

OBSERVATION SHEET – FICHE D’OBSERVATION

Title of the activity / Titre de l’activité: LANGUAGE TEACHERS’ MANIFESTO

Name / Nom: SILVIO TÉBAR

Country / Pays: SPAIN

Underline the appropriate situation: Pre-service In-service X

Date(s): 15, 17, 22 y 24 November 2005

Number of sessions observed / nombre de séances observées : 4

Number of hours observed / Nombres d’heures observées: 12

Please, fill in the chart below / S’il vous plait remplissez la table suivante

Circle the number which represents

	1	2	3	4	X	Comments
The objectives of the activity have been accomplished	1	2	3	4	X	VERY WELL ACCOMPLISHED
Being aware of linguistic and cultural diversity of contexts and individuals	1	2	3	4	X	
Being able to influence on motivation and curiosity towards language use and language teaching.	1	2	3	4	X	WHEN IT COMES TO MOTIVATION, IT IS NEVER TOO MUCH.
Getting to know different policies taken by educational authorities as regards linguistic diversity.	1	2	3	4	X	VERY INTERESTING
Thinking about concepts linked to language teaching and language learning.	1	2	X	4	5	

<i>ITEMS</i>	<i>COMMENTS COMMENTAIRES</i>
<i>Classroom distribution Disposition spatiale</i>	IN GROUPS.
<i>Students’ roles Rôles des étudiants</i>	EACH ONE WORKS ON THEIR OWN AND THEN IN GROUPS.
<i>Teacher’s role Rôle de l’enseignant</i>	CHAIRPERSON

<i>Interaction between students to enhance discussions/ interaction entre les étudiants favorisant la discussion</i>	FIRSTLY INDIVIDUAL READING, THEN PUT THINGS IN COMMON
<i>Interaction between teacher-students to enhance discussions Interaction entre les étudiants et le professeur favorisant la discussion</i>	THE TEACHER PARTICIPATES ASKING STUDENTS AND MODERATING INTERACTIONS. SHE ALSO ASKS CERTAIN THINGS TO INDUCE DISCUSSION.
<i>Group dynamics Dynamique du groupe</i>	STUDENTS ASK EACH OTHER OPINIONS ABOUT THE READINGS ON APPENDIXES
<i>Group Leadership Relations de pouvoir dans le groupe</i>	WHEN THERE IS NO LEADER, IT IS AGREED AMONG THE COMPONENTS OF THE GROUP.
<i>Appropriate input to develop plurilingual and inter-pluricultural awareness L'input est approprié pour favoriser le plurilinguisme et l'inter-pluri-culturalité</i>	REAL MATERIAL.
<i>Dimensions concerned /Dimensions travaillées</i>	
<i>Personal (mobilisation of the individual self, personal experiences in life and in education)/ personnelle (mobilisation du sujet, de ses expériences de vie/ formation)</i>	TO BE AWARE OF THE DIVERSITY OF CONTEXTS AND INDIVIDUALS HELPS UNDERSTAND THAT SITUATION NOT ONLY IN EDUCATIONAL CONTEXTS BUT ALSO IN EVERYDAY LIFE.
<i>-professional (educational projects fostering the value of diversity) /professionnelle (organisation de projets d'éducation à la diversité)</i>	TO BE AWARE OF THE DIVERSITY OF CONTEXTS AND INDIVIDUALS HELPS UNDERSTAND THAT SITUATION NOT ONLY IN EDUCATIONAL CONTEXTS BUT ALSO IN EVERYDAY LIFE.

Remarks/Remarques :

I HAVE FOUND INTERESTING TO KNOW THAT THE SANTANDER MANIFESTO WAS WRITTEN AND ALSO TO DISCOVER THAT IN CANADA SINCE THE SIXTIES, PEOPLE AND GOVERNORS CONSIDERED THAT A LOT OF INMIGRANTS WERE REACHING THE COUNTRY CAUSING THAT SOCIAL CHANGES THAT SHOULD BE TAKEN INTO ACCOUNT.

Changes needed in the materials/Changements nécessaires des activités:

THE ONLY CHANGES MADE HAVE AFFECTED TIME DEVOTED TO CERTAIN ACTIVITIES WHICH HAD TO BE EXPANDED. THAT WAS THE CASE OF ACTIVITIES NUMBER 1, 4 AND 5.

OBSERVATION SHEET – FICHE D'OBSERVATION

Title of the activity / Titre de l'activité: LANGUAGE TEACHERS' MANIFESTO

Name / Nom: BASILISA JIMÉNEZ

Country / Pays: SPAIN

Underline the appropriate situation: Pre-service In-service X

Date(s): 15, 17, 22 y 24 November 2005

Number of sessions observed / nombre de séances observées : 3

Number of hours observed / Nombres d'heures observées: 9

Please, fill in the chart below / S'il vous plait remplissez la table suivante

Circle the number which represents

	1	2	3	x	5	Comments
The objectives of the activity have been accomplished				x		
Being aware of linguistic and cultural diversity of contexts and individuals	1	2	3	4	x	Reflection upon Manifesto and Canadian Multicultural Act has provided us with ideas related to multiculturalism.
Being able to influence on motivation and curiosity towards language use and language teaching.	1	2	3	x	5	Multiculturalism should be considered in our classrooms because the situation is changing: we are getting students from different places all over the world.
Getting to know different policies taken by educational authorities as regards linguistic diversity.	1	2	3	4	x	It is enriching to know what has happened in Canada since 1960's to apply to our situation.
Thinking about concepts linked to language teaching and language learning.	1	2	3	x	5	

<i>ITEMS</i>	<i>COMMENTS COMMENTAIRES</i>
<i>Classroom distribution Disposition spatiale</i>	Circle

<i>Students' roles</i> <i>Rôles des étudiants</i>	Discussion among them
<i>Teacher's role</i> <i>Rôle de l'enseignant</i>	Supervisor
<i>Interaction between students to enhance discussions/ interaction entre les étudiants favorisant la discussion</i>	Most of them expose their ideas and subsequently ask their mates what they think about the points expressed.
<i>Interaction between teacher-students to enhance discussions</i> <i>Interaction entre les étudiants et le professeur favorisant la discussion</i>	They also ask the teacher/ moderator her view on the topic being discussed. Thus a rich interaction is established.
<i>Group dynamics</i> <i>Dynamique du groupe</i>	Sometimes the discussion leads to another one.
<i>Group Leadership</i> <i>Relations de pouvoir dans le groupe</i>	There is normally an spontaneous chair person of the groups.
<i>Appropriate input to develop plurilingual and inter-pluricultural awareness</i> <i>L'input est approprié pour favoriser le plurilinguisme et l'inter-pluri-culturalité</i>	The fact of basing our activities on certain documents (Manifesto and Canadian Multicultural Act) has facilitate the task of having the appropriate input.
<i>Dimensions concerned</i> <i>/Dimensions travaillées</i>	
<i>Personal (mobilisation of the individual self, personal experiences in life and in education)/ personnelle (mobilisation du sujet, de ses expériences de vie/ formation)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.
<i>-professional (educational projects fostering the value of diversity) /professionnelle (organisation de projets d'éducation à la diversité)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.

Remarks/Remarques :

I liked the activity very much. I did not know anything about the topic. It is essential for a teacher to consider multiculturality. To know the Manifesto and Canadian Policy has widen my mind.

I should say that I could not attend the last meeting where conclusions were drawn. however, I got the feedback of the activity from some mates to be able to complete my own files.

Changes needed in the materials/Changements nécessaires des activités:

The only changes made have affected time devoted to certain activities which had to be expanded. That was the case of activities number 1, 4 and 5.

OBSERVATION SHEET – FICHE D'OBSERVATION

Title of the activity / Titre de l'activité: LANGUAGE TEACHERS' MANIFESTO

Name / Nom: BELÉN INIESTA

Country / Pays: SPAIN

Underline the appropriate situation: Pre-service In-service X

Date(s): 15, 17, 22 y 24 November 2005

Number of sessions observed / nombre de séances observées : 4

Number of hours observed / Nombres d'heures observées: 12

Please, fill in the chart below / S'il vous plait remplissez la table suivante

Circle the number which represents

						Comments
The objectives of the activity have been accomplished	1	2	x	4	5	I found I would have needed longer to read the texts and discuss them
Being aware of linguistic and cultural diversity of contexts and individuals	1	2	3	x	5	We all agreed on that.
Being able to influence on motivation and curiosity towards language use and language teaching.	1	2	3	x	5	It is extremely difficult to obtain that.
Getting to know different policies taken by educational authorities as regards linguistic diversity.	1	2	3	4	x	
Thinking about concepts linked to language teaching and language learning.	1	2	3	x	5	

<i>ITEMS</i>	<i>COMMENTS COMMENTAIRES</i>
<i>Classroom distribution Disposition spatiale</i>	Two small groups
<i>Students' roles Rôles des étudiants</i>	Investigators.

<i>Teacher's role Rôle de l'enseignant</i>	Supervisor
<i>Interaction between students to enhance discussions/ interaction entre les étudiants favorisant la discussion</i>	It is very easy to work with three people.
<i>Interaction between teacher-students to enhance discussions Interaction entre les étudiants et le professeur favorisant la discussion</i>	The teacher also participated within both groups.
<i>Group dynamics Dynamique du groupe</i>	We were not many people but we dealt with many different points.
<i>Group Leadership Relations de pouvoir dans le groupe</i>	We did not really need a leader.
<i>Appropriate input to develop plurilingual and inter-pluricultural awareness L'input est approprié pour favoriser le plurilinguisme et l'inter-pluri-culturalité</i>	Real material which has provided us with useful information.
<i>Dimensions concerned /Dimensions travaillées</i>	
<i>Personal (mobilisation of the individual self, personal experiences in life and in education)/ personnelle (mobilisation du sujet, de ses expériences de vie/ formation)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.
<i>-professional (educational projects fostering the value of diversity) /professionnelle (organisation de projets d'éducation à la diversité)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.

Remarks/Remarques :

As a teacher of English as a second language, it has been interesting to know what teachers of Spanish have considered in their teaching procedure. That was the reason which lead them to write the Manifesto. It is obvious that the Manifesto can be applied to our lessons where most of us have immigrants. If that is not the case in our classroom, it will be for sure in the school. The only remark I can make is that I would have needed longer. Very interesting indeed.

Changes needed in the materials/Changements nécessaires des activités:

The only changes made have affected time devoted to certain activities which had to be expanded. That was the case of activities number 1, 4 and 5.

OBSERVATION SHEET – FICHE D’OBSERVATION

Title of the activity / Titre de l’activité: LANGUAGE TEACHERS’ MANIFESTO

Name / Nom: JOAQUÍN DUEÑAS

Country / Pays: SPAIN

Underline the appropriate situation: Pre-service In-service **X**

Date(s): 15, 17, 22 y 24 November 2005

Number of sessions observed / nombre de séances observées : 4

Number of hours observed / Nombres d’heures observées: 12

Please, fill in the chart below / S’il vous plait remplissez la table suivante

Circle the number which represents

	1	2	3	4	X	Comments
The objectives of the activity have been accomplished	1	2	3	4	X	
Being aware of linguistic and cultural diversity of contexts and individuals	1	2	3	4	X	
Being able to influence on motivation and curiosity towards language use and language teaching.	1	2	3	X	5	That is the stepping stone where everything should lie!
Getting to know different policies taken by educational authorities as regards linguistic diversity.	1	2	3	4	X	
Thinking about concepts linked to language teaching and language learning.	1	2	X	4	5	

<i>ITEMS</i>	<i>COMMENTS COMMENTAIRES</i>
<i>Classroom distribution Disposition spatiale</i>	In groups.
<i>Students’ roles Rôles des étudiants</i>	Each one works on their own and then in groups.

<i>Teacher's role</i> <i>Rôle de l'enseignant</i>	Chairperson
<i>Interaction between students to enhance discussions/ interaction entre les étudiants favorisant la discussion</i>	Individual reading, then put things in common
<i>Interaction between teacher-students to enhance discussions</i> <i>Interaction entre les étudiants et le professeur favorisant la discussion</i>	The teacher also participated giving her opinion
<i>Group dynamics</i> <i>Dynamique du groupe</i>	Students ask each other opinions about the readings on appendixes
<i>Group Leadership</i> <i>Relations de pouvoir dans le groupe</i>	When there is no leader, it is agreed among the components of the group.
<i>Appropriate input to develop plurilingual and inter-pluricultural awareness</i> <i>L'input est approprié pour favoriser le plurilinguisme et l'inter-pluri-culturalité</i>	Real material.
<i>Dimensions concerned</i> <i>/Dimensions travaillées</i>	
<i>Personal (mobilisation of the individual self, personal experiences in life and in education)/ personnelle (mobilisation du sujet, de ses expériences de vie/ formation)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.
<i>-professional (educational projects fostering the value of diversity) /professionnelle (organisation de projets d'éducation à la diversité)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.

Remarks/Remarques :

I have learnt new aspects I did not know.

Changes needed in the materials/Changements nécessaires des activités:

We spent longer on some activities (numbers 1, 4 and 5).

OBSERVATION SHEET – FICHE D'OBSERVATION

Title of the activity / Titre de l'activité: LANGUAGE TEACHERS' MANIFESTO

Name / Nom: ÁNGEL CAMPOS

Country / Pays: SPAIN

Underline the appropriate situation: Pre-service In-service X

Date(s): 15, 17, 22 y 24 November 2005

Number of sessions observed / nombre de séances observées : 4

Number of hours observed / Nombres d'heures observées: 12

Please, fill in the chart below / S'il vous plait remplissez la table suivante

Circle the number which represents

						Comments
The objectives of the activity have been accomplished	1	2	3	x	5	
Being aware of linguistic and cultural diversity of contexts and individuals	1	2	3	4	x	Reflection upon Manifesto and Canadian Multicultural Act has provided us with ideas related to multiculturalism.
Being able to influence on motivation and curiosity towards language use and language teaching.	1	2	3	x	5	
Getting to know different policies taken by educational authorities as regards linguistic diversity.	1	2	3	4	x	It was very enriching because I did not know.
Thinking about concepts linked to language teaching and language learning.	1	2	3	x	5	

<i>ITEMS</i>	<i>COMMENTS COMMENTAIRES</i>
--------------	----------------------------------

<i>Classroom distribution Disposition spatiale</i>	Circle
<i>Students' roles Rôles des étudiants</i>	Discussion among them
<i>Teacher's role Rôle de l'enseignant</i>	Supervisor
<i>Interaction between students to enhance discussions/ interaction entre les étudiants favorisant la discussion</i>	I shared my opinions with my mates to be able to draw our conclusions.
<i>Interaction between teacher- students to enhance discussions Interaction entre les étudiants et le professeur favorisant la discussion</i>	The teacher was an active part of the discussions.
<i>Group dynamics Dynamique du groupe</i>	Sometimes the discussion leads to another one.
<i>Group Leadership Relations de pouvoir dans le groupe</i>	We did not need a leader.
<i>Appropriate input to develop plurilingual and inter- pluricultural awareness L'input est approprié pour favoriser le plurilinguisme et l'inter-pluri-culturalité</i>	Right input given in the appendixes.
<i>Dimensions concerned /Dimensions travaillées</i>	
<i>Personal (mobilisation of the individual self, personal experiences in life and in education)/ personnelle (mobilisation du sujet, de ses expériences de vie/ formation)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.
<i>-professional (educational projects fostering the value of diversity) /professionnelle (organisation de projets d'éducation à la diversité)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.

Remarks/Remarques :

It took me very long to get familiar with the topic, but I liked the experience.

Changes needed in the materials/Changements nécessaires des activités:

The only changes made have affected time devoted to certain activities which had to be expanded. That was the case of activities number 1, 4 and 5.

OBSERVATION SHEET – FICHE D'OBSERVATION

Title of the activity / Titre de l'activité: LANGUAGE TEACHERS' MANIFESTO

Name / Nom: SILVIA SEBASTIÁ

Country / Pays: SPAIN

Underline the appropriate situation: Pre-service X In-service

Date(s): 15, 17, 22 y 24 November 2005

Number of sessions observed / nombre de séances observées : 4

Number of hours observed / Nombres d'heures observées: 12

Please, fill in the chart below / S'il vous plait remplissez la table suivante

Circle the number which represents

	1	2	3	4	5	Comments
The objectives of the activity have been accomplished	1	2	x	4	5	I found I would have needed longer to read the texts and discuss them
Being aware of linguistic and cultural diversity of contexts and individuals	1	2	3	x	5	We all agree on that.
Being able to influence on motivation and curiosity towards language use and language teaching.	1	2	3	x	5	For me the most difficult to obtain.
Getting to know different policies taken by educational authorities as regards linguistic diversity.	1	2	3	4	x	Very interesting for us to pay attention.
Thinking about concepts linked to language teaching and language learning.	1	2	3	x	5	

<i>ITEMS</i>	<i>COMMENTS</i> <i>COMMENTAIRES</i>
<i>Classroom distribution</i> <i>Disposition spatiale</i>	Two small groups

<i>Students' roles</i> <i>Rôles des étudiants</i>	Investigators.
<i>Teacher's role</i> <i>Rôle de l'enseignant</i>	Supervisor
<i>Interaction between students to enhance discussions/ interaction entre les étudiants favorisant la discussion</i>	The group was big enough.
<i>Interaction between teacher-students to enhance discussions</i> <i>Interaction entre les étudiants et le professeur favorisant la discussion</i>	The teacher also participated within both groups.
<i>Group dynamics</i> <i>Dynamique du groupe</i>	We were not many people but we dealt with many different points.
<i>Group Leadership</i> <i>Relations de pouvoir dans le groupe</i>	We did not really need a leader because we were not many people and it was very easy to express opinions.
<i>Appropriate input to develop plurilingual and inter-pluricultural awareness</i> <i>L'input est approprié pour favoriser le plurilinguisme et l'inter-pluri-culturalité</i>	Real material which has provided us with useful information.
<i>Dimensions concerned</i> <i>/Dimensions travaillées</i>	
<i>Personal (mobilisation of the individual self, personal experiences in life and in education)/ personnelle (mobilisation du sujet, de ses expériences de vie/ formation)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.
<i>-professional (educational projects fostering the value of diversity) /professionnelle (organisation de projets d'éducation à la diversité)</i>	To be aware of the diversity of contexts and individuals helps understand that situation not only in educational contexts but also in everyday life.

Remarks/Remarques :

I cannot speak about my experience because I am getting ready to teach English in a Secondary School, nevertheless I liked the activity since it has provided me with useful information. The term MULTICULTURALITY has to be included within our curriculum.

Changes needed in the materials/Changements nécessaires des activités:

The only changes made have affected time devoted to certain activities which had to be expanded. That was the case of activities number 1, 4 and 5.