



TESOL SPAIN



Newsletter - Issue 98
June 2023

Welcome to the last TESOL-SPAIN newsletter before the summer break!

This month we have another great issue for you – an article on language coaching by Barnaby Griffiths and another on future developments in the English language by Gabriela Torregiani; more news from Podcast Corner and a Poem Activity with extra words; reports on two events held in Barcelona - the joint EIM-UB Teacher Training and TESOL-SPAIN event and InnovateELT, plus the TESOL-Türkiye and TESOL-SPAIN Teachers' Voices online event; our final round of Meet-Ups for teachers of Infant and Primary and Adult and Business classes, Area Coordinator-led events with a Play Date for Teachers in Gijón and a Bilingual Teacher Meet-Up in Santiago de Compostela; and our regular webinar slot with Marija Stojanov looking at how to tailor lessons to suit our students' needs.

After all that, we'll deserve a holiday and Adriana (a seriously busy AC!) has sent us a fun activity for an end-of-term Farewell Board – as she says, "an easy, cheap and cute idea" to do with your classes. One student stands with their back to the board and their classmates write or draw something positive about them. A super goodbye present and something to remember that there really were some good times this year! And of course, you can post it on your school Instagram because if it's not on Instagram, it hasn't happened, has it?



We're planning a new direction to our newsletter mid-way through next term and hope that you'll like the changes. But meanwhile, have a fantastic break and see you back here in September.

All the best from all of us at TESOL-SPAIN



TESOL-SPAIN events in June



Double meet-up!

Join our last meet-up of the year!

Chat to Alix and Julie about working with infants and primary, or discuss Business English with Rebecca and Vicki.

Thursday 15th June at 6.30pm

Click here to join:
bit.ly/TESOL-SPAIN-events

Tailoring lessons to students' needs

During the fifty-minute webinar presentation, I plan to outline some of the most important aspects that determine what we teach and how, for instance needs analysis, culture and collaboration. I will then present a lesson plan for a writing class tailored to suit the needs of an imaginary group of students while making sure that it rests on the aforementioned principles. My aim would be to show that students' needs should be taken as the cornerstone of our courses and we should orient our teaching in a way that best meets their needs.



Marija Stojanov holds a Master's degree in English language, literature and culture and she is presently working as a Supporting Assistant at the Faculty of Organizational Sciences in Belgrade, Serbia. She has taught students of various age groups and levels both in the traditional and virtual classroom. Moreover, she has worked on course and materials design and taught General English and English for Specific Purposes. She is passionate about language teaching methodology and materials design.

TESOL-SPAIN events in June



On Saturday 27th May, I was lucky to spend some quality time with some peer teachers outside work, so necessary in my opinion. We are so busy sometimes that we don't even get to talk to the teacher next door.

There were only five of us, but we had a lot of fun and everybody wanted to meet again. So here's the next meet-up for teachers in Asturias:

Sunday 18th June 2023
12:00 pm (just before vemú)
Gijón, Asturias
(exact place to be confirmed
but probably my classroom)

This time is not going to be a coffee break (though coffee is welcome too), it's going to be a **PLAY DATE for English teachers!**

We'll chat and play games that can be used in the classroom. If you have an easy game that works for you and your students, feel welcome to bring it along. But do not worry if you don't We've got you covered! You don't even have to play all the games if you don't feel comfortable, just come and interact as much as you want. Zero stress environment !

Let's have fun together and hopefully, everybody will go home with one or two new ideas to use in class. If you want to join me (@adrianacotowow), please send me an email (tesolspain.north@gmail.com) or a WhatsApp message, if you know me 😊❤

Who's in?



TESOL-SPAIN in Galicia is organizing a bilingual teacher meet-up in **Santiago de Compostela on June 9th at 8pm** at La Galiciana.

There will be some mingling in Galician, Spanish, and English using some speaking activities you could do with your students in class.

Please share this with bilingual teachers in Galicia.

[Register here](#)



Teachers' Voices: We grow together, we heal together.

Volunteers were needed for the TESOL Türkiye and TESOL-SPAIN meet up on May 31st and as lots of people said they were working; I offered to join and was then put in charge of opening the zoom room!

After a few teething problems everyone ended up in the same zoom room and we started!

I work with pre-primary children, so it was decided that I would start and then other members who taught older children would add their experiences of lockdown and post-pandemic teaching. I explained that during lockdown I didn't do a great deal of online teaching, mainly because of the age of the children.

I then went on to say that post-pandemic I have seen great changes in the children; the children I work with were babies or very young toddlers when the pandemic occurred and spent a lot of time at home with their parents / caregivers. This has resulted in children who have missed out on nursery experiences where they learn to take turns and share an adult's attention. The children we are seeing now are very needy and find it very difficult to share toys or an adult's attention. Some lack skills to dress themselves or go to the toilet independently, probably because they had adults who did everything for them for a long stretch of time. Teachers are working very hard to help children develop these skills and as we enter the last three weeks of the school year I can see a big difference in the children, but some are still struggling with anxiety separation.

The session then continued with other members talking about their experiences and then we had the opportunity to go into breakout rooms with members of the two organisations mixed together and listen to how other people had found the pandemic and it was heartening to hear that everyone had basically had the same struggles and experiences.



It was a lovely hour of sharing stories and experiences and I'm looking forward to the next one

- Alix Treganza

Teachers' Voices: We grow together, we heal together.

Why do I like teaching? There are many reasons, but today I will mention the great COMMUNITY we have. Those of you who know me know how shy I'm and how nervous I get when I have to speak in public, yes, teachers can be shy, and yes we do get stage fright! More often than you can imagine The classroom does not count, don't ask me why

I've attended thousands of webinars but this was the first time I was a speaker in one, and despite some tech problems at the beginning, my being super nervous and the challenging topic: mental health and my experience battling depression, I felt safe.

Everybody was super supportive before and after the talk. I only got kind words from super kind people that just make the world a better and nicer place♥.

Thanks a lot to everyone who opened their hearts and joined us in this healing process. Thanks a lot TESOL Türkiye and my TESOL-SPAIN. You're becoming family! ♥

Here's what's behind this project:

After the devastating earthquake in February, TESOL Türkiye wanted to create a platform for teachers all around the world to focus on healing: an online get-together series, which they called ♥Teachers' Voices Series♥, what a great name by the way!

First it was TESOL Türkiye speaking about how the earthquake affected their lives, then TESOL UKRAINE to speak about the devastating effects of war and in May it was our turn: TESOL-SPAIN. We gathered to support each other and focus on mental health. There were also breakout rooms to share views, experiences and coping mechanisms and a wrapup with everybody together.



Thanks so much @tesol_turkiye for creating this safe space for reflection and growth and @tesolspain for helping me step up and talk.

♥ #BetterTogether♥ #Help each other♥
Together, we can take the first steps towards recovery

Stay tuned for the next series ♥

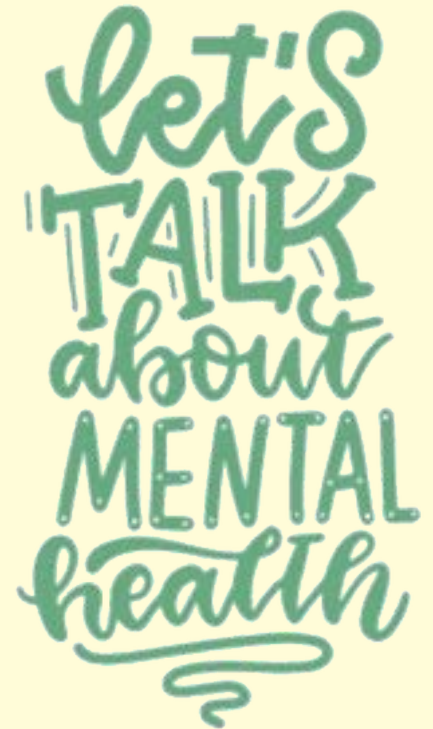
- Adriana Coto

Teachers' Voices: We grow together, we heal together.

On Wednesday, May 31st, I had the pleasure and honor of participating in a virtual teachers' meeting organized by TESOL TÜRKİYE with TESOL-SPAIN as part of a series of collaborations among colleagues from different countries aptly named "Teachers' Voices Series" to be held in a different country every last Wednesday of the month.

On this occasion, from Spain, the topic of mental health introduced us to an enlightening talk about different aspects focused on first-hand experiences regarding the mental health of some of our colleagues, and how the behavior of children and adolescents has been affected by the confinement and the pandemic.

Certainly, the time was short, but the talk was undoubtedly rewarding, and above all, it made us feel that sharing our thoughts and feelings makes us realize that there are no borders and that empathy is a universal feeling. I'm looking forward to the next one!



Carmen Arias, AC for Castile & Leon -North - TESOL-SPAIN

Gustavo González - Overseas Coordinator



We are delighted to welcome Gustavo González from Argentina as our new coordinator for TESOL- SPAIN members overseas.

Our Membership Officer, Tammi Santana, became aware that TESOL-SPAIN now has many members around the world and thought it would be a good idea for them to have their own coordinator.

Gustavo is a long-standing collaborator and friend of TESOL-SPAIN as well as an experienced teacher, school coordinator, teacher trainer and presenter. He has delivered workshops and presentations in many countries and the Board of TESOL-SPAIN are very happy for him to collaborate with them in the capacity of Overseas Coordinator.





Welcome to our regular feature in the TESOL-SPAIN Newsletter – activities for using poems. If you have an activity you would like to share through the Newsletter please send it to tesolspainpublications@gmail.com for consideration.

If you decide to try this activity, please let me know your thoughts and any suggestions you might have for improving it.

Extra Word Poems

I 'discovered' this activity almost by accident and have been using it ever since. I wanted to read a Mary Oliver poem with my B2 class and as I couldn't find it online I transcribed it. But being in a hurry, I made a couple of mistakes. In one case I duplicated two adjectives where she has written one. When we read the poem in class one group had a lengthy discussion based on which of the adjectives was more important. This gave me the idea of adding extra words to poems – one or each line seemed a good idea, and it worked.

The task is simple – work with your partner or in a group and agree on which word in each line should be removed. In some lines – as with the adjectives – this can focus on lexis, but in others syntax (do you need that extra preposition, is this simple past or past perfect?). At the same time as drawing attention to language, students are making choices based on meaning and interpretation. In a whole class session following the pair/group work, compare the choices people made and slowly reveal the original text (though being right or wrong is not the point.) It is worth pointing out that free verse or open forms are usually preferable for this activity as they allow you to add words almost anywhere you like whereas forms such as sonnets or villanelles allow far less manipulation. So, I invite you to read the 'adapted' poems by Oliver and Stevenson below and decide which in the extra word in each line. I will post the solution in our next newsletter.



WINDY NIGHTS

Whenever now the moon and stars are set,
Whenever the wind is so high,
All slow night long in the dark and wet,
A man goes quickly riding by.
Late in the night when cold the fires are out,
Why does he gallop there and gallop about?
Whenever the trees are crying, singing aloud,
And ships are thrown down by sea,
By, on the highway, low and then loud,
By at the gallop riding goes he.
By at the gallop he goes, and then soon
By he comes back at the gallop coming again.

- Robert Louis Stevenson

JOURNEY

One day you then finally knew
what you really had to do, and began,
though the many voices around you
kept on shouting
their other bad advice --
though the whole entire house
began then to tremble
and you felt again the old tug
at your own ankles.
"Mend my life now!"
each voice cried out.
But you still didn't stop.
You knew then what you had to do,
though the cold wind pried
with its cold stiff fingers
at the very deep foundations,
even though their melancholy
was indeed terrible.
But little by little,
as you left their voices behind,
the stars began to burn
through the sheets of clouds,
and there was a new voice
which you slowly
recognized as your own,
that kept you company
as you strode deeper and deeper
into the world,
determined to do
the only thing you could do --
determined to save
the only life you could save.

- Mary Oliver

EIM-UB Teacher Training and TESOL-SPAIN joint event in Barcelona

On Friday, 26th May, EIM-UB Teacher Training and TESOL-SPAIN jointly organized a free Teacher Development workshop with Scott Thornbury: '10 Methods, 10 Activities'. Attendees were able to find out more about the benefits of TESOL-SPAIN membership.

This was the first face-to-face TESOL-SPAIN event in Barcelona since 2019, so we were delighted to be able to welcome Scott, who was a plenary speaker at the TESOL-SPAIN convention earlier this year.



Unsurprisingly, we reached the 40-person limit within 48h of advertising the event. Teachers from a range of backgrounds were represented: both state and private schools and levels ranging from pre-school to university. The event was introduced by Barcelona Area Coordinator, Jessica Mackay and TESOL-SPAIN president, Gerard McLoughlin, who gave us a quick general knowledge quiz about the speaker!



Scott drew from his extensive knowledge of the history and development of ELT to choose 10 methods, and for each one, a representative activity that he thinks should be in our teaching toolkit. For those of you who are curious, the ten methods he chose to highlight were (in order):

1. Total immersion
2. Grammar translation
3. Direct Method
4. Reading method
5. Audiolingualism
6. Total Physical Response (TPR)
7. Community language learning (CLL)
8. Communicative language teaching (CLT)
9. Task-based language teaching (TBLT)
10. Teaching unplugged (Dogme)



Scott argued that all methods have their merits, and provided a sample activity from each which is worth re-visiting. For example, the Reading method was introduced to make language learning more realistic – it may not be possible to learn to communicate fully in the language in the limited time available, but learners can manage to attain a reasonable level of reading. Rather than drily reading texts aloud in class, this method encouraged active processing of what you read, e.g. read a section, lift your head and explain it to your partner (based on a similar principle to a running dictation). Here's Scott demonstrating the technique with one of the workshop participants, Maria, who has just completed her Delta at EIM-UB Teacher Training:



Scott used this lovely quote from Roland Barthes to describe the potential benefits of this:

'It's when you lift your head that you're really reading.'

The time sped by as Scott managed to squeeze a selected history of language teaching methodology, packed with examples of practical classroom activities, into a mere hour and a half. If this whets your appetite, there are plenty more details and sample activities in Scott's book '30 Language Teaching Methods' (CUP, 2017).

We were very lucky to have such an entertaining and informative talk given by such a great speaker for our first F2F TESOL-SPAIN event in Barcelona for over 3 years. It was also a reminder of the buzz of being in a room with other teachers again, especially for local teachers who weren't able to make it to Madrid for the convention. We hope this will be the first of many more!



iELT23, Barcelona 20th-21st May

In an exceptional gathering of language aficionados, Innovate ELT 2023 brought together scholars, educators, writers, and language enthusiasts from around the globe. The conference served as a melting pot of ideas, discussions, and insights, fostering a vibrant platform for exploring the nuances and evolution of the English language. With its diverse range of topics and esteemed speakers, the event left a lasting impact on all participants.

The event spanned two enlightening days, delving into fascinating aspects of English language teaching methodologies, and more. The conference kicked off with inspiring keynotes by renowned teacher trainers,

Duncan Foord, Katherine Reilly and Scott Thornbury, who captivated the attendees with their insights into the dynamic nature of the English language, emphasizing its adaptability and resilience in a rapidly changing world.

The conference offered an array of interactive workshops, allowing participants to engage in lively conversations and exchange innovative ideas. Language educators led workshops on incorporating technology in language learning and exploring novel teaching techniques in educational settings. Beyond the enriching sessions, the event provided a platform for attendees to connect and forge valuable professional relationships. Participants had the chance to meet with renowned scholars and explore potential collaborations. The event fostered a sense of community among language enthusiasts, creating a supportive environment for continued growth and development in the field.

iELT23 stood as a testament to the enduring power and significance of the English language. With its diverse range of topics, engaging workshops, and esteemed speakers, the conference provided a space for linguists, educators, and language lovers to celebrate and explore the evolving nature of English. The event left attendees inspired, enlightened, and ready to embark on new journeys in the realm of language.

- Vaishali Aggarwal



Vaishali (right)
with Teresa Bestwick and Anna Machura



As Vaishali mentions above, the Innovate team really value the human connection in their conferences, providing numerous opportunities over the event to catch up with familiar faces and make new connections as well.

It was great to spend some time chatting to TESOL-SPAIN coordinators, Jessica Mackay (Barcelona) and Lauren Hamilton (Madrid) over the weekend.

- Teresa Bestwick

How language coaching techniques will enhance your teaching

Barnaby Griffiths



Language coaching is a relatively new discipline and exists in varying forms. In this article, I'm going to give you a brief introduction to my own approach, which derives from over 25 years as an English language teacher, TESOL Diploma teacher trainer and professional language coach. Not to mention 40 plus years as a language learner myself. My approach therefore derives from the language side of language coaching, and aims to incorporate effective coaching techniques to improve language teaching, as opposed to other methods, which approach language learning more from the life coaching side.

Our world is changing. Not only are we seeing a massive move to online learning following the restrictions on movement caused by the Covid-19 pandemic, but we are also witnessing a change in how the learner is viewed... not as a vessel to be filled with knowledge – surely that went out with the ark – but holistically as an individual who needs to develop skills just as much as accumulate knowledge, and perhaps even more importantly, as one whose emotions play a huge part in their learning.



My approach to language coaching entails techniques that treat all individuals as having their own particular strengths and weaknesses that can be worked on, rather than assuming that the transference of knowledge to all learners will simply have the desired effect.

Language coaching is holistic, in that it addresses the emotional side of individuals' learning and provides tools and strategies for overcoming obstacles and limiting beliefs, something that many language learners suffer from due to the frustrations inherent in trying to learn a new language.

My approach focuses on the processes of learning language and communicating competently, seeing grammar, lexis and pronunciation as a vehicle for communication rather than a product. As a language coach, I do not present my learners with new language, have them practise it for a while and then expect them to be able to use it. I am there to guide them through the entire process of assimilation and production.

Therefore, a large part of my approach to language coaching addresses performance and rehearsal, focusing on how learners use the language in the real-life context in which they will need it.





Aside from language acquisition, for which I have also developed my own highly effective and time-efficient techniques, one of my main aims is to provide my learners with communication and learning tools and strategies. In addition to this, I help my learners plan their learning and set realistic language learning and communication goals.

Three tips on how to incorporate language coaching into your language classroom

1. Meaningful rehearsal. By guiding your learners to create their own rehearsal sentences or even scripts, you can help them focus on both accuracy and fluency at the same time. I have my learners make rehearsal sentences after each session and rehearse them on camera, sending me the results on video. This has various effects: firstly, it recreates the performance pressure of real-life communication, but in the safe environment of learners alone with their phone; secondly, it ensures learners use the correct form, thereby improving accuracy; and thirdly, it develops fluency, since learners repeat the same sentences until they get them right (they will not get it right the first time they video themselves... and maybe not even the tenth!). So meaningful repetition plays a key role here.

2. Validating learners' emotional states. In the workshop I gave at iELT23, held at Oxford House in Barcelona in May, I showed a video of the type of emotional work language coaches do with their learners to aid learning. The fact is that negative emotions such as frustration, anger or even boredom will prove an obstacle to learning in any setting. However, by addressing these when they appear we can put our learners in the right emotional state to engage with learning. In the example video I showed with one of my learners, she was clearly upset as she entered the online session, so I encouraged her to express how she was feeling out loud before then telling her that how she felt was understandable given all the responsibilities she was carrying in her different roles as a manager, mother, wife and daughter. In the video, we instantly see her face change from one of doubt and frustration to one of contentedness that someone had shown understanding for her situation, or validated her emotions. We were then able to continue with the session free from emotional obstacles.

3. Visualisation. In a previous workshop, I showed videos of how to use visualisation with learners to help them achieve successful communicative outcomes. In this case, I showed a video of a learner who had to prepare for a business meeting in Japan. By doing visualisation exercises for the communication that would take place in the meeting in the weeks leading up to it, she was able to feel calm in the meeting itself and achieve the communicative outcome she was aiming for. I have also successfully employed this technique with PhD students who had to present their thesis before a panel in English, and a journalist who was to appear on a radio programme speaking in English.

How to incorporate coaching into group learning situations

I have been asked by teachers whether it is possible to use language coaching with groups, as the examples I give are mostly with individuals or small groups. I have indeed used language coaching methods with groups of up to ten university professors, but it is worth noting that in this context the learners need to be well prepared for what is to come, and the language coach must establish some clear protocols and share these with the group before commencing the sessions.



In the case I mentioned here, the professors presented part of one of their university lectures to the group, and I coached them with regard to improving their use of English and the impression they make when presenting or lecturing. The protocol here involved the other professors only being allowed to either make positive comments about their colleagues' presentation or ask questions for clarification, taking on the role of students. My job as language coach was to take detailed notes on both the language used and impression made, and anything that could be shared with the group was included in group feedback after the other professors had commented/asked questions, while anything of a more personal nature was provided to individual professors in written form after the session. It should be highlighted that this written feedback was for their eyes only, neither the other professors nor the institution that had contracted me were privy to it.

If you would like to know more about language coaching, contact me at barnaby@bglc.es or visit my website www.bglc.es, where you will find details of my courses for language teachers interested in incorporating language coaching techniques into their teaching.



Read the Teaching English
in Spain newsletter here

Understanding learners

This month we shine a light on the importance of understanding our learners and creating an inclusive and motivating classroom environment.

As we approach the end of term, read on to download our free lesson plans to celebrate and reflect on the school year and look forward to the holidays!

Also in the newsletter, find details of a free course on teaching English to refugees and displaced learners, as well as a lesson plan about children's rights.

Podcast Corner



Thinking Out Loud: Education in the Era of Technology with Jędrek Stępień and Maria Trushnikova

In episode 420, Masha and Jędrek talk about his recent iELT23 plenary and the future of education.

[Listen here](#)



Episode 200 of the TEFL Training Institute podcast

Best and Worst Common and Uncommon Teaching Practices

The TEFL Training Institute podcasters talk to friends and experts and ask two questions about changes they'd like to see in classrooms: what common teaching practices would you like to see less? And, which less common teaching practices would you like to see more? Guests include Penny Ur, Karin Xie, Ian McGrath, Kathleen Baily, Donald Freeman, Rod Bolitho, Anne Burns and Tessa Woodward.

[Listen here](#)



Teachers Talk Radio with Jane Ritter

The Importance of Feedback

How do you get feedback from your learners? How much time do you allocate to feedback on activities in the classroom? In this episode, Jane asks these questions to Sue Swift and discusses other things we can do to better support our ELT Learners.

[Listen here](#)





TESL Exchange
Explore. Share. Motivate.

Lesson ideas

Tools for engaging students online

Successful strategies

Technology

Advice for instructing literacy learners

PRESENT FOR US!

Call for TESL Exchange Video Presenters

The TESL Exchange series provides bank of short informational videos (5-15 mins) that can be used by other members to inspire new ideas and initiatives in the classroom or language learning workplace.

Are you ready to be the next YouTube sensation, at least among your fellow language learning professionals?

We're looking for members like YOU to share your expertise on a topic of your choosing. You will have the Exchange team working alongside you, providing training, support, and encouragement.

The TESL Exchange series provides bank of short informational videos (5-15 mins) that can be used by other members to inspire new ideas and initiatives in the classroom or language learning workplace.

Some suggested topics:

- Most effective tools for engaging students online.
- Advice on effectively instructing literacy learners online.
- Successful strategies for creating online lesson plans.
- Favourite teaching gems of tried-and-true lesson ideas.
- Technology that has increased student engagement.
- Technology that supports efficiency and effectiveness in language education.

[More information](#)



The importance of language learning and of speaking a Foreign language

- The command of two or more languages widens job opportunities
- A language opens doors
- A language enables people to work in different industries.
- A language opens your mind
- Two or more languages help see the world from different perspectives.
- Languages help understand different cultures

Here, I am sharing how speaking two languages has helped me become a more complete person:
<https://youtu.be/dtjzyZ99eeQ>

Are people choosing English as the language for International communication?

It is well known that English is the language of international business and commerce, of international relations and politics, of the media, of travel and tourism, and it has adopted the global role of a lingua franca for cross-cultural communication. English as a Lingua Franca “is a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth 1996 cited in Seidlhofer 2005, p. 339).

English is widely considered to be a very powerful and attractive language. People all over the world select English as a foreign language because English opens plenty of doors. Global English means to many people international business, opportunity, prosperity, networking and even status. Crystal (2003) has described this attractiveness of global English vividly (Crystal 2003 cited in Mesthrie 2011, p. 341). It is undeniable that speakers with different first languages are using English as a medium of communication.

Has the English language changed?

We all know that English has changed from Old English to Modern English; however, there were so many processes in between, and there will be even more since millions of people are speaking the English language around the world.

The future development of the language

I personally believe the future development of languages such as English and the future development of cultures and societies in general are uncertain. However, I think that English is and will continue to be the dominant language around the world. Now, what type of English is the most spoken or the most selected among non-natives? Whose English should we teach? Whose English should people speak? This is definitely something we still need to analyse and discuss.



Is BR English still the dominant language?

People in general are no longer choosing British English, instead, they are selecting American or Australian accents due to assessment or academic reasons. Nowadays, learners even select a more International English since they do not really mind the type of English they learn as long as they are able to communicate, network, do business and travel, among other circumstances.



The pronunciation that English learners or speakers use to interconnect with others will not interfere with the communication process insomuch as intelligibility is not affected.

Another aspect to consider when it comes the time to decide whether to choose only one variant of English in our classes or not is the number of books and resources available online and offline. It is true that we can always deal with different resources and materials including different types of English. However, the availability of these types of resources is limited. For example, it is much easier to find EFL books with RP pronunciation or American pronunciation than EFL books with Australian accents. As a consequence, most teachers choose books from publishers set in the United Kingdom such as Oxford University Press, Pearson Education, or Cambridge University Press, amongst others.

Whose English should we teach?

Teachers mainly teach British and American Standard English as they consider them to be the most appropriate varieties of English. However, I believe it is important to teach including materials with a wide range of English varieties in our classrooms so that we can contrast and compare these varieties with British and American English. I reckon that deciding which variant of English should be taught, will be determined by the learner's individual goals and needs. Sometimes people assume that the diversity of accents may interfere when trying to interact with others. But, do accents really affect intelligibility? When teaching a foreign language, is it possible for teachers to make use of their own accents and personal identities? This does not mean teachers will leave aside their own styles or their own BRAND. What is of paramount importance is to have students understand that English is a global language and a very useful communication tool; thus, they need to stay open to diversity. Even though English as a Native Language can be a "point of reference in the classroom, there is a need for teachers to raise students' awareness of ELF use in reality, including the notion of language variation and change in ELF and the role of English in today's world" (Sung 2013, p. 182). Will it be better for students to imitate native speakers or will it be better for them to put their own accent and personal identity into their pronunciation of English?

Teachers should teach their own English variant, perhaps selecting appropriate material including different alternatives of English. This will help learners open their minds and learn about the number of varieties of English used globally.

World Englishes. What do we know about this?

As regards other varieties of English such as Chinese English or Indian English, it is not possible that learners would voluntarily choose them because people normally want to acquire a bilingual level of English. In other words, people want to speak languages without accents and thus, they try to imitate native speakers, whatever the language.

However, World Englishes or different varieties from all three circles (inner, outer or the expanding circle) will be accepted by everyone. (Refer to Kachru Model «The Three Circles of English» – Varieties of English (wordpress.com) if you want to learn about all different circles) World Englishes might even be understood by everyone and at times might be used to adapt and accommodate during conversations when necessary. Nonetheless, I do not believe that those varieties of English will be chosen as standard English, as the norm.

The varieties mentioned above will be regulated to be taught at every single school around the world. It is suggested that “in pedagogical terms, exposure to different accents of English could be implemented after it is felt that sufficient time has elapsed for the main pronunciation model to become properly established, thereby minimizing the risk of confusion” (Sung 2013, p 184).

Personal thoughts

In summary, we, teachers, are all more open to change, but we do not normally change fast on every single aspect. English will remain the most selected language regardless of its changes. Policy Making and planning are key to the future of English. Again, people who use the language are responsible for its evolution and adaptations, but they do not own the language nor native speakers do. Linguists and people who analyze language practices/varieties, cultures, contexts and what happens with the passing of time, are the ones who should regulate this Lingua Franca or Universal Language to be taught at schools regardless of their country of origin or whether they belong to either the inner, outer or expanding circle from the World's English model (Kachru, 1992). Therefore, the direction or degree of language change is uncertain, but what it is certain is the following:

- Bilingualism will keep growing and more languages other than English will be spoken.
- Monolingualism will not open doors.
- English, regardless of its type, will grow stronger.
- English will be spoken by more people from the expanding circle.
- Chinese people will do business in English.
- British English will not be the norm.
- Languages will belong to everyone able to speak them decently, but linguists should regulate them.
- Technology will influence languages and communication and, thus, it will aid their development.

In any case, we believe teachers should become lifelong learning teachers; they should never stop learning the language they teach; they should stay updated. Teachers should try to become the best teachers they can be and they should give their best. They should keep a style and let their students keep theirs only encouraging personal growth. We are all different, we all have different goals and accents but we all have something to offer when interacting and we all share the same objective: **Effective communication using a universal language.**



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Using Text Inspector in the English classroom

Today, we will be discussing how you can use the online text analysis tool, Text Inspector, to help you in the classroom. Ever since Natural Language Processing emerged in the 1950s, computational linguistics has assisted academics with real-life problems concerning language. More recently, this field has proven useful not only for Linguistics research, but also for English as a Second Language (ESL) teaching. Text Inspector offers a thorough analysis of written English input and it has plenty of potential applications. Let's take a closer look at the set of variables this tool is based on, and how they can be used by teachers to analyse authentic material and decide if it is suitable for their students.



Your best friend: the scorecard

First, let's discuss the most useful section of Text Inspector for ESL teaching: the scorecard. Based on over two-hundred linguistic metrics, Text Inspector lets you analyse writing, listening or reading texts to get an overall Common European Framework of Reference level, along with a breakdown of each feature that goes into calculating this CEFR level.

A noteworthy addition to the CEFR levels is that Text Inspector provides 'plus' scores for each level (e.g. A2+), to show that the text is at the higher end of that level. In addition, we have also included the "D" level (not traditionally part of the CEFR) to allow analyses of higher level, such as academic texts. Read more about this [here](#).

Your second best friend: the English Vocabulary Profile

The English Vocabulary Profile (EVP) is an innovative project which contains information about words, phrases, idioms and collocations used at each level of English and which has been integrated into Text Inspector (read more [here](#)). Thus, teachers can classify the level of each word found in the analysed text according to the CEFR on a scale of A1-C2, and therefore be able to adapt authentic material to better suit their students' needs, or identify the proficiency level of a student's piece of writing.

Once the text is analysed, a full summary of the analysis will be displayed. Just look at the left side of the page and click the tab that is labelled 'Lexis: EVP' You will then see a range of exhaustive information. This includes a detailed summary of the text according to CEFR levels A1-C2 and will be broken down into tokens and types. You can also see details of the words analysed in each level. The tool chooses the lowest level by default, but if you want to change an analysis you can simply click on the word and select a higher level. You can also manually label any "Unlisted" words.



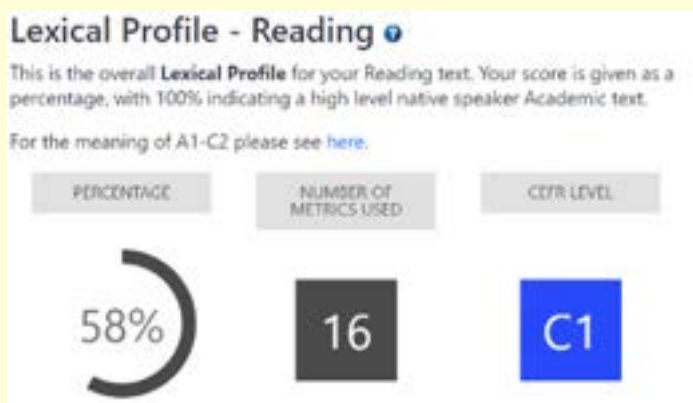
Great, but how can Text Inspector be a useful resource for an ESL teacher?

Studies show that students are much more likely to concentrate and learn if the topic is relevant to them (Knoster and Goodboy, 2020). Through use of the scorecard and other features in Text Inspector (like the EVP), Text Inspector allows you to move away from using antiquated English textbooks talking about what your students did on their last holiday; instead, you can find an authentic text online (such as a news article) that interests your students, and adapt it so that it is at the right CEFR level for them.

Imagine you teach a class of students obsessed with football, and you found an article about the 2022 World Cup. While preparing a reading class, you put the article into Text Inspector (choosing the 'reading' mode), but realise that it is at a C1 level, far above your B1 group.

Scrolling down to the features underneath the overall score, you notice that EVP: % of words (Types) at C1 level and average words per sentence are both what you'd expect to see in a text with an overall CEFR score of C2.

As such, you can go to the EVP section, and pick out the difficult C1/C2-level words (e.g. devastating) and replace them with more understandable ones. You can also do this for other features, such as average words per sentence. Using authentic material such as news articles has many advantages and promotes effective learning; you can find out more about this topic [here](#).



Statistics			OPEN ALL
AVERAGE SYLLABLES PER SENTENCE	35.23	C2	▼
AVERAGE WORDS PER SENTENCE	22.97	C2	▼
Readability			
FLESH KINCAID READING EASE	53.74	C2	▼
FLESH KINCAID READING GRADE	11.47	C2	▼
GUNNING FOG	14.76	C2	▼
Propositional Density			
VERBAL ELEMENTS PER SENTENCE	2.60	B2+	▼
NOMINAL ELEMENTS PER SENTENCE	4.10	B1+	▼
Lexical Sophistication			
EVP: % OF WORDS (TYPES) AT A1 LEVEL	41.25	C1+	▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	7.34	B2	▼
EVP: % OF WORDS (TYPES) AT C1 LEVEL	3.54	C2	▼
BNC 50TH PERCENTILE (TYPES)	545.00	B1+	▼
BNC 60TH PERCENTILE (TYPES)	1130.00	B2	▼

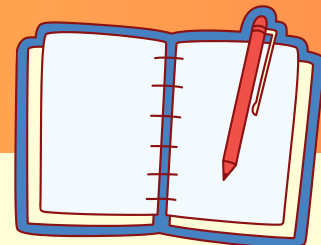
Conclusion

After using Text Inspector to both understand the structure of a text and determine its CEFR level, it is safe to say that this tool could be a boon for ESL teachers who would like to adapt authentic material for their students, as well as other potential applications such as checking a student's piece of writing. Start using Text Inspector now and take your teaching to the next level!

Text Inspector is the most widely used text analyser for preparing teaching materials, tests and evaluating students' work.

Created by renowned Professor Applied Linguistics, Stephen Bax, Text Inspector won the 2017 British Council ELTons Digital Innovation Award. Text Inspector is also supported by its academic partners, the Centre of Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire.

Dates for your diary



[Click here for details](#)

We are delighted to announce that we are organising a regional joint event to begin the new academic year at the British Council in Bilbao on Saturday, September 30th 2023.

The British Council Bilbao is collaborating with TESOL-SPAIN for this event, which is aimed at all English teachers in the north of Spain and is free for attendees.

The title of the event is 'BRIDGING THE NORTH' and we hope to offer a wide range of sessions for everyone, full of practical workshops with ideas for classes or new developments and challenges in the world of English teaching.

Call for papers

**Deadline for abstracts:
15th June, 2023**



Inclusion in the classroom

Tuesday 20th June at 12pm

[Click here for details](#)

How can we address the diverse needs of our students?

Our webinars focus on promoting inclusivity in the classroom and are designed for teachers of primary, secondary and young adults.

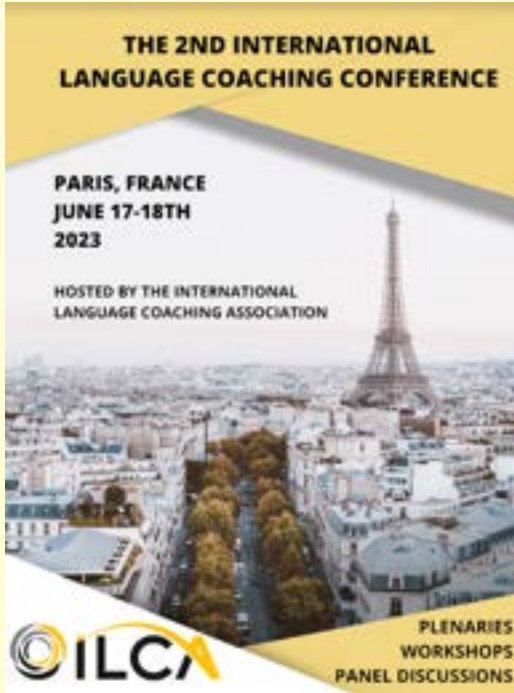
Session 1: Being updated to face any challenge with Sajani Somatunge

Session 2: Empowering asylum seekers and refugees through English language teaching with Beatrix Smith & Reena Lal

Session 3: LGBTQIA+ in ELT - resisting invisibility with Peter Fullagar

Session 4: Diversifying pronunciation tasks- quick and easy inclusive extensions with Helen Slee

Dates for your diary



We are inviting you to The 2nd The International Language Coaching Conference in Paris on June 17-18th. The Conference will focus on the theme of Transformation, exploring it from various angles and approaches in 20 different sessions.

You can expect a diverse and engaging programme featuring plenary talks, workshops, and panel discussions led by experts in the field of language coaching, covering a wide range of topics, including transformation in language coaching, defining smart objectives, language coaching outdoors, positive psychology etc. We will also focus on navigating the transition to a new era in language and communication, in both in-session work and marketing / business ideas for language coaches - with dedicated networking spaces.

Hosted by The International Language Coaching Association, this conference aims to provide language coaches with valuable insights, practical strategies, and an opportunity to enhance their skills and effectiveness overall.

We genuinely believe that this conference will provide you with immense value and inspiration in your language coaching journey. Don't miss out on this opportunity: at present, we are offering a 25 USD discount – your coupon code is 'tesolspain' (small case).

[Click here for details](#)



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ERASMUS+ IBMODEL PROJECT

CÓRDOBA JUNE 8-9, 2023,

Rectorado de la Universidad de Córdoba. Avda. de Medina Azahara, s/n

The Educational Innovation project Erasmus+ INTEGRATED BILINGUAL MODEL (IBmodel) organizes the International Conference on Bilingual Education and Inclusion where we explore the intersection of bilingual education and inclusive practices, fostering a European dialogue among researchers, educators, policy makers, and community members. Through the different keynote speeches, panel discussions, and interactive workshops, participants will have the opportunity to deepen their understanding of the importance of bilingual education and inclusion, and share their research, experiences, and best practices in this field.

[Click here for details](#)

#tomorrowsteachingtoday #aceia #AceiaConference2023



tomorrow's teaching...
TODAY!

call for papers



[Click here for details](#)

Deadline for abstracts: 23rd June, 2023



D^a. SABRINA GALLEGO VERDI – Instituto Nacional de Evaluación Educativa
**Creating Independent Readers in English:
Helping Teachers to Design Reading-Centered Learning Stations**

Teaching elementary students reading skills to become independent readers in English is challenging. In today's session, we will explore reading teaching approaches to guide our learners in mastering their reading abilities. We will review different reading strategies, teaching resources, reading activities, and learning evidence-tracking tools. Moreover, the session will be based on a collaborative, hands-on, and digital methodology, taking into account the curricular elements of the current legal framework and focusing on a reading-centered station approach.

Thursday 15th June, 6pm

[Click here for details](#)



Si aún no has respondido, te pedimos unos minutos. TU OPINIÓN IMPORTA. La Asociación Enseñanza Bilingüe lanza la tercera edición del estudio “LA ENSEÑANZA BILINGÜE EN ESPAÑA. Datos para el análisis 2023”.

Para ello, te adjuntamos un cuestionario, dirigido a maestros y profesores de enseñanza secundaria que impartan docencia en centros bilingües.

El plazo para completarlo termina el viernes 9 de junio.

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28 de Junio del 2023

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Fecha limite de inscripción: 15 de Junio de 2023

AATSP-NABE Sesión Plenaria Conjunta

Mesa Redonda: El valor de bilingüismo

Linda Egnatz, Moderadora

Executive Director, Global Seal of Bilinguality

Únase con nosotros para un diálogo entre expertos del campo de bilingüismo en España y los EEUU. La mesa redonda se presenta una perspectiva global acerca del estudio de lenguas, enfocándola en el valor y el reconocimiento de estudiantes bilingües. Los participantes con sus diferentes puntos de vista les llevarán su experiencia con programas educativos eficaces al lado de los desafíos que ya se confrontan.

Distinguidos Panelistas (NABE)

Dr. Cristina Alfaro, San Diego State University; Dr. Belinda Treviño Schouten, Our Lady of the Lake University-San Antonio; Dr. Josefina Villamil Tinajero, The University of Texas at El Paso;

Panelistas distinguidos adicionales

Maria Carreira, Executive Director Designate, AATSP (US); Xavier Gisbert, President, Asociación Enseñanza Bilingüe (Spain); Juana R. Sanmartín Vélez, President ACLES (Asociación de Centros de Lenguas en la Enseñanza Superior) & Universidad de Murcia (Spain)

Presentadores adicionales del Instituto de Verano

Dr. Margarita Machado Casas, San Diego State University, California & Dr. Belinda Treviño Schouten, Our Lady of the Lake University-San Antonio

Yokaira López-Tiña, University of Massachusetts-Amherst

Susana Matos-Kruck, Up the Bar Educational Achievement

Susanne Peña, Florida Association for Bilingual Education

Lucero Saldaña, North East ISD

Dr. Carmen Tafolla, UT San Antonio

Dr. Francisco Usero-González, Sam Houston State University & Milagros Ortiz García, Universidad de Sevilla

Dr. Marta Walliser, Infinite Spur

[Click here to register](#)

"El Profesor, Motor de Mejora"

Call for Papers

[Click here for details](#)



Dates for your diary

**Online Teacher Training - June -
with Coral George**



Collaborating Sue Lloyd
MBE.

"Jolly Phonics"
Saturday 17th June
10 to 1 pm.
&
Monday 19th June
3 to 6 pm.
(C.E. Time)



Information at:
jollyrevolution@gmail.com



"Jolly Grammar"
Saturday 24th June
10 to 1 pm.
&
Monday 26th June
3 to 6 pm.
(C.E. Time)

Collaborating
Sara Wernham

Free Downloadable Materials
&
Attendance Certificate





Jolly Phonics & Grammar online training in June. Register: jollyrevolution@gmail.com



Call for Article Submissions 2023 Summer Issue



TESL Ontario's quarterly publication, *Contact Magazine*, is currently accepting submissions for this year's Summer issue.

If you're a previous TESL Ontario conference presenter, we encourage you to recycle and re-purpose your hard work. Consider converting your past presentation into an article that will reach an even wider audience.

Contact Magazine contains information related to elementary, secondary, university and college, credit, non-credit, adult and LINC programs, presented through articles, language profiles, conference proceedings, book reviews and more.

Contact encourages contributions of all kinds. We primarily publish educator-oriented articles, but will consider a wide range of submissions for publication, from poems to interviews and beyond.

Contributors whose submissions are published will be credited with five (5) professional development hours that can be used for renewal of TESL Ontario certified membership.

For more information, you can visit our [Write For Us](#) page or click the button below.

Submission Deadline: June 30, 2023

Questions? Our *Contact* editor can be reached by email at editor@teslontario.org.

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