



Ringling in the NEW!

As the bells rang in 2011, the TESOL France Executive Committee was still reeling with the successes of 2010; President, Bethany Cagnol, re-elected for a second term, summarises the main

events on page 4 and provides an insight into the year ahead. One such success and quoted as 'one of the best ELT conferences ever' was the 29th Annual Colloquium. If you were unable to attend, don't despair; the *Teaching Times* brings you some of the highlights, including a two

page interview with *la famille* Crystal and articles from speakers Anna Muise-lak, Nancy Mitchell, Dede Wilson, Lesley Keast and Paul Maglione.



You may be forgiven for thinking that TESOL France has upped sticks and flown east. Not so, but, true to say that we are *incredibly* excited by the momentum currently gathering over in Strasbourg. This new Regional Branch is already set to hold its first one day conference on 5th March - see page 25 for details.

You may notice a slight change to the cover page.

We've moved away from 'seasonal' issues to bringing you instead one issue every 4 months: *le Nouvel An*, *Printemps* and *la Rentrée*. However, you'll be delighted to learn that the *Teaching Times* not only maintains all its usual features, but now boasts a new exciting addition to the formula. *Poet's Place* is the initiative of TESOL France member, Joseph Egwurube, who offered to run a spot dedicated entirely to this noble art.

The *Teaching Times* and its Editorial Team welcome you back with a 'Bonne Année' - wishing you all the best for the 12 months ahead, professionally and personally.

ESOL Strasbourg Centre

Cambridge
DELTA
now possible
in France!!
See pages 12+13

5th March 2011
Conference
in
Strasbourg

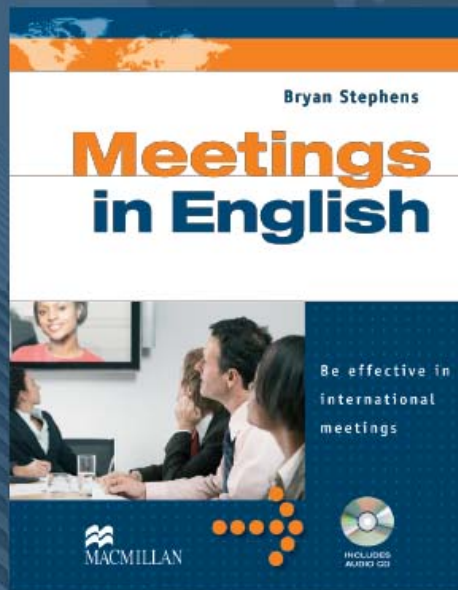
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TESOL France Strasbourg

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- Nancy Mitchell on self reflection and developing your cultural awareness
- Dede Wilson proposes some seriously fun activities for pronunciation
- 'Motivator' Maglione unlocks the world of our digital natives
- Presentations are back in style with 'communications guru' Mark Powell
- IELTS prep—all you needed to know about running an effective course
- Feed back from speakers of the 2010 Annual Colloquium

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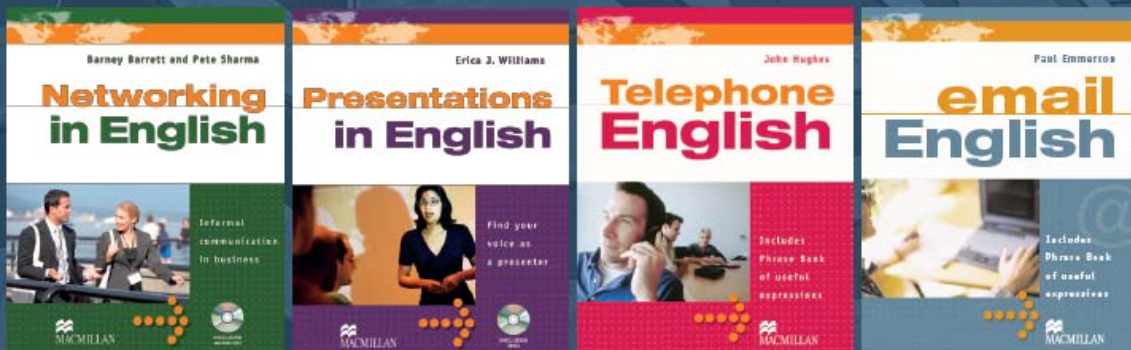


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Postcard From The President

Looking back on 2010, we can safely say that TESOL France had a good year. No, a really good year. No ... seriously, we kicked _____ (fill in the gap).

We brought you a total of seven workshops and two major conferences. We published a seasonal *Teaching Times* magazine that has been labeled as one of the best among the English teachers' associations in Europe*. We brought in experts in the fields of professional development, ELT management and the French training market. And a major highlight of 2010 had to be our plenary speaker David Crystal who is by far one of the best speakers and writers in ELT and linguistics today.

Now, I'm not a weeper, but during my concluding remarks at our conference

"... I have a team of friends on the Committee who are determined to make [TESOL France] a complete success."

in November I did get a little teary-eyed! Yes, organizing these big events takes an enormous amount of time, energy and dedication, but what made me break down was the fact that I had a team of friends on the Committee who were equally determined to make the Colloquium

(and the association as a whole, for that matter) a complete success. It's in those moments, when you're numb with adrenalin, that you realize all the hard work is 100% worth it. I had a lot of those moments in 2010. That's why I'm thrilled to continue being your President in 2011.

We are lucky to have last year's stars and some new faces on our team this year, most notably: Jane Ryder who has an unwavering desire to improve English language instruction in France. Jane is the new TESOL

France Strasbourg Coordinator and has already started planning a conference of her own for March 5th. I'm

goin'! Are you? She is also working closely with Cambridge ESOL to set up France's first DELTA training center, so Jane is one to watch in 2011.

We are putting together quite a program this year and we look forward to bringing you the best and the brightest in ELT!

~ *Bethany Cagnol*
President 2010-2011

*based on feedback at the 2010 IATEFL Affiliates' Day, Harrogate.



Dear Bethany ...

A Dear Bethany Follow Up

In the last issue, we published a letter from a teacher who hadn't received his pay slips (*bulletins de salaire*) from a language training establishment, despite their legal requirement to provide these documents. I mentioned one of my blog articles that provides three sample letters (in French) that you can use when a school seems to be ignoring your requests for important paperwork or when you haven't been paid. For those who need the link, the article is 'Prepare for the Worst and Get Paid' <http://tinyurl.com/2b43nka>.

The teacher recently followed up and reported that he finally did get his *bulletins de salaire* after sending the registered letter below. Permission to print this letter has been granted by the author:

Madame (ou/et) Monsieur,

Je suis employé par votre société depuis le XXX, et bien que payé régulièrement par virement bancaire (ou chèque, ...) je n'ai jamais reçu de bulletins de salaire, me permettant notamment de faire valoir mes droits auprès de certains organismes.

Après plusieurs relances restées infructueuses, je me vois dans l'obligation de vous adresser le présent courrier, afin d'obtenir une régularisation de ma situation.

Je vous remercie de bien vouloir procéder à l'envoi de tous mes bulletins de salaires dans les plus brefs délais.

Je vous prie d'agréer, Madame (ou) Monsieur, mes sincères salutations.

[Your name]

~ *Bethany Cagnol*



This is Your ... *Teaching Times* Editorial Team

Introducing two new recruits - **Phil** and **Joseph** - who, we are delighted to say, have offered their services to the *Teaching Times* this year. Phil will be contributing items on a variety of issues as well as assisting with proofreading, while Joseph launches the new *Teaching Times* Poet's Place. On board for a second year is **Eric** who will continue to contribute articles, proofread and handle all the advertising. Finally, me - set for a 3rd consecutive year as Editor. I hope you enjoy what we have in store.

~ **Ros Wright**
Editor 2009-2011

Phil Wade first got into teaching at University whilst studying business in Scandinavia and while working with refugee organisations in England. After completing the CELTA, he then worked at many summer schools in England and abroad, helping him to get accepted onto a PGCE during which he specialised in EAL (English



as an additional language) learners. The next few years involved working at EF as an exam teacher, EAP lecturer, pre-masters and pre-MBA teacher. He also helped set up and manage the EF MBE (Masters in Business English) for several years which included lots of ESP and content courses as well as community projects and competitions. Looking for another challenge he moved to China and became a University teacher at several Universities and an IELTS examiner. During this period, he worked on University textbooks, online courses, magazines, dictionaries and several interesting voice recording projects. He was even able to contribute to the Olympic games by training many of the volunteers. However, realising he needed a better grounding in teaching methodology, he began the PGCE/DIP/MA TESOL. He conducted research and projects in China on debate and content-based teaching. Finally, after completing the course with a merit, he moved to France for another adventure. He now works as a University teacher and examiner but still finds time to write the odd article.

Joseph Egwurube teaches business and legal English at the University of La Rochelle. He holds a Ph.D in Political Science from the University of Bordeaux in addition to his CAPES d'anglais. He has worked as a Senior Lecturer in Political Science at Ahmadu Bello University in Zaria, Nigeria, taught Business English for several years at the CAREL in Royan and Legal English at the Faculty of Law in Nantes. He is interested in how to improve learner achievement in oral communication in English and enjoys writing poems and playing with words.



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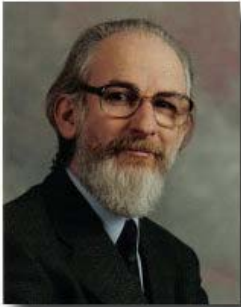
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An Interview with ... the Crystals

Having waited 2 years for the arrival of the Crystals on the stage at Telecom Paris-Tech for the 29th Annual TESOL France Colloquium, President and conference organizer, **Bethany Cagnol** couldn't wait for the opportunity to interview the famous linguistic family. Here's the result ...



David
In your autobiography,

Just a Phrase I'm Going Through, you said one of the most common questions you get is 'How long does it take to write an encyclopedia?' Well, how long did it take you to write your autobiography?

I started it, at the request of the children, several years ago, and wrote the first five or six chapters in a week or so. I then asked my main publishers - Penguin, Cambridge, and Oxford - whether they would be interested in publishing it, and they weren't. So I put the chapters on the shelf. A chance meeting with Louisa Semlyen of Routledge at the beginning of 2008 led to the project being revived, and I wrote the rest sporadically over a period of about six months.

Do you still play the sax? Any chance the Zodiacs will make a comeback?

I still have my sax and clarinet, though I suspect my mouth muscles wouldn't cope so well with an extended piece of playing these days. I used to jam around with Ben when he was learning to play the bass guitar. I've no idea where the other members of the Zodiacs are. We were never famous enough to justify a comeback. To 'come back' you have to have first gone somewhere!

Where is your favorite space to write?

My study at home. But I find I can write anywhere - at airports, in the car

(when Hilary is driving), in hotels...

Early in your career you actually sold nouns, verbs and adjectives to a shoe shop. What would nouns, verbs and adjectives cost today factoring in inflation?

Interestingly, words are now sold on the Internet, in the form of adwords that motivate users to click on a link to go to a website. The value of a word varies enormously, partly depending on how many clicks it elicits. My shoe shop experience was evidently ahead of its time!

If your autobiography were to be made into a film, which actor would be cast as you?

George Clooney. (And what's wrong with a bit of fantasy?)

What's your favorite letter?

That's like asking 'Which is my favorite child?' I don't have language favorites. Each letter, sound, word, construction is waving furiously at me, trying to catch my attention. I love them all.

Do you eat Chef Boyardee's alphabet soup?

I have often eaten my words, but I don't recall ever eating this soup.

Hilary & David

What dos-and-don'ts advice would you give to children whose parents are language specialists?

Don't over-egg the pudding (i.e. provide too much language input - especially if you're a linguist married to a speech therapist). Relax.

Is love of language genetic?

Only in the sense that it's there in everyone's genes. We've never met anyone who hasn't fallen in love with some aspect of language - a fascination with place names, perhaps, or with accents, dialects, word histories, alphabets, poetry, naming their child, language play... And the more varied a person's linguistic experience, in the form of multilingualism and multi-dialectism, the more this love seems to grow.



Hilary
You have a background in speech therapy. Are you still involved in this field? If so, in what way?

No, not now, but I have a continuing interest in this fascinating subject. When we moved to North Wales in the mid-80s, I didn't speak Welsh, so couldn't work for the National Health Service here as they have a bilingual policy. I worked with one or two patients privately for a few years, then gradually phased myself out of speech therapy as it became obvious that 'managing' David was going to be a full-time role.

Speech difficulties still seem to be a relatively unexplored area of ELT. What can English teachers do to improve their own awareness or better teach students with speech



... the Crystals contin.

difficulties?

If you're working with such a student, develop a good working relationship with their speech and language therapist. Therapists are traditionally over-subscribed, and an ELT teacher who is able to complement the work of the therapist with the student is likely to be welcomed with open arms.

What advice would you give to spouses of the language obsessed?

For those who haven't already caught the infection, you mean? Come on in, the water's fine!



Ben
What Dos-and-Don'ts advice would you give to children whose parents are language specialists?

DO: buy a dictionary,
 DON'T: invite friends around for tea.

Ben, would you consider teaching English?

In some respects I already do. Just very specifically. I've not been trained as a teacher, I trained as an actor (albeit one with a degree in linguistics). My favorite theatrical writer is Shakespeare, and I'm lucky now to spend a lot of my time teaching people how to act, read, or understand Shakespeare. He was the master of English Language play, invention and innovation. I've found myself in the ELT world more and more, and by exploring the way Shakespeare toys with the language, I've found myself indirectly teaching others that they have permission to do the same; that if Shakespeare can play around, so can a new learner of English.

In your Dad's autobiography, he mentions several mentors (e.g. Randolph Quirk, or RQ). Who is your RQ? Your Mr. Miyagi?

Well Shakespeare inspires me hugely,

which is bizarre, as we know nothing about who he is. But I love the way he describes how he sees the human heart and mind, and how we think of love, hate, life, death, humility and jealousy. His works fascinate me. Particularly because underpinning all these ideas, he used the poetic form he was writing in as a device to direct his actors. He wrote on two levels, all the time, which just staggers me. When I write, I try to be as specific with my choice of words as I imagine he was.

Other than Shakespeare? Dad, really. Dad was the man I could go to with any question when I was younger, my own private Google, and I still do. When we co-authored *Shakespeare's Words*, he taught me how to write a book, and now I run all my wild and crazily ambitious ideas for books, productions, workshops, talks, everything, past Dad. We explore the ideas together (usually for hours at a time on Skype), brainstorming away.

I'm lucky, I have a number of go-to friends that have different ways of seeing life, whose counsel I seek in times of strife. In

matters of love I'll go to Mum, who only ever tells me to follow my heart.

Any new books to report?

We know about Shakespeare on Toast but what's this: Sorry I'm British! And what's next?

Sorry, I'm British! is an A-Z about the intricacies and eccentricities of the British. I'm pleased to say it's doing very well, and people find it funny, *tank da lawd!*

Shakespeare on Toast has been short-listed for the Educational Writer of The Year Award by the Society of Authors, which is a terrific honor. If it means even one more person reconsiders Shakespeare because of the short-listing, I'll be a very happy man indeed.

Next, I'm writing a new series of companions to the plays for Arden

Shakespeare, called *Springboard Shakespeare* - carrying on my work to make the plays more accessible without dumbing them down, all from a theatrical point of view.

I have a short film I acted in coming out this week (www.notesfilm.com) I'm acting in a play next week, and planning to produce and act in a tour of a Shakespeare play next summer. Other than that - juggling plates, spinning balls.

What's your favorite letter?

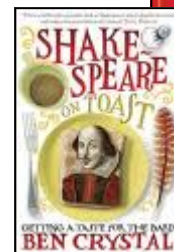
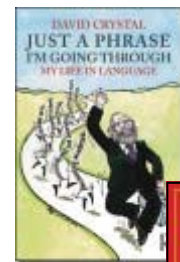
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What would your ideal language classroom look like?

A tall glass building in a valley. The walls of the classroom would be glass, too, but at a command, they could turn opaque, and immediately connect to any part of the world, and any language. When the language is spoken to the students, the class computer would break down the speech, and the morphology / phonology etc would appear on different walls, for the students to play around with and explore...

~ Bethany Cagnol

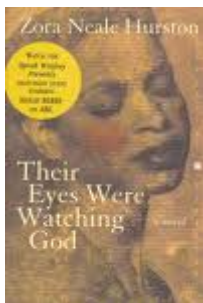
'Any advice for spouses of the language obsessed, Hilary?'
 'Come on in, the water's fine!'



Principle into Practice: Cultural Awareness through Self-Reflection

In her novel *Their Eyes Were Watching God*, Zora Neale Hurston (1937) adeptly describes the feeling her main character has upon becoming self-aware:

'Janie stood where he left her for unmeasured time and thought. She stood there until something fell off the shelf inside her. Then she went inside there to see what it was.'



At this year's TESOL France Colloquium, a workshop focusing on the initial steps in the process of raising cultural awareness through self-reflection asked participants to first examine the definition of *culture* as a group. These definitions were recorded as our collective text (Poyner, 2005). Then, in an open discussion, participants were asked to go inside themselves in order to construct definitions of national identity, regional affiliation, ethnicity, family customs, and roles determined by gender, education, profession, etc. In this process our group discovered that certain aspects of culture are not static, but always evolving and needing updated interpretations.

We found the notion of culture is... well, complicated. Defining *oneself* and one's complete *culture* takes time and reflection. It isn't a quick and clean activity; sometimes things fall off the shelf.

Defining Culture

Kramsch (1996) asserts that the term *culture* has always been associated with 'at least two ways of defining a social community', with one coming from the humanities and another from the social sciences. In the humanities, culture refers to the material products of a group of people such as 'works of art, literature, social institutions, or artifacts of everyday life'. For those engaged in the social sciences, culture involves beliefs, behaviors, and the means of commemorating history shared by a group of people. The question for us as language teachers, however, remains as to where and how language fits into culture.

In distinguishing discourse with a little 'd' (i.e., language in use) from Discourse with a big 'D' (i.e., language melded with extra-linguistic factors such as beliefs), Gee (2005) acknowledges that humans are composites of many different Discourses and that we enact these in different ways

and in different environments through language and 'ways of acting, interacting, feeling, believing, valuing, and using various sorts of objects, symbols, tools, and technologies'. In other words, although I am a language teacher and use the meta-language and register associated with this aspect of my individual culture when speaking with other teachers or language-learning professionals, I am a member of a multitude of Discourses (e.g., teacher, sister, daughter, dancer, former competitive athlete, and scrabble player).

The concept of culture becomes even more complex if one accepts that within broader cultural groups (e.g., nationality) and narrower cultural groups (e.g., family, profession) individual differences exist. According to Gee (2005), 'not everyone who shares a given [cultural] model is a member of all the same cultures'. The insinuation is that our culture as individuals is made up of a variety of groups and categorizations. For example, when asked to describe one's cultural heritage one might first state nationality or ethnicity, but then move on to describe regional affiliations, family size, socioeconomic circumstances, faith, education, athletics, profession, and travel.

Therefore, while culture may be generalized in the material products produced by a group of people, in language use, culture may be demonstrated and even emerge through differing interactions and the social forces and individual experiences that affect and shape each situation; and the language used; *culture* is the repertoire of identities and Discourses each individual possesses and enacts at different times and in different situations.

Language & Culture

Most of us are willing to admit that language is an artifact of culture and that we use language to contribute to – even create – culture. Kramsch (1996), however, places our profession in a hot seat of responsibility: 'Teaching members of one community how to talk and how to behave in the context of another discourse community potentially changes the social and cultural equation of both communities by subtly diversifying mainstream cultures.'

If we accept this as truth, then we must also acknowledge that teachers ought to have cultural training.

Cultural Knowledge & Awareness

Guest (2002) argues that cultural research in our field 'has had the unfortunate result

of misrepresenting foreign cultures by reinforcing popular stereotypes and constructing these cultures as monolithic, static 'Others', rather than as dynamic, fluid entities'. Guest further argues that these representations or misrepresentations are often considered 'to be politically motivated constructs that serve to 'essentialize' and 'exoticize' this 'Other''. In other words, foreign cultures are whittled down to a few discernable and convenient qualities or essences by which individuals belonging to the culture are then judged.

Essentializing, then, is a danger posed by a great deal of cultural education that seeks to investigate this *other*. Broady (2004), like Kramsch, reminds us that 'language learning is culture learning and a potential vehicle for promoting cultural awareness'. She also outlines the difference between 'cultural knowledge' and 'cultural awareness', where knowledge refers to information about 'typical behavior and...attitudes' of a culture, and awareness 'emphasizes... skills in exploring, observing and understanding difference and sameness' and an ability to suspend judgment of the other. It seems to me, that the development of observation and evaluation skills would benefit language teachers and, in turn, their learners.

The Case for Self-Reflection

In the field of language teacher training,

Bailey *et al.* (1996) have examined how the writing of journals and autobiographies led to ELT Master's candidates' heightened awareness of how their own educational experiences had influenced their



classroom practices. The conclusion the authors drew is that 'reflection and introspection are valuable tools for values clarification and for encouraging critical thinking'. Building on this notion that reflection promotes the clarification or understanding of values as well as critical thinking, I posit the hypothesis that adding the examination of oneself in society and in different cultural contexts will lead to heightened cultural awareness and critical thinking.

Principle into Practice contin.

Implications for Language Teachers

The assertion made here is that culture involves a myriad of elements beyond the broad notion of nation or ethnicity, that culture involves our individual experiences and ways of expressing ourselves. Language is integral to this description of culture and the manifestation of Discourses. Our classrooms will be comprised of individuals who may vary in innumerable ways (e.g., native languages, nationalities, learning styles, regional backgrounds, faith, leisure activities, or interests). We may have classrooms and learner populations that change frequently. We may go to teach in another country, in a different region, or in a new school, and have to evaluate and learn about that new environment.

It would seem, from the arguments put forth here, that if language and discursive practices are inherently linked to culture, then heightened knowledge and awareness might lead to more effective instructional practices that would benefit teachers and learners alike. It is this author's belief that by developing critical evaluative skills through reflections on one's own roles in society, individuals might be persuaded to actively listen to others and synthesize perspectives into a heightened awareness of cul-

'If you are the speaker or writer, what values, experiences or factors are reflected in your language use?'

ture.

Methods & Materials

Additional activities to those mentioned in the opening section of this article are listed below. In each case the author(s) should keep this question in mind, 'If you are the speaker or writer, what values, experiences or factors are reflected in your language use?'

- Journal writing
- Video: observing self in action
- Comparing language use among peers
- Development of and conscious examination of the collective text produced through group interaction (paper, online, video or voice recording)

~ Nancy Mitchell

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Nancy began teaching in Northern Portugal in 2000 and received her MA TESOL from the



Monterey Institute of International Studies in Monterey, California in 2006. Nancy has also taught in the US, but now lives in France and teaches at the Université du Temps Libre in Avignon.

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We're very keen to hear from you.

France Welcomes Back the DELTA

Wavering on the idea of further developing your career in ELT, then read this passionate plea from Jane Ryder, the TESOL France Strasbourg Coordinator and Centre Manager of the new 'ESOL Strasbourg Centre'.

The Cambridge Diploma in Teaching English to Adults (DELTA) is finally on offer again in France, and this time at the new *ESOL Strasbourg* centre.

DELTA went through a rather humiliating withdrawal when the last centre

'Ultimately, when you undertake a programme of professional study ... do it for yourself ... and that way you'll succeed.'

offering the exam, the British Institute, closed its doors in 2004. In fact Cambridge wisely revamped their Diploma programme a few years ago, made it modular and consequently a whole lot more flexible. It seems to be working because according to their latest statistics, it's now back in force. Marie-Therese Swabey, one of the exam writers for Cambridge ESOL, tells me there was a roughly 40% increase in applicants last year.

I first started to think about setting up a DELTA course in Strasbourg during the IATEFL Conference last spring. During a workshop on Teacher Development, I protested loudly that there were some supposedly developed countries, such as France, where the concept simply doesn't exist. Suddenly the TESOL France President, Bethany Cagnol, leapt out of her chair in solidarity saying 'I know, I know!' Many reasons have been offered since that electric moment as to why there is no Continuing Professional Development paths for EFL trainers in

France. Some cite the killing lethargy of *Education Nationale*, some the lack of vision in the private sector, others the lack of political drive.

I recognise all these factors but I do profoundly believe that ultimately it is up to us, the teachers, to change this situation. I believe that somewhere, deep inside, many of us have realised that we belong to a profession, that we're not just casual labour supplementing hours behind the bar. And, like all professions we need standards because professional standards are part and parcel of the road to decent wages. There are of course other things to factor in: the dual handicap of being a predominantly female profession, which is never good when it comes to wage negotiations, and the fact that we work in a context where we are pre-judged as failures (in France) because most of us don't have the CAPES.

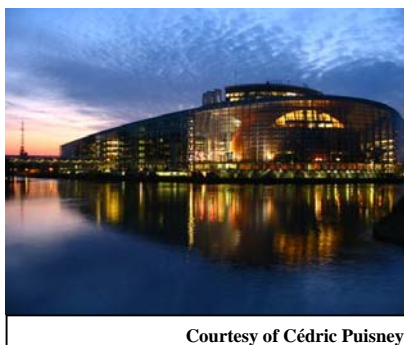
So, what to do? I think TESOL France is the key to change. I hope that by working closely with this association, and with Cambridge ESOL, and by offering CELTA & DELTA courses myself in

Strasbourg, I can make some small difference. I've just been through a three year study programme myself, and I found that going back to study and re-examining your own practice in the light of current thinking and educational research, is a wonderful thing to do. When you come out at the end of it, you feel so empowered, and believe me, you never accept the same lousy contracts you did before!

I have a colleague who is thinking of signing up for a 'Masters' programme at a local university in a language related subject, because it's cheap. From my experience doing the ex-



remely expensive distance MA in Applied Linguistics with Leicester University (UK), I found that the most important thing which kept me going through the enormous amount of reading, analysis and research I had to do, was the respect I had for the people who created the course. It was coherent, it was thought-provoking and it was efficiently delivered. I wanted to pass. I believe that the Cambridge DELTA has the same degree of excellent analysis behind its construction. I also know people at the local university in question and although it is a



Courtesy of Cédric Puisney

fine programme, it simply does not combine theory and practice the way the DELTA does. Add to that the fact that some French universities were on strike for 13 weeks last year, and I would say to my colleague 'Don't take that route'.

Ultimately when you undertake a programme of professional study, don't do it because 'the system' you're in says it's the only way to take a step forward, don't do it because it's the cheapest option, do it, above all, for yourself, and that way you'll succeed.

For further information do contact me at jane.ryder@esolstrasbourg.com

~ Jane Ryder
TESOL France
Strasbourg
Coordinator



The DELTA FactSheet



You have opted for the rewarding career of teaching English to speakers of other languages, and now need to consider a higher qualification in order to develop as a teacher and be eligible for new roles - Jane Ryder explains.

Why do DELTA?

This internationally recognised qualification helps you to:

- deepen your understanding of the principles and practices of teaching the English language to adults
- examine your current practices and beliefs
- apply the results of your learning and reflection to your current teaching position and more senior roles.

Who is DELTA for?

You may be a graduate, or already hold an initial teaching qualification, and may be considering DELTA as a route to further career progression. The qualification is ideal if you wish to extend your professional experience and accept new responsibilities as it not only demonstrates a commitment to the profession, but is also proof of your ability. You may be looking for an opportunity to increase your understanding of the principles and practice of English language teaching to help improve your overall performance in the classroom. As part of this process, DELTA courses encourage you to analyse your existing practices and beliefs. They also help you to apply the results of your learning and reflection both to your current professional life and to contexts beyond your present and previous teaching experience.

Do it in modules

DELTA is a modular course. What are the benefits?

- Flexible entry points for candidate
- The DELTA Modules can be taken in stages over a period of time that can fit with career and other commitments.
- Opportunity to focus on specialist training, e.g. teaching young learners, business English.
- More flexible delivery, e.g. blended learning options.
- Individual modules can be taken as part of a programme of continuous professional development (CPD).
- Certificates for partial achievement, e.g. development as general English teacher.

What does DELTA involve?

Your course features a balance of theory and practice to enhance your understanding of the English language, while examining in depth the principles of effective teaching and the practical skills required for teaching English to adult learners.

The course includes:

- teaching practice
- observation of experienced teachers in the classroom
- completion of a range of practically focused written assignments
- an extended assignment
- a written examination.

There are six units of learning:

1. Understanding, knowledge and awareness of language
2. Background to teaching and learning English at adult level
3. Resources and materials
4. Working in the classroom
5. Evaluation, monitoring and assessment
6. Professional development

As part of your course you should expect 120 contact hours with fellow candidates and course tutors and 10 hours of teaching adults. Four of these lessons are supervised and assessed by a course tutor and one is externally assessed. In addition you have 10 hours directed observation of lessons, with five of these being live lessons

taught by experienced teachers. You spend around 300 hours on reading, research and assignment writing.

The three modules concentrate on different areas and can be done separately:

Module One focuses on the background to teaching and learning;

Modules Two focuses on developing professional practice;

Module Three focuses on a specialist option (e.g. English for Specific Purposes).

Who recognises DELTA?

DELTA is accepted throughout the world by organisations which employ English language teachers. The Cambridge DELTA has been accredited by the Qualifications and Curriculum Authority (QCA) as a Diploma in Teaching ESOL at level 5 (now NQF Level 7) on the National Qualifications Framework. DELTA is also integrated into some MA programmes – we have information on the exemptions offered by some UK institutions. Cambridge ESOL also works with international ELT organisations to ensure the acceptance of DELTA globally.

Am I eligible to apply?

Ideally you should:

- have at least two years' full time (1,200 hours) experience of teaching English to adults within the past five years
- have a range of teaching experiences in different contexts and at different levels
- be a graduate and/or have an initial teaching qualification
- have a standard of English which will enable you to teach at a range of levels.

Centres may still accept you if you do not strictly meet all of these requirements but can demonstrate that you would be likely to complete the course successfully. This is entirely at your centre's discretion.

How do I apply?

Contact Jane Ryder:

jane.ryder@esolstrasbourg.com

Serious Fun with Pronunciation (Part 1)

Dede Wilson's abstract for this year's Colloquium was one that stuck out for me; not least because she aimed to highlight the funny side of pronunciation but also because she sought to make the link with overall effective language learning. I asked Dede to provide us with a couple of activities for you to try out with your students. This is the first of a two-parter, with a follow up in the next issue of Teaching Times.

In my experience, students will do anything for pronunciation at all levels. Using awareness raising activities showing how it works is the key to success and it's fun. They give students the opportunity to understand

the 'how and why'. Integrating pronunciation practice into your classes is much easier than people realise. Warmers, fillers and coolers in a lesson link it to spoken language and skills in different ways. Students love it at all levels. It is a prime motivator as it builds confidence in using a foreign language, not only in being understood but understanding. It helps overcome the embarrassment factor involved in taking risks in learning because students are confident about their pronunciation.

Many teachers tend to either avoid teaching pronunciation because they feel they don't 'know' enough about it or they know too much theory but

have never had any practical methodology for teaching it or they are not sure how to integrate it. Some teachers only do it with beginners and then drop it.

Added to this is the debate about 'which English'. Answer: your English. Native or non-native speaker teachers are both key models of this international language. We are teaching our students to be intercultural speakers and the most important aspect for them are the three 'C's: comprehensibility, comprehension and confidence. Have fun with pronunciation and your students will too. Pronunciation warmers are a great way to start your lessons and improve punctuality too!

Sounds First

I like to integrate phonetics from the start at all levels in key simple ways. These lay the ground work for learner autonomy by linking them to spelling, focusing on how sounds are made and enabling them to use dictionaries and find out the pronunciation of new words. Here are some approaches students love:

1

Introduce sounds using the alphabet. The phonetic vowel sounds for the letters of the alphabet can allow you to introduce lots of activities in the form of warmers for spelling, e.g. pair and group work activities involving spelling such as asking for information on forms and filling them in for each other. Giving information over the phone. Answering the key questions, *How do you spell that? Can you spell that for me?*

2

Make sound visual by miming phonetics. Visual sound is an approach of using exaggerated mime as a means of seeing sound rather than focusing on hearing it. Some English sounds may not exist in other languages and thus are not 'heard'. Repeating them will not help as students need to feel how they are made. A focus on the visual encourages mimicry. Students are able to say sounds and words previously causing problems with good pronunciation because the visual enables the learner to notice how the sound is made.

3

Mimed error correction. Silently miming sound is a good means for dealing with pronunciation error. The teacher and class are all making funny faces. Laughter releases tension, makes it fun and memorable.

The activities on the next page all use mimed sound as a means of 'seeing' the sound rather than hearing it first.

Pronunciation, contin.

Rubber Faces

This is a mime word game using categories of words, such as: FRUIT. The teacher mimes words first, exaggerating how the sounds are made. Some sounds, however, cannot be seen, but have voiceless sounds such as 'shhh', 'tch', k, 't', 'p'. These can be used without the voice when some sounds in the word are too difficult, e.g. 'peach'.

Procedure:

1. Rubber face warm up. Exercise the

face and then 'rubberize' it, by stretching, loosening and tightening the mouth, lips and tongue making different sounds while making exaggerated faces. Do it as a class and have a laugh.

2. Choose a word category. 'FRUIT'. Teacher chooses an easy fruit word, exaggerates and mimes words to make it visual. It is important to ensure stress is visual as well, by elongating the vowel, demonstrating a change of tone with the movement of the head or a hand. Use tongue, lips and mouth so movements can be seen. (Don't be embarrassed. If you aren't, they won't be and you can all enjoy it. Keep it natural. Have a laugh! Exaggerated, not too fast or too slow. (ba. NA.

na).

3. Class mimic and then guess the fruit.

4. Do two more easy ones and then a difficult one 'grapes'.

5. Students who guess the next 2 or 3, stand up and mime the next word for the class and the group.

6. Put students in a group and give them a category, (vocabulary they have learnt) e.g. animals.

7. Monitor the activity to ensure they are exaggerating. Help where needed.

8. Monitor and note words that are the most difficult. Go over these with the class at the end of the session. (Consonant sounds at the back of the mouth/ plosives – camel, gorilla)

Alphabet Sounds

This alphabet activity links the pronunciation of the alphabet to phonetics. The aim is student-centred and awareness raising to help with spelling and recognition of the letters.



Procedure:

1. Do the 1st 6 letters with the class on the board. Mime each sound in an exaggerated way.

2. The students mimic, then make the sound, saying a letter. With diphthongs, e.g. /ei/ clearly show two sounds through exaggerated mouth movement so they can see both sounds coming together. (For the letter 'o', you can be a fish opening and closing your mouth, for example.)

3. In pairs or groups they have to complete the alphabet by saying the letters, listening to the sounds and deciding whether the sound is the same as any of the letters on the board.

4. If so, they write the letter under it. If it is a different, new sound, they start a new column.

5. Set a time limit. Monitor to see when they've finished. Don't expect it to be right.

Feedback Session

Feedback can be a kinaesthetic, whole-class activity that provides anonymity and fun. It enables the class to identify and correct mistakes in a positive way.

Procedure:

1. Hand a student a board pen or piece of chalk depending on the type of board you have.

2. The class shouts out the next letter and the student puts it under the column they think it sounds like and then hands the chalk/pen to another student. S/he sits down.

3. The next student comes up and then the class decides if the letter sound was right or wrong.

4. If wrong, the class repeat the letter for the new student to put it in the right place. Then, s/he does the next letter.

The following alphabet phonetics are British, but you may be teaching American English so would use the American phonetic system.

/ei/	/i:/	/e/	/ai/	/ /	/ju:/	/a:/
A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				



Dede is now a freelance ELT consultant and teacher trainer. For many years she was also a Cambridge CELTA trainer and assessor and an ICELT chief moderator.

Drama: Its Never Too Much of a Good Thing

Anna Muiselak proves that drama is a device that in the hands of a creative and imaginative teacher can change the classroom into a magical world of learning.

Under the mask of a different personality students open up, forget about the linguistic barriers and restrictions and use their whole selves to express their needs, desires and arguments. Thanks to drama, students practice spoken communication skills and acquire grammatical structures naturally, as if by accident, with no need for an analytical approach. Revisions are more fun with drama, teaching literature

and making students aware of the cultural differences becomes easier and Drama, thanks to simple tricks, puts students at ease, they forget about their weak points and are fully engaged in trying to solve the given problem. Our students have a possibility to develop their imagination, to feel safe and to relate to other people. Their confidence rises and they feel secure in such a stress free environment where there is no pressure to perform. The process becomes more important than the product, students are not forced to work faster or more efficiently. They work at their own pace, using their abilities and

powers, and are provided with freedom and as much time as needed. There are no wrong answers, animals can talk, objects can have feelings and the grass can be pink. Everything is possible. Students are secure, stable and safe in the learning environment as they feel accepted and appreciated not only by their teachers but also their peers. Students believe in themselves and in their ability to communicate in a foreign language. All those factors make students' attitudes towards the learning experience more positive and confident, making the learning task more successful and effective.

Drama Games

1

Starters & Warm-ups are supposed to break the ice and relax the learners and motivate them to work. They serve to introduce the topic of the lesson.

2

Non-verbal introduction

Divide your students into pairs and ask them to introduce each other non-verbally – just by gestures, mimes or pictures (no words are allowed). Later on ask your students to say something about their partner.

Introduction & getting to know one another

Introduce yourself in the following way: My name is Betty and I am bringing bananas. The imaginary object they are bringing is supposed to start with the same letter as their name. The next person introduces himself/herself in the same way and repeats the name and the object of the previous person etc.... My name is John and I am bringing journals and this is Betty who is bringing bananas. Thanks to this alliteration it is easier to remember all the names.

Hi there!

Say 'hi' as if ...

- you haven't seen the second person for a long time
- you are two competing models
- the other person owes you a lot of money
- you are a pre-schooler coming back to kindergarten after holiday
- you are a cool dude

Either ... or

Ask your group to move to opposite sides/corners of the classroom according to their choices and your instructions

- Cats or dogs (people who like cats go to the right corner people who like dogs to the left corner)
- Dark chocolate or white chocolate
- Holiday at the seaside or in the mountains
- Doing nothing or jogging

Find somebody who ...

In your classroom find people who:

- share your birthday
- love yogurt
- are addicted to ketchup
- have spent a night at the airport
- are a Manchester United fan

A brainstorming session

In a minute write down all the things that are: grey/sizzle/smell nice etc...)



In Between Games are to be used as part of the lesson, to revise or reinforce the material studied. They can help clarify the material and are a natural process of the lesson.

Different uses of various objects

Find a new use for an everyday object (you can continue with classroom objects or find different ones).

Noah's ark

Imagine that there is a great flood coming. Design your 'Noah's ark'

Decide on the following:

- name
- type of vehicle and its fuel
- its powers
- number of decks/floors/levels/rooms
- the 'escape world' which is its destination (e.g. space/underwater world etc...)
- who are you going to invite on your journey

As an extra project/homework students can design a poster inviting everybody on their 'arks' or write invitations to chosen people/animals creatures explaining why they are essential as part of the 'crew'.

Drama, contin.



Objects talk

Imagine that the classroom objects can talk. What do they say to one another before the students come, while they are learning and after the lesson? Distribute the roles of desks/chair/blackboard/chalk/pens/maps etc....

My family

Students make a mobile (e.g. from a hanger) or stick silhouettes (with plasticine) to represent their families. Then, in groups, participants decide who they want to have in their families and what are the connections among the members of the family. The family cannot have more than 8 members. The participants decide on the stories behind each person.

Persuasion (snowman and a child)

Distribute the roles of boys/girls and snowmen. The child's task is to persuade the snowman to stay for the spring and the snowman has to persuade the child that this is not a good idea. Later on, students report whether they managed to persuade their snow friends to stay or not. If so they have to say what was the bait, if not the snowman has to report what points were made to justify their choices.

3

End of Lesson Games are used to calm the students down and go over the material taught. It can also serve as a great filler and invigorate the students.

Tribal chant

Each student thinks of a particular word used during the lesson he or she finds interesting. At a sign from the teacher, everybody begins chanting these different expressions. The teacher can fire instructions (e.g. chant happily, slowly, tenderly, angrily). The louder people get, the more at ease they feel as they shout out newly acquired vocabulary. Students can also take turns giving instructions. It can be also conducted with one of the students giving instructions.

The ball

A chosen person throws the ball to someone else and asks a question regarding the theme of the lesson.

The box

Students are asked to write down one thing that was most useful/exciting/difficult/interesting for them. When everybody finishes, the pieces of paper are put in a box and it circulates as long as music is playing, when it stops the person who has the box must draw one piece of paper and briefly describe the word/expression jotted down.

Visual summary

Participants are divided into small groups. Each group writes answers on post-it notes (which later will be stuck on a board/large piece of paper)
WHAT? (What was the main point of the lesson for them?)
HOW? (How can you use your new knowledge?)

~ Anna Muiselak



Anna graduated from Silesian University as a Doctor of Philosophy. She has worked as an English teacher, trainer and writer for 11 years. She is interested in using drama and literature in teaching English.

Encouraging Student-initiated Speaking

Motivating students to speak and engage in discussions in the classroom can take a great deal of teacher energy and creativity. **Lesley Keast** has taken a different angle on the challenge and looked into ways to allow students to generate their own subjects for discussion, with activities specially structured by the teacher, to encourage learners to use their emerging spoken English skills more naturally.

This signifies a move away from traditional IRF classroom response patterns where the teacher initiates speaking (I), a student responds (R) and the teacher provides feedback (F) so encouraging students to initiate speaking, to respond and even provide feedback. Thornbury (1996) comments that 'A high proportion of student-initiated questions would suggest a healthy distribution of the 'ownership'

of classroom discourse, which in turn would tend to promote more 'investment on the part of the learner'. In turn, Kumaravadivelu (1993) points to the teacher as just one participant in the classroom which suggests a re-think on class dynamics and, perhaps a leap of faith. So the questions is, can we breakdown traditional student concepts of classroom dynamics and create a learning space as Nunan (1987) describes where '... decisions about who says what to whom and when are up for grabs'?

Working with a group of 15 young learners, aged 12-13, studying to achieve A2 level of English, I asked a range of questions about their perceptions of how much they speak in class (with teacher and classmates), how they preferred to interact when speaking, and what stopped them speaking. I also asked them what they

spoke about with their friends in their L1, to understand what subjects they found motivating. Students recorded low levels of speaking with classmates but much more with the teacher. Students also showed a strong preference for speaking with the teacher rather than in pairs or a small group. There was evidence of social and self esteem concerns which hold back students from speaking with each other, commenting that they feel 'embarrassed' when speaking.

Over a period of six weeks I introduced a number of activities and teaching practices to encourage student-initiated speaking, and am including a selection here which you may like to try with your students. Although I was working with a relatively low level group I feel that the task-based nature of the following activities could easily be adapted or used with different levels of support or challenge.

1 Welcoming Student Generated Comments and Conversation

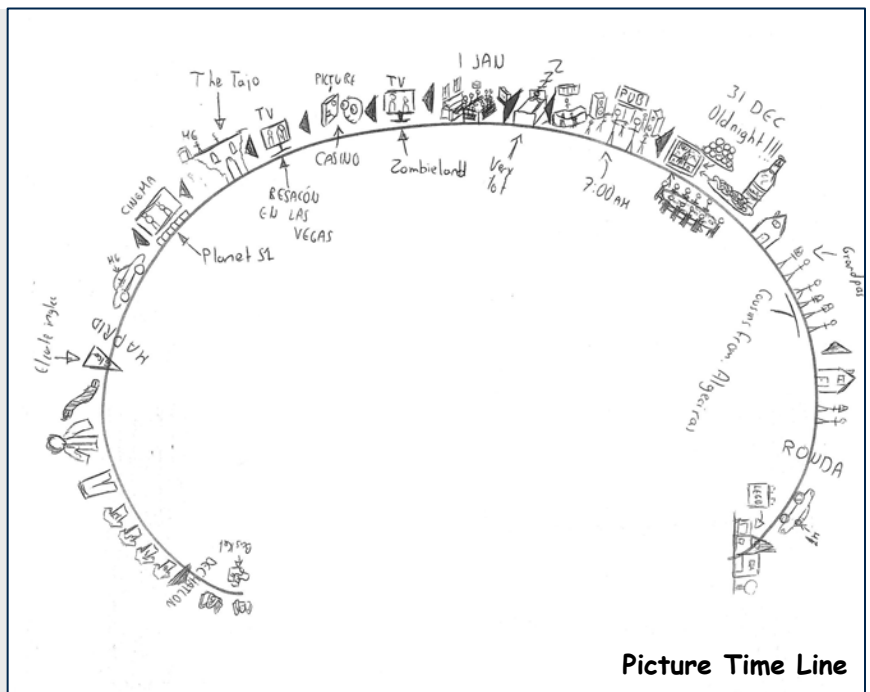
Aim: Encourage meaningful use of English and student self selection of subjects.

Devote class time to picking up on news/comments from the students. This could be a regular 'news slot' or simply a more informal time to chat about, e.g. a new hair cut, or interesting items that students have brought to class. Students should try to respond with interest and allow for others to comment and contribute. They could also practice asking referential (where the answer is unknown) questions to gain more information or extend the interaction.

2 Picture Time Line

Aim: Encourage extended speech and opportunity for peer questioning and comment.

On a piece of A4 paper, draw a large 'W' for 'weekend'. Ask students to create a graphic representation of their weekend using drawings (and maybe a few notes). Give at least 10 minutes for the drawing time, which allows students to think and organise their thoughts. In pairs, students can then talk about their weekends, asking questions, or making comments.



Picture Time Line

3 Pocket Pecha Kucha (adapted from Meddings and Thornbury 2009)

Aim: Stimulate spoken interaction based on student-selected subjects.

Ask students to bring to class three small objects that are important to them. In small groups, each student displays their objects and is quizzed about it by other members of the group. **NB:** 3 items from a school bag can be used instead.

4 Overt Teaching of Discourse Features

Aim: Enable students to use/become aware of natural features of spoken English. Language practice of giving opinions and showing interest 'Oh' and 'Really?'.

Prepare a set of cards for each pair. On each card appears one of the subjects your students talk about with their friends in the L1. On the board, elicit an example for students to follow and drill intonation of 'Oh' and 'Really?'. Cards are placed face down. As the students turn over the cards, they must give or ask for an opinion on the subject presented. Their partner should use the appropriate target discourse feature and respond. The first student then makes a follow up comment etc.

Student-initiated Speaking, contin.

From this research I would like to make a number of recommendations to encourage student-initiated speaking.

Scaffolded Activities

Activities need to be scaffolded (sequenced and supportive) to present a structured task where students are prepared for speaking, are ready to speak and have something to say. This includes providing thinking time and an opportunity to clarify with the teacher/classmates.

Real Life

Bringing in students' real life and interests into the classroom facilitates the students' readiness to speak as they are expert on their own lives, and it provides a more authentic speaking opportunity when there is an information gap. This is helpful in getting students to see English as an enjoyable way to communicate.

Pairs/Small Group Work

Fight the 'embarrassment factor' and help reduce the risk when speaking. This gives students confidence as well as more opportunities to speak. Having the teacher as moving monitor also sets up a reduced risk speaking opportunity.

Explicit Teaching of Discourse Language

This enables the transfer of knowledge of social interaction in L1 and helps with managing conversations so that once speaking has been initiated it does not break into L1, and in addition turn taking is extended. Although a little 'forced' initially, with time, this will hopefully contribute to automatic production.

Teacher as Facilitator

The re-think of the teacher role is crucial. Most of the activities trialled in the research necessitated the teacher to work in the role of facilitator to set up the students' speaking opportunities, then stepping aside into monitor role to clarify, encourage and deal with students questions. This way the teacher is contributing but not dominating. Welcoming student comments and remarks and devoting class time to subjects prompted by students also requires the teacher to loosen the reins and allow the unexpected to come into a lesson, which may not suit all teachers' styles of working.

Genuine Interest

Feedback from the teacher must be authentic. This is crucial to encourage more student-initiated speaking and motivate students to extend conversations, and learners are very sensitive to teacher responses. I believe much more of this takes place while monitoring and is responsible for the students' perception of increased levels of speaking with the teacher. I feel the impact of showing genuine interest has a similar effect as giving praise.

This research to encourage more self initiated speaking from students has not only created a more democratic classroom but it has also built student-student relationships as well as those between students and teacher, creating a positive environment for language learning.

~ Lesley Keast

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Unlocking Motivation in the Age of the Digital Native

The world of English Language Teaching has yet to fully get its arms around a central pedagogical paradox: that teens and young adult learners - who in terms of neuro-linguistics are at the peak of their ability to absorb, retain, and reproduce sophisticated language structures - often make such unmotivated language learners. It is an experience so common as to have virtually driven EFL teaching specialization to either margin of the great 'teen divide': young learners (ages 12 and below) to one side; and adult/business English to the other.

Why does the profession seem to have given up on finding the right specific approach for these kids? Part of the answer, I believe, lies in the all-too-comfortable stereotype of teens as going through life changes that make them difficult to teach. But that is lazy thinking at best. We owe it to ourselves, and especially to our learners, to make the effort to figure out how best to reach them, based on a more thorough understanding of how they are evolving as human beings.

To begin with, their brains are going through physiological changes that require specific pedagogical approaches for each phase of maturity. The teenage brain is significantly different from that of a child or an adult. During the approximately 11 years from early adolescence to young adulthood, this teenage brain goes through evolutionary changes that start with a heightened reactivity to emotion, social connection and issues of self- and group identity. At the other end of the maturation process, the young adult brain is finally able to reason, control impulses, and organize and prioritize information. During all this time, the teenage brain is selectively strengthening or pruning neurons on the basis of those synapses which are used, respectively, the most or the least. And concurrent with this weeding-out process, the teenage brain is increasing its raw processing capacity to an extent equivalent to a 3,000-fold increase in digital network bandwidth.

Going hand-in-hand with these physiological changes is a societal change – one might even call it an evolution in human

development – which means that this specific demographic cohort acts, learns and self-motivates differently than any other preceding it. We are now in the era of the Digital Native; and for the time being – until those born in the mid 1990's start to enter the teaching profession themselves – the teaching profession exists in a bi-polar frame of reference: digital immigrants teaching digital natives. We, as the older generation, are simply incapable of understanding – or, truth be told, accepting – the newer generation's relationship with digital technology; with social hyper-activity; and with 24/7 connectivity. Attempting to reach out a n d ' t o u c h ' these digital natives u s i n g m a i n l y 19th century tools like textbooks, workbooks, blackboards and traditional teacher-led classroom settings is already delivering diminishing returns.

The good news is that the answers to these challenges are already with us, and are being used by progressive EFL / ESL teachers in hundreds of locations. There is no silver bullet, no miracle solution, but rather teachers will have to mix and match those new digital tools that fit their learners (and their own teaching styles) best. Part of that array of tools is *English Attack!*, a web service set up here in Paris in 2009 by entertainment professionals specifically to address the lack of motivation in teen and young adult EFL learners. Our solution is to embed EFL exercises into a range of online entertainment (clips from movies, TV series, global news channels; music videos; thematic visual dictionaries; professionally produced games; social networking; and a game-like system of points, levels, badges, and virtual currency) and to motivate self-learning by providing choice and encouragement in a fun, non-stressful, learning-through-media immersion environment. This 'edutainment' superstructure is supported by pedagogical principles which pull together those elements of the latest EFL thinking most appropriate to this age group (and to the way young people around the world are increasingly learning

'World English') formally or casually, including the Lexical and Communicative approaches; manageable chunks; authentic materials; reward loops; drilling; fluency over accuracy; and above all the importance of input.

From Day 1, we designed *English Attack!* to be fully complementary to the classroom teaching of EFL, never in competition with it. As opposed to some turnkey 'e-learning' approaches, at *English Attack!* we feel that nothing can replace teacher-to-learner face-to-face interaction in areas like discussion, coaxing shy learners, and situation-sensitive error correction. That is all the more reason why precious class time should not be taken up by input, lexical exercises, drilling, and other tasks that now, thanks to digital platforms, can be done more efficiently outside of class time.

English Attack!, currently in worldwide Beta with over 8,000 testers helping us improve the service, will launch in France in **February 2011**. We are delighted to invite all TESOL France members to register for the Beta in order to qualify for free Teacher status ahead of the launch; and to join the *English Attack!* teacher community bringing together teachers from around the world with a common interest in fulfilling the huge English language learning potential of teens and young adults.

~ Paul Maglione

For more information:

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 Blog: <http://blog.english-attack.com/>
 Contact: info@english-attack.com

After 25 yrs experience in the media and entertainment industries, Paul is now bringing innovation to language learning with *English Attack!* Paul, a US Italian national holds a BA from Brown University, an MBA from London Business School, and a TEFL certificate from Rutgers University.



How Can We Prepare Students for IELTS?

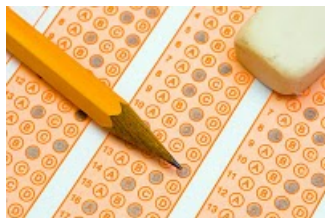


With the growing interest in IELTS many teachers are faced with the issue of how to prepare their students.

This can be further challenging due to diverse English levels, limited time and resources and not to mention unfamiliarity with the exam itself. Approaches vary between institutions in the way they cover exam format, topics, language, exam practice, strategies and tips. In this article, **Phil** presents a range of common preparation options together with their advantages and disadvantages.

Traditional Weekly Classes

Aim: To teach the exam structure and provide training in and practice of exam type tasks through common topics, as well as developing essential grammar and vocabulary. It normally involves the adoption of a standard IELTS course book such as *New Insight into IELTS* (Cambridge University Press) which is supplemented with practice book activities, past papers and perhaps online consolidation exercises.



Advantage: Ideal for new teachers as the book approach represents an entire course which covers all the essentials.

Disadvantage: Can be quite intensive and is normally for students at or near the correct level of English.

Supplementary Writing/ Speaking Classes

Aim: To build solid writing and speaking skills for the exam via language work, practice activities and correction. Whereas, speaking practice can be given in class, writing is often given as homework for marking.

Advantage: Can allow the teacher to focus on specific weak areas and gauge progress. For instance, cohesive devices for speaking long turns and essay writing. It also permits more individual attention.

Disadvantage: Task assessment and correction can be time consuming and difficult for new teachers. Not to mention consistently designing appropriate classes.

Intensive Classes

Aim: To teach students IELTS English primarily for the exam which could be a daily IELTS English class instead of general English or an intensive 'crash course'. The first is popular with lower levels who need to pass the exam and have an inadequate English level. The latter is preferred by students who just want quick strategies the week before the test.

Advantage: The first supplies a wide range of IELTS work and skills practice, as well as solid academic English development. It also provides lower levels with more chance of improving their band. In contrast, short courses are ideal for busy students studying another topic or working.

Disadvantage: A term long IELTS class could become monotonous and so is often mixed with other related work such as topical lessons. While the 'crash course' may be unsuitable for some unaccustomed to such intensity.

Exam Practice Classes

Aim: To provide practice of past papers for students who have or are attending a preparation class. Students complete sections of or whole papers in exam conditions with correction, feedback and possibly related language work. Exam skills and strategies can also be covered.

Advantage: Good for students to hone exam skills with teacher feedback.

What is more, it enables students to measure their band progress across the papers and thus highlight weak areas.

Disadvantage: Time consuming and expensive as great amounts of exam papers are needed.

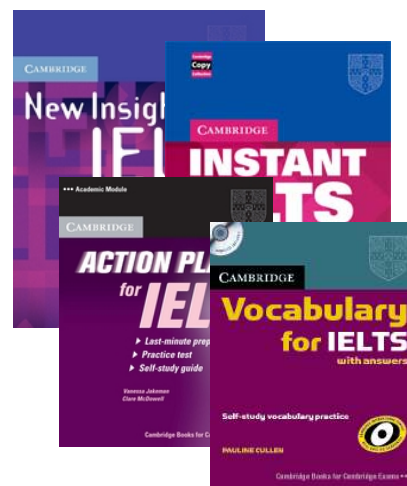
Online Courses

Aim: To provide complete exam preparation via online learning. A good example is the 'road to IELTS' sample supplied with registration. Some products enable webcam speaking activities and writing marking and feedback. Of course, some believe this may never replace a classroom experience but as numerous educational institutes adopt online learning platforms it is becoming a more recognised option.

Advantage: Convenient and flexible as a complete solution or for blended learning on a course.

Disadvantage: Can be expensive so students should choose a reliable and effective course. It also demands dedication and consistent study.

Handy resources for any IELTS course:



~ Phil Wade
Editorial Team

Phil will be back later on this year with more on the IELTS exam.

Dynamic Presentations – Cambridge University Press

by Mark Powell

It seems we've been waiting an eternity for Mark Powell to pen *Dynamic Presentations* and I have to admit to being just a little excited on receiving the proofs for review. Trainers in the earlier part of this last decade will surely have come across Mark's *Presenting in English* (LTP) which subsequently became my staple – be it with med students or the top brass at *Vivendi Universal* – they all got a taste of what it meant to 'chunk', 'triple' and 'soften' their way through a presentation.

Scope 'n' Sequence

So what of Mark's new offering? *Dynamic Presentations* starts off with a self evaluation followed by a commentary guiding learners through the coursebook and highlighting the relevant sections according to their needs. The contents page proffers the usual suspects – opening and closing, rapport building, facts 'n' figures and the ubiquitous Q&A. While *Bringing it*

all Together leads you to the grand finale - your student and their presentation. A DVD component accompanies the course including clips of some of the more effective presenters of our time, while online resources, teacher's notes and feedback forms complete the training package.

Methodology

Driving the course is the inclusion of input from experts in the field of communications; an increasingly popular approach in Cambridge Professional English titles and rightly so (in my opinion), as it serves to bring that additional credibility to our teaching. My only gripe might be that there is just a little too much page space given over to these eminent minds.

Slide Rules

One of the areas ELT presentation titles often fail in is providing input on the designing of effective slides. *DP* dedicates an entire unit to this, from creating visual impact to compiling the actual text. Marketing guru,

Seth Godin, emphasises the 6 words-a-slide rule, while Guy Kawasaki who apparently spends his entire life listening to sales pitches, promotes the 10-20-30 rule. I'll let you work out for yourselves what 10-20 refer to, but word to the wise, 'don't use a font smaller than 30 point: older people, [i.e.] the ones with the money, can't read them!' (Kawasaki)

Bringing it All Together

So if the proof of the pudding is in the way in which the author practises what he preaches, then you only have to spend a couple of minutes in one of Mark's presentations to know *Dynamic Presentations* must work! Just log onto www.besig.org/events/conf2010/index3.htm and see a clip of Mark's plenary during the IATEFL BESIG Conference in Bielefeld last November to be convinced. You may also catch a glimpse of two rather hysterical members of the TESOL France ExCom into the bargain!

~ Ros Wright

David Riley Award 2010



It was an ecstatic Cleve Miller that came bounding over following the plenary at the IATEFL BESIG Conference in Bielefeld last November. Cleve had wanted to share the good news - he and the *English360* team had just won the 2010 David Riley Award for Innovation in Business and ESP. Still in its relative infancy, Cleve is only the third laureate to receive this IATEFL BESIG/Macmillan award, established in memory of David Riley, Business English writer and trainer (1955-2007).

Regulars at TESOL France events, or indeed readers of this magazine, will have almost certainly come across this extremely innovative online tool, if not Cleve himself or indeed the highly personable online trainer, Valentina Dodge – we are fans!

English360 is a web-based learning platform that allows teachers and schools to deliver online and blended learning programmes. In addition, its self-publishing tools enable teachers to upload their own teaching materials, either to supplement

the 40 downloadable Cambridge Business and ESP titles available to them or to use on their own.

Of the winning entry, judge Paul East, said: 'What really stood out for us on the judging panel was how easy to use *'English360'* is. This is really important, as language teachers have little spare time to invest in learning a new system. We can see that *'English360'* has put a lot of energy into creating an intuitive interface.'

Word has it that *English360* has also been short listed for the British Council 2011 ELTons. The *Teaching Times* predicts a 2nd win for this dynamic team – tune into the Spring issue for the results.

Catch Cleve's acceptance speech on: www.besig.org/davidrileyaward.htm
For more information on what *English360* has to offer, check out their new promotional vid on: www.english360.com

~ Ros Wright



BOOK REVIEWS

TESOL France regularly receives review titles from publishers representing the different sectors of our field.

If you are interested in becoming a reviewer for the Teaching Times, then please contact the editor on tesol@enst.fr

We're looking for people who can write short, punchy and positive reviews

Submit an item and we may even allow you to keep the book!!





Speaking at the TESOL France Colloquium

I thought it might be interesting to look at this year's event from a slightly different perspective - that of the *Colloquium speaker*.

As with any conference, it all starts with a Call for Papers. Those who respond do so for a variety of reasons; they may be looking to promote their latest ELT title, share their MA research results or merely impart an innovative approach or technique. Some are very seasoned speakers, lucky enough to be sponsored by a publisher or their university, while others are 'conference rookies', hoping to 'tread the ELT boards' for the first time of many. As conference organisers it is then up to us to decide on a programme that is both engaging and varied and likely to appeal to a typical TESOL France audience. Of course **we do listen to you, the audience** and for that reason we ask that all speakers respect the guidelines laid out below. Feedback tells us that you do appreciate our efforts and long may this successful collaboration continue.

~ Ros Wright

Guidelines for Speakers

Feedback from delegates at previous TESOL France events indicates that while most sessions are very well received, there is certain recurring input concerning content and speaker performance. Accordingly, we encourage all speakers to consider the following:

Will your session be of practical use?

This is by far the most important question to keep in mind. A frequent criticism is that many sessions are too theoretical, too general or too superficial and that the speaker does not consider practical implications for their talks.

Do you depend too much on your notes or slides?

Past feedback forms have revealed a strong intolerance for speakers reading their notes or slides. We strongly recom-

mend you arrive at the conference with your talk well rehearsed.

Does your talk match your abstract?

Many TESOL France members have mentioned that some speakers may stray away from the abstracts printed in the colloquium program. We ask that speakers remain faithful to the abstracts they've submitted in the Call for Papers.

Are you an experienced or first-time speaker?

Speaker quality is frequently mentioned on TESOL France feedback forms. While we want to give every opportunity to all speaker styles, both the inexperienced and 'veterans', we hope that you will adopt the public speaking skills that will make your talk as engaging as possible. We would also ask that you stick to your allocated time to allow delegates to get to the next

talk on time and to give the technicians adequate time to help set up the next speaker. May we suggest discussions can be continued during the lunch period or during some of the longer breaks over a coffee.

Will your talk be of interest to a local audience?

The vast majority of our delegates are native speaker teachers based in France. We would therefore suggest that speakers presenting practices or research relative to their own country ensure there is some consideration of possible implications for the teacher based in France.

Are you speaking on behalf of a publisher or institution?

Delegates have expressed disappointment that a session they attended based on the description in the abstract turns out to be an advertisement for a publication, product, or course. Please be sure to include as much practical classroom information as possible when presenting the product.



Russell Stannard



Valetina Dodge & Paul Maglione



Grzegorz Spiewak

"Loved the conference! Thanks so much! I'll be blogging highlights but one of the best conferences I've ever attended! Everyone I talked to said the same!"

Shelly Terrel

"Thank you very much for inviting me to the conference this year. It was a great pleasure and honor to be part of it. The participants at my session were really attentive and I believe that the session went very well."

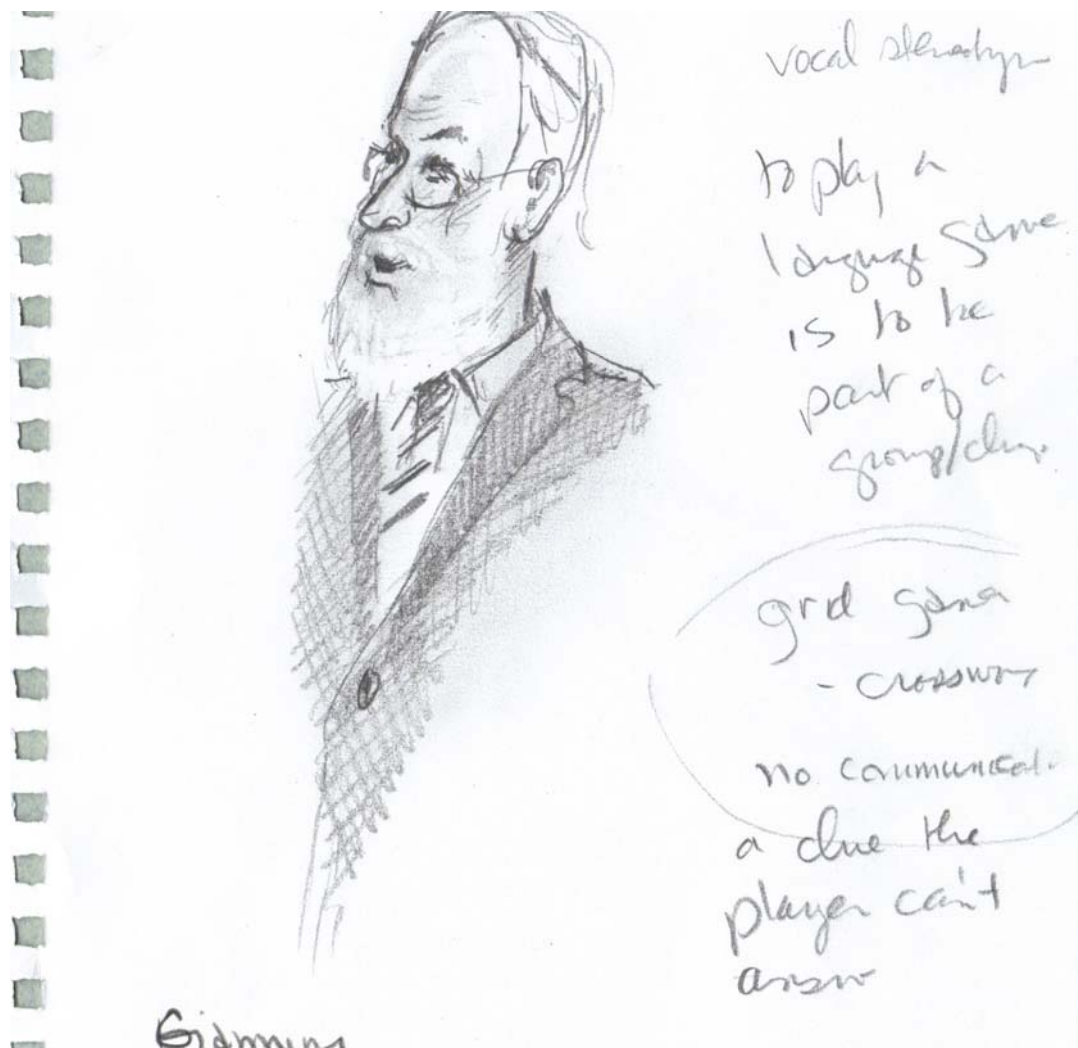
Burcu Tezcan

"I would like to take this opportunity to thank TESOL France for giving me the chance to present this year. It was my first such opportunity, and I feel positive about it. I have learned some valuable things and definitely see where I can improve for the future. Thank you!"

Nancy Mitchell

Colloquium photos courtesy of English360

TESOL France's Got Loads o' Talent!



Kathy Giannini

OPEN MIC NIGHT

Talent came in many different guises during the TESOL France Colloquium.

The singing talents of our own Elaine Henry as well as Sue Lloyd did not go unnoticed, neither did the graceful flamenco of TESOL Spain's Igor Gavilan and his dance partner.

Thanks to David A. Hill for organising and compeering the 1st TESOL France Open Mic Session. & thanks to all who participated!!



Compère and Blues King, Mr David A. Hill



30th Annual International TESOL France Colloquium

Paris, France
November 2011

Plenary Speaker



Luke Meddings

*Leading expert in
English pedagogy and
winner of the 2010
ELTons Award
for his book
"Teaching Unplugged"*

Themes:

Business English
Classroom Techniques
Drama-based Lessons
English for Specific
Purposes
French Learners
Grammar & Vocabulary
Higher Education
Intercultural Issues
Learner Styles
Materials Design
Pronunciation

Primary School Learners
Research
Speaking Skills
Task-Based Learning
Technology in the
Classroom
Teenage Learners
Testing and Assessment
Teacher Training &
Development
Writing Skills

CALL FOR PAPERS DEADLINE: June 30 2011

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46 rue Barrault, 75013 Paris, France
www.tesol-france.org



Poet's Place!

How appropriate that **Joseph's** first poetic offering should be a tribute to our 'Language Players', David, Hilary and Ben...

... Enjoy!

LANGUAGE PLAY

The mystery of language and language play
In a warm TESOL-friendly theatre finally unravelled
Stories are told of how man from his very first day
Is thrown into a game that's far more than only full of babble

Act and Sing, Read and Write, no grammar to engage
Just exciting matches of verbal ping pong to stage
Codes of language known but with licence wilfully damaged
As the bond between individuals is transformed into one of mutual exchange

The joys of reading Tesolites of many stations are told in many tongues
Reminded are we that outside of a dog, man's best friend remains a book
Providing from kindergarten fertile fodder that before long
Gives the key to multiple crosswords without to the dictionary a single look

So the TESOL gathering a playground becomes of linguistic scrabble
The Crystal caste central roles groomed to admirably perform
Father and son locked in an endless word trade and battle
As a captivated non Elizabethan audience learn the ropes of language substance and form

Thank God there's TESOL France I pray
Beating the English drums north and south, east and west
Calling language pilgrims to round the linguistic bonfire gather and stay
And share tricks of how in students to bring out the best.



Calling All Poets!!!

Aside from penning his own contributions, Joseph is also interested in hearing from fellow poets to feature in future issues of the *Teaching Times*.

So, if you're looking to publish your sonnets, limericks, poems or haiku, then contact Joseph at tesol@enst.fr

~ Joseph Egwurube
Editorial Team



Pôle de
Formation, CCI,
Strasbourg

Saturday
5th March
8.45 - 17.15

Strasbourg Spring Conference

TESOL France

Bob Dignen (York Associates)
Terry Elliot (Cambridge University Press)
James Chamberlain (Bonn-Rhein-Sieg University)
Margaret Horrigan (International House, Rome)

PLUS :
more workshops,
books, networking, and
great ideas on professional
development

Conference fee:
With pre-registration on
www.tesol-france.org : €15
Registration on the day : €20
Join TESOL France on the day
and conference is free.
See website for conference
programme.



Lunch provided



234, Av. de Colmar
Tram stop : Emile Mathis
Lines A & E

« TESOL, new perspectives on English language teaching »

TESOL = Teaching English to Speakers of Other Languages

TESOL France Events

Workshop: Motion & Emotion: Exploring powerful drama techniques for ELF teaching

Saturday, 12 February 2011
(14:00-17:00)
Monica Gora

Venue: TELECOM Paris-Tech



One Day Conference
Saturday, 5 March 2011
(9:00-17:00)

Speakers include: Terry Elliot, Bob Dignen and James Chamberlain, Brian Wallis

Venue: Pôle Formation, CCI, Strasbourg



Workshop: English360

Saturday, 26 March 2011
Byron Russell, English360

Venue: TELECOM Paris-Tech



Workshop: Teacher CVs and Interview Techniques

Saturday, 2 April 2011
(14:00-17:00)
Bethany Cagnol & Erin Douglas

Venue: TELECOM Paris-Tech



Interested in holding a workshop, have an idea for a speaker or topic for the next swapshop, then contact **Debbie West** via tesol@enst.fr

Franklin Global SpellEvent

Saturday, 30 April 2011
(14:00-17:00)
Joint event with TESOL Inc. & Franklin Electronic Publishers

Venue: TELECOM Paris-Tech



TESOL France Spring Day

Saturday, 18 June 2011
(9:00-18:00)
Joint one day event on the theme of Professional Development
Special Guest: to be confirmed

Venue: TELECOM Paris-Tech



Unless stated otherwise, entry to workshops & swapshops is FREE for members of TESOL France, 8€ for non-members. For more information, visit our website: www.tesol-france.org



TOULOUSE

Watch out for a new TESOL France Regional Branch à la ville rose

Launch meeting taking place very very soon



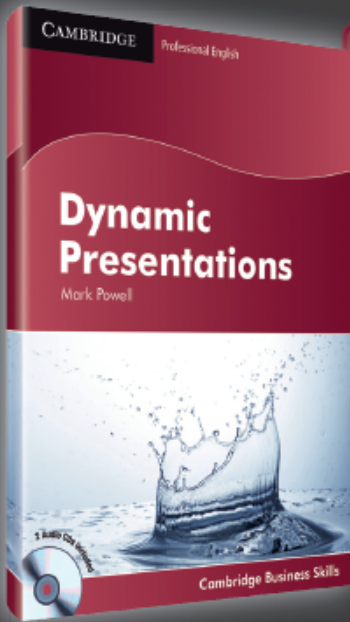
For more info contact the Regions Advisor, Ros, at tesol@enst.fr

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NEW

Introducing

Dynamic Presentations

by Mark Powell

Dynamic Presentations is the first in the **Cambridge Business Skills** series a brand new collection of short courses from Cambridge University Press.

Bringing together the key skills required to excel at presenting with advice from leading business experts, *Dynamic Presentations* is the course for today's busy professionals.

Visit our website
to download a sample unit
and register to meet author Mark Powell
on Friday, 21st January 2011.

www.cambridge.org/elt/fr



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