

Περιεχόμενα Τεύχους:

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Editor's Letter

We hope that you have already received the good news that the ECPE will now be administered twice a year. As from 2007, the Preliminary Test will no longer be required for candidates who wish to sit for the ECPE, however the English Language Institute/ELI, University of Michigan will produce one preliminary test a year for schools which wish to use it for screening purposes. This will be available free of charge. The ECPE will be administered as scheduled in March 2007 and again in November 2007. Further good news is that the Hellenic American Union will be administering the ECPE throughout the whole of Greece after the March 2007 sitting.

We're also pleased to announce that ELI has appointed a new Director of Testing, Dr. Gary Buck, who is well known in the field of testing. He did his Ph.D. at the University of Lancaster and has had a very successful career in Testing Development prior to his appointment in Michigan. Dr. Buck will be focusing on quality in test development and research which will contribute to the validity and reliability of all the tests developed by ELI. Plans have already been made by ELI to work on research related to the ECPE, which will be conducted in Greece in the next few months.

Regarding the tests developed by the Hellenic American University and administered by the Hellenic American Union, a major research project has just been completed for the ALCE, linking the test by specifications and standardization to the CEFR at C1 level. A report has been submitted to the Council of Europe and which will in due course be published as a case study, together with other case studies conducted by testing organizations in Europe and the US.

We have also begun a series of seminars, mainly in Northern Greece. These seminars include presentations on writing for the ECPE and speaking skills for the ECCE. The third presentation was on the new test for teachers, Communicative English Language Teaching Test (CETT) which had its first administration in January. At the seminars, materials are being distributed for ECPE writing and ECCE speaking and sample questions for the CETT. Please call the Examination Services Center Tel: 210 3680900. If you did not manage to attend these seminars, we would be happy to send the materials to you.

The logon is a very useful form of communication for us to give you updates and new developments concerning the examinations, but in each issue we also try to provide some food for thought for teachers, either by reporting on classroom research or ideas for teaching. This issue of the logon includes a very creative piece of writing by one of our teachers, Lily Niarchou. Lily is an exceptional teacher who has a wealth of knowledge about Greek philosophy which she uses to stimulate class discussion in English with advanced students. It's worth reading for ideas on developing speaking skills in the classroom, but it also provides an opportunity for us to reflect on what the really important issues in life are in the midst of chaos. I hope Lily's ideas are as inspiring to you as they were to me.

Christine Irvine – Niakarīs
Director of the Center for Applied Linguistics and Language Studies
Hellenic American Union

Working Toward Utopia...

Lily Niarchou is a very experienced and talented teacher who uses her creative writing skills and knowledge of Greek philosophy to enrich her students' language learning experience at the HAU. She wrote the following personal thought provoking reflections in response to a series of integrated skills lessons on the topic of Utopia presented in the students' course book, North Star Advanced by Longman.

Level: 420 (Upper Intermediate)

Topic: Working Toward Utopia

As if learning English weren't hard enough already, the students had been asked to describe their ideal world, to solve all the world's injustices, and to do it all in English! Isn't it unfair to demand of students Utopia, which by definition is a world that does not exist? Nevertheless, we found that we could not let go of our dream of a better world. "Give up your dream, you die." So, the first step is to imagine it. The second is to sit down and methodically plan it. The third is to pray for it: "On Earth as it is in Heaven..."

And so, the students set about the task. Eleni and Evangelia began writing down long lists of priorities. Kostas came to the realization that more research was needed. Pandelis shared with the class a rather disturbing documentary he had seen about harsh child labor conditions in the diamond mines of some developing country. "But," he argued, "if young people are clever, they will study hard, get

B.A.s, and become corporate executives who will deserve to get 500 times the amount a normal worker gets." Nick was so kind as to remind us that "deserve" has nothing to do with it. Life's unfair. "Do you know how many young people come out with B.A.s only to join the ranks of the unemployed and shattered dreams?" Aspasia mentioned that Utopia exists in the minds of all people as hope: It is the hope of things unseen that someday should be materialized. Angela placed emphasis on the vital role of imagination and creativity in society. Who will do the accounting in Utopia? Popi volunteered her services in the work she is already doing. Georgia, with her expertise as a nursery school attendant who loves her job and adores children, was volunteered to take care of the future generations of Utopia and nurture their tender dreams. Theoni said that the group of people she would gladly exile from our Utopia is the politicians, with all their tedious arguments and corruption. Sophia searched her mind and in the end said nothing. But that's O.K. We need not be afraid of thoughtful silences. Her name after all means "Wisdom".

George smiled confidently and said that it was really very simple. He came up with this brilliant plan to raise money for the very valid needs Utopians would have. For it must not be forgotten that the human condition is really very fragile. "Taxes?" asked the other students interestedly. "No, not taxes," said George. "There are 3000 transactions a day on the Athens stock exchange alone. People make huge profits, no sweat, with just a call to their stock broker. An infinitesimal amount of the profits, say .05%, should be withheld for a better social security system, education, and the like". The idea seemed to sweep us off our feet until George began to talk about retiring with all the money to the island of Poca Poca, some "sandwich island" in the South Pacific where sandwiches cost \$0.05 and no doubt, people work for starvation wages serving the rich, the clever, and the lazy.



This last realization was very jarring. It was like a knock over the head and came as a reminder that if we are ever going to accomplish our perfect universe, we must first overcome our own human tendencies toward greed, dishonesty, and self-gratification at the expense of others. Whom could we trust? Could we trust ourselves? "Power corrupts and absolute power corrupts absolutely," Montesquieu had said. We realize this the moment we place someone in a position of power, as our study of human history shows. Plato had proposed the idea of the "Philosopher King" as the only solution. The trouble is philosophers do not rule and kings do not philosophize. Few are the exceptions, and dreamers - such as Socrates, Mahatma Gandhi, Abraham Lincoln, Martin Luther King, John Lennon, the Jewish prophets, the Christian martyrs, and Jesus Christ himself - all had strangely similar ends.

Ultimately, the promise of the Kingdom of Heaven is made only to those who are pure in spirit. If we can perhaps start by making spiritual changes in ourselves, perhaps then and only then the rest of the world will follow. Meanwhile, we are back to advertising in the Classifieds, on the Internet, and in our prayers, "Wanted: A Philosopher King".

Note from Lily:

In the following lesson the students read precisely this piece of writing you have just read which summarizes their classroom experience. Their faces evinced great interest as they recognized their own ideas enhanced. They had made a personal investment and had understood that what they had contributed really counts.



ECCE Speaking at a Glance

- Aim for the A and B levels
 - To increase confidence
- Learn appropriate functions
 - Asking for clarification: e.g., "Sorry, I didn't catch what you said."
 - Giving an opinion: e.g., "If you ask me..."
 - Offering advice: e.g., "If I were you, I'd..."
- Use cohesive devices correctly for flowing speech (Especially in Stages 3 & 4)
 - Remember "moreover" and "therefore" are not usually used in informal speech
- Use conversation stages
 - Hesitating: e.g., "Hmmm...let me think about that for a minute"
 - Taking the initiative: e.g., "By the way..."
 - Checking understanding: e.g., "Let me see if I got that..." (then summarize understanding)
- Main Assessment Criterion: Overall Communicative Effectiveness
 - Ability to exchange information
 - Level of complexity when discussing a topic
 - Level of independence
 - Level of listening comprehension
 - Ability to elaborate and initiate
- Remember it's not just grammar and vocabulary!

The Communicative English Teaching Test (CETT)

The Communicative English Teaching Test (CETT) has been developed in response to an emerging need for a reliable indicator of a teacher's knowledge of both the content and methodology of teaching English as a foreign language. The CETT was researched and designed especially for Greece and the Balkan countries by a team of experienced professionals in language teaching, testing and teacher training at the Hellenic American University, as well as other international experts from the field of testing and teacher education.

The aim of the CETT is to enable novice teachers and those who aspire to become language teachers to obtain official certification of their knowledge and skills in order to gain employment. The CETT is also designed to allow school owners and Directors of Studies to be able to better select suitable candidates for teaching positions.

The CETT comprises two papers, **Methodology** and **Language Awareness**, and takes three and a half hours to complete. It is offered three times a year. The first administration of the CETT took place in January 2007, with participants from all over mainland Greece and the islands. The next scheduled test date is **June 16, 2007**.

For more information about the CETT or to register for the test, please call 210-3680900.

“Ο ORFEAS...στην Ελληνοαμερικανική Ένωση”

Η Ελληνοαμερικανική Ένωση, με γνώμονα τον πρωτοποριακό σχεδιασμό πρακτικών εφαρμογών και την καλύτερη και αποτελεσματικότερη εξυπηρέτησή σας, βρίσκεται στην ευχάριστη θέση να σας παρουσιάσει το **ολοκληρωμένο σύστημα online εγγραφών, ORFEAS**.

Το σύστημα εγγραφών **ORFEAS** αξιοποιεί τις δυνατότητες της σύγχρονης τεχνολογίας και επιταχύνει με απλά βήματα τη διαδικασία εγγραφής των μαθητών σας για τις εξετάσεις του Πανεπιστημίου του Michigan και του Hellenic American University.

Παράλληλα με την ηλεκτρονική υποβολή των αιτήσεων, ο **ORFEAS**, σας παρέχει πλέον πλήθος δυνατοτήτων σχετικά με την καταβολή των εξετάσεων, το πρόγραμμα και τα αποτελέσματα των εξετάσεων.

Ο **ORFEAS** έρχεται να προστεθεί στον κατάλογο των καινοτομιών που σχεδιάζει και εισάγει η Ελληνοαμερικανική Ένωση στον χώρο της εκπαίδευσης και αποτελεί ενεργή ανταπόκριση στις ανάγκες σας.

Σας προσκαλούμε να πλοηγηθείτε στην ιστοσελίδα του (<http://orfeas.hau.gr>) και να αξιοποιήσετε τις δυνατότητές του.



Preparation Course for the Communicative English Teaching Test (CETT)

This course helps participants to prepare for the Communicative English Teaching Test (CETT), by focusing on the components and tasks which feature in the Test.

The course lasts 15 hours and is a weekend course. Day 1 examines Paper 1 Methodology, while day 2 examines Paper 2 Language Awareness.

The next CETT preparation course will take place Saturday & Sunday, **June 2 & 3, 2007** in Athens and Thessaloniki.

For more information please call 210-3680900.

ANNOUNCEMENT

ECCE EXAMS DATES Written Test: May 19, 2007

BCCE/ALCE EXAMS DATES Written Test: June 23, 2007



ANNOUNCEMENT

Εάν επιθυμείτε να λαμβάνετε ενημέρωση μέσω ηλεκτρονικού ταχυδρομείου (e-newsletter) για όλες τις δραστηριότητες της Ελληνοαμερικανικής Ένωσης, στείλτε ηλεκτρονικό μήνυμα στην διεύθυνση support@hau.gr, βάζοντας στο subject: newsletter.

