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Post-conference issue

VOICES

LINKING, DEVELOPING AND SUPPORTING ENGLISH LANGUAGE TEACHING PROFESSIONALS WORLDWIDE









July-August 2016 Issue 251

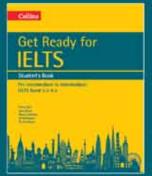
Materials writing – Mark Hancock
Using a design theory – Donald Freeman
Teacher creativity – Daniel Xerri
Teachers as writers – Stephanie Xerri Agius
Changing teacher identities – Shih-Chieh Chien
Designing for teamwork – Ayşegül Karaman
From monolingual to multilingual – Susanna Schwab
Teachers' voices – Jane Evison and Mary Bailey
Into the mind – Alexandra Haas

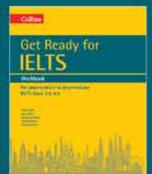
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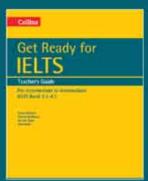
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From the Editor



Alison Schwetlick. **Fditor**

This issue is bursting with photographs, write-ups and reflections to give you a snapshot of the 50th Anniversary IATEFL Annual Exhibition and Conference 2016 in Birmingham.

This year we have a taste of the SIG pre-conference events and Mark Hancock and Donald Freeman kindly agreed to write up their sessions at the Pronunciation SIG and Teacher Training and Education SIG events respectively. The SIG PCEs offered a wide variety of content and format, reflected in the SIG pages but both Mark and Donald hosted a series of workshops, Mark on using the constraints of the learning aim to spark creativity in materials writing and Donald to explore a

design theory on how teachers learn.

This year there were more sessions than ever including four Interactive Language Fairs—a favourite format of mine as it allows the participants to chat informally with the presenters from the start. Ayşegül Karaman shared her syllabus designed to cater to the needs and interests of her students in Turkey and Susanna Schwab gave us a critical appraisal of the new multilingual language curricula being introduced in Switzerland. In the forums, Daniel Xerri pleaded for creativity to be integrated into teacher training, Stephanie Xerri Agius urged teachers to write with their students in class and Shih-Chieh Chien explored the changes occurring in teachers' identities while concurrently pursuing a master's degree.

Then, research by Jane Evison and Mary Bailey on the rich linguistic contexts of teachers in English Medium Instruction institutions in the multilingual environments of Kenya, Nigeria and Malaysia proved fascinating. A totally different approach was taken in Alexandra Haas's workshop on how we learn—and therefore teach—vocabulary. New this year we have the reviews by delegates on a session they attended and the topics ranged from John Hird's practical tips for helping students with dyslexia, through Jill Hadfield's suggestion that we actively select the hidden agenda in curricula so that they benefit our students, and Daniel Baines' research into reflection, to Silvana Richardson's plenary on native speakers.

The Scholarship winners reflect on their experience and our photo journalist, Rachid Tagoulla, provides his last feast of pictures and words as he embarks on further studies and don't forget to read the Associates and SIGs reports.

I hope Voices 251 manages to impart at least some of the flavour and atmosphere of the vibrant, inclusive and inspiring event it was.

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Contents

2 From the President From the conference

- **Materials writing** Mark Hancock turns constraints into assets with PronSIG
- Using a design theory Donald Freeman explores teacher learning with TTEdSIG
- **Teacher creativity Daniel Xerri** argues for its inclusion in training programmes
- **Teachers as writers** Stephanie Xerri Agius encourages communities of creative practice
- Changing teacher identities **Shih-Chieh Chien** researches the effect of teachers' MA studies
- **Designing for teamwork** Ayşegül Karaman personalises the learning process
- From monolingual to multilingual Susanna Schwab shares a new approach
- 10 Teachers' voices Jane Evison and Mary Bailey report on the linguistic richness of EMI contexts
- Into the mind 11 Alexandra Haas explains how to teach vocabulary effectively
- 12 Conference impressions from Scholarship winners
- 14 Conference session reviews 1
- Birmingham 2016: a photo-journal Sponsored by Pilgrims Photos and text by Rachid Tagoulla
- Conference session reviews 2

Regular columns

- Materials reviews Ana d'Almeida
- **ELT news: TESOL Award; Tributes; ERF** finalists

Inside IATEFL

- 24 Focus on the SIGs
- 28 **Associates News**
- 29 Coming events, Publications received
- Who's who in IATEFL

Copy deadlines

November-December 2016 (253): 26 August 2016 January-February 2017 (254): 28 October 2016 March-April 2017 (255): 9 December 2016

From the President



Letter from the President

Reflections on the 50th conference

Beginning

Would the founders of IATEFL and the 125 participants at their first conference at Nutford House, London in December 1967 ever have predicted that the 50th conference would attract some 3100 delegates, exhibitors, job market recruiters and stewards? Breaking the attendance record of over 2,600 in Manchester, this, by all accounts, will be remembered as a very special venue with its open spaces, view from the library roof garden and elsewhere, and the many restaurants within easy walking distance in which to relax with colleagues.

Connecting

The networking began well before the official opening with dinners organised by SIGs, IATEFL and other ELT practitioners catching up with colleagues from around the globe. The day before the conference, approximately 650 educators took part in the Pre-Conference SIG Events on topics such as young learners and technology, the role of interviews in research, effective teamwork, the teacher's voice, how teacher learning works, and creativity for educational change. In addition, 49 IATEFL Associate Representatives from 39 countries gathered to share experiences, concerns and learn how best to apply for various IATEFL and joint awards. At the Welcome Ceremony, the Lord Mayor of Birmingham welcomed all the delegates and telc cyclists, Julian Sayerer, Thom Jones and IATEFL Trustee, Gary Motteram, who had raised money for IATEFL Projects and then, over drinks and snacks, those present made new friends and refreshed the old, setting the tone for the rest of the conference.

Highlighting

The 4-day conference programme started with Patron, Professor David Crystal, on fifty years of English, the next day we heard from Silvana Richardson on equality among teachers and the labels we assign. On the third morning Professor Diane Larsen-Freeman spoke about education as an ecological system and on the final morning, Scott Thornbury reviewed the major developments in EFL methodology since the mid 1960s. The conference closed with the renowned story-teller, Jan Blake, who held us in thrall with her stories of love, shape-shifters, the wise and the foolish.

Other highlights were the *ELT Journal* debate with Penny Ur and Peter Grundy on the merits of teacher training, the results of which were decided by the highly 'scientific' clapometer designed by Graham Hall; the ELT Conversation with Philip Kerr and Andrew Wickham on recent industry-oriented trends in the field; and the IATEFL AGM in which Margit Szesztay was welcomed in as Vice-President and Carol Read stood down from the Board of Trustees.

Innovating

The new conference app proved easy to navigate and was very popular although some delegates could still be spotted toting their 'boutique-sized' programmes, a successful innovation begun in 2015. The IATEFL teddy bears were a great success and had sold out by the third day. Delegates also seized the photo opportunities afforded by the IATEFL frame and filled the Celebration Tree with beautiful messages about what IATEFL meant to them.



Marjorie Rosenberg has over 30 years' experience as a teacher, teacher trainer, materials

writer, and speaker. She has published widely in the fields of business English and teacher development. She served as IATEFL BESIG Coordinator from 2009 to 2015 and on the IATEFL Membership Committee before taking on the Vice Presidency and now Presidency.

Entertaining

In the evening there was something for everyone including a musical celebration of the 50th conference, a witty presentation of Shakespeare and IATEFL by Hilary and David Crystal, a spoof on a Shakespeare play by Luke Prodromou and others and music and Shakespeare performed by IATEFLers. Andrew Wright and David Heathcliff, back by popular demand, led a story-sharing evening and Alec Williams guided us through 50 years of well-loved books and tales. The international quiz (Victoria Boobyer and Gavin Dudeney) as well the Pecha Kucha evening (Jill Hadfield and Jeremy Harmer) were, as usual, very well attended. Other events included The Fair List Awards, the Extensive Reading Foundation Reception and Awards Ceremony and an open meeting with the Creativity Group.

Linking

The 52 scholarship winners from as far afield as Latin America and India, the Middle East, Africa and China and the many presenters and delegates, some of whom had travelled half-way round the world to attend and mix with others from the US and Europe, is what IATEFL is about today. In all, 111 countries and 115 nationalities were represented in Birmingham. Comments heard included praise for new topics, especially those which had never come to the forefront of an ELT conference, and for the wide range of cultures and opinions the conference embraced. Thanks to the British Council livestream service, much of the conference was accessible worldwide. The short film at the end of the conference embodied the diversity, cooperation and caring embraced by those able to attend and provided a wonderful send-off to delegates as well as a foundation to continue building on. The addition of the 'I' in IATEFL has been truly earned.

With best wishes, Marjoria



Pre-conference events

Materials writing

Mark Hancock turns constraints into assets with PronSIG.

The prospect of creating something from nothing on an empty page can be daunting but the materials writer has to do just that, and moreover, do it within very tight constraints. For instance, if you are writing a narrative for ELT purposes, it must not only be an engaging narrative, but also a useful learning tool. This means that it must effectively display the target language in a natural manner, while at the same time be graded to the learners' level. Writing a good story is difficult enough already, and when you add these constraints to the mix, it seems, on the face of it, impossible. However, I would suggest that the opposite is true: constraints, far from being an obstacle to creativity, actually facilitate it.

Let's look at an example from the classroom where it is the learners rather than the materials writer who are creating a narrative. If the teacher asks the learners to write a story about anything they want, many of them will come up with very little by the end of the session. If, on the other hand, the teacher adds constraints to the task, it is likely to become much more productive. For instance, the learners may be asked to write a story using only the words below and no others.

Walter, Wendy, want(ed), walk(ed), watch(ed), didn't, with, away, to, and, but

Far from limiting creativity, this tight constraint actually helps to drive it, and the same is true in materials writing.

To look in more detail at the kinds of constraints the writer of pronunciation material must work under, let's look at a simple schema of the writing process in three phases:

- 1 Inception. The first step in the pronunciation materials writing process is deciding what pronunciation point to cover. The constraints here include student age, level and language background. Their age may affect, for example, your decision about whether or not to use phonemic symbols. Their level may affect your decision about how much to simplify the rules. Their language background may affect which sound distinctions you choose to focus on
- 2 Preparation. This stage in the writing process is where you collect data. The main constraints here are linguistic: for instance, if you are working on regular past tense endings, for example, you may want to make three lists

of verbs—one for each of the possible pronunciation of the -ed ending.

3 Production. Once you have your data, this will itself become a constraint when it comes to writing your material. You will find, for example, that minimal pairs lend themselves readily to information gap type tasks, while features of connected speech may be better demonstrated in some form of word-play such as a chant or limerick.



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Hancock
has been
teaching
for over
30 years.
He is the
author of
ELT books
including
the

pronunciation titles *Pronunciation Games* and English *Pronunciation in Use Intermediate* (Cambridge University Press), and *PronPack* (forthcoming). With Annie McDonald, he's the ELT resources website hancockmcdonald.com.

far from being

an obstacle

actually

facilitate it

To illustrate the stages outlined above, here is an example of the process I went through in writing the following small fragment of pronunciation material:

I know a little bit about kittens
I got bitten by a kitten last year
A certain little kitten in Britain
I've not forgotten that it bit me on
the ear

I began with the intention of producing a text which would illustrate cases where /t/ tends to be replaced by a glottal stop. I prepared by collecting a set of words containing this target sound. Finally, I produced the text by staring at the list until a narrative idea emerged, and then composed that into a short rhyme.

The sparkle of a piece of material like this contrasts with the seemingly dull process by which it was created. It is like a joke; the inventor of the joke begins with the punch line and works backwards to create a narrative that will lead to it. The punch line is effectively a constraint in the composing process. Meanwhile, for the hearer, the punch line comes as a delightful twist at the end of the story, and the effect can be almost magical. The materials writer can harness such magic by learning to use constraints as an asset.

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Pre-conference events

Using a design theory

Donald Freeman explores teacher learning with TTEdSIG.



Donald Freeman's work focuses on designing and documenting new approaches to large-scale improvements

in language teaching that support the work of classroom language teachers. The PCE session explored a 'design theory' for teacher training and development as a set of simple principles that describe how language teacher education activities and programmes work and what makes them more (or less) impactful for teacher learning—see Freeman 2009. A design theory both explains what is happening and helps develop new ways of doing things. As a theory, the aim is to describe how

teacher education happens and represent those processes for analysis. The 'design' aspect means that the theory can be used proactively to plan and evaluate teacher education practices.

We started from the premise that much of what is done in language teacher education is often anchored in convention and tradition, and that by examining what we do—our practices as teacher educators—descriptively, we can better understand how they work. The design theory is meant to provide a way of undertaking this type of analysis and examination. In the session, we looked at three ways to frame the analysis.

Three frameworks

In the session, we look at three ways to frame the analysis.

The first describes the core relationship in teacher education—teaching teaching. The phrase itself captures the isomorphic relationship between content and process: that the aim of educating people as teachers is to teach them how to teach (Freeman 2016: 13).

The second framework describes the components of teaching—see Freeman 1989. These include knowledge of content and curriculum, of students, of learning theories, of the teaching context, and so on; skills in teaching it, and dispositions or attitudes that mediate how the teacher carries out the work. For instance, a teacher who is confident of the particular content or knowledgeable and friendly with a particular group of students, may exercise teaching skills in one way, whereas if they are nervous or unsure of what they are doing, the lesson may unfold differently. These three components are managed through a fourth, awareness, which simply directs attention to what is happening. So when a student says they 'can't see the board', the teacher may realise that where they are standing is blocking the student's line of sight and so becomes aware the student can't see, given where the teacher is standing. Awareness in this sense is neither exotic nor is it cultivated; it is just the capacity to recognise what is happening among the other three components.

The third framework (Freeman 2016, which was the focus of the workshop) has four parts:

- 1 Teacher education provides tools, along with opportunities to use them.
 - These tools allow trainees to rename their experiences and thus to (re)construct what they do. The tools are developed as the social facts-shared meanings in the teacher education environment.
- 2 Trainees use these social facts to participate in two communities—of activity [C/a] and of explanation [C/e]. A community of activity [C/a] is 'a group of people who are doing a recognised or recognisable activity. The particular form of activity has a past or heritage, which is what makes it recognisable; because we have seen others do the activity in a similar fashion, we can give it a shared meaning'. A community of explanation [C/e] is 'a group of people who share common ways of reasoning about the world, or particular aspects of it.' (Freeman 2016: 241f.)
- 3 Trainees participate in this environment on two levels simultaneously: They do certain things (activities) and then come to think in certain ways about what they do. These ways of doing and of thinking constitute communities

Trainees join, participate, and are taken as members of a new group on two levels. At first, they articulate what they do (their experiences) in terms that make sense to the group by using their social facts. Over time,

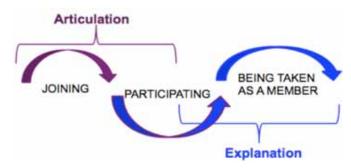


Figure 1. Entering a community of explanation: moving from articulation to explanation

it becomes second nature to use these social facts to explain what they do. (See Figure 1.)

4 Becoming part of a community of explanation
Trainees are part of a community of explanation [C/e]
when what they say, their articulations, are no longer
remarked on and the social facts they use are accepted as
explanations by the community doing the activity [C/a].



July-August 2016 Issue 251

From the conference

Teacher learning comes in addressing tensions between differing forms of explanation in order to participate in the activity in ways that make sense to that community.

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Forums

Teacher creativity

Daniel Xerri argues for its inclusion in training programmes.

Creativity is one of the most exciting concepts that currently inform the field of ELT. The attainment of creativity in the classroom is most probably dependent on the teacher's own creative practices. This could seem daunting to some teachers, however, these practices need not always be thought of as generating novelty out of nothing. Teachers' creativity can also consist of the synthesis of disparate elements or the formation of connections between things that were previously seen as incapable of connection.

Definition

In *The Act of Creation*, Arthur Koestler maintains that, rather than seeing creativity as the creation of something out of nothing, it is more appropriate to conceive of it as the act of rearranging or regrouping already existing elements. He claims that creativity 'uncovers, selects, re-shuffles, combines, synthesises already existing facts, ideas, faculties, skills. The more familiar the parts, the more striking the new whole' (Koestler 1964: 120). Hence, creative people are capable of 'combining previously unrelated domains of knowledge in such a way that you get more out of the emergent whole than you put in' (Koestler 1980: 344).

When Koestler's notions of creativity are applied to teachers, one could argue that teacher training programmes at both pre-service and in-service levels can play a pivotal role in promoting this form of creativity (Xerri in press). Such programmes have the potential to cultivate teachers' ability to engage in what Koestler (1964) calls 'bisociative' thinking, a creative leap of the mind which results in the formation of a new matrix of meaning through the act of combining elements from previously unconnected matrices of thought.

Multimodality

The pedagogical understanding and subject knowledge that teachers receive on training programmes could easily be complemented by the cultivation of the belief in the potential of creative teaching to engage language learners. One form of such creative teaching (and of bisociative thinking)

is multimodality, which is defined as 'the crafted integration of two or more ways, or modes, of communication, so that their combined meaning as a whole is greater than either mode separately or their simple combination' (Dressman 2010: 71). An example of this is when a teacher's ability to bring a text to life by the careful combination of print, audio, video and hyperlinks makes it highly engaging for language learners (Xerri 2016).

In order, therefore, for teachers to foster creativity in the learning environment they need to be equipped with the capacity to think creatively and generate innovation. Developing the knowledge, skills and beliefs needed to employ a multimodal approach is just one means by which teacher education and development can help teachers to achieve this form of creativity.

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Developing
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which teacher
education and
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help teachers to
achieve this form
of creativity



Forums

Teachers as writers

Stephanie Xerri Agius encourages communities of creative practice.



Stephanie Xerri Agius teaches English at the University of Malta Junior College. She is currently completing a PhD in

Education at the University of Leicester. Her research focuses on writing and feedback practices. Writing does not come naturally for many, including teachers. Yet we encourage our students to write because we acknowledge it is an important skill to master. Despite this, research (Cremin 2016; Cremin and Baker 2010) reveals that many teachers do not write spontaneously in class. They provide students with sample essays, but the painstaking writing processes are missing. Contrarily, 'writing decisions' are 'more

complex' in authentic writing (Zuidema et al. 2014: 82).

Teachers as writers

To better understand this complexity, I re-positioned myself as a teacher-writer by writing alongside my students. This had immediate benefits. My students were more willing to write when they saw me do so. Showing them my correc-

Using stimulus materials to co-create text with students enables teachers to explore their own identity as writers. In so doing, they also embrace writing as a pleasure rather than a chore

tions reassured them that no one gets it right immediately. Consequently, the students felt supported enough to share their writing with others. Inevitably, there are difficulties as 'writing exposes us, so it is hard to write and even harder to share' (Smith and Wrigley 2012: 74). However, sharing is enriching for both students and teachers. It forges the teacher-writer's identity and supports the teacher-as-mentor in the classroom.

If teachers are unsure or anxious, they can join a writing programme prior to writing in the classroom. Teacher-writer programmes set up in the US (such as the National Writing Project) and UK (such as

We're Writers) offer 'a secure writing environment' and promote 'a more collegial working atmosphere' (Grainger

et al. 2005: 79). The project results indicate that teachers' confidence improves and their reasons for writing increase.

Stimulus materials

In addition to attending teacher-writer programmes, teachers can use stimulus materials to help overcome any initial reservations they and their students may have about writing in class. Defined as 'visual, verbal and/or auditory' prompts, such materials can 'stimulate discussion of relevant topics' (Association for Qualitative Research (AQR) 2015). As well as providing students with these materials, teachers themselves can also use these stimuli as inspiration for writing. Activities range from writing short texts (such as using social media to write 140-character tweets) to producing lengthier and more creative output (such as creating dialogue for a comic strip or storyboards for TV adverts; AQR 2015).

Using stimulus materials to co-create text with students enables teachers to unleash their creativity and explore their own identity as writers. In so doing, they also embrace writing as a pleasure rather than a chore. Consequently, students feed off this enthusiasm and, eventually, teachers impart the lesson that writing and creativity go beyond the classroom

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Forums

Changing teacher identities

Shih-Chieh Chien researches the effect of teachers' MA studies.

With the burgeoning of the 12-year compulsory education reform (grades 1–12) in Taiwan (2014), which leads to not only structural, but also considerable educational changes, high school teachers are expected to have a deeper understanding of their roles and professional development in the fast changing society. As suggested by Spilková (2011), teachers' professional identity, that is their concept of the profession and their self-perception in the role of teacher, has a great impact on shaping how the teaching profession is practised.

In view of this, the development of teachers' professional identity, in the sense of clarifying personal and professional values, is of great importance. Nevertheless, the change in professional identity of in-service high school EFL teachers who are studying for a master's degree is less explored in academia, and it is certainly still virgin territory in Taiwan. Clearly, teachers will undergo identity changes as they enter advanced study in today's challenging school contexts. In addition, further identity changes may take place throughout teachers' careers due to their interactions in and out of schools. The present study aims to explore high school EFL teachers' professional identity changes and development during their advanced studies (i.e. master's degrees).

Research design

In the light of the above, I sought answers to the following questions:

- 1 How far are high school EFL teachers' professional identity changes linked to their experiences during their master's studies?
- **2** What are the characteristics and influencing factors behind these teachers' professional identity changes?

Eleven English teachers from 3 senior high schools in Taiwan participated in the study. They were studying for their master's degrees in a variety of disciplines such as English Teaching, Linguistics, Education, Drama, Political Science, Journalism and Law. They were randomly selected, and their teaching experience ranged from 6 to 13 years. Individual in-depth semi-structured interviews were conducted with the teachers.

According to Beijaard *et al.* (2004), identity is fluid, not static. When interviewed, teachers undergo a process of 'theorizing', and 'discover and shape their professional identity' (p. 122) in narrating their own stories. How they view themselves and how they are viewed by others is theorised and shaped by their ongoing experiences in the different communities.

Findings

Positive and negative changes were reported by the teachers, despite their wide-ranging foci. The teachers showed multi-faceted, fulfilment-oriented and discipline-focused professional identities.

Their productive and additive identity changes were primarily related to their sense of competence and fulfilment in terms of the pursuit of enhancing their professional knowledge, their capacity for conducting research, and their perceived need to broaden their horizons.



Shih-Chieh Chien holds a Ph.D. in Second Language Education and is currently an Associate Professor in

the Center for General Education at National Taipei University of Business. His research interests include writing strategy use, intercultural rhetoric, and teacher education.

On the other hand, subtractive and split identity changes mainly related to their change to another discipline whereby they were developing their second expertise, losing their enthusiasm for teaching but gaining more interest in their other field after they had become teachers. This could potentially have a bearing on their teaching effectiveness.

The study revealed how significant the influence of the discipline studied was on their identity changes. Their professional identities were constructed and reconstructed as they sought to settle and negotiate between their own beliefs and the nature of various disciplines.

Conclusion

With respect to the teachers' identity as knowledge pursuer, dedicated educator and competent researcher, the changes were generally productive and additive. This implies that their learning experience in the master's study positively develops their professional identity.

Although we also found subtractive and split identity changes in some teachers, it was not totally negative. The teachers all sought to reconcile the conflict between the identities of teacher and researcher as well as the dilemma arising from belonging to the two different communities of high school and university.

Finally, as teachers set the tone and culture of the classroom and their professional identity may directly or indirectly influence students, those teachers who are self-aware are better able to continually modify their teaching and thus augment student learning.

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References available from the author on request



Interactive Language Fair

Designing for teamwork

Ayşegül Karaman personalises the learning process.



Ayşegül Karaman is an English instructor at Ozyegin University in Istanbul, Turkey. She holds an MA

in English Language Teaching. She also has the DELTA certificate from the University of Cambridge. Her interests are student empowerment, poetry and mythology. Learners and teachers may face difficulties when the general content in English courses and course books does not address the personal needs and preferences of the learners in a foreign language context. This paved the way for me to design a syllabus for my CEF A1 level students that facilitated their working in teams.

Recognising the problem

Firstly, it was important to analyse the issues in a non-English speaking environment (NESE).

1. Language and culture

I agree with Rivers (1981, cited in Stern 1983: 251) that learning the language includes learning the culture. If the learners do not have any idea about the target language culture, communication can break down as grammar teaching is insufficient in the absence of pragmatic knowledge. Also, 'language learners often make the mistake that they think what is expressed in their language should also be expressed in the target language' (Kecskés 2003: 84). For example, when Turkish students call their teacher 'teacher' they complain that it does not convey their intent sufficiently because they think that in Turkish 'hocam' conveys respect, but in English 'teacher' sounds odd.

2. Exposure and communication

My experience in the classroom bears out Medgyes' (1986: 108) premise that a foreign language can only be learnt in real communicative situations where real messages are exchanged. Despite years of foreign language education, students in the context of NESE are mostly incapable of oral communication. I think that some reasons are: limited exposure to the target language in a natural environment; limited time for practice in the classroom; and unfamiliarity with the target language culture, in short, insufficient direct access to a purposeful, interactive and productive language environment. Although students attempt to use language in these circumstances, because the interaction can sound artificial, time-consuming and aimless, they may not be filled with enough energy and enthusiasm to learn English.

3. Motivation

In my institution, where English is merely a compulsory school subject to be passed, it is generally impossible to talk about intrinsic motivation. 'If the speaker's only reason for learning the second language is external pressure, internal

motivation may be minimal and general attitude towards learning may be negative' (Lightbown and Spada 1993: 40).

Assessing the needs

To gather data on the subjective needs of my learners, I adapted needs analysis questionnaires focusing on students' necessities, lacks and wants. The questionnaires were created with learners in a non-English environment in mind, so their preferences on the content of the lesson and opportunities to study and revise English out of the class environment were included in them. The results showed that students wanted to study materials on topics such as the English language and Turkish life. The objective and subjective needs of the students also reflected that students expected to communicate in the target language.

Responding to the needs

By giving them choices in the lesson content on cultural issues, the reading materials were chosen keeping this in mind (such as a text on Turkish coffee), but not forgetting the fact that language cannot be separated by its culture (such as a text on unusual homes), so the context was embedded by tuning into the content according to the students' choices as well as its relevance to their preferences and learning styles.

Since the students' exposure to English outside the class was limited, students were given a real-life communicative activity in the form of a tourist survey. In groups of three or four, they went to a popular tourist site. They put their own questions to the tourists and recorded themselves. Later on, they reported their experiences in class hours with great fun and boosted confidence.

All in all, based on the observations of the 20-hour course I designed with materials, activities and end-of-course assessment activities adapted to their needs and preferences, it can be said that the students had been successfully encouraged both to take more control of what and how they learn and to work collaboratively in teams and create common expectations for one another. They had become less dependent and more motivated learners.

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Interactive Language Fair

From monolingual to multilingual

Susanna Schwab shares a new approach.

Inspired by Silvana Richardson's plenary at IATEFL 2016, where she referred to the multilingual turn in education, I would like to share a new approach to (foreign) language teaching that some cantons in Switzerland are about to implement.

A paradigm shift from a monolingual to a multilingual approach is imminent in language teaching in Switzerland. Six cantons along the language border between the Swiss German and Swiss French speaking cantons have agreed to introduce two foreign languages in primary school in an initiative called Passepartout. In this programme the multilingual approach was defined as:

Languages are not learned and taught in isolation. Instead, many links are made, through language comparisons, language sensitization and language reflection. This has an effect on the curricula, the teaching aids and the cooperation of the teachers.

(Sauer and Saudin, for Passepartout, 2008:

13—emphasis mine)

But how will this affect the teaching and learning?

Integrated language learning

No longer should language learners be treated like blank slates when beginning to learn a second, third, or fourth language. When English is the second foreign language that the young learners are being taught, teachers can and should ask the learners to compare, contrast and reflect on the new language with what they already know.

How much sense does it make to spend precious lesson time teaching students the months of the year when learners already know the months in German and in French as well as in their home language(s)?

Home language(s)	German	French	English
	Januar	janvier	January
	Februar	février	February
	März	mars	March

Teaching aids

Another example is an activity called 'Non parlo italiano—I don't speak English' from the designated textbook for French, 'Mille feuilles' (Bertschy et al. 2011), which asks the learners to compare and contrast how negation works in different languages. Besides German, there are examples for French, English, Italian, Spanish, Albanian, Croatian, Romansch, Russian, Japanese, Norwegian, Vietnamese, Chinese, Finnish, and Dutch. Learners are also asked to add their home language(s) in the blank box included at the bottom.

During the piloting phase of the Passepartout programme, external evaluations maintained that the textbooks did not link French and English sufficiently (Singh and Elmiger 2013). The researchers recommended that the English teaching and learning materials should include more multilingual activities so that learners are given opportunities to draw on their resources from learning a first, a second and/or a third language.



Susanna Schwab is a teacher educator at the Bern University of Teacher Education (PHBern), Switzerland.

Since 2006 she has been training preservice primary school teachers to teach English as a second (or a first) foreign language.

(See Hufeisens' Factor Model in Hufeisen and Gibson 2003.)

Teacher cooperation and collaboration

Teacher cooperation is key to the Passepartout programme but how well do teachers cooperate? For my doctoral thesis (Schwab 2015), I explored how teachers perceived the implementation of the multilingual approach in their classrooms during their first year of the implementation of the new programme. My data analysis revealed that teachers rarely had the time to cooperate or collaborate with colleagues.

For the successful implementation of a multilingual approach, collaboration amongst all language teachers is of the upmost importance. The findings prompted me to develop a project to establish professional learning communities (PLCs), in which teachers will have time to conceptualise the multilingual approach, engage in reflection and collaborate with colleagues. The resulting exchange of experiences and instructional strategies should eventually strengthen classroom practice across all languages and grade levels.

Conclusion

For the Passepartout methodology with its focus on a multilingual approach to succeed in practice, textbooks have to link up and integrate the languages and language teachers have to be given time to cooperate and collaborate. Silvana Richardson, in her plenary on the native factor stated it was high time that language teaching and learning moved away from a monolingual bias towards a more multilingual approach. However, without teachers collaborating across languages and without teaching aids linking languages, the multilingual approach to language teaching as described in the Passepartout curriculum will not find its way into classrooms.

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References available from the author on request



Sessions

Teachers' voices

Jane Evison and Mary Bailey report on the linguistic richness of EMI contexts.



Jane
Evison is
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Education
at the
University

of Nottingham and leads its MA TESOL (webbased) programme. Her research interests include teacher professionalism in international settings.

Mary Bailey is Assistant Professor in the School of Education at the University

of Nottingham and teaches on the MA Education (face to face and online) and PGCE International programmes. Her interests include education policy.

A substantial number of students on our postgraduate (PG) study courses are from so-called 'outer circle countries' where varieties of English form part of a multilingual context alongside local indigenous languages. Here we present research on the views of three groups of teachers who talk about their daily encounters in English (both in and out of the classroom). Although not trained as ELT practitioners, these teachers' daily linguistic decisions about English and other languages impact on teaching, learning and social encounters with students, staff and parents.

Research design

This qualitative study used autobiography tasks, focus groups and interviews in

Kenya, Nigeria and Malaysia in which 14 EMI teachers talked about their day-to-day use of English. Because they were teaching and studying simultaneously, these teachers were well placed to articulate how being students in English impacted on their teaching and vice versa.

Results

Three main themes emerged from our analysis of the data: a growing intellectual appreciation of varieties of English; the challenges of academic English at PG level (both in terms of product and process); and a pragmatic view of developing expertise. Here we want to focus on an important aspect of the first and third themes: the complexity of day-to-day linguistic decision making.

Daily linguistic decisions

The teachers reported a range of languages that were used in their own contexts and on which they might draw: in Kenya—Arabic, English, Kikuyu, Kiswahili, Luhya and Luo; in Nigeria—Egun, English, French, Igbo, Hausa and Yoruba; and in Malaysia—Bahasa/Malay, Cantonese, English, Hakka, Mandarin and Tamil. They also talked about what they considered to be identifiable varieties of English and these included not only American, British, Kenyan, Nigerian and Malaysian but also Manglish, Pidgin, email/chat/text, (in)formal; (in)formal academic and academic.

Through our analysis of the examples the teachers gave us of their linguistic practices, we were able to see the importance to them of being able to switch between the languages and language varieties. These decisions represented a complex intersection of setting (such as the classroom, the staffroom, the sports pitch) and the role that they were switching into (for example, from subject teacher to form teacher, to sports coach). It was clear that their responsibilities as teachers went far beyond 'simply' finding the best way to teach content in English, and that, on occasion, they felt they were better able to perform a particular role if they chose a language other than English.

Impact of teachers' PG studies on understanding these decisions

The teachers made clear to us that while studying in the medium of English, and by negotiating the feedback on their own writing in particular, they were developing language awareness in a way they hadn't done previously. Reflecting on how they used English and other languages contributed to a more nuanced understanding of the linguistic complexities which in turn helped them to interrogate their own and their institutions' practices. It was not only the content of their studies that helped them deal more confidently with day-to-day issues, but their developing linguistic awareness.

Implications for CPD in EMI institutions

Engaging in PG study while teaching afforded them opportunities to reflect on their reasons behind their language use and the roles on which those choices were contingent. This leads us to suggest that in-house CPD in such institutions could itself harness some of the affordances that these teachers experienced through higher education. This would enable the development of EMI teachers' understanding of professional discourse in a way that tackles the complexities of supposed 'English only' situations. Our suggested 'VOICES' model of EMI teacher development involves a focus on language Varieties and Options with teachers supported to Interrogate, Complicate and Explicate in order to Speak (and write) with greater knowledge and greater confidence both inside and outside the classroom.

Implications for Higher Education tutors

For non-language specialist HE tutors of EMI teachers online, we suggest that the VOICES model could also apply. Whereas the tutors are skilled in the subject matter of the PG course, they may be less knowledgeable about the linguistic options with which their students engage daily in their work as teachers. These HE tutors could benefit from being more aware of this aspect of their students' professional EMI practices.

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July-August 2016 Issue 251

From the conference

Sessions

Into the mind

Alexandra Haas explains how to teach vocabulary effectively.



Alexandra Haas trained as a teacher of German and English. She has been a language teacher, teacher trainer and

telc examiner trainer for 20 years, teaching at schools, universities and in adult education. She currently works at the VHS Rhein-Sieg in Germany. 'Learn this list of words by next week.' Until recently, teaching vocabulary was rather neglected. Independent of the method, the focus of English language learning was firmly on mastering structures. Only with Michael Lewis' *The Lexical Approach* did the focus shift. Lewis defined language as a lexical rather than a grammatical phenomenon. He argued that language learning is achieved by the ability of the mind to learn, store and process lexical items. A theory anyone with

children can relate to: when we acquire our mother tongue, we start with single words, only much later forming our first sentences. Why then, when it comes to learning a second language, do some of our students find it so hard to learn and remember new lexical items? Obviously, teachers need to focus more on making learning vocabulary easier.

How does our memory work?

With a relatively simple test, teachers can show their learners how the brain stores information. When asked to look at a list of thirty to forty words for about one minute and remember as many words as possible, the brain automatically starts to look for connections. People remember synonyms, antonyms, word fields, homophones, collocations etc. They do not remember lists, though. If they

For many learners, it is almost an epiphany to realise that they are not too stupid to remember words; they just need to find the methods that suit them ...

try, they remember a significantly smaller number of items. Thus, our brain connects words in meaningful ways; it does not list them like a dictionary.

From a neuroscientific point of view, learning means building neurone clusters. Babies are born with approximately 100 billion neurones. During the first 12 months, the brain triples its weight by 'learning', i.e. connecting the neurones via synapses. Every time a synaptic connection is activated, it gets thicker and more stable. Applied to learning vocabulary this means that an impulse, i.e. a new word, needs to

be repeated many times and ideally in connection with other words, emotions, sensations etc. to become part of a neurone cluster. We need to help our learners build networks, use already existing vocabulary in new contexts and repeat known words to strengthen the synaptic connections.

Into the mind

But how do new words get into the mind? Out of 10 million pieces of information that reach us per second, only approximately 20 are let through. The gatekeeper of the brain is the limbic system. It checks in a split second whether something is new, important or pleasant and/or interesting. If something is known, unimportant or boring, the limbic system does not let it through.

From a neuroscientific point of view, the teacher is absolutely crucial in this process. The limbic system is an expert in checking for people's credibility. If a teacher appears to be disinterested in the learners or the subject, the gates close. On the other hand, if we are passionate about our learners, the subject and/or teaching itself, the limbic system detects this immediately and the brain focuses on anything this person says or does.

In addition to being (in)credible as teachers, we also need to get the brain's attention by offering something new and unexpected at regular intervals. The average attention span is 10-20 minutes. The brain then needs a little wake-up call, for example by a change of method. As the saying goes, minds are like parachutes: they only function when open.

There's no such thing as the perfect method

Another argument for using a variety of methods is that no two people learn alike. Biologically, neurotransmitters are the reason for this. As the word indicates, they transmit signals between neurones; they literally fuel our thoughts. Neurotransmitters can be put into two groups: excitatory and inhibitory. To make learning possible, the relevant transmitters need to be in balance. But each person's mix is as individual as a fingerprint. Therefore, each learner needs different settings and methods. Empirical studies on learning preferences support this idea: no matter what the method, it does not work for about one in five of the learners. Only with a regular change of methods can we create suitable learning conditions for everyone in the classroom.

Probably most importantly, our students need to know that everybody learns differently. For many learners, it is almost an epiphany to realise that they are not too stupid to remember words; they just need to find the methods that suit them, whether it is working with word cards, drawing pictures, writing definitions or using mobile apps.

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Publications



Scholarship winners

Conference impressions

... having my eyes opened, hearing of new things to try in my classes, and expanding my Professional Learning Network (PLN)

> Gatitu Kiguru, Kenya IATEFL Africa Scholarship

... being encouraged to hear from others, who also feel an intense passion for the education of young people, doing creative things in challenging contexts

> Sven Glietenberg, South Africa IATEFL Africa Scholarship

... exchanging ideas, sharing experiences and making useful contacts which will help me to continue developing professionally

> Elena Matveeva, Russian Federation IATEFL BESIG Facilitators Scholarship

... making new connections and expanding my Professional Learning Network (PLN)

> Jennie Wright, Germany IATEFL BESIG Facilitators Scholarship

... undergoing the invaluable experience of presenting for international audiences and learning from experts from all over the world

Oksana Hera, Ukraine

BESIG IATEFL 50th Anniversary Scholarship

... having the best conference I have ever attended—humongous, unique and catering to the needs of every kind of ELT teacher/trainer

Lalitha Murthy, India

BESIG IATEFL 50th Anniversary Scholarship

... enjoying a once-in-a-lifetime experience, meeting interesting colleagues, inspiring plenary speakers and publishers

> Maya Mitova, Bulgaria IATEFL Bill Lee Scholarship

... meeting many valuable, creative and inspiring ideas, new friends and business contacts—an experience never to be forgotten

> M. Cyrankowska, Poland IATEFL Bill Lee Scholarship

... having an action plan in place from the TDSIG teacher observation sessions when, to my surprise, I was promoted on my return and will now observe teachers myself

> Maya Golikova, Russian Federation Cambridge English: English Teacher Scholarship

... meeting renowned authors, whose books I've been using for years, attending their sessions and asking them questions

> Natalia Mukhina, Russian Federation Cambridge English: John Trim Scholarship

... learning that education should be available for everybody and that supporting non-native teachers will enable us to create a global English language environment

Anna Arago, Ukraine

Cambridge English: 50th Anniversary Scholarship

.. being humbled and delighted by the generosity and modesty of those speakers who 'live' on our bookshelves, proving that they aren't just names but willing to share a cuppa and a chat

Nancy Johnstone, Argentina

Cambridge English: Dr Peter Hargreaves Scholarship

... benefiting from this intensive educational experience that will let me take a step forward with confidence

Merium Aftab, Pakistan

Eastbourne School of English: Graham Smith Scholarship

... broadening my horizons and being inspired to reconsider and enrich some of my beliefs regarding teaching and learning

Mohamed Bouri Morocco

Eastbourne School of English: Graham Smith Scholarship

... networking with professionals of different cultural backgrounds and hearing and sharing teaching experiences

A. Joycilin Shermila, India

IATEFL Gillian Porter Ladousse Scholarship

... having my mind opened by Silvana Richardson's plenary and sharing classroom experiences with fellow teachers from different countries with different issues

Narad Kumar Rijal, Nepal

IATEFL GISIG Esther Lucas Scholarship

... learning from the range of expertise shared by the speakers and encountering ideas I can't wait to implement in the classroom

> Sonja Zander, New Zealand IELTS Morgan Terry Memorial Scholarship

... being granted a wonderful opportunity to mix with people who share my focus and dedicated contributors whose ideas and insights

enriched my work and understanding

Susanne Sullivan, UK

International House Brita Haycraft Better Spoken English Scholarship

... talking to plenary speakers, joining discussions and making friends resulting in network opportunities and enabling me to link my classroom and learners to others around the world

> Rakhmatova Mehriniso, Uzbekistan International House Global Reach Scholarship

... embarking on an inspirational journey of exploration that has helped me grow significantly as an educator

Maria Barberi

International House John Haycraft Classroom Exploration Scholarship

... having my confidence boosted in the workshops for the teacher entrepreneur, which provided me with the strategies and insight to organise my freelance business and follow my ideas

Monique Simpson, Ecuador

International House John Haycraft Classroom Exploration Scholarship

... feeling truly enlightened, energised and encouraged to develop personally, pedagogically and technologically

> Shiv Ram Pandey, Nepal IATEFL LAMSIG Scholarship

... bridging the divide between managers, teachers, Indians, Pakistanis, Russians, Ukrainians, NESTs and bilinguals as we stood in ovation at plenaries and attended each other's sessions.

> Katherine Martinkevich, Belarus IATEFL LAMSIG Scholarship

... feeling incredibly valued as I saw colleagues from all over the world continuously working to enhance English teaching by sharing their knowledge and hearing everyone's needs

> Constanza Peña Barahona, Chile IATEFL Latin America Scholarship



July-August 2016 Issue 251

From the conference

2016 Scholarship winners at the 50th IATEFL Conference at Birmingham



... meeting all these teachers, sharing experiences and feeling part of a supportive, caring community so I know I am no longer alone and I can make a huge change in my students' lives

Patricia Santos, Brazil LT123 Brazil Scholarship

... meeting international speakers, renowned authors and other scholarship winners all with the same desire—to grow as professionals and learn from others

Maria Laura Garcìa, Argentina IATEFL LTSIG Diana Eastment Scholarship

... learning from ELT practitioners from all over the globe was amazing. I came away enthused and with concrete ideas for future workshops to support our volunteer ESOL tutors

Hazel Leigh, UK

NATESOL Teacher Development Scholarship

... being deeply impressed by the enthusiasm of many of the experts and teachers there—everyone eager to learn and happy to share

Wenying Zhang, China One Dragon Scholarship

... talking openly and passionately about teaching and professional development within a truly international context and from completely different backgrounds

Michelle McDonnell-de Graaf, the Netherlands Onestopenglish Creativity in the Classroom Scholarship

... feeling inspired by practitioners from the global ELT community disseminating their classroom experience in relevant, stimulating research that was practically applicable

Fay Al Jibory, UK

Oxford University Press and ELT Journal Scholarship

 \dots looking at English with a fresh pair of eyes and realising what I want to do besides teaching and that I can do it

Moundir Alamrani, Morocco

Oxford University Press & IATEFL MaWSIG New Writing Talent Scholarship

... receiving answers to my concerns and issues related to teaching and presenting and interacting with scholars across the globe in order to develop as a teacher

Geeta Goyal, India IATEFL Ray Tongue Scholarship

 \dots seeing the seeds of learning from the speakers and delegates being gathered to go into world for the teaching of English in the next academic year

Syke A. K., India

IATEFL Ray Tongue Scholarship

... reviving my teacher's voice with the power to experiment or 'kiss a few frogs' (Sandy Millin), confirming that 'words create our reality' (Silvana Richardson) and that the secret of teaching is evergreen humanity (Andrew Wright)

Carmen Neagu, Romania The St Giles Paul Lindsay Scholarship

... encountering new ideas to consider, learn from and utilise—I'd definitely recommend it to anyone interested in teacher development

Martin Cooke, UK

IATEFL TDSIG Michael Berman Scholarship

... gathering impressions and knowledge to apply to my own context and showcase to my colleagues at work. I totally recommend every ELT specialist be part of this milestone event

Rokhatoy Boltaeva, Uzbekistan *The C-Group Creativity Scholarship*

... drawing inspiration from the workshops and the plenaries with David Crystal, Silvana Richardson, Diane Larsen-Freeman, Scott Thornbury and Jan Blake

Kumisbayeva, Mansiya, Kazakhstan

The English Language Centre Brighton: Robert O'Neill Scholarship

 \dots realising I'm not alone anymore, joining YLTSIG and getting new, creative ideas for using and expanding my teaching network worldwide

Dewi Natalia Parapat, Indonesia

The English Language Centre Brighton: Robert O'Neill Scholarship

... having conversations with other people who are also devoted to English language teaching

HO, Eric LM [ELC], Hong Kong

Trinity College London Language Examinations Scholarship

... coming face to face with the most humane aspect of language teaching and the international nature of IATEFL at David Heathfield's storytelling evening and workshop

Irina Shatrova, Russia Vladimir Vnukov Scholarship



Conference session reviews 1

Jon Hird: 'Reaching every student in the classroom: dyslexia and learning English'. April 2016, IATEFL Conference, Birmingham

has clearly been

Though most commonly associated with reading, dyslexia affects literacy on a wide scale, impacting on writing, spelling and oral production. Dyslexia is riddled with complex underlying cognitive and behavioural implications, and many agree that it tends to affect the student's

'executive functions', such as their ability to use working memory, focus and keep to time constraints. Jon Hird's interesting talk applied a hands-on approach to dealing with dyslexia in the ELT classroom.

Supported by authentic audio-visual materials based on think-aloud reports by dyslexic learners, the first part of Jon's talk focused on showing what takes place in the dyslexic brain when engaging with written text. His visuals demonstrating letters dancing around words, garbled words dancing around sentences and garbled sentences dancing on a page, were especially effective. The distinguishing trait within Jon's talk was that, just as no two learner differences are the same, so no one-size-fits-all classroom solution exists either—awareness of this from the outset being a good starting point.

The second part of the talk, where Jon presented a range of practical and easy-to-implement tips and tricks for the selection and adaptation of EFL classroom material was especially valuable. Besides reminders concerning time awareness, task simplification and the elimination of distractors such as fancy pictures or graphs, I was extremely grateful for the speaker's clear-cut directives on typeface, font size, use of sans over serif, background colours, paragraphing, spacing and information

chunking. By containing the 'letter/word/sentence jig', classroom practitioners are making an active attempt at channelling learner attention and facilitating working memory use.

The wrap-up session was definitely a highlight, featuring passionate

pair-exchanges on dyslexia-related experience, both professional and, in my group's case, very personal. Needless to say, the wrap-up session well exceeded its allotted time with plenty of peer-to-peer and audience-to-speaker requests for further details and resources.

My chosen take-home message, therefore, is a systematic attempt at applying basics from the session to any future classroom material. Indeed, I am currently re-viewing and re-editing a set of slides for my first-year medical students in light of this newly-enhanced dyslexia-awareness. Indeed, even with my own minor reading difficulties, I have noticed what a huge difference a simple change of typeface and background makes in terms of readability and focus on information.

Concluding, were I to raise a query with reference to

this session, I would ask for more of the same kind, where a wealth of information has clearly been distilled into helpful, ready-for-use pearls. Thank you Jon for such a useful session—I am looking forward to the next!

L. Alexia Piaggio

School of Medicine and Pharmacy of the University of Genoa, Italy alexiapiaggio68@gmail.com

Jill Hadfield: 'Covert syllabuses' April 2016, IATEFL Conference, Birmingham

During her session, Jill Hadfield explored the concept of the covert syllabus or hidden curriculum, highlighting examples of materials which proposed a particular world view, such as reinforcing traditional gender roles. While the examples she showed were from older text books, through discussion with the audience it became clear that current global course books also carry covert messages about topics such as family, which is still generally presented as the traditional mother-father nucleus. Text books also tend to be firmly capitalist, showing a world where consumerism is good and people travel for fun. The global text-book tends not to be a place where poverty, exploitation or 'isms' exist.

Since training material is always going to contain some kind of hidden curriculum, Hadfield discussed the possibility of building a syllabus which had stated aims and covert aims both of which would benefit the students. One of the considerations when doing this is how explicit the aims need to be. An activity could have a stated aim, but also a covert aim which is better left unstated. For example, a task which is meant to encourage empathy may be less successful if students know from the outset that this is the desired outcome of the activity.

Jill's emphasis on the multi-functional role of courses and materials led me to consider the course we are currently developing at the University of Macau. While it's a standard EAP course aimed at developing students' academic discourse we've chosen to build it around the UN Development Goals. We chose the Development Goals not only as they would provide a lot of scope for students to focus on issues they were particularly interested in, but also because the goals carry covert messages. They are built around the concepts of sustainability and fairness which seem to be two very important concepts that current undergraduate students should consider and take with them into the future.

All in all, Jill's talk made me consider how we, as course developers, material writers and educators, have a responsibility to be aware of the messages our materials may be sending out, intentional or otherwise.

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IATEFL 50th International Annual Conference **BIRMINGHAM 2016**



English Language Courses

A photo-journal by Rachid Tagoulla



Rachid Tagoulla has eight years' experience as an EFL teacher in a middle school in Agadir, Morocco. Past winner of the IATEFL Africa Scholarship and the outgoing IATEFL official conference photographer, Rachid has a passion for photography that

allows him to travel, win international awards, exhibit and conduct workshops in schools and youth centres in many countries.



International Conference Centre, Birmingham

At IATEFL's 50th conference in the state-of-theart International Conference Centre (ICC) in the heart of the UK's second largest city, the number of delegates exceeded 3000 and there were more sessions to choose from than ever, making it a challenge to mark the highlights and outstanding events of the week.

The traditional pre-conference dinner for sponsors, volunteers and associates gave attendees a chance to network with associates from around the world, IATEFL Board and Committee members, Head Office staff, Special Interest Group (SIG) Coordinators, and other friends and supporters of IATEFL. The President, Marjorie Rosenberg, welcomed and thanked everyone for supporting IATEFL and the conference.



Marjorie Rosenberg opening the SVA Dinner



The evening was brought to a close with a good dose of humour by IATEFL Patron, Professor David Crystal, who raised much laughter from the audience during his talk on the English language.

Tuesday 12 April

Pre-conference events (PCEs) for the IATEFL Associates and Special Interest Groups (SIGs) were taking place all day and my first visit was to the Associates, where Lou McLaughlin, Associates Representative, welcomed attendees from around the world and



Lou McLaughlin

presented her report as well as announcing the winners of the 2015-2016 awards. An IATEFL Projects Award was granted to CAMELTA (Cameroon, Africa) in 2015 to fund the development of training materials for workshops to develop teacher leadership skills.

Later, Adrian Tennant conducted a highly memorable workshop on 'Putting together a scholarship application' and then everyone had the chance to network, share ideas, talk about common concerns and about the IATEFL projects



Associates enjoying Adrian Tennant's workshop

Members at the ESP SIG PCE

and awards which enable them make a difference to language learning in their local contexts.

As conference photographer, I was privileged to have access to all the PCEs and be able to capture the mood and style of the events. It was a good opportunity to meet new and familiar faces and see the variety of topics and formats of working during the day. At the ESP SIG PCE, for example, delegates were working on how to deal with the various challenges of their subject, including meeting expectations, producing materials, evaluating curricula and the perceptions of

The day ended with the Welcome Reception at the ICC. We welcomed Gary Motteram, Thom Jones and Julian Sayarer from telc language tests who cycled from Manchester to Birmingham, continuing to raise funds for IATEFL projects. IATEFL President, Marjorie Rosenberg, and the Lord Mayor of Birmingham, Councillor Raymond Hassall, then welcomed us all to the conference. It was both memorable and emotional and I had another precious opportunity to meet new delegates.



Cyclists, Marjorie Rosenberg and the Lord Mayor of Birmingham

Wednesday 13 April

This was the first official day of the conference and delegates were registering and collecting their bags and programmes. Marjorie Rosenberg, IATEFL President, opened the conference and



50th International Annual Conference



Marjorie Rosenberg opening the 2016 IATEFL Annual Conference



David Crystal

welcomed all the delegates, and IATEFL Patron David Crystal gave the first plenary. In his talk, 'Who would of [sic] thought it? The English language 1966–2066', David focused on the use of English over the last 50 years. With many examples of vocabulary and usage, he shed light on how the language is continuously changing and evolving, largely due to social mobility, globalisation and the internet as well as examples of new words and usages that are likely to occur in the next 50 years.

I took advantage of the lunch break to visit the IATEFL exhibition stand to meet the Patron again and delegates who were chatting with him and posing in the Birmingham conference photo frame. Other delegates were sharing what IATEFL means to them on the leaves of the Celebration Tree

I spent the rest of the afternoon in the book exhibition hall getting to know other delegates and recognising some well-known faces.

Later, I went to the Poster Presentations and met Marianne Jordan who introduced me to a very interesting way of teaching pronunciation.



Marianne explained that the Pronunciation Club is the Revolutionary New Way to help students learn pronunciation with zero prep time. Learners can study on their own at their own pace or with teachers, using interactive lessons, games and receiving instant feedback on their achievements. I was impressed by her eagerness to reach students all over the world and so I decided to take part and help my students in Morocco.

Each year, IATEFL and its partners offer a wide range of scholarships to enable teachers and other ELT professionals to attend the IATEFL Annual Conference in the UK. This year, with the help of other ELT groups and organisations, IATEFL achieved its goal of offering over 50 scholarships. I spent a lovely time with the scholars, getting to know them and trying to capture their delight on camera.

After a long and busy day, I joined the British Council networking event. Again it was interesting to meet and talk to new and old friends.

Thursday 14 April

I started the day early at 'How to get published in a refereed journal' with Graham Hall. Editor of ELT Journal Graham told us that the submissions should be relevant and interesting to readers, clearly and coherently written and show an appropriate balance between theory and practice. He also emphasised that, if you want



Graham Hall

to get your work published, awareness of recent and other work in the field is a must.

In her plenary, Silvana Richardson talked about 'The *native factor*, the haves and the havenots ... and why we still need to talk about this in 2016'. Her talk was highly appreciated by the audience as her topic is one that people don't often dare talk about. Silvana showed how 'non-native' English teachers struggle to find recognition of



Catherine Mitsaki, David Crystal and Mojca Belak



Graham Smith Scholarship winner with Glenda Smart

BIRMINGHAM 2016 Photo-Journal





Silvana Richardson

their status in the ESL/EFL world despite many years in practice. She debunked the myth that native speakers are the ideal teachers, regardless of their (lack of) credentials or qualifications, and maintained that there are large numbers of non-native teachers who are highly qualified and professional, but are unable to find genuine job opportunities that value their professionalism or allow them to develop their full potential. Using her practical research based on various media and teachers' experiences, she examined the inequality and social injustice in the ELT world. Finally, Silvana addressed the valuable role of the non-native speaker teacher and urged teachers, teacher educators and teachers' associations to combat this discrimination.

Later, I went to Victoria Boobyer's talk 'Extensive or expansive: graded readers re-examined'. From the increasing size and number of graded reader catalogues and digital readers available, we would think that language learner literature is big business. However, these graded readers are not used enough. Victoria gave tips and theoretical and practical guidance to getting students to read more.



Victoria Boobyer—using graded readers

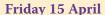


Left: The IATEFL CE and Board of Trustees at the AGM

Below: Diane Larsen-Freeman

At the AGM, the IATEFL members present listened to the Board of Trustees' reports, asked questions and raised their concerns. Out-going Vice President Carol Read handed over to the incoming Vice President Margit Szesztay. The board also thanked Glenda Smart for her long-standing contribution to the running of IATEFL and for her significant role in ensuring the success of the conferences.

In the evening, I learnt about The Fair List, which awards organisations and groups who achieve gender balance among the plenary and keynote speakers at ELT conferences and events in the UK. It was interesting to see the 2015 winners celebrating their certificates with balloons and streamers and to hear about their new mentoring scheme for less experienced speakers. Then I quickly moved to 'A musical celebration of IATEFL's 50th Conference' hosted by Adrian Underhill and Chaz Pugliese; performed by members of the IATEFL community, the event revealed amazing hidden talents.



I started the day with Diane Larsen-Freeman's plenary 'Shifting metaphors from computer input to ecological affordances'. In her presentation, Diane asked the audience to think of language acquisition as informed by Complexity Theory where, instead of regarding learners as passive receptacles for input, we are to think of the activity as two-way, as a series of 'affordances' which 'afford' opportunities for action on the part of learners and allow them agency in their learning. She also gave us some practical steps for meeting individual and group learning needs.



After the plenary, I attended Stefania Ballotto's talk on 'CLIL teaching for success through multiple intelligence teaching for success'. Stefania presented content and language inte-



Stefania Ballotto—CLIL and multiple intelligences



The Fair List Winners



50th International Annual Conference



Above: British Council Online with Scott Thornbury, Margit Szesztay and Hugh Dellar

Right: Pearson Dragon with Roseline Shirlay, Martha Ada Onjewu and Agnes Ada Okpe at the exhibition

grated learning through multiple intelligences; she

then shared easily adaptable ideas, approaches and examples.

Afterwards, I enjoyed the discussions at the YLT SIG Open Forum about such critical issues as the SIG name and the latest developments in the field. Then I spent the rest of the afternoon exploring the exhibition hall and finding out about the latest ELT books, materials and learning software. I said hello to the British Council and IATEFL Online team and, at the IATEFL Jobs Market Fair, I had my CV appraised and checked by a professional consultant in the CV Clinic run by Write Stuff.



Write Stuff at the Jobs Market Fair



Saturday 16 April

Saturday morning started with Scott Thornbury's plenary on '1966 and all that: a critical history of ELT'. Drawing on the last 50 years of English language teaching, he presented various methodical



Scott Thornbury and methodology

changes that have occurred over the years using his extensive collection of old grammar and methodology books as examples. Challenging the notion of progress and evolution, Scott succeeded in making us challenge our notions of method in ELT.

After the tea break, I went to the final plenary session by Jan Blake. With her power of voice, gesture and imagination, she took us with her on her journeys through stories of man, woman, life and love from Africa, the Caribbean and beyond. Her moving tales and mesmerising performance transported the audience to faraway places, brought a tear to our eyes, a smile to our lips and then transported us safely back home. This richly entertaining plenary was the perfect end to a fabulous conference!

So many new ideas, friendships, experiences, books and other mementos accompanied me on my trip home. As Marjorie Rosenberg says, 'It seems that we often take home much more than we arrived with'.

For more conference photographs, please visit iatefl flickr page: http://www.flickr.com/photos/iatefl-in-pictures/sets/.

rachid7tagoulla@yahoo.com



Storyteller Jan Blake

Conference session reviews 2

Daniel Baines: Rethinking reflection on the intensive TEFL course. IATEFL Conference, Birmingham, April 2016

As a reflective person and practitioner myself, I was immediately attracted to Daniel's session. In my own practice I often use reflection as a tool to help my students/trainees to become more independent, but despite providing them with models, for example Kolb's cycle of concrete experience, reflective observation, abstract conceptualisation and active experimentation, I noticed that their reflections often focus on the description rather than critical analysis and evaluation.

With this in mind I was wondering how Daniel's session could help me rethink my own practice. After a couple of minutes, I knew we shared the same departure point for our 'reflections on reflection', that is, there is not much evidence that reflection leads to improvement. Luckily, Daniel went a step further and actually researched the reasons. He quickly outlined what he had learnt from literature research regarding different types of reflection:

- factual (recounting what happened),
- prudential (a bit of analysis in terms of what one liked and disliked about the learning event),
- justificatory (related to beliefs and rationales), and lastly
- critical (moving away and beyond).

Of course I would like to see all my students and trainees reflecting 'away and beyond' but Daniel's research showed that the last type of reflection is instead 'far and far between'!

Other interesting points he observed included 'in case things went wrong' (the justificatory reflection often consisted of excuses) and 'assessed reflection' (which often meant strategic reflection). These points may sound obvious but they were a refreshing reminder. For the reflection to be effective it has to be genuine and has to be seen as a developmental tool instead of being forced. There is also scope for creativity to go beyond the usual staple questions: 'What went well? What didn't?' and 'What would you do differently?'. And reflection is not an inherent skill, so students/trainees need time and space to understand what reflection is for and in what ways it is useful.

So what did I take away? An incentive to think more, and more deeply, about my beliefs regarding the value of reflection, particularly in relation to the transformational aspects of education. And to focus on more open questions, examining the whys and hows to help the students get to the root of the learning.

Ania Rolinska

University of Glasgow and Glasgow School of Art annarolinska@yahoo.co.uk

Silvana Richardson: The 'native factor', the haves and the have-nots. IATEFL Conference, Birmingham, April 2016

The 50th IATEFL conference in Birmingham was for me an unforgettable and inspiring experience. From the daily plenary sessions to the

'how-to' series, from Shakespeare to teaching technologies, this year's conference has offered me so much.

I was particularly impressed by Silvana Richardson's informative talk. In it, she drew on research studies, told us of her own and her colleagues' personal experiences and highlighted the struggle for recognition of the 'non-native' teacher. She examined the current state of equality and social justice in ELT, speaking against the bias that a native speaker is preferable to a qualified and professional 'non-native teacher'. With her encouraging research and words, she has helped non-native EFL teachers to construct our professional identity and build up our self-confidence.

Silvana listed the native speaker teachers' advantages in teaching English and also re-confirmed the

value of non-native teachers and their distinctive merits. As an EFL teacher in China, I feel that I should cherish these merits (the ability to identify areas of potential difficulty, to make cross-linguistic and cross-cultural comparisons, to empathise with the learners, etc.) and make the best of them in teaching, meanwhile making up for my

shortcomings, the native-speaker advantages (fluency in English, interaction in class, cultural understanding, etc.). All in all, what I aim to focus

more on are professional and personal qualities rather than 'nativeness'.

Before Silvana's talk, I tended to devalue myself in my teaching practice. Obviously, I don't speak with an 'original' English accent and I sometimes make language mistakes. When students came to me for advice on improving their oral English, I would tell them to find a native speaker to practise with, saying it was the best choice for them. But Silvana's talk reminded me that I can do more than that. I'm not a native speaker teacher but I can still provide help; maybe just taking the chance to talk with my students in English, encouraging them to have peer discussions, sharing my problems in improving oral English. After all, I now know that it's more important for an English language teacher to be

confident than native.

Wenying Zhang, 'One Dragon' Scholarship winner 2016

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Materials reviews

Edited by Ana d'Almeida

In this issue we have reviews of a set of educational card games from Gamelish Israel, a new version of the all-time favourite OALD from OUP, an innovative e-book on teacher research from the IATEFL Research SIG,



Ana d'Almeida is educational manager for High School Damas, Recife-Brazil and also works online for The Consultants-E. anacik@gmail.com

and a book on using photographs in language learning from Edwin Mellen Press. We'd like to thank the publishers for sending us the complimentary copies and our reviewers Michelle Bagwell in the USA, Hilary Livingston in Qatar, Christian Ludwig in Germany and Jane Roycroft in Canada for their invaluable input on these resources. We hope this will be of interest to you!

Gamelish Educational Card Games

Gamelish Israel Gamelish 17 http://www.gamelishcards.com

Gamelish provides a fun way to help English language learners practise their English skills. There are 23 'go fish/happy family' card games to choose from, in three different categories: reading, vocabulary, and grammar.

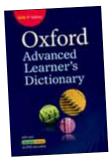
The cards, which can be purchased online

for approximately 10€ each, have 40 cards per deck. These cards are divided into 10 words, phrases, or grammar rule that relate to the cards' theme. For example, if one had the cards in the Gamelish vocabulary category, a deck of cards may be titled 'Let's talk about clothes'. Each player receives their four cards, the rest of the cards are left, face down, as a 'deck'. The first player asks for a specific name of a series, 'Do you have shirts?'. If yes, the player asks for the card needed. 'Do you have a blue shirt?' If yes, the player receives the card and has another turn. If no, the player takes a card from the deck. When a player collects the set of four cards, he/she sets it aside. The winner is the player with the most piles of matching cards. The other games would be played in the same manner for the other categories. In the reading set, the cards focus on a phonetic component that the players ask from each other. Likewise, in the grammar cards the matched cards are questions and answers emphasising the grammar skill: simple present, present progressive, past tense, etc.

This game is truly entertaining and engaging. With 23 separate card decks to choose from, it can cater to all ages and levels of language learning. The cards are thick, durable, and come in a small box to keep them together. The individual cards show the key word highlighted, a graphic illustration of the word, and the word highlighted in a sentence. Conveniently, the first card has the directions of the game written on it. This is a great activity that students can do with partners if finished with their class work early, at the end of class to reinforce that day's lesson, or even at home with family members. This would be a great addition for any instructor's arsenal of resources to help their students with language learning.

Michelle Bagwell

Doctoral student at University of Santa Cruz, California, USA michellebagwell@hotmail.com



Oxford Advanced Learners Dictionary (9th Edition)

A. S. Hornby Oxford University Press 2015 1820 pages ISBN 978 0 194798792

The Oxford Advanced Learners Dictionary (9th Edition) is not just another dictionary to collect dust on your shelf. This dictionary aims to engage the reader by using a variety of media

both on DVD and online. In its 9th edition since it was first published in 1948, this dictionary has evolved through the years to keep up with the demands of an advanced level ESL learner. It has the usual sections at the beginning on how to use a dictionary and the various abbreviations and symbols that are used. Two icons that can be found throughout the dictionary are used to identify both the 'Oxford 3000' (the top 3000 general vocabulary words deemed useful for a learner) and the 'Academic Word List' (the top 2000 words covering 28 different academic subject areas and 570 word families).

Four additional sections have been included in the back of the dictionary to help with language learning. These sections are presented in colour and offer advice and tips on how to write a variety of essays and texts, how to speak in formal and informal situations and how to prepare for an oral exam. It also has a reference section at the end on a range of topics such as phrasal verbs, idioms and collocations. My favourite part is the Visual Vocabulary Builder section that resembles a mini Oxford Picture Dictionary, with pictures and grammar points for vocabulary used across a range of topics—everything from 'fruits and vegetables' to 'sports' and 'aircraft'.

Of course the real perk of this dictionary is the interactive resource that accompanies the book. Called the 'Oxford Writing Tutor' and the 'Oxford Speaking Tutor', these resources are available by registering online and/or with the DVD provided in the back of the dictionary. These programs offer real interactive practice using either British or North American accents. In particular, I especially like the exercise where students have to distinguish between different phonetic sounds and match the word with the sound they hear.

All in all, I believe this would be a great resource for the serious English language learner who is studying at an academic level or above and is in need of a reliable dictionary. This one seems to have it all!

Hilary Livingston

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Teachers Research!

Deborah Bullock and Richard Smith (eds.) IATEFL 2015 E-book freely available online 78 pages ISBN 978 1 901095722

The volume at hand gives voice to those teachers who successfully do research in their classrooms. Teachers Research! (henceforth

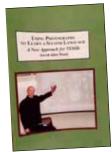
TR!) evolved from a conference focusing on research, which is not conducted by 'experts from the outside' but by 'practitioners from the inside'. This edited volume, however, goes far beyond being a mere account of a vibrant conference. It starts off with an introduction 'The concept, and spirit, of TR!' by Richard Smith, outlining the basic principles of TR! and thus providing a framework for the individual articles. The following section by Deborah Bullock and Richard Smith gives a brief overview of the content of the individual chapters.

The main part of the edited volume is dedicated to the experiences of practitioner researchers, consisting of nine practice reports. All articles distinguish themselves from traditional research reports in so far as the authors revolve around their learners' experiences. It would be impossible to discuss here all of the chapters in detail. Suffice it to say that the practice reports touch upon a wide variety of issues: developing oral fluency using technology, group argumentative writing, oral and poster presentations, collaborative learning, examination-oriented activities and meaningful language learning, success and failure in learning, to name but a few. The volume concludes with a chapter by Deborah Bullock in which selected key issues raised during the event are summarised.

All in all, one can say that TR! is much more than a free e-book version of a multi-media website on TR! One of the many strengths of the volume is its practical orientation with its user-friendly design. Each article is enriched with numerous photographs from real classrooms and snapshots of outcomes. Additionally, most stories are hyperlinked to video recordings of the poster presentations. TR! is an inspiring volume which deserves the attention of everyone already involved in or planning to delve into the world of practitioner research. On a slightly critical note, one might argue that the theory is kept very short which might disappoint anyone new to the field. However, the editors do not claim to provide the theoretical foundations for TR!, nor does it appear to be necessary as one of the characteristics of teacher/practitioner research is its 'unconventional nature', and it is exactly for this reason that TR! keeps what it promises.

Christian Ludwig

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Using Photographs to Learn a Second Language: A New Approach for TESOL

David John Wood Edwin Mellen Press 2016 207 pages ISBN 1495504239

As classes become more learner-centred and language teachers move away from textbooks,

this book offers an alternative: students' photographs. Wood claims this shift is direly needed in Japanese English classes. He suggests that this method fosters real communication, allowing for personalised student-generated interaction. It also builds motivation, which in turn helps hasten skill development as evidenced in the students' higher exam scores and comparisons of speaking and writing samples early in the course and again later.

In Chapters 3 and 4, Wood asserts that the rigid use of domestically produced textbooks has been detrimental to language acquisition in Japan and that teachers must design lessons considering their students' needs. Wood describes in detail how students can present their photos and classmates can ask questions. No other country has more cameras than Japan, apparently, and students love to talk about photos, especially from their travels. The book also offers tips on how to encourage students to come up with conversational questions and also to extend answers

Chapter 5 recounts the author's research in Japanese university classes over 3 years, some of which used the new approach and others which did not. The author found that, using this approach, students' conversational abilities as well as their perceptions of the value of using photos to promote interaction increased over time.

In Chapter 7 we learn how students can also use photos in writing classes to illustrate diaries and photo-essays.

Chapter 9 includes useful descriptions of the writing process including peer and teacher feedback (pp. 138–9).

While Wood demonstrates that the method is effective in his teaching context, chapter titles are vague, and considering the subject matter, it would have been helpful to have had better quality photos and more of them than the three in the text.

As Wood has shown, using our students' own photographs to enhance productive language skills has great potential, and teachers wishing to use this method may find some guidance in this book.

Jane Roycroft

English Canada, Canada janeroycroft@gmail.com

Find out more about IATEFL's SIGs

Business English – besig@iatefl.org
English for Specific Purposes – espsig@iatefl.org
English for Speakers of Other Languages – esolsig@iatefl.org
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Inclusive Practices and SEN
Leadership and Management – lamsig@iatefl.org
Learner Autonomy – lasig@iatefl.org
Learning Technologies – Itsig@iatefl.org

If you would like more information about IATEFL's Special Interest Groups you can visit the website at http://www.iatefl.org/special-interest-groups/sig-list or contact the coordinators of each group at the relevant email address for details.

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ELT news

IATEFL receives the **TESOL International Association 2016** Presidents' Award

The TESOL International Association was founded in 1966, and since then it has grown to more than 11,000 members, in more than 150 countries. At the 50th Anniversary Convention of the TESOL Association, in Baltimore, Maryland, in April, the 50th President of the Association, Andy Curtis, presented the 2016 Presidents' Award to IATEFL, immediately before giving his 2016 Presidential Keynote.

As IATEFL President, Marjorie Rosenberg, was at the IATEFL Ukraine Conference and unable to attend the TESOL convention, she sent a recorded thank you message, and IATEFL Past President, Susan Barduhn, accepted the award in Baltimore, after which Andy was able to present the award to Marjorie in person, in Birmingham, England, at the IATEFL 2016 annual conference.

Since 1988, the TESOL Presidents' Award has been presented to an individual or organisation, outside TESOL, who has a demonstrated a long-term commitment to English language teaching and learning, and made important contributions in furthering TESOL's mission to advance the quality of ELT through professional development, research, standards, and advocacy.

The first recipient was the American Senator from Illinois, Paul Martin Simon (1928-2003). The second recipient, in 1991 (the Award was not presented in 1989 and 1990) was Paulo Freire (1921–1997), the Brazilian educator and leading advocate of critical pedagogy, whose book, Pedagogy of the Oppressed (1968) is still being referred to and cited, in Brazil today and around the world, nearly 50 years later.

Other recipients include: Hillary Rodham Clinton (1993); George Soros (1994); the UNI-CEF Education for Development Unit (1999); Howard Gardener (2004); the American Civil Liberties Union (2006); the Peace Corps (2010); the Fulbright Teacher Exchange Program (2013), and the British Council, in 2014.

From the list we can see that IATEFL is in excellent company, and a very worthy recipient of this year's Award.

Andy Curtis President, TESOL International Association

> (2015-2016) Susan Barduhn

President, IATEFL (2001–2003)

Finalists, Extensive Reading Foundation Language Learner Literature Awards 2016

Winners to be announced in September

Very Young Learners

A Letter to Roberto

Ion Maes Compass Readers 'simple and clear language'

Vera The Alien Hunter 1

Jason Wilburn and Casey Kim e-future 'will keep young readers engaged'

Vera The Alien Hunter 2

Jason Wilburn and Casey Kim 'fast-paced and interesting'

Young Learners

The Ooze

Kyle Maclauchlan Atama-ii Books 'entertaining and educational'

A Problem for Prince Percy

Herbert Puchta and Günter Gerngross Helbling Languages 'a cute fairy tale with a twist'

Vera the Alien Hunter 3

Jason Wilburn and Casey Kim e-future 'illustrations and layout attractive and engaging'

Adolescents and **Adults: Beginners**

The Lift

Julian Thomlinson National Geographic Learning/ Cengage Learning 'a high-interest story that will keep low-level readers involved'

The Railway Children

Edith Nesbit

Adapted by Michael Lacey Freeman **ELI Readers** 'heart-warming retelling of the famous novel'

Sherlock Holmes: The **Speckled Band**

Sir Arthur Conan Doyle Adapted by Lesley Thompson Oxford University Press 'exciting plot and controlled language'

Adolescents and **Adults: Elementary**

Malala

Fiona Beddall Scholastic 'purely beautiful and inspirational'

Night at the Museum: Secret of the Tomb

Lynda Edwards Scholastic 'delightful fantasy book with interesting plot twists'

Adolescents and **Adults: Intermediate**

The Eighth Sister

Victoria Heward Black Cat 'all the more frightening because is it subtle'

A New Song for Nina

Fiona Joseph National Geographic Leaerning/Cengage Learning 'truly original story ... you really feel you know the characters'

Title: 20,000 Leagues Under the Sea

Jules Verne Adapted by Rachel Blandon Oxford University Press (Bookworms) 'exciting story retold by a talented writer'

Adolescents and Adults: Upper Intermediate-Advanced

Agnes Grey

Anne Bronte Retold by Helen Holwill Macmillan Education 'well told and gripping ... has captured the strength of the

Battle for Big Tree Country

Gregory Strong Andrew Robinson, National Geographic Learning, Cengage Learning, Page Turners Reading Library 'engaging, exciting, and enjoyable to read'

Moby Dick

Herman Melville Retold by Sara Weiss Young Adult ELT Readers 'well narrated ... encourages the readers to continue to the end.'

Tributes at IATEFL Birmingham

We remembered with sadness and affection Chris Candlin, one of the most prolific and well-known applied linguists of his generation who was first elected to the IATEFL Committee in the days of Bill Lee. Chris was an engaging personality who exuded energy and had the ability to create never-to-be-forgotten moments at conferences and in his regular professional work; Liz Dixey, who for many years managed the arrangements for Pilgrims staff on their travels with notable efficiency and who could be absolutely relied on to organise even the most shambolic trainer. She conveyed,

for the most part indirectly and by example, the need to work to a high professional standard, and when she needed to be direct, was direct in the nicest possible way; Adam Kilgarriff, a brilliant computational linguist who will probably be best remembered for his Sketch Engine, a software tool which has significantly advanced the field of corpus analysis. Adam's creativity, engaging personality and infectious enthusiasm earned him countless friends and admirers all over the world; Hans Mol, who died at the age of 54, a prolific author of ELT materials contributing to over 200 titles for publishers around the world. He was reliable, kind and caring. Fondly remembered by many as a gentle giant; Mavis Radley, a teacher and

teacher trainer from the UK who lived and worked in Brazil for nearly forty years. The thing which always struck everyone about Mavis was the extent

to which she genuinely cared about those she came into contact with. For this reason, she touched hundreds of people's lives and will be sorely missed; Professor Jan Rusiecki, the first President and later Honorary President of IATEFL Poland, who passed away last September at the age of 89 and who was a legendary figure in the world of education. He was also a memorable character, a real gentleman, full of kindness, modesty and a curiosity about the world—we will all miss him, our mentor and friend; and Bob Vassen, Principal of Eurocentres Eccleston Square in London for many years, and subsequently Director of the English Language Institute at Michigan State University, as well as a CELTA Assessor. Bob came to UK in the 1960s to escape the apartheid regime in South Africa, was highly regarded by colleagues in ELT for his professionalism and supportive mentoring, and well-loved by his friends for his kindness, humour, loyalty and warmth—he is much missed.

Peter Grundy

Ioin IATEFL now!

Membership of this international organisation of English Language Teachers offers you

- contact with colleagues and affiliated associations worldwide
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- the opportunity to join our 16 Special Interest Groups
- discounted periodicals
- IATEFL Voices 6 times a year

You can join online at **www.iatefl.org** or download a form to complete and post in.

If you have any further queries please contact us on membership@iatefl.org.

Wish IATEFL would host an event in your country?

Go to

http://www.iatefl.org/ special-interest-groups/sig-list

to contact the IATEFL SIGs.





Focus on the SIGs



Leni, Lienhard, Fumiko and Giovanna during Frank Lacey's PCE workshop on logbooks

Learner Autonomy SIG

In line with cherished tradition, we held our welcome dinner to catch up with colleagues and friends and welcome new faces. This year we chose as our venue The Shakespeare.

Our Pre-Conference Event (PCE) was devoted to 'Practice and research in learner autonomy—learners' and teachers' voices'. The opening plenary by David Little and Deirdre Kirwan brought home to us the positive effects of valuing and promoting every pupil's mother tongue, as exemplified in an Irish primary school context with a very high percentage of migrant children. The rest of the day was a smooth succession of talks, a workshop and poster presentations, focusing on giving voice to learners (such as through the discourse established in the classroom) and teachers (such as through reflecting on their own practice). We finished with small group discussions on the day's topics.

Our LASIG Day provided valuable insights into topics such as noticing language, game-inspired course design and critical thinking skills. While the room was filled to the last seat most of the day, David Nunan's presentation on learning beyond the language classroom attracted an even bigger audience. The day ended with our annual Open Forum.

President Marjorie Rosenberg emphasised that IATEFL is like a family and we wholeheartedly agree as our coordinator, Leni Dam, stepped down after seven years of service. She will, however, stay on as treasurer and PCE and local events organiser—just like in a family.

Anja Burkert
Membership Officer and LASIG Day Organiser
Christian Ludwig

Coordinator lasig@iatefl.org

Teacher Development SIG

PCE

'The teacher's voice' combined talks from Marek Kiczkowiak, Suzanne Antonaros, and Liliana Sanchez with participant-driven open-space discussions. Being a successful English teacher goes beyond being highly proficient in a language, noted Marek. Nevertheless, 'Native Speaker-only' job ads remain prevalent.



Suzanne Antonaros

Consequently, he explored critical competencies of successful language teachers and how we might develop them. Suzanne highlighted the lack of cultural standard reflecting the language we should teach and focused on acknowledging culture and identity in teacher development, to improve understanding of the 'bigger picture'. Given that teachers are observed 'irresponsibly' and judged 'irrationally', increasingly formalised assessment of teacher performance, accountability and responsibility are problematic, suggested Liliana, who discussed how policy should dialogue with practice, and who is responsible for classroom issues.

SIG Day

Sally Janssen demonstrated how gestures can be indispensable for everything from classroom management to dynamics. Tom Heaven explained the 'lesson jam' model, where teachers across the globe collaboratively plan lessons. Thorsten Merse explored the call to acknowledge sexual and gender diversity and



Liliana Sanchez





TEASIG Committee from I to r: Judith Mader, Mehvar Turkkan, Aysegül Liman Kaban, Neil Bullock, Ceyda Mutlu, Susan Sheehan, Zeynep Urkun.

its challenges for teacher education. Marina Bendtsen presented research on learning opportunities in teacher education and at work. Emma Meade-Flynn examined teamteaching between tutors and trainees as useful unassessed teaching practice. Sinéad Laffan suggested short, simple activities as revealing and rewarding forms of teacher development and participants discussed application to their contexts. In their workshop, Paula Rebolledo and Thomas Connelly navigated the first stages of exploratory action research, referring to the 'Champion Teachers' Project' in Chile.

Sinéad Laffan *Coordinator*tdsig@iatefl.org

Testing Evaluation and Assessment SIG

PCE

'What teachers need to know about testing', sponsored by Cambridge English Assessment, featured Neil Bullock, Evelina Galaczi and Nahal Khabbazbashi, and Vivien Berry and Barry O'Sullivan, whose sessions were well-received.

SIG Day

This was also a great success with 6 talks, a workshop and an open Forum, where members could meet the committee and hear about TEASIG's development and strategy over wine and nibbles. The presenters were Tom Alder and Daragh Behrman, Clare Fielder, Gad Lim, Irina Pavlovskaya, Mehvar Turkkan, Eric Ho and Corne Ferreira. The sessions were well-attended with two full houses! Reports and speakers' articles will be in the Newsletter and the slides on the website.

Committee

This was the first time that we were able to meet the new committee members face-toface. The list of current committee members and their functions can be found in the Who's Who section of this issue.

Webinars

There will be a webinar every two months in 2016 and there are more speakers lined up for 2017, so watch the website, social media and the IATEFL eBulletin for details.

Look out for the 2016 TEASIG Conference in Aigle, Switzerland on 28 and 29 October. Details are on the IATEFL and the TEASIG websites

Judith Mader and Neil Bullock

Joint Coordinators teasig@iatefl.org

Business English SIG

Committee

We thank Cornelia Kreis-Meyer for all her hard work during her 6 years on the committee and there will be electronic elections in the autumn for a new treasurer as Bethany Cagnol's term of office ends in November. Thank you Bethany.

PCE: 'Practical activities for the Business English classroom'

A fantastic line-up of Business English professionals shared, in 20-minute segments, their favourite tried-and-tested Business English activities, leaving the 80 attendees at the end of the day with 13 ideas for their classes. Lunch and drinks were included and the feedback on this new format was extremely positive.

SIG Day

Jennie Wright held a workshop on 'Making trouble-free corpus tasks in ten minutes', followed by Christina Rebuffet-Broadus on 'Personal branding for freelance business success', and Darina Phelan and Laura Scott on 'Ensuring quality in corporate language training'. After lunch, Elena Matveeva spoke to a packed room on presenting and being heard in the modern world; Helen Strong offered tips on one-to-one language coaching in practice; and Rudi Camerer and Judith Mader talked about cultural concepts and language. The day ended with the Spring Open Forum.

Scholarships and Awards

Applications are now being accepted for the Maria Keller Scholarship Award 2016 (for details visit http://besig.org/scholarships/MariaKellerScholarship.aspx); the IATEFL BESIG Facilitator Scholarship 2016 (for details visit http://www.besig.org/scholarships/



BESIG PCE Speakers



FacilitatorScholarship.aspx) and for the David Riley Award (see http://www.besig.org/david-riley-award/default.aspx)

29th Annual IATEFL BESIG Conference

Munich, Germany, 4–6 November 2016. See http://besig.org/events/default/all/2016/29th_IATEFL_BESIG_Annual_Conference.aspx.

Julia Waldner Coordinator besig@iatefl.org

Global Issues SIG

A participant's perspective

'Daring creativity—changing education'
This PCE was hosted jointly with the C-Group and facilitated by Susan Barduhn and Adrian Underhill and, although some were initially puzzled by this juxtaposition, it turned out that the relationship is both intimate and enlightening.

One creative way to get a disparate group 'aligned', we learned, is to ask them to perform a simple task—like counting to ten or responding to an everyday question—in such a way that normal turn taking sequences are disrupted and everyone needs to look round the room and second guess everyone else's intentions in order to complete the task. We also learned from the 'TED-style' talks: creativity consists of the skills to produce something both original and useful; it arises in the boundary between what we know and what we don't know. Learning happens in the area where we make mistakes, where we don't quite understand, or where we try breaking the rules-and the key to making it happen is often to indulge in play.

The most useful part of the day, we all agreed, was the 'open space' session. A real sense of a powerful community emerged as



Sue Kay MaWSIG

we explored the responsibility of teachers who represent tolerance and openness in a world beset by problems. We found few answers but many empowering questions as we discussed how the barriers presented by formal exams, rote learning and limiting political systems can be just the stimulus our creativity needs to find ways to overcome them.

Christopher Dawson

Participant

Materials Writing SIG

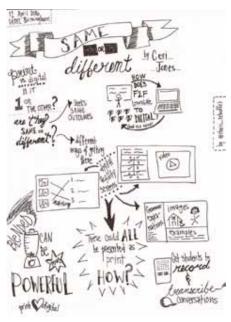
PCE: 'Print vs. digital: is it really a competition?'

The answer, in a word, is 'no'. One speaker concluded that print vs digital isn't a divide so much as a chessboard that writers move across, flitting between media. We are not digital writers but materials writers in a digital age. There were fascinating talks on converting print books into digital products and digital into print. 'Fifty ways not to turn your editor grey' included editorial tips, and advice on maintaining a positive author-editor

relationship. Read all fifty tips at www.ELT-Teacher2Writer.co.uk/50-ways. The PCE, attended by over eighty delegates, ended with a panel discussion answering delegates' questions. Lizzie Pinard's excellent blog of the PCE is at https://goo.gl/728XLr. Sandy Millin's blog at https://goo.gl/BZQCqf also links to Christina Rebuffet-Broadus's wonderful sketch notes of the PCE talks.

SIG Day and Open Forum

A great success, thanks to the many excellent speakers who came together under the MaWSIG umbrella. Around ninety delegates attended the Open Forum and Moundir AlAmrani, winner of the OUP/MaWSIG scholarship, spoke eloquently of his experiences as a teacher and materials writer in Morocco. Afterwards, publishers and writers networked at the MaWSIG Conference Meetup.



MaWSIG Same or Different (Ceri Jones) Sketchnotes by C. Rebuffet-Broadus



GISIG and C Group Open-Space

Cooperation with IATEFL BESIG

MaWSIG is planning an exciting weekend of talks and workshops by and for materials writers as part of the BESIG conference, Munich, 4–6 November. Visit www.besig.org and mawsig.iatefl.org for details.

James Styring

Publications Coordinator mawsig@iatefl.org

Pronunciation SIG

PCE

Teachers often struggle to find material that is relevant to their classrooms and engaging to their learners and this year Mark Hancock shared his wealth of teaching and publishing experience in an extended workshop that gave us the tools needed to evaluate and adapt existing pronunciation resources and make our own materials.

Participants came from a wide range of locations and contexts including committee member Gemma Archer who had set off from Glasgow at 5 am and Sue Sullivan, winner of the Brita Haycraft International House Better Spoken English scholarship, who had come from New Zealand. With all the different accents in the hall, plus the distinctive Brummie of the helpful conference stewards, it was fitting that one of Mark's points was the model of English aimed at. Prestige varieties such as Received Pronunciation have dominated but an English as a Lingua Franca approach may be more realistic and relevant.

The morning's input culminated in an afternoon of designing and sharing pronunciation activities in groups. Our group designed a card game to practise the distinction between long and short sounds and there was plenty of ingenuity on show in the activities of the other groups. Feedback on the day was resoundingly



LMCS SIG PCE Jeremy Harmer

Below: LMCS SIG PCE Singing

positive and Mark cannot be thanked enough for providing a framework rich in theory and practice opportunities for participants to extend their skills base.

Wayne Rimmer Coordinator pronsig@iatefl.org

Literature, Media and Cultural Studies SIG

PCE

In the year we celebrate the 400th anniversary of Shakespeare's death, our programme focused on promoting Shakespeare in the classroom. Our presenters led discussions on Shakespeare's language, an analysis of particular aspects of his work, and practical activities to bring Shakespeare to your students in your everyday teaching practice.

This would not have been possible without the generosity of our SIG friends: Jeremy Harmer opened the event with Shakespeare's songs put to music. This was followed by a series of talks and workshops by Keith



Johnson, Claudia Ferradas, Rob Hill, Alan Pulverness, Michael Martin, and Amos Paran and Jasmijn Bloemert. Thanks to the Shakespeare Birth-place Trust and the British Council for their fantastic support and for sending their speakers, Lisa Peter and Martin Peacock, respectively. The closing talk was delivered by Professor David Crystal on Shakespeare's pronunciation. The feedback from the 67 participants was extremely positive.

We had, in fact, started the day before with a tour to Stratford-upon-Avon. We were welcomed at the Shakespeare Centre with tea and coffee before setting off to visit three of the Trust's Shakespeare houses. We started at the Birthplace, following in the footsteps of Keats, Dickens and Thomas Hardy, and closed at Hall's Croft, the beautiful home of Shakespeare's eldest daughter Susannah where we had dinner and a talk before seeing a Royal Shakespeare Company production of Marlowe's Doctor Faustus in the evening.

For Glasgow 2017, we are organising an exciting PCE around the topic of Films in English Language Education, and all *Voices* readers are invited!

Chris Lima Coordinator Imcssig@iatefl.org



Mark Hancock and PronSIG PCE members



From the Associates

IATEFL's Associates Representative, Lou McLaughlin, brings Associate news.

The 50th Associates Day (A-Day) was held on 12 April in Birmingham and was well attended with over 68 associates represented.

Our usual welcomes included an address by Marjorie Rosenberg, IATEFL President, and Carol Read, outgoing Vice-President. They both spoke of their personal connections with the associates and how much it meant to them to be able to attend for part of the day.

Awards

We had an update on the scholarship award winners from Diane Mullen (St Giles Educational Trust—IATEFL Training Award), Maureen McGarvey (IH-IATEFL Award) and Gary Motteram (IATEFL Projects). Maureen, incoming chair of the SWP (Scholarships Working Party) was delighted to announce the winner of the IH-IATEFL award which went to our Nepalese Associate NELTA, received on their behalf by the current president of NELTA, Padam Chauhan.

Following on from scholarship updates, Adrian Tennant provided a hands-on workshop, giving us the chance to critically examine some scholarship applications. This provided plenty of insight into how to go about this and how to be successful with our applications.

TED-style presentations

After the coffee break, we were then introduced to a new section to Associates Day with our TED-style presentations. These short 12 minute presentations gave four associates the opportunity to share one idea of what they do with us. The idea behind this was to give everyone some new ideas to take part to their own associations, committees and members. The following associates led the way for 2016:

- ELT Ireland, Peter Lahiff (Ireland): 'Running ELTed: How we make ELT Ireland's short talks by teachers for teachers'
- ETAS, JoAnn Salvisberg (Switzerland): 'Teacher to Teacher initiatives'
- ETAI, Leo Selivan (Israel): 'Engaging with your audiences online when you're cash and time poor'

 ANELTA, Caetano Capitao (Angola): 'Implementing CPD for ANELTA English Language Teachers through on-site coordination'



The afternoon had Bernie Maguire from the British Council speaking to us on the topic of 'Balancing skills'.

Poster Sessions

The atmosphere in the room turned to one of lively discussion during the poster sessions. The poster session provided eighteen of the associates with the opportunity to display information about their association, their events and their publications. This was the perfect opportunity to discuss ideas for the future and begin making tentative plans for collaboration. There were many ideas on display and plenty of goodies to be collected from ELT Ireland bulletins to the specially prepared biscuits which were prepared and brought all the way from Serbia

Future plans

The afternoon wrapped up with an overview of Associate plans for 2016–2017 which had been put together based on suggested and Skype discussions with associates throughout the year. There was also a free IATEFL mug for all associates who attended!

Acknowledgements

As always, no day is complete without giving thanks to all those involved in working behind the scenes: the IATEFL Associates Committee with Harry Kuchah and Nazlı Güngör who worked tirelessly throughout Associates Day and also the British Council who were the generous sponsors for both the SVA dinner and Associates Day for the 50th conference.



Associates Day participants

Coming events

2016

July

4-6 Israel

ETAI International Conference, Ashkelon

'Engage, Enhance, Energize' Event link: www.etai.org.il/international-2016/

Costa Rica

ACPI-TESOL convention, 'Learning English based on language functions'

Contact: amadririmo@hotmail.com

South Korea

KATE International Conference 2016,

'Current Perspectives on Teaching English: A Multidisciplinary Approach' Contact: Dongkyoo Kim, 2016kateprogram@gmail.com Event link: http://www.kate.or.kr/

14-17 Brazil

15th BRAZ-TESOL International Conference, Brasilia

'The learner's voice: Creating a participatory

Event link: http://braztesol.org.br/ international conference/

September

16-18 Poland

25th Jubilee International IATEFL Poland Conference, Szczecin 'Across the borders—over the boundaries beyond the limits' Contact: office@iatefl.org.pl Early registration by 10.07.2016

17 **Switzerland**

ETAS Professional Development Day,

Event link: www.e-tas.ch

The most up to date version of the calendar can be found on our website, http://secure.iatefl.org/

events/

www.iatefl.org/associates/ associate-events

DON'T FORGET



4-7 April 2017

51st Annual **International IATEFL** Conference and **Exhibition**

3 April 2017 **Pre-conference events**

Scottish Exhibition and Conference Centre Glasgow, UK

See www.iatefl.org for more information and important deadlines

23-24 Slovakia

SKA 2nd International ELT Conference, Kosice Submission deadline: 20.06.2016 Event link: https://ska2016kocsice.wordpress. com/

28-29 Tunisia

Tunisian Association of Young Researchers (TAYR) International Conference, in collaboration with **Tunis Business School, Tunis** 'Evaluation and Assessment of Approaches and Practices' Event link: www.tayrweb.org

Greece

IATEFL ESPSIG Conference, Athens Visit: www.iatefl.org

27-30 Mexico

MEXTESOL 43rd International Convention, Monterrey Event link: mextesol.org.mx

28-29 Tunisia

TAYR International Conference in collaboration with TBS, Tunis 'Evaluation and Assessment of Aproaches and

Event link: www.tayrweb.org

28-29 Switzerland

IATEFL TEASIG event with ETAS,

Visit: www.iatefl.org

November

Germany

IATEFL BESIG 29th Annual Conference in cooperation with IATEFL MaWSIG, Munich Event link: www.iatefl.org

18-19 UAE

TESOL Sudan international conference with New York Institute of Technology, Abu Dhabi 'Literature and ELT' Event link: http://www.tesolsudan.net/icletlconference/

25-28 Japan

JALT 42nd Annual International Conference on Language Teaching Learning & Educational Materials Exhibition, Aichi Nagoya 'Tranformation in Language Education' Event link: http://jalt.org/conference https://www.facebook.com/JALT.conference/ https://twitter.com/JALTConference

2017

January

21-22 Switzerland

ETAS 33rd Annual Conference and AGM. Zurich Event link: www.e-tas.ch

Submissions for the calendar are welcome and should be sent to the editor at generalenquiries@iatefl.org.

It is helpful to follow the format in the calendar above, and also to include submission deadlines for papers for potential presenters.

So that we receive your announcements in time, please check Voices (p. 1) for the copy deadline and the publication month of each issue.

Publications received

The Editor has received copies of the following publications:

SIG Publications

- Independence, LASIG Newsletter 66, February-March 2016 (ISSN: 1026-4329)
- Leadership and Management Newsletter 47, April 2016 (ISSN: 2079-0414)

Associates Publications

- Open! EATE Journal 48, October 2015, Estonia
- ETAS Journal 33/2, Spring 2016, Switzerland (ISSN: 1660-6507)
- Teaching Times, TESOL France Newsletter 75, Winter 2016 (ISSN: 1266-7552)
- TESOL-Spain E-newsletter 42, April 2016 (ISSN 2255-0356)
- TESOL-Spain E-newsletter 43, May 2016 (ISSN 2255-0356)

Publications from Teachers' Associations or special interest groups received will be acknowledged in this column and should be sent to the Editor at IATEFL 2-3 The Foundry, Seager Road, Faversham, Kent ME13 7FD Please send only items published wholly or partly in English, which should be received by the deadlines detailed on the contents page of this issue.

All further enquiries to editor@iatefl.org.



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Associates are now listed by name with email and web contact details. In cases where Associates were in the process of signing or renewing their Associate agreements at the time of printing their names may not appear in the list below. In case of doubt please contact IATEF. Head Office. Modifications to contact details in this list should be sent to Head Office.

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