IATEFL 2022 Belfast Conference *Conference Selections*

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Belfast Conference

Conference Selections

Edited by Deborah Bullock

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From the Editor

This year we not only celebrate 25 years of *IATEFL Conference Selections*, but also for the first time we report on presentations from an annual IATEFL International Conference and Exhibition held in *Belfast*. Situated on the banks of the River Lagan, in the heart of the city, ICC Belfast provided around 1,800 of us with a stunning waterfront location for our 55th International Conference and our first opportunity to meet again face-to-face since 2019. Meeting again in person was indeed a joy and for those of us fortunate enough to visit Belfast for the first time, myself included, it was particularly special.

IATEFL's annual Conference is for many of us the biggest event of the year, where we catch up and connect with fellow professionals from around the world, share our knowledge and experience, learn and grow together, and recharge our professional batteries. The Belfast Conference may have been slightly smaller than usual, but delegates from all over the world, plus thousands more joining in online to watch the live-streamed plenary sessions and daily 'IATEFL Live' broadcast, were treated to 406 sessions – talks, workshops and poster presentations – on a variety of themes from a wide range of contexts. Thanks to our generous sponsors and strategic partner, we also had the opportunity to enjoy the early morning 'How to…' and 'Mindful' sessions, pop-up presentations, the careers fair and the ever-popular evening events – Pecha Kucha, Music Night, International Quiz, Sharing Stories – and special to this year, Introduction to Belfast.

In this year's *Conference Selections*, you will find reports of plenaries, talks, workshops and poster presentations from no fewer than 34 countries. Plenary speakers report on early language learning (Nayr Ibrahim [**5.1**]), reading as a social activity (Gabriel Díaz Maggioli [**12.1**]), EMI (Libor Štěpánek [**3.1**]), and environmental sustainability & ELT (Sarah Mount, Geoffrey Mokua Maroko, Owain Llewellyn and Ceri Jones [**1.1**]), and several individual papers within this issue pick up on these themes.

Other individual papers address a range of topics, and, as in 2021, *teaching, training and assessing with technology* continues to prove a prevalent theme in the wake

of the pandemic and resulting shift online (see Chapter 2 and throughout the collection). This edition also features a large number of papers concerned with *English for academic, business or specific purposes* (Chapters 3 and 4) and *approaches in teacher training and development* (Chapters 7 and 8). Other chapters which reflect familiar and recurring themes of IATEFL Conferences include *Global issues* (Chapter 1); *TEYL* (Chapter 5); *Assessment in practice* (Chapter 6); *Inclusive practices* (Chapter 10); and *Teaching language and skills* (Chapter 12). This year's issue also sees a renewed focus on *materials and resources* (Chapter 11), and for the first time, a special focus on *teacher associations* (Chapter 9). In short, the collection offers something for everyone and reflects the wealth of experience and expertise associated with any IATEFL Conference.

Finally, as I invite you to delve into this 2022 *Belfast Conference Selections*, I would like to express my sincere thanks to all those who took the time and effort to submit their papers for review, and to those of you whose papers have not been selected this year, I sincerely hope that you will find alternative forums in which to publish your work. I also thank my editorial team: Amos Paran, Jennifer MacDonald, Wendy Chambers and Karen Sigley for their invaluable input, and Nathan Hemming-Brown for his work on the design of this edition.

I look forward to seeing you again at the 56th IATEFL International Conference and Exhibition in Harrogate. Happy reading!

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1 Global issues in ELT

The decision to begin this year's volume with a focus on global issues underlines the stark reality that no matter where we live and work, as ELT practitioners we have a role to play in the future of English and our world. This year's Conference in Belfast featured a closing plenary panel discussion on an issue that affects us all – environmental sustainability [**Geoffrey Mokua Maroko, Owain Llewellyn, Ceri Jones**]. In their respective papers included here, introduced by **Sarah Mount** (moderator), the authors explore the notions of environmental impact and sustainability from a range of perspectives, and offer insight into how we, as ELT practitioners, can and need to respond to environmental issues in our own diverse contexts. The implementation of sustainable change is also picked up by **Cristina Manea Gultekin,** who presents us with classroom tasks that can empower our learners to take responsibility for their futures and fight such issues. Also featured in this chapter are two papers focused on the role and standard of English in the Global South. **Basanta Kandel** highlights issues with language policy education in Nepal, which will resonate with readers from around the world where English vies with local languages in education systems to create confusion and threaten linguistic diversity. The **Hornby Scholars**, 15 English teachers and teacher trainers from the Global South, on the other hand, discuss the pressures and frustrations they experience in the face of prevailing monolithic belief systems and innovations which challenge these. And finally, **Ganga Laxmi Bhandari** from Nepal highlights an issue faced by ELT women professionals in many contexts – the unequal access to professional development opportunities.

1.1 Plenary panel discussion: Environmental sustainability & ELT in 2022 – which way now?

1.1.1 Introduction

Sarah Mount *TransformELT Ltd, UK*

'Environmental sustainability' is a term we hear often – but what does it actually mean in the context of ELT? Does it mean the same to everyone globally, or does context play a part in our understanding of it? How does the context in which we live and work affect our notions of environmental impact and sustainability? What is our role as language teachers and educators?

Here, three very different educators talk about their own understandings within their very different contexts, and share the ways in which they have embedded environmental responsibility within their working practices.

Whilst scientific explanation can increase our understanding of the effects of our relationship with the environment, it is often those working on the ground that can see both the immediate and the longer-lasting effects in the environment in which they live and work.

In his current work focusing on indigenous knowledge and environmental conservation and protection, **Geoffrey Maroko** works with his local community, looking at the biodiversity that has been lost in recent years and what effect this has had on the community – how much indigenous knowledge is being lost as a result of both environmental and economic issues.

This is also seen as an opportunity to bring traditional environmental knowledge to the curriculum, harvesting data gained from the wider community to inform educational development. It is hoped that this data can subsequently be used in teaching contexts – the creation of databases in English and in the mother tongue of Ekegusii, which could be used as a language processing tool, or for translation activities, or the development of bilingual dictionaries.

This collective learning – courses that enable discussion between tutors and participants, and taking learning outside of the classroom and enabling students to put what they have learnt into practice – is critical in terms of both the Competency Based Curriculum being rolled out in Kenya, and the broader development of an ELT environmental competencies framework. It is recognised that in moving from the general to the specific, extra support is needed to make the competencies relevant to teachers and learners, developing materials that support teachers and that learners can relate to.

Although he is working in a very different context, **Owain Llewellyn**'s work overlaps with Geoffrey's in many ways. In his focus on collective responsibility, ecoliteracy and eco-pedagogy, he works towards ecological intelligence and empathy for the world around us. In exploring the role of education as a 'vital force creating empowerment and disseminating knowledge', he argues that ELT has a significant role to play, arguing the case for 'empowering learners to take part in this international sustainability dialogue'. Teachers, managers, schools, publishers – all the institutions that make up the ELT industry – need to work together to take ELT beyond an 'instrumentalist practice to one where ecological sustainability is embedded in everything we do'.

This ethos of collaboration and collective responsibility is highlighted by **Ceri Jones**, co-founder of ELT Footprint, a rapidly expanding online community concerned with what we *can do* as educators. One of the group's most important functions is 'motivating and supporting individuals who would otherwise feel isolated in their actions'.

All three authors recognise that this 'collective responsibility' carries with it a lot of weight, especially for those teachers who are not sure they have the expertise to tackle this and may feel overwhelmed in dealing with the topic. Ceri's recent academic activity has involved the development of sustainability frameworks that can provide guidance and support for educators wanting to integrate environmental issues into the classroom but lacking any systematic support from elsewhere.

The authors also share a belief in contextualisation, which by looking at what can be done *locally*, each person can have a part to play – focusing on what they can do within their own sphere of influence and making small changes which contribute to a larger whole.

As educators, we exist in a multi-disciplinary, multi-communal space – we come into contact with a variety of disciplines and perspectives, and with information we can use to gain a wider understanding of environmental issues. We all have a role to play – from teachers to Ministers of Education – and a responsibility to teach *in context* to educate citizens and future citizens to be more socially aware.

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1.1.2 Ekegusii indigenous medicinal plant knowledge datasets for natural language processing (NLP) tasks

Geoffrey Mokua Maroko *Department of Linguistics and Languages, Machakos University, Kenya*

The International Union for Conservation of Nature (IUCN) Red List (2022) paints a grim picture of threatened plant species over the period 1996–2022. While only 909 plant species were Critically Endangered (CE) in 1996, the number has grown to a high of 5,232 in 2022. In the Endangered (EN) list, 1,197 plant species were threatened in 1996 compared to 9,996 in 2022. The report also indicates that 3,222 plant species were classified as Vulnerable (VU) in 1996 but that number has risen to 5,660 in 2022 (IUCN, 2022). Loss of plant species will mean loss of language. It is estimated that 30% of the 7,400 languages in the world will no longer be spoken by the end of the century (Cámara-Leret & Bascompte, 2021), resulting in the extinction and the loss of linguistically unique knowledge about plants and their services. The double loss of plant species and language imply loss of knowledge about medicinal services and potential for discovery of unanticipated uses.

The Abagusii people of South Western Kenya have rich ecological knowledge which demonstrates the interconnections among human beings, animals, plants and geographical features such as land and water. This rich cultural heritage is transmitted through oral traditions (e.g. songs, proverbs, riddles and narratives). The Abagusii are also renowned for their rich knowledge in traditional healing methods, which involve craniotomy and treatments of such conditions as epilepsy, heart disease and chest complications. However, Ekegusii, the language of the Abagusii, is threatened with extinction as it is mainly used among adult populations, while the youthful population seem to have shifted to English and Kiswahili, which have been accorded co-official status.

While development of language technologies for English and Kiswahili is possible, due to their status of description and documentation, the same is not possible with the largely undocumented Ekegusii. As a result, we conceptualised a project to create Ekegusii language datasets on herbal plants and their services for use in natural language processing (NLP) tasks. The project was deemed timely for four reasons. First, it aligns itself with the United Nations International Decade of Indigenous Languages (2022–2032), which aims to raise global awareness about the endangerment and importance of indigenous languages for sustainable development. Second, as the Competency Based Curriculum is being rolled out in Kenya, indigenous

knowledge and languages have been integrated into the Basic Education Curriculum, yet indigenous ecological knowledge databases to provide input for language learning activities are lacking. Third, datasets from the project will spur research, information management and product development among herbalists, ecolinguists and conservationists. Finally, the project will supplement efforts at conserving and restoring forests as a natural ecosystem in keeping with one of the key resolutions from COP26 in Glasgow, UK. The aims of the project are therefore to:

1. scope and document traditional ecological knowledge of Abagusii and initiate programmes for activating culturally driven environmental sustainability activities;
2. document the oral traditions of Abagusii and the underlying stories with a view to preserving the Abagusii value system and how they relate with nature; and
3. create openly accessible text and speech datasets that will fuel NLP technologies.

To create open access, unique language datasets on the ethnomedical plant species of the Abagusii and their uses, a classification on medicinal subcategories can be used, which includes: blood and cardio-vascular system; cultural diseases and disorders; dental health; digestive system; endocrine system; general ailments with unspecified symptoms; infections and infestations; metabolic system and nutrition; muscular-skeletal system; nervous system; and mental health.

In order to collect the unique language expressions on herbal plant species and their services, ethnographic interviews of renowned herbalists can help. The herbalists can be carefully selected to represent all the ecological zones of the area occupied by Abagusii. Botanists can also be interviewed for botanical lexicon for plants. Further, the respondents may be audio-recorded as they provide plant information for speech corpora.

Let me start by saying that thoughts about the significance of indigenous knowledge on environmental conservation sprang from a scoping study of the intervention measures being undertaken to mitigate HIV/AIDs prevalence among the Abagusii community. Among the partners in this project are people living with HIV/AIDS and herbalists who revealed how herbal remedies and traditional foods are a good intervention in the management of opportunistic infections. However, the natural cultural heritage is getting lost. From our interactions with the groups, it emerged that unfortunately herbal plants and traditional food crops, known for high nutritional value, are disappearing at a fast rate due to climate change and ever-rising population densities. Urbanisation, which has been occasioned by the implementation of a devolved system of government since 2013, has also exacerbated Abagusii biodiversity loss.

Despite the fast rate at which we are losing natural biodiversity, we are yet to see anybody advocating for the role of indigenous knowledge in the restoration of our environment. Instead, the focus is on modern approaches emphasising resilience and adaptation, yet we can still improve things by collecting traditional environmental knowledge, preserving it, teaching it to our children and implementing it.

Part of the work we have done in our project reveals that traditional environmental knowledge of the Abagusii community is preserved in several ways. The first is through naming of places after plants with medicinal, religious and cultural significance. Examples of such place names include: *Metembe* (Singular, *Omotembe*) – the place is named after the tree *Erythrina abyssinica DC*. Another place name is *Mekenene*

(singular, *Omokenene*) after the plant *Morus nigra L* used as a source of wild fruits. Other place names are *Menyenya* (singular, *Omonyenya*) after the plant *Acacia abyssinica Benth*, and *Ikonge* after *Emekonge* (singular *Omokonge*) after the plant *Acacia gerradi Benth*. Secondly, is the naming of people after significant plants, e.g. *Birundu* (male name), *Moraa* (female name). Finally, preservation takes the form of storing traditional environmental knowledge in traditional oral traditions such as proverbs, songs and oral narratives.

We are also in the process of developing Ekegusii speech and written corpora on herbal plants. Appropriate rules and coding schemes will be established to organise specific plant information to be collected as itemised below:

a) *Names of herbal plants*. The words will be tagged with lexical information and given a code. Tagged items will include part of speech, phonetic transcription, number (plural/singular), synonyms, botanical name, ecological location(s), figurative use, etc.

b) *Plant description*. A coded plant will be described using sensory attributes of touch, smell, sight and taste, and tagged accordingly.

c) *Medicinal sub-category and uses*. A plant will be tagged to a medicinal sub-category and uses among the Abagusii.

d) *Indigenous knowledge on conservation*. Knowledge on how the plant was/is conserved will be extracted and tagged.

The generated datasets expected to be used in NLP applications that would possibly benefit the community are summarised below:

a) The datasets will be used for open translation applications that allow bi-directional translations between Ekegusii, other Bantu languages and English, where either language can be source or target. In addition, applications for development of a digital botanical dictionary are great possibilities.

b) Speech datasets will produce audio transcripts of herbal plants and uses which will be used in the development of speech-to-text applications in Ekegusii.

Luckily, Kenya is currently in the process of implementing the Competency Based Curriculum which has incorporated the teaching of indigenous knowledge. As publishers are developing materials for implementation of the same, they should adopt a contextual approach where traditional environmental knowledge from the Abagusii people should be used to design materials to be used by their learners.

I was recently involved in the development of syllabus designs and materials on indigenous knowledge for the Basic Education level under the Kenya Institute of Curriculum Development. We developed comprehension passages on various aspects of Abagusii culture and environment, relevant proverbs and oral narratives. Further, activities in the learning materials included dialogues on environmental conservation, role plays and songs on Abagusii plants and ecology. In a competency-based curriculum set-up, learners must have the opportunity to practise what they have learnt in class out in the community. In essence, learners will not only acquire competency in language skills but also in social responsibility.

Environmental sustainability and language learning is a collective enterprise. Language teachers must work with local communities to harness this traditional environmental knowledge. They also need computer and data scientists to create these

databases. The teachers also need to work with environmental lobby groups and local authorities to push the Ministry of Education to develop appropriate policies for integration of traditional environmental knowledge into the curriculum. Publishers must not be left behind.

To ensure that indigenous knowledge on the environment is not lost, international days such as the World Environment Day and World Mother Tongue Day could be used by learners to disseminate traditional environmental knowledge through poems, songs and oral narratives. The days could also be used for practising environmental restoration activities such as seed-bed preparation and tree planting.

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1.1.3 English language teaching in the *Anthropocene*: a roadmap for the profession

Owain Llewellyn *ELTsustainable, & Bangor University International College, Wales*

Introduction

A learner of English faces an increasingly uncertain and risk-filled future regardless of their level of success in learning English, a tool they might see as invaluable for a better future. The climate emergency and other environmental crises have emerged with our entry into the new geological epoch of the *Anthropocene*, in which human activity is the dominant force shaping the planet. Though language learners are likely to be aware of, and concerned by, these risks, it is also probable that the dialogue around these risks, and discussions on how to become empowered global citizens, are likely to be infrequent (Jacobs & Goatly, 2000). Why is there a conspicuous absence of these issues that are so certain to impact learners' futures? Is English Language Teaching (ELT) neglecting a wider educational role in helping learners to become informed and empowered citizens? Learners who can confidently use English as a tool not only for improving study and career prospects, but also to empower them to act as global citizens, will be better able to address the threat that casts a shadow over their futures, which the climate emergency is. The very fact that these problems of the *Anthropocene* by definition are a result of human agency, means that they therefore can also be addressed by suitably knowledgeable and empowered humans. If education is a vital force in creating this empowerment and disseminating knowledge, where then is ELT and what role does it have to play? This is uncharted territory, with notable exceptions (Akbari, 2008; Boon, 2022; Jacobs & Goatly, 2000). This article draws on these sources and my own experience of bringing sustainability into ELT to map a way forward for the ELT profession.

What do we need to change?

There are several reasons that could explain why ELT is not fit for purpose in the reality in which it exists. First, it is increasingly instrumental (Bori, 2018). This means that English is treated as an asset for study and career development, and teaching has adapted to a discerning market that demands only the specific areas of training that focus on discrete items, at the expense of a mission of education. Another reason is that powerful forces, such as the publishers of global coursebooks, are uncertain or unwilling to deviate from a packaged version of reality to address the uncomfortable fact that the future of students is not one of carefree lifestyles, increasing prosperity and happiness through consumerism, but rather one of increasing risk because of the climate crisis (IPCC, 2022) brought about by the overconsumption and lack of stewardship of natural resources. A further reason is that, perhaps unsurprisingly given this instrumentalisation of ELT, schools and teachers may feel that facilitating dialogues on the climate emergency is outside their role. Frequently, teachers may feel uncomfortable with bringing environmental matters into their teaching, believing it to be a political matter that does not fit with their aim of political neutrality in language teaching (Boon, 2022). Furthermore, unless a teacher or school has an intrinsic interest in environmental issues, it is unlikely that they have received training on how to integrate the dialogue around sustainability into their teaching.

What can we do instead?

There are several changes that the ELT profession can easily make so that it is fit for purpose as in the face of the climate emergency. The first thing is to accept the case for empowering learners to take part in the sustainability dialogue, and to acknowledge that this will involve changes in how we work (Orr, 2004). Admittedly there is little research at this point into what this might look like, but here are some likely routes. First, environmental matters need to be incorporated into all lessons as meaningful topics for communicative language teaching. In a crisis of this scale, we cannot afford to address such matters occasionally or only when the textbooks refer to them. The climate implications of the crisis affect and are affected by every other topic language courses traditionally cover, from food to business travel to discussing future plans, so discussing those topics with an environmental lens is a small, yet effective step teachers can take. At the same time, dialogues around sustainability need to be locally and personally relevant. A powerful example of this was given by Geoffrey Maroko in the plenary discussion where he described the naming of local plants which had medicinal and other qualities but were being impacted by climate change. A powerful change could be brought about by adding ecoliteracy to the literacies we already teach. Ceri Jones made a case for this in the plenary discussion and talked about the advantages this offers in preparing learners for an aspect of their future, which is living in the climate emergency.

A way forward

There would appear to be a strong case for extending the mission of ELT beyond an instrumentalist practice of helping students to develop discrete skills that are believed to enhance their traditional career and study prospects. If this extended mission is to

include a focus on ecoliteracy, or at very least support learners in finding a voice to take part in the sustainability dialogue that aims to address the environmental crises which overshadow their futures, then the question is how we are going to do this as an industry. This section offers a framework that the industry could use.

In the spirit of learner-centredness, let us assume the following. Learners may not hold the assumption that their English teacher is just there to teach them English, and, furthermore, that they should only focus on specific areas of English that enhance their prospects. Learners may see their English language teacher, in fact, as a teacher like others, who is an educator with a responsibility to guide them or at least facilitate their development in various aspects of life. There is ample evidence to show that the environmental crises, such as the climate emergency, are impacting their prospects and even their current wellbeing (Usher et al., 2019). Therefore, it might follow that having English lessons in which sustainability is brushed under the carpet is not what learners want or need, and that teaching which helps learners find a voice and a sense of empowerment to take part in the international conversation in sustainability will benefit them and would not, in their view, be a case of their teacher educator stepping outside of a narrow mission of instrumentalist language development.

It seems clear, then, that the single person in the ELT industry who can fulfil the needs of learners to engage in environmental matters and develop the ecological literacy to ensure a future in which they can thrive is the teacher. We have looked at some principles that might apply to language teaching that seeks to develop ecoliteracy and provide a voice to take part in sustainability dialogues as part of language development. Many of the skills that language teachers possess are highly transferable to this vision of an expanded role. Examples include the ability to contextualise language in contexts that are meaningful for learners, the ability to create meaningful tasks, facilitating the negotiation and creation of meaning and collaborative problem-solving, and providing feedback on task performance. The sooner there is recognition that these are the skills required in addressing sustainability in language classrooms, not scientific expertise or environmentalist credentials, the better. In addition, just as it is unsatisfactory that the global coursebook has one environment unit in its syllabus, it is not enough that one environmentalist teacher be the only one to address environmental matters.

Training, managers and schools

How then are all language teachers to make the transition to making sustainability an integral strand in the dialogues taking place in the language classroom? Let us imagine that it is their managers, training providers and schools that provide this service to them. If we accept that ecological sustainability must be embedded in everything, it follows that courses such as the Certificate in Language Teaching to Adults (CELTA) should embed it as a strand in their syllabuses and as a criterion for assessment. Existing teachers need to learn how to retrofit existing coursebooks so that their lessons can add an environment slant; therefore, ecoliteracy needs to be added as a core knowledge for managers, alongside those already expected of them, such as staff development and communication skills, if they are to support this transition in teacher practice to address the needs of learners in the face of the climate emergency. Schools themselves need to have ecological sustainability embedded in their curricula and syllabuses. They also need to have it embedded in their processes and premises so that the 'invisible syllabus' (Orr,

2004) underscores the sustainability content in the lessons, for example, if there is a recycling system in place in the school, it greatly strengthens the dialogue on sustainability in the classroom.

The ELT industry

We can see that, just like teachers, training providers, schools and managers need to develop new skills and responsibilities if ELT is to become a form of education fit for purpose in the face of the climate emergency. The responsibility for supporting them in doing this falls to the institutions that make up the ELT industry. Publishers need to ensure that coursebooks not only address environmental matters, but that they do so in a principled, eco-literate way. Conferences such as IATEFL need to ensure that every conference has a minimum number of sessions addressing sustainability in the classroom, so that it becomes a familiar and accepted strand of solid language teaching know-how alongside teaching pronunciation or developing essay-writing skills. For this to happen, ELT academia has a vital role. The body of research into the intersection between language teaching and environmental education needs to be rapidly expanded, so that the entire industry can make this transition in a research-based way.

Conclusion

The increasing awareness that we have entered the *Anthropocene* may have the effect of making us feel helpless in the face of the resultant problems, such as the climate emergency and other environmental crises. The fact that human agency is causing these problems means that humans are also able to reverse or mitigate them. While ELT has focused extensively on empowering learners on their language learning journey, it has been less effective at empowering institutions and teachers to empower learners to engage in the international dialogue to solve the environmental issues we face, and in doing so has done a disservice in terms of overall empowerment of learners. It is hoped that a framework for action across the industry, as outlined, can help the profession take on a broader educational role and facilitate learning across the profession, to help ELT develop a more powerful role, eloquently summed up as follows:

> As a member of the education family, ELT needs to embrace the value of doubts and questions, risk posing novel ideas, and make social transformation one of its priorities, if it is to make its proper contribution to the creation of a better society for all. (Akbari, 2008, p. 293)

In this way it can establish itself in the 21st century and facilitate learners in finding empowerment to engage with the issues that threaten their future, as a part of their language learning journey.

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1.1.4 What can the ELT community do to support sustainability and empower climate action?

Ceri Jones *ELT Footprint, Cádiz, Spain*

It was an honour and a privilege to be invited to take part in the closing plenary panel discussion at IATEFL Belfast 2022, as a representative of the ELT Footprint community. I would therefore like to start by introducing the community, its history, its members and its role.

ELT Footprint

ELT Footprint is an online community of over 4,000 ELT professionals from a range of different backgrounds and contexts: classroom teachers, teacher educators, institutional managers, academic researchers, materials writers, publishers, examiners, and more. It represents a cross-section of the ELT profession. What brings the members together is a shared passion in addressing environmental issues and supporting climate action in ELT.

The community was founded in 2019, a key year in climate action. It was the year when Greta Thunberg's Fridays for Future school strikes became a global movement. It was the year when 'climate emergency' was chosen as Oxford Word of the Year (Oxford Languages, 2019) and the year when the first national assembly (the Welsh National Assembly) declared a climate emergency, promptly followed by 14 other national parliaments and assemblies (Climate Emergency Declaration, 2022). The spark that triggered the foundation of the ELT Footprint community was a climate emergency declaration for the ELT industry by Daniel Barber (2019) at the Innovate ELT Conference in Barcelona in May 2019. Reactions to the declaration triggered a flood of conversations across social media and it became obvious that like-minded

ELT professionals needed a single space where all of these conversations could be shared. A private Facebook group was created and this became the community's *de facto* home, although members also connect on other platforms, namely Twitter and LinkedIn. Within a week there were 300 members, by the end of the year there were more than 2,000 members. At the time of writing, the community stands at more than 4,000 members and is still growing.

It quickly became apparent that the community was much more than a discussion board. With the addition of a website (eltfootprint.org), a repository of classroom materials, articles and useful links was added. It also became the inspiration for both individual and collective action. Taking Will Grant's principle of the four levels of activism (see video, Grant, 2018), and focusing on the third level – our influence within our professional sphere – members from across the community felt empowered and supported in their actions: speaking at conferences; running training programmes; writing articles; conducting surveys; spreading the word; and motivating and supporting individuals who would otherwise feel isolated in their actions. Being part of this collective also heightened a sense of accountability to the shared cause, with members reporting that they felt stronger in their resolve both through seeing other people taking action and through showing other members what can be done.

The majority of members on the Facebook group are teachers, and it is clear from the discussion and the shared posts that most action in addressing environmental issues in ELT is being taken at grassroots level in pockets around the world. This is also reflected in the literature on the wider teaching community (Goulah & Katunich, 2020). Many of the projects shared on the ELT Footprint group, and highlighted in the literature, are grounded in a place-based eco-pedagogy, with the emphasis firmly on the local context of the learners. These lessons ask students to look closely at the ecosystems and environmental issues in their immediate surroundings and develop their 'system thinking', a key competency in ecoliteracy (Hollweg et al., 2011), the aim being to then apply this competency to a wider context and see how each local context is part of a much bigger picture.

Teachers' perspectives on addressing environmental issues in ELT

In May–June 2020, a survey was conducted among teachers in the ELT Footprint community who were already actively addressing environmental issues in their classrooms, with the aim of collecting information about any obstacles these teachers face and the support they might need. The results of the survey and a discussion of the data were published in October 2022 (Mercer et al., 2022).

The survey highlighted several obstacles that were also highlighted in the plenary discussion. 'Overwhelm' was seen as one of the main obstacles to teachers being able to address environmental issues in the classroom. The topic seems so enormous, the urgency so pressing, and teachers often feel that they are on their own in tackling the issue. They worry that they don't know enough about the subject, and that they find it difficult to integrate environmental competencies in a rigid language curriculum. It was felt that there was a lack of systematic support from institutions and that there was no clear framework for them to follow.

A framework for integrating environmental issues and linguistic competencies

There was agreement during the plenary discussion that one of the things we need to work on as a profession, and indeed work is already going on, is to create systems and frameworks that teachers can turn to, to answer their questions and give them confidence in teaching both the transversal environmental objectives, but also the linguistic and communicative competencies that we as language teachers are focusing on. One such framework has been published since the plenary, *Sustainability Framework for ELT* (CUP, 2022), and has been launched with free teaching resources to support the competencies it outlines. Recently, Katherine Bilsborough, co-founder of ELT Footprint, and I have been working on sharing examples of 'can do' statements that integrate environmental and linguistic competencies, and provide teachers with clear lesson outcomes that they can adapt to their own needs (Bilsborough & Jones, 2021).

In the closing remarks of the plenary, we were all asked to comment on what we would like to see next in terms of supporting climate action and environmental sustainability. One of my calls to action was to ensure that we give ecoliteracy the weight it deserves in our curricula. This in itself, of course, will not be enough. We will also need to support teachers in implementing the teaching of ecoliteracy in their classrooms. This means offering support through training, materials and infrastructures, which entails a commitment on the part of all stakeholders, from curriculum developers, to publishers, to teacher educators. We all need to shoulder the responsibility together.

Another thing that we can do as a community is reflect on the lessons we have learned during the pandemic. Some of the new ways of working and connecting that have been 'forced' upon us support sustainability, e.g. less commuting, less foreign business travel, more communication, and connections online from our own homes. Let's not forget the lessons we learned and look to continue to support sustainable solutions, such as hybrid events like our plenary, which connected three speakers in three different locations, thousands of miles apart. And finally, we should all take the opportunity to look at our own position within the ELT profession and our own sphere of influence and ask: What's the next step we can take to support sustainability and empower climate action?

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1.2 Teaching socially responsible learners: the future is today

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Introduction

Educating socially responsible learners that will lead and implement sustainable changes in their communities has become a priority for schools worldwide. This talk examined some engaging and easy to implement progressive EFL classroom tasks that could empower learners to take more responsibility for their own future and fight global issues. Another connection that could help with fighting global issues was made through the concept of sustainability education derived from Wood (1991, p. 491): 'The relative success or failure of sustainability education in the coming decades, and its influence on government and industry practices worldwide, will be felt in the daily lives of billions of people both living and yet to be born.'

Defining our terms

Social responsibility is defined in Wikipedia as 'an ethical framework in which an individual is obligated to work and cooperate with other individuals and organisations for the benefit of the community that will inherit the world that individual leaves behind' (https://en.wikipedia.org/wiki/Social_responsibility). But what does *social responsibility* mean in the ELT classroom? A possible answer would be that it is related to developing transferable global citizenship skills in the learners so that they can contribute to a better world.

Guiding frameworks

I developed an acronym, CARER, for *collaborate, activate, realise, evaluate and reflect* as a guide to approaching projects that lead to the development of social responsibility.

Briefly, when learners collaborate on projects about social responsibility they develop interpersonal skills, e.g. they manage the distribution of tasks, etc. Activating knowledge and resources helps with the development of higher order thinking, requiring more cognitive processing and leading to the creation of solutions to existing issues.

Realising the project using all the resources available, carefully evaluating its impact, and later reflecting on the results, lead to a cycle that might be used in approaching the design of social responsibility projects.

The Cambridge Life Competencies Framework is an excellent tool that could guide teachers in educating socially responsible learners. A brief overview of the 'social responsibility' life skill emphasises its core areas as: *understanding personal responsibilities as part of a social group*, *showing intercultural awareness*, and *understanding global issues,* and suggests ways in which this life skill could be implemented in lessons. The framework offers examples of 'can do' statements, specific language used, and demonstration of specific tasks that could be used with K12 and adult learners.

Applications

The factors that contribute to the success of a good social project involving learners are: the quality of the topics, the classroom atmosphere and the environment, learners' motivation, etc. A possible way to increase learners' motivation and interest in social responsibility projects would be to start with the following steps: identifying their own feelings towards the project; identifying their strengths and challenges; and expressing themselves through sharing experiences and ideas. Let us consider a few practical examples of activities that help with the development of the social responsibility life skill.

At primary level, we can consider the use of role play, e.g. learners are given cards depicting a teacher, a nurse and a student, and talk about their responsibilities, e.g. be fair, help others, follow rules, respect others' opinions. At secondary level, learners can prepare and deliver a presentation on comparing cultures, where they research and present 'A day in the life of...', showcasing a learner coming from a different background. Identity issues and integration challenges that a particular learner faces could be discussed and solutions suggested (Cambridge Life Competencies Framework, n.d.).

A high school learner or an adult learner could address a global issue on a blog or social media, such as reducing their own carbon footprint, getting involved in volunteering work, etc. University students could work on a project on fighting a water crisis, using the following steps: pre-reflection where they brainstorm ideas; research by conducting online polls; creating graphs to chart their findings; presenting findings; and reflecting on what they gained from this project. Projects following the steps above have been implemented at the School of Foreign Languages, Gaziantep University. Other ideas suggested by the participants can be found here: https://padlet.com/mcristina_gultekin/7054ul8zy5xejw1o.

Conclusion

Teaching socially responsible learners in a changing world needs to become a daily practice embedded in English lessons. Following a life skills development framework helps with the organisation and the procedure of various tasks leading to measurable outcomes at all levels. Educators and learners cannot wait for solutions to come just from the governing parties; the future is indeed today.

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1.3 Language policy in education: a critical ethnography in Nepal's school

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Introduction

Language policy in education (LPE) is a growing concern and an ongoing debate among scholars globally. In Nepal, it has continued to be a major disputed subject since the times of the Rana autocracy to the present day. However, more recently, with the introduction of federalism in 2015, the Constitution of Nepal delegated the power of decision-making in LPE to local governments. As a result, LPE practices are not only widely debated for being relatively new, but also for their regional diversity.

Context and objectives

The Constitution of Nepal (Government of Nepal, 2015) states: 'Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue' (Article 31). Similarly, Multilingual Education Policy (MLE) (2016), Higher Education Commission Report (2017), National Education Policy (2018), Local Government Regulation Act (2018), Gandaki Province Education Policy (2021), Vyas Municipal Education Act (2017) and Education Bylaws (2018) also focus on mother tongue-based (MTB) policy at basic level, opening MTB schools and enhancing indigenous languages and multilingual policy in education.

Against this backdrop, this study sought to reveal the ideological awareness of policymakers and arbiters on LPE, and explored the LPE processes in local-level basic schools in Nepal employing the theoretical lenses of Ricento and Hornberger's (1996) 'LPP Onion'.

Methodology

I adopted 'critical ethnographic' fieldwork for six months in two community schools in Vyas Municipality, Tanahun District. The information collected through in-depth interviews, focus group discussions with two teachers and two students, participant observation of four classes, and document reviews, was analysed, interpreted, triangulated critically, and summarised under three global themes.

Ideological discrepancy on LPE

Education Act (2017) and Education Bylaws (2018) of Vyas Municipal Government instruct the adoption of a 'trilingual policy' (i.e. Nepali, English, and mother tongue) in education. However, LPE has been created, interpreted and appropriated differently by teachers in classes. Their vested political-ideological influences have spaced conflicts,

tensions and ideological discrepancies on pedagogical and political agendas. Some teachers follow Nepali language policy and others advocate and adopt the English language policy in education. The ideological mismatches and discrepancies among teachers have created tensions and challenges for the effective implementation of LPE in classes.

Mismatches on language policy and practices

The study revealed that the teachers have been adopting bilingual (i.e. Nepali and English) policy and practices. However, the local LPE has instructed the use of mother tongue at basic level. Therefore, in Vyas Municipality, there exists inconsistency between policy-ideology-practices as instructed by local government. The school teachers have been interpreting and appropriating LPE randomly. For example, in English lessons, the teacher and students adopt a bilingual policy (i.e. English and Nepali) but the Vyas Municipal Education Act (2017) specifies that languages (as a subject) shall be taught in the subject language. The policy also specifies that primary education will be given in the mother tongue only, but no schools practise this.

There is a dilemma whether to adopt EMI (English Medium Instruction), NMI (Nepali Medium Instruction) or MTB-MLE (mother tongue-based multilingual education) policy in education, and schools have mismatches among English-only, Nepali-only and hybrid (mixed) language policy. In short, LPE is influenced by the linguistic, ethnic and cultural backgrounds, choices and interests of the teachers.

English as a 'black hole': swallowing other languages

The superiority and hegemony of EMI is global, and Vyas Municipality is not isolated from this. The local education act and bylaws specify the adoption of a 'trilingual policy' (i.e. Nepali, English and mother tongue education policy) in education; however, the domination of English has overshadowed Nepali and other local languages, and the existence of community schools as well.

> There are no students in our community schools; everyone went to boarding (private) school. All became market oriented ... English language has pulled them ... only English is not right. We need to know our languages. If we say 'don't teach in English', it's like being shot. (From interview transcript, PM: 3)

Therefore, English has left little implementational space for local languages – ultimately it is perceived as a 'black hole' that is gradually swallowing other languages on contact.

Conclusion

LPE continues to be a debatable issue in Nepal. It is arbitrarily created, interpreted and appropriated in schools – contrary to local government education acts and policy, and constitutional provisions, and local government authorities seem to have been unsuccessful in capitalising on the local linguistic diversity in education. The MTB-MLE policy at basic level is not assured nor practised, but limited to slogans and documents. The globalised and centralised ideology of LPE has badly influenced and overshadowed the local LPE. Therefore, local governments and school authorities need further interaction for 'ideological clarification' before, while and after the creation of LPE.

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1.4 The Hornby Scholars presentation: Standards of English in the Global South

Convenor: **Martin Lamb** *University of Leeds, UK with the A.S. Hornby Scholars at IATEFL 2022:* **Yumna Aly** *Egypt,* **Candida Arlindo** *Mozambique,* **Gyanu Dahal** *Nepal,* **Khoa Do** *Vietnam,* **Ahmed Elmaghrabi** *Sudan,* **Fadidac Fadidac** *Cameroon,* **Jannat Ferdouse** *Bangladesh,* **Umidahon Hakimova** *Uzbekistan,* **Ika Juniastuti** *Indonesia,* **George Kanyama** *Zambia,* **Natalia Krynska** *Ukraine,* **William Mwinkuka** *Tanzania,* **Ha Thi Hong Nguyen** *Vietnam,* **Bolape Olaosebikan** *Nigeria, and* **Jean Damascene Uwamahoro** *Rwanda*

Introduction

It has been argued (Hall & Wicaksono, 2020) that there are two distinct ways of viewing language: the *monolithic* and the *plurilithic*. The monolithic view is the traditional one: that there is a standard 'good' version of English (and of all languages), the version spoken and written by the social elite and taught in schools, and which all good pupils should aspire to master. Any usage that diverges from this standard version is regarded as an 'error', if it breaks the grammatical, lexical or pragmatic rules recognised by the guardians of the language. By contrast, in the plurilithic conception there is no single linguistic entity but rather a multiplicity of Englishes, as many as there are individual users of the language; each user has a unique understanding and mastery of the language, though usages tend to coalesce in social or geographic groups, giving the illusion of homogenous varieties. Languages have fuzzy boundaries too, having mixed historically and still mixing in contemporary multilingual contexts. No one ever has complete mastery of a language, rather they develop competence in the genres which they are exposed to in their social or professional lives. What we think of as grammatical, lexical or pragmatic rules are really just 'regularities' of use, subject to change over time. When international users of English are interacting, they can make use of these regularities but they can also exploit other linguistic resources within their personal repertoire, deploying various communicative strategies, to ensure intended messages are given and received.

In a self-assessment survey (taken from Hall & Wicaksono, 2020) we found that seven of us had a distinctly plurilithic view of English, while the other eight oriented towards a plurilithic view but not strongly. None of us had a monolithic view. Yet we all agreed that our practice as English teachers and teacher trainers in the Global South was often not consistent with our plurilithic beliefs. On an everyday basis we

faced challenges which persuaded us to act against our better judgement. Even as parents we sometimes exhibited behaviour more consistent with a monolithic view, as when we rebuked our children for speaking with a regional accent, for example, or for using overly colloquial non-standard forms. This made us feel uneasy – we were suffering a form of cognitive dissonance (Festinger, 1957), caused by the fact our behaviours were often in conflict with our beliefs. In this report we give some further examples of the challenges that caused us cognitive dissonance. We then present ideas for overcoming these challenges. In the final section we report on innovations that some of us are already implementing to propagate more plurilithic views of English in the Global South.

Challenges to a plurilithic mindset

Teachers in the Global South feel pressure from many stakeholders – parents, head teachers, even pupils themselves – to speak English like educated native-speakers, despite the fact that it is impossible for the vast majority of English teachers to travel to the UK or other Anglophone countries. **Gyanu** in Nepal, for example, has been criticised for having a Nepali accent, even though it is inevitable that having learned English in Nepal, this is the accent she would naturally acquire. Although her English is almost always intelligible, this is not regarded as sufficient by some people in authority, who believe she will pass on her accent to her pupils. It is well-known that in many global contexts, native-speakers (NS) have a higher status and can earn a better salary than locals even when their qualifications are inferior; the situation is not helped by the viral spread of videos which have titles such as 'How to speak English like a Native-Speaker'. In Sudan, **Ahmed** has had colleagues who are in fact native-speakers but because they *look* Sudanese, their English is regarded with suspicion and they are denied the best paid jobs.

Many of us have been frustrated by having to work with textbooks produced in Anglophone countries, based on rigid Standard English models and featuring mostly NS-NS communication in contexts that local learners find difficult to relate to. In 'outer-circle' countries (Kachru, 1985) where local English varieties have become established, the textbooks present grammatical rules that are redundant; **Jannat** gives the example of her textbook dedicating a unit to the distinction between *will* and *going to*, which does not exist in Bangladeshi English. The assessment system reinforces the monolithic discourse by insisting on NS usages. **Ha** claims this often makes her feel conflicted – she would prefer to let her Vietnamese learners use whatever linguistic resources they have available in their written work in order to communicate their meaning, but knows that if she allows any non-standard usages to go uncorrected, she could be accused of being too *laissez-faire*. A similar dilemma confronts **George** in his Zambian speaking classes. Local society is thoroughly multilingual, with people constantly mixing languages and dialects in daily life. Yet in the classroom, he has to maintain a strict 'English-only' regime, despite the fact that translanguaging between English and local languages feels entirely natural and would help learners navigate their lessons with more understanding and enjoyment.

Overcoming the challenges

We believe there needs to be a concerted effort to counter the monolithic discourses that still dominate many language education systems. Teacher training institutes have an important role to play. As **Candida** argues in the context of Mozambique, trainees should always have a grounding in Sociolinguistics so that they get exposure to plurilithic perspectives on language (the *Changing Englishes* website is an excellent resource for this purpose – see Hall & Wicaksono, 2020). This can then inform their understanding of teaching methodology and materials design. They should be encouraged to respond positively to learners' utterances that are communicative but do not correspond to NS norms, and only insist on observing NS models in preparation for international exams. When designing materials they should be encouraged to portray local or regional speakers of English rather than NS engaged in communication – these are the appropriate role-models for young Mozambiquans. **Fadidac** can see value in Cameroonian teachers engaging in Exploratory Action Research (Smith & Rebolledo, 2018) to uncover and challenge learners' attitudes to English. Parents may also need 'educating' in this regard, and **Jean** argues that Parent-Teacher Associations could play their part by helping to spread the concept of English as a Lingua Franca (ELF), which young Rwandans will use to communicate with other Africans far more frequently than they will use Standard English to communicate with NS. Finally, based on his extensive experience leading Teaching Associations in Tanzania, **William** argues that these organisations should publicly espouse plurilithic views and – perhaps most importantly – use their power and influence to challenge local examination boards to change from assessing British or American Standard English to assessing ELF, where skills of accommodation and negotiation of meaning are rewarded as much as strict observance of Standardised rules.

Innovations in progress

In this section we will report on innovations already underway in Global South contexts which challenge prevailing monolithic belief systems. In Indonesia, **Ika** set up an e-twinning project called CiaLo (from the words *Ciao* and *Halo*) linking students in her secondary school with those at a school in Italy. As the students engaged in their first genuine international communication, they became aware of an alternative variety of English (Italian) which was usually very effective in conveying meanings; they also came to adopt collaborative strategies familiar to ELF researchers, such as tolerating non-standard forms and avoiding idioms. Another powerful agent of change is the local production of English learning materials, as **Umida** has experienced in Uzbekistan. For example, a new textbook series called *Teens' English*, written by local educators with the support of the British Council, has been introduced into state schools and for the first time offered learners scenarios of English use which involve young Uzbeks communicating with other non-NS nationalities, and where successful interactions do not depend on the adoption of British or American norms but cultural and linguistic negotiation with the other. **Yumna** also views intercultural awareness as key to developing her students' language competence. This is as true for Arabic learners as for English learners – in a collaboration between her Egyptian students of English and UK/international students learning Arabic at Westminster University in London, both sides became aware that the language they were learning had many varieties and that the grammar books and dictionaries they had previously depended on were just approximations of reality.

Conclusion

We may have arrived in the UK with broadly plurilithic beliefs, but **Bolape** pointed out that our experiences as Hornby Scholars have certainly strengthened that viewpoint. Taught by NS and non-NS lecturers, working alongside other international students, and living in the highly diverse, multicultural West Midlands, the true nature of this language we once viewed as a monolithic object – Standard English – became clearer to us. As **Natalia** argued, most of us learned about Kachru's (1985) three circles model of English early in our career as language students or teachers, and began by aiming at the 'bull's eye', an Inner Circle Standard. Gradually, those of us in Outer Circle contexts came to value our own variety and view it as an acceptable standard (even if ultimately inferior to the NS model). Now we realise that the map of the world should have a multitude of circles, one for each community which uses English. There is, in fact, a constellation of Englishes, from a distance appearing deceptively like one single massive entity. Such linguistic and cultural richness does not make our job as teachers and teacher trainers any easier, but now we recognise it, we are inspired to communicate its true nature to our learners.

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1.5 Women English language teachers and their professional development in Nepal

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Background

Teacher professional development is at the core of quality education. It is more so in the case of teaching English in non-native contexts. Teachers need an enabling environment that embodies a range of formal and informal opportunities, such as training, reflective sessions, collaboration, peer influence, collegiality and action research (Crandall & Finn Miller, 2014) to develop themselves professionally and deliver as effectively as they can.

However, such opportunities are in short supply globally as well as in Nepal. Opportunities being in short supply means women are being deprived of such opportunities because of their socio-cultural marginalisation and the resultant denial of their voice in decision-making in all sectors (Sales, 1999; Rijal, 2013).

Against this background, this study was carried out to explore how female English teachers of Nepal are developing professionally in the face of constraints and challenges in their socio-cultural context. The study was based on the following three research questions:

a) What are the main resources and opportunities available for the professional development of female English teachers?
b) How do female English teachers explain their knowledge and experiences of the professional development environment, opportunities, access and constraints?
c) How have female English teachers dealt with those challenges and obstacles?

Method

Within the overall paradigmatic influence of constructivism, the data for the study were collected through a phenomenological interview of eight female English teachers from public (government-funded) schools in the Kathmandu valley (Kathmandu, Bhaktapur and Lalitpur districts). The respondents were purposively selected, using the researcher's familiarity and connections, and taking into consideration their socio-cultural and demographic backgrounds, work experiences and location of work. Each of them was interviewed based on a checklist that broke down research questions into different layers. Follow-up interviews were also conducted in some cases. The data collected were clustered and analysed under themes that reflect the main research questions: lived experiences of women; outstanding challenges and obstacles; and strategies adopted to tackle the challenges.

Discussions and findings

There are some, though not enough, formal and informal opportunities of professional development for English teachers in Nepal. Formal opportunities include academic courses that lead to formal degrees on teaching, and short training courses and workshops on professional development offered by government bodies for teachers in public schools. These opportunities are available to both male and female teachers. However,

family obligations (the responsibility of taking care of siblings and children and dealing with other household chores) and social attitudes (that women should not study and teach) often combine to create hurdles for women to benefit from these limited opportunities.

The Teacher Professional Development (TPD) training, a 15- to 30-day compulsory training programme for all teachers of public schools, was the only training most of the women attended. Through this training, which is basically a one-off, they had heard of professional development. A few women teachers were aware of, and some of them also attended, other professional development programmes offered by such non-governmental entities as the Nepal English Language Teachers' Association, the British Council and the Regional English Language Office of the American Embassy, Nepal.

Most of the women teachers think that an academic degree is not enough to be a good teacher, as the degree does not necessarily address daily classroom issues. The one-time TPD training is also insufficient for the refreshment and updating of new developments. Hence, professional development, they suggest, should be made a regular part of teaching learning to enable teachers to keep pace with emerging trends and knowledge and to be able to deliver effectively.

In most cases, the school environment is not enabling for female teachers to interact, share and learn with peers, nor to participate in collaborative teaching and research. School administrations are not aware that such processes are helpful to improving the teaching learning environment. Even if some opportunities are available, female teachers are generally not informed. In some cases, family responsibilities and the lack of support from family forces female teachers to forgo an opportunity if it comes their way.

In some instances, male colleagues do not want female teachers to engage in teaching learning processes as equal partners, which these teachers think is the result of patriarchy extended into schools.

Finding a balance between teaching and domestic work is a burden for some female teachers. For others, a burden is also an opportunity. It encourages them to struggle, hone self-confidence and make the most of any window of opportunity available. When social structures and cultural value systems do not create a favourable environment for females, the only way to succeed is through hard work, self-learning and self-initiation, they stress.

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2 Teaching and training with technology

Unsurprisingly, as in 2021, this year's volume features a number of papers focused on the use of technology. With the return of face-to-face classrooms and the not-so-distant experience of virtual teaching and learning, many teachers and trainers have been able to study and reflect on the lessons learned and possible future implications. The chapter opens with **Øystein Heggelund**'s study into the advantages of online *vs* traditional face-to-face training, and in particular the use of screencasts, on a part-time programme for teachers in Norway. The next three papers report on the use of online technology in higher education starting with **Ayşegül Liman Kaban**, who reports on the findings and recommendations of a study into online collaborative learning during an undergraduate-level blended learning course in Turkey. **Rhian Webb and Nicky Partridge** examine the learning outcomes achievable in online multi-level breakout rooms by exploring different stakeholders' perspectives, while **Shweta Paropkari** discusses a challenge she faced and overcame while delivering virtual lessons to very large classes in India. The four papers that follow report on the use of applications and platforms with adult learners. **Martha Ada Onjewu** describes how WhatsApp is used to teach English to adults in Nigeria during times of insecurity. **David Bish** reports on what EF Teach Online's central observation team learned about online teaching from watching 5,000 lessons. **Ruby Vurdien** describes how the Flipgrid platform can be used as a scaffold to develop and enhance adult learners' speaking skills, and **Rachel Tsateri** describes how she tackled passivity and teacher-centredness by planning collaborative and reflective online lessons. The chapter ends with two papers focused on the use of technology to motivate and engage young learners. **Vicky Saumell** describes her experiences of using coding tasks with primary learners to promote motivation, engagement, critical thinking development and language use improvement; and **Dalya Saleh**'s account of team teaching on Facebook live offers practical tips on creating and using video clips that impact positively on students' learning.

2.1 Advantages of online *vs* traditional face-to-face teaching: a case study

Øystein Heggelund *University of South-Eastern Norway, Bø, Norway*

Introduction

The University of South-Eastern Norway offers two academically identical 60-credit English programmes, one for web students and one for campus students. The former primarily receive asynchronous teaching in the form of screencasts, while the latter

receive traditional, weekly face-to-face teaching. In my talk I discussed the pros and cons of using screencasts, and compared the two student groups in terms of a range of factors, including exam performance.

The screencast

A screencast, or screen recording, is a pre-recorded presentation voiceover to accompany slides. It can either be streamed or downloaded, and can be watched whenever and as many times as the student desires. Screencasts vary in length according to topic and audience, but tend to be between 10 and 25 minutes long. Although screencasts can be scripted, free speech is likely to be more engaging. Another way to engage the learner is to incorporate practical, hands-on elements.

A major pro of screencasts is the flexibility they offer: Students can 'access in their own time' (Morris & Chikwa, 2014, p. 26). The nature of the screencast also minimises the tedious repetition typical of face-to-face teaching. Morris & Chikwa (2014, p. 34) further claim that screencasts, if kept short, provide 'less opportunity for mind-wandering' and promote 'a deep-learning approach'. According to Stannard & Salli (2019, p. 461), the multimodal delivery and increased processing time leads to 'greater retention of information' and minimises cognitive overload.

So what are some potential downsides? One obvious minus is the loss of the personal and social dimension, including staff–student relationship. There is a danger of passivisation, and, furthermore, screencasts may be time-consuming to record and edit. The latter argument may easily be countered, though, since screencast recordings are likely to be reused (Mullamphy et al., 2010).

The online study programme

The programme is part-time, covering 60 credits over two years, and has been offered since 2014. Although not teacher training *per se*, the programme essentially functions as further education for teachers who need credits to be allowed to teach English in primary and secondary school. There are some on-campus meetings, but these are not obligatory, and typically attract around 30 per cent of the students. The learning materials are overwhelmingly *asynchronous* in the form of pre-recorded screencasts.

Case study findings

Via a questionnaire I was able to gather data from 121 web students. The most surprising finding was the extent to which the web students are employed in addition to their studies, and how little time they spend on study: 78 per cent of the respondents work at least three-quarters of a full job, while 58 per cent study 10 hours or fewer per week. In contrast, full-time campus students in the humanities are employed on average less than 30 per cent, and study 30 hours per week.

Based on the above, we might expect campus students to perform better than web students. After all, they receive weekly classroom teaching, and they spend more time per credit on their studies. Results on identical exams, however, tell a different story. The average grade for 1,536 web exams is C+, and for 626 campus exams D+. Only 5 per cent of web students fail, compared to 13 per cent of campus students. How can that be? Are screencasts so effective that they require less study time while yielding significantly better exam scores? The answer is of course not quite that simple, and a

further look at the questionnaire helps explain the performance gap. First, the web students are in their early forties on average. 77 per cent have at least a bachelor's degree, while a staggering 47 per cent have completed a master's programme. Moreover, the questionnaire reveals that 82 per cent are highly or extremely motivated to complete the study programme. Our campus students tend to be around 20–23 years old, and hence have little to no previous higher education. In terms of motivation, many campus students have the campus programme as 2nd or 3rd choice in their higher education applications.

The main findings are summarised in the table below.

	Web students (part-time)	**Campus students (full-time)**
Average age	40–43	20–23
Study hours per week	10	30
Previous education	bachelor's or master's	very little
Exam scores	C+	D+

Table 2.1.1: *A comparison between web students and campus students*

Concluding remarks

Screencasts can be effective and time-saving. They offer students the opportunity to watch content at any time and several times; this flexibility may lead to deep learning, and probably contributes to good exam scores. The flexibility of screencasts suits mature part-time students very well, but may not suit younger, more inexperienced and perhaps less motivated full-time students equally well.

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2.2 Interaction design and online collaborative learning

Ayşegül Liman Kaban *Bahçeşehir University, Istanbul, Turkey* [Trinity College London Teacher Trainer Scholarship]

Background

Community of Inquiry (CoI) describes how learning takes place for a group of individual learners through the educational experience that occurs at the intersection of social, cognitive and teaching presence (Garrison et al., 1999). Creating an online collaborative environment is a challenging task and these environments require features such as: having appropriate technology; clear guidelines on student online behaviour; student orientation and preparation; clear goals for the discussions; choice of appropriate topics; setting an appropriate 'tone' or requirements for discussion; defining learner roles and expectations clearly; monitoring the participation of individual learners, and responding accordingly; regular, ongoing instructor 'presence'; and ensuring strong articulation between discussion topics and assessment (Bates & Poole, 2003).

The purpose of the study was to analyse the relationship among CoI online presences, which are categorised as cognitive, social and teaching presences. The participants were 55 Turkish EFL students attending English language classes at a foundation university in Istanbul, Turkey. An undergraduate-level blended learning course was created for this. In order to support the participants' online presence, the blended learning course included certain useful traits of a CoI environment. Three hours of synchronous online instruction were provided by the instructor each week. Collaborative synchronous talks were held throughout these three hours and were designed by the lecturer.

The CoI traits used in this fully online course are shown in Table 2.2.1 in detail, in the hope of being of help to practitioners who would like to design an effective online collaborative learning environment.

Teaching presence	Social presence	Cognitive presence
Clearly explain to students the importance of student–student interaction.	Introduce yourself and let them introduce themselves.	Design a brainstorming environment.
Ensure timely checking of assignments and immediate responses to students in email, chat or discussion.	Turn on music or have a little chat.	Give feedback often.
Be active during the discussion; however, student discussion may be less efficient if the instructor gives their opinion too soon.	Create an environment for discussion. Encourage your students to ask questions and share. Design collaborative events. Accept different viewpoints.	Design self-assessment activities. Give practice assignments.

Show your students your character; personality is a good thing.	Organise virtual office hours.	Ask your students challenging, exploratory, open-ended questions and assign tasks.
Have a sense of humour and share as needed.	Share reminders for the next lesson.	Allow spaces (discussions, blogs, wikis, virtual cafes, and magazines) where students can hear other students' intellectual property rights.
Model, support and encourage different viewpoints in online discussions.	Appreciate your students.	Use group discussion, brainstorming sessions in groups, and journaling/ blogging to encourage reflective observation.

Table 2.2.1: *Traits of Community of Inquiry Environment*

Context and research methods

Quantitative research methods were used in this research. Data was collected via an online survey from participants who attended the course, representing 55 total participants. To analyse the perceptions of the participants in this course, which was designed by incorporating CoI elements, the CoI survey created by Arbaugh et al. (2008) was adopted. The researchers analysed the survey results.

Findings and conclusion

When the online collaborative tasks are integrated with a learning environment, they strengthen the correlation among social, cognitive and teaching presences of the CoI framework. A teacher's positive attitude in online synchronous/asynchronous sessions is essential while creating online collaborative environments. The current study findings imply that feedback sessions promote and enhance learner satisfaction, and that organising virtual office hours and feedback sessions with small groups of learners (four to five students) can be an effective implementation of CoI to foster more learner presence – participants reported that they learned a lot by interacting with the teacher and the other learners during feedback. Creating a successful CoI environment is not only a challenging task but also a truly collaborative project in which all the stakeholders work together towards a common goal. Course designers and educators should consider ensuring interactive online teaching techniques and including opportunities for dialogue. Instructors need to be a part of the classroom discussions as the more involved the instructor is the more likely the students are to be involved. Some suggested activities for improving rapport and therefore involvement could include playing some music before the class starts or during the break times or having a short chat with the participants at the beginning/end of the class. Timely checking of assignments and immediate response to students in email, chat or discussion is important in online collaborative courses to increase the social presence of the learners. Encouraging students to ask questions and share their beliefs is important to foster a more social presence in the class. Finally, the

instructor's active participation in the discussion increases teaching presence; however, this should be used with caution because if the instructor gives their opinion too early, the efficiency of the student discussion may decrease.

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2.3 What learning outcomes are achievable in online multi-level breakout rooms?

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Breakout rooms (BORs) became a standard feature of digital online English language teaching and learning during the global pandemic, but how successful were they? Peartree Languages and the University of South Wales (USW) undertook a BORs project during one-hour webinars for eight weeks. The reason for the project was to address feedback from over 70 hours of global pandemic webinars delivered by Peartree and USW, where 67 learners asked for further speaking opportunities. One learner's (L) feedback stated, 'I don't feel that there are differences if we learn English online or face-to-face. I am looking for the same objective in both learning ways' (L43). The purpose of the project was to understand different stakeholders' perspectives of their learning from participating in BORs, which included: the learners, the facilitators, the teachers, and course designers. 23 multi-level learners, aged 18–50, from 8 different countries participated in the project together with 8 USW undergraduate TESOL students, who functioned as facilitators. Lessons were designed and taught by Peartree and assisted by a USW TESOL lecturer.

Prior to the BORs project, facilitator training was undertaken. Peartree produced three 12-minute videos, which were shown to USW TESOL undergraduates through three, 45-minute question and answer sessions. The first video outlined the facilitators' learning opportunities which were: exposure to international learners; observation of authentic materials; and error correction techniques, as well as the challenges, which covered managing learner interaction. The second video explained the facilitators' role, which was: to help conversation flow; lead when required; collect specified themes for the feedback sessions; safeguard the learners; and manage turn-taking, in addition to

general facts about cameras on: the timing and running order; and BORs' purpose to connect learners globally. Challenging situations were highlighted as BORs could not be used to promote an agenda, have learners be disrespectful or dominate too much speaking time. The third video covered safeguarding. All stakeholders received a Google Form document to read, agree to and sign before access to the webinars was permitted. Latin script was required in the chat box and all communication was viewed by the host.

The webinars covered different topics, which were introduced using engaging content, for example: TED talks, photographs, music, polls, and supplementary collaborative digital tools such as Mentimeter or Padlet. The webinars presented a language focus and authentic vocabulary to be used in BORs. Each week, the BORs gradually increased in time, for example: week 1: Introductions and where are you a local? (10 min BOR); week 4: Old Blighty (the UK) and autumn traditions (15 min BOR); week 6: Food glorious food: Creating an international menu (40 min BOR: 4 x 10 mins); and week 8: Ho, Ho, Ho! It's Christmas (30 min BOR). Facilitators' feedback during each webinar ensured that the BOR learning was shared with all webinar participants.

To assess stakeholders' BOR learning, different Google Form questionnaires, which contained open and closed questions, were completed by all the participants at the end of the course. Findings indicated that the learners understood they could: attend lessons which replicate some aspects of classroom environments; learn about other cultures and traditions; engage in a positive experience of diversity and inclusion; have individual attention from a facilitator if required; and build their online learning identities. The facilitators learned that they could gain enhanced undergraduate TESOL education opportunities to understand TESOL education in the context of a real learning environment, as well as real industry insight by observing professionals design and teach lessons at the forefront of TESOL lesson delivery changes. Course designers and teachers learned that: trained facilitators are required; a constructivist learning approach can be applied in online lessons; engaging lesson input is crucial; clear instructions on how to participate is needed; a clear BOR debrief is essential; four to five learners in a room works well; 10–15 mins is a good amount of BOR time; a mix of ages (over 16) and levels works well; and that safeguarding is crucial.

To conclude, in this study effort and energy went into ensuring the BORs were set up and managed carefully and effectively. Whilst having TESOL students to function as facilitators may not be a viable option in other teaching contexts, the facilitators performed a key role. A suggestion is to take time to train motivated learners to be facilitators so that they can fulfil the role when chosen or volunteer.

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2.4 A case of virtual training and large classrooms

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Introduction

In India, in the higher education sphere, classes of 60 students are the norm. However, owing to the pandemic of 2020–2021, classrooms moved online and there was no limitation on how many could be accommodated. This shift brought with it its own set of challenges. This paper addresses one such challenge I faced, the measures I took to counter that challenge, the outcome of those measures, and my personal learnings from this entire experience.

Context and background problem

I am the Programme Director and Senior Exam Trainer for Cambridge English Business English certificates at Keshav Memorial Institute of Technology. I also train final year students for campus placements – this includes conducting sessions on résumé writing, interview etiquette, answering interview questions, etc. My students are aged 18–21 and are digital natives.

While I was used to teaching online and had developed a hybrid teaching model earlier, the shift to online classes, courtesy of the pandemic, brought a fresh set of challenges – challenges of the kind I'd never faced before. Since we didn't have to worry about physical space restrictions any more, I was assigned a group of 250 students in a placement training session. Given the nature of my classes and my approach to teaching, how could I ensure that my students paid attention, didn't just log in and disappear, behaved themselves and managed to learn something from my sessions?

My first concern was student behaviour. While my students are digital natives and online 24/7, they needed to understand that an online classroom is different from an online forum, an Instagram live or a Snapchat video. Being digital natives also meant that they were prone to trolling. In order to establish classroom expectations and not be subjected to inappropriate behaviour, I planned to start my course with a session on netiquette.

This did not go well. It was ironical that in a session aimed at sensitising students to the code of conduct for online classrooms, I was subjected to indescribably rude behaviour that left me speechless. It is my belief that the anonymity provided by the Internet, combined with a lack of regulation, lent students the confidence that they could get away with behaving in such a fashion.

Subsequently, I was shocked, angry and amazed – how did this happen and what could I do to prevent it from happening again, not just with me, but with other faculty members too?

Measures and results

I went back to the drawing board and redesigned my sessions. I'd by then found Mentimeter, courtesy of my wonderful peers from BESIG. So, I decided to experiment with that and structured my classes in a way that would demand maximum

participation – through Menti polls, timed quizzes using Google Forms, and breakout room discussions. I also planned to make a note of the students that participated actively and those that stepped away from the classroom, so I could get the Placement Office to take appropriate action – this through random roll calls.

As a result, in subsequent sessions we'd put in place a strict login mechanism and the students were made aware that they, if caught behaving inappropriately, would face disciplinary action. Moreover, feedback from students told us that they found the sessions to be engaging, less intimidating and easier to participate in.

Reflections and learnings

While it was not the most pleasant of experiences, what I did learn is to:

- set behavioural expectations at the beginning of every course by sending out constant messages to both parents and students ahead of the first session;
- not react to rude behaviour with anger. Instead inform (*assertively)* that such attitudes will not be tolerated and in extreme cases be reported to college authorities;
- continue to familiarise myself with the different learning apps/software/platforms that are available and accessible (to both me, as a trainer, and my students) in order to make my classes interesting;
- experiment with different activities to see which ones result in maximum participation and continue to build on those; and
- continue to seek student feedback to see which activities and platforms worked best for them.

Conclusion

To paraphrase Charles Dickens, it was not the best of times; it was not the worst of times. It was an interesting experience; one that spurred me to reflect upon my practices as a trainer, catch up with the times, and work on continuing to be the best trainer that I can be, all the while keeping in mind learner satisfaction.

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2.5 Using WhatsApp to teach English to adults in Nigeria during insecurity

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Introduction

Nigeria is so plagued by widespread insecurity that schooling the nation now comes with risk of death (Owonikoko, 2021). Tanko (2021) refers to the situation as an unprecedented wave of different but overlapping security crises and, as a result, the security of life and property is an illusion rather than a reality. According to Ikenga & Agah (2020), it has been compromised to such a degree as to be increasing uncontrollably in intensity.

Effects of insecurity

The effects of such insecurity on students are unquantifiable and widespread leading to, among many other consequences, the following:

- abductions and killings resulting in the physical closure of many affected schools;
- students (of closed schools) becoming easy recruits for terrorist gangs;
- bankruptcy of relatives of abducted students;
- traumatised and depressed former abductees;
- protests and looting by the population; and
- a general feeling of insecurity by the population.

Engaging WhatsApp during school closure

School closure due to insecurity is detrimental to both individual and societal growth in many dimensions and this needs to be addressed, because energy is more often channelled to negative tendencies outside of schooling. Fortunately, the majority of adult students are already active on social media platforms, especially WhatsApp, via which education can continue during the physical closure of schools.

Teaching strategies using WhatsApp

Although not exhaustive, the following strategies could prove helpful for teaching via WhatsApp during school closures due to insecurity.

1 **Creating a dedicated WhatsApp group/class**
The first stage following the decision to continue education via WhatsApp is the creation and setting-up of a dedicated WhatsApp group with rules, e.g. allowing only the posting of course-related materials; making membership compulsory for all class members; appointing the course lecturer as one of the group administrators.

2 **Syllabus sharing**
In addition to uploading the semester syllabus, share items with groups of students to research and then present to the class or breakout groups.

3 **Class grouping**
For ease of reaching out and involving everyone, subdivide the class into breakout rooms and appoint room leaders to coordinate and report to the teacher. The teacher can then join individual rooms to observe, teach or use video to enhance relationships with their students. Since WhatsApp allows a maximum of eight participants to participate in a video call, groups of eight (including the teacher) are recommended.

4 **Uploading instructional voice notes**
Instructional materials in the form of pictures, notes, slides and voice notes, etc. can be uploaded on WhatsApp by teachers for students' use. WhatsApp allows recordings of up to 15 minutes' duration. Shorter voice notes are very helpful during the actual online teaching to further explain points, and can save time when compared to typing.

5 **Uploading assignments/examinations**
Cloze, objective and oral test questions can be easily used for either continuous assessment or examination purposes. Subsequent uploading of corrections helps to enhance learning.

6 Attendance taking

Taking attendance is key to the success of every classroom interaction because, just as with physical classrooms, students play truant. In fact, attendance-taking should be given priority and done not just once, but as the need arises, e.g. at the commencement of a class; whenever the participation of students is poor; at the end of the class. Keep strict records to upload at intervals and devise means of giving feedback and punishing erring members.

Engaging emojis

The use of emojis is an effective time-saving method of expressing feedback, which also increases students' interest and motivation. When a class member earns a thumbs-up or clap emoji, this often motivates other students to participate more.

Conclusion

Teaching with WhatsApp is challenging; however, if it is able to keep teachers and students safe and engaged during school closures, it is a worthwhile alternative to face-to-face education till normalcy returns.

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2.6 We watched 5,000 online lessons; this is what we learned

David Bish *EF Teach Online, Luzern, Switzerland*

In this brief summary of a year's work of EF Teach Online's central observation team, I aim to share what we have learned from the best and least-well taught of these classes.

Context

The lessons discussed here are regularly scheduled classes using EF's proprietary online classroom and teaching materials, taught by both EF's in-house teachers and independent users of the platform. Classes were adult group lessons of eight students, taking lessons as part of an online EFL course. Groups were either multilingual or monolingual with a bilingual teacher.

Our nine-member observation team watched an average of 40 lessons each per month with a bi-weekly calibration where all observed the same lesson to ensure consistency in rubric application. The rubric used was a modified version of the Danielson *Framework for Teaching* (2014).

Results

Although my IATEFL title claims 5,000 lessons, I was only able to include 4,578 lessons from June 2021 to May 2022 in order to analyse the data before the Conference. In what follows I have summarised what we saw done best in our highest-rated lessons, and areas where our teachers appeared to struggle most in the lessons we rated the lowest. Finally, I offer an insight into the balance of teacher talk time (TTT) and student talk time (STT) seen in these classes.

What teachers did best

Creating a positive learning environment

We found teachers doing this by being attentive, patient and encouraging. Specific, meaningful praise was important but even more so in an online class, appearing welcoming through enthusiasm, conveyed by facial expressions and tone of voice. Some teachers even wore regular 'teaching clothes' and stage-managed their visual setting (Bish, 2022).

Instruction giving

Clear instructions were broken down, simplified and rephrased as necessary. Many teachers also modelled activities well, reducing the need for complex instructions. The one area of weakness was that few teachers used instruction checks.

Clarity of language explanations

This was a typical trait in the best scoring lessons. Nonetheless, as with instruction checks, few teachers concept-checked directly after an explanation or corrective feedback.

Equal participation

The strongest teachers ensured that all students took an equal part in the lesson. Where students joined classes to listen only, these teachers welcomed them and encouraged participation in text chat.

Bilingual awareness

In the best bilingual classes, teachers used minimal L1 and got most English from their students in return. They set the right expectations by always starting in English, using L1 where requested or when a student was clearly stuck, and then returning quickly to English.

Where teachers struggled

Dealing with difficult situations

Simple issues, such as a student not hearing, being unable to turn on their microphone, etc., were often dealt with ineffectively. Sometimes this was as the teacher had not realised there was a problem or then overlooked simple solutions such as unmuting a student or giving basic text instructions, prolonging issues that could have been addressed quickly.

Building rapport

Poorer lessons were marked by a lack of connection with the students. While greetings were very thorough, closure and farewells were brief or missed. Teachers who had gone through the motions of introductions without genuinely listening to students could not adapt the lesson content to the students' personalities or interests.

Correction and feedback

In less effective lessons there was too little feedback or direct 'hot' feedback given during both fluency and accuracy stages of the lesson. While there was some effective post-task feedback, here we saw few examples of student-to-student correction or feedback.

How much students talk

Although observations often look at the teacher, the goal of our classes is for students to use English communicatively. Quality student output requires fostering student-to-student interaction and giving them time to do so. While typically a high proportion of STT is expected, what that proportion is, is seldom mentioned (Darn, 2007). Thanks to automatic lesson transcripts from our observation tool, VEO, I am able to offer an insight into how much talk time our students have in a sample of these group lessons, compared to private lessons.

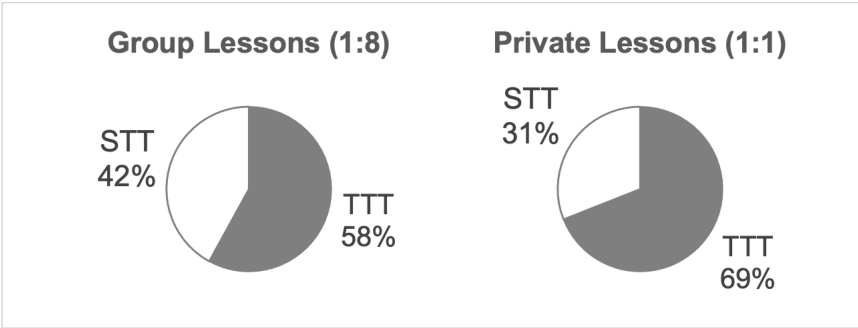

Figure 2.6.1: *Teacher and student talk time during online lessons*

Conclusions

Both the most and least effective lessons showed the importance of making a human connection and building rapport with students. In an online lesson this means teachers having a screen presence but also genuinely listening to and including their students.

Various aspects of monitoring were also important, whether looking out for students having technical issues or effectively checking language and instructions – being attentive avoids confusion and wasted lesson time.

When teaching online, student-to-student language use, correction and feedback should not be overlooked. These observations remind us that it is critical to avoid the lesson being reduced to disconnected individual turn-taking.

Acknowledgement

Many thanks to the teachers who work with the EF Teach Online platform and our observation team for providing these insights to the classroom and helping us learn together.

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2.7 Flipgrid: a scaffold to enhance speaking skills

Ruby Vurdien *White Rose Language School, Valladolid, Spain*

Introduction

Developing speaking skills can be a challenge for language learners at all levels, and today online tools can assist students in reducing their anxiety when interacting with their peers and boosting their self-confidence, allowing them to communicate their ideas in a more natural way.

Flipgrid, an online learning platform, has the necessary features that can enable students to record their views on video, in order to create discussion topics under teacher guidance. It facilitates communication in different learning situations (Taylor & Shawver, 2020); students can start discussions or exchanges, which increases speaking time, improves pronunciation and interaction (Shin & Yunus, 2021). It acts as a scaffold, as students can prepare their thoughts prior to their engagement with their peers in classroom debates. Their language production is enhanced due to their having checked grammatical and lexical structures, and exchange of ideas is more fluent. Flipgrid has been a useful tool during the pandemic, since students have been afforded the opportunity to practise their speaking skills remotely.

The purpose of this research study is to provide an insight into the use of Flipgrid as an educational tool to engage students in preparing their views prior to their classroom interactions. It also examines both their perceptions of enhancing their speaking skills, by using videos and classroom interactions, and how Flipgrid can benefit students in improving their speaking skills. Data were gathered from two questionnaires at the beginning and end of the project, a survey questionnaire to evaluate the participants' learning experience, and individual interviews conducted upon completion of the study. Pre- and post-tests assessed the students' speaking performance.

The project

The present study lasted for one semester (January to June 2021) and involved 18 adult students preparing for the B2 Cambridge English examination in a private language school in Spain. Using the teaching discussion prompts on eight different subjects, the students composed their responses through recordings and by posting their videos on the Flipgrid platform on a bi-weekly basis. The participants were then paired and requested to leave a video comment on each other's recording. Task

completion was carried out at the students' convenience due to the asynchronous nature of the learning tool employed, the participants thereby working at their own pace and in their own time. As a follow-up activity, the students were encouraged to draw on the arguments they had already put forward in their videos, as a basis for their discussions in pairs or small groups in the classroom. Teacher feedback was given at the end of the discussions.

Results and discussion

Overall, the participants' overview of their learning experience was positive, as they reported that they enjoyed recording their videos and were motivated to express their views in their videos. Furthermore, they felt more confident in speaking after recording themselves, prior to peer interaction in the classroom. The discussion prompts aided them in planning their thoughts, and the use of a dictionary or word reference enabled them to draft their speech; as a result, their discourse was more coherent and their ideas better organised. This was apparent when comparing the scores between the pre- and post-tests. An improvement was noted in discourse management and lexical and grammatical structures. In the students' view, Flipgrid is a user-friendly tool which allows them to re-record or make changes to their videos. However, some said that they would rather interact in a face-to-face class, since they find it more stimulating, video interaction on Flipgrid not allowing for spontaneous response. Moreover, while most students appreciated the fact that they could watch their peers' videos and leave a comment, others commented that they either found this difficult or did not know how to respond to their peers' views.

Conclusion

This study has shown that Flipgrid can be considered an effective tool to create a dynamic learning environment to help students develop and enhance their speaking skills. Students are provided with the opportunity to manage their own learning, since they have to prepare their discourse before recording themselves. Peer interaction in the classroom plays a key role in assisting them in building up their confidence in speaking, as they can put into practice the lexical and grammatical structures they used in their videos, thereby improving their discourse management. Therefore, I would recommend teachers to implement this educational tool in their classroom to assist their students' learning activity.

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2.8 Planning collaborative and reflective online lessons for teenagers and adults

Rachel Tsateri *Freelance, Pforzheim, Germany* [IATEFL Gill Sturtridge First Time Speaker Scholarship]

Introduction

When the pandemic struck, I was teaching upper-intermediate classes of teenagers and adults in Spain. Shifting to online teaching was challenging, as motivation and interest had plummeted due to Covid-19. Students were only passively attending; therefore, classes were rather teacher-centred.

To overcome these problems, I made two changes in my teaching. Firstly, I decided to use authentic materials, such as films and TV series. Secondly, I created and used the pedagogical steps outlined below to make my classes more student-centred.

Pedagogical steps

1 **Lead-in**
I started with a lead-in that appealed to students' curiosity, previous knowledge, emotions and experience. I used pictures to elicit the title of the TV series which was the topic of the lesson. Additionally, I asked questions such as: *What do you know about the plot? What do you like about the plot? Have you ever experienced anything similar*?

2 **Listening**
I wrote the plot summary of a TV series and divided the text into *four* parts. I recorded myself reading each part and gave each student access to only *one* of the four recordings, via a link. I encouraged them to listen *three* times, following the steps of the *dictogloss* procedure. The first time, they listened for the main idea. The second time, they took notes that would help them remember the *skeleton* of the recording. Finally, the third time, they listened and wrote down details and specific language that they could use to reconstruct the plot.

3 **Oral text reconstruction**
Next, students formed groups of four. They had all listened to different parts of the text, therefore they had to exchange the information they had to reconstruct the plot summary orally in breakout rooms.

4 **Written text reconstruction**
Once they had done so, each group wrote their own version of the summary in a Google document. Each student wrote their own part (1/4) of the text in the Google document and then they read each other's work. They inserted comments to give peer feedback on both language and content. I called the combination of stages 2, 3 and 4 'jigsawgloss', as it borrowed elements from jigsaw and dictogloss.

	Dictogloss	Jigsaw listening	Jigsawgloss
Same text	√		
Different texts		√	√
Listen 3 times	√		√
Just listen (no instructions)		√	
Written reconstruction	√		√

Table 2.8.1: *Comparison of dictogloss, jigsaw listening and jigsawgloss*

5 Free recall (Agarwal, 2017)

This stage served as a break and a mid-lesson reflection. Students paused to recall three facts or language (words/phrases) that they remembered from the lesson. They took notes, which they then shared with a peer, to learn from each other's reflections.

6 Focus on lexis

I chose to highlight *lexical chunks*, i.e. multi-word items or pre-fabricated phrases (Lewis, 1993) rather than single words or grammatical structures. Students had to match adjective-noun collocations (*social outcasts*) or semi-fixed phrases (*a gang of bullies*) to their definitions. Following that, they had to check if they had used these items in their written summaries; if not, they had to think about where they could use them. Afterwards, they were given the transcript to check.

7 Select and reflect

Finally, students were asked to select six to eight chunks of language that they would like to use when talking about that TV programme or other programmes with a similar theme. They were asked to justify their answers and provide example sentences. This reflection was individual at first, and dialogic later; students shared their notes, listened to each other, and learned from each other's reflections.

Conclusion

The main strength of this approach was its focus on fluency, an integration of all skills, as well as the fact that it promoted reflection and collaboration. Additionally, it created many opportunities for authentic communication, which motivated students to participate and use the language. There was a balance of both 'loud' and 'quiet' interaction, e.g. speaking in breakout rooms, but also written feedback in Google docs with cameras and microphones switched off. Finally, it included two opportunities to reflect during the lesson.

The key weakness was that students did not seem to retain the lexical chunks, as they were more focused on fluency than accuracy. At the end of my talk, I asked my audience to share any ideas and suggestions on how to overcome this weakness, using the hashtag #jigsawgloss.

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2.9 Coding tasks: computational thinking makes its way to the classroom

Vicky Saumell *Buenos Aires English High School, Argentina*

The context

This paper explores the potential for using coding tasks in the EFL/ESL classroom. The ideas shared here are based on my own experiences in a bilingual primary school where I work with young learners aged 6–12 as a digital project facilitator working together with their English teachers. I have lessons with each class twice a month only and for the past 3 years we have been introducing computational thinking and coding with students from year 4 to year 7 (9- to 12-year-olds). These tasks fit in well with project-based learning, problem-based learning, and digital storytelling approaches.

Computational thinking *vs* coding

The first distinction we need to make is the difference between computational thinking and coding. Computational thinking happens away from the computer. It starts with identifying a problem to solve and developing a step-by-step approach to solve it. Once that approach is thought out, the coding phase involves giving the computer instructions within a certain language or application in order to design a solution.

Coding concepts

There are many coding concepts, but I will focus on initial concepts that can be used with young learners to get them started with coding but focusing on their English linguistic development.

These initial concepts are sequences, selections and loops. Sequences include the order in which actions take place and include movement commands such as *move* or *turn*. Selections are instances where there is a choice involved and include commands such as *if/then*. Loops are groups of actions that need to be repeated in the same order and include commands such as *repeat*. Other concepts may be introduced later as necessary.

Tools

The tools I have used with these learners are free coding games, a free language to code with blocks called *Scratch*, and a free application to code with blocks online called *MakeCode* which can be used in conjunction with commercial *Micro:bit* programmable cards.

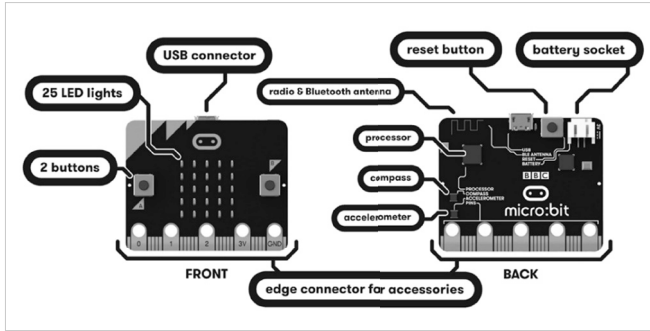

Figure 2.9.1: *A Micro:bit card*

Coding games

The first contact with coding is done through coding games which guide the learners through some basic concepts. One such game is *Kodable*, which can be played online or by downloading a mobile app (https://game.kodable.com/hour-of-code self-guided). In this game, learners need to give instructions so that the object of the game can follow a path or escape a maze. There are other coding games available online.

Figure 2.9.2: *Kodable coding game*

Scratch

Once learners have been introduced to coding basics through games, we move to *Scratch* (https://scratch.mit.edu/) and work on projects that can be categorised as digital storytelling projects as they focus on language use. Initially, learners use *Scratch* to create a story by selecting background images, choosing characters, making them speak and move in a coordinated sequence. You can see some examples here:

- Energy Sources https://scratch.mit.edu/projects/324991850/
- Animated stories https://scratch.mit.edu/projects/325000180/

MakeCode and Micro:bit

A further step is moving to MakeCode, which allows you to code online (as *Scratch*) but then transfer the programme to the Micro:bit card. The benefit of programming an actual object that performs an action is the detachment from the screen. Although it may seem complicated, MakeCode offers detailed guided tutorials that teachers can use to plan their lessons and even self-guided tutorials for learners to tackle on their own.

They can be found here: https://makecode.microbit.org/.

A graded sequence of coding tasks with MakeCode and Micro:bit I have used is:

- Coding a dice (9-year-olds)
- Coding a right/wrong sound warning (10-year-olds)
- Coding a 2-option poll (11-year-olds)
- Coding a moisture sensor (12-year-olds)

With Years 4 and 5 we created a dice and a right-wrong sound warning and at the end of the year we got together and played a board game about Sustainable Development Goals using the Micro:bit dice and sound warning.

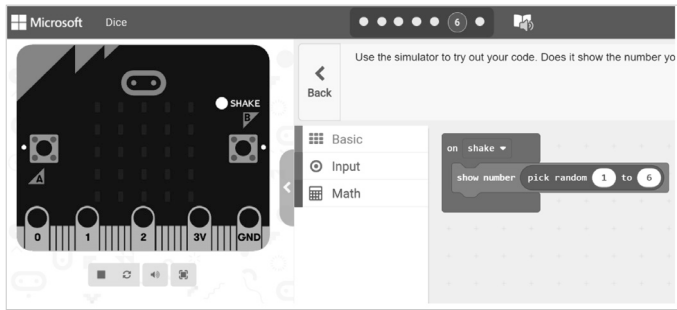

Figure 2.9.3: *The Micro:bit dice code interface*

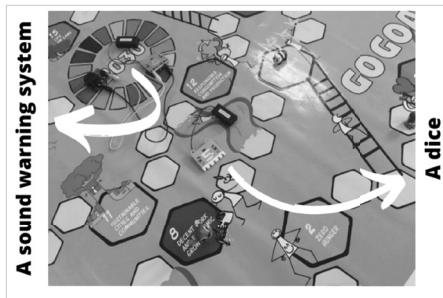

Figure 2.9.4: *Playing a board game with two Micro:bits*

Other tasks

There are many other coding tasks that can be done with young learners. *Code.org* (https://code.org/) and *Hour of Code* (https://hourofcode.com/es/gb/learn) provide numerous guided tasks that can be used with learners in class. I have successfully used Dance Parties (https://code.org/dance) and a Star Wars game (https://code.org/starwars), but there are many more to explore.

Conclusion

These experiences with coding tasks showed great potential in terms of motivation, engagement, critical thinking development, and language use improvement both in the tasks themselves and in the discussions leading to the actual coding. The tasks were carried out by learners in class and none of them took more than two 50-minute classes.

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2.10 The show's over – now what? Team teaching on Facebook live

Dalya Saleh *Hands Up Project, Gaza, Palestinian Territories* [The Simon Greenall – Hands Up Project Scholarship]

Presenting at the IATEFL Conference was a dream come true after many years of volunteering with the HandsUp Project (HUP). I did not expect it, but I was one of the lucky winners of a scholarship, which enabled me to leave Gaza for the first time in my life and attend the Conference. I have been teaching English for five years in the Gaza Strip – a small area in the south of the Palestinian Territories with more than two million people. It is challenging to teach in this area, yet it is full of creativity, innovation and opportunities. After I started teaching, I decided to be a volunteer for the HUP, as I was convinced and inspired by the general vision and aims of this project. By joining, I was able to connect my students online with educators from different countries and to teach them English through drama and stories. I noticed how excited my students were and how their English improved dramatically, so I decided to continue until Covid arrived and everything changed.

During Covid, I was part of the HUP team-teaching team which used Facebook to stream online curriculum-based sessions for thousands of children and teachers. The HUP team-teaching project won an ELTon in 2021 for the innovative ideas of team teaching via Facebook. Lessons were delivered through team teaching with one local teacher and another teacher from a different country. It was interesting to work with Elena Deleyto to prepare interactive lessons for children. I have worked with Elena online now for three years and I was finally able to meet her at the Conference in person, after working such a long time together remotely.

She lives in Mallorca, in Spain, where she designs digital English learning materials. By bringing together her experience of creating materials for English learning with my experience as a teacher in a challenging context, we make a great team. It was new for students in Gaza to have two teachers teaching the same content at the same time in an interactive way. We chose to use team teaching as a main strategy as it brings more energy, interaction, authenticity and cultural awareness, which are important in maintaining students' attention to keeping up their learning remotely.

After returning to school, we found ourselves making large sets of videos. We started thinking about how to reuse them in the next phase of teaching. With Elena's help, I cut, trimmed and edited some clips to use in my classroom. I also sent them as links to my students. After collecting feedback from students, parents and other teachers, and conducting much research in the field, we made a list of guidelines and principles for creating quality videos that would impact positively on students' learning. These include:

1. Videos should be short, no more than 6 minutes.
2. Teachers need to integrate visuals, games and realia.
3. Videos should serve specific purposefully engaging tasks.
4. Teachers should use friendly language and body gestures.
5. Teachers need to use scripts and texts to clarify things.
6. Teachers are advised to send PowerPoints to learners based on the videos to increase their learning and absorption of the materials.

The clips I prepared focused on demonstrating how we went about the live sessions (using a puppet, visual prompts, digital tools for follow-up tasks), and how we extracted value from them for future lessons. In addition, we decided to keep whole segments of live conversation that help students feel they are experiencing the real thing. However, we chose the part of the sessions that focused on the lesson targets and even added graphic titles to highlight the target language we used.

As mentioned earlier, one of our aims is to continue to promote interactivity. In live sessions we were able to interact with students – often supported by parents – via the Facebook chat. By addressing the students using these simple images directly in the video, they get a chance to interact with it too, which helps maintain their focus. We ended the clips with a link to one of the digital activities that were also a big part of our live sessions during the pandemic. This also allows students watching from home to apply the knowledge acquired from the clip in a simple task.

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3 English for academic purposes

This chapter opens with two papers focused on the challenges of EMI. **Libor Štěpánek**'s plenary paper addresses the linguistic and extra-linguistic skills EFL/ESP teachers need to be aware of when providing EMI support, and the roles they can play in supporting EMI successfully, while **Awad Alhassan** focuses on the challenges and needs of EMI content teachers in STEM programmes in Oman. The challenges faced by academics in exile is the focus of **Sarah Brewer and Will Hutton**'s paper, which reports on The Cara Syria Programme, but more especially the fresh spaces for virtual activity they created as a result of the pandemic. Moving online is also the focus of **Karla K de Lima Guedes**' paper, where she reports on practitioners' experiences and views of teaching EAP in a new digital context. The remaining papers in this chapter each focus on various approaches taken to develop language and skills in a range of HE settings. **Sanaa Abdel Hady Makhlouf** describes how implementing the jigsaw technique improved students' reading and presentation skills in Egypt; **Clare Maas** presents ideas and activities on how teachers and materials writers can provide sufficient opportunities for students to engage with context-embedded vocabulary; **Elizaveta Tikhomirova and Anastasia Sharapkova** describe the introduction of a multidisciplinary conference as a PhD teaching and assessment instrument in an EMI context in Russia; **Haeng-A Kim** focuses on helping learners to infer and understand rhetorical purposes when preparing for academic English tests; and **Angeliki Apostolidou** presents practical tips on developing students' 'voice' in academic writing by supporting the reading-into-writing process.

3.1 Plenary: EMI: a language teacher's leap into the unknown?

Libor Štěpánek *Masaryk University Language Centre, Brno, Czech Republic*

The internationalisation of educational institutions and establishment of English as the Lingua Franca (ELF) for the majority of academic disciplines in the last decades have changed the dynamics of educational language support and made English as a Medium of Instruction (EMI) a central and steadily growing global phenomenon. Language teachers and teacher trainers are often asked to develop and provide EMI support, despite the fact that such support includes much more than language aspects. This text addresses the linguistic and extra-linguistic skills EFL/ESP teachers need to be aware of when providing EMI support, presents the challenges that EMI brings, and discusses the roles EFL/ESP teachers can play in successfully supporting EMI.

What is EMI?

EMI may stand for 'English Medium Instruction', 'English as a Medium of Instruction' or 'English Mediated Instruction'. The subtle differences among these phrases suggest there is little consensus on one commonly agreed upon definition. Indeed, definitions of EMI vary greatly. Some educators insist on detailed definitions, such as EMI as 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English...' (Macaro, 2018, p. 19). Some advocate more general definitions, such as that EMI takes place in 'educational contexts in which English is a dominant language' (Baker & Hüttner, 2016, p. 502). Still others focus only on one aspect of EMI and imply that EMI involves educational situations 'where there are no explicit language learning aims and the focus is solely on teaching the subject content' (Blue, 2018, p. 1). For our purposes, I define EMI most broadly as 'the use of English language for the purposes of teaching subjects to mostly non-native speakers in non-English-speaking countries'.

On a continuum in terms of focus on language, EFL/ESP stands at one end (where learning the language is the ultimate goal), CLIL stands somewhere in the middle (its focus is divided between language and content), and EMI stands at the opposite end of EFL and ESP. In EMI, language is not its focus or even half-aim. EMI centres its attention fully on the content, for which language is considered a tool.

Who are EMI practitioners?

A simple answer to the above question could be any teachers who teach international groups of students through the medium of English. However, this general description is not comprehensive enough. To be able to give relevant support, we need to know that EMI practitioners are experts in their fields who, typically, have no intention to teach English itself. They attach little or no importance to language integration and 'refuse to inhabit an English-language teacher identity' (Moncada-Comas & Block, 2021, p. 686). On the other hand, and rather interestingly, they often regard English proficiency as a key factor for students' success in their studies, and sometimes they even take the role of language teachers, for example, by providing glossaries (Moncada-Comas & Block, 2021).

It is also important to realise that EMI practitioners operate in extremely diverse settings. EMI takes place at universities and educational institutions in non-English speaking countries that operate entirely in English and all teaching, administration and support services take place in English; at universities and educational institutions that operate in a multilingual setting where English is equal to other languages in the areas of teaching, administration and support services; but also at universities and educational institutions where English is dominated by other languages and appears in teaching, administration and support services sporadically. Therefore, the work of individual EMI practitioners differs considerably.

How can we, language teachers, help?

First, we should be aware that language teachers and non-language teachers (i.e. the EMI practitioners) differ in many ways. We, the language teachers, typically prefer verbal communication, as language is our area of expertise. We tend to be more flexible and open to diverse methodologies, as languages can be taught in more ways than other subjects. However, it is arguably more challenging to teach the Periodic Table of Elements via songs or role-playing than it is for third conditionals.

Language teachers also often speak more languages and travel for study and work purposes more than other teachers. Recent research shows that, in the EU, 52% of foreign language teachers travelled abroad for their studies during their education compared to only 18% of other teachers. Similarly, 26% of foreign language teachers have worked as teachers abroad compared to just 9% of other teachers (Covacevich & Vargas, 2020).

Despite these differences, there are areas that bring the worlds of EMI practitioners and language teachers together, including teaching practice, intercultural setting, and language use. These are exactly the areas where we can help. Let us take a more detailed look at how to improve awareness among EMI practitioners in each of these areas.

1 Teaching awareness

EMI practitioners often regard themselves primarily as experts in their disciplines and secondarily as teachers, but teachers they certainly are. Therefore, tools, methods and approaches to teaching can be the first area of focus where language teachers can offer EMI support.

Such support can start with questionnaires or discussions in the areas of general teaching and teaching through the medium of English. Education-focused questions might include 'Why do I teach?', 'What type of teacher am I?', 'What are my strengths and weaknesses as a teacher?' and 'Would I like to be a student in my class?', while more EMI-focused questions may ask 'What subjects do I teach through the medium of English?', 'What teaching strategies and methods do I prefer?', 'What teaching strategies can I use in my EMI courses?', 'Have I received feedback through a teaching observation?' and 'Do I discuss my teaching with colleagues?' (Štěpánek, 2018). These questions will hopefully lead the EMI practitioners to reflect critically on their attitude to and experience in teaching and the relevance thereof specifically to EMI.

Based on the information collected or discussed, a deeper reflection can take place. As a follow-up, the EMI practitioners can be encouraged to discuss in more depth their confidence in and attitude to English language teaching in general and teaching through the medium of English specifically, and their interest in personal development in those areas. Such discussions help structure and tailor individualised EMI support, as a teacher confident in their discipline, who enjoys working with students but dislikes English or does not speak it well, will have different needs to a subject-matter expert fluent in English who primarily conducts research and teaches only because it is part of their job.

The goal of teaching-awareness activities is to make sure EMI practitioners realise the existing diversity of approaches, gain inspiration from one another, and appreciate the complexity of teaching in an EMI setting.

2 Intercultural awareness

EMI always takes place in intercultural environments. EMI differs from teaching that takes place in mono-cultural classes within the framework of the national curriculum through the medium of the mother tongue(s) common to both teachers and learners. EMI teaching always happens in an immensely complex setting. Learners bring various cultures, manifold types of knowledge, and diverse learning histories with them to EMI classes. Therefore, it may be beneficial to make the transition from teaching awareness to intercultural awareness, by introducing EMI practitioners to the ideas of community of practice and negotiated teaching, both based on negotiated common goals and '... a shared detailed understanding

between teacher and students of what is going on, what needs to be done, and how it will be done' (Boomer et al., 1992, p. 287), or other pedagogical styles where learning is considered '... a social and dialogic process, where knowledge is co-constructed rather than "transmitted" or "imported" from teacher or coursebook to learner' (Thornbury, 2005, p. 3). With such an approach, '[the] direct route to learning is therefore located in the interactivity between teachers and learners, and between the learners themselves' (Thornbury, 2005, p. 3).

Apart from general ideas connecting teaching styles to intercultural communication, EMI practitioners might also be familiarised with culture theories, such as micro-cultures and macro-cultures, and their practical implications for teaching provision and class dynamics. EMI practitioners can be exposed to activities that draw their attention to both the subtle and not so subtle differences learners need to cope with while studying in intercultural contexts, where seemingly familiar words, idioms, and concepts may mean quite different things. A student from the opposite hemisphere to their teacher may be confused by references to geography or seasons, such as the use of the phrase 'Autumn Semester' to signify the first semester in the academic calendar from September to December. Similarly, a European teacher may be surprised by the reaction of a Korean student whose response to the innocent question 'How old are you?' is an interculturally perfectly logical counter question 'Do you mean Korean or international age?' Furthermore, idioms with various interpretations can lead to misunderstandings and diverse reactions among students. For example, the expression 'academic 15 minutes' might be interpreted in four different ways depending on the respective culture: (1) In some cultures, it means it is tolerated if a teacher comes to class up to 15 minutes late; (2) In others, it means it is tolerated if a teacher or student comes to class up to 15 minutes late; (3) In others still, it means the class starts 15 minutes later than what is written in the official timetable; (4) Yet in others, it is just a saying that has no real implication for class management.

Detailed discussions and analyses of such intercultural disparities on different levels of communication may help EMI practitioners be more tolerant to unexpected reactions from their students in everyday class communication. EMI practitioners should learn that such reactions may not be caused by lack of linguistic understanding or driven by deliberate disagreement with instructions but rather caused by cultural misunderstandings, however subtle these may be.

EMI practitioners can also learn effectively from hands-on intercultural experience activities. For example, they can be asked to fulfil a task whose instructions are presented not in English but in a foreign language they do not speak well as a group. The choice of the language of instruction should not be arbitrary; the language should be understood to a certain extent by at least some participants of the course. As no instructions are given in English, the participants need to choose strategies they have at hand that can help them fulfil the task, acting based on their full or partial understanding, interpretation, and guesses. Participants who speak the language of instruction of the task, and who have therefore acted in accordance with the instructions, will (most likely) have better results than all the others, who have had to base their work on interpretation and guessing. The crucial part of this activity is the follow-up discussion. Some participants may explain that they started working only hoping that they had understood the task correctly, while others may have simply pretended they were working on the task because they saw others busy and did not want to appear as if they had not understood. Some participants perhaps started

asking colleagues for help, yet others simply copied what they believed the others were doing. Some may have even refused to do anything at all. In the end, manifold individual strategies may have been used and can be discussed in the follow-up. In this way, the EMI practitioners can see for themselves what their students may experience every day in an EMI context and thereby gain better insight into this intercultural communication setting. Through this activity, they will hopefully accept the fact that different individuals in class have different levels of understanding of any given situation, different interpretations of these situations, and therefore different reactions.

Such hands-on activities are typically a huge success as they bring direct evidence of how intercultural issues can change classroom dynamics. The goal of all intercultural awareness activities is to make sure EMI practitioners acknowledge the differences between mono-cultural or national-framework teaching versus teaching in an intercultural setting, and identify possible ways to reflect these differences in their own EMI classrooms and teaching practices.

3 Language awareness

The area we are most confident in, and therefore must be most careful about (not to scare the EMI practitioners off), is obviously English, the language itself. It can be advisable to focus on language support only when we know language needs must be addressed. Often, it is pedagogical, intercultural or general communication issues EMI practitioners struggle with most. Once we know language is a key issue to be improved, however, we can rejoice and make use of all our expertise to that end.

We can start by introducing EMI practitioners to different styles of language or types of vocabulary with the aim of identifying areas they can focus on individually. We might mention that basic interpersonal conversational style (Cummins, 1979), which occurs in face-to-face or email and social media communication conversations, is not an area of language they need to be particularly interested in. We can explain that technical, subject-specific vocabulary (Blue, 2018) and academic vocabulary (Coxhead, 2001) are truly useful to students but are also relatively easy to be addressed autonomously by students, as both groups of vocabulary include mostly well-defined expressions that students meet frequently during their studies. We should also emphasise that it is Cognitive Academic Language Proficiency (Cummins, 1979), which students need in order to understand and apply new concepts and ideas, and Classroom Language (Chadwick, 2012), which teachers need for clear signposting and precise framing of their sessions, that deserve their complete attention.

In this context, we can draw EMI practitioners' attention to three aspects of language that are key for effective EMI, namely accuracy, explicitness and consistency. Accuracy refers to the right choice of words in given contexts and is closely connected to the content of teaching. The expression 'this research suggests' may refer to exceptional, first-rate results in the field of microbiology but to rather mediocre results in the field of computer science or mathematics where the verb 'prove' can be expected. Which is why an EMI practitioner (i.e. a teacher and expert in their field) is expected to use accurate expressions in their teaching, deliberately guiding their students toward successful communication of their own ideas. Explicitness refers to clarity of communication and is closely connected to preventing potential intercultural misunderstandings. EMI practitioners may rephrase, paraphrase and clarify more than they are used to in their mother tongue/

national-framework teaching, with the aim of making themselves understood in classes of students from different cultures and backgrounds with diverse levels of English. Local habits, communication patterns, and expected behaviours should be explained in detail (e.g. 'in each teaching session, which is 90 minutes long without a break' or 'a deadline means your work has to be submitted no later than the given time; later submissions will not be accepted...') in order to make intercultural teaching as effective as possible. Clarity in teaching based on the use of accuracy and explicitness is reinforced by consistency. An EMI practitioner may in fact know dozens of phrases to signpost a particular feature or situation but ultimately choose to use only two or three of them, consistently, to enable students to better orient themselves in the lessons.

Finally, we can ease EMI practitioners' language concerns with aspects of English as *lingua franca*. This type of English, used as a bridge or vehicular language for communicative purposes, has specific attributes that offer space for added confidence even to those who have little or no interest in language issues in their teaching. Firstly, *lingua franca* is a simplified version of English focused on practical use. Moreover, *lingua franca* means it is a global communication tool which has no dominant national culture. English for the purposes of EMI does not prefer any one variant as long as the message is clearly communicated and understood. Even native English speakers are in the same minority position as any other language community since there are arguably no natives of English for academic purposes.

These circumstances have some surprising consequences, such as instructions for native speakers at international events to 'adjust your language to the global audience' (ONLINE EDUCA BERLIN Conference: https://oeb.global/), the irrelevance of accents, and a condensed vocabulary and style. Unless one wants to be a spy, they do not have to have a perfect British or American accent. As long as students and colleagues understand, EMI practitioners can keep their accents without losing their expert status. Moreover, EMI practitioners need not extend their English vocabulary or grammatical style if they have a sufficient range for their disciplinary, teaching and communication purposes.

All those aspects of English as *lingua franca* tend to be greatly appreciated by EMI practitioners.

Conclusion

EMI support provided by English language teachers can be effective once the complexity of the field is understood. We need to understand that EMI is a very specific area of English. It may not be the most comfortable area for English teachers to become engaged in because the main goal of EMI is not the language itself, but doing so can be extremely interesting and rewarding. We language teachers can help EMI practitioners, experts in different fields with often little or no interest in language, especially in the areas of teaching practice, intercultural awareness, and language use. We can of course also offer our linguistic expertise, intercultural experience, and openness to the diversity of teaching tools, methods and approaches.

Finally, it is essential also to realise that being language teachers does not make us better teachers, only different teachers. The goal of providing EMI support should not be to tell EMI practitioners how to teach in English but to help them find their best teaching selves in English.

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3.2 Affordances and challenges of teaching STEM through EMI

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Background

The use of English as a medium of instruction (EMI) has been growing increasingly over the last two decades in higher education institutions (HEIs) in English as a second/foreign language (ESL/EFL) contexts (Wächter & Maiworm, 2014). However, EMI seems to have created numerous challenges for ESL/EFL content teachers. Since EMI, in most cases, is described as a top-down educational policy, content teachers often have no choice but to teach content subjects in English. We do not seem to have sufficient research dedicated to the investigation of EMI content teachers' challenges and professional needs, particularly in English-medium science, technology, engineering and mathematics (STEM) programmes of study. The present study, which is part of an ongoing research project (see Alhassan, 2021, for more details), therefore attempts to fill this gap by focusing on an Omani EMI HE context.

The aim was to investigate the experiences and professional needs of content teachers in English-medium STEM programmes. The intentions were to better inform teacher professional development programmes in the context of the study and beyond. 15 content teachers, representing STEM fields, voluntarily took part in the study. A qualitative methodology was adopted with interviews being the main method of data collection. The data were analysed thematically and inductively (Miles & Huberman, 1994). Findings reveal that participants experienced various linguistic and pedagogical challenges when delivering their subject content in English. A range of professional needs were also identified for effective content teacher training and professional development. The pedagogical implications are presented and discussed.

Summary of the findings: challenges

Following the qualitative design, the data were thoroughly coded and analysed using the thematic and analytical models. There are several difficulties that were reported when subject content is delivered in English. The low level of students' language proficiency was reported as a salient challenge. This led some teachers to simplify the content which, in turn, would arguably compromise both the quality and quantity of the delivered subject content. Being EFL/ESL speakers, content teachers reportedly find it particularly difficult when they teach STEM theoretical courses in English. The process would require much more use of language compared to when teaching numerical/quantitative courses. This reportedly would affect teachers' ability to linguistically manipulate and improvise for more content elaboration and mediation. In addition to language-related challenges, some pedagogical challenges were also reported. For instance, teachers' lack of knowledge about students' learning styles and preferences was reported to have implications on content lecture delivery comprehension. Teachers also reported a lack of classroom management techniques and strategies.

Summary of the findings: professional development needs

Having reported the challenges, participants also reported several needs which they believe would be relevant for establishing appropriate professional development programmes for EMI content teachers. The needs are both linguistic and pedagogical. For example, collaboration with language teachers was highlighted as a way to mutually inform language and content classes. More specific, rather than generic, professional training was also suggested. Participants also emphasised the importance of improving students' language competence to increase their lecture comprehension and coping strategies with English-medium study.

Conclusions and implications

In light of these findings, some recommendations can be presented and discussed. EMI content teacher training and professional development should be established as an integral part of overall EMI teacher education and continuing professional development. Any professional development programmes intended for STEM content teachers should cover both the linguistic and methodological types of training. Content teachers themselves, as EMI stakeholders, can be consulted in the design, delivery and evaluation of such teacher education programmes. EMI teacher training

providers and educators should use classroom peer observations and discussion to enhance pedagogy. Furthermore, collaboration should be established between language and content teachers as this could help both parties to reflect and inform their language and content classes. In a similar vein, content teachers need methodological training that could help them understand their students' needs and learning styles. This would result in a change to content delivery to one more differentiated**.** Finally, content teachers also need to help students understand the content. They need to make their classes more accessible to students not just by simplifying the content but also by using more multi-modal methods of content delivery. They should diversify their methods of delivery by applying some pedagogical techniques and strategies in order to maximise the level of lecture comprehension. They could, for instance, cross and back reference to make connections between previous and future lectures. They could use both referential and rhetorical questions to increase interaction in the classroom.

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3.3 The Cara Syria Programme *Almultakas*: co-creating fresh spaces online

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The Cara Syria Programme

Cara (the Council for At-Risk Academics), which has a proud heritage stretching back to the 1930s of supporting persecuted academics, has since 2016 been working with Syrian academics through the Syria Programme. The specific aim of the Syria Programme is to strengthen and connect Syrian academics in exile and open up vital new opportunities. This is achieved by facilitating professional connection and collaboration and continued academic development and contribution for Syrian academics in exile, through a rich, varied range of activity delivered by Cara with partners from across UK higher education. Activity on the Syria Programme is underpinned by the core principles of mutual respect, trust, responsiveness, voluntariness and innovation – principles which have served the Programme well.

Support is delivered through several strands, with the core strand being English for Academic Purposes. The central activity here is one-to-one online sessions between Syrian participants and volunteer EAP teachers, but there are also weekly group

lessons in Turkey (delivered both online and face-to-face) and, since the pandemic, group online speaking sessions. In-person EAP workshops ran in Istanbul from 2017 to 2019. Our talk outlined the genesis and development of a new initiative, the Cara Syria Programme *Almultakas* (or forums), which were intended to create a 'fresh' space to bring together members of the Syria Programme.

The need for a 'fresh' space

The onset of the pandemic in March 2020 meant the curtailment of face-to-face workshops in Istanbul for the Syria Programme for the foreseeable future. These workshops had hitherto been a lively site for the fostering of community and exchange and, in their absence, participants and volunteer teachers were largely working in isolation. Their absence was quickly felt and, as the restrictions of the pandemic dragged on, it became clear that it was important to devise an alternative format which brought the wider Syria Programme together. The objective was to create a forum that would encourage ownership and engagement, and which would enable both Syrian participants and volunteer teachers to develop skills and insights and, overall, be a 'fresh' space – in the sense that it would be distinct from other activities on the Syria Programme and perhaps other virtual activity that members of the Syria Programme were involved in. With the concept of a forum at the heart of the endeavour, we decided to term these activities as *Almultakas*, from the Arabic for 'forum'.

An evolving format

These semi-regular *Almultakas* have evolved since the first one took place in February 2021, but continue to be shaped by the core principles of the Cara Syria Programme. Mutual respect and trust have allowed us to work with Syrian colleagues in a small planning group of volunteers, and to think creatively about how we can mould the online space into something that provides an innovative response to the needs of the community, as well as providing an opportunity to learn about each other in different ways and more as equals. Initial discussions focused on the platform to use, the frequency and duration of the *Almultakas* and how to make use of the allotted time. This led us to a flexible format that facilitates networking, discussion, exchange and what we have termed 'cultural contributions', where aspects of both Syrian and UK culture are explored. *Almultakas* are 90-minute-long pop-up events that take place roughly every six weeks on Zoom, but continue to be dynamic. Initially they were quite presentation-heavy as Syrian colleagues shared their research output with the community through mini-presentations, but we found that those where there was more focus on promoting dialogue and discussion realised the goal of a forum with contributions from multiple voices more successfully.

In more recent *Almultakas* we have set aside the mini-presentations altogether, partly as they are too similar to other areas of Cara Syria Programme activity, and have instead focused on designing forums with contributions on a central theme from as many as possible that promote dialogue and understanding. Our 'Workplace Stories' *Almultaka*, for example, saw participants and volunteer teachers reflect together on working life in different contexts to gain new insights and to understand our different perspectives more fully. Where possible, we also try to link the cultural contribution to the overall theme.

As currently conceived, we feel that the *Almultakas* are now closer to the original conception of a collaborative forum which brings together members of the Cara Syria Programme community. The overarching challenge, which was discussed following our talk at IATEFL, is how to design in sustainability so that they can continue to evolve and flourish.

For more information on the Cara Syria Programme visit: https://www.cara.ngo/what-we-do/cara-syria-programme/

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3.4 Moving an EAP programme online: an insight into the practitioners' views

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Introduction

This talk reported on the move of an EAP pre-sessional programme online in response to the Covid-19 pandemic and looked at its practitioners' experiences and views of teaching EAP in this new digital context. In recent decades, a fair amount of research has been done regarding the use of technology in Second Language education, but very little research has been done in the space of online EAP education. I believe this is because before the pandemic teaching in such programmes had remained fairly traditional, with all the students and tutors travelling to the UK and the teaching undertaken in-person with heavy contact hours. But this has changed dramatically, and the recent emergency remote teaching (ERT) has generated a range of challenges and feelings, but also new pedagogical experiences with potential opportunities.

Context

Pre-sessional programmes are courses run by UK universities that prepare international students, who have not achieved the minimum English language requirement, for study in higher education (HE). When the pre-sessional programmes used in this study moved online in 2020, content delivery, engagement and assessments had to be redesigned in a limited space of time to be delivered remotely for thousands of students. Students were located around the world with different Internet capabilities and online learning experiences, and in different time zones, and were taught by tutors around the UK, who themselves had different levels of familiarity and expertise with online learning.

Instruments and participants

The data for this presentation came from two online questionnaires and were collected throughout two online summer pre-sessional programmes. Data from open questions were analysed using Thematic Analysis (Braun & Clarke, 2006 and 2013). Questionnaire respondents consisted of the pre-sessional programme EAP practitioners in the years 2020 (n = 63) and 2021 (n = 44), and these practitioners included pre-sessional

tutors and DALCs (Directors, Academic Leads, and Coordinators). Most participants were female and spoke British English as their first language. They came from a range of age groups, but the majority were between 36 and 65 years of age. Most had a post-graduate degree and the CELTA as their main teaching qualifications.

Results

Online teaching experiences

In 2020, most EAP educators were inexperienced with online teaching with about half of them claiming to have never done so (tutors 48.9% and DALCs 43.8%) prior to teaching on the online pre-sessional programmes. Those with online teaching experience had gained it immediately prior to the pre-sessional programmes as a result of the ERT, and these were solely or mostly asynchronous and one-to-one teaching. In 2021, there was a significant decrease in the number who reported to have never taught online (tutors 22% and DALCs 0%), and there were many mentions of online teaching experiences beyond the pre-sessional programme. These varied considerably but most talked about classes via Zoom either one-to-one or with small groups.

Practitioners' views on online EAP education

The practitioners, tutors in particular, valued the *convenience* and *flexibility* of being able to work from home. They appreciated not needing to relocate and live in student halls, or commute, and consequently saved time and money. They also valued having more classroom time flexibility, not needing to print nor queue to print on-campus, not working in noisy shared spaces, and having flexibility with childcare and other personal commitments. Other advantages mentioned included easy access to *teaching resources*, easier *communication*, *learner-centredness*, *learning effectiveness*, *reduced costs*, *time-saving*, and higher *learner autonomy and independence*.

The most mentioned concern was *interaction*. There was a feeling that communication was reduced and less organic, both T–Ss and Ss–Ss, and therefore a sense that building rapport was more challenging. Results also showed concerns regarding the access to and use of *technology*. Most of the comments were related to tutors worried about students' Internet bandwidth, but also their ability to use the technology to help, rather than being in the way of, teaching and causing tutors to feel overwhelmed. Participants also mentioned *environment* as a concern as there was a belief by some that being physically in the UK would allow students to better develop their linguistic and academic skills.

Conclusion

Results suggest a change in the online English teaching experiences and mostly positive views towards teaching EAP online. However, as online pre-sessional programmes continue to be offered, there is a need to support practitioners (and students) in communicating effectively online, creating a more immersive environment and forming a community of practice where tutors can be supported and feel confident about their online teaching.

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3.5 Implementing the jigsaw technique: improving students' reading and presentation skills

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Introduction

This talk reported on the implementation of a collaborative and engaging instructional tool – the jigsaw technique – into the teaching of reading, which in turn improved students' oral presentation skills. Although this technique was extensively used in a pre-freshman intensive academic English language course at the American University in Cairo, it could be used in any course, regardless of the content and level of instruction. Students were asked to understand the various segments of a text assigned to their group members and other group members, till the whole passage was understood, arranged in logical order and shared orally. Students also submitted an individual reflective report after the activity. The process was similar to that of completing a jigsaw puzzle, hence the name jigsaw technique. This collaborative and engaging exercise allowed for inter- and intra-group cooperation, increased students' motivation to learn, and decreased their reliance on their teacher. Details of this technique, benefits of its implementation and possible limitations were examined.

Background information

The jigsaw technique was originally designed by the social psychologist Eliot Aronson (Aronson et al., 1978) with the primary aim of dissolving racial tension in classrooms, by fostering collaboration, reducing bullying and making students collaborate to achieve the goal of the lesson.

Preparing the text

The instructor selected an article related to the United Nations Sustainable Development Goals. Comprehension could take place only when students collaborated together by working with members in their assigned groups and with peers from other groups. The text was printed out and cut into several parts where each part was numbered. Each group received an envelope with a 1,200-word passage which was turned into what looked like 18 shreds of numbered paragraphs and sentences that seemed impossible to rearrange.

Learning outcomes

The lesson had two learning outcomes. The first learning outcome was for students to collaborate in order to understand the text and return it to its original form. They also had to discuss their work orally and answer any questions from their peers. The second outcome was to submit a paper reflecting on their learning experience while using the jigsaw technique.

Designing the lesson

There were five steps to follow:
Step 1: Students were divided by the teacher into small groups mixed by race, gender and different proficiency levels, to work cooperatively to rearrange the text based on

the logical order of events, the language cues and the coherence and cohesion of the paragraphs. Each group selected one leader to facilitate their group work. This step took 5 minutes.

Step 2: The group leader was responsible for assigning each section to a different member of their group. For example, student A was assigned section 1, and so on. This step took 5 minutes.

Step 3: Members from each group with the same section gathered in 'expert groups' to discuss their paragraph. For example, all those assigned section 1 collaborated with members from other groups who had to read section 1. This step took 10 to 15 minutes.

Step 4: All students returned to their main groups and took turns to present what they had learnt from others in the different groups. This step took 20 minutes.

Step 5: Students presented their work orally, discussed the passage, and shared their learning experience.

Assessment

Students submitted a paper discussing the strengths and weaknesses of the jigsaw technique. The instructor gave written feedback and graded the paper.

Challenges and rewards

Initially, students felt that the disassembled passage could not be rearranged back to its original form. They resented working in a group with peers they did not choose. Some read their segments slower than others, creating feelings of anxiety and pressure. Therefore, extra time had to be provided. However, when the task was achieved and the text was arranged in a logical and coherent order, students gained confidence and appreciated the effort of their peers to help them reach the desired goal. This was evident in their oral presentations and their reflective papers. Hence, the benefits of the jigsaw technique and collaborative work far outweighed the drawbacks.

Conclusion

The jigsaw technique helped dissolve social, racial and academic differences between learners. It built diversity and developed learning communities in class. It also helped students to collaborate and share knowledge without having to depend on the instructor. They were aware that they all had to sink or swim; therefore, they collaborated to complete the task on time. Although it is a simple technique, the positive outcome far outweighed the drawbacks which appeared.

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3.6 Increasing (EAP) vocabulary knowledge through targeted materials and engagement

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To use vocabulary accurately and appropriately, there are various things we need to know about words/phrases. These include form and denotative meaning – which is usually sufficient for receptive knowledge of a term – as well as lexicogrammar, colligations, collocations, connotations and register. To enable learners to acquire all of these elements of knowledge, teachers and materials writers need to provide numerous opportunities for them to deliberately engage with suitably selected, context-embedded vocabulary. My talk presented ideas on how this can be achieved, with a focus on EAP.

One common way EAP students encounter new academic vocabulary is reading non-fiction, be it to gain content knowledge or to discover discourse and structural elements of texts. Such texts provide useful lexis that can be exploited for vocabulary teaching – and it's all in context. Context is particularly important in EAP because many vocabulary items have multiple senses – some more general or academic – which are dependent on their context of usage. When selecting vocabulary to teach, we can analyse non-fiction texts as a starting point. Dictionaries, corpora and word lists, e.g. AWL, or online tools, e.g. vocabkitchen.com and sketchengine.eu/skell/, allow us to check terms' frequency, level and usage patterns.

To internalise knowledge of new vocabulary items, learners need to encounter them 6–20 times (Laufer & Rozovski-Roitblat, 2015). Thus, we need to ensure the selected terms reoccur throughout our materials. For this, authentic texts may need adapting. One idea is to insert the new vocabulary into texts that students are going to read, replacing known synonyms with the new terms. This approach of 'sneaking' new words into texts that students read, even if they are not the focus of lesson activities, means they repeatedly see them in context.

However, research suggests that successful vocabulary learning results from activities that require explicit engagement with the new terms (Laufer & Rozovski-Roitblat, 2015). I thus advocate progressing activities through Bloom's taxonomy of cognitive processes: from remembering and understanding, to applying, analysing, then evaluating, and finally, in a more productive stage, creating, i.e. producing things with the new language, which are further evaluated and improved. It's a framework many people find generally useful for creating EAP materials.

Activities promoting understanding include matching or selecting definitions, synonyms, opposites, word families, translations or sentence halves, for example. Some other vocabulary introduction ideas in 'how to' resources are less practicable with academic lexis, which is typically more abstract and cannot easily be shown with realia or pictures. My suggestions here are suitable for EAP, and also for self-study materials.

Such activities can be made analytical as gap fills, where the learners not only recognise and match right answers, but apply or insert them, e.g. tables listing one word in a family where learners fill in the other forms or example sentences. Even filling the correct words into gapped sentences is applying the newly learnt vocabulary, albeit in a fairly controlled way. When designing such practice materials, we need to use natural-sounding text excerpts, decide what counts as a correct answer, and maybe limit the

number of possible answers, e.g. through the sentences' grammar. It can, though, be beneficial to leave the remit fairly open, to promote students' engagement by discussing/explaining different answers in class.

Another idea uses targeted repetition to move from remembering to analysing (Shapiro-Steinberg, 2019). Here, learners listen to a text, e.g. teacher/students reading, read it aloud themselves, and repeat the words/phrases to be learnt. Then, they work with edited versions where the new vocabulary is first gapped for students to insert, and then swapped with near-synonyms for them to identify and discuss the changes.

With a good basis of declarative knowledge, students are prepared to use the vocabulary productively. Suitable activities here include improvement tables, paraphrasing, or drafting and editing. Improvement tables, like the one below, can serve as scaffolding for paraphrasing or editing tasks, and can also target slips in students' production. For the materials, example sentences can be invented, or taken from less academic texts, e.g. newspapers or previous student work. Improvement tables can be used by students editing their own work, if the phrases to be improved are identified by the tutor/peers in a draft. Paraphrasing can also be done collaboratively, to collect multiple ways of expressing the same content in a suitable tone. These are authentic activities that additionally develop skills for academic study.

Phrase	**Problem**	**Reason & improvement**	**Useful source**
...get used to <u>be</u>...	Incorrect verb form (complement)	The expression 'get used to' is either followed by a noun or by a gerund. → get used to <u>being</u>	Learner's dictionary head word 'used' ~ to sth/to doing sth
The police <u>looked at</u> the pictures <u>carefully.</u>	Wordy phrasal verb	Idea can be expressed in single verb for conciseness: → The police <u>scrutinised</u> the pictures.	Thesaurus head word 'look at'

Table 3.6.1: *Example improvement table*

Promoting repeated targeted engagement with vocabulary items in these ways helps EAP and other learners to transform declarative knowledge into procedural knowledge, to learn to use new lexis accurately and appropriately.

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3.7 A multidisciplinary conference as a teaching and assessment instrument at Skoltech

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The content and quality of doctoral education have recently been debated worldwide, driven by changes in university education and the employment market transformation for PhDs. Given that many PhDs work within and beyond academia pursuing careers in other domains or engaging in multidisciplinary teams, the focus of doctoral education has shifted from the 'PhD as a product' to 'PhD as a process' (Durette et al., 2014), whereby students acquire certain intellectual virtues and varied skills.

These transformations were also reflected in PhD training in Russia, where vocational postgraduate education shifted to the third cycle (i.e. following bachelor and master studies), bringing both boons and banes. With this approach, the focus shifted from the obligatory defence of the PhD thesis in 3-4 years, to extensive coursework coupled with teaching practice. The benefits included new programmes and formats, a focus on research-specific learning outcomes and practice-oriented learning. However, the reform also highlighted 'a gap between the transformed status, process, normative legal base of doctoral programs and the rigidity of traditional approaches' (Chigisheva et al., 2017, p. 181). For instance, all PhD students in Russia, irrespective of discipline or science track, should take an English qualification exam, the format and content of which have not officially changed for decades. Here we present a successful case of PhD English exam transformation undertaken at Skolkovo Institute of Science and Technology (Skoltech), a young technical university.

Our efforts were driven by the idea that PhD training should provide a set of competencies to communicate complex science-based ideas to the professional community, industrial partners and the public at large. To this end, we not only tailored the course to the learners' needs but also gradually immersed the students in real academic situations: writing texts in various genres (abstract, paper, project proposal) and taking part in international conferences. Such tasks necessitate a high level of language and communication skills. Meanwhile, the traditional English PhD course and subsequent exam format introduced in the mid-20th century focus mostly on receptive rather than productive skills, and draw excessively on translation, which does not meet the students' needs, nor does it prepare them for real life in academia.

That is why we undertook to develop a novel type of exam structured as a multidisciplinary conference. The new format was successfully piloted in 2017 and is now officially recognised at Skoltech.

We argue that a multidisciplinary conference is a prime natural environment for a young scholar, and structure our activities in a way that engages PhD students in academic communication in a safe, life-like learning setting. Moreover, involvement in all stages of proposal submission and presentation gradually equips the students with the necessary skills.

The process consists of online and *in vivo* parts, with each component trained and reviewed over the eight-week term. The online preparatory phase requires the submission of an extended research summary, a 2-minute video abstract, and a deck of slides.

These assignments are all peer-reviewed. The instructor's feedback is provided at each stage. Students follow detailed guidelines and elaborate grading criteria developed for each activity. Thus, a complex event is methodologically broken down into essential steps. Moreover, through multiple iterations of each assignment, the PhD students are able to polish their performance and master academic communication skills in a realistic setting.

Based on feedback analysis, the new arrangement provides both a viable learning opportunity and an assessment tool pertaining to soft skills, including communication, creativity, listening to others, solving problems, finding answers to the questions, etc., which are at the core of academic communication. We used the classification of competences proposed by Durette et al. (2014) to further understand the impact of our reform on 82 respondents of 2020–2021. The majority of students (28%) marked that they acquired 'transferable competencies that can be formalised'; 22% – 'metacompetencies'; 17% – 'transferable competencies that cannot be formalised'. Interestingly, they also improved in 'behaviours' – 12.2%; 'dispositions' – 9.8%; and 'knowledge and specialised technical skills' – 11%. Predictably, most students found the peer-reviewing task challenging, especially considering the multidisciplinary nature of the reviewed material. Nevertheless, they reported that this experience was useful for addressing their problems with paper and presentation structure, style, grammar and vocabulary, and it helped them improve the overall presentation flow.

At the exam which is held *in vivo* (except during the pandemic), the students present their research in front of a committee comprising the language instructors and faculty members from different technical departments. This ensures a proper assessment of their research content and professional communication skills.

Designing the PhD exam as a conference provides a learning opportunity while fulfilling the assessment goal. Therefore, it can be a valid alternative to a traditional exam, especially in multidisciplinary EMI institutions.

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3.8 Teaching EFL learners how to infer and understand rhetorical purposes

Haeng-A Kim *University of Cambridge, UK* [Scholarship sponsored by the TOEFL© Program]

Background

I have been helping university-level EFL students prepare themselves for academic English tests, such as TOEFL and GRE for over 15 years, during which I have found it effective to use well-developed summative assessments as guidelines for what to focus on when teaching, among which mastering knowledge in lexical relations (synonymy and antonymy) and syntactic rules is found to be fundamental to academic English proficiency.

Introduction

In my talk, I first addressed common misconceptions in pragmatic questions, especially inference and rhetorical purpose questions, explained the real purposes of each question type, and presented how to analyse items and how to teach pragmatic questions to improve students' actual English skills while preparing for the TOEFL test.

Misconceptions

1 **Inference questions**
First, students infer through guesswork, of which the major difference is whether there is sufficient evidence or not. Second, teachers emphasise 'background knowledge' to infer. However, the ETS official textbook explicitly states that 1) every clue for a correct answer is provided in the given passage and 2) background knowledge is NOT required to find the correct answer.

2 **Rhetorical purpose questions**
First, students assume the author's intention is the main idea, so they read from the beginning. Second, students/teachers assume that they need to read to the end to find the conclusion. However, again, the ETS official textbook elucidates that a rhetorical purpose question is not about finding the main idea or conclusion, but about figuring out sentence functions. In other words, students' focus should be on the function of each sentence in the text, not reading to understand the content.

Solutions

1 **Inference questions**
Academic English reading tests intend to measure students' grammar and vocabulary knowledge, and inference questions are used to measure students' ability to find antonyms based on grammar rules, which are provided in a passage as evidence to find the correct answer.

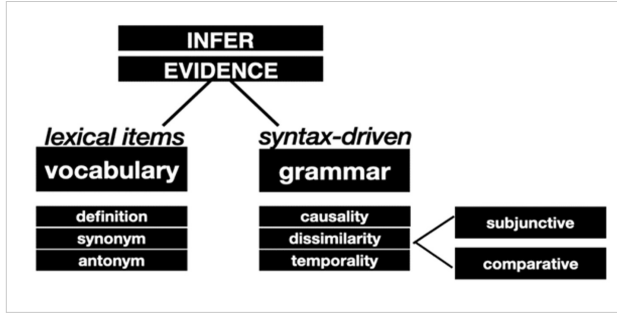
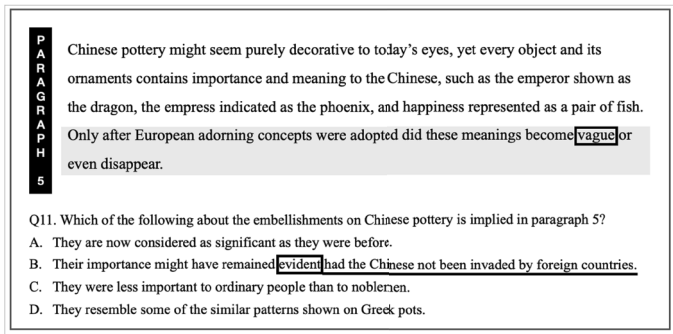


Figure 3.8.1: *Two types of evidence for inference questions*

As shown in Figure 3.8.1, I categorised evidence into three forms at the vocabulary level and grammar level, respectively. During my talk, however, I specifically focused on explaining antonym and dissimilarity clues with the subjunctive and the comparative grammar rules.

For instance, the question shown as Figure 3.8.2 asks students to infer about the decorations on Chinese pottery. To solve this question, it is crucial that students have knowledge of the subjunctive where they need to interpret the sentence correctly based on an antonym. Here, in the last sentence, the clue sentence, the word *vague* plays a role as the keyword for the answer. And then, the answer choice B contains the inversive form of the subjunctive (*had* the Chinese *not been invaded*… = *If* the Chinese *had not been invaded*…). So, option B should be decoded as 'because of foreign influence, their importance did *not remain evident*, hence an antonym of *vague*, i.e. *evident*, is required for the correct answer.


PARAGRAPH 5

Chinese pottery might seem purely decorative to today's eyes, yet every object and its ornaments contains importance and meaning to the Chinese, such as the emperor shown as the dragon, the empress indicated as the phoenix, and happiness represented as a pair of fish. Only after European adorning concepts were adopted did these meanings become vague or even disappear.

Q11. Which of the following about the embellishments on Chinese pottery is implied in paragraph 5?

A. They are now considered as significant as they were before.
B. Their importance might have remained evident had the Chinese not been invaded by foreign countries.
C. They were less important to ordinary people than to noblemen.
D. They resemble some of the similar patterns shown on Greek pots.

Figure 3.8.2: *An example of an inference question*

Following the explanation about how to solve inference questions in reading tests with antonymy and grammar knowledge, I showed the audience an example of classroom materials I had created. I excerpted sentences from introductory academic textbooks, with which I help my students analyse the same patterns and use them when they write. So, based on *grammar and vocabulary knowledge*, not only can students successfully find correct answers in *reading* tests, but they can also *write academic essays* in a proper manner.

2 Rhetorical purpose questions

Rhetorical purpose questions can be categorised into two types: one is asking about the author's intention; the other is asking about sentence function, but both can be solved with skimming skills. So, I presented 'how to read, not what to read' in order for teachers to guide their students in their own context to the active reading practice. I emphasised the function of full stops, lexical cues, and again, grammar rules for active reading skills. Parsing skills based on knowledge in sentence structures were emphasised as well to draw the big picture of an article, while reading every single word written in a passage is not encouraged in academic reading tests.

Conclusion

Well-designed assessments, such as TOEFL, can be a powerful learning tool when analysed properly by teachers based on their assessment literacy skills. Although I presented how to teach pragmatic question-solving in academic reading tests, what I hoped to deliver was the emphasis on analysing and using items in assessments to improve students' actual English skills that can be used in their later academic life.

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3.9 'Writer's voice is a writer's choice': supporting the reading-into-writing process

Angeliki Apostolidou *Durham University, UK*

I decided to talk about 'voice' in academic writing for several reasons. Most importantly, because mastering 'academic voice' is what students are advised to show in writing as it features in descriptors of exceptional bands of academic performance. Also, because teachers problematise about teaching it and international students find it especially challenging due to their limited perception of 'voice' (Hutchings, 2014).

Most writing assessment tasks in HE require students to access a range of sources, read critically and select relevant ideas to use as evidence to support a thesis and establish credibility with the reader. However, students lack understanding of what voice is and how they can find, develop and express it.

Despite the emphasis placed on voice, there is no standard definition of the term used in academic writing. In its most basic form, voice is 'what separates one's own words and ideas from those of others' (University of Melbourne, 2012).

Developing a voice is not an easy task. It involves 'writer's choice': choice of appropriate sources, choice of appropriately referenced evidence from the sources and choice of the appropriate language to present a clear stance and express original ideas. Students need to critically select and synthesise information from their reading to support their arguments and choose the language (metadiscourse features) to confidently signal a clear position in their writing.

The reading-into-writing process follows mid-to-higher-hierarchical cognitive skills (Bloom's taxonomy), that is from selecting/understanding, to applying/analysing and

to evaluating/creating. This translates into students reading broadly and critically, taking and building notes, synthesising evidence, reporting it appropriately, and presenting their own position with strong arguments, adding validity to their claims.

However, this may prove a challenging task, as unsuccessful selection and synthesis of the input from sources – that is, when trying to show the reader where opinions of scholars overlap and where they diverge – may compromise the student's own voice and credibility. Students often wonder how they can incorporate sources successfully without compromising their own ideas and without plagiarising. Deciding on the effects of different referencing methods and trying methods they are not very comfortable with (e.g. summarising instead of simply quoting) is key.

Effective note-taking, critical note-making and appropriately-referenced evidence are essential but not just to avoid the risk of plagiarism, which is a teachable skill. What the students choose to contextualise or omit from their notes also reveals much about the clarity of their interpretation of the voices of other writers against the strength and validity of their own arguments.

Research related to voice addresses 'metadiscourse' – an umbrella concept which involves interactive (frame markers, transitions, evidentials) and interactional (boosters, hedges, attitude markers) language features that contribute to the expression of voice (Hyland & Tse, 2004). They signal organisation of writing and expression of stance depending on the discipline or level of study.

To illustrate further, I presented three slides of the same extract from an academic essay on vegetarianism designed by the DCAD team at Durham University.

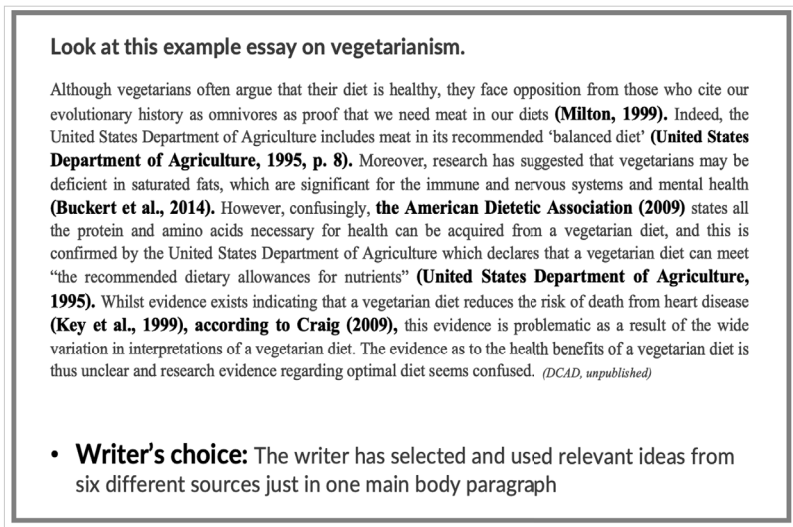

Figure 3.9.1: *Slide 1*

In the second slide, input/evidence from sources is synthesised using all three methods of referencing (quoting, paraphrasing, summarising).

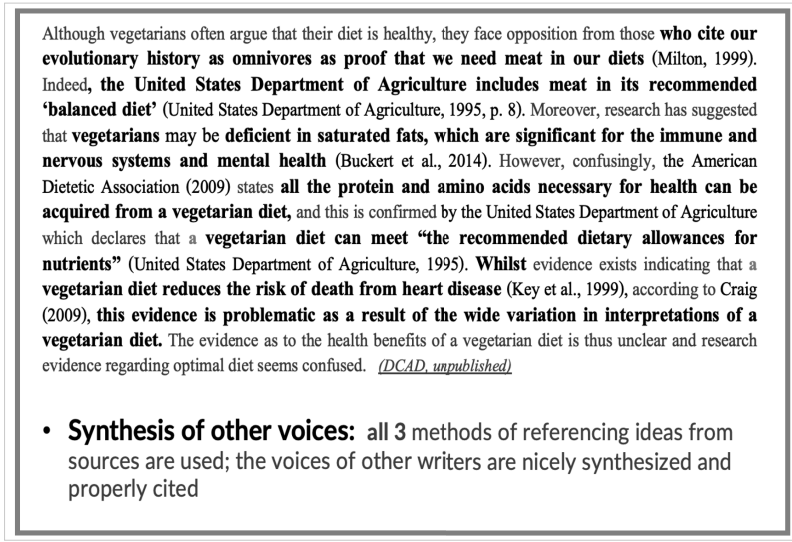

Figure 3.9.2: *Slide 2*

In the third slide, the writer's own voice comes at the beginning and the end of the paragraph, marked with interactive/interactional linguistic features. The writer is attempting to interpret the evidence presented and show stance.

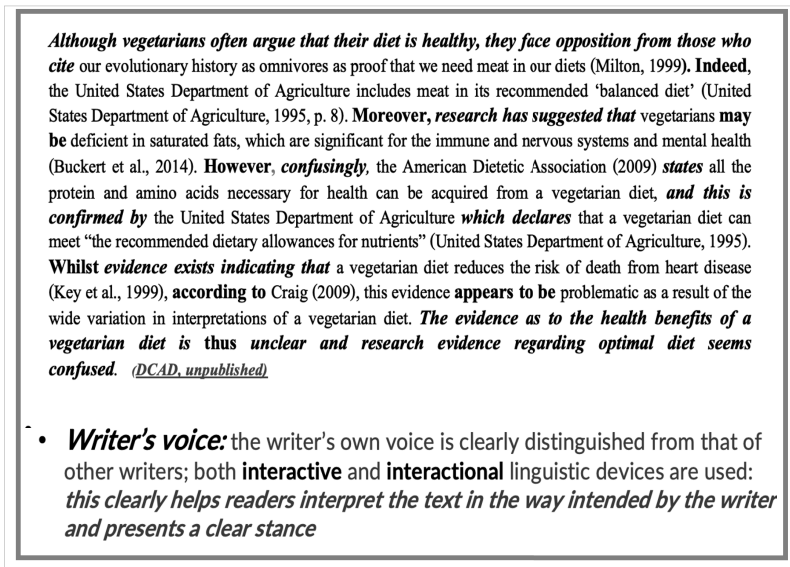

Figure 3.9.3: *Slide 3*

Though there is no quick-fix approach to achieving voice, this informal lightning talk aimed to offer practical tips on how to ensure that the reading-into-writing process can be a smooth transition from adequately selecting evidence from reading sources to compiling and critically evaluating it to support arguments. It also presented some of the complex challenges students face as they seek to adopt particular discourse markers: interactive and interactional metadiscourse and self-mention (Hyland & Tse, 2004) – which can communicate a voice but which may vary across disciplines or cultures.

Discussion among members of the audience after the talk offered further reflections and concluded that a student with ideas who has learnt to read critically and has made appropriate choices will strive for a voice and, thus, does not need to reproduce the ideas or words of others. Overall, it was agreed that overusing ideas from sources should be avoided and that the writer's voice should always be the strongest.

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4 English for business or specific purposes

The papers in chapter 4 feature practical approaches adopted in a range of business English and HE subject-specific contexts. **Simon Lehrner and Matthew Urmston** describe and evaluate a game-like simulation they designed to engage students during the remote teaching of a business English fundamentals course in Austria. **Marc Anderson**, on the other hand, reports on using online tools to enhance learning with business English students who work fully online for IT companies in Japan. Also based in Austria, **Rebecca Turner** describes how promoting 21st-century skills through formative assessment countered course 'fatigue' on a marketing and communications course; and **Stella Smyth** reports on supporting postgraduate law students in writing a legal academic assignment during an online pre-sessional course. More generally, **Glória Regina Loreto Sampaio** discusses the merits and methodological considerations of mind-mapping as a pedagogical tool in ESP academic and professional settings. The chapter rounds off with a glimpse into presentation coaching by **Rachel Appleby**, who describes the approaches she employed with three high-profile clients preparing to give high-stakes' talks for international conferences; and **Dolon Gupta** recounts her experiences of designing, developing and delivering courses to meet the specific learning objectives of markedly different target groups in India.

4.1 Designing engagement: a case study for playful remote business English

Simon Lehrner and Matthew Urmston *Competence Center for Business English, FHWien der WKW University of Applied Sciences for Management & Communication, Wien, Austria*

Background and rationale

During the pandemic we observed many of the first-year BA students at our university disconnecting during remote teaching and generally lacking real engagement with our business English classes. Our preferred method of actively working with students in their small groups (around 20) soon felt more like lecturing into a black box. To break the monotony, we decided to experiment with a novel approach to encourage collaboration and foster a 'team spirit' amongst students.

Employing game design elements to encourage engagement and cooperation between students, we set up a simulation on the topic of sustainability – a particular focus here at our university. Specifically, we designed the simulation, which took just over two hours for students to complete, to go beyond the badges, points and

leaderboards commonly utilised in gamified education. In fact, we intentionally aimed to avoid individualised competition and instead opted for an approach in which students were collaborating right from the start. To boost motivation, most of the simulation was student-guided and designed to provide for a wide degree of choice and autonomy.

Drawing upon a meta-analysis of various types of gamification design elements, we opted for a 'quest'/'mission' design with clear goals and deadlines, along with a strong focus on collaboration, and a clearly defined scenario, all in order to establish a sense of purpose. These elements were associated with the biggest impacts on student learning outcomes (Huang et al., 2020) and we hypothesised that they would also foster a feeling of meaningful cooperation.

Structure of the lesson

The lesson in question took place halfway through a one-semester business English fundamentals course. Prior to this, students had learned topic-specific vocabulary relating to the different business areas and roles in a prototypical business. As prescribed in our curriculum, this session aimed to cover possible connections between success in business and sustainability. By the end of the lesson, the goal was for students to have produced a specific plan of how a given company could become more sustainable. The group had just over two hours to develop this plan, as this is the standard time frame for all business English classes at our university. Afterwards, students did not receive a grade for the simulation, but they received formative feedback on the project plan they had produced by the end of the lesson.

The first step of the simulation was students voting on a company that they most wanted to see improve its sustainability measures. The selection of companies was compiled by the lecturer based on earlier student suggestions. Following this, they chose a department within this company that they would like to work in. From there on, students collaborated on a document (divided into self-selected virtual breakout rooms), which laid out their deadlines and goals, in the form of checklists. These deadlines roughly structured the lesson into three stages in which students were to:

1. identify possible changes for the company and produce the roles and responsibilities of their department;
2. produce a first draft of their department's contribution to the overall project plan; and
3. coordinate, proofread and edit the project plan.

To foster team spirit and the successful completion of all of the above, one group of students formed a management team which focused on coordinating and aiding collaboration between the departments.

Results

Following the lesson, students were asked to answer a short questionnaire on their experiences during the simulation. These findings and our observations as lecturers suggest that students were in fact particularly engaged with the lesson content and collaborated effectively in line with the intended objectives of the simulation.

As the literature suggests, clear goals and deadlines, coupled with game mechanics supporting collaboration, along with emotional buy-in, seem to lead to increased

student motivation. The vast majority of students appeared to be deeply involved during the lesson, and this observation was also confirmed by students self-reporting on their level of engagement in the survey.

Recommendation

While students also reported initial uncertainty about the task, this was vastly outweighed by the reported benefits gained from the teamwork and collaboration aspects of the simulation. As lecturers, it was exciting to observe the lively atmosphere during the simulation compared to the somewhat passive earlier sessions.

Since design elements such as a quest/mission structure, collaborative tasks and a strong narrative-style scenario are versatile, we believe that they could be implemented to teach a wide variety of subject matter. We, therefore, think that this particular approach to gamification offers exciting potential, specifically for remote teaching settings.

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4.2 Tools for success: using technology to enhance learning

Marc Anderson *Comas LLC, Tokyo, Japan*

Introduction

Business English learners face numerous challenges that can often hinder the language learning progress. This paper will explore how easily available online tools have been utilised and integrated into a framework to enhance learning. The context of this paper is with business English learners in Japan who work for IT companies fully online.

Issues for learners

Throughout years of teaching in Japan, we have identified three main issues that are prevalent for this group of learners.

1 **Sporadic study:** Learners struggle to achieve consistent study and tend to have spurts of learning followed by extended periods of little to no study at all.
2 **Unsuitable materials:** The vast majority of readily available textbooks and materials are outdated and not applicable to learners in the tech industry. In addition, the actual language used in this context strays away from formal business English to more casual communication that is rarely addressed in mass-produced materials.

3 **Learning in isolation:** Learning by oneself requires an enormous amount of drive and also limits the chance to learn from peers.

Online tools

We used Google Suite tools such as Google Sheets, Google Docs, Google Meet and Slack. These are available in free forms as well as in the form of subscriptions which allows for more features.

Benefits of the tools

There are three primary advantages for learners in using these tools, namely existing familiarity, ease of use and the ability to customise them.

Familiarity: The learners use these tools for their daily work and as a result, there is no learning curve when they use them for their English study.

Ease of use: More importantly, there is no extra effort required for the learners to access these tools as they can keep the tabs open in their browser as they would for other work-related tabs. This makes a huge difference to busy professionals where the act of having to log in to a new site or switch browsers can mean they end up putting off studying. By making access to these tools as easy as possible, it is much easier for learners to study consistently.

Ability to customise: Finally, these tools have a multitude of customisable features and functions which enable us to match the needs of our learners in a way that is truly beneficial to them and to the program as a whole.

3Cs framework

This framework was developed in response to the aforementioned three main issues for learners. The 3Cs framework addresses each of these common issues through the following: consistency of study, customisation of materials and community building for learners.

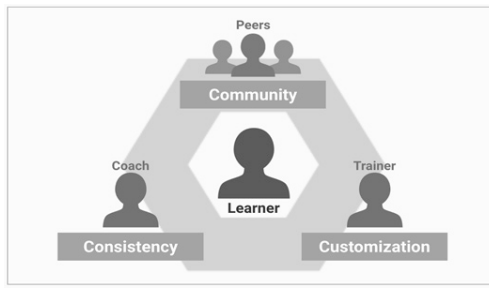
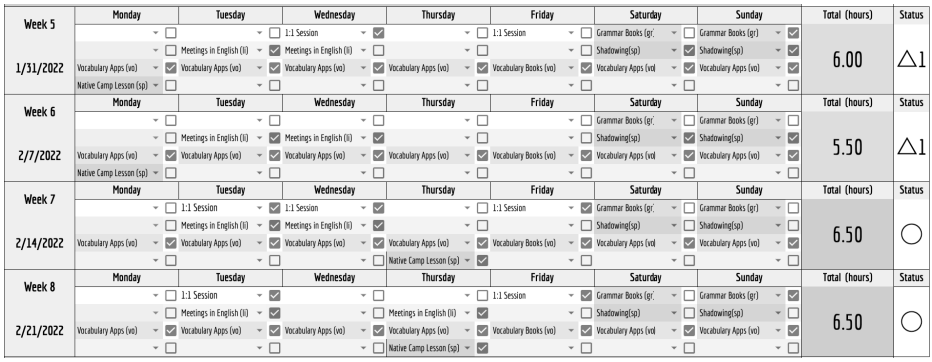


Figure 4.2.1: *3Cs framework*

Consistency: In order to improve language learning, cultivating consistent learning habits is essential. To achieve this, learners are provided with a study planner tool made on Google Sheets. This allows them to plan their weekly self-study down to 30-minute task blocks with their trainer and check off the tasks they have done. A gamification function is included so that as they complete tasks, the colour of their weekly study goals changes from red to yellow to green.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total (hours)	Status
Week 5		1:1 Session		1:1 Session		Grammar Books (gr.	Grammar Books (gr)		
		Meetings in English (li)	Meetings in English (li)			Shadowing(sp)	Shadowing(sp)	6.00	△1
1/31/2022	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Books (vo)	Vocabulary Apps (voi	Vocabulary Apps (vo)		
	Native Camp Lesson (sp)								
Week 6	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total (hours)	Status
						Grammar Books (gr.	Grammar Books (gr)		
		Meetings in English (li)	Meetings in English (li)			Shadowing(sp)	Shadowing(sp)	5.50	△1
2/7/2022	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Books (vo)	Vocabulary Apps (voi	Vocabulary Apps (vo)		
	Native Camp Lesson (sp)								
Week 7	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total (hours)	Status
		1:1 Session	1:1 Session		1:1 Session	Grammar Books (gr.	Grammar Books (gr)		
		Meetings in English (li)	Meetings in English (li)			Shadowing(sp)	Shadowing(sp)	6.50	◯
2/14/2022	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Books (vo)	Vocabulary Apps (voi	Vocabulary Apps (vo)		
				Native Camp Lesson (sp)					
Week 8	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total (hours)	Status
		1:1 Session			1:1 Session	Grammar Books (gr.	Grammar Books (gr)		
		Meetings in English (li)		Meetings in English (li)		Shadowing(sp)	Shadowing(sp)	6.50	◯
2/21/2022	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Apps (vo)	Vocabulary Books (vo)	Vocabulary Apps (voi	Vocabulary Apps (vo)		
				Native Camp Lesson (sp)					

Figure 4.2.2: *Example study planner sheet*

Customisation: In order to deliver one-to-one training sessions that fit the needs of the learner, Google Documents is used as the main tool. Relevant links and self-study materials are pasted in the doc as well as in-session corrections, new vocabulary and practice exercises. This allows the eventual formation of a personalised study notebook that the learner and the trainer can use for review.

Google Sites is another tool which can be used to create online materials. In essence, it can be a personalised virtual textbook. The benefit of this is that it can be updated instantly based on feedback from the learners, as well as whenever the content needs to be renewed.

Community: Slack is used as a community channel where learners are asked to share their key learnings from their one-to-one training sessions. The benefit of this is that they have to reflect on what they want to share with others, so it adds an opportunity to review their learnings from their previous session. Along with this, they post monthly output tasks, which are videos of them presenting on a set topic. Learners are encouraged to read and watch each other's posts and comment on them. This facilitates peer learning along with natural interactions in English between learners, and allows for engagement to occur beyond the training sessions themselves.

By using the tools to build upon the 3Cs framework, we have been able to achieve consistent results with our learners and have received overwhelmingly positive feedback as to how these tools make language learning a smooth process that they can fit into their busy schedules.

Conclusion

Readily available online software can enhance and streamline the learning process for learners. When integrated together they can provide a learning experience for business English learners that is seamless and sustainable. For language teaching professionals, gaining a grasp of and mastery of these tools can not only add to their existing skill set, it greatly amplifies their ability to give their learners what they need.

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4.3 Promoting 21st-century skills through formative assessment

Rebecca Turner *University of Applied Sciences, St. Pölten, Austria*

Teaching setting

The following observations, tasks and subsequent conclusions are based on English language classes on a BA Marketing and Communications course at a University for Applied Sciences in Austria.

Challenges

The challenges that my team and I encounter are language course 'fatigue', as most students have already had a minimum of eight years of formal English instruction at school and have a further five semesters of English ahead of them on their university course. Due to the students' level (B2+), it is difficult for them to recognise significant improvements in their language competence. Furthermore, the test-driven education system tends to impede the students' overall development as learners. The effect of this can be seen when students focus predominantly on grades, rather than considering the process of undertaking a task and the learning that surrounds this.

Formative assessment

To address the test-oriented mindset, formative assessment was built into the language courses. This was done using four principles from Broadfoot et al., (1999) and Carless (2007), to provide a framework for the teaching approach:

1 **Feedback.** Provide effective feedback to students (timely and forward-looking – to encourage future learning).
2 **Student involvement.** Involve students in own learning/goal setting/reflection.
3 **Self-assessment.** Use assessment criteria for students to self-assess and peer assess.
4 **Adjust teaching.** Adapt teaching approach to students' needs in response to formative assessment task.

The result of using formative assessment demonstrated students were more involved in their language courses through evaluating each other's work, giving and receiving feedback (from teacher and peers) and reflecting on tasks.

Learning outcomes

Despite the improvements through implementing formative assessment, I was convinced there was potentially more added value. I reviewed the learning outcomes of each course and concluded these did not address the fact that the students were developing language skills for their future jobs. By looking at the objectives of the courses, then working backwards and considering the skills necessary for goal achievement, I identified specific 21st-century skills for work that students would need to employ.

Incorporating 21st-century skills for work

The World Economic Forum report (2020) outlines the top skills employers would require by 2025.

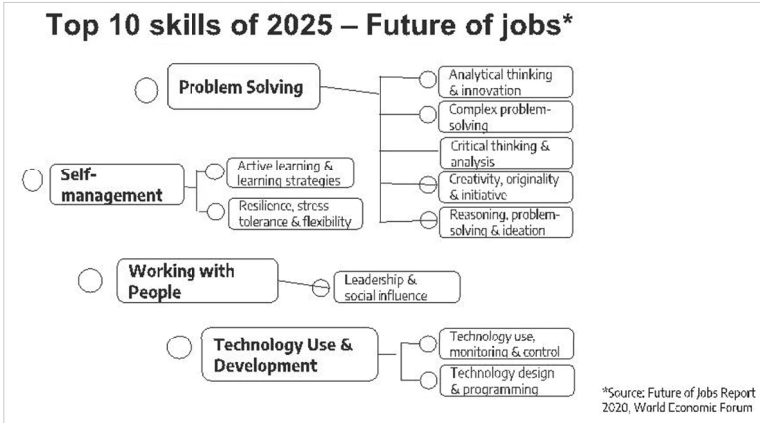

Figure 4.3.1: *Required skill areas for businesses by 2025*

I analysed a) how formative assessment could be incorporated into the course tasks, and b) which 21st-century skills for work would be employed while students carry out the tasks. Below is a sample of the tasks the students participate in on the English course, the features of formative assessment that are embedded, and the 21st-century skills for work that are practised.

Tasks	**Formative assessment features**	**21st-century skills for work**
1 SMART goal-setting: students set their SMART goals (Specific, Measurable, Attainable, Realistic, Time bound) at the beginning of the course and revisit these at the end.	self-assessment/ discovering effective learning strategies	self-management/ problem-solving
2 Creating/maintaining an e-portfolio which showcases work covered throughout course (including reflections on tasks)	evaluating own work/ identifying areas of improvement	tech use & development/ self-management
3 Text about a cultural communication theorist: small groups read/discuss text – cross group, inform each other of their expert & explain the theory	peer teaching	problem-solving/ working with people

4 Student pitch (including creation/preparation/execution): formative and summative assessment from peers and teacher (both written and oral feedback)	feedback on pitch: creation/content, execution + feedforward	problem-solving/ tech use/ self-management/ working with people
5 Marketing students: writing a creative brief for a client in the form of an infographic – task will receive a grade	understanding and using assessment rubric/ peer review before submission	problem-solving/ tech use/ self-management
6 Marketing Students: running a brainstorming meeting to clarify aspects of a marketing campaign (within a student project)	identify own goals, reflect, evaluate, receive feedback (teacher & peers)	problem-solving/ working with people/ self-management

Table 4.3.1: *Examples of tasks which embed formative assessment and 21st-century skills*

Conclusion

Formative assessment supports a learning-oriented mindset (as opposed to test-driven). Students have begun to better understand the process of learning and have started reflecting on their progress in more depth. The 21st-century skills for work, which are required for task achievement, need highlighting and promoting, so the course becomes more than 'just a language course' and is subsequently more motivating for the students. Finally, by incorporating the skills into the course learning outcomes, English is better aligned within the curriculum for a Marketing and Communications degree, rather than being a stand-alone subject.

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4.4 Engaging postgraduate law students in writing a legal academic assignment

Stella Smyth *The Language Centre, University of Aberdeen, Scotland*

In 2020, I was an EAP tutor on a 5-week, online pre-sessional legal English course at Queen Mary University, London, where I taught a group of 16 international law postgraduates the process of researching and writing a 2,000-word assignment.

My IATEFL presentation thus shared the following inter-linked reading and writing tasks that could be adapted to other pre-sessional legal English courses, where the students' initial reading and writing level is approximately 6.0 IELTS. I also considered the EAP principles underlying these tasks (Bruce, 2021; Hyland & Hamp Lyons, 2002).

First, as their EAP tutor, I presented this writing assignment brief to my class of 16 law students. This was the same brief that I and the other EAP tutors delivering this pre-sessional legal English syllabus used:

> *Discuss the impact of globalization on one of the following 6 areas of law, using opinion from recently published law journal articles, recent legislation, and/or case law. Your essay should refer to at least 6 sources. (2,000 words)*
> ***1*** *Environmental law*
> ***2*** *Transnational and International law*
> ***3*** *Global Market and World Trade*
> ***4*** *Crimes against Humanity – Human Rights*
> ***5*** *Social and legal theory*
> ***6*** *Intellectual Property law*

During my presentation, I then outlined the challenges of this assignment: namely, that students must give the assignment brief a focus and reduce its scope by critically turning it into their own individual essay titles.

Students are facilitated by the pre-sessional course director (in consultation with the Law Dept academics) providing a selection of eight initial secondary legal sources that link to each of the six legal areas in the assessment brief. These eight readings are put on a collaborative class Padlet, so that with the above broad essay topic and area of law that interests them in mind, each student selects two of the eight readings and writes their responses to these three questions directly onto their class Padlet (time limit approximately 3hours for students):

> Q1 *Which text did you find the most interesting and why? (approximately 50 words)*
> Q2 *Something you agree with or disagree with in either of the texts, and say why (approximately 50 words)*
> Q3 *Something that you want to discover more about and why (maximum 50 words)*

I then engaged personally with each of my 16 law students' responses to the three questions by posting my comments on the Padlet; the students could also see from their peers' postings whether their selection of two readings and their responses to them were similar to or different from their classmates'. To exemplify, during my IATEFL presentation I shared this particular interaction with one of my students:

> Hi Yan, your Q2 paraphrase of one of Dutfield and Suthersansen's (2020) main arguments might be useful for reflecting further on what you would like to analyse and argue in your own essay. You may like to consider the extent to which the concept of copyright can be protected and equitably sustained in a rapidly expanding digital global context.
> Hi Stella thank you for your inspiration. It is exactly what I am interested in. Copyright law is complex but attractive –Yan

Later, Yan used Dutfield & Suthersansen (2020) as one of her core texts for her assignment and came up with this final version of her title after some further tutor and peer feedback: 'Analysing the frontier of foreign software protection in China: the state and globalisation', which engaged with the concept of law and globalisation (Intellectual Property law).

I then considered the benefits of developing students' criticality by first providing them with the Padlet reading questions and sources, so that they can then use their choice of texts and their EAP tutor's individual feedback on their answers to the reading questions, to move on to narrowing down and drafting their individual essay titles and annotated essay plans.

Parts of these Padlet readings were also recycled during the course for micro-writing tasks on paraphrasing, summarising and citation skills. According to student feedback, this recycling also enabled them to better understand these sources' legal claims, and that by formulating and researching their own precise essay title, they could research topics that were directly relevant to their future LLM modules. My IATEFL audience concluded that this scaffolded approach to developing students' critical reading and writing skills around a core academic concept (law and globalisation) encouraged student autonomy and personal engagement with their essay subject.

Acknowledgement

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4.5 Mind-mapping strategies in ESP academic and professional settings

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Introduction

As pedagogical tools, mind-mapping strategies provide valuable clues on how to grasp the sense of written/oral texts, and practical guidelines to facilitate the task of re-expressing the messages conveyed therein. The focal point of this report centres on mind-mapping in ESP for the accomplishment of academic and professional tasks, with special attention to some translator and/or interpreter training settings.

Definition

Mind-mapping consists of an intuitive framework or diagram for representing tasks, words, concepts or items linked to and radiating from a central point, using a non-linear graphical layout. It is a quite effective and creative way to understand, organise, record, memorise and retrieve information. As not only verbal signs but also colours, images and symbols can be used, it is more in line with the brain's natural way of doing things whereby both sides work together in a more organic method of thinking (Buzan, 2012).

Mind-mapping and metacognition

Metacognition – the ability to think about thinking – is a crucial part of learning. The many activities involved in mind-mapping (planning, organising information, predicting, reflecting, evaluating actions, making decisions, etc.) demand an awareness and conscious control of one's cognitive processes. Since in mind-mapping 'all aspects of the brain work synergically with thought beginning from a central point' (Sung, 2020), mind-mapping should be considered a highly metacognitive process.

Learners must fine tune their metacognitive skills to support their academic learning and prospective activities in the world of work (Astriani et al., 2020), and indubitably mind-mapping is a valuable means towards this end.

Mind maps in ESP: some methodological considerations

A well-devised mind map is a logical framework and scaffold that can foster deeper levels of mental processing and critical thinking. Devising the mind map demands a considerable amount of mental effort, but making use of it involves a less intense cognitive load. Consequently, the written/oral (re)expression of the contents represented therein is facilitated.

Mind-mapping: improves reading, writing and oral (re)expression skills; fosters text/speech analysis and perception of underlying logical structures; helps visualise concepts in diagrammatic form and splits texts into meaningful chunks; and improves note-taking (from linear to an organically-integrated diagrammatic form).

In translator and interpreter training, two possible routes towards these objectives could be: a) study/analysis of written texts + mind-mapping + production of written summaries based on the mind maps; b) study/analysis of oral texts + mind-mapping + oral reformulation based on the mind maps, first in source and then in the target

language. Such activities are particularly valuable as a preparation for sight translation and consecutive interpretation in community interpreting settings.

The essentials to be taken into account when dealing with written/oral texts to be materialised in mind maps encompass: the *sense* of the message in question (i.e. the resulting effect of the interaction between the verbal and non-verbal components); *awareness-raising* about macro-thinking (the text/speech as a large unit of sense) and micro-thinking (text segments carrying partial meanings); and due *attention to logical links and hierarchy of values.*

Mind-map models and types (concept, fishbone, bubble, circular, sector and tree maps), guidelines on how to structure mind maps, and illustrative examples of effective mind maps for written/oral (re)formulation tasks in ESP should also be presented to learners.

Attention should be given to some principles of good mind-mapping. Sung (2020) states that mind-map components ought to be: *grouped* (adequate categorising of data); *reflective* (the parts of a mind map should reflect one's ideas); *interconnected* (the elements therein should be interrelated, and offer the possibility of new connections); *non-verbal* (transitioning from linear note-taking to a more free-flowing approach); and *directional* (a logical sequence, eliciting cause and effect relationships).

Undoubtedly, the visual impact, quality and effectiveness of a mind map have to do with adequate processing and categorising of information, resulting in an arrangement that makes sense, with smaller concepts fitting together into the 'big picture'. Thus, the information can be appreciated holistically, and contents are not isolated (i.e. weaker and more forgettable) but logically integrated (i.e. easier to access at a glance). Regarding classroom dynamics, working in groups in an atmosphere of cooperative effort is the ideal configuration.

Final considerations: mind-mapping as a pedagogical tool in ESP

In my personal teaching experience, mind-mapping has shown to be an effective study-learning reinforcement and assessment strategy. It enhances academic achievement, improves learners' metacognitive skills, fosters creative thinking and attainment of knowledge, facilitates recall of factual material, and also brings variety and generates motivation.

Cooperative mind-mapping building has proved to be an even richer process, contributing to higher levels of learning and providing a good preparation for ESP professional life scenarios.

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4.6 Presentation coaching: delivering value faster

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Introduction

Working recently with three high-profile clients on high-stakes' talks for international conferences was, I think, as thrilling for me, as for them. None of them had presented in English before. Their levels ranged from A2 to B1(+). Their jobs were on the line! The clients were the following (not their real names):

- Rob: an IT expert for Hungarian television presenting at a conference in Spain (rusty B1+);
- Orsi: an art historian talking to an international audience online (she had had no previous formal English training; she is fluent in German); and
- Kris: a Hungarian politician giving a keynote speech at an international conference (active A2; reasonable passive vocabulary in topic areas relevant to his work).

My challenge was to prepare these presenters to have the confidence to succeed, on stage, in an international context. I'll briefly indicate how – with each client – we determined the focus required for success.

Procedure

Rob spoke hesitantly, in a jumpy fashion. His Prezi 'frames' included images which were Hungary-centric and he planned a live software demo for Spain. As an outsider, I suggested he internationalise his images, and record a demo. Our focus was mostly on linking sounds – something which was new to him. While it's not difficult to link a final consonant or a word to the initial vowel of the next (notable exception: *university*), the 'hidden' /j/, /w/ and /r/ sounds of connected speech (which I call 'vanilla ice-cream' rules) entertained him: being in IT, he was able to find those places. With practice, he sounded more fluent, and began editing his text on the shared Google doc. No sooner had he given his presentation, than he sent a YouTube link to the live recording. Encouraged, he asked for further support in preparation for a meeting in English about saving Hungarian material digitally in the Arctic World Archive.

My art historian, Orsi, initially asked for help with her post-talk Q&A. Her presentation text had been translated from Hungarian, and she was confident she could read it comprehensibly. Despite its long sentences, and academic quality, she was reluctant to accept any suggestions for change. Her single concern, and fear, was on-the-spot questions. We looked at various strategies: tactics for delaying answering questions, and useful phrases. She finally agreed to send me sample questions, with possible answers, which we role-played. In the event, her presentation was well-received and the Q&A practice paid off.

My third candidate, Kris, presented me with a text which had been written by speech-writers. Not only was it considerably longer than his allocated time, but it included phrases he did not understand. Once we had edited it back (and received approval), we focused on effective delivery alone: word and sentence stress, and appropriate pausing: 'soundscripting' (Powell, 1996). He also gradually became familiar

with phonemic script – a worthwhile investment. The upshot of the intensive work two colleagues and I put in was the client not only delivering his talk successfully, but also being able to have short topic-related conversations with other non-native speakers, and receiving an invitation to speak at COP26. His confidence soared and his dependency decreased.

Conclusion

I co-taught the third client, Kris (3–5 lessons/week), with two colleagues, but with all three clients it was necessary to be flexible. Initially, it was important to build trust, liaise and discuss who would edit the presentation text (Google docs online), and always to respect clients' expertise. Sometimes it was inappropriate to give the support I'd have liked to (how text/images were used on slides, etc.); rather, it was crucial to keep clients' confidence high. As time was limited (3–4 weeks in each case), and needs specific, we worked collaboratively, and step-by-step, to make improvements on what each client already had, on each occasion achieving small successes – much like the incremental steps, or 'iterative' approach in software updates regularly received on smartphones. This is similar to what is known as the 'Agile' approach, popularised in a 2001 manifesto, originally intended for software development, and now used in business. Below are some of the key 'Agile' issues (*italics*), alongside my parallel approach:

- *Planning, executing, evaluating*: clarifying student expectations; showing respect for clients' expertise; providing practice and ongoing feedback;
- *Collaboration*: working together on Prezi and Google Docs; and
- *Iterative*: fine-tuning presentations; working on and improving fluency and delivery; and practising questions, little by little.

Working in this way, and focusing on continuous improvement, enabled me to 'deliver value faster': increasing accuracy; improving professionalism; and boosting student confidence for international success.

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4.7 Many Indias: communication training for diverse audiences

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In India, English can be an aspiration, a status symbol, a livelihood or a source of discomfort. There is no single India story. However, the language of colonial imperialism has now evolved into the 'language of professional opportunity'. English is the key to unlocking job opportunities and bettering one's career prospects. The objective of my presentation was to showcase, via experience-based case studies, how one can design,

develop and deliver courses that help meet specific learning objectives of vastly varied target audiences.

Design: case study from small-town India

India has 19,565 mother tongues, 22 scheduled languages and 99 unscheduled languages (Government of India, 2011). It would truly have become the tower of Babel had it not been for the two official languages – Hindi and English. Multilingualism in classrooms is especially palpable at the undergraduate level when youngsters leave their hometowns and zip across the country to study at their institute of choice. Although English is no longer, officially, the medium of instruction in higher education since the New Education Policy of October 2020, it still lends an edge to those seeking admission to good colleges. Data shows students from big cities are more proficient in English than their counterparts from small towns (Rukmini, 2019), and many education companies cash in on this market.

While engaged in one such project targeting small-town high school students, the initial course design had to be overturned after survey results came in. Though school authorities insisted that language proficiency was an issue, the survey showed that learners were not ready to pay for it. They wanted a behavioural course – they wanted to learn how to 'behave' confidently while using English.

We went back to the drawing board and redesigned the entire course. The outcome was a course on the language of confidence – how language could be leveraged to understand and shape confident behaviour. A 6-hour gamified, interactive, e-learning course was designed. The target audience was expected to be at A2/B1 level. Though expected outcomes targeted behaviour rather than language, we added enough language elements in the course for learners to move up at least one level. The course comprised three, two-hour modules.

Module 1 was based on self-awareness: self-talk, acknowledging and addressing one's own strengths and weaknesses. Module 2 was based on interaction with one's immediate circle of family and friends: showing tolerance and compassion to others as well as standing up for oneself or others. Module 3 was based on interaction in large groups: demonstrating the ability to take control, influence others and lead change.

However obvious the requirement may seem, needs analysis is an essential step to design audience-oriented courses.

Develop: case study from marginalised sections of society

Studies have shown that the income of Indian men can go up by 34 per cent based on their knowledge of English (EPW, 2021).

While working on the course material for security guards of a multinational company, I knew that the learners were from economically disadvantaged sections of society and had extremely limited knowledge of English. Their tasks primarily involved greeting and prompting others to action – showing an ID card, putting a laptop on the scanning belt, etc. They were responsible for a very critical factor – security. Basic English skills were essential to work effectively.

The contact points between the guards and the employees became the focal points around which the material was built. It was a 12-hour course divided into four,

three-hour sessions. These sessions were delivered face-to-face, in workshop mode, over two weekends. The objective was that learners could start using the language immediately.

The content comprised a series of scenarios that were based on everyday tasks of the Security personnel. The tasks were repetitive with barely any need for open conversations. In order to prepare the course material that could be delivered effectively and grasped easily by the learners, sets of simple sentences and very short conversations were developed based on real-life scenarios (see Figure 4.7.1). During the session, learners had to read them aloud repeatedly and memorise them using the old 'drill' method. The focus was not on accent but clarity and tone. In schools in rural India or those attended by poor children of urban India, rote-learning is the norm. The familiar learning methodology compensated for the difficulty the security personnel may have faced coping with the English language. They could learn and produce complete sentences and dialogues in a matter of hours.

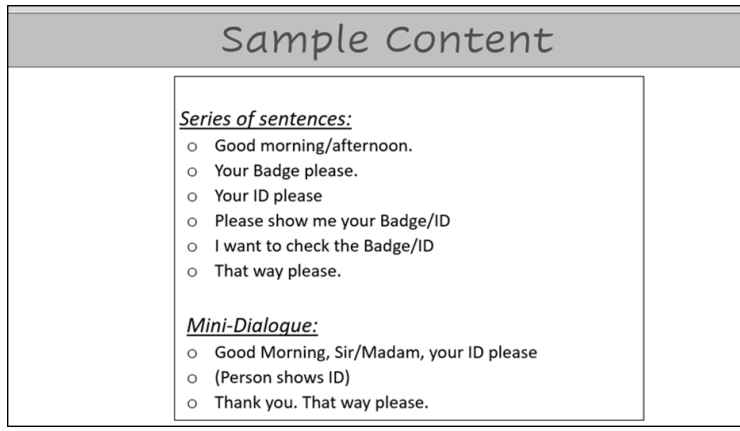

Figure 4.7.1: *Sample content from the security guard course*

Course material needs to factor in learner profiles and sensitivities as well as enable a teaching methodology that is most effective for the learner.

Deliver

During my presentation I chose to demonstrate what I wanted to say about delivery. I shared how I had prepared the delivery of the session. As someone from the land of 'explosion of the senses', I wanted to leverage the face-to-face mode of delivery to tap into as many of the senses as feasible.

There were many case studies I would have liked to present, but given the time limit, I opted for a 'Show and Tell' method, where participants were requested to pick only two of the items I had displayed. Each item represented a) one of the five senses, b) a quintessential aspect of India, c) which led to a story, d) which, in turn, led to a case study.

This worked well – it helped the audience relax, engage and, to a certain extent, decide what they wanted to hear. It opened up conversations resulting in an animated question and answer session. Some participants even met up later to hear stories of the items that had not been chosen during the session.

Fully utilising the potential of a mode of delivery helps create an enjoyable and non-threatening space. This enables psychological safety, engagement, comprehension and retention.

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5 TEYL

Chapter 5 starts with **Nayr Ibrahim**'s opening plenary report, in which she looks back on what has been achieved in the field of ELL (Early Language Learning) and (re)imagines a new itinerary to teaching English to even younger children. The chapter also includes accounts of three distinct Hands Up projects: **Rajaa Abu Jasser and Sara Wood** share a range of practical activities to empower teenagers and change the teacher–learner dynamic; **Haneen Jadallah** explains how young teenagers in Gaza and Argentina can build bridges across cultural differences through performing each other's personal stories; **Samir Salama and Paul Dummett** show how giving teenagers from different cultures opportunities to talk about their lives and identities taught them (the authors) what intercultural communication means. The two remaining papers included here both introduce materials specifically designed by the authors to introduce non-native YLs to phonics and social causes. **Stella Palavecino** addresses issues around using the phonics approach (designed for native speakers) with non-native English speaker YLs in Argentina, and suggests how adjustments can be made by means of stories for what she dubs 'EFL Phonics'. **Margarita Kosior** exemplifies how young learners can be inspired to fight for a social cause by describing the stories and activities she uses in her Tales of Strays campaign.

5.1 Plenary: (Re)imagining and (re)inventing early English language learning and teaching

Nayr Ibrahim *Nord University, Bodø, Norway*

We live by metaphors, and those metaphors shape our lives and give meaning to our actions. In comparing the unprecedented rise of teaching English to ever younger children around the world to a runaway train, I acknowledge the different forces that have driven early English language learning over the last thirty years. This metaphorical journey, full of theoretical twists and turns, methodological uphills and downhills and pedagogical potholes and gap fills is interspersed with our personal experiences of growing into teachers of English to children. At this crossroads, during my opening plenary on young learners at IATEFL 2022, we stopped to contemplate the potential of this opportunity for raising the status of ELL (Early Language Learning). We looked back at what we have achieved, took stock of what we have built as a community of practice and (re)imagined a new itinerary for teaching English to even younger children. We celebrated the work of teachers, educators, researchers and scholars, who have manoeuvred the TEYL (Teaching English to Young Learners) train through the

rocky terrain of adult ELT, and positioned early English language learning as an area of study, worthy of disciplinary scrutiny and rigour, but also a practice full of creativity, innovation and passion.

The journey begins: the 'younger is better' mantra

The rush to teach young language learners was powered by the 'younger is better' perspective, and as Dewaele (2009, p. 279) states, 'few topics in applied linguistics have attracted as much sustained attention'. This viewpoint had its beginnings in the Critical Period Hypothesis (CPH), a term coined by Eric Lenneberg in his book, *Biological Foundations of Language,* published in 1967. Lenneberg hypothesised that biological maturation guides language acquisition, hence language could only be acquired in the critical period between infancy and puberty. Applied to a second language learning context, if the target language is not acquired by adolescence, it becomes impossible to attain native-level mastery in this language. Another influence on the 'younger is better' perspective was the research emerging from Canada in the sixties and seventies on bilingual education (Peal & Lambert, 1962). In these English-speaking contexts, children were learning English where it was widely spoken outside the classroom. Hence, daily exposure and interaction with other English-speakers in real communicative situations contributed to rapid progress in language learning. These findings were transposed wholesale to early foreign language learning contexts to support and justify the introduction of a foreign language to young children. However, in these low exposure contexts children are learning English as a school subject for a few hours a week. Input is minimal and artificial as the language is not learned or used in a naturalistic environment (Pinter, 2017). Young children are still developing their metacognitive skills and learning strategies, which adolescents and adults bring to a language learning situation to make the learning process more effective.

Voices from the field, questioning the 'younger is better' mantra, grew more audible and research showing that earlier is not necessarily better increased. Even though attitudinal and motivational benefits, such as developing positive attitudes towards other cultures and a love of languages (Read, 2003), have been identified as benefits of ELL, other variables need to be considered. Research studies, such as Blondin et al. (1998), Edelenbos et al. (2006) and the ELLiE project (Enever, 2011), a longitudinal study including seven European countries, showed that younger is NOT better, *if* optimal learning conditions were not in place. These conditions included: 1) understanding the unique nature of ELL, as it differs from first language acquisition, from adult language acquisition, and across children of different ages, and the implications for pedagogy (Philp et al., 2008); 2) well-funded programmes and constructive dialogue between policy makers, teachers, educators and researchers (Rixon, 2000); 3) small classes and more time in the curriculum dedicated to language learning (Nikolov & Mihaljević Djigunović, 2006); 4) qualified teachers with a high language level of English, knowledgeable of developmentally appropriate practices, with an understanding of the myriad factors that impact children's foreign language achievement, such as: individual and contextual factors; motivation; pedagogical skills; out-of-school experience; the amount of exposure to the target language; the impact of children's other languages; and parental involvement.

Despite these cautionary tales, the 'younger = better' view had become so

entrenched it was difficult to budge (Singleton and Pfenninger, 2017). Policy makers were not listening to the research and the trend of introducing a first foreign language in primary continued, irrespective of what research findings suggested (Mihaljević Djigunović, 2014).

This top-down policy movement encountered another factor that fuelled the 'younger is better' perspective, that is, the bottom-up pressure of parentocracy (Enever, 2018). This term describes the influence parents exert on policy-making, as their eagerness to do the best for their children transforms them into consumers of educational products. In this case, the English language becomes a high-stakes product, marketed as an intangible consumer good or cultural capital that opens the doors of the best universities and highest-paid jobs. So, parents stormed the young learner train and colluded with policy makers to make it pick up speed in the marketisation of ELL.

At the turn of the 21st century, another factor emerged to derail the ELL train. The CEFR (Common European Framework of Reference for Languages), a much-needed framework for describing language ability in adult learning was introduced. Yet, it was applied to children learning languages, dictated primary English syllabuses (Parker & Valente, 2019), appeared on published materials, and brought international high-stakes standardised testing into primary classrooms. Suddenly, the complex and multidimensional process of child language acquisition was reduced to a -A1 or a pre-A1 level, which in reality means 'no language'. Attempts to create descriptors for children and teenagers were described by the creators of these descriptors as a difficult task, because the CEFR is about language development (Little, 2007). Yet, teaching children is about cognitive, physical, socio-emotional, as well as language, development, and the CEFR does not cover those aspects of teaching and learning in primary classrooms.

The pull and push factor: teachers at the crossroads

ELT is not just an industry, it is a well-researched area with a substantial output of theories, approaches and acronyms that we all recognise: SLA (Second Language Acquisition) (Ellis, 2008); CLT (Communicative Language Teaching) (Littlewood, 1981); TBLT (Task-Based Learning and Teaching) (Nunan, 2004); ICC (Intercultural Communicative Competence (Byram, 1997). These are key terms and concepts in foreign language research and pedagogy that have stood the test of time and contributed to a better understanding of the most effective approaches to teaching foreign languages ... to *adults*. Not only was this scholarship transferred to early language learning contexts but English language teachers with adult-focused certificates and diplomas, such as CELTA and DELTA, were recycled into primary classrooms. Misqualified and inexperienced with younger learners, teachers and teacher educators were thrown into that moving train, and 'struggled to meet the demands of early language pedagogy' (Zein, 2019, p. 3). Positioned as trained teachers with first degrees and ELT qualifications, this conferred them skills that were effectively wrong or inadequate for the TEYL context, with the inevitable consequences on their professional identity. Qualifications for teaching English to younger learners were scarce. In addition, they were teaching children, which was perceived as an appendix to the real job of teaching adults. Teaching children was treated as the 'Cinderella area' (Copland &

Garton, 2014) of scholarship and the profession in general. Teachers were caught up in this push and pull effect between relying on adult approaches and the grass roots struggle to position early language learning as an area, needing and deserving to be looked at through a different lens.

The TEYL movers and shakers

The 1980s saw the dawning of the SIGs (Special Interest Groups) at IATEFL. In 1985, the movers and shakers in the organisation set up the first SIG in Young Learners that aimed at championing the teaching of young children. 'Young Learners were about to come out from behind the sofa' (Rixon, 2016, p. 10), not to sit through endless grammar exercises but to play with English, because play is a child's work (Montessori, 1966).

Figure 5.1.1: *Special Interest Group in Young Learners (1985)*

Picking up speed: the figures are mindboggling...

Despite a shortage of qualified teachers, a lack of available qualifications, and little understanding of how children learn additional languages, the number of children in primary classes across the world learning English continued to grow. Johnstone (2009, p. 33) described this as 'a truly global phenomenon and as possibly the world's biggest policy development in education'. For example, based on the contexts I have worked in, English has been taught in Norwegian schools since 1939 at the choice of the local municipalities. It was officially introduced into primary schools in 1969 and Grade 1 in 1997 (Krulatz et al., 2018). In France, English was introduced into the last year of primary school in 1989 (M.E.N., 2001) and lowered to Grade 1 in 2016. In Portugal, English has been in primary schools since the 1980s but was only officially introduced into Grade 3 in 2015 (Lourenço & Mourão, 2017). In the EU survey, *Europeans and Their Languages* (European Commission, 2006), the majority of Europeans believed that the best age to start to teach both the first and the second foreign language to children was from the age of six (55 per cent and 64 per cent, respectively), in other words, at primary school. In a matter of years, this trend soon translated into a figure reaching nearly 19 million primary school children studying

one or more foreign languages in 2013, which had doubled since 2003 (Eurostat, 2015). Based on the UNESCO (2012) report on education, Zein (2021) identified 84 countries worldwide that had lowered the age at which a foreign language is introduced, from secondary to primary level. By 2017, all 27 EU countries had introduced a foreign language in primary, English being the most chosen language, and in some countries 100 per cent of children were learning English (European Commission/EACEA/Eurydice, 2019).

Accelerating and innovating: starting with the child

Throughout the 1990s, literature on teaching English to children, both at a theoretical and pedagogical level (Brumfit et al., 1991; Moon, 2000; Cameron, 2001; Slattery & Willis, 2001; Brewster et al., 2002) proliferated library shelves. These seminal publications contributed to the professionalisation of the ELL teacher and to the establishment of TEYL as a 'discrete field' (Rich, 2014, p. 6) within ELT. They paved the way for more intensive research into how young children learn foreign languages in instructed settings and underscored the importance of research-informed teacher education across the globe (Butler, 2015; Wilden & Porch, 2017; Zein, 2019; Kuchah & Salama, 2021). Most importantly, they were fundamental in giving teachers insights into the distinctiveness and specificities of ELL and consequent effective classroom practices, such as:

- child language development and age-related differences that impact on ELL (Philp et al., 2008; Muñoz & Spada, 2019; García Mayo, 2017);
- children's different levels of emotional, linguistic, cognitive and conceptual maturity;
- teaching the whole child requires holistic approaches, where the linguistic elements are integrated into meaningful tasks;
- the impact of children's other languages on the process of learning additional languages, and how drawing on their previous linguistic knowledge enhances the learning process (Ibrahim, 2019);
- the importance of the socio-affective domain, where the relationship with a teacher and the safe and stimulating environment are more important than teaching grammar and vocabulary (Mihaljević Djigunović, 2014);
- an explicit focus on developing cognitive and metacognitive strategies that will help them build a toolkit for learning to learn (Ellis & Ibrahim, 2017);
- children love the world of fantasy, and what better way to support their imagination and creativity but through children's literature (Ghosn, 2002; Mourão, 2015; Bland, 2022); and
- appropriate methodological approaches when researching ELL (Enever & Lindgren, 2017).

In the last decade, a steady stream of publications has appeared: Rich, 2014; Bland, 2015; Garton & Copland, 2019; Vinogradova & Kang Shin, 2021; journals, such as *Language Teaching for Young Learners* and *CLELE* (*Children's Literature in English Language Education*); book series, such as *Early Language Learning in School Contexts*, established in 2017 by Multilingual Matters. These books are winning prizes! The latest to win an ELTon, in the category for Innovation in Teacher Resources, was a book focusing on pre-primary, *Teaching English to Pre-Primary Children: Educating very young children* (Mourão with Ellis, 2021).

Watershed moments

The year 2014 was a watershed moment in this early language learning journey. It was the year of the ELT Journal debate at the 48th IATEFL International Conference and Exhibition in Harrogate, where Janet Enever and Fiona Copland debated the motion: 'Teaching English to children in primary schools does more harm than good'. With her famous comment, 'It's a done deal!' (Copland & Enever, 2015), Janet Enever urged us to move beyond unhelpful debates about the benefits of an early start and to concentrate instead on investigating the contexts of early language learning with a view to ensuring children and their teachers have good language experiences, inside and outside the classroom. Janet Enever employed another metaphor: 'That horse had bolted!' and it was galloping at full speed through the ELT world. Scholars and teachers in ELL got their running shoes on and caught up with it, reined it in and started controlling the narrative, repositioning themselves as scholars in the field.

2014 was also the year when the *ELT Journal* published its *SPECIAL ISSUE: Teaching English to young learners*, with Gail Ellis' comment piece on '*Young learners': Clarifying our term*s. Ellis' call for more explicit terminology to designate the different stages of learning in a child's life was followed by David Valente's reorganisation of the IATEFL YLTSIG newsletter into sections of interest for teachers: early years, primary, lower secondary and upper secondary, acknowledging the differences in how children and teenagers learn languages. The British Council later also organised its courses into life stages, representing the different age ranges. It was also the year when the ELL-ReN (research network at AILA) was established. As the ELL-ReN transitions into a fully independent research association, (ELLRA) Early Language Learning Research Association, it has around 170 researchers in different areas of early language learning.

English is not alone…

It was also the year Stephen May published his edited volume, *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education*, questioning the monolingual bias of the English-only approach. The multilingual turn started to creep into ELT because English is not alone in the language classroom. Children do not come to the English class with a clean slate, or as a '*tabula rasa*' (Galante, 2020, p. 240). They bring their developing linguistic knowledge and are capable of using their previous experiences with language to make sense of the new one. Even though we have accepted a judicious, controlled use of L1 in English classes (Ellis & Ibrahim, 2017) we still ignore children's other languages. More research into translanguaging in ELT (Rabbidge, 2019; Ibrahim, 2022) is needed to: 1) better understand how to use all of the children's languages, not just L1; 2) how English can enhance multilingualism and support the learning of English in primary classrooms (Paradis, 2019). Developing English in multilingual contexts allows for an affirmation of identity through the support of other languages, through multiple language interaction and print-rich environments. A translanguaging approach gives children a voice and foregrounds their personal language experience as valid, important and relevant.

In 2016, Silvana Richardson's (2017) memorable IATEFL plenary questioning the native *vs* non-native teacher division caused quite a furore and a sigh of relief! Finally, all teachers were worthy of the title of ELT practitioners. After my first ever plenary at TESOL Spain in 2015, a teacher came up to me and said: 'Thank you! Now I know

I'm not crazy!' This teacher finally saw her language use in the research on multilingualism, where mixing languages and having an accent was quite normal. I consider myself a non-native native teacher of English, a teacher with a complex, dynamic and rather mixed identity, like many of our learners. We need to own our identities and proudly display them so as to dispel the native-speaker myth. In 2021, the IATEFL YLTSIG pre-conference event dedicated a full day to multilingualism – the YLTSIG movers and shakers continue to infuse TEYL with innovative 21st-century perspectives.

We should be proud of what we have achieved, but we need to ask ourselves: Are the children now sitting comfortably on the sofa? Has Cinderella now taken their rightful place at the ball? Have we tamed that ELT horse? Have we learned to drive that train into the pre-primary years?

The journey continues

The world in 2022 is a strange place – it is complex, fractured and divided. The UNHCR (2022) most recently estimated that by the end of 2021, for the first time in recorded history, the number of people forcibly displaced reached 89 million.

Figure 5.1.2: *Contemporary world challenges*

Figure 5.1.2 paints a rather sombre picture of the brave new world in which we are educating our youngest children. Yet, if educating the global citizens of tomorrow starts in primary and pre-primary, children require 21st-century skills to tackle and find creative solutions to these problems, while working collaboratively and transnationally. English as a lingua franca or international language, as a translingual and transcultural subject, as a connecting language, is well placed to engage with these subjects. However, English, ubiquitous and all-powerful, also has a heavy responsibility to ensure it behaves in an equitable and humble manner, sensitive to the diverse contexts in which it is being learned, and acknowledging the diverse identities of the children and their teachers, as they become democratic citizens of today and tomorrow.

The final frontier (Knagg, 2016): the pre-primary years

The new frontier we are now occupying is sensitive terrain in many ways. Firstly, provision for legal, free and compulsory education in pre-primary (3–6 year olds) is not universal. However, since 1999, there has been a general global upward trend in pre-primary enrolment in all regions, and a steep rise in adoption of free and compulsory ECEC (Early Childhood Education and Care) between 2000 and 2015. The most recent UNESCO (2021) global study on the right to pre-primary education reveals that, out of the 193 national legal frameworks examined, 63 countries have adopted free pre-primary education, 51 countries have adopted pre-primary education as a compulsory level, and only 46 have free and compulsory pre-primary education.

This is the most important life stage as it can harness the benefits of lifelong learning for all children. Even one year of pre-primary education preceding primary school can help children prepare for school in terms of acquiring foundational literacy and numeracy skills, and has a positive impact on academic, personal and social achievements in later life (UNESCO, 2021, p. 41); yet it is the most neglected life stage of all, for example, in many countries, the education response to Covid-19 neglected pre-primary education to the advantage of older children. Given the importance of this developmental period, governments need to pay special attention to ensure that early learning and the wellbeing of young children is given due consideration.

At a macro level, we need to position our teaching of English within wider frameworks, such as the Education 2030 Framework for Action (UNESCO, 2015), which is underpinned by the Sustainable Development Goals. Most notable is Goal #4 – Quality Education, which calls for inclusive, equitable and quality education, focusing on age-specific interventions, child-centred pedagogies, safe and nurturing environments, and play-based learning. At a micro-level, we need to be aware of the impact we are having on children's development because at no other stage is the focus on the whole child more important. This life stage is also referred to by ECEC (Early Childhood Education and Care) (European Commission/EACEA/Eurydice, 2019) – it is significant to notice the shift from 'teaching' to 'education and care'. We need to enter that new stage in our English language learning journey responsibly and be mindful of the holistic needs of young children in our care.

Even though pre-primary English has a small and insignificant presence in official documents (European Commission/EACEA/Eurydice, 2019, p. 99), it is exploding unofficially. Mourão (2016) compares the swelling numbers of children learning English in pre-primary to a river. She is concerned with this trickling stream that is very quickly becoming a rushing river, getting wider and deeper and stronger, as it rushes towards the wide open sea. The question is – do we sink or swim? There are some positive signs that we have learned from the primary ELL journey. In 2019, Mourão surveyed the number of presentations focusing on the early years, that is, with the EY code, at annual IATEFL Conferences from 2010 to 2019 (Figure 5.1.3). Mourão identified 42 sessions, with a peak in 2014 and 2019. Even though the graph depicts an erratic journey, it shows an increase in the number of presentations in pre-primary settings. Furthermore, Mourão was reassured that these sessions went beyond sharing practical ideas and tips, and fun activities to entertain children: they were based on research in early years language learning, which contributes to ensuring that this area of ELT is being taken seriously!

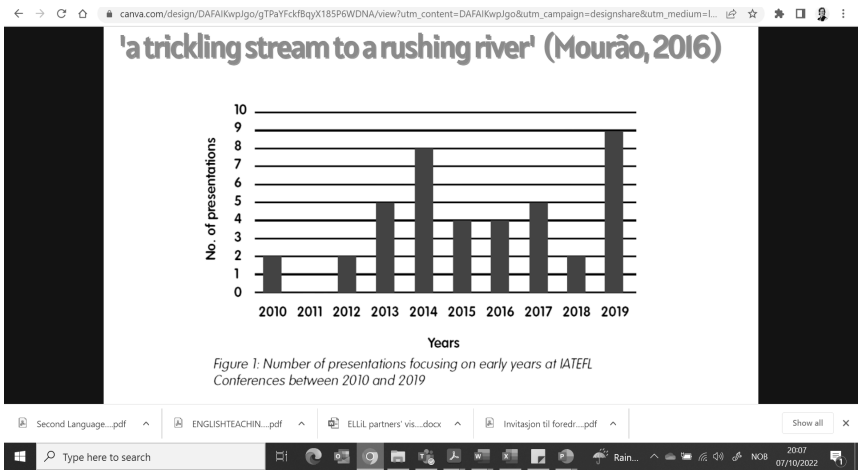

Figure 5.1.3: *Number of presentations at IATEFL with the EY code*

Another reassuring factor is the steady increase in publications, wholly or partly dedicated to learning English and other languages in pre-primary, for example: Murphy, 2014; Mourão & Lourenço, 2015; Murphy & Evangelou, 2016; Kirsch & Duarte, 2020; Schwartz, 2021. These publications capture the diverse contexts of pre-primary English, by paying particular attention to:

- the broad developmental domains (i.e. cognitive, language, socio-emotional, physical) which demarcate the early childhood period from later development periods;
- child-centred pedagogies and holistic curricula; and
- greater specificity in initial and in-service training.

Going back to basics

In order to (re)imagine and (re)invent early language learning, we need to learn from our experience with primary English and go back to basics! Let's go back to basics and be:

… transformative by:

- treating children as learning, developing, curious individuals, at the centre of the research agenda, where appropriate ethical considerations are in place (Pinter & Kuchah, 2021); and
- teaching English as a tool to be used in other activities and not as a separate subject (European Commission, 2011).

… transgressive by:

- starting with the children as beings in the present time and in their specific contexts and not adults in the making (James et al., 1998); and
- viewing children as social actors in their own right (Ellis & Ibrahim, 2021).

… transcultural by:

- acknowledging the diverse multilingual and multicultural (Dypedahl & Lund, 2020) learning contexts; and
- using quality language materials, such as picturebooks, that develop deep learning and critical thinking, so children explore the word and the world (Freire & Macedo, 1987).

… translingual by:

- acknowledging that language learning is hard work – children are not natural sponges that learn languages by osmosis; and
- treating children as linguistic geniuses (Chukovsky, 1971) and little scientists (Kuhl, 2010), with the ability to hypothesise about language.

Let them play!

As the train pulls into the pre-primary station, we step out confidently into the sunshine, in the knowledge that learning is messy: it is erratic, recursive, spiralling, simultaneous, non-linear, complex, occasionally plateauing and then peaking (Enever, 2018). Young children, in this messiness, need colour, art, movement, music, stories, nature … and play.

So, let's…

sitting them at desks! Get rid of desks in rows and give them space to move their learning bodies.

testing them! Use observation and reflection techniques, and involve children in reviewing and reflecting on their own learning.

SLAing them! Look to the general education curricula for inspiration and child language development.

adultifying them! Use experiential and self-directed learning in relationship-driven environments based on philosophies of learning, such as Montessori, Reggio Emilia, Steiner, Froebel.

monolingualising them! Use translanguaging approaches and give them a right to all their languages.

CLILifying them! Integrate the English language into the routines of children's lived realities.

LET THEM PLAY!

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5.2 Power to the pupil: changing the teacher–learner dynamic

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The Hands Up Project is a UK-based charity working with young people living in challenging circumstances in the Palestinian Territories to develop their English language skills through drama and storytelling. We believe that the most meaningful learning happens when classroom roles are fluid, and the traditional classroom model – transfer of knowledge from expert (the teacher) to student – is subverted. We demonstrated a range of practical activities to show that allowing learners to take control takes learning to another level.

Beat the teacher (1)

In this hybrid activity, teenage learners created science-based questions – with support from the classroom teacher – to challenge a remote volunteer linking to their class, in this case a teacher from the UK. Students worked in small groups to devise the most difficult questions they could think of – a highly motivating context for question formation and an opportunity to develop English in another curriculum area. Asking the questions required a different set of skills, as the volunteer didn't always understand, and students had to reframe the questions, find new vocabulary and clarify meaning. Authentic, real-time communication, the element of competition and the challenge of conveying meaning using scientific English made this a fun and motivating activity, which could easily be transferred to other curriculum areas, e.g. history, geography, etc.

Beat the teacher (2)

So, can the same basic activity be adapted for young learners in need of more support? In this classroom activity, the teacher was working with a large class of 40 9–10-year-old boys in an UNRWA school in Gaza. The class had previously covered *be going to* + *infinitive* for future plans. Injecting the element of fun and competition in a meaning-focused activity provided the motivation for students to spontaneously produce the target language to reflect their own life experience, interests and context.

Students had to guess what the teacher was planning to do the following day using the sentence starter '*Tomorrow, you are going to...'* If they guessed correctly, they won a point for the class. An incorrect guess won a point for the teacher. These are some of their answers:

1. Tomorrow, you're going to play football. *(A very confident and funny answer as they reflected their own hobbies on me.)* One point to the teacher – I don't play football anymore!
2. Tomorrow, you're going to go to Qalqilya. *(A very ambitious answer and unlikely to happen for political reasons.)* One point to the teacher.
3. Tomorrow, you're going to go to school. *(Another clever answer! I have to go to school to make a living!)* One point to the students.

Storytelling

The third activity was in an online setting with a small group of 11-year-old students connecting individually from home. It was a retelling of a known story, Little Red Riding Hood, known by the students as Leila and the Wolf.

Throughout, students made decisions – not necessarily linguistic – which proved crucial to the development of the class. For example, Heba, unable to find the words at her moment of speaking, nominated another student to take the story forward, which became a model that other students followed. They retold the story between them with very little interference from the teacher. Heba – in danger of being left out due to her level of English – became a powerful model for the class.

In the next section, we brokered a retelling of the story with students changing settings and characters. Students became teachers as the remote volunteer (RV) misheard the word 'park' as 'bark' and needed help to understand:

Remas: *Hadiqat! Park it mean in English.*

Sara (RV): *Girls – can you help me? Can you say the word in Arabic?*

Remas: *Hadiqat!*

Sara (RV): *A new word for me! It's difficult!*

[Giggles from everyone as they try to correct the teacher's pronunciation.]

As their changes were incorporated into the story, students discussed the reasons behind characters' behaviour and decisions with spontaneous, relevant and creative contributions.

Conclusion

Learning to relinquish control in a classroom isn't always easy for teachers but it's crucial for effective learning and, as we demonstrated in our workshop, can happen in classes of all ages and levels. When students are invested in their own learning, and a more equal relationship is created between the teacher and their learners, everyone in the classroom benefits.

Power comes in many shapes and forms, and whether that is YLs choosing the language they need to reflect their own lives and contexts, or deciding how and when to speak, transferring it to students promotes their confidence and wellbeing. Changing the teacher–learner dynamic ensures that language fulfils its true role as an expresser of meaning and identity.

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5.3 Building bridges across cultural differences through performing personal stories

Haneen Jadallah *Hands Up Project, Gaza, Palestinian Territories*

Performing personal stories across cultures is a huge powerful force that enables young learners to discover themselves and find out more about their distinct potential, and gift it to the world. Establishing such a rich learning platform is not only a way to empower young learners to be expressive, empathetic and confident, but also to integrate their diverse cultural identities into learning English and creating a bond with the social world.

The Hands Up project has created a human cultural learning model called 'your story – our story', which mainly focuses on enhancing young learners' fluency by creating the space for them to tell and perform their personal stories back to each other remotely. I'm a Hands Up project teacher volunteer who works in a conflict-affected area where students are always beset with negative feelings like stress and isolation. During my workshop, I explored how this innovative model allows for a significant exploration of these feelings, thereby creating a more comfortable learning context that maintains a positive mindset and connects students to the world peacefully. The core idea rotates around encouraging young learners to write up their personal stories and to share them with others across the globe remotely.

I proposed a holistic intercultural procedure, which I have developed as a new adaptable approach to teaching English interculturally and helping young learners to access the world emotionally.

I started implementing this by linking a group of young learners (aged 13–15) from Gaza with their counterparts in Argentina through the Hands Up project via Zoom, so that they can swap their personal stories and ultimately perform them back to each other. By doing this, young learners from both ends are directed towards

celebrating their own cultural identities, their creativity and a deep sense of cultural diversity within a global community. This also boosts their self-confidence and puts them on a long-term learning track where language experiences are memorable and appreciated.

Intercultural procedure for teaching English through simple personal story performances

1. Students in both countries are asked to write personal stories individually. This is where their real cultural identities appear on the surface and they start to shape their way in their learning journey.
2. Students hand in these stories to their teachers to swap them via email or any contact medium. I swapped the stories with my colleague in Argentina. Accordingly, we shared them with learners from both groups (Palestinian stories are performed by Argentinian students and Argentinian stories are performed by Palestinian students).
3. Both groups meet via Zoom. Students are put in breakout rooms (or they could do this together face-to-face) to script the story they have chosen from the other end.
4. The students from both ends meet in their local context (face-to-face) to go through the script after the teacher's editing and reformulating. A very rich language learning experience takes place when students go through the edited versions and start noticing how their scripts become more advanced and more authentic.
5. In their joint meetings via Zoom, students go into breakout rooms together and start rehearsing their counterparts' personal stories. Here, we are exposing the students to a wide range of skills to take away – they learn how to assign roles, how to scaffold, correct and praise each other's innovation.
6. They perform the stories live to each other in the same joint meeting. It is their moment in the sun when they stand in front of the screen performing a personal story of someone who is placed in a completely different context. However, they still find similarities to celebrate and differences to appreciate.
7. The original authors along with other participants discuss the whole intercultural language learning experience.

During my workshop, the participants tried out a part of this process and performed one of the personal stories back to their original authors in Gaza and Argentina. Young learners, then, gave the participants at IATEFL informative live feedback on their performance. It was wonderful when those very young learners appeared as authors, performers and leaders. They were like stars shining on all of us with their deep insights about the intercultural experience. They have provided clear evidence that language is learned through appreciating one's interests, preferences and potential. The whole learning process started from their input of personal stories and ended with their intercultural output. Their stories now have wings to fly all around the globe and always return to their homes in Gaza and Argentina.

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5.4 Lessons in intercultural communication … from teenagers

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Paul Dummett *Hands Up Project, Oxford, UK*

The Online Intercultural Communication Course, run by the Hands Up Project (HUP) with teenage participants from the Palestinian Territories and around the world, is unusual in that its principles and methodology are in large part guided by the learners themselves. HUP is a charity that aims to give a voice to young people in English, through the medium of storytelling, conversation and drama. We set out to give opportunities for teenagers from different cultures to talk about their lives and identities, and ended up learning a lesson ourselves in what intercultural communication means.

The first and most important lesson we learnt from our teenagers was the need to emphasise strategies for communication when the language 'isn't there', such as reformulation in English, translation to and from their mother tongue, images, mime, etc. We found that, without prompting, students naturally incline towards collaboration and this flexible approach to communication. In fact, it's an approach that often enhances students' 'voice' and prompts greater creativity in expression.

This emphasis on a more *ad hoc* style of communication is in contrast to the traditional approach of (principally business English) intercultural communication courses in ELT, which tend to focus on ways of avoiding miscommunication. They use the analogy of culture as an iceberg, originally framed by social anthropologist Edward T Hall (Hall, 1976): we see a few superficial differences between cultures – a handshake here, a bow there – but underneath lie complicated codes of communication and sets of values that are hidden from us and form an obstacle to understanding.

We don't think this conception of intercultural communication is useful. Of course, there are differences in codes of communication across cultures, both verbal and non-verbal (the language we use, the music we make, the physical proximity we allow). We also find differences in values, especially where strong religious beliefs are involved. But these differences are much fewer than the similarities, the shared codes. Instances of miscommunication and misunderstanding are actually not common in everyday life and rarely catastrophic, as the iceberg analogy might suggest.

We're more interested in cultural intelligence (Earley & Ang, 2003), the measure of how willing and open you are to learning (and also of how much you already know) about others' cultures, institutions and languages. What we've learned is that even if our teenage students have limited cultural knowledge, they possess a natural openness to other cultures. They approach each other without the accumulated prejudices and biases that we adults have – and we all have them. This is particularly true of our Palestinian students, who live in extremely hard conditions and have great restrictions on their freedom of movement. This has resulted in a strong desire to know more about other people and their cultures, and a desire to explain their own situation to others.

So, our Online Intercultural Communication Course includes a certain amount of discussion of the different ways we all have of doing basically the same things – getting around, eating snacks, denoting social status, having family time. It's interesting and fun. But, more importantly, we focus on activities that help us understand each

individual's situation and experience, not just their cultural context. This is the key to empathetic communication. Our students teach us that the values that underpin intercultural communication are not really different from the values that underpin any human interaction:

- Tell your own story (be yourself).
- Speak clearly and intelligibly.
- Speak with sensitivity and humility.
- Listen to others respectfully.
- Be interested in others' perspective and accept differences.
- Ask if you don't understand (the language or the idea behind it).

Here are some examples of the activities that evolved from this approach. The chatbox (marked 'C') is great for quick-fire answers. Longer activities are done in breakout rooms (marked 'B'):

- What word or expression do you use most often in your language? (C)
- Write down the first thing you think of when you hear... (sport, family, cool, afraid, luxury, etc.). (C)
- Teach me the most useful word or phrase in your language. (B)
- What can you see and hear right now? (C)
- What special ability do you wish you had? What would you do with it? (B)
- Describe a journey you make each day. Help me visualise what you see, hear and smell. (B)
- What do you like about the area you live in? What do you dislike about it? (B)
- Are there more wheels or doors in the world? (C + B)
- What's your best news headline five years from now? (B)
- What's an important problem in your community? What are possible solutions? (B)

It was never our intention to 'teach' intercultural communication skills, but simply to facilitate that communication. In the process, we learnt a great deal from our teenagers about what these skills really are. We would highly recommend the experience.

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5.5 A world of phonics for the non-native speaker of English

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Phonics is a popular method of teaching how to read and write, especially designed for native speakers of English. It is a creative approach that quickly helps learners decode the English alphabet by relating letters to sounds. Interestingly, it has also been welcome and widely used in EFL classrooms, yet some adjustments have proved vital.

Created for young native speakers of English, this approach implies a prior mastery of English sounds. Conversely, EFL students should learn new words and sounds before getting into actual phonics. Therefore, there are extra steps that EFL teachers should take: the teaching of new words containing new sounds. A further problem: existing phonics material does not cover non-native speakers' needs. EFL teachers need to think about the particular sounds that EFL learners need to acquire to sound intelligible.

Even if non-native English-speaking children are taught to read and write in their mother tongue through phonics, their strategies are untransferable to English. For example, when an EFL learner is taught the word '*three*', they may end up producing *free* or *tree* if the needed consonant sound is not part of their mother tongue. In Spanish-speaking Latin America, this articulation has to be acquired, as the voiceless dental fricative /θ/ is non-existent. It is very difficult to avoid a habitual articulation of the mother tongue. On the other hand, /θ/ may be simple in the Peninsular (Spain) Spanish variant. This sound is found in some words, such as *Cecilia* or *zanahoria.* Therefore, teachers should make this sound noticeable (Schmidt, 1993) and relate it to other spellings.

How can we teach against the interference of the mother tongue all the time, and still use an approach like phonics, which makes learning enjoyable? In Vygotskian terms, the mother tongue is the starting point where new articulatory habits begin, and the new sounds will emerge through the activation of the 'zone of proximal development'. The starting point will be different according to the different Spanish variants.

In River-Plate (Argentine) Spanish, /θ/ is not found. It may be articulated when people put their tongue out. Still, speakers need to push some air out: this combination of movement and air is the articulation that triggers the 'zone of proximal development'. If teachers were to describe the whole procedure to young learners, this procedure would simply be forgotten, as metalanguage cannot be used with children. A memorable story, whose conflict includes the new sound, may be the scaffold needed.

Stories are really important because they create an emotional bond with children. A sound like /θ/ should be 'noticed' (Schmidt, 1993) before it is acquired and stories provide the perfect scaffolding to make this learning memorable. Teachers need to create a magical learning environment, with perfect scaffolds to introduce the L2 sounds, if they are aiming to change articulatory habits (Palavecino, 2021).

Th Th Thumkie (Palavecino, 2022) is an illustrative story that provides the right scaffolding, and the song suggested in the story an opportunity for practice, going well beyond the time-honoured listen-and-repeat procedure. Children will remember that *Thumkie* puts his tongue out, and that it is naughty. They will sympathise with the character, knowing they are not supposed to do this. Children later discover that *Thumkie* needs to put his tongue out to say his name and call out to his friends (words containing this sound). This is not naughty and makes *Thumkie* and the children happy.

In literature, conflicts are settled differently. EFL phonics stories' conflicts are solved through a fantasy manoeuvre which fosters the acquisition of the new articulation starting from a familiar sound or movement in the mother tongue.

In short, in EFL phonics children enter the imaginative world that the story creates.

When new sounds are presented in familiar narrative forms, the memory structure facilitates the brain's retention of that information. Once memory is activated, training to hear the sounds in words follows. These stories have the potential to hook children to the solution of the problem. The solution often comes when they discover the character in words. I have created a collection of phonics stories, songs and games for what I have dared call EFL Phonics. Every teacher can create their own EFL world of phonics as well.

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5.6 Pick a cause and fight for it

Margarita Kosior *Tales of Strays Campaign, Thessaloniki, Greece*

Pick a cause and fight for it – convincing my audience to do just that was my aim during my presentation at the 55th IATEFL International Annual Conference in Belfast. To achieve this, I used the example of the cause which I am passionate about – the plight of neglected, abused and frequently abandoned companion animals; an issue of vital importance, but also widely overlooked, in many parts of the world.

In my talk, I explored an example of a storytelling session based on a picturebook *Toby to the rescue* (Kosior, 2019), in order to demonstrate how stories can be used to inspire young learners to fight for a social cause. The picturebook tells the story of a stray dog who befriends a little boy, Nick, and the lives of the two change forever. The boy wants to adopt the dog, and Mum gives her little son precious advice about what responsibilities are involved in keeping a companion animal.

The story appeals to (very) young learners thanks to the engaging plot, dialogues written in the form of rhyming chants, and beautiful illustrations made by a child – a springboard for an interesting and creative lesson. With learners aged six to eight, I use more image-based activities which require less reading and writing, whereas with older students, nine to eleven, I focus more on the rhyme and rhythm of the story, since dialogues are written in the form of rhyming chants. In this way, students become more conscious of and curious about the language, and they learn parts of the story by heart without realising it. At the same time, the message becomes more memorable – it resonates loud and clear, and sticks with them for longer.

Toby to the rescue is part of my Tales of Strays campaign, and, in the hands of a teacher, it becomes an educational tool raising awareness and empowering the youngest people on earth. A storytelling session based on the story can be accompanied by free activities and resources (printable and digital) available on my website (https://

www.margaritakosior.com/p/resources.html). The online resources include memory games, word searches, and multiple-choice activities. Under printable resources, teachers will find, among others, fill-in-the-gaps activities focusing on rhyme and rhythm in the story chants, a short writing activity asking learners why they would like to adopt a dog like Toby, and the Tales of Strays Contract, which learners fill out and sign, in order to show that they understand what their responsibilities towards companion animals are. After reading or listening to the story, they should know they need to take their dog to the vet, play with it, take it for long walks and pick up their dog's litter, to name just a few responsibilities, and if they do, they are ready to adopt an animal. They also know that they will receive lots of love in return. I believe though that no awareness-raising event is complete without action, and therefore I encourage teachers to involve students in projects and to reach out into society. Students can become role models – future leaders building a society in which everyone can feel safe and respected.

During storytelling sessions based on *Toby to the rescue,* and through a variety of tasks, students not only learn what life with a dog entails, but they also improve their English language and develop their 21st-century skills. They become socially-conscious citizens, critical thinkers and leaders of the future, who treat other living creatures with respect and empathy. Through group projects they develop skills such as communication and collaboration, and through artistic tasks – creative thinking.

I have personally taken the Tales of Strays picturebooks to storytelling sessions at pre-schools and schools in Greece but also abroad (e.g. Serbia, Argentina and Kazakhstan), and have been amazed not only by the level of student motivation and engagement during those sessions, but also by the children's innate capacity to empathise with animals lacking the love, care and devotion they deserve.

During my session, I also mentioned the other two pillars of the Tales of Strays campaign: materials writing and teaching, which aim to engage teachers worldwide in writing lesson plans about our relationship with companion animals and encourage them to bring those topics into their classrooms.

Improving the fate of companion animals through storytelling and education is my calling and the Tales of Strays campaign is a work of the heart, or rather a work of many hearts, since the network of educators involved in the campaign is continuously growing. Everyone, however, can pick a different cause they are passionate about and fight for it with their students. Hopefully, the tasks I presented at the IATEFL Conference gave the audience a bit of inspiration to fight for a cause they are passionate about.

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6 Assessment in practice

The papers in this chapter offer practical approaches and activities to address various issues and challenges that practitioners face with regard to testing and assessment. Five reports focus on the HE sector, and the first of these is **Elena Anna Maria Gandini**'s account of moving a paper-based proficiency exam online, specifically the challenge of adapting the speaking tasks so that the interactive dimension is not lost. Next, **Anna Soltyska** explores how the shift from face-to-face to digital has resulted in numerous challenges in the field of assessment, and discusses the implications of this for the assessment, and teaching, of writing. **Ekaterina Popkova**'s paper describes the benefits and challenges of an assessment approach she implemented at a Russian university, where she engaged her students as test-designers, while **Kate Sato and Birte Horn** recount how they found Bloom's taxonomy useful in evaluating a virtual cross-cultural project with international students based in various African, Asian and European countries. The final paper from a HE context is **Claudia Kunschak**'s pilot study project, which reports on improving students' self-evaluation using the new CEFR descriptors and a localised language portfolio at a Japanese university. At the lower-secondary level, **Samúel Lefever** reports on the benefits for both students and teachers of using assessment rubrics in Iceland, and, to close the chapter, **Ethan Mansur** examines three tools that teachers can use to build student confidence in exam preparation courses.

6.1 Testing speaking skills online without losing the interactive dimension

Elena Anna Maria Gandini *University of Central Lancashire (UCLan), Preston, UK*

As with many other universities, UCLan has a testing team tasked with the production of an EFL proficiency exam used internally for admission purposes and by partner universities to certify their students' level of proficiency for progression and articulation purposes. Available at levels B1 to C1 of the CEFR, the exam covers all four skills, and targets both general language as well as basic academic skills. The present paper focuses only on the speaking section, reporting on the adaptation of the tasks that happened in connection to the move from the paper-based to online exam.

Context

A few years ago, the UCLan testing team started a long-term project to review their test and move it online, in line with the university's digital shift, exploring the features

and potential of some commercially available systems and involving UCLan's own Innovation Lab to research the viability of developing a proprietary testing platform. However, the scenario changed suddenly in March 2020 when courses and exams were forced to move online because of the Covid-19 pandemic. Initial attempts to deliver the listening, reading and writing paper through Blackboard, while using alternatively Skype and Zoom for the speaking section, were not particularly successful due to a combination of technical, practical and pedagogical issues. In particular, Blackboard was unable to manage complex items of the kind that appeared on the paper-based test, while candidates from low-bandwidth areas or whose only access to the Internet was through a mobile network reported problems with their Internet connection, which made the speaking test often difficult to carry out. In addition, while the analytic scoring of grammar, vocabulary and pronunciation in online exams did not seem to be more challenging than in a face-to-face situation, examiners commented on the difficulty of marking students' interactive ability and discourse management because of the difference between online and face-to-face discussions (among others Forrester, 2020).

Re-development of the speaking section

During the academic year 2020–2021, the University resolved to make the test available through a platform managed by a third party, and the testing team was asked to adapt the test accordingly. The platform chosen by UCLan management advised against conducting live paired tests, similar to the ones that featured in the face-to-face exam, because video would make the platform unstable, especially in low-bandwidth areas, and suggested using an asynchronous individual format instead. This required a major reworking of the construct of speaking skills and of its operationalisation.

The main challenge was to preserve the interactive nature of spoken communication as much as possible. This can be defined as the ability to initiate exchanges and respond in real time, take turns appropriately, take into account the interlocutor's contribution, choose an appropriate register and use appropriate pragmatics to negotiate and co-construct the topic and discourse development. This was the main argument used in the literature to highlight the limits of online exams (Ockey et al., 2019) and sometimes question the validity of this mode of assessment (Brooks & Swain, 2014). Therefore, the first endeavour of the testing team was to research the concept of interactive ability. While conversation between two or more interlocutors, face-to-face or online, was clearly the most widespread and discussed form of interaction, it quickly became clear that some technology-mediated forms of communication carry an interactive dimension of their own that could be exploited in an online asynchronous exam. For example, while at all levels candidates are required to deliver an online presentation, at C1 the final part of this task requires them to answer in real time two pre-recorded questions submitted by the audience. A further task, used at level B1 and B2, is devised to look like the chat of an instant messaging app: here candidates are required to interact with a complex input (audio or written) before recording their answer, which needs to take into account context, previous and possible future interaction with the interlocutor.

The initial piloting of these tasks gives reason for optimism: results seem consistent with those of UCLan's face-to-face tests, and candidates seem to respond relatively well to the new types of tasks.

Conclusion

The present paper has discussed the operationalisation of the construct of speaking skills applied to online asynchronous exams, and how this can include aspects of interactive ability despite lacking the interactive dimension typical of face-to-face conversations and discussions. Whilst accepting that this operationalisation is different from the traditional one, and does not cover all manners of speaking skills, it seems to be a reasonable adaptation considering the limitations posed by the technology.

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6.2 Language assessment and online translation tools: enemies or allies?

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In the increasingly digitalised world of foreign language education, where learning objectives, teaching methods and assessment tasks should still be designed to reflect and influence one another (Biggs & Tang, 2007), the shift from face-to-face to digital context has been nowhere near as challenging as in the field of assessment. This difficulty has been exacerbated, among others, by justified concerns as to validity and reliability of testing in the circumstances where virtually (pun intended) any support can be used by test-takers and little to no control over authorship of submitted work can be assured. One of the reasons for this situation is the development of numerous freely available writing enhancement tools: from a simple spellcheck function in word processing programmes, through digital AI-based writing tutors capable of improving texts as they are being written, to instant translation software such as Google Translate or DeepL that can transport huge portions of writing into another language with relatively little loss of text quality.

This unprecedented trend has implications not only on how writing in EFL classrooms should be taught, but also how the skill of writing could be evaluated so that assessment outcomes and decisions made on the basis thereof are valid for their intended purposes. There are multiple dilemmas that teachers may be confronted with when designing their low- to middle-stake assessment tasks. In the same vein, there are numerous directions that can be pursued by practitioners, test developers and teacher researchers in the field to ensure their assessment procedures meet the fundamental principles of good testing: validity, authenticity, reliability, fairness and feasibility.

Validity and authenticity

To ensure that contemporary tests of writing indeed measure what they are supposed to measure, one needs to analyse what writing skills involve today. New genres have emerged and flourish in online contexts, typing has largely replaced writing by hand, written input is increasingly created collaboratively rather than individually, and instant writing support tools have become freely available and commonly used for private and professional purposes. All these changes should result in test constructs being reconsidered and more closely aligned to what writing is like in the 21st century. This construct revision may lead to designing tasks which explicitly encourage the use of online support tools if such aids can be relied on in an authentic target language use situation. However, texts generated with the use of increasingly capable AI-based support tools tend to show a high degree of accuracy and are often nearly free of low-level mistakes (in punctuation, spelling, verb forms, etc.). Therefore, shifting the focus of assessment from accuracy, which can be guaranteed by a tool, towards, e.g. text structure, lexical variety and higher-order thinking, which need to be a writer's own accomplishment, might be another way to improve test validity.

Reliability, fairness and feasibility

Comparable test-taking conditions, including equal access (or no access) to online support tools, are crucial for any test to be fair and reliable. Consequently, rules concerning the use of tools need to be established, communicated and enforced. In doing so, one should be guided by the principles of authenticity and feasibility: where banning the tools seems impossible or artificial, a recommended option might be to embrace them and openly encourage their use. Still, the authorship of submissions (what constitutes students' own work and what has been generated or enhanced by a tool) has to be verified, as it is of paramount importance for ensuring test reliability (Soltyska, 2022). Equality of access refers also to familiarity with the tools: educating students about affordances and limitations as well as overall functioning of the software they are expected to use should become part of pre-exam preparation.

Washback

Revamping assessment design may, however, be insufficient unless curricula, syllabuses and the methods of teaching writing implemented in language classrooms remain unchanged. The way writing is taught should reflect the way new technologies are utilised for contemporary communication. This washback should ideally involve all stakeholders of the teaching and assessment process, among other learners, teachers, educational institutions and examination bodies.

Conclusion

Analogous to other technological innovations, time is required for online writing support tools to become an established part of institutionalised foreign language writing and to be embraced by both learners and their instructors. Nevertheless, raising awareness of the impact these tools may have on the learning process is key at any stage of this accommodation process. Used primarily for convenience and securing short-term gains they may weaken, if not hinder, the writing improvement processes and in turn demotivate the learners (Klekovkina & Denié-Higney, 2022).

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6.3 Students as test-designers: overlooked assessment potential

Ekaterina Popkova *MGIMO University, Moscow, Russia*

Introduction

In my talk I presented my experience of utilising an assessment approach which engages students as test-designers. The approach is based on the principles of contributing student pedagogy, whereby student engagement in the learning process is enhanced through contributing to the learning of their peers and valuing the contributions of others.

The concept of a student-designed test employed in this paper is at its core understood as 'a test whose content has been in part or wholly generated by students'. However, despite the simplicity of its definition, a student-designed test possesses a variety of properties that determine its different categorisations. For instance, student-designed tests can vary on the basis of student engagement, which can take the forms of individual, pair or group work. Another categorisation is linked to the types of student contribution: individual tasks testing a particular skill/aspect or whole tests. Finally, student-designed tests can be targeted at different test-takers – they can be designed for one other student, a whole group, or even for oneself.

Methodology

The study was conducted among 32 mixed-level ESP students in their first, second and fourth years of study, lasted two semesters and included four procedural stages. First, the students were familiarised with the basic principles of student-designed tests, namely:

- *selection of tested content* – language use and content knowledge in the study – which is to be founded on content either presenting difficulty/challenge for the learner or having particular relevance for them;
- *selection of task format* in line with considerations of its potential effectiveness with regard to content tested and its impact on test-taker engagement;
- *practicability issues* associated with test-taking and checking. The former relate to clarity of instructions, due account for the timing reserved for the test in the lesson plan, test layout features, e.g. ensuring readability and providing enough space for writing answers, etc. The latter refer to the amount of time required for checking,

inclusion of margins for marking, etc.

The next stages were, consecutively: development and justification of scoring; conducting a series of tests and checking the results; and an evaluation phase, with students filling out evaluation questionnaires. The questionnaires were then analysed both quantitatively and qualitatively.

Results and discussion

In the course of data analysis, both positive and negative effects of student-designed tests on the learning process were observed. On their positive side, student-designed tests display certain benefits for students, both cognitive and motivational, which is evidenced by the fact that 83 per cent of the participants reported positive perceptions of the experience. *Cognitive benefits* incorporate such gains as a shift from mere acquisition of knowledge to its usage, which is conducive to more learning than when responding to a teacher-generated test. Consequently, greater depth of material study contributes to long-term retention of information. Besides, production of assessment content for peers develops students' critical evaluation of information and better understanding of language usage (Davidson, 1986). *Motivational benefits* are associated with learners coming to view tests as less stressful experiences, which is believed to promote a better attitude to learning (Popkova, 2020); they also come to appreciate the workload teachers invest in test design and marking. As for student-designed test benefits for teachers, these manifest themselves in students' enhanced performance, teachers' familiarisation with students' learning backgrounds and expectations, and, in the long run, lower workload.

Among the negative aspects of student-designed tests are test integrity issues when students see a student-designed test as an opportunity to assist groupmates in scoring higher on a test by providing them with correct answers or lowering the test difficulty level. Next, some learners see a student-designed test as an opportunity to demonstrate superiority of their knowledge in the group, e.g. by designing high-challenge tasks or selecting material above the acceptable level. Students can also express discontent if assessment is not teacher-designed. The situations described are examples of lower test reliability and/or content or face validity. On top of that, a student-designed test is undoubtedly a time-consuming activity imposing an additional workload on students and teachers and requiring time to get to grips with, and as such may not prove worth the effort in cases of short or intensive courses.

Conclusion

Despite its deficiencies, a student-designed test is an effective tool that ensures deeper cognitive processing of information, helps replace cramming of course materials by remembering and understanding, and in many situations ultimately improves the quality of learning. Raising students' reflective skills and developing a deeper approach to learning through enhanced student engagement, student-designed tests are part of the multifaceted framework of those assessment approaches that boost the pedagogical potential of assessment.

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6.4 Using Bloom's taxonomy for evaluation in a virtual cross-cultural project

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Introduction

For the past four years, we have engaged in a number of cross-cultural virtual projects. It has been our experience that these projects are an excellent instrument to stimulate and challenge students, while preparing them for employment in an increasingly global workforce.

One issue has always been the matter of evaluating the progress of our students. Thus, in our last project, we used Bloom's taxonomy to facilitate interaction between students, monitor the degree of comprehension needed and the outcomes.

Here, we would like to briefly illustrate how Bloom's taxonomy can be used by teachers in similar professional areas to inspire students, increase active participation and strengthen English communication skills.

Our cross-cultural virtual project

Our cross-cultural virtual project lasted ten weeks, from April–June 2021. We had 138 students participating in total. In Germany, 52 electronic engineers participated. As this degree programme is international, students were based in various African, Asian or European countries. In Japan, 86 Japanese students from the Faculties of Health Sciences and Engineering joined the project.

We divided students into smaller teams and asked them to designate a team leader. This team leader was to be responsible for communication within the team and with the respective teachers. In order to answer the questions we gave them, students had to meet in synchronous video chats. Aside from these meetings, they were encouraged to communicate via the messenger app Line, e.g. to schedule meetings.

Our general aims for this cross-cultural encounter were to increase motivation, broaden our students' experiences, expand their knowledge about other cultures and to provide an opportunity to use English as a practical tool of communication.

In a first, synchronous meeting on Zoom, students met each other and began working on a joint Google sheet. This was used to manage the different groups and keep track of tasks. Individual feedback for the questions that students had to answer was collected via Moodle. The final task, a joint PowerPoint presentation by each team, was uploaded to Padlet, where teachers and colleagues could leave comments.

Bloom's taxonomy applied

In our project, we used the revised Bloom's taxonomy according to Anderson & Krathwohl (2001) as a framework for assessment. This allowed us to easily visualise and measure developmental outcomes of our students. Students were aware of different cognitive stages that they applied as well. Our aim was not only to provide a clear structure for students to gather new knowledge, but also to encourage the further processing of this knowledge and finally a critical reflection.

Our students were asked to discuss three topics with their partners. Each topic had three questions, each of them representing a different area of knowledge and cognitive level (see Table 6.4.1). These topics were 'My hometown', 'A TV programme I like' and 'Food that I like/don't like'.

Topic	**My hometown**	**Bloom's taxonomy level**	
Question 1	Describe key features of your partners' neighbourhood	remember understand	factual level
Question 2	How do these features compare to those of your neighbourhood?	analyse apply	conceptual level
Question 3	What aspects of your partners' neighbourhood would easily be applicable to yours? What would not? What changes would you foresee as necessary?	create evaluate	metacognitive level

Table 6.4.1: *Example of different cognitive levels for the topic 'My hometown'*

Our students' final assignment was to create a 60-second PowerPoint presentation with automated narration. All members and their home countries were shown, then they talked a shared discovery, which they made throughout the project. This discovery could be based on, but was not restricted to, the questions and answers exchanged throughout the project.

Results and discussion

Responses from our students showed that using Bloom's taxonomy had helped structure and advance the communication, especially when language proficiency was extremely varied. Our students were able to exchange ideas and engage with their partners, increase their knowledge of different cultures and gain practical experiences of cross-cultural communication. While English was the common language of the project, the focus was on using this tool to achieve results. Thus, students were able to experience a very realistic situation of working with colleagues across the globe. Furthermore, with clear questions and goals promoting higher-order thinking skills, we teachers were easily able to assess the outcomes based on these goals.

Conclusion

Bloom's taxonomy provided a robust framework and clear goals for our cross-cultural virtual project. Using this tool, students were able to successfully complete the project in a safe environment. Perhaps one of the most important outcomes, however, is that students enjoyed the project and extended both their professional as well as personal, cultural and communication skills.

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6.5 Fostering learner autonomy with the new CEFR guidelines

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Introduction

For the past 20 years since its initial publication, the Common European Framework of Reference for Languages (CEFR) has influenced teaching, learning and assessment not just in Europe but increasingly worldwide, with the CEFR-J being one example of adaptation of the CEFR guidelines to the Japanese educational context (Tono, 2019). With the publication of the CEFR Companion Volume with New Descriptors (Council of Europe, 2018), including new areas such as mediation and plurilingual and pluricultural competence, the CEFR has become even more relevant, not just for calibrating the proficiency levels of a language programme, but for guiding students on their path to developing a language profile they aspire to possess. This pilot study reports on a project using the new descriptors as signposts of a portfolio that students are encouraged to build during their four-year degree programme at a Japanese university.

Methods

In order to increase student motivation, document progress over time, and integrate in-class, extra-curricular and study abroad language experiences, the Language Education Center established a working group to develop a localised language portfolio. The self-evaluation part of the portfolio was based on the new CEFR descriptors across the four domains of reception, production, interaction and mediation, plus the new category of plurilingual and pluricultural competence. Within each domain, applicable activities for each mode were chosen (e.g. note-taking as an activity in the text mode of the mediation domain) and descriptors were adapted to fit the university context. Descriptors initially ranged from A2 to B2+ for the piloting stage but would be expanded based on the student population. The resulting instrument covering a total 72 descriptors (6 domains, 12 tasks, 6 levels) was trialled by the author in a first-semester listening and speaking class of 26 students in a pre/post design at the

beginning and at the end of the semester. In addition, a one-page, one-level-per-task form with two open-ended questions about students' level of satisfaction and future goals was administered at mid-term to foster students' sense of self-efficacy and goal-focused learning.

Findings

The main finding to report from this pilot is an overall increase in scores (on a scale from 0=not at all to 5=very well) from the initial to the final self-evaluation across all domains, modes and activities, with only one exception (interaction/conversation A2+). Regarding composite scores of the 12 tasks across all levels, the lowest ranking in the initial self-evaluation was production/addressing audiences (3.03) and the highest were reception/listening (3.75) and interaction/online conversation (3.65). In the final self-evaluation, interaction/conversation (3.69) ranked lowest, and production/addressing audiences (4.24) and interaction/online conversation (4.24) highest. The corresponding improvements ranged from reception/listening (+0.38), mediation/note-taking (+0.48), and interaction/online conversation (+0.59) on the low end to production/addressing audiences (+1.28) at the high end. That is to say, students overall reported the most improvement in giving presentations, one of the key tasks in the listening-speaking class. Reception/listening had already scored high in the initial ranking as had interaction/online conversation, leaving less room for noticeable improvement.

Discussion

This pilot project for the language portfolio was able to demonstrate an improvement in self-evaluation among students across all tasks that had been chosen as representative activities for university-level English classes. In addition, the instrument was able to pinpoint specific tasks that students found easier or more difficult at the beginning or at the end of the semester, as well as the corresponding rate of improvement in those tasks. At this point, as with all self-reported data without actual testing, the improvement is subjective and could be explained by a boost in confidence, which is, of course, important for motivational purposes. Besides the initial purpose of increasing students' language awareness, learner autonomy, and language learning motivation, the portfolio can also serve teachers by identifying an individual student's or a specific cohort's strengths and weaknesses, detecting effective or less effective elements of their syllabuses, or structuring specific learning sequences. While the sample size of this pilot study was limited to one class, and a moderator effect of the second mandatory English class that students have to take in parallel may be at play as well, the results look promising and indicate the potential of this part of the portfolio. What remains to be done is to set up the online infrastructure for a full e-portfolio that encompasses not only English but other languages taught at the university or known by students (language biography), folders for related files of documents, videos, and other artefacts (dossier), as well as a place for exam scores and other evidence of proficiency (language passport).

Acknowledgement

The set of descriptors that this study is based on was developed in collaboration with Wataru Sato, Takeshi Kamijo, and Virginia Peng.

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6.6 Rubric use in ELT: impact on students' learning

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Introduction

My presentation looked at the use of assessment rubrics in English teaching at the lower-secondary level in Iceland. A rubric can be defined as a set of criteria used to describe or evaluate students' work, performance or progress (Western & Northern Canadian Protocol, 2006). In order to explore the impact rubric use can have on students' learning, an action research study was carried out by an English teacher as part of her master's thesis project. The study was grounded in the theory and practice of formative assessment. Considerable emphasis is placed on the use of formative assessment in English teaching at the compulsory level in Iceland. The Icelandic National Curriculum states that the purpose of language assessment is to inform and improve learning and teaching. It should provide students, parents and teachers with evidence of learning progress and be used to further instruction. Assessment and teaching should go hand in hand and be based on competence criteria and learning materials suitable for the learners.

Another theoretical concept underpinning the study is *Assessment for Learning* (Western & Northern Canadian Protocol, 2006). It is based on the belief that the purpose of language assessment is to inform and improve both learning and teaching. Students should take an active role in assessment, be aware of their strengths and weaknesses and be able to set appropriate learning goals. The role of the teacher is to organise instruction around the needs of the students, use a variety of teaching and assessment methods, and provide students with constructive feedback about their learning. Assessment rubrics can be a useful tool for formative assessment. One of the main advantages of rubrics is that they help teachers to reflect on and assess their teaching and lesson effectiveness. They also help make learning objectives and competence criteria clearer for students, teachers and parents.

The research study

The action research study was conducted during three consecutive semesters from spring 2019 to spring 2020. Participants were 32 students of English in 9th grade (age 14–15), who subsequently moved on to 10th grade. The aims of the study were to examine students' attitudes towards the use of assessment rubrics in English courses and explore possible learning gains. Data on the implementation of rubrics were collected through the teacher's research journal and records of student participation. Students' attitudes were accessed through written questionnaires, a focus group interview

and student self-assessment forms.

Five English assignments formed the basis of the study. An assessment rubric was created for each of the assignments and students were encouraged to use them while working on the assignments. The rubric for the first assignment was created by the teacher. It contained four assessment criteria (content, organisation, pronunciation, group work) and included descriptors of what students should be able to achieve at four competence levels. After completing the assignment, the teacher felt that the rubric had helped her to set clearer learning objectives and give more specific feedback to students. She decided to experiment with involving students more in creating rubrics for future assignments. For the next four assignments the teacher took class time to discuss learning objectives and assessment criteria with the students at the beginning of each assignment. They gradually became more involved in generating assessment criteria for the rubrics and were instructed to refer to them while working on the assignments.

Written questionnaires were given to the students following each of the five assignments. Students were asked to reflect on what effect rubric use had on working on assignments, setting learning goals, and progress in learning English.

Findings

The teacher brought away from the action research study a firm belief in the value of using rubrics in English teaching. Rubric use made the interplay between competence criteria, assessment criteria and English teaching and learning more transparent for both teacher and students. The time and effort spent on introducing students to rubrics and including them in their creation was well-spent. That work resulted in learning gains for most of the students. They became better aware of what was expected of them on assignments and saw how rubrics could help them to organise their work and take more responsibility for their own learning. Taking part in creating the rubrics and reflecting on competence criteria played a big part in helping students to understand what lies beneath language learning. There were also benefits for the teacher: Clearer focus on assessment and competence criteria simplified assessment and giving feedback. Rubric use also gave the teacher greater confidence in her teaching and interaction with students. By involving students in the creation of rubrics, she gave them a voice and showed respect for their opinions.

Acknowledgement

I would like to thank the teacher, Rebekka Árnadóttir, and her students for their participation in the action research study.

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6.7 An exam preparation toolkit

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This paper will examine three tools that teachers can use to build student confidence in exam preparation courses.

Scaffolding and differentiation

In any language course, it is important to tailor the way we teach to the specific group of learners we are working with, but this is perhaps even more important in exam preparation courses. High-stakes exams are closely linked to important life goals, which means that motivation is often higher in exam preparation courses than in general English ones. But anxiety is often higher, too. If students experience a sense of failure early on in an exam preparation course, they may feel a greater sense of frustration and disappointment. For this reason, it is a good idea to ensure a high degree of success with exam tasks at the beginning of the course.

There are a number of ways we can provide students with extra support. With a listening task, we can give students access to the audioscript while they listen. We can also give them time to check their answers with the audioscript (with or without a partner) before checking the answers in open class. Another idea is to slightly grade the difficulty of exam tasks. Multiple-choice questions, for instance, can be made slightly easier by eliminating one or more of the wrong answers. We can even give the students all the correct answers to an exam task and ask them to determine why the correct answers are right – and, perhaps more importantly, why the wrong answers are wrong. By doing the task 'backwards', students gain a better understanding of important features of the task, such as distraction and paraphrasing.

Peer and self-assessment

Peer and self-assessment lends itself particularly well to exam preparation courses. The assessment criteria for high-stakes exams are publicly available to teachers, which means they don't have to come up with these criteria on their own. However, in order to use them with students, official criteria will need to be mediated into a clear, student-facing assessment tool like a checklist or rubric. A checklist for an essay could include questions like 'Have I organised my ideas into paragraphs?' Note that with this sort of formative assessment activity, scaffolding is key. For example, students could use a checklist to assess a model answer in class first before being asked to assess a piece of their own writing.

There is also the possibility of students assessing their peers. With this type of activity, teachers may worry about students failing to give each other useful feedback or hurting each other's feelings. These concerns are of course legitimate. However, if students have had enough practice assessing their own work before being asked to assess their classmate's, they are usually capable of giving each other surprisingly insightful feedback. To avoid negative experiences with peer assessment, one strategy is to give students a specific process to follow while giving feedback. The four-step 'Ladder of Feedback' (Perkins, 2003) is one example:

1. *Clarify* – ask questions to help you understand fully.
2. *Value* – express what you like giving detailed examples.
3. *State concerns* – kindly express your concerns.
4. *Suggest* – make suggestions for improvements.

In this way, students focus not only on weaknesses, but strengths as well. And when they do point out a problem, they are expected to give advice on how to fix it.

Exam conditions

Towards the end of an exam preparation course, it's important to simulate, to the greatest extent possible, official exam conditions in class. The goal is to avoid any surprises on exam day. Surprise creates stress, while familiarity increases confidence. One way to simulate exam conditions is to give students practice using official answer sheets. It is surprisingly easy to copy answers incorrectly. Another idea is to use official timing, not only for writing or speaking tasks, but also for the amount of time students are given to look at the questions for a listening task before the recording starts. One final idea for speaking exam tasks is to assign some students the role of the examiner, who asks the questions and keeps the time. In general, simulating exam conditions allows students to gauge how well the strategies they are using in class will work on the day of the exam.

Conclusion

For exam preparation teachers, these three tools could be a useful addition to their teaching repertoire for this type of course, where student confidence is of particular importance.

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7 Approaches in teacher training

A range of approaches to pre-service teacher training are described in this chapter, starting with **Aneta Marren**'s report on a project in which pre-service teachers designed personas to support them during microteaching practice on an intensive one-year MSc TESOL programme in the UK. Next, within the context of the recent shift of CELTA, including teaching practice, from face-to-face to fully online, **Anna Hasper** discusses the results of a study into CELTA tutors' beliefs regarding the skills and knowledge required for effective online CELTA tutoring. The third paper, by **Ulla Fürstenberg and Christina Egger**, describes how student-teachers on an ELT master's programme were trained to develop and use linguistic landscape (English learners encounter in their everyday lives) tasks with secondary learners in a small town in Austria, and the challenges they encountered. **Susi Pearson and Maria Heron**'s report picks up on a prominent theme from the 2021 Conference – empathy. They describe how they attempted to embed a culture of empathy during three CELTA courses, draw several conclusions from their reflections, and outline suggestions on how to improve the process. The chapter closes with **Vanessa McDonagh**'s report on a study into the construction of international students' teacher identity as part of a TESOL master's. An overview of five main themes is presented, with a focus on two in detail – access to real students, and emotions.

7.1 Designing personas: a new approach to TESOL microteaching practice

Aneta Marren *University of Glasgow, UK*

Introduction

One of the common criticisms of microteaching practice on teacher training programmes is the inauthenticity of the task (He &Yan, 2011). While students appreciate the opportunity to plan and teach lessons, they often comment on the challenges of planning a lesson for an imaginary group of learners and having to teach it to their peers who act as learners.

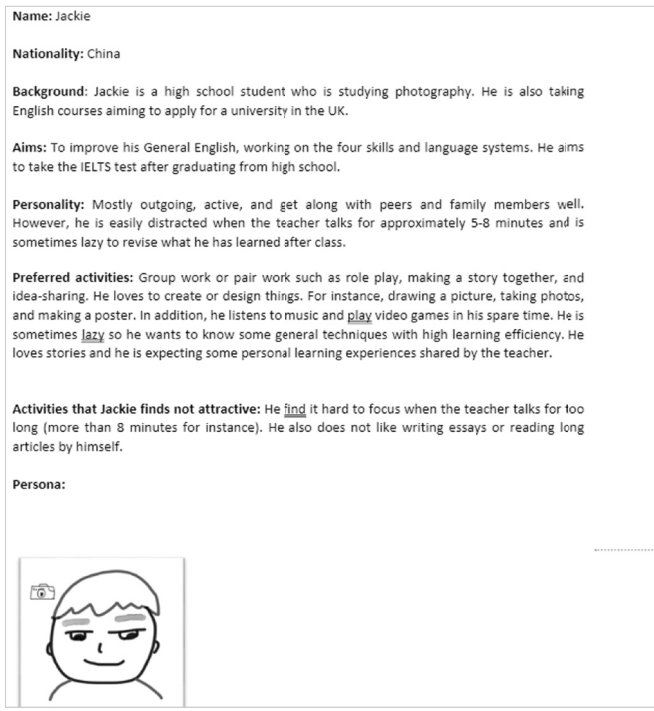
This has also been my experience as a teacher trainer on an intensive one-year MSc TESOL programme. My students often comment on the difficulties of acting as language learners and the challenges of designing lesson plans for an imagined group of learners. Therefore, the lesson plans produced by the trainee teachers often do not successfully demonstrate an understanding of the teaching context and present a homogenous picture of a target learner. This then leads to problems in teaching, e.g. insufficient time for task completion or grading of language.

To address these issues, I have used the concept of personas from the User Centred Translation theory (Suojanen et al., 2014) where personas are defined as 'imaginary characters who represent real user groups' (Suojanen et al., p.70) – in the context of this project, the students.

Context and procedure

I conducted the project with a group of MSc TESOL students at the University of Glasgow on a core methodology course during semester two of the programme. The participation in the project was voluntary. The students who were interested in the project took part in a one-hour workshop which introduced the concept of personas, discussed their application to microteaching lesson planning and teaching and gave the students an opportunity to design their own personas. To design a persona the students were asked to select a class profile from the four used in microteaching practice, draw a picture of a target learner and describe them using a previously given set of guidelines (see Figure 7.1.1). The personas were then stored in a secure folder on the university OneDrive and the students were asked to use them when planning their lessons.

The trainees were asked to complete a short, post-lesson, reflective open-ended questionnaire each time they taught to explore how they used the personas and whether they felt that the personas helped with lesson planning and teaching. The trainee teachers were also asked to suggest how they could improve their use of personas.



Name: Jackie

Nationality: China

Background: Jackie is a high school student who is studying photography. He is also taking English courses aiming to apply for a university in the UK.

Aims: To improve his General English, working on the four skills and language systems. He aims to take the IELTS test after graduating from high school.

Personality: Mostly outgoing, active, and get along with peers and family members well. However, he is easily distracted when the teacher talks for approximately 5-8 minutes and is sometimes lazy to revise what he has learned after class.

Preferred activities: Group work or pair work such as role play, making a story together, and idea-sharing. He loves to create or design things. For instance, drawing a picture, taking photos, and making a poster. In addition, he listens to music and play video games in his spare time. He is sometimes lazy so he wants to know some general techniques with high learning efficiency. He loves stories and he is expecting some personal learning experiences shared by the teacher.

Activities that Jackie finds not attractive: He find it hard to focus when the teacher talks for too long (more than 8 minutes for instance). He also does not like writing essays or reading long articles by himself.

Persona:

Figure 7.1.1: *Persona sample profile*

Findings

The collected data were analysed using thematic analysis. The reflective questionnaire was completed by 23 teacher trainees after lesson one and 15 teacher trainees after lesson two. One of the most mentioned themes in the data was the help personas provided with lesson planning, for example:

> Yes, it really helped me make some predictions to pre-empt or alter some negative and withdrawn behaviors by thinking of some solutions in advance, enabling me to be more proactive instead of passive. … I get sth to rely on when making some pedagogical decisions (S1).
> … and the personas can help me analyse my learners better, such as their level, interests (S5).

Other students commented on how personas helped them with selecting teaching materials:

> … material choosing became more targeted since the persona provides information about their language level, preference, motivation, relevant resources (S4).

Analysing the learners also allowed the teacher trainees to move out of their comfort zones and try out new approaches in their teaching:

> … and also we noticed the students are all active students so we decided to plan a lesson of TBL for the sake of a better teaching method to motivates them while having class (S4).

However, there was also an indication for more support:

> … sometimes, for teachers like us, new to the field, it's really hard to have an adequate understanding on students' proficiency of English (S7).

Also for more guidance in applying personas, for example:

> … it is not feasible to make a personalised lesson plan for each individual (S9).

Therefore, more support in how to negotiate and address the needs of a varied groups of learners is still needed.

Conclusion

This small-scale study indicates that personas have the potential to offer support for pre-service teachers in microteaching practice. However, more research into how teacher trainees engage with personas in microteaching both as teachers and learners, is needed to understand how they can support lesson planning and teaching.

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7.2 CELTA 2.0 – revisiting our role post-Covid-19

Anna Hasper *TeacherTrain, UAE*

Introduction and context

The Covid-19 crisis disrupted the provision of face-to-face (F2F) CELTA courses in early 2020, and the fully online CELTA, where input as well as teaching practice is delivered live online, has become part of tutors' new normal. As a CELTA tutor and assessor, I felt it was of great importance to give tutors a voice and hear how they felt this unexpected transition had changed their role. Gaining an insight into their experiences could help redefine the role and better prepare new tutors for the virtual learning environment.

Research

My talk reported on the findings of a small-scale study, conducted in July 2021, aimed at gaining an insight into CELTA tutors' beliefs of the perceived skills and knowledge required for effective online CELTA tutoring. 90 tutors completed the online questionnaire which collected some background information and, through open questions, elicited information around tutors' beliefs on effective online tutoring. In addition, it asked participants to identify four main differences between F2F and online tutoring. Five tutors were randomly selected for follow-up interviews. All open-ended questionnaire responses and the interview transcripts were thematically coded by manually allocating categories.

Perceived main differences between F2F and online tutoring

The data indicated that tutors perceived instructional strategies, methodology and pedagogy to be the main difference. Initially tutors tended to rely on their F2F experiences by mimicking F2F techniques; however, their application was perceived to be less effective online. Further analysis highlighted four areas, all related to classroom management, which posed the biggest challenges: giving instructions; monitoring the learning process; conducting feedback; and time management.

Take-away: *Identifying effective online instructional strategies enables more informed pedagogical decision.*

Unsurprisingly, the use of technology was stated as the second biggest difference. Since tutors wanted to uphold communicative language teaching pedagogy, they rapidly had to develop knowledge about the affordances and limitations of the technology available, as well as the skills to use the different applications appropriately. Many tutors highlighted that expert guidance on the effective use of different technologies, besides their own self-directed learning, would have made them feel more enabled online.

Take-away: *Defining a set of technological competences and appropriate tools for online tutoring enables tutors to do, as per questionnaire, 'the right thing'.*

The findings also indicated that tutors considered course organisation and creating group cohesion with and between trainees as other important areas of difference. Humanising the online learning environment and allocating time to building rapport, during, and before, the official synchronous start of the course were regarded as critical due to the lack of spontaneous opportunities to connect in the digital training context.

Take-away: *Opportunities to build group cohesion need to be purposefully planned and can be initiated asynchronously before the synchronous course component.*

Essential knowledge and skills for effective fully online tutoring

The data show that having the knowledge and skills to use technology appropriately, to facilitate group cohesion and organise effective communication are believed to be of utmost importance for effective online tutoring. However, trainees' expectations about the tutor's role, their availability and communication channels seemed to be influenced by the trainees' socio-cultural context and their prior learning experiences, which led to some tutors feeling the need to be present 24/7.
Take away: *Establish clear rules for communication and make the role of the tutor and trainees explicit at the start of the course.*

Whilst CELTA tutors have always had a duty of pastoral care towards trainees, the importance of being able to manage and support trainees, and their own physical, mental, emotional and social wellbeing when working remotely was emphasised as crucial. Developing technological competences and reframing instructional strategies would reduce tutors' stress and heighten their sense of wellbeing (MacIntyre et al., 2020); however, actively managing wellbeing is a prerequisite for any learning (Mercer & Gregersen, 2020) but seemed even more important in the online context.
Take-away: *Outline strategies that help to manage trainee and tutor wellbeing.*

Conclusion

Overall, tutors considered the shift online as a learning opportunity, but one that required rapid upskilling at the time. While informal learning within our community of practice during the pandemic was invaluable, and a valid part of professional learning, it is not sufficient as Borg (2015) attests. More research needs to be done on how to best support teacher educators' professional learning, to not only benefit trainees but ultimately benefit the future learners of English.

Acknowledgement

I would like to thank all tutors who participated in this study.

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7.3 English is all around us: developing effective linguistic landscape tasks

Ulla Fürstenberg *and* **Christina Egger** *University of Graz, Austria*

Linguistic landscape (LL) and ELT

Due to the role of English as a global language, learners in many parts of the world are now exposed to English on a regular basis in their lives outside the classroom: 'English has now spread so widely beyond its inner circle context that it is often literally visible as part of the language environments of most … learners of English, a (potential) visibility captured in the term "linguistic landscape"' (Roos & Nicholas, 2019, p. 91). Thus, one way to help learners grow as users of English beyond the classroom is by designing tasks that make use of English in the linguistic landscape (LL) which learners encounter in their everyday lives. This approach also affects the role of the teacher in the learning process, shifting the focus from providing input to helping students learn from the input in the world around them. It is therefore important for student-teachers of English to be able to explore the use of LL tasks as part of their initial teacher education.

The project

In our cooperation project between the ELT programme at an Austrian university and a secondary school in a small town in Austria, student teachers on the ELT master's programme first received input on the use of LL tasks in ELT (e.g. Barrs, 2020) and collected examples of English in public spaces around the university (see https://teacher-language-awareness.uni-graz.at for examples and more information on the cooperation project). The student teachers then designed LL tasks for a group of pupils (CEFR level: A2; age: 14) in the partner school. The tasks went through a process of feedback and revision by the students' instructor at the university and the class teacher at the school, before one task was chosen to be trialled with the pupils in class. The pupils then recorded their reactions to the LL task in a questionnaire.

The task

The chosen task required the pupils to find English words or phrases in a shop window in their town that had been decorated for Christmas. They had to make sure that they understood the words/phrases before writing a story that contained a description of the shop window (e.g. a story about finding the perfect gift for a family member). The focus of the writing task was on using the past simple/progressive correctly for storytelling.

Pupils' reactions

Overall, the majority of pupils commented positively on the process of finding an appropriate English phrase in their environment (58.6%) and understanding its meaning (73.9%). Almost 90 per cent of the pupils were able to comprehend and successfully complete the writing task that followed. According to the pupils, the LL task was less work-intensive compared to a task taken from the schoolbook, which is what their teacher would usually assign for homework. More than half of the pupils said

that they would like to work with English in their environment again, while nearly 90 per cent said that they believed they had improved their English skills in the process.

Lessons learned

During the course of the project, we were reminded that context matters for learners to be fully engaged in a task, and teachers who are interested in incorporating English in the linguistic landscape into their teaching should first familiarise themselves with the learners' linguistic environment. Our project was conducted in a small town in a rural area of Austria, and pupils reported that they had difficulties finding any English in their immediate surroundings. Their teacher encouraged them to widen their search and include pictures from the Internet, which allowed them to complete the task, but slightly altered the procedure. We had not anticipated this problem when we were planning the project.

Implications for teacher education

The reactions of the student teachers to the idea of incorporating LL into their teaching were very positive, but it became clear in the feedback phase that it was difficult for them to make sure that their tasks had a clear language focus. They also tended to create tasks that were too difficult for the target group. If LL tasks in ELT are to be effective, these challenges will need to be addressed in initial teacher education, and more research is needed to determine student teachers' precise needs in this regard.

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7.4 Exploring empathy in ELT with pre-service trainees and novice teachers

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Inspired by Kieran Donaghy's 2021 plenary 'Embedding a culture of empathy in English language teaching', we wanted to explore how we could do this with pre-service teachers, where training often focuses mainly on basic teaching techniques and where teachers who are empathetic individuals may often not demonstrate this in the classroom.

Defining empathy and why it is important in the language classroom

We define empathy as 'the art of stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide your action' (Krznaric, 2014, p. 1) and agree with Mercer (2016, p. 106) that 'empathy is especially relevant to language learning, with its focus on communication, cultural diversity and the centrality of social interactions'.

Why pre-service trainees often don't show empathy

We believe that this may happen for a number of reasons, including:

- their focus on being assessed, and often on their lesson plans, while teaching;
- the intensive nature of the course and the fact that there is not a great deal of time to develop a relationship with Teaching Practice (TP) students;
- nerves; and
- a cultural perception that the role of the teacher is to teach language and not develop relationships in the classroom.

How we explored empathy

We were able to do this across three CELTA courses – a face-to-face course in October 2021 and two online courses in January and February 2022. We were keen to make this a 'little and often' approach across the course and used the following ways to do this:

- We had an empathy focus in several input sessions: the 'Adult Learner' session introduced the concept, why it is important, and we set up an Empathy Padlet which the trainees would add to during the course with examples from input sessions, TP and any other interaction on the course.
- A 'Humanising your Teaching' session focused on case studies which encouraged the trainees to think about how they would react in certain situations in the classroom that might require empathy.
- Finally, sessions on using authentic materials explored materials and tasks which foster empathy.

In addition, we focused on empathy where appropriate in TP feedback (written and oral), praising moments when the trainees showed empathy and highlighting where this might have happened. As trainers, we also tried to model empathy in feedback, input sessions and general interactions with the trainees.

Reflections and conclusions

We noted that the output in some of the tasks we designed was not always reflective of an understanding of empathy, for example, in the authentic materials sessions some trainees struggled to design tasks that really explored the theme of empathy with their learners.

Overall, the examples of empathy observed on the course were mostly confined to classroom management, not the use or exploitation of materials, but materials design is a complex skill and one that we would not expect to be developed fully on such a short and intensive course.

When we examined our written feedback on TP, we noted that the examples of empathy we had highlighted for praise were often only on lesson plans, not feedback

summary sheets and there could have been more examples raised, to give a greater emphasis to this area.

We can also conclude, unsurprisingly, that raising awareness of empathy does not immediately translate into actions, and we also have no way to assess the impact of our project on the trainees' teaching post-CELTA. However, we still believe it was a worthwhile undertaking, as the evidence of the trainees' awareness of empathy as a feature of ELT, such as the examples they posted on the Empathy Padlet, the discussions on how to respond to certain situations in class and also in feedback on their TP about how empathy was shown (or could have been displayed in certain situations) has, in our opinion, laid the framework for trainees to use their natural empathy in their teaching once the pressure of being on an intensive, assessed course is no longer present.

With certain tweaks to the process, such as: a) modelling examples of tasks that promote empathy in example TP lessons that trainers conduct; b) suggesting tasks that promote empathy during supervised lesson planning; c) adding a focus on empathy to peer observation and self-evaluation tasks; and d) ensuring that trainers add feedback on examples of empathy observed in TP to feedback summary sheets as well as on lesson plans, we can continue to highlight what we consider to be a key feature of ELT in pre-service training.

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7.5 Exploring a student-teacher's identity (re)construction on a TESOL programme

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Context

The findings shared in this paper are part of a doctoral study into the construction of international students' teacher identity as part of a TESOL master's. These participants had little experience in teaching prior to starting the programme. Across the programme, they had opportunities to engage in microteaching, i.e. teaching their peers, in semester 1, and practice teaching, i.e. teaching real students who volunteered for English lessons, in semester 2. The data were collected using guided reflective journals and conducting three interviews with five participants during the year. Each participant was given a pseudonym based on how they identified and named themselves

on the programme. These data were then analysed narratively at an individual level, and thematically across all narratives. Here, an overview of the five main themes was presented, with a focus on two in detail. The five main themes identified were: access to real students; emotions; professional knowledge and growth; collaboration/working with others; and intercultural competence/NNESTs. The focus was on access to real students and emotions.

Access to real students

The participants' reactions to having access to real students were both positive and negative, with Lucy reflecting that it was 'easier to teach the real students' than peers because this was more reflective of what would happen in the future (Lucy, Interview 2). However, not everyone was in agreement. Emma found that teaching the real students was challenging, as they asked questions she had not thought about, which peers often had not done in the previous semester. Despite this, Emma felt these questions and the experience was 'good practice ... and I learned many skills' (Emma, Interview 3). Loretta, similarly, found it challenging to teach the real students but reflected the experience helped her feel like 'a real teacher' (Loretta, Interview 3). While David found the experience of teaching real students 'fun', he questioned the authenticity of the experience because it would be rare for him to teach such a diverse group of students at home. There are discussions about whether these types of experience can be considered authentic, and help with the construction of teacher identity. Howell & Mikeska (2021) describe authenticity as 'the degree to which an approximation is similar to the situation it approximates' (p. 10) and state that there is also a place for inauthenticity when there is an 'instructional goal' (p. 17). Given these descriptions, both microteaching and practice teaching provided an opportunity for the participants to gain experience, and while practice teaching could be seen as more authentic, microteaching had the instructional goal of providing a safe place for the participants to practise becoming teachers.

Emotions

Emotions have been seen as critical in the negotiation and formation of teacher identity (Zembylas, 2003) and they can be diverse. Across their journey the participants experienced worry, nervousness, anxiety, embarrassment, lack of confidence, as well as feelings of fun, comfortableness and confidence. Following her first microteaching experience, Lucy reflected on being embarrassed when she greeted the students and got no response, which in turn led to greater nervousness (Lucy, Interview 2). At the end, however, she felt more confident and she was looking forward to semester 2. In interview three, Lucy reflected that she was 'more confident ... and when there are some unexpected issues, I can know how to react and how to get their response' (Lucy, Interview 3). Lucy's journey shows how each experience helped her to grow in confidence and she was looking forward to the future.

Loretta's journey was different, and reflected a more cyclical nature to the emotions she experienced. At the beginning of microteaching Loretta shared that she was nervous because she 'didn't have enough experience to prove whether I am a good teacher'. Part of the nervousness came from not having any teaching experience or standing in front of a class, but the rest came from teaching her peers. As she became more

comfortable with teaching and more familiar with the students, her confidence grew (Loretta, Interview 2). At the beginning of interview three, Loretta reflected that she once again felt nervous, not as nervous as she had been at the start of the teaching journey, but still nervous as she was faced with a new group of students. As with her experience of microteaching, at the end of practice teaching Loretta was more confident in her abilities and was looking forward to the future. Through Loretta's journey and the emotions she experienced, parallels can be drawn with identity and identity construction. Emotions, like identity, are not fixed and they can change depending on the situation a person is in.

Conclusion

These two themes help to illustrate the experiences had, and some of the emotions felt, by the participants on their master's programme. They also illustrate the importance of changing emotions in relation to the different experiences on a TESOL master's programme and how these can contribute to the construction of teacher identity.

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8 CPD in practice

Continuing with a focus on teachers, the papers in chapter 8 report on a number of continuing professional development (CPD) initiatives in various contexts beginning with **Birgit Strotmann and Alfonso López-Hernández**'s report on an innovative co-teaching project at a middle-sized Spanish university. Moving on to South America, first **Juan Quintana** describes how he created an online course aimed at building EFL educators' technological and pedagogical competencies in making and incorporating educational videos in Peru. Then **Macarena Baridón** presents an overview of sustainable teacher development as developed by *Ceibal en Inglés* (CEI) in Uruguay; and **Daniella Seong Hui You** examines the impact of a portfolio-based teacher evaluation and development programme designed to replace quality assurance lesson observations in a large private language institute in Brazil. The final paper in this chapter comes from **Tannistha Dasgupta**. Working within a community in India where teachers from non-ELT backgrounds are expected to teach language, she describes how she designed and executed two types of in-service training and development to benefit colleagues in her own workplace and in neighbouring colleges.

8.1 Co-teaching: one and one is more than two

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Introduction and context

Frequently teachers feel that theirs is a lonely profession, with insufficient interaction with peers once their training period has finished. Co-teaching is a professional development option that allows for individual growth as a teacher in a safe and respectful environment, without being shackled in content, time and place by a 'one size fits all' training programme. It is a collaborative partnership between two or more teachers who share a substantive part of a course, including the planning, delivery and assessment phase of teaching, and with the aim of improving their own practice and their students' learning experience. Co-teaching offers an opportunity for peer learning on the part of the teachers involved, while providing greater variety of instruction, access to multiple perspectives, or increased diversity of feedback to the students.

Co-teaching practices are common between pre-service and in-service teachers in initial teacher training, as well as classrooms requiring attention to diversity. However, co-teaching also offers many benefits in other contexts, such as content – language teacher collaborations, or bilingual classrooms. One of its great advantages is that collaborative

teaching is also very versatile, providing many possible scenarios, which can be mixed and merged. For instance, Cook & Friend (1995) differentiate 5 models (Figure 8.1.1):

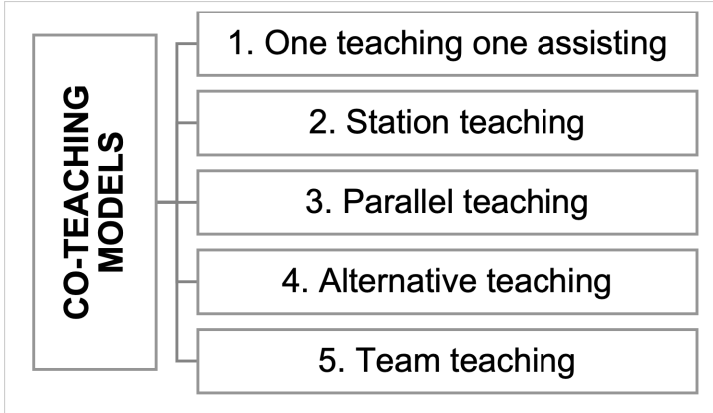

Figure 8.1.1: *Co-teaching models according to Cook & Friend (1995)*

While in option 1 a hierarchical relationship between co-teachers is established (for instance, experienced teacher – novice teacher; teacher – language assistant), in option 5, two teachers share the classroom equally. Options 3 and 4 allow teachers to create smaller groups, for example dividing the class in two to carry out a discussion activity (option 3) or dividing the main class from a smaller group that receives differentiated separate instruction (option 4). Station teaching involves teaching separate content to the same class at different times, which is quite habitual in university contexts.

This report is based on a teaching innovation project on co-teaching at a middle-sized Spanish university, involving seven different teachers from three different departments and eight university courses (Buckingham et al., 2021). Teacher diaries and student focus groups were analysed, and the following examples of good practice identified.

How to set up co-teaching

For a co-teaching experience to be successful, participant engagement needs to be voluntary and not by top-down design. It can be helpful to provide an opportunity for self-assessment, such as the Collaboration Tool developed by Professor Teresa W. Heck at St. Cloud University [https://www.comillas.edu/documentos/Collaboration_tool(CSAT).pdf]. Once the partnership is established, a first step is to determine the lines of communication, both inside and outside the classroom: (1) what channels to use (email, WhatsApp, shared drive, phone calls); (2) how to time communications (last minute or in advance, daytime or evenings, weekdays or weekends); or (3) what the teacher roles are (cc'ing all communications to students, responding to unexpected events, etc.).

Secondly, during the planning phase for the course, teaching partners might want to establish a calendar for each session including content, tasks, materials, and teacher roles (Figure 8.1.2).

2018-19. Team Teaching Calendar

Session	Date	Content	Tasks	Sources / materials	Teacher 1 & Teacher 2
1	Mon 18/2	**Introduction** Language objective: asking for, giving opinion (oral)	Brainstorm using mentimeter Personal introduction Overview of the course (PPT) 2. ppt module 3 session 0 (task presentation, 30%) and task-based approach in modules!! (they have to put into practice everything they learn in their projects) (15 min) S2 1.Debate or discussion groups	Mentimeter slides Powerpoints ppt intro session (include a personal introduction) ppt session 0 module 3 Sheet: useful expressions for discussion and debate Photo / 4 Wh- graphic organizer	2 Groups (1 teacher per subgroup) Both teachers lead change Hour 2: class is divided. Teachers moderate discussion and take notes for feedback at the beginning of session 2 Tt encourage students to use the expressions on the worksheet (I like very much this proposal, and it is very CLIL!! content and language development :)
2	19/2 20/2	**Module 1, Session 1** Hour 1: Set task and make groups. Groupwork	**Hour ONE - PLENARY:** 1. **Students complete co-teaching questionnaire** 2. **Feedback to discussion task** 3. **Give instructions for jigsaw reading**	shared doc with instructions on Moodle and shared folder Readings: TKT unit 1	T1 stays with G1, who work on mindmapping T2 assists G2 in glossary and Kahoot

Figure 8.1.2: *Sample calendar*

This is when you need to negotiate assessment criteria and tools, so you can design your tasks in a purposeful way (Conderman & Hedin, 2012).

Step 3, delivery, deals with how you manage your classroom: what role each teacher takes on in the classroom (lead or assist); how you establish turn-taking mechanisms (a gesture or look, a mark on a PowerPoint slide); how you ensure equal protagonism (alternate in the lead role, make reference to your partner, engage in dialogue with your partner); or how you can best model successful collaboration for the students (show respect, showcase your partner's strong points).

Finally, when it comes to assessment (and this is a 'hot' topic, as it tends to worry students considerably), make sure you take advantage of the fact that there are two of you. Consider having one of you take the role of interlocutor in an oral activity and the other act as observer, or, if students give presentations, have one assess content and one language. Your feedback to the student, coming from two sources, will be much richer. And, in cases of doubt, there will be another pair of eyes to look at any student work and help you assess progress more objectively.

Conclusion

To conclude, well-organised co-teaching is an alternative form of teacher development that allows for individualised peer learning, while offering richer feedback and a more varied learning experience to the students. It is a win-win situation for everyone involved in it.

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8.2 Designing an online course on educational technology integration into TEFL

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Introduction

My interest in designing an online course on effectively incorporating educational digital technology into TEFL arose after getting my master's degree. In late 2019 I conducted a study in a Peruvian binational centre located in Lima, devoted to teaching English to the general public. The outcome of that research revealed that even though almost 90 per cent of EFL teachers used web resources to attain their pedagogical objectives, just a small percentage created their own digital content. For instance, research showed that six per cent created videos, eight per cent created audio recordings, and one per cent created virtual reality content.

Bearing that in mind, in late 2021 I had the possibility of creating and designing an online course aimed at building EFL educators' technological and pedagogical competencies in making and incorporating educational videos. Concerning other educational digital materials, suitable courses may be created for that purpose in the future.

Course instructional design

The course was based on the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model (Quigley, 2019).

The analysis stage took into consideration the evidence provided by the study. In fact, because of the small percentage of EFL teachers who created their own educational video clips, there was a CPD opportunity for teachers who would be willing to start producing their own videos and incorporating them into their lessons. Therefore, creating a course to build up educators' technological and pedagogical competencies was justified.

The design step involved defining the course structure on Canvas LMS. The course was conceived of as having the first module devoted to discussing concepts such as educational digital technologies, digital competencies, and getting familiar with the six levels of the Digital Competence for Educators Framework (DIGCompEdu): A1, A2, B1, B2, C1, C2. The second module was focused on how to create videos using smartphones, YouTube app and an application called Screencast-O-Matic, so that participants could deliver personal introductions and talk about favourite souvenirs. Module three involved participants in choosing a learning task and creating a clip to attain a pedagogical objective, which is why an example of a clip to promote extensive reading was provided. Module four consisted of a final assessment and a survey to get feedback (see Figure 8.2.1). All the material was to be covered in 12 hours via live online sessions

given by the course teacher (synchronous learning) and participants' autonomous work (asynchronous learning).

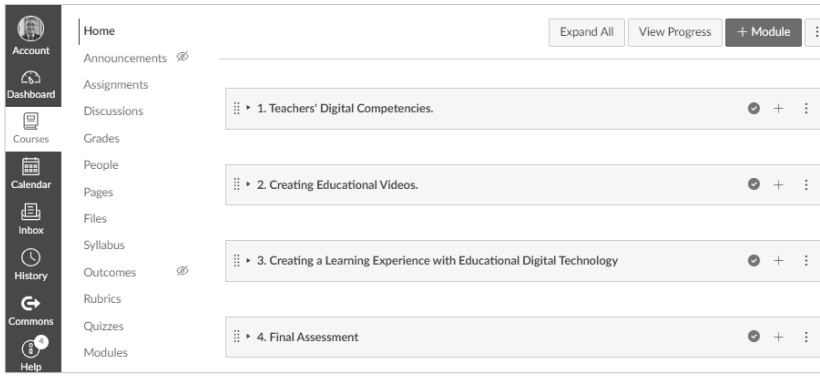

Figure 8.2.1: *Course structure on Canvas LMS*

The development stage consisted of creating the course syllabus, an essential document containing the course description, goals, structure, rubrics, and assessment, which is available at: https://drive.google.com/file/d/1h-Lz4vvR-tYLl-pjDMfqYhUibmmHWJhf/view.

Additionally, I created course instructional videos and posted them on my YouTube channel to guarantee their availability and integrity. In this regard, the only material from an outside source was the DigCompEdu Framework (see Table 8.2.1).

Module	Name	Location
Module One	Teachers' Digital Competencies	https://youtu.be/d7zPKsz_aXQ
	DigCompEdu Framework	https://publications.jrc.ec.europa.eu/repository/handle/JRC107466
	DigCompEdu Framework Explained	https://youtu.be/p1AMuaOmvLg
Module Two	Creating a Google Account	https://youtu.be/tGgtHA4tjr8
	Creating a YouTube Video	https://youtu.be/RQtJrYD5woA
	Creating a Video with Screencast-O-Matic	https://youtu.be/Pu--zLGI8fA
Module Three	I Am Malala – My Favorite Book (YouTube video)	https://youtu.be/O8SFtSmSVF0
	I Am Malala – My Favorite Book (Screencast-O-Matic video)	https://youtu.be/c5jWU57ZqqU

Table 8.2.1: *Course materials*

The implementation step involved piloting the course. In fact, some EFL educators agreed to take and pilot the course on a voluntary basis, being able to learn how to create videos (technological competencies) and incorporate them into a TEFL task (pedagogical competencies). Besides that, participants kindly provided valuable suggestions through the final survey, thereby allowing me to launch the course at an institutional level.

The evaluation stage had to do with assessing participants' contributions in four forums focused on students sharing thoughts about the videos they created and how they integrated them into certain tasks. Finally, a multiple-choice exam was administered at the end of the course (more details about the grading system can be found in syllabus section VIII: https://drive.google.com/file/d/1h-Lz4vvR-tYLl-pjDMfqYhUibmmHWJhf/view.

Conclusion

The online course was created to encourage teachers to create their own educational videos and incorporate them into their teaching practice, thereby contributing to their CPD. Additionally, it gave me the opportunity to apply the results of research in an academic endeavour with practical benefits for the TEFL community I belong to. Finally, access to the course may be given to readers of this paper on request.

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8.3 Sustainable professional development: the role of the mentor in Uruguay

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Introduction

Continuing professional development for teachers is of utmost importance in ensuring high-quality 21st-century education. Moreover, strengthening teachers as professionals is key to facing the challenge of providing education that is pertinent in a world that is rapidly changing and ever more complex. However, most teacher training courses are designed as one-size-fits-all proposals that do not adapt to teachers' needs. The aim of this paper is to provide a panoramic view of sustainable teacher training, as developed by *Ceibal en Inglés* (CEI) in Uruguay.

Context

In 2012, CEI invited Uruguayan primary classroom teachers from 4th, 5th and 6th grades to participate in remote English lessons with their students. In 2022, there were more than 650 schools and 3,200 classroom teachers working together with more than 230 remote English teachers, using videoconference systems and platforms to support students' English acquisition.

Classroom teachers who participate in the programme have to face many new challenges. They have to work with a foreign language they may not have any expertise in, with a partner (remote English teacher) who may be in a different city or country, with technology (video conferencing, LMS) which might be new to them, and change

their traditional role as experts to become facilitators of learning.

During the academic year, teachers' schedules are very demanding and many of them do not have time to participate in extracurricular activities, such as unpaid professional development courses. This means that post-graduation training and continuing professional development for educators as currently developed in Uruguay needs to find a way to reach classroom teachers at their workplace and adapt to their work schedules.

The role of the mentor

The role of the mentor was created in order to address these professional development needs and better support classroom teachers' participation in CEI.

CEI's mentors are education professionals with experience in the field of English teaching. In 2022 the mentor team was composed of 22 mentors, and each mentor provided guidance and support to approximately 150 classroom teachers in different locations.

Sustainable professional development provided by mentors

I would argue that, in the case of classroom teachers' professional development, sustainability means to be able to ensure continuous and up-to-date acquisition of knowledge and skills relevant to a teacher's role without drowning them in constant and time-consuming workshops and courses; that is why mentors offer a tailor-made and customised alternative to support classroom teachers when facing new professional challenges.

Some of the activities led by mentors with the aim of supporting classroom teachers and advancing their professional development are:

- interviews with classroom teachers, which allow mentors to understand classroom teachers' professional development needs, and design a path for them taking into account their skill sets, learning styles, interests and schedules;
- interviews with head teachers and secretaries in order to understand the culture of each establishment, the particularities of the neighbourhood, and the rules that are particular to each educational ecosystem;
- lesson observations, not to inspect or control, but to identify areas in which the teacher may need some assistance, training, advice or feedback;
- specific workshops designed and based on the information obtained from the interviews and the lesson observations. This type of training is usually carried out with each individual teacher and often with their groups of students present, since they cannot leave the classroom;
- guidance with extracurricular activities organised by CEI, such as contests, competitions, festivals and pilot programmes;
- support and encouragement to classroom teachers who want to share their experiences in writing or at a conference or to those who would like to apply for courses and scholarships available to CEI classroom teachers;
- identifying new leaderships within schools. The fact that the professional development provided by mentors is sustainable also means that mentors empower classroom teachers so that they can become independent and can help their colleagues themselves. When a teacher has been through all (or most) of the aforementioned

professional development activities with their mentor, they can work on their own without need of frequent visits and can coach others. Thus mentors foster peer-led professional development too.

Conclusion

Bringing professional development opportunities to schools during school hours is a way to empower teachers to continue growing as education professionals. CEI has been doing this for ten years now.

I hope this paper will inspire more institutions to provide continuous customised and top-quality support for their educators and to continue innovating to find sustainable solutions for teachers to be able to adapt to the challenges of the current state of the professional world.

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8.4 Impact of implementing a portfolio-based teacher evaluation and development programme

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Introduction

Teacher evaluation programmes supporting teacher development are desirable for teacher effectiveness and improvement (Darling-Hammond, 2013). Portfolio-based teacher evaluation programmes could be an option for professional growth through reflective practice (Aras, 2021). This case study examined the impact of the implementation of a portfolio-based teacher evaluation and development programme replacing quality assurance lesson observations in a large private language institute in Brazil.

Context

A not-for-profit private language institute with over 350 English teachers over 40 branches in 3 states in Brazil used to adopt annual one-off unannounced lesson observations to evaluate their teachers' performance (2014–2018). However, an internal study carried out proved unannounced lesson observations were ineffective, unfair, non-developmental and unclear regarding the impact on the institutions' results.

A focus group including senior managers, academic and branch managers, academic supervisors, teachers, coaches and mentors proposed a new framework for teacher evaluation and development based on Murdoch's teacher-supportive and progressive principles of performance management (Murdoch, 2000), which are based on promoting reflective practice, collaboration and development based on learners' needs and empowering teachers. The new portfolio-based teacher evaluation and development framework consists of four key stages:

Figure 8.4.1: *Portfolio-based teacher evaluation and development framework*

1. *Setting Goals*: Teachers identify an area of investigation for the academic term based on the needs identified from the data they collect from lesson observations, feedback from learners and institutional reports (learners' satisfaction survey reports). The goals are agreed between teachers and managers.
2. *Planning and devising an academic action plan*: Teachers design and propose a plan of action from two options:
   a) a set of lesson observations (at least three) at different points during a term, keeping a record of the development of the chosen issue; or
   b) carrying out educational research such as action research.

   Teachers organise a portfolio including their actions, activities, reflective notes and short-term future actions.
3. *Evaluation and reflection:* Teachers self-assess the achievement of goals, reflect upon their development and effect on the learners. Managers evaluate the submitted portfolio.
4. *Performance review:* Teachers self-assess their performance in light of their portfolio. Managers evaluate their teachers' portfolios and evaluate their performance. Appraisal meetings are held so that teachers and managers can discuss the relevance of the work done during the term, analyse achievements and set new goals for the next academic term.

The implementation occurred in August 2021. Teachers were paid up to 12 hours per academic term (16 weeks) to work on their portfolio. They received support from local 'head teachers' (mentors and coaches). The new framework was presented by the academic team to all managers, and branch managers presented it to the teachers. Training was provided on the framework and tools (including reports and a digital platform). Additionally, ongoing support to teachers and managers was provided.

Research method

The investigation featured a qualitative design with a structured survey, semi-structured interviews, and reflective journal logs over the first academic term (16 weeks) of the programme implementation. The data collection involved a selected group of teachers (30) and branch managers (6). The study aimed at identifying the impact of

the portfolio-based framework of teacher evaluation and development on teachers' and managers' perceptions of development and evaluation.

Findings

Both teachers and managers found the new framework useful and perceived that the framework encouraged teacher development, autonomy and accountability. Both teachers and managers agreed that the new framework had more impact on the institutional results as the team focused on development and improvement of practice. It fostered local communities of practice such as chat groups, developed peer lesson observation practices and collaborative reflective discussions. Teachers felt that the new framework was more collaborative, fairer concerning evaluation, and affected their improvement, as they were more aware of the learners' learning experience. However, both teachers and managers identified a lack of clarity with regard to their roles in the process, and they perceived an increase in their workload. Some teachers were resistant to the changes, particularly high performers who achieved good grades for lesson observations. Both teachers and managers needed more support and clarity with regard to evaluating performance.

Conclusions

Portfolio-based teacher evaluation and development programmes can be very beneficial to teacher development and evaluation, as they can empower teachers and promote collaboration, reflective practice and teacher efficacy by improving practice. Lesson observations can be a powerful tool for developmental rather than evaluative purposes. Nevertheless, perceptions of increased workload need to be considered, and a clearer plan of communication and clarity regarding responsibilities need to be tackled. Innovation can cause resistance, but perhaps it involves training, support, more communication and adjustments to unforeseen challenges.

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8.5 Cascading activities for in-service training for colleagues from non-ELT backgrounds

Tannistha Dasgupta *VIT-AP University, Amaravati, India* [ELC Eastbourne Graham Smith Scholarship]

Introduction

India is perhaps one of the most diverse countries in the world, as it is the homeland of a multitude of cultures, languages and religions. The northern and southern states of the country are quite distinct from each other in these aspects. Diversity is evident in the language classroom too, as there are students from all over the country.

My teaching context is a private university in the southern state of Andhra Pradesh with students and teachers from varied linguistic and cultural backgrounds. I offer English language courses to undergraduate students enrolled on engineering and business studies courses. The classes are usually large and heterogeneous. Although diverse classrooms are excellent for promoting cultural competency and critical thinking, these differences are challenging to accommodate in the classroom, as learners often need reinforcement in building skills to communicate effectively across cultures, languages and genders (Marwa, 2018). Hence, I created a lesson series to connect students of south and north India and develop critical thinking and intercultural competency (Dasgupta, 2021).

Action plans

Besides the diversity of the student population, faculty profiles are quite varied at the university where I teach. Teachers are from various academic specialisations, such as literature, linguistics, translation studies, and ELT, offering courses in English, German, French and Japanese. Although they are expected to teach language skills, most of them do not have formal training in teaching language, hence they often find it quite challenging. A similar situation prevails in the neighbouring colleges and universities, where teachers from non-language teaching backgrounds are recruited to teach English and foreign languages. Therefore, I have designed and executed two action plans to benefit my community of teachers. The action plans involve cascading activities to provide in-service training both to my colleagues and to peers from surrounding colleges or universities. Plan A involves activities for colleagues working in my university and Plan B includes activities designed for peers working in nearby colleges and universities.

Plan A commenced with a colleague who is an English teacher from a non-ELT background. We began by discussing action research and reflective practices to encourage conscious and systematic efforts to critique our practices and avoid stagnation of skills. I coached her to identify and solve a classroom-based problem by developing research questions created on three focus areas: teacher's perception, students'/colleagues'/parents' perception, and behaviour of students/teachers. Then, types of data-gathering tools available for action research were introduced, for example, teacher and student reflective writing, interviews, lesson recording, test scores, classroom observation. I shared my lesson series (mentioned above) to handle the diverse population of

our classes, as this is one of the common challenges that my colleagues and I faced. Next, I assisted my colleague in designing a lesson plan based on her research questions and the feedback collected from students. Based on the feedback, the lesson plan was edited and taught by my colleague, which I observed and later gave feedback on. I invited my colleague to co-teach the revised lesson with me to a different group of students. Data were collected from both classes to find out if the research questions were answered, and an article was written for publication based on the findings. The same action plan was carried out with the other teachers at my university, where my colleague and I were the mentors.

Plan B involved a workshop that I conducted for peers from neighbouring colleges to familiarise them with concepts like action research, reflective practices, and dialogic approaches to engage in continuing professional development. Then, a sharing board in their staffroom was created where teachers were encouraged to share ideas/concepts with their colleagues. Also, I started a teaching-innovation club with them as a platform to informally share their best practices. The club conducted casual meetings twice a month to share tips, invite a colleague to observe class, and/or co-teach, etc., and later conducted workshops to train in-service teachers at other colleges. Also, to keep the teachers connected, a WhatsApp group was created for promptly sharing information related to teacher development.

Conclusion

Colleagues and peers shared a few positive changes in their teaching practices following the action plans, for instance, attitude towards the language classroom, teaching approach, assessment practices, and lesson planning. In addition, they were more willing to share their best practices with others. Therefore, it could be construed that the cascading activities of the two action plans helped to raise awareness among teachers, involve them in action research, and to interact, connect and support each other for professional development.

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9 Focus on teacher associations (TAs)

Although the three papers in this chapter could have been subsumed under other chapter headings, they are featured independently here in order to foreground the significant role TAs play in the professional lives and development of ELT practitioners in diverse regions and countries. The chapter opens with **Beatrix Price**'s report on what motivates ELT professionals to pursue their CPD within professional organisations and why they take on voluntary positions. Her findings suggest a possible TA leadership path as knowledge consumers gradually become knowledge providers. In contrast, papers 9.2 and 9.3 report on country-specific TA projects, both of which clearly illustrate the potential TAs have to respond timely and appropriately to local and national challenges and needs. **Vivek Joshi** describes how the AINET (an English language teacher association in India) Connect Project came about to consolidate AINET's reach and impact by building stronger and more sustainably managed communication channels on social media platforms; and **Isora Justina Enriquez O'Farrill and Eduardo Garbey Savigne** describe how APC-ELI, one of Cuba's TAs, developed a collaborative resilience strategy to support teachers and students during the global pandemic.

9.1 Spreading our wings in ELTAs – professional development in teacher associations

Beatrix Price *Eötvös Loránd University, Budapest, Hungary*

Introduction

Several studies have investigated the professional development of EFL teachers, yet previously no significant attention has been given to the motivation of ELT professionals in teacher associations. To fill this niche, I conducted a qualitative inquiry to find out what motivates ELT professionals to pursue their continuing professional development (CPD) in professional organisations and why they take on voluntary positions. My talk presented some of the findings of my study and encouraged the participants of the session to reflect on their own professional paths.

Background

Some of the core features of teacher motivation were used as a theoretical background: 1) intrinsic motivation, i.e. internal desire for professional growth, intellectual fulfilment and meaningfulness; 2) temporal dimension with emphasis on lifelong commitment; and 3) social-contextual influences relating to external conditions (Dörnyei &

Ushioda, 2011). Apart from teacher motivation, the theoretical model of communities of practice (Wenger, 1998) was also employed.

Methodology

The study, part of my PhD research on English Language Teachers' Associations (ELTAs), investigated the professional development of successful teachers, teacher trainers or leaders in their own organisations. The investigation involved sixteen (eight male and eight female) ELT professionals from all around the globe, representing fourteen nationalities from four continents. Ten of the ELT professionals were non-native speakers of English (NNESTs) and six of them were native English speakers (NESTs). Half of them live in their country of origin. Apart from IATEFL, which most of them are or have been members of, they also belong or used to belong to twelve national ELTAs. Semi-structured face-to face interviews were used to elicit data, between 2017 and 2019, mostly at international conferences. In my choice of research methodology I approached motivation for CPD and volunteering in ELTAs from the point of view of the participants' life history.

Findings

Having explored successful ELT professionals' professional trajectories in the context of ELTAs, the main emerging themes were discussed through self-related and context-related factors. The session aimed to divide the ELTA career path into four sections: 1) early influences as a foundation for CPD; 2) first steps in ELTAs; 3) ELTAs as formal providers of CPD; and 4) impact on the world. Drawing on results from the dataset, the most lavish motivational components were connected to skills gained through voluntary work. The first two parts covered the participants' initial multilingual and multicultural experiences, as well as 'influential others' as a main guiding and motivating influence that helped them join the teacher associations, which serve as a nourishing cradle for professional growth (Price, 2020). In the third part of the session I shared how the participants benefited through volunteering, mainly growing personally and professionally while gaining knowledge in ELT, connecting with like-minded professionals, and the numerous skills they had acquired through their leadership roles, such as organisational skills, leadership skills, digital skills, people skills, professional communication skills, just to name a few. Several turning points were highlighted from the trajectories, such as the transition from teacher to teacher trainer, or from workshop presenter to plenary speaker, etc. The fourth part touched upon the impact that these values can offer in the world beyond ELTAs, giving examples for the ripple effect of initiatives.

The findings confirmed that, in the beginning, local conferences had a significant role for further development, for instance giving first presentations, or smaller professional communities of practice provided a safe environment for the participants, such as regional branches or Special Interest Groups (SIGs), to take on voluntary positions. Members of these communities, initially being knowledge consumers, gradually became knowledge providers and motivators for other ELT professionals, and at the same time continually grew personally and professionally.

Conclusion

As a final step, a possible ELTA leadership path was presented:

- member of ELTA;
- small voluntary positions;
- regional branch or SIG coordinator, newsletter editor, materials writer;
- office-bearer, member of the committee;
- vice president;
- president;
- honorary committee member.

These are the leadership positions that the interviewees hold or have held and can be proposed as a possible path for volunteers. Naturally, in each individual case this progression can take a unique path, depending on the contextual factors of the association. Nevertheless, the skills participants gain within their associations lead to enhanced professional growth and leadership positions. The implications of the inquiry call for an awareness of CPD in professional communities, and for the need of a conscious approach in teacher associations to reflection and transparency, in order to avoid burnout and to secure succession and continuity in leadership.

After the presentation, the audience reflected on their own career paths to draw conclusions from their own contexts, and compared them with other participants' trajectories. They were asked to identify their own stepping stones in their development, name the influential others who helped them or mentored them, recall their first presentations, and look back on their own steps or milestones while volunteering. The session aimed to inspire both experienced members and newcomers to help in teacher associations.

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9.2 AINET Connect: stronger networking for stronger teacher association

Vivek Joshi *Gondwana University, Gadchiroli, India*

The social media channels of teacher associations (TAs) are usually managed by practising teachers who may not have adequate management, organisational and technical skills. AINET, an English language teacher association in India, was also lacking vision, strategic planning and systematic processes to create an impact and benefit from social media. Against this background, AINET Connect Project (ACP) was launched with financial assistance from the A. S. Hornby Educational Trust to consolidate AINET's reach and impact by building stronger and more sustainably managed communication channels on social media

platforms. It was also decided that AINET would develop a media policy, appoint media coordinators, and develop a range of activities via social media as deliverables.

Objectives

The overarching objective of ACP was to identify, orient and train a team of member-volunteers as media and communications coordinators. Other objectives included: setting up a Facebook account with about 2,000 followers and organising six professional development activities; setting up a Twitter handle with about 1,000 followers and organising a few activities; and creating an AINET YouTube channel and working towards attracting 500 followers. Further, the ACP also targeted revamping the AINET website, increasing activity through e-newsletters and blogs, adding member-generated content, and drawing on the experience of this experimentation work towards drafting a media and communication policy.

Procedure

A three-member project team with Vivek V Joshi as the project lead and Milind T Mane and Nadeem Khan as team members, was formed to plan and implement the project. The project participants were recruited through an open call to work as AINET Connect Associates. All shortlisted applicants were interviewed by telephone and 14 were finally selected. These 14 participants were oriented in the primary tasks of the project through an in-person workshop. Following this, the group divided itself into small sub-teams, each taking responsibility for one social media channel.

Over the next few months the Associates organised a variety of online professional development activities. They played a vital role during the 5th AINET International Conference in Hyderabad, India (January, 2020) by successfully undertaking livestreaming sessions of the conference, telecasting interviews with guest speakers, presenters and delegates, and promoting discussions on social media. Lastly, the Associates and the project team worked together to create draft documents: privacy policy; AINET media policy; and guidelines for the management of different social media.

Figure 9.2.1: *AINET Connect Associates*

Evaluation and impact

The impact and gains for the Association can be found in the establishment of a media coordinators' team. Dedicated teams look after various social media accounts, which resulted in a massive increase in presence and reach of AINET on multiple social media. Substantial capacity development of AINET in terms of human resources, relevant skills and knowledge, and setting up policies, awareness about processes and mechanisms is another important gain of this endeavour. Multiple interactive communication channels with members and non-members allow for considerable increase in the visibility, access and brand image of the Association. Successful tapping of the expertise and talent available within the Association membership aimed at the creation of middle-level leadership roles, and a potential avenue to groom a second line of leadership, make AINET work more diverse and inclusive (for instance, collaboration with other TAs) in terms of geography, socio-economic context and gender.

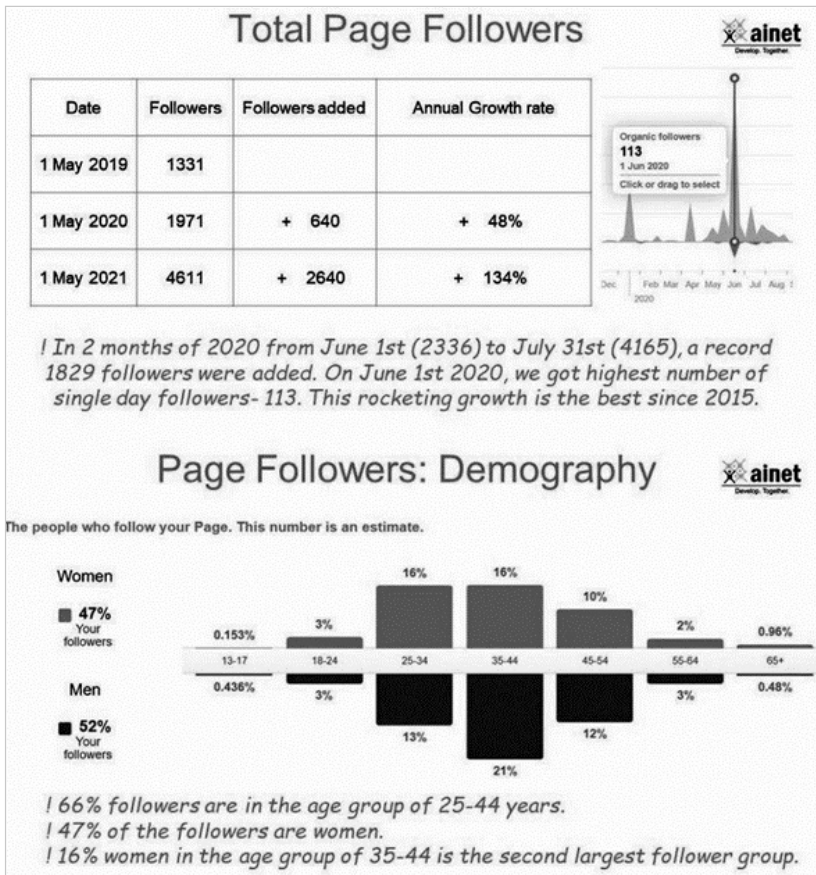
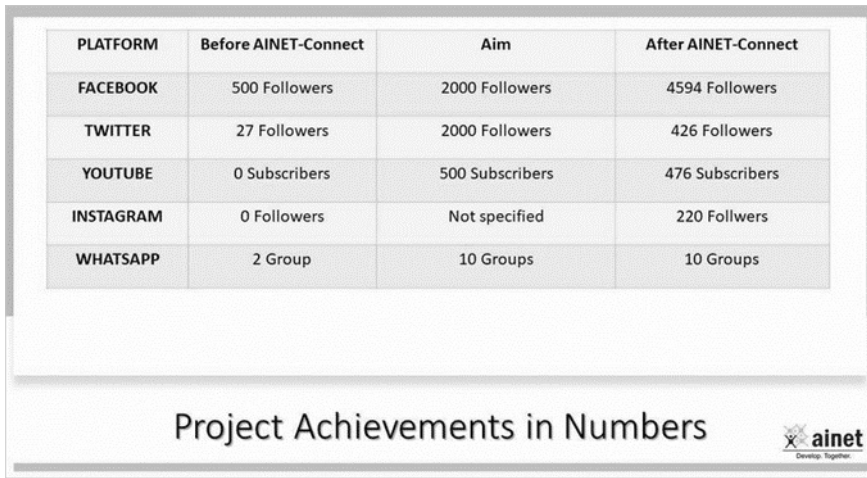


Figure 9.2.2: *Number of followers*



PLATFORM	Before AINET-Connect	Aim	After AINET-Connect
FACEBOOK	500 Followers	2000 Followers	4594 Followers
TWITTER	27 Followers	2000 Followers	426 Followers
YOUTUBE	0 Subscribers	500 Subscribers	476 Subscribers
INSTAGRAM	0 Followers	Not specified	220 Follwers
WHATSAPP	2 Group	10 Groups	10 Groups

Figure 9.2.3: *Platform-wise achievement*

Looking ahead

AINET proposes to go further with the next edition of this project, AINET Connect 2.0, which aims to create and share with the wider audience a pool of resources and guidelines for managing social media platforms, including: an awareness of legal and ethical issues; expansion of the media teams with more platforms and teacher-volunteers to explore and build pathways for the current Associates; and further growth and other roles within the AINET organisational structure.

To sum up

It was a great learning experience not just for the AINET Connect Associates, but for the Project Team and the AINET Executive Committee as well. The key learnings from this project include coping with unimagined challenges thrown up by the pandemic by changing plans and activities, operating remotely, and managing the motivation of Associates to mention a few.

To connect to all social media handles and the AINET website, scan this QR code:

AINET Gateways

vivek4dha@gmail.com

9.3 Resilient collaborative support to teachers and students during the global pandemic

Isora Justina Enriquez O'Farrill *Universidad Pedagógica Enrique J. Varona, Havana, Cuba and* **Eduardo Garbey Savigne** *Universidad de Ciencias Médicas, Havana, Cuba*

In 2020, in Cuba, we were all enjoying a happy school life when Covid-19 hit, changing everything, and negatively impacting on both teachers' and students' wellbeing, language education and socio-emotional skills. The pandemic greatly altered the way that EFL teachers delivered lessons and communicated with students. As a result, in Cuba, as in other countries, we had no other choice than to find alternative ways to continue EFL training, and one of the solutions was collaboration – meaning support from each other, team work, permanent and systematic communication aimed at developing trust among partners. That is why the APC-ELI, one of the Cuban teacher associations, developed a collaborative resilience strategy.

These were the main objectives:

1. to support teachers by providing CPD opportunities remotely and share teaching-learning resources;
2. to design strategic alliances and collaboration to increase access to professional development opportunities for teachers and teacher trainees;
3. to enhance teachers' collaboration by sharing teaching–learning ideas and experiences of good practice; and
4. to provide opportunities to enhance English language practice.

First, we explored the alternatives to help teachers and teacher trainees and looked at collaborative initiatives to identify opportunities to share information, bearing in mind our limited resources. Then, we created alliances with universities, other teacher associations and the British Council. We also created CELST (Cuba English Language Support Team), made up of foreign ELT experts who expressed their wish to contribute voluntarily to professional development opportunities in such unexpected and adverse circumstances. We also tuned into the use of all technological and digital resources available to work remotely – distance education, which included English via TV for children, teenagers and adults mostly, some online teaching, and at times, after the lockdown, some blended learning. It is worth adding that our TA applied for and obtained several teacher project awards, for instance PRELIM 1 and 2 and A. S. Hornby Educational Trust awards in 2020 and 2022, which resulted in a boost for our EFL teacher community. As most Cuban EFL teachers and teacher trainees were not familiar with the use of technology for language training, we had to devise simple layouts and familiar tasks for them to simulate a dynamic learning environment and facilitate real-time communication and asynchronous interaction.

Lessons learned

The combination of online school activities with the live chats was difficult sometimes and did not help as much as we expected. Most of the participants struggled to attend and participate in the webinars due to inadequate mobile equipment, the

lack of connectivity and internet instability, but this was not a barrier, as it became an opportunity for developing digital skills, enhancing language and upgrading language pedagogical knowledge. The support provided by experienced local tutors contributed successfully to a better outcome.

The local Cuban team incorporated reflection practice, so that participants engaged in a process of continuous learning, which was highly valued and served to articulate a more coherent model into our language education framework. It also had an impact on the socio-affective domain as it became an unforgettable experience for school teachers from rural and mountainous areas.

We managed to develop a good variety of local webinars and online courses on key and relevant language pedagogy and social topics (creativity, blended learning, diversity of families, environmental concerns, inclusion, etc.). The webinars also helped to educate the participants and develop values, morals and behaviour. It is worth mentioning that during the pandemic, young teachers and teacher trainees were also encouraged to be actively involved in social and community activities to help sick and vulnerable people.

The best outcome of our strategy was the cascading scheme implemented, which benefited hundreds of teachers and teacher trainees and paved the way for creating some communities of practice.

Conclusions

Though Covid-19 was extremely harmful for mankind, for Cuban teachers it acted as a catalyst and provided opportunities for:

- teacher innovation and resilience;
- a renewed commitment to partnerships and collaboration; and
- teachers' creativity to step out of their comfort zones.

The development of interesting, motivating and useful activities compensated for the lack of face-to-face interaction. The creativity and resilience of the ELT community has demonstrated what remarkable and resourceful people teachers truly are. Innovative approaches emerged; however, we feel a more informed pedagogical approach is still needed and EFL teachers' expertise needs to be brought in more, so qualitative and quantitative research on the impact of Covid-19 on English language education can be developed.

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10 Inclusive practices

Inclusivity, gender and diversity continue to be prominent themes within ELT and are the focus of this chapter. To begin, **George Wilson** reports on a study into the long-term impact of inclusive curricula on the wellbeing of LGBTI people, and how, as an academic manager, he has sought to increase inclusivity within the curriculum of the British Council in France. **Vander Viana** then reports on a study into how teachers in Brazil and Indonesia conceive the integration of gender equality in their practice. The study is part of a larger empirical research project, 'Gender-ing ELT: International perspectives, practices, policies', to investigate the contribution that ELT can make to the fulfilment of the United Nations (2015) Sustainable Development Goal 5 on gender equality. The use of gender stereotyping in ELT is the focus of **Carol Lethaby**'s paper, and she provides some practical suggestions on how to counter this. Focusing on cultural and linguistic diversity, **Lynn Williams** discusses the relevance of culturally responsive teaching in ELT and presents two classroom examples she uses with her learners in Switzerland. Next, **Nichole McVeigh**, reporting from an international EAL context in Costa Rica, reports on a study into promoting peaceful communication in the classroom and suggests practical activities to help students resolve conflict. To end the chapter, first **Julia Koifman** draws on psycholinguistic research to suggest ways of helping students with learning difficulties perceive, store and reproduce information; and **John C Herbert and Hisayo Herbert** present an inclusive process approach to intensive reading.

10.1 LGBTI-inclusive curricula: impact and implementation

George Wilson *British Council, France*

Introduction

The importance of inclusion in syllabus design is now increasingly recognised. This report will provide some background to LGBTI-inclusive curricula before sharing the findings of my MA research project measuring the long-term impact of inclusive curricula on the wellbeing of LGBTI people. It will then consider explanations for the study's findings and how I am attempting to apply them to my own context.

Impact of LGBTI-inclusive curricula in schools

LGBTI-inclusive curricula are those in which LGBTI learners see their lives and identities represented. Making a curriculum more inclusive may involve such simple elements as ensuring that images shown in classes are not exclusively of heterosexual

couples, highlighting the sexuality of historical figures or including discussions around LGBTI relationships in sex and relationship classes. In recent years, there has been a concerted effort to increase inclusivity in the curricula of many Western countries driven by a growing recognition that LGBTI student wellbeing is disturbingly poor. Indeed, LGBTI students are more likely to be bullied, to self-harm, to skip classes and to have suicidal thoughts (Bradlow et al., 2017). A number of studies have shown that inclusive curricula improve student wellbeing by increasing tolerance and 'usualising' LGBTI identities and that this has a positive effect on the whole student body.

The study and its findings

My research drew on data from two surveys by the European Agency for Fundamental Rights carried out in 2012 and 2019, in which 93,079 and 139,799 LGBTI respondents respectively were questioned about their wellbeing. My study specifically compared the wellbeing of LGBTI people in Ireland, the Netherlands and Sweden. These countries are similar in their legal protections of LGBTI rights but have one fundamental difference: in the Netherlands and Sweden, there has been an obligation to ensure curricula are inclusive since 2011 and 2012 respectively, whereas in Ireland no such obligation exists. By comparing the wellbeing of adults who had followed inclusive curricula with the wellbeing of those who had not, the study sought to establish whether the beneficial effects of inclusive curricula on student wellbeing had continued into adult life. Logically, wellbeing should have been higher among national groups and generations that had followed inclusive curricula but the study ultimately showed that this was not the case. The biggest increases in wellbeing between the two studies had actually taken place in Ireland, while levels of wellbeing had stagnated and, in some cases, declined in the other two countries.

Explanation

I put forward various explanations for these findings. Inclusive curricula are still relatively new in Sweden and the Netherlands and data from the 2019 survey suggest that, in reality, only around half of learners in these countries were actually experiencing them. Time may therefore be needed for these top-down educational policies to become classroom realities. Furthermore, other factors may have influenced the results. Ireland witnessed significant societal changes during the period under study, notably with the legalisation of gay marriage. Such a momentous shift may ultimately have had a far more significant impact on LGBTI wellbeing than the existence or otherwise of an inclusive curriculum.

Application of findings

The study therefore highlights the important role that teachers and school leaders have to play in creating truly inclusive curricula. With this in mind, I have attempted to use my position as an academic manager to increase inclusivity within the curriculum of the British Council in France. Measures have included choosing literature texts that are more representative of diverse identities, being mindful of the images and videos used in classes and offering teachers training in topics such as unconscious bias. It is hoped that small steps like these will help make the learning environment more representative of the learners' identities and help them feel happier and more confident as they progress into adulthood.

Conclusions

While the study did not ultimately reveal the positive long-term effects of LGBTI-inclusive curricula on wellbeing that could have been expected, it in no way negated their importance for the wellbeing of students. It will be important to return to the question of long-term impact in the future once the policies of countries such as Sweden and the Netherlands have had time to filter down into their classrooms. Moreover, the study emphasised the important role that teachers and school leaders play in creating truly inclusive curricula, a finding which places the onus squarely on educators to ensure that the complex identities of their learners are celebrated within their classes.

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10.2 ELT and the social agenda: gender equality across countries

Vander Viana *University of Edinburgh, Scotland*

Introduction

The annual IATEFL International Conference is a clear sign of the vibrancy of English language teaching, and *Conference Selections* shows the breadth of this field. While 'English language teaching' and 'ELT' are extensively used, it does not necessarily mean that we all share the same (or even a similar) understanding of the field. This begs the questions of what we understand by ELT and how we conceive its scope.

This paper explores whether practitioners believe that there is room in ELT for raising awareness of gender equality, a socially relevant matter. While gender is not a new topic in ELT (e.g. Sunderland, 1992 and 2000), there is a dearth of research on how teachers in different countries conceive the integration of gender equality in their practice. This paper aims at filling this gap based on an empirical research project.

Research project

The study reported here is part of the research project 'Gender-ing ELT: International perspectives, practices, policies', funded by the British Council and conducted by an international researcher team (see https://www.uea.ac.uk/groups-and-centres/gender-ing-elt). The overall aim of the project was to investigate the contribution that

ELT can make to the fulfilment of the United Nations (2015) Sustainable Development Goal 5 on gender equality. The project involved six stakeholder groups (pupils and their parents, school leaders, English language teachers, and undergraduates and lecturers in English language teacher education programmes) in 10 countries (Bangladesh, Botswana, Brazil, China, Colombia, Indonesia, Morocco, Philippines, Ukraine and Vietnam).

Methods

The present study draws on the questionnaire data collected from English language teachers in Brazil and Indonesia. The questionnaires were translated into the official languages – Portuguese and Indonesian – and they were administered online due to the Covid-19 pandemic. In total, 129 participants in Brazil and 173 in Indonesia answered the questionnaire.

Results

The results indicate that over 80 per cent of the participants in Brazil and Indonesia agree or strongly agree that gender equality should be considered in ELT. Taken at face value, this result could be a sign that the participants are open to the embedding of gender equality in their classes.

When asked about their knowledge on how to include gender equality in their practice, nearly 67 per cent of the participants in Brazil and 53 per cent in Indonesia positively evaluated their existing knowledge. The differences between the results reported so far indicate that there is a considerable percentage of teachers who perceive the inclusion of gender equality in ELT as important but do not know how to do so. This is a gap that needs to be addressed in the future.

Participants' evaluation of available resources differs considerably across countries. In Brazil, the participants indicate the unavailability of materials to support their teaching about gender equality, the lack of time to include gender equality in their practice, the lack of promotion of gender equality in textbooks, the fact that official educational guidelines do not encourage them to include gender equality in ELT, the lack of school policies aimed at raising students' awareness of gender equality, and the lack of access to free courses on gender equality in ELT. In Indonesia, the results are the opposite: most participants hold a positive view in relation to materials, time, official guidelines, school policies, and access to free courses. The only resource that is not deemed to be fit for purpose is textbooks: teachers believe that the existing textbooks in Indonesia do not promote gender equality.

Regarding their practice, 59 per cent of the participants in Brazil reported they always or frequently included gender equality in their classes, in contrast to the participants in Indonesia, where 51.3 per cent indicated that they never or rarely did so. These results are surprising, especially in light of the teachers' evaluation of resource availability. In Brazil, where the resources are reportedly lacking, teachers indicate that they embed gender equality in their classes. In Indonesia, where the resources are seemingly available, teachers do not bring the topic of gender equality to the classroom.

Next steps

Further analyses are needed to understand the specificities of each country. In Brazil, it is fundamental to research available resources (e.g. official guidelines, textbooks) to check whether they do not address gender equality. Should this be the case, it is important to indicate how these resources can be improved. In Indonesia, future investigations need to check whether the available resources are indeed supportive of gender equality. It is also vital to research why teachers in Indonesia do not seem to embed gender equality in their practice and what can be done to change this practice.

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10.3 Harmless fun or dangerous stereotyping? The brain, gender and ELT

Carol Lethaby *The New School, New York, US*

Overview

This session challenged the use of gender stereotyping in ELT from the perspective of recent neuroscientific developments which reject the idea of an innate female or male brain. Research shows how gender-based beliefs limit learners' interests and potential, and suggestions were put forward for teachers to become aware of and confront this in the classroom.

The brain and gender

The volume of books on the topic shows that the idea that female and male brains are innately different is a lucrative one. Neuroscientists, Fine (2010) and Rippon (2019) question this idea through their reviews of recent brain research. They point out that research which indicates any kind of gender difference, no matter how small, is more likely to get published and popularised, while the *majority* of research that shows *no significant difference* between the brains of women and men does not get published. They conclude that brains cannot be neatly categorised by gender.

Neuroscientific research also shows that, as we learn and experience new things, the shape of our brains is altered and there is an indivisible link between our biology and our experiences, including our hormones, which are triggered by the environment. Therefore, the brain you have at any given time (as captured by fMRI image) is a result of both nature *and* nurture, and is constantly open to change depending on what is experienced or learned (see Rippon, 2019). This malleability of the brain is known as neuroplasticity.

Gender stereotyping

Children receive messages from a very young age that 'whether one is male or female is a matter of great importance' (Fine, 2010, p. 227). Neuroplasticity means that children quickly learn to gender and that female and male stereotypes become part of our brain biology – 'a gendered world will produce a gendered brain' (Rippon, 2019). By the age of six, children already connect high-level intellectual ability with men more than with women and this affects their future interests (Rippon, 2019). The shortfall of women in STEM in certain cultures is well-documented, but this scarcity of women in STEM fields is not observed in all cultures, which indicates that a preference for science and technology is *learned* behaviour and is not innate.

What can we do in ELT?

Examples were shown of published materials that may seem like harmless fun, but which take advantage of stereotypical beliefs about women and men (a reading that talks about how women are 'gossip experts' and a speaking activity that asks who is more obsessive about celebrities, women or men). How these kinds of activities actually serve to uphold stereotypical notions in the brain was discussed, before ways to counter gender stereotyping in the ELT classroom were considered.

1 Awareness

It was noted that it's a challenge to be 'ungendered' in the classroom because our society is strongly gendered, but then concluded that it is important for teachers to become conscious of gendering and to resist stereotyping in the words and intonation that we use with learners, especially with young learners, but at all levels and with all ages.

2 Adapting materials

We can check the materials we use for images and texts and the messages they may convey. We can then adapt or reject the materials (for example, those that only show males as scientists and never doing childcare) to resist unwittingly strengthening stereotypes.

3 Expectations

Li et al. (2020) show how EFL teachers can have very strong stereotypical ideas about girls' and boys' attitudes and achievements in English learning (that girls are better suited to language learning). We need to consider the expectations and possible unconscious biases we may hold and consciously push back, by having equally strong expectations in language learning for both girls and boys.

4 Rejecting 'firstness'

It is conventional in language and language teaching materials for male forms to come first in grammar and vocabulary examples. This reinforces the notion that the male form is somehow the 'default'. When teaching, we can consciously avoid the convention of firstness of male terms and place female forms first.

5 Raising awareness in learners

Finally, teachers can raise awareness of the dangers of gender stereotyping and the ensuing limiting of potential, particularly for young girls and women. We can discuss with learners how the brain works and the complex interaction between nature and nurture, examining the evidence showing that interests and abilities are not hardwired, but shaped by what we experience and learn.

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10.4 Addressing equity in the classroom through culturally responsive teaching

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Culturally responsive teaching – what is it?

Sometimes also referred to as Culturally Responsive Education (CRE), culturally responsive teaching can be defined as: 'a pedagogy that recognizes and acknowledges students' *differences* as a benefit to learning and plans instruction that reflects and *affirms* the differences represented among *all students* of the classroom environment' (Gollnick & Chinn 2017, cited in Jarosinski, 2020, pp. 5–6, my emphasis).

With a culturally diverse IATEFL workshop audience, the contemporary relevance of culturally responsive teaching couldn't have been clearer. Having established what we as individuals brought to the room in cultural and linguistic terms, we discussed not only the motivation behind and role of culturally responsive teaching in the classroom, but also the responsibility we sense as educators to address this.

What questions around culturally responsive teaching matter in ELT?

Stembridge (2020) identifies six key themes within culturally responsive teaching: rigour, assets, engagement, cultural identity, vulnerability and relationships, and represents these as a pie chart, with each aspect occupying an equal-sized portion of the classroom teaching whole. Whilst I would expand on this basic scheme – as I believe that the slices are not static, that they might vary in size and significance in any given class, and that they may well assume greater or lesser importance in a particular teaching scenario – I feel that these factors certainly offer us a useful initial checklist for classroom work. Stembridge (2020) further elaborates on these factors by asking the following useful questions: 'In what ways does instruction make reference of culture? How does instruction allow students to draw from their cultural knapsack? How does instruction support students in bridging their social/cultural identities with their academic identities?' (Stembridge 2020, p. 75).

During my workshop we discussed our take on these questions, noting as we did that culture is a phenomenon that of course goes beyond surface level and relates as such not just to those features of life that instantly occur to us in this connection, such as architecture and film, but also to the beliefs, customs and traditions a student has been socialised with, and, importantly, that it also applies not just to students with a migration background, but to every student. That is, we all – teachers included – carry that 'cultural knapsack' (Stembridge 2020, p. 75).

Why does culturally responsive teaching matter (to me)?

Culturally responsive teaching matters greatly to me because my students are not a generic, culturally and linguistically homogenous group. Swiss society is by definition plurilingual (with four national languages and strong regional identities, though still keenly oriented towards cooperation across those linguistic and cultural boundaries). In addition, with current estimates identifying every fourth Swiss resident as foreign-born (myself included), there is a stronger than ever need for and drive towards understanding, acceptance and tolerance. Lastly, in line with our contemporary globalised world, it is vitally important to ensure all voices are heard. Ways I seek to address this in my teaching include using differentiated instruction which attends not just to differences in the rate of uptake of new material but also to interest and readiness in cultural areas, and engaging students in choosing cultural tasks for themselves.

What can culturally responsive teaching offer the ELT classroom?

I presented two classroom examples of culturally responsive teaching. The first, a 'language biography', is a tool I have now used for several years to discover what language resources students bring to the classroom when they join our school aged 15. By 'language resources', I don't simply mean their level of English, but rather what general linguistic knowledge they have at their disposal (heritage languages, foreign languages learnt) and also what strategies and attitudes they bring with them that could help our classroom work. In the second example, I presented recent classroom work inspired by Chimamanda Ngozi Adichie's TED talk of 2009 entitled *The Danger of a Single Story*, in which my students and I discussed the questions, 'What is a single story that is or could be told about you? How does that make you feel and why? What can people do about that?' in order to exchange on our own cultural identities.

Concluding the workshop, participants pondered questions inspired by Villegas & Lucas (2002) including: 'What advice would you give to someone who wants to adopt a culturally responsive teaching mindset or vision in ELT?' 'What would your own ultimate or dream culturally responsive teaching vision be?' and, lastly, 'What concrete actions could you take to add a little (more) culturally responsive teaching to your work in ELT?' As I myself have noticed in recent classroom interactions, our work in ELT can only be the richer for engaging with such questions.

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10.5 Peace education and the EAL classroom: a natural union

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This talk presented the findings of a qualitative action research study for a doctoral dissertation (McVeigh, 2022) conducted in two courses I taught at a multicultural university in Central America. The research answered two main questions:

1. How can I use my role as an English professor to encourage intercultural exchanges that promote peaceful communication?
2. What are some pedagogical tools I can incorporate in my class to help students manage, resolve and transform conflict?

Motivation

My research began after the harassment of a LGBTQ student and the subsequent formation of a group for the inclusion and improvement of diversity on campus. The challenge as I saw it was to imagine what the university might do differently when students first come to a multicultural university, to help prepare them for challenging ideas and responding in appropriate and respectful ways. What interested me was a way to develop teaching and learning strategies in English language classes to help students from multicultural backgrounds work, live productively, and adapt to a changing cultural environment.

Study

The study consisted of two cycles that corresponded to two, distinct, trimester-length courses, Conflict Resolution Communication Skills and a B1 level English language course. It was conducted between September 2020 and May 2021, during the Covid-19 pandemic. The 24 participants were all fourth-year students aged between 21 and 28 from Latin America and Africa. Data were generated from semi-structured individual interviews, focus groups, reflective journal entries, observation from class activities, and activity feedback questionnaires.

Findings

The major findings of this study can be summarised as follows:

1. Conducting this research in my classroom has guided me to understand the importance of teaching with an intersectional lens.
2. Teaching empathy and teaching with empathy provide students with the perspective that approaching conflict situations with an empathic attitude can help transform conflict. When the participants conducted role plays, they were able to see that one reason for conflicts not to resolve is due to a lack of empathy.
3. Another relevant finding was the importance of cooperation and group work, even during the pandemic. Despite this setback, the participants were motivated to meet outside of designated class time to collaborate on assignments.
4. The study confirmed the need to teach towards acceptance of cultural differences. When students are in a multicultural environment, they come with their own values and beliefs as well as stereotypes and biases. What this research has shown is the importance of being responsive to the cultural diversity existing in my classrooms. In addition, as the literature on intersectionality corroborates (Case, 2017), many different facets of culture

intersect. Drawing out the diverse cultures and identities within the classroom can help address the inequities that those from marginalised cultures experience on campus.

5 The pedagogical tools I can incorporate in the classroom are role plays, reflective journals, intercultural exchanges, and counterstorytelling. I drew from existing literature and studies conducted by Olivero and Oxford (2019) on peacebuilding activities in the language classroom. Through these activities, students developed necessary skills to be better communicators.

Recommendations

The findings suggest that teachers can enhance their teaching experience by incorporating role plays and reflective journals around themes that will promote peaceful communication. This will allow them to contribute to what is being done in the field to foster peace in the language classroom.

Teachers looking to address the many facets of discrimination in their classroom may be interested in introducing the counterstory as a pedagogical tool. Counterstorytelling is the process of telling a story through a traditionally marginalised perspective with the goal of understanding our diverse experiences. While storytelling is a common tool in language classrooms, counterstories take storytelling deeper by allowing the participants to voice inequities.

Furthermore, the value of intercultural exchanges should not be underestimated. An increased confidence in expressing themselves along with opportunities for these exchanges can lead to awareness that can bring more peaceful dialogues.

Those conducting their own classroom research may focus on the advantages that action research affords. One aspect of action research is the ability to implement change. This research has shown that change in the curriculum has the potential of yielding positive results in the theme of building peace through communication. What was found conducting this research may inform others doing similar studies, that taking an insider approach as an active researcher-participant has the potential of being transformative.

Conclusions

For me, this study has provided a glimpse into the complex nature of intersecting two scholarly fields. Through the invaluable help of the participants in the study, I was able to gain a better understanding of how the intersections of language education and peace education can bring about better global communicators with more empathy, acceptance of cultural differences, and intercultural understanding that will bring about a more peaceful world.

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10.6 A psycholinguistic approach to dyslexia disorder

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Introduction

Psycholinguistics or psychology of language is the study of mental aspects of language and speech. This discipline investigates and describes psychological processes that make it possible for humans to master and use language. It is primarily concerned with the ways in which language is represented and processed in the brain. Psycholinguistic research investigates the cognitive processes such as perception, memory and thinking which are involved in the ordinary use of language, for instance, understanding a lecture, reading a book, writing a letter and holding a conversation (Nordquist, 2019). In the light of the forenamed, it suggests modern methods that enable children with learning disabilities to perceive, store and reproduce information.

Working memory and learning disabilities

Our working memory, or more specifically short-term memory, helps us hold and use information. It is a cognitive process, which enables us to listen, remember, follow instructions and formulate answers while being asked questions. It includes verbal and visual-spatial short-term memory stores. Verbal short-term memory holds information that can be expressed in numbers, words and sentences. Visual-spatial short-term memory holds images, pictures and information about location in space. It also has a component that helps us resist distractions and remain focused when engaged in a task (Smith-Spark, 2007).

'Motor learning, and classical conditioning of motor responses in particular, has been consistently linked to cerebellar function in humans' (Nicolson & Fawcett, 2008, p. 125). The latter is based directly on mainstream cognitive theory, which suggests automaticity is a major requirement for skilled performance. The process of automatisation is slow in dyslexic children because working memory deficits make it extremely difficult to synthesise information while reading. Reading a paragraph requires a person's working memory to hold on to each letter, the sound associated with it, the words that contain specific letters and the sentences constructed from those words. The reader needs to hold on to this information long enough to put the sentences together and comprehend the text. This demand overwhelms the working memory of a person with dyslexia (Smith-Spark, 2007). As a result, students with learning difficulties get low grades although they do not have a lower mentality capacity or IQ compared to other children.

How language is studied in learning difficulty classes

English as a foreign language is extremely complex for Hebrew speakers. Nevertheless, most children learn it quickly and with ease due to computer games and films without translation. Students with learning difficulties might speak English fluently but have severe difficulties in the classroom because they often get distracted. Moreover, problems with working memory and deficits in phonological process cause misspelling, and misunderstanding instructions and tasks (Nicolson & Fawcett, 2008). As a result, students often get frustrated and give up.

However, research in neuroscience and psychology suggests that when students with learning difficulties enjoy learning, it enhances their short-term memory, stimulates long-term memory to retain information, and makes them interested and focused. When they

understand films, songs and computer games they become motivated to speak English. In addition, when they get good grades and achieve their learning targets, the educational process succeeds. Thus, in my classes, many non-readers play table or online games, which helps me to avoid discipline problems. Usually, I use flashcards that enable them to connect letter patterns with associated sounds. When this stage is over, they connect specific letters with objects in the flashcards and pictures. In this way they enlarge their vocabulary and start speaking step-by-step. Since they have poor verbal working memory, I have to repeat such games but I diversify the activities in the classroom. At the beginning they give short answers while being asked, but later they try to describe what they see in the pictures. At the same time, I give them spelling, vocabulary, sentence-structure games and short texts to enhance their cognitive processes and to develop reading comprehension skills.

Conclusion

Dyslexic students face greater challenges in learning ESL and it takes them much more time to be fluent in reading and prepared for final exams. Although many of them speak English fluently, they confuse letters, word order, sentence structure and grammar tenses. Therefore, remedial teachers should offer spelling, vocabulary and grammar games every lesson and give short quizzes every week. I create self-checking online activities and they help my students a lot. To enable them to pass the matriculation exam, the Israeli Ministry of Education uses the psycholinguistic approach and offers them oral or computerised tests.

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10.7 An engaging and inclusive approach to intensive reading instruction

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This poster summary is mainly intended for those who teach reading classes with students who have various levels of reading abilities, struggles or both. The ideas presented are focused on giving every student shared and achievable goals in a process approach to intensive reading.

Rationale

In large classroom settings, to keep each student engaged in an intensive reading activity, key vocabulary must be previewed, topics should be anticipated, and meaningful pre-reading activities, such as scanning and skimming with a purpose, need to be put in place. First and foremost, ensuring a true understanding of all key vocabulary upfront helps every

student to guess the topic of the reading before seeing the reading itself. By giving students opportunities to predict the content of the reading, especially in groups, it stimulates their interest in the reading. Likewise, repeated opportunities to guess the topic serve to prepare each student to read. Therefore, after each pre-reading activity, it is advisable to ask, 'Now, what do you think the reading is about?' Next, vocally guided scanning activities can keep students focused and encourage rapid and linear eye-movements through the reading as another means of reading preparation. This helps students to stay on task if they struggle with ADHD, fatigue, disinterest or other distractions. In fact, the vocalised words may also support dyslexic readers if the phonemes of each search word are explicitly taught before engaging in the reading activity (Bates, 2020). Likewise, a timed skimming activity also gives students another glance at the reading that could subsequently result in a faster full reading of the text.

With all of this in mind, the following steps are recommended for the preparation and facilitation of such instruction.

Activity preparation

In preparation for this reading activity:

1 Choose a reading that fits on one page.
2 Consider the text layout and paper colour, where copies and text reformatting are permitted.
3 Choose about ten keywords.
4 Decide on five noteworthy points of the reading that can be made into questions.
5 Create discussion questions regarding the students' opinions of the reading topic.
6 Print the reading on one side of a page; the keyword list, five comprehension questions and discussion questions on the other side.
7 Fold the page in half such that the reading cannot be seen, the keyword list is facing up, and the questions are facing down.

With respect to step 2, recycled paper or lightly coloured paper with generous spacing of text is recommendable as a measure of inclusive practice (IP&SEN, 2017). Research has shown that text presented in a one-sentence-per-line format can also be helpful for dyslexic readers (Hird, 2016).

When choosing the keywords, be mindful of:

a) where they are positioned in the text. Somewhat even spacing between each word from start to finish would be best.
b) whether the word is used multiple times in the text. If used many times in one grammatical form, but only once in another, choose the unique form as a keyword.

In the classroom

Throughout the facilitation of this activity, be sure to restrict access to the reading passage, except when needed to complete a guided task. For best results, follow these steps carefully:

1 Before distributing the printed activity, preview the keywords on a large screen or blackboard with particular attention to phonemes, grammatical forms and meaning. Make sure students know that the words they will look for are, for example: 'content' ['kɒntɛnt], not 'content' [kən'tɛnt]; 'diner', not 'dinner'; 'through', not 'threw'; 'flexible' as in 'not stubborn', not 'flexible' as in 'supple', and so on.

2 Ask students to work in groups to guess the topic of the reading based on the ten keywords they have reviewed.
3 Say the keywords out loud in the same order that they appear in the text at three to five second intervals to help the students find and quickly mark each word.
4 Ask the groups to guess the topic of the reading again. Perhaps they have recognised more clues while scanning the text.
5 Give the students 20 to 30 seconds to skim the reading, the questions, or both, for more clues about the topic.
6 Ask the groups to guess the topic of the reading again. This time, confirm the correctness of their answers.
7 Let the students read the passage and answer the questions freely.
8 Review the answers to comprehension questions as a class.
9 Wind down the activity with a discussion of student opinions on the topic.

Conclusion

The vocabulary preview and timed scanning and skimming activities give students of various reading abilities ample time to find and consider topic clues that their group members may have overlooked. This provides an avenue for everyone to engage in discussions regarding topic anticipation and serves to motivate interest in the reading for every student. For further inclusion of students with specific learning difficulties, the suggested text layouts and paper colours listed above often make a positive difference.

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11 Materials and resources

Although a relatively short chapter, the papers included here offer ELT writers and practitioners some food for thought and useful suggestions on how to approach and develop materials and resources which are inclusive, meaningful and contextually appropriate in these times. The chapter opens with two papers focused on issues with global coursebooks. **Steve Brown and Christine Nanguy** highlight findings from a study into whether global coursebooks promote discriminatory ideologies, particularly with regard to the Scottish ESOL context, and suggest how a more inclusive approach can be beneficial for ESOL learners. **Piet Murre** identifies issues with content, and illustrates how the 'design diamond' can be used to exploit the potential of richer content through a 'less is more, slower is better' approach. If you are responsible for selecting materials or interested in writing your own, **Sandy Millin** shares what she has learnt about materials writing, and offers tips, suggestions and useful resources. The chapter closes with a look at resources for the YL classroom by **Emma Mojoko Evele**, who shares examples of the resources and suggested activities produced collaboratively by trainee teachers working in low-resource, overcrowded primary schools in Cameroon.

11.1 Do global coursebooks promote discriminatory ideologies?

Steve Brown *University of the West of Scotland, Glasgow, Scotland and*
Christine Nanguy *Glasgow Community Learning and Development Sector, Scotland*

Introduction

In recent years, global coursebooks – described by Gray as 'that genre of textbook which is produced as part of an incremental English language course designed for the global market' (Gray, 2015, p. 1) – have been criticised for various reasons, including a tendency to present uncritically a worldview that does not adequately address the issues of inclusion and representation. The purpose of our presentation was to highlight findings from a recent study (Brown and Nanguy, 2021) which examined whether such materials are in fact discriminatory, particularly with regard to the Scottish ESOL context.

Definitions and motivations

We started the presentation by defining the terms in its title. We followed Gray's definition above to describe global coursebooks, and used a broad definition of the term 'discriminatory' to describe something that leads to unfair treatment as a result of an aspect of a person's identity. The term 'ideologies' refers simply to sets of beliefs that are used to understand reality. We then outlined our considerable experience as ESOL practitioners in Scotland who, over the years, have found it problematic to use global ELT coursebooks with our learners whilst also striving to comply with relevant policies and directives.

Relevant legislation and policy

A range of UK and Scottish government policies exist to encourage ESOL providers to ensure that learners are not discriminated against and that certain characteristics are positively represented. These include the UK Equality Act 2010 and the subsequent Equality Duty 2011, which identify nine *protected characteristics*: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, and Sexual orientation. UK institutions are required to eradicate discriminatory behaviours and systems in relation to these characteristics by promoting understanding, integration and advancing equality of opportunity. In addition, Scottish government policy that focuses more narrowly on education, and ESOL in particular, requires practitioners to promote an inclusive learning environment that advances these goals.

The study

We then provided a brief summary of a small-scale study of two global coursebooks. A range of semiotic techniques were used to perform a detailed multimodal critical discourse analysis of the student books. The nine protected characteristics of the Equality Act were used as the analytical framework, to scrutinise the ways in which each characteristic was represented in the books.

The study revealed three main themes, the first of which was invisibility, with trans and disabled people, for example, being completely unrepresented. Furthermore, while diverse races were portrayed, individual characters often lacked names, identities and narratives; little representation was made of BAME people living in UK contexts. The second theme revealed negative representations of some characteristics, for example, uncritical representations of powerful men, and women in subordinate positions, normalised patriarchal relationships and institutions, devaluing gender equality. The third theme related to missed opportunities to positively promote certain characteristics, leaving scope for oppressive, discriminatory ideologies to go unchallenged in the classroom. Returning to the presentation's title, the failure of the books in the study to fully and positively reflect all protected characteristics of the Equality Act means that they tacitly accept alternative ideologies, such as the non-existence of people with LGBTIQ+ identities, or the normativity of heterosexual marriage. These ideologies have an othering – and therefore discriminatory – impact on learners, and indeed practitioners, in the ESOL classroom.

Alternatives

We then provided examples of a range of freely accessible and copyright-free images that can be used in the classroom to more positively and openly represent all, and not an 'exclusive' version, of society. Some example tasks were also provided to illustrate how a more inclusive approach to materials content and design can be beneficial for ESOL learners, as well as allowing ESOL providers to comply more fully with the equalities agenda that is promoted through law and policy. Links to the images and example tasks can be provided on request by contacting nanguylingolab@gmail.com.

The bigger picture

Our final point was that global coursebooks, by their very nature, are part of the wider, corporate-driven ELT industry and, as such, are required to pursue commercial interests that are not always fully aligned with educational ones. The desire to appeal to a global market can diminish their appropriateness on a more local level, such as the Scottish ESOL context.

Conclusion

The talk concluded by recommending that ESOL practitioners should not assume that global coursebooks will necessarily be appropriate for their contexts, their learners or the values they are expected to promote. A more localised approach to materials development may well be preferable; this may require more practitioner collaboration and certainly does require constant reflection and internal critical dialogue.

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11.2 Less is more. Slower is better. Small is beautiful. How?

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Introduction

While coursebooks offer many advantages, they also come with challenges: a) for *coursebook writers and publishers*, as materials should preferably be usable by a wide range of teachers, be attractive to learners, lead to some prescribed (often globally recognised) level, and more generally have good selling potential and shelf life; and b) for *teachers* – often avid users of coursebooks, working locally with their particular audience, often dealing with a (frequently wide) variety of (sometimes conflicting) expectations.

Two difficulties arise from this situation. First, too much content has to be included in too little time or space. Second, catering for a diverse audience often leads to bland topics and predictable lessons, which fail to exploit the potential of richer content. These problems can be addressed by implementing the seven principles of the 'design diamond', both by coursebook writers and instructors. These principles will be described and then briefly illustrated through an example lesson. First, though, some words on commonly found topics.

Themes in coursebooks

A glance at the table of contents of a number of currently available ELT coursebooks generates the following list of recurring themes: sport, food & drink, sightseeing, celebrities, big business, media, travel, leisure, adventure, holidays. Whilst this choice is to some extent understandable, it can easily be seen that these subjects appeal to consumerist and ego-centred values, and may even subliminally play into feelings of jealousy (e.g. celebrities) and greed (e.g. big business). In the words of Slote (1997, p. 132), they often concern more 'self-regarding' than 'other-regarding' values. What coursebooks do not so often offer is some stimulating thought, the downside of life, life-size issues, or understanding and helping others and the language needed for that. A more balanced and inclusive outlook on life is called for.

The 'design diamond'

The seven principles of the design diamond are culled from a vast literature (Murre, 2021). They should not be isolated but taken together, as are the facets of a diamond. Principle 1 says: 'Do more by less' while principle 2 suggests how to choose this 'less': use pivotal points; exemplary issues which address something really important. Principles 3, 4 and 5 cover aspects of teaching methodology as also applicable to teaching in an EFL/ESL context and suggest using authentic phenomena and material (3), cultivating attention (4) and appealing to the whole being of students and teachers: heart, hands and head (5). The final design principles (6 and 7) explore how biographical, cultural, value-laden and citizenship aspects of the selected topic can be put to good use in an open and invitational way. They suggest promoting hope and positive values (6) and identifying and discouraging wrong trends and inclinations (7). According to C. S. Lewis, writer of the famous Narnia stories (who, incidentally, was born in Belfast), positive values are recognised world-wide across ages, worldviews and cultures, and include justice, honesty, good faith and veracity, mercy, and magnanimity (cf. Pike & Lickona, 2021).

An illustrative lesson

In a lesson that I taught to prepare students for taking the Cambridge English Proficiency (CPE) exam, students read an article about an enormous pork plant in the US during Covid times, which was kept open by the management, while workers, often immigrants (who needed the money and otherwise would be kicked out of the country and hardly spoke any English), worked in appalling conditions with no protection whatsoever. Employees were cajoled and bribed into staying. Eventually, Covid cases rose dramatically and people died. Prior to the lesson, the adult students

practised common reading strategies (e.g. skimming, scanning, answering content questions), identified verbs with positive or negative connotations, reviewed writing strategies, and wrote a letter to the editor of the newspaper that picked up the story, in an appropriate register using the CPE framework. During the lesson they summarised the article, watched a video about slaughterhouses a century ago and compared those with that in the article. Then students wrote an outline for an essay, which they finished at home.

This lesson focused on one topic (less is more), addressing life-size issues of justice, empathy, power and dilemmas (principles 1 and 2). Authenticity bred attention, the hearts of students were touched, they used their heads (arguments, using conventions), and hands (writing) (principles 3, 4 and 5). There were clear signs of hope and going against wrongs: the article itself, people standing up for others and the role of a free press (principles 6 and 7).

Students' perceptions were collected via a questionnaire and short interviews. The data suggest that they learnt a lot of language, and felt strongly motivated and invited to contribute to interesting conversations. The design diamond has also been used with teenagers and lower levels (A2).

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11.3 What I think I know about materials writing

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Like many teachers, my first materials writing was creating materials for my classroom. I shared some of these on my blog, then started doing professional materials writing. I self-published three books, working with editors each time. This all gave me useful feedback on my work. Alongside producing materials, I attended IATEFL and MaWSIG talks connected to materials writing, and completed a NILE MA module in Materials Development. This summary shares some of what I've learnt.

Evaluating materials and using checklists

Looking at other people's materials is a useful starting point for your writing. By deciding what to include in a checklist, then using it to analyse existing materials, it helps you consider what makes materials effective. I did this as part of my MA. You can also use this checklist to select materials, for example as an academic manager, or as an editing tool for your own materials.

Tips for writing a materials checklist

- Define your context clearly, including information about students, teachers and course format.
- Start with your beliefs (see below). Turn them into questions starting 'To what extent…?'
- Ensure each question is discrete, with no overlaps.
- Keep the list of criteria to a manageable length.
- Use a scoring system. I used 0 (not at all) to 4 (to the greatest extent).
- Add weighting to show the relative importance of different criteria. I used 1 (desired), 2 (preferred), 3 (essential).
- Group criteria into categories.
- Include space for comments.
- Collaborate with others: when deciding on what to include; when weighting criteria; when editing the checklist; when using it.

Principles and materials writing

In her talk at IATEFL 2015, Jill Hadfield defined framing principles as 'general beliefs about what makes successful teaching and learning' (p. 58). I took this as a starting idea for creating my own list of principles, based on what I believe makes effective materials. This list is not static – it has developed as I've learnt more. An example principle is 'Materials should engage the learners' interest through the choice of topics, and maintain it through varied activities'.

I use the list before I start a new project, to decide whether to take it on – if I feel I'll have to compromise my principles too much, I probably won't take it. During projects, I look at my list to check I'm following my principles, and see if I need to ask anybody for help with any areas I'm struggling with. At the end of projects, I use the list as a checklist to ensure I've covered everything I believe is important.

Stakeholders in materials writing

Apart from you, the writer, it's important to see your work from other people's perspectives.

Put yourself into the position of each potential user and ask: How easy is this for me to understand? Do I have all the information I need to make the most of these materials? Think about who is represented within your materials and how. Can the target users 'see' themselves in the materials? Consider names, skin colours, gender, body types, age... Think too about what people are doing and who they're with.

Working with an editor is essential to improve the quality of your work, but make sure you're clear about the roles you want them to fulfil: copy editing, content editing, proofreading, or all of the above. When you get edited work back, feel free to spend a few minutes being sad about the work you put in, but then let go and make the changes – don't get too depressed about editorial comments, as they are designed to improve your work.

Learn how to write a clear artwork brief to help designers and picture researchers find what you need. If you're self-publishing, keep the design as simple as possible, especially if you plan to publish on multiple platforms.

Layout

Some simple tweaks can make your materials much easier to navigate:

- Number exercises and questions.
- Use a different font for rubrics.
- Add spacing before/after exercises and questions.
- Use lines and/or boxes to separate sections on the page.
- Use tables rather than text boxes to organise a word-processed document.
- Use page breaks and section breaks to create new parts to your document.
- Use 'styles', including headings, to create a consistent layout.

Useful resources

The *ELT Teacher2Writer* books (https://eltteacher2writer.co.uk/our-books/) contain lots of useful tips for materials writers, as does *ETpedia Materials Writing* (Clandfield & Hughes, 2017).

Conclusion

I hope you find some of these tips useful in your own materials writing.

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11.4 A teacher's toolkit created by Cameroonian teachers of young learners

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Introduction

Using a variety of resources in mediating learning is not new in our teaching contexts. Teachers use various resources in ELT, especially those working with young learners and teenagers. Resources help learners engage actively in activities, taking responsibility for their learning outcomes (Sun et al., 2015). However, the production of resources is more fun when they are created by the teachers themselves in groups together with accompanying activities. Resources help teachers use varied methods, which give them the opportunity to engage audio, visual and kinaesthetic learners (Hartati, 2010).

My context

During the teacher training school years, teachers of young learners and teenagers are taught to design resources to help them teach. They are also taught how to design activities for their lessons using these resources. Mini-presentations are given for their peers to observe and comment on. During formative evaluations, student teachers are expected to write lesson notes clearly showing how a resource is used in the course of a lesson.

Upon graduation, some teachers use their old resources. The schools also have a stock of resources which these teachers use. In private schools, the teachers are not as well-paid as their counterparts in state-owned schools. Consequently, they are unable to produce new resources; they use what the school provides. Faced with a new curriculum, these teachers need training and re-orientation to help them adapt to the new paradigm shift.

Rationale

After analysing the curriculum, I saw the need to introduce the use of new resources to help make the curriculum more accessible to the teachers, and to integrate the use of these resources through engaging activities: 'It is important to arouse and maintain children's curiosity, to generate a desire to learn ... and to make the act of learning and teaching interesting, relevant and enjoyable…' (Read, 2007).

During my talk, I presented nine resources designed by 60 mostly untrained teachers of young learners and teenagers, who teach in six private, overcrowded primary schools with low resources. The nine resources are: an alphabet quilt, a verb wheel, big books, mini books, portfolios, puppets, phonetic drill cards, vowel chant cards and stuffed envelopes. After physically presenting some of these and showing photos of the others, some of the suggested activities which were designed by the teachers were discussed. They included the following:

Stuffed envelopes: chronology in a process composition

Learners are put in groups. Sentences on the stages of how to prepare a meal are written on strips of paper and put in envelopes for learners to arrange chronologically. Group leaders read the stages aloud. Finally, the correct stages are copied into their exercise books.

Big books: storytelling

A picture is put on one page for learners to look at while the teacher reads the story aloud on the reverse page. Pauses are observed for learners to respond to short oral questions. They are encouraged to dramatise later.

Alphabet quilt: vocabulary game

Quilt pouches are stuffed with words related to the home. Learners are put in groups. After talking about items found in the home, each group leader runs to the quilt, takes out cards from a pouch and runs back to the group for them to write down the words. They use these words to talk about how to care for things found at home.

Conclusion

Using the resources they had produced, teachers successfully designed the types of activities they think their learners can do. They were able to make the link between the new curriculum, the resources and the learning activities. According to them, they had always considered group work a waste of the teacher's time because it was uncontrollably noisy. But after using most of these resources with their learners, they discovered that their talk time was considerably reduced while their learners' quality talk time improved since they were continually involved in negotiating meaning as they tried to accomplish tasks.

Reactions of participants

Participants wanted to know who funded the project, who was in possession of the resources and about the sustainability and continuity of this project. It was explained that this project was largely funded by the AS Hornby Educational Trust and local publishing houses. Some large resources such as big books, the verb wheel and the alphabet quilt are kept in the libraries in each school while others are kept by the teachers. Finally, these teachers report the use of their resources to their head teachers and share best practices during their regular seminars.

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12 Teaching language and skills

The final chapter in this volume brings together ideas and suggestions for the effective teaching and learning of language and skills. The opening paper, by plenary presenter, **Gabriel Díaz Maggioli**, centres on reading as not only a skill but a sociocultural activity. Following a brief history of the teaching of reading and an exploration of the implications of reading as a sociocultural activity, he then goes on to outline a possible framework to better understand what teaching reading could entail. How grammar 'covered' can become grammar learned is the focus of **Alex Semakin**'s paper. He looks at some key learning theories to suggest nine principles that should be observed when creating, selecting or adapting grammar materials for use in class. The next three papers explore the development and improvement of listening skills. **Nicola Schmidt-Renfree**'s paper claims that learners' abilities to analyse grammar while listening is often underdeveloped, even among those with higher levels of L2 proficiency, and argues that more auditory activities through which listeners can build up their procedural memory should be included. **Sheila Thorn** outlines five key listening goals teachers should keep in mind when using authentic recordings, three approaches to teaching listening, and demonstrates how a combination of all three approaches is needed to achieve the goals and teach L2 listening successfully. Finally, **Mark Hancock** turns to aspects of pronunciation, connected speech in particular, to illustrate how pronunciation practice benefits and develops listening. Also concerned with pronunciation is **Beata Walesiak**'s paper focused on supporting receptive and productive pronunciation of accents through the use of online tools. In addition to providing a list of links to all the tools and apps she has collected, she also cautions on the implications of integrating such digital technologies. The final paper in this chapter explores drilling and whether drill practice activities still have a place in today's EFL classroom. **Eric Nicaise** argues that they do within meaningful interaction and context, and describes a variety of drilling techniques for the classroom.

12.1 Plenary: Reading the world, and the word

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> Reading the world always precedes reading the word, and reading the word implies continually reading the world. As I suggested earlier, this movement from the word to the world is always present; even the spoken word flows from our reading of the world. (Freire & Macedo, 1987, p. 23)

Introduction

Reading is perhaps the most used – and abused – classroom practice in English Language Teaching (ELT). Texts, passages, excerpts and other forms of written media are used in ELT classrooms for multiple purposes such as teaching vocabulary, developing learning strategies, modelling the textual features of a particular genre, or for the explicit teaching of grammar, among others.

What these teaching practices overlook, in general, is the fact that reading entails complex and multifaceted processes of meaning-making that cannot be solely accounted for by claiming that the source of meaning is the text. In fact, the pervasive typification of reading as a *receptive* skill (Scrivener, 2011; Harmer, 2015; Tour Mohammed, 2020), has done little to advance the field of teaching reading in ELT and has rendered this particular practice stagnant and ensconced in a traditional two-dimensional three-phase model.

Considering reading as receptive fails to acknowledge the inherent dialectic relationship of the modes of communication. These could be best understood as literacy skills (reading and writing) and oracy skills (listening and speaking), if such a division were necessary for pedagogical purposes (Díaz Maggioli & Painter-Farrell, 2016). This alternative conceptualisation of the modes of communication helps develop proficiency in each of them in a more organic and natural way. Additionally, pairing skills according to their mode, helps students master oral and written texts in all their sociocultural dimensions.

In this article, I put forward the idea that reading is, above all, a sociocultural activity and not just a skill. In this sense, it has a cultural, situated nature which is valued in different ways by different societies. Because of this, ignoring the influences that situated settings have on the students' perception of reading reinforces classical practices in teaching it which do not always contribute to the overall language development of students.

I will start by tracing the evolution of the teaching of reading as a language skill so as to be able to contrast this with a view of reading as a sociocultural activity by referring explicitly to sociocultural learning theory (Vygotsky, 1987). Next, I will explore the implications of this new positioning by referring to the types of reading generally found in the classroom and those found in real life settings. Finally, I will outline a possible framework to better understand what teaching reading could entail.

A brief history of the teaching of reading

In ELT, reading has been conceptualised in a multitude of ways according to *le méthode du jour*. For example, during Grammar Translation times, reading was considered to involve understanding every word in a text. During Direct Method times, reading was a practice aimed at getting information from a text, and also, the vehicle for learning new things (culture, vocabulary, grammar or content). During Audiolingual times, reading was a tool to enrich the students' syntactic bank of information and consisted mainly of very grammatically controlled sentences put together into a

passage to practise structures further. With the advent of Communicative Language Teaching (CLT), it began to be described as a skill in its own right. However, initially, the purpose of reading was also to revise or consolidate the new language learned in a specific unit (in this case, various functions with their notions and exponents). In fact, the notion of integrating skills borne at this time (Read, 1985) sees such integration as opportunities for the enactment of the language learned in a lesson or unit.

It was not until the late 1980s when research by Carrell et al. (1988) started drawing attention to the fact that reading can also be understood as an active process whereby the readers bring their own background knowledge to the act of reading, which becomes a kind of psycholinguistic guessing game by which the readers check their predictions against a written text. Eventually, towards the end of the last century reading was conceptualised as a constructive meaning-making process resulting from a dialogue between the reader and the text (Rosenblatt, 1996). This view set up the basis for a conceptualisation of reading as a process of constructing meaning resulting from the interaction of two main forms of processing: bottom-up and top-down.

Bottom-up processing implies getting things from a text. Texts are decoded by the reader by using mostly their linguistic knowledge. A clear assumption of this mode of processing is that in order to understand a text, one has first to understand the morphemes that form words, how these words make up phrases, clauses and sentences and finally, once that decoding process has finished, the reader reaches understanding at the discourse level.

In contrast, a top-down view of information processing considers that reading is a process whereby the reading brings things to the text. In this context, readers bring their knowledge of the world, their experiential background and their prior knowledge to the act of reading. Once in contact with the text, they process it by making predictions about what the text is about and contrasting those predictions with the information in the text.

Reading as a skill or reading as a sociocultural activity?

Reading as a skill: reading just the word

The established pedagogical canon for teaching reading applies a two-dimensional model divided into three distinct stages. The first stage is known as *pre-reading*. During this stage, the teacher guides students in making predictions about the text they are about to read, its content and, on occasions, its language. Additionally, in this two-dimensional model, vocabulary that might prove difficult for students is pre-taught so as to minimise hurdles in understanding. What follows, in general, is a *while-reading* stage where students are engaged in developing other reading strategies such as reading for gist (skimming) or reading to identify detailed information (scanning). There might also be exercises for students to practise the vocabulary which has been pre-taught, as well as grammar practice activities connected to the topic of the text, if it has been used to teach grammar. Next in the model is the *post-reading* stage

during which students are engaged in using the information and language learned from the text in activities which involve other skills, such as speaking, writing or listening. Popular activities associated with this model of reading include answering questions about the text, transferring information from the text to a graphic organiser, completing blanks or summarising the contents of the text.

This view, based on a long pedagogical tradition seems innocuous on the surface. In so far as the three stages are present, reading lessons organised around them can be considered good practice. After all, the three-stage approach capitalises on the two processing modes. Top-down activities are implemented at the pre-reading stage (prediction), while bottom-up activities take centre stage in the while-reading stage (through mining the text for meaning or language). Lastly, the post-reading stage allows students to integrate what has been learned into their background knowledge, thus adding to the conception of reading as a means to learn something new. If we strictly look at reading from this perspective, then we can rightly claim that treating reading as a skill fosters an interactive approach to reading, which research has claimed is the most effective way of approaching this particular area of language.

If we probe even deeper, we can see that the three-stage model of reading capitalises on the students' ability to use knowledge of various kinds in order to understand the text. They will use their knowledge of sentence-level grammar, the semantic context of the sentences in the text, their schematic context (organised chunks of knowledge and experience), and even, in some cases, their knowledge of the communicative situation.

However, what this particular model of teaching reading ignores is that texts are not just written products that stand on their own in a values-free manner. Texts are born out of tensions, contradictions, desires and practices which are deeply ingrained in the experience of the author *in* the world and *with* the world.

A text may be a response to a concrete personal or social situation, it can act as a vehicle for entertainment with a covert intention to mock or criticise a particular social construct. It can be a tool for empowerment and also a tool for domination. In short, just accessing what is on the page does not allow the students to read the world in which the words originated. Hence, my proposal to treat reading as a sociocultural activity.

Reading as a sociocultural activity: reading the world and the word

One of the problems one encounters on the 'skills approach' to the development of literacy is that it focuses attention on the student and the educational institution. However, one never reads just a text. Texts (either oral or written) are the vehicle humans use for communication. Hence, they are historically and socially created and situated. They are not static, but rather, dynamic forms of communication which require that social participants be familiar with both the code and the practice used at a particular time and in a certain context. In this regard, Street (2016, p. 336) notes: 'One is never "learning to read"; one is ever only "learning to read some specific text or other in a specific context". It is this sociocultural context and the practices that take

place within it that give reading (and writing) its meaning'.

Along the same lines, Griswold et al. (2011, p. 23) note that 'all societies with written language have a reading class, but few have a reading culture'. Their view of reading aligns with Freire and Macedo's (1987, p.20) in that they all position language as interconnected with reality in a dynamic way. Hence, they argue that 'reading does not merely consist of decoding the written word or language; rather, it is preceded by and intertwined with knowledge of the world'.

To conceive of reading as a sociocultural activity implies moving away from the prevalent language of literacy, which frequently reduces reading 'to either a functional perspective tied to narrowly conceived economic interests or to an ideology designed to initiate the poor, the underprivileged, and minorities into the logic of a unitary, dominant cultural tradition' (Giroux, 1987, p. 2).

Hence, our teaching of reading should be constructed in such a way that it offers affordances for the students' exploration of sociocultural contexts such as the situational, pragmatic context which will ultimately enable the creation of meaning from reading a certain text. To this, we should add a knowledge of texts as social praxis, which entails familiarisation with register and genre. Finally, we should emphasise that *reading the world* implies reading the sociocultural context in which texts occur and disclosing the relations among texts, authors, readers, context and power. To quote Street (2016):

> The ideological model of literacy, then, offers a more culturally sensitive view of literacy practices as they vary from one context to another. It is about knowledge: the ways in which people address reading and writing are themselves rooted in conceptions of knowledge, identity, and being. Knowledge is also always embedded in social practices, such as those of a particular job market, a particular religious culture, or a particular educational context, and the effects of learning a particular literacy will be dependent on its particular context. Literacy, in this sense, is always contested, regarding both its meanings and its practices; hence, particular versions of it are always "ideological" in that they are always rooted in a particular worldview and in a desire for that view of literacy to dominate. (p. 337)

From the world, back to the (reading) classroom

At this stage we could ask ourselves what it is that teachers do when working with students and texts in the classroom. Naiditch (2010, p .94) notes his discomfort when a question posed by a teacher he was observing had him wonder 'When the teacher asked the students *What did the author mean?* I blushed. Did she actually know what the author meant? – because I didn't!'.

Teachers such as the one in this anecdote fail to engage with the sociocultural nature of reading in that by requesting correct answers to questions, or teaching reading as deciphering or guessing the author's intentions in crafting a text, constrain

rather than expand the affordances of texts for students. This is because readers create their own meaning by reconstructing the clues that the author gives through the text and by reading the contexts in which the text was created.

What is prevalent in many ELT classrooms nowadays is still the skills approach to teaching reading. Teachers do so by promoting one main form of reading: intensive reading. One inherent limitation of current intensive reading practices is that the focus tends to remain on a surface level of reading (i.e. they focus on extracting meaning from a text), when, in fact, the focus should be on promoting a more critical perspective to the process and product of reading (i.e. attributing meaning to what is being read).

Proficient readers do so when they read for pleasure, for example. This has led authors and researchers to propose the promotion of extensive reading as an alternative to classroom practice.

Donaghy (2016) outlines the advantages of incorporating extensive reading by noting seven research-based benefits. According to this author, when engaging in extensive reading: students become better readers; they learn more vocabulary; they improve writing; they improve their overall language competence; they become more motivated to read; they develop learner autonomy; and they become more empathic.

The summary of research above focuses mostly on a skills approach. This fact notwithstanding, it cannot be denied that extensive reading presents important benefits to students. Hence, one might wonder why this practice is not more extended in classrooms around the world. Leather & Uden (2021) point out that there are multiple reasons for this, and they are all aligned with the same skills approach to reading we have seen above. The reasons include the fact that most curricula and syllabuses do not require extensive reading and thus it is not tested in exams. Also because of this washback effect, textbook series tend to focus only on intensive reading which conveys to teachers the idea that they do not have to do extensive reading (with some teachers being uncomfortable with the power and control that this practice gives learners).

We should not forget, however, that both a skills approach and a sociocultural approach are needed for the development of reading. If students do not have access to the practices that make up the reading skill, they will not be able to enjoy the advantages of extensive reading or similar sociocultural ways of approaching reading. Hence, we are left with the paradox that a focus on reading as a skill is an enabling skill that allows for reading to become a sociocultural practice. Unless students are explicitly taught decoding skills, reading strategies and critical thinking skills, they won't be able to create meaning from the text. However, this needs to be done in a balanced and principled way so as to allow students to learn, first, so that they can develop as fully engaged readers.

By adding the sociocultural dimension to the equation, this view of the teaching of reading, can be said to be three dimensional, as it provides students with concrete tools to both mastering intensive reading, together with tools to create their own meaning by reconstructing the clues from the text and the context.

In the next section of the article, I will describe what I mean by a three-dimensional model of reading and will describe one way in which it can be enacted in language classrooms.

Three steps to better comprehension

If we want students to co-construct meaning with a text, then we should provide mediated experiences that allow them to disclose all the contexts that play a relevant role in text fashioning. Comprehension, in this view, emerges from engagement with the text *and* the context of text creation.

My proposal is one that capitalises on the already familiar three-phase approach to the teaching of reading but extends each of the phases to provide students with the tools they need to explore and incorporate all the relevant linguistic, sociocultural and cognitive contexts needed.

The pre-reading stage

The purpose of this first stage should be to prepare students for their encounter with the text. This implies activating their prior knowledge in the right direction so that they can later on make informed predictions about the text and its context and, finally, confirm or reject those predictions by previewing the text.

1. *Activating students' prior knowledge*: this can be done in various ways. You may want to give students a few key words from the text and ask them how they can connect all those words; you may want to have students listen to an audiotext or visualise a videotext related to the topic of the reading; students may brainstorm around a key theme found in the text; or involve students in using technology to build background on the topic, text and context, if needed.
2. *Prediction*: After activating students' prior knowledge, teachers can mediate the preparation for engagement with the text by involving students in making predictions about the text, its content and its context. Teachers can provide students with the title of the text, a few key words or a key sentence and ask them to predict what it might be about. Alternatively, graphic organisers can be used to direct students' predictions to salient features of the text and context. Finally, students can be given a brief description of one of the main characters, the setting or a detail from the plot for them to predict. This prediction could also include the nature of the text, the author's purpose in writing the text and the characteristics of the context in which the text was produced. Ideally, there should be opportunities for students to actively engage in dialogue around the text and to sustain their predictions by providing logical explanations.
3. *Preview:* Finally, students can be provided with a preview of the text so they can confirm or reject their predictions. They can be given a skeleton version of the text, its first and last sentence, its first or last full paragraph. Additionally, they could be shown pictures, diagrams or graphs that appear in the text for them to confirm or reject their predictions.

By engaging students in starting their construction of understanding from the vantage point of what they know, they think or they assume, we are organising this stage to involve mostly top-down processing, by encouraging students to think about their own assumptions about, and positioning in relation to, the text, and its relevant contexts.

The while-reading stage

Contrary to the tradition in a skills-based approach to the teaching of reading, the while-reading stage I propose actively seeks to empower learners by giving them access to strategies and other tools needed for an interaction with the text.

1. *Vocabulary*: Because words acquire their unique meaning in the context and vicinity of other words, it is futile to pre-teach vocabulary as is the case with the two-dimensional model. Instead, we start the relationship with the text by providing students with opportunities to access vocabulary in the semantic context in which it appears.
2. *Questioning*: Next, students could be asked to answer questions about the text, but these questions, if they are to be tools for students to co-construct meaning with the text, need to be wide focus, and they may not always have a definitive right or wrong answer. Instead, they promote active engagement with the text and all its relevant contexts by allowing collaborative discussions around the purpose and meaning of the language used.
3. *Archaeological dig*: The final scaffold provided to students during the while-reading stage entails mining the text and its contexts so as to help learners disclose the true meanings in the text. de Oliveira & Schleppegrell (2015) suggest: providing opportunities to focus on the content of the text (What is it really about? What are the key ideas behind the words?); making evident how the writer intended to enact a relationship with the reader (What is the author's perspective? How does the author engage the reader?); or focusing on text organisation (What are the various rhetorical moves used by the author to connect with the reader? What devices are used to construct a cohesive message?).

Needless to say, and from the description of this stage, one can clearly deem that the focus here is on bottom-up processing. However, this processing is not limited to the language itself, and branches out in an explicit exploration of the various contexts that affect comprehension of a particular text in a particular way.

The post-reading stage

After students have both explored their assumptions about a given text and have been scaffolded in accessing its various layers, opportunities should be provided for students to develop ownership of their positioning in regard to the text. Hence, the post-reading stage will focus mostly on students elaborating on the meaning they have constructed through the text.

1. *Oral summary:* After students have engaged with the text in multiple ways, it is now time to provide them with opportunities to voice their opinion and to show what they have learned from the experience. Starting with an oral summary of a text does not imply that they will literally summarise the content they have just read. They could work in pairs or groups and find a number of ways in which the text connects to their experience. They could also change the genre of the text (e.g. from a written account just read to a role play).
2. *Written summary:* The purpose of the written summary is the same as for the oral

summary, but this time we want students to individually process their construction of meaning around the text via reflective writing. This solo activity allows deep processing of the ideas and contexts of signification of the text read and prepares students for the last scaffolded moment of this framework.

3 *Comparing themes:* This is an opportunity for students to connect what they have learned through interacting with this particular text, with what they may have learned from interacting with similar texts.

The following figure summarises the approach to teaching reading that I advocate for:

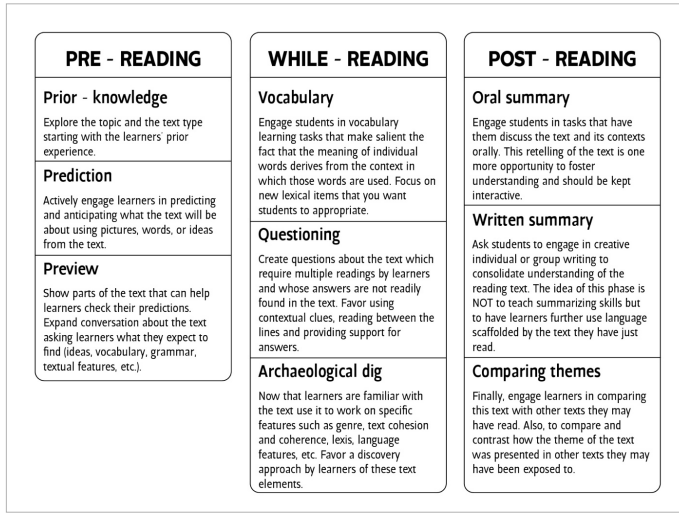

Figure 12.1.1: *Three steps to better comprehension (Díaz Maggioli, 2023, p. 115)*

Conclusion

The three-dimensional approach to the development of reading as a sociocultural activity in language classrooms is an attempt to bring to bear a view of literacy that is empowering to learners and which places teachers as brokers of meaning for their students through the creation of mediated reading experiences.

By using the pre-while-post framework we are acknowledging the sociocultural tradition established in the field. However, with each of the three phases, the actual scaffolds implemented move from the surface structure of the text to its deep structure. Hence, the deeper students go into the text and its contexts, the better prepared they will be to engage in independent literacy practices.

I would like to finish by quoting Street (2016) once again, as he skilfully captures the intentions behind this chapter. He points out:

> That literacy is a social practice is an insight both banal and profound. It is banal in the sense that, once we think about it, it is obvious that literacy is always practiced in social contexts … The site of learning (whether at school or within adult-literacy programmes) has, like other contexts, its own social beliefs and behaviours into which its particular literacy practices are inserted: whether in school or adult-literacy groups, what is being learned is not the same concept in each circumstance. (p. 337)

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12.2 How can grammar 'covered' become grammar learned?

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Grammatical competence is recognised as an integral part of language proficiency. A mini-survey conducted at the school where I teach revealed that even though students' attitudes to learning grammar varied widely, none of the respondents viewed it as unnecessary or a waste of time.

It is a common problem in ELT, however, that even after a grammatical structure or form has been 'covered' in a course, students still tend to avoid it, use it incorrectly or substitute it with lower-level grammar.

Having reviewed a wide selection of general ELT coursebooks, I have found that some are more engaging and effective for learning grammar than others; however, the following issues are frequent:

- Learners don't see the need to learn the structure as it is not integral to the context in which it is presented.
- The structure doesn't appear in the input frequently enough; therefore, learners don't get a real 'feel' for it before they are expected to use it.
- Learners are spoon-fed a rule instead of being allowed to discover it.
- Different aspects of the same meaning are taught as disconnected functions.
- The input is not engaging or relatable enough, stirring no emotions.
- There is minimal recycling of the target grammar in later units.

To understand why these are indeed problems, let's look at some key learning theories that are sometimes undeservedly forgotten in the planning of grammar instruction.

The noticing hypothesis

This hypothesis was formulated by Schmidt (1990) and substantiated by later research. It argues that grammar won't be learned unless the learner *consciously notices* specific forms in the input and the way they affect meaning. The teacher's role is to *facilitate noticing* and ensure that the target grammar in the input is *frequent* and *salient* enough to be noticed.

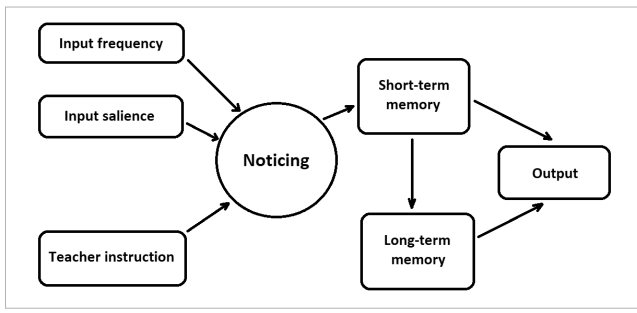

Figure 12.2.1: *The process of noticing*

Discovery learning

Bruner, the father of discovery learning theories, asserted (1961) that learners organise and categorise information using a coding system and that the most effective way to develop such a system is to *discover* it. The role of the teacher is to *help* learners discover.

The cognitive load theory

Sweller, the founder of the theory, claimed (2017) that students in a foreign-language classroom are constantly under a high cognitive load, which is a problem, because our working memory is limited and can process only one item at a time.

The aim for teachers and materials writers is to achieve the *desirable difficulty* – whereby a task is challenging but attainable – by minimising the extraneous load and optimising the germane load (see Figure 12.2.2).

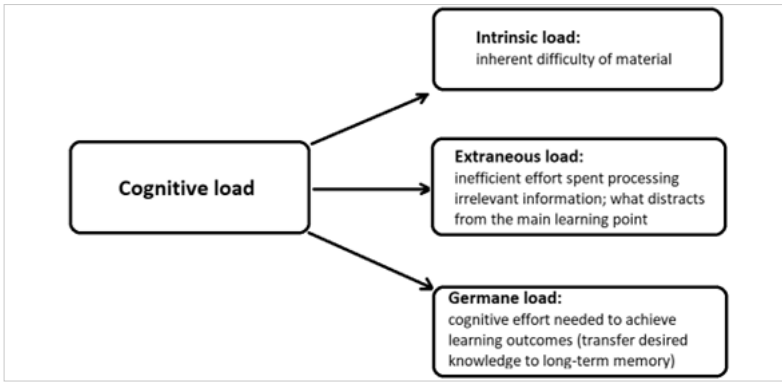

Figure 12.2.2: *Components of cognitive load*

How to help grammar 'stick'

With these theories in mind, and based on my experience as a teacher and materials writer, I believe the following nine principles should be observed when creating, selecting or adapting grammar materials for use in class.

1. Generate the *need* to learn the target grammar. Present it in contexts where it is commonly used in real life.
2. Provide *grammar-rich input* in which the target grammar is used multiple times.
3. Focus on the *essential meaning* of the target grammar rather than teach distinct meanings together, in order not to overload students.
4. Use *simple formulas* (mental 'hooks') to explain essential meaning, e.g. *'should' means 'I think it's a good idea', 'must' means 'I think it's very important', 'have to' means '(I think) you have no choice'.*
5. Provide *emotionally engaging* input. Research shows that it's harder to remember information about which one has no emotion.
6. Let students *discover* the grammar by noticing regularities and working out rules, but do *scaffold* the discovery through leading questions and other techniques.

7 Use *enhanced input* (colours, underlining, frames, etc.) to make the grammar salient: either form-based, e.g. one colour for *modal + bare infinitive* and another for *modal + to-infinitive*, or meaning-based, e.g. one colour for *must* for obligation and another for *must* for deduction.
8 Create *opportunities* for students *to use* the target grammar by talking or writing about *what matters* to them. Design tasks that *require* using the grammar in natural contexts to achieve communicative aims.
9 *Recycle* the grammar learned. It's rarely possible for learners to firmly incorporate new forms into their language production within a single lesson.

Conclusion

Even considering the time constraints teachers are faced with and the restrictions imposed on materials writers, it is reasonable to assume that any conscious effort on the part of both to implement the above principles will increase the chances of students understanding and using new grammar.

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12.3 Listening 'faster', listening more accurately – developing skills at higher levels

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The listening process involves a listener perceiving speech sounds, recognising words, analysing sentence grammar, and understanding the semantic and pragmatic meanings of a spoken message within a speech context. Here, we claim that second language (L2) learners' abilities to analyse grammar while listening is often underdeveloped, even among people with higher levels of L2 proficiency (e.g. Schmidt-Renfree & Garnham, 2019), and this skill needs to be developed in the language classroom.

Listening involves matching audible speech sounds onto words held in long-term memory (the mental lexicon) to recognise them. Such cognitive processes are driven by the data from the language signal, are referred to as *bottom-up* processes, are automatic and require no conscious effort. The more familiar a word is, the more quickly it will be recognised. Words are recognised through just partial matches if the words are familiar and fit with the topic. For instance, most people hearing sentence 1, would recognise the word *ball* by hearing *all*.

Sentence 1: The boy kicked the *all* into the goal and scored a point.

Our knowledge of what is likely often determines what we think we hear. Cognitive processes involving the listener using their linguistic knowledge, knowledge of the topic and context, along with their expectations to facilitate the listening processes, are generally referred to as *top-down* processes. Top-down processes enable us to infer what has been said, to anticipate what will be said, and to fill in gaps when we have missed something. Even the meaning of unfamiliar words may be inferred if we understand what they are likely to mean in the context. Both L1 (first language) and L2 listening involves an intricate interplay between bottom-up and top-down processes.

L2 listening lessons often involve asking listeners to recognise words, phrases, or particular details in speech, and encouraging listeners to use their knowledge and expectations of the context to facilitate their understanding. Such listening activities tap into a listener's *declarative memory*, which is thought to store the mental lexicon, the semantic meanings of words, facts and events.

However, psycholinguistic research has suggested that the processes of sentence comprehension are underpinned by both declarative memory and *procedural memory*. The latter underpins non-linguistic motor and cognitive skills, including the memory for performing skills and for processing sequences such as the analysis of syntax and sentence structure.

Researchers have found that even highly competent L2 speakers may rely more heavily on declarative memory when listening and may under-utilise procedural memory (e.g. Jiang, 2018). Instead of analysing the syntactic structure of the sentence in detail, it would seem that many listeners, even many with an advanced level of L2 proficiency, may rely on their top-down understandings of what is likely. Clahsen & Felser (2006) refer to this as shallow structure processing. Processing based on what is likely, that lacks bottom-up analysis of sentence structure, often allows understanding, but there may be a cost to accuracy. In sentences 2, 3 and 4 below, for instance, without detailed analysis, accurate analysis of who liked who, who was working in the garden, and who was wearing red jeans could be missed, as could the fact that Tom no longer liked his neighbour if the *'d* (reduction of had) is missed (sentence 4).

Sentence 2: The neighbour, who *Tom liked*, was working in his garden and wearing red jeans.

Sentence 3: The neighbour, who *liked Tom*, who was working in his garden, was wearing red jeans.

Sentence 4: The neighbour, who *Tom'd liked*, was working in his garden.

When listening, sentence structure analysis should occur through automatic processing and not through conscious knowledge. Even if a listener is able to create a complex sentence by thinking about it, they may not be able to process the same sentence when listening. The evidence suggests that linguistic knowledge based on declarative memory is used when monitoring sentence structures. However, when listening, for sentence structures (grammar/syntax) analysis to occur with automaticity, utilising procedural memory is required, and this leads to faster and more accurate comprehension. Exposure to complex structures alone does not lead to automaticity when listening; however, Schmidt-Renfree & Garnham (2019) have shown how intensive listening training for a number of L2 speakers with language proficiency levels of high C1 and low C2 was able to facilitate faster and more accurate listening.

We therefore suggest that listening lessons should include more auditory activities through which L2 listeners can build up their procedural memory, especially for complex sentences, so the processing of grammar becomes more L1-like and as automatic as the recognition of words.

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12.4 A practical, goal-focused, combined approach to teaching real-life L2 listening

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I began my talk by explaining that while conducting research for my recently published authentic listening methodology book (Thorn, 2021), I had come across the following quote: 'The prevailing tendency in the teaching of listening is to provide practice and more practice without clearly defined goals' (Field, 2008, p. 3). This led me to create a set of five key listening goals when it comes to teaching L2 listening using authentic recordings. I explained that in order to create these listening goals, I had examined L2 listening from the learners' perspective to ascertain just why they find listening to authentic spoken English so challenging. I had combined this with my own experiences of learning French, German and Swedish to near fluency, largely through listening to speakers of those languages. I then outlined the five key listening goals I feel teachers should keep in mind when teaching L2 listening.

Goal 1: to build up learners' confidence

Learners tend to feel anxious when listening in an L2 because they have little control of the input. Therefore a major aim of teaching listening is to set tasks that are achievable with a certain amount of effort, resulting in increased confidence.

Goal 2: to increase learners' *automaticity*

I explained that learners, right up to upper-intermediate level, struggle to *decode*, i.e. to recognise even familiar words in a stream of authentic speech. There are two reasons for this. First, the connected speech features of *elision*, *linking* and *assimilation*, and secondly the role of *prominence*, where speakers emphasise key words in utterances in up to four ways: by saying them with a change in pitch, and/or more slowly, and/or articulating them more clearly and/or more loudly. As a result, the words in between the prominent words are subject to *reduction*, i.e. they tend to be articulated less clearly, which confounds learners who are used to the carefully articulated

words of ELT recordings. Therefore a major goal of teaching L2 listening should be to increase learners' automaticity – their ability to decode familiar words in a stream of speech quickly, effortlessly and accurately – through repeated exposure to suitable recordings. This will enable learners to build up traces in their minds of frequently encountered words, thus increasing their automaticity.

Goal 3: to increase learners' lexical knowledge (aural and orthographic)

A major aim of teaching L2 listening should be to increase learners' vocabulary and help them match the sounds of useful lexical items to their written forms.

Goal 4: to encourage learners to work out for themselves the meaning of unfamiliar lexis

Often learners panic on encountering an unfamiliar word. In the classroom they can ask the teacher to define it, and in some real-life situations they can ask the speaker for an explanation. However, very often learners can, with encouragement, work out the meaning for themselves from the context and the co-text. A major aim of teaching L2 listening is to give learners the opportunity to practise doing this.

Goal 5: to train learners to focus on prominent words in a stream of speech

As mentioned earlier, a key feature of spoken English is that fluent speakers emphasise key words in an utterance in four different ways in order to get their meaning across. Therefore learners should be taught to recognise which words stand out from the other words in an utterance as these are the most important in conveying meaning.

Having outlined the five key goals of teaching L2 listening, I then presented three approaches to teaching L2 listening. First I looked at the traditional listening comprehension approach, where learners are given a written task to complete while listening. Next, I looked at an alternative meaning building approach where there are no pre-set written questions; instead the teacher acts as a facilitator, encouraging learners to work together to build up their understanding of a recording. Finally, I looked at the decoding approach where, once a recording has been mined for its meaning, learners are set a variety of decoding tasks. These include gap-fills and dictations, where learners are required to decode words that have been affected to a greater or lesser extent by reduction.

I then discussed the extent to which each of the three approaches helped achieve the five listening goals. I demonstrated that while each approach scored highly in terms of at least one listening goal, not one approach achieved all five listening goals on its own. I therefore concluded that teachers need to use a combination of all three approaches in order to teach L2 listening successfully.

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12.5 Say it to hear it: pronunciation to benefit listening skills

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We often think of pronunciation in terms of productive skills, but it's equally important for receptive ones. Indeed, I would argue that some aspects of pronunciation learning are primarily for the benefit of listening – connected speech in particular. This point is made very clearly if you consider the pairs of sentences below:

A	**B**
Give him a hug.	*Give them a hug.*
Done as a favour.	*Done us a favour.*
Get a receipt.	*Get her a seat.*
Gave them an aim.	*Gave her my name.*

Speakers may pronounce A and B exactly the same. This is because in connected speech, features such as elision, linking and weak forms can obscure the differences. Obviously, we don't necessarily want our learners to do this in their own speech – it's usually better to pronounce clearly! However, as listeners, they have no choice – they're bound to hear this kind of connected speech, and we need to prepare them for it.

Raising awareness of connected speech with micro-listening

One approach to preparing learners for real connected speech is to focus in detail on very short segments of audio – what John Field (2008) calls *micro-listening*. You can do this by choosing short segments of any audio text which you're using, but an easy alternative is to use the online tool YouGlish. Type in any chunk you're interested in and this search engine will find it for you across a whole corpus of online video material. For example, I typed in *Give them a*. YouGlish then searched and found the phrase in thousands of videos, and played them with a few words before and a few words after my chosen phrase. In this way, my class could hear it in many different contexts, with different speeds, voices and accents. In most of them, the class could hear how the pronoun *them* was reduced in connected speech, for example to *'em*, and how it was linked up to its neighbouring words.

Integrating connected speech with grammar

A focus on connected speech is important, but it can feel rather random and difficult to integrate with other aspects of a course. One idea would be to integrate it into your grammar syllabus. For instance, if you are teaching a structure such as *Give them a hug* (that is, ditransitive verb phrases), you can focus on object pronouns in connected speech. Most grammar structures have strings of words including function words like pronouns, articles, auxiliaries and so on – and these are exactly the kinds of words which are most affected by the features of connected speech.

Saying it to hear it

Alongside micro-listening, another approach to raising awareness of connected speech involves learners actually producing it themselves. Although the procedure is productive, the objective is receptive – actually hearing yourself produce this kind of speech

is one of the best ways of becoming fully familiar with how it sounds. Any kind of drill which includes examples of connected speech can be used in this approach, but one which is very easy to set up is what I call the counting drill. Here's an example for object pronouns after ditransitive verbs. You read each line out and the class repeats:
Give 'em a ONE, Give 'em a TWO, Give 'em a THREE, Give 'em a FOUR
Send 'er a ONE, Send 'er a TWO, Send 'er a THREE, Send 'er a FOUR
Buy 'im a ONE, Buy 'im a TWO, Buy 'im a THREE, Buy 'im a FOUR
The idea is that the numbers are so predictable, the learners can focus their attention on the bits which come before and how they are connected up.

Use earworms

Another kind of drill I would recommend for a connected speech focus is a short and simple text, preferably with a bit of rhythm and rhyme. The word-play helps to make the sound of the text 'stick in the head' – the earworm effect. Again, you can say the text line by line getting the learners to repeat. Here's an example, focusing on the same grammar point as the counting chant. The bold shows the stress.
Give 'em a **hug**
Give 'em your **love**
Send 'er a **gift**
Give 'im a **lift**
Make 'er a **cake**
Give 'im a **break**
Send us a **link**
Buy us a **drink**
Send 'em a **text**
Give 'em my **best**
Gimme a **call**
And **love** to you **all**!

Link to presentation recording: https://www.youtube.com/watch?v=EwDHd2o2lhk

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12.6 Supporting receptive and productive pronunciation of accents through online tools

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Introduction

The following is a summary of the talk I delivered during the IATEFL PronSIG Showcase Day 2022. The talk was supportive of EFL teachers of teenagers and adult learners, including tertiary education tutors (of practical phonetics), as well as ESOL teachers of students staying long-term or assimilating into communities.

Intelligibility and diversity *vs* course reality

Students enrol in (online) courses, hoping not only to understand native speakers better but often to speak more like them. Many do not seem to be aware of the fact that speakers who are perceived as strongly accented can also be highly intelligible (Levis, 2020) and that awareness of diversity of accents in today's world is key to learning and teaching pronunciation, not the standard model exclusively.

Our (teachers') role is then to introduce students to the concepts of intelligibility and diversity, help them establish autonomy through more attainable learning goals that they could take control of, and encourage them to adapt their beliefs as regards pronunciation training. This is a challenge for many learners because native speakers of English themselves may pronounce words in various ways, depending on their accent, the area they live in, age, origin, education received. Likewise, prosody (phrasing, rhythm, intonation) of a given variety of English can be a potential comprehensibility challenge to non-native learners of English and may need much more practice as regards both receptive and productive skills.

Fostering intelligibility through digital tools

Robin Walker, in his talk 'English pronunciation for a global world' at IATEFL 2022, stated that Computer-Assisted Pronunciation Teaching (CAPT) tools may help develop more autonomy and give learners exposure to a variety of accents. To maximise the significance of intelligibility in (online) classes, teachers may take into consideration resorting to the *affordances* that digital technologies offer, i.e. the physical features of the device, software, web or mobile app; the context they can be used in; and, most importantly, the content of the activities and its quality. I, as a researcher of the affordances of Mobile-Assisted Pronunciation Training (MAPT), explore web tools and mobile apps that account for non-standard varieties of English and trace the ones which can foster both receptive and productive pronunciation of diverse English accents. My conclusion from my research as regards mobile apps is that, unfortunately, prestige native speaker models still abound in the majority of them (Walesiak, 2020) and only a limited number of mobile apps offer explicit prosodical content. There is, however, a range of pronunciation-oriented content in web tools and mobile apps that can be taken advantage of in and out of the classroom as self-study assignments, e.g. in a flipped-classroom setting.

Using a communicative framework for teaching English pronunciation

Pronunciation can be trained in a more *implicit* way with the help of music, podcasts, videos, language corpora or speech archives, but this can also be done with more *explicit* web/app content such as tailored pronunciation tasks, transcription-based activities that draw upon phonological theories and rules, auditory discrimination tasks, listening decoding quizzes or listen and repeat tasks, etc. Their educational goals may also be achieved by resorting to various affordances offered by web and mobile apps with services based in Artificial Intelligence (AI), such as Text-to-Speech (TTS) or Automatic Speech Recognition (ASR).

During my talk, I showed how I applied the web tools and mobile apps in teaching both receptive and productive skills as regards selected segmental and suprasegmental features across accents. Most importantly, they have been contextualised following the strategies and methodologies described by Celce-Murcia et al. (2010) in their communicative framework for teaching English pronunciation, i.e. Description and analysis; Listening discrimination; Controlled practice; Guided practice; and Communicative practice activities.

A list of links to all the tools and apps I have collected is available at https://unpolish.pl/tools. The list is not exhaustive and is constantly being updated.

Implications for educators

Integrating digital technologies into one's pedagogy requires prior research, reflection and content analysis, as some tools may still lack pedagogical purpose and explicit classroom application. It may definitely contribute to instilling more autonomy on the learner's side and enable a more inclusive pronunciation instruction as regards the varieties of English. Pre-selecting relevant content that focuses on accent variety, and adapting it to meet educational goals and learners' needs, requires, however, some significant effort on the part of the teacher, but it can surely give opportunity for more consistent practice, mobility and comfort.

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12.7 To drill or not to drill in today's EFL classroom?

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Where do drills fit in?

Do drill practice activities still have a place in today's EFL classroom? In order to answer this question, it is necessary to briefly locate drilling within the history of language teaching methods and see whether it can be accommodated within current methodologies.

Figure 12.7.1: *Major developments in ELT*

Audiolingualism, the method which gave rise to drills, came as a reaction against the teaching of the rules of English and as a shift away from the emphasis on reading and writing found in grammar translation. Audiolingualism puts the focus rather on speaking, and considered language as a set of habits to be learned. Instead of rules, patterns were taught and repeated, and teaching procedures included mechanical drills, learning dialogues off by heart and repetitions. As with grammar translation, the audiolingualism method maintained the focus on accuracy, and the goal was for learners to produce grammatically correct sentences, with little consideration of meaning and context.

Coming up to the present, the task-based learning approach (TBL) highlights the importance of communication. In task-based instruction, the best way to learn a foreign language is by communicating. Therefore, teaching procedures involve the completion of tasks through speaking English. Task-based instruction is highly learner-centred and there is a shift away from accuracy to fluency; the important thing is for the learners to get their ideas across and mistakes are part of the learning process.

As Ur (2018) points out, these models – Grammar Translation, Audiolingualism and Communicative Language Teaching – should be regarded as policies which teachers were encouraged to implement at particular times. Rarely were they implemented in their pure form. Hence, they describe a historical sequence of evolutions, rather than revolutions against what had come previously.

Drilling techniques

Going back to audiolingualism and the assumption that language learning is habit-formation, drill work was a key feature of audiolingual methodologies.

Basic drilling means listening to a model provided by the teacher and repeating what is heard. It is a repetitive oral practice of a particular target structure. Drills will be useful for practising syllable stress, weak forms or consonant clusters which may cause difficulty.

However, we should see to it that drills are not too repetitive and tedious. There are numerous variations to repetition drills. Other types of drilling techniques include (BBC Learning English, 2017):

- *Substitution drills*: the teacher gives the class a sentence and asks the class to change one word every time.
- *Transformation drills*: a prompt is given and the learners change the person, the tense or make it negative.
- *Chaindrilling*: the teacher asks a question in a particular target structure to a student and that student responds and asks a question to the next student.
- *Split drilling*: separate a sentence across a number of students and get them to say one word each, or group them according to gender, or first row, then second row.

- *Backchaining*: start at the end of the sentence and gradually work your way back. This technique is effective for practising the features of connected speech.
- *Frontchaining*: the learners start at the beginning of the sentence and move their way forward.

Recent research has brought to the fore the renewed importance of drilling in today's EFL classroom. Penston (2021) identifies the reasons for using drills. Firstly, drills provide immediate feedback on the learners' accuracy and many learners expect to be corrected. Secondly, drills provide a safe environment for learners to experiment with the language. Those learners who like to repeat should be given the opportunity to do so. This also builds confidence among learners who are afraid to speak in class. These learners may gain confidence on hearing their classmates and may eventually feel like joining in.

A third reason for using drills is that they strengthen the physical aspect of fluency. At low levels, learners still need to get used to the sounds of English and need to get the right muscles working properly. Learners need to be taught to feel the articulators involved (what is happening with the tongue and the lips), until they can proceed to larger chunks of language in connected speech.

Fourthly, we really do learn through repetition as practice. Research suggests that motor skills sharpen with every iteration and this goes further than sheer mechanical repetition.

Meaning first

With the communicative approach, the focus shifted to meaningful interaction, and context should indeed be key in language learning (Penston, 2021). Monotonous chanting of decontextualised chunks of language should be avoided. For drills to be meaningful, learners need to understand what they are being asked to say. Creating meaning through viable context should guide us as teachers. It is therefore important to ask ourselves how to extend the drills and to always link them to meaning.

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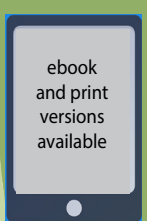

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