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# voices

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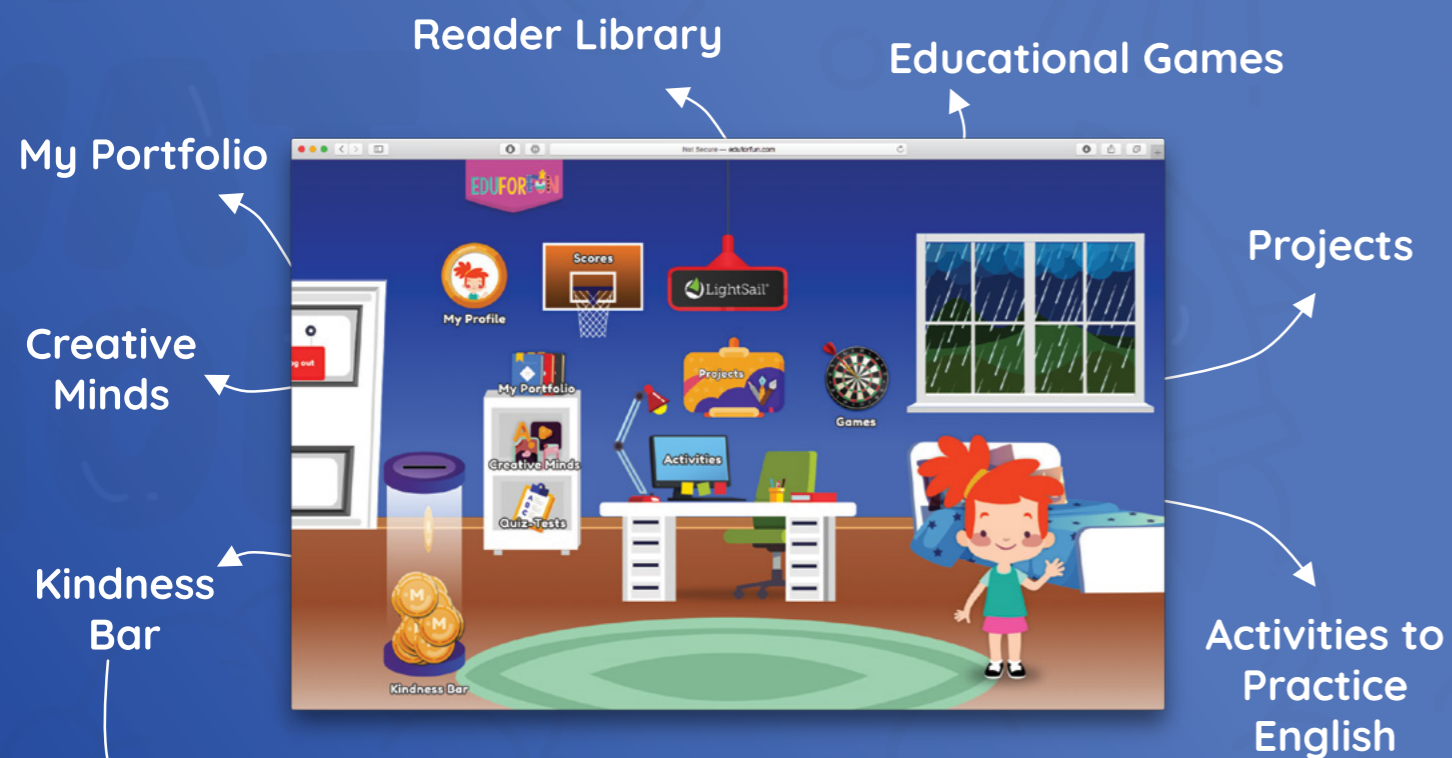


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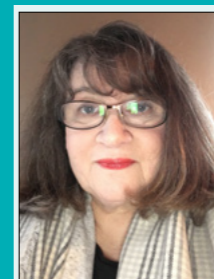


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## From the Editor

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



Tania Pattison, Editor

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

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

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

Tania Pattison  
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## Deadline dates for copy

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# From the President

## Memories and messages from Liverpool

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

### Inclusion: a key theme

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

Wherever we stand in relation to these perspectives, I think there was a sense, both in the pre-Conference events and in the Conference itself that inclusivity at all levels of the ELT industry is a burning concern. Paula Rebolledo's opening plenary set the tone by questioning the ways in which teacher empowerment has been conceptualised and promoted, arguing that expertise belongs to teachers as well, and supporting them in the generation and dissemination of knowledge in our field would help bridge the power gaps that have been created between teachers and gurus. John Gray reminded us of the extent to which heteronormativity denies recognition of those students who are non-conforming in terms of gender and sexuality, ignores those who are questioning their gender identity or their sexual orientation, and fails to educate



**Harry Kuchah Kuchah** has been involved in English language teacher education since 1996 and has worked with different teacher communities in Africa, Europe, South America and Asia. His interests include TEYL, EMI, Teaching English in challenging circumstances and CPD.

all students about the complexity of the world. Aleksandra Zaparucha invited ESL/EFL teachers into the world of CLIL, arguing that the distinction between language and content is only superficial given that there can be no content without language and no language without content. Lindsay Clandfield outlined different ways in which discourses and myths about technology have failed to serve us well when they diminish the importance of the teacher or make the teacher, rather than the (contextual) inappropriateness of the technology, seem to be at fault.

### The new interactive plenary

Delegates to previous Conferences have always been treated to literary performances by poets or storytellers, but this year, thanks to Margit Szesztay's suggestion and the expert moderation of Shaun Wilden, Chair of the Digital Committee, the Conference ended with an interactive plenary on future directions in ELT. The four panellists each shared their dreams and wishes for the future on different aspects of the profession, including materials, workplace English, student attitudes and learning habits and the changing role of the teacher. Themes included the need to make materials accessible to all, regardless of their socioeconomic situations; the need for language teachers to help learners understand and direct technology so that it does not mislead them or divide the world;

and the need for teachers of the future to develop some synergy with the different sources of language knowledge which the media offers learners. As with all novelties, this is still a work in progress, and we hope that the planned online discussions around this plenary will help us refine future ones.

### IATEFL Online and beyond

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

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

**With best wishes,  
Harry**



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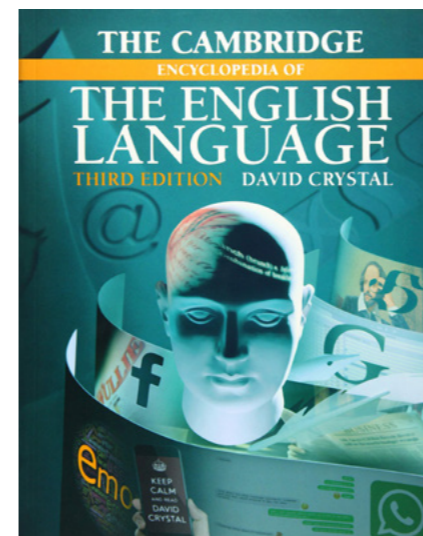
# Keynote: CEELing my fate

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



**David Crystal** works from his home in Holyhead, North Wales, as a writer, lecturer, and broadcaster. A specialist in English language studies, he is honorary professor of linguistics at the University of Bangor, and the Patron of IATEFL.

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



*The Cambridge Encyclopedia of the English Language*

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

**“I don't envy teachers the task of keeping up to date with a language that's been changing as rapidly as English has.”**

followings, such as Lolcats and Doggolino. All post-2003. They illustrate the emergence of new varieties of online discourse, often hugely radical in the way they play with traditional linguistic rules, and presenting issues that were totally unpredictable.

### Language play

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

What light. So breaks. Such east. Very sun. Wow, Juliet.  
What Romeo. Such why. Very rose. Still rose.  
Very balcony. Such climb.  
Much love. So Propose. Wow, marriage.  
Very Tybalt. Much stab. What do?  
Such exile. Very Mantua. Much sad.  
So, priest? Much sleeping. Wow, tomb.  
Such poison. What dagger. Very dead. Wow, end.

Then there's the unpredictability that comes from the nature of the online medium. In the old days, there was Speech and Writing, and we all knew where we were. Now there's a third medium, EMC (electronically mediated communication) or DMC (D for 'digitally') – which is making us rethink much of our traditional understanding of how language works. To take just one example: a Wikipedia page

by its nature allows multiple inputs that can be written by people from different linguistic backgrounds, resulting in stylistic inconsistency. We might see 'gotten' in one paragraph and 'got' in another, for instance. And because a text can be added to at any time, we may see information from different time-frames juxtaposed – a page written in, say, 2008, is revised to include a comment from 2019 which refers to Brexit. Any social media platform would present us with similar issues.

This mention of Brexit is a further illustration of the unpredictable nature of language change. Who would ever have thought in 2003 that a new suffix would emerge, '-exit', which would generate dozens of coinages? My favourite was a moment when footballer David Beckham had to leave a game for some reason, and a newspaper the next day headed the story: 'Becksit'. Or who would ever have predicted that I'd need new spreads on English in a post-Brexit Europe, or on changes in the oratorical style of American presidents? (Believe me, folks. We're gonna make IATEFL great again.)

Fortunately, not everything was so unpredictable. I knew I had to update the statistics on global English use – now including all countries, not just those where English is a first or second language – and I expected a steady growth. But I was surprised by the totals that resulted. Between 1995 and 2003 we saw the use of English (in some shape or form) grow from 1.5 billion to 2 billion. I thought that trend would continue, and anticipated that, by 2018, 15 years on, we'd be looking at a total approaching 3 billion. In fact the stats came out at 2.3 billion. A continuing increase, certainly, but not at the same rate as before. A slowing down, possibly? Make what you will of that.

### Culture and communication

I also knew I'd have to add extra pages on the growing cultural identities of what are still being called 'new Englishes' – though many are now no longer new. For CEEL I collected examples of conversational settings where a fluent English speaker (from country A) has failed to understand another fluent speaker (from country B) because one is unaware of the cultural meaning of what the other has said. People often underestimate the cultural knowledge of their listeners and readers. Because the words and phrases are so familiar and routine, they may not be aware that they are saying something that foreigners will not understand. They talk

“People often underestimate the cultural knowledge of their listeners and readers. Because the words and phrases are so familiar and routine, they may not be aware that they are saying something that foreigners will not understand.”

about the shops, streets, suburbs, bus routes, institutions, businesses, television programmes, newspapers, political parties and minority groups. They make jokes, quote proverbs, bring up childhood linguistic memories (such as nursery rhymes) and recall lyrics of popular songs. All this local knowledge is taken for granted and used in sentences without gloss. Visitors who hear such sentences, or read them in local newspapers, may need to have them explained. And it may take a while before people realise that there's a communication problem.

I described several such situations in the book – but not this one, which came to mind during the Liverpool Conference. One of the evening sessions took place in The Cavern, where the Beatles played. That entire quarter of Liverpool now is like a shrine, and there's a Beatles museum at the renovated Albert Dock, just next to the conference centre. The present-day Cavern was built next door to the site of the original venue and contains a replica of the former playing area. Both places have one thing in common: you have to go down many stairs into the bowels of the earth – hence the name.

But not everyone knows that, as illustrated by this conversation a couple of years ago between an Englishman and a foreign businessman (whose English was fluent) which went something like this:

- A** ... so Liverpool is famous for the Beatles.  
**B** I've heard some of their songs. I like them a lot.  
**A** They played in The Cavern.  
**B** That must have been very difficult for them.  
**A** Not really – though it was quite a small space.  
**B** Why did they play there? Did it help them make a nice sound?  
**A** Oh yes.



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

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

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

“Once upon a time, we were impressed by corpora of a million words. Now we're talking multiple billions. And accessibility has greatly improved.”

#### Big data

Another area of special relevance to ELT is the arrival of 'big data', which has introduced a fresh climate into corpus linguistics, a field that has vastly grown since 2003. Once upon a time, we were impressed by corpora of a million words. Now we're talking multiple billions. And accessibility has greatly improved. Any teacher with a good internet connection can now readily access some of the huge

databases that are out there, to check a point of usage, to compare word frequency in different varieties (such as British vs American English), or – in a corpus such as Global Web-based English (GloWbE, pronounced 'globe') – to see how a word is used in some of the new Englishes.

The size of a corpus is a critical factor, especially when it comes to investigating words that are relatively low in frequency, or exploring collocations. Here's an example from CEEL that shows how results can differ among corpora. There are just over 16,000 instances of 'scheme' in the 100-million-word British National Corpus, with the top ten content-word collocates (occurring within four words on either side of 'scheme') as follows:

- 'pension', 'training', 'introduced', 'pilot', 'scheme' (as in 'move from a company scheme to a personal scheme'), 'colour', 'insurance', 'proposed', 'classification' and 'aid'.

When 'scheme' is searched in the much larger GloWbE, a very different picture emerges for British English:

- 'approved', 'occupational', 'mentoring', 'flat', 'eligible', 'overseas', 'defined', 'generous', 'labour' and 'tax-avoidance'.

It takes a contrast with American English to point out the salient feature of this list:

- 'blocking', 'URI' [primarily uniform resource identifier], 'offensive', 'defensive', 'socialist', 'alleged', 'evil', 'fraudulent', 'nefarious' and 'Ponzi'.
- The negative tone of the American list contrasts with the overall positive tone in the UK.

It isn't just the large-scale domains that provide fresh perspectives. The (relatively) small-scale domains, such as the study of Shakespeare's language, have also been dramatically affected. The ongoing revision of the *Oxford English Dictionary* has made it necessary to revise all the statistics relating to Shakespeare's vocabulary. The figure for 'first recorded usages' in Shakespeare is still high – 1,000+ – but it's much lower than it used to be. Why? Because hundreds of texts from his time can now be searched online, and words that were once thought to be invented by Shakespeare (such as 'lonely') have now been found in earlier works. Still, it's enormously impressive. Most of us would be happy to add one word to the English language, let alone a thousand or more.

I suppose the most dramatic development has been the progress in technology that allowed me, for the first time, to give CEEL an online audio presence – not reading the whole thing,

but providing spoken versions of the features that demand phonetic attention. I recorded all the texts from Old Middle, and Early Modern English in 'original pronunciation', as well as many of the spoken illustrations from Modern English (such as the prosodic and paralinguistic features). Active web links offer further illustration, such as IDEA, the International Dialects of English Archive, which provides hundreds of examples of present-day variations in accent from around the world, in voices of different ages and genders. An excellent source for listening comprehension.

'How long did it take?' I was asked several times at IATEFL 2019. There was something that had to be revised on virtually every page, and the new material added an extra fifty pages. It took over a year. But I survived, thanks to the brilliant editorial and production team at Cambridge University Press, and some fine design work on individual pages by Hilary Crystal. A book like this is a team effort, and it shows.

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# The lexical approach and a look backward

**Ken Lackman and Leo Selivan pay tribute to Michael Lewis**

**Ken:** I will never forget the day I met Michael Lewis. I was teaching in Prague when I heard that he would be speaking at the IATEFL Conference in Poland. I had recently become familiar with Lewis through his book *Implementing the Lexical Approach*. It had had such an impact on me that I decided to attend the conference in Wrocław to hear him speak and, hopefully, get a chance to talk to him.

I was in my second year of teaching, and I had started to discover that the initial training I'd had in Canada was woefully inadequate. So, based on recommendations from other teachers, I started reading. I first read the Willis book on task-based learning, but it was the lexical approach that really intrigued me. It seemed like a revolutionary idea that, rather than the teacher trying to fill the students' brains with language, they would instead train students to acquire the language through exposure, through what Lewis called 'noticing'. But what they were to notice was equally fascinating. Lewis taught me about the structural nature of the language: it consisted not only of standard grammar structures, but also of hundreds of thousands of what he called lexical chunks, such as collocations and semi-fixed expressions.



**Ken Lackman** taught in Prague for seven years before becoming the DoS at EF Toronto in 2002. He currently works as an EAP instructor at Ryerson University and as a freelance writer.



**Leo Selivan** is a teacher, trainer and materials writer based in Tel Aviv. After blogging for a few years about teaching lexis (<http://leoxicon.blogspot.com>) he published his first book *Lexical Grammar* (CUP) last year.

**Leo:** Surely you knew about grammar structures before you read Lewis.

**Ken:** Yes, but I thought there were a few handfuls of them, the ones that have names, and then there was all this other language just made up of words. Lewis gave me the insight to see that there was order in that chaos.

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

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

“there was all this other language just made up of words. Lewis gave me the insight to see that there was order in that chaos.”

statement, I had to admire his passion and his dedication to the approach, which I would soon inherit.

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

**Leo:** I doubt that he appreciated the comparison.

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

“There were some bits I initially disagreed with, but overall the book was nothing short of an epiphany.”

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

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

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

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

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

it as it's out of print?

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

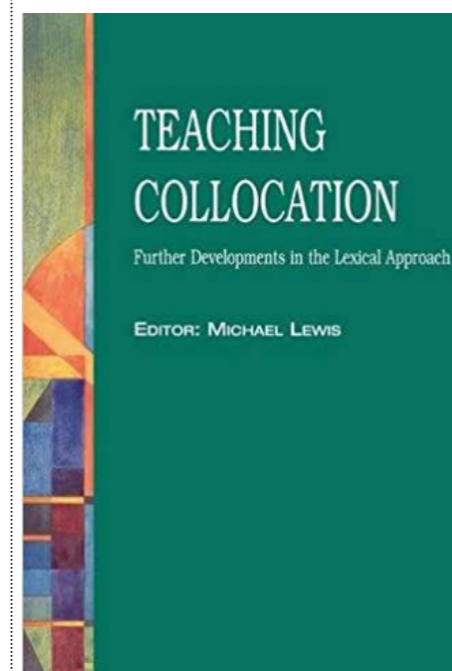
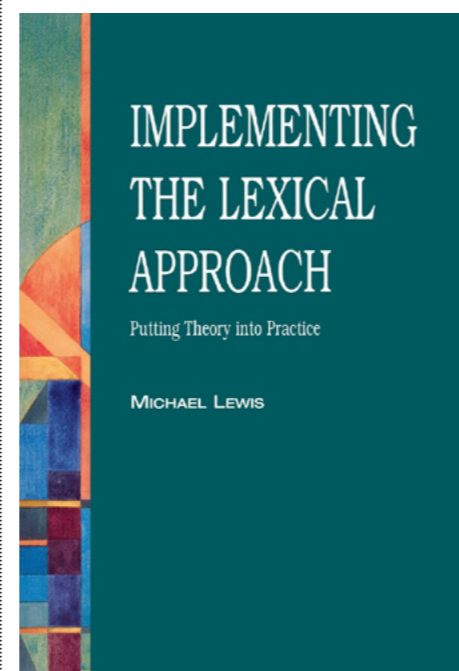
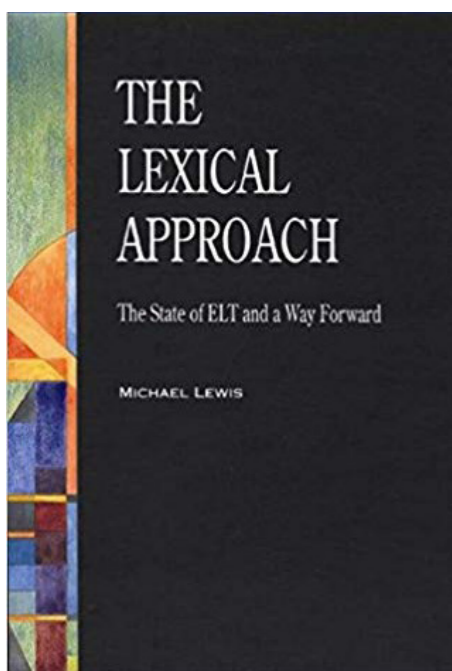
**Leo:** Yes, it is truly eye-opening and unconventional. I like how he tries to find one core, primary meaning for each grammatical structure. For example, the present simple refers to a single, undivided whole – a description which subsumes all five or six different functions of this tense that are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

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

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

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

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

## Steve Brown questions the role of IATEFL in the world today

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

## What's this got to do with English language teaching?

Well, the ELT profession itself is heavily influenced by global corporations and other for-profit organisations. Providers of globally recognised teacher training qualifications drive methodology, publishing companies drive materials content and examining bodies dictate learning outcomes. What's more, the increasingly commodified approach to language (Thornbury 2014) and language teaching materials (Littlejohn 2012) naturally leads to the application of capitalist principles to ELT, so decisions tend to be made for commercial, rather than educational, reasons. Inequality is promoted by a private sector that only the privileged can afford.

The continued prevalence of a native speakerist discourse positions countries like the UK and USA as superior. LGBTQIA communities and other minorities are airbrushed out of materials. Many ELT



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professionals find themselves having to operate within a paradigm that fetishises neoliberal values through materialistic aspirations embedded in materials content. The professional worth of teachers is clearly undermined by reducing teacher competence to a series of technicist practices that can be acquired in the space of four weeks. Furthermore, our profession allows commercial enterprises to make money out of ELT by uncritically embracing tech products and other 'innovations' that are likely to have little or no positive impact on learning, but are sure to make a small number of people very rich.

“Providers of globally recognised teacher training qualifications drive methodology, publishing companies drive materials content and examining bodies dictate learning outcomes.”

As Keith Copley puts it, ELT is '... not merely reflecting a neoliberal zeitgeist, but in many respects is strategically positioned within it' (2018: 59). The ELT profession as a whole is guilty of sleepwalking into a situation where global corporations wield so much power that we find it difficult to conceive of an alternative. 'That's just the way the world is', we say with a shrug. Then we go off and plan a lesson about shopping, or how Bill Gates made his money, or how to pass an expensive exam that gives students access to a course in international business.

## What's this got to do with IATEFL?

Well, as one of the largest international

associations for English language teachers, you might expect IATEFL to be critical of the damaging impact of corporate-driven globalisation on ELT and, perhaps more importantly, the ways in which ELT has become complicit in promoting corporate-driven globalisation. You may also expect IATEFL to speak out against the ways in which these practices negatively affect teaching, learning and, ultimately, society as a whole. In many contexts, ELT – perhaps more than most types of education – is used to indoctrinate learners into a neoliberal world of individualism, competitiveness and self-interest, but it needn't be like this. ELT could be used as a source of emancipation, giving people language skills that allow them to challenge hegemony and have a positive, transformative impact on global society. Over the years though, IATEFL has been noticeably reluctant to take a position against corporate ELT.

One clear reason for this reluctance is IATEFL's desire to maintain a position of 'impartiality'. If IATEFL were openly critical of a publishing company, or a qualification provider, or an examining body or a chain of language schools, this might suggest bias against some of its own members in favour of others. IATEFL is quite explicit about this: 'We do not ... get involved in specific campaigns, issues, or politics, at a local, national, or international level, and do not favour or prioritise the needs of one group of teachers over another' (IATEFL 2017).

The problem with this position, however, is that remaining silent about practices that favour the privileged and disadvantage the vulnerable allows such practices to become implemented and then normalised. Silence becomes collusion, or, as Freire put it, 'Washing one's hands of the conflict between the powerful and the powerless is to side with the powerful, not to be neutral' (1996: 122). If refusing to engage is as much a political choice as becoming engaged, a position of impartiality is impossible. IATEFL's mission statement also tells us that its purpose is to '... serve the needs of the wider ELT community' (IATEFL 2017), but by refusing to criticise practices that damage the profession's potential as a source for good, IATEFL opens itself up to the allegation that is doing the wider ELT community a disservice.

IATEFL's silence on the way ELT promotes

social and economic injustices is made all the more uncomfortable when we consider how it relies so heavily on corporate sponsorship for its own existence. Membership and Conference fees are one source of income, but corporate sponsorship from publishing companies, teaching institutions and examining bodies is what allows the annual IATEFL Conference to be such a massive, high-profile event. This effectively compromises IATEFL's ability to speak out against such organisations.

“ELT could be used as a source of emancipation, giving people language skills that allow them to challenge hegemony and have a positive, transformative impact on global society.”

## More than a corporate mouthpiece

Having said all of this, it would be unfair to dismiss IATEFL as nothing more than a corporate mouthpiece. As an organisation, it appears to be becoming increasingly aware of the prevalence of corporate ELT at its Conferences. This year, the confinement of the Exhibition to the basement made it easy to avoid publishing reps trying to sell their products, and the recently adopted practice of highlighting sessions that are sponsored by publishers meant that you could go through the entire Conference without having a single book or digital product shoved down your throat. This makes a welcome change from previous years.

It's also possible to see an increasing trend towards the inclusion of talks related to social justice, inclusion and equity at IATEFL. This year saw the Global Issues

and Teacher Development SIGs holding a pre-Conference event on the topic of social justice in ELT. Plenary talks by Paula Rebolledo and John Gray conveyed messages about the importance of teacher empowerment and the application of queer pedagogy in ELT materials design respectively. The closing plenary explored the future of ELT and included discussion about ELT's potential and responsibility to play a more positive role in the development of global society. Various sessions directly addressed issues like heteronormativity, native speakerism, hegemony and the mental health of teachers within our profession.

A talk by Neil McMillan, which included criticism of IATEFL's lack of engagement with instances of teacher exploitation or injustice, even led to IATEFL president Harry Kuchah Kuchah actively engaging in a Twitter discussion with ELT professionals who had hitherto given up on IATEFL as an advocate for improving teachers' working conditions. I don't think that's ever happened before.

It is certainly possible to criticise – and be frustrated by – IATEFL's reluctance to directly oppose the organisations that have shaped ELT's development into a neoliberal, market-driven profession. But there's some evidence from the 2019 Conference to suggest that IATEFL is at least becoming more self-aware about its current role, and there's a hint that it is becoming increasingly uncomfortable with its own position. It seems unlikely that IATEFL will stop accepting sponsorship from global corporations or start criticising unethical employers and government

“there's some evidence from the 2019 Conference to suggest that IATEFL is at least becoming more self-aware about its current role...”

policy-makers any time soon. But it can use its own Conference to offer a platform to those of us who do wish to challenge the status quo and to offer alternatives, and there seems to be a desire to do more of this.

And, let's face it, can we expect it to do more right now? The neoliberal paradigm is so all-encompassing that we're all obliged to go along with it to some extent, or risk our livelihoods. The invisible hand of the market is still the hand that feeds us and, much as we'd love to, very few of us are in a position to bite it off. IATEFL is in a similarly delicate position and has to tread carefully. Whether it will take steps towards more direct action, or whether it will increase its platforming of those who advocate change, at least we can start to believe that it understands the unsustainability of the current paradigm. This in itself is encouraging.

Thanks to Harry Kuchah Kuchah, who commented on an earlier draft of this paper.

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The deadline to submit a speaker proposal for Manchester 2020 is 4pm (UK time) Thursday 12 September 2019

Complete your submission at [conference.iatefl.org](http://conference.iatefl.org)



# Materials reviews

## Edited by Ruby Vurdien

The reviews in the present issue of *Voices* are of a mixed nature. Firstly, David Rixham highlights that *101 Scaffolding Techniques for Language Teaching and Learning* provides a comfortable learning environment for students. Secondly, Hilary Livingston explains that *Spoken Grammar*, an online course, teaches teachers about the different grammatical items appearing in everyday conversation. Thirdly, Pete Clements finds the activities in *A–Z of ESOL* engaging and relevant to the context of target learners. Finally, Hall Houston recommends *Small Teaching: Everyday Lessons from the Science of Learning* to teachers keen on finding out about current research on teaching and learning. Happy reading!



Ruby Vurdien manages White Rose Language School in Spain. She has been an EFL teacher for over 30 years. She is also a teacher trainer and a Cambridge English Speaking Examiner. Her research interest focuses on CALL.

## 101 Scaffolding Techniques for Language Teaching and Learning

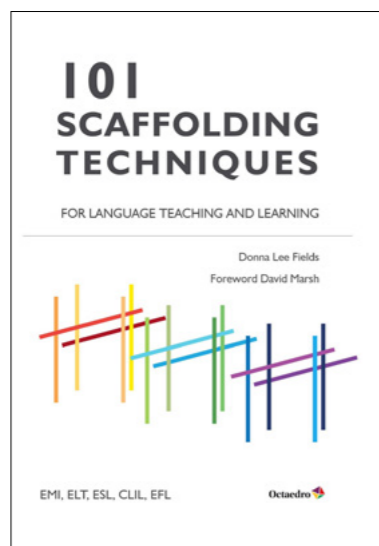
Donna Lee Fields  
Ediciones OCTAEDRO  
S.L. 2017  
139 pages  
ISBN:  
978-84-9921-944-8

As the author states from the outset, scaffolding is a powerful tool for learning, helping students 'reach beyond where they could go on their own'. In this book

Donna Lee Fields has compiled a wide range of activities that can be used by teachers in primary, secondary and adult education classrooms, or as a basis for professional development.

The format of the book could not be more straightforward. The author presents a collection of 101 scaffolding techniques for, in order of numerical importance, reading, video and grammar tasks. In the digital annex templates are provided in Word format for teachers to adapt accordingly. The CLIL undercurrent illustrates the double focus of each technique, which is, according to the author, 'teaching content through a classroom language, and within that scope, both teaching and learning'; these techniques are intended to bridge the gap between home and classroom languages.

The student-centred essence of the techniques is apparent in terms such as 'facilitator', 'equipment manager', 'recorder' and 'reporter', referring to the assigning of functions which are fundamental if the tasks are to be successful. For the author the classroom is an environment of trust and one in which excellence is to be expected. These techniques, she



claims, will help reduce students' anxiety level, thereby encouraging greater engagement in learning.

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

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

David Rixham

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## Spoken Grammar: a Guide for English Language Teachers

Online course 2018  
Ken Paterson  
<https://www.udemy.com/spoken-grammar-a-guide-for-english-language-teachers/>

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

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



this, he gives further explanation and suggestions for role play or dialogue in pairs. Slides presenting examples of the selected grammar points accompany the lecture.

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

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

Hilary Livingston

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## A–Z of ESOL

Emily Bryson  
Academic Study Kit 2018  
62 pages  
ISBN:  
978-0-9956701-9-8

*A–Z of ESOL* is a useful set of classroom-ready resources for ESOL contexts. Activities in the book are primarily aimed at equipping learners with the language (and life) skills they need to function communicatively in an English-speaking country. There are 26

activities in total, one for each letter of the alphabet (A = a school report; B = building repairs, C = covering letters; and so on).

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

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

There are, however, some improvements that could be made to this resource. For example, I feel that providing listening texts would enhance the book. Learners are instructed to read rather than listen to a model conversation in one instance, which to me is inauthentic. Aesthetically, images in the photocopiable resources could be improved (although



probably at an unmanageable cost to the publisher).

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

Pete Clements

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## Small Teaching: Everyday Lessons from the Science of Learning

James M. Lang  
John Wiley & Sons 2016  
259 pages  
ISBN: 1118944496

Although most of my professional development reading is focused on areas related to my field (ELT), from time to time I like to explore teaching and learning from a broader perspective. Books such as *How We Learn* by

Benedict Carey and *Why Don't Students Like School?* by Daniel Willingham have taught me a great deal about research into teaching and learning. *Small Teaching*, a recent book by James Lang, is another excellent title that covers many aspects of teaching and learning that can benefit teachers in any field.

What is small teaching? Lang defines small teaching as a set of activities that require minimal preparation and take up a few minutes of class time, but have a significant impact on students' learning experience. Many of the activities are similar to what is currently called active learning.

*Small Teaching* is divided into three parts, each consisting of three chapters. Lang begins each chapter with a vivid anecdote related to the chapter's topic. Then he gives an overview of research related to the small teaching technique. He also covers guidelines for using the small teaching technique in class, and provides several practical activities.

Part I, Knowledge, summarises techniques which help students learn facts and build knowledge. This section covers well-researched concepts such as retrieval practice and interleaving.

Part II, Understanding, is about cognitive skills and developing understanding.

The three chapters in this section cover techniques that go beyond acquiring knowledge, including making connections between the content of different lessons and getting students to self-explain their own learning processes.

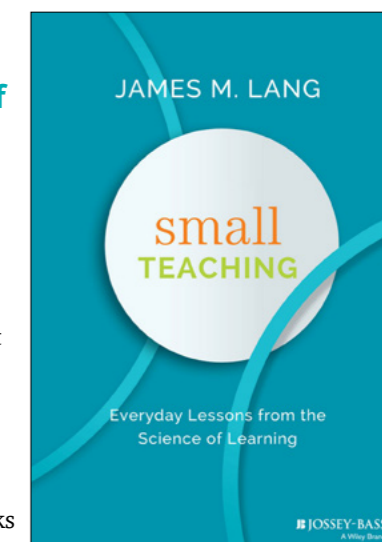
Part III, Inspiration, addresses motivation and attitude. This final section discusses ways to motivate students, as well as techniques to help one's students develop a growth mindset.

Lang's writing style is quite engaging. His anecdotes make it easy to connect with the subject matter. In addition, his summaries of the research provide enough support for the small teaching techniques without going into a lot of extraneous detail.

This book is highly recommended for any teacher who wants to know more about current research on teaching and learning, as well as practical ways to apply the research in the classroom.

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# Reviews of the Conference

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

### My first IATEFL Conference

#### Jūratė Helsvig

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

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

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

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

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

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

Overall, the IATEFL Conference had the greatest impact



**Jūratė Helsvig** is an English language lecturer at the Center of Foreign Languages of Vilniaus kolegija/University of Applied Sciences, Lithuania. Her interests include ESP and learner autonomy.

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

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### A volunteer's perspective

#### Maria-Araxi Sachpazian

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

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



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



Maria-Araxi Sachpazian interviews IATEFL delegates

had found something to take back home.

It would be hard not to comment on the ability of the IATEFL Conference Committee to identify plenary speakers who will make impactful presentations. IATEFL has veered away from the plenary speaker who is an ELT ‘celebrity’ or ‘guru’ and has moved closer to what Paula Rebolledo, with a slightly caustic spirit, described as a ‘micro-celebrity’. The impact of her opening plenary talk was palpable, not only during the actual talk, but also in the discussions it inspired and its long-term implications for how we perceive empowerment in our field. Watching the closing interactive plenary on ‘Future directions in ELT’ made me feel that we had come full circle, back to key points presented by Rebolledo, while reviewing some of the major issues that different speakers had touched upon.

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

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### A Magical Mystery Tour

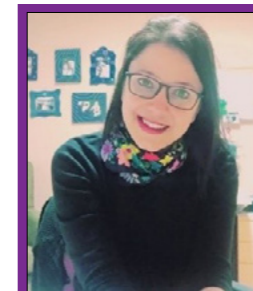
#### Seher Balbay

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

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

The PCE served as an orientation to the main Conference. On the first day of the Conference I saw a lot of familiar faces from the PCE. I strongly suggest that first-time IATEFL participants attend a PCE to ease their way into the main Conference.

Having attended the first three plenary sessions, I could clearly see why the speakers had been invited.



**Seher Balbay** is a teacher of academic reading, writing and speaking skills at Middle East Technical University, Ankara, Turkey. She is working towards her PhD in ELT.



First-time delegate Seher Balbay and new friends

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

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

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

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### Takeaways from IATEFL

#### Gerhard Erasmus

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



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



## Takeaways

- Apply for the scholarships. There are numerous scholarships and it's quite emotional to see the difference a scholarship and attending the Conference can make in someone's life.
- Tick the box saying you will be willing to mentor a speaker if you have spoken at the Conference before. It is very fulfilling and makes you a friend for life.

Every night after the social events, we met for drinks – 'we' meaning people I had met at the Conference. There is a lot of sharing of ideas, connecting on social media, and realising that even the biggest celebrities are just people like all of us. My favourite night was after the International Quiz, when our team (from Germany, Ukraine, France, Australia, the US, the UK and South Africa) met for drinks and made friends. We'll meet again in Manchester next year.

## Takeaway

- It is tricky if you are shy or introverted, but make friends at the Conference. Most of us will be more than willing to chat and have a drink or a meal. I even learned a new word thanks to George Pickering: 'commensality'.

The night after the Conference, I went out for dinner with Louise and Jon from Head Office. I don't think they always get enough credit for how hard they and the IATEFL team work. Both Louise and Jon spent lots of time moving chairs into position and making sure everything was in order and running well. They also have the bruises to show for it.

That is a perfect example of servant leadership, and our organisation is in safe hands with them both professionally and through the immense amount of work they put into it.

During our conversation on Friday night, I realised that Jon used to be Tessa Woodward's boss. Tessa Woodward is a past President of IATEFL and has kindly agreed to step in as acting Vice President at a time when she is needed. My committee work has been a highlight for me over the past few months and possible changes and exciting opportunities are around the corner. It has made every bit of effort I put into it worthwhile, and I am as ordinary as anyone else.

## Takeaway

- Serving the IATEFL community as a volunteer doesn't mean you have to be an expert or the director of a massive ELT organisation. You just have to be willing to serve. Try to get involved with your SIG and connect. You will not regret it.

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## Riding to Liverpool

### Emily Bryson

My first IATEFL Conference was in Brighton in 2011. I remember eagerly scouring the Conference guide, circling more or less back-to-back talks from plenary to twilight, and leaving exhausted. Since then I've been lucky enough to attend almost every Conference, but things have changed. These days I carefully select a few key talks on the app and make time for catching up with old contacts and making new ones. I still leave in need of a



Emily Bryson is an ELT materials writer and ESOL lecturer at City of Glasgow College. She has written for publishers such as Macmillan, the British Council and Academic Study Kit.



Emily Bryson cycled from Glasgow to Liverpool

good sleep, though!

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

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

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

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

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

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You can sponsor Emily and find more information about Code your Future at: <http://www.sponsorsome.co.uk/emilybryson/glasgow-to-liverpool-cycle.aspx>



## IATEFL 53<sup>rd</sup> International Annual Conference

A photo journal by Syke Annamma Kumaran

Conference supplement sponsored by:

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The 53rd International IATEFL Conference and Exhibition was held at the prestigious ACC Liverpool, situated on the bank of the river Mersey, and nearby Jury's Inn Hotel. With 560 sessions on offer, the event was attended by nearly 3,000 delegates from all over the world and over 75,000 online participants.

For me, the Liverpool Conference began with the traditional Staff, Volunteers and Associates (SVA) networking event, sponsored by the British Council. President Harry Kuchah Kuchah, Roy Cross (British Council), Jon Burton and Lou McLaughlin welcomed all, and the evening ended with closing words by IATEFL Patron David Crystal.

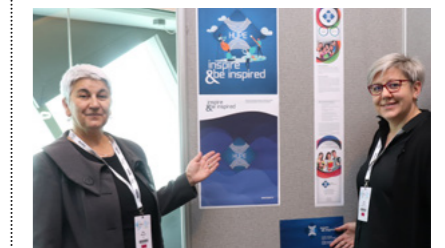


**Syke Annamma Kumaran** is a teacher, writer, presenter and member of the IATEFL Digital Committee. A former Fulbright TEA fellow, a past winner of the IATEFL Ray Tongue Scholarship and a mentor for the International Teacher Development Institute (ITDi), he has been teaching English for over 17 years in India and the USA.

## Monday 1 April PCEs and Associates' Day

I started the day by listening to David Crystal's talk on 'Language BLANK literature: from conjunction to preposition' at the Materials Writing SIG and Literature SIG joint PCE. Then I headed to the Associates' Day. Lou McLaughlin and Marta Bujakowska welcomed all. After spending half an hour there, I went to PCEs held by the Teacher Development and Global Issues SIGs (joint PCE), the Leadership and Management SIG, the Testing, Evaluation and Assessment SIG, and the Business English and Teacher Training and Education SIGs (joint PCE). The registration desk was open at 1 pm and delegates from all over the world were busy collecting conference badges and conference kits. After lunch I returned

to the Associates Day to hear the British Council's partner session by Roy Cross, followed by the group discussion and poster presentations. I took the opportunity to visit the Exhibition preview, which was a showcase of the latest resources from publishers, digital innovators and many more. The day ended with a grand civic welcome reception, where the Lady Mayoress of Liverpool welcomed us to the Conference.



Sanja Bozinovic and Irena Pavlovic with their poster presentations



Ben Knight, BESIG and TTEdSIG Joint PCE



Harry Kuchah Kuchah at the SVA networking event



David Crystal at the SVA networking event



Indian delegate Rajul Goveas with Mehndi



Harry Kuchah Kuchah with delegates

**Tuesday 2 April**

When President Harry Kuchah Kuchah officially declared the Conference open, the main hall of the ACC was full. An audience of over 2,000 enjoyed the first plenary session by Paula Rebollo, 'Teacher empowerment: leaving the twilight zone'. I was lucky to enjoy such a vibrant session. Next, I attended a marvellous session, 'Playful – yet purposeful – reading' with Paul Seligson. The delegates were busy taking pictures at the frame called 'Join the Beatles'.

I attended Natallia Kaliuzina's talk on 'Giving quality feedback to teachers' and Chia Suan Chong's talk on 'Helping learners become successful international communicators'. The IATEFL Book Swap, a new initiative sponsored by the University of Liverpool English Language Centre, allowed delegates to swap books they had read with those left by other delegates. Then I attended Jane Willis's talk, 'Task-based learning via online teaching?' before heading to a meeting of the Digital Committee during the lunch break.

After lunch, I went to the Interactive Language Fair to hear about ELT in various contexts. Before the coffee break, I attended Raffaella Bottini's vibrant talk, 'Vocabulary learning opportunities: are coursebooks enough?' After the break I attended two sessions by Inas Kotby ('Project-based learning meta modern environment in foreign language teaching') and Maria Belen Albarracín Fernandez ('Student empowerment through the integration of virtual reality').

Each year IATEFL and its partners offer a wide range of scholarships to help ELT professionals all over the world to attend the annual conference. This year, we had 25 scholarship winners from 18 countries. Harry Kuchah Kuchah, Maureen McGarvey, Eryl Griffiths, Amos Paran, Adrian Tennant and Sarah Ward addressed the winners at their award ceremony. My long day ended with capturing snaps from the Creativity Group meeting.



Chia Suan Chong



Remembering The Beatles



The ACC



Delegates at the opening plenary talk by Paula Rebollo



Participants in the Interactive Language Fair



Sarah Ward welcomes scholarship winner Yasmine Atwa

**Wednesday 3 April**

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

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

The coffee break was followed by Hanna Kryszewska's uplifting talk, 'From communication to mediation in B1+ language classes'. I then hurried to attend the Annual General Meeting to find out about IATEFL's plans and strategies for the next year. After the AGM, I briefly attended Liam Brown's 'Awaydays – a way to explore, resolve and plan' before running to the 'Forum on Language teacher

identity' with Gary Barkhuizen, Maria-Araxi Sachpazian and Rana Yildirim.

Souvenir teddy bears were available at the desk, with proceeds going to fund IATEFL projects. I met our Finance Officer, Emily Gross, busy distributing the lovely Richard to delegates!

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



Scholarship winners Eleni Symeonidou and Sammy Sze Man Ming



IATEFL Trustees at the AGM



Delegates at the Book Swap



Delegates from Thailand



Emily Gross with Richard the Bear



Saima Abedi



The ACC

## Thursday 4 April

Aleksandra Zaparucha's plenary session entitled 'Under one roof: considerations on integrating content and language' described the CLIL approach, where subjects like Physics or History are taught through an additional language. After the plenary I met delegates from Nepal. I then attended the 'Forum on Research informing materials writing' with Luis Carabantes, Andrea Geroldo dos Santos, and Jane Ward and Colin Campbell. I then headed to the Q&A session related to Aleksandra Zaparucha's plenary session.

At the Exhibition hall our Patron was busy signing books. After coffee,

I attended Tim Denton's interactive talk entitled 'English is to be understood not loved, right?' in which the presenter discussed activities utilising poetry and creative language. As a member of the Digital Committee, I was invited to interview Matthew Steele and Alan Pulverness. After that, I attended Silvana Richardson's workshop on 'Continuing professional development evaluation for deeper learning and impact', followed by Stephen Haggard and Peter Hare speaking about 'English for Resilience: can it assist educating refugees in Ethiopia?' Carefully choosing sessions, I managed to attend talks by Kevin McCaughey ('Online resources from the U.S. Department of State'); Andreza Lago Dantas ('Teaching English in the Amazon:

a very rewarding experience'); Chris Roland ('Eight practical principles for managing teens'); Diana Galatiltiene ('Smartphones as a pedagogical tool: a practical approach'); and Ceara McManus ('Drama: beyond role play').

The workshop on Virtual reality teacher training experience by Adriaan Sinke and Rufus Baas (Netherlands) was really interesting as they provided 360-video material for typical secondary school classroom situations. Then I listened to David Heathfield's session on storytelling.

The last event was a great Pecha Kucha. The presenters were Maria-Araxi Sachpazian, Rob Howard, Božica Šarić-Cvjetković, Jean Theuma, Giovanni Licata and Hania K. Bociek.



Silvana Richardson



Book signing by David Crystal



Carol Read with British Council-sponsored delegates



Adriaan Sinke and Rufus Baas



David Heathfield



Pecha Kucha presenters

## Friday 5 April

Shaun Wilden welcomed plenary speaker Lindsay Clandfield, one of our current International Ambassadors, who gave a sparkling talk on 'Methodology, mythology and the language of education technology'. Then I attended Carina Kaufmann and Annika Kreft's joint presentation on 'Preparing (foreign) language teachers for multilingual and culturally heterogeneous classrooms'. The next session was Tania Pattison's 'Writing EAP speaking materials: ten principles'. During the coffee breaks I met my friends from all over the world to say goodbye. Later, I listened to Deborah Hobbs' talk

on 'Life beyond the exam – the language learner's constant challenge'.

This year, the final plenary was a bit different. We had four speakers – Katherine Bilsborough, Evan Frendo, Amol Padwad and Mercedes Viola – who spoke on 'Future directions in the field of ELT: where are we headed?' The Conference video was shown, prepared by Shaun Wilden and Heike Philp with some splendid moments from the Conference. President Harry Kuchah Kuchah then declared the Conference closed.

Hope to see you all in Manchester in 2020!

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Members of the Leadership and Management SIG

# Reviews of plenary talks



Paula Rebolledo

## Paula Rebolledo: Teacher empowerment: leaving the twilight zone

Reviewed by Glenda Gallardo, Peru

Paula Rebolledo used teachers' stories of empowerment and disempowerment to take participants on a journey through the different dimensions of teacher empowerment, while inviting them to reflect on the issue and think of possible ways forward.

Rebolledo urged participants to look closely at the ELT buzzword 'empowerment'. She hit on teachers' liking for 'the new' (words or trends) and 'the who' (the gurus in a given field). Rebolledo clarified there was nothing wrong with gurus, but she pointed out that it is teachers who are in classrooms. She asked, 'When did we stop calling ourselves experts?'

Moreover, Rebolledo stated that our understanding of teacher empowerment is partial, as are our efforts to achieve it. Empowerment is still in the middle ground between superstition and science; in other words it is in the twilight zone. Rebolledo informed us that currently most of the information about empowerment comes from general education; she knew of only three research studies (from Iran and Saudi Arabia) of empowerment in English language teaching.

In light of this discovery, Rebolledo carried out a survey based on the six dimensions of teacher empowerment: impact, professional growth, autonomy, self-efficacy, status and decision-making. The results showed that most teachers felt empowered when they learnt, shared, were able to innovate and felt their students were learning. On the other hand, teachers felt disempowered when their experience and expertise were disregarded, and when they could not make decisions about their class size, schedules, coursebooks and curricula. Rebolledo tactfully introduced the term 'cosmetic consultation' (Wedell 2018); that is to say, asking teachers for their opinions only to show others that teachers had been consulted. In summary, the teachers surveyed acknowledged they felt empowered only behind their classroom walls.

This was an engaging talk where EL teachers were encouraged to do research and also be part of a supportive community. Attendees left the plenary with the feeling it was time to make the transition from the shadow to the light, because that is where real empowerment starts.

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John Gray

## John Gray: Gender and sexuality in ELT – inclusive education vs queer pedagogy

Reviewed by Xiangdong Gu, China, with a personal journey towards inclusivity in China

John Gray's plenary talk explored the issues of gender and sexuality in ELT and in education more generally, looked at some factors behind the issues and considered solutions. As I was listening to John's talk, I was so touched by what he was saying that I couldn't help recalling my own journey towards inclusivity in education.

I became an English teacher in 1988, but it was not until 2005 that I was abroad in an English-speaking country – as a visiting scholar at the University of California Los Angeles (UCLA). One weekend, my friend Jack\* took me to a party where I met LGBT people for the first time; I was overwhelmed by how kind, friendly and welcoming they were. This was the first demystifying experience of mine to this 'special' group of people invisible to me before then.

In 2011–2012, I won a scholarship to Cambridge Assessment English as a visiting professor and made some very good friends with local people in Cambridge. Among them was Alice, who introduced me to the story of Alan Turing, the mathematician and computer scientist. I visited Bletchley Park, where Turing had worked to break the Nazi code during World War II, and I read a biography of Turing written by his mother. I was fascinated by Turing's story, and so saddened by the world's early loss of him due to his sexual orientation.

I also got to know Mike, whose 32-year-old son had announced that he was gay. I asked Mike how old his son was when he first realised he was gay. Mike said, 'Twelve.' Then I asked, 'Have you ever thought about what your son has gone through for twenty years, being unable to tell you the truth?' Mike later told me he was struck by my question.

All these experiences and stories have helped broaden and deepen my understanding of those who are gender and sexuality non-conforming and have helped me to realise the importance of inclusivity in EFL education.

In 2014 at the IATEFL Conference in Harrogate, plenary speaker Jackie Kay read us her autobiographical journey as a lesbian mother looking for her birth father and mother. I was moved to tears listening to her story. I finished reading her autobiography, *Red Dust Road*, on my flight back to China. I

made up my mind to recommend the book to my students and asked them to write their views about the book and about the topic of gender and sexuality.

Among the students was a boy, John, who revealed to me, with courage in his writing, that he had struggled with his sexual orientation for years. I decided to give John a voice. I encouraged him to keep weekly journals about his growth and to share them with me and with those classmates he trusted. He did, and by the end of his three years of undergraduate study, he had written nearly 300,000 words about his ups and downs at university.

On graduating, John was recommended to a Tier One university in China to continue his study towards an MA and PhD in Literature. Right now he is developing an academic paper on his struggles with his identity based on his weekly journals. I am proud that I have given this voiceless student a voice on his journey of growth at university.

Since hearing John Gray's talk, I have been thinking more, not just about the issue of gender and sexuality, but about what is missing or ignored in our education, particularly in EFL education in the Chinese context, and about what I can do in the classroom and beyond...

\*all names are pseudonyms

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**Aleksandra Zaparucha:**  
**Under one roof: considerations on integrating content and language**

Reviewed by Samuel Benitez, Mexico

In education circles, the use of CLIL (Content and Language Integrated Learning) methodology is a surfacing wave that many countries are contemplating adopting for their national ministries. At the same time, however, it can also be a mystery for many language teachers. In her plenary talk, **Aleksandra Zaparucha** shared with us the benefits CLIL has to offer. She addressed four CLIL-related issues which draw us to carefully and seriously considering incorporating this approach in our lessons.

In her dynamic talk about CLIL, Aleksandra successfully attempted to act as a connector between what she wished to convey and what we already know, to extend our knowledge, and to challenge our notions about CLIL. She did so by helping us to understand what CLIL is, why and how to properly deliver it, and what kind of content our lessons should include.

Understanding that teachers have different depths of knowledge with regard to CLIL, Aleksandra discussed the main elements that define CLIL and talked about how this approach can be the basis for other forms of bilingual and immersion programs. 'All is CLIL, she firmly stated. In doing so, she made it clear that CLIL methodology can provide support for teachers who are immersed in any method which combines content and language.

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

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

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**Lindsay Clandfield:**  
**Methodology, mythology and the language of education technology**

Reviewed by Rasheed Abdul Hadi, Syria

Lindsay Clandfield

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

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

He also posed some hypothetical questions aiming to argue against claims advocating for the replacement of 'old-fashioned' methods with language education technology. Towards the end of his talk, he listed some problems associated with the claim that education hasn't changed, where he said that when something does not change, it does not necessarily mean it is wrong; on the contrary, it could be a testament to its resilience. Hinting of the 'techlash', he concluded the plenary by reiterating that he was not criticising EdTech and emphasised that we should be realistic about technology and its potential as context matters and we

have agency.

In this review, I have attempted to capture the key points Lindsay addressed in his insightful plenary, which I enjoyed attending, and which was an eye opener for me and, I assume, for all those who were present.

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**Panel discussion: Future directions in ELT: where are we headed?**

Reviewed by Agnieszka Dudzik, Poland



Closing plenary

As suggested by its title, the closing plenary offered an opportunity to reflect on the current status of the ELT profession and the directions it may take in the future. For the first time in the history of IATEFL, the closing event invited interactive discussion with the audience both inside and outside the plenary hall. The programme committee also ensured that the presenters brought an international perspective to the discussion. The speakers represented highly

diverse teaching contexts, thus building up a broad picture of their predictions and hopes for our profession in years to come.

The session began with **Katherine Bilsborough** sharing her wishes for more principle-led, quality materials, which are available for everyone. Diversity and less exam dominance in YL materials were also emphasised. **Evan Frenedo** outlined his predictions of how English might be used in the future workplace and the implications of that future direction for ELT. The teacher's changing role in a technology-enhanced learning environment was stressed, as were the primacy of teaching communication soft skills and the shift from perceiving ELT merely in terms of language training. Changing attitudes and learning habits of the next generation of learners were discussed by **Mercedes Viola**, who also outlined her vision for learning environments characterised by diversity, inclusivity and learner collaboration. The plenary was concluded by **Amol Padwad** and his reflections on the changing role of the teacher. ELT going beyond mere language training and future educators' responsibility to teach soft skills and enhance employability were reiterated.

Based on the above, it seems that some unprecedented changes in the EFL classroom are inevitable and thus a number of challenging issues within the context of emerging trends will need to be addressed. Readiness to respond to the changing demands of the global world, adapting to make learning a more inclusive and innovative experience, as well as partnering with technology to adapt and augment our practice seem essential to help us ensure a bright future for ELT and the teaching profession in general.

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# From the scholarship winners

## Dreams do come true!

**Julieta Caffarel Justet, winner of the IATEFL Latin America Scholarship, outlines her experience of applying for and receiving the award.**

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

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

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

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

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

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

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



**Julieta Caffarel Justet** is co-owner of a language institute in Tarariras, Uruguay.

the winners created, we exchanged information about other talks and events we were interested in.

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

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

## Words of appreciation

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

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

Winning the scholarship was the most exciting thing in my career as a teacher. I was overwhelmed by everyone's support, especially that of the IATEFL staff and the BESIG members. I gave my first presentation at the Conference, made friends and found inspiration. Amazing! *Andreea-Katia Nechifor, Romania, Business English SIG Scholarship*



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

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

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

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

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

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

I was in a lesson when I got the email about winning and it was so hard to hide my joy. The experience was magic. With so many teachers and educators in one place, you can't help but I was in a lesson when I got the email about winning and it was so hard to hide my joy. The experience was magic. With so many teachers and educators in one place, you can't help but get



inspired. I can't wait to get home and start teaching! *Tamara Ilija, Ukraine, IATEFL Gill Sturtridge First Time Speaker Scholarship*

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

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

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

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

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

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

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

# A booth for all reasons

**Rob Howard discusses the origins and development of the Independent Authors and Publishers group**

This year marked the third year of the Independent Authors and Publishers (IA&P) booth at the annual IATEFL Conference. First, I would be remiss if I didn't offer my thanks for the amazing job done by the IATEFL staff for putting together the best and smoothest-running exhibitors' floors that I have seen to date. I would especially like to thank Leanne Smith for her professionalism and expertise in helping all the exhibitors have a stellar showing.

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

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

We thought about getting likeminded authors and publishers together to form a group to co-rent a small booth for the IATEFL Conference the following year. I contacted Marjorie Rosenberg, then IATEFL President, to see if she thought the idea would fly. Marjorie immediately gave her full support, and IATEFL offered us a small booth at a reasonable price. The Independent Authors and Publishers group was formed.

A small group consisting of Dorothy Zemach and Maggie Sokolik (Wayzgoose Press); Marcos Benevides (Atama-ii Books); Sue Kay, Karen Spiller and Karen White (ELT Teacher2Writer); and myself (EFLtalks and Online Language Center) crammed together into a small and unassuming 2 x 2 m booth in Glasgow for IATEFL 2017. We were pleased with the reaction from the crowd. Although most delegates still wanted a hard copy of a printed book to take home, they saw that publishing had a future and that the ability to get a speciality



**Rob Howard** is the owner of Online Language Center, founder and partner at Business Language Training Institute and founder of EFLtalks. He is a BESIG committee member, holds a Coordinator role with the Visual Arts Circle and is co-founder of the Independent Authors and Publishers group.

McDonald); Sarah Mount, Alan Pulverness and Alan S. Mackenzie (TransformELT); Fiona Aish and Jo Tomlinson (Target English); and Judy Boyle (the NO Project) to a bigger, more visible booth.

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

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

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

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

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

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

[IndependentAP.com](http://IndependentAP.com)



book to market quickly, efficiently, and for a reasonable price had a place.

For IATEFL 2018 in Brighton, we welcomed Walton Burns (Alphabet Publishing); Mark and Annie (Hancock

# In memoriam

**In this year's Tribute session at Liverpool, we remembered**

**Ron Carter** of the University of Nottingham, who was distinguished on many fronts. In the UK his advice on English in the school curriculum was valued by successive governments. However, at IATEFL, he focused on activities influencing EFL teaching. He will be remembered internationally for seminars for teachers on how to bring literature and language together and for his pioneering work with the Cambridge and Nottingham Corpus of Discourse in English (CANCODE). In 2017, he received a British Council ELTon Lifetime Achievement Award. Mostly, though, we remembered his graciousness, his modesty, his sense of humour and the support, both professionally and personally, that he gave to many of us.

**Christoph Edelhoff**, who was a force of nature. He was (along with Hans-Eberhart Piepho) at the forefront of progressive reform of ELT in Germany. His training centre at Rheinhardtswaldschule in Hessen was a dynamo for teacher training in Hessen and well beyond. He collaborated with Chris Candlin and others in producing innovative materials such as *Challenges* (1976) and running a joint annual summer school in Denmark. He was also an active – and sometimes critical – member of IATEFL. He was a genial and convivial man with enormous zest for life. We miss him greatly. Further tributes may be found at <https://trauer.hna.de/traueranzeige/christoph-edelhoff>

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

**Simon Greenall**, the most generous of gentlemen, whose profound wisdom and love could be felt every time you opened one of his meticulously elaborated emails. Everyone who knew him was always inspired by the way he shared his knowledge and catapulted countless teachers into successful futures. So many people were blessed to be friends with such an honourable, loving, attentive and hard-working man. The ELT world will miss him deeply.

**Michael Lewis**, whose impact on the ELT profession was immeasurable, particularly in terms of his work on the lexical approach. A student, on hearing of Michael's death, said shortly after the IATEFL Conference in Liverpool, 'Have you heard? Michael Lewis has died. That's such a loss.' She'd never met him, but his work was both an inspiration and a revelation to her. Those who knew him on a personal level will sorely miss his sense of humour and ability to assess a situation, huge assets which made him such an entertaining companion.

**Cyril Weir**, who was probably the single most influential figure in English language assessment in the UK, working at several universities, including long periods at Reading and, more recently, Bedfordshire. He first came to prominence as the person who brought knowledge of standard terminology and practice in language testing to previously uninformed

colleagues, while in the latter half of his career he became well known for his socio-cognitive approach to test design. As a qualified teacher, Cyril combined interpersonal skills and warmth with a specialist knowledge recognised with the award of an OBE for services to English language assessment.

# Around the world in stories

**David Heathfield reports on stories shared at IATEFL**



**David Heathfield** is a freelance storyteller and teacher trainer, the author of two books with DELTA publishing and a member of the C Group.

Andrew Wright and I hosted the annual Sharing Stories evening event at IATEFL Liverpool and, as ever, we journeyed around our wondrous world of personal and traditional stories. Delegates from all around the world gathered and listened with open hearts. We'd like to acknowledge those who chose to share their stories by simply listing them here.

- Sahar from Gaza and Nick Bilbrough from the UK opened the evening by telling and acting out a traditional tale from Palestine about following your dreams.
- Jenifah from Malaysia told a traditional wisdom tale about the art of theft.
- Alan Maley from the UK gave us two poems about his own experiences as a child at primary school, one about first love and the other about nits.
- Vera Cabrera Duarte from Brazil told us how her aunt used to heal her psychically with oil, water, yawns and love.
- Amanda from Australia/the UK led us darkly through a ghost story local to Canterbury.
- Sara from the Canary Islands detailed the unconventional wooing of her grandmother by her grandfather.
- Alice and her student Jerry, both from China, gave us an impassioned account of how he almost won the national public speaking competition by using Chinese hotpot as a metaphor for diversity.
- Rama from India described her exciting adventure as a five year old secretly performing as a dancer and actor.
- Xiangdong from China told us the story of how she has become an international storyteller thanks to IATEFL.
- Susan Rosso, a local storyteller from Lancashire/the Isle of Man, told us Manx mythology about the Herring, King of the Fish.
- Malu Sciamarelli from Brazil rounded off the evening with words of beauty she had penned herself.

Andrew and I wove a few more stories into the rich tapestry of the evening. Andrew shared stories about a few of the many extraordinary people he has known, including a wonderfully eccentric upper-class English gentleman commuter. I told two folk tales, 'How Uncle Rabbit tricked Uncle Coyote', which I learned from Francisco Perez, an anthropologist from Guatemala, and 'Joha the Judge', which I learned from Souad Fadel, a woman from Libya who works with Refugee Support Devon.

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# Focus on the SIGs



Jeremy Harmer at the ESOLSIG PCE

## English for Speakers of Other Languages SIG

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

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

**Dr. Mike Chick** presented research that he carried out in Wales and made the case for creating a more unified ES(O)L profession. **Johanna Stirling** discussed ways to support weak spellers, and **Emily Bryson** ran a workshop on how to create accessible and engaging learning materials. **Philida Schellekens** looked at classroom activities which address the challenges of multilevel classes, and finally, **Jenifah Abu-Hassan** explored the challenges of taking a subject like feminism into the ES(O)L classroom without causing tension among learners.

Our surprise guest was **Jeremy Harmer**. He led us in a productive discussion about materials for ES(O)L – or more appropriately, the lack of them. He said of the experience, 'The honesty and openness of the participants to discussing fundamental issues concerning their work was truly inspiring and deeply moving.'

Our Showcase was also a wonderful day of presentations and workshops; thank you to all of the presenters.

We look forward to continuing to explore the complex issues in ES(O)L in the coming months, including a webinar by Philida Schellekens in collaboration with NATECLA. More information about our autumn events will follow on our website and by email.

**Lesley Painter-Farrell**  
Coordinator  
esolsig@iatefl.org



Members of the ESPSIG Committee

## English for Specific Purposes SIG

In this year's PCE, entitled 'Quality assurance in ESP and EAP – academic and occupational perspectives', we were joined by both BALEAP and EAQUALS to enhance our focus on quality assurance. The event comprised plenary sessions, talks and a forum on accreditation schemes, thereby stimulating in-depth discussions concentrating on the various aspects of the quality of ESP and EAP education.

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

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

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

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

**Caroline Hyde-Simon and Ayşen Güven**  
Joint Coordinators  
espsig@iatefl.org

## Global Issues SIG

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

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

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

**Chris Sowton**  
Coordinator  
gisig@iatefl.org



Delegates at the LAMSIG PCE

## Leadership and Management SIG

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

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

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

We were also able to introduce our new committee members and solicit ideas and suggestions about events and activities for the future. All in all, it was a great Conference and we continue to offer a space for managers in ELT to share and learn from one another.

**Andy Hockley**  
Coordinator  
lamsig@iatefl.org



Andy Jeffery engaging his audience

## Learner Autonomy SIG

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

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

**Rachel Paling** spoke about non-threatening conversations about grammar; **An Sneyers** presented 'the funnel', a thinking model to help with ideas development; **Alex Thorp** evaluated teaching and assessment practices in light of key themes in educational psychology; **Jo Mynard** and **Scott Shelton-Strong** described autonomy-supportive conditions in a large self-access learning centre; **Andy Jeffery** explored how to use the application Slack in the classroom; **Hatem Essa** reported on reflective diaries; and **Marcela Harrisberger** finished the day by discussing coaching tools and techniques adapted for classroom use.

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

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

**Sandro Amendolara**  
SIG Showcase Day Organiser and Blog Editor  
lasig@iatefl.org



The LTSIG PCE

## Learning Technologies SIG

The Learning Technologies PCE explored the important topic of 'Feedback in a digital age' and brought together professionals from around the world in a day packed with learning, interactions and fun.

In the morning, the four plenaries were delivered by experts in the field and explored 'feedback' from different perspectives. **Dr Angi Malderez** analysed the different definitions of feedback and provided a strong theoretical framework for the day. **Helen Allen** and **Tom Booth** from Cambridge Assessment English explored the relationship between teachers and technology in providing, supporting and improving feedback for language learners and showed a number of innovative digital tools that can be used to this effect. **Joshua Underwood** explored how Artificial Intelligence and voice recognition software can create a genuine need for language accuracy and intelligible pronunciation and invited us to view voice assistants as allies for language learning. Finally, **Russell Stannard**, a pioneer in the field of digital feedback, explained how he uses screen capture technology to provide effective feedback and why this can strengthen the sense of support students need in online and blended learning. In the afternoon, four interactive workshops and the concluding round table discussions provided valuable insights for our community to continue exploring this topic. An extensive report, write-ups, videos and interviews were published in our April newsletter and can be found in the LTSIG website members' area.

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

**Sophia Mavridi**  
Coordinator  
ltsig@iatefl.org



Andrew Dilger's poster presentation

### Literature SIG and Materials Writing SIG

Our joint PCE entitled 'Creative arts and materials writing' was opened by **Aleksandra Popovski** of MaWSIG and **Robert Hill** of LitSIG, with an audience of 95 people.

The opening talk was given by **Professor David Crystal** and was entitled 'Language BLANK literature: from conjunction to preposition'. Crystal started his talk with a nice quotation from Robert Graves: 'A poet . . . must master the rules of grammar before he attempts to bend or break them' (1961) to illustrate that often language and literature are divided, but that in fact they are two sides of the same coin.

We looked at four examples, one of which was an extract from *Rosencrantz and Guildenstern are Dead* by Tom Stoppard. This play has a scene where the two characters are playing with questions – which led Crystal to talk about Shakespeare: the perfect place where language and literature come together. And he gave us a taste of Original Pronunciation (OP): 'OP gives a fresh insight into language (e.g. rhyme and puns)'.  
**Christina Klein Wolf** and **Eduardo Wolf** explained how they worked in an EAP context with Shakespeare texts. **Cheryl Palin** delighted us with a number of quotes from great writers to inspire us in our writing. **Alan Pulverness** talked us through the BritLit project, which ran from 2004 to 2013. Almost 50 kits that bring extensive reading alive can still be found online (on teachingenglish.org). **Hania Bociak** highlighted yet another aspect of materials development: using pictures and paintings. Pictures can be used in a number of ways and are a good way to get discussions going. **Alice Savage** and **Walton Burns** showed us how scripts such as plays and videos are a natural resource for teaching speaking skills since, unlike textbooks, they often use natural language and realistic contexts to teach the 'hidden' language of pragmatics. Finally, **Helen Holwill** and **Nicola Prentis** enlightened us on how to write a graded reader (with reference to both adaptations and original titles). **Andrew Dilger** from Oxford University Press also presented a poster showing how graded readers are commissioned by publishers.

It was a full and very insightful PCE day in Liverpool!

**Christien van Gool**  
Social Media Coordinator LitSIG  
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ReSIG PCE participants

### Research SIG

The ReSIG PCE, 'Communicating and learning from research', was a big success. With 16 poster presentations, keynote talks by **Anne Burns** and **Richard Smith**, and a final discussion led by **David Nunan**, the ReSIG PCE offered delegates and attendees a fantastic opportunity to discuss, in a friendly environment, what teachers can learn from research and what researchers can learn from teachers. Pictures and videos of the event will be available on our website shortly.

The ReSIG Showcase featured five excellent presentations on ELT research and a Forum in which we talked about what ReSIG does, outlined initiatives and developments and discussed questions posed by attendees. Photos and recordings of the event are available on our social media account and will be available on our website shortly.

In other ReSIG news, the ReSIG yearly newsletter, *ELT Research (Issue 34)*, edited by **Mark Wyatt**, **Emily Edwards**, **Dario Luis Banegas** and **Amol Padwad**, came out in February 2019. Some articles have been made open access on our website: <http://resig.weebly.com/issue-34.html>

ReSIG supported the ELTRIA ELT Research in Action (ELTRIA) Conference 'Bridging together two communities of practice' at the University of Barcelona on 26 and 27 April. The event aimed to demystify research and encourage teachers to read, engage with, and participate in relevant studies with clear practical grounding in order to bridge the gap between theory and practice.

ReSIG has published a new book, *Stories by Teacher Researchers in an Online Research Community*, edited by **Aslı Lidice Goktürk Sağlam** and **Kenan Dikilitaş** and available on our website: <http://resig.weebly.com/books.html>

ReSIG and the Creativity Group are hosting a joint event 'Exploring spontaneity' on 2 November 2019 at Wolfson College, University of Oxford, UK. For further details please visit our website: <http://resig.weebly.com/2-nov-2019--joint-event-exploring-spontaneity-in-the-elt-classroom.html>.

**Dr Ana Inés Salvi** and **Dr Kenan Dikilitaş**  
Joint Coordinators  
resig@iatefl.org



TDSIG &amp; GISIG PCE delegates

### Teacher Development SIG

Our PCE with GISIG and sponsored in part by Richmond ELT, focussed on the central idea of intersections between social justice and teacher development. Two sessions each included four short talks; these were followed by breakout sessions to discuss the issues raised with the speakers (**Steve Brown**, **Aymen Elsheikh**, **Mandana Arfa-Kaboodvand**, **Joan Macphail**, **Lizzi Milligan**, **Sergio Iván Durand Sepúlveda**, **We'am Hamdan** and **Rose Aylett**) in a more personalised way. Every speaker shared research they'd conducted and/or activities within their contexts.

What emerged was the notion that social justice is considered part of our remit as educators, for equitable learning environments and for meaningful communication. This, however, comes with the caveat to seek guidance from the local contexts in which we teach. We acknowledged that this is a challenging topic to summarise and not make absolute conclusions about within one event; we recognise that these are valuable discussions to continue throughout the coming years. In addition to livestreaming segments (see our Facebook page), speaker slides will be available ([tdsig.org/pce](http://tdsig.org/pce)) as well as follow-up with participants, speakers and members through our respective newsletters.

Our TDSIG Showcase featured diverse talks by **David Nunan** and **Julie Choi**; **Diarmuid Fogarty**; **Simon Brewster**; **Georgie Clark**; **Elena Oncevska Ager** and **Sarah Mercer**; and **Naziha Ali Raza**, **Daniella You** and **Tilly Harrison**. We also trialled the TDSIG pop-up talks: five-minute informal opportunities for different speakers to give their thoughts on any ELT topic they are passionate about. Check them out on our Facebook page. At our Open Forum session, we introduced the *Teacher Development Academic Journal (TDAJ)*, which will come out by next year's Conference in Manchester! A call for contributions will be posted on our website in the coming months.

**Tyson Seburn**  
Coordinator  
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Focus groups at the TTEdSIG &amp; BESIG joint PCE

### Teacher Training and Education SIG and Business English SIG

In Liverpool, the joint BESIG and TTEdSIG PCE 'Training (business) English teachers to prepare learners for modern workplaces: integration of soft skills' was attended by 72 colleagues.

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

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

Our final speaker was **Ros Wright**, a teacher trainer who specialises in teaching occupational English in the medical sector. Ros started off with a quote: 'The good physician treats the disease; the great physician treats the patient who has the disease' (William Osler). She stated that to become a great physician, the good physician requires the ability to use soft skills, such as demonstrating empathy, listening actively and reassuring the patient. Ros stated that it is important to include a self-reflection element to provide an opportunity to internalise training, to help students determine what the particular soft skill means for them, to focus on learning and self-awareness and to avoid simply retelling the event.

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

**Burcu Tezcan Unal**  
TTEd SIG Coordinator  
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TEASIG Showcase presenter and scholarship winner Mona Mersal

### Testing, Evaluation and Assessment SIG

The focus of this year's PCE was 'Authenticity in the assessment of productive skills'. **John Pill** started the day with a presentation on the concept of authenticity in testing and assessment. This was followed by **Siân Morgan** and **Andrew Kitney's** informative talk, leading from theories of authenticity to the process of developing authentic tasks for assessing productive skills. In the final plenary, **Dana Gablasova** gave us valuable insights into how corpora can be used in the development and validation of tests to promote authentic language use in language testing. Afternoon workshops gave participants the opportunity to explore these issues further while creating authentic tasks and working with corpora.

Our Showcase presentations ranged from improving assessment by item analysis (**Michael Fields**) through technology-enhanced formative feedback (**Mona Mersal**, the 2019 TEASIG scholarship winner) to assessing health professionals (**Brigita Séguis** and **Lynne Stevenson**). Presentations were also given on peer and self-assessment (**Yuliana Lavrysh**), the effects of a self-paced listening test (**Alice Middelkoop-Stijssiger**), benefits of assessment literacy (**Mina Patel**), and a self-assessment tool (**Maria Davou**). The day was rounded off by the Open Forum, with a fruitful discussion on the current challenges in our field.

Both the PCE and the Showcase were very well-attended and stimulated a good deal of interaction with much food for thought. We would like to thank all the speakers and delegates for making both days enjoyable and inspiring.

**Neil Bullock** has stepped down after three years as Joint Coordinator of TEASIG. We are grateful for all Neil has done to tirelessly promote the SIG and are pleased that he is continuing as Webinar Moderator. We warmly welcome **Mehvar Ergun Turkkan** to her new post as Joint Coordinator with **Ceyda Mutlu**.

**Maggi Lussi Bell**  
Editor  
teasig@iatefl.org

### Young Learners and Teenagers SIG

The YLT SIG PCE was built around an important exposition and discussion of the ways in which two parallel strands of teaching children and teenagers often coexist without knowledge or awareness of each other. This was done under the over-arching title 'Building bridges and common ground in TEYLs'.

These two strands are the teaching of English in full-time education contexts at pre-school, primary and secondary levels and the language-led approaches usually found in the private sector. The framework provided a useful context for discussing reasons for this parallel development with the goal being to identify age- and context-appropriate content, methodology and perspectives needed by learners and teachers and to extend this into materials, classroom activities and external expectations.

The day began with two plenaries: **Janet Enever** spoke about ways in which the two different approaches had evolved, while **Dave Spencer** described how the choice of topics inviting personal involvement and the use of flipped classroom approaches can provide productive bridges with teenagers.

There followed a series of shared talks describing some examples from each of the age sectors in more detail: early years (**Joan Kang Shin** and **Luciana Fernandez**); primary (**Shelagh Rixon** and **Amanda Davies**); lower secondary (**Dirk Lagerwaard** and **Bruno Andrade**) and upper secondary (**Leticia Moraes** and **Simon Pounder**).

These talks were followed by Q&A sessions in groups, and by an interactive workshop led by **Virginia Parker**: 'Tools for empowering learners and facilitating learning in TEYLs'.

The bridge-building concept provided an ideal framework for these talks, at a time when the teaching of English is, in many places, starting at an ever-earlier age and where awareness of the educational context and appropriate objectives need to better inform classroom practice, materials design and teacher training.

**Susan Holden**  
yltsig@iatefl.org



# From the Associates

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



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

## Associates Day at IATEFL

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

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

## Associates update

Lou McLaughlin, IATEFL Associates Representative, then presented a short

report on Associates' activities over the last 12 months and confirmed that the number of IATEFL Associates stood at 121 as of January 2019.

Those Teaching Associations (TAs) that had contributed to *Voices* during the year were thanked for their contributions: ELTAM Macedonia; IATEFL Slovenia; NELTA (Nepal); ELTAI (India); APC ELI (Havana); IATEFL Peru; CAMELTA; ACCRA GATE; and ELTAI Tirupati Chapter. All other TAs were encouraged to send in updates on their own projects, events and conferences for inclusion in this section.

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

## IATEFL Leadership and Management Online Course

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

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



enjoying the opportunity to connect directly with other TAs. The course will run again from July to September 2019 and members will be sent a mailing about this ahead of time. Those involved in the course were given special thanks: Kirti Kapur, NCERT; Andy Cubalit, GEN TEFL (Thailand); Leonor Marin, IATEFL Peru; Maria Veronia Casado, FAAPI; Caetano Capitaio, ANELTA Angola; Gafoudou Sakpoho, BNTEA (Benin); Sanja Bozinovic, HUPE; Isaiah Adzigodie, GATE (Ghana); Anastasia Malikova, ELTAF (Germany); and Mariam Kvirikadze, ETAG (Georgia).

## Associates Day presentations

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

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

After a well-earned coffee break, we moved into our TED-style sessions to learn about the various projects that had been going on throughout the year from a few of the Associates present. IATEFL Chief Executive Jon Burton also presented to Associates and discussed the ways in which they can benefit from being an Associate member, e.g. WMS funding. Thanks go to the following for taking the time to present and speak to us: HUPE (Croatia), TESOL Macedonia-Thrace, TESOL Spain, FAAPI (Argentina), IATEFL

Poland and TESOL Greece.

The Associates then broke into small working groups and provided general TA updates to the group leader. In response to the suggestions that were sent in ahead of Associates Day, discussions took place around the topics of membership, budgeting and using webinars. A summary of the notes will be sent out to all TAs once these have been compiled. The discussions once again showed that many TAs face the same challenges regardless of context, which highlighted the benefits of coming together in this way to discuss and share ideas, thoughts and possible solutions.

The afternoon also had a session from Roy Cross, representing the British Council. The British Council were kind sponsors of Associates Day 2019.

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

Thanks to all those who participated in Associates Day 2019.



## Coming events

2019

### JULY

3–4 Israel

**8th ETAI International Anniversary Conference, Jerusalem**

'ETAI: 40 years of sharing ideas'  
Event link: <http://www.etai.org.il/etai40/>

3–5 Costa Rica

**ACPI–TESOL Convention 2019**

'Competences and teaching practices for effective performance'

### SEPTEMBER

6–9 Germany

**IATEFL LASIG event with TU Braunschweig, Braunschweig**

'Reforming the foreign language classroom; empowering students to take ownership II'  
Event link: <http://secure.iatefl.org/events/event.php?id=181>

20–22 Poland

**28th IATEFL Poland Conference, Gdansk**

'Beyond the horizon'  
Event link: <https://iatefl.org.pl/en/iatefl-poland-conference-news.html>

### OCTOBER

9–12 India

**ELTAI event, New Delhi**

11–13 Germany

**IATEFL BESIG 32nd annual conference with Global Issues SIG strand, Berlin**

Event link: <http://secure.iatefl.org/events/event.php?id=187>

12–13 Korea

**2019 KOTESOL International Conference, Seoul**

'Advancing ELT: blending disciplines, approaches and technologies'  
Event link: <https://koreatesol.org/ic2019>

18–19 Malta

**IATEFL IP&SENSIG and MaWSIG strands at the ELT Council Malta conference**

Event link: <http://secure.iatefl.org/events/event.php?id=189>

24–26 Mexico

**46th International MEXTESOL Convention, Queretaro**

'Eclectic teaching trends for the ELT world'

### NOVEMBER

1–4 Japan

**JALT2019: 45th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition, Nagoya City**

'Teacher efficacy, learner agency'  
Event link: <https://jalt.org/conference/jalt2019>

2 UK

**IATEFL Research SIG & Creativity Group joint event, Oxford**

'Exploring spontaneity in the ELT classroom'  
Event link: <http://secure.iatefl.org/events/event.php?id=174>

14–16 Turkey

**19th INGED ELT Conference, Ankara**

'Outside the box'  
Event link: <https://inged.org.tr/>

23 UK

**IATEFL TDSIG event**

'Beyond the communicative approach: personal significance in language learning'  
Event link: <http://secure.iatefl.org/events/event.php?id=190>

Submissions for the calendar are welcome and should be sent to [membership@iatefl.org](mailto:membership@iatefl.org). Submissions should follow the format in the calendar above, and should 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.

The most up to date version of the calendar can be found on our website [www.iatefl.org/associates/associate-events](http://www.iatefl.org/associates/associate-events) and <http://secure.iatefl.org/events/>



# Who's Who in IATEFL

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**Scholarship Committee:** Maureen McGarvey (Chair), Ben Beaumont, Christian Ludwig, Amos Paran, Nora Tartsay-Nemeth, Adrian Tennant and Alison Stanbury

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**Conference Selections Editor:** Tania Pattison cselector@iatefl.org

**IATEFL Representative on the ELTJ panel:** Shelagh Rixon

**IATEFL Representative on the ELTJ Management Board:** Catherine Walter

## Special Interest Groups (SIGs)

Please visit the individual SIG website for a list of current committee members

## Business English (BE)

**Joint Coordinators:** Evan Frendo and Dana Poklepovic besig@iatefl.org

**English for Speakers of Other Languages (ES(O)L)** https://iateflsig.wordpress.com

**Coordinator:** Lesley Painter-Farrell esolsig@iatefl.org

## English for Specific Purposes (ESP)

**Joint Coordinators:** Aysen Guven and Caroline Hyde-Simon espig@iatefl.org

**Global Issues (GI)** gisig.iatefl.org

**Coordinator:** Varinder Unlu gisig@iatefl.org

## Inclusive Practices & SEN (IP&SEN)

**Coordinator:** Anne Margaret Smith ipsensig@iatefl.org

## Learner Autonomy (LA)

**Joint coordinators and PCE & LASIG Showcase organisers:** Christian Ludwig and Lawrie Moore-Walter lasig@iatefl.org

## Leadership and Management (LAM)

**Coordinator:** Andy Hockley lamsig@iatefl.org

## Literature (Lit)

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## Learning Technologies (LT)

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## Materials Writing (MaW)

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## Pronunciation (Pron)

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## Research (Res)

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Ana Ines Salvi resig@iatefl.org

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**Coordinator:** Tyson Seburn tdsig@iatefl.org

**Testing Evaluation and Assessment (TEA)** https://tea.iatefl.org

**Joint coordinators:** Ceyda Mutlu and Mehvar Turkun Ergun teasig@iatefl.org

**Teacher Training and Education (TTed)** https://ttedsig.iatefl.org

**Coordinator:** Burcu Tezcan Unal ttedsig@iatefl.org

**Young Learners and Teenagers (YLT)** https://yltsig.iatefl.org

**Coordinator:** David Valente yltsig@iatefl.org

## Associates

(as of June 2019)

**ACPI (Costa Rica)** www.acpi-tesol.com

**ACTA (Australia)** www.tesol.org.au

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**AMATE (Czech Republic)** www.amate.cz

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**ATECR (Czech Republic)** www.atecr.weebly.com

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**BC TEAL (Canada)** www.bctea.org

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**BETA (Bolivia)**

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**Bloy (Germany)** www.elta-rhine.de

**BNTEA (Benin)** www.bntea.org

**BRAZ-TESOL (Brazil)** www.braztesol.org.br

**CAMELTA (Cameroon)** http://camelata-cameroon.weebly.com/

**CI-ATEFL (Cote D'ivoire)**

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**EATE (Estonia)** www.eate.ee

**EKADEVE (Greece)** www.ekadeve.gr

**ELT Ireland** www.elt-ireland.com

**ELTA (Serbia)** elta.org.rs

**ELTA/GB (Guinea-bissau)** eltagb1.wixsite.com/elta-gb

**ELTABB (Germany)** www.eltabb.com

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**ELTAM (Montenegro)** http://eltam.me/online/

**ELTAS (Germany)** www.eltas.de

**ELTAU (Germany)** www.eltau.de

**English Australia** www.englishaustralia.com.au

**ETAG (Georgia)** www.etag.ge

**ETAI (Israel)** www.etai.org.il

**ETAS (Switzerland)** www.e-tas.ch

**FAAPI (Argentina)** www.faapi.org.ar

**FEELTA (Russian Federation)** www.feelta.wl.dvgu.ru

**FORTELL (India)** www.fortell.org

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**SELTA (Senegal)** www.selta.sites.google.com/site/englishlanguagecell

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**SPELTA (Russian Federation)** www.spelta.stormway.ru

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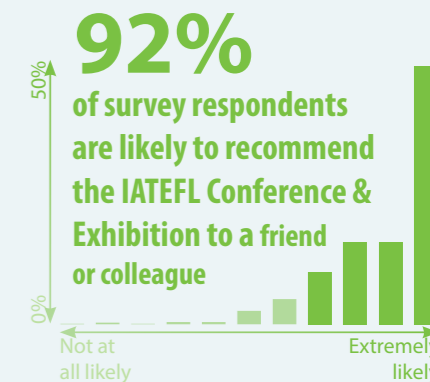


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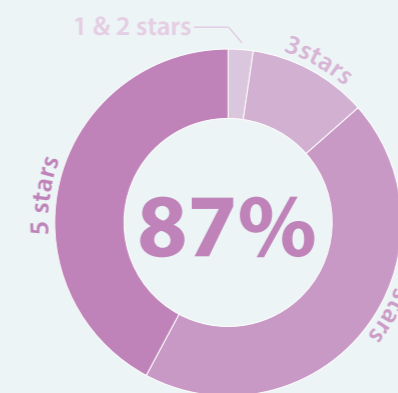
of delegates were 1<sup>st</sup> time attendees

593  
Academic  
Sessions

Over 90% of survey respondents hope to attend a future IATEFL Conference & Exhibition



703 Speakers



of survey respondents gave the Conference 4 or 5 stars out of 5



24 Scholarship winners

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