From the Editor

Those of us who attended the annual IATEFL Conference and Exhibition in Liverpool in April will agree that this was one of the best organised, professionally stimulating and generally fun Conferences in recent memory. The facilities were spectacular, the sessions received glowing reviews and many of us, myself included, fell in love with Liverpool as a city. This issue of Voices gives those of us who were there a chance to relive the magic – and for those who couldn’t make it, perhaps these pages will give a taste of how the week developed.

Our keynote paper is by IATEFL’s Patron David Crystal, himself a Liverpudlian, who reports on the latest edition of the Cambridge Encyclopedia of the English Language, complete with Liverpool references. Other papers in this issue relate the experiences of both first-time and veteran Conference-goers, describe the joy of winning a scholarship to attend the Conference and outline the journey towards having a booth for independent publishers in the IATEFL Exhibition hall. On a sad note, members of the ELT community who have passed away since the last Conference are remembered here; in particular, Ken Lackman and Leo Selivan discuss the legacy of the late Michael Lewis’ lexical approach. Have a look at Steve Brown’s article on the role IATEFL could be playing in today’s ‘messed-up’ world; President Harry Kuchah commented on this article prior to publication – what do you think about Steve’s arguments?

I am delighted to announce two new members of our Voices team with this issue. Deborah Bullock, whom many readers will know from her involvement with the Research SIG, has taken over as copy-editor, and designer Nathale Hemming-Brown brings his incredible talents (already known to readers of the Young Learners and Teenagers SIG newsletter) to Voices. To my immense relief, Ruby Vurdien is continuing the fantastic job she does as Reviews Editor.

I am now hard at work on the September issue of Voices. Stay tuned for an exciting new two-part series that I’m sure will be both interesting and useful to many of us as we lead hectic lives as teachers, administrators, writers, trainers and more. Our regular columns, ‘What’s happening in…’ and ‘My life in ELT’ will be both interesting and useful to many of us as we lead hectic lives as teachers, administrators, writers, trainers and more. Our regular columns, ‘What’s happening in…’ and ‘My life in ELT’ will be back, and our featured area will be English for Specific Purposes. For those of you who writing proposals to speak in Manchester, and for those of you who have applied for scholarships, I wish you the best of luck. I’m already looking forward to Manchester – but before we forget Liverpool, have a look at Syke Annamma Kumaran’s photo-journal supplement in the middle of this issue sponsored by Pilgrims, and enjoy the memories.

Tania Pattison
Voices Editor
tania.pattison@iatefl.org
**From the President**

Memories and messages from Liverpool

Liverpool 2019 is now a few months behind us, but the memories and messages from the Conference are still fresh in our minds. As with previous Conferences, the 53rd International IATEFL Conference and Exhibition in Liverpool offered an opportunity for our international ELT community to come together and share ideas and practical experiences from a variety of ELT contexts around the world. The venue itself provided space for people to socialise during the conference, and my best memory was going up and down the escalators in the middle of the hallway high-fiving friends and colleagues.

Inclusion: a key theme

A major theme that ran through this year’s Conference was inclusion, and this was so well captured in the following excerpt from a post-Conference email I received from a delegate: ‘I really enjoyed IATEFL, especially the focus on inclusion this year, not only in the content of the plenaries but in the plenary speakers themselves, as well as in the format and general vibe at the Conference.’ I also spoke with another delegate who felt that the Conference was ‘a testament to the idea that IATEFL was becoming less Anglocentric and more diverse. It is IATEFL’s diversity that makes it truly international and to hear a delegate in the closing video describe IATEFL as a family, a network, and a place to catch up with colleagues and friends to discuss ideas and feel inspired has been proud to be part of this global community of like-minded professionals.’

Wherever we stand in relation to these perspectives, I think there was a sense, both in the pre-Conference events and in the Conference itself that inclusivity at all levels of the ELT industry is a burning concern. Paula Rebolloz’s opening plenary set the tone by questioning the ways in which teacher empowerment has been conceptualised and promoted, arguing that expertise belongs to teachers as well, and supporting them in the generation and dissemination of knowledge in our field would help bridge the power gaps that have been created between teachers and students. Harry Kuchah Kuchah reminded us of the need for teachers of the future to develop some synergy with the different sources of language knowledge which the media offers learners. As with all novels, this is still a work in progress, and we hope that the planned online discussions around this plenary can help to refine future ones.

IATEFL Online and beyond

We are immensely grateful to the British Council for livestreaming nineteen sessions, including all plenary presentations. Without this, our largely international and English-speaking audience would not be able to benefit from the memory and wisdom of our presenters. In addition, our Digital Committee team worked tirelessly to bring our virtual participants highlights, interviews and reflections on different themes at the Conference. Following the Conference, there have also been blogposts about different key ideas learnt in Liverpool, special moments with colleagues shared on Facebook as well as tweets on highlights and opinions about the work of IATEFL.

During the Conference, I had the opportunity to interact with some committed IATEFL members on Twitter over a number of issues. It was an opportunity for me to learn more about our expectations and perceptions, but more importantly to explore ways of staying relevant to our increasingly diverse membership. I am confident that our members will continue to provide a platform to discuss all things that matter to its members, and it is important that we show solidarity with members at all times. How we do this is something we all need to explore together.

With best wishes,

Harry

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**Keynote: CEELeing my fate**

David Crystal discusses the third edition of The Cambridge Encyclopedia of the English Language

Wandering around IATEFL 2019 in Liverpool, and wondering what to write about for this piece, I kept a note of the questions that people asked me. By far the commonest related to the third edition of The Cambridge Encyclopedia of the English Language – CEEL (pronounced ‘seal’), which came out at the beginning of this year. Why another edition? What’s changed? What’s new?

The Cambridge Encyclopedia of the English Language

In a word, everything. I don’t envy teachers the task of keeping up to date with a language that’s been changing as rapidly as English has. We only have to look at what is not in the earlier editions to see this. The first edition of CEEL came out in 1995: no mention of the internet. The second edition came out in 2003: so, the Web, emails, texting, blogging, and other digital developments of the time were all present. But 2007? No Facebook (2004), YouTube (2005), Twitter (2006), or any of the new platforms we’ve seen in the last ten years (Instagram, WhatsApp...). And we mustn’t forget the arrival of emojis (‘keep calm...’) and the proliferation of ludic linguistic sites that have developed cult followings, such as Lolcats and Dogglingo.

All post-2003. There’s been a explosion of new genres of online discourse, often hugely radical in the way they play with traditional linguistic rules, and presenting issues that were totally unpredictable.

Language play

There must now be dozens of cult language games being played by unknown numbers of online aficionados. Take Doge (pronounced ‘soh’ or ‘gohee’), which became popular in 2013, using a picture of a Shiba Inu, a breed of spit that originated in Japan. Its various styles, bright colours and a quirky font. Its predominant linguistic style is to use two-word phrases, supplemented by some single-word items, such as ‘wow’, ‘amaze’ or ‘scare’. The first word is usually one of the modifiers ‘so’, ‘much’, ‘many’, ‘such’ or ‘very’, followed by a word that these items don’t usually go with, as in ‘so wow’, ‘such happy’, ‘very eat’ and ‘many sunshine’. (This is harder to do than you might think.) One of my favourite examples is the way a group of enthusiasts got together to make a summary of Shakespeare’s Romeo and Juliet:


Then there’s the unpredictability that comes from the nature of the online medium. In the old days, when we worked in printed language and printed books, we knew where we were.

Now there’s a third medium, EMC (electronically mediated communication) or EMC (for ‘digitally’). We’re seeing how making us rethink much of our traditional understanding of how language works. To take just one example: a Wikipedia page by its nature allows multiple inputs that can be written by people from different linguistic backgrounds, resulting in stylistic inconsistencies that might see ‘get’ and ‘got’ in one paragraph and ‘got’ in another, for instance. And because a text can be added to at any time, information can be ‘updated’ from different time-frames juxtaposed – a page written in, say, 2008, is revised to include a comment from 2019 which refers to Brexit. Any social phenomenon will be seen as a matter of timing, and yet we find we’re seeing change as if ‘it were new’, rather than seeing that it’s still a work in progress, and we can only learn from it, and perhaps use it to understand something else.

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**Disclaimers and acknowledgements**

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Cover photograph this issue: Liverpool 2019 Conference: Styke Anuarmma Kusiman (c) 2019

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**In this edition? What’s changed? What’s new?**

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**I don’t envy teachers the task of keeping up with a language that’s been changing as rapidly as English has.**
People often underestimate the cultural knowledge of their listeners and readers. Because the words and phrases are so familiar and routine, they may not be aware that they are saying something that foreigners will not understand.

about the shops, streets, suburbs, bus routes, institutions, businesses, television programmes, newspapers, political parties and minority groups. They make jokes, quote proverbs, bring up childhood linguistic memories (such as nursery rhymes) and recall lyrics of popular songs. All this local knowledge is taken for granted and used in sentences without gloss. Visitors who hear such sentences, or songs. All this local knowledge is taken for granted.

It can't have been very comfortable. Of course. But didn't their instruments get wet? A And did people come to see them there? A Of course. B It can't have been very comfortable. A No, but nobody minded that. B But didn't their instruments get very wet? A Excuse me? B I mean, damp. A Sorry, I... B Aren't the walls always wet? A ?

It eventually dawned on A that B had heard ‘The Cavern’ as ‘the cavern’, or perhaps even ‘a cavern’. He thought it was just a cave, presumably somewhere down by the river. In this case, the confusion was soon resolved, and B learned a cultural lesson. But I wonder how many such conversations take place where it isn’t and it doesn’t.

Replica of The Cavern Club at The Beatles Story: not wet or uncomfortable. Photo by Walton Burns.

B And did people come to see them there? A Of course. B It can’t have been very comfortable. A No, but nobody minded that. B But didn’t their instruments get very wet? A Excuse me? B I mean, damp. A Sorry, I... B Aren’t the walls always wet? A ?

Big data
Another area of special relevance to ELT is the arrival of ‘big data’, which has introduced a fresh climate into corpus linguistics, a field that has vastly grown since 2003. Once upon a time, we were impressed by corpora of a million words. Now we’re talking multiple billions. And accessibility has greatly improved.

We are looking for freelance writers to write for our adult and ‘for schools’ proficiency tests and our adult placement test. This is an excellent opportunity for suitably experienced and qualified ELT teachers who wish to further their knowledge of assessment. We provide full training and support. If you are interested in this exciting opportunity, please email IWApplication.UK@goup.com and ask for the application criteria.

Are you interested in writing test materials?
The lexical approach and a look backward

Ken Lackman

Ken: I will never forget the day I met Michael Lewis. I was teaching in Prague when I heard that he would be speaking at the IATEFL Conference in Poland. I had recently become familiar with Lewis through his book Implementing the Lexical Approach. It had had such an impact on me that I decided to attend the conference in Wrocław to hear him speak and, hopefully, get a chance to talk to him. I was in my second year of teaching, and I had started to discover that the initial training I’d had in Canada was woefully inadequate. So, based on recommendations from other teachers, I started reading. I first read the Willis book on task-based learning, but it was the lexical approach that really intrigued me. It seemed like a revolutionary idea that, rather than the teacher trying to fill the students’ brains with language, they would instead train students to acquire the language through exposure, through what Lewis called ‘noticing’. But what struck me most was that notice was equally fascinating. Lewis taught me about the structural nature of the language: it consisted not only of standard grammar structures, but also of chunks, patterns, not vocabulary (i.e. lists of words) – and relegating grammar to a secondary position. I remember him saying that grammar is a relative sophistication; grammatical competence is acquired later and is not the basis of communication. But let’s get back to your story. So you first met at IATEFL, Poland in the early 1990s?

Leo Selivan

Leo: Surely you know about grammar structures before you read Lewis.

Ken: Yes, but I thought there were a few context-free, non-technical, elements that have names, and then there was all this other language just made up of words. Lewis gave me the insight to see that there was order in that chaos.

Leo: I see now. I think like you I also had this ‘slot-and-filler’ view of language. If you compare it to a tree – which, in fact, could be Lewis’s own metaphor – traditional grammar structures are the branches and words are the leaves. Lewis turned it upside down by asserting primacy of lexis – note: lexis (i.e. collocations, chunks, patterns), not vocabulary (i.e. lists of words) – and re-grammarising to a secondary position. I remember him saying that grammar is a relative sophistication; grammatical competence is acquired later and is not the basis of communication. But let’s get back to your story. So you first met at IATEFL, Poland in the early 1990s?

Ken: Yes. Other teachers had warned me that he was not the world’s most humble person, and that he could be a bit brusque. And what he said to open his talk did nothing to suggest they were wrong. He began with the statement, ‘I’m pissed off’. And then he continued to complain about how he’d written The Lexical Approach five years earlier, and nothing had changed in the classroom. As shocked as I was that he would open with that statement, I had to admire his passion and his dedication to the approach, which I would soon inherit.

Leo: When you had finished, I rushed up to the podium and told him how much I loved his talk and all his ideas, and I asked if I could ask him some questions. He told me to meet him in the publishers’ area after the day’s last session. When I got there, he wasn’t there, but I ended up talking to someone named Hugh Dellar. When Lewis finally showed up, he suggested that we sit in a quiet area and talk. I was impressed that he had committed the time to talking to me. I told him that I really didn’t know much about teaching, and that, to learn more, I’d read the Willis book and Implementing the Lexical Approach around the same time. I said that I saw a connection between the two approaches to language teaching and asked if one had influenced the other.

Leo: I doubt that he appreciated the comparison.

Ken: He seemed a bit offended and told me that there was a big difference between the two. When I asked him what it was, he told me that the task-based learning was based on production, and his approach was not. I explained that I understood the primary need of the students was to acquire the language that they had extracted. He asked me when students were supposed to get a chance to practice and he said, ‘There’s a sign that you see on some British pubs that says, “Free beer tomorrow”’. It took me a few seconds to get it and then he said, ‘Leo, you’re never right!’ He then listed off some school subjects, like history and maths, and said that none of them required production before use, which would be different for language learning? I don’t know where I got the boldness to say what I said next. I can only assume it came from sheer ignorance. I said none of those subjects were necessarily as complicated or difficult as learning a language. I was trying not what happened next. He paused, looked at me and then said, ‘You’re right’. That was my first experience with him. What about you, Leo? How did you first come to know Michael Lewis and his work?

Leo: Well, I don’t have a personal anecdote to tell, but Hugh Dellar is also featured in my story. My encounter with Lewis’s work started through Hugh Dellar and Andrew Walley’s coursebook series Innovations. The lexical approach had been covered somewhat scantily on my CELTA course. It wasn’t until the teaching centre where I was working (British Council) stocked copies of Innovations Intermediate that I got to know it better. Full of juicy collocations and idiomatic expressions, with a strong emphasis on lexis (not vocabulary!), the book stood out. It didn’t fit the traditional coursebook format with the present simple in Unit 1, present continuous in Unit 2, etc. Instead, right away in Unit 1, students had to talk about something funny, frightening or embarrassing that had happened to them using the past simple and past continuous; then, in Unit 2, they asked questions in the present perfect continuously. You can imagine how confusing it was for teachers who were used to coursebooks based on a grammar syllabus.

Ken: That’s interesting. I had no idea that you’d discovered the lexical approach through Innovations. For me, it was the other way around. So what motivated you to investigate the approach further?

Leo: The way the coursebook was organised, the kind of language that was presented and practised, the repeated focus on patterns that were not traditionally covered and, not least importantly, the very helpful notes in the teacher’s book. It all opened my eyes to another way of teaching language. I was keen to find out more about the theory behind the approach taken in the series and started reading The Lexical Approach. This was in the mid-2000s, more than ten years after the book was published.

Ken: What did you think of the book? Did you also read Implementing the Lexical Approach?

Leo: The Lexical Approach was my bedtime reading for some time. I was reading and rereading it, underlining bits and decorating the pages with post-it notes. There were some bits I initially disagreed with, but overall the book was nothing short of an epiphany. I couldn’t help but thinking, ‘If only everyone was doing it now is wrong’. It is still my favourite of the Lexical Approach trilogy, Implementing the Lexical Approach is probably my least favourite of the three because there was not much new in it for me – the key principles had been masterfully put to practice in Innovations, which I think is still the only true, unadulterated coursebook implementing the lexical approach in its pure form. What about your earlier book The English Verb? Do you know that it’s almost impossible to get a copy

Ken: It’s on the reading list for my DELF book course but I confess that I only read it through it. I managed to get hold of a copy about ten years ago and read it proper. It properly ended up changing the way I understood and taught the tense system. It should be required reading for any English language teacher.

Leo: Yes, it is truly eye-opening and unconventional. I like how he tries to find one core, primary meaning for each grammatical structure. For example, the present simple refers to a single, undivided whole – a description which subsumes all five or six or different functions of this tense that are normally found in pedagogic grammar books.

Ken: So, did you ever actually meet Michael Lewis?

Leo: Yes. In 2012, I hinted to Hugh Dellar that the following year would be 20 years since the publication of The Lexical Approach. I thought we should do something to mark the occasion. In May 2013, the Lexical Approach Conference was held at the University of Westminster. A couple of months before that I had written an article in the Guardian about his work and I sent it to him. ‘Why has the lexical approach been so long in coming?’ in which I had misquoted Lewis. It was a typo, really. I simply reversed the words in his famous quote, the main dictum of the lexical approach: ‘Language consists of grammaticalised lexis, not lexicalised grammar.’ Michael emailed me pointing out the mistake. But I also know from one of his close collaborators that he was happy that his work was remembered and honoured. We met at the anniversary conference and had a nice chat in the pub after the event. I didn’t find him brusque. Perhaps with age his brusqueness had subsided.

Ken: I think you may be right about that. I met him again a few years ago at an IATEFL conference, and he seemed very gracious. I told him how much his work had meant to me and how it had impacted virtually everything I had done in ELT. He seemed pleased to hear that. And then, I begged him to present again at IATEFL. He thanked me but said he had retired. His retirement, like his brusqueness had subsided.

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Which side are you on? IATEFL in a messed-up world

Steve Brown questions the role of IATEFL in the world today

Don’t think it’s very controversial to say that the world is in a pretty awful state right now. The development of a global consumer society has led to excessive production and consumption, causing massive environmental damage through carbon emissions, deforestation and the generation of waste. The neoliberal practice of transferring power to global corporations—a phenomenon identified by Levitas back in the ’80s when she described “… a qualitative shift in both policy and ideology against government intervention’ (1986: 3)—means that such dangerous practices as the continued use of fossil fuels, the arms trade, and the deregulation of the financial sector take place because they serve the interests of corporations rather than the public good. Writing for The Guardian in 2016, George Monbiot identified ‘financial meltdown, environmental disaster and even the rise of Donald Trump’ as resulting directly from neoliberal policymaking. The obvious consequence of handing political power to the already financially powerful corporate elites is that their power expands even further, while those in more vulnerable positions become increasingly marginalised and disempowered. Society has always been hierarchical and unequal, but now it’s getting ridiculous.

What’s this got to do with English language teaching?

Well, the ELT profession is heavily influenced by global corporations and other for-profit organisations. Providers of globally recognised teacher training qualifications, publishing companies drive materials content and examining bodies dictate learning outcomes. The ELT profession is strongly influenced by corporate advertisers and have shaped ELT’s development into a neoliberal, market-driven profession. That’s why there’s some evidence from the 2019 Conference to suggest that IATEFL is at least becoming more self-aware about its current role, and there’s a hint that it is becoming increasingly uncomfortable with its own position. It seems unlikely that IATEFL will stop accepting sponsorship from global corporations or start criticising unethical employers and government policies. But it is possible to see an increasing trend towards the inclusion of talks related to social justice, inclusion and equity at IATEFL. This year saw the Global Issues and Teacher Development SIGs holding a pre-Conference on the topic of social justice in ELT. Plenary talks by Paula Rebolledo and John Gray included messages about the importance of teacher empowerment and the application of queer pedagogy in ELT materials design respectively. The closing plenary explored the future of EIL and included discussion about EIL’s potential and responsibility to play a more positive role in the development of global society. Various sessions directly addressed issues like heteronormativity, native speakerism, hegemony and the mental health of teachers within our profession.

A talk by Neil McMillan, which included criticism of IATEFL’s lack of engagement with instances of teacher exploitation or injustice, even led to IATEFL President Harry Kuchak Kuchak actively engaging in a Twitter discussion with ELT professionals who had hitherto given up on IATEFL as an advocate for improving teachers’ working conditions. I don’t think that’s ever happened before. It is certainly possible to criticise—and be frustrated by—IATEFL’s reluctance to directly oppose the organisations that have shaped ELT’s development into a neoliberal, market-driven profession. But there’s some evidence from the 2019 Conference to suggest that IATEFL is at least becoming more self-aware about its current role, and there’s a hint that it is becoming increasingly uncomfortable with its own position. It seems unlikely that IATEFL will stop accepting sponsorship from global corporations or start criticising unethical employers and government policies.

More than a corporate mouthpiece

Having said all of this, it would be unfair to dismiss IATEFL as nothing more than a corporate mouthpiece. As an organisation, it appears to be becoming increasingly aware of the prevalence of corporate ELT at its Conferences. This year, the confinement of the Exhibition to the basement made it easy to avoid publishing reps trying to sell their products, and the recently adopted practice of highlighting sessions that are sponsored by publishers meant that you were aware of the prevalence of corporate ELT at its Conferences. The closing plenary explored the future of ELT and included discussion about ELT’s potential and responsibility to play a more positive role in the development of global society. Various sessions directly addressed issues like heteronormativity, native speakerism, hegemony and the mental health of teachers within our profession. A talk by Neil McMillan, which included criticism of IATEFL’s lack of engagement with instances of teacher exploitation or injustice, even led to IATEFL President Harry Kuchak Kuchak actively engaging in a Twitter discussion with ELT professionals who had hitherto given up on IATEFL as an advocate for improving teachers’ working conditions. I don’t think that’s ever happened before. It is certainly possible to criticise—and be frustrated by—IATEFL’s reluctance to directly oppose the organisations that have shaped ELT’s development into a neoliberal, market-driven profession. But there’s some evidence from the 2019 Conference to suggest that IATEFL is at least becoming more self-aware about its current role, and there’s a hint that it is becoming increasingly uncomfortable with its own position. It seems unlikely that IATEFL will stop accepting sponsorship from global corporations or start criticising unethical employers and government policies.

There’s the evidence from the 2019 Conference to suggest that IATEFL is at least becoming more self-aware about its current role…
Materials reviews

Edited by Ruby Vurdien

The reviews in the present issue of Voices are of a mixed nature. Firstly, Daniel Benedict Carey’s review highlights how that 101 Scaffolding Techniques for Language Teaching and Learning provides a comforting learning environment for students. Secondly, Hilary Livingston explains that Spoken Grammar, an online course, teaches teachers about the different grammatical items appearing in everyday conversation. Thirdly, Peter Clements finds the importance the author attaches to multiple intelligences, critical thinking, cooperation and verbal skills. Puzzles, mime, mnemonic devices, mind mapping and exercises, an activity reducing the stress of verbalising ideas in front of the class, figure largely in this impressive array of devices geared towards affording students a comfortable learning zone. Additionally, what she terms ‘translanguaging techniques’, that is, translating challenging vocabulary from the classroom language to the student’s mother tongue, is advocated as one way to soften the blows that accompany the complex terminology in English might bring understanding.

As a tentative caveat, the final section focusing on grammatical scaffolding – handling irregular verbs – does seem rather thin. This said, here is a valuable compendium of thought-provoking activities which should help teachers ease their students into a more comfortable learning environment.

David Rixham

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101 Scaffolding Techniques for Language Teaching and Learning

Donna Lee Fields

Ediciones OCTAEDRO S.L. 2017
139 pages
ISBN: 978-84-9921-944-8

As the author states from the outset, scaffolding is a powerful tool for learning, helping students to ‘reach beyond’ their current level of understanding where they could go on their own. In this book, Donna Lee Fields has compiled a wide range of activities that can be used by teachers in primary, secondary and adult education classrooms, or as a basis for professional development.

The format of the book could not be more straightforward. The author presents a collection of 101 scaffolding techniques for, in order of numerical importance, reading, video and grammar tasks. In the digital annex templates are provided in Word format for teachers to adapt accordingly. The CLIIL, undercurrent illustrates the dual focus of each technique, which is, according to the author, ‘teaching content through a classroom language, which is at the same time the subject matter and the teaching tool’. These techniques are intended to bridge the gap between home and classroom language.

The student-centred essence of the techniques is apparent, with aims such as ‘facilitator’, ‘equipment manager’, ‘recorder’ and ‘text editor’, referring to a range of functions which are fundamental if the tasks are to be successful. For the author the classroom is an environment of trust and one in which excellence is to be expected. These techniques, she claims, will help reduce students’ anxiety level, thereby encouraging greater engagement in learning.

The techniques Lee Fields proposes are the result of her many years of experience in language teaching. What I find particularly attractive about her book is the importance she attaches to multiple intelligences, critical thinking, cooperation and verbal skills. Puzzles, mime, mnemonic devices, mind mapping and exercises, an activity reducing the stress of verbalising ideas in front of the class, figure largely in this impressive array of devices geared towards affording students a comfortable learning zone. Additionally, what she terms ‘translanguaging techniques’, that is, translating challenging vocabulary from the classroom language to the student’s mother tongue, is advocated as one way to soften the blows that accompany the complex terminology in English might bring understanding.

As a tentative caveat, the final section focusing on grammatical scaffolding – handling irregular verbs – does seem rather thin. This said, here is a valuable compendium of thought-provoking activities which should help teachers ease their students into a more comfortable learning environment.

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Spoken Grammar: A Guide for English Language Teachers

Online course 2018
Ken Patterson

Spoken Grammar is an online course designed to explain fifteen different aspects of grammatical knowledge that are often found in spoken English and are not typically covered in more traditional ESL textbooks. Presented by an award-winning experienced author, this course aims first to educate ESL teachers about the different grammatical items that occur in everyday normal conversation. Secondly, it provides the teacher with several follow-up examples of the various grammar points as well as suggestions on how to present the information to students.

Ideally, this course is intended for teachers who have students at intermediate or advanced level. It provides 22 lectures that are subdivided into five main categories; Word Order and Ellipsis, Emphasis, Vague Language, Marking Spoken Discourse and Response Language. Each category starts with an introductory video; this is followed by three videos that explain three distinct points of grammar within that category. The videos are academic in nature, with the explanation of each of the grammar points in narrative lecture style (captions available). He begins by providing examples of the target grammar and then often encourages students to notice the differences between how the grammar point is spoken and how it would be written. He promotes learner-centeredness by asking the students to identify the rules of the spoken grammar point on their own. Following this, he gives further explanation and suggestions for role play or dialogue in pairs. Slides presenting examples of the selected grammar points accompany the lecture.

In total, the course provides 2.5 hours of video lectures, downloadable notes on each grammar point, and an interactive discussion forum where you can direct questions to the author or other students enrolled on the course.

I was truly impressed by the author’s knowledge of the subject matter and his clear explanations in the videos. I learned a lot about the idiosyncrasies of spoken grammar in this course. My favourite was the lecture about ‘Vague Language’ and how we use the word ‘thing’ and ‘things’ in everyday conversation. I think the information in this course would be great for providing teachers with the ‘meat’ to design a conversational speaking course that would be both practical and engaging for higher-level students.

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A–Z of ESOL

Emily Baczyński

Academy 2018
62 pages
ISBN: 978-0-9956701-9-8

A–Z of ESOL is a useful set of classroom-ready resources for teachers. The book includes activities that promote equality, diversity and inclusion, and topics concerned with intercultural and cross-cultural learning. It is divided into three parts, each consisting of three chapters. The book covers guidelines for using the small teaching technique in the classroom, and provides several practical activities.

Activities in A–Z of ESOL are based around social practices related to education, employment, health, community, and so on, and expose learners to the functional language required in such real-life situations. The author states in a brief introduction that the resources follow a task-based approach. This approach is in part, however, a weaker task-supported approach is used in some activities for lower-level learners (A1–A2), with more language input or structures introduced prior to students attempting the task.

On the whole, the activities in A–Z of ESOL are engaging, definitely relevant to the suggested context of target learners, and go beyond dealing with functional/situational language. The book includes activities that promote equality, diversity and inclusion, and topics concerned with intercultural communication. Themes have been carefully selected to address diversity in the UK society, and some activities could serve as a useful springboard for discussion and debate. This rich content may be useful in an ESL context too, especially for learners who may be aiming to study in an English-speaking country in the future.

There are, however, some improvements that could be made to this resource. For example, I feel that providing listening texts in a separate book, and learners are instructed to read rather than listen to a model conversation in one instance, which to me is inauthentic. Aesthetically, images in the photocopiable resources could be improved (although probably at an unmanageable cost to the publisher).

This book is not a complete course for ESOL, but rather it is designed to supplement a broader curriculum. With this in mind, it is fairly priced (about a pound per activity) and would be a useful resource for any ESOL teacher.
Reviews of the Conference

Jūratė Helsvig, Maria-Araxi Sachpazian, Seher Balbay, Gerhard Erasmus and Emily Bryson talk about their Conference experiences

My first IATEFL Conference

My first time in Liverpool, my first time at the IATEFL Conference, my first time sharing a hotel room with my colleague and my first time experiencing so many male language educators (men in language education are rare in Lithuania, where I come from).

The ESPSIG Pre-Conference Event ‘Quality Assurance in ESP and EAP: academic and occupational perspectives’ started with checking the quality of chocolates on the table and selecting proper criteria by which to assess their quality. After a long day addressing the Esquis academics purposework framework, challenges facing individual accreditation schemes, EAP quality assurance in ESP curriculum development, accreditation occupation and more, the main lesson learnt from Day 1 is that ‘accreditation is not the end, it is the start’ (Aysev Gaven).

On Day 2 I encountered an overwhelming choice of events: plenary talks, the Exhibition, SIG open forums, presentations, SIG Showcases, the Careers Fair, pop-up presentations and evening events. This day was quite tough as I wanted to see and experience everything. It was important to quickly find the right room for my chosen session, grab a coffee, chat with people, tag Lithuania on my IATEFL journey map (‘Where did you start your journey?’?), find a place to taste souvenirs and more. The main lesson learnt from Day 2 was to prioritise.

On Day 3 I decided to learn more about learning technologies. Filigree, Pidlit, Spark video, NoteOne and TextingStory are just a few. I realised that I now have homework for my summer holidays as technologies are not so easily adopted.

Day 4 went very fast as I chose to focus on assessment issues. There is so much to share on various aspects of assessment: assessing not only language skills but 21st-century skills as well (even if it means assessing emotional intelligence), public ‘performance’ ability, leadership, and even ‘the thinking process and the result itself but often there is no correct answer’ (Christopher Graham). Again, I realised I had homework, not only for the summer, but most probably for the rest of my teaching career.

Day 5 was shorter, and this was good. After so many thoughts, insights and experiences, I decided to finish my Liverpool journey with the workshop ‘Mindfulness for stress, wellbeing and resilience’ by Matt Lunt. The participants were given one tiny raisin and were allowed to eat it only after feeling, touching and smelling it – mindfuly.

Overall, the IATEFL Conference had the greatest impact on my professional career not only because of the subject-specific and general competencies I acquired, but more importantly, because I had a unique opportunity to become part of a global network of English language teachers, gain more confidence and satisfaction in my work as an English teacher, see and feel the British way of life, and notice the peculiarities of English language development in the street, shop, café and hotel.

Maria-Araxi Sachpazian

Jūratė Helsvig is an English literature lecturer at the Center of Foreign Languages of Vilnius Kolegija/University of Applied Sciences, Lithuania. Her interests include ESP and learner autonomy.

A volunteer’s perspective

Maria-Araxi Sachpazian

What has impressed me the most since 2001 when my IATEFL journey started is the fact that IATEFL has opted not to give titles to its Conferences. As a member I found that convenient. Now, as a conference organizer myself, I realize that it would be impossible for any committee to harness all this diverse content under one title. What is equally impressing, though, is how every year the key topics and patterns are noticeable to the discerning eye. For 2019 the patterns that stood out to me were teacher empowerment, inclusivity and diversity in ELT materials, and the future directions of ELT.

This was my twelfth IATEFL Conference, my sixth as an Associate representative, and my second as a volunteer for the Digital Committee, which during the Conference is in charge of providing a ‘backstage view’ of the Conference to the ELT community. I feel truly blessed to have worked on the Digital Committee, first through our Facebook group and then online, delivering different ELT personalities. This process, apart from being extremely enjoyable, has helped me realise how IATEFL is a force which truly unifies. As an educator and a passionate supporter of local and international associations that promote CPD, I often hear that IATEFL is rather unrelated to certain local contexts. This year, when asked about this during their interviews, delegates from the four corners of the globe all said that they

Maria-Araxi Sachpazian is a lecturer at the International Faculty of the University of Sheffield City College and Chairperson of TESOL Macedon-Thrace, Northern Greece.

A Magical Mystery Tour

Seher Balbay

When I first heard the term ‘PCE’, I had no idea what it referred to. I googled it and found that it was a smaller-scale gathering before the actual conference, which I thought was great. After attending my first IATEFL ReSIG PCE in Liverpool, I came to understand that it means much more.

During the PCE, I learned about research from various contexts around the world. Usually in conference presentations, the participants have hardly any opportunities to discuss the research with the presenter because of time constraints. In the ReSIG PCE, the presenters talked briefly about their research, then there was time to walk around the room and explore, analyse, and reflect on each other’s research in a less formal dialogue. I discussed Finland’s world-renowned education system with a Finnish friend; I made Chinese, Japanese and Korean friends who suffered from the same focus on accuracy-based education in language classrooms; and I was taken aback by how globally valid Gary Barkhuizen’s collection of dilemmas faced by teacher researchers was. I enjoyed the fact that many of us, though teaching in completely different circumstances, have been focusing on similar types of research. The PCE served as an orientation to the main Conference. On the first day of the Conference I saw a lot of familiar faces from the PCE. I strongly suggest that first-time IATEFL participants attend a PCE to ease their way into the main Conference.

Having attended the first three plenary sessions, I could clearly see why the speakers had been invited. I had found something to take back home.

It would be hard not to comment on the ability of the IATEFL Conference Committee to identify plenary speakers who will make presentations. IATEFL has veered away from the plenary speaker who is an ELT ‘celebrity’ or ‘guru’ and has moved closer to what Paula Rebolledo, with a slightly caustic spirit, described as a ‘micro-celebrity’.

The impact of her opening plenary talk was palpable, not only during the actual talk, but also in the discussions it inspired and its long-term implications for how we perceive empowerment in our field. Watching the closing interactive plenary on ‘Future directions in ELT’ made me feel that we had come full circle, back to key points presented by Rebolledo, while reviewing some of the major issues that different speakers had touched upon.

In closing, I would like to quote Mercedes Viola, who said in her closing plenary that as teachers we need to reinvent ourselves many times. We see what as the profile of the ELT professional now might not be the same in a few years. At the same time, as Amol Padwad said, there is no actual ‘de-skilling’; for every skill we lose as educators, we gain another. This perpetual ‘re-inventing’ reminds me of how IATEFL as an association manages to remain relevant by doing exactly that: gaining skills and re-inventing itself so as to be fully aligned with the present needs of teachers and with educational trends.

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Paula Rebolledo was not only a very effective presenter but also a motivating teacher, who was too modest to describe her profession with some other prestigious title. John Gray’s talk was especially of interest to me because I’m currently engaged in research on oppressed groups in educational institutions. Aleksandra Zapanuca’s talk on CLIL was the most well-structured and easy to follow talk I had ever listened to, and was at the same time incredibly comprehensive. She left no questions in my mind unanswered!

I wish I had the space to write about all the sessions I attended, yet I will mention the promising fact that they were all based on teacher research. Why promising? Because teaching is a profession that must not give up on research. The format and resources of teaching are changing rapidly, and apparently there is a shift away from traditional classrooms and methods. This I find promising, since there was questioning of our practices reflected in teacher research in the sessions I attended in Liverpool.

Talking about Liverpool, I cannot deny that being in the Beatles’ city made me feel like I was on a ‘Magical Mystery Tour’ the whole time. I must confess that the best moments of Liverpool were at the Cavern Club every night with my new IATEFL friends and on Penny Lane!

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Takeaways from IATEFL

Gerhard Erasmus

Over the last ten years I have been to dozens of conferences in different countries. Last year I went to my first IATEFL Conference as a scholarship winner. This year I mentored a first-time speaker who was also a scholarship winner. The IATEFL Conference is the best conference every year, and for the second year in a row, my favourite part of the year. The sessions are fantastic. My personal favourites were Johanna Stirling’s ‘Improv’ session, Gerhard Pickering’s session on achieving objectives, and LAMSIG Scholarship winner Neenaz Ichaporia’s talk on managing remote teams.

Gerhard Erasmus has taught in Asia for almost 20 years and lives in Taichung, Taiwan, with his wife and three children. He has worked as a teacher, teacher trainer, academic manager and manager of schools. He is currently with the British Council Taiwan.

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First-time delegate Seher Balbay and new friends

www.iatefl.org www.iatefl.org
good sleep, though.

This year was particularly energy intensive. This year I decided to cycle the 453 km (281 miles) between Glasgow and Liverpool over three days. I did this partly because I love cycling and partly because I wanted to raise money for Code your Future (CyF), a volunteer-led computer coding school for refugees. I often mention that I regard employability as the fifth skill; it’s frequently the main reason my ESOL students learn English. As far as I’m concerned, CyF training students in computer coding for free is worth the aching muscles.

After three days of undulating roads and cycle paths, I was pleasantly surprised at my abilities to actually move on Monday morning. This was very handy as I was delivering a workshop on ‘Creating accessible learning materials’, a topic close to my heart, at the ESOLSIG PCE. The day went very well indeed, with lots of good feedback on my talk and plenty of key takeaways from my peers. Mike Chick encouraged us to get more involved in our local teachers’ associations (and join SIGs). Jenifah Abu-Hassan shared lots of great ideas on how to promote gender equality in the ESL classroom and the importance of punctuation. Johanna Stirling got us all out of our seats for multi-sensory spelling games, then Phillipa Schellekens shone her light on differentiating mixed level classrooms. Day 1 was complete, and I was already bursting with ideas.

The theme from the ESOLSIG PCE was inclusion, and I feel this subject ran strongly through the rest of the Conference this year. One session that stood out for me was Tyson Seburn’s ‘This talk will make you gay (or your materials anyway)’. I was so impressed that I later tweeted him as a ‘world changer’, which he undoubtedly is.

When I first attended IATEFL in 2011, everyone was talking about teaching with technology and now it’s the norm. I very much hope that one day soon our materials will be accessible and inclusive to all, and that they will include as the norm not only LGBTQA but all nine characteristics outlined in the Equality Act 2010 (age, gender, race, disability, pregnancy and maternity, marriage and civil partnership, religion, sexual orientation and gender reassignment).

I wonder if, perhaps, cycling to IATEFL will also be the norm? No? Well, myself and Tom Jones, who is famed for his 1,120 km cycle from Frankfurt to Manchester IATEFL (amongst many other talents) are keen to get others involved next year. Where would you cycle (or walk/kayak/skate) from?
Tuesday 2 April

When President Harry Kuchah Kuchah officially declared the Conference open, the main hall of the ACC was full. An audience of over 2,000 enjoyed the first plenary session by Paula Rebolledo, ‘Teacher empowerment: leaving the twilight zone’. I was lucky to enjoy such a vibrant session. Next, I attended a marvellous session, ‘Playful – yet purposeful – reading’ with Paul Seligson. The delegates were busy taking pictures at the frame called ‘Join the Beatles’. I attended Natalia Kalousova’s talk on ‘Giving quality feedback to teachers’ and Chia Suan Chong’s talk on ‘Helping learners become successful international communicators’. The IATEFL Book Swap, a new initiative sponsored by the University of Liverpool English Language Centre, allowed delegates to swap books they had read with those left by other delegates. Then I attended Jane Willis’s talk, ‘Task-based learning via online teaching’; before heading to a meeting of the Digital Committee during the lunch break.

After lunch, I went to the Interactive Language Fair to hear about IELT in various contexts. Before the coffee break, I attended Raffaella Bottini’s vibrant talk, ‘Vocabulary learning opportunities: are coursebooks enough?’ After the break I attended two sessions by Inas Kolby (‘Project-based learning meta modern environment in foreign language teaching’) and Maria-Belen Albarracin Fernandez (‘Student empowerment through the integration of virtual reality’). Each year IATEFL and its partners offer a wide range of scholarships to help EFL professionals all over the world to attend the annual conference. This year, we had 25 scholarship winners from 18 countries. Harry Kuchah Kuchah, Maureen McGarvey, Eryl Griffiths, Amos Paran, Adrian Tennant and Sarah Ward addressed the winners at their award ceremony. My long day ended with capturing snaps from the Creativity Centre, allowing delegates to swap books with delegates from all over the world. I could see a number of delegates using the CV Clinic at the Careers Fair.

Wednesday 3 April

Lou McLaughlin welcomed John Gray for the second plenary session of the conference. This insightful talk on ‘Gender and sexuality in EFL – inclusive education vs. queer pedagogy’ helped the audience to understand the differences between the two. Then I listened to the Q&A session on Paula Rebolledo’s plenary talk, and I visited Heike Philip and Maria-Araki Sachpazian, who were interviewing Asian Scholars for the IATEFL Digital Committee. I next attended Alexandra Holloway’s talk on ‘Designing a sturdy curriculum that sets teachers and students free’. It was my pleasure to meet a team of 30 English teachers from Thailand sponsored by their Ministry of Education.

After attending to Andy Hockley’s talk on ‘How much a language course costs and why it matters’, I headed to the Exhibition hall to meet the Scholarship winners at the IATEFL stand, to explain to them how to write for the IATEFL blog. Our Patron David Crystal was busy chatting and taking photos with delegates from all over the world. I could see a number of delegates using the CV Clinic at the Careers Fair.

The coffee break was followed by Hanna Kryszewska’s uplifting talk, ‘From communication to mediation in B1+ language classes’. I then hurried to attend the Annual General Meeting to find out about IATEFL’s plans and strategies for the next year. After the AGM, I briefly attended Liam Brown’s ‘Awaydays – a way to explore, resolve and plan’ before running to the ‘Forum on Language teacher identity’ with Gary Barkhuizen, Maria-Araki Sachpazian and Rana Yildirim. Souvenir teddy bears were available at the desk, with proceeds going to fund IATEFL projects. I met our Finance Officer, Emily Gross, busy distributing the lovely Richard to delegates.

The Exhibition hall was full with many sessions at the coffee break. After attending a pop-up presentation, I hurried to Geoff Jordan’s talk, ‘We need to talk about coursebooks’. Saima Abedi’s ‘Impact of teacher discourse in improving communicative competence of low-achievers’, Anette Igel’s ‘Out of your seats!’ and Joe Dale’s ‘Quick wins with technology in the BYOD language classroom’ rounded off my long day.

Emily Gross with Richard the Bear
Delegates from Thailand
"Remembering The Beatles" with Paul Seligson
Delegates at the opening plenary talk by Paula Rebolledo
Sarah Ward welcomes scholarship winner Yasmine Atwa
Delegates at the AGM
Delegates at the Book Swap
Scholarship winners Eleni Symeonidou and Sammy Sae Man Ming
Delegates at the Book Swap
IATEFL Trustees at the AGM
The ACC
Souvenir teddy bears were available at the desk, with proceeds going to fund IATEFL projects.
Thursday 4 April

Alexandra Zaparucha's plenary session entitled 'Under one roof: considerations on integrating content and language' described the CLIL approach, where subjects like Physics or History are taught through an additional language. After the plenary I met delegates from Nepal. I then attended the 'Forum on Research informing materials writing' with Luis Canabate, Andrea Gentile, dos Santos, and Jane Ward and Colin Campbell. I then headed to the Q&A session related to Alexandra Zaparucha's plenary session. At the Exhibition hall our Patron was busy signing books. After coffee,

I attended Tim Denton’s interactive talk entitled 'Engish is to be understood not loved, right?' in which the presenter discussed activities utilising poetry and creative language. As a member of the Digital Committee, I was invited to interview Matthew Steele and Alan Pulverness. After that, I attended Silvana Richardson’s workshop on 'Continuing professional development evaluation for deeper learning and impact,' followed by Stephen Haggard and Peter Hare speaking about 'English for Resilience: can it assist educating refugees in Ethiopia?' Carefully choosing sessions, I managed to attend talks by Kevin McCaughay (Online resources from the U.S. Department of State.), Andrea Lago Dantas (‘Teaching English in the Amazon: a very rewarding experience’), Chris Roland (‘Eight practical principles for managing teens’), Diana Galatiltiene (‘Smartphones as a pedagogical tool: a practical approach’), and Ciara McManus (‘Drama: beyond role play’).

The workshop on Virtual reality teacher training experience by Adriaan Sinke and Rufus Baas (Netherlands) was really interesting as they provided 360-video material for typical secondary school classroom situations. Then I listened to David Heathfeld's session on storytelling. The last event was a great Pecha Kucha. The presenters were Maria-Araxi Sachapazian, Rob Howard, Robica Šaric-Cvjetković, Jean Theuma, Giovanni Lirata and Hania K. Bocek.

Friday 5 April

Shaun Wildeen welcomed plenary speaker Lindsay Clandfield, one of our current International Ambassadors, who gave a sparking talk on ‘Methodology, methodology and the language of education technology’. Then I attended Carina Kaufmann and Anniita Kof’s joint presentation on ‘Preparing (foreign) language teachers for multilingual and culturally heterogeneous classrooms’. The next session was Tania Pattinson’s ‘Writing EAP: speaking materials: ten principles’. During the coffee breaks I met my friends from all over the world to say goodbye. Later, I listened to Deborah Hobbs’ talk on ‘Life beyond the exam – the language learner’s constant challenge’.

This year, the final plenary was a bit different. We had four speakers – Katherine Bildborough, Evan Friend, Amit Padaw and Mercedes Viola – who spoke on ‘Future directions in the field of ELT: where are we headed?’ The Conference video was shown, prepared by Shaun Wildeen and Heike Philip with some splendid moments from the Conference. President Harry Kuchah Kuchah then declared the Conference closed. Hope to see you all in Manchester in 2020

Paula Rebolledo: Teacher empowerment: leaving the twilight zone
Reviewed by Glenda Gallardo, Peru

Paula Rebolledo used teachers’ stories of empowerment and disempowerment to take participants on a journey through the different dimensions of teacher empowerment, while inviting them to reflect on the issue and think of possible ways forward. Rebolledo urged participants to look closely at the ELT buzzword ‘empowerment’. She hit on teachers’ linking for ‘the new’ (words or trends) and ‘the who’ (the gurus in a given field). Rebolledo clarified there was nothing wrong with gurus, but she pointed out that ‘it is the teachers who are in classrooms. She asked, ‘When did we stop calling ourselves experts?’ Moreover, Rebolledo stated that our understanding of teacher empowerment is partial, as are our efforts to achieve it. Empowerment is still in the middle ground between superstition and science; in other words it is in the twilight zone. Rebolledo informed us that currently most of the information about empowerment comes from general education; she knew of only three research studies (from Iran and Saudi Arabia) of empowerment in English language teaching.

In light of this discovery, Rebolledo carried out a survey based on the six dimensions of teacher empowerment: impact, professional growth, autonomy, self-efficacy, status and decision-making. The results showed that most teachers felt empowered when they learnt, shared, were able to innovate and felt their students were learning. On the other hand, teachers felt disempowered when their experience and expertise were disregarded, and when they could not make decisions about their class size, schedules, coursebooks and curricula. Rebolledo tactfully introduced the term ‘cosmetic consultation’ (Wedell 2018), that is to say, asking teachers for their opinions only to show others that teachers had been consulted. In summary, the teachers surveyed acknowledged they felt empowered only behind their classroom walls. This was an engaging talk where EL teachers were informed us that currently most of the information about Empowerment is still in the middle ground between superstition and science; in other words it is in the twilight zone. Rebolledo stated that our understanding of teacher empowerment is partial, as are our efforts to achieve it. Empowerment is still in the middle ground between superstition and science; in other words it is in the twilight zone. Rebolledo informed us that currently most of the information about empowerment comes from general education; she knew of only three research studies (from Iran and Saudi Arabia) of empowerment in English language teaching.

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The underlying tone of Aleksandra’s talk was the desire to empower teachers to put into practice ideas that can generate the best possible results. At the same time, as she alluded to her personal experiences, she explained in detail the reasons behind teachers’ decisions to shift to a CLIL model in various forms.

In short, whether delegates were true beginners or experts in CLIL methodology, this talk was an enlightening experience that shed light on the subject. The speaker provided a perfect opportunity for teachers to expand their repertoire and undoubtedly enrich their teaching practice.

Lindsay Clandfield: Methodology, mythology and the language of education technology
Reviewed by Rasheed Abdul Hadi, Syria

In this plenary, Lindsay Clandfield, a teacher trainer and tech enthusiast, critiqued the field of education technology. He nonetheless pointed out right from the start that he did not intend to attack EdTech or those involved in the field. Rather, his aim, he stressed, was to shed light on the discourse and language surrounding EdTech and on how it is viewed as a legitimate replacement for teachers since, as it is claimed, ‘education has not changed in hundreds of years’.

Acknowledging the fact that no one can escape the influence of technology and its potential ‘to transform lives with its disruptive power’, Lindsay wondered how much EdTech has been a part of teachers’ professional development or career advancement, and whether we use EdTech because it serves the purpose or just because we can. This can be linked to what he said later about the context and use of EdTech, a key factor in determining how and to what extent we should depend on and utilise EdTech; otherwise, we will end up with solutions looking for problems. He then touched upon the notion of digital natives and digital immigrants, where students are seen as digital natives, and teachers and older people are viewed as digital immigrants. Lindsay – and I concur with him – considers this sort of dichotomy problematic as it stereotypes learners and teachers, regardless of age.

He also posed some hypothetical questions aiming to argue against claims advocating for the replacement of ‘old-fashioned’ methods with language education technology. Towards the end of his talk, he listed some problems associated with the claim that education hasn’t changed, where he said that when something does not change, it does not necessarily mean it is wrong; on the contrary, it could be a testament to its resilience. Hinting of the ‘techlash’, he nonetheless pointed out right from the start that he is not necessarily a tech enthusiast, critiqued the field of education technology.

Lindsay Clandfield

As suggested by its title, the closing plenary offered an opportunity to reflect on the current status of the ELT profession and the directions it may take in the future. For the first time in the history of IATEFL, the closing event invited interactive discussion with the audience both inside and outside the plenary hall. The programme committee also ensured that the presenters brought an international perspective to the discussion. The speakers represented highly diverse teaching contexts, thus building up a broad picture of their predictions and hopes for our profession in years to come.

The session began with Katherine Bilsborough sharing her wishes for more principle-led, quality materials, which are available for everyone. Diversity and less exam dominance in YL materials were also emphasised. Evan Frenod outlined his predictions of how EdTech might be used in the future workplace and the implications of that future direction for ELT. The teacher’s changing role in a technology-enhanced learning environment was stressed, as were the primacy of teaching communication soft skills and the shift from receiving ELT merely in terms of language training. Changing attitudes and learning habits of the next generation of learners were discussed by Mercedes Viola, who also outlined her vision for learning environments characterised by diversity, inclusivity and learner collaboration. The plenary was concluded by Amol Padwad and his reflections on the changing role of the teacher. ELT going beyond mere language training and future educators’ responsibility to teach soft skills and enhance employability were reiterated. Based on the above, it seems that some unprecedented changes in the ELT classroom are inevitable and thus a number of challenging issues within the context of emerging trends will need to be addressed. Readiness to respond to the changing demands of the global world, adapting to make learning a more inclusive and innovative experience, as well as partnering with technology to adapt and augment our practice seem essential to help us ensure a bright future for ELT and the teaching profession in general.

Evan Frendo

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From the scholarship winners

Dreams do come true!
Julietta Caffarel Justet, winner of the IATEFL Latin America Scholarship, outlines her experience of applying for and receiving the award.

I had been dreaming about attending an IATEFL Conference since I first read about them some years ago. I first applied for a scholarship for the 2013 Conference in Liverpool. I continued applying almost every year for several scholarships without success, so when I received the email saying that this time my application had been chosen, I was over the moon! Apparently my destiny was Liverpool after all…

The application stage is never easy, mainly because you do not know whether all your time and work will be productive in the end. However, from my own experience, I can say that even unsuccessful applications are part of a learning process. You learn about the scholarships available, what is required for each one and how to select those that are most suitable for you. The trick is not to be too disappointed if you do not win; keep on trying, find out about successful applications to see if what the Scholarships Committee is looking for and get ready for another try the following year.

Once in the UK, the Conference was all I had expected and more, from the talks, workshops, Exhibition and the vast variety of activities we were offered to the spectacular surroundings of the city of Liverpool.

On Monday, I had the opportunity to attend the YLTSIG PCE, where I exchanged ideas and experiences with teachers from different parts of the world and different teaching contexts. I could see that despite these differences, we all shared the same interests, worries and passion for our profession, which made it easy to find common ground where we could work together.

On Tuesday, the first plenary session by Paula Rebolledo was an excellent kick-off to the Conference. I left the room with lots of ideas to reflect on and more aware of our value as teachers.

All the IATEFL staff were extremely supportive before and during the Conference. I found the scholarship winners’ gathering on Tuesday evening particularly enjoyable. There I got to know the faces I had been writing to for so many months, and I was also introduced to the other winners, which gave me the chance to make new friends with whom to share the Conference and social activities during the week.

It was difficult at times to organise my day with so many things going on. I usually wanted to attend three or four talks at the same time! That is why it was so useful to be in touch with the other winners as we could share information about the talks we could not attend. Organising my time in advance was crucial to make the most of the experience. I devoted time in the evenings to planning the following day, reading the descriptions of the talks from the Conference app and selecting the ones I found most relevant. Then, during the breaks or through a WhatsApp group some of the winners created, we exchanged information about other talks and events we were interested in.

And when we needed a break during the day or time to relax in the evenings, what more could we ask for than that beautiful city of Liverpool with its spectacular waterfront, museums and Beatlesmania? A few minutes’ stroll through its streets, bridges and piazzas was enough to feel fresh again and ready to continue learning and enjoying the Conference (despite the wet spring weather!). A Beatles sightseeing tour and a pint of beer at the Cavern were really the icing on the cake.

I came back home with new friends to keep in touch with, and full of ideas and enthusiasm to transmit to my colleagues. I am absolutely grateful to the IATEFL family, who made this dream possible and for all the help and support I received from them throughout the process. I would really like to encourage other teachers to apply for IATEFL scholarships: dreams do come true!

Words of appreciation
Winning the scholarship gave me an opportunity to develop my professional skills. My colleagues and I will use the feedback from the Conference to enhance teaching methods and materials in our university and consequently improve the levels of our students. Aicha Rahal, Tunisia, Africa Scholarship

For me attending IATEFL was a dream come true. I am very happy because there are people who appreciate and recognise the efforts we put into our profession and who help us to make an impact on our students and communities. Omar Tiki, Morocco, Africa Scholarship

Winning the scholarship was the most exciting thing in my career as a teacher. I was overwhelmed by everyone’s support, especially that of the IATEFL staff and the BESIG members. I gave my first presentation at the Conference, made friends and found inspiration. Adi Rajan, India, Teacher Development SIG Michael Berman Scholarship

This was a great opportunity for me as a professional who manages a project in Bulgaria for Roma students learning English as a foreign language. I could network, discuss trends and become part of the Global Issues SIG. Kolinika Vasileva, Bulgaria, English Language Centre Bringt Robert O’Neill Scholarship

The Conference was an excellent opportunity to familiarise myself with emerging trends in ELT. My attendance will benefit my local community, as I am planning to share the acquired knowledge through in-service training. I will encourage my colleagues to apply for scholarships. Andrea Gal, Romania, English Language Centre Eastbourne Graham Smith Scholarship

The Conference gave me a sense of belonging. I could come to Liverpool and feel part of the global ELT community. I met colleagues from other countries as well as my home country who agreed that the Conference was a truly inspiring, thought-provoking and memorable experience. Bogojina Kusnetsova, Russia, English Language Centre Eastbourne Graham Smith Scholarship winner

Working in a low-resource teacher education context, winning the scholarship meant that I could find out about the fantastic work my colleagues around the world are doing. Also, I had opportunities to engage with them and sketch plans for future collaborations. Elena Ovczakova Ager, North Macedonia, Gillian Porter Ladousse Scholarship

Winning this scholarship gave me the opportunity to meet professionals from around the world and learn more about their contexts. This allowed me to reflect on my own practices and inspired me to experiment with new techniques. I left the conference with my mind full of new ideas! Eleni Symeonidou, Greece, Gillian Porter Ladousse Scholarship

I attended many great talks and workshops where I got ideas to improve my teaching. I learnt about current methods, I got some teaching tips that I can try with my students and I met people from all around the world and made some friends. János Ujlaki, Hungary, IATEFL Bill Lee Scholarship

I was in a lesson when I got the email about winning and it was so hard to hide my joy. The experience was magic. With so many teachers and educators in one place, you can’t help but I was in a lesson when I got the email about winning and it was so hard to hide my joy. The experience was magic. With so many teachers and educators in one place, you can’t help but get inspired. I can’t wait to get home and start teaching! Tamara Bia, Ukraine, IATEFL Gilly Sturridge First Time Speaker Scholarship

The application made me reflect on my practice and showed me that what I do as a teacher may impact my students positively. Presenting allowed me to share what I do and get feedback from people from very different backgrounds. Sergio Durand, Mexico, IATEFL Latin America Scholarship

It took time to write my proposal. But it was worth it because I met people who were doing research in my areas of concern. The immense knowledge that I have gained will help build bonds between the teachers in my country and around the globe. Renu Mittal Dhore, India, Ray Tongue Scholarship

Winning this scholarship overwhelmed me; this was my fourth attempt. I met professionals who are pursuing research careers and others who are exploring innovative assessments. I was most impressed with John Gray’s plenary on gender and sexuality. Sanmi Soe Man Ming, Hong Kong, IELTS Morgan Terry Memorial Scholarship

Listening to ELT thought leaders, meeting people from my PLEN and just experiencing the sheer energy generated by so many people who are passionate about their work has helped reinvigorate me professionally and sharpened my determination to challenge myself in my new teaching/training contexts. Adi Rajan, India, Teacher Development SIG Michael Berman Scholarship

It was a fabulous experience to meet and learn from ELT professionals from numerous countries around the world. I gained deeper insights into recent ELT practices and authenticity in language assessment. Mona Morsal, Egypt, Testing, Evaluation and Assessment SIG Scholarship

I was not only able to attend the Conference for the first time, it was also the perfect opportunity to present and get feedback on my PhD from experts. My role models have now become friends. Hendrik Dirck Lagerwaard, The Netherlands, The Creativity Group Scholarship

Participating in the Conference gave me access to invaluable resources that will help me achieve my professional goals and upgrade my skills. I am inspired to bring changes into my university and disseminate obtained knowledge. Yuliya Lavrysh, Ukraine, Trinity College London Language Examinations Scholarship
A booth for all reasons

In memoriam

This year marked the third year of the Independent Authors and Publishers group (I&AP) booth at the annual IATEFL Conference. First, I would like to thank Marjorie Smith for her professionalism and expertise in helping all the exhibitors have a stellar showing.

For those of you who couldn’t make it through the crowds of delegates to see who and what the I&AP are, here is a little history. The idea grew out of a conversation back in 2016 at the ECATEFL conference in Guayaquil, Ecuador, where I had the good fortune to sit with Dorothy Zemach. I mentioned how I had a book ready to publish but was having problems formatting it. Dorothy insisted on helping, asked for my laptop, opened the file, and within minutes reformatted and sent it to me with ease.

We discussed how difficult it is for teachers to learn to become self-publishers and how we saw the need for an organisation of experienced practitioners to help new writers bring their books to market. We talked about how there was a growing market for self-publishers in the ELT world, but as we couldn’t afford a booth at conferences, we needed a way to showcase our works to the public. An idea began to take shape.

We thought about getting like-minded authors and publishers together to form a group to co-rent a small booth for the IATEFL Conference the following year. I contacted Marjorie Rosenberg, then IATEFL President, to see if she thought the idea would fly. Marjorie immediately gave her full support, Dorothy, and I discussed the need and the names of self-publishers and publishers we knew would be interested.

The booth had a constant buzz around it and really helped the exhibitors have a stellar showing.

As organisers of the I&AP, I have the honour of working with some of the biggest names in self-publishing and this like-minded group of individuals has come together to support, help spread the word and give new authors and publishers a voice in the ever-changing arena of ELT books, training and ‘socialpreneurs’ that will surely make up a big part of the future of ELT.

We were pleased to have debuted our own issue of Humanising Language Teaching magazine, having been invited by Hanna Kuzzyaras and Jim Wright to showcase some of the authors that are part of our movement. I am also happy to report that as a result of IATEFL, and the I&AP booth, the NO Project material is being piloted in programmes in Scotland, Peru and Guatemala with much to come.

This movement towards ebooks, print-on-demand and self-publishing has been growing consistently in ELT, but without any collective feel. We voice a feeling that is needed to be heard along with the voices of the major publishers, and we hope to continue our vantage of fast-to-market speciality books for specific purposes, needs, regions and subject matter. This is where we as small self-publishers shine the most.

We hope you join in and see what the I&AP group have to offer and how we can and will support you as an independent publisher in this fast-growing field. We have major plans for IATEFL Manchester 2020 and will be announcing some of them soon on our upcoming website, independentAP.com.

Ron Carter of the University of Nottingham, who was distinguished on many fronts. In the UK his advice on English in the school curriculum was valued by successive governments. However, at IATEFL, he focused on activities influencing EFL teaching. He will be remembered internationally for seminars on teachers for how to bring language and literature together and for his pioneering work with the Cambridge and Nottingham Corpus of Discourse in English (CANCODE). In 2017, he received a British Council ELT on Lifelong Achievement Award. He was also an active – and sometimes critical – member of IATEFL. He was a genial and convivial man with enormous zest for life. We miss him greatly. Further tributes may be found at https://truenhcda.de/traueranzeige/christoph-edelhoff.

David Gradwell, who, in The Future of English and English Next, helped bring together global geo-sociological movements to predict where English was going as a language and what we should all expect and prepare for in the coming years. What he proposed has paid off and many, many more will be thankful to him for opening their eyes to the way that education systems and socio-political mores shape the evolution of language policy and education. David was a true visionary, a wonderful father and husband, and a great conference builder.

Simon Greenhall, the most generous of gentlemen, whose professional skills in love and life could be described as a burning one of his meticulously elaborated emails. Everyone who knew him was always inspired by the way he shared his knowledge and skills with classes and teachers into successful futures. So many people were blessed to be friends with such an honourable, loving, attentive and hard-working man. The ELT world will miss him deeply.

Michael Lewis, whose impact on the ELT profession was immeasurable, particularly in terms of his work on the lexical approach in Grammar in Context for IATEFL 2017. We were pleased with the reaction from the crowd. Although most delegates still wanted a hard copy of a printed book to take home, they saw that embellishing had a future and that the ability to get a speciality book to market quickly, efficiently, and for a reasonable price had a place.

For IATEFL 2018 in Brighton, we welcomed Walshburn Burts (Alphabet Publishing); Mark and Annie (Hancock McDonald), Sarah Mount, Alan Pulverness and Alan S. Mackenzie (TransactELL); Fiona Ash and Jo Tomlinson (Target English); and Judy Boyle (the NO Project) to a bigger, more visible booth.

We featured book signings from various independent authors. The booth had a constant buzz around it and really helped spread the word of the group and, hopefully, opened even more minds to the offerings that ebooks provide.

This year in Liverpool, we continued to grow. In addition to Wayzgoose Press, Alphabet Publishing, Hancock McDonald (ProfunLC), TransformELT, EFLtalks and the NO Project, we welcomed aboard Denise Cowle (The Society for Editors and Proofreaders); Jo Mynard (Candlin & Mynard); Joanna Smith (Language Pord); and Susan Holden (Swan Communications). Again, we held book signings with independent authors.

As the organisers of the I&AP, I have the honour of working with some of the biggest names in self-publishing and this like-minded group of individuals has come together to support, help spread the word and give new authors and publishers a voice in the ever-changing arena of ELT books, training and ‘socialpreneurs’ that will surely make up a big part of the future of ELT.

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We hope you join in and see what the I&AP group have to offer and how we can and will support you as an independent publisher in this fast-growing field. We have major plans for IATEFL Manchester 2020 and will be announcing some of them soon on our upcoming website, independentAP.com.
Rohit Desai

English for Speakers of Other Languages SIG

Our SIG and Showcase were both packed events, and the Conference as a whole proved to be a time to galvanise the ES(O)L SIG’s mission and renew its motivation to making a difference to the ES(O)L field.

The PCE was entitled ‘Meeting challenges and exploring solutions in the ES(O)L classroom’. The SIG committee wanted to acknowledge that the field of ES(O)L is growing at an urgent pace and that ES(O)L practitioners are required to navigate many challenges and issues framed and impacted by factors such as migration and globalisation.

Dr. Mike Chick presented research that he carried out in Wales and made the case for creating a more unified ES(O)L field.

Johanna Stirling discussed ways to support weak spellers, and Emily Bryson ran a workshop on how to create accessible and engaging learning materials.

Philida Schellekens looked at classroom activities which address the challenges of different levels of the course, and especially the charismatic Jenifah Abu-Hassan.

In his plenary talk, Tony Prince (ESOL and EAP) spoke about the EAP Academic Purposes Framework Project. Our next plenary speaker, Maxine Gillway (BALEAP), focused on the challenges of terminology and beliefs in EAP QA and the BALEAP perspective on supporting the National Quality Assurance Scheme. Our plenary speaker, Conrad Hayes, spoke about how we navigated our way through the need for outside BALEAP accreditation and the desire by some colleagues to journal on more immediate EAP necessities.

Our first ESPSIG Scholarship winner, Milena Tananajlovic, gave her talk during the PCE. Further presentations and workshops were given by Kevin Knight, Gary Riley-Jones, and Albena Stefanova. The PCE ended with a Forum on quality assurance, in which Ayşen Güven, Didem Mutcaligolu and Maxine Gillway took part.

Our SIG Showcase profiled a number of both well-known and up-and-coming ESP practitioners, touching on a variety of ESP and AEP aspects. In our Open Forum, our Coordinator, Ayşen Güven, talked about the SIG’s objectives and activities.

Three of the ESP SIG committee members, Agnieszka, Albena and Caroline, represented the SIG at the Meet the SIGs evening event. As can be seen in the photo, we also showcased our journal colleagues, Caroline Hyde-Simon and Ayşen Güven.

Global Issues SIG

GSG joined forces with TDSIG to organise a very successful PCE focusing on the question ‘Are you a social justice warrior?’. Our intention was to explore the term ‘local social justice warrior’ (LSJW) and see if it was possible to reclaim it from its current pejorative status and reposition it as something positive. For details of the speakers, see the TDSIG column on page 30.

Feedback on the day was overwhelmingly positive, with special mention going to the variety of topics on offer and the value of engaging in more detailed discussion during the Open Space sessions. PowerPoint materials will be available on the GISIG website soon.

GISIG had six very interesting presentations and workshops as part of our Showcase, highlighting the breadth and depth of our members’ interests. Sabor Saha talked about remote team-teaching on the Hands Up project (https://handsupproject.org/). In Palestine, Anne Fox described the language game Diversophy, which she has been describing in using in Denmark to build bridges between migrant and host communities. Gamährland spoke about his experiences teaching large classes in Nepal and provided an array of useful strategies. Yordanka Kivaleva spoke powerfully about a range of burning issues, including special educational needs, the role of the first language in English Medium instruction, teaching with phonics, and assessment for learning. Neil McMillan raised the very important issue of ELF teachers’ working conditions and the role that organisations like IATEFL might play in supporting teachers. Finally, Ellen Keates showed us the Intercultural Readiness Check – a self-assessment tool for students to develop their intercultural competence. This concluded an enriching and professionally rewarding day with much to think about and take away for future consideration and practical application.

Leadership and Management SIG

Having any sort of management role within a language teaching organisation can, at times, be quite isolating. Unlike teachers, we don’t usually have a group of peers to chat to, bounce ideas off or seek advice from. This is why being part of LAMSIG and occasionally gathering together at conferences can be so useful and powerful.

This year, LAMSIG held a PCE entitled ‘Looking backwards, moving forward – effective evaluation and improvement’. Speakers discussed the topic of evaluation and their own experiences, in different areas of management – from evaluating teacher training to curriculum to change processes and beyond. Much of the day was devoted to self-formed groups discussing and sharing best practices in different areas of the topic. A lot of spirited and in-depth discussion followed and some really positive outcomes were generated and shared.

Later in the week we held our Showcase, in which presenters from all over the world – Australia, Lebanon, India, Turkey, Argentina and the UK – gave engaging and insightful presentations. There was a sense of an overarching theme from the day it would be leadership, with many of the talks focusing on aspects of leadership (to give a sense of that, titles included such phrases as ‘distributed leadership’, ‘servant leadership’, ‘transformational leadership’, and ‘leading learning’). The topic of evaluation also returned, with Silvana Richard giving a session on CPD evaluation, and we were also delighted to welcome this year’s LAMSIG Scholarship winner, Neenaz Ichiporia from India, presenting on managing remote teams.

We were also able to introduce our new committee members and solicit ideas and suggestions about events and activities for the future. In addition, we were delighted to host our Conference and we continue to offer a space for ISIL members to share stuff with and learn from one another.

Delegates at the LAMSIG PCE

Andy Jeffery engaging his audience

Learning Technologies SIG

This year’s LASIG Showcase brought back memories of my university days, with packed halls and students sitting on the floor. For a number of tables, the venue staff had to shift to being bouncers. The speakers all made an impact with their individual personalities, consistently engaging and captivating the audience.

This year, we highlighted modern technology, and specifically our blog, https://lasigblog.wordpress.com/, as a platform for speakers to introduce their topics before the event in order to whet participants’ appetites, and also as a means for readers to have access to both the topic addressed and the speakers at the same time.

Rachel Pilling spoke about non-threatening conversations about grammar, An Sneyers presented ‘the funnel’, a thinking model to help with ideas development; Alex Thorp evaluated teaching and assessment practices in light of new technologies in educational psychology; Jo Myndan and Scott Shelton-Stong described autonomy-supportive conditions in a large self-access learning centre; Andy Jeffery explored how to use the aggregation Slack in the classroom; Hatem Essa reported on reflective diaries; and Marcela Haro-Arrieta explained how he uses screen capture technology to provide her EAP students with a platform for speakers to introduce their topics before the event in order to whale participants’ appetites, and also as a means for readers to have access to both the topic addressed and the speakers at the same time.

This is why being part of LAMSIG and occasionally gathering together at conferences can be so useful and powerful.

Our SIG is always at the forefront of promoting good uses of technology and offering professionals opportunities in cutting-edge research and practice. We are currently hard at work planning the 2020 PCE for Manchester, and we’ve tuned our updates and try to arrange your plans so that we get together in Manchester.

Sophia Movridi
Coordinator
ltsig@iatefl.org

The LAmSig PCE

Delegate at the LAmSig PCE

'... a digital age' and brought together professionals from around the world in a day packed with learning, interactions and fun.

In the morning, the four plenaries were delivered by experts in the field and explored ‘feedback from different perspectives. Dr Angi Malderez analysed the different definitions of feedback and provided a strong theoretical framework for the day.

Helen Allen and Tom Booth from Cambridge Assessment English explored the relationship between teachers and technology in providing support and improving feedback for language learners and showed a number of innovative digital tools that can be used to this effect.

Joshua Underwood explored how Artificial Intelligence and voice recognition software can create a genuine need for language accuracy and intelligible pronunciation and invited us to voice assistants as allies for language learning.

Finally, during the third session, the field of digital feedback, explained how he uses screen capture technology to provide his EAP students with a platform for speakers to introduce their topics before the event in order to whale participants’ appetites, and also as a means for readers to have access to both the topic addressed and the speakers at the same time.

If you missed the Showcase, you can read about it on our website, https://laisg.iatefl.org/. Visit the website if you have an interest in learner autonomy, and you are curious to know more about current research as well as about how to put research into practice.

As co-organiser of the Showcase, together with Anja Burrell, I would like to thank all those involved, the LASIG committee, the audience, and especially the charismatic and dedicated speakers.

Sandro Amendolara
LASIG Showcase Day Organiser and Blog Editor
laisg@iatefl.org
IATEFL VOICES 269 – July/August 2019

Liverpool!

from Oxford University Press also

for teaching speaking skills since, unlike

Walton Burns

Alice Savage and

to get discussions going.

in a number of ways and are a good way

still be found online (on teachingenglish.

project, which ran from 2004 to 2013. Almost

Pulverness

Alan

great writers to inspire us in our writing.

Cheryl Palin

explained how they worked in an EAP

context with Shakespeare texts.

The opening talk was given by

Nicola Prentis

Professor

Social Media Coordinator LitSIG

lit.sig@iatefl.org

www.iatefl.org

testing forum featured a panel discussion on skills and

departmental level and teacher trainer who specialises in teaching

graduates.

Cambridge University Press, highlighted

the importance of defining what we really

research they'd conducted and/or activities

in a more

Rose Aylett

Arfa-Kaboodvand, Joan Macphail, Lizzi

Our final speaker was

Ros Wright, a
teacher trainer who specialists in teaching

rest of what we do. A good physician requires the

patient who has the disease' (William

Osler). She stated that to become a good

physician, the good physician requires the

ability to use soft skills, such as demonstrating

empathy and listening actively and relating to

the patient. Ros stated that it is important to

include a self-reflection element to provide an

opportunity to the trainees to be critical of their

training. To help students determine what the particular

soft skill means for them, to focus on learning and

self-assessment and to simply retelling

the event.

In the afternoon, participants worked in focus
groups to discuss questions related to these three input sessions. Discussions included cultural aspect of soft-skills, models of communication of soft-skills and the soft-skills for assessing productive skills. We wrapped this stage up and collected feedback, which was overwhelmingly positive.

We have started to work with the Joint SIGs, the TDSIG & GISIG PCE delegates and the Research SIG to plan a focus group at the TITESIG & BEST SIG joint PCE in Liverpool, in the joint BEST SIG and TITE SIG PCE Training (Business) English teachers to prepare learners for modern workplaces: integration of soft-skills was attended by 72 colleagues.

Three main speakers in the morning sessions provided input to create a common ground. The first speaker, Ben Knight from Cambridge University Press, highlighted the importance of defining what we really mean by ‘soft-skills’ or ‘life skills’ before teaching. When preparing students for an unknown future, it is important to acknowledge employers’ expectations, such as the ability to work in teams; solve problems; make decisions; communicate verbally, plan, organise and prioritise work; and obtain and process information. Ben then introduced the Cambridge framework for L1 Competencies. The framework can be downloaded from the CUP website: https://languagesearch.cambridge.org/cic.

Our second speaker was Gordon Lewis, Vice President of Languages for Larum Higher Education, which has partnerships in nearly 30 countries. He talked about how to establish systems to teach bread-winning skills to graduates.

Our joint PCE entitled ‘Creative arts and teacher development’ was opened by

Andrew Dilger’s poster presentation

Literature SIG and Materials Writing SIG

Our joint PCE entitled ‘Creative arts and materials writing’ was opened by

Aleksandra Poporski of MAAWS and Robert Hill of ILSIG, with an assembly of people.

The opening talk was given by Professor

David Crystal and was entitled ‘Language BLANK literature: from conjunction to preposition’. Crystal started his talk with a nice quotation from Robert Graves: ‘A poet... must master the rules of grammar before he attempts to bend or break them’ (1909) to illustrate that often language and literature are divided, but that in fact they are two sides of the same coin.

We looked at four examples, one of which was an extract from Risenrentz and Gauldenstein on Dev by Tom Stoppard. This play has a scene where the two characters are playing with questions – which led Crystal to talk about Shakespeare: the perfect place where language and literature came together. And he gave us a taste of Original Pronunciation (OP): ‘OP gives a fresh insight into language (e.g. rhyme and puns).

Christien van Gool explained how they worked in an EAP context with Shakespeare texts. Cheryl Palin explained how they worked in an EAP context with Shakespeare texts.
From the Associates

IATEFL’s Associates Representative
Lou McLaughlin brings Associate news.

Welcome to the Associates section of Voices! We would really like to share your news as much as possible so please get in touch with updates and reports on your events which have taken place. Please send this to me, Lou McLaughlin, at associatearep@iatefl.org.

Associates Day at IATEFL

We were delighted to welcome so many representatives to Associates Day at the annual IATEFL Conference in Liverpool this year on 1 April. We had a full programme for the day, and as usual it was a day full of ideas, discussions and a lot of laughter!

The members of the Associates Committee who were present, Lou McLaughlin and Marta Bujakowska, welcomed 65 IATEFL Associates to Liverpool and to the Annual Conference. IATEFL President Harry Kuchah Kuchah welcomed the Associates and recalled his own time on the Associate Committee and how much he always enjoyed attending Associates Day. Marta Bujakowska led us into our first activity, which allowed all new members and new attendees to get to know the more familiar faces.

Associates update

Lou McLaughlin, IATEFL Associates Representative, then presented a short report on Associates’ activities over the last 12 months and confirmed that the number of IATEFL Associates stood at 121 as of January 2019. Those Teaching Associations (TAs) that had contributed to Voices during the year were thanked for their contributions: ELTAM Macedonia; IATEFL Slovenia; NEFLA (Nepal); ELDI (India); APC ELI (Havana); IATEFL Peru; CAMELTA; ACCRA GATE; and ELDI Tirupati Chapter. All other TAs were encouraged to send in updates on their own projects, events and conferences for inclusion in this section.

The Associates’ dellutinn is still being sent to all TAs on a monthly basis but TAs were reminded to check to ensure that they were receiving this so that the information could then be distributed among their own members. News items are also being shared on Twitter (@IATEFLAssociates) and Instagram, and members were again encouraged to interact online.

IATEFL Leadership and Management Online Course

Lou then provided a short report on the Leadership and Management Online Course for Associates which ran from June to September 2018. This covered a number of areas relevant for those involved in TAs at committee level: leadership and management; communication and meetings; services to members; producing events; running events; finances; strategic planning; membership and database; and project management.

Ten participants completed the course and the feedback was overwhelmingly positive with participants finding it practical and enjoyable.

IATEFL Leadership Day presentations

The day continued with a short presentation from Maureen McGarvey, Chair of IATEFL Scholarships Committee who encouraged those attending to look into the options for applying for the awards and scholarships as these would be of benefit at the development level for TAs and also at the individual level for many of their members.

Lou updated everyone on the revamped IATEFL Projects and was delighted to announce the winner for this year – the Tanzania English Language Teachers Association (TELTA). Lou also used this time to remind Associates of the launch of the Hornby Trust Teacher Award Scheme 2019−2020, which has a deadline of 15 June for applications and has information available on the website http://www.Hornby-trust.org.uk.

The day ended with a short poster presentation from Maureen McGarvey, Chair of IATEFL Scholarships Committee and a short poster presentation from Maureen McGarvey, Chair of IATEFL Scholarships Committee and Associate Presidents Marta Bujakowska, Chair of IATEFL Leadership and Management Online Course.

The afternoon also had a session from the Representatives of the British Council. The British Council were kind sponsors of Associates Day 2019.

The day ended with a short poster session for Associates to showcase their own Association and related projects and of course, the traditional Associates Day photo!

Thanks to all those who participated in Associates Day 2019.

Coming events

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<tr>
<th>Year</th>
<th>Event</th>
<th>Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>2019</td>
<td>JULY 3-4 Israel</td>
<td>8th ETAF International Anniversary Conference, Jerusalem</td>
<td>‘ETAF: 40 years of sharing ideas’</td>
<td>Event link: <a href="http://www.etaf.org.il/etaf40/">http://www.etaf.org.il/etaf40/</a></td>
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<tr>
<td>2019</td>
<td>3-5 Costa Rica</td>
<td>ACPI-TESOL Convention 2019</td>
<td>‘Competences and teaching practices for effective performance’</td>
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<tr>
<td>2019</td>
<td>SEPTEMBER 6-9 Germany</td>
<td>IATEFL LASIG event with TU Braunschweig, Braunschweig</td>
<td>‘Reforming the foreign language classroom: empowering students to take ownership’</td>
<td>Event link: <a href="http://secure.iatefl.org/events/event.php?id=189">http://secure.iatefl.org/events/event.php?id=189</a></td>
</tr>
<tr>
<td>2019</td>
<td>OCTOBER 9-12 India</td>
<td>ELTAI event, New Delhi</td>
<td>‘Eclectic teaching trends for the ELT world’</td>
<td></td>
</tr>
</tbody>
</table>

The up-to-date version of the calendar can be found on our website www.iatefl.org/associates/associate-events and at http://secure.iatefl.org/events/.

NOVEMBER


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