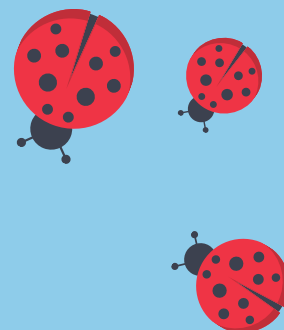




TESOL SPAIN

Newsletter - Issue 96
April 2023



Welcome to our April newsletter, our 96th issue.

We went digital just after the 1997 convention in Oviedo and still hope you look forward to flicking through (scrolling through?) our articles and updates every month. That's some 30 fewer forests we've decimated along the way, some 30 fewer print-runs and everything else a paper-based newsletter involved and that we took for granted as the necessary norm. Just before last month's convention, three of our Board members (plus three of their kids) emptied a storage space in Salamanca where TESOL-SPAIN has been keeping bits and bobs – 2 cars'-worth of stuff for the blue bins at the dump!

Thanks to Ryan's fantastic app – where you can carry on the conversations begun in Madrid, consult the speakers' handouts and watch the plenary and keynote session recordings - our attempt at a paper-free 46th convention did pretty well. The weekend itself, though, was most decidedly old-school – coffee was spilt, rooms were packed and stuffy, publishers' sweeties and pens were snaffled, and difficult decisions had to be taken - this speaker or that, lift or stairs, white wine or red...it was fantastic to be back!

Our Presi, Gerard, kept the online participants company, joining us from Barcelona, and our Convention Coordinator, Daniel, could only drop in for a Word Spot or two, but the corridors were thronged for three whole days with hundreds of people who kept the party going. Karen's speakers, Maria Antonia's sponsors, and Emi's volunteers were all amazing – but don't take our word for it; see what Global Grant winner, Stella Palavecino, and First-time Speaker Grant winner, Fiona Hunter have to say...not to mention Elborg, Joanna, Ben, Ana Victoria, María, Meritxell, Eduardo and Sonia!

TESOL-SPAIN was very pleased to be able to show our support for Teachers for Peace at the convention, giving them a platform and a voice, and we're very happy to be part of the Teachers' Voices webinar programme, with TESOL-Turkiye in March, TESOL-Ukraine in April, and our direct collaboration in May – if you'd like to join us as a speaker, drop us a line to tesolspainpublications@gmail.com.

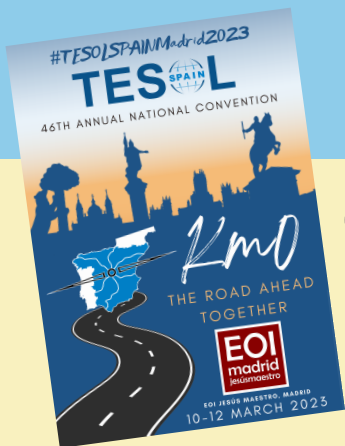
Our own webinars and meetings pick up again, with Alix and Julie inviting all interested Infant and Primary teachers to afternoon tea on Thursday 20th, and Claire Martine Moloney inviting us all to her mini-series of two webinars (22nd April and 27th May) and homework (!) – Looking for Lightbulbs. Her theme of reflection is mirrored in Daniel's Word Spot, where he indulges in some wonderful linguistic navel-gazing.

This month's featured article, Learner Preferences in the ELT Classroom, is shared by Marjorie Rosenberg, and we have a new spot – also Daniel Brint's and also inspired. Poem Activity encourages us to use poetry with our students in a variety of memorable ways – and invites us to share our own poetry-based activities and also to give feedback on the ideas for April's poem.

After mentioning and thanking so many people, our newsletter ends on a sad note, as Annie says goodbye to a good friend, Alberto Gaspar, President of APPI.

Farewell from us all on the Media Team xxx





#TESOLSPAINMadrid2023

“

It kicked off a week ago, but I still want to share the wonderful experience I had at the 46th annual TESOL-SPAIN conference in Madrid.

It was a perfect weekend from start to finish: everything was really well organised (there was even an app!), the weather was gorgeous, and I got to spend time with so many like-minded people.

Even though I enjoy working online, meeting people face-to-face is simply the best! Not only was I able to hug and hang out with my colleagues, Emma Gowing, Ianira Edmée Rodríguez, Cassandra Allen and Jana Dlouha, but I also met (and hugged) dear Lauren Hamilton Sáez and many new online friends - Caroline Chapman, Annie Altamirano, Nicola Prentis, Michelle Worgan, Vanessa Reilly, to name a few. Time was too short though, and I couldn't speak to so many others - hopefully next time!

With so many speakers, we were of course spoilt for choice. It was bittersweet as choosing one meant missing at least two others I was dying to attend!

I'm now looking forward to next year's TESOL-SPAIN conference in Cáceres - hope to see you all there!

-Elborg Nopp

What a weekend! #TESOLSpainMadrid2023 exceeded every expectation I had for it. It was a biggie - my first time speaking at TESOL, the first time going to TESOL without colleagues to lean on. Big events with lots of people have, in recent years, been quite daunting. I wasn't sure I could really do it.

So glad I did, as it proved to be one of the most rewarding professional experiences I've had in recent years.

I love a good conference. The range of talks and workshops means there's always something you can use in your class straight away, and there's usually some bigger broadstroke things to ponder on as well. This one felt very special, though. It was a timely reminder of what a vibrant and supportive community ELT can be. It's a huge privilege to be able to call myself a part of that community.

- Ben Crompton



I was lucky enough to attend TESOL-SPAIN for the first time and it was a blast! Not only did it lift up my spirit but it also helped me realize how much I love teaching and learning.

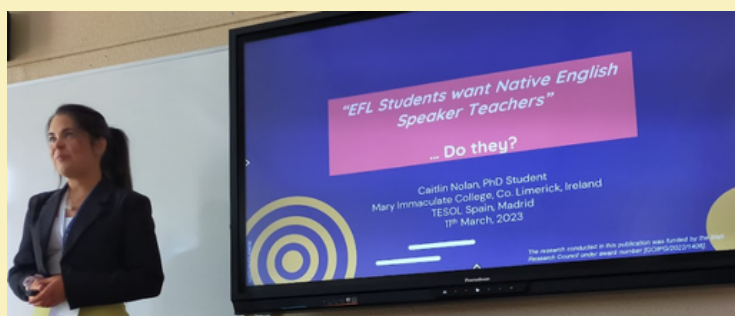
The master classes that I witnessed have awoken a sense of curiosity and passion that I thought were long gone.

Sometimes we find ourselves way too lost in our routine... so much that we forget about the main purpose of our job as teachers.

This TESOL convention made me fall crazy in love with teaching once again.

Eternally grateful!

- Ana Victoria Fernández



Marvelling at the road ahead

Your company makes my journey far more enjoyable and meaningful

Many years ago, Anabel Fernandez an amazing English teacher based in Galicia, my home region, introduced me to the annual conventions of TESOL-SPAIN. She is by all standards an example of excellence in this difficult job and I did get the advice straight from the horse's mouth.

I feel so happy and privileged after attending this event. When it comes to professional development nothing beats these annual meetings. Nowhere else can you get this quantity and quality of talks, workshops and conferences. My teaching practice has been once again blissfully impacted by a huge number of amazing and generous colleagues willing to share their brilliant ideas and insights. I have lost count of how many annual conventions I have attended, but they have never, ever, disappointed me.

It is impossible to name all the excellent speakers and impossible to attend all the talks in this 46th Convention but just to name a few, I found Ric Hulme's talk on how to design engaging homework extremely useful. I intend to put all his ideas into practice and feel indebted to him because I am positive my students will find them engaging and useful.

I love the reflection that Lindsay Warwick shared with her audience on the Happy to chat bench and how we can help our learners to be successful at small talk so important in these ideas where loneliness has become such a major ingredient in our social fabric.

Karen McGhie has helped me reflect on how I can make a better use of my textbook and as she brilliantly put it not become a slave to it but rather use it for the class benefit while ensuring that my creativity as a teacher is not stifled in the process.

Teresa Bestwick did a wonderful job by offering insights and examples of how to personalize the class content and activities to cater for our learners' interest and she always has that constant smile on her face which I interpret as clear evidence of one of the best traits that language instructors can have, building great rapport with their learners. Thank you for your warmth and kindness, Teresa!!

I followed the advice from TESOL-SPAIN president about attending a talk about a topic we are not usually interested in; I have never taught business English but just as Gerald predicted I found Marjorie Rosenberg's talk highly interesting and useful.

Chris Richards reshaped the notion of taboo and inappropriate vocabulary by helping us reflect on how many painful cultural misunderstandings arise from our learners' lack of awareness of slang and then I remember how Tammy Santana illustrated her expertise in Andalusian culture by praising the views from my apartment calling me..., well calling me what in my home region would never qualify as a compliment but in her home city of Seville definitely does!! LOL..



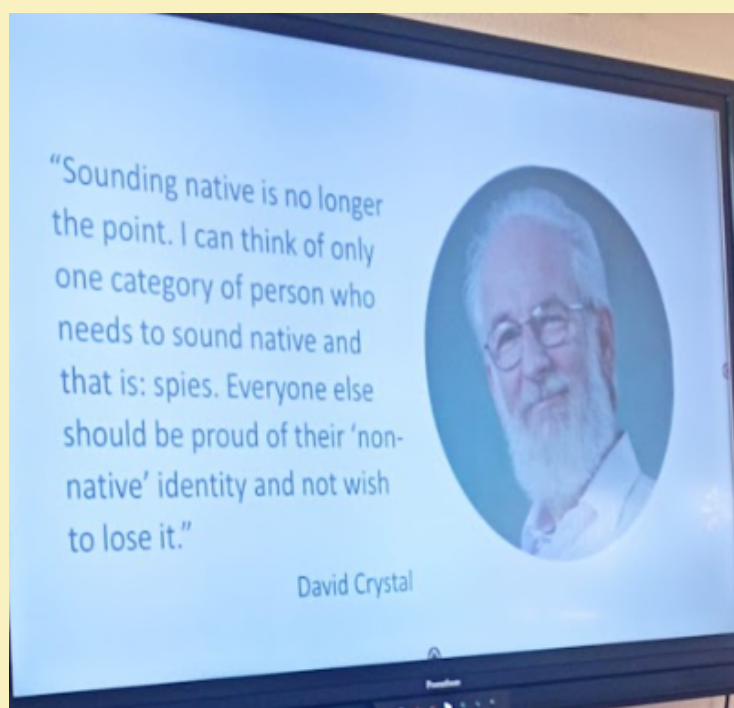
Tammy, thank you to all of you, all those native speakers of English, Hillary, Karen, Rebecca, Ric, Matt.. there are hundreds of them who walk their talk and do not expect their students to achieve something they have not previously done themselves.

I feel gratitude and respect for all those experts who having English as their first or second language, feel quite or even perfectly at home in my country. They have embraced our culture, they have gone through the exciting but also painstaking process of learning a foreign language and are fully aware of the highlights and richness of our cultural and historical heritage.

These annual conventions are not only relevant and useful but I also think they fit perfectly well with my soul-searching process in terms of where I stand as an English teacher. I am part of the close-knit and amazing community of TESOL-SPAIN and these annual conventions help me get over the bad days, when I feel overworked, frustrated or disappointed with myself or my learners so every year when the plane engines start roaring, I feel the thrill and excitement of heading in a new direction, because just as Scott Thornbury reminded us, we do have the freedom to enrich our own journey and our learners' by exploring uncharted territory and marveling at The road ahead, Km 0.

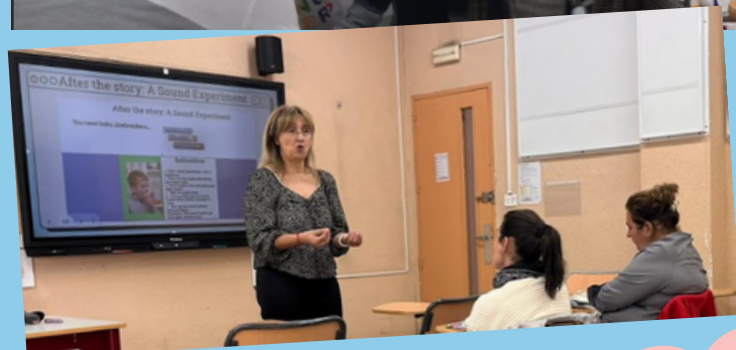
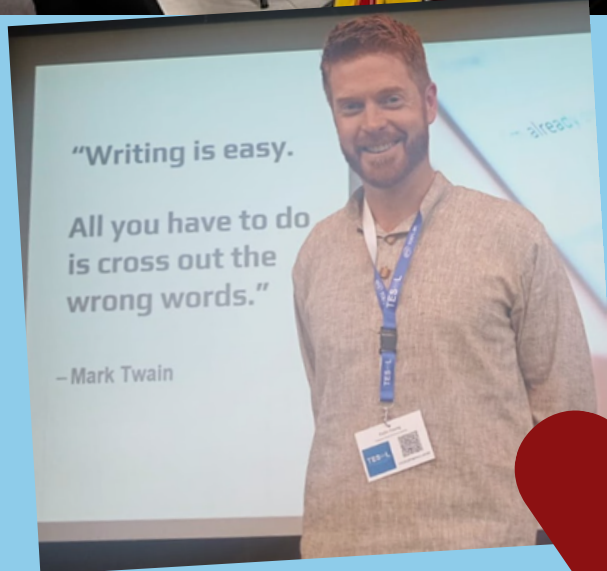
My heartfelt thanks to all those who have managed to set up this event, I am already looking forward to the next annual convention in Cáceres.

- Maria Fachal Corbeiro



TESOL-SPAIN's Annual Convention is one of my favorite ELT conferences of the year. It's always full of wonderful open-minded and friendly people and the TESOL-SPAIN team is absolutely fantastic. It was a pleasure to contribute to the program and to connect with the TOEFL team and teachers in Spain.

- Joanna Wrzesinska



Thanks to all the speakers and attendees!



After two years of meeting online, this year's TESOL-SPAIN convention was held in person, in Madrid. Even though I attended previous online conventions, experiencing this whole event in person was something different. The moment I entered the EOI Jesús Maestro's building on Friday afternoon, I felt a rush of excitement among all the attendees. I was so glad to meet some board members, see again some familiar faces of people I met in the past as well as meet amazing teachers.

The event started with the opening session given by Gerard McLoughlin followed up by the first plenary on picture books given by Sandie Mourão. Then it was the turn of my session in which I provided some tips and examples of gamification and game-based learning. The cocktail was another fantastic opportunity to speak and meet other people.

Over the next two days, a bundle of exciting sessions on different topics of interest was held. I enjoyed talks from many diverse speakers like Chris, Sandra, Michelle, Gustavo, Samuel, Elena... learning easy tips to stretching language learning, what is the process to implement the inquiry process, integrate trips and books to work on vocabulary and grammar, use AI to give feedback and much more. Apart from all the sessions offered, sponsors from different editorials and organisations were placed around the different floors of the school to facilitate interaction and information sharing. I thoroughly enjoyed the whole three-day experience as these events give us, the opportunity to connecting with other people, share, keep growing, learning, and developing as teachers. In our profession it is important we support and learn from each other to help children to develop further.

Finally, I would like to thank all the TESOL-SPAIN board members, and volunteers for all their hard work preparing and organising such an event. Also, a thanks to everyone for making this event memorable.

- Meritxell Blanco



“ TESOL-SPAIN definitely rocked and made me learn a lot as a helping hand. It was my first experience with TESOL outside my country and I enjoyed it very much. Thank you for being inclusive and diverse academically and professionally. It was a rewarding and warm time.

- Eduardo Beccerit

I just wanted to say that it was very moving to be at the convention this year as a speaker. I have been a member of TESOL-SPAIN for longer than I like to remember 😊 and this was the year when I decided to give back some of the knowledge I have been accumulating throughout the conventions. I was looking forward to sharing with fellow teachers what I do in my classes and see if they could profit from it.

Thank you again for organising such an inspiring event.

- Sonia Álvarez

Prof. Stella Palavecino, Global Grant winner talks about her conference experience

The 2023 convention - 'Km0 – The Road Ahead Together' – was held at EOI Madrid Jesus Maestro. The first face-to-face conference since the pandemic, this was a superb opportunity to come back together as an educational community. This was my first time attending this TESOL conference so I was really excited about the event.

I arrived in a sunny and even warm Madrid winter, late on Thursday afternoon. The morning after, I was nicely surprised to meet all the TESOL Committee, all sitting at a breakfast table of the same hotel I had randomly chosen. I was really delighted to meet the people with whom I had been conferencing online for two years. I could not help going to their table to say hello and thank them for this opportunity. At long last, we were all coming off a laptop computer screen to meet in the flesh.



Friday

I walked from the hotel to the conference centre to attend the opening ceremony, held by President Gerard McLoughlin online and, on stage, the vice-president and external liaison officer Annie Altamirano, together with the convention coordinator, Caroline Allen Gardner. They took turns to welcome all participants and speakers, and they soon detailed the organization and schedule of the whole event. Annie Altamirano made a special note on the use of the app. My big heart-felt thank-you to Annie! It was a wonderful tool, which kept all the attendees updated with the convention news minute after minute: it was really practical and handy, especially because it also allowed all the participants to get in touch with one another, to send/receive messages, and to connect with new and old colleagues and friends. Soon after the conference was over, I realized that it magnificent tool also allowed participants to watch the recordings of some talks and plenary sessions of the event.

The opening plenary was delivered by Sandie Mourão. She presented her "picturebooks" as vehicles for the "road ahead together." Her innovative material provided invaluable food for thought about the story books we use in the EFL classroom. All the participants left with lots of takeaways to work in class.

I attended a few more sessions in the afternoon, including Rachel Paling's integration of professional coaching to language teaching to English pronunciation, and rushed to the hotel to get ready for the Opening Cocktail at the Sala Templo, in Madrid. Meeting all colleagues, new and old friends at this gathering was the crown of the day. It seemed almost unbelievable to meet so many Argentinian teachers living and honouring our profession as teachers of English in Spain. To be honest, it made me a bit sad that our country has not given them the place they do deserve, but at the same time, I was happy for them. I was thrilled to see the courage they had as they made their professional ways into the Spanish TESOL environment so successfully.

Saturday

This was another busy day. The plenary was held by Scott Thornbury. The auditorium was crowded. He delighted the audience with his reflections on the way we emerged from the pandemic and faced the road ahead: doubtlessly food for thought. My presentation and other sessions followed. During my talk, I enjoyed introducing a new strategy to teach pronunciation to young learners which appeal to emotions. 'Emopron stories', as I dare call this teaching strategy, can make nonexistent sounds in the mother tongue easily acquired, noticeable, and fun. Everything went on well and participants were interested in getting the story books I wrote. I gave some books as presents.

After that I got relaxed and enjoyed the sessions that followed mine. Participants could choose from a wide range of talks on all areas. As Scott said on Saturday plenary, all of us were after discovering the untrodden path, among the vast array of talks which went from Teaching English to Dyslexics, designing and writing material , ICT tools, innovative strategies to teach all the skills and much more. At the end of the day, there was a special dinner at a restaurant where we could —again— meet colleagues, socialize and have fun.

Sunday

The last day of this amazing conference started with songs for the English classroom , followed by other incredible talks which we packed in our suitcases before we went home. The final day's plenary session was held by Libor Štěpánek, on the fabulous topic of authentic and experiential principles of creative approach to language teaching. He addressed creativity in such a way that invited participants to broaden their teaching repertoires.

It goes without saying that one of the best things about the Conference was the contact with people of our field. We exchanged lots of things about our lives, especially on some breaks in between the talks, excellent opportunities to catch up at the 'Coffee Corners'. TESOL attendees were so delightfully open and so enthusiastic!

A final word

This conference is open to many professionals; therefore, in my humble opinion, a recurrent goal among the members of the committee is to keep enabling teachers from all over the world to participate. This is how I got to Madrid. I supposed that other colleagues such as Monserrat Tarrés Molina —the Robin de Andrés Grant winner—, and First-Time speaker Fiona Hunter could not believe their eyes when they found themselves as winners of TESOL-SPAIN Grants. I am so grateful to TESOL-SPAIN for having chosen me as the recipient of the Global Grant.

If you are thinking of applying but you fear you have nothing to offer, you must believe me that the most amazing topics you can share with other teachers are simply —and no less than— the classroom activities that you have planned on the basis of your learners' needs, and which have proved indeed fruitful.

In any case, if you just want to learn about all the latest trends and debates in TESOL, you will always be a winner. This conference is a gift, and its ensuing reward is something that you can pack into your suitcase, take home, think about, and use in all your professional contexts.

All in all, my first face-to-face TESOL Conference was an experience I will never forget. Now I am looking forward to Cáceres 2024, entertaining the certainty that the global situation will improve and will allow me to travel to Spain again. No doubt Cáceres will have a world to offer, and we will of course be there!





**Thanks to all the organisers, volunteers
and the tech team!**



Fiona Hunter, winner of the First-Time Speaker Grant talks about her conference experience

Well, I wasn't expecting THAT!



The TESOL-SPAIN convention was a truly transformative experience for me. Does that sound a bit over the top? Well, I'll try to give you some perspective.

THE STORY

Once there was a teacher of young and very young learners (that's me!), and she'd been working away on her own for around 9 years or so. Before that, she'd worked for academies and other organisations and would attend conferences when she could. When she started out on her own though, she left these events behind. No big deal, right?

Well, this teacher had lots of friends who were teachers and some of them would regularly speak at conferences. This was a truly terrifying prospect for the teacher and quite frankly, she just couldn't understand the motivation. Why voluntarily put yourself through what must be an excruciating experience?

Well, the years passed and then suddenly a sinister virus gripped the world. Teaching conferences moved online. The teacher decided to attend the TESOL-SPAIN convention in 2021. "Oh wow!" she thought. "This is actually pretty cool!" She really enjoyed the messages back and forth between colleagues in the online discussion threads and attended some really thought-provoking sessions. "Again! Again!" she decided. So...she attended online in 2022 too.

Eventually the virus lost its potency and the world started opening up again. Conferences started returning to a face to face format with a wee bit of hybrid thrown in. The teacher resolved to watch the online plenaries and keynotes.

BUT...this teacher was a lucky teacher. This teacher had some very supportive colleagues who liked to nudge. You see, this teacher had quite a lot to contribute really. She'd been developing her own courses, experimenting with her approach and had even self-published hundreds of resources. The friends persuaded the teacher to put in a speaker proposal for the 2023 TESOL-SPAIN convention!!!

This was a shocking idea for the teacher, but she reasoned that it probably wouldn't be accepted anyway. What's the harm? While she was at it, she put in a proposal for the First-Time Speaker grant. Pleased that she'd at least put pen to paper (or fingers to keyboard), she put all thoughts of the convention out of her mind. UNTIL....

One fine day, the teacher was avoiding getting out of bed, and opened her email. She had not only BEEN ACCEPTED as a speaker, but she had also WON the first time speaker grant. "No way!", "WOW", "Yippee!", "Eeeeek!" she thought. So, this was it. She was going to do this thing!

The months passed, the teacher prepared her session, booked her travel and accommodation; she even got her puppet, Winston, involved, then early on the 10th of March she boarded the train for Madrid. And....she did her session, attended other interesting sessions and spoke to some nice folk. THE END?! Nah...

WHAT WAS SO UNEXPECTED?

Honestly, I had no idea that I would get so much out of the experience. I had been so focused on my fear of speaking at events like this, that I was completely unprepared for how personally and professionally enriching it would be.

From the moment I walked in, I was overwhelmed by how friendly everyone was. Throughout the conference there was such a positive atmosphere and an eagerness to share, learn and connect.

I don't know if I've ever experienced anything like it in my almost 20 years of teaching. I think part of the fear that held me back in the past was a fear of judgement. I needn't have worried! When you have so many people motivated to learn from each other, that just disappears.

So, rather than it being all about my session (which went down well!), for me it became all about the people I was honoured to meet and listen to. There are so many others that I didn't manage to speak to, but there will definitely be other opportunities. Nothing will hold me back next time!

WHO AM I ANYWAY?!

Well, you can probably tell, I'm a fan of stories!

I'm Fiona and I'm a young and very young learner specialist. I am interested in using stories, crafts, games and songs as tools to increase language acquisition, and I have a keen interest in other child-centred teaching methodologies.

Over the years I have created, curated and self-published engaging materials for both preschool and primary. All of this is available on <https://kidsclubenglish.com>

I'm also passionate about helping other YL and VYL teachers in their teaching journeys and I really want to help them plan less, while helping their learners learn more. I've realised that something that really energises me is supporting other teachers, whether that's been in the role of a teacher trainer or in more informal consultations. Actually....I've got some exciting news related to this coming soon!

I regularly share teaching tips and ideas on social media and I'd love to connect with you there or through my mailing list. You can find me at any of these places:

LinkedIn - Instagram - Facebook - Email: fiona@kidsclubenglish.com



LAST BUT NOT LEAST

Thank you so much to TESOL-SPAIN and all the incredibly committed committee members. It was an amazing event on so many levels and I'm sure I wasn't the only one to have their socks blown off (in the nicest way possible).

THANK YOU for the opportunity not just to attend as a speaker, but also to gain some much appreciated new perspectives.



♥ Thanks ♥
to all the
publishers!

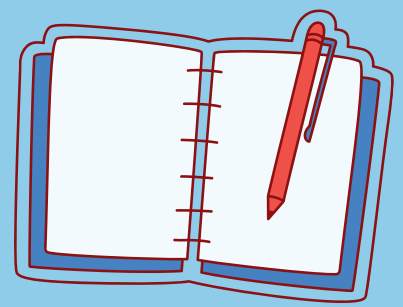


Also in this month's newsletter...

- Word Spot
- Education for All: Teachers' Voices webinar series
- Learner Preferences in the ELT Classroom
- *New feature!* Poem Activity
- Dates for your diary



TESOL-SPAIN events April



Are you an infants or
primary teacher?

Come along to our monthly meet-up to share your
thoughts and experiences with other teachers.

Thursday 20th April at 6.30pm

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

Looking for lightbulbs

The third term is about to restart after a week's break. Are you the type of teacher that is looking to improve your teaching and also looking for community? Whatever your teaching environment is, primary school, secondary school or academies, this workshop is about your teaching practice.

This two-part workshop has been designed to help you reflect on your own teaching practice. Using a framework based on emotional intelligence and guiding questions, you will, over the course of the month, be prompted to think about your teaching a little outside the box and look and find those lightbulb moments.

In the first session, we will focus on the theory and make sure that the framework is easy to follow for all. Then you will spend the next month, taking the time to apply this to your own teaching practice. In the second session, we will reflect as a group on what we have learnt.

If you are ready to put in the work as it will be about a commitment of 2 to 3 hours a week for the month, and you are excited to see how self-reflection and shared reflection can have an impact on your teaching practice, join us!

Claire Martine Moloney started her teaching career as a Language Assistant in a Primary School in Malaga 13 years ago. She has been the Head of Studies at NEP English School in Malaga since 2016. She is passionate about seeing the learning experience as a creative, emotional, and inclusive process, anything to do with computers and teacher training. She has a particular interest in reflecting on teaching and helping others be the best teachers possible. Connections with people are what gets her up in the morning.



Word Spot: *A Sense of Self*

Dr. Daniel Brint



English – like Dutch – is an ‘*analytic*’ language (one which makes fairly limited use of inflection, unlike Latin, Greek or Sanskrit, for example). The word *self* therefore stands out as an exception, permitting morphology to shape the reflexive pronouns *myself*, *yourself* etc. And this linguistic choice might provide a little window onto language and culture, taking in philosophy and religion along the way. Why was it so important for English speakers to be able to use specificity with this word whereas verbs make only limited use of inflection?

The Old English *sylf* (West Saxon), *seolf* (Anglian), Old Frisian/Dutch *zelf*, Old High German *selb*, seems to have evolved both to identify agency (*herself*), and community (*ourselves*). *Self* as a noun rather than pronoun appears around 1200 CE meaning ‘the person or thing previously specified;’ and in early 1400 CE as ‘a person in relation to that same person.’ Self matters. As David Forster Wallace observes in his essay *We are Water*:

*...everything in my own immediate experience supports my deep belief that I am the absolute centre of the universe; the realest, most vivid and important person in existence. [...] Think about it: there is no experience you have had that you are not the absolute centre of. The world as you experience it is there in front of YOU or behind YOU, to the left or right of YOU, on YOUR TV or YOUR monitor. [...] my natural, hard-wired default setting which is to be deeply and literally self-centered and to see and interpret everything through this lens of self.**

And the ‘lens of self’ takes on a linguistic focus.



*Wallace, D. F. (2009). *This is water*. Little, Brown & Company.



But even if that sensation is a constant of human nature, the cultural and social role of the individual changes with time. Most of the compound adjectives and nouns formed with self we are now familiar with emerge after 1600. This doesn't mean some equivalent cannot be found in earlier texts but they do not achieve popular and current usage earlier than 1600.

Here are some examples:

Self-esteem (1650)

Self-centred (1670)

Self-conscious (1680)

Self-absorbed (1700)

Self-appointed (1750)

Self-awareness (1828)



It difficult not to draw the conclusion that as religious and philosophical ideas placed the emphasis more and more on individuals (displacing the earlier focus on gods and divinely appointed humans), language reflects this change. As the 20th and 21st Centuries increasingly addressed psychology and behaviour, a new set of compounds appear: *self-medicate*, *self-harm*, *self-denial*. The current dominance of social media has shaped its own *narrative of self*, mostly created (some would say manipulated, distorted and monetized) by the world of *Instagram* and *Tik-Tok* and it comes as no surprise that *selfie* was the Oxford Dictionary *Word of the Year* in 2013.

It is curious to note that in adjectival usage, although most phrasal adjectives are hyphenated before a noun but left open after ("That old-fashioned shop is charming," but "That charming shop is old fashioned"), compounds that include the prefix *self* are hyphenated in both positions: "The self-conscious student felt nervous about giving the interview." "The student was nervous about giving the interview because she felt self-conscious."

Though if, as David Forster Wallace says, we are always at the centre of everything, it should probably come as no surprise that we won't even surrender a hyphen along the way.

I am sure you will enjoy Clare Martine Moloney's session on self-evaluation and self-reflection this month and next.



EDUCATION FOR ALL

Teachers' Voices

Did you attend the first webinar in the new Teachers' Voices series?

The next one is coming up at the end of April, hosted by TESOL Ukraine. Then TESOL-SPAIN will be hosting May's event.



- Each theme of the webinar will be about a challenge faced and how the teachers managed to cope with the challenge and how they were able to "heal" themselves and continue their profession with the help of their colleagues, teachers and network.
- They will be held on the last Wednesday of each month.
- All our affiliates will be able to join these webinars.
- There will not be presentations. Instead, after a 5 -10 minute introduction to the webinar, the teachers who have volunteered to share their experiences in the related challenging situation (3 or 4 teachers in total) will share their "now and then" experiences in a 10-minute slot.
- Following this, they will ask several questions to the participants.
- The participants then will be sent to breakout groups where they will discuss these questions.
- At the end, when we are together with the whole group, the speakers of the groups will share the summary of their discussion with the whole group.

EDUCATION FOR ALL

Empowering Lives through Education and Unwavering Community Support

As educators, we are profoundly aware of the life-changing power of education. Every day, we witness the magic unfold in our classrooms, guiding our students towards growth and knowledge. But when natural disasters disrupt our capacity to impart that precious education, the strength of community support and professional development becomes indispensable.

Recently, my colleagues and I from Teachers for Peace were honored to participate in the inaugural session of Teachers Voices, organized by TESOL Turkiye in response to the devastating earthquake. In this sacred space, we came together to find solace, exchange experiences, and delve into coping strategies. United, we embarked on the journey towards healing.

Our hearts were deeply touched by the powerful stories of courage and resilience from our fellow teachers in Turkey, who face immense challenges amidst the aftermath of natural disasters. Yet, against all odds, these teachers stand unwavering in their commitment to education. They perceive the life-altering impact that education can bring to their students and remain steadfast in delivering it by any means necessary.

At Teachers for Peace, we wholeheartedly share this conviction. Our global community is devoted to empowering children and women through education. We acknowledge the transformative potential of education and the unbreakable bonds of community, recognizing the significance of focusing on the beacon of education in times of turmoil. We firmly believe that teachers hold the key to building a more harmonious world.

Hand in hand, we can positively impact the lives of those who have been touched by natural disasters, war, and injustices. We can champion peace and education for all, lighting the way to a brighter, more hopeful future for our students.

- Jennifer Richmond



Please get in touch if you would like us to feature an educational project you work with in future issues.

Please note: TESOL-SPAIN is keen to share information on educational projects but is not affiliated with the organisations involved.

Poem Activity

Dr. Daniel Brint



Welcome to a new 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.

This is a fun activity you can adapt to any short text, story or in this case, poem. I think poems work particularly well because rhyme and rhythm are memorable and memory is key to this approach. I came across this idea in the Cambridge handbook for teachers series *Memory Activities for Language Learning* by Nick Bilbrough.

First of all, the poem. It's called **Tourist**.

I took a photo of the café
While I had a cup of tea,
Another of the cream cake
And then a cool selfie
I looked around the market square
With stalls all full of fruit
I took a picture, sitting there
Dressed in my best blue suit.
I had hardly finished
When it began to rain
The sun suddenly vanished
The wind and showers came
A waiter took my cup and grinned -
I watched the empty square -
How could I photograph the wind,
Invisible as air?



The poem has 16 lines. Ideally students work in pairs although this can be done individually if you have a smaller class. I don't show them the poem in advance and I don't explain what they're doing. The reason is simply that I think it's more fun to discover what you're doing as you do it and realize the importance of paying close attention to the lines.

Imagine a class with 32 students, so with 16 pairs or a class with 16 students in eight pairs. Choose a pair and ask them to read the first line from a PowerPoint presentation. Slide one only contains this first line.

(Pair 1/slide 1): I took a photo of the café

Discover
Pearson English Assessment
English Exams to get you
where you want to be



When they have read it, ask the next pair to read the next line, which is on the following slide. However, they should also read the previous pair's line but only with the first letters of each word as a prompt.

(Pair 2/slide 2): I T A P O T C
While I had a cup of tea,

Continue in the same way to the end of the poem.

(Pair 3/slide 3):
I T A P O T C
W I H A C O T
Another of the cream cake

And so on. As the poem progresses, students will inevitably struggle to remember some of the words and I have no problem with other students helping them remember. The activity is basically a drill as you can see how often the lines will be repeated. That's why the poem format is very attractive as it will probably contain nice descriptive language. The content can be used for many purposes, you might want to highlight a grammatical structure - used to and would for example, or it could be used to practice week forms like the and can or it can be a vocabulary lesson where the adjectives or verbs are the main focus. It is also easy to use with mixed ability classes as you can make the weaker students the readers at the beginning of the poem and the stronger students at the end. You can also mix pairs so that you have stronger and weaker students working together.



Having a good anthology of suitable poems – such as *The Works* by Paul Cookson is a useful resource but as the poems are very short I often make up my own, as in this case.

This is the full poem with prompts.

I T A P O T C
W I H A C O T
A O T C C
A T A C S
I L A T M S
W S A F O F
I T A P S T
D I M B B S
I H H F
W I B T R
T S S V
T W A S C
A W T M C A G
I W T E S
H C I P T W
I A A?

If you decide to try this activity, please let me know your thoughts and any suggestions you might have for improving it. You can write to me at the email address above.



Learner Preferences in the ELT Classroom

Marjorie
Rosenberg



My first introduction to the concept of learner preferences was in a course held for adult educators by the Chamber of Commerce in Austria some thirty-five years ago. This was an eye-opener and revealed several important things to me as both a learner and a teacher. After discovering that we all had strengths and weaknesses based on our learning preferences I understood both where my difficulties as a second language learner were as well as gaining understanding of those I was teaching. I then began to study the different styles, experiment in language classes with new ideas and look into ways to help students who had questions about learning a language.

Definitions, models and implications

The place to start is with the learner preferences which teachers easily notice in the classroom. Based on a combination of classroom observation, two small-scale research projects at the University of Graz and discussions with a wide range of educators, I have limited my use of 'styles' or 'preferences' or to the three areas Andrew Cohen mentions as being useful to understanding the process of language learning. These are: sensory/perceptual, cognitive and personality-related preferences. For me this translates to three models: firstly the visual, auditory and kinaesthetic perception based on research by Walter Barbe and Raymond Swassing (1979); global and analytic cognitive processing as defined by Herman Witkin (1977), and a model called 'Mind Organisation' created by April Bowie (1997) which gives insight into preferred behaviour in learners.

Learner characteristics

In general, visual learners like to see things written down and may feel stressed when they have to rely completely on listening, especially with new or unfamiliar material. They are usually comfortable with materials containing pictures, drawings, graphs or visual puzzles. Auditory learners, on the other hand, may need to speak in order to process or recall information. Activities which help them to learn include dictations, discussions, pair work, songs and other auditory input or practice. Through observation of learners, it became apparent that the kineasthetic style actually divides into two different types, emotional and motoric. Kineasthetic emotional learners need to feel comfortable in a group or class and they like to discover their own reasons for learning.



They generally appreciate cooperative learning activities, personalised tasks, and creative assignments. Kineasthetic motoric learners, however, need to experience things for themselves. What is useful for them is presenting material in a way that encourages movement, mingling with others, and walking about in the classroom.

Looking at cognitive processing, learners tend to be more analytic or more global in dealing with and recalling what they have learned. Learners who lean towards the analytic thinking style often prefer to work alone without distractions from a classmate. They also remember details and find that structure is a part of their learning. Global learners are usually more capable of multi-tasking and may work on several things at the same time.

The research of Anthony Gregorc led April Bowie to come up with a model she called 'Mind Organisation'. It is based on the idea that people perceive the world around them in an abstract way through thoughts and feelings or in a concrete one through the five senses. They then organise the information they have received sequentially or randomly leading to four distinct styles. The 'Power Planner' (perceives concretely, organises systematically) learns best when they have rules and know exactly what is expected of them. They are task-oriented and often the leader in groups. The 'Expert Investigator' (perceives abstractly, organises systematically) generally enjoy research and may be skeptical if they don't feel they have all the facts. They rely on abstract ideas and logical arguments and reason. The 'Flexible Friend' (perceives abstractly, organises non-systematically) are generally relationship-oriented and often need to like those they work with. They are empathetic and intuitive. The 'Radical Reformer' (perceives concretely, organises non-systematically) thrives on change and challenges. They value authentic materials and often have creative ideas and like to stand out as individuals.

Misconceptions

It is important to keep in mind that preferences are not 'right or wrong'; some may just be more conducive than others for learning a particular subject. In addition, there is a difference between style and competence. Not everything is easy or enjoyable to learn but when the motivation is there, learners find ways to succeed. Another important point is that we refrain from pigeon-holing learners in any way but need to accept our learners as individuals with unique ways of processing information rather than as a homogenous group.



The best way to reach all of them is to use a mix of methods and vary what we do in the classroom. Sometimes, if a learner has not understood a concept, explaining it in a different way may help him or her to grasp the concept. When we first harmonise with learners and then challenge them, we can help them to stretch out of their preferred modes and become autonomous and independent learners. As Guild and Garger say 'it is possible to strive for uniform outcomes but to intentionally diversify the means for achieving them'.

In conclusion, it is a good idea to remember that we often teach in the way we learn ourselves. Taking some time to observe what we do and what we expect from our learners is the first step to expanding our repertoire. Once we begin to open our minds to new ideas and experiment with them, we often find that different ways of explaining and practicing material, we often find that the cycle of learning becomes more enjoyable and that motivation increases, both for our learners and for ourselves.

References:

- Barbe, W B and Swassing, RH Teaching through Modality Strengths: Concepts and Practices Zaner-Bloser Inc. 1979
- Bowie, A Adolescent Self-Perceptions of Learning Styles: A Qualitative Study Master's Thesis, Antioch University, Seattle 1998
- Cohen, A 'foicus on the Language Learner: Styles and Strategies and Motivation' in Schmitt N (Ed) An Introduction to Applied Linguistics Hodder Education 2002
- Guild, PB and Garger, S Marching to Different Drummers Association for Supervision and Curriculum Development (ASCD) 1998
- Rosenberg, M 'Learning and Styles: Learner-Differentiated Approaches and Methods' in Looking at Learning Waxman 2011
- Rosenberg, M 'Learning Styles and Learner Strategies' in Forschende Fachdidaktik II, Narr 2019
- Rosenberg, M Spotlight on Learning Styles Delta Publishing 2013
- Rosenberg, M Creating Activities for Different Learner Types Wayzgoose Press 2016
- Witkin, H A and Goodenough, D R Cognitive Styles: Essence and Origins International Universities Press 1981

Marjorie Rosenberg has been training corporate clients, university students and teachers in Austria since 1981. She has written extensively in the business English field and has published course books, teacher resource books and two methodology books, '*Spotlight on Learning Styles*' (Delta, 2013) and '*Creating Activities for Different Learner Types*' (Wayzgoose Press, 2016). Marjorie has long been involved in running teacher associations both in Austria and internationally and is a past president of IATEFL.

It's a sad day when you have to say goodbye to a dear colleague and friend. Alberto Gaspar, President of the Portuguese Association of Teachers of English (APPI) passed away on Tuesday, March 28th.

Alberto was not only the President of one of TESOL-SPAIN's sister associations but also a respected professional who devoted himself to promoting and improving the teaching of English in Portugal. He was always supportive and generous with APPI members and teachers in general, and became a role model for the younger generations who looked up to him as a mentor and an example.

I met Alberto in 2004, when I first attended the APPI conference in Póvoa de Varzim and I was impressed by his energy, enthusiasm and warmth. He opened the doors of APPI and of Portugal for me, for which I will never be able to thank him enough.

Thanks to your ongoing support and friendship, I have become part of the APPI family. You will be sorely missed, dear friend.

Obrigada por tudo e até sempre.

- Annie Altamirano



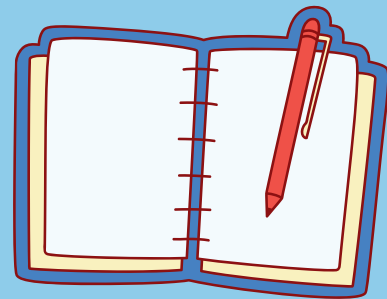
Cambridge Scholars Publishing are inviting proposals for academic books and edited collections in Humanities and Social Sciences. We publish in all major fields of academic research and practice (Humanities and Social Sciences, Physical Sciences, Life Sciences and Health Sciences). To submit a book proposal, please visit our website, where you can complete a Book Proposal Form.

We aim to always put our authors first in everything that we do. We make no charges for publication and we offer an escalating royalty payment – the more titles sold, the higher the royalty rate, from the first copy. We distribute internationally, and sell to more than 100 countries and to the world's leading research and study centres. We review all proposals quickly, and we try to reach a decision within one month of receipt. If your book is accepted, we will publish it in handsome hardback format and as an eBook for our academic library customers.

We are always happy to share our philosophy and approach to scholarly publishing. You can learn more about Cambridge Scholars Publishing from this exclusive No Shelf Required online magazine profile.

Cambridge Scholars Publishing was founded in Cambridge, UK, more than 20 years ago, and have since grown to be one of the world's leading scholarly book publishers, with more than 700 academic books published last year. Please note that we are fully independent, and not affiliated to or associated with the University of Cambridge or Cambridge University Press in any way.

Dates for your diary



CURSO 2022-2023



Asociación

Enseñanza Bilingüe

FECHAS		PONENTES	INSTITUCIÓN
2022	17 - NOVIEMBRE	Cristina Manchado Nieto	Universidad de Extremadura
	15 - DICIEMBRE	Elena Serrano Moya	Universidad de Alcalá
2023	19 - ENERO	Isabel Alonso Belmonte	Universidad Autónoma de Madrid
	15 - FEBRERO	Mercedes Pérez Agustín	Universidad Complutense de Madrid
	16 - MARZO	Virginia Vinuesa Benítez	Universidad Rey Juan Carlos
	20 - ABRIL	Esther Nieto Moreno	Universidad de Castilla la Mancha
	18 - MAYO	Sabrina Gallego Verdi	Instituto Nacional de Evaluación Educativa
	19 - JUNIO	Judith Dadey	Universidad Rey Juan Carlos

[Click here for details](#)



Call for Papers

[Click here for details](#)



Dates for your diary



Educational Forum 2023



**A confident
Learner**

19–21 April

Register for
live Webinars!

**A widely popular and recognised online
conference for ELT educators**

Come and let your teaching flourish this spring!

✓ **Generation Alpha** kids
– creative and relational
or technology-oriented?

✓ Why should we bring
visible thinking into play
in teaching teens?

✓ How can technological
development support
adults in developing
their **language
confidence**?

Magda
Kania



Elisabeth
Beer



**Excellent
speakers**

Mike
Mayor



Lindsay
Warwick



Nina
Lauder



Anna
Kolbuszewska



Check the program
and register now!



**Be yourself
in English.**

[Click here for details](#)

Dates for your diary



Having Fun and Teaching IELTS Reading

April 23rd, 7:00 – 8:30 pm EDT

[Click here for details](#)



Working with Adult ELL Students with Undiagnosed Learning Disabilities

April 26th, 7-8pm EDT

[Click here for details](#)

La información contenida en este mensaje y/o archivo(s) adjunto(s), enviada desde TESOL - SPAIN (Teachers of English to Speakers of Other Languages), es confidencial/privilegiada y está destinada a ser leída sólo por la(s) persona(s) a la(s) que va dirigida. Le recordamos que sus datos han sido incorporados en el sistema de tratamiento de TESOL - SPAIN (Teachers of English to Speakers of Other Languages) y que siempre y cuando se cumplan los requisitos exigidos por la normativa, usted podrá ejercer sus derechos de acceso, rectificación, limitación de tratamiento, supresión, portabilidad y oposición/revocación, en los términos que establece la normativa vigente en materia de protección de datos, dirigiendo su petición a Avenida Ramón y Cajal S/N Edificio Viapol Portal A, Planta 4 N°13, 41018, Sevilla o bien a través de correo electrónico: tesolspainpresident@gmail.com ; tsantana44@gmail.com.

Si usted lee este mensaje y no es el destinatario señalado, el empleado o el agente responsable de entregar el mensaje al destinatario, o ha recibido esta comunicación por error, le informamos que está totalmente prohibida, y puede ser ilegal, cualquier divulgación, distribución o reproducción de esta comunicación, y le rogamos que nos lo notifique inmediatamente y nos devuelva el mensaje original a la dirección arriba mencionada. Gracias

The contents of this message, as well as the contents of any attachments sent by TESOL-SPAIN (Teachers of English to Speakers of Other Languages), are addressed exclusively to the addressee(s) and may contain privileged or confidential information. We hereby inform you that the personal data contained in this document, including any contact information, is protected in accordance with the General Data Protection Regulation (2016/679) and other current legislation regarding the protection of personal data. We remind you that TESOL-SPAIN (teachers of English to Speakers of Other Languages) will process the data in order to manage the relationship you have with us. The data will be retained while the purpose for which it was collected is maintained. You can request access to your personal data at any time. You also have the right to request the correction, cancellation, copying or deletion of your personal data; for this you must contact Avenida Ramón y Cajal S/N Edificio Viapol Portal A, Planta 4 N°13, 41018 Sevilla, or by email to: tesolspainpresident@gmail.com ; tsantana44@gmail.com.

Access to this information by persons other than those designated is not authorised. If you are not the indicated recipient, you are hereby notified that the use, disclosure and/or copying of the contents of the message without authorisation is prohibited under current legislation. If you have received this message in error, please inform the sender immediately by email, copy the original message to the email address mentioned above and proceed to delete the mail received.

ISSN 2255- 0356