



voices

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VOICES

From the Editor

Happy new year from everyone at *Voices*! The beginning of a new year is a great time for a fresh start, and I am delighted to introduce the first issue of *Voices* in 2019. You will have noticed that *Voices* has a new look—we have a new, fresh cover and an updated internal design. But that's not all.

I am thrilled to introduce several new features that are appearing in this issue for the first time. IATEFL President Margit Szesztay's paper 'The English class as a group' is the first in a series of slightly longer 'keynote' papers from authoritative figures in the ELT world, and Lucius Von Joo's paper 'Lesson plan networking' is related to the featured SIG in the issue, in this case the Learner Autonomy SIG, or LASIG. For more on LASIG, see Christian Ludwig's 'Spotlight' piece on page 21.

I'm excited to introduce two new regular features, 'My life in ELT' and 'What's happening in...'. and I would like to thank Xiangdong Gu and Turki ALSolami for getting us started with the first of these. If you would like to be featured as an IATEFL member, or if you would like to write a report on what's happening in your part of the world, please do get in touch. In the 'regular columns' section, you will also find another new feature of the magazine: a column called 'On my mind'. This is your opportunity to share your thoughts (politely and respectfully!) on any aspect of ELT that concerns you, or that you have an opinion on. In this issue, Ken Lackman expresses his opinions on ELT coursebooks. If you have something to share with *Voices* readers, send me an email.

You will see plenty of familiar content here, too, from feature articles to materials reviews to updates on what's happening in the IATEFL world. Is your new year's resolution to self-publish your own materials? (Mine is!) Have a look at Walton Burns' article on how to do just that. Part 2 is coming in the next issue. Are you looking for new ideas for teaching vocabulary? Zina Kalyuzhnaya has some ideas. And do you struggle with students who want to use Google Translate? Read Kimberly Lalone's thought on that topic.

My goal this year is to ensure that the new-look *Voices* remains a valuable resource for IATEFL members around the world, and I can only do that with your help. I would love to hear from members with an idea for an article, or who would like to appear in one of these new features.

Here's to a great 2019!

Tania Pattison
Voices Editor
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Tania Pattison, Editor

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From the President

Greening our Conferences

ELT conferences can motivate, inspire, inform, build communities and be formative events in one's professional development. At the same time, their carbon footprint can also be substantial. Recently, IATEFL's Conference Committee has been taking stock of what we have been doing and what more we could do to make our conference eco-friendly. I've also asked our Associates to share their thoughts with us. I hope that the ideas that follow will start a wider conversation on this important issue.

Greening our annual Conference

First, the choice of venue can make a difference. The ACC in Liverpool, our venue for IATEFL 2019, has very good green credentials. For example, they send zero waste to landfill, instead turning all their rubbish into fuel (www.accliverpool.com). Second, here is a list of initiatives we will be implementing in Liverpool.

- We will use reusable drinking cups.
- We are initiating an eco-partner sponsorship package; part of this package will be to share ideas with participants on how they can make their conference experience more environmentally friendly.
- Starting in Brighton, we now use a new kind of conference badge which requires no plastic wallet holder.
- The conference programme is printed on forestry-approved paper using natural (as opposed to synthetic) inks.
- There will be recycling bins for conference programmes and badges, as well as normal ones for plastic, paper, etc.
- We are encouraging speakers to share PowerPoint presentations on SlideShare to save paper and printing.

Ideas from our Associates

Angola

One way to green a conference is to address issues related to climate change and the environment during sessions. In Angola, for example, teachers in different parts of the country get together for regional 'English Club' meetings, where they discuss moral, ethical and environmental issues in addition to professional questions. They invite guest speakers with expertise in these areas who can help teachers to see the links between their lives and wider social and environmental issues.

Caetano Capitão, *ANELTA President*

Germany

Why not bring your own mug to the conference? As Sherri Williams notes, the cups provided at different venues are usually



Margit Szesztay has been involved in teacher education for the past 25 years. Her professional interests include group facilitation, learning through discussion, creativity in ELT, the teacher as educator, and building professional communities.

too small and awkward to carry and have a high risk of spilling. Your own travel mug or keep-a-cup with a lid is more convenient, in addition to being environmentally friendly. In the future, participants could have the option of bringing their own mug or ordering one with the conference logo on it, to be picked up at the registration desk. This option could be simply added to the registration process; the number of mugs ordered would be printed and ready for pick-up on arrival. Conference organisers could team up with makers of cups using environmentally friendly materials, such as bamboo.

Chair, *ELTABB: English Language Teachers' Association Berlin-Brandenburg*

Slovakia

Last year, the Slovak Association for Teachers of English (SKA) used biodegradable cups, thanks to the sponsorship of a fellow teacher and her husband who feel that we as teachers should set an example with our actions and take care of our planet. At the same time, initiatives such as this one can go unnoticed by participants. It's easy to move into busy mode as we rush from session to session, our minds full of new ideas, contacts and friendships in the making. This is why it is important to highlight these new initiatives—announce them at the opening, include them in the conference programme—the way SKA did in their conference brochure.

Linda Steyne, *Chair, SKA*

Argentina

Another idea relates to the conference bag and its content. There is growing awareness of the dangers of plastic pollution and, increasingly, we can see the devastating impact of our throw-away-plastic culture. Verónica Casado, the President of NAMPI, reminds us that the materials used for the pens and other small gifts given out at a professional event can make a difference.

At a recent conference, delegates were given ecological pencils with seeds. Not only were the pencils made of environmentally friendly materials, they also contained a transparent bubble at the top containing some seeds. Participants take the seeds home, plant them and can share pictures of the sprouts on social media, thereby raising awareness of green issues. President, *NAMPI, Argentina, Mendoza region, OUP sponsorship*

Hungary

As part of their 25th Conference celebration, IATEFL Hungary decided to plant trees, one in each of the cities where past conferences have been held.

Beatrix Price, *Past President*

In fact, planting trees is a way of joining forces with the numerous 'greening the planet' initiatives around the world. One truly inspiring global initiative is the Trillion Trees project, and I'd like to finish this letter with their vision for the future:

By mid-century, through concerted collective action by all sectors of society, one trillion trees have been re-grown, saved from loss and better protected around the world. ... These trees, in forests, woodlots and farms, bring multiple social, economic and environmental benefits (www.trilliontrees.org).

With best wishes

Margit



The International Association of Teachers of English as a Foreign Language was founded in 1967

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Keynote article: The English class as a group

With this A–Z of dangers, IATEFL President Margit Szesztay presents practical ideas for helping students work together effectively.

I'm a firm believer in the creative potential of groups. As a teacher and a trainer, one of my key aims has been to build open and inclusive communities out of the roomful of individuals who enter my classrooms and training rooms. Recently I gave a webinar where I shared some activities to illustrate that a sense of play, spontaneity and group creativity can transform our classrooms into places where deep and meaningful learning takes place as a *collective endeavour* (IATEFL monthly webinars, June 2018). Pair work, group work, whole-class debate and discussion, as well as other work modes which get students interacting with one another are useful tools for tapping into the creative potential of groups.

At the same time, giving students the space to take the initiative, engage in open-ended activities, ask questions and express their opinions on issues that matter to them is not without dangers and creates particular challenges. This article will highlight some of these challenges and offer some suggestions for how to meet them.

Affinity bias

We tend to be positively biased towards people who are like us. The similarities can be superficial, such as people who dress like us or support the same sports team. Sometimes these biases relate to deeply held values and identities, for example, shared religion or cultural background. We are often unaware of how our own biases influence what we think about others and how we interact with them. This kind of positive discrimination becomes a problem when it creates *insiders* and *outsiders* and



can have a negative influence on students' willingness to interact with *all* members of the classroom group.

Formulating guidelines for classroom interaction jointly can help to raise awareness of affinity bias—see Interaction Guidelines. In addition, moving students around regularly so they get used to communicating with everyone can help to build the class as an inclusive community.

Continuous Partial Attention (CPA)

This term was coined by Linda Stone (2007) to describe the state of mind created by the urge to be connected to a virtual reality, to constantly check for messages or new posts so as not to be missing out. The danger is that the fast-paced, visually stimulating world of multiple connections which we can enter instantly via our hand-held devices is limiting our ability to focus and listen during real-time, face-to-face encounters. It is often the mental effort of paying attention that makes communicating in groups meaningful and engaging. And yet our ability to pay attention to those around us is being compromised. In my own classrooms, I've observed the way small acts of inattention, such as checking for smartphone messages, can have a cumulative effect and can create a general state of distraction.

It is important to use technology consciously and purposefully in the classroom and to build in generous amounts of screen-free communication.

Groupthink

There are many social forces at play influencing the way people behave in groups and the pressure to conform is a powerful one. For example, if you ask students at the start of the school year to introduce themselves and the first one says her name and age and talks about her hobbies, chances are the second student will follow suit and share

the same type of information. The term 'groupthink' was coined by psychologist Irving Janis (1972) and it refers to a special kind of conformity: the urge to reach consensus and maintain the cosy, feel-good factor in a group at the expense of considering critical voices and minority views. When groupthink is at play, members tend to self-censor—they don't raise issues or bring in perspectives that might rock the boat and endanger group cohesion.

The teacher's role is key in helping learners to notice the social forces such as peer pressure or groupthink and inviting multiple interpretations and a multitude of perspectives on any topic being discussed.

Hot buttons

According to the Merriam-Webster dictionary, a 'hot button' is an issue that causes people to feel strong emotions such as anger, and can lead to heated arguments. The emotional undercurrents in a given situation can intensify our response to an issue. For example, a sarcastic comment, a patronising look or an aggressive tone of voice can act as triggers, as can differences of opinion. Strong feelings such as anger and frustration can cloud our vision and make us lose our calm. Such emotional stumbling blocks can derail interaction in the classroom and bring it to a dead end.



“We are often unaware of how our own biases influence what we think about others and how we interact with them”

In his book *Focus*, Daniel Goleman (2013) claims that one way to define emotional maturity is to think of it as the widening gap between 'impulse' and 'action'. So raising awareness of the 'hot buttons' phenomenon in our classrooms and helping our students to learn how to control their impulses during a heated discussion, for example, is a way of fostering emotional maturity. Working with topical stories can also raise awareness, and you could use the 'Hot buttons' story for this—see page 4.

Interaction Guidelines (Sample)

- We are curious about other people's views and ideas.
- When someone speaks, we listen without interruption.
- Everyone's voice matters and can enrich the group's understanding.
- If someone is quiet, we can involve them by asking a question.
- If you have a lot to say, remember to balance speaking with listening.
- Do not hold back an idea out of concern about what the teacher or others think.
- Refer to classmates by their name and make eye contact with the people you are addressing.

Hot buttons

Mole was driving on the motorway with his friend Badger. He was enjoying the ride and feeling good about himself. Suddenly another car driven by Rat cut aggressively and dangerously in front of him. Mole turned purple with rage and started hooting and shouting. Rat just laughed and accelerated away. Ten minutes later, Mole was still very upset. He turned to his friend Badger and said, 'That kind of behaviour makes me so angry!' 'Excuse me, Mole', replied his friend in a calm voice. 'Why do you allow yourself to get angry because of what another driver does?' Mole was speechless. He was expecting some sympathy from his friend. 'What that driver did was information about him. The way you respond is information about you. You don't have to let it affect you,' Badger continued.

And so it was that Mole learnt an important lesson that day. Letting yourself be provoked by other people's behaviour is like handing over the remote control to your emotions.

Based on a story in Owen (2000).

Noise and volume

Some low-level background noise can be conducive to group interaction—it can make shy students feel less self-conscious and ready to speak up. I've seen teachers put on background music or open the window in order to create this kind of positive background noise. However, *too much* noise can make it impossible for students to hear and understand what their peers are saying and this way impedes communication.



“The teacher's role is key in helping learners to notice the social forces such as peer pressure or groupthink and inviting multiple interpretations and a multitude of perspectives on any topic being discussed”

One thing I have found helpful is to encourage students to find their *optimal* voice for different speaking tasks. This means speaking at a volume that is loud enough for my speaking partner or group-mates, but which does not distract the groups around us. This is especially important with large classes. It can also be helpful to rethink tasks and activities in terms of the optimal use of classroom space. For

example, when working with a large class a 'gallery walk' type of activity spreads students around the classroom and the physical distance from other groups can make it easier to sustain attention.

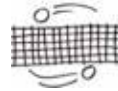
Ping-pong match

Another danger to watch out for is the 'ping-pong match' phenomenon. It can occur between teacher and student(s) or among students. We can get locked into an argument that goes back and forth between the two parties, just as the ball bounces back and forth during a ping-pong match. While defending our arguments is a useful skill and can also be energising, it can create unhelpful scenarios. When two students engage in this kind of debate, the rest of the class can disengage and switch off. A polarised debate can also divide the class into two camps with each one supporting a different side.

When you notice a ping-pong match developing in the classroom, break it up by inviting in other students. Ask: 'Is there anyone who sees this differently?' or 'We seem to be locked into an argument here—are there other aspects to the topic that we could consider?' These questions can be helpful teacher interventions.

Rows and fixed desks

Such an arrangement is still the reality in many classrooms around the world. This reflects the 'jug and mug' view of education: the teacher is the jug full of knowledge and the students are empty mugs passively receiving knowledge. It can



be a real challenge to bring group interaction and student-to-student communication into a traditional setting like that.

Initially, it can be helpful to establish home groups, i.e. groups of four students who regularly work together. You can set this up by asking students sitting in odd-number rows to turn around and form groups with the ones sitting behind them. The next time you want students to work in groups, you just need to ask them to get into their home groups. After a few weeks, you can reseat students to create new home-group combinations.

Swampy lowlands of practice

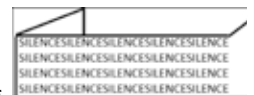
As teachers we inhabit what Donald Schön called the 'swampy lowlands of practice' (1983: 42). The communicative English classroom places special demands on us, and it is easy to lose perspective and feel overwhelmed. Getting attention back after a noisy speaking activity, encouraging shy students to speak up, dealing with tensions that can arise out of differences of personality or opinion, to name but a few examples, are no easy feats. It can be a real challenge to keep an eye on *the class as a whole* while our attention is being pulled in so many directions.

I've found it helpful to consciously take up the mental position of a semi-outsider, to move into 'helicopter view' (Bee and Bee 2002). For example, when students are working in pairs or groups, I can ask myself questions that orient my attention to the class-as-a-group dimension: What is the level of engagement? Is anyone switching off or drifting out? Do I need to make any on-the-spot adjustments to my lesson plan?



Wall of silence

Has it ever happened to you that an interesting topic or an exciting classroom activity did not lead to the engaged interaction that you were hoping for? Have you ever posed what to you seemed like a thought-provoking question to be met by what felt like an invisible wall of silence? As teachers, we should remember that it takes courage to speak up in a group and saying something to the whole class is an act of public speaking—something that most of us dread. A judgemental atmosphere where mistakes are stigmatised can make it even harder to find the courage to break the silence. That's why it is important to create an atmosphere of trust and openness where students are not afraid of making mistakes and dare to voice even half-baked ideas.



'Gallery walk' activities

You can turn your classroom into a 'gallery' and invite students to walk around, visit and respond to the 'exhibition'. You can exhibit quotations, questions, pictures, photographs, riddles or controversial statements by putting these up on the walls of the classroom. Students then walk around in pairs or groups, discuss their ideas and write a joint response to what is on display. For example, their task can be to come up with a title for the pictures being exhibited. Finally, you bring the class together and students share and discuss their impressions and responses.



IATEFL President Margit Szesztay starting primary school

“As teachers, we should remember that it takes courage to speak up in a group and saying something to the whole class is an act of public speaking—something that most of us dread”

Zebra mentality

This is about seeing the world in black and white—like the stripes of a zebra. It often means simplifying complex issues, ignoring the multi-dimensional and the subtle. As teachers, we can contribute to such a mentality unwittingly by only asking questions which have one correct answer, and being over-concerned with 'covering the material'. Tapping into the creative potential of



the classroom group by asking open-ended questions and creating opportunities for our students to learn from one another will help them to see that the colours of the world are more like those of a tropical goldfish than of a zebra.

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Lesson plan networking

Sharing, buying, selling and trading educational resources for both teacher and students

Lucius Von Joo explores Internet sites where teachers can download teaching materials.

This is an excerpt from a recent Tech Talk column in the Learner Autonomy SIG's newsletter, *Independence*. **Note from the Independence editorial team:** Lucius Von Joo is a long-time columnist for *Independence*. Each issue, Lucius spotlights current topics in technology, offering tips, tools and tasks for using technology to support learner autonomy. Past columns have included the use of music in the classroom, how to integrate news sources into learning, using digital collages, and utilising language exchange apps for independent learning. Lucius's contributions are practical and can immediately be implemented into classroom practice. We hope that you find this Tech Talk as inspiring and useful as we at LASIG have.

Technology has changed the way many industries operate, and the field of education is no exception. The ability to crowdshare an idea, resource or invention has become widespread. This form of shareability has been widely adopted in our field. Educators share and exchange lessons and methods for the betterment of the practice. Educational conferences and workshops have grown with the field and are now taking an additional online form. These factors have led to a boom in lesson sharing online. This boom, as with many developments in technology, can be very useful. However, online resources can be quite scattered and challenging to navigate. This is in part because of the many subjects and levels that education encompasses.

In this Tech Talk I will name a few notable sites that have a large number of language learning lessons for both EFL and ESL settings. For each site I will summarise what it currently offers and general user guidelines. I have organised the article into three sections: 1) free teaching resource websites; 2) websites that operate with a trading system; and 3) pay websites.

1) Free teaching resource websites

Many sites have been set up over the years for sharing lessons. Many of the earliest



Lucius Von Joo teaches for Kanda University of International Studies, Japan. He holds an Ed.M. in Comparative and International Education and has teaching experience in deaf education, elementary education and EFL/ESL in California, Japan and New York.

sites were free, often founded with the objective of empowering educators. How user-friendly the site is can vary depending on the year of establishment and financial support. I have listed a few of the most famous sites that offer completely free resources. Many pay sites also offer some

Dave's ESL Cafe

Levels: mixed (unspecified)
Number of language lessons: 2001
Age of content: mixed (unspecified)
Filters: 26 categories
Material: lesson ideas
Cost: free

free lessons; however, for this section the sites are almost exclusively free. Dave's ESL Café is one of the longest-running sites designed for language learners and teachers. There are many lessons and

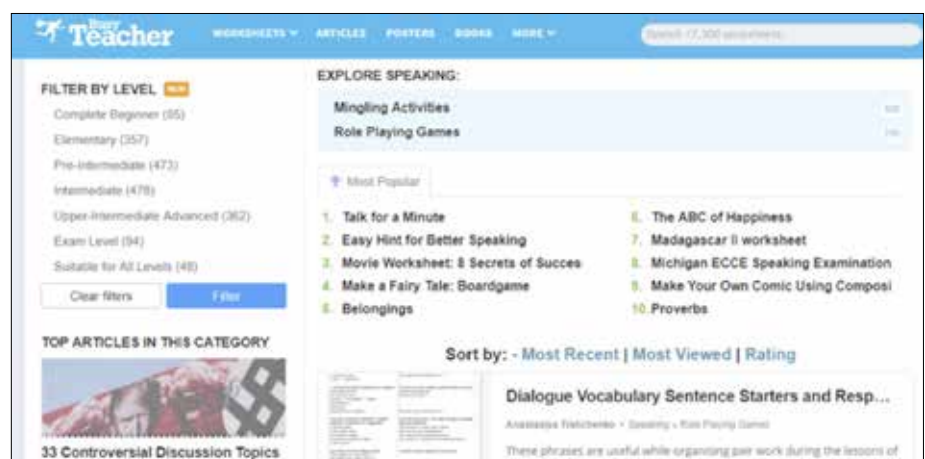
games that are easy to adapt to multiple levels. The website is organised in lists and is text heavy, which could make it difficult for learners to navigate. If you have time to navigate through the site there are many resources, and all are free. The site also has a section dedicated to students as well as one on jobs in the field.



Levels: 6 levels, complete beginner to exam level
Number of language lessons: 17,300
Age of content: mixed (unspecified)
Filters: 15 main topics with subcategories
Materials: worksheets, posters
Editable: yes (mostly .doc form)
Cost: free

Busy Teacher is a great website with currently over 17,000 free, printable worksheets mostly focused on language learning. The worksheets are usually in .doc format so you are able to edit and personalise them to fit the needs of your class. The site also has many inspiring posters that can be printed. Busy Teacher does sell books on the website, but all the downloadable resources are free.


You can look for lesson plans by categories such as reading, listening, speaking,



writing, grammar, vocabulary, motivation and pronunciation.

Once you select a category you can then further filter by level. When viewing the worksheet you will see the number of users who have viewed the same worksheet, as well as any existing user reviews.

You can also search for resources by using keywords to find a lesson by topic; however, this search will not filter by level or skill.




Levels: mixed (unspecified)
 Age of content: mixed (unspecified)
 Filters: skills, vocabulary
 Materials: worksheets, lessons, posters
 Editable: no
 Cost: free

TEFLnet is another classic site that started in the late 90s. The lessons are free. They are written directly onto the webpage so you can copy and paste the text to edit in a Word doc or print it as is. One unique element TEFLnet offers is a worksheet generator. You can generate three types of vocabulary activities: matching, sorting or scrambled. The sheets are very simple and easy to make. Below are a few samples of what the sheets look like.




Levels: 3
 Number of language lessons: 100
 Age of content: young learner to adult
 Filters: learner, time, topic, materials
 Materials: videos, worksheets, slideshows
 Editable: no
 Cost: free


Lesson stream is a simple free lesson website that has multimodal lessons. Most lessons are saved as a pdf so are not editable. The lessons are often explicitly planned out step-by-step so may be good for new teachers or those without time to personalise a lesson to fit the specific class needs.



Levels: mixed (unspecified)
 Number of language lessons: 328
 Age of content: preschool to college
 Filters: subject, level, type, user, language
 Material: books, worksheets, images, videos
 Editable: yes
 Cost: free

This platform was designed for teachers to share lessons that fit the common core curriculum in the USA. Nevertheless, many lessons are quite universal and would work in multiple settings. All worksheets are downloaded and can be edited; they often have an accompanying lesson plans. For some resources there are even free e-books and extensive units. Because the site is designed for many subjects other than language learning, I found the best way to find lessons was to search the term 'ESL'.

2) Trade sites




Levels: 3
 Number of language lessons: 673,183 printable, 79,166 PowerPoint, 14,110 online exercises
 Age of content: 3 to 18+
 Filters: category, age, level, type, date, keyword
 Material: worksheets, ppt, and online exercises
 Editable: yes
 Cost: free/trade

Esprintables has been around since 2006 and is a place for teachers to exchange resources. The system is simple: you upload a worksheet and get points for that resource. Every time the resource is downloaded by a user in the community you get an additional point. Each point allows you to download one worksheet or PowerPoint that someone has uploaded to the site.

The concept of this platform is very communal; however, for new users it may be difficult to have enough resources to share so that the new users get points. Also, as you can see by the number of resources above, there is a lot to sift through when finding a lesson that fits your needs.

3) Pay sites

Pay sites often have more refined lessons and can also supplement textbooks. Some pay sites are set up by textbook publishers while others are crowdshare-based. The idea of crowdshare pay sites is that teachers trust peers more than publishers and will pay each other for lesson plans and materials. The sites range from free worksheets to entire textbooks.



Levels: not specified
 Number of language lessons: 84,938
 Age of content: PreK to higher education
 Filters: 15 main topics with subcategories
 Materials: worksheets, decorations, assessment guides, e-books, videos, and many more
 Editable: yes and no depending on the purchase agreement
 Cost: free to US\$900

Teachers Pay Teacher or TpT was started by a teacher in New York who often shared lessons and came up with idea of selling them to other educators outside his immediate network. The site has been around since 2006; however, it has become exponentially more popular in the last few years. Part of its popularity is due to word of mouth and the strengthening of social networks. The site is for profit so there is big appeal to sellers to upload content. To download lessons, you must make a buyer's account, which is free to set up. Once you have the account set up you can easily download lessons.

There are many free lessons, as each seller is required to make one free resource. The resources range in quality but it is in the seller's interest to make a convincing free sample lesson. Each lesson has a description and preview pages of the material are also available. The image below is of a free 26-page eBook offered for ELL.

Users can review each lesson, rating six elements of the lesson. Below you can see an example of this being done for the above ELL lesson. There are also detailed reviews written by users that accompany the ratings, which give a good understanding of what the resource offers.

To continue reading this Tech Talk, including more sites where you can buy resources, how you can sell your own materials, websites for self-directed learning, and the overall benefits and potential drawbacks of educational resource sharing, visit lasig.iatefl.org/independence. Access to the article is free.

So you want to self-publish your ELT materials, part 1

Walton Burns explores the world of self-publishing in ELT.

Self-publishing in ELT has been around for a surprisingly long time. Pro Lingua began as a three-person indie publishing company in 1980. Eric Roth founded what may have been the first proper ELT self-publishing company, Chimayo Press, in 2005. Since then there have been many successful self-publishers, and smaller independent presses, such as the round, Wayzgoose Press and Peachey Publications. And self-published books do not lack quality. Just last year, the PronPack series by Hancock McDonald ELT won an ELTon. And interest in self-publishing is still on the rise: I am constantly asked for help or advice from teachers who would love to self-publish but just don't know how.

So, in this two-part article, I'd like to provide practical, comprehensive advice for those who want to publish their own materials. I'll also reflect on the past 10-odd years of the self-publishing revolution and infuse my advice with some of those lessons learned. In this first article, I'll talk a little about things to consider before starting your self-publishing journey. By the end of this article, I hope you'll have a sense of whether self-publishing is the way to go for you and your materials. In the second part, I'll talk more about what exactly you need and how to get it.

The self-publishing journey begins with content. More specifically, you need original content that teachers want to buy. Let's discuss what that means.

Original content

Being original is important for a few reasons. Obviously, you shouldn't use copyrighted material or create ill will by borrowing someone's method or activity without permission or at the very least, acknowledgement. And selling books is a commercial activity, so copyright laws are more restrictive; it's worth consulting with a lawyer if you are afraid your materials might infringe on someone else's intellectual property.

Beyond legal issues, originality is what sells. The same forces that make it easy for you to self-publish make it easy for everyone. And if you're serious, you'll want to compete with the established publishers,



Walton Burns has been self-publishing since 2007, including selling materials on his blog, through Teachers Pay Teachers and through his independent publishing company, Alphabet Publishing.

He has also written and edited materials for Oxford University Press, Macmillan, Compass Publishing and Pro Lingua.

not to mention resource marketplaces like Teachers Pay Teachers, and even teacher blogs where ideas and activities are shared for free. You need to convince people to buy your book, and having something they can't get anywhere else is the best way to do that.

One way of ensuring your content is original is to find your niche. As the publishing companies, for a variety of reasons, have tried to create materials that appeal to a global audience, the need for specialised material has arisen. Many English courses have specific needs based on a combination of the students' backgrounds, needs and levels, the topic and aims of the course, and the methodology. If you can

“You need to convince people to buy your book, and having something they can't get anywhere else is the best way to do that”

find what makes your course or approach unique, you can create original materials: I met a teacher recently who had compiled activities that use everyday objects to teach academic English to American primary school students. There's very little else out there that does quite the same thing.

Content they want

However, originality is not enough. Your materials must be needed. Many people self-publish because they want complete creative control over their project and may resist even discussing their ideas with anyone else. Unfortunately, that can lead to publishing something no one but you would ever buy.

So, it's always a good idea to test out the

appeal of your content before publishing. And your own classroom is a great place to start. Be sure to get student feedback and revise appropriately. You can also ask colleagues to read or even test your materials in their classroom.

I recommend offering free samples. It's very easy to set up a website or even post files to social media. And while you're sharing, and hopefully getting feedback, you're also getting your name out and collecting testimonials you can use in marketing later.

Note that giving away parts of your materials is not necessarily a barrier to publishing later. In fact, even established publishers will be happy to have evidence your materials are in demand.

Incidentally, selling on a website or through a third-party marketplace such as Teachers Pay Teachers is a viable alternative to publishing an entire book. If you don't have enough materials for a full book, or perhaps your creation is more of a miscellany of worksheets and activities than one coherent volume, selling them as individual PDF files can be quite profitable and less work than putting together a proper book.

To e-book or not to e-book

Once you have original content, you've established that people want to buy it, and you've made revisions based on feedback, it's time to consider how you will format your books. There are three options: e-books, print books, or both.

The biggest advantages of an e-book are that they are cheaper and easier to produce. You don't have to pay a printing and shipping cost on each book, so your profit margin will be much higher. There's also some evidence that e-books sell better and are more likely to be bought on impulse. For example, a speaker at ConnTESOL in 2012 mentioned a topic from a chapter of her book. The woman in front of me took out her phone, bought it right then, and navigated to the chapter the speaker was discussing! You can't do that with a print book.

E-books can also include lots of navigation links so the reader can easily skip between chapters. You even put in links to other websites and resources such as video or audio. Some formats of e-books do allow you to embed media files, although that will limit the places you can distribute it and increase the size of the file, which may be an obstacle for some users.

The downside of e-books is the reader has a great deal of control over the font, font size, and colours. That means you cannot control what the reader will see on one 'page'. So, if you need your reader to be able to see a picture and accompanying text at the same time, e-books may not be the way to go. You also can't use fonts or font colours to distinguish target words or grammar structures, although you can use underlining, italics, and boldface.

Likewise, e-book readers generally can't handle formatting devices such as tables or textboxes. That means you can't create

“... go to your bookshelf and open up any standard coursebook, teacher resource book or activity book. Anything they can do, you can do”

a sidebar going down one side of the page, for example. However, there are creative workarounds, such as images of graphs, charts, or text you want to highlight, for example.

Finally, students cannot write in e-books, meaning workbooks do better as print books.

Print books can, of course, be formatted any way you like. There are a variety of design programs available that vary in cost, ease-of-use, and capabilities, but any one will allow you to make a nice professional looking book. And in this era of the freelance economy, you can also hire very talented book designers and artists to make your dream a reality. Print-on-demand has made it relatively inexpensive and convenient to print paperback books without a large investment upfront or turning your house into a warehouse. We'll talk about how to find those programs, that talent and those printers in the second part of this article. Now, if you want to print a book in a non-standard size or include, say, sticker pages, it will be costly.



But, go to your bookshelf and open up any standard coursebook, teacher resource book or activity book. Anything they can do, you can do.

I have also found that a great number of teachers prefer printed books that they can hold in their hands and browse. E-books compete with websites and blogs that share lessons and activities for free in a way print books don't. Also, if you want to sell internationally, e-books don't automatically have an advantage. In some countries, there's not enough bandwidth for e-books, teachers can't afford e-book readers or smartphones, or the e-book sites are blocked. So, teachers still go to the local English teaching bookstore. And as we'll talk about in the second part of the article, teacher conventions and book fairs are great places to market and sell books. Many teachers at conventions love to browse the actual book.

Of course, you usually want to create both an e-book and print book version, and tailor each to the strengths of the medium. I have a book out that has an appendix of photocopiable worksheets. In the e-book version, I show images of those supplements and then link to a site where they can be downloaded and printed for

free. And I love when e-books link to the answer key in the back of the book directly, something you cannot do in print book.

I hope that this first part of the article has helped you decide whether self-publishing is right for you. In the next part, I'll discuss exactly what you need and where

“Plan your venture like a business, produce quality materials, and you'll be setting yourself up for success!”

you can get it. If I can be permitted to close with one last piece of advice, take yourself seriously as a publisher. Plan your venture like a business, produce quality materials, and you'll be setting yourself up for success!

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Part 2 of Walton Burns' article on self-publishing will appear in the March/April issue of Voices.



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My life in ELT

IATEFL member Xiangdong Gu from China talks about her life and work.

1. Tell us a little about your career path. How did you get to where you are now? What made you choose this direction?

It's a long story. I have written a memoir in two volumes with 250,000 Chinese characters about my half-a-century life and career strivings in China. This is to be published by Cam River Publishing this year in Chinese. It is also being translated into English. Also related to how I got to where I am now and why I chose EFL is the talk I gave in 2018 at the IATEFL conference in Brighton entitled 'Empowering girls and women with English language education'. I contextualised the dramatic changes in girls' and women's literacy spanning six generations in China by using family anecdotes to show how English language education could empower girls and women at home and in society.

It is very difficult to imagine what life was like for my totally illiterate great-grandmother, my grandmother and my barely literate mother, but without this context we cannot really understand modern China. My IATEFL talk covered how my great-grandmother's feet were bound; how my grandmother was powerless to prevent five of her seven daughters from being drowned at birth by her own husband; how my mother kept silent about the domestic violence she suffered during the first half of her married life; and what struggles and dilemma I faced when I had to leave my husband and son and move elsewhere to pursue my MA and PhD studies.



Xiangdong Gu is a full-time professor, PhD supervisor and Director at Chongqing University, China. She has also worked with Cambridge Assessment English as an academic consultant since 2012.

Her research interests integrate issues in language assessment, teacher development and foreign language educational data mining.

I then talked about my mind-opening experiences of studying and working in the USA and UK; my daughter-in-law's high English proficiency and earning a place at the 'Ace of the Aces' university in China; my first, then infant, granddaughter's health, her emotional wellbeing and her English language education. My family story demonstrates how I got to where I am now and what made me choose this direction.

2. What does a typical day look like for you?

I am really busy almost every day, fully engaged with multiple roles and tasks as a professor, director, MA and PhD supervisor, researcher, social entrepreneur, wife, daughter, mother, grandmother and so on. I try in every way I can to strike a balance and live my life to the fullest, but at my own pace.

Since I turned 50 last year, I have set myself three priorities: 1) to walk 10,000 steps a day to keep myself fit and healthy; 2) to enhance my English language proficiency by reading and copying in authentic English at least one page, particularly of inspiring stories of girls and women around the world, and by keeping weekly journals in Chinese, so that one day I shall be able



to tell more stories about Chinese girls and women both in English and in Chinese; and 3) to keep me up-to-date with the latest developments in English language teaching, learning and assessment by trying to read one academic journal article or book chapter a day so that I can better supervise MA and PhD students and give more thought-provoking lectures to my students, who range from undergraduates to PhD candidates, and so that I can do more

“What inspires me most is to witness my students bettering themselves, becoming better than me, and to developing their capacity so that they can contribute to their families, their communities and society at large for a better tomorrow for themselves, their loved ones and many others”

high-quality research to facilitate teaching, learning and assessment.

In addition, I keep updating my two WeChat Public (Twitter-like) accounts by sharing a wide range of topics and materials relevant to public education to reach more people in need, particularly unprivileged girls and women in China.



3. What do you particularly enjoy about your work? What inspires you?

Education is about people as individuals and humanity as a whole. Teaching and students have always been close to my heart. What inspires me most is to witness my students bettering themselves, becoming better than me, and to developing their capacity so that they can contribute to their families, their communities and society at large for a better tomorrow for themselves, their loved ones and many others.

4. What challenges do you encounter in your work, and how do you deal with them?

My biggest challenge is to stick to the right vision for students' education by helping them change mistaken mindsets, particularly in the case of the girls and women who have mindsets that may hinder their own education. In other words, I am ready for the struggle between my ideal for students' education for excellence and the reality of constraints from families, schools/universities, from society itself and, on many occasions, from the students themselves. For 30 years I have been making every effort to build, with my students, a favourable ecosystem that can facilitate their belief in themselves and thus enable them to reach their potential. All of this needs a lot of perseverance, resilience and time, and above all, love and a passion for education.

5. What accomplishment are you most proud of?

I am proud of myself for reaching this far with years of persevering and resilient striving for my education and my career. I am also proud of myself as an educator and social entrepreneur for being able to enhance the lives of many students and

other learners. Among my accomplishments, I am most proud of having written my own memoir with courage, originally for my first granddaughter as a very special gift and family legacy for her second birthday. Beyond that, my memoir touched thousands of readers' hearts, particularly those of girls and women, when it was first published in weekly columns on an online education platform in China for half a year from 2015 to 2016, which in turn inspired me to develop it into two-volume memoir for publication.

6. What advice would you give to someone who wants to do the kind of work that you do?

Always be hopeful for the future and give other people hope through your love, empathy, passion and belief in 'better education for a better world'.

7. What is next for you? What are you hoping or planning to do in the future?

To live life to the fullest and to inspire more people, particularly girls and women, to live their lives to the fullest as well, with education. There is so much that needs to be done in education in China and beyond, I still believe. In addition to teaching and supervising my students and doing research, I hope to do more in education with my writings and my public speaking. I also hope to live a healthy and long enough life to see my granddaughters' children and grandchildren. At present, I am looking for a publisher. If you are a publisher or if you know anyone who might be interested in my memoir, please do get in contact. Huge thanks.

8. Is there anything else you would like to say to *Voices* readers?

I have been to IATEFL conferences every year since 2014. IATEFL is an absolute-must conference for me, giving me so much inspiration for my teaching and for my memoir-writing as well. A huge thank you to IATEFL and to the people who make the conference happen annually.

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Xiangdong Gu's article is the first in a new series called 'My life in ELT'. In this series, *Voices* will profile people who are making a difference in ELT around the world. If you would like to be featured here, or if you know someone who deserves recognition, please get in touch at editor@iatefl.org.



What's happening in ... Saudi Arabia

Turki AlSolami outlines developments in English language teaching in the Kingdom of Saudi Arabia.

Introduction

The landscape of English language teaching in the Kingdom of Saudi Arabia is both storied and complex. Over the past few decades there have been significant developments within the education sector of the Kingdom that have taken English language learning and placed it at the core of much of the K-12 and post-secondary curricula nationwide. This focus is coupled with an increased attention paid to classroom pedagogy and its relationship to best practices globally. In order to support effective teaching, pre-service and in-service teachers needed dynamic and effective training, which the Kingdom has infused into its

“*There are now regular conferences at universities and with TESOL association affiliates within the Kingdom that provide an opportunity for local teachers to gather and share knowledge and skills while engaging with invited guests from all over the world*”

existing programs. Coupled with teaching, English language assessment practices have been standardised at the university level with the establishment of national proficiency and placement testing.

All of this development in language teaching overall has been supported by the adoption of national and international accreditation standards at the university level, which help to ensure practices meet or exceed global benchmarks.

Primary and secondary education

Beginning in the late 1990s and continuing through the first part of the millennium, there was a rapid transformation of K-12 education in Saudi Arabia. This change



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affected the curriculum as a whole and had an impact on English language teaching as well. In terms of language teaching, the Ministry of Education began by changing the starting age for English in public schools from Grade 7 to Grade 4. Then it unified the curriculum nationwide by adopting a set of learning standards and materials to be used in all classes. The materials were all based on existing international textbooks specifically adapted for the Saudi market. Furthermore, the Ministry began an ambitious programme to address the needs of gifted and creative students, known locally as ‘mawhiba’. With this programme, schools were provided with training, textbooks and technological support for a curriculum that extended the core curriculum and sought to infuse critical and creative thinking to maths, science and English learning.

Post-secondary education

As with K-12 education, post-secondary education has seen a number of changes in the past decade. To begin with, starting around 2010, preparatory and foundation year programmes began to become part of the required course of study for all students throughout the Kingdom’s network of universities. All of these programmes in-

cluded English language as a core subject. For the most part, while there are some variations, English language teaching takes place for a period of one academic year, in which students are expected to reach the mid-B1 level. The course of study is often intensive and takes between 15 and 18 hours per week for roughly 30 weeks. This is a requirement for all colleges and is seen as equivalent to a typical foreign language requirement in place at many western universities. In addition to this, EMI programmes such as business, medicine, sciences, engineering and English literature extend language learning beyond the B1 level of the preparatory year to B2 and even C1 in some programmes.

Saudi Arabia also has a variety of technical and vocational colleges throughout the country. In the last five years, these too have seen significant changes to their language programmes. Currently, all students must pass the Cambridge PET exam prior to entry into the field of study. Again, as with the university level, they are given normally one full year of English language instruction to meet this requirement.

Connection with the professional community

With the relatively rapid expansion of the language teaching curriculum, there has also been a considered focus on connecting practices within the Kingdom with best practice standards globally. There are now regular conferences at universities and with TESOL association affiliates within the Kingdom that provide an opportunity for local teachers to gather and share knowledge and skills while engaging with invited guests from all over the world. As recently



as last year, King Abdul Aziz University in Jeddah and Princess Nourah University in Riyadh both held end-of-year conferences with in cooperation with Cambridge University Press featuring major authors in the field such as David Crystal and Alan Maley, along with respected practitioners from the Norwich Institute of Language Education.

Additionally, for over a decade, Saudi Arabia has been providing numerous scholarships to its university students to study in major universities in the United States, the United Kingdom, Canada and Australia. Literally hundreds of Saudi scholarship students have studied in some of the world's top MA and PhD TESOL and Applied Linguistics programmes. This has increased the human resource capital potential of language teaching professionals within the Kingdom. As well, it has provided an opportunity for graduates to participate in research studies both locally and internationally.

Local teacher training

In order to support in-service and pre-service teachers locally, the Kingdom's various university- level teacher training and certification programs have been developing as well. There are now a handful of MA TESOL programmes offered, in addition to a large number of Applied Linguistics programmes as well. These programmes vary in their content; however, in general, they are based on the course structures and outcomes found similar top programmes worldwide. In fact, this condition of meeting the academic standards of the world's most rigorous universities is a requirement of the Ministry of Education's National Commission for Academic Accreditation and Assessment (NCAAA), the nation's body that accredits universities institutions and all college programmes.

Accreditation

The NCAAA itself is a relatively new accreditation framework that includes a robust quality assurance system to support a comprehensive collection of rigorous standards that cover all aspects of the teaching in learning process within programmes and the vast ways in which



universities operate as institutions. As mentioned above, this has already had an impact on the TESOL programmes within the Kingdom; however, it also extends into the both the language learning programmes with preparatory years and the EMI courses that follow them.

“*The Kingdom's continued investment in English language teaching provides teachers with a meaningful opportunity to develop and enhance their knowledge, skills and experience while working within a supportive, dynamic and professional environment*”

To begin with, the NCAAA highly recommends that all programmes, including those in English language, obtain external accreditation from respected bodies within their particular fields. As a result, many institutions have obtained, or are in the process of receiving, accreditation from the Commission on English Language Accreditation (CEA) from the United States or the Evaluation and Accreditation of Quality Language Services (EAQUALS). This achievement demonstrates the

commitment of these programs to excellence, transparency, quality and effectiveness.

Work environment for international teachers

All of the above is a positive development for international teachers considering in teaching in Saudi Arabia. The Kingdom's continued investment in English language teaching provides teachers with a meaningful opportunity to develop and enhance their knowledge, skills and experience while working within a supportive, dynamic and professional environment.

Additionally, there is the change for teachers to experience a new culture and a society rich in history and hospitality. Cities like Dammam and Riyadh in the Eastern Region are dynamic and modern metropolises is that offer all the comforts and conveniences that expat teachers may find at home, infused with the beauty and elegance of the Arabian desert. For those who work on the west coast, cities like Jeddah and Thuwal, given their historic roots in trade, offer a dynamic mixture of Middle Eastern cultures. From scuba diving in some of the world's best coral reefs to dining at exotic restaurants, these coastal cities offer wide range possibilities to learn and enjoy new and exciting experiences.

Turki ALSolami's article is the first in a new series called 'What's happening in...' If you would like to write about your own part of the world, please get in touch at editor@iatefl.org.

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Tools for teaching vocabulary

Zina Kalyuzhnaya explores online vocabulary-teaching tools

It is well known that vocabulary plays an important role in language learning. As linguist David Wilkins famously said, 'Without grammar, little can be conveyed. Without vocabulary, nothing can be conveyed.' No doubt, one can judge students by their good knowledge of phrases, idioms and collocations, and by their ability to use these in context. When I teach vocabulary, my students find it difficult to select the appropriate words. They find it hard to distinguish between similar words, and they find it hard to express their points of view with limited vocabularies. In writing, they repeat the same words; they do not understand the need to use synonyms, which will help them to use language more effectively. I learned about the following resources in a course on Using Educational Technology in the English Language Classroom given by Iowa State University, and I have found them useful in helping students to overcome these difficulties.

The Free Dictionary: <http://www.thefreedictionary.com/>

This website allows a learner to see how words are used in sentences, what they mean in context and what words go together. So, when the students read texts and come across new words, they use the Free Dictionary online, either in class or at home. They type an unknown word, click 'search' and see detailed information about this word: its pronunciation in British and American English, its definition and what part of speech it belongs to. This site can help students, especially those in senior classes, to memorise and understand the meaning of words better.

Online Collocation Dictionary: <http://www.freecollocation.com/>

This site helps learners to write and speak natural-sounding English. Students have



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difficulty in using words in different contexts: they find it hard to differentiate between words. With the help of this resource they find out what part of speech a word is. They also learn, for example, if the word is a verb, what adverbs and other verbs collocate with it, and they can find helpful phrases.

Collins Dictionary: <https://www.collinsdictionary.com/>

This site is good for everyday use and provides learners with meanings, phrases, synonyms and antonyms that help them enlarge their vocabulary. Example sentences from English newspapers help learners to understand the meanings of words in different contexts. Students can also find translations of words in different languages. Even trends are given, so students can see the usage of a word over a number of years.

Voice of America: <https://learningenglish.voanews.com/>

Voice of America has two useful sections: 'News Words' and 'News Stories'. The News Words section contains mini-lessons with words that are found in news stories. Students can hear these words and see them in context. In News Stories actual news stories have texts with words in bold and highlighted; students can look at the definition, and then look back at the news stories to see how the words are actually used in sentences. As the students have difficulty in understanding the meanings of words, I like using news stories as a warm-up activity at the beginning of my lessons to brush up vocabulary or to

introduce new words that they might see in the text which I have planned to work with in class.

Corpus of Contemporary American English: <https://corpus.byu.edu/coca/>

Though words in different contexts have different meanings it is necessary to see examples for accurate and appropriate use. COCA gives a large collection of American English texts that are used for linguistic research. Here you can search for words and find out how they are used in context. When you look at the front page of the corpus, you can see features such as lists, charts, collocates and comparisons. You can search for a word and see hundreds of examples of that word in context. This resource is good for research into the usage of words in the language.

Lingro: <http://lingro.com/>

Lingro allows students to click on any word and see a translation and a definition while reading different texts or stories. This site is new to me, and I'm planning to use it this year as my students have to read a lot of texts for comprehension and carry out tasks such as true/false, multiple choice and gap-fill. No doubt, they should do such tasks without looking up words in dictionaries, but when we discuss mistakes and correct answers, they can use the program to see the meaning of the words which they do not know and make a note of them.

Wordbooster: <https://wordbooster.com/>

This tool helps teachers create word lists and quiz documents with authentic texts provided in PDF files. It saves time in preparing reading tasks.

All in all, teaching vocabulary is very important in mastering the language and helpful strategies are effective for students to acquire new words.

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Materials reviews

The present issue centres on learner autonomy. Peter Beech points out that *Autonomy in Language Learning and Teaching* provides a succinct summary of recent research, with suggestions for future research guidance. Judy Tobin suggests that *Learner Autonomy and Web 2.0* is appropriate for language teachers interested in reflecting on and discussing the changing landscape of learning activities. Rory O’Kane recommends *Language Learner Autonomy* to language educators as it offers information on the role assigned to learners for their own learning. Finally, Christian Ludwig states that *Mapping Autonomy in Language Education* invites readers to think about the approaches to and constraints on learner autonomy. Happy reading!

Autonomy in Language Learning and Teaching

Edited by Alice Chik, Naoko Aoki and Richard Smith
Palgrave Macmillan, 2018
116 pages
ISBN: 978-1-137-52997-8

This volume opens with an introductory chapter which, apart from briefly summarising the rest of the collection, provides an overview of developments in autonomy research during the past decade. As indicated by the book’s subtitle, a major focus is to identify directions for research.

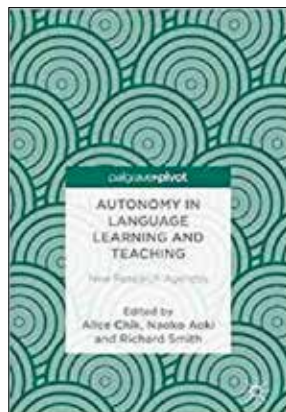
Chapter 2, on learner autonomy in developing countries, questions the widely held belief that learner autonomy is of limited relevance in such contexts, asserting that it can be particularly beneficial in situations where resources are lacking. One research priority posited here is the need for more studies in settings outside the classroom, focusing on the affordances of mobile phone technology and other means of internet access. Inside the classroom, priorities include research into teaching in low-resource classrooms in order to develop appropriate methodologies, and engaging teachers and learners in research which will contribute ethically to the development of their own autonomy.

Chapter 3, on language teacher autonomy and social censure, explores how language teachers’ autonomy and professional practices have been increasingly undermined by bureaucratic management and marketisation of education. Several questions are suggested for exploration in areas including contextual constraints and increased public involvement in the educational process.

Chapter 4 explores the relationship between learner autonomy and groups, starting out from the viewpoint that ideas about how learner autonomy might develop through



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group work have tended to develop by practice and intuition rather than research. Consequently, this chapter has a particularly strong emphasis on directions for research, identifying several specific questions for investigation.

The focus of Chapter 5 is learner autonomy and digital practices, suggesting future research agendas in digital practices and autonomous language learning beyond the classroom. Like Chapter 5, the final chapter is also based on a previous research study, taking as its topic the spatial dimension of learner autonomy, and suggesting new research directions drawing on ecological approaches, complexity approaches and mediated discourse analysis.

For anyone with an interest in learner autonomy, this book provides a concise summary of recent research, with several specific suggestions for future research directions.

Peter Beech

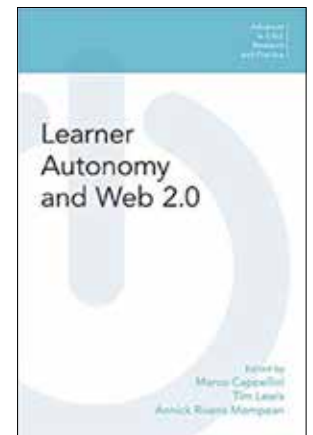
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Learner Autonomy and Web 2.0

Edited by Marco Cappellini, Tim Lewis and Annick Rivens Mompean
Equinox Publishing Ltd., 2017
242 pages
ISBN: 13 - 9781781795972

Learner Autonomy and Web 2.0 is a collection of seven academic papers, plus an introduction and discussion on the topic of learner autonomy as it relates to online spaces, such as adaptive learning systems, collective blogs, mobile-assisted language learning (including young learners), social networking spaces, informal social networking sites, massive open online courses (MOOCs), and online informal learning (OILE) and learning resource centres. The interview with David Little and Steve L. Thorne is an engaging read and presents the current thinking, while providing a comprehensive definition of learner autonomy as the capacity of learners to convert constraints into affordances, benefiting from environments they find themselves in.

While each online setting comes with its own constraints and affordances, there are commonalities found in the studies. For instance, learner autonomy is not a given, and language teachers should offer instruction on how to become an autonomous learner. The tandem blog study underscores the importance of allowing learners to have progressively more control over their activities. The social networking spaces study demonstrates the significance of purposeful decision-making (metacognition), social involvement, and creativity in learners constructing their own social presence. MOOCs require greater structure to help learners develop autonomy and to encourage students to finish (though dropping out is itself a demonstration of autonomy), in the form of needs analyses and pre-MOOC training. OILEs attract learners to leisure activities such as watching TV series and playing games. Incidental language learning can lead to greater learner and general autonomy. Instructors can maximise this process by finding out what OILEs learners use, and by encouraging learning logs, metacognition and intentionality.



Due to its wide scope and depth, this book offers a clear understanding of the expanding roles of learners and instructors when engaging in learning-centred activities in and related to online language learning spaces. I therefore recommend it to all language instructors interested in studying, reflecting on and discussing our changing professional landscape at this exciting time.

Judy Tobin

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Language Learner Autonomy: Theory, Practice and Research

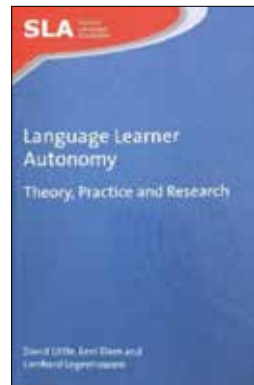
David Little, Leni Dam and Lienhard Legenhausen
Multilingual Matters, 2017
266 pages
ISBN: 13 - 978-1-78309-853-3

The authors describe a model in which learner autonomy is not an organisational option but rather a pedagogical imperative. All successful language learning is seen as drawing on the learner's capacity for autonomous behaviour. The writers also elaborate on a teaching/learning cycle in the autonomy classroom which involves planning, implementation, evaluation and new planning—all of which is both teacher and learner directed.

Language Learner Autonomy is divided into three main parts dealing with the autonomy classroom in practice, evidence of success in language learning autonomy and ways of meeting future challenges in the area. All of the chapters have quite a similar feel to them and give clear concluding remarks, points for reflection/discussion and suggestions for further reading. The introduction to the book sets out the authors' views on the characteristics of the autonomy classroom and summarises their ideas on how learner autonomy might best be achieved. In the publication's conclusion, the writers make reference to plurilingualism and stress that their overarching purpose is to encourage teachers at all levels to promote autonomous learning in the classroom, stemming from their belief that this secures optimal learning outcomes.

A number of interesting sections in the book include parts dedicated to language learner autonomy and inclusion, where two case studies are presented: (a) a student with behavioural problems, and (b) a severely dyslexic student. There are also specific sections dealing with the very relevant situation of adult refugees learning the language of the host community, language teacher education for learner autonomy and the sometimes tricky area of developing learner autonomy when using a textbook. In addition, the authors provide their own distinctive view of evaluation and assessment in the autonomous classroom, where self-assessment is just one dimension of a classroom culture rooted in continuous evaluative reflection.

Overall, *Language Learner Autonomy* is a refreshing take on a topic which has been debated and discussed for a long time. The authors are clearly passionate about what they feel is the best way for achieving autonomous learning. The book is a very worthwhile read for anyone involved in language



education and offers much food for thought on the role we assign to learners for their own learning.

Rory O'Kane

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Mapping Autonomy in Language Education: A Framework for Learner and Teacher Development

Manuel Jiménez Raya, Terry
Lamb and Flávia Vieira
Peter Lang, 2017
162 pages
ISBN: 978-3-631-67360-7

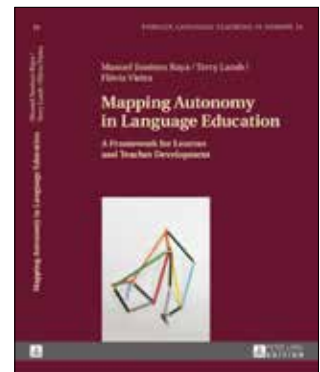
There is no scarcity of publications on the theory and practice of foreign language learner autonomy available on the market. *Mapping Autonomy in Language Education*, however, is distinctive in that it not only covers a wide range of contexts but also caters for old hands as well as newcomers. Its declared goal is to promote the 'enhancement of more democratic teaching and learning practices within a vision of (language) education in schools as a space for enacting (inter)personal empowerment and promoting social transformation'. (2017: 11). In order to achieve this aim, the authors propose a framework for developing learner and teacher autonomy, although the latter is often criticised by experts in the field.

The book, excluding introduction, final remarks and references, is divided into five major chapters, covering a wide variety of topics and issues. All of the sections are connected by spatial metaphors such as 'mapping' and 'landscape', which not only suggests that developing learner (and teacher autonomy) is a very individual thing, but also emphasises the 'role of contexts, learners and teachers' (2017: 14) in creating spaces for autonomy. Chapter 2 summarises the underlying assumptions and general teaching principles for autonomy. It thus establishes a pedagogy of autonomy, touching upon (critical) aspects such as constraints on autonomy as well as putting together a group of competences. The following chapter (3) is dedicated to exploring the role(s) of contexts, learners and teachers. A set of principles is developed in Chapter 4, aiming at operationalising the framework on which this book is based. Finally, Chapter 5 promotes an 'experience-based approach' to teacher education, particularly focusing on case pedagogy, including experiences of teachers' experiences and arguing for a narrative writing approach to experiences with autonomy.

For many reasons I can wholeheartedly recommend this publication to everyone who is planning to or has already put learner autonomy into practice. One reason is that, although grounded in theory, this publication is very practical, especially through a series of interspersed questionnaires and reflection sheets which invite all readers to think about their own teaching context as well as approaches and constraints to learner autonomy.

Christian Ludwig

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On my mind

Ken Lackman argues that coursebooks are out of step with today's realities.

The last three decades of the 20th century saw the spread of English language teaching throughout a large part of the world. After gaining a foothold in the Americas, Africa, the Middle East, Western Europe and much of Asia, the fall of European Communism and the opening up of China allowed it to spread to new frontiers. In those heady days, *Headway* and other integrated coursebooks enabled teachers to create virtual little English worlds inside their classrooms, each like a little oasis of English language and culture existing within a virtual desert of English outside of it. This, at the time, was a wonderful thing. A Japanese student could temporarily leave Japan by walking into their English language classroom in Tokyo, Kyoto, Osaka or almost anywhere else in the country.

In those days, it made so much sense to create those little oases of Englishdom. Students had little opportunity for exposure to English outside their classrooms. So what we did was to immerse them in English in those little rooms for as long as possible, with the eventual goal, it seemed, of one day releasing them into a real environment where they could use their English, be it one of travel, work or study. It made so much sense then. But does it make sense now?

As we know, the world has changed. Students all over the

“Have our coursebooks and our teaching methodology changed to acknowledge and foster the engagement of students with the online world? It seems that largely they haven't”

world can now have instant and virtually unlimited access to an English language environment beyond the classroom. The Internet allows learners to converse, in speaking or writing, with others anywhere in the world along with providing an incredibly rich source of reading and listening material. The walls of that classroom have come down.

Or have they? Have our coursebooks and our teaching methodology changed to acknowledge and foster the engagement of students with the online world? It seems that largely they haven't. This is nowhere more apparent than with the way that we typically deal with the receptive skills.

With listening and reading, the comprehension approach still dominates our course materials. Very simply, students are supplied with some questions and then they read or listen to the text to try to answer them. In the days before the



Ken Lackman taught in Prague for seven years before becoming the DOS at EF Toronto in 2002. He currently works as an EAP instructor at Ryerson University and a CELTA trainer at Greystone College.

Internet, this task could be justified with the assertion that it was giving students valuable practice with reading or listening. But without specific strategies being taught, it is nothing more than practice. I remember using a course text with my students about Australian sheepdog competitions. They had to answer questions about the competition, like what could get a dog disqualified (biting a sheep). Other than the possibility that the answers might help them comprehend other texts about Australian sheepdog competitions, there are no transferable skills being practised other than reading for important information—which might be animal biology, but is hardly rocket science.

But why should we ask students to read about Australian sheepdog competitions? Well, the answer is that coursebook writers choose topics that they feel will be of interest to a generic student who exists everywhere but, in reality, nowhere. In the days of the classroom box, students were undoubtedly thankful to be able to read about anything in English: sheepdogs, airports or the daily routines of celebrities now long forgotten. But now, learners can access material on any topic they want, whenever they want. They can get practice reading or listening literally all day and every day. So, instead of using coursebook texts with comprehension questions, wouldn't it make more sense to use them with transferable strategies? Students could then use them in the online world to help them process what they really wanted to read or listen to.

Along with helping them comprehend online material, it would also make sense to train students to learn grammar and vocabulary from the texts they choose. Yet, almost three decades after the emergence of the Lexical Approach and the idea of learning through noticing, coursebooks still do little to train students to exploit texts for new and/or useful language. Again, a strategic approach would make sense. Coursebook exercises could be designed to teach strategies to determine the meaning of unknown words or to recognise useful grammatical and lexical structures.

For those students wishing to improve their writing skills, coursebook texts could be used for discourse and genre analysis so that they would be able to learn the important features of both. This is something that they could use with any online text that was of value to them. This skill cannot be underestimated. During the five years that I spent as a Director of Studies, only a very tiny percentage of the hundreds of applications I received were written by teachers who really understood how to write a proper cover letter and résumé. I hired only from that tiny percentage.

In short, I think it's time to get outside the classroom and especially outside the coursebook that has been confined by it. As they have throughout their history, course materials prepare learners for contact with the English language world, but now that world should not be in New York, London, Sydney or Toronto but in the phone in the learner's pocket.

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Do you have something on your mind? *Voices* encourages discussion of any issue of concern to IATEFL members. Please get in touch at editor@iatefl.org.

A teacher's voice

Kimberly Lalone tries to deal with Google Translate in class.

I teach in the English Language Bridge programme at a small college. I consider myself to be a fairly enthusiastic teacher, certainly not one of those dusty, chalk-wielding talkers. While I don't expect that my students will *always* be riveted by me and my choice of topics, I do strive for interactive, task-based activities. I confess to thinking that because I generally like my classes, the students should, too. They should feel free to take risks, support each other and rise to the challenge. I should tick off every learning outcome every time, be showered with recognition from my peers and be adored by my students.

Thunk. Back to reality. And still, I turn up with that electrifying lesson perfectly unfolding in my mind's eye. Speaking of eyes, call me old school, but I want to make eye contact with the students. Alas, it doesn't usually happen like this. It is as rare as that gifted apple for the teacher to find students whose eyes are not in their laps. I am presented with a sea of foreheads. All of their heads are bowed, and their eyes are fixed on their phones.

I leave my podium unnoticed. I tuck my arms behind my back to streamline my movements, then tip-toe around the room. Standing now behind them, I clear my throat with the

“It is as rare as that gifted apple for the teacher to find students whose eyes are not in their laps. I am presented with a sea of foreheads”

universal 'ahem'. Like dominoes, I see Facebook pages falling away to glowing homepage screens and guilty eyes (finally) search out mine. I have no bone to pick with Facebook (when not on my time), but I haven't resolved my relationship with phones in class and certainly not my feelings for Google Translate (GT). I have to vie for their attention and I am not winning. What to do?

I teach a class called 'Google Translate is not your friend'. I call it that because it isn't—and, armed with evidence, I set out to prove that I am right. I ask students to type a fairly complex sentence into that false friend, then type the same sentence into two other translation apps. Invariably, the sentences come out sort-of the same but sort-of different. The students are supposed to notice this, to question this, to fix their eyes on me as I ask them: Is this reliable? Is this



Kimberly Lalone teaches international students at Fleming College in Peterborough, Ontario, Canada. She has worked overseas for many years, primarily with the British Council and Education Development Trust (CfBT); she has had the great fortune to be involved in Teacher Training in Thailand, English for Conflict Resolution in Sri Lanka and Assessment for Learning in Malaysia.



an exact science? Can you count on your good old buddy GT to do your work for you?

When I get their attention, and they see my passionate nodding and beseeching looks, they nod, too. But, I know I have to come up with some sort of deal.

GT is an online dictionary, I suggest. Okay. Let's just use it for vocabulary. The building blocks of communication, of sentences. Find a word. What does it 'mean'? Do you have the right meaning of many possible mean-

ings? What is the part of speech? I am thinking of the good old days of paper dictionaries where you could see where a word lived, which words lived around it. In a dictionary, even an online one, you can see the great dexterity of a word. You can see how it changes and what it can do. Exciting, no? There are shades of inculcation and indoctrination in this lesson. So much for cutting-edge pedagogy.

Students often find it fun when the teacher turns red. Maybe that is what starts to happen in the middle of this lesson I deliver every term. At about the mid-point, they brilliantly focus one eye on me, the other eye still in their laps. Addictions are hard to kick. I get it.

Now it is time to get down to business of academic English. In groups, they are working with prompts, brainstorming, chatting with some opinion and reflection before we get down to the reading and the writing. I resume the wandering and the looking in laps (yes, sounds creepy) and see that GT is part of the group. GT is a shadowy presence that I have to make peace with. I am willing to compromise with the single-word, on-the-spot, lickety-split GT translation—so sorry, Merriam-Webster and Cambridge Online. But as I start my prowling again—I mean *monitoring*—I get the distinct feeling that I haven't won this round. GT instantaneously translates a word, even a sentence, so why not just plonk in an entire essay?

Okay, I say to myself, as I pack up the show. Have my learning outcomes been met? Do I feel satisfied that I have warned my students away from this trickster? Nope. Are they still being seduced by the charms of this false friend? Yup. I will have to tweak the lesson and/or my delivery for next term.

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'A teacher's voice' is a regular column in which teachers address issues they come across in their teaching. All submissions are welcome! Send your articles to editor@iatefl.org.

Remembering Simon Greenall, IATEFL President 1997–1999

The IATEFL community was very sad to learn of the passing of Simon Greenall, President of IATEFL between 1997 and 1999. During a long and distinguished career Simon made a huge contribution to English language teaching. He was a noted materials writer and editor in a range of ELT fields, as well as for BBC radio and television. He was also a renowned presenter at conferences and workshops, and a specialist consultant for ministries of education, publishers, universities, the British Council and other organisations in many countries around the world, including the Palestinian ministry of education on the teaching of English in state schools, which he discussed in an interview with *EFL Magazine* in 2016.

In terms of IATEFL, among a long list of achievements, the Wider Membership Scheme was conceived in his presidency and launched during his outgoing year as vice-president. In a later interview he stated that this was the achievement of which he was most proud as a member of the association. Other notable contributions include being a trustee of International House, a member of the board of management of the English Language Teaching Journal and an early and generous supporter of the Fair List.

Summing all of this up Simon ended his interview in 2016 by saying: 'I invest my time and money in projects to develop teachers, to help them appreciate their own worth which will allow them to instil good principles of citizenship in their students. This is my remaining and enduring commitment to the profession.'

In 2013 he was awarded an OBE (Officer of the Order of the British Empire) for services to English language teaching.

Those who knew Simon valued his generosity, warmth, kindness and



caring for everyone around him. He will be hugely missed by friends and colleagues around the world.

Peter Grundy, IATEFL President 2003–2005

It must be getting on for 15 years since George Pickering sent a short questionnaire to IATEFL past presidents. At the time, we were considering amending the Articles to allow a president to serve for a second term, and so one of the questions was something along the lines of 'Would you consider standing for a second term as president?' All the past presidents bar one 'replied in a manner not to be misunderstood', to borrow Boswell's description of Sam Johnson's refusal of the offer of cold sheep's head for breakfast in the Hebrides. But what could the only past president who replied in the affirmative hope to do for IATEFL that Simon Greenall hadn't already done in his term as president?

The IATEFL strapline was conceived in an age of spin-dominated, nonsensical mission statements that more often

than not reflected wishful thinking rather than achievable reality. But 'linking, developing and supporting ELT professionals worldwide' is different: it captures our continuing purpose in an honest, action-inspiring way, and has guided every president who followed Simon as well as the many volunteers who've contributed so much to our Association. Indeed, there can be no better example of linking, developing and supporting in action than the Wider Membership Scheme that Simon and his committee initiated and that has helped thousands of English teachers from less economically advanced countries to join IATEFL and to contribute to and benefit from membership of an Association that would have been much the poorer without them.

I suppose Simon is likely to be the only IATEFL president whose influence on the Association remains visible after his death, visible even literally in our logo and in the essential characteristics of many of our publications, which remain little changed from his original conception all those years ago. If he were writing this tribute, I'm sure Simon would want to acknowledge the contribution of the members of his Executive Committee, outgoing Vice-President Madeleine du Vivier, incoming Vice-President Adrian Underhill, Secretary Pauline Robinson and Treasurer Simon Fenn, a formidable team of people whose very different personalities and talents were so productively brought together by Simon Greenall's leadership skills.

Alan Maley, IATEFL President 1989–1991

Simon was a close friend for many years but I am sure my sense of loss will be shared with all those whose lives he touched in however small a way. He was famously known for his generosity, both material and in terms of time and empathy.

His life and professional achievements have been rightly celebrated by many colleagues so I will not dwell on them here. Instead, I would like to share my last memories of Simon as a friend.

I had popped up to Oxford to see him a few weeks before he died. His condition had deteriorated dramatically and he was clearly in considerable discomfort. In spite of this, he was his usual hospitable and charming self. We spent about five hours together in uninterrupted conversation. He was a great conversationist, with the gift of being able to listen in depth. We reminisced about our time in France in the early days of the 1970s, about our respective time as presidents of IATEFL, about our dealings with publishers over the years, about our professional colleagues past and present, about China, about the threats to real education in a world of cost-benefit analysis, and about our love of languages, about our families and friends, about books and films, about food and the good things of life, about our love for France especially and our fears about Brexit ... At one point, fearing that I might be over-tiring him, I offered to leave. Characteristically, he would have none of it. And we went on for two more hours.

He must have been aware that he was mortally ill—but he did not complain, nor dwell on his illness. In his book, that would have been a discourtesy to a guest. That was Simon.

*Haiku sequence for Simon
'A safe pair of hands'
That's how you thought of yourself.
You were so much more.*

*All those touched by you
Will remember your kindness,
Generosity ...*

*Our friend is now gone
And we're left empty-handed.
But hearts are still full ...*

Roy Cross, The British Council

The British Council would like to express, on behalf of the countless people around the world who have benefited from Simon's work in English language teaching and learning, its heartfelt gratitude and thanks for his life, and also to express our deepest condolences to Simon's family.

There are many people who knew Simon and have benefitted from working with him, and far more who knew of and benefitted from his work. The current Director of English for Education Systems at the British Council, Michael Connolly, says:

Simon was an adviser on the textbook English for Palestine and I was at the time British Council English Project Manager for Palestine. We had the idea to host a conference in Ramallah for English teachers focussing on practical workshops connected to the new textbooks. With Simon's help and impressive networks, a stellar ELT cast was to be assembled for the event. The one obvious risk we hadn't accounted for in the Palestinian context was the eruption of a volcano in Iceland a few days before the conference. This meant half our speakers and Simon himself couldn't make it. All was saved through the industrious creativity of those who could make it, and particularly by Simon finding a miraculous way to link with us anyway (through something called 'Skype!') I learned so much working with Simon and will never forget his kindness and commitment to improving education in Palestine.

There are numerous other examples we could draw on of Simon's generous work and commitment to learners around the world, but perhaps, for many teachers, it is Simon's collaborative, practical and clear writing that has been such a godsend to many. Amy Lightfoot, British Council Academic Lead for South Asia, expresses this well:

When I was a newly qualified TEFL teacher, obsessed with photocopying and cutting things up and always on the lookout for an interesting new activity to liven up an otherwise fairly dull grammar point, my most trusty companion was Simon's *Reward* series—in particular, the resource packs that accompanied each level. They saved me many times as I struggled to plan my

Simon Greenall was a huge supporter of the Hands Up Project's work with children in Gaza and the West Bank. He almost singlehandedly financed the visit to the UK of the winners of our 2017 playwriting competition for Palestinian children, and he spent a day with the five girls from Khan Younis and their teacher, taking them on a tour of Oxford University and treating them to a meal in a restaurant. They will never forget this experience, I will never forget his commitment, against all the odds, to do what he could to improve the quality of English language education in the Palestinian Territories.

Nick Bilbrough, founder of the Hands Up Project

early lessons, and I know that many other teachers were similarly appreciative. Writing good language teaching materials is not easy, despite how effortless Simon made it look.

Simon's life and work touched thousands in positive ways that will never be measured or fully known. While he really will be hugely missed, his work will live on.

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Susan Birchall,
Past-President of IATEFL,
Professor, Academic Chair
SMART Program
iTE Graduate Institute

Spring Summer Autumn

Spotlight on Learner Autonomy SIG

Learner autonomy is considered a vital goal of foreign language learning in learning spaces around the world. It is the mission of our SIG to support educators, teachers, and students in their aim to implement principles of the approach in their contexts. As current coordinator of the SIG, I am happy to give in you an insight into the work of our SIG and share with you our latest news.

Our goals

Our main goals are as follows:

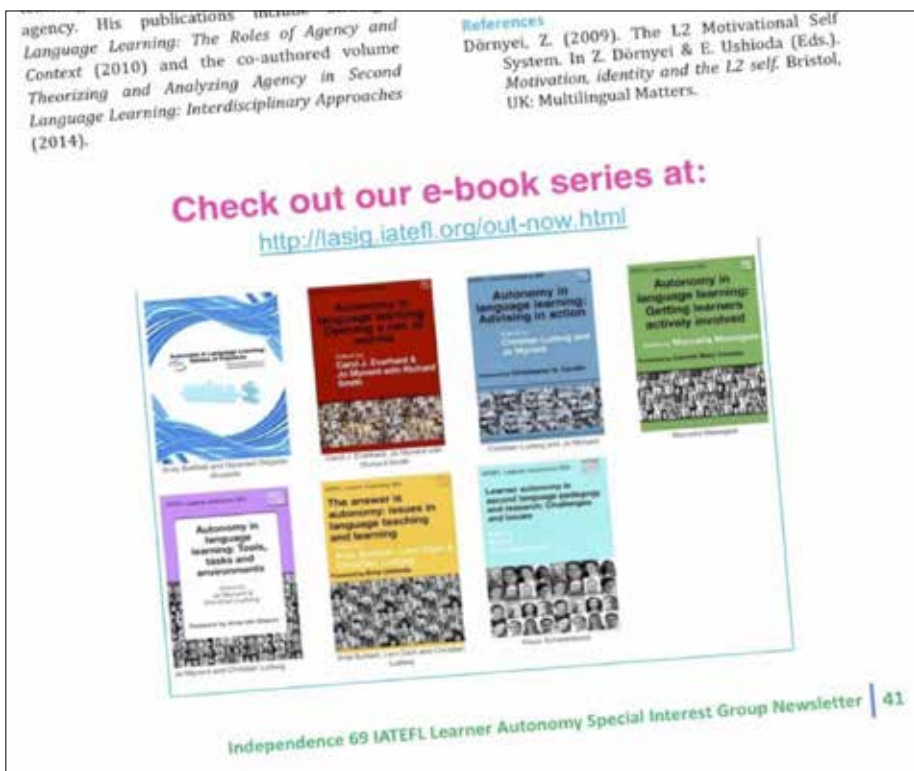
- to address the interests and needs of students, teachers, learning advisers, teacher educators and researchers who are interested in autonomy in language learning and all that it implies;
- to raise awareness of issues related to autonomy in language learning;
- to explore, investigate and develop practices and strategies for the implementation of language learner autonomy;
- to provide a forum for discussion through publications and events; and
- to offer opportunities for networking globally and cross-culturally.

Our blog

Our new learner autonomy blog provides members and non-members the opportunity to share their experiences related to autonomy in language learning. The blog does not replace our newsletter *Independence* but is an additional platform with a strong narrative character, where everyone is invited to post their personal experience, ideas, activities and resources. Our blog editors Sandro John Amendolara (sandro.amendolara@helsinki.fi) and Micòl Beseghi (micol.beseghi@unipr.it) are constantly looking for new contributions and are happy to support experienced as well as novice bloggers. If you are interested in our most recent stories, feel free to visit our blog (<https://lasigblog.wordpress.com>).

Our events

LASIG hosts a number of webinars as well as international events throughout the IATEFL year. All our webinars are free of charge for both members and non-members. In addition to our



The titles currently available in our LASIG ebook series

topic-related webinars, we also offer institutional members of our SIG the unique opportunity share their experiences with autonomy in institutional contexts. This is a part of our combined *Independence* and webinar series, which features institutions around the world that implement learner autonomy programmes. In addition to our online events, LASIG also co-hosts local events with institutions worldwide. After our very successful local conference in Graz

in 2017, events were held in 2018 in Brno, Czech Republic (September) and Essen, Germany (November). To find out more about our conferences, visit our website (<https://lasig.iatefl.org/events/>). For more information about our webinars, just send an email to Giovanna Tassinari (giovanna.tassinari@fu-berlin.de). Our committed local event organisers Anja Burkert (anja.burkert@aon.at) and Katja Heim (katja.heim@uni-due.de) are always



Michelle Tamala (Australia) at the 2018 LASIG PCE in Brighton

happy to help you if you are interested in organising an event at your institution.

Our newsletter

Our newsletter, *Independence*, available as a print magazine or in digital form, offers a variety of sections such as our teachers' corner, conversations, learner autonomy stories, reviews and reflections. It is one of the major means for our members to share their ideas and get in touch with other members. There is an online form on our website if you wish to receive more information about contributing to or advertising in *Independence*.

The LASIG e-book series

The eighth title in our successful e-book

series just came out a few months ago. The titles all have different foci, from more research-focused pieces to very practical topics. All editors are closely guided through the editorial process by our experienced Publications Officer Jo Mynard (mynard@gmail.com). All titles are available through Amazon and Lulu.

Looking ahead

Our Pre-Conference Event is taking place on 1 April 2019 in Liverpool. The PCE, entitled 'Supporting educators in developing language learner autonomy' aims to discuss the question of how educators can be supported in developing language learner autonomy. In addition to interactive poster presentations and group sessions, the plenary talk by Ema

Ushioda (University of Warwick), entitled 'Motivational perspectives when developing language learner autonomy', will take place right at the beginning of the day. The second plenary by Giovanna Tassinari (Berlin), who will be talking on 'Opening spaces for learning: language advising for autonomy', will take place in the afternoon.

The whole LASIG committee and I are looking forward to seeing you at one of our (online) events. If you have any questions concerning the work of our SIG, send an email to christian.ludwig@ph-karlsruhe.de or visit our Facebook page IATEFL Learner Autonomy SIG.

Christian Ludwig

LASIG Coordinator
lasig@iatefl.org

Focus on the SIGs

Business English SIG

BESIG has had a busy year. In October, Pete Rutherford gave a webinar entitled 'English for Specific Purposes: teaching English for human resources'. Pete shared teaching ideas and anecdotes that provided insight into the specific needs of human resources professionals. In the second part of the webinar the speaker and the BESIG Online Team (BOT) moderated a swap shop, giving our audience a chance to discuss their own practices, classroom experiences and materials to engage HR learners. If you would like to give a webinar next year, please contact us besig@besig.org.

As part of our mission to link BESIG and build a stronger professional network of BE teachers, we collaborated in events around the world. In July, we attended a business English event in Chennai, India, and in September we were at the JALT BizCom Conference in Tokyo, Japan. These were fantastic opportunities to spread the word about our organisation.

We are delighted to see how our online community is participating in BESIG Facebook group discussions. These are monthly discussions of a topic proposed by Oksana Hera, BOT joint coordinator, who invites members and non-members to share their ideas and experiences. We recently discussed the benefits of applying coaching tools



BESIG in Japan

in business English sessions. If you still have not taken part, we strongly recommend our Facebook group discussions.

BESIG is happy to announce the 100th edition of our newsletter, *Business Issues*. To celebrate this event, we have made it available to both members and non-members via the new website. Our editorial team has also published a 'best of' version. Both these publications are available on our website www.besig.iatefl.org.

BESIG will be running a joint pre-conference event with the Teacher Training and Education SIG at the IATEFL Conference in Liverpool. The

theme is 'Training (Business) English teachers to prepare learners for modern workplaces: integration of soft skills'. More details are available on the conference website at <https://conference.iatefl.org/pce.html>.

We are currently organising our events for next year, both for our own conference and in collaboration with likeminded organisations. If you wish to hold an event in your city with us or if you can suggest a venue to hold our annual event, please do get in touch.

Dana Poklepovic

Joint Coordinator
besig@iatefl.org

ESOL SIG

In September the ESOL SIG held a webinar by Gabriel Diaz Maggioli entitled ‘Making learning visible: what we have found out about learning from recent research and the implications in the ESOL classroom’. In this webinar Gabriel made us think about how we create learning opportunities, even in the most difficult contexts such as refugee camps. The presentation spoke to the multifaceted and complicated role ESOL teachers have as well as to current research in the field of English language learning. It was a highly informative, well-received webinar.

In November, we held a joint webinar with NATECLA (the National Association for Teaching English and Other Community Languages to Adults). Judy Kirsh discussed how to deal with literacy issues in ESOL classroom and answered crucial questions such as: What do we do when a learner’s literacy in their first language is low?

Our SIG is committed and engaged in forging a solid network of support for ESOL teachers. We look forward to hearing from members about our efforts and spearheading new initiatives in 2019. Please look at our website (<https://iatefilesig.wordpress.com/>), Twitter (@ESOLSIG) and Facebook page (ESOLSIG).

**Lesley Painter-Farrell and
Oya Karabetca**
Joint Coordinators
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Global Issues SIG

Image Conference

There was a GISIG strand to the Image Conference in Athens in October, where presentations were focused primarily on refugee issues how documentaries, stories and images can support learning in refugee communities, how film can make difficult topics easier, and the value of visualisation for post-traumatic growth in ELT. GISIG also led training for local groups working with refugee communities.

PCE, IATEFL Conference, Liverpool 2019

GISIG is jointly running their PCE in Liverpool 2019 with TDSIG. We have a fantastic line-up with speakers from all over the world. Our two keynote speakers will be Steve Brown, talking about ‘What’s so funny ’bout peace, love and understanding?’ and Lizzi Milligan, who will be focusing on ‘The global injustice of English Medium Instruction in low-income contexts’.

ELTA-Guinea Bissau

Following the publication in September of the first newsletter reflecting GISIG’s ongoing involvement with African teacher associations, in October GISIG (through Linda Ruas) conducted face-to-face training in-country, in addition to the ongoing remote support provided through WhatsApp.

International Museum of Slavery collaboration

GISIG is in the process of finalising a schedule of tours to the International Museum of Slavery in Liverpool for our PCE attendees, and is investigating other opportunities for collaboration.

Special interest month

October was GISIG’s special interest month, where we organised an online discussion around the 70th anniversary of the Universal Declaration of Human Rights, focusing on why it’s important to learn about equality and human rights, the benefits of teaching these topics, and why it’s important to adopt a whole-school approach to equality and human rights.

Cinema Inspirations

In association with MaWSIG, GISIG ran a ‘Cinema inspirations’ competition where ELT professionals were invited to submit a lesson plan based on a film related to global issues.

Chris Sowton
Joint Coordinator
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Literature SIG

PCE, IATEFL Conference, Liverpool 2019

Our Pre-Conference Event at Liverpool will be a joint event with MaWSIG. The committees of both SIGs, and all LitSIG members I have spoken to, are excited about this event as it appeals to and blends the interests of members of both SIGs. Many teachers of literature create their own activities to accompany the texts they teach, and teachers who use published activities adapt them to enhance their effectiveness. So for all LitSIG members it will be interesting to hear how professional materials writers go about creating their activities—as well as the important matter of marketing and selling them! And what might interest our MaWSIG colleagues, professional materials designers? They often incorporate creative texts—poems and extracts from other literary genres, visual artworks, songs and

music—into their teaching materials for cogent reasons, so our PCE inevitably interests them.

We are all delighted with our programme. David Crystal has generously agreed to give the opening plenary, which guarantees a stimulating start. His talk, ‘Language BLANK literature: from conjunction to preposition’, will argue for the integration of language and literature teaching. And then a full day awaits us! Chris Klein Wolf and Edward Wolf will talk about choosing and exploiting extracts from Shakespeare; Cheryl Palin will show us what lessons the great literary writers have for materials writers; Alan Pulverness will tell us about the British Council’s BritLit project and teaching ‘kits’; Walton Burns and Alice Savage will show how theatre and video scripts can help teach communication skills; Helen Holwill and Nicola Prentis will demonstrate how to go about writing—and selling!—graded readers; and Hania Bociek will show us ways to use visual artworks.

A full and fascinating day, and a marvellous opportunity to meet like-minded colleagues, too! See you there!

Robert Hill
Coordinator
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Materials Writing SIG

The MaWSIG ‘What about ...?’ webinar series

MaWSIG has been running a series of monthly webinars led by experts in specific aspects of materials writing. Brian Tomlinson gave the first webinar, entitled ‘What about principles for materials development?’ in September 2018, and in October, Vicky Saumell asked, ‘What about writing digital materials?’ In November, Prof. Henning Rossa and Dr Karoline Wirbatz asked, ‘What about writing CLIL materials?’ Our December speaker, Dr Catherine Walter, asked, ‘What about writing grammar activities?’ All of our webinars, as well as blog posts featuring responses to unanswered questions from the webinars, can be viewed at <https://mawsig.iatefl.org/>. Look out for news of future webinars in the series in 2019.

PCE, IATEFL Conference, Liverpool 2019

Our Pre-Conference Event at Liverpool on 1 April 2019 will be a joint event with LitSIG, the IATEFL Literature Special Interest Group. Most teachers who use texts taken from the arts—be they literary, visual or musical—create activ-

ities to accompany them. Many of these teachers create materials for publication, or would like to know more about how to do this. Similarly, professional materials writers often incorporate creative materials into their publications, or would like to explore how to do so. This joint event is a fantastic opportunity to share expertise and experience in doing just that; there will also be plenty of opportunities for networking. Our stellar line-up includes David Crystal, who will give the opening plenary, followed by sessions from Chris Klein Wolf and Eduardo Wolf, Cheryl Palin, Alan Pulverness, Walton Burns and Alice Savage, Helen Holwill and Nicola Prentis, and Hania Bociek.

James Styring

MaWSIG Publications Coordinator
mawsig@iatefl.org

Research SIG

Webinar by Emily Edwards

In November, Dr Emily Edwards (co-editor of *ELT Research*, the Research SIG newsletter, and Lecturer at the University of Technology, Sydney, Australia) gave a webinar on 'Action research: collecting and analysing data'. The webinar was addressed to teachers who are preparing to conduct action research for the first time. You will find a recording of the event on our website at: <http://resig.weebly.com/webinar-by-emily-edwards.html>

ReSIG-supported event in Latin America

In December, ReSIG supported the 3rd Annual Latin American Conference for Teacher-Research in ELT and XIV PROFILE Symposium, at Universidad Nacional de Colombia, in Bogotá. The event featured a series of poster presentations by teacher-researchers about their research experiences on a broad range of ELT topics. ReSIG supported the event by providing a scholarship for a Latin American attendee. The scholarship was awarded to Patricia Carabelli, an English language teacher from Uruguay, whose abstract for a presentation at the conference was on the role of first language influence on second language learning.

Conference: 'Spontaneity in the English language classroom'

ReSIG and the Creativity Group are jointly organising a conference called 'Spontaneity in the English language classroom: understanding and researching' which will be held on 30 March 2019. For more information, please visit our website.

ELT Research newsletter

ELT Research, the yearly ReSIG newsletter, edited this year by Mark Wyatt, Emily Edwards, Dario Banegas and Amol Padwad, is coming out soon and we look forward to reading it!

PCE, IATEFL Conference, Liverpool 2019

Our Pre-Conference Event (PCE), 'Communicating and learning from research', will feature keynote talks by Dr Anne Burns and Dr Richard Smith, and poster presentations by students, teachers, educators and academics involved in research. We offered our members a scholarship to attend this event and the award holder will write a report of the event to be included in the ReSIG newsletter. For more information on the schedule of the event, please visit the IATEFL website at https://conference.iatefl.org/pce_re.

Research Day/Showcase in Liverpool

On Thursday 4 April our SIG Showcase will feature relevant talks all throughout the day, including a Forum for anyone who is interested in learning more about what we do. Members and non-members of the SIG are welcome to participate in a discussion about past and future SIG initiatives and development.

ELTRIA conference in Barcelona, Spain

ReSIG is supporting the forthcoming ELTRIA conference: 'ELT research in action: bridging together two communities of practice' on 26–27 April 2019. For more information visit our website.

Dr Ana Inés Salvi and

Dr Kenan Dikilitaş

Joint Coordinators
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Teacher Development SIG

TDSIG/GISIG PCE, IATEFL Conference, Liverpool 2019

We're thrilled to be co-hosting this unique event for a timely dialogue on issues that affect us all in different ways.

Key questions we aim to address include:

- Is it our job as language educators to bring issues of social justice into the classroom?
- How do we create lessons that inspire our students to improve the social conditions around them?
- What activities can we do in our lessons that enable students to engage fully with these topics?
- Most importantly, how do we develop our own approaches to involving these types of topics in our varying teaching contexts?

While we're very excited to engage with you beforehand online, the event itself promises to dig deeply through a diverse set of short talks, Q&As and ample participant-driven individualised discussions (in true TDSIG fashion). Our speaker list has shaped up amazingly, with angles and tangents to explore on the intersection of social justice and teacher development. These include:

Steve Brown: 'What's so funny 'bout peace, love and understanding?'

Aymen Elsheikh: 'A globalised framework for English as a Medium of Instruction (EMI)'

Mandana Arfa-Kaboodvand: 'Do no harm: Potential risks of teaching about social justice'

Joan Macphail: 'Language, issues, attitudes, humour—their roles in raising awareness'

Sergio Iván Durand Sepúlveda: 'Becoming a social justice warrior: representing discriminated ethnicities positively'

Weam Hamdan: 'How to sensitively tackle gender-based issues in challenging contexts'

Rose Aylett: 'From the ground up: integrating criticality into initial teacher training'

Lizzi Milligan: 'The global injustice of English Medium Instruction in low-income contexts'

For more information about the speakers, their talks, and the day schedule, please visit tdsig.org/pce.

Tyson Seburn

TDSIG Coordinator
tdsig@iatefl.org



Exploring the ifs, whys, and hows of social justice in our practice

Our world today includes a complex set of issues that affect us all, namely climate change, inequality, immigration, and discrimination. This year's PCE sets out to explore the connotations of social justice, ways it might influence our work in the classroom with learners of all ages and levels, and how it can intersect with our teacher identity and development.



SIG Web Conference Report

IATEFL YLTSIG Annual Web Conference: ‘Around the YLT world in 24 hours!’

The concept

Following the success of IATEFL YLTSIG’s inaugural web conference to mark our pearl anniversary in 2017, the SIG Committee decided to make the web conference an annual feature of our online events calendar. This year’s non-stop 24-hour web conference on 4 November 2018 featured 30 speakers, each giving 30-minute talks showcasing YL ELT from 30 countries around the world. The line-up of countries represented most regions, including the Americas, Europe, Central and South Asia, East Asia, the Middle East and North Africa, and Sub-Saharan Africa.

The subject matter

Speakers were invited to select their own YL ELT topic for their talk, taking into consideration the fact that the event was aimed at an international audience and that the web conference delegates work in many different educational contexts. These included the state and private sectors: pre-schools, primary and secondary schools and language centres, as well as in materials development, teacher education and academic management. We asked speakers to ensure their talks were fresh, engaging and of particular interest to YL ELT classroom practitioners. At the same time, we requested that they included insights from the various teaching and learning contexts in the country that they were showcasing.

In addition, we required each talk to focus on one particular age range, rather than a more generic ‘catch all YL approach. This was in order to reflect YLTSIG’s mission to promote age-appropriate pedagogy, and it also aimed to help delegates select which talks to attend according to their professional interests. Speakers were therefore asked to frame their talk in terms of one of the following ages (in line with UNESCO’s International Standard Classification of Education):

- Early Years (ages 2 to 5)
- Primary (ages 6 to 10)
- Lower Secondary (ages 11 to 14)
- Upper Secondary (ages 15 to 17)

We consistently use the ISCED mapping criteria for all YLTSIG events and

publications to provide our members and delegates with a common terminology for clarity, consistency and knowledge sharing.

The line-up

The web conference line-up comprised two early years talks, 16 primary talks, five lower secondary talks and seven upper secondary focused talks, and the YLTSIG Committee members were particularly impressed by the ‘veritable smorgasbord’ of TEYL-related topics. The diversity of countries and lived classroom experiences added a rich layer and delegates could apply the learning points and takeaways to many of their own YL teaching contexts. Topics ranged from age-appropriate methodologies (storytelling, project-based learning, using drama in conflict-affected contexts, using English learning areas with early years, intercultural projects, transitioning from EFL to EAL); inclusive practices (teaching young refugees, integrating local culture, multilingualism and EMI, including learners with dyslexia, newcomers in UK schools); resources and materials (storyboarding, using TED-Ed lessons); class management (motivation, critical use of rewards systems, mindfulness); and skills and strategy development (visual literacy, critical thinking, mindset, rising linguistic levels, speaking sub-skills, creative writing and reflective reviewing). This wide variety of content enabled us to provide something for everyone and the event’s 24-hour schedule made it accessible for delegates from all regions to attend at several stages during the web conference.

The feedback

The scale and ambition of this global event required months of project management, expertly led by YLTSIG Online Events Coordinator, Sinem Daridere, supported by other members of the SIG Committee as well as the IATEFL Digital Committee and Head Office teams. The months



of work leading up to the web conference felt all worthwhile when we received overwhelmingly positive feedback from delegates around the world. Comments and reactions to the talks included:

- ‘Vital focus on visual literacy—it gave me great ideas for working with images when teaching children.’
- ‘Early years ELT is rapidly expanding in my country and I really benefitted from the early years talks.’
- ‘21st-century skills such as critical thinking can often be daunting for the teachers I manage, but the web conference talk provided some very practical ideas to help them!’
- ‘I was excited to be part of the speaker line-up and I really enjoyed all the talks. It was great to share insights from so many different countries.’
- ‘Brilliant to see so many teen-relevant topics during the event and a range of age-appropriate lesson ideas.’
- ‘It was a golden CPD opportunity: 30 for the price (free in this case) of 1!’
- ‘What a fantastic event. I’m just sorry I couldn’t attend it all. Huge thanks to the YLTSIG Committee for the dedication and hard work!’

Recordings of the 30 talks are now available on the YLTSIG YouTube channel <https://www.youtube.com/iateflyltsig>. The SIG Committee members welcome your comments and reactions to the talks on our social media channels. This feedback will help shape the 2019 YLTSIG Web Conference and we look forward to seeing you there—virtually!

David Valente
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From the Associates

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



Welcome to the Associates section of Voices. This issue contains some event reports directly from the Associates themselves as well as updates on their activities, providing a great insight into the activities of other TAs. We would really like to share your news as much as possible so please get in touch with updates and reports on your events which have taken place. Please send these to Lou McLaughlin at associa-terep@iatefl.org.

Report from Cuba

APC ELI: Havana, Cuba

The first English Language Show led by the APC ELI was held in the Havana headquarters of the Cuban Association of Pedagogues on 13 October as the first event of this kind during the British culture week in Cuba. More than 170 people, mostly young people, participated.

The event included English taster lessons for children, youngsters and



Delegates look at English textbooks produced by Cuban teachers

adults; an English book exhibition; quizzes on the history of Great Britain; contests about UK celebrities; and a session of ELT methodology and teaching tips for new teachers.

His excellency Mr Antony Stokes, the British ambassador to Cuba, and Dr Gilberto Garcia, president of the Cuban Association of Pedagogues, were present at the event, and all involved had a wonderful time.

Report from India

ELTAI India

ELTAI India, with 3,213 members and 26 chapters throughout the country, is not only the oldest but also the largest network of teachers of English in India. Its Golden Jubilee celebrations will be held from 9–12 October 2019 at The Amity University, Noida, New Delhi. The Association

was the first recipient of the IATEFL grant for our research project on 'Virtual learning', and it was awarded a grant by the Hornby Trust for its project 'Mobile learning' three years ago. ELTAI India has built up external links with other IATEFL Associates and has signed MOUs with BELTA and MELTA.

Recent activities include a National Workshop on 'Perspectives in Business English Training' on 28 July 2018 by Evan Frenedo, Co-ordinator of IATEFL BESIG. ELTAI India's chapters also organise teacher development programmes for its members in their respective regions:

- The Literature SIG publishes a bimonthly e-journal (www.jtrtel.in) and runs an online Discussion Forum.



ELTAI BESIG event

- The 400th anniversary of Shakespeare's death was celebrated in six cities across the country with seminars, exhibitions and competitions.
- Ten Action Research Project proposals submitted by our members aiming to enhance learner communication skills have been approved for grants of Rs.10,000 each.
- The Association publishes four journals, one print (Journal of English Language Teaching) and three electronic (The Journal of Teaching and Research in English Literature, The ELT Practitioner, and Journal of Technology for ELT). All may be accessed at our website: www.elta.in.

Report from Peru

IATEFL PERU 2018 Annual Conference: 'Reimagining our ELT practices: professional trajectories and life balance'

This year we had a three-day Conference. On 12 September we had a provocative Roundtable theme: 'What makes outstanding teachers outstanding? Is it their qualifications, experience, development, hard work, the "X" factor or something else?' We were proud to have the following panelists: Carmen Càceda, Leonardo Mercado,



Roundtable panelists at IATEFL Peru

Gabriel Diaz Maggioli and Andrew Sheehan.

On 13 September, we had a Teacher Training Development Day with contributions from Sandie Mourão, Carmen Càceda, Dorothy Zemach, Leonardo Mercado, Gabriel Diaz Maggioli and Andrew Sheehan. The outcome was for participants to prepare and organise a training session in their educational contexts.

Conference Day was 14 September. We had a nice surprise at the beginning, with incoming IATEFL President Harry Kuchah Kuchah's greetings to the audience in Peru. Thank you to Harry and to Rakesh Bhanot for this surprise! Nick Bilbrough, Rakesh Bhanot and

Nella de la Fuente presented keynote talks, and there were two rounds of innovative workshops.

We would like to express our deep appreciation to the British Council, RELO-Andes, Británico publishers and to our IATEFL-Peru Team: Lupe Trujillo, Yony Càdenas, Martha Saavedra, Rubèn Garcia, Fernando Barboza and David Villanueva.

Report from Cameroon

Insight into CAMELTA: Cameroon English Language & Literature Teachers' Association

CAMELTA aims at promoting quality ELT nationwide. The association has ten chapters that bring together teachers of both primary and secondary education from the ten regions of Cameroon. They come together at an annual conference that focuses on in-service training where practitioners share pedagogic experience and best practices. Since its creation CAMELTA has held 16 annual pedagogic conferences with more than 300 participants and chapter delegates. Veteran teachers have given 12 plenary sessions and about 30 workshops on issues ranging from teaching approaches, classroom dynamics, lesson planning and delivery to useful tips, research papers and best practices for the personal and professional development of teachers from both urban and remote rural areas.

Despite the positive outcomes of the association activities, CAMELTA also faces many challenges. Like most TAs in Africa, the association lacks the financial means as well as permanent and committed membership to help sustain the association.

Nevertheless, CAMELTA has developed in the past years some partnerships with the local ministries of education and some international associations like IATEFL and TESOL. As a cofounder of TESOL Africa, CAMELTA networks with many sister associations and is optimistic about the future.

Upcoming events

2019

JANUARY

7–11 Peru

IATEFL Peru Summer School

'Sports and arts together with curricular-themed activities'

Information: iateflperu2019@gmail.com

18–19 Thailand

Thailand TESOL 39th International Conference 2019, Bangkok

'Changes and chances in ELT'

Event link: <http://tesol.conferences.in.th/>

FEBRUARY

23–24 Greece

TESOL Macedonia-Thrace, Northern Greece 26th Annual International Conference

'Hands on: Solving classroom issues'

APRIL

2–5 UK

53rd International IATEFL Conference, Liverpool; Pre-Conference Events on 1 April

Event link: <https://conference.iatefl.org/>

JUNE

21–22 Montenegro

ELTAM Montenegro 1st International Conference.

'Empowering 21st-century learners and educators: meeting challenges, exploring solutions'

SEPTEMBER

20–22 Poland

28th IATEFL Poland Conference

'Beyond the horizon'.

Information: www.iatefl.org.pl

The most up to date version of the calendar can be found on our website

<http://www.iatefl.org/events>

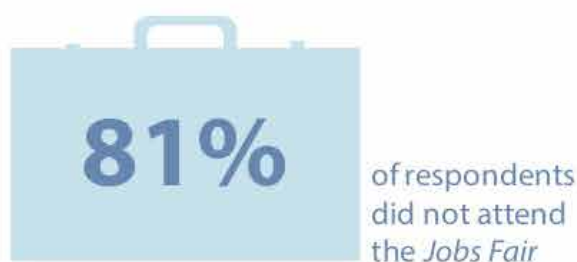
Submissions for the calendar are welcome and should be sent to membership@iatefl.org. Submissions should follow the format in the calendar above, and should include submission deadlines for papers for potential presenters.

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

Brighton 2018 was IATEFL's largest Conference and Exhibition with a total of **3079 ELT professionals** in attendance



But there were still things for us to work on...



In Liverpool we will be relaunching the *Jobs Fair* as the *Careers Fair*, with lots of new features to make it relevant to delegates at all stages of their career



In Liverpool, we have a brand new themed day and closing interactive plenary on the future of ELT, allowing delegates to have a voice about the future of their profession



Further details about how we are continuing to improve the IATEFL Conference for Liverpool 2019, based on delegate feedback, can be found on the IATEFL Blog

blog.iatefl.org



International IATEFL Conference and Exhibition

Liverpool, UK

2-5 April 2019

Pre-Conference Events 1 April 2019
Speaker proposal deadline 13 September 2018
Early bird deadline 10 January 2019
Online booking deadline 19 March 2019

conference.iatefl.org



Paula Rebolledo



John Gray



Aleksandra Zaparucha



Lindsay Clandfield

Future directions in ELT: where are we headed?
Interactive plenary with:
Katherine Bilsborough
Evan Frendo
Amol Padwad
Mercedes Viola

NEW Closing Event

Plenary sessions