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Diversity in ELT

How the sector is supporting those who face discrimination

DOUBLE NEGATIVES

The English oddity with a hidden agenda

MOVIE MAGIC


Clever ways to use popular films in lessons

LETTER FROM ABROAD

How English teachers are supported in Egypt

SLIM PICKINGS

The Brexit effect on Britain's language schools



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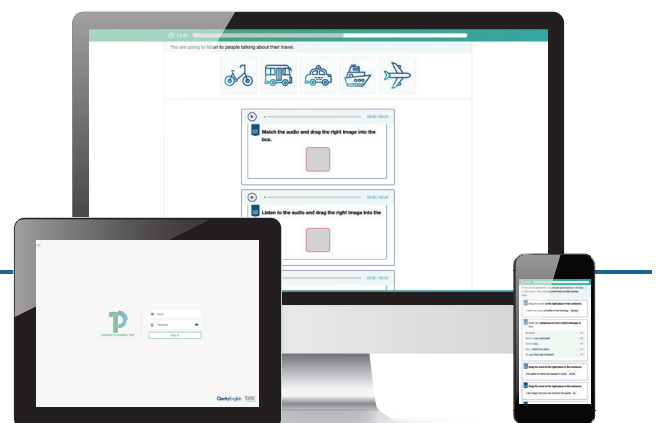
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Thinking ahead

Read on to find out everything you need to know to make your summer plans

If you're wondering what to do with the warmer months this year, we've got you covered. Whether you're a teacher looking to bolster your income and broaden your horizons or a language school agent wanting to know what's on offer and where, our Summer School supplement, pages 15-29, will give you all the inside gen you need.

It kicks off with the UK summer school rankings, so you can see at a glance who offers what and where their strengths lie. Then our resident expert, Melanie Butler, dives into what gives British boarding schools the edge when it comes to residential learning. For older students – and for teachers – she explains why a summer university experience could be the perfect feather to go in the cap of anyone's CV. And, on the subject of employment, she also gives universities the thumb's up. Find out why on page 25. There's also good news for British teachers on page 23, but while one hand gives, the other takes away, or so it seems in a post-Brexit world. Turn to pages 26 and 27 to discover why this is, along with a hand-holding walk through the visa maze.

“More institutions that are breaking EU laws are being brought to book, but there's still a long way to go”

For classroom teaching tips, turn to page 30. An innovative teacher has come up with comprehensive ways to integrate watching films into lesson plans. He explains how to do it, including which films to watch and how to make the most of the learning opportunities they provide. A must-read for those wanting to up the engagement and motivation of their students.

There's also a fascinating insight into how English language teachers in Egypt have been coping through the pandemic (page 34), the latest research into the English language (page 8), the potential end of native speakerism (page 7), business news (page 10), the next addition to your bookshelf (page 36) and updates on teacher training (page 12).

It's an information-packed issue, so get reading.

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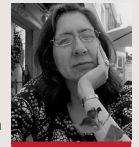
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PHOTO: WIKIMEDIA COMMONS

Teacher sues over native-speakerism

By Gerald Nikolai Smith

“We are only allowed to hire native speaker[s]. I am so sorry as your CV is really interesting.”

Rachel Tsateri received this message after applying for a job with an inlingua language school in Germany, one of over 50 licensees of the Swiss-based brand in that country. Despite over seven years’ experience teaching English and multiple diplomas, Rachel was not even considered for the position. The only reason: her first language is not English, but Greek.

Rachel responded to the original email, pointing out that hiring only native speakers is discrimination. The company employee responded, “I will not discuss about discrimination. To work with native speakers is part of our method and our head office will surely explain that to you.” Rachel contacted the inlingua head office in Switzerland, but never received a response.

In the European Union it is illegal to discriminate on the basis of “... race, colour, ethnic or social origin...language, religion or belief”. With this in mind, Rachel posted about her experience on Facebook. Her professional network shot back their support, advising her to contact both the TEFL Workers’ Union and the Federal Anti-Discrimination Agency in Germany.

“Because the company never interviewed Rachel, they could not comment upon her language expertise or accent”

Both organisations confirmed what Rachel knew: denying work based on a candidate’s first language is indeed discriminatory and she could sue.

They also added that, because the company never interviewed Rachel, they could not comment upon her language expertise or accent. Simply put, there was no justification for not giving her a chance based on her background.



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Language discrimination still exists in the EU even though it’s illegal there

Working part-time and studying as well, Rachel was hesitant at first about suing the inlingua school, but after so many other teachers came forward to support her, she decided to hire a lawyer.

Meanwhile, the German school, which had not replied to her original complaint, responded to her social media posts, writing, “Dear Rachel, we are sorry that you feel that you have not been treated fairly”.

They explained that hiring only native speakers is part of their ‘method’, continuing: “An integral part of this method, and a unique selling point, is the requirement that teachers teach in their native language.”

The community rallied around Rachel. One post read, “Dear inlingua, Rachel feels she has been treated unfairly because she *has* been treated unfairly. ‘Feel’ is a linking verb used to express a sentiment, not a fact. Being native is not a qualification.”

Another pointed out that “the idea that a teacher can only teach their native language is woefully behind the times and not supported by any research I

have come across as a language educator in my 15 years of teaching and education”.

The inlingua school concerned is not shy about their bias for native speakers either. They published on their site “[our method] is successful and effective because the training is done by native speakers”.

“It has been a quality feature of inlingua for decades that the inlingua schools primarily work with native speakers”

The *Gazette* contacted inlingua head office for comment. CEO Jürg Heiniger responded, confirming that, “It has been a quality feature of inlingua for decades that the inlingua schools primarily work with native speakers”.

However, he emphasises, “We are aware that being a native speaker cannot be a condition for

employment in several countries, so we adapted the licence contract with the inlingua licensees more than 15 years ago and changed to the expression ‘mother tongue proficiency’”.

The company, which has licensees in 36 countries, never enforces the use of native-speaker teachers in places where it is illegal to employ people on the basis of their first language. “Our licensees are aware of this and the case you are referring to is, as far as I know, an isolated incident”.

Rachel is continuing with her case against the school and encourages others to speak out, saying, “No more culture of silence. I hope more [non-native English speaking] teachers start naming and shaming centres.”



Gerald Nikolai Smith is an online ESL teacher and MSc journalism student at the University of Sterling. A native Texan, he lives in a small town in Scotland.

Non-native speakerism has had its day

By Melanie Butler

Two inlingua schools, one in Germany and one in Italy, are among the 80% of schools in continental Europe no longer using the term 'native speaker' in job ads. The three other international groups in our sample also used 'native level' rather than 'native speaker' in their advertising.

But, with one highly qualified Greek English teacher suing another inlingua school in Germany for language-based discrimination (see opposite page), it's clear that the problem hasn't gone away.

While the majority of adverts specify only 'native level English', they also require British teaching qualifications, such as Cambridge CELTA and Trinity Cert TESOL rather than, for example, full state teaching qualifications from an EU country. A small number of ads also state a preference for candidates with 'teaching experience in an English-speaking

country'. However, since UK summer schools hired large numbers of EU teachers pre-Brexit, this is not tantamount to excluding non-native speakers.

Some centres state a preference for teachers with proficiency in the local language as well as English, a practice long standard in France and Germany. In so far as such a requirement is used to favour local teachers over those from other EU member states, it may also be challenged as discriminatory under EU law.

Another potential problem is the lack of definition as to what constitutes 'native level'. Rather surprisingly, given that all the advertisers were language schools in Europe, only two specified a level on the Common European Framework of Reference for Language, with others requiring teachers to be 'fluent', 'proficient' and even 'very competent of understanding and using English grammar (sic)'.

Although most EU teachers cannot legally work in Britain, jobs are appearing in other English language destinations. Only a couple of Irish advertisers are specifically focusing on applications from other EU countries, specifying the right to work in the EU and offering help with accommodation. None specified language level. By contrast all the Maltese mentioned work rights, but language levels in the country are based on the national framework and specific language tests may need to be taken.

Of the 20% of EU employers who specified native speaker teachers, just over half were seeking teaching assistants in Spain's bilingual state schools, posts which by law must go to L1 applicants. Around a quarter were



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from countries in Central Europe, where non-EU citizens can work freelance on business visas. Only one language school which specified native speakers offered help with visas.

Sadly, many schools would still prefer native speakers. As an example, one group in Spain has been advertising teacher training courses in a magazine for local British expats. But Brussels law and the aftermath of Brexit means non-native speakerism is finally on its way out.

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“I ain’t done **nothing** wrong...”

Where’s the sense in double negatives?

By Gillian Ragsdale

The use of double negation in English persists despite being counterintuitive, suggests a study by Mora Maldonado and Jennifer Culbertson at the University of Edinburgh in Scotland.

English children’s misuse of double negatives is constantly corrected, such as “I never said nothing!”, intended to mean “I never said anything!”, but in fact meaning the opposite, as English follows the rule of double negation, ie, two negatives make a positive. Many languages, however, do not follow this rule but exhibit negative concord, ie, two negatives have an overall negative meaning. For example, in Serbian, “Niko ne trči” could be literally translated as “no one [not] runs” – a double negative in English, but the meaning in Serbian is “nobody runs”.

It has been difficult to establish which pattern is more natural. Germanic and Romance languages, for example, have changed back and forth between double negation and negative concord over time.

One theory proposes that the meaning depends on the kind of negative marker, so that phonologically strong markers, such as “niet” in Dutch show double negation, while the weaker Serbian “ne” shows negative concord. But this simple model has become increasingly complicated by the role of particles, adverbs and other items.

To try to settle the question of what determines how negatives are interpreted, Maldonado and Culbertson developed four artificial languages that varied in two ways. First, they varied by type of negative marker, being either an affix (an addition to the stem word, such as the prefix ‘dis’ or suffix ‘less’ in English) or an adverb (such as the English ‘not’ or ‘never’).

Second, languages varied by having a double negative or negative concord interpretation. Overall, this gives the four language types. These are: (1) affix or (2) adverb marker leading to double negation; (3)



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affix or (4) adverb marker leading to negative concord.

One hundred and twenty-four English speakers, divided into four groups, took part in the experiment, first learning simple affirmative sentences, then being tested on production and comprehension. In the second session, participants also learned simple negative sentences and again were tested. In a third session, the use of quantifiers for ‘all’ or ‘none’ were added and tested. Then, in a final fourth session, both simple sentences and sentences using quantifiers were presented. In this last session, the acquired language items made possible the target sentence forms containing two negatives which participants were asked to translate into English.

According to the theory above, English speakers should learn a language using double negation more easily when the negative marker is an adverb and conversely, using an affix for negation should lead naturally to negative concord as a general rule. If this were true, it might shed further light on language

learning models by implying a cognitive constraint during language learning.

Analysis of the scores from session four, however, found that whether the negative marker was an affix or an adverb did not influence accuracy scores, but scores were significantly higher when learning the languages using negative concord rather than double negation. Learners were also slower to comprehend double negation. It seems that languages using double negation are harder to learn no matter what kind of negative marker is used.

Researchers studying natural language acquisition have proposed that negative concord is the default for young learners and this study suggests this may extend into adulthood. Interpreting double negation as a positive requires assessing each negative element independently and it seems that learners tend instead to give a negative meaning to the overall sentence.

Certainly, negative sentences are generally more cognitive work to process and that cost might be less for negative concord. It may be that negative concord

is actually a more natural interpretation of English – as reflected in the common ‘misuse’ of double negatives by both children and adults.

It is difficult to draw a definitive conclusion regarding the influence of affixes vs adverbs due to the simple nature of the languages used and the possible biases of the English-speaking participants, but the overall finding that, like children, adults prefer negative concord to double negation begs the question as to why languages like English persist in the latter.

Perhaps this has more to do with sociology than linguistics, as the misuse of double negatives is one of the characteristics of ‘substandard English’ that’s used to differentiate England’s notorious class system, as epitomised by Eliza Doolittle’s “I ain’t done nothing...”.

REFERENCE

■ Maldonado, M and Culbertson, J (2021), *Nobody Doesn’t Like Negative Concord*, *Journal of Psycholinguistic Research* 50: 1401-1416 <https://doi.org/10.1007/s10936-021-09816-w>

Does your therapist speak your (first) language?

By Gillian Ragsdale

Psychotherapy or counselling for bilingual speakers is more successful with a bilingual therapist or L1 speaker, according to a review by psychologists Kinga Izsóf Jurásová and Linda Kissová at the University of Trnava in Slovakia.

Most bilingual speakers have a dominant language, usually, but not necessarily their mother tongue, L1. A different language might be used at school and become dominant, and language dominance can even vary over a lifespan.

Whether or not the speaker is fluent in other languages, L1 is associated with greater emotionality as language learning in childhood involves the limbic system, which processes emotion. On the other hand, decisions made in L2 tend to be more rational. For example, moral judgements are less emotionally influenced when made in L2.

Bilingual speakers may be unable to find equivalent words in each language to express feelings and so prefer to express some

feelings in a particular language. However, positive emotional expressions, such as affectionate language used with children, tends to be expressed in L1, while negative emotions, such as those associated with discussing a traumatic event, tend to be expressed in L2. Thus, bilingual speakers can potentially regulate their emotions simply by switching languages.

The authors of the review are especially interested in the experience of bilingual speakers in psychotherapy, where this divide in language use can have both advantages and disadvantages. For instance, it can make it possible to talk about feelings that would otherwise be overwhelming in L1, but using L2 could also block those emotions from being fully expressed.

Clearly the language used during therapy can influence what the bilingual client shares with the therapist and the therapeutic outcome. Language switching in particular can enable the discussion of very emotional



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issues such as those associated with shame or trauma, but this requires a therapist confident in both languages.

For bilingual speakers living among L2 speakers it may be very difficult, if not impossible, to have counselling in their L1, but a meta-analysis of 76 studies found that counselling is twice as effective in L1 compared to L2. Any initial diagnosis is also likely to be influenced by the language used, as cognitive and personality

tests have found to score differently for bilingual speakers depending on whether they are taken in L1 or L2.

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Author team: Lindsay Clandfield, Robert Campbell, Rob Metcalf, Philip Kerr, Rebecca Robb Benne.



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Security breach a potential nightmare

A British Council data leak has exposed thousands of students' information

These days, we're all aware of the dangers of our online information being hacked. We're told to change our passwords frequently, not share them and to be wary of anything that looks 'phishy' online. However, no person or organisation is immune. A recent victim is the British Council, which works around the world to promote arts and culture, education and the English language to build 'understanding and trust'. In the 2019/2020 timeframe alone, it connected with 80 million people and its data base is huge.

Back on 5 December 2021, an independent cybersecurity researcher, Bob Diachenko, who was working with cybersecurity software manufacturer Clario, discovered a data leak on the British Council's site.

According to Diachenko and the team he was working with, they found an "open and unprotected Microsoft Azure blob repository. This contained 144K+ files with personal and login details of British Council students..." The information available from this exposure included the students' names, email addresses, their student IDs, student status, enrolment dates and duration of study.

No one knows how long this data had been visible, but Diachenko's team contacted the British Council the same day they found it – and had no response. After 48 hours, the team contacted the British Council again, this time through Twitter, and they received a reply. According to the Clario team, it



WORDS: LIZ GRANIRER. PHOTO: SHUTTERSTOCK

took two weeks from then for the breach to be secured.

A British Council spokesperson gave the following response: "We are aware that approximately 10,000 customer records held and processed by a third-party service provider became exposed in December last year. The data in question was held and processed by a third-party service provider. Approximately 10,000 records were accessible in a way that should not have occurred. On becoming aware of this, our third-party service provider immediately secured the records with appropriate controls and the data in question was rendered no longer accessible. We are working with the supplier to ensure similar incidents do not happen in the future."

"We have reported the incident in accordance with our regulatory obligations and we remain in contact with the Information Commissioner's Office should any further action be required."

"The British Council takes its responsibilities under the Data Protection Act 2018 and General Data Protection Regulations (GDPR) very seriously. The privacy and security of personal information is paramount."

In a written communication, the British Council has further stated:

- The exposed data was not of a nature that it would adversely affect the individuals involved, so at this stage there has been no need for any further action on our part in relation to our third-party data provider.

- The British Council has rigorous global data protection processes in place and takes its responsibilities under the Data Protection Act 2018 and General Data Protection Regulations (GDPR) very seriously. The privacy and security of our customers' personal information is paramount. We are working closely with our third-party data providers to ensure any data management gaps are closed swiftly and that similar incidents do not happen in the future.

Clario is keen to point out that this data breach follows two successful ransomware attacks on the organisation in the past five years and that it's not a good look for the BC's reputation.




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Disappearing schools cause confusion

By Melanie Butler

The figures tell the story. In January 2020, the *Gazette* database listed 478 British Council accredited language schools. Today it contains just 401.

Two more are due to go shortly: Eurocentres Cambridge is scheduled to close this month, while its sister school in Brighton is set to merge with the local Stafford House and will trade under that name until the end of this year, according to Stephan Roussounis, managing director of the Bayswater College Group, which now owns both schools.

The changes at Eurocentres will bring the number of centres on our database down to 399. However, this also includes 13 centres accredited since February 2020. So the number of centres that have closed, merged or opted out of the scheme in the past two years stands at 92. In other words, 19% of all the centres on the British Council website before the pandemic hit are no longer listed.

By no means have all 92 ceased trading, though.

For some centres, like the seven universities which have left the scheme, EFL accreditation is an optional extra and opting out an easy way to save money. For others, such as the long-established Victoria School of English, which now operates exclusively online, the British Council imprimatur may seem less relevant.

Many have closed. English UK, the association of British Council accredited schools, currently lists only 36 member schools which have informed the association that they have closed for good (see [englishuk.com/member-centre-closures](https://www.englishuk.com/member-centre-closures)).

However, the list, which is not dated, contains some information contradicted by other data, either elsewhere on the English UK site or on one or both of the British Council web pages.

For example, OISE Cambridge, which merged with sister school Regent Cambridge in 2020, is listed as permanently closed. However, OISE Cambridge is the name listed in the directory of English UK members and it's also listed on both the British A-Z directory of accredited



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schools and on its list of summary statements. Effectively, it is Regent Cambridge, which no longer exists.

In another example, Liverpool School of English is listed as permanently closed by English UK, but Liverpool School of English Summer Centres appears on the British Council's Summary Statements (February 2022, version 2) and a report for the year-round school has re-appeared on the British Council's A-Z web page of accredited schools. To confuse matters further, if you search under Liverpool on the English UK website, an entry for the year-round school turns up.

It would be good news indeed if Liverpool School of English, a *Gazette* Centre of Excellence, does re-emerge, but how can we possibly know which information source to believe?

And how on earth is any language travel agent, let alone a student or their parents, supposed to know if a language school is operating or is accredited to do so when the official information provided

both by the British Council and English UK is so contradictory and confusing?

The *Gazette* counts a school as accredited only when it appears on the British Council list of summary statements, but just because it's accredited doesn't mean it's currently trading.

Some are hibernating schools: they have a website which makes it clear they are temporarily closed, they have continued to submit accounts to Companies House and are listed as accredited. They may have no building and only a skeleton staff, but choose to retain accreditation so they can re-open as and when they feel the situation permits.

Some are zombie schools: in hibernation, but showing signs of financial difficulties.

Mayfair School of English, whose owner company was TMSOE in September 2020, is currently trading under another company, Mayfair Junior English, with the liquidator's approval, but remains temporarily closed.

Sprachcafe Brighton, whose building – according to the local press – was sold in 2020, is listed on

its website as temporarily closed. Neither its owner, SCIH Ltd or sister companies, Languages Plus and Languages Plus London, have submitted accounts for any year after 2018.

Most mysterious of all is St George's Business and English Language Centre in Hastings, which seems to have disappeared entirely. Though its owner company, St George's England, posted accounts for 2020, the link to its website from the British Council is dead, it has disappeared from Google maps and the phone number given on its English UK membership listing has been disconnected. Its only digital presence is its Facebook page, where the last posting is dated 2018.

For the sake of agents and students who depend on English UK and the British Council's information when choosing a course, maybe these institutions should do a little more than just continue to list any accredited centre that pays their dues. Perhaps they could check, for example, that the school still actually exists.



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Empowering remote learning in remote regions

The future of international training contracts is increasingly online, but providers need to plan for problems with internet connectivity, so believes UK training specialists NILE in Norwich

Currently working on a range of programmes for British Council teachers and trainers in the Middle East and North Africa, NILE has found itself having to work around internet problems in some lower-resourced regions.

“To make the courses more accessible, we’ve made much of the content downloadable and more suitable for use on mobile devices,” says NILE director Thom Kiddle.

Last year, NILE’s experience in adapting its course delivery to fit into the digital environment for participants in remote areas was key to a major new project. With the backing of local IATEFL-affiliated teacher associations, NILE supported 17 English UK member language centres. These ranged from Russell Group universities to small family-run schools, delivering training courses to over 3,000 teachers in 20 countries through the British Council PRELIM project – and all in the middle of lockdowns.

Special delivery

This year, NILE is back in the thick of it with PRELIM 2, this time working with 35 language centres to deliver projects in 40 countries. One key to this programme’s success, and certainly something the UK language centres valued, was the development of yet another NILE digital solution: an online Community of Practice.

Like many in language teaching, as the pandemic hit, NILE found itself having to rapidly shift existing projects online. In Uzbekistan, for example, a three-year project to develop EMI teaching competences,

which had begun with face-to-face training in Tashkent, had to switch to online. It was transformed using a combination of synchronous training webinars, a bespoke asynchronous course on the NILE Online eLearning platform, and remote collaboration between smaller project teams and trainers.

“In Uzbekistan, for example, a three-year project to develop EMI teaching competences, which had begun with face-to-face training in Tashkent, had to switch to online”

Meanwhile, a three-year training plan with Princess Nourah University in Riyadh, which started with face-to-face training in Saudi, has moved 100% online. The programme covers academic management, assessment and trainer training, and is also helping the University prepare for accreditation by Equals, the independent, not-for-profit association which runs a Quality Assurance scheme for language centres in a wide range of educational sectors worldwide.

In Tunisia, NILE has trained over 5,000 primary teachers via synchronous online sessions using a team of more than 40 specialist trainers based all over the world, as part of an ongoing project with the British Council, the Ministry of Education and the

British Embassy. This course uses materials commissioned by the British Council and participants are given access to tablet devices to use while they’re taking it.

Staying flexible

NILE’s dexterity with digital training owes much to its experience with NILE Online, a platform it launched back in 2014 and which has had thousands of course participants. However, the onset of Covid-19 definitely had an impact on training, as the organisation faced the issue of how to deliver its famous face-to-face summer courses, which normally take place in the UK, and have expanded to Malta and Ireland post-Brexit.

“The pandemic meant that we were able to reframe the content to provide online versions of the traditional summer professional development programmes with a more intensive asynchronous schedule and additional live online sessions,” explains Kiddle.

In fact, there wasn’t an element of NILE’s training portfolio which didn’t get a digital makeover, even the initial CELTA training programmes. The arrival of Covid led Cambridge Assessment English, the department of the University responsible for EFL teacher training, to change its rules on remote observation and assessment, allowing online teaching practice. This meant that NILE’s existing Online Delta “was able to flex to include online Module 2 assessment of teaching,” says a NILE spokesperson, and so a new, fully-online CELTA was launched.

It all adds up to good news for would-be teachers in the far-flung corners of the world.

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An English summer

Our special supplement will help you decide where to get the best English instruction the UK has to offer

Some things in education are completely predictable. For example, on average, schools that deal with one age group all year round are likely to be good at it during the summer too.

So, as we report on page 22 and 23, boarding schools who have been looking after children in residential accommodation for several hundred years are, generally speaking, better at doing it in the summer than language schools which, from September to June, specialise in teaching adults. And, as we show on pages 24 to 25, universities are pretty good at offering courses which introduce teenagers to the university experience.

Nor is it surprising, as these two features reveal, that one reason they're better is that they offer the best terms and conditions to their teachers. Many summer school providers don't believe they're in the business of education

“Many summer school providers don't believe they're in the business of education at all, but in hospitality, and treat teachers like waiters”

at all, but in hospitality, and treat teachers like waiters who happen to know a little about grammar. As a parent who shelled out thousands

to send my child to summer language courses overseas, I really cared that she had good teachers.

With parents in mind, we created our ranking of the top 50 summer course providers on pages 19 to 21, to focus in on the areas that the parents who pay for such courses worry about and, once again, the specialists generally came out tops. Whether they were boarding schools, like St Edmunds, specialist summer providers like Discovery, or year-round schools like Bell and Churchill House, who have been in the summer school business for decades, they were more likely to make the grade. As for the school groups, it was year-round schools like IH Bristol, St Giles Highgate and CES Edinburgh, rather than the chain summer operations, that stood out.

Not everything about this summer is predictable. Will Covid surge again? Will there be enough teachers in a world where everyone is changing jobs? And, as we ask on page 26, will the UK Government sort out the bureaucratic dog's breakfast that is the post-Brexit visa system?

Whatever happens, two countries are likely to benefit. We confidently predict that, barring pandemic chaos, Malta and Ireland will be fully booked. In fact, we as report on page 27, many of their schools are running out of summer spaces already.

The other thing they're short of, at least to judge by the job adverts, is teachers.



MELANIE BUTLER,
EDITOR IN CHIEF

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PHOTO SHUTTERSTOCK

A parent's guide to the best

How to read our rankings and what it all means, as explained by Melanie Butler

Summer is when the majority of students travelling to learn English abroad are under the age of 18. So, when ranking summer schools, it's important to pay particular attention to the areas that parents worry about. After all, they're almost always the ones paying for the trip.

Are my children safe? Are my children having a good time? Are my children learning any English? Out of the 15 areas inspected by the British Council, we focus on the six areas which we felt were most important to parents.

Next, we checked our database for all the schools that ran summer courses for under-16s, because that's the age group for which the rules on safeguarding, as the protection of children is called in the UK, are the strictest. We took out any school that didn't have any under-16s enrolled when it was inspected, because teaching and safeguarding can only really be judged when they're taking place.

We also took out any provider who was judged as needing improvement in one of the key six areas.

We ended up with just over 50 summer course providers who scored strengths in at least three of the areas we're highlighting in our ranking and we've grouped them according to their scores, with those who have six out of six at the top and those with three out of six at the end.

Within each box we put providers in order of their ranking across all 15 areas inspected. For example, Summer Boarding Schools is in the top 1% of schools inspected in 15 areas overall, so it's placed just ahead of Broadstairs and Discovery, both of which are in the top 3% overall. As you'll see, though, all three score in the top 10% in our young learners ranking.



PHOTO SHUTTERSTOCK

Parents want to know their children are safe and having fun as well as learning English

What do we learn? Well, unsurprisingly, schools that score very highly in our ranking of all schools score well for young learners, but some course providers which have an average score of between four and six areas of strength out of the full 15 inspected do very well in the areas critical to young learners. That includes boarding schools like Rossal and Padworth, and activity course specialists like PGL and Kingswood.

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Organisation	Overall percentile	Summer minimum age	Premises and facilities	Teaching	Care of students	Accommodation	Leisure opportunities	Safeguarding under 18s	Young learners net strength	Young learners ranked percentile
Summer Boarding Courses	Top 1%	8+	1	1	1	1	1	1	6	Top 10%
Broadstairs English Centre	Top 3%	12+	1	1	1	1	1	1	6	Top 10%
Discovery Summer	Top 3%	8+	1	1	1	1	1	1	6	Top 10%
ISCA School of English	Top 5%	12+	1	1	1	1	1	1	6	Top 10%
Heathfield Summer School	Top 8%	9+	1	1	1	1	1	1	6	Top 10%
International House Bristol	Top 8%	12+	1	1	1	1	1	1	6	Top 10%
St Giles International, London Highgate	Top 8%	14+	1	1	1	1	1	1	6	Top 10%
Exsportise	Top 12%	8+	1	1	1	1	1	1	6	Top 10%
ECS	Top 19%	7+	1	1	1	1	1	1	6	Top 10%
International Student Club	Top 25%	10+	1	1	1	1	1	1	6	Top 10%
Centre of English Studies, Edinburgh	Top 30%	12+	1	1	1	1	1	1	6	Top 10%
Bell Young Learners	Top 3%	7+	1	1	1	✓	1	1	5	Top 30%
Millfield English Language Holiday Courses	Top 5%	6+	1	✓	1	1	1	1	5	Top 30%
St Edmund's College Summer School	Top 5%	11+	1	✓	1	1	1	1	5	Top 30%
Harrow Short Courses	Top 8%	9+	1	✓	1	1	1	1	5	Top 30%
Concord College Shrewsbury	Top 12%	10+	1	✓	1	1	1	1	5	Top 30%
Bedes Summer School	Top 19%	12+	1	✓	1	1	1	1	5	Top 30%

Key			
Overall percentile	Where the provider ranks across all 15 inspected areas	Care of students	How well the provider looks after students
Young learners percentile	Where the provider ranks across 6 areas for Under 16s	Accommodation	Sleeping areas or home stays
Minimum age summer	Minimum age for student enrolling on summer course	Leisure opportunities	Activities and excursions
		Safeguarding	How well the provider protects children from danger
Areas in young learners ranking		Scores in each area	
Premises and facilities	Buildings, including classroom and staff areas	1 = Awarded an area of strength by inspectors	
Teaching	Based on inspector's classroom observations	✓ = passed	
Ranking grids correct as of 31.1.2022			

SUMMER SCHOOLS ·

Organisation	Overall percentile	Summer minimum age	Premises and facilities	Teaching	Care of students	Accommodation	Leisure opportunities	Safeguarding under 18s	Young learners net strength	Young learners ranked percentile
Kings Summer Camps	Top 19%	10+	1	✓	1	1	1	1	5	Top 30%
Manor Courses	Top 19%	7+	1	✓	1	1	1	1	5	Top 30%
Sherborne International	Top 19%	7+	1	1	1	✓	1	1	5	Top 30%
Sidmouth International School	Top 19%	8+	1	✓	1	1	1	1	5	Top 30%
Stonyhurst Language School	Top 19%	10+	1	✓	1	1	1	1	5	Top 30%
Wimbledon School of English Young Learners	Top 19%	11+	1	✓	1	1	1	1	5	Top 30%
Churchill House Summer Centres	Top 25%	8+	1	✓	1	1	1	1	5	Top 30%
UKLC	Top 25%	13+	1	✓	1	1	1	1	5	Top 30%
Cambridge Language & Activity Courses	Top 30%	8+	1	✓	1	1	1	1	5	Top 30%
Fettes Centre for Language and Culture	Top 38%	10+	1	1	1	✓	1	1	5	Top 30%
Magnifico Travel	Top 38%	10+	1	✓	1	1	1	1	5	Top 30%
PGL Travel Ltd	Top 38%	7+	1	✓	1	1	1	1	5	Top 30%
Padworth College	Top 52%	13+	✓	1	1	1	1	1	5	Top 30%
Rossal school	Top 52%	11+	✓	1	1	1	1	1	5	Top 30%
International House Newcastle	Top 8%	13+	✓	1	1	✓	1	1	4	Top 50%
Loxdale English Centre	Top 8%	8+	1	✓	1	1	1	✓	4	Top 50%
Buckswood Overseas Summer School	Top 12%	8+	✓	✓	1	1	1	1	4	Top 50%
St Clare's Oxford	Top 12%	10+	✓	✓	1	1	1	1	4	Top 50%
International Community School	Top 30%	3+	✓	1	1	1	1	✓	4	Top 50%
Concorde International Summer School	Top 38%	8+	1	✓	1	1	1	✓	4	Top 50%
Lines Languages Ltd	Top 52%	6+	1	1	1	✓	1	✓	4	Top 50%
UK2Learn	Top 52%	7+	1	✓	1	1	1	✓	4	Top 50%

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Ranking grids correct as of 31.1.2022			

Boarding schools come up trumps

These institutions attract the best because they know what they're doing, says Melanie Butler

The British Council accredited boarding schools have survived the pandemic better than any other sector, judged on the number who have chosen, or have been forced, to leave the accreditation scheme. Just one, King's College, St Michael's, which catered exclusively to international students, closed its doors early in the first lockdown. But another, Kilgraston, in Scotland, has joined the scheme, although its accreditation remains provisional while it awaits its full inspection, scheduled to take place, Covid permitting, this summer.

By contrast, the universities, with which the boarding schools compete head to head for top performing sector in our ranking, have seen seven of them opt out of EFL accreditation, nearly 20% of the pre-pandemic total.

The boarding schools have seen their overall scores on the *EL Gazette* ranking drop slightly to 7.5 strengths, putting them neck and neck with the universities and a standard deviation ahead of the private language sector on average (although it should be noted that the three top summer schools are not in the boarding sector).

So, what gives boarding schools their advantage? Put simply, it's because looking after children 24 hours a day and giving them an excellent education is what they do, all year round. Indeed, it's what many, like St Edmund's Ware and Harrow School, have been doing for hundreds of years. But even the 'newer ones', like Concord College, a mere 70 years old, and the King's Education Group, consistently outscore the private language schools. Only a few young-learner specialists give them a run for their money.

It's perfectly true that boarding-school-run summer courses are not typically managed by their year-round staff, though many, like Millfield, employ their summer-school management team year-round and attract staff back year after year.

And they do tend to attract better trained and more experienced staff because, as we explain on page 23, they pay them better and work them fewer hours.

Some years ago a furious boarding school headteacher phoned the *Gazette* to complain that the organisation to whom he had let his school to for the summer had let the kids run



Vaughan Library, Harrow School

PHOTO: WIKIMEDIA COMMONS

wild and invade the local pub. "Where were the teachers?" he fumed.

Probably asleep, I replied, since they were on duty 72 hours a week.

"They don't know what they're doing!" he thundered. "We've been looking after children since 1552 and we know they won't be safe when their teachers are too tired to take care of them." Just so.

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Boarding schools are best for summer work

Stated hours, better-than-minimum wage and, often, accommodation are part of the package, making them an attractive option

Since Brexit means fewer EU teachers work in UK schools, you might think the institutions would be falling over themselves to get summer school staff with the right to work, so why aren't the operators paying more for teachers?

Wages are indeed creeping up, but the pay can still fall below minimum wage when you add in all the extra duties they may ask you to do for free.

Under UK national minimum wage conditions, the least you can be paid for a 48-hour week is £456 before holiday pay for a non-residential teacher aged 23 or over. But, under minimum wage law, they can deduct up to £60.90 for accommodation, leaving £395.90. Alternatively, they can pay you the full wage and make you work some extra hours for free: a maximum of 6.5 hours a week if you're 21 or over.

Apart from accommodation hours, you must be paid for all work-related activities you're asked to do, including non-teaching duties.

If you're an experienced teacher looking for a summer job which pays well above minimum wage, and you don't want to be at the management's beck and call 18 hours a day, your best bet is a boarding school. Millfield, Haileybury, Fettes, Whitgift, St Clare's Oxford and Bede's Summer are all offering posts starting at around £550-£600 a week.

“Kids are looked after by welfare staff between 8am and 8pm when you are generally off duty”

Most boarding schools are now running the 'house system', where kids are looked after by welfare staff between 8am and 8pm when you are generally off duty. All offer ample free time, often with a day and half off a week or even a full weekend. If you need accommodation, check the ads, as some of the city-based schools don't offer residential options.

Among the private providers whose rates have been published so far, only Discovery Summer and SBC come close to boarding-school levels. While they expect slightly longer hours, they both timetable evenings off and other free time. (Exsportise, also traditionally one of the better payers, hasn't published its rates yet.)

Not all boarding schools are so generous. One is offering just £400 for teaching, plus residential duties, plus excursion work and gives no clear idea of the total hours. Others just say their salaries are competitive – always a worrying sign.



WORDS MELANIE BUTLER. PHOTO WIKIMEDIA COMMONS

Traditional boarding schools like Millfield are best for summer staff

For your average private language school summer operation, £400 a week is probably average, but the hours of work are rarely clear. It's pretty easy, however, to figure out from the wage the maximum hours they can legally ask you to work for the money (see box below).

So where, for teachers with the right to work in the UK, is the Brexit bonus? There is some evidence that summer schools are

struggling to get enough responses and a number have advertised a 'competitive salary' and then had to re-advertise with the pay rates.

Unless you can find a school offering £450+ a week net of holiday pay for a guaranteed maximum of 48 hours, you might still be better off in your local supermarket – in the UK most of these now guarantee £10 an hour.

How many hours can they legally make me work?

- 1) Take the figure quoted as a weekly rate. For this example, £450 including holiday pay.
- 2) If the figure includes holiday pay, deduct it. Holiday pay only counts towards minimum wage when you take holiday. Divide the wage (£450) by 112.07. This comes to 4.015, then multiply this by 100 = £401.50.
- 3) Add £60.90 for accommodation: £401.50 + £60.90 = £462.40.
- 4) Deduct anything they are charging for accommodation, eg, £55: £462 - £55 = £407.40.
- 5) Divide this total by the hourly minimum wage for your age group. From 1 April 2022, the hourly rates are: age 23+, £9.50; age 21-22, £9.18; age 18-20, £6.83. Then round to the nearest quarter of an hour, eg: you are 23+ and your weekly wage after accommodation is £407.40. $£407.40 \div 9.50 = 42.88$ hours. To the nearest quarter of an hour, that's 43 hours.

The final figure must cover not only your main job, but any non-teaching work and time you're asked to spend on work-related activities, including meetings, admin, cover and CPD. If you work more than the maximum legal hours, you must be paid overtime.

Keep a record of your working time (using a free work-tracking app like Clockify is a good idea) and hang on to your weekly work timetables. Politely let the employer know you have done overtime by email, so you have documentary evidence. If they don't pay your overtime by the end of the contract, and haven't given you time off in lieu, phone the employees' helpline ACAS on 0300 123 1100 (you can do this anonymously) or contact the Union (<https://tflworkersunion.org>). You don't need to be a member to get help.

The real deal

If you want a university experience don't settle for anything less, says Melanie Butler

The appeal of summer courses branded as a 'university experience' and held in an ivy-clad Oxbridge college or other ancient-looking UK campus is easy to understand. What is less obvious is why so many students choose to go to one run by a language school or other private sector education group, good as some of these are, when – if you're looking for a university experience – you could perfectly easily go to one run by a university.

Oxford, the UK's oldest university, runs its very own residential summer school for adults (18+) exploring a different academic area every week. For 16-18 year olds, St Andrews, the oldest university in Scotland, runs a Summer Academic Experience Course; while Aberystwyth, the oldest in Wales, runs a University Experience Course covering British culture and English language.

These kinds of courses are not only likely to be more authentic, they are also more likely to feature teachers who actually work at the university, rather than undergraduates trained in the subject but not in how to teach it or English language teachers who took a first degree in the subject at some other university several years ago.

The university-run course isn't likely to be any more expensive – the university doesn't need to rent rooms in its own buildings, nor is profit the main motive for running the course – universities use them primarily to attract future students, either from their summer intake or from the students' peer groups back home.

Most important of all is its effect on a student's CV. Are future employers more



PHOTO WIKIMEDIA COMMONS

Oxford offers a real university experience, from classroom to location

likely to be impressed by the fact that you attended a course about university life run by the Bloggins School of English or by the fact your course was run by an actual world-famous university?

For those with a high enough level of English, there is a range of academic subjects on offer: science and engineering at Manchester, fashion at Regent's University in London or research skills at Keele's School of Medicine. Those who need to polish their English can sign up for an English language course at the same universities and spend their summer alongside international students from across the world.

For courses focused on academic English, all three of the *Gazette's* top-ranking university language centres – Manchester, Sheffield and Edge Hill – offer summer schools, as does our top-ranking Scottish centre at Perth College, which is part of the University of the Highlands and Islands. When it comes to learning the English you need for university, it should be no surprise to learn that it's the universities who excel at teaching it, not least because they attract the most qualified and experienced teachers.

All things considered, if you're looking for a university experience, you might as well go to one run by a university.

Immerse yourself in Monterey

One US university is turning the tables by launching its own language school

While English language schools are launching university experience programmes, a US university has launched its own English language school. Middlebury College is opening its new California-based language school this summer with the first session beginning 27 June.

Middlebury, a liberal arts college with its main campus in Vermont, is rated as the 40th best university in the US in this year's TES University Rankings. Long highly rated for its foreign language programmes, it's been offering foreign language summer schools since 2015, when it launched its German Language School. It now offers schools in 12 languages ranging from Arabic and French to Abenaki, an endangered indigenous North American language. The Middlebury language schools, some operated

in partnership with highly respected fellow Vermont college Bennington, have enrolled a total of 58,000 students year-round since their inception.

The new English language school is based at the Middlebury Institute for International Studies in Monterey, California, which was acquired by Middlebury in 2010. The English Language School, which will adopt Middlebury's signature immersion method, is accredited by CE and will offer courses year round in eight- and 16-week sessions, as well as an eight-week summer course.

The English language school's director, Rogers Walker, explains Middlebury students must take "...the Language Pledge to communicate only in the language they're studying. This time-tested immersive approach results in rapid progress for our students."



PHOTO WIKIMEDIA COMMONS

Middlebury Monterey may be the only university English language school in the USA, but it joins a small if elite club, including Dublin City University's centre and Malta University Language School, which is now 50 years old.

Top jobs

Qualified teachers should beat a path to a UK university, says Melanie Butler

Why do universities, on average, outperform language schools? One reason is that they teach better: 78% of accredited university language centres are awarded a strength in teaching by British Council inspectors.

Universities do so well because they employ more highly qualified and experienced teachers. Normally only fully qualified EFL teachers can work in UK universities, which means they must have a first degree, an initial certificate, at least two years experience and a diploma. Most universities also look for a master's degree

By contrast, in the average language school, most teachers just have the initial certificate.

Research shows that the biggest factor in how fast you progress is not the class size or the method of teaching, it's the quality of the teacher. There is a small number of great language schools with a fully qualified, highly experienced faculty, but many teachers prefer the cachet of working for a university.

Then there is the money. Both universities and language schools hire teachers on an hourly

basis. According to the University and College Union, the bottom rate per classroom hour is £15, which is also the average hourly rate for language school teachers.

However, for every hour you teach at a university, they pay an extra hour and a half for all the other things a teacher has to do: assessment, administration, meetings, professional development and, above all, lesson preparation and marking. So before tax, the minimum you can earn per hour you teach is £37.50.

Many language schools actually deduct money from teachers for breaks between lessons, typically 15 minutes in every hour. So the teacher is paid £11.25 for 45 minutes of lesson and nothing for the break. And as for administration, meetings, etc, they often don't get paid for that either.

In the summer, both language schools and universities offer short-term contracts. The

money advertised is often similar, but the difference in hours is huge.

This year, one summer school provider is currently advertising for fully qualified teachers to work as academic managers, offering £670 a week plus free food and accommodation. For that, the staff are expected to work 72 hours plus 8 hours a night on call for emergencies.

If they have experience teaching academic English, the same teacher can earn £650-£750 plus free accommodation at a university. There they'll work 37.5 hours a week, which includes 20 hours teaching. The competition for such jobs is fierce and the ads are going up now on jobs.ac.uk and the BALEAP website.

Who do you think will get the best teachers?



Durham University

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The final frontier

The visa situation for English language students and teachers hoping to come to the UK is a bit of a minefield, says Melanie Butler, as she picks her way through the red tape

Nearly two-thirds of British people agree that EU children should be allowed to travel to the UK on school trips using their identity cards, according to a survey conducted by the Tourism Alliance, a lobbying body whose members include the British Educational Travel Association and the language school body English UK.

Since last year, issues with travel documents and visas have become a real headache for EU students and teachers wanting to visit the UK. That's because of the double whammy of the UK Government banning the use of EU identity cards and withdrawing from the List of Travellers scheme. Instead, the Government said it would rely on the old group passport scheme, now so out of date that only two EU member states even issue them anymore.

Almost all EU countries issue ID cards though, even to children, and they can be used instead of passports throughout the Union. Not being able to travel on them particularly discriminates against poor children, whose parents can't afford the extra expense; migrant children, who may carry a passport from a non-EU country; and anyone from a country like Italy, where it can take months to get a passport issued.

The result is predictable: European schools are avoiding the UK altogether and heading for Malta, Ireland and, according to some press reports, countries such as the Netherlands, where English is so widely spoken it's almost a second language.

Much the same thing may happen with the summer schools. In fact, the director of one language school chain claims that Malta and Ireland are already filling up fast.

Does the British government care? It doesn't look like it. In fact, it seems to believe that banning the use of EU ID cards is popular. And about that they are broadly right: 63% of respondents to the survey agreed. However, 61% also thought children on school trips or coming for English language courses should be exempt and 58% thought the same should apply to their teachers. The results of the survey were largely the same across all age groups, all regions of the UK and even among people who voted to leave the EU, as well as those that didn't.

The Tourism Alliance has put forward a new plan for junior group travel with ID cards. Will the Government accept it? Probably not. After all, it has already turned down a request to allow EU teachers in for summer on a seasonal visa like fruit pickers.



PHOTO SHUTTERSTOCK

“If no one in the UK wants to teach English, it's probably because, like fruit picking, it involves long hours for low pay”

Something tells me that much of the British public would agree with them on that one. People understand that no one in the UK wants to pick fruit, but if no one in the UK wants to teach English, it's probably because, like fruit picking, it involves long hours for low pay. However, since there are plenty of school teachers in the country who are free in the summer, they might want to earn a little extra – if only the job paid enough.

However, the solution for most summer schools has not been to put the money up and the hours down, but to aim for EU teachers with a different kind of visa: a Frontier Worker permit, which allows EU citizens and those from Switzerland, Iceland and Liechtenstein who worked in the UK before 31 December 2020 to continue doing so for now.

Will it work? Some schools seem very confident it will – certainly far more confident than I would be about the British immigration authority's ability to process any paperwork on anything at all any time before the next election comes around.

Even if they do, why would EU teachers choose to work for what is often less than British minimum wage (when you add all the non-teaching duties in) when they can earn up to twice Irish minimum wage in Dublin without all the pastoral care, excursions and evening activities thrown in on top? Oh, and most Irish schools are offering subsidised accommodation as well.

We're already hearing reports of EU teachers who worked year round in the UK who went home during the pandemic and are not coming back. After all, with British teachers banned from going to the EU to work, there are plenty of jobs in the EU. Not only are there very few native speakers there, but also local teachers who have taught in an English-speaking country are now in high demand.

I have no doubt when it comes to summer, many kids will head for the UK, as Ireland and Malta simply do not have enough schools to take them all. But will the UK have enough teachers to teach them?

Summer in the EU

Europe's English-speaking countries to see boom for language schools

Ireland and Malta are well-placed to corner much of the European junior summer market this year. With sterling riding high against the euro and visa problems aplenty in post-Brexit Britain (see opposite page), parents and agents may play it safe and send their children to fellow EU member states.

They're not the only EU destinations looking to grow. Cyprus has a handful of schools and there are stories of school groups heading to the Netherlands and Scandinavia.

Ireland and Malta have long hosted year-round junior groups, another factor which has helped these two small countries punch well above their weight. The Irish EFL industry already attracts more students per capita than the UK, which is more than 10 times its size, while tiny Malta, population under 450,000, welcomes 85,000 language travellers a year.

These countries also have growing year-round markets for long-stay adults built on the right of both EU and non-EU students to work while studying, giving them an advantage over both the USA and, since Brexit, the UK. Both destinations are also well-known for their summer language and activity packages

for juniors, offering such sports as diving in Malta and horse-riding and golf in Ireland. And both of these countries have a reputation for friendly host families. Malta even has a family accreditation scheme. But in both cases demand in peak season now outstrips the supply of families, so their EFL industries have had to look for alternatives: hotels, student hostels, university residences....

Now, though, some language schools in both Ireland and Malta have taken a leaf out of the British and American playbook and gone into the residential summer school market.

In Malta they've gone for American-style summer camps. NSTS, for instance, has its own specially designed student hostel, complete with a swimming pool, while ESE has gone one step further and hired a four-star hotel for 10-13 year olds that's staffed with qualified

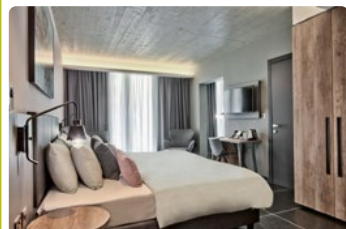
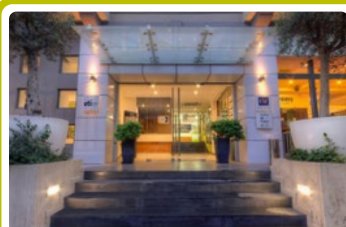
teachers, known as Language Facilitators, who are running both the English classes and the activities.

In Ireland they've followed the British model, which uses the premises of its historic educational institutions as bases for summer English language courses. Dublin's Irish College of English is offering courses in two boarding schools, Clongowes Wood in Kildare and Glenstal Abbey in Limerick, while Emerald Cultural Institute is offering a university environment in its residential course at Trinity Hall campus, part of the historic Trinity College Dublin.



Clongowes Wood College, Kildare, Ireland

WORDS MELANIE BUTLER. PHOTO WIKIMEDIA COMMONS



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The Michigan English Test goes live

Michigan Language Assessment launched MET Digital to provide test-takers and accepting institutions with global access to a Michigan certificate of English proficiency

Michigan Language Assessment recently accomplished an important milestone: the digital launch of their Michigan English Test (MET). MET Digital is a secure, affordable testing solution, meeting the evolving needs of global test-takers and accepting institutions. MET Digital is now available most days of the year, nearly anywhere in the world, at Authorised Test Centres and from home.

To address the challenges posed by the pandemic, different stakeholders emphasised the importance of increased flexibility and access. In addition to meeting these needs, MET Digital also follows high standards of test security, validity and reliability.

“A secure English proficiency exam trusted by universities, professional boards, governments and other recognising organisations across the globe”

“A lot of research has been conducted on the MET since its initial launch more than a decade ago. That research provides strong evidence on the validity and reliability of the test so test users can depend on the outcomes from the test,” said Gad Lim, PhD, Director of Assessment at Michigan Language Assessment.

MET Digital makes it possible for an even larger population of foreign language speakers to take a secure English proficiency exam trusted by universities, professional boards, governments and other recognising organisations across the globe. Test results are securely accessed through the Michigan Language Assessment Portal, typically within five days.

Authorised Test Centres received training on the new administration and security procedures for digital exams. Security for remote testing is enhanced by multiple measures implemented through Michigan Language Assessment’s partnership with Prometric, a global leader in technology-enabled testing and assessment solutions, including live human proctoring and artificial intelligence monitoring, confirming the identity of the test-takers and ensuring that they don’t have access to any aids during the entire exam. The partnership with Prometric also expands the locations where MET Digital is available to 180 countries.

MET Digital offers a unique feature to improve test-taker experience and results. Test-takers who feel their performance does not adequately reflect their skills can now choose to retake one of three sections of the 4-skill MET Digital when they receive their initial results, reducing stress and expenses to meet their certification requirements. The highest of the two scores is listed on the final report with an indicator to show the retaken section.

“I felt comfortable taking MET Digital,” says one of the first test-takers who completed the exam from her home in Colombia. She plans to use her certification to apply to a higher education institution in Canada. “I had a very good experience.” She also commented that MET Digital results accurately reflect her command of the language and that the test is different

Michigan Language Assessment

Michigan Language Assessment is a not-for-profit collaboration between the University of Michigan and Cambridge Assessment English, two institutions with long histories and leadership roles in the field of language assessment, language teaching, second language acquisition and applied linguistics research. Michigan Language Assessment provides a comprehensive range of trusted English language tests to enable English language learners worldwide to expand their personal opportunities, gain internationally recognised certification, and improve their educational and professional prospects. Learn more at michiganassessment.org and follow them on Facebook, Instagram, YouTube and LinkedIn for more exciting developments.

from the other English proficiency exams she has taken. “It’s stricter in terms of security,” she says.

The launch of MET Digital required the development of a new customer portal and the use of new technology. It’s also the result of a collaborative effort that involved continuous feedback from test-takers, test centres, partner institutions and recognising organisations. Michigan Language Assessment is grateful for their contributions and support of this digital transformation project.

Students can contact an [Authorised Test Centre](#) near them to register for MET Digital in-centre. They can also register remotely to take MET Digital from the comfort of their own homes by visiting MET Digital’s information and registration [page](#), where they’ll be guided to create an account with the Michigan Language Assessment Portal, and schedule and pay for their exam.



With almost 40 years of experience in ELT, **Dr Fernando Fleurquin** is the Director of Marketing, Communications and Stakeholder Relations at

Michigan Language Assessment. A conference presenter in over 20 countries, he is an English teacher and a medical doctor, has a master’s degree in Marketing & Business Management, and is a doctoral candidate in Higher Education.



PHOTOS SHUTTERSTOCK/PIXABAY

Using the silver screen

A film is worth a thousand visual aids, says ELT teacher Rick Hail

Scene 1 A 15-year-old schoolboy fully holds his classmates' attention as he describes how he trains a wild bird.
Scene 2 Just before she says her wedding vows, a young woman punches her would-be bridegroom in the face.

These scenes are from two wonderful British films (*Kes*, from 1969, and *Four Weddings and a Funeral*, from 1994) which have gripped and entertained audiences around the world. Each scene can be used to illustrate aspects of British society or analysed for its use of language, its portrayal of character or the way that the scene is presented in the film (the setting, camera angles, editing, etc).

Hundreds of films could serve similar purposes, but perhaps you may find it more satisfying to watch a *whole* film with your class? Using short video clips, of course, has its place in the ELT classroom, as I will show, but having whetted your students' appetites

with a short extract, is it possible to arrange a viewing of the *whole* film? I believe that this is the ideal arrangement and will go on to discuss the skills which such viewings – short or long – might require and develop in the student,

“This experience taught me that the stimulus of a good film prompts even the less proficient speakers to wish to contribute to the post-film discussion”

as well as suggest teaching techniques and films which can prove great source materials. As Daniel Xerri comments in *ELTJ* (2019),

“...as a communicative device, most feature films expose learners to language scripted for an L1 audience... Films are still authentic resources that can be harnessed for language teaching purposes”.

Cinema is an infinitely flexible and accessible medium which can appeal to students at any level of language ability. For many years I taught a course for international students entitled *Modern British Cinema and Society* at a university in the UK. My aim was to show the students aspects of British culture and society, while also motivating them to watch closely, share their findings, put across their views and improve their language skills. This experience taught me that the stimulus of a good film prompts even the less proficient language speakers to wish to contribute to the post-film discussion. In using film – just as when dealing with a written text – there is a range of techniques that, given careful planning and preparation, can encourage a class to improve these key skills:

Widely applicable (or ‘transferable’) skills

- guided observation
- cultural awareness
- interpretation of content
- textual (in this case film) analysis
- cooperation (group/pair work)
- creative thinking

Specific language skills

- listening comprehension
- vocabulary development (both active and passive)
- awareness of accent varieties
- intonation as a conveyor of meaning
- expression of opinions

Teaching tips and techniques

A) Using mainly short clips:

- Play the clip with no sound: what is the relationship between the characters, where are they and what might they be saying?
- What language are the characters speaking? In which country does this scene take place? Any visual clues?
- (With the sound on...) What is the mood of the characters in the clip? How can you tell?
- How many different shots or camera movements are used in this scene?
- Was music used to accompany the scene? If it was used, was it effective? How? Why?
- What is the attitude of the characters towards each other in the scene? Positive or negative? How can you tell?
- Where do you think this scene comes in the whole structure of the film? What might precede – or follow – this scene?

For added language focus in some of the above activities you may choose to highlight sentence structure or intonation patterns in some, specific lexical items or features of register and appropriacy in others.

B) Using full-length feature films:

- Fill in a table listing a character’s good and bad actions or attitudes.
- What for you is the key scene in the film? Why do you think it’s so important?
- Do the film-makers show or suggest their *own* point of view on the topic or theme of the film? If so, how?
- If you could introduce a new character into the film, who would it be? Give reasons for your choice.
- Can you think of a better or alternative title for the film?
- What is the film’s overall ‘message’ for us the audience?
- Does the story proceed in a linear way or are there jumps forward or flashbacks? If so, why are these used?

Using the above ideas (many of which and more can be found on my website, www.teachbritishfilms.com), more holistic

editorial@elgazette.com



skills are required: general comprehension of story and character, interpretation of actions and motives, and imaginative thinking. Relevant language focus might target the clear expression of opinions and the relevant structures and phrases to enable this, such as “In my view...”, “Yes, but then why did ...?” or “I totally disagree!”

C) Longer tasks for group discussions or homework could include:

- Discuss how the main characters’ lives might develop *after* the end of the film.
- Write an angry – or appreciative – letter or email from one character to another.
- Write a journal entry by the main character looking back on the events portrayed in the film.
- Imagine you are the main character’s boss. Write an honest reference for him/her.
- A class debate based on a main theme from the film: for or against, eg, the monarchy, space exploration, euthanasia....
- Work on specialised or idiomatic vocabulary from the film, eg, from the field of politics, sport, cooking....
- Using short quotes taken from reviews of the film, rebut or agree with the critics’ opinions, creating your own written review.
- Design a (better?) poster for the film.

This last set of activities again encourages students to think outside the box, to analyse, discuss and deploy a full range of language skills in working collaboratively on tasks in pairs, groups or individually.

Which films could I use?

Everyone has favourites, no doubt, but below is a sample of some that I have used successfully in my classes. Much will depend on what you wish to achieve: whether to work on specific language items, to stimulate creativity and lively discussion among your students, or to encourage them to look at aspects of the country they may be studying in. The following list is all British (no surprise, given the title of

the course I taught). I make no apology for the age of some of these films: to me, quality is what counts!

- *In Which We Serve* (1942)
- *A Hard Day’s Night* (1964)
- *Kes* (1968)
- *If...* (1968)
- *Local Hero* (1983)
- *Hope and Glory* (1987)
- *Four Weddings and a Funeral* (1994)
- *Billy Elliot* (2000)
- *Dirty Pretty Things* (2002)
- *The Queen* (2006)
- *Once* (2007)
- *Made in Dagenham* (2010)
- *Dunkirk* (2017)
- *Bait* (2019)

So, if you have the chance to introduce films as a regular part of your syllabus, either to show the occasional full-length film (perhaps set up a regular film club?) or use just an occasional short clip, then plenty of good ideas can also be found in the sources below.

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Rick Haill worked for many years at Oxford Brookes University, where he taught language teaching methodology, study skills and British Studies.

Before that, he taught for the British Council in France, Croatia, Egypt and Singapore. Since his retirement as Professor Emeritus, he has been working on his website for teachers worldwide:

www.teachbritishfilms.com

Levelling the playing field

Jodie Gray, chief executive of English UK, shares how the organisation intends to tackle discrimination

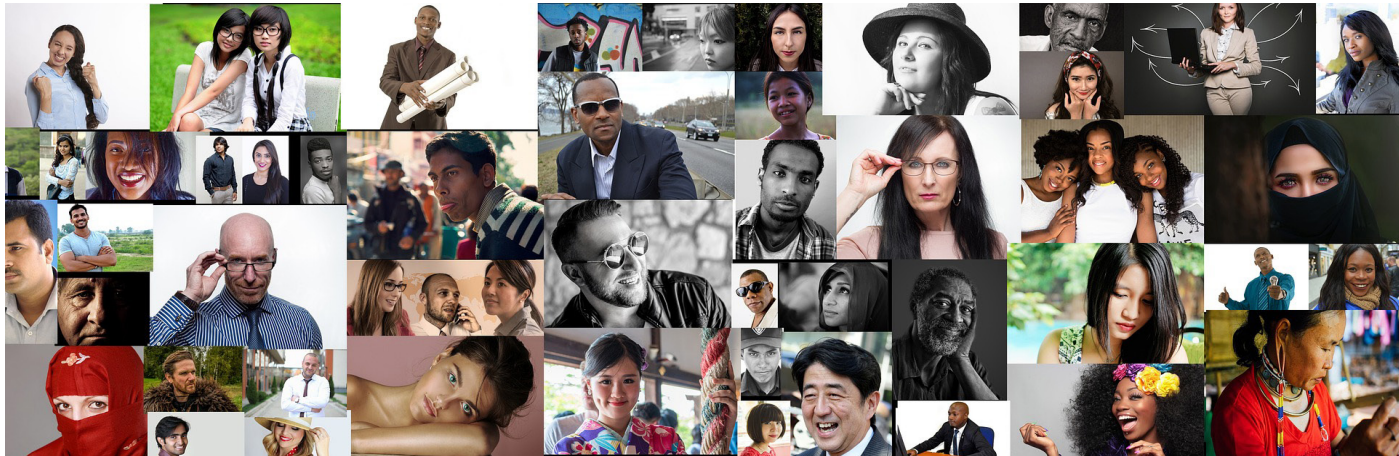


PHOTO PIXABY

One of the things I'm most excited about this year is working for positive change in our industry. Rebuilding our members' business and supporting UK ELT to success once more are the priority, but English UK also wants to take the opportunity to create a more sustainable future.

As a relatively new chief executive who has worked in the industry for most of my career, it's important to me that, while we focus on the bottom line and return our centres to profitability, we also work to ensure ELT's footprint is as beneficial as it can be. Even better, this is important to our Board of Trustees as well.

As industries go, ELT has broadly positive impacts. We support students from all nations and backgrounds to travel and study, so they can realise their dreams. We encourage people from all over the world to widen their horizons and foster mutual understanding. We enable people to communicate better.

The flipside is that we're encouraging travel at a time when we need to reduce emissions and live more sustainably, that we aren't challenging perceptions that native speakers are the most desirable teachers, and that discrimination may be going unchallenged in our classrooms and staff rooms.

2022 is the year when English UK begins to take the lead on all of this. With the Board of Trustees, last November we agreed new values which are important to us. They are: community, inclusivity, integrity, responsibility and sustainability, and we are taking steps to live and work by these.

Now we have launched our latest initiative, an environmental action plan in which English UK has committed to lead the way on greening our industry. As our values say, we believe in turning UK ELT green to help protect our planet, build hope and secure our future.

As an organisation, English UK will examine and revise our actions, including divesting from

fossil fuels, reducing emissions from our events and seeking more sustainable travel options. We're also calling for industry volunteers to join our environmental action group.

Further advanced is our antiracism action plan, launched in the middle of 2021 and acknowledged in our value statement that everybody belongs in UK ELT. We embrace diversity and value everyone's perspectives and contributions to our community.

We have made steady progress on this plan. We have completed our first annual survey of staff and the ELT community on their experiences of racism and other forms of discrimination, and we shared the results at a very productive first meeting of our action group in December.

Antiracism: objectives for 2022

The action group suggested five next steps for English UK. These are:

- Provide training for members and the UK ELT industry. Topics could include dealing with incidents, raising awareness and tackling unconscious bias. Training formats could include conference sessions, guidelines, tools for centres to use, webinars or paid training.
- Create guidelines for diversity in marketing to inform the language and visuals used in our materials and shared with members as a suggested template.
- Use the English UK platform to promote diversity by celebrating people of colour within the industry, diversifying speakers and trainers at our events, making antiracism and diversity central at our conferences and using social media platforms to promote diversity within our industry.
- Facilitate a networking group for people of colour in UK ELT, enabling mentorship and networking across roles, giving the opportunity to discuss racism in the industry and get support, and

ask for feedback to English UK and the antiracism action group.

- Promote the UK ELT industry as an opportunity to increase visibility and recruitment. The group discussion noted that ELT is not widely known to a diverse range of people, so contributing to a lack of diversity. This is a long-term project and it's vital the industry is promoted as a safe and welcoming place to all people.

I'm really pleased with the quality and range of these suggestions, and we are beginning to consider how we will address them, updating the action group at its next meeting in the spring.

The group also has some interesting ideas on what success might look like and what they want us to achieve in the context of English UK, the membership and the wider industry. Those ideas include tackling unconscious bias, education for everyone, including students and agents, and working with other educational organisations and wider stakeholders.

Survey findings

We sent the antiracism survey to industry contacts, member centres and stakeholders, and the findings provide an interesting and broadly positive picture of our industry, although there is more to do.

Most respondents are not very or not at all concerned about racism or other forms of discrimination at their ELT organisation (86 and 81%). Three-quarters say they have rarely or never experienced or seen discrimination in UK ELT, and nobody reported any form of discrimination as frequent in their workplace. Over two-thirds think discrimination and prejudice are taken seriously in our sector.

In other positive findings, 95% thought all cultures, backgrounds and ages are respected and valued in their ELT organisation, with almost as many believing 'overt' or 'extreme' racism would be addressed at their organisation

and 90% feeling safe there, while 80% thought their organisation was committed to antiracism.

Working conditions appear to be broadly welcoming as well: 82% thought their work and ideas were recognised and credited, 74% that recruitment was fair and transparent, and 78% say being their authentic self is not a disadvantage to their career.

However, there are less positive findings too. Almost half of the respondents were concerned about racism or xenophobia in UK ELT, with 45% concerned about other types of discrimination. Almost 40% had heard or seen prejudiced language, opinions or behaviour in their work, with almost 30% thinking racism was “not on the agenda” in UK ELT.

Native speakerism

This issue, unique to the industry, was raised by Silvana Richardson of Bell English, in a groundbreaking IATEFL conference plenary half a decade ago and was raised again by her at English UK’s ELT conference in 2021.

Almost half of the survey sample agreed that ‘native’ speakers are more respected in the sector, saying they have often been asked for a more ‘British’ homestay host, teacher or other member of staff. This was reported as the most common form of discrimination in UK ELT.

Non-native speakers are likelier to feel left out, unsafe or ‘the only one’ and feel their

work isn’t credited or their opinions valued. Non-native speakers were three times likelier to think this was a career disadvantage and twice as likely to have heard or seen prejudiced language or behaviour in UK ELT.

Other types of discrimination

After native speakerism, sexism and classism were the most common forms of discrimination mentioned by survey respondents.

Just under a third of respondents said classism happened sometimes, often or frequently. Staff not in leadership roles are less likely to think that all kinds of people are equally respected. They are also more likely to be concerned about and to have witnessed racism or other discrimination, but are less confident about reporting it. Sexism was the second most common type of discrimination reported, mentioned by 36% of all respondents and almost half of women. A quarter of women think there is bias or discrimination in their workplace, and almost two-thirds disagree that staff are treated equally. Over half of men but under a third of women thought teaching materials reflect diverse people and lives.

Over 80% had rarely or never witnessed or experienced homophobia, but lesbian, gay or bisexual people are twice as likely to think being themselves was a career disadvantage. Over a quarter of gay, lesbian or bisexual

people feel ‘like the only one’, double the figure for heterosexual colleagues, and they are also less likely to think their opinion is listened to or that they could be themselves at work.

The way forward

The most frequent comments encouraged us to get on with this work, lead by example and take meaningful action to address the roots of racism and discrimination in UK ELT. It was suggested English UK emphasise inclusivity, particularly to those colleagues experiencing racism and discrimination. We should showcase black people and people of colour on our channels, with a greater diversity of voices.

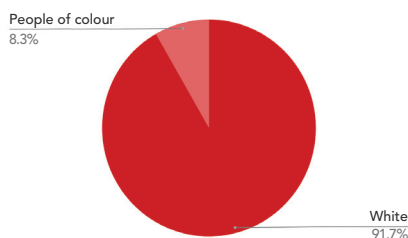
Our survey proposed some actions we might take, all of which were endorsed in the responses. They included training and guidance, understanding and discussing racism and discrimination, sharing visual and messaging guides, human resources and policy templates, supporting the creating of antiracist inclusive teaching materials and helping member centres to communicate their organisation’s policies.

Many of these activities have been prioritised for us by the action group, and we will be progressing them in the coming months. I look forward to seeing our work beginning to make a difference in our sector and making UK ELT an even better place to work for everyone.

The UK’s English language teaching industry lags on diversity

After doing a survey of 30 UK English language schools’ websites, I found that, out of 133 teachers featured, only 11 were people of colour and of those 11, only three were black.

Ethnicities of featured teachers

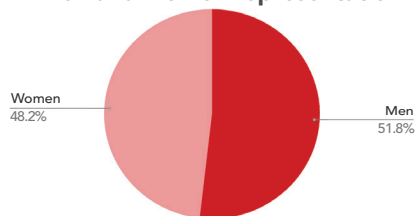


According to the 2011 census, 13% of the UK’s population are people of colour, but more recent surveys have said that number is closer to 14.4%, while English language schools feature only 8.3% teachers of colour.

Teachers of colour are under-represented by around 5-6% in the UK’s ESL industry. This shows a clear diversity problem in a supposedly inclusive industry. Many teachers of colour are either not being represented on schools’ sites or they are simply not being hired for English language teaching positions.

Another potential issue with the industry is how men and women are represented. While a large number of women work in ESL, it appears men are featured more often than women on schools’ websites.

Men and women representation



Women were featured prominently in other roles, such as administration and social activity coordinators, but when looking at the teaching roles, five more men were represented than women.

Women outnumber men 51% to 49% in the UK. It is unclear whether the underrepresentation of women on the sites is deliberate. However, anyone who works in this industry knows how prominent women teachers are.

At the school I work at currently, women teachers outnumber men 2 to 1. While that’s not representative of the entire industry, it does make you wonder whether men are getting overly advertised as ESL teachers, while women are being hidden. None of the 133 teachers featured had any visible tattoos. This may be the norm, as tattoos are viewed as unprofessional by the UK population. Only one teacher had visible piercings.

To gather this data, I reviewed 30 English language teaching schools’ sites advertised on Quality English. I didn’t include any summer

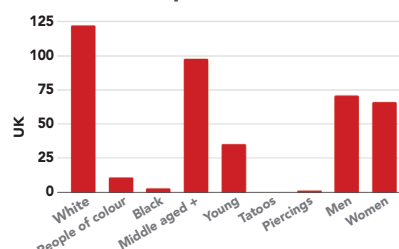
schools, as they have a high turnover and do not normally have a ‘meet the teachers’ section.

There are some potential problems with the data. First, I, a white man, made the judgement if a person looked white or not. Ethnicity is not actually as obvious as we might believe. I could not say whether a person was from Southeast Asia or North Africa or had parents of different ethnicities.

Second, the sample size is not as large as it could be. There are at least a hundred language schools in the UK, but not every one features their teachers on an ‘about us’ page. Not every school has a readily accessible website either.

Despite these problems, the data still points towards the underrepresentation of teachers of colour in the UK. Women are also not as visible in teaching roles as men. The industry must do better if it wants to be truly diverse and inclusive. As pointed out previously in *the EL Gazette*, there are many teachers of colour who are being passed up for positions. Why not make an effort to hire them?

ESL teacher representation in the UK



A look at English instruction in Egypt

One size is never going to fit all, says educationalist Abeer Okaz

For quite some time, the Egyptian Ministry of Education and Higher Education has been aware of the need to qualify teachers. While there are different types of training programmes for language teachers in almost all sectors and despite good intentions, there still continue to be challenges.

First, there are a large number of untrained, unqualified teachers in almost every sector. This is especially true in vocational schools and at the primary level, but it's worse in English for Specific Purposes (ESP) and English for Academic Purposes (EAP). Second, changes in the curriculum also affect the quality of teacher training. And, finally, teachers of large mixed ability classes do not normally receive the tailored training they need to support their classes.

This article takes you through my personal journey in Egyptian training programmes, specifically in higher education, which covers the time before and during the pandemic.

I have been the director of the English Language Centre in a private university for the past eight years and worked on the teacher training programmes which focused on getting teachers ready for teaching general English courses to adults. Every student, irrespective of their major, must study general English courses in order to graduate from university here.

In Egypt, English language centres are a major part of private universities, though less

so in national ones. These centres usually provide language classes to undergraduates as part of their credit hour system. In the one I was attached to, every student, regardless of their major is required to study general English at three levels, for two credit hours each. In other universities, students may take courses in ESP or EAP, but my journey has involved general English.

Before the pandemic

When my journey began, the same training sessions were given to staff members teaching in any discipline. It was 'one size fits all' continuous professional development – that was the aim back in 2013.

The focus of training was always the same: classroom management, lesson-planning engagement and participation, while the overall objective was always to prepare teachers to teach undergraduates from 11 different disciplines.

The training would always follow the same pathway. Before starting work at the centre, every new staff member would go through the same induction programme, irrespective of their own background and/or experience. During the semester, the members of our Professional Development Unit would give sessions that they thought would be beneficial. Once again, one training for all, with attendance a must. This was followed by class observations, where teachers received one-to-one

feedback, but were left with only a few resources to refer back to. The main aim was to improve classroom management, with a special focus on motivation.

“Most undergraduates in Egypt do not see a reason to learn English”

Most undergraduates in Egypt do not see a reason to learn English – core courses are more important and relevant to them. They register for their English classes because they have to, not because they are intrinsically motivated to learn. Students in a few disciplines do understand the importance of learning a second language, mainly so they can understand their textbooks or to help them if they intend to travel abroad for further education.

The approach to training started to change gradually. The centre started recruiting more teachers as the university started growing, and it became evident that programmes needed to be tailored to the needs of both teachers and their students.

There were still obstacles. First, the number of students varied from one class to another and from one level to the next, often making the techniques teachers learned in training inapplicable. Second, students' language levels were affected by which faculty they were





PHOTO PIXABAY

enrolled with and thus some of the training needed to be faculty based. Mixed classes remained a problem, with lesson timetabling a never-ending challenge.

Pre-Covid, the training was planned for face-to-face, with very little attention given to online teaching. In 2019, when I trained teachers to use Google classrooms, they were overwhelmed. But when I actually started a Google classroom, things started to make sense to them.

During the pandemic

Before March 2020, teachers had some set-in-stone teaching techniques they had accumulated through the years. Then, suddenly, everything they had taken for granted changed. Lessons and classes were all moved to digital provision and thus the teacher training perspective changed.

A lot of challenges faced every member of staff and all the students. The situation was chaotic and it took the English Language Centre some time to adjust.

There were five factors that affected teaching and learning in the new context

1. **Instructors' attitudes.** Teachers were in shock and outside their comfort zone. They were under a lot of pressure, torn between their families and new work obligations. Moving online meant working longer hours to plan lessons and mark assignments. Some did not

have proper connectivity or suitable devices at home.

2. **Conditions.** Everyone was home, so teachers had to look after their families as well as their students. Students were under a lot of stress and struggling to cope with a situation where most of them did not have a private place to work online.
3. **Motivation.** The lack of meaningful interaction and engagement between teachers and students in an online context was due to the lack of preparedness on both sides. The sudden change in the mode of delivery affected both teachers and students. They spent longer hours in front of their screens, yet felt lost at the end.
4. **Tech skills.** Most teachers and students were not digitally ready. Also, some did not have the proper devices or reliable internet connection to get into the learning process.
5. **Choice of content.** All the course materials were designed for face-to-face use and the time it took the English Language Centre to digitalise the material was another factor in the loss of motivation among students.

In terms of training, it was evident that management would not be able to do everything at once, so we took a bottom-up approach. We started by dividing teachers

into smaller teams, each one responsible for a specific task.

The digital tools team was responsible for checking different digital tools to evaluate which ones would be suitable for online use. During training sessions, they introduced the teachers to tools they could integrate into their lessons to help get students more engaged. The training team planned a programme to help their colleagues with planning and teaching online, coordinating with the digital tool team to deliver coherent training to staff.

Meanwhile, the material designing team worked on changing the content to fit the digital classroom, which did not happen overnight. At first, the content was changed into Google forms with automated answers. Then the team helped both teachers and students to upgrade these forms to include the texts from the course books and, later, videos as well.

“Teaching through Zoom was quite a challenge, but with a lot of support, teachers finally managed it successfully”

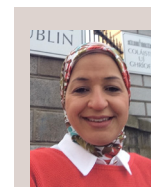
Back at the training team, they were helping the teachers with live teaching. Teaching through Zoom was quite a challenge, but with a lot of support, teachers finally managed to do it successfully.

Then, a few months later, the university moved all its digital content to Blackboard, so it was important to teach both students and teachers to collaborate live. The screen-casting team helped train coordinators. Replicating the physical class helped during the times of total lockdown or when teachers went down with Covid.

The journey goes on and the training continues (we are still in the during-pandemic phase as I write this).

Training teachers will never stop as long as management and teachers believe in professional development. And as long as there is constant change in the teachers' backgrounds, knowledge level and attitudes – not forgetting the students' interests and attitudes as well.

The method of training will also vary, but one important thing I have learned on my journey is that the one-size-fits-all recipe never ends successfully.



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TEACHING IN CHALLENGING CIRCUMSTANCES

By Chris Sowton
Cambridge University Press, 2021
ISBN 978-1-108-81612-0

The inspiration for this title is Michael West's *Teaching in Difficult Circumstances*, published in the middle of the last century and based on his experience of teaching English in India. The author of this title opts for the more politically correct 'challenging', pointing out how, although several of the issues raised by West still apply, such as teachers dominating classroom discourse, in terms of access to education, especially in wealthier countries, things are much more rosy. On a deeper level, he warns against complacency. Far from becoming a mechanism for change, he says that education continues in many societies to enable the consolidation of pre-existing power. Hopefully, titles such as this may help, even in a small way, to alter this structural imbalance.

Examples of challenging circumstances will, of course, vary from one context to another. Helpfully, on page two, the author lists 12 global challenges, some of which will certainly resonate more than others with the majority of language teachers. These include mismatches between the educational philosophy of various stakeholders, teachers having little or no input in the policy-shaping process, plus insufficient training and poor contractual conditions for staff members.

The contents of this title are spread over 32 chapters in nine parts, each chapter beginning with an inspirational quote. The one on page one I particularly admired: *Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral* (Paulo Friere). Part one focuses on the general ways in which teachers can create a suitable environment for language learning by ensuring the classroom is safe, inclusive and student-focused. The emphasis here and in all parts in this title is on how to overcome challenges, such as bullying, physical disability and perhaps hunger caused by fasting during Ramadan.

The focus in part two is on day-to-day matters, including the immense value of using different languages where necessary. My own belief is that teachers who feel it's pedagogically beneficial to take money off students who use their first language in an English lesson should in turn have money deducted from their own salary.

Part three concentrates on teaching large classes and includes a thought-provoking section on taking the learning outside the classroom by, for example, setting up running dictations.

The specifics of teaching language skills via interactive zero-resource activities is the focus in part four, where the author is to be



PHOTO WIKIMEDIA COMMONS

Notes on good practice

As a teacher you should never stop learning, says Wayne Trotman

applauded for once again recommending the use of dictation, this time with dictogloss.

Teaching language without textbooks is the theme of part five, which lists 10 principles for good online learning along with how to make use of the local environment. In complete contrast, part six identifies, when they are available, how to maximise the potential of course books. A must-read section in this part is 'Managing textbook bias' (pages 133-137), which identifies seven types of bias, including invisibility, in which some groups, especially women, people with disabilities or gay people are simply absent.

How to motivate, empower and give agency to students, along with checking their learning effectively and humanistically is the concern of part seven. My second favourite inspirational quote heads the section on creating assessment on page 154: *If you judge a fish by its ability to climb trees, it will live its whole life believing that it's stupid* (Matthew Kelly). While part eight looks at how to create links between an institution and the wider community consisting of

stakeholders, such as parents and guardians, part nine is more introspective, identifying means of self-care such as reflecting on one's own teaching and identifying opportunities for teacher development. These are all vital means towards staying mentally alert in what can often be a turbulent profession.

This book certainly deserves a place on the shelves of all reputable institutions with a concern for provoking the thoughts of their teachers, ranging from those recently entering the profession to those who may feel they have seen and heard it all.

West, M (1960), *Teaching in Difficult Circumstances*, London. Longmans, Green.



Wayne Trotman is a teacher educator at İzmir Katip Çelebi University, İzmir, Turkey.