

SATEFL NEWS

SATEFL Day with Péter Medgyes

Saturday 1st October 2016
Airthrey Castle, University of Stirling



We are very pleased to have Péter Medgyes talk at our SATEFL Day at the University of Stirling this year.

Péter, CBE, is Professor Emeritus of Applied Linguistics and Language Pedagogy. During his career he was a schoolteacher, teacher trainer, vice rector, vice president of IATEFL, deputy state secretary and

ambassador of Hungary. He has been a plenary speaker in nearly 50 countries, and is the author of numerous books and articles published both in Hungary and abroad.

This year the event will be held in Airthrey Castle on the university campus.

More details of the sessions and the venue on the next page.

- 10:30** Registration and refreshments
- 11:00** Always look on the bright side – being a non-native teacher
- 12:15** Lunch and book displays
- 13:30** Elfies at large – Beware!
- 14:15** Final questions and answers and close
- 14:30** Close

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*Scottish Association for the Teaching of
English as a Foreign Language*

**Members £10 – Non-members
£20 – payable on the day**

Includes lunch

For catering purposes, please
book your place in advance with:

SATEFL Secretary
Carol.Irvine@glasgow.ac.uk

SATEFL

The Scottish Association for the
Teaching of English as a Foreign Language



SATEFL Day Sessions

Péter Medgyes will do two sessions for us on 1st October. This is a quick summary of what to expect.

Always look on the bright side – being a non-native teacher

The bad news is that we are linguistically disabled – there is no way we can emulate native speakers in terms of their English language competence. The good news is that we can (a) provide a better learner model for imitation; (b) teach language learning strategies more effectively; (c) supply learners with more information about the English language; (d) anticipate and prevent language difficulties more successfully; (e) be more empathetic to the needs and problems of learners; (f) make better use of the learners' mother tongue. The aim of this plenary is to discuss these

controversial claims, with the final message that natives and non-natives are potentially equally effective teachers.

Elflies at large – Beware!

It is common knowledge that English has become the **Lingua Franca** the world over. Today the overwhelming majority of communication takes place between non-native users of English, often in the absence of native speakers. Given this, proponents of the ELF movement, whom I call elfies in my lecture, claim that native English standards need not be followed any longer. After I have subjected this assumption to critical analysis, I conclude that teachers had better follow their own agenda and satisfy their learners' genuine needs, instead of listening to elfies – or any other researchers, for that matter.

The venue

Airthrey Castle University of Stirling FK9 4LA



There are directions on how to get there on the university website:

<http://www.stir.ac.uk/about/getting-here>

Airthrey Castle is the first blue building on the right of the lake (Number 17) on the campus map:

<http://satefl.co.uk/wp-content/uploads/2015/05/campus.jpg>

IATEFL Conference 2017 – Glasgow



SATEFL is an associate member of the International Association of Teachers of English as a Foreign Language (IATEFL), who are holding their annual conference in Glasgow next year from 4-7 April 2017.

Plenary speakers for this conference will be Gabriel Diaz Maggioli, Sarah Mercer, JJ Wilson, Jane Setter, and Imtiaz Dharker. Further details are on the IATEFL website www.iatefl.org

A small number of grants to attend the conference will be available to SATEFL members. Details of grants for the 2017 conference will be sent out to our membership mailing list soon.

SATEFL Membership

SATEFL membership is due for renewal at the beginning of October. Membership options and fees have been updated to reflect current conditions within the sector and hopefully encourage wider membership.

We have simplified our annual institutional membership to the following:

For up to two unnamed employees to attend any events during the year (with no daily fee, except Stirling) = £75

For up to five unnamed employees to attend any events during the year (with no daily fee, except Stirling) = £150

With our institutional memberships we have decreased the employee numbers hoping to make this an attractive option for institutions small or large, and to keep it flexible the 'named staff' condition has been removed in order for different staff to attend different events. As long as the attendees have the membership number (to be issued, new for this year, on a Membership Card) on arrival, it will be easy to refer to our members' list. Multiples of the above membership type maybe purchased. Should additional staff wish to attend an event, they can pay £5 per person to do so.

Annual Individual Membership = £35

Annual unwaged/student Membership (less than 10 hours per week teaching) = £15

Membership forms are available on our website at <http://satefl.co.uk/membership>

Please complete the relevant membership form and email to our Membership Secretary, Claudia at sateflmembership@gmail.com

Claudia, or any of the committee, will be happy to answer any questions you might have.



Emancipating, indoctrinating or somewhere in between? Exploring the purpose of ESOL in Scotland

May 2016 SATEFL Talk in Perth with Steve Brown

At our May event in Perth, Steve Brown, in a very interesting and thought-provoking talk, asked us to examine our practice, analysing its impact, not just on our students, but on the society they live in.

Introducing the idea of the ‘emancipation continuum’, Steve asked us where we would place our attitudes, our practice and our institution’s approach along the continuum in terms of what we were trying to achieve for our learners and for the wider society.



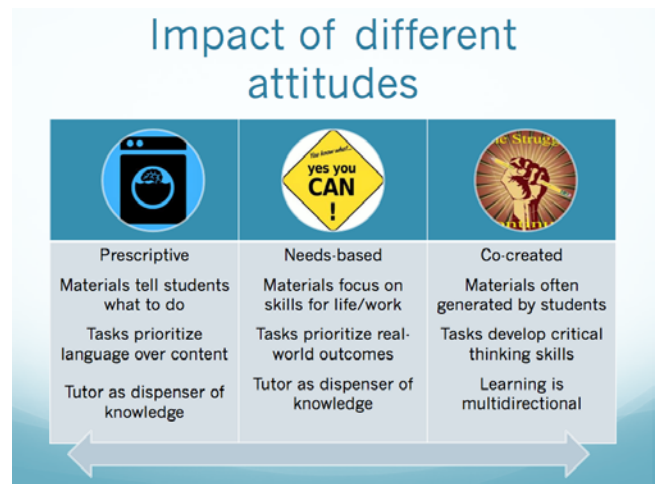
Steve referred to the Adult ESOL Strategy for Scotland. He highlighted the ways in which the strategy promotes both empowerment – stating, for example, that

“ESOL provision can support personal and family life enabling independent communication and building capacity to live, integrate and be actively involved in local communities.

– as well as supporting ESOL for emancipation, stating that

- “ESOL learners transform their lives and communities through learning choices in personal, work, family and community settings.”
- “ESOL learners effectively influence strategy and policy at local and national levels.”

What we believe we are trying to do in our work – and where we might place our own attitudes and those of the institutions we work in on the emancipation continuum – will have an impact on the materials and tasks we use and the role we play in the learning environment. Steve asked us to consider whether our practice might serve to indoctrinate, empower or emancipate our students.



Without prescribing what we should be doing – it is important, after all, to consider our own particular contexts and learners in making decisions about learning materials and activities – Steve suggested things that might work better to push ESOL along the continuum. These included participative methodologies and topics that challenge beliefs and focus on social justice. We then had an opportunity to try out a series of activities that Steve had been using with his own students.

Unfortunately there is not space to give a full account of what we learned, but you can read more from Steve Brown on his blog at <https://stevebrown70.wordpress.com> Alternatively get in touch with him on Twitter @sbrowntweets or by email at stevebrown70@yahoo.co.uk

IATEFL 2016 – the experience of a first-time attendee

Isabel Linaker reports on her first time at an IATEFL international conference

IATEFL 2016 was held from 13-16 April at the ICC in Birmingham.

As a first time attendee on a SATEFL grant I didn't know what to expect and felt both excited and apprehensive in equal measure. My apprehension was heightened slightly on receiving the conference programme, which was packed with speakers on every teaching topic imaginable. I didn't know where to start! In the end I narrowed down my choice of speakers by focussing on areas which I felt would be beneficial for my personal development, and that of others in my workplace, as well as some areas which were of personal interest. These included vocabulary, listening and speaking skills (in particular how to deal with accents), learner autonomy and technology.

Despite making decisions beforehand about which speakers I wanted to hear, the first day proved to be slightly stressful as I think I was too optimistic about how much I could fit in, especially given that I was unfamiliar with the layout of the ICC. Also, I hadn't anticipated that sometimes talks/workshops would fill up before you reached the room and you therefore needed to have a second choice or simply take a break. The stress of the first day prompted me to adopt a more relaxed, though actually more structured, approach on the following days as I realised that, if you weren't able to attend your first choice, there would often be a similar talk/workshop at an alternative time. I also left time to have coffee and visit the fair where there was a wide range of materials/books and freebies on offer, and the opportunity to talk to other teachers about their experiences of teaching and IATEFL. I found many of these conversations reassuring as I realised that other teachers were using similar techniques

and also experiencing similar challenges in their teaching.

As I said earlier, I attended a range of different types of talks, some of which discussed the theory of teaching and others which offered practical ideas. For me the most useful were the latter and, in particular, those which showed how to incorporate 'real life' into the language classroom and deal with 'real' language issues, as I feel it is essential to do this if we want students to be able to use the language in the outside world. One noteworthy recommendation, and one which I have already used effectively, was to ask students to take photographs outside the classroom of interesting examples of language or places/objects relating to their topic of study and then use these as the basis for study/discussion instead of traditional teaching materials. It was also suggested that teachers should use modern technology to record their own more natural listening activities, which often contain language that is quite different to textbooks. Finally, it was recommended that we expose our students more to different accents of English, as this is what they hear in the street, as well as encouraging them to listen to chunks of commonly used language (such as 'first of all') in order to familiarise them with how language sounds in everyday speech. All of these activities enhanced learner autonomy and most of them also highlighted the importance of using technology in order to acknowledge its significance in communication today.

To sum up, I am delighted that I had the opportunity to attend IATEFL 2016 as I believe it reassured me about some aspects of teaching, whilst also opening my eyes to new ideas/methods, allowing me to continue my development both as a teacher and a person.

IATEFL and TESOL Joint Web Conference

17-19 November 2016 – Exploring the themes of world Englishes, teacher identity and professional development through teacher associations.

More information: <http://www.iatefl.org/web-events/iatefl-webconference>

IATEFL 2016 – overview of selected sessions

Clare Hayward reports on some of what she learned at the IATEFL conference

How to move from being a teacher to becoming a teacher trainer

Neil McCutcheon

Neil asked why and who had got into teacher training; who has the ‘sickness to teach’? – which resonated with me. He recommended using the skills you have already, remembering it’s the process of teaching, not necessarily the content (as trainees only remember 10%!) – but they do remember how they were taught. To become a trainer it is best to have a wide variety of teaching contexts and experiences as trainees can ask lots of questions. He commented that Tessa Woodward recommends ‘get meta’, meaning thinking about your rationale and the practice of teaching. He advised the following skills as essential: knowledge of methodology, rapport, classroom management, ability to engage, language and building on your session materials, tech knowledge and experience of mentoring is helpful.

Who would of thought it? The English language 1966–2066

David Crystal

David started with asking, “Why linguistics?” He answered – because of language change. He continued by giving examples of new words in English such as *fubsy*, *binge-watch*, and *identity*. He commented that publishers need to watch the lexical range of contemporary language, which is often influenced by the Internet. Dialect is another influence and over time modal verbs have decreased in use, the progressive aspect has increased and local accents are more widespread. Furthermore, pronunciation and spelling have been affected. He predicts language will change just as much in the next fifty years.

The Teacher Trainer journal 30th birthday panel

Tessa Woodward, Seth Lindstromberg, Briony Beaven and Varinder Unlu

Tessa introduced the concept of the journal and reported on its success and contents. Varinder explained her journey from *Teacher to Management* commenting on *what makes a good DoS?* Briony talked about creating motivational teacher training materials, and treating it like regular teaching such as making the resources meaningful to communication, giving classroom English and encouraging teachers to be mindful of their CPD and be reflective. She commented that ‘English for teaching’ is a type of ESP which would include target language for teachers. Tessa gave her example of the ‘terminology postbox’ (vocab bag) and the task of reading a text in a *role*.

Seth continued with changing your behaviour to suit your teaching situation, which includes making it personally relevant to your class. After a discussion the audience decided the following were ‘*teacherous*’ (negative) rather than ‘*teacherly*’ (positive) traits and were to be avoided!: Overly intrusive monitoring, saying ‘do you understand?’, personal anecdotes, teacher moving around the room whilst presenting, patronising, not providing a waiting/thinking time, digression, obvious/simple questions to the class and over-eliciting. So be warned!!

In association with the British Council, David Crystal’s talk and some of the other conference sessions were recorded and are available for anyone to watch on the IATEFL Online site: <http://iatefl.britishcouncil.org>

Using TED Talks in English Language Teaching

March 2016 SATEFL Talk in Glasgow with Claire Hunter

Claire Hunter came along to our event in Glasgow earlier this year to share some of the many ways she has developed to make use of the TED website. The site is, according to Claire, a rich resource for our language learners. It is a store of videoed talks and presentations. Claire described how she exploited this authentic source with different levels and class types, focusing both on the content of the presentations as well as the potential for language work.

As well as the perhaps more obvious focus on developing listening skills, Claire uses TED talks to work on all aspects of language – reading, writing, speaking – and as a prompt for discussion, problem solving and more creative work around poetry and designing schools, posters and robots!

One of the activities she shared with us was called ‘Second-hand presentations’. For this, a student watches a talk and takes notes. Using their notes, they then describe the presentation to their partner. The second student then presents the talk based on what they have learned from their partner before comparing it to the original.

The TED talks can also be used to focus on the difference between spoken and written

language with students transforming what they hear in a presentation into a report or an essay. A good talk to use for this activity is Richard Wilkinson’s talk on ‘How economic inequality harms societies’:

www.ted.com/talks/lang/en/richard_wilkinson.html

TED talks can be used for bingo activities, listening for things like tenses, numbers, vocabulary, presentation phrases and so on. They can be used to practise IELTS tasks. A sample talk that can be used for listening for data is ‘Arthur Benjamin does Mathemagic’:

www.ted.com/talks/lang/en/arthur_benjamin_does_mathemagic.html

A very enjoyable part of the talk was when Claire showed how a talk on ‘How to tie your shoes’ –

www.ted.com/talks/lang/en/terry_moore_how_to_tie_your_shoes.html

– led to her students teaching each other something new, with one passing on a particularly innovative and effective way to fold a t-shirt.

If you haven’t already done so, the TED website is well worth a browse.

www.ted.com



Book Reviews

Testbuilder for TOEFL & iBT

Pamela Vittorio (Macmillan Testbuilders, Macmillan 2011)
ISBN 9789230452787

This exam preparation book, which is aimed at students preparing for TOEFL and iBT exams, seems to be nicely and clearly set out, making it easy to use either in the classroom or for students to use alone at home.

It is divided into two distinct sections. The first is the test section with example papers purely for practising exam-style questions. These cover a range of topics and skills and give clear instructions on what students have to do, which should adequately prepare them for the exam itself.

The second section is a skill-building section, which gives students guidelines and good tips on how to approach the exam, although these are quite general for most exams. It also has some useful 'fixed expressions', which they can easily learn and use.

It does, however, seem a little strange that the skill-building section follows the test papers section, as it would be more logical to learn skills and expressions before practising. Additionally, the wordiness of the explanations and lack of colour in the photographs may not inspire the students to use this book to study.

Nonetheless, it seems to be a useful book which students and teachers could dip into to practise/review certain skills/techniques rather than working through from start to finish.

Isabel Linaker and Jane McKinlay
ECS Scotland, Edinburgh

Testbuilder for TOEIC

Jessica Beck (Macmillan Testbuilders, Macmillan 2012)
ISBN 978-0-230-45276-3

Another in the series, but this one is aimed at students preparing for the TOEIC exam and is

mostly a book of practice tests rather than one which helps students prepare for the exam with vocabulary/grammar activities, etc.

It does, however, give clear instructions and explains the focus of the different sections, as well as guidelines for completing answers fully and correctly. Additionally, there are little 'warning' boxes incorporated into the papers with information highlighting typical mistakes made in each section of the exam. These are particularly useful for raising students' awareness of potential problems so they can find strategies to deal with them in advance. There are also some helpful website links at the end of the book which provide students with additional guidance on strategies and techniques.

As with other books in the Testbuilder series, the lack of colour photographs and the wordiness of the explanations may not be particularly inspiring for students, but again it is useful for testing students' progress or for practising problematic areas.

Macmillan Testbuilders are a handy addition to an exam-based course as they can be used to supplement a course book or, as is the case with our courses, can be used as a course book given to students for both work in class and for homework. Students feel that they have a book that really helps them make progress with their given exam.

Isabel Linaker and Jane McKinlay
ECS Scotland, Edinburgh

masterMind – Level 1
ISBN: 9780230457638

openMind – B2
ISBN: 9780230458192

Authors include: Mickey Rogers, Joanne Taylore-Knowles, Steve Taylore-Knowles with Ingrid Wisniewska (MacMillan, 2015)

MacMillan have produced two versions of the same series, *masterMind* being the US version of the UK's *openMind*. The book is divided into 12 units, each having a fairly obscure title – e.g. "something in the water". Is this about monsters or pollution? No, it's

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about water. Some loosely associated themes are all stuck together: should we drink bottled water; flooding; do our bodies need water; water charities; per capita consumption of water. This is okay as a theme, but goes off in so many directions as to lack focus.

Each unit starts with a double-page spread of “describe the pictures” – pretty standard. There are then three double pages of traditional coursebook materials. Finally, a double page of “life skills”, which is discussion based, followed by a “language wrap-up” (grammar and vocabulary) and a “writing workshop”.

The readings seem suitably pitched at B2 level both for length and vocabulary used, although I’ve not tried them out in class yet, so don’t take this as approval. The topics look like they would interest students, and the pictures and topics are up to date. Although there are a number of clichés – policemen wearing traditional helmets, Morris dancers – the photographs used are fairly ethnically diverse and have a good age range. However, although there is a more even gender split, some of the pictures show traditional gender stereotypes – the business executive jumping from a plane is a man, as is the bodybuilder. The female firefighter is highlighted as being an exception and a reading is based on this. So, good – but could do better.

From a visual perspective, the whole book looks heavy. Large purple blocks, closely written sections squared off and large headers throughout contribute to a feeling of claustrophobia. The contents page is really difficult to read due to the chequered pattern – you just can’t distinguish between the individual units.

On the whole, okay.

John Small
Perth College, UHI

Listening & speaking for IELTS 4.5–6.0

Barry Cusack and Sam McCarter (Improve your skills, Macmillan 2014)
ISBN 9780230464681

Listening & Speaking for IELTS 4.5-6.0 is one of the

three books in the *Improve your IELTS Skills 4.5-6.0* series directed at students preparing to take the IELTS exam and aiming to achieve an IELTS band score of 6. The version reviewed comes with two audio CDs and includes the Answer Key section and can be used for self-study or in class.

The 10 units of the book cover a range of topics commonly included in the IELTS examination and follow the same structure: each unit starts with the Topic talk section, with activities introducing key vocabulary and ideas for the topic, and is followed by the Listening and Speaking skills sections, focusing on the sub-skills required to do well in each part. At the end there is an exam listening task with authentic test questions. The practice activities in the first parts, together with the ‘technique boxes’ with ideas and strategies for approaching the IELTS speaking and listening tasks, help learners to master the skills and accomplish the final tasks.

I have used parts of the book with my students to supplement other materials and found them very effective. I particularly liked the Topic talk and speaking skills sections, as they provide a lot of practice and awareness-raising activities, which help to improve the quality of students’ performance in the IELTS speaking task. On the whole, *Listening & Speaking 4.5-6.0* is a valuable addition to IELTS preparation materials, as it allows the teacher to tailor examination preparation courses to learners’ needs by choosing the materials targeted at the skills they need to improve, and pitched at the level of their current language proficiency.

Natallia Novikava
Freelance language tutor

Writing: Learn to write better academic essays

Els Van Geyte (Collins EAP/Academic Skills, 2016)
ISBN: 978-0-00-750710-8

This book is aimed at pre-sessional or first-year undergraduates. It is very well put together, in individual lessons, introducing each subject matter

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very clearly and in small steps. There are some good examples and exercises, but they are above my students' level, so far too academic for them.

I particularly liked the self-evaluation section, which could produce some good discussion on students' own individual practices and needs, identifying to them what they needed to improve. Chapters 2, 4 and 5 are of interest and pertinence to my students and I could use the main lesson, but introducing examples/exercises of a more relevant nature to my class. Overall, it is unfortunately more appropriately aimed at university level than that of my students or even the few aspiring to lesser or foundation college courses. However, although it is beyond the expertise of my present class, it is a book that I recommend and have used successfully with some of my private students.

Diana Mellings

Books for review are available at all of our events.

Come along, browse the book display and choose one you like.

It's yours to keep in return for a review!

Further details are available at the events.

Job shop

SATEFL regularly posts job vacancies on its website at: <http://satefl.co.uk/job-shop>

Institutional members can post for free and it's a great way to reach a wider audience.

If you'd like to advertise a job, please contact sateflchair@gmail.com

SATEFL and NATECLA

A joint Scottish Conference?

In May, the SATEFL committee met with a couple of representatives from the newly revived Scottish branch of NATECLA. Pauline Blake-Johnston and Sue Hain wanted to explore ways in which the two associations could collaborate. The idea of working together to bring bigger events to practitioners in Scotland was discussed and the possibility of a Scottish ELT/ESOL conference was raised.

In order to take this further, we are looking for people who would like to be involved in thinking about and possibly organizing such an event in the future.

So, if you have any ideas, expertise or enthusiasm that you would like to share, please contact Mate Varadi at sateflchair@gmail.com to express your interest.

Many thanks!

CONTRIBUTE TO THE NEWSLETTER

We welcome all contributions to the newsletter that would be of interest to SATEFL members. Reports on meetings, talks or conferences, book reviews, teaching ideas, online resources, news from our members, letters, etc.

Please send anything you would like to contribute to sateflchair@gmail.com