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Marta Navarro Coy (ed.)

**Practical Approaches
to Foreign Language
Teaching and Learning**

Peter Lang

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Contents

Introduction 9

Culture and Language Learning

EVA MENDIETA

Spanish Language Maintenance and Linguistic attitudes
in the Latino Community of Northwest Indiana..... 15

ERIN KEARNEY

Images as a Resource for Culture Learning
in the Foreign Language Classroom..... 33

Human Resources in Language Learning

HEIKE PINTOR, BIRGIT STROTMANN, CLAUDIA KUNSCHAK

Project Management Inside and Outside the Classroom 67

ELAINE HEWITT

Is Parental Influence an Effective Resource
for Learning English as a Foreign Language?
An Empirical Study with Complete-Beginner Children..... 91

HEIKE PINTOR, BIRGIT STROTMANN, CLAUDIA KUNSCHAK

Project Management Inside and Outside the Classroom

1. Introduction

The project-centered approach to teaching and learning is in accordance with the principles of the Declaration of Bologna (1999), which puts the student at the center of the learning process by promoting autonomous and collaborative work in real and virtual learning environments. These principles aim to prepare students for the changing workplace of our times, for a globalized society, and for lifelong learning. Project work thus not only connects students with the world around them, but also with their peers and, ultimately, with their own learning process.

As 21st-century classrooms are composed of students of varying ages, language skills, maturity, geographic origins and cultural heritage, project work is an exciting and creative way to bring out the best of all participants and guide them in their personal and academic development. This chapter will offer a clearly structured, step-by-step proposal on how to include project work in university teaching methodology in the context of language teaching. Since project management has traditionally been used in business, science and research management rather than in undergraduate teaching, some principles can be applied directly while others have to be adapted to a different type of project participant.

This chapter will focus on the design and management of student projects inside and outside the classroom. At the Universidad Europea de Madrid (UEM), as in many other Spanish universities, teachers are increasingly required to promote student-centered study environments. Teachers need to adapt their methodologies to new challenges, such as technological innovations, new teaching methods,

EVALUATION SHEET: Oral presentations

Students

Name:

<i>Uses visuals clearly and effectively.</i>	
<i>Communicates and stresses main points</i>	
<i>Body posture projects confidence</i>	
<i>Makes consistent eye contact.</i>	
<i>Enunciates clearly/use of new vocabulary</i>	
<i>Overall impression</i>	

ELAINE HEWITT

Are Parents an Effective Resource for Learning English as a Foreign Language? An Empirical Study with Complete-beginner Children

1. Introduction

This investigation was carried out into the new area of English as a Foreign Language (EFL) and parental influence on children. The fact that the thirty-five children were total beginners of EFL meant that they gave a clearer sample for us to follow their progress on the English tests, and especially for any possible association with their parents' help or knowledge of English. They were selected precisely due to the fact that they, as yet, knew nothing of English according to the pre-test and the base-line data.

The children were of Spanish nationality, and through one school year they completed a questionnaire on their background and that of their families, plus four listening comprehension tests of English and four tests of written English. The information was explored within a research design traditionally called Repeated Measures. The data on the parents' help given in the questionnaire was then statistically analysed together with the academic achievement in English.

The results are described as to which variables were associated with academic achievement: the parents' knowledge, the number of times parents helped, the listening comprehension or the written tests,