Mario Rinvolucri

From: To:

"Mario Rinvolucri" <mariorinvolucri@freeola.com> "Renata Fernandes" <r

Sent:

26 February 2003 11:09

Subject: E Talk Dear Everybody,

I guess I was not clear enough about the

concrete proposals I am making when I wrote the opening few words in this "chat".

Maybe the quickest way to get you into the

sort of mindset I am coming from is to ask you to go and have a look at an article written by some people in Barcelona : Using L 1 in the EFL Classroom, by Clanfield and Foord. You will find this under Major article in Humansing Language Teaching, at www.hltmag.co.uk.

. You need to go to the current issue, January 2003.

These two authors offer a set of really neat L1/L2 exercises that they use with their classes in Barcelona.

What Sheelagh Deller and I are offering you in our book Using the Mother Tongue is a wide range of L1/I2 activities.

Take, for instance, vocabulary revision:

You have a set of items you want the students to revise, maybe from the coursebook.

Get the students in pairs and standing up. (more energy) Suppose one of the new words that needs fixing in their minds is butterfly, then get each pair to have a contrastive dialogue like this:

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St 1: Borboleta?

St 2: Butterfly! Butterfly!

St 1: Butterfly, borboleta, borboleta, butterfly, butterfly.

St 2: (shouting) Borboleta, borboleta, borboleta!!!

St 1: (whispering) butterfly, butterfly, borboleta?

etc....

This contastive revision activity does these things:

- it gives the students voice and allows them to use their energy
- It fixes the meaning of "butterfly" in a once and for all way.
- it helps them to contrast the phonologies of English and Portuguese.
- It allows fidgetty students to up and move.

Try this easy exercise in your class and let us know how it worked.

Yeah and by the way, if you go to www.hltmag.co.uk



have a look at another of the main articles:

Where's the Treason in Translation?

I'd love to hear more voices from that huge place called Brasil. I like this chat room experience.

Mario