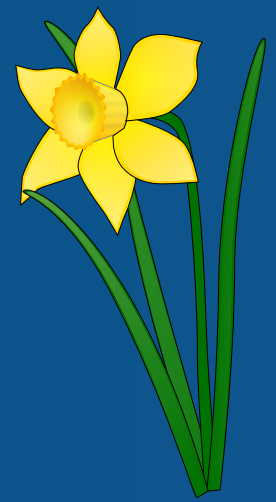


TESOL SPAIN



Newsletter

March 2021 Issue 74



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Dear TESOL-SPAIN member,

Welcome to the March issue of our digital newsletter. We have a good bag of news and reviews for you this month, as well, of course, as some last-minute updates for our convention.

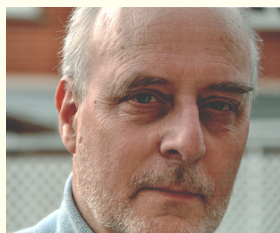
Two of our convention speakers have book reviews in this month's publication – Mark Hancock (Sunday 14th, 9:40)'s PronPack5 has been reviewed by Frank López Buyo, our AC in Murcia, and Chris Walklett (Saturday 13th, 13:30)'s Teaching Tracks receives a glowing write-up from fellow Music Man, Kevin Salvage.

Also in this issue you'll find invitations to free online theatre, thanks to The Bear from Prague, convention information from our sister organisation ELTA Serbia and details of storyteller David Heathfield's new teacher training course. And of course, TESOL-SPAIN's programme of teacher-training webinars continues with Emily Lee's session on Saturday 27th March at 11:00 entitled Managing challenging behaviours in hybrid teaching. Don't miss it!

We'd like to thank everyone who signed up after reading the special pre-convention February issue – and who spread the word to friends and colleagues about the great line-up of speakers, publishers and sponsors, and all the networking opportunities which make convention-going the fun it is – even online!

Send us your feedback on the 4-day event - who did you watch, who did you meet, what did you try, what did you enjoy? We'll be publishing a selection of your comments in our April newsletter, so make sure you send them in – tesolspainpublications@gmail.com - whatever you have to say!

All the best,
The Media Team
March 2021



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2021

**44 ANNUAL
NATIONAL CONVENTION
TESOL-SPAIN**

BOOK REVIEW: PronPack 5 - Pronunciation of English for Spanish speakers.

Can you imagine yourself going into a supermarket and asking for a kilogram of sand?

"Yes, sand. I need it for a cake" ...

Well, if you live in Spain, that's possible and sometimes happens. Because in Spanish the word for sand is "arena", and the word for flour is "harina", but 'h' is silent and both 'r's are soft, so from a foreigner's point of view, these words may sound confusing.

Of course, English sounds are also confusing for Spanish learners, no matter their level, and this book puts the focus on pronunciation, but instead of centering on the phonemic chart - usually seen as an alien alphabet by most of learners - it paves the way to understanding the differences between sounds in both languages.

Some experts have said PronPack Series are not so useful for teaching American English because they don't address specific American pronunciation issues - such as "wanna" instead of "want to" -, but I don't agree, and this last book is the proof: you might be living in the USA or Canada and add any specific issues if you think your Spanish speaking learners need them, or you could be living in Europe or Asia and add them as well, because it's good for learners to be exposed to varieties of English. Phonological awareness is possible if it's made fun.

As with the rest of the PronPack Series, PronPack 5 is very practical: every single lesson is explained in a step-by-step guide and there is advice for the teacher on how to introduce each issue. You don't have to be bilingual to use this book, and you shouldn't be afraid of teaching pronunciation, because it's clearly explained and can be combined with different fun activities.

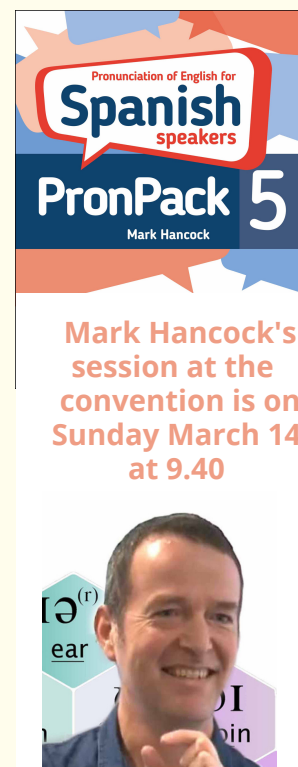
I think it's possible to find a place for every lesson alongside your class book: when asking for directions, with the past tense of regular verbs, with plurals, descriptions, maps, animals etc. Activities are suitable for pre-intermediate level (A2) and higher levels too, and they can be easily adapted with a little practice.

Whether dealing with homophones, confusing words or sentence stress, each issue has a language comparison to help the teacher explain the point and is complemented by downloadable materials from www.pronpack.com: audio files in .MP3 format that can be used as an alternative input model - or a rap battle if you prefer!

This could be the perfect pronunciation companion for a classroom, and of course, you can design your own activities, but you can also engage students using the different tools, games and technology suggested. I've found teachers who let their learners take a photo of an activity maze and solve it using the photo editor in their mobile phones, marking the route in the screen with a colored line.

There are also sound chart posters available for download at www.pronpack.com, and I advise you to print the 3 types if you plan to use them: the poster of IPA or American symbols, the poster of typical spellings and the poster that includes guide words and pictures.

I really like this book and I'd like to finish this review by suggesting a simple activity for your class. In groups or individually, students make their own version of the posters, the first with the spellings and their own pictures for guide words, and the second with the symbols and their own pictures for guide words - they could even put in their own guide words with some help. That could be the Rosetta Stone learners need to interpret an alien alphabet. And of course, it will also be a fun way for them to understand what those strange symbols behind each word in the English dictionary mean.



Francisco Javier López Buyo is a bilingual English and Robotics Teacher from Cartagena, Murcia. After taking part in the European DIGIT Project, he was a speaker at TESOL-SPAIN 43rd Annual National Convention. As an entrepreneur, his cyber protection project has been selected to participate in the B2Digital program from CEEIC Cartagena. He is currently TESOL-SPAIN Area Coordinator for Murcia: tesol.murcia@gmail.com.



BOOK REVIEW: Teaching Tracks (English language lessons using songs and their themes) – Chris Walklett

Lockdown without music and song would have been unimaginable. Here in Spain “Resistiré” was the song that filled terraces, balconies, streets, and neighbourhoods while among the most listened to songs in English during the lockdown were “Toxic” by Britney Spears, “Staying alive” by the Bee Gees, “Don’t stand so close to me” by The Police, “Everybody hurts” by R.E.M. and of course the eternal “Imagine” by John Lennon. Songs that are provocative, playful, melancholy, or inspiring; songs that invite you to dance, bellow out the words, reflect introspectively, cry...

Music and songs are part of life and yet, unfortunately I find myself in agreement with the author, they are rarely part of the English language classroom or any classroom for that matter.

Chris Walklett says, “songs are a multi-purpose, multi-skilled text type, and tailor-made for the language classroom”. Hard to disagree. I am also delighted that the author underlines the emotionally intelligent aspect of using songs. “Teaching Tracks activities are for those who admire songs for their depth, language and beauty and who value the artistic effort that goes into them”.

Neuroscience constantly reaffirms that the best learning takes place when students are emotionally engaged. Bring on the songs.

The book uses the “top 10” format as a starting point to offer 10 different songs to be used as a complete class or even classes. The songs chosen do not shy away from potentially controversial subjects because, as the author makes clear, songs are real texts and constitute what could be termed as modern day poetry.

It does not really matter if you do not like the songs Chris has chosen. He points out that there are more than 26 million songs in English in the iTunes library. The book is really a road map for what a teacher and class can do with a song. The author argues that the songs in his book can be done with any students between the ages of 12 to adult and can be adapted in general to any language level although he does suggest at what level each of his units could be pitched.

The 10 different units for each song include different skill-based activities (reading, writing, listening and speaking) as well as some grammar-based work but ultimately adopts a more CLIL style approach, where the song and its content become the learning focus and outcome.

One of the books strengths is to offer a creative range of ways to work with the song, before, during, and after and, of course, invites students to join in singing or dancing.

QR codes, references, and links to websites such as “A-Z lyrics” or “songfacts.com”, Youtube related videos, are all present throughout a carefully crafted book.

As some-one who has used songs in English and C.L.I.L. classes for many years it is fantastic to see such a complete book that could make a real impact on classes of all types where English is in the air...

Review by Kevin Salvage



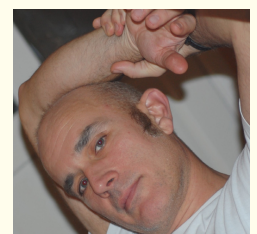
Foreign Languages
Teacher Training
Consultant (Gobierno de
Cantabria)|lee.cepsantaner@educantabria

Passionate English song
busker
manofcanterbury.com

UK Geography teacher ,
now a(n) (funcionario)
English teacher at the
E.O.I. in Santander. He
worked for twelve years
as a Geography and
History teacher on the
MEC/British Council
bilingual project. Since
2016 he has worked as a
teacher trainer
consultant for foreign
languages at the
TeacherTraining Centre
(CEP) in Santander

**Chris Walklett's
session at the
convention is on
Saturday March 13 at
13.30**

Find out more about
Chris and his book at
teachingtracks.co.uk/



STOP PRESS!!
**CONVENTION REGISTRATION HAS BEEN
EXTENDED TO THURSDAY MARCH 4.**
REMEMBER, IT'S FREE FOR MEMBERS!!
SIGN UP HERE

Introducing Whova, our online platform

The convention has been live on the Whova platform and app since the beginning of the year. If you have already registered for the convention, you will already have signed on and created an account. If not, read on to find out how!

Participants

Once you have registered, take a look at the [Attendee Guide](#) to find out all of the things you can do to get the most from the convention. Don't forget to complete your Profile once you've registered – that way you can start networking straight away! And check out our [Top Tips for Attendees](#) document to make the most of the live sessions.

Speakers and Programme

The [timetable](#) is now available on the webpage and on the Whova platform. You can find out about the speakers by clicking on this [link](#). You can start looking through the talks and even sign up for ones you know you don't want to miss!

Publishers and Sponsors

Our sponsors are already preparing their [virtual stands](#) – why not pay them a visit!

Homologación

We are pleased to inform convention participants who teach in the Spanish state system that the Ministry of Education has approved TESOL-SPAIN's request for "homologación" on our 20-hour online event. Attendance, participation and feedback will be monitored through the convention online platform as required by the agreement with the Ministry. If you are interested in "homologación", please indicate this is the case when you register. For any further questions about the process and your eligibility, please contact Daniel Brint: sdbrint@gmail.com.

Social events - please see the last page of the newsletter for some dates for your social diary!

Click on the image below to visit the Q&A page for more information!

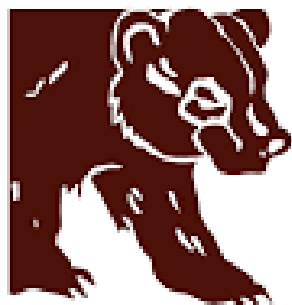


We're really looking forward to seeing you all online!

Gerard McLoughlin,
TESOL-SPAIN President
and Convention Coordinator 2021



A special invitation from the *Bear International Theatre* in Prague



The Bear Educational Theatre

Dear TESOL Spain,

We are **The Bear Educational Theatre** from Prague, an interactive English-speaking theatre, and for the last 24 years, we have been playing shows for thousands of children, teaching them the English language in a fun way. Due to the well-known circumstances, we are now intensively working on our new, online program. We are planning to stage some free shows in the first part of March, and we would be truly honored if some English teachers would be interested in watching them. That is why we are asking you to please forward this email to your colleagues that are teaching English in primary/secondary schools.

We are primarily interested in feedback concerning whether teachers agree that this format is an especially effective way of teaching English during the pandemic (and potentially even afterward) If you do appreciate our work, we will be happy to inform you about the possibilities of further collaboration (watching shows with students in the class or at a time of your choice, etc.).

But before that, we will be happy if you just participate as an audience at any of the following shows:

* Wednesday, March 10, 2021, Jackie and the Giant: - 9:00 CET, 18:00 CET, 19:30 CET (age: 4-9)

* Thursday, March 11, 2021, The Alien Grammar Show - 9:00 CET, 18:00 CET, 19:30 CET (age: 10-13)

* Saturday, March 13, 2021, 1984./Brave New World - 10:00 CET, 18:00 CET, 19:30 CET (age 15+)*

Sunday, March 14, 2021, Sherlock Holmes: Two cases to solve - 10:00 CET, 18:00 CET, 19:30 CET (age: 12-16)

The performers are longtime actors of our theatre, most are native speakers. They include, for example, David Fisher, the founder of the theatre and a professional actor, and Gregory Gudgeon, a former actor at the Globe Theatre in London.

If you are interested in this offer, please contact us at ruzica@beartheatreonline.com, to book your place. You can apply for as many shows as you are interested in but please note that the number of Zoom spectators for each session is limited.

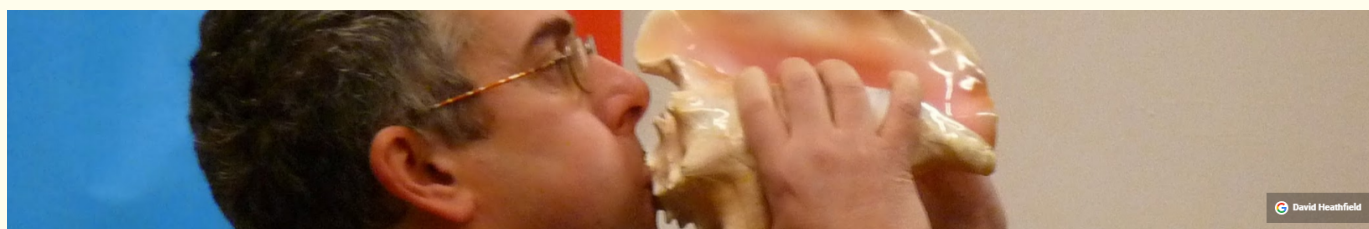
With greetings from Prague, Ruzica Eterovic
International Programme Coordinator
The Bear Educational Theatre



A special invitation from *David Heathfield* to a **Storytelling** course

Storyteller **David Heathfield** has recently given a talk for the British Council about [Online Storytelling](#). The author of *Storytelling With Our Students*, has contacted TESOL-SPAIN to publicise the next Creative and Engaging Storytelling for Teachers (CrEST) Certificate Course which starts on 13 March. He would like to welcome all our members and their colleagues to his course. Find out more [here](#).

You can enjoy more of David's tales on his YouTube [Storytelling Channel](#)



ELTA Serbia Conference: *Curiosity is the engine of achievement.* 21-22 May 2021

Dear colleagues,

It is in these insecure times that we need a clear vision and guidance to go on. And more than ever do Sir Ken Robinson`s words "Curiosity is the engine of achievement" seem appropriate for that guidance.

A guidance through the intricate world of ELT filled with online and face-to-face teaching and learning, digital and real classroom tools, peer and student assessment, multi-tasking, creativity, and conformity. So, once again, we`ll try to tap into that world by asking ourselves not what you can do for the conference, but what this conference might do for you.

It might give you a springboard into all of the above, a springboard into questioning and reasoning, into sharing ideas and exchanging experiences, into creative teaching and high-quality teacher training, into meeting new friends and sharing a thought or two with the old ones. And although we are going online again, we`ll make sure to awaken the curiosity and keep the engine running.

It is with these bold words that ELTA Serbia welcomes you into its 19th international conference "Curiosity is the engine of achievement" to be held on 21-22 May 2021.

[Participant Registration Form](#)

[Student Registration Form](#)

Online payments via credit/debit cards (click here: elta.org.rs/shop)

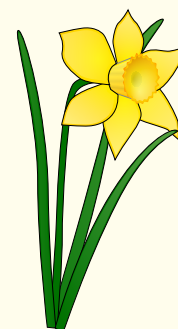
E-payment via online banking for residents (click here: cutt.ly/residents)

Wire transfer for non-residents (click here: cutt.ly/non_residents)

Proforma invoice for schools/institutions (click here: cutt.ly/proforma_invoice)

We look forward to seeing you online in May!

ELTA team



TESOL-SPAIN Webinar.

Saturday 27th March. 11:00

Managing challenging behaviours in hybrid teaching.

Emily Lee

Although the presence of challenging behaviours in our classrooms is not new, the way in which these behaviours express themselves in hybrid teaching environments has changed. The impact of the pandemic and the new learning landscape has had a dramatic effect on our students' emotional well-being, how they learn, and how they are able to express themselves. These factors often result in our students experiencing an intense emotional struggle which may find a release in unhelpful behaviour. This session will look at the causes for these behaviours and explore techniques that teachers can implement in class to support our students in these difficult times.



Biodata

Before becoming an English teacher, Emily worked as an SEN support worker in primary schools and managed a play scheme for children experiencing challenging behaviours in Central London. Emily continues to build on her experience by providing support and training to help teachers work with these special young people in ESL education.

Click on the link to register www.bit.ly/TESOLSpainWebinarMar27

TESOL-SPAIN Collected Papers 2020

We are very happy to announce that the digital edition of TESOL-SPAIN Collected Papers 2020 will be published on the last day of our annual convention, Sunday 14th March, in the Members Area of our website. We look forward to sharing it with you and hearing your reactions.

Rebecca Place,
Birgit Strottman,
Kate Marriage,
Hilary Plass,



WORD SPOT: Dr Daniel Brint

- St David's Day

March 1st is the feast day of Saint David, the patron saint of Wales. Traditional festivities include wearing daffodils and leeks, recognised symbols of Wales. Daffodils are one of the earliest flowering plants, so the connection to the beginning of spring is logical. Leeks might seem a bit odd, but their connection to Welsh history stems from the eve of an ancient battle with the Saxons, when St. David advised the army to wear a leek to distinguish themselves from the enemy. Sadly, history doesn't record the soldiers' reaction to this unconventional piece of military strategy. Modern warfare – in the form of Rugby – has continued the tradition – I vividly remember my brother going to the Wales-England game in Cardiff with an enormous leek pinned to his coat.

Welsh is by no means a marginal language – the 2019 the Annual Population Survey reported that 28.4% of people aged three and over were able to speak Welsh. This figure equates to 857,600 people. Some Welsh words have been incorporated into English – bard (a great poet), corgi (a small dog with royal connections), and flannel (not always famed for their cleanliness, the English probably need that one), as well as crockery, iron and, somewhat surprisingly, penguin. Hardly an extensive list, however. Perhaps the cultural dominance of English in the UK is best illustrated by the fact that the most famous poem about daffodils, written by the English poet William Wordsworth*. It is an exquisite poem. This is the opening:

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils



Beautiful, but not a poem about Wales, unless of course the host of golden daffodils are really rugby fans making their way to Cardiff for the next battle with the English.

* Having said that, Gillian Clarke's poem 'Miracle on St. David's Day' is wonderful, and she's as Welsh as Welsh can be. Google it!

44 ANNUAL NATIONAL CONVENTION TESOL-SPAIN

Convention dates for your social diary!



Pre-conference Meet and greet!

Friday March 5
8pm



Coffee breaks

meet up
in the breaks
between talks!



Saturday Vermouth Session

March 6 & 13
2.30 pm



Sunday Vermouth Session

March 7 & 14
2.30 pm



Keep an eye on our social media - or pop into Whova and check out the community tab - for more invitations!

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.

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