.47.38]>

-----  
Educadores Asociados del Rio de la Plata.  
-----

Terry Cullen has sent a message informing list members that E.S.A.R.P. is ESSARP in Spanish. It stands for Educadores Asociados del Rio de la Plata.

Hope this settles the confusion.

Further info from:

Terry Cullen  
mailto:TCULLEN@cvtci.com.ar  
From ???@??? Mon Oct 20 20:45:54 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Schools of English Association (Ar)

Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110711b0717282574b@[200.26.47.38]>

-----  
Re: Schools of English Association (Ar)  
-----

I was interested in your\* message today (20 October 1997) about the SEA. Would you be willing to post the organization's philosophy or mission statement? Perhaps you also have some guiding principles for the teaching and learning of English (or any other indigenous languages) which you might share with me and anyone else who is interested in seeking out common international "standards" or suggested guidelines to consider.

(\*Recent posting from Cecilia Ciccolini, - List Ed)

Janet Chanlot  
Mendocino County, California  
K-12 and 2-year college English teaching  
mailto:chanlot@pacific.net  
From ???@??? Mon Oct 20 20:47:36 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Teaching is a state of mind (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110712b07173ad9da3@[200.26.47.38]>

-----  
Re: Teaching is a state of mind (Gen)  
-----

I agree with both Ana and Maria; teaching is a state of mind and a lifestyle that we try to share with our students in order to empower them in taking their language(s), skills, knowledge, and talents into the wider world. I have long admired Freire's work and studied it for a master's thesis on teaching/learning with a global perspective.

Again my question is: What in teacher education or professional journals/conferences addresses the concerns we all have about creating the kind of classroom or language teaching environment that promotes the best learning and empowerment of our students?

I was in India a couple of years ago at a World Council for Curriculum and Instruction. I realized that, while all of the good educators at the conferences wished to treat students equally and afford them the chance to learn languages and other courses in school; social, political, and economic pressures remain that keep us from doing so. This is true even in the United States.

Is this list or any of the South American (mainly Argentina) organizations interested in discussing this "global" issue?

Janet Chanlot  
Mendocino County, California  
K-12 and 2-year college English teaching  
mailto:chanlot@pacific.net  
From ???@??? Mon Oct 20 23:40:22 1997

To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Fwd: Crisis in teacher education in Argentina  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311071ab07194a35cd8@[200.26.47.38]>

>Forwarded message

>

>

>-----

>Crisis in teacher education in Argentina

>-----

>

>If you care at all about the future of Argentine education (and foreign language teaching) please take a few moments to read this posting.

>

>And then please forward it to every one you know connected with the teaching of foreign languages in this country.

>

>To receive a copy of the petition letter (see below) you can fax 099-422123 or 01-863-390 or e-mail: <cgm@teletel.com.ar> or <adema@ciudad.com.ar>.

>

> NOW READ ON ....

>

>Argentina is currently undergoing an extensive Educational Transformation Process, set out in the Federal Law of Education and the Law of Higher Education. Within this there is a Curricular Transformation Programme organised by the Dirección General de Investigación y Desarrollo Educativo of the Ministry of Culture and Education.

>

>The various measures necessary to effect the reform are regulated by a series of federal agreements known as "Acuerdos Marco". These are passed by the Federal Council of Culture and Education and 13 such federal agreements have already been passed. Two are still in the 'consultation' stage, these being A-14 on Teacher Education ("A" standing for "Acuerdo") and A-15 on national linguistic policy.

>

>When a document is said to be in its consultation stage, it goes through different modifications and several versions. It is important to be aware of this succession of versions, because they allow room for expressing and listening to opinions and for further redrafting. Once a document has reached technical and political consensus it is (ideally) sent to the Federal Council of Culture and Education for consideration and validation.

>

>As part of the consultation scheme one such version of A-14 was sent in August to university and tertiary colleges of education of all disciplinary areas all over the country. Educational institutions nationwide were requested to submit their opinions by 3 September. Foreign languages are contained within the general framework of A14 and are affected by it.

>

>The plan in A14 was to offer a minor ("campo menor") in EGB 1-2 and a major ("campo mayor") in EGB 3 and Polimodal, in the same foreign language or two different ones, as is done in many countries around the world. The two documents are sufficiently consistent with each other to allow for this two-tier combination.

>

>Furthermore, there is a document on Teacher Education for EGB 1-2 in Foreign Languages -- the famous "documento gris", which was opened up for

consultation in the many national and regional meetings that have been held all over the country since October 1996.

>

>The idea of a specific degree to teach young children has reached mounting consensus. Both degrees have been developed on the basis of A-11, which stipulates 1,800 hours tuition for the minor and 2,800 for the major.

>In a version of A-14 made available on Monday 22 September, as far as foreign languages is concerned - although not for other subjects - the idea of two degrees, a 'major' and a 'minor', had got lost somewhere along the way. In effect, at a ministers' technical meeting where it was declared that they do not want "profesores de lenguas extranjeras balbuceantes" or "títulos intermedios".

>

>The whole point here is surely that a 'minor' is not a "título intermedio" but a full degree in its own right, which is shorter since it requires less metalinguistic and metacommunicative reflection - children are not yet prepared for such awareness. In no way does it have to mean (as Ministers possibly fear) that this two-tier scheme aims at a lower "dominio de la lengua".

>

>Teacher education for the Third Cycle and Educación Polimodal is concerned with the specificity of discourse types and lexis, so that the foreign language becomes instrumental to the learning of content areas. This relates both to the CBC, the CBO ("Contenidos Básicos Orientados") - leading to the five orientations ("modalidades") - , CD ('Contenidos Diferenciados') and TGP ("Trajectos Tecnico-Profesionales') of Educación Polimodal.

>

>Furthermore, teacher education in FLs has been conceived of in terms of the specificity of the acquisition/learning age characteristics, a feature which is not only borne out both by scientific research but highlighted in this draft version of A-14 and in the foreign languages documents themselves. This entails a special psychology of FL learning, a specific methodology and a specific teaching practice. It is hard to imagine a teacher being equally well prepared to teach foreign languages to learners from the age of 5 to 18. This would additionally entail long hours of extra teaching practice, relating to several age groups which would make heavy inroads into the 2,800 hours tuition specified in A-11.

>

>At very short notice a meeting was held at the Ministry at which specialists from all provinces, representatives of professional associations, universities and tertiary level institutes - both state and private - of English, French, Italian, German and Portuguese attempted to produce a version that would be in line with the ministers' (political) decision while not going against the country's consensus. As a result of this consultation process two alternative proposals were subsequently submitted to the Ministry of Culture and Education as the consensus of national consultants from state and private education specialised in teacher education in the area of Foreign languages.

>

>A-14 was duly submitted to the Federal Council of Culture and Education in its working session of 7 October, 1997,. To the amazement of those who had worked so hard in order to provide a very valid alternative to what may turn out to be an extremely serious hindrance to the teaching of foreign languages in the future, neither proposal had been incorporated into A-14. and the section was passed over without comment.

>

>If the recommendations stated by this document are finally passed by the Federal Council, the consequences will be dire and far-reaching and could cause irreparable damage to the teaching of foreign languages in our country. Firstly, we shall simply lose many teacher training colleges that

currently run the 'minor' course, as their degree will no longer have official recognition. Secondly, the enormous demand for foreign language teachers that Nivel Inicial, EGB 1, EGB 2, and EGB 3 have created can not be met by the remaining teacher training colleges or universities for many years, due to the enormous disparity between supply and demand.. Finally, the teaching of foreign languages will never escape from the hands of people with little or no training -- either linguistic or pedagogical - and future students will never reach acceptable standards in whatever foreign language they happen to learn.

>

>Everything would seem to hinge on how 'major' and 'minor' are defined. Worldwide there is precious little consensus as to whether a minor is or is not a degree -- "título de grado" -- and how it compares with a BA (Bachelor of Arts) or Licenciatura, which is supposed to be the first (graduate) degree.

>

>The spirit of the major and the minor in Argentina -- in the latest version of A-14 the labels 'campo mayor' and 'campo menor' have been removed -- is for teachers to achieve "un saber polivalente". Put another way, while there is definitely a crying need to become specialised in one's area it is also healthy. to have access to other areas.

>

>The 'minor' in our country would seem not to be a degree, rather it must be linked to a 'major'. If we adapted the 'minor' in foreign languages -- especially in English and Portuguese, where we are desperate for teachers - - with perhaps an optional module on teaching practice, we would be able to certify a teaching certificate -- "un certificado habilitante". Given the colossal gap between the number of language teachers desperately needed and those available it would make much more sense to resort to all 'minors' issued by respectable institutions -- universities and "institutos de formación docente", these being the ones that already know all about teacher education.

>

>Teacher's signing petition

>

>A national movement is now afoot, appealing to fellow teachers and institutions to sign a petition which must be submitted in time for the topic to be included in the next Federal Council's meeting agenda. The petition is asking for A14 to be reconsidered with amendments as outlined above. All foreign language schools and teachers are invited to sign the petition.

>

>It is important that this be done as soon as possible. If you would like to know more you can contact one of the addresses below so that a copy of the petition letter is mailed, faxed or e-mailed to you for you to decide whether you wish to support it. If you think that this combined effort is worthwhile and you can fax or send the petition to more colleagues and Institutions, it is suggested that you do so.

>

>To receive a copy of the petition letter, you can fax 099-422123 or 01-863-390 or e-mail: <cgm@teletel.com.ar> or <adema@ciudad.com.ar>.

>

>In terms of foreign language teaching, Argentina has long had one of the highest levels of teacher education in the world. It would be a great shame for us to lose this reputation at the time we most desperately need it.

>

>Support Argentine Education - get and sign the petition now. And please forward this message as widely as possible.

From ???@??? Wed Oct 22 05:44:39 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L A 14 petition

Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b07342a27f2e@[200.26.47.38]>

-----  
Crisis in teacher education in Argentina  
-----

>There was a mistake in this earlier posting. To receive a copy of the  
petition letter (see previous posting) or to find out why teachers are so  
upset about the latest developments you can fax

099-422123

or 01-863-3905

or you can e-mail:

<cgm@teletel.com.ar>

or <adema@ciudad.com.ar>

Apologies for earlier mistake

From ???@??? Wed Oct 22 11:34:36 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re Thought for the day (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b073951e7a50@[200.26.47.34]>

-----  
Re Thought for the day (Gen)  
-----

Whenever I give a class to future teachers I speak about what I call T.T.T.  
which stands for Teacher's Talking Time.  
I believe that sometimes we have to undergo the frustration of remaining  
silent considering that our students are the real protagonists of the  
teaching-learning process. Something difficult but possible if we make an  
effort and discriminate what is essential from what is superfluous.

Cristina Araujo  
connie@sion.com  
From ???@??? Wed Oct 29 00:14:07 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L English in Asia (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b07c2f8fcf54@[200.26.47.51]>

-----  
English in Asia (Ar)  
-----



Robert Hutchens, from Maryville College, Tennessee will be giving an informal talk about Asia where he has lived with the Peace Corps. Specially Thailand, Korea and Japan. You are all invited and invited to forward this message to all those you think could benefit from it or would be interested in it.

There's an admission fee of \$5.  
See you there,

Liliana Orsi  
Buenos Aires, Argentina.  
mailto:rainbow@century.com.ar  
From ???@??? Wed Oct 29 00:20:08 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Failed Mail (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b07c302ff4fe@[200.26.47.51]>

-----  
Failed Mail (Gen)  
-----

For list members who have received no mail from this list for several days/weeks let me assure you that you have not been removed from the list. Our server (Interlink) is still having problems which are apparently (as stated earlier) not so much technical as political.

Put at its most succinct, in Argentina certain providers will not transmit or relay messages emanating from certain other providers. This would seem to be a battle for net hegemony in Argentina which has little to do with local users but is beyond the control of the N&V-L List which is currently handled through a private account with Interlink.

There is no guarantee that changing ISPs will make any difference. We shall have to see if we can ride this one out. However, any suggestions from list members as to strategies we might usefully adopt will be extremely welcome.

List Editor.  
From ???@??? Wed Oct 29 08:49:34 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Think Globally (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b07ca8cc8a10@[200.26.47.83]>

-----  
Think Globally (Gen)  
-----

If you like to bring issues like human rights, the environment, peace, etc. into your teaching you may be interested in the Global Issues Special Interest Group (GISIG) of IATEFL, the International Association of Teachers of English as a Foreign Language.

IATEFL has many special interest groups, of which the GISIG is the latest.

It aims to provide a forum among English Language Teaching practitioners to stimulate awareness and understanding of Global Issues and to encourage the development of global education within language teaching. This approach aims to equip students with the knowledge, skills and values which can help them confront both local and global problems. The GISIG also aims to promote a less Eurocentric perspective within English Language Teaching.

Members of the GISIG receive a newsletter, with contributions from all over the globe, to help them in their teaching. Recent issues have included articles on 'Integrating Global Education into Language Teaching', 'Discussing Global Issues as a Classroom Activity', 'Environmental Issues and EFL', 'Teaching English through Projects in the Natural Environment', 'Can Global Issues be taught to young learners?' and so on.

There is also a GISIG web site on the Internet. The Internet is particularly relevant to those interested in Global Issues because:

1. It's environmentally friendly: electronic mail involves no paper, ink or other consumables, it involves no post van collecting and delivering the mail or plane transporting letters across the skies.
2. GISIG members live all over the globe: email communication makes it possible to stay in touch - literally 'network' - with everyone else, quickly and easily.
3. Because they live all over the world, GISIG members find it difficult to get to meetings and conferences. Virtual meetings are an environmentally friendly and inexpensive alternative.
4. Email makes it possible for everyone to participate, wherever their location, North, South, East and West.
5. The Internet is bulging with free resources on all sorts of Global Issues. There are links to many of these at the GISIG web site, together with links to other more general EFL / ESL resources.

The URL (electronic address) of the GISIG Web site is <http://www.countryschool.com/GISIG1.htm>

Once there you can join the GISIG, browse the contents of the Newsletter and contact others with similar interests. Membership costs £7 per year if you are already a member of IATEFL. If you're not a member, you can join IATEFL for £25, which includes free membership of one Special Interest Group. Telephone IATEFL on +44 1227 276528, fax +44 1227 274415, or email 100070.1327@Compuserve.Com for further information.

Christopher Etchells  
The English Country School  
GISIG Web site administrator  
<mailto:etchells@countryschool.com>  
From ???@??? Wed Oct 29 10:00:19 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L The McCrackens are Coming... Back! (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b07cb93665b5@[200.26.47.83]>

-----  
The McCrackens are Coming... Back! (Ar)  
-----

ESSARP - 3 Day Open Course: The McCrackens are Coming... Back!

Whole Language for young learners - songs, topics, poems, rhymes,  
teaching reading and writing, spelling

If you missed them in 1996 NOW's your second chance

Venue: Colegio Tarbut - Rosales 3019 - Olivos  
February 18th, 19th & 20th 1998

Information: Phone ESSARP Centre 371-6064/0427  
E-mail reply to: hillyard@essarp.org.ar  
From ???@??? Wed Oct 29 11:33:54 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ELT FAIR AND SEMINARS (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b07ccf659c71@[200.26.47.35]>

-----  
ELT FAIR AND SEMINARS (Ar)  
-----

The British Council informs:

ELT FAIR AND SEMINARS - 14 NOVEMBER 1997

BASELT, British Association of State English Language Teaching,  
is coming to Argentina represented by 12 Further and Higher Education  
institutions.

These institutions are BASELT members because they all have specialist  
English Language Teaching provision, which has been inspected and  
accredited by The British Council.

The informative meeting on ELT courses in UK will take place at AACI,  
Suipacha 1333 on Friday 14, from 5pm to 9pm. The representatives are  
also able to provide information on other subjects offered at their  
institutions.

The courses will be as follows:

|       |                                                                                                                                                   |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 14h30 | Introduction to BASELT, Nic Underhill, Sheffield Hallam<br>University (10minutes)                                                                 |
| 14h45 | What have Further and Higher education colleges in Britain<br>to offer to Overseas Students? Paul Higham, Bromley College<br>(30 mins)            |
| 15h20 | WORKSHOP on Ways of using literature to develop practical<br>Language Skills. Bobbie Prime, Clarendon College,<br>Nottingham (60 mins)            |
| 16h30 | Developments in the Teaching of English to Young Learners<br>and Adolescents. Rosalyn Hurst, Chichester Institute of<br>Higher Education (40 min) |

THE ABOVE PROGRAMME IS FREE OF CHARGE BUT DUE TO LIMITED SPACE,  
VACANCIES ARE RESTRICTED. PLEASE REGISTER AT THE COUNCIL, INFORMATION  
DEPARTMENT

TEL. (01) 311-9814 FAX.: (01) 311-7747  
mailto:silvia.maciver@britcoun.int.ar

From ???@??? Wed Oct 29 18:07:34 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ELT Publishers (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b07d289c961d@[200.26.47.53]>

-----  
ELT Publishers (Gen)  
-----

I'd be interested in getting some feedback on attitudes towards ELT publishers working in your country for an ongoing project.

How well do you think they meet the needs of customers and how much do they contribute to creating those needs ?

How do you see ELT Publishers in terms of customer service ? Are some more responsive/receptive than others ? Would you be willing to rank local ELT publishers in terms of customer service ?

Any other information would be equally useful and all will be treated in total confidence. Replies will not be posted to this list (unless requested).

Martin Eayrs  
mailto:me@interlink.com.ar

From ???@??? Wed Oct 29 18:28:03 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L The FL Project Teacher Education Consultation Scheme (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110707b07d2dded2be@[200.26.47.53]>

-----  
The Foreign Languages Project Teacher  
Education Consultation Scheme (Ar)  
-----

As you know the Foreign Languages Project started operating as such in October 1996. Since that date there have been countless meetings where the documents have been presented, explained, objected to and subsequently modified.

The consultation stage entailed the two national seminars held in BA in November and December last year, and the presentations made in Mendoza (twice), Bariloche, Gral. Roca, Misiones, Santa Fe, Mar del Plata, Cordoba (three times) , La Rioja, San Juan (twice), Buenos Aires (4 times), Olavarria, Catamarca, La Pampa, Salta (twice), even Montevideo (Mercosur meeting) and Belo Horizonte, Brazil, and this week in Jujuy.

This has entailed a great expenditure of energy and stamina, because it has meant combining like jugglers our own teaching, writing and re-writing documents, producing new ideas, providing technical assistance

to the provinces, and in general complying with all there is to comply with in this post, which is a lot.

We're satisfied we can take pride in a hard-earned consensus, coming not only from the English area but from the other foreign languages as well. And would like to keep it up.

But now we have caught up with the other 9 areas, and a new age in the consultation scheme has been opened up, this time to discuss the document on Teacher Education. There are 5 meetings organised by the Teacher Education Coordination -- not the Foreign Languages team this time -- and they are as follows:

28/10 Bahia Blanca  
5/11 Salta  
7/11 Corrientes  
11/11 Cordoba  
17/11 Buenos Aires

As far as I know, invitations have been sent to all universities in the country and the 24 provincial Ministries or Secretaries of Education and the City of Buenos Aires, which in turn are in charge of sending calls to the teacher training colleges coming under them.

But if your institution or you yourself would like to give us your opinions, do the following:

- a) ask for a copy of the documents; there are two, We can e-mail them as attachments or send you a diskette in Microsoft Word or Word 5.0 for the Macintosh (you must tell us). We cannot send so many pages by fax.
- b) send us your opinion before December 15. in one of the following ways:

by e-mail:       armenda@interactive.com.ar  
                  (if you have a Windows programme)  
  
                  anarmend@mndgdi.gov.ar  
                  (if you don't have a Windows programme)

by fax:           (01) 815-4479  
                  Address the fax to Lenguas Extranjeras

by post:          Ministerio de Cultura y Educacion  
                  Direccion General de Investigacion  
                  y Desarrollo Educativo  
                  Lenguas Extranjeras  
                  Pizzurno 935 3er Piso oficina 241 bis  
                  (1020) Buenos Aires

Please help pass the word round.

Ana Armendariz  
Foreign Languages Coordinator  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Wed Oct 29 23:13:29 1997  
To: armenda%interactive.com.ar@rtfm.mit.edu

From: me@interlink.com.ar  
Subject: N&V-L ELT FAIR AND SEMINARS (Ar)  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v0311070fb07d7391377f@[200.26.47.53]>

-----  
ELT FAIR AND SEMINARS (Ar)  
-----

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TEL. (01) 311-9814 FAX.: (01) 311-7747  
mailto:silvia.maciver@britcoun.int.ar

From ???@??? Thu Oct 30 13:22:35 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Second Latin-American Congress in Translation and Interpretation (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110724b07e378650b5@[200.26.47.53]>

-----  
II Latin-American Congress in Translation and Interpretation  
-----

Where: Buenos Aires - 23 al 25 de abril de 1998

Organisers: Colegio de Traductores Publicos de la  
Ciudad de Buenos Aires.

Info: congrelat@bibtra.edu.ar  
biblioctpba@overnet.com.ar  
From ???@??? Thu Oct 30 16:49:19 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Organising Regional Conferences 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311072ab07e50e949ae@[200.26.47.53]>

-----  
Organising Regional Conferences 1998  
-----

It is a great pity when sometimes two teachers' associations working in isolation decide to hold major events in the same geographical area either on identical dates or very close together.

With a little planning this can perhaps be avoided. It has (sadly) not been in the nature of Cono Sur teachers associations to sit down and hold regular talks with other similar bodies. This might change (or not) in the future but for the time being N&V-L (and its sister publication ELT News & Views) might be able to help out.

What N&V-L would like to offer to all teachers' associations and other organisations organising national/international events is the chance to post on N&V-L (and also in ELT News & Views, at no cost) the dates they would like to 'claim' for future events, up to two years in advance. We shall post a list of coming events and who to contact once a month in tabular form. Once our website has been negotiated and is up and running this will be a permanent feature but as not all list members have WWW access N&V-L is probably more useful at present.

In this way, if a 'clash' is observed in advance it might be possible for the two organisers involved to 'negotiate' the rearrangement of one of these, to the benefit of everybody.

Some of next year's events have already 'claimed' dates. These are as follows:

-----  
--  
| 17-21 Mar 98          Seattle/USA                  TESOL Convention  
|  
| Contact: T. 1-703-518-2524, F. 1-703-518-2535  
|  
|  
|

|                                     |                 |                                     |                  |
|-------------------------------------|-----------------|-------------------------------------|------------------|
| 14-18 Apr 98                        | Manchester/UK   | IATEFL                              | 32nd Int Annual  |
| Conference                          |                 |                                     | Contact: T. 441- |
| 227-276528, F. 441-227-274415       |                 |                                     |                  |
|                                     |                 |                                     |                  |
| 18-19 Apr 98                        | Montevideo/Uy   | 3rd Annual LAURELS (Uruguay)        |                  |
|                                     |                 |                                     |                  |
| Contact: F. 598-2-622006            |                 | International Conference            |                  |
|                                     |                 |                                     |                  |
| 23-25 Apr 98                        | Capital/Ar      | II Congreso Latinoamericano de      |                  |
|                                     |                 |                                     |                  |
| Contact: <congreilat@bibtra.edu.ar> |                 | Traducción y Interpretación         |                  |
|                                     |                 |                                     |                  |
| 21-23 May 98                        | Santiago/Cl     | IATEFL 5th National Conference      |                  |
|                                     |                 | Contact: T. 56-2-236-1199, F. 56-2- |                  |
| 235-7375                            |                 |                                     |                  |
|                                     |                 |                                     |                  |
| 13-16 Jul 98                        | Recife/Br       | 6th National BrazTESOL Annual       |                  |
|                                     |                 | Contact:                            |                  |
| <sara.walker@apis.com.br >          | Convention      |                                     |                  |
|                                     |                 |                                     |                  |
| 24-26 Sep 98                        | Bahía Blanca/Ar | XXV FAAPI Annual Seminar            |                  |
|                                     |                 |                                     |                  |

--

Organisers of these events are invited to confirm these dates. Organisers of other events are equally invited to send us any information they have (conference announcements, calls for papers, etc.), even if so far all you have is the date, up to two two years in advance. This will surely help all of us, organisers and conference goers, to the benefit of the profession.

Comments and suggestions welcomed.  
 From ???@??? Thu Oct 30 18:33:53 1997  
 To: me@interlink.com.ar  
 From: me@interlink.com.ar  
 Subject: N&V-L Re: Organising Regional Conferences 1998  
 Cc:  
 Bcc: aaN&Vlistserv  
 X-Attachments:  
 Message-Id: <v03110701b07e8346c89c@[200.26.47.53]>

-----  
 RE: Organising Regional Conferences 1998  
 -----

What you are trying to avoid has unfortunately already happened for next year! (unless somebody changes the dates). I refer to the SAL and the FAAPI conferences, both on the twenty-somethingth of September, 1998. What a pity. I was planning to go to both, considering that San Martin de los Andes is almost "local" for Bariloche.

It all goes to prove how necessary this service is.

Linda Yael



mailto:linday@ib.cnea.edu.ar  
From ???@??? Thu Oct 30 20:15:43 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ELT Publishers (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110709b07e8cec0d22@[200.26.47.53]>

-----  
RE: ELT Publishers (Gen)  
-----

Could the people who replied to me on this issue pls send their replies again. The files seem to have been damaged through a broken connection while downloading. Thanks.

Martin Eayrs

From ???@??? Thu Oct 30 23:43:14 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110715b07ecb56bb83@[200.26.47.53]>

-----  
Housekeeping (Gen)  
-----

For technical reasons N&V-L will not be forwarding messages until Monday, 3 November.

Please feel free to send postings as normal. Postings received between now and then will be posted to the list on Monday.

Watch out for the creepy crawlies at Halloween.

List Editor

From ???@??? Mon Nov 03 13:30:27 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Jobs offered (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110713b083821b617f@[200.26.47.48]>

-----  
Jobs offered (Gen)  
-----

15/CL0011 Chile TEFL Instructors & Intercultural Trainers  
<http://tefl.com/jobs/cljoba.htm#CL0011>

14/BR0016      Brazil                      Trainee Teachers - ICBEU  
<http://tefl.com/jobs/brjoba.htm#BR0016>

Full details of these and future events can be found at  
<http://tefl.com/resources/events.htm>  
From ???@??? Mon Nov 03 15:45:17 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Schools of English Association (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311071ab083a19fca2f@[200.26.47.48]>

-----  
Re: Schools of English Association (Ar)  
-----

Recently, there was some discussion about international standards for teaching English language around the world. I have some information about standards for teaching ESL that may be of interest. I'm writing from TESOL, the professional international association serving ESL and EFL educators. We recently published national standards for ESL for the first time and we are encouraging public schools across America to adapt and apply these standards in their classroom to bring nonnative English students into the academic mainstream.

The "ESL Standards for Pre-K-12 Students" has been a collaborative effort spanning three years and drawing from the expertise of hundreds of ESL teachers, researchers, administrators, and language specialists. Each standard is designed around a grade level cluster and include behavioral descriptors, progress indicators, and vignettes. The cost for the standards is US \$17 (US \$12 for TESOL members). Although these standards were created for public schools in the USA, the ideas may be adapted for EFL standards. For more information, visit our home page at <http://www.tesol.edu>. Orders may be placed over the Internet or by sending a message to [publ@tesol.edu](mailto:publ@tesol.edu). We would also be happy to send a publications catalog or more information about the "ESL Standards for Pre-K-12 Students".

TESOL is also undertaking a new project concerning standards and assessment of Intensive English programs. As the project advances, information will be posted on our web site. If you have questions about the assessment project for IEPs, please direct them to [tesol@tesol.edu](mailto:tesol@tesol.edu).

I hope this is useful to anyone interested in international standards for ESL or EFL.

Ann Perrelli, TESOL  
1600 Cameron St., Suite 300,  
Alexandria, VA 22314, USA  
<mailto:annp@tesol.edu>  
From ???@??? Mon Nov 03 20:24:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Forthcoming events from IATEFL (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:

Message-Id: <v03110701b083e29804fc@[200.26.47.48]>

-----  
Forthcoming events from IATEFL (Gen)  
-----

1997

7 & 8 November                IATEFL ELT Management/IATEFL Brazil  
                              Theme: ELT Management  
                              Venue: Rio de Janeiro, Brazil

1998

14-18 April                    32nd IATEFL International Conference  
                              Venue: UMIST, Manchester, UK

21 - 23 May                   IATEFL Testing/Young Learners/IATEFL Chile  
                              Venue: Chile

September                    IATEFL Urutesol/Testing event  
                              Uruguay

Further information from your local branch of IATEFL  
or from <iatefl@compuserve.com>.

From ???@??? Tue Nov 04 07:57:59 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L The Foreign Languages Project Teacher Education Consultation  
Scheme (Ar)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311070ab08484781063@[200.26.47.45]>

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The Foreign Languages Project Teacher  
Education Consultation Scheme (Ar)  
-----

In a previous communication we announced a new stage in the consultation  
scheme in the Curriculum Transformation Programme. A new document on  
Teacher Education produced by Silvia Rettaroli and Silvia Luppi ("the  
Silvias") is being discussed at present.

We also announced a number of dates for such consultation meetings:

28/10    Bahia Blanca  
5/11     Salta  
7/11     Chaco (previously announced as in in Corrientes)  
11/11    Cordoba  
17/11    Buenos Aires

Invitations have been sent to all universities in the country and the 24  
provincial Ministries or Secretaries of Education and the City of Buenos  
Aires, which in turn are in charge of sending calls to the teacher training  
colleges coming under them, both state and private.

If you haven't yet had communication of a call, find out from the authorities in charge of your university, or at your local Ministry of Education.

The group that got together at Universidad Nacional del Sur, Bahía Blanca on October 28, was led by Silvia Luppi.

Their conclusions were the following: (Though I'm well aware that one of the requirements of this List is to write in English, I will have to quote in Spanish. Once again I request from our List Editor the license to do so)

#### "1. Títulos

El Ministerio no debería prescribir un único título a los efectos de que -- las instituciones puedan determinar sus ofertas en función de las demandas regionales, y -- los futuros docentes tengan la posibilidad de elegir el ciclo para el cual desean formarse.

Por lo tanto se propone se dejen abiertas tres posibilidades para que haya la necesaria apertura a decisiones institucionales:

- a) un título de grado para la Educación Inicial, EGB 1 y 2;
- b) otro título de grado para EGB 3 y la Educación Polimodal;
- c) otro título que articule ambas formaciones.

#### 2. Las decisiones

Sería deseable que las decisiones políticas se basaran en las propuestas de técnicos y especialistas para llevar a cabo los lineamientos explicitados en los documentos, y así garantizar el proceso de transformación de la Formación Docente en el área.

También sería imprescindible y prioritario que se asignara el presupuesto necesario para ser posible la implementación de los nuevos Diseños Curriculares que derivarán de los CBC y CCB en análisis.

#### 3. El documento de Formación Docente en Lenguas Extranjeras

Se acuerda con el documento en general puesto que contempla las necesidades de Formación Docente para la transformación educativa en marcha, e integra los saberes vivencial y disciplinar, y fomenta una actitud crítica y reflexiva.

La práctica se toma como un saber que se construye a lo largo de la formación académica.

Las especialistas de La Pampa destacaron su conformidad con el enfoque discursivo y todos acordaron.

#### 4. Campo Menor

La propuesta de Campo Menor mereció explicaciones y análisis. Se propone la incorporación de campos menores complementarios como por ejemplo Español como Segunda Lengua."

Silvia reports on a more personal note that it was a fruitful meeting where there was a great spirit of cooperation and understanding of the main issues. The specialists thought the two documents respond to the consensus achieved at the two national seminars in 1996, and the countless presentations in the provinces. They felt the new proposal bore in mind all the issues that have been discussed and agreed upon.

The next meeting is on Friday 7 in Salta. Silvia Rettaroli will be in charge. After the meeting we will post the conclusions.

If you yourself or the institution you belong to don't get an invitation to

any of these meetings, and would still like to give us your opinion, do the following:

- a) ask for a copy of the documents; there are two, We can e-mail them as attachments or send you a diskette in Microsoft Word 6.0 or Word 5.0 for the Macintosh (you must tell us). We cannot send so many pages by fax.
- b) send us your opinion before December 15. in one of the following ways:

by e-mail:       armenda@interactive.com.ar  
                  (if you have a Windows application)

                  anarmend@mndgdi.gov.ar  
                  (if you don't have a Windows application)

by fax:           (01) 815-4479  
                  Address the fax to Lenguas Extranjeras

by post:          Ministerio de Cultura y Educacion  
                  Direccion General de Investigacion  
                  y Desarrollo Educativo  
                  Lenguas Extranjeras  
                  Pizzurno 935 3er Piso oficina 241 bis  
                  (1020) Buenos Aires

Please help pass the word round. We're happy to say that some 50 netters plus around 20 other colleagues have requested the documents from us already.

Ana Armendariz  
Foreign Languages Coordinator  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Tue Nov 04 08:03:19 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L The Foreign Languages Project Teacher Education Consultation Scheme (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070cb084868b8d14@[200.26.47.45]>

-----  
Quote from TESL-L (Gen)  
-----

The following item appeared today as a header on TESL-L. With one obvious change I am copying it here out of respect for its sentiment and its relevance to all members of this list.

~~~~~  
Be a considerate colleague and a responsible netter! If you have a relevant response to this message, please share it with all of us by sending it to (N&V-L). If you just send your reply as a private message to the sender, you deprive list members of the chance to read and share your contribution, undermining discussion.

From ???@??? Tue Nov 04 08:21:47 1997
To: me@interlink.com.ar
From: me@interlink.com.ar
Subject: N&V-L RE: ELT Publishers (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070fb0848b0c9c34@[200.26.47.45]>

RE: ELT Publishers (Gen)

From my point of view, there are too many publishers but not enough money to buy all the books that are on the market. All of them work well when carrying out their promotional campaigns because they know that their failure or success is based on an excellent promotion. However, those campaigns are not always what they are expected to be. Sometimes they are good, but some others they are relatively bad.

We know that publishers are human beings and they have the right to make mistakes, but not fishy movements as they sometimes make. The worst thing that they generally do is that they start offering books which are not available, you get enthusiastic, but the book never arrives on time for the teacher to adopt it. Sometimes, they bring you copies for you to inspect, but you do not have any idea of the price of the book, when it gets to the market. After browsing all the available books you can find in the bookshop or store (for those who like American English), you prepare yourself for the effort to make up your mind and decide which one you will adopt for the following year, when all of a sudden, you turn the book over and you observe unbelievably that on the corner of the book just there at the right bottom of it with very small numbers the unmerciful price is stated. Obviously, you have to start all over again, because even when you like the material, your students will not be able to afford such an expensive book like that one or what is even worse the group of teachers that you have working in your school are not proficient enough to deal with the methodology behind it. You change your mind in a matter of seconds. you leave the world of foolish dreams and get into the one of reality.

REALITY! what an awful word to be mentioned, the cruelest part of the whole story is still to come, you feel like buying all the books from the different publishers because all of them are practically the same except for a few details that you saw in one of them, but you are only a devoted teacher who wants to give the best to your students not a multimillionaire person with piles of dollars to spend.

As I mentioned before, too many books and not enough money to buy all the stuff you need.

Maria Almeida
mailto:almeida@satlink.com
From ???@??? Tue Nov 04 17:58:40 1997
To: me@interlink.com.ar
From: me@interlink.com.ar
Subject: N&V-L Mail exchange project (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110707b085129546ea@[200.26.47.43]>

Mail exchange project (Gen)

When this list started working I sent my first message asking for instructions to set up an exchange mail project between students from different places.

Many people wrote private messages to my email box; most of them giving me sites to visit, unfortunately I don't have access to the WWW yet.

We started the project with a private school, but it didn't work well (my students hardly ever received answers to their messages and soon got discouraged).

I'd like to contact someone who shares this wish of finding email-friends (for students between 10 and 17 years old) but also engages him/herself in the project.

If someone on the list feels that his/her students may profit from this kind of experience, please get in touch with me (if it is someone from a neighbouring country, even better).

Graciela Louzán
mailto:cgrace@cvtci.com.ar
From ???@??? Wed Nov 05 08:51:01 1997
To: me@interlink.com.ar
From: me@interlink.com.ar
Subject: N&V-L Forthcoming events/dates (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v03110706b085e3145284@[200.26.47.42]>

Forthcoming events/dates (Gen)

I should like to advise list members of the forthcoming dates of Nexus fairs in South America. Secondly, to offer list members free materials.

The dates are as follows:

SALAO DO ESTUDANTE '98 - The International Education Fair of Brazil
Sao Paulo 13-15 March 1998
Rio de Janeiro 21-22 March 1998
Recife 25 March 1998
Curitiba 28-29 March 1998

BRAZILIAN AGENTS WORKSHOP
Sao Paulo 13 March 1998

EXPO-ESTUDIANTE '98 - The International Education Fair of Chile
Santiago 26-27 September 1998

EXPO-ESTUDIANTE '98 - The International Education Fair of Argentina
Cordoba 30 September 1998
Buenos Aires 3-4 September 1998

EXPO-ESTUDIANTE '98 - The International Education Fair of Colombia
Bogota 9-11 October 1998

List members may contact me for tickets and any information they might require.

mailto:spencer.hawkes@virgin.net

Nexus produces a range of publications aimed at students who are looking to study abroad and their advisors. One of these publications is the SOUTH AMERICAN EDUCATION YEARBOOK. This 300 page guidebook details language courses and higher education opportunities in thousands of schools, colleges and universities throughout Australia, England, New Zealand, the USA and other countries.

The SOUTH AMERICAN EDUCATION YEARBOOK has proved itself to be an extremely effective advisors manual as it also contains articles on international education systems and relevant matters for students who are looking to study abroad.

I would like to offer a FREE copy of the SOUTH AMERICAN EDUCATION YEARBOOK to any member of the list who is in a regular advisory capacity to students who are wishing to study abroad.

If any member wants to qualify for a free copy, they should send me their full business postal address, together with a brief description of how many students they might advise in a 12 month period and where those students are intending to travel to.

The SOUTH AMERICAN EDUCATION YEARBOOK normally retails at US\$60. This offer is open only to list members and advisors known to them.

Spencer Hawkes
Manager - International Operations

Nexus Media Ltd, Nexus House,
Swanley, Kent, BR8 8HY, UK.
TEL: 44 1322 660070
FAX: 44 1322 616305
mailto:spencer.hawkes@virgin.net

From ???@??? Wed Nov 05 11:57:07 1997
To: me@interlink.com.ar
From: me@interlink.com.ar
Subject: N&V-L TESOL Seattle (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v0311070eb0860be3ec7b@[200.26.47.42]>

TESOL Seattle (Gen)

What a great idea to post events, so educators and organizations can plan better for the year ahead. I wanted to thank you for posting TESOL '98 our annual conference that will be held in Seattle, March 17-21.

I wanted to make a correction about the phone number and fax however.

The correct phone number is 1-703-836-0774.

The fax is 1-703-836-7864.

Anyone who's interested can also visit our Web site at <http://www.tesol.edu> or e-mail conv@tesol.edu with specific queries or requests.

Thanks again.

Ann Perrelli, Marketing Assistant
TESOL Central Office, 1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751 USA
Tel. 703-518-2521 (voice) Fax 703-836-7864
email: annp@tesol.edu www.tesol.edu
From ???@??? Wed Nov 05 15:13:40 1997
To: me@interlink.com.ar
From: me@interlink.com.ar
Subject: N&V-L Quote from TESL-L (Gen)
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <[v03110700b0863d7492b1@\[200.26.47.43\]](mailto:v03110700b0863d7492b1@[200.26.47.43])>

This was posted yesterday with the wrong Subject line. Apologies.

Quote from TESL-L (Gen)

The following item appeared today as a header on TESL-L. With one obvious change I am copying it here out of respect for its sentiment and its relevance to all members of this list.

~~~~~  
Be a considerate colleague and a responsible netter! If you have a relevant response to this message, please share it with all of us by sending it to (N&V-L). If you just send your reply as a private message to the sender, you deprive list members of the chance to read and share your contribution, undermining discussion.

-----  
From ???@??? Thu Nov 06 17:04:50 1997  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
Subject: N&V-L Looking for Efrain Davis (Gen)  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)  
X-Attachments:  
Message-Id: <[v0311070fb087a8c76de9@\[200.26.47.33\]](mailto:v0311070fb087a8c76de9@[200.26.47.33])>

-----  
Looking for Efrain Davis  
-----

I urgently need to get in touch with Efrain Davis to forward him a letter sent care of the list. Could anyone who has his phone number/address let me have it asap.

Thanks

Martin Eayrs  
From ???@??? Thu Nov 06 17:41:07 1997  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)

Subject: N&V-L Could anybody tell me how to ... (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110713b087b12a668f@[200.26.47.33]>

-----  
Could anybody tell me how to ... (Gen)  
-----

I am a Public Translator and I have a boy of three and a baby of two months.  
Could anybody tell me how to teach them English? Thank you!

María Verónica Vallejo  
mailto:mvvallejo@nahuel.way.com.ar  
From ???@??? Fri Nov 07 07:58:40 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L The Foreign Languages Project Teacher Education Consultation Scheme (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b0887a096b8d@[200.26.47.33]>

-----  
The Foreign Languages Project Teacher  
Education Consultation Scheme (Ar)  
-----

The Salta Meeting

In a previous communication we announced a new stage in the consultation scheme in the Curriculum Transformation Programme. A new document on Teacher Education produced by Silvia Rettaroli and Silvia Luppi ("the Silvias") is being discussed at present. This document has been re-written 21 times already.

There are in fact two documents, one on the CBC for Teacher Education, and another one on the CCB -- "Contenidos Curriculares Básicos". The latter is a shorter version of the CBC.

We also announced a number of dates for such consultation meetings:

|       |              |
|-------|--------------|
| 28/10 | Bahia Blanca |
| 5/11  | Salta        |
| 7/11  | Chaco        |
| 11/11 | Cordoba      |
| 17/11 | Buenos Aires |

Let me say once again that invitations have been sent to the CEPRES, in turn in charge of sending invitations to all state and private universities in the country, and the 24 provincial Ministries or Secretaries of Education and the City of Buenos Aires, who are in charge of sending calls to the teacher training colleges coming under them, both state and private.

If you haven't yet had communication of a call, find out from your university authorities or at your local Ministry of Education.

The group that got together at Universidad Nacional de Salta, Salta City, on November 5, was led by Silvia Rettaroli. There were 18 representatives of the following institutions and organisations:

- Profesorado Superior de Lenguas Vivas de Salta
- Facultad de Filosofía y Letras de la Universidad Nacional de Tucumán
- PRISE
- Instituto Superior "R. Scalabrini Ortiz" de Jujuy
- Universidad Nacional de Catamarca
- Facultad de Humanidades de la Universidad Nacional de Salta
- Ministerio de Educación y Cultura de Jujuy
- Dirección General de Planeamiento de Santiago del Estero.

Their conclusions were the following: (I assume permission is granted to quote in Spanish)

#### "Relatoría de Lenguas Extranjeras"

El grupo de consultores de Lenguas Extranjeras, compuesto por profesores de Inglés, Francés, Italiano y Portugués del NOA acuerdan en general con los CONTENIDOS BASICOS COMUNES y los CONTENIDOS CURRICULARES BASICOS para la Formación Docente propuestos en los documentos.

Se sugiere:

1. Modificar la presentación/ redacción del BLOQUE 3 "Aspectos de la Cultura del Siglo XX" (páginas 14 y 25) de manera que quede la idea de un estudio diacrónico y el énfasis en el siglo XX, incluyendo además la cultura propia y otras culturas globales.

2. Considerar la posibilidad de incluir materias opcionales en el plan de estudios en las que se profundicen los contenidos en algunas áreas, modalidades u orientaciones (e.g. las del Polimodal). En este aspecto se considerará como ventaja: la posibilidad de ampliar la oferta y como desventaja: el riesgo que se limite al docente a dos o tres modalidades o que la elección de una vaya en desmedro de otras. Respecto a este punto las opiniones estuvieron divididas y no todos consideraron conveniente las materias opcionales.

Se acuerda en que al alumno se lo debe preparar con la mayor cantidad de estrategias para que pueda abordar cualquier contenido de las diferentes modalidades y/u orientaciones.

3. Los contenidos del campo menor no deberían estar incluidos en el documento de Formación Docente porque no se forman docentes para el campo menor. Se sugiere que se los incluya en un documento específico de campos menores.

Duda: cómo serán acreditados los campos menores?

El equipo solicita que la formación docente tenga el tronco común y luego la formación específica en:

\*Nivel Inicial, EGB 1 y EGB 2

\*EGB 3 y Polimodal.

Un grupo solicita que ambas tengan la misma carga horaria: 2.800 horas mínimo y otro grupo de profesores solicita que para Nivel Inicial, EGB 1 y 2 la carga horaria sea de 1.800 horas mínima."

Silvia reports how thoroughly and seriously the group worked, and would like to stress that once again there was full understanding of and agreement on

the main issues. The fact that there were specialists of four different foreign languages makes the meeting very fruitful, since everyone worked in an atmosphere of mutual respect and collaboration, which goes to confirm that the "Babel Tower effect" which we all experienced in November 1996 is but a memory to smile at

Each of these meetings gives us a chance to upgrade our database on Foreign Languages.

The next meeting is on Friday 7 in Chaco. Silvia Rettaroli -- one day to recover -- will be in charge. Silvia Luppi is down with flu. After the meeting we will post the conclusions once again.

If you yourself or the institution you belong to don't get an invitation to any of these meetings, and would still like to give us your opinion, do the following:

a) ask for a copy of the documents; there are two, We can e-mail them as attachments or send you a diskette in Microsoft Word 6.0 or Word 5.0 for the Macintosh (you must tell us). We cannot send so many pages by fax.

b) send us your opinion before December 15. in one of the following ways:

by e-mail:        armenda@interactive.com.ar  
                  (if you have a Windows application)

                  anarmend@mndgdi.gov.ar  
                  (if you don't have a Windows application)

by fax:            (01) 815-4479  
                  Address the fax to Lenguas Extranjeras

by post:           Ministerio de Cultura y Educacion  
                  Direccion General de Investigacion  
                  y Desarrollo Educativo  
                  Lenguas Extranjeras  
                  Pizzurno 935 3er Piso oficina 241 bis  
                  (1020) Buenos Aires

Please help pass the word round. We're happy to say that some 65 netters plus around 30 other colleagues have requested the documents from us already.

Ana Armendariz  
Foreign Languages Coordinator  
Buenos Aires, ARGENTINA  
mailto:armenda@interactive.com.ar  
From ???@??? Fri Nov 07 08:54:13 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Could anybody tell me how to ... (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070cb08887989b86@[200.26.47.84]>

-----  
Could anybody tell me how to ... (Gen)

-----  
Hello Veronica. How nice!! Lovely to have kiddies of that age!!!

Look, I taught my kids "from birth". Spoke E to them all the time...but,  
try  
and get your man to learn too, otherwise it's going to be really HARD.

A main condition is EXPOSURE. The more hours a day they absorb it, the better.

I wish you luck and hope you and kids and daddy make a happy family.  
Best wishes.

Dick. (In Patagonia)

---  
Dick jones  
E-mail: tgassoc@satlink.com  
Buenos Aires - ARGENTINA  
From ???@??? Fri Nov 07 13:10:35 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Request for information (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110714b088c2fa907c@[200.26.47.84]>

-----  
Request for information  
-----

Does anyone know anything about an ESP conference to be held in October 1998, I think in Catamarca (Argentina).

I think it's called the VI Latin American ESP Colloquium and seems to be an international event.

Ideally I should like to contact the organisers.

Thanks

Martin Eayrs  
mailto:me@interlink.com.ar  
From ???@??? Fri Nov 07 18:10:57 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Lenguas Vivas elections (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110719b089098a25ce@[200.26.47.84]>

-----  
Lenguas Vivas elections (Ar)  
-----

City of Buenos Aires

There will be a second election date (ballotage) for Lenguas Vivas elections on 14 & 15 Nov, 1997.

Those unable to vote in the first round may wish to do this time.

Further details from Linguas Vivas.

From ???@??? Fri Nov 07 18:13:16 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Re: Could anybody tell me how to ... (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311071ab0890a6a5a66@[200.26.47.84]>

-----  
Re: Could anybody tell me how to ...  
-----

I was just about to start the same topic!!!! My eldest daughter is almost 4 and I have a 4 month old baby. I am a translator too but I ended up teaching.

However, I teach higher levels and I am not acquainted with children's material. I have attended a course with Laura Campagnoli at Leeds which was very useful. The idea is to play with them. Puppets work wonders to attract their attention and one should build up different areas of vocabulary (say colours, the body, the family, etc)

Probably there-s some good material to use out there. Does anybody know of anything in particular?

Pablo Duchovny

ducho@overnet.com.ar

ducho@argentinamail.com

From ???@??? Fri Nov 07 19:58:36 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L penpals (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0311071eb089232d2c3e@[200.26.47.84]>

-----  
Penpals  
-----

I'd like to have a list of pen-pals. Can anybody send me one?

Thank you!

Cecilia Mardaraz

Librarian

Instituto Argentino de Cultura Britanica de Quilmes

Buenos Aires

mailto:Iacb@siscor.bibnal.edu.ar

From ???@??? Sun Nov 09 13:42:11 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Teaching English to my kids (Gen)

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110705b08b6dd9aefc@[200.26.47.84]>

-----  
Teaching English to my kids  
-----

Dear public translators,

I'm also a public translator but I've been teaching for over ten years. I've also tried to teach English naturally to my kids. By doing this I really discovered how nice teaching children was.

I started speaking English to my kid when he was a baby. Whenever I came back from work I would bring him something from the kiosk. I used to tell him: "I have a surprise", to which he had to answer "I want to see" if he wanted to get what I had.

I also used to buy English books appropriate for his age, I taught him the names of the objects that appeared in the books ( they usually were about colours, numbers, and objects).

Songs are a great help, too. They help them get used to the pronunciation of the words. Children become really involved when they learn songs, especially if you mime the words while you sing the song. I used to play songs ( recorded on cassettes) when we were in the car. Children love stories, so I bought him books for children that brought the story recorded on cassette. I always sat with him on the floor while we listened to the story and I showed him the pictures appearing in the book. Once he became familiar with the story, he could listen to it without my help.

He grew up and started his formal education. I tried to choose a school where children could learn English through games and experiences, not through textbooks. Textbooks help but the teachers have to be creative enough to be able to really involve kids in their tasks.

Once I was teaching "Literature" in 2nd. grade (an English class of students aged 7). I showed them a short part of the video "Aladdin", the night when Aladdin rescues the princess from her balcony and invites her to fly on his rug. They go to different places in the world and they can see from above the egyptian pyramids, and the gardens of Babylon. We learnt the song, which is beautiful. Then I told them about the "WONDERS OF THE WORLD". We worked on this topic for about a month. They were so enthusiastic about knowing what these wonders ment, the places where they were, and how many of them still remain on earth..... All the year the students kept bringing pictures related to the topic. Then, at the end of the project, they themselves made the seven wonders of the world and put them on display in the school. I really enjoyed the project and so did they!

The key to teaching children? Be a child yourself.

Maria Jose Peyrani  
Oxford University Press -  
Cordoba - Argentina  
mailto:maria@mjp.satlink.net  
From ???@??? Sun Nov 09 13:44:59 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teaching English to kids (Gen)

Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110707b08b6e88d847@[200.26.47.84]>

-----  
Teaching English to kids  
-----

Dear netter

Let me tell you that children have the capacity to learn up to 7 languages at the same time. Yes! believe it or not but they have more than 30.000 neurons involved in the learning of languages. The Brocca area which is in our brain is the organ in charge of storing language information. A big number of neurons die while time goes by and only a small part of the whole area keeps the property of dealing with language learning. Besides, children are born with an inner capacity to enjoy learning. They will not even realise that they are learning a foreign language if you talk to them in English naturally. Of course, it will be demanding on your part at the beginning, but then, you will get your reward. I suggest your starting talking to them in English as your mother spoke to you in Spanish when you were a baby. Speak to them in a childish way and make them assimilate what you are doing with a visual or auditory image of what you are doing. Sing a lullaby to them every night, when it is time to play tell them : 'Let's play', when it's time to have lunch tell them: 'wash your hands' and so on and so forth. Use the language! don't think that they do not understand what you are telling them, just on the contrary, remember that kids listen to the spoken language passively for a long time without having any kind of production. If you expect the kids to produce the language as soon as possible, your anxiety will kill you because they will not be ready to communicate before listening to the language for almost two years, as any normal kid. Your husband will have to help you too as Dick suggested. I even speak in English to my kids when some friends come home to play, so they teach English to their friends. You can also take advantage of cartoons in English, just play them and you will see how they stop and watch them as if they were understanding everything.

MARIA F. ALMEIDA  
Buenos Aires  
Argentina  
mailto:almeida@un1.satlink.com  
From ???@??? Sun Nov 09 13:56:22 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teaching English to kids (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110708b08b711f741d@[200.26.47.84]>

-----  
Teaching English to kids  
-----

Dear Pablo

You are concerned about teaching English to little children and I can quite understand you. However, teaching children is not limited to finding attractive teaching material or playing a lot. Now that you are a translator who has taken up the teaching profession, as many of



your colleagues have, wouldn't you consider taking up the few subjects that you need to become a teacher? I am sure you will discover a fascinating world yet unexplored by you that will make your teaching better at any level.

Cordially,

Graciela C. Moyano  
Professor of Phonetics  
ISP JV Gonzalez  
Buenos Aires  
mailto:gmoyano@tournet.com.ar  
From ???@??? Sun Nov 09 16:02:27 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teaching English to kids (Gen)  
Cc:  
Bcc: armenda%interactive.com.ar@rtfm.mit.edu  
X-Attachments:  
Message-Id: <v03110726b08b8f0d7ccb@[200.26.47.42]>

-----  
Teaching English to kids  
-----

Dear netter

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MARIA F. ALMEIDA  
Buenos Aires  
Argentina  
mailto:almeida@un1.satlink.com  
From ???@??? Sun Nov 09 16:02:36 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar

Subject: N&V-L Teaching English to kids (Gen)  
Cc:  
Bcc: armenda%interactive.com.ar@rtfm.mit.edu  
X-Attachments:  
Message-Id: <v03110727b08b8f187f57@[200.26.47.42]>

-----  
Teaching English to kids  
-----

Dear Pablo

You are concerned about teaching English to little children and I can quite understand you. However, teaching children is not limited to finding attractive teaching material or playing a lot. Now that you are a translator who has taken up the teaching profession, as many of your colleagues have, wouldn't you consider taking up the few subjects that you need to become a teacher? I am sure you will discover a fascinating world yet unexplored by you that will make your teaching better at any level.

Cordially,

Graciela C. Moyano  
Professor of Phonetics  
ISP JV Gonzalez  
Buenos Aires  
mailto:gmoyano@tournet.com.ar  
From ???@??? Sun Nov 09 18:49:38 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L FL Project update (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b08bb2ef1199@[200.26.47.42]>

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The Foreign Languages Project Teacher  
Education Consultation Scheme (Ar)  
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The Resistencia (Chaco) Meeting

In previous communications we announced a series of consultation meetings relating to a new document in the "Foreign Languages Series": a new one on Teacher Education, produced by Silvia Rettaroli and Silvia Luppi ("the Silvias"). Before starting this new consultation stage the document had been re-written 21 times already. It's now heading for further modification.

There are in fact two documents, one on the CBC for Teacher Education, and another one on the CCB -- "Contenidos Curriculares Básicos". The latter is a shorter version of the CBC. So 'CCB' is a new acronym this education transformation process is overburdening us with.

We also announced a number of dates for such consultation meetings:

28/10    Bahia Blanca  
5/11     Salta

7/11 Chaco  
11/11 Cordoba  
17/11 Buenos Aires

Let me say once again that the Teacher Education Coordination has sent calls to the CEPRES, in charge of sending invitations to all state and private universities in the country, and to the 24 provincial Ministries or Secretaries of Education and the City of Buenos Aires, who are in charge of sending calls to the teacher training colleges coming under them, both state and private.

If you haven't yet had communication of a call, find out from your university authorities or at your local Ministry of Education.

In our first communication relating to the Bahía Blanca meeting on October 28, at Universidad Tecnológica -- not Universidad Nacional del Sur -- we omitted mention of the institutions and organisations represented:

- Universidad Nacional de Mar del Plata
- Supervisión de Nivel Superior de la Provincia de Buenos Aires
- Universidad Nacional de La Pampa
- Equipo Técnico de Diseño Curricular de la Provincia de Río Negro
- Instituto Privado Neuquino del Profesorado de Inglés (Neuquén)
- Instituto Patagónico del Profesorado de Inglés (Chubut)
- Dirección de Planeamiento de Tierra del Fuego

All these delegates represented Teacher Education in English.  
Apologies for the unwanted omission.

The group that got together at Universidad Nacional del Nordeste, Resistencia, Chaco, on November 7, was again led by Silvia Rettaroli (the other Silvia was still down with flu). We regret there were only 7 consultants in all. The small number affected all areas, not only Foreign Languages. They represented the following institutions and organisations:

- Universidad Nacional de Nordeste.
- Ministerio de Educación, Cultura, Ciencias y Tecnología de la Provincia de Chaco.
- Subsecretaría de Cultura y Educación de Formosa.
- Instituto Superior "J. Contte" de Corrientes
- Instituto Superior de Formación Docente "F. A. Cabrera"

Their conclusions were the following: (No request for permission to quote in Spanish this time)

"Relatoría de Lenguas Extranjeras

El grupo de consultores de Lenguas Extranjeras, compuesto por profesores de inglés, francés, italiano y portugués del NEA (Chaco, Corrientes, Formosa y Misiones) acuerdan en general con los CONTENIDOS BASICOS COMUNES y los CONTENIDOS CURRICULARES BASICOS para la Formación Docente propuestos en los documentos en tanto garantizan a los egresados idoneidad científica y metodológico-disciplinar, y responden a un enfoque actualizado de la educación lingüística, literaria, científica y tecnológica.

En relación con los bloques de formación por niveles educativos se sugiere se contemplen dos títulos:

1. Formación Docente para Nivel Inicial, Primero y Segundo Ciclo de la EGB, y
2. Formación Docente para el Tercer Ciclo de la EGB y la Educación Polimodal.

Asímismo, se sugiere agregar al Bloque 1 "El manejo eficaz del español".

Se recomienda además definir los alcances de contenidos y expectativas de logro en lo concerniente al aprendizaje de una segunda lengua extranjera."

From a personal point of view, Silvia reports the serious concern shown by the specialists of the four foreign languages mentioned above for the specificity of teacher preparation determined by age characteristics, and for the systematic integration of foreign languages with Spanish. Once again the meeting was a living example of mutual respect and cooperation among consultants of the four different foreign languages represented. This meeting confirms once again that the issue of multilingualism and multiculturalism, which seems so innovative in the documents only eight months ago, has caught on, and is in the spirit of many of us. Resources and implementation are the next objectives.

Each of these meetings gives us a chance to upgrade our database on Foreign Languages.

The next meeting is on Tuesday 11 in Córdoba. Silvia Luppi and myself -- Silvia Luppi has almost recovered and Silvia Rettaroli will have a welllearned rest -- will be in charge. As is customary, after the meeting we will post the conclusions.

If you yourself or the institution you belong to don't get an invitation to any of these meetings, and would still like to give us your opinion, do the following:

a) ask for a copy of the documents; there are two, We can e-mail them as attachments or send you a diskette in Microsoft Word 6.0 or Word 5.0 for the Macintosh (you must tell us). We cannot send so many pages by fax.

b) send us your opinion before December 15. in one of the following ways:

by e-mail: armenda@interactive.com.ar  
(if you have a Windows application)

anarmend@mndgdi.gov.ar  
(if you don't have a Windows application)

or

by fax: (01) 815-4479  
Address the fax to Lenguas Extranjeras

or

by post: Ministerio de Cultura y Educacion  
Direccion General de Investigacion  
y Desarrollo Educativo  
Lenguas Extranjeras  
Pizzurno 935 3er Piso oficina 241 bis  
(1020) Buenos Aires

Please help pass the word round. We're happy to say that some 65 netters plus around 30 other colleagues have requested the documents from us already.

Ana Armendáriz  
mailto:armenda@interactive.com.ar

From ???@??? Mon Nov 10 09:59:35 1997

To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teaching Posts available (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110713b08c8a8cc086@[200.26.47.18]>

-----  
Teaching Posts available  
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BR0018            Brazil                    EFL Teachers - Mogi das Cruzes  
                  <http://tefl.com/jobs/brjoba.htm#BR0018>

BR0017            Brazil                    EFL Teachers - Pelotas  
                  <http://tefl.com/jobs/brjoba.htm#BR0017>

CL0011            Chile                    TEFL Instructors & Intercultural Trainers  
                  <http://tefl.com/jobs/cljoba.htm#CL0011>

1BR0016           Brazil                   Trainee Teachers - ICBEU  
                  <http://tefl.com/jobs/brjoba.htm#BR0016>

More info from:

TEFL PROFESSIONAL NETWORK  
Apartado 16, 18700 Albunol, Granada, Spain  
info@tefl.com \* <http://tefl.com> \* Fax +44 171 691 7074  
From ???@??? Mon Nov 10 14:38:12 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Talks on Distance MA in Ling (Ar/Cl)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110719b08ccb17ec65@[200.26.47.18]>

<x-rich>-----

Talks on Distance MA in Ling (TESOL)

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A reminder that Jonathan Charteris Black of the University of Surrey (UK) will be giving a talk entitled: 'How to get an M.A. in Linguistics (TESOL) by Distance learning' (for experienced teachers of English).

Deetails as follows:

Tuesday 11 Nov - ROSARIO, Argentina

At the Asociacion Rosarina de Cultura Inglesa

16.30 - Contact Tel. 041 4998892

Wednesday 12 Nov - CORDOBA, Argentina

At the Asociacion Argentina de Cultura Britanica

18.00 - Contact tel. 051 691000

Saturday 15 Nov - CITY OF BUENOS AIRES, Argentina

At the British Arts Centre, AACI

10.30 - Contact 393-6941

The talk will also be given in Chile

Monday 17th Nov - SANTIAGO

At the ABSRC

17.00 - contact Nigel Blackburn T. 232-2053 F. 234-3120

Tues 18 Nov - SANTIAGO

19.30 - contact British Council<fontfamily><param>Times</param> T.  
236-0193</fontfamily> F. <fontfamily><param>Times</param>235-7375

</fontfamily></x-rich>  
From ???@??? Mon Nov 10 15:00:47 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: Talks on Distance MA in Ling (Ar/Cl)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311071bb08cd1dd83f6@[200.26.47.18]>

-----  
Talks on Distance MA in Ling (TESOL)  
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UNIVERSITY OF SURREY

MA in Linguistics -TESOL\_  
MS in English Language Teaching Management by Distance Learning

Prof. Jonathan Charteris Black (Lecturer) will describe the course and be available to meet teachers/lecturers in the courses on:

|              |                                                                |
|--------------|----------------------------------------------------------------|
| Tuesday 11   | Asociacion Rosarina de Cultura Inglesa 16h30                   |
| Wednesday 12 | Asociacion Argentina de Cultura Britanica-Cordoba 18h00        |
| Saturday 15  | Asociacion Argentina de Cultura Inglesa - Buenos Aires - 10h30 |

Free of charge

For further information contact The British Council -01-311-9814

Silvia MacIver  
British Council  
mailto:SMacIver@britcoun.int.ar  
From ???@??? Mon Nov 10 16:20:48 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Cono Sur Consultants/Lecturers database (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311071fb08cd8851463@[200.26.47.18]>

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Cono Sur Consultants/Lecturers database (Gen)  
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N&V-L, in conjunction with its sister publication ELT News & Views, is currently building up a register of local (Cono Sur) specialists and consultants in the ELT field.

This listing will cover both private and state areas and when ready will be available as a service (without cost) to official teachers' associations in Cono Sur countries through their elected committees.

Among the uses anticipated for this list are the following:

- a) information for conference organisers on lecturers in Cono Sur countries and the themes they are able/willing to lecture on
- b) the fostering of regional and international links/exchanges in the area of ELT
- c) information on specialists working in areas demanding expertise and experience in a closely specified area of ELT (e.g. ESP).
- d) The interchange of technical expertise in areas such as curricular design, CALL, educational software, IT, etc.

At present we are still designing the data base. In order to do this most efficiently we need to know what information to include in our initial questionnaire and would be very grateful for any suggestions in this respect.

We should therefore like to ask potential 'users' of a data base of this kind:

- a) how it might subsequently be of use to them (in addition to the suggestions outlined above).
- b) what kind of information they would require about a consultant or lecturer that would enable them to make an informed decision as to their suitability for a particular 'role' from a printed or online register

This information will help enormously in the design of the questionnaire and subsequent database.

Please feel free to forward this as widely as possible to colleagues in your field.

From ???@??? Mon Nov 10 18:13:52 1997  
 To: me@interlink.com.ar  
 From: me@interlink.com.ar  
 Subject: N&V-L BASELT visit to Argentina (Ar)  
 Cc:  
 Bcc: aaN&Vlistserv  
 X-Attachments:  
 Message-Id: <v03110722b08cfef91e14@[200.26.47.18]>

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 BASELT visit to Argentina  
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#### BASELT

The British Association of State English Language Teaching

Twelve visiting Further and Higher Education Colleges, with specialist English Language Teaching Departments inspected and recognised by The British Council, will offer seminars and information on their courses at an education fair. They are also eager to establish links and exchanges with local institutions.

#### SEMINAR

- 14h30 INTRODUCTION TO BASELT - Nic Underhill, Sheffield Hallam University
- 14h45 WHAT HAVE FURTHER AND HIGHER EDUCATION COLLEGES IN BRITAIN TO OFFER THE OVERSEAS STUDENT? Paul Higham, Bromley College
- 15h20 WORKSHOP: Ways of using Literature to develop practical English language skills. Bobbie Prime, Clarendon College, Nottingham
- 16h30 DEVELOPMENTS in the Teaching of English to Young Learners and Adolescents. Rosalyn Hurst, Chichester Institute of Higher Education

#### FAIR

- 17h00 to 21h00 Mission members will offer information on their courses



Mission members are also willing to meet prospective agents.

For further information please contact  
The British Council - 01- 311-9814

Silvia MacIver  
mailto:SMacIver@britcoun.int.ar

From ???@??? Mon Nov 10 18:25:26 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teacher in Bs As loking for room-mate a (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110724b08d017fb5b8@[200.26.47.18]>

-----  
Teacher in Bs As loking for room-mate  
-----

Marta is an American teacher who has been working for us for a while.  
She is a very sweet and hardworking young lady and she is searching for  
somebody who might be looking for a room-mate but who already has an  
apartment.

She is planning to stay in the country for about two years.  
We are hoping that maybe a teacher or school director might know of  
somebody who is interested and would let us know.

Thank you soooooooooo much, and warm regards from

Laura Lewin  
ABS International  
mailto:lewin@einstein.com.ar  
From ???@??? Mon Nov 10 18:26:27 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Penpals  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110725b08d0230df5b@[200.26.47.18]>

-----  
Penpals  
-----

To Cecilia Mardaraz:

There are specific organizations devoted to find penfriends according to  
the age, likes, etc of your students. The one I contact whenever I need  
penfriends is the following:

IYS  
International Youth Service  
PB 125 Fin-20101 Turku  
Finland

You could write asking them to send you the forms and instructions, you will receive everything you need to start a penfriend exchange, however you must know what your students are like to complete the forms.  
Hope I've been of some help.

Graciela Louzán  
mailto:cgrace@cvtci.com.ar

From ???@??? Tue Nov 11 09:06:26 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ELT Coursefinder (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311072cb08dcfdb3563@[200.26.47.18]>

-----  
ELT Coursefinder (Gen)  
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The 1997/98 edition of the database of British Council accredited courses in Britain will soon be available from British Council Offices and agents around the world.

Supplied on CD-ROM (free of charge to all eligible) for installation on computers using Windows TM (min. spec. 16MB RAM), the new software now offers a graphic interface, hyperlinks to email addresses and websites, photograph option and much more besides.

The same data may be more simply queried on the new web site at <http://www.englishinbritain.co.uk>.

Queries and comments to EFL Services Ltd at <dblackie@cix.co.uk>.

From ???@??? Tue Nov 11 14:35:58 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: N&V-L Cono Sur Consultants/Lecturers database (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110743b08e1d255fab@[200.26.47.18]>

-----  
RE: N&V-L Cono Sur Consultants/Lecturers database (Gen)  
-----

- a) Apart from your suggestions it may encourage partnerships for sharing consultants which can only be of benefit to everybody.
- b) Brief CV, Topic title and some blurb to explain main thrust (up to 50 words), intended audience, style (e.g. workshop, conference, plenary, team work) max size of group, hardware/software/facilities required.

Perhaps codes could be designed to reduce the volume of writing ?

Congratulations on opening up the forum even more ! I think it's a great idea.

Susan Hillyard  
mailto:hillyard@essarp.org.ar  
From ???@??? Tue Nov 11 15:56:18 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L BBC on the Internet (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311074ab08e2f8bb2c8@[200.26.47.18]>

-----  
BBC on the Internet (Gen)  
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Reuters reports that the BBC has recently launched an Internet news service said to be the most comprehensive of its kind. According to the report more than two thousand journalists and fifty bureaux around the world will provide a continuous feed of news stories offered free to the public, with a five minute news bulletin carrying streamed audio and video clips and updated hourly.

You can check this out at <http://news.bbc.co.uk>  
From ???@??? Tue Nov 11 20:12:52 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Discourse analysis list (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311075cb08e6c28f1b2@[200.26.47.18]>

-----  
Discourse analysis list (Gen)  
-----

New linguistics list--Spanish, Catalan, and Galizan-Portuguese

This is open to people working on conversation in Spanish, Catalan, and \*Galizan-Portuguese\* or Galizan/Portuguese, however you like it. The languages of the list are Spanish, Galizan/Portuguese (in whatever written norm), and Catalan:

To join the list, send e-mail to James Herron at [jherron@umich.edu](mailto:jherron@umich.edu).  
From ???@??? Tue Nov 11 22:38:09 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Discourse analysis list (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b08e8eaa6f12@[200.26.47.43]>

-----  
language query (Gen)  
-----

I have a funny doubt.  
Can someone tell me why the following?

1. Why do we say "TO" go and not just go?
2. Why the auxiliary "do"? Why don't we just say "go you?"

Perhaps I was actually taught that some time, but I cannot remember.

Thanks a lot.

Dick

---

Dick jones  
E-mail: tgassoc@satlink.com  
Buenos Aires - ARGENTINA  
From ???@??? Wed Nov 12 00:04:49 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Visiting Buenos Aires (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110707b08ea2eb332d@[200.26.47.43]>

-----  
Visiting Buenos Aires  
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As I've been thinking of visiting Buenos Aires next February,  
I would like to know if there will be any events concerning  
to EFL education and/or technology by the end of January  
and the early February/98 (2 first weeks).

Hope someone can tell me something on this.

Regards,

Lucimara Mello  
mailto:lucimara@santos.ccbeunet.br  
From ???@??? Wed Nov 12 11:34:16 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Material for kindergarten (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b08f441f1b09@[200.26.47.43]>

-----  
Material for kindergarten (Gen)  
-----

I have started Teacher Training at the Lenguas Vivas in Buenos Aires.  
However, being a working mother of two this is very difficult to say the  
least.

Still, teaching our children is a different story, especially if you are  
not  
used to speaking English at home. Besides, I wrongly believed it was better  
for my daughter to fix Spanish parameters rather than to mix them up with  
those of English. Unfortunately, I learnt that this is not so too late. (a  
friend of my who is really knowledgeable about Chomsky's findings told me  
I  
was wrong but by this time Malena was 3)

Anyway, what I am asking netters is whether they are acquainted with good material to be used at kindergarten level. It shouldn't be too classlike as what moms like me need is something flexible. There's plenty of material out there so I don't know where to start. I'd love some advice.

Valeria Carbone  
Buenos Aires  
mailto:ducho@overnet.com.ar  
mailto:ducho@argentinamail.com  
From ???@??? Wed Nov 12 11:37:25 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Thanks for help (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110707b08f44ec4b2f@[200.26.47.43]>

-----  
Thanks for help (Gen)  
-----

Hi! I'm Veronica, the translator who asked for help. I want to thank all of you who answered me so kindly and I tell you that I'm working on it. I sing my three-year-old boy some children songs and he is fascinated. He already says "hello" or "hi!" and when he kisses his two-months-old little sister he says: "mami, le doy un 'kiss' a mi hermanita." Thank you very much!!!!!!

María Verónica Vallejo  
mailto:mvvallejo@nahuel.way.com.ar  
From ???@??? Wed Nov 12 11:38:27 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L ESP Teachers required (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110708b08f45786c3d@[200.26.47.43]>

-----  
ESP Teachers required (Gen)  
-----

We are an educational enterprise whose target learners are executives at companies. We are looking for ESP teachers - as well as SSP (Spanish for Specific Purposes) teachers who are willing to teach at companies. Pre-requisites are at least 3 years of experience with this type of learners, academic background in Pedagogy and Second/Foreign Language Teaching.

Applicants should contact

Maria Alice Capocchi Ribeiro  
Pedagogical Consultant for InterNexus Business Language Center,  
Rio de Janeiro, Brazil  
mailto:coccacapocchi@openlink.com.br  
From ???@??? Wed Nov 12 15:46:50 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar

Subject: N&V-L Pen Pals (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110701b08f7f4f0445@[200.26.47.58]>

-----  
Pen Pals (Gen)  
-----

Some time ago somebody asked for help with setting up pen-pals connections.

The Canadian Languages Network has a form in the WWW that you can fill in with your requirements. The site is at  
<http://www3.sk.sympatico.ca/theb/studcon.html>

Hope it helps

Nadine Laporte  
School of Psychology  
University of Wales,  
Bangor  
<mailto:n.i.laporte@bangor.ac.uk>

From ???@??? Thu Nov 13 00:27:54 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Kindergarten materials (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070db08ff989be1d@[200.26.47.82]>

-----  
Kindergarten materials (Gen)  
-----

There is some nice material for Kinder. You can have a look at Tiny Talk "A", Tiny Talk "B", Toy Box, Super Songs (By Oxford University Press). They are very nice.

<mailto:maria@mdp.satlink.net>  
Cordoba - Argentina

From ???@??? Thu Nov 13 12:32:57 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Web sites (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110714b090a3a6bc0d@[200.26.47.82]>

-----  
Web sites (Gen)  
-----

Ronald Green recommends some web sites:

GlobalLearn--World Expeditions for Kids  
<http://www.globalearn.org/>

GlobalLearn offers a unique opportunity for K-12 students and teachers to explore particular parts of the world. A non-profit, educational organization, GlobalLearn has pioneered a way for students to explore other cultures. The primary focus of the site is the Expedition, devoted to one area of the world (Brazil at present) that a number of adult explorers from GlobalLearn visit. The highlight of the Expedition is meeting the Hosts. Users select a city on the travel route map and a biographical sketch of a child (the Host) from that city appears, along with photographs of family members, school, and home. The daily life of the Host is described. Students and teachers can visit the GlobalLearn Classroom for activity ideas and to participate in web discussions about the featured expedition. Previous expeditions to the Black Sea Nations, Asia, and South America are archived and available at the site.

Internet Tutorials--University of Albany Libraries  
<http://www.albany.edu/library/internet/>

Laura Cohen, a network librarian at the University of Albany, maintains this effective collection of beginners' tutorials for Internet users. Under the five major categories of Basic Internet, Research Guides, Search Engines, Netscape, and Software Training, there are a total of nineteen tutorials at present. They contain easily understandable advice on how to use and search the Internet. Some central elements include an excellent discussion of Boolean Searching (Venn diagrams included); a useful, concise discussion of evaluation of Internet information; and four informative tutorials on search engines and subject directories.

TeacherServe--NHS  
<http://www.nhc.rtp.nc.us:8080/tserve/tserve.htm>

TeacherServe is a new "interactive curriculum enrichment service" for high school English and History teachers provided by the National Humanities Center. The purpose of the site is to allow teachers to deepen their course content by providing scholarship online that has been specifically tailored to classroom use. TeacherServe will consist of a series of "instructional guides on important topics in the humanities on the secondary level. Each guide will provide commentary along with instructional tools," as well as relevant links. The first guide, Divining America: Religion and the National Culture, is designed to assist history teachers with the difficult challenge of explaining the role of religion in US history.

Well-balanced and aptly written, this first guide is a very good sign of things to come from TeacherServe.

Ronald Green  
greenelt@netvision.net.il  
From ???@??? Thu Nov 13 13:30:11 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Material for kindergarten (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311071cb090b110e3da@[200.26.47.82]>

-----  
Material for kindergarten (Gen)

-----  
Dear Valeria :

I would use songs they are fun and would keep you in the role of mother, you don't want to be a teacher all the time. Nursing rhymes and traditional songs are great.

I used those with my children and it helped them develop good listening skills, language awareness and a liking for the English language.

Disney type kid of movies to give her the comprehensible input that will later become productive language. (Terrel-Krashen's theory).

Be prepared for a long receptive period. Just as with Spanish, L1.

Hope this helps.

Liliana Orsi  
mailto:rainbow@century.com.ar  
From ???@??? Thu Nov 13 20:11:50 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Teachers required (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110705b0910f4e0ee9@[200.26.47.85]>

-----  
Teachers required (Ar)  
-----

Comodoro English Language Institute, Teachers and Interpreters' Training College, Provincial School 1806, Ministry of Culture and Education, Chubut, is looking for National Teachers of English for its General English and Teacher Training Courses. If you happen to be interested in the position being offered please send your C.V. and get in touch with us at Ameghino 1030. (9000) Comodoro Rivadavia, Chubut, Argentina, Phone/fax: (097-472191), e-mail: celi@satlink.com  
From ???@??? Thu Nov 13 20:16:15 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L More info required (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110706b0910ffb37a6@[200.26.47.85]>

-----  
More info required (Gen)  
-----

Thank you very much for all the encouraging messages. However, I think I didn't make myself clear. I am basically doing everything you say, I have even started teacher training at the Lenguas Vivas (though being a working mother of two that is going to take some time to say the least). I would like you to be more specific.



I know very few songs and very few rhymes and very few games for children at kindergarten level. Which books would you recommend? Which books are used at your schools? Where shall I start? I need a push! Libraries are overwhelming and librarians often suggest the best seller which is not always the best choice.

There is still another area I am interested in. I am an FCE teacher and I would like to know your opinion about the new material. I have used Avenues and although I think it's certainly not appealing, there's plenty of good practice. I have used some material from Gold too. I didn't have a chance to try its listenings , Have you? What-s your opinion? What do you think Gold is lacking in? for those who have used it as the main source, how do you find it?

As to the Practice tests, I have used Candidate and I have found the tests easy. Which book have you used? To finish, I have put together some notes about writing taken from Gold , a book called Progressive Writing (I don-t know the authors) and New Success at FCE. Do you recommend any other? Last but not least, have you come up with a good reason/ploy/threat to get your students to read the novel?

I am really excited about having a chance to share my views with colleagues from different backgrounds. So I am looking forward to hearing from you!

Valeria Carbone  
Translator from Lenguas Vivas  
Buenos Aires

mailto:ducho@overnet.com.ar  
mailto:ducho@argentinamail.com  
From ???@??? Thu Nov 13 23:54:54 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Caribbean literature required (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b09143755142@[200.26.47.54]>

-----  
Caribbean literature required  
-----

I know a student who needs examples of Caribbean literature, specifically the short story. There once was an edition of the Penguin Book of the Caribbean Short Story. Does anyone have a copy they'd be willing to share, or alternatives to offer ?

I'm looking forward to us all being able to develop this network in order to share ideas and material for everyone's benefit.

Terry Cullen

Buenos Aires  
mailto:TCULLEN@cvtci.com.ar  
From ???@??? Sat Nov 15 14:04:51 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Talk on History of Language (Ar)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110704b0935afc2d70@[200.26.47.54]>

-----  
Talk on History of Language (Ar)  
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We have heard that Dr. E.F. Konrad Koerner of the University of Ottawa will be giving a talk entitled "Quelques remarques concernant l'unite essentielle de la pensee linguistique de Ferdinand de Saussure, 1872-1911" (with translation into Spanish.

This talk will apparently take place at 25 de Mayo 217, 1 P. Cap. Fed. (Buenos Aires) on 4 December at 17.30 hs.

This is the only information we have received. Any list member who can supply further details is urged to post to the list.

List Editor

From ???@??? Sat Nov 15 21:44:51 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Re: Dick's language query (Gen)  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070db093c7cdc0a2@[200.26.47.85]>

-----  
Re: Dick's language query (Gen)  
-----

Dick Jones says he has "a funny doubt": he'd like to know why

1. we say '"to" go' and not just 'go'?
2. we use the auxiliary "do", ie why we don't just say "go you"?

He then reflects perhaps he was actually taught this some time. I'd like to disconfirm this hunch of his, and assert that this is the kind of thing that's never taught.

In [1] 'to' marks explicitly that that verbal form is an infinitive, an equivalent of -ar/-er/-ir in Spanish. This 'to' is important because it points to the fact that the verb in fact has an inflection, though this inflectional feature is not of the type [+tense: past, present].

Infinitives are clauses of a subordinate type exclusively: no infinitival, gerundial or participial clause like:

- a) I've brought this for you to give your opinion on.
- b) To see you is always a pleasure.
- c) Fancy meeting you here.
- d) Turning to the left you'll find the chemist's.

can ever be main clauses in a sentence. The reason for this lies in the fathoms of syntactic hierarchy and the very nature of subordinate clauses, which are supposed to be 'subordinated' to a main clause.

By contrast, a clause with a conjugated verb can have either main or subordinate status:

- ^she bought the book^
- e) 'Though she bought the book', she never read it (adverbial clause of concession)
  - f) 'If she bought the book', we'd be able to read it (adverbial clause of condition)
  - g) 'She bought the book' and set out to read it immediately. (main clause)
- The hierarchy of each type of clause is marked by the subordinating conjunction, whose explicit role is mark the status of the clause with respect to the main clause in the sentence.

The main difference between a conjugated or finite verb -- ie one that contains the feature [inflection + tense] and a non-conjugated or non-finite form is that the feature contained in the former marks the subject of the sentence as nominative case. Hence:

- h) 'She' bought the book.
  - h') 'Mary' bought the book (though not explicitly marked)
- but h'') \*'she' to buy the book.

This shows that the fact that the infinitive does not contain the feature [inflection + tense] brings along a certain degree of disruption in the syntax of English, a language which favours compression, ie where clause reduction is very frequent. As a result, when there is an explicit subject of a non-finite form, it is introduced by 'for' and 'of' for the infinitive, and, not very frequently, 'with' for the participles:

- a) I've brought this "for" you to give your opinion on'
- i) It's kind "of" you to say so'.
- j) "With" all of you talking at a time', we won't be able to draw any kind of conclusion.

The role of 'for', 'of' and 'with' is twofold: mark the status of the clause -- subordinate, in the manner of 'though' and 'if' above -- and case-mark the subject of the subordinate clause as objective -- after all it comes after a preposition.

As to the original question, why 'to go' and not just 'go', it should be apparent from the discussion above that the particle 'to' is necessary to give the morphological verbal system some consistency. Its absence renders an abnormal form: what I'm saying is that the bare infinitive is abnormal. Note further that bare infinitival clauses can only occur with explicit subjects in direct object positions:

- k) I made 'him come'.
- l) I heard 'him say that'.

So this proves that their occurrence is restricted to syntactic positions ruled -- 'governed' -- by a transitive verb.

A counterargument of the above might consider that bare infinitives do occur in other positions:

- m) Ruin the whole thing is what you did.

This is not really a bare infinitival clause functioning as the subject of the sentence. It is a type of emphatic sentence which splits the original sentence into two:

- m') You ruined the whole thing.

The effect of the emphatic transformation is highlight/highlighting -- another emphatic sentence with the option between the bare infinitive and

the -ing form -- the action expressed by the main verb. This is what Quirk calls a "pseudo-cleft sentence".

Finally we come to Dick's point 2: why it is that English uses an auxiliary to form questions and negatives. This auxiliary carries the feature [inflection +tense] and the main verb does not: it is in the bare infinitival form. I think the reason is very simple: language typology. In other words, you cannot expect languages to be alike, though they might share their very essence.

However, in:

o) Understand?

superficially this can be explained in terms of elision of the auxiliary and the subject. But now consider:

o) Had a good time at the reception?

What kind of process is this? Certainly there is amalgamation of the feature [inflection +tense] with the verb root rendering the past tense form 'had'. It cannot be explained in terms of ellipsis of the auxiliary. I'm well aware this is not the kind of thing you would write in an essay, but you certainly would in an e-mail. So from the oral mode, this informal variant has crept into the written mode. What kind of prediction can be made?? That this is the beginning of evolution in the direction of the loss of the "primary auxiliaries" -- 'primary' in the sense of non meaningful as a modal is -- and direct interrogation?? Note that the negative is still "unharmd".

Sorry, Dick, if I've left you with more questions than answers!!

Over to you, netters!

Ana Armendáriz

mailto:armenda@interactive.com.ar

From ???@??? Mon Nov 17 12:05:19 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest - explanation

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110706b095df47ad23@[200.26.47.56]>

As from today N&V-L will be published in Digest form. This will ease traffic on the N&V-L server and also prevent list members having to process so many messages.

Each daily digest will be headed by a list of topics. List members can merely scroll down to messages that interest them or (if nothing seems of interest) trash the posting directly.

Please note that these are not daily postings. By this I mean there may well be days when postings are not made. However, to aid list members to organise N&V-L postings they will be followed by the posting date and a number. The next message to be sent (after this posting) will be the the 343rd posted on N&V-L and will therefore be numbered 343.

All future messages from N&V-L will be contained within the digests.

List Editor

From ???@??? Mon Nov 17 23:43:45 1997

To: me@interlink.com.ar

From: me@interlink.com.ar  
Subject: N&V-L Digest 343 - 17 November 1997  
Cc:  
Bcc: aaN&Vlistserv, hokoch@musc.pucrs.br, apirs@nuteccnet.com.br  
X-Attachments:  
Message-Id: <v03110708b095e18834dd@[200.26.47.56]>

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N&V-L Digest 343 - 17 November 1997  
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There are 6 messages in today's digest.

Topics of the day:

1. VI Latin-American ESP Colloquium
2. Quotes to share with colleagues
3. 1st Convention TEFL Associations in South Brazil
4. ELT Jobs offered South America
5. Info required on Test of English examination
6. More on Pen Pals

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1 . VI Latin-American ESP Colloquium  
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The VI Latin-American ESP Colloquium will take place at the Universidad Nacional de Catamarca - ARGENTINA, on October 12-16, 1998.

CALL FOR PAPERS

Participation will be subject to presentation of papers. In the selection of papers preference will be given to those based on qualitative or quantitative scientific research or those addressing issues of theoretical/methodological interest. The presentation of mere descriptive reports of course organization or personal classroom experience will not be considered relevant.

Persons interested are hereby invited to submit a structured abstract, maximum one page single-spaced, no later than March 31, 1998 (postmark). This abstract should include the background, objective(s), methods, results, and conclusion(s) of the research.

For the first time the Colloquium will be opened to research carried out in other languages, not only English, provided the presentation is in this language.

Colloquium Coordinators:

Graciela Llopis de Segura and Lidia Aguirre de Quevedo

Contacts:       Lidia Aguirre de Quevedo  
                  Fac. de Cs. Agrarias - UNCa  
                  Av. Belgrano y M. Quiroga  
                  (4700) Catamarca - Argentina  
                  Fax: 54 - 833 - 30504  
                  E-mail: event@catam.unca.edu.ar  
                             ingles@fcasuser.unca.edu.ar

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## 2 - Quotes to share with colleagues

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I thought that it would be interesting to share all this stuff with my colleagues.

"Students have the energy, imagination , and intelligence to make a difference in their community. They need only be asked to show what they can do"

Kathleen Kennedy Townsend

"Do you think you can maintain discipline?" asked the superintendent.  
"Of course I can", replied Stuart "I'll make the work interesting and the discipline will take care of itself."

E.B. White

Education is not preparation for life, education is life itself.

John Dewey

Teach the young people how to think, not what to think.

Sidney Sugarman

Children who are treated as if they are uneducable almost invariably become uneducable.

Kenneth B. Clark

It is a luxury to learn; but the luxury of learning is not to be compared with the luxury of teaching.

R.D. Hitchcock

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

Clay P. Bedford

A poor surgeon hurts one person at a time. A poor teacher hurts 130.

Ernest Boyer

Much have I learnt from my teachers, more from my colleagues, but most from my students.

Talmud

Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon.

Ann Lieberman

MARIA F. ALMEIDA  
Buenos Aires  
<mailto:almeida@un1.satlink.com>

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## 3. 1st Convention TEFL Associations in South Brazil

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The First Convention of TEFL Associations in South Brazil will be held in Porto Alegre 23-25 April, 1998.

Proposals will be accepted up to 20 December 1997.

Full information/details from:

Heloisa Orsi Koch  
Tel. 051-233-3386  
Fax. 051-231-7471  
mailto:hokoch@musc.pucrs.br

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4. ELT Jobs offered South America  
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For further information click on the hotlink or copy it and paste in your browser's location window.

\*14/ARG0010 Argentina Teachers - Chubut  
<http://tefl.com/jobs/argjoba.htm#ARG0010>

\*14/BR0019 Brazil ESP Teachers - Rio de Janeiro  
<http://tefl.com/jobs/brjoba.htm#BR0019>

7/BR0018 Brazil EFL Teachers - Mogi das Cruzes  
<http://tefl.com/jobs/brjoba.htm#BR0018>

7/ECU0014 Ecuador ESL/EFL Teachers - Guayaquil  
<http://tefl.com/jobs/ecujoba.htm#ECU0014>

5/BR0017 Brazil EFL Teachers - Pelotas  
<http://tefl.com/jobs/brjoba.htm#BR0017>

14/BR0016 Brazil Trainee Teachers - ICBEU  
<http://tefl.com/jobs/brjoba.htm#BR0016>

VEN0011 Venezuela CVA Internships Program  
<http://tefl.com/jobs/venjoba.htm#VEN0011>

For further information re jobs in general:

Fax +44 171 691 7074  
mailto:info@tefl.com  
<http://tefl.com>

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5. Info required on TOE  
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I am a teacher working in companies, mostly preparing TOEFL students. I have been doing so for some years but now I need to start working on the Test of Spoken English (TOE), also administered by the Educational Testing Service.

Does anybody know which material is best for preparing for that exam?

I would appreciate any information regarding this problem. I promise to summarize all relevant information and send it in one message to the list.

Thank you for your assistance.

Estela Fernández

mailto:estela@netex.com.ar

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6. Pen Pals  
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Last year when I decided to start a workshop on letter writing a friend of mine gave an address which I found quite useful. It was the

INTERNATIONAL PEN FRIEND SERVICE  
10015 Ivrea, Italia

I wrote to them and they sent me a form which I had to complete and some time later my students began to receive letters from all over the world. It was, and still is a wonderful experience, in fact once a month we gather to read and answer all the letters received in that period. Students love it and me too.

Cristina Araujo  
mailto:connie@sion.com

\*\*\*

End  
From: ???@??? Thu Nov 20 22:59:09 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 344 - 19 November 1997  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03110700b098ffe26e7b@[200.26.47.82]>

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N&V-L Digest 344 - 19 November 1997  
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There are 5 messages in today's digest.

Topics of the day:

1. Info given on Test of English (TOE)
2. Dr. E.F. Konrad Koerner - more information
3. Teaching post sought in Bs. As.
4. 2nd International SEAL Conference
5. Foreign Languages Meetings at Buenos Aires Book Fair

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1. Info given on Test of English (TOE)  
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Dear Estela Fernández:

I would suggest visiting is <http://ericae2.educ.cua.edu>. You may find what you need there.

Cordially,



Graciela Moyano  
mailto:gracem@tournet.com.ar

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2. Dr. E.F. Konrad Koerner - more information  
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Dr. E.F. Konrad Koerner of the University of Ottawa is giving a talk (in French) on "Quelques remarques concernant l'unite essentielle de la pensee linguistique de Ferdinand de Saussure, 1872-1911". Translation into Spanish will be provided.

When: 4 December, 17.30 hs.

Where, 25 de Mayo 217, 1 P. Cap. Fed., Argentina

Dr. Koerner is Professor of general Linguistics at the University of Ottawa and author of ten books and more than fifty articles on themes relating to the History of Language Sciences, in which field he is a leading exponent.

This will be his first visit to Argentina.

Roberto Perez  
La Pampa  
Argentina  
mailto:roberto.perez@mail.cpsarg.com

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3. Teaching post sought in Bs. As.  
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I hope you can help me find a job in B.A. Our school is a member of your list and I have been suggested to email you so that school owners in B.A. might learn of me and possibly hire my services. Thank you very much indeed.

My name is Mónica Bain de Simunovic. I'm thirty five years old. I'm a National Teacher of English. I graduated at Escuela Nacional Normal Superior en Lengua Vivas John F. Kennedy. At the moment I'm living in Comodoro Rivadavia. I'm teaching English in a private institute as an autonomous teacher. The school owner is willing to get in touch with you in the event you are interested in my working references.

I'm planning to move to Buenos Aires ( Capital Federal ) by the end of February. I'm going to live in Retiro neighbourhood ( L. N. Alem and Córdoba ). I have been teaching English for ten years. I've taught children >from True Beginners to Advanced level, adolescents from True Beginners to Intermediate level and adults from True Beginners to Lower Intermediate level. I have worked with fine textbooks, tapes, videos, songs, original movies (decoding them and creating files to recycle plot telling) and can confidently work with leading brand software. The books I'm presently working with are Grapevine, American Blueprint, Parade, and Chatterbox.

I can send further details and my Curriculum Vitae upon request.

If you want to contact me my E-mail at work is celi@satlink.com and my telephone is 097 475916. Thank you for your time.

Mónica Bain.  
mailto:celi@satlink.com

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4. 2nd International SEAL Conference  
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The 2nd International Seal Conference, "The Wings of Learning", will take place in Pilar (Prov. Bs. As.) from February 11th to 14th with post-conference workshops on 15th February.

Principal lecturers will be Robert Gillan (UK), Eva Hava Jonai (Hungary), Grethe Hooper Hansen (UK) and Adrian Underhill (UK).

For full conference timetable and further details:

Fax: (54-1) 752--4701

or mail     SEAL,  
             Erasmo 1155  
             (1650) San Martin  
             Buenos Aires  
             Argentina

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5. Foreign Languages Meetings at Buenos Aires Book Fair  
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Amongst the more than 300 cultural and academic activities planned for the 1998 Feria del Libro (Book Fair) to be held in Buenos Aires will be some eight hours of talks and seminars devoted to the teaching of foreign languages. Planning discussions are currently taking place with the organisers at 'Fundacion del Libro' (the organisers of the book fair) and details of the FL programme should be announced by the end of the year.

It is hoped that representatives will attend from France, Italy, USA, Britain, Germany, Israel, Brazil and other countries. The four sessions should include plenaries, round tables and explanatory workshops on areas of language teaching methodology and technology.

Included in the sessions will be an update on the foreign languages project in the current Argentina Education Reform.

The dates for the sessions will be 1 and 2 May 1988 and space is likely to be limited to 350-400 people. It is thought that the sessions will be most suitable for language teachers.

Among other attractions at the 1998 Book Fair will be Britain's English Teaching Theatre, last in Argentina a year or so ago.

List Editor

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END

From ???@??? Mon Nov 24 00:41:30 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 345 - 23 November 1997  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v0311070ab09b5a71c8d8@[200.26.47.36]>

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N&V-L Digest 345 - 23 November 1997  
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There is 1 message in today's digest.

Topics of the day:

1. The Foreign Languages Project Teacher  
Education Consultation Scheme (Ar)

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- 
1. The Foreign Languages Project Teacher  
Education Consultation Scheme (Ar)
- 

In previous communications we announced a series of consultation meetings relating to two new documents in the "Foreign Languages Series", this time in the area of Teacher Education, produced by Silvia Rettaroli and Silvia Luppi "the Silvias", already well known all over the country.

These are in fact two documents, one on the CBC for Teacher Education, and another one on the CCB -- "Contenidos Curriculares Básicos". The latter is a shorter version of the CBC. So 'CCB' is a new acronym this education transformation process is overburdening us with.

Before starting this new consultation stage the documents had been re-written 21 times already. It's now certain they're heading for further modification.

We also announced a number of dates for such consultation meetings:

|       |                                                  |
|-------|--------------------------------------------------|
| 28/10 | Bahia Blanca (the southern area)                 |
| 5/11  | Salta (the north-west area)                      |
| 7/11  | Chaco (the northeast area)                       |
| 11/11 | Córdoba (the central area)                       |
| 17/11 | Buenos Aires (the City and Greater Buenos Aires) |

The consultation scheme is formally over now. If you did not have communication of the call corresponding to your area, don't worry: there's still the possibility to give your opinion until December 20 (see below).

We're anxiously expecting your contributions. We sincerely hope they won't all get to us all together.

Let me say once again that the Teacher Education Coordination sent calls to the CPRES, in charge of sending invitations to all state and private universities in the country, and to the 24 provincial Ministries or Secretaries of Education and the City of Buenos Aires, who were in charge of sending calls to the teacher training colleges coming under them, both state and private.

What follows has to do with the last two meetings, Córdoba and Buenos Aires.

I know the report should've come earlier, but I was waiting for the Córdoba report, which was going to be sent by one of the colleagues attending. Unfortunately she took a week to send it, and then I had all kinds of bounces. Apologies for this unwanted delay.

This said, we get started.

The Córdoba meeting

The group that got together at Instituto Universitario Aeronáutico on November 11, was efficiently led by Silvia Luppi. I was there too but with mainly a receptive role.

There were around 12 consultants in all -- we sincerely expected the group to be much more numerous. They represented the following institutions and organisations:

- Universidad Nacional de Córdoba, Escuela de Lenguas
- Universidad Nacional de San Juan, Facultad de Ciencias Humanas, Lenguas Extranjeras
- IES del Profesorado de Concordia, Entre Ríos
- Dirección de Planeamiento, Provincia de Santa Fe, Equipo Técnico de Lenguas Extranjeras
- Dirección de Planeamiento, Provincia de Mendoza

Their conclusions were the following:

"Relatoría de Lenguas Extranjeras:

1. Se aclaró el significado de "campo mayor" y "campo menor" para la disciplina Lenguas Extranjeras. Se entiende por campo mayor en la formación en la primera disciplina con todas las exigencias de la formación docente, y el campo menor como una certificación de competencias en otra disciplina, sin que eso signifique la formación docente para esa otra disciplina. Por ejemplo, un profesor de historia podría tener como campo menor inglés, un profesor de una lengua podría tener como campo menor otra lengua.

Solicitamos claros acuerdos en relación a títulos en vistas a que el campo menor no se convierta en la "vía fácil" de acreditación para la docencia -- aún sin ser docente realmente.

2. Se entiende esta instancia como tiempo de propuestas de los CBC de la Formación Orientada, que le prolonga hasta el 20/12/97. Se sabe que sobre la base de los acuerdos-marco y las instancias provinciales y de la Ciudad de Buenos Aires, cada Proyecto Educativo Institucional deberá realizar sus propios ajustes

Es importante saber que en épocas de cambio existen contradicciones: nos toca, entonces, calmar, explicar y aportar para ayudar al proceso de transformación.

3. Se aclaran contenidos y detalles acerca de la formación docente general para la EGB 3 y Educación Polimodal con 2800 horas presenciales. Se indican los porcentajes en la relación con la formación docente general y especial (30%0( y la orientada más la práctica (60%). Se deberán consultar los acuerdos-marco que reglamentan estos aspectos (a-11 y A-14, entre otros) Para la Educación Inicial, EGB 1 y 2 se tendrán 1800 horas con un 50% de formación orientada.

Se aclaran los criterios de selección de contenidos de la formación específica por niveles.

4. La mayoría de los presentes admiten no haber leído el documento, por lo que se esperan posteriores aportes.

Se realizan, sin embargo, las siguientes sugerencias:

- a) que se ponga mayor énfasis en las experiencias de autogestión de aprendizaje para que el futuro docente vivencie directamente la formación docente continua, y experimente estrategias de aprendizaje autónomo para saber hacerlo posteriormente con sus alumnos , y para que desde ya se inserte en el proceso de formación permanente que deberá continuar después de concluida su formación básica.
- b) que se omita la palabra global como epíteto a cultura en dos oportunidades en que se menciona. "Sugerimos hablar de culturas compartidas con otras comunidades u otra formulación similar que evite connotaciones ideológicas o economicistas no deseables

Nota de las coordinadoras: este último aspecto no fue tratado en comisión. Es un apreciación personal de la redactora de la relatoría.

- c) queda como tarea para realizar antes del 20/12 la búsqueda de un ordenamiento de los procedimientos generales de los CBC de la Formación Docente en Lenguas Extranjeras. En la pág. 30, por ejemplo, se ve que es un citado opinable, y que convendría ordenarlo para algún título.
- d) se decide dejar todos los procedimientos que tienen que ver con informática. Se entiende la formación docente al finalizar el Siglo XX como necesitada de herramientas que permitan justamente al estudiante de Lenguas Extranjeras conectarse de manera adecuada conectarse de habla de la lengua elegida.

Se harán más sugerencias posteriormente.

- e) se insiste en dejar estipulado en el documento el nivel de ingreso en relación con conocimientos de la lengua elegida para evitar desniveles demasiado marcados en las distintas instituciones del país. Esta recomendación se entiende como muy importantes.
- f) Se dedica tiempo al intercambio de experiencias. Con la presencia de Ana María Armendáriz se comparten experiencias de la formación docente en varias provincias presentes y de conocimiento de los presentes. Se reitera la necesidad de encontrar soluciones creativas en el PEI para regímenes especiales, y por otra parte la necesidad de realizar convenios."

On a personal note Silvia and I would like to highlight how profitable the meeting was. Though the majority of attending delegates were new to the consultation scheme -- and that's good because the FLs Project spreads -- the three that had attended other instances or who we'd had personal contacts with locally in their provinces managed to brief the rest. And "the new ones" caught up so to speak and were able to make relevant contributions.

The Buenos Aires meeting

The group that got together at Instituto de Enseñanza Superior en Lenguas Vivas "Juan Ramón Fernández" on November 17, was efficiently led by Silvia Rettaroli and Silvia Luppi. I was there too but only as a "silent participant". There was no need for anything else.

There were around 17 consultants in all -- again we expected the group to be more numerous. They represented the following institutions and organisations:

- Dirección de Educación Superior, Secretaría de Educación, Gobierno de la Ciudad de Buenos Aires
- Supervisión de Educación Superior, Secretaría de Educación, Provincia de Buenos Aires
- I.E.S en Lenguas Vivas "J. R. Fernandez"
- I.S.P "Dr. J. V. Gonzalez"
- U.S.A.L
- U.A.D.E.
- Universidad de Belgrano
- Universidad de Morón
- Universidad Nacional de Quilmes
- U.H.A.B.I (Bar-Ilán)
- FAAPI: Federación Argentina de Asociaciones de Profesores de Inglés

Their conclusions were the following:

"Relatoría de Lenguas Extranjeras

El grupo de consultores de Lenguas Extranjeras, compuesto por profesores de inglés, francés e italiano acuerdan en general con los CONTENIDOS BASICOS COMUNES y los CONTENIDOS CURRICULARES BASICOS para la Formación Docente propuestos en los documentos consultados.

Se destacaron los siguientes aspectos:

1. Sería necesario pensar en los contenidos de la Formación de Grado para que el futuro docente desarrolle la visión del maestro y no la de formación de determinada lengua extranjera.
2. Se observó que hay un contraste en los contenidos entre el criterio de instrumentalidad y la presencia de literatura.
3. Se discutió acerca de la posibilidad de incluir otros contenidos como "Estructuras Comparadas", reconociendo su utilidad si se dictaban en base a criterios sistemáticos y no mecánicos. Se requiere del Formador de formadores un sólido conocimiento de la Gramática Española..
4. Se apuntaron varias críticas al Acuerdo Marco 14. Se sugirió una evaluación global del mismo.
5. Se mencionó que en otros encuentros algunos colegas manifestaron la

preocupación de que se hiciera un detalle del nivel de lengua española y de una segunda lengua extranjera.

6. Se presentó la problemática de la necesidad para la formación docente (campo mayor) el aprendizaje de otra lengua extranjera.
7. Se destacó que habría que eliminar la aclaración de literatura infanto-juvenil, dejando el contenido de Literatura en general, para que la formación resulte más abarcativa.
8. Se sugirió que la misma proyección metodológica que tendría la literatura debería surgir de los profesores de fonética, gramática, etc., ya que desde el nivel inicial de formación docente se considera importante el contacto con el saber qué hacer a diario.
9. En los CCB hay una ausencia de contenidos para la práctica de la enseñanza. Se sugiere incluirlos.
10. Por último se señaló el destacado valor que posee el mecanismo de consulta. Se desearía poder seguir contando con él."

From a personal point of view, the three of us would like to stress the richness of the discussion and, the same as elsewhere, the serious concern shown by the specialists for the specificity of teacher preparation determined by age characteristics. Though the majority of attending specialists were new to the consultation scheme, most of them knew each other professionally. In any event, it is good to have new "add-ons" so that more specialists have a chance to take an active role.

Once again let me point out the meeting was an example of multicultural respect and cooperation among consultants of the four different foreign languages represented. This meeting confirms once again that the issue of multilingualism and multiculturalism, which seemed so innovative in the documents only eight months ago, has caught on, and is in the spirit of many of us. Resources and implementation are the next objectives.

We have managed to upgrade our database after each of these these meetings

Anyone wishing to have the conclusions of the five meetings -- which have been reproduced in the N&V-L can request the file. Just tell us if you have a Windows or a Mackintosh operating system. If you don't say anything, we'll assume you've got a Windows application "by default".

If you yourself or the institution you belong to would like to give us your opinion, do the following:

- a) ask for a copy of the documents; there are two, We can e-mail them as attachments or send you a diskette in Microsoft Word 6.0 or Word 5.0 for the Macintosh (you must tell us). We cannot send so many pages by fax.
- b) send us your opinion before December 15. in one of the following ways:

by e-mail: armenda@interactive.com.ar  
(if you have a Windows application)

anarmend@mndgdi.gov.ar  
(if you don't have a Windows application)

or

by fax: (01) 815-4479  
Address the fax to Lenguas Extranjeras  
or  
by post: Ministerio de Cultura y Educacion  
Direccion General de Investigacion  
y Desarrollo Educativo  
Lenguas Extranjeras  
Pizzurno 935 3er Piso oficina 241 bis  
(1020) Buenos Aires

Please help pass the word round. The Silvias have been very busy sending copies of the FLs docs on paper and diskette. I've really lost count of how many we've sent. Around 200 sets of docs must have been sent by post, apart from all the ones that have been sent by e-mail.

Our next move is to check our database and send the latest version of the docs to all those colleagues who were present at the November-December 1996 seminars, and who made the first contributions. This is how we intend to celebrate the first birthday of the Foreign Languages Project.

Ana Armendáriz  
mailto:armenda@interactive.com.ar

\*\*\*

END  
From ???@??? Wed Nov 26 22:30:43 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 346 - 26 November 1997  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0311070eb09eee04f161@[200.26.47.83]>

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N&V-L Digest 346 - 26 November 1997  
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There are 4 messages in today's digest.

Topics of the day:

1. Looking for "penfriends"
2. Teaching position required
3. World-wide School and College Linking
4. Information requested on ELT Publishers

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1. Looking for "penfriends"  
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My name's Aicia Susana Cantera from Argentina . I received a letter on August 14th/97 the answer of my letter requiring some adresses of pen friends in order to give them to my students . They love writing to penfriends and getting in touch with different people from all over the world. And I also like their interest and keeping them motivated doing so.

I would be very greatful to you if you could send them to me. I am very



greatful to all the people from Cambridge (Buenos Aires - Argentina)  
Paula Gelemun (ELT Representative ) was the person who very kindly gave me  
the chance of asking you for this.

Yours truly,

P/S My address is

7 N 1942-512 y 513 Ringuet  
C.P.1901 Argentina  
Phone number; (021) 84-5194.

Alicia Susana Cantera  
mailto:ccantera@isis.unlp.edu.ar

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2. Teaching position required  
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I'm looking for a teaching position in a school in Cordoba (Ar), or for a  
teaching position in Companies, in Cordoba as well. Starting in February or  
March 98.

My name is Agustina Mera and I am 23 years old. I am a graduate of Lone  
Jack High School, Missouri. U.S.A. June and I shall be happy to provide my  
resume on request.

Agustina Mera  
mailto:agusmera@hotmail.com

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3. World-wide School and College Linking  
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The following is to alert you to a new initiative by the Central Bureau for  
Educational Visits and Exchanges, a division of The British Council which  
administers the UK side of a wide range of international educational  
exchange programmes.

As you are no doubt aware, one of the Central Bureau's many activities is  
to promote and encourage links between UK schools/colleges and partners in  
other countries. Our new initiative, Windows on the World, highlights a  
range of excellent case studies showing the benefits such links can bring  
to teachers and students on all sides of the partnership.

The Central Bureau has recently launched a "Windows on the World" website  
(<http://www.wotw.org.uk>) which enables schools and colleges world-wide to  
access an interactive database, allowing them to register as a potential  
linking partner and to search for project partners in other countries.

If you know of schools/colleges in your region seeking partners in the UK  
(or elsewhere) please alert them to this website, and encourage them to  
register their details - we need to build up a critical mass of registered  
schools and colleges. As you know, UK schools and colleges are popular  
first choices for project partners, so it may take time for a  
school/college seeking a UK partner to get a response.

The website provides supporting information to a linked BBC Learning Zone television programme "Windows on the World", which the Central Bureau has produced.

This:

- 1.- shows the benefits to schools/colleges of linking with counterparts in other countries.
- 2.- gives practical advice on making such links using email and the Internet;
- 3.- encourages teachers and schools/colleges to participate in linking through examples of successful projects.

Those interested should access the website directly.

Silvia MacIver  
British Council  
Buenos Aires  
mailto:SMacIver@britcoun.int.ar

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4. Information requested on ELT Publishers  
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I have been asked to post to this list a request for information on two ELT publishers in Argentina - Estrada and EASO.

The poster would like to know:

- a) how to contact each of them
- b) what books they are known for
- c) what local prestige they enjoy
- d) any other observations

I shall forward all replies to the poster.

Thanks very much

List Editor  
mailto:me@interlink.com.ar

\*\*\*

END

From ???@??? Mon Dec 01 20:27:10 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 347 - 1 December 1997  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110712b0a355757af2@[200.26.47.42]>

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N&V-L Digest 347 - 1 December 1997  
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There are 7 messages in today's digest.

Topics of the day:

1. Problems with postings
2. Position sought
3. CALL positions offered
4. Jobs offered
5. The 40th Anniversary of Generativism
6. Editorial Estrada
7. Useful web sites

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1. Problems with postings  
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Please help. I don't know if anyone else has this problem but some people's postings (including Silvia McIver's in the last posting) do not have page breaks and go over as many pages as the sentence lasts. This means that it is very difficult to read them , and impossible to print out.

I gather this a problem with some people using servers which do not conform to international standards, and it happens to me quite frequently with people using servers in South America, but also sometimes from the US and UK (Trinity College). The way those people can improve this is to add page breaks every 10 words or so- unfortunately we cannot do anything to rectify it once it arrives.

Has anyone else had this problem? Does anyone know how to solve it ?

Alison  
mailto:FlorenceAssociates@compuserve.com

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2. Position sought  
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I hope you can help me find a job in B.A. Our school is a member of your list and I have been suggested to email you so that school owners in B.A. might learn of me and possibly hire my services. Thank you very much indeed.

My name is Mónica Bain de Simunovic. I'm thirty five years old. I'm a National Teacher of English. I graduated at Escuela Nacional Normal Superior en Lenguas Vivas John F. Kennedy. At the moment I'm living in Comodoro Rivadavia. I'm teaching English in a private institute as an autonomous teacher. The school owner is willing to get in touch with you in the event you are interested in my working references.

I'm planning to move to Buenos Aires (Capital Federal) by the end of February. I'm going to live in Retiro neighbourhood (L. N. Alem and Córdoba). I have been teaching English for ten years. I've taught children from True Beginners to Advanced level, adolescents from True Beginners to Intermediate level and adults from True Beginners to Lower Intermediate level. I have worked with fine textbooks, tapes, videos, songs, original

movies (decoding them and creating files to recycle plot telling) and can confidently work with leading brand software. The books I'm presently working with are Grapevine, American Blueprint, Parade, and Chatterbox.

I can send further details and my Curriculum Vitae upon request.

Mónica Bain.  
Tel: 054 -1-97 475916.  
mailto:celi@satlink.com

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3. CALL positions offered  
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GM English Language Services are looking for teachers who are experienced in and/or enthusiastic about computer operation and CALL. We are trying to launch a new project, and would love to have you with us, if you like computers, feel they are an excellent teaching aid, and would like to take part in a new and exciting training programme!

If you are interested, get in touch with us!

Cristina Gallo  
CGM English Language Services  
Tel/Fax: 54-99-42 5510, 54-1-813 8336  
mailto:main@cgm.com.ar

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4. Jobs offered  
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1/MEX0025 Mexico English Teachers  
<http://tefl.com/jobs/mexjoba.htm#MEX0025>

14/ARG0010 Argentina Teachers - Chubut  
<http://tefl.com/jobs/argjoba.htm#ARG0010>

14/BR0019 Brazil ESP Teachers - Rio de Janeiro  
<http://tefl.com/jobs/brjoba.htm#BR0019>

7/BR0018 Brazil EFL Teachers - Mogi das Cruzes  
<http://tefl.com/jobs/brjoba.htm#BR0018>

7/ECU0014 Ecuador ESL/EFL Teachers - Guayaquil  
<http://tefl.com/jobs/ecujoba.htm#ECU0014>

5/BR0017 Brazil EFL Teachers - Pelotas  
<http://tefl.com/jobs/brjoba.htm#BR0017>

BR0016 Brazil Trainee Teachers - ICBEU  
<http://tefl.com/jobs/brjoba.htm#BR0016>

VEN0011 Venezuela CVA Internships Program  
<http://tefl.com/jobs/venjoba.htm#VEN0011>

For more information:  
TEFL PROFESSIONAL NETWORK  
Apartado 16, 18700 Albunol, Granada, Spain  
info@tefl.com \* <http://tefl.com> \* Fax +44 171 691 7074

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5. The 40th Anniversary of Generativism  
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Dear Chomskyan netters,

While I was surfing the Web in search of something of a different kind altogether, I landed on a site which announced this on-line conference. I submitted my subscription form -- an e-mail to:

<majordomo@ksu.ru>

with the message line

SUBSCRIBE GENERATE YourEmail

e.g. SUBSCRIBE GENERATE bill@silence.sea.moon

Once you have received confirmation of your subscription, you may send messages to

generate@ksu.ru,

and you will automatically receive all new messages sent to the list.

This is how the conference is announced:

"Since Chomsky's "Syntactic Structures", published in 1957, the generative view in linguistics has become widely popular. Thus, this year is the 40-th anniversary of the publication. In past forty years the generative linguistics has passed several stages of development and currently it can be considered a broad and dynamically growing theory, having multiply links both within the linguistics and with other sciences.

Ana Armendáriz  
<mailto:armenda@interactive.com.ar>

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6. Editorial Estrada  
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You had asked for contact details of Estrada.

1- You can contact Omar Claus at  
Angel Estrada y Cía. Bolívar 462/66 (1066) Buenos Aires  
Tel: 01-331-6521/26  
Fax: 01- 331-6527  
E-mail: [estrada@pccp.com.ar](mailto:estrada@pccp.com.ar)

2- They have some material for EGB  
Magic Forest 1 & 2 ( for Kinder and EGB 1)  
Road to English 1-2-3 & 4 (for 8-year-olds on) The set is formed by  
\* Teacher's book ( in Spanish)  
\* Students' Book  
\* Workbook  
\* Tapes  
\* 4 Videos

If you like ,I can send you a catalogue . I have all this information  
because I have been contacted to conduct workshops in my area .

I hope this is what you needed

María Laura Rossi  
mailto:mlrossi@satlink.com

\*\*\*

#### ----- 7. Useful web sites -----

The following Web sites provide links to some useful language learning  
resources.

Sperling's ESL Cafe: Where Language Learning is Fun!  
URL: <http://www.eslcafe.com>

News Transcripts CBC The National:  
URL: <http://www.tv.cbc.ca/national/pgminfo/transcripts.html>

Learning English on the Web  
URL: <http://www.lang.uiuc.edu/r-li5/esl/>

Grammar Safari  
URL: <http://deil.lang.uiuc.edu/web/pages/grammarsafari.html>

Fluency Through Fables  
URL: <http://www.comenius.com/fable/index.html>

Language Learning Resource Center  
URL: <http://ml.hss.cmu.edu/llrc>

Cutting Edge  
URL: <http://www-writing.berkeley.edu/chorus/call/cuttingedge.html#Shockwave>

Linguistic Funland  
URL: <http://www.linguistic-funland.com/>

Brainteasers Newsgroups  
URL: [news:alt.brain.teasers](mailto:news:alt.brain.teasers)

English Teachers, Prepare Yourselves for the Digital Age  
URL: <http://userpage.fu-berlin.de/~tanguay/english-teachers.htm>

Computer-Assisted Language Learning: An Introduction  
URL: <http://www.lll.hawaii.edu/markw/call.html>

Time For Kids

URL: <http://pathfinder.com/TFK/index.html>

Sports Illustrated for kids

URL: <http://www.pathfinder.com/SIFK/>

Yahooligans! News

URL: <http://www.yahooligans.com/content/news/>

\*\*\*

END

From ???@??? Fri Dec 05 00:05:24 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 348 - 4 December 1997

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110707b0a985d0edcc@[200.26.47.55]>

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N&V-L Digest 348 - 4 December 1997  
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There is one message in today's digest.

Topics of the day:

1. Useful websites

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/ \ / \ | \ /) \_| ( \ /o\ / ) | \_ ( \ / \ / \ / \

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1. Useful websites  
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From Silvia MacIver

British Council, Buenos Aires

The Centre for English Language Teacher Education at the University of Warwick has produced a series of self-access materials in English for Academic Purposes which students can access via the internet. The site can be found at:

<http://www.warwick.ac.uk/EAP>

Another web resource with general ELT information for students and teachers is The Digital Education Network

<http://www.edunet.com>

Silvia MacIver

British Council, Buenos Aires

mailto:SMacIver@britcoun.int.ar

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end  
From ???@??? Wed Dec 10 19:19:20 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 349 - 11 December 1997  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b0b2e7bbbbf6@[200.26.47.82]>

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N&V-L Digest 349 - 11 December 1997  
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There are 3 message in today's digest.

Topics of the day:

1. Another useful website
2. ELT Jobs on offer in Latin America
3. English for Business contacts wanted in Cono Sur

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1. Another useful website  
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THE PALACE: A Real-Time Environment For Language Learners

The problem with MOO's is the disorienting effects of out-of-sequence dialogue. There is now a great new way for language learners to chat with native speakers in a graphical web environment called "The Palace."

The Palace's graphical environment provides many more cues to interaction that are missing from the text-only systems. With this, you enter a chat site via a special browser showing a background picture with small images of chat participants at various locations in the foreground. These small images are called "avatars." When a participant types text into the input area of the browser and hits the enter key, that text appears in a bubble next to the person's avatar. When you watch the screen of a populated Palace site, therefore, what you will see is a flow of conversation, text-filled bubbles going on and off of the various images as exchanges occur.

You may move your own avatar around the screen simply by clicking on a new location in the picture. In this way, you may move next to a person with whom you are having an exclusive dialogue just as in a party room. Other enhancements are screen hot spots that can take you to another room on the site and various stock sounds such as laughter and applause, or special sounds that are custom programmed to the particular site. More elaborate sites may offer programmed games and real-time audio and video clips.

To find out more about The Palace go to <http://www.thepalace.com>. There you can download the browser and try it for free as a guest. If you want to replace the default smiley face you get as a free avatar you will have to join as a member. This gives you a password that will enable the browser's many custom functions. Note that the main Palace sites are not necessarily for language learning but are more general chat sites where, sorry to say, occasional unsavory characters appear. Best to attend the



special sites for foreign language listed at  
<http://www.thepalace.com/directory/International/> for a more filtered and  
better-moderated environment.

All in all, the Palace and other similar graphical chat systems finally  
begin  
to offer the kind of interactivity and visual cueing that provide a real  
feeling of exchange. When hosted or visited on a regular basis by native  
speakers, these sites can be a great resource for a language student's  
conversational skill maintenance and cultural exchange!

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2. ELT Jobs on offer in Latin America  
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11/MEX0025 Mexico English Teachers  
<http://tefl.com/jobs/mexjoba.htm#MEX0025>

14/ARG0010 Argentina Teachers - Chubut  
<http://tefl.com/jobs/argjoba.htm#ARG0010>

14/BR0019 Brazil ESP Teachers - Rio de Janeiro  
<http://tefl.com/jobs/brjoba.htm#BR0019>

BR0016 Brazil Trainee Teachers - ICBEU  
<http://tefl.com/jobs/brjoba.htm#BR0016>

VEN0011 Venezuela CVA Internships Program  
<http://tefl.com/jobs/venjoba.htm#VEN0011>

TEFL Professional Network  
<mailto:info@tefl.com>

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3. English for Business contacts wanted in Cono Sur  
-----

Hello Fellow English Language Instructors!

I always read the News & Views with great interest. This is a  
professionally active group! This time I write to you because I am  
proposing a trip to Cono Sur to exchange ideas about teaching business  
English and discuss my institute's Business English Program.

If anyone could refer me to schools or instructors with an interest in  
business English training for corporate situations, I'd be most grateful.

Thanking you in advance,

Emily Lites  
Director of Business English Programs  
Boulder, Colorado, USA 80302  
Email: [lites@spot.colorado.edu](mailto:lites@spot.colorado.edu)

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end

From ???@??? Fri Dec 12 16:49:54 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 350 - 12 December 1997  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110702b0b6224b3531@[200.26.47.15]>

-----  
N&V-L Digest 350 - 12 December 1997  
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There are 3 messages in today's digest.

Topics of the day:

1. Call for papers - Computers & English Language Teaching
2. ICANA's 70 Anniversary
3. Buenos Aires Course registrations

there is more !!!!

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Call for papers - Computers & English Language Teaching  
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In March 1998 'ELT News & Views' will be publishing a special supplement on the use of computers in English Language Teaching.

We welcome submissions in the general areas of CALL, Multimedia and Internet Resources. These should not be over technical, rather suitable for the teacher with small to average plus expertise. General length for accepted articles will be 1000-2000 words.

If you would like to receive our guide for contributors with detailed information on how to submit articles please send a mail to <me@interlink.com.ar> with the subject line 'Request N&V Style Guide'. As this is an automated response please type exactly as shown here. Any other enquiries should contain the subject line 'HELP N&V Supp 5.1'.

ELT News & Views is a publication for teachers of English in southern South America. Our current circulation is just over 3,000. We shall be happy to answer any questions you may have.

Please feel free to forward this mail to any colleagues you feel may be interested.

Martin Eayrs  
Editor - ELT News & Views  
mailto:me@interlink.com.ar

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2. Congratulations to ICANA on their 70 Anniversary  
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Buenos Aires language school ICANA (the Instituto Cultural Argentino Norte-Americano) celebrates its 70th Anniversary on Friday 12 December 1997 with a reception.

On behalf of list members N&V-L would like to offer its congratulations to all at ICANA for having been around so long and playing such an active role in Buenos Aires ELT.

In absentia we raise a cyber glass of champagne to drink ICANA's health.

List Editor

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3. Buenos Aires Course registrations  
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UADE (the Universidad Argentina de la Empresa) has opened registration for its public translator (English/Spanish) course. Applicants should go to Lima 717 (City Centre) between 9.00 and 20.00 to collect forms. Entrance exams will be held on 18 Dec 97 and 25 Feb 98. More info on (54-1) 379-7647/8 (tel) of (54-1) 383-4309 (fax).

The School of Philosophy and Arts at UBA (the University of Buenos Aires) is offering summer courses in English and other languages (including Spanish as a foreign language). Info from 25 de Mayo 221 (city centre). Registration 6/7 Jan 98, 9 - 12 and 15 - 17 hrs.

\*\*\*

end

From ???@??? Fri Dec 19 18:44:40 1997

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 351 - 19 December 1997

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110704b0b7ae7da8ee@[200.26.47.38]>

-----  
N&V-L Digest 350 - 19 December 1997  
-----

There are 8 messages in today's digest.

Topics of the day:

1. Looking for ESL lists and URL's
2. BBC on Real Audio
3. II Latin American Congress of Translation and Interpretation
4. Request for information about Scotland
5. VI Latin-American ESP Colloquium
6. Teaching position sought
7. Linguistics Abstracts Online
8. Teachers' and Students' Conference 1998

-----  
Postings should be signed with the author's name, place of work if relevant, town & country and an email address. Maximum four lines.  
-----

-----  
1. Looking for ESL lists and URL's  
-----

Dear teachers,

I am looking for ESL lists and URL's. Can anybody help?  
Thanks in advance. Have a great 1998.

--

Patricia Jauregui  
jauregui@websa.com.ar

\*\*\*

-----  
2. BBC on Real Audio  
-----

The BBC World Service currently makes a selection of its output in English and other languages available on demand in streaming audio on its web site, in particular, hourly news bulletins, 'Newshour', 'Europe Today', 'World Update' and some educational and English language teaching programmes:

<<http://www.bbc.co.uk/worldservice/newshour>>

<<http://www.bbc.co.uk/worldservice/europetoday>>

<<http://www.bbc.co.uk/worldservice/worldupdate>>

<<http://www.bbc.co.uk/worldservice/education>>

<[http://www.bbc.co.uk/worldservice/BBC\\_English/index.htm](http://www.bbc.co.uk/worldservice/BBC_English/index.htm)>

All audio on the World Service web site is currently in Real Audio format.

For further details keep <<http://www.bbc.co.uk/worldservice>> bookmarked.

List Editor

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-----  
3. II Latin American Congress of Translation and Interpretation  
-----

II LATIN AMERICAN CONGRESS FOR INTERPRETERS AND TRANSLATORS

Organized by Association of Sworn Translators  
of the City of Buenos Aires

~~~~~

Buenos Aires - April 23-25, 1998

* * * 25th Anniversary * * *

* PROGRAMME *

Thursday 23 April 1998

~~~~~

8.30 - 9.30 Registration

9.30 - 10.30 Opening Ceremony  
10.30 - 13.00 Sessions  
13.00 - 14.30 Free  
14.30 - 17.15 Sessions

Friday 24 April 1998

~~~~~  
9.00 - 13.14 Sessions
13.15 - 15.00 Free
15.00 - 17.15 Sessions

Saturday 25 April 1998

~~~~~  
9.00 - 12.00 Sessions  
12.00 - 13.30 Closing Ceremony  
Afternoon: Free  
~~~~~  
21.00 End of Conference Dinner

* Special Guests *

- Maria Teresa Cabre (Universidad Pompeu Fabra, Spain)
- Marianne Lederer (Sorbonne Nouvelle, France)
- Peter Newmark (University of Surrey, England)
- Marina Orellana (author of "Glosario Internacional
para el Traductor")

~~~~~

# REGISTRATION FORM

Full Names:

ID:

Address:

Post Code:

City:

Province:

Country:

Tel:

Fax:

Email:

Other info: (profession, position, institution):

COSTS (excluding conference dinner):

~~~~~

* Graduates of Colleges in Bs. As., Cordoba or Santa Fe: \$ 85.
* Students: \$ 60.
* Speakers: \$ 85
* general public: \$ 100.

- There will be a 50% surcharge as from 1/04/98
- Dinner tickets may be obtained from CTPCBA (Callao 289, 4to piso, Capital Federal) as from 1/03/98.

* PAYMENT *

* Cash

~~~~

\* CC:        VISA    \_\_\_\_        Mastercard    \_\_\_\_

~~

CC number:

Full name of cardholder:

Security Code:

Expiry date:

Cardholder's signature:

Conferencee's signature:

Further information from:

~~~~~

II Congreso Latinoamericano de Traducccion e Interpretacion
Colegio de Traductores Publicos
de la Ciudad de Buenos Aires (CTPCBA)
Av. Callao 289, 4to. piso
(1022) Buenos Aires - ARGENTINA

~~~~~

Tel./Fax (54 1) 371-8616, (54 1) 372-2961/7961  
E. mail: bibliotcpba@overnet.com.ar  
          congrelat@bibtra.edu.ar

\*\*\*

-----  
4. Request for information about Scotland  
-----

Hi dear Netters

I'll be spending my holidays in London, I'll be there for four weeks in January'98 , Although it'll be my fourth trip to London I don't know much of the rest so I'd like to visit Scotland, Have you got any not too expensive suggestions for me?

Marry Christmas  
Maria Cristina Araujo  
Teacher of English  
connie@sion.com

\*\*\*

-----  
5. VI Latin-American ESP Colloquium

-----  
VI Latin-American ESP Colloquium  
Universidad Nacional de Catamarca - ARGENTINA  
October 12-16, 1998.

CALL FOR PAPERS

Participation will be subject to presentation of papers. In the selection of papers preference will be given to those based on qualitative or quantitative scientific research or those addressing issues of theoretical/methodological interest. The presentation of mere descriptive reports of course organization or personal classroom experience will not be considered relevant. Persons interested are hereby invited to submit a structured abstract, maximum one page single-spaced, no later than March 31, 1998 (postmark). This abstract should include the background, objective(s), methods, results, and conclusion(s) of the research.

Proposed topics for scientific contribution in the field of Language for Academic Purposes and Language for Science and Technology:

- Scientific discourse analysis.
- Teaching - learning strategies.
- Needs analysis and course design.
- Language teaching and training.
- Evaluation.
- Research techniques in language learning.

For the first time the Colloquium will be opened to research carried out in other languages, not only English, provided the presentation is in this language.

Could you please forward this message to all people interested in this subject included those who work with other languages, not only English?

Graciela Llopis de Segura and Lidia Aguirre de Quevedo  
(Colloquium Coordinators)

Mail to: Lidia Aguirre de Quevedo  
Fac. de Cs. Agrarias - UNCa  
Av. Belgrano y M. Quiroga  
(4700) Catamarca - Argentina  
Fax: 54 - 833 - 30504  
E-mail: event@catam.unca.edu.ar  
ingles@fcasuser.unca.edu.ar

\*\*\*

-----  
6. Teaching position sought  
-----

To Whom it May Concern:

My name is Richard Harris and I am a Canadian citizen currently living in South Korea teaching English. I am hoping to go to Argentina to teach sometime in the new year. I would be interested in teaching English, history, politics or any other social science. If there is any assistance anyone can offer it would be much appreciated. Thank you for any interest you may offer.

Richard Harris  
e-mail: harris\_rh@hotmail.com

\*\*\*

-----  
7. Linguistics Abstracts Online  
-----

Linguistics Abstracts Online  
Trial Period ends 31st Dec 1997

Dear Colleague,

As we hope you are now aware, Linguistics Abstracts (edited by Terry Langendoen, University of Arizona) is now available as an internet service, Linguistics Abstracts Online, which has been on free trial in 1997. This trial ends on the 31st December 1997 so if you haven't already done so, sign up now.

Simply visit the following URL :  
<http://www.blackwellpublishers.co.uk/labs>

If you have been using Linguistics Abstracts Online this year, we hope you have found it essential to your work. In order to continue using this service, please contact your librarian and ensure your library has taken out a subscription for 1998.

If you need any further information about Linguistics Abstracts Online please do not hesitate to contact me or Blackwell Publishers Customer Services at [e-help@blackwellpublishers.co.uk](mailto:e-help@blackwellpublishers.co.uk)

Yours Sincerely

BECK FORD (MISS)  
BLACKWELL PUBLISHERS  
TEL: +44(0)1865 382340  
FAX: +44(0)1865 381340  
E-MAIL: [BFORD@BLACKWELLPUBLISHERS.CO.UK](mailto:BFORD@BLACKWELLPUBLISHERS.CO.UK)  
[HTTP://WWW.BLACKWELLPUBLISHERS.CO.UK/LABS](http://WWW.BLACKWELLPUBLISHERS.CO.UK/LABS)

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-----  
8. Teachers' and Students' Conference 1998  
-----

Dates have now been set for Argentina's 6th Teachers' and Students' Conference. This event will take place in Santa Fe on 8, 9 and 10 October. Those wishing for more information or to get involved should contact conference organiser Eduardo Quintana at:  
Larrea 3478  
(3000) Santa Fe  
Argentina.  
Tel/Fax: (54) 042-891745

List Editor

\*\*\*

end  
From ???@??? Fri Dec 19 19:23:13 1997



To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 352 - 19 December 1997  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110703b0c09d7558b4@[200.26.47.47]>

-----  
N&V-L Digest 352 - 19 December 1997  
-----

There is one message in this digest, which is from the list editor.

-----  
1. Coming conferences and request for information  
-----

As we close this academic year many conference organisers are turning their minds to planning events in 1998.

As readers of this list know we do our best to help conference organisers publicise their calls for papers, dates of conferences, etc, and we shall be happy to continue to do so. However, to serve teachers' needs as best as possible both N&V-L and its sister (printed) publication ELT News & Views have in recent years acquired an important role in planning events, thus avoiding clashes of dates in different parts of the Cono Sur.

We should like to invite list members to do two things:

- a) check on the events below and help us add/fill in missing information
- b) send us info on other events so that we can help publicise them.

The printed calendar of events published in ELT News & Views closes (for purposes of printing) on 20 February '98. Nevertheless we intend to publish a running calendar of events once a month on N&V-L to keep people in touch with major events as much as two years ahead. Your input will be much appreciated.

Here is a list of what's in the pipeline. As I said, corrections and additions will be welcome (Organisers often make changes and naturally don't always tell us !!).

11-14 Feb 98          Pilar, Bs. As.      Argentina  
2nd International SEAL Conference - "The Wings of Learning"  
F: 54 1-752-4701

13-15 Mar      São Paulo                  Brazil  
Salão do Estudante 1998 - (Nexus) International Education Fair  
                                         spencer.hawkes@virgin.net

21-22 Mar      Rio de Janeiro      Brazil  
Salão do Estudante 1998 - (Nexus) International Education Fair  
                                         spencer.hawkes@virgin.net

25 Mar                          Recife                          Brazil  
Salão do Estudante 1998 - (Nexus) International Education Fair  
                                         spencer.hawkes@virgin.net

28-29 Mar      Curitiba                          Brazil

Salão do Estudante 1998 - (Nexus) International Education Fair  
spencer.hawkes@virgin.net

18-19 Apr 98            Montevideo            Uruguay  
3rd Annual LAURELS (Uruguay) International Conference  
F. 598-2-622006

23-25 Apr 98            Capital            Argentina  
II Congreso Latinoamericano de Traducción y Interpretación  
congrelat@bibtra.edu.ar

23-25 Apr 98            Porto Alegre        Brazil  
First Convention of TEFL Associations in South Brazil  
F. 051-231-7471, hokoch@musc.pucrs.br

21-23 May 98            Santiago            Chile  
IATEFL Chile            5th National Conference  
T. 56-2-236-1199, F. 56-2-235-7375

June 1998    Neuquén            Argentina  
Second Patagonian EFL Teachers' Conference  
cgm@teletel.com.ar

13-16 Jul 98            Recife            Brasil  
6th National BrazTESOL Annual Conference  
sara.walker@apis.com.br

?? Jul 98    Sao Paulo            Brazil  
ABRAPUI            XX SENAPULLI  
F. 55-031-443-6757

?? Jul 98    Curitiba            Brazil  
4th ABCI Conference (Closed conference - for Culturas only)  
Contact Local Cultura

23-26 Sep 98            SM de los Andes    Argentina  
VII Congreso Nacional de la Sociedad Argentina de Lingüística  
F. 0941-22057, salcongr@uncoma.edu.ar

24-26 Sep    Bahía Blanca        Argentina  
XXV FAAPI Annual Seminar  
mcthom@einstein.com.ar

26-27 Sep    Santiago            Chile  
International Education Fair of Chile (Nexus)  
spencer.hawkes@virgin.net

30 Sep            Cordoba            Argentina  
International Education Fair of Chile (Nexus)  
spencer.hawkes@virgin.net

?? Sep 98    ??            Uruguay  
IATEFL UruTESOL    Testing SIG event  
merlo@multi.com.uy

3 - 4 Oct 98            Bs. As.            Argentina  
Expo-Estudiante '98 - International Education Fair (Nexus)  
spencer.hawkes@virgin.net

8 - 10 Oct    Santa Fe            Argentina  
6th Annual Teachers' and Students' Congress

T/F. (54) 042-891745

12-16 Oct 98            Catamarca            Argentina  
VI Latin American ESP Colloquium  
ingles@fcauser.unca.edu.ar

7-8 Nov 98    ??                            Brazil  
IATEFL ELT Management SIG event  
55-021-267-6474, sbcirio@embratel.net.br

F.

?? July 1999            Capital                            Argentina  
3rd Cono Sur Regional TESOL Conference

??

?? Jul 99                Montevideo                            Uruguay  
8th LABCI Conference  
0598-2-921387

?? Jul 99    Goiaina                            Brazil  
LAURELS            6th Two-yearly Conference

??

\*\*\*

end

From ???@??? Sat Dec 27 15:00:03 1997  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 353 - 27 December 1997  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03110700b0c3f61c1218@[200.26.47.36]>

-----  
N&V-L Digest 353 - 27 December 1997  
-----

There are 4 messages in this digest.

1. Jobs offered
2. Andrew Cohen in Argentina
3. Seasonal wishes from list members
4. N&V holiday closure

-----  
1. Jobs offered  
-----

Brazil                            Trainee Teachers - ICBEU  
<http://tefl.com/jobs/brjoba.htm#BR0016>

Venezuela    CVA Internships Program  
<http://tefl.com/jobs/venjoba.htm#VEN0011>

If your email software supports hot links simply click on the link above.  
Otherwise copy the URL and paste it in your web browser.

Posted by

David McDowall  
mailto:dmd@tefl.com.

\*\*\*

-----  
2. Andrew Cohen in Argentina  
-----

Andrew Cohen will be giving a seminar/workshop on 26-28 February, 1997, in Rio Cuarto, Cordoba, Argentina. The event is being jointly organised by the Universidad Nacional de Rio Cuarto, Longman, the Asociacion Riocuartense de Profesores de Ingles and the Fulbright Comision.

Dr Cohen will talk on Evaluation in EFL and Strategies in TEFL. Both courses will be given in English and costs are \$40 (Evaluation in EFL) and \$20 (Strategies in TEFL), with a special price of \$50 for those attending both.

Further information from  
mailto:sbeck@hum.unrc.edu.ar  
mailto:imartin@loghinet.com.ar

\*\*\*\*

-----  
3. Seasonal wishes from list members  
-----

The list editor has received a number of messages from list members asking to post their best wishes for a Happy Christmas and New Year to the list as a whole. While the sentiments are greatly appreciated it would be against the list's stated policy to run a number of repeated and (technically) irrelevant messages. However on behalf of those who have sent messages of good will we are happy to pass them on in this 'collective' fashion.

List Editor

\*\*\*

-----  
4. N&V holiday closure  
-----

Please note that the N&V-L list will be closed from 27 December until the second week in February. Although this means that the list will not be published during this period messages (POST, SUB, UNSUB, INFO, etc) will still be received although they will not be replied to immediately. A Happy New Year to all of you.

List Editor

\*\*\*

end  
From ???@??? Wed Feb 11 00:48:25 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 354 - 11 February 1998  
Cc:  
Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110704b104a3a3e89a@[200.26.47.17]>

-----  
N&V-L Digest 354 - 11 February 1998  
-----

There are 6 messages in this digest.

1. Jobs offered
2. Andrew Cohen in Argentina
3. II Latin American Congress for Interpreters and Translators
4. "English Week" in Mendoza
5. Some ELT links to share
6. New from the BBC World Service.

-----  
1. Jobs offered  
-----

More details on the webpage (underlined). Depending on the browser you have this may be hotlinked.

29/CS0010    Costa Rica    P/T EFL Teachers - San Jose  
<http://tefl.com/jobs/csjoba.htm#CS0010>

25/MEX0034   Mexico                    Teachers - English Unlimited  
<http://tefl.com/jobs/mexjoba.htm#MEX0034>

14/ECU0014   Ecuador                    EFL Teachers - Universidad Espiritu Santo  
<http://tefl.com/jobs/ecujoba.htm#ECU0014>

12/CL0011    Chile                    English Teachers - Santiago  
<http://tefl.com/jobs/cljoba.htm#CL0011>

BR0016                    Brazil                    Trainee Teachers - ICBEU  
<http://tefl.com/jobs/brjoba.htm#BR0016>

VEN0011                    Venezuela    CVA Internships Program  
<http://tefl.com/jobs/venjoba.htm#VEN0011>

\*\*\*

-----  
2. Andrew Cohen in Argentina  
-----

Andrew Cohen will be giving a seminar/workshop on 26-28 February, 1997, in Rio Cuarto, Cordoba, Argentina. The event is being jointly organised by the Universidad Nacional de Rio Cuarto, Longman, the Asociacion Riocuartense de Profesores de Ingles and the Fulbright Comision.

Dr Cohen will talk on Evaluation in EFL and Strategies in TEFL. Both courses will be given in English and costs are \$40 (Evaluation in EFL) and \$20 (Strategies in TEFL), with a special price of \$50 for those attending both.

Further information from  
<mailto:sbeck@hum.unrc.edu.ar>  
<mailto:imartin@loghinet.com.ar>

\*\*\*

-----  
3. II LATIN AMERICAN CONGRESS FOR INTERPRETERS AND TRANSLATORS  
-----

Organized by the Association of Sworn Translators of the City of Buenos Aires

Buenos Aires - April 23-25, 1998

Special Guests

Maria Teresa Cabre (Universidad Pompeu Fabra, Spain)  
Marianne Lederer (Sorbonne Nouvelle, France)  
Peter Newmark (University of Surrey, UK)  
Marina Orellana (author of "Glosario Internacional  
para el Traductor")

Further Information:

II Congreso Latinoamericano de Traducción e Interpretación  
Colegio de Traductores Públicos  
de la Ciudad de Buenos Aires (CTPCBA)  
Av. Callao 289, 4to. piso  
(1022) Buenos Aires - ARGENTINA  
Tel./Fax (54 1) 371-8616, (54 1) 372-2961/7961  
E. mail: bibliotcpba@overnet.com.ar  
congreilat@bibtra.edu.ar

\*\*\*

-----  
4. "English Week" in Mendoza  
-----

A list member reports that she is hoping to come to Argentina in late April, and has heard of something something called an "English Week" in Mendoza at about that time.

Does anyone know anything about this ?, and if so, do you know the dates. Or can you put her on the track of someone who could help with this information.

Replies to this list please.

List Editor

\*\*\*

-----  
5. Some ELT links to share  
-----

Here are a few links for Online Exercises

<http://www.aitech.ac.jp/~iteslj/quizzes/>  
Self-Study Quizzes for ESL Students

<http://www.aitech.ac.jp/~iteslj/cw/>  
Crossword Puzzles for ESL Students

<http://www.aitech.ac.jp/~iteslj/Links/search.html>  
>Search Engine for TESL/TEFL/TESOL/ESL/EFL/ESOL Links

Ron Green  
Israel  
<mailto:greenelt@netvision.net.il>

+++

-----  
6. New from the BBC World Service.  
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BBC World Service in English is now available in live streaming audio on the Internet via the World Service home page at  
<http://www.bbc.co.uk/worldservice>.

A selection of WS output in English and other languages is also available on demand via the home page, including the latest World Service hourly news bulletins, 'Newshour', 'Europe Today', 'World Update' and some educational and English language teaching programmes.

Watch out for the introduction of World Business Report in audio, coming soon, and take a look at <http://www.bbc.co.uk/masterprize> (the Masterprize competition) or try out the Westway pages at <http://www.bbc.co.uk/westway>

List Editor

\*\*\*

end

From ???@??? Fri Feb 13 22:05:51 1998  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
Subject: N&V-L Digest 355 - 13 February 1998  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)  
X-Attachments:  
Message-Id: <[v03110701b109fa4db9d6@209.14.108.44](mailto:v03110701b109fa4db9d6@209.14.108.44)>

-----  
N&V-L Digest 355 - 13 February 1998  
-----

There are 4 messages in this digest.

1. Language doubt
2. New materials for phonetics and pronunciation
3. English week in Mendoza (Ctd.)
4. IATEFL Publications

-----  
1. Language doubt  
-----

A list member writes:

I have a doubt and I hope someone on this list can help me. Last Saturday night while we were at Barajas Airport waiting for our plane's departure we started to talk about food and so the subject came up. The word in question was "jam".

Is there in English a word for "jamón crudo", in Spain you have: "Jamón serrano" for jamón crudo and "jamón York" for jamón cocido. How is it in English???

Suggestions to the list please

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## 2. New materials for phonetics and pronunciation

---

Listmembers may be interested in the following:

The Academy of English Language produces practical, high quality ESL videos.

1. "ENGLISH PRONUNCIATION" teaches the English sound system, using a re-organised version of the International Phonetic Chart. Difficult sounds are visually explained with hand movements and close-ups. Sounds are practised extensively. This video comes with a workbook and is for beginner>

to intermediate levels. The teaching is based on sound academic knowledge and 10 years ESL classroom experience. For all accents: American, British, Australian, Canadian, etc. Accent differences are explained. You can use this video course in your classroom or Self Access Centre.

2. "THE PHONETIC CHART" is a teacher training session, showing teachers why, when and how to use phonetic symbols. This is a practical workshop and comes with a workbook. Countless teachers have attended this workshop and found it extremely beneficial.

For more information

<http://www.onthenet.com.au/~englang/main.htm>

Ana Armendáriz

<mailto:armenda@interactive.com.ar>

\*\*\*

---

## 3. English week in Mendoza (ctd.)

---

We don't know anything about an "English week" in our city, but we would be very glad to participate if it takes place.

Cristina Diaz

IAIM - Instituto Intercultural

Mendoza - Argentina

<mailto:cdiaz@iaim.com.ar>

\*\*\*

---

## 4. Latest IATEFL Publications



-----  
To order the following publications you can either:

- place an order over the telephone on 44 1227 276528
- fax through an order on 44 1227 274415
- email an order on [iatefl@compuserve.com](mailto:iatefl@compuserve.com)

You can pay by:

- visa card
- switch
- mastercard
- cheque
- bank transfer

#### 1) IATEFL 1997

Brighton Conference Selections

edited by Peter Grundy

ISBN 1 901095 50 9

Price: 10.00 pounds to members and non-members plus p&p

The Selections contain the six plenary addresses given at the Brighton 1997 Conference

Clare Kramsch on In another tongue

Rex King on Can public examinations have a positive washback effect on classroom teaching?

Penny Ur on Are teachers born or made?

Jean Aitchison on Lost nails and maypoles - some current language issues

Della Summer on Credibility gap? The language we teach and the language we use.

Michael Hoey on How can text analysis help us teach reading?

It also contains 46 reports of presentations and 41 brief extracts from reports. The book is divided into six sections:

Methodology, learners and practice

Teacher training and development

Materials: New ideas, new practice

The new technologies

Language and language teaching

Conference reviews

#### 2) ELT Links

Vienna Symposium 1996

edited by Katie Head

ISBN: 1 901095 45 2

Price: 8.50 pounds to members and 10.00 pounds to non-members plus p&p

The Symposium ELT Links was held at the University of Vienna from 26 to 28 September 1996, and was hosted jointly by the British Council Austria and the IATEFL SIGs. This volume contains summaries of all the presentations which were submitted, as well as the full text of Professor David Crystal's opening plenary talk.

The format of the Symposium has been retained in these proceedings: each SIG programme is represented by a series of papers and a keynote talk.

#### 3) SIG Selections

Edited by Alan McLean

ISBN: 1 901095 40 1

Price: 10.00 pounds to members and non-members plus p&p

The aim of this selection of articles which have appeared in recent issues of IATEFL Special Interest Group (SIG) newsletters is to show the diversity and range of the work done by SIGs and to bring that work to a wider EFL audience.

It includes articles by:

Bridget Somekh on Beyond common sense: Action research and the learning organisation

Simon Sweeney on Global issues and the raising of consciousness

Eszter Adam and Ildiko Vune Kiraly on An ESP course in developing reading strategies targeted towards free oral presentation skills

Marta Dossena on Testing oral production at primary level

Susan Stempelski on Linking the classroom to the world: The environment and EFL

Ulla Ladau-Harjulin on Some visual differences in interactions between Finnish and British businessmen

Sandra Possas on Teachers as assessors on No pain, no gain

Andrew Wright on Fluency and storymaking for beginners

Jill Stajduhar

iatefl@compuserve.com

\*\*\*

end

From ???@??? Mon Feb 16 14:41:44 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 356 - 16 February 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03110700b10ad4141841@[209.14.108.41]>

-----  
N&V-L Digest 356 - 16 February 1998  
-----

There are xx messages in this digest.

1. Jamon crudo
2. Second Patagonian EFL Teachers' Conference
3. New "English in Britain Coursefinder"
4. More on Jam/Ham
5. Even more Ham
6. TESOL (Seattle)
7. Boiled Ham

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1. Jamon crudo  
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In answer to the query about "jamon crudo", I have often seen or heard it called by its Italian name : prosciutto, at least in the USA. I have come across the term "cured ham" as well.

Cristina Gallo  
mailto:cgm@teletel.com.ar

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## 2. Second Patagonian EFL Teachers' Conference

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The Instituto Neuquino del Profesorado en Ingles announces the dates of the Second Patagonian EFL Teachers' Conference. It will be held on 6th, 7th and 8th June. Since Monday, June 8th will be a holiday, we have chosen to hold it on a Saturday, Sunday and Monday morning, in order to make it easier for those people coming from places far from Neuquen : They will not have the additional difficulty (besides long journeys) of having to be absent from work for several days.

This year we intend to make it an even bigger event than the First Conference, with plenaries, concurrent sessions, and social events, and we would like to extend our invitation to teachers from other areas of the country as well . A number of well-known lecturers have already promised to be here, but we welcome all those colleagues who would like to participate as speakers. If you are interested, please send your request for a Call for Papers Form to the following address :

Instituto Neuquino del Profesorado en Ingles  
Fotheringham 346 - (8300) Neuquen  
Tel : (099) 427574 - Tel/Fax : (099) 422123

or by e-mail to :

mailto:cgm@teletel.com.ar  
mailto:marcel@teletel.com.ar  
mailto:monicaf@teletel.com.ar

We look forward to seeing you here!

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## 3. New "English in Britain Coursefinder"

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The new "English in Britain Coursefinder" published by EFL Services Ltd - formerly "EFL Coursefinder" - has been greatly enhanced for the year 1997-1998. New features include the following:

- \* Completely re-programmed in Visual Foxpro for the Windows environment
- \* School records may now include photograph or other graphic image
- \* Records offer hyperlinks to email and web sites auto-booting email software or browser
- \* Desktop system supplied on CD-ROM
- \* Data also fully available for searches on new web site at <http://www.EnglishinBritain.co.uk>
- \* Web site at <http://www.EnglishinBritain.co.uk> offers full hyperlink to school/college own web sites.
- \* "English in Britain Coursefinder" is endorsed by The British Council and recommended for use by their advisors world wide

For information about how to obtain the CD-ROM, visit the web site at

<http://www.EnglishinBritain.co.uk>.

David Blackie  
EFL Services Ltd, PO Box 323, Bedford, MK44 2ZT, UK  
Tel: 01234-708946 Fax:01234-709192  
<mailto:dblackie@cix.co.uk>

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4. More on Jam/Ham  
-----

The word "jam" as you wrote in your mail means "mermelada". If you want to say "jamón" the correct word is "'ham" ;according to the Spanish-English dictionary by García Pelayo(Larousse) "cured ham " is "jamón serrano",so I guess if you say "ham" you mean "jamón York (cocido)".I've seen recipes of York ham and it seems to be the upper part of the leg of a pig cooked in the oven with cloves stuck in it for flavour.By the way the pronunciation of both words is different,I'm sorry I haven't got the right symbols in my PC or I would send you the transcription. Len Deighton,a well known author of novels and cook books, quotes as famous hams:York,Bradenham,Suffolk and Westfalian.I hope this will be of some help.

Silvia Zapata  
Argentina  
<mailto:sezapata@criba.edu.ar>

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-----  
5. Even more Ham  
-----

The word for "jamon crudo" in American English is "prosciutto" /prow'shu:row/ (I'm using the "r" to indicate the flap or tap sound). Hope this will help.

Julio Rodriguez  
TESL/Applied Linguistics  
Iowa State University  
<mailto:juliocr@hotmail.com>

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6. TESOL (Seattle)  
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Please encourage participation in TESOL's (Teachers of English to Speakers of Other Language's) WorldNet broadcasts from our convention in Seattle, March 17-21, 1998.

Three sessions will be broadcast via satellite enabling educators in the continental Unites States and elsewhere to participate in these professional development events. There are several advantages of participating in these broadcasts. The sessions may be videotaped and used later for teacher training. Also, it gives educators an affordable means to participate in the convention from a distance. Within the USA, statewide participation is available for a single fee. Outside of the

USA, broadcasts are dependant upon arrangements by country.

The three topics that will be broadcast are...

-Opening Plenary: Techno-Fear? Techno-Joy?  
(This discussion explores the use of technology for language teaching.)

-Applications of Brain-Based Research to Second Language Education

-Curriculum for Middle and Secondary School Literacy Development

For more details, please visit TESOL's Web site at [www://http:tesol.edu/](http://www.tesol.edu/).  
If you don't have access to the Internet you may contact me at  
[annp@tesol.edu](mailto:annp@tesol.edu) or call 703-518-2521 to request a recent press release.

For information about participation or to register to downlink all three sessions within the continental USA, contact ACE-Network-- Tel. 850-784-9942, Fax 850-784-3081, E-Mail [ace@ace-network.com](mailto:ace@ace-network.com) or visit their Web site at <http://www.ace-network.com/>.

To inquire about participating from outside of the continental USA, contact Christine Uber-Grosse, Dept. of Modern Languages, Thunderbird, 15249 N. 59th Ave., Glendale, AZ 85306 USA, E-Mail [grossec@t-bird.edu](mailto:grossec@t-bird.edu), or call 1-602-978-7290.

Please post details about WorldNet coverage in print, through electronic lists, or on your homepage (and link to TESOL's home page if you like). If you are a teacher or administrator, please encourage participation at your school or offer this outreach opportunity to your communities. TESOL would like to reach as many educators as possible who can benefit from these events. Thank you for your help in disseminating this information.

Fwd. by Silvia McIver, British Council BA  
<mailto:SMacIver@britcou.int.ar>

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7. Boiled ham  
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Regarding doubts about ham, "jamon cocido" is "boiled ham". I can't remember the name for "jamon crudo", though.

Linda Yael  
<mailto:linday@ib.cnea.edu.ar>

\*\*\*

end

From ???@??? Thu Feb 19 02:52:52 1998  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
Subject: N&V-L Digest 357 - 19 February 1998  
Cc:

Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130304b10e6ac704c2@[24.232.3.229]>

-----  
N&V-L Digest 357 - 19 February 1998  
-----

There are 5 messages in this digest.

1. Talk on NLP in Buenos Aires
2. IATEFL Chile - upcoming conference
3. Positions offered
4. Idiomania website
5. Laurels Uruguay dates

-----  
1. Talk on NLP in Buenos Aires  
-----

Irene Weidenberg will be giving a talk about NLP at the Atlas Institute (Buenos Aires) on 7 March, 09.30 - 11.00. Info on (54-1) 857-1144 on <mailto:bk829441@bed.buenayre.com.ar>. There will be no entrance charge but registration is necessary. Vacancies are limited.

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2. IATEFL Chile - upcoming conference  
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The 5th IATEFL Chile International Conference will be held in Santiago de Chile on 22-23 May 1998. The theme of the conference will be "Working towards the year 2000".

Lecturers who have confirmed their presence are:

Dave Allan (Nile, UK)  
Shelagh Rixon (Univ. Warwick, UK)  
Dave Willis (Univ. Birmingham, UK)  
Jack Richards (CUP)  
Liz Oldman (International House, London)  
Dave Sperling (California State Univ, USA)  
Ronald Green (Univ. Tel Aviv)

Registration fees (space are limited) and further information from the conference organisers: Fax: 56-2-235-7375  
email: [mariaisable.bizama@bc-santiago.sprint.com](mailto:mariaisable.bizama@bc-santiago.sprint.com)

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3. Positions offered  
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For further information click on the link or copy the URL into your browser's location window.

25/CL0011    Chile            Teachers - Santiago  
<http://tefl.com/jobs/cljoba.htm#CL0011>

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4. Idiomania website  
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Translators and others interested in English as well as other languages might like to take a look at the Idiomania website at <http://shop.logos.it/idiomania/enlaces.html>, which has links to a great many useful resources and other useful sites. Indeed, some of these may be of interest to teachers of English.

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-----  
5. Laurels Uruguay dates  
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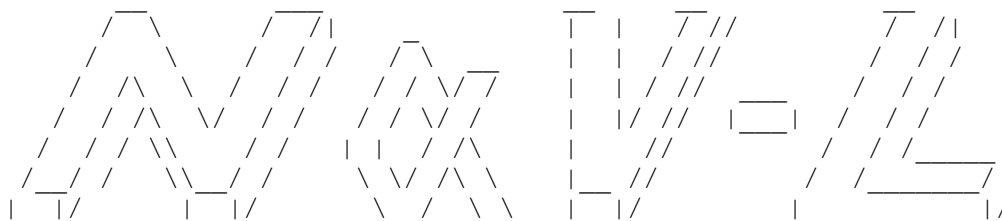
We have been asked to clarify the dates of the LAURELS (Uruguay) event which will take place on 16, 17 and 18 MAY this year (not April as some advance publicity erroneously stated).

Further information will shortly be posted to this list. In the meantime those wishing to contact the organisers can fax 0598-2-62006

\*\*\*

end

From ???@??? Thu Feb 19 13:10:33 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping message 19 Feb 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0313030cb11203c7dee2@[24.232.3.229]>



-----  
N&V-L Housekeeping 19 February 1998  
-----

This being a new academic year with many new members subscribed in the last two weeks, we are sending out the following housekeeping message. Any queries should be directed to us with the subject header <HELP N&V-L>.

There are 5 parts to this message, which you may wish to print for reference

1. What kind of list are we ?
2. Using subject headers
3. List 'rules'
4. Reasons for rejected messages
5. Comments on bounced messages

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-----  
1. What kind of list are we ?  
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Most elists are either discussion lists or information lists. N&V-L is in a sense both. We aim to provide list members with information about events, calls for papers, new products, etc., concerned with the ELT profession in southern South America. But we also want to provide the possibility for list members to ask specific questions to the list, share ideas, open discussions, etc. If in doubt post, but first read 3. below.

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-----  
2. Using subject headers  
-----

N&V-L uses filters to handle incoming emails. This means that the filters look for key words in the subject headers of incoming mails and then take appropriate action.

List members using N&V-L list commands are asked to type them exactly as they appear below. This way an automatic reply will be generated and you will know that your message has been received even if action is not taken immediately (the list editor is not always in his office!).

The correct codes are given in the signature below but are repeated here:

```
General Information.....INFO N&V-L
To Subscribe.....SUB N&V-L
To Unsubscribe..... UNSUB N&V-L
To Post messages.....POST N&V-L
Help and queries.....HELP N&V-L
Change email address.....UPDATE N&V-L
```

If you do not use these codes your mails will still be dealt with but this may take longer and you will not get an automatic response. It is however in everyone's interest to try to automate as much as possible.

It is perhaps worthwhile making the point that the CONTENT of postings will still be moderated, and where necessary (from the point of view of the list editor) text may be subject to editing.

Some comments as to the 'rules' of the list appear next.

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3. N&V-L List 'rules'  
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1. Material should be "suitable for teachers of English in southern South America". This is a very wide brief but there are eventual limits.
2. References to people, associations and other postings should be measured and courteous, within the acceptable standards of academic debate. This means disagreement may be robust but should be rooted in reason rather than emotion.
3. Postings should be reasonably short, normally never more than two or exceptionally three screens. If you wish to make longer postings these may be more suitable for our printed newsletter "ELT News & Views".
4. We are quite happy to post details of new products or projects provided that these are informative rather than purely commercial in nature. Common sense and education should enable posters to see the difference.
5. All postings are subject to editing and the posting of any message to us for publication implies tacit agreement to this condition. We reserve the right to restrict postings if they do not meet the above conditions.

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4. Reasons for rejected messages  
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Messages may be rejected by the N&V List for one or more of the following reasons.

1. The message is considered to be overt advertising
2. The message is not considered of interest to teachers of English
3. The message is considered in some way offensive.
4. The message (or one similar) has already/recently been posted
5. The message is unclear or in a language not accepted on this list. Postings are accepted in English only (although 'quotations' in Spanish or Portuguese are permitted. (In the case of certain 'official' documents issued by for example the Ministry of Education this imposition may be waived).
6. The message is considered too long. Two screens should be considered a maximum imposition for other list members. Most postings should ideally be limited to one screen. (In the case of certain 'official' documents issued by the for example the Ministry of Education this imposition may be waived)
7. The message as posted would best be sent as a personal reply rather than to the list
8. The message contains more than is strictly necessary of a previous message in order to contextualise the new contribution.
9. The message is not signed at the end with the writer's full name, email address and the place where he/she works. (Max 4 lines)
10. The message is not neatly and clearly formatted. If you use MIME you must turn this off. If your email software supports styles

(bold, italic, colour text, etc., these must be stripped).

11. The message requests a private response. In such cases this must be accompanied by an offer to summarize and post those responses back to N&V-L for the benefit of all list members.
12. A reposting from another list or individual is not accompanied by a statement of having obtained consent from the original writer(s). This rule is usually waived in the case of calls for papers, conference announcements and cases where the original posting requests readers to 'pass it on'.

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5. Comments on bounced messages  
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N&V-L is semi-manually operated. If you find that you have not received mail for more than a week then we may have removed your name from the list. Do not despair, simply send a HELP message and we will restore you to service, taking your new address path through the reply function.

We cut your name from the list if mail we send you is bounced more than three times consecutively. Do not take this personally - there are many reasons for this. The Internet is a weird and wonderful and inherently unstable place.

Some possible reasons for bouncing include:

1. Your mailbox is full and your server refuses to accept any more mail
2. The pathway between N&V-L and your email box is defective
3. Your server or node is temporarily "down" for service or repair
4. Our server is temporarily "down" for service or repair
5. These things just happen and no one ever knows why ....

If you think your email number may have been removed from N&V-L (please allow at least a week to go by without messages as we do not post every day) send us a message with the subject line

HELP N&V-L

In the body of the text describe your problem and if you can the last message you received. After that, providing the above problems have been sorted out, you should receive mail regularly again.

Regrettably there do seem to be some list members, especially in some parts of Brazil, who have almost permanent problems with their own email servers in their communications with interlink.com.ar. For these cases we can often arrange to reroute mail through a proxy server which will avoid the problem. If you are having problems please send us a <HELP N&V-L> Message.

\*\*\*

end

From ???@??? Sat Feb 21 17:08:19 1998

To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 358 - 21 February 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130304b111f4172eb8@[24.232.3.229]>

-----  
N&V-L Digest 358 - 21 February 1998  
-----

There are 5 messages in this digest.

1. Ham in Wales
2. language query
3. From the MCyE (1)
4. From the MCyE (2)
5. Argentine Society of Linguistics

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1. Ham in Wales  
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In Wales, and I assume the rest of Britain, jamon crudo is 'parma ham'. However, it does not compare to our jamon crudo, since it generally comes pre-packed. I saw it being sold whole in a deli shop once and, although terribly expensive, I couldn't resist it, so decided to buy some slices. However, the shop assistant didn't have a clue about how to slice it in the machine, so she ended up giving me some terribly thick slices that tasted like 'the sole of a shoe'.

If it is sold unpacked, Jamon cocido is boiled ham, although plain 'ham' will do. The difference is that it is cut thicker than what we're used to in Argentina

Nadine Laporte  
mailto:n.i.laporte@bangor.ac.uk

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-----  
2. language query  
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Could anybody tell me what these words means?: TIE-INS (the sentence is: 'film tie-ins')

Cecilia Mardaraz  
Librarian, IACB Quilmes  
Buenos Aires  
mailto:Iacb@siscor.bibnal.edu.ar

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3. From the MCyE (1)  
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Here we're back after a month's silence. We're trying to re-adapt to hard work again. Hard task to adapt to hard work.

You must remember last October the Federal Council of Culture and Education opened up for consultation the drafts for the Contents of Teacher Development in all areas, Foreign Languages included.

As was duly announced in N&V-L, the documents toured the country once again, and colleagues from teacher training colleges and universities all over the country met to discuss the new CBC.

After those five meetings (the conclusions of which were duly posted), more colleagues were invited to express their views. This was also announced in December, if you remember. We were very happy that quite a number of people sent us their contributions via fax, post or e-mail.

These were sensible, to the point and very helpful for they set us thinking things over once again, and re-writing parts for the sake of clarity. Reformulation of contents in specific areas (such as literature) avoided repetition of some contents and over-generalization of others. Process writing in action, they call it.

A new working version of these drafts (Version 22) has just been produced. The final version will probably be sent to the FCC&E in May.

To all those experts, (whether theoreticians or practitioners) who shared with us this process, our deepest thanks.

Silvia Luppi and Silvia Rettaroli

As in 1997, version 22 is available on request. We can send it by e-mail (as an attachment) or by post on diskette. The default version is a Word 6.0 for Windows file. We can convert it to a Mac version as well, but this has to be specified. Pass the word round, please..

We're available to clarify any doubts that might crop up (if we can)

Silvia Luppi      <mailto:silalb@msg.smartar.com>  
Silvia Rettaroli <mailto:rettasil@sminter.com.ar>

Foreign Languages Area  
Educational Research and Development Unit  
Ministry of Education

Fax: (01) 815-4479

Or write to:

Dirección General de Investigación y Desarrollo Educativo  
Pizzurno 935 3er Piso of. 241 bis  
(1020) Buenos Aires

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-----  
4. From the MCyE (2)  
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Back in the arena, we'd like to remind you of the documents produced by the

area of Foreign Languages within the Curriculum Transformation Programme, Educational Research Unit at the Ministry of Education. As is customary, they're all available for consultation:

- "Contenidos Básicos Comunes para la Educación General Básica, con Especificaciones para el Nivel Inicial": (version 11 (Oct 97): draft, submitted to a federal consultation scheme: Aug-Sep 97;
- "Contenidos Básicos Comunes para la Educación Polimodal", (version 16), passed by FCCE on Feb 25, 1997;
- "Contenidos Básicos Comunes de la Formación Docente para el Primero y Segundo Ciclos de la Educación General Básica" (versión 10, Jul 97): draft, at present stalled, subsumed under the draft below, submitted to a federal consultation scheme: Aug-Sep 97;
- "Contenidos Básicos Comunes y Contenidos Curriculares Básicos (CCB) de la Formación Docente para el Nivel Inicial, Primero, Segundo y Tercer Ciclos de la Educación General Básica y la Educación Polimodal" (versión 22, Feb 98): draft, submitted to a federal consultation scheme, Dec 97, probably being sent to the FCCE in May: **\*\*NEW\*\*** ;
- "Materiales de Trabajo para la Elaboración de Diseños Curriculares Compatibles": (versión 8, Jul 97): curriculum design prototype offered to provincial curriculum designers as part of the Technical Assistance Programme of the Curriculum Transformation Programme, submitted to consultation by provincial technical staff (may & October 97);
- "Acuerdo Marco para la Enseñanza de Lenguas, A-15 (version 5: Oct 97), draft developed by the Language (Spanish) and Foreign Languages Teams, at present being revised after being submitted to a federal consultation scheme (Aug-Sep 97) and the "I Seminario de Multilingüismo: Planificación Lingüística y Equidad, Dec 97: **\*\*HELP US HERE\*\***

All six documents are the result of consultation instances, both previous to the actual writing and after having been produced. The figure in brackets is indicative of the number of times the draft has been revised after consultation.

The same as in 1997, all six documents are available on request. We can send them by e-mail (as an attachment) or by post on diskette. The default version is a Word 6.0 for Windows file. We can convert it to a Mac version as well, but this has to be specified. Pass the word round, please.

We're available to clarify any doubts that might crop up (if we can)

Ana Armendáriz <mailto:armenda@interactive.com.ar>  
<mailto:anarmend@mndgdi.gov.ar>

Foreign Languages Area  
Educational Research and Development Unit  
Ministry of Education

Fax: (01) 815-4479

Or write to:

Dirección General de Investigación y Desarrollo Educativo  
Pizzurno 935 3er Piso of. 241 bis  
(1020) Buenos Aires

\*\*\*

-----  
5. Argentine Society of Linguistics  
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Argentine Society of Linguistics VII National Congress

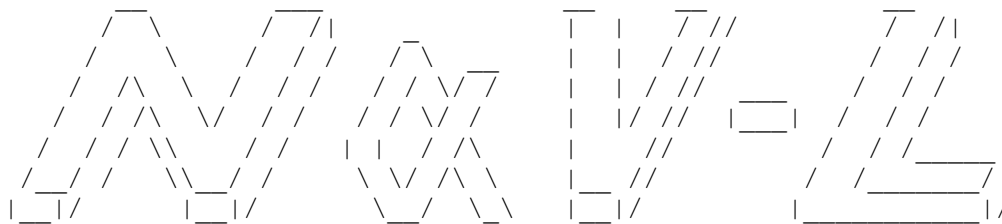
The following speakers have confirmed their presence so far.

Heles Contreras           (University of Washington, Seattle)  
Luisa Martin Rojo       (Universidad Complutense, Madrid)  
Ray Jackendoff           (Brandeis University)

Info:           Secretaria de postgrado,  
Escuela Superior de Idiomas,  
Universidad Nacional del Comahue,  
Mendoza 2151,  
General Roca,  
8332 Rio Negro.  
Fax (0941)22057.  
email:salcongr@uncoma.edu.ar

\*\*\*

end  
From ???@??? Sat Feb 21 17:30:03 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping message 21 Feb 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130300b114e4c2be68@[24.232.3.229]>



-----  
N&V-L Housekeeping 21 February 1998  
-----

Recently one or two list members have complained about the way there are receiving our lists - poorly formatted, with line breaks all over the place and no page breaks that make any sense. Indeed there may be many more who are too polite to complain. If you have this problem please read further. If not you can ignore this message.

I have no way of knowing but I would imagine that between us on the list we must have an amazing variety of different kinds of computer, operate on different platforms (PC, Mac, Unix, etc.), have different software and use different servers. It would be amazing if we were all compatible.

For this reason, when we send messages from N&V-L they are stripped of all styles. That means we are limited to the basic ASCII symbols. We know that many people on the list CAN use colour, bold, italic, etc, but not all of us can and we want to be legible to all list members. If we do receive styled postings for list distribution we strip all style information before reposting. Everything we put on this list is in simple text (ASCII). WE do not put in any page breaks because we can not know what size fonts the end user will use or what size page he/she will choose to read/print.

We are sometimes asked why the columns in our postings columns do not line up. The answer is that they do, but you need to use a non-proportional font to read them. Somewhere in the 'settings' or 'preferences' folder of your mail software you should be able to choose the fonts (typefaces) for screen display and printing. Choose a non-proportional font (Courier is a good choice) and set it to a suitable size (we use 10 pt). Set your screen width to 75 characters. Then your columns should line up with the way we send them !! If you set your printer fonts to the same specifications you should be able to print more or less what you can see on the screen, but this will depend on other factors - what kind of computer, software, operating system, etc you have.

If you have set your screen fonts correctly you should be able to see Puff below. If you can't work out who or what Puff is you still have a problem. If you can see Puff ok but you are still receiving garbage then you may have a compatability problem and should see your service provider or your friendly neighbourhood hacker. (You can tell him/her that we send BinHex from an Apple PowerPC Platform using Eudora Pro 3.1.3, with word wrap and quoted printable enabled).

```

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|| / \ _)\
| \ _ ( ) _ ) _
\ _ ( _ ;;; _ ;;;

```

Puff the Magic ...???

\*\*\*

end

From ???@??? Mon Feb 23 01:00:02 1998  
 To: me@interlink.com.ar  
 From: me@interlink.com.ar  
 Subject: N&V-L Digest 359 - 23 February 1998  
 Cc:  
 Bcc: aaN&Vlistserv  
 X-Attachments:  
 Message-Id: <v0313030bb1154e2ed242@[24.232.3.229]>

-----  
 N&V-L Digest 358 - 23 February 1998  
 -----

There are 4 messages in this digest.

1. By popular request - Puff

2. Second Language Acquisition web page
3. Tie-ins
4. New software available

-----  
1. By popular request - Puff  
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Yes, Puff was (is ?) a dragon. Many people seem to have been affected strangely by this image - so much so that (by request) I have posted the lyrics for list access. If you want to remind yourself what it was all about (or never knew) send a mail with the Subject Header GET PUFF. Do not use any other words in the header. And you'd better get a pack of Kleenex in. And whatever happened to Peter Paul and Mary ? And what was the song REALLY about ?

List Editor

-----  
2. Second Language Acquisition web page  
-----

For those of us keen on Second Language Acquisition, apart from subscribing to SLART-L, the International Commission on Second Language Acquisition site is very interesting, I find. The URL is: <http://www.let.ruu.nl/~icsla/>

On their homepage Michael Sharwooth Smith, the convener, claims that the Commission is currently being set up to fill a gap. as there exists no single, official, worldwide association that deals exclusively with second language acquisition (SLA) as an independent field of research.

ICoSLA is designed to act as a single point of reference for all major international SLA activities and to provide various useful internet links for SLA researchers and people wishing to find out more about this field. The Commission will include representatives from: the major relevant scientific associations and forthcoming internal conference committees.

Points for ongoing discussion will include a range of issues from extending the awareness of SLA as a discipline worldwide to the accreditation of academic courses. The Commission will consist of representatives from organisations and journals dealing with SLA.

Sharwood Smith explains that SLA investigators, like their colleagues in first language acquisition research, base their investigations on previous theoretical and experimental studies done within their own field as well as on research carried out in various branches of theoretical and experimental psychology, theoretical linguistics and sociolinguistics.

One of the aims of the Commission is to define the field of SLA and research, ie what is and what it is not. It includes, for instance, studying the complex pragmatic interactions between learners, and between learners native speakers, examining how non-native language ability develops, stabilises and undergoes attrition, and carrying out a highly technical analysis and interpretation of all aspects of learner language with the help of, amongst other things, current linguistic theory.

SLA is not about language teaching. Although it is focused on examining acquisition as a phenomenon in its own right and not on how acquisition is facilitated, the hope is often voiced that SLA research, will, together with other relevant disciplines, provide a firmer scientific basis for language instruction. Applied linguists whose particular interest is in



facilitating the language learning process should find ways of interpreting relevant SLA research in ways that will benefit the language teacher.

The site offers links with the following areas:

- SLA International Associations and Journals
- International SLA Calendar
- Short Introductory Bibliography
- SLA Glossary of Terms
- Research Resources
- Email ICoSLA Convener (with suggestions and comments)
- ICoSLA Convener's Home Page

Ana Armendáriz  
Buenos Aires, Argentina  
<mailto:armenda@interactive.com.ar>

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3. Tie-ins  
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A "tie-in item" is a product that is not sold separately (e.g. a book and tape tie-in --- you have to purchase the whole package). It'd be nice to have more context, since the term doesn't solely apply to sales.

Julio Rodriguez  
TESL/Applied Linguistics  
Iowa State University  
<mailto:juliocr@hotmail.com>  
<http://www.public.iastate.edu/~jcesar/>

\*\*\*

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4. New software available  
-----

BEW English/Hypermedia 2000 announces its latest software development for teachers of English: BEWDBGESTION98, an interactive database, fully compatible with Office 97, that manages students, courses, teachers and administrative staff to make your institute's performance fully competitive, with permanent on-line filtered reports and mailings.

Betty Wolff  
Buenos Aires, Argentina  
Phone. (541) 825-0303  
<mailto:betty@giga.com.ar>  
<http://www.bew.com.ar>

\*\*\*

end  
From ???@??? Tue Feb 24 17:54:41 1998  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
Subject: N&V-L Digest 360 - xx February 1998  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)  
X-Attachments:

Message-Id: <v03130310b11749d7325c@[24.232.3.229]>

-----  
N&V-L Digest 358 - xx February 1998  
-----

There are xx messages in this digest.

1. Teachers Reunion - Cordoba
2. Puffing (away) still

Last year, a small group of former teachers and graduates (Florence Chaudet, Sheila Carmody and Elsa Grimaldi) from "Escuela Superior de Lenguas - Universidad Nacional de Córdoba, República Argentina" together with the present Headmaster, Prof. Candioti, decided to initiate actions towards the organization of a get-together meeting for those who graduated between 1968 and 1978 (sort of extended "Silver Anniversary"), to be held at the premises of the School on Saturday, June 20th, 1998.

Prof. Candioti has enthusiastically adhered to the initiative and has kindly offered the lists of graduates belonging to those 10 years. The main difficulty, of course, lies in the fact that the addresses included in those lists are surely 99% outdated.

Therefore, if you happen to be a graduate from the School (30/20 years ago), or if you happen to know a colleague who is, or both, please contact any of the people below and send us your/their address, phone, fax, e-mail or whatever. The idea is that the greatest number may turn up; that's why we have on purpose selected the above date, taking into account that it's also a holiday. We are thinking of having an academic ceremony around 10.00 am followed by a cocktail at noon. Lawyers, architects, engineers, medical doctors, etc. are used to celebrating their anniversaries, exchanging medals and all that jazz. Why not us teachers of English?

Do get in touch soon!

Elsa Grimaldi:  
Santa Fe, Argentina.  
Fax: #0054-42-571122.  
mailto:grimaldi@fiqus.unl.edu.ar

- 2. Puffing (away) still  
-----

Teachers who have used the song 'Puff the Magic Dragon with their students (and there seem to be many) may be interested in some background info.

The poem that formed the basis of the song Puff, the Magic Dragon was written in 1959 by Leonard Lipton, a nineteen-year-old Cornell student. Lipton was inspired by an Ogden Nash rhyme about a "Really-O Truly-O Dragon," and, using a dragon as the central figure, he came up with a poem about the end of childhood innocence. Lipton passed his work along to a friend, fellow Cornell student (and folk music enthusiast) Peter Yarrow, who put a melody to the words and wrote additional lyrics to create the song Puff, the Magic Dragon. After Yarrow teamed up with Mary Travers and Paul Stookey in 1961 to form Peter, Paul & Mary, the trio performed the song in live shows; their 1962 recording of Puff reached #2 on the Billboard charts in early 1963.

The 1960's being what they were, however, any song based on oblique or allegorical lyrics was subject to reinterpretation as a "drug song," and so it was with Puff. (For Peter, Paul & Mary, at least, the revelation that their song was "really" about marijuana came after the song had finished its chart run; other groups were not so fortunate, and accusations of "drug lyrics" caused some radio stations to ban songs such as the Byrds' Eight Miles High from their playlists.) Puff was an obvious name for a song about smoking pot; little Jackie Paper's surname referred to rolling papers; "autumn mist" was either clouds of marijuana smoke or a drug-induced state; the land of "Hanah Lee" was really the Hawaiian village of Hanalei, known for its particularly potent marijuana plants; and so on. As Peter Yarrow has demonstrated in countless concert performances, any song -- even The Star-Spangled Banner -- can be interpreted as a "drug song."

If the sheer ridiculousness of this rumor isn't enough to convince the faithful that Puff, the Magic Dragon is not a drug song, here is what the people who created it have said about the matter:

Leonard Lipton (co-writer):

["Puff" is about] loss of innocence, and having to face an adult world. It's surely not about drugs. I can tell you that at Cornell in 1959, no one smoked grass. I find the fact that people interpret it as a drug song annoying. It would be insidious to propagandize about drugs in a song for little kids.

Peter Yarrow (co-writer):

As the principal writer of the song, I can assure you it's a song about innocence lost. It's easier to interpret "The Star-Spangled Banner" as a drug song than "Puff, the Magic Dragon." This is just a funny rumor that was promulgated by Newsweek magazine. There is no basis for it. It's inane at this point and really unfortunate, because even in Hong Kong it's not played because of the allegation it's about drugs. But I assure you it's not.

Mary Travers (of Peter, Paul & Mary):

Peter wrote the song in 1958 [sic], and it is not about marijuana. Believe me, if he wanted to write a song about marijuana, he would have written a song about marijuana.

Sources:

Hoffman, Ken. "BBC Includes Houston in 'Future of Cities' Program.  
The Houston Chronicle. 15 September 1995 (p. 2).

Matthews, Lynn. "Premier Folk Trio Takes Jet Plane to Portland."  
The Columbian. 17 March 1995 (p. D11).

Ruhlman, William. "Peter, Paul and Mary: The Early Years."  
Goldmine. 21 April 1996.

Shannon, Bob and John Javna. Behind the Hits. New York:  
Warner Books, 1986. ISBN 0-446-38937-4 (pp. 238-239).

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List Editor

One is the meaning of the word "custl" which appears on a screen of

an ultrasound machine(field of medicine). I do not know whether it is something concerning the soft or if it has to do with medicine. The other is probably a silly one but I need the English word for "narcotraficante". I have used "drug smuggler"or "drug dealer"but feel there must be something different.  
Thanks for helping.

Silvia Benson  
Necochea - Azul  
Argentina  
mailto:sbenson@faa.unicen.edu.arl

\*\*\*

end  
From ???@??? Tue Feb 24 18:20:03 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 24 Feb 1998  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v03130316b118e88bc25a@[24.232.3.229]>

-----  
N&V-L Housekeeping 24 Feb 1998  
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Sincere apologies to all list members for accidentally sending an unfinished posting to N&V-L.

Those with a sense of humour may be interested to know that the error was due to demonstrating to a colleague how to avoid sending mesages before they are ready.

The message N&V-L Digest 360 will be posted again, duly formatted and otherwise tidied up.

List Editor  
From ???@??? Thu Feb 26 00:17:02 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 360 - 26 February 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130317b118ea0e1d71@[24.232.3.229]>

-----  
N&V-L Digest 360 - 26 February 1998  
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There are 4 messages in this digest.

1. Teaching vacancies in Cordoba, Argentina
2. Looking for course in Buenos Aires
3. Teachers Reunion - Cordoba, Argentina
4. Vocabulary questions

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1. Teaching vacancies in Cordoba, Argentina  
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Native speakers of English with some ESL background wanted for 10 month volunteer positions in Cordoba, Argentina. Four positions available starting in April. Teaching is to teens and adults with supervision and support of staff members in a large language center. Small monthly stipend for living expenses. Candidates should have an intermediate level competency in Spanish. Exchange program coordinated by the Amity Institute, San Diego, CA. Further information contact:

Greg Laskaris  
Tel US: 619-455-6364)  
Mailto:glaskari@amity.org

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2. Looking for Course  
-----

Does anyone know of a course in the Buenos Aires area for English teachers with little or no experience of working with computers that will introduce them to the potential of the computer for the language teacher ?

I do not have my own email so please reply to the list and I can pick up the answer from a friend.

John Flatley  
Buenos Aires  
Argentina

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-----  
3. Teachers Reunion - Cordoba, Argentina  
-----

Last year, a small group of former teachers and graduates (Florence Chaudet, Sheila Carmody and Elsa Grimaldi) from "Escuela Superior de Lenguas - Universidad Nacional de Córdoba, República Argentina" together with the present Headmaster, Prof. Candioti, decided to initiate actions towards the organization of a get-together meeting for those who graduated between 1968 and 1978 (sort of extended "Silver Anniversary"), to be held at the premises of the School on Saturday, June 20th, 1998.

Prof. Candioti has enthusiastically adhered to the initiative and has kindly offered the lists of graduates belonging to those 10 years. The main difficulty, of course, lies in the fact that the addresses included in those lists are surely 99% outdated.

Therefore, if you happen to be a graduate from the School (30/20 years ago), or if you happen to know a colleague who is, or both, please contact any of the people below and send us your/their address, phone, fax, e-mail or whatever. The idea is that the greatest number may turn up; that's why we have on purpose selected the above date, taking into account that it's also a holiday. We are thinking of having an academic ceremony around 10.00 am followed by a cocktail at noon. Lawyers, architects, engineers, medical doctors, etc. are used to celebrating

their anniversaries, exchanging medals and all that jazz. Why not us teachers of English?

Do get in touch soon!

Elsa Grimaldi:  
Santa Fe, Argentina.  
Fax: #0054-42-571122.  
mailto:grimaldi@fiqus.unl.edu.ar

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-----  
4. Vocabulary questions  
-----

Does anyone know the the meaning of the word "custl "which appears on a screen of an ultrasound machine(field of medicine). I do not know whether it is something concerning the soft or if it has to do with medicine.

I also need the English word for "narcotraficante". I have used "drug smuggler"or "drug dealer"but feel there must be something different.

Thanks for helping.

Silvia Benson  
Necochea - Azul  
Argentina  
mailto:sbenson@faa.unicen.edu.arl

\*\*\*

end  
From ???@??? Fri Feb 27 02:52:11 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 361 - 27 February 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130302b11a80c3c05c@[24.232.3.229]>

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N&V-L Digest 361 - 27 February 1998  
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There are 5 messages in this digest.

1. Vocabulary query - Buck's Fizz
2. MCyE Argentina spending commitment for 1998
3. Roses (flowers) one has seen in bud ... ?
4. New telephone discounts for Internet access in Argentina
5. Distance Learning Center

-----  
1. Vocabulary query - Buck's Fizz  
-----

Going through some old letters while looking for material for my classes I came across the following passage:

"Our General Election is on Thursday 9th April. Anne is coming to stay and we have arranged a Bucks Fizz evening. We do not think John Major will set in, only a Hung Parliament, which means another Election in October."

Can anybody tell me, what does "Bucks Fizz evening" mean ?

Thank you for your time.

Maria Cristina Araujo  
Teacher of English  
connie@sion.com

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2. MCyE spending commitment for 1998  
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In a meeting of Argentina's Federal Council of Education on 24 Feb 1998 held to plan 1998's improvements in the education sector a commitment was made to record levels of investment.

Some 467 million Argentine pesos have been designated as follows:

|                                                      |                    |
|------------------------------------------------------|--------------------|
| Grants for students from 13 a 17 yrs .....           | 100 million pesos. |
| Books for students and 3rd cycle EGB .....           | 25 million pesos   |
| Activity books and equipment for rural schools in    |                    |
| EGB 3 .....                                          | 25 million pesos   |
| Lab equipment, libraries, IT, teacher training and   |                    |
| 'infrastructure' .....                               | 60 million pesos   |
| Teachers' libraries EGB ·/Polimodal .....            | 5 million pesos.   |
| Teacher training .....                               | 10 million pesos   |
| Technical assistance to the provinces for curricular |                    |
| design .....                                         | 3 million pesos    |
| Equipment and training for technological area .....  | 9 million pesos    |
| 'Infrastructure' and real estate .....               | 200 million pesos  |

Source:

Press Release, Argentine Ministry of Culture & Education, 24 Feb 1998

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3. roses (flowers) one has seen in bud ... ?  
-----

Can anyone out there help me? I can't for the life of me remember --or find where this line (or something of the kind) came from : "roses (flowers) which one has seen in bud and longed to see in bloom", and the effort is just about killing me!! Perhaps a colleague better-versed in English literature can put an end to my misery !! (It's not a whim, by the way, I really need to know in order to finish preparing a task for my English Language IV students!)

In literary desperation,

Cristina Gallo  
Neuquén, Argentina  
mailto:cgm@teletel.com.ar

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4. New telephone discounts for Internet access in Argentina  
-----

The Argentine Communications Secretariat has ordered a reduction in telephone charges for Internet Access of 20% to 47% (depending on dialup time).

Resolution 499/98 rules that calls through special 0-610 numbers that can be verified as Internet access should be itemised in customers invoices at the reduced rates.

A further discount of 50% has been ordered for public libraries, national universities and schools.

Discounted rates will come into effect after 13 minutes of connection time for Telecom users and 17 minutes for Telefonica users (Argentina is divided geographically into two zones, one covered by each company).

Telecom discounts will be 50% over normal rates and 22 % over night rates while Telefonica will allow 14 minutes free for each 30 minutes of connection time.

Source: La Nación, 24 Feb 1998

List Editor

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5. Distance Learning Center  
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Dear N&V-Lers,

I came across the following on SLART-L:

The Distance Learning Center represents a number of universities offering distance learning degree and certification programs.

The Distance Learning Center will be offering a number of scholarships in 1998. The great majority of them are being offered through the embassies. However, students may apply directly to The Distance Learning Center.

The greatest number of scholarships are being offered through Newport Asia Pacific University, which offers an almost entirely online Master of Science degree program in TESOL which was designed and is being taught by Professor David Nunan, Dean of the School of Education. Also, there is a Master of International Business, and a Master of Arts in Teaching Japanese as a Foreign Language, designed by the renowned Japanese linguist, Chikashi Furukawa. Full and partial scholarships have been made available by the university and its alliances with non-profit and for-profit institutions and entities and the university is planning on awarding over fifty scholarships in total.



However the "catch" is that in order to qualify, you must have a computer with Internet access, and must have enough energy to keep up with Professor Nunan in the online classrooms.

New cohorts begin every eight weeks, with the next one beginning on March 23rd, 1998.

People interested in obtaining information about scholarship programs can contact Dave Povinsky, or directly at [info@distance-learning.org](mailto:info@distance-learning.org) or if you want info about the University in general, check out the University's web site at <http://www.asiapacificu.edu>

Dave Povinsky  
THE DISTANCE LEARNING CENTER

Tel: +81 (0)48-463-3077                      The Distance Learning Center  
Fax: +81 (0)48-464-4199                      1-4-3-202 Maruyamadai  
e-mail: [info@distance-learning.org](mailto:info@distance-learning.org)                      Wako-Shi, Saitama 351-01  
JAPAN

REPRESENTING INSTITUTIONS OF HIGHER LEARNING  
Visit our web site at:  
<http://www.distance-learning.org>

Hope some young and energetic List members will take the plunge.

Ana Armendáriz  
mailto:armenda@interactive.com.ar

end

From: me@interlink.com.ar  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 361 - 28 February 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130301b11c79b4d14e@[24.232.3.229]>

N&V-L Digest 362 - 28 February 1998

There are 8 messages in this digest.

1. Buck's Fizz
2. More on 1998 TESOL Distance Learning Scholarships
3. Grammar clinic
4. More on Buck's Fizz
5. BBC World Service on the Internet
6. Buck's Fizz - another explanation
7. How do you say 'Turntaking' in Spanish ?
8. Calendar of ELT events March - June 1998

\* \* \*

## 1. Buck's Fizz

"Buck's Fizz" is champagne and orange juice - very popular in the 80s and early 90s, perhaps less so now.

Catherine Walter  
mailto:CWalter@compuserve.com

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2. More on 1998 TESOL Distance Learning Scholarships  
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Regarding the 1998 TESOL Scholarships, there's a new communication on SLART-L today. Information can be obtained from NAPU's website at <http://www.asiapacificu.edu>. There is a link on the bottom right corner of NAPU's home page to the scholarship information.

You may also go directly to the scholarship page at <http://www.asiapacificu.edu/scholarship/scholarship.html>

Good luck to everyone interested.

Ana Armendáriz  
mailto:armenda@interactive.com.ar

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3. Grammar clinic  
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N&V-L subscribers might be interested in having a look at the grammar clinic at <http://www.go-ed.com:8080/~3/>

Duncan Baker  
Lydbury English Centre  
Mailto:duncan@lydbury.co.uk  
<http://www.lydbury.co.uk>

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4. More on Bucks Fizz  
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Buck's Fizz is a mixture of champagne (fizz) and orange juice. It is quite often served at parties - it is less alcoholic than champagne and, as the orange juice masks the taste of the wine, you can often get away with a cheap champagne or bubbly wine.

My search for Busk's\*Fizz brought up 86 replies including [http://www.freixenet.co.jp/freixenet\\_e/sparkling/cocktail10.html](http://www.freixenet.co.jp/freixenet_e/sparkling/cocktail10.html)

Duncan Baker  
Lydbury English Centre  
Mailto:duncan@lydbury.co.uk  
<http://www.lydbury.co.uk>

\*\*\*

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## 5. BBC World Service on the Internet

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A recent posting on BBC services on the Internet left out the BBC World Service, a 24 hour news, current affairs and cultural programmes. You will need Real Audio to hear it (this can be downloaded free from the Internet from <http://www.real.com/>) and an internet connection. You can find the BBC world service at <http://www.audionet.com/bbc/>.

List Editor

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## 6. Buck's Fizz - another explanation

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Bucks Fizz, an English musical group formed in 1981 who played popular music and won the Eurovision Song Contest with the song 'Making your Mind Up'.  
There's also buck's fizz as a mixture of champagne and orange juice.

Ref. 'Longman Dictionary of English Language and Culture'.

maria julia sosa  
<mailto:mjsosa@criba.edu.ar>

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## 7. How do you say 'Turntaking' in Spanish ?

---

I need to know the term for "turn-taking" in Spanish. I've asked quite a few people, but all I've heard so far is "suspension de turnos", which sounds absolutely negative to me, as it seems to refer only to relinquishing a turn, ignoring the other components, such as bidding a turn, or keeping it.

Can anyone help? Post replies to the list, or directly to:

Linda Yael.  
<mailto:linday@ib.cnea.edu.ar>

\*\*\*

---

## 8. Calendar of ELT events March - June 1998

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If you are aware of any events that are taking place for teachers of English - talks, conferences, etc. - in Argentina, Brazil, Chile, Paraguay or Uruguay as from 15 March 1998 please send us details.

The details we need are ideally: date(s), venue, details of organisers, name of event, details of speaker(s), who it will be suitable for, who to contact for more details

and where (tel/fax/email).

These will be published in the March issue of ELT News & Views, which will be out in a few weeks.

A modified version will also be made available on request to list members as a GET command - details in a future posting.

Info to: Tel: (54) 1 371-7705 Fax: (54) 1 375-3944  
Or <mailto:me@interlink.com.ar>

\*\*\*

end

From ???@??? Sun Mar 01 02:10:12 1998  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
Subject: N&V-L Digest Housekeeping - 1 Mar 1998  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)  
X-Attachments:  
Message-Id: <v03130306b11e40034778@[24.232.3.229]>

-----  
N&V-L Digest Housekeeping - 1 Mar 1998  
-----

N&V-L is hoping to extend the range of services it offers by making certain documents available to list members by request. This would include a regularly updated calendar of events, and other information either too bulky to send out on the list or too esoteric for general consumption.

This will be particularly useful for documents which are constantly being updated (e.g. the documents for the Argentine Min Ed Education Reform) which are changing all the time, and will guarantee that the latest version can be delivered at any time, automatically, on request.

Readers wishing to receive specific files (as in the case of PUFF) would simply send a GET command, e.g. GET PUFF. Our filters would then do the rest. A list of currently available files would itself be available at any time under, also under a GET command.

In order to see whether this system works for you (whether YOU can read the attachment) we need to test it. Here is where you can help. If you can receive attachments and you are prepared to help out, simply send a mail to the list with the subject line command

GET TESTDOC

(Type it exactly as it appears here - with no extra spaces before, after or in between the two words !!)

In return you will receive a document with certain formatting which will be described in the document itself. If what you see is fine, then smile and do nothing - the system works for you. If you can not read the document, send a HELP message describing what you CAN see

and what you CAN'T see. Also tell us what kind of computer you have and what software you are using a) to receive emails and b) as a word processor. This will help us to iron out problems.

If your email programme does not support email attachments, do not send a GET TESTDOC message. If you do not know whether your email software supports attachments (or if you do not know what attachments are) then consult your ISP or friendly neighbourhood hacker.

Thanks for your help in this matter.

List Editor.

From ???@??? Sun Mar 01 02:15:34 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 361 - 1 March 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03130302b11d605c3aa6@[24.232.3.229]>

-----  
N&V-L Digest 363 - 1 March 1998  
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There are 3 messages in this digest.

1. Re: 'Turntaking' in Spanish
2. The use of question marks
3. Virtual Reality ELT site

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1. 'Turntaking' in Spanish  
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Linda Yael wrote:

I need to know the term for "turn-taking" in Spanish. I've asked quite a few people, but all I've heard so far is "suspension de turnos", ...

I've read the phrase "cambio de interlocutor" in a translation of one of the Pragmatics books by Van Dijk. Can't quite recall which one, though.

Julio Rodriguez  
TESL/Applied Linguistics  
Iowa State University  
mailto:juliocr@hotmail.com

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2. The use of question marks  
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I wonder if any member of this list has any comments to make with regard to a recent posting I made to TESL-L.

It was concerned with the use of (orthographic) question marks in

utterances which would not on the surface seem to be questions. An example follows:

Let us suppose that for some reason I want the door closed. I can make my intentions clear by various utterances, such as:

- \* Can you close the door ?
- \* It's cold in here.
- \* Shut that effing door
- \* Were you born in a barn ?

Certain things about the manner in which the request is formulated vary here but the illocutionary purpose of the utterance remains constant: I want the door to be closed and am conveying that message. (We may assume for the purposes of this argument that I am also complying with the maxims of Paul Grice's 'Cooperative Principle').

Any interpretation giving an answer to 'Can you close the door ?' such as 'Yes, I can - do you want me to ?' or to 'Were you born in a barn ?' such as 'No, I wasn't - why do you ask ?' would seem to indicate a perlocutionary effect at odds with the speaker's expectations. Otherwise, they would offend against Grice's maxims of quality and manner.

If the 'function' of an utterance like 'Would you like a biscuit' is to offer a biscuit or ' Could you close the door ' to get someone to close a door, then are these really questions ? And if not, why do we punctuate them orthographically as questions.

Maybe some of us don't - hence the question.

Martin Eayrs  
Buenos Aires, Argentina  
mailto:me@interlnk.com.ar

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-----  
3. Virtual Reality ELT site  
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I've just posted a new ESL activity which makes use of Apple's QuickTime Virtual Reality (QTVR) technology to place students in a gamelike, 360 degree immersive environment which they can explore interactively. It also uses streaming audio in RealAudio format and offers instant textual feedback on certain clicked-on objects generated via JavaScript, all presented in as a game.

Please see:

<http://www-writing.berkeley.edu/chorus/call/cuttingedge/thegame/>

The exercise provides plenty of practice with intermediate level listening & reading skills, and can easily be adapted for discussion and/or writing work as well. Both a student and teacher study guide are linked as further support.

The QTVR file is only 80K in size and will download in about a minute on a 28.8 modem connection. It will play in both Netscape and IE for Mac and Windows,

though the QT and QTVR plugins are required (links to this free software are on the page) and a RealAudio player are needed for the streaming audio.

I'd be very interested in any feedback that the members of the list might offer (though please don't tell me that my apartment needs straightening up -- I already know that! ;)

Thanks for your comments and questions!

Best wishes,

Jim

Jim Duber  
mailto:dub@sirius.com  
<http://www-writing.berkeley.edu/chorus/call/index.html>

\*\*\*

end

From ???@??? Mon Mar 02 22:58:16 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 364 - 2 March 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130303b11f1dbac441@[24.232.3.229]>

-----  
N&V-L Digest 364 - 2 March 1998  
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There are 6 messages in this digest.

1. The use of question marks
2. Argentine Linguistics Society Bulletin
3. TESOL Seattle on WorldNet
4. More on the use of question marks
5. An elist for punctuation questions
6. Re: Silvia Benson's query

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1. The use of question marks  
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In a recent posting he made to TESL-L, Martin wonders whether there's any reason why one should use question marks after certain exponents which do not expound questions -- i.e. where the communicative function is not "seeking information" but rather some other communicative purpose.

It must be quite widespread already that my inclinations -- linguistically, that is -- do not lie in the realm of Pragmatics. So I'd like to tackle the issue from a purely formal point of view.

To my mind, the whole thing boils down to the difference between form and meaning, extending the latter from semantic (cognitive, sentence) meaning to pragmatic (communicative, utterance) meaning.

I'll take up the same corpus Martin chose:

1. Can you close the door ?
2. It's cold in here.
3. Shut that effing door
4. Were you born in a barn ?

Samples 1 and 4 end with a question mark because they are questions syntactically. There's inversion of order of S-v ('v' standing for copula or auxiliary). Samples 2 and 3 don't because they're affirmative statements.

Further, if one is to judge the observance of the Cooperative Principle, there's likely to be more flouting of the Maxim of Relevance with 'opaque' speech acts than with 'transparent' ones. In other words, a sample bearing the syntactic structure of a statement is likely to be interpreted 'prima facie' as a constative utterance (cf John Austin) rather than as a performative, and hence be analysed in terms of truth value (true-false logic) Such is the case of utterance [3]. I can perfectly question the truth value of [3], which I cannot do with the other three utterances because those can only be analysed in terms of a neither-true-nor-false scheme.

Stretching the argument further one could look into the intonation patterns used in the four cases. I could ask my colleague netters -- Martin included -- whether they make any difference between utterances [1] and [2] for instance. If intonation is context-bound -- as David Brazil claims -- then there should be no difference among the four exponents because all four manifest the same communicative function.

It should be undeniable by now that FORM overrides MEANING.

But I'm in a generous mood, and feel like producing the opposite argument -- which would go to support Martin's view: why do we say,

5. Would you like some biscuits?

and not

- 5'. \*Would you like any biscuits?

The underlying presupposition has it that "biscuits exist", that's why I'm offering some to you. And will the reader note (inversion, request, no question mark) that this is an offer with the syntactic form of a question, with a question mark, but with the internal structure of a statement, and a falling -- proclaiming -- intonation pattern.

What I've just said is counter evidence to the points I made above. But that's the fascination of argumentation!



Martin concludes by asserting that to some speakers these utterances are not questions. It's clear he belongs to that group because his final utterance,

6. And if not, why do we punctuate them orthographically as questions.

does not end with a question mark. What was his communicative intent? I wonder!

Ana Armendáriz  
mailto:armenda@interactive.com.ar

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2. Argentine Linguistics Society Bulletin  
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This year's Boletín No. 1 of the Argentine Linguistics Society is now out.

Information from:

Sociedad Argentina de Linguística  
Federico Lacroze 2100  
1406 Buenos Aires  
Telefax: 54-1-776-0913 / 54-1-777-5280  
e-mail: <sal@discur.filo.uba.ar>  
<postmaster@ciafic.edu.ar>

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3. TESOL Seattle on WorldNet  
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We have been asked by TESOL International to distribute the following information.

The Teachers of English to Speakers of Other Languages, Inc.  
TESOL '98, March 17-21, 1998 will take place at Washington State Convention and Trade Center Seattle, Washington USA

TESOL plans to broadcast select sessions from TESOL '98 via WorldNet. In keeping with its theme, Connecting Our Global Community, TESOL '98 will extend the teleconferencing option so that TESOL professionals around the globe who cannot attend the annual convention that will be held March 17-21 in Seattle, Washington USA, can still participate in ESL professional development events.

Satellite broadcasts offer increased opportunities for professional growth and interaction among ESL professionals working in diverse settings in North America and around the world. The telecommunication links are one demonstration of the strong bonds among TESOL professionals worldwide and emphasize how technology can enhance communication and improve opportunities for teacher training.

Three sessions have been selected for broadcast to remote locations. The first is the Opening Plenary: Techno-Fear? Techno-Joy? Four ESL, professional development, and technology specialists will open TESOL '98 in an innovative discussion that explores technology for language teaching. An innovative "talk-show" style will involve participants in an open dialogue about the promises and perils of technology; the challenges, fear, love, and expectation that language educators face; and ways to adapt to new technologies. This session will be led by Fedric Litto, Scientific Coordinator of the School of Sao Paulo, Brazil; David Thornburg, Director of the Thornburg Center for Professional Development in California, USA; Richard Boyum, USIA Regional English Language Officer for Egypt, Kuwait, Saudi Arabia, and Yemen; and Denise Murray, Professor and Chair of Linguistics and Language Development at San Jose State University in California. The first session will be broadcast live in the continental United States, on Tuesday, March 17, 1998, 7-9 pm Pacific Standard Time (PST).

The topic of the second session is Applications of Brain-Based Research to Second Language Education. TESOL President Mary Ann Christison will explore how methods and strategies used in second language teaching can be in accordance or incompatible with the brain's learning process. She will review some basics of brain anatomy, introduce some principles of brain-based research, and describe with supporting video clips six examples of second language teaching techniques that support brain-based principles. Mary Ann Christison, who has been a classroom teacher for 27 years, has written many articles and contributed to many teacher resource books. This session will be held March 18, 1998, 11:30 am-1:30 pm (PST). The final 45 minutes will be a live interactive question-and-answer segment.

Curriculum for Middle and Secondary School Literacy Development will be the topic of the third session. Presenters will examine why some ESL/EFL students develop initial literacy in English, while others who are not new to schooling are slower to experience academic success. Speakers describe the challenges such students present, sound teaching and learning strategies to support them, and curricula designed to meet these students' needs and promote their success. Speakers Mary Lou McCloskey of Georgia State University, Alfredo Schiffini of California State University, and Lydia Stack of San Francisco Unified School District will lead this session on March 19, 1998, 9:30-10:30 am (PST).

All three sessions will be broadcast live within the continental United States and elsewhere pending arrangements by country. The sessions will also be taped, edited, and distributed worldwide as rebroadcasts to reach as many ESL professionals as possible. Teleconferencing brings together ESL and EFL educators working across the field and enables them to participate in TESOL '98 affordably and from a distance. Within the United States, an 800 number will be available for call-in questions during all three sessions. Facilities that offer the satellite connection, providing this opportunity for dialogue among ESL professionals within a geographic area, may choose to charge viewers a nominal fee to defer costs. The cost to downlink and receive all three sessions for an individual site within the continental United States is \$250. With this sign-up, four other schools within the district may also participate as guests. A statewide license within the United States costs \$1,250 and includes every school within a state. Participants will receive site coordinator guides, program materials, and handouts. International participation is contingent on arrangements by country.

All three sessions may be recorded and used later for teacher training.

For more information, or to register to downlink all three sessions within the continental United States, contact ACE-Network- Tel. 850-784-9942, Fax 850-784-3081, E-Mail [ace@ace-network.com](mailto:ace@ace-network.com), or visit their Web site at <http://www.ace-network.com>. To find out more about participating from outside the continental United States, contact Christine Uber-Grosse, Dept. of Modern Languages, Thunderbird, 15249 N. 59th Ave., Glendale, AZ 85306 USA, E-mail [grossec@t-bird.edu](mailto:grossec@t-bird.edu), or call 602-978-7290.

For more information about TESOL '98, check out TESOL's Web site at <http://www.tesol.edu>, contact the TESOL Convention Department (contact information below), or call Fax on Demand 800-329-4469 and request document # 541.

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4. More on the use of question marks  
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Martin's query was concerned with

"... the use of (orthographic) question marks in utterances which would not on the surface seem to be questions."

I think the whole point is that they ARE superficially, i.e. syntactically, questions - regarding their formal, propositional, locutionary meaning -, as well as being at a deeper level, i.e. pragmatically, requests, commands, offers, etc. In the case of

\* Can you close the door?

you are, after all, uttering exactly the same words as you could if you saw your neighbour loaded with shopping bags getting into the lift. The illocutionary purpose, however, would in this case be to offer to close the door yourself.

The utterance follows the order

aux. verb + sub. + main verb + dir. obj.

which is syntactically question order in English.

I think the question mark actually helps regarding intonation - reflecting the speaker's attitude. Compare with

\* Can you close the door!

in which the function (illocutionary force) is much more of a command than a request.

Linda Yael  
Centro Atomico Bariloche  
8400 Bariloche / Argentina  
<mailto:linday@ib.cnea.edu.ar>

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5. An elist for punctuation questions

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Those in search of the Holy Grail of perfect punctuation may like to look at an elist dedicated to pronunciation.

PUNCT-L is "an unmoderated mailing list for discussing practical and theoretical aspects of punctuation in Modern American English".

To subscribe, send a mail message with no subject to

MAJORDOMO@MILWAUKEE.TEC.WI.US

with the following information in the BODY (not the header) of the message:

SUBSCRIBE PUNCT-L youruserid@yourdomain

e.g. SUBSCRIBE PUNCT-L J.Puddleduck@quack.com.wl

Maybe with the help of this list we can sort out this business of the question marks ?

List Editor

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6. Silvia Benson's query  
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Silvia Benson asked:

>Does anyone know the the meaning of the word "custl "which  
>appears on a screen of an ultrasound machine(field of medicine).  
>I do not know whether it is something concerning the soft or  
>if it has to do with medicine.  
>  
>I also need the English word for "narcotraficante". I have used  
>"drug smuggler"or "drug dealer"but feel there must be something  
>different.

The word for "narcotraficante" is "drug trafficker". As to your first question, I haven't got the slightest idea.

Cheers.

Fabian Horacio Cruz  
Buenos Aires - Argentina  
mailto:fcruz@interserver.com.ar

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end

From ???@??? Wed Mar 04 03:07:30 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 365 - 4 March 1998  
Cc:  
Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03130304b121a9996c0b@[209.14.108.31]>

-----  
N&V-L Digest 365 - 4 March 1998  
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There are 5 messages in this digest.

1. ELT service providers in UK merger
2. On-Line Resources updated
3. From the British Council, Buenos Aires
4. Speech analysis shareware
5. ELT News & Views feature supplements

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1. ELT service providers in UK merger  
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Mark Powell Communications and Lydbury English Centre have recently joined forces to provide a more comprehensive range of services which cover many requirements for those requiring English language and communication skills in their business, technical and professional lives.

List members are invited to contact either Mark Powell or Duncan Baker at the Lydbury English Centre for more information on services they offer.

mailto:mark.powell@lydbury.co.uk  
mailto:enquiry@lydbury.co.uk

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2. On-Line Resources updated  
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An article "On-line Resources Available for English Teachers and Linguists" by Dr. Kenji Kitao was published in the ELT News & Views June 1997 Supplement on Teacher Development pp. 15-16.

The Kitao's have recently expanded those resources greatly and invite list members to visit their website at <http://ilc2.doshisha.ac.jp/users/kkitao/online/>

Posted for:  
Dr. Kenji Kitao  
mailto:kkitao@mail.doshisha.ac.jp

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3. From the British Council, Buenos Aires  
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English Language Teachers (all provinces) wishing to establish contact with visiting representatives of

British EL institutes and EL University Departments,  
with a view to becoming agents, are welcome to make  
enquiries at The British Council.

Informal meetings can be arranged either at your  
institute or at the Council's office.

Please feel free to consult with us.

Contact details: 054-1 311-9814 ext.120  
mailto:victoria.portnoy@britcoun.int.ar

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4. speech analysis shareware  
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I thought someone might find it useful to know where to  
find speech analysis shareware.

A recent posting on linguist@listserv.linguist.org  
suggested the following:

[http://www.sil.org/computing/sil\\_computing.html](http://www.sil.org/computing/sil_computing.html) (WinCECIL)  
<http://www.media-enterprise.de/winsal/winsal.htm> (WINSal)  
<http://fonsg3.let.uv.nl/praat/> (Praat)  
<http://www.jaars.org/icts/>  
<http://www.winsite.com/info/pc/win95/sounds/gram412.zip/>  
(Spectrogram 4.12)  
<http://www.speech.su.oz.au/comp.speech/>

Graciela Moyano  
mailto:gmoyano@tournet.com.ar

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5. ELT News & Views feature supplements  
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Kenji Kitao (item 2 above) mentioned the ELT News & Views Feature  
Supplement on 'Teacher Development'.

This is one of many supplements published by ELT News & Views  
that enable us to provide a specific focus on one particular aspect  
in each different issue.

Unlike the magazines, which contain news and developments which  
quickly date and are therefore not reprinted, we do keep a  
regular supply of reprints of past feature supplements in stock  
and are able to supply these on request at the cost of photocopies  
plus postage.

Supplements produced in 1996 and 1997 were as follows

|           |                                   |
|-----------|-----------------------------------|
| Mar 1996  | Business English                  |
| Jun 199   | Dictionaries & Reference Material |
| Sept 1996 | Testing & Evaluation              |
| Mar 1997  | Teacher Education                 |
| Jun 1998  | The Teaching of Pronunciation     |

Sept 1998 Cultural Studies

For details of how these can be obtained, send a mail to  
<me@interlink.com.ar> with the subject header (not the body of  
the text)

#### GET SUPPLIST

Please make sure that you type the words exactly as they appear  
above, with no extra spaces before, after or between the two  
words. Make sure too that the words appear in the subject header  
and not in the body of the message.

For those interested, coming feature supplements in ELT News &  
Views will be as follows:

|            |                           |
|------------|---------------------------|
| March 1998 | Computers & ELT           |
| June 1998  | Teaching Writing Skills   |
| Sept 1998  | Teaching Young Learners   |
| March 1999 | Literature in ELT         |
| June 1999  | Getting Students to Speak |

With the exception of March 1998 (which is already at the  
printers) we welcome contributions for these.

Thank you for taking the time to read this.

List Editor

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end

From ???@??? Thu Mar 05 11:55:04 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 366 - 5 March 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130306b12305b74abb@[24.232.3.229]>

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N&V-L Digest 366 - 5 March 1998  
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There are 8 messages in this digest.

1. Distance Education Programme (Argentina)
2. Re: Silvia Benson's query
3. IATEFL Manchester
4. Job offer - Cordoba, Argentina
5. The Brandenburg Symposium, Sept. 1998
6. Punctuation
7. New publication: Tasks for Teacher Education
8. Progress report on Word attachment problems

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1. Distance Education Programme for Teachers of English:  
"Inglés a Distancia"

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This is a reply to numerous calls/letters received from individual teachers and teacher training institutions and heading sites ("cabeceras") of the General Network of Permanent Teacher Development ("Red Federal de Formación Docente Continua" (RFFDC))

With reference to the expected launching of the NEW Distance Education Programme for in-service teachers of English, in accordance with the relevant Federal Agreements ("Acuerdos-Marco") sponsored by the Ministry of Culture and Education, I would like to inform that the Dirección Nacional de Formación, Actualización y Perfeccionamiento Docente, whose new Director is Lic. Carlos Palacio, has decided not to implement the Programme.

For the time being "Inglés a Distancia" will only continue with the programme already in progress in the Province of Tierra del Fuego, until participants there complete the course and obtain due certification.

Leonor Cozzolino  
mailto:inglés@pngcd.mcy.gov.ar

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2. Re: Silvia Benson's query  
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Re: Silvia Benson's query

Re: narcotraficante, journalists often refer to "drug barons" or "drug cartels". This would refer to the "managers" or "distributors" of the illegal substances rather than the street resellers.

I would be curious to know what a corpus like the BNC [British National Corpus - List Ed] would throw up. I know that Gwyneth Fox has participated on this list in the past. Maybe she can help? (Sorry, I am not trying to make a point about punctuation here too!)

I hope that this is of some use.

Stephen Byrne  
Abacus Communications  
Dublin Ireland  
mailto:abacomm@indigo.ie

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3. IATEFL Manchester  
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I would like to contact teachers who will be attending IATEFL '98 in Manchester next April.

I look forward to your reply

Mónica Aparicio



The English Place  
Tandil- Argentina  
mailto:tep@necsus.com.ar

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4. Job offer - Cordoba, Argentina  
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The Amity Institute, Cordoba, is looking for English teachers.  
Visit <http://tefl.com/jobs/argjoba.htm#ARG0012> for further details.

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5. The Brandenburg Symposium, Sept. 1998  
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The Brandenburg Symposium  
12 - 18th September 1998

Critical Questions: the study of literature for a new century

In September the British Council together with the Centre for British Studies, Humboldt University, Berlin, will hold an international Symposium which will raise critical questions for all those involved with the teaching of English studies. The Symposium will take place in Potsdam, near Berlin, and is part of the series which began in Salamanca in 1992, and which moved to Varenna in 1994 and Solothurn in 1996. Isobel

Armstrong of Birkbeck College, London, and Jurgen Schlaeger of Humboldt University will jointly chair the event, and will be joined by a team of distinguished critics and writers. Gillian Beer, Catherine Belsey, John Drakakis, Alan Sinfield, Jean-Jacques Lecercle and Balz Engler are among those expected to take part.

In addition to talks and panel discussions there will be seminars which will run concurrently over the five days. Papers for discussion will be circulated in advance.

Questions for panel topics are likely to include:

- Has Literature dissolved into Cultural Studies?
- Feminism: does it still matter?
- Is there a future for Theory?
- What is the role of history in English studies?
- Is there still a place for politics?

Subjects for the seminars are likely to include:

- cultural studies
- postmodernity
- gender
- English in Europe
- cultural and national modernities

The Symposium is open to university teachers from Europe and beyond. The cost, inclusive of meals and accommodation,

will be #500.

For more information and application forms please contact

Hilary Jenkins,  
11 Portland Place, London W1N 4EJ.  
Fax. +44 (0171)389 3175.  
e-mail hilary.jenkins@britcoun.org

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6. Punctuation  
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From: "Julio R" <juliocr@hotmail.com>  
To: me@interlink.com.ar  
Subject: Re: N&V-L Digest  
Date: Wed, 04 Mar 1998 23:49:08 PST

I followed the discussion about punctuation with some interest. I think that trying to rationalize the use of punctuation markers is pretty much like attempting to make sense of English spelling. It gets even worse when a system that was developed centuries before pragmatics came around is applied to spoken discourse. I've noticed that a great deal of discourse analysis articles present transcriptions using the authors' own markers rather than "conventional" punctuation. I believe that accounts for the limitations and arbitrariness of the system.

It's interesting to see that many ESL/EFL textbooks still use a predominately written style to transcribe spoken discourse. Fortunately there are a few books that seem to advocate more authenticity and set down spoken language a bit more accurately, which, in my experience, greatly helps students to grasp the significant differences between written and spoken texts.

On a different note, it called my attention that the utterance "would you like any + noun" was considered incorrect in a previous message to this list. I guess the "existencial" argument has not quite sailed onto American shores. I purposely tested the utterance with a few educated native speakers in the English department to make sure it wasn't just some whim of my imagination and they didn't judge it as incorrect or ungrammatical. "Same thing," was the answer I got all times.

This, of course, doesn't validate its correctness at ALL. But I wonder if that pervading "some/any" rule came from a similar context, i.e. a bunch of linguists discussing language matters in the hallways rather than a comprehensive corpus reflecting what other, equally educated people from outside the Linguistics department say. Just a thought.

Julio Rodriguez  
mailto:juliocr@hotmail.com

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7. New publication: Tasks for Teacher Education  
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List members may be interested to know that the following book is now available:

Tanner, Rosie and Catherine Green.  
Tasks for Teacher Education: A reflective approach.  
Addison Wesley Longman.  
Coursebook ISBN 0-582-31663-4. Cost in UK GBP 10.45  
Trainer's book ISBN 0-582-31664-2 Cost in UK GBP 15.99

Actually, "it" is two books: a coursebook and a trainer's book, the coursebook being for teacher trainees and the trainer's book for a trainer working with a group of trainees; the latter includes trainer's notes and photocopiable material.

The author are keen to hear what people think of the book, so send feedback to

Rosie Tanner  
mailto:100045.2432@compuserve.com

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8. Progress report om Word atachment problems  
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If you are having no problems reading N&V-L attachments read no further. If you do and the subject interests you, read on.

Some things are becoming clear as a result of correspondence with list members who have been unable to open our TESTDOC file. The following comments may be of help.

- a. Several people have Microsoft Word partially or improperly installed. Like many applications Word (or Office) needs to be installed - it can not simply be copied from one disk to another. If it is copied then many parts Word needs get left behind - especially the filters and extensions that Word needs to save and read files in foreign formats.

If you think you may be missing these filters and formats or you need extra filters to read documents created on another platform or in another version of Word then pay a visit to the site at <http://www.microsoft.com/msoffice/office/viewers.asp> (the Microsoft website) where you can download them for free.

- b. Some people do not have the correct de-compression software to unstuff/unzip compressed files. When an attached file is sent by email it is compressed in one of a number of formats to send it more quickly. N&V-L uses BinHex compression. The person who receives the file needs to be able to expand the file in order to read it.

Most modern email software does this automatically. Binhex files will arrive with an .hqx code extension. If your email software can not unstuff .hqx files then you need to either update your email software or get software to expand the compressed files you receive.

You could try WinZip or UUencode. These and other free programs can be found at <http://www.uni-frankfurt.de/~fp/uudeview> and <http://www.miken.com/uud> (USA), respectively.

You could also read "Introduction to Decoding" ( an article at <http://www.uni-frankfurt.de/~fp/uudeview>).

If all this is beyond you, it is probably best to ask your service provider what your best option is, but it is unlikely to cost you anything - if you know what you need you can download it from the Web or get it from a friend.

Of course all this problem can be avoided by simply installing modern email software. Again this needn't cost you anything. One very efficient starter kit is Eudora Light, which you can download from <http://eudora.qualcomm.com/eudoralight/> at no cost whatsoever. This software is very robust and CAN be copied easily.

If you invest a little money from your own pocket and buy Eudora Pro you will be amazed at how good it is (and no, I don't have shares in the company !!).

Whichever version of Eudora you have there are 'plugins' (which are basically helpers to do extra things for you) to take most of the drudgery out of email management. The Help manuals will tell you more.

The diagnosis continues - we at N&V-L aim to provide the best service we can and we shall continue to find ways to help list members receive what we send out in the best way. Expect a further installment.

List Editor

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end

From ???@??? Sun Mar 08 03:53:15 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 367 - 8 March 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130304b1246d54e0f6@[24.232.3.229]>

-----  
N&V-L Digest 367 - 8 March 1998  
-----

There are 8 messages in this digest.

1. IATEFL Manchester - contacts rqd.
2. Re: Silvia Benson's query
3. Language Institute needed for purchase
4. ABCI Conference Brazil
5. BBC World Television
6. Info rqd: Pinocchio/Beauty and the Beast
7. RE: BBC World Service on the Internet
8. Obtaining files from N&V-L archives

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1. IATEFL Manchester  
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< I would like to contact teachers who will be attending  
< IATEFL '98 in Manchester next April.

I shall be at IATEFL in Manchester and would be very pleased to meet N&V-L members. Perhaps we can arrange to meet for a drink ? And perhaps some exhibitor would be kind enough to allow us to use their stand as a 'contact place' so we can arrange when and where to meet ? Offers to the list, please.

Martin Eayrs  
List Editor

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2. Re: Silvia Benson's query  
-----

After reading Mr Stephen Byrne's posting suggesting "drug baron" or "drug cartel" for "narcotraficante", I would like to point out that these terms have different implications than the one Ms Silvia Benson is looking for. I should insist that the direct equivalent to "narcotraficante" is "drug trafficker".

"Drug barons" or "drug lords" are usually translated as "los reyes de la droga", and they are usually the heads of the organization they are members of; while "drug cartels" refer to illegal groups or companies rather than to the individual implied in the term "narcotraficante". Cheerio.

Fabian Horacio Cruz  
Buenos Aires - Argentina  
mailto:fcruz@interserver.com.ar

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-----  
3. Language Institute needed for purchase  
-----

I wish to purchase a share in a private English institute, either in Uruguay (excluding the very expensive area like P. del Este, etc,) or Chile (only in the Osorno/Pto Montt areas).

Please contact me privately at the email number below.

Dick Jones  
Patagonia - ARGENTINA  
mailto:tgassoc@satlink.com

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-----  
4. ABCI Conference Brazil  
-----

A list member without their own email number has asked if anyone knows anything about this years ABCI conference (Brazil). Specifically, when, where and who the organisers might be.

Answers to the list please

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5. BBC World Television  
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If you live in Argentina and have access to Cablevision you can tune into the BBC World Television service (Channel 62). The news coverage is excellent and possibly with greater depth of analysis and insight than rival channel CNN.

But of particular use to teachers of English are the documentaries ('Panorama', 'Horizon', etc) which deal with adult issues in a very comprehensive and stimulating way.

Because the Cablevision programme listings do not always carry enough up to date information on programming schedules you can always try the BBC web site at  
<http://www.bbc.co.uk/schedules/1998/03/06/world.html>  
which has daily information on schedules

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-----  
6. Info rqst: Pinocchio/Beauty and the Beast  
-----

Does anybody know by chance where I can get information about Pinocchio or Beauty and the Beast from?  
'We are about to work on a project on VALUES at school , and we need any kind of material available (critical comments, activities, etc.) Can anybody help me?

María Laura Rossi  
Colegio Lenguas Modernas- Olavarria  
<mailto:mlrossi@satlink.com>

\*\*\*

-----  
7 . RE: BBC World Service on the Internet  
-----

I've been to the site and it's fantastic! Perhaps someone can give us netters a tip on how to save these files? And then we can post the instructions?

Ana Armendáriz  
<mailto:armenda@interactive.com.ar>

\*\*\*

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8. Obtaining files from N&V-L archives  
-----

We now have a number of files available that can be requested by list members. Most of these will be sent as short email messages but are for information that we do not want to clog up the general list.

There are at present only a small number of files available but it is hoped that this number will grow in time.

At present most of these messages deal with administrative matters concerning the N&V-L List and our sister publication, ELT News & Views

If at any time you would like to see a list of these files with information as to how to retrieve them simply send a message to<me@interlink.com.ar> with the subject header:

GET FILELIST

You must type the corresponding command in the subject header (not the body) of the mail. Be careful to type the words exactly as above with only one space between them and no trailing spaces after the second word.

Any variation will trigger an automated error message.

Similarly, if you type the words in the body of the mail and not in the subject header you will receive an error message.

N&V-L List Editor

\*\*\*

end

From ???@??? Mon Mar 09 23:43:25 1998  
Return-Path: <me@interlink.com.ar>  
Received: from [24.232.3.229] by interlink.com.ar with ESMTP (Eudora Internet Mail Server 2.0.1); Mon, 9 Mar 1998 23:40:44 -0300  
X-Sender: me@mail.interlink.com.ar  
Message-Id: <v03130300b127f2634671@[24.232.3.229]>  
Mime-Version: 1.0  
Content-Type: text/plain; charset="us-ascii"  
Date: Mon, 9 Mar 1998 23:36:57 -0300  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 368 - 9 March 1998

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N&V-L Digest 368 - 9 March 1998  
-----

There are 8 messages in this digest.

1. Using CNN news stories
2. Language Institute for sale (Arg)
3. English forever
4. ARTESOL/ICANA
5. Fixing conference dates
6. Post graduate courses in Argentina

7. Meeting at IATEFL Manchester
8. Fulbright Commission

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1. Using CNN news stories  
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A particularly effective sight for ESL reading consisting of edited CNN news stories can be found at:

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They provide the text from a CNN broadcast, a simplified version thereof, as well as an outline and an audio file. They also have exercises that go along with each story: Vocabulary, Select a Word, Multiple Choice, Sequencing, Conclusions, and Show and Tell.

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2, Language Institute for sale (Arg)  
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For sale: Language Institute in San Juan, Argentina. Provincial Ministry of Education recognition, six years old, property lease guaranteed for two years. Going concern.

Enquiries and further information

Ximena Allub  
<mailto:xime.allub@interredes.com.ar>

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List Editor

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What do people on this list think about the idea of forming an ad hoc Cono Sur regional committee that could meet (electronically) and discuss dates of coming conferences well in advance to avoid such clashes.

This may well mean the lion lying with the lamb in some cases but surely that is desirable if it can prevent clashes such as the one mentioned above (or the Argentine mess with the almost concurrent IATEFL conference in Rosario and the FAAPI in San Nicolas a few years back). We could also arrange for those who have organised conferences to pass their experience on to others.

Post your views to the list from around the region and ask friends and colleagues in teachers' associations their views too. Perhaps we can come up with a suggestion that will be to the benefit of all of us.

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Thanks in anticipation and look forward to hearing from you.

Ruth Ryan  
mailto:estebanrc@gala.ub.edu.a

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See you in Manchester

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Thanks for your help.

Rita Aldorino  
Jujuy  
mailto:ritajose@mail.imagine.com.ar

\*\*

end

-----  
N&V-L List - Information Services for English teachers in the Cono Sur  
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|                      |                                       |
|----------------------|---------------------------------------|
| LIST COMMANDS        | General Information.....INFO N&V-L    |
|                      | To Subscribe.....SUB N&V-L            |
|                      | To Unsubscribe..... UNSUB N&V-L       |
| to be written in the | To Post messages.....POST N&V-L       |
| Subject line, please | Help and queries.....HELP N&V-L       |
|                      | Change email address.....UPDATE N&V-L |
|                      | Downloadable files ..... GET FILELIST |

-----  
ELT News & Views

Uruguay 782-3

(1015) Capital Federal

Buenos Aires

Argentina

List Editor: Martin Eayrs

mailto:me@interlink.com.ar

Fax: (54) 1 375-3944

Tel: (54) 1 371-7705  
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From: me@interlink.com.ar  
Subject: N&V-L Digest 368 - 9 March 1998  
Cc:  
Bcc: aaN&Vlistserv  
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mailto:ritajose@mail.imagine.com.ar

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From: ???@??? Wed Mar 11 01:44:32 1998  
Return-Path: <me@interlink.com.ar>  
Received: from [24.232.3.229] by interlink.com.ar with ESMTTP (Eudora Internet Mail Server 2.0.1); Wed, 11 Mar 1998 01:34:20 -0300  
X-Sender: me@mail.interlink.com.ar  
Message-Id: <v03130306b12a57d0c0ba@[24.232.3.229]>  
Mime-Version: 1.0  
Content-Type: text/plain  
Date: Wed, 11 Mar 1998 01:33:31 -0300  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 368 - 11 March 1998

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3. Scholarships for Business English Teachers
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8. Teaching position wanted

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I can provide the address and telephone numbers:

Comision Fulbright

Mon, Wed and Fri 2pm - 5pm  
Tue and Thu 9am - 12am

Viamonte 1653 - 2° Piso  
1055 Buenos Aires  
Tel. (01) 811-1494/814-3561/3562  
mailto:guest@fulb-ba.satlink.net

This other address may be useful:

ICANA - Oficina de la Consejera Estudiantil  
Maipú 672  
1006 Buenos Aires  
Tel (1) 322-3855/4557/4971  
mailto:icana%eze8a@itinet.net (I've never used it. Please check)

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Elizalde Producciones SRL  
Azcuénaga 1420 - PB "C"  
1115 Capital Federal  
Tel. (01) 825-6451  
Fax: (01) 318-6413

Mon thru Fri 3 pm - 6pm

Graciela Moyno  
mailto:gmoyano@tournet.com.ar

Thanks to several other list members who also posted the same  
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Mike Potter  
Director - British Council,  
Buenos Aires - Argentina  
mailto:MPotter@britcoun.int.ar

\*\*\*

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Litty Mora  
mailto:plmora@impsat1.com.ar

\*\*\*

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Graciela Moyno  
mailto:gmoyano@tournet.com.ar

\*\*\*

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Thank you.  
Best Regards  
Cristina

Maria Cristina Araujo  
Teacher of English  
mailto:connie@sion.com

\*\*\*

-----  
6. email exchanges  
-----

I'd like to know any Internet Address (or page) which deal with email exchange between students from different countries. Last year I had a wonderful experience with a Uruguayan colleague and since my students enjoyed the project so much I'd like to repeat the experience either with her or/and any other teachers from different parts of the World,  
If you feel you can help me, please email me. Thanks

Graciela Louzán  
mailto:cgrace@cvtci.com.ar

-----  
7. A shared message  
-----

Yesterday I got this wonderful message from an American friend of mine, as I liked it so much I'd like to share it with you and other colleagues. Hope you'll enjoy it as much as I did.



> >Subject: You Have Two Choices  
> >  
> > Jerry was the kind of guy you love to hate. He was always in a good  
> >mood and always had something positive to say. When someone would ask  
> >him how he was doing, he would reply, "If I were any better, I would  
> >be twins!"  
> >  
> >He was a unique manager because he had several waiters who had  
> >followed him around from restaurant to restaurant. The reason the  
> >waiters followed Jerry was because of his attitude. He was a natural  
> >motivator. If an employee was having a bad day, Jerry was there  
> >telling the employee how to look on the positive side of the  
> >situation.  
> >  
> >Seeing this style really made me curious, so one day I went up to  
> >Jerry and asked him, "I don't get it! You can't be a positive person  
> >all of the time. How do you do it?"  
> >  
> >Jerry replied, "Each morning I wake up and say to myself, Jerry, you  
> >have two choices today. You can choose to be in a good mood or you  
> >can choose to be in a bad mood.' I choose to be in a good mood. Each  
> >time something bad happens, I can choose to be a victim or I can  
> >choose to learn from it. I choose to learn from it. Every time  
> >someone comes to me complaining, I can choose to accept their  
> >complaining or I can point out the positive side of life. I choose  
> >the positive side of life."  
> >  
> >"Yeah, right, it's not that easy," I protested.  
> >  
> >"Yes it is," Jerry said. "Life is all about choices. When you cut away  
> >all the junk, every situation is a choice. You choose how you react  
> >to situations. You choose how people will affect your mood. You  
> >choose to be in a good mood or bad mood. The bottom line: It's your  
> >choice how you live life."  
> >  
> >I reflected on what Jerry said.  
> >  
> >Soon thereafter, I left the restaurant industry to start my own  
> >business.  
> >We lost touch, but often thought about him when I made a choice about  
> >life instead of reacting to it.  
> >  
> > Several years later, I heard that Jerry did something you are never  
> >supposed to do in a restaurant business: he left the back door open  
> >one morning and was held up at gunpoint by three armed robbers.  
> >While trying to open the safe, his hand, shaking from nervousness,  
> >slipped off the combination. The robbers panicked and shot him.  
> >Luckily, Jerry was found relatively quickly and rushed to the local  
> >trauma center. After 18 hours of surgery and weeks of intensive care,  
> >Jerry was released from the hospital with fragments of the bullets  
> >still in his body.  
> >  
> >I saw Jerry about six months after the accident.  
> >When I asked him how he was, he said, "If I were any better, I'd be  
> >twins. Wanna see my scars?"  
> >  
> >I declined to see his wounds, but did ask him what had gone through  
> >his mind as the robbery took place.  
> >  
> >"The first thing that went through my mind was that I should  
> >have locked the back door," Jerry replied. "Then, as I lay on the

> >floor, I remembered that I had two choices: I could choose to live,  
> >or I could choose to die. I chose to live.  
> >  
> >"Weren't you scared? Did you lose consciousness?" I asked.  
> >  
> >Jerry continued, "The paramedics were great. They kept telling me I  
> >was going to be fine. But when they wheeled me into the emergency  
> >room and I saw the expressions on the faces of the doctors and  
> >nurses, I got really scared.. In their eyes, I read, 'He's a dead  
> >man. " I knew I needed to take action."  
> >  
> >"What did you do?" I asked.  
> >"Well, there was a big, burly nurse shouting questions at me," said  
> >Jerry. "She asked if I was allergic to anything. 'Yes,' I replied.  
> >The doctors and nurses stopped working as they waited for my reply.  
> >I took a deep breath and yelled, 'Bullets!' Over their laughter, I  
> >told them, 'I am choosing to live. Operate on me as if I am alive,  
> >not dead."  
> >  
> >Jerry lived thanks to the skill of his doctors, but also because of  
> >his amazing attitude. I learned from him that every day we have the  
> >choice to live fully. Attitude, after all, is everything.  
> >  
> >You have 2 choices now:  
> >  
> >1. Save or delete this mail from your mail box, or  
> >2. Forward it to people you care about.  
> >  
> >Hope you will choose No. 2.  
> >

Graciela Louzán  
mailto:cgrace@cvtci.com.ar

\*\*\*

-----  
8. Teaching position wanted  
-----

Hi, I wonder if you knew of any organizations that want English Teachers.

If so, please let me know.

My name is Kristine

mailto:kgyulbudagyan@miis.edu

end

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N&V-L List - Information Services for English teachers in the Cono Sur  
-----

|                      |                                       |
|----------------------|---------------------------------------|
| LIST COMMANDS        | General Information.....INFO N&V-L    |
| to be written in the | To Subscribe.....SUB N&V-L            |
| Subject line, please | To Unsubscribe..... UNSUB N&V-L       |
|                      | To Post messages.....POST N&V-L       |
|                      | Help and queries.....HELP N&V-L       |
|                      | Change email address.....UPDATE N&V-L |

Downloadable files ..... GET FILELIST

ELT News &amp; Views

List Editor: Martin Eayrs

Uruguay 782-3

(1015) Capital Federal

mailto:me@interlink.com.ar

Buenos Aires

Fax: (54) 1 375-3944

Argentina

Tel: (54) 1 371-7705

From ???@??? Wed Mar 11 01:33:31 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 368 - 11 March 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v03130306b12a57d0c0ba@[24.232.3.229]>

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-----  
I'd like to know any Internet Address (or page) which deal with email exchange between students from different countries.  
Last year I had a wonderful experience with a Uruguayan colleague and since my students enjoyed the project so much I'd like to repeat the experience either with her or/and any other teachers from different parts of the World,  
If you feel you can help me, please email me. Thanks

Graciela Louzán  
mailto:cgrace@cvtci.com.ar

-----  
7. A shared message  
-----

Yesterday I got this wonderful message from an American friend of mine, as I liked it so much I'd like to share it with you and other colleagues.  
Hope you'll enjoy it as much as I did.

> >Subject: You Have Two Choices  
> >  
> > Jerry was the kind of guy you love to hate. He was always in a good  
> >mood and always had something positive to say. When someone would ask  
> >him how he was doing, he would reply, "If I were any better, I would  
> >be twins!"  
> >  
> >He was a unique manager because he had several waiters who had  
> >followed him around from restaurant to restaurant. The reason the  
> >waiters followed Jerry was because of his attitude. He was a natural  
> >motivator. If an employee was having a bad day, Jerry was there  
> >telling the employee how to look on the positive side of the  
> >situation.  
> >  
> >Seeing this style really made me curious, so one day I went up to  
> >Jerry and asked him, "I don't get it! You can't be a positive person  
> >all of the time. How do you do it?"  
> >  
> >Jerry replied, "Each morning I wake up and say to myself, Jerry, you  
> >have two choices today. You can choose to be in a good mood or you  
> >can choose to be in a bad mood.' I choose to be in a good mood. Each  
> >time something bad happens, I can choose to be a victim or I can  
> >choose to learn from it. I choose to learn from it. Every time  
> >someone comes to me complaining, I can choose to accept their  
> >complaining or I can point out the positive side of life. I choose  
> >the positive side of life."  
> >  
> >"Yeah, right, it's not that easy," I protested.  
> >  
> >"Yes it is," Jerry said. "Life is all about choices. When you cut away  
> >all the junk, every situation is a choice. You choose how you react  
> >to situations. You choose how people will affect your mood. You  
> >choose to be in a good mood or bad mood. The bottom line: It's your  
> >choice how you live life."  
> >  
> >I reflected on what Jerry said.  
> >  
> >Soon thereafter, I left the restaurant industry to start my own  
> >business.

> >We lost touch, but often thought about him when I made a choice about  
> >life instead of reacting to it.  
> >  
> > Several years later, I heard that Jerry did something you are never  
> >supposed to do in a restaurant business: he left the back door open  
> >one morning and was held up at gunpoint by three armed robbers.  
> >While trying to open the safe, his hand, shaking from nervousness,  
> >slipped off the combination. The robbers panicked and shot him.  
> >Luckily, Jerry was found relatively quickly and rushed to the local  
> >trauma center. After 18 hours of surgery and weeks of intensive care,  
> >Jerry was released from the hospital with fragments of the bullets  
> >still in his body.  
> >  
> >I saw Jerry about six months after the accident.  
> >When I asked him how he was, he said, "If I were any better, I'd be  
> >twins. Wanna see my scars?"  
> >  
> >I declined to see his wounds, but did ask him what had gone through  
> >his mind as the robbery took place.  
> >  
> >"The first thing that went through my mind was that I should  
> >have locked the back door," Jerry replied. "Then, as I lay on the  
> >floor, I remembered that I had two choices: I could choose to live,  
> >or I could choose to die. I chose to live.  
> >  
> >"Weren't you scared? Did you lose consciousness?" I asked.  
> >  
> >Jerry continued, "The paramedics were great. They kept telling me I  
> >was going to be fine. But when they wheeled me into the emergency  
> >room and I saw the expressions on the faces of the doctors and  
> >nurses, I got really scared.. In their eyes, I read, 'He's a dead  
> >man. " I knew I needed to take action."  
> >  
> >"What did you do?" I asked.  
> >"Well, there was a big, burly nurse shouting questions at me," said  
> >Jerry. "She asked if I was allergic to anything. 'Yes,' I replied.  
> >The doctors and nurses stopped working as they waited for my reply.  
> >I took a deep breath and yelled, 'Bullets!' Over their laughter, I  
> >told them, 'I am choosing to live. Operate on me as if I am alive,  
> >not dead."  
> >  
> >Jerry lived thanks to the skill of his doctors, but also because of  
> >his amazing attitude. I learned from him that every day we have the  
> >choice to live fully. Attitude, after all, is everything.  
> >  
> >You have 2 choices now:  
> >  
> >1. Save or delete this mail from your mail box, or  
> >2. Forward it to people you care about.  
> >  
> >Hope you will choose No. 2.  
> >

Graciela Louzán  
mailto:cgrace@cvtci.com.ar

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-----  
8. Teaching position wanted  
-----

Hi, I wonder if you knew of any organizations that want English Teachers.

If so, please let me know.

My name is Kristine

mailto:kgyulbudagyan@miis.edu

end

From ???@??? Sun Mar 15 07:14:59 1998

Return-Path: <me@interlink.com.ar>

Received: from [24.232.3.229] by interlink.com.ar with ESMTTP (Eudora Internet

Mail Server 2.0.1); Sun, 15 Mar 1998 07:13:25 -0300

X-Sender: me@mail.interlink.com.ar

Message-Id: <v03130305b12c481361ae@[24.232.3.229]>

Mime-Version: 1.0

Content-Type: text/plain

Date: Sun, 15 Mar 1998 07:12:16 -0300

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 370 - 15 March 1998

"I disapprove of what you say, but I shall defend to the  
death your right to say it"

Attributed to Voltaire

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N&V-L Digest 370 - 15 March 1998  
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1. N&V-L list members meeting at IATEFL Manchester
2. Dictionary/Languages shortcut
3. IATEFL Chile Conference
4. British Council at the Buenos Aires International Bookfair
5. Fwdded message from TESL-L (by request)
6. Search engines
7. Fulbright and Visiting International Faculty Program
8. The Foreign Languages Project at the 1998 Book Fair

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\*\*\*

-----  
2. Dictionary/Languages shortcut  
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Try this mama of every aspect of words and languages, and you'll probably put a shortcut to it on your desktop.

<http://www.bucknell.edu/~rbeard/diction.html>

Dictionaries, grammars, linguistics, morphology .... links to more than 400 dictionaries in over 130 languages.

Gleason Sackman  
<mailto:gleason@rrnet.com>

\*\*\*

-----  
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British, American and Chilean top ELT professionals, invited by The British Council, the American Institute and several publishers, have already confirmed their participation. Some of them are: Dave Allan, Director of the Norwich Institute for Language Education in England; Shelagh Rixon, from the Centre for English Language Teacher Education, University of Warwick, England; Dave Willis, Centre for English Language Studies, University of Birmingham; Jack Richards, Teacher Trainer and textbook writer, Cambridge University Press; Liz Oldman, International House, London; Dave Sperling, California State University, USA; Ronald Green, Tel Aviv University, Israel, and many others.

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Attached you will find a registration form which you can photocopy for colleagues who may not have received an invitation. Please, read the form carefully, complete and return it together with your payment. Your registration fee entitles you to the full conference programme, access to all plenaries, talks, workshops, the ELT Resources Exhibition and Sales, lunch and coffee on both days.

IATEFL CHILE 5th INTERNATIONAL CONFERENCE  
22 & 23 MAY 1998 Centro de Convenciones "Diego Portales"

#### CONFERENCE REGISTRATION

|                                 |                                    |
|---------------------------------|------------------------------------|
| Members (Paid up by 31 Dec'97)  | \$13.000                           |
| Non Members (or lapsed members) | \$17.000 payment before 31st March |
|                                 | \$20.000 payment before 8th May    |
|                                 | (subject to availability)          |

The registration fee for the conference includes attendance at the conference, annual IATEFL membership for 1998, lunch on Friday and Saturday and coffee breaks.

#### PLEASE REGISTER EARLY

600 places available at the conference. Registration will close on the 8th May.

#### IATEFL Membership

If you are not able to attend the conference but wish to become a member of IATEFL-CHILE for 1998 you can do so by paying the annual membership fee of \$4.000. You will receive the IATEFL newsletter, published three times a year and a reduced fee at any conferences or seminars that are organised. The newsletter will contain material of interest to EFL teachers in Chile.

Registration Form Please write in BLOCK CAPITALS as the information will be used to prepare your certificate of attendance and mailing address. (One form per person, payment may be the total for a group.)

|                                                    |     |    |
|----------------------------------------------------|-----|----|
| Have you previously been a member of IATEFL-CHILE? | Yes | No |
|----------------------------------------------------|-----|----|

|                                             |     |    |
|---------------------------------------------|-----|----|
| Do you require a Certificate of Attendance? | Yes | No |
|---------------------------------------------|-----|----|

Name

|              |     |
|--------------|-----|
| Home Address | Tel |
|--------------|-----|

|        |          |      |   |
|--------|----------|------|---|
| Street | "Comuna" | Town | F |
|--------|----------|------|---|

Institution/School

|         |     |
|---------|-----|
| Address | Tel |
|---------|-----|

|        |           |      |   |
|--------|-----------|------|---|
| Street | "Comuna", | Town | F |
|--------|-----------|------|---|

Address to which correspondence should be sent:- Home ( )

Work ( )

The list of IATEFL members is made available to those publishers and bookshops that support the conference. Through this they hope to provide a better service to teachers of English. If you do not want your name passed on please tick here (...)

Please indicate form of payment.

Paid up member (Subscription paid by 31/12/97) \$13.000

Nonmember (or lapsed 'Members) Up to 3,1/3/98 \$17.000 F-I

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IATEFL Membership 1998 \$4.000 Fl  
(only if not attending the Conference)

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Payment in Person can be made at all Santiago branches of the Inst.Chileno Britanico de Cultura.

Santa Lucia 124, Santiago Centro

Dario Urzoa 1933, Providencia

Av. Americo Vespuclo 631, Las Cbndes

Campo de Deportes 181, Nuhoa.

Registration by post:

Should be sent to

ABSCH General Holley 186-C.

Providencia, Santiago.

Tel 2-232 2053 Fax 2 234 3120

Maria Isabel.Bizama

mailto:misabelb@ctcreuna.cl

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4. British Council at the Buenos Aires International Bookfair  
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British Council presence at the

XXIV Buenos Aires International Bookfair

II Reading Incentives Congress

Prof. Morag Styles, Homerton College, Cambridge

-Children as readers of their own text-

APRIL 17 - 16h30

Registration requested - Cost pesos 30

Contact the Bookfair at fund@libro.satlink.net

Alan Sillitoe and Ruth Fainlight

Lecture on their works

TO BE CONFIRMED

APRIL 27 - 18h00 Ricardo Rojas Auditorium

1st. Conference on Modern Languages -

Day 1 of 3

Prof. David Graddol author of 'The Future of English'

-Which is the way forward for Modern Languages'

MAY 1 - 13h30 Jose Hernandez Auditorium

Day 2 of 3

Prof. Graddol in panel with other overseas speakers

-New Methodologies Focus and strategies. Early learning  
of modern languages-

MAY 2 - 9h00 Jose Hernandez Auditorium

Free of charge but registration strictly requested.

English language has only 80 vacancies for which both ICANA  
and THE BRITISH COUNCIL are registering.

Should you wish to find out more about Prof. Graddol's  
work, The British Council is selling a limited amount of  
his book -cost pesos 30 plus dispatch cost if to be sent by  
mail-

ENGLISH TEACHING THEATRE - Don't miss it this year.

Celebrating UK Day at the Bookfair, the ETT will offer  
their edutainment show

-What's going on-

MAY 1 - 19h00 Leopoldo Lugones Auditorium

The ETT is going to Cordoba, Pergamino, Mendoza and Bahia  
Blanca. For further information, or to have the show at  
your institution, contact [cecilia.fernandez@britcoun.int.ar](mailto:cecilia.fernandez@britcoun.int.ar)

Most of the above lecturers will also offer workshops and  
talks at other venues.

For further information contact [britcoun@britcoun.int.ar](mailto:britcoun@britcoun.int.ar)

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-----  
5. Fwded message from TESL-L (by request)  
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Carey Brooks is looking for responses to the following:

1. What do you most value about your teacher-training (i.e.,  
what is the best/most useful/most practical thing your  
professors taught you) and why?
2. What (if anything) were you unprepared for, or you wish  
someone had taught you more about?

>From those who reply, for comparison purposes, it would also  
be interesting to note the length of your program, and the type  
of credit earned (don't feel obliged to mention names of  
institutions if you don't wish to).

We can carry out a survey on the topic in N-V-L and then post  
results in TESL-L (but someone else'll have to do so: the TES-L  
robot has it in for me and rejects all my messages. I've given

up trying.)

If you reply to the initiator of this survey personally, he'll post a summary to the TESL-L.

His details:

Carey Brooks  
Academic Director,  
Logos International Academy of English  
mailto:careyb@logosESL.com

<http://www.logosESL.com>

Forwarded by Ana Armendáriz  
mailto:armenda@interactive.com.ar

\*\*\*

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6. Search engines  
-----

If you are in need of a really good search engine site, try one of the following:

- a. <http://home.revealed.net/albee/>
- b. <http://www.initium.demon.co.uk/indsrch.htm>
- c. <http://www.askjeeves.com/>

Thee first two should solve most of your search problems. The last one is just fun (and a strange kind of lateral thinking that sometimes works) !!!

Martin Eayrs  
mailto:me@interlink.com.ar

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7. Fulbright and Visiting International Faculty Program  
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Thanks a lot to everybody who sent information about Fulbright ( and even extra info on the subject). It's been very useful. I think the list is doing a fantastic job!... Now, I would like to repeat my request on any possible information about The Visiting International Faculty Program. Is there anyone out there to give me a hint about it? Thanks again ...

Rita Chacón  
mailto:ritajose@mail.imagine.com.ar

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8. The Foreign Languages Project at the 1998 Book Fair

-----  
The Educational Research and Development Unit, the National Teachers' Library coming under the Ministry of Culture and Education together with "El Libro" Foundation are organising the "First International Cycle on the Teaching of Foreign Languages, which will take place on May 1, 2 and 3, from 9:00 to 3:00 p.m., in "Leopoldo Lugones" hall.

Meetings to organise the Cycle started last year in November, and they involved the participation of specialists from the state and private sectors, consulates of the countries of origin of the foreign languages taught in our country, and bi-national institutions (Asociación Argentina de Cultura Inglesa, ICANA, CEB - Centro de Estudios Brasileiros - Alliance Française, Dante Alighieri, Goethe Institut), which promote the different foreign languages and cultures.

As is customary for the Project, participants from each foreign language area discussed several ideas -- creativity was great! -- and produced a single scheme; in addition, each language group appointed a delegate to discuss the proposal with the other colleagues.

The point was to give everyone ample participation while good relations among the foreign languages were kept. It was not difficult at all to achieve this aim.

In that way we devised a structure that includes plenaries, and panel sessions with participation of foreign and national specialists. The main topics involve Sociolinguistics: the role of foreign languages in this globalised world, FL methodology and technology, The Argentinian context will be in charge of provincial curriculum designers, who will inform on the achievements in regional contextualisation.

The Fair will be closed to the general public, and attendance will be free but by invitation. It has been agreed that each sponsoring institution will distribute 80 invitations, the total number being 500. In the case of English Silvia McIver >from the British Council is in charge.

The British Council is bringing David Graddol, author of "The Future of English", published by The English Company, UK, in October 1997. The Council, ESSARP and the Asociación Argentina de Cultura Inglesa have come together to share expenses. All lectures by foreign specialists will have simultaneous interpretation.

The Foreign Languages Team, Silvia Rettaroli in particular, and the Design and Editions Centre of the Educational Research and Development Unit, notably Gabriela Tenner and Fabián Ledesma, are working on the design of a poster session. During those three days we will be giving out brochures and diskettes, in an effort to make the Project known to as many people as possible.

The organisers from "El Libro" Foundation are impressed at the amount of commitment, creativity and endless possibilities stemming from the Foreign Languages Area in general, and let us say that this has been possible in part because of all the consultation meetings that the Educational Research and

Development Unit has organised for the Area. Specialists know each other and have interacted many times before.

We'll be posting the final programme as soon as it is ready.

Ana Armendáriz  
Foreign Languages Coordinator  
Ministerio de Cultura y Educación  
Buenos Aires, Argentina  
mailto:anarmend@mndgdi.gov.ar

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end

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N&V-L List - Information Services for English teachers in the Cono Sur  
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|                      |                                       |
|----------------------|---------------------------------------|
| LIST COMMANDS        | General Information.....INFO N&V-L    |
|                      | To Subscribe.....SUB N&V-L            |
|                      | To Unsubscribe..... UNSUB N&V-L       |
| to be written in the | To Post messages.....POST N&V-L       |
| Subject line, please | Help and queries.....HELP N&V-L       |
|                      | Change email address.....UPDATE N&V-L |
|                      | Downloadable files ..... GET FILELIST |

-----  
ELT News & Views  
Uruguay 782-3  
(1015) Capital Federal  
Buenos Aires  
Argentina

List Editor: Martin Eayrs  
mailto:me@interlink.com.ar  
Fax: (54) 1 375-3944  
Tel: (54) 1 371-7705  
-----

From ???@??? Sun Mar 15 07:12:26 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 370 - 15 March 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v03130305b12c481361ae@[24.232.3.229]>

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| death your right to say it"

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Have you previously been a member of IATF:FL-CHILE?      Yes              No

Do you require a Certificate of Attendance?              Yes              No

Name

Home Address                                              Tel

Street                                              "Comuna"                                              Town                                              F

Institution/School

Address                                              Tel

Street                                              "Comun@,                                              Town                                              F

Address to which correspondence should be sent:-      Home ( )

Work ( )

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Santa Lucia 124, Santiago Centro  
Dario Urzoa 1933, Providencia  
Av. Americo Vespuclo 631, Las Cbndes  
Campo de Deportes 181, Nuhoa.

Registration by post:

Should be sent to  
ABSCH General Holley 186-C.  
Providencia, Santiago.  
Tel 2-232 2053 Fax 2 234 3120

Maria Isabel.Bizama  
mailto:misabelb@ctcreuna.cl

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-----  
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British Council presence at the  
  
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II Reading Incentives Congress  
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-Children as readers of their own text-  
APRIL 17 - 16h30  
Registration requested - Cost pesos 30  
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Alan Sillitoe and Ruth Fainlight  
Lecture on their works  
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-New Methodologies Focus and strategies. Early learning  
of modern languages-  
MAY 2 - 9h00 Jose Hernandez Auditorium

Free of charge but registration strictly requested.  
English language has only 80 vacancies for which both ICANA  
and THE BRITISH COUNCIL are registering.

Should you wish to find out more about Prof. Graddol's  
work, The British Council is selling a limited amount of  
his book -cost pesos 30 plus dispatch cost if to be sent by  
mail-

ENGLISH TEACHING THEATRE - Don't miss it this year.  
Celebrating UK Day at the Bookfair, the ETT will offer  
their edutainment show  
-What's going on-  
MAY 1 - 19h00 Leopoldo Lugones Auditorium  
The ETT is going to Cordoba, Pergamino, Mendoza and Bahia  
Blanca. For further information, or to have the show at  
your institution, contact cecilia.fernandez@britcoun.int.ar

Most of the above lecturers will also offer workshops and  
talks at other venues.

For further information contact britcoun@britcoun.int.ar

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5. Fwded message from TESL-L (by request)  
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Carey Brooks is looking for responses to the following:

1. What do you most value about your teacher-training (i.e., what is the best/most useful/most practical thing your professors taught you) and why?
2. What (if anything) were you unprepared for, or you wish someone had taught you more about?

From those who reply, for comparison purposes, it would also be interesting to note the length of your program, and the type of credit earned (don't feel obliged to mention names of institutions if you don't wish to).

We can carry out a survey on the topic in N-V-L and then post results in TESL-L (but someone else'll have to do so: the TES-L robot has it in for me and rejects all my messages. I've given up trying.)

If you reply to the initiator of this survey personally, he'll post a summary to the TESL-L.

His details:

Carey Brooks  
Academic Director,  
Logos International Academy of English  
mailto:careyb@logosESL.com

<http://www.logosESL.com>

Forwarded by Ana Armendáriz  
mailto:armenda@interactive.com.ar

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6. Search engines  
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If you are in need of a really good search engine site, try one of the following:

- a. <http://home.revealed.net/albee/>
- b. <http://www.initium.demon.co.uk/indsrch.htm>
- c. <http://www.askjeeves.com/>

The first two should solve most of your search problems. The last one is just fun (and a strange kind of lateral thinking that sometimes works) !!!

Martin Eayrs  
mailto:me@interlink.com.ar

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7. Fulbright and Visiting International Faculty Program  
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Thanks a lot to everybody who sent information about Fulbright ( and even extra info on the subject). It's been very useful. I think the list is doing a fantastic job!... Now, I would like to repeat my request on any possible information about The Visiting International Faculty Program. Is there anyone out there to give me a hint about it? Thanks again ...

Rita Chacón  
mailto:ritajose@mail.imagine.com.ar

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8. The Foreign Languages Project at the 1998 Book Fair  
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The Educational Research and Development Unit, the National Teachers' Library coming under the Ministry of Culture and Education together with "El Libro" Foundation are organising the "First International Cycle on the Teaching of Foreign Languages, which will take place on May 1, 2 and 3, from 9:00 to 3:00 p.m., in "Leopoldo Lugones" hall.

Meetings to organise the Cycle started last year in November, and they involved the participation of specialists from the state and private sectors, consulates of the countries of origin of the foreign languages taught in our country, and bi-national institutions (Asociación Argentina de Cultura Inglesa, ICANA, CEB - Centro de Estudos Brasileiros - Alliance Française, Dante Alighieri, Goethe Institut), which promote the different foreign languages and cultures.

As is customary for the Project, participants from each foreign language area discussed several ideas -- creativity was great! -- and produced a single scheme; in addition, each language group appointed a delegate to discuss the proposal with the other colleagues.

The point was to give everyone ample participation while good relations among the foreign languages were kept. It was not difficult at all to achieve this aim.

In that way we devised a structure that includes plenaries, and panel sessions with participation of foreign and national specialists. The main topics involve Sociolinguistics: the role of foreign languages in this globalised world, FL methodology and technology, The Argentinian context will be in charge of provincial curriculum designers, who will inform on the achievements in regional contextualisation.

The Fair will be closed to the general public, and attendance will be free but by invitation. It has been agreed that each sponsoring institution will distribute 80 invitations, the total number being 500. In the case of English Silvia McIver from the British Council is in charge.

The British Council is bringing David Graddol, author of "The Future of English", published by The English Company, UK, in October 1997. The Council, ESSARP and the Asociación Argentina de Cultura Inglesa have come together to share expenses. All lectures by foreign specialists will have simultaneous interpretation.

The Foreign Languages Team, Silvia Rettaroli in particular, and the Design and Editions Centre of the Educational Research and Development Unit, notably Gabriela Tenner and Fabián Ledesma, are working on the design of a poster session. During those three days we will be giving out brochures and diskettes, in an effort to make the Project known to as many people as possible.

The organisers from "El Libro" Foundation are impressed at the amount of commitment, creativity and endless possibilities stemming from the Foreign Languages Area in general, and let us say that this has been possible in part because of all the consultation meetings that the Educational Research and Development Unit has organised for the Area. Specialists know each other and have interacted many times before.

We'll be posting the final programme as soon as it is ready.

Ana Armendáriz  
Foreign Languages Coordinator  
Ministerio de Cultura y Educación  
Buenos Aires, Argentina  
mailto:anarmend@mndgdi.gov.ar

\*\*\*

end

From ???@??? Sun Mar 22 06:24:03 1998  
Return-Path: <me@interlink.com.ar>  
Received: from [24.232.3.229] by interlink.com.ar with ESMTTP (Eudora Internet Mail Server 2.0.1); Tue, 17 Mar 1998 01:12:48 -0300  
X-Sender: me@mail.interlink.com.ar  
Message-Id: <v03130300b13154b7c90f@[24.232.3.229]>  
Mime-Version: 1.0  
Content-Type: text/plain  
Date: Tue, 17 Mar 1998 01:12:07 -0300  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 371 - 17 March 1998  
Status: R

-----  
N&V-L Digest 371 - 17 March 1998  
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There are 3 messages in this digest.

1. Federal Network Credits: Reply to María Cristina Araujo
2. Distance Education Program for Teachers of English ("Inglés a Distancia")
3. Apprehensions: MCyE spending/Ingles a Distancia

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1. Federal Network Credits: Reply to María Cristina Araujo  
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On March 11, María Cristina Araujo wrote

> [...] Last week one of the teachers at school came saying that  
> Omar Villareal was offering a course, a sort of workshop in two or  
> three meetings, and that it gave you some credits as required by the  
> Federal Law of Education; on the other hand I was told by an inspector  
> that only those courses organized by the "Red Federal" can give you  
> credits. Can you please clear this up for me? I don't know what to  
> say to my teachers.

So far the Federal Network of Permanent Teacher Development ("Red Federal de Formación Docente Continua") has not declared English a first priority area, therefore there have been no courses for English by the Federal Network, except some in the City of B.A.

When courses are sponsored by the Federal Network, they're free and materials used by teachers are distributed freely.

There's an open call for teacher training projects which involves all teachers within any one province or the City of BA, both from the state and private sectors.

It is from the headsite ("cabecera") of the Federal Network of any one province or the City of BA that courses are offered publicly, and it is not necessary for the course leader to offer it to a given institution personally.

The Federal Network opens up a competition for candidates to offer courses in accordance with a Syllabus with specific contents as determined at the provincial level. This statement also includes the credits to be awarded .

The credits to be awarded are the Federal Network's decision before the call for competition is opened up.

The competition is effected and the course leaders are assigned to different districts.

The number of courses offered is akin with the number of teachers to be trained and their needs

When a teacher enrolls for a course, they must find out what the identification number assigned to that course is.

There are no courses that will be awarded credits by the Federal Network after being taught, nor is it possible to obtain credits on a given course. Only those courses offered by the Federal Network (which are public and free) will be assigned credits.

It is strongly recommended that teachers SHOULD NOT DESPAIR: the various headsites are well aware of the situation in their province, and will not demand from teachers what has not materialised for multiple reasons. It doesn't really matter that we're approaching the year 2000. If in English training started later, accreditation will take place later.

Further queries would be best sent to this List (N&V-L), so that everyone profits from ideas and clarification.

María Rosa Mariani  
Higher Education Inspector  
Province of Buenos Aires  
mailto:mmariani@ed.gba.gov.ar

-----  
2. Distance Education Program for Teachers of English  
"Inglés a Distancia"  
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To Foreign Languages Provincial Curriculum Designers:

This is a reply to a series of enquiries on your part derived from our contact at several events organized by the Educational Research and Development Unit. These resulted in recurrent requests for information and growing expectation regarding the launching of the new Distance Learning Program for in-service teachers of English.

I would like to thank those of you who submitted information surveys for us to take into consideration when implementing the Program, as well as those of you who sent special provincial teacher training projects for us to assess.

it is my duty to inform that the Dirección Nacional de Formación, Actualización y Perfeccionamiento Docente, whose new Director is Prof. Carlos Palacio, has decided to disactivate the Distance Learning Program, and not to implement the course included in a proposal submitted to the Dirección with its corresponding schedule of activities for 1998 which we submitted in December 1997.

As was stated in a previous communication, this proposal was in accordance with the relevant Federal Agreements ("Acuerdos-Marco"), the new Contents for Foreign Languages and local needs as expressed by provincial curriculum designers and Federal Network headsites,

The present authorities account for this decision by claiming that teacher development is not compatible with the learning of English. In their opinion, teacher training could, if at all, be considered after teachers have acquired a basic level of English, although well-established trends in teacher training point to the simultaneous development of language competence and special skills in language teaching,

It should be noted that such trends, were, however, successfully adopted by the Distance Learning Program in its various



implementations, though it was marked by adverse economic and institutional conditions. The Program did represent a serious attempt to solve the transition and to promote an educational offer considered consistent and feasible with existing national resources by the Team themselves and by those who conceived of it way back 1989.

I regret having encouraged in you expectations that could not become realities. All I can say is that your surprise at this turn of events is also mine, and that I have no power of decision to change the chosen course of action.

Leonor Cozzolino

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As Leonor Cozzolino no longer has her ministry email number responses to this mail, private or for posting, may be directed to <me@interlink.com.ar> for forwarding.

List Editor.

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3. Apprehensions: MCyE spending/Ingles a Distancia  
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It seems to me that the following queries are related:

- a) In a press release by the Ministry of Education (Digest 361) record spending is announced for several specified areas. No mention is made, however, of how the choice of books for sts in 3rd cycle EGB, for example, will be made and who will make the decisions. Granted this may not be the right document to include this data, I wonder whether there is and - if so - whether anybody has access to this information, specifically for English. I feel the rationale for choice can have dramatic effects on "return on investment".
- b) I was disturbed by the posting (Digest 366) about the discontinuation of "Inglés a Distancia" since there is no mention of any alternative program/s that would cater for the same basic need.

Does anybody have any information? I'll be looking forward to any replies.

Mónica Gandolfo  
Instituto Superior de Formación Docente Nro 24. Pcia de Bs As  
UBA, Filosofía y Letras  
mailto:mgandolfo@nscon.com

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end

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N&V-L List - Information Services for English teachers in the Cono Sur

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LIST COMMANDS                                General Information.....INFO N&V-L
To Subscribe.....SUB N&V-L
To Unsubscribe..... UNSUB N&V-L
to be written in the                        To Post messages.....POST N&V-L
Subject line, please                       Help and queries.....HELP N&V-L
Change email address.....UPDATE N&V-L
Downloadable files ..... GET FILELIST
-----
ELT News & Views                            List Editor: Martin Eayrs
Uruguay 782-3
(1015) Capital Federal                     mailto:me@interlink.com.ar
Buenos Aires                             Fax: (54) 1 375-3944
Argentina                                Tel: (54) 1 371-7705
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From ???@??? Sun Mar 22 06:26:05 1998  
Return-Path: <me@interlink.com.ar>  
Received: from [24.232.3.229] by interlink.com.ar with ESMTP (Eudora  
Internet  
Mail Server 2.0.1); Fri, 20 Mar 1998 00:24:43 -0300  
X-Sender: me@mail.interlink.com.ar (Unverified)  
Message-Id: <v04003a03b136be96678b@[24.232.3.229]>  
Mime-Version: 1.0  
Content-Type: text/plain  
Date: Fri, 20 Mar 1998 00:24:11 -0300  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 372 - 19 March 1998  
Status: R

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N&V-L Digest 372 - 19 March 1998  
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There are 6 messages in this digest.

1. What's happening with the Distance Learning Project ?
2. Foreign Languages Project: Programme for Book Fair
3. English Literature resources for Primary teaching
4. I thought fellow list members might enjoy this ...
5. New listserv: Research on Bilingualism
6. Apologies

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1. What's happening with the Distance Learning Project ? -----  
-----

In tune with Monica Gandolfo's message (Digest 371 - 17  
March 3b) I would also be grateful for any information  
regarding this issue. FAAPI is holding its Annual Meeting  
in Córdoba next 28 March and, undoubtedly, colleagues from  
different places in the country attending the meeting  
will ask about this issue. I would like to be able to  
provide them with information on the subject.

Thank you very much.

Cristina Grondona White  
President FAAPI  
mailto:mcthom@einstein.com.ar

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2. Foreign Languages Project: Programme for Book Fair 1998  
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FIRST INTERNATIONAL CYCLE OF FL TEACHING

Tentative Schedule

Sponsored by: Alianza Francesa, Asociación Argentina de Cultura Inglesa, Asociación Dante Alighieri, Biblioteca Nacional del Maestro, DICIFRAN, Dirección General de Investigación y Desarrollo Educativo, ESSARP, Fundación Centro de Estudios Brasileños, ICANA, Instituto Goethe, Instituto Italiano de Cultura, Servicio Cultural Embajada de Francia, The British Council, Universidad de Caxias do Sul.

-----  
Friday, May 1st  
-----

8.30: .....(Registration)

9.00: Opening by Manuel García Solá (Secretary of the Education Programme in the Argentine Republic), Cecilia Braslavsky (General Director of Investigation and Development): Graciela Perrone (Head of the Teachers, National Library); Diana Repetto, Isay Klasse (President of the Educational Committee).

10.00 to 11.45: Jose Hernandez Lecture Hall.

Board 1: SOCIOLINGUISTICS:

Where are the foreign languages heading for? Consequences of the globalisation, technological advances, regional economic deals, borderless frontiers, migration processes and means of communication.

Alberto Asor Rosa (Italy) and Normelio Zanotto (Brazil)

11.45-12.30: José Hernandez Lecture Hall

Panelists:

Cristina Diaz (German)

Zulema Carrega (French)

Patricia Franzoni (Portuguese)

Ana M. Armendariz (English)

Alejandro Patat (Italian)

12.30: Lunch break

13.30-15.15: Jose Hernandez Lecture Hall

Board 2: SOCIOLINGUISTICS Where are the foreign languages heading for? Consequences: globalization, technological advances, regional economic deals, borderless frontiers, migration processes and the means of communication.

Claude Hagège (France) and David Graddol (Great Britain)

15.15-16.00: Jose Hernandez Lecture Hall

Panelists

Cristina Diaz (German)

Zulema Carrega (French)

Monica Marinakis (English)

Maria Jose Otero (Latin Union)

Helena Alapin (Italian)

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Saturday, May 2nd  
-----

Board 3: METHODOLOGY. New trends in methodology: approaches and strategies. FL teaching at the early stages.

Dominique Groux (France), David Graddol (Great Britain),

Claude Hagège (France)

12.00-12.45:

Panelists

Matilde Obermuller (German)

Estela Klett (French)

Valneide L. Azpiroz (Portuguese)

Mónica Gandolfo (English)

Analía Soria (Italian)

12.45: Lunch break

13.30-15.15: Jose Hernandez Lecture Hall

Board 4: TECHNOLOGY: The impact of technology on the teaching of foreign languages. Technology as a tool for the teaching of foreign languages. The need for FL learning in society permanently modified by technology.

Bernd Rüschoff (Germany) and Bernard Moreau (France)

15.15-16.00

Panelists

Adriana Cortese de Fredda (French)

Mónica Reggini (English)

Martin Eayrs (English)

Claudio Daniele (Italian)

-----  
Sunday, May 3rd  
-----

9.00-10.45: Jose Hernandez Lecture Hall.

Board 5: CURRICULUM. Learning a Foreign Language at the Early Stages.

Dominique Groux (France), Francesco Sabatini (Italy),

Regina Silveira (Brazil)

11.00-12.15: José Hernandez Lecture Hall

Board 6: The implementation of the Foreign Languages Project in Argentina.

Provincial Curriculum Designers.

12.15-13.00: José Hernandez Lecture Hall.

Panelists:

Patricia Göthard (German)  
Susan Gurovich (French)  
Gabriela Gasquet (Italian)  
Marco Antonio Rodriguez (Portuguese)

13.00-13.30: Closing session

-----  
Poster Session  
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Foreign Languages Team, Editions Centre,  
Educational Research and Development Unit, Ministry of  
Culture and Education

Silvia Rettaroli  
Foreign Languages Team  
Ministry of Culture and Education  
mailto:rettasil@sminter.com.ar

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3. English Literature resources for Primary teaching  
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This is a question on behalf of a teacher trainer in  
Literature who is not a list member. Does anyone know  
of material / resources that can be used to integrate  
the teaching of English Literature to the teaching of  
Language to primary school children? How can Literature  
be dealt with in the classroom, without it being just a  
poem recitation, for instance? How can it be made  
enjoyable and useful?

Please, mail to:

Monica Lorenzo de Magoia  
Bo. Vuriloche 4 - Casa 50 - Calle Mange  
C.C. 961, 8400 S.C. de Bariloche (Rio Negro)  
Republica Argentina  
TE +54 (944) 21688  
mailto:monicalm@bariloche.com.ar

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4. I thought fellow list members might enjoy this ...  
-----

"If You Can"

- \* If you can start the day without caffeine,
- \* If you can always be cheerful, ignoring aches and  
pains,
- \* If you can resist complaining and boring people with  
your troubles,
- \* If you can eat the same food everyday and be grateful  
for it,
- \* If you can understand when your loved ones are too busy  
to give you any time,

- \* If you can overlook it when those you love take their troubles out on you,
- \* If you can take criticism and blame without resentment,
- \* If you can ignore a friend's limited education and never correct him,
- \* If you can resist treating a rich friend better than a poor friend,
- \* If you can face the world without lies and deceit,
- \* If you can relax without liquor,
- \* If you can say that deep in your heart you have no prejudice against creed, colour, religion or politics . . .

Then, my friend, you are almost as good as your dog.

Cheers! : )

Cristina Gallo  
 Instituto Neuquino del  
 Profesorado en Ingles  
 Neuquen, Argentina  
 mailto:cgm@teletel.com.ar

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 5. New listserv: Research on Bilingualism  
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I'm forwarding this message from SLART-L, announcing a new listserv: BILING, Forum for Discussion of Research on Bilingualism and Bilingual Education

The list will serve as a forum for the discussion of research on the linguistic, psycholinguistic, sociolinguistic, psychological, neurological, and related issues which emerge from bilingual or multilingual language contact, as well as discussion of research on issues in curriculum, pedagogy, and policy as they relate to bilingual or multilingual populations.

The listserv is run by the Center for Bilingual Education and Research of the Arizona State University, and is the official listserv of the Bilingual SIG of the American Educational Research Association (AERA). It is "co-owned" by Josué González (<josue@asu.edu>) of Arizona State University, Jeff MacSwan (<macswan@ucla.edu>) of UCLA, and Toni Griego-Jones of the University of Arizona.

To join the BILING Listserv, send an email note to listserv@asu.edu and make the one-line contents read as follows:

sub biling first-name last-name

For example,

sub biling Juan Lopez

If you have trouble getting on, send email to Jeff MacSwan at <macswan@ucla.edu> or Josué González at <josue@asu.edu>.

Ana Armendariz  
mailto:armenda@interactive.com.ar

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6. Apologies  
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Yesterday I had a telephone conversation with Omar Villareal who told me about the courses he is giving. They are 30 hour courses and teachers get "puntaje", not "creditos".

It was not my intention to cast doubt on Omar's honesty, I just wanted to find an answer to a question that is at this moment common among teachers. If Omar felt himself hurt, I apologise, I didn't mean it.

Maria Cristina Araujo  
Teacher of English  
mailto:connie@sion.com

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end

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N&V-L List - Information Services for English teachers in the Cono Sur  
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|                      |                                       |
|----------------------|---------------------------------------|
| LIST COMMANDS        | General Information.....INFO N&V-L    |
|                      | To Subscribe.....SUB N&V-L            |
|                      | To Unsubscribe..... UNSUB N&V-L       |
| to be written in the | To Post messages.....POST N&V-L       |
| Subject line, please | Help and queries.....HELP N&V-L       |
|                      | Change email address.....UPDATE N&V-L |
|                      | Downloadable files ..... GET FILELIST |

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ELT News & Views

Uruguay 782-3

(1015) Capital Federal

Buenos Aires

Argentina

List Editor: Martin Eayrs

mailto:me@interlink.com.ar

Fax: (54) 1 375-3944

Tel: (54) 1 371-7705  
-----

From ???@??? Tue Mar 24 23:47:52 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04003a01b13da2952f9e@[24.232.3.229]>

-----  
N&V-L Housekeeping Message  
-----

Due to a software problem the email preferences and

extensions files on the hard disk we use to process N&V-L have been corrupted and have had to be restored from back-up copies.

This means we have lost several days mail traffic and have no way of replacing it.

We have also lost all our automated response facility and all new subscriptions within this period.

If you have sent postings or requests in the last six days or so and have received no reply the best thing would be to send them in again.

We hope to get the service up and running in a couple of days. Apologies to all concerned.

List Editor

From ???@??? Sun Mar 29 10:42:04 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 373 - 29 March 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04003a03b13ec1b6efb0@[24.232.3.229]>

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N&V-L Digest 373 - 29 March 1998  
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There are 5 messages in this digest.

1. Housekeeping message
2. VI Latin American ESP Colloquium - Call for Papers
3. St.Paul's reply to M.C. Araujo
4. ELT News & Views June 1998 issue
5. HELP on GET commands

-----  
1. N&V-L Housekeeping Message  
-----

Due to a software problem the email preferences and extensions files on the hard disk we use to process N&V-L have been corrupted and have had to be restored from back-up copies.

This means we have lost many day's mail traffic and have no way of replacing this.

We have also lost all our automated response facility and all new subscriptions within this period.

If you have sent postings or requests in the last six days or so and have received no reply the best thing would be to send them in again.

The service is now totally restored (fingers crossed)



and we look forward to hearing from you. Apologies to all concerned.

-----  
2. VI Latin American ESP Colloquium - Call for Papers  
-----

UNIVERSIDAD NACIONAL DE CATAMARCA  
Secretaria de Ciencia y Tecnologia  
Facultad de Ciencias Agrarias  
VI Latin American ESP Colloquium

Second Call for Papers

The National University of Catamarca will hold the VI LATIN AMERICAN ESP (English for Specific Purposes) COLLOQUIUM in Catamarca, Argentina, from 12 to 16 October 1998, with the support of the British Council among other institutions.

Following the tradition of the five previous events, it will be conducted in the form of a colloquium, and participation will be subject to presentation of papers. The papers to be presented will be selected by experts in ESP research and they should be the result of qualitative and/or quantitative scientific research, or they should refer to issues of theoretical and/or methodological interest. The presentation of mere descriptive reports of course organization or personal classroom experience will not be considered relevant.

For the first time, the Colloquium will be opened to research carried out in other languages, provided the presentation is in English. Persons interested are hereby invited to submit the Proposal Form, no later than April 30th (postmark or e-mail). The abstract as well as the summary should include the background, objective(s), methods, results, and conclusion(s) of the research.

Proposed topics for scientific contribution in the field of Language for Academic Purposes and Language for Science and Technology:

- Scientific discourse analysis
- Teaching- learning strategies
- Needs analysis and course design
- Language teaching and training
- Evaluation
- Research techniques in language learning

Mail to:

Lidia Aguirre de Quevedo  
Facultad de Cs. Agrarias  
Av. Belgrano y M. Quiroga  
Universidad Nac. de Catamarca  
(4700) Catamarca - Argentina

Fax: 54 - 833 - 30504  
54 - 833 - 30225  
54 - 833 - 31180

E-mail: ingles@fcasuser.unca.edu.ar  
event@catam.unca.edu.ar

Please forward this message to all people interested  
in this subject included those who work with other  
languages, not only English  
Lidia Aguirre de Quevedo and Graciela Llopis de Segura  
( Colloquium Coordinators)

Please print out this proposal form  
-----

PROPOSAL FORM

VI Latin American ESP Colloquium - Catamarca, Argentina.  
October 12-16, 1998.

Name of presenter(s):

Mailing Address:

E-mail address:

Phone:

Fax:

Title of presentation:

Area of interest (tick one):

- Scientific discourse analysis
- Teaching - learning strategies
- Needs analysis and course design
- Language teaching and training
- Evaluation
- Research techniques in language learning
- Other (specify)

Abstract ( maximum one page single-spaced for evaluation)

Summary ( maximum 150 words for inclusion in program)

Biodata of person(s) presenting for inclusion in program

Lidia Aguirre de Quevedo  
Universidad Nac. de Catamarca  
Fax: 54 - 833 - 30504  
mailto:ingles@fcasuser.unca.edu.ar

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-----  
3. St.Paul's reply to M.C. Araujo  
-----

Concerning Maria C. Araujo's request for help to clarify the  
credits issue in Teacher Development courses (this List, March 11)  
and since I get mentioned in her communication as offering "...a  
course, sort of workshop in two or three meetings (which) gave  
you some credits as required by the Federal Law of Education" I  
felt it was my obligation to state the following :

(1) When M.C.Araujo writes "...Omar Villarreal was offering a

course", I assume she means one of the courses offered by Instituto Superior de Investigaciones Pedagógicas "San Pablo" (St. Paul's for short). St. Paul's is a Teacher Development Centre that I own and which is situated in Lomas the Zamora, serving mainly, but not exclusively, the teacher population of Southern Greater Buenos Aires (an area we share with M. Cristina). St. Paul's is the only institution in the area devoted solely to Teacher Development and the only FREE Resources Centre and specialized Library in the whole area. St. Paul's was founded in 1993 and was immediately registered in, the now extinct, SNEP under number 9237/93.

(2) St. Paul's is a member of the Federal Network of Continuing Teacher Education and is duly registered under number D 1 - 000013 in the Provincia de Buenos Aires headsite. St. Paul's has taken part in the 1996 competition and was assigned a number of districts. During 1997 St. Paul's ran courses in those districts and issued certificates for the number of credits assigned by the provincial headsite of the Federal Network. Those certificates that bear my signature as director of St. Paul's are official and perfectly valid since the courses have been inspected by the Network supervisor who made the most positive remarks about our work. It is worth noticing that none of those courses were devoted to the Area of Foreign Languages. During 1997 I also conducted personally the whole of the "capacitación docente" for teachers of English for the Federal Network headsite Provincia de La Rioja. The Provincia de Buenos Aires headsite did not open up the competition for the 1998 courses as the new parameters, to the best of my ken, are still under study.

(3) St. Paul's has NEVER advertised by any means courses with credits from the Federal Network in the Area of Foreign Languages simply because THESE CREDITS DO NOT EXIST at the moment. I would like to call your attention to our last newsletter published in February 1998 (as this presumably is the newsletter that M. Cristina's friend read and that started all this). This newsletter advertises a total of seven courses plus two publishers' presentations. Some of these courses comply with the requirements of DIEGEP and have already got "dictamen aprobatorio y reconocimiento de puntaje" by "Comisión de Títulos de la Dirección General de Escuelas". These courses were advertised as follows: This course bears official recognition from Dirección General de Escuelas de la Provincia de Buenos Aires and "puntaje" for a total of 46 periods. Notice we used the word "puntaje" in plain Spanish to avoid confusion. We NEVER used the words "credits" or "Red Federal". Furthermore I would like to refer you to the institutional publicity we published in ELT NEWS AND VIEWS March 1997 for a number of courses I taught in Provincia de Buenos Aires and the other provinces. Some of those courses were referred to as "will bear official recognition from the provincial Ministries of Education"... and they DID have official recognition. The official documents to this effect as well as ALL our publicity (including that published in many newspapers around the country) are filed at St. Paul's and are at the disposal of anyone who should wish to consult them.

I have already talked to Ms Araujo and she has presented her apologies in private to me and I truly believe she did not mean to put my reputation and that of St. Paul's at stake. She has promised to write to the List in the light of the new evidence

she collected.

One final word in this already long communication to thank my colleagues from different parts of the country and my friends from the publishing firms in B.A. that have phoned me to express their concern about this most unfortunate situation.

Omar Villarreal  
St.Paul's Institute of Research in Education  
Italia 47 - First Floor "2" - Lomas de Zamora  
telefax: 01- 292 8115 / 292-2808  
mailto:stpauls@pinos.com

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4. ELT News & Views June 1998 issue  
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We are now receiving contributions for our June 1998 issue of ELT News & Views. The Special supplement will be on "Teaching Writing Skills" although space is as always available in our main magazine for articles relating to Internet & Information Technology, Language, Translation, Education and general ELT issues.

The final date for receiving these or other information (news, book reviews, events for our ELT Calendar, etc) will be 20 May 1998.

The following GET commands will provide more information for those interested in contributing articles or taking out advertising in our June issue.

GET RATECARD.....details of current advertising rates in ELT News  
& Views

GET STYLEGUIDE...details of how to contribute articles to ELT  
News & Views

GET ELTN&VINFO ..General information about ELT News & Views

List Editor

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5. HELP on GET commands  
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If you have not ordered files from us before please read the following information about GET commands carefully.

You must type the corresponding command in the subject header (not the body) of the mail. Be careful to type the words EXACTLY as needed. Any variation will trigger an automated error response.

Imagine you want to get a file called DOC.

What you type should look like this  
(without the inverted commas)

"GET DOC"

As spaces are not usually visible this is not always easy to spot. Common Errors are

- |                                              |            |
|----------------------------------------------|------------|
| 1. space before first word                   | " GET DOC" |
| 2. more than one space between the two words | "GET  DOC" |
| 3. Space after the second word               | "GET DOC " |

Other mistakes include:

4. typing the wrong word or spelling it wrong.

E.g. "GET N&V DOC", "GET DOC N&V", GET-DOC", etc.

5. Typing the instruction in the body of mail, not the subject header. Our automated response mechanism does not read the body message unless it is a HELP message.

If you do any of these things you will receive an error message. This will probably annoy you, for which we apologise in advance, but the idea is to save time and provide a more efficient service to list members.

As always, a message with the subject header 'HELP N&V-L' is guaranteed to get a personal response from the list editor, although not always immediately as from time to time he may be away.

\*\*\*

end

From ???@??? Fri Apr 03 22:18:48 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 374 - 3 April 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04003a02b147541ac429@[24.232.3.229]>

-----  
N&V-L Digest 374 - 3 April 1998  
-----

There are 6 messages in this digest.

1. Second Patagonian EFL Teachers' Conference
2. N&V-L at IATEFL Manchester
3. Teacher training course wanted
4. Ministry of Culture and Education Scholarships
5. The Grape Vine and perlocutionary sequels:  
a reply to Omar Villarreal
6. Temporary Work Contract Sought

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- 1. Second Patagonian EFL Teachers' Conference  
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The Instituto Neuquino del Profesorado en Ingles is pleased to invite you to the Second Patagonian EFL Teachers' Conference,

to be held in the city of Neuquén from 6 to 8 June, 1998.  
Under its already well-known motto "Working, sharing, learning  
together," the Conference aims to provide a forum for EFL teachers  
and trainee teachers who wish to share their work, research  
projects, interests, ideas, and teaching experience with their  
colleagues.

Participants will have a comprehensive choice of plenary and  
concurrent sessions given by renowned national and international  
EFL professionals. So far the following speakers have confirmed  
their attendance: Sue Leather, Susan Hillyard, Ana Maria Armendariz,  
Cristina Grondona White, Martin Eayrs, Pascual Masullo, Alfredo  
Jaeger, Monica Gandolfo, Mónica Domínguez, Silvia Luppi, Silvia  
Rettaroli, Laura Renart, Nori Robiglio, Adriana Vilela, but we  
are still receiving proposals from other professionals.

Plenary sessions will be held in the morning, while the  
afternoons will be devoted to concurrent sessions and  
presentations from exhibitors. The expected attendance  
is of between 400-500 participants, since we are inviting  
EFL teachers from all over Argentina. In order to make it  
possible for a great number of colleagues to come, we have  
fixed a fee of \$ 60 for the entire Conference for early  
registration (deadline 30th April), and \$ 70 for registrations  
made after that date.

We will shortly be in contact again with a tentative programme,  
as well as a copy of the Registration Form, and information  
on hotels and restaurants, for those colleagues interested in  
participating in what has already become an important event in  
Argentine ELT.

Enquiries to :  
Instituto Neuquino del Profesorado en Inglés,  
Fotheringham 346 (8300) Neuquén.  
Tel: (099) 427574 - Fax: (099) 422123  
e-mail: cam@teletel.com.ar or ariales@czm.com.ar

We look forward to welcoming you in Neuquén!!

Cristina Gallo de Morales  
mailto:cam@teletel.com.ar

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2. N&V-L at IATEFL Manchester  
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A reminder to N&V-L list members who are likely to be at the  
IATEFL Conference in Manchester - come to the N&V-L get-together  
at time and date to be announced. What kind of inefficiency is  
that ? Well, we will fix a time and place when the programme is  
available for study. Make contact with the list editor, Martin  
Eayrs - you can leave a message at the British Council's stand  
for further details.

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3. Teacher training course wanted

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Public Translator (English-Spanish) looking for place to do  
teacher training in or near San Isidro, Prov. Bs As.

Contact Gabriela Gómez  
mailto:tyaga@satlink.com

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4. Ministry of Culture and Education Scholarships  
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I heard about an ad from the Ministry of Education from someone  
at the British Council and I looked it up on the Internet.  
(Incredible, one might think, when I spend around eight hours a  
day at the Ministry of Education) Anyway, I found a lot of useful  
information.

Those of you interested in applying for scholarships to do MAS  
abroad, feel free to write to me and I'll send you the file  
with all the information available. It's about ten pages long.

If you decide to apply, let the British Council know that it's  
too short notice to have the University's acceptance by April  
30 as PROFOR requires. The ideal thing would be to ask the British  
Council to send a note to PROFOR to say that it's difficult to  
get the chosen British university's acceptance in such a short  
time. Maybe they authorise application with a temporary acceptance.  
But ask for it.

Point your browser to:  
<<http://www.mcy.e.gov.ar/profor/convocatoria.html>><http://www.mcy.e.gov.ar/profor/convocatoria.html>

The International Cooperation Unit at the Ministry of Culture and  
Education also has a number of scholarships. Contact Claudio Fariña  
at 813-4551 -- 9 extension 433 or <mailto:becas@dnci.mcy.e.gov.ar>  
or just go to Dirección Nacional de Cooperación Internacional at  
935 Pizzurno 2nd floor and find out.

Do take the plunge, if not for 1998 it may be for 1999, and who  
knows? you may find yourselves in a different setting at the turn  
of the century. ALL the best. DO PASS THE WORD ROUND.

Ana Armendáriz  
<mailto:armenda@interactive.com.ar>

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5. The Grape Vine and perlocutionary sequels:  
a reply to Omar Villarreal  
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I would like to make a few reflections concerning the  
issue that María Cristina Araujo brought up: as regards  
the Federal Network, credits and related topics.

In the first place I cannot see that she meant any harm  
in posing a question of us netters. After all, her question  
produced an informed answer from someone who handles all  
this information accurately. The event, then, has had a

highly educational outcome as we have all learnt.

In the second place, I'd like to note that when one publishes an article, an announcement, or gives a lecture, course, seminar or workshop, and faces a number of colleagues, it's inevitable that people should interpret one's words in different ways. The Grape Vine is as much a children's game as an adult's shortcoming. If human nature were not like that, pragmatists would not have had to systematise this as "perlocutionary sequel", the unintended effect of an (intended) illocutionary act.

In view of these reasons, I don't think Cristina Araujo, who consulted me privately first and I encouraged her to post her query, as I often do when the issue is of general interest, should've apologised in the very least. From my viewpoint she only voiced one of the many rumours that was going about. She may only be accused of imprecision since she referred to "St Paul's" as "Omar Villarreal", but there you are: it boils down to the same thing because Omar owns the Instiotute.

The good thing is that we've got to know about St Paul's, and that Omar has had the good fortune of his colleagues' and friends' renewed support, but having said that, I doubt that the good is greater than the harm..

For one thing one cannot react to a genuine question as if it had been a personal affront. If one is a public person one should not try to stifle people's opinions and queries by confusing lack of information with an attempt to question one's transparency of act.

Further, it isn't reasonable, I don't think, to disqualify a question just because it hasn't been formulated accurately. It is irrelevant at this stage to debate the "crosseducational" equivalence of 'puntaje' and 'credits'. Again the issue of lack of precision is assessed as a personal attack. If there is a difference between the two lexical items, it will only end up being a lexical problem, and a dubious one at that.

The Area of Foreign Languages and teaching in general is a "rumour factory". There are many reasons for this which I won't go into now. The only cure for rumour is straightforward information, which is what María Rosa Mariani provided us with: just plain bare facts.

If we're all striving to make ELT more professional this is precisely the type of thing that runs counter to the very essence of what it is to be professional. Good information empowers people, it makes them less vulnerable, and I think that if we're genuinely interested in teacher DEVELOPMENT we should move in the direction of the socialisation of information.

I hope we all reflect on this issue and take good advantage of it. I have and have learnt a lot.

Ana Armendáriz  
mailto:armenda@interactive.com.ar

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6. Temporary Work Contract Sought  
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34-yr-old woman with British nationality and 11 years' work experience in television production seeks a temporary position in Spanish-speaking Latin or South America, as part of the BA degree course European Languages, Culture and Society, at Goldsmiths College, University of London.

Contract needs to span from September or October 1998 until May or June 1999 (9 months) to satisfy university requirements for my year abroad.

Positions sought: Conversational English Tutor, Administrative Support, Personal Assistant or Secretary, Graphics or Typographical Operations; open to other suggestions.

Contact Beth Boyd as soon as possible for further details and CV.

Beth Boyd  
mailto:el601bab@gold.ac.uk

\*\*\*

end  
From ???@??? Fri Apr 03 22:23:09 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 3 April 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04003a00b14b3afe316f@[24.232.3.229]>

-----  
N&V-L Housekeeping 3 April 1998  
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The N&V-L list will be off line until 21 April. The list editor (Martin Eayrs) will be away until then in the UK at the IATEFL Conference in Manchester where he welcomes list members to contact him through the British Council stand.

Postings, Help, etc, may be sent as usual and will be dealt with on 21 April.

List Editor

\*\*\*

end  
From ???@??? Sat Apr 04 01:01:05 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 374 - Correction  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04003a01b14b5f90c9a5@[24.232.3.229]>

-----  
N&V-L Digest 374 - Correction  
-----

There is 1 message in this digest.

1. Second Patagonian EFL Teachers' Conference

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1. Second Patagonian EFL Teachers' Conference  
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We managed to get the email number of the Patagonian Conference organisers wrong (it was scanned and just sort of looked OK I guess).

So if you want more information about this important local event ignore the previous email contact numbers (the server will anyway !) and send a mail to Cristina Gallo at: cgm@teletel.com.ar.

Support this Patagonian venture - not much happens down there, but (as Bruce Chatwin reminds us) 'Nowhere is a place' too.

Sorry Cristina !

List Editor

\*\*\*

end

From ???@??? Mon Apr 20 20:40:29 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 20 April 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04003a02b1618cdfe052@[24.232.3.229]>

-----  
N&V-L Housekeeping 20 April 1998  
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The list editor (Martin Eayrs) is now back from the IATEFL Conference in Manchester and the N&V-L list will back on line this week.

Postings, Help, etc, may be sent as usual and will be dealt with immediately.

List Editor

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end  
From ???@??? Mon Apr 20 22:41:01 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 20 April 1998  
Cc:  
Bcc: cflint@ilt.co.uk,mdamico@smt.edu.ar  
X-Attachments:  
Message-Id: <v04003a04b161a9a2a437@[24.232.3.229]>

-----  
N&V-L Housekeeping 20 April 1998  
-----

The list editor (Martin Eayrs) is now back from the IATEFL Conference in Manchester and the N&V-L list will back on line this week.

Postings, Help, etc, may be sent as usual and will be dealt with immediately.

List Editor

\*\*\*

end

-----  
Martin Eayrs <me@interlink.com.ar>  
Buenos Aires, Argentina  
From ???@??? Sat Apr 25 15:33:47 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 375 - 25 April 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04003a10b160fc22fcb8@[24.232.3.229]>

<x-rich>

-----  
N&V-L Digest 375 - 25 April 1998  
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Apologies for delays in postings. Like a great many users in Argentina we have had (are having) server problems with STARTEL. This list is being relayed through a third party server but replies and postings may be made as usual to <<me@interlink.com.ar>.

There are 7 messages in this digest.

1. Updating Arg Univ/Tert level training courses
2. Are you being spammed - some tips to avoid spamming
3. ESSARP open workshop
4. Information requested about ABLA 1998
5. IATEFL Teachers Develop Teachers Research 4 conference
6. School staffing through TESOL Placement Bulletin
7. FAAPI Conference - dates and call for papers

-----  
1. Updating Arg Univ/Tert Level training courses  
-----

Since the devolution of educational control to the provinces it has become increasingly difficult to keep track of all the educational establishments at tertiary and university level which are in some way related to English language, Literature, ELT Teacher educational/development, etc.

N&V-L has offered to help the MCyE to update these lists by inviting list members to contribute current information about institutions they are involved with (see below).

When complete (as complete as possible !) this information will be made available to the Argentine Ministry of Culture and Education and to the Argentine Federation of English Teaching Associations (FAAPI), where it will be cross-checked against existing lists. N&V-L will only give this information to these two bodies or to any other body duly authorised by them. The 'final' list will NOT be available commercially, and N&V-L will NOT redistribute any of this information without the permission of MCyE or FAAPI.

As this is a national project (and for the benefit of all of us) list members may wish to help. You can do this by sending us information about all tertiary/university institutions at state, provincial level (or private), which offer courses at tertiary or university level that are related to the teaching of English or in which instruction is given in English.

We need information on both undergraduate and graduate courses (MA/PhD. In cases where there is an involvement with an educational institution outside Argentina, extra information (main objectives and contents, form of accreditation, tuition, etc.) is also important to the project.

We should be interested in information as follows for each relevant department in your institution.

1. Full name of Department
2. Full name of Institution
3. Current Head of Department
4. Counselling body (Junta Departmental)
5. Courses offered/certificates given
6. Duration of each course
7. Involvement with foreign educational institution
8. Address (Street name and number)
9. Post Code
10. Area (Town/District)
11. Province
12. Telephone (max 3 lines)
13. Fax (max 2 lines)
14. Institutional email
15. Any relevant comments and points not easily adaptable to the above questions

This information can be sent by email to <<me@interlink.com.ar>, either as an email message or as a MSWord attachment, or if you prefer it can be faxed to 54-1-375-3944 or mailed to N&V-L, Uruguay 782-3, (1015) Capital Federal..

Your help in this matter will be much appreciated and if you have information on other institutions other than those where you work we should be glad to receive that too as all information received will be collated and cross-checked.

After all information has been received a summary will be sent to each institution for their revision before being put into the MCyE and FAAPI databases.

It seems strange that no one seems to have a complete and reliable list of this kind but with the cooperation of list members we can at least take steps to remedy this.

Thanks in advance for your cooperation in this project.

Martin Eayrs

List Editor

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2. Are you being spammed - some tips to avoid spamming

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Are you tired of receiving unwanted invitations to 'get rich quick' or to visit 'hot' sites on the web ? We have received some interesting information on how to use filters to avoid unwanted email messages.

If you would like a copy send a message to <<me@interlink.com.ar>

with the subject header GET SPAMINFO. (As usual, type the words carefully with no extra spaces before, after or in between).

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### 3. ESSARP open workshop

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ESSARP will be organising a workshop on "Rising Above the Rest" (Management Processes for Change in Schools) on July 20/21 in Belgrano and August 6/7 in Lomas de Zamora.

The guest speaker will be Anthony Pierce and the talk should be of interest to experienced Heads, Owners and Administrators.

For further information, <mailto:hillyard@essarp.org.ar>

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### 4. Information requested about ABLA 1998

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Can someone please post to the list details of this year's ABLA conference and perhaps a contact address? Thanks.

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### 5. IATEFL Teachers Develop Teachers Research 4 conference

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The Teachers Develop Teachers Research 4 conference will take place 1-4 September 1999 in Leuven, Belgium.

There will be two pre-conference one-day workshops on

1 Multiple Intelligence Theory

2 Bridging Theory and Practice: how to promote reflection?

More info from: Rosie Tanner

mailto:100045.2432@compuserve.com

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6.School staffing through TESOL Placement Bulletin

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The TESOL Placement Bulletin may be of interest to those wishing to staff their schools with qualified ESL/EFL teachers.

For more information, contact TESOL

mailto:recruit@yesol.edu or visit the TESOL web page

at <http://www.tesol.edu>

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7. FAAPI Conference - dates and call for papers

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FAAPI is the Federacion Argentina de Asociaciones de Profesores de Ingles, Argentina's national Federation of English Teachers' Associations.

The following information has been abstracted from a newsletter sent out by APIBB (Asociacio Profesores de Ingles de Bahia Blanca, organisers of this year's conference.

This year's FAAPI Congress will be held in Bahia Blanca on September 24, 24, and 26. The title of the XXV FAAPI ANNUAL Congress will be: "The challenge of globalization for the Teaching of English as a foreign language". The main topic areas will be: Applied Linguistics, ESP and NLP.



Deadlines and fees for registration are as follows-.

First deadline: August 14th.

- \* Members and Profesorado Students \$ 80
- \* Non-Members \$ 150

Second deadline: August 28th

- \* Members and Profesorado Students \$ 90
- \* Non-Members: \$ 160

Call for papers - Proposals will be refereed.

Proposals that deal with classroom practices, research in language learning and teaching, the use of technology in language teaching and any other topics relevant to ELT will be welcomed from professionals in fields such as education, linguistics, psychology, sociology, communications and computer science. The interest areas this year are: applied linguistics, ESP and NLP.

Proposals for four (4) types of presentations are being solicited:

a. papers (45 minutes).

A paper is most effectively presented as an oral summary with occasional reference \*Lo notes or a text.

b. demonstrations (45 minutes).

In a demonstration, most of the time is used for showing, rather than telling, a technique for teaching or testing.

c. workshops (60/90 mins)

A workshop has very little lecturing by the leader. The emphasis is on the participants' activity, which is carefully structured

by the leader.

d. in-progress sessions (30 minutes)

In-progress presentations provide an opportunity 'for individuals to report on research, programmes, curricula, textbooks, etc., that are "in progress".

A summary (one page, including type of presentation and title) should also be sent. This is the only part of the proposal seen by the referees. Neither the presenter's(s') names or institutions should appear anywhere in the summary.

Abstracts (50-100 words) and biodata (50 words) are required for the programme.

Three (3) original copies of the proposals, summaries, abstracts and biodata are required, and should be sent together with three (3) copies of the handouts which participants prepared, plus a copy of all of the above in a 3.5 disk.

Participants are also required to inform APIBB of any audiovisual equipment needed for their sessions, as well as of their preferred audience size.

The deadline for receipt is 20 June, 1998.

Send submissions by snailmail to APIBB, Casilla de Correo 824, 8000 Bahia Blanca, Argentina. If you prefer to do this electronically see below.

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Footnote (from list editor):  
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As APIBB appear to have no email or fax N&V-L will be happy to

receive electronic submissions on their behalf. You can send these to <<me@interlink.com.ar> as MSWord attachments with the subject header 'RE: FAAPI Call for papers' and we shall be pleased to pass your message on to APIBB.

\*\*\*

end</x-rich>

From ???@??? Sat Apr 25 16:06:10 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 375 - 25 April 1998  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v04011705b167e0a40b48@[24.232.3.229]>

<x-rich>-----

N&V-L Digest 375 - 25 April 1998

-----

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## 1. Updating Arg Univ/Tert Level training courses

-----

Since the devolution of educational control to the provinces it has become increasingly difficult to keep track of all the educational establishments at tertiary and university level which are in some way related to English language, Literature, ELT Teacher educational/development, etc.

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and contents, form of accreditation, tuition, etc.) is also important to the project.

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2. Full name of Institution
3. Current Head of Department
4. Counselling body (Junta Departmental)
5. Courses offered/certificates given
6. Duration of each course
7. Involvement with foreign educational institution
8. Address (Street name and number)
9. Post Code
10. Area (Town/District)
11. Province
12. Telephone (max 3 lines)
13. Fax (max 2 lines)
14. Institutional email
15. Any relevant comments and points not easily adaptable to the above questions

This information can be sent by email to <<<<me@interlink.com.ar>, either as an email message or as a MSWord attachment, or if you prefer it can be faxed to 54-1-375-3944 or mailed to N&V-L, Uruguay 782-3, (1015) Capital Federal..

Your help in this matter will be much appreciated and if you have information on other institutions other than those where you work we should be glad to receive that too as all information received will be collated and cross-checked.

After all information has been received a summary will be sent to each institution for their revision before being put into the MCyE and FAAPI databases.

It seems strange that no one seems to have a complete and reliable list of this kind but with the cooperation of list members we can at least take steps to remedy this.

Thanks in advance for your cooperation in this project.

Martin Eayrs

List Editor

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-----  
2. Are you being spammed - some tips to avoid spamming  
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Are you tired of receiving unwanted invitations to 'get rich quick' or to visit 'hot' sites on the web ? We have received some interesting information on how to use filters to avoid unwanted email messages.

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3. ESSARP open workshop  
-----

ESSARP will be organising a workshop on "Rising Above the Rest" (Management Processes for Change in Schools) on July 20/21 in

Belgrano and August 6/7 in Lomas de Zamora.

The guest speaker will be Anthony Pierce and the talk should be of interest to experienced Heads, Owners and Administrators.

For further information, <mailto:hillyard@essarp.org.ar>

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4. Information requested about ABLA 1998

-----

Can someone please post to the list details of this year's ABLA conference and perhaps a contact address? Thanks.

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5. IATEFL Teachers Develop Teachers Research 4 conference

-----

The Teachers Develop Teachers Research 4 conference will take place 1-4 September 1999 in Leuven, Belgium.

There will be two pre-conference one-day workshops on

1 Multiple Intelligence Theory

2 Bridging Theory and Practice: how to promote reflection?

More info from: Rosie Tanner

<mailto:100045.2432@compuserve.com>

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6. School staffing through TESOL Placement Bulletin

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The TESOL Placement Bulletin may be of interest to those

wishing to staff their schools with qualified ESL/EFL teachers.

For more information, contact TESOL  
mailto:recruit@yesol.edu or visit the TESOL web page  
at <http://www.tesol.edu>

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#### 7. FAAPI Conference - dates and call for papers

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FAAPI is the Federacion Argentina de Asociaciones de Profesores de Ingles, Argentina's national Federation of English Teachers' Associations.

The following information has been abstracted from a newsletter sent out by APIBB (Asociacio Profesores de Ingles de Bahia Blanca, organisers of this year's conference.

This year's FAAPI Congress will be held in Bahia Blanca on September 24, 24, and 26. The title of the XXV FAAPI ANNUAL Congress will be: "The challenge of globalization for the Teaching of English as a foreign language". The main topic areas will be: Applied Linguistics, ESP and NLP.

Deadlines and fees for registration are as follows-.

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- \* Members and Profesorado Students \$ 80
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Second deadline: August 28th

- \* Members and Profesorado Students \$ 90
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Call for papers - Proposals will be refereed.

Proposals that deal with classroom practices, research in language learning and teaching, the use of technology in language teaching and any other topics relevant to ELT will be welcomed from professionals in fields such as education, linguistics, psychology, sociology, communications and computer science. The interest areas this year are: applied linguistics, ESP and NLP.

Proposals for four (4) types of presentations are being solicited:

a. papers (45 minutes).

A paper is most effectively presented as an oral summary with occasional reference to notes or a text.

b. demonstrations (45 minutes).

In a demonstration, most of the time is used for showing, rather than telling, a technique for teaching or testing.

c. workshops (60/90 mins)

A workshop has very little lecturing by the leader. The emphasis is on the participants' activity, which is carefully structured by the leader.

d. in-progress sessions (30 minutes)

In-progress presentations provide an opportunity for individuals to report on research, programmes, curricula, textbooks, etc., that are "in progress".

A summary (one page, including type of presentation and title) should also be sent. This is the only part of the proposal seen by the referees. Neither the presenter's(s') names or institutions

should appear anywhere in the summary.

Abstracts (50-100 words) and biodata (50 words) are required for the programme.

Three (3) original copies of the proposals, summaries, abstracts and biodata are required, and should be sent together with three (3) copies of the handouts which participants prepared, plus a copy of all of the above in a 3.5 disk.

Participants are also required to inform APIBB of any audiovisual equipment needed for their sessions, as well as of their preferred audience size.

The deadline for receipt is 20 June, 1998.

Send submissions by snailmail to APIBB, Casilla de Correo 824, 8000 Bahia Blanca, Argentina. If you prefer to do this electronically see below.

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Footnote (from list editor):  
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As APIBB appear to have no email or fax N&V-L will be happy to receive electronic submissions on their behalf. You can send these to <<<<me@interlink.com.ar> as MSWord attachments with the subject header 'RE: FAAPI Call for papers' and we shall be pleased to pass your message on to APIBB.

\*\*\*

end</x-rich>

From ???@??? Sat Apr 25 16:13:16 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar

Subject: N&V-L Digest 375 - 25 April 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011706b167e6145279@[24.232.3.229]>

-----  
N&V-L Digest 375 - 25 April 1998  
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Apologies for delays in postings. Like a great many users in Argentina we have had (are having) server problems with STARTEL. This mail is being relayed through a third party server but replies and postings may be made as usual to <<me@interlink.com.ar>. If you have received this posting more than once, apologies.

There are 7 messages in this digest.

1. Updating Arg Univ/Tert level training courses
2. Are you being spammed - some tips to avoid spamming
3. ESSARP open workshop
4. Information requested about ABLA 1998
5. IATEFL Teachers Develop Teachers Research 4 conference
6. School staffing through TESOL Placement Bulletin
7. FAAPI Conference - dates and call for papers

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1. Updating Arg Univ/Tert Level training courses  
-----

Since the devolution of educational control to the provinces it has become increasingly difficult to keep track of all the educational establishments at tertiary and university level which are in some way related to English language, Literature, ELT Teacher educational/development, etc.

N&V-L has offered to help the MCyE to update these lists by inviting list members to contribute current information about institutions they are involved with (see below).

When complete (as complete as possible !) this information will be made available to the Argentine Ministry of Culture and Education and to the Argentine Federation of English Teaching Associations (FAAPI), where it will be cross-checked against existing lists. N&V-L will only give this information to these two bodies or to any other body duly authorised by them. The 'final' list will NOT be available commercially, and N&V-L will NOT redistribute any of this information without the permission of MCyE or FAAPI.

As this is a national project (and for the benefit of all of us) list members may wish to help. You can do this by sending us information about all tertiary/university institutions at state, provincial level (or private), which offer courses at tertiary or university level that are related to the teaching of English or in which instruction is given in English.

We need information on both undergraduate and graduate courses (MA/PhD. In cases where there is an involvement with an educational institution outside Argentina, extra information (main objectives

and contents, form of accreditation, tuition, etc.) is also important to the project.

We should be interested in information as follows for each relevant department in your institution.

1. Full name of Department
2. Full name of Institution
3. Current Head of Department
4. Counselling body (Junta Departmental)
5. Courses offered/certificates given
6. Duration of each course
7. Involvement with foreign educational institution
8. Address (Street name and number)
9. Post Code
10. Area (Town/District)
11. Province
12. Telephone (max 3 lines)
13. Fax (max 2 lines)
14. Institutional email
15. Any relevant comments and points not easily adaptable to the above questions

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Footnote (from list editor):  
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\*\*\*

end  
From ???@??? Fri May 08 06:36:32 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 376 - 8 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170ab169bc77c888@[24.232.3.229]>

-----  
N&V-L Digest 376 - 8 May 1998  
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There are 4 messages in this digest.

1. language query
2. updating Arg Univ/Tert level training courses
3. Australian teacher trainer visiting Argentina
4. after IATEFL

-----  
1.Language query  
-----

Please excuse cross-posting to TESL-L

I should be grateful for feedback from list members to the following language usage query.

It concerns the string 'he said to me that' in a frame such as:

I spoke to the Professor and he said to me that the  
University budget could not possibly cover such an expense.

Do list members accept the phrase 'he said to me that' in this sentence or indeed in any sentence ? That is to say, if you reject this sentence can you construct other contexts where the phrase does seem attestable.

Notice I am not suggesting that this is better than or equal to 'he told me that', merely questioning the attestability of the string in this or other contexts.

Taking it one stage further, given a syntagm such as:

|      |  |         |  |     |  |          |
|------|--|---------|--|-----|--|----------|
| He   |  | said to |  | me  |  | that ... |
| John |  |         |  | him |  |          |
| I    |  |         |  | you |  |          |

Does any salient pattern seem to emerge in which certain pronouns might appear more attestable than others ?

I shall post any results to the list.

Martin Eayrs  
mailto:me@interlink.com.ar

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2. Updating Arg Univ/Tert level training courses  
-----

I would like to thank the list editor for the project of updating the database of local institutions dedicated to EFL. I know how much he has contributed to building FAAPI's preliminary data base which has made the manual possible.

I will let you have whatever information becomes available to from the institutions where I work.

Cordially,

Graciela Moyano  
mailto:gmoyano@tournet.com.ar

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3. Australian teacher trainer visiting Argentina  
-----

I am a teacher trainer from the Centre for English Language Learning, RMIT University in Melbourne, Australia. I am interested in making prior contact with anyone attending the Braz-TESOL Conference in Recife on 13 - 16 July. My interests are classroom-based second language acquisition research, teacher training, materials development and language testing. I am also keen to meet teachers who are interested in study and travel in Australia either for themselves or for their students.

Thank you

Caryn Nery  
Centre for English Language Learning  
RMIT University - Melbourne, Australia  
Fax: 613 9663 8504  
mailto:caryn@tsmain.ts.rmit.edu.au

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#### 4. After IATEFL

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I know Martin and probably many others have been to Manchester's conference, would it be possible to share some of the information gathered there. I wish I could have gone!

Maria Cristina Araujo  
mailto:connie@sion.com

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end

From: ???@??? Fri May 08 15:07:27 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 377 - 8 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170cb178e0b0abc6@[24.232.3.229]>

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N&V-L Digest 377 - 8 May 1998  
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There are 3 messages in this digest.

1. The FLs Project: I Cycle on the Teaching of Foreign Languages -- Book Fair 1998 Pt. 1
2. The FLs Project: I Cycle on the Teaching of Foreign Languages -- Book Fair 1998 Pt. 2
3. IATEFL Chile Conference Programme

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1. The FLs Project: I Cycle on the Teaching of Foreign Languages -- Book Fair 1998 (Part 1.)  
-----

We'd like to tell you about the first BookFair Cycle on the Teaching and Learning of Foreign Languages.

In subsequent communications that started last year, we told you about how this I Cycle was organised in the most democratic fashion. On the basis of an idea on the part of the Educational Committee of "Fundación El Libro", which was sponsored by the National Teachers' Library and the Research and Educational Unit at the Ministry of Education, headed respectively by Graciela Perrone and Cecilia Braslavsky, specialists from the five traditionally taught foreign languages in our country were summoned to suggest ideas for the Cycle. They were invited to participate on the basis of the FLs Project database.

Each group of specialists suggested a number of activities freely, which was submitted to the other groups by an appointed delegate. The original proposals were discussed and a final draft was made. This is how the final programme was shaped.

The following institutions were responsible for bringing a number of specialists from abroad:

Alianza Francesa  
Asociación Argentina de Cultura Inglesa  
Asociación Dante Alighieri  
Centro de Estudios Brasileiros  
British Council  
ESSARP  
Göethe Institut  
Istituto Italiano de Cultura  
Universidad de Caxias Do Sul

The Cycle was opened by Mr. Issay Klasse, President of the Educational Committee for the BookFair, Lic. Graciela Perrone, Director of the National Teachers' Library and Dr. Cecilia Braslavsky. They all remarked on the importance of the Cycle and of learning foreign languages.

As might be expected, we would like to linger on Cecilia's words. She gave a short historical account of the short history of the Foreign Languages Project and the consultation instances that brought together specialists of all five different foreign languages, how and to what extent they'd agreed to disagree, rendering a project that was common to all of them.

Cecilia also referred to some lessons she had sat in on in Catamarca, Jujuy and other provinces in her daily trips to the provinces, and captured the concept of usefulness which varies according to age. She described an excellent French lesson where children in 4th year of the EGB and after only two months, were to reply to simple communicative demands.

Cecilia's description of the lesson was absolutely constructive. She'd captured what the children thought about learning French, how happy they were at learning it and how much they'd grown in learning it. She made a highly successful distinction between what is useful for an adult and what is useful for a child.

Cecilia, herself an exponent of competence in several foreign languages, campaigned for a multilingual project, and announced the final draft of Federal Agreement 15, for the Teaching of Foreign Languages. As will be announced shortly, this Federal Agreement legislates the application of a multilingual proposal view from all angles.

Cecilia's presentation would've convinced the most reticent customer, but, as is the rule with her, it produced lots of questions. The FLs Team were in charge of answering some of them orally, others by ways of posters pinned up on Saturday, and others by post.

The basic organisation was made on plenary presentations by international specialists: David Graddol, Dominique Groux, Bernard Moreu, Bernd Ruschoff, Francesco Sabattini, Regina Silveira, Alberto Sor Rosa, and Normelio Zanotto. (Names are indicative of nationality and language spoken). All plenaries were interpreted simultaneously, so we were all provided with headphones.

These presentations were followed by panels of interlocutors who were supposed to give their opinion on the presentations made, and a contextualisation of the approaches proposed in our local context. We've asked each of the other four foreign languages to provide us with summaries of the leading lines made by each specialist. We'll be posting a series of summaries with the main tenets of each specialist.

David Graddol's main topic was the future of English.-- or Englishes --

and that of other languages as far as the year 2050. But more about this later.

The panelists were leading figures in the five traditionally taught foreign languages: Roberto Bein (German); Patricia Franzoni (Portuguese), Ana María Armendariz (Foreign Languages); Alejandro Patat (Italian), Virginia Marconi (English); María José Otero (Latin Union); Helena Alapin (Italian), Matilde Obermuller (German); Estela Klett (French); Valneide Azpiroz (Portuguese); Mónica Gandolfo (English); Analía Soria (Italian); Adriana Cortese de Fredda (French); Mónica Reggini (English); Martin Eayrs (English); Claudio Daniele (Italian), Cristina Gallo (English); Patricia Gothard (German); Susana Gurovich (French); Gabriela Gasquet (Italian); Marco Antonio Rodrigue (Portuguese)

In addition there was a panel with curriculum designers from the following provinces: Jujuy (Liliana Murillo: English), La Rioja (Analía Cicconi: English), Misiones (Gladis Ledesma: Portuguese and María Estela Allemand: English), Chaco (Claudia Ávila: French, and Susana Schlak: English), Santa Fe (Daniel Fernández: English); Buenos Aires (María Rosa Mariani: English), Neuquén (Adriana Vilela: English)

Each of these specialists made a presentation on the main tenets chosen by their provinces on the basis of the options offered by the FLs Project. Next they gave details on the implementation carried out locally. The FLs Team had coordinated their abstracts and implementation details before their actual presentation on the panel by e-mail. That was easy because we're used to working together.

The FLs Team, together with the Editions Coordination coming under the Research and Educational Development Unit, produced six posters on the main tenets of the Foreign Languages Project. We were then engaged on a poster session, whereby people asked us questions on the proposal.

In our next communication we will be evaluating the three days with a view to improving organisation and contents in case there is a next time.

Silvia Luppi, Silvia Rettaroli & Ana Armendáriz  
Foreign Languages Team  
Research and Educational Development Unit  
Ministry of Culture and Education  
mailto:armenda@interactive.com.ar

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## 2. The FLs Project: I Cycle on the Teaching of Foreign Languages -- Book Fair 1998 (Part 2.)

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Considering it was the first time we had ever made a presentation at the Bookfair, we think this was a memorable occasion. Nevertheless, we'd like to assess its strong and weak points to improve future meetings, if there is one more occasion. As we see them, the strong and weak points are as follows: (+)

- It was a great thing the sponsoring/organising institutions brought such valuable specialists. Their air tickets, accommodation, etc. were funded by them. Thanks a lot to all of them!! (+)
- Many state institutions profited from the presence of these specialists. That was the case of David Graddol, who wondered about visiting several

institutions. Thanx, David, and Silvia MacIver and Martin Eayrs from the Council, who took him everywhere. (+)

- The plenarists could have handed in abstracts and/or handouts of their presentations, which might've gladly been duplicated for the participants.

This was seen clearly when Bernd Ruschoff (German) distributed a handout in

German and Spanish. That was great!

- Timing allotted to each plenarist was absolutely respected.. (+!!)
- There wasn't a clear definition of the interlocutors' role, though this was a proposal from the English group, and there were clear guidelines on this respect in October last year. (-)
- The plenarists proposed by each area were really representative of the teaching and learning of foreign languages in our country. (+)
- The coordinator of each panel should've been instructed to get together with the participants and discussed the intervention of each. Instead, the poor coordinator had to change their conception of the panel during the panel, when errors were spotted. (-)
- In a clear display of resourcefulness, coordinators reacted to last-minute instructions (+!!)
- During the first panel participants were only required to read and summarise the questions. This task might've been done by anyone, even not a specialist. Fortunately, this was corrected in subsequent panel sessions. Unfortunately, the participation of leading local specialists was lost. The technology panel was in open revolt and announced they would not participate if their role was not changed.
- This did not happen with the provincial panelists, because we'd sent them guidelines by e-mail on how to participate. (+)
- There was little provision on our part that the FLs Project might provoke so many questions and doubts on the part of so many colleagues. We were left thinking very worried: after all the documents we've sent to binational associations of the five languages, consulates and embassies, professional associations, universities, tertiary level institutes, schools and individuals by e-mail and post, all the presentations we've made in the whole country, there are still people who have not heard about EGB, and continued to evaluate the Ministry's role as central, as it was until 1992, six years ago. (-)

#### Further Comments:

This is a really worrying issue because the Federal Law of Education was passed in 1993. We might be teaching any foreign language, but if we're doing so in a given country -- in this case Argentina -- we must abide by its laws. England, The States, Italy, France, Germany, Portugal and Brazil have national curricula, but we don't. Argentina has the Federal Law of Education. Abiding by laws is a basic principle of orderly democracy against anarchy.

We ask ourselves: where were all these people who had not heard of the Federal Law of Education and the Foreign Languages Project? Why did they not read the proposal from the posters which was there for three days? Why did they choose to shout aggressive comments to the provincial curriculum designers disqualifying their proposals, which were based on rightful decisions made by the provinces? (+)

Why did one of the panelists for Italian insist on formulating questions of a non-existent panelist for the City of Buenos Aires though she was warned three times not to? Why did she insist on her private grievances against an invisible interlocutor until she forced the Director of Linguistic Policy for the City of BA to state that she refused to answer when she met this panelist to discuss related topics three times a week? (-)

As a coordinator of the provincial panelists, Ana had the unpleasant task of having to stop all this, and painfully remind some attending teachers they were not in a football stadium, and that they were not entitled in the very least to shout personal insulting comments to people who have no political decision. She had to appeal to those people's common sense, and urge them to agree to disagree, if that was possible, in case they realised what was being discussed. (+)

Unfortunately there were no ideas being discussed, just personal affronts uttered, which does not advance academic positions in any way.

By the same token -- and probably by the same people -- the Foreign Languages Team were accused of the poor results of Argentine education. We disclaim all responsibility for the topic: we've tried to be the best teachers we can be, the three of us: our commitment to state of education shows it. We're not responsible for the decay in Argentine education, and we've chosen to go through these unpleasant situations because we think something constructive can be done. (-)

We go on wondering: what degree of responsibility do we all have in these people's lack of information and narrowmindedness ? How are we ever going to be able to manage to achieve an acceptable standard of professionalisation in this "occupation"? Can we call this a profession? Certainly not. (-)

Instead of sitting down to grieve over the issue and become paralysed, we've decided to act. See below for we're planning to do. (+)

This is what we intend we to:

- a) we collected all the questions that were not answered due to lack of time;
- b) we asked everyone involved at the I Cycle to put down their names and addresses;
- c) we've typed all of the questions and pasted the answers the Fls Team posted on Saturday May 2;
- d) we're sending the questions to all the plenarists in case they want to answer (this implies translating questions into English, French, Italian, German and Portuguese);
- e) we'll be sending these same questions to all panelists;
- f) we've already sent the questions to the provincial panelists;
- g) The Fls Team will be answering as many questions as possible;
- h) we'll be coordinating the overall task so that we produce a Newsletter on the I cycle sponsored by Research and Educational Development, the

LUNCH WILL BE IN TWO SHIFTS: FIRST SHIFT: 12.45-13.45;  
SECOND SHIFT: 13.50-14.50

|                                 |                                                                                                                    |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 12.45 - 13.45                   | LUNCH: FIRST SHIFT                                                                                                 |
| 12.45 - 14.15                   | Helping Learners to Unstress and Speak More Quickly .<br>ADRIAN UNDERHILL, International House Hastings, UK        |
| practice                        | Getting a lot from a little: the principle and<br>of active, interactive language learning<br>DAVE ALLAN, NILE, UK |
|                                 | Setting up a business course<br>MARTIN EAYRS, ELT News & Views, Argentina                                          |
|                                 | Singlish: chanting, rhyming and learning.<br>RODRIGO GONZALEZ, Macmillan, Santiago                                 |
|                                 | The place of grammar in ELT<br>RONALD GREEN, Israel                                                                |
|                                 | Profesorado students in the role of high-school<br>assistant teachers,<br>VILMA PRUZZO et al, Argentina            |
|                                 | An Introductory Course on CALL (1)<br>SILVIA UTGES, Inst. Sup. de Profesorado, Argentina                           |
| 14.15 - 14.55                   | LUNCH: SECOND SHIFT                                                                                                |
| 14.15 - 15.00                   | Receptive vs. productive: why make a distinction?<br>ALLEN ASCHER, AWL                                             |
| Training.<br>Argentina          | Educational Research for Transforming Teacher<br>SILVIA SIDERAC, VILMA PRUZZO. U Nac. de la Pampa,                 |
|                                 | What about teacher's motivation?<br>VIRGINIA PICHILAF, ICBC Santiago                                               |
| evaluations<br>Pampa, Argentina | On discovering the formative potential of our<br>A.FERNANDEZ - G. PASCUAL et al U Nacional de la                   |
| Argentina                       | The media, its vocabulary and ELT<br>IRENE SMITH, Escuela Superior de Publicidad, Bs As,                           |
|                                 | Theatre in schools: making discoveries with our pupils.<br>PATRICK BLUMER, Colegio San Benito, Santiago            |
| 15.00 - 16.00                   | PLENARY: Fluency and accuracy revisited.<br>JACK RICHARDS, Cambridge University Press                              |
| 16.05 - 16.50                   | COMMERCIAL PRESENTATIONS                                                                                           |
|                                 | If you are happy, and you know it, just SMILE!<br>José Luis Morales, BOOKS & BITS-HEINEMANN                        |
|                                 | Beeline: The "Buzz" word for success.                                                                              |

Julie Kniveton, LIBRERÍA INIGLESA-MACMILLAN

True colors: an EFL course for real communication.  
Allen Ascher, ADDISON-WESLEY LONGMAN

Super me: a super course for super children.  
María Elena Amengual, OXFORD UNIVERSITY PRESS

Visual dictionaries  
Cynthia Garay, GALILEO LIBROS

Superkids series.  
Lilian Barber, SIMON & SCHUSTER

Teacher training programmes in the UK  
Marianelly Núñez, INTERNATIONAL BUSINESS CONSULTANTS

Implementing multimedia in an effective language training  
programme.  
Nicholas Randall. BURFORD

16.35 - 17.15 CONFERENCE COCKTAIL: SALON AZUL

SATURDAY 23 MAY

08.30 - 09.30 PLENARY: The language element in the teaching of  
English to young learners  
SHELAGH RIXON, University of Warwick

09.35 - 11.05 Exploring expertise and skill in language teaching.  
JACK RICHARDS, Cambridge University Press

Dave's ESL cafe. Learning and teaching English on  
the Internet  
DAVE SPERLING, California State University, USA

practice  
More reasons to be cheerful: the principles and  
of using songs in the language classroom.  
DAVE ALLAN, NILE, Norwich, UK

Argentina  
Passionfruit. JAMIE DUNCAN, International House,

learners.  
Practical and fun activities for testing young  
DIANE PHILIPS, Bell Language Schools, UK

Teacher Development for Experienced Teachers.  
BETSY DAVIS, Northamerican Institute, Santiago

Cinema in the classroom.  
L-SARABIA - L DEOCARES, ICBC Concepción

An Introductory Course on CALL (2)  
SILVIA UTGES, Inst.Superior de Profesorado, Argentina

11.05 - 11-30 COFFEE BREAK: SALON AZUL



11.35 - 12.20 Pandora's Box : or the dubious contribution of Linguistics to language teaching.  
 RODNEY BLAKESTON, International House London, UK.

Computers and videoconferencing for foreign language distance learning and teaching.  
 MERCEDES ROSETTI, Universidad Hebrea Argentina

Processing similarities and differences across reading and writing.  
 MABEL CIERI, M L PROVENSAL, U Nacional de Río Cuarto, Argentina

11.35 - 13.05 Using the "inner workbench" to make learning more learning  
 more vivid.  
 ADRIAN UNDERHILL, International House Hastings, UK

The arts in the language classroom.  
 MONICA DOMINGUEZ, Creative Learning Centre, Argentina

The most efficient activities in English for advanced learners.  
 JULIANA GRANZIERA, ICBC Santiago

What, how much, when, how and why evaluate writing  
 SILVIA BENSON, Argentina

12.20 - 13.05 Effective Listening.  
 E. ALFONSO - M. JELDRES, U Católica, Valparaiso

The teaching of English to pre-schoolers.  
 JACQUELINE ARAVENA, Greenhouse School, Temuco

It's the early bird that catches the word  
 MERCEDES MARDONES, Instituto Inglés, Talca

Reflective Practice in ELT Management .  
 JAMIE DUNCAN, I H, Argentina

LUNCH WILL BE OPEN FROM 12.30 TO 14.05.

13.05 - 13.50 The study of semantic features in related terms:  
 a good way to expand the advanced learners' vocabulary.  
 PAULA JULLIAN, Universidad Católica, Santiago

How to NLP yourself and your students.  
 PATRICIA OBREQUE, ICBC Concepción

Cuisinaire Rods: from the Silent Way to the Present Day.  
 CATHERINE WILSON, ICBC Santiago

Helping students read beyond their scores.  
 SUSANA TUERO, U Nacional de Mar del Plata, Argentina

UCLES: Language Exam for Young Learners.  
 MARIA CRISTINA BRIEBA, ICBC Santiago

New Ways of Teaching Business English

M.RIVERO, G. SERGI, M. PASCUAL, U. Nacional  
de Rio Cuarto, Argentina

14.10 - 15.10 PLENARY  
Language awareness for students and teachers.  
DAVE WILLIS, University of Birmingham, UK

15.15 - 16.15 GENERAL ASSEMBLY and rounding off

16.15 - 16.45 RAFFLE and END OF CONFERENCE

Further information  
María Isabel Bizama  
mailto:misabelb@ctcreuna.cl

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end  
From ???@??? Sun May 10 22:07:22 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 379 -10 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011716b17a505c814c@[24.232.3.229]>

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N&V-L Digest 379 - 10 May 1998  
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There are 5 messages in this digest.

1. From the list editor
2. Reflections from an anxious writer
3. British Universities Fair in Buenos Aires and Cordoba
4. More on Book Fair sessions
5. Teacher's jobs - selection or appointment ?

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1. From the list editor  
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Several list members have approached with the suggestion that the list editor's 'job' should go further than just reposting messages. What is required, I am reliably informed, is that he/she act as both an 'igniter' and a stoker - starting threads and then keeping them going by fanning the flames a little.

This is a two-edged weapon for a list editor - in the words of the immortal saying, you can't make an omelette without breaking eggs. No malice is intended on this list, but we do have a commitment to fairness and transparency and if someone feels they are being 'got at', well perhaps they are, but they will have equal right to reply and hopefully the truth will out.

The list editor will attempt to stay impartial, even if the topic introduced is a hot potato. However, 'ignition postings' might tend towards the inflammable, so, to use another modern cliché, if you don't like the heat perhaps you'd better think about avoiding the

kitchen.

Enough of this culinary banter and on with the day's postings

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2. Reflections from an anxious writer  
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This is not a note from the FLs Team. This is Ana [Armendariz - ED.] reflecting on a number of issues related to her own writing skill.

When I was at school -- primary and secondary -- I loved writing, and did so quite well. But when I graduated as a teacher of English, I couldn't write. I was blocked. The sight of a blank page filled me with terror. For 12 years I found writing an ordeal. (Does this sound familiar?) Until 1986, when I took up a course in Applied Linguistics at the Lenguas Vivas taught by Aldo Blanco. There we had to hand in "notes" weekly. I thought I was going to faint or run away when I heard Aldo read out the prescribed activities for the course. However, in three weeks I was writing fluently. Aldo's reflections as an interested reader made my very short and overaccurate notes grow into essays. And there I was, back on the track.

In time I managed to replace the standard recommendations for writers without guilt. But I kept my new technique TOP secret.

If you saw how I write, those of you who teach writing skills would want to strangle me. I think my technique defies any well-established writing manual.

Trouble is I never plan what I'm going to write. I never draw outlines. I never handwrite -- probably because I cannot read what I handwrite on paper, though my handwriting is very good on the blackboard). I seldom print cause I read from the screen. And I'm never afraid of a blank screen cause I stain it immediately. I never fear to be able to find the first sentence cause I never know which the first sentence will be until the end. I never know where the writing is going to take me. I think that's an accurate way of putting it. 'Writing takes me along to an unknown destination'. And I'm a willing passenger.

Now you know in whose hands the FLs docs are. Sorry about that!

Let's see if I can make myself clear. To give an example at hand, I was motivated to write these reflections by two words, 'anxious writer'. I wanted to explore that phrase to find out what had happened to me while I was writing this morning. I'd got up very early, still enjoying the relief that the passing of A-15 and the CBC for EGB filled me with. And anxiously but with an invigorating sense of freedom, I began to write.

I wrote four postings, and in each I found myself "spilling" the screen with words, phrases, clauses, sentences. (Yes, Halliday's five grammatical units, except the morpheme) At one point I was writing three postings at a time, and was forced to change screens time and again. I often work with as many as 20 screens open (until my poor PC hangs and I've got to start again.)

Messy, eh?

Some of my neurons were watching the process of converting all these stains on the screen into text. Those same attentive neurons saw me drag and drop

sentences, clauses, phrases words within the same screen and other times "transporting" them to other screens. Note I don't call them 'texts' but 'screens'

At one point I realised the dragging and dropping had changed the original main topic of one of the postings. I stopped there and then and tried to explain why. I discovered that the process of writing had allowed me to systematise a host of emotions that had gone hand in hand with the objective information I was trying to convey. Writing, correcting, erasing, dragging, dropping, cutting, pasting had allowed me to convert feelings and emotions into facts. I was satisfied by the explanation, and went on.

You might argue that I do this now because I work on a PC. What happened before? The same! I used to handwrite on small pads, and glue sheet after sheet until I'd constructed a near-text. The technology was certainly different, "The leading ideas are the same, the modes of execution are different." Chomsky says -- obviously in a different context.

Once the screen/s had become text/s -- and the "writing in chunks" was over, I started analysing the resulting texts as discourses. And I read them aloud. And corrected. Here the process became linear. I corrected everything on the way as it were, punctuation, paragraphing -- I've learnt to write short paragraphs -- tense sequences, cohesion, lexis. Grammar, of course. In the order set by the text. This is a very important phase due to the very messy origin of the text.

If you have a look at the postings I sent on the I Cycle on the Teaching of FLs, you will find that particularly the second is full of errors, most of which are the result of cutting, pasting, dragging, etc. From the point of view of this technique I use, this is the "kneading phase", and I was running short of time, and my natural rashness made me send mail, thinking that it would be edited. It wasn't.

After work and dinner with a friend, I came back to my faithful "Eulogia" -- that's my C drive's name -- and downloaded my daily quota of e-mails, and there I found my posting. I KNEW IT! The kneading phase had not been completed.

And here I am. about to write the conclusion.

I offer these reflections not so much as an excuse for the errors in that posting but as a trigger to some kind of debate on the way we organise oral and written texts. If we take into account cognitive and learning styles, hemisphere dominance -- is there any doubt that I have left hemisphere dominance?) multiple intelligences and all the variables that characterise humans as unique individuals, I doubt we could offer just one model of writing technique.

What do you think?

Don't worry. We haven't included this technique in the CBC. The Silvias wouldn't hear of it..

Ana Armendáriz  
mailto:armenda@interactive.com.ar

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### 3. British Universities Fair in Buenos Aires and Cordoba

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If you live in Buenos Aires or Cordoba you might be interested in visiting the British Universities fair which will be offering a range of opportunities for study abroad in both the ELT and General Education Sectors.

Students and teachers will both have the opportunity to make themselves familiar with study options at undergraduate and postgraduate level and to put any questions they may have to representatives of the visiting institutions.

Some 31 UK higher education institutions will be present at the Fair which will take place at the Hotel Marriot Plaza (Mon 11 and Tues 12). Later in the week the Fair will travel to Olivos (Northlands School) and Cordoba.

The event is being organised by the British Council who can be contacted on Tel: 01-311-9814/7519/4488 and can give more details.

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### 4. More on Book Fair sessions

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I wish to thank Ms Silvia Luppi, Ms Silvia Rettaroli & Ms Ana Armendariz for the detailed report on the Cycle organised by Fundacion El Libro and to congratulate them on their professionalism to have included such a detailed assessment of the whole event.

It is very satisfactory to learn that Dr Braslavsky defends the multilingual project when we have seen so many instances of foreign languages in danger. The teaching of French in the province of Bs As, the impossibility of opening a Teacher Training Course in French (only French) for the EGB at Escuela Sup. de Lenguas Vivas, the depopulated Teacher Training Courses at ISP. JVG and ISP Lenguas Vivas, the Language Centres in Ciudad de Buenos Aires.

It is indeed worrying that the Law of Education continues to be ignored and perhaps even more worrying that people should not be aware that we must abide by the law. Perhaps we should set our primary goals here if we want to carry out any reform at all. We need to reflect as teachers about our roles in a society in which education is totally devalued. We work in complete isolation, ignored by authorities who never come to Teacher Training Colleges to find out how/what we are doing.

We must try to build bridges between institutions and with authorities even though we are cogs in the wheel.

Graciela C. Moyano  
mailto:gmoyano@tournet.com.ar

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### 5. Teacher's jobs - selection or appointment

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The new Argentine law of Higher Education is going to require retraining and possibly reapplying for positions already held. What is the legal

position here ? What criteria does a national/provincial university or teacher training department adopt with regard to the contracting of staff at present ? Must new teachers be appointed by a process of 'seleccion docente' ? Can they be 'named' by senior teachers ? Is this process covered by national/provincial legislation ? Will it change in the future with the implementation of the new Higher Education Law ?

Let's start a thread on this and see if any experts out there can provide any answers to these important questions.

List Editor

end

From ???@??? Tue May 12 05:55:27 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 380 - 12 May 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04011716b17c534d89d0@[24.232.3.229]>

<x-rich>-----

N&V-L Digest 380 - 12 May 1998

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There are 4 messages in this digest.

1. Students and teachers Conference, Santa Fe
2. The FLs Project: A note as to some provincial choices
3. New project at Colegio Nacional de Buenos Aires
4. Talk by Adrian Underhill at Lenguas Vivas

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1. Students and teachers Conference, Santa Fe

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Does anyone on this list have any information about this year's Students and Teacher's conference, scheduled to take place in Santa FE (Argentina) in September/October (-ish) ?

Apparently the people originally going to organise it have handed over to someone else - does anyone know how to get in touch with the new organisers ?

Info to the list please. Thanks.

List editor

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2. The FLs Project: A note as to some provincial choices  
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Sorry to bombard you with yet another posting!

When last year the FLs Team were offered a module at the I Cycle on the Teaching of Foreign Languages (1998 Bookfair), we thought it might be much more valuable to allow participation from the provinces. Some people thought the idea was bizarre but we went ahead.

As you know the stage in curriculum development is not even, as some provinces are more advanced than others. This is due to many reasons: resource estimates, both human and economic, tradition in the teaching of foreign languages.among others.

Silvia Rettaroli carried out a survey to have the latest provincial decisions at hand. We were glad to find 23 out of the 24 provinces and the City of Buenos Aires are working on curriculum designs, without the CBC for the EGB having been passed. This was very irregular since officially there was no document on Foreign Languages for EGB.

The information obtained served as the basis for one of the posters, the FLs overall map of Argentina.We must say that we're in contact with the curriculum designers constantly, discussing issues and helping them take decisions. They in turn see to the

feasibility of our ideas.

It was on this same basis that we chose the provinces to participate on the panel. We chose the most advanced in curricular development. We would also have liked Chubut to come over but the situation in the province was absolutely devastating. This choice did not mean in the least that the other provinces could not have participated. Quite on the contrary: if we had had more time, we would've liked to have all of them. Maybe next year, if we survive the amount of work.

Their presentations were really very interesting and showed clear examples of federalism. They also pointed to the flexibility and versatility of the FLs Project

In a nutshell, these are the positions of the selected provinces:

BUENOS AIRES: curriculum designer: María Rosa Mariani

Buenos Aires was the first -- in 1996 -- to state officially the value of English "as a sort of lingua franca" and the change in communication patterns brought about by new technologies. María Rosa referred to where they at present within the three specification levels in the Federal Law of Education, and stressed the value of the consultation scheme despite the problems such a vast territory brings along.

CHACO: Curriculum designers Claudia Ávila (French) and Susana Schlak (English) Chaco stressed the value of FLs to achieve more flexibility and to improve communication and understanding among human beings. They pointed to the integration of Spanish, Aboriginal Languages, English, French, Italian and Portuguese in a truly multilingual offer in the overall school project. At the moment they are working hard on the implementation starting with English



despite economic hardship

JUJUY: curriculum designer: Lilitiana Murillo (English)

Jujuy goes in for a multilingual offer within the overall context of linguistic planning that includes the aboriginal languages of the province. They have opted for English, French and Portuguese, though the implementation, for the time being, will be set as from the Third Cycle for English . Lilitiana referred to the difficulties they have encountered due to the lack of qualified teachers away from the capital city.

LA RIOJA: curriculum designer Analía Cicconi (English)

La Rioja is striving hard to convert their English Department into the Foreign Languages Department. Though at present they have devised a curriculum design only for English, it's in the province's plans to gradually incorporate as many FLs as possible. They have implemented training programmes before the actual implementation. Analía also referred to the difficulties of access to some schools.

MISIONES: curriculum designers: María Estela Allemand (English) and Gladis Ledesma (Portuguese) Misiones' FLs curriculum design was the first to make a public statement of linguistic planning for the province. They stressed their decision to teach standard Brazilian Portuguese and to strive to create a healthy linguistic distance between Spanish and Portuguese (or Portuguese); The implementation of the curriculum design for English is carried out through integrated school projects and micro-experiences.

NEUQUÉN: curriculum designer: Adriana Vilela

Neuquén has based their new design on the CBC and the provincial tradition of teaching English through the five years of secondary school. There is a decision to teach English for international communication as from the Second Cycle, but there is still no

decision as regards implementation. In addition they are working on projects for the implementation of FLs in rural areas.

SANTA FE: curriculum designer: Daniel Fernández

Santa Fe adheres to a multilingual offer, and stresses the value of FLs to improve human relations, though for the moment they have developed a curriculum design for English as from the Second Cycle. Daniel stressed the need for the proposal to meet with factibility counts on the basis of the province's resources. Implementation as from the Third Cycle already implies widening the offer by 20%.

The FLs Team would like to thank these dear colleagues for showing up at the Fair on their own resources in the first place, and given the adverse conditions in their provinces. We would also like to disassociate ourselves from the behaviour of certain participants in the audience and apologise to those curriculum designers who faced such vigorous heckling, which they did with academic rigour. All that one can do in these cases is to ignore the aggression and build on the doubts expressed. That is what *we* call being professional.

Silvia Luppi, Silvia Rettaroli & Ana Armendáriz

Foreign Language Team

Research and Educational Development Unit

Ministry of Culture and Education

<mailto:rettasil@sminter.com.ar>

<mailto:silalb@msg.smartar.com>

<mailto:armenda@interactive.com.ar>

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3. New project at Colegio Nacional de Buenos Aires

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At Colegio Nacional de Buenos Aires a new and exciting project is about to start. Its working name is CNBAmail, and its purpose is to provide our students with the opportunity to exchange mail and participate in discussions with students from all over the country and, if the project expands, the world.

When working at full scale, the project will include at least ten mailing lists students will be able to subscribe to. These mailing lists will deal with topics of interest to students, and will allow them to hold "group discussions" with the other students. Needless to say, access to the project is open to everybody free of charge - the only purpose is to give our students an opportunity to interact with our students and add a new dimension to writing in English.

One of the lists is up and running, and its purpose is to provide teachers involved in the project a discussion and coordination forum. If you feel interested in the project or want to receive extra information, please send a mail to Pablo Toledo <<ptoledo@cnba.uba.ar>.

Pablo Toledo

mailto:ptoledo@cnba.uba.ar

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4. Talk by Adrian Underhill at Lenguas Vivas  
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Heinemann & IATEFL Argentina have pleasure in announcing a talk given by Adrian Underhill on 'Using the Inner Workbench, to Enrich Teaching and Learning':

Date: Tuesday 26th May, 1998  
Time: 17:00  
Duration: 2 hours  
Venue: I.E.S. en Lenguas Vivas J. R. Fernández,  
C. Pellegrini 1515, Bs. As.

Certificates of attendance will be issued and there will be no charge for this event.

Adrian Underhill is Director of Teacher Training at International House Hastings, UK.

Further info: IATEFL Argentina,  
Roca 510 (1846) Adrogué, Buenos Aires  
Or fax it to: 01-294-1725  
mailto:manotas@impsat1.com.ar

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end</x-rich>

From ???@??? Wed May 13 06:36:17 1998  
To: me  
From: me@interlink.com.ar  
Subject: N&V-L Digest 381 - 13 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011716b17e050035c5@[24.232.3.229]>

<x-rich>-----

N&V-L Digest 381 - 13 May 1998

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There are 5 messages in this digest.

1. VI Annual Congress for Students and Teachers of English
2. Key Pals/Pen Pals
3. Key Pals/Pen Pals vs. Student "SL" Lists
4. Literature chatboard for teachers

## 5. Steve Molinsky lecture cycle in Argentina

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### 1. VI Annual Congress for Students and Teachers of English

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The VI Annual Congress for Students and Teachers of English is taking place on October 9th, 10th and 11th under the name of "Learning English...More than just an Adventure". I suggest you contact Susana Berutti (Secretary) and/or Lina Jullier de Eggstein (Publicity Coordinator). The only address that I have to contact them is that of their School , Advice Prep School, San Gerónimo 3127, 3000 Santa Fé - Ph: (042) 55 2119/53 3392.

I hope this will help.

Graciela Forbes

<mailto:forbes@satlink.com>

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### 2. Key Pals/Pen Pals

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List members may be interested in the collection of Key Pals/Pen Pals links and information at:

<http://www.wfi.fr/volterre/keypals.html>

List Editor

<mailto:me@interlink.com.ar>

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### 3. Key Pals/Pen Pals vs. Student "SL" Lists

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An alternative to keypals might be Student "SL" Lists. There is an article entitled "Keypals for Language Fluency" which discusses the pro's and con's of 1-on-1 keypals and the SL list at

<http://www.kyoto-su.ac.jp/~trobb>

The "SL" Student Lists were established in February 1994 to provide a forum for cross-cultural discussion and writing practice for college, university and adult students in English language programs around the world. There are currently ten student lists, but more may be added as the demand for them becomes evident:

|             |                                                           |
|-------------|-----------------------------------------------------------|
| INTRO-SL    | Discussion List for New Members (Registered classes only) |
| CHAT-SL     | General Discussion List (Low level)                       |
| DISCUSS-SL  | General Discussion List (High level)                      |
| BUSINESS-SL | Discussion List on Business and Economics                 |
| ENGL-SL     | Discussion List on Learning English                       |
| EVENT-SL    | Discussion List on Current Events                         |
| MOVIE-SL    | Discussion List on the Cinema                             |
| MUSIC-SL    | Discussion List on Music                                  |
| SCITECH-SL  | Discussion List on Science, Technology & Computers        |
| SPORT-SL    | Discussion List on Sports                                 |

#### PROCEDURE -- Joining as a class

Teachers with students holding e-mail accounts register their classes as described below. Their students then subscribe to the main list, INTRO-SL. There, they introduce themselves and reply to the introductory messages of other students around the world. INTRO-SL is designed to give first-timers a chance to hone their e-mail skills

before joining the other topically-based lists. When the students feel ready, they can then join any of the other lists and participate in the discussions that they find there.

#### WHY "STUDENT LISTS"??

Thousands of lists already exist, many of which are of potential interest to students. These lists, however, are often complex in vocabulary, jargon and slang, and deal with topics at a fairly high technical level. While students might profit from \*monitoring\* these lists, most would be hard put to contribute something of value to the other subscribers. With the student lists, the students will be 'in their element' which makes posting less problematic. In addition, these lists provide an opportunity for students to interact with their peers around the world, which makes participation interesting, enjoyable, and motivating.

#### BEFORE YOUR STUDENTS SUBSCRIBE...

To help ensure that the lists run smoothly, we recommend the following preparatory measures:

1. Confirm with your computer center that the students' mailboxes are sufficiently large to hold 50-100 pieces of mail. (A rash of errors emanating from your site could result in everyone being removed from the lists.)
2. Make sure that your students know how to compose a well-formatted message, with character returns at the end of each line, and with lines of 70 characters or less (to ensure legibility on other systems).
3. Make sure your students understand the concept of a 'Discussion List.' Sending personal introductions or messages requesting private personal penpals, void of other content does not promote discussion.

4. Inform the students of the general principles of "NETIQUETTE." A brief introduction to NETIQUETTE is provided in the INTRO-SL 'welcome message.'

5. Make sure that the students understand the distinction between sending messages to the LISTSERV and posting messages. .

#### REGISTERING YOUR STUDENTS

To register, send a message to trobb@cc.kyoto-su.ac.jp with the following information:

- 1) Your name and institution
- 2) Number of students
- 3) Duration of class term
- 4) Name of the node the students will use (the part following the '@' mark). Please supply e-mail addresses and full names for students using 'hotmail' or other free e-mail services.

You will then be placed on a special discussion list (TCHR-SL) for the teachers who are involved in this project and will receive another document entitled "Facilitating Use of the Student Lists: Guidelines for Teachers" which contains further advice and a handout, with quiz, to help orient your students.

#### SUBSCRIBING TO THE LISTS

Once the class has been registered, students sign onto INTRO-SL by sending a message to:

LISTSERV@LATROBE.EDU.AU

saying:

SUB INTRO-SL firstname & familyname here

In order to verify that the student's address is accurate, the LISTSERV will send a request for confirmation. The subscription will commence



once the confirmation message has been returned, as described therein.

Students must remain subscribed to INTRO-SL while participating on the SL Lists. They may, however, set themselves to 'NOMAIL' on INTRO-SL if they no longer wish to receive its messages. Full details on this and other procedures is provided in the INTRO-SL 'Welcome Message.'

#### PROCEDURE FOR INDIVIDUAL STUDENTS

Students who wish to participate in the SL lists but are not currently enrolled in an English class may apply directly to the SL List Co-owner, Thomas Robb, for permission to join. Individuals must make the following promise when applying:

I promise to read the rules for participation in the Student Lists and to follow them faithfully. I understand that I may be removed from the SL lists if I violate these rules.

Co-owners of the SL Lists:

Lloyd Holliday, La Trobe University, Australia

<<L.Holliday@latrobe.edu.au>

Thomas Robb, Kyoto Sangyo University, Japan

<<trobb@cc.kyoto-su.ac.jp>

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4. Literature chatboard for teachers

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Teachers.Net Releases Latest Teacher ChatBoard Dedicated to Teaching Books and Literature.

Teachers.Net

<http://teachers.net/>

Teacher.Net is pleased to announce the latest ChatBoard in our Chat Center, the Books and Literature ChatBoard. The Literature ChatBoard is the educators teachers' direct gateway to books and educational resources on the Internet, as well as access to the best gathering of educators anywhere on Earth. Add your voice to our forum, bookmark the Books and Literature ChatBoard and visit often!

Books and Literature ChatBoard

<http://teachers.net/mentors/literature/>

Teachers.Net - Your New Home on the Web!

Bob Reap

Resource Development

Teachers.Net

=====

TEACHERS.NET - TOOLS FOR THE ON-LINE EDUCATOR <http://teachers.net/>

=====

Chat Center <http://teachers.net/chat/>

ChatBoard <http://teachers.net/chatboard/>

Lesson Plans <http://teachers.net/lessons/>

Reference Tools <http://teachers.net/library/>

Live Chatroom <http://192.41.17.202/lounge/main/>

Teacher Mailrings <http://teachers.net/mailrings/>

Teacher Catalog <http://www.teachers.net/catalog/>

Mentor Support Boards <http://teachers.net/mentors/>

Curriculum Development <http://teachers.net/curriculum/>

Teacher Job Listings <http://teachers.net/jobs/jobboard/>

Literature ChatBoard <http://teachers.net/mentors/literature/>

...and much much more! Visit Teachers.Net for the complete tour!

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TEACHERS.NET - <http://teachers.net/> - BOOKMARK US AND TELL A FRIEND!

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#### 5. Steve Molinsky lecture cycle in Argentina

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Steve Molinsky, Professor of Education and Director of the Graduate TESOL Program at Boston University, will offer the following workshops:

May 27: Vocabulary Teaching for Diverse Learning Styles.

Venue: Blackpool, Avda. Rafael Nuñez 4555, Cerro de las Rosas, Cordoba.

Time: 7:30 to 9:00 p.m.

Reservations: By phone: (051) 237172; by fax: (051) 240045;

by e-mail:

<underline><color><param>0000,0000,00FF</param>ssargelt@comnet.com.ar</color></underline>.

May 28: What I Have Learned About Language Learning from Trying to

Learn a New Language: Implications for Teachers.

Venue: Centro de Congresos y Exposiciones, Enoteca, Peltier 611, Barrio Civico, Mendoza.

Time: 6:00 to 7:30 p.m.

Reservations: By phone to (061) 236271, by fax: (061) 298702,

by e-mail:

<underline><color><param>0000,0000,00FF</param>ssargelt@coment.com.ar</color></underline>.

May 30: What I Have Learned About Language Learning from Trying

to Learn a New Language: Implications for Teachers.

Venue: Salon Los Dos Chinos, Juramento 2381, Capital Federal.

Time: 9:30 to 11:00 a.m.

Reservations: By phone/fax: 774-7372,

by e-mail:

<u><color><param>0000,0000,00FF</param>ssargelt@comnet.com.ar</color></u>.

There will be no charge for these workshops. Vacancies are limited.

Certificates of attendance will be issued.

Dr. Molinsky holds MA and PhD degrees in Linguistics from Harvard University. He is co-author of Simon & Schuster-Prentice Hall books: Side by Side, Side by Side TV, Classmates, ExpressWays, Foundations, Navigator, Communicator, and the Word by Word Vocabulary Development Program.

\*\*\*

end</x-rich>

From ???@??? Mon May 18 15:57:20 1998  
To: me  
From: me@interlink.com.ar  
Subject: N&V-L Digest 382 - 18 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011705b17f8688be13@24.232.3.229>

-----  
N&V-L Digest 382 - 18 May 1998  
-----

There are 8 messages in this digest.

1. IATEFL Manchester April 1998
2. Translators and teachers wanted
3. 'said to me that'
4. Scholarships
5. keypals
6. Gabriela Cosentino leaves Fulbright
7. Forthcoming events May/June
8. Reply to Ana Armendariz (on writing)

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1. IATEFL Manchester April 1998

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Since María Cristina Araujo wanted to know about IATEFL Conference in Manchester here I am, trying to put into words what the experience meant for me.

Convinced that conferences are one of the best opportunities for personal as well as for professional growth, I tried to live it fully. Knowing that it would be impossible to attend all the talks and workshops ,choices had to be made,which not always were the right ones.

That was not the case with the Pre Convention Event on Testing , Assessment and Evaluation. Kari Smith's presentation was great as well as Dave Allan's on Classroom Testing.

As an anecdote, I can tell you about "Warm-up theatre", a workshop where the presenter never turned up.Fortunately , Luke Prodromou and Ken Wilson were among the participants; they willingly took over and shared with us their own "warm"activities. What might have been a flop turned out to be one of the warmest and most enriching presentations.

During the Open Forum organized with authors from Oxford University Press and coordinated by Henry Widdowson the issue of native vs. non-native teachers was discussed, with general applause when a teacher from the audience demanded the inclusion of a non-native speaker in the panel. We were six Argentinian teachers present. I hope they can also post their own views.On the whole, the Conference was a unique opportunity to exchange ideas and experiences with over 1,300 teachers from all over the world, which in itself is entirely fruitful.

María Laura Rossi  
mlrossi@satlink.com

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2. Translators and teachers wanted  
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Instituto Hinton is looking for teachers and translators.

Contact below

International Languages Services  
Tucuman 340 PB  
(1049) Buenos Aires  
Tel.: 312-2130, 312-6439  
mailto:mpironelli@frances.com.ar

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3. 'said to me that'  
-----

A recent posting asked about the attestability of the expression  
'(he) said to me that ...'

The Cobuild corpus lists 198 concordance examples for the string  
'said to me that', including:

People have said to me that your first week in the Commons  
He also once said to me that he was terribly sorry but if my  
my parents once said to me that they wouldn't mind if I changed  
He commented: `She said to me that we were being too negative,

I was sitting on. He said to me that as I was the only person left,  
Somebody once said to me that their motto was `when they're  
one Republican member said to me that after he had talked to  
Roy Hattersley said to me that he didnt want to discuss the  
Somebody said to me that the only people who remember  
Don always said to me that we would never whinge.  
People have said to me that your first week in the Commons is  
He's actually said to me that he loves me.  
She just said to me that oh it was wonderful.

Using the search engine Hotbot I found 83,878 matches on the World Wide Web  
for the string'said to me that', although of course these could include  
many repetitions of the same instance.

Some examples in rather more context:

- 1) Q. What did she say about that? A. That was her biggest fear. She felt  
and she said to me that one of the reasons she had waited so long to end  
their relationship before asking for a divorce was that she was afraid  
he would follow through on the threats that he had made to her of  
killing  
her,
- 2) Copland, of course, is poised on a hardware abstraction layer. He said  
to me that the notion that its hardware-independence still leaves it  
dependent on the PowerPC is strictly marketing conservatism;
- 3) After I had stood in the thrall-market at Cheaping Knowe, and not been  
sold, the wild man led me away toward the mountains that are above  
Goldburg; and as we drew near to them on a day, he said to me that  
he was glad to the heart-root that none had cheapened me at the said  
market;
- 4) Golubic, Campbell and Golubic said a lot, but in the field of  
representation, they said to me that taking a different and less  
obvious tack can provide a more appropriate solution than what seems  
to be the obvious approach.
- 5) I can't reach him so I want to. As Yoko once said, but probably not  
exactly in these words, "You once said to me that the wind will  
always blow, no matter how softly. I didn't realise that that was  
you John"
- 6) Early in 1993, a close friend of mine was dying from pancreatic cancer  
at age 51. His wife said to me that being ill is like traveling to  
a foreign country.
- 7) etc - there are many, many more ....

Thanks to Gwynneth Fox for help with the concordance search in Cobuild's  
Birmingham database.

Martin Eayrs  
Buenos Aires, Argentina  
mailto:me@interlink.com.ar

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4. Scholarships

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Surrey University is offering a number of scholarships for students based in South America to study on the MA linguistics (TESOL). Each scholarship is for £1000.

Further information from:

Tammy Hughes  
English Language Institute  
University of Surrey  
mailto:T.J.Hughes@surrey.ac.uk

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5. keypals  
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>I've recently started teaching an e-mail "keypal" class, and am  
>interested in finding keypals for my students.

We have recently set up a "keypal" - or "epal" - page on the British Council website here in Hong Kong, and are very keen to get as many students as possible participating. The idea is for it to be an informal "self access" arrangement and for there to be as much cross cultural communication as possible (in English!).

The address is:

[http://www.britcoun.org.hk/epals/epals\\_new.html](http://www.britcoun.org.hk/epals/epals_new.html)

and it can also be reached through the Clarity website at  
<http://www.clarity.com.hk>

Andrew Stokes  
Clarity Language Consultants Ltd  
PO Box 163, Sai Kung, Hong Kong  
tel: +852 2791 1787, fax: +852 2791 6484  
<http://www.clarity.com.hk>

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6. Gabriela Cosentino leaves Fulbright  
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A of June 1 Gabriela Cosentino will not be working at the Fulbright Commission in Argentina any longer. She has accepted an offer made by the Catholic University to be in charge of the Institutional and International Relations at the Graduate School of Social Sciences and Economics.

She will, however, still be OSEAS Rep for Latin America and OSEAS-ADSEC Liaison and can be contacted on  
<gcosentino@cotelco.com.ar> until September.

Gabriela Cosentino

Program Officer/Ed. Adviser  
Fulbright Commission  
Buenos Aires, Argentina  
E-mail address: <gc@fulb-ba.satlink.net>

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7. Forthcoming events May/June  
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The following courses are announced at Rainbow Institute:

1. Arlen Argagliano (Concordia College, New York).will talk about  
their Intensive English Programme  
May 29 th, 6 p.m. Free
2. Workshop on Country Music  
June, 13th, 11 a.m to 1 p.m., Fee: \$ 10  
Lillian Pearce from Alabama will talk about the South  
of USA, its Traditions, Music and Language.

Registration and more information on these and many other  
workshops/talks from:

Rainbow, Practical English Teaching.  
Sáenz 341. P 1 Lomas de Zamora (1832)  
Buenos Aires, Argentina.  
Tel: 292-7495 or 243-6570 or  
mailto:rainboworsi@arnet.com.ar

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8. Reply to Ana Armendariz (on writing)  
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In (late) response to Ana Armendariz's posting, I think it is indeed possible to offer a "model" of writing that can be adapted by each individual to suit her/his multiple cognitive styles and/or preferences. I don't think it's possible to prescribe a few writing techniques, but if we manage to see the tree from the woods, we can certainly pinpoint and describe the processes good writers engage in when they call up their muse. I think Ana gave great examples of the stages that led her to the final outcome, i.e. invention, drafting and editing. The first stage, invention, is the one we usually identify with outlining or brainstorming. There is, however, a myriad of invention techniques that work just as effectively, e.g. cubing, listing, freewriting, etc. For example, what Ana did can be described as "freewriting", i.e. you just pour text on the screen or paper in whatever way it comes to your head (I guess something like stream of consciousness in literature). The main purpose of the second stage, usually referred to as drafting, is to identify and organize the ideas that will make it to the final draft. This is the cut-and-paste stage Ana made reference to. The emphasis here is on coherence and cohesion, i.e. the writer tries to make the ideas in text flow as a coherent whole.

Finally, the revision or editing stage involves considering both holistic and mechanical aspects of the text. In this stage, the focus is a critical approach to the text considering aspects such as purpose and audience, i.e. the writer asks herself whether the text matches both her



purpose and intended audience. Within this stage the writer also refines mechanical aspects of the text, i.e. check for grammatical accuracy and appropriacy of grammatical structures according to the intended purpose and audience of the text. Going back to Ana's case, as she admitted, she did not quite finish the process of editing, which, I would say, is very much characteristic of the medium she was using (e-mail). We know that e-mail allows us to rectify and take back whatever we say in pretty much the same way as in every day conversation. We obviously do not deliberately send messages with errors, but the point is that the constraints are very different from, say, submitting the same text to print.

In my experience, teaching academic writing from a process approach gives learners a great opportunity to discover and further develop their own learning styles and strategies. It also demystifies the idea that good writers produce a perfectly neat and clean final draft at a sitting. I'm not implying that gifted writers cannot do this. I'm simply advocating the idea that absolutely ANYONE can become an effective writer given the right conditions and that a process approach to writing increases the chances for those conditions to be met.

On a different note, the implementation of a process approach to writing requires a change of perspective not only in teaching but in assessment. The focus of assessment is no longer only on the final outcome but rather on the process as a whole. Alternative ways of assessment are thus needed, e.g., portfolios.

I think it would be very interesting to hear other teachers' experiences and opinions regarding these issues.

Julio Rodriguez  
TESL/Applied Linguistics  
Iowa State University  
mailto:julioocr@hotmail.com

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end  
From ???@??? Wed May 20 00:43:15 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 383 - 19 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170bb1871ff19ef0@[24.232.3.229]>

-----  
N&V-L Digest 383 - 19 May 1998  
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There are 5 messages in this digest.

1. Second Patagonian EFL Conference Final Programme
2. Omar Villareal in Azul
3. IATEFL Manchester April 1998
4. A BBC Questionnaire
5. FAAPI 1998

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1. Second Patagonian EFL Conference Final Programme  
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This posting is somewhat overdue, but we didn't want to send it until our final programme was ready (and believe it or not, it IS !!).

Dates: 6 ,7 ,8 June 1998

Instituto Neuquino del Profesorado en Inglés,  
Fotheringham 334 /346, Neuquen

#### PLENARY SESSIONS

9.00am to 10.30 am - 11.00 am to 12.30pm  
De Sol a Sol, Av. Olascoaga 309 - 1st Floor

Ana María Armendáriz: The Required Competence of Language Teachers.

Cristina Banfi: How Linguistic Research is relevant to Teachers and Teacher Training.

Martin Eayrs: Teaching English: a profession, or a job like any other?

Cristina Grondona White: Beyond Story Telling.

Susan Hillyard: What's doing? - Teaching Thinking Skills.

Sue Leather: Teacher Training and Teacher Development.

#### CONCURRENT SESSIONS

14.30 pm to 16.00 pm - 17.00 pm to 18.30 pm  
Instituto Neuquino del Profesorado en Inglés,  
Fotheringham 334 /346, Neuquen

Ana Mónica Altamirano: Learning Strategies: A Case Study.

Silvia Benson: Process Writing & Portfolio Assessment: a Practical Look.

Susana Benvenisti: The Mixed Ability Class.

Mónica Dominguez: The Arts in the Language Classroom.

Martin Eayrs: Electronic Aids for English Teachers. Setting Up the Business English Course.

Mónica Gandolfo: Listening: Developing Awareness.

Elsa Grimaldi: Curriculum improvement at Universidad Nacional del Litoral with the aid of multimedia technology.

Susan Hillyard Strategic Interaction :Drama for Language Work.

Nora Krichmar: Making the Most of Class Readers.

Sue Leather: Using the Coursebook to Everyone,s Advantage.

|                                |                                                                  |
|--------------------------------|------------------------------------------------------------------|
| Silvia Luppi:                  | The Teaching of English at Polimodal Level.                      |
| Laura Renart:                  | Bringing Discourse Analysis into the Classroom.                  |
| Silvia Rettaroli:              | Curriculum Designs for Foreign Languages.                        |
| Nori Robiglio:                 | Grammar for Teachers: a Practical Approach to Language Teaching. |
| Mónica Szpak & Alejandra Pron: | A Literature-based Thematic Unit: English across the Curriculum. |

## Programme

### Saturday 6th June

8.00 : Registration  
 9.00 : Opening Ceremony.  
 9.30 : Sue Leather: Teacher Training and Teacher Development  
 11.00 : Break  
 11.30 : Martin Eayrs: Teaching English: A profession or a job like any other?  
 12.30 : Lunch break  
 14.30 : Concurrent Sessions I - Module I  
 16.00 : Break  
 17.00 : Concurrent Sessions II - Module II  
 18.30 : Book Presentations : 1.- UCLLES 2.- Oxford University Press  
  
 21.00 : The Suburban Players present : Educating Rita, by Willy Russell.  
 (Espacio de las Artes Theatre) Performed by Susan Hillyard & Nick Martin, directed by : Jörgen Sorvik  
  
 21.00 : Armonicus, Asociación Musical del Comahue presents: Second Concert of the Season: The Belcea String Quartet (England)  
 (Aula Magna - Universidad Nacional del Comahue)

### Sunday 7th June

9.00 : Ana María Armendáriz: The Required Competence of Language Teachers.  
 10.30 : Break  
 11.00 : Cristina Grondona-White : Beyond Storytelling.  
 12.30 : Lunch break  
 14.30 : Concurrent Sessions - Module I  
 16.00 : Break  
 17.00 : Concurrent Sessions- Module II  
 18.30 : Book presentations 1.- Richmond 2.- Simon & Schuster: Bright Ideas for Young Learners

Raffles of materials provided by all exhibitors.

21.30 : Gala Dinner : (De Sol a Sol)

### Monday 8th June

9.00 : Cristina Banfi : How important Linguistic Research is to Teachers and Teacher Training  
 10.30 : Break  
 11.00: Susan Hillyard: What's doing? Teaching thinking skills.  
 12.30 : Closing ceremony.  
 13.00 : Farewell lunch.

Afternoon social programme:

Tour to Lakes Mari Menuco and Pellegrini Visit to Maison Suisse (homemade chocolates and preserves)

Fee : \$ 70 For registration and enquiries,

Contact: Instituto Neuquino del Profesorado en Inglés  
Fotheringham 346 (8300) Neuquén  
Tel/Fax: (099) 427574 - (099) 422123

I would like to add that we are grateful not only for the generous support of our speakers, but also for the wonderful response we are getting from all over the country. Teachers from as far north as Salta and as far south as Tierra del Fuego will be meeting in Neuquen, and making true once more our motto: Working, Sharing, Learning Together!

Cristina Gallo  
Neuquen, Argentina  
mailto:cgm@teletel.com.ar

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2. Omar Villareal in Azul  
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On June 26 and 27 Omar Villarreal will be giving a course titled "Claves para la renovacion de la enseñanza del ingles en el marco de la transformacion educativa" in Azul from 8:30 to 19:30. The fee will be that of 35 pesos. It is organized by Facultad de Agronomia (Universidad NAcional del Centro). Contact me for more information.

Silvia Benson  
Azul - Argentina  
mailto:sbenson@satlink.com

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3. IATEFL Manchester April 1998  
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I should like to join María Laura Rossi in commenting on IATEFL '98. I started with a Pre Convention Event on Research during which Dick Alright, Eryl Griffiths, John Field, Graham Low and Jennifer Davis enlightened us into the different ways of dealing with classroom research. The convention started on Wednesday with an open plenary by Svetlana Terminusova who talked about the experience of her first trip to England in an amusing way, stopping to comment on typical British stereotypes, cultural differences, pronunciation and register problems. In short, all the problems non-native English speakers and teachers may have when in an English-speaking country.

Busy days followed with as many as 20 concurrent sessions to choose from at a time, stopping for a coffee break and look around the ELT Exhibition Hall.

On Thursday there were two concurrent plenary sessions by Martin Bygate and Gwyneth Fox. I decided to attend Bygate's talk on "Task as Context for the framing and unframing of language". I was very proud to attend María Laura Rossi's workshop on Emergency Activities. It was a hands-on session which provided us teachers with simple, effective material to rely on when in an "emergency".

Other concurrent plenary sessions featured Manny Vazquez presenting on "Teaching through Content" and Louis Alexander on "Course Design".

The Oxford Debate on Saturday, with Henry Widdowson as its Chairman, focused

on Global and Local perspectives on ELT. Rod Ellis, Keith Morrow, Tricia Hedges and Alan Maley discussed issues of great interest to everyone in the ELT field. IATEFL came to a close with Rod Ellis' final plenary on SLA and Research.

There were sessions for all tastes and needs but there was a strong emphasis

on learner motivation and attitudes, learner independence and learner strategies as well as action and classroom research. The buzz words seemed to be "noticing", learning in "chunks" and "collocations".

To sum up, IATEFL was a great opportunity to meet colleagues from around the world and get up to date with what is going on in the ELT field.

Mónica Aparicio  
Tandil- Argentina  
mailto:tep@necsus.com.ar

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4. A BBC Questionnaire  
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BBC English is planning to make another series of "Teaching Matters". They would like input from practising teachers from all over the world. If you would like to help please fill in this questionnaire.

-----  
A - Please TICK up to 10 priority topics that you would like discussed in future programmes. The next series will consist of 10 x 15-minute programmes, with Internet support and factsheets.

- 1 - The range of language teaching methodologies
- 2 - Dealing with slow learners
- 3 - Managing fast learners
- 4 - Teaching literature
- 5 - Teaching with limited resources
- 6 - Teaching creative writing
- 7 - Communicative approaches versus traditional methods
- 8 - Group work in large classes of mixed abilities
- 9 - Improving oral skills
- 10 - Using role play and simulation activities
- 11 - Communicative activities
- 12 - Conducting listening activities

- 13 - Writing your own teaching materials
- 14 - Teaching English for Special Purposes
- 15 - Teaching pronunciation
- 16 - Using games and songs
- 17 - Learning strategies
- 18 - Teachers' own language improvement

-----  
B - Would you like to add any other suggestions?

-----  
C - We would like the new series to be relevant to many teaching situations. It would be very helpful if you could describe your present teaching or training situation (e.g.: name of institution/school, level & age of students/whether state or private sector/your post) and a brief indication of your past experience/qualifications.

-----  
D - Would you consider participating in a radio interview for the new series? If so, please let us know whether there is a particular subject (or experience) that you would like to share with us?

-----  
E - Do you or your students ever listen to any English Language teaching radio programmes on BBC World Service? (If you teach in the UK, perhaps your students listen when they are in their home countries.) If so, we would appreciate any brief comments you would like to make:

If not, is this because: (a) radio teaching is not useful for you or your learners; (b) you cannot hear the programmes in your area, or (c) because you/they are unaware that this service exists?

-----  
F - Do you or your students have access to Internet? (YES) (NO)

If so, have you already visited our Internet site?

[http://www.bbc.co.uk/worldservice/BBC\\_English](http://www.bbc.co.uk/worldservice/BBC_English)

Would you like us to send you a programme guide for World Service English Language teaching programmes broadcast in your country? (YES) (NO)

Would you like factsheets to accompany the new series? (YES) (NO)

-----  
G - Please write your name and contact address/details here:

Please return the completed form by 1 June 1998 -

\* by snail mail to: TEACHING MATTERS II, BBC English, Bush House,  
London WC2B 4PH, UK;

\* by fax to: 00 44 (0)171 557 1251;

\* or by e-mail to: Joanna Baker at <joanna.baker@bbc.co.uk>.

BBC English  
mailto:joanna.baker@bbc.co.uk

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5. FAAPI 1998  
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The following guest speakers have now confirmed their presence at  
FAAPI 1998 in Bahia Blanca on 24, 25 and 26 September: Nick Saville,  
Alan Pulverness, Jane Revell, Rosalyn Hurst and Diana Hicks.

Registration forms and bookings for hotel accommodation are now being  
taken and there are economic advantages in booking early.

Further information from <apibb@impsat1.com.ar>.

\*\*\*

end  
From ???@??? Sun May 24 15:11:29 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 24 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170cb18e11fbe5c3@[24.232.3.229]>

-----  
N&V-L Housekeeping Message  
-----

As a result of tiredness, clumsiness and general  
stupidity on the behalf of the list editor some  
list members may have received a proto-version of  
N&V-L Digest 384, bearing the somewhat cryptic  
date 'xxx May 1998' and the wholly unenlightening  
information that there are 'xxx messages in this  
digest'.

This was of course a template that sadly went out  
in preformatted state. Our apologies, and the edited  
version will be in your mail box in due time.

List Editor

From ???@??? Mon May 25 01:53:30 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 384 - 25 May 1998

Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011711b18e28ba3e82@[24.232.3.229]>

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N&V-L Digest 384 - 25 May 1998  
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There are 6 messages in this digest.

1. Post-Graduate Seminar at University of La Pampa
2. Email project at Colegio Nacional de Buenos Aires
3. Doubts about Pronunciation
4. Teaching posts offered
5. Doubts about Pronunciation - a reply
6. Information required

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1. Post-Graduate Seminar at University of La Pampa  
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Though this announcement may reach you a bit too late to visit us, let me share this piece of news with you.  
(And forgive me, I'm a newly-subscribed member!)

A Post-Graduate SEMINAR will be held at the Foreign Languages Department, University of La Pampa, next JUNE 5-6, with a total 25-hour credit.

Lecturer: PROFESSOR ALAN DURANT  
MIDDLESSEX UNIVERSITY, London

Topic: 'The Representation of British Cultural Identities in Literature and the Media'

Schedule: June 5 - 8 to 12 hs, and 16 to 20 hs  
June 6 - 8 to 12 hs.

Preferred Audience:

- Profesorado Students (para Enseñanza Superior)
- Licenciatura Students (UNLPam)
- Graduates, teachers of English
- Advanced students from Private Institutes

Fees: Teachers/Graduates: \$ 35      Teacher Assistants: \$ 20

Enrolment: 18-26 May, 2 to 6 pm at Departamento Alumnos,  
Facultad de Cs Humanas, UNLPam.  
C.Gil 353, 2° piso, 6300 Santa Rosa (La Pampa) Arg.  
Fax 54-954-33037 'Seminario Prof. Durant'  
Email. <gpascual@cpsarg.com> 'Seminario Prof. Durant'

NO pre-reading is required.

And please, DO NOT think Santa Rosa, La Pampa, is way out of your reach!... Actually, we're right in the middle of Argentina and much closer to other cities than you would imagine, really! AND... we're very 'friendly' mapuches !!

Graciela Pascual



mailto:gpascual@cpsarg.com

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## 2. Email project at Colegio Nacional de Buenos Aires

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The e-mail project at Colegio Nacional de Buenos Aires (referred to in a previous posting) is about to become fully functional. The first list will start working in two weeks time, but students may join the project at any time. If you have a group you would like to incorporate or if you are a teacher interested in the project, mail Pablo Toledo at <ptoledo@cnba.uba.ar> for further information.

Pablo Toledo  
mailto:ptoledo@tatu.cnba.uba.ar

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## 3. Doubts about Pronunciation

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It is common in teaching pronunciation to expect discrimination before production - to insist that learners must, for example, be able to 'hear' a contrast before they can produce it.

Yet on the other hand, many native speakers of English who can handle the production side of intonation without difficulty need training before they can reliably distinguish between rising and falling tones. Some in fact never achieve this.

Anyone care to comment on this apparent anomaly ?

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## 4. Teaching posts offered

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For further information click on the link. (If you do not have hot links, cut and paste the URL in your browser).

Ecuador EFL Teacher - Tomas de Berlanga Elementary  
<http://tefl.com/jobs/ecujoba.htm#ECU0012>

Mexico English Instructor - Colegio Americano de San Carlos  
<http://tefl.com/jobs/mexjoba.htm#MEX0035>

Brazil Trainee Teachers . Instituto Cultural Brasil Estados Unidos  
<http://tefl.com/jobs/brjoba.htm#BR0022>

Peru Teachers - International Placement Group  
<http://tefl.com/jobs/perjoba.htm#PER0010>

Mexico Qualified Teachers- Vancouver Language Center, Guadalajara  
<http://tefl.com/jobs/mexjoba.htm#MEX0034>

Colombia English Teachers - Universidad Santo Tomas  
<http://tefl.com/jobs/coljoba.htm#COL0023>

Colombia TEFL Teachers - Instituto de Enseñanza Ingles  
<http://tefl.com/jobs/coljoba.htm#COL0022>

Mexico TEFL Teachers - English Unlimited  
<http://tefl.com/jobs/mexjoba.htm#MEX0033>

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5. Doubts about Pronunciation - a reply  
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Martin Eayrs says:

>It is common in teaching pronunciation to expect  
>discrimination before production - to insist that  
>learners must, for example, be able to 'hear' a  
>contrast before they can produce it.

Discrimination before production is one of the steps we follow when we teach sounds. This is done because in phonological acquisition the learner has to discover new patterns via testing and revising hypotheses but not because it will ensure correct articulation. In fact, there are speakers who are good at pronunciation but poor at discrimination and speakers who are very accurate at telling one sound from the other but cannot articulate them properly. Phonological acquisition is linked to the neuromuscular realm while morphology and syntax engage the central nervous system - this seems to explain the differences in the acquisition of this skill.

>Yet on the other hand, many native speakers of English who  
>can handle the production side of intonation without difficulty  
>need training before they can reliably distinguish between rising  
>and falling tones. Some in fact never achieve this.  
>  
>Anyone care to comment on this apparent anomaly ?

This is not an anomaly but an indication that there is a lot to be explained in second/foreign language acquisition. Dr Brazil used to say that he did not have a musical ear, that he could not tell a fall from a rise but he certainly knew when somebody was telling or referring. It is said that intonation cannot be taught which does not mean that it can't be learnt. We don't know how our students learn intonation. Is it by perceiving the pitch movements, or by associating the tone with the grammatical structure or by interpreting the speaker's attitude? I think we should provide as many tools as we can so that the learner selects the one that suits his/her needs.

Marianne Celce-Murcia et al provide a very interesting history of pronunciation teaching, and research carried in the field of the acquisition of pronunciation skills in Teaching Pronunciation, CUP, 1996.

Prof. Graciela C. Moyano  
ISP JV Gonzalez  
INSPT de UTN  
ENSMLV JFKennedy  
<mailto:gmooyano@tournet.com.ar>

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6. Information required  
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Can someone please post information on some/all of the following ?  
dates and contact details if nothing else. Thanks.

1. 1998 PARATESOL Conference, Paraguay
2. A conference (?) in Santa Fe (Arg) later this year
3. Seminario de Cine Norteamericano in Mar del Plata, Argentina, June '98
4. Cono Sur TESOL conference 1999 (in Argentina ?)

List editor

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end

From ???@??? Wed May 27 00:52:49 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 385 - 26 May 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v0401170bb18f863b0aaf@[24.232.3.229]>

<x-rich>-----

N&V-L Digest 385 - 26 May 1998

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There are 7 messages in this digest.

1. Teun Van Dijk talk on 'Discurso y Ideologia'
2. More about the FAAPI Congress
3. Re: Discrimination before production (1)
4. IPA Fonts on the Web
5. Re: Discrimination before production (2)
6. Open seminars at ESSARP Centre
7. Call for the Fire Brigade

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1. Teun Van Dijk talk on 'Discurso y Ideologia'

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The Sociedad Argentina de Linguistica, the Departamento de  
Linguistica del Ciafic-Conicet, the Departamento de Letras

Modernas of the Facultad de Filosofia y Letras of the  
Universidad de Buenos Aires and the Instituto Del Profesorado  
de Ensenanza Superior en Lenguas Vivas "Juan Ramon Fernandez"  
announce a seminar by Prof. Teun Van Dijk on 'Discurso y  
Ideologia' to be held on 12 - 14 August 1998, from 9 - 13  
hours, at the Instituto Del Profesorado de Ensenanza  
Superior en Lenguas Vivas "Juan Ramon Fernandez", Carlos  
Pelligrini 1455, Capital Federal, Argentina

Information from  
Sociedad Argentina de Linguistic  
Federico Lacroze 2100  
Tel/Fax: 776-0913, 777-5280  
mailto:POSTMAST@CIAFIC.EDU.AR

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2. More about the FAAPI Congress  
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We are very glad to announce that Jane Revell will open the Congress  
with the plenary "Introduction to NLP". She will also have a workshop  
called "Stress Management for Teachers", which most of us would like  
to attend!!

There will be a panel about Polimodal with The Foreign Languages  
Team from the Ministry. The title of the panel is "Foreign Languages  
at Polimodal: teachers and students' competences".

Diana Hicks' plenary will be "ELT-Back to the Future?"

We will keep you updated about the speakers and the titles of the

plenaries as soon as we have more information.

Remember that the Call for Papers is due on June, 20!

If you have not received any information about FAAPI Congress or if you know of any institution that has not received our posters, please let us know. Help us to update our mailing list!

Hope to see you all in September!

Organizing Committee FAAPI 1998

Fax: (0054) 091-563166

mailto:apibb@impsat1.com.ar

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3. Re: Discrimination before production (1)  
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Martin Eayrs wrote:

> It is common in teaching pronunciation to expect discrimination before  
> production...  
> Yet on the other hand, many native speakers of English need training  
> before they can reliably distinguish between rising and falling tones.

I think a distinction needs to be made here between \*possessing\* the ability to discriminate, and \*learning\* to discriminate. The typical pronunciation teacher that Martin refers to (and I include myself here) would say 'If they can't hear the difference, how can they produce it?' What one normally implies here is that because learners do not possess the ability to discriminate in perception, they will not be able to apply that ability in production.

When talking of native speakers distinguishing between rising and falling tones, we are not talking about people who do not possess the ability to distinguish \*in communication\*: if they did, they would not be able to tell the difference between a question and a statement. What we are asking these native speakers to do (usually in the context of an applied linguistics component in a teacher training course) is to map on paper, as it were, the direction of pitch movements in speech. This is an immensely difficult thing to do, as anyone who has tried it will know, not least because of problems like, for example, the fact that a fall must have a \*high onset\* (you can't fall from the bottom, can you?). This confuses many students of phonetics, who think a high onset is actually a rise.

If there is a lesson to be learnt here, it is perhaps that there is not necessarily a connection between what one can do and what one has consciously learnt. Teaching something does not mean it is then part of the students' abilities, and conversely, not having taught something does not perforce mean that students will have no command of that skill. I could carry the implications of this over into grammar teaching, but I will leave it to those who wish to do that.

John Harbord

University of Hannover

<mailto:jharbord@uni-bremen.de>

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#### 4. IPA Fonts on the Web

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Listmembers interested in downloading phonetic fonts may find what they need at one of the following websites.

Simply click on the link and your browser should take you there.

If your email software does not support hotlinks then copy the URL and paste it in the location window of your browser. (You might also think of updating your email software - there are plenty of free downloadable options that do support links)

The first is freeware

<http://www.sil.org/computing/fonts/encore-ipa.html>

These others are for sale at varying prices

<http://www.sil.org/FTP/FONTS/WIN/>

<http://www.arts.gla.ac.uk/IPA/ipafonts.html>

<http://babel.uoregon.edu/FontLayout/FontMain.html>

<http://babel.uoregon.edu/yamada.html>

[http://www.uni-mb.si/local/fontfaq/CF\\_11.HTM](http://www.uni-mb.si/local/fontfaq/CF_11.HTM)

<http://www.babel.uoregon.edu/yamada/fonts/phonetic.html>

List Editor

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5. Re: Discrimination before production (2)  
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My guess is that we process intonation with our right brains, not our left brains, because it is in the emotional sphere. We are used to analyzing language, breaking it down into parts, etc. but we don't generally do that with intonation, so it takes training to turn analytic

functions onto something we have left alone analytically. Something like learning to analyze a pop song or a fairy tale.

I consider intonation to be very basic to the language. That's why babies often practice intonation before they practice the sounds. However it is definitely processed differently from the other elements. Have you ever been so stunned by someone's intonation that your analytic functions were paralyzed? When this happens, you are literally trying to do major functions with both sides of your brain and can't do it; your right brain takes precedence since it deals with spatial emergencies, danger, etc. If a person's intonation tells you that he's not to be trusted, you'd want to know that *\*before\** you parse the sentence.

Does that make any sense ?

Tom Leverett

<mailto:leverett@siu.edu>

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6. Open seminars at ESSARP Centre

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A       NORTHERN CLUSTER AT ST CATHERINE'S/MOORLANDS

Address: Ruta Panamericana Acceso Pilar Km 38

(pass Fonavi buildings, take next exit at Tortugas

Country Club, follow 'colectora' to the school

"Rising above the Rest"



Monday 27th and Tuesday 28th July 1998

9 to 12 and 1.30 to 4.30

Two day event- Total 12 hours

Level: Owners- Heads- Administrators- Coordinators

\* Using a five-stage approach to auditing and improving management processes in the school \* Making a success of middle management. Clarifying the role and expectations of middle managers so that they become an effective part of a management structure rather than only operating as subject co-ordinators \* Establishing, maintaining and evaluating effective teamwork - anyone who may benefit from teamwork

Cost: \$ 70 per participant

Certificates issued by ESSARP Centre

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B SOUTHERN CLUSTER AT ST ALBAN'S SCHOOL

Address: Ramón Falcón 250- Lomas de Zamora

"Rising above the Rest"

Thursday 6th August and Friday 7th August 1998

9 to 12 and 1.30 to 4.30

Two day event- Total 12 hours

Level: Owners- Heads- Administrators- Coordinators

\* Teamwork: Vision & Leadership

\* Evaluation: Competency based job profiles as part of school self-improvement. · Auditing and improving Management Processes ·

Cost: \$ 70 per participant Certificates issued by ESSARP Centre

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C Provincial Clusters:

\*\*Mendoza-Las Candelas- August 3th & 4th

Almirante Brown s/n

(5500)-Chacras de Coria-Mendoza.

Contact: Mabel Fleury-Tel: 061-962087

\*\*Neuquen-Sunrise School- July 30th & Friday 31st/

Chacra Los Nogales

C.C.50 (8300)

Cipoletti-Neuquen

Contact: Anne Lyons-Tel: 099-786590 or

E-mail: sunrise@rionet.rionegro.com.ar

"Rising above the Rest"

by Anthony Pierce

A former headteacher in England, Anthony Pierce B.A. is a member of the Institute of Personnel and Development , U.K.(MIPD). He is an "Investors in People"adviser and is Training Director of Primary Focus U.K.

He was seconded in 1997 to the Counselling & Career Development Unit, University of Leeds, U.K., working in a large number of LEAS and on National Projects with Industry.

Contact:Susan Hillyard

Director ESSARP Centre

Tel:371-6064/ 0427

mailto:hillyard@essarp.org.ar

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7. Call for the Fire Brigade  
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On May 10 our List Editor posted a note to say that several netters had requested him to take the role of List moderator, i.e. that he undertake a more committed task than just reposting messages. There was a demand for him to act as "'an igniter' and a stoker, starting threads and then keeping them going by fanning the flames a little."

Intrigued by his earnest declaration of impartiality and commitment to fairness, transparency apparently being at stake in this new role, I pointed my browser to a number of LISTSERV homepages in search for moderators' regulations.

Apart from finding the term 'arbiter' alongside with 'moderator', I noticed all regulations converged on the following aspects regarding content:

- + posting limits FL-TEACH has a bulk of around 100 messages a day, which is quite a burden
- \* organisation of thoughts in terms of thread relevance to avoid dispersion - a posting can be rejected on the grounds that it is "off topic"
- + thread development time limit the moderator can decide to stop the further "propagation" of a thread
- + academic debate "etiquette" the moderator is entitled to reject a posting if it entails flamewars, or general "ill-will" towards a person or their ideas; any rude or demeaning talk of a "locker room" nature: SLART-L members had to resort to "external" moderation

cause there was someone monopolising threads and opinions, and bullying all those that did not agree with him.

+ a mandatory 7-day lurk (read only) period. (not applicable to people on holidays, etc, only first time.)

The list could go on and on, but you will agree with me that in general terms all regulations have to do with 'excess' rather than 'absence of'. Let me linger on the last regulation.

How many members has this List got? The Editor will confirm the number but I suppose there must be around 400 of us.[Close enough - List Ed.] How many messages are there? Between 4 and 6 in each digest, and an average of 3 digests a week. What is the content basically? Information. How many lurkers are there?

N&V-L is not a debate list. This is my unfortunate conclusion.

Sorry to intrude once more with a quasi philosophical issue. Last year our List Editor said, "Issues [snip] on lists [...] do seem to have a limited shelf life and tend to come in cycles, flaring up and then fizzling out, some issues might be short-lived like meteors"

And I sent a posting on "worrying issues" In that short note I asked myself if we were overworked to exhaustion, or whether we had all grown weary of each other or if we had decided to revert to our natural trait of individualism and self-preservation.

Further on last year I wrote an optimistic article for ELT News & Views. I said,

"For the first time specialists and practitioners are all in the same boat, sharing the same goal, earnestly questioning the ingrained institutional structures set up or inherited some fifty years ago if not longer addressing the big issues, reviewing the usefulness

of contents, evaluating local needs, appraising the institutional role in the transformation process, thinking big*>."*

*</i>Now I wonder, are we thinking big? Or was I deluded by my own enthusiasm? Is it the same mirage I alluded to last year?*

I don't think we're taking good advantage of the chances a forum like this offers us. I think we're missing the chance this period of educational reform that seeks consensus is offering us to come up with our own ideas. Perhaps with good reason we have grown too sceptical to believe that we can be agents of change.

Is that it?

In his own stream of consciousness, our Editor promises to stay impartial, even in the event of a hot potato. Are we all out of the kitchen to avoid the heat?

My personal conclusion is that this List is fire resistant, flame proof. There have been several thread openings -- some quite provocative and flammable -- but unfortunately none has been taken up.

I wish something would happen that started a big fire, and we had to call the Fire Brigade.

Ana Armendáriz

<mailto:armenda@interactive.com.ar>

\*\*

end</x-rich>

From ???@??? Fri May 29 01:05:51 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 386 - 29 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:

Message-Id: <v04011707b191d158ddf9@[24.232.3.229]>

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N&V-L Digest 386 - 29 May 1998  
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There are 5 messages in this digest.

1. MA in ELT: Thames Valley University/AACI
2. XVI Semana del Idioma Ingles San Juan
3. Reviewers required for Business English material
4. Reply to Julio Rodríguez
5. Latest methodology and media

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1. MA in ELT: Thames Valley University/AACI  
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Can I contribute with some information for the net on the MA in ELT that Thames Valley University (London) started running in Argentina ( at AACI) last year as a joint project with The British Council?

Last month the Quality Assurance Committee ( 5 representatives) from Thames Valley University (TVU) came to AACI for a one week intense evaluation of the institution and the MA local organization at AACI. The objective was to submit to the University the necessary documentation concerning AACI standards to be the local representative of TVU for this MA , as quality must be as rigorous as that at TVU in the UK and the standard of the provision provided and the student experience should be comparable to that in the UK.

After a week of thorough institutional evaluation the Committee presented the validation outcomes that showed that AACI's high professional standards are up to the requirements established by the University. Some of the comments on this report: " The panel wished to thank the management and staff of AACI for their professionalism and efficiency"... "the panel were very impressed with the National Resources Centre(NRC) and the British Arts Centre (BAC) which provide a rich environment for teaching and learning"... " the chair referred to the criteria set out by TVU for developing collaborative partnerships and stated that the panel believed the partnership between AACI and TVU met these criteria"... "the collaborative partnership between AACI and TVU offered a programme which helped to fulfil TVU's mission to widen access as students are able to gain a UK university masters degree by studying with TVU whilst staying in Argentina"... and many other comments.

As a result of this visit we are proud to start our SECOND COHORT ( or MA group) for the period 1998/2001. We have opened registration at AACI (contact the MA Local Coordinator, Fernando Lasala) and feel confident that this second group will be as professional as the first (1997/2000) (thirty professionals from all over the country and one from Paraguay) and the results equally outstanding.

Ofelia Veltri MBE  
Director AACI  
Director BAC  
mailto:oveltri@aacibsas.org.ar

★ ★

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2. XVI Semana del Idioma Ingles San Juan  
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Asociacion San Juan de Profesores de Ingles  
XVI Semana del Idioma Ingles  
SAN JUAN

Date: 18, 19, 20 June 1998

Venue: Facultad de Filosofía Humanidades y Artes  
Av. Ignacio de la Roza y Sarmiento  
5400 - SAN JUAN

Lecturers: Plenary Sessions

- + Prof. Daniel Jose FERNANDEZ (Santa Fe)  
Content Area Language Instruction
- + Prof. Luis Alberto GONZALEZ (Córdoba)  
Cross-Cultural Difficulties in Understanding a Text  
How To Be an Effective Teacher
- + Prof. Dr. Mario LOPEZ BARRIOS (San Juan)  
Writing in the EGB Curriculum: Ways and Means

Workshops: To be confirmed.

Fee: ASJPI members: \$35  
Profesorado Students: \$35  
Non members: \$80  
Institutional Fee: \$200 (4 non-member teachers)

More information will be posted soon.

For any query mail to:  
Sandra Belelli de Rizzetto  
mailto:sebar@interredes.com.ar

★ ★

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3. Reviewers required for Business English material  
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Lingonet is a small company in Finland making CD-ROMs for  
EFL teaching. We work closely together with a British  
production company, LFB Media.

Our first product on the market is Business Territory 1  
which is a multimedia visit to a British company. It  
includes video interviews of the employees and groupwork  
activities which are meant to be done under the guidance  
of an EFL teacher in a classroom situation.

Our second product, VoxPop, is a series of street interviews done in Cambridge, U.K., on numerous topics. It includes loads of interactive activities based on these interviews.

Next in line will be programmes covering debates, expert interviews, etc. Business Territory 1 is already used by the British Council in some countries.

We have noticed that it is beneficial to have a local teacher trainer or CALL enthusiast evaluate our product and write a review for a local newsletter, journal or website before trying to market it in that area.

We were wondering whether you could recommend 2-3 potential reviewers in Argentina to write a review of Business Territory 1 or our other products. In order to compensate your efforts and as a token of our appreciation, we will send you a complimentary copy of Business Territory 1 for your local resource library.

Salla Korolainen  
Marketing Communication  
mailto:lnetti@linetti.com

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4. Reply to Julio Rodríguez  
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In the first place, I'd like to thank Julio for his reply. First for responding at all; second because his posting has set me thinking on how I face the writing task, and third, because his words have had a reassuring effect in view of the pang of guilt I felt after posting my reflections. The note might've read easy-going and bold, though it was not in fact all that relaxed.

Julio's main point is that it is indeed possible to offer a "model" of writing that can be adapted by each individual. However, he admits it's not possible to prescribe a handful of techniques, though it is desirable to analyse the processes good writers engage in "when they call up the muses". To prove his point he next analyses the three stages in my composing process. My view is that there are few rules for all occasions and "customers", so that in the end these rules are so general in nature that they become "innocuous", so to speak.

Julio tries to fit my three stages into "the more standard" invention-drafting-editing scheme. He compares this first stage to "a sort of stream of consciousness" thanx, Julio!! I feel like Virginia Woolf! but flattered as I am, I'd like to claim that the differences between what I do/what happens to me agency is dubious here during this first stage. To start with I find a divergence between 'inventing', 'outlining', 'brainstorming', 'cubing', 'listing', 'free writing' and my own first stage.

To my mind, the common denominator in all these terms is that they all strive to capture the notion of elicitation and organisation of ideas. Inventing, for instance, might evoke "creating anew": I generally require input, especially lately cause I'm becoming "bilingual" and I alternate between English and Spanish in writing. This input might be related with the topic or not. It's not that I'm seeking ideas: I'm



after words, phrases, clauses, sentences.

"In my dialect" brainstorming implies writing down ideas before they go; outlining would come after brainstorming, i.e. handling and imposing some kind of organisation to the storm caused, while listing implies at least in my conception of listing a certain ordering. Finally 'free writing' is so vast a term that it might characterise any of the above and more.

What I mean is that when I get started it's linguistic expression, language, that tags ideas and not the other way about. I know this comment might re-edit the old debate, "Language created thought" or "Thought created language". Well, I've solved the issue for myself: language definitely tags ideas, pulling at the rope of accessibility. It should not be surprising for those who know me that I'd call this 'generation', "how little sentences grow into big ones", as an article on L1 acquisition was called.

Julio argues that what I do is just "pour text on the screen or paper in whatever way it comes to your [my] head". Let me disagree here, Julio. I don't pour text: I just spill the screen with words, etc that I've decided I want to include. Many a reader will resent my next move: I often do a Thesaurus search for inspiration, linguistic inspiration. And then I probably find a couple of other words, and "the ritual dance" starts while the words generate structures.

I don't think this could be called "free writing" in its canonical use, cause it's regulated by very strict grammatical rules, 'categorical' syntactic principles and rules, hence of a binary nature. And if there's meaning going into this, it's grammatical meaning that is involved.

As to my second stage, Julio claims its main purpose, usually referred to as drafting, is "to identify and organize the ideas that will make it to the final draft. This is the cut-and-paste stage Ana made reference to." May I make a little correction here? My cut and paste stage is still of a syntactic nature. The emphasis is not yet rhetorical development or coherence and cohesion. That comes in my last stage. This second phase has to do with "kneading" all this linguistic material so that it little by little becomes text substance.

My third stage squares with Julio's account description. And I quite agree with him that e-mail writing allows you to be a bit more sloppy than you would than if writing an essay for a journal or mag.

Julio asserts that there's "a myriad of invention techniques" I would call these 'strategies'. The Silvias and myself have been engaged in serious conversations as to the difference between communicative abilities, linguistic skills, procedural contents and strategies. And we've sort of come to a preliminary conclusion: that whereas communicative abilities, linguistic skills and procedural contents prescribe a certain "destination" to achieve a target, strategies lead you along certain paths determined by personality, cognitive and learning style, hemisphere dominance and the like.

What I'm trying to say is that the way we solve tasks of different sorts is definitely marked by the people we are, whether we are aware of the fact or not. In turn this implies and here comes a bold point that strategies cannot be taught: rather that all one can hope for is for this hidden well to naturally unfold through appropriate external stimulation or input, i.e. teaching procedures that are not stifling of natural processes. Hence

teaching techniques may be useful to a limited extent, probably as a way to show different paths to reach destination safely, not necessarily faster or uniformly.

By way of conclusion I'd like to say that I agree wholeheartedly with a process approach to writing, or to whatever and that our task is to develop different ways of implementation, including evaluation. My main concern has been a discussion on the theme of "unity within diversity", perhaps through a much too radical account. But perhaps this is but one way to elicit reactions from my co-netters.

One more strategy (or technique?)

Ana Armendáriz  
mailto:armenda@interactive.com.ar

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5. Latest methodology and media  
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A list member who has asked to stay anonymous has commented that his "methods" have been condemned by colleagues as 'old'.

He asks if any list member has any suggestions as to what is regarded as the "latest" in both, methods and media ?

The question is an interesting one. Can any lit member recommend any straight-forward (i.e. non-technical) book(s) on current teaching techniques and technology ? One that might be useful to someone starting out or someone who has been teaching informally (i.e. without 'official' training).

Postings to the list please.

List editor

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end  
From ???@??? Sat May 30 10:18:41 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 387 - 30 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011700b1948c6a6a91@[24.232.3.229]>

<x-rich>-----

N&V-L Digest 387 - 30 May 1998  
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There are 10 messages in this digest.

1. Silence, Intonation & the Fire Station
2. Advice to an anonymous colleague
3. Reply to Ana Armendariz
4. More advice to an anonymous colleague
5. Another reply to Ana Armendariz
6. On fire-making
7. Advice requested for someone entering teacher training college
8. ESSARP announces ACP courses
9. Language sites on the web
10. Guidelines for posting to N&V-L

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1. Silence, Intonation & the Fire Station

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This is coming along very well. The next stage is to unpack some of the issues and discuss them further to have the whole list up in flames. I'd love to see it same as Ana. But I think some of us have to overcome long years of silence, of not having had the opportunity to express ideas in writing, of being unable to communicate meaning lest someone might find language mistakes, of receiving negative and discouraging comments. Nonetheless the list Editor can rest assured we all read and enjoy what is published and really value his effort, interest and devotion.

Now going back to the intonation issue. When I attended Teacher Training College modern Linguistics was in the making and Brasil was a toddler yet we learned intonation and somehow got the hang of it in spite of the fact that most of us never had the chance

to visit God's own country until much later and had to do without the benefit of cable TV in English, films without translation or even a recorder and cassettes sometimes. I know you are going to say that was not the point but why should we - teachers of EFL - worry about recording intonation if we do not connect it to student performance? Is this pure academic interest?

My question is:

have students profited from the numerous elements at their disposal and do they demonstrate appropriate control at sentence and discourse level ?

Ines Cambiasso

mailto:icambiasso@mail.interlink.com.ar

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2. Advice to an anonymous colleague  
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To start with no method can be as old as the mind which handles it. Don't be upset at any such comments as the ones your "colleagues", if I may call them that way, make. You know your style, you know your students as well as their needs. Approaches, as far as I have tried them, and I mean methodological ones, have never worked when imposed from Europe or North America. We have other necessities, feelings, and anxieties on learning a foreign language together with other budgetary availabilities.

My advice: be eclectic! use your own experience first, then try what the organized EFL market tells you, and... YOU'LL

KEEP ON BEING A GOOD TEACHER!

Virginia Serenelli

Prof. TITULAR INGLES I

Porf. ADJUNTO INGLES II

Facultad de Cs. Veterinarias - U.N.R.

mailto:vserenel@agatha.unr.edu.ar

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3. Reply to Ana Armendariz

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I'd like to respond to Ana Armendariz. In order to make this more readable, I've taken the liberty of including snippets from Ana's message.

> To start with I find a divergence between 'inventing','outlining',  
> 'brainstorming', 'cubing', 'listing', 'free writing' and my own  
> first stage.

As I said, these techniques are not to be prescribed but to be used as a jump point for the discovery of one's strategies. Your strategies to start creating texts do not need to fit any of these categories.

> To my mind, the common denominator in all these terms is that they  
> all strive to capture the notion of elicitation and organisation of  
> ideas. Inventing, for instance, might evoke "creating anew": I generally  
> require input, especially lately cause I'm becoming "bilingual" and I  
> alternate between English and Spanish in writing. This input might be  
> related with the topic or not. It's not that I'm seeking ideas: I'm  
> after words, phrases, clauses, sentences.

This seems to imply that Ana is after 'words, phrases, clauses, sentences'

independently from what they mean or the ideas they evoke (?). I've had experience with students who learn a new word and want to force it into a text no matter what. I actively discourage this in writing classes. I'd rather have my students make an effort to get the language to fit their thoughts and not viceversa.

- > In my dialect" brainstorming implies writing down ideas before they go;
- > outlining would come after brainstorming, i.e. handling and imposing some
- > kind of organisation to the storm caused, while listing implies at least
- > in my conception of listing a certain ordering. Finally 'free writing' is
- > so vast a term that it might characterise any of the above and more.

I partly agree with this. Although outlining is considered an invention technique in much of the literature within academic writing, it seems to work better at a later stage. To start out outlining can result in writer's block, a risk which can be avoided by using any of the other techniques.

Freewriting, as used in the teaching of ESL/EFL writing, consists in writing

whole chunks of text as they come to mind. They can be whole sentences, run-ons or even fragments, (syntactical accuracy is irrelevant at this point)

but the resulting product has some sort of continuity. Since the trick is to

push yourself to start writing THE IDEAS that come to your mind for a couple

of minutes, it is possible to use L1 words or phrases if you can't express the ideas in L2.

- > What I mean is that when I get started it's linguistic expression,
- > language, that tags ideas and not the other way about. I know this
- > comment might re-edit the old debate, "Language created thought" or
- > "Thought created language". Well, I've solved the issue for myself:
- > language definitely tags ideas, pulling at the rope of accessibility.
- > It should not be surprising for those who know me that I'd call this

> 'generation', "how little sentences grow into big ones", as an article  
> on L1 acquisition was called"

Despite the similarities between L1 and L2 acquisition, I believe there is a fundamental difference here. When teaching a writing class in L2, one cannot and should not limit the learners' ideas to their interlanguage. If the learners' ideas do not go beyond what they can express in the L2, then opportunities for acquisition are dramatically reduced.

> ...I don't think this could be called "free writing" in its canonical  
> use, cause it's regulated by very strict grammatical rules, 'categorical'  
> syntactic principles and rules, hence of a binary nature. And if there's  
> meaning going into this, it's grammatical meaning that is involved.

I agree. Freewriting is a technique. You are referring to a stage in the writing process called prewriting, which can include freewriting or not. I don't agree with Ana's idea that there is no meaning involved in what she did. Unless she had absolutely no purpose for her writing (which is not the case in the example she gave, since the text she submitted to the list did obviously have a purpose), she must have used some criteria to select words and do thesaurus searches. Establishing those criteria is part of the invention stage and involves more than just grammatical knowledge.

> "As to my second stage, Julio claims its main purpose, usually referred  
> to as drafting, is "to identify and organize the ideas that will make it  
> to the final draft. This is the cut-and-paste stage Ana made reference  
to. "

> May I make a little correction here? My cut and paste stage is still of a  
> syntactic nature. The emphasis is not yet rhetorical development or  
> coherence and cohesion. That comes in my last stage. This second phase  
> has to do with "kneading" all this linguistic material so that it little  
> by little becomes text substance. Julio asserts that there's "a myriad

> of invention techniques" I would call these 'strategies'. The Silvias and  
> myself have been engaged in serious conversations as to the difference  
> between communicative abilities, linguistic skills, procedural contents  
> and strategies. And we've sort of come to a preliminary conclusion: that  
> whereas communicative abilities, linguistic skills and procedural  
contents  
> prescribe a certain "destination" to achieve a target, strategies lead  
> you along certain paths determined by personality, cognitive and learning  
> style, hemisphere dominance and the like. What I'm trying to say is that  
> the way we solve tasks of different sorts is definitely marked by the  
> people we are, whether we are aware of the fact or not. In turn this  
> implies and here comes a bold point that strategies cannot be taught:  
> rather that all one can hope for is for this hidden well to naturally  
> unfold through appropriate external stimulation or input, i.e. teaching  
> procedures that are not stifling of natural processes. Hence teaching  
> techniques may be useful to a limited extent, probably as a way to show  
> different paths to reach destination safely, not necessarily faster or  
> uniformly."

Yes. I agree with this. That's exactly why I prefer to call them writing  
techniques. They are out there, available to anyone who wants to use or  
experiment with them, but by no means should they be prescribed, i.e. they,  
or an adaptation, will become strategies upon learner's choice. Therefore,  
I don't think they should be called strategies. I do not impose these  
techniques on my students. I only present them and then I let them choose.  
I only require that they try at least once before saying they are not  
useful.

As a result of this, they end up developing their own strategies for  
prewriting, which may be similar to the techniques I mentioned or totally  
unrelated, e.g., I once had a student who chose to record her "invention  
writing" on a tape. If it worked for her, why would I prescribe which  
technique she should use? The important thing is that she discovered a



way to make writing fun, an enjoyable task, and all by herself.

Julio Rodriguez

Mendoza, Argentina/Iowa, USA

mailto:juliocr@hotmail.com

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4. More advice to an anonymous colleague  
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You can read books galore but if you really want to improve and change you should ask the same colleagues who told you you had old methods to go into your classroom with you and comment on what you do there. And you should do the same : compare, contrast, draw conclusions and in the light of the books you will have read by then come up with informed decisions about your own teaching. If you want to be a successful teacher you must empower yourself .

Ines Cambiasso

mailto:icambiasso@mail.interlink.com.ar

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5. Another reply to Ana Armendariz  
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I really enjoy reading what you write. Thank for your interesting contributions to the list. Now I'd like to know why you say your writing can't be called discourse until the last stage and why you associate all the previous stages with syntax only. How can we shape ideas without syntax or syntax without informing it with a lexicon

even if words shape thought?

Ines Cambiasso

mailto:icambiasso@mail.interlink.com.ar

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6.On fire-making

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Ana Armendáriz is concerned with the absence of debate in this list considering the big issues that should be discussed at the moment - deciding on the future institutional educational project, reviewing the contents of the curriculum, adjusting the distribution of time allotted to subjects and what not.

Yet there is another side to all this. Information reaches us through rumours or hearsay. The Government of the City of B.A. is considering the cancellation of the PEP - Profesorado para la Enseñanza Primaria - at Escuela de Maestras en L Vivas J F Kennedy, to let only the PINP - Profesorado de Ingles para el Nivel Primario - continue. How can the staff work on a project when they do not know what is in for them in the near future?

I mentioned the PINP when it should have been PEGB - the acronym is self explanatory. Why can't we grant degrees suitable to the times, in accordance with the Law of Education?

Do we know for sure that the 2-year teacher training courses will continue or should we build curricular changes on the 4-year courses?

A team of teachers at the ISP J V Gonzalez hastily developed the Trayectos - in-service training courses which were accepted after

meeting a number of precisions. It is almost June and there are still no funds for this program to start. Teachers cannot insert in their schedules courses of 30 to 60 clock hours if this is not planned in advance. Does anybody care?

I think most readers of this list have examples of this kind. Sorry Ana, I have to disagree. You say: "this period of educational reform that seeks consensus is offering us to come up with our own ideas." Who is looking for consensus ? Who wants to know about our ideas? I have not heard of any educational authority - national or municipal - who may have visited the ISP JV Gonzalez - the kitchen where real changes are brewed and burnt, too, in the last .... years. The reader may supply the figure.

I believe we still are the agents of change. We are there where we belong, in our classes, fighting against the odds, day by day, and we follow that old fashioned habit of talking things face to face, writing letters or using more modern technology such as the phone.

And as to the fire, I think that first we have to start a nice little fire, to sit together, to keep it going, to feel the warmth of people near us, to look at the flames for some inspiration and to not let it burn down. This is the type of fire I'd like to see that will not need a fire brigade to put it out but more and more scouts to keep it going.

Graciela C. Moyano

<mailto:gmoyano@tournet.com.ar>

★★

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7. Advice requested for someone entering teacher training college  
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Last night I had dinner with a friend of my daughter's who is in her final year of school and thinking of entering teaching training college in Buenos Aires next year.

We were chatting in general terms about what it would be like for her and it occurred to me to put this to the list. So, here's a challenge to all you silent people out there: what advice would YOU give to someone entering the profession ???

Or taking it further, what is wrong with the system now that we hope may be (or we would like to be) corrected by the time she gets there ?

But let's keep it positive please- we want to attract people into the profession, not drive/keep them away.

Post to the list please and I'll make sure she gets the replies.

Martin Eayrs

List Editor

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8. ESSARP announces ACP courses

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The ESSARP Centre is pleased to announce that enrolment is open now for the ACP courses beginning August 1998:

- |                          |                              |
|--------------------------|------------------------------|
| · acp@distance:          | guided reading programme     |
| · Centre & Belgrano:     | Wednesdays AM                |
| · Centre & Don Torcuato: | Tuesdays AM                  |
| · Centre & Quilmes:      | Thursdays AM                 |
| · Centre only:           | Tues. & Thurs. 18:00 - 20:00 |

For further information contact:

The ESSARP Teachers' Centre,

Callao 67, 5 'A',

(1022) Cap. Fed.

Tel/FAX: 371 6064

mailto:maru@essarp.org.ar

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9. Language sites on the web

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Surfing around I came across this page of language resources

at <http://www.cso.uiuc.edu/refs/dict.top.html>

It includes online versions of:

One-Look Dictionary (Search many English dictionaries simultaneously).

Oxford English Dictionary

Hypertext Webster

Merriam-Webster Dictionary

Webster's Revised Unabridged Dictionary, 1913 Edition

Roget's Thesaurus

Bartlett's Familiar Quotations

NASA Punctuation Capitalization Guide

Grammar and Style Note (Jack Lynch, UPenn)

English Language Links (Comenius Group)

Acronym Finder (over 48,000 acronyms)

Annual Bibliography of English Language and Literature

... and a whole bunch of other useful stuff

Martin Eayrs

mailto:me@interlink.com.ar

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10. Guidelines for posting to N&V-L  
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For the benefit of the many new members who have joined N&V-L in the last two or three weeks I am posting our 'rules' and reasons for rejected postings.

Rules: (well, guidelines really)

1. Material should be "suitable for teachers of English in southern South America". This is a very wide brief but there are eventual limits.
2. References to people, associations and other postings should be measured and courteous, within the acceptable standards of academic debate. This means disagreement may be robust but should be rooted in reason rather than emotion.
3. Postings should be reasonably short, normally never more than two or exceptionally three screens. If you wish to make longer postings these may be more suitable for our printed newsletter "ELT News & Views".
4. We are quite happy to post details of new products or projects provided that these are informative rather than purely commercial in nature. Common sense and education should enable posters to see the difference.
5. All postings are subject to editing and the posting of any message to us for publication implies tacit agreement to this condition. We reserve the right to restrict postings if they do not meet the above conditions.
6. The editor will automatically 'correct' typing mistakes, spelling errors

and odd grammar (without changing the style or flavour of the posting)

Messages may be rejected by the N&V List for one or more of the following reasons.

1. The message is considered to be overt advertising
2. The message is not considered of interest to teachers of English
3. The message is considered in some way offensive.
4. The message (or one similar) has already/recently been posted
5. The message is unclear or in a language not accepted on this list.  
Postings are accepted in English only (although 'quotations' in Spanish or Portuguese are permitted. (In the case of certain 'official' documents issued by for example the Ministry of Education this imposition may be waived)).
6. The message is considered too long. Two screens should be considered a maximum imposition for other list members. Most postings should ideally be limited to one screen. (In the case of certain 'official' documents issued by the for example the Ministry of Education this imposition may be waived)
7. The message as posted would best be sent as a personal reply rather than to the list
8. The message contains more than is strictly necessary of a previous message in order to contextualise the new contribution.
9. The message is not signed at the end with the writer's full name, email address and the place where he/she works. (Max 4 lines).
10. The message is not neatly and clearly formatted. If you use MIME you must turn this off. If your email software supports styles

(bold, italic, colour text, etc., these must be stripped). Any message which includes text in CAPITAL LETTERS will be rejected.

11. The message requests a private response. In such cases this must be accompanied by an offer to summarize and post those responses back to N&V-L for the benefit of all list members.
12. A reposting from another list or individual is not accompanied by a statement of having obtained consent from the original writer(s). This rule is usually waived in the case of calls for papers, conference announcements and cases where the original posting requests readers to 'pass it on'.

Martin Eayrs

List Editor

mailto:me@interlink.com.ar</x-rich>

From: ???@??? Sun May 31 15:39:00 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 388 - xx May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011709b195b707909f@[24.232.3.229]>

<x-rich>-----

N&V-L Digest 387 - xx May 1998

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There are xx messages in this digest.

1. Advice to an anonymous list member
2. ELT News & Views - calendar of events
3. Grammar on-line
4. Literary texts on the WWW
5. Grammar question - Why I not i ?

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1. Advice to an anonymous list member  
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A list member who has asked to stay anonymous has commented that his "methods" have been condemned by colleagues as 'old' and asks if any list member can recommend any straight-forward book(s) on current teaching techniques and technology that might be useful to someone starting out or who has been teaching informally (i.e. without 'official' training).

May I suggest the following:

Lightbown, P. & Spada, Nina (1993)

How languages are learned. Oxford : Oxford University Press.

It provides a good overview of meaning-focused language activities with, in some cases, explicit instruction (focus on form). And it is all backed up by research.

Lee, J. & VanPatten, B. (1995). Making Communicative Language Teaching Happen. New York: McGraw-Hill, Inc.

Although the latter starts from an Input processing instruction position, it is still an approach that can have many applications in the classroom.

Both books look more at FL acquisition than EFL specifically, but the theory still applies.

From (for once) sunny Wales

Nadine Laporte

mailto:n.i.laporte@bangor.ac.uk

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2. ELT News & Views - calendar of events  
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List members probably know that N&V-L is associated with a printed publication for teachers of English in the Cono Sur/Cone Sul, ELT News & Views.

The June issue of ELT News & Views will soon be out. At present we are assembling information for local news and coming events in Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay.

If you know of any talks, workshops, conferences, etc, between June 15 and the end of the year (1998) please send all information you have to Martin Eayrs at <<me@interlink.com.ar> for publication in the Calendar of Events.

With some 3,500 readers subscribed and calculating that the calendar in each issue is probably seen by at least three other people this is away of reaching some 14,000 + teachers of English in Southern South America.

Similarly, if you like to send us details of any other local initiatives - projects, new appointments, reforms, etc., for our local news sections for the above mentioned countries, this is the time to do it.

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3. Grammar on-line  
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Readers might like to know there is a (not quite perfect, but not bad)

English grammar, on-line, at <http://www.go-ed.com/english/grammar> and an  
on-line English grammar clinic at <http://www.go-ed.com:8080/~3/>

Both are free of charge. The on-line grammar clinic is an interactive  
databased forum for anyone interested in learning or teaching English.

Duncan Baker

Lydbury North

Shropshire, UK

<mailto:lydbury@popmail.dircon.co.uk>

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#### 4. Literary texts on the WWW

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I have just found a site on the web with the complete text  
of thousands of literary works in English.

Just the thing for when you want to look up a Shakespeare  
quote or read a few pages of Dickens. Or download the  
complete works of Arthur Conan Doyle. Whatever.

It's absolutely free and a fascinating project too.

Go to [http://promo.net/pg/\\_titles/\\_A\\_index.html](http://promo.net/pg/_titles/_A_index.html)

which is the search page of the Gutenberg project.

But go too to <http://promo.net/pg/history.html> and  
read about the history and philosophy of the project.

It's well worth reading about.

Martin Eayrs

<mailto:me@interlink.com.ar>

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5. Grammar question - Why I not i ?  
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Yesterday a 7th Grade student asked me:

"Miss, why is the pronoun "I" always written  
in capital letters?

and guess, I didn't know what to answer.

Can anybody tell me?

Thank you

Maria Cristina Araujo  
mailto:connie@sion.com

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Dial 999 (or 000) for the Fire Brigade?  
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All basic emergency instruction leaflets issued by any fire authority urge you to first raise the alarm, then get everyone out of the property and dial 999 (or 000). You are also reminded that any emergency call is free, and that a trained operator will take your call. You will hear, "Emergency, which service please?". you will choose "Fire", and the operator will put you through to the emergency service you have asked for.

Further, instructions urge victims to keep calm and not to panic, and explain that "there is no time to think that you may have as little as one minute to escape once a fire starts. If a fire is not put out in 30 seconds it should be considered beyond control". It's comforting to find out that the nearest fire engine will be sent within a time limit of 5 to 10 minutes, 20 if the call originated in a rural area.

On May 26 I asked myself if we were "all out of the kitchen to avoid the heat", trying to sustain part of the metaphor our List Editor had used in announcing his change of role from editor to moderator. As is the rule with me, I only too hastily concluded that "this List is fire resistant, flame proof", and closed with a wish that "something would happen that started a big fire, and we had to call the Fire Brigade."

And this is where the metaphor breaks down. Luckily.

To some of us like Inés Cambiasso and myself 'fire' is a symbol of passion, fervour, vehemence, heartiness, ardour, warmth, zeal, enthusiasm; to others, a sign of destruction, waste, dissolution, disruption, ravage, devastation, downfall, ruin, wreck. Those of us within the first group probably as a result of personality among other factors view fire as the result of a strong internal drive that pushes on, conviction propelled. And like fire, it's often blind and impetuous, not measuring consequences, destructive at times.

In this case, the Fire Brigade will try to extinguish the fire within 30 seconds before it gets out of control. And then what? Destruction? Harassed property? The instruction leaflet assures that fire fighters are trained in first aid and that they will keep distress to a minimum. Further, in the event of "an incident", as the British Fire Authority euphemistically refers to fires, we're told the Fire Brigade will provide us with a copy of the booklet 'After the Fire' in order to assist us in overcoming the trauma we might've have experienced.

A booklet with standardised instructions on how to overcome distress.

By contrast, those part of the second group prefer "to start a nice little fire, to sit together, to keep it going, to feel the warmth of people near us, to look at the flames for some inspiration and to not let it burn down. This is the type of fire I'd like to see that will not need a fire brigade to put it out but more and more scouts to keep it going." This is what Grace Moyano thinks. I agree with you Grace, in spite of my natural fascination for fire.

My question is: how can we start a community of flame worshippers, one that is warm, academically gregarious, inviting and protective, one in which members commune with each other and exchange ideas, and feed each other's creativity and growth? One in which we defeat our natural tendency towards individualism and self-protection? One in which there is mutual trust?

I'm well aware someone might rightfully want to accuse me of arson. To preserve my integrity, let me make a case for my innocence, though I have no alibi and you'll have to believe me as an act of faith. Little did I know only three days ago that the List was anything but fire resistant. No doubt I can feel the heat and realise we're in the middle of a big fire.

Let's build our own fire, let's feed it, and if it runs out of hand, let's fight fire with fire so that there's no "incident". There will be no Fire Brigade turning up on the scene if we don't dial 999.

Ana Armendáriz

<mailto:armenda@interactive.com.ar>

Ana Armendáriz

armenda@interactive.com.ar

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From: "Kenneth Dean" <<dean@originet.com.br>

To: "sidney Pratt" <<brazte98@nlink.com.br>, "Nancy Lake"  
<<lake@uol.com.br>,

"Nadia Sarkis" <<nadia.sarkis@bbs.yazigi.com.br>,

"Martin Eayrs" <<me@interlink.com.ar>,

"Donald Ochiuzzo" <<donaldo@cepa.com.br>

Subject: Ads inBRAZTESOL Convention programme

Date: Sun, 31 May 1998 11:13:27 -0300

X-Priority: 3

MIME-Version: 1.0

The final deadline for artwork is Monday 8th June - we don't have ads yet from Alumni, CEL-LEP et al (any other schools organisations you can suggest?) please let Silvana know if you want a space and send in the fotolito

Sidney - Cultura Recife? Martin - you can have the spot you asked for. Nancy - what about LAURELS?

regards to all

Ken

Content-Type: application/octet-stream; name="pub ken.doc"

Content-Description: pub ken (Documento do Microsoft Word )

Content-Disposition: attachment; filename="pub ken.doc"

Attachment converted: PPC:pub ken.doc (WDBN/MSWD) (00011611)

A Reply to Ines Cambiasso

have students profited from the numerous elements at their

disposal and do they demonstrate appropriate control at

sentence and discourse level ?

Ines Cambiasso

I belong to the past generation that learnt intonation through the attitudinal approach - O'Connor and Arnold. I still wonder if I did learn intonation then. With Dr Brazil's findings and the universals of proclaimed and referred discourse the scope changed completely. Attention on English rhythm and focus and nucleus placement, which entail basically understanding of the message, social meaning conveyed and roles played by the participants bring a more realistic picture of what intonation is for. This is what we do in general lines in Phonology II at Teacher Training College - raising awareness, a task that needs to be backed up by the work done in Language and Grammar, and it often is.

As a result students do quite a good job by the end of the course when they are made to read unseen material and account for their choices at discourse level.

Graciela C. Moyano

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reinforce Patagonian Conference ..

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Info required TESOL/Cono Sur TESOL

★ ★

X-Sender: armenda@200.31.1.10

X-Priority: 1 (Highest)

Date: Sun, 31 May 1998 13:41:52 -0300

To: Martin Eayrs <<me@interlink.com.ar>

From: Ana Armendáriz <<armenda@interactive.com.ar>

Subject: Does anybody care?: reply to Graciela Moyano POST N&V-L PLS

EDIT FIRST

Mime-Version: 1.0

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Does anybody care?: reply to Graciela Moyano  
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In a posting titled "On fire making", Graciela Moyano rightfully reacts against my appeal for action by claiming that "information reaches us through rumours or hearsay." It's only fair that Graciela should raise a desperate voice since uncertainty generates paralysis. This is a real worrying issue. And though she says, " Sorry Ana, I have to disagree", I intend to show that we do agree all the way. Further she voices an anguished appeal for attention by questioning my assertion that "this period of educational reform that seeks consensus is offering us to come up with our own ideas." She says, "Who is looking for consensus? Who wants to know about our ideas?" I'll try to bring together both issues.

In another posting, "The Grape Vine and perlocutionary sequels" different context but same theme I say, "the Area of Foreign Languages and teaching in general is a 'rumour factory'. [Σ] The only cure for rumour is straightforward information. [Σ] Good information empowers people, it makes them less vulnerable, and I think that if we're genuinely interested in teacher development we should move in the direction of the socialisation of information." Having said this, I agree entirely with Graciela as to "How can the staff work on a project when they do not know what is in for them in the near future? [Σ] Why can't we grant degrees suitable to the times, in accordance with the Law of Education?"(1)

Graciela gives details of apparent future plans of the Secretariat of Education for the City of BA. Without justifying the decision to close down "Profesorado de Enseñanza Primaria" (EGB) at Escuela Normal de Maestras en Lenguas Vivas "J F Kennedy", and allow survival of PINP - "Profesorado de Inglés para el Nivel Primario", it would be fair to ask oneself:

a) why the Secretariat of Education has decided to close down one of the courses of studies;



b) to what extent both square with Federal Agreement A-11, which stipulates a minimum of 1800 hours' tuition for Teacher Development at EGB 1 and 2 levels;

c) to what extent both courses, but more particularly the one on Primary school teaching observe the documents on Basic Contents on Teacher Development for EGB 1 and 2 passed by the Federal Council in September 1996;

d) what number of students is doing both.

As to courses in Foreign Languages, degrees and course length are specified in Federal Agreement 14 (3), a notorious document against which hundreds of Foreign Language colleagues fought against last year. A-14 is under revision at present, basically on the counterproposal submitted by Escuela Normal de Maestras en Lenguas Vivas "J F Kennedy" ("Lengüitas").

The proposal for revision of A-14 is grounded in a two-degree scheme for Foreign Languages, handed in by the September 1997 consultation group, taken up by the Lengüitas' proposal (2) and that of many many other institutions. In addition, and in order to preserve institutional traditions, the degrees are stated on a 'and'/'or' basis since there was no national consensus that all institutions should offer both courses of study. This was also stated in the document issued by the group of consultants and immediately published in N&V-L All proposal for change will be submitted at the Federal Council's Assembly on June 9.

Further, Teacher Development for EGB 1 and 2 also includes basic contents for Pre-School level. In terms of the number of tuition hours, it will be a degree-localised within a range between 2200-2400 hours. This is to prevent the obvious: that the ordinary schoolteacher should be in charge of foreign languages at EGB 1 and 2 level. At the same time, what expert opinion requested was specialisation in terms of age, and this is exactly what has been taken into account.

The CBC and the CCB ("Contenidos Curriculares Básicos") on Teacher Development written by the Silvias have been reformed time and again following closely the different changes in A-14. In their version 30, the documents observe the two-degree scheme, Pre-School, EGB 1 and 2 on the one hand, and EGB 3 and Educación Polimodal on the other. National consensus pointed to the danger of two-year teacher training courses this was explicit in the statements from institutions and individuals all over the country consequently the proposal does not contain a shorter course of studies.

The present (previous?) version of A-14 also prescribes (-d?) a schedule with deadlines for institutions to devise their institutional projects ("PEI"s). And I quote Graciela again, "Do we know for sure that the 2-year teacher training courses will continue or should we build curricular changes on the 4-year courses?" Graciela's point is very valid. For the last six months or so we have been receiving calls from many institutions, tertiary level colleges of education and universities, asking us this question precisely. And we have invariably asked them whether it was possible to delay any structural decision until the degree issue is resolved.

As to course length and coverage, the only thing I can do is refer Graciela and readers at large to what the Lengüitas' request for change itself purports, because that is exactly what the proposal for revision of A-14 takes up.

In the meantime, while some institutions' faculties have sat down to discuss contents and their distribution, others are paralysed. Paradoxically it's the most prestigious institutions in the country that have not started any work in this respect. We're well aware that this is a hard task. Often it involves updating in subject areas, reviewing whole traditional approaches which are deeply ingrained in institutional traditions, redistributing whole areas and including absolutely new contents. It's an educational transformation process after all, and this is our chance to retrieve the educational standards of excellence we once had. Not such a long time ago.

Graciela, as the Foreign Languages Team I need not remind you that we don't come from behind a ministry desk. The three of us have long respectable teaching careers as teachers of English and teacher trainers. The three of us come from "The Joaquín". Perhaps you might not know that my year 25 as a Joaquín teacher fell due on April 13, 1998. We also personally grieve for the Joaquín's fate, and you know about my individual? efforts to get us all on the move, to get the cooks back into the kitchen to brew the substantial changes that were customary in the history of the Joaquín that we have witnessed and before.

However, our duty now is to capture what all teachers in all institutions think, not only of English, but also of French, Italian, Portuguese and German. Not only in BA but in the whole country. A gigantic task that gives you a different perspective.

The twenty-five presentations we made last year in the whole country, plus the ones we have already made this year it's Sunday midday and the Silvias are still in Tucumán since Thursday afternoon have been excellent occasions to leave our e-mail numbers, snail mail addresses, fax and telephone details wherever we went to. We're constructing a national database for foreign languages; we have been sending attachments by e-mail, diskettes and paper copies of the Foreign Languages Project every day for the last year or so. We have undertaken the task of making the proposal known through whatever graphic media we have had access to. ELT N&V-L has been decisive in the publicising of information.

But we have encountered another stumbling block: colleagues are either not interested or do not share the materials we send them. Many keep them to themselves. Sometimes it is difficult to go against a deeply ingrained feature of national idiosyncrasy: *individualism* and *self-preservation*. To give an example at hand, after our proud announcement that A-15 (4) and the CBC for the EGB had been passed, only three teachers of English requested copies from us. How should we interpret this? That there's no interest in linguistic planning on the part of us teachers of English? And what about those colleagues who put their names down at the British Council for the I Cycle on the Teaching of Foreign Languages at the Bookfair, but did not turn up, leaving a good number of interested professionals out of it? Not to speak about the lack of reaction to the construction of the Foreign Languages webpage.

As part of this crusade we have undertaken, we are trying to set people to a different mode, that of cooperation, sharing and trust. This change of *attitude* will take a long time to show results in the profession. Needless to say, like Graciela, we are convinced we can still act as fruitful agents of change at a moment when changes are desperately sought. And because we have no doubt that information is power, we have tried to set up a model for its socialisation, which we find is completely novel in the country. But we're well aware there's still a lot to be done.

Oh, yes, Graciela and colleagues: be sure we care.

(1) As from 1993, with the passing of the Federal Law of Education, The Ministry of Culture and Education loses its central power and, together with it, the right to intervene in any of the provinces' and the City of Buenos Aires' internal affairs. Education is now regulated by the two laws the one mentioned and the Law of Higher Education resolutions and federal agreements "Acuerdos-Marco" passed by the Federal Council of Culture and Education, a collegiate body made up of the ministers and secretaries of education of the twenty-four provinces and the City of Buenos Aires.

(2) The "Lengüitas" proposal is at your disposal from us.

(3) You can get the present copy of A-14 and most federal agreements from us or from

<http://www.mcye.gov.ar/rffdc/doc/index.html> <http://www.mcye.gov.ar/rffdc/doc/index.html>. You have access to all Federal Council's Resolutions at <http://www.mcye.gov.ar/consejo/resolucion/reso.html> <http://www.mcye.gov.ar/consejo/resolucion/reso.html>, and all Federal Council's Recommendations at <http://www.mcye.gov.ar/consejo/recomendaciones> <http://www.mcye.gov.ar/consejo/recomendaciones>. You can e-mail the Secretariat of the Council at [cfce@mcye.gov.ar](mailto:cfce@mcye.gov.ar)

(4) The CBC for EGB, CB for Educación Polimodal and the Teacher Development documents are also available at <http://www.mcye.gov.ar/dgid/html/sumario.html> <http://www.mcye.gov.ar/dgid/html/sumario.html> (the Research and Educational Development Unit's site) and <http://www.mcye.gov.ar/dgid/html/lenex/lenex.html> <http://www.mcye.gov.ar/dgid/html/lenex/lenex.html>, the Foreign Languages subsite. Choose the language when you get there. In addition, we've got more documents at your disposal.

Ana Armendáriz

Foreign Languages Team

Research and Educational Development

Ministry of Culture and Education

<mailto:anarmend@dgdi.gov.ar>

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From ???@??? Sun May 31 16:06:02 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 31 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011709b19759510e42@[24.232.3.229]>

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N&V-L Housekeeping 31 May 1998  
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Once again my software has got the better of me, a result of trying to be too clever. When you are juggling so many balls at the same time every so often one of them makes contact with the ground.

N&V-L Digest 388 went out today prematurely, that is to say incomplete and semi-edited. Apologies, and a complete, tidied-up version will be out later today. 31 May 1998.

By the look of the egg on my face I'll be eating humble pie for lunch again today. Enjoy what's left of the weekend.

-----  
Martin Eayrs  
N&V-L List Editor

From ???@??? Sun May 31 20:12:57 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 388 - 31 May 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170eb1975ddb1f82@[24.232.3.229]>

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N&V-L Digest 388 - 31 May 1998

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This digest replaces an earlier version sent out today in error.  
It contains information/postings that were not in the earlier  
version.

There are 11 messages in this digest.

0. Housekeeping
1. Advice to an anonymous list member
2. ELT News & Views - calendar of events
3. Grammar on-line
4. Literary texts on the WWW
5. Grammar question - Why I not i ?
6. Dial 999 (or 000) for the Fire Brigade ?
7. BRAZTESOL - Ads in BRAZTESOL Convention programme
8. A Reply to Ines Cambiasso
9. Reminder of Patagonian Conference
10. Info required TESOL/Cono Sur TESOL
11. Does anybody care ? A reply to Graciela Moyano

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## 0. Housekeeping - message length

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It has been brought to my attention that certain messages have been disregarding the rules concerning message length (max. 2 screens, preferably less).

There are good reasons for limiting the length of messages. Most of us live busy lives - some indeed subscribe to several lists - and do not have time to read prolix accounts which could often, with a little effort, be distilled into something more concise and digestible.

Many government and business managers refuse to accept a summary over a single page of A4. If they require expansion of any of the points contained in the summary they can ask for it.

It is my opinion that the same goes for this list. I offer the following solution for listers who wish to make longer reports available to other members of the list.

If you send a longer report to me as list editor (as a Word attachment in Word 6.0/Windows 95 please) I will make it available as a GET DOC. In your posting you can offer the longer version or material to other list members and those who wish can request it from the list archives.

I hope this solution will be satisfactory. I am naturally, however, open to representations.

Message 11 in this issue is certainly overlength but as editor I took the decision this time to run it uncut on the grounds that a) it would have been unfair to single out one loyal list member without public 'warning' and b) that in this instance the refutation was both justified and instructive.

However, list members are advised that in future rules concerning message length will be enforced to all members equally unless in the opinion of the list editor there is a special reason for doing so.

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1. Advice to an anonymous list member

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A list member who has asked to stay anonymous has commented that his "methods" have been condemned by colleagues as 'old' and asks if any list member can recommend any straight-forward book(s) on current teaching techniques and technology that might be useful to someone starting out or who has been teaching informally (i.e. without 'official' training).

May I suggest the following:

Lightbown, P. & Spada, Nina (1993)

How languages are learned. Oxford : Oxford University Press.

It provides a good overview of meaning-focused language activities with, in some cases, explicit instruction (focus on form). And it is all backed up by research.

Lee, J. & VanPatten, B. (1995). Making Communicative Language Teaching Happen. New York: McGraw-Hill, Inc.

Although the latter starts from an Input processing instruction position, it is still an approach that can have many applications in the classroom.

Both books look more at FL acquisition than EFL specifically, but the theory still applies.

From (for once) sunny Wales

Nadine Laporte

mailto:n.i.laporte@bangor.ac.uk

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2. ELT News & Views - calendar of events  
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List members probably know that N&V-L is associated with a printed publication for teachers of English in the Cono Sur/Cone Sul, ELT News & Views.

The June issue of ELT News & Views will soon be out. At present we are assembling information for local news and coming events in Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay.

If you know of any talks, workshops, conferences, etc, between June 15 and the end of the year (1998) please send all information you have to Martin Eayrs at <<me@interlink.com.ar> for publication in the Calendar of Events.

With some 3,500 readers subscribed and calculating that the calendar in each issue is probably seen by at least three other people this is away of reaching some 14,000 + teachers of English in Southern South America.

Similarly, if you like to send us details of any other local initiatives - projects, new appointments, reforms, etc., for our local news sections for the above mentioned countries, this is the time to do it.



★ ★

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3. Grammar on-line  
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Readers might like to know there is a (not quite perfect, but not bad) English grammar, on-line, at <http://www.go-ed.com/english/grammar> and an on-line English grammar clinic at <http://www.go-ed.com:8080/~3/>

Both are free of charge. The on-line grammar clinic is an interactive databased forum for anyone interested in learning or teaching English.

Duncan Baker

Lydbury North

Shropshire, UK

<mailto:lydbury@popmail.dircon.co.uk>

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4. Literary texts on the WWW  
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I have just found a site on the web with the complete text of thousands of literary works in English.

Just the thing for when you want to look up a Shakespeare quote or read a few pages of Dickens. Or download the complete works of Arthur Conan Doyle. Whatever.

It's absolutely free and a fascinating project too.

Go to [http://promo.net/pg/\\_titles/\\_A\\_index.html](http://promo.net/pg/_titles/_A_index.html)

which is the search page of the Gutenberg project.

But go too to <http://promo.net/pg/history.html> and read about the history and philosophy of the project.

It's well worth reading about.

Martin Eayrs

<mailto:me@interlink.com.ar>

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5. Grammar question - Why I not i ?  
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Yesterday a 7th Grade student asked me:

"Miss, why is the pronoun "I" always written  
in capital letters?

and guess, I didn't know what to answer.

Can anybody tell me?

Thank you

Maria Cristina Araujo

<mailto:connie@sion.com>

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6. Dial 999 (or 000) for the Fire Brigade ?  
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All basic emergency instruction leaflets issued by any  
fire authority urge you to first raise the alarm, then  
get everyone out of the property and dial 999 (or 000).  
You are also reminded that any emergency call is free,  
and that a trained operator will take your call. You will  
hear, "Emergency, which service please?". you will choose  
"Fire", and the operator will put you through to the

emergency service you have asked for.

Further, instructions urge victims to keep calm and not to panic, and explain that "there is no time to think - that you may have as little as one minute to escape once a fire starts. If a fire is not put out in 30 seconds it should be considered beyond control". It's comforting to find out that the nearest fire engine will be sent within a time limit of 5 to 10 minutes, 20 if the call originated in a rural area.

On May 26 I asked myself if we were "all out of the kitchen to avoid the heat", trying to sustain part of the metaphor our List Editor had used in announcing his change of role from editor to moderator. As is the rule with me, I only too hastily concluded that "this List is fire resistant, flame proof", and closed with a wish that "something would happen that started a big fire, and we had to call the Fire Brigade."

And this is where the metaphor breaks down. Luckily.

To some of us like Inés Cambiasso and myself 'fire' is a symbol of passion, fervour, vehemence, heartiness, ardour, warmth, zeal, enthusiasm; to others, a sign of destruction, waste, dissolution, disruption, ravage, devastation, downfall, ruin, wreck. Those of us within the first group probably as a result of personality among other factors view fire as the result of a strong internal drive that pushes on, conviction propelled. And like fire, it's often blind and impetuous, not measuring consequences, destructive at times.

In this case, the Fire Brigade will try to extinguish the fire within 30 seconds before it gets out of control. And then what? Destruction? Harassed property? The instruction leaflet assures

that fire fighters are trained in first aid and that they will keep distress to a minimum. Further, in the event of "an incident", as the British Fire Authority euphemistically refers to fires, we're told the Fire Brigade will provide us with a copy of the booklet 'After the Fire' in order to assist us in overcoming the trauma we might've have experienced.

A booklet with standardised instructions on how to overcome distress.

By contrast, those part of the second group prefer "to start a nice little fire, to sit together, to keep it going, to feel the warmth of people near us, to look at the flames for some inspiration and to not let it burn down. This is the type of fire I'd like to see that will not need a fire brigade to put it out but more and more scouts to keep it going." This is what Grace Moyano thinks. I agree with you Grace, in spite of my natural fascination for fire.

My question is: how can we start a community of flame worshippers, one that is warm, academically gregarious, inviting and protective, one in which members commune with each other and exchange ideas, and feed each other's creativity and growth? One in which we defeat our natural tendency towards individualism and self-protection? One in which there is mutual trust?

I'm well aware someone might rightfully want to accuse me of arson. To preserve my integrity, let me make a case for my innocence, though I have no alibi and you'll have to believe me as an act of faith. Little did I know only three days ago that that the List was anything but fire resistant. No doubt I can feel the heat and realise we're in the middle of a big fire.

Let's build our own fire, let's feed it, and if it runs out of hand,

let's fight fire with fire so that there's no "incident". There will be no Fire Brigade turning up on the scene if we don't dial 999.

Ana Armendáriz

mailto:armenda@interactive.com.ar

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7. BRAZTESOL - Ads in BRAZTESOL Convention programme  
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The final deadline for artwork in the BRAZTESOL Convention programme is Monday 8th June.

Those interested in knowing more contact me below.

Kenneth Dean

mailto:dean@originet.com.br

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8. A Reply to Ines Cambiasso  
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Ines Cambiasso asks whether students have profited from the numerous elements at their disposal and whether they demonstrate appropriate control at sentence and discourse level ?

I belong to the past generation that learnt intonation through the attitudinal approach - O'Connor and Arnold. I still wonder if I did learn intonation then. With Dr Brazil's findings and the universals of proclaimed and referred discourse the scope changed completely. Attention on English

rhythm and focus and nucleus placement, which entail basically understanding of the message, social meaning conveyed and roles played by the participants bring a more realistic picture of what intonation is for. This is what we do in general lines in Phonology II at Teacher Training College - raising awareness, a task that needs to be backed up by the work done in Language and Grammar, and it often is.

As a result students do quite a good job by the end of the course when they are made to read unseen material and account for their choices at discourse level.

Graciela C. Moyano

<mailto:gmoyano@tournet.com.ar>

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#### 9. Reminder of Patagonian Conference

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Just a reminder of the Second Patagonian Conference  
on 6, 7, 8 June 1998.

If you haven't yet registered or need further information  
see contact information at end of this section.

The programme is as follows :

Saturday 6th June

8.00 : Registration

9.00 : Opening Ceremony.

9.30 : Sue Leather: Teacher Training and Teacher Development

11.00 : Break

11.30 : Martin Eayrs: Teaching English: A profession or a job like any other?

12.30 : Lunch break

14.30 : Concurrent Sessions I - Module I

16.00 : Break

17.00 : Concurrent Sessions II - Module II

18.30 : Book Presentations : 1.- UCLES 2.- Oxford University Press

21.00 : The Suburban Players present : Educating Rita, by Willy Russell.

(Espacio de las Artes Theatre) Performed by Susan Hillyard &  
Nick Martin, directed by : Jörgen Sorvik

21.00 : Armonicus, Asociación Musical del Comahue presents: Second

Concert of the Season: The Belcea String Quartet (England)

(Aula Magna - Universidad Nacional del Comahue)

Sunday 7th June

9.00 : Ana María Armendáriz: The Required Competence of Language Teachers.

10.30 : Break

11.00 : Cristina Grondona-White : Beyond Storytelling.

12.30 : Lunch break

14.30 : Concurrent Sessions - Module I

16.00 : Break

17.00 : Concurrent Sessions- Module II

18.30 : Book presentations 1.- Richmond 2.- Simon & Schuster: Bright Ideas  
for Young Learners

Raffles of materials provided by all exhibitors.

21.30 : Gala Dinner : (De Sol a Sol)

Monday 8th June

9.00 : Cristina Banfi : How important Linguistic Research is to  
Teachers and Teacher Training

10.30 : Break

11.00: Susan Hillyard: What's doing? Teaching thinking skills.

12.30 : Closing ceremony.

13.00 : Farewell lunch.

Afternoon social programme:

Tour to Lakes Mari Menuco and Pellegrini Visit to Maison Suisse (homemade chocolates and preserves)

Fee : \$ 70 For registration and enquiries,

Contact: Instituto Neuquino del Profesorado en Inglés

Fotheringham 346 (8300) Neuquén

Tel/Fax: (099) 427574 - (099) 422123

Cristina Gallo

Neuquen, Argentina

mailto:cgm@teletel.com.ar

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10 Info required TESOL/Cono Sur TESOL  
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Communications with TESOL in the southern area are not always  
easy to establish.

We invite members of TESOL in Argentina, Brazil, Chile, Paraguay  
and Uruguay to send details of their upcoming conventions so that  
we can help publicise their activities.

We should also be grateful for information about the 1999 Cono Sur  
TESOL convention, believed to be being held in Buenos Aires Argentina



and organised by ICANA.

We have not been able to confirm this with ICANA and would be grateful if any list member could give us further information.

List Editor

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11. Does anybody care ? A reply to Graciela Moyano  
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In a posting titled "On fire making", Graciela Moyano rightfully reacts against my appeal for action by claiming that "information reaches us through rumours or hearsay." It's only fair that Graciela should raise a desperate voice since uncertainty generates paralysis. This is a real worrying issue. And though she says, " Sorry Ana, I have to disagree", I intend to show that we do agree all the way. Further she voices an anguished appeal for attention by questioning my assertion that "this period of educational reform that seeks consensus is offering us to come up with our own ideas." She says, "Who is looking for consensus? Who wants to know about our ideas?" I'll try to bring together both issues.

In another posting, "The Grape Vine and perlocutionary sequels", different context but same theme I say, "the Area of Foreign Languages and teaching in general is a 'rumour factory'.

The only cure for rumour is straightforward information. Good information empowers people, it makes them less vulnerable, and I think that if we're genuinely interested in teacher development we should move in the direction of the socialisation of information." Having said this, I agree entirely with Graciela

as to "How can the staff work on a project when they do not know what is in for them in the near future? Why can't we grant degrees suitable to the times, in accordance with the Law of Education?"(1)

Graciela gives details of apparent future plans of the Secretariat of Education for the City of BA. Without justifying the decision to close down "Profesorado de Enseñanza Primaria" (EGB) at Escuela Normal de Maestras en Lenguas Vivas "J F Kennedy", and allow survival of PINP - "Profesorado de Inglés para el Nivel Primario", it would be fair to ask oneself:

- a) why the Secretariat of Education has decided to close down one of the courses of studies;
- b) to what extent both square with Federal Agreement A-11, which stipulates a minimum of 1800 hours' tuition for Teacher Development at EGB 1 and 2 levels;
- c) to what extent both courses, but more particularly the one on Primary school teaching observe the documents on Basic Contents on Teacher Development for EGB 1 and 2 passed by the Federal Council in September 1996;
- d) what number of students is doing both.

As to courses in Foreign Languages, degrees and course length are specified in Federal Agreement 14 (3), a notorious document against which hundreds of Foreign Language colleagues fought against last year. A-14 is under revision at present, basically on the counterproposal submitted by Escuela Normal de Maestras en Lenguas Vivas "J F Kennedy" ("Lengüitas").

The proposal for revision of A-14 is grounded in a two-degree scheme for Foreign Languages, handed in by the September 1997 consultation

group, taken up by the Lengüitas' proposal (2) and that of many many other institutions. In addition, and in order to preserve institutional traditions, the degrees are stated on a 'and'/'or' basis since there was no national consensus that all institutions should offer both courses of study. This was also stated in the document issued by the group of consultants and immediately published on N&V-L. All proposal for change will be submitted at the Federal Council's Assembly on June 9.

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many institutions, tertiary level colleges of education and universities, asking us this question precisely. And we have invariably asked them whether it was possible to delay any structural decision until the degree issue is resolved.

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Graciela, as the Foreign Languages Team I need not remind you that we don't come from behind a ministry desk. The three of us have long respectable teaching careers as teachers of English and teacher trainers. The three of us come from "The Joaquín". Perhaps you might not know that my year 25 as a Joaquín teacher fell due on April 13, 1998. We also personally grieve for the Joaquín's fate, and you know about my individual? efforts to get us all on the move, to get the cooks back into the kitchen to brew the substantial changes that were customary in the history of the Joaquín that we have witnessed and before.

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think, not only of English, but also of French, Italian, Portuguese and German.

Not only in BA but in the whole country. A gigantic task that gives you a different perspective.

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But we have encountered another stumbling block: colleagues are either not interested or do not share the materials we send them. Many keep them to themselves. Sometimes it is difficult to go against a deeply ingrained feature of national idiosyncrasy: *individualism* and

*self-preservation.* To give an example at hand, after our proud announcement

that A-15 (4) and the CBC for the EGB had been passed, only three teachers of English requested copies from us. How should we interpret this? That there's no interest in linguistic planning on the part of us teachers of English? And what about those colleagues who put their names down at the British Council for the I Cycle on the Teaching of Foreign Languages at the Bookfair, but did not turn up, leaving a good number of interested

professionals out of it? Not to speak about the lack of reaction to the construction of the Foreign Languages webpage.

As part of this crusade we have undertaken, we are trying to set people to a different mode, that of cooperation, sharing and trust. This change of *attitude* will take a long time to show results in the profession.

Needless to say, like Graciela, we are convinced we can still act as fruitful agents of change at a moment when changes are desperately sought. And because we have no doubt that information is power, we have tried to set up a model for its socialisation, which we find is completely novel in the country. But we're well aware there's still a lot to be done.

Oh, yes, Graciela and colleagues: be sure we care.

(1) As from 1993, with the passing of the Federal Law of Education, the Ministry of Culture and Education loses its central power and, together with it, the right to intervene in any of the provinces' and the City of Buenos Aires' internal affairs. Education is now regulated by the two laws the one mentioned and the Law of Higher Education resolutions and federal agreements "Acuerdos-Marco" passed by the Federal Council of Culture and Education, a collegiate body made up of the ministers and secretaries of education of the twenty-four provinces and the City of Buenos Aires.

(2) The "Lengüitas" proposal is at your disposal from us.

(3) You can get the present copy of A-14 and most federal agreements from us or from the following web-sites:

<http://www.mcye.gov.ar/rffdc/doc/index.html>

You have access to all Federal Council's Resolutions at

<http://www.mcye.gov.ar/consejo/resolucion/reso.html>

and all Federal Council's Recommendations at

<http://www.mcye.gov.ar/consejo/recomendaciones>

You can e-mail the Secretariat of the Council at

[cfce@mcye.gov.ar](mailto:cfce@mcye.gov.ar)

(4) The CBC for EGB, CB for Educación Polimodal and the Teacher Development

documents are also available at

<http://www.mcye.gov.ar/dgid/html/sumario.html>

(the Research and Educational Development Unit's site) and

<http://www.mcye.gov.ar/dgid/html/lenex/lenex.html>,

the Foreign Languages subsite. Choose the language when you get there.

In addition, we've got more documents at your disposal.

Ana Armendáriz

Foreign Languages Team

Research and Educational Development

Ministry of Culture and Education

mailto:[anarmend@dgdi.gov.ar](mailto:anarmend@dgdi.gov.ar)

[armenda@interactive.com.ar](mailto:armenda@interactive.com.ar)

<http://www.mcye.gov.ar/dgid/html/lenex/lenex.html>

end

\*\*

</x-rich>

From ???@??? Tue Jun 02 16:08:35 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 2 June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170fb199fdb59642@[24.232.3.229]>

-----  
1. Housekeeping - automated messages  
-----

List members are reminded that many of the commands on N&V-L are automated. This means that they are not dealt with by a human but by a bot (robot), the N&V-L bot, hereafter known as Neville.

Neville Bot is pretty dumb - in fact he has about as much common sense as a paper clip. For list members who are not used to communicating with bots the following information may be helpful.

We suggest you print this document for future reference.

-----  
About automated reponses  
-----

All N&V-L commands (with two exceptions) must comply with certain conditions to be answered automatically. If your message does not meet these conditions you will receive this message.

The two exceptions are the HELP message and the UPDATE N&V-L message, which are dealt with in more detail below.

ALL automated N&V-L responses are triggered only by commands in the SUBJECT LINE. Two examples follow:

To: me@interlink.com.ar  
From: Jemima Puddleduck <splash@quack.com.wl>  
Subject: GET TESTDOC

To: me@interlink.com.ar  
From: Jemima Puddleduck <splash@quack.com.wl>  
Subject: UPDATE N&V-L

Notice that N&V-L commands always consist of two words. Be very careful to type the two words exactly as needed in the SUBJECT header (not the body) of the mail. Any variation will trigger an automated error response.

-----  
Some common errors  
-----

Imagine you want to get a file called DOC.

What you type should look like this "GET DOC"  
(without the inverted commas)

As spaces are not usually visible this is not always easy to spot. Common Errors are

- |                                              |            |
|----------------------------------------------|------------|
| 1. space before first word                   | " GET DOC" |
| 2. more than one space between the two words | "GET DOC"  |
| 3. Space after the second word               | "GET DOC " |

Other mistakes include:

4. typing the wrong word or spelling it wrong. Look at these examples of common messages our automated response mechanism regularly rejects:



#### REJECTED MESSAGE

-----

Please subscribe me ...  
SUB N&V-L List  
Sub N&V L  
Please take me off this list  
Please post this ...

#### SHOULD BE

-----

SUB N&V-L  
SUB N&V-L  
SUB N&V-L  
UNSUB N&V-L  
POST N&V-L

Once you get the concept of a mindless, inflexible and unimaginative robot with absolutely no initiative you will understand how automated response facilities work. But please do not expect Neville Bot to think - he wasn't programmed to think but to respond.

5. Typing the instruction in the BODY of mail, not the subject header. Our automated response mechanism does not read the body message unless it is a HELP message.
6. All of our automated commands are based on the principle of autoreply. This means that the software reads the header of the incoming mail and use the same email address to reply to the mail. If your server does not configure your mail to include a reply address then we can not reply to you.

It is easy to check whether your mail is configured correctly. Simply send yourself an email (yes, you can !) and look at the first line of the header you receive. If it says:

Reply-To: <userid@domain>

then there is no problem. However, if it reads:

Reply-To: <@domain>

i.e. your user id (the bit that goes before the @ sign) is missing, then other people (including Neville Bot) will not be able to use the reply function.

For ordinary users this is merely frustrating - for automated responses it is simply not possible. You can adjust this easily enough yourself - or get your server to help you. You will soon find that you have more friends.

If you do any of these things you will receive an error message. This will probably annoy you, for which we apologise in advance, but the idea is to save time and provide a more efficient service to list members.

#### ----- HELP Commands -----

Please feel that you can always get in touch with a person if necessary. Any message with the subject header 'HELP N&V-L' is guaranteed to get a personal response from the list editor, although not always immediately as from time to time he may be away. For this reason, the HELP N&V-L command will initially be acknowledged automatically and subsequently dealt with personally. Please use this for genuine cases where help is necessary.

-----  
UPDATE N&V-L  
-----

Unlike other commands, in the UPDATE N&V-L command it is unnecessary to give information - both the old and new email numbers - in the BODY of the message. These mails are in fact handled manually, but because of the way messages are routed and the use of aliases and nicknames we can not always read the address of incoming mail reliably.

-----  
CURRENT COMMANDS  
-----

Current commands supported are as follows:

INFO N&V-L .... General Information for potential members  
SUB N&V-L.....To subscribe to the list  
UNSUB N&V-L....To remove your name from the list  
UPDATE N&V-L....To change your email address on our list  
POST N&V-L.....To post messages to the list  
HELP N&V-L.....If you need any help at any time  
GET FILELIST....Gets list of downloadable files

This list will be regularly updated as new N&V-L automated commands are implemented.

\*\*\*

Many people react badly to automated messages but we would ask you to remember that this list is run by one person in what little spare time he can find.

Automated responses merely take over routine housekeeping and save the list editor's time for other things.

However, if you want to talk to a person rather than a robot, send a message with HELP N&V-L in the subject line and it will be answered personally by the list editor.

Thank you for supporting N&V-L

List Editor  
mailto:me@interlink.com.ar

\*\*

end

From ???@??? Tue Jun 02 23:11:29 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 389 - 2 June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170fb1976bac5f36@[24.232.3.229]>

<x-rich>

-----  
N&V-L Digest 389 - 2 June 1998  
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There are 10 messages in this digest.

1. The pronoun 'I'
2. Reply to Virginia Serenelli
3. UCLES winners in Argentina
4. What use is a Master's degree ?

<color><param>0080,0000,0080</param> 5. Argentina - National Resources  
Centre - Reference material

6. Argentina - National Resources Centre - Books
7. Argentina - National Resources Centre - New Journals

</color> 8. Reflections from an anxious writer III: reply to Inés  
Cambiasso and Julio Rodríguez

9. Some of us also care. A reply to Ana Armendariz
10. Some points to consider when choosing a textbook

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- 1. The pronoun 'I'

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The pronoun "I" comes from the Old English ich - from Germanic  
EKA, so therefore, as in German they usually use capital  
letters for different cases, I "suspect" that the reason is  
as described.

I'm sure there must a historian among the list members who will  
give us a more accurate answer.

Dick Jones

Patagonia - Argentina

mailto:tgassoc@satlink.com

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2. Reply to Virginia Serenelli  
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Virginia Serenelli's contribution raises some questions about issues related to the training of prospective teachers. I think it is important in any profession to be open to criticism and to be able to critically respond to the developments in the field. I do not think that anyone can safely affirm that a certain methodological approach does not work unless it's been fully implemented, which, in my opinion, is impossible to do due to the many curricular and institutional constraints in any given educational setting. Take the natural approach (NA), for instance. During the NA craze instructors were encouraged to apply it even though there was little, if any, accommodation for suitable assessment. Now, how reliable can a testing instrument be if it does not actually test what has been taught? And how valid is it to use such instrument as a measure of the success of the application of a certain approach, or even worse, to use it to make decisions that will affect a person's life? I agree with Virginia's comment stating that the application of an eclectic approach is the best solution as long as it is the result of an informed decision rather than gut feelings. The line of research in Applied Linguistics has grown enormously and cannot be ignored. If in-training teachers are not exposed to it, they will easily become gullible buyers of new trends and disappointed customers when they realize that the magic formula does not work. I wonder how many programs

in Argentina are currently offering classes such as testing theory and practice, statistics for educational research, second language acquisition, materials development, technology in education (I'm including tape recorders, overheads, video, etc. not just fancy computer tech), etc. In my experience, all these areas seem to be lumped into a single "methods" class if they are ever dealt with at all.

True, the amount of research out there makes it difficult for anyone to keep up. But this is also the case for all professions in the information age. If I had to pick one reading to get my feet wet, I'd go for the Annual Review of Applied Linguistics (1998), "Foundations of Second Language Teaching," Cambridge U. Press. The references for each article make excellent further readings.

Julio Rodriguez  
mailto:juliocr@hotmail.com

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3. UCLES winners in Argentina  
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The University of Cambridge Local Examinations Syndicate is pleased to announce the winners of the three free Business English Teaching courses to be held in Stratford on Avon in July 1998.

The winners are:

Ana María Calderón

Roxana Marinelli

Silvia Vago

The awarding committee was made up of representatives from the three EFL administrations in Argentina together with Mr Mike Potter (The British Council) and Dr Peter Hargreaves and Ms Christine Nuttall (UCLES).

The committee would like to thank all those who sent in their applications, CVs and essays on the Need for the Teaching of Business English in Argentina.

Litty Mora

UCLES Support Officer for Argentina

mailto:plmora@impsat1.com.ar

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4. What use is a Master's degree ?

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I have read about the TVU master. Now, my question is, IF one gets a master, what are the chances of improving one's socio-economic condition? As far as I have seen, teaching at university is even worse than at high schools. Is there any other field?

Name supplied and withheld by request.

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5. Argentina - National Resources Centre - Reference material

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The following material is available for consultation at the

</color>National Resources Centre, Suipacha 1333, Buenos Aires<color><param>0080,0000,0080</param>.

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Collin, P. H. Dictionary of hotels, tourism and catering management.--

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-- Hove : LTP, c1997.

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Spanish technical dictionary = Diccionario técnico inglés.-- London :

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American consultant editor James M.Anderson.-- London : Routledge, 1995.

R 410.3 LIN

The Times atlas of the world.-- New generation ed.-- Scales vary.--

London : Times Books, 1997.

R 912 TIM

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<param>0080,0000,0080</param>Veronica Parsiale

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Tel. (01) 393-4864 / 0969 Fax: (01) 326-3015

mailto:biblioteca@aacibsas.org.ar

<param>0080,0000,0080</param>-----

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6. Argentina - National Resources Centre - Books

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Baddock, Barry. Using films in the English class.-- Hemel Hempstead :

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language in society; 3) 306.44'089 MAR

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Wragg, E. C. ; Partington, J. A. The school governors' handbook .--  
3rd ed.-- London : Routledge, 1995. 379.153 WRA

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Mon to Fri from 9am to 12.30pm and 1pm to 7.45pm

<color><param>0080,0000,0080</param>Veronica Parsiale

</color>National Resources Centre

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Tel. (01) 393-4864 / 0969 Fax: (01) 326-3015

mailto:biblioteca@aacibsas.org.ar

<color><param>0080,0000,0080</param>-----  
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7. Argentina - National Resources Centre - New Journals

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El Lenguaraz.

Journal from the Colegio de Traductores Públicos de la Ciudad  
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International journal of bilingual education and bilingualism.

Multilingual Matters. New title 1998.

Management learning.

Online Education.

Times Educational Supplement

Primary Education.

Times Educational Supplement

Tesol Journal.

Tesol Quarterly.

</color>Mon to Fri from 9am to 12.30pm and 1pm to 7.45pm

<color><param>0080,0000,0080</param>Veronica Parsiale

</color>National Resources Centre

Suipacha 1333 - C.P. 1011 - Buenos Aires

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mailto:biblioteca@aacibsas.org.ar

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8. Reflections from an anxious writer III: reply to Inés  
Cambiasso and Julio Rodríguez  
-----

At this stage the anxious writer is growing desperate and very near committing suicide. It's that the poor anxious writer native and non-native is beginning to feel like ET, shameful, guilty that she does things the way a Martian would, scrutinised, (mis)interpreted as if on a shrink's couch, for ever driven to analyse, and hence desperately unroot her writing strategies, which used to work spontaneously, unharmed, in the ivory tower of her unconscious. Poor strategies: they feel naked, exposed, self-conscious. The other self, which/who? still retains some poise and self-control, would like to reply by concentrating on three issues mainly: a) meaning and information; b) strategies, and c) process-product (for fear of being scolded by our List Editor/Moderator) again

Neither Inés nor Julio can believe that "Language creates thought" for me. Julio disqualifies my technique by asserting that I generate text on the basis of grammatical units devoid of meaning, while Inés asks me how we "can shape ideas without syntax or syntax without informing it with a lexicon even if

words shape thought?"

Well, each lexical item is a complex of features, phonological, morphological, syntactic, semantic. Yes, Julio, there is meaning, but logical meaning. A full "saturated" lexical entry. That's my starting point. In a way I'm like Julio's student, who wants to force a lexical item "no matter what" I think some of us are unduly prejudiced against the notion 'lexical item', when it is loaded with meaning

Why discourage the technique/strategy? of "forcing a lexical item no matter what" if it works for the user to explore, learn (the lexical item) and construct a text? After all, this is an L1 strategy young learners often employ.

With due respect, I consider Julio is thinking of the text as product, though he talks of process writing. I'm thinking of text as a process through which many things happen to me: I learn a new word, I discover what I think, I organise my thoughts. Like at this very moment.

I don't mean that everyone should employ the same strategy, but why get students to make an effort "to get the language to fit their thoughts and not viceversa?" What if it works the other way about? What if you discover thoughts through the words themselves? In all honesty, Julio, if I were your student, I'd go on doing what I do behind your back. To survive.

The trouble is, I think, that we're using meaning rather loosely. The three of us are talking about meaning, only that Inés and Julio cannot conceive of any other kind of meaning that is not connected with discourse. There are several kinds of meaning, of which textual is but one. How about grammatical, social,

affective, denotative, reflective, collocative ? And I never said my chunks did not have meaning. They're loaded with meaning. And my thesaurus searches originate in a given lexical item.

Then there is another pair that is also used rather loosely: 'idea' and 'information'. Inés talks about a lexicon "being informed", and Julio thinks grammatical units have no meaning. I think the three of us would agree that information is a network of ideas organically and hierarchically disposed, and that 'idea' is like the atom of information. In turn an idea is a complex of features also organically disposed. Like the molecule is to matter. The point of contention with both Inés and Julio seems to be that they cannot conceive of someone not planning the overall discourse, not thinking of communicative purposes before starting with the writing task. The question is, why can't I start at the other end? I'm becoming Machiavellian: doesn't the end justify the means?

Julio reviews free writing, and says it "consists in writing whole chunks of text as they come to mind. They can be whole sentences, run-ons or even fragments, (syntactical accuracy is irrelevant at this point)" in part we agree so far, though syntactic accuracy is crucial with me since it is the starting point "but the resulting product has some sort of continuity." And it is here that we don't necessarily agree. Wasn't free writing free? With me, continuity comes later. I discover what I want to say as I go along.

My Word programme hung a few minutes ago and I had to reset my PC. Cursing my fate, because I never know what it is that I wrote last, I went to C/Windows/Temp/Autorecovery save. You know

what I found? About 25 different files that the programme had stored every five minutes since I started writing. They were ordered chronologically by time. I opened them one by one and there I found "the history" of the text construction. I checked the development against what I'm writing and was able to confirm my reflections. My latest version was there, in case you were worried, and I hadn't lost much. (Now you know I write postings in Word, and paste them on the e-mail page cause I need formatting.)

As to writing in Spanish or English, if the text is going to be in English, I get started in English. Because (English) words tag concepts. Sometimes the other language intrudes on the scene, but not too often. Paradoxically, language alternation occurs with me in the last stage, when I'm in front of a text still in the making, but a text. If there is intrusion of the other language in the first stage then I'm done for. I find I don't have much plasticity in going from one language to the other. That's why I find translating a nightmare.

Julio prefers to refer to free writing, outlining, etc. as writing techniques. "They are out there, available to anyone who wants to use or experiment with them, but by no means should they be prescribed they will become strategies upon learner's choice. This is another point of disagreement: how can a technique, "which is out there" become a strategy, which is a personal way of doing things? Earlier on Julio had asserted that he provides his students with techniques so that they are "used as a jump point for the discovery of one's strategies. Your strategies to start creating texts do not need to fit any of these categories." I find a contradiction in his own terms here.

The anxious writer is exhausted. She's racked her brain in search for description, justification and explanation. If someone else

does not join in to the rescue, she will think she's in fact an ET. Take my word for it.

Ana Armendáriz

mailto:armenda@interactive.com.ar

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9. Some of us also care. A reply to Ana Armendariz  
-----

In her posting from May 31st, Ana Armendariz explained - as if this were necessary- how the Foreign Languages Team care about the Reform and about Foreign Languages in Argentina in general. She also regrets that only 3 people have asked for A-15 and CBC for Inicial/EGB.

I suppose I am speaking on behalf of many other teachers when I say that we didn't dare. It was in the same posting that she informed of the new FL webpage, from which we could get such material. What we thought was, "What a relief for Ana. Now she can make better use of time than posting materials the length and breadth of the country." And we got that from the page, printed it out (it's not short, mind you) and hope to share it with colleagues.

(By the way, would it be possible to make such important documents downloadable as .TXT? It would be much easier to pass them round in diskette form. Maybe this is a possibility at present, depending on software, but I'm a newbie and could only get .HTM)

We are well aware that "the Foreign Languages Team don't come from behind a ministry desk." The issue is that we fear, at least here in Rosario, that major decisions will be made by those who do. What will be the use, then, of having a state-of the-art curriculum if it cannot be put into practice due to budget decisions? We also have a "deeply



ingrained national idiosyncrasy" as regards the fact that the big decisions in education are seldom made by experts, and we therefore eye suspiciously every request for information from the authorities lest it should give them grounds for cuts that may lead to the disappearance of some institutions. Ana, I don't think you can blame us, just as we never thought of blaming you.

Congratulations once again to the FL Team. On their daily work, on the I Cycle at the Bookfair and on the webpage. You are still keeping the ball rolling. Don't give up. Some of us, at least, also care.

Mariel Amez

I.E.S. N° 28 "O. Cossettini" - Rosario

mailto:mamez@yahoo.com

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10 Some points to consider when choosing a textbook  
-----

I came across an interesting document this week - it seems to be notes for a talk I gave many years ago on criteria for coursebook selection.

I offer it to list members for consideration/comment.

If you would like a copy (vanilla ascii) simply send a message to <<me@interlink.com.ar> with the subject header

GET TXBKSLCT

You must type the corresponding command in the subject header (not the body) of the mail. Be careful to type the

words EXACTLY as needed. Any variation will trigger an automated error response.

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end</x-rich>

From ???@??? Tue Jun 09 09:48:51 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 390 - xx June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011706b19ae9641f7d@[24.232.3.229]>

<x-rich>

-----  
N&V-L Digest 390 -xx June 1998  
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There are xx messages in this digest.

1. xxxxx

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1. xx  
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>>I would like to know if any

>>of you know of a site on the internet where I can find speeches given by

>>famous people. For example "I have a dream" (M.L.King).

>

>Here are some links you might find useful. The audio link includes only the

>opening lines of some famous speeches, mostly from the US. The third link

>includes text of famous women's (int'l) speeches. Hope this helps. Jill

>

<http://www.lib.memphis.edu/gpo/speech.htm>

<http://webcorp.com/realaudio/>  
<http://gos.sbc.edu/index.html>  
<http://www.historychannel.com/gspeech/archive.html>

>

\*\*

>Sabine Holler  
>Instituto Cultural Brasileiro Norte Americano  
>Riachuelo 1257  
>90010-271  
>Porto Alegre - RS- Brazil  
>phone fax nr 051 225 225 22 55  
Date: Wed, 3 Jun 1998 13:56:59 -0300 (BRA)  
X-Sender: m\_media@pop.poa.zaz.com.br  
Mime-Version: 1.0  
To: me@interlink.com.ar  
From: Sabine Holler <m\_media@cultural.org.br>  
Subject: POST N&V-L

I'd be interested in getting more information on distance learning. Can anyone recommend schools and universities that carry out this type of language instruction ?

Is any of the list subscribers involved with distance English courses delivered via www or broadcast or has experience teaching at a distance they'd like to share ?

Thanks,

Sabine Holler

CALL coordinator

Cultural Brasileiro Norte-Americano

Porto Alegre-RS- Brazil

>Hi!

<bold>>I'm sending the corrected version of the Workshops

</bold>>

>Ma. Laura

>\_\_\_\_\_

>

>Organizers: Teacher Development Centre

>

>Venue : ( 25 de Mayo 872) -Tandil

>

>Limited Vacancies

>

>

>Workshops :

>Make your own Games July 3rd. 18 - 21 hs

> Coord: Mónica Aparicio- Ma. Laura Rossi

>

>The Internet: What's in it for for EFL teachers? Part 1/ Part 2 - August

> Coord: Mónica Aparicio

>

>How to Enhance Students' Self- esteem through Creative Activities- August

> Coord:Ma. Laura Rossi

>

> "All work and no play makes Jack a dull boy" :Games in the ELClassroom.

-

>September

> Coord: Mónica Aparicio

>

>Book Don't Bite: How to Make Students Read for Pleasure September

> Coord:Ma. Laura Rossi

>

>Pop Music in the English Classroom . October

>Coord: Mónica Aparicio

>

>Mixed-ability classes: Strategies to face a demanding reality - October

>Coord:Ma. Laura Rossi

>

>Teaching English Through Films- November

>Coord: Mónica Aparicio

>

>Useful Activities for Busy Teachers - November

>Coord:Ma. Laura Rossi

>

>For further info, contact

>

> 0293- 43502 - Tandil

> E-mail:mlrossi@satlink.com

>

>

>

\*\*\*

>Hello from Santiago CHile,

>

>My name is Terese and I spoke with you at the recent seminar in Stgo

>Chile. I would like to know if you have any materials in relation to

>email courses or distance learning. My plan is to launch an English

>course taught over the net using email. Please let me know if you have

>any materials, know of any courses which could assist us in designing

>our course and where I can get further information.

>

>Thank you very much for your assistance.

>

>Terese Ney

>english@netup.cl

\*\*

X-No-Archive: yes

>Any recommendations for good news/current events web sites with video

>(similar to CNN)?

Try <<[http://news.bbc.co.uk/hi/english/static/on\\_air/default.stm](http://news.bbc.co.uk/hi/english/static/on_air/default.stm)>

"BBC TELEVISION NEWS

You can watch BBC Television's main News bulletins live here every weekday at 13.00, 18.00 and 21.00 GMT. If you have a Real Video player, click here shortly before the start time to view the bulletin as it is transmitted. Each programme will then be archived, but still available, until it is automatically replaced by the next broadcast."

Susan Addis

The Fay School, Southborough, MA, USA

\*\*

end</x-rich>

From ???@??? Tue Jun 09 10:36:56 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Housekeeping 9 June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011713b1a2e9d37ea7@[24.232.3.229]>

-----  
N&V-L Housekeeping 31 May 1998  
-----

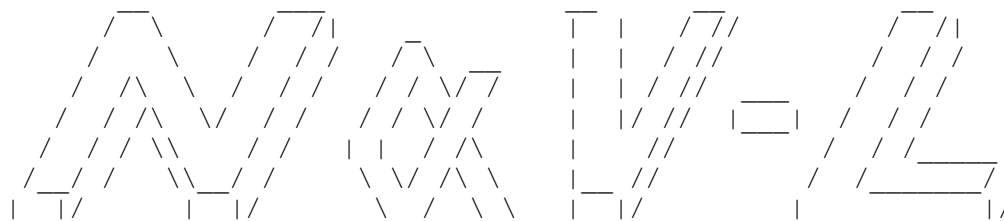
Once again the gremlins have been busy. N&V-L Digest 390 went out today incomplete and semi-edited. A fuller, tidied-up version will be out later today.

The list as sent out includes one or two personal comments which although in no way likely to cause offense to listers of posters, have no place on the list. Apologies to list members for confusion and general incompetence...

-----  
Martin Eayrs  
N&V-L List Editor

From ???@??? Wed Jun 10 00:52:18 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 390 - 10 June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011704b1a314a4bf2f@[24.232.3.229]>

-----  
N&V-L Digest 390 - 10 June 1998  
-----



-----  
This digest replaces an earlier version sent out on 9 June 1998 in error. It contains information/postings that were not in the earlier version.

There are 9 messages in this digest.

1. Delay in publication of ELT News & Views
2. Teaching English in Chile
3. Succesful Patagonian Conference in Neuquen
4. Speeches on the Web
5. Info wanted on Distance Learning options
6. Workshops in Tandil, Argentina
7. Hello from Santiago Chile
8. Web sites with video wanted
9. Upcoming Conference in Parana, Argentina

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1. Delay in publication of ELT News & Views  
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I am sorry to have to announce that there will be a delay in the publication of the June/July issue of ELT News & Views.

This is because of a software problem which has resulted in the corruption of the computer files containing most of the (almost finished) text and graphics.

So it's a case of 'back to the drawing board' and I hope that it will not be more than ten days beyond the scheduled date of publication.

Martin Eayrs  
Editor ELT News & Views

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2. Teaching English in Chile  
-----

It's been some time now since I suscribed to N&V-L and I have been meaning to answer some of the messages posted, but you know how busyone can get these days. I was particularly interested in the comments by the group of Argentinian teachers working at the Ministry of Education and Culture on issues related to language planning.

I am carrying out research in Chile dealing with the agents, levels and processes involved in linguistic policies and planning, particularly those affecting foreign language(s). At the same time I am about to launch a web site entitled "Teaching English in Chile" which came about as a result of findings in my project that say that teachers of English in Chile work isolated and individually, not benefitting much from the dialog and experiences from colleagues. So, I have been reading N&V-L to feed that page with interesting links and to know from others' experiences using the web to make our profession better.

Suggestions are welcome, and as soon as I have the URL address I will let you know.

Miguel Farias,  
Departamento de Lingüística y Literatura  
Facultad de Humanidades - Universidad de Santiago de Chile  
Alameda 3363, Santiago, CHILE  
Tel/Fax: 681 9039  
mailto:mfarias@lauca.usach.cl

\*\*

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3. Succesful Patagonian Conference in Neuquen  
-----

Editing magazines and elists can be pretty boring at times, stuck all day in front of the Mac doing my best not to press the wrong keys by mistake, and failing more often than I should like :-)

For that reason it was wonderful to be invited to the second Patagonian Conference last weekend - a wonderful occasion and so good to see so many members of this list there !

The event was organised by Cristina Gallo and her team of helpers at the Instituto Privado Neuquino del Profesorado en Ingles, Neuquen.



What was so stimulating was the number of participants who had travelled from as far away as Misiones in the North and Tierra del Fuego in the south.

An excellent conference, organised with wonderful warmth and generosity, and a full report will appear in the June issue of ELT News & Views. Cristina is known to list members here as a frequent poster - I just wanted to take this opportunity for congratulating her for all her hard work in bringing together so many teachers down in Patagonia. not known in recent years as a hive of ELT activity.

Martin Eayrs  
mailto:me@interlink.com.ar

-----  
4. Speeches on the Web  
-----

>I would like to know if any  
>of you know of a site on the internet where I can find speeches given by  
>famous people. For example "I have a dream" (M.L.King).

Here are some links you might find useful. The audio link includes only the opening lines of some famous speeches, mostly from the US. The third link includes text of famous women's (int'l) speeches. Hope this helps.

<http://www.lib.memphis.edu/gpo/speech.htm>  
<http://webcorp.com/realaudio/>  
<http://gos.sbc.edu/index.html>  
<http://www.historychannel.com/gspeech/archive.html>

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5. Info wanted on Distance Learning options  
-----

I'd be interested in getting more information on distance learning. Can anyone recommend schools and universities that carry out this type of language instruction ?

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Thanks,

Sabine Holler  
CALL coordinator  
Cultural Brasileiro Norte-Americano  
Porto Alegre-RS- Brazil  
mailto:m\_media@cultural.org.br

\*\*

-----  
6. Workshops in Tandil, Argentina  
-----

Organizers: Teacher Development Centre

Venue: 25 de Mayo 872 - Tandil, Prov. Bs. As.

Vacancies: Limited

Workshops: Make your own Games July 3rd. 18 - 21 hs  
Coord: Mónica Aparicio & Ma. Laura Rossi

The Internet: What's in it for for EFL teachers?  
Part 1/ Part 2 - August  
Coord: Mónica Aparicio

How to Enhance Students' Self- esteem through Creative  
Activities - August - Coord:Ma. Laura Rossi

"All work and no play makes Jack a dull boy":  
Games in the ELClassroom - September  
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Books Don't Bite: How to Make Students Read for Pleasure  
September - Coord:Ma. Laura Rossi

Pop Music in the English Classroom . October  
Coord: Mónica Aparicio

Mixed-ability classes: Strategies to face a demanding  
reality - October - Coord:Ma. Laura Rossi

Teaching English Through Films- November  
Coord: Mónica Aparicio

Useful Activities for Busy Teachers - November  
Coord:Ma. Laura Rossi

For further info, contact  
T/F. 0293-43502 - Tandil  
mailto:mlrossi@satlink.com

\*\*

-----  
7. Hello from Santiago Chile  
-----

I would like to know if you have any materials in relation to  
email courses or distance learning. My plan is to launch an English  
course taught over the net using email. Please let me know if you have  
any materials, know of any courses which could assist us in designing  
our course and where I can get further information.

Thank you very much for your assistance.

Terese Ney  
mailto:english@netup.cl

\*\*

-----  
8. Web sites with video wanted  
-----

>Any recommendations for good news/current events web sites with video  
>(similar to CNN)?

Try <[http://news.bbc.co.uk/hi/english/static/on\\_air/default.stm](http://news.bbc.co.uk/hi/english/static/on_air/default.stm)>

"BBC TELEVISION NEWS

You can watch BBC Television's main News bulletins live here every weekday at 13.00, 18.00 and 21.00 GMT. If you have a Real Video player, connect shortly before the start time to view the bulletin as it is transmitted. Each programme will then be archived, but still available, until it is automatically replaced by the next broadcast."

Susan Addis

The Fay School, Southborough, MA, USA

mailto:swlms@TIAC.NET

\*\*

-----  
9. Upcoming Conference in Parana, Argentina  
-----

The First Regional Conference on Teacher Education and Professional Growth will take place in Parana, Entre Rios, on 12/13 June 1998. The theme of the event is 'Education in the new Milenium'.

This is a joint venture between The American Language Institute and SBS (Stratford Book Services). Speakers include Jamie Duncan, Clarice Lamb. Viviana Valenti, Estela Gambelin, Alicia Gambelin and Oriel Villagarcia.

Further information from AEI, Belgrano 179, Parana, Entre Rios. T/F. (54) 043-315018.

Apparently no email contact available - if any list member knows one please post.

List Editor

\*\*

end

From ???@??? Wed Jun 10 23:30:39 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 391 - 10 June 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04011703b1a3b69a60bb@[24.232.3.229]>

-----  
N&V-L Digest 391 - 10 June 1998  
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-----  
3. Information on Distance learning options  
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[Mary Naby Field, TESOL Field Services Assistant, has sent the following form letter detailing correspondence courses which TESOL routinely sends to those interested in that type of course. Mary stresses this list is by no means exhaustive.

Although longer than usually permitted postings I have decided in the interest of list members to let it go through.

List Editor]

Mary's posting starts below:

Thank you for your inquiry regarding distance learning/correspondence courses in TESOL. Most courses are offered in the UK. Following are a list of courses. TESOL strongly recommends that you contact the above schools to research and determine which program will best meet your educational goals and needs. Good luck with your studies!

\*\*\*\*\*Inclusion in this list does not indicate endorsement by TESOL.\*\*\*\*\*

Aston University  
Birmingham, England  
E-mail: [lsu@aston.ac.uk](mailto:lsu@aston.ac.uk)

Centre for English Language Studies in Education (CELSE)  
University of Manchester  
Oxford Road  
Manchester M13 9PL  
England, UK  
Tel. 41-161-275-3467  
Fax 41-161-275-3480  
E-mail [CELSE@man.ac.uk](mailto:CELSE@man.ac.uk)

The Distance Learning Center  
Tokyo Language Arts Center  
1-4-3-202 Maruyamada  
Wako-shi, Saitama 351-01  
Japan

EFL Unit Secretary  
Language Teaching Centre  
University of York  
York YO1 5DD  
England, UK  
Tel. 44-1904-432480  
Fax 44-1904-432481  
E-mail [mailefl@york.ac.uk](mailto:mailefl@york.ac.uk)

English Language Institute  
University of Surrey  
Guildford GU2 5XH  
England, UK  
Tel. 44-1483-259910  
E-mail [eli@surrey.ac.uk](mailto:eli@surrey.ac.uk)

Eurolink Centre  
3 Abbeydale Road South  
Millhouses, Sheffield S7 2QL  
England, UK  
Tel. 44-114-262-1522  
Fax 44-114-236-0774

Institute of Education  
University of London  
20 Bedford Way  
London WC1H 0AL  
England, UK  
Fax 44-171-612-6534  
E-mail a.pincas@ioe.ac.uk

International House Teacher Training  
International House  
106 Piccadilly  
London W1V 9FL  
England, UK  
Tel. 41-171-491-2598  
Fax 41-171-499-0174  
E-mail 100733.511@compuserve.com

International Learning Centres (ILC)  
Anglia Centre  
501 International House  
223 Regent Street  
London W1R 8QD  
England, UK  
Fax 44-171-495-2558  
E-mail 100665.506@compuserve.com

Leicester University  
Leicester, England  
E-mail hw8@le.ac.uk

Linguistics Postgraduate Office  
Macquarie University  
Sydney NSW 2109 Australia  
Tel. 61-2-9850-7102  
Fax 61-2-9850-9352  
E-mail david.hall@mq.edu.au

London Montessori  
18 Balderton Street  
W17 1TG England  
Tel. 071-493-016

Robaco  
Nesburn Road  
High Barnes SR4 7LR  
England, UK  
E-mail Robaco@hotmail.com  
<http://home.aol.com/Robaco>

Sheffield University  
Sheffield, England  
E-mail pg.admissions@sheffield.ac.uk

Web sites

Here are some Web sites for those interested in MA programs inside and outside the US. These sites offer an MA in Applied Linguistics and/or MEd in TESOL/TESL/TEFL and have varying requirements for their distance education programs (i.e. computer requirements, on-campus studying components, access to libraries, etc.).

#### Individual University Web Sites:

Aston University, UK  
<http://www.les.aston.ac.uk/lsu/mscdip.html>

Deakin University, Australia  
<http://www2.deakin.edu.au/slcs/post/tesol/career/htm>

Indiana University, US  
<http://www.education.indiana.edu/~disted/masters/html>

Leicester University, UK  
<http://www.le.ac.uk/education/courses/distance.html>

Macquarie University, Australia  
[http://www.cal.mq.edu.au/p5\\_030.htm](http://www.cal.mq.edu.au/p5_030.htm)

University of California, Los Angeles, US  
<http://www.humnet.ucla/humnet/al/appinfo.html>

University of Manchester, UK  
<http://www.man.ac.uk/CELSE/>

University of Pennsylvania, US  
<http://www.upenn.edu/gse/LED/>

<http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/mar/distance.html>

This is an overview of MA distance courses offered by UK universities maintained by our affiliate in Japan, the Japan Association for Language Teaching (JALT).

<http://www.gradschools.com/search.html>  
A search engine specifically for looking up graduate school programs. Regular and distance education courses offered.

Last Edited 04/98

Mary Naby  
TESOL Field Services Assistant  
<mailto:nabym@tesol.edu>

\*\*

#### ----- 4. Upcoming events in Lomas de Zamora, Buenos Aires -----

##### Event #1

Presenters Carolina Carvalho and Graciela Jankielzon will give first-hand information about the Intensive English Program at the Center of English Language Learning at Maryville College.  
When: Thursday, June 11th., 6 p.m.  
Where: Rainbow. Sáenz 341 Lomas de Zamora

Free Admission. Attendance confirmation required. Limited vacancies.

Event # 2

Lillian Pearce from Alabama will talk about the South of USA, its Traditions, Music and Language (Workshop)

When? : June, 13th, 11 a.m to 1 p.m.

Where? : Rainbow, Sáenz 341 Lomas de Zamora

Fee: \$ 10 Rainbow students: \$5 or free bringing a friend.

.

Event # 3

"Let's go to the Movies". A multilevel Interactive workshop. An opportunity to practise your English and have fun !

Coordinator: Gabriela Botello

When?: June 19, 6 p. m.

Where?: Rainbow

Free. Attendance confirmation required. Limited vacancies.

For registration and more information

call (54-1) 292-7495 or Telefax: (54-1) 243-6570

or E-mail :< rainboworsi@arnet.com.ar>

Sáenz 341 P 1 Lomas de Zamora. Buenos Aires.Argentina

Liliana Orsi

mailto:RainbowOrsi@arnet.com.ar

\*\*

-----  
5. Correction OUP website details  
-----

OUP would like to apologise for the mistake in the OUP web site address that was included in our first Chalk and Talk magazine, currently being distributed.

Please note the correct site address is: <http://www.oup.co.uk/elt>

See you there !

Ricardo Sampedro

ELT Marketing Manager

mailto:sampedrr@oxford.satlink.net

\*\*

end

From ???@??? Fri Jun 19 00:02:28 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 392 - 19 June 1998

Cc:

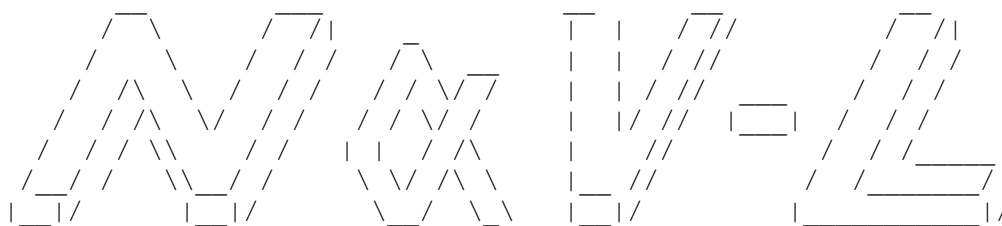
Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04011700b1a512602b62@[24.232.3.229]>

-----  
N&V-L Digest 392 - 19 June 1998  
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There are 8 messages in this digest.

1. Stephen Krashen at Chile TESOL
2. Discourse analysis web site (Spanish)
3. Distance education courses
4. More on Distance learning options
5. Teacher's and Students' Conference
6. Distance study MA in TEFL programme
7. Omar Villareal in Azul
8. Dr. Teun van Dijk in Buenos Aires

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-----  
1. Stephen Krashen at Chile TESOL  
-----

Chile TESOL meets every two years. This year's event is on 8 - 10 October (1/2 day on Saturday) and the main invited speaker will be Stephen Krashen.

Anyone who has a contact tel/fax or email please post.

List editor

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2. Discourse analysis web site (Spanish)  
-----

The Centers for Research into Text/Talk, Information, and Communication in Society (Argentina) invites all those interested in discourse analysis to visit their web site at [http://gema.com.ar/ling\\_ciafic/#ccritics](http://gema.com.ar/ling_ciafic/#ccritics)

\*\*

-----  
3. Distance education courses  
-----

In response to the queries about distance education courses, I started building a webpage a few months ago which includes links to many universities and on-line papers related to the topic. Although this site is still under construction, the Linguistics section already contains quite a bit of info.

<http://www.public.iastate.edu/~jcesar/>

More resources can be obtained from Educational Resources On-Line  
(Department of Education, Iowa State University)  
<http://www.educ.iastate.edu/students/eronline/>

Julio Rodriguez  
TESL/Applied Linguistics  
Iowa State University  
<mailto:juliocr@hotmail.com>

★★

-----  
4. More on Distance learning options  
-----

Re your Distance Learning options, you may wish to mention our sister training organisation, Open Learning Internatioanl who offer courses specifically designed for delivery via the net (including the vital teaching practice component at a local affiliate centre):

Open Learning International,  
El Canuelo - Apartado 16  
18700 Albulnol - Granada - Spain  
WWW: <http://olionline.com>  
E-Mail: [train@olionline.com](mailto:train@olionline.com)  
Tel.: +34 958 826934  
Fax: +34 958 826759  
Fax (UK): +44 171 691 7074

David McDowall  
TEFL Professional Network  
<mailto:dmd@tefl.com>

★★

-----  
5. Teacher's and Students' Conference  
-----

This year's Teacher's and Students' Conference will be held  
in Santa Fe, Argentina at the Colegio Nacional Simón de Iriondo.

Lecturers so far (titles to be confirmed)

- \* Marta Petunchi
- \* Liliana De Manas
- \* Ana Marina Suarez
- \* Inés Amaduro
- \* Laura Renard
- \* Marcela Ramos
- \* Silvio Cornú:
- \* Susan Hillyard
- \* Omar Villarreal
- \* Allan Pulverness
- \* Efrain Davies
- \* Adriana Diaz
- \* Adrian Insaurrealde
- \* Suzanne Teesdale
- \* Pimpi Coggin

Fees: Students:       \$ 33 (ticket for a play included)  
      Members:        \$ 45 (idem above)  
      Non members:   \$ 75 (idem above)

Information and registration:  
Lina Jullier de Eggstein  
Advice Prep School - Fax: 042-552119  
e-mail: advicesc@ssdfe.com.ar

Lina Jullier de Eggstein  
mailto:advicesc@ssdfe.com.ar

\*\*

-----  
6. Distance study MA in TEFL programme  
-----

In addition to the distance learning programmes given by Mary Naby Field in her very helpful list, there is a distance study MA in TEFL programme offered by:

Centre for Applied Language Studies  
University of Reading  
Whiteknights PO Box 218  
Reading RG6 6WB - England  
E mail: CALS@reading.ac.uk  
Web Page: <http://www.rdg.ac.uk/AcaDepts/cl/CALS/index.html>

Ron White  
mailto:r.v.white@reading.ac.uk

\*\*

-----  
7. Omar Villareal in Azul  
-----

Omar Villarreal will be lecturing in Azul on June 26 and 27 from 8.30 to 19.30 on "Claves de la Enseñanza del Idioma Inglés en el Marco de la Transformación Educativa". This course bears Dictamen 3151/97 de la Comisión de Titulos de la Dirección General de Escuelas de la Provincia de Buenos Aires and will last 30 "horas catedra". It is being organized by the English department at Facultad de Agronomía (Universidad Nacional del Centro). Oxford University Press and Kel S.A will also be present at the event. Enrolment fee: \$35. Registration closes on June 22nd. Further information can be obtained from Fac. De Agronomia Te/Fax: 0281-33291/2/3 or from me, Silvia Benson, at Necochea 233, 7300 Azul - Argentina Te/Fax: 0281-25457, mailto:sbenson@faa.unicen.edu.ar

Silvia Benson  
mailto:sbenson@satlink.com

\*\*

-----  
8. Dr. Teun van Dijk in Buenos Aires

-----  
Reposted from beliar.

CRITICS Argentina and the Sociedad Argentina de Linguistica (SAL) announce the interview to be carried out by Dr. Maria Laura Pardo (President of SAL) in the field of "Discourse and Ideology". The interview will be conducted in Spanish and will take place on 11, 12 and 13 August at the Instituto de Ensenianza Superior en Lenguas Vivas Juan Ramon Fernandez, Carlos Pellegrini 1415, City of Buenos Aires.

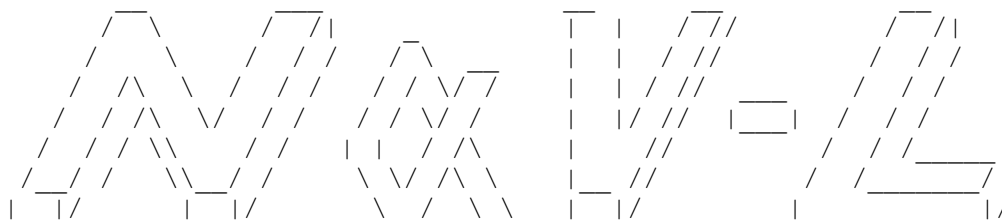
The event is being jointly organised by the Instituto de Ensenianza Superior en Lenguas Vivas Juan Ramon Fernandez and the Departamento de Lenguas Modernas of the Universidad de Buenos Aires.

More information about this event can be found on the web page at <http://www.gema.com.ar/sal/entrvdijk.html> or by email from <sal@discur.filo.uba.ar>

\*\*

end  
From ???@??? Mon Jun 22 18:29:08 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 392 - 22 June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011701b1b023c8fcab@[24.232.3.229]>

-----  
N&V-L Digest 392 - 22 June 1998  
-----



-----  
This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
-----

There are 8 messages in this digest.

1. Looking for TIARA/Ricardo Romero
2. More about Chile TESOL
3. LABCI/Encuentros
4. Sixth International Symposium on Social Communication
5. Off-site MA in Buenos Aires
6. Email exchange
7. Jobs offered
8. A question for the list

\*\*

-----  
1. Looking for TIARA/Ricardo Romero  
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Does anyone in Argentina know how to get in touch with a publication called TIARA published by one Ricardo Romero. It lists graduate teachers of English and translators. An address, tel, fax or email would be very helpful.

Post to the list please.

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2. More about Chile TESOL  
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October 8-10, 1998 TESOL Chile 7th Annual Convention, "Learning for Change", Santiago, Chile. Proposal deadline September 4, 1998. Contact Samuel Fernandez- Saavedra, Departamento de Inglés, Universidad Metropolitana de Ciencias de la Educación, J.P. Alessandri 774, Nunoa, Santiago, Chile. Tel. 562-239-2522, ext. 337 or 338. Fax 562-239-2067. E-mail: sfernand@rafale.umce.cl.

Silvia Benson  
Necochea 233  
7300 Azul - Argentina  
Te/Fax: 0281-25457  
mailto:sbenson@satlink.com

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3. LABCI/Encuentros  
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LABSA ( Latin American Studies Association) and the BAC (British Arts Centre, Suipacha 1333) are launching their "Encuentros", organised by both institutions with the support of The British Council.

July 6 (evening)  
La presencia del teatro británico en la temporada 1998  
Oscar Barney Finn  
Ernesto Schoo

3 August  
El nuevo cine británico en Argentina  
Horacio Bernades  
Diego Battle

7 de Setiembre  
La nueva narrativa de las últimas décadas. Sus influencias  
Laura Cerrato de Juaroz  
Eduardo Berti

5 de Octubre  
La ópera y el teatro musical en Gran Bretaña. Sus ´presentaciones en Argentina  
Armando Rapallo

2 de Noviembre  
la escultura británica después de Henry Moore. Su influencia en Argentina  
Ana Battistozi  
Arq Alberto Bellucci

Further information from

Teresa Davies (por LABSA)  
Ofelia Veltri ( por BAC)

Ofelia Veltri  
mailto:oveltri@aacibsas.org.ar

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4. Sixth International Symposium on Social Communication  
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The Applied Linguistics Centre of Ministry of Science,  
Technology and Environment in Santiago de Cuba, is pleased  
to announce the Sixth International Symposium on Social  
Communication to be held in Santiago de Cuba, January  
25th-28th, 1999. This international event will focus on  
social communication processes from the points of view  
of Applied Linguistics, Computational Linguistics,  
Cybernetics, Medicine, Ethnology, Folklore and Mass  
Media Studies.

July 1st, 1998  
Submission of summaries

July 15th, 1998  
Information about the approval of the paper

September 1th, 1998  
Deadline for paper reception by diskette and e-mail

January 25th-28th 1999  
Sixth International Symposium

All mail or enquiries should be addressed to:

Dr. Eloina Miyares Bermudez  
Secretaria Ejecutiva Comité Organizador  
Apartado Postal 4067, Vista Alegre  
Santiago de Cuba 4, Cuba 90400  
Telephones: (53-226) 42760 or (53-226) 41081  
Fax: (53-226) 41579  
E-mail: leonel@lingapli.ciges.inf.cu  
Home page: <http://www.seti.cs.utwente.nl/Parlevink/cuba>

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5. Off-site MA in Buenos Aires  
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The Asociacion Argentina de Cultura Inglesa offers jointly  
with ThamesValley University (London) and The British Council,  
an off-site MA in English Language Teaching.

For further information, visit <<http://www.aacibsas.org.ar/tvu.htm>>  
or contact Fernando Lasala, MA coordinator  
<mailto:pedagogic@aacibsas.org.ar>.

Veronica R. Parsiale,  
Librarian  
National Resources Centre.  
<mailto:biblioteca@aacibsas.org.ar>

★★

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6. Email exchange  
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You are kindly invited to participate in a cross-cultural, teacher-pal e-mail exchange during the 23rd annual Associação Alumni TEFL Conference to be held in São Paulo Brazil from July 6-9, 1998. The exchange will be with 40 Brazilian teachers, teacher-educators and administrators of language programs who will be attending an eight-hour workshop entitled Using Computer Technology in the Teaching and Learning Process (Michael Nieckoski from SIT and I will be teaching this workshop together). The exchange will provide a forum for the exchange of ideas about using computers for learning, teaching and research in our respective parts of the world. Many of the participants of the workshop will have had no prior experience using e-mail or the Internet (and may indeed suffer from computer phobia); your participation will help make the teachers' use of e-mail fun, realistic, and purposeful.

A short version of the conference workshops and plenary sessions follows. You may also want to have a look at Alumni at <http://www.alumni.org.br> or at a conference announcement at <http://www.wfi.fr/volterre/confw.html>

To participate in the exchange you need to have the time to exchange letters with two pairs of teachers from July 6-9 and to send a letter of invitation before July 1 to confirm your participation.

If you can participate, write a short letter of introduction with the following information:

- 1) Your name
- 2) Where you teach
- 3) Classes you are teaching and area of specialization
- 4) A short list of some of your common uses of computers for teaching, research and professional contacts
- 5) A few questions for your teacher pals
- 6) Your e-mail address and any URLs with information about you and/or your school
- 7) Please send your letter to both [rickpaul@mandic.com.br](mailto:rickpaul@mandic.com.br) \*and\* [learning@alumni.org.br](mailto:learning@alumni.org.br) and write Alumni Teacher Pals in the Subject line.

The conference presentations and plenaries include:

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PLENARY PRESENTATIONS

Irene Schoenberg, Addison Wesley Longman, Can a classroom be too communicative?

Paul Seligson, Oxford University Press, Stressing Pronunciation in Class

George Wilcox, USIS Regional English Language Officer, „House Your Feet!%

David Nunan, Heinle & Heinle - Int,l Thompson Publishing, From the

Baseline to the Threshold: Challenges and Solutions in Teaching Zero Level Learners.

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4-HOUR WORKSHOPS

Reading Comprehension is Fundamental (afternoons only), Lillian Barber,  
Simon & Schuster - Prentice Hall  
A Systematic Approach to Vocabulary Learning, Kate Cory-Wright, Cambridge  
University Press  
The Subtleties of Giving Feedback, Marciana Freitas, Alumni  
Reflective Teaching, David Nunan, Int'l Thompson Publishing - Heinle &  
Heinle  
Activating Materials for Communication, Rick Rosenberg, Alumni  
Promoting Fluency (mornings only), Paul Seligson, Oxford University Press  
Listening with a Purpose, Irene Schoenberg, Addison Wesley Longman  
Critical Thinking and the Teaching of EFL, George Wilcox, USIS Regional  
English Language Officer in Brazil

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#### 8-HOUR WORKSHOPS

Using Computer Technology in the Teaching and Learning Process,

Rick Rosenberg  
mailto:rickpaul@mandic.com.br

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7. Jobs offered  
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Click on the link for more information if your email software  
supports hot links. Otherwise copy the URL and paste in your  
browser's 'open location' or 'go to' window.

3/MEX0039 Mexico Teachers - GTO International  
<http://tefl.com/jobs/mexjoba.htm#MEX0039>

3/COL0024 Colombia English Teachers - Cambridge English Centre  
<http://tefl.com/jobs/coljoba.htm#COL0024>

30/MEX0038 Mexico ESL Teacher - Colegio Americano de  
Aguascalientes  
<http://tefl.com/jobs/mexjoba.htm#MEX0038>

28/MEX0037 Mexico Primary Level Teachers - Multicultural  
Bilingual School  
<http://tefl.com/jobs/mexjoba.htm#MEX0037>

26/ECU0013 Ecuador Teacher - Universidad Politecnica Salesiana  
<http://tefl.com/jobs/ecujoba.htm#ECU0013>

22/MEX0036 Mexico P/T Teachers - Cima S.C.  
<http://tefl.com/jobs/mexjoba.htm#MEX0036>

Reposted from TEFL Professional Network  
David McDowall  
mailto:dmd@tefl.com.

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8. A question for the list  
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Here I am back with a question for the list. This question  
comes from one of my teachers who would like to know the



meaning of the name of a place in the south of Argentina,  
"Hardin Green".

Another question I have is: How do you say "expensas" in  
English?

Thanks

Silvia  
Silvia Benson  
Necochea 233  
7300 Azul - Argentina  
Te/Fax: 0281-25457  
mailto:sbenson@satlink.com

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end  
From ???@??? Wed Jun 24 01:03:01 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 392 - 24 June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011725b1b55ee96ecf@[24.232.3.229]>

<x-rich>

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N&V-L Digest 392 - 24 June 1998  
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This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 6 messages in this digest.

1. Laurels National Conference 1998
2. TESOL Chile Conference
3. TVU's off-site MA in ELT in Argentina
4. "Hardin Green" and 'Expensas'
5. New book by Noam Chomsky
6. Teachers' Refresher Course in Buenos Aires

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1. Laurels National Conference 1998  
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When: 10, 11 & 12 October, 1998

Where: Hotel El Dorado, Cuiabá, Brazil

Theme: Devising Means of Accreditation and Validation for  
LAURELS schools

An ELT Fair will be held at Instituto da Língua Inglesa on  
CPA Ave in Cuiabá on October 9th.

Confirmed Speakers: George Pickering, Cherry Gough,  
(so far) Helen Mattacott, Fiona Balloch

Further Info: Instituto da Língua Inglesa  
Av. do CPA, 157 - Cuiabá - MT  
Tel/Fax: (065) 624-1197  
Mailto:insling@zaz.com.br

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2. TESOL Chile Conference

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This is the info published in the June/July issue of

TESOL Matters as regards TESOL Chile:

8-10 October 7th Annual Convention "Learning for Change",

Santiago, Chile

Proposal deadline September 4- 1998

Contact Samuel Fernández-Saavedra

Departamento de Inglés, Universidad Nacional Metropolitana

de Ciencias dela Educación

J.P. Alessandri 774, Nunoa, Santiago, Chile

Tel. 562-239-2522, ext, 337 or 338

Fax 562-239-2067

mailto:sfernand@rafale.umce.cl.

I've been trying to contact him at this e-mail address but the message has always returned undelivered. If anyone manages to contact him, please let me know if the e-mail address is OK

Thanks

Ma. Laura Rossi

Olavarria- Argentina

mailto:mlrossi@satlink.com

[You might also try  
<<<underline><color><param>0000,0000,FFFF</param>sfernan@delivery.umce.cl</color></underline>> for Samuel - List Ed]

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3. TVU's off-site MA in ELT in Argentina

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The role of The British Council in this programme run by Thames Valley University, London, at the Asociacion Argentina de Cultura Inglesa in Buenos Aires, was of vital importance at its launching stage in 1997.

The National Resources Centre at AACI ( specialised library set up jointly with The British Council) reflects the main support obtained from the Council for the promotion of postgraduate studies in Argentina, and that is at the level of materials and resources for MA level.

AACI and TVU have just renewed their agreement for this off-site MA until the year 2003, which clearly represents the effort and interest of both institutions to work towards offering local possibilities to become better professionals.

Ofelia Veltri MBE

<mailto:oveltri@aacibsas.org.ar>

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4. "Hardin Green" and 'Expensas'

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This is the answer to Silvia Benson's question about the meaning of "Hardin Green". This is the name of a suburb of Bahía Blanca where the old airport used to be located. It was named after a British resident, a Mr. William Hardin Green, who lived in the area. I will send more info if you need it.

'Expensas' is service charges ( source Oxford Pocket Edición Rioplatense, p. 126 )

Could someone possibly send more info on Chile TESOL.

Ana Mónica Altamirano

[<<mailto:annie@infovia.com.ar>](mailto:annie@infovia.com.ar)

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5. New book by Noam Chomsky  
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Nuestro Conocimiento del Lenguaje Humano: Perspectivas Actuales.  
Our Knowledge of Human Language: Current Perspectives.

A Spanish/English bilingual edition by Sally Barros and Emilio  
Rivano. Spanish translation and notes by German Westphal.

ISBN 956-7003-46-7

Ediciones Universidad de Concepcion & Bravo y Allende Editores,  
Santiago, Chile, 1998.

The book is based on the lecture Noam Chomsky gave at the Universidad  
de Concepcion, Chile, in November of 1996, and it includes his remarks  
and comments during the follow-up discussion.

For further information, contact:

Emilio Rivano

Programa de Doctorado en Linguistica

Universidad de Concepcion

Casilla 82-C, Correo 3

Concepcion, Chile

Fax: (56) 41 25 91 08

mailto:erivano@udec.cl

Reposted from: Biblioteca CTPBA <<biblioctpba@overnet.com.ar>

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6. Teachers' Refresher Course in Buenos Aires

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Motivate Yourself!

*A practical course designed to motivate teachers.*

*July 27-31, 1998*

The 15-hour course will consist of five different workshops.

Day 1: ENCOURAGING MOTIVATIO

Day 2: MAKING GRAMMAR FUN

Day 3: WHAT CAN I DO WITH THIS STORY?

Day 4: LOWER LEVELS ACTIVITIES

Day 5: COPING WITH CRISIS.

Course Instructor: Alison Fairfax MA, East Coast College of English, Brisbane, Australia

Fee: \$120 (all five workshops)

Info: Laura Lewin <<mailto:lewin@einstein.com.ar>>

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end</x-rich>

From ???@??? Sun Jun 28 16:15:29 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 395 - 28 June 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011707b1b699d07a2f@[24.232.3.229]>

<x-rich>

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N&V-L Digest 395 - 28 June 1998  
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N&V-L Digest 392 - 22 June 1998 - should have been 393

N&V-L Digest 392 - 24 June 1998 - should have been 394

Today's Digest (28 June 1998) is (correctly) 385

Apologies to all those with a tidy mind and I'll try to do better next time. As Marvell says (albeit in another context), "Had we but world enough, and time ..."

List Editor.

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2. Call for articles - ELT News & Views September issue  
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ELT News & Views (a publication for South American Teachers of English) will be closing its September 1998 issue on 2 August.

The September 1998 issue's feature supplement will be on the theme

'Teaching Young Learners'

Submissions in this general area are invited - further details below.

General articles on other aspects of Education, ELT issues or language are also welcome for the September issue and other future issues.

Future feature supplements (with copy dates in brackets) are as follows:



Mar 99    Literature in ELT                    (20 February 1999)  
Jun 99    Getting learners to speak        (20 May 1998)  
Sept 99   Trends in Methodology        (30 July 1999)

Practical Teaching activities (lesson plans, sample pages from commercially available material, etc) are at all times welcome for our Swapshop supplement.

Items are invited for inclusion in our Calendar of upcoming events (South American only). These will be published without cost in both ELT News and Views and also on the electronic N&V-L list (see below for how to ask for details).

General ELT news and information (press releases, new trends, movers & shakers, etc) are welcomed for our local and international news pages.

Advertisers are advised that they can reach a closely targeted market of 3000 + subscribers (our research indicates each copy is read by four times as many) closely connected with ELT in southern South America.

If you would like information on any of the following please hit the reply button and copy the appropriate header into the subject header:

Send ELT N&V Guide to Contributors

Send ELT N&V advertisers' rates

Send ELT N&V General Info

Send ELT N&V Subscription Details

Send Info N&V-L (details of ELT News & Views Electronic list)

HELP ELT News & Views (for any other enquiries)

Martin Eayrs

Editor ELT News & Views  
mailto:me@interlink.com.ar

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3. Basic curricular structure of EGB 3  
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Between June 15 and 20 the Research and Educational Development Unit carried out the VII Meeting of the Federal Cooperative Meeting, in Chapadmalal, Mar del Plata, Province of BA. Groups of pedagogues and authorities from the provinces and the City of BA attended the conference.

The objectives of the meeting were: a) to agree to a possible federal curricular structure for EGB 3, conducive to a new federal agreement (A-17); b) discuss the curricular structure of Educación Polimodal (Federal Agreement A-16); submit to the experts' consideration a number of syllabuses relating to the various subjects that compose this curricular structure; c) discuss a number of curricular prototypes offered as possible examples for the institutional level.

In this posting we'll tell you about the basic curricular structure of EGB 3.

The draft of the document agreed upon (version 3.0) is the result of several meetings among experts all over the country. It is made up of four parts:

- 1) basic responsibilities and challenges of EGB 3 to which the basic curricular structure must respond ;
- 2) reasons for developing a basic curricular structure for EGB 3;
- 3) basic criteria for the development of a federal curricular proposal;

4) the proposal itself.

In more detail:

1) It should be borne in mind that EGB 3 is the last cycle of compulsory education. As such its responsibilities comprise: achieve school leaving conditions of equivalent quality; plan a gradual transition from the present secondary school to EGB 3; make pre-service and in-service training compatible; take rational decisions at the institutional level within a clear framework; work towards staff's teaching concentration in any one institution.

2) Reasons for developing a basic curricular structure

The basic aim is to go beyond traditional structures and prevent crystallised transitional decisions such as:

fragmented content organisation with little or no integration; highly heterogeneous courses of study; overabundance of yearly subjects with very little teaching time devoted to each; wide discrepancy between formal curricular structures and actual implementation.

Further, the objective is also to gradually come closer to international parameters of excellence for the age and educational period.

A basic curricular structure will enable content organisation, compatible materials design, allow for student mobility

3) Basic criteria for the development of a federal curricular proposal

A curricular structure is a matrix that includes the basic components of the cycle, subjects ("espacios curriculares"), possible options for curricular differentiation and diversification, guidelines for institutional, educational and work orientation. It must also guarantee equivalence in education, flexibility to attend to

contextual requirements, student mobility and cycle and level articulation.

Further, the basic curricular structure will:

favour the development of equivalent skills ("competencias"); respond to offer diversity whilst at the same time seeing to the pedagogical unity of EGB; refer back to the CBC in content organisation; student mobility and validate certification coming from the state and private sectors; contribute to the development of a new institutional model that encourages growing school autonomy in the elaboration of educational projects ("PEIs")

#### 4. Characterisation of the Federal Curricular Structure

The Federal Curricular Structure for EGB 3 has been defined on the basis of the following tenets:

the gradual implementation of a minimum number of 2700 hours' tuition in accordance with Resolution 37/94 of the Federal Council of Culture and Education. This is based on a basic scheme of 5 hours daily class hours and 180 teaching days a year; the inclusion of all the content areas specified in the CBC: Language, Foreign Languages, Mathematics, Ethics ("Formación Ética y Ciudadana"), Social Sciences, Natural Sciences, Artistic Education, Technology and Physical Education.

a minimum number of hours' tuition specified in the following way:

- Language and Mathematics : 360 hours
- Social Science and Natural Science: 288 hours
- Foreign Languages, Physical Education, Artistic Education 216 hours
- Technology and Ethics 144 hours
- Projects, orientation and tutoring, institutional choice subjects  
<underline> 468 hours

</underline>

- Total 2700 hours

The Federal Curricular Structure for EGB 3 is organised on the basis of Mathematics, Social Sciences 3 subjects\* Natural Science, Physical Education, Artistic Education: 3 subjects\* either each subject devoted to the same or a different art, or combined arts Ethics and Technology: as a subjects or integrated into other subjects 1+ subjects\*

\* The technical term used is "espacio curricular"

Content organisation is diverse: such is the case of Natural Science, Social

Science, Artistic Education, Technology and Ethics.

Contents for Social and Natural Sciences can be organised in terms of areas or disciplines. In the latter case this does not imply the inclusion of two subjects of the same content area in the same course.

Minimum hours' tuition for each subject\* is 72, on the basis of 180 yearly teaching days.

Projects, orientation and tutoring is considered one of the responsibilities

of the cycle, and must be implemented in the educational project ("PEI") whether the provinces decide to assign a their own "espacios curriculares" or not.

The total number of "espacios curriculares" will not go beyond a maximum of 30 in the cycle, including institutional choice subjects, projects, orientation and tutoring.

The provinces and the City of BA will gradually adapt their present transitional

curricular and institutional structures to this federal curricular structure

agreed upon within a lapse that will not go beyond five years.

Those interested in a full version of A-17, please write to us. And don't forget

to visit our webpage.

Ana Armendáriz

Foreign Languages Team

Research and Educational Development Unit

Ministry of Culture and Education

mailto:armenda@interactive.com.ar

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4. New material - dictionaries  
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THEODORE, L....[et al.].

Concise dictionary of environmental terms

1997, 384 Págs., Rústica, 10.900 Ptas. (IVA included)

INDICE: Introduction. How to use the dictionary. Dictionary of terms. Appendix. Acronyms. Units and conversion factors. References. The electronic dictionary.

KAPLAN, S.M.

Wiley's English-Spanish, Spanish-English chemistry dictionary =

Diccionariode química inglés-español, español-inglés Wiley

1998, 538 Págs., Rústica, 10.990 Ptas. (IVA incluido)

This dictionary provides a ready reference to more than 40,000 essential terms and phrases found in the chemistry literature. Its quick, user-friendly format means that you won't waste valuable

research time leafing back and forth in search of the appropriate entry. And distinguished lexicographer Steven M. Kaplan has made every effort to provide equivalents with maximum clarity, accuracy, and timeliness.

Forwarded from Biblioteca CTIBA

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5. contacting TESOL Chile

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I read that people were having problems contacting Samuel Fernandez regarding the next TESOL-Chile Convention. He told me the conference will take place at Universidad Metropolitana de Ciencias de la Educación, aka, UMCE, October 8, 9 and 10. Stephen Krashen would have confirmed his participation. Samuel's address is sfernand@discovery.umce.cl.

Dr. Miguel Farias

Departamento de Lingüística y Literatura

Universidad de Santiago de Chile

Alameda 3363, Santiago, CHILE

Fonofax: 681 9039

mailto:mfarias@lauca.usach.cl

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6. Trying to contact ...

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Forwarded from beliar

The department of Applied Linguistica of the Universidad Autonoma de Mexico is trying to locate the following people. Any help (tel/fax/ email numbers) will be much appreciated.

Paula Mahler                      Universidad Nacional de Buenos Aires

Anna Maria Borzone                      "

Luisa Granatto                      "

Ana Fernandez Garay                      "

Patricia Franzoni                      "

Aura Bocaz                      Universidad de Chile

Alfonsina Doddis                      "

Patricio Novoa                      "

Carlos Zenteno                      "

Maria Olivia Herrera                      Universidad de ConcepciOn

Maria Elena Mathiessen                      "

Ana Maria Pandolfi                      "

Graziella CorvalAn

Ernesto Zierer                      Universidad de Trujillo

Luis Enrique LOpez

Beatriz Gabianni                      Universidad de la Republica de Uruguay

Thankyou

Dra. Carmen Curco

Mtra. Marisela Colin

Departamento de Linguistica Aplicada

CELE-UNAM - Circuito Interior

Ciudad Universitaria

04510 MExico DF

mailto:carmenc@servidor.unam.mx



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7. ELT theatre (Argentina)

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Artspot invites teachers to the following performances of "The Young Einstein", an educational play in English for Schools and Institutes

1 de Julio

9:30 hs. - Teatro Santa Ana - Olazabal 1440 - Cap.Fed.

14:30 hs. - Teatro de la Capilla - Ladislao Martinez 539 - Martinez

2 de Julio

10 hs. - Teatro de la Capilla - Ladislao Martinez 539 - Martinez

14:30 hs. - Teatro de la Capilla - Ladislao Martinez 539 - Martinez

6 de Julio

14:30 hs. - Teatro de la Capilla - Ladislao Martinez 539 - Martinez

7 de Julio

14:30 hs. - Teatro de la Capilla - Ladislao Martinez 539 - Martinez

15 de Julio

14:30 hs. - Teatro de la Capilla - Ladislao Martinez 539 - Martinez

To confirm your attendance or receive more information call Tel./Fax.

01-733-3087

<mailto:artspot@movi.com.ar>

Guillermo Marrodan

General Director

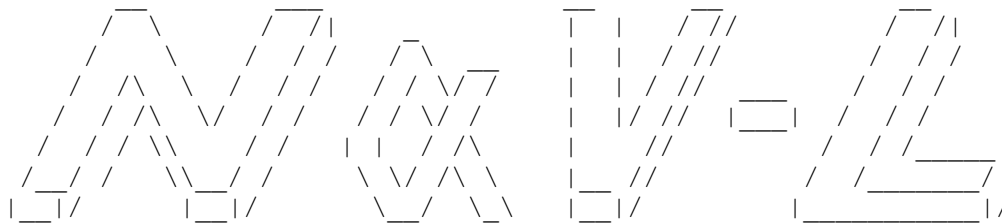
<mailto:artspot@movi.com.ar>

\*\*

end</x-rich>

From ???@??? Thu Jul 02 22:54:03 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 396 - 2 July 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011701b1be7a1d682a@[24.232.3.229]>

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N&V-L Digest 396 - 2 July 1998  
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This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 5 messages in this digest.

1. An idiomatic exercise
2. Free Subscription to the 'Global English Newsletter'
3. Gastos de expensas
4. How to subscribe to LANTRA-L ?
5. Courses at St. Pauls, Lomas de Zamora

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1. An idiomatic exercise  
-----

Someone sent me this - I thought it could make a useful  
piece of teaching material for advanced classes.

'How to Lose Weight at Work Without Doing Much'

Here's the guide to calorie-burning activities and the number of  
calories per hour they consume.

|                                                             |        |
|-------------------------------------------------------------|--------|
| Beating around the bush. . . . .                            | .75    |
| Jumping to conclusions . . . . .                            | 100    |
| Climbing the walls . . . . .                                | 150    |
| Swallowing your pride. . . . .                              | .50    |
| Passing the buck . . . . .                                  | .25    |
| Throwing your weight around (depending on your weight). . . | 50-300 |
| Dragging your heels. . . . .                                | 100    |
| Pushing your luck. . . . .                                  | 250    |
| Making mountains out of molehills. . .                      | 500    |

|                                        |     |
|----------------------------------------|-----|
| Hitting the nail on the head . . . . . | .50 |
| Wading through paperwork . . . . .     | 300 |
| Bending over backwards . . . . .       | 75  |
| Jumping on the bandwagon . . . . .     | 200 |
| Balancing the books. . . . .           | .25 |
| Running around in circles. . . . .     | 350 |
| Eating crow. . . . .                   | 225 |
| Tooting your own horn. . . . .         | .25 |
| Climbing the ladder of success . . . . | 750 |
| Pulling out the stops. . . . .         | .75 |
| Adding fuel to the fire. . . . .       | 160 |
| Wrapping it up at the day's end. . . . | .12 |

To which you may want to add your own favorite activities, including:

|                                        |     |
|----------------------------------------|-----|
| Opening a can of worms . . . . .       | .50 |
| Putting your foot in your mouth. . . . | 300 |
| Starting the ball rolling. . . . .     | .90 |
| Going over the edge. . . . .           | .25 |
| Picking up the pieces after. . . . .   | 350 |
| Counting eggs before they hatch. . . . | 6   |
| Calling it quits . . . . .             | 2   |

List Editor

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2. Free Subscription to the 'Global English Newsletter'  
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Details below of the third issue of 'GEN' - the 'Global English Newsletter' - that colleagues might like to subscribe to. It will be coming out every two months or so in future. You need to send a \*completely blank\* e-mail message, with the subject line

SIGNON FOE-L

to <maillist@english.co.uk>.

Below an extract from the latest issue (with article headers):

\*\*\*\*\*

e2000            B R I T I S H   C O U N C I L            ISSUE 3   1998

\*\*\*\*\*

Welcome to GEN - GLOBAL ENGLISH NEWSLETTER Monitoring the  
changing role of English in the world

\*\*\*\*\*

THE FUTURE OF ENGLISH?

- 1   SINGAPORE REPORT
- 2   INDIA LAUNCH
- 3   LATIN AMERICA UPDATE

NEWS AROUND THE WORLD

- 4   ROMANIA SEEKS LANGUAGE PROTECTION
- 5   NEW ZEALAND MAINTAINS ENGLISH DEMAND ON INCOMERS
- 6   HONG KONG LANGUAGE ISSUE ROLLS ON

- 7 ASIA'S HIP IN HOLLYWOOD WHILE ASIAN-AMERICANS DO BETTER AT SCHOOL
- 8 GLOBAL NEWS STORIES ARE BRITISH-BASED
- 9 ARABIC SITES MORE POPULAR THAN ENGLISH
- 10 CHINA SEEKS FOREIGN MARKETS
- 11 THAILAND FACES LIBERAL TELECOMMS
- 12 SINGAPORE'S CHATTERING GENERATIONS
- 13 DIALECT NEWS LAUNCHED IN SINGAPORE
- 14 CAMBRIDGE LAUNCHES INTERNATIONAL SURVEY OF ENGLISH USAGE

FOCUS: ASIAN ECONOMIC TURMOIL

- 15 ECONOMIC TURMOIL: THE LINGUISTIC IMPACT
- 16 KOREAN ELT BADLY HIT
- 17 ASEAN SEEKS TRADE DISTANCE FROM US DOLLARS
- 18 THAILAND GEARS UP TO TEACH ENGLISH
- 19 NEW ACCORD TO LIBERALISE SERVICES SECTOR
- 20 THAILAND DEVELOPS TOURIST INFRASTRUCTURE
- 21 ECONOMIC TROUBLES LEAD TO MORE LOCAL LANGUAGES FOR INTERNET SERVICES

Editorial statement

This newsletter is produced by The English Company (UK) Ltd on behalf of the British Council. It is intended primarily as an updating service for readers of The Future of English? (FoE) and provides a mix of news and interpretative comment, noting significant events and landmarks in the development of English as a global language. It will monitor the trends identified in

FoE as likely to have a significant impact on the changing role of English in the world. This newsletter is designed to encourage informed and constructive debate about the social, educational, political and economic consequences for the world's citizens of the spread of English. Its contents do not necessarily represent the views of the British Council or The English Company (UK) Ltd.

List Editor

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3. Gastos de expensas  
-----

Gastos de expensas (de un edificio) are homeowners' association dues. (SOURCE: an Argentine friend married to an American living in L.A.).

Alejandra V. Pron  
mailto:apron@tournet.com.ar

-----  
4. How to subscribe to LANTRA-L ?  
-----

Could anybody help me to suscribe to LANTRA-L. Thanks a lot.

Claudis Serebrisky  
mailto:cgoldman@cotelcam.com.ar

\*\*

-----  
5. Courses at St. Pauls  
-----

St. Paul's Institute of Research in Education announces  
the following courses:

HOW TO TEACH YOUNG LEARNERS TO WRITE (AGES 6 THROUGH 12)  
Tuesday 21st July - 10.00 to 13.00 hours  
Silvia Benson

TAKING CARE OF YOUR VOICE  
Tuesday 21st July - 15.00 to 18.30 hours  
Roxana Basso

EGB AND POLIMODAL : YOUR CLASSROOM PROJECT AND PROJECTS IN THE CLASSROOM  
Wednesday 22nd & Thursday 23rd - 9.0 to 13.0 and 14.0 to 19.0 hours  
Omar Villarreal

ACTIVITIES FOR ALL AGES AND ALL LEVELS : HOW TO SELECT, CREATE AND ADAPT  
THEM.  
Friday 24th July - 9.0 to 13.0 and 14.0 to 19.0 hours  
Prof. Omar Villarreal

HOW TO CREATE YOUR OWN MATERIALS : IMAGES AND MORE  
Monday 27th July - 10.0 to 13.0 hours  
Cristina Banfi.

GAMES FROM A TO Z  
Tuesday 28th July - 10.0 to 13.00 hours  
Patricia Gomez

NEWS + PAPER : CREATIVE IDEAS AND GAME-LIKE ACTIVITIES  
Tuesday 28th July - 14.00 to 17.00 hours  
Patricia Gomez

EMERGENCY ACTIVITIES  
Tuesday 30th July- 15.00 to 18.00 hours  
Maria Laura Rossi

Venue/Enrolment: ST.PAUL'S  
Italia 47 - First Floor  
Lomas de Zamora  
Prov. Bs. As.  
T/F:01- 292-8115 / 01-292-2808  
mailto:StPauls@pinos.com

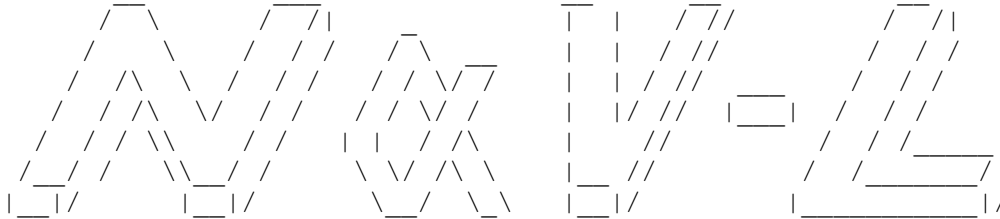
Posted by Omar Villareal  
mailto:StPauls@pinos.com

\*\*\*

end  
From ???@??? Mon Jul 06 18:03:40 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 397 - 6 July 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:

Message-Id: <v04011706b1c2636788c6@[24.232.3.229]>

-----  
N&V-L Digest 397 - 6 July 1998  
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-----  
This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 9 messages in this digest.

1. Dear online teacher in Argentina
2. From St Paul's Institute
3. Sessions from OUP
4. Doing it on-line
5. Teun van Dijk in CHILE
6. VII EPLE (Modern Languages) Conference Curitiba Brazil
7. BRAZ-TESOL: Pre-Convention event
8. Food for thought
9. Translation query

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1. Dear online teacher in Argentina  
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As a part of my doctoral thesis on "Teaching techniques for computer-mediated communication" at the Pennsylvania State University, I am conducting an international survey on teachers who have experiences with online teaching. About 100 teachers from nearly 20 countries, but no one from Argentina, have taken part in the survey.

Please answer my web-based questionnaire which you will need about 10 minutes to complete. If you submit your answers to my questionnaire, I will send you a password to "Forum for Online Teachers".

"Forum for Online teachers" provides a web-based discussion forum for online teachers. In addition, you will find the main chapters of my thesis work and results from the survey.

Both the questionnaire and the "Forum for Online teachers" are available via:

<http://home.nettskolen.nki.no/~morten/cmcped/>

Please answer my questionnaire and redistribute this request to other online teachers.

Sincerely,

Morten Flate Paulsen  
mailto:morten@nki.no  
http://home.nettskolen.nki.no/~morten

Forwarded by Monica Gandolfo  
mailto:mgandolfo@nscon.com

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-----  
2. From St Paul's Institute  
-----

St. Paul's Institute of Research in Education is pleased to announce that the Red Federal de Formación Docente Continua will be granting "puntaje oficial" to the courses that St.Paul's will be offering during the winter holidays (see N&V-L Digest 396)

- 1.- EGB and Polimodal : Your classroom projects and projects in the classroom.
- 2.- Activities for all ages and all levels : how to select, create and adapt them.

Two other events of interest to the ELT profession will be held at St. Paul's (Italia 47 - Lomas de Zamora) during July :

- 1.- Special Semimar and Tea Party for Heads of Schools on "English for world-wide communication" by Erna Berntz, Trinity College, London. July 10th from 6.0 to 7.30.p.m.
- 2.- Publisher's Presentation and Talk on "How to encourage young learners to become independent readers" by Gabriel Mohr, Cambridge University Press Educational Representative. July 31st from 5.0 to 7.30 p.m.

For more details and registration, phone 01-292-2808/8115

Omar Villarreal  
mailto:StPauls@pinos.com

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3. Sessions from OUP  
-----

Oxford University Press wishes to announce that the sessions on reading "Making the Most of Classroom Readers" and "How to Conquer Reluctant Readers" that will be given on Saturday 4 in the morning have been re-scheduled to start at 09:00 sharp and conclude at 11:00 sharp.

Making the Most of Classroom Readers will be simultaneously given at

- (a) Balmoral College, Banfield, by Cristina Djivanian
- (b) Colegio La Asuncion, Belgrano, by Nora Krichmar
- (c) Colegio Marianista, Flores, by Mark Skipper

All speakers are from Links English Language Centre

How to Conquer Reluctant Readers will be given at Escuela Argentina del Oeste, Ramos Mejia, by Roberto Garcia, OUP Educational Consultant.

Ricardo Sampedro - OUP  
mailto:sampedrr@oxford.satlink.net

\*\*

-----  
4. Doing it on-line  
-----

Hello colleague. I read your message on the List.  
I have never done it "on-line" but I'd very much like to do it.  
Do you have any idea of possible markets in this field?  
Await your comments and wish you luck with your survey.

Best regards.

Dick Jones  
Patagonia - ARGENTINA  
mailto:tgassoc@satlink.com

\*\*

-----  
5. Teun van Dijk in CHILE  
-----

'Curso Internacional Avanzado en Analisis Critico del Discurso'  
given by Dr. Teun A. van Dijk of the University de Amsterdam, Holland.

Organizers: Universidad Catolica de Valparaiso,  
Programas de Postgrado en Linguistica  
Magister y Doctorado en Linguistica  
Valparaiso, CHILE.

Sponsored by: UNESCO Lectura y Escritura y  
Asociacion Latinoamericana de Estudios del Discurso

Dates: 18 al 22 de enero, 1999.

Where: Universidad Catolica de Valparaiso,  
Valparaiso, CHILE.

Cost: US\$ 100

Further information: Dr. Giovanni Parodi  
Director Postgrados en Linguistica  
Magister y Doctorado en Linguistica  
Universidad Catolica de Valparaiso  
Valparaiso - CHILE  
mailto:gparodi@ucv-cl

\*\*



-----  
6. VII EPLE (Modern Languages) Conference Curitiba Brazil  
-----

The VII Encontro de Professores de Linguas Estrangeiras will be held at the Catholic University (PUC) in Curitiba, Parana State, Brazil between July 30 and August 1.

The theme of the conference is "The teaching of Foreign Languages and the Promotion of Citizenship" and is being organised by APLIEPAR (the Parana State ELT Teachers Association) and the 3 NAPs in Parana State (Nucleos de Assessoria Pedagogica para Ensino de Linguas).

There will be approximately 300 participants representing different modern languages, but mainly ELT.

For further information contact Vera Cristoveo, President APLIEPAR, at <house@inbrapenet.com.br>, or Telma Gimenez, NAP Coordinator in Londrina, at <tgimenez@uel.br> <telma@sercomtel.com.br>.

\*\*

-----  
7. BRAZ-TESOL: Pre-Convention event  
-----

The BrazTESOL Conference in Recife starts on Tuesday 14 July. On the day before the main BraTESOL convention starts there will be a pre-Convention symposium for ELT teachers working in the public sector. On July 13. 14.00 - 17.00 at the Centro de Convencoes, Recife, Brazil.

Speakers at this Monday symposium include Peter Medgyes, Penny Ur, Maria Antonieta Celani, and representatives from public sector teachers associations.

The Recife organisers of this year's BrazTESOL event can be contacted at <brazte98@nlink.com.br>.

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8. Food for thought  
-----

Should one be looking for a definition of friend, forget the dictionary. A friend is not just that person whom you share your innermost feelings with, thus comforting your mind and spirit. Friend is the one who stands by you through gains and losses, pain and fun, from a playful childhood and whimsical adolescence to a relaxed maturity. Someone you are ready to forgive but refuse to forget, simply because nobody could ever fill the emptiness of his absence.

Liliana Williams  
mailto:williams@logos.uncu.edu.ar

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9. Translation query  
-----

When I read Silvia's question for the list I thought it a good idea to write my own personal query. A student of mine has repeatedly asked me how to say (Spanish) "SOLICITADA" in English. (I'm referring to the ad in newspapers)

Does anybody know the translation for that ?

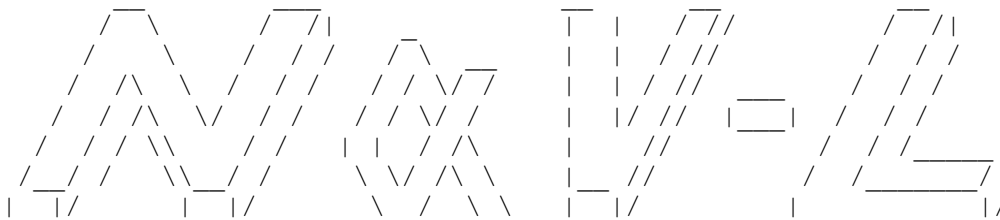
Thanks.

Debora Nacamuli Klebs  
Tel:311-7220 / 571-6573  
emailto:interaction@movi.com.ar

\*\*

end  
From ???@??? Sat Jul 18 23:57:08 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 398 - 18 July 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011700b1d710f77be7@[24.232.3.229]>

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N&V-L Digest 398 - 18 July 1998  
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There are 3 messages in this digest.

1. N&V-L winter break
2. Looking for Dr Giovanni Parodi (Chile)
3. Short Courses at ULIE
4. ELT News & Views September issue

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1. N&V-L winter break  
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For list members in the northern hemisphere who are wondering why

things are so quiet on this list the reason is that we are in our winter holidays here in South America.

The list editor has just returned from Brazil (the BrazTESOL conference in Recife) and leaves tomorrow for the British Council ELT conference in Oxford.

For this reason there will be no traffic on this list until approximately 3 August, when we should be beginning to get back into a normal routine on N&V-L.

Postings are welcomed in the meantime and will be dealt with on the return of the list editor.

-----  
2. Looking for Dr Giovanni Parodi (Chile)  
-----

I cannot get in contact with Dr Giovanni Parodi in Chile. The E-mail address appears as 'Host unknown'. Can anyone help me?

Liliana Williams  
mailto:williams@logos.uncu.edu.ar

\*\*

-----  
3. Short Courses at ULIE  
-----

The Institute of Education at the University of London (ULIE) is holding the following short courses during the academic year 1998/99:

Advanced Course in Textbooks and Other Learning Materials (ACTLEM), 26 September - 11 December 1998

Intensive Course in Education Management Information Systems (EMIS), January - September 1999

Advanced Course in Educational Inspection and Supervision (EIS), April - June 1999

Each course is intensive and is operated on a full day basis for the five days per week and the participants are required to read extensively. They are also expected to complete a personal project and present it before the end of the course. Accomodation can be arranged for participants although early application is recommended.

If you require any further information on any of these courses contact Dr Roy Gardener at the Institute of Education, University of London on telephone +44 (0)171 580 1122, fax +44 (0)171 612 6330 or write to:

Curriculum Studies Academic Group  
Institute of Education  
University of London  
20 Bedford Way  
London WC1H 0AL

Maria Ruban  
Education UKP

-----  
4. ELT News & Views September issue  
-----

List members are reminded that ELT News & Views will be closing its September 1998 issue on 2 August.

The September 1998 issue's feature supplement will be on the theme of 'Teaching Young Learners'

Submissions in this general area are invited - further details below.

General articles on other aspects of Education, ELT issues or language are also welcome for the September issue and other future issues.

Future feature supplements (with copy dates in brackets) are as follows:

|         |                           |                    |
|---------|---------------------------|--------------------|
| Mar 99  | Literature in ELT         | (20 February 1999) |
| Jun 99  | Getting learners to speak | (20 May 1998)      |
| Sept 99 | Trends in Methodology     | (30 July 1999)     |

Practical Teaching activities (lesson plans, sample pages from commercially available material, etc) are at all times welcome for our Swapshop supplement.

Items are invited for inclusion in our Calendar of upcoming events (South America only). These will be published without cost in both ELT News and Views and also on the electronic N&V-L list (see below for how to ask for details).

General ELT news and information (press releases, new trends, movers & shakers, etc) are welcomed for our local and international news pages.

Advertisers are advised that they can reach a closely targeted market of 3000 + subscribers (our research indicates each copy is read by four times as many) closely connected with ELT in southern South America.

If you would like information on any of the following please hit the reply button and copy the appropriate header into the subject header:

- Send ELT N&V Guide to Contributors
- Send ELT N&V advertisers' rates
- Send ELT N&V General Info
- Send ELT N&V Subscription Details
- Send Info N&V-L (details of ELT News & Views Electronic list)
- HELP ELT News & Views (for any other enquiries)

Thank you for your time.

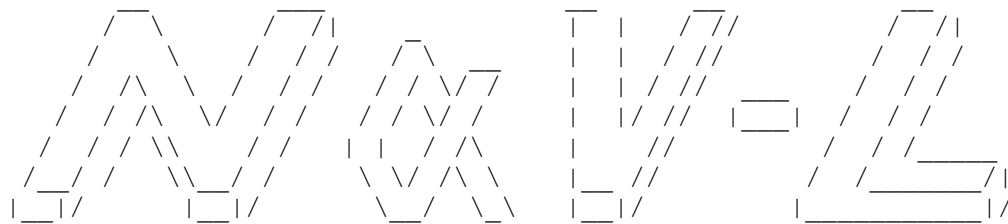
Martin Eayrs  
Editor ELT News & Views

\*\*

end

From ???@??? Mon Aug 03 14:47:56 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 399 - 3 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v040117a5b1eb66a08510@[24.232.3.229]>

-----  
N&V-L Digest 399 - 3 August 1998  
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There are 10 messages in this digest.

1. N&V-L back on line
2. Coming talks in Argentina
3. Looking for a book
4. Talking about the weather
5. Dr. Giovanni Parodi
6. More talks (Argentina)
7. EFL poetry comp/Cash prizes
8. Terminology for Public Translators
9. New Internet resource
10. Ethics and addresses

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1. N&V-L back on line  
-----

The list editor has now returned from Britain where he had the pleasure of experiencing the worst 'summer' he can ever remember. Still he got to meet many members of the list, an interesting experience.

N&V-L is now back on line, business as normal so to speak.  
Postings are welcomed.

-----  
2. Coming talks in Argentina  
-----

August 22: Make your own Games  
Auditorium LU 32 - Alsina 3377 - Olavarria  
10 a.m. to 1 p.m. Deadline for enrolment: August 19

Co-ordinators: Monica Aparicio - Ma. Laura Rossi  
Fee: \$20

August 29. Make your own Games II  
The English Place - 25 de Mayo 872- Tandil  
10 a.m. to 1 p.m. Deadline for enrolment: August 26  
Co-ordinators: Monica Aparicio - Ma. Laura Rossi  
Fee: \$20 Limited Vacancies

Enrolment and further information from:

|           |                   |               |               |
|-----------|-------------------|---------------|---------------|
| Tandil    | Monica Aparicio   | Belgrano 841  | T. 0293-43502 |
| Azul      | Silvia Benson     | Necochea 233  | T. 0281-25457 |
| Olavarria | Maria Laura Rossi | Lamadrid 2980 | T. 0284-40310 |

E-mail: tep@necsus.com.ar  
sbenson@satlink.com  
mlrossi@satlink.com

Posted by: Ma. Laura Rossi  
Olavarria  
mailto:mlrossi@satlink.com

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-----  
3. Looking for a book  
-----

I'm looking for a book for someone else.  
Does someone have it to sell or know where I can get it?  
I'm told it's out of print.

The book is: "British History" - Harold Schultz - Harper Collins  
College Outline - 4th Edition - 1992

Thanks a lot.

Dick

---  
Dick jones  
Patagonia - ARGENTINA  
mailto:tgassoc@satlink.com

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-----  
4. Talking about the weather  
-----

I know we speak about the wind-chill factor when we refer to  
"sensación térmica" in Winter. But what do you say when speaking  
about the Summer season? I would appreciate your help. Thanks

Alejandra M. Jorge  
CAIT - Head  
mailto:cait@ciudad.com.ar

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5. Dr. Giovanni Parodi

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Someone asked for details of Dr. Giovanni Parodi. Apparently he can be reached at:

Director Postgrados en Linguistica  
Magister y Doctorado en Linguistica  
Universidad Catolica de Valparaiso  
Valparaiso - CHILE  
mailto:gparodi@ucv-cl

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-----  
6. More talks (Argentina)

-----  
Drama Techniques in Language Learning and a Drama Club at School  
(a twelve-hour seminar)  
Lecturer: Celia Zubiri  
Date: Saturdays, 22nd and 29th August  
Time: 9 to 12 am and 1 to 4 pm  
Venue and enrolment: Bridge English Av. Gaona 1810 - Ramos Mejía  
T. 654 - 8945

Computer Assisted Language Learning in our Classes  
Hands-on Workshop - (a twelve-hour workshop)  
Lecturer: Mercedes Rossetti  
Date: Saturdays, 5th and 19th September  
Time: 9 to 12 am and 1 to 4 pm  
Venue and enrolment: Bridge English Av. Gaona 1810 - Ramos Mejía  
T. 654 - 8945

Susana Trabaldo  
Bridge English Books - Ramos Mejía  
mailto:bridge@sminter.com.ar

\*\*\*

-----  
7. EFL poetry comp/Cash prizes

-----  
White Adder Press is running an EFL poetry competition.

Details:

Quote

"Teachers, students and others involved in EFL/ESL are invited to submit poems arising out of the experience of teaching, learning, observing or using English as a foreign language.

Poems will be judged by Jo Shapcott, author of 'Phrase book' (OUP) with three other prize-winning poets who teach and write materials for EFL and Literature: Donald Adamson, John Daniel and Jane Spiro

Prizes: 1st GBP300; 2nd GBP100; 3rd GBP100

An anthology of the best poems will be published by White Adder Press.

Free copies to all included.

Closing date for entries: 31st December 1998

Conditions of entry:

1. Poems must have a connection with the world of EFL/ESL in the broadest sense - teaching it, learning it, communicating in it, eavesdropping on it - and may be funny, sad, lyrical, witty, satirical, ironic, celebratory etc; expressing ideas and feelings inspired by texts, dialogues, speech events, meetings between cultures, communication successes and failures etc. Feel free to write what and how you want so long as it has \*some\* connection with the experience of EFL/ESL.

2. Poems can be in any form up to a maximum of 40 lines long. They should be typed clearly on separate sheets of paper.

3. Each poem should be previously unpublished and the unaided work of the entrant.

5. The entry fee is GBP3.00 or USD5.00 per poem. Any number of poems may be submitted. Payment by cheque, postal order or international money order should be sent with the poems.

6. Manuscripts cannot be returned. Please send a stamped addressed envelope for the result.

Entry form:

White Adder Press  
EFL poetry competition Entry Form

To: White Adder Press, 14 Canongate Venture, New Street,  
Edinburgh, EH8 8BH, Scotland, UK  
Tel/fax: 44 (0)131 557 5653

I enclose GBP/USD..... as entry fee for ..... poems.

Name (BLOCK CAPITALS)

.....

Address (BLOCK CAPITALS)

.....

.....

.....

.....

.....



Titles of poems submitted

1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....  
7 ....."

End of quote

Silvia MacIver  
British Council - Argentina  
mailto:SMacIver@britcoun.int.ar

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-----  
8. Terminology for Public Translators  
-----

The College of Translators of Buenos Aires (CTPCBA)  
has announced the following "Jornadas de Divulgacion"

Titled 'EL TRADUCTOR PUBLICO Y LA TERMINOLOGIA' it will  
take place on Friday 7 August, 19.00 and Saturday 15 August, 10.00.

Further information from:  
Colegio de Traductores Publicos de la Ciudad de Buenos Aires (CTPCBA)  
Av. Callao 289, 4to. piso, (1022) Buenos Aires, Argentina  
Tel./fax: (54 1) 371-8616, 372-7961, 372-2961, 373-4644  
mailto:biblioctpba@overnet.com.ar URL: <http://home.overnet.com.ar/ctraduc>

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-----  
9. New Internet resource  
-----

Just a short note about a free and unique research resource called  
NewsTrawler. It is a parallel search engine that retrieves the  
summaries of articles from the archives of hundreds of information sources  
around the world like newspapers, journals, magazines  
and other online information sources. It can be viewed at  
<http://www.newstrawler.com>. This resource may be useful for your  
research and teaching activities. Please feel free to post this message to  
other branches of TESL if you think that it is appropriate and will be  
useful to those subscribers.

Cheers.  
Vidya Kiran  
mailto:ravi@tig.com.au

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-----  
10. Ethics and addresses  
-----

Just to clarify the list policy regarding addresses: all messages posted should have a short (four line) signature with the name and email address (obligatory) and organisation, address and tel/fax (optional).

It is a condition of posting that the postee's name and email address appear in the signature but there is no requirement for any other information.

If you want to get in touch with someone we will happily print your request but we will not make the information publicly available (if found) except in cases when it is a commercial or university departmental address.

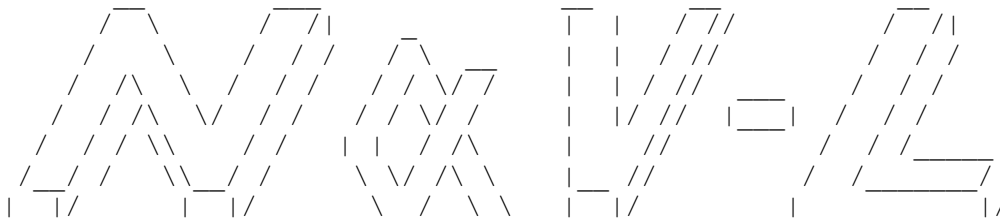
We hope list members are happy with this policy (comments welcome) and that lurkers will not be unduly intimidated.

List editor  
mailto:me@interlink.com.ar

\*\*

end  
From ???@??? Wed Aug 05 12:11:27 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 400 - 5 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011700b1ebfa49a388@[24.232.3.229]>

-----  
N&V-L Digest 400 - 5 August 1998  
-----



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-----  
Thought for the day  
-----

After you buy a new hammer, everything looks like a nail.

-----  
There are 6 messages in this digest.

1. List members' opinion requested
2. Conference on Ideology and critical analysis
3. Colegio de Traductores - change of domain
4. Trinity College London - Professional Seminar
5. Nexus in Cordoba
6. Coming courses at St Paul's (Lomas de Zamora, Argentina)

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1. List members' opinion requested  
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As editor and moderator of this list I am concerned that we confine list content (discussion of issues aside) to information that is useful to teachers of English and other professionals involved in the ELT business.

Obviously this would include calls for papers and periodic announcements for major regional and national conferences. But what happens with 'talks' and 'courses' arranged by institutions at a local level and often as a commercial venture.

In some cases I find it hard to see the difference between providing information and giving free advertising, and this is obviously a tricky and sensitive area.

If this list is to have any value it must be non-commercial. But how do we draw this delicate line. I welcome the opinions of list members who may have similar experiences on other lists.

Incidentally, may I again remind list members that all postings must be accompanied by name and email number of the postee.

Posted by: List editor  
mailto:me@interlink.com.ar

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2. Conference on Ideology and critical analysis  
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The Argentine Linguistic Society's Center for Research in Text/Talk in Communication announces a talk on Ideology and critical analysis to be given by Prof. Dr. Teun van Dijk (Universitat van Amsterdam) on 12 August at 16:30 in aula O, Third Floor, Av. Figueroa Alcorta 2263, City of Buenos Aires.

More information on: [http://www.gema.com.ar/ling\\_ciafic](http://www.gema.com.ar/ling_ciafic)

Admission free and unrestricted.

Posted by: List editor  
mailto:me@interlink.com.ar

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3. Colegio de traductores - change of domain  
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The web page for the Colegio de Traductores de la Ciudad de Buenos Aires has changed from an institutional to a commercial domain..

Those interested can now find (and bookmark) the new site at:

<http://www.traductores.org.ar>

Other contact details remain the same: viz

Av. Callao 289, 4to. piso  
(1022) Buenos Aires - ARGENTINA  
Tel./fax: (54 1) 371-8616, 372-7961, 372-2961, 373-4644  
E.mail: bibliotcpba@overnet.com.ar - postmaster@bibtra.edu.ar

Posted by: list editor  
<mailto:me@interlink.com.ar>

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4. Trinity College London - professional Seminar  
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1. Oh ! for Oracy

This Professional Development presentation examines theoretical evidence to develop a dual curriculum of language and thought stressing the relevance of Oracy as a discipline equal in importance to Literacy and Numeracy. This session will relate theory and practice and will focus specially on teacher's real experiences in promoting talking and listening in the classroom.

Lecturer: Prof. Susan Hillyard

2. The need for an International Accreditation in Spoken English:  
(Trinity College London Examinations Presentation).

The real benefit students gain from TCL examinations will be explained by Erna Berntz, TCL National Consultant. The experience and views of Prof Stella Folch, who as head of Cristoforo Colombo School, runs Trinity College London examinations.

Date : Friday 7th August  
Time: from 6 to 8.30 PM  
Venue: Cristoforo Colombo School  
Ramsay 2251 - Capital Federal - Argentina

Admission is free. Please call for enrolment to: Trinity College London  
(01) 718-1607 from 9 am to 6 pm. Certificates of attendance will be issued.

Posted by: Erna E. Berntz,  
Trinity College London National Consultant  
Av. Maipu 1578 - (1638) Vte. Lopez - Bs. As. TE: (01) 718-1607

mailto:trinityeb@ba.net

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5. Nexus in Cordoba  
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The "Nexus" fair of universities and institutes and colleges from all over the world which specialise in teaching language, which was very successful in Buenos Aires last year, attracted so many people from Cordoba that the organisers decided to bring the whole show to Cordoba in 1998. Expo Estudiante 98 will be at the Sheraton Hotel in Cordoba on October 6th.

Posted by: Joss Heywood  
mailto:jheywood@si.cordoba.com.ar

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6. Coming courses at St Paul's (Lomas de Zamora, Argentina)  
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St.Paul's Institute of Research in Education is pleased to announce the following courses for the first part of the second semester :

- 1.- HOW TO TEACH YOUNG LEARNERS TO WRITE (AGES 6 THROUGH 12)  
Saturday 29 August - 10.00 to 13.00 hours  
Prof. Silvia Benson
- 2.- WHOLE LANGUAGE IN REAL PRACTICE  
Saturday 5 September - 9.00 to 12.30 hours  
Prof. Gustavo Paz
- 3.- WHAT'S NEW IN ENGLISH LANGUAGE TEACHING ?  
Tuesdays - Sept. 8 & 22 / Oct. 6, 20 & 27 / Nov. 10th - 17.45 to 21.00 hours  
Prof. Omar Villarreal  
(with puntaje oficial from Red Federal)
- 4.- ACTIVITIES FOR ALL AGES AND ALL LEVELS : HOW TO SELECT AND CREATE THEM.  
Wednesdays - Sept. 16 & 30, Oct. 14 & 28, Nov. 11 & 18 -17.45 to 21.00 hours  
Prof. Omar Villarreal  
(with puntaje oficial from Red Federal)

ENROLMENT

St. Paul's  
Italia 47 - First Floor - Lomas de Zamora - Prov. Buenos Aires  
Telefax : 01- 292-81-15 / 01- 292- 2808 -  
Office hours Monday through Saturday

Posted by: Omar Villarreal  
St.Paul's - Italia 47 - First Floor - Lomas de Zamora  
mailto:StPauls@pinos.com

\*\*

end

From ???@??? Fri Aug 07 15:22:44 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 401 - 7 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011714b1ee25a87291@[24.232.3.229]>

<x-rich>

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N&V-L Digest 401 - 7 August 1998  
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This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 6 messages in this digest.

1. Job offer in Belgrano (Argentina)
2. Re: Alejandra Jorge's enquiry
3. Thought for the day
4. English for Specific Purposes Interest Section  
at 1998 ARTESOL Convention
5. Info and Advertising
6. Looking for María de Bergel

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1. Job offer in Belgrano (Argentina)

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I'm in need of a Spanish teacher who has some knowledge of English, or an English teacher that has taught Spanish before to teach a foreigner Spanish, in Belgrano early in the mornings. It's rather urgent. If you are interested, please contact me. Thank you.

Andrea Altare.

E-Mail: [andre@escape.com.ar](mailto:andre@escape.com.ar)

Cellular Phone: 15-4166928.

Posted by: Andrea Altare"

<mailto:andre@escape.com.ar>

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2. Re: Alejandra Jorge's enquiry

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When speaking about the summer we call it a heat wave.

Bye,

marisu

Posted by: Prof. Maria S. Chambuleyron"

<mailto:marisuch@logos.uncu.edu.ar>

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### 3. Thought for the day

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#### All in a Child's Day

Children welcome the new day as bright as a sunbeam.

By midday they have personified a hailstorm and a hurricane, leaving an undisputed trace behind.

Just before teatime the playground with its swings and inviting trees, attracts them like a giant magnet.

In the evening they always come back to mum's words:

"Look at your clothes! Look at your hands! What a face!"

What a miracle!

Posted by: Lilitiana Williams

Facultad de Filosofia y Letras

Mendoza

mailto:williams@logos.uncu.edu.ar

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### 4. English for Specific Purposes Interest Section

at 1998 ARTESOL Convention

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<color><param>0000,0000,00FF</param>TESOL ESP IS - CALL FOR PARTICIPATION

</color>What is ESP?

The is open to TESOL members who are interested in the design of courses for students with identifiable academic and professional



goals.

These courses may be for students in specific graduate disciplines or for people working in business, industry or government. Language training focuses on the specific academic or professional goals of learners in universities, corporations, industries, government and other organizations. It prepares people to use language in their particular field.

<color><param>0000,0000,00FF</param>Business-Agriculture-TOEFL-Testing-Tourism-Law-Medicine-Science-Etc.

</color>ESP IS Statement of Purpose

The ESP Interest Section of TESOL International seeks to encourage the sharing of expertise and specialized curricula among ESP language practitioners, to promote research into the spoken and written discourse involved in the areas of ESP, and to foster communication between ESP researchers and practitioners. Networking and referrals are facilitated through the Directory of ESP Professional Services which is maintained by the Interest Section.

<color><param>0000,0000,00FF</param>ANNOUNCEMENT

</color>If you are an ESPer, feel identified with this statement of purpose or think your students fit the profile described, come to share your expertise and challenges, network and help us set up an English for Specific Purposes Interest Section in Argentina<italic>. Join the fun!

</italic>We are meeting sometime during ARTESOL Convention. August 14th and 15th. Biblioteca Lincoln. Maipú 600. Buenos Aires. Argentina. Look out for announcement on where and when. <italic>See you there !!

*Posted by: Liliana Orsi & Patricia Orsi*

Members-at-large ESP IS TESOL International

Telefax: (54-1) 243-6570

<mailto:rainboworsi@arnet.com.ar>

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## 5. Info and Advertising

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It is a fine line between info & advertising, but I don't see it as necessarily a problem. Perhaps a useful point to work from is whether the posting/material is of interest to ESL/EFL teachers. If it has interest & relevance, it is important to include. No one has gone into the field of English teaching to make tremendous amounts of money, so if someone makes a contact or a sale or increases visibility for their product or book as a consequence of writing to N&V-L, that seems OK to me. Just my 2 cents' worth!

Posted by: Emily Lites

Executive Director - American Business English

Online Business English Training for International Executives!

Visit anytime: <http://www.bizenglish.com>

<mailto:lites@bizenglish.com>

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## 6. Looking for María de Bergel

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*<excerpt>I'd like to contact María de Bergel. Has anyone by any chance*

got her e-mail?

Thanks

Posted by: María Inés Garin

Pto. Iguazú

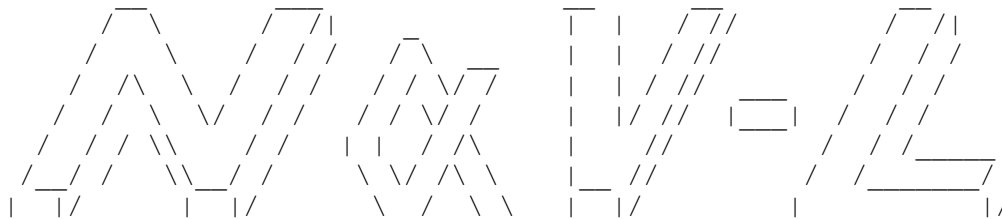
</excerpt>mailto:abcschool@interiguazu.com.ar

\*\*

end</x-rich>

From ???@??? Tue Aug 11 10:55:39 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 402 - 11 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011703b1f29ef7358e@[24.232.3.229]>

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N&V-L Digest 402 - 11 August 1998  
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There are 9 messages in this digest.

1. ISSN number for ELT News & Views
2. Simon & Shuster (Argentina) has moved
3. What is a think tank ?
4. The weather in England/English
5. Language laboratories
6. 1° Encontro de Professores de Inglês do Rio de Janeiro
7. LAURELS International Conference - Goiânia, Brazil,  
12-16 July 1999

8. LatAm job openings
9. ELT News & Views Academic supplements

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1. ISSN number for ELT News & Views  
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Past contributors of articles to 'ELT News & Views' may like to note that the publication is now registered under International Standard Serial Number (ISSN) 0329-885X.

The International Standard Serial Number (ISSN) is a unique code for identifying serial publications, such as periodicals, newspapers, annuals, journals and monographic series. It can be used wherever information on serials needs to be recorded or communicated and provides an efficient and economical method of communication between publishers and suppliers.

It is also common nowadays in the academic world, where there is considerable pressure to publish, for contributors of articles to the more prestigious publications to include these in their list of published work and in these cases the ISSN is often requested by the university authorities.

Posted by: List Editor  
Mailto:me@interlink.com.ar

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2. Simon & Shuster (Argentina) has moved  
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Dear Martin,

This is to advise you and teachers of English that we have moved and have new phone/fax numbers:

SIMON & SCHUSTER LATIN AMERICA  
Olleros 1780 - 2 - F  
1426 Buenos Aires, Argentina  
Phone: 54 1 776 3681  
Phone/fax: 54 1 779 0872  
e-mail: ssargelt@comnet.com.ar

Posted by: Elida Messina  
mailto:ssargelt@comnet.com.ar

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3. What is a think tank ?  
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I need to know what THINK TANK refers to in the Internet or what it is used for?

Does anyone have a clue about this ? Thanks!

Posted by: MarCa Barberis  
mailto:barberis@marin.esc.edu.ar

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4. The weather in England/English  
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I seem to remember that Alejandra's enquiry was about 'sensacion termica' (sorry, I've deleted the original). However, a heat wave (Marisu's response) is a 'ola de calor'. Unfortunately, I haven't been able to come up with an answer either.

And speaking of heat Wave, we've had the first one (the only one?) of the summer this weekend. Almost 30 degrees in Wales (OK, not a heat wave in OUR terms, but better than what we've had so far). However, it will not last :-)

Posted by: Nadine Laporte  
mailto:n.i.laporte@bangor.ac.uk

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5. Language laboratories  
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Does anyone out there know of any bibliography on how to fundement the creation of a language laboratory ? The information is for some teachers at our local Teacher Training College who are working on a project to start a lab in the College, but they need some reading material to support it.

Thank you.

Posted by:Cecilia Moraga  
mailto:nbbm@salnet.com.ar

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6. 1º Encontro de Professores de Inglês do Rio de Janeiro  
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The English Resource Centre for Teacher Development (SME-Rio de Janeiro) and APLIERJ (Associação de Professores de Língua Inglesa do RJ) invite all the teachers of English working in primary, secondary (1º Grau), high (2º Grau) and technical schools in both public and private sectors and inprivate language schools to the 1º Encontro de Professores de Inglês do Rio de Janeiro "Towards the new millennium: rethinking ELT in Brazil." on 25th and 26th September from 8 am to 5 pm , in Rio de Janeiro.

The seminar is an initiative of the English Resource Centre for Teacher Development da Secretaria Municipal de Educação do Rio de Janeiro and APLIERJ and has the academic support of UFF, UFRJ, CAP-UFRJ, UERJ, PUC, Cultura Inglesa and IBEU.

Participants have to be teachers of English working for the Secretaria Municipal de Educação do Rio de Janeiro or members of APLIERJ.

For further info: Cultura Inglesa, Rua Raul Pompéia,  
231, 3º andar, Copacabana, CEP 22080-000 Rio de Janeiro, RJ.  
mailto:sandrapossas@culturainglesa.org.br

Posted by: List Editor  
mailto:me@interlink.com.ar

★★

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7. LAURELS International Conference - Goiânia, Brazil, 12-16 July 1999  
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The 6th LAURELS International Conference on Education and Management in English Language Teaching will be in Goiânia, at the very heart of Brazil. As usual, extended in-depth courses given by expert speakers will form the core of the event, flanked by a wealth of plenary sessions, workshops, papers and other presentations.

Full details of principal speakers, course topics, travel and accommodation information will become available from mid-October onwards.

Meanwhile, start thinking about your contribution. It's your chance to publicise your project, share your experience, meet old and new colleagues, and make a name for yourself.

There will be slots available for the following types of contribution:

- Papers or talks: 40-minute sessions, in which you can describe your research, present your findings, or simply air your revolutionary views on topics of interest to EFL teachers, trainers or managers.

- Demonstrations: 40-minute sessions where you can show a lesson approach or

a set of teaching techniques which you've found successful, and which could help your colleagues.

- Workshops: 90-minute sessions in which you can lead participants to new discoveries or tools and materials to help them in their work.

- There will also be poster space and slots for presentation of your poster:

short sessions when you can meet interested participants and discuss your ideas with them.

To receive the Guidelines for Presenters and further information as it becomes

available, make contact via one of these e-mail addresses:

LAURELS 99 < ibi@nutechnet.com.br >

LAURELS 99 < dadams@rudah.com.br >

LAURELS 99 < inthouset@nutechnet.com.br >

or via fax:

+55-61-366-3929

+55-61-323-5524

+55-62-223-1846

Posted by: David Adams  
mailto:dadams@rudah.com.br

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8. LatAm job openings  
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Brazil

EFL Teachers - Torre de Babel Idiomas

<http://tefl.com/jobs/brjoba.htm#BR0016>

Brazil

Trainee Teachers - ICBEU

<http://tefl.com/jobs/brjoba.htm#BR0015>

Mexico  
Grade 3 Teacher - Colegio Santa Fe  
<http://tefl.com/jobs/mexjoba.htm#MEX0044>

Mexico  
Professor de Ingles - Bosston Language Services  
<http://tefl.com/jobs/mexjoba.htm#MEX0043>

Courtesy of TEFL Professional Network  
For more info re TPN contact David McDowal  
at <mailto:dmd@tefl.com>

Posted by: List Editor (forwarded)

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9. ELT News & Views Academic supplements  
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Since March 1996 ELT News & Views has published a feature supplement with each issue of the magazine. This has enabled us to provide a wide range of articles in the magazine while providing a specific focus on one particular aspect in each issue.

Reprints of past feature supplements are always kept in stock and we are happy to provide these on demand. The following topics have been dealt with so far:

|           |                                   |
|-----------|-----------------------------------|
| Mar 1996  | Business English                  |
| Jun 1996  | Dictionaries & Reference Material |
| Sept 1996 | Testing & Evaluation              |
| Mar 1997  | Teacher Education                 |
| Jun 1997  | The Teaching of Pronunciation     |
| Sept 1997 | Cultural Studies                  |
| Mar 1998  | Computers & ELT                   |
| Jun 1998  | Teaching writing skills           |

These supplements have between 20 and 28 pages of articles only (no advertising). You can buy any three of the above for US\$ 8.00 or all eight supplements for US\$ 20.00 (+ postage costs)

For order details <mailto:me@interlink.com.ar> with the subject header:

GET SUPPLIST

Posted by: Martin Eayrs  
Editor ELT News & Views  
<mailto:me@interlink.com.ar>

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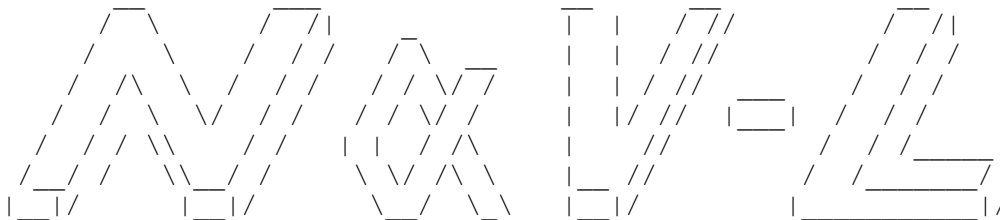
end  
From ???@??? Sat Aug 15 12:10:55 1998  
To: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
From: [me@interlink.com.ar](mailto:me@interlink.com.ar)  
Subject: N&V-L Digest 403 - 15 August 1998  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)

X-Attachments:

Message-Id: <v04011700b1fa15bf3611@[24.232.3.229]>

This new version of N&V-L Digest 403 replaces the incomplete and semi-formatted version sent out mistakenly on 14 Augsut. It contains information not in the earlier version.

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N&V-L Digest 403 - 15 August 1998  
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See the end of this message for subscribe/unsubscribe info.  
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There are 11 messages in this digest.

1. email partners wanted
2. 'sensacion termica'
3. new telephone numbers in Argentina
4. 'sensacion termica' again
5. Internet book shop
6. Where to draw the line
7. Conference announcement - Puerto Madryn
8. Looking for books
9. Cuba ALC-GELI Convention, December 1998
10. Courses at UADE as from 24 August 1998
11. Passionfruit

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1. email partners wanted  
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I would like to inform Cono Sur English teachers that Spanish classes in our school are looking for English classes in the Southern Cone. We would like to exchange e-mail correspondence, newspaper articles, or whatever arises with English students. I would like work with an English teacher in Argentina to provide our students with opportunities for real communication in the target language.

I am a native speaker of English who teaches Spanish. My ideal correspondent would be a Spanish native speaker who teaches English. We could be very practical resources for each other with regard to vocabulary, grammar, and other pedagogical questions.

I teach at George Washington High School in San Francisco, California. Our school is located in the northwestern part of the city near the Golden Gate Bridge. If you would like to learn a bit more about our school, please see the website that my last



year's students put together at:  
<http://www.slip.net/~magnum/spanish/years.html>

My students and I look forward to hearing from you.

Posted by: Greg Eichler  
Chair - World Languages, George Washington High School  
600 Thirty-Second Avenue, San Francisco, CA 94121  
United States of America  
<mailto:anatman@sirius.com>

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2. 'sensacion termica'  
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About "sensacion termica", what about "chill factor" ?

Nobody seems to know about the book I was looking for???

Schultz, H., British History. Harper Collins College Outline. 1992 4th edition.

Posted by: Dick Duprat  
Patagonia - ARGENTINA  
<mailto:tgassoc@satlink.com>

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3. new telephone numbers in Argentina  
-----

Argentina will be changing its numbers on 24 January 1999.  
There will be a transitional period (3 to 6 months) during  
which both the old number and the new number will function.

Under the new numbering scheme:

- ALL numbers will have a 4 put in front of them. A number which is currently xxx-xxxx locally will become 4-xxx-xxxx locally.
- Area codes have been divided into 3 zones.

Zone One: Capital Federal and Suburbs

Here the digit 1 will have to be added for National and International calls. Whereas at present to call Buenos Aires from the Provinces you simply dial 01-xxx-xxxx, you will have to dial 0(1)1-(4)-xxx-xxxx, that is inserting both a (1) and a (4)

Zone Two: Southern region

The digit 2 will have to be added for National and International calls. A number in La Plata which at present is 021-xx-xxxx will become 0(2)21-(4)-xx-xxxx. Other towns in this zone are Mar del Plata where the area code 023 becomes 0(2)23 and Bahia Blanca where the area code 091 becomes 0(2)91.

Zone Three: Northern region

The digit 3 will have to be added for National and International calls. A number in Cordoba which at present is 051-xx-xxxx will become 0(3)51-(4)-xx-xxxx. Other towns in this zone include Resistencia where the area code 0722 becomes 0(3)722, Tucuman where the area code 081 becomes 0(3)81 and Rosario where the area code 041 becomes 0(3)41.

- At present when calling from the UK (or any other country outside Argentina) you currently dial 0054-1-xxx-xxxx for phone numbers in the city of Buenos Aires. Under the new system you will have to dial 0054-(1)-1-(4)-xxx-xxxx. Similar modifications will have to be made for the rest of the country, inserting an extra (2) or (3) after the 0054 as appropriate to the Southern or Northern zone.

Posted by: List Editor  
mailto:me@interlink.com.ar

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4. 'sensacion termica' again  
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sensacion termica = heat index (summer)

Julio Rodriguez  
mailto:juliocr@hotmail.com

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5. Internet book shop  
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Forwarded by List Editor:

We recently contacted you regarding our re-launch into the World of Books and Music Electronic Commerce. Further to that correspondence, the leading UK Bookstore <http://www.alphabetstreet.com> is pleased to announce additional discounts only to our valued Informers Subscribers.

You will get an unbelievable 40% off RRP, just by typing in your discount code 'infront' (without the quotes) into the discount/loyalty code box on the order form.

This offer is available to you, your family and friends until the end of August 1998.

Posted by: List Editor  
mailto:me@interlink.com.ar

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6. Where to draw the line  
-----

You asked recently for views on where/how to draw the line between information and pure advertising. This is UCLES' point of view:

The key point is to have a policy for ELT News & Views which is consistent across all service providers, whether publishers, language schools, exam boards, etc.

As editor, you will probably want to keep to a minimum the task of vetting proposed inserts. One way to do this might be to provide strict guidelines on the length of inserts, e.g. title/topic (=10 words), presenter (=5 words including name), date and venue.

It's in the area of sub-titles and mini-abstracts that it becomes tedious and difficult to exercise editorial control. There might also be a limit of one event per issue to avoid abuse of the listings.

Hope this is useful.

Posted by: Jill Grimshaw  
EFL Professional Support Co-ordinator  
UCLES, 1 Hills Road, Cambridge, CB1 2EU Tel: 01223 553754  
mailto:cox.s@ucles.org.uk

[Comments from other list members welcomed - List Editor]

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7. Conference announcement - Puerto Madryn  
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Video based language seminar for teachers of English

On behalf of Whales Language Institute, based in Puerto Madryn, we are delighted to be hosting a forthcoming language seminar by Miriam Hughes on August, 28 - 29.  
The aim of the seminar is to focus on a wide number of video based techniques and activities which can be effectively used in the classroom, focusing on a variety of accents, register and style in both films and off-air recordings.  
It will be held at Hotel Playa, 28 de Julio St. and Roca Ave.  
Fee: \$40 Students: \$30

Posted by: Susana Pereiro  
Director - Whales Language  
Institute in Puerto Madryn  
mailto:snumer@proedu.edu.ar

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8. Looking for books  
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I don't know if they have this specific book Mr Duprat is looking for, but I have found all the books I have ever wanted at  
<http://www.amazon.com>

The books they don't have, they try to find for you. It is a site worthvisiting. I hope you enjoy it as much as I do.

Posted by: Lilian Munhoz Soares  
mailto:lilian@ccbeunet.br

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9. Cuba ALC-GELI Convention, December 1998

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I am pleased to include additional information about the 7th  
ALC-GELI Convention to be held at Instituto Comercio Exterior;  
23 y P, La Rampa; Vedado, Ciudad Habana.

December 7-9 Pre-Convention workshop (not confirmed yet)

December 9, 9:00 AM

Caribbean Studies Symposium  
Canadian Studies Symposium  
British Studies Symposium

December 10 Convention

Convention fee \$40,00 US Dollars  
Symposium fee \$5,00 US Dollars  
Pre-Convention workshop fee \$30,00 US Dollars

Travel arrangement through a local agent who can book you  
either an air-only ticket or a package deal including hotel.

Accommodation options have been negotiated for international  
participants. (details on request)

Confirmation for hotels should be made no less than 15 days  
before arrival including names, passport number and nationality.  
PAYMENT IN CASH on arrival.

Posted by: Eduardo Garbey Savigne  
mailto:horta@rc.colombus.cu

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10. Courses at UADE as from 24 August 1998  
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The Universidad Argentina de la Empresa- UADE- is holding the  
following course as from August 24 1998:

- \* Business English (seven different levels ranging from  
Elementary to Advanced with special emphasis on oral  
communication)

Lessons are held twice a week for one and a half hours weekly in two  
different timetables: Morning: 11.15 -12.45 and Evening: 17.30 - 19.00.

Enrollment is open at Lima 717 C.F. at Dto. de Alumnos. If you require  
any further information mail: dd@uade. edu.ar <8attention: Virginia  
Antonello de Blair

Posted by: Virginia Antonello de Blair  
mailto:dd@uade.edu.ar

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11. Passionfruit  
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While still debating the difference between passing on news of a course, etc., and advertising . . . can I take of advantage of the list and post notice of something not to be missed.

SEAL workshop - "PASSIONFRUIT"  
Enhancing our students creativity and passion.

Presented by Jamie Duncan, teacher and teacher-trainer, Master Practitioner in NLP and Director of Studies at International House, B.A.

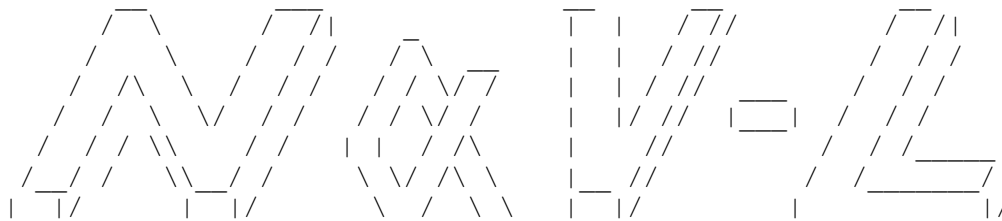
August: Saturday 22nd, 9.30-13.00  
Colegio Amapola: Nicaragua 4739

Posted by: Terry Cullen  
mailto:tcullen@cvtci.com.ar

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end  
From ???@??? Wed Aug 19 01:51:02 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 404 - 19 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011709b1fc01b31211@[24.232.3.229]>

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N&V-L Digest 404 - 19 August 1998  
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There are 8 messages in this digest.

1. Talks on Discourse analysis (Bs. As.)
2. Nexus in Cono Sur
3. Jane Revell and Philip Prowse in Bs. As.
4. Joyce, Proust & Co. exhibition in Bs. As.
5. Librarians meeting
6. RASAL now out
7. Position offered
8. Cono Sur - regional news - last call

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1. Talks on Discourse analysis (Bs. As.)  
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Talks on Discourse analysis as from 31 August 1998  
(Given in Spanish - hence posted in that language)

Metodologia de la investigacion  
Dra. Irene Vasilachis de Gialdino (CEIL-CONICET)  
Lunes de 9 a 11hs (cada 15 días)

Introduccion al generativismo  
chomskyano de la decada del '90  
Dr. Jose Masullo (Universidad Nacional del Comahue)  
Lunes de 11:30 a 13:30 hs (cada 15 dias)

Introduccion de Analisis del Discurso  
Dra. Maria Laura Pardo (CIAFIC-CONICET)  
Lunes de 14 a 16hs (cada 15 dias)

Analisis linguistico del discurso legal  
y político en la Argentina actual  
Dra. Maria Laura Pardo (CIAFIC-CONICET)  
Lunes de 17 a 19hs (cada 15 dias)

Analisis Crítico del Discurso  
Alejandro Raiter (UBA)  
Martes de 10 a 12hs (cada 15 dias)

Semantica  
Dra. María Marta García Negróni  
Martes de 11 a 13hs (cada 15 dias)

Linguistica sistemico-funcional: un panorama  
Dr. Martin Menendez (UBA)  
Martes de 14 a 16 hs (cada 15 dias)

Pragmatica: definiciones, alcances y perspectivas  
Dr. Martin Menendez  
Martes de 17 a 19 hs (cada 15 dias)

Requisitos de inscripcion:  
Titulo universitario o equivalente, conocimiento de lectura del  
idioma ingles y entrevista personal con la Dra. Maria Laura Pardo.  
Los cursos pueden tomarse independientemente del plan de  
estudios del Programa.

Directora del Programa:  
Dra. Maria Laura Pardo.  
Informes y materiales: en Secretaría, de 10hs a 17hs.  
Av. Federico Lacroze 2100  
1426 Buenos Aires  
TELEFAX: 54-1-776-0913 - 777-5280

Forwarded from Beliar by List Editor  
Mailto:me@interlink.com.ar

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2. Nexus in Cono Sur  
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As you are probably already aware, at the end of September

and the beginning of October, Nexus Media are organizing a series of international student recruitment fairs in Bogota, Santiago, Buenos Aires and Cordoba.

Over 200 language schools, boarding schools, colleges and universities from countries world-wide will be represented at these events which will be the largest international student fairs ever run in these countries.

Advisors, teachers and students will have the opportunity to meet school representatives, watch school videos, meet ex-students and participate in seminars.

Nexus are delighted to offer subscribers to the N&V list (and their students) free tickets to this event. If you would like tickets to Expo-Estudiante '98 please complete the details below and we will post them to you in good time.

I look forward to seeing you at the fairs!

Spencer Hawkes  
Manager - International Operations  
Nexus Media Ltd  
BR8 8HY, UK  
Tel: +44 1322 660070  
Fax: +44 1322 616305

<http://www.worldofstudy.com>

EXPO-ESTUDIANTE 1998  
COLOMBIA  
26-27 September 1998  
Centro de Convenciones Gonzola Jimenez de Quesada  
Calle 26 A No.13 A-10  
Santafe do Bogota D.C.

EXPO-ESUDIANTE 1998  
CHILE  
30 September - 1 October 1998  
Centro Cultural Estacion Mapocha  
Plaza de la Cultura s/n  
Ex Estacion Mapocho  
Santiago

EXPO-ESTUDIANTE 1998  
BUENOS AIRES  
3-4 October 1998  
Sheraton Hotel Ballroom  
Sheraton Buenos Aires  
Av. San Martin 1225  
1104 Buenos Aires

EXPO-ESTUDIANTE 1998  
CORDOBA  
6 October 1998  
Sheraton Hotel Ballroom  
Sheraton Cordoba Hotel  
Av. Duarte de Quiros, 1300  
5000 Cordoba

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Please complete and return this form via e-mail:

NAME:

JOB TITLE:

INSTITUTION:

ADDRESS:

TEL:

FAX:

NUMBER OF TICKETS REQUIRED:

NUMBER OF POSTERS REQUIRED:

CITY (Bogota/Santiago/Buenos Aires/Cordoba)

Posted by: Spenser Hawkes  
mailto: spencer.hawkes@virgin.net

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3. Jane Revell and Philip Prowse in Bs. As.  
-----

Jane Revell and Philip Prowse - neither exactly a stranger to Argentina - will be giving a Unique Seminar - Beyond Recipes at Colegio Lasalle, City of Buenos Aires, on the morning of Saturday 26 September. The event is being jointly arranged by Interlink, SBS and Simon & Schuster.

Posted by List Editor  
mailto:me@interlink.com.ar

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4. Joyce, Proust & Co. exhibition in Bs. As.  
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Joyce, Proust & Co. announce an exhibition of quality paperback books from Britain to be held at Tucumán 1545-1°-"A" from October 15 to November 14th. New titles from publishers' catalogues will be displayed in the areas of literature (fiction, poetry, plays, criticism), modernism, feminism, mythology and Celtic interest as well as self study ELT material. There will also be projections of videos containing biographies of English writers - admission free.

Posted by List Editor  
mailto:me@interlink.com.ar

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5. Librarians meeting  
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Publishers and suppliers of resource materials may be interested in the following posting.

The XXXIII National Meeting of Mercosur Librarians will be held in Buenos Aires, Argentina between 12-16 April 1999.

A call for papers is now out and those interested should submit proposals before 8 January 1999 to the following address:.

Comite de Seleccion de Trabajos  
Asociacion de Bibliotecarios Graduados  
de la Republica Argentina (ABGRA)  
Tucuman 1424, 8vo. Piso, Dto. "D"  
1050 - Buenos Aires  
Argentina

Further information can be obtained from:

Comite Organizador  
XXXIII Reunion Nacional de Bibliotecarios  
Asociacion de Bibliotecarios Graduados de la  
Republica Argentina (ABGRA)  
Tucuman 1424, 8vo. Piso, Dto. "D"  
1050 - Buenos Aires  
Argentina  
Tel/fax: (54 1) 371-5269  
E-Mail: reuniones@abgra.org.ar  
abgra@ciudad.com.ar  
<http://www.sisbi.uba.ar/abgra>

Posted by List Editor  
<mailto:me@interlink.com.ar>

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6. RASAL now out  
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The latest number of RASAL (the rev.ista de la Sociedad Argentina de Linguistica) is now out

Information and subscriptions:

Sociedad Argentina de Linguistica  
Lacroze 2100  
Telefax: 776-0913/777-5280  
e-mail: sal@discur.filo.uba.ar

Posted by List Editor  
<mailto:me@interlink.com.ar>

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7. Position offered  
-----

English institute in Buenos Aires is seeking Coordinator. The ideal candidate will be fully bilingual, have a clear sense of direction, be dynamic and creative.

Send your resume attached to a handwritten coverletter to Casilla de Correo 117, Suc. 25 (1425) Capital or if preferred by email to <laura@educa.com.ar>.

Posted by: Laura Lewin  
mailto:laura@educa.com.ar

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8. Cono Sur - regional news - last call  
-----

List members wanting to publicise ELT events in the Cono Sur or to share local news with others are reminded that the September issue of ELT News & Views closes this week.

If you want to publish information about your activities in our local news sections for Argentina, Bolivia, Brazil, Chile, Paraguay, Uruguay or the International section please contact Martin Eayrs on <me@interlink.com.ar> as soon as possible.

Similarly, if you have events - talks, workshops, conferences (but NOT courses) - for our calendar of events we should be happy to publish these free of charge.

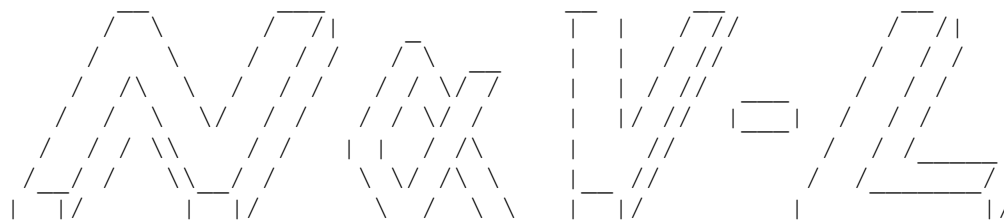
If in doubt mail any news or information you may have to ELT News & Views at <me@interlink.com.ar> and we will try to pass it on for you.

Posted by Martin Eayrs  
Editor ELT News & Views  
mailto:me@interlink.com.ar

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end  
From ???@??? Thu Aug 20 09:59:15 1998  
To: me@interlink.com.ar  
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Bcc: aaN&Vlistserv  
X-Attachments:  
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There are 4 messages in this digest.

1. Ron White in Argentina
2. FAAPI timetable
3. Chile TESOL - call for papers
4. IATEFL Teacher Development SIG

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1. Ron White in Argentina  
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Ron White, Director of the Centre for Applied Language Studies (CALS) at the University of Reading, England, will be speaking at the FAAPI Congress in Bahia Blanca, 24 to 26 September, and will also be attending the EXPO-ESTUDIANTE 1998 in Santiago, Chile, Buenos Aires and Cordoba, Argentina. He hopes to meet with CALS alumni as well as colleagues interested in ESP, inter-cultural communication and management in ELT.

Posted by: List Editor  
mailto:me@interlink.com.ar

★★

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2. FAAPI Timetable  
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Below is the semi-final programme for the benefit of those thinking of making the trip to Bahía Blanca for this year's FAAPI conference.

24 September

|               |                                                                                                           |
|---------------|-----------------------------------------------------------------------------------------------------------|
| 08.00 - 09.00 | Registration (Juan XXIII)                                                                                 |
| 09.00 - 10.30 | Opening Ceremony                                                                                          |
| 11.00 - 12.30 | Plenary Jane Revel, Introduction to NLP for Teachers                                                      |
| 13.00 - 15.00 | Welcome Party                                                                                             |
| 15.00 - 16.30 | Plenary Alan Pulverness, Now Write about your Country:<br>ELT and the Ownership of Cultural Learning      |
| 17.00 - 19.00 | Concurrent Sessions - Semi-plenary: Ministerio de<br>Provincia de Bs. As. Efraín Davis - Ma. Rosa Mariani |
| 19.00 - 20.00 | Commercial Presentations                                                                                  |
| 20.00 - 21.00 | Special Interest Group Meetings                                                                           |

25 September

|               |                                                                                                                                                                              |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09.00 - 10.00 | Plenary Philip Prowse, Lies and ELT                                                                                                                                          |
| 10.30 - 12.30 | Concurrent Sessions - Semi-plenary: Richard Rossner,<br>School Review and Assessment as a Means of Quality<br>Assurance and Team Building                                    |
| 12.30 - 13.30 | Commercial Presentations                                                                                                                                                     |
| 13.30 - 15.00 | Lunch break                                                                                                                                                                  |
| 15.00 - 17.00 | Plenary Mike Potter - Ana Armendáriz -Silvia Luppi -<br>Silvia Rettaroli - Rosalyn Hurst - Martin Eayrs<br>'English on a Shoestring: but how long is a piece of<br>String ?' |

17.30 - 19.00 Concurrent Sessions - Semi-plenary: Bill Bowler,  
Working with Diversity.  
19.00 - 20.00 FAAPI Meeting Commercial Presentations

26 September

09.00 - 10.30 Plenary Nick Saville, Why Business English? Language  
Assessment for Work-related Contexts.  
11.00 - 12.30 Concurrent Sessions - Semi-plenary: Amanda Cant, Movement  
and Learning: The mind-body link.  
12.30 - 14.00 LUNCH BREAK  
14.00 - 15.30 Concurrent Sessions - Semi-plenary: Oriel Villagarcía,  
Empowering Students towards Success.  
16.00 - 17.30 Plenary Diana Hicks, ELT Back to the Future ?  
17.30 Closing Ceremony

A list of speakers for workshops and concurrent sessions will  
appear in a future posting on this list.

Contact A.P.I.B.B., Las Heras 71 - 1° "D" - (8000) Bahía Blanca.  
Tel/Fax: 091-563166  
e-mail <apibb@impsat1.com.ar>

Posted by: List Editor  
mailto:me@interlink.com.ar

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3. Chile TESOL - call for papers  
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The Seventh Annual Convention of Chile TESOL will take place at  
Universidad Metropolitana de Ciencias de la Educación on October  
8, 9 and 10. The theme is 'Learning for Change'.

Recognition is currently being obtained from the Chilean Ministry  
of Education and the event additionally has the sponsorship of the  
Universidad Metropolitana de Ciencias de la Educación, USIS (United  
States Information Service), the Fulbright Commission, TESOL Central  
Office in Washington and local bookstores and publishers, reps.

If you have any questions about this event, please contact Mr. Carlos  
Troncoso F. (Ph. UMCE (562) 241 2609) or contact Samuel Fernandez at  
his phone-fax number in Santiago: (562) 239-5920 (AFTER 9:30 P.M.,  
please!!!), or at his new e-mail address: sfernand@discovery.umce.cl  
or by calling him at the English Department of the Universidad  
Metropolitana at (562) 241 2502 or (562)241 2503 or by sending me  
a fax at (562) 239 2067.

REGISTRATION FORM

YES!! . I,m going to be there!!  
FULL NAME:  
HOME ADDRESS:  
HOME PHONE N°:  
CITY:  
SCHOOL / INSTITUTION:  
SCHOOL / INSTITUTION ADDRESS:  
E-MAIL:  
PHONE N°:

and I,m also going to make a presentation!!!

TITLE OF YOUR PRESENTATION:

NAME OF MAIN PRESENTER:

NAMES OF CO-PRESENTERS:

- 1.
- 2.
- 3.

BRIEF ABSTRACT OF YOUR PRESENTATION (NOT MORE THAN FIFTY WORDS)

BIO-DATA HIGHLIGHTS OF THE MAIN PRESENTER:

TYPE OF PRESENTATION:

(check one)

DURATION OF PRESENTATION:

(check one)

PAPER (to be read only)

30 minutes

(for Paper or Workshop presentations)

WORKSHOP (back-up theory  
and practical demonstration)

60 minutes

(for Paper or Workshop presentations)

POSTER

15 minutes

(practical demonstration of  
a teaching technique)

(for Poster presentations)

CHECK THE MATERIAL THAT YOU WILL NEED FOR YOUR PRESENTATION:

Whiteboard

Cassette player

Video-cassette player

Overhead Projector

Other (this will be provided only if possible):

PLEASE CIRCLE THE DAY ON WHICH YOU CAN NOT PRESENT: Oct. 8 - 9 - 10

DEADLINE FOR PROPOSAL FORM : Postmarked September 04, 1998.

REGISTRATION FEES. \$6.000 (Chilean pesos) Tesol-Chile members

\$9.500 (Chilean pesos)

US\$25.00 Non-members (includes membership fees)

MEMBERSHIP RENEWAL: \$1.000 (Chilean pesos)

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4. IATEFL Teacher Development SIG  
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My name Lily Orland and I am the present editor and coordinator  
of the IATEFL Teacher Development SIG .

The Teacher Development SIG is organizing a Pre-conference  
event on Mentoring ( In-service and Pre-service)to take place  
on Sunday, March 28th, a day before the IATEFL International  
conference which is being held at Heriott Watt University,  
Edinburgh, from March 28th to April 1,1999. As part of the  
day's program we are organizing a symposium on Mentoring across  
Cultures'. We invite professionals who are involved in mentoring  
frameworks to participate in this event. In particular, if you  
have planned and/or implemented an interesting mentoring scheme

and see yourself as a potential participant in this symposium  
please contact me and I will send you a more detailed description  
of the content of the session.

For more details about the Pre conference event please write  
to Lily Orland at 53 Gilboa -32711-Haifa -Israel.  
Fax: 972-4 8240911  
e-mail: lilyb@construct.haifa.ac.il

Posted by: Lily Orland  
Faculty of Education  
The University of Haifa - Israel , 31905  
mailto:lilyb@construct.haifa.ac.il

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From: me@interlink.com.ar  
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Cc:  
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N&V-L Digest 406 - 24 August 1998

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There are 5 messages in this digest.

1. Information versus promotion
2. How many people speak English ?
3. Info required re. language labs
4. Upcoming APIBA seminar
5. Seminar on EFL International Examinations

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-----  
1. Information versus promotion  
-----

There has been concern on this list about the abuse of the narrow line between 'informing' teachers of coming events and direct commercial 'promotion'. The following guidelines are now being published to aid list members in this difficult area.

1. In the case of upcoming workshops, lectures and conferences, there will be a limit of one event per posting. Some flexibility may be shown in cases where a guest visitor is in the region and is giving a series of talks in a short period, provided the main focus of these talks is academic rather than commercial.
2. Information should be FACTUAL only. There is no place for words like 'wonderful', 'famous', 'great', 'well known'. If a speaker is well known such words are superfluous - if not, s/he must get there by other means than this list.
3. Information should cover all or most of the following areas:
  - Title
  - Name of presenter
  - Abstract/summary (max 50 words)
  - Time, date and venue

- Type of event - workshop, talk, presentation
  - Details of sponsor(s) if applicable
  - profile of people for whom the session might be suitable, i.e. using such 'tags' as Primary/Secondary, Private/State, ELT Management, senior/experienced/inexperienced/student teachers, etc. These are just examples - write your own profile here.
  - Brief biodata (max 40 words - but see below)
  - Cost (including members'/students's discounts, early payment discounts, etc.)
  - email number/URL (web site) for further information.
4. The cost MUST be given (if free this should be stated) with clear contact details for registration/further information.
  5. Lecturer's biodata should be limited to the place where the lecturer studies/has studied, works/has worked and details of current research interests. It should not be seen as a chance to showcase a lecturer's publications or other business interests.
  6. In the case of talks and workshops the entire posting should not occupy more than one screen. For larger conferences/conventions more space will be made available if necessary (but see 9 below).
  7. Postings for talks and workshops will not normally be posted more than one month before the event takes place.
  8. Calls for papers for conferences will be accepted 15 months before the event. Other conference information (e.g. updates regarding how the conference organisation is going) can be posted as required - N&V-L feels it can play a useful role in this respect.
  9. Calls for papers should simply give the essential facts on



N&V-L, indicating an email number or web site where fuller information can be obtained or application forms downloaded.

10 The posting must be signed with the name, position, institution and email number of a person directly involved in the organisation of the event.

My thanks to those list members who made suggestions - you know who you are. Comments on the above will be welcome.

List Editor

mailto:me@interlink.com.ar

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2. How many people speak English ?

-----

Does anybody know how many people speak English as a foreign language or a second language in the world ?

If you happen to know these figures, could you send them to the address below ?

Thanks in advance

Posted by: Paola Danesi

Leeds School of English

Zabala 1686, Capital (1426). Tel/fax: 788 5052

Mailto:leedslondonrep@interar.com.ar

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3. Info required re. language labs

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Has anyone recently acquired a language lab for institutional use? We are trying to do so ourselves and would appreciate any tips or addresses to ask for estimates.

Thank you in advance.

Posted by: Mariel Amez

IES Olga Cossettini

Rosario - Argentina

mailto:mamez@yahoo.com

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4. Upcoming APIBA\* seminar  
-----

We are pleased to announce our Annual Seminar, which will be held at IES Lenguas Vivas "J. R. Fernandez" (Carlos Pelegrini 1455 Cap), on October 3.

The theme of the conference will be:

ADVANCED LANGUAGE: DIFFERENT PERSPECTIVES"

Talks: 9.00 Alfredo Jaeger

11.15 Fernando Lasala Quintana

14.00 Miriam Harriet Hughes

15.30 Discussion Panel

Certificates of attendance will be issued.

|       |                  |       |
|-------|------------------|-------|
| Fees: | Members/Students | \$ 15 |
|       | Non-Members      | \$ 30 |

Further information and enrolment:

Carolina at KEL: 813-6884

Betty Tosso: 983-3537

Rita Faré: 811-8743

Posted by: Mirta D'Alessio

mailto:dalessio@sion.com

[\* APIBA is the Asociacion de Profesores de Ingles de Buenos  
Aires - List Ed]

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#### 5. Seminar on EFL International Examinations

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There will be a seminar on EFL International Examinations  
on Saturday 29 August, from 9 am to 4.30 pm at Belgrano  
Day School auditorium, Juramento 3035, City of Buenos Aires.

Morning session:

To test or not to test, that is the question!

Laura Campagnoll.

A preview of practice material to be published by Cambridge.

A look at the Cambridge young learners examinations.

Charlotte Adams

Afternoon session

A round-up of Cambridge course material and practice tests  
for UCLES exams

Charlotte Adams

Preparing for the University of Cambridge FCE and CAE  
Examinations

Martin Eayrs.

The event is free of charge but early registration is essential.

Please phone CUP for enrolment: 322-5040/1328-7648

Posted by: List Editor

mailto:me@interlink.com.ar

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From ???@??? Wed Aug 26 02:06:33 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
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Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011703b207d8e3243e@[24.232.3.229]>

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N&V-L Digest 407 - 26 August 1998

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There are 6 messages in this digest.

1. ESP Interest Section in Argentina
2. VI Latin American ESP Colloquium
3. P.E.N. Club Internacional Argentina
4. How many English speakers (reply)
5. New website for teachers of English
6. International Association for Dialogue Analysis

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1. ESP Interest Section in Argentina  
-----

Follow up on the call for participation to establish an  
ESP Interest Section in Argentina.

The meeting was held on Friday August 14th as announced  
with a turn out of 20 participants. We think it encouraging  
since the whole ARTESOL convention gathered about 120/150  
attendees altogether..

The role of the ESP practitioner as teacher, collaborator,  
coursedesigner and materials provider, researcher and  
evaluator was discussed following Dudley-Evans's definition  
of the ESP Practitioner, paper published in the 1997 Annual  
Review of the Center of Language Research of the University  
of Aizu, Japan.

Participants showed interest in participating and offers of  
collaboration came from teachers in the academic, research  
and company setting in BA and the provinces. (EX: Cordoba,

Catamarca).

It was agreed to establish the IS under ARTESOL, tied to the Statement of Purpose of the ESP IS of TESOL International.

Based on the assumption that approval is forthcoming, a second OPEN meeting will be held next Friday Sep 4th downtown BA at a convenient location for everybody (Diagonal Norte y Florida) at 10:30 a.m. For details contact us.

Future proceedings will be discussed, officers will be elected, governing rules will be drafted, and we will all get busy to work. We will keep you updated. If you do not want to receive information about this development, please let us know..

Posted by: Lilitiana Orsi & Patricia Orsi

Members-at large ESP IS TESOL International

Sáenz 341 P 1 Lomas de Zamora

Buenos Aires Argentina

TEL: (54-1) 292-7495 Telefax: (54-1) 243-6570

mailto:rainboworsi@arnet.com.ar

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## 2. VI Latin American ESP Colloquium

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The VI Latin American ESP Colloquium will be held on October 12-16, 1998 in Catamarca, Argentina.

Apart from the presentation of the papers accepted by the screening committee, a panel discussion will be held on

October 15 as from 4 p.m., an extra activity for the presenters and other ESP teachers/researchers who could not send papers for an active participation in the colloquium. Dr. John Swales will be giving a lecture and he has kindly agreed to be the coordinator of the panel discussion. The topic selected is: "What's next in ESP research in Latin America?". The panelists will be researchers from different Countries (members from Venezuela, Brazil and Chile have already confirmed their participation).

Further information from: <<ingles@fcasuser.unca.edu.ar>

Posted by: List Editor  
mailto:me@interlink.com.ar

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3. P.E.N. Club Internacional Argentina

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I would very much appreciate it if someone could send me the address of the Centro Argentino P.E.N. Club Internacional.

Thank you very much.

Posted by: Liliana Williams  
Facultad de Filosofia y Letras  
Universidad Nacional de Cuyo  
Mailto:williams@logos.uncu.edu.ar

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4. How many English speakers (reply)

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In reply to Paola Danesi:

Quoted from 'The Future of English' by David Graddol

" There are three kind of English speakers: those  
who speak it as a first langauge, those for whom  
it is a second or additional language and those who  
learn it as a foreign language. "

This opening to one of the Chapters in 'The Future of  
English' is followed by several tables indicating different  
estimates according to different issues, plus progressions  
and shifts.

The book is sold at the British Council. For further information  
Tel (01) 311 9814 or contact your nearest British Council office.

Posted by: Silvia McIver

The British Council - Buenos Aires

<mailto:silvia.maciver@britcoun.int.ar>

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5. New website for teachers of English  
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As I believe I mentioned on this list a while ago, I was designing  
a website for teachers of English in Chile and now I can finally  
show the first version of it.

I would really appreciate your input.



The URL is <http://lauca.usach.cl/~mfaria>

Posted by: Dr. Miguel Farias

Departamento de Lingüística y Literatura

Universidad de Santiago de Chile

Alameda 3363, Santiago, CHILE

Tel/Fax: 681 9039

<mailto:mfarias@lauca.usach.cl>

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6. International Association for Dialogue Analysis  
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The 7th Biennial Congress of the International Association for Dialogue Analysis will take place in Birmingham, England, from Thursday April 8th to Saturday April 10th 1999 inclusive. Among the plenary speakers will be Paul Hopper from Muenster.

The title of the Congress, 'Working with Dialogue', is intended to embrace both theoretical approaches to the analysis of dialogue and also papers concerned with the analysis of transcripts of tape recordings and/or written records of real or fictional dialogue. In the current climate, where there is a growing interest in interaction in the workplace, it is hoped that there will be some special sessions on the analysis of dialogue at work.

In order to give variety to the programme, participants are invited to offer either individual papers or, in collaboration with colleagues, to organise a workshop or a symposium of linked papers. Individual papers will be allowed 30 minutes; participants

will be asked to restrict their presentations to 20 minutes in order to allow 10 minutes for discussion. Workshops and symposia will be allotted 2 hours and the organisers will be given freedom to allocate the time as they think best.

The closing date for abstracts will be October 1st, which will allow the organisers to send out confirmations of acceptance by early November and thus give participants time to seek support and funding from their institutions. Abstracts should be 75-125 words in length for papers and 150-250 words for workshops and symposia and must be in English. The abstract should indicate

the language in which the paper/workshop/ symposium will be given and what equipment will be needed. It should be accompanied on a separate piece of paper by the name(s) of the author(s) and, if the language of presentation is not English, there should be on a third piece of paper an abstract in the

language to be used for the conference handbook. If at all possible, participants are asked to send the abstract(s) in electronic form, preferably on disk in Word or ASCII format, or otherwise by e-mail, to Mrs Marilyn Washbrook at one of the addresses given below.

A selection of the Congress papers will be published by Niemeyer. Those intending to submit their papers for consideration are asked to bring to the conference an electronic version on disk or, if that is not possible, a high quality hard copy version

Furter information from: Malcolm Coulthard (Conference Organiser)  
School of Humanities - Department of English - Univ. Birmingham  
Edgbaston - Birmingham - B15 2TT - United Kingdom  
Fax 0121 414 5668 - Direct Line 0121 414 5669

mailto:m.c.washbrook@bham.ac.uk

Posted by: Mike Potter

British Council Buenos Aires

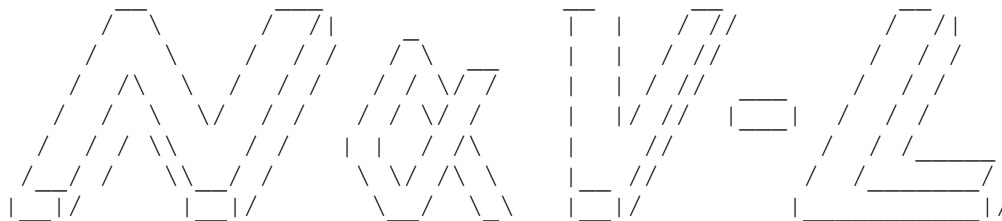
mailto:MPotter@britcoun.int.ar

\*\*

end</x-rich>

From ???@??? Thu Aug 27 00:49:05 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 408 - 27 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011726b209c43fb6a4@[24.232.3.229]>

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N&V-L Digest 408 - 27 August 1998  
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See the end of this message for subscribe/unsubscribe info.  
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There are 4 messages in this digest.

1. FAAPI registration closes on 28 August
2. Correction to Miguel Farias website URL
3. Teacher training via email
4. sin el pan y sin la torta

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1. FAAPI registration closes on 28 August  
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APIBB, the organisers of this year's FAAPI conference, have asked me to post a reminder that August 28 is the deadline for registration.

This year's FAAPI conference is being held in Bahia Blanca between 24-26 September.

If you need to contact them urgently send an email to APIBB at <apibb@impsatl.com.ar>. No registrations will be accepted after 28 August.

Posted by: List Editor  
mailto:me@interlink.com.ar

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2. Correction to Miguel Farias website URL  
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What an s can do!! Sorry, but there's an s missing from the URL address I sent. It should read <http://lauca.usach.cl/~mfarias> which is actually there in the message I posted. Don't know what happened - cyberghosts, probably.....

Posted by: Dr. Miguel Farias  
Departamento de Lingüística y Literatura  
Universidad de Santiago de Chile  
Alameda 3363, Santiago, CHILE  
Fonofax: 681 9039  
mailto:mfarias@lauca.usach.cl

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3. Teacher training via email  
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As a follow up for distance learning inquiries I wanted to let you know that colleagues from the Cordillera in the Province of Chubut are doing a distance learning in-service teacher training course. They are working on both methodological issues (class management, multilevel classrooms, communicative skills, etc.) as well as basic word processor (working with text, file management, etc.) and Internet skills (working with email, managing correspondence, etc.) It is accompanied by video material on Argentine classrooms.

It is an official course and they will get the corresponding "puntaje" for it. It is based on collaborative, reflective analysis of their schools and classrooms towards the integration of English in the EGB curriculum.

If you want further information do not hesitate to contact me.

Posted by: Mercedes Rossetti  
English Coordinator  
Bar Ilan University  
mailto:mrossetti@mayo.com.ar

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4. sin el pan y sin la torta  
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For about a week, since a student asked me, I've been wondering what might be the equivalent to the idiom: "Quedarse sin el pan y sin la torta". The closest I could get to is "Be left empty-handed". Do you know of a better choice.

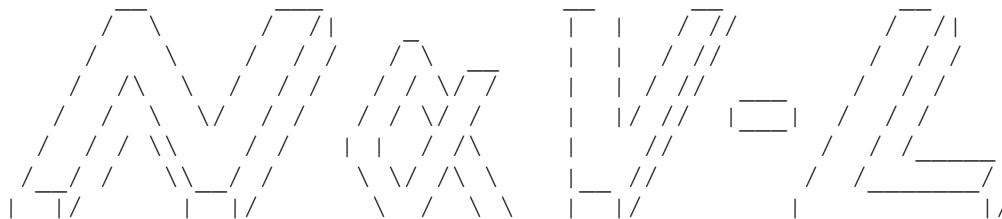
Thanks in advance.

Posted by: Fabian Horacio Cruz  
Buenos Aires - Argentina  
mailto:fcruz@interserver.com.ar

\*\*

end  
From ???@??? Fri Aug 28 14:22:25 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 409 - 28 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011705b20b1822745e@[24.232.3.229]>

-----  
N&V-L Digest 409 - 28 August 1998  
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This elist is only sent to subscribers. Subscription is free.  
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There are 3 messages in this digest.

1. Re: FAAPI registration closes on 28 August
2. Michael Hall in Argentina
3. Reasons for rejecting postings on N&V-L

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1. Re: FAAPI registration closes on 28 August  
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As a FAAPI fan I feel enthused at the prospect of attending a FAAPI Annual Seminar every year. It's an occasion when one has the chance to meet colleagues and have enriching professional experiences.

The announcement that registration closes on August 28 surprised me because in a way it goes against a number of implicit social and professional premises.

In the first place, as Latins we don't plan so far ahead that we know exactly what we'll be doing in a month's time, even though we often pride ourselves on this "Anglo Saxon idiosyncrasy" that the learning and teaching of English has driven us to acquire. The

thing is that our society is planned (or unplanned) in such a way that we're often unwanted participants of last minute decisions.

In the second place, there's the family aspect. Often leaving home means reorganising the family setup, so that once again women especially are actresses of chains of events which, often last minute, allow for participation in congresses and seminars.

In the third place there's the tradition of being able to enrol lastminute. If the decision to close registration one month before the congress starts has a didactic purpose, there should've been a warning much earlier. I've just received the N&V-L Digest, it's 1:30 a.m. August 27 and the announcement comes less than 48 hs before the deadline is due.

In the fourth place, how do colleagues without access to e-mail find out that registration is closing? Some I've met haven't even heard when and/or where the 1998 FAAPI Congress is being held.

In the fifth place, FAAPI is at the service of Argentine ELT. Allowing, fostering, encouraging, facilitating participation is one of its objectives. And by the way, one that contributes to professionalisation.

I know very well extending the deadline means more work for an organising committee who might be overwhelmed by final details, but it's not so often that the same people have to organise two FAAPI congresses running.

I'd like to appeal to the organisers' good will and patience so that the deadline for registration is extended.

Thanks in advance.

Posted by Ana Armendáriz  
mailto:armenda@iimpsat1.com.ar

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2. Michael Hall in Argentina  
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Michael Hall, Academic and Centre Administrator of the International Education Centre (INTEC) at the University College of St Mark & St John in Plymouth, England, is visiting South America in September and October, and looks forward to meeting many learners and teachers of English.

He will give workshops at the FAAPI Congress in Bahia Blanca, 24 to 26 September, and the 6th Annual Teachers' and Students' Congress in Santa Fe, 8 and 9 October. Michael will also be attending the EXPO-ESTUDIANTE 1998 in Santiago, Chile, Buenos Aires and Cordoba, Argentina.

Posted by: INTEC  
University College of St Mark and St John  
Plymouth PL6 8BH, UK  
tel: ++44 1752 636821  
fax: ++44 1752 636802  
mailto:intec@lib.marjon.ac.uk

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3. Reasons for rejecting postings on N&V-L  
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List members are reminded that postings to N&V-L may be rejected if they do not comply with our code of practice. For members' convenience these are detailed below.

1. The message is considered to be overt advertising. In general, in the case of lectures and conferences, there will be a limit of one event per posting. Some flexibility may be shown in cases where a guest visitor is in the region and is giving a series of talks in a short period.
2. The message is not considered of interest to teachers of English
3. The message is considered in some way offensive.
4. The message (or one similar) has recently been posted
5. The message is unclear or in a language not accepted on this list. Postings are accepted in English only with the exception of phrases and citations.
6. The message is considered too long. Two screens should be considered a maximum imposition for other list members. Most postings should ideally be limited to one screen.
7. The message as posted would best be sent as a personal reply rather than to the list
8. The message contains more than is strictly necessary of a previous message in order to contextualise the new contribution.
9. The message is not signed at the end with the writer's full name, email address and the place where he/she works. (Max 4 lines)
10. The message is not neatly and clearly formatted. If you use MIME you must turn this off. If your email software supports styles (bold, italic, colour text, etc., these must be stripped). The use of CAPITAL LETTERS (screaming) will not be accepted.
11. The message requests a private response. In such cases this must be accompanied by an offer to summarize and post those responses back to N&V-L for the benefit of all list members.
12. A reposting from another list or individual is not accompanied by a statement of having obtained consent from the original writer(s). This rule is usually waived in the case of calls for papers, conference announcements and cases where the original posting requests readers to 'pass it on'.

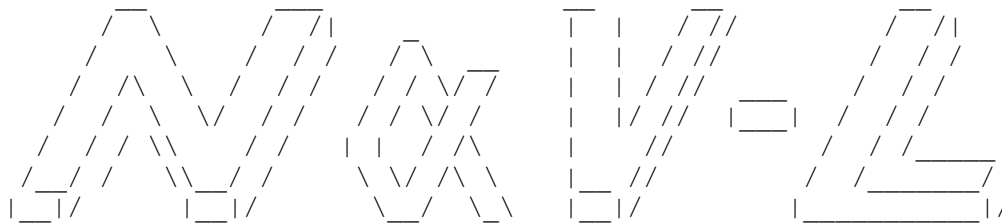
\*\*\*

end

From ???@??? Sun Aug 30 14:20:26 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 410 - 30 August 1998  
Cc:

Bcc:  
X-Attachments:  
Message-Id: <v04011704b20cb1e61334@[24.232.3.229]>

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N&V-L Digest 410 - 30 August 1998  
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This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 6 messages in this digest.

1. Snailmail pen pens requested
2. What do we call ourselves ?
3. More info for ESP groups
4. FAAPI's early closing date
5. ELT job offers (Fwd from TEFL Professional Network?)
6. Using Search Engines - Altavista & Hotbot

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- 1. Snailmail pen pens requested  
-----

Does anybody out there know how teenagers can get in contact with British pen friends? Where can I get addresses from? (not electronic mail).

I'd really appreciate it if somebody could give me some clues. Thanks!

Posted by:Virginia López Grisolia  
mailto:interaction@movi.com.ar

\*\*\*

- 2. What do we call ourselves ?  
-----

I don't often participate in this listserv, but I do enjoy keeping in touch with English language teaching issues in South America. I taught in Peru in the '70's and hope to see some teachers from Peru on this list sometime. Is there a link to that country from any of the organizations which participate in this group?

I also wanted to ask about a concern of mine. Ever since I taught in S.America, I have referred to citizens of my country as from the United States. I had come to recognize



that everyone in this hemisphere is an American. I was surprised recently to read confirmation of this concern in, of all places, a cookbook. Published in the 1970's, Myra Waldo's "Around the World Cookbook" includes an introduction which contains a paragraph explaining the "naming" of nationalities' problem.

What's the status now of this concern among S. Americans? Do you refer to yourselves as Americans when teaching English in Argentina, Brazil, Chile, Peru, etc.? Do you resent people from the U.S. when they claim the name for themselves? While I'm not greatly concerned with political correctness, I do like to pass on to my college English students information from other parts of the world about this and other English usage issues.

Posted by: Janet Chaniot  
Educational Consultant  
Mendocino County  
mailto:chaniot@pacific.net

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3. More info for ESP groups  
-----

The new ESP group in Argentina may find it useful to access the IATEFL website at <http://www.iatefl.org>

They will find links to the ESP SIG and also to the BESIG (Business EnglishSIG) site at <http://www.lydbury.co.uk/besig/>

You are welcome to post events and to join in the online discussion forum.

Posted by: Duncan Baker  
Lydbury English Centre  
Tel: +44 1588 680233 Fax: +44 1588 680334  
ICQ#:11250860 <http://www.lydbury.co.uk>  
mailto:duncan@lydbury.co.uk

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4. FAAPI's early closing date  
-----

I'd like to support Ana's appeal to the organisers so that the deadline for registration is extended. These are my reasons:

- 1) Having access to e-mail I was one of the fortunate people to find out that registration was going to close. So today I had to rush to the bank to make the deposit and send a fax with my registration form, and I'm still not sure whether I'll be able to attend!

In my particular case, it's neither a family question nor a Latin tradition but a problem connected with my two jobs (Thank God, in this country with so many unemployed people I'm one of the few overemployed ones, if I may say so, which does not mean I'm being overpaid).

As I had a very important meeting which ended after the bank closed, I had to take a taxi to go to the branch located at the shopping centre and now I have to send a fax to prove that I registered on August 28, totalling \$ 120 which nobody is going to return in case I am not able to attend.

- 2) I know what it means to organize a FAAPI Seminar. Many colleagues still remember the Santa Fe 1983 event. I know it takes a lot of work but I agree with Ana that every effort should be taken to foster, encourage, and facilitate participation, much more so these days when people (especially teachers) have to be so careful with their scarce money.

Thanks from me too.

Posted by: Elsa Grimaldi  
Santa Fe - Argentina  
mailto:grimaldi@fiqus.unl.edu.ar

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5. ELT job offers (Fwd from TEFL Professional Network)  
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If your software supports hot links simply click on the URL. Otherwise copy the URL and paste it in your browser's 'open location' field.

Argentina Business English Instructor - CAIT  
<http://tefl.com/jobs/argjoba.htm#ARG0015>

Brazil EFL Teachers - Torre de Babel Idiomas  
<http://tefl.com/jobs/brjoba.htm#BR0016>

Chile Teachers of Business English  
<http://tefl.com/jobs/cljoba.htm#CL0016>

Mexico ESL teacher - English Unlimited  
<http://tefl.com/jobs/mexjoba.htm#MEX0047>

To receive more information on TEFL Professional Network, please contact David McDowall at <dmd@tefl.com>

Posted by List Editor  
mailto:me@interlink.com.ar

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6. Using Search Engines - Altavista and Hotbot  
-----

List members not too confident with search engines might appreciate the following short help file. Those who are more savvy can safely skip this posting.

Alta Vista seems to be the fastest search engine on the web, and unlike many engines also seems to get down to the bottom of pages it has indexed (some only search part of the page !).

But you have to know how to use the search syntax ...

Some hints on features that are not well documented:

1. To search for a specific text string of text, put quotes round the string:

e.g. "sad stories of the death of kings"

2. If you are combining more than one search term, you can use the + and - signs but without a space between the sign and the word.

e.g. +hollow (MUST contain the word "hollow")  
-crown (must NOT contain the word "crown")

You can use the + and - signs before single words or strings.

3. Alta Vista also lets you search for a host or a domain. This is very powerful because you can send Alta Vista to search on one particular machine.

e.g. host: .cuny.edu (this will search only on City University  
New York's web server)  
host: .br (to search on Brazilian web sites only)

4. You can combine these commands. Try the following:

+"cultura" host: .br

which will only list Brazilian web sites containing the word 'cultura'.

or +"TESOL" host: .cuny.edu

which will limit the search to mentions of the word 'TESOL' on the City University of New York terminal.

Note that each search engine works in different ways. Another excellent search engine is Hotbot, but it works rather differently. Most people open Hotbot by bookmarking or typing in <http://www.hotbot.com> and indeed you can use Hotbot at that level for basic enquiries.

However, try instead going to [http://www.hotbot.com/?MT=&SM=MC&DV=0&RG=all&RD=RG&DC=10&DE=2&act.super=More+Search+Options&\\_v=2&OPs=MDRTP](http://www.hotbot.com/?MT=&SM=MC&DV=0&RG=all&RD=RG&DC=10&DE=2&act.super=More+Search+Options&_v=2&OPs=MDRTP) which is a bit of a mouthful (cut and paste it - it's easier !!) but actually gives you a whole lot more choice. Once there bookmark it so you don't have to repeat the process.

This page does the same as Alta Vista although rather differently - you can not only specify the host and domain but also set the depth of embedded folders you wish to search and insist that only pages containing specified types of files (e. g. .tif, .txt or .mov files, or a combination of file types) be displayed.

Enough for today. I hope this may help some people who have not yet got beyond typing in single words in their search engines and looking in despair at the words "13457834 matches were found", wondering just where to start.

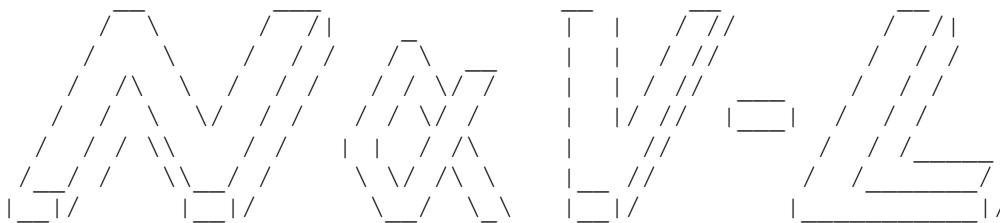
Posted by: Martin Eayrs  
<mailto:me@interlink.com.ar>

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To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 410 - 30 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401171eb20f4d3337c1@[24.232.3.229]>

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Posted by: Janet Chaniot  
Educational Consultant  
Mendocino County  
<mailto:chaniot@pacific.net>

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You are welcome to post events and to join in the online discussion forum.

Posted by: Duncan Baker  
Lydbury English Centre  
Tel: +44 1588 680233 Fax: +44 1588 680334  
ICQ#:11250860 <http://www.lydbury.co.uk>  
<mailto:duncan@lydbury.co.uk>

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Posted by: Elsa Grimaldi  
Santa Fe - Argentina  
mailto:grimaldi@fiqus.unl.edu.ar

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Argentina Business English Instructor - CAIT  
<http://tefl.com/jobs/argjoba.htm#ARG0015>

Brazil EFL Teachers - Torre de Babel Idiomas  
<http://tefl.com/jobs/brjoba.htm#BR0016>

Chile Teachers of Business English  
<http://tefl.com/jobs/cljoba.htm#CL0016>

Mexico ESL teacher - English Unlimited  
<http://tefl.com/jobs/mexjoba.htm#MEX0047>

To receive more information on TEFL Professional Network, please contact David McDowall at <dmd@tefl.com>

Posted by List Editor  
mailto:me@interlink.com.ar

\*\*

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-crown (must NOT contain the word "crown")

You can use the + and - signs before single words or strings.

3. Alta Vista also lets you search for a host or a domain. This is very powerful because you can send Alta Vista to search on one particular machine.

e.g. host: .cuny.edu (this will search only on City University  
New York's web server)  
host: .br (to search on Brazilian web sites only)

4. You can combine these commands. Try the following:

+ "cultura" host: .br

which will only list Brazilian web sites containing the word 'cultura'.

or + "TESOL" host: .cuny.edu

which will limit the search to mentions of the word 'TESOL' on the City University of New York terminal.

Note that each search engine works in different ways. Another excellent search engine is Hotbot, but it works rather differently. Most people open Hotbot by bookmarking or typing in <http://www.hotbot.com> and indeed you can use Hotbot at that level for basic enquiries.

However, try instead going to [http://www.hotbot.com/?MT=&SM=MC&DV=0&RG=all&RD=RG&DC=10&DE=2&act.super=More+Search+Options&\\_v=2&OPs=MDRTP](http://www.hotbot.com/?MT=&SM=MC&DV=0&RG=all&RD=RG&DC=10&DE=2&act.super=More+Search+Options&_v=2&OPs=MDRTP) which is a bit of a mouthful (cut and paste it - it's easier !!) but actually gives you a whole lot more choice. Once there bookmark it so you don't have to repeat the process.

This page does the same as Alta Vista although rather differently - you can not only specify the host and domain but also set the depth of embedded

folders you wish to search and insist that only pages containing specified types of files (e. g. .tif, .txt or .mov files, or a combination of file types) be displayed.

Enough for today. I hope this may help some people who have not yet got beyond typing in single words in their search engines and looking in despair at the words "13457834 matches were found", wondering just where to start.

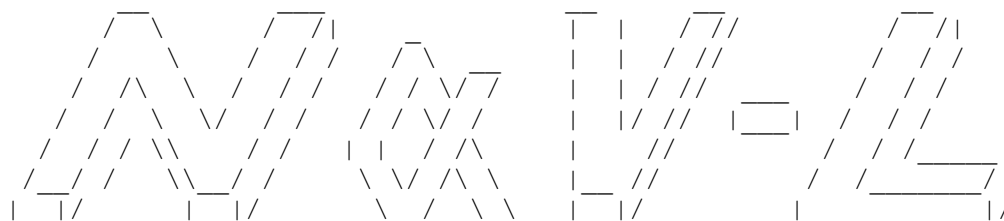
Posted by: Martin Eayrs  
mailto:me@interlink.com.ar

★★

★★

From ???@??? Mon Aug 31 00:55:46 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 411 - 31 August 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401171fb20f4d4a3d1a@[24.232.3.229]>

-----  
N&V-L Digest 411 - 31 August 1998  
-----



-----  
This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
-----

There are 6 messages in this digest.

1. Frequency of postings on this list
2. Longman Fourth Annual Conference
3. 1999 Book Fair, Buenos Aires
4. FAAPI - no room at the inn !!
5. Reply from FAAPI organisers
6. Language query - If I would have known ...

★★

-----  
1. Frequency of postings on this list  
-----

As this list has grown many people have joined the few founder members who know who they are and are still all there (in one sense of the word, as it were, though not,



if memory serves, all wholly so in another).

To the point. We are pleased to welcome all newer members on board but for obvious reasons it is necessary from time to time to repeat the same things that older members have heard again and again (yawn).

The reason for this outburst today is that I have received two messages 'complaining' that the account holders are not receiving postings every day.

Well that's fine, because I'm not sending postings every day. Like the Queen of England I occasionally have to be out of public contact. Not that I shoot up to Sandringham or Balmoral, my tastes are a little more modest, but (although it sometimes seems like it) I do not spend all day glued to the screen putting this list together. Like most consultants, I have a day job too (not that it pays much but that's my problem, not yours).

Don't get me wrong, I enjoy doing this, but I can not accept the responsibility of putting out a daily service. Messages will go out as and when they are 'ready' (indeed sometimes before they are ready as the more observant of you will have noticed)

However, you will notice that messages are numbered. This clever device will help you to know whether you have missed a posting or not. If you receive no posting between posting 409 and 410 then guess what, there wasn't one, even if a few days went by. Ingenious system, isn't it.

Yes, I know, sarcasm will get me nowhere. But it sure gets it off my chest. Have a good day now, you hear.

Posted by: List Editor  
mailto:me@interlink.com.ar

-----  
2. Longman Fourth Annual Conference  
-----

Longman Argentina has announced its Fourth Annual Conference to be held at the Hotel Las Naciones, City of Buenos Aires, on 11-12 September 1998.

Guest speakers are Barbara Hojel (US), Amanda Cant (UK).  
Laura Campagnoli (Arg) and Beatriz de Pena Lima (Arg).

Further information and enrolment:  
Addison Wesley Longman  
Cnel. Diaz 1745  
Ciudad de Buenos Aires  
Tel: 823-8181 Fax: 823-7862  
no email available - if anyone knows pls. post.

Posted by: List Editor  
mailto:me@interlink.com.ar

\*\*  
-----  
3. 1999 Book Fair, Buenos Aires  
-----

The Fundacion del libro has announced the dates of next year's Buenos Aires Book Fair (Leria del Libro).

The event will be held in the usual place (Figueroa Alcorta) between 12 April and 3 May.

Posted by: List Editor  
mailto:me@interlink.com.a

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-----  
4. FAAPI - no room at the inn !  
-----

Perhaps it would be appropriate to inform people that all hotels in Bahia Blanca are already booked up for the FAAPI dates.

I couldn't find a place and I have already enrolled and I have a presentation announced for Sept. 25th...

Posted by: Daniela Forquera  
Neuquen - Argentina  
mailto:danielaf@teletel.com.ar

\*\*

-----  
5. Reply from FAAPI organisers  
-----

FAAPI's early closing date - a reply to A.M. Armendariz and Elsa Grimaldi

We understand the problems teachers have, and the inconvenience of making the arrangements for such an early decision. However, last week's posting, reminding people that we were reaching the second, and last, deadline for registration, was not the only announcement we have made. All the associations that are members of FAAPI have already received three newsletters with information about the event itself and the deadlines were mentioned from the very first moment. Besides, we sent information to all universities and institutions, and here we would like to thank people from the list that helped us update our mailing list!!! We would also like to thank those who collaborated by distributing our newsletters and fliers through their own mailing lists.

In our case, the early closing was not only for the sake of organization, but we have already announced that the top number of participants was 700. We started receiving registrations in early June!! We are really glad that people are so eager to participate.

As we mentioned in our second newsletter, when we sent the information about the hotels, Bahía Blanca does not have enough hotels to lodge more people. With the industrial development the demand for accommodation is large, and, although new hotels are being built, they won't be finished by the time of the congress. That is why we recommended people to book accommodation early enough.

But, in spite of all these, we have already got to the top 700 registrations, so, although we would very much like to extend the deadline, we won't be able to do so. We are really sorry about this. Nevertheless, we would like to thank you both for your concern and interest in the success of the event.

Posted by: Noemí Avila  
Organizing Committee FAAPI '98  
mailto:apibb@impsat1.com.ar

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6. Language query - If I would have known ...  
-----

Listening to Bob Dylan's "John Wesley Harding" album tonight (yes, I know it shows my age) I was struck by the lines:

I pity the poor immigrant  
Who wishes he would have stayed home

Now I was brought up with Britspeak, and was always taught that with the 'third conditional' (for want of a better name) the condition (the bit that goes with 'if') has to be in the past perfect. So Bobby Zimmerman should by this rule have sung:

Who wishes he HAD stayed home

I know it wouldn't sound the same but that's not the point.

My experience shows that many US speakers in public life (including at least two recent Presidents) do use the double 'would have' (i.e. they say:

"If I would have known then I would have never done it"

rather than

"If I had known then I would have never done it"

What I am interested to know is: what do educated US speakers feel/say about this ? What is taught in US schools and ESL programmes ? And, if anyone knows, which version do TOEFL/TOEIC/SAT consider right/wrong ?

Any takers ?

Posted by: Martin Eayrs  
mailto:me@interlink.com.ar

\*\*

end  
From ???@??? Wed Sep 02 00:38:44 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 412 - 2 September 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170fb210bdbca168@[24.232.3.229]>

[illegible]



<br>  
<font color="#000000">For all those who are  
&quot;accomodationless&quot; for FAAPI. There are two</font>  
<font color="#000000">hotels in nearby Punta Alta which still  
have room for the 24-26</font>  
<font color="#000000">September : Punta Alta Gran Hotel, Mitre  
368, Tel. 0932-21787,</font>  
<font color="#000000">Fax 0932- 25125; Hotel Center, Mitre 340  
(next door to the other,</font>  
<font color="#000000">smaller but quite comfortable as I've been  
told) Tel/fax 0932-30956.</font>  
<font color="#000000">There's a third one, also small but quite  
OK: Círculo de Suboficiales</font>  
<font color="#000000">de las Fuerzas Armadas, Colón 457, tel.  
0932-23300. The people who</font>  
<font color="#000000">attended the COBCI meeting in Punta alta  
stayed at the first and</font>  
<font color="#000000">last of these three and they were quite  
satisfied with the service.</font>  
<br>  
<font color="#000000">Punta Alta is 27 km. away from Bahía  
Blanca and there is a good</font>  
<font color="#000000">service of &quot;remises&quot; who can  
take 4 passengers for \$2 each at</font>  
<font color="#000000">any time you request. If you need any  
further help, do not</font>  
<font color="#000000">hesitate to contact me either by e-mail or  
on the phone</font>  
<font color="#000000">(after 8.00 p.m.) 0932-31315. I hope this  
info comes in handy.</font>  
<br>  
Posted by: Ana Monica Altamirano&quot;  
mailto:annie@infovia.com.ar  
\*\*

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3. Contacting Longman Argentina  
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<br>  
Martin asked if somebody could post the email address to  
contact  
Longman about&nbsp; their conference.  
<br>  
This is the one I have: &lt;awlargen@impsatl.com.ar>  
Hope it helps.  
Posted by: Silvia Benson  
Necochea 233  
7300 Azul - Argentina  
Te/Fax: 0281-25457  
Mailto:sbenson@satlink.com  
Mailto:sbenson@faa.unicen.edu.ar  
<br>  
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4. a question of volition  
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<br>  
I'm British born but speak American English.&nbsp; In my opinion  
&quot;I pity the poor  
immigrant who wishes he would have stayed at home&quot; is  
correct because &quot;stay&quot;

is a verb that is subject to volition (and "would" is etimologically volitional).

<br>

On the other hand, "If I would have known then I would never have done it"

is wrong--hasta ignorante--because "know" is not subject to volition.

<br>

Posted by: Henry Edgard

Costa Rica

mailto:hedgard@sol.racsa.co.cr

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5. IATEFL Edinburgh March 1999  
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<br>

IATEFL is the International Association of Teachers of English

as a Foreign Language. Its annual conference for 1999 will be

held between 28 March - 1 April 1999 at Heriot-Watt

University,

Edinburgh.

<br>

The opening session and first plenary are on Monday 29 March at

0900. The closing session and final plenary will end on

Thursday

1 April at 1545&nbsp;

<br>

Carolyn Graham, Anne Pakir, Luke Prodromou, Herbert Puchta and

Michael Wallace will be giving plenary sessions. There will be

an additional plenary speaker, details to be announced in future

IATEFL Newsletters and in the Pre-Conference Brochure.

<br>

The deadline for presenters to submit papers is 7 October 1998.

Visit the web page at

<http://www.iatefl.org/Edinburgh-1999.htm>

for more details or contact IATEFL at:

<br>

3 Kingsdown Chambers, Whitstable, CT5 2FL, UK

<br>

Telephone: +44 (0)1227 276528, Fax: +44 (0)1227 274415

<br>

Email: IATEFL@Compuserve.com

<br>

Posted by: Martin Eayrs

Mailto:me@interlink.com.ar

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6. Search the Tower - student's competition

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 <br>  
 The Tower of English is giving students a chance to win the popular Wordflo English Organizer from Addison Wesley Longman.&nbsp;  
 <br>  
 10 Wordflo Organizers will be given to the winners of the Search the Tower contest.&nbsp; For all the details, go to:  
 <br>  
<http://members.tripod.com/~towerofenglish><span>  
 ></span>/contest.htm  
 <br>  
 Fwd: originally by Douglas DeLong  
 The Tower of English  
<http://towerofenglish.com>  
<mailto:douglas@towerofenglish.com>  
 <br>  
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 <br>  
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 7. would have ...  
 -----  
 <br>  
 U.S. native speakers&nbsp; frequently use the &quot;would have&quot; form instead of the past perfect form. It is often heard in conversation, particularly among those who are perhaps a bit less educated. Educated U.S. speakers will tell you that this is an error. I hear it corrected frequently, especially with children. It is so common, however, that many people don't even notice it as an error anymore. [I notice it because I'm an English instructor!]  
 <br>  
 Standardized tests are not even close to a point where they would accept this non-standard variation. I'd guess that in another 20-50 years, both forms will be acceptable, but for the time being, the &quot;would have&quot; form is considered an error. Hope this helps!&nbsp;&nbsp;  --Emily  
 <br>  
 Emily Lites  
 Executive Director  
 American Business English  
 Visit anytime: <http://www.bizenglish.com>  
[mailto: lites@bizenglish.com](mailto:lites@bizenglish.com)  
 <br>  
 -----<span>  
 ></span>--  
 8. Krashen confirms presence at TESOL Chile  
 -----<span>  
 ></span>--  
 <br>  
 Stephen Krashen has confirmed his coming to Chile for this year's TESOL Chile Convention on October 8 and 9. On the 7th., he will have a special gathering with university professors from all over the country  
 The event is being sponsored by USIS.  
 <br>  
 Dates: October 8, 9, and 10  
 Place: Universidad Metropolitana de Ciencias de la







&nbsp; 3. But it's here in the book ...  
&nbsp; 4. It may well be in the book, but ...  
&nbsp; 5. How do you say 'Caminata lunar' in English ?  
&nbsp; 6. Irene Kostenbauer in Buenos Aires

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1. Revised guidelines for postings concerning events

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In view of the concern on this list about the abuse of the narrow line between 'informing' teachers of coming events and direct commercial 'promotion' I should like to clarify the position concerning the difference between (on the one hand) 'talks', 'workshops' and 'conference's and (on the other) 'courses'.

<br>

As stated in a previous posting, in the case of upcoming workshops, lectures and conferences, there will be a limit of one event per posting. Some flexibility may be shown in cases where a guest visitor is in the region and is giving a series of talks in a short period, provided the main focus of these talks is academic rather than commercial.

<br>

In general, postings concerning COURSES held on an institution's premises and for which a fee is payable will not be accepted. Again some flexibility may be shown in cases of isolated events involving visiting lecturers or when the course is of a highly specialised nature. If the course is FREE and is considered of general interest to teachers of English then it may be accepted for posting at the discretion of the list editor.

<br>

In all cases the decision of the list editor is final.

<br>

Posted by: List Editor  
mailto:me@interlink.com.ar

<br>

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<br>

Date: Wed, 02 Sep 98 09:54:58<br>

From: "MacIver, Silvia" <SMacIver@britcoun.int.ar><br>

To: me@interlink.com.ar<br>

Subject: POST N&V-L<br>

<br>

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2. No room at the Inn<br>

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<br>

Do teachers only benefit from what they get in the seminar room, or perhaps some APIBB members' who may have empty



[illegible]



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<br>

There are 10 messages in this digest.

<br>

&nbsp; 1. FAAPI Congress -accommodation

&nbsp; 2. Regarding 'no room at the inn'

&nbsp; 3. I would be grateful ...

&nbsp; 4. 'Would' not a conditional

&nbsp; 5. 7th Congress of Argentine Society of Linguistics

&nbsp; 6. FAAPI web page

&nbsp; 7. More about 'would have'

&nbsp; 8. Language Learning & Technology v. 2, n. 1

&nbsp; 9. ELT jobs available

10. Help this list grow

<br>

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<br>

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1. FAAPI Congress - accommodation  
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<br>

For all those who still haven't got a room, please contact  
Asociación de Hoteles, Tel. 091-556586 - Fax 091-560230,  
e-mail <mailto:filial03@satlink.com>

<br>

They are helping us find accommodation for everyone either  
in Bahía or in Punta Alta.

<br>

We want to thank Ana Altamirano from Punta Alta for the  
posting about hotels there! It's a good choice.

<br>

Could you please spread the word?

<br>

Thank you all for the support!!!

<br>

Posted by: Noemí Avila

FAAPI Organizing Committee

mailto:apibb@impsat1.com.ar

<br>

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2. Regarding 'no room at the inn'  
-----

<br>

I agree with Silvia McIver. It really is a pity&nbsp;that no  
provision  
was made to provide extra accommodation in case of need.&nbsp; I  
was  
fortunate enough to benefit from Annie Altamirano's very  
helpful  
message, and will be staying at Punta Alta, but I know of quite  
a  
number of teachers from my area who will not be able to attend  
the  
event because they couldn't find anywhere to stay.&nbsp; It  
might have  
been a good idea to have requested the cooperation of the  
Profesorado  
students at the Juan XXIII (after all, isn't that the venue for  
the









&nbsp;  
<http://sunsj.unsj.edu.ar/faapi/faapi.htm>  
&nbsp;  
which welcomes your comments and suggestions!

<br>  
Posted by: List Editor  
<mailto:me@interlink.com.ar>  
&nbsp;  
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<br>  
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7. More about 'If I would have'  
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<br>  
This structure is common in spoken British English as well as American. The grammarian Christophersen did a paper on it in 'English Today' some years ago, in which he traced it back to the 15th century. An interesting point is that the status of the first auxiliary isn't altogether clear - is it 'had' or 'would'? Would you say, in the negative, 'If I wouldn't've ...?' or 'If I hadn't've ...'?

<br>  
Something similar happens in the so-called second conditional as well, especially in spoken American English. ('How would you feel if this would happen in your family?')

<br>  
I've included a brief discussion of the point in 'Practical English Usage' 2nd edition, sections 281.8 and 281.9. [published by OUP - List Ed.].

<br>  
My own view of what is happening is that it reflects a very natural tendency to use similar structures for similar meanings.

Both halves of a standard conditional sentence have iffy kinds of meanings; there's a difference in the kind of iffyness, but it's not seen as all that important; so it seems reasonable to use the same verb form in both parts.

<br>  
Similar things happen in other languages. Literary German used to have subjunctives in both halves of a conditional, and still does where the verbs are 'sein' ('be') or 'haben' ('have'). Modern spoken German does the opposite, and tends to put 'wuerde' (= 'would') in both halves of its 'first conditional'. ('Wenn er jetzt kommen wuerde, wuerde ich ihm die ganze Geschichte erzaehlen' - 'If he

would come now, I would tell him the whole story') Spoken French

(to howls of protest from French purists, than whom no-one is purer)  
has a form of third conditional with parallel conditional verbs.

('Je l'aurais vu, je lui aurais tout dit.' - 'I'd have seen him,

I'd have told him everything'.) I bet you get parallel conditional structures in informal Spanish too.

<br>

To be picky, the line from your Bob Dylan song isn't a conditional but an example of what happens after 'wish'; but the rules are pretty much the same.

<br>

Some final comments:

<br>

1) the structures in question, especially the first, are  
&nbsp;&nbsp;  unquestionably 'correct' in informal British speech by

&nbsp;&nbsp;  any reasonable test - that is to say, they occur commonly and

&nbsp;&nbsp;  regularly in the usage of many educated native speakers of

&nbsp;&nbsp;  'standard' southern British English

<br>

2) they are none the less widely condemned by purists, so there is a

&nbsp;&nbsp;  problem of acceptability

<br>

3) they are rare, and generally regarded as unacceptable, in writing.

<br>

Posted by:&nbsp;   Michael Swan

mailto:MichaelSwan@compuserve.com

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6. Language Learning & Technology v. 2, n. 1

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<br>

Vol. 2, No. 1 of Language Learning & Technology is now available at <http://polyglot.cal.msu.edu/llt>. This is a special issue on 'The Design and Evaluation of Multimedia

Software..

<br>

LLT welcomes submissions of articles, reviews, and commentaries for Vol. 2, No. 2 and future issues. Check guidelines for submission at

<http://polyglot.cal.msu.edu/llt/contrib.h><span

></span>tml .

<br>

For further information, contact:

Lucinda Hart-Gonzalez & Mark Warschauer (Editors)  
mailto:llt-editors@hawaii.edu  
<br>

## 7.ELT jobs available

not support hot links copy the URL and paste it into the location window of your browser.

Forwarded from TEFL Professional Network  
Contact David McDowall at [dmd@tefl.com](mailto:dmd@tefl.com) for more information  
about TPN.

```
-----<br>
10. Help this list grow<br>
-----<br>
```

will  
be.  
<br>  
As list editor I should like this list to continue to grow  
quickly  
by providing useful information and material and I would like to  
ask  
you to help by bringing it to the attention of others who you  
think  
may be interested.<br>  
<br>  
Every week more and more people - including those connected with the  
  
teaching of English - are coming on line. You might like to  
consider  
using your FORWARD function to send a copy of today's digest to  
any  
teacher or school administrator who you feel may be interested,  
with  
the suggestion that they mail me (at  
&lt;me@interlink.com.ar&gt;) for further  
information.  
<br>  
Your help in this respect will in the long run help us to  
help<br>  
all of us through the benefits of a wider membership.  
<br>  
Postd by: List Editor  
mailto:me@interlink.com.ar<br>

\*\*<br>

end  
</body>  
</html>  
</x-html>  
From ???@??? Sun Sep 06 22:34:27 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 414 - 6 September 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170bb218e70518b0@[24.232.3.229]>

<x-html><!x-stuff-for-pete id="0">  
<!doctype html public "-//W3C//DTD W3 HTML//EN">  
<html><head><style type="text/css"><!--  
blockquote, dl, ul, ol, li { margin-top: 0 ; margin-bottom: 0 }  
--></style><title>N&V-L Digest 414 - 6 September  
1998</title></head><body>  
<br>  
As a result of a server systems failure when this message  
was  
first transmitted (Sun, 6 Sep 1998 21:42:14 ) some list  
members  
may not have received this message. Apologies to those who  
receive it more than once.  
<br>  
Martin Eayrs  
List Editor N&V-L<font color="#000000"> </font>

[illegible]

&nbsp; 5. 7th Congress of Argentine Society of Linguistics  
&nbsp; 6. FAAPI web page  
&nbsp; 7. More about 'would have'  
&nbsp; 8. Language Learning & Technology v. 2, n. 1  
&nbsp; 9. ELT jobs available  
10. Help this list grow

<br>

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<br>

-----  
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-----

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<br>

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<br>

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<br>

Could you please spread the word?

<br>

Thank you all for the support!!!

<br>

Posted by: Noemí Avila  
FAAPI Organizing Committee  
mailto:apibb@impsat1.com.ar

<br>

\*\*

-----  
2. Regarding 'no room at the inn'  
-----

<br>

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event because they couldn't find anywhere to stay.&nbsp;It  
might have  
been a good idea to have requested the cooperation of the  
Profesorado  
students at the Juan XXIII (after all, isn't that the venue for  
the  
FAAPI Conference?), as I'm sure they would have been able to  
find  
families willing to put up visiting teachers for just a few  
days.&nbsp;  
I know that was the case in Catamarca last year, and very  
grateful  
many of us were for that.&nbsp;Something to bear in mind for  
next year's







[illegible]

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<br>

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7. More about 'If I would have'  
-----

<br>

This structure is common in spoken British English as well as American. The grammarian Christophersen did a paper on it in 'English Today' some years ago, in which he traced it back to the 15th century. An interesting point is that the status of the first auxiliary isn't altogether clear - is it 'had' or 'would'? Would you say, in the negative, 'If I wouldn't've ...?' or 'If I hadn't've ...'?

<br>

Something similar happens in the so-called second conditional as well, especially in spoken American English. ('How would you feel if this would happen in your family?')

<br>

I've included a brief discussion of the point in 'Practical English Usage' 2nd edition, sections 281.8 and 281.9. [published by OUP - List Ed.].

<br>

My own view of what is happening is that it reflects a very natural tendency to use similar structures for similar meanings. Both halves of a standard conditional sentence have iffy kinds of meanings; there's a difference in the kind of iffyness, but it's not seen as all that important; so it seems reasonable to use the same verb form in both parts.

<br>

Similar things happen in other languages. Literary German used to have subjunctives in both halves of a conditional, and still does where the verbs are 'sein' ('be') or 'haben' ('have'). Modern spoken German does the opposite, and tends to put 'wuerde' (= 'would') in both halves of its 'first conditional'. ('Wenn er jetzt kommen wuerde, wuerde ich ihm die ganze Geschichte erzaehlen' - 'If he would come now, I would tell him the whole story') Spoken French (to howls of protest from French purists, than whom no-one is purer) has a form of third conditional with parallel conditional verbs. ('Je l'aurais vu, je lui aurais tout dit.' - 'I'd have seen him, I'd have told him everything'.) I bet you get parallel





<br>  
Every week more and more people - including those connected with  
the  
teaching of English - are coming on line. You might like to  
consider  
using your FORWARD function to send a copy of today's digest to  
any  
teacher or school administrator who you feel may be interested,  
with  
the suggestion that they mail me (at  
<me@interlink.com.ar>) for further  
information.

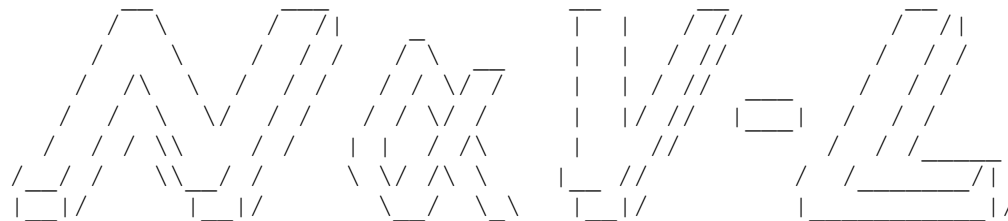
<br>  
Your help in this respect will in the long run help us to  
help<br>  
all of us through the benefits of a wider membership.

<br>  
Postd by: List Editor  
mailto:me@interlink.com.ar  
\*\*

end  
</body>  
</html>  
</x-html>

From ???@??? Wed Sep 09 13:33:49 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 415 - 9 September 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401171ab21c5bcc0406@[24.232.3.229]>

-----  
N&V-L Digest 415 - 9 September 1998  
-----



-----  
This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 5 messages in this digest.

1. N&V-L at FAAPI
2. Info required on Santa Fe Conference
3. Grammar solutions on the web
4. Study USA 1998 in Buenos Aires
5. Info requested on VII Jornadas in Mendoza
6. N&V-L Digest only option

-----

```
| Thought for the day:
| -----
| Two shoe salesmen arrived in an area new to their respective
| companies to find most people in the area did not in fact
| use footwear at all. They both sent messages back to their
| marketing departments as follows:
|
| Salesman A:   This market is of no interest to us at all -
|               nobody here wears shoes !
|
| Salesman B:   This is a fantastic opportunity for us - nobody
|               here wears shoes
|
| What kind of salesman are you ???
|
|-----|
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1. N&V-L at FAAPI
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The List Editor of N&V-L, Martin Eayrs, will be in Bahia Blanca for the whole of the FAAPI conference.

If you are having technical problems receiving mails or have any other questions you would like to ask he will be very happy to meet you - come to the ELT News & Views stand which is on the ground floor, on the left as you enter the building.

Posted by: List Editor  
mailto:me@interlink.com.ar

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2. Info required on Santa Fe Conference
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Could anyone give me some information about a Seminar for teachers and students of English to be held in Santa Fe by 10th October? I have heard of it but have no exact dates.

Thanks a lot.

Posted by: Rita Aldorino - Jujuy  
mailto:ritajose@mail.imagine.com.ar

\*\*

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3. Grammar solutions on the web
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List members interested in grammar problems, and other language difficulties, might be interested in the on-line grammar clinic which I moderate. It is a free "cooperative" service at <http://www.go-ed.com:8080/~3/>

All welcome!



Posted by: Duncan Baker  
Lydbury English Centre  
Tel: +44 1588 680233 Fax: +44 1588 680334  
ICQ#:11250860 http://www.lydbury.co.uk  
mailto:duncan@lydbury.co.uk

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4. Study USA 1998 in Buenos Aires  
-----

The Study USA event will take place at the Palacio Pizzurno (Galpon de la Reforma), Montevideo 950, City of Buenos Aires from 17-19 September.

More than 90 United States Universities and Study Centres will be visiting Argentina to participate in the event.

Further information from Tel: (0054) 1 315-7700.

Posted by: List Editor  
mailto:me@interlink.com.ar

\*\*

-----  
5. Info requested on VII Jornadas in Mendoza  
-----

Could someone from Mendoza please post about the "VII Jornadas de Enseñanza de la Lenguas Extranjeras en el Nivel Superior" to be held in Mendoza, April 15, 16, 17 1999?

Thank you

Posted by: Mario Lopez Barrios  
mailto:lopez@unsj.edu.ar

\*\*

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6. N&V-L Digest only option  
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May I clarify that the N&V-L Digest form is currently the only way you can receive list messages. It is true that when we started the list we sent out individual items at any time of day or night as they came in but after consideration we decided that an indexed digest, not more than one a day, and not necessarily every day, would be a better option.

Digests are numbered so that subscribers will know whether or not they have missed one. They are also configured (with certain exceptions) so that by opening the document you can see the table of contents for that particular digest.

When the web page is up and running (or should that be 'if ever' ?) there will be a search devise on the site to enable you to find out what you may have missed - we are sorry that at present this is not possible.

\* \*

[illegible]



Rossetti

<br>

Liaison: Elida Messina (we will eventually appoint or elect

<br>

<br>

<br>

<br>

The Board will meet next October 23rd to work on writing a formal

petition following procedures to be sent to TESOL International 60

days prior to the next International convention to be held in New

York Mach 9th 1999. Governing rules for the Interest Section will

be drafted, procedures to gather evidence of ESP publications and

presentations during the last two years and signatures, will be

discussed.

<br>

Mercedes Rossetti and Elida Messina will be attending the next

FAAPI Conference in Bahia Blanca and will hold (subject to

authorization from FAAPI organizers) an informal meeting to

inform those interested in this initiative. If you are going to

Bahia Blanca, be on the lookout and contact them to make sure you

don't miss that meeting or tell someone that's going about it.

<br>

Elida Messina, who is a member of the ARTESOL Board, attended a

meeting the same afternoon of the 4th and brought an answer to a

question that came up at the meeting:

<br>

Will ARTESOL support the ESP IS? Yes. We need to provide the

President, Mabel Chena, with information on the two meetings we

have held and all other required papers for them to process as

required.

<br>

How can you help? Sending suggestions to be discussed at next

meeting.

<br>

Finding evidence of ESP articles in TESOL/ARTESOL publications

in the last two years.

<br>

Gathering signatures of TESOL members to sign the petition form.

<font color="#000000">(we can send you a petition form )<br>  
<br>  
Becoming a Tesol Member if you are not one and signing  
the</font>  
<font color="#000000">petition if you haven't done it already  
<br>  
<br>  
Helping identify persons within the ESP community who may  
serve</font>  
<font color="#000000">as resources to others.<br>  
<br>  
Sharing your expertise writing contributions for the ESP</font>  
<font color="#000000">Nesletter and the ESP column in TESOL  
Mattters. Anything big or</font>  
<font color="#000000">small that you'd like to share with  
peers.&nbsp;</font>  
<font color="#000000"><br></font>  
<font color="#000000">Deadline for submissions: October 15th, to  
send a first draft</font>  
<font color="#000000">to Judee Reel, editor of ESP  
News</font>  
<font color="#000000">mailto:72763.542@compuserve.com or  
mailto:judeereel@iname.com</font>  
<font color="#000000"><br>  
Presenting at ARTESOL/TESOL conventions.<br>  
<br>  
It was also decided to hold an OPEN meeting on Dec 11th to  
share</font>  
<font color="#000000">governing rules and formal petition  
drafted. You shouldn't miss that</font>  
<font color="#000000">one. We will let you know where and  
exactly when. You are welcome to</font>  
<font color="#000000">pass the word around and bring along other  
colleagues.<br>  
<br>  
Feel free to ask questions and or send suggestions, this is  
about</font>  
<font color="#000000">participation and there will be room for  
all those that agree with</font>  
<font color="#000000">our Statememt of Purpose and want to share  
and grow in the profession.</font>  
<font color="#000000">Feel free to forward this message and  
please share it with those who</font>  
<font color="#000000">do not have email.<br>  
<br>  
We will keep you posted,<br>  
<br>  
Popsted by; Liliana Orsi & Patricia Orsi</font>  
<font color="#000000">Sáenz 341 P 1 Lomas de Zamora Buenos  
Aires Argentina</font>  
<font color="#000000">TEL: (54-1) 292-7495 Telefax: (54-1)  
243-6570</font>  
<font color="#000000">mailto:rainboworsi@arnet.com.ar</font><br>  
<br>  
\*\*<br>  
<br>  
-----<span  
></span>--<br>  
2. Info supplied on VII Jornadas in Mendoza<br>  
-----<span  
></span>--<br>

[illegible]



[illegible]





[illegible]





5. Mónica Domínguez. Educating through the Arts.  
 6. Martin Eayrs. Idiom, jargon and slang - illustrated with examples of contemporary English.  
 7. Silvio Cornú / Silvia Poupeau. An approach to comparative reading (a translation workshop).  
 8. Michael Hall. Non verbal communication.  
 9. Gabriel Mohr. Games and communicative activities using the dictionary in the classroom.  
 13.00 TO 15.00 LUNCH BREAK  
 WORKSHOPS - 15.00 TO 17.00  
 1. Claudia Ferradas Moi. Shakespeare in our EFL classes and EFL teacher-training: Why? What for?  
 2. Laura Renart. Alternative assessment.  
 3. Alan Pulverness. The ghost at the banquet: the use and abuse of literature in the language classroom.  
 4. Inés Amaduro. Exploiting the literary text in the language classroom.  
 5. Mónica Domínguez. Educating through the Arts.  
 6. Martin Eayrs. Idiom, jargon and slang - illustrated with examples of contemporary English.  
 7. Silvio Cornú / Silvia Poupeau. An approach to comparative reading (a translation workshop).  
 8. Michael Hall. Non verbal communication.  
 9. Gabriel Mohr. Games and communicative activities using the dictionary in the classroom.  
 16.30 to 17.00 hs COFFEE BREAK  
 18.00 TO 19.30 - PLENARY  
 "El Dragón blanco y el Dragón rojo;  
 los celtas y los germanos en el poblamiento de

[illegible]

[illegible]

[illegible]

## 6. Special and Especial

<br>  
Maybe someone could help me explain to students the difference between SPECIAL and ESPECIAL. 

Posted by: Silvia Hunter  
mailto:hunterba@cvtci.com.ar  
<br>  
\*\*

## 7. ESP Project follow up

<br>  
I am working at the Language Lab attached to the Facultad de Ciencias Agrarias-UNMP, I'm somehow involved in ESP. I'm very interested in learning more about this new group, and willing to sign your petition form.  
<br>  
At the moment I can't think of anything I can do to make 'a valuable contribution;' but I have been member of TESOL, and received TESOL Quarterly + TESOL Matters for at least four years so, I guess, I could go through all the stuff I have at home to find ESP articles, papers, etc., etc. Would that



be helpful?

<br>

Posted by: Susana Tuero

mailto:stuero@balcarce.inta.gov.ar

<br>

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8. New Literary list  
-----

<br>

Literary&nbsp; at&nbsp; majordomo@thinkers.net

<br>

Literary (regular version not digest) is an open, free  
list devoted to the discussion of Literary issues, writing,

getting published etc. for authors, publishers, students,  
teachers, journalists and media people and of course readers,

book lovers, people interested to learn writing craft etc.

<br>

Literary is a selective list and each article posted is sent

to its subscribers as soon as it is posted by a member.

<br>

The list is also available in the digest form e.i. whenever

there are certain number of postings the list is issued.

<br>

Subscribers can also promote their literary related  
website/pages

<br>

If you maintain a webpage or site related to literature,  
books, authors, media or any literary related resources;  
you can submit them free to the most promising literary  
search engine Wisdom at <http://thinkers.net>

<br>

To add your site goto <http://thinkers.net/add.cgi>  
and choose a category.

<br>

How to Subscribe:

<br>

To subscribe, send the following command in the BODY of  
mail to majordomo@thinkers.net

<br>

subscribe literary

<br>

Please write nothing else in the SUBJECT or MESSAGE Area.

No need to write your name.

<br>

If you are subscribing from one address but you want the  
delivery on another email address; in that case you should  
use the following command:

<br>

subscribe literary&nbsp; email-address

<br>

[NOTE: Change email-address to your real email address]

<br>

You can also subscribe from the web

at <http://www.thinkers.net/digest>

<br>

Copies of the digest version of the list are posted on the

web.  
<br>  
Posted by: List Editor (Fwd)  
mailto:me@interlink.com.ar  
<br>  
\*\*

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9. New translators list  
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<br>  
If you are interested in translation issues you may like to

contact the &nbsp;listowners of a new Argentine list, El  
Lenguaraz.

<br>  
To subscribe, send an empty message to<br>  
<br>  
mailto:el\_lenguaraz-subscribe@egroups.com<span  
></span><br>  
<br>

For more information you can visit the website at&nbsp;  
[http://www.egroups.com/list/el\\_lenguaraz/](http://www.egroups.com/list/el_lenguaraz/)<span  
></span>  
<br>  
\*\*

-----  
10. Info requested on concordances  
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<br>  
Does anybody use concordance software (such as OUP's  
&quot;Wordsmith&quot;) ?  
I have downloaded the demo version of the program, but its  
abilities  
are limited and I am in no position to cough up the 60 pounds a  
full  
registration costs. Is there a free distribution program to do  
this  
kind of linguistic analysis? Something simpler, perhaps  
(Wordsmith  
seems to be written for a computer programmer rather than for an

amateur linguist)?

<br>  
Does anybody use corpus analysis? I would be interested in  
exchanging  
ideas as to its possible applications and ways of forming a  
corpus of  
different registers and types.

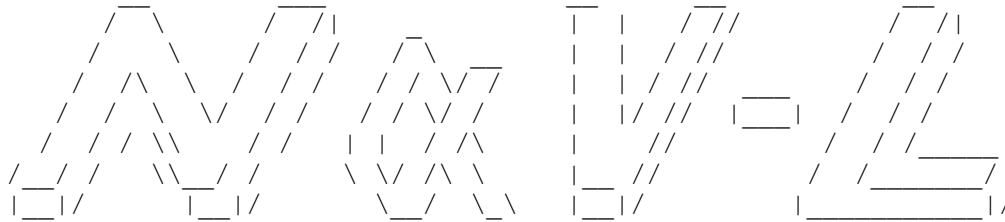
&nbsp;  
Posted by: Pablo Toledo  
mailto:toledo@movi.com.ar

<br>  
\*\*  
<br>  
end  
<br>  
<br>  
</body>  
</html>  
</x-html>

From ???@??? Thu Sep 17 22:58:07 1998

To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 419 - 17 September 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011712b224d8b3bc21@[24.232.3.229]>

-----  
N&V-L Digest 419 - 17 September 1998  
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See the end of this message for subscribe/unsubscribe info.  
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There are 8 messages in this digest.

1. Computer terms requested
2. A Reply to Computer Terms Requested
3. Se colgo
4. Re: computer terms requested
5. la computadora se colgo
6. IALL '99 Conference
7. Fourteenth BALEAP Conference
8. Looking for Cristina Gallo

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-----  
1. Computer terms requested  
-----

> Does anybody know the English for "se colgo" (past  
> tense)

If the problem is in that specific machine, you can say that  
your computer "crashed" (if it doesn't respond at all), or  
that a program "crashed" or "freezed" (eg "Word crashes/freezes  
each time I want to print a document") if only a specific  
application in your machine doesn't work.

If you have your machine connected to a network system, you  
can say that the server (the main machine that administers  
that network) is "down", and you speak of "server/system outage"

>or "se tildo"(past tense) when your computer  
> no longer responds?

I don't recognize that term...does it mean the same as "colgarse" ?  
In Spain (in general) they use "se ha atascado", and in Catalonia  
(in particular) they use "se ha encallado"

Regards,

Posted by: Roberto Perez  
Tallahassee, FL  
mailto:rgpg@technologist.com

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2. A Reply to Computer Terms Requested  
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As I understand, the term "se colgo" comes from a literal translation of "hang up", whether it means "to put a telephone receiver back on the hook", "to end a telephone conversation" or "put on a hanger".

But "hang up" in computer terms has nothing to do with these concepts. It means "delay or suspend the progress of ". For example when running a program, or every time you click somewhere on the screen the computer carries out a set of instructions as specified in the program. While in the process of it, it may "hang up". i.e it may "suspend the progress of running the instructions". It makes sense.

Now, which will be a more suitable word for this meaning in Spanish?

Posted by: Monica Reggini  
mailto:hreggin@starnet.net.ar

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-----  
3. Se colgo  
-----

> Does anybody know the English for "se colgo" (past  
> tense) or "se tildo" (past tense) when your computer  
> no longer responds?

My 2 cents...

As an American ex-pat, I say my computer 'went on th fritz'.  
Hope this is what you're looking for.

Posted by: Maria Gospodinoff de Lockwood  
mailto:mlockwood@direct-latam.com

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4. Re: computer terms requested  
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hang. verb (slang) (a computer)  
to stop responding to instructions because of temporary fault.

hangup. noun.  
Sudden stop of a working program (often due to the CPU executing  
and illegal instruction or entering an endless loop).

Source: Collin, S. M. H. Dictionary of information technology.  
-- 2nd ed.-- London : Peter Collin, 1996. p.161-162.

Posted by: Verónica R. Parsiale. Librarian  
National Resources Centre - AACI  
mailto:biblioteca@aacibsas.org.ar (Biblioteca)

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5. la computadora se colgo  
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Monica Gandolfo asked for the English for "la computadora se colgo". As far as I know, there is "the system is frozen/does not respond", "the system hangs up" (honest!), and "the network is down".

Posted by: Pablo Toledo  
mailto:toledo@movi.com.ar

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6. IALL '99 Conference  
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IALL '99 Conference

June 22-26, 1999  
University of Maryland  
College Park, MD

Call For Participation

DEADLINE: NOVEMBER 30, 1998

Language labs have always been at the forefront of the technological revolution in education. Internet, digital media, and satellite communications are commonplace in labs around the world. Now, with the ever-expanding capacity and reach of computer networks, coupled with the influence of other technologies, the physical boundaries of lab and classroom are dissolving, permitting a flow of information and interactivity that extends beyond the walls of the institution. This is creating exciting opportunities for language learning technology professionals to provide foreign language resources through digital technology both locally and at a distance.

The goal of IALL '99 at the University of Maryland is to explore the changing face of foreign language education and the challenges it poses. Among the issues to be addressed are the impact of emerging technologies on the field, the preparation of language professionals (administrators, educators, etc.), and the innovative uses of all technology in the language learning process. The conference seeks participation from language learning professionals, such as teachers, lab professionals and instructional technology specialists. In addition to conference presentations, the program will include demonstrations, panel discussions, and workshops.

ISSUES:

Proposals offering practical themes and solutions are invited, and proposals that showcase the latest in technology or method are most welcome. Proposals that address the following issues are especially encouraged:

- \* Legal issues
- \* Strategic planning
- \* Dealing with LCTLs
- \* Multimedia delivery
- \* Designing learning centers
- \* Language labs as research facilities
- \* Management issues (personnel, facilities, resources, information, etc.)
- \* Innovations for language learning via Internet and Internet II
- \* Faculty training/preparation, involvement and support
- \* Evaluation and selection of technological resources
- \* Coping with changes in the profession

Submit Proposals at <http://www.inform.umd.edu/IAL99/>  
(The WWW site has been recently updated)

Questions may be directed to Lisa Lewnes at [iallconf@umail.umd.edu](mailto:iallconf@umail.umd.edu)

Posted by: List Editor  
<mailto:me@interlink.com.ar>

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7. Fourteenth BALEAP Conference  
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"Issues in EAP Learning Technologies"

April 7th - 9th 1999, The Language Centre, University of Leeds

CALL for PAPERS and REGISTRATION

A website has been set up, with versions of this circular.  
In due course, provisional details of the programme with  
abstracts will be made available:  
<http://www.leeds.ac.uk/languages/events/baleap99.html>

Theme

The conference will focus on the role of technology in the development of EAP learning. It aims to reflect trends in language acquisition theory and practice that emphasize the pedagogical value of learner autonomy, and explore developments in technological hardware and software that make independent language learning in higher education both feasible and attractive. It is hoped that by sharing ideas and experiences, participants will be better able to evaluate the range of methods, techniques and materials in use.

The conference will have a variety of formats: presentation of papers (30 minutes maximum), shorter presentations, poster presentations, demonstrations and workshops. Contributions are invited in any of these categories, and the following list may help to define the scope of the theme, though it is not to be seen as exhaustive. In particular, the 'technologies' need not be restricted to those involving computers.

- \*CALL/multi-media for EAP
- \*the use of email for language development
- \*Web-based resources
- \*video conferencing in language learning
- \*on-line study skills tutorials
- \*learner support and training
- \*self-assessment
- \*staff training
- \*evaluating resource-based language learning
- \*management issues

#### Plenary speakers

Three speakers have been invited to give plenary talks and have provisionally accepted:

Roger Bowers, formerly Assistant Director General of the British Council and Director of the ELT division, now Director of The World of Language project <http://www.worldoflanguage.com/>  
Chris Tribble, freelance educational consultant and writer on corpora and concordancing in language learning/teaching [http://ourworld.compuserve.com/homepages/Christopher\\_Tribble/](http://ourworld.compuserve.com/homepages/Christopher_Tribble/)  
Ruth Vilmi, teacher and author of internet writing materials, Helsinki University of Technology, Language and Communication Centre <http://www.hut.fi/~rvilmi/Publication/>

#### Time and venue

The conference will run from the afternoon of Wednesday April 7th to lunchtime on Friday April 9th. Sessions will be held in and around the Language Centre, centrally located on the University of Leeds campus, close to the city centre.

#### Accommodation

Participants will be offered single study bedrooms in Charles Morris Hall. The hall is on the campus, 5 minutes walk from the Language Centre. All meals will be provided in the hall.

For further information, contact

Peter Howarth  
The Language Centre  
University of Leeds  
LEEDS LS2 9JT  
tel: 0113 233 3250  
fax: 0113 233 3252  
email: [p.a.howarth@leeds.ac.uk](mailto:p.a.howarth@leeds.ac.uk)

Posted by: List Editor  
<mailto:me@interlink.com.ar>

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#### 8. Looking for Cristina Gallo

We are interested in getting in touch with Cristina Gallo who wrote "A CALL Software Evaluation Guide" [in a recent edition of ELT News & Views - Ed.]

Does anybody know Cristina's e-mail or her address?

Posted by: Fanny Sloer de Godfrid





Somewhere in the 'settings' or 'preferences' folder of your mail software you should be able to choose the fonts (typefaces) for screen display and printing. Choose a non-proportional font (Courier is a good choice) and set it to a suitable size (we recommend 10 pt). Set your screen width to 80 characters. Then your columns should line up with the way we send them !! If you can't work this out, get a friend to help you. If you set your printer fonts to the same specifications you should be able to print more or less what you can see on the screen, but this will depend on other factors - what kind of computer, software, operating system, etc you have.

If you have set your screen fonts correctly you should be able to see Puff below. If you can't work out who or what Puff is you still have a problem. If you can see Puff ok but you are still receiving garbage then you may have a compatability problem and should speak to your service provider.

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PUFF

Posted by: List Editor  
mailto:me@interlink.com.ar

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## 2. Se colgo

> Does anybody know the English for "se colgo" (past  
> tense) or "se tilde" (past tense) when your computer  
> no longer responds?

I think you say the system crashed and when you're online  
and suddenly the system crashes you say " I got booted"

Hope this helps

Posted by: Monica Aparicio  
The English Place, Tandil, Argentina  
mailto:tep@necsus.com.ar

\*\*\*

## 3. Monica's question - se colgo

Hi there! My contribution to Monica's question. My CALL instructor in the  
States used the expression "it is frozen"; "it freezes ...". I agree with  
Pablo Toledo's suggestions. Have a nice weekend!!!

Posted by: Alejandra V. Pron  
mailto:apron@tournet.com.ar

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4. Upcoming CUP Academic Seminars  
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Lecturer: DIANA HICKS  
Topic: The nature of change in the ELT classroom.  
Why and how does cross-curricular content change  
the nature of the language learning classroom?  
Date: 22nd September, from 5 to 8.30 pm  
Venue: Colegio de Nuestra Señora, Esmeralda 759  
  
COST: Free of charge.

Diana Hicks will also be visiting:

MENDOZA  
Date: 28 September  
Venue: Instituto Cultural de Mendoza, Necochea 552, Mendoza  
Enrolment: Instituto Cultural de Mendoza: 257571 / 257355

ROSARIO  
Date: 23 September  
Venue: Colegio Nacional N° 1, 9 de julio 80  
Enrolment: APrIR (041) 473214

Lecturer: Herbert Puchta  
Topic: Teaching for thinking in the young learners' classroom  
Date: 24 October  
Venue: to be confirmed

Information and Enrolment

Phone or e-mail Cambridge University Press: 322-5040 / 328-7648  
or email: cup.argentina@sion.com

Posted by: Paula Gelemur  
Cambridge University Press Argentina  
Paraguay 946 4° 'A' - 1057 Buenos Aires  
Tel/Fax 328-7648/322-5040  
mailto:cup.argentina@sion.com  
<http://www.cup.cam.ac.uk/Argentina.html>

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5. Sociedad Argentina de Linguistica  
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The Sociedad Argentina de Linguistica now has a web page at  
[http://www.gema.com.ar/CO\\_VII](http://www.gema.com.ar/CO_VII)  
where they have information about many things including their  
upcoming conference.



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This elist is only sent to subscribers. Subscription is free.<br>
See the end of this message for subscribe/unsubscribe info.<br>
-----<span
></span>-----<br>
<br>
There are 9 messages in this digest.<br>
<br>
&nbsp; &nbsp; 1. N&amp;V-L closed until Sunday 27 September
&nbsp; &nbsp; 2. N&amp;V-L Questionnaire
&nbsp; &nbsp; 3. Dorando la pildora<br>
&nbsp; &nbsp; 4. More about computer crashes
&nbsp; &nbsp; 5. Monica's question - se colgo
&nbsp; &nbsp; 6. More about the 'pildora'
&nbsp; &nbsp; 7. News from Oxford University Press re: Bill Bowler
<b>&nbsp; &nbsp; 8. Reply from Monica Gandolfo
<b>&nbsp; &nbsp; 9. Vaughan Williams<br>
<br>
**<br>
<br>
----- <br>
1.N&amp;V-L closed until Sunday 27 September<br>
-----<br>
<br>
List members are advised that there will be no further N&amp;V-L
Digests <br>
until Sunday, 27 September owing to the List Editor's absence from
<br>
Buenos Aires in order to attend the FAAPI Conference in Bahia
Blanca.<br>
<br>
Postings may be sent as normal and will be processed on the List <br>
Editor's return.<br>
<br>
Posted by: List Editor<br>
mailto:me@interlink.com.ar<br>
<br>
-----<br>
2. N&amp;V-L Questionnaire<br>
-----<br>
<br>
It would be very useful if list members could take a couple of<br>
minutes to answer the following questions and mail them back to<br>
<me@interlink.com.ar>. The information is purely 'technical'
but<br>

```



pill" (British) or  
"to sweeten the pill" (American) are the equivalents  
to "dorar la  
pildora". A bit old-fashioned -- but even more  
similar to our expression  
-- "to gild the pill" has the same meaning ( not to be  
confused with "to  
gild the lily" which means something quite different). I  
seem to remember  
having come across "to coat the pill" in some book or  
other, but I haven't  
found evidence of that in my dictionaries. Perhaps someone can  
help out  
with this last one?

<br>  
Posted by: Cristina Gallo  
Neuquen, Argentina<br>  
mailto:cgm@teletel.com.ar<br>  
<br>  
\*\*<br>

-----  
4. More about computer crashes  
-----

<br>  
Hi, folks!<br>  
<br>  
This is Greg Eichler from San Francisco.<br>  
<br>  
I asked some friends in the nearby Silicon Valley about  
some of the computer terminology that has been discussed  
on this list. Here's what I heard:<br>  
<br>  
If a program doesn't respond, one says "It's hanging".

Or, in the past tense, it would be "It hung."<br>  
<br>  
Yet, if the entire hard-drive doesn't respond, one would  
say "My system crashed".<br>  
<br>  
In the hope that your systems never crash, I remain :-)<br>  
<br>  
Sincerely,<br>  
<br>

Posted by: Greg Eichler<br>  
San Francisco  
mailto:greg@bluelotus.com<br>  
<br>  
\*\*<br>

-----  
5. Monica's question - se colgo  
-----<br>

<br>  
A student of mine also asked me that question and I answered  
that you CAN say 'the system became non-operative'. This  
expression is always useful, like 'it crashed', when you  
don't know/remember the exact phrases to use when speaking  
about computers/cyberworld etc.<br>  
Greetings & salutations  
<br>  
Posted by: Maria Elisa Suarez<br>  
Capital Federal<br>

mailto:mariaelisa@arnet.com.ar<br>  
<br>  
\*\*<br>

-----  
6. More about the 'pildora'  
-----

<br>  
Daniela Forquera asked about the English for &quot;dorar  
la pildora&quot;. According to OALD (4th ed. 1989) this  
is &quot;to gild the pill&quot;; make (sth) unpleasant but<br>  
necessary seem attractive.<br>

Posted by: Dr. Mario LOPEZ BARRIOS  
mailto:lopez@unsj.edu.ar  
<br>  
\*\*<br>

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></span>-----  
7. News from Oxford University Press re: Bill Bowler  
-----<span  
></span>-----

<br>  
Oxford University Press has organised a series of talks by  
Network<br>  
author, Bill Bowler (UK).<br>  
<br>  
In addition to the three sessions he will give at the FAAPI  
meeting,<br>  
he will be in the following places, on the dates below:<br>  
<br>  
September 26, &quot;Ways into Drama&quot; Colegio Santa Isabel, San  
Isidro,<br>  
9 to 13:30 (As part of the event, Susan Hillyard give a talk,  
&quot;Write<br>  
On!&quot;;, that will go from 9 to 10:45)<br>  
<br>  
September 29, &quot;Working with Diversity&quot;;, Instituto Cultural  
de<br>  
Mendoza, Mendoza, 18:30 to 21:00<br>  
<br>  
September 30, &quot;Ways into Drama&quot;;, Instituto Norland, Lanus,  
18 to<br>  
20:30<br>  
<br>  
October 1, &quot;Working with Diversity&quot;;, Libreria Blackpool,  
Cordoba,<br>  
18:30 to 21:00<br>  
<br>  
October 3, &quot;Ways into Drama&quot;;, British Art Centre, Buenos  
Aires,<br>  
9 to 13.30 ( As part of the event, Susan Hillyard will give a talk<br>  
&quot;Write On!&quot;;, which will go from 9 to 10:45 )<br>  
<br>  
For further information or registration, please contact OUP at<br>  
312-7300 ext 266.<br>

Posted by: Ricardo sampetro  
Oxford University Press - Argentina  
mailto:sampedrr@oxford.satlink.net<br>  
<br>  
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----- <b></b>  
8. Reply from Monica Gandolfo  
-----

<br>  
Thanks to all who have sent replies to my query.<br>  
<br>  
Since this was my first query, I did not know what to do with the  
  
answers, especially since there were different answers,  
presumably  
due to the type of exposure to the area the respondents had had.

In search of expertise, I consulted Cristina Banfi and she  
briefed  
me on the practice of putting together some form of summary so

everyone could benefit. (Thank you, Cristina!)<br>  
<br>

Maybe we could come up with some form of usage note for the  
terms.<br>

<br>  
I think the word you need is 'to crash'. You can use it  
when it  
'crashes';<br>

<br>  
for a moment and you need to reset it, or when you lose all the  
information. Also, some people use the verb freeze.<br>  
<br>

Different dialects may have different ways to refer to the  
  
same 'horrible accident,' but in the mid-west area

<br>  
> in the United States, Michigan exactly, they use 'it froze';  
sometimes<br>  
> they say 'my computer screen froze.' even though I think that  
the<br>  
> problem 'occurs' in the hard drive, right?<br>  
<br>

A hang-up is a slang term used for the situation when a  
non-programmed  
halt occurs. Sometimes there's a hanging loop, it means the  
computer  
will not respond to input because it is unable to escape from a  
loop.<br>  
<br>

computer manuals refer to 'se colgó' 'as  
....FREEZE. So if you say  
'... my computer froze...' - it would be  
correct although<br>  
perhaps not as colloquial as 'se tildó / se colgó  
'.<br>

<br>  
Shut down or go down implies the closing of the system or even a loss  
of<br>  
power.<br>

<br>  
Source of the information : Macmillan Heinemann ELT Administrative  
Manger<br>

and her PC manual. So, thanks to Marina Gerlach.<br>  
<br>

You can use 'the computer crashed'. I have also heard the verb



hung used,<br>  
but I'm not sure of the structure.<br>  
<br>  
What you say is that a computer crashes. You can also say that the  
system<br>  
has gone down, but this is usually to refer to a network.<br>  
<br>  
If the problem is in that specific machine, you can say that your  
computer<br>  
&quot;crashed&quot;; (if it doesn't respond at all), or that a program  
&quot;crashed&quot;; or<br>  
&quot;frozen&quot;; ['froze' ? - Ed] (eg &quot;Word crashes/freezes  
each time I want to  
print a document&quot;;) if only a specific application in your  
machine doesn't  
work.<br>  
<br>  
If you have your machine connected to a network system, you can say

that the server (the main machine that administers that network)  
is  
&quot;down&quot;;, and you speak of &quot;server/system  
outage&quot;;<br>  
<br>  
mailto:mgandolfo@nscon.com<br>  
&nbsp;&nbsp;&nbsp;<br>  
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9. Vaughan Williams

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<br>  
Macmillan -Heinemann presents a talk given by Vaughan Williams  
on  
Wed. 23 September at the Asoc. Ex-Alumnos del Prof. de Lenguas  
Vivas  
&quot;J. R. Fernandez&quot;; (Paraguay 1935, City of Buenos  
Aires). The talk  
will be at 9.00 a.m. and is entitled 'Get your students hooked  
on  
books'.

<br>  
Enrolment at the above address.

<br>  
Posted by: Mary Anne Warburton  
Macmillan Heinemann ELT  
mailto:heinemann@overnet.com.ar

<br>  
\*\*<br>  
<br>  
end<br>

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From ???@??? Sun Sep 27 23:47:45 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 422 - 27 September 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:



&nbsp;&nbsp;  8. another language query  
&nbsp;&nbsp;  9. Global English Newsletter  
&nbsp;   10. CELOP Technology Group seminars  
&nbsp;   11. Puppet shows at UNMdP  
&nbsp;   12. Global Learn Day II  
&nbsp;   13. Job vacancies  
&nbsp;   14. SAL Elections  
&nbsp;   15. info requested on courses in education technology<br>

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1. Thanks to the FAAPI organisers<br>

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<br>

I hope it will not be seen as abuse of the power of the list editor

if I take advantage of the position to extend public thanks

and

congratulations to the organisers, those members of APIBB who gave

so much time and energy to make this year's conference such an

enjoyable and worthwhile event.

<br>

It was good too to see so many list members out in force.

<br>

Posted by: List Editor

mailto:me@interlink.com.ar

<br>

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2. Sweetening the pot

-----<br>

<br>

Hi, folks!<br>

<br>

In California, one often hears &quot;to sweeten the pot&quot; that

seems to convey the same thought as &quot;dorar la pildora&quot;.<br>

<br>

I really enjoy this list. I'm improving my Spanish every day. :-)<br>

<br>

Ciao!<br>

<br>

Posted by: Greg Eichler<br>

San Francisco<br>

mailto:greg@bluelotus.com

<br>

\*\*<br>

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3. Distance learning links

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<br>

I have just co-written an article for Spotlight magazine in Germany on using the web for distance learning. There are about 100 links that may be useful to readers. These are available free of charge for anyone interested at <http://www.lydbury.co.uk/spotlight/100.htm><span>

</span>m<br>

<br>  
Posted by: Duncan Baker<br>  
Lydbury English Centre<br>  
mailto:duncan@lydbury.co.uk<br>  
ICQ#:11250860&nbsp; http://www.lydbury.co.uk<br>  
<br>  
\*\*<br>

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4. English language theatre production  
-----<br>

<br>  
I strongly recommend &quot;Wuthering Heights&quot; at Teatro de  
la  
Comedia, Rodriguez Peña 1074, Buenos Aires. It's the  
classic  
by Emily Bronte. I loved the adaptation and the acting.  
Performances are on Tuesdays at 8pm. and Fridays at 7pm.  
For reservations call 812-5307 or (15) 493-3543  
Posted by: Martin Crosta  
mailto:atuca@arnet.com.ar  
<br>  
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5. Madeline McHugh in Buenos Aires  
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<br>  
Madeline McHugh, author of the FILE series, is in  
Argentina. She will give the following workshops:<br>  
<br>  
-September 28th: La Casita de Illia. Quintana 4036 -  
Mar del Plata. 6:15 p.m. to 8:30 p.m.  
Title: TASK - BASED LEARNING<br>  
<br>  
-September 30th: Córdoba Plaza International Hotel .  
Salón Catedral, 1 piso. San Jerónimo 137, Córdoba.<br>  
5:30 p.m. to 8:30 p.m. Title: TASK-BASED LEARNING.<br>  
<br>  
-October 1st: Colegio San Luis. Calle 44 entre 9y10,  
La Plata. 5:00 p.m. to 7:00 p.m. Title: DO COURSEBOOKS  
LIMIT OR LIBERATE THE TEACHER?<br>  
<br>  
-October 3rd: Salón de la Sociedad de Distribuidores  
de Diarios, Revistas y Afines. Av. Belgrano 1736,  
Capital Federal. 10:00a.m. to 1:00 p.m. Title: TASK-BASED  
LEARNING.<br>  
<br>  
All these events are FREE. Enrolment: Richmond  
Publishing (01) 912-7220 int.336 or (051) 214769  
(Córdoba) or (021) 525159/527185 La Plata.

<br>  
Posted by: Sara Benveniste  
Richmond Publishing  
mailto:SBENVENISTE@santillana.com.ar<br>  
<br>  
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6. to sugar coat ?  
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<br>  
The expression I have heard several times in American  
movies

is: "To sugar coat". I guess it is what we mean in Spanish by Dorar la Pildora.

Posted by: Jesica Raifman  
mailto:raifman@infovia.com.ar<br>  
<br>  
\*\*

## 9. Global English Newsletter

key issues for the 21st century including themes of design, management and marketing. David Crystal, one of the plenary speakers, envisaged a time when many more varieties of English would be used as models for the teaching of English as a foreign language. Conference programme and list of participants at <http://www.britcoun.org/english/conferenc&e/innov/index.htm>

GEN is a free newsletter produced on behalf of the British Council by The English Company (UK) Ltd. If you have a query about the newsletter or have difficulty receiving it, mail [editor@english.co.uk](mailto:editor@english.co.uk)

Web site <http://www.english.co.uk>; carries a variety of resources and news related to The Future of English

Posted by: Silvia McIver

The British Council, Buenos Aires

<mailto:silvia.maciver@britcoun.int.ar>

\*\*

#### 10. CELOP Technology Group seminars

The Center for English Language and Orientation Programs (CELOP)

at

Boston University would like to announce the first fall seminars of the

CELOP Technology Group (CTG). CTG offers practical training for

teachers in New England in the use of computers for language instruction. PDPs will be available. Details, including an instant-feedback CALL quiz, a CALL survey, and registration, can be

found on the Web at

<http://www.bu.edu/celop/CTG>

Session titles include

Introduction to CALL

Teaching Writing in a CALL Lab

"Top Ten" CALL Activities

Creating Projects for a CALL Lab: Selected Topics

Understanding the Internet

Choosing Commercial Software

Basics of Multimedia Authoring

Setting Up a Lab

Creating Teacher Web Pages

The next seminar is scheduled for Saturday, October 17, 1998.

If you do not have Web access, please write or E-mail for more information:











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See the end of this message for subscribe/unsubscribe info.

There are 15 messages in this digest.

- 1. Thanks to the FAAPI organisers
- 2. Sweetening the pot
- 3. Distance learning links
- 4. English language theatre production
- 5. Madeline McHugh in Buenos Aires
- 6. to sugar coat ?
- 7. language query
- 8. another language query
- 9. Global English Newsletter
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It was good too to see so many list members out in force.

Posted by: List Editor  
<mailto:me@interlink.com.ar>

<br>

-----  
2. Sweetening the pot

-----<br>

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Hi, folks!<br>

<br>

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<br>

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<br>

Ciao!<br>

<br>

Posted by: Greg Eichler<br>

San Francisco<br>

mailto:greg@bluelotus.com

<br>

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-----  
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-----<br>

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are available free of charge for anyone interested at  
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</span>m<br>

<br>

Posted by: Duncan Baker<br>

Lydbury English Centre<br>

mailto:duncan@lydbury.co.uk<br>

ICQ#:11250860&nbsp; http://www.lydbury.co.uk<br>

<br>

\*\*<br>

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4. English language theatre production

-----<br>

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Posted by: Martin Crosta

mailto:atuca@arnet.com.ar

<br>

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LIMIT OR LIBERATE THE TEACHER?<br>

<br>

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<br>

All these events are FREE. Enrolment: Richmond  
Publishing (01) 912-7220 int.336 or (051) 214769  
(Córdoba) or (021) 525159/527185 La Plata.

<br>

Posted by: Sara Benveniste

Richmond Publishing

mailto:SBENVENISTE@santillana.com.ar<br>

<br>

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6. to sugar coat ?  
-----

<br>

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movies

is: "To sugar coat". I guess it is what we mean in  
Spanish by

Dorar la Pildora.

<br>

Posted by: Cecilia Pirrone<br>

mailto:ceciliap@sminter.com.ar

<br>

\*\*<br>

-----  
7. language query

-----<br>

<br>

I would like you to tell me which are the main differences  
between

word combinations and compound words. How are word combinations  
and

compounds accented? Is there any differences as regards  
stress?

<br>

I would be grateful if you could send me an answer with some  
examples.

Posted by: Jesica Raifman

mailto:raifman@infovia.com.ar<br>

<br>

\*\*

-----  
8. another language query

-----

<font color="#000000"><br></font>



teachers in New England in the use of computers for language  
instruction. PDPs will be available. Details, including an  
instant-feedback CALL quiz, a CALL survey, and registration, can  
be

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<http://www.bu.edu/celop/CTG>

Session titles include

Introduction to  
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Lab

"Top Ten" CALL  
Activities

Creating Projects for  
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Understanding the  
Internet

Choosing Commercial  
Software

Basics of Multimedia  
Authoring

Setting Up a Lab

Creating Teacher Web  
Pages

The next seminar is scheduled for Saturday, October 17, 1998.

If you do not have Web access, please write or E-mail for more  
information:

CELOP Technology Group

Boston University

890 Comm. Ave.

Boston, MA 02215

E-mail:

[johndesz@bu.edu](mailto:johndesz@bu.edu)

phone: (617)

353-7957

Posted by: Liliana & Patricia Orsi

Sáenz 341 P 1 Lomas de Zamora Buenos Aires Argentina

TEL: (54-1) 292-7495 Telefax: (54-1) 243-6570

<mailto:rainboworsi@arnet.com.ar>

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-----  
11. Puppet shows at UNMdP

-----

We are a group of students at UNMdP and we have created a  
puppet show from an Irish legend to be performed to  
children

learning English.

We are very interested in getting information about other  
students or teachers of English which have some experience  
in

the matter in order to exchange information and learn a  
little

bit more about the subject.











To close their 1998 season the Suburban Players (a Buenos Aires amateur Theatre Group) are putting on George Bernard Shaw's play 'Pygmalion'. This classical comedy took London by storm on its opening night and has been immortalised ever since both as a film and then as a musical, with the name of "My Fair Lady";.

<br>

The play will be put on in English.<br>

<br>

"Pygmalion" will be opening at the British Arts Centre (BAC), at Suipacha 1333, Capital Federal, on Thursday, October 8, at 9 p.m.<br>

This performance, will be in aid of the ABCC Benevolent Fund.<br>

<br>

Subsequent performances will be throughout October, on Thursdays and Fridays, at 8.30 p.m., and on Saturdays, at 5.- p.m.<br>

<br>

The price of the tickets will be S 12.-.<br>

<br>

For reservations please phone: (1) 393-7293 or (1) 325-7466 (from Mondays to Fridays, between 8.30 to 17.00) or 802-9128 (on Weekends, between 11.00 to 18.00).<br>

## 2. Krashen at Chile TESOL

Stephen Krashen has confirmed his coming to Chile for this year's TESOL Chile Convention on October 8 and 9. On the 7th., he will have a special gathering with university professors from all over the country. The event is being sponsored by USIS.

TESOL Chile information:

Dates: October 8, 9, and 10

Jose Pedro Alessandri 774,  
Nunoa, Santiago, Chile

<br>

Contact for submissions/registration/information:

Prof. Samuel Fernandez

Universidad Metropolitana de Ciencias de la Educacion

Fax: (562) 239 2067

Posted by: List Editor  
mailto:me@interlink.com.ar  
<br>  
\*\*<br>

-----  
3. horario de proteccion al menor (1)  
-----

<br>  
> What would be the closest equivalent to 'horario de  
> proteccion al menor'? I know that there is no such  
> thing on British TV, but there must be some way of  
> naming it...<br>  
<br>  
The closest thing I can think of is 'the 9 o'clock watershed'  
<br>  
This refers to the practice on British TV of only allowing  
'bad' language, graphic violence, sex etc after 9 pm. This  
gives rise to sentences such as  
<br>  
'Do you think it was correct to show the scene with the  
chainsaw before the nine o'clock watershed?'<br>  
<br>  
or<br>  
<br>  
'I was shocked to hear Vinnie Jones using the f word at  
half past eight on Thursday night. Surely such language  
should only be used after the 9 o'clock watershed.'

Posted by: David Mason  
Electronic Information Coordinator ELT Group<br>  
The British Council, 10 Spring Gardens, London SW1A 2BN<br>  
mailto:david.mason@britcoun.org<br>  
<http://www.britcoun.org/english/><br>

-----  
4. EFL 'Howl'  
-----<br>

<font color="#000000">I have seen the best teachers of my  
generation lying on a classroom  
<font color="#000000">floor, their lessons bleeding, their mind  
faltering, their methodology  
<font color="#000000">scattered over the desks where thirty-odd  
unmotivated students chatter,  
<font color="#000000">work on their homework for other subjects  
and make plans for the next  
<font color="#000000">weekend. I have seen them try  
"affective learning" and humanistic  
<font color="#000000">activities with a group of teenagers who  
wanted nothing out of the  
<font color="#000000">subject but a passing mark, and who  
interpreted their "heart-to-heart"  
<font color="#000000">approach as a sign of lack of control over  
the classroom and started  
<font color="#000000">a full-scale riot. I have seen them using  
books with titles like  
<font color="#000000">"Get the best out of your students  
through yoga exercises and  
<font color="#000000">subconscious tapping", "A  
multicultural approach to the teaching

[illegible]

[illegible]

<br>  
Re "horario de proteccion al menor";&nbsp; 9 pm is  
known as the  
'watershed' in Britain - before that time television deemed

<br>  
Posted by: Catherine Walter<br>  
Oxfordshire, England<br>  
mailto:cwalter@compuserve.com<br>  
<br>  
\*\*

[illegible]

[illegible]



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end
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[illegible]



side of this divide. In fact, the TV stations operate a subtler  
timetable ('horario'), detailing a series of times before which  
(and contexts in which) particular words and images should not  
be used. According to the most recently published Broadcasting  
Standards Council's Code of Practice the most appropriate metaphor  
is that of a 'waterfall' rather than a watershed. But this doesn't  
sound quite right either. Presumably we are supposed to imagine  
ourselves sailing in the calm waters of pre-nine o'clock  
scheduling,

before tipping over the edge and plummeting, ever more rapidly,  
into greater and greater depths of depravity.

To pick up on Pablo's original mail, it is not that we don't have  
the same practice - but do have a name for it; rather we do have  
the same practice, but an inaccurate way of naming it.

Posted by: Chris Flint  
ILT Ltd.  
mailto:cflint@english-express.com  
\*\*

#### 4. Teachers wanted in Buenos Aires

We are looking for graduate teachers for  
early mornings (7.30 onwards) and middays to teach in  
companies downtown.  
Experience in teaching Business English a  
plus, but not a  
must.  
<br>  
Please send your CV and reply to Alejandra  
M. Jorge or  
Adriana Ruiz de Arcaute - CAIT  
<br>  
Posted by: Alejandra M. Jorge  
mailto:cait@ciudad.com.ar  
\*\*

<span>  
></span>

#### 5. Praise for Argentine teachers at FAAPI

<span>  
></span>  
<br>

I would also like to congratulate APIBB on the organisation  
of FAAPI'98. They paid attention to every detail and  
although  
there were so many of us attending there were no long queues.

I would also like to point out that two of the workshops I  
attended, which were held by Argentine teachers -&nbsp;Daniela  
Forquera from Neuquen and Graciela Garcia from Bahia Blanca  
-

were of excellent quality.

<br>  
This proves that Argentine teachers who take part in this  
kind of activities do so with a great deal of dedication

and responsibility. Graciela even gave her own Profesorado students the chance to participate and get involved in such an important event. That was real 'caring and sharing'!

Congratulations to APIBB!

Posted by: Graciela Gimeno

Instituto Superior N: 9123 "San Bartolomi" - Rosario

mailto:sbartolo@startel.com.ar

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6. Expo-estudiante

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This weekend and next week Nexus Media are organizing international student recruitment fairs in Buenos Aires and Cordoba .

Over 200 language schools, boarding schools, colleges and universities from countries world-wide will be represented at these events which Nexus claims will be the largest international student fairs ever run in the country.

Advisors, teachers and students will have the opportunity to meet school representatives, watch school videos, meet ex-students and participate in seminars.

EXPO-ESTUDIANTE 1998

BUENOS AIRES

3-4 October 1998 13.30 - 20.30

Sheraton Hotel

Buenos Aires

Av. San Martin 1225

1104 Buenos Aires

EXPO-ESTUDIANTE 1998

CORDOBA

6 October 1998 13.30 - 20.30

Sheraton Cordoba Hotel

Av. Duarte de Quiros, 1300

5000 Cordoba

Posted by: List Editor

mailto:me@interlink.com.ar

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7. UK Further Education Colleges in Buenos Aires

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There will be a Fair of FE (Further Education) Colleges in the Claridge Hotel (Tucuman 535, Capital Federal) on Friday 9th and Saturday 10th October.

Twenty-two UK FE Colleges will have stands and will provide information about courses in accountancy, agriculture, art,

gastronomy, chemistry, the textile industry, computing and

IT, engineering, theatre, environmental studies, finance,  
hotels and catering, journalism, music, nursing, photography,

marketing, tourism and community service.

<br>

Some of these also offer courses in English !

<br>

On Tuesday 13th and Wednesday 14th October there will be a  
series of talks and workshops.

<br>

More information from Teresa Fernandez at the British  
Council,

Tel: 311-7519/9814, &nbsp; fax; 311-7747,

mailto:teresa.fernandez@britcoun.int.ar

<br>

Posted by: List Editor

mailto:me@interlink.com.ar

<br>

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<br>

end

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From ???@??? Sun Oct 04 00:42:18 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 425 - 4 October 1998

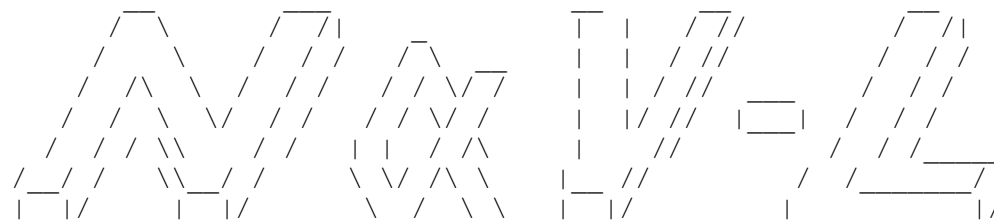
Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04011701b23c13409478@[24.232.3.229]>

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N&V-L Digest 425 - 4 October 1998  
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There are 8 messages in this digest.

1. Follow Me
2. 2000 problem
3. On pills and pots
4. Tribute to Noam Chomsky
5. answer to Pablo Toledo
6. Fellowships at Natl. Foreign Language Center
7. Editorial from ELT News & Views
8. New Ministry web page

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1. Follow Me  
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I have got the full set.

Posted by: Diana Favret-Zarate  
mailto:tats@delta.com.ar.

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2. 2000 problem  
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When attending FAAPI myself and a group of colleagues were listening to native speakers to see how they read the dates for the following century and we were only able to get things like in twenty years'time for 2020. We wanted to know whether this date will be read 'year two thousand and twenty' or 'twenty-twenty' or something else.

Anyone got the answer ?

This was a mini research carried out on three days' natives, probably we should have tried the non-natives!!! (joke)

Posted by: Silvia Benson  
mailto:sbenson@satlink.com

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3. On pills and pots  
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"To sugar coat" something is to make something disagreeable appear to be less so ... one would sugar coat bad news.  
"Don't sugar coat it. Just tell her that you want a divorce."

"To sweeten the pot" is to add something valuable or desirable to make the whole more appealing ... this is used a lot with financial deals. "Maybe he'll accept the job offer if we sweeten the pot by throwing in a company car."

So, which meaning is closer to "dorar la pildora" ?

Chau,

Posted by: Kate Emmett-Sweetser  
Kansas, USA  
mailto:kata@pitton.com

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4. Tribute to Noam Chomsky  
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You are invited to celebrate Noam Chomskys 70th birthday (December 7, 1998) by contributing to a collection of essays

by everyone whose work over the years has been stimulated or inspired by Chomskys ideas.

Noam is known to dislike ceremony, so this plan includes no parties, no speeches, nothing but an elegantly printed list of all the contributors. It will be on his desk, in a very quiet envelope, on the morning of his birthday. We hope there will be so many contributions that it will be clear to Noam that no one expects him to read them all and respond to them. Please spread the word to all of your friends, colleagues and students who may wish to participate.

To add your own contribution, simply go to the URL <http://mitpress.mit.edu/celebration> and click on the contributors link and follow the instructions. For some guidelines as to how you should frame your contributions, select the guidelines link. If you have any problems posting your submission, contact: Ken Overton ([kov@mitpress.mit.edu](mailto:kov@mitpress.mit.edu)). You retain the copyright to your submission, allowing you to publish it in another venue. Dont delay, in order to get the site organized in time all submissions must be received by the last day of November.

We believe this way of expressing our respect and affection will be the least intrusive. We specifically ask that you convey the need for discretion. All you need pass along to others is the URL <http://mitpress.mit.edu/celebration>, which will bring people to the Webpage with full details for this project.

If you have any additional questions, comments, or suggestions for how to improve on the plan, please contact Jay Keyser ([keyser@mit.edu](mailto:keyser@mit.edu)) or Amy Brand ([apierce@mit.edu](mailto:apierce@mit.edu)). If you have any problems posting your submission, contact: Ken Overton ([kov@mitpress.mit.edu](mailto:kov@mitpress.mit.edu)). All communications should use the subject header CELEBRATION.

Everyone whose work has been influenced by Chomskys, in any area of scholarship, is welcome to contribute. Please pass on this message to your colleagues and students, here and abroad. If everyone tells five other people, well reach the whole world.

Forwarded from SLART-L and BILING List  
by Ana Armendáriz  
<mailto:armenda@impsat1.com.ar>

★★

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5. answer to Pablo Toledo  
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Dear Pablo,

I can see how worried you are. I am an experienced teacher and I think that my answer can help you. First of all I wouldn't confuse discipline and behaviour with EFL techniques. Education is a broader subject and we must remember that if our students are not motivated and confident no matter how hard we try, they won't learn. This along with sound teacher-pupil relationships will work wonders. Adolescents have common characteristics almost everywhere in the world and the problems you mention have been studied and researched. Local differences can be catered for by the people involved.

I would like to suggest a book that will certainly help.  
Cooper, Paul, "Effective Schools for Disaffected Children",  
Routledge. London.

This book was suggested to me last year by my tutor, Barbara  
Ridley, at the University of East Anglia. I found it really  
useful

Posted by: Ines Cambiasso  
mailto:icambiasso@mail.interlink.com.ar

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6. Fellowships at Natl. Foreign Language Center  
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1999-2000 Institute of Advanced Studies/Mellon Fellowship Competition  
Institute of Advanced Studies at The National Foreign Language Center

The Institute of Advanced Studies (IAS) is currently inviting proposals for a limited number of fellowships for the 1999-2000 academic year. The IAS is a residential fellowship program at the National Foreign Language Center at The Johns Hopkins University in Washington, D.C., funded by the Andrew W. Mellon Foundation. The Program provides support to scholars for empirical research projects that have the potential for direct impact on the teaching and learning of languages other than English in the U.S. Proposals based on data gathered from English as a Second or Foreign Language will be considered only when the proposed project outcomes have application to foreign language learning in an English speaking environments. Projects may focus on a variety of educational settings, including classrooms and other alternative environments, immersion programs, heritage communities, study abroad, technological interaction, self-instruction, etc.

#### Types of Fellowships

Post-Doctoral Fellows: awarded in the following categories: (a) Analysis and Write-up: Fellows who will analyze empirical data and prepare the results for dissemination; (b) Team-Based Research Projects: teams of researchers, with one or two of the researchers working in residence at the IAS, while collaborating with their institutional-based research team members involved in data collection; and (c) Faculty Development Grants: individual foreign language faculty who are nominated by his/her home institution to undertake empirical research that addresses an aspect of the institutional language program.

Student Fellows: awarded to doctoral candidates at the dissertation stage or individuals who have recently obtained their doctorate who seek to complete and/or continue their dissertation research related to foreign language teaching and learning.

#### Research Themes and Topics

The IAS is soliciting proposals for quantitative and qualitative research documenting the pedagogical, cognitive, and behavioral aspects of language learning; the effectiveness of curricular designs, materials, delivery modes, and pedagogies; and the methods of teacher preparation. Applications are not categorized by theme, and topics may be explored in a variety of foreign language learning settings. The six thematic areas that constitute the research emphases for the 1999-2000 academic year fellowships are:

(a) Technology and Language Learning;



- (b) Foreign Language Aquisition and Teaching Methodologies;
- (c) Language Learning in Immersion Environments;
- (d) Testing, Assessment and Program Evaluation;
- (e) Heritage Language Learners; and
- (f) Culture and Language Learning.

If you have any questions or want more information about this message, please contact Courtney Mata at [cmata@nflc.org](mailto:cmata@nflc.org); phone 202-667-8100 x16, or see the NFLC website at [www.nflc.org](http://www.nflc.org).

Anyone interested in the full Application Guidelines, don't hesitate to contact me

Forwarded from SLART-L  
by Ana Armendáriz  
<mailto:armenda@impsat1.com.ar>

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7. Editorial from ELT News & Views  
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[At the suggestion of a list member I am posting the editorial from the September issue of ELT News & Views, for the benefit of list members not subscribed. This may be somewhat provocative and comments to the list - for and against - are actively encouraged.

List Editor]

Editorial - ELT News & Views 5.3 - September 1998

Now that the system of Higher Education is under reform in so many countries in the Cono Sur it is perhaps a good time to cast a critical eye at some of the practices that have been allowed to proliferate in recent years.

One of these is the conflict between libertad de catedra and a just examination system. Libertad de catedra has been enshrined in many Latin American universities for so long that it has acquired the reputation of being a 'Good Thing', yet the system itself is readily open to abuse

A university or teacher training college can only have credibility if it operates a system of teaching and evaluation that is wholly transparent. This means that all students embarked on a course must have access to similar instruction and content - while respecting differences in teaching styles - and be subjected to the same system of evaluation. Not only should this be so but it should be seen to be so.

Any system that allows individual teachers to teach as they will with no external checks at all, to write their own exams and to grade them as they feel fit has to be questioned. Surely every student on any given course has the right to sit the same exam under the same conditions. From an ethical standpoint exams should not be written by the person doing the teaching. Every paper and examination should be double marked and in cases of gross discrepancy, triple marked. Furthermore, one of the assessors should be someone from outside the educational institution - someone who does not (and can not) know the

student.

In addition to these necessary checks and restraints an appeal system should be set up under which a student has the right to question a paper or request it be re-marked, without (as so often happens at present) being branded a trouble maker and fearing that a complaint can only lead to being required to repeat the subject.

Unqualified support of the principle of libertad de catedra permits systematic abuse, for students have learned never to complain through fear of what may happen to them. Class and examination dates are changed at will - never mind the inconvenience to all the students. There are cases of teachers who - on principle - fail every student first time round, irrespective of their performance. How do they get away with it - libertad de catedra - and a good student may have to repeat the year.

Fair-minded teachers must stand up against this abuse of the system. Only in this way will we begin to get a semblance of transparency in our universities and teacher-training colleges.

Posted by: List Editor  
mailto:me@interlink.com.ar

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8. New Ministry web page  
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A new web page - still under construction - has appeared on the Ministry of Culture and Education's web site.

Link to <http://www.mcye.gov.ar/pyp/iad/pid.html> and you will find a site called "CURSO DE INGLES A DISTANCIA", under the direction of Prof. Carlos Palacio, Director Nacional de Formación, Actualización y Perfeccionamiento Docente, Pizzurno 935 - 5° Piso - Oficina 502 - Buenos Aires - CP:(1020)  
Fax (541) 815-6315 / 815-6345 - Tel: 813-4550 / 59 - Interno 276

There is at present nothing else on the site but you might like to keep an eye on the web page for developments. Perhaps someone from the Ministry can supply more information ? Comments from list members please.

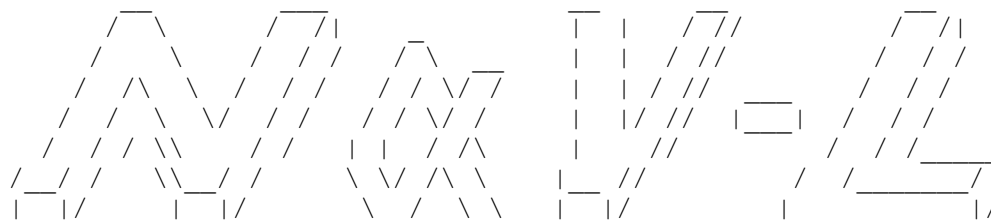
Posted by: List Editor  
mailto:me@interlink.com.ar

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end

From ???@??? Mon Oct 05 00:19:40 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 426 - 4 October 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401171ab23d32d437ec@[24.232.3.229]>

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N&V-L Digest 426 - 4 October 1998  
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There are 4 messages in this digest.

1. IATEFL Learner Independence SIG and Computer SIGs
2. Curso de Inglés a Distancia (MCyE)
3. Comma, who cares ?
4. Info on Saxoncourt, please

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-----  
1. IATEFL Learner Independence SIG and Computer SIGs  
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IATEFL - International Association of Teachers of English  
as a Foreign Language (linking, developing and supporting  
English Language Teaching professionals worldwide)

Computers for Independence - a joint Comp SIG/Learner  
Independence SIG event

This is a hands-on event aimed at increasing delegates'  
knowledge and expertise in using computers to aid independent  
learning. There will be two 'tracks' for the day: 'Internet for  
Independence' and 'CALL software for Independence.' Delegates  
will follow one track for the whole day and will be taken  
through a range of tasks designed to encourage learners to  
become more independent in their language learning.

For this very practical event there are 80 networked PCs,  
all with very fast internet access, available for the whole  
day. The 'Internet for Independence' track will look at both  
the WWW and email. The 'CALL software for Independence' track  
will look at concordancing, authoring, word-processing and  
dedicated EFL software. We expect demand to be high, so book  
early!

Internet for Independence track:

Laurent Borgmann (University of Fulda, Germany) & Lili  
Wilson (University of Brighton), Joanna Teague (CELSE,  
University of Manchester) & Clive McGoun (UMIST)

CALL software for Independence track: Tilly Warren (University  
of Birmingham) & Liz Potter (COBUILD) Tony Williams & Frauke  
Noelker (Wida software, London)

Venue: Learning Resources Centre, South Bank University,  
London, UK

Date: Saturday 7 November 1998 - 10:00 - 16:30  
(registrations 09:00 - 10:00)

Cost: IATEFL member =A350 (UK sterling)  
non-IATEFL member =A360 (UK sterling)

(refreshments and lunch are included in the registration fee)

WWW: <http://www.iatefl.org/callsig/london.htm>

Posted by: List Editor  
<mailto:me@interlink.com.ar>

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2. Curso de Inglés a Distancia (MCyE)  
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On Saturday 3 October I was able to access details of the  
offer advertised under this name, except for the following  
information:

- a) name and references of tutors in charge of the course.
- b) fees for the general public.
- c) chronograph for the course.

Given the fact that --to the best of our knowledge-- no information  
was/has been made public regarding the bidding that customarily is  
observed in projects undertaken by state institutions, FAAPI has  
requested information on both the above items and details of public  
bidding.

Ma. Cristina T. de Grondona White  
FEDERACION ARGENTINA DE ASOCIACIONES  
DE PROFESORES DE INGLES (FAAPI)  
President

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3. comma, who cares ?  
-----

I am a student of "Bachelor of English Language and Literature" course  
and would like to know if there is somebody working on the semantics,  
linguistics and/or pragmatics of the COMMA.

I know it has never been treated as a linguistic sign(?), but what I do  
know is that it offers not only a field for contrastive analysis between  
Spanish (Argentine dialect) and English, but also a field in linguistics,  
semiotics, stylistics, pragmatics and so on and so forth -not to mention  
the other punctuation signs!.

Is there anybody working on this issue? or at least in the cultural use  
of silence? Or someone who has been seduced or enchanted as I was by  
Charles Dickens mastering the commas in "Bleak House"?

Silence is only Nature.

Posted by :Virginia Serenelli  
mailto:virginia@steel.com.ar

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4. Info on Saxoncourt please  
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I'd like to start working with that new series of young learners' tests from an institution called Saxoncourt. The name of those exams is S.T.Y.L.E, and they're for very young learners, that's all I know.

I would be grateful to anyone who could send me any kind of information by e-mail, such as telephone numbers of authorized centres where my students could sit for those exams, addresses or even the correct e-mail I should forward this message.

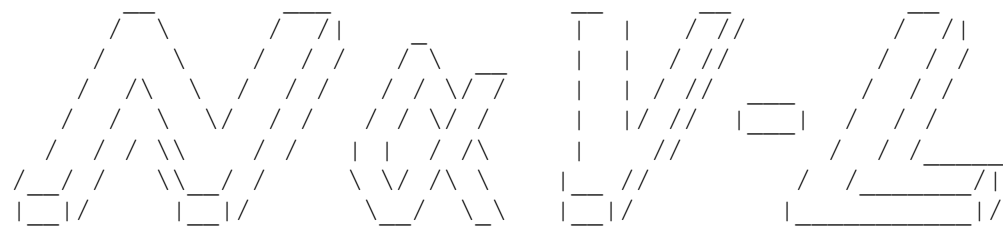
Thanks in advance.

Posted by: Cristina Devoto.  
mailto:crisdev@iname.com

\*\*

end  
From ???@??? Wed Oct 07 10:14:08 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 427 - 7 October 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011701b23eafc59026@[24.232.3.229]>

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N&V-L Digest 427 - 7 October 1998  
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There are 9 messages in this digest.

1. San Juan: Talks at Instituto Aleman
2. Information on Saxoncourt
3. Reply to Ines Cambiasso
4. 2000 problem
5. Reminder re ESP contributions

6. Actor Laureate: Help !
7. Sugar/sweeten/coat the pill
8. Student assessment
9. Language query

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1. San Juan: Talks at Instituto Aleman  
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Instituto Aleman in San Juan is organizing three talks by Dr Mario Lopez Barrios. These talks are part of the Instituto Aleman Program on Teaching Improvement. The talks will be in Spanish because they are addressed to teachers of foreign languages in general (i.e. German, French, Portuguese, Italian, English, etc.)

When:           October 16   -   from 07:00 pm to 09:00 pm  
                 October 17   -   from 08:00 am to 12:30 pm

Where:                   Instituto Aleman - San Juan

Speaker:       Dr Mario Lopez Barrios

Themes:                   Despertar Conciencia Lingüística  
                          Pautas Para La Evaluación Escrita  
                          Trabajo Con El Diccionario

Target:               Foreign Language Teachers

Registration:       Until October 14 - Fee \$13

Sponsored by:       ASICARA - Asociación Sanjuanina de Intercambio  
                          Cultural Argentino-Aleman  
                          ASJPI - Asociación San Juan de Profesores de Inglés

Contact:       Instituto Alemán de San Juan   - Santa Fe 114 Este -  
                 5400 SAN JUAN - Tel: 213409

Posted by: Sandra Belelli  
ASJPI - San Juan  
mailto:sebar@interredes.com.ar

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2. Information on Saxoncourt  
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Information on Saxoncourt can be found at

Saxoncourt (UK) Ltd  
59 South Molton Street, London W1Y 1HH  
Telephone: +44 171 491 1911 Fax: +44 171 493 3657  
recruit@saxoncourt.com  
<http://www.saxoncourt.com/index.htm>

Posted by: David Mason  
The British Council, London  
mailto:david.mason@britcoun.org

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3. Reply to Ines Cambiasso  
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I would not say I am "worried". Angry, or rather disappointed. Disappointed at finding out that what I had been trained to do and what I firmly believed in just did not work, angry to find that, having been a successful student, I just did not have the tools to teach in a state secondary school. I could do it in a school of English, or to a private student (even to an ESP student), but not in a state school. Funnily enough, the institution I graduated from is supposed to train teachers specifically for that teaching environment... but then again, I do not think that many of my teachers ever set foot in a state secondary school (I mean no challenge or disrespect to anybody, I am just stating facts).

What I found myself lacking in were the things that built up a successful class, things which, I agree, are not specifically related to EFL methodology, but they are part and parcel of teaching reality. They do not make classes better, they make classes \*happen\*. And yet, my training in the Profesorado was all about things that I rarely have the opportunity to put into practice because these basic things were never touched upon. And a quick look at most of the material published in methodology and the seminars delivered seem to show a similar trend.

Nobody profits from recipes, but a little practical help or a sound theory that works in a real classroom cannot hurt... As you say, unmotivated unconfident students simply won't learn, and teacher-pupil relationships are one of the keys to success. My question is "How do you do that?". Not that I want to be spoonfed, but I think we need more of this and less of other things that we already have plenty of...

Posted by: Pablo Toledo  
mailto:toledo@movi.com.ar

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4. 2000 problem  
-----

> We wanted to know whether this date will be read 'year two  
> thousand and twenty' or 'twenty-twenty' or something else.  
> Anyone got the answer ?

20:20 That's the vision!

Posted by: Mike Potter  
British Council Argentina  
mailto:MPotter@britcoun.int.ar

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5. Reminder re ESP contributions  
-----

You can still submit articles for Tesol Matters and/or  
ESP IS Newsletter. Deadline for first draft is Oct 15th

Contact Judee Reel at: <72763.542@compuserve.com>  
or <judeereel@iname.com>

Posted by: Liliana and Patricia Orsi  
Members-at-large ESP IS  
mailto:rainboworsi@arnet.com.ar

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6. Actor Laureate: Help !  
-----

Ted Hughes is the Poet Laureate since the early 80s.  
When the Actor Laureate Sir Lawrence Olivier died, who  
inherited the title? If no one has yet, shouldn't it be  
given to Kenneth Brannagh?

Thanks for answering. This question is killing me.  
I've searched all over the Web and I still haven't found  
the answer!!

Greetings & salutations

Posted by: María Elisa Suárez  
ICQ: 19430568  
mailto:mariaelisa@arnet.com.ar

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7. Sugar/sweeten/coat the pill  
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I followed the interesting thread on 'dorar la píldora' quite  
closely and think the best equivalents have already been mentioned.  
I believe, though, the following options were not discussed, and  
thought it would be good to say a word about them -if only as  
loosely synonymous with 'sugar the pill'.

One is the informal 'to sweet-talk sb' that the LDCE defines  
as: (transitive verb), to (try to) persuade by charming insincere  
talk or flattery.

eg: You can't sweet-talk me into helping you. (OUP)

There's also the uncountable noun 'sweet talk'.

Another expression: 'to sweeten sb up', also informal, though this  
one seems to be more negative and includes the money/gift/favour  
element as an additional persuasive strategy (= 'bribe'). The OUP  
says: make somebody more agreeable, eg. by offering gifts.

Sugar is sweet, and so are pills... (AND talks...)

Postd by: Graciela B. Pascual  
Univ. Nac. de La Pampa  
mailto:gpascual@cpsarg.com

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8. Student assessment  
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In response to you comments regarding the student assessment controversy in Argentina, I would like to share my comments about a similar situation in the US.

For years, students were assessed by rigid tests. There was no regard for the individual student's ability and no regard for the competency of the teacher.

After years of debate, it was decided that students would be assessed by a multitude of assessment techniques. (In other words, everyone's position was satisfied!)

Students are now assessed by:

- 1) anecdotal records - the teacher keeps a running log of each student's performance in class; two or three students are observed each day and records are kept.
- 2) product assessment - student products (essays, research papers, art projects, etc.) are assessed based on a carefully planned rubric. Students are given the rubric prior to the experience, so the expectations are clearly identified.
- 3) rubrics - both the teacher and the students have the opportunity to prepare a rubric for each assessment. (If you would like examples of typical rubrics, please email me.)
- 4) National and State assessments - once a year, students are tested in all subject areas. The tests contains both content "questions" and "critical thinking" exercises (application of the content learned). There is also a writing sample required to address this skill area.
- 5) portfolios - examples of student work are kept in a folder that is available to both parents and school administrators at all times. In the event that a student does not "test well," this provides a more authentic representation of the student's strengths and weaknesses.
- 6) student self-assessment - students are asked to reflect back upon their work. They include suggestions on how to improve their work in the future.

Our new all-inclusive approach to student assessment is working quite well. Teachers, parents, students, and school administrators are all pleased with the approach. . . . imagine that!

I would be happy to provide more information on any of the aforementioned methods. Please email me with your questions?

Posted by: Claudia Perkins  
Butler, PA, USA  
<mailto:ClaudiaRob@aol.com>

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9. Language query

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I would be interested in reader's comments on the acceptability



This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.

Apologies for the delay in this message - the N&V-L server  
(interlink.com.ar) was down for three days and before it was  
repaired the list editor was away in Santa Fe for the National  
Teachers' and Students' Conference. For list members' reference,  
the previous Digest, Number 427, was sent out on 7 October  
1998.

There are 9 messages in this digest.

1. Herbert Puchta in Buenos Aires  
2. Message for the members of APIBB after FAAPI  
3. Response to language query  
4. Another reply to Pablo Toledo  
5. More of this and less of the other ...  
6. Language query (1)  
7. Language query (2)  
8. Joke types (?)  
9. Teachers' and Students' Conference, 1998 &  
1999

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1. Herbert Puchta in Buenos Aires  
-----  
  
Herbert Puchta will be lecturing on:  
  
• Teaching For Thinking In The Young Learners' Classroom  
  
• Motivating Young Learners  
  
at Colegio del Salvador, Callao 542, Capital, on Saturday  
October 24th, from 9 am to 1 pm  
  
To enrol send your name and telephone number to Cambridge

University Press at <cup.argentina@sion.com>.<br>  
<br>

Forwarded by: List Editor<br>  
mailto:me@interlink.com.ar<br>  
<br>  
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></span>-----<br>

2. Message for the members of APIBB after FAAPI<br>  
-----<span>

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<br>

I would like to congratulate you all on the excellent  
organisation of<br>  
FAAPI seminar this year. Every detail was taken into account to  
make<br>  
participants and presenters feel at home. Thanks for having devoted  
time,<br>  
effort and energy for the sake of others.<br>  
Congratulations to the members of APIBB<br>  
Ma.Laura<br>

<br>  
Posted by: Ma. Laura Rossi<br>  
Lamadrid 2980- 7400- Olavarria-Argentina<br>  
Tel/Fax : 54-284- 40310<br>  
mailto:mlrossi@satlink.com<br>  
<br>

[ Although APIBB undoubtedly deserve praise for this years's  
FAAPI  
&nbsp; conference this thread is now over - ListEd ]<br>  
<br>  
\*\*<br>

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3. Response to language query<br>  
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<br>  
In English there is frequent conflict between grammatical  
agreement&nbsp; and<br>  
notional agreement (the speaker's perception of subject number),  
complicated<br>  
by the proximity principle (the subject closest to the verb is chosen  
as the<br>  
agreement subject over the noun phrase head functioning as subject  
in<br>  
certain constructions, mainly those mentioned by earlier  
posters).&nbsp; &quot;The<br>  
Grammar Book&quot; by Celce-Murcia and Larsen-Freeman has a good  
brief discussion<br>  
of this point and &quot;A Comprehensive Grammar of the English  
Language&quot; by Quirk<br>  
et al.is also very useful here. The biggest problem, as always,is  
what is<br>  
important to the speaker/user. If you are preparing for&nbsp; the  
TOEFL test or a<br>  
grammar test&nbsp; you had better stick with prescriptive rules.The  
problem is<br>  
that&nbsp; the prescriptive rules seem to be crumbling in the face of  
usage and<br>  
in&nbsp; cases not as clear cut as examples a & b below there is  
quite a bit of<br>  
variation. Some research into this question cited in Celce-Murcia

and<br>  
 Larsen- Freeman show that native speakers from diverse walks of life  
 are<br>  
 often evenly split when choosing either grammatical or notional  
 agreement as<br>  
 correct and when to use the proximity principle.<br>  
 <br>  
 &nbsp; a) Neither John nor his brother is working<br>  
 &nbsp; b) Neither John nor his brother are working<br>  
 <br>  
 This one is simple:singular agreement.Each member of the  
 coordination&nbsp; is<br>  
 singular.No conflict with the proximity principle or notional accord  
 (&quot;nor&quot;  
 is not additive, as is &quot;and&quot;). Most native speakers  
 seem to prefer singular  
 agreement.<br>  
 <br>  
 &nbsp; c) Not only the children but also their mother is here<br>  
 &nbsp; d) Not only the children but also their mother are here<br>  
 <br>  
 Who is ever going to use a construction like this outside of a  
 grammar<br>  
 exercise? Real people would say &quot;The children and their mother  
 are here&quot;.<br>  
 Simple sentence and clear agreement. Speakers choose simplicity every  
 time.<br>  
 In any case here the members are of different number&nbsp; and&nbsp;  
 &quot;but&quot; has the<br>  
 effect that each member is perceived separately. The proximity  
 principle<br>  
 applies so that the singular agreement would be correct. That's what  
 ACGOTEL<br>  
 says anyway.<br>  
 <br>  
 &nbsp; e) Not only Nancy and Flavia but also Vanina knows  
 Bariloche<br>  
 &nbsp; f) Not only Nancy and Flavia but also Vanina know Bariloche<br>  
 <br>  
 Again, this strikes me as preternaturally unnatural, but that's not  
 the<br>  
 point. The proximity principle is going to apply here again thanks to  
 &quot;but&quot;<br>  
 and the grammatical and notional agreement conflict: &quot;Nancy  
 \*and\* Flavia&quot; is<br>  
 always going to be treated as plural, but &quot;Vanina&quot; is  
 obviously singular,<br>  
 and so we have a similar situation to c & d above.  
 &quot;Also&quot; is a non-player<br>  
 here of course.<br>  
 <br>  
 &gt;Finally a student asked me what to do with the following  
 sentence:<br>  
 <br>  
 &gt; g) Either you or I .... crazy ?<br>  
 <br>  
 Tell them to rephrase it; sometimes the correct version sounds so bad  
  
 (proximity principle), and the incorrect version almost as much  
 so, that it  
 makes more sense just to leave it alone and find a sensible

alternative.

I gather this is from a student's imagination, which is good in that he/she is

thinking about forms; but too much &quot;playing&quot; with form for the sake of doing so

can be distracting (and examples like this help reinforce some learner's

conceptions of English as a &quot;crazy&quot; language).<br>

<br>

Posted by: Mark Alberding<br>

mailto:malberding@ibm.net<font face="Arial" color="#000000"><br>

</font><br>

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4. Another reply to Pablo Toledo

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<br>

<font color="#000000">I have been worrying about Pablo Toledo's posting for the last few</font>

<font color="#000000">days, trying to think of how to sweeten the pill, staying up way</font>

<font color="#000000">after the 9 o'clock watershed...oh

sorry, those were other questions.</font>

<font color="#000000">But seriously:<br>

<br>

I know nothing about Pablo's course (I'm sure it was excellent) but</font>

<font color="#000000">he's hit the nail right on the head, raising an issue that has troubled</font>

<font color="#000000">many other teachers near the beginning of their careers and/or those</font>

<font color="#000000">teachers outside the UK or the USA who have been fed exotic new</font>

<font color="#000000">methodologies from over here (or there). There is a problem about</font>

<font color="#000000">some of us (when we get careless) giving out 'comfy chair' recipes.</font>

<font color="#000000">And there is a gap between the kind of micro-teaching done on training</font>

<font color="#000000">courses, and the reality of a bunch of sullen teenagers who couldn't</font>

<font color="#000000">give a damn when you stand impotently before them.<br>

<br>

It occurs to me that anyone hearing of the latest activity, the latest</font>

<font color="#000000">trend or approach, needs to look at these things with a certain amount</font>

<font color="#000000">of cynicism. We all know that that what may sound lovely in Cambridge,</font>

<font color="#000000">in Boston, in a fancy private school in Santiago or BA may be completely</font>

<font color="#000000">inappropriate in certain other situations. And even if cynicism isn't</font>

<font color="#000000">the right mood, teachers will almost certainly have to adapt new ideas</font>

<font color="#000000">to their own classroom realities - changing the procedure or the focus.</font>

<font color="#000000">I'm not arguing for a general 'It won't work' kind of negativity because</font>

<font color="#000000">that kills everything. But I do think it's

up to teachers to make a

realistic assessment of new ideas, however exciting they may sound.

I don't agree with Pablo, though, that it's a 3rd world methodology he
 needs. Heavens, you just have to go to secondary schools in the Tower
 Hamlets borough of London, for example, even in comfy Cambridge (UK)
 where I live, in big cities all over Europe and the States, and whether
 they've got videos or not, I'll show you groups of bored unmotivated
 teenagers who couldn't give a damn. I guess the only real answer is to
 see what good teachers do in that situation. Who do the kids enjoy being
 taught by most? Why? What can be learnt from them? Will they let colleagues
 come in and observe? Can they be persuaded to lead teacher development
 sessions in school about how to get the kids going etc? Some time ago I
 interviewed a group of secondary school students about what makes a good
 teacher and their replies were things like 'A good teacher is someone
 who helps rather than shouts,' or even (more scarily) 'a good teacher
 is some who knows our names.' They have their problems too!

Teaching has always been an occupation where (in Wilga Rivers immortal
 phraseology) there's blood and sawdust all over the floor. There
 wouldn't be any point unless it was a bit of a challenge!

There's lots more to say on this subject. I hope Pablo won't mind me
 quoting his 'howl' piece in Australia next week with some trainers
 I'm working with. Really good discussion piece.....

Posted by: Jeremy Harmer  
<mailto:Harmerj@aol.com>

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-----<span>  
 ></span>  
 5. More of this and less of the other ...  
 -----<span>  
 ></span>  
 <br>  
 I hope Pablo is just worried and not angry. Anger is tinged with  
 pessimism  
 while worry is a state of concern. And he has good reasons for  
 being

concerned because now he is faced with the task of teaching. This is the<br>challenge. He has acquired a number of tools - a sound knowledge of the<br>foreign language, the mastery of teaching theories and techniques, the<br>perception of what a class can be like.<br><br>All the ingredients are now available, waiting for the Master Chef to<br>select and combine. We can teach somebody how to cook but that does not<br>mean he/she will be a good cook. This is what teaching is all about -<br>finding the way to reach our students, communicating. English is only an<br>excuse.<br><br>Posted by: Graciela C. Moyano  
mailto:gmoyano@tournet.com.ar  
<br>  
\*\*

## 6. Language query (1)

[illegible]

## 7. Language query (2)



Not only are the children here, but their mother is too.<br>  
Not only Nancy and Flavia know Bariloche - so does <br>  
Vanina.<br>

Either you are crazy, or I am.  
<br>

Posted by: Helen J Bolton  
mailto:helenb@english-express.com<br>

\*\*

-----  
8. Joke types (?)  
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<br>

Hiya listers,<br>

<br>

Can anyone help me with vocabulary related to different types  
of jokes ? I mean, are there specific words for jokes that tell

a little story in a sequence of boxes, those that present a

situation in just one picture, those that have 'sequels' or

shall I say 'follow a thread' on current issues (like<br>  
the Argentinian 'Clemente', or good old 'Mafalda'), etc, etc?  
<br>

Thank ya!&nbsp;<br>

Posted by: Graciela Pascual<br>

Univ.Nac.de La Pampa, Arg.

mailto:gpascual@cpsarg.com

<br>

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></span>-----<br>

9. Teachers' and Students' Conference, 1998 & 1999<br>

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></span>-----

<br>

Congratulations to the organisers of the 1998 Teachers' and

Students' conference which has just finished in Santa Fe.

<br>

Thanks too, to the the authorities at Austral Airlines who  
arranged for visiting lecturers to (once again) experience  
the pleasure of waiting around for return flights to their  
various abodes around the country.

<br>

This is a valuable bonding process and is fast becoming a  
standard feature of national conferences. On behalf of teachers

of English in Argentina N&V-L would like to take this  
opportunity

of thanking Austral for having come up with this unique way to

sponsor ELT in Argentina by stimulating networking in hotel and

airport lobbies.

<br>

A vote was taken at this year's&nbsp; Teachers' and Students'

Conference and it was (almost unanimously) agreed that the 1999





Date: Mon, 12 Oct 1998 22:27:21 -0300<br>  
MIME-Version: 1.0<br>  
X-Priority: 3<br>

**I do agree with Pablo that what we read in Methodology books is seldom what we then find in real classrooms. Unmotivated students and sullen adolescents exist even in posh private schools be that B.A , Cambridge or Caracas. Have you seen "Dangerous Minds" a film starring Michelle Pfeiffer? That is the US, not a deprived suburban Bolivian or Argentine (with due respect) school. My adolescent students have declared it Best Film of the Year. Although the end could be labelled as the usual Hollywood "and they lived happily ever after", it provides excellent material for reflection for both teachers and students. Don't give up hope, Pablo. I sometimes think that what keeps me going is the excitement of challenge, and getting across to the really difficult kids is the challenge. You have the tools of the trade. Add a pinch of guts and lots of love for what you're doing and who you're teaching. difficult? Yes, but rewarding.**

```
&nbsp;
<font size="-1" color="#000000">Annie Altamirano</font>
<font size="-1" color="#000000">annie@infovia.com.ar</font>
<br>
<br>
**<br>
<br>
end
</body>
</html>
</x-html>
```

From: ???@??? Mon Oct 19 01:33:08 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 430 - 19 October 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011703b24d98e1a053@[24.232.3.229]>

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<html><head><style type="text/css"><!--
blockquote, dl, ul, ol, li { margin-top: 0 ; margin-bottom: 0 }
--></style><title>N&V-L Digest 430 - 19 October
1998</title></head><body>
<br>
```

N&V-L Digest 430 - 19 October 1998

[illegible]

[illegible]

## 1. Libertad de Catedra

<font color="#000000">bounds of reason, it is good to have different teachers following</font>  
<font color="#000000">different approaches to teaching and doing what they see fittest.</font>  
<font color="#000000"><br></font>  
<font color="#000000">I highlight the words &quot;within the bounds of reason&quot;; this does not</font>  
<font color="#000000">mean that anything goes, and what is necessary is a set of clear</font>  
<font color="#000000">rules and minimum syllabus contents, together with clear guidelines</font>  
<font color="#000000">as to evaluation, duties and responsibilities. We all have heard of</font>  
<font color="#000000">or been involved in horror stories concerning teachers who behave</font>  
<font color="#000000">unfairly or whimsically. Likewise, we all hear stories of corrupt</font>  
<font color="#000000">politicians, inept doctors and bricklayers who cannot build a straight</font>  
<font color="#000000">wall.</font>  
<font color="#000000"><br></font>  
<font color="#000000">If such teachers are knowingly allowed to continue acting as they</font>  
<font color="#000000">please and abusing their power, it is the institution's responsibility:</font>  
<font color="#000000">most institutions have regulations which are rather specific, and it</font>  
<font color="#000000">is the role of the authorities that they should be enforced. A chummy</font>  
<font color="#000000">philosophy of &quot;You scratch my back and I'll scratch yours&quot; or &quot;If he/she</font>  
<font color="#000000">acted so it must have been for a good reason&quot; is perhaps more to</font>  
<font color="#000000">blame for abuses of power than the concept of &quot;libertad de catedra&quot;.</font>  
&nbsp;<font color="#000000">Posted by: Pablo Toledo</font>  
<font color="#000000">mailto:toledo@movi.com.ar</font>  
&nbsp;<br>  
\*\*

<br>

<br>

      taken full-time or part-time at one of  
140 centres in

<br>

<br>

<br>



organisations<br>  
support such situation.<br>  
<br>  
I suppose my feeble little voice is not going to change the world,<br>  
but at least I make use of ONE of the few liberties I &quot;so  
far&quot; have:<br>  
freedom of speech. There is always a chance in millions that  
things<br>  
might change for better.<br>  
<br>  
Thank you all for reading.  
Dick  
<br>

### 3. ELT Jobs available

Forwarded from TEFL Professional Network. For more information on these opportunities visit the websites below.

[illegible]

Posted by: List Editor  
mailto:me@interlink.com.ar  
<br>

```
end
</body>
</html>
</x-html>
```

```
<x-html><!x-stuff-for-pete id="0">
<!doctype html public "-//W3C//DTD W3 HTML//EN">
<html><head><style type="text/css"><!--
```



[illegible]



who are just as happy to be called black, similarly I know 'people of  
alternative sexual preferences' who call themselves queer! I  
tend to  
think it is somewhat patronising for us as a society to decide  
what we think people of a certain social grouping would want to  
be called (how about by their names? :-), but of course the only  
way to know about that for sure would be to  
ask the people in question... but I'm going off-topic now so I'll  
stop  
<img alt="grin" data-bbox="115 685 185 715"/>  
<br>  
Posted by: Helen J Bolton  
Interactive Language Teaching Ltd, UK  
<mailto:helenb@english-express.com>

3. Barbara Field in Buenos Aires

"Decoding through dinosaurs: Cross-curricular connections" between Literature and science, to be conducted by Barbara Field (Texas A&M University), Simon & Schuster International School Division Educational Consultant.

When: Monday, October 26, 1998, from 5:30 to 7:30 p.m.

Where: Confitería Los Dos Chinos, Juramento 2381 - 1st. floor (just off Cabildo)

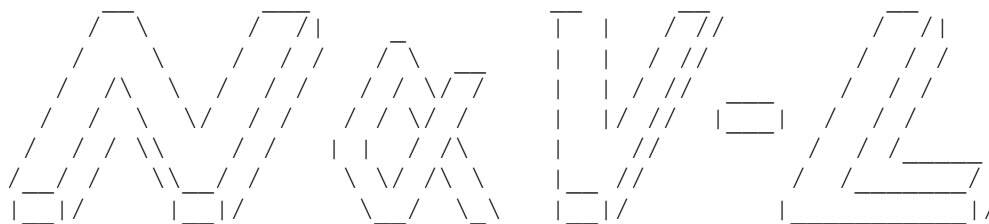
Information from: Olleros 1780 - 2 - F,

1426 Buenos Aires

Phone: 776 3681

Telefax: 779 0872

[illegible]



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This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 4 messages in this digest.

1. Reply to Dick Duprat
2. Patagonian Seminar
3. CALL journals
4. Impairment, disability and handicap

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1. Reply to Dick Duprat  
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I agree with you about the fact that ' a good teacher cannot be made in a short while like a cake' because I believe that good teachers are born good educators. We are teachers of English and as such, our first priority is to be good educators, our goal in life is to model human beings, however, many teachers forget about the first objective they have to achieve, and are only interested in earning money by means of their profession. That is life! Anyway, the most important thing to do is to keep to our principles, if we believe in them. To act well or badly is a personal decision and each person has the right of choice. The only difference between behaving well or badly is to have the possibility to die well or badly too.

As far as the Bell and the CELTA courses, I think that they might be good courses to form teacher trainers. In USA the TESOL course takes only a year to be completed and this matter of globalization is bringing this alternatives as possible options into our lives. I hope you can stand the fact, I know it is difficult but not impossible.

Posted by: Maria F. Almeida  
The Wasteland Challenge Int. School of English  
<mailto:almeida@satlink.com>

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2. Patagonian Seminar  
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The Instituto Neuquino del Profesorado en Inglés is organising its End-of-Year Seminar, to be held on its premises on 20th and 21st November.

The program will be as follows :

20-11 Morning Session: 9.00 to 12.00

Speaker: Daniela Forquera

Workshop: Testing and Assessing Learners in the Primary Classroom.

20-11 Afternoon Session 14.30 to 16.30

Speaker: Nori Robiglio

Workshop: Grammar for Teachers : A Practical Approach to English  
Language Teaching.

21-11 Morning Session: 9.00 to 12.00

Speaker: Maria Cristina Gallo

Workshop: The Internet as a Resource : Getting the idea.

21-11 Afternoon Session: 14.30 to 17.30

Speaker: Maria Cristina Gallo

Workshop: The Internet as a Resource : Web-based Projects.

On Friday, 20th November, the participants will be able to attend  
a production of Hamlet, by Alfred Hopkins.

We welcome any list members who want to join us on our last academic  
event of the year!

For further information and registration,  
please contact :

I.N.P.I.

Fotheringham 346

(8300) Neuquen

Tel/Fax : (099) 42 7574

e-mail : cgm@teletel.com.ar

or : ipnpi@teletel.com.ar

Poste by: Cristina Gallo

Neuquen, Argentina

mailto:cgm@teletel.com.ar

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3. CALL journals  
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List members may be interested in this collection of CALL  
journals, forwarded from another list.

original posting by: Kylie Baxter

Assistant Information Officer, CTI Modern Languages

University of Hull, Cottingham Road, Hull HU6 7RX, UK

Tel: +44 (0)1482 465872, Fax: +44 (0)1482 473816

Email: k.m.baxter@selc.hull.ac.uk

Here are the ones I know about that focus specifically on CALL. There are  
of course a number of journals that deal with Educational Technology or  
Language Learning generally that have occasional articles about CALL - see  
the CTI Modern Languages online bibliography for more information

<http://www.hull.ac.uk/cti/reading.htm>

CALL Journal published by Swets, article abstracts online  
<http://www.swets.nl/sps/journals/call.html>

Language Learning & Technology - online journal  
<http://polyglot.cal.msu.edu/llt/>

Australian Journal ON-CALL, some articles already online, moving to being fully online in 99  
<http://www.cltr.uq.oz.au:8000/oncall/>

The US CALL organisation CALICO's journal - not much online though  
<http://www.calico.org>

IATEFL's CALL SIG newsletter CALL Review - a few old articles online  
It's quite a good practical journal though.  
<http://www.iatefl.org/callsig/callsig.htm>

IALL Journal of Language Learning Technologies - some issues online  
<http://langlab.uta.edu/iall/journal/JournalHome.html>

JALT's (Japan Association for Language Teaching) CALL NSIG's journal online, CALL-EJ  
<http://www.lc.tut.ac.jp/callej/callej.html>

and of course the ReCALL Journal, published jointly by CTI Modern Languages and EUROCALL  
Information, tables of contents and some back issues available online at  
<http://www.hull.ac.uk/cti/eurocall/recall.htm>

Forwarded by: List Editor  
<mailto:me@interlink.com.ar>

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4. Impairment, disability and handicap  
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>>What is the difference in usage (implication/connotation/  
>>acceptability) in British English between the words

IMPAIRMENT,        DISABILITY        &        HANDICAP.

>>with regard to people whose various abilities are not as  
>>developed or extensive as others.

Further to Helen Bolton's perceptive comments, here are some intuitive thoughts:

Impairment is often used of temporary disability, for example, the ability to drive may be impaired by drugs or alcohol - ditto in connection with speech. In terms of degree, impairment implies to me something less serious than disability or handicap.

A disability need not necessarily be a handicap - someone with arthritis in the hands would be handicapped when painting, but not when singing. Handicap has distinctly relative connotations with reference to 'norms' and need not denote disability in the strict sense at all. For example, age may be a significant handicap when applying for work, and of course 'handicap'

Posted by: Judy Garton-Sprenger  
mailto:JudyGS@compuserve.com

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end
From: [redacted] Sat Oct 24 21:13:59 1998
To: me@interlink.com.ar
From: me@interlink.com.ar
Subject: N&V-L Digest 433 - 24 October 1998
Cc:
Bcc: aaN&Vlistserv
X-Attachments:
Message-Id: <v04011701b255c566c51e@[24.232.3.229]>

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[illegible]





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These are the details:

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The head teacher: María Elena Coria de Costas

Her home tel number: (085) 340154

The

school: Centro Experimental No 8 "Gra; Antonino Taboada"

<div

>Address: República 302. Clodomira (4338), La Banda Dept.,

<div

></span> Santiago del Estero School

School

tel: (085) 921063

<br>

Thanks in advance, everyone, for your attention.

<br>

Posted by Ana Armendáriz

mailto:armenda@impsatl.com.ar

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3. Language query

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<br>

<font color="#000000">I came across this structure in a book I'm using (Hotline Intermediate) </font>  
<font color="#000000">and it sounds wrong to me. What do you think of these examples?</font>

&nbsp;

<font color="#000000">I want my watch repairing.</font>

<font color="#000000">He wants the set preparing for the next scene.</font>

&nbsp;

<font color="#000000">Please post your response to the list.</font>

&nbsp;

<font color="#000000">Posted by: Maria Inés Garin</font>

Puerto Iguazu

mailto:abcschool@interiguazu.com.ar

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4. Buddha soars ?  
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<br>

<font color="#000000">As I was preparing a lesson I came across a passage which reminded me </font>

<font color="#000000">of the messages concerning Celta, BELL schools and the status of language </font>

<font color="#000000">teaching for some native speakers. The picture illustrating it shows a</font>

<font color="#000000">cross-legged man playing the flute in the mountains in a yoga-like trance. </font>

<font color="#000000">I will add no personal comments, as I think the text speaks for itself.</font>

<br>

&quot;I know it's time for decisions, but I'm not very good at decisions.

I might go to university, but I'm not sure. I might wait and travel

around the Far East for a while.

<br>

After that, I might become a teacher. (...) Someone told me there are

lots of jobs teaching English, so I might do a course in that.

Then I

could teach and travel!&quot;

<br>

(Headway pre-intermediate unit 13)

&nbsp;

Pablo Toledo

mailto:toledo@movi.com.ar

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5. Call for Presentations  
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The Wasteland Challenge International School of English&nbsp;

invites proposals for presentations on 'personality diversity'&nbsp;

and the implications for language teaching and learning.

<br>

We are seeking proposals covering a&nbsp; wide variety of



[illegible]



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Santiago del Estero

School







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parents, and they all agreed English was absolutely  
necessary.

<br>

The project consists mainly in devising ways to finance this  
"untimely"  
teaching. Apart from the meagre fee that some parents pay, the  
school  
organises festivals and other functions to collect the money  
they need to  
pay the teachers. The mothers sell icecream, sandwiches and  
other things.  
Everyone involved cooperates in the best way possible.

<br>

There are 650 pupils at school. Many of them come from faraway  
"inland",  
from very poor homes without fathers, and some of them get to  
school on an  
empty stomach. The school used to have "comedor  
escolar", but they don't  
any more. There isn't even a "copa de leche" at  
present.

<br>

The three teachers in charge come over from 35 kilometres away.  
They teach  
all the children two weekly teaching periods -- too little but  
better than  
nothing -- and are paid \$300 monthly each. This includes  
travelling  
expenses. They are paid by lesson taught, so they cannot fall  
ill. When  
they have to miss, they send someone else to substitute for  
them. And of  
course there are no holidays for them.

<br>

As might be expected, there's no ELT library, either for the  
pupils or for  
the teachers. The children cannot buy books, and sometimes the  
teachers  
bring photocopies, which they have to pay for themselves. Of  
course there's  
no tape recorder -- there was one but it doesn't work at  
present.

<br>

In the teeth of difficulties, the children are making good  
progress. The  
little ones in first year EGB greet all teachers in English, and  
are  
willing to "converse" with anyone who responds. Their  
teachers talk English  
to them almost the whole time.

<br>

This progressive headteacher was about to be donated a computer  
by Telecom,  
but finally the whole thing came to nothing. She's convinced  
that English  
and information technology are essential for a child to be able  
to survive  
in this complicated world.





travel  
around the Far East for a while.  
<br>  
After that, I might become a teacher. (...) Someone told me  
there are  
lots of jobs teaching English, so I might do a course in that.  
Then I  
could teach and travel!&quot;  
<br>  
(Headway pre-intermediate unit 13)  
&nbsp;  
Pablo Toledo  
mailto:toledo@movi.com.ar  
<br>  
\*\*

-----  
5. Call for Presentations  
-----

<br>  
The Wasteland Challenge International School of  
English&nbsp;  
invites proposals for presentations on 'personality  
diversity'&nbsp;  
and the implications for language teaching and learning.  
<br>  
We are seeking proposals covering a&nbsp; wide variety of  
interests  
and all levels from children to college/university to  
adults.  
<br>  
Join us for an exciting&nbsp; one-day conference and share your  
expertise  
by serving as a presenter. Email us for an application form  
and/or  
visit our website at:  
<http://webs.satlink.com/usuarios/a/almeid><span  
></span>a  
<br>  
Posted by: Maria Almeida  
The Wasteland Challenge International School of English  
Lope de Vega 475 Capital Federal (1407) Argentina  
mailto:almeida@satlink.com

<br>  
\*\*  
<br>  
end  
</body>  
</html>  
</x-html>  
From ???@??? Tue Oct 27 00:03:23 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 434 - 27 October 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401170cb2585065da59@[24.232.3.229]>

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<!doctype html public "-//W3C//DTD W3 HTML//EN">  
<html><head><style type="text/css"><!--

[illegible]







[illegible]





[illegible]



<br>

To reinforce this point let me say there is a resolution by the Federal<br>

Council of Culture and Education (June 26, 1998) whereby the Council<br>

does not recommend &quot;a basic curricular structure&quot; for colleges of<br>

education in the manner of EGB 3 and Polymodal Education. All there<br>

is agreed upon criteria for curriculum design development.<br><br>

Libertad de Cátedra definitely IS a Good Thing, as the Editor<br>says, &quot;yet the system itself is readily open to abuse.&quot;. I agree<br>

with him there. But there you are: democracy IS a good thing,<br>though theft, murder and corruption persist. And one would<br>not be thinking of abolishing democracy because of crime.<br><br>

In my view there's always tension between &quot;being ahead of the<br>times&quot; and established order; between autonomy and anarchy;<br>creativity and mechanical repetition; boredom and discovery.<br><br>

I don't think it'll be possible to resolve the conflict by fostering<br>

the latter and suppressing the former. The conflict will persist,<br>underlying, underwater, undefined, there it will be. It's part of<br>human nature.<br><br>

I agree entirely that &quot;A&nbsp; university or teacher training college can<br>

only have credibility if it operates a system of teaching and evaluation

that is wholly transparent.&quot; It would be IDEAL if &quot;all students embarked<br>

on a course [had] access to similar instruction and content [...] and be<br>

subjected to the same system of evaluation.&quot;<br><br>

I wonder if the editor is thinking of ALL students doing the SAME subject<br>

WHEREVER?&nbsp; Where does UNITY WITHIN DIVERSITY go?<br><br>

The answer is much, much more complex than sheer uniformity. The answer<br>

is reflection, growth, intellectual honesty, adequate supervision, updating,<br>

an institution that wants to grow and fosters all these qualities and the

production of knowledge through research. In short, an institution that develops<br>

its own monitoring measures, and does not require an external guard imposed<br>

from the outside.<br><br>

It will only be in a suitable context that freedom will be profitable, when all the<br>conditions are met.<br><br>

But freedom will always be freedom. Beware of exams!!<br><br>

Posted by Ana Armendáriz<br>

mailto:armenda@impsat1.com.ar

<br>

\*\*

-----  
3. English Pronunciation and Spelling<br>

-----<br>

<br>

Though I've been teaching phonetics for quite a while already, I'm afraid I have never found a very didactic, easy-to-remember way to help my students make useful relationships between pronunciation and spelling and really<br> tackle this 'slippery' issue.

<br>

Does anyone out there have any suggestions?

Thank you!<br>

<br>

Posted by: Graciela B. Pascual<br>

Universidad Nac. de La Pampa, Argentina<br>

mailto:gpascual@cpsarg.com

<br>

\*\*

-----  
4. About the CELTA exam

-----

<br>

Dear listers,<br>

<br>

CELTA (Certificate in English Language Teaching to Adults) booklets are<br>

available at<br>

plmora@impsat1.com.ar in case you wish to have more information.<br>

<br>

Posted by: Litty Mora<br>

UCLES Support Office Argentina

mailto:plmora@impsat1.com.ar

<br>

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-----  
5. Southern Cone Tesol Convention

-----<br>

<br>

As far as I know, the Southern Cone Tesol Convention will be held in mid August, not in July. However, the exact date has not been confirmed, yet.<br>

<br>

ELBA VILLANUEVA DE DEBAT<br>

Escuela Superior de Lenguas<br>

Universidad Nacional de Cordoba<br>

Velez Sarsfield 187, 5000 Cordoba - Argentina<br>

mailto:edebat@esl.unc.edu.ar

<br>

\*\*

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></span>-----<br>

6. Re: Freewriting, Burke's Pentad and tagmatic invention<br>

-----<span

></span>-----<br>

<br>

I'll be glad to help with bibliography and suggestions: Pls contact MonicaDominguez at &lt;monidom@infovia.com>.

<br>

<br>

\* \*

## 7. Call for ESP Articles (TESOL Matters)

-----<br>

<br>

The ESP Column in TESOL Matters is looking for short articles related to ESP for the 1999 calendar year. 

<br>

Submissions may be sent via e-mail to Thomas Orr, ESP  
Column Editor at <t-orr@u-aizu.ac.jp>.

Articles should be less than 1,000 words and contain 3 or less references.

Previous articles (links forthcoming), can be viewed at the <http://www.u-aizu.ac.jp/~t-orr/tm-esp.htm>

 $\geq 1$   

Articles addressing new aspects of ESP are particularly welcome.<br>

<br>

Forwarded by Liliana Orsi /Patricia Orsi

mailto:rainboworsi@arnet.com.ar

<br>

\* \*

<br>

end

&lt;/body&gt;

&lt;/html&gt;

&lt;/x-html&gt;

From ???@??? Sat Oct 31 13:39:08 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 436 - 31 October 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04011703b25c510b234b@[24.232.3.229]>

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--></style><title>N&V-L Digest 436 - 31 October

```
1998</title></head><body>
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<br>

N&V-L Digest 436 - 31 October 1998

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[illegible][illegible]





(as above).

<br>

While silently cursing her :-)) for the extra work involved I am wondering whether this is useful information to list members.

<br>

We might perhaps extend it (as Graciela suggests) to include affiliation and country (internet codes) too ? Although of course not everyone has an affiliation or wishes to be associated with

one in their posting.

<br>

What do list members think. It does take considerable extra time

to process (it has to be done manually) but if in general list

members think it is a good idea then I am happy to do it.

<br>

Reactions please.

<br>

Posted by: List Editor  
mailto:me@interlink.com.ar

<br>

\*\*

-----  
<font color="#000000">1. </font>Research project a solution  
?

-----  
<br>

One idea that occurs to me is to challenge the advanced students of<br>

Methodology/Language/Phonetics at Teacher Training College to design<br>

material to support Maria Elena's task in Santiago del Estero.

This&nbsp;<br>

is one way of inviting our institutions to do research for a very<br>specific, practical purpose.<br>

<br>

Posted by: Prof. Graciela C. Moyano  
mailto:gmoyano@tournet.com.ar

<br>

\*\*

-----  
<font color="#000000">2. </font>Grammar query  
-----

<br>

This is a grammar question. How do you say in English  
'tú' and 'usted' ?

<br>

Thou and you?<br>

<br>

Kind regards<br>

Jose<br>

<br>

Posted by: María Josefina Ramos<br>

Eng&lt;&gt;Spa certified translator

Buenos Aires, Argentina<br>

mailto:mjramos@infovia.com.ar

\* \*

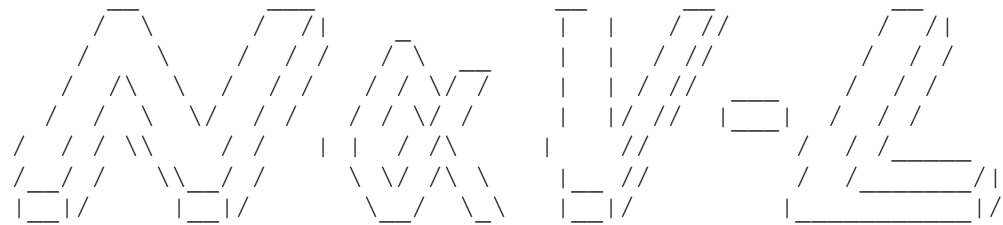
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Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04011701b263d080ccba@[24.232.3.229]>

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N&V-L Digest 436 - 2 November 1998  
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There are 3 messages in this digest.

1. Response to Graciela Moyano
2. English in Bolivia
3. More on wapentake

\*\*\*

-----  
1. Response to Graciela Moyano  
-----

In response to Graciela Moyano's posting, although it would be highly commendable to start a project for designing materials, the kind of help María Elena in Santiago del Estero needs is essentially practical, at least for the time being. These people need funding, donations, the elements that will help them to continue with their worthwhile project. Perhaps it will be difficult to do much about funding, unless some members have contacts among the education authorities in Santiago del Estero; but we COULD try and see if any organisations can help in this respect, couldn't we?

How many of us have textbooks that we don't use any more? It doesn't matter if they are old fashioned, or if they respond to "obsolete" approaches : whatever material is good when there's a will to carry out a mission. I propose that we set up a collection of ELT materials that we may not need any more, but which these teachers may find very useful, and that we send those materials to María Elena. We might agree on a place where the materials could be received and then sent to Santiago del Estero. What do the other members think of this idea?

I contacted María Elena as soon as I received the digest where Ana María Armendariz told us about these teachers' predicament. The Foundation I preside over is sending them a computer (it's not the newest model -- a 486 DX 2 -- but fully working and upgraded), and I have added several CALL programs which they can use to provide further practice for their students. I don't know exactly when, but I intend to travel to Santiago del Estero and give a training course on CALL to these teachers before the beginning of the 1999

school year. Perhaps other colleagues can help out in a similar way, and we can all participate in this revolutionary project conceived and put into practice by people with almost nothing but the will to succeed ... and the most admirable vocation one can find in teachers!

Wouldn't this be a great opportunity to show that solidarity exists among Argentine teachers?

With hope,

Cristina

Posted by: Cristina Gallo  
Neuquen, Argentina  
mailto:cristina@newsystem.com.ar (new email address)

\*\*

-----  
2. English in Bolivia  
-----

To: <me@interlink.com.ar>  
Subject: POST N&V-L  
Date: Mon, 2 Nov 1998 08:42:53 -0300  
MIME-Version: 1.0  
X-Priority: 3

A student of mine who is moving to La Paz, Bolivia, has asked me for help to find a place where she could continue studying English.

Does anybody have any information which might be of help ?

Thank you !!

Posted by: Paula Rivas  
Teacher of English  
mailto:ceyc@interserver.com.ar

\*\*

-----  
3. More on wapentake  
-----

In response to this enquiry I offer the following:

Wapentake.

This is an Old English reference to a territorial subdivision. Derived from the Old Norse vápnatak, which meant the brandishing of weapons as a sign of approval, or the touching of the weapon of an over-lord as a sign of obsequence, in Saxon England it came to mean a territorial subdivision of a county.

The term occurred in those parts of the country where Danish influence was strongest: i.e. Derbyshire, Leicestershire, Lincolnshire & Nottinghamshire, Rutland and the North & West Ridings of Yorkshire. Some references stress the Yorkshire reference.

Its function was identical with that of the HUNDRED, by which name it was occasionally known. Just to confuse us even more, in the

[illegible]

[illegible]





[illegible]



[illegible]

<br>  
Lecturers include Ricardo cavallini, Stella Willis Dick,  
Eugenia Flores de Molinillo, Sonia Marsal, Patricia Orr,  
Amalia Sanchez Caballero and Nelly Shakespear.

<br>  
For details of the programme and further information  
contact Nelly Shakespear & Asociados, Ecuador  
1573-9-19,  
(1425) Capital Federal, Argentina. Tel: 0054-1-825-1465.

<br>  
Posted by: List Editor  
mailto:me@interlink.com.ar

<br>  
\*\*

-----  
4. Single to Sevenok  
-----

<br>  
I have got a copy of Single to Sevenok. If you send me  
your  fax number, I can fax it to you.  
Posted by: Maria Almeida<br>  
Tel 54-1-683-6621  
mailto:almeida@satlink.com

<br>  
\*\*  
<br>

-----  
5. Cristina Gallo's email number  
-----<br>

<br>  
Professor Fanny S. de Godfrid wanted to know Cristina Gallo's  
e-mail address, which she has recently changed and it is as

follows: <mailto:cristina@newsystem.com.ar><br>  
 <br>  
Posted by: Adriana B. Sednau<br>  
Rosario  
mailto:cristina@newsystem.com.ar  
<br>  
\*\*

<font color="#000000">end</font>

</body>

</html>

</x-html>

From ???@??? Fri Nov 06 00:40:11 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 439 - 6 November 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011702b2672cd443d2@[24.232.3.229]>

<x-html><!x-stuff-for-pete id="0">  
<!doctype html public "-//W3C//DTD W3 HTML//EN">  
<html><head><style type="text/css"><!--  
blockquote, dl, ul, ol, li { margin-top: 0 ; margin-bottom: 0 }  
--></style><title>N&V-L Digest 439 - 6 November  
1998</title></head><body>

[illegible]

third<br>

Cono Sur TESOL regional conference next August. The dates have been changed and the event will now take place from August 10

- 14. August 10 will be for Registration, a short orientation

meeting for new comers and the opening ceremony late in the evening. The convention itself will start on August 11 and it

will finish on August 14 at noon. There will be plenaries, concurrent sessions as usual and it is hoped to have a swap shop, poster sessions, and a networking room.

<br>

More information from Argentina TESOL President Mabel Chena on <mailto:secbelg@bcl.edu.ar>.

<br>

Posted by: List Editor  
mailto:me@interlink.com.ar

<br>

\*\*

-----<span

></span>--

2. UruTESOL Elections and end of year party

-----<span

></span>--

<br>

UruTESOL will be celebrating its end-of-the-year get-together.<br>

on December 17 at 8:00 pm in the Club Naval,&nbsp;Soriano 1117, Montevideo.

<br>

Tickets (cost U\$S 18) are available at Convención 1419 as from

Nov. 25. Tel. 900 83 07 from 9:00 am to 7:00 pm.<br>

<br>

You are encouraged to bring along your spouse or significant other.<br>

<br>

There will be food, drinks, music and a surprise present for you!&nbsp;

All in a friendly atmosphere.<br>

<br>

The UruTESOL Board looks forward to welcoming members there!

<br>

The UruTESOL Elections will beheld on November 13 from 12:30 pm to

7:00 pm at IPA. At 7:00 pm there will be a talk by&nbsp; Nancy Cusmanich

&quot;Sociedad Humana, Sociedad Docente: una nueva encrucijada para la

ética&quot;<br>

Forwarded by: List Editor  
mailto:me@interlink.com.ar

<br>

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3. Global Learn day rescheduled

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<br>







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There are 4 messages in this digest.

1. Looking for George Lewis
2. Change of address - Cultura Rio de Janeiro
3. Seminar on storytelling techniques
4. Henry and Graciela Forbes retire from TCL

\*\*

-----  
1. Looking for George Lewis  
-----

I would like to contact Mr George Lewis. Does anybody know his address, telephone number or e-mail ?

Please, let me know as soon as possible

Posted by: Ma. Laura Rossi  
Lamadrid 2980- 7400- Olavarria-Argentina  
Tel/Fax : 54-284- 40310  
mailto:mlrossi@satlink.com

\*\*

-----  
2. Change of address - Cultura Rio de Janeiro  
-----

The Central Office of the Cultura Inglesa will be moving to new premises on Nov 16th. The new address is:

CULTURA INGLESA  
Rua São Clemente 258 4° andar  
Botafogo  
22260-000 Rio de Janeiro - RJ  
Brasil

tel: +55 (21) 537-2700  
fax: +55 (21) 535-4141

Forwarded by: List Editor  
mailto:me@interlink.com.ar

\*\*

-----  
3. Seminar on storytelling techniques  
-----

Update Educational Consultancy announces a seminar on storytelling techniques to be led by Cristina Grondona White on November 14th from 10-12 am in the City of Buenos Aires.

Fee \$20, information from Tel: (01) 613-7226, 632-7875

Forwarded by: List Editor  
mailto:me@interlink.com.ar

\*\*\*

-----  
4. Henry and Graciela Forbes retiring from TCL  
-----

Trinity College London has announced the retirement of Henry and Graciela Forbes at the end of the year. N&V-L would like to join the many others who want to wish Henry and Graciela a 'happy, healthy and restful' retirement.

Posted by: List Editor  
mailto:me@interlink.com.ar

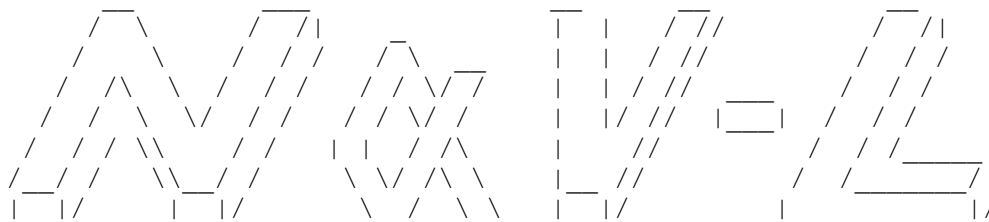
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From ???@??? Fri Nov 13 09:36:17 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 440 - 11 November 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04011700b271d7b0b556@[24.232.3.229]>

-----  
N&V-L Digest 440 - 11 November 1998  
-----

I am sending this again as apparently many list members did not receive it. Apologies for double posting.

List Editor



-----  
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There are 4 messages in this digest.

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Lamadrid 2980- 7400- Olavarria-Argentina  
Tel/Fax : 54-284- 40310  
mailto:mlrossi@satlink.com

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mailto:me@interlink.com.ar

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✱ ✱

```
end
From: ???@??? Mon Nov 16 12:37:28 1998
To: me@interlink.com.ar
From: me@interlink.com.ar
Subject: N&V-L Digest 441 - 16 November 1998
Cc:
Bcc:
X-Attachments:
Message-Id: <v04011705b26f8c6ddb1e@[24.232.3.229]>
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[illegible]

This elist is only sent to subscribers. Subscription is free.<br>See the end of this message for subscribe/unsubscribe info.<br>

></span>-----<br>

<br>

There are 8 messages in this digest.

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        0. Housekeeping message
```

2. Upcoming SEAL training course in Buenos Aires

4. Reply to grammar query: I want my watch repairing

6. Built-in Orderly Organised Knowledge device

## Education

\* \*

## 0. Housekeeping message

If you are concerned about having missed a message in the last week or so, do not worry. One of our servers was down for several days and then the other decided to go on the blink.

Our digests are numberd and so it is easy to see if you have

postings on our web page (see below).

List Editor.

## 1. ELT News & Views web page

The ELT News & Views webpage is now up although still under construction in parts. You are hereby invited to visit it at <http://www.eltnewsandviews.com.ar>, and your comments and harsh criticisms will be very welcome. The N&V-L pages of the website

></span>tml<br>

From here you can subscribe, unsubscribe, change address and post

implementation, are:

  \* Job Shop, Argentina



></span>-----

## 2. Upcoming SEAL training course in Buenos Aires

-----<span

></span>-----

This is to inform list members of a SEAL Certified Five-Day Training in Suggestive Accelerated Learning presented by Grethe

Hooper Hansen, to be held on February 15 - 19, 1999 at San Salvador, Av Cramer 1816<br>

<br>

The Art of Learning: Suggestive Accelerated Learning<br>

<br>

&nbsp; Day 1&nbsp;-&nbsp; The Brain and Beyond.<br>

<br>

&nbsp; Day 2&nbsp; - Sound body, Sound mind, Sound spirit.<br>

<br>

&nbsp; Day 3&nbsp;-&nbsp; Art: The Platonic route to the higher mind.<br>

<br>

&nbsp; Day 4&nbsp;-&nbsp; Communication and the Heart.<br>

<br>

&nbsp; Day 5&nbsp;-&nbsp; Bonding for ultimate empowerment.<br>

<br>

Upon completion of this five-day course, participants will receive

a<br>

certificate granted by SEAL UK.<br>

<br>

Vacancies will be limited to 40 participants.

<br>

If your school or institute is interested in organising a one-day

in-service training with Grethe during the fourth week in February,

please contact us.<br>

<br>

For further information:<br>

<br>

mailto:verónica.wings@overnet.com.ar (Verónica de Andrés)<br>

mailto:moore@pccp.com.ar (Mercedes P.B. de Moore)<br>

Fax to (01)752-4701.

<br>

Posted by: Mercedes Moore

mailto:moore@pccp.com.ar<br>

<br>

\*\*

## ----- 3. Looking for employment in Argentina

-----<br>

<br>

Hi All,<br>

<br>

I've just finished my PhD in Second Language Acquisition, and I'm seriously<br>

thinking about&nbsp; going back to Argentina.&nbsp; I'll be going in a couple of<br>

weeks, but my staying over would depend on the possibility of finding work.<br>

My strong areas are SLA theory and CALL.&nbsp; I've got experience teaching<br>

English, Spanish and Russian, and at the moment I'm open to suggestions.&nbsp;<br>

<br>  
Although I'm originally from Patagonia, I'm not fussy about where to  
work<br>  
in Argentina, as long as the work is interesting.<br>  
<br>  
If you think my skills can be useful, get in touch with me privately  
at the<br>  
address below.<br>  
<br>  
Hope to see some of you soon<br>  
<br>  
Nadine  
Posted by: Nadine Laporte<br>  
mailto:n.i.laporte@bangor.ac.uk<br>  
<br>  
\*\*

-----<span  
></span>-----  
4. <font color="#000000">Reply to grammar query: I want my&nbsp;watch  
repairing</font>

-----<span  
></span>-----  
<br>  
<font color="#000000">Alan Tonkyn (University of Reading) has  
agreed to the following</font>  
<font color="#000000">personal message being posted to the  
list.</font>  
&nbsp;  
It is true that alternative forms such as:&nbsp;I want my watch  
to be  
repaired, or I want my watch repaired, are seen as the standard  
patterns.  
The form you quote is found in Britain, and is particularly  
associated  
with speakers of Northern British English (eg.Yorkshire), though  
it seems  
to be migrating southwards. One notes that an analogous form (My  
watch  
needs repairing), where the -ing verb also has passive meaning,  
is a  
standard form accepted everywhere.

<br>  
Hughes, A. and P. Trudgill 1979. 'English Accents and Dialects'  
(Arnold)  
p 21:&nbsp;H and T note that there are regional differences in  
the participles<br>  
used after 'need' and 'want' and give 'I want it washing' as an  
example<br>  
found in 'Parts of the Midlands and northern England'.&nbsp; (The  
other<br>  
non-standard one is the Scots form 'It needs washed'.)<br>  
<br>  
Freeborn, D. 1986. 'Varieties of English' (2nd ed.) (Macmillan) p  
46.&nbsp;  
F. notes that the forms 'I want this coat cleaned' and 'I want  
this coat<br>  
cleaning' are in common use 'in different parts of Britain' (not  
specified).&nbsp;  
He suggests that the former is 'probably the standard form' but  
that  
'stylistic variation' may also be a factor in deciding which is



used.<br>  
<br>  
I think the H and T account is clearer and probably more correct.&nbsp; I think,<br>  
as I suggested before, that we have a northern form here which has migrated<br>  
south, and even got into some coursebooks!&nbsp; I would teach the standard<br>  
form, but make advanced students aware of the alternative usage, and avoid<br>  
test items which would make students choose between the two.  
<br>

Posted by: Maria Ines Garin  
mailto:abcschool@interiguazu.com.ar  
&nbsp;  
\*\*

-----<br>  
5. ELT websites in Argentina<br>  
-----

<br>  
There must be thousands of ELT-related websites on the WEb, some good,  
some not so good. But how many are there relating to Argentina ?  
<br>

Would list members who know of any useful websites relating to  
Argentina ELT like to post them here ? Perhaps we can put together a list  
and publish it on N&V-L. Commercial sites too, if they are 'of interest  
to teachers of English' - after all we would only post the URL and a few  
objective comments.  
<br>

Contributions welcomed . . .

<br>  
Posted by: List Editor  
mailto:me@interlink.com.ar  
<br>  
\*\*

-----<span  
></span>-----<br>  
6. Built-in Orderly Organised Knowledge device<br>  
-----<span  
></span>-----<br>

<br>  
Announcing the new Built-in Orderly Organised Knowledge device (BOOK)<br>  
<br>  
The BOOK is a revolutionary breakthrough in technology no wires, no<br>  
electric circuits, no batteries, nothing to be connected or switched on.<br>  
It's so easy to use even a child can operate it. Just lift its cover!<br>  
Compact and portable, it can be used anywhere-even sitting in an armchair  
by the fire-yet it is powerful enough to hold as much information as a<br>  
CD-ROM disc. Here's how it works...

<br>  
Each BOOK is constructed of sequentially numbered sheets of paper<br>  
(recyclable),m each capable of holding thousands of bits of  
information.<br>  
These pages are locked together with a custom-fit device called a  
binder,<br>  
which keeps the sheets in their correct sequence. Opaque Paper  
Technology<br>  
(OPT) allows manufacturers to use both sides of the sheet, doubling  
the<br>  
information density and cutting costs in half.  
<br>  
Experts are divided on the prospects for further increases in  
information<br>  
density; for now books with more information simply use more pages.  
This<br>  
makes them thicker and harder to carry, and has drawn some criticism  
from<br>  
the mobile computing crowd.  
<br>  
Each sheet is scanned optically, registering information directly  
into your<br>  
brain. A flick of the finger takes you to the next sheet. The BOOK  
may be<br>  
taken up at any time and used by merely opening it. The BOOK never  
crashes<br>  
and never needs re-booting, though like other display devices it can  
become<br>  
unusable if dropped overboard.  
<br>  
The &quot;browse&quot; feature allows you to move instantly to any  
sheet, and move<br>  
forward or backward as you wish. Many come with an &quot;index&quot;  
feature, which<br>  
pinpoints the exact location of any selected information for  
instant<br>  
retrieval.  
<br>  
An optional &quot;bookmark&quot; accessory allows you to open the  
BOOK to the exact<br>  
place you left it in a previous session-even if the BOOK has been  
closed.<br>  
Bookmarks fits universal design standards; thus, a BOOK-MARK can be  
used in<br>  
BOOKS by various manufacturers.  
<br>  
Conversely, numerous book-markers can be used in a single BOOK if the  
user<br>  
wants to store numerous views at once. Only the number of pages in  
the BOOK<br>  
limits the number.  
<br>  
You can also make personal notes next to BOOK text entries with an  
optional<br>  
programming tool, the Portable Erasable Nib Cryptic  
Intercommunication<br>  
Language Stylus (Pencils).  
<br>  
Portable, durable, and affordable, the BOOK is being hailed as the<br>  
entertainment wave of the future. The BOOK's appeal seems so certain  
that<br>





If you are concerned about having missed a message in the last week or so, do not worry. One of our servers was down for several days and then the other decided to go on the blink.

Our digests are numbered and so it is easy to see if you have missed a posting. If so, you will soon be able to read back postings on our web page (see below).

List Editor.

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1. ELT News & Views web page  
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The ELT News & Views webpage is now up although still under construction in parts. You are hereby invited to visit it at <http://www.eltnewsandviews.com.ar>, and your comments and harsh criticisms will be very welcome. The N&V-L pages of the website can be found at <http://www.eltnewsandviews.com.ar/elist.html>

From here you can subscribe, unsubscribe, change address and post your messages to the list.

Some other ideas for the website, currently in the process of implementation, are:

\* Job Shop, Argentina

A notice board where schools and institutes in Argentina can advertise posts vacant and also teachers and coordinators, both in Argentina and elsewhere, can offer their services to Argentine institutions. This will be a free service.

\* N&V-L postings

A chance to consult N&V-L digests online and to search through old digests for information posted previously.

\* ELT Acronyms

The ELT profession is known for its proliferation of acronyms. Many of these are peculiar to Argentina - FAAPI, AACI, SEA, etc. - and not all are universally known. This page will have an ongoing listing of as many acronyms as are known to us and will happily accept additions from list members.

\* Calendar of Events

Details of major national and international events in the Cono Sur (Conferences and Conventions) will be displayed here up to 18 months before the event in order to help potential presenters and exhibitors plan their schedules.

\* FTP facility

This will be an area where files can be posted for downloading. This

means, for example, that conference organisers can place a file on our

site with details of calls for papers, etc, and these can be downloaded

directly to any computer.

This will enable ELT News & Views to offer a wide range of material at

no cost and we envisage a changing collection of options in this area.

This is only the beginning and most of these options are not yet up and running.

The site is open, however, and visitors are welcome, as are their comments.

\*\*

## ----- 2. Upcoming SEAL training course in Buenos Aires -----

This is to inform list members of a SEAL Certified Five-Day Training in Suggestive Accelerated Learning presented by Grethe Hooper Hansen, to be held on February 15 - 19, 1999 at San Salvador, Av Cramer 1816

The Art of Learning: Suggestive Accelerated Learning

Day 1 - The Brain and Beyond.

Day 2 - Sound body, Sound mind, Sound spirit.

Day 3 - Art: The Platonic route to the higher mind.

Day 4 - Communication and the Heart.

Day 5 - Bonding for ultimate empowerment.

Upon completion of this five-day course, participants will receive a certificate granted by SEAL UK.

Vacancies will be limited to 40 participants.

If your school or institute is interested in organising a one-day in-service training with Grethe during the fourth week in February, please contact us.

For further information:

<mailto:verónica.wings@overnet.com.ar> (Verónica de Andrés)

<mailto:moore@pccp.com.ar> (Mercedes P.B. de Moore)

Fax to (01)752-4701.

Posted by: Mercedes Moore

<mailto:moore@pccp.com.ar>

\*\*

## ----- 3. Looking for employment in Argentina -----

Hi All,

I've just finished my PhD in Second Language Acquisition, and I'm seriously

thinking about going back to Argentina. I'll be going in a couple of weeks, but my staying over would depend on the possibility of finding work. My strong areas are SLA theory and CALL. I've got experience teaching English, Spanish and Russian, and at the moment I'm open to suggestions.

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Posted by: Nadine Laporte  
mailto:n.i.laporte@bangor.ac.uk

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mailto:abcschool@interiguazu.com.ar

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Contributions welcomed . . .

Posted by: List Editor  
mailto:me@interlink.com.ar

\*\*\*

## ----- 6. Built-in Orderly Organised Knowledge device -----

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The BOOK is a revolutionary breakthrough in technology no wires, no electric circuits, no batteries, nothing to be connected or switched on. It's so easy to use even a child can operate it. Just lift its cover! Compact and portable, it can be used anywhere-even sitting in an armchair by the fire-yet it is powerful enough to hold as much information as a CD-ROM disc. Here's how it works...

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Experts are divided on the prospects for further increases in information density; for now books with more information simply use more pages. This makes them thicker and harder to carry, and has drawn some criticism from the mobile computing crowd.

Each sheet is scanned optically, registering information directly into your brain. A flick of the finger takes you to the next sheet. The BOOK may be taken up at any time and used by merely opening it. The BOOK never crashes and never needs re-booting, though like other display devices it can become unusable if dropped overboard.

The "browse" feature allows you to move instantly to any sheet, and move forward or backward as you wish. Many come with an "index" feature, which pinpoints the exact location of any selected information for instant retrieval.

An optional "bookmark" accessory allows you to open the BOOK to the exact place you left it in a previous session-even if the BOOK has been closed. Bookmarks fits universal design standards; thus, a BOOK-MARK can be used in BOOKS by various manufacturers.

Conversely, numerous book-markers can be used in a single BOOK if the user wants to store numerous views at once. Only the number of pages in the BOOK limits the number.

You can also make personal notes next to BOOK text entries with an optional programming tool, the Portable Erasable Nib Cryptic Intercommunication



Language Stylus (Pencils).

Portable, durable, and affordable, the BOOK is being hailed as the entertainment wave of the future. The BOOK's appeal seems so certain that thousands of content creators have committed to the platform. Look for a flood of new titles soon.

Posted by: Cambridge University Press  
Paraguay 946 4o. A  
1057 Buenos Aires - Argentina  
Tel/Fax: (01) 322-5040/328-7648  
mailto:cup.argentina@sion.com

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-----  
7. Convention of the teaching of English in Higher Education  
-----

This Convention has been organized by a group of teacher from the Department of Modern Languages-English, Universidad Nacional de Mar del Plata, who feel the need to create a special forum for those professionals involved in the teaching of English in higher levels.

So far in our country, language teachers at tertiary and university levels have had little opportunity to share ideas, experiences, and beliefs.

We have no doubt that this event will give all of us, working at universities and 'institutos superiores,' the opportunity to open up and enrich our profession.

If you are interested in receiving more information, send a note to:

Chair of the Organizing Committee  
Dr. Susana B. Tuero  
1st. Convention of the Teaching of English in Higher Education  
Decanato de la Facultad de Humanidades  
Universidad Nacional de Mar del Plata  
Dean Funes 3350  
7600 Mar del Plata. Bs. As  
Argentina

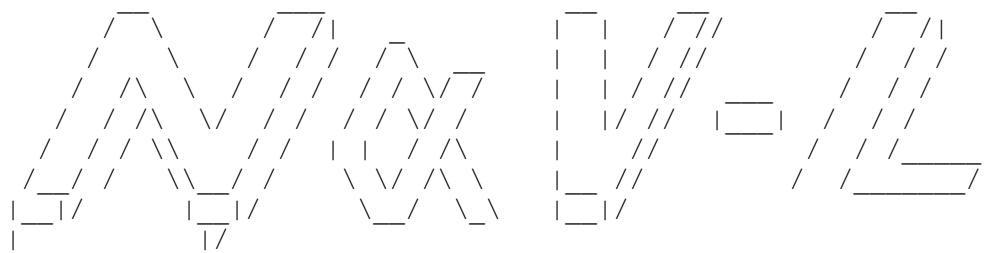
e-mail: sbtuero@mdp.edu.ar  
Phone#: 54 023 79-2531 (leave message)  
54 023 79-3500 (Tu. & Th. from 19:00 to 21:00 hs)  
Fax: 54 023 75-2277

\*\*\*

end

From ???@??? Wed Nov 18 00:41:08 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 442 - 18 November 1998  
Cc:  
Bcc: hello@thegroup.com.ar, aaN&Vlistserv, hibbs@bfranklin.edu  
X-Attachments:  
Message-Id: <v0401170db2760a976db0@[24.232.3.229]>

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There are 6 messages in this digest.

1. Teachers are people too
2. Global Learn Day II
3. Circle dance in Buenos Aires
4. Actor required
5. Feria del traductor 1998
6. ELT Acronyms

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1. Teachers are people too

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In my ongoing scholarship hunt, I came across a very attractive initiative of the "Fundacion YPF" for projects connected with new developments in education ("Innovacion en Educacion"). I duly sent an email asking for information on those grants. To my surprise, the reply was that they require applicants to have a five-year degree ("nuestros requisitos contemplan egresados de carreras de cinco anios de duracion").

Many questions arose, together with strong feelings of fuel-explosive nature and words which shall remain a secret between me and my computer. If not a teacher with a Profesorado (4-year) or Magisterio (3-year) degree, who is concerned with projects on education? Second, and perhaps foremost: why is a teaching degree ("terciario") worth NOTHING AT ALL, even when the field is education? I cannot think of a clearer example of discrimination and nonsensical behaviour: when it comes to teaching projects, teachers are left out because they are teachers and not "licenciados". As far as they are concerned, a lawyer, a physician, an accountant or a civil engineer are better qualified to do educational research than someone who spends most of his/her time in front of a classroom. At best, and with a lot of good will, this can be described as outrageous.

Isn't it time professional associations did something about it? Isn't it time teachers stood up for our position as professionals? The least we can do is bombard their email address with requests for information, and answer individually that we are not university graduates and that we

are better prepared than many, if not all, "licenciados". The best we can do is actually raise some hell about it. The worst we can do is nothing. I, for one, am not planning to go for the latter. Anyone care to join?

Posted by: Pablo Toledo  
mailto:toledo@movi.com.ar

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2. Global Learn Day II  
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GLD2 takes place 19/20 December and is a 30 hour non stop webcast featuring distance education, access, Teffling (your way around the world), and lifelong learning. What makes it unique, we think, is that we open the event in Wellington, New Zealand with real time presentaitons from educators and public officials in N.Z., then, every hour or so, move the event on a westward track around the world where speakers from a new "port" (Japan, China, India, Abu Dhabi, South Africa, Egypt, Austria, Russia, England, Brazil, Peru, Mexico, Canada and five American cities before we "drop anchor" in Hawaii) make various presentations of all kinds. GLDII has nautical theme - a 19th Century (virtual) Clipper on a Voyage of Discovery -expedition, exhibition, experiment - mostly writing " new charts" that better map "the richest territory in the history of man - Cyberia".

Between each "port" we have thematic music and some poetry appropriate to the Region and to the presentations about to take place. Graciela provides the music; a lovely lady in Kansas selects the music. We also make "Skiff Stops for about five minutes in places like Antarctica, Cuba, Ukraine, Mozambique, Estonia, Albania, Cypress, Malta, Palestine, and even aboard an actual Tall Ship out in the Indian Ocean. Speakers are live by telephone bridged conversations to the headquarters of our webcaster, VStream, in Colorado. Please visit <http://www.bfranklin.edu> to find out more, including <http://www.bfranklin.edu/timetable.htm> - though this is a big file and slow to download for most people.

A major part of the undertaking is lead by an Englishman, Eric Baber, who Chairs our TEFL "mast", who is one of the heavy duty volunteers to organize this undertaking and who provides English language instructions over the Internet. A great guy. Our Institute is interested in forming an alliance made out of the 200,000 expatriates teaching English overseas....more on that later.

Posted by: John W. Hibbs  
Benjamin Franklin Institute of Global Education  
Lead Spirit to Global Learn Day  
mailto:hibbs@bfranklin.edu

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3. Circle dance in Buenos Aires  
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Circle Dance with Laura Shannon (U.K.)

For TEFL teachers, workshop and group leaders in general and anyone interested in building trust and safe interpersonal relationships in groups.

Laura (specialized in transcultural studies) became a Circle Dance Facilitator in the Findhorn Foundation (Scotland) in 1988 and has travelled widely throughout the US and Eastern and Western Europe to learn and teach circle dance.

- A) Evening gathering: Nov. 20th - 20.00 to 22.00 Hs. \$15
- B) Workshop: Nov. 21st - 10.00 to 18.00 Hs. \$40
- C) Workshop: Nov. 22nd - 10.00 to 18.00 Hs. \$40

Both B and C \$ 60

Enrolment and Information: Maria Marta Suarez (Head)  
IACA - Billinghamurst 1741 Bs As

e-mail: [iaca@mbox.servicenet.com.ar](mailto:iaca@mbox.servicenet.com.ar)  
Phone: 01 - 827-1396 Ph/Fax: 01 - 821-0280

Pôsted by: Maria Marta Suarez  
<mailto:iaca@mbox.servicenet.com.ar>

\*\*

-----  
4. Actor required  
-----

I am writing as Casting Director of The Group Theatre Company, Buenos Aires, Argentina. The Group is a professional company that performs plays in English for children and is based in Buenos Aires, Argentina but also tours in Uruguay, Chile and Brasil.

Currently I am searching for a young actor to be our company's male lead. He would act in between one hundred and fifty and two hundred functions plus rehearsals in 1999

The successful candidate would receive salary.

Please get in touch with me for further information ASAP:

Tel/Fax + 541 743-2009  
Email: [hello@thegroup.com.ar](mailto:hello@thegroup.com.ar)

Thank you for your attention.

Posted by: Alice Penn  
<mailto:hello@thegroup.com.ar>

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5. Feria del traductor 1998  
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The Asociacion de Traductores Publicos e Interpretes de la Provincia de Buenos Aires are holding their Feria del Traductor 1998 on Saturday, 21 November from 11.00 to 19.00 at 49 #848 (esq. 12) La Plata. Entrance free.

More info from ATPIPBA: 021-25-4541/48344  
01-315-1469/1470

Forwarded by List Editor

mailto:me@interlink.com.ar

★★

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6. ELT Acronyms  
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N&V-L is about to put up a page on our website with common acronyms and abbreviations connected with English Language Teaching around the world.

If your institution is commonly known by an acronym (e. g. AMPI, AACI, FAAPI, etc.), you are invited to send us details for inclusion in the list.

Similarly if you know of any other common abbreviations you think might be suitable to share with others we shall be pleased to receive them.

Send us three pieces of information: a) the acronym or abbreviation, b) the expansion (what it means or stands for) and c) the country or countries in which it is commonly used. Any other information you care to send can go into a 'comments' field.

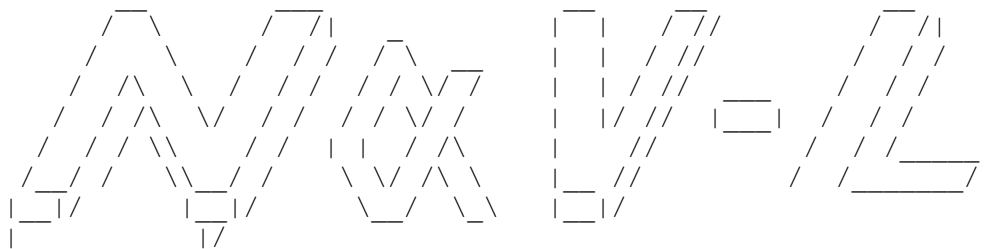
Thanks for your help.

Posted by: List editor  
mailto:me@interlink.com.ar

★★

end  
From ???@??? Thu Nov 19 00:47:17 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 443 - 19 November 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04102f0bb2785c3096b2@[24.232.3.229]>

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N&V-L Digest 443 - 19 November 1998  
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This elist is only sent to subscribers. Subscription is free.  
See the end of this message for subscribe/unsubscribe info.  
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There are 7 messages in this digest.

1. On the value of University degrees
2. A reply to Pablo Toledo
3. Convention - Teaching of English in Higher Education
4. RE: Acronyms
5. Scholarships
6. Another reply to Pablo Toledo
7. More on discrimination

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1. On the value of University degrees  
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Re: Pablo Toledo's comments, all that glitters is not gold.  
I received this spam mail through my mail box today - read  
it, as I think it speaks for itself.

Increase your personal prestige and money  
earning power through an advanced  
university degree.

Eminent, non-accredited universities will  
award you a degree for only \$200.

Degree granted based on your present  
knowledge and experience. No further  
effort necessary on your part.

Just a short phone call is all that is required for a  
BA, MA, MBA, or PhD diploma in the field of your  
choice.

For details, call xxx-xxx-xxxx

Remember, all that glitters is not gold.

Posted by: Martin Eayrs  
mailto:me@interlink.com.ar

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2. A reply to Pablo Toledo  
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Is Pablo aware that there are many Teachers who are also  
Licenciadas/os? There are some Teachers, myself included,  
who attended National Universities. I had to study for 5  
years and a semester to get my degree. (Promocion was just  
one of our golden dreams...we had to take oral exams for  
all subjects).

I understand Pablo's frustration ..but I would raise hell  
for age discrimination for example which I really consider  
unfair...but degree matters ?...they can be solved...

My two Patacones from Patagonia ;o)

Posted by: Daniela Forquera  
mailto:danielafo@arnet.com.ar

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3. Convention - Teaching of English in Higher Education  
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1st Convention - Teaching of English in Higher Education  
Mar del Plata, Argentina, June 24, 25, and 26, 1999

This Convention has been organized by a group of teachers from the Department of Modern Languages-English, Universidad Nacional de Mar del Plata, who feel the need to create a special forum for those professionals involved in the teaching of English in higher levels. So far in Argentina, language teachers at tertiary and university levels have had little opportunity to share ideas, experiences, and beliefs.

If you are interested in receiving more information, send a note to:

Chair of the Organizing Committee  
Dr. Susana B. Tuero  
1st. Convention of the Teaching of English in Higher Education  
Decanato de la Facultad de Humanidades  
Universidad Nacional de Mar del Plata  
Dean Funes 3350  
7600 Mar del Plata. Bs. As  
Argentina

e-mail: [sbtuero@mdp.edu.ar](mailto:sbtuero@mdp.edu.ar)

Phone#: 54 023 79-2531 or 54 023 79-3500

Fax: 54 023 75-2277

Posted by: Susana Tuero  
<mailto:sbtuero@mdp.edu.ar>

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4. RE: acronyms  
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RE: ELT Acronyms

|                                                     |               |
|-----------------------------------------------------|---------------|
| AACI. Asociación Argentina de Cultura Inglesa       | Argentina     |
| LABCI. Latin America British Cultural Institutes    | Latin America |
| COBCI. Confederation of British Cultural Institutes | Argentina     |

Posted by: Veronica R. Parsiale.  
National Resources Centre  
Asociacion Argentina de Cultura Inglesa (A.A.C.I.)  
<mailto:biblioteca@aacibsas.org.ar>

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5. Scholarships

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MA Linguistics (TESOL) by distance learning

The English Language Institute is offering 5 scholarships on a competitive basis for the above course to teachers who are resident in South America. Nationals of any country resident in South America may apply.

Each scholarship awarded will be for 1,000 pounds sterling, to be deducted from tuition fees.

Further information and application forms may be downloaded from the MA web page <http://www.surrey.ac.uk/ELI/eli.html>

Posted by: Silvia MacIver, British Council  
<mailto:silvia.maciver@britcoun.int.ar>

\*\*

-----  
6. Another reply to Pablo Toledo  
-----

There are some points about Pablo Toledo's posting I would like to refer to.

I can fully understand his being upset by the attitude of universities in this country (Argentina) that will not accept degrees granted by the Institutos de Formación Docente (teacher training colleges) as equivalents of undergraduate instruction to pursue postgraduate studies. This is an old story of universities regarding themselves as superior to the Institutos, even if the oldest institutions in charge of the training of EFL teachers are, in fact, the Institutos de Formación Docente: Instituto de Enseñanza Superior en Lenguas Vivas "Juan Ramón Fernández" (founded 1904) and the Instituto Superior del Profesorado "Joaquín V. González" (English department

founded 1911). The university departments of English around the country have

traditionally held a high respect for these institutions, whose course syllabi have served as copymasters for the EFL departments both at the IFD and the universities founded after that time.

But the main point in Pablo's posting is concerned with research: who is better qualified to carry out educational research, a secondary school teacher, a primary school teacher or a licenciado. Pablo also refers to the years of instruction involved: 4 years for secondary school teachers and 3 years for primary school teachers. He does not mention that most licenciaturas are 5-year courses. A licenciatura is a course that aims at training researchers; a Licenciado en Inglés has had apart from the usual trio of language, phonetics and grammar a number of courses concentrating on

the object of study in depth: linguistics or literature. In addition to those, a licenciado needs to get acquainted with the research methods pertaining to his field of specialization and last but not least he or she has to produce a "tesina", a 50-100 page long dissertation which he or she has to defend before an examining board.

Teacher training in this country does not - at least to my knowledge - either train students in research methods or require their producing a dissertation of a considerable length. This is why teachers are "left out" as







<font color="#000000">institutions and schools. What is  
off-limits to those with a</font>  
<font color="#000000">&quot;terciario&quot;; degree is the  
program that offers postgraduate</font>  
<font color="#000000">scholarships for those who want to study  
abroad (Programa de</font>  
<font color="#000000">Becas Jose A. Estenssoro. This does not  
affect the discriminatory</font>  
<font color="#000000">nature of the criterion, but I stand  
corrected on what I had</font>  
<font color="#000000">first said. I may be angry, but I am still  
honest and fair.</font>

<br>

<font color="#000000">Posted by Pablo Toledo</font>

<font color="#000000">mailto:toledo@movi.com.ar</font>

<br>

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-----  
2. Supporting Pablo Toledo  
-----

<br>

Pablo, I am with you. Teachers teach and form professionals, but  
they  
are not considered professionals. Do you know the saying that  
says '  
Life is not fair?' . Well, this proves the rule. I wonder what  
will  
happen if teachers one day get tired of the whole thing and stop  
forming  
professionals to be.

<br>

Posted by: Maria Almeida  
The Wasteland Challenge  
mailto:almeidaa@satlink.com

<br>

<br>

\*\*

-----  
3. Reply from Pablo Toledo  
-----

<br>

<font color="#000000">I am only too happy that people reacted to  
the posting, be it to criticise</font>

<font color="#000000">or to agree with it. I think it would not  
be abusive to keep the ball</font>

<font color="#000000">rolling on the mailing list rather than  
streaming it to private emails,</font>

<font color="#000000">since the topic seems to be of interest to  
so many participants.</font>

<br>

<font color="#000000">I am perfectly aware that there are such  
people as &quot;Licenciados en Ingles&quot;;,</font>

<font color="#000000">and I should be a bit on the schizophrenic  
side to throw dirt on some people</font>

<font color="#000000">when I am criticising the very act of  
throwing dirt on people. Far from not</font>

<font color="#000000">acknowledging the value of those with  
university degrees (though teaching</font>

<font color="#000000">degrees at universities are of dissimilar  
quality, just as in the Profesorados),</font>

<font color="#000000">I am saying that we are actually on a par.

Teachers are teachers, the rest is

administrative. For the record, I also had to study 5 years for my degree

(OK, not the official length of the course of studies, call me a "slow learner", and Promocion was also a seldom achieved utopia.

<br>

As to Mario Lopez Barrios's remarks that university training is wider, I

only have to go back to the subjects I took: 4 years of British literature,

1 year of American Literature, 2 years of British History, 1 of American

History, Geography, 2 years of Grammar plus Linguistics... I would not call

this an introduction to the main issues of TEFL. As to the research element,

I agree that the weak point of many Profesorados is the little attention paid

to research, and the fact that this is left to the criterion of individual

teachers. I have been lucky enough to receive training on action and academic

research, but I am aware that many graduates from the Profesorados hardly

know the meaning of either term (more on this, see my "Howl" posting's call

for more active teachers). However, I do not agree to the view that licenciados

should be the illuminati of the system. The fact that the Profesorados do not

have a dissertation or a "Methodology of research" subject does not make their

graduates any less able to perform research, and does by no means justify the

exclusion from postgraduate study opportunities. Many graduates from Profesorados

have gone on to become bright students at MAs and have produced substantial and

meaningful research, without being impaired at any moment by the lack of a

research-oriented degree. That this should be used as the grounds for academic

discrimination, then, still strikes me as absurd.

&nbsp;

Posted by: Pablo Toledo

[do@movi.com.ar](mailto:do@movi.com.ar) >m>>>> to:toledo@movi.com.ar

<br>

\*\*

#### 4. New APIBA Committee

<br>

Following the elections that took place at the AGM after the Annual

Seminar on October 3rd, 1998, the new APIBA Committee is integrated

as follows:<br>



<br>  
Also for sale are many second hand books in English - novels  
and  
non-fiction - left over from when the school had a 'teacher's  
library'  
which was largely formed by books left behind by contracted  
teachers.

<br>  
The Victoria School is also disposing of some items of school  
furniture  
- desks, white boards, etc.

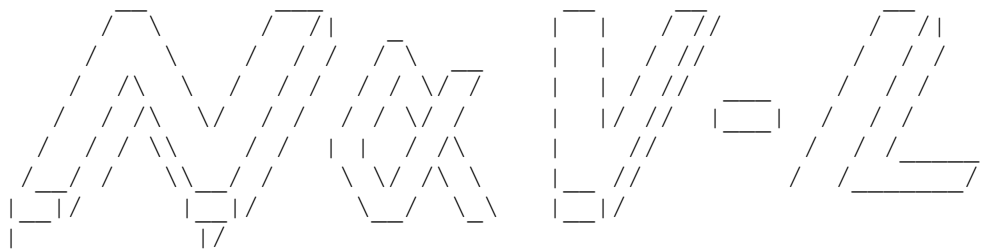
<br>  
The sale will take place at Uruguay 782-3°, (1015) Capital  
Federal, on  
Saturday 21 November from 12.00 to 14.00 only. If you can not  
come in  
this timetable you can phone 01-371-7705 during the following  
week to  
see whether enough material is left to fix another date .

<br>  
Posted by: Martin Eayrs  
mailto:me@interlink.com.ar

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<br>  
end  
<br>  
<br>  
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</body>  
</html>  
</x-html>

From ???@??? Sun Nov 22 03:38:34 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 445 - 22 November 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04102f3eb27b3cd6d2eb@[24.232.3.229]>

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N&V-L Digest 445 - 22 November 1998  
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There are 5 messages in this digest.

1. ELT Jobshop Argentina
2. APIBA Call for Papers
3. Longman Argentina is moving
4. The MIT Encyclopedia of Cognitive Sciences
5. VII Jornadas Ensenanza Leng. Ext. nivel superior

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1. ELT Jobshop Argentina  
-----

Teaching Institutions looking for teaching staff for 1999 are invited to place an advertisement on the "Positions offered" pages of the ELT News & Views 'Jobshop' web page.

Similarly, whether you live in Argentina or elsewhere, if you are looking for a teaching position in Argentina you are invited to post your details on the "Positions wanted" pages of the same web site.

You will find the application forms and further information at <http://www.eltnewsandviews.com.ar> - click on the link that says "ELT Jobs Argentina".

There is no charge for this service, but in order for it to grow and be useful it needs to become generally known. Passing the word around will thus be in everyone's interest.

Posted by: List editor  
<mailto:me@interlink.com.ar>

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2. APIBA Call for Papers  
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A Call for Papers is open for a special APIBA event, "The Future of Teacher Education", to be held in April 1999

The meeting will host round-tables and presentations on the subject "The Future of Teacher Education". In the light of the reform the education system as a whole is undergoing, and in particular with reference to the education of teachers of English, it is of crucial importance that all issues connected with this matter be discussed and analysed in depth.

What is it about?

APIBA will provide this forum to all those interested in presenting their research and ideas in this area. Papers in the areas of curricular design, specific content areas, alternative approaches, specific methodologies, for example, will be most welcome (this is not an attempt to be an exhaustive list of areas).

How can I participate?

Two copies of an anonymous abstract (200-300 words) should be sent together with a card with the presenter's name, contact details and brief biographical information (50-100 words). Joint presentations are also welcome. The envelope should be labelled "The Future of Teacher Education" and sent to APIBA office: M.T. de Alvear 1369, 1058 Cap. Fed.

Deadline for submission of abstracts: 5 March, 1999.

Conference date: 23-24 April, 1999

Further information: <banfiday@ssdnet.com.ar>

Posted by: Cristina Banfi  
mailto:banfiday@ssdnet.com.ar

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3. Longman Argentina is moving  
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As from December 1st Longman Argentina will be contactable at  
a new address

Address: Av. Regimiento Patricios 1959  
1266 Capital Federal

Tel: 541-309-6100

Fax: 541-309-6199

email: name + first letter surname @pearsoned.com.ar

e.g. for Diana Repetto <dianar@pearsoned.com.ar>

Posted for: Diana Repetto  
Posted by: List editor  
mailto:me@interlink.com.ar

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4. The MIT Encyclopedia of Cognitive Sciences  
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This very useful link can be found at:

<http://mitpress.mit.edu/MITECS/>

The MIT Encyclopedia of Cognitive Sciences (MITECS), an electronic publication of the MIT Press, is a new comprehensive reference work that encompasses the diverse theories and methodologies of the cognitive and brain sciences. The encyclopedia contains 471 specialized articles by preeminent researchers and scholars; articles include extensive bibliographies and provide multiple cross-references. MITECS spans six major topics: Philosophy; Psychology; Neuroscience; Computational Intelligence; Linguistics and Language; and Culture, Cognition, and Evolution. The introductory essays that precede each major section discuss topics within the larger framework of the cognitive sciences. The encyclopedia may be browsed by an author or a topic index, and the entire work is searchable by keyword. Please note that first-time users of the encyclopedia are required to register at the site; necessary registration information includes email address, full name, and research interests.

Forwarded from Beliar by: List editor  
mailto:me@interlink.com.ar

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5. VII Jornadas Ensenanza Leng. Ext. nivel superior

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The VII Jornadas de Ensenanza de las Lenguas Extranjeras en el nivel superior will take place at the Universidad Nacional de Cuyo on 15 - 17 April 1999.

The call for papers is now out and those interested in submitting a paper or finding out more should contact the English Department at <ingles@logos.uncu.edu.ar>.

Submissions for papers should be in by 30 November 1998.

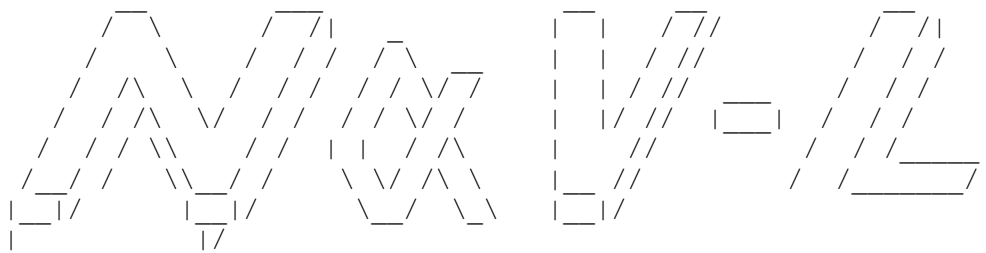
Forwarded by: List editor  
mailto:me@interlink.com.ar

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From ???@??? Mon Nov 30 21:59:34 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 446 - 30 November 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04102f04b28877a49fc1@[24.232.3.229]>

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N&V-L Digest 446 - 30 November 1998  
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There are 3 messages in this digest.

1. 1st.Convention of the Teaching of English in Higher Education
2. The challenge of understand expository texts
3. ELT Acronyms and abbreviations

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1. 1st.Convention of the Teaching of English in

## Higher Education

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If you have sent us a message asking for information on the '1st. Convention of the Teaching of English in Higher Education,' but haven't received anything so far, please, contact us again. We have had some problems with our system here, and some messages keep bouncing back.

If all else fails: contact me by mail at:

Dr. Susana B. Tuero  
Chair of the Organizing Committee  
1st. Convention of the Teaching of English in Higher Education  
Decanato de la Facultad de Humanidades  
Universidad Nacional de Mar del Plata  
Dean Funes 3350  
7600 Mar del Plata,  
Buenos Aires  
ARGENTINA

Thanks

Posted by: Susana B. Tuero  
mailto:sbtuero@mdp.edu.ar

\*\*

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### 2. The challenge of understand expository texts

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Gabriela Castineira and Patricia Lastiri will be giving a presentation on "The challenge of understand expository texts" at KEL (Belgrano) on Friday 4 Dec at 17.30.

The talk is free and further information can be obtained from T: 776-3681, F 779-0872 or <ssargelt@comnet.com.ar>

Posted by Elida Messina  
mailto:ssargelt@comnet.com.ar

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### 3. ELT Acronyms and abbreviations

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The first draft of the ELT News & Views list of common acronyms and abbreviations in ELT is now up on our web site and can be consulted at:

<http://www.eltnewsandviews.com.ar/acronyms/acronyms.html>

Additions and modifications will be welcome.

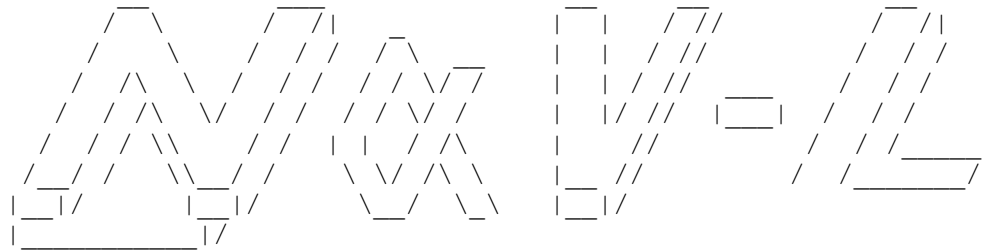
Posted by: Martin Eayrs  
Editor ELT News & Views  
mailto:me@interlink.com.ar

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end

From ???@??? Thu Dec 03 17:50:10 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 447 - 3 December 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04102f06b28928cb51c4@[24.232.3.229]>

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N&V-L Digest 447 - 3 December 1998  
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There are 3 messages in this digest.

1. Upcoming Linguistics Conference, Chile
2. Some comments on APIBA
3. Praise for the list

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1. Upcoming Linguistics Conference, Chile  
-----

The Universidad de Santiago de Chile will be hosting the 12th International Congress of the Asociacion de Linguistica y Filologia de la America Latina (ALFAL), August 9-14, 1999.

Contact [avalenci@entelchile.net](mailto:avalenci@entelchile.net) for details.

Posted by: Miguel Farias  
<mailto:mfarias@lauca.usach.cl>

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2. Some comments on APIBA  
-----

Why a professional association? Why APIBA?

How many times have you been told "My daughter is also a teacher of English, she has a 6th year certificate from Such-and-Such Institute of English? Have you had difficulty in persuading this well-meaning person that this is not quite the same as being a graduate teacher who has worked

towards a teacher's degree that involved a great number of subjects and final exams as well as teaching practice?

The lack of respect with which the profession of teacher, and particularly the profession of teachers of English is regarded is, at the very least, saddening.

As I discussed in an article in the News and Views Teacher Development Supplement in March 1997, and Andrew Brown takes up in the most recent EL Gazette (he has been appointed as project director to set up a new Institute of ELT for professionals in the area in the UK), the existence of a professional association is central to the definition of a profession.

A professional association has entry criteria and a code of practice, and it represents the needs and interest of those professionals. It provides information to the members of the profession and the world at large, and it provides support in the form of professional development. It also provides a form of guarantee to those outside the profession that its members are interested in progress within the profession, in being up-to-date. It is a forum for discussion of current trends in the profession, for the purpose of which it organises workshops, seminars and conferences.

Another crucial role of a professional association is that, in its legal and professional capacity, it negotiates before educational authorities the approval of regulations related to the practice of profession. As such a professional association lobbies the relevant authorities in the passing of laws and regulations that pertain to the profession and the remuneration of its members.

It goes without saying that an association is what its members make it, not more, not less. APIBA, the Asociación de Profesores de Inglés de Buenos Aires (as opposed to the planned Institute of ELT in the UK) has a long standing tradition of nearly three decades (it was founded in 1971), but it is nothing without its members' support.

If you still have doubts about the role of APIBA, think back to the original example, and how you might answer as a member of a professional association.

If you are not already a member of APIBA or have fallen back on your dues, now is the time to do something about it. Join us at the End-of-Year toast on Decembre 17th , 7 p.m. at Lenguas Vivas.

Posted by: Cristina Banfi  
Member of the APIBA Committee  
mailto:banfiday@ssdnet.com.ar

\*\*

-----  
3. Praise for the list  
-----

It is somewhat difficult to think of something that has not already been said or written about the end of the year. Almost without wanting to, we suddenly find ourselves repeating the old familiar words of the Season. For one thing, 1998 was a happy one.

When Editor Martin Eayrs started the edition of News & Views through electronic mail, probably he was not fully aware of the far reaching effect it would have among us, teachers of English of the cono sur.

[illegible]

[illegible]









For further information please contact Spencer Hawkes  
at Nexus c/o <spencer.hawkes@virgin.net>  
<br>

\* \*

## 6. Teaching positions in Argentina

<br>

<br>

in the Jobs wanted section of the ELT Jobshop Argentina and Argentine teaching Institutions have also posted details of jobs on offer.

Remember this service is completely free. If you want to find a job

looking for teachers why not have a look at our web page  
at&nbsp;

http://www.eltnewsandviews.com.ar/jobshop

Remember this is a new service and it will grow. Remember too it is

all your colleagues if you think they may be interested.

Posted by:&nbsp; List editor  
mailto:me@interlink.com.ar

\* \*

## 7. ELT acronyms and abbreviations

education but I have also put in some common terms from  
Linguistics

when online.

Visit the site at:

<http://www.eltnewsandviews.com.ar/acronym>  
>[s/acronyms.html](http://www.eltnewsandviews.com.ar/acronym)

Comments, corrections and additions will be welcome - like the job

all.  
Apologies for the mistakes and repetitions you will  
undoubtedly  
find - this is very much a work in progress.

<br>

Posted by:&nbsp; List editor

mailto:me@interlink.com.ar

<br>

\*\*

<br>

end

</body>

</html>

</x-html>

From ???@??? Wed Dec 09 13:32:31 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 449 - 9 December 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

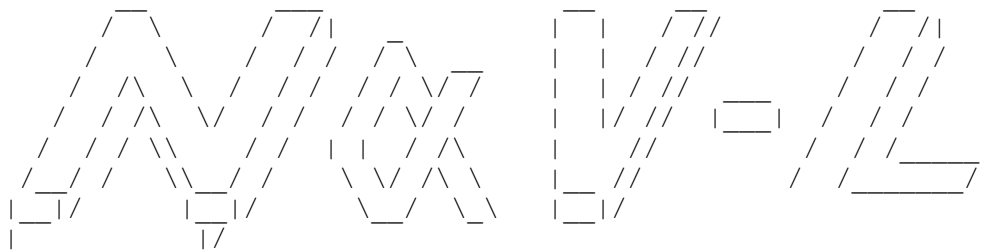
Message-Id: <v04102f02b291ab8311bc@[24.232.3.229]>

Thought for the day:

A doctor from the Middle Ages visiting a hospital today would  
be astonished and amazed beyond belief ... A teacher from the  
Middle Ages visiting a classroom today would feel perfectly at  
home. Discuss.

From 'American Language Review'

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N&V-L Digest 449 - 9 December 1998  
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There are xx messages in this digest.

1. Upcoming talks in Buenos Aires
2. Discounts on January teachers' courses in the UK
3. Masters programme by email
4. Previous N&V-L Digests

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-----  
1. Upcoming talks in Buenos Aires

-----  
Oriel Villagarcia will be giving a presentation on "Ideas that work" (mental telepathy, TPR exercises, guessing games and pedagogical songs) at SBS (Flores) on 11 December at 17.30.

Susan Hillyard will be giving a presentation on "If Music be the food of love, play on" (using music in the language classroom) at KEL (Belgrano) on 12 Dec at 09.30.

These talks are free and further information can be obtained from T: 776-3681, F 779-0872 or <ssargelt@comnet.com.ar>

Posted by Elida Messina  
mailto:ssargelt@comnet.com.ar

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-----  
2. Discounts on January teachers' courses in the UK  
-----

January teachers' courses: places now available at discounted fees

The University College of St Mark and St John (Marjons) Plymouth, England. Places on the following short courses for teachers and teacher trainers are still available. Discounted tuition fees may be available in certain cases.

Teacher Development (for secondary and tertiary teachers)

Jan 3 - 30 1999

Teaching English to Young Learners

Jan 3 - 16 1999

Trainer Development (for teacher trainers)

Jan 3 - 30 1999

For further details, please contact

(Ms) Ross Lynn  
Deputy Director  
International Education Centre  
The University College of St Mark & St John  
Plymouth  
Devon, PL6 8BH, England

tel: ++44 (0) 1752 636821  
fax: ++44 (0) 1752 636802  
e-mail: intec@lib.marjon.ac.uk

Posted by: Ross Lynn  
mailto:intec@lib.marjon.ac.uk

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-----  
3. Masters programme by email  
-----

The University of London runs a Masters programmes for teachers of English worldwide by email.

If you would like more information please contact Anita Pincas at <a.pincas@ioe.ac.uk>.

✱ ✱

<http://www.eltnewsandviews.com.ar/listpage/digests.html>

Posted by: List editor  
mailto:me@interlink.com.ar

\* \*

[illegible]



But I was wrong, and like Clinton have to come terms with the public  
(read list members). Jill Grimshaw wrote on this list earlier  
this year:

<br>

&nbsp; &gt; The key point is to have a policy for ELT News &amp;  
Views

&nbsp; &gt; which is consistent across all service providers,  
whether

&nbsp; &gt; publishers, language schools, exam boards, etc.

<br>

The key word is 'consistent' and I apologise to those who have  
sent

me indignant (and humourous) reminders of this fact.

<br>

As I have said before the only way to maintain a lean and useful  
list

is to prevent spam and irrelevance and it is the moderator's job  
to do

this on behalf of the list members. This is not to belittle the  
posting

referred to, which was certainly not 'spam' and was sent in good  
faith:

it is not the poster but the list editor who carries the  
responsibility

of deciding what to include.

<br>

So please accept my apologies and my assurance (again like  
Clinton's)

that I will do my best to ensure that this breach of  
responsibility

will not occur again.

<br>

Posted by:&nbsp; List editor

mailto:me@interlink.com.ar

<br>

\*\*

-----  
2. 'Extreme' adjectives  
-----

<br>

<font color="#000000">Dear Listers,</font>

&nbsp;

<font color="#000000">Is there any fixed list for &quot;extreme  
adjectives&quot;? The adjectives I have in &quot;my own list&quot;  
are: BRILLIANT, FREEZING, EXHAUSTED AND ...??????</font>

In case anybody has more words to add to this list,&nbsp;&nbsp; please  
e-mail me!

&nbsp;

Thanks a lot in advance.

&nbsp;

Posted by: Norma Hipperdinger

<a

href="mailto:normah@alphapampa.com.ar">normah@alphapampa.com.ar</a

>

<br>

\*\*

-----  
3. Looking for Viviana Botti Barnet  
-----

<br>

<br>

Chamber of Commerce and Industry Examinations Board. Could somebody  
send me<br>

<br>

mailto:sbtuero@mdp.edu.ar

<br>

\* \*

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mailto:me@interlink.com.ar

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end

&lt;/body&gt;

&lt;/html&gt;

&lt;/x-html&gt;

From ???@??? Sun Dec 13 15:53:23 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 450 - 12 December 1998

Cc:

Bcc: aaN&Vlistserv

X-Attachments:

Message-Id: <v04102f0ab2985cbdbe20@[24.232.3.229]>

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1998</title></head><body>
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$$\frac{\partial}{\partial x} \left( \frac{\partial \phi}{\partial x} \right) = \frac{\partial^2 \phi}{\partial x^2}$$

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></span>-----<br>  
There are 5 messages in this digest.  
<br>  
1. Policy re 'commercial' postings  
2. 'Extreme' adjectives  
3. Looking for Viviana Botti Barnett  
4. Who's going to TESOL New York ?  
5. TESOL 99 Fairs:  
proposals  
<br>  
\*\*<br>

-----  
1. Policy re 'commercial' postings  
-----

<br>  
Errare humanum est. I feel a little like President Clinton  
in  
having to grovel before my constituency, although our  
enormities  
are perhaps of a different weight.  
<br>  
I have in the last 72 hours received several mails from  
countries  
outside Argentina outraged at a posting made in the last  
N&V-L  
Digest offering discounted courses in the United Kingdom  
for  
teachers of English.  
<br>  
I hesitated before making the posting, attempting to weigh  
the  
relative balances of passing on 'useful information' to teachers  
of  
English in South America and committing the heinous sin of  
allowing  
'commercial' messages on the list. In the end I decided to let  
it go

in, not realising the implications.

<br>

But I was wrong, and like Clinton have to come terms with the public

(read list members). Jill Grimshaw wrote on this list earlier this year:

<br>

&nbsp; &gt; The key point is to have a policy for ELT News & Views

&nbsp; &gt; which is consistent across all service providers, whether

&nbsp; &gt; publishers, language schools, exam boards, etc.

<br>

The key word is 'consistent' and I apologise to those who have sent

me indignant (and humorous) reminders of this fact.

<br>

As I have said before the only way to maintain a lean and useful list

is to prevent spam and irrelevance and it is the moderator's job to do

this on behalf of the list members. This is not to belittle the posting

referred to, which was certainly not 'spam' and was sent in good faith:

it is not the poster but the list editor who carries the responsibility

of deciding what to include.

<br>

So please accept my apologies and my assurance (again like Clinton's)

that I will do my best to ensure that this breach of responsibility

will not occur again. Sorry too for the prolix posting, but I felt the

explanation was necessary

<br>

Posted by:&nbsp; List editor

mailto:me@interlink.com.ar

<br>

\*\*

-----  
2. 'Extreme' adjectives  
-----

<br>

<font color="#000000">Dear Listers,</font>

&nbsp;

<font color="#000000">Is there any fixed list for &quot;extreme adjectives&quot;? The adjectives I have in &quot;my own list&quot; are: BRILLIANT, FREEZING, EXHAUSTED AND ...??????</font>

In case anybody has more words to add to this list,&nbsp; please e-mail me!

&nbsp;

Thanks a lot in advance.

&nbsp;

Posted by: Norma Hipperdinger

<a

href="mailto:normah@alphapampa.com.ar">normah@alphapampa.com.ar</a

>

<br>

\*\*

-----  
3. Looking for Viviana Botti Barnett  
-----

<br>

Please Post<br>

<br>

I need to get in touch with Ms. Viviana Botti Barnett from the  
London<br>

Chamber of Commerce and Industry Examinations Board. Could somebody  
send me<br>

her e-mail address, please? Thanks a lot!

<br>

Posted by: Susana B. Tuero<br>

mailto:sbtuero@mdp.edu.ar

<br>

\*\*

-----  
4. Who's going to TESOL New York ?  
-----

If anyone in Argentina (preferably in Buenos Aires) is going to  
the TESOL Convention in New York next year could they get in touch  
with me ? Thanks.

<br>

Posted by: Martin Eayrs

mailto:me@interlink.com.ar

<br>

\*\*

<br>

-----<span

></span>-

5. TESOL 99 Fairs:&nbsp; 2nd Call for proposals

-----<span

></span>-

<br>

[This is an abbreviation of the original posting - see websites  
at

&nbsp;end of this section for more information - List  
editor]

<br>

<font color="#000000">CALL FOR PROPOSALS FOR THE THREE TESOL '99  
ELECTRONIC VILLAGE FAIRS<br>

<br>

List members are invited to submit a proposal for participation in  
one or more of the TESOL '99 Fairs. Windows and Macintosh equipment  
will be available at no charge, along with CD ROM drives, Internet  
connections, and (for the Showcase only) projection equipment. If  
your proposal is accepted, you should plan to bring a minimum of 100  
handouts per Fair/Showcase acceptance slot -- these are very popular  
events!<br>

&nbsp; <br>

WHAT HAPPENS AT THE FAIRS:<br>

&nbsp; <br>

Presenters have approximately 20-30 minutes to demonstrate their  
material. Participants walk around and drop in and out of  
demonstrations, thus precluding highly structured presentations. A  
demonstration may be repeated a second time (an additional 20 to 25  
minutes), if interest warrants and space allows.<br>

&nbsp; <br>

WHAT HAPPENS AT THE SHOWCASE:<br>

&nbsp; <br>

There is one presenter at a time, demonstrating her/his program.<br>



Convention information updated regularly from the TESOL website:  
<http://www.tesol.edu/>

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There are 4 messages in this digest.

1. 'Extreme' adjectives  
2. 1st. Convention of the teaching of English in Higher Education  
3. Solidarity required for "Lenguas Vivas" schools in Argentina  
4. Story telling evening with Peter Vallance

-----

1. 'Extreme' adjectives

I remember an exercise we used at Newnham Language Center, Cambridge: the teacher would say a phrase, like "regular size", and the class, divided in two groups, had to find adjectives that represented a qualitative/quantitative increment (big, huge, enormous) and adjectives that represented a decrease (small, minute, microscopic). It was fun, and a good way of practicing sets of adjectives. And in doing this, you can find more items for your list. Try it with "odor" (mild/penetrating), "person" (ill-humored/good-humored), "joke" (boring/funny), etc.

Posted by: Roberto Perez  
Tally, FL  
mailto:rgpr@technologist.com

[illegible]

**Educational Management**

Types of presentations:

\* Talk (45 minutes)

In a Talk, the presenter puts forward theoretical or practical ideas related to the ELT field.

\* Workshop (90 minutes)

In a Workshop, the presenter engages the audience in activities to explore the ideas put forward.

\* Commercial Presentation (45 minutes)

In a Commercial Presentation, authors, editors, and publishers present materials and services to those professionals involved in the teaching of English at higher levels.

Proposal forms can be obtained from the following address, where questions can also be directed.:

Chair of the Organizing Committee

Dr. Susana B. Tuero

1st. Convention of the Teaching of English in Higher Education

Decanato de la Facultad de Humanidades

Universidad Nacional de Mar del Plata

Dean Funes 3350

7600 Mar del Plata - Buenos Aires - Argentina

Phone: 54 023 79-2531 (leave message)

54 023 79-3500 (Tu. & Th. from 19:00 to 21:00 hs.)

Fax: 54 023 75-2277

E-mail: sbtuero@mdp.edu.ar

Posted by: Susana Tuero

<mailto:sbtuero@mdp.edu.ar>

\*\*

-----<span





Posted by: Maria Marta Suarez  
mailto:iaca@mbox.servicenet.com.ar

<br>

\*\*

<br>

end

</body>

</html>

</x-html>

From ???@??? Wed Dec 16 23:50:38 1998

To: me@interlink.com.ar

From: me@interlink.com.ar

Subject: N&V-L Digest 451 - 16 December 1998

Cc:

Bcc:

X-Attachments:

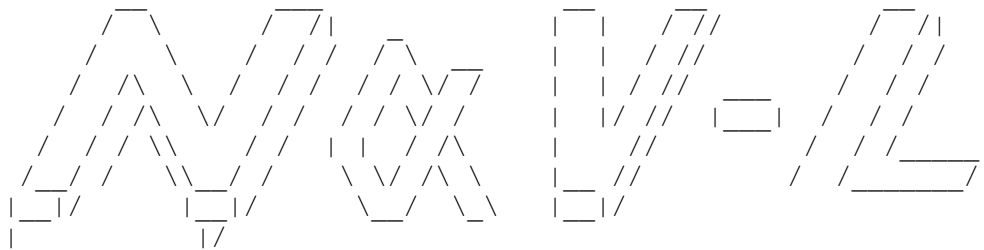
Message-Id: <v04102f05b29d61e29119@[24.232.3.229]>

If you were born today, 16 December, you are in good company.

Also born on 16 December were:

1770 Ludwig von Beethoven  
1775 Jane Austen  
1863 George Santayana  
1899 Noel Coward  
1901 Margaret Mead  
1917 Arthur C. Clarke  
1939 Liv Ullmann

-----  
N&V-L Digest 451 - 16 December 1998  
-----



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There are 3 messages in this digest.

1. Sporting terms
2. Extreme adjectives
3. Change of address

\*\*

-----  
1. Sporting terms  
-----

It is not hard to work out where terms such as volleyball, football and basketball come from. Athletic disciplines and other sports often simply

use the term from their chief piece of equipment, such as the javelin, pole vault, or fomr the activity, for example swimming, and so on.

Rugby, we know, takes its name from the school where a certain young man picked up the football and ran with it. Likewise Eton fives takes its name from that school in Britain... but what are the "fives" ? The five fingers used instead of a racquet ?

And where does the term "golf" come from ?

Richard Dain  
Santiago de Chile  
mailto:rdain@grange.cl

\*\*

-----  
2. Extreme adjectives  
-----

There is an exercise on this type of exercises that appears in New headway Intermediate.

The lists go as follows:

| Base adjective     | Strong adjective                                               |
|--------------------|----------------------------------------------------------------|
| big                | - enormous, huge                                               |
| hot                | - boiling                                                      |
| tired              | - exhausted                                                    |
| cold               | - freezing                                                     |
| tasty              | - delicious                                                    |
| interesting        | - fascinating                                                  |
| bad                | - horrid, horrible, awful, terrible, disgusting                |
| good               | - perfect, marvellous, superb, wonderful, fantastic, brilliant |
| dirty              | - filthy                                                       |
| surprised          | - astonished, amazed                                           |
| angry              | - furious                                                      |
| funny              | - hilarious                                                    |
| frightened         | - terrified                                                    |
| pretty, attractive | - beautiful                                                    |
| clever             | - brilliant                                                    |

There is an additional explanation that says that we can use very, quite and really with base adjectives. And absolutely and really with strong adjective.

Hope it helps

Estela I Fernández  
estela@netex.com.ar

\*\*

-----  
3. Change of address  
-----

Please make a note of the following changes concerning N&V-L and ELT News & Views.

All phone and fax numbers in Argentina are changing on 24 January, 1999. Until then our numbers are as follows:

Before 24/01/99      Tel. (54) 1 371-7705  
                         Fax: (54) 1 375-3944.

After 24/01/99      Tel: (54) 11 4371-7705  
                         Fax. (54) 11 4375-3944)

As ELT News & Views has now registered its own domain we are also changing our email numbers as follows:

Before 26/12/98: <me@interlink.com.ar>  
                         <N&Vadmin@interlink.com.ar>

After 26/12/98: <me@eltnewsandviews.com.ar>  
                         <admin@eltnewsandviews.com.ar>

The 'admin' numbers should be used for ELT News & Views advertising and subscriptions only - all other correspondence should be addressed to 'me' (Martin Eayrs).

Our postal address remains unchanged at:

Uruguay 782-3°,  
(1015) Capital Federal,  
Buenos Aires,  
Argentina.

Finally, please note that our Buenos Aires office will be closed between 23 December 1998 and 10 February 1999. Correspondence will not be dealt with until we reopen in February. The N&V-L list will not operate during that time.

The N&V-L web page stays the same, and can be consulted at  
<http://www.eltnewsandviews.com.ar/elist.html>

\*\*

end

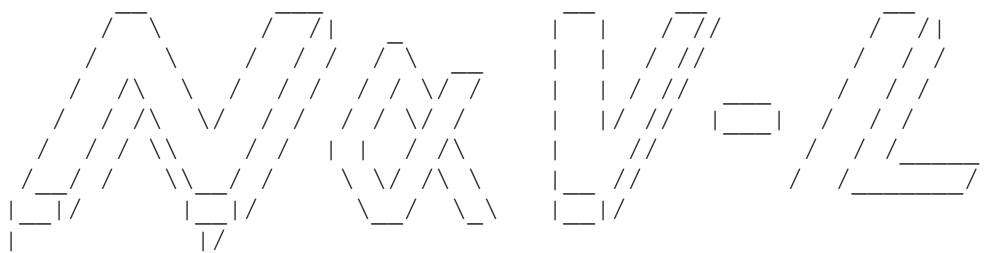
From ???@??? Wed Dec 16 23:53:26 1998  
To: me@interlink.com.ar  
From: me@interlink.com.ar  
Subject: N&V-L Digest 451 - 16 December 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04102f02b29e229fe349@[24.232.3.229]>

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1770    Ludwig von Beethoven  
1775    Jane Austen  
1863    George Santayana  
1899    Noel Coward  
1901    Margaret Mead  
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1939    Liv Ullmann

-----  
N&V-L Digest 451 - 16 December 1998  
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There are 3 messages in this digest.

1. Sporting terms
2. Extreme adjectives
3. Change of address

\*\*

-----  
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Richard Dain  
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mailto:rdain@grange.cl

\*\*

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| tired          | - exhausted                                                    |
| cold           | - freezing                                                     |
| tasty          | - delicious                                                    |
| interesting    | - fascinating                                                  |
| bad            | - horrid, horrible, awful, terrible, disgusting                |
| good           | - perfect, marvellous, superb, wonderful, fantastic, brilliant |

dirty - filthy  
surprised - astonished, amazed  
angry - furious  
funny - hilarious  
frightened - terrified  
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clever - brilliant

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estela@netex.com.ar

\*\*

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                         Fax. (54) 11 4375-3944)

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                         <N&Vadmin@interlink.com.ar>

After 26/12/98: <me@eltnewsandviews.com.ar>  
                         <admin@eltnewsandviews.com.ar>

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<http://www.eltnewsandviews.com.ar/elist.html>

★ ★

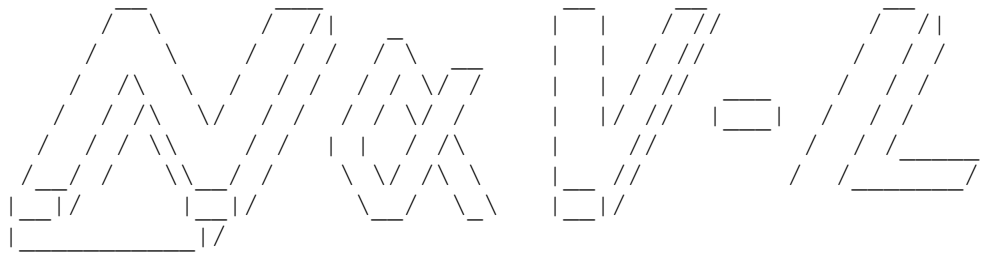
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To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 452 - 26 December 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04102f04b29e232b0402@[24.232.3.229]>

-----  
N&V-L Digest 452 - 26 December 1998  
-----

Born on 26 December:

1792 - father of the computer, Charles Babbage  
1891 - 'Tropic of Cancer' author Henry Miller  
1893 - author of the Little Red Book' Mao Tse Tung



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There are 5 messages in this digest.

0. Housekeeping
1. FAAPI dates, 1999
2. Shakespeare Conference in Buenos Aires
3. ExpoUniversidad 1999
4. Other coming events

★ ★

-----  
0. Housekeeping  
-----

This will be the last message on N&V-L during 1999. Please note  
that the list will be closed until approximately 10 February 1999.

Sincere best wishes to all list members able to enjoy a change of  
scenery over the festive period (and to those unable to travel too).

Martin Eayrs  
List Editor.

-----  
1. FAAPI dates, 1999  
-----

It has been announced that the 1999 FAAPI conference will take place in Villa Giardino, Province of Cordoba, on 18 - 20 December. Yes, those dates are right, it IS over the weekend.

The event will be organised this year by the FAAPI central committee rather than any local teachers' association.

For further information, contact the FAAPI President, Maria Cristina Thompson Grondona de White at <mcthom@einstein.com.ar>.

Posted by: List editor  
mailto:me@interlink.com.ar

\*\*

-----  
2. Shakespeare Conference in Buenos Aires  
-----

You may also wish to take note of the following event to take place in September 1999. This will be a conference on 'Shakespeare' and it is hoped to make this an international event for specialists in the area.

The event will take place in the city of Buenos Aires. The dates have not yet been confirmed but for the ease of presenters and exhibitors it is hoped that will dovetail with those of the FAAPI conference (18, 19 and 20 September 1999).

I shall post further details in due time. The event is being organised by Susana Marchetti and Susana Groisman who can be contacted by fax at 00541-863-3905 (after 24 Jan 05411-4863-3905). It seems that neither has email but no doubt this will soon be sorted out.

Posted by: List editor  
mailto:me@interlink.com.ar

\*\*

-----  
3. ExpoUniversidad 1999  
-----

The Fourth Argentine International Universities and Higher Education Fair, Expo Universidad, will take place from 3 - 5 September 1999. The International event will take place in parallel with the Argentine National Fair for Universities and FE/HE institutions.

In 1999, for the first time, there will be an additional sector devoted to 'Corporate Training' as well as the national and International Educational Sectors.

(Quoting from publicity material), Expo Universidad has announced 1998 statistics as follows:

Visiting Public.....50,607



Teaching staff and educational directors...2,919  
Workshops for career advising.....81  
Conferences, briefings and presentations.....170

The visiting public (1988) was estimated at 52% secondary school students and school leavers and 48% undergraduates, graduates, Training and Corporate Resources Managers.

The 1998 Fair also hosted some 240 local and foreign educational institutions.

The 1999 Fair is being conceived of as a much larger event, and is likely to be the largest and most important Fair of its kind in Southern South America.

Further information from Liliana Taboada at:

Lavalle 472 (Suite 214)  
(1047) Buenos Aires, Argentina  
Email: <campusmagazine@canopus.com.ar>

Posted by: List editor  
mailto:me@interlink.com.ar

\*\*

-----  
4. Other coming events  
-----

Brief details of coming conferences and major events connected can be found on our website at

<http://www.eltnewsandviews.com.ar/calendar/calemdar.html>

and more detailed information in our publication, ELT News & Views, available by subscription only.

For details of how to subscribe to ELT News & Views mail us at <admin@eltnewsandviews.com.ar> or visit the web page at

<http://www.eltnewsandviews.com.ar/subscribe/subscribe.html>

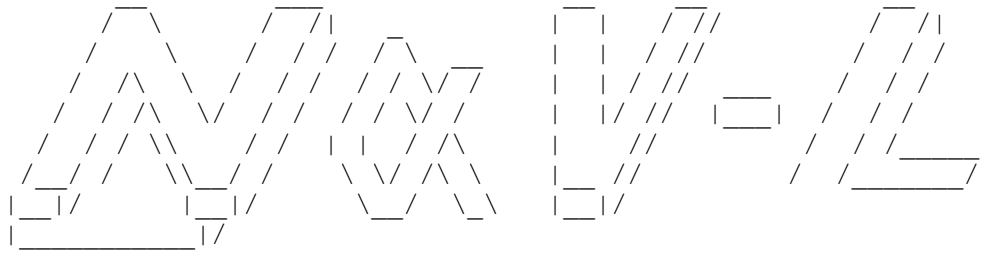
Posted by: List editor  
mailto:me@interlink.com.ar

\*\*

end

From ???@??? Mon Dec 28 11:34:06 1998  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 453 - 28 December 1998  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04102f01b2ad469a338c@[24.232.3.229]>

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There is 1 messages in this digest.

1. FAAPI dates - correction

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1. FAAPI dates, 1999

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The 1999 FAAPI conference will take place in Villa Giardino,  
Province of Cordoba, on 18 - 20 SEPTEMBER and not in December  
as announced in Digest 452.

For further information, contact the FAAPI President, Maria  
Cristina Thompson Grondona de White at <mcthom@einstein.com.ar>.

Sincere apologies for slip - my mind must have been on other  
things (mainly not missing my plane to the UK).

Posted by: List editor  
mailto:me@interlink.com.ar

\*\*

end

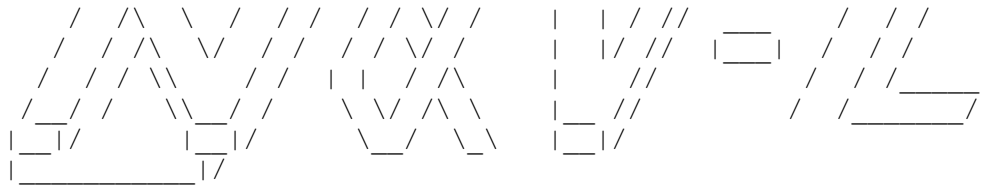
From ???@??? Thu Feb 11 23:24:28 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 453 - 11 February 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0401171cb2e61e5e240c@[24.232.3.229]>

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N&V-L Digest 453 - 11 February 1999

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There are 7 messages in this digest.

1. New telephone numbers in Argentina
2. Workshop on reading with William McGrabe
3. FAAPI 'Comision Directiva'
4. Circle dancing
5. Love: The one Creative Force
6. A great new resource
7. Something light to start the ball rolling ...

\*\*\*

-----  
1. New telephone numbers in Argentina  
-----

The following reminder re phone numbers in Argentina is aimed primarily at list members living outside Argentina.

The following information is for all providers who have phone or fax contact with clients in Argentina.

Argentina changed its phone/fax numbers on 24 January 1999. There will be a transitional period (3 to 6 months) during which both the old number and the new number will function.

Under the new numbering scheme:

- ALL numbers will have a 4 put in front of them. A number which is currently xxx-xxxx locally will become 4-xxx-xxxx locally.
- Area codes have been divided into 3 zones.

Zone One: Capital Federal and Suburbs

Here the digit 1 will have to be added for National and International calls. Whereas at present to call Buenos Aires from the Provinces you simply dial 01-xxx-xxxx, you will have to dial 0(1)1-(4)-xxx-xxxx, that is inserting both a (1) and a (4)

Zone Two: Southern region

The digit 2 will have to be added for National and International calls. A number in La Plata which at present is 021-xx-xxxx will become 0(2)21-(4)-xx-xxxx. Other towns in this zone are Mar del Plata where the area code 023 becomes 0(2)23 and Bahia Blanca where the area code 091 becomes 0(2)91.

Zone Three: Northern region

The digit 3 will have to be added for National and International calls. A number in Cordoba which at present is 051-xx-xxxx will become 0(3)51-(4)-xx-xxxx. Other towns in this zone include Resistencia where the area code 0722 becomes 0(3)722, Tucuman where the area code 081 becomes 0(3)81 and Rosario where the area code 041 becomes 0(3)41.

- At present when calling from the UK (or any other country outside Argentina) you currently dial 0054-1-xxx-xxxx for phone numbers in the city of Buenos Aires. Under the new system you will have to dial 0054-(1)-1-(4)-xxx-xxxx. Similar modifications will have to be made for the rest of the country, inserting an extra (2) or (3) after the 0054 as appropriate to the Southern or Northern zone.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

-----  
2. Workshop on reading with William McGrabe  
-----

William Grabe (N.A.U.) is coming to Argentina. He will be in the Universidad Nacional del Centro de la Pcia. de Bs.As. - Tandil on April 19 and 20, 1999. His workshop will be on reading. I wanted to post this as soon as possible and I'll post full information in a few days.

Posted by: Monica Pugliese  
English Coordinator U.N.C.P.B.A.  
Mailto:pugliese@necsus.com.ar

\*\*

-----  
3. FAAPI 'Comision Directiva'  
-----

The Federacion Argentina de Asociaciones de Profesores de Ingles has announced its new 'Comision Directiva'.

President:

Ma. Cristina Thomson de Grondona White  
Vuelta de Obligado 1923 6 "B" (1428) Buenos Aires  
Telfax: 011/4784-8791  
e-mail: mcthom@einstein.com.ar

Secretary:

Ana María Pettinari de Torres  
Las Heras 71 Piso 1° "D"  
8000 Bahía Blanca  
Telfax. 0291/4563166

Treasurer:

Liliana Forno de Molina  
Bolívar 671  
5000 Córdoba  
Telfax: 0351/4231138

'Vocales Titulares':

Mario López Barrios  
Antártida 3628  
Bo. Matienzo  
(5010) CORDOBA  
( 0351/4658507  
lopez@unsj.edu.ar

Marta Benedetti  
Pellegrini 709 4°. "C"  
3200 Concordia  
Entre Ríos  
Tel. 0345/4211350  
e-mail: benedettim@fcal.uner.edu.ar

'Vocales Suplentes'

Fanny Díaz Cancellieri  
Rondeau 1060  
4000 San Miguel de Tucumán  
Tel 0381/4245207  
Fax. 0381/4310171

Nora Séculi  
Rioja 742 PB "B"  
2000 Rosario Sta. Fe  
Telfax: 0341/4473214  
Part. San Martín 507 Piso 8°. Depto 3. Tel. 0341/4400624  
e-mail: seculi@citynet.net.ar

'Revisoras de Cuentas':

Ma. Cristina Senín de García  
Los Ebanos 602  
3 Cerritos  
4400 Salta  
Tel. 0387/4396984  
e-mail: crisenin@arnet.com.ar

Roxana Embon  
Urquiza 472  
3260 Concepción del Uruguay  
Tel: 03442/431131

FAAPI's website can be visited at  
<http://sunsj.unsj.edu.ar/faapi/faapi.htm>

Posted by: Mario Lopez barrios  
<mailto:lopez@unsj.edu.ar>

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4. Circle dancing  
-----

Peter Vallance - Circle Dance Teacher and Story Teller (Findorn  
Scotland) - will be offering sessions and training during his  
visit from Feb. 10 to March 10.

Contact: Maria Marta Suarez from IACA (Instituto Argentino de Creatividad en el Aprendizaje).  
Billinghurst 1741 (1425) Bs. As.Tel/Ph: 4821-0280.  
E-mail: iaca@mbox.com.ar

Posted by: Maria Marta Suarez  
mailto:iaca@mbox.servicenet.com.ar

\*\*

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5. Love: The one Creative Force  
-----

During my holidayas I read a lot and among all the reading I found this short story that I think it might be worth of sharing with all colleagues.

The book where I took it from is "Chicken soup for the soul" by Jack Canfiel and Mark Victor Hansen.

Love: The one Creative Force.  
-----

A college professor had his sociology class go into the Baltimore slums to get case histories of 200 young boys. They were asked to write an evaluation of each boy's future. In every case the students wrote: "He hasn't got a chance. Twenty-five years later another sociology professor came across the earlier study. He had his students follow up on the project to see what had happened to these boys. With the exception of 20 boys who had moved away or died, the students learned that 176 of the remaining 180 had achieved more than ordinary success as lawyers, doctors and businessmen. The professor was astounded and decided to pursue the matter further. Fortunately, all the men were in the area and he was able to ask each one, "How do you account for your success?"In each case the reply came with feeling, "There was a teacher." The teacher was still alive, so he sought her out and asked the old but still alert lady what magic formula she had used to pull these boys out of the slums into successful achievement. The teacher's eyes sparkled and her lips broke into a gentle smile. "It's really simple."she said. "I loved those boys".

A good working year for everybody

Posted by: Maria Cristina Araujo  
mailto:connie@sion.com

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6. A great new resource  
-----

I recently came across a book shopping search engine that scans bookseller databases to find new, used, rare, and out of print books.

Have a look at <http://www.bookfinder.com/> and check it out - it's a useful resource!

Posted by: Martin Eayrs  
mailto:me@eltnewsandviews.com.ar

★★

-----  
7. Something light to start the ball rolling ...  
-----

Things to ponder over while you're getting ready for a  
new school year ...

There's no egg in eggplant, no ham in hamburger,  
neither apple nor pine in pineapples.  
English muffins weren't invented in England or  
French fries in France!  
Sweetmeats are candies, while sweetbreads,  
which aren't sweet, are meat.  
English has many paradoxes. We find that  
quicksand can work slowly,  
boxing rings are square, and a guinea pig  
is neither from Guinea nor is it a pig!  
And why is it that writers write, but fingers don't fing,  
grocers don't groce, and hammers don't ham?  
If the plural of tooth is teeth,  
why isn't the plural of booth beeth?  
One goose, two geese, so why not one moose, two meese?  
If teachers taught, why not preachers praught?  
If a vegetarian eats vegetables, what does a humanitarian eat?  
In what other language do people recite at a play,  
and play at a recital?  
Ship by truck and send cargo by ship?  
Have noses that run and feet that smell?  
Park on driveways and drive on parkways?  
How can a slim chance and a fat chance mean the same,  
while a wise man and a wise guy are opposites?  
How can overlook and oversee be opposites while  
quite a lot and quite a few are alike?  
Have you ever noticed that we talk about certain things  
only when they are absent?  
Have you ever seen a horseful carriage or a strapful gown?  
Met a sung hero or experienced requited love?  
Have you ever met someone who was quisitive,  
gruntled, ruly, or peccable?  
And where are all those people who are spring chickens  
and who would actually hurt a fly?  
You have to marvel at the uniqueness of a language in which  
your house can burn up as it burns down,  
in which you fill in a form by filling it out,  
and in which an alarm goes off by going on.  
And when I wind up my watch, I start it,  
but when I wind this essay up, I end it!

Enjoy!

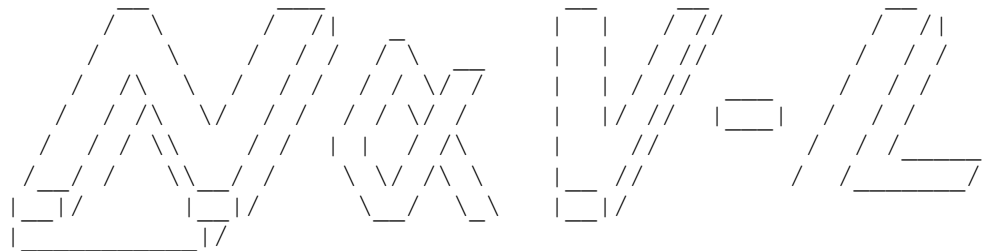
Posted by: Cristina Gallo  
Neuquen, Argentina  
mailto:crista@arnet.com.ar

★★

end  
From ???@??? Tue Feb 16 20:49:38 1999  
To: me@eltnewsandviews.com.ar

From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 454 - 16 February 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04104407b2efb28a8f98@[24.232.3.229]>

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N&V-L Digest 454 - 16 February 1999  
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There is 1 messages in this digest.

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1. Florencia Chaudet  
-----

The President of FAAPI, Maria Cristina Thomson, has just informed me that Florencia Chaudet, founder member and for a long time president of FAAPI, died today in Cordoba. Apparently 'it was totally unexpected; as a matter of fact she was making plans to go away on holiday after attending a course in Literature in Los Cocos'.

I wanted to put this out as soon as possible. I am sure that all list members will want to join me in extending consolations to friends and family at this difficult time.

Martin Eayrs

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

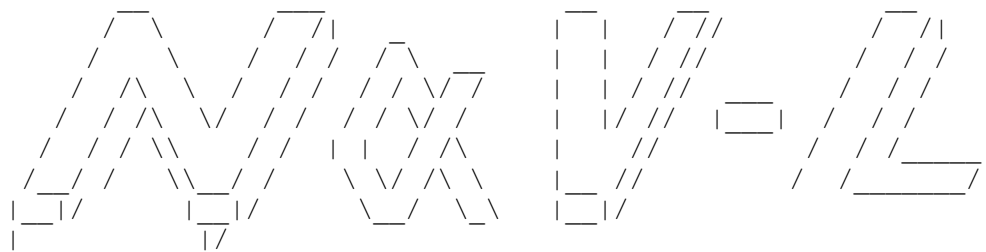
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From ???@??? Mon Feb 22 11:31:42 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 455 - 22 February 1999  
Cc:  
Bcc:  
X-Attachments:



Message-Id: <v04104407b2f703b2fd19@[24.232.3.229]>

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N&V-L Digest 455 - 22 February 1999  
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There are 4 messages in this digest.

1. N&V-L back online
2. APIBA Event date change
3. IATEFL Edinburgh
4. Events and conferences

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-----  
1. N&V-L back online  
-----

Welcome back to N&V-L. The list is now fully functional, and waiting for your postings.

Post your reviews, calls for conference papers, advance warning of seminars in the region, descriptions of new products, teaching ideas and queries, language doubts, etc.

There's nothing wrong with lurking, but lists get interesting when list members get involved. So post your news, share your views and let's all have a great new year.

Posted by: N&V-L List Editor  
<mailto:me@eltnewsandviews.com.ar>

\*\*\*

-----  
2. APIBA Event date change  
-----

I recently posted details of an event, "The Future of Teacher Education" organised by APIBA (the Buenos Aires English Teachers' Association. and scheduled for 23/24 April, 1999

The organisers have now informed me that they have been obliged to change the dates of this event. They are shortly meeting to fix a new date which I shall announce here as soon as I have it but I wanted to let list members know as soon as possible.

\* \*

-----

I am hoping to arrange an N&V-L get together at a convenient time, which will permit N&V-L members in different countries - who only know each other through the list - to meet up face to face.

\* \*

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\* \*

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Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

-----  
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Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

-----  
3. IATEFL Edinburgh  
-----

If any list member is intending to be present at this year's IATEFL Conference in Edinburgh and is interested in getting together for a drink and a bite to eat please let me know as soon as possible.

I am hoping to arrange an N&V-L get together at a convenient time, which will permit N&V-L members in different countries - who only know each other through the list - to meet up face to face.

If interested, mail me at <me@eltnewsandviews.com.ar>.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

-----  
4. Events and conferences  
-----

N&V-L list members are invited to send us information about events they are planning this year (talks, workshops and conferences). We shall be happy to publish this information a) on N&V-L; b) in our ELT News & Views ELT Calendar centrespread\* and c) on our website at <http://www.eltnewsandviews.com.ar/calendar/calendar.html>. This is a free service for teachers of English and there is no charge.

[\* For inclusion in the March 99 issue information must arrive before 25th March 1999, by email or by fax to: 54-11-4375-3944]

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

end

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N&V-L List - Information Services for English teachers in the Cono Sur  
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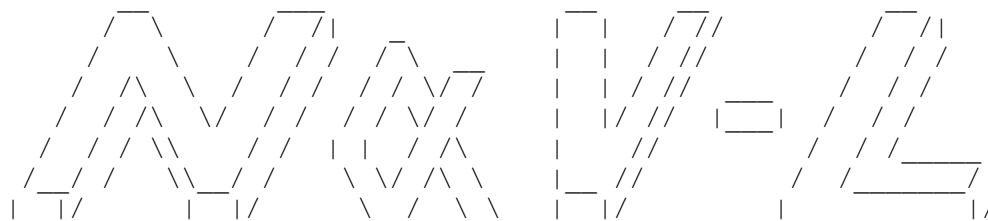
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| Subject line, please | Help and queries.....HELP N&V-L       |
|                      | Change email address.....UPDATE N&V-L |

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|                        |                                  |
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| ELT News & Views       | List Editor: Martin Eayrs        |
| Uruguay 782-3          |                                  |
| (1015) Capital Federal | mailto:me@eltnewsandviews.com.ar |
| Buenos Aires           | Fax: (54) 1 375-3944             |
| Argentina              | Tel: (54) 1 371-7705             |

Visit us online at <http://www.eltnewsandviews.com.ar/elist.html>

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From ???@??? Mon Feb 22 23:15:22 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 456 - 23 February 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04104403b2f779efc89c@[24.232.3.229]>  
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There are 3 messages in this digest.

1. Online business English learning program trial
2. Two Day Seminar For EGB and Polimodal
3. Looking for APIBA and more

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- 
1. Online business English learning program trial
- 

Great to see News & Views back online! If anyone is interested in participating in an online business English learning program trial, we have room for a few more people during our beta testing in March. This is a great way to introduce yourself to online learning and give helpful feedback to the course designer. Most of our participants are instructors who want to learn more about online learning and are willing to take a little time every week in March to experience the learning environment and comment/discuss with other participants. There is no cost for this service to instructors. If this interests you, please email me at <lites@bizenglish.com> Welcome!

Emily Lites  
American Business English  
<http://www.bizenglish.com>

\*\*

- 
2. Two Day Seminar For EGB and Polimodal
- 

Macmillan Heinemann ELT Two Day Seminar For EGB and Polimodal

MARCH 4th.

Esteban Cresta                      Acquiring Language through Tasks

Susana García Cahuza              Reading Enjoyment

Omar Villarreal                    The development of creativity and thinking skills  
in EGB and Educación POLIMODAL

MARCH 5th.

Ana M. Armendáriz           Where EFL Methodology falls short to cater for  
Silvia Lupi                the new millenium English Language Learner  
SilviaRetarolli

Charlie López             Motivation, the most effective tool to control  
discipline

Efrain Davis             title to be confirmed

VENUE:            Bauen Hotel - Av. Callao 360, Cap. Fed.  
ENTRANCE.         Free  
VACANCIES:        Limited  
ENROLMENT:       (011) 4797-9204

Certificates of attendance will be issued

Posted by: Gastón Frayssinet  
mailto:eltinfo@machelt.com.ar

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-----  
3. Looking for APIBA and more  
-----

Dear Argentine colleagues,

Can someone please post either an email or physical address for APIBA in Buenos Aires?

Our school finally has a much more reliable computer; therefore, I would like to try once again to launch an email exchange with English [EFL] classes in B.A. My classes are upper-division Spanish classes [16-18 years old].

Thanks in advance for any information on APIBA that you might be able to render.

Sincerely,

Posted by: Greg Eichler  
Washington High School  
San Francisco, California  
mailto:greg@bluelotus.com

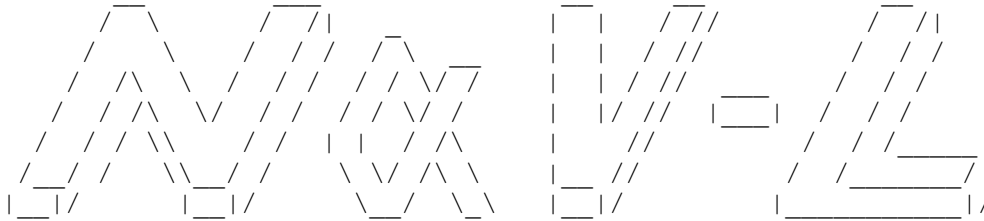
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end

-----  
Martin Eayrs, Buenos Aires, Argentina  
Email: <me@eltnewsandviews.com.ar>  
From ???@??? Thu Feb 25 00:17:56 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 457 - 25 February 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:

Message-Id: <v04104402b2f8c609d566@[24.232.3.229]>

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N&V-L Digest 457 - 25 February 1999  
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There are 5 messages in this digest.

1. A very quick query
2. two announcements to share
3. More about FAAPI
4. First International Shakespeare Conference
5. Being polite

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-----  
1. A very quick query  
-----

Can anyone recommend a comprehensive web site where you can find a list of current EFL books from different publishers, instead of having to jump from one publishers site to another? Is it possible to tap in say, P.E.T. and get a list of all the P.E.T. preparation books on the market?

Posted by: Heather Clark  
mailto:kenhjc@entelchile.net

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-----  
2. two announcements to share  
-----

a) A fascinating site

For word lovers, you can have a wonderful little article on words and collocations everyday in your mailbox. The site is owned by Lawrence Paros. It is called

"A Word with You" and you can find it at: <http://www.wordwithyou.com>

b) On-line teacher training courses

On-line distance training offers opportunities for educators that have yet to be realized. After the successful experience with teachers from the Patagonia and the TESOL Pre-Convention On-line Workshops I invited colleagues

to participate in a piloting experience. The objective was to learn to use

the presentation program PowerPoint for our classrooms. The response was immediate and twelve hours after I made the announcement I had to close the list for the quota had been more than filled. My apologies to those colleagues who were left out of the experience!

Some more projects are on the way and I have drawn a list of the many teachers who offered to participate but couldn't make it. In the meantime you can follow them at my site, or, if you would like further information, contact me personally. My old address <mrossetti@mayo.com.ar> has been changed <to mrossetti@impsat1.com.ar>

Posted by: Mercedes Rossetti  
mailto:mrossetti@impsat1.com.ar  
[http://members.xoom.com/project\\_2000](http://members.xoom.com/project_2000)  
ICQ No. 29384556

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3. More about FAAPI  
-----

Available data on the FAAPI 1999 Annual Congress as of 25 February 1999

- \* general subject: ELT in the Argentinian context
- \* venue: Villa Giardino (Córdoba Hills)
- \* dates: 18-20 September, 1999
- \* some details: -- "in residence" congress at the "Hotel Luz y Fuerza" (Villa Giardino) ;  
-- programme developed round areas of interest and including plenaries, semi-plenaries, paper presentations  
and discussions;  
-- a call for papers will be announced soon.

Posted by: Nora Séculi  
mailto:seculi@citynet.net.ar

\*\*

-----  
4. First International Shakespeare Conference  
-----

The Instituto Superior del Profesorado "Dr. Joaquín V. González" and its Department of English will hold the First International Conference on "William Shakespeare, His Work, His Times and His Influence" in Buenos Aires from 15 to 18 September 1999.

This is conceived as a meeting of international and local experts on the subject, who will assemble to exchange insights and research results and will be sponsored by the Secretaría de Cultura y Educación del Gobierno de la Ciudad de Buenos Aires (Resolución N° 1516/98).

The Conference is open to all those who wish to participate. Abstracts will be received until 25 June.

This is the first time an event of this kind has been organised in Argentina and it is certain to arouse considerable interest in South America.



More information can be obtained from Susana Mayorga at:

Instituto Superior del Profesorado "Dr. Joaquín V. González"  
Rivadavia 3577 1ª piso  
(1204) Buenos Aires  
Argentina

Tel/fax: (from outside Arg) 0054-11-4863-3916 or 0054-11-4863-3905

E-mail: profjvg@fausto.mcy.gov.ar

posted by: Susana Mayorga  
mailto:profjvg@fausto.mcy.gov.ar

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-----  
5. Being polite  
-----

To be polite or not. That is the question.  
It is sometimes difficult for foreign language teachers to be fully aware of ordinary things like sounding polite or not when there isn't enough exposure to the target language and culture. One question that teachers keep asking is whether it is still polite to use modals like "may" for phrases like: May I go to the break? or May I open the window? I heard that nowadays people who use such language are considered to treat themselves as if they belong to lower level than the receptor of the message.  
Is it true?

Posted by: Adriana Benvenuto  
mailto:abenvento@uncoma.edu.ar

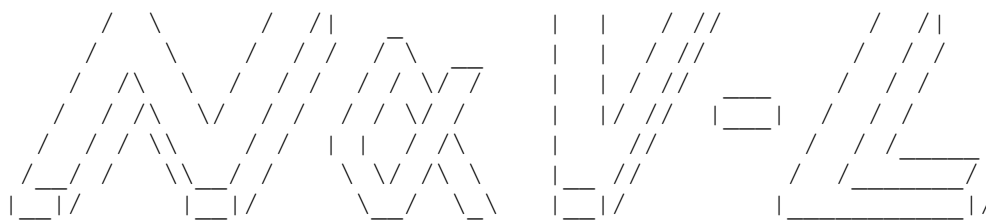
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From ???@??? Fri Feb 26 20:33:51 1999  
Return-Path: <admin@eltnewsandviews.com.ar>  
Received: from smtp.interlink.com.ar (200.43.72.8) by interlink.com.ar with ESMTP (Eudora Internet Mail Server 2.2); Fri, 26 Feb 1999 20:30:44 -0300  
Received: from [200.43.73.123] (200.43.73.115) by smtp.interlink.com.ar with ESMTP (Eudora Internet Mail Server 2.0.1); Fri, 26 Feb 1999 20:33:06 +0000  
X-Sender: admin%eltnewsandviews.com.ar@mail.interlink.com.ar  
Message-Id: <v03007803b2fcdfe027b6@[200.43.73.123]>  
Mime-Version: 1.0  
Content-Type: text/plain  
Date: Fri, 26 Feb 1999 20:34:00 -0300  
To: Martin Eayrs <me@eltnewsandviews.com.ar>  
From: me@eltnewsandviews.com.ar (by way of ELT News & Views Admin)  
Subject: N&V-L Digest 458 - 25 February 1999

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There are 5 messages in this digest.

1. In Memoriam: Florence Chaudet
2. Vocabulary query
3. RE: ELT Publishers
4. From Nexus - coming events
5. Politeness

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1. In Memoriam: Florence Chaudet  
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Florence Chaudet, a longtime teacher of English and staunch supporter of professional standards in the field of ELT in Argentina, died on 16 February 1999. She graduated from the Escuela Superior de Lenguas, Universidad Nacional de Córdoba where, as full English Language and Literature professor, she later joined the faculty until retirement. She pursued graduate courses at Mount Holyoke College, in the United States, and was awarded grants to specialise in Shakespearean studies in England. Upon return she joined the staff at the Instituto de Intercambio Cultural Argentino Norteamericano and participated as lecturer in countless seminars held in different provinces in the country.

She was also active as committee member for many years on the board of the Asociación Argentina de Cultura Británica, an institution she was very close to since childhood and which her father had contributed to establish. Her commitment to quality teaching prompted her to found the Asociación de Profesores de Inglés de Córdoba, where she held the post of president until her death.

Florence's long lasting association with FAAPI dates back to the early sixties when -- together with a group of visionary colleagues -- she contributed to the establishment of the Federación Argentina de Asociaciones de Profesores de Inglés, the umbrella organisation for local Associations of graduate teachers of English in different provinces in Argentina where they would convene not only to address professional issues but also to serve the needs of teachers of English nation-wide by means of academic seminars held once a year. Last but not least, she also found the time to serve as editor of the English language journal "Teaching and Learning" where she also contributed professional articles.

At a time when leadership, responsibility and selflessness are qualities in short supply, Florence abundantly manifested all three. Her strength and determination will continue to inspire us in keeping alive the torch she has passed on to us. May she rest in peace.

Posted by: Ma. Cristina T. de Grondona White  
FAAPI president  
mailto:mcthom@einstein.com.ar

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2. Vocabulary query  
-----

Can someone help me with these words? They appear in a catalogue about industrial parks.

TECHNOPOLE, TELEPORT, DISTRI PARK

Thanks a lot in advance.

Posted by: Norma Hipperdinger  
mailto:normah@alphapampa.com.ar

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-----  
3. RE: ELT Publishers  
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In reply to Heather Clark (A very quick query)

This is not exactly what you are after but it may help. You will find a list of texts for UCLES EFL examinations in their booklet called:

PA/Cambridge Booklist - The UK Publishers' Association Booklist for Cambridge EFL Examinations

I shall be delighted to send you and other list members a copy. Just let me have your postal address.

Saludos

Posted by: Litty Mora  
UCLES Support Officer for Argentina  
mailto:plmora@impsat1.com.ar

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4. From Nexus - coming events  
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I thought these coming dates for Nexus Education Events in 1999.

If anyone on the ELT N&V List requires free tickets for any of the events they can contact me at: [spencer.hawkes@virgin.net](mailto:spencer.hawkes@virgin.net)

-----  
Salao do Estudante 1999 Porto Alegre March 11  
Salao do Estudante 1999 São Paulo March 13/14  
Salao do Estudante 1999 Recife March 16  
Salao do Estudante 1999 Salvador March 18  
Salao do Estudante 1999 Rio de Janeiro March 20/21  
Salao do Estudante 1999 Belo Horizonte March 23  
Salao do Estudante 1999 Curitiba March 25/26

-----  
Expo-Estudiante Cordoba Aug 25/26  
Expo-Estudiante Buenos Aires Aug 28/29  
Expo-Estudiante Mendoza Sept 1  
-----

Expo-Estudiante Santiago Sept 4/5  
-----

1999 USA Education Fairs, Brazil - Sao Paulo Sept 24/26  
1999 USA Education Fairs, Brazil - Rio de Janeiro Sept 28-29  
1999 USA Education Fairs, Brazil - Curitiba Oct 1/2  
-----

We are also publishing a new magazine for Spanish speaking students in South America who are looking to study abroad. 30,000 copies of "Estudiar en el Extranjero" will be distributed through our fairs and mailing lists.

The publication will contain articles on study abroad, obtaining a visa, the value of using an agent, language testing, etc.

Any list members who would like complimentary copies of this magazine can e-mail me their details and I will mail them free copies.

posted by: Spencer Hawkes  
Manager - International Operations, Nexus Media Ltd.  
mailto:spencer.hawkes@virgin.net  
<http://www.worldofstudy.com>

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5. Politeness  
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Brown and Levinson in their theory of politeness, which has generated a great deal of research in pragmatics, suggest that there are two kinds of politeness linked to face -- this last being the public self-image which we all claim for ourselves, and which is to be mutually supported in interaction. An act which threatens face is called a face threatening act, while those which reduce the threat to face are called face saving acts. Requests are potentially face threatening because they intrude on the freedom of action of the party to whom the request is directed. Non compliance with a request is also face threatening, and so requests are often framed in such a way as to avoid on record non compliance (i.e. overt refusal).

The two types of politeness which B&L have defined are:

\* negative politeness, which is concerned with acknowledging and safeguarding an individual's freedom of action, so that any limitation or intrusion on that freedom is an imposition

\* positive politeness, which is concerned with social relations in terms of closeness and distance and what is shared in common --in other words, being friendly and sociable.

Requesting involves imposition on the freedom of the person to whom the request is addressed. So as to display awareness of this imposition and to lessen the possible threat, various politeness strategies are employed as a way of saving face. In North American and British English, the question form with a modal verb is conventionally used, and is known as the conventional indirect request. It is widely used as a negative politeness

strategy. Examples:

Could you lend me your pen?  
Could you give me your pen?  
May I borrow your pen?

A positive politeness strategy, which works on the basis of appeal to a shared goal, would be:

How about letting me use your pen?

When efficiency outweighs politeness, direct forms are used:

Pen! (As when taking notes from a phone call under tight time constraints)  
Watch out! (As when warning someone of imminent danger.)  
Don't touch that switch! (To someone who is about to cause damage or danger to themselves or equipment)  
Jump! (To avoid being injured or killed)

When people are socially close, as is the case with close friends, workmates and family, direct forms may be used to show closeness -- in other words, we are direct only with people who are socially close. Being direct demonstrates closeness. Thus, we might use a direct request to display solidarity, common grounds, with the person to whom the request or instruction is addressed:

Open the window.  
Switch of the TV.  
Pour the tea.

To someone who is not so socially close, we would typically use a conventional indirect request and a negative politeness strategy:

Could you open the window?

Or, we might ask permission (which is another indirect way of making a request):

May I open the window?

Likewise, when making an offer to a close friend, we might say something like:

Have a beer!

Whereas, to someone who is not socially close, we might say:

Would you like a beer?

Elaborate request and offer forms are used to indicate awareness of imposition and to display deference. They can also be used to create distance. Thus, a partner who says to the other:

I wonder if you would be so kind as to pass the milk

is either being ironically humorous, or is using very formal language to create distance and, maybe, to signal annoyance. Normally, partners don't use formal -- and more elaborated -- language because closeness makes such usage unnecessary. Using formal language way creates distance.

Likewise, people who are not socially close will tend to use more formal language because, if people are socially distant, it has to be assumed that a requested action is more rather than less of an imposition on the other person. So, negative politeness strategies and indirect request forms are used.

Imposition is also linked to the 'cost' of the action. If the room is very hot and there is a need for ventilation, the cost is low --indeed, there may be a benefit. If, however, it is cold outside and the room isn't obviously too hot, the cost in terms of intrusion on someone else's comfort/space may be higher. To demonstrate concern with imposing on an individual's 'space' (and face), a conventional indirect request is typically used. It is also worth noting that the less direct the request, the more ambiguous it is, and so it can be refused with less loss of face. Hints are a form of indirect request, e.g.

It's very hot in here.

On the surface, this isn't a request, and so can be treated either as an observation, and simply confirmed:

Yes, isn't it.

Or, it can be interpreted as a request for action/permission, e.g.

Would you like to open the window?

There are cultural differences in the way imposition and social distance are defined, and, consequently, in the politeness strategies and language forms that are used. In the UK, it is usual to use negative politeness and indirect request forms when dealing with someone providing a service. In some cultures, direct request forms are used instead because there is a different evaluation on imposition in the customer-provider relationship. This is summed up in the following:

Could I have an X, please?  
Give me an X.

Typically, a UK or US shop assistant would expect the former, not the latter, because they anticipate the use of a negative politeness strategy on the part of the customer -- even though, in the scale of things, the customer is superordinate and the shop assistant subordinate. In other cultures, the assistant would anticipate the latter because they accept the status difference between themselves and their customers.

If you want to read more about politeness, which is a branch of pragmatics, a very good introductory book is the one written by George Yule (1996), entitled 'Pragmatics', in the series, Oxford Introductions to Language Study, Edited by Henry Widdowson. A more extensive discussion is available in Jenny Thomas's book, 'Meaning in Interaction', published by Longman (1995). The book by Penelope Brown and Stephen Levinson, which is fascinating but heavy-weight, is 'Politeness', published in 1987 in a revised edition by Cambridge University Press.

Posted by: Ron White  
Centre for Applied Language Studies  
The University of Reading  
mailto:r.v.white@reading.ac.uk

\*\*

Martin Eayrs, Buenos Aires, Argentina  
Email: <me@eltnewsandviews.com.ar>

```
<x-html><!x-stuff-for-pete id="0">
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blockquote, dl, ul, ol, li { margin-top: 0 ; margin-bottom: 0 }
--></style><title>N&V-L Digest 459 - 27 February
1999</title></head><body>
<br>
```

[illegible]

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></span>-----

<br>

## 1. ELT Conferences 1999

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<br>

## 2. Info requested on distance courses







&nbsp;&nbsp;  communication skills while exchanging news and information  
&nbsp;&nbsp;  on matters of professional interest.<br>

&nbsp;&nbsp;  The ELT News & Views IRC runs on Tuesdays from 21.00 to 24.00

&nbsp;&nbsp;  Argentina/Brazil time (00.00 - 03.00 GMT), but consult your

&nbsp;&nbsp;  local time for time variations.

<br>

&nbsp;&nbsp;  Log on to Dalnet - you can use

<lt;hebron.in.us.dal.net> to avoid

&nbsp;&nbsp;  netsplitting with the ChanOp - although any Dalnet server will

&nbsp;&nbsp;  be ok. Other clients on, for example, Undernet or Overnet, will

&nbsp;&nbsp;  not connect you to a Dalnet channel). We use Dalnet because it

&nbsp;&nbsp;  offers the best connections for Argentina and Brazil.

<br>

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&nbsp;&nbsp;  unattended when you log on, hang on in - IRC connections are

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do not know how to use IRC please understand that I do not have

time to give individual tutorials on how chat commands and functions

work by phone or email. It's not hard, just experiment and you'll

soon be

there.

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fizzled because the ChanOP (Channel Operator) got bored with sitting

hoping someone would log on. I'm happy to try this again for a couple

of weeks, but if no one shows, well that will indicate there's still

no interest.

<br>

That said, Chat can be fun and once a week is a good way to keep in

touch with friends around the country/world. Channel

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and that we can keep out undesirables. Feel free to use the channel

at any time in fact, but for N&V-L purposes I think more

than once  
a week is too ambitious.  
<br>  
And yes, please feel free to invite other friends who use chat  
to  
join us. To get started (again) we need people and I am happy to

relax the rules a little regarding subjects of conversation,  
etc.

The only stipulation will be 'English only'.

<br>

Hope to see you online on Tuesday.

<br>

Posted by:&nbsp;   N&V-L List Editor

mailto:me@eltnewsandviews.com.ar

<br>

\*\*

<br>

end

</body>

</html>

</x-html>

From ???@??? Sun Feb 28 10:41:58 1999

Return-Path: <me@eltnewsandviews.com.ar>

Received: from smtp.interlink.com.ar (200.43.72.8) by interlink.com.ar with  
ESMTP (Eudora Internet Mail Server 2.2); Sat, 27 Feb 1999 23:31:42 -0300

Received: from [200.43.73.131] (200.43.73.92) by smtp.interlink.com.ar with  
ESMTP (Eudora Internet Mail Server 2.0.1); Sat, 27 Feb 1999 23:33:00 +0000

Mime-Version: 1.0

Content-Type: text/plain

Content-Transfer-Encoding: 8bit

X-Sender: me%eltnewsandviews.com.ar@mail.interlink.com.ar

Message-Id: <v04104400b2fc558a0f4f@[24.232.3.229]>

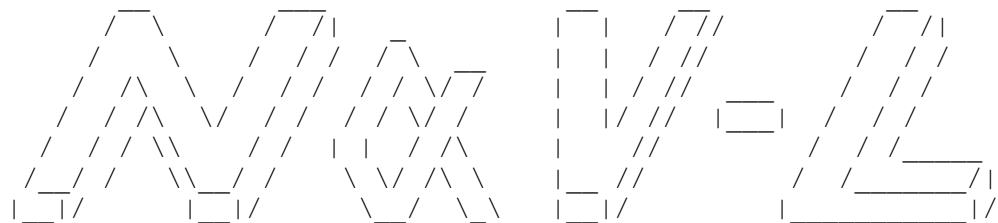
Date: Sat, 27 Feb 1999 23:31:06 -0300

To: me@eltnewsandviews.com.ar

From: me@eltnewsandviews.com.ar

Subject: N&V-L Digest 459 - 27 February 1999

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N&V-L Digest 459 - 27 February 1999  
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There are 5 messages in this digest.

1. ELT Conferences 1999
2. Info requested on distance courses
3. Looking for APIBA (reply)

4. Millenary madness
5. Chat channel for N&V-L list members

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1. ELT Conferences 1999  
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If you know of any ELT related conferences in South America taking place during 1999 we still have time to put them in our website Calendar page and in the printed Calendar of Events to be sent out with the March 1999 issue of ELT News & Views.

This is a good chance to promote your event and is a free service offered by ELT News & Views.

Send us the dates, name of organiser(s), venue, name of event, guest speaker(s), cost (or 'free') and details of whom to contact for more information. If you don't have ALL this information send us what you do have.

The site at <http://www.eltnewsandviews.com.ar/calendar/calendar.html> carries major events only and carries less information than the printed version, which can only be obtained through subscription to ELT News & Views. The printed version typically has four pages with approximately 120 entries.

Posted by: ELT News & Views Editor  
<mailto:me@eltnewsandviews.com.ar>

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2. Info requested on distance courses  
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I am looking for information about distance courses for English teachers or translators. I am interested in a course for people who have been working for some time - not the Certificates, that normally require no experience and are more like an introductory course. I know about the MA offered by the University of Surrey, represented here by the Cultura Inglesa de Buenos Aires, but would like to know of other options.

I think this kind of information could be useful for many of us, so if you are taking any course like this, or know about them, why don't you contact me and I will prepare a summary for the list.

Thank you very much for your help,

Posted by: Estela Fernández  
<mailto:estela@netex.com.ar>

\*\*

-----  
3. Looking for APIBA (reply)  
-----

Greg Eichler asks about APIBA.

APIBA (Asociacion de Profesores de Ingles de Buenos Aires) can

be contacted at:

M.T. de Alvear 1369 (KEL S.A.)  
1058 Capital Federal  
Tel: (0054) 11-4813-6884

The Asociación de Profesores de Inglés de Buenos Aires (A.P.I.B.A.) is a professional, non-profit organization with legal status, whose members are fully-qualified Argentine English teachers, graduates from official and officially-recognized educational institutions (teacher-training colleges and universities).

We are in the process of obtaining an e-mail address for APIBA. In the meantime, you can contact us using my address.

Posted by: Cristina Banfi  
Member of the APIBA Executive Committee  
mailto:banfiday@ssdnet.com.ar

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4. Millenary madness  
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As we approach the millennium people are talking (and writing) about it more and more. Leaving aside the fact that the millennium should properly be celebrated at midnight on Dec 31st 2000, yet another demonstration of humanity's beginning to turn its back on the concept of deferred gratification only acquired after millenniums (or if you prefer, millennia) of evolution, the clearest thing millennium hysteria shows is that most people can't even spell the word.

If you want to get wise, that's two 'l's and two 'n's in millennium if you please, in British or American English. The words 'millenary' and millenarian however have only a single 'l'.

Now check out the printed references and see just how often everyone gets it wrong.

And that's my pet peeve of the week.

Posted by: Martin Eayrs  
mailto:me@eltnewsandviews.com.ar

\*\*

-----  
5. Chat channel for N&V-L list members (and others)  
-----

I have been asked to reactivate the ELT News & Views chat channel that I ran back in 1997. I repeat the posting I made at the time.

The channel will be for the unrestricted exchange of news, information, administrative, pedagogical and methodological threads relating to English language teaching, specifically in southern South America. (In fact you can talk about what you like really, but that's the idea). The language of the channel will be English.

This channel should be interesting not only to teachers and

school administrators but also to students in their final years of teacher training, who can practice language and communication skills while exchanging news and information on matters of professional interest.

The ELT News & Views IRC runs on Tuesdays from 21.00 to 24.00 Argentina/Brazil time (00.00 - 03.00 GMT), but consult your local time for time variations.

Log on to Dalnet - you can use <hebron.in.us.dal.net> to avoid netsplitting with the ChanOp - although any Dalnet server will be ok. Other clients on, for example, Undernet or Overnet, will not connect you to a Dalnet channel). We use Dalnet because it offers the best connections for Argentina and Brazil.

The name of the channel is #ELTNews&Views, typed exactly as given here (the # symbol is not required). If the channel is unattended when you log on, hang on in - IRC connections are notoriously unreliable and the ChanOp may have fallen out.

I'll go on channel for a couple of weeks trial and will be delighted to chat with list members and friends. However, if you do not know how to use IRC please understand that I do not have time to give individual tutorials on how chat commands and functions work by phone or email. It's not hard, just experiment and you'll soon be there.

The channel functioned for about eight weeks back in 1997 but fizzled because the ChanOP (Channel Operator) got bored with sitting hoping someone would log on. I'm happy to try this again for a couple of weeks, but if no one shows, well that will indicate there's still no interest.

That said, Chat can be fun and once a week is a good way to keep in touch with friends around the country/world. Channel #ELTNews&Views is registered with Dalnet which means that it will always be there and that we can keep out undesirables. Feel free to use the channel at any time in fact, but for N&V-L purposes I think more than once a week is too ambitious.

And yes, please feel free to invite other friends who use chat to join us. To get started (again) we need people and I am happy to relax the rules a little regarding subjects of conversation, etc. The only stipulation will be 'English only'.

Hope to see you online on Tuesday.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

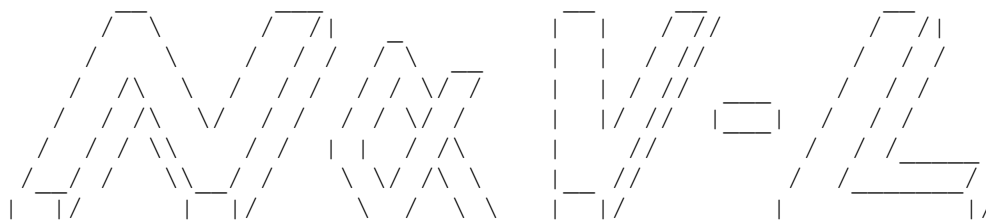
\*\*

end

-----  
Martin Eayrs, Buenos Aires, Argentina  
Email: <me@eltnewsandviews.com.ar>  
From ???@??? Mon Mar 01 09:18:16 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 460 - 1 March 1999

Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04104404b2fef9eb5c95@[200.43.73.131]>

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N&V-L Digest 460 - 1 March 1999  
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There are 3 messages in this digest.

1. More millenary madness
2. Logging on to #ELTNews&Views on Dalnet
3. Fame for the list

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-----  
1. More millenary madness  
-----

Of course it was inevitable that if I wrote about spelling I would make a spelling mistake in the posting ! Below is a corrected version.

If you want to get wise, that's two 'l's and two 'n's in millennium if you please, in British or American English. The words 'millenary' and millenarian however have only a single 'n'.

[and not as I wrote a single 'l' !].

Posted by: Martin Eayrs  
mailto:me@eltnewsandviews.com.ar

\*\*\*

-----  
2. Logging on to #ELTNews&Views on Dalnet  
-----

If you need IRC software or to learn a little more about how chat programmes work you can go to

<http://www.internet-chat.com/index2.html> (PC users)

or <http://www.ircle.com/> (if you have a Mac).

You can download free chat software at both sites and also a manual which will help you get started. Remember you must have IRC software: we recommend 'mIRC' for PC users and 'IRClE' for Macintosh. There are



other ways of chatting on the net but they won't get you through to Dalnet.

Remember to log on to Dalnet (not Overnet, Undernet or any of the other options). If you choose to use <hebron.in.us.dal.net> you will be on the same server as the ListOp and are less likely to lose contact with the channel and also more likely to get a fast connection.

The name of the channel is #ELTNews&Views, typed exactly as given here (the # symbol is not required but will be put in by the software).

You are invited along Tuesdays from 21.00 to 24.00, Argentine Time. (12.00 - 03.00 GMT). The more the merrier so invite your friends - the only real stipulation is that English is spoken in channel.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

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3. Fame for the list  
-----

The N&V-L List was mentioned at the International House Conference in London, February 1999, once by Jeremy Harmer on Pablo Toledo's 'outburst' concerning teaching teenagers in Argentina, which he read in full at his plenary, the other I think by Scott Thornsby (sorry I can't quote because I don't remember).

The wonderful thing is that [. . .] managed to make the List hit the headlines, and therefore EFL in Argentina in general.

I was delighted to notice how influential the list has become in the field of EFL, and how our voices are heard because we are on line, and get published.

Ron White's contribution on Politeness is very illuminating and clear, a real pleasure to read such informed materials in the list.

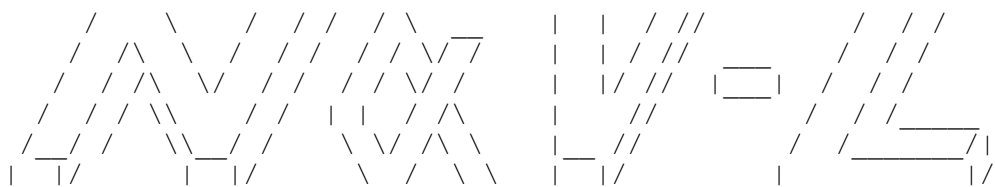
Posted by: Inés Cambiasso  
mailto:icambiasso@mail.interlink.com.ar

\*\*

end  
From ???@??? Mon Mar 01 23:21:31 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 461 - 1 March 1999  
Cc:  
Bcc:  
X-Attachments:  
Message-Id: <v04104408b3006b4429f9@[200.43.73.110]>

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There are 4 messages in this digest.

1. Reply to Estela Fernández (distance courses)
2. Melanie Williams at ESSARP Centre
3. Third Cono Sur Regional TESOL Convention
4. APIBA Conference - "The Future of Teacher Education"

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- 1. Reply to Estela Fernández (distance courses)  
-----

The Colegio de Traductores Públicos de Bs.As. (CTPCBA) offers a distance course to get a Post-graduate Certificate in Translation Skills (City University in London).

If you want to get some information about it, contact the CTPCBA:

Callao 289 - 4° Piso  
(1022) Buenos Aires  
Tel/Fax: 4371-8616  
4372-7961/2961  
e-mail: postmaster@bibtra.edu.ar

Hope I have helped.

Posted by: Laura Coria  
mailto:langprof@ciudad.com.ar

\*\*

- 2. Melanie Williams at ESSARP Centre  
-----

Melanie Williams will be giving a workshop at the ESSARP Centre on Monday. March 1st from 9.15 a.m. - 12.15 p.m.

The topic of the workshop will be "Cross-curricular topic work and activities: integrating language and content".

Summary:

Language learning for young learners usually focuses around topics and themes such as family or food. It seems appropriate that these topics and the activities draw on the learners' skills and knowledge from other curriculum subjects as well as the world around them. In this session we will explore ways in which this planning can be done, with or without a course book, ensuring grammar and language

skills assume their rightful place. The workshop will also look at different activities which make use of the learners' cross-curricular knowledge and skills.

Melanie Williams is a freelance ELT consultant and teacher trainer based in the UK. She has extensive experience in the Young Learner field, has worked with teachers and trainers in many parts of the world and is a regular contributor at international conferences and to international journals. She is a CILTS (UCLES) Senior Consultant and has been involved in developments leading to awards for teachers of young learners for eight years. She is also Joint Chief Assessor for COTE schemes. She is a specialist tutor on two Masters Level programmes: the young learners' component of the Masters Level Award programme for The University of East Anglia in collaboration with NILE (Norwich Institute for Language Education); the MA in TEYL by distance for the University of York where she has been partly responsible for the development of materials. She is an IATEFL Young Learners SIG committee member.

Info from ESSARP at <banfi@essarp.org.ar>

Posted by: Critina Banfi  
mailto:banfi@essarp.org.ar

\*\*

-----  
3. Third Cono Sur Regional TESOL Convention  
-----

The 1999 Cono Sur Regional TESOL Convention conference will take place in Buenos Aires from 10 - 14 August 1999. The Cono Sur TESOL conference takes place every two years and this year it is the turn of Argentina TESOL to act as host.

The theme of the convention is "Mapping out our Future" and keynote speakers will be Kathleen Bailey and Jo Ann Crandall. Kathleen Bailey is currently President of TESOL Inc, the parent organisation in the US.

The call for papers is now out and those wishing to submit a proposal for a Demonstration, Workshop, Colloquium, Poster Session or Swap Shop activity should contact Argentina TESOL at:

Maipú 672  
(1006) Buenos Aires  
Argentina .

Tel: 0054-11-4394-0110 or 0054- 11-4772-5104 (from UK)  
Fax: 0054- 11-4394-2979/772-5104 (from UK)  
e-mail: <la@bcl.com.ar> or <secbelg@bcl.com.ar> (try both).

Those interested should act now on this and request the proposal forms as all proposals must be in by May 30th, 1999.

Advertisers interested in taking out a stand should also contact the same address.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

★ ★

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4. APIBA Conference - "The Future of Teacher Education"  
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"The Future of Teacher Education"  
APIBA Conference  
Buenos Aires, May 7th - 8th, 1999

Call for Papers

Given the increasing interest in the future of teacher education in the context of the current educational reform, and the specific needs of foreign language teachers, the APIBA Executive Committee have decided to organise the first of what we hope will become a series of meetings to promote the presentation and discussion of the core issues by experts in the field.

The presentations can be carried out in English or Spanish but, due to financial constraints, no simultaneous translation will be provided.

Abstracts should be submitted by March 15th and sent to APIBA Conference, c/o KEL Ediciones, M. T. de Alvear 1369, (1058) Capital Federal or sent to [apiba@yahoo.com](mailto:apiba@yahoo.com). Two anonymous copies of the abstract should be submitted together with one named abstract including: author(s)'s name(s), address, telephone/fax numbers, e-mail address, and affiliation, and a brief biographical paragraph (50 words) for inclusion in the conference programme. Abstracts should not exceed 200 words in length.

Presentations are expected to have a duration of 20 minutes, plus 5 minutes for questions and discussion. Proposals for panels, roundtables and group presentations are also welcome.

For further information, please contact [apiba@yahoo.com](mailto:apiba@yahoo.com).

Posted by: Critina Banfi  
[mailto:banfiday@ssdnet.com.ar](mailto:mailto:banfiday@ssdnet.com.ar)

★ ★

end  
From ???@??? Mon Mar 01 23:36:30 1999  
To: [me@eltnewsandviews.com.ar](mailto:me@eltnewsandviews.com.ar)  
From: [me@eltnewsandviews.com.ar](mailto:me@eltnewsandviews.com.ar)  
Subject: N&V-L Digest 461 - 1 March 1999  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)  
X-Attachments:  
Message-Id: <v04104410b300fef0de9f@[24.232.3.229]>

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Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

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"The Future of Teacher Education"  
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Given the increasing interest in the future of teacher education in the context of the current educational reform, and the specific needs of foreign language teachers, the APIBA Executive Committee have decided to organise the first of what we hope will become a series of meetings to promote the presentation and discussion of the core issues by experts in the field.

The presentations can be carried out in English or Spanish but, due to financial constraints, no simultaneous translation will be provided.

Abstracts should be submitted by March 15th and sent to APIBA Conference, c/o KEL Ediciones, M. T. de Alvear 1369, (1058) Capital Federal or sent to [apiba@yahoo.com](mailto:apiba@yahoo.com). Two anonymous copies of the abstract should be submitted together with one named abstract including: author(s)'s name(s), address, telephone/fax numbers, e-mail address, and affiliation, and a brief biographical paragraph (50 words) for inclusion in the conference programme. Abstracts should not exceed 200 words in length.

Presentations are expected to have a duration of 20 minutes, plus 5 minutes for questions and discussion. Proposals for panels, roundtables and group presentations are also welcome.

For further information, please contact [<apiba@yahoo.com>](mailto:apiba@yahoo.com)

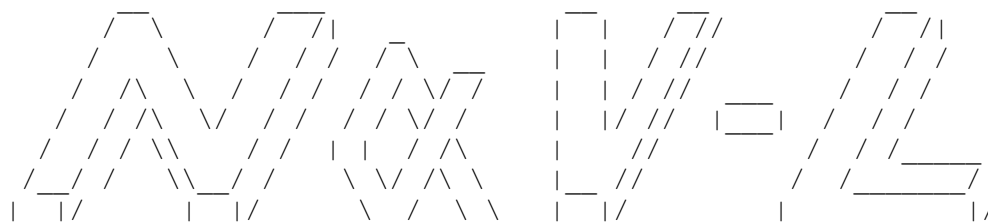
Posted by: Cristina Banfi  
[mailto:banfiday@ssdnet.com.ar](mailto:mailto:banfiday@ssdnet.com.ar)

\*\*\*

end

From ???@??? Thu Mar 04 22:58:41 1999  
To: [me@eltnewsandviews.com.ar](mailto:me@eltnewsandviews.com.ar)  
From: [me@eltnewsandviews.com.ar](mailto:me@eltnewsandviews.com.ar)  
Subject: N&V-L Digest 462 - 4 March 1999  
Cc:  
Bcc: [aaN&Vlistserv](mailto:aaN&Vlistserv)  
X-Attachments:  
Message-Id: [v04104401b301b3472c9a@\[200.43.73.134\]](mailto:v04104401b301b3472c9a@[200.43.73.134])>

-----  
N&V-L Digest 462 - 4 March 1999  
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-----  
There are 5 messages in this digest.

1. Buenos Aires International Bookfair
2. Seminar - "Coordinating Successfully"
3. #ELTNews&Views started up on schedule
4. Politeness on the Web
5. Language query: 'desorbs'

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1. Buenos Aires International Bookfair  
-----

2nd. International Meeting on Teaching of Foreign Languages

The British Council would like to inform list members that the above three day meeting will take place as from 23 April at the Bookfair premises.

The Council has invited Dr. John Clark who will be giving a lecture on Sunday 25 at 2pm on 'Content based curriculum'.

A full programme of talks can be obtained at the Council, posted or faxed on request.

Registration this year is at the Bookfair offices as there will be a registration fee of 10 pesos. Bank transfers will also be accepted plus the request to fax receipts to ensure registration. There is a limited number of places.

Bookfair address - Hipolito Yrigoyen 1628-5, 1344 Buenos Aires.  
Tel. 11-4374-3288 Fax. 11-4375-0268 (From 9am to 5pm).

Bank transfers are to be sent to orden Fundacion El Libro.  
Deposits to be made in Banco Rio de la Plata no. 2000-2 sucursal 029, or Banco Galicia 1060-5064-4 sucursal 064.

Posted by: Silvia MacIver  
Information Manager, The British Council  
mailto:silvia.maciver@britcoun.int.ar

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2. Seminar - "Coordinating Successfully"  
-----

This seminar is intended for new coordinators and English Teachers who would like to coordinate English Institutes or English Departments of schools at all levels. It will be held on March 20 from 9:00 am to 4:30 pm. More information from ABS

Posted by: Laura Lewin, Directora ABS International  
Guemes 4382 (1425) Capital Federal - Argentina  
Tel/Fax: (54-11) 4- 832-0761  
mailto:lewin@einstein.com.ar

\*\*\*



-----  
3. #ELTNews&Views started up on schedule  
-----

Well, six people logged on to the #ELTNews&Views chat channel last Tuesday. Not a lot, but at least we got it off the ground.

List members are invited along Tuesdays from 21.00 to 23.00, Argentine Time. (12.00 - 02.00 GMT). The more the merrier. so invite your friend and colleagues - teachers and students at the Prof or Traductorado - the only stipulation is that English be spoken in channel.

Remember to log on to Dalnet (not Overnet, Undernet or any of the other options). If you choose to use <hebron.in.us.dal.net> you will be on the same server as the ListOp and are less likely to lose contact with the channel and also more likely to get a fast connection.

The name of the channel is #ELTNews&Views, typed exactly as given here (the # symbol is not required but will be put in by the software).

To communicate with the List Editor on #ELTNews&Views:

/Msg El\_Ingles.

If you need IRC software or to learn a little more about how chat programmes work you can go to

<http://www.internet-chat.com/index2.html> (PC users)

or <http://www.ircle.com/> (if you have a Mac).

You can download free chat software at both sites and also a manual which will help you get started. Remember you must have IRC software: we recommend 'mIRC' for PC users and 'IRClE' for Macintosh. There are other ways of chatting on the net but they won't get you through to Dalnet.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

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4. Politeness on the Web  
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Further to my notes on politeness, in response to Adriana Benvenuto's query in N&V-L Digest 457 - 25 February 1999, I have a paper on the Web which develops some aspects of politeness in the context of intercultural dimensions of business English training.

Here's the address:

<http://www.rdg.ac.uk/AcaDepts/cl/CALS/closing.html>

Posted by: Ron White  
mailto:r.v.white@reading.ac.uk

\*\*

-----  
5. Language query: 'desorbs'



[illegible]

[illegible]

[illegible]

Regular meetings for the teachers teaching these courses are run throughout the year. For further information, please refer to the Course Programme and/or contact ESSARP.

All "Welcome" sessions will take place at the ESSARP Centre, Callao 67 5\*A, Tel.: 4371-6064, Fax.: 4383-2260, E-mail: [centre@essarp.org.ar](mailto:centre@essarp.org.ar)

Posted by: Cristina Banfi  
[Mailto:banfi@essarp.org.ar](mailto:banfi@essarp.org.ar)  
\*\*

-----  
4. Business English Course  
-----  
CAIT is arranging a 50-hour Intensive Week Course which covers all issues related to the FTBE (Foundation Certificate for Teachers of Business English) Business English)  
From March 29th to April 3rd. Vacancies are limited.  
The FTBE is an award for qualified general EFL practising teachers who intend to specialise in teaching English for business purposes and has been developed by the London Chamber of Commerce and Industry Examinations Board.  
For a free screening test and more information, call 4311-8544 or 4314-2583.

Posted by: Alejandra M. Jorge  
CAIT- Director of Studies  
Maipú 863 3° C (1006) Capital Federal - Argentina  
<mailto:cait@ciudad.com.ar>

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5. Multiple Learning Course  
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CR Inglés Educational Consultancy is organising a workshop in the West of Buenos Aires on Sat 27th March 10 a.m to 1 p.m on "Effective



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<br>
There are 4 messages in this digest.
<br>
&nbsp; &nbsp; &nbsp; 1. Could I suggest this site ?
&nbsp; &nbsp; &nbsp; 2. The Global Education Network
&nbsp; &nbsp; &nbsp; 3. <font color="#000000">Educational Theatre in
English</font> (Buenos Aires)
&nbsp; &nbsp; &nbsp; 4. Chat channel is Tuesday night
<br>
[ Message transmitted 8 March 1999, Internet Time @ 991 ]
<br>
**
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1. Could I suggest this site ?
-----
<br>
<font color="#000000">Hi all:</font>
&nbsp; &nbsp;
Could I suggest this site - ? <a
href="http://www.english-to-go.com/">http://www.english-to-go.com/</a
>
<br>
It has a library of instant reading comprehension lessons,
which
updates quite frequently. And you can even have them in your
mailbox.
&nbsp; &nbsp;
Enjoy!
<br>
Posted by: Mercedes Rossetti
<a
href="http://members.xoom.com/project_2000"
>http://members.xoom.com/project_2000</a><br>
ICQ No. 29384556
mailto:mrossetti@impsat1.com.ar
<br>
**

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[illegible]



[ Message transmitted 9 March 1999, Internet Time @ 144 ]

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1. APIBA new email number  
-----

APIBA has now got an email address,

<apiba99@yahoo.com>

Please make a note for future reference

Posted by:Stella Ugarte  
mailto:schstella@yahoo.com

\*\*

-----  
2. Foundation Certificate for Teachers of Business English  
-----

This 50-hour Intensive Week Course covers all the issues related to the FTBE (Foundation Certificate for Teachers of Business English). Self-contained course from March 29th to April 3rd. vacancies are limited.

The FTBE is an award for qualified general EFL practising teachers who intend to specialise in teaching English for business purposes and has been developed by the London Chamber of Commerce and Industry- Examinations Board.

For a free screening test and more information, call 4311-8544 or 4314-2583.

Posted by: Alejandra M. Jorge -  
CAIT- Director of Studies  
Maipú 863 3° C (1006) Capital Federal - Argentina  
mailto:cait@ciudad.com.ar

\*\*

-----  
3. VII Jornadas Cuyo  
-----

Universidad Nacional de Cuyo, Facultad de Filosofía y Letras

VII JORNADAS DE ENSEÑANZA DE LENGUAS EXTRANJERAS EN EL NIVEL SUPERIOR

15, 16 Y 17 April, 1999

Themes:

- El Lenguaje Científico y su Terminología.
- Metodología para la Enseñanza de las Lenguas.
- El contenido cultural en la Enseñanza de las Lenguas Extranjeras
- Aspectos Interculturales
- Estudios Contrastivos.
- Las Lenguas de Especialidad

- Tecnología Educativa.
- Temas varios relacionados con la enseñanza de lenguas extranjeras en el nivel Superior

Guest speakers include:

- Liliana Cubo de Severino (UNCuyo)
- Mario Lopez Barrios (UNSan Juan)
- Ana Armendariz (Instituto Superior ("J V Gonzalez"- Bs As)
- Pascual Masullo (UNComahue)
- Eija Ventola (Martin Luther Universitat, Alemania)
- Christine Feak (Universidad de Michigan, EEUU)

Prof. Feak and Prof. Ventola will be giving courses immediately before and after the main sessions at a time and venue shortly to be confirmed.

Registration until 31 March 1999.

Cost: Teachers: \$ 30 Students: \$10

Send registration/get info from:

|                                 |                             |
|---------------------------------|-----------------------------|
| Prof. Amalia Esther Sanchez     | Prof. Marta Morán de Aguiar |
| Diego Paroissiens 525. San José | Vicente Gil 434             |
| (5519) Guaymallén MENDOZA       | (5500) - Mendoza            |

and by email: English Dept: [ingles@logos.uncu.edu.ar](mailto:ingles@logos.uncu.edu.ar)  
 French Dept: [defran@logos.uncu.edu.ar](mailto:defran@logos.uncu.edu.ar)

Forwarded by: N&V-L List Editor  
[mailto:me@eltnewsandviews.com.ar](mailto:mailto:me@eltnewsandviews.com.ar)

\*\*

#### ----- 4. Kids say the darnedest things -----

Some school teachers must agree with that, because they keep journals of amusing things their students have written in papers. Here are a few examples:

The future of "I give" is "I take."

The parts of speech are lungs and air.

The inhabitants of Moscow are called Mosquitoes.

A census taker is man who goes from house to house increasing the population.

Water is composed of two gins. Oxygen and hydrogin. Oxygen is pure gin. Hydrogin is gin and water.

(Define H2O and CO2.) H2O is hot water and CO2 is cold water.

A virgin forest is a forest where the hand of man has never set foot.

The general direction of the Alps is straight up.

A city purifies its water supply by filtering the water then forcing it through an aviator.

Most of the houses in France are made of plaster of Paris.

The people who followed the Lord were called the 12 opossums.

The spinal column is a long bunch of bones. The head sits on the top and you sit on the bottom.

We do not raise silk worms in the United States, because we get our silk from rayon. He is a larger worm and gives more silk.

One of the main causes of dust is janitors.

A scout obeys all to whom obedience is due and respects all duly constipated authorities.

One by-product of raising cattle is calves.

To prevent head colds, use an agonizer to spray into the nose until it drips into the throat.

The four seasons are salt, pepper, mustard and vinegar.

The climate is hottest next to the Creator.

Oliver Cromwell had a large red nose, but under it were deeply religious feelings.

The word trousers is an uncommon noun because it is singular at the top and plural at the bottom.

Syntax is all the money collected at the church from sinners.

The blood circulates through the body by flowing down one leg and up the other.

In spring, the salmon swim upstream to spoon.

Iron was discovered because someone smelt it.

In the middle of the 18th century, all the morons moved to Utah.

A person should take a bath once in the summer, not so often in the winter.

Posted by: Geoffrey Astbury  
mailto:ageoffr@fibertel.com.ar

\*\*

end  
From ???@??? Mon Mar 15 01:19:06 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 466 - 15 March 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:











[illegible]



The original letter

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<br>

Dear all:

<br>

1. Somebody wrote that to write a composition it is necessary to have the feeling for it, or to be inspired. I wonder if then this can be taught in<br>a classroom or if this is just a natural ability that only needs to be polished.

<br>

2. I know many books on how to teach composition have been written, but do great writers need to go through this complex process to write their<br>great masterpieces? or do they simply get a piece of paper, a pen, and their creation is right there under the tip of their fingers?<br>I can't imagine Richard Bach -my favorite one- going through all this process of learning how to write to become the writer he is.

<br>

3. I am about to start a composition course, and I wonder if I can teach this course if I myself am not a writer, or better to say, the writer I<br>wish I were.<br>

\*\*\*\*\*<span></span>\*\*\*\*\*

<br>

This is my response:

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<br>

1. F. Scott Fitzgerald said: &quot;You don't write because you want to say<br>something; you write because you've got something to say.&quot; To me, what a<br>writing teacher can at least \*try\* to do in the classroom is to create the need for writing; to arouse the urge, the motivation to write; to galvanise<br>student writers into &quot;having something to say&quot;.<br><br>

2. Somebody else said: &quot;Process can't be inferred from product any more<br>than a pig can be inferred from a sausage&quot;. Writing takes time. I imagine<br>even great writers go through complex cognitive processes to produce their<br>texts (see Flower & Hayes 1981\*). Still, I would draw a distinction between<br>&quot;great&quot; writers in L1 and L2. Very few L2 writers (e.g. Joseph Conrad,<br>Vladimir Nabokov) have reached the standards of great L1 writers. Yet, I<br>gather the process of writing is hard for all. Again, another writer's own<br>

words: "Most people won't realize that writing is a craft. You have to take  
your apprenticeship in it like anything else." (Katherine Anne Porter)

\* Flower, L. & Hayes, J.R. (1981) "Cognitive Process Theory of Writing", in  
 College Composition and Communication 32 (4): 365-387.

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7. ELT News & Views March 1999 issue now printing
-----<span
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The Feature supplement for this issue is on the theme 'Literature in ELT'.  
<br>

<http://www.eltnnewsandviews.com.ar/download/download.html> where you can print or download a sample. There is no charge for this and you may copy and distribute these sample pages freely.

<br>

If you are not sure whether your subscription has expired or would like information about how to subscribe or renew your subscription please contact Nathalie at <admin@eltnnewsandviews.com.ar>. You can also phone Nathalie on 54-11-4371-7705 (Mon-Thurs, 14.00 - 18.30 only) or fax 54-4375-3944).

<br>

Posted by: Martin Eayrs  
mailto:me@eltnnewsandviews.com.ar

<br>

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end

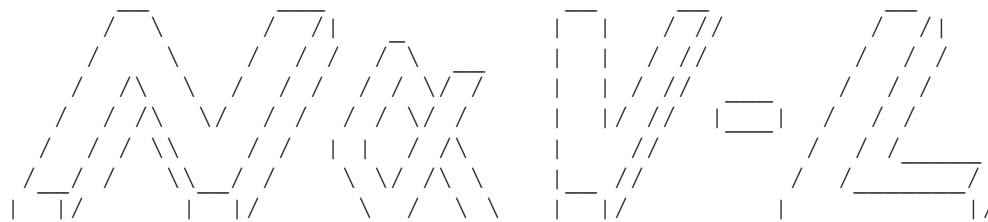
</body>

</html>

</x-html>

From ???@??? Tue Mar 16 01:00:27 1999  
To: me@eltnnewsandviews.com.ar  
From: me@eltnnewsandviews.com.ar  
Subject: N&V-L Digest 467 - 16 March 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04104404b312c2a67847@[24.232.3.229]>

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N&V-L Digest 467 - 16 March 1999  
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There are 4 messages in this digest.

1. Looking for Duncan Alp
2. Tuesday night is chat night
3. Message for teachers of BEC
4. The happy.exe family of worms

[ Message transmitted 16 March 1999, Internet Time @ 206 ]

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### 1. Looking for Duncan Alp

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I'm looking for the address or mailing address of an American teacher named Duncan Alp. The last news I've heard about him was that he was working in an Institute in Bs. As. (Palermo). If you know his whereabouts, please forward answer to <macastro@mdp.edu.ar>.

I would really appreciate it.

Thanks.

Posted by: Mariela Castro  
Mar del Plata.  
mailto:macastro@mdp.edu.ar

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### 2. Tuesday night is chat night

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Just to remind you our chat channel will be open again tomorrow night (Tuesday). Please log on and invite friends and colleagues to join us.

A reminder of the technical aspects:

The ELT News & Views IRC runs on Tuesdays from 21.00 to 23.00 Argentina/Brazil time (00.00 - 03.00 GMT), but consult your local time for time variations.

Log on to Dalnet - you can use <hebron.in.us.dal.net> to avoid netsplitting with the ChanOp - although any Dalnet server will be ok. Other clients on, for example, Undernet or Overnet, will not connect you to a Dalnet channel). We use Dalnet because it offers the best connections for Argentina and Brazil.

The name of the channel is #ELTNews&Views, typed exactly as given here (the # symbol is not required). If the channel is unattended when you log on, hang on in - IRC connections are notoriously unreliable and the ChanOp may have fallen out.

I (Martin Eayrs) shall be online personally and my nick is El\_Ingles, so if you have any problems online you can Msg me.

Hope to see you online on Tuesday.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

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### 3. Message for teachers of BEC

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As a result of an article on BEC published in yesterday's La Nación, I am receiving many phone calls and e-mails from students who, apart from requesting additional information on these certificates, would like to know where to prepare for them.

I would be grateful if teachers and or institutes offering BEC would



let me know by e-mail of the fact and I would then produce a list I could offer mycallers, without this implying any recommendation or endorsement.

Many thanks!

Posted by: Litty Mora  
UCLES Support Officer for Argentina  
mailto:plmora@impsat1.com.ar

\*\*

-----  
4. The happy.exe family of worms  
-----

There is a nasty bug going around PCs (Macs are not affected) which arrives in your environment under the names of Happy99.exe or happy.exe or similar. If you open the file it will give a brief firework display and then start to cause problems.

For a description of this worm I suggest you visit the site <http://www.symantec.com/avcenter/venc/data/happy99.worm.html> where you will learn all about this little piece of evil and how to undo its nasty work.

This is not a virus scare - the webpage is Symantec's, the maker of Norton Anti-Virus and other similar software. And happy is not technically a virus, rather a worm, but equally undesirable and persistent.

So if you do happen to receive an attachment called happy.exe or happy99.exe don't try to run it - you'll find it hard to get of and every email you send will be accompanied by another with, yes, you've guessed, happy.exe. Trash it, or whatever it is you PC people do with files you don't want any more.

Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

\*\*

end  
From ???@??? Thu Mar 18 06:34:09 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 468 - 18 March 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0410440db314237b6668@[24.232.3.229]>

```
<x-html><!x-stuff-for-pete id="0">
<!doctype html public "-//W3C//DTD W3 HTML//EN">
<html><head><style type="text/css"><!--
blockquote, dl, ul, ol, li { margin-top: 0 ; margin-bottom: 0 }
--></style><title>N&V-L Digest 468 - 18 March
1999</title></head><body>
<br>
```

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N&V-L Digest 468 - 18 March 1999  
-----<br>

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<br>

There are 5 messages in this digest.

<br>

1. Associate of the College  
of Teachers (ACT)

2. Look at this website

3. Language query

4. Getting a job and hiring staff

5. Two questions

<br>

[ Message transmitted 18 March 1999, Internet Time @ 439 ]

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1. Associate of the College of  
Teachers (ACT)

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></span>-----

&nbsp;

The ESSARP Centre is pleased to present  
its highly successful

course leading to examinations for

Associate membership of the

<font color="#000000">College of Teachers (formerley the College  
of Preceptors).&nbsp;</font>

<font color="#000000">This course has been based at the Centre  
since 1986 and is</font>

<font color="#000000">now available in two modes:</font>  
&nbsp;<br>

<font color="#000000">&nbsp;<br>\*<br> The tried and tested hours  
face-to-face with the course,</font>

<font color="#000000">&nbsp;<br><br><br> tutors of weekly  
classes of four hours, together with</font>

<font color="#000000">&nbsp;<br><br><br> appropriate readings  
and activities. This mode has already</font>

<font color="#000000">&nbsp;<br><br><br> begun and is on  
Wednesday from 0800 - 1200 and is open to</font>

<font color="#000000">&nbsp;<br><br><br> teachers in Capital  
Federal and Gran Buenos Aires.&nbsp;</font>

<font color="#000000">&nbsp;<br><br><br> There are limited  
places available and before Easter</font>

<font color="#000000">&nbsp;<br><br><br> enrollment will be  
closed.</font>  
&nbsp;<br>

<font color="#000000">&nbsp;<br>\*<br> ACT@distance is a guided  
reading programme of the same</font>

<font color="#000000">&nbsp;<br><br><br> readings as in the face  
to face mode, with activities</font>

<font color="#000000">&nbsp;<br><br><br> conducted by either/or  
post or e-mail, and some face to</font>

<font color="#000000">&nbsp;<br><br><br> face contact, to be  
arranged.&nbsp;<br> This mode is open to teachers</font>

<font color="#000000">&nbsp;<br><br><br> outside the area of the  
face-to-face mode and is now</font>

<font color="#000000">&nbsp;<br><br><br> in its second year of  
operation. The first mailing is in</font>

<font color="#000000">&nbsp;<br><br><br> preparation and will  
shortly be going out to students as</font>

<font color="#000000">&nbsp;<br><br><br> close as Mar del Plata  
and as far away as Rio de Janeiro.</font>  
&nbsp;<br>

<font color="#000000">For further details of either version of  
this eighteen month</font>

<font color="#000000">course contact Terry Cullen  
at:</font>  
<br>

<font color="#000000">The ESSARP Centre,</font>

<font color="#000000">Callao 67 - 5&quot; - A&quot;;,</font>

<font color="#000000">1022 Buenos Aires</font>

<font color="#000000">Tel: 54 11 4371 6064</font>

<font color="#000000">Fax: 54 11 4383 2260</font>

<font color="#000000">E-mail: acp@essarp.org.ar </font><a  
href="mailto:acp@essarp.org.ar"></a>  
&nbsp;<br>

<font color="#000000">Posted by Terry Cullen</font>  
mailto:tcullen@cvtci.com.ar&nbsp;<br> <font  
color="#000000">&nbsp;<br></font>  
<br>  
\*\*  
  
-----  
2. Look at this website  
-----  
<br>

Someone sent me this URL and I thought I would like to share it with other list members. It is a good example of what can be done

with the discrete use of java applets and drag 'n drop.

<br>

Go to <http://www.sccd.ctc.edu/~ssesl/Puzzles.htm>

<br>

which has puzzles to help you practice healthcare vocabulary.

<br>

Even if you are not interested in English for medical applications

it's worth having a look at it to see how a simple\* idea can work

effectively on a web site.

<br>

(\* well ok, I didn't do the programming !!)

<br>

Posted by: N&V-L List Editor

<mailto:me@eltnewsandviews.com.ar>

<br>

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3. Language query  
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<br>

I have a little problem and maybe you can help me. Does this phrase actually exist in English ?

<br>

& "How was the weather?" i

<br>

Instead of

<br>

& "What was the weather like?";.

<br>

My student always use the first phrase and I, as a NNS, don't know

anymore which one is correct or if both are used

indistinctively

<br>

I'd appreciate a fast answer. Thanks.

<br>

<br>

Posted by: Danaydes Albóniga

<mailto:dalboniga@finlay.edu.cu>

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4. Getting a job and hiring staff  
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<br>

May I remind list members of the ELT Jobshop option on our web site.

<br>

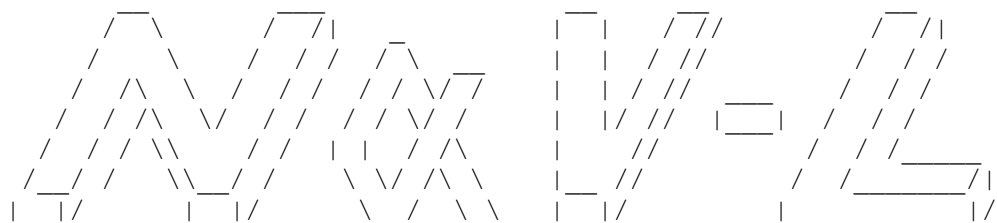
Teaching Institutions looking for teaching staff are invited to place an advertisement on the "Positions offered"

pages of the ELT News & Views 'Jobshop' web page.<br>

[illegible]

</body>  
</html>  
</x-html>  
From ???@??? Tue Mar 23 09:09:19 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 469 - 23 March 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v0410441cb31968255539@[24.232.3.229]>

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N&V-L Digest 469 - 23 March 1999  
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There are 4 messages in this digest.

1. How's the weather today ?
2. IATEFL 1999: Webcast and Virtual Conference
3. Acronyms and abbreviations in English Language Teaching
4. N&V-L at IATEFL, Edinburgh

[ Message transmitted 23 March 1999, Internet Time @ 529 ]

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1. How's the weather today ?  
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As far as I know, it is quite standard and common to say "How's the weather today?" "Whats the weather like" is a question about the climate rather than the weather.

Another example: "How was the play (or theatre) last night?" asks about how good a time you had, what was your date like (both person and occasion), and so on. "What was the play like?" asks strictly about the play, as a literary piece (acts, characters, theme, etc) or performance.

Posted by: Aldo Blanco  
mailto:alblanco@ub.edu.ar

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2. IATEFL 1999: Webcast and Virtual Conference  
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## IATEFL CONFERENCE 1999: WEBCAST AND VIRTUAL CONFERENCE

This year's IATEFL Conference in Edinburgh sees a further development in the field of 'virtual conferences'. Last September, the "ESP Anti-Conference" in Switzerland was attended by delegates from Central and Eastern Europe. As with many conferences, what they said had wider validity, and to increase the networking effect of the conference a BBC/IATEFL/British Council team put extracts on the web using text, photos, audio and a bit of video. The Swiss conference site is currently being revised, but will return.

At the forthcoming IATEFL annual conference there will be three elements:

1. A Webcast on the topic of "Language and Nation", from 2000-2100 GMT on Monday 29th March. Speakers include Tony O'Brien from The British Council, Professor Anne Pakir from the National University of Singapore, Dr. Mike Wallace from Edinburgh University and Iseabail Macleod, Editorial Director of the Scottish National Dictionary Association. Web pages will supplement the audio, and the whole event will later be archived.

2. Reports from selected presentations from the various Special Interest Groups.

3. A discussion group launched by IATEFL for some weeks before and after the conference.

Full details can be found in two places:

(i) The BBC's conference website, from which the webcast and reports will be reached:

<http://www.bbc.co.uk/worldservice/learningenglish/conference/iatefl99/>

(ii) IATEFL's Virtual Conference page - which explains the thinking behind what's happening: <http://www.iatefl.org/VirtualConference.htm>

Forwarded by: N&V-L List Editor  
<mailto:me@eltnewsandviews.com.ar>

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### ----- 3. Acronyms and abbreviations in English Language Teaching -----

I have been working on and off over the last year on updating a list of acronyms and abbreviations found in English Language Teaching. I have now accumulated approximately 1150 abbreviations and acronyms.

Given my location there is an emphasis on Argentina and Brazil and I have also included some common expressions from Linguistics and Information Technology. There are also, naturally enough, common expressions from the US, UK, Canada, Australia and New Zealand, and there is still space for many more ...

The list is too long to post to N&V-L but if any one feels it might be a useful resource they are welcome to access it or link to it. A few words of acknowledgement would not be amiss if you do find it useful.

The list can be found at:

<http://www.eltnewsandviews.com.ar/acronyms/acronyms.html>

This is still very much a working project rather than a finished product, and I would not like to be held responsible for typos and other errors. I shall continue to add and update the items over the year and additions, corrections or comments will be very welcome. Any other feedback would

also be appreciated - there are many parts of the world to which I do not have easy access..

Posted by: Martin Eayrs  
Buenos Aires - Argentina  
mailto:me@eltnewsandviews.com.ar

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4. N&V-L at IATEFL, Edinburgh  
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Members of the N&V-L list who are attending the IATEFL conference in Edinburgh next week are invited to contact the list editor, Martin Eayrs. If you can't find him leave a note on the messages board and he will reply with a meeting time and place.

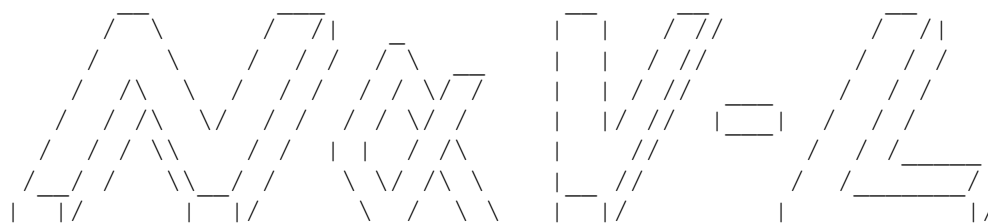
Posted by: N&V-L List Editor  
mailto:me@eltnewsandviews.com.ar

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end

From ???@??? Thu Mar 25 12:35:11 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 470 - 25 March 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04104403b31d7a09e97c@[24.232.3.229]>

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N&V-L Digest 470 - 25 March 1999  
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The list will be inactive now until 12 April. Messages may be posted usual as and will be dealt with on that date.

There are 5 messages in this digest.

1. Concerns about 'professional language teaching' in Argentina
2. ESP Interest Section Argentina
3. SEAL at Warwick in April



4. Previous N&V-L Digests
5. MA programs for English teachers in Argentina

[ Message transmitted 25 March 1999 , Internet Time @ 690 ]

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1. Concerns about 'professional language teaching' in Argentina  
-----

I'd like to share with you my concern about 'professional language teaching' in Argentina.

I'm a bit worried and at the same time angry about the professional standards of English Language Courses and Services that the UBA is offering through its PROGRAMA EXTRACURRICULAR DE INGLES EN LA UBA.

As far as I know, most of the people working there and/or in charge are not ELT graduate professional teachers. So even if they do possess a working knowledge of the target language, they do not know (or at least have not studied systematically) about the target language or the process of language acquisition. I must admit that they do have an excellent marketing strategy, though.

What I can't understand is why the UNIVERSITY OF BUENOS AIRES is endorsing these courses. What a shame, really! This makes all of us who spent and are still spending lots of time and money to get our degrees and become true professionals feel terrible.

Besides, I believe that all the profesorados nacionales, in Buenos Aires Joaquin and Lenguas, should be in charge and control of these extension services to raise funds for research into foreign language learning and teaching. Nowadays the (considerable) funds raised go into the treasuries of the school of philosophy, economy, history, geography, biology, chemistry or even worse into private hands in the case of Programa Extracurricular. Isn't it unfair?

I wonder if there's something we can do about it.

Posted by: Mabel Quiroga  
OUTLOOK-Training & Consulting  
Bolivar 226- 4"M"-(1066) T. 4331-8997  
mailto:outlook@impsat1.com.ar

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2. ESP Interest Section Argentina  
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ESP IS ARGENTINA is meeting again.

The ESP Interest Section of ARTESOL will hold an open meeting next Friday March 26th at 10:30 a.m.

Contact : Liliana/Patricia Orsi at rainboworsi@arnet.com.ar

Posted by: Liliana/Patricia Orsi  
mailto:rainboworsi@arnet.com.ar

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3. SEAL at Warwick in April  
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The Eighth International SEAL Conference, 8-11 April 1999 will take place at the University of Warwick, UK.

Check out the SEAL Conference on our Web Site at [www.SEAL.org.uk](http://www.SEAL.org.uk) and read about our BRING A FRIEND Promotion.

Alternatively, e-mail us on [seal@soceal.co.uk](mailto:seal@soceal.co.uk)

or phone us on +44-1225-466244

or fax us on +44-1225-835800

Argentina will be having the second largest contingent of all countries world-wide, second only to the UK.

Posted by: Robert Gillan  
<mailto:seal@soceal.demon.co.uk>

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4. Previous N&V-L Digests  
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If you want to consult earlier digests we are in the process of putting them up on our web site. November and December 1998 and February 1999 can now be consulted online at

<http://www.eltnewsandviews.com.ar/listpage/digests.html>

We hope in time to put earlier back numbers up but hope that list members will understand this is not our top priority.

Posted by: N&V-L List Editor  
<mailto:me@eltnewsandviews.com.ar>

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5. MA programs for English teachers in Argentina  
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I would like to have some information about MA programs for English teachers in Argentina.

I believe that most of them are offered through distance learning in connection with British or American universities.

Could somebody help me find more information about these programs?

Thanx in advance,

Posted by: Gabriela Cambiasso  
<mailto:gcambil@icarus.cc.uic.edu>

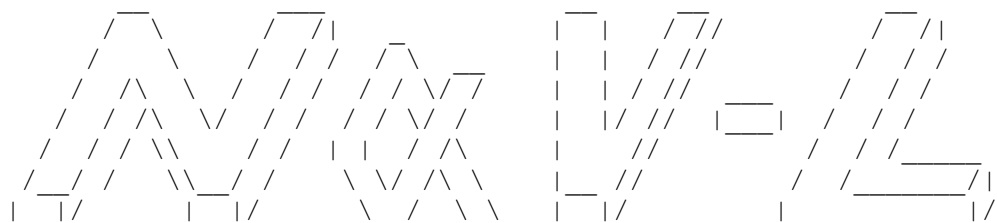
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end

From ???@??? Tue Apr 13 02:30:41 1999

To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 471 - 13 April 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204d38b337b0f5329b@[24.232.3.229]>

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N&V-L Digest 471 - 13 April 1999  
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There are 5 messages in this digest.

1. Tertiary Level Teachers and the Silvias
2. MA programmes in Argentina
3. New Trinity structure in Argentina
4. EFL Courses at UBA
5. Concern about "professional language teaching" in Argentina

[ Message transmitted 13 April 1999, Internet Time 271 ]

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1. Tertiary Level Teachers and the Silvias  
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Dear Colleagues

Long time, no see, or hear, or read. Trouble is I've been up to the knees in work, and still am, and will be. I'll tell you why later on.

There's been some confusion -- prob on my own confused view and confusing writing -- on the interpretation of A-11 and the impossibility of tertiary teachers to teach at EGB 3 and Polymodal Level way back in August 98, when I submitted the last update to ELT News & Views.

Let me put this very clearly to you: Tertiary Level Teacher Training Colleges can issue certification up to Polymodal Level: this means if I have a certificate from X Teacher Training Institute -- say, ISP "Dr. Joaquín V. González", I can teach up to Polymodal Education. By Federal Agreement A-11 -- passed by the Federal Council of Cultrure and Education in 1995 -- and the Law of Higher Education, I cannot teach at Tertiary Level Institutes, if I do not hold a degree higher than the level I'm teaching. So that means a LICENCIATURA. Don't think I'm not in the same boat as you are. I'm a graduate (?) from the Joaquín.

Where can I enrol for a Licenciatura? At a university. No way out. But then there are few -- not NONE as some months ago -- which would recognise the 33-34 subjects I've passed to become a tertiary level teacher. Universidad Nacional del Litoral is one. Be on the lookout for their announcement for enrolment. Universidad Nacional de Quilmes as well, a Licenciatura in Education with an orientation towards English as an FL. And there will be others!! I'm sure.

So please, rest in peace. The situation is not so chaotic as it would've seemed at first. If you need the relevant documentation, just write to me. And PLEASE TELL OTHERS WHO ARE NOT MEMBERS OF THE LIST.

Bad and good news. The Silvias are no longer part of the FLs Project Team: it's not that we've quarrelled: to some people's insatisfaction -- so we've heard -- we haven't. Blame the financial aspects of the reform. Research and Educational Development is still operating on a minute budget. We're still battling like mad.

The Silvias and Ana have new academic projects that hold us together, but mostly, it's trust and friendship that drives US on. Together. That's the bad and the good news. The Silvias & Ana TOGETHER in other contexts. Same drive, same beliefs, same convictions. You'll hear soon. Keep to yourselves for the time being..

That's all for now. I was committed to writing a SHORT report, and here it is. I'm full of secrets, which I cannot yet disclose. Nice news it will be. You'll see.

Love to all.

Ana

Posted by: Ana Armendáriz  
mailto:armenda@impsatl.com.ar

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2. MA programmes in Argentina  
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I hope this info helps Graciela Cambiasso and any other colleague interested in MA programmes in Argentina. Thames Valley University (UK) has been offering an off-site MA in ELT since 1997. It is a joint venture with AACI and the British Council. Two groups of teachers are already on the programme, the first one finished the last taught module in B.A. last February and will be submitting dissertations by October. I understand enrolment for a third cohort is already under way. For more information you should contact the MA Coordinator Fernando Lasala Quintana at AACI.

Posted by: Ana Mónica Altamirano  
mailto:annie@infovia.com.ar

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3. New Trinity structure in Argentina  
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Trinity The International Examinations Board announces its new structure in Argentina

Erna Berntz - National Consultant

Area Consultant for Santa Fe, Cordoba, Entre Rios, Corrientes,  
Misiones, Formosa, Chaco, Santiago del Estero

Address: J.J. Paso 276 9° J (1640) Martinez B.A.  
Tel/Fax: 011-4798-0983  
e-mail: trinityeb@ba.net

Jean Shearer - Area Consultant for C.A. Capital Federal, Province of  
Buenos Aires, La Pampa, Neuquen, Rio Negro, Chubut, Santa Cruz, Tierra  
del Fuego.

Address: Wineberg 2790 4°B (1636) Olivos B.A.  
Tel/Fax: 011-4790-8690  
e-mail: jshearer@fibertel.com.ar

Susan Ward - Area Consultant for Mendoza, San Juan, La Rioja, San Luis,  
Catamarca, Salta, Tucuman, Jujuy.

Address: C.C. 118 (5507) Lujan de Cuyo- Mendoza  
Tel/Fax 0261-496-3030  
e-mail: tcllcuyo@lanet.com.ar

For further information on Trinity International Examinations please  
contact your Area Consultant.

posted by: Erna Berntz - National Consultant  
mailto:trinityeb@ba.net

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4. EFL Courses at UBA  
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I would like to inform the subscribers that Mabel Quiroga and I wrote an  
email to the radio show Jaque MATE on Rock and Pop radio in Buenos Aires as  
regards the so called "Programa Extracurricular de Ingles en la UBA" and  
its  
lack of professionalism. We have also explained how professional teachers  
are trained in Buenos Aires. Practically the whole email was read out on  
air  
today and the president of FUBA (Federacion Universitaria de Bs. As.) was  
asked to give his opinion.

The email we sent is in Spanish. We are sending copies of it to FAAPI,  
APIBA,  
SEA and Martin Eayrs. Since material in Spanish is not allowed in this  
list,  
I'll be happy to email it privately to any member of the list. If you are  
interested please write to me at <eltnetwork@impsat1.com.ar>.

Posted by: Cecilia Cicolini  
mailto:eltnetwork@impsat1.com.ar

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5. Concern about "professional language teaching" in Argentina  
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I would like to share Mabel Quiroga's concern about the quality of English language teaching in the PROGRAMA EXTRACURRICULAR . Personally, I have publicly, even at the Facultad de Filosofia y Letras, made references to the ad placed in The Buenos Aires Herald to recruit teachers for the courses offered within this program, where a degree is not included as - at least - a preferred option. Unfortunately, this is not the only case where the name of this (or other) prestigious institution/s is used to obtain funds or attention. Last year we started investigating a similar case in Avellaneda , but evidence is hard to collect.

On the other hand, I'm afraid I cannot see what the arguments are for taking over the control of the extension services. First, if the idea of being in charge and control of these extension services is related to the fact that they offer ELT services and, consequently, they should contribute to funding research into foreign language learning and teaching, the same, it seems to me, would have to apply to - at least- the ELT courses offered by the institutions run by associations of graduates, and, for that matter, by any other institution that employs graduate ELT professionals. However much I would like this to be true, I am doubtful that there would be a consensus.

Second, I cannot see the arguments for the suggestion that it is the Joaquin and the Lenguas who should be in control . Presumably, this is due to my condition of graduate from a provincial profesorado, who has been discriminated against occasionally before. Would this mean that funds for research would be diverted exclusively to these -deservingly prestigious- institutions ?

Third, but most important is the need I feel to clarify the difference between the ELT services offered by the PROGRAMA EXTRACURRICULAR advertised profusely and the extracurricular language courses offered at the "Laboratorio de Idiomas" of the Facultad de Filosofia y Letras, with respect to the quality of ELT. I feel this is necessary as some of the schools that get mentioned are part of those that correspond to the latter. Although I have never taught there, I have always had the best of comments about the courses offered there by a large number of people who have taken and are taking courses there, and also, because I have information about the amount of supervision, and because, to the best of my knowledge, most of the teachers there are graduates.

With respect to what can be done, there are several problems. One apparent way out is the argument of "publicidad enganiosa" but, who to address this to would be a difficult decision as careful reading of the ads shows that the University is only indirectly involved (extracurricular/ en la UBA). Also, what the nature of the deception is could be a matter of debate. Clearly, in spite of the clarification offered by the UBA in widely circulated newspapers, confusion is still the winner. I feel bringing this out into the open, as Mabel has done, is probably the beginning of a new era of trying to clarify the relationship between professionalism and marketing.

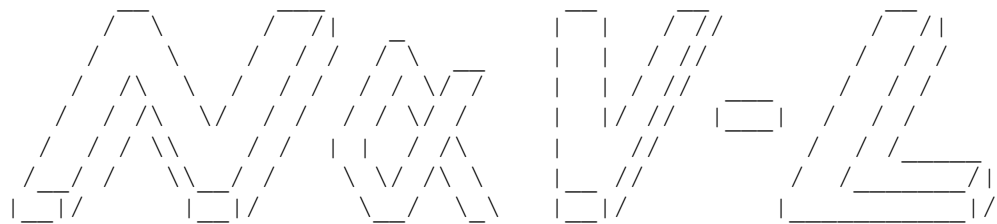
Posted by : Monica Gandolfo  
Profesorado de Ingles. ISFD Nro24 "Dr Bernardo Houssay" .  
Bernal. DES. Pcia de Bs. As.  
Depto de Lenguas Modernas. Facultad de Filosofia y Letras. UBA.  
mailto:mgandolfo@nscon.com

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end

From ???@??? Tue Apr 13 21:51:12 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 472 - 13 April 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204d04b338e2f8998c@[24.232.3.229]>

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N&V-L Digest 472 - 13 April 1999  
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There are 5 messages in this digest.

1. TESOL Video Interest Section - Call for articles
2. FAAPI Conference 1999 postponed
3. Reply to Monica Gandolfo
4. English Language Teaching in the Kindergarten
5. English Language Teaching in Ireland

[ Message transmitted 13 April 1999, Internet Time 074 ]

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1. TESOL Video Interest Section - Call for articles  
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If you are a video enthusiast this is the time to have your name in print soon. TESOL Video Interest Section is publishing its newsletter in June. The VIS invites your submissions to the newsletter in the form of articles, columns and other news. Generally, articles are 300-500 words in length and should include affiliation and a brief bio comment.

If you have an article you would like to submit for publication, please contact me <maparicio@arnet.com.ar>

Monica Aparicio  
Co-editor TESOL VIS Newsletter  
Tandil -Argentina  
mailto:maparicio@arnet.com.ar

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2. FAAPI Conference 1999 postponed

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As decided by member associations at the FAAPI Annual meeting 27 March last, the FAAPI 1999 Congress, originally announced to take place 18-20 September 1999, has been postponed. 'ELT in the Argentinian Context' will now take place 21-23 September 2000 in Comodoro Rivadavia. The Asociación Austral de Profesores de Inglés is organising the event.

Posted by: Maria Cristina Thomson  
President FAAPI  
mailto:mcthom@einstein.com.ar

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3. Reply to Monica Gandolfo  
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Monica, I think there are two aspects to be considered in this issue: one is the state sector and the other is private schools. Perhaps we should try to find out how the extension services of universities from the rest of the world work but I've heard the former dean of the School of Philosophy state that "if the Joaquin claimed rights on ELT he would have to keep silent" It's in the university mission statement: the three functions are: teaching, research and extension but they have to provide extension services along the lines of knowledge they generate. So in the school of medicine they can't repair cars and in the school of economics they should only advise companies or individuals on the tax system because that's what they have studied.

At the moment the UBA has 3 ELT extension services:

1. Programa Extracurricular de Ingles en la UBA: non-graduate teachers, non-professionals supported by the dean of economics?, agronomy, CBC in architecture !!!

2. Laboratorio de Idiomas de Filosofia y Letras: Filosofia y letras, Sociales, Veterinary, INA, Farmacia y Bioquimica: degree courses  
The case of philosophy and letters is a bit different: they have a linguistics department and they claim they are entitled and in a good position to provide EFL courses because of that but...

3. The UBA: Centro Cultural Ricardo Rojas through the Lenguas Vivas: I don't know exactly how they manage the funds or how closely they work in academic terms, but I think I've heard that some money goes back to the Lenguas. And if you ask me this is the type of ELT university extension service I prefer.

Probably the connection between ELT services and funds for research is very thin but I don't see why the money raised through ELT should go to the history, geography or archeology department. Why can't they provide extension services in their field:guided visits, courses about history, publish books, etc. ELT is a booming business but there's a limit and the Joaquin and Lenguas are also in need of funds.

The private sector: the ELT courses offered by the institutions run by associations of graduates, and other institutions that employ graduate ELT professionals. Once again I need more information about the ARELS recognition scheme but I think that's a way out. If a school employs graduate teachers from any national institution it gets recognition from a national body: for example FAAPI if it meets certain requirements



(graduate teachers could be one) and pays a fee that FAAPI in turn uses for research and development.

I also doubt there will be a consensus.

I mentioned the Joaquin and the Lenguas because they are in the same jurisdiction as the UBA. The provincial profesorados should have their own extension services or establish partnerships with provincial universities. You see, it's not a question of being prestigious but rather of not stepping on somebody else's toes.

Confusion is the winner and the graduate professional teachers the losers. Unfortunately, I think we will lose much more if we don't do something about it and soon.

Posted by: Mabel Quiroga  
Mailto:outlook@impsat1.com.ar

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4. English Language Teaching in the Kindergarten  
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Next June ELT News & Views is publishing a special supplement on 'English Language Teaching in the Kindergarten'.

This supplement will be published along with the June 1999 issue of ELT News & Views and contributions are invited for inclusion.

We envisage that the content of this supplement will consist of a wide variety of contributions addressing both theoretical and practical aspects of teaching very young learners. It is likely too that contributions will be accompanied by visual material in the shape of diagrams, illustrations, etc.

In this respect we should stress the following:

- we print in black and white only
- articles should be between 1000 and 2000 words and should reach us by 15 May 1999 at the latest.
- ELT News & Views undertakes to print only such articles as the editor deems suitable and as space permits. In the event of so much material being received that we are unable to accept it all ELT News & Views will give priority to the suitable material in the order in which it is received. Material which can not be placed in this supplement may at the editor's discretion be short-listed for inclusion in the main magazine.
- space is at a premium and illustrations must perforce be kept to a minimum
- material must be presented in final form. In the case of graphics this can be neatly done by hand as we are able to scan material from a clean black and white high contrast original but ELT News & Views does not have the resources to retype manuscripts.
- Your contribution can be sent on diskette or (better) as an email attachment. We prefer Microsoft Word (any version) with graphics saved as .eps or .tif files but may be able to accommodate other

possibilities. Graphics may also be sent as Adobe Illustrator 7.0 or Photoshop 4.0 files - if you are using a higher version of these programs please save down to these versions.

ELT News & Views has produced a guide to contributors. This should not be adhered to slavishly, rather consulted as a general guide.

Please let me know if you would like a copy or download it from <http://www.eltnewsandviews.com.ar/Download/download.html>

Finally, if you have any doubts or queries, do not hesitate to contact me at any time at one of the following addresses:

By mail: Uruguay 782-3°,  
(1015) Capital Federal  
Buenos Aires  
Argentina.

By phone: (0054) 11 4371-7705

By fax. (0054) 11 4375-3944

By email: <me@eltnewsandviews.com.ar>.

Posted by: Martin Eayrs  
Editor, ELT News & Views  
<mailto:me@eltnewsandviews.com.ar>

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5. English Language Teaching in Ireland  
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Finally, there will also be a special supplement sent out with the June 1999 issue of ELT News & Views devoted to English Language Teaching in Ireland.

If you would like to contribute to this or place an advertisement in it you can read an information sheet online or download it from <http://www.eltnewsandviews.com.ar/download/download.html>.

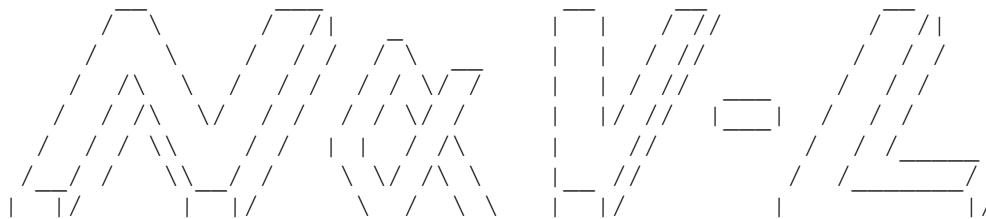
Failing that simply mail ELT News & Views at <admin@eltnewsandviews.com.ar> and ask us to send you more information.

Posted by: Martin Eayrs  
Editor, ELT News & Views  
<mailto:me@eltnewsandviews.com.ar>

\*\*

end  
From ???@??? Mon Apr 19 19:16:17 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 473 - 19 April 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204d14b33a597e6bb8@[24.232.3.229]>

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N&V-L Digest 473 - 19 April 1999  
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There are 6 messages in this digest.

1. Jornadas Ensenanza Lenguas Extranjeras/Nivel Superior
2. APIBA Conference - date correction
3. Reply to Mabel Quiroga
4. Useful language practice for students on WWW
5. Job offers in Argentina
6. First Mercosur FL Conference in the Chaco

[ Message transmitted 19 April 1999, Internet Time 967 ]

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1. Jornadas Ensenanza Lenguas Extranjeras/Nivel Superior  
-----

I've just come back from the VII Jornadas de Ensenanza de Lenguas Extranjeras en el Nivel Superior, held this year at The Universidad Nacional de Cuyo (UNCU) in Mendoza.

A splendid time was had by all and it has been decided to hold the VIII Jornadas next year in Rio Cuarto, at a time and place to be announced.

I'll post more when I know.

Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

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-----  
2. APIBA Conference - date correction  
-----

Apologies for the mistake in the date of the APIBA Conference. The correct information is as follows:

The conference will take place at Colegio Champagnat, Montevideo 1050, Buenos Aires on 7th April 5 to 8 p.m. and 8th May 9 a.m. to 5 pm.

Posted by: Cristina Banfi  
mailto:banfi@essarp.org.ar

★ ★

-----  
3. Reply to Mabel Quiroga  
-----

Mabel, I thank you for the information about the University mission statement and the details on the programs related to the UBA and also to how ARELS works. I really did not know about this and I was startled by the statement made by the former Dean, which I was unable to contextualize.

With respect to "jurisdiction", I was using this term as it is being used nowadays to refer to some form of educational district, not as geographical location. Taken this way, the UBA (nacional) does not belong to same jurisdiction as the Joaquín or the Lenguas (Gobierno de la Ciudad de Buenos Aires) just as the Universidad Nacional de Quilmes, located in Bernal does not belong to the same jurisdiction as the Profesorado de Bernal.

But, going back to confusion, in the first posting I read about this issue, two aspects of the argument of professionalism were mentioned: the search for quality and professional interests. The former has, in my view, been dropped now in favour of the latter, which reminds me more of occupational or trade interests. I would like to separate these two aspects as they do not seem to me to be connected in a direct way: the Laboratorio de Idiomas offers excellent quality and hires graduate teachers, but manages the profits for their own interests.

Since the area of interests is not an area where I feel I can be of any help, I will leave this side of the debate to those who know more about it, and I will try to concentrate more on the search for quality, as I do not think there is an end to this quest.

Posted by: Monica Gandolfo  
Profesorado de Ingles. ISFD Nro24 "Dr Bernardo Houssay" .  
Bernal. DES. Pcia de Bs. As.  
Depto de Lenguas Modernas. Facultad de Filosofía y Letras. UBA.  
mailto:mgandolfo@nscon.com

★ ★

-----  
4. Useful language practice for students on WWW  
-----

I recently came across the following URL:

<http://www.aitech.ac.jp/~iteslj/quizzes/js/ck/mc-lots.html>

which might be good to recommend for students who need practice in use of English and can work alone.

It is a long series of multiple choice questions which gives you the right answer if you make a mistake and recycles the question to the end. Each time you boot up it presents the questions in a different order.

It runs with Java and can be downloaded onto a computer so that the student can work off line.

Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

## 5. Job offers in Argentina

Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

## 6. First Mercosur FL Conference in the Chaco

Posted by: List Editor at request of Emilio Chuaire  
mailto:lenguas@hum.unne.edu.ar

end  
From: ???@??? Wed Apr 21 01:36:17 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 474 - 21 April 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204d56b3418146af56@[24.232.3.229]>

[illegible]



<br>  
Little more news yet but make a note in your diary and watch

this space.

<br>

Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

<br>

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></span>

2. Workshop on storytelling at TEL Centre

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></span><br>

T.E.L. Center announces a workshop on storytelling (&quot;It's  
Story  
Time, Folks!&quot;) by Patricia Gómez to be held on its  
premises on  
Saturday, April 24 from 2-5 pm. Venue: Thames 511, 1414 Capital

Federal.

<br>

For further information and enrolment please contact T.E.L.  
Center by phone/fax: 11 4856-0020 (office hours: 3.30 to 8.30

pm) or by E-mail at &lt;hmlopez@advance.com.ar>.<br>

<br>

Posted by: Viviana Myslicki  
mailto:hmlopez@advance.com.ar<br>

<br>

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></span>-----

3. Professional Standards - a reply to Monica Gandolfo

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></span>-----

<br>

Monica, I don't seem to understand how you manage to keep the  
search

for quality and the defense of professional interests  
conceptually

apart. In my opinion they're closely intertwined. But then  
again, I

don't know what you understand by professional interests. I  
don't

like the word trade, sorry! Even if we don't qualify as  
professionals,

I don't consider the teaching of English to be a trade but  
rather a

longlife vocation and cause.<br>

<br>

I feel this very list has to do with both aspects: the search for

quality probably comes first and is probably a top priority for

all of us. We wouldn't spend time writing back and forth if we  
were

not concerned with quality, standards and development . At the  
same

time,&nbsp; I feel that when we worry about a variety of other subjects  
such as the effectiveness of call programs,&nbsp; or when we have a look  
at the job offers, or engage in a discussion about working conditions  
for teachers in Argentina, we're dealing with occupational interests,  
but we are also on the quest for quality, since this much talked about  
and desired characteristic depends on some of those issues.&nbsp; <br>  
<br>  
To take up the thread of the discussion about professionalism I would

like to quote from David Nunan's answers for the feature article in  
the latest issue of ELT News & Views<br>  
<br>  
&nbsp; &quot;...an explosion in the demand for English worldwide driven by the  
&nbsp;&nbsp; technological revolution, and globalization.  
Paradoxically, this  
&nbsp;&nbsp; has brought the profession under threat.  
Governments and corporations  
&nbsp;&nbsp; are unwilling, or, in some cases, unable, to pay a professional price  
&nbsp;&nbsp; for ELT services. <br>  
<br>  
&nbsp;&quot; ... the four areas that define an area of activity as a profession:  
&nbsp;&nbsp; advanced education and training, advocacy,  
development of a research  
&nbsp;&nbsp; base and development and promotion of  
standards&quot;<br>  
<br>  
I believe these might be good parameters to judge whether institutions,  
be it state or private, and or individuals are professionals or not.<br>  
<br>  
I'll take for granted we (body of profesorado graduates) fulfill the  
first requirement. I wouldn't like to go into the same old story about  
the status of our degrees. <br>  
<br>  
As regards the second element, I'm afraid nobody will advocate the cause  
of professional standards for English teachers better than members of the  
profession. Most probably nobody will help us in this respect and at times  
I even feel many people are not interested at all.&nbsp;  
However, I'd like to  
be proved wrong in this respect. In the meantime let's try to go public  
as often as we can about this. <br>

Unfortunately I don't&nbsp; think there's a research tradition in ELT in



Argentina and I haven't heard about any research base. I might be an extremist but I hold the view that even research has to be paid for if we are expected to produce qualitative findings. Something - I mean, paid research positions- which unfortunately, to my knowledge, does not exist in the English trade in Buenos Aires, and keeps us a good distance from -university- teachers of other subjects.

<br>

Last but not least, I often have the impression that we are not 100 per cent convinced and active about getting professional recognition, defining and promoting standards. I wonder why. One thing remains true: much more needs to be done.<br>

<br>

Posted by: Mabel Quiroga  
Mailto:outlook@impsat1.com.ar

<br>

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4. 10th Puppet Festival in Azul  
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<br>

<font color="#000000">T</font>he 10th Puppet Festival is being held in Azul. Two puppeteers from the USA are coming to perform in English and Spanish for children and adults. They will also be giving workshops for teachers on how to use puppets in the classroom, how to make puppets and how to use puppets with handicapped kids.

<br>

There will also be a puppeteer from China whose performance is said to be outstanding.

<br>

Further information: <font color="#000000">Silvia Benson,  
Necochea 233, 7300 Azul - Argentina</font>

<font color="#000000">Te/Fax: 02281-425457 email  
<mailto:sbenson@satlink.com></font>

<font color="#000000"><br></font>

<font color="#000000">Posted by: List Editor</font>

<font

color="#000000">mailto:me@eltnewsandviews.com.ar</font>

<br>

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5. <font color="#000000">The New Millennium -  
Challenges in the Teaching of English</font>

-----<span  
></span>-----

<font color="#000000"><br></font>

<font color="#000000">PARTICIPANTS<br>

<br>

[illegible]



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There are 3 messages in this digest.

1. **Seminars at INSPT/UTN**

     3. VII Annual Congress for Students and Teachers

<br>

1. **Seminars at INSPT/ UTN**

<br>

<font color="#000000">that appeared on April 20.</font>

You can register now or on April 24 for Cristina Banfi's seminar on: "How to write a winning CV".

Posted by: Silvia Iummato

\* \*

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<br>

<br>

Friend

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[illegible]

>&nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; <span

Director of the

>&nb

Fund Summer School

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[illegible]

[illegible]







[illegible]

[illegible]

### 3. VII Annual Congress for Students and Teachers

[illegible]

Cc:

Bcc: castro\_andrea@hotmail.com, elamponi@hotmail.com, elvyb@hotmail.com, fernandosodre@hotmail.com, gonzalezscotta@hotmail.com, goodguy70@hotmail.com, juliocr@hotmail.com, lauraterrone@hotmail.com, lysheng@hotmail.com, madeleinemichels@hotmail.com, marcostin@hotmail.com, mariedu@hotmail.com, martin\_burrows@hotmail.com, myriaba@hotmail.com, pondal@hotmail.com, rdrdc@hotmail.com, reedlindsay@hotmail.com, silvia@hotmail.com, silvia\_u2@hotmail.com, vormann@hotmail.com and williammartin@hotmail.com at host hotmail.com

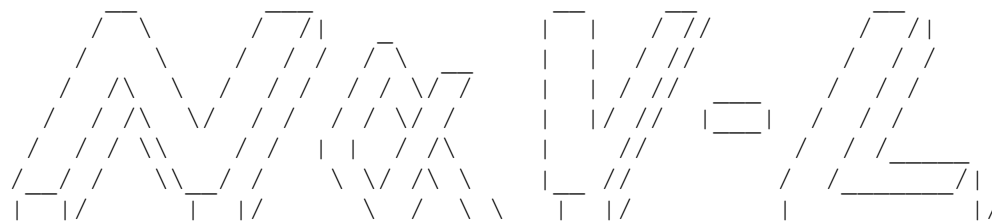
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There are 3 messages in this digest.

1. Seminars at INSPT/ UTN
2. British Art, Poetry and Music in the 20th Century
3. VII Annual Congress for Students and Teachers

[ Message transmitted 26 April 1999, Internet Time @ 177 ]

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-----

There's been a slight change with respect to the news that appeared on April 20.

You can register now or on April 24 for Cristina Banfi's seminar on: "How to write a winning CV".

Posted by: Silvia Iummato  
mailto:silium@sinectis.com.ar

\*\*

-----  
2. British Art, Poetry and Music in the 20th Century

-----  
Cultural Seminar: British Art, Poetry and Music in  
the 20th Century

19, 20 & 21 June 1999

Lecturers:            Nicholas Friend

Director of the Cambridge University Art  
History Summer School, Director of the  
National Art Collections Fund Summer School  
Director of the art history society Inscape

Clive Wilmer

Member of the Faculty of English, Cambridge  
Freelance lecturer in Cambridge  
Poet: published four books of his own poetry  
including Selected Poems

David Martin

Member of Festivales Musicales  
Member of the Steering Committee of The  
English-Speaking Union Argentina

Topics:                Vorticism  
                        Surrealism  
                        Post-War Abstraction  
                        Landscape and Flesh (1960's)

Venue:                 British Arts Centre (BAC), Suipacha 1333, Capital

Fee:                    \$60    Limited Vacancies

Deadline:             Friday, May 21st

Enquiries:            Teresa Davis: Fax: 4815-7715, e-mail: davis@house.com.ar  
                        Gaby Masson:    Phone: 4771-4262, e-mail: gaby.masson@usa.net  
                        Litty Mora:      Phone: 4790-5515/4794-5960

Pôsted by: Gaby Masson  
mailto:gaby.masson@usa.net

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3. VII Annual Congress for Students and Teachers  
-----

The VII Annual Congress for Students and Teachers of  
English and Translators will be held in San Salvador  
de Jujuy ( Jujuy) on the 8th, 9th and 10th October 1999 .

The organizing committee has just been formed and will  
forward more information as new issues about the Congress  
starts being developed.

This is a way to begin spreading the news to all those  
people who might be interested to attend, either as speakers,  
lecturers, bookshops, editors, etc.

For any further information you can contact the organizing committee at <[rita.jose@mail.imagine.com.ar](mailto:rita.jose@mail.imagine.com.ar)>

Posted by: Rita Chacon  
mailto:rita jose@imagine.com.ar

end

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[ Message transmitted 26 April 1999, Internet Time @ 177 ]

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Posted by: Silvia Iummato  
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Enquiries:              Teresa Davis: Fax: 4815-7715, e-mail: davis@house.com.ar  
                          Gaby Masson: Phone: 4771-4262, e-mail: gaby.masson@usa.net  
                          Litty Mora:   Phone: 4790-5515/4794-5960

Posted by: Gaby Masson  
mailto:gaby.masson@usa.net

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This is a way to begin spreading the news to all those people who might be interested to attend, either as speakers, lecturers, bookshops, editors, etc.

Formal invitations will be delivered as soon as possible.

For any further information you can contact the organizing committee at <ritajose@mail.imagine.com.ar>

or post to:   Comisión Organizadora Congreso  
                  San Martín 987  
                  4600 - San Sdor de Jujuy  
                  Jujuy  
                  TE (0388) 4238470

Posted by: Rita Chacon  
mailto:ritajose@imagine.com.ar

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From ???@??? Wed Apr 28 14:20:19 1999

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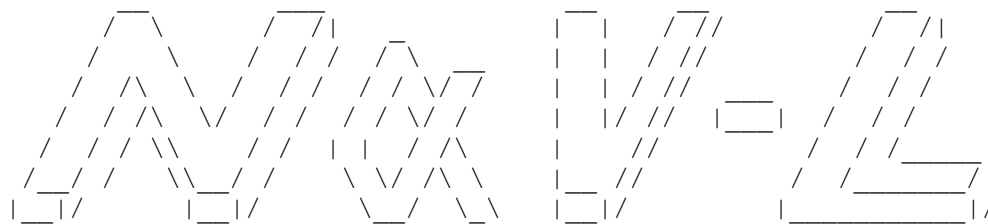
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Bcc: aaN&Vlistserv

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There are 6 messages in this digest.

1. APIBA Conference Programme
2. Workshop - "Tools for Tomorrow"
3. Coordinating Successfully - workshop repeated
4. Useful web page
5. Workshops in Ushuaia
6. More about puppets in Azul

[ Message transmitted 28 April 1999, Internet Time 764 ]

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1. APIBA Conference Programme  
-----

APIBA Conference "The Future of Teacher Education"

Venue: Colegio Champagnat  
Montevideo 1050

Dates & Time: 7th May 5.30 to 8 p.m.  
8th May 9 a.m. to 1 p.m.

## Presentations

|                                                            |                                                                                                                                      |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Armendariz, Ana Maria<br>Silvia Luppi<br>Silvia Rettarolli | The paradigm shift in Foreign Language Teaching                                                                                      |
| Artusi, Alicia                                             | Description of a project designed to implement the teaching of English in mixed level classes in basic education at a private school |
| Cambiasso, María Inés<br>María Silvia Stagnaro             | The Problem of Assessment at Teacher Training Entry Level                                                                            |
| Day, Raymond                                               | Critically Thinking about Culture: The role of Cultural Studies in the teacher Training Curriculum                                   |
| Eayrs, Martin                                              | English teachers online - evaluating email and internet resources for the English teacher in an increasingly technological world     |
| Hyde, Martin<br>and                                        | English for Intercultural Communication - a new necessary dimension to EFL Implication for teacher education                         |
| Kandel, Analía                                             | The Future of the Teaching of Writing in a Teacher Education Context                                                                 |
| Lizemberg, Nora F                                          | Training Teachers for Formation and Tutoring Distance                                                                                |
| Pron, Alejandra V.                                         | Implementing task-based instruction in our EFL classrooms                                                                            |
| R de Bottino, Silvana                                      | Visions for the Next Century                                                                                                         |
| Ronchetti, Silvia E.                                       | Classroom Management Skills: Discourse in the Classroom                                                                              |

Posted by: Cristina Banfi  
<mailto:banfi@essarp.org.ar>

\*\*

## ----- 2. Workshop - "Tools for Tomorrow" -----

Asociación Ex Alumnos del Profesorado en Lenguas Vivas "Juan R. Fernández" is pleased to announce a new initiative in Adult Language Learning "Tools for Tomorrow", a fortnightly interactive workshop on general language improvement through the theme of "CHANGE" leading to specialised options and a certificate.

The course will include readings, music & video clips and is facilitated by Susan Hillyard.

Enrolment is open for the course to begin on May 15th.  
English level required to participate is Upper-Intermediate to Advanced.

For further information, please contact us at the Asociación  
(4814-0545) or <aexalevi@sdnet.com.ar>.

Posted by: Leonor Cozzolino  
mailto:leonorco@ssdnet.com.ar

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3. Coordinating Successfully - workshop repeated  
-----

Coordinating Successfully, the seminar for English Coordinators  
(present and future ones) will be held again on Saturday, May 22,  
from 9:00 am to 5:00 pm.

Presenyted by Laura Lewin, the seminar will deal with recruiting  
teachers, interviewing techniques, observation of classes, appraisals,  
dealing with difficult personalities, motivation and incentives for  
teachers, among other topics.

For further information, please contact ABS International at  
(011)4832-0761 or at <lewin@einstain.com.ar>.

Posted by: Laura Lewin  
Directora ABS International  
mailto:lewin@einstein.com.ar

\*\*

-----  
4. Useful web page  
-----

Surfing on the web, I came across this page:

[http://ourworld.compuserve.com/homepages/A\\_Littlejohn/](http://ourworld.compuserve.com/homepages/A_Littlejohn/)

I'd like to share this information with other list members as the  
page provides useful material for us teachers: extra activities,  
papers and articles about key methodological issues, etc.

I hope you find it worth visiting.

Posted by: Paula Gelemur  
mailto:domi@cvtci.com.ar

\*\*

-----  
5. Workshops in Ushuaia  
-----

IACA with the support of Finis Terrae Foundation (Ushuaia)  
is organizing a series of workshops which will take place  
next weekend:

A Holistic Class:  
May 1 from 10.00 to 13.00 Hs. Fees \$30

Trust Building in the Classroom  
May 1 from 18.00 to 21.00 Hs.

Fees \$30

Both workshops will be conducted by Maria Marta Suarez and will be held at Oficina Antartica (Puerto de Ushuaia).

For further information: contact Veronica Guemes  
Tel/Fax: 011-4821-0280  
e-mail: iaca@mbx.servicenet.com.ar

Posted by: Veronica Guemes  
Mailto:iaca@mbx.servicenet.com.ar

\*\*

-----  
6. More about puppets in Azul  
-----

The festival runs from 7 - 16 May 1999

Teachers of English may be especially interested in the workshop:

"La Utilización del Títere como metodología de la enseñanza"  
Workshops given by: Tova Ackerman and Arturo Vega, New York

Date: 8 May, 09.00 hs (in English)

Venue : Salón de la Sociedad Rural de Azul (Avda. Humberto 995)

Cost: \$20

Reservations: 02281-425457 or email <sbenson@satlink.com.ar>,  
(who can also provide more information).

Attendance certificates will be given..

Posted by: List Editor (from information received)  
mailto:me@eltnewsandviews.com.ar

\*\*

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From ???@??? Sat May 01 13:38:08 1999  
To: me@eltnewsandviews.com.ar  
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Subject: N&V-L Digest 477 - May 01, 1999  
Cc:  
Bcc: aaN&Vlistserv,SLewis@aeb.org.uk  
X-Attachments:  
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1999</title></head><body>
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N&V-L Digest 477 - May 01, 1999
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## 1. Clarification from the Associated Examining Board (AEB)

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<br>

Concerning the Junior English Tests and Senior English Tests:<br>

<br>

The AEB has a series of Junior English Tests (JET) designed for children<br>

aged 6 to 13 years old and the series of Senior English Tests (SET) aimed at<br>

students aged 14 plus. These are available to AEB registered centres<br>

directly from the AEB office at Stag Hill House, Guildford, Surrey GU2 5XJ,<br>

UK.<br>

<br>

The AEB currently has NO APPROVED REPRESENTATIVES working in Argentina.<br>

There are a number of individually registered schools where JET SET Tests<br>

can be taken.&nbsp; At present all tests papers must be returned to the UK where<br>

they are marked by AEB examiners.&nbsp; Certificates are only issued by the AEB<br>

in Guildford,Surrey, UK.<br>

<br>

If you have any queries concerning the JET SET Tests please contact

&lt;slewis@aeb.org.uk&gt;, (Fax: +44 1483 300152).

<br>

Posted by: Susan Lewis

mailto:SLewis@aeb.org.uk

<br>

[ List members are advised that apparently there may be 'centres' offering

&nbsp; these exams in Argentina unofficially. N&V-L recommends that if you have

&nbsp; any doubts you contact AEB directly at

&lt;slewis@aeb.org.uk&gt;. - List Ed.]

<br>

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## 2. Looking for Immersion courses

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<br>

I have been asked by a colleague who does not have email if I can<br> find an immersion course for the Financial manager of an Argentine<br> company who has a pre-intermediate level of English and is travelling<br>

to the UK in September.<br>

<br>

An alternative in South America would be most satisfactory.<br>

<br>

Does any list member know of any immersion operations in Argentina,<br>

Brazil, Chile, etc., suitable for such a person ? Please post any

suggestions to the list.<br>

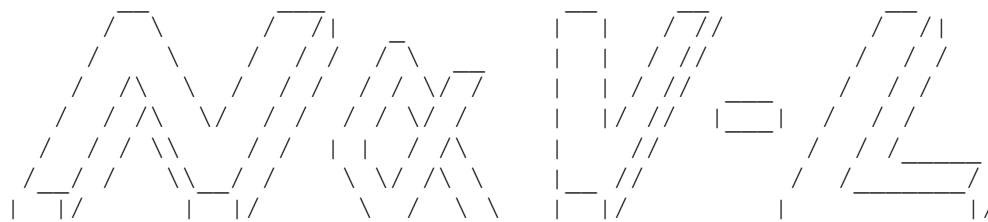
<br>

Posted by: List Editor<br>



mailto:armenda@impsat1.com.ar  
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From ???@??? Wed May 05 01:21:32 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 478 - May 05, 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204e01b351005d74d2@[24.232.3.229]>

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N&V-L Digest 478 - May 05, 1999  
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There are 5 messages in this digest.

1. Immersion programmes in Argentina
2. Workshop: Let's read the newspaper together
3. To all those Esperanto-lovers out there
4. Welcome presentations
5. Message from Elsa Grimaldi, Univ. El Litoral

[ Message transmitted May 05, 1999, Internet Time 223 ]

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1. Immersion programmes in Argentina  
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Here is the e-mail address of the immersion programmes  
representative in Bahía Blanca (Prov. of Bs.As.)  
Prof. Ana Giner, plus the "colonias" web address.

There are immersion programmes for different levels and



different ages.

I hope this is of some help.

Posted by:Marta S. M. de Correa  
Tres Arroyos (Bs.As.)  
<http://www.colonias.com.ar>  
<mailto:anaginer@infovia.com.ar>

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2. Workshop: Let's read the newspaper together  
-----

The English Language Center is pleased to announce the following seminar to be held on its premises:

"Let's read the newspaper together: a cultural and linguistic approach".

It is not easy to read the news and understand it. There are two problems involved:

- 1) we don't often know the background to the news
- 2) we may not be well acquainted with the language.

With these two objectives in view we will try to gain knowledge both factual and linguistic.

Lecturers: Aldo O. Blanco  
Rob Greenhalgh (USA)

Date: Saturday, May 8, 1999

Time: 3:00 -6:00pm

Venue: T.E.L. Center, Thames 511, Capital Federal

For further information and enrolment please contact us by phone/fax:  
(011) 4856-0020 or E-mail: [<hmlopez@infovia.com.ar>](mailto:hmlopez@infovia.com.ar)

Posted by: Viviana Myslicki  
<mailto:hmlopez@infovia.com.ar>

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3. To all those Esperanto-lovers out there  
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These musings, as Martin Eayres likes to call them, originated from the surprisingly sophisticated social -and political- commentary of a former student of mine, a ten-year-old fourth grader at a state-run school who, early last year, said -in class- something to the effect of "...it's unfair: little boys and girls in the USA don't have to study English at school. They learn it at home, it's their native language."

To which my rather uninspired response at the time was -"Well, yes."  
This little girl, who would undoubtedly be much happier studying Esperanto -such being the philosophy behind her comment- apparently fails to realize all the shortcomings of an artificial language

facing up to a real, full-blooded, historical one: to name but one key point, Esperanto is hopelessly imprecise (and I know something about the subject).

"Cantistaro," for example, can be A) a choir; B) a musician's meeting; C) an assembly of musicians. One could go on and on; if we have to choose one language for international communication, whoever can beat the subtlety, the humor, the sheer sophistication of a language that has emphatically stood the test of time? English is already the language of science and business; why not also the language in which we communicate with those from afar? Spanish? Yes. French? Yes. Portuguese, Italian, German? Yes, yes, yes. English? Why not English? Why not, indeed?

Posted by:Ezequiel Darío Cantón  
mailto:zekefreak@infovia.com.ar

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4. Welcome presentations  
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ESSARP organises Welcome meetings to allow teachers who are not familiar with IGCSE/AICE examinations, but who may be considering preparing their students for them, to obtain some background on the exams, their organisation and components.

More Welcome to IGCSE presentations!

May 17th 17.30 - 20 Janet Lenton  
Welcome to IGCSE English as a 2nd Language

May 27th 17.30 - 20 Susana S. de van Waveren  
Welcome to IGCSE Physics

May 13th 17.30 - 20 Litty Mora  
Welcome to AICE (Advanced International Certificate of Education)  
Presentation in Spanish for Heads and Co-ordinators.

June 2nd 17.30 - 20 Janet Lenton  
Welcome to AICE English

The sessions are free of charge, but registration is required.  
Regular meetings for the teachers teaching these courses are run throughout the year.

For further information, please refer to the Course Programme and/or contact ESSARP.

All "Welcome" sessions will take place at the ESSARP Centre,  
Callao 67 5\*A, Tel.: 4371-6064, Fax.: 4383-2260,  
E-mail: centre@essarp.org.ar

Posted by: Cristina Banfi  
mailto:banfi@essarp.org.ar

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5. Message from Elsa Grimaldi, Univ. El Litoral  
-----

I have been requested by Elsa Grimaldi, member of the Academic Committee of El Litoral University, School of Teacher Education, and Foreign Languages Coordinator, to inform possible candidates of their 'Licenciatura' that their server has been down since last week, and will be for a few more days.

Consequently, all those colleagues that sent enrolment forms in the past ten days or so are kindly requested to resend them to my personal e-mail number, <armenda@impsat1.com.ar>.

I will be collecting all the application forms and either fax them, or save them all on diskette and send it by snail mail.

Similarly, I will be glad to receive queries and questions, which I will be resending in one way or another.

Elsa wishes to present prospective candidates with her apologies for this unforeseen technological obstacle, and would like to announce there are over 100 candidates down for the course, and that they will all be admitted provided they can attest to four-year tertiary level certification, state or private.

The Committee are organising dates for a second cohort to have access to the course.

Finally, in the name of the Academic Secretariat and Academic Committee, Elsa would like to voice their satisfaction at the response there has been from all over the country, even Ushuaia!

Fond regards to all.

Ana

Posted by: Ana Armendáriz  
mailto:armenda@impsat1.com.ar

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end

From ???@??? Sun May 09 14:34:53 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 479 - May 09, 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204e01b35b6672c847@[24.232.3.229]>

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N&V-L Digest 479 - May 09, 1999  
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[ Message transmitted at Internet Time 774 ]



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There are 4 messages in this digest.

1. IATEFL Chile 2000 - Call for papers
2. Shakespeare Conference - call for papers
3. EduCanada exhibition in Buenos Aires
4. Upheaval in MCyE - Buenos Aires Herald Sunday editorial

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1. IATEFL Chile 2000 - Call for papers  
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Theme : ELT Chile in the year 2000: The way forward

When : 12-13 May, 2000

Where : Diego Portales Convention Centre, Santiago, Chile

Papers : EFL professionals are invited to present papers,  
organize workshops and panels. Academic and commercial  
presentations are welcomed

Abstracts : Please send your abstracts to IATEFL CHILE,  
by October 15 1999

Contact: Nigel Blackburn,  
Assoc. of British Schools,  
Juan Montalvo 80,  
Las Condes,  
Santiago,  
Chile.  
Telephone (56-2) 212 1953  
Fax : 212 1944  
e-mail <absch@santiago.cl>

Posted by: Liliana Baltra  
Mailto:lbaltra@inacap.cl

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-----  
2. Shakespeare Conference - call for papers  
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The Instituto Superior del Profesorado Dr Joaquin Gonzalez  
(English Department) announces its First International  
Shakespeare Conference - "William Shakespeare - his work,  
his time and his influence", which will be held in Buenos  
Aires 15- 18 September, 1999, at the Instituto Felix F.  
Bernasconi,.

If you wish to write a paper, please send an abstract no later than June 25 maximum: 200 words and a brief C.V. to the The Instituto Superior del Profesorado Dr Joaquin Gonzalez (English Department) at Rivadavia 3577, (1204) Capital Federal, Argentina.

At the moment of accreditation you should include a copy of the complete presentation limit: 10 double space pages, 20 minutes in a Diskette 3Y2", Windows 95/98, MS WORD 97)

Fees: until June 25: Presenters \$ 50 each  
Participants \$ 30 each  
Students \$ 10 each

after June 25; \$60, \$40 and \$20 respectively.

Information: Te : 4863-3916  
Fax:4863-3905/4863-3916  
E-Mail: profjvg@fausto.mcy.gov.ar

Forwarded by: List Editor  
mailto:me@eltnewsandviews.com.ar

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3. EduCanada exhibition in Buenos Aires  
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I have received information from the Canadian Embassy of an event, EduCanada, to take place in Buenos Aires (14/15 May, Figueroa Alcorta 2977) and in Mendoza (12 May at the Hotel Aconcagua).

This event is to promote English and French courses in Canada, and list members may wish to pass this information on to colleagues teaching French.

More information at <http://www.cecbuenosaires.net.ar> in English, French and Spanish.

Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

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4. Upheaval in MCyE - Buenos Aires Herald Sunday editorial  
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Below is a scanned version of the Sunday 9 April editorial of the Buenos Aires Herald, written by Michael Soltys. Newspaper texts do not scan easily and I apologise for any typos that may have crept in. Accents and tildes have been suspended as they make a mess of some email readers.

Two comments:

- a) it is not list policy to publish such long articles but I have used my discretion as list editor on this occasion in the interest of the many list members living outside Argentina who may not be aware of recent events.

b) the article (like many journalistic pieces) takes a certain political stance. I should like to make it clear that N&V-L and its list editor do not necessarily share or disagree with any of the ideas expressed.

Naturally list members are invited to respond through this medium (and to the Herald too if you wish). Nevertheless, they will only be granted the normal space - two screens maximum.

Text follows -----

How to resign without signing - Michael Soltys

Scanned from the Buenos Aires Herald, May 09, 1999,  
page 3. Copyright Buenos Aires Herald

Who could deny that education is more important than politics, yet the crisis culminating in Education Minister Susana Decibe's traumatic exit last Friday could well end up having a greater impact on the course of the election campaign than on educational policy.

Suddenly an Alliance opposition which has been in free fall throughout this year received its first break - the sacred cause of defending education against indiscriminate spending-cuts as the perfect launching-pad from which to attack the government. And suddenly it is the government's turn to look bemused and confused - the complete flipside from the cool crisis managers of the Mexican and Brazilian devaluations - as ministers wrangle while the supporters of President Carlos Menem and Buenos Aires Governor Eduardo Duhalde draw up their battle-lines between fiscal solvency now and educating for the future .

Strange as it sounds, just two days of protests by a few hundred students have done more to dent government morale than two years of the teachers' White Tent.

Yet it is still early days for the momentum on this issue to develop. For the spending cuts to remain an Alliance target, they will obviously have to continue and here Congress could play a decisive role. In fact, Decree 455/99 is highly flawed, quite apart from the little fiddle of having it dated April 29 (when Decibe was in Cuba to save her from having to sign), it drives a coach and horses through the Constitution, - any Congress endorsing the decree would be abdicating all control over the budget. Congress has already flexed its muscles by restoring the 100-million-peso shift to universities within the education budget (and also three pesos per vote for parties instead of one, it might be added in passing). The cuts might well be doomed to oblivion in this coming week - did this occur to Decibe before resigning abruptly -or was she intent on resigning anyway?

Another reason why this issue might rapidly- fade is that the apparently tough choice between financial solvency and education is far from inexorable - some false opposites have been created.

The real issue here should not so much be the value of

education (indisputably top priority as the only way to make the technological leap to a modern competitive society, to say nothing of a human right) but rather the quality of spending and here both sides on this debate have much to answer for. As we shall see, it would be equally easy to make sensible cuts elsewhere and within education.

When education is the key to the next millennium, surely the government could have found 280 million pesos to cut from, for instance, the 458 million spent on advisors, 188 million on trips, 190 million on SIDE intelligence and 61 million on the press office, just to give a few examples of the billions wasted. Last week both the notoriously corrupt PAMI pensioners health care scheme and the Corrientes provincial government were bailed out yet educational cuts were converted into an absolute. Even granted the need for spending cuts, the across-the-board approach applied shows a crass lack of imagination in a generation when even bombs are supposed to be "smart" - the total lack of consultation and inability to forecast reactions shows an even more abysmal failure in public relations. Cuts are the path of least resistance, as opposed to doing something about tax evasion.

Yet the martyr crowns currently being worn by the university authorities sit uneasily on some heads. In University of Buenos Aires (UBA) Chancellor Oscar Shuberoff's dramatic threat to close down UBA on October 1 for lack of funds, the veteran UBA head (somebody rarely mentioned by Radicals when the issue of re-election crops up) shows himself a better politician than mathematician or administrator. The cuts plan to subtract 17 million from the UBA budget of 296 million pesos - in threatening to close down UBA for the last quarter, Shuberoff maths would have us believe that 17 divided by 296 equals a quarter. To speak of closing UBA in the election month of October is thus crassly political.

Yet bizarre maths is far from the worst of Shuberoff's faults in running his bloated empire of 185,000 students (a terrifyingly unwieldy figure which speaks for itself). Thus Shuberoff spends more on his administrative offices than on UBA's medical faculty, which nevertheless produces three times more graduates than needed despite a pass rate of only 20 percent. No wonder renowned heart surgeon René Favaloro made his massively unpopular off-the-cuff remark that many faculties would hardly be missed since graduate overproduction leaves most professionals unemployed anyway.

The wave of sympathy in which universities now bask should also be measured against the fact that they already claim 1.8 billion of the 2.8 billion pesos in the 1999 educational budget and it is not even clear whether budget was trimmed or merely not increased (with the money coming from Congress cancelling out the cuts). This in turn makes it hard to say whether the cuts total the figure usually given of 280 million pesos (a tenth of the budget) or not but some other areas of education (including support for hinterland schools) are being savaged by cuts of 40-60 percent. Within this context the 37 martyred state universities (as against eight in 1970) might even seem a luxury in this context, especially when it is asked how many of the 105,000 on the university payroll actually teach. Of course, others might ask whether Argentina

needs an Education Ministry at all if universities are autonomous while schools have been decentralized to the provinces.

In fact, education must be seen as an investment, not an expense - the only way to overcome the false option between fiscal and educational responsibility. The only way for any good to emerge from this crisis is for a broad educational reform spanning both this and the next government. The state should increase (not cut) spending but waste must be minimized and the funding must be genuine - i.e. neither debt nor inflation but taxes willingly paid by a society convinced of the value of education and assured that its sacrifices will not be squandered by the Shuberooffs. The universities should not only be improving the quality of spending but seeking to broaden their revenue base. In this context fears of fees are being voiced by students even before anybody has mentioned them although there are other ways of achieving similar aims - thus student ranks can be trimmed by more selective entry requirements as well as by fees while university coffers can also be boosted by private-sector sponsorship. The current dialectic of blind cuts and mindless protests should be superseded as soon as possible.

Anyway Decibe is now out after 1, 135 days as Minister and Deputy Education Minister Manuel Garcia Solá becomes Menem's 400th minister on the same principle of automatic succession whereby Decibe succeeded Jorge Rodríguez (now Cabinet Chief) in March, 1996. His task should inspire no envy.

These spending cuts are rapidly becoming more than an educational issue - many Peronist governors are up in arms over suspended public works. Resentment of the foreign debt is also palpably returning to public discourse for the first time in many years. But in all fairness to the International Monetary Fund (IMF), these steep cuts would be three times as harsh were the zero deficit strictly required by convertibility to be imposed - the billion-plus cuts of Decree 455/99 are the IMF condition for allowing two billion pesos to be, added to the deficit. It should also be pointed out that if social areas of spending are the worst hit, they are also where the most money is spent.

-----text ends

Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

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end

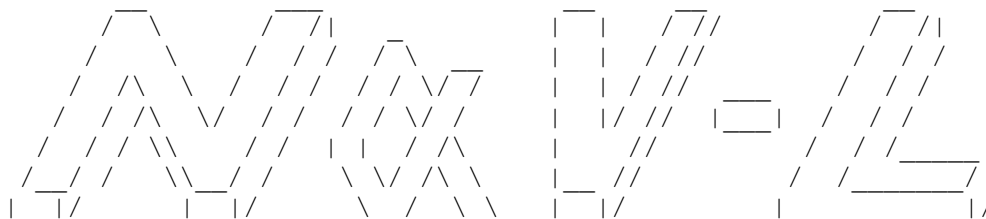
From ???@??? Wed May 12 12:48:31 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 480 - May 12, 1999  
Cc:  
Bcc: aaN&Vlistserv  
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There are 5 messages in this digest.

1. Uruguay's national ELT Conference
2. Federal Agreement A-14 modified
3. Vll Teachers and Students Annual Congress
4. Public library web site for children
5. Upcomimng SEAL event in Buenos Aires

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1. Uruguay's national ELT Conference  
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The Uruguay National Conference will take place at the end of LABCI (which is a closed conference) and is open to the general public.

The event will take place at the Anglo in Montevideo on Friday the 9th July and entrance will be US\$30, coffee and tea provided, - very feasible for people in Bs As to enjoy as a day's outing.

It will be the big ELT event in Uruguay for the year, and the exhibitors from LABCI and many LABCI speakers will also be around.

Programme as follows:

- |               |                                                                        |
|---------------|------------------------------------------------------------------------|
| 9.00 - 9.50   | Dave Allan (NILE, Norwich):<br>Assessment (to be confirmed)            |
| 10.00 - 10.50 | Peter Medgyes (Eotvos Lorand University, Budapest)<br>Laughing Matters |

10.50 - 11.20 COFFEE BREAK

11.20 - 12.10 Herbert Puchta (CUP):  
Pygmalion in the Language Classroom  
Motivation, Beliefs and Identity

12.20 - 13 10 Richard Rossner (Bell Schools)  
Mastery, Mystery and Magic in ELT

13.10 - 14.30 LUNCH BREAK

14.30 - 15.20 Carol Read (MacMillan-Heinemann)  
Towards Whole Learning

15.30 - 16.20 a) Christine Nuttall (UCLES)  
BEC - Focus on Candidates' Performance

b) Peter Moor (Pearson Education)  
Language input in a Task-Based Approach

16.30 - 17.20 Susan Holden (Swan Communication)  
Culture and Cross Culture: Whose? Why?

17.20 - 17.50 COFFEE BREAK

17.50 - 18.40 a) Andy Hopkins (Pearson Education)  
The World of Fiction in Classroom Realities

b) OUP Speaker  
(to be announced)

18.50 - 19.40 Ron White (University of Reading)  
Being Polite

Further information:

WWW: <http://www.anglo.edu.uy>  
e-mail <anglo@multi.com.uy>  
Tel: (598-2) 902-37-73  
Fax (598-2) 902-13-87

Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

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2. Federal Agreement A-14 modified  
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This is to inform all colleagues -- in particular all the ones involved in institutional projects concerning FL Teacher Education -- that on May 6, 1999, at the XXXIX Federal Council of Culture and Education Assembly, presided by former Minister Susana Decibe, Federal Agreement A-14, WAS MODIFIED in the area of Foreign Languages and Artistic Education.

This implies that there are now two certificates for Foreign Languages, as follows:

a) Foreign Language Teacher for Pre-School and the First and Second Cycles of EGB, and b) Foreign Language Teacher for the

### Third Cycle of EGB and Polymodal Education

The first is not an intermediate certificate but can be articulated institutionally with the other degree.

Those of you with a good memory must remember that the passing of A-14 with a single certificate provoked a shower of faxes from all over the country to the Federal Council's Secretariat in October, November and December in 1997 requesting the modification of A-14.

Since then, the Silvias and myself -- though the Silvias are not part of the FLs Team this year unfortunately because of serious budget financial cuts -- have produced around 15 documents battling for the two certificates in accordance with consensus of opinion.

Now we have the requested two certificates, so it's time to work on institutional projects in terms of this new Resolution IN ALL HASTE. Accreditation deadline is May 30.

I must, in all recognition, remind colleagues that the Silvias, authors of the CBC in FL Teacher Education, were bold enough to write a document that acknowledged the two certificates in terms of the identified consensus of opinion, IN INSPITE OF A-14 as it was passed by the Federal Council of Culture and Education in October 1997.

I cannot but declare my admiration to them -- Silvia Luppi and Silvia Rettaroli -- for the work they did which included 31 versions of the original document. SALUD, SILVIAS!! MY HAT TO YOU!

I can send whoever is interested the Federal Council's Resolution full text, which I cannot send through this medium because it is - obviously - in Spanish.

By the same token, I'd like to inform all colleagues of all areas that the Curricular Transformation Programme coming under the Research and Educational Development Unit is still in office despite Dr. Cecilia Braslavsky's resignation, and in accordance with the fax Dr. Braslavsky's sent to all the Ministers on May 7, 1999 informing them that we go on with our yearly planning.

Regards to all.

Ana Armendáriz  
FLs Coordinator  
Research and Educational Development  
Ministry of Culture and Education  
<mailto:armenda@impsat1.com.ar>

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### 3. Vll Teachers and Students Annual Congress

This is some additional information about the Vll Annual Congress for students, teachers and translators under the subject theme "Getting prepared for the 3rd Millennium", to be held in San Sdor de Jujuy during the 8,9 and 10 October 1999. For all those persons who are interested in lecturing we will have presentations of papers, workshops, panels,

plenaries, conferences and we are open to any other proposals at that respect.

Lecturers should send 3 (three) copies of their work, 2 (two) in English and 1(one) in Spanish, according to ministry regulations; these should be typed on A4 paper size and should state the approximate duration of the lecture, as well as the kind of lecture to be presented (workshop, panel, plenary). Resources should also be specified as well as estimated number of people attending the lecture and also if there is a preference in the date. If there might be additional information which is considered to be relevant it should also be stated in the proposal.

Deadline for presentation of papers is 15 July, 1999.

Papers can be sent to  
San Martin 987  
4600- San Sdor de Jujuy  
Jujuy- Argentina

or faxed to  
(0388) - 4226299 (Fax público) to Ms Liliana Murillo

or e-mailed to

ritajose@mail.imagine.com.ar  
kreibri@imagine.com.ar

For all those people who might be interested in attending the Congress fees are as follows

|                                    | Before 30 July | After 30 July |
|------------------------------------|----------------|---------------|
| Students<br>(w/ valid certificate) | \$ 35.-        | \$ 50.-       |
| Others                             | \$ 60.-        | \$ 75.-       |

Registration payment will be made through a bank deposit. We will inform you of the account number as soon as possible.

We will keep informing you of other details on later weeks.

For any further questions you may contact any of the above addresses or telephone  
Ms Ema Cerpa  
(0388) - 4238470

Posted by:Rita Aldorino  
mailto:ritajose@mail.imagine.com.ar

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4. Public library web site for children  
-----

[ I picked this up on another list and am posting it for  
N&V-L list members. - List Editor ]

An exciting new public library web site for children aged 8-11 has been launched. Stories From the Web is about stories, writing and reading and has been developed by the Centre for the Child, Birmingham City Library Services, Bristol City Library Services, Leeds City Library Services and the UK Office for Library and Information Networking.

The web site is part of a project which is exploring how public libraries can use the web to provide reading promotion and development services to children in an electronic environment. The not-for-profit website allows children to read extracts of stories and poems from high profile authors online and then send in reviews, their own stories and enter competitions.

The launch of the website is the first stage of this exciting project which is being managed by the Centre for the Child in Birmingham Central Library. In the next stage of the project computer clubs for children will be held in libraries in Birmingham, Bristol and Leeds. These clubs will work through a programme of planned activities which will use the Internet as a tool to get children to read, borrow and buy more books.

The web site of Stories From the Web can be found at

<http://hosted.ukoln.ac.uk/stories/>

Further information about the project is available from Lydia Matheson, the Project Co-ordinator.

Lydia's contact details are

Lydia Matheson  
Stories from the Web  
Centre for the Child  
Birmingham Central Library  
Chamberlain Square  
Birmingham B3 3HQ  
E-mail [stories@dial.pipex.com](mailto:stories@dial.pipex.com)

Posted by: List Editor  
<mailto:me@eltnewsandviews.com.ar>

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5. Upcomimng SEAL event in Buenos Aires  
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SEAL (Society for Effective Affective Learning) in Argentina announces its second Event in 1999 "The Hidden Curriculum", with Mercedes de Moore

Date: May 15, from 9:30 to 1 p.m..

Venue: Colegio Amapola, Nicaragua 4739.

Information/registration: send a fax to (011) 4752-4701.

Do we teach English? Do we teach in English? Do we teach through English? This workshop is an invitation to educators of all age-groups to experience and reflect on what comes first in education and in our personal lives. Should we, for instance, be teaching self-worth, or listening skills, or thinking skills, or grammar? Should any of these be taught in preference to the others, or at the expense of the others.

What does it matter how much or how well we do if what we do is not what matters most?

The latest theory will be woven into practical application which can be used in the classroom.

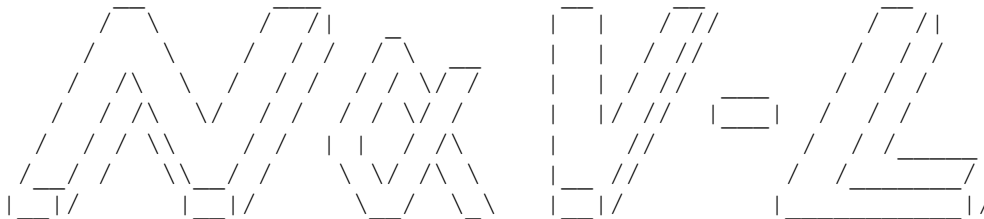
Posted by: Terry Cullen  
mailto:tcullen@cvtci.com.ar

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end  
From ???@??? Fri May 14 22:08:07 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 481 - May 14, 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204e02b360f854aeefe@[24.232.3.229]>

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N&V-L Digest 481 - May 14, 1999  
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[ Message transmitted at Internet Time 088 ]



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There are 4 messages in this digest.

1. APIBA Conference and other news
2. From the TESOL Video Interest Section
3. XIII Seminario Nacional do Projeto Ensino de Ingles
4. April 99 N&V-L Digest now up

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1. APIBA Conference and other news  
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On May 7th & 8th APIBA (Asociación de Profesores de Inglés de Buenos Aires) held the conference "The Future of Teacher Education" at Colegio Champagnat. This conference was

particularly timely, considering recent events in Argentina.

Two plenary sessions were held on Friday evening, one by Silvia Ronchetti and the other one by Ana María Armendáriz, Silvia Luppi and Silvia Rettarolli. Many people attended these sessions and showed great enthusiasm for the issues under discussion. The talks were really enlightening.

On Saturday morning concurrent sessions were led by speakers from Argentina and abroad (Alicia Artusi, Raymond Day, Martin Eayrs, Martin Hyde, Analía Kandel, Nora Fabiana Lizemberg, Alejandra V. Pron, and Silvana Riccio de Bottino. The sessions covered many topics ranging from Task-based approach to the impact of the cultural component in teacher training. The conference was closed by another plenary by María Inés Cambiasso and María Silvia Stagnaro, which dealt with changes in Teacher Training College entrance exams. The proceedings of this conference will be published by APIBA and will be available in the near future.

This conference once again showed that teachers are really concerned about the future of education in general, and teacher education in particular, and are ready to change and develop their teaching strategies to be able to cater for the needs of a society in constant flux.

APIBA would like to take advantage of this opportunity to thank both the lecturers and the participants for taking part in this event. We would also like to remind our members and future members that they can contact us (and pay their dues) at M.T. de Alvear 1369 (KEL S.A.), (1058) Capital Federal, Tel: 4 813-6884, apiba99@yahoo.com, Office Hours: Tuesdays from 11 to 15.

APIBA will be holding its annual Seminar (and Annual General Meeting, elections included) in October of this year. Be on the look out for other APIBA events before then!

Posted by: Stella Schulte de Ugarte  
APIBA Committee Member  
mailto:stellaschulte@ciudad.com.ar

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2. From the TESOL Video Interest Section  
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Dear Friends, Videophiles and Members of the TESOL Video Interest Section,

TESOL Video News invites your submissions in the form of articles, narratives, columns, announcements, reviews and other news. The goal of TESOL Video News is to provide its readers with practical articles on the production and use of video in English teaching, including student and teacher produced videos, reviews of commercially available materials, listening/speaking/reading/writing instruction through movies and TV, media literacy, film analysis, intercultural training, video as an assessment tool, teacher education, interactive video, distance learning, and the use of new video-related technology.

Length of articles should generally be in the 500-1500 word range, of general practical interest, and related to the goal of the newsletter (see above). Shorter reviews, announcements and teaching tips are also welcome. Please send three (3) copies of all material by e-mail (cut and paste into message, no attachments, hard copies or disks, if possible) to Tom Bello, Newsletter Editor <tbello@pen.k12.va.us> and Co-editors Eph Tunkle <etunkle@arches.uga.edu> and Monica Aparicio <maparicio@arnet.com.ar>. All articles should include author's affiliation and a brief bio (up to 25 words).

Please send the article by June 15th.

Posted by: Monica Aparicio"  
mailto:maparicio@arnet.com.ar

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3. XIII Seminario Nacional do Projeto Ensino de Ingles  
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The Universidade do Estado do Rio de Janeiro has announced the XIII Seminario Nacional do Projeto Ensino de Ingles Instrumental em Universidades e Escolas Teenivas Brasileiras, with the participation of Dr. John Holmes (University of Leeds), Heloisa Collins (PUC-SP), Maria Antonieta Celani and Rosinda Ramos (PUC-SP).

Date: 27 Sept - 1 Oct, 1999

Proposals: by 26 June, 1999

Info: UERJ - Universidade do Estado do Rio de Janeiro  
XIII SeminArio de Inglds Instrumental  
Instituto de Letras  
A/C Professora Rosfingela Avila Dantas  
Presidente da Comissdo Local  
Rua Sdo Francisco Xavier, 524 - I 1 0 andar  
Sala 11.002 Bloco A  
CEP 20.550-013  
Rio de Janeiro  
Tel/fax: (021) 587-7149 / Tel.: 587-7313  
E-mail: <xiii-esp@uerj.br>

You can also visit <http://www2.uerj.br/~pgletras/noticias/xiiiesp.htm> for full information.

Forwarded by: List Editor  
mailto:me@eltnewsandviews.com.ar

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4. April 99 N&V-L Digest now up  
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I forgot to post telling list members that the Digests for April 99 are now up on the N&V-L web page which you will find at <http://www.eltnewsandviews.com.ar/listpage/digests.html>

All future digests will be posted to this URL at the end of each month. If I ever find the time to do it I will put up back numbers



for the last three years but this is not my first priority at present.

However, if anyone wants to volunteer to edit these I shall be very happy to delegate the job !

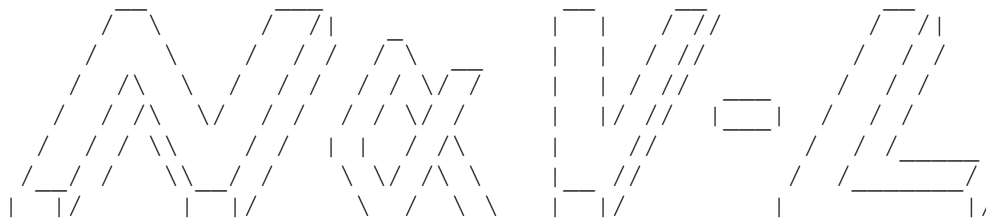
Posted by: List Editor  
mailto:me@eltnewsandviews.com.ar

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end  
From ???@??? Tue May 18 12:43:31 1999  
To: me@eltnewsandviews.com.ar  
From: me@eltnewsandviews.com.ar  
Subject: N&V-L Digest 482 - 18 May 1999  
Cc:  
Bcc: aaN&Vlistserv  
X-Attachments:  
Message-Id: <v04204e15b3627ceb3325@[24.232.3.229]>

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N&V-L Digest 482 - 18 May 1999  
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There are 5 messages in this digest.

1. Call for Methodology articles
2. Looking for pen pals
3. 1st Southern Meeting of EFL Teachers
4. Links from ELT News & Views web site
5. English Speaking Union - Cultural Seminar

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1. Call for Methodology articles  
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The September 1999 issue of 'ELT News & Views' will be accompanied by a special supplement devoted to 'Trends

in ELT Methodology'

This deliberately 'vague' title has been chosen in acknowledgement of the wide variety of approaches and methods currently available to the practitioner and also in the hope of producing a wide range of stimulating and provocative articles in less known areas.

Contributions are invited from all list members. Copyright remains with the author - ELT News & Views merely requests first printing and reprint rights. The length would ideally be 1500 - 2000 words although exceptions can be made in some special cases. All submissions should reach us electronically by 30 July at the latest.

Articles previously printed in other magazines are not encouraged yet not rejected out of hand. They should however be accompanied by written permission from the original author(s) and publisher. Source of previous publishing will always be acknowledged in ELT News & Views.

ELT News & Views has an ISSN number (0329-885X) which means that work published in its pages can be cited in most academic contexts and may be accepted for professional accreditation at the discretion of the academic institution.

Further information can be found in our 'guide to contributors', and I can send you a copy if you like or you can view, print or download one from our web download page which you will find at <http://www.eltnewsandviews.com.ar/download/download.html>

Posted by: Martin Eayrs  
Editor 'ELT News & Views'  
<mailto:me@eltnewsandviews.com.ar>

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2. Looking for pen pals  
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I received a letter at the office today asking where a teacher of secondary school students can find any organisation that can provide addresses of pen friends in other countries for her students to write to.

This is not by email: the school is in the Provinces and most students will not have access to a computer.

Any suggestions to the list please.

Thanks

Posted by: List Editor  
<mailto:me@eltnewsandviews.com.ar>

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3. 1st Southern Meeting of EFL Teachers  
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The 1st Southern Meeting of EFL Teachers will take place in Bahía Blanca on October 8-10, organised by APIBB.

Limited vacancies (400 teachers and students)

Fee: members \$50, non-members \$100.

Contac: TE/Fax: 0291-4563166  
Email: <apibb@impsat1.com.ar>

Forwarded by: List Editor  
mailto:me@eltnewsandviews.com.ar

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4. Links from ELT News & Views web site  
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The ELT News & Views web site is currently building up a 'Links' page where we aim to concentrate on a small number of useful links: national and international teacher's associations, Ministries of Education, British Council and USIS/USIA offices, etc.

Essentially our links will be to non-commercial organisations. If you are looking for hundreds of links relating to English Language teaching you will find no shortage elsewhere, but that is not our aim.

Visit <http://www.eltnewsandviews.com.ar/links/links.html> to see the page, although it is still very much in an embrionic stage.

List members are invited to contact us with suggestions for useful links of the kind mentioned above in Argentina, Brazil, Chile, Uruguay and Paraguay. If you have any suggestions for links (please remember these must be non-commercial) or would like to link to our page please contact me by email.