*Approaches to Materials Design in European Textbooks:*
Implementing Principles of Authenticity,
Learner Autonomy, Cultural Awareness
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European Centre for Modern Languages
Centre Européen pour les Langues Vivantes

Approaches to Materials Design in European Textbooks:

Implementing Principles of Authenticity, Learner Autonomy, Cultural Awareness

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Introduction

David Newby

Background

This publication is the result of a workshop which was held in St. Petersburg in September 1997 under the joint auspices of the European Centre for Modern Languages, Graz and the International Centre for Educational Innovation of the Herzen State Pedagogical University, St Petersburg. This workshop, which bore the title 'Establishing Principles and Guidelines for Publishers and Authors of FL Textbooks in the context of the aims of the ECML' (Newby 1997), brought together 50 textbook authors and publishers from 25 different European countries and provided a unique opportunity to exchange experiences, to examine the wide range of textbooks which authors placed on display and to work together in new directions. Due not only to the large number of authors present in St Petersburg but to the diversity of cultural contexts in which authors had developed their materials, participants were able to draw on a wide variety of experience and insights. Moreover, the fact that authors had written materials for seven different foreign languages served to broaden the range of linguistic and cultural perspectives.

The focus of the workshop was on three aspects of FL teaching, which at the first Annual Colloquy of the European Centre for Modern Languages had been identified as areas to which the Graz Centre should give particular emphasis: *authenticity, learner autonomy* and *cultural awareness*. The specific aims of the workshop were:

1) To draw up a preliminary list of principles or guidelines for publishers and authors concerning how the Centre's declared aim of placing emphasis on learner autonomy, interculturality and authenticity might be implemented in the design of FL materials, taking into account the diversity of learning cultures of different countries.

2) To establish possible modes of cooperation between authors and publishers both in the implementation of these principles and in the design of FL materials in general.

All textbook authors who attended had written textbooks for lower secondary education (10-15 year-olds), which seemed an appropriate age group to give prominence to these topics.

In order to provide a bridge between theory and practice the workshop made use of three organisational forms, each of which focused on a different aspect of the theory-practice axis:

- the *theoretical basis* underlying the concepts of authenticity, learner autonomy, cultural awareness, which was presented in plenary lectures on each topic.

- various and specific *principles* deriving from these theories which could be implemented in the design of materials; comprehensive lists of principles pertaining to cultural awareness and learner autonomy were drawn up in group work sessions.

- practical *examples* of how these principles could be put into practice in textbooks; authors had been requested prior to the workshop to bring examples of texts and exercises to the workshop and these were presented in groups and subsequently displayed.

At the conclusion to the workshop, it was agreed that the valuable insights gained in these three areas should be further developed and made available to a wider audience of textbooks authors and others interested in materials design. To assist this process, a network group of 12 participants was formed, whose task it was to consider further ways of implementing principles of cultural awareness in textbooks. This group, under the coordination of Stuart Simpson and Ewa Kolodziejska, provided additional materials and in April 1998 met in Budapest to discuss theoretical aspects of cultural awareness. A network group on learner autonomy was also proposed, but since this did not materialise, work was carried out in this area by Anne-Brit Fenner and David Newby. The results of the St Petersburg workshop and the following developmental work provide the contents of this book.

Aims and content

The aims of this publication are twofold: firstly, to present some of the principal theoretical issues underlying the topics in question; secondly, to illustrate how authors attempt to implement aspects of these theories in their own work. It should be added that our purpose is not to recommend or prescribe specific approaches to the topics under discussion but rather to provide a mirror of the many different ways in which authors from diverse cultural and linguistic backgrounds approach these topics. An indication of the cultural diversity will be seen from the fact that we have included materials from the following 15 countries: Austria, Belgium, Croatia, Czech Republic, Finland, Ireland, Malta, the Netherlands, Norway, Poland, Romania, Russian Federation, Slovakia, Slovenia, Switzerland. In addition, examples from materials for teaching seven languages will be illustrated: Dutch, English, French, German, Latin, Maltese, and Russian.

There is no doubt that the three topics of authenticity, learner autonomy and cultural awareness present textbooks authors with a considerable challenge. As far as the first is concerned, authenticity and school textbooks may seem, at first sight, to represent two totally incompatible terms. In the past, textbooks have sometimes been seen as the epitome of an artificial pedagogical world, remote from the functional, affective and linguistic needs of learners. It is a reflection of this view that teachers often talk of 'authentic materials', which are added as supplementary materials to provide what it is believed the school textbook does not offer. With the advent of communicative teaching, many textbooks took on a general air of what might be termed 'simulated authenticity', but the fact that they still remained textbooks seemed to lead to some kind of identity crisis in this area. In his

introductory article on this topic, David Newby argues in favour of a redefinition of authenticity. In order to do this we need to accept that a classroom represents its own – but, for the students, very real – world and take this fact as our starting point to explore other facets of authenticity.

Similarly, with learner autonomy it is sometimes argued by 'hard-line autonomists' that to use a textbook at all represents a fundamental contradiction to the basic idea of autonomy since, by its very nature, it imposes choices on the learner. Whilst giving her full weight to the philosophy of learner autonomy, Anne-Brit Fenner puts forward the view that textbooks can play an important role in assisting and promoting an approach to self-directed learning. This role must, however, be seen within the general context of a 'change of focus from teaching to learning'.

As discussions both in St Petersburg and subsequently in the network group showed, the task of developing genuine cultural awareness is a daunting one, especially in light of the fact that many school textbooks tend to present a reductionist, fact-based, and even clichéd view of other cultures. Crucial to the task of the textbook author seems to be a move away from presenting culture in terms of an external block of knowledge, which the student is informed about, to seeing it as examples of attitudes, value systems, expectations etc. – both of one's own culture and of others – which the learners will gradually become aware of. In her introductory article Anne-Brit Fenner considers different ways of defining culture and the role that textbooks can play in developing cultural awareness and helping students to become more open to the concept of 'otherness'.

Whilst in this publication the three topics under discussion are dealt with separately, it should be stressed that in many ways they are closely related. Common to all of them is the belief that the starting point of FL teaching should be the students themselves and the active role that they can play in the educational process. Learners are human beings who enter the classroom equipped with their own knowledge of the world and of language in general; they will need to take a large degree of responsibility for their own learning and will learn in different ways; they have grown up in certain cultural environments, which have to an extent formed their attitudes and value systems (see Fenner, this publication). If we see this starting point in terms of a positive bank of resources and processes which can be put to use and enrich the educational process, then much of what the teacher does in the classroom will consist in channelling, guiding and activating this knowledge and increasing the students' own *awareness* of their own capacities and learning and thinking processes. Byram (1998) sees awareness as the missing link between language, cultural awareness and learner autonomy and defines it as the 'meta-cognitive reflection on your own thinking' (see Camilleri 1998). Since awareness is a crucial concept in these areas, it seems appropriate to include in this publication some reflections on the nature of meta-cognitive processes together with brief consideration of how these relate to the topics under discussion. The book begins, therefore, with an article by Antoinette Camilleri on Cognitive Processes, which is relevant to all sections and provides a bridge between them. These ideas were first put forward at an ECML workshop in Malta (Workshop 5/98).

This book is to be seen as the pooling of a wide range of resources and underlying beliefs about language learning. As stated earlier, it does not aim to prescribe ideas, but to provide

snapshots of a diversity of approaches. It is hoped that by reflecting on the theoretical and practical aspects of the topics of discussion, materials developers and teacher trainers will clarify and expand their own ideas.

Structure

The book is divided into three sections, each dealing with one of the three topics under discussion - authenticity, learner autonomy and cultural awareness. Each section begins with an *introductory article* which outlines some of the main theoretical issues connected with the topic and also gives the personal view of the author. This is followed by the section *'in practice'*. At the beginning of the learner autonomy and cultural awareness section, you will find a list of principles drawn up by participants at the St Petersburg workshops (no such list was drawn up for authenticity). Then follows an explanation of the form of categorisation adopted for this section and a brief discussion of the principles underlying the categories. Finally, there are examples from textbooks, each accompanied by a short commentary.

As stated earlier, in order to reflect the multicultural and multilinguistic nature of the workshop we have included materials from all seven languages. Except on one occasion, no translation is provided. It is hoped that readers who do not have a knowledge of the language in question will find the accompanying commentary sufficiently illuminating to understand the extract.

Acknowledgements

We should like to express our warm thanks to all the participants who attended the St Petersburg workshop and the networking groups, whose ideas and materials form the core of this publication. The ideas have not, of course, been developed in isolation but feed on the fertile ground of the wide range of activities of the European Centre for Modern Languages and of the Modern Languages Project Group of the Council of Europe.

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Camilleri, A. (1998) *The Specification of Objectives for Learner Autonomy and Cultural Awareness within Syllabus Development. Workshop report 5/98*, Graz: European Centre for Modern Languages.

Newby, D. (1997) *Establishing Principles and Guidelines for Publishers and Authors of FL Textbooks in the context of the aims of the ECML. Workshop report 17/97*, Graz: European Centre for Modern Languages.

List of participants who attended the St Petersburg workshop

All the participants at the St Petersburg workshop made a valuable contribution to the ideas which underlie this publication. They were:

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Details of textbooks which have provided exercises for this publication (in order of appearance)

Title: Und nun Deutsch!
Author(s):   N.D. Galskova, L.N. Jakowleva, M. Gerber
Publisher: Prosveshschenye, Klett Verlag
Country: Russian Federation
Language: German

Title: Omnibus
Author(s):   Ton Hoekstra, Ellen Wagenaar
Publisher: SMD Educatieve Iutgevers, Spruyt, Van Mantgem & De Does bv
Country: Netherlands
Language: French

Title: Dobroje utro
Author(s):   Wladyslaw Figarski
Publisher: Wydawnictwa Szkolne i Pedagogiczne
Country: Poland
Language: Russian

Title: Speak English in Grade 6
Author(s):   Mija Jagatiæ
Publisher: Školska Knjiga
Country: Croatia
Language: English

Title: Un tour du monde francophone
Publisher: Lehrmittelverlag des Kantons Zürich
Author(s):   Benjamin Gassmann
Country: Switzerland
Language: French

Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

Title: Via Nova
Author(s):   Sisko Penttilä
Publisher: Werner Söderström OY
Country: Finland
Language: Latin

Title: Touchstone
Author(s):   A. Gvardjanèiè, D. Marguc, J. Skela
Publisher: Zalozba Obzorja Maribor
Country: Slovenia
Language: English

Title: A Glimpse of St Petersburg
Author(s):   Natalya Kazanskaya and Galina Apshtein
Publisher: Triada
Country: Russian Federation
Language: English

Title: Grammar for Communication: Exercises and Creative Activities
Author(s):   David Newby
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

Title: Your Ticket to English
Author(s):   D. Heindler, R. Huber, G. Kuebel, D. Newby,
              A. Schuch, K. Sornig, H. Wohofsky
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

Title: Raduga
Author(s):   Katarina Gogová, Stanislav Jelinék et al
Publisher: Fraus
Country: Slovakia/Czech Republic
Language: Russian

Title: Pathway to English
Author(s):   E. Comisel, R. Popovici (project managers) et al.
Publisher: Oxford University Press
Country: Romania
Language: English

Title: C'est ça!
Author(s):   Elaine Cullen, Isabelle Fortanier, Betty McMahon
Publisher: The Educational Company of Ireland
Country: Ireland
Language: French

Title:	Ik leer / Ik spreek Nederlands
Author(s):	Gilbert De Samblanc
Publisher:	Editions Labor Bruxelles
Country:	Belgium
Language:	Dutch

Title:	Happy English
Author(s):	V. Kuzovlev, Lapa, Peregydova
Publisher:	Prosveshschenye
Country:	Russian Federation
Language:	English

Title:	English across the Curriculum Series
Author(s):	Stuart Simpson, Irmtraud Kuchl
Publisher:	Österreichischer Bundesverlag
Country:	Austria
Language:	English

Title:	Point of View
Author(s):	Tormod Smedstad
Publisher:	Det Norske Samlaget
Country:	Norway
Language:	English

Title:	English IV, V
Author(s):	Olga Afanasyeva, Irene Vereschagina
Publisher:	Prosveshschenye
Country:	Russian Federation
Language:	English

Title:	Hallo, Freunde!
Author(s):	Anna Herman, Joanna Dominiczak
Publisher:	Wydawnictwa Szkolne i Pedagogiczne
Country:	Poland
Language:	German

Title:	Merhba Bik
Author(s):	Antoinette Camilleri
Publisher:	Colour Image
Country:	Malta
Language:	Maltese

The development of cognitive processes

Antoinette Camilleri

Underlying all three categories in this publication is the aim to develop the cognitive processes of individual students which they employ when engaging with language, culture and their own learning. These cognitive process, which are employed to deal with new information, can be seen as providing a bridge to awareness in general. Their relevance to the three topics under discussion can be summed up as follows:

- *authenticity* – if we take a psychological view of this topic, in designing exercises we take into account the cognitive processes that all human beings employ in real life when using language and processing information.

- *learner autonomy* – one of our aims is to help students become aware of their own learning and various factors that influence it. This awareness-raising process entails developing and enhancing the cognitive strategies which lead to this awareness.

- *cultural awareness* – a 'dialogue with culture' (see Fenner) entails entering new territory and being confronted with different and new modes of behaviour and thought; this in turn requires the application of a range of cognitive strategies to deal with this new information.

Cognitive processes and strategies take a variety of forms, some of which are listed below.

- *Comparing* – forms of linguistic expression, behaviour etc. Drawing analogies is an important process both with regard to language learning and to culture. Students will first of all activate their prior knowledge of a particular form of behaviour such as manners, values, linguistic expression; and then reflect upon, and discuss, the relation between the two (or more) different realities.

- *Contrasting* – forms of expression, behaviour etc. By contrasting forms of language and behaviour students will be able to gain insights into different ways of expressing ideas and different styles and attitudes that are distant and extraneous to them. With language, this helps to give a clear focus to different meanings and forms; as far as cultural awareness is concerned, the classroom, and the use of an appropriate textbook, serve as a safe laboratory to dissect the differences in ways that help develop an awareness of 'otherness' without inducing negative judgement.

- *Discovering* – linguistic systems, learning styles, other peoples' beliefs etc. An 'awareness-raising' approach to language and learning requires that, rather than provide the students with ready-made answers, the textbook structures and enhances discovery processes by providing texts for analysis and setting appropriate questions and tasks. These discovery processes may relate to systemic features of language or to exploring aspects of culture. Examples and exercises in

textbooks often provide students with new information about other peoples' beliefs, emotions and viewpoints. These exercises would be particularly useful if they serve as a spring-board for the students to ask questions, probe further into the foreign culture, and keep on discovering it.

- *Completing* the linguistic and cultural picture. As human beings we have a natural inclination to look at things as complete. This urge can be used in exercises on cultural awareness to extend students' thinking, such as finding out more about the use and function of certain linguistic expressions: who says what, how, when and why.

- *Explaining* – cause and effect. A number of cultural issues are closely related to sources such as historical or political events, geographical features, population density and political systems. Students are here encouraged to understand and explain how these affect people's daily lives, attitudes, infrastructures, political and educational systems etc. With regard to language, students are encouraged to see the foreign language in terms of regularities and systems.

- *Accepting* that other people do/feel/express things differently. First of all students need to learn to accept the fact that different people do/feel things differently, and that their reactions are often shaped by the culture they operate in. As a result of cultural awareness, students are then expected also to learn how to do things differently. Cultural awareness is not only about decoding but also about encoding the same message in a different way as required in the target culture.

- *Being creative.* All language use can be seen as an act of creation. Even in an area such as grammar, textbooks need to recognise this fact and provide opportunities for students to create their own utterances, relevant to their own needs and contexts. In culture, different symbol systems such as the musical, visual or graphical are used as representations. These encourage creativity in language learning. Classroom activities should encourage students to make use of a variety of expressive arts when it comes to representing culture.

- *Solving problems.* Human learning in general constantly requires the solving of problems. Specifically applied to communication, the cognitive process of problem-solving involves the students in using techniques and in enlisting help for coping with demands of situations which go beyond their linguistic and/or non-linguistic repertoire. Such exercises should also give students the opportunity to reflect and become consciously aware of how and why they took certain decisions during an activity.

The cognitive processes outlined above represent only a few examples of those students might employ when confronting and acting on new information and language. Textbook writers and teachers will be aware of others and might wish to take these into account when designing classroom tasks, activities and exercises.

Authenticity

Authenticity

David Newby

At first sight the issue of authenticity is deceptively simple, especially if we reduce our interpretation of the term to a superficial polarisation between the apparently artificial world of the traditional classroom and the real, dynamic world outside. Our associations of the former might be texts which are constructed or manipulated for pedagogical purposes and students who are required to do activities which seem to have only a tenuous relation to actual language use. This image of the classroom contrasts markedly with the students' real world, in which they use language purposefully in constantly changing contexts in order to exchange real and spontaneous messages. According to this reductionist interpretation of authenticity, it should be the aim of the teacher and textbook to take steps to bring as much 'reality' as possible into the classroom, as indicated in figure 1.

PEDAGOGY - the classroom		AUTHENTICITY - the real world
artificial contexts manipulated language pedagogical intervention	**AIM** →	real contexts spontaneous language genuine needs
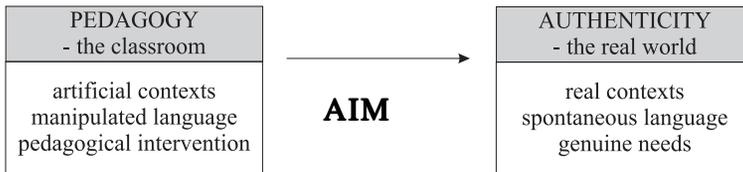
Figure 1. The apparent goal of authenticity

In recent years various approaches to FL learning and teaching have caused increasing emphasis to be placed on what might loosely be termed authenticity, both of learning and of use. In learning, different types of 'naturalistic' methods have focussed on authenticity of acquisition processes and in the area of use, the communicative approach brought radical changes in classroom methodology as teachers and textbooks attempted not only to provide learners with examples of authentic language but to replicate real-world contexts, functions and needs in the classroom by means of activities such as role play and simulation.

Without wanting in any way to deny the importance underlying principles of communicative teaching, I feel, however, that if it is our aim as textbook writers and teachers to facilitate learning and to contribute to efficiency of learning, then we need to take a more differentiated view of authenticity and not reduce it to an ill-defined concept which may prevent us from taking principled decisions concerning the extent to which it should be given prominence in our materials.

In order to take this differentiated view, we need to ask three questions:

1) What is authenticity and what different types exist?

2) Why might authenticity be, or not be, a desirable goal in textbooks?

3) What kinds of 'worlds' should be reflected in a textbook?

1. What is authenticity and what different types exist?

I shall discuss types of authenticity within three general categories:

a) *authenticity of text:* the texts – spoken, written and graphic – used in textbooks and which the students read, hear or see

b) *authenticity of behaviour*: the tasks, language activities and exercises which students perform and also the texts that they themselves produce

c) *personal authenticity:* the students' own attitude towards, and acceptance or rejection of a) and b)

a. Authenticity of text

This is the type which tends to figure most in discussions of authenticity among textbook authors. This issue concerns the extent to which texts should be what Widdowson (1978: 80) calls '*genuine* instances of language use'. These texts include those used for developing reading skills and testing reading comprehension; dialogues and stories for listening comprehension; pictures, adverts, comic strips and other graphical aspects. Strictly speaking, we can define as a *genuine text* one that was originally created for a non-pedagogic purpose but which has been 'borrowed' by a textbook writer. However, simply to brand all other texts as non-authentic masks a host of important issues which confront the textbook author. I shall therefore make a distinction between genuine texts, as defined above, and *simulated texts*, those which are created for a pedagogical purpose and which may vary considerably in the degree to which they attempt to replicate certain features of genuine texts.

As far as genuine texts are concerned, issues that textbook writers usually have to face are, in the case of written texts, whether to tamper with the layout of the original and to simplify the language and, in the case of spoken texts, whether to use genuine texts at all since the tempo and various features of spontaneous speech can present learners with comprehension difficulties. Authenticity 'hard-liners' would claim that any amendment to a genuine text infringes on its authenticity, yet it could be countered that there is no such thing as a totally genuine text in a school textbook since the mere act of transplanting it into a pedagogical setting immediately deprives it of certain contextual features which may well be part of its overall message.

With simulated texts, the essential issue under discussion is the degree to which texts give the impression of being genuine: what might be termed *'face genuineness'*. In other words, students and teachers will assume the text is genuine or will accept the intention of genuineness on the part of the textbook author. Many text types are simulated in modern textbooks: letters, advertisements, announcements, dialogues, to name but a few. In many cases they may be unrecognisable from genuine texts. The degree of genuineness is a particularly thorny question with regard to the use of dialogues in textbooks, which many authors use to provide a focus on grammar, vocabulary, speech functions etc. or to provide models of spoken language. Particularly in older pre-communicative textbooks, in which

the question of authenticity was not given high priority, many of these dialogues sounded artificial and clearly bore little resemblance to actual spoken language. As a reaction to this, some textbooks authors avoid the use of simulated dialogues altogether. If, however, dialogues are to be used for this purpose, there are various ways to make texts seem to resemble genuine examples of spoken language. One way in which authors can do this is rather than to produce finished dialogues which are read out in the recording studio, to make use of 'semi-scripted' dialogues: during the recording process actors are given notes to guide the ideas and content of the dialogue but are allowed to use their own language. This has the advantage that resulting dialogues will have a certain spontaneity to them and are likely to include certain features of authentic speech such as hesitation, incomplete sentences, fillers, etc.

Authenticity of behaviour

This category sees authenticity in terms of the student and the ways in which he or she uses the foreign language in class. For the textbook writer it will have a considerable influence on the type of activities, tasks and exercises that students will be set. We might further see student behaviour from two perspectives: pragmatic authenticity and process authenticity.

Pragmatic authenticity, which is given particular focus in the communicative approach, might be summed up using Widdowson's phrase (1990: 46) 'normal language behaviour in pursuit of an outcome'. That is to say when students take part in oral activities or write written texts, these tasks are firmly embedded within a (simulated) context, in which roles, settings, text types and purpose are clearly defined. A common example from spoken language is the extensive use of role play or information gap activities, where students take on a clearly defined role and express their own thoughts for a particular purpose to achieve a particular aim. In many classrooms this type of oral activity has largely supplanted the class discussions of 'topical issues' that used to feature prominently in 'conversation' classes. Similarly, with regard to the skill of writing many teachers have nowadays abandoned the traditional type of school essay in favour of contextualised tasks which require students to write and use certain conventions of an identifiable and authentic text type (formal letter, diary entry etc.).

Unlike the sociolinguistic orientation of pragmatic authenticity, *process authenticity* is psycholinguistic in nature. It is a somewhat abstract concept and concerns the mental processes people employ both in language production and comprehension. One area in which textbook writers have for several years taken into account psycholinguistic processes when setting exercises and activities is the skill of reading. This can be seen in the expansion of and shift in emphasis in the type of comprehension activities that can be found in modern textbooks: for example, the traditional exercise type of purely factual 'wh-questions', which merely required students to repeat or paraphrase sections of a text, has been supplemented by tasks which permit the learner to use sub-skills such as skimming or scanning or to 'interact' with a text and to bring in their own interpretation of meanings.

Another area where process authenticity can be applied is that of grammar. If we take a superficial view of authenticity, then we would of course reject all grammar exercises out of hand. A more differentiated view, however, will allow us to use the criterion of process

authenticity to consider the extent to which grammar exercises are merely a kind of pedagogical mathematics, substituting words for numbers, from those which require learners to use grammar to express ideas and create meaningful messages. Amongst the former pedagogical mathematics variety, I would include the type of transformation exercise which requires students to change active into passive forms; direct into indirect speech etc. Amongst the latter 'communicative' type might be certain grammar-based games or open-ended, situation-linked grammar activities which have a strong meaning focus and which require students to use grammar to express their own ideas. (Newby 1992, 1998)

Personal authenticity

The first two categories that have been discussed are highly relevant for the textbook author since decisions that are made in these areas will have consequences on the texts and activities which are used in our materials. Personal authenticity, however, concerns the learner and whilst decisions made by the textbook writer can have an indirect influence, the degree of personal authenticity will ultimately be determined by the learner and, to some extent, by the teacher.

It is the claim of some educationalists that just as motivation is not a quality that can be imposed from outside but develops within the learner, so authenticity should also be seen through the eyes of the learner. According to this view, authenticity is not a property of a text, nor a design feature of an activity, but is a mental construct or an attitude held and developed by the student. In other words, rather than being a *product* of materials and of methodology, it is the result of a *process* of engagement or interaction with classroom materials and with language. Seen in this light, we should not talk of 'authentic materials' but of *authentication* on the part of the learner, which van Els (1996: 127) describes as 'a commitment to understanding and to purpose, and transparency in interaction'. In other words, ultimately it is the students themselves who will set their own criteria for authenticity based on their own interpretation of relevance to their emotional and functional needs, interests etc. Clearly, this view reflects the strongly autonomous approach to learning which figures in another section of this book. For the textbook writer the implication of this is that we can make our contribution by bringing in the type of authenticity outlined in the first two sections and thus perhaps set up certain conditions of authenticity, but whether the activities we propose are given the stamp of authentication depends on their uptake in the respective classroom.

The relation and interdependence of these different types of authenticity might be illustrated by considering the example of role play activities. The textbook may provide genuine texts on a particular topic to serve as input to an activity (authenticity of text), it may provide a framework for the activity which takes into account pragmatic aspects by stipulating participants and setting and by giving a concrete task (authenticity of behaviour) but the student may then either engage with the role play or reject its relevance or validity and refuse to authenticate it.

Authenticity – an integrated approach

By taking into account all three of the above categories we are able to arrive at an integrated view of authenticity in which all aspects play their role, as shown in figure 2.

Views of the importance of authenticity held by FL methodologists tend to differ widely. On the one hand, the language use-based view of the communicative approach will stress very strongly authenticity of texts and behaviour while a more learner-centred approach will focus more strongly on personal authenticity, that is learner authentication, in extreme cases to the exclusion of the other categories.

Whilst I agree that at the core of any discussion of authenticity should be the student for whom the materials are designed, I do not agree with the view that personal authenticity can be the sole criterion. The reason why I consider all three types to be important is based on the general learner-related concept of 'awareness', which I would subdivide as follows:

a) *learning awareness:* students are generally aware of what makes a useful contribution to their own learning and what does not

b) *pragmatic awareness:* students are aware of contexts, domains and texts in which language is used in real-life communication and expect their own learning to provide them with a link to the pragmatic competence they will eventually need

c) *process awareness:* as competent users of a first language, students have an inherent subconscious sense of 'how language in general works' and of various underlying processes and expect the foreign language they are learning to be used in language-like ways

It seems to me that if a textbook or programme does not lock into these different types of awareness, then a degree of *alienation* towards the foreign language is likely to result. Genuine authentication by the student is based on all these three different types of awareness.
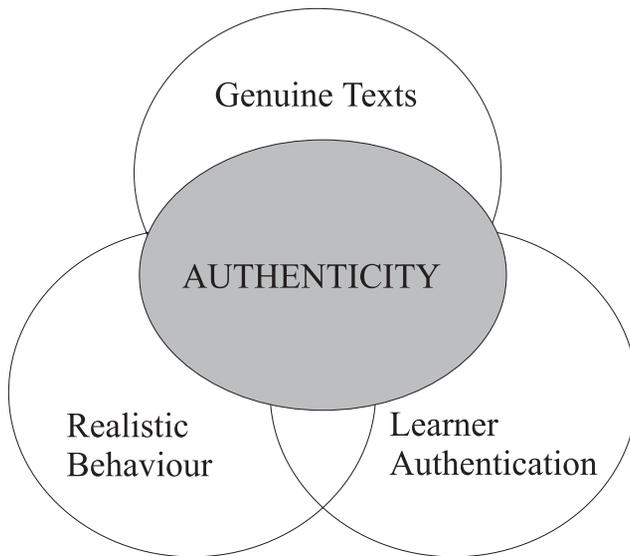

Figure 2: an integrated view of authenticity

2. Why might authenticity be or not be a desirable goal in textbooks?

As stated at the beginning, underlying much of the discussion of authenticity is the premise, summarised in figure 1, that textbook writers and teachers should bring as much of the 'reality' of the outside world as possible into the supposedly artificial classroom. It is important to realise, however, that the classroom is not the outside world. It is a setting which, in comparison with the outside world where language is used authentically, both imposes constraints on communication and also offers opportunities for facilitating and accelerating learning. Rather than committing ourselves unthinkingly to outside-world authenticity, we should identify and differentiate three general scenarios which might influence the degree to which we feel authenticity to be a goal.

  a) *the outside-world scenario*
      Acknowledging that the ultimate aim of learning a language is to be able to use language in real contexts and for real purposes, we apply principles of pragmatic authenticity to 'rehearse' the real world in the classroom when this is appropriate.

  b) *the classroom world scenario*
      Just as fairy stories represent a kind of reality for young children, so the classroom world is very much a real world for students and teachers. A linguistic domain such as 'classroom language' (*Stop talking, form groups of three* etc.) is real language, which only exists in the context of the classroom. For this reason, it is legitimate to talk of a 'classroom world' scenario, which may be no less real for the student than the outside world as long as it is 'authenticated'.

  c) *pedagogical intervention scenario*
      The need to accelerate or facilitate learning – for example, by the use of grammar or vocabulary exercises – might conflict with authenticity but might also override it on certain occasions. This does not, however, mean that in this case authenticity should be abandoned: criteria of process and personal authenticity will still apply.

3. What kinds of 'worlds' should be reflected in a textbook?

In the outside world the topics, spheres of activity and varieties of language that students engage with result from the specific sets of environments which comprise their own personal world. What they watch on television, what they talk about to their friends, how they talk about topics: these aspects and others comprise a framework of contexts which will directly influence the language they use. In school textbooks, however, decisions concerning these aspects will, to a large extent at least, be imposed on students by the textbook authors. Here again, the question of authenticity is an issue, in particular concerning the *topics* that are included in the textbook and the *varieties of language* to which students are exposed in texts and which is given focus in model dialogues and example sentences.

Topics

It is, in theory, perfectly possible to imagine a school textbook which attempts total authenticity of topic and language, resembling perhaps the youth magazines that can be found on newsagents' shelves and peppered with listening material from pop music stations and MTV. Despite a certain appeal of such an idea, clearly there are various problems attached: for example, it is likely that students would object to their own sub-culture world being exploited in this way for pedagogical purposes.

In selecting topics for textbooks, our starting point should perhaps once more be a recognition of the fact that the classroom is not the real world and that in addition to the functional goals of learning a foreign language, schools also have educational goals such as developing cultural awareness and expanding the horizons and perspectives of students. A purely 'authentic' approach to topics would preclude any reference to literature or treatment of topics of social or political interest on the grounds that they are not part of the students' world. One the other hand, textbooks are well-known for their tendency to focus on topics remote from the needs and interests of students which have a strongly alienating effect. For the author, the difficult task is to get the balance right between entering the students' world and pointing the student towards different worlds. Once more, the concept of authentication by the student seems to be the key to the question.

Varieties of language

Another problematic area concerns the varieties of language to be included in textbooks. It used to be the case in English language teaching in Europe that on the whole we taught one 'model' of English. Phonetically, this was the kind of standard or R.P. English described by Daniel Jones and in terms of style it might be described as 'neutral to formal'. However convenient it may have been for language teachers to teach one variety only, the focus on a single variety not only had rather negative cultural implications but was poor preparation for learners who might later have contact with a range of native speakers in a range of contexts. Nowadays there is a general acceptance that language variety, reflected in the modern plural 'Englishes', needs to be taken into account in textbooks. For example, in listening comprehension many textbooks make use of speakers of a variety of dialectal forms: English, American, Scottish, Indian etc. As far as the productive English to be learned by students is concerned, textbooks are tending to correct the imbalance of earlier generations by showing a greater flexibility to varieties of register. In particular, informal colloquial English has now been granted its rightful status as equal, but different to, more formal written English. A strong focus both on *register* differences arising from varying contexts and on *dialect* varieties is an essential aspect of an adherence to authenticity in language.

This development, however, also requires the textbook author to give consideration to how far to go in the direction of authentic language. For example, should our spoken language models include slang, obscene words etc. which teenage native speakers overwhelming use and with which students may already be well familiar from pop songs and films. Clearly, a certain amount of *laundering* of language will be necessary in a

textbook, but the greater danger seems to be that authors do not take enough account of authentic varieties of language, both contextual and regional, and thus deny students access to them.

Conclusion

As we have seen, authenticity is a complex topic, not only since it has many facets, but since it needs to be balanced with various pedagogical considerations. What seems important to me is that we do not lose sight of the fact that the learner of a language is also the user of real language, who as a consequence brings knowledge, skills and cognitive strategies into the classroom. By making use of different aspects of authenticity, as described above, we can feed into the linguistic, cognitive and social processes employed by the learner. If we disregard authenticity, then we are likely to build barriers across them.

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Authenticity in practice: Examples and comments

In this section we shall provide some examples from the materials presented at St. Petersburg which show how authors have attempted to integrate some general principles of authenticity into their materials. They will be commented under the following headings, which were explained in the introductory article:

- Authenticity of text
- Pragmatic authenticity
- Personal authenticity
- Varieties of language

Authenticity of text

An analysis of the materials brought to St. Petersburg shows that authors see the topic of authenticity overwhelmingly in terms of authenticity of text, the other categories being hardly represented. A broad definition of 'text' should be assumed, referring not only to a printed text but to graphical aspects such as pictures, cartoons, realia etc. as well. That is to say, anything that the student reads, sees or hears in the textbook.

In the introductory article I considered text authenticity in terms of a broad distinction between 'genuine' texts, originally written for a non-pedagogic purpose and 'simulated' texts, which are specially created for a school textbook. As we shall see from the following examples, this distinction proves not to be clear cut and also there might be varying criteria in favour of one or the other category. What seems crucial is that students themselves feel that texts are genuine (face genuineness) and are willing to 'authenticate' them.

Graphic authenticity and realia

Example 1:

Photos

Photographs of speakers of the target language not only help to personalise a dialogue or other language extract but also photos show various cultural aspects such as clothes, hairstyles etc. and the physical milieu of the speakers. Photos such as this, taken specifically for the textbook in 'photo album' style, help to establish a link between textbook and user.

Source:
Title: Und nun Deutsch!
Author(s):   N. D. Galskova, L. N. Jakowleva, M. Gerber
Publisher: Prosveshschenye, Klett Verlag
Country: Russian Federation
Language: German

A
VORKURS

Hallo, ich bin Daniel.
Das ist Jasmin.
Das sind Lisa und Markus.
Und wer bist du?

[ün] 5

Example 2:

Comics, cartoons

For many children, comics are one of the most frequently read text types. Comics and cartoons have the advantage for beginners learning a foreign language that the language is economical but strong in meaning content and communicative value and meanings are supported by visual information. In addition, they represent one of the few text types in which informal spoken language can be found in written form. For this reason, they may be regarded as a more authentic form that the dialogues found in many school textbooks. As can be seen from this extract – only the first and last pages of the comic are shown – the language is dense with useful language from various functional areas (likes and dislikes, discussing prices etc.) which the author can choose to focus on.

Source:
Title: Omnibus
Author(s):   Ton Hoekstra, Ellen Wagenaar
Publisher: SMD Educatieve Iutgevers, Spruyt, Van Mantgem & De Does bv
Country: Netherlands
Language: French

1 Waar zijn Claire en Dany?
2 Hoeveel geld komen ze tekort voor de draaimolen?

5   Hoe helpt Supergosse Claire en Dany bij de draaimolen?

30

Example 3:
Realia: Greeting cards

Greetings cards used for different festive occasions provide a tangible entry point into culture-specific customs and traditions and also help to illustrate certain differences in how festivals are celebrated from country to country. They therefore represent a good starting point for a dialogue between different cultures. The texts that accompany these cards also show the type of language that is used when expressing greetings and therefore make an important contribution to the socio-cultural competence of the learners (see cultural awareness section).

Source:
Title: Und nun Deutsch!
Author(s):   N.D. Galskova, L.N. Jakowleva, M. Gerber
Publisher: Prosveshschenye, Klett Verlag
Country: Russian Federation
Language: German

Wann feiern die Deutschen was?

20.12.

Ein frohes Weihnachts-
fest und alles Gute im
neuen Jahr
wünschen euch

Brigitte und Rainer

Familie
Hans Krause

Hamburger Straße 19

45 145 Essen

Lieber Dani,
zu deinem 16. Geburtstag
gratulieren dir recht herzlich
Oma und Opa
Für das neue Lebensjahr
wünschen wir dir beste Ge-
sundheit, Glück, Freude und
viel Erfolg in der Schule.

An
Daniel Krause
Hamburger Straße 19

45 145 Essen

Hallo, Lisa und Daniel!
Wie geht´s euch so?
Wann habt ihr Osterferien?
Bei uns beginnen sie mor-
gen. Ich wünsche euch
dicke Osterhasen und
viele große Ostereier.
Wir fahren morgen für
einige Tage nach Bayern.
Ich schreibe euch von dort.
Eure Katrin

An
Lisa Krause
Hamburger Straße 19

45 145 Essen

Festkalender

Januar
1. 1.   Neujahr

Februar
14. 2.   Valentinstag
Mitte   Karneval

März
20. 3.   Frühlingsanfang

April
zwischen   Ostern
22.3. u. 21.4

Mai
1. 5.   Maifeiertag
Erster Sonntag   Muttertag
Ende   Pfingsten

Juni
21. 6.   Sommeranfang

Juli   **August**
6 Wochen   Sommerferien

September
22. 9.   Herbstanfang

Oktober
3. 10.   Tag der Einheit

November
11.11.,11.11.Uhr Karnevalsbeginn

Dezember
6. 12.   Nikolaustag
Sonntage   1.,2.,3.,4. Advent
21. 12.   Winteranfang
24. 12.   Heiligabend
25. 12.   1. Weihnachtstag
26. 12.   2. Weihnachtstag
31. 12.   Silvester

34

Examples 4:
Tourist Realia: Tickets and maps

The role of tourist is one that many learners are likely to play at some point in their lives, so tourist realia are a good means of bringing authentic situations into the classroom. Making sense of maps – like the one of the Moscow metro system shown here – and buying tickets for travel and museums are essential skills that most tourists require. These realia therefore provide a bridge to pragmatic authenticity since they lead quite naturally to a variety of simple role play tasks.

Source:
Title: Dobroje utro
Author(s):   Wladyslaw Figarski
Publisher: Wydawnictwa Szkolne i Pedagogiczne
Country: Poland
Language: Russian

7. *Слушайте диалог. Повторяйте.*

– Где мы сейчас?

– На станции "Варшавская".

– А куда нам ехать?

– Ты уже забыл? На "Арбатскую".

– Как мы поедем?

– Ты, Волк, посмотри на схему и сам решай, как поедем.

– Хорошо, Заяц. Я попробую. Но мне помогут польские ребята. Хорошо?

– Да, пусть помогают.

Московский
Метрополитён

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10. *Какие это билеты?*

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Examples 5:
Tourist Realia: Souvenirs and information

For tourist information to be 'authenticated' by students, in the sense it was defined in the introductory article, it should refer to the kind of sights and events with which they can 'identify'. That is, it should not only be of potential interest, as is obviously the case with this information on Disneyland, but students should be able to contribute their own knowledge, feelings, imagination etc. when confronted with this material. In this extract, an activity has been included so that students are able to relate to the realia in their own terms. *(see 'personalization' in the learner autonomy section)*

Source:
Title: Speak English in Grade 6
Author(s):   Mija Jagatiæ
Publisher: Školska Knjiga
Country: Croatia
Language: English

Fantasyland

Frontierland

BEAR COUNTRY

NEW ORLEANS SQUARE

Adventureland

PLAZA

TOMORROWLAND

MAIN STREET

GRAND CANYON AND PRIMEVAL WORLD

LOS ANGELES

WEST ST.

EXIT

SANTA ANA FREEWAY TO LOS ANGELES TURN RIGHT ON BALL ROAD

DISNEYLAND HOTEL MONORAIL STATION

MONORAIL STATION

MAIN ENTRANCE

TICKET BOOTHS

TO SAN DIEGO FREEWAY TURN LEFT ON KATELLA AVENUE

EXIT

BUS STOP

PARKING LOT

ENTRANCE

HARBOR BLVD

KATELLA AVENUE ENTRANCE

To all who come to this happy place ...

WELCOME

Enjoy exciting rides.
Have fun!

Are you here for the first time?
Take the Guided Tour of Disneyland.

Park operating hours
(subject to change without notice)
Effective
May 2 thru May 27
10 a.m. to 7 p.m.
weekends 9 a.m. to 7 p.m.

Shake hands with
Mickey Mouse, Goofy,
Donald Duck and many
others.

2 **Personal questions:**

1. Have you been to an amusement park?
2. Do you like amusement parks? Why?
3. Would you like to go to Disneyland? Why?
4. Have you seen a Disney movie? Which one?
5. Do you like Mickey Mouse? Why?

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Written Texts

It seems to be the case that texts fall into three categories: genuine texts, defined in the introductory article as those which were written for a non-pedagogical purpose; simulated texts, which are specially constructed for a textbook, but both in layout and language content give the impression of being 'genuine'; pedagogical texts, which make no pretension of being aimed at any other readership group but the learners who use the textbook.

With the advent of the Communicative Approach, with its strong focus on authenticity of context and language, genuine texts came to be used frequently in textbooks. These texts have various advantages: such as giving students the feeling that their language learning is providing a direct link to the texts and contexts they will experience, should they visit the country or countries where the target language is spoken, and building their confidence since they realise that they are able to cope with the same texts that native speakers read. The main disadvantages of such texts are that by being transposed from their original context to a textbook, they may lose certain important contextual aspect. This is particularly the case with newspaper articles, which are often intrinsically bound up with events that are happening at the time. Also, genuine texts sometimes contain vocabulary which may be considered too difficult by the learner.

As far as specially constructed pedagogical texts are concerned, in traditional textbooks these were often seen as the very epitome of a lack of authenticity. Often they had a very manipulated feel to them with their simplified vocabulary and grammar structures that were artificially built in for the purpose of exploitation. However, this does not need to be the case.

Given the right conditions, specially written texts can be highly authentic. Indeed it could be argued that these are the most authentic of all texts since they are not 'borrowed' from other source or simulated or doctored in any way. Not only does the textbook become part of the context in which the text is produced but students become the direct addressees of the text, which may well increase what was earlier termed the degree of 'personal authenticity'. As stated earlier, the ultimate arbiter of authenticity is likely to be the students who 'authenticate' the texts.

Example 6:

Genuine newspaper texts

Whilst the use of newspaper texts may bring various advantages referred to above, there are often also certain problems, particularly concerning the level of difficulty. One way of reducing this problem is to use short, but genuine extracts from newspapers, as in this example. The use of original photos helps to increase the feeling of authenticity and may add important contextual information. It is interesting that this particular example uses not only texts from the target language but also an extract from a local newspaper in the mother tongue on the same topic. This helps to bridge the contextual gulf that sometimes arises when students are suddenly confronted with a text from a foreign newspaper with which they are not familiar.

Source:
Title: Un tour du monde francophone
Publisher: Lehrmittelverlag des Kantons Zürich
Author(s):   Benjamin Gassmann
Country: Switzerland
Language: French

(The original pictures from the textbook have not been included for reasons of copyright)

Le Québec choisit son destin

Depuis des semaines, les journaux parlent du référendum sur l'indépendance de Québec. Bruno se souvient qu'en **Suisse** aussi, il n'y a pas longtemps, il y a eu le mouvement séparatiste des Bernois francophones qui a conduit à la création d'un nouveau canton, le **Jura**.

Encore une fois, c'est la langue que est un facteur de séparation. Les gens supportent mal qu'on leur impose une **langue**.

Des milliers de gens manifestent dans la rue. Partout on voit le drapeau bleu et blanc québécois, avec la **fleur de lys**, emblème des rois de France.

Avant le référendum, aujourd'hui, sur l'indépendance éventuelle du Québec, les derniers sondages continuaient de prédire une courte victoire des séparatistes. Mais les partisans du maintien de la «Belle Province» dans la Fédération canadienne ne se laissent pas décourager. A Montréal, une foule énorme a défilé derrière le drapeau canadien pour réclamer le «non» au référendum.

Figaro, 30 octobre 1995

Fait divers

Elisabeth II piégée

Un animateur d'une radio de Montréal qui s'est fait passer pour le premier ministre canadien, Jean Chrétien, a réussi à joindre au téléphone la reine Elisabeth II d'Angleterre et à engager avec elle une conversation sur le délicat sujet de l'indépendance du Québec. Il a demandé à la reine si elle ne pourrait pas, par un discours, venir au secours des partisans de l'unité du Canada. «Il semble que le référendum pourrait aller dans le mauvais sens», a convenu Elisabeth II avant d'ajouter: «Si je pouvais faire quelque chose, j'en serais ravie.»
(Reuter)

❶ Erzählt einander diese Geschichte auf Schweizerdeutsch!

Quebec bleibt vorläufig bei Kanada.

Mit ganz knapper Mehrheit hat sich Quebec gegen die Sezession von Kanada ausgesprochen. Die verschärfte sprachliche Polarisierung in der Provinz selbst – 60 Prozent der Frankophonen stimmten für die Separation – macht die Fortsetzung des Kampfes unvermeidlich.

NZZ, 31. Oktober 1995

Example 7:

Genuine literary texts (poems, stories etc)

Despite the functional orientation many modern textbooks have taken in recent years, literary texts do, of course, have an important role to play. Having access to and engaging with literature is important not only for educational and development reasons (see section on cultural awareness), but poems and stories can be regarded as authentic texts since they represent a text type that children commonly read outside the classroom. Very simple poems such as that shown below can be seen as a first step to making literature accessible to students. The main issue in connection with authenticity would seem to be 'process' aspects of the use of literary texts, that is to say how the students engage with texts and the form of activities suggested by the textbook.

Source:
Title: Speak English in Grade 6
Author(s):   Mija Jagatiæ
Publisher: Školska Knjiga
Country: Croatia
Language: English

Brother Sun
29

Be praised, my Lord, for
Brother Sun,
Sister Moon and the stars,
Brother Wind,
Sister Water,
Brother Fire,
Mother Earth.

by St. Francis

My people

The night is beautiful,
So the faces of my people.

The stars are beautiful,
So the eyes of my people.

Beautiful, also, is the sun.
Beautiful, also, are the souls of my people.

by Langston Hughes

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Example 8:

Specially written texts

In this example a teenager has been asked to write down her impressions of a trip to Australia, knowing that her text would be used in the textbook. In terms of text type, it is similar to the type of creating writing that students themselves might write in school in both first and second-language learning. For students, therefore, it represents an authentic text type, both receptive and productive, and is not as distant from the students' own experience as factual texts taken from newspapers. The degree of personalization is increased by photographs.

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

| My First Impressions of Australia

Emily, a young girl from Bury St. Edmunds in England, visited
Australia last winter. When she returned, we asked her what her
first impressions had been. This is what she answered:

The first thing I noticed after arriving in Australia from England
(in February) was, of course, the climate. I stepped off the plane to
be met with 30 degree heat and bright sunshine. Having left
England with snow, wind and rainous 12 degrees, I dreamed about
beautiful beaches and travelling around in the perfect weather.

However, my enthusiasm was quickly reduced by warnings not
to swim in the sea because of deadly jellyfish, not to swim in the
rivers because of the "crocs" and to be careful about dangerous
spiders and snakes. The Australians do not take the threat of these
dangers too seriously. In fact, their biggest worry is the sun (due to
the lack of Ozone above the country). It is impossible to buy a sun
cream which is lower than factor 15. As one woman pointed out
to me, it is easy to tell the Aussies from the tourists as they are the
ones without the suntan!

Don't risk your life

Large crocodiles inhabit these waters
• do not enter the water
• keep children away from water's edge
• clean fish away from water's edge and
  remove all waste

The Australians are extremely friendly and willing to help a
traveller. Especially in the outback, the phrase of "G'day mate" is
followed by a smile and a "Can I help?" which is quite different
from the British.

The food generally is delicious, and it is easy to put on weight
with all the "barbies" (barbecues) and "sangers" (sandwiches). A

totally unique delicacy are "Roo burgers"
(kangaroo burgers) which apparently taste
just like chicken.

As Australians don't spend so much
time doing things indoors as we have to
for a large part of the year, most young
people are very sporty and enjoy cricket,
soccer and Australian rules football as well
as all kinds of water sports. However
Americanisation is sweeping the country
and many people favour watching trashy
American TV.

The sheer size of Australia is hard to
understand when you come from a small
country like England. The hugeness of the
country means that there is a great variety
of scenery. From the dusty red central area
around the famous Ayers Rock to the
tropical rain forest of north Queensland as
well as thousands of miles of fantastic,
unspoilt coastlines, this really is a beautiful
country. This is commonly thought by the
Australians and summed up nicely by one
person who told me; "You pommies must
be really stupid to send all your convicts
over here to a country that is far better
than your own. I bet they couldn't believe
their luck!"

Example 9:
Specially recorded dialogues

Even in a language such as Latin it is possible to obtain authentic extracts of language! In this case the text is the transcript of an actual interview that was made with a Catholic prelate during a visit to Rome, which was subsequently broadcast on Vatican radio. Unscripted interviews provide examples of authentic spoken language and can be geared to the topics and areas of language given prominence in the textbook. In this case, it is interesting that the interview touches not only on historical aspects relating to the classical period but includes personal questions about the interviewee and reference to Finland, the home country of the students.

Source:
Title: Via Nova
Author(s):   Sisko Penttilä
Publisher: Werner Söderström OY
Country: Finland
Language: Latin

9.2 PERCONTATIO PATRIS CAROLI EGGER

Via Nova kävi 5.10.1995 tutustumassa Latinitas-lehden toimitukseen ja haastatteli lehden päätoimittajaa pater Carolus Eggeriä. Toimitus sijaitsee keskellä Roomaa lähellä Campo dei Fioria eräässä renessanssipalatsissa. Pater Carolus Egger toimittaa lehteä ja tekee nykylatinan sanakirjaa nimeltä *Lexicon recentis Latinitis*. Latinitas-lehdessä Carolus Egger on kirjoittanut myös Suomesta, ks. sivut 120 ja 121.

Narra nobis de temet ipso.

Ego sum civis provinciae Bauzanensis. Sum Tirolensis. Super regimine fascalium (fasisti) veni Neapolim, deinde Romam ad celebrandum studiorum universitatum. Scripsi quondam epistulam lingua Latina pro summo pontifice, et advocaverunt me. Ita ingressus sum ad urbem Vaticanam. Eram repositus officio documentis litterarum monumentis pontificis Latinis scribendis. Multos annos, intellegis me vitam fere totam egisse in Latinitate Vaticana.

Quid scis de Finlandia?

Paulum novimus et cognoscimus. Sermo vester est difficilis, sed multum gaudes, gaudemus nos omnes, vos studiosos esse linguae Latinae.

Numquam in Finlandia fuisti?

Numquam.

Speramus...

Iam scripsi, anno millesimo nongentesimo nonagesimo septimo fiet conventus Academiae Latinitati Fovendae, cuius sum sodalis.

Venies in Finlandiam?

Propter aetatem fortasse, si valebo, corpore et anima, fortasse veniam.

Speramus.
Narra nobis de primis Christianis.

De primis Christianis iam multa sunt scripta. Urbs Vaticana antea patrimonium Petri appellabatur. Primo ecclesia vocabatur civibus Romanis. Quod Romanum imperium erat dissolutum, deerat auctoritas et summus pontifex, papa, unus erat, qui auctoritatem exerceret post saeculum septimum.

Pragmatic and personal authenticity

Activities which incorporate features of pragmatic authenticity are those which attempt to simulate aspects of realistic behaviour; in particular by building into activities goal-directed tasks. These might be used in connection with various skills. With regard to speaking, activities might take the form of information gap oral tasks or role play and simulations. With regard to reading, students might be required not only to read a text – an advertisement, letter etc. – but to write an appropriate reply. Interestingly, very few of the authors in St Petersburg saw authenticity in terms of the pragmatic type, although various types of communicative activities were a common feature of many of their books. Consequently only three examples are listed in this section.

As stated in the introductory article, personal authenticity is a different type of category from the others referred to, since it is not one that lies in the hands of the textbook author as such, but derives from the students' own personal validation of the learning materials. Nevertheless, authors can go some way to taking into account the students' perspective by taking the students' own world as a starting point for activities and by structuring exercises in such a flexible way that students are given room to make their own interpretation of information and texts.

Pragmatic and personal authenticity are linked by the fact that the authenticity does not lie within language but within the behaviour of the students. Both categories see language learning in terms of the extent to which students consider the language that is being learned to be relevant for them. It could be said that whilst pragmatic authenticity relates to the goals of language learning, personal authenticity is concerned with the starting point of learning.

Example 10:
Authentic tasks: role play

The aim of many textbooks to develop the students' communicative competence in order to perform situation-based tasks appropriately is reflected in the type of role play task found here. Students are 'rehearsing' a situation they are likely to find themselves in in real life when visiting a foreign county. Since they are already familiar with the 'script' of carrying out this task in their first language, they are able to use this information to guide them through the activity. The textbook provides support by adding the necessary realia – the menu – and by selected language prompts. By performing this task students get a feeling of achievement at an early stage of their language learning.

Source:
Title: Touchstone
Author(s):   A. Gvardjanèiè, D. Marguc, J. Skela
Publisher: Zalozba Obzorja Maribor
Country: Slovenia
Language: English

Make up a role play 'At the restaurant'. Work in groups of three or four. Before you start, look carefully at the menu.
Pripravite igro vlog 'V restavraciji'.
Delo v skupinah po tri ali štiri. Preden začnete, si natančno oglejte jedilni list.

SNACKS

Egg & Tomato Sandwich	£ 1.05
Ham & Salad Sandwich	£ 1.35
Cheese & Tomato Sandwich	£ 1.25
Bread & Butter	65 p
Hot Dog	£ 1.20
Egg on Toast	£ 1.10
Hamburger	£ 1.60
Cheeseburger	£ 1.90
Chips	85 p

DESSERTS

Ice Cream (Chocolate, Strawberry, Vanilla)	£ 1.15
Apple Pie	£ 1.15
Chocolate Cake	£ 1.20
Fruit Cake	£ 1.40
Fruit Salad	£ 1.85
Banana Split	£ 1.70

DRINKS

Coca-Cola	85 p
Seven-Up	70 p
Fanta	70 p
Lemonade	90 p
Milkshake (Chocolate, Strawberry, Vanilla)	£ 1.20
Coffee	75 p
Tea	75 p
Juice (Orange, Tomato, Grapefruit)	£ 1.00
Mineral Water	85 p

CUSTOMERS:

Can we have the menu, please?
What would you like to drink?
What would you like to have?
I'd like a/an ...
I'd like some ...
A/An ... for me, please.
That's a good idea.
The same for me.
And for me, too.
I'd like some, too.
How much is that?

WAITER/WAITRESS:

Of course. / Certainly.
Can I take your order?
Are you ready to order?
What would you like to drink?
Would you like something sweet?
Do you want anything sweet?
Here you are.
Thank you.
Who's the ... for?
That's £ ... altogether.

GRAMMAR TIME OUT

Uncountable nouns: mass nouns
Neštevni samostalniki: snovna imena
Zgledi:

three coffees	(= three cups of coffee)
a juice	(= a glass of juice)
two mineral waters	(= two glasses of mineral water)
four teas	(= four cups of tea)
two cokes	(= two glasses/bottles of coke)
five cakes	(= five pieces of cake)
four ice creams	(= four portions of ice cream)

Kadar si prepričan/a, da bo tvoj poslušalec razumel, za kakšno količino nečesa gre, ti je ni treba omeniti. V restavraciji lahko npr. naročiš **three cups of coffee** (tri skodelice kave), lahko pa rečeš samo **three coffees** (tri kave). Natakar bo namreč vedel, da želiš **three cups of coffee**. Na ta način je neštevni samostalnik 'coffee' postal Steven.

Americans eat enough hot dogs a year to stretch to the moon and back two and a half times. It is 385,000 kilometers to the moon.

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Example 11:
Authentic tasks: drama

Two authentic public notices provide a stimulus and context to the following role play activity. This particular role play goes very much in the direction of drama, since it is to be performed by pupils before the class and since it does not focus on roles that students are likely to play in real life. As with many drama and simulation activities, it will need to be 'authenticated' by the pupils - that is seen by the pupils themselves as a valid example of language use. Unlike example 10, the authenticity comes not so much from the task itself but from the stimulus provided by the authentic texts.

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

Task 9 Read *The Victim's Tale*. Work in groups. A friend is going with quite a lot of money to do some shopping. You have the papers that there is a gang of pickpockets operating in area. What kind of advice would you give him or her?

A Victim's Tale

Don't lose out to pickpockets

Keep valuables out of sight. Never carry a wallet or purse in a back pocket. Keep handbags shut and held in front of you.

Task 10 Read *The Pickpocket's Tale*. Work in groups. Imagine the pickpocket has come home after a day's "work". He puts the goods on the table: wallets, purses, a camera, some money small bag.

Then suddenly his mother (or father, girlfriend, brother or sister) enters the room and sees everything. What does he or she say? How will the pickpocket answer? Prepare a role play and perform it in front of the class.

shop-lifting stealing from a shop

mugging attacking people in the street in order to steal money or valuables

pickpocketing stealing money or valuables from people's pockets

vandalism destruction of property

burglary breaking into and stealing from a house

A Pickpocket's Tale

Don't lose out to pickpockets

Keep valuables out of sight. Never carry a wallet or purse in a back pocket. Keep handbags shut and held in front of you.

Task 11 Work in pairs. Choose one of the crimes listed in the box and discuss what the maximum and the minimum punishment should be. Give examples of when you would use the minimum and when you would use the maximum punishment. Present the results to the rest of the class.

Example 12:

Students' own world

This extract is taken from a book which is a very special kind of 'Language for Specific Purposes' course. The very specific purpose in this case is to learn about the city of St. Petersburg, which is the home for users of this textbook. As with any LSP book or content-based teaching, the aim is not only to learn a language but also to acquire information on a specific topic, which students may need, for example as tourist guides. Moreover, students are able to utilise the knowledge they already possess about their home city. This activity therefore combines purposeful use with the 'students' own world' principle and thus has elements of both pragmatic and personal authenticity.

Source:
Title: A Glimpse of St Petersburg
Author(s):   Natalya Kazanskaya and Galina Apshtein
Publisher: Triada
Country: Russian Federation
Language: English

Petersburg has earned the reputation of being one of the most beautiful cities in the world thanks not only to its unique palaces and churches, but also to its inimitable architectural ensembles of streets and squares, parks and gardens.

Birch trees, with their black and white trunks, huge oaks and limes, flower beds and thick hedges are very common features of Petersburg's numerous parks and gardens in this chapter, that's why information on some of them is given below.

Dear friends! We hope you will work on this material in preparation for a trip to the city or just for sake of knowing a little more about it.

The Summer Gardens

Laid in 1704. Area - 11 hectares. Layout geometrical. 2700 trees - mostly limes - 82 marble sculptures. Public gardens with free admission.

Give me roses, the gardens that are second to none
The finest park railings the world ever known

. . . .

I dream in the sweet-scented shade of the limes
Of mainmasts a - creak as in earlier times
And the swan slowly sails through the centuries
Admiring the grace of the double he sees.

Anna Akhmatova

This park, the first in St Petersburg, called the **Summer Gardens** (it got their name from the fact that in summer they were the centre where all sorts of festivities were arranged), was laid out in **1704**. The architectural and sculptural ensemble in and around is one of the most treasured memorials of Russian culture of the early 18th century.

It was a regular garden with a geometrical pattern of crossing alleys and with trimmed shrubs, the statues and fountains symmetrically arranged (to a design of the gardener **J.Roosen**, followed by **I.Surmin**).

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In the times of **Peter the Great** the Summer Gardens were much larger then they are now. They covered what now is the Field of Mars and stretched almost to Nevsky Prospect. Originally the Summer Gardens fountains were provided with water by special mechanisms from the Bezymiannaya River that consequently got the name of the Fontanka River.

Later to improve the water supply the Ligovsky Canal was set up that ended in a pool dug especially for this purpose. By pipes laid along the street that was called Basseinaya Street water was led into the water-tower, and hence into the fountains. This water-pipe, the first in Petersburg, was put into operation in **1725**. In the **1720**s the Lebiazhnaya Kanavka was laid that separated the Gardens from the Field of Mars; the Moika River was made deeper and connected with the Fontanka. Thus the Summer Gardens surrounded by the Neva, the Fontanka, the Moika and the Lebiazhnaya Kanavka became an island.

An ensemble of palaces was built in the Summer Gardens but they did not survive. Two disastrous floods in **1777** and **1824**, destroyed the fountains, pavilions, many trees and marble statues. After the floods the receptions were not restored to their former glory, and balls and receptions were now given at other residences out of town. In the mid of the 18th century some of the nobility were allowed to use the gardens for walks, and twice a week they were open to the public.

In the mid of the 19th century **Nicolas I** issued an edict by which the Summer Gardens were "open to all military officers and decently dressed persons. Common people to wit muzhiks, must altogether be prohibited from entering the gardens". Toward the end of the 18th century the Gardens began to resemble landscape parks which were coming into fashion then. In the 19th century the gardens looked very much like they do today.

Many of the sculptures adorning the Summer Gardens now were put there as long under Peter the Great. They are: the allegorical group- "Peace and Abundance", the busts of John Sobieski, the king of Poland, and Christina, Queen of Sweden "Cupid and Psyche", statues of Nemesis, Geres, Night, etc. The antique Venus can now be seen at the Hermitage. In **1773 - 1786** the famous railing was put up on the side facing the Neva (architects **Yu.Felten, P.Yegorov**).

Much has been written about its perfect proportions, austere outline combined with airy transparency, harmony and beauty, legends have been made up about it. On the Moika side the Summer Gardens are fenced by a low cast - iron railing (architect **L.Charlemange, 1826**), it is ornamented with bas - reliefs representing Medusa Gorgona. In the gardens is situated Peter's Summer Palace built in **1710 - 1714** to the design of the architect **D.Trezzini** in Baroque style. In **1826** the Coffee-house was erected in the back of the Gardens on the site of the grotto to a design by **C.Rossi**. In **1827** the Tea-house was built not far from it by **L.Charlemagne**. In **1855** the monument to the fabulist **I.Kryfov** was put up on the voluntary donations (sculptor **P.Klodt**). In **1839** a vase of pink porphyry was installed on a pedestal and given as a present to **Nicolas I** by Swedish king **Charles XIV**.

Example 13:
Authentic processing of language

Any language use is an act of personal creation and an important aspect of communication is the ability to encode one's own ideas into meaningful form. Particularly in the area of grammar, many textbooks ignore this fact and in the exercises that are given learners are reduced to the role of 'gap-fillers' and 'transformers of sentences', in which they have no opportunity to generate ideas. Whilst it may be argued that any grammar exercise by its very nature contradicts authentic language use, it is nevertheless possible to make the ways in which students have to process grammar in the course of their exercises more authentic in various respects. In this exercise, students have not only to produce correct and meaningful sentences, they also have to have the ideas for these sentences too. This can be seen as a type of personal authenticity since grammar becomes part of an 'act of personal creation'.

149 **WILL/GOING TO? INTENTIONS AND PREDICTIONS**
(83 A, 86 A) ▫

Look at the grammar in the box below and then do the exercise.

Grammar in Combination

Intentions and Predictions
Romeo: *We **are going** to get a dog next week.*
Lizzie: *That **will** be nice. You **will** have a lot of fun.*
Nobby: *No, it **won't**! It **will** bite the postman and make puddles on the floor!*

INTENTION
– *We **are going** to get a dog.*
PREDICTION
– *It **will** bite, it **will** make ...*

Read what is going to happen in Romeo's family. Then make two predictions:
one, a 'good friend' prediction (like Lizzie's) and the other, a 'bad friend' prediction (like Nobby's).

1. My family and me are going camping to Scotland in August.
2. I'm going to have tea with my English teacher on Sunday.
3. My sister's going to work on a farm in the summer holidays.
4. I'm going to fly for the first time next week.
5. I'm going out with a French girl on Saturday.
6. I'm going to play my guitar at a pop concert next week.
7. I'm going to start judo lessons next week.
8. My dad's going to get a new car tomorrow.

Varieties of language

One important aspect of authenticity with regard to language itself is that there is no one single standard form of language but depending on the context in which language is used, on who is using the language and on what purpose language is being used for, it can take on a large variety of forms. Many textbooks therefore attempt to provide students with access to a wide range of language varieties. Textbook authors can do this in various ways, some of which are: to include a selection of different text types, which exhibit their own specific registers; to focus on differences between planned written and spontaneous spoken language; to teach stylistic variation between formal and informal language, both in spoken and written language; to show certain regional or dialectical differences, for example, between British and American Englishes. In practice, this requires us on the one hand to include in our textbooks samples of language which have been produced by a wide range of individuals of different ages and backgrounds and from different geographical regions and on the other, to provide exercises which focus on these varieties, where this is considered appropriate.

Example 14:

Text type: Advertisements

It is important that students are confronted with different text types not only because the language in them differs in various ways but because different reading strategies may be required to process them. For example, advertisements tend to be very economical in their use of language but at the same time contain very dense information. This in turn requires special reading strategies on the part of the student – e.g. scanning for specific information – which can be developed in the framework of providing specific reading activities. In addition, since this type of reading is usually very much 'information-oriented', in contrast to the 'interpretational' reading required by many texts, it lends itself to various follow-up tasks – writing for more details, job interview role play etc. (see second page), which have pragmatic authenticity.

Source:
Title: Your Ticket to English
Author(s):   D. Heindler, R. Huber, G. Kuebel, D. Newby, A. Schuch, K. Sornig,
               H. Wohofsky
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

Reading for information

●● **3.1** **Read the adverts.**

Find out which jobs are in London

❶ CANTEEN ASSISTANT
A reliable hard working person, preferably with cooking experience, is required to assist in the canteen of our modern expanding factory. Hours will be 8.30 am - 2 pm, Monday-Friday. We offer excellent wages and good working conditions.

SIFAN Please write or telephone Personnel Manager SIFAM Woodland Road, Torquay Tel.: 63822 (9 a.m.–5 p.m.)

❷ SHOW ROOM ASSISTANT/MODEL
If you are interested in fashion, attractive, well spoken, size 12, interested in clothes and can type, why not join a young go-ahead crowd of people in the centre of London's fashion? Good Salary, 4 weeks' holiday, staff discount and other fringe benefits.
Please phone Stephen Arnold on 01-560 3445

❸ CAN YOU SWIM? Earn some money this season on one of the loveliest beaches in Wales as a lifeguard. Apply in writing to: The Town Clerk, Town Hall, Bangor, Wales.

❹ JUNIOR RECEPTIONIST
Required for optical practice in the City.
High salary and Luncheon Vouchers, 4 weeks' holiday.
PHONE MISS BARDGETT to arrange an interview
606 2929

❺ JUNIOR MESSENGER 17+
An opportunity for a smart presentable young person with a good knowledge of the City and West End.
Duties include internal and external messengering and postal duties.
Contact Bernard French on
283 3801
for further details.

❻ Dickins Jones
Regent Street, London W1A 1DB
Restaurant and Coffee Shop Supervisor
(5 day week)
Coffee Shop Assistants
(Monday-Friday)
Good Salary and Benefits
Call in or telephone

❼ SALES ASSISTANT
For busy plumbing and heating merchants. 5 1/2 day week, good pay plus commission, experience in selling bathroom, kitchens, heating, electrical in retail or wholesale essential.
Ring or write to:
Mr Newman,
R. and T. Holmes andSons Ltd.
9 High Street,
Histon, Cambridge,
Tel.: 1221.

❽ JUNIOR SHORTHAND SEC
If you have 6 months experience and want a real secretarial job, ring Sheila
480 5641
for more details.
CB PERSONNEL CONS LTP.

❾ UK AND OVERSEAS AU PAIR BUREAU
World's largest Au Pair Bureau offers the best jobs, also as Mother's Helps, Domestics and Nannies.
17 REGENT ST. W1
800 4757
or OXFORD ST. W1
409 1053

❿ EVE
63 FLEET STREET, TORQUAY
Do you like beautiful clothes?
We have a vacancy for an
Attractive Person
with flair and personality for selling fashion.
Please apply in writing to Mr J. Austin at the above address.

●● **3.2** **Read the adverts in detail.**

Find the "job", the "place of work", and "how to apply".
Write the number of the advert in the correct boxes.

Jobs	Place of work	How to apply
☐☐ sales assistant	☐☐ office	letter
☐☐ messenger	☐☐ fashion shop	☐☐☐☐
☐☐ secretary	☐☐ optical practice	
☐☐ showroom model	☐☐ coffee shop	interview
☐☐ receptionist	☐☐ home	☐☐☐☐
☐☐ lifeguard	☐☐ canteen	phone
☐☐ canteen assistant	☐☐ beach	☐☐☐☐
☐☐ shop assistant	☐☐ bathroom & kitchen shop	☐☐☐☐

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•• 3.3   What is necessary for the jobs?

Talk about the requirements for the jobs in the adverts.
Use the words in the table.

	has to needs to	have worked in this job for...		**Experience**
		have experience in	selling bathrooms, cooking. ...	
The applicant for the job in advert number/...	has to needs to	be able to	type. swim. do shorthand. ...	**Ability**
		be good at	typing. selling fashion. ...	
		have a knowledge of the city.		
	has to needs to	be	attractive. smart. quick. ...	**Appearance** and
		have	flair. personality. ...	**Personality**

•• 3.4   Read the letter of application.

Fill in the correct numbers.

1 *Zweck des Schreibens*   2 *Gründe für das Anliegen*   3 *Anrede*
4 *Schluss*   5 *Angaben zur Person*   6 *Berufserfahrung*

☐ Dear Sirs,

☐ With reference to your advertisement in "Girls about Town" I wish to apply
for the au-pair job in the South of England this summer. I could be there
from the beginning or middle of July to the end of August.

☐ I would like to get to know England and improve my English at the same
time.

☐ I am Austrian and I am 17 years old. I attend a commercial school and
have been learning English for 3 years.

☐ My father works as a plumber and my mother is a teacher. I have often
worked as a baby-sitter for friends of the family and I like working with
children. I can also iron clothes and do simple cooking.

☐ I hope I will hear from you soon.

Yours faithfully,
Susanne Mayer

Example 15:

Text type: Personal letters

Personal letters represent a text type that most students both receive and write. The language may often be relatively simple and unlike many text types, they can serve as model texts and be used in the development of productive skills. Genuine personal letters are easy to obtain since they are often written by students looking for penfriends. They have pragmatic authenticity since any letter received will lend itself naturally to a reply.

Source:
Title: Raduga
Author(s):   Katarina Gogová, Stanislav Jelinék et al
Publisher: Fraus
Country: Slovakia/Czech Republic
Language: Russian

В Братисла́ву прие́хала гру́ппа ученико́в моско́вской гимна́зии. Прочита́йте отры́вок из письма́, кото́рое посла́ла из Братисла́вы свое́й подру́ге учени́ца тре́тьего Б кла́сса Ната́ша Смирно́ва.

* Rakúsko-Uhorsko

Example 16:

Spoken language of dialogues

Simulated dialogues are one of the most difficult areas for authors who strive for authenticity. Very often the 'laundering' or idealization of language which is carried out for pedagogical purposes produces a degree of artificiality which pupils may be subconsciously aware of, and therefore lead to alienation. In this particular extract the authors have attempted to build in various natural features of spoken language such as incomplete sentences, slight misunderstandings, hesitation etc. The use of photographs helps to contextualise the dialogue further.

Source:
Title: Und nun Deutsch!
Author(s):   N.D. Galskova, L.N. Jakowleva, M. Gerber
Publisher: Prosveshschenye, Klett Verlag
Country: Russian Federation
Language: German

VORKURS

Daniel: Daniel Krause. Guten Tag!

Jasmin: Hallo, Daniel. Hier ist Jasmin.

Daniel: Hallo, Jasmin!

Jasmin: Daniel, wie geht's? Was machst du heute?

Daniel: Wir sehen fern. Warum fragst du?

Jasmin: Wir? Wer ist das?

Daniel: Markus und ich.

Jasmin: Kommt ihr mit ins Kino?

Daniel: Ins Kino? Hm. Was läuft heute?

Jasmin: Ich weiß nicht. Ich glaube, im „Cinemaxx" kommt „Otto- Der Film". Im „Alex" läuft, glaube ich, „Das Piano" oder „Die Uhr" oder auch „Das Mädchen und der ..."

Daniel: Gut. Und wann beginnt es?

Jasmin: Um fünf oder um acht.

Daniel: Um fünf können wir nicht. Da spielt Borussia-Mönchengladbach gegen Bayern-München. Das müssen wir sehen.

Jasmin: Und um acht?

Daniel: O. K., um acht können wir gehen.

16   sechzehn

Example 17:

Age varieties: children's language

Many of the texts found in school textbooks have been written by adults who are in some cases professional writers. Whilst this is also true of many of the texts we read in real life, it is important that students also have access to text written by their own or similar age groups. Such texts give pupils the opportunity to see how their native speaker peers communicate. These texts were written by two children, aged twelve and seven, and therefore show examples of the type of language actually used by children. The second text is interesting in that it includes some of the typical errors that native speaker children make at this age.

Source:
Title: Your Ticket to English
Author(s): D. Heindler, R. Huber, G. Kuebel, D. Newby, A. Schuch, K. Sornig,
              H. Wohofsky
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

My mum

My mum is a very hard worker. If I didn't have my mum I wouldn't know what to do – she helps me when I cannot do anything. Sometimes I moan and grumble about my mum, but she isn't that bad. If my mum was ill, my family would be in trouble. I sometimes think I do too much, but my mum does more than me. When I am unhappy my mum comforts me, when I am ill in bed my mum cares for me. She does what is good for me. When there is a school trip my mum makes sure everything is all right. She lets me take a packed lunch when I don't like the school dinners. My mum washes all my clothes and makes sure I'm clean. All these things are like being at work in a mixed shop – my mum is everything! She's a cleaner, a bed-maker, a chef or cook, a banker, a tour organiser, a worker in the house, and a nurse. When I have to talk to someone I can talk to my mum and she will understand me and try to make it better for me.

Angela Lowett, aged 12

My Mum teaches Woodwork at my Sister's nursery Scool. She is there to make Shure the children do not hammer their fingers.

I like her when she kisses me and cuddles me.

Katy Cosh, 7yrs

BLUE

● ● **6.2** **Talk about yourself.**

Do you know what your mum or dad does at work?
Do they have to work very hard?
Do they like the job they do?
Would you like to do their job?

● ● ● **6.3** **Spelling is difficult for English children, too.**

Can you find the mistakes in Katy's text?

Example 18:
Register and contextual appropriacy

It is a feature of many modern textbooks that they attempt to teach not only on grammatically correct language but also give consideration to those language forms which may be considered appropriate to a certain context. This extract first focuses on certain common speech functions (giving, accepting, declining invitations) and in a later exercise examines register differences between them. The aim of this 'language awareness' is to heighten pupils' awareness of and feeling for different stylistic levels.

Source:
Title: Your Ticket to English
Author(s):   D. Heindler, R. Huber, G. Kuebel, D. Newby, A. Schuch, K. Sornig,
              H. Wohofsky
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

● **2.3** **Imagine you want to give a party on Sunday.**

1. Invite your friends. Ask them to come to your party.

A	B	A
Are you doing anything on …? Are you free on …? Can you come to …? Would you like to come to …? Do you want to come to … ?	Yes, I am. No, I'm not (free then). Yes, okay. Yes, thank you, I'd love to come. Thank you, that's very kind of you. I'm afraid, I can't. I'm sorry, but I'm …	Oh, good. I'm glad you can come. Oh, that's a pity. Well, never mind.

2. Why can some of your friends not come? What else are they doing then?

Example: *Sarah is playing volleyball, Martin and his friend are…*

●● **2.4** **Invitations**

List in the order of politeness:

1 = most polite, 4 = least polite

Suggestion

☐ Do you want to…
☐ I wonder if you would like to…
☐ Would you like to…
☐ What about going to…

Accepting

☐ Thanks. That would be great.
☐ Thank you, I'd love to.
☐ Thank you, that's very kind of you.
☐ Okay.

Rejecting

☐ I'm afraid I can't.
☐ Sorry, I can't.
☐ You must be joking!
☐ No, I can't.

●● **2.5** **Role play**

Use the phrases from exercise 2.4 to prepare dialogues. Act them in class.
Be careful not to make them too impolite or too polite.

1. Girlfriend to boyfriend: Swimming with me?
   Boyfriend: ++

2. Uncle to boy: Football match?
   Boy: –

3. Headmaster to Mayor: School concert?
   Mayor: +

4. Pupil to teacher: End-of-term-disco?
   Teacher: –

Learner autonomy

Learner Autonomy

Anne-Brit Fenner

Learner autonomy is a complicated concept to define. It does not merely mean that the learner is self-sufficient and independent. Autonomy in foreign language learning is more of an 'attitude' or even a philosophy than a methodology. It is not concerned with one specific method, but allows for any method which the individual leaner finds beneficial to his[1] learning purposes.

Autonomy and the textbook

Autonomy is based on the conviction that all learning is individual. As such, the whole idea of developing autonomy may be difficult to reconcile with the use of a textbook in the foreign language classroom. Almost all textbooks are collections of texts and tasks structured by the author in a way he considers best for teaching and learning a foreign language and in addition, most textbooks define the progression of such learning. The illusion that all learners not only use the same learning strategies and encounter similar problems simultaneously, but that there is a certain progression common to all learners, is one that is sometimes shared by foreign language textbooks and teachers alike. If, however, our aim is to promote individual learning and diversification, any attempt to organize the learning process for *all* learners in *one* particular way, may be regarded as an obstacle. The question therefore arises: can a textbook be used if the learning process varies from one student to another?

I believe that certain aspects of learner autonomy can be promoted with the textbook as a useful tool. By adhering to certain principles in the texts and tasks provided, the book can assist and promote an approach to self-directed learning. Various approaches towards learner autonomy in the textbook can initiate a necessary change of focus in the classroom from teaching to learning and from teacher to leaner. I will, however, maintain that these approaches can only be seen as small steps in the right direction: most of the process must be directed by the learner himself.

What is learner autonomy?

In attempting to define learner autonomy I will discuss some of the existing definitions of the term. Holec gives learner autonomy a rather far-reaching definition: 'the ability to take charge of one's own learning', which he then specifies as 'to have, and to hold, the

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1   I have chosen to use the masculine pronouns *he/ himself/ his* to cover both genders.

responsibility for all the decisions concerning all aspects of this learning,' (1981: 3). But what does this mean? Trebbi argues (1996: 290) that 'taking charge of one's own learning' is a tautology as no learning takes place unless the learner is in charge; it is a prerequisite of learning. As textbook writers and teachers, we can provide good materials and create good conditions for learning, but learning itself is impossible without the learner actually taking charge. What is different between the traditional classroom situation and situations where autonomy is applied is that the learner in the latter is given the opportunity to take charge of the learning activities.

It is clear from Holec's definition that we are concerned with learning and not teaching. Learning is an individual process: learners are all different, their backgrounds and experiences vary and they will consequently encounter new knowledge, presented to them either by the textbook or the teacher, in different ways.

Underlying the concept of autonomy is constructivist psychological theory. According to this, we attempt in an on-going process to make sense of the world around us based on our previous experience and pre-knowledge. 'A person's processes are psychologically channelized by the ways in which he anticipates events' (Kelly 1953: 46). Further Kelly states that we anticipate events by 'construing their replications' (1953: 50), which in simpler terms means that we interpret them so that they assume meaning. In themselves they carry no meaning; meaning is applied by the individual who interprets. We differ from each other in the way we construct events and we have different approaches to our anticipation of the same events (1953: 55). Consequently learning processes are individual, based on the learner's pre-knowledge and can only be monitored by the learner himself. In classroom terms this means that each learner will encounter the foreign language and the material through which he is expected to learn the language in an individual way, which varies from one learner to the other. It follows that focus has to be on the individual learner and on his needs in the learning process. What consequences does this have for textbook authors?

If we return to Holec's definition of autonomy (1983: 3), he goes on to explain the 'decisions concerning all aspects of this learning':

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition (rhythm, time, place, etc.)
- evaluating what has been acquired

This definition of autonomous learning describes a fairly complex process, and one which does not come naturally to the learner. It has to be learnt, at least in a traditional school context, and the textbook can function as a good tool in providing guidelines or 'scaffolding' (Bruner 1994). Bruner applies the term 'scaffolding' to the support and assistance given by adults in a child's learning process. The implication is that the support can be removed gradually as the child manages to take charge. I believe that the textbook

can have a similar scaffolding function, but 'scaffolding' should be seen as a dynamic force and not a static entity.

Autonomous learning is seen by Holec as a double process. On the one hand, it entails learning the foreign language; on the other, learning how to learn. Thus autonomous learning reaches beyond a school context: it is a life-long process of constantly developing awareness.

The learner's choice

The learner's choice is central to Holec's definition. He regards it as a necessary means to develop autonomy. This does not mean that all the learners make one choice as a group, but that each individual in the classroom chooses. As we have seen in Kelly's theory of personal constructs, the individual aspect is essential to learning. Knowledge is not an objective entity that can be passed on from the teacher or the textbook to the learner; learning has to be monitored and controlled by the individual learner. Only the learner himself has insights into his own pre-knowledge and is, therefore, the only person who is capable of establishing the necessary relationship between what he already knows and the new material presented to him. This necessitates a shift in the classroom from teaching to learning, and from teacher to learner.

If we believe that textbooks can play a role in promoting learner autonomy, we need to examine in what ways. It is easily presumed that it is primarily through working with the tasks and exercises in the textbook that learning takes place. But when the learner is given the opportunity to take charge of the learning situation, all the material provided by the textbook is equally important because it carries potential for learning. In an autonomous learning environment the learner may take charge of all kinds of material and use it to further his own learning. The tasks can only be regarded as suggestions which the learner might reject or replace by his own.

In order to provide the learner with choice, a certain scope is required so that he can use the texts and the tasks which he is given, or which he chooses himself, according to his own personal interpretation, interests and needs. One consequence is that there must be room for freedom of choice for the individual or for groups of learners. It is important that learners are shown ways to explore this freedom and that they understand what freedom of choice entails. Through a rich variety of texts, genres, tasks, approaches and methods they can learn how gradually to make qualified choices that will suit their own personal learning processes.

How can textbook authors accommodate this? I would like to give a few examples of what I see as some of the learner's options that a foreign language textbook can provide:

- choice of subject-matter
- choice of different types of texts
- choice of different levels

- choice of varying amount (of texts and tasks)
- choice of approach to a text
- choice of tasks
- choice of approach to tasks
- choice of progression

The first three options are equivalent to what Holec refers to as content (1983: 3). Different types of texts means a variety of written and oral genres. There is no need for all the learners in a group to concentrate on the same text at the same time. It is also possible to accommodate a choice of levels in a textbook. If there is a wish for learners of diverse ability to concentrate on a particular content, it can be the task of the textbook author to provide for this possibility. Adapted and simplified versions of texts can be placed alongside the original version, and then it is up to the learner to choose which version he wants to read. Each learner also has to decide how much he can cope with within a given period of time, in other words, determine his own progression.

The textbook will, of course, have only a limited number of options with regard to the learner's choice of content. Still, there should be sufficient material for the learner to choose both subject-matter and genres. When he reaches a certain level of awareness of his own learning, he will realize that he needs or wants to go beyond the textbook to search for more material. The tasks can also encourage the learner to bring other material into the classroom.

The same text can be approached in a variety of ways. Tasks which show learners different approaches to texts will encourage diversification and personalization. Through a choice of tasks the learner will become aware of different methods and techniques that can further his language learning.

In addition to a variety of texts, the learner must be provided with sufficient scope for personal interpretation by means of open-ended tasks. This, in turn, entails that teachers and textbook authors do not stand between the learner and the text by interpreting it, or worse, digesting it on behalf of the learner. On the other hand, we have to be aware that the student has to *learn* how to make qualified choices, a process which can be assisted by both teacher and textbook.

It should be possible for the learner to use the material in the textbook in such a way that he can determine some of his own objectives. This entails being able to choose which texts and which tasks will suit his purpose, or that the texts and tasks can be used in different ways for different purposes. Through personal interpretation, negotiation, self-evaluation and discussion between learners, and between learner and teacher, an individual awareness of learning can develop. The textbook can initiate and encourage such an awareness-raising process.

If the learner is to have the opportunity to choose his own approach to a text without the teacher standing between learner and text in an attempt to interpret and simplify, it is

important that the text has both quality and potential. There must be certain qualities inherent in the text that different young learners can use to further their learning. Some learners might choose to concentrate on a specific linguistic problem; some on learning new words and expressions; some on analysing the plot of a story, the characters, the point of view, certain cultural aspects, etc. A constructed textbook text which focuses on a specific linguistic feature, rarely has the necessary diverse potential for furthering individual learning. Authentic texts have far greater potential as 'they have been written for a communicative purpose' and as such 'they are more interesting than texts which have been invented to illustrate the usage of some feature of the target language'. (Little, Devitt & Singleton 1994: 24) The 'flat' text created for the teaching of a foreign language is usually not challenging or interesting enough to the young learner. It fails to awaken the interest of young learners because it lacks conflict, or if there is a trivial conflict, it is usually solved by the end of the text and leaves little up to the student's imagination and interpretation.

An authentic text, including one that the learner finds difficult to cope with, can be challenging and can give the learner a chance to interact with the text, trying to interpret it in terms of what he already knows, and thus learning something new. This gives the teacher the role of assistant to the learning process that goes on in each pupil. 'The teacher does not try to transfer knowledge, but makes her/his own knowledge available to the learners, and is herself/himself at their disposal to assist them in their various learning projects' (Trebbi 1996). By discovering features which arise from personal interest and which serve their own purposes, either alone or in cooperation with others, the learners will have plenty of material to convey to each other and to discuss in a social learning process. Such classroom communication can be about topics which individuals or groups of learners have worked on, what they have found interesting, about strategies they have employed in coping with texts, etc. Through spoken or written communication with other learners and with the teacher, metalanguage and awareness of learning will develop.

To promote autonomous learning textbooks should, therefore, place sufficient authentic texts at the learner's disposal so that he can choose a text which he finds interesting, or at least, a way of approaching a specific text which accommodates his needs and interests. Authentic texts are also essential for discovering language as culture and as models for the learner to develop his own texts. The tasks in the textbook must encourage the learner to diagnose his own needs, assist his formulation of purposes, and point out the multiple possibilities inherent in a text, for enjoyment, analysis and learning.

Learning styles and strategies

If the learner is to be allowed freedom of choice in order to find material to suit his objectives, the textbook cannot determine the progression for all learners as one. According to Little (1991: 7) 'the learner generates his own purpose for learning; in pursuit of those purposes he determines not only the content of learning but the way in which learning will take place.' In Holec's definition of autonomy, the learner selects his own methods and techniques to be used. This is done from his own needs and as a result of his past experience.

In order for the learner to discover which methods and strategies might suit his learning purposes best at any given time, he needs to practise a series of approaches. Many young learners have a fairly limited 'repertoire', mainly because they have not been exposed to sufficient diversity of approaches. Given a completely free choice, they choose within their own rather narrow scope (Fenner 1995). The textbook can open up a variety of new ways to approach the learning material. By gaining a wider experience, the learner will master more techniques which he can employ to further his own learning. If the textbook contains a rich variety of methods in the form of suggestions and options, all the time leaving it up to the learner to choose and add his own suggestions, the learner's experience will increase and the scope within which his choices are made will widen. In this way he will be able to discover his own learning styles and find strategies which will suit his personal learning process. This is something the learner has to experiment with. The textbook can, however, illustrate a variety of suggestions for tasks which will provide the learner with examples on which he can model his own personal approaches. After trying them out, the learner will know what types of tasks, styles and strategies he finds useful for his own purposes and will be able to employ these according to personal needs or wishes, and will gradually be able to develop his own.

It is important in self-directed learning that the tasks that are used are open ones, where there is room for diversity of outcome depending on the individual learner's interpretation. Trying out various possibilities is one way of testing personal hypotheses and getting feedback.

Reflection and awareness

An essential aspect of autonomous learning is that the learner develops awareness of language and learning. 'It is essential that an autonomous learner is stimulated to evolve an awareness of the aims and processes of learning and is capable of critical reflection' (Dam 1996: 2). Developing awareness does not come naturally to most learners; it is the result of conscious effort and practice. If the textbook is meant to be a tool which can assist the process of evolving autonomy, developing language and learning awareness is part of the process, and must also be encouraged in the textbook.

Classroom communication and reflection on learning can be encouraged by questions and tasks in the textbook. Metacommunication about learning may include such issues as:

- what the learner already knows
- what the learner wants to/needs to learn
- reflection on choices made
- reflection on outcome
- what has been learnt

Together with material for self-evaluation at different points, questions connected to these and similar issues may provide the basis for a process of developing learning

awareness. By performing or formulating specific tasks and answering questions on various aspects of his own learning process, and then making the answers topics for discussion in the foreign language, the learner develops both his learning awareness and his linguistic competence.

Being able to express himself about his own learning in the foreign language has wider implications than just developing linguistic competence. According to Kelly 'A person must phrase his experience to make sense out of it' (1963: 52). By writing and speaking about his experience, the learner develops awareness of his personal process of interpreting and learning. Vygotsky stresses the interrelationship between thought and language in a similar way. 'Thought is not merely expressed in words; it comes into existence through them.' (1934/91: 218). Talking about the learning experience is consequently important not only for developing linguistic competence and awareness, but also for developing thinking.

By advocating the inclusion of such tasks and topics for discussion in the textbook, I do not intend to exclude the teacher, but merely suggest that such tasks can make the learner less dependent on the teacher, and slowly make him see ways of becoming a more independent language learner and user. If the learners are involved in different activities in the classroom; if they read different texts or approach the same text in different ways, they will learn different things. Diversification of content, purpose, method, strategy and reflection guarantee more interesting topics for classroom discussion than is the case in a traditional classroom, where everybody tries, with varying degrees of success, to cope with the same material in the same way. Moreover, conveying individual interpretations to peers and teacher enhances linguistic competence as well as learning competence.

Conclusion

There is one aspect of learning which is not taken into account in Holec's definition, namely the social aspect of learning. Autonomy 'entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person.' (Dam 1995: 1). Learning a foreign language is an interactive, social process. For me, learning a language is also a dialogical process, where the dialogue can be between the teacher and the learner or between the learner and the text, but where it is essential also to accommodate for the learning process as a dialogue between learners.

In order to further learning as a social process textbook writers have to give the students a chance to interact with each other. This requires tasks where the dialogue is authentic, by which I mean tasks where the outcome is not defined in advance. The traditional classroom dialogue is very often one of pretence and illusion, and in reality, a monologue. The type of exchange in which the teacher asks questions to which he expects a correct answer is an illusory, not an authentic dialogue. As the teacher already knows the answers, the questions are a pretence or a ritual, confusing an activity which consists purely of reproduction and control with one of language production. This is also the case where the learner performs written tasks requiring a correct answer. I am not rejecting these ritual tasks as useless in

language learning, merely stating their limitations so that we do not mistake them for being authentic dialogues. They are what I choose to term monological dialogues. Because they contain no scope for personal interpretation and language production, they are uninteresting in an autonomous learning context. The dialogical dialogue with an unpredictable outcome is the only type of classroom dialogue that will further autonomy.

This is where the real challenge lies. If textbook writers can create tasks and options which leave room for personal interpretation and scope for autonomy, and where, consequently, the outcome is unpredictable, the teacher joins a process of learning in collaboration with the learners. In order to manage this in the classroom, we have to realize that learning a foreign language is not an end in itself; language is a tool for communication, and communication is always *about* something. It is about interpreting and creating meaning.

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Learner autonomy: List of principles

In the course of the St Petersburg workshop participants were invited to draw up in small groups a list of principles or examples which, in their opinion, illustrated aspects of learner autonomy. The following lists represents the results of this group work and also of the subsequent discussions that have taken place in the networking sessions. It was agreed that many of these points could be taken into account by textbook authors.

Reflection
1. Students reflect on their choices
2. Students reflect on learning

Objectives/levels
3. Students are aware of their own short and long-term objectives
4. Students determine their own level (internal differentiation)
5. Students establish their own rate of learning

Evaluating learning
6. Students correct their own errors
7. Students assess their own learning progress (retrospective/checklist)
8. Students monitor their own learning (ongoing)
9. Students plan, develop learning strategies
10. Students monitor their own language and that of other students

Learning styles and strategies
11. Students monitor their own learning strategies
12. Students choose their own learning strategies
13. Students systematise and summarise information
14. Students develop examination skills and strategies

Materials and classroom activities
15. Students choose content of learning, based on interests and needs (what materials)
16. Students choose their own tools for learning – means, materials (dictation, grammar etc)
17. Students set or choose their own learning tasks
18. Students evaluate their own learning materials
19. Language use across the school curriculum
20. Students bring their own materials into class
21. Students are aware of a variety of approaches
22. Students are aware of the rationale underlying different approaches
23. Students choose (and reject) activity types/texts
24. Students decide on the quantity of activities
25. Students are given every opportunity to make use of their knowledge of the world
26. Personalization in exercises and activities
27. Students develop social aspects of learning by group work etc.

External resources
28. Students use dictionaries, grammar books
29. Students use self-access materials
30. Students use information technology

Learner autonomy in practice: examples and comments

In this section we shall provide some examples from the materials presented at St. Petersburg which show how authors have attempted to integrated some general principles of learner autonomy into their materials. They will be commented under the following headings:

- Reflection
- Objectives and levels
- Evaluating learning
- Learning styles and strategies
- Materials & classroom activities
- External resources
- Language awareness

Reflection

An essential part of developing learner autonomy is the student's ability to reflect on his own learning process. In order to evaluate and plan his learning progress, the student has to be able to reflect on various aspects of learning. This reflection will often be based on choices made by the learner. A textbook that aims at assisting the learner's development towards autonomy should contain a wide scope of choice for the learner. This can be choice of topics, texts, levels, tasks and strategies. But choice only serves a purpose in the learning process if it is made the focal point of reflection. Through certain textbook tasks the learner can develop his ability to reflect on his own choices, his strategies, his learning materials and his learning. Qualitative reflection is a prerequisite of language awareness as well as learning awareness. Through reflection and self-evaluation the learner will develop his ability to plan the next step in his own learning process.

Example 1:

Students reflect on their choices

(Questions to ask yourself)
In this activity students are first asked to reflect on their likes and dislikes. This can be regarded as an early stage in the process of developing the ability to make qualitative choices. The next step is a reflection on choice of task and choice of level of text. The learner gets an opportunity to reflect on the consequences of his choice on his learning process. Reflection will make the learner better equipped to discover his own needs and to decide on which steps to take to improve his learning.

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

Word Power:

matter sak
A staffroom
   lærerværelse
note melding
whether enten
ceiling tak
melt smelte
break friminutt
go missing forsvinne
B bell klokke
invent finne opp
imagine tenke seg
headline overskrift
strange rar, underlig
rhyme rim
rhythm rytme
syllable stavelse
C similar lignende
pretend late som
D recall huske
rule regel
fault feil
occasion anledning
wasp veps
sting stikke
swell up hovne opp
E layer lag
fashion mote
prefer foretrekke
tease erte
iron stryke
despise foakte
manner måte
pros and cons
   fordeler og
   ulemper
G geography geografi
translate oversette
bill regning
chatter prate
gift evne
German tysk

Project Work

Here are some topics for project work:

- A school newspaper
- Poetry
- School of the future
- Learning a foreign language

Some ideas for presenting the outcome of your work:

- A poetry collection
- A poetry reading
- Posters
- A newspaper

Questions to ask yourself:

1 What did I enjoy most in this chapter? Why?
2 Did I make the right choice of tasks? Why? Why not?
3 Did I choose the right version of Judith Kerr's novel? Why? Why not?
4 What is important for me to think about when I make choices?
5 What have I learnt from my choices?

Example 2:

Students reflect on their learning materials

It is important that learners should be able to reflect in a critical fashion on their own reactions and feelings to various aspects of a textbook and to consider how useful they find it in supporting their own learning. In turn, this will help them to develop a more general ability: to recognise that not all materials and exercise types are equally useful for their own personal learning styles and to select those which they find more useful. This sample is a questionnaire that is given to students at the end of the school year. It supports the idea that the textbook is not there to impose on the students but to provide a service to them. It also supplies useful feedback for the textbook authors, as indicated in exercise 7.

Source:
Title: Pathway to English
Author(s):   E. Comisel, R. Popovici (project managers) et al.
Publisher: Oxford University Press
Country: Romania
Language: English

QUESTIONNAIRE ADDRESSED TO THE STUDENTS ABOUT
'*PATHWAY TO ENGLISH*' COURSEBOOK
Grade 9

Read the following questions and answer them. Ask for your teacher's help if you need to.

1. In general did you like the units ?

   Tick : Yes or No.   **Yes**   □

                                           No   □

2. What did you like about it ?
   Tick one or more.   **The texts**   □

                                      The exercises   □

                                      The topics   □

                                      Other (please specify) □

3. Which exercises did you find :
                        interesting _____
                        boring _____
                        difficult _____
                        easy _____
  Write the unit, the lesson, the number of the exercise and the page.

_____

4. Which exercises did you like best? Write the unit, the lesson, the number of the exercise and the page.

_____

5. Which exercises did you like least? Write the unit, the lesson, the number of the exercise and the page.

_____

6. Which of these activities did you find difficult ?
   Tick one or more.
                             Listening and Understanding   □
                             Speaking   □
                             Reading and Understanding   □
                             Writing   □
                             Project work   □

7. Is there anything else you would like to add? Your comments would be very helpful. You can use the back of the page for more comments.

_____
_____
_____
_____

Thanks a lot for your help !

The authors

Example 3:
Students reflect on their learning

This task covers a wider scope of reflection than example 1. The student is first asked to reflect on the knowledge gained on a specific topic. Traditionally this kind of question is asked by the teacher in order to control and evaluate the student's learning and knowledge. In that case the student is easily tricked into believing that he learns for the satisfaction of the teacher and not for himself. If the textbook asks the student to reflect on the knowledge gained, it is easier for the learner to understand the real purpose of learning. Next the learner is asked to reflect on his writing skill and how this can be improved. The task also asks the student to reflect on previous work which will then form the basis for further learning. The final question is concerned with reflection on language learning as a social process.

A **celebration** feiring
wedding bryllup
B **opportunity**
anledning
greeting hilsen
C **spirit** ånd
candle stearinlys
broomstick
kosteskaft
fly flue
mouldy muggen
D **superstitious**
overtroisk
toad padde
bat flaggermus
F **harvest** høst
turkey kalkun
H **charcoal** trekull
crib krybbe
clay leire
ham skinke
I **marry** gifte seg
purse pengepung
fireplace peis
J **heap** haug
stuff stappe
K **ribbon** bånd
admit innrømme
pattern mønster
holly kristtorn
Scout speider
ridiculous latterlig
suffocate kvele
tissue silkepapir
wig parykk
M **ignorant** uvitende
disgusting
motbydelig
N **escape** flykte
deserve fortjene
suffer lide
sausage pølse
cabbage kål

Project work

Here are some topics for project work:

- Religious festivals, Christian, Jewish, Muslim, Hindu, etc.
- St Valentine, Hallowe'en, Thanksgiving or other celebrations
- The signs of the Zodiac

Some ideas for presenting the outcome of your work:

- A magazine
- A musical performance
- A Christmas pantomime
- Horoscopes

Questions to ask yourself:

1 Which holidays in different countries do I know something about?
2 How can I improve my writing?
3 What projects have I done so far?
4 What forms of presentation have I chosen?
5 Have I used the opportunity to vary my/our presentations enough?
6 What do I prefer – working in pairs, in groups or on my own? Why?

Objectives and levels

In a school setting it might be difficult for the learners to determine all the objectives in relation to their foreign language learning. The syllabus will limit their choices to a certain extent. Still it is necessary for the autonomous learner to be aware of his or her objectives, short-term as well as long-term. It is on the basis of these objectives that learners can evaluate themselves, realise their needs and plan new steps in their learning processes.

When individual learners determine their own objectives from needs or interests, they will also have to take charge of their own rate of learning. Being aware of and determining one's own objectives entails an awareness of what one already knows and what one has to learn. Inherent in this is a knowledge of one's own capacity. In an autonomous setting it is the learner who has to determine the level he can cope with, as opposed to traditional classrooms, where the teacher decides what differentiation is required.

Example 4:

Students determine their own level

Many textbooks use a system of 'internal differentiation'; that is to say, the authors provide a graded system of texts or exercises, sometimes indicated with symbols. In many cases it is the teacher who decides which stream, set or individual pupil will do which particular exercise. In this example, however, it is up to the students themselves to decide whether to read the simpler of more difficult text. On the one hand, this will enable them to find the appropriate level of language and on the other to reflect on their own ability and motives.

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

G   When Hitler Stole Pink Rabbit

Judith Kerr was born in Berlin and left Germany in 1933 to escape from the Nazis. This novel is based on her own experience.

One day Anna, the main character, and her brother are rushed out of Germany in secrecy, away from everything they know. Their father is wanted by the Nazis – dead or alive. For a while the family stays in Switzerland before they move to Paris. As the Germans occupy France, they have to escape to England.

The following episode takes place in Paris where Anna goes to school and has to learn French, which she finds terribly difficult.

Learning a Language

There are two versions of this text. This is the easier one. If you want to read the original version you will find it on page 217.

They were expected to do an hour's homework each day, to learn history and geography by heart, to write essays and study grammar – and Anna had to do it all in a language which she still did not understand.

She just sat and stared at her homework instead of doing it. Her work seemed to be getting worse. In class she often knew the answers, but it took her so long to translate them into French in her mind that it was usually too late to give them. She was getting tired of trying.

One day when she was sitting over her homework Mama came and looked at her book. It was maths and all Anna had written was "Problems" at the top of the page. She had drawn a line round "Problems" in red ink. Then she had decorated the line. At the sight of it Mama exploded.

"No wonder you can't do your homework!" she shouted. "You put it off until you're too tired! You'll never learn anything at this rate!"

This was so exactly what Anna felt that she burst into tears.

"I do try!" she cried. "But I just don't seem to be able to do it!" She dripped tears all over "Problems".

"Of course you can do it!" said Mama. "Look, if I help you... But Anna shouted "No!" quite violently.

"Well, you're not able to do any homework today," said Mama and walked out of the room.

Anna was wondering what to do when Mama came back with her coat on.

"I have to buy some fish for supper," she said. "Come with me

When Hitler Stole Pink Rabbit

by Judith Kerr

Learning a Language

When Anna went back to school she found that she had been moved up. Madame Socrate was still her teacher but the work was suddenly much harder. This was because her class was preparing for an examination called the 'Certificat d'etudes" which everyone except Anna was taking the following summer.

"I'm excused because I'm not French," Anna told Mama, "and anyway I couldn't possibly pass."

But she had to do the work just the same.

The girls in her class were expected to do at least an hour's homework each day after school, to learn whole pages of history and geography by heart, to write essays and study grammar – and Anna had to do it all in a language which she still did not completely understand. Even arithmetic which had been her great stand-by now let her down. Instead of sums which needed no translation her class were doing problems – long complicated tangles in which people dug ditches and passed each other in trains and filled tanks with water at one rate while siphoning it off at another – and all this she had to translate into German before she could even begin to think about it.

As the weather became colder and the days darker she began to feel very tired. She dragged her feet walking home from school and then just sat and stared at her homework instead of getting on with it. She suddenly felt quite discouraged. Madame Socrate, mindful of the coming exam, no longer had so much time for her, and her work seemed to be getting worse rather than better. No matter what she did, she could not reduce the mistakes in her dictation below forty – lately they had even climbed up again into the fifties. In class, even though she often knew the answers, it took her so long to translate them into French in her mind that it was usually too late to give them. She felt that she would never be able to catch up and was getting tired of trying.

One day when she was sitting over her homework Mama came into the room.

"Have you nearly finished?" she asked.

"Not quite," said Anna, and Mama came and looked at her book. It was arithmetic homework and all Anna had written was the

100

Evaluating learning

Self-evaluation is an essential part of learner autonomy. In order for the learner to become aware of his own needs, a continuous process of evaluation has to take place. Learning is seen as developing relationships between what the learner already knows and the new material he is faced with. His pre-knowledge is a determining factor in further learning. The autonomous learner will use his existing knowledge and skills as a basis for his next steps in the learning process. Traditionally, it is the teacher who evaluates the learners and many students are not used to evaluating their own learning. As it is only the learner himself who can be fully aware of his own knowledge and how he learns, teacher evaluation is not sufficient. Through various tasks in the textbook the learner can be encouraged to evaluate his own learning process. Textbook tasks of this kind often consist of checklists of diverse aspects of the learning process, content, language use, grammatical issues, skills, cultural aspects and strategies. In order to assist the learner in developing awareness of learning, the answers to the checklist must form part of the basis for further language learning. In order to encourage the development of autonomy, it is important that the textbook also includes open-ended questions to assist evaluation of learning.

Example 5:

Students assess their own learning progress (ongoing checklist)

The checklist is organised under headings of the four skills, use of specific aspects of language, cultural aspects and strategies. It is intended that students should continually refer to this list so that they can monitor their ongoing progress as they continue through the book. Most of the check points ask the learner to reflect on whether or not he has achieved specific content aims. By filling in this type of checklist the learner may become aware of his own knowledge and shortcomings in the use of the foreign language. It may, therefore, replace the teacher's assessment and serve as a starting point for further reflection on the student's own learning progress. The authors have chosen to given these checklists in the students' mother tongue, rather in the target language, French.

(Note: the list consists of 4 pages, only 2 of which are shown here.)

Source:
Title: C'est ça!
Author(s):   Elaine Cullen, Isabelle Fortanier, Betty McMahon
Publisher: The Educational Company of Ireland
Country: Ireland
Language: French

Be the captain of your ship

Like a pilot or a captain you have to be in control of your learning progress.
This is a check list to help you find out what you **can do** or **can't do yet**, and what
strategies you use to cope with difficulties.

Draw one of the following faces in the grid
depending how happy/confident you feel about these things ☺ 😐 ☹.

You should do this on a regular basis and go back sometimes to see if you can still
do these things. This check list could be very useful to you when you are revising for a test.

Listening

I can understand	?
people giving street directions	☐
people talking about places of interest in their town/region	☐
people talking about housework	☐
messages about housework left on an answering machine	☐
where people/things are located in a house	☐
what people are going to do at the weekend	☐

Culture
I know

some monuments in Paris	☐
about how Paris is divided into 'zones'	☐
some differences between shops in France and in Ireland	☐
about some places of interest in Lyon	☐
more about families in France (e.g sharing housework)	☐
about the French daily routine and I have compared it with the Irish one	☐
about the use of the 24 hour clock in France	☐

Strategies
What I do

when I listen

I get 'tuned in' beforehand by looking at the question	☐
I try to anticipate/predict the content beforehand	☐
I can disregard information I don't need to answer a question	☐
I can listen a second time to find out more difficult information	☐

when I speak

I can use the example to help me with pair work	☐
I can say I don't understand something	☐
I can confirm information by repeating it	☐

when I read

I can use a dictionary	☐
I can sometimes listen to the text on a cassette	☐
I can predict the content of the text from the title, the introduction, the photographs or pictures	☐
I can extract the main points of the text	☐

Example 6:

Students assess their own learning progress (retrospective checklist)

Here are three examples of checklists which are available to the student at the end of each unit in the textbook. In order to answer the options in the checklist, the learner has to reflect on a wide range of skills and abilities: being able to talk about specific topics, functional areas such as expressing opinions or giving orders, situational components (interviewing people about accidents), meaning-oriented grammar, stress and intonation etc. Clearly, the lists relate to objectives that have been set in the respective unit and not only help to clarify these objectives but also serve the purpose of revision.

Source:

Title:	Your Ticket to English
Author(s):	D. Heindler, R. Huber, G. Kuebel, D. Newby, A. Schuch, K. Sornig, H. Wohofsky
Publisher:	Österreichischer Bundesverlag
Country:	Austria
Language:	English

5. Self-assessment

	Yes	No	CB		Yes	No	CB
1. I can say how someone is.	☐	☐	91	7. I can say how an accident happened and what problems it caused.	☐	☐	95
2. I can express an opinion.	☐	☐	92				
3. I can give an order.	☐	☐	92	8. I can report what someone said (past perfect).	☐	☐	96
4. I can say why accidents happened.	☐	☐	93				
5. I can describe past events and activities (past progressive).	☐	☐	94	9. I can use an adverb to describe how people do certain things.	☐	☐	WB 69
6. I can interview people about accidents.	☐	☐	95				

6. Self-assessment

	Yes	No	CB		Yes	No	CB
1. I can give information about how I spent my holidays and how much I liked it.	☐	☐	5	5. I can recognise strong sounds in phrases.	☐	☐	10
2. I can interview people about their holidays.	☐	☐	7	6. I can give advice to people who want to go on mountain tours.	☐	☐	11
3. I can write a report about my holidays.	☐	☐	8	7. I can express regret about the things I have done.	☐	☐	13
4. I can identify things and people by using a contact clause.	☐	☐	9	8. I can say what would have been different.	☐	☐	14

6. Self-assessment

	Yes	No	CB		Yes	No	CB
1. I can say how certain I am about where people come from.	☐	☐	27	4. I can say why people in certain jobs need to speak English.	☐	☐	33
2. I know the names of at least ten languages.	☐	☐	27	5. I can say how well people can speak foreign languages.	☐	☐	34
3. I can say how many foreign languages I can speak and how well. And I can also say where I or how I learnt it.	☐	☐	31				

Example 7:

Students monitor their own learning (ongoing)

This task asks the learner to answer a series of questions in order to assess different aspects of his learning process. Most of the questions are retrospective, but the answers form the basis for determining what the next step in the learning process will be. The student is first asked to discover the aim of the activity and then to evaluate his own progress in relation to this aim, thus personalising the task and making the learner become aware of and reflect on the new knowledge gained. In the following questions the learner is asked to reflect on his own understanding of a text. The questions are organised in a 'top down' approach which can also serve as a way of showing the learner one possible way of approaching a text. Then the student is asked to reflect on his use of learning aids. Through answering the questions the learner will become aware of various aspects of his own learning processes, which will lead to an awareness of his own needs for further learning and thus form the basis for the next steps. In the last question the student is asked to reflect on remedies for improvement.

(Note: the author has provided an English translation for the purpose of this publication)

Source:
Title: Ik leer/Ik spreek Nederlands
Author(s):   Gilbert De Samblanc
Publisher: Editions Labor Bruxelles
Country: Belgium
Language: Dutch

VRAGENLIJST

Wat was het doel van deze activiteit?	
Heb je het doel bereikt? (Eventueel) waarom niet?	
Heb je de tekst globaal begrepen?	
Heb je alle woorden begrepen?	
Wat heb je gedaan om de onbekende woorden toch te begrijpen?	
Heb je een woordenboek gebruikt?	
Indien ja: voor welke woorden?	
Had je problemen met grammaticale elementen?	
Indien ja: met dewelke?	
Hebben sommige culturele aspecten problemen opgeleverd?	
Indien ja: dewelke?	

Remediatie

Wat kan je doen om je prestatie te verbeteren?

QUESTIONNAIRE

What was the aim of the activity?	
Have hou reached the aim? If not: why not?	
Did you understand the text globally?	
Did you understand all the words?	
How have you managed to understand the unknown words?	
Did you use a dictionary?	
If yes: for which words?	
Were there grammatical elements you didn't understand?	
If yes: which ones?	
Were there cultural elements you didn't understand?	
If yes: which ones?	

Remediation

What do you intend to do to improve your performance?

(translation)

Learning styles and strategies

All textbooks have some sort of structuring principle; in many cases they are structured by topics or themes. Such a structure also entails a structuring of the students' learning. Using the textbook will be an important determining factor in the student's learning process. The textbook provides the learner with opportunities for learning, but it also limits the learner's choice. It is, however, possible, through the textbook, to present the learner with options and ways of developing their own learning styles and strategies. The textbook can provide the learner with models of a variety of learning styles and strategies through diverse tasks and suggestions of how to approach texts and tasks. In this way the textbook can become a tool that the learner can use while trying out different types of activities, and thus he can gradually develop his own styles and strategies.

Example 8:

Students develop their own learning management strategies

Students are often told *what* to learn but not *how* to learn. In this extract, which is printed at the beginning of a textbook, the students are given advice (learning tips) on how to apply various management strategies when working outside of the classroom – i.e. doing homework, revising or preparing for tests. The purpose of these tips is to encourage students to become aware at a metacognitive level that learning can be structured and supported and to apply those strategies they consider appropriate to their own learning.

Source:
Title: Your Ticket to English
Author(s):   D. Heindler, R. Huber, G. Kuebel, D. Newby, A. Schuch, K. Sornig,
                H. Wohofsky
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

LEARNING TO LEARN – LERNTIPPS

HI, FOLKS! THIS IS GOING TO BE A LONG YEAR ... BUT KEEP SMILING. IF YOU NEED ANY HELP, I'LL BE THERE TO HELP YOU (AND SO WILL YOUR TEACHER).

WUFF

Im Buch verteilt findest du viele Lerntipps. Sie sind mit 🅛 gekennzeichnet. Wie viele kannst du finden? Hier gleich der erste: Es ist ein guter Anfang, sich in dem Buch, mit dem man lernt, auszukennen. Das Suchen nach den Lerntipps wäre doch gleich ein Anlass, dieses Buch durchzublättern, um zu wissen, was alles drin ist.

Test 1: Verteilt lernen

Verteile den Stoff für Prüfung oder Schularbeit auf etwa eine Woche – mach dir einen Zeitplan und halte ihn auch ein! Stundenlang büffeln bringt nichts – teile den Lernstoff in bekömmlichere Portionen.

Test 2: Stoffgebiete abgrenzen

Schreib dir eine Liste von dem, was du zu lernen hast – bist du unsicher, frag die Lehrkraft.

Test 3: Einen guten Lernplatz suchen

Wenn du konzentriert lernen willst, schalte alle Störquellen aus: Fernseher, Musik, das Haustier soll draußen spielen, das Telefon sollen andere abheben – häng ein Schild raus: „Bitte nicht stören!"

Test 4: Vor dem Lernen

Versuche dich vor dem Lernen zu entspannen, vielleicht so: Spanne nacheinander die Muskeln deines Körpers einige Sekunden lang fest an: Hände, Rumpf, Beine, Gesicht und lass dann los. Falls du lieber eine Viertelstunde lang kopfstehst – das geht natürlich auch!

Test 5: Pausen beim Lernen

Wenn du einen Abschnitt deines Lernplanes fertig hast, mach eine kurze Pause und entspanne dich. Schau in die Luft, hör ein bißchen Musik. Sportliche können auch für fünf Minuten in den Handstand gehen. Danach kannst du leicht wieder Neues aufnehmen.

Test 6: Abwechslung beim Lernen

Ähnliche Lerninhalte nicht hintereinander lernen; z.B. sollen Vokabeln nicht unmittelbar nach den Verbformen gelernt werden!

Test 7: Schwieriges wiederholen

Was dir beim Lernen besonders schwergefallen ist, wiederholst du noch einmal vor dem Einschlafen. Dein Gehirn verarbeitet diese Inhalte noch, während du schon träumst. Keine Angst: Alpträume kriegt man eher vom Fernsehen.

Example 9:

Students choose their own learning strategies

This extract consists of on a set of guidelines on how to work on a specific problem, in this case spelling. It appears in a teachers' book, which accompanies a school textbook. The guidelines are followed by a case study, often an efficient way to make the learner face problems that 'belong' to somebody else. In developing autonomous learning, it is sometimes hard for the student to find solutions to his own problems. The same student might find it easier to cope with a 'case' and be able to give suggestions for strategies that can be employed in order to reach a specific aim. After encouraging the application of learning skills in the case study, the learner is asked to choose among a wide variety of strategies for coping with English spelling. The final part suggests different ways of memorising the spelling of the word. In this way, students can choose whichever way or ways correspond most closely to their own preferred learning styles.

Source:
Title: Happy English
Author(s):   V. Kuzovlev, Lapa, Peregydova
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

A set of guidelines on how to work on English spelling.

English spelling is extremely difficult although there are some practical and useful hints which can help you to write and read English words correctly. You should:

1. Read the word paying attention to the reading rules.
2. Pay attention to the particular features of the spelling of the word.
3. Close your eyes and try to write the word in your own mind.
4. Compare the word you've just written with the original.
5. Write the word from memory.
6. Check it with the original once again.

If there are some difficult words to remember, you can do the following things:

a) Imagine that you are writing this word in white on a black board, and vice-versa. Do this exercise several times.
b) Write the word several times. (2-3 lines)

Sample task on encouraging the application of learning skills.

Your brother is upset: he got a poor mark on his English dictation.
What would you suggest he do to improve his spelling of English words?

Sample task on checking the learner's learning skills

"How to learn English spelling"

Choose the variant which suits you best.

A.
1. Read the word aloud.
2. Spell it letter by letter, paying attention to its spelling peculiarities.
3. Close your eyes and write the word in your own mind.
4. Recall the word and write it in y copybook.

B.
1. Read the word aloud, paying attention to its spelling rules.
2. Spell the word, paying attention to its spelling peculiarities.
3. Close your eyes and write the word in your own mind.
4. compare the word you've just written with the original.
5. Write the word from memory.
6. Check it with the original once again.

C.
1. Read the word aloud.
2. Spell the word.
3. Write the word letter by letter in a copybook.
4. Check it with an example.

Materials & classroom activities

It is in the very nature of a textbook that it contains both texts, and other materials, and activities, exercises and tasks. Materials and classroom activities can be presented in various ways in order to integrate certain principles of learner autonomy. A move towards learner autonomy will mean that pupils will take a reflective and critical attitude to these learning tools and have and exert a greater choice in whether and how to use these materials. They will be encouraged to take a more active role in activities by themselves being seen as a source, rather than a consumer, of materials, knowledge and ideas.

Example 10:

Students choose content of their learning based on their own needs.

This page at the end of a chapter on the topic of Native Americans and The Wild West presents the students with suggestions for project work. After having worked with authentic texts on various aspects of a clash between two cultures, the students are given a choice of what content they want to explore further. The textbook suggests a variety of options related to the topic, the students can choose any of these or find their own topic related to the material. They can decide for themselves what they want the link to be. The suggestions point in different directions so that the learners have an open choice and can define their own needs and interests within the suggested topic.

The questions concentrate on two features in the chapter, content and various genres. The students have to evaluate and reflect on what they have learnt about a specific topic as well as about text genres. This evaluation will make them aware of their own needs when they plan what to work with next.

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

E possess eie
feeble svak
clean-cut glattbarbert
progress fremskritt
leftovers rester
claim krav
proud stolt
mistreat mishandle
treaty avtale
paw skrape med foten
sod jord
pageant opptog
drill drille, eksersere
purpose hensikt
servitude slaveri,
   trelldom

F raven ravn
encourage oppmuntre
surface overflate
spring kilde
basin her: fordypning
dull kjedelig
stagger sjangle
beak nebb
squint-eyed skjeløyd
log vedkubbe
strangle strupe, kvele
wrench rykk
bill nebb
scatter strø

G cattle kveg
herd bøling, buskap
buckshot (dyre)hagl
mayor borgermester
badge skilt
gambler hasardspiller
suspect mistenkt
trapped fanget i en
   felle
cock spenne hanen på
six-shooter seksløper

Project Work

- Native Americans in the USA
- Aboriginals, Samis, Inuits, Kurds, or other indigenous peoples
- Norwegian emigration to the USA
- A famous Native American
- A famous person from the Wild West, for example Annie Oakley, Billy the Kid, John Wesley Hardin, Butch Cassidy, Calamity Jane.
- The American cowboy

You may, of course, find your own topic related to this chapter.

Some ideas for presenting your work:

- An interview
- A debate
- Posters
- A survey
- A slide show
- An exhibition

Questions to ask yourself

1 What have I learnt about Native Americans?
2 What have I learnt about the USA in this chapter?
3 Which new genres have I come across?
4 Which genres can I write myself?
5 Which genres do I need more practice with in order to use them myself?

Example 11:
Students produce their own materials for learning

In the past there has been the tendency for teachers and learners to see the textbook as *the* source of information, rather than as *one* resource, which may be supplemented by many others. In this extract the textbook provides information on certain countries and proposes an activity in which students collect more information on this topic. Thus the book both provides a model and encourages the students to take on an active role. This 'springboard' function provides an important link to project work, which is increasingly a feature of many modern school syllabuses, and helps students to collect and organise their own materials.

Source:

Title:	Pathway to English
Author(s):	E. Comisel, R. Popovici (project managers) et al.
Publisher:	Oxford University Press
Country:	Romania
Language:	English

your **portfolio**

1   Discuss the information on some countries in the English-speaking world. Why, historically, do people in these countries speak English?

Factfile: Canada
Pop: 24,000,000
1st lang. spkrs. Eng: 17,000,000
History:
  1713: Brits take Nova Scotia & Terra Nova.
  1763: All Fr. territories (in Canada) taken by Brits.

Profile of the USA
Situated south of Canada, the United States has a population of about 230 million. Of these people, about 215 million speak English as their first language. Immigration of English speakers to the United States began in 1587 when three ships left England for the New World. In 1620 the Mayflower sailed across the Atlantic Ocean from Plymouth. One hundred English pilgrims settled in what now is the State of Massachusetts.

Factfile: Jamaica
Pop: 2,300,000
1st lang. spkrs. Eng: 2,300,000
History:
  1494: Columbus discovers on 2nd voyage to New World
  1655: Jamaica, Spanish territory, taken by Brits.

Factfile: South Africa
Pop: 30,000,000
1st lang. spkrs. Eng: 2,000,000
History:
  1652: Cape Town settled by Dutch.
  1806: Cape Town captured by Brits.

Factfile: Australia
Pop: 15,000,000
1st lang. spkrs. Eng: 14,000,000
History:
  1770: James Cook reaches N. coast of Aus.
  1788: Eng. prisoners settle Sydney

Factfile: New Zealand
Pop: 3,000,000
1st lang. spkrs. Eng: 3,000,000
History:
  1770: Capt. Cook reaches N.Z. via S.Africa
  1838–40: Brits colonise N.Z.

Percentage of first language speakers of English
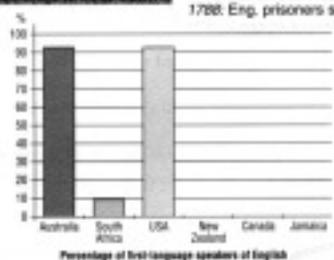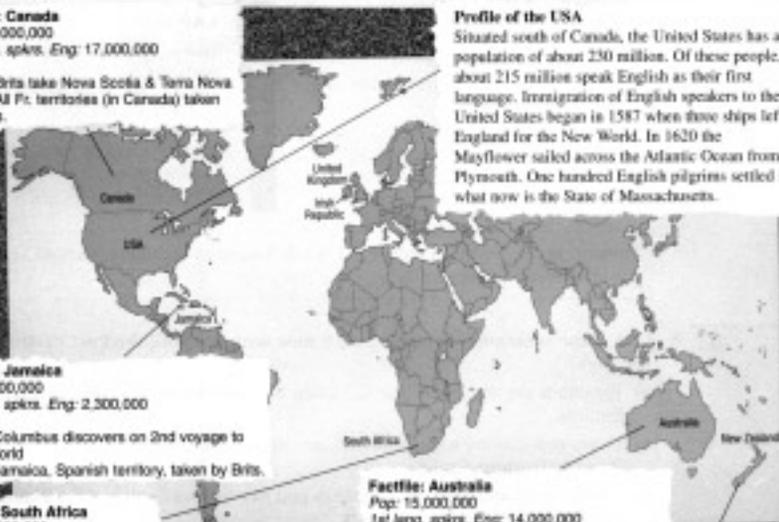
2   Produce your own map of the English-speaking world. Include:
   a) a completed graph with information from other countries on the map;
   b) two more country profiles based on the one of the USA;
   c) a factfile of the USA based on the factfiles of the other countries.

Steps   1 In your project group, plan your map.
   2 Complete the tasks (a), (b) and (c), in pairs or individually.
   3 Put your work together to produce a map of the English-speaking world.
   4 Present your map to the class.

Example 12:

Students are given every opportunity to make use of their own knowledge of the world

The central aim of this activity is that students should expand their knowledge of some major world religions or other beliefs. However, rather than present the information as a written text, which would reduce the reader to a passive consumer role, an activity is first given which encourages students to activate their own knowledge in this field. Cue words help to prompt a brainstorming process and the boxes help students to structure the ideas they come up with. This process is then supplemented by short texts which may either confirm the students' knowledge or provide new information.

Source:
Title: Ik leer / Ik spreek Nederlands
Author(s):   Gilbert De Samblanc
Publisher: Editions Labor Bruxelles
Country: Belgium
Language: Dutch

GELOOF

jonge mensen aan het woord over geloof

Opdracht
De woorden hieronder passen bij één of meerdere vormen van geloof.
Schrijf ze in het juiste vak.
De tekst en de illustraties zullen je helpen.

vergadering	kerk	Mohammed	synagoge
telepathie	monkee	jood	koran
Thailand	heilige rivier	bijbel	wijsheid
moslim	Ganges	olifantenkop	Jom Kippoer
kapel	horoscoop	verbranden	
Jezus	Mekka	kaarten	

JUDAÏSME

ISLAM

MAGIE, ASTROLOGIE, TAROT

KATHOLICISME

BOEDDHISME

HINDOEÏSME

LEER VAN JEHOVA

123

Annelies is KATHOLIEK

„Ik ga elke zondag en alle andere feestdagen naar de kerk. Voor ik aan tafel ga, maak ik een kruisteken en bid. Ook voor het slapengaan doe ik dat. Mijn vriendinnen kijken soms raar op, maar ik ben dat zo gewoon van toen ik klein was.
Mijn oma bidt ook nog de rozenkrans[1], ik niet. In de meimaand, de maand van Maria, ga ik in ons dorp samen met een groep mensen bij de kapelletjes bidden en zingen. Ja, ik geloof heel erg in God, in Jezus en Maria."

Abel (Marokko) volgt de ISLAM

„Christenen volgen de bijbel, wij moslims hebben de koran. Allah is onze enige God. Mohammed is zijn boodschapper[2]. De moskee is onze bidplaats. Wij bidden vijf keer per dag in de richting van Mekka.
Van ons wordt verwacht dat we een deel van ons geld aan de armen geven. Gedurende de viering van de Ramadan (dat duurt vier weken) moeten we vasten[3]. Mannelijke moslims moeten één keer in hun leven een reis naar Mekka maken."

Wesley IS GETUIGE VAN JEHOVA

„Ik geloof heel sterk in de bijbel. Mijn ouders ook. Wij bestuderen de bijbel, zien wat er gebeurd is en ook wat nog moet komen.
We hebben geen eredienst[4], maar wel vergaderingen. We bestuderen dan samen een bijbels onderwerp. Ik ga naar een gewone school en heb goede contacten, maar mijn echte vrienden zijn allemaal Jehova's getuigen."

Eli volgt het JUDAÏSME

Eli is een orthodoxe jood.
Hij maakte voor ons een soort van abc van de religieuze feesten van de joodse religie. Deze feesten zijn gebaseerd op de bijbel.
Chanoeka: een populair feest dat in december wordt gevierd. We branden dan acht dagen lang kaarsen.
Jom Kippoer: een plechtig feest in september rond het joodse nieuwjaar.
Pesach: dit is het belangrijkste en oudste feest. Het herdenkt de bevrijding van Israël in Egypte. Elk joods gezin komt dan samen voor een pascha- of seidermaaltijd.
Poerim: een feest op het einde van februari of het begin van maart. We herdenken dan de bevrijding van de joden in Perzië.
Sabbat: de zevende dag van de (joodse week). Wij bezoeken dan de synagoge.

Nels gelooft in MAGIE, ASTROLOGIE, TAROTKAARTEN en WAARZEGSTERS

„Er is veel dat we niet kunnen zien. Ik geloof dat er mensen zijn met speciale gaven die contact kunnen hebben met de doden. Telepathie, déjà vu, we worden er allemaal mee geconfronteerd. Ik heb ook cursussen gevolgd in astrologie. Niet de astrologie die men in tijdschriften vindt. Nee, het maken van horoscopen die rekening houden met de plaats waar je geboren bent, het uur en de stand van de planeten en de sterren tijdens de geboorte. Soms ga ik naar een waarzegster of kaartlegster. Het meeste van wat ze voorspellen, komt uit[5]."

De jongeren die hier aan het woord kwamen, wonen allemaal in België. We schreven ook een brief naar twee jongeren die in Azië wonen: Tara uit India en Chiang uit Thailand.

Tara (India) volgt het HINDOEÏSME

Tara stuurde ons een lange brief.
We citeren hieruit:
„'s Morgens ga ik baden in de rivier. Dat maakt heilig. Dan ga ik naar de tempel bloemen en voedsel brengen voor mijn god. In huis is er een hoekje met een beeld van Ganesa. Dat is een god met een olifantenkop. Ik bid heel vaak tot hem om geluk te hebben."

Chiang (Thailand) is BOEDDHIST
Chiang schreef ons:

„Boeddhisten streven[6] naar goedheid en wijsheid zonder een persoonlijke god. We vereren[7] wel Boeddha. Dat is de naam die wij gegeven hebben aan prins Siddharta Gautama, die ongeveer 2500 jaar geleden leefde en onze leermeester is."

1. rosaire, chapelet / 2. messager / 3. jeûner / 4. culte / 5. s'accomplir / 6. viser, aspirer à / 7. adorer

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Example 13:

Students are given every opportunity to express their own feelings

The term 'personalisation' is sometimes used in connection with tasks and exercises and refers to the fact that pupils are encouraged to make use of their own ideas, feelings, knowledge, opinions etc. Personalised activities help students to engage more strongly with topics and with language since they are able to make their own personal contribution of ideas, which serves as a basis for their language use. This extract is taken from a set of 'English across the curriculum' materials, intended for the teaching of history and social studies through the medium of English. The overall aim of this section is to help students understand how conflicts and wars begin. In order to do this, the authors make use of the concept of empathy – the ability to identify with how others think and feel – and provide activities which require students to consider their own reactions to anger and aggression as a starting point to the discussion.

Source:
Title:	English across the Curriculum Series
Author(s):	Stuart Simpson, Irmtraud Kuchl
Publisher:	Österreichischer Bundesverlag
Country:	Austria
Language:	English

II. The seeds of conflict

① Look at the pictures below and describe what has happened between Mr White and Mr Black.

② Then listen to the story of Mr White and Mr Black.
 This is called "**the escalation of a conflict**".

③ Have you ever felt so angry that you wanted to hit someone?
When was that? What were your feelings at the time? What were your feelings afterwards?
Did you hurt someone? Could there have been another solution?

④ Imagine you had a diary. How would you describe the incident?

If you continue to be angry with someone, it will destroy your relationship with that person. A conflict can escalate not only between people but also between groups of people and between countries.

Here are four reasons why conflicts escalate between countries. Usually the conflicts end in war.

Reasons for war

Imperialistic reasons	Nationalistic reasons	Economic reasons	Religious reasons
to get more land and to become more powerful	to get back national freedom if the country is part of an empire to which it does not want to belong	to get better resources: good farmland, rich mines, seaports for ships, military bases, oil, etc.	to spread religious beliefs

8

External resources

Although in many classrooms the textbook takes a central role as a resource of language input, a source of information and as a means of guiding or structuring learning, it is only one of many resources. Autonomous learners will be willing to seek other tools of learning and in this the textbook author can provide support in helping to reduce over-dependence on the textbook, which may be a feature of some classrooms. In recent years, as access to both information sources and authentic language has increased considerably, textbooks and teachers have explored various ways in which information technology and other sources can be incorporated learning structures.

Example 14:

Learners make use of additional resources for gathering information

As with example 11, this activity shows how many textbooks play a role in initiating project work. In this particular example the authors allow the learners a considerable amount of choice: the project topic, form of presentation, time management, organisation etc. In addition, the textbook focuses on the aspect of information gathering. It does not provide necessary information itself, but suggest resources – internet, encyclopedias etc – that the students may make use of to carry out the chosen task.

Source:
Title: Point of View
Author(s):   Tormod Smedstad
Publisher: Det Norske Samlaget
Country: Norway
Language: English

Some of the things you could do

Have a quick look through this UNIT and choose two things that you want to know more about: Madame Tussaud's, Buckingham Palace, Chelsea, The Underground, The Isle of Man ...

Decide together with your teacher how you want to present what you find out and when to do it.
(Find out whether you should do it on your own or in a group.)

*

Find out more about London in an encyclopedia or have a search on Internet! Make a note of some of the facts you find (weather, history, theatres, football, galleries...)!
Maybe you could use one of these addresses:
- http://www.city.net/countries/united_kingdom/england/london
- http://web.bu.edu/abroad/english/london

*

Find brochures about London at a travel agency. Maybe you could make a poster where you present London?

*

Projects?
- Make a "radio-programme" where you present London or the Orkneys. Use facts from this UNIT. Decide what *you* think is important.
- Find a school in London that you can write to (e-mail?). Find similarities and differences compared with your own school-life.

*

Maybe you could make a list of texts and exercises in this UNIT and plan what to do together with your teacher?

Language awareness

Most textbooks provide some kind of focus on systemic aspects of language (grammar, vocabulary, speech functions etc). In more traditional approaches one main way of teaching grammar is for the textbook to 'present' grammar by showing examples of language use and to explain the rules underlying this usage, and in the case of vocabulary to explain words either by translation or by a glossary (explanation).

An awareness approach to language, however, will recognise that the learner is already both a competent user and acquirer of language in general, who possesses a certain knowledge of how language operates, and will attempt to provide activities and tasks which encourage the student to activate this knowledge when confronted with new or unknown items of language. One reason for adopting this approach is the wish to involve learners more actively in the learning process so that they can attempt to come to understand how language works on their own terms and in ways that are meaningful to them. As a result of this view of language learning, it becomes the task of the textbook not to provide explanations and answers but to structure activities in such a way that students can explore and make sense of language systems. The following three activities illustrate different aspects of language awareness.

Example 15:

Students' attention is focused on formal and functional aspects of language

This extract focuses on discourse aspects – coherence and cohesion – of a text, in this case the structure of an 'opinion essay'. A model text is provided, which serves as an object of analysis. The analysis first focuses the students' attention on the global information structure of the text and does this by providing guided questions and an ordering task. Following this, the students' attention is guided to cohesive devices (to my mind, at first sight etc.). The task takes the form of a series of questions so that at all times the students are actively considering the function of the various language elements. In a final stage, a grammatical category - the gerund - is given prominence. The format of 'focused questions' enable students to activate their latent knowledge of language in general and encourages an 'inductive' approach, in which rule formulation emerges from analysis of language.

Source:
Title: Pathway to English
Author(s):   E. Comisel, R. Popovici (project managers) et al.
Publisher: Oxford University Press
Country: Romania
Language: English

II Remember the format for an 'opinion essay' and arrange paragraphs A, B, C, and D below in the correct order. Answer the questions.

Introduction → Personal opinion and reasons → Others' opinions → Conclusion

a) What is the topic sentence in each paragraph?
b) What does it express?
c) Whose point of view is expressed in the text?
d) Is "very" a superlative?
e) What are the three underlined expressions used for?

My Life – My Point Of View

A To my mind, the ideal situation is a satisfactory combination of duty and pleasure. To that very purpose, I have worked hard to devise a special rack which can be fastened to practically any type of bicycle. When the **washing** is done I just hang it on the new "dryer" and away I ride. As I see it, my invention is the answer to people **enjoying** the pleasures of **exercising** outdoors while doing something for cleanliness at the same time. This is no small thing nowadays.

At first sight it does seem a crazy idea, like all great ideas, in fact. But, on the other hand, isn't it even crazier to waste your life **waiting** for your clothes to dry on the balcony while there's such a fresh breeze outside?

Actually, there is something which really worries me in connection with my invention. It's street pollution, the exhaust fumes which end up on my **washing** and make it look dirty. Not that I can help it, though.

Well, I suppose I could change my route.

B On balance, I'd say that the advantages of my bicycle dryer outweigh the possible disadvantages. For this reason, I highly recommend it to all those hard pressed for time and, in particular, to bicycle fans with housework responsibilities. It will never fail you.

C It is a perfectly normal thing to try to improve your life in every respect possible. Have you ever thought how much we miss by **doing** only one thing at a time? It would be infinitely better if, for example, people could spend fewer hours on their domestic chores. Of course, I'm not opposed to **lending** a hand with the housework, only that never fails to leave very little time, if any, for me to indulge in my favourite pastime, which is **riding** my bike.

D Needless to say, there will always be those who will see my bicycle dryer as an indirect invitation to indecent public behaviour. I can see how they shake their heads in disbelief, I can see their reproachful look as I pedal by. They probably think that nobody should "parade" their washing in the streets but I feel very strongly that I'm doing the right thing and I've always done my best not to offend anyone.

f) Is it a synonym for "it goes without saying"?
g) What does the abrupt conclusion hint at?
h) Could you use "all in all" instead?

INFO

How the telegraph was invented
Samuel F. B. Morse, a penniless artist returning from Europe on the ship Sully, got the idea for the telegraph at a shipboard dinner. Hearing talk of a recent discovery that men could send electricity over any length of wire, he spent the rest of the voyage making notes and drawing diagrams. When he left the ship, he told the captain, "Well, Captain, when you hear of the telegraph one of these days as the wonder of the world, remember the discovery was made on the good ship Sully."

Example 16:

Students reflect on/become aware of how they use language

The aim of this activity is that students reflect on the different reasons underlying the choice between active and passive voice. This is an oral activity in which students work in pairs or groups and discuss their answers. In most examples there is not a single 'right answer' but students rely on their own experience of and intuitions about language to assess the meaningfulness and acceptability of possible answers. In doing so they should recognise that language is not a closed system but consists of choosing meaningful options. The question at the end of the exercises shows an inductive approach to rule formulation. (see example 15)

Source:
Title: Grammar for Communication: Exercises and Creative Activities
Author(s):   David Newby
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

197 ACTIVE OR PASSIVE? (118) ⇨

Change it back!
Try to change the following sentences into the passive.
Then read them and decide how they sound. If you think they sound better in the active form, change them back. Write down your final choice.

1. My sister had a baby last week.
   A baby was had by my sister last week. (??????) ACTIVE!
2. A flash of lightning knocked him into the river.
3. My sister knocked my front teeth out with a baseball bat.
4. My mum married my dad in 1965.
5. A bishop married my mum and dad.
6. They painted their house during the holidays.
7. Rembrandt painted this picture.
8. Four girls kissed me at the party.
9. She kissed her boyfriend in front of the headmaster!
10. I used mum's computer last night and broke it!
11. Pupils use computers at our school but they often break them.
12. The dog jumped over the fence.

Why do you think some sentences sound better in the active and others in the passive?

Example 17:

Students use discovery approaches to acquire new language

In discovery approaches it is the task of the student him/herself to discover the rules underlying certain grammatical choices. It is the task of the textbook or teacher not to explain grammar – as in traditional approaches – but to structure the discovery process by providing examples of language for analysis and by setting tasks and questions. In this activity the focus is on why speakers use past tense in so-called indirect or reported speech. It is intended for students who have not yet been confronted with this area of grammar, though they are familiar with other uses of this tense. It is important principle of discovery that students first activate relevant knowledge before they move on to new elements. For this reason, in the initial stage students consider more global functional elements of the text and then fill in verb forms which serve to steer their attention to the past tense. They will then use a process of analogy to generalise the rule they already know for the use of past tense to the similar use which occurs in reported speech.

Source:
Title: Your Ticket to English
Author(s):   D. Heindler, R. Huber, G. Kuebel, D. Newby, A. Schuch, K. Sornig, H.Wohofsky
Publisher: Österreichischer Bundesverlag
Country: Austria

Reporting what someone said • *Berichten, was jemand gesagt hat*

•• 3.1 What do they do in these dialogues?

Write the numbers in the boxes. Then complete the report.

1 Asking for information : asked
2 Giving information : said, told
3 Making a suggestion : suggested

Dialogue	**Report**
☐ Tourist: Can you go skiing near here?	This morning I met an English tourist who ...
☐ Mary: Yes, certainly. Can you ski well or are you a beginner?	me if he could go skiing near here. I ... him if he could ski well or if he was a beginner.
☐ Tourist: Oh, I'm quite good. I go every weekend.	He ... me that he was quite good because
☐ Mary: Well, in that case you can go to the Dachstein.	he went skiing every weekend. I ... that he could go to the Dachstein. He ... he didn't
☐ Tourist: I don't know it.	know it. So I took him there.
☐ Mary: Well I'll take you there.	

••• 3.2 Discover the rule.

The underlined verbs are in the past tense.
Can you guess why?

WUFF'S
GRAMMAR
SPOT

			Über ein Gespräch berichten
I asked him if he		could ski well. was a beginner.	*Fragen*
He	**said** **told** me	(that) he	was a good skier went skiing every weekend. didn't know it.

Antworten

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Cultural Awareness

Cultural Awareness

Anne-Brit Fenner

Most educators would agree that cultural awareness is an important aim in foreign language teaching. There are, however, differing views on what cultural and intercultural awareness is, and how learners can be encouraged and assisted in moving towards this goal.

In considering cultural awareness in relation to textbooks, I would first like to discuss the term in a wider educational and methodological context. In this context I find it useful to look at two different ways of defining education: according to the Oxford Dictionary the term can mean 'instruction' or it can mean 'development and personal growth'. If we, as textbook authors, regard our task solely as providing reading material and exercises in order to transmit a set of skills that might enable the learner to cope in a foreign country, we are faced with a purely instrumental and utilitarian view of foreign language teaching.

This is the traditional view of teaching culture, which has its roots in teaching methods long before the advent of a communicative approach to language learning with its focus on the learner. Instruction by the teacher or textbook followed by exercises designed to make the learner merely reproduce or copy language rather than produce his or her own, is very difficult to combine with the development of personal awareness on the part of the learner. If we only try to provide a body of knowledge, hoping that it can be transferred to the learner by the teacher or the textbook, we reinforce what Bourdieu (1994) calls 'symbolic power'; i.e. we enforce, through our choice of teaching material, our own values upon the learners without giving them a chance to develop a critical awareness of this knowledge. And in so doing, we manage to preserve our own set of values. If, on the other hand, we regard education as 'development and personal growth', our aim must be to give the learner opportunity to develop cultural knowledge, competence and awareness in such a way that it might lead to a better understanding of the foreign culture, the 'other', as well as of the learner's own culture, the 'self'.

The former definition of education, 'instruction', falls into a category of teaching where the relationship between teacher and learner, or textbook and learner, can be categorized as a subject-object relationship (Skjervheim 1992). In a cultural awareness context, the encounter between one's own and the foreign culture can be seen in terms of a similar type of relationship, with the foreign culture as object while 'I, myself' and 'my culture' constitute the subject. In such a relationship it will always be the aim of the subject to impose its own cultural values upon the object. Historically and politically, the relationship between colonial powers and their colonies can be characterized and recognized in this way. In a foreign language learning context such a view, conscious or unconscious, may result in an attitude towards the foreign culture which enhances symbolic power instead of resulting in cultural awareness as a basis for developing empathy and tolerance. Rather than remaining in a subject – object relationship with the learners within which they are 'instructed' or taught about culture, textbooks and teachers need to open up ways in which learners can gain

insights into the foreign culture in a subject – subject relationship; in other words, a dialectic process between equals. Is it possible for textbook authors to provide material and tasks which can assist such a process?

What to teach?

Before trying to come up with answers, we need to examine how cultural knowledge and cultural and socio-cultural competence are dealt with in many foreign language textbooks and classrooms today. Teaching culture has focused mainly upon two aspects:

a) teaching *about* the foreign culture

b) teaching and learning of socio-linguistic and socio-cultural behaviour within the framework of a communicative approach

As far as a) is concerned, traditional textbooks have contained a series of texts, often created by the authors, *about* the foreign culture, followed by reproduction exercises with the aim of learning and accepting facts. The knowledge taught in such a context has, in some countries, been termed 'background' or 'civilization' in English, 'Landeskunde' in German. The word 'background' is in itself quite revealing if we analyse what view of culture is inherent in this type of teaching. It implies forming the background to something else, namely language, which is in the 'foreground', and, therefore, must be regarded as more important. This view creates a dividing line between culture and language, seeing them as separate entities rather than two aspects of the same. However important the facts in themselves may be, the language in which they are presented, and what the learners are supposed to do with the facts, are a crucial means of developing cultural awareness.

Textbooks for primary and lower secondary school have dealt with b) through dialogues and patterns of ritual speech acts of what to say in specific situations followed by, for instance, role play exercises of similar situations. This methodology in its extreme form resulted in coursebooks which were almost devoid of content.

If our aim is to give learners an opportunity to develop cultural awareness, neither a) nor b) is sufficient. Both are important, yet there is something missing. In order to find out what this is, I believe it is necessary to take a closer look at what we today conceive of as 'culture'.

Whose culture?

If we look at the term historically, culture was seen purely as the classical cultural heritage up to the Early Renaissance. During the Romantic period 'national culture and identity' and 'the way people lived' were included in an understanding of the term. Today we can talk about at least two types of culture, 'culture of the elite' and 'culture of the people', or 'elitist' culture and 'common' culture, 'common' here understood as the everyday lives of

ordinary people. Foreign language teaching in primary and lower secondary education has in recent years focused primarily on the latter.

During the 20th century it has become possible to envisage a separation between culture and the way we live, while as before the two were not only interrelated, but also interdependent. People were born into a culture and stayed there. But for the first time, historically, the 20th century regards identity as something we can create for ourselves; we have, in fact, a choice of culture. Young people are not only aware of this, but also frequent users of the opportunity to choose between different cultures or subcultures.

Culture can be seen as the identity common to a society or a group of people within that society, but it is also the way members of the society regard this common identity. If we only regard culture as something that 'can be found out there', e.g. paintings, football, literature, food, etc., we will tend to view different cultures or subcultures as objects from a distance. But culture is more than artefacts that 'can be found out there', it is also the glasses through which we perceive the world around us and the language we use to express the culture of which we are an integral part. We are influenced by the culture(s) we are socialized into, and simultaneously we influence that culture. This is a dialectic process, and culture must be seen as a dynamic force in continuous flux, not a static entity. The process does not only take place within our own culture; a similar process constitutes the encounter with a foreign culture.

Language as culture

Language or text is probably the most influential factor in the dynamic interrelationship between cultures. If culture is not only what we see, but also the way we see it and the language we use to express it, culture cannot merely be regarded as a body of knowledge which can be transmitted to the learners by the teacher or the textbook. Culture can be seen as 'a web of spoken and written texts, a linguistic landscape consisting of an indefinite number of texts'. (Time 1989) Language is not only communication, but equally important, it is an expression of culture. It differs from other artefacts of culture in that it can be used to express itself about itself. Through teaching and through textbook tasks the *visibility* of language and text should be preserved. By that I mean that all aspects of the written or spoken text must be 'seen' and not made invisible, which often happens in the classroom when one only concentrates on the subject-matter of the text or on specific linguistic features. The text as a whole, as an entity of form and content, is the carrier and expression of culture. This requires authentic text, text in the widest sense of the word: i.e. spoken texts, written texts of different genres, paintings, etc.

Knowledge (savoir)

Cultural awareness is based on knowledge of the foreign culture, but also on knowledge of one's own culture. Any process of comparison or contrasting has its starting point in the

learner's pre-knowledge. I have previously stated that culture is more than what is 'out there', it is also how we see what is there. From this it naturally follows that the learner's perception of his or her own culture as well as of the foreign culture are important factors in the development of cultural awareness of the individual. And we are talking about individual processes: the learner's 'habitus' (Bourdieu 1994: 12) and 'cultural capital' (Bourdieu 1994:14) vary from one learner to the other. 'Habitus' as used by Bourdieu is a 'set of dispositions which incline agents to act and react in certain ways'. The dispositions reflect social conditions of the individual's background and differ from one social class to another, and even more from one nationality to another. According to Bourdieu the learner's habitus will generate practices, perceptions and attitudes which are not consciously co-ordinated and will thus be a determining factor in acquiring knowledge. 'Cultural capital' is a concept used by Bourdieu to describe the knowledge, skills and other cultural acquisitions which the individual possesses. Again this is dependent on social background and will vary from one learner to another. In our context it must be seen as an educational goal to increase the individual's cultural capital, building on what each learner brings into school and the language classroom.

Facts are important in the process of building up knowledge. Over the past decades, however, textbooks have perhaps contained too little factual knowledge. Methodology has focused more on how to develop communicative skills from what might seem a bare minimum of cultural facts, and these facts have been mainly concerned with the everyday lives of representatives of the foreign language community, to a large extent the everyday lives of young people. In a misunderstood attempt to engage and motivate young learners, textbook authors have constructed a large number of texts about discotheques and hobbies, texts without conflict, which many learners find boring. Might it not be that this age group is more interested in the unknown and exotic than in their own lives and their own problems?

It is difficult to decide whether a particular age group is interested in specific topics; the main aim must be to present learners with a variety of texts in a variety of genres so that there might be something for most learners to identify with in one way or another. Paintings, photographs, music and written texts should, for the reasons I have suggested, to a large extent be authentic. There is a vast difference between a text relating or describing a specific phenomenon in the foreign culture, written by a foreign textbook author seen with the foreigner's eyes, and the text on the same topic written for children or young people within the native culture. Either point of view is of interest, but inter-cultural awareness depends on a knowledge of both.

It is difficult to state what specific topics should be represented in foreign language textbooks in order to form the basis for the development of cultural awareness. Any end-determined list will be reductionist and limiting.[1] Still, I find it necessary to state that both writers and users of textbooks need to be aware of the fact that texts represent not only content and form, but also a personal representation, either by a foreign language writer or

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1   For a further discussion on this, see Byram, M., Zarate, G., and Neuner, G (1997): *Sociocultural competence in language learning and teaching.* Strasbourg: Council of Europe Publishing.

a native speaker. In addition the reader's personal interpretation of the text within his or her own 'horizon'[2] constitutes the outcome of the reading or listening process.

Literature and other authentic texts

The literary text has been greatly underestimated in recent foreign language learning. It represents the personal voice of a culture and, secondly, a voice that young people can easily identify with. The communicative approach to foreign language learning has, to a certain extent, disregarded the literary text as a potential for learning language and encountering the foreign culture. I believe there are three main reasons for this. First, there is the fact that literature is traditionally associated with bourgeois, elitist culture and has been defined by methodologists as an artefact outside the 'real world' of young learners. Secondly, it is due to the way 'culture' was defined in foreign language teaching at the time the communicative approach developed, namely as the everyday lives of representatives of the foreign culture. Focus was thus on how to behave in everyday social situations. Thirdly, part of the reason can be found in prevailing Anglo-American literary theory in the 1960s and 70s, in 'New Criticism', with its focus on the text itself, not on biographical information as previously, nor on the interrelationship between text and reader and the reader as co-producer of meaning. The close reading of 'New Criticism' in the foreign language classroom put too much emphasis on literary analysis of text, and tended to be dominated by the teacher's 'correct' interpretation. Since then literary theory has concentrated increasingly on the reader's creative role in the reading process. When reading is regarded as a communicative dialogue with the text, new opportunities open up in the encounter between two cultures, as reflected in the literary text.

Learning a language entails undergoing a process of being socialized into a culture, and learning a foreign language means being socialized into that particular foreign culture. One can argue that this socialization process can and will, to a certain extent, be selective, but it is difficult to argue that what I have previously termed 'culture of the people' is the only culture we want our learners to be socialized into and to develop an awareness of. We also have a responsibility to give our students a chance to enhance their cultural capital and to give them access to the literary canon and thus the 'symbolic power' we as teachers and textbook authors possess and exercise (Bourdieu 1994). I believe this access to be necessary if we want our learners to develop into critical human beings. School education in general and language learning in particular can provide this opportunity for 'personal growth' or 'Bildung'.

Reading an authentic literary text in the foreign language can be seen as a personal encounter with the foreign culture. If the process of reading and interpreting a text is seen as an attempt to produce meaning from the multiplicity and polyphony of that particular text, the learner enters into a dialogue with the text and the foreign culture in a productive subject-

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2   I have chosen to use the hermeneutic philosopher Gadamer's term 'horizon' in order to find a word which specifically expresses an all-inclusive pre-knowledge or the totality of the individual's different kinds of pre-knowledge, as a determining factor in the individual's interpretation process.

subject relationship. The reading process is individual and authentic and there is not only scope for the individual learner's interpretation and understanding, but also a need for it. Without the reader, the text is just a series of written signs on paper; it is the individual reader with his or her pre-knowledge and 'personal constructs' (Kelly 1963) who brings meaning to the text. He or she becomes a participant in a creative process of establishing knowledge of a culture as well as developing culture as a dynamic force.

Socio-cultural Competence (savoir-faire)

Usually socio-cultural competence is seen as a set of skills which the foreign language learner has to be acquainted with in order to cope in the target culture. As argued previously, it has been one of the two main components in the teaching of culture, increasing greatly in importance with the development of a communicative approach to language teaching. Through dialogues and other speech-patterns textbooks have given the foreign language learner models for what to say and how to act in various hypothetical social situations in the target culture. Sample dialogues have often been followed by role-play and information gap tasks. Such tasks can be important for developing socio-cultural skills, but they tend to become ritualistic and meaningless to the learner. Also one can question the belief that learners will automatically be able to transfer skills developed in the classroom to the real situation. Because neither skills nor knowledge can be transferred automatically, socio-cultural competence has to be developed through a more comprehensive understanding of interaction with the foreign culture.

What happens in the foreign language classroom is usually a simulation of encounters and communication with the foreign language and culture. There is no reason why we should not make this simulated situation as close to real interaction with the foreign culture as possible. A first step in this process is to define the encounter as interaction and to choose approaches which enhance the interactional aspect. Interaction can be with texts spoken by real people or it can be with written texts. Through dialogue and interaction with the text, the learners have a chance to reinterpret their understanding of the world, also the world outside the classroom in which the authentic text has been produced.

Developing cultural awareness in foreign language learning is dependent on communication with oral and written texts, and, as I have argued previously, preferably authentic texts. This is where the learner encounters language as culture. Dialogue with authentic spoken or written texts is necessary if we understand communication as both interpretation and negotiation. It is, therefore, not sufficient for the learner to encode or decode language. Genuine communication is a more complex process. Learners need to become aware of the fact that communication, and inter-cultural communication in particular, entails misunderstanding and conflict. Although learners obtain procedural knowledge and skills of how to behave in a foreign language community and what to say in specific situations, misunderstanding will always be part of communication, even in an intra-cultural context.

Part of cultural and intercultural competence and awareness is to be able to cope with the complexity of communication and to be aware of the fact that misunderstanding is part of

the communication process. Each learner brings his or her own knowledge and capacity for understanding into the encounter with the foreign language and culture. This makes each encounter unique and different from one learner to the other. By making this uniqueness a topic for common classroom communication, the foreign language classroom can become a platform from which an understanding of both intracultural and intercultural differences of perception can develop into awareness.

It must be one of the aims of textbook writers to create tasks that enable the learners to interact on as many levels as possible with the foreign culture, represented through oral and written tetxs. This is only possible if at least some of the tasks are open-ended without correct or incorrect answers. The learners' suggestions will then form the basis for discussion. Thus *their* understanding of the world becomes the stance from which they can gain a better knowledge of and insight into the foreign culture.

Attitude (savoir être)

Being in a proper dialogue can be a painful process. Interaction with 'the other' is having to readjust one's own points of view. One enters into the process with a conscious or subconscious attitude of wanting to influence or persuade 'the other'. This is even more the case when 'the other' is a foreign culture expressed in a foreign language. Foucault employs the term 'agonism' for the interplay between forces in a dialogical process, a 'relationship which is at the same time reciprocal incitation and struggle' (Foucault 1983: 221-22). It is painful because one tends to defend one's own position and resist a change of attitude and opinion. Interpreting and understanding a foreign culture entails changing some of one's own views, readjusting one's scheme structures. In a foreign language learning context one should not be surprised when tolerance and understanding are not immediate results of learning a foreign language and encountering a foreign culture. Sometimes the opposite is the short-term result: learners see the other culture in stereotyped ways. Stereotyping is not necessarily negative if we see it as a simplification in order to cope with complex and unfamiliar situations. In some ways it resembles the processes of 'overgeneralization' or 'strategy of second-language learning' which we find in Selinker's interlanguage theory (1972: 217-19) and can be interpreted as a stage in a continuous process of developing awareness of the foreign culture.

Through textbook tasks one can help make these attitudes conscious and visible in order to provide opportunity to talk about them. Questions and tasks that focus on attitude and understanding can form the basis for what I choose to call 'authentic dialogue' in the foreign language classroom. 'Authentic dialogue' must here be understood as dialogue which has no predetermined answers, it is open-ended and will itself produce possible answers. In that light even stereotyped views can open up for an enhanced understanding of the foreign culture. This type of classroom dialogue does not control the learner's knowledge, but uses the learner's understanding as classroom material. Thus the individual's interpretation and understanding of aspects of the foreign culture is taken into account. Textbooks have an important role to play in such a change of focus from teacher to learner. By providing texts and tasks which open up for the individual's interpretation and then

using this in social dialogue in the classroom, the learner is given the opportunity to enter into a dialogue with the foreign culture.

Understanding 'the other'

It is a fallacy to believe that we can reach a point where we will be able to understand 'the other' completely. We do not even understand ourselves and our own culture to such an extent. But in the foreign language classroom it is important to open up for a variety of encounters with the foreign culture and provide possibilities for reflecting individually and in a social context upon these encounters. This also means reflecting upon the multiplicity of meaning that exists in any culture and which can be made potentially available through various types of texts. Textbooks and teachers can assist this process, which Ricoeur calls a process of reflection, which 'extends our existence' and helps us show the learners a way to a 'savoir être' which is based upon understanding: 'le mode de cet être qui existe en comprenant' (1969: 11).

For textbook writers the question is how can we provide the best possible grounds for the learners to gain knowledge and awareness of the foreign culture as well as their own in order to 'develop as human beings' or in Ricoeur's words: 'extend their existence'. When discussing what to teach at the beginning of this article, I argued that there was a missing link between knowledge of the foreign culture and procedural socio-cultural skills. I believe that what is lacking is communication and interaction, a dialectic dialogue between two or more subjects interpreting and negotiating meaning. Ricoeur (Kvalsvik 1985) argues that only through interaction with others, and not through introspection, can we experience our own identity. In a context of dialogue with the foreign culture, I want to interpret 'others' as both texts and persons.

Ricoeur's view adds to the above an aspect of cultural awareness which I believe to be essential in relation to personal development and growth: through interaction with the 'other' one gains an increased understanding not only of the 'other', but also of 'self'. The foreign culture provides the mirror in which we can see ourselves reflected; it provides an outside to our inside.

While learning a foreign language, the learner will bring his own culture into the communication process with the foreign culture, whether it is in reading a foreign text or in speaking to a representative of that particular language community. With regard to intercultural awareness this must be seen as an interdependent relationship between cultures which constitutes a dynamic enrichment for 'self' as well as the 'other'.

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Cultural awareness: list of principles

In the course of the St Petersburg workshop participants were invited to draw up in small groups a list of principles or examples which, in their opinion, illustrated aspects of cultural awareness. The following lists represents the results of this group work and also of the subsequent discussions that have taken place in the networking sessions. It was agreed that many of these points could be taken into account by textbook authors.

Knowledge & awareness-raising
1. Students learn about historical events and famous people.
2. Students learn about geographical aspects and how they influence life styles.
3. Students learn about political aspects and how they influence life styles.
4. Students learn about a wide range of creative arts (including literature, art, cinema, photography etc)
5. Students become aware of a variety of cultures (e.g. British, American, Indian etc)
6. Students become aware of different sub-cultural groups (professions, special interests etc)
7. Students become aware of topics which are socially acceptable or taboo or which are 'ritualistic' (weather etc)
8. Students become aware of norms relating to humour.
9. Texts/activities that raise awareness about cultural/ racial/gender stereotypes.
10. Consciousness-raising of the students' own culture.

Attitudes and personal growth
11. Students develop tolerance towards otherness.
12. Students develop empathy towards others.
13. Students learn to distinguish between individuals and groups and to recognise individual responses.
14. Self-enrichment through the broadening of perspectives.
15. Students develop a feeling of national identity and an awareness of being a member of an international community.

Intercultural awareness
16. Students compare their knowledge about the foreign culture with their own culture.
17. Students become aware of similarities between their own and the foreign culture.
18. Students become aware of differences between their own and the foreign culture.
19. Students become aware of the foreigners' expectations of how they themselves behave.

Language and communication
20. Students become aware of the linguistic means to express their attitudes.
21. Students become aware of the paralinguistic means (body language) to express their attitudes.
22. Students become aware of appropriate forms of language use (e.g. formal, informal)
23. Students have access to a wide range of authentic materials (written, spoken etc)

Action-related
24. Students establish links with other cultures (letters, internet, exchanges etc)
25. Students are given the opportunity to respond to texts produced by and for children of the same age.
26. Students develop the ability to (re)present their own culture to others.

Cultural awareness: examples and comments

This section presents some examples from the materials presented at St. Petersburg which show how authors have attempted to integrate some general principles of cultural awareness into their materials. The examples will be commented under the following headings, which have been discussed in the introductory article:

- Knowledge (savoir)
- Socio-cultural competence (savoir faire)
- Attitude (savoir être)

A clear-cut distinction between knowledge, socio-cultural competence and attitude is difficult to portray in textbook examples. In many cases the text which the students are required to read or listen to will provide the knowledge, while the tasks related to a specific text will aim at developing certain skills or enhancing the learner's competence and attitude. Therefore the three categories must be seen as interrelated. This reflects real life situations where gaining knowledge usually happens simultaneously with the ability to use this knowledge and develop attitudes related to it.

Category 1: knowledge (savoir)

The materials show examples of knowledge related to many different aspects of life in the foreign culture. They include information about the way people live, traditions, history, literature and politics. They cover what was termed 'common' culture as well as what was classified as 'elitist' culture in the introductory article. Developing cultural awareness requires knowledge of both aspects. The form of presentation in the examples varies, and information is conveyed through written and oral texts, photographs, maps, graphs etc. Many of the examples relate information about the foreign culture to knowledge which the students already have about their own culture, thus enabling the learners to employ their pre-knowledge in an encounter with the new material presented to them. Activating previously acquired knowledge followed by reflection on it will assist the process of developing cultural awareness. In a process of comparing and contrasting the two cultures the learners will be able to further their understanding of the foreign culture as well as gaining an outsider's view of their own.

Example 1:
Famous People

This extract centres on British Nobel Prize winners and other scientists. However, the aim goes well beyond merely presenting the information to students. Exercise 3 requires students to activate their own latent knowledge or to use guessing strategies and to pool information with other students to arrive at new information. In addition, there are exercises that encourage comparison with the students' own culture. Exercise 4 activates the prior knowledge of students about famous people in their own country, and encourages the sharing and discussion of that knowledge. This example also shows how students learn to appreciate representatives of other cultures while at the same time they are encouraged to appreciate, and feel proud of, important personalities in their own context.

Source:
Title: Happy English
Author(s):   V. Kuzovlev, Lapa, Peregydova
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

FAMOUS BRITISH PEOPLE

1. *Over 80 Britons have received Nobel Prizes* in the past — more than any other country except the United States.*

1) What were these Britons awarded Nobel Prizes for?

PHYSICS

Sir William Bragg and his son Lawrence were awarded the Nobel Prize in 1915 for developing a method of determining crystal structure using X-rays.

Sir Martin Pyle was jointly awarded the Nobel Prize in 1974 with his colleague Professor Antony Hewish for research in radioastrophysics. Sir Martin Pyle developed highly sensitive radio telescopes that helped to produce detailed maps of the structure and distribution of radio wave sources in space.

CHEMISTRY

Lord Rutherford, the great pioneer of nuclear physics, received the Chemistry Prize in 1908 for his investigations into the decay of elements and the chemistry of radioactive substances.

Professor Dorothy Hodgkin, was honoured for her work on the structure of complex organic molecules — especially with regard to penicillin and vitamin B12 — in 1964. In 1969, she succeeded in determining the crystalline structure of insulin.

PHYSIOLOGY/MEDICINE

Sir Alexander Fleming discovered penicillin in 1929.

The research by Lord Florey and Sir Ernest Chain at Oxford University lead to the discovery of penicillin's curative properties. The work of all three men was recognized by the shared Nobel Prize in 1945.

Dr Francis Crick received the Nobel Prize jointly in 1962 with Professor Maurice Wilkins and American Professor James Watson. They were responsible for the discovery of the molecular structure of deoxyribonucleic acid (DNA).

LITERATURE

William Golding was honoured in 1983 for his novels. Some of Golding's best known works are *Lord of the Flies* (1954), *Pincher Martin* (1956), *Rites of Passage* (1980) and *The Paper Men* (1984).

2) Who are some Russians who have been awarded Nobel Prizes? For what?

2. *These inventors made Britain famous throughout the world.*

What are they known for? Match the columns.

James Watt, 1775	the electronic calculator
George Stephenson, 1814	magneto-electricity
George Stephenson, 1825	the steam locomotive
Michael Faraday, 1831	the steam engine
John Logie Baird, 1926	the world's first railway from Stockton to Darlington
Alan Turing, 1943	television

3. *At the same time Britain also produced statesmen, thinkers, explorers, musicians, writers and other people who are recognized around the world. Who else can be included in the list of famous British people?*

Make a list. Compare it with the class.

Do you know ...?

Yes.

No. What is he/she?
What is he/she famous for?

He/She is a famous ...
    well-known
    remarkable
    an outstanding

... was the first person
    to ...

He/She discovered ...
    developed
    created
    investigated
    worked on
    wrote
    explored
    ...

... is famous for ...	the research in ...
is known	the discovery of ...
was honoured	the development of ...
was recognized	the investigation of ...

WORD POWER

Verb	Noun
to discover	a discovery

(AB Unit 6, ex. 8.)

... was awarded ...	the prize in/for ...
received	a medal
won	first place

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4. **IN YOUR CULTURE** What Russian people are you proud of?

1) a) Write the names of famous Russians.

b) Write inventions, events, etc. which Russia is famous for in the world.

2) Exchange lists to complete them with the names and the inventions.

3) Discuss the most famous people and their inventions and creations.

Example 2:
Historical events

The students are asked to reflect on their existing knowledge about a historical topic well known to them, the Vikings. Through this task (Task 1) they get a chance to sum up their knowledge of a particular aspect of their own culture before they are presented with the same historical topic seen from the point of view of the foreign culture. Through an authentic mother tongue history text written for young learners of the target culture, they have to face their own culture in the role of the aggressor. The text and the tasks (Task 2 b & c) force them to regard their own culture from the outside. They are asked to identify with the 'other' by rewriting historical events from the outsider's point of view. Thus their previous knowledge is challenged, and they have to adopt a critical stance to their own culture.

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

B   The Vikings are Coming!

···Task 1 Before you start reading, write down everything you know about
the Vikings. Try to write for about five minutes without stopping
to think. Form small groups and read what you have written to
each other. As a group, you probably know quite a lot about the
Vikings already. If you read on, you will find out how the Vikings
were looked upon by their victims, the British.

causeway /ˈkɔːzweɪ/
a raised road or
path across wet
ground or water

At the beginning of the year 793 AD there were disturbing omens
in England. The roof of St. Peter's church in York seemed to drip
with blood. There were strong winds and several thunderstorms.
Some people said that they saw large dragons spitting fire in the
heavens. Later there was a famine.

In June, the meaning of these omens became clear. The Viking
longships with their dragon heads in front, came to Lindisfarne.
The Vikings attacked the priory. They trampled on the altar and
stole the valuable silver. The monks were kidnapped, some were
killed with swords, others were clubbed to death. Some were
drowned in the sea and the rest were taken away as slaves. All the
treasures in the monastery were stolen by the Vikings.

The story of this attack on Lindisfarne, or Holy Island which it
is usually called today, was written by an English monk in the
12th century. His name was Simeon of Durham. He thought the
Vikings were blood-thirsty enemies, and that it was impossible to
win a battle against them. He looked upon them as barbarians,
and he hated them because they had attacked an English
monastery – a holy place.

The Vikings themselves looked upon their own raids in quite a
different way. They believed they were fair fighters. Their laws did
not allow them to attack traders, farmers or women. Neither were
they allowed to attack a man who was already involved in a fight.

The Vikings had their own strange idea of honour. The Norse
hero Egil Skallagrimson was the perfect Viking. He is described in
the saga as "thick-necked, powerfully built and taller than any man".

Once when Egil was taken prisoner by a peasant, he stole the man's silver and escaped. As he ran, he realized that he was behaving like a thief, so he returned and killed the peasant. Then he carried away the treasure with a clear conscience.

···Task 2   Choose one of the tasks below.

a

Write down the answers to these questions:

1   When was the attack on Lindisfarne?
2   How would you explain the word *omen*?
3   How did the Vikings attack?
4   What did they do to the monks?
5   Who wrote about the attack on Lindisfarne?
6   How did he describe the Vikings?
7   How did the Vikings see themselves?
8   Why did Egil Skallagrimson kill the peasant?

b

Pretend that you are one of the monks at Lindisfarne Priory when the Vikings arrive. Write your account of the attack.

c

In the text that you have just read, the Vikings are seen from two very different points of view: their own view and that of the enemy. Pretend that you are one of the Vikings, and rewrite the first part of text B, the attack on Lindisfarne Priory, as you would see it.

Example 3:
Political Aspects

Many textbooks tend to avoid political topics due to their transitory and sometimes controversial nature or reduce political aspects to factual information about the political system of a country. This extract takes an area that is not only much discussed in Germany but is also relevant to the students in their own country: protection of the environment. The factual information given in the newspaper article on a 'car-free' housing estate leads into a more 'political' topic of Greenpeace and its activities. Students are encouraged to gather information for themselves in connection with this subject. Exercise 9 takes a different direction by providing a link between the topic and word formation: the focus is not only on a compounding process in German but also on a semantic field in which the word 'Schutz' (protection) is likely to occur.

Source:
Title: Hallo, Freunde!
Author(s):   Anna Herman, Joanna Dominiczak
Publisher: Wydawnictwa Szkolne i Pedagogiczne
Country: Poland
Language: German

7. Aufgabe

Autofreie Wohnträume

UMWELT

BREMEN. – Eine Wohnsiedlung nur für Menschen ohne Auto – diesen Versuch will eine Bremer Wohnungsbaugesellschaft wagen. Durch den bundesweit wohl einzigartigen Verzicht der Bewohner aufs Auto entfallen nicht nur Straßenlärm, Abgase und Unfallgefahren im näheren Umfeld. Es wird auch viel Platz gespart, da auf Parkraum, Garagen und Zufahrten verzichtet werden kann, freuen sich die Planer der Wohnungsbaugesellschaft GEWOBA, die für das Projekt gewonnen wurde. Für Müllabfuhr oder Feuerwehr sind nur sogenannte Wohnwege von 3,50 Meter Breite vorgesehen. Das Interesse in der Bevölkerung ist nach Beobachtungen der Planer groß. Zwischen 250 und 300 Haushalte haben sich seit dem Sommer gemeldet und Fragebögen beantwortet.

(gekürzt)
SÜDDEUTSCHE ZEITUNG
23.10.1992

– Wer kann in dieser Wohnsiedlung wohnen?
– Worauf müssen die Bewohner verzichten?
– Was bekommen die Bewohner dafür?
– Was für Wohnwege sind in der Wohnsiedlung vorgesehen?
– Wieviel Familien (Haushalte) haben sich gemeldet?

8. Aufgabe

Was ist GREENPEACE?

Atom

Aktionen

Protest

Kein Gift

GREENPEACE

Demonstration

Müll

UMWELTSCHUTZORGANISATION

– Sammle Informationen über Probleme, Aktionen und Projekte zum Thema: Umweltschutz in deinem Land / in deiner Umgebung, Klasse, Schule /. z.B.: Atommüllversenkung / usw.

9. Aufgabe

Wir haben also gelernt!

Lärmschutz schützt vor Lärm, Frostschutz vor Frost und Seuchenschutz vor Seuchen.

Wie ist das aber beim Arbeitsschutz, Frau Kühn?

Paul

– schützen gegen/vor
in Schutz nehmen = schützen gegen / bewahren vor / beschützen (jemanden vor Gefahr, vor Strafe schützen), (sich vor Krankheit, Regen schützen)

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der Schutz – Datenschutz – Denkmalschutz – Frostschutz – Grenzschutz
– Jugendschutz – Naturschutz – Pflanzenschutz – Polizeischutz
– Rechtsschutz – Regenschutz – Selbstschutz – Sonnenschutz
– Strahlenschutz – Tierschutz – Umweltschutz – Unfallschutz
– Windschutz – Zivilschutz

10. Aufgabe

Deutschlands erster Tierschutz-Pädagoge

BERLIN – Die Schulkinder in Baden-Württemberg haben ein neues Unterrichtsfach: Tierschutz. Seit mehr als einem halben Jahr besucht Dr. Thomas Esche im Auftrag des Bundes gegen den Mißbrauch der Tiere die Schulen des Bundeslandes. Esche ist der erste Tierschutz-Lehrer Deutschlands.

Mit seinem Unterricht will der 41jährige Biologe und Geograph den Schülern Wissen und Werte über die Tierwelt vermitteln. Denn schon Albert Schweitzer hatte erkannt: Tierschutz ist Erziehung zur Menschlichkeit. Die Kinder sollen beispielsweise lernen, was artgemäße Tierhaltung zu Hause oder auf dem Bauernhof bedeutet. Die jüngeren Schüler erfahren, daß ihr Hamster ein Nachttier ist und warum er nicht immer geweckt werden darf; mit den Älteren spricht Dr. Esche über Massentierhaltung oder Delphinarien.

Die Idee des Tierschutz-Unterrichts stammt aus Österreich. Dort gibt es in jedem der neun Bundesländer einen ausgebildeten Pädagogen, der, unterstützt vom Umweltministerium und den Landesschulräten, die Klassen aller Schultypen besucht.

DIE WELT

Example 4:

Education

This example provides two types of information. The first text gives some factual details, chosen to focus on differences between this culture and that of the students using the textbook; the second is an actual school timetable which students can compare to their own. The purpose of exercise 1.5 is to help the students focus on some of the important details and leads into another exercise where students can give their own emotional reactions to the information about British schools. The overall aim of these activities is that students should not only recognise considerable differences that exist in educational systems but should begin to probe and explore the reasons and value systems which underlie these differences.

● **1.3 Schools in England**

Where can you find the following information?
Read the text and fill in the number.

☐ A typical school day   ☐ The end of term exams   ☑ Primary school
☐ School uniforms   ☐ Choosing a subject   ☐ Sports
☐ Comprehensive school   ☐ Clubs

1. Children start primary school at the age of five. It is a mixture of playing and learning.
2. In most parts of Britain after the age of eleven all pupils go to the same type of school, called a comprehensive school.
3. School lasts all day, usually from 9 a.m. to 4 p.m. It normally starts with a morning assembly. There is no school on Saturday!
4. At secondary schools pupils can choose some of their subjects after the first year. If they don't like geography, for example, they can do biology instead. There is a National Curriculum which says which subjects must be taken.
5. Pupils can't fail their end of term exams. All pupils go on to the next class!
6. Teachers organize lots of clubs for the pupils in the lunch break and after school.
7. On some Saturdays there are sports matches (football, rugby, cricket) between different schools.
8. In many schools pupils have to wear uniforms – i. e. they all wear the same clothes.

Vocabulary

morning assembly	Versammlung vor Unterrichtsbeginn
choose	wählen
curriculum	Lehrplan
choice	Wahlmöglichkeit
fail	durchfallen
end of term exams	Halbjahresprüfungen

● **1.4 Underline the things that are different from Austrian schools.**

Form:	11 DN				Name:	James Dawson
Form Tutor:	Mrs Nichols				School:	William Parker

START OF LESSONS / BREAKS		1 MONDAY	2 TUESDAY	3 WEDNESDAY	4 THURSDAY	5 FRIDAY
9.00 a.m.	1	French	English	English	PE	maths
9.50 a.m.	2	maths	music	French	history	French
10.40 a.m.		B	R	E	A	K
11.00 a.m.	3	TEH	PE	TET	music	PE
11.50 a.m.	4	TEH	geography	TET	English	geography
12.40 p.m.		L	U	N	C	H
1.00 p.m.	5	PSE	maths	German	drama	CDT
1.50 p.m.	6	chemistry	PE	PSE	German	biology
2.40 p.m.	7	chemistry	PE	PSE	maths	biology
ACTIVITIES		Film Club (after school)		Country Dancing Club (lunch break)	Ski Club (6 p.m.)	

PSE= personal and social education   CDT= craft, design, technology
TEH= Home economics (cooking/textiles)   TET= technology (computers, electricals, etc.)

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1.5 How much can you remember?

Look at the texts in exercise 1.3 for 30 seconds, then cover them up and try to complete the following text.

In England school lasts ... day, usually from ... to ... . There is no school on ... . At the weekends teachers sometimes organize sports ... . In many school pupils have to wear school ... . After the age of ... most children go to the same type of school, called a ... school. Pupils can't ... their end of term ..., they all go on to the next class. At secondary schools pupils can ... some of their subjects. There are lots of ... for the pupils in the lunch break and after school.

1.6 What's your opinion?

Talk about it in class. Then write it down.

I think it's	good interesting awful stupid	that	teachers ... pupils can't fail their ... school ...

Example: *I think it's awful that school lasts all day.*

1.7 Poem

My First Day at School
The school is new,
The windows wide,
Hundreds of girls already inside.
The school is vast,
And large the hall.
I am new and very small.

(Julie Slaughter, Form 1 E.)

1.8 Look at the picture of three British pupils.

Guess about their typical school day:

How old are they?
What type of school do they go to?
When does school start?

How do they get to school?
Which clubs do they go to?

Example 5:
Literature

In these tasks students are asked to interact with a literary text. In some of the tasks, reading the text is seen as an encounter with the foreign culture. In addition to interpreting the text, the reader is asked to form an opinion about various aspects of it. Certain textual aspects in the story can be related to similar linguistic aspects in the learner's native language and culture. In this way the text can open up for a feeling of recognition and familiarity with the foreign culture. The reader will in this way also see aspects of his or her own culture through the target language text. The tasks also require that the individual reader interprets and personalizes the literary text. The individual interpretation and personal opinion of certain aspects then have to be conveyed to other learners.
(Only a part of the text is shown)

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

F The Selfish Giant

Oscar (Fingal O'Flahertie Wills) Wilde was born in Dublin in 1854. He studied in Dublin and Oxford and soon became widely known as a writer. In the early 1880s Wilde produced several essays, some unsuccessful historical plays and some successful fairy stories. From 1891 till 1895 he wrote some very popular comedies. In 1895 Wilde was arrested for homosexuality and sentenced to two years in prison with hard labour. After his release he spent the rest of his life in France and Italy. Oscar Wilde died in Paris in 1900.

EVERY afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

"What are you doing here?" he cried in a very gruff voice, and the children ran away.

"My own garden is my own garden," said the Giant; "anyone can understand that, and I will allow nobody to play in it but myself." So he built a high wall all round it, and put up a noticeboard.

> *Trespassers will be prosecuted*

He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high walls when their lessons were over, and talk about the beautiful garden inside. "How happy we were there!" they said to each other.

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful

"Nay," answered the child: "but these are the wounds of Love."

"Who art thou?" said the Giant, and a strange awe fell on him, and he knelt before the little child.

And the child smiled on the Giant, and said to him, "You let me play once in your garden, today you shall come with me to my garden, which is Paradise."

And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

···Task 8   Write the answers to the questions.

a What type of (genre) text is *The Selfish Giant*? Explain your answer.
b Is there anything in this text that surprises you?
c What do you like/not like about the text? Give reasons.
d Who do you think the little boy is?
e On page 118 where the Giant talks to the little boy, the language changes. Write the passage in ordinary English and compare the two texts. What are the differences?
f Translate both passages and try to make similar differences in Norwegian.
g Why do you think the author changes the language here?
h What does the little boy mean by saying that "these are the wounds of Love"?
i Pick out a passage that you particularly like in the text. Read it aloud and tell the others why you like it.

···Task 9   Choose one of the following tasks. Give reasons for your choice.

a Write an interview with one of the characters in *The Selfish Giant*.
b Write a summary of the story.
c Write a different ending to the story.
d Roleplay parts of the story.

Example 6:
Architecture

The architectural styles prevalent in a particular country often make the first impression on people when travelling to a foreign country. They reflect not only the lifestyles of the people who live there but other aspects such as political and social systems. It is important, therefore, to include architectural images in textbooks. These extracts show two aspects: public buildings in a city and a variety of domiciles. Included is not only a comparison between different habitats within the German culture, but also, in exercise 6, the comparison and contrast with own culture, and more specifically with the student's own housing styles.

Source:
Title: Und nun Deutsch!
Author(s):   N.D. Galskova, L.N. Jakowleva, M. Gerber
Publisher: Prosveshschenye, Klett Verlag
Country: Russian Federation
Language: German

Im Zentrum von Essen

Das Kennedyhaus auf dem Kennedyplatz

Die Münsterkirche

Das Rathaus von Essen

Kino in Essen

Theaterplatz

einundvierzig   41

4 Sie wohnen in einem Hochhaus

Daniel und Lisa wohnen in einem Hochhaus. Sie haben eine 4-Zimmer-Wohnung in der 15. Etage.

1. Markus wohnt in einem Einfamilienhaus. Sein Zimmer ist im ersten Stock.
2. Jasmin wohnt in einem Mehrfamilienhaus. Ihre Familie hat eine 3-Zimmer-Wohnung. Sie befindet sich im dritten Stock.

Die Kelly-Family wohnt auf einem Wohnschiff. Es liegt bei Köln auf dem Rhein.

5 Ergänzt!
— ein Einfamilienhaus, ein Zweifamilienhaus, ein ...
— in der ersten Etage, in der ...

— im ersten Stock, im ...

— eine 1-Zimmer-Wohnung, eine 2-Zimmer-Wohnung, ...
— das Wohnschiff,
  ... ... zimmer, ... haus, ... ort, das ...mobil, die ...küche.

6 Wo wohnt ihr?
1. In welcher Straße ist eure Wohnung?
2. Wohnt ihr in einem Hochhaus, in einem Ein-oder Mehrfamilienhaus?
3. In welcher Etage ist eure Wohnung?
4. In welchem Stock liegt eure Wohnung?
5. Wie viel Zimmer hat eure Wohnung?

Example 7:
Customs

Most of the exercise is based on the discovery of new knowledge, in this case about the celebration of holidays by the American people. The activities of comparison presented here do not include comparison with the students' native culture, but refer to the plurality of 'English-speaking' cultures such as the American, the English and the Irish, and the relationship/influence they have/have had on each other. This type of exercise widens students' horizons as to the meaning and variation within 'English' cultures, and alerts students to the fact that cultures interact and influence each other.

Source:
Title: English IV, V
Author(s):   Olga Afanasyeva, Irene Vereschagina
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

You already know some holidays which people celebrate in England. Would you like to know what holidays American people celebrate? Then read the text about some winter and spring holidays in America.

THE AMERICAN YEAR

(After Terry Tomsha)

Part I

New words:

common holidays ['kɔmən 'hɔlideiz] — общие праздники
a state [steit] — штат
Independence Day [,indi'pendəns'dei] — День независимости
Labour Day ['leibə 'dei] — День труда
thus [ðʌs] — таким образом
to make promises ['prɔmisiz] — давать обещания
equal rights ['ikwəl 'raits] — равные права
to kill [kil] — убивать
public ['pʌblik] — общественный, государственный
a saint (st., snt.) [seint] — святой
honest ['ɔnist] — честный
to go to the movies (амер.) = to go to the cinema
Irish ['aiəriʃ] — ирландский
Ireland ['aiələnd] — Ирландия
to pinch [pintʃ] — щипать

If you compare the English year with the American year you'll find that both the countries have some **common holidays**, and others only in England, and others only in

America. In the USA there are five national holidays that people celebrate in every American **state**. These are:
1) New Year's Day,
2) **Independence Day,**
3) **Labour Day,**
4) Thanksgiving Day,
5) Christmas Day.

On these days offices and banks do not work. But other holidays are not national in the USA and not all the states celebrate them.

Thus in America people celebrate:

January 1st — New Year's Day.

On this day, families and friends meet for a meal. People usually **make promises** for the New Year. People say: "I will work harder" or "I won't tell lies this year." But they often forget these promises by January 2nd!

On New Year's Day there are big football games and parades. Not everyone can go to see them, so many people watch them on television. There is usually a parade in the morning and the football game is in the afternoon.

Third Monday of January — Martin ['mɑːtin] *Luther* ['luːθə] *King's Birthday.*

Martin Luther King was an important black leader ['liːdə] who wanted **equal rights** for black people. His work was very important. He was **killed** in 1968 and his birthday has become a **public** holiday since 1968.

February 14th — St. Valentine's Day.

Nobody knows much about St. Valentine. People call him the **saint** of love. On this day children write their names on cards [kɑːdz] with hearts [hɑːts] on them and give them to their classmates. Schoolchildren and older people give cards, presents and flowers to their boyfriends, girlfriends, husbands and wives. Some people do not put their names at the end of their cards because they want their name to be a secret.

Third Monday of February — President's ['prezidənts] *Day.*

On this day students and pupils read about George Washington ['wɔʃɪŋtən], Abraham ['eibrəhæm] Lincoln ['lɪŋkəln] and other American presidents. George Washington was the first President of the USA. He was also a good soldier ['souldʒə] and a very **honest** man.

February 29th.

Every four years February has an extra day. Tradition [trə'dɪʃn] says that on this day girls can ask boys **to go to the movies** or out to dinner. A girl can even ask a boy to marry her!

March 17th — St. Patrick's Day.

St. Patrick was an **Irish** saint, and St. Patrick's Day is very popular in cities where there are many people from **Ireland.** They are Irish Americans and they always celebrate this day. Green is the Irish colour and people often wear green on this day. If you don't wear green, someone may **pinch** you.

April 1st — April Fools' Day.

As you know people make jokes on this day and have a lot of fun. People celebrate this day in America in the same way they celebrate it in England. When you've made a joke on your friend you usually say: "April fool." Nobody is sure when or why this tradition began. Some people believe it began in France [frɑːns] in the 16th century. In 1564, the king of France decided to change the first day of the new year from April 1st to January 1st. Some people did not like it and celebrated the New Year on the first of April. They were "April's Fools", and other people made fun of them and played tricks on them. So it has been a tradition to celebrate this holiday for long.

1. Look, read and remember what holidays the Americans celebrate in winter and in spring.

Holiday	Date
1. New Year's Day	*January 1st*
2. Martin Luther King's Birthday	*January, third Monday*
3. St. Valentine's Day	*February 14th*
4. President's Day	*February, third Monday*
5. February 29th	*February 29th*
6. St. Patrick's Day	*March 17th*
7. April Fools' Day	*April 1st*

2. Look at the table of Exercise 1 and say what holidays in winter and in spring people celebrate in England and in America. (Lesson 6, Exercise 1 in the textbook can help you.)

3. Could you answer the questions?

1. What is special about New Year's Day in America?
2. Why do people in America celebrate Martin Luther King's Birthday?
3. What do children usually do on President's Day?
4. What can American girls ask American boys to do on the 29th of February? Do we have this tradition in Russia?
5. Why do people wear something green on St. Patrick's Day?
6. When and where did the tradition to celebrate April Fools' Day begin?

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Example 8:

Family structures

The text provides information with regard to French family structure. This is an important aspect of cultural awareness since family structures and roles and relations between family members often differ considerably from culture to culture. The text is supplemented by visual information. The exercise begins with comprehension questions but then encourages students to think about family roles, to compare them to their native culture, and to explain the differences identified.

Source:
Title: C'est ça!
Author(s):   Elaine Cullen, Isabelle Fortanier, Betty McMahon
Publisher: The Educational Company of Ireland
Country: Ireland
Language: French

12 La famille en France

(a) Lis ce petit texte sur la famille en France et réponds aux questions.
What do French families do together?
Who sometimes minds the children on Wednesdays or during the holidays?
What did you find out about the family in France?
Is it the same in Ireland? Why?

Pour beaucoup de Français la famille est très importante. On mange souvent en famille le soir, on va souvent en vacances en famille, on invite sa famille, on parle en famille. On aime sa famille, on est bien en famille mais c'est parfois difficile aussi, et la famille est parfois un peu compliquée. Il y a bien sûr les familles avec un père, une mère, et un ou deux enfants. Mais il y a aussi des familles où les parents sont divorcés ou remariés. La famille, c'est aussi les grand-parents! Les grands-parents gardent souvent les petits-enfants quand ils ne sont pas à l'école, le mercredi ou pendant les vacances parce que les parents travaillent.

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Example 9:

Cultural features: comparing and contrasting

Exercise 2 is a clear example of how a graphical representation such as a Venn Diagram can be used to raise cultural awareness. It has the advantage of focusing not only on differences between cultures but on similarities too. Moreover, this exercise requires the students to be actively involved in the process of comparison since it is their task to draw up their own Venn Diagram. This will in turn enable diversity of opinion since not all students will arrive at the same diagram.

Source:
Title: Happy English
Author(s):   V. Kuzovlev, Lapa, Peregydova
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

IV COUNTRIES, CULTURES AND PEOPLE

1. *When people from different countries meet one another they may think either that they are very much alike or different or not alike at all.*

This is because the degree of shared culture varies. For example, Britain and the USA share more areas of culture than Britain and India. This can be illustrated using a Venn Diagram as follows:
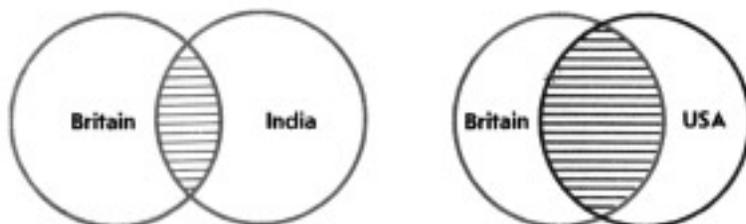
2. What would a Venn Diagram representing Britain and Russia look like?

1) Make two lists showing areas in which both countries are similar and different. Be specific. (Look through Link Lists in all units.)

Similar	Different

2) Compare your lists with the class. Draw a Venn Diagram. Explain it.

3. Compare Russia (Britain) with the country you know well. Draw a Venn Diagram. Do these cultures have more similarities or differences? (AB Unit 6, ex. 14.)

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Example 10:
Diversity of cultures

In the past there was a tendency for textbooks to present a monocultural picture of the countries where the foreign language was spoken. For example, Britain tended to be portrayed as being inhabited mainly by middle-aged, upper-class, white males – as reflected in the phrase 'the typical Englishman'. It is important that textbooks attempt to show that many countries are inhabited by a variety of ethnic groups, each of which contributes its traditions, norms of behaviour and value system which mould society. In this extract the focus is on certain ethnic groups which are prominently represented in British cities. In exercise 3.1 students are encouraged to use guessing strategies to focus on these groups as a whole and can then find out from the texts some details about various representatives of these different cultures.

Source:
Title: Your Ticket to English
Author(s):   D. Heindler, R. Huber, G. Kuebel, D. Newby, A. Schuch, K. Sornig,
                  H. Wohofsky
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

Finding out about immigrants in Britain • *Einwanderer in Großbritannien*

● **3.1   Guess where the people come from.**

If you go to Britain you will meet people from many different nationalities.
These pictures show that nowadays Great Britain has become the home
for many people.
Have a look at the pictures and match the pictures with the texts.

The people in picture...		
must be		India
are definitely (not)		Pakistan
can't be		Zambia
are probably (not)	from	the West Indies
could be		Italy
might be		Poland
		France

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Mohammed N'ji comes from West Africa but has lived in London for many years. He is a very talented and entertaining speaker and on Sunday afternoon he attracts a large audience at Speaker's Corner in Hyde Park.

Georgia and Aristoteles Perakis have lived in London for 38 years. Their children and grandchildren were born there. Their eldest daughter married a Cretan fruit farmer and went back to the country of her parents' birth.

The city of Bradford has a large number of immigrants from India and Pakistan. Special shops like this one help Asians to celebrate weddings according to their own tradition.

Mala and Raj Khan own a food shop in Small Heath, Birmingham. They sell mainly English food but you can also buy products that come from Pakistan, their native country.

Quentin Kynaston School is a multi-cultural school in London's St. John's Wood. 80% of the pupils are from ethnic minorities. Their parents or grandparents – or the pupils themselves come from more than 50 countries all over the world. More than 40 languages are spoken. Motto: "Learning before Teaching".

Jane Peckham works for several restaurants as a cleaner. Her daughter Sarah goes to the Newton Grammar School. She wants to go to university and later be a maths teacher.

Kumarh Raghavan's parents left India in the fifties to get a job in a relative's warehouse. Kumarh was born in London. Now he is a clerk in the same warehouse his parents worked in.
He goes to work by bus every day.

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Example 11:
Subcultures

In this extract students become aware that the target culture is not made up of a homogenous society, but actually includes different sub-cultures. Furthermore, exercise 7 gives the opportunity to students to activate their prior knowledge, compare the target and their own culture, and above all, try to understand how others view the students' own culture. This exercise is also about hypothesizing about why foreigners see them in that way, and why people in other times, or in other places dress in different ways.

Source:
Title: Happy English
Author(s):   V. Kuzovlev, Lapa, Peregydova
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

STREET STYLES

5. *Usually fashions reflect people's values, feelings and beliefs.*

1) How could people in Great Britain recognize hippies, punks or New Age Travellers in the streets of their towns? Choose the statements from those on page 161 to write a description to match each picture.

They wore their hair long.
They loved extravagant dresses and hairstyles.
They usually wore scruffy (untidy) clothes.
They used to wear lots of rings, bracelets and bells.
They prefer to be free and not to work.
They loved wearing long robes or dresses and flares (wide trousers).
They like to wear their hair long with lots of colour threads in it.
They pierced (прокалывали) their noses and ears with pins.
They wore sandals or walked barefoot (without shoes).
They wear old black denim jeans.
They had brightly dyed hair.
They carried flowers.
They love wearing wooden clogs (boots on wooden sole) or boots.
They show off their independence in wearing silver ear-rings and sometimes nose-rings.
They are antifashion: they prefer wearing old clothes or making their clothes.

Hippie

2) Read out the descriptions for your classmates to see if they would recognize hippies, New Age Travellers and punks in the streets of London according to your descriptions. *(reading aloud)*

6. Look through the texts and pictures of this section and say which period of British history you would like to live in and which clothes you would like to wear. Why?

7. IN YOUR CULTURE Look at the picture made by someone who doesn't seem to know the history of Russian fashion very well. The picture is dated — the 1970s. Tell the class if everything is OK with it. Who can find more discrepancies (несоответствия)? *(interpreting a picture)*

It can (can't) be the 1970s.
People didn't wear ...
They used to wear ...
It was not trendy ...
... was/were in fashion ...
People loved wearing ...
Besides ...

Category 2: socio-cultural competence (savoir-faire)

Gaining knowledge about the foreign culture through language as communication and language as an expression of culture will provide the learner with a basis for developing socio-cultural competence. The examples from textbooks show a variety of approaches to this. It must be realised that learning how to behave in a foreign culture is a process and thus requires a process approach; it is not just a matter of transmitting knowledge or a set of behavioural patterns. Developing socio-cultural competence must be the result of a process-oriented interaction with the foreign culture, and students must be allowed to enter into this process with their prior knowledge developed within their own cultural context. On the basis of new information and through a variety of interactive tasks, their understanding of the foreign culture and their socio-cultural competence will develop. It is important to be aware that learners interpret the foreign culture individually and that their interpretation will be a determining factor in the way they perceive the target culture. Tasks making the individual interpretations topics for classroom discussion will encourage reflection on and awareness of the target culture as well as the learners' own culture and will thus gradually enhance the development of socio-cultural competence. Knowing how to behave in a foreign culture is not only a matter of imitating the correct actions in specific situations, it is also a matter of being perceived as an individual identity.

Example 12:
Norms of behaviour

This example focuses on table manners in different areas of the world. At first students are presented with factual information about varying table manners and then asked to fill in the empty spaces in the box with the information learned. In exercise 2, they are asked to produce a description of table manners in their native culture, hence activating prior knowledge. Through these exercises students not only discover about other peoples' habits, but also learn to appreciate difference.

LESSON 4 Your scrapbook

Table manners around the world

1 Read the text. In your project groups complete the table below for your scrapbook.

In *Iran*, at meal times, villagers gather around a central dish or tray on the floor. Everyone washes before eating and then takes food with the right hand only. They help themselves from the side of the tray nearest to them. Throughout the meal, they remain in a kneeling position. In Iran, when you finish a meal, it is good manners to lick your fingers.

The **French** think it is impolite not to carry on a conversation at the dinner table.

In **Mongolia** it is polite to lick the bowl from which you have eaten.

The **Japanese** think it is impolite to talk very much at mealtimes. So do **Chinese** people.

Inuits, and some **South Sea Islanders**, burp at the end of a meal. This is the same as saying 'Thank you, the food was excellent."

In **Britain** it is polite to ask permission to leave the table after a meal, especially in the case of children.

	... villagers gather around one dish on the floor and, in a kneeling position, each person eats with the right hand only. At the end of the meal, they lick their fingers.
In Mongolia	
	... it is bad manners to talk too much at meal times.
In France	
	... it is polite to ask permission to leave the table after a meal.
In Alaska and the South Sea Islands	

2 Use the following ideas to write a six sentence paragraph about table manners in Romania. Stick the paragraph in your scrapbook.

* meals and 'typical' dishes and drinks in Romania
* how you lay the table
* places at the table
* what you are not allowed to do at mealtimes
* what you do at the end of a meal

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Example 13:
Norms relating to humour

Humour is not a very common element in textbooks designed for foreign language learning. This example is of interest not only because it is rare, but also because it arouses the students' curiosity about the subtle cultural and linguistic elements involved in humour. Some examples of jokes in the foreign language are presented and students are asked to react to them. Then they are also asked to reflect upon jokes they know and hypothesize which joke would best be told to foreigners, and naturally explain why and what makes people from different cultures laugh. Students are also asked to tell jokes and therefore learn how to do it.

Source:
Title: Happy English
Author(s):   V. Kuzovlev, Lapa, Peregydova
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

6. *The British are reputed to have a good sense of humour, aren't they?*

1) **Here are some jokes. Do you find them funny?**

❑ — Daddy, they say that Julius Caesar* could do three things at once (сразу) and he did all of them well!
— Ha, forget about Julius Caesar! I can do five things at once. I can read a newspaper, listen to your Mum, drink beer, watch TV and sleep at the same time!

❑ The teacher is asking an arithmetic question:
— Frank, you found three dollars in your right pocket and two dollars in your left pocket. What would you have?
— I'd have somebody else's trousers on.

❑ The teacher is asking a geography question:
— Mary, where is the English Channel (канал)?
— I don't know. We can't get it on our TV.

2) **What joke or anecdote would you tell your foreign guests? Practise in pairs, then tell the whole class. Who told his/her joke in the funniest way?**

7. *Here are some proverbs and quotations (цитаты) from famous writers that supposedly characterize Britain and its people.*

1) **How do they characterize Britain and the British?**

My home is my castle.

If you want to eat well in England, eat three breakfasts.

(*W. Somerset Maugham*)*

I don't desire (желаю) to change anything in England except the weather.

(*Oscar Wilde*)*

An Englishman, even if he is alone, forms an orderly queue of one.

(*George Mikes*)*

2) **Think of proverbs and quotations in your own language which describe your country and people. Try to find English equivalents to them.**

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Example 14:

Culturally-bound symbol systems

Colours not only denote a visual concept but are part of a symbol system that have certain connotations and values which vary from culture to culture. They can therefore be usefully applied to encourage reflection and discussion on difference. The information given helps students to question the meanings of symbols they are familiar with, and to learn to accept that other cultures not only perceive, but also represent the world differently.

Sources:
Title: Pathway to English
Author(s):   E. Comisel, R. Popovici (project managers) et al.
Publisher: Oxford University Press
Country: Romania
Language: English

Colours influence people all over the world

1 Read the text. In your project groups, discuss the things that surprise or interest you most.

Colours have different meanings and uses in different parts of the world depending on the **significance** people attribute to them. **Black**, for example, is associated by most people with **death** and **evil**, and **white** with **innocence**, **purity**

and **good**. However, in many Oriental cultures, black is good and white is evil. Thus, white is the symbol of purity to some people and of mourning to others. Black cats are unlucky in England.

RED is the colour of **fire**. It helps to get things moving. It reflects **passion** and **anger** to some and **vitality** to others. In China, red is a lucky colour for brides.

YELLOW is the colour of the **sun**. It is a joyful and musical colour. In many countries, yellow can represent **fear**, **money** or **jealousy** depending on where on the globe you are. In some parts of the world it is associated with **fertility**.

BLUE is the colour of the **sky**. It is a spiritual and intellectual colour. In Africa blue symbolizes **youth**, while in America this is the colour of **sadness**. In some countries blue is thought to guard against the evil eye.

GREEN is the colour of **leaves**. It is a harmonious colour. It symbolizes **growth** in nature. It is also a peaceful colour which can make you feel calm and rested. It stands for **life** in some cultures, while in others it symbolizes **inexperience** and **envy**.

A preference for one colour or another is also determined by the **cultural patterns** of the community people belong to. Green, blue and red, for example, are popular in England. That is why in English there are many words for different shades of these colours, e.g. *royal blue, navy blue, Oxford blue, Cambridge blue, sky blue, etc.*

Americans use combinations of specific colours for some of their holidays.

HOLIDAY	Halloween	Thanksgiving	Christmas	Easter
Symbolic colours	orange	yellow	red	red & yellow
	black	red	green	green

2 Write an article on colours to send to a school magazine abroad. Refer to:

a) the meanings of colours around the world and the relationship between colours and cultural customs in Romania (e.g. wedding and burial customs)

b) the colours associated with our national flag and costumes, traditional pottery, embroidery (table runners), and buildings in Romania or your part of the country.

Put the article in your scrapbook.

Example 15:

Kinship systems and appropriate forms of language

The family tree is a graphical representation used to introduce information about appropriate forms of language use in Maltese in the area of family relations and of referring and identifying individuals. Through this exercise students discover new ways of how cultures view the world in terms of human relations, and how this is reflected in the use of the target language. This type of exercise should induce the students to find out more about such uses of language and to complete the cultural picture so that they would be able to decode and encode the appropriate forms of language in the target culture.

Source:
Title: Merhba Bik
Author(s):   Antoinette Camilleri
Publisher: Colour Image
Country: Malta
Language: Maltese

F'Malta, speċjalment fl-irħula, inhobbu nirreferu għan-nies bil-laqam tagħhom.
In some areas in Malta, people still refer to each other by nickname or by reference to other family members, as in the following examples:

Dik it-tifla minn ta' l-Isfar. Joqogħdu l-Imqabba.
Dik minn tat-Turi.
Dak minn ta' l-Aħmar.
Dawk ta' l-Iswed.
Il-laqam tagħhom tal-Qubbajd.
Dawk ta' Testaferrata.
Dik tiġi t-tifla tal-Baruni Inguanez.
Il-mara tiegħu tabiba.
Iz-Ziju ta' Marta qassis.
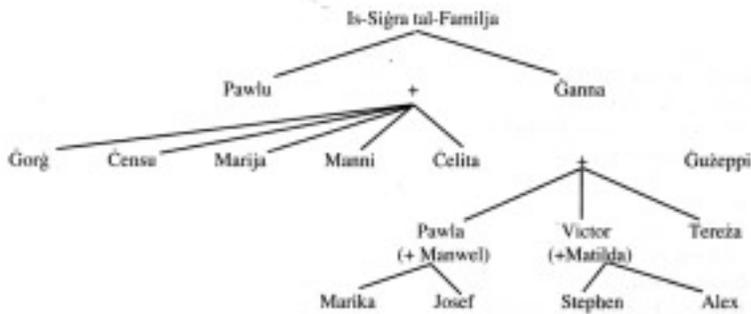
Marika u Josef huma aħwa.
Huma wlied Pawla u Manwel.
Pawla, Victor u Tereża huma wlied Ċelita u Ġużeppi.
Ċelita tiġi bint Pawlu u Ġanna.
Pawlu u Ġanna jiġu l-bużnanniet ta' Marika.
Ċelita u Ġużeppi huma n-nanniet ta' Marika.
Pawla u Manwel huma l-ġenituri ta' Marika.
Tereża tiġi z-zija ta' Marika. Hija armla.
Victor iżżewweġ lil Matilda u għandhom żewġ itfal, Stephen u Alex.
Stephen u Alex huma aħwa u jiġu l-kuġini ta' Marika u Josef.

4. *Issa se niltaqghu mal-familja Bonniċi.*

Il-familja Bonnici hi magħmula minn erba' persuni. Il-missier jismu Philip u għandu tletin sena. Il-mara tiegħu jisimha Anna u għandha hamsa u għoxrin sena. Issa ilhom miżżewġin sitt snin u għandhom żewġt itfal, Odette ta' tliet snin u Mark ta' hames snin. Dan l-aħħar il-familja Bonniċi marret toqgħod ġo dar ġdida l-Mosta. Philip jaħdem ma' aġenzija privata ta' l-ivvjaġġar waqt li Anna taħdem id-dar. Odette u Mark iħobbu jilagħbu.

Agħżel it-tajba
1. Fir-ritratt hemm (l-omm, in-nanna) mat-(tfal, neputijiet).
2. Il-familja Bonnici magħmula minn (sitta, erba') persuni.
3. Is-Sur u s-Sinjura Bonnici (għandhom, joqogħdu) żewġt itfal.
4. Philip u Anna ilhom (miżżewġin, aħwa) sitt snin.
5. It-(ġenituri, tfal) iħobbu jilagħbu.
6. (Anna, Odette) taħdem id-dar.
7. (Philip, Mark) jaħdem ma' aġenzija privata ta' l-ivvjaġġar.

5. *Staqsi lil sħabek*
   1. Kemm-il sular għandek?
   2. Fejn toqogħdu?
   3. Kif inhi d-dar tagħkom?
   4. Kemm għandkom kmamar?
   5. Liema kmamar għandkom?
   6. Fejn qiegħda d-dar?

Example 16:

Cultural conventions

Students are often surprised by how common, everyday aspects of their own culture, which they may take for granted, take a different form of expression in other languages. Letter envelopes provide a good example of this type of difference. For example, an envelope addressed in Russian will begin with the city and end with the name, whereas in English the order is reversed. Being confronted with this type of information will help students become aware of certain basic differences and will also teach them elements of socio-cultural competence concerning how people are addressed.

Source:
Title: English IV, V
Author(s):   Olga Afanasyeva, Irene Vereschagina
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

9. Look at the letters. Say in English where Boris, Nelly, Michael, Victor and Peter live.

Example: Boris lives at number 16 Lesnaya Road, Petrozavodsk, Russia.

10. Could you say your address in English? Try and do it.
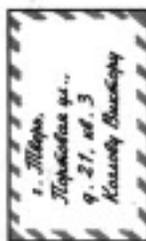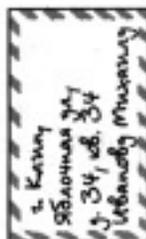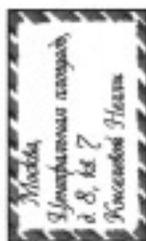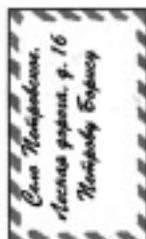
8. Look at the pictures and put Mr, Mrs, Miss, and Ms before the following surnames:

1. ... Brown, age 21, not married.

2. ... White, age 65, married.

3. ... Green, age 17, not married.

4. ... Barlow, age 40 (no information if she is married or not).

5. ... Bentley, age 31, married.

LOOK, READ AND REMEMBER

First name
Surname
Address
Flat
House №
Street
City/Town
Country

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Category 3: attitude (savoir-être)

Learning a foreign language is often seen as an automatic path to developing a better understanding and tolerance of others. As argued in the introductory article, this is not necessarily the case. Contrary to what might be expected, learners of foreign languages often develop simplified and stereotyped views of the target culture. Textbooks can challenge simplifications that students develop in their attempt to cope with the foreign culture. As some of the following examples show, this can be done by presenting texts with stereotyped attitudes held by people of both target and native cultures. In this way the simplifications become conscious and can be made topics of discussion. In addition, attitudes can be challenged by asking learners to perform tasks where they have to interact with the foreign culture, for instance by identifying with its members. Being made aware of equivalent stereotyped attitudes held by members of the target culture can assist a process of getting beyond simplification and developing cultural awareness.

Example 17:

Stereotypes

In this example learners are asked to examine an authentic text from a schoolbook for English children, which presents a stereotyped view of their own country. The text and tasks should enable them to become aware of the outsider's simplified views of their own culture. In this way they can better understand the unpleasantness of being presented in a stereotyped manner, which might challenge their own simplifications of the foreign culture. Through tasks where they are asked to present aspects of their own country, they become better equipped to present their native culture to users of the target language.

Source:
Title: Point of View
Author(s):   Tormod Smedstad
Publisher: Det Norske Samlaget
Country: Norway
Language: English

In Scandinavia

Here is what an English book for schoolchildren says about Scandinavia:

Far up in the North are the Scandinavian countries of Finland, Sweden and Norway.

Scandinavia has cold, snowy winters. Ice covers the lakes and ponds. Sometimes the sea freezes over too, so people drill holes in the ice when they go fishing. They get out their sledges and skates and hundreds of people take part in cross-country ski races.

Summers are warmer. Holiday-makers drive out of town to the lakes and the forests. They take hot steam baths called saunas inside a wooden cabin. To cool off, they go swimming in the lake.

Talk 1

Where in Scandinavia will you find saunas?
Is there anything wrong in this article?

Write 2

a Write five words that you would use to describe
- summer in Norway
- winter in Norway

b Make a poem where you use one of the word-groups

Example 18:

Stereotypes

This example presents stereotypes as a point of departure and helps students become aware of the foreigners' expectations of how they themselves behave. In the tasks presented here students have to compare their culture with the other culture, use different materials and symbol systems (exercise 2.1a) to compare and contrast the two cultures and to complete the cultural picture. The insights gained from focusing on aspects of the students' own culture can then be used as a springboard for students to explore British culture.

Source:
Title: Happy English
Author(s):   V. Kuzovlev, Lapa, Peregydova
Publisher: Prosveshschenye
Country: Russian Federation
Language: English

MY COUNTRY AT A GLANCE

MEETING BRITISH GUESTS

1. Some day British or other *foreign students may come as a visit to your city. Most probably they'll visit your school. Then you'll have a good chance to speak English.* Find out what part of the country your British guests are from.

2. 1) a) What would you tell your British guests about your country/region? Using different books, maps, etc. prepare interesting and useful information about the geographical position, population, people, symbols, etc. of your country/region.

   b) The British guests prepare questions which they would like to ask the Russian hosts about their country.

   2) a) Introduce the information about your country to your British guests.

   b) Answer their questions about your country/region.

3. 1) *Students from British schools were asked a question: "How do you imagine Moscow?"* Read some of their answers in the magazine "Together".

"I imagine Moscow as having cowboys,* with a lot of mountains and villages."

"In Moscow everyone wears black furry hats and long black coats."

"I imagine Moscow as a great wonderful city to live in. The children are very lucky to live there."

"I imagine Moscow as a poor country and not free for what the people want to do."

4. *The first unit of this textbook is called "Britain and its people at a glance". It was impossible to tell you everything about this country and its people. What other facts would you like to know?*

1) Write down questions you'd like to ask a Briton. Arrange them in the following groups:

Types of questions	about the country	about the people	about the language	other questions
Direct				
Assumption				
Comparing				

2) Give your questions to another group to answer.

3) How would you answer the similar questions about your country?

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Example 19:

Stereotypes

Through a listening text the students learn how little young people in the target culture know about them and their country. They are presented with stereotypes of their own culture seen from the outside. Learners rarely reflect on the fact that foreigners know little about them. Secondly they are faced with their own stereotyped views and limited knowledge of the target culture. In this way they can compare stereotypes and thus become aware of their own. Next they are faced with stereotyped views held by foreigners living in their own country, a second language setting, some of which are hard to understand. Having to try to work out reasons for such stereotyped views gives them a chance to develop a critical view of their own culture. It also enables them to understand how stereotypes develop and to face their own simplifications in coping with the foreign culture.

Source:
Title: Search
Author(s):   Anne-Brit Fenner, Geir Nordal-Pedersen
Publisher: Gyldendal Norsk Forlag, Oslo
Country: Norway
Language: English

Make a list of the facts about Norway that these pupils come up with.

William

Jane

William: Not much – the capital, Oslo, that's about it. I know they were doing well in the football some years ago. Top of their group. It's in Scandinavia – with Finland, Sweden and Denmark. They are not in the EU.

Jane: I don't know a lot. It's north-east of here. I can remember a bit about the Vikings and Norway which we did at school last year. The Vikings sailed to England and they took over most of England – a few parts of England – which were ruled by the Celts. And King Alfred the Great – I can't remember whether he was Celt or Viking.

Write down what you know about Great Britain. Form small groups and compare texts. List the facts you have in your group and read them to the class.

B What are Norwegians like?

Here are some statements made by foreign students who have recently immigrated to Norway. Most of these students come from countries outside Europe.

Norwegians:
- drink too much
- smoke too much
  – especially the women
- drink milk and eat potatoes
- eat a lot of sweets and
  drink coffee
- go skiing in winter

- are fond of eating
- are not very polite
- are mean
- are tall and blond
- wear jeans
- wear clothes in many
  different colours

8 Chapter 1

··Task 3   a In groups discuss what these foreign students say about Norwegians. Why do you think they have made these statements? Is it possible to say what other nationalities are like?

b Is our knowledge of other people just as stereotyped? Make two lists, one of what you think is typically English and one of what is typically American. Discuss in class.

Example 20:

Empathy

This example helps students to imagine what it is like not only to live in a foreign culture but also to live in time of war. It helps them understand and explain how war affects peoples' lives and how it changes their outlook on life. The questions are designed to encourage empathy, an essential aspect of cultural awareness. The historical perspective provided by this extract is also an important aspect of cultural awareness since events in a country often need to be understood in the context of historical developments.

Source:
Title: English across the Curriculum Series
Author(s):   Stuart Simpson, Irmtraud Kuchl
Publisher: Österreichischer Bundesverlag
Country: Austria
Language: English

② If you had been a child during the Second World War in Great Britain, you would have been evacuated from the large cities to a safe place in the country. Why?

③ **SOURCE WORK**

Look at the picture of a child being evacuated in 1939. Describe the scene.

a) Where is the child?
b) The child is carrying three objects. What are they?
c) Why must the child carry these three objects?
d) How do you think the child is feeling?
e) Who is the person carrying the child?
f) How do you think he is feeling?

④ This newspaper article describes what the children had to do when they were evacuated to the country.

a) How many "useful tasks" are described?
b) Which of the "useful tasks" were directly involved with the war?
c) Why did the children have to collect bones, metal, rags, etc?

The children are covering a wide range of useful tasks – protecting windows against blast, removing ration coupons from the local grocer, tidying the village street, darning socks for the soldiers, looking after babies, carrying meals to the harvest field, making signalling flags for soldiers, and digging tank-traps, cleaning Home Guard rifles, thatching a hayrick, sheep-dipping, hoeing turnips, driving cattle, milking and dairy work, harvesting.
The children have collected over 4000 lb. of bones and an incredible amount of metal, rags, jars, bottles, tinfoil, paper, and cardboard; the aluminium alone filled five sacks.

⑤ Now imagine you were the child of the soldier who wrote the letter in the previous unit. Write a letter to your Daddy and describe what you are doing and how you are feeling.

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Example 21:

Examining attitudes to otherness

This exercise approaches the question of differences in general at a variety of levels and requires students to examine their own attitudes to otherness. It uses the format of a quiz or questionnaire, which students are probably already used to from reading youth magazines, so it begins within the students' own world. Since it focuses not only on 'cultural otherness' but on other possible sources of conflict, it will serve as a good starting point for a wider discussion of how tolerant students are towards any kind of difference.

Sources:
Title: Pathway to English
Author(s):   E. Comisel, R. Popovici (project managers) et al.
Publisher: Oxford University Press
Country: Romania
Language: English

LESSON 2 / It's my life

1 Answer the quiz and check your tolerance level.

HOW TOLERANT ARE YOU?

1 If you meet somebody from a different religion:
a) are you friendly?
b) do you ignore them?
c) do you try to understand them?

2 If you go to a foreign country:
a) do you try to speak the language?
b) do you think there is nothing worth appreciating?
c) do you try to understand the culture?

3 If you meet somebody with a different hobby:
a) do you want to know more about it?
b) do you tell them it is a waste of time?
c) do you want to try it yourself?

4 If a new student who has succeeded in the Olympiad comes to your class:
a) are you willing to sit next to them?
b) are you worried about your own reputation?
c) are you happy to share books and ideas with them?

5 If you meet somebody with opinions completely different from yours:
a) do you engage in discussions to try to change their ideas?
b) do you start a fight?
c) do you accept that everybody has a right to their own opinion?

Tolerance level:
If you have mainly (c) answers, you are tolerant.
If you have mainly (a) answers, you are quite tolerant but you should keep trying.
If you have mainly (b) answers, you should rethink your attitude.

2 **a** Read and find six things which show how this girl's life is different from yours.

It's my life
Muslims are people who follow the religion of Islam.
This was founded in the seventh century by the Prophet Muhammad.
While Christians live according to the Bible, Muslims practise the teachings of their own holy book, the Koran.

Religion and language
Nine-year-old Arusha, who lives in England, goes to the mosque four times a week to learn Arabic. As a Muslim she should learn to read the Koran which is printed in this language. Once she knows Arabic she needn't go to the mosque so often. During mosque lessons Arusha learns more about her religion. Recently she was asked to write an essay on Muhammad's life and read it to the class. Arusha goes to a multi-cultural school where most of her friends are Asian. As well as English, Arusha also speaks Urdu and Punjabi.

Cover up
In very strict Muslim countries, women mustn't show their faces and usually cover them with veils. In Britain, Muslim women needn't wear these veils. They are allowed to dress in Western style as long as

In 1994, upon the initiative of Austria and the Netherlands, with special support from France, eight states founded the European Centre for Modern Languages (ECML) as an enlarged Partial Agreement of the Council of Europe. It was to become "a forum in which educational policymakers can meet up with specialists in language teaching methodology to discuss and seek solutions to the specific tasks and challenges that face them in the coming years and which will play a decisive role in the process of European integration". At the time of writing, twenty-eight states subscribe to the Partial Agreement.

The aim of the Graz Centre has been to offer – generally through international workshops or seminars and colloquies – a platform and a meeting place for officials responsible for language policy, specialists in didactics, teacher trainers, textbook authors and other multipliers in the area of modern languages.

Following a successful initial trial period (1995-1998) the continuation of the activities of the Centre was confirmed by Resolution (98) 11 of the Committee of Ministers.

Approaches to Materials Design in European Textbooks: Implementing Principles of Authenticity, Learner Autonomy, Cultural Awareness is the third in a series of six studies which represent the work carried out at European Centre for Modern Languages during its initial phase. The publications are largely the result of research networks established during workshops in Graz and as such are indicative of both the active emphasis placed on follow-up by the Centre and the dedication of the former participants and co-ordinators of the seminars and workshops. The aim of the series is to highlight the results already achieved and provide a point of departure for the future work of the ECML.