



THE BI-MONTHLY NEWSLETTER OF  
THE INTERNATIONAL ASSOCIATION OF TEACHERS  
OF ENGLISH AS A FOREIGN LANGUAGE

# voices

LINKING, DEVELOPING AND SUPPORTING ENGLISH LANGUAGE TEACHING PROFESSIONALS WORLDWIDE

November–December 2008 Issue 205

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# voices



Alison Schwetlick

## From the Editor

My warmest thanks go to everyone who has submitted copy for the theme of teachers and teaching. There has been a really good response from across the globe, so good that I will be dedicating two issues to the theme and continuing with a thread in subsequent newsletters.

This issue presents the ways in which teachers view their role and we have perspectives as varied as the people and places they come from. A challenge, a craft, a vocation, a mission, a profession, a negotiation, a responsibility, and a calling to help shape the future of the world are just some of the views of teachers from Austria to the Ukraine and from India to the UAE.

Turning to matters inside IATEFL, in Talkback we have a member's view on whether IATEFL should take positions on matters other than teaching. The IATEFL Membership Committee introduce themselves in the Volunteers column and our newest SIG, ES(O)L, tell us about their work on the Spotlight page while Sara Hannam focuses on teaching learners with special needs.

I hope you enjoy reading this as much as I did.

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## Head Office

For general information about IATEFL and details of advertising rates:

**IATEFL, Darwin College, University of Kent, Canterbury, Kent CT2 7NY, United Kingdom**

Tel: +44 (0)1227 824430 Fax: +44 (0)1227 824431

Email: [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org) Web: <http://www.iatefl.org>

## Editorial Office

Correspondence relating to newsletter content should be clearly marked for the attention of 'The Editor of IATEFL Voices' and sent to PO Box 3182, Pewsey, SN9 5WJ, United Kingdom.

The Editor can also be contacted by email at [aschwetlick@tiscali.co.uk](mailto:aschwetlick@tiscali.co.uk).

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**43RD ANNUAL INTERNATIONAL  
IATEFL  
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CITY HALL & THE NATIONAL MUSEUM,  
CARDIFF, UK  
TUES 31ST MARCH - SAT 4TH APRIL 2009

IATEFL's conference in Cardiff in April 2009 promises to be every bit as exciting as previous conferences. We have a number of novel attractions to entice you and we plan to provide you with a Welsh flavour and a memorable experience.

**PLENARY SPEAKERS**

Wednesday - Marc Prensky (USA)  
Wednesday - Elana Shohamy (Israel)  
Thursday - Bonny Norton (Canada)  
Thursday - Fauzia Shamim (Pakistan)  
Saturday - Claudia Ferradas (Argentina)

**DATES TO NOTE**

**22 September 2008**

deadline for speaker proposals and scholarship applications

**5 January 2009**

deadline for speakers to pay their registration fee

**30 January 2009**

deadline for other delegates to benefit from the earlybird registration fee

**31 March 2009**

Pre-Conference Events

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Conference and Exhibition

1500 delegates, 300 presentations, 40 exhibitors  
Keep checking our website for the latest information

**[www.iatefl.org](http://www.iatefl.org)**



# Reaching out to those in need

## From the President

Recently my attention has focused on our scholarship scheme as the time comes round once again when we invite applications for a number of scholarships to attend the annual IATEFL conference. Once again I find myself reflecting on the way in which this scheme enables us to work towards our charitable aims of linking, developing and supporting ELT professionals worldwide. This year the number of scholarships available has increased yet again, testimony to our many benefactors who enable us to fulfil our aims and to bring IATEFL to those who would otherwise not be able to join our community.

The Scholarship scheme has been running for a number of years. In 1991 the Ray Tongue scholarship, in memory of our late treasurer, started the ball rolling. This was followed by the First Time Speaker scholarship (which later merged with the Gill Sturtridge fund), and then shortly after by the Bill Lee scholarship, set up in memory of IATEFL's founder. These were followed by several other funds established in memory of well-known contributors to the TEFL world. Recently the scholarship scheme has mushroomed, welcoming a range of new initiatives. Some are specific to a region such as the recently established Africa scholarship set up by the Murphy trust in 2007, while others are for a specific theme such as the classroom exploration scholarship, established by Jane Willis and Corony Edwards in 2006. This year we are delighted to be able to offer five new scholarships donated by International House, including the Global Reach scholarships and the training and development scholarships, bringing our total for the 2009 conference to a record fifteen.

At the conference I always look forward to my meeting with the scholars and hearing how the opportunity has benefited them. At Exeter I listened to an effusive recipient telling me how the experience had changed his life, bringing

our mission again into sharp focus. It is at such moments that I feel deeply honoured to be president of our organisation.

AliReza Ekbatani from Iran, who won the Frank Bell scholarship at Exeter, conveys his impressions eloquently. He writes

It was a truly memorable event in my life. Personally, the experience has had a revitalising effect on me. When I actually met the long-standing TEFL experts who were all so full of life, it gave me the vital message that not only do I have to avoid being stuck in a rut at this point in time, but also redouble my efforts in constantly developing myself and my colleagues to make the EFL teaching career dynamic, to assist English learners in Iran. It was thrilling to talk to these people face to face. The conference had an influence on my teaching profession too. It helped me to reaffirm my belief that TEFL is my true vocation. The existence of IATEFL as an international association which supports teachers of English has made me feel more confident about TEFL and my vocation and passion, teaching English.

The success of this scheme enables us to hold our heads high as a charity and rightly claim that we are pursuing our charitable aims. Behind the scenes is a committed team, the Scholarship Working Party, who work throughout the year on seeking new scholarships and on the fair allocation of these to the many deserving applicants. We hope that many more benefactors will step forward and provide the funding for further scholarships to enable us to take yet another stride towards our goal of reaching out to those most in need.

The latest details of scholarships can be found at [www.iatefl.org/scholarships](http://www.iatefl.org/scholarships)



**Marion Williams** has been involved in teacher education in different parts of the world for 35 years. She is a Senior Research Fellow at Oxford University.

## Sponsorship opportunities

**43rd Annual International IATEFL Conference and Exhibition, City Hall and the National Museum, Cardiff, UK  
31 March to 4 April 2009**

Each year IATEFL receives sponsorship money from many companies, institutions and individuals to help us to keep our conference costs to our delegates and speakers as low as possible. Sponsorship can be in the form of payment for specific items such as our exhibition stand or drinks for the AGM, unspecific items or provision of items such as the conference bags, pens, etc.

### ***Sponsors for Cardiff so far include:***

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For more details please visit our website [www.iatefl.org](http://www.iatefl.org) or email me [awallis@iatefl.org](mailto:awallis@iatefl.org) to see how you too can benefit from becoming a sponsor. Hope to hear from you soon!

**Alison Wallis, Marketing Officer**



**Marjorie Rosenberg** teaches English and business English at the University of Graz, the University of Applied Sciences—Campus02—and the Styrian University of Education. She is also an active teacher trainer and holds seminars on both language and methodology throughout Europe. Marjorie is the author of *In Business*, Cambridge University Press, and a member of two authoring teams for textbooks for the Austrian schools. She has written materials for Cornelsen and Macmillan and is a contributor to IATEFL newsletters and English Teaching Professional.

# Helping shape the future of the world we live in

## Marjorie Rosenberg reflects on teaching.

Teaching was the furthest thing from my mind when I first started to think about career possibilities. My mother was a teacher and it never seemed to be the job for me. From as early as I can remember, however, I loved to sing. Therefore it was logical that I would study music. In 1981 the pursuit of a job in an opera house brought me to Austria from the United States. Unfortunately, working full-time as a singer just was not feasible and I needed a so-called 'day job'. As a native speaker of English I then began to work in adult education. Surprisingly, it appealed to me enormously as it contained certain elements of performing and here I am, more than a quarter of a century later, working full-time in the EFL field as a tertiary level instructor, private language teacher, teacher-trainer and materials writer.

### A true vocation

I have to admit that I still find teaching to be challenging, fascinating and enjoyable. As I expanded my repertoire, learned about my own language in order to teach it to others, learned the language of the country I live in and began to discover the wonders of methodology, I realised that teaching was perhaps my true vocation. Music has stayed part of my life but getting ideas across to others and seeing them enjoy lessons, noticing the progress they make, having contact with people from different fields and backgrounds; these aspects are simply incomparable to other jobs I have held. Although teaching began as a default job it has turned into the main focus of my life.

### Keeping up with new developments

As I began to explore alternative methods and continued with my own education, I discovered the fascinating connections between teaching English and psychological advancements including NLP and learning styles. Being able to bring elements from these areas into the classroom has convinced me that continuing to learn and develop is one of the major

aspects of this wonderful profession of ours. As one group of students told me, 'A teacher should never stop learning'. The dual challenge of keeping up with new developments in the language as well as enriching a toolbox filled with methods and ideas is intellectually fulfilling. In teacher-training seminars the most exciting part for me is when I leave with the feeling that I have also learned something new.

### Shaping the world we live in

This ties in as well with the values and beliefs which accompany my role as a teacher. As a foreigner living and working in another country, I also often feel like an ambassador of another culture. I encourage my students to ask questions about the United States as well as other English-speaking countries and to make comparisons with their own country. I try both to explain things from my own point of view and to be open to and respect the ideas that they have. When they turn in homework expressing their own inner feelings, I often talk to them privately and thank them for sharing. Creating a mutual feeling of trust and acceptance in the classroom is a goal in every course I teach on. When these elements are there, I know I am doing my job and for me it is more important than making sure that every 't' is crossed and every 'i' is dotted.

For me, awakening interest in both the language and the cultures and mind-sets of the multitudes of people who use English as either a first or a second language is of paramount importance. After all, when people understand and respect each other they can work together towards a common goal rather than be at odds with the world. As a personal principle I cannot think of anything more important when conveying information and I feel both proud and honoured that I have been given the chance to do this. After all, what could be more important than helping to shape the future of the world we live in?

mrosenberg@aon.at

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# What do you teach EFL for? Just for kicks!

## Oleg Tarnopolsky describes the challenges and rewards for NNS teachers.



**Oleg Tarnopolsky** is Doctor of Pedagogy, Full Professor at Dnipropetrovsk University of Economics and Law (Ukraine) where he is a Vice-Rector and chairs the Department of Applied Linguistics and Methods in Foreign Language Teaching.

Why are we teachers of English? That's a good question. I would like to limit my answer to EFL teachers, i.e. to those of us who teach English outside English-speaking countries, and to only those EFL teachers who are not native-speakers of English.

### The environmental challenge

I believe the answer is in the challenge itself, those intellectual and emotional 'kicks' that EFL teachers who are non native-speakers of English (NNS) get every day. The first of those 'kicks' is the non-English-speaking environment in which they work. It does not simply limit their students' opportunities for real-life communication in English—reducing, as a natural result, learners' overall achievements in developing communication skills. Even more important is that it lowers learners' motivation, making language acquisition an investment in a vague future but not an urgent need today. That requires great ingenuity and real intellectual and emotional effort!

### The competition

Another 'kick' is the natural, though often unconscious, rivalry between NNS teachers and their native-speaking (NS) colleagues. More and more NS teachers are working side by side with NNS EFL teachers. This makes both the students and the administration of educational institutions make comparisons and decide who, an NNS or an NS, is a better teacher of English in the given conditions and under the given circumstances—thus forcing NNS EFL teachers to be on the alert to survive in the competition. Though we no longer believe that an NS is always a better teacher (Cook 1999; Medgyes 1983; Widdowson 1994), there are indubitable differences. First, NNS EFL teachers as a rule have a foreign accent and other more or less serious imperfections in their English that the best of them often cannot get rid of during their career. Second, for NNS EFL teachers, however competent they are, it is very difficult to be aware of the most recent developments in the constantly changing English language. Third, the limited availability to NNS EFL teachers of the latest teaching materials and methods developed in English-speaking countries—those materials and methods that are better known to and more easily accessed by their NS EFL colleagues (Tarnopolsky 2007)—can have an adverse effect on the NNS EFL teachers' cultural awareness.

On the other hand, NNS EFL teachers have some serious advantages over NS ones if they teach English in their own countries and to the students who share their L1 (Tarnopolsky 2007). They include:

1. using the students' mother tongue to facilitate and accelerate the learning process;
2. developing students' interlingual awareness through comparison of the L1 and target language and fostering the acquisition of transfer strategies that are an important prerequisite for target language learning;
3. developing students' intercultural awareness through comparing and contrasting the L1 and the target culture, which is the only way of developing target culture sociolinguistic behaviours in the conditions where students have little or no direct contact with target cultural communities;
4. having experienced the same language learning problems as the students prepares NNS teachers to cope with those specific learners' problems that originate from incompatibilities or differences in the target and native languages (Medgyes 1983).

The last purely psychological advantage was pinpointed by Cook (1999: 200) who wrote that 'students may feel overwhelmed by native-speaker teachers who have achieved a perfection that is out of students' reach .... Students may prefer the fallible NNS teacher who presents a more achievable model'.

This is a great challenge ('a kick') for NNS EFL teachers because, to be really good and efficient, they need to make full use of their advantages and try as hard as they can to compensate for their disadvantages.

In general, then, it is clear that the work of an NNS EFL teacher is one permanent challenge. Making efforts to meet all the particular challenges, you get more kicks than rewards. That is why if kicks do not stimulate you and you do not enjoy meeting challenges and making efforts to overcome them, this job is not for you. On the other hand, if you enjoy solving problems both in your classroom and in your own self-improvement, then this job is made for you and you are made for it. Enjoy the kicks you get!

[olegtarn@fregat.com](mailto:olegtarn@fregat.com)

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**Christine Savvidou** is a lecturer at the University of Nicosia in Cyprus where she teaches courses in Academic Writing, Group Communication and Business and Professional Communication. Her research focuses on narrative approaches to teachers' professional development.

# Teaching as narrative practice

**Christine Savvidou sees storytelling as pivotal to teachers' identity and development.**

For we dream in narrative, daydream in narrative,  
remember, anticipate, hope, love, despair, plan, revise,  
criticise, gossip, learn, hate and love by narrative

Barbara Hardy 1968

## Storytelling our teaching

Barbara Hardy (1968) describes a world composed of narrative: a world in which we tell stories about ourselves and others, about our past and our future. It is an appealing idea. As an English Language teacher, it seems to me that we also teach by narrative, and for this reason, I view myself not just as an EFL teacher but also as a narrative practitioner.

As a narrative practitioner, I come to understand my teaching and myself as a teacher through stories about practice. Through story and storytelling, I am able to interpret, structure and evaluate experience, create new relationships, manage conflict, make decisions and construct professional knowledge. For example, when I give an account of my professional life, I do not report events in a chronologically-ordered and impassive manner; instead, I tell a story.

It is a story, rather than an account, because it is infused with the drama and structure characteristic of narrative. I select specific events and organise them within a specified time frame; I plot events so as to heighten suspense and hold my listener's attention; I focus on the particularities of the event such as names, places and other details with which to elaborate my story; I attribute intentions to my characters. I tell my story in a way that conveys a sense of genre, be it tragedy, comedy, parody etc.; I recount actions that have in some way breached expectations of normal behaviour, and in so doing I reveal my personal values and expectations. I modify, adapt and revise my story for different people, in different places and at different times; as a result, the version I tell to trusted colleagues might vary from the version I tell my employer. Above all, when I tell my story I give an account of significant events from my particular vantage point. While cognitive psychologist, Jerome Bruner (1991) calls it 'the narrative construction of reality', I call it 'storytelling my teaching'.

## Constructing professional identity through narrative

As narrative practitioners, we construct professional identity through story. As teachers, we become the central characters in our stories, even when the story is not about us. Professional identity is a narrative construct; or to be more precise, it is a composite of identities. My professional identity is to a large degree influenced by the many other roles I inhabit. When I walk into a classroom, I bring with me an identity shaped by my responsibilities, experiences, beliefs and memories: as a mother, I view my professional identity as

part-nurturer and part-carer; as an émigré, I am sensitive to those students far from their homeland; as a part-time student, I empathise with the struggles of my own learners; and, as the first member of my family to go to university, I value those students with their 'non-traditional' academic backgrounds.

In addition, professional identity is constructed through our memories of our own learning experiences: the type of students we were; the teachers we admired and those we despised, the subjects that excited us and those that bored us; our academic successes and our failures.

In effect, our professional identities are shaped by the myriad stories we bring with us to our classrooms. We may only be vaguely aware of how these stories relate to our professional identity but whenever we tell stories about teaching, we reveal the type of teachers we are, or the type of teachers we aspire to be.

## The narrative structure of teacher knowledge

As narrative practitioners, we construct knowledge of teaching through storytelling. Frameworks for professional knowledge in language teaching define professional knowledge as knowledge and understanding of teaching, learning, assessment and monitoring, specific subject knowledge, and literacy, numeracy and ICT skills to support teaching (Kelly and Grenfell 2005). In short, professional knowledge is viewed as a fixed body of knowledge that can be explicitly taught and objectively assessed.

However, there is another type of knowledge which is not objective or independent of the teacher. This type of knowledge is a teacher's storied knowledge. It is a complex and dynamic form of knowledge that is constantly being constructed and reconstructed. Firstly, storytelling enables me to know myself as a teacher: when I tell stories I reflect on and make explicit my values, purposes and emotions about teaching and learning. Secondly, storytelling highlights my professional knowledge as situated in a specific teaching and learning context. What I know in one setting and at one time can be irrelevant or ineffective in another setting or at another time. And, finally, storytelling recognises professional knowledge as constructed knowledge. When I tell stories of the professional dilemmas, challenges and choices I face, I construct new understandings of my practice.

Teacher knowledge as storied knowledge is also evident in the differences between newly-qualified and more experienced teachers (Gudmundsdottir 1991). Over my years of teaching I have acquired more stories to use in my teaching. When I started teaching, I imparted knowledge of language structures, rules and concepts directly and explicitly. However, over time, I have built up a repertoire of stories to share with my students. Humorous insights, anecdotes and

personal illustrations about subject-matter engage students in a way that lists of rules never can. These stories help me to interpret theoretical concepts and practical skills, connect ideas to students' experiences and integrate separate lessons into a curriculum.

## Developing through storytelling

As narrative practitioners, we develop professionally through storytelling. When we take a course, attend a workshop or participate in a conference, we view professional development as a finite process. However, when we tell stories about our professional lives, we are conscious of being 'in the midst' of our stories (Clandinin and Connelly 2000). There are no definitive endings either to our stories or to our learning how to teach. Moreover, through storytelling I become empowered. As author of my own story, I have the ability to re-story my past, interpret my present and speculate on my future. When I tell my story, I have narrative authority: my voice is heard and I can decide what stories I want to tell and to whom. Through storytelling, I develop narrative competence: the skill of being able to see connections between different experiences (e.g. when I say 'that reminds me of ...'). And, through storytelling, I become alert to the incoherences and contradictions I hear in the stories of others. In other words, when I hear a story, I ask myself what is meant, which may not be the same as what is said. Through storytelling, I am able to change.

## Why storytelling matters in teaching

Storytelling allows us to know our teaching and ourselves as teachers. Storytelling makes explicit our tacit knowledge. In other words, what we know and do intuitively or routinely is put into words when we tell stories of practice; when we tell stories and listen to the stories of others we hold up a mirror for reflection; we create new relationships through the empathetic links we make between stories and storytellers; we begin to think critically when we tell stories which reveal the discrepancies between our actions and our beliefs; and, when we take the time to listen to the stories of others, we appreciate and value teachers' perspectives in an educational climate preoccupied with highlighting teachers' deficiencies.

In an educational climate which emphasises 'standards', 'targets' and 'evidence-based practice' (Hargreaves 1996), storytelling offers insights into how teachers interpret policy. To this extent, storytelling offers an important way of understanding 'what works', as well as what doesn't work from the perspective of the teacher.

## Conclusion

The stories we accumulate throughout our careers represent the critical conversations we have with others about professional identity, knowledge and development. As such, our

**storytelling is not just *thinking about* experience; storytelling is the act of constructing our realities**

competence as teachers is tied to our ability to interpret experience and construct stories about practice. As narrative practitioners, storytelling is not just *thinking about* experience; storytelling is the act of constructing our realities (Carson 2001). As narrative practitioners, we have the potential to story our lives and live our stories.

savvidou.c@unic.cy.cy

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# ELT Journal

## The Oxford Journals Developing Countries offer

Through initiatives such as the wider membership scheme, IATEFL has long had a commitment to opening the Association to ELT professionals all over the world. *ELT Journal* is proud to share that commitment and our involvement in the Oxford Journals Developing Countries offer is designed to help us to reach readers in parts of the world where access has been unavailable for financial reasons.

Through this scheme, free or greatly reduced online access to many Oxford journals is available to not-for-profit educational institutions in low income countries. The list of qualifying countries is based on country incomes as established by the World Bank Report 2006. Access is either free or greatly reduced depending on which list they appear in. Institutions within qualifying countries can apply for the full Developing Countries collection, the Humanities and Social Science subset (which includes *ELT Journal*), or the Science, Technical, and Medical subset.

We are very keen to encourage take up of this offer, so please spread the word to any contacts you have in the developing world. Full details are on: [http://www.oxfordjournals.org/access\\_purchase/developing\\_countries.html](http://www.oxfordjournals.org/access_purchase/developing_countries.html).

## Key Concepts in ELT

In the October issue of *ELT Journal* we printed a cumulative list of the 'Key Concepts' features we have run since the first one (on 'Learner Training') in 1993. The list and the complete text of all 'Key Concepts' can be accessed free of charge from the *ELT Journal* website at [http://www.oxfordjournals.org/our\\_journals/eltj/keyconcepts.html](http://www.oxfordjournals.org/our_journals/eltj/keyconcepts.html).



**Kausar Saida**, Deputy Head of English from Al Khawarizmi International College, Al Ain, UAE, has been teaching English with communication skills and personality development for the past 26 years.



**Dr R. Ganesan** is a professor of English at Kongu Engineering College, Perundurai, Erode, Tamilnadu, South India. He has been teaching English since 1983, teaching grammar, writing skills, ESP and is currently guiding a number of research scholars on MPhil and PhD programmes in ELT, and British and American literature.



**S. Gadhimathi** is a lecturer in English, Kongu Engineering College, Perundurai. She is a PhD scholar researching English for Specific Purposes from a psychological perspective under the supervision of Dr R. Ganesan. She is interested in bringing a dynamic revolution to teaching methods.

## A noble profession

**Kausar Saida likens teachers to venerated sages.**

*Guru Brahma, Guru Vishnu, Guru Devo Maheshwara  
Guru Sakshat Parbrahma Tasmai Shri Guruve Namaha*

The Sanskrit verse above shows us that the teacher is like Lord Brahma who generates knowledge within us, like Lord Vishnu who operates the knowledge in our mind, and like Lord Maheshwara who destroys the wrong concepts attached to our knowledge, while enlightening us on the desired path.

Hailing from a country where teachers are venerated, I think myself very fortunate. I still think very highly of my teachers. And though my father wanted me to be a doctor, I think an innermost urge to be like my teachers and command a permanent place in the minds and hearts of my students made me gravitate towards teaching—and I have enjoyed every minute of it. Every day brings something new to learn and cherish.

A teacher can be likened to a potter who moulds clay into beautiful pots. Teachers mould their students and take pride in seeing them transform into responsible people with all

their talents and skills honed for success. I have come to realise that students are students, irrespective of their level or age. It is up to the teachers to forge an interest in the minds of the students for the subject.

Today teaching has been transformed from a small, highly skilled profession concerned with a minority of the population to a large and important branch of the public service. Intellectual independence is essential to the proper fulfilment of our function, since it is our business to instil what we can of knowledge and reasonableness into the process of forming public opinion. Teachers, more than any other class, are the guardians of civilisation, which in the important sense, is a thing of the mind, not of material adjuncts to the physical side of living.

The present challenge of the teaching profession is to fulfil the multi-dimensional requirements of the various student segments vis-à-vis the right mix of teaching methodologies for effective learning and real time success in the school of life.

[kausar\\_saida786@yahoo.com](mailto:kausar_saida786@yahoo.com)

## A noble mission

**R. Ganesan and S. Gadhimathi call teachers to work towards the ideal.**

Among the various occupations, teaching is one of the most challenging and most interesting. In fact, it is the noblest profession in the opinion of Indian society. It is aimed at making learners into human beings—beings who are not selfish or jealous, not biased, not evil, not secular, not lazy and not narrow-minded. Unfortunately, our social institutions have failed to do this and we find people divided by caste, community and creed. In fact, people with a catholic mind and generosity have been victims of social, political and religious dogmas; Mahatma Gandhi, Martin Luther King, Abraham Lincoln, Nelson Mandela and many others laid down their lives or gave up their freedom for the sake of humanity.

So, we believe that teaching must not be considered as a profession or vocation but as a mission—a mission that can transform men and women into universal souls. This mission is concerned with creating social awareness and initiating the process of discovering knowledge. Education is synonymous with spiritual realisation. Ironically, in the modern world, the more educated people are the more selfish and the more materialistic they seem to become.

Our education system should be modelled not on theory but on the practical wisdom of our past. We need to teach our children in terms of life and its difficulties. We need to frame our syllabus in terms of the noble ways in which our rishis\* and champions of the poor lived.

We need to design our system not around things but around people. Our educationists and teachers must evolve a system of education from which the learners learn to discover themselves, to develop their creativity, to make errors and learn from them. Teachers should help learners to develop a positive attitude towards life and work and inculcate a love for mankind and all other creatures.

This mission will place mankind on the highest social pedestal since the dawn of evolution. It is the duty of every one of us to work towards that ideal and it is not impossible to achieve if we all join in. Only then will teaching stop being just a vision and become a noble mission.

[bruceganesan@yahoo.com](mailto:bruceganesan@yahoo.com)

[emugandhi@rediffmail.com](mailto:emugandhi@rediffmail.com)

\*a rishi is a Vedic Sage, occupying the same position in Indian history as the patriarchs of other countries (Editor)

# Figure of authority to negotiator

**Lindsay Ellwood reflects on the changing role of the teacher.**

I began teaching TESOL in 1978 and my role then was very different from my role as a teacher now. This is an indication of the way my teaching has developed over the years: from a figure of authority to a negotiator.

During the '70s, methods such as 'The Silent Way' were introduced; I was taught this method during my TEFL training at International House in London. The Silent Way was based on cognitive theory and was characterised by a problem-solving approach to learning. Gattegno (1972) held that it is in the learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems. The teacher is encouraged to be silent, thus avoiding the tendency to explain everything to the learners. The Silent Way was heavily criticised; it was considered harsh, as the teacher was distant and the classroom environment was not considered to be conducive to learning.

I did experiment with the method as a newly qualified EFL teacher, but I soon abandoned it as unworkable within my teaching context of mainly individuals and small groups. In these situations, remaining silent was difficult and awkward so I reverted to a more traditional role and 'tried and tested' methods of teaching.

Over the years I gradually became more active in student-centred learning, where the teacher's role is that of a facilitator and resource person, helping students to discover their own learning styles and set achievable goals. More recently, my interest has focused on the work of Breen and Littlejohn (2000) and Candlin (1987), and I have been implementing negotiated syllabuses based on the negotiation cycle according to Breen and Littlejohn (2000).

The negotiation cycle is a three-step cycle. In step 1, the broader decisions, such as the aims of the course or the focus of the work to be done are negotiated by the learners and teacher. In step 2, the actions resulting from the decisions made in step 1, for example, certain tasks that have been agreed on, are then carried out. Step 3 is then the evaluation of the lesson or series of lessons, for example, what the learners have achieved, how appropriate the purposes and content were, and so on. This reflective phase is crucial to the whole process, because essential information is generated that is used for the following cycle of negotiation and decision-making.

Here is an example of how a recent cycle went with a group of NGO workers. In step 1, the learners wrote down what they wanted to learn next, in this case telephone calls. In step 2, the learners thought of a problem situation they

could encounter in Africa, in this case a telephone conversation with an official. We discussed it, and also phrases they could use, tone of voice, etc. They role-played the telephone call, and then reversed roles. In step 3, after a period of reflection, the learners gave feedback, such as 'I have learned a lot today!! The telephone calls were very practical.' via email and this informed the decisions in the next cycle.

I provide ESP intensive/semi-intensive courses for professional people often in-company and usually for small groups or individuals. Courses are developed specifically for each

**... some of the power may have been devolved but I have developed considerably as a teacher**

group/individual, and the groups are mostly monolingual. Negotiated courses work very well within this context, as learners are concerned with increasing fluency—often in a short time—and are not bound by an examination syllabus.

The teacher is instrumental in creating a safe learning environment, and for developing an understanding relationship between teacher and learner; both are crucial to effective negotiation in the classroom. Inevitably some of the teacher's power is diminished, as some of the decision-making will be in the learner's hands. So the success of a negotiated course depends on the teacher's expertise in dealing with the course content, the students' learning styles, and so on.

As I reflect on all this experience, I see that my role as a teacher has shifted from a figure of authority to that of an expert skilled in negotiation and cooperation in the language classroom: some of the power may have been devolved, but I have developed considerably as a teacher.

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[info@expression-english.net](mailto:info@expression-english.net)



**Lindsay Ellwood** has a wealth of experience teaching TESOL in language schools, institutes and businesses in the Netherlands. She has been the director of a language bureau, 'Expression', since 2000, which provides English language courses for professionals. She is currently studying for her MSc TESOL at Aston University.



Sean Sutherland is a PhD student at King's College London. He also teaches at the University of Westminster.

## Team teaching with NES and NNES teachers

**Sean Sutherland sees teachers' use of English as a lingua franca as self-affirming.**

Language teachers are often categorised as either native or non native speakers, with some students, fee-paying parents, teachers and researchers subscribing to the idea that being a native English speaker (NES) is enough to make a teacher more valuable than a non-native English speaker (NNES).

Team teaching with an Assistant English Teacher (AET) in Japan is a microcosm of NES—NNES teacher relations. A typical class might include songs, games and interviews (McConnell 1996) led by both teachers. The primary qualification for an AET is native English speaker status. Other countries have followed Japan's lead (Jeon and Lee 2006), but the number of AETs in Japan is unmatched elsewhere.

AETs are often popular with students. AETs may provide motivation for students to learn English and can act as living libraries of foreign cultural knowledge. When I was a team teacher in 1998 it was not uncommon to meet young students who had never met a non-Japanese person, much less had a chance to speak English with one. Japanese teachers may also appreciate AETs, especially as someone to share the workload with, something any teacher would like. Some Japanese teachers I interviewed reported positive feelings about team teaching pedagogy.

I think, however, that it is unlikely that team teaching makes Japanese teachers feel positive about themselves as teachers and as users of English. Talking to them has provided some confirmation of this. They are highly trained and qualified and often have years of experience. The AETs,

**... it is unlikely that team teaching makes Japanese teachers feel positive about themselves as teachers and as users of English**

on the other hand, do not need experience or teaching qualifications, despite the protestations of the Japanese government and private recruiters to the contrary.

The status of the AET is also given primacy by other social realities. Students often say they want to sound like NESs. Language schools advertise the number of native English speaking teachers on staff. Parents' groups have been known to push their children's schools to increase the number of contact hours students have with NESs. It seems that arguments in favour of NNES teachers have been ignored.

It is in this context that English as a lingua franca (ELF) research should help to legitimise the role of NNES teachers.

To put it simply, ELF is the study of how NNESs use English with each other, in the absence of native English speakers. Rather than focus on examining NNES speech for mistakes as is common in SLA research, ELF research looks at how proficient NNESs communicate effectively with each other.

Slowly, as awareness of ELF increases, students, their parents and other interested parties will realise that Japanese teachers should not be characterised as NNESs, with all the negative associations implied by that term, but should instead be seen as proficient ELF speakers. Visitors and foreign residents from Asian countries outnumber those from English speaking ones in Japan, making ELF interactions probably more frequent than those involving NESs. Students who live their lives in Japan will probably use English in ELF interactions more than in interactions with NESs.

As research continues to show that ELF users, including Japanese teachers, are not deficient speakers of English, notions of error, interlanguage and fossilisation that all use NES English as their point of reference and assume that ELF use is incorrect rather than legitimate difference (Jenkins 2006), will no longer play a part in discussions over who makes a better teacher. English teaching targets could then be set based on the model of the Japanese teacher of English, whose use of English more closely mirrors the students' own than an AET's ever will.

It is too facile to believe that we will ever hear Japanese students say they want to speak ELF over American English or British English. It is also not our place to set students' language learning goals for them. However, ELF research, and its eventual effect on Japanese education, should show students that they have two legitimate models of English use in their classrooms, and that the AET is not necessarily the appropriate one.

**william.sutherland@kcl.ac.uk**

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# What does teaching entail?

**Audrey Moh suggests that teaching means accepting responsibility.**

## Why do we teach?

Ten years ago, I had just graduated from the Nanyang Technological University in Singapore with a second class business degree and the 1998 Asian economic crisis. No reputable banks were hiring and certainly no trading companies needed a novice to deal with what they were experiencing in the markets. I decided there and then that I would not fulfill my father's wishes of becoming the banker he was but instead, pursue my passion for words and take this serendipitous opportunity to take a journalism degree. Unfortunately, my father had no intention of sponsoring me for this 'whimsical idea' and I had to come up with my own funds.

I turned to office work. The 'office' turned out to be a tuition centre teaching English to primary and secondary local students. The Programme Director (my boss) wasn't really looking for a Personal Assistant; he was merely looking for someone to do the administrative work in his new school. One day, my boss asked me to fill in for his teaching assistant who had called in sick. And the rest, as they say, is history. Today teaching is my passion.

Many academics and educators all over the world have the kind of qualifications that would probably make them the gurus of pedagogy and semantics. I, on the other hand, survive on my TEFL certificate and DELTA. I wake up every morning, excited to go to school because I know I have a great lesson plan ahead and I cannot wait to inspire and motivate my students with it. Every evening when my day is over, I return home to reflect upon what I have done and what I can do better for my students tomorrow.

Teaching gives me life. Perhaps some may call me an entertainer, or even an attention-seeker; for the adrenalin rush that I get every day standing in front of a group of students, and drawing their attention and interest into the communicative aspect of English is addictive. I have colleagues who start the day with complaints about how long the day is going to be and how much they 'do not want to do this'.

'This', I reckon, is not teaching. During my TEFL in Prague and my DELTA in Barcelona, I met many individuals who were

there for the adventure, hoping to spend a month to a year traipsing through Europe, Asia or South America with that basic CELTA or TEFL qualification and their native-speaking advantage. When I hear such comments, I feel sad. I am sad not because I am being discriminated against for my race (even though English is our first language in Singapore), but because the aim of education or teaching is lost when so many people treat it flippantly as a 'holiday gig'.

Some people teach because they find teaching a gratifying profession. They expect satisfaction and appreciation after every lesson otherwise they think it was a waste of their time. There are others who do it because they were able to climb the corporate ladder and are now Directors of Studies or running their own schools. My best friend started out with a degree in psychology but changed his mind about counselling others and went on to do a CELTA in London. He became a teacher by default; not because it paid well or he had grand ambitions to change the world. He had his own social life and teaching was merely his job. It helped to sustain his personal life and he liked the environment and his colleagues. Shortly after I left, the DoS also left and being the only Caucasian who had stayed on for the longest time, the task of DoS naturally fell into his lap. Now he has the responsibility of running the ESL department of a private university in Shanghai and teaching has become a burden.

The bottom line is that teaching is a responsibility and it shouldn't be taken lightly. It doesn't matter who you are teaching—children in a private school in Kyoto, college students doing English degrees in a university in Mexico or even a Chinese businessman who hires you as his tutor so that he can communicate with his American partners more fluently. Even if you are teaching or tutoring because you need the money to start a new business or travel the world, you still have a responsibility towards your learners. The question of why we teach is unimportant—it is the recognition of what teaching entails that forms the basis of becoming a teacher.

[zxyim@hotmail.com](mailto:zxyim@hotmail.com)



**Audrey Moh** travels around Asia as an ESL Lecturer and trains college students for IELTS. She holds a TEFL Certificate and a DELTA and is intending to start on her MEd with the Open University in UK.

## Erratum

In *Voices 204* we omitted the following sources used by Mohammad Mohseni Far:

- Dickerson, W. B. 1978. 'English orthography: a guide to word stress and vowel quality'. *IRAL* 16/2: 127–47.
- Dickerson, W. B. 1980. 'A pedagogical interpretation of generative phonology: 1, Theoretical Foundations'. *TESL Studies* 3: 62–96.
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**Richard Kiely** works at the Graduate School of Education, University of Bristol. He is Coordinator of the Centre for Research on Language and Education (CREOLE) and Pathway Coordinator for TESOL/Applied Linguistics doctoral pathways (EdD and MPhil/PhD).



**Matt Davis**



**Graham Carter**



**Carolyn Nye**

**Matt Davis, Graham Carter and Carolyn Nye** are members of the ESOL team at City of Bristol College, Bristol.

# Working with the dense weave of cognitive and affective strands in the classroom

**Richard Kiely, Matt Davis, Graham Carter and Carolyn Nye see teaching as craft.**

Language teaching is in a post-method age. This means that in the development of EFL/ESOL programmes and classroom practice, we are unlikely to find and implement a new method which will guarantee success in learning. As teachers, we work with an extensive and ever-changing repertoire of pedagogic strategies and techniques which are deployed in both planned and responsive ways in lessons. Such a view of teaching suggests that effectiveness derives from experience, and expertise develops from creatively engaging with novel challenges in the classroom. In this article we examine expertise in teaching as *craft*. We draw on data from an ongoing research study\* into a Continuing Professional Development (CPD) project to show how the craft metaphor captures a key capacity of the experienced teacher, and may be a productive way of designing and implementing CPD programmes.

Our analysis draws on different theoretical perspectives to shed light on the complexity of teaching and classrooms: reflective practice (Schön 1983; Richards and Lockhart 1994); exploratory practice (Allwright 2003); language teaching as social action (Rampton 1999; Richards 2006); and language teaching as principled action drawn from experience (Hird *et al.* 2001; Breen *et al.* 2002). The notion of *craft* as a means of capturing this perspective on teaching is not new. Wallace (1991) presents it as a set of skills acquired through apprenticeship with a senior teacher. Freeman and Richards (1993) contrast art/craft conceptions of teaching with accounts based on methods derived from theory or ideology. The teacher 'treats each learning situation as unique' (1993: 209) and observes, analyses, invents and personalises in order to create and maintain a learning classroom. Edge (1995) adds an important interpersonal dimension: 'teachers are artists to the extent that they illuminate the lives of other people with the expression of their individual creativity' (1995: 396). It follows from this that success in the classroom depends largely on the personal investment of the teacher, how this investment is enacted interpersonally and socially, and how it establishes the classroom as a safe and engaging zone for language learning.

Over the last decade or so a key methodological development in TESOL applied linguistics classroom research has been the use of the *episode* to build a broad, multi-faceted account of classroom interaction. Episodes may include a transcript of the language used, together with additional information such as observational fieldnotes and teacher and student perspectives (Kowal and Swain 1994; Ellis 2001; Richards 2006; Davis 2007). This approach to classroom interaction analysis allows examination of micro features (language used, associated behaviours) with attention to macro features of

the lesson context and the wider language learning task (lesson focus; materials; teacher–student relationship). There were 14 episodes compiled in the CPD programme. Below is a close analysis of one of these.

In all the episodes, traditional aspects of language classrooms—vocabulary clarification and grammar teaching—dominate. This element of convention is further supported by the centrality of the teacher, who is the focus of queries, who monitors and checks, and who leads the negotiation of meaning. Alongside this traditional teacher-led pedagogy there are complex interactional practices, which illustrate the mutuality of respect and responsibility in the classrooms. Throughout, the teachers' active management of interactions ensures that these conditions are maintained and student investment in their learning is fostered.

Within the conventional-looking shell of each episode, a range of creative, sensitive and personalised techniques can be identified. To illustrate this, Episode 9 is examined in detail. It was constructed from a longer narrative developed by the teacher, and posted for discussion on the Project VLE (virtual learning environment). This led to a conversation about the episode between teacher and researcher carried out electronically in the days after the lesson.

## Episode 9: 'Like for like'

... later on during the same vocabulary activity while we were all checking as a class, one of the students wanted to return to a word, which we'd checked two answers before. The word was 'assessment'. This student had a thesaurus on her desk, which she had borrowed from the library and I had noticed earlier she had copied down the title and ISBN number, I presume because she intended to buy a copy for herself. She was unsure of the meaning of 'assessment' and asked if it meant 'determination'—I had to think for a bit and then replied that no, it didn't in the noun form but as a verb yes it could mean the same. (I remembered that the week before we had been reading a survey report and the model sentence introducing the purpose of the report used the verb 'assess'—the purpose of the survey was to assess the levels of student satisfaction). She wasn't happy with this explanation and called me over to her desk and showed me the entry in the thesaurus, which indeed had 'determination' as a noun under the entry of synonyms for 'assessment'. I then tried to explain that although it was listed as a synonym, use of synonyms all depended on context and you couldn't just substitute one word for another. What I

actually said was that you cannot use the words 'like for like' using my hands to demonstrate this expression. The student sitting next to this girl, just the week before, had asked what expression he could use in a particular situation. The expression that I offered him was 'like for like', so as I used the expression in my explanation of the use of synonyms, I turned to him as I was speaking to check he remembered the phrase—he smiled and acknowledged that yes he had remembered.

This episode illustrates five features of the craft of teaching:

1. There is a high level of analytic cognitive activity (reflected in the teacher's use of the verb phrases, 'I had noticed'; 'I presume'; 'I had to think'; 'I remembered'), linking language, people, and pedagogy. An interaction the previous week with another student becomes part of the network of learning opportunities being engineered here.
2. There is a high level of teaching/learning awareness, evident in the response to the two students: the student with the thesaurus is given a technical explanation (which unfortunately is contradicted by the thesaurus), while communication with the other student is with a *look* and a *smile*.
3. There is respect for the student initiative despite the inappropriateness of the resource used by this student. Here the principle of respect and encouragement seems to over-ride a principle of giving students advice of the appropriateness of resources. The respect principle is deployed, however, with complex language awareness information: the student is advised to explore the meaning of words in context rather than in isolation. In the subsequent discussion the teacher describes her emotional response to seeing the thesaurus: 'my heart sank'. She avoids conveying the implicit negativity here in her response to an enterprising student.
4. There is skilful use of a chance opportunity to recycle something from the previous week, which is of particular relevance to another student who notices the link. As is stated in the subsequent analysis, 'the classroom is unpredictable', but that also means a constant flow of opportunities for learning which can be harnessed through the craft of the teacher. Further, the teacher is aware that such tracking and re-cycling makes an important contribution to language learning, and of the satisfaction she gets from such instances: 'I find great enjoyment in making the link with previous phrases introduced that I consciously re-use later on in the lesson or week to give real life examples to the new language'.
5. This episode shows the complex conditioning of the teacher response: it is shaped by the needs of specific students, the shared history of the class, the avoidance of a harsh response to a student, and above all the teacher's leadership role in the classroom. The teacher is aware of the entire classroom ecology, and this awareness guides the input on language, and the use of language learning resources and processes, and shapes the interpersonal and social fabric of the classroom community.

In conclusion, understanding teaching as *craft* provides a very different perspective from the discrete, individual-level descriptions of instructed language learning which carry so much capital in the current research literature. It reflects learning in a social setting where there are shared histories (even a week!), responsibilities and obligations, and captures the dense weave of cognitive and affective strands that the teacher works with. Such a perspective offers much potential for CPD: starting with the recognition of the complexity of teaching, it allows exploration of practices which generate insight and awareness, and facilitates teacher learning and personal development. Analysis of episodes in this way has a particular validity for teachers: it enables them to discuss teaching as they experience it. This approach allows CPD providers to work with the achievements of teachers rather than with imagined deficits. Finally a craft view of teaching can re-structure the research-teaching relationship, and contribute to a research literature which connects with teachers' concerns.

**R.Kiely@bristol.ac.uk**

\* This study draws on data from two projects: a Continuing Professional Development (CPD) for experienced teachers in City of Bristol College, Bristol, UK, and a research study examining the impact of this initiative: Integrating Systematic Investigation of Teaching of English (InSITE), funded by the Graduate School of Education, University of Bristol.

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**Joseph Busuttil** teaches at an EFL school in Malta. Before this, he worked as an occupational therapist in mental health in various countries, including the UK, Jordan and Kuwait.

## Are teachers therapists?

Joseph Busuttil asks a pertinent question.

Yes, they are, or they have become so. This is the view I have formulated, based on my previous career—many years as an occupational therapist working in the mental health field, and my present one—a few years in EFL teaching.

My original training as a therapist took place in the UK in the early 1970s, when psychology and psychiatry were agog with anti-establishment ideas, and a more humanistic approach in the clinical field. People like Abraham Maslow and Carl Rogers, among others, were beginning to instil a more client-centred approach. The pyramid style started being replaced by a more democratic milieu, where the clients became the focus of therapy. The clients' views now counted; concepts such as empathy, congruence, and unconditional positive regard ruled the day.

My postgraduate studies in the early 1980s, again in the UK, confirmed that many of these ideas had taken root and flourished extensively. However, in the clinical field, the emphasis was on being therapists not teachers; our goal was to be a gatekeeper, providing options to help clients make their own choices and decisions.

When I switched to EFL teaching, the change was not as drastic as I had feared. For Rogers (1983) had described the educational establishment as the most traditional, conservative, rigid, bureaucratic institution of our time. He had advocated self-directed change in teachers and students. For teachers, he proposed a greater ability to listen to students; a greater acceptance of different ideas from students instead

**Teachers are no longer totalitarian totem poles; their talking time has been substituted by more student participation and interaction**

of insisting on conformity; and the giving of more importance to relationships with students than to course content. Rogers contended that teachers should be facilitators of knowledge, and that responsible freedom enhanced learning as well as personal growth and development.

In my EFL training and practice, I have found that these



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proposals now form an integral and accepted part of this specific educational field. Teachers are no longer totalitarian totem poles; their talking time has been substituted by more student participation and interaction. Rigidity and conformity have been replaced by context setting, eliciting, pre-teaching, a global grasp prior to a deeper understanding of a theme, a communication activity where students can speak about personal experiences—large is the list of learner friendly techniques.

The EFL student is not just a learner of knowledge, but a person with other needs which also require addressing. In such a holistic approach, where there is a supportive, trusting and positive rapport between the teacher and the learners, as

well as among the learners themselves, useful and meaningful interaction is enhanced in no small way. Earlier this year, at the annual general meeting of MATEFL—the association of EFL teachers in Malta—the hottest issue on the agenda was not an English language skills or systems point, but the after school supervision of some teenage foreign students who come to the island to study English. Definitely not a typical case of tunnel vision! Yes, in my considered opinion, EFL teachers have also evolved into therapists.

[busubistro@vol.net.mt](mailto:busubistro@vol.net.mt)

## Reference

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# A proper teacher

## Carly Gillett asks whether we are real.

Several of my friends back home are now teachers. Proper teachers, I mean.

If you, like me, are a TEFL teacher, I wonder what reaction this use of the word 'proper' has evoked. I imagine, for many, something much like a cat under threat—back arched, fur rigidly skyward, and eyes bulging. For others, after years of listening to 'Oh ...' followed by silence when you tell family and friends what you do, perhaps a resigned acceptance. Or finally, may I suggest that it arouses a niggling insecurity or unresolved doubts: 'Is this a real job?' and its partner question of 'Am I a real teacher?'

Last night I was chatting to the owner of a B&B near London Stansted airport when he asked me what I do. I told him and he replied, 'Yeah, I meet loads of you 'cos I travel a lot.'

'Loads of you.' As if we were ants scurrying across the planet or, worse still, lemmings leaving our native shores in droves to work from sunrise to sunset for a depressingly small amount of money. (If you get into the habit of translating your salary into pounds, you may find yourself in a slime-edged bog of misery from which there is no escape.)

'I meet loads of you' was, for me, a disconcerting, perhaps even offensive comment. But was he right? Are we just globe floaters, milking to the max our 'native' birth rights, playing on the inexplicable thinking by many that somehow, purely by our nativeness, we will somehow bestow upon our students a fluency of speech, a rich vocabulary and a pronunciation which will have people confusing them with the Queen of England?

However, in a first, slightly haughty attempt at self- and collective-defence, I wonder how many other professions go through similar processes of self-doubt. I'm reminded of a scene in the American TV series 'Friends', where Chandler, in his big office with its oversized desk and Masterminded chair is asked what he does and, after some ummming and aaaaaa, has to reply 'I don't know'.

But this comparative argument is weak, as comparison is both born of and feeds off insecurity. On its own, it will eventually further fuel TEFL teachers' niggling concerns about the 'realness' or professional status of their line of work. I would, therefore, like to go on to suggest that whether or not we form a profession depends largely on whether we work professionally.

'What a professional job!' we say, when the carpenter hangs the door just right, or the kitchen fitters leave us with a perfectly functioning, beautiful new kitchen. Are they therefore professionals? I consider that the answer is yes.

## Are we just globe floaters, milking to the max our 'native' birth rights?

Surely this makes more sense than the alternative: that the term 'professional' can only be given to those in a narrow range of jobs, and with a certain level of formal education. Is it logical, reasonable or fair that the doctor who misdiagnoses and whose patients wait an average of 50 minutes beyond their designated time is a 'professional' whereas the consistent, hard-working and efficient mechanic is not?

I find this way of thinking empowering and a branch offered to pull us out of our own self-doubt, as I realise that I can imbue my work with dignity by working professionally. I can turn up, 100,000 curled-at-the-edges photocopies under my arm, ready to 'chat' for an hour and a half with my frazzled students, or I can work conscientiously and consistently, regularly reviewing my aims and objectives and those of my students.

And working in such a way enables me to withstand the prolonged silence of family and friends, confident in the worth of my own work.

[carlygillett@gmail.com](mailto:carlygillett@gmail.com)



**Carly Gillett** is from Manchester, UK and currently lives in Bilbao, Spain where she teaches English to business people. Before that she worked and studied in St Andrews (Scotland) and Edinburgh. Her main interests are languages, literature and community education



**Ben Goldstein** has taught English for twenty years in Spain, currently as an online tutor at the Universitat Oberta de Catalunya in Barcelona. His works include the methodology handbook *Working with Images* (Cambridge University Press) and the adult course *Framework and New Framework* (Richmond Publishing).

# Fashioning an intercultural voice

**Ben Goldstein argues for allowing learners to create their own visions of English.**

The status of English as a lingua franca and the subsequent need to introduce non-native speakers of English into the classroom has led to certain changes in the cultural content of ELT materials. However, if we look more closely, the way that English and its speakers are presented in these materials has, despite these changes, not altered a great deal. How is this the case?

Firstly, cultural content—be it target, local or global—is often presented through informational texts which do not encourage reflection on the part of the learner or allow for personalisation. Such texts may also be far removed from many students' realities.

Secondly, rather than focusing on international speech communities, there is a tendency to concentrate on a particular country and its culture. This may be counter-productive, erecting barriers between native and non-native speaker worlds.

Finally, however much this cultural content is given an 'intercultural gloss', it often remains target-culture orientated, as well as superficial and/or stereotypical in its presentation. This stems from the fact that most ELT materials still highlight semantic and pragmatic aspects of cultural content, rather than focusing on the aesthetic or sociological sense.

I will now suggest some text types and practical tasks which I hope *do* engage with learners and allow them to foster a more personalised vision of English.

## My view of language

It is interesting to source texts which refer to a person's specific vision of the English language. Xiaolu Guo's work *A Concise Chinese-English Dictionary for Lovers* traces a year in the life of Zhuang and her experiences in London where she

## ... English language is boss of English user

has come to learn English. Written in her own particular interlanguage which evolves as the diary progresses, the text includes surprising observations: 'Chinese, we not having grammar. We saying things simple way. No verb-change usage, no tense differences, no gender changes. We bosses of our language. But, English language is boss of English user' (Guo 2007: 24). Exploiting such a text could act as a springboard for students to reflect on their vision of the English language and its speakers. Another example of a literary text which explores a similar issue is the Indian poet Kamala Das' *Summer in Calcutta*:

Why not let me speak in  
Any language I like? The language I speak

Becomes mine, its distortions, its queerness  
All mine, mine alone. ...  
It voices my joys, my longings, my  
Hopes, and it is useful to me as cawing  
Is to crows or roaring is to lions...

(Das 1965)

## A subjective atlas

Students can create a 'subjective atlas' of their own culture or (in ESL contexts) collect memorabilia or any other materials to create an atlas of the target culture community and the varied ethnic groups that may exist within it. The idea for this task came from *A Subjective Atlas of Palestine* in which the Dutch designer Annelys de Vet invited Palestinian artists, photographers and designers to map their country as they truly saw it. The atlas includes a wide variety of texts and photographs—not unlike the possible contents of a CEF dossier—which challenge the stereotypes surrounding this country in the Western media. Using pages from the downloadable version as models, students can create their own atlases, then compare and negotiate new ideas.

## The English around me

If you are working in an EFL context, an interesting exercise is to ask your class to find examples of the English language found around them—for example, in advertising—and discuss why English has been used in these contexts. Very often, English buzzwords attract the customer's attention or give a modern or cosmopolitan image to a particular product. Rather than English being tied to its target culture, this task allows learners a different perspective on the language, seeing how the general public is exposed to it in *glocal* (global and local) contexts. For example, the airline company Vueling in Spain code-switches between Spanish, Catalan and English in their advertisements to attract younger customers.

Considering the changing status and presence of English, it is our job to allow our learners space to create their own vision of the language and thus fashion their own voice. I think we can be optimistic about the future: 'If English is imposing the world on our students, we can enable them, through English, to impose their voices on the world' (Warschauer 2000).

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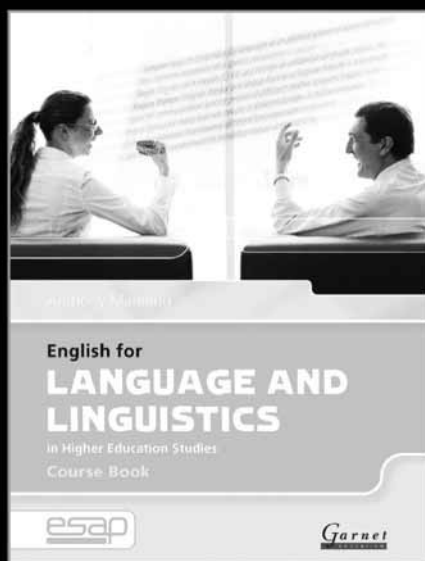


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**Greg Gobel** works at the British Council Somosaguas TC near Madrid as a Senior Teacher. He likes to encourage teachers to experiment and challenge themselves with unfamiliar teaching techniques.

Greg Gobel would love to hear about any of your experiments with these ideas, and if you have some other ideas, please send those, too.

## Practical teaching ideas

**Greg Gobel continues his column with ways to develop speaking skills.**

Many of our learners really want to improve their speaking competence, so in (and out of) class we can give them as many opportunities to practise their oral communication skills and to develop speaking tools as much as possible. Here are nine practical ideas for us to experiment with:

1. **Integrate 'reaction speaking' with reading.** My learners enjoy having the opportunity to give their personal reaction or opinion to texts from their coursebook, the internet, newspaper articles, brochures or whatever we're using in the lesson or at home. So, after doing some gist and/or detailed reading, I like to give them a few minutes to discuss their personal reaction in groups/pairs and then report to the class.
2. **Include mini test-teach-test segments** by doing the same activity or task a second time after teaching some useful language. Here's one example: Stage 1: learners discuss how to improve their classroom. Stage 2: teacher gives, checks and drills useful expressions for expressing opinion/agreeing/disagreeing that the learners could have used but didn't. Stage 3: learners discuss how to improve their classroom again with different partners while using some of the new language. Don't just do a speaking activity and move on—give your learners the chance to improve immediately and memorably.
3. **Assign learners the role of speaking monitor.** Learners can observe and give feedback to their peers. Give them an 'observation task card' to use while listening to their peers in action. On the cards, you (or the learners) can include useful expressions, turn-taking mechanisms, avoidance strategies or anything that might help the monitors to take care in noticing language being used and in this way indirectly help them become more thoughtful speakers. At the same time, it prepares the monitors to give helpful and constructive feedback to their peers after the task or activity.
4. **Repeat an activity the following lesson.** Start a class with a speaking activity from the previous lesson. The learner monitors and/or can listen for improvements from the day before. This not only offers a speaking opportunity, it also threads lessons together and can encourage learners by showing their improvements.
5. **Use Community Language Learning** (Bowen and Marks 1994). Why not do a lesson or part of a lesson based around CLL techniques and procedures once in a while? CLL gives learners a chance to speak about what

they are really interested in, with help from the teacher when they need it, while being recorded so learners can do self- and peer-correction afterwards. Variety is the spice of life!

6. **Play devil's advocate.** Say something that might wind up the learners a little bit—not too much! I've found responses tend to be very natural and with great motivation. For example, here in Spain where the Spanish are very proud of their food, I mention that I don't much like tapas, tortilla, seafood and so on. Without fail, my learners proceed to try to convince me of the merits of Spanish food and show me the error of my ways!
7. **Use topics dice.** Put 1 through 6 (1 die option) or 1 through 12 (2 dice option) up on the board and elicit as many topics. For example, with teenagers I ask them to tell me the topics they talk about with their friends in L1—it's important to let the learners choose the topics to keep it learner-centred. Roll the die or dice and the number dictates the topic. Learners speak for a determined short amount of time, stop, roll the dice again and repeat. This is snappy and personalised and can be used as a warmup, filler or cooler.
8. **Introduce out-of-class 'to do lists'.** Have your learners think of a few ways they can practise their speaking out of class. Learners try these and report in following lessons. What was accomplished? What obstacles did they face? What language would have been helpful to use? How did they feel? This, of course, is much easier and very natural in an ESL context. However, possibilities exist in the EFL context, including: offering help to a tourist, chatting for several minutes with a friend/sibling who also speaks English, finding a language exchange partner, or (my favourite) calling an airline's toll-free number to find out flight information!
9. **Incorporate phonology.** *Integrating* needs-based aspects of phonology into any speaking task or activity on a daily basis pushes our learners to focus on more than just the lexis and grammar and this can build their oral confidence. We can flexibly deal with phonological features before, during or after the activities.

[gobelgj@hotmail.com](mailto:gobelgj@hotmail.com)

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### Coming soon: IATEFL 2008 Exeter Conference Selections

I am pleased to announce that early in the new year *Conference Selections 2008* will be published and sent out to IATEFL members. Look out for your copy arriving in the post! We have some very interesting reports for you to read, but please do send me your comments after having read the volume, so that we can make *Conference Selections 2009* even better!

Briony Beaven, Editor *IATEFL Conference Selections* [brionybeaven@t-online.de](mailto:brionybeaven@t-online.de)

# Viewpoints

Why are we standing on our heads?

## Adrian Tennant argues that we should know better than to leave beginners with inexperienced teachers.

'You are old, Father William', the young man said  
'And your hair has become very white;  
And yet you incessantly stand on your head—  
Do you think, at your age, it is right?  
(Lewis Carroll: *Alice in Wonderland*)

Dear Father William,  
I'm a newly qualified English language teacher with almost no experience of teaching. I know that I still have lots of things to learn, but I really want to start teaching. Can you give me a class?  
A. Novice

Dear A. Novice,  
Of course we can give you a class. How would you like to start teaching young children who have not had any English yet? I'm sure it won't matter if you make a few mistakes as they really won't notice.  
Father William

Does this situation sound familiar? In my years of teaching I've had the opportunity to work in, and also to teach teachers from, many countries. It appears that in most of these countries this situation is typical. Teachers, who teach at primary school, or kindergarten, have the least amount of training and are paid the least. Next in the pecking order are secondary school teachers in terms of training and pay with

### When learners are first starting out don't they need the best teaching?

teachers at tertiary level the best paid and often the ones with the best training.

Of course, the argument will be that tertiary teachers have studied the most and therefore they should be paid the most. Part of the argument put forward is that these teachers need to know more to be able to teach effectively as their students know more and need more. At this stage, let's just assume that this is the case. Does it really mean that primary school and kindergarten teachers really need less training?

Let's just think about it for a minute. When learners are first starting out don't they need the best teaching? Surely any mistakes made right at the start are likely to have fairly

major consequences. Either they will need to be rectified fairly quickly, or lots of remedial work has to be done later on.

It also causes frustration for secondary school teachers who come out with statements such as:

- When my students come up from primary school they don't know the most basic things.
- As soon as I get my new students I have to go back and start from the beginning.
- My students make lots of simple mistakes. It's terrible.

The thing is, they are probably right. But rather than blaming the primary school teachers, or the students, they should actually be blaming the system. If the primary school teachers have the least amount of training (and often the lowest levels of English competency) then what can be expected? And, if they are the poorest paid, then how can you attract more people into teaching at this age and level? This is why I say we are standing on our heads.

In private language schools this type of situation is replicated. I remember my very first teaching job after I finished my CERT course. Armed with all my knowledge from a four-week course I turned up at my first teaching post full of enthusiasm but very little else. My timetable for the first month: 2 classes of beginners; a 1-on-1 beginner and three groups of young learners (5–6, 8–9 and 11–14). Looking back on it, I dread to think what damage I did (and I'm sure I'm not the only one who feels this way). On top of this, as with many people who do the CELTA or a similar course, I had little or no training in teaching young learners.

Discussing this with various people it appears that it is the possibility of complaints that leads to this situation. It is much harder for a beginner or young learner student to complain as they don't really have anything with which to compare things and don't possess the language ability or confidence to make a fuss.

My belief is that it is at primary, kindergarten and beginner level that the most important teaching and learning is done. It is imperative that the foundations are rock solid and that as few mistakes as possible are made at this stage. To ensure that this is the case we should be employing the best teachers, with the best training and be paying them accordingly. Let's give our children the best start possible and build from there.

adriantennant@ntlworld.com



**Adrian Tennant** is a freelance teacher trainer and writer. He writes extensively for Macmillan and has recently written a series of methodology articles for the [onestopenglish.com](http://onestopenglish.com) 'staff room'. He also finds time to chair the IATEFL Membership Committee.

Adrian is deliberately debunking myths in order to find out what you, as teachers/trainers/researchers really do. Your experience can help others.

We would very much appreciate hearing from you either for, or against Adrian's argument.

Reply to Adrian or Alison, *Voices* Editor at [aschwetlick@tiscali.co.uk](mailto:aschwetlick@tiscali.co.uk)



As reviews editor, **Dr McKeown** is on the lookout for current or new resources successfully in use at your school, or that have caught your interest, to share with the *Voices* readership. If you have a potential review, please contact John at [jagmckeown@yahoo.com](mailto:jagmckeown@yahoo.com) for information

## Materials reviews

Edited by John McKeown

The varieties of English worldwide (*Voices* 199) and associated cultural diversity serve as a focus. *A Handbook of Standard English and Indian Usage: Vocabulary and Grammar*, counters Indian Usage with Standard English. *Managing Diverse Classrooms: How to Build on Students' Cultural Strengths* draws attention to ways of using cultural traits to improve classroom management, student performance and community relations. *Everyday English for Hospitality Professionals* provides natural idiomatic English for workers in the hotel and restaurant fields. *World Around*, a culture course for teenagers with issues relating to specific English-speaking countries or regions, contains a wealth of material to engage teenage learners in relevant interdisciplinary and cross-cultural education.



### **A Handbook of Standard English and Indian Usage: Vocabulary and Grammar**

J. Sethi  
Prentice Hall of India Private Ltd., 2007  
160 pages soft cover  
ISBN: 978 8120333338

Living in the Gulf states, one hears varieties of spoken English, often with the distinctive sound of the Indian subcontinent. *A Handbook of Standard English and Indian Usage: Vocabulary and Grammar* confronts these recognisable differences and counters Indian Usage (IU) with Standard English (SE) equivalents.

Stating 'We fail to notice such divergences simply because they are deeply entrenched in the usage of English in India', the author meets head-on those differences that have something suspiciously un-English about them either through grammar, vocabulary, or tense, and that 'might hamper intelligibility at an international level'. Interestingly, the author has chosen not to deal with pronunciation.

Several reasons are given for divergences that occur from SE: lack of content; translation from Hindi ('Aapka shubh namm?' or 'Your good name?') that are approximately disarming; a preference for flowery language; and a fondness for clichés. The author rightly asks the reader to bear in mind that not all instances of divergent usage of IU are bad.

The book is divided into two parts. Part One focuses on vocabulary and provides some important distinctions that will assist in understanding 'India-ness, coinages and archaisms'. In fact, many fascinating terms cited in dictionaries as 'IndE' (Indian English), ripe for confusion (and regarded in some circles as potentially offensive), abound: 'chargesheeted', 'coolie', 'Dickey', 'cut piece', 'prepone', or 'stepney'.

Part Two deals with grammar intended for intermediate to advanced learners. The author takes divergent items including the SE equivalent and provides an opinion as to whether or not the item should be retained. Topics include prepositions; questions and tags; and inversions. Contrasted side-by-side in Chapter 19, is continuous tense use in IU with continuous tense use in SE (for example, 'Are you not wishing that we all failed?'; 'Leave it, it is not mattering.').

This book will be a helpful tool for ELT practitioners working with L1 Indian L2 learners, and is a charming read.

**John McKeown**

[jagmckeown@yahoo.com](mailto:jagmckeown@yahoo.com).



### **Managing Diverse Classrooms: How to Build on Students' Cultural Strengths**

Carrie Rothstein-Fisch and Elise Trumbull  
Association for Supervision and Curriculum Development (ASCD), USA, 2008

193 pages soft cover  
ISBN: 9781416606246

Although this volume deals most specifically with integrating students from Hispanic backgrounds into mainstream classrooms, it underscores important cultural differences and ways of using these cultural traits to improve classroom management, student performance and parent-community relations.

The authors take their combined experience from the Bridges Cultures Project, a five-year action research study of elementary classrooms with high percentages of immigrant students, and examine the topic from a cultural viewpoint focusing on themes such as 'teachers as cultural brokers', 'teachers constructing their own strategies', 'making the implicit explicit', and, 'listening to teachers' voices'.

The authors present a straightforward framework for understanding cultural differences, comparing 'individualistic' culture that predominates in the USA to a 'collectivistic' culture at work with most of the world's population. Teacher-developed strategies make up the core of the book and focus primarily on cultural values such as helping, sharing, and the importance of the success of the group. Examples vividly illustrate the intended points.

Chapter 3 'Families: resources for the organization and management', Chapter 4 'Helping and Sharing—doing what comes naturally' and Chapter 5 'Culturally Responsive Classroom Orchestration', provide both specific strategies, and ways to manage culturally appropriate responses in a wide variety of situations.

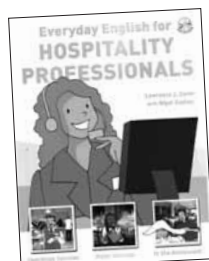
Chapter 6, 'The Organization of Learning in the Content Areas' has the most applicability for EFL teachers and trainers, especially those class teachers providing learning opportunities for the curriculum delivery of 'core' subjects (English, Math and Science) in English. In particular, the section on 'Collaborative Learning' is very straightforward in approaches that will assist in promoting work in various types of groups and with a variety of activities that will be engaging for culturally diverse student populations. The final chapter

was a disappointment as the assessment process described underlined the testing culture at work in the United States.

*Managing Diverse Classrooms* is a balance of both research theory and practical perspectives of seasoned teachers whose approaches have produced positive results. With this book in hand, teachers will have another tool with which to transform educational challenges into educational opportunities.

**John McKeown**

jagmckeown@yahoo.com



## Everyday English for Hospitality Professionals

**Lawrence J. Zwier with Nigel Caplan**

**Compass Publishing, 2007**

**85 pages soft cover**

**ISBN: 978159966075X**

Anyone who has taught English to hotel and restaurant staff learns quickly that speaking skills are paramount, and that, generally speaking, the general level of education for service personnel positions is basic. These are two good reasons for getting down to the everyday language they need. *Everyday English for Hospitality Professionals* seems to do just that.

*EEHP* is organised in seven sections that take the learner through 61 scenarios typically found in the hospitality industry. These scenarios take the form of one- to two-page dialogues, akin to an illustrated magazine for young readers, with characters' words recorded in speech bubbles. Each page has a left-hand margin with Key Vocabulary and at the bottom of the page there is a 'culture and language' commentary, which is in fact a glossary of terms, (for example, the meaning of the expression, 'the card was swiped', i.e. passed through an electronic reader in contrast to the slang definition of 'swiped', meaning 'stolen'). Finally, there are two appendices offering tips on hygiene/grooming and on best practices for hospitality. A third appendix is a picture dictionary of about 130 common nouns relevant to the profession.

The design and graphics are uniform throughout. As for the audio recordings, the dialogues have an authentic ring with natural speed and intonation, with exclusively American English.

The simplicity of *EEHP* is appealing. Although written to supplement the 'award-winning' software package of the same name by DynEd International, this practical edition could also be used on its own for a conversation course offered to advanced beginners at a CEF A2/B1 level. Even higher level students could profit from the pragmatic dialogues which are perfectly designed as content for short scenarios to be role-played. In short, *EEHP* is a pragmatic, user-friendly resource that needs little preparation for classroom use, and little explanation for personal use.

**Nora Sullivan**

English Consultant, Education Queensland International  
nora\_sullivan@hotmail.com



## World Around

**Maria Cleary**

**Helbling Languages, 2008**

**128 pages**

**ISBN: 978 88 95225 06 7**

*World Around* is basically a culture course for teenagers, with twelve units each containing information, facts, and issues relating to a specific English-speaking country or region.

The book addresses its audience well, using real texts and avoiding an overload of information. The first section of each unit gives a brief overview of the cultural identity of the country or region, including topics such as geography, history and language. The 'lifestyles' section concentrates on national lifestyles, including education systems, sports and the performing arts. Lifestyle-related topics range from the well-known (Hollywood, Princess Diana, extreme sports) to the less usual (flying doctors, ice-hockey, the Eisteddfod). The 'issues' section looks at contemporary topics such as racism, children's rights and arranged marriages. These issues are sensibly and sensitively introduced, so that the book succeeds in teaching comparative culture rather than selling the English-speaking world.

The inclusion of CLIL pages at the end of each unit is also indicative of attention to current trends in cross-curricular learning. These 'content' pages cover subject areas from geography and history to science and technology. As with a number of other recent publications, the CLIL pages can give the impression of being separate from each main unit, without an obvious attempt to integrate content and language learning or strike a balance between the two within a topic area, both fundamental to the CLIL approach. However, given the current lack of a defined CLIL methodology, this leaves it up to the teacher to interpret the approach and exploit the material in an appropriate way.

The wealth of material in this book offers the teacher a wide range of opportunities to integrate and develop skills, engage in interdisciplinary and cross-cultural education, encourage project work and discuss issues relevant to teenage learners. The thematic consistency between units offers the possibility of combining materials for inter-cultural comparison. The language level of the material makes the book most appropriate to learners at intermediate level or above. Other than the reading texts in each unit, there are 'arts' sections, often focusing on songs and literature, CDs for both students and teachers, and an expanding website for both students and teachers containing downloadable resources, activities, games and Mp3s.

*World Around*, another forward-looking publication from Helbling Languages, is in tune with major developments in both language learning and with the overall trend in education towards producing learners who possess inter-cultural, inter-personal, communicative, and media competencies.

**Steve Darn**

Freelance trainer, Izmir, Turkey  
stevedarn@gmail.com

Sincere thanks go to our many *Voices* reviewers, from far and wide, who take the time and energy to write and submit reviews based on their experience with the materials.

New reviewers – and suggestions for materials to review – are always welcome, and should initially contact Reviews Editor John McKeown by email at jagmckeown@yahoo.com,

## Talkback

### Wayne Rimmer replies to Sara Hannam and Graham Hall (*Voices* 201) on taking positions.

Sara Hannam and Graham Hall restarted the debate on whether '... IATEFL should get involved in issues that affect English language teachers in their working lives beyond the classroom'.

My experience suggests that there is a great deal of dissatisfaction with ELT. I am talking about grossly inequitable situations which threaten teachers' integrity and sense of self-worth. One teacher told me of the school where teachers were dismissed if students complained about their teaching; another was told by her Director that she was too fat to teach in-company; last week, yet another asked me how to approach a summer school which refused to give him his holiday pay. We all agree that there is a disease but is there a cure?

Are teachers themselves guilty of not doing

enough to help themselves? To take the summer school example, I advised the teacher to try to resolve the matter amicably and, if that failed, to get a solicitor to write a letter. The teacher considered for a moment and said, 'I'll write them an email'. IATEFL cannot help teachers if they will not take responsibility. This reluctance to tackle the problem is perhaps not purely inertia. There is a feeling that ELT is a money-spinning juggernaut, crushing all in its path. If true, there is no point in IATEFL having positions on matters it cannot possibly influence, let alone change. The concept of the same pay for the same job, for example, is so obvious yet, all over the world, people with no qualifications or experience are being paid a premium over local counterparts. There is no sense in IATEFL taking a position on this issue because it is endemic.

If taking positions helps IATEFL to map out the direction of the organisation and its sphere of influence that is to be welcomed. However, IATEFL is neither a regulatory body nor a union. At best, it can raise awareness or lobby genuinely influential groups. At worst, IATEFL could become a talking shop where the same old discussions will be allowed to enrage, engulf and ultimately exhaust generations of newsletter readers, committee members and working parties.

Teachers' associations like IATEFL represent a tiny fraction of the EL teaching population. This is not to demean the very important work which IATEFL does, but there needs to be a sense of proportion: IATEFL is not going to save the ELT world by taking positions.

Positions, then, cannot exist to direct or restrain, they can only inform. Whether that is reason enough for introducing them is a question which *we as members* should consider seriously, as Sara and Graham suggest.

wrimmer@bkc.ru

### Rosemary Westwell responds to Mohammad Mohseni Far (*Voices* 204) on rule-governed language.

Mohammad Mohseni Far's article is a prime example of how a description of language can be precise, comprehensive and unequivocal. He states, for example, that words of two syllables are mostly stressed on the first syllable e.g. sister, water. The addition of the word 'mostly' is vital. For what do students do with words such as 'catarrh' and 'hotel'?

Similarly, Swan (2005) explains how the present perfect is used to describe finished events connected with the present (e.g. 'I can't go on holiday because I have broken my leg'); to express completion or achievement (e.g. 'At Last! I have finished!'); to announce news of recent events (e.g. 'Andy has won a big prize'); to say that something has happened several times up to the present (e.g. 'I have written five letters since lunchtime'); and to talk about actions and situations continuing up to the present (e.g. 'I have known her for years').

Hewings (1999) describes how we use the present continuous to 'imply that a situation is or may be temporary' e.g. 'The banks are lending more money'. Swan adds that it is used 'for repeated actions' e.g. 'I am travelling a lot these days' and to talk about the future (e.g. 'What are you doing tomorrow?'), thus, leaving no doubt in a student's mind that the present perfect and

the present continuous forms have different but precise usages.

Similarly, clear explanations can be given concerning the use of 'bring' and 'take'. One can say: 'You bring here—towards you' explained with clear gestures and 'you take there—away from you'.

These explanations are clear and inspire confidence in the students, who only need to practise using these forms and to listen for their usage in every day speech.

However, has this really prepared our students for the English-speaking world?

What do students think when instead of, 'I've just had my dinner' (clear usage of the present perfect), they are greeted with 'I'm after having my dinner'? Surely, they may argue, this is incorrect for it is certainly not about the present or the future. What do they think when instead of 'I'll take you to the station' they hear 'I'll bring you to the station'?

What kind of English is that? All one can do, is explain that it is a legitimate use of English that does not follow the given rules. In this case, it is Irish or 'Hiberno English' (Doland 1998). Students everywhere will come across different usage of accepted forms.

Rules are useful for understanding much of the

English language, but nothing can replace the need to remain open to the possibility that rules do not always apply.

rjwestwell@hotmail.com

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## Letters

### The NS–NNS debate continues

As one of the frustrated Korean English teachers, Adrian Tennant's article (*Voices* 202) made me feel good because I could see that there were at least some experts who know the facts. What if you deal with this issue at your next conference?

Thank you very much for your lucid insight.

Unju Han unjuny@hanmail.net

The argument (*Voices* 202) that a native speaking teacher with less teacher training isn't as good as a non-native speaking teacher with more training misses the point that non-native speakers have to master the English language during those five training years as well.

Peyman Bohlari peymanbohlari@lycos.com

# Volunteering

## Volunteering for IATEFL: Working for the Membership Committee.

The Membership Committee (MemCom) consists of a volunteer chair and three volunteer committee members. The chair is also a member of the IATEFL coordinating committee (CoCo) and is a trustee and director of IATEFL.

MemCom has a number of key responsibilities including looking after the interests of current members, looking for new benefits for our members, raising awareness of IATEFL among ELT professionals and institutions, developing strategies for recruiting new members, working with the TA coordinator to keep TAs informed about IATEFL membership and working with the SIG Rep to make sure members are aware of the SIGs.

If you have any suggestions for MemCom's work please email your ideas to [adrian.tennant@ntlworld.com](mailto:adrian.tennant@ntlworld.com). And if you are willing to do some voluntary work for IATEFL, do get in touch too. Please join us; make your voice heard where it counts!

I've been a member of IATEFL since 1989 and for the last two years a member of the Membership Committee. My responsibilities are to look after the interests of current IATEFL members and also to try to attract as many teachers as possible to join.



*Birsen Tutunis*

I am on the executive board of my country's Teacher Association (INGED) and I am responsible for IATEFL membership.

I really enjoy my role as an IATEFL volunteer and I hope I can serve IATEFL on other issues when I step down.

I am a founding member of IATEFL-Hungary and have been a member of IATEFL international since the Wider Membership Scheme was launched. As a regular conference goer I have benefited from meeting fellow professionals, sharing ideas and learning about new issues and methods.



*Judit Heitzmann*

My responsibilities within the Membership Committee include looking for new benefits for members. I think that the most important job of such an organisation is to disseminate information about current affairs and events and also to encourage teachers to take advantage of belonging to such a powerful organisation.

I joined IATEFL as a member over ten years ago. When I first became a member I really didn't know what to expect but quite quickly I found that IATEFL had a lot to offer me, supporting me in my work and linking me to other professionals around the world.



*Adrian Tennant*

Then, two and a half years ago the opportunity to volunteer came up. At first I was hesitant, thinking 'What do I have to offer?' but in the end I put my name forward and I am really glad I did. As chair of MemCom I am responsible for coordinating activities within MemCom, chairing meetings, looking at overall strategy and liaising with CoCo and other IATEFL committees.

I've found that volunteering is a really rewarding experience giving me the opportunity to talk and listen to people from around the world with the aim of supporting, linking and developing ELT professionals, including myself, as well as helping IATEFL become a more inclusive organisation.

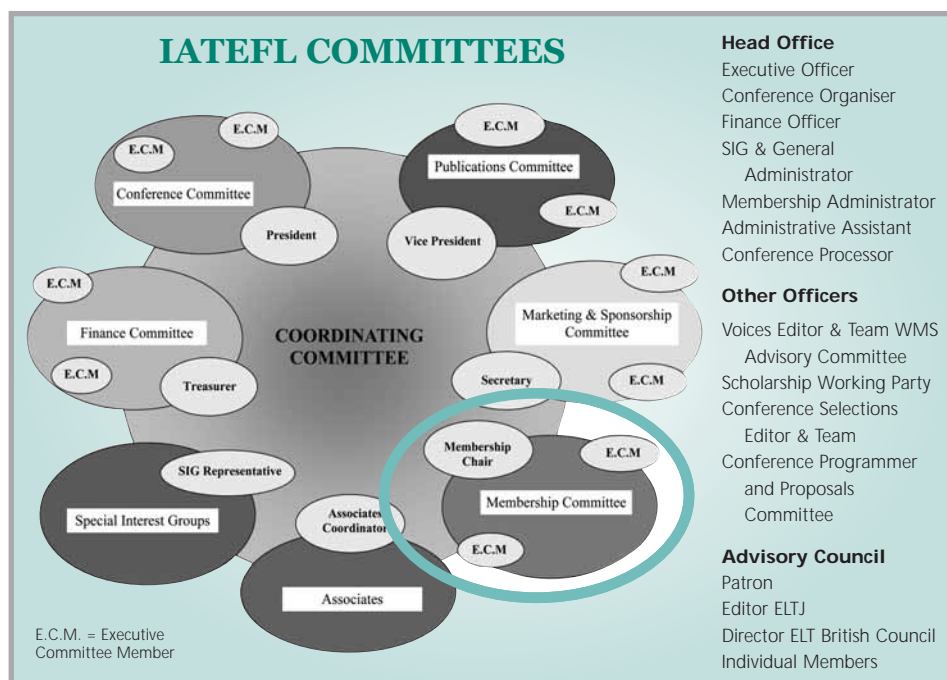
I've been a member of the IATEFL Membership Committee since 2005. Volunteering has helped me become more acquainted with the association. My first task was to compile a list of membership benefits, which involved interacting with ELTAs and other committee members, a truly rewarding exercise that allowed me to meet new people and exchange ideas. At the moment I am working on a strategy to increase the level of institutional memberships, which I hope will bear fruit by the end of the year.



*Bernadette Stroeder*

My role as part of MemCom has broadened my horizons and I look forward to serving on another committee in the future.

### IATEFL COMMITTEES



# Focus on the SIGs

## The Business English SIG

This year's annual BESIG conference will take place at the Fachhochschule Bonn-Rhein-Sieg in Bonn St. Augustin, Germany, from 21 to 23 November 2008. We are delighted to announce that the plenary speaker will be Mike McCarthy, speaking on 'Doing business with a spoken corpus'. Why not come and join 400-plus colleagues at this exciting professional development and networking event? For more details, go to [www.besig.org](http://www.besig.org).

At the conference, BESIG and Macmillan will be awarding the first David Riley Award for Innovation in Business English and ESP. The prize is in honour of David Riley, a well-known teacher, writer and publisher of Business and ELT materials. The deadline is now closed for this year's entries, but the award will be run annually for innovative business English products in any medium, print or digital.

Ian McMaster, BESIG Coordinator  
[BSig@iatefl.org](mailto:BSig@iatefl.org)

## The Young Learners' SIG

The YL SIG has been and will be eagerly putting the 'I' of 'international' into their activities. Part of our strategy is to bring expertise and experience from all over the world to where you are, either through our magazine, online discussions, our website and UK-based IATEFL events. YL SIG understands that it is difficult for many of you to get to us and so we've made it part of our mission to come to you through events organized in collaboration with partners such as the British Council.

We thought we'd highlight on the world map below some of the places we've already visited and/or are planning to visit in the next couple of years. By the time you are reading this we may have just completed our China and Korea events.

Visit our website at [www.ylsig.com](http://www.ylsig.com).

Hans Mol,  
Finance and  
Membership  
[YLSig@iatefl.org](mailto:YLSig@iatefl.org)



## The Research SIG

We welcome Maike Grau (University of Giessen, Germany) and Alan Fortune (King's College London) as joint coordinators of RESIG. They have kindly agreed to run the SIG until Anthony Bruton assumes the role in the summer of 2009. They will be working on the newsletter and performing all the usual coordinator roles except for the organisation of a pre-conference event (PCE) at IATEFL Cardiff 2009.

Maike's research interests are intercultural communication (computer-mediated and face-to-face) and the incidental learning of English outside the classroom. Alan's research interests are the role of output in SLA, collaborative form-focused task-based learning, functional-systemic grammar and critical discourse analysis.

Editor

## The Literature, Media and Cultural Studies SIG

This summer Issue 34 of our Newsletter came out which contained all nine papers from the March Conference on Dylan, Cohen and Mitchell. If you would like to buy a copy, please get in touch with Head Office. Then there were two on-line discussions: one on Shakespeare, fielded by Committee member Alan Pulverness, and in the last week of August an unfielded one called 'Novel Week', which had 130 posts. The next one will be on Readers, fielded by Philip Prowse. The big event planned for autumn 2008 is a one-day conference in London entitled 'Reading and teaching the short story' on 8 November, where we have Booker short-listed novelist and short story writer Tibor Fischer as our special guest. Plans are well ahead for the Cardiff conference, where our PCE Event will be on 'Young adult fiction'. Please get in touch with me to speak at or attend the one-day conference.

David A. Hill, LMCS Coordinator  
[futured@hu.inter.net](mailto:futured@hu.inter.net)

## The Testing, Evaluation and Assessment SIG

'Language placement tests: the status quo vs. actual needs' is the pre-conference event, organised by the Testing, Evaluation and Assessment SIG on 31 March 2009 in Cardiff.

We would like to explore issues related with language placement testing and will have the following speakers expressing their views on this very subject:

- Professor Barry O'Sullivan, Roehampton University, London
- Dave Allan, NILE (Norwich Institute for Language Education)
- John H. A. L. de Jong, Pearson Language Assessments
- Simon Beeston, Oxford University Press
- Susan Sheehan, The British Council

The day will end with a panel discussion where our speakers will take questions from the audience. For the abstracts, programme and further details, please refer to [www.teasig.org](http://www.teasig.org).

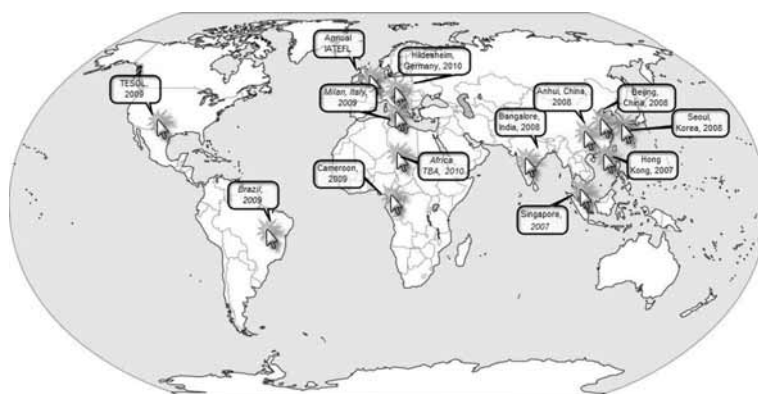
Join us for a special day to talk about the issue of *placement testing*.

Zeynep Urkun, TEA SIG Coordinator  
[TEASig@iatefl.org](mailto:TEASig@iatefl.org)

## The Teacher Training and Education SIG

TTEd SIG members and professionals from all around the world have shared ideas on values, motivation, context and many other factors which shape our identities as teacher trainers and educators. This hot discussion was introduced and fielded by Penny Hacker from Auckland University, New Zealand. TTEd SIG has scheduled another fielded discussion on 30 November. It will be realised with the contribution of Rose Senior from Curtin University, Australia and it will focus on using a class-centred framework to help us organise successful in-service professional development programs. Planning is well under way for our Pre-Conference Event on 31 March in Cardiff with the contribution of Rod Bolitho and other distinguished speakers. This event mainly aims to raise awareness of what trainers and educators can do in order to develop themselves and create an opportunity to explore what other trainers and educators are doing as learning professionals.

Sabiha Tunç, TTEd SIG Publicity Agent  
and Beril Yücel, TTEd SIG Coordinator  
[TTEdSig@iatefl.org](mailto:TTEdSig@iatefl.org)



# Spotlight on the ES(O)L SIG

## English as a second language at home and abroad

### What we do

ES(O)L SIG is the most recently established IATEFL SIG; it was formed in 2002 to give IATEFL members with an interest in the teaching of English as a second or other language the opportunity to focus on the specific concerns that arise when working with language learners who have come to settle permanently in an English-speaking country. This means that teachers in this field work predominantly with government-funded classes that can include learners from a rich diversity of backgrounds: members of settled immigrant communities, refugees, people seeking asylum, and migrant workers from Europe and all over the world.

Many forces affect this part of the ELT world; government and state policies, curricula and assessment frameworks, the learners' own cultural and educational backgrounds and the range of spiky skills profiles that a typical class can contain, are perhaps the most striking. These raised issues that affect ES(O)L teachers and learners globally. We knew there was an opportunity to link expertise from all corners of the world and to offer opportunities to achieve this with the SIG.

Linking members working in ES(O)L all over the world can be a little bit confusing because of terminology: ESOL (English for Speakers of Other Languages) is used in the UK and Ireland, ESL (English as a Second Language) predominantly in countries such as Australia, New Zealand, Canada and the United States. This explains the bracket in our name! Although terminology is as different as the local situations teachers face, our concerns are frequently and perhaps inevitably the same. The exploration of the different solutions which colleagues around the world have chosen puts our own teaching context into perspective and provides new ideas for the classroom to meet our learners' needs.

This has become clear especially through the events sponsored by the ES(O)L SIG. At our joint event with the Testing and Assessment SIG in Aberdeen in 2007, for example, we looked at different language assessment frameworks and

took in experience from Scotland, Ireland and the UK as well as language testing for citizenship in the Netherlands. We also gained insights into Canada's approach to benchmarking vocational English. In Exeter this year, we concentrated on best practice in teaching migrants and refugees and welcomed speakers from Australia, Ireland and Japan as well as the UK; we discovered how much ESOL teachers have in common with our Welsh-language teaching colleagues.

We aim to bring the best of our events, talks and workshops at the IATEFL conference to you through our newsletter. Our next issue should be with SIG members shortly. In the next year, issues will include papers from a joint event with the Learner Autonomy SIG on 5–6 December in Canterbury. This is called 'The Canterbury TALES (Teaching for Autonomy in Learning English as a Second Language): Stories Told and Voices Heard'. Learner independence is an important concern for ES(O)L practitioners as we assist our learners to adapt to new learning cultures, self-direction and a degree of responsibility for their learning that they may never have had before.

We will be following this up with a pre-conference event in Cardiff aimed at pushing the boundaries of our classrooms. Among the issues to be considered are a rethinking of the prominence we give to skills such as listening and pronunciation, how we work with learners who lack literacy in their own language, and issues such as integrating citizenship and content. There's more information on our website [www.esol-sig.org.uk](http://www.esol-sig.org.uk).

All our events are planned in response to feedback from our members; our Open Forum in Exeter brought over 20 of us together and we had a wide-ranging discussion of some of the hot topics and questions that affect our working lives. Here are just some, and we are sure they will resonate with you:

- Teaching literacy and language at the same time.
- What works well in materials for ESOL learners?
- Can EFL materials be successfully adapted?
- The effect of changes in migration on the typical ESOL class.

- Teaching older learners.
- Taking ESOL into the workplace and working with vocational tutors and employers.

Attending IATEFL events offers ES(O)L SIG members the opportunity to explore issues such as these. It also provides a significant opportunity to meet teachers of English from countries that many ESOL students come from, such as Poland, Iraq, Afghanistan and Pakistan.

### Who we are

The SIG committee is a real mix of teachers, writers, consultants and researchers from across ES(O)L and has seen some changes this year. Philida Schellekens, a consultant/researcher based in London and the founding co-ordinator of the SIG is stepping down. We are not, however, losing her insights into teacher training, language used in the workplace and the communication skills of native English speakers as she will be speaking at our autonomy event in December. Bev Davies, the new co-ordinator, is based in North-West England; she runs a programme of language, culture and citizenship learning opportunities for refugees and asylum seekers and other ESOL learners in local museums and libraries. She will be bringing some insights from how museums are developing independent learning opportunities for ES(O)L learners and working with teachers to integrate learning outside the classroom into ES(O)L programmes.

Our newsletter editor, Ibrar Butt, is an ESOL teacher and consultant based in Bradford. Our new website manager, Caroline Okerika, who is passionate about the teaching of citizenship, is taking over from Fiona Joseph, founder of Flo-Joe.co.uk, who set up [www.esol-sig.org.uk](http://www.esol-sig.org.uk) and has looked after it since the SIG started. We are fortunate to have three more supportive committee members: Andrea da Silva, based in Northern Ireland, manages courses, trains teachers and works as a consultant for LSDA. Khanh Duc Kuttig, at the University of Kent at Canterbury, has a keen interest in ESOL-related issues having been brought up in a country where English is not a foreign language but a second language. We have some expertise from the world of exams, too, as our other committee member Janet Golding works for Trinity College London.

Do get in touch if you would like to join us or would like more information about any of our events. Looking forward to meeting you soon!

**Bev Davies**

ES(O)L Sig Coordinator  
[ESOLSig@iatefl.org](mailto:ESOLSig@iatefl.org)

## Why not join another Special Interest Group?

IATEFL's Special Interest Groups (SIGs) play a major role in the association's activities; organising events around the world as well as producing newsletters with 'cutting edge' articles in their various specialist fields. They are a 'must' for any teacher who wishes to keep up to date with the latest developments and newest ideas in whatever specialist area of the profession they are interested in. If you would like to add another Special Interest Group to your membership before your renewal date, please contact Glenda Smart on [glenda@iatefl.org](mailto:glenda@iatefl.org).

# From the Associates

**IATEFL's Associates Coordinator Sara Hannam brings news from Teachers' Associations around the world.**

## **Focus on teaching students with special needs: making inclusive ELT a reality**

I was asked at Associates' Day to include a focus on teaching students with special needs (SEN) in my page here in *Voices*. I looked around to find a TA in our network who are involved in this area and are active in arranging a focus on SEN students and English teaching in their conference, through their publications, or through other events. I didn't have much success. I would just like to say that I am sorry if I have missed anyone who is working on this—if there is anybody out there, please come forward so I can tell everyone about your work in my next column. I don't want to suggest that great work is not going on—it might simply be that I am unaware of it. But the lack of response led me to the conclusion that this is an underdeveloped area, both in terms of awareness of how to understand the needs SEN students might have and also in terms of how to teach English to such students. In general, there is not much of a focus in the ELT world, not in the Associates page of *Voices*, nor in the rest of the IATEFL publications, nor at the IATEFL Annual conference. In TA conferences across the world, I have only encountered a handful of individual teachers working on this issue.



*Associates  
Coordinator,  
Sara Hannam*

So I decided to use this opportunity to interview Claire Özel from Turkey who is an expert in this area so that hopefully more TAs in the IATEFL associates' network and beyond will start thinking about how to use the opportunity to be more active in promoting the needs and rights of SEN students and teachers who teach English to SEN students. So this column is not so much reporting TA news from around the world, as much as encouraging all TAs, and IATEFL, to start taking this issue seriously and getting it on the agenda.

Please contact me if you have ideas of how we can join Claire in the great work she has been doing and how we, as TAs, can get more involved.

### **Claire can you tell us something about yourself and how you became involved in teaching SEN students?**

A long and at times lonely journey brought me to learn how to question assumptions and know that people seen as 'unable' might 'be able to ...' once they gain confidence. When I first came to live in Turkey 15 years ago, very few disabled people were seen on the streets; those who were being pitied or patronised. Having previously done activities with disabled people in Britain, I knew that things could be different. In 12 years of teaching English, mainly at the Middle East Technical University (METU, Ankara, Turkey), I



*Claire Özel*

met numerous students, teachers and managers, whose attitudes to disability issues repeatedly challenged my assumptions of how disabled students could learn English. Colleagues at METU encouraged me to make a first presentation, then set up a SIG, after which the problem was too clear to be ignored.

### **How do you decide when a student is disabled?**

Disabled people are not just those whose differences are visible, but many more with unseen, unmentioned differences (e.g. living with pain) that impair performance and disadvantage them in a world designed for 'the normal'. For some, psychological consequences of exclusion can be more disempowering than the medical impairment. The UN estimates one in ten people to be disabled ([www.un.org/apps/news/story.asp?NewsID=23208&Cr=disable&Cr1](http://www.un.org/apps/news/story.asp?NewsID=23208&Cr=disable&Cr1)). 'Numbers and statistics', the first question that administrators ask 'to justify spending', is not a straightforward issue. The number of students known to be disabled depends on several factors: firstly who is being counted—if only those who are totally blind or deaf or use a wheelchair, under 0.1% of a university's population will be identified; but when including anyone who has a condition that may at some time cause disadvantage, this number could increase over ten fold. However, this is speculation, because it is impossible to count people who have no reason to disclose/declare a disability. The second factor is provision of support—until a range of alternatives is provided, most will not disclose, remaining silent and muddling on, pretending to 'be normal', rather than attracting attention that could backfire. Thirdly, until society provides opportunities for children with disabilities, few get equal access to education. These three factors can account for the 100-fold difference (in 2007) between Turkish universities (those who had started identifying disabled students) with around 0.1% of total students, and at Dutch universities where 'between 11 and 15%' of students disclosed a condition.

### **What approaches do you take to teaching SEN students? Can you tell us something about the awareness raising and research work you also do outside the classroom?**

When I started in 1996, I followed my intuition. Direct asking often generated confused statements. I listened to individual experiences of lone students, aware they might not know their feelings or how to express them: together we



*Blind teachers of English preparing cue cards*

extrapolated needs and tested possible solutions. We watched out for feelings and read body language. Through the Internet I contacted people worldwide; their experiences developed my vision, allowing us to progress beyond superficial short term responses, towards deeper solutions.

Two key concepts in my progression were: *models of disability*, introduced to me during a British Council study visit (2004). Understanding different attitudes to disability, we can better argue for seemingly ruthless and unkind approaches, in order to raise standards and expectations. When I heard of *non-violent communication* (<http://www.cnvc.org>), I realised it described the essence of my approach, focusing on specific needs and giving responsibility. I now spend my energy more effectively with better outcomes.

At METU we have developed interactive disability awareness training which allows each participant to work on personal beliefs; as group members challenge assumptions all grow in understanding and expression. Since 2003, new METU English teachers have had a Disability Awareness session included in their training: they know 'what to do if ...'.

#### Why do you think there is so little focus on SEN students in ELT?

Disability is a taboo subject, difficult to talk about, swept under the carpet and ignored as much as possible, or tinkered with at arms' length, with token solutions that don't go to the root of the problems—because few (whether disabled or non-disabled) know how to discuss these matters, having neither the language nor the clarity of understanding to broach the subject.



Taboo topics often grow distorted into myths like 'Blind people are....!'. These shadows of reality generate emotional responses (fear of failure, emotional over-protectiveness, etc.) reflected in the teacher's psychology. Even short disability awareness training reduces insecurity and develops a balance between rationality and care.

#### What do you think IATEFL and our affiliate Teachers' Associations could do?

Teachers need guidance to be ready to teach a disabled student. While general disability awareness can be given in advance, specific guidance can only be provided once student and teacher discuss specific needs.

By understanding clearly different responsibilities of stakeholders in ELT (learner, teacher, language school, class mates ...), extra work required to adapt a non-inclusive system (designed for standard individuals, without thought for those with different needs) can be shared, all benefiting from the experience. Three primary points are:

The *institution* is responsible for providing access and reasonable alternatives. A disabled

*Disabled students from eight countries, discussing university experiences—in English*

student chooses whether to disclose their special need; those who do are offered alternative provision.

The *student* is fully involved and expected to succeed; passive receivers of pity progress little.

*Diplomas* represent a level of knowledge and ability, and should be earned. If suitable assessment cannot be arranged, an equivalent task is evaluated: 'exemption' only degrades the value of the qualification.

While local support is important, a centralised service online could answer many initial questions. An umbrella organisation like IATEFL could play a key role, referring teachers to the service which will develop according to needs, growing from teacher feedback and requests for advice into comprehensive guidelines and standards. Additionally, the idea of setting up a Special Interest Group (SIG) within a local TA would be one that will help to raise awareness of the importance of this issue.

In June of this year, we established a website—[www.accessenglish.org](http://www.accessenglish.org)—with Fulbright funding to collect ideas that can reduce barriers to learning English, for learners with different needs. With IATEFL cooperation, could this become the centralised service provider? Every reality starts with a dream.

*The interview took place on 21 August 2008. Claire Özel is Disability Support Coordinator at the Middle East Technical University, Ankara, Turkey ([www.engelsiz.metu.edu.tr](http://www.engelsiz.metu.edu.tr)).*

### 4th Annual Affiliate MATE-TESOL Haiti Conference 26–27 June 2008

#### 'Sharing teaching and learning experiences in a fast-growing world'

This year, the conference was jointly organised by MATE and the Haitian-American Institute with sponsorship by the Office of Public Diplomacy, US Embassy, TESOL and IATEFL, and hosted about 150 participants.

The conference offered a variety of sessions, addressing different needs and interests. Some of the presentations focused on collaborative learning, such as how to exploit internet resources for teaching and practising listening comprehension; pronunciation; methods and methodology; competency-based English as a foreign language instruction and assessment; and interactive grammar.

We were privileged to have Dr Shelley D. Wong as our special guest and keynote speaker

whose plenary 'Dialogic pedagogy: sharing teaching and learning experiences in a fast-growing world' raised such pertinent questions as: How can we provide opportunities for our students to use English in their daily lives? How can we move from dialogues, scripts and simplified readings to authentic materials? How can our students use language for real purposes? And one of the highlights was Dr Wong's workshop: 'Activity theory in a fast-growing world'. This posed questions such as: How can we learn from life? How can we learn from practice and reflection? How can students' voices be amplified through learning by doing which leads to humanisation, in the terms of Confucius? How can students' use of the language be used for advocacy and social justice? All of these were hotly debated.

It was a great privilege to have had the opportunity to chair such an important event, to



*Francois Vilmenay, the President of MATE-TESOL/IATEFL Haiti, Mingot Davis, treasurer; Shelley Wong, the President of TESOL; Gina Lundi, assistant programme coordinator, and Herve Alcindor*

bring teachers of English of diverse linguistic backgrounds from across the nation, and to provide opportunities for them to network.

**Francois Vilmenay**  
President, MATE-TESOL Haiti

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- Seventies school photos, lame jokes and a touch of magic in the classroom (*Nick Bilbrough*)
- Blended Learning: what's new? (*Pete Sharma*)
- Teaching Online: can face-to-face teachers be good online teachers? (*Gavin Dudeney*)
- Teachers, overcome your technophobia! (*Alex Blagona*)
- Thought-provoking quotations for classroom teaching (*Jamie Keddie*)
- ICT – learn it on Sunday, use it on Monday (*Helen Myers*)
- Black Belt Grammar (*Bruce McGowen*)
- Engaging learners' curiosity through the arts (*Bev Davies*)

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# Coming events

2008

## November

- 1 Estonia**  
**EATE Annual Conference, Tartu**  
Contact leena.punga@gmail.com  
or visit <http://www.eate.ee>
- 7–8 France**  
**TESOL France Conference, Paris**  
'Meeting the Real Needs of Our Learners'  
Contact [tesol@enst.fr](mailto:tesol@enst.fr) or visit  
<http://www.tesol-france.org>
- 8–9 Azerbaijan**  
**5th International ELT Conference, Baku**  
'Better Learn Better Teach'  
Submission deadline 15 September  
Contact [elmira\\_e40@hotmail.com](mailto:elmira_e40@hotmail.com) or visit  
<http://www.az-eta.org>
- 21 Turkey**  
**IATEFL PronSIG Event 2008, Bilkent**  
'Perspectives on Teaching Pronunciation: where  
Theory meets Practice'  
Contact: Funda Aydinlay  
[pronsgivent08@bilkent.edu.tr](mailto:pronsgivent08@bilkent.edu.tr) or visit  
<http://www.bilkent.edu.tr/~pronsgivent08/contacts.html>
- 21–22 Egypt**  
**Ninth Annual Convention, Giza**  
'Best Practice in TEFL'  
Contact Mariam Ghazala  
[mariamghazala@mac.com](mailto:mariamghazala@mac.com)  
Visit <http://www.egyptesol.org>
- 21–23 Germany**  
**Annual BESIG Conference, Bonn**  
'Doing business with a spoken corpus'  
Visit [www.besig.org](http://www.besig.org)

## December

- 5–6 United Kingdom**  
**LASIG and ES(O)L SIG Joint Event, Canterbury**  
'The Canterbury TALES (Teaching for Autonomy  
in Learning English as a Second  
Language): Stories Told and Voices Heard'  
Contact Carol Everhard on  
[everhard@enl.auth.gr](mailto:everhard@enl.auth.gr) or visit  
[www.learnerautonomy.org](http://www.learnerautonomy.org)  
and Bev Davies [ESOLsig@iatefl.org](mailto:ESOLsig@iatefl.org)  
or visit [www.esol-sig.org.uk](http://www.esol-sig.org.uk)

2009

## January

- 17–18 Switzerland**  
**ETAS 25th AGM and Convention, Chur**  
25th Anniversary celebration  
Visit [www.e-tas.ch](http://www.e-tas.ch) or contact office [@e-tas.ch](mailto:@e-tas.ch).

## March

- 12–14 United Arab Emirates**  
**15th Annual TESOL Arabia International Conference, Dubai**  
'English in Learning: Learning in English'  
Submission deadline: 1 September to 15  
November 2008  
Contact Les Kirkham at [LesKirkham@gmail.com](mailto:LesKirkham@gmail.com)  
or Sandra Oddy at [TACon2009@tesolarabia.org](mailto:TACon2009@tesolarabia.org)  
or visit <http://tesolarabia.org/conference>
- 12–15 Slovenia**  
**16th International IATEFL Slovenia Conference, Topolsica**  
'Recharging the Batteries off for Success'  
Submission of speaker proposals 30th October  
Contact [info@iatefl.edus.si](mailto:info@iatefl.edus.si) or visit  
<http://www.iatefl.edus.si/>

- 13 The Netherlands**  
**One-day Conference: Nationaal Congres Engels, Ede**  
Theme: 'All skills are equal but some skills...  
The importance of reading at all levels'  
Contact: Mrs Christien van Gool  
[cmmhvangoool@planet.nl](mailto:cmmhvangoool@planet.nl) or visit  
[www.nationaalcongresengels.nl](http://www.nationaalcongresengels.nl)
- 14–15 Greece**  
**30th Annual TESOL Greece International Convention, Athens**  
'Back to the Future: English for all Ages'  
Submission deadline: 7 January 2009  
Contact: [chairperson@tesolgreece.com](mailto:chairperson@tesolgreece.com) or visit  
<http://www.tesolgreece.com>
- 25–28 USA**  
**TESOL 2009, Denver, Colorado**  
'Uncharted mountains, Forging New Pathways'  
YL Sig—Symposium 'Extensive Reading in the  
21st Century: outdated? Or the way  
forward?'  
Contact: Wendy Arnold joint YL Sig  
co-ordinator: [arnoldworld@gmail.com](mailto:arnoldworld@gmail.com)
- 31–4 Apr United Kingdom**  
**43rd Annual International IATEFL Conference and Exhibition, Cardiff**  
Visit [www.iatefl.org](http://www.iatefl.org)
- April**
- 16–19 Croatia**  
**17th Annual HUPE Conference, Opatija**  
Submission deadline: January 31, 2009.  
Visit <http://www.hupe.hr>
- July**
- 8–10 Brazil**  
**International Conference on Content-Based Instruction, Maceió**  
'Breaking through traditional boundaries'  
Contact [ylsig@iatefl.org](mailto:ylsig@iatefl.org) or  
[faleconosco@systemic.com.br](mailto:faleconosco@systemic.com.br)

## Publications received

The Editor of *IATEFL Voices* has received copies of the following publications:

### Special Interest Group newsletters

- *Business Issues*, BESIG, Autumn 2008, Issue 70 (ISSN 1026-4272)

### Associates' newsletters and journals

- *ELTA Newsletter*, Summer 2008, Vol 19/2 (ISSN 1862-7323)
- *ELTAF Newsletter*, Summer 2008 (ISSN 1860-7411)
- *ELTAM Newsletter*, July 2008, Issue No 20 (No ISSN)
- *ELTAS Journal 'English Teaching Matters'*, Autumn 2008, Vol 9/3 (ISSN 1862-4626)
- *ETAS Journal, Switzerland*, Summer 2008, Vol 25/3 (ISSN 1660-6507)

- *JALT Newsletter*, 'The Language Teacher'
- *TESOLANZ Newsletter*, July 2008, Vol 17/2 (No ISSN)
- *TESOL Greece Newsletter*, July–September 2008, No 99 (No ISSN)
- *TESOL Haiti Newsletter*, March 2008

*Publications from Teachers Associations or special interest groups received will be acknowledged in this column and should be sent to the editor at PO Box 3182, Pewsey, SN9 5WJ, United Kingdom.*

*Please send only items published wholly or partly in English, which should be received by the deadlines detailed on the contents page of this Issue. All further enquiries to the Editor at [aschwetlick@tiscali.co.uk](mailto:aschwetlick@tiscali.co.uk).*

## August

- 21–23 India**  
**Fourth International And 40th Annual Eltai Conference, Chennai**  
'Managing Mixed-Ability Classes'  
Deadline for submission of papers: 28th February 2009.  
Contact [eltai\\_india@yahoo.co.in](mailto:eltai_india@yahoo.co.in)  
or visit [www.eltai.org](http://www.eltai.org)

Submissions for the calendar are welcome and should be sent to [glenda@iatefl.org](mailto:glenda@iatefl.org) and copied to the Editor at [aschwetlick@tiscali.co.uk](mailto:aschwetlick@tiscali.co.uk). It is helpful to follow the format in the calendar above, and also to include submission deadlines for papers for potential presenters. Please notify the Editor if there are any changes in these details.

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*As Director ELT, British Council:*

Barbara Hewitt

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Simon Greenall, Sue Sheerin, Catherine Walter

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*Newsletter Editor:* Alison Schwetlick

*IATEFL Representative on the ELTJ panel:*

Peter Grundy

*Deputy Associates Coordinator:*

Silvija Andernovics

## Head Office

*Executive Officer*

Glenda Smart: glenda@iatefl.org

*Finance Officer*

Emma Dexter: emma@iatefl.org

*SIG and General Administrator*

Ellie Broadbridge: ellie@iatefl.org

*Conference Organiser*

Alison Medland: alison@iatefl.org

*Marketing Officer*

Alison Wallis: awallis@iatefl.org

*Membership Administrator*

Sarah Howland: sarah@iatefl.org

*Administration Assistant*

Linda James: linda@iatefl.org

*Conference processor*

Jen Leighton: jen@iatefl.org

*Other*

generalenquiries@iatefl.org

## Special Interest Groups (SIGs)

### Business English

<http://www.besig.org>

*Coordinator:* Eric Baber and Ian McMaster

BESig@iatefl.org

*Newsletter Editor:* JoAnn Salvisberg

joann.salvisberg@besig.org

*Discussion List Moderator and website*

*coordinator:* Eric Baber eric.baber@besig.org

### ELT Management

<http://eltm.iatefl.org/>

*Coordinator and Newsletter Editor:*

George Pickering ELTMSig@iatefl.org

### English for Specific Purposes

<http://espsig.iatefl.org/>

*Coordinator:* Mark Krzanowski

ESPSig@iatefl.org

*Newsletter Editor:* Ruth Breeze

rbreeze@unav.es

*Discussion List Moderator:* Will Nash

w.nash@mcc.ac.uk

*Events Manager:* Myles Holloway

HOLLOMK@unisa.ac.za

### English for Speakers of Other Languages

<http://www.esol-sig.org.uk/>

*Coordinator:* Bev Davies ESOLSig@iatefl.org

*Newsletter Editor:* Ibrar Butt

ibrar\_butt@hotmail.co.uk

*Discussion List:* unmoderated

### Global Issues

<http://gisig.iatefl.org/>

*Coordinator:* Mike Solly GISig@iatefl.org

*Deputy Coordinator:* Maureen Ellis

t.ellis2@ukonline.co.uk

*Newsletter Editor:* Claudia Richardson

claudiarichardson@wanadoo.fr

*Discussion List Moderator:*

karen@murasakiblue.com

*Website manager:* nikpeachey@btinternet.com

### Learner Autonomy

<http://www.learnerautonomy.org/>

*Coordinator:* Carol Everhard

everhard@enl.auth.gr

*Deputy Coordinator and web manager:*

Jo Mynard mynardjo@hotmail.com

*Newsletter Editor:* Richard Smith

r.c.smith@warwick.ac.uk, Andy Barfield

barfield.andy@gmail.com

*Discussion List moderator:* Jo Mynard

mynardjo@hotmail.com

*Events Coordinator:* Carol Everhard

everhard@enl.auth.gr

*Shadow Events Coordinator:* Anja Burkert

anja.burkert@aon.at

### Learning Technologies SIG

<http://www.ltsig.org.uk>

*Coordinator:* Gary Motteram

gary.motteram@manchester.ac.uk

*Newsletter Editor:* Pete Sharma

pete.sharma@btopenworld.com

*Discussion List Moderator:* Gary Motteram

gary.motteram@manchester.ac.uk

*Webmaster:* Pete Machichan

webmaster@ltsig.org.uk

### Literature, Media and Cultural Studies

<http://lmcs.iatefl.org/>

*Coordinator:* David A. Hill LMCSSig@iatefl.org

*Newsletter Editor:* Stella Smyth

sks6@leicester.ac.uk

*Discussion List Moderator:* Chris Lima

chrislima90@yahoo.co.uk

*Webmaster:* Carel Burghout

carel.burghout@planet.nl

### Pronunciation

<http://www.rdg.ac.uk/epu/pronsig>

*Coordinators:* Jonathan Marks and Dolores

Ramirez PronSig@iatefl.org

*Newsletter Editor:* Robin Walker

walkerrobin@wanadoo.es

*Discussion List Moderator:* Alex Selman

alex.selman@mac.com

*Webmaster:* Jane Setter

j.e.setter@reading.ac.uk

### Research

<http://resig.iatefl.org/>

*Coordinator:* Alan Fortune and Maïke Grau

ResearchSig@iatefl.org

*Newsletter Editor:* Shaida Mohammadi

resigeditor@smpedu.com

*Discussion List Moderator:* Ana Falcao

Venice@hotlink.com.br

### Teacher Development

<http://tdsig.free.fr>

*Coordinator:* Colin Mackenzie TDSig@iatefl.org

*Newsletter Editor:* Mojca Belak

mojca.belak@guest.arne.si

*Discussion List Moderator:* Duncan Foord

duncan@oxfordtefl.com

### Teacher Training and Education

<http://ttedsig.iatefl.org>

*Coordinator:* Beril Yucel TTedSig@iatefl.org

*Newsletter Editor:* Johan Graus:

ttsigeditor@plex.nl

*Discussion List Moderator:* Martin McMorrow

mmcm@hotmail.com

*Events Manager:* Beril Yucel

TTedSig@iatefl.org

## Testing, Evaluation and Assessment

<http://www.teasig.com>

**Coordinator:** Zeynep Urkun TEASig@iatefl.org

**Newsletter Editors:** Charles Burghout  
carel.burghout@planet.nl; Afshin Parsi  
aparsi@unicef.org

## Young Learners

<http://www.ylsig.com>

**Coordinators:** Wendy Arnold and Niki Joseph  
YLSig@iatefl.org

**Newsletter Editor:** Kerry Powell

kezza\_powell@yahoo.co.uk;

**CATS Editor:** Janice Bland janice.bland@uni-  
duisburg-essen.de

**Discussion List Moderator:** Dennis Newson

djn@dennisnewson.de

**Events:** Karen Widl; Caroline Linse

Clinse@aol.com; Harry Kuchah

hkuchah@yahoo.com

## Associates (as of September 2008)

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

### ACUET (Sri Lanka)

toga@slt.lk

### ALAK (Korea, Republic Of)

kleee@hufs.ac.kr  
[www.alak.or.kr](http://www.alak.or.kr)

### ANUPI (Mexico)

igarrido@anupi.org.mx

### APPI (Peru)

appi@telefonica.net.pe  
[www.appiweb.org](http://www.appiweb.org)

### APPI (Portugal)

appi@appi.pt  
[www.appi.pt](http://www.appi.pt)

### ASOCOPI (Colombia)

asocopi@yahoo.com

### ASTEL (Sudan)

amnambedri@hotmail.com

### ATECR (Czech Republic)

monika.cerna@upce.cz  
[www.atecr.cz](http://www.atecr.cz)

### ATEF (Finland)

english@suomenenglanninopettajat.fi

### ATEI (Iceland)

jiha@mh.is  
[www.feki.ismennt.is](http://www.feki.ismennt.is)

### ATEL (Lebanon)

atel\_lb@hotmail.com  
[www.atelbanon.org](http://www.atelbanon.org)

### AVEALMEC (Venezuela)

teadira@ula.ve

### AzETA (Azerbaijan)

elmira\_e40@hotmail.com  
[www.az-eta.org](http://www.az-eta.org)

### BELTA (Bangladesh)

arifa73@yahoo.com  
[www.belta-bd.org](http://www.belta-bd.org)

### BETA (Bulgaria)

beta.iateflbg@gmail.com  
[www.beta-iatefl.org](http://www.beta-iatefl.org)

### BETA-SIAYA (Kenya)

betasiaya@yahoo.com

### BRAZ-TESOL (Brazil)

braztesol@braztesol.org.br  
[www.braz-tesol.org.br](http://www.braz-tesol.org.br)

### EATE (Estonia)

Leena.Punga@gmail.com  
[www.eate.ee](http://www.eate.ee)

### EGYPTESOL (Egypt)

nagwa@aucegypt.edu  
[www.egyptesol.org](http://www.egyptesol.org)

### ELTA (Serbia)

eltascg@eunet.yu

### ELTA (Albania)

tafanivilma@yahoo.com

### ELTAA (Afghanistan)

Eltaa.kabul@gmail.com

### ELTAF (Germany)

BYSeltafrep@aol.com  
[www.eltaf.de](http://www.eltaf.de)

### ELTAI (India)

eltai\_india@yahoo.co.in  
[www.eltai.org](http://www.eltai.org)

### ELTAM (Macedonia)

fanismickovska@yahoo.com  
[www.eltam.org.mk](http://www.eltam.org.mk)

### ELTAM (Montenegro)

eltam@cg.yu

### ELTAS (Germany)

elke.schulth@web.de  
[www.eltas.de](http://www.eltas.de)

### ENGLISH AUSTRALIA

sueblundell@englishaustralia.com.au  
[www.englishaustralia.com.au](http://www.englishaustralia.com.au)

### ETAI (Israel)

etai05@actcom.net.il  
[www.etni.org.il/etai/](http://www.etni.org.il/etai/)

### ETAK (Kosovo)

etakosovo@gmail.com

### ETAS (Switzerland)

office@e-tas.ch  
[www.e-tas.ch](http://www.e-tas.ch)

### FAAPI (Argentina)

norbeboe@fibertel.com.ar  
[www.faapi.org.ar](http://www.faapi.org.ar)

### FEELTA (Russian Federation)

feeltacon@dvgu.ru  
[www.dvgu.ru/partner/education/feelta/info.htm](http://www.dvgu.ru/partner/education/feelta/info.htm)

### FENAPIUPE (Ecuador)

fenapiup@yahoo.com  
[www.fenapiupe.org](http://www.fenapiupe.org)

### FORTELL (India)

muktisanyal@gmail.com  
[www.fortell.org](http://www.fortell.org)

### HUPE (Croatia)

ivana.cindric@ufzg.hr  
[www.hupe.hr](http://www.hupe.hr)

### IATEFL Chile

info@iatefl.cl  
[www.iatefl.cl](http://www.iatefl.cl)

### IATEFL HUNGARY

office@iatefl.hu  
[www.iatefl.hu](http://www.iatefl.hu)

### IATEFL Poland

office@iatefl.org.pl  
[www.iatefl.org.pl](http://www.iatefl.org.pl)

### IATEFL Slovenia

renata.krivec@gmail.com  
[www.iatefl.edus.si](http://www.iatefl.edus.si)

### IATEFL UKRAINE

Elena.belkina@erstebank.ua

### INGED (Turkey)

tutunisster@gmail.com  
[www.inged.org.tr](http://www.inged.org.tr)

### JACET (Japan)

miyamach@sgu.ac.jp  
[www.jacet.org](http://www.jacet.org)

### KATE (Korea, Republic Of)

edufuture@primenet.co.kr

### LAKMA (Lithuania)

Gen.i@vpu.lt

### LATE (Latvia)

late@latnet.lv  
[www.late.lv](http://www.late.lv)

### LATEUM (Russian Federation)

lateum@inbox.ru

### LEVENDE TALEN (Netherlands)

r.l.tanner@uu.nl  
[www.levendetalen.nl](http://www.levendetalen.nl)

### LMS Sweden (Sweden)

maria.allstrom@telia.com

### MATE (Haiti)

Jeanfranois\_vilmenay@yahoo.com

### MATEFL (Malta)

sandramont@vol.net.mt  
[www.matefl.org](http://www.matefl.org)

### MELTA (Germany)

treasurer@melta.de  
[www.melta.de](http://www.melta.de)

### MELTA (Malaysia)

melta@tm.net.my

### MSATE (MSSUA) (Czech Republic)

myska.t@email.cz  
[www.mssua.info](http://www.mssua.info)

### NATE (Russian Federation)

fl\_theory@ffl.msu.ru

### NATECLA (United Kingdom)

co-ordinator@natecla.fsnet.co.uk  
[www.natecla.org.uk](http://www.natecla.org.uk)

### NATESOL (United Kingdom)

jtnicolson@freenet.co.uk

### NELTA (Nepal)

ccnelta@wlink.com.np  
[www.britishcouncil.org/nepal-support-nelta.htm](http://www.britishcouncil.org/nepal-support-nelta.htm)

### NETA (Namibia)

skrishnamurthy@polytechnic.edu.na

### OmELTA (Russian Federation)

omelta@bk.ru  
<http://omelta.omsk.edu/>

### RATE (Romania)

monica.ralea@britishcouncil.ro  
[www.rate.org.ro](http://www.rate.org.ro)

### SATEFL (United Kingdom)

s.brinz@abcol.ac.uk

### SATEIL (South Africa)

frans.dutoit@nmmu.ac.za

### SAUA/SATE (Slovakia)

bhrubcinova@stonline.sk  
[www.saua-sate.sk](http://www.saua-sate.sk)

### SELF (Denmark)

susanne.jacobsen@events.dk

### SLELTA (Sri Lanka)

sleltasec@yahoo.com

### SPELT (Pakistan)

zsarwar@cyber.net.pk  
[www.spelt.org](http://www.spelt.org)

**SPELTA (Russian Federation)**  
tatiana-szelinger@yandex.ru

**TEA (Austria)**  
schillerp@mac.com  
www.tea-austria.org

**TESOL ARABIA (United Arab Emirates)**

**les.kirkham@gmail.com**  
TESOL FRANCE  
tesol@enst.fr  
www.tesol-france.org

**TESOL GREECE**  
tesolgreece@otenet.gr

**TESOL MACEDONIA-THRACE (Greece)**  
tesolmth@hol.gr  
www.tesolmacthrace.org

**TESOL SPAIN**  
liaison@tesol-spain.org  
www.tesol-spain.org

**TESOLANZ (New Zealand)**  
carolg@ais.ac.nz  
www.tesolanz.org.nz

**UKBET (Bangladesh)**  
info@ukbet-bd.org  
http://www.ukbet-bd.org

**UzTEA. (Uzbekistan)**  
joinuztea@rambler.ru  
www.uztea.uz

In a large organisation like IATEFL people are always on the move and contact details can rapidly become out of date. Please email [jen@iatefl.org](mailto:jen@iatefl.org) if you find any errors or omissions in these listings.

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The Editor of *IATEFL Voices* can be contacted by post at PO Box 3182, Pewsey, SN9 5WJ, United Kingdom or by email at [aschwetlick@tiscali.co.uk](mailto:aschwetlick@tiscali.co.uk)

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