

A HISTORY
OF
iatefl

Shelagh Rixon and Richard Smith

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A History of IATEFL: The First 50 Years of the International Association of Teachers of English as a Foreign Language

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Forewords

David Crystal, *IATEFL Patron*

In 2008, in an online interview, Spanish novelist Carlos Ruiz Zafón commented: 'We are what we remember, what we know. The less we remember, the less we know about ourselves, the less we are'. The problem, of course, is that our memories are notoriously fallible, and to give an accurate account of the history of a single event, let alone an organisation, requires a level of detailed investigation, insight, and imagination that is difficult to achieve.

Having got to know IATEFL pretty intimately over the past 23 years, as (what we now call) its Patron, I can say that the authors have done a magnificent job to present not only the historical minutiae of its origins and evolution, but also its essence and ethos. I was not involved at the beginning, though I knew Bill Lee and many of the other movers and shakers, but I well recognise from these pages the second half of IATEFL's development. For many, to read this account will feel like this fragment of their life passing before their eyes.

I am hugely impressed by the amount of information that they have accumulated, through questionnaires, interviews, documentary sources, and casual communications, but I am even more impressed by the way they have managed to capture the 'feel' of the organisation—something everyone notices when they attend the annual conference. They talk about the IATEFL 'family'—a word one never uses lightly, and usually inapplicable to annual conferences.

Yes, it was a tough call for the authors. As they say in their introduction, 'the task of understanding the Association and its history was more complex than we had at first expected'. But they've succeeded, and provided us with an 'affirmation', as they put it, of the value of IATEFL as well as an acknowledgement of the immense amount of time and energy so many individuals, named and unnamed, have put into it over the past fifty years. The result is far more than a retrospective. It does indeed provide 'an opportunity to evaluate and help identify directions for the future on the basis of looking back'. One cannot help but reflect on the significant role IATEFL has played in ELT to date, and how it will continue to influence the profession in the future.

Another quote from the interview with Zafón: 'We seem to live in a world where forgetting and oblivion are an industry in themselves and very, very few people are remotely interested or aware of their own recent history, much less their neighbors.' It is not a comment that can apply to IATEFL after this book.

Carol Read, *IATEFL President, 2013–2015*

Marjorie Rosenberg, *IATEFL President, 2015–2017*

The *History of IATEFL* project began in 2012 when Dr Richard Smith, Associate Professor at the University of Warwick, UK, well-known ELT historian, and IATEFL Research SIG coordinator at the time, was informally approached to advise on a suitable person to research and write such a history to help celebrate IATEFL's 50th anniversary. It was very good news when, a few days later, Richard himself expressed interest in undertaking the project jointly with his former colleague at Warwick and another well-known figure in ELT and academic research, Dr Shelagh Rixon. IATEFL could not have found two more highly-qualified people for the job. Thus, the stage was set for a challenging, arduous, but fascinating, research and writing journey of over three years, the fruits of which you have before you now.

The main aim of the *History* has been to celebrate 50 years of the Association by documenting its development in an academic, evidence-based way and providing an insightful and enjoyable account of many of the events and people who have shaped the organisation in its current form and as it might develop in the future. The methodology has principally drawn on archival research as well as many oral and written accounts, interviews and questionnaires. Although everything possible has been done to ensure factual accuracy, as with any contemporary history, there may well be differing interpretations of events, and the wealth of information and data means that, in a short publication of this kind, selection has been imperative—it has not been possible to cover everything.

As part of the journey to produce this account of the first 50 years of IATEFL, we have been delighted to have the support of the British Council, a close collaborator and partner of IATEFL over many years, in the form of a generous research grant and a commitment to make the publication freely available in digital form to the wider ELT community via its website. We have also been pleased to receive sponsorship from Oxford University Press, which has long maintained extremely close links with IATEFL, mainly through the connection with its *English Language Teaching Journal*, and from Cambridge University Press, which has also long been a valued supporter and close collaborator with the Association.

A publication of this kind doesn't happen without concerted effort by many people. Above all, thanks are due to Shelagh Rixon and Richard Smith who have devoted themselves enthusiastically and diligently to the task of unravelling and recounting the IATEFL story, and also showed remarkable perseverance at times when the going got tough. We are also grateful to Peter Grundy for expert guidance in his role as editor of the project and to Martin Eayrs, formerly on the Publications Committee, for his support and input throughout.

We believe that this *History* situates IATEFL in its rightful place as a significant professional member organisation for ELT professionals around the globe. By looking back at where the Association has come from and forwards to its future, we hope that you will feel inspired and proud to be part of the global community of ELT educators and that you very much enjoy reading it.

Introduction

The Association of Teachers of English as a Foreign Language ('International' came later) was formed in early 1967 and its first conference took place just after Christmas in the same year (on 28–29 December at Nutford House, London). It

attracted [...] 125 participants. [...] There was a theme ('Desire to learn'), a period set aside for orderly discussion after each paper, an evening of ELT films produced by the BBC's 'English by Radio and Television' unit, and a book exhibition. One interesting statistic which emerged was that the 125 participants represented 43% of the UK membership and 27% of the total membership; so that the Association must have already acquired some 500 members, [...] spread throughout 47 different countries. (Spencer 1982: 13–14)

We can usefully juxtapose and contrast the information in this passage with that for the 49th Annual International IATEFL Conference and Exhibition, held in Manchester, 11–14 April 2015, with an additional day of Special Interest Group (SIG) Pre-Conference Events and an Associates Day with sessions for representatives of IATEFL Associates (other teacher associations affiliated with IATEFL). The conference attracted 2,642 participants. There was no overall conference theme but the programme included daylong strands organised by the 15 SIGs. Presentations varied from posters, workshops, and talks for relatively small groups to plenaries. Of the 2,642 participants, 823 were non-members, 772 were first-time conference-goers and over 700 were speakers. A total of 1,613 conference participants came from outside the UK and represented 110 different countries. An estimated 45,500 people watched at least some of the conference online and there were lively discussions on Facebook and via Twitter throughout the Conference. The total membership of IATEFL in April 2015 was just over 4,000.

To mark IATEFL's 50th conference in April 2016 and its Golden Jubilee in 2017, the IATEFL Publications Committee and Board of Trustees agreed in 2013 to ask us to produce this book, *A History of IATEFL*. Full credit for this idea goes to Carol Read, who was just then beginning her two-year period as president of IATEFL and who had asked us to present a written research proposal soon after becoming vice-president in 2012. However, this was not the first time that a history of the association had been mooted. Minutes of an Executive Committee meeting in August 2000 contain the question 'Is a written history of IATEFL called for?', together with some speculation about who might carry out such a task. At the 2002 conference in York, then-incoming Vice-President Peter Grundy also explored the possibility of a written history of IATEFL with one of the present authors, the idea at that time being to attract a PhD student to the University of Warwick to do the research. Unfortunately, this did not occur.

Clearly, a major *raison d'être* for this book is celebration. However, in our proposal we also presented this as 'an opportunity to evaluate and help identify directions for the future on the basis of looking back' and we expressed the hope that 'the process of compiling the book should be seen to have value for IATEFL as well as the finished product'. Our aim has therefore been to encourage as many IATEFL members as possible to feel involved in the book's creation and to invite contributions by different people from different perspectives. We began our work by interviewing delegates at the 2013 conference in Liverpool, in order to gain an initial feeling for what content IATEFL members might find particularly interesting. The themes we arrived at as a result of this, and which we used to structure the book, were:

1. Organisation: The organisational history of IATEFL, i.e. the origins of the Association and how structures and roles were set up and have developed.
2. Major activities: A history of conferences, SIGs overall and recent online activities.
3. Output and outreach: The publications which reach all members, mainly the *Newsletter* and conference proceedings; and IATEFL as an international association: an account of links with teacher associations internationally and of the Wider Membership Scheme.
4. Effects: Influences of IATEFL on individuals and on the profession, with contributions from staff members, present and past office-holders, the general membership, scholarship winners, representatives of groups such as SIGs and Associates, and figures with roles outside as well as inside IATEFL.
5. IATEFL in perspective: Final reflections in which we identify overall trends and suggest issues for consideration going into the future.

In the actual process of research, we attempted to involve different constituencies within the Association, and received considerable help in return. Below, firstly, are the main initiatives that we took to contact people who might have a story to tell or views to express:

- In 2013, a link to an online questionnaire was sent via IATEFL's *eBulletin* to all current members: 'History of IATEFL Project: What has IATEFL meant for you?'
- In 2013, a template was shared with SIG coordinators to enable them to investigate their own SIG's history, and guidance was provided at a SIG coordinators' meeting.
- Between 2013 and 2015, interviews (face-to-face, and via email and Skype) were conducted with all living Past Presidents on their experiences and their views of the development of IATEFL; some chose to contribute written answers (referred to as 'memoirs' in the text).
- Between 2013 and 2015, interviews (face-to-face, and via email and Skype) were conducted with various present and past committee members, IATEFL's Patron, and other key figures.
- In 2015, an email message requesting assessments of their relationship with IATEFL was sent to all current Associates.
- In 2015, a link to an online questionnaire was sent via the IATEFL Head Office to former IATEFL scholarship holders.

There was also correspondence by email and letters between ourselves and other key figures in the Association's history, including Brenda Thomas, IATEFL's first Executive Secretary.

With regard to documentary sources, we first attempted to ensure that the collections of IATEFL newsletters in both the IATEFL Head Office and the (for us, more local) Warwick ELT Archive (http://www.warwick.ac.uk/elt_archive) were as complete as possible. To do this, we sent out appeals for missing issues to the overall membership. Many thanks go to Hywel Coleman, Jonathan Marks, Heather Kempson and Neil McBeath, who located and donated missing issues of the IATEFL *Newsletter*, as well as to the various SIG coordinators who encouraged their members to send missing SIG newsletters to the IATEFL Head Office. Apart from IATEFL newsletters going back to the first issue (October 1967) and news items about IATEFL in *English Language Teaching/ELT Journal*, our main documentary sources were administrative records (minutes of meetings, memoranda, account sheets, correspondence, etc.), conference handbooks and publications kept at the IATEFL Head Office in Faversham. Some other sources were discovered in either the Warwick ELT Archive or the British Library.

Having discussed the background, something of the rationale, and the main sources for this history, we turn now to some considerations which relate to readership and readability, and to the book's possible wider contribution.

We have written this book, in the first instance, for IATEFL members themselves. (Every member will receive a printed copy on publication.) As stated above, a major motive for the book is celebration, or—we could say—*affirmation* of the value both of IATEFL's activities and of the people who have contributed to its development. However, the timeline we cover is a recent and continuing one (more like present perfect progressive than simple past!) and we have several concerns to share in this respect: first, some active members will inevitably be disappointed not to find their own contributions mentioned; secondly, many events or activities will be found to have received only a partial or no mention despite having been significant for specific readers; and, finally, since we have long been active members of IATEFL ourselves, our choices regarding what to highlight cannot be seen as impartial, though we have aimed for objectivity. Of course, the contributions of many people and activities have made IATEFL what it is today, not just those mentioned in the text, and we hope that any disappointments will be mitigated by the overall picture we have painted being a recognisable and lifelike one.

As stated above, we aimed not only to celebrate IATEFL but also to encourage participation and evaluation. 'Lessons from history' can never be clear-cut, and need largely to be constructed by readers themselves, but we will be delighted if this book is found to have a utilitarian and not just a celebratory and scholarly value, in other words if it promotes reflection which helps to influence future developments within IATEFL, other teacher associations, or perhaps even the profession as a whole.

At the same time, finally, we do hope the book will be considered a scholarly, though not an over-scholarly, achievement—a book which is reader-friendly and interesting, in other words, while being as well-researched as we could make it within the time available. We have not engaged in the footnoting and frequent reference to sources which might have been required, for example, in a PhD. Instead, we take quite a light-touch approach—having stated our overall sources (above), we generally only mention specific sources when they are being directly quoted from or otherwise foregrounded, using the following conventions:

- *NL* stands for IATEFL's *Newsletter*, regardless of its actual name at the time of publication (*ATEFL* or *IATEFL Newsletter*, *IATEFL Issues* or *Voices*), followed by issue number and page number: for example, *NL* 23: 10;

- *Selections* stands for IATEFL's *Conference Selections*—see Chapter 3;
- *ELTJ* stands for *ELT Journal*, regardless of its actual name at the time (*English Language Teaching* until 1973); and
- Interviews, 'memoirs' and survey findings are major sources, as described above. We do not date these individually in the text, but it should be noted here that all data from these sources was generated between 2013 and 2016.

When books, book chapters or journal articles are referred to, these are listed at the end of the book. This includes references to full-scale articles or chapters in IATEFL newsletters or books, but it should be noted that IATEFL's own book-length publications are listed and described in Chapter 3, rather than being listed in a bibliography at the end.

Although our primary imagined readership is one of IATEFL members, we hope the book will be considered sufficiently comprehensive and outward-looking to be of wider interest in the ELT/TESOL, modern language teaching, applied linguistics and education fields more generally. There have been few histories of language teacher associations before, despite their considerable importance in many teachers' lives, and those which do exist (for example, Day 2002 and Freudenstein 2009) have tended to adopt a rather narrowly focused and, in some respects, inward-looking approach. Instead, in this book, we attempt to take a broader view and to relate events within the Association not only to wider social trends and geopolitical changes but also to the development of ideas within the profession as a whole. At the same time as being a kind of social and not just institutional history, we conceive of this as a history not so much of ideas as of *practices* (conference organisation, SIG establishment, newsletter publication, etc.), of a kind which is lacking in the still under-researched area of ELT history as a whole. (See Smith 2016 for related considerations.) Indeed, English language teacher associations are only just beginning to be taken seriously as objects of study at all, and in this respect we would like to think the present book is a pioneering contribution to complement, for example, Liu and Berger (2015, Chapter 4) and Paran (2016). Finally, even though this is fundamentally a history for purposes of celebration, we do refer to a number of tensions and contentious issues within the Association, for example disagreements connected with changing ideas on participation by different interest groups, or with choice of particular linguistic, cultural and methodological norms. Our work, then, lays a foundation for more critical research which could usefully be pursued in the future.

There was originally some legitimate questioning by the IATEFL Board of Trustees with regard to the length of time projected for the work (two years) but we can confirm that we needed all this time, and some more—almost as much as for a PhD thesis in fact! IATEFL has metamorphosed considerably since 1967, there was a large amount of data to be processed, and the task of understanding the Association and its history was more complex than we had at first expected. What kept us going was witnessing the dedication of IATEFL's volunteers and staff over the years and wanting to do justice to them, and also coming to appreciate more and more the interest-value of the IATEFL story—a story we are personally very happy to have come to know and are happy now to share.

Acknowledgements

Special thanks go to Carol Read, who instigated and then coordinated the project, to Marjorie Rosenberg, who subsequently took on the coordination, and to the members of the Publications Committee (in particular, Martin Eays), who have helped to steer it through.

Our editor, Peter Grundy, has been an invaluable source of wisdom and practical know-how, and both Simon Murison-Bowie (as copy-editor) and Keith Rigley (design and typesetting) have similarly displayed great professionalism and dedication in bringing this book to publication.

Mojca Belak, during her internship at the IATEFL Head Office, helped us with some specific enquiries, and Glenda Smart, Louise Atkins and other staff were also consistently helpful. We wish in particular to thank Susan Holden, too, for her contributions.

Listed below are all those, apart from respondents to our questionnaires, who through personal communication, supply of documents and photographs, willingness to be interviewed, or other services, have generously assisted in the production of this history of IATEFL. We hope very much not to have missed anyone out but, if we have, we extend our apologies. Our only excuse is that so very many people have been supportive.

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1 Organisational history

This first chapter provides an account of how IATEFL came into being and became the organisation we know today. It is about the people who founded the Association and continued its development, the opportunities that were seized and others that were missed, and some of the debates and events that gave rise to many aspects of IATEFL we may now take for granted. It also aims to set the scene for the more detailed narratives and discussions in Chapters 2 to 5.

IATEFL today is one of the largest professional associations of English language teachers in the world, with members from more than 120 countries; in 2016 it had over 4,000 members of different types. After 50 years of existence, it has developed a rich array of networks and various different routes by which teachers and other ELT professionals can participate in its activities. However, like many other nationally—and internationally—known organisations it started small and with a specific vision shared by a few dedicated founders.

Origins: 1967 to 1983

In 1967, when it all started, it seems that the time was ripe for a UK-based English language teachers' association. By the late 1960s, English language teaching was taking its first steps towards being acknowledged as a skilled occupation with its own disciplines and paths for practitioner development. There were a few academic courses available, notable amongst them the relatively well-established Diploma course at the Institute of Education, University of London, but teacher education of this sort was not a norm and the teaching of English as a foreign language was seen by very few in the UK as a profession. ATEFL—as the association was initially known—was one of a number of organisations which emerged at around the same time and which together marked significant moves towards ELT professionalisation.

For example, the British Council's English Teaching Information Centre (ETIC), itself founded in 1961, had recently opened a Language Teaching Library in Holborn, London, jointly with CILT (the Centre for Information on Language Teaching). In 1962, International House, then in Shaftesbury Avenue, London, had started its internal training courses for intending EFL teachers, and in 1967 the first CETESL (Certificate in Teaching English as a Second Language) examination—predecessor of the current CELTA qualification—was made available with the endorsement of the Royal Society of Arts (RSA). The British Association for Applied Linguistics (BAAL) was founded in the same year, 1967. Meanwhile, in the United States, the TESOL organisation had been set up in 1966. What was missing from all this activity was a forum in the UK for English language teachers and other professionals to make contact with one another and share ideas.

W. R. (Bill) Lee (1911–1996) was born in Hillingdon, Middlesex, and studied English at University College London, where he was a pupil of Daniel Jones. He then gained a postgraduate teachers' diploma from King's College London, and throughout his career he was to maintain strong links with the University of London. Before the Second World War, he worked as a school teacher at both primary and secondary levels. After working in Military Intelligence at Bletchley Park in the Second World War, he went to teach at the prestigious Charles University in Prague, and was awarded his PhD there in 1950. During this time he met his Czech wife, Zdena. His links with Eastern Europe remained strong, and in its early years attendance at the IATEFL conferences was one of the few opportunities for teachers and academics from this part of the world to visit the West and maintain professional links. Following his return from Prague, Lee worked in the 1950s as a lecturer in Professor Bruce Pattison's department at the Institute of Education, University of London (Pattison was later to become the first President of (I)ATEFL). In 1963 he became an independent consultant, writer, lecturer and teacher trainer, publishing his best-known book, *Language-teaching Games and Contests* with Oxford University Press in 1965. Between 1961 and 1981, Lee was editor of *English Language Teaching*. He was Chairman of (I)ATEFL from 1967 to 1984, then for the rest of his life held the title Founding Chairman. In 1979, he was awarded the OBE for services to education. He died in 1996.



Bill Lee: Founder of IATEFL and Chairman from 1967 to 1984.

The years 1967 to 1983 are identified here as the first significant era in IATEFL's development because this is the period during which one man played an absolutely central role. Dr W. R. Lee, the originating force behind IATEFL, was a well-known teacher, writer and teacher trainer who, from the 1950s onward, held many positions of influence in the English language teaching world. He had an influential role in the English Speaking Union, but, in particular, at the time of the foundation of IATEFL, he was in the key position of editor of what was then *English Language Teaching*, now known as *ELT Journal*. Lee was interested in all aspects of improving the status of the teaching of English as a foreign language and by the late 1960s he had identified a particular need for an organisation that would allow classroom teachers to get together and share ideas and problems. As he recalled in 1992 (*NL* 115: 10), 'The evening before Christmas Eve 1966 the thought jumped out of me that there was no association of teachers of English as a foreign language based in Britain'. He hedges the matter of whether TESOL actually got underway first, although he hints that his idea might have been stirred by

rumours of something in the USA—something I joined myself a few weeks later—called Teachers of English to Speakers of Other Languages (TESOL). Which of the two organisations was established first I don't know; it probably depends on what is meant by 'established'. IATEFL and TESOL got going at about the same time.

Lee was always clear about the particular need for an organisation that would allow English language teachers to get together and share ideas and problems, and his view of ELT was firmly set in

a broad educational context, as this quotation from the first Association *Newsletter*, distributed in October 1967, shows:

The principal aim of the association is to promote better teaching of English as a foreign or second language by concentrating on the language-learning process as a many-sided educational problem. (*NL* 1: 2)

Setting up the Association: early supporters and leaders

Although it was Bill Lee's driving force that brought IATEFL into being, he was supported from the earliest times by a group of like-minded people. He was well connected and well respected in the field and thus in a very good position to act as catalyst and to further his vision for the foundation of a new association for language teachers. He contacted potential supporters:

That Christmas I wrote to quite a lot of people well known in TEFL to suggest they might like to be sponsors, asking in effect 'Do you want to be left out?' Hardly anybody did. Before the end of January 1967 there were more than sixty sponsors. (*NL* 115: 10)

According to D. H. Spencer (1982: 13), an initial meeting of sponsors was held on 20 February 1967 at the London offices of Oxford University Press (Ely House, 37 Dover Street, W1), home at the time to its English as a foreign language publications, including *English Language Teaching*.

There are no records of this meeting in the IATEFL archive, but Spencer, as an IATEFL committee member himself from 1969 to 1972, would have had good access to necessary information, including Lee's own recollection. He advances a precise date quite confidently and is an otherwise trustworthy source. On these grounds we conclude, then, that ATEFL was indeed born on 20 February 1967.

Spencer (*ibid.*) reports further that a committee was elected at the same meeting. Lee was elected Chairman, Anthony Abrahams, founder and Director of the Centre for British Teachers, was to be Treasurer, and Susan Hughes (later Weir) and Caroline Hanson (later Moseley) were appointed Joint Secretaries. The rest of the committee was composed of other leaders in the ELT establishment of the time: Bernard Lott, then Controller of the British Council English Language Teaching Division, George Perren, Director of CILT (the recently established national Centre for Information on Language Teaching) and W. Stannard Allen, a prominent textbook writer. Professor Bruce Pattison of the Institute of Education, University of London, agreed to accept the largely honorary role of President of what at the time was to be called ATEFL, the Association of Teachers of English as a Foreign Language.

The list of sponsors published in the Association's first newsletter (*NL* 1: 2, see Table 1.1) contains other very well-known names in UK ELT and education of the time, including John Haycraft, founder of International House, and June Derrick, pioneer in the field of what was then called 'English for Immigrants'. The precise role of sponsors is not entirely clear. There seems to have been no monetary contribution from them but more of an endorsement of the new organisation by people of standing in language teaching and related areas such as publishing and academia. A handwritten note from the first committee meeting says about sponsors: '1) Approve constitution but not a body to which Committee should often be responsible 2) useful at the moment but will die out'. Following approval of the constitution (see below), sponsors—as a body—in fact did disappear entirely from the IATEFL story.

Association of Teachers of English as a Foreign Language: Sponsors		
A. Abrahams	June Derrick	E. Glyn Lewis
W. S. Allen	M. Dodderidge	Dr B. Lott
J. Angel	A. V. P. Elliot	Prof. W. F. Mackey
W. J. Ball	J. Edmonston	R. Mackin
Dr G. Barnard	Dr Jean Forrester	D. C. Miller
J. Barnett	H. V. George	D. Y. Morgan
F. E. Bell	P. Gibbs	J. Parry
V. Bickley	Prof. A. C. Gimson	G. Perren
F. L. Billows	Prof. P. Gurrey	G. Pittman
G. Broughton	J. Haycraft	R. J. Quinault
J. G. Bruton	D. Hicks	R. Ridout
M. R. Campbell	L. A. Hill	D. A. Smith
E. F. Candlin	R. Hindmarsh	Prof. P. Strevens
H. A. Cartledge	A. S. Hornby	Dr M. West
R. A. Close	P. H. Hoy, HMI	S. F. Whitaker
S. Pit Corder	Dr A. H. King	P. Wingard
T. S. Creed	Dr W. R. Lee	J. Wilson
President: Prof. Bruce Pattison		
Vice-Presidents: Prof. P. Gurrey; A. S. Hornby; Sir Vere Redman; Dr Michael West		

Table 1.1: Sponsors of ATEFL at its inception

The President and Vice-Presidents were all particularly distinguished figures of the day. (See Smith 2003, 2005 for more on their roles in ELT history.) It should be pointed out here that the titles 'President' and 'Vice-President' were used at that time for formal, non-executive roles. The decision-making leader of ATEFL was the Founder and Chairman, Bill Lee.

Bruce Pattison (1908–1996), President

Bruce Pattison was the first President of (I)ATEFL. Having attended Gateshead Grammar School, he went on to study English at Durham University, and gained a PhD from Cambridge in 1933. He was a school teacher for four years (from 1932 to 1936) before becoming a lecturer in English at University College London. Although his own interests were mainly in the fields of English literature and music, in 1948 he was appointed to a new chair with special responsibility for English as a Foreign Language at the Institute of Education, University of London, thus becoming the only Professor in the UK in this field at that time. He remained in this influential position until his retirement in 1976, after which the chair was filled by Henry Widdowson.

Percival Gurrey (1890–1980), Vice-President

Percival Gurrey was a graduate of Birkbeck College, University of London, and gained a PhD from University College London. He can be considered one of the founders of the EFL profession in the UK, having taken over the course in Teaching English as a Foreign Language at the Institute of Education—the only one of its kind at the time—from Lawrence Faucett (1892–1978) in 1937. He moved from the Institute to a role as Professor of Education at the University of the Gold Coast (now Ghana) in 1948, staying there until his retirement in 1951. Amongst other activities, he acted as a consultant for the British Council, travelling in Europe and advising it on the needs for the teaching of English in various countries. His practical yet scholarly textbook for teachers, *Teaching English as a Foreign Language* (Longmans, Green 1955) was an important precursor of the methodology books of today.

A. S. Hornby (1898–1978), Vice-President

A. S. Hornby is perhaps the best-known of ATEFL's founding Vice-Presidents today, due to his work as compiler of the popular *Oxford Advanced Learner's Dictionary of Current English* and his subsequent generosity in setting up the A. S. Hornby Educational Trust on the basis of royalties received—see Bowers and Smith 2012. The Hornby Trust supported IATEFL materially in its early years and continues to sponsor 'Hornby scholars' and alumni annually to attend the conference. Hornby was a teacher in Japan before the Second World War and took forward the innovative work started by Harold E. Palmer (see below) within the Tokyo Institute for Research in English Teaching before leaving Japan in 1942. On the basis of this experience, he founded the journal *English Language Teaching* (now *ELT Journal*) for the British Council in 1946 and edited it until 1950, when he left the Council to compile dictionaries and write learning materials full-time. This was the journal Bill Lee had been editing for six years when he founded ATEFL. Just before Hornby's death in 1978, he was presented with the volume *In Honour of A. S. Hornby* (Oxford University Press), put together by Peter Strevens, who was, a few years later, to succeed Lee as Chairman of IATEFL.

Sir (Herbert) Vere Redman (1901–1975), Vice-President

Vere Redman, although not known for any solo contributions to the English as a foreign language profession, represented a connection—considered important at the time of ATEFL's foundation—with the work of Harold E. Palmer (1877–1949). Palmer, although not well-known today, 'did more than any other single individual to establish English language teaching (ELT) as an autonomous branch of language education in the first half of the twentieth century' (Howatt 1999: vii). As an associate of Palmer's during his time in Japan, Redman had co-authored a book with him, *This Language-Learning Business*, which was first published in 1932 and later reissued by Oxford University Press in 1969. Redman's own career had been in the diplomatic service, this being the reason for his knighthood.

Michael West (1888–1973), Vice-President

Along with Lawrence Faucett (who had retired due to ill health in 1939), Harold E. Palmer (who had died in 1949), C. E. Eckersley (who died in the year of ATEFL's formation, 1967) and Percival Gurrey, Michael West had been one of the major pre-war pioneers in the UK-based development of teaching English as a foreign language. He studied English at Oxford and then, in 1912, joined the Indian Education Service. He was posted to Bengal, first to the David Hare Teachers' Training College, Calcutta, but soon after to the Teachers' Training College in Dacca. He spent the next 20 years engaged in teacher-training, and researching in schools in Bengal. He passionately believed in reading as a key to language development and as the skill with the most 'surrender value' for children who might have to leave school early. He pioneered the idea of graded reading schemes for learners of English as a foreign language and of careful vocabulary selection and grading within reading material. His 'New Method Readers' were first published by Longmans, Green in the 1920s, and their success established the company as one of the major publishers in ELT. He later published the influential *General Service List of English Words* (West 1953), which was a development of pre-war research work with Lawrence Faucett and Harold E. Palmer. In the 1950s and 1960s he remained active in the field, giving occasional lectures at the Institute of Education and contributing a number of articles to *English Language Teaching*.

A number of the key early committee members (termed, at the time, 'Officials') and supporters of the organisation were associated, like Lee, with the English as a foreign language teacher training programme of the Institute of Education, University of London, and/or with the journal *English Language Teaching*. Via these connections, and, particularly, via the choice of Gurrey, Hornby, Redman and West to fill symbolic vice-presidential roles, ATEFL was from the beginning aligned with a British tradition of practical experience and theorisation of experience which predated the Second World War (Smith 2003, 2005). It is notable then, that while—from the beginning—there have always been active and influential supporters of the Association from the academic world and a strong connection with traditions of practical scholarship, ATEFL had roots in a pre-war tradition which did not depend on applied linguistics, although this field was represented among the sponsors by Pit Corder (University of Edinburgh) and Peter Strevens (University of Essex). This was quite a different situation from that in the USA, where one of the prime movers behind the foundation of TESOL was the Georgetown-based Centre for Applied Linguistics. As Womack (1969) commented around this time:

From the beginning, TEFL in the States has been closely tied to developments in linguistics, so closely that in the States we assume this relationship or collaboration. This does not universally seem to be the situation in Britain. Indeed, linguistics seems suspect among people in TEFL there. (p. 12)

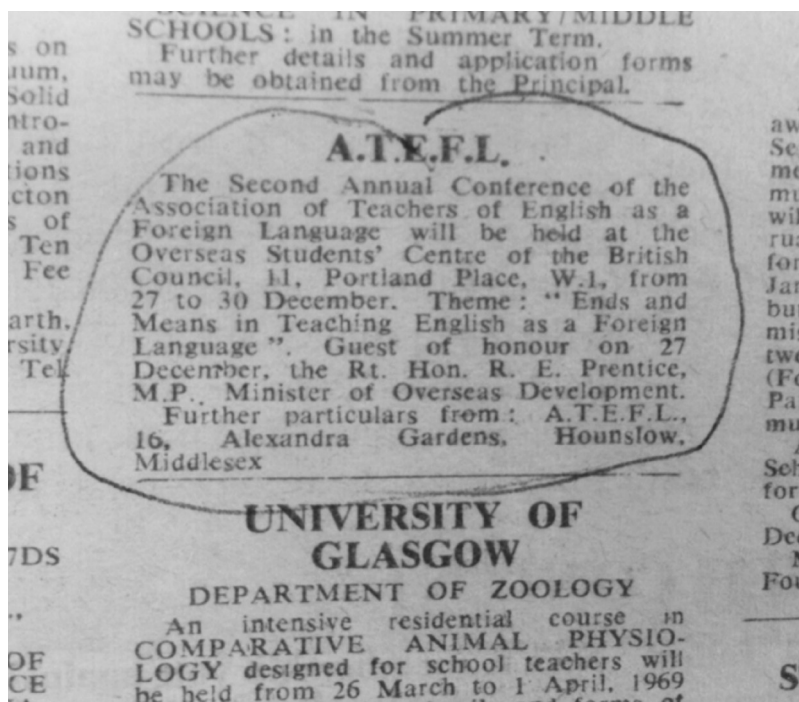
As Womack (*op. cit.*: 15–16) also noted, 'The history of TEFL in Britain is different from ours in the States. TEFL and linguistics have developed somewhat more independently in Britain.'

ATEFL activities got underway quite quickly. 17 March was the date of the first Committee meeting for which records survive and has therefore in the past been taken as IATEFL's official 'birthday' (NL

196: 23). The first issue of the *Newsletter* was not printed and distributed until October 1967, however, and the first conference was held at the end of December, just over a year after Lee claims that the thought of founding the Association 'jumped out of' his head. These two core activities of conferences and *Newsletter* will be explored at more length later in this chapter and in Chapters 2 and 3, respectively.

Lee seems to have been an expert networker. From the start, he tried to work closely with other UK associations, announcing in the *Newsletter* of July 1968 (NL 5: 14) that the 'committee had adopted a policy of cooperation with other bodies of language teachers'. These included the Modern Languages Association (MLA), now known as the Association for Language Learning (ALL). Lee and other ATEFL leaders were also taking a strong interest at the time in the field of English for immigrants, now known as ESOL or EAL in the UK. Oxford University Press, for whom Lee edited *English Language Teaching*, showed its support for the new association with very valuable assistance in kind, in the form of printing and organising the distribution of the *Newsletter*, an arrangement that continued until 1973, while the British Council permitted use of its premises for committee meetings and conferences for free. The A. S. Hornby Educational Trust, as well as the British Council, later provided important financial assistance at times in the 1970s when money was tight.

Lee's view was always also an international one, even before the 'I' in IATEFL was added late in 1970. One example of the influential establishment contacts that the organisation enjoyed at the time and of its interest in teaching English outside the UK was that the guest of honour at the official buffet at the 1968 conference was the Minister of Overseas Development, Reg Prentice.



Announcement of 1968 conference in the Times Education Supplement

However, it should be acknowledged that in the early years the 'international' element may have come more from the diverse countries in which members worked than from their actual nationalities. There was not yet a sizeable proportion of non-British English teacher members as there is now. Early membership lists (still short enough to fit on a few pages in the *Newsletter*) suggest that the majority of the non-UK-based members at that time were of UK origin, working as expatriates in universities, language institutes and in British Council posts.

Continental Europe, even before the UK's entry to the Common Market in 1973, was IATEFL's first strong international focus. There was very close involvement with the Continental Europe-based umbrella federation of language teacher associations, FIPLV (*Fédération Internationale des Professeurs de Langues Vivantes*). An announcement made in 1969 in *English Language Teaching* (22/2: 178) reads:

The Association of Teachers of English as a Foreign Language (ATEFL)

is now a section of the *Fédération Internationale des Professeurs de Langues Vivantes* (FIPLV). Teachers of English who belong to national associations of modern-language teachers affiliated to FIPLV are nominally all members of ATEFL. If they wish to become active members and receive the ATEFL news letter, they should write to the headquarters of their national association.

ATEFL is open to teachers of any nationality living in any part of the world who have had experience of teaching English as a foreign language.

The subscription for members resident in the United Kingdom is £1. Overseas members may choose one of the following subscriptions:

- (a) ATEFL only – Newsletter by surface mail 10/-
- (b) ATEFL only, if they live outside Europe and wish to receive the Newsletter by airmail - £1.
- (c) 'English Language Teaching' and ATEFL membership – with ATEFL Newsletter by airmail - £1 11s

Fuller particulars of the Association are obtainable from 16 Alexandra Gardens, Hounslow, Middlesex, England.

Announcement of affiliation of IATEFL to FIPLV in English Language Teaching

The links with FIPLV were seen as very important in these early years. Letters from the President of FIPLV appeared regularly in the IATEFL *Newsletter* until Lee ceased to be Chairman/Editor in 1984, after which contacts dwindled. A 1973 amendment to IATEFL rules stated:

it shall seek to co-operate with other associations of modern-language teachers especially but not exclusively within the framework of FIPLV.

Members from Continental Europe, including Arthur van Essen (Netherlands), Ray Janssens (Belgium) and Hans-Eberhard Piepho (Germany), also played significant leadership roles during the early decades of IATEFL, and a number of conferences were organised in Western Europe jointly with other affiliates of FIPLV. Because of Lee's own history of links with countries in Eastern Europe, which at that time were behind the 'Iron Curtain', IATEFL additionally had unusually close contacts for the Cold War period

in that part of the world and actively supported teachers from there wishing to attend events. As we shall see, two of the conferences in the 1970s were held in Hungary and in Poland. The warmth of these links is likely to have engendered suspicion from both British and East European officials at times.

Early constitution and status

At the first recorded committee meeting of the Association on 17 March 1967, Lee and Abrahams were delegated to draw up a constitution to be reported at the first Annual General Meeting (AGM) on 5 May. Soon after ATEFL was set up, Bill Lee and colleagues also started applying for charitable status. Several attempts were made but it was not until the AGM of 1981 that a third attempt to gain recognition as a charity could be reported as likely to meet with success. This success was confirmed a few days after the meeting. There are various types of charitable status authorised in England and Wales and it seems that IATEFL started its charitable life in the 1980s as an 'unincorporated association', the commonest form of charitable status within the voluntary sector. This entails having a constitution under which rules for matters such as conditions of membership and the appointment of officers are laid down but it does not set up the association as a separate legal entity. This was to cause some anxiety for leaders of a later period, as we shall see.

So, at the inception of IATEFL, there was a committee which was to meet five times a year, with the AGMs, naturally, to be open to all members. Access to these, however, was in practice relatively restricted. Firstly, AGMs were held separately from conferences so a special journey had to be made. Secondly, at this point the Association was very much centred on London, where many of the key players lived and where supporting organisations such as the British Council and the Institute of Education had meeting space that could be made available. The effects were that members who were not located in or near to London or did not have time free at the hours chosen for meetings did not have the opportunity to participate fully in decision-making or the other activities of the Association. This did not have a serious impact on members' views of governance while the Association was establishing itself and building up its identity and activities but, as we shall see later, when it did come, the call for greater enfranchisement and distribution of power was abrupt and urgent. (See Appendix 1 for details of committee membership over the years.)

Early activities

The Association was at first mainly concerned with organising conferences and building contacts amongst teachers of English as a foreign language. In late December 1967, the first ATEFL conference took place in Nutford House, London, attracting 125 participants.

The 2nd to 7th conferences were also held in London, mainly at the British Council premises in Portland Place. In these early years of IATEFL's existence, conferences tended to be held very close to Christmas—often squeezed between Christmas and the New Year or just after the New Year. Conferences then migrated occasionally to the summer and autumn before finally settling after 1992 into the period more or less around Easter.

In 1974, a bold move was made to hold a conference outside the UK. This took place in Budapest and appears to have been very successful. Thereafter, there was some attempt at alternation between the UK

and elsewhere, with other conferences during this early period being held in Saint-Malo, France, in 1975 and Poznań, Poland, in 1979.

The publication of a quarterly newsletter was the second activity considered essential to the work of the Association. Until 1984, the role of editor was filled by Bill Lee himself. The *Newsletter* started as a very simple affair—a few duplicated pages stapled together at one corner. Some time later, it acquired a cover but remained plain in its presentation. (See illustrations in Chapter 3.) In this, it was no worse than most publications of the sort at that time but is certainly in marked contrast with the presentation of its modern-day successor, *Voices*.

The *Newsletter* carried some news items and reports of committee meetings but was mostly to be taken up with accounts of conference proceedings. It was seen as a vital way of binding members together and, above all, as a way for those who were not able to attend conferences to have a sense of the content of presentations and discussions.

As we have seen, ATEFL was affiliated to FIPLV, and, via that route, contacts with a number of national associations of language teachers became well-established, particularly within Europe. However, ATEFL also attracted interest from English language teacher associations elsewhere. For example, as early as 1969 (*NL* 10: 6), discussions were said to be ongoing with associations of teachers in Malawi and the Irish Republic, as well as with TESOL and ATESL in the USA. At the AGM of November 1970, it was reported that, during the year, ATEFL (Ireland), the Association of Teachers of English (Iceland), and ASOCOPI (The Colombian Association of Teachers of English) had affiliated to ATEFL. A 1973 amendment to the Rules of IATEFL stated, concerning affiliates:

Affiliation to IATEFL: National associations of teachers of English which are in agreement with the aims of IATEFL may be affiliated to the Association. The affiliated body should be associated with the work of IATEFL through the appointment of one of its members as an **Overseas Correspondent**. Affiliated associations must pay an annual fee to the Association. They will print news of IATEFL in their own bulletin. IATEFL will print news of affiliated organisations in its Newsletter.

From 1972 onwards, what were known as IATEFL Branches also began to be set up. A Branch consisted of a group (minimum number 20) of would-be individual members of IATEFL paying their subscriptions (at reduced rates) to IATEFL through the secretary or treasurer of their Branch. The first Branches were in Denmark and the Netherlands (both 1972).

Finances and other resources

In spite of the support which Lee enjoyed from prestigious figures in the worlds of education and government, at this time great things were being achieved with exceptionally modest means. The Association depended for its core finances on the subscriptions of members and registration fees for conferences. Budgets in the first years of the Association were very small and the IATEFL end-of-year balances reported at the Annual General Meetings are a useful indication (in spite of changes in monetary value over time) of changes in the scale of the operation. For example, at the 1969 AGM, the treasurer, Anthony Abrahams, reported with some satisfaction that IATEFL's financial position was considerably better compared with the previous year. There was now a balance of some £200 compared with a balance of

£53 2s 10d (pre-decimal currency) for the financial year ending April 1968. For the next few years, the end-of-year balance oscillated, occasionally going into deficit by a few hundred pounds, with welcome financial contributions from bodies such as the British Council and the A. S. Hornby Educational Trust saving the day. This ‘small-is-beautiful’ dealing needs to be compared with the anxieties in later times when finances reached an entirely different scale and a succession of chairs and presidents needed to take action in order to safeguard the sustainability of the Association and its growing staff, as well as defend themselves and other committee members from personal financial liability.

For all the time that Bill Lee was chairman of IATEFL, the commitment of volunteers and amateur activity carried the Association forward. Until Lee retired, IATEFL had no office premises but was largely run from a room in his own house. While Lee acted alone as *Newsletter* editor, conferences were organised with the cooperation of committee members and other volunteers. No salaried administrators were employed until 1974, seven years after IATEFL was founded, when Brenda Thomas was appointed as Executive Secretary. For the first ten years of her employment she, too, worked from home, and indeed alone, until 1985, when she acquired a part-time assistant.

1975: a turning point

By 1975, the Association was well-established. The conferences were attracting more and more delegates and membership had grown. In 1975, there were nearly 1,600 members. On one level all was going very well. It was, however, perhaps inevitable that, after some years, ideas from members about the potential and purpose of the Association should start to take on their own impetus and direction. By the mid-1970s, some members had started to express discontent. Particular debate revolved around the ways in which conferences were organised and the content and purpose of the *Newsletter*. Critical views were expressed in a letter to the committee from a group of teachers led by Michael Swan following the 1975 conference in Saint-Malo. These centred on how conference contributions might best be presented and how more open discussion could be facilitated, as well as querying the *Newsletter's* main role at the time as the vehicle for summaries of conference sessions. Another letter, also unpublished, contained a set of suggestions from Chris Candlin and his students at Lancaster University, which included requests for more workshops and contributions to conferences by ‘important scholars’.

These incidents will be treated in more depth in Chapter 2, but what is important for the present discussion is that Lee’s responses to the criticism and suggestions led in the long run to leadership challenges and to changes in the working practices of the Association. His reaction was defensive to say the least. The IATEFL archives contain copies of briefing notes written for fellow committee members in which his snorts of indignation are nearly audible:

People have voted with their feet and have come back in increasing numbers year after year, knowing the general character of conferences—at this [9th] conference we had to refuse registration to about 80 people owing to lack of room.

Further,

There is not the slightest evidence to suggest that the conference is unpopular.

Overall, Lee comes across as rigidly protective of the status quo, particularly as regards the close links between conference and *Newsletter* content.

However, some quarter was given to the teachers in that more workshop-style sessions were projected for the next conference in Oxford. Less nuanced treatment was given to the suggestions made in the letter from Chris Candlin, particularly in relation to 'important scholars'. It seems from their responses that Lee and others in the committee were considerably more suspicious of the applied linguists than of the grumbling teachers! Lee, in spite of his own excellent grounding in linguistics, was clearly concerned about the danger of the conference becoming a talking shop for applied linguists.

Throughout his time as chairman, Lee continued not only to see conferences as the heart and soul of the Association but to insist on reports via the *Newsletter* as the crucial means by which their benefits could best be shared by all. There was much justification for this view. In a time before any sort of audio-visual recording of sessions was routinely possible, and long before video-conferencing or live-streaming were even in their developmental stages, printed summaries of conference presentations were indeed the only means of sharing what had happened and what had been said. It is understandable that Lee valued them so highly. However, it could also be said that he was short-sighted in failing to allow full scope for other types of item in the *Newsletter* as well as for greater variety in format for conference presentations themselves. The insistence on keeping things much the same may also partly be explained by the fact that the Association was still run on a shoe-string, almost entirely by volunteers, and in those circumstances there was simply not the human capacity, let alone the budget, to innovate in the ways for which IATEFL has since become known.

There may, perhaps, be yet another explanation. As well as being chairman of IATEFL, Lee was still editor of the *English Language Teaching Journal*, which, in itself, provided a major outlet for professional and pedagogical ELT writing. Seen from the point of view of the totality of his own professional concerns and efforts, the *Newsletter* did not need to provide much more than news and conference summaries because *ELTJ* supplied the rest. Indeed, it is true that a number of IATEFL conference presentations appeared later in extended form as articles in the journal. Even though it has never been IATEFL's own journal, members wishing to read more widely in the field had—and still have—concessionary subscription rates, and, as we shall see in Chapter 3, the links between IATEFL and *ELTJ* have always remained strong.

It is poignant that Lee and others on the committee, who some members were by the late 1970s starting to see as the 'old guard', were clearly very sincerely and determinedly egalitarian in their view of IATEFL, and of its conferences in particular, and wanted to provide a forum in which ordinary teachers could exchange views and experiences with others. There may well have been a generation gap, however, and a problem of clash of styles since many of the founding members were well advanced in years and, whatever their ideals, somewhat patrician and paternalistic in manner. It certainly seems that, in the view of some members, both the conferences and the Association itself were being run in a way that was conservative and hierarchical and thus likely to stand in the way of much-needed expansion and innovation. Discontent continued, while conferences, including one more very successful though logistically complex 'overseas' conference, held in Poznań, Poland, in 1979, remained much the same in format and spirit, and *Newsletters*, too, kept their character.

There was, meanwhile, recognition in high places of Bill Lee's work, not only with IATEFL but as educator, journal editor and stalwart of the English Speaking Union. In 1979, his efforts for education and what was by then clearly becoming the 'profession' of ELT were rewarded by the conferral of an OBE.

February 1982: New blood (and some blood on the carpet)

On 5 February 1982, at an AGM taking place in the British Council Headquarters in Spring Gardens, London, changes in the way the Association was run were set in motion in a dramatically unexpected and, for some people, bruising way. The meeting minutes, which cover 'Item 6. Election of officers and committee', manage to cloak with their plain flat style the sheer drama of the half hour or so of the election process that followed:

W. J. Ball (Treasurer), W. R. Lee (Chairman) and D. Y. Morgan (Secretary) were returned unopposed. F. E. Bell, E. F. Candlin, J. Haycraft, R. J. Quinault and Carole Robinson were also nominated by the committee, and the following additional nominations were made from the floor: C. J. Brumfit, C. N. Candlin, Marion Geddes, P. Lindsay and S. Murison-Bowie.

Although the re-elections of Bill Lee himself and of the holders of the Treasurer and Secretary positions were unopposed, this was not the case for the wider committee. The disruption of the routine by which so far each year at the AGM the committee had gained unopposed appointment or re-election for their nominees was a shock for Lee and colleagues. Amongst the new candidates nominated from the floor were people known to be fierce critics of aspects of how IATEFL was run. The result of the vote was reported as follows:

Those elected as committee members were: J. Haycraft, C. J. Brumfit, M. Geddes, C. N. Candlin, S. Murison-Bowie.

Of the incumbent committee members, only John Haycraft of International House was re-elected. Particularly emblematic of the overturn was the way that Frank Candlin, a respected textbook writer and Principal of the College of Further Education, Oxford, lost his place, and his son, Chris Candlin, an academic whose suggestions had been so fiercely opposed by Lee, gained a place on the committee. The shift was clearly felt as very hurtful not only by the people who lost their places but also by Lee himself. It meant the departure of a number of trusted colleagues who had worked tirelessly from the very early days of the association's existence to bring it to these, its ungrateful teenage years.

This incident focused attention on constitutional problems with a voting system that required the physical presence of the voters at an AGM which few of the membership would normally be able to attend. As discussed above, at that stage AGMs were held separately from conferences, and always in London. The total number of members present at the 1982 AGM was 60, much higher than the customary total of 15 or 16, and a number reached no doubt because many had been rallied to attend. However, 60 members still represented only about 4 per cent of the IATEFL membership of the time. Whatever the benefits that some of those on the floor of the meeting may have felt would come from electing people with new ideas to the leadership of IATEFL, it is undeniable that seismic changes were precipitated by the votes cast by very few. However, it was not over yet ...

Lee's chagrin and his view that there had been an ambush may well be understood. He was not to be undermined so easily, however. His next move was to demand a thorough scrutiny of the subscription/membership status of all those voting on that afternoon. Lee was able successfully to claim that there had been irregularities in process (12 members present had not been eligible to vote) and the solution agreed upon was to open the decision concerning places on the committee to the whole IATEFL membership via a postal ballot. Thus a major reform was triggered. The principle of consultation of the whole membership became established, with a postal voting system for elections being implemented. This continues to the present day for those members without access to the internet, although online voting has been the main option since its first use for the 2012 vice-presidential election.

The details of the postal ballot count were published in the *Newsletter* of June 1983 (*NL* 78: 20–23). The committee election results were unaltered from those of the 1982 AGM ballot, with the exception of the election of A. C. Gimson to the committee instead of Simon Murison-Bowie, who had not stood for re-election.

The next AGM, in April 1983, at St Mary's College, Strawberry Hill, was the first to be held at an annual conference, which was in itself a useful reform. The fact that it continued over two days (although perhaps not a desirable precedent) gave another indication of the wish for greater participation that some members were now feeling:

The frustration finally boiled over at a Strawberry Hill annual conference [...] which [...] resulted in a fundamental change in the organisation and allowed it to find new direction. It was all a bit brutal, but seemed unavoidable. (Adrian du Plessis, memoir)

A number of proposals came from the floor and were voted on by the members present. After some wrangling about whether the motions approved were to be binding upon the committee or should be seen more as suggestions, the committee agreed to take all of them into consideration. Some of these proposals were to have a strong impact on approaches to activities such as conferences and publications throughout the rest of the 1980s and beyond, and are therefore summarised below:

1. Terms of office for committee members were to be limited to 6 years.
2. A sub-committee should be formed to look into the format of future conferences.
3. The AGM was to take place during the conference or another major UK event. Draft minutes from the AGM should be published in the *Newsletter* not more than 3 months after the meeting and should contain accounts of all significant discussions.
4. A policy for IATEFL publications should be discussed by the committee and debated in the *Newsletter*.
5. The ballot for officers was to be secret. [This motion was withdrawn when it was pointed out that it already was secret.] Candidates were to submit a 150–200 word manifesto.
6. To aid future planning, the committee should design a conference evaluation form, and re-design subscription renewal forms to allow applicants to include information about their professional interests.
7. Professor Pattison [the president of IATEFL] was asked to chair a sub-committee to consider an overall restructuring and re-organisation of IATEFL with special reference to the advantages of

having affiliates rather than branches, the setting up of 'interest groups', relationships with other organisations, membership recruitment and ensuring that all professional groups were represented on the committee.

8. A representative of the publishers, or other suitably qualified person, was to organise the book exhibition for future conferences.

The report of the sub-committee set up under Pattison promoted a number of changes that will be covered in the sections below, but some of the other AGM motions passed took effect somewhat sooner.

One motion whose impact became quickly apparent to members was that concerning conferences and the greater role of publishers in organising future Book Exhibitions. The amount of caution with which commercial partnerships with publishers (or indeed any business) were regarded by the IATEFL leadership from the 1960s through the 1980s may be surprising to the 21st century reader. It was far from obvious then that the interests of commercial enterprises in marketing and selling services, books, testing and other ELT materials could be accommodated within an organisation whose main aims were seen as pedagogical rather than commercial. There had been exhibitions at IATEFL conferences from the start but these seem to have been largely focused on books rather than other ELT products or services, hence the name 'Book Exhibition'. The exhibition was apparently considered by organisers as having an information function for the benefit of participants rather than containing any legitimate marketing element which might directly benefit exhibitors. The motion at the 1983 AGM was the start of a challenge to this position which was to result in important changes, as we shall see in the account of conferences in Chapter 2.

Changes in leadership

The postal ballot for the position of chairman which took place in the period just before the 1983 AGM marked the first time that the position had been contested. Ray Janssens, a very active, long-standing member from Belgium, stood against Lee, who won by 163 votes to 77. Although Lee continued as chairman until 1984, in the *Newsletter* of October 1983 (NL 80: 11) he wrote a piece entitled 'Hopes for the future and thoughts about the past' which has a clearly valedictory tone. In 1984, he decided not to stand for re-election as chairman with Professor Peter Strevens as the other candidate but withdrew, accepting the title 'Founding Chairman', which he held until his death in 1996, although he continued to be involved with the Association and acted as an advisor and an occasional speaker. Other key figures left the committee at this point, including René Quinault and David (Dai) Morgan, who was succeeded as secretary by Ron White. Lee's withdrawal from active leadership of IATEFL and the departure of several others of his era seems an appropriate marker of the end of the first period of IATEFL's existence.

1984 to 1997: Constitutional changes and broadening horizons

This section summarises the main events in the years from 1984 to 1997, with much of the information coming directly from people involved via interviews or email communications with the present authors as well as from documentary sources. The Pattison Report, which had been proposed at the AGM of 1983, heralded many of the changes discussed. Appendix 1 provides detailed information

concerning committee membership during this period, and the Table below lists the chairmen and chairs.

Professor Peter Strevens (Chairman)	1984–1987
Ron White (Chairman)	1987–1989
Alan Maley (Chairman)	1989–1991
Chris Kennedy (Chairman)	1991–1993
Catherine Walter (Chair)	1993–1995
Madeleine du Vivier (Chair)	1995–1997

Table 1.2: Chairmen/Chairs of IATEFL, 1984–1997

The period of a dozen or so years from 1984 onward was one in which many very striking changes took place. The organisation found its first office premises, in Whitstable, there were increases in types of membership, Special Interest Groups developed rapidly and innovations in the ways in which conferences were organised began to be seen. These innovations included a diversification of types of conference sessions and more recognition of the contribution as well as the interests of commercial enterprises such as publishers. In addition, there were adjustments to governance and the leadership structure, and some changes in the titles given to those leading the organisation.

The details of the title changes will be further discussed below but, for clarity of reference, it should be noted here that the person with the executive role at the head of IATEFL was known as ‘Chairman’ and from 1994 as ‘Chair’, before a change in the next period (1997 onwards) to ‘President’. The erstwhile non-executive figure known as ‘President’—the position occupied by Bruce Pattison (from 1967 to 1989) and subsequently by Denis Girard (1989–1993) and then David Crystal (from 1993)—became known as ‘Patron’ from 1994 onwards.

Following Lee’s withdrawal after 17 years at the head of the organisation he had founded, the role of chairman/chair/president changed hands on a regular, planned, basis. The present system, whereby the leadership of the Association became a fixed four-year commitment, with two years in actual office and one year on either side of that acting as deputy to the current leader, was set up in prototype form in 1986.

We shall structure the remainder of our account of IATEFL’s organisational history in this chapter according to a ‘Kings and Queens of England’ type of approach, whereby the names of the chairmen/chairs/presidents who followed Lee serve as headings for brief accounts of successive periods of time. This has the benefit of providing chronological clarity although we acknowledge that one danger of the approach is that insufficient credit is given to other committee members, and another is that developments are seen from the top downwards. It is not possible to mention everybody who has devoted their time and energy to IATEFL in the present volume (although in Appendix 1 we do provide a list of those holding major IATEFL offices over the years, in partial compensation). In subsequent chapters we aim to balance the relatively top-down presentation employed here with broader perspectives and discussion of the roles of other individuals.

Peter Strevens (1984–1987)

Peter Strevens (1922–1989) was a distinguished academic who maintained strong links with the profession of language teaching, including the teaching of languages other than English. Among his best known earlier works is *The Linguistic Sciences and Language Teaching* (1964), written with Angus McIntosh and Michael Halliday. Later, he also wrote or edited many English language textbook series, particularly in the field of ESP, wrote on the teaching of English as an International Language, and was the principal creator of 'SeaSpeak' a specialised restricted language for seafarers.

His early career was spent in the Gold Coast (now Ghana), where he developed his expertise in the phonetics of local languages. On return to the UK, he held academic posts in the Universities of Edinburgh and Leeds, contributing in both places to the development of highly-regarded Applied Linguistics programmes. He then spent ten years at the University of Essex. On retirement from Essex, he became Director of the Bell Educational Trust, which brought him into even closer contact with the professional world of EFL teaching and teacher education. He died suddenly in Tokyo in 1989 while a guest at a conference for Japanese language teachers. (See Davies 1990 for more on his career.)



Peter Strevens

In 1984, Professor Peter Strevens was elected unopposed as Chairman of IATEFL. At the AGM of 26 April 1984, Strevens said a formal farewell to Bill Lee and officially thanked Bruce Pattison for the diplomacy with which he had seen IATEFL through recent difficult transitions. He paid tribute to Lee's vision and the vast energy and dedication that he had brought to the creation of IATEFL. He then announced the substantial surprise farewell gifts coming from members and officers (among them a cordless phone and a music centre—both emblems of the age). Three decisions of the new committee with respect to Dr Lee were also announced:

1. He was to be given the title 'Founding Chairman', which came with life membership of the Association.
2. He was asked to be the Association's principal link with members in Eastern Europe.
3. He was asked to continue as one of the Association's links with FIPLV.

Strevens also praised and thanked two other respected members of the founding group of IATEFL, René Quinault and David (Dai) Morgan (the outgoing secretary), for the contribution they had made over the years.

Clearly a new era was beginning, although the message that Strevens then went on to spell out about the inclusivity of IATEFL was no more than a reinforcement of the deeply felt aims and ideals of the 'old guard'. For example, he reiterated that the 'EFL' in 'IATEFL' needed to be interpreted as covering all forms of English language teaching, and in his interpretations of 'International', he stressed firstly that this meant a concern with 'English as an International Language' (an early use of the term, although Lee had himself already been quite pioneering in print in the value he placed on 'non-native'

varieties of English). His second point on the 'International' theme also reiterated Lee's own strongly held beliefs: 'IATEFL is *not* an association simply of native speakers of English, not even mainly, as all teachers of English, *anywhere*, are equal as members.'

Additionally, however, Strevens reinforced many of the proposals that had been first put forward at the AGM at the Strawberry Hill Conference in the previous year. He acknowledged that more members were needed and, to this end, stressed the importance of enhancing what the Association offered. He made three main suggestions, summarised here:

1. More activities should take place in every country where there were members, including regional and local activities with more and more groups organising their own activities. (Special Interest Groups are not overtly suggested here but it is significant that Strevens is credited by many with instigating the creation of SIGs; see Chapter 2.)
2. In particular, IATEFL needed to undertake activities jointly with TESOL. (This is another recurring theme, discussed later in this chapter.)
3. IATEFL needed to take a fresh look at its publications policy: '... perhaps IATEFL should have links with an existing professional journal; perhaps it should set up its own?'

Marion Geddes took over the *Newsletter* as caretaker editor before handing on to John Dougill. As we shall see in Chapter 3, the *Newsletter* gained a more lively appearance, including photographs, and occasional line drawings by Andrew Wright—several of which are reproduced in Chapter 2.

Another important change was that in 1984, for the first time, IATEFL started renting office premises. Remarkably, until that time, the Association had been run first from Bill Lee's house in Hounslow and then also from a room in Mrs Thomas's house in Whitstable, Kent. Kingsdown Chambers, also in Whitstable, was selected as the location of the new office, rather than a London address, both because it was affordable and because it meant that Brenda Thomas could continue to work for IATEFL. (See the section on 'The Kentish Triangle' later in this chapter.)



Brenda Thomas in the IATEFL office in Kingsdown Chambers, Whitstable

One other initiative of the new leadership was a printed booklet explaining the new rules of the Association, which was distributed to all members.

1985 was the first year in which Bill Lee's was not the guiding hand behind the annual conference and Gill Sturtridge took on the major responsibility for the first conference to be held in Brighton. She was assisted by a small team of other volunteers co-opted onto a specially set up conference sub-committee. One significant change was that thematic titles for conferences were dropped from this year (1985) onwards and, as we shall see in Chapter 2, there was also a considerable liberalisation of presentation formats.

Transitions: The creation of the vice-chairman role

One of the constitutional proposals made at the AGM of 1985 was for the introduction of 'rolling tenure' for the post of chairman via creation of a vice-chairman post.

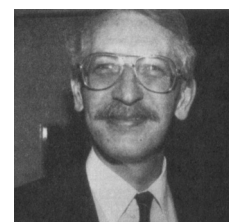
As Ron White, who had been elected secretary in 1984, put it:

there was a concern among those of us involved with implementing change to the association that there should be a system which would ensure both continuity and a turn-over of officers. So, the idea of having a V-C post was introduced so as to ensure that there would be hand-over (thus continuity) from the incumbent Chair to the incoming Chair (the new blood). (memoir)

Many past chairs and presidents have emphasised to us the vital role that this arrangement plays in easing the transition between one leader of the Association and the next. Its most obvious additional benefit is that it provides the newcomer with a kind of apprenticeship before taking up the leadership role. The system also ensures that when a new president-elect comes in as vice-president, the outgoing president still has someone with whom to engage in policy discussions, at the same time as fulfilling their duty of passing on the fruits of experience.

Putting this system into place required some adjustments at first so that periods of office could be brought into synchronisation. At the 1986 AGM, it was proposed that Peter Strevens, who had already completed two years as chairman, should be asked to extend his period of office by one year, so that a vice-chairman could be elected who would then take up office as chairman in 1987. This was agreed, and in 1986 the distinguished Dutch academic and teacher educator Arthur van Essen was elected vice-chairman.

Arthur van Essen would have been the first non-native speaker of English to lead IATEFL, but ill health forced him into temporary retirement and he was unable to take up the chairmanship as planned. It was not to be until 2009 that the first non-native speaker of English became leader of the Association (Herbert Puchta, from Austria). At the 1987 AGM, thanks were given to Strevens, who agreed to stay on as Acting Chairman until a fresh election could be held.



Arthur van Essen

Ron White (1987–1989)

The next election was contested between Ray Janssens and Ron White, with Ron White emerging as the winner. He thus moved from the post of secretary in 1987 and served for two years as chairman until 1989, spending a great deal of his time addressing constitutional and organisational issues.

In a July 1988 article in *ELT Journal*, Ron White and newsletter editor Rob Nolasco explained the management structure of the Association that had by then been arrived at:

IATEFL, which is a UK-registered charity, consists of a permanent secretariat, with a full-time Executive Officer, a group of elected officers—Chair, Vice-Chair, Secretary, Treasurer—and an elected committee of ten members, of whom, currently, four members are from outside the UK. In addition to the committee, there is a series of task groups responsible for developing policy in such areas as internationalism, relations with branches and affiliates, the co-ordination of special interest groups (or SIGs), and publications. (*ELTJ* 42/1: 208)



Bruce Pattison, Ron White, Ted Batley and Peter Strevens at the 1987 AGM in Westende

Another very pressing matter, however, was the overall legal and fiscal status of the Association. As we saw above in the account of the early constitution, at this point IATEFL was an ‘unincorporated association’, which did not give the organisation status as a separate legal entity. This proved to have worrying implications of which Peter Strevens had become increasingly aware. A memo that he received from Strevens prompted Ron White as chair to make urgent preparations to modify IATEFL’s status as a charity. It seemed that, as officers of an unincorporated association, IATEFL core committee members would have personal liability in the case of debt or civil legal action stemming from actions undertaken on behalf of the Association. Just how serious this was can be judged from a section of the Treasurer’s Report for the AGM of 1988 (*NL* 110: 19) in which it was stated:

A further £5,000 was set aside to cover any liabilities over and above those listed above as a form of insurance for the Officers and Committee who were legally liable for any debts that might be incurred.

By 1990, during Alan Maley’s chairmanship, much to everyone’s relief, IATEFL had become a company limited by guarantee, which protects individuals from such liability.

True to Strevens’ inaugural proposal to work more closely with TESOL, in 1989 a protocol of mutual recognition was signed at the San Antonio, Texas TESOL conference by Ron White and Dick Allwright as Chairman of IATEFL and President of TESOL respectively. There had already been some joint activities, including a TESOL–IATEFL Mediterranean Institute in July 1987, but the protocol did not lead to significant further collaborations.

In the years from 1985 leading up to 1989, the first Special Interest Groups had been getting underway. (See Chapter 2 for further details.) The first SIG event to be held outside the UK was a Business English SIG meeting in Bielefeld, Germany, in November 1988. Ron White in his 1989 final report as chair called it ‘I hope, a harbinger of future developments’. This hope has certainly been realised. There are many SIG events nowadays in different parts of the world, outnumbering those that take place in the UK.

In 1988, Brenda Thomas, who had given stalwart support to three chairs of IATEFL and had become a well-known and highly respected figure amongst members, retired as Executive Secretary. Her successor, appointed during the last part of Ron White's term of office with the new title of Executive Officer, was Jill Štajduhar. In addition, Bruce Pattison, who had been unable to attend the 1988 and 1989 AGMs due to illness, stepped down as president in 1989 and was given the title of 'Vice-President'. His successor as president was Denis Girard, a former Inspector General of English teaching in French schools.

Alan Maley (1989–1991)

Alan Maley was chairman during a very dramatic period of world history when massive and sudden political changes in Central and Eastern Europe were taking place. He now sees his main achievements as having been to guide IATEFL to make positive responses to these events, specifically by opening up membership opportunities to ELT professionals there and thus enabling new possibilities for contacts with the rest of the world. Forming partnerships with other bodies such as the British Council was important, and Maley, as an ex-British Council officer himself, was well-placed to do just this. In 1990, The British Council set up the English Language Teachers Contacts Scheme (ELTeCS), at that point specifically for Eastern European countries. The aim was to facilitate contacts and mutual exchange among teachers and scholars within the region as well as directly with the UK. We should not forget IATEFL's tradition of contacts with countries in Eastern Europe which put it in a very good position already to work closely with the scheme. Not only were IATEFL events very suitable destinations for many teachers and trainers in the ELTeCS network but the network also made it possible for IATEFL to work on the spot with individuals and teacher organisations from the region. New Branches were set up and conferences arranged. For example, in 1991, a conference in Hungary centred on the formation of an IATEFL Hungary Branch was attended by Maley himself, as well as a number of figures later to become prominent in IATEFL, including David A. Hill.

During this time, the Differential Subscription Scheme (1992 onwards) was conceived although it was launched during the presidency of Chris Kennedy and will be discussed further under his name below. The scheme was of great assistance to teachers in less economically-developed countries. This type of coherence of planning and execution across presidencies is a striking feature of IATEFL, which many would attribute to the overlaps and interaction that occur between presidents and incoming vice-presidents.

Another issue to confront was the future of SIGs, which had become very successful and many of whose members had by now built up a stronger sense of identification with their group than with the wider Association. Some groups were even considering setting up autonomously from IATEFL. In May 1989, a working party was set up to discuss the possibilities. The outcome, as we can see today, was that SIGs stayed with IATEFL, but this uncertainty should be remembered as a background worry while Alan Maley and the committee responded to the more sweeping movements of external history.

Chris Kennedy (1991–1993)

At the next election, Chris Kennedy stood against John Trim (who was nominated by Bill Lee and Arthur van Essen), with Kennedy gaining the majority of votes.

In 1992, during his time as chairman, IATEFL was due to have its first big landmark anniversary: the 25th. For this Silver Jubilee, a number of special events were planned, amongst them a one-day seminar, 'Teacher, Learner, Language, Literature', held on 22 February at Church House, Westminster. The attentive reader may spot on the list of four academics invited to contribute the name of an erstwhile committee member and participant in the controversies of the late 1970s and early 1980s. The speakers were Jean Aitchison from the London School of Economics, John Swales from the University of Michigan, USA, Edwin Thumboo from the National University of Singapore and, finally, Chris Candlin from Macquarie University, Australia. There was also a joint conference with the SIGs and the Association for Language Learning (ALL) held at Heriot-Watt University, and a special 1992 issue of the *ELT Journal* (46/1) with an editorial on the role of IATEFL by Norman Whitney and Rob Nolasco. Fittingly, Bill Lee was invited to write the opening article, 'As it seems to me now', and Alan Maley, now as past chairman of IATEFL, contributed a thought-provoking '... open letter to "the profession" via the Editor of *ELT Journal*'. It was also decided to celebrate the Silver Jubilee year by holding the annual conference outside the UK. This conference, in Lille, France, turned out to be the last one outside the British Isles.

While Kennedy was chairman, IATEFL continued its response to the changes in Central and Eastern Europe. This meant increasing opportunities to welcome existing teacher associations as affiliates of IATEFL and helping to found new branches. An initiative to help individual members, starting in 1992 as part of the 25th Anniversary celebrations, was that of the Differential Subscription Scheme, which allowed individual members in 32 selected countries to pay their fees at a reduced rate and in local currency. (The rate was worked out at .01 per cent of an average secondary school teacher's salary in each country.) This scheme was discontinued when the Wider Membership Scheme came into being in 2000.

Catherine Walter (1993–1995)

Catherine Walter was the first woman to lead IATEFL. Her achievements will be discussed below, but the first immediately notable occurrence was that her election resulted in a modification to the terminology in IATEFL's original foundation documents, in which the gendered title 'Chairman' was firmly enshrined. Catherine put it to the committee that she had sworn to her grandmother never to become a man, and they saw her point (interview). The term 'Chairman' was put out of use and the gender-neutral terms 'Chair' and 'Vice-Chair' were used from that time until 1997, when the titles changed once more.

During her time as chair, Catherine Walter vigorously supported continued attempts to bring the 'long and strong' traditions of language teaching in Eastern and Central Europe closer together with those of Western countries (interview). She made a point of getting out into the world to represent IATEFL, particularly when new links were being inaugurated. This included a visit to Moscow, against UK Foreign Office advice, at a time when there was unrest in the streets and an uncertain future. However, she was determined not to let down conference delegates, many of whom she knew had travelled further within Russia in order to reach the venue than she had from the UK.

The distinction between branches and affiliates was beginning to become blurred, and by 1994 the term 'branches' began to be phased out while the name 'affiliates' remained. Today, all teacher associations with which IATEFL has close links are referred to as 'Associates'.

While furthering new links and initiatives, Walter also felt that it was important to keep in touch

with the roots and institutional wisdom of IATEFL. Therefore, throughout her time as chair and for some time afterwards, once every six weeks or so, she and Bill Lee would enjoy a tea-time meeting at the Russell Hotel in Bloomsbury. Valuable and insightful nuggets of information and advice were passed at times over the cake stand.

In 1993, Denis Girard stepped down as president of IATEFL and David Crystal accepted the committee's invitation to succeed him.

Madeleine du Vivier (1995–1997)

A major event during Madeleine du Vivier's time in office was Bill Lee's death, in February 1996, at the age of 85. This caused great sadness to members of the Association (particularly those who recalled his promise on giving a talk at the age of 80 that he would be back at 100!). His passing was marked at that year's conference at Keele University. The minutes of the IATEFL committee (13 April 1996) report 'A low key but moving service had been held in the chapel at Keele on Thursday 11 April'. However, the organisation of a larger, more public, memorial ceremony also fell to Madeleine du Vivier with Jill Štajduhar, as respectively the current chair and executive officer of the association he had created. Madeleine described this ceremony, held at the British Council in London, at 11 Portland Place (venue for many of the earliest conferences), as one of the most complex events she has ever had to organise, with the added pressure of wanting everything to go just right (interview). Given Bill Lee's eminence and the contribution he had made to various fields (wildlife preservation among them), many people, not just those with IATEFL connections, wanted to be there, and many people wanted to talk about him. A tight, orderly schedule of tributes was organised with a five-minute speaking limit, something of which their subject would surely have approved.

Professor Bruce Pattison, the vice-president of IATEFL, also died in 1996. Many of the threads leading back to the early days were being broken.

Madeleine du Vivier saw a major part of her role as Chair as being 'to talk to as many people as possible, get new people involved—make links' (interview). While she continued the work with teachers from Central and Eastern Europe, she had a particular interest in making contact with Pacific Rim teachers. In her outgoing vice-presidential year, along with Jill Štajduhar, she travelled in China, South Korea and Taiwan, building links between IATEFL and teacher associations in East Asia. They also travelled a great deal together in Japan and attended a number of conferences. A new category of membership at reduced rates, the Associate Membership Scheme, was introduced in 1996, only to be phased out in 2000 when the Wider Membership Scheme was set up.

The period from 1984 to 1997 can be characterised as one of expansion and broadening of interests and of geographical reach. However, the human resources being drawn upon to run IATEFL were still limited—the Head Office still had a staff of only three.

1997 onwards: professionalisation and further expansion

The period from 1997 to the time of writing represents a third phase of IATEFL's history, in which another set of significant changes of direction took place. The table below lists the Presidents of IATEFL from 1997 until 2017.

Simon Greenall	1997–1999
Adrian Underhill	1999–2001
Susan Barduhn	2001–2003
Peter Grundy	2003–2005
Tessa Woodward	2005–2007
Marion Williams	2007–2009
Herbert Puchta	2009–2011
Eric Baber	2011–2013
Carol Read	2013–2015
Marjorie Rosenberg	2015–2017

Table 1.3: Presidents from 1997 to 2017

As with the preceding period, a key theme for this part of the story is how IATEFL was able to achieve continuity and organic development while sometimes needing to respond to pressures and opportunities that were unexpected and not under its control.

Another change in titles

The death in 1996 of the first Chairman, later 'Founding Chairman', and of the Vice-President, enabled another reconsideration of the titles used for the leadership of IATEFL. In 1997, a special resolution was put to members by a postal vote. The proposal was 'To change the description of Chair and Vice-Chair to President and Vice-President'. Simon Greenall (memoir) gives as one reason for this the fact that many people outside the UK just did not understand the existing term. When Madeleine du Vivier introduced herself as 'Chair' of IATEFL to other teacher associations, she would often be met with mystified looks and the question 'What is a Chair?' Her explanation 'It's like a President.' seemed to offer the solution. Although only about 15 per cent of the then membership (of around 2,000) voted, the results were clear-cut. 265 out of 293 were in favour of the title 'President'.

The shift in nomenclature naturally had its own effect on the title of 'President' as it had been used up to that point. Professor David Crystal, who was in the role when the change in name was mooted, was asked at an Extraordinary Committee Meeting (on 22 September 1997) how he would feel about no longer holding the title if, following the results of the postal vote, the title of 'Chair' became 'President'. The term 'Patron' was suggested and agreed upon, and he has served as patron since that time.

Simon Greenall (1997–1999)

Like many in the role before and after him, Simon Greenall had not planned or expected to stand for what was now the position of 'President', but was encouraged to do so by others.

One day in October in 1995, I was getting ready to leave for Hong Kong and Bangkok. I was rushing around, packing bags and changing my clothes when suddenly the phone rang. I was

late, stressed and still with plenty of things to do. I swore that this would be the last phone call I'd accept. It was Madeleine du Vivier, who asked me if I'd consider standing for President of IATEFL. I was stunned and flattered. I was also not wearing any trousers. (memoir)

He felt the need to spend time at the outset assessing the state of the Association:

I was very aware of needing to do a lot of homework. In the first eighteen months, the learning curve was extreme. But it did become clear that IATEFL was moving gradually into a new era which needed to reflect the growing professionalism of its members, and in turn, to represent and enhance the new profession of ELT. (*ibid.*)

In keeping with that insight, Greenall commissioned a review, which resulted in a mission statement as well as a new logo.



New IATEFL logo, first used on the cover of NL 142 (April–May 1998)

This is his account of the process, taken from a posting to the Young Learners and Teenagers SIG discussion list in 2014:

I'm afraid I'm responsible for the mission statement. In 1997 we commissioned a complete review of the logos [and] mission statements with the wish to move to a more 'professional' look for the association. Every aspect, including the mission statement, was laboriously discussed at the SIG Coordinators' meetings and [in] endless emails, and we all agreed that IATEFL was not an exclusive association, e.g. only for state school teachers, but an inclusive one, for everyone involved in the ah ... profession, including consultants, publishers, teacher trainers and indeed, retired teachers. I'm still delighted it has withstood 17 years of use, although I'd be quite happy for a new makeover if ever that were to happen. But I'd still hope that IATEFL would remain inclusive.

The mission statement came in short and long forms:

Short: *'Linking, developing and supporting ELT professionals worldwide.'*

Long: *'IATEFL's mission is to link ELT professionals; to develop an international community of professional interests; to support ELT activities at regional, national and international level.'*

Some members expressed disappointment that the word 'teacher' was not included in the mission statement but, as we can see from the posting quoted above, the aim was to include everyone who

might be concerned with English language teaching, whether they saw themselves mainly as teachers or as having other identities.

Apart from this, Greenall attempted to pursue objectives he had 'inherited from [his] predecessors' (memoir), namely:

1) grow the membership, 2) grow the conference, 3) help the SIGs grow, and 4) ensure that the newsletter [...] went to all our members, many of whom were distant and who had no other sense of belonging than receiving it every two months, and 5) develop a TESOL-style list of publications. (*ibid*)

A new committee was set up to formulate and implement a policy on publications, and as part of the new, more 'professional' look being pursued, the *Conference Selections* series was instituted, starting in 1997, while the *IATEFL Newsletter* was renamed *IATEFL Issues* in 1998.

Over the years, various attempts had been made by TESOL and IATEFL to work more closely together. In 1998, TESOL proposed a formal partnership but the legal document that followed the proposal was felt by IATEFL to be too prescriptive and constraining. In short, the prenup was a turn-off. Simon Greenall wrote politely to decline.

A major initiative, conceived in the presidency of Simon Greenall and launched during his outgoing year as vice-president in 2000 was the Wider Membership Scheme—see below and Chapter 3. Indeed, this is the achievement of which he said he is most proud (interview).

Adrian Underhill (1999–2001)

Adrian Underhill emphasised the great support to him in 'learning the organisation' that was provided by the system of serving for one year as vice-president prior to becoming president. To us, in his interview, he expressed his fascination with how organisations evolve and take on characteristics of their own. As a matter of principle, he came into the role of president with no pre-decided agenda, intending to proceed by observing and responding to situations as he found them. In fact, there were ample opportunities for this to be the case. He needed to respond to an evolving situation which could have become a crisis. The IATEFL office was undergoing a period of disturbance and rapid turnover with the sudden departure of the Executive Officer, Jill Štajduhar, in 2000 and only a little time for overlap with her successor, Julia Norcott.

Another challenge was that the committee system had reached an unwieldy and unworkable state. At the AGM of 1990, a seemingly useful change in committee arrangements had been described to members:

The Executive Committee now meets more frequently than the Full Committee and this has proved to be very beneficial.

However, over time, things seem to have got out of kilter. Essentially, only the four elected officers of the Executive Committee, the president, vice-president, secretary and treasurer, along with the executive officer, were running the Association. They were supported by an advisory committee with whom they met periodically. It was often the case that the time taken to justify and explain Executive

Committee decisions led to very lengthy meetings. This was probably not helped by the fact that the wider committee had by then expanded to 20 members. Underhill recalled one memorable meeting which lasted two days, with four items still left over to be dealt with by email. The system was clearly ripe for a re-think.

As Underhill expressed it, overall this was a period in IATEFL's existence when there was a 'dysfunctional family' feel to the way the organisation was running itself. He needed to spend a considerable amount of his time negotiating and coping with the consequences of internal crises and disagreements. However, in retrospect, he also sees this somewhat turbulent period as a necessary stage in the Association's development in that it became indisputable that internal management procedures and structures needed to be modified in order to match the externally more professional *appearance* of the Association that Simon Greenall had begun to achieve.

The launch of the Wider Membership Scheme in 2000 struck a happier note. Under this scheme (which superseded both Differential and Associate Membership), teachers' groups which are associates of IATEFL may bid for a number of memberships for individuals in their association to be offered at reduced rates. (A further Wider Membership Individual Scheme was introduced in 2007.)

Susan Barduhn (2001–2003)

Like Adrian Underhill, Susan Barduhn appreciated the president/vice-president system and worked particularly closely with her predecessor during his year as the outgoing vice-president. There were still office issues to be settled, and much of the time of the Executive Committee was taken up with discussing possible solutions and in recruitment. After Julia Norcott left post as Executive Officer, Phil Griffin was only briefly in the role, from 2000 to 2001.

One staffing matter that made a profound difference to how conferences were run from 2001 onwards was the recruitment of a Conference Organiser to join Head Office staff. Alison Medland had been appointed just before Susan Barduhn moved from vice-president to president, and took on her first conference in Brighton in 2001. On 1 January 2002, Glenda Smart took up post as Executive Officer and under her influence finally a time of greater stability and system was established for Head Office. Tessa Woodward, a later president, encapsulates the importance to the whole Association of the person in the executive officer role:

I always remember [...] who it is who has to get used to a new president every two years, who has to keep their eye on everything from finance to filing, who, for example, has to find a new building and design it from top to bottom inside so that it works, who has to project-manage the renovation and the move and so on. Although the President does what they can and tries to help, it is basically the Executive Officer who does most of the hard graft. (memoir)

A path that was not taken was a suggested merger with a short-lived organisation known as BIELT (the British Institute of English Language Teaching). BIELT had been set up in 1999 as an accrediting body for UK ELT qualifications with the aim of supporting professional standards in ELT within the UK but had run into financial difficulties. It was not felt to be in IATEFL's interests to accept the offer of a merger and BIELT closed down shortly afterwards.

Peter Grundy (2003–2005)

Adrian Underhill spoke of Peter Grundy's presidency as one in which the organisation 'finally completed its evolution from family/cottage industry through dysfunctional family to rational organisation' (interview). Systems and governance were reviewed and reformed. Although, like many of his predecessors and successors, Grundy had never thought about standing for office as president, by the time he took up post he had a number of issues in mind to address, and in three of these he feels he made some progress (interview):

1) *Governance/structural reform*

The need for this had become clear during his 'learning time' as vice-president. It seems that he experienced similar difficulties with unwieldy committee relationships to those described by Adrian Underhill. To try to solve this, he identified four main areas of activity: Publications, Conferences, Associates and SIGs, to which he added the essentials 'Money and Membership'. These became the basis for a rationalised committee structure with all these functions having coordinating committees, with a link member of staff from the IATEFL office for each. The present-day organogram that appears later in this chapter (Figure 1.1) essentially reflects this reform (but also includes the Electronic Committee, which was a later addition to deal with the many developments in this area).

2) *Premises*

The Whitstable office was becoming increasingly unsuitable for a growing organisation. Eventually, a solution was found through renting premises on the campus of the University of Kent in Canterbury. This appealed to Peter as well as the staff as part of his aim to improve their working conditions and environment, putting them on a par, if possible, with university administrative staff.

3) *Conferences*

Conferences were not on the original list of concerns that Peter Grundy had but on taking up the presidency he realised how much they had grown in attendance and complexity. It was a shock for him to see just how large the sums of money involved were and how dependent the livelihoods of office staff were on things going right.

His immediate response was to establish that the Chair of the Conference Committee should be the IATEFL President: 'The buck stops here.'

Then, mindful of the growing size and requirements of the conference, he undertook research on new venues, travelling widely and inspecting premises with the help of Alison Medland and Glenda Smart, who reports that his first port of call was always the toilet facilities—if these were not clean that was the end of the candidature. This seems to explain why Blackpool has never been a venue—UK politicians who congregate there so often for their party conferences may be less particular about their toilets. It was Peter Grundy's decision to go to Harrogate for the first time. This proved to be a very popular venue with two subsequent conferences held there. He also established the principle that every conference should have a local organising committee—a further safeguard and one which has added significant value.

On a detailed conference programming level, he was much concerned with balance in choice of plenary speakers. This has excited much discussion, raised consciousness and has perhaps led to more balance in subsequent choices. See Chapter 2 for a more detailed discussion.

Tessa Woodward (2005–2007)

Tessa Woodward's time as president was marked by efforts to enable IATEFL to reach further and be more inclusive, but via new paths. In 2007, a further Wider Membership Individual Scheme was introduced. It is intended primarily for individuals in developing countries or regions where there is no teacher association allowing them access to IATEFL via the group Wider Membership Scheme.

The most striking feature of Woodward's presidency was the way in which the use of electronic media within the Association started to develop towards the ubiquity it has reached today. Members' requests for more frequent communication between conferences and issues of *Voices* were to be partly met by setting up the *eBulletin* in her time but it was the co-operation with the British Council to make the annual conference available online that was perhaps the most impressive achievement. As Woodward describes it:

'IATEFL online' was successfully trialled for the first time at Aberdeen 2007 and has grown each year since. This was enormously important as, in 'the old days', IATEFL was charged with being elitist since few could afford to take time off work and travel to conference, register and pay for accommodation. With an online component to the annual conference anybody could benefit from it. This meant we could also fulfil our charitable status, which demands benefit for all, not just for members. (memoir)

The project had not, of course, sprung suddenly into life but had been under development for a considerable time, with IATEFL members and British Council staff planning and working together for some years. (Gavin Dudeney, later the first Chair of ECom (Electronic Committee), was one of those centrally involved, as was Julian Wing at the British Council).

Online conference participation has continued to rise since 2007, reaching an estimated 80,000 at the 2015 Annual Conference in Manchester. (For more detail, see Chapter 2.) Woodward's work in supporting development in this area has been continued by later presidents, notably Herbert Puchta and Eric Baber.

Marion Williams (2007–2009)

Marion Williams spent a great deal of time working on governance. It is since her time as president that IATEFL, while keeping its status as a charity with a Board of Trustees, has also operated a separate company, IATEFL Trading, which facilitates its work. The IATEFL website describes it as follows:

IATEFL has a trading company called IATEFL Trading Ltd which is registered with Companies House under the company number 07085385. The Trustees of IATEFL also act as Directors of IATEFL Trading Ltd and any surplus profits in IATEFL Trading Ltd are gift aided over to the charity.

In order to reach the present-day position, Williams needed to study a huge amount of documentation and master the law and practice of leading a modern charity.

What was my role in a nutshell? To enable IATEFL to continue to meet its charitable purposes of linking, developing, and supporting ELT professionals. This is what I kept coming back to and reminding everyone that we should keep in mind.

I realised I also needed to understand company law and charity law if I was to do the job properly. I had a little knowledge of charity law as a former trustee of Oxfam, but the law had recently changed, so I decided to enrol for training on the new charity act and company act to equip me for my role. I actually found it really fascinating and it gave me plenty of food for thought for ways to work in IATEFL. (memoir)

During her time, considerable work was also undertaken to make all the documents that underpin the Association accessible to members and the public. These are now available online.

Herbert Puchta (2009–2011)

Herbert Puchta accepted the invitation to stand as president after twenty years in which, as he put it (interview), his roles as writer and ELT trainer had given him the chance to travel around the world and have interesting and rewarding experiences across a number of cultures. He was attracted by the thought of being able to give something back to the profession.

It seems that the structural reforms that had been instigated during the time of the last few presidents had had a good effect since Puchta reports having found meetings with the Coordinating Committee (as the former 'Executive Committee' was by now known) 'interesting and extremely constructive'.

He describes the period of his presidency as a stable one which enabled the committee to plan for the future as well as for immediate needs. The period may have been stable but it seems to have been packed full of very significant initiatives:

The first priority was to re-examine the vision and the mission statement, which had not been revised since the time of Simon Greenall. This led to a re-statement of the same aims (but without all the corporate-sounding '-ing' gerundives) which is current on the website at the time of writing:

'Our mission is to link, develop and support English Language Teaching professionals worldwide.'

Many of the decisions concerned the Head Office. A future office move was discussed, since the office space in the University of Kent in Canterbury had by then become too small, and a decision was made to try to buy, rather than rent, the next set of premises. (The eventual outcome of this planning was the office move to Faversham, which took place in 2013 while Carol Read was president.) The workload on the shoulders of the Executive Officer, Glenda Smart, was felt to be becoming extremely heavy, so a Deputy Executive Officer was recruited. A further move in the improvements in staff conditions started in Peter Grundy's presidency was the setting up of a workplace pension scheme.

The impact of technology on the future of IATEFL was a pressing issue. There were intensive discussions on how it could best be used to reach teachers and allow them to communicate with one another, and in 2010 an Electronic Committee (ECom), chaired by Gavin Dudeney, was set up to oversee projects for the future.

The British Council had given support to IATEFL in many ways, both financial and practical, right from the beginning, with collaboration having become particularly close in recent years due to IATEFL

Online. This longstanding relationship was formally recognised by the signing of a Memorandum of Understanding in 2005 between the two organisations.

Eric Baber (2011–2013)

Eric Baber's time as president was marked by important further developments in using electronic communications to improve the services to members. The *Newsletter* (by now known as *Voices*) became available in digital form and an overhaul of the IATEFL website, first discussed during Herbert Puchta's presidency, took place. During his outgoing year, Baber worked closely with Carol Read in setting up the webinar scheme, which started during Read's presidency.

In addition, the seeds were sown for a number of ideas, including what is now the Projects initiative, also started up during Carol Read's period as president.

Overall, however, Eric Baber feels that it was in leadership and management that he expended most of his efforts:

I saw my role as being a leader, a manager and a representative of IATEFL. As leader I hoped to give it direction, fresh ideas, and energy. As a manager I tried to ensure that the different committees felt they were pulling in the same direction, accomplishing their aims, and that each volunteer felt appreciated and valued. (memoir)

There was also a rationalisation of the way in which president and vice-president apportioned their time on committees, so that each now has two uninterrupted years first on the Publications Committee and then on the Conference Committee.

As president, Eric Baber felt, like many before him, that he should travel as widely as possible and act as an ambassador for IATEFL:

As a representative of IATEFL, I spoke at conferences and events and tried to do what I could to foster relationships between IATEFL and international teacher associations (*ibid.*).

Carol Read (2013–2015)

Carol Read gained great satisfaction from her role as president but admits that she faced some extremely tricky situations (interview). Issues of transparency and equity within the Association arose within minutes of her taking up office at the AGM at the Liverpool 2013 Conference when a proposed plan to set up a new committee to assess and screen candidates for IATEFL office was rejected by the membership. However, proposals to make procedures more robust were subsequently adopted, including requiring candidates to provide more detailed information about themselves before elections. The name 'Board of Trustees' (instead of the former 'Coordinating Committee' or 'CoCo') was also introduced to clarify the legal responsibilities that accompany a trustee role.

The theme of more extended forward planning, of which we have seen examples over the previous few presidencies, was also prominent. The move of the IATEFL office to purchased rather than rented premises, which was one result of forward planning by previous presidents, was a major step. The move itself, from the University of Kent to Faversham, brought its challenges, including the prospect at one point that IATEFL might once again be running from its Executive Officer's house while delays were sorted out.

As we shall see in Chapter 3, initiatives developed during Read's presidency included a Projects Scheme for Associates, sponsored teacher training in developing countries, and a sponsored cycle ride to the 2015 Manchester Conference (subsequently repeated for Birmingham in 2016), which she hoped would give IATEFL's Wider Membership Scheme a more tangible reality for members than the mere apportioning of existing funds. Overall, there was a definite shift towards re-emphasising IATEFL's charitable mission, and its international remit, during her presidency.

IATEFL's first webinars and web conference were also organised successfully during Read's time as president—see Chapter 2. With these initiatives, the theme of increasing services to members was very strong—particularly to those unable to attend the annual conference—and at the same time events were being opened up to an ever-wider audience, of non-members as well as members.

The final big project of her presidency that Carol Read mentioned was commissioning this book!

An unexpected resignation

In 2014, Péter Medgyes, a respected Hungarian teacher educator and thinker in the field of ELT was elected vice-president. This seemed another step towards increasing international representation in the leadership of the Association as well as recognising long service by a past IATEFL committee member and founder member of IATEFL Hungary, who had also been an entertaining and thought-provoking plenary speaker (Keele Conference 1996; Brighton Conference 2001). Paradoxically, given his own well-known work on native and non-native English speaking teachers (NESTs and NNESTs), it turned out that a controversy related to English as an international language led to his position as vice-president and future president becoming untenable at an early stage. In IATEFL's October 2014 *eBulletin*, he shared his appreciation for the way, in an article in the Pronunciation SIG newsletter, a Dutch teacher had queried current orthodoxy about moving away from native-speaker standards in pronunciation. (See also *NL* 243: 20–21.) One member decided as a result not to renew their individual membership of IATEFL and wrote in protest at Medgyes expressing his opinion on an area of academic research while writing in his official capacity as vice-president. There were differences of opinion regarding how to respond to this incident, and, unwilling to limit his engagement in academic debate during his tenure in office with IATEFL, Medgyes took the difficult decision to resign.

Marjorie Rosenberg (2015–2017)

Marjorie Rosenberg, who had recently stepped down as coordinator of the Business English SIG, was elected to replace Péter Medgyes and succeed Carol Read as president. Finding herself in the position of president more quickly than her predecessors (without a run-in year as vice-president), Rosenberg needed to adapt to the role rapidly, but she came with some clear ideas about what she hoped to achieve, based partly on her experience as coordinator of the largest SIG (interview). In particular, she wanted to see more connection between IATEFL SIGs and other teacher associations (Associates of IATEFL), for example via collaboration in putting on joint events and sharing of newsletter articles, and to see Associates feeling even closer to IATEFL. As an active member of TEA (Teachers of English in Austria) and with her long-standing commitment to the Business SIG as well as recent experience on the IATEFL Membership committee, her priorities were linked with her own Associate and SIG background and her experience within the association. A major achievement during her time as president was the first-ever joint

IATEFL–TESOL Web Conference (November 2016). This built on previous work including the two IATEFL web conferences (2014 and 2015), which reached members and others in the profession unable to travel to the annual conference. Marjorie's contribution to the organisation of the IATEFL–TESOL Web Conference drew on her own involvement with these and with previous Business English SIG online events.

IATEFL administration, governance and premises

It is hoped that the chronological overview above provides sufficient context for the more focused descriptions and discussions in the rest of this book. In the remainder of this chapter, some organisational topics will be explained in more detail. The topics are as follows:

- keeping track of membership;
- governance and staffing;
- premises over the years; and
- administration and record-keeping.

Keeping track of membership

The chronological narrative above has mentioned different, sometimes overlapping, membership schemes that were in place at different times. (Two further schemes not mentioned above, but which have stood the test of time, were institutional membership, introduced as early as 1970, and reduced rate student membership.) This section looks at numbers, and, as far as possible, distribution of members. Changes in renewal systems and in reporting of membership periods over the years have made reliable reporting of membership growth an intricate business. In addition, in the early, pre-computing, years, keeping track of facts and figures concerning enrolments and renewals was carried out manually and reports were made as and when needed. The result is that it is not possible to capture exact numbers of IATEFL members year by year on a like-for-like basis. This section is an attempt to give an overview that is broadly accurate, with the emphasis on 'broadly', and that captures important shifts.

In January 1968, after one year of existence, the total membership of IATEFL stood at 517. At the end of March 2016, it stood at 3,894. This represents a roughly 7.5-fold increase—perhaps not an enormous advance over fifty years. Increasing the overall membership of IATEFL has, indeed, been one of the aspirations of most leaders of the organisation, but diversifying it has been perceived as the really essential aim.

On this criterion, things have gone well. In the early years, the majority of members were UK nationals but, by 1970, there were 315 UK-based members and 390 overseas members based in 77 different countries. The highest overseas membership at that point was in Greece, followed by Germany, Ghana, Israel, India and Holland. The year 1970–1971 saw a sharp rise to 1,060 members (370 UK-based, 690 overseas) spread over more than 80 countries. From that point on, the rise in total membership continued, although not always steeply. By 1990, the total was 2,200, and the figure for 1992 was 2,236. The breakdown given for this year at the AGM of 1992 again puts overseas members in a majority, at 1,347 compared with UK-based members at 889. In 2016, the overall membership figure of 3,894 was made up by 991 members in the UK, with just under three-quarters of members outside the UK, more than 120 countries represented, and nearly a fifth of members part of the Wider Membership Schemes.

The difficulty with these figures is, of course, that we are not able to separate expatriate UK citizens from the other members who are nationals of countries outside the UK, although it seems fairly clear that by now the membership is international to an extent that it was not in late 1970 when the 'I' was added to the ATEFL acronym. (Motteram (2016: 151) provides an independent estimate that these days 'a considerable percentage of the membership [...] do not come from the United Kingdom, and live and work in the country of their birth'.)

A constant issue, persisting until the present-day, has been continuity and consistency of individual membership. The same individuals do not always form part of the totals year by year. It seems that IATEFL members have always been rather forgetful when it comes to renewing subscriptions: early newsletters are full of urgent pleas to members to re-enrol, a problem that seems to remain today. Members who are slow to renew, or forget to renew, are often compensated for by new enrolments, a set of shifts technically known as a 'churn'. New enrolments as well as renewals are naturally stimulated just before conferences by the concessionary rates for registration offered to members of the Association.

Several different ways of arranging the enrolment year have been in operation over the last 50 years. Originally, in 1967, the membership year for individuals ran from end of May to end of May. In 1995, the introduction of the rolling 12-month membership period and the availability of Direct Debit orders increased the likelihood that members would renew on time. Reminders by email and the possibility of renewing online have recently improved the situation somewhat, but still there are fluctuations over the space of a year in actual paid-up membership.

Governance and staffing

From 1986 onward, the core committee of IATEFL has always been made up of the key figures of chair/president, secretary and treasurer, with the addition of the vice-chair/vice-president. Around that core, a wider group grew up which has varied in size at different times. Throughout the story of IATEFL, there have been key moments when a new committee role was identified, a working party was set up to handle a new need or function or a new member of staff was appointed to take charge of a particular area of IATEFL's expanding work. Over the years, some of these roles have been discontinued or merged with others.

An issue which came to a head in 1988 was the extent to which the committee did or could represent an international membership. In the October 1988 *Newsletter* (NL 101:9), Ray Janssens, who had recently been defeated by Alan Maley in the election for vice-chair, wrote as follows:

As yet it has proved extremely difficult for a non-Brit to become one of the Association's officers. I sincerely hope that one day young, energetic and caring non-UK members will achieve what to a few internationalist pioneers has but remained an IATEFL dream.

On the very same page appears an item headed 'Internationalism' that hints at committee discussions of a thrust that can only be imagined:

The difficulty is that the discussion about this topic has continued unabated inside the Committee and in view of the complexity of the issue the Committee has been unable to arrive at a monolithic view on the matter. In effect a statement in the nomination form for the 1988 Elections to the effect that 'the Secretary and Treasurer of the Association must always be based in the UK' was

contested by some committee members at Committee meetings who felt it to be in contravention of the Rules of the Association.

Appendix 1 will help readers to arrive at their own views of developments in the internationalism of committee membership.

The period between the AGMs of 1987 and 1988 was clearly a key one for another reason, too. This saw intensive work by Ron White as Chairman on setting up task groups to cover new functions. Over time, more and more functions were defined for committee members as new needs arose. The narrative is an intricate one, but it is clear that through all these changes a relatively small, core Executive Committee (later known as 'Coordinating Committee', and, now, 'Board of Trustees') maintained overall responsibility.

Simon Greenall describes the position during his time as president:

We had a small Executive Committee at the time, which dealt with the everyday business of the Association: President, Vice-President, Treasurer, Honorary Secretary, who were the four Trustees, and we discussed all the major issues. [...] There was an important bi-annual meeting of the main committee, who were invited to contribute advice and expertise about the everyday decisions we had to take. But as Trustees, the Executive Committee had to take responsibility for everything, and there were occasional moments of disagreement and tension when we met the main committee. (memoir)

Peter Grundy's rationalisation of the committee structures during his presidency seems to have improved the system greatly. The figure below, which shows the 2016 committee arrangement (along

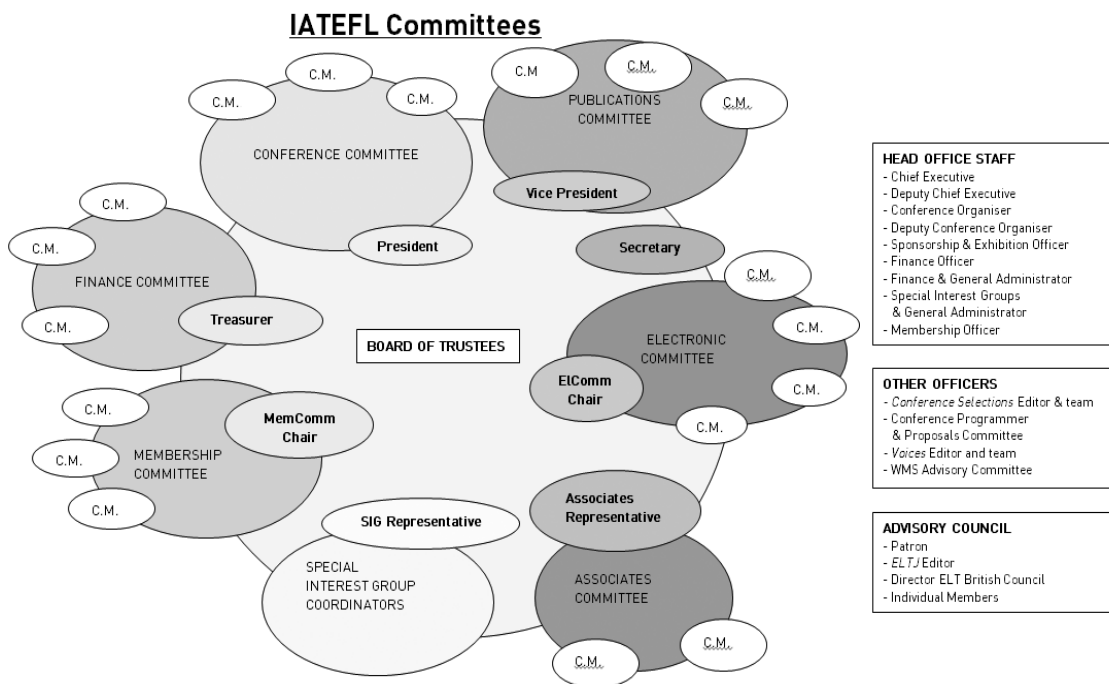


Figure 1.1: The organisational structure of IATEFL in 2016

with other important groups such as editorial and advisory groups as well as a staff list), represents a rational and tightly-connected structure. It can be seen that membership of the Board of Trustees, now expanded to eight people, depends directly on defined roles held in the organisation, which in turn are linked with chairing particular sub-committees or working parties. In Appendix 2, we provide a summary of the evolution of the current committee system.

An extract from the IATEFL website provides a useful commentary on this figure:

The Board of Trustees are responsible for the charity's sound running in accordance with its aims and statutes. They manage the strategic direction of IATEFL and make major policy decisions. The Trustees have stood for election by the members at large or by specific groups within IATEFL and are composed of:

- President and Publications Committee Chair
- Vice President and Conference Committee Chair
- Treasurer and Finance Committee Chair
- Secretary
- Membership Committee Chair
- Electronic Committee Chair
- Associates Representative
- Special Interest Groups (SIGs) Representative.

These eight people are Directors of the company and Trustees of the Charity and are legally and financially responsible for IATEFL.

The danger of creeping wider committee growth is also mitigated by precise definitions of the roles that warrant membership of IATEFL's Advisory Council: the patron, the editor of *ELT Journal*, a representative of the British Council, the chair of the Wider Membership Scheme (WMS) Committee, one or two advisers with expertise outside ELT, one past president, and, in addition to this, a rotating past president chosen every two years by the serving president.

Integrating the work of volunteers

Beyond and behind the sub-committees there has been a proliferation of other volunteer helpers who sustain the rich diversity of functions, services and projects with which IATEFL is these days engaged. A look at the 'Who's who in IATEFL' pages in recent issues of *Voices* will show just how many people contribute. Finding sufficient people with the needed skills or training, or mentoring volunteers while they develop them, are important challenges for IATEFL. In 1992 (*NL* 115: 10), Chris Kennedy paid tribute to the work of IATEFL member volunteers. Having thanked financial sponsors such as the British Council and publishers, he referred to volunteers themselves as 'hidden subsidies':

Many ELT organisations release their staff for work with IATEFL, on committees and at conferences. IATEFL relies heavily on a relatively few individuals giving their time and experience to develop the organisation professionally. The SIGs, for example, would collapse without the unrewarded (financially at least) commitment of a few.

Eric Baber brings out another important aspect of the work of volunteers in IATEFL—getting the balance of roles right. The relations between the professional employees, as represented here by the Executive Officer, and the volunteers who help to run IATEFL need delicate and skilled negotiation:

Glenda Smart really stands out. Her dedication to her role is amazing and she regularly went way above the call of duty. It's an incredibly difficult role—in many ways her role is that of a rock of the organisation and it offers stability in an organisation which is in constant flux. At the same time, though, she has no official 'line management' control over the volunteers but is there to implement their wishes. She navigated this difficult role [during the time I was president] with aplomb and integrity. Thank you Glenda! (memoir)

Staffing and premises: The Kentish Triangle

For the first seven years, IATEFL, with all its activities, was largely run from Bill Lee's house in Hounslow, which became, as Christopher Brumfit put it in his obituary of Lee in the *Independent* newspaper of Monday 26 February 1996, 'the best-known address in the English-teaching world'. Officers and volunteers also met in each other's houses or, for larger gatherings such as AGMs, in spaces offered by supporting bodies such as the Institute of Education (University of London), Oxford University Press or the British Council. However, Kent was always important. Another home address, in Whitstable, that of one of the earliest Secretaries of IATEFL, Jean Forrester, appears in early *Newsletters* for membership and other matters. For nearly ten years after Brenda Thomas was appointed as executive secretary in 1974, a room in her home, also in Whitstable, functioned along with that in Lee's home as an administrative site for the Association.

In 1984, when Bill Lee left active involvement with IATEFL, it was decided that running the Association from private addresses was no longer practicable and that dedicated office space needed to be found. Finding affordable and adequate premises in which to work proved a difficult problem and continued to be so until recently. Ron White (secretary at the time of the first move) recalls the factors that played a deciding part in the location of the first Head Office.

I do recall that a significant concern of the committee and of the officers was that of finding a commercial office that we could afford. There was a lot of enthusiasm for locating in London, but financial reality put paid to such a shift, and the secretariat was relocated to offices in Whitstable, which meant that Brenda was able to continue as the administrator. (memoir)

The Whitstable office, in Kingsdown Chambers, may have served IATEFL needs and had a grand-sounding name, but it was far from palatial. It was over a shop and lacked many basic facilities such as a kitchen. Madeleine du Vivier spoke of the 'funny little office in Whitstable with all the wind that came through the windows' (interview).

As consciousness about good employment practice has evolved over time, staff conditions (physical as well as terms of service) have been brought into line with expectations at a national level. This was a particular concern of Tessa Woodward, Peter Grundy and Herbert Puchta as presidents. Apart from a few unexpected departures for family and other reasons, staff composition has been stable and has

evolved rather than drastically changed over time. This stability in personnel has also contributed to the decision not to move from the base that was established in Kent.

In 2004, the IATEFL Head Office moved to Darwin College at the University of Kent in Canterbury. Peter Grundy, who oversaw this move, admits that it was triggered partly because the Whitstable landlord was 'looking to chuck people out' (interview) but he also wanted to provide staff with a better working environment.

The most recent move has been to a purpose-built unit in a small business park in Faversham. These are the first premises to be purchased by the Association, a decision that makes financial sense considering the very high cost of rents. The office was officially opened on 6 February 2014 with a party to mark the occasion.



Head Office staff at the opening party for the Faversham premises: (left to right) Linda James, Alison Wallis, Alison Medland, Kay Cox, Glenda Smart, Poppy White, Eleanor Baynham, Vicky Barnett and Louise Atkins

Table 1.4 summarises the locations of the IATEFL office in the time of different Executive Officers from the beginning to the present day.

Administration and record keeping: from ledgers to spreadsheets

For its first 25 years or so, IATEFL was as paper-bound as any other organisation at the time and the smell of rough mimeograph paper rising from meeting minutes and other records in the association's archive boxes has its own redolence of history. However, the electronic revolution of recent years has seen little actual reduction in the amount of paper generated, even though the smell is different. We can put this down partly to the strong accountability culture in the UK over recent years, which necessitates printouts of email correspondence and other matter supposed to be absent from the paperless

Key dates	Executive Officer	IATEFL Address
	1974–1988 Brenda Thomas, Executive Secretary	Brenda Thomas’s home address in Tankerton, Whitstable, Kent
1985 Move to rented offices in Whitstable		3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ
	1988 Jill Štajduhar appointed as Executive Officer	
	2000 Jobshare/handover between Julia Norcott and Jill Štajduhar, Executive Officers	
	2000–2001 Phil Griffin, Executive Officer	
	2001–2016 Glenda Smart, Executive Officer	
End 2003/ Jan 2004 Move to rented rooms in the University of Kent, Canterbury		Darwin College, University of Kent, Canterbury Kent CT2 7NY
Autumn 2013 Move to IATEFL’s own offices in Faversham, Kent		2–3 The Foundry, Seager Road, Faversham, Kent ME13 7FD
	2016– Jon Burton, Chief Executive	

Table 1.4: IATEFL Executive Officers and Head Office locations

office, and the sheer expansion in size and complexity of the organisation, which certainly also leads to more volume.

The move from manual to computer-based record-keeping and communication did, however, make a great difference to the ways in which IATEFL was able to operate. The first cautious steps were taken in 1994. In the minutes of a committee meeting of 4 February 1994, the then Executive Officer, Jill Štajduhar, announced: ‘The computer is coming into the office at the end of the month, including a tape drive.’

Madeleine du Vivier (interview) remembers that the future provision of email facilities was discussed at the same meeting, although without great expectations for its usefulness! In November 1994 (NL 125: 2), IATEFL announced its first, rather unwieldy 'email number' [*sic*]: 100070.1327@compuserve.com. In the May 1995 edition of the *Newsletter* (NL 127: 3), came the announcement that IATEFL was experimentally setting up some pages on the 'Worldwide Web' under the guidance of Gary Motteram at Manchester University.

These days, the office seems able to answer most queries at the touch of a keyboard and to update information on a daily basis. The IATEFL website allows most membership and event registration operations to be carried out simply and easily by members themselves, giving staff time to concentrate on the really tricky issues such as keeping SIGs and presidents in line.

2 Major activities

In this chapter, we provide historical accounts of the following major activities of IATEFL:

- Conferences;
- SIGs (Special Interest Groups); and
- Online activities.

In the next chapter ('Output and outreach') we will consider further major aspects, including IATEFL's newsletter and other publications, and the international outreach of the Association.

Conferences

The IATEFL conference and its newsletter have competing claims to being focused on first. The inaugural issue of the newsletter came out before the first conference, and the *Newsletter* (now *Voices*) is primary, also, in the sense that it reaches all members, not just those able to attend the annual conference. Nevertheless, to many of those involved with IATEFL, the conference seems to be the core activity—many, in fact, call it 'IATEFL', as in, 'Are you going to IATEFL this year?'

The impact of the conference on those who attend it is indubitable (and will be explored further in Chapter 4). Many may even find that they have, at least to some degree, measured out their adult lives with IATEFL conferences.

A friend once told me that the IATEFL annual conference seemed to have become a landmark in her personal life. The first time she attended one, she was single; the following year she'd just got married; then she was pregnant; and, finally, this was the first time she was leaving her baby daughter for more than a few hours. When I came to think about it, a similar idea applied to my life. Since the very first time, this conference has been to me more than a professional event.

Beatriz Lupiano, Teacher, La Plata, Argentina (*Selections* 2000: 138)

Holding a major conference at least once a year quickly emerged as a given within IATEFL, although the location, timing and best format have been topics of debate and, in the latter case, sometimes considerable disagreement. There has been a steadily upward trend in quantifiable areas over the fifty conferences held to date: more presenters, more sessions, more organisers, more delegates, larger venues and, of course, more financial risk and responsibility. Tables 2.1, 2.2 and 2.3 on the following pages show some of these facts and figures. Following this, we focus also on qualitative dimensions, under the following headings:

- **Where, when and who?** Locations and venues, timing and attendance
- **How?** Administration and organisation
- **What?** Format and coverage of topics.

	Dates	Location	Theme	Attendance (where known)
1st	1967 (Dec 28–29)	Nutford House, London	Desire to Learn	125
2nd	1968 (Dec 27–30)	Overseas Centre of the British Council (OCBC), London	Ends and Means in the Teaching of EFL	230
3rd	1969 (Dec 30– Jan 2 1970)	OCBC, London	What and How (What to Teach— How to Teach It)	180
4th	1970 (30 Dec– Jan 2 1971)	OCBC, London	Children and Adults	226
5th	1972 (Jan 3–6)	OCBC, London	The Use and Abuse of Audio-Visual Aids (Secondary theme: English for Vocational Purposes)	350
6th	1973 (Jan 3–6)	OCBC, London	The Training of Teachers of EFL/ESL	350
7th	1974 (Jan 2–5)	OCBC and Overseas Students' Centre, the Polytechnic of Central London (OSC)	Motivation in the Teaching and Learning of EFL	420
8th	1974 (Apr 9–11)	Hungarian Academy of Sciences and T.I.T. Studio, Budapest, Hungary	Teaching English at Various Levels of Proficiency	500
9th	1975 (Apr 2–5)	OCBC and OSC, London	The Development of the Reading Skills in the Teaching and Learning of EFL	470
10th	1975 (Dec 28–30)	Palais des Congrès, Saint-Malo, France	Teaching English to Learners of Varying Ability and Achievement	200
11th	1977 (Jan 4–7)	College of Further Education, Oxford	The Teaching and Learning of English as a Language of International Communication	
12th	1978 (Apr 11–14)	Goldsmiths' College, University of London	The Teaching and Learning of Communicative Skills	500–600
13th	1979 (Apr 18–20)	University of Poznań, Poland	Adapting TEFL/TESL to the Individual Learner	400+
14th	1979 (Dec 18–20)	Goldsmiths' College, University of London	Co-operation (with Special Reference to the Teaching and Learning of EFL/ESL)	500–600
15th	1981 (Jan 4–6)	Pandeion School of Political Science, Athens, Greece	Learner-Based Classroom Teaching	400
16th	1981 (Dec 18–21)	Goldsmiths' College, University of London	'Reality' and/or 'Realism' in the EFL/ESL Class	500–600
17th	1983 (Apr 5–8)	St Mary's College, Strawberry Hill, Middlesex	Motives and Incentives in the Learning of EFL/ESL	496
18th	1984 (Apr 25–27)	Martinihal Centrum, Groningen, The Netherlands	Ways in Which Teachers Teach and Learners Learn	412

Table 2.1: (I)ATEFL conferences during Bill Lee's chairmanship

	Dates	Location	Attendance (where known)
19th	1985 (Apr 9–12)	Metropole Hotel, Brighton	850
20th	1986 (Apr 11–14)	Metropole Hotel, Brighton	1,055
21st	1987 (Apr 12–14)	Zon en Zee holiday camp, Middelkerke-Westende, Belgium	800+
22nd	1988 (Apr 11–14)	University of Edinburgh	1,100
23rd	1989 (Mar 31– Apr 3)	University of Warwick	1,266
24th	1990 (Mar 27–30)	Trinity College, Dublin	970
25th	1991 (Apr 3–6)	University of Exeter	1,200+
26th	1992 (Oct 23–26)	L'Ecole des Hautes Etudes Commerciales (EDHEC), The Catholic University of Lille, France	1,000
27th	1993 (Apr 4–7)	University College of Swansea	1,100
28th	1994 (Apr 6–9)	The Brighton Centre, Brighton	1,504
29th	1995 (Apr 9–12)	University of York	1,420
30th	1996 (Apr 9–12)	University of Keele, near Stoke-on-Trent	1,400
31st	1997 (Apr 2–5)	Brighton Centre and Oak Hotel, Brighton	
32nd	1998 (Apr 14–18)	University of Manchester Institute of Science and Technology (UMIST), Manchester	
33rd	1999 (Mar 28–1 Apr)	Heriot-Watt University, Edinburgh	
34th	2000 (Mar 27–31)	Burlington Hotel, Dublin	1,218
35th	2001 (Apr 17–21)	Brighton Conference Centre and Quality Hotel, Brighton	1,540
36th	2002 (Mar 24–27)	University of York	1,284
37th	2003 (Apr 22–26)	Brighton Conference Centre, Brighton	1,200
38th	2004 (Apr 13–17)	Adelphi Hotel, Liverpool	1,345
39th	2005 (Apr 5–9)	City Hall and National Museum, Cardiff	1,379
40th	2006 (Apr 8–12)	Harrogate International Centre, Harrogate	1,600

Table 2.2: IATEFL annual conferences, revised format: no overall theme.

	Dates	Location	On-site attendance (where known)	Online participation (where known)
41st	2007 (Apr 18–22)	Aberdeen Exhibition and Conference Centre, Aberdeen	1,500	2,500
42nd	2008 (Apr 7–11)	University of Exeter Streatham Campus,	1,700	5,000
43rd	2009 (Mar 31–4 Apr)	City Hall and National Museums and Galleries, Cardiff	1,781	21,000
44th	2010 (Apr 7–11)	Harrogate International Centre and Holiday Inn, Harrogate	2,030	43,000
45th	2011 (Apr 15–19)	Brighton Centre and Barceló Old Ship Hotel, Brighton	2,384	55,000
46th	2012 (Apr 19–23)	Scottish Exhibition and Conference Centre (SECC) and Crowne Plaza Hotel, Glasgow	2,313	73,000
47th	2013 (Apr 8–12)	Arena and Convention Centre (ACC), Liverpool	2,600	82,000
48th	2014 (Apr 2–5)	Harrogate International Centre and Holiday Inn, Harrogate	2,500	61,000
49th	2015 (Apr 11–14)	Manchester Central, Manchester	2,642	45,500
50th	2016 (Apr 13–16)	The ICC, Birmingham	3,025	approx. 60,000

Table 2.3: IATEFL annual conferences, online era.

Where, when and who? Locations and venues, timing, and attendance

In the early years, IATEFL events were run entirely by volunteers drawn from the inner circle of the Association, all based in the south-east of England and most of them around London. It was probably for practical reasons, therefore, that the first seven annual conferences were all in Central London, in venues such as Nutford House, the Polytechnic of Central London and the British Council Overseas Students' Centre in Portland Place that were familiar and readily available to IATEFL organisers via their professional contacts. Nutford House, a University of London hall of residence, was the first venue, in December 1967. It was used only this one time for conference presentations, but it continued to provide (Spartan) accommodation when the conference itself was in other premises. As Ray Janssens recalled,

I enjoyed my first conference [in 1968] to the full despite the frugal accommodation, the institutional food and the wintry conditions. I discovered that apart from a colleague from Ghent I was the only Flemish Belgian among the participants. This was an extra incentive to overcome my shyness, seek contact with other colleagues and hear about their work in conditions sometimes unbelievably different from my own. I went home with the feeling of being enriched and encouraged. (Janssens 1999: 18)

The early conferences were held over the Christmas and New Year holidays, probably to meet the needs of the predominantly British delegates, many of whom were working in other countries and home for winter leave periods. Attendance was modest but the trend was upward, year by year.

Alternation of conferences within and outside the UK

In 1974, an additional conference was held in April in Budapest, an ambitious undertaking since Hungary was behind the then 'Iron Curtain'. The success of this conference was in large measure due to Lee's identification of a very solid partner in Tudományos Ismeretterjesztő Társulat (T.I.T.), the Hungarian cultural/educational organisation, and it established a pattern. Holding a good proportion of conferences outside the British Isles run jointly with local organisations became accepted as a matter of principle and continued for nearly 20 years until the 1992 conference in Lille. Clearly, both local and UK-based organisers were prepared to make extraordinary efforts in this cause. However, the staging of conferences depended on the simultaneous availability of venues and of organisers, and this resulted in arrangements, particularly regarding timing, that may not have always been ideal for every would-be delegate. During this period, the intervals between conferences could sometimes be only a few months, as with the 7th and 8th (London 1974 and Budapest 1974), or over a year as with the 10th and 11th (Saint-Malo 1975 and Oxford 1977). In no sense was the conference always 'annual'.

The need to accommodate ever greater numbers of speakers and delegates became pressing. In spite of its extended duration of four days, the Portland Place conference of 1975 was tight on space in the programme and tighter on physical space in the building. Eighty would-be delegates had to be turned away. It was decided to find different premises for the next UK event.

Eight months after the last Central London conference (April 1975), another non-UK conference was held. This was in Saint-Malo, France, just after Christmas. It was organised with the English Section of the Association des Professeurs de Langues Vivantes (APLV) and was the first to be held in a seaside resort as well as the first in a purpose-built conference centre, prefiguring later conferences in Brighton. The welcome was warm. The Mayor of Saint-Malo had offered use of the municipal Conference Centre for free, along with an official reception in the town hall. There seems to have been much to enjoy (including a group excursion to Mont Saint-Michel). However, there were organisational problems, one sign of which was the disappointing attendance of only 200 delegates. There were only 9 APLV speakers and 31 from IATEFL. It seems likely that the inconvenient time of year was a discouraging factor for the French, and there was also the high cost of travel for the UK delegates to consider—a constant factor in the days before budget airlines. As discussed in Chapter 1 and later in this chapter, there was unrest among some delegates concerning the formality imposed by organisers, sparking a debate that was to have profound consequences both for future conferences and for the Association itself.

After a considerable gap, the next conference took place at the College of Further Education in Oxford, in early January 1977. Accommodation and the conference dinner were in the grand, although apparently under-heated, environment of Christ Church (Susan Holden, memoir) and there was some extra accommodation in Brasenose College. For some years afterwards, although there was no return to Oxford, academic institutions were favoured venues for conferences. Goldsmiths' College hosted the next UK conference in April 1978, and was to be the venue for two more, alternating with overseas events.

Just over a year later, in April 1979, a conference was organised at the University of Poznań, jointly with the English section of the Modern Language Teachers Association of Poland. Group travel was arranged for UK delegates, including hired coaches for the journey between Warsaw and Poznań.

The event attracted over 400 participants and was judged a success compared with Saint-Malo. The home–overseas alternation of conferences was back on track.

Following the Goldsmiths' conference of December 1979, 1980 was another blank year. The Association's fourth overseas conference was held in January 1981 at the Pandeion School of Political Science Athens, organised jointly with an IATEFL branch, the Cultural Association of Teachers of English in Greece (CATE). About half of the 400 delegates were based in Greece. The weather after the first day was described as 'almost the worst within living memory' (NL 67: 44), and Brenda Thomas, IATEFL's Executive Officer at the time, recalls a hair-raising experience getting delegates through snow to the airport in time for their departing flights after a day excursion (personal communication). However, 'it was generally agreed that the conference was a great success' (NL 67: 44).

In December of the same year, 500 people braved freezing temperatures to attend the third, and what was to prove the final, Goldsmiths' College conference. Snowfalls and severe frost across the UK prevented others from getting there. Following this and the experience in Greece, an IATEFL conference was never again held in December or January, although not every subsequent conference was untroubled by snow.

After another long gap, with plans for an overseas conference in Barcelona falling through, the next conference was held at St Mary's College, Strawberry Hill, Twickenham, in April 1983. St Mary's was found to be 'a delightful place to hold a conference: near the Thames and Richmond and not entirely swallowed up by London' (NL 78: 7). An analysis of delegates at this conference shows that UK nationals predominated. Out of a total of 496, they numbered 314, of whom 176 were teaching in the UK.

The 18th conference, in Groningen in April 1984, was the second after Saint-Malo to be held in a bespoke conference centre. It was a collaboration with the English section of the Vereniging van Leraren in Levende Talen (Association of Teachers of Modern Languages, Netherlands). Arthur van Essen, a professor at the University of Groningen and a member of IATEFL since its beginning, was the main local organiser. Accommodation was chiefly in hotels. This conference was not only well-received professionally, it also marked another rise in the quality of facilities and accommodation available. It seemed that IATEFL was aspiring to ever-improving comfort and convenience for delegates. Although attendance at Groningen was reasonably affordable, striking the balance between material quality of provision and affordability was later to become a serious issue for the Association.

Moving between conference centres and academic premises

The 1985 conference at the Metropole Hotel, Brighton, took place only months after the IRA bombing of the Conservative Party Conference at the Grand Hotel in Brighton (12 October 1984), and continuing with Brighton as the location was a deliberate decision on the part of organisers. This was the first time that a dedicated conference centre was chosen for a UK event. The many innovations in programming, discussed below under 'Formats', as well as the superior premises, were yet more evidence of increased aspirations, vindicated by a record attendance of 850 participants.

In fact, Brighton was such a popular location that it was decided at the AGM to return the following year rather than go, as originally planned, to Birmingham—whose turn to shine was not to come until 30 years later in 2016! Although the actual conference premises have not always been the same,

Brighton has become the prototypical IATEFL location in many people's minds, having hosted the conference seven times in all (twice in each of the 1980s, 1990s and 2000s, and once in the 2010s).



*The Brighton Metropole (now Hilton), venue for the 1985 and 1986 Conferences.
(Photograph: Shelagh Rixon)*



*Brenda Thomas and Chris Brumfit—pre-conference site visit to Brighton, 1985.
(Photograph: Brighton Resort Services)*

Brighton 1986 saw another significant increase in attendance, passing the 1,000 mark for the first time. Apart from the exciting programming and the attraction of the city, a key factor in this may have been the way the previous year's conference had been reported on so positively and entertainingly in the new-look, A4-size *Newsletter* edited by John Dougill.



Jane Panahy, the 1000th person to register at the 1986 conference. (NL 91)

A memorable experience

The sixth overseas conference was organised jointly with one of IATEFL's most active branches, the Flemish Association of Teachers of English as a Foreign Language (FATEFL). It was held in April 1987 in a holiday camp (Zon en Zee—i.e. Sun and Sea) at Westende near Ostend on the North Sea, and turned out to be rather special. Anecdotes abound. One aspect in particular lives on in IATEFL folk memory:

Many experienced conference-goers found they had to cope with something new—beads. All participants were given a number of different coloured beads which they had to exchange for meals and drinks. Some participants found bead management to be a source of considerable difficulty. (NL 93: 2)



Zon en Zee: 'Sorry I've been so long' (NL 95)



Zon en Zee: 'The luckiest delegate'. (NL 95)

Apart from beads, there was the harsh weather on the coast to contend with. Norman Whitney (interview) remembers snowflakes blowing under his chalet door, so there was very little Zon, though plenty of Zee. The number of participants (approximately 800) was lower than in the previous year. What was striking, however, was their diversity. In spite of the lower overall numbers, delegates arrived from as many as 41 different countries. The accessibility of Belgium by train and by road within mainland Europe may have contributed to this.

University-based conferences

Despite the proven success of conferences in dedicated centres, during the late 1980s and early 1990s IATEFL was suffering some budgetary pressure and needed to use cheaper venues (Chris Kennedy, interview). From 1988 to 1993, six consecutive events were held in university premises. At that stage, the size and scope of IATEFL conferences could still just about be accommodated by universities. The 1988 Edinburgh conference stands out as the first UK-based event to be held outside England, and for the fact that members of TESOL Scotland made a major contribution to its organisation.

The end of conferences outside the British Isles

There was one further conference on the European Continent, in 1992 in Lille, France, fittingly for the year the Maastricht Treaty established the European Union, which also happened to be IATEFL's Silver Jubilee. Although it attracted fewer than 1,000 participants, it was considered a successful event. However, it was decided that no more major conferences should be held outside the British Isles. Conferences held in other countries greatly increased the legal and financial intricacies for IATEFL as a UK-based organisation, and, as the book exhibition increased in significance, the logistical needs of UK-based publishers and other sponsors were also coming more to the fore; in later years, there were some objections even to exhibiting in Scotland. In addition, it seemed that the growing IATEFL membership outside Europe favoured the UK as a destination.

In 1994, the pull of Brighton was again felt although this was followed by two more conferences held at universities, York in 1995 and Keele in 1996. The Keele event provided further proof that snow could

still make itself felt at an IATEFL conference, even in April. This became particularly apparent to those in the exhibition, which was held in a marquee under whose sides the flakes blew in a way reminiscent of Westende in 1987.



The marquee at the 1996 conference. (NL 132)

Another conference in Brighton (1997) was followed by two more in academic premises, at UMIST, Manchester (1998) and Heriot-Watt, Edinburgh (1999). There was a return to commercial premises in 2000 in Dublin, a location still within the British Isles although outside the United Kingdom. This conference was held in a hotel and many participants staying on for the last night (a Friday) made new acquaintances in the bar—the Welsh rugby fans who had checked in for an important match the next day against Ireland.

Size and sustainability in the 21st century

Conference programmes and attendance had grown side by side, and by the final years of the 20th century events were becoming potentially daunting for the ordinary conference-goer. This was well-expressed by one contributor to *Conference Selections 2000*:

My IATEFL experiences have been **B**righton [1997], **E**dinburgh [1999] and **D**ublin [2000]. [...] All very inspiring and motivating, yet each year conveying the feeling of the small practitioner in bed with an elephant. (Carol Spoettl, *Selections 2000*: 142)

However, by this time it was clear that there was little prospect of reducing the scope of conferences or the number of delegates. By the late 1990s, the conference had become not only the highest-profile IATEFL activity by far but also the mainstay of the organisation's financial sustainability. It had become imperative, therefore, to hold a well-attended conference at yearly intervals.

Finding adequate locations had again become an issue. The then Executive Officer, Jill Štajduhar, had investigated over fifty potential venues but it had become increasingly difficult to identify suitable

sites which allowed space for both delegates and an extensive exhibition. There were to be only two more forays into university venues (York 2002 and Exeter 2008), and the facilities and infrastructure at both were felt by many delegates to be below acceptable standards. Organisers increasingly faced the challenge of securing an appropriate venue at a cost consistent with keeping the conference affordable for delegates while earning an adequate return for the Association.

Not all commercial venues are slick. Although many delegates at the Adelphi Hotel, the venue for the 2004 Liverpool conference, appreciated the historic, ornate and charmingly quirky ambiance, they found the overall experience somewhat eccentric as well as cramped for space. The 2005 Cardiff conference, taking place in municipal buildings, mainly the City Hall, was also somewhat short of space for sessions and exhibition. However, the welcome was warm and the attractions of the adjacent art gallery and museum kept delegates circulating. Cardiff is also a city with a very good range of hotels and other lodgings and, of course, much to do and see, and it proved popular enough for there to be a return in 2009.

As we saw in Chapter 1, one of Peter Grundy's initiatives as president, building on the earlier work by Jill Štajduhar, was to research different potential venues within the UK. The decision to try Harrogate in 2006 was one result; in spite of being felt risky by some doubters, it was in the end considered to be a very happy choice. A state-of-the-art conference venue within easy walking distance of facilities and visitor attractions in a picturesque town made for a very successful conference. Two more visits were made there, with increasing attendance each time. However, as discussed below, smaller towns have their limitations.

A virtual conference breaks physical bounds

The 2007 conference in Aberdeen was well-attended and also marked a very important innovation—the first IATEFL Online, initiated as well as facilitated by the British Council. Via live-streaming and recording of selected presentations, this is an initiative which brings the conference these days to tens of thousands of 'virtual' delegates. Table 2.3 accordingly gains a column from this point onward in order to record the numbers of people who have joined the conference remotely each year. This was a remarkable development but one that had been years in the making. In the late 1980s and 1990s, the BBC (through Hamish Norbrook and Barry Tomalin) used to cover and transmit parts of the conference via the World Service. The vision had also been there in embryonic form in an unrealised 'virtual conference' discussed for Manchester 1998 (*NL* 146: 30) and in the way, the following year in Edinburgh, BBC English featured conference topics on its website in conjunction with a discussion list run by Gary Motteram of IATEFL (Norbrook 2000). At Liverpool 2004, the first roving reporters posting online had been sponsored for conference attendance by the British Council in another attempt to bring a flavour of the events to those who could not attend, and there had been video-conferencing into and out from Brighton in 2001 and 2003, respectively.

Ironically, the Aberdeen Conference Centre was felt by many on-the-spot delegates also to be 'remote', physically remote that is, from many hotels and remote from the city itself, leaving them with stark choices about how to spend free time.

The future—not only large venues but big city locations?

As mentioned above, the experience of Harrogate 2006 was much enjoyed by very many participants. The result was that there were two return visits, in 2010 and 2014, with ever-growing delegate numbers, but therein lies the rub. Delegate numbers need to be catered for not only by the actual conference premises but also by enough conveniently-sited hotels and other lodgings. Where the Cardiff (2005 and 2009) events were tight on conference space but set within a large city offering ample hotel accommodation, Harrogate has good conference facilities but is much more limited as regards accommodation. When delegate numbers approach 2,500, the town starts to run out of rooms. The result is that 2014 is likely to have been the last Harrogate conference.

The choice of Brighton again for the 2011 Conference posed no such problems, and Glasgow, a first-time location for 2012, was also felt to be successful. In addition to the superb conference venue set on the banks of the Clyde, the big city offered hotels at all prices and an enormous amount to do and see off-site.

2013 marked a return to Liverpool, though not to the Adelphi Hotel. In the meantime, the city had developed the 'Waterfront', which offered superb conference facilities as well as museums and galleries nearby.

The return to Manchester in 2015 was also to a big city and a recently-opened capacious and prestigious centre. A record-breaking total of 2,600 IATEFL delegates attended, and the record was broken again at IATEFL's 50th conference in Birmingham, which attracted just over 3,000 delegates.

It seems that in future the IATEFL Annual Conference and Exhibition will need to continue in large custom-built conference centres near to a good range of sleeping and eating facilities for upwards of two and a half thousand delegates. All of this is a far cry from the modest gatherings of the 1960s and early 1970s, run on a shoe-string in borrowed or very cheap premises. This raises serious issues relating to affordability for delegates and service to members and how these relate to sustainability for the Association.

How? Administration and organisation

Having set the scene of the first 50 conferences, we can now look more closely at their inner workings, starting with how they have been organised and administered over the years.

Increasing professionalism

As we have emphasised, in the early years of the Association, IATEFL events were run entirely by volunteers, which naturally had an effect on the scope of what was attempted.

The first IATEFL employee, Brenda Thomas, took up her post as Executive Secretary in 1974, very shortly before the Budapest conference, and her appointment marked a step-change in what could be aspired to in conferences. Although she took on all aspects of IATEFL administration until she retired in 1988, Mrs Thomas played a particularly important role in organising conferences—including booking venues and setting up enrolment systems, as well as liaising with and supporting committee members, exhibitors and conference volunteers. She is also remembered as a formidable conference presence, particularly when speakers or other contributors transgressed the strict rules of the time concerning over-commercialism or when exhibitors did not heed instructions (Susan Holden, memoir).

The challenges of conferences outside the UK

When conferences were held outside the UK, making vital information available to organisers in the UK could be particularly challenging given that these events were being set up before the days when mobile phones and other means of portable, instant communication were available. Sometimes, in spite of local organisers being in place, UK-based organisers needed to visit the venue during the preparations for a conference in order to carry out basic tasks or to collect information.

The following story is told by Peter Brown of Warwick University, who was the Book Exhibition Organiser for the 1992 conference in Lille. The exhibition venue (a deconsecrated chapel) needed to be surveyed and a plan made so that he could apportion space for the exhibition stands. Since no-one was available on the spot to do this, he had to travel there from Britain. Making his way to Lille by train, he caused consternation at the Gare du Nord.

Yes, the white stick incident happened on my 'landscaping' trip to Lille before the conference. IATEFL were extremely generous in letting me go out a few months before to measure up the Chapel. My father had cut a 1m measuring rod for me out of an old white plastic curtain rail—too big to go in my bag so I just held onto it. I remember arriving at the Gare du Nord and staring in confusion at the Departures Board. It was only seconds before I was approached by a French chap, who, I'm afraid to say, I thought must be begging. He, in turn, looked put out when it became clear that I could see perfectly adequately and my only handicap was not being French. Much cross-cultural confusion followed; my French wasn't up to 'Thank you, Monsieur, but I'm not blind, I am merely English and on my way to Lille with this white stick to measure up a deconsecrated chapel for the IATEFL book exhibition'. (memoir)

The challenges of such necessary attention to detail from a distance, coupled with the need to share revenue with the local organisers, resulted in the view by 1992 that it was no longer practically or financially viable to continue to hold conferences outside the British Isles. The regret that many felt at this decision has possibly been tempered by the fact that, with the increasing activity of SIGs, there has in fact been no lack of IATEFL-supported events outside the UK and a considerably wider geographical spread of host countries is involved than before, including activity in Asia, Africa and Latin America as well as Europe.

Moving from ad hoc support to a sub-committee

1985, after Bill Lee had ceased to play a leading role in the Association, was the first year in which an officially-constituted conference sub-committee was in place, with Gill Sturtridge as its chair and conference coordinator. It was realised that there was a considerable amount of institutional wisdom and experience from earlier years that needed to be captured for future conference organisers, so it was at this point that a 'Book of the Conference' (a manual for organisers) began to be developed (Ron White, memoir).

The system of a sub-committee/working party for conferences continues to this day although it has been augmented in two important ways. First, in 1992, in recognition of the significant financial responsibilities involved in running a large conference and the pivotal role in IATEFL's sustainability that

it had come to have, it was decided that the president would serve as Conference Committee chair. The second strengthening of the system, and a vitally important one, has been that, since 2001, besides the Executive Officer, another full-time employee at Head Office has had responsibility for conferences and meets regularly with the committee. Alison Medland, who took up the post of Conference Organiser in 2001, still fulfils this role at the time of writing.

Local committees in the UK

As we have seen, conferences outside the UK were always organised jointly with a local committee from a branch or partner association. A local committee in the UK was set up for the first time to support preparations for the Brighton conference in 1985. However, the practice was not adopted consistently until 2004, when it was instituted as a regular practice until discontinued in 2012. The role of these committees has been partly logistical but they also ensure that delegates can get the most from local culture and attractions. There has often been considerable input into the evening programmes. Sometimes even greater feats are accomplished. Peter Grundy tells the story of how, before the Cardiff 2005 conference, he drew the attention of the local committee to the fact that the railway lines coming into Cardiff from London were ‘a disgrace—littered with filth’ (interview). The local Chair, Paul Tench, managed to get the last two miles of railway line spruced up by Railtrack (the state-run railway infrastructure body) in time for the conference.

Programming and selecting papers

The actual content of the conference programme has always been in the hands of committee members rather than Head Office staff, but the setting up of the conference sub-committee in 1985 gave more structure and system to the ways in which they might operate.

By 1986, Gill Sturtridge had become busy nurturing the nascent SIGs, so the conference coordinating role passed to Janet McAlpin, a former colleague of Sturtridge at the British Council’s English Language Teaching Institute. She and her husband David Harper continued to coordinate conference content until 1988, when Ray and Agnes Tongue took on the role. After the death of Ray Tongue, shortly after the 1989 conference, Agnes Tongue continued.

At that stage, IATEFL welcomed all proposals for papers and the numbers of these were increasing annually, so the job of plotting them into appropriate slots in appropriate rooms became ever more complex. Post-it notes on a massive wall timetable were Janet McAlpin’s pre-computer solution to an extended juggling act. Agnes Tongue was able to streamline the complications of programme planning when she took it on in later years, thanks to her having kept up with developments in computing.

The task of conference programming took on a different dimension in 2001. Selection was one thing that Bill Lee, in his wish for an egalitarian and inclusive conference, always opposed, but in the late 1990s there had been some discontent voiced by members, not only about the quantity of presentations but also about the quality of some of them. However, the main reason for some selection of papers being introduced in 2001 was a practical one—there were simply too many submissions for the number of rooms available. Former president Madeleine du Vivier was by now in charge of conference programming, a role she has continued to play throughout the 2000s and into the 2010s. In 2001 she had to make a selection herself, but for following conferences a proposals committee was

established. Intending speakers had always had to send in proposals but a specified format for these was now introduced, and this has remained largely unchanged. Would-be presenters were required to submit a 250-word summary as well as a 60-word abstract to ensure that careful thought was given to the intended presentation. Information is now also required to help signal on the programme which sessions will be of interest to particular groups and which are commercially sponsored. Then, as now, proposals were submitted to the proposals committee anonymously.

Conference attendance

Attendance at conferences has always been open to members and non-members alike, although there have at times been thoughts of excluding non-members, as Lee suggested in the *Newsletter* in July 1975:

[I]t is becoming clear that attendance at home conferences will need to be limited to IATEFL members only, such is the increasing popularity of the occasion. (*NL* 39: 27)

This seems never to have happened although differential rates for members and non-members now seem to encourage many people to join before registering (Motteram 2016). An innovation in 1986 was a registration option for one-day attendance, with a reduction for students and unemployed teachers, and in 1987 for the first time there was 'early bird' registration at a cheaper rate. Since 2007, payment online has greatly streamlined the registration process for Head Office staff.

Affordability and access

The interests of those members who for reasons of time or money, or both, are unable to attend IATEFL conferences have always been important to remember. As we have seen, Bill Lee, in a period long before e-communications, saw the print medium of the *Newsletter* as the means by which all members could be kept in touch with what had happened at conferences. This tradition continued with a series of *Conference Reports* (1993 onwards) and then with the publication of *Conference Selections* (1997 onwards). There have been other initiatives to allow people who had not been at a conference to share some of the highlights, such as the sale in the late 1990s of plenary talks on video. The British Council IATEFL Online facility, which, in addition to being viewed live, can also be accessed afterwards by members and non-members alike, is a development of which Lee would surely have greatly approved.

However, the ideal for most members is to be able to attend the conference in person. Apart from registration fees, conference attendance also often involves long and expensive travel as well as lodging and subsistence expenditure, so attending a conference is certainly not possible for everyone. For this reason, Dennis Newson, in a letter to the *Newsletter* just prior to the Dublin 2000 conference (*NL* 153: 25), irreverently suggested—changing the Association's name to 'IAVRTEFL'—'International Association of Very Rich Teachers of English as a Foreign Language'.

One approach to widening access to annual conferences has been to set up grants and scholarships to allow more people to attend. Most include travel and expenses allowances and a year's free membership of IATEFL. The first IATEFL scholarship was awarded in 1991 in memory of Ray Tongue. By the end of the century, there were three more and during the first decade of the new millennium, the number of scholarships grew to 21. Owing to the hard work and persistence of Eryl Griffiths and her colleagues on the Scholarship Working Party committee, additions to the list included awards for delegates from

particular regions, as well as scholarships offered in collaboration with commercial partners. Some scholarships have also been sponsored by IATEFL SIGs. The number of scholarships reached the goal of 50 for 2016, the year of the 50th Conference. Table 2.4 shows the whole list and gives a flavour both of the types of sponsors and of those in whose memory scholarships have been set up.

Africa Scholarships (2)
Bill Lee Scholarships (2)
Business English SIG Facilitators Scholarships (2)
Business English SIG IATEFL 50th Anniversary Scholarships (2)
Cambridge English: 50th Anniversary Scholarship
Cambridge English: John Trim Scholarship
Cambridge English: Dr Peter Hargreaves Scholarship
Cambridge English: English Teacher Scholarship
Eastbourne School of English – Graham Smith Scholarships (2)
Gill Sturtridge First-Time Speaker Scholarship
Gillian Porter-Ladousse Scholarship
Global Issues SIG Esther Lucas Scholarship
IELTS Morgan Terry Memorial IATEFL Scholarship
International House Brita Haycraft Better Spoken English Scholarship
International House Global Reach Scholarships (2)
International House John Haycraft Classroom Exploration Scholarships (2)
International House Training and Development Scholarship
Latin America Scholarships (2)
Leadership and Management SIG Scholarships (2)
LT123 Brazil Scholarship
Learning Technologies SIG Diana Eastment Scholarship
Learning Technologies SIG Travel Scholarship
NATESOL Teacher Development Scholarship
One Dragon Scholarships (2)
Onestopenglish Creativity in the Classroom Scholarship
Oxford University Press & <i>ELT Journal</i> Scholarship
Oxford University Press & Materials Writing SIG New Writing Talent Scholarship
Ray Tongue Scholarships (2)
Regent Scholarship
St Giles Paul Lindsay Scholarship
Teacher Development SIG Michael Berman Scholarship
Testing, Evaluation and Assessment SIG Scholarships (2)
The C-Group Creativity Scholarship
The English Language Centre Brighton—Robert O’Neill Scholarships (2)
Trinity College London Language Examinations Scholarship
Trinity College London Teacher Trainer Scholarship
Vladimir Vnukov Scholarship

Table 2.4: IATEFL scholarships in 2016.

Fifty scholarships is perhaps not in itself a huge number, providing support for about two per cent of expected delegates. However, it represents a substantial capital investment. Scholarships are targeted at promising young professionals as well as more experienced colleagues with the intention that not only might they make a real difference to the futures and careers of individuals but that what scholarship winners gain from a conference can also be shared with colleagues at home. The activity involved in selection for scholarships generated its own sub-committee in early 2001, which was chaired by Eryl Griffiths until 2016. In Chapter 4 we discuss the perceived impact of scholarships on their recipients.

What? Format and coverage of conferences

In this section, we highlight how decisions were made which gradually—or sometimes radically—changed the character of conferences over the last fifty years. This will involve a focus on some key periods and key conferences.

Themes

Up until and including 1984, conferences had a thematic title, decided on by the committee, with proposals expected to be geared towards the pre-announced theme. A rationale for themes was provided by Lee in July 1974 as follows:

The theme needs to be well considered in advance, and this is one of the marks of a good conference, that it not only stimulates interest at the time, so that people go away afterwards with something to think about, but that it stirs up ideas and perhaps investigation beforehand too; it has a 'pre-effect', indeed, as well as an after-one. (*NL* 34: 2–3)

One other explanation of the insistence on overall themes is that, in the days of relatively slow paper-based communication, there were no advance programmes and a pre-announced theme gave at least some indication to prospective delegates of what they might be getting. It is easy to lose sight of how recent are the technological developments that allow simultaneous information exchange at a distance. It was not until the run-up to the 2002 York conference that an advance programme became available to download from the website for the first time.

Conference themes were dropped in 1985. However, very rapidly the SIGs (see below) began to provide new areas of focus for members, at the same time as broadening the scope of conference content. A striking example of this was the Young Learner SIG. In report after report of earlier conferences, it was lamented that teaching children, a particular interest of Lee's, had been under-represented. This began to be properly remedied when the Young Learner SIG started operation in the mid-1980s and, apart from its other activities, generated more and more conference contributions.

SIG 'tracks' or 'days' at conferences were instituted in 1987, and non-SIG presentations, too, began to be grouped thematically in the conference programme. By 1989, about a quarter of all presentations were grouped under the titles of the nine SIGs in existence at the time, with other catch-all titles being, for example, 'Methodology', 'Models and approaches', 'Policy' and 'Ideas for classroom use'.

The first SIG-based pre-conference event (PCE) was put on by the Learner Independence group, inspired by its coordinator Jenny Timmer, and took place at the 1997 Brighton Conference, under the

name 'Pre-conference symposium'. By Cardiff 2009, 11 PCEs were on offer and at the time of writing it is generally expected that all SIGs will offer a PCE, whether singly or jointly with another SIG.

Earliest conference format

The first conference, in 1967, on the theme 'Desire to learn', was small and intimate (125 participants), yet also formal and highly structured, as was the custom of the time, at least among the 'older generation'. All sessions were plenaries, held in the same large room. Each chaired presentation was followed by 'orderly discussion'. During breaks, participants could view 'an exhibition of books on the teaching of English as a foreign or second language'.

The programme for the first day is reproduced below:

Time	Speaker	Theme
11.15–12.00	Prof. Bruce Pattison (President of ATEFL)	Inaugural address: 'Backward or forward in language teaching?'
12.00	Announcements	
12.10–12.45	Dr W. R. Lee	Introduction to conference theme ('Desire to learn')
13.00–14.00	Lunch	
14.30–15.45	Peter Gibbs (British Council) Chairman: A. V. P. Elliot	'An aspect of primary English in Nigeria'
15.45–16.15	Tea	
16.15–16.30	Dr Lee	'What is the A.T.E.F.L.?'
16.30–17.45	E. Frank Candlin (Oxford College of Further Education) Chairman: Geoffrey Broughton	'Maintaining interest throughout the lesson'

Figure 2.1: 1967 Conference, day 1.

Dinner (18.30–19.30) was followed by viewing and discussion of three short British Council/BBC teacher training films from the 'View and Teach' series (*NL* 3: 1). The following day was similar, with four chaired presentations and a talk on the work of FIPLV—see Chapters 1 and 3. In the evening, there was a film show and discussion of BBC films including 'Walter and Connie Reporting', and with this the conference ended (at 21.00). Summaries of papers and discussions then appeared in the February 1968 issue of the *Newsletter*, setting a pattern which would remain constant throughout Lee's chairmanship of the Association.

The instructions given to all participants in advance of the 2nd conference held in 1968 vividly illustrate expected conference etiquette:

We hope that as many as possible will speak in the questions-and-discussion periods which follow each paper. Comments, questions, etc. will be limited to a maximum length of about three minutes for each speaker. Would those who speak kindly come to the front, in order to be seen and heard as well as possible by the audience as a whole.

A 'summary sheet' will be handed to everyone who contributes to the discussion. On this the speaker should summarise the main points of what he or she has said. 'Summary sheets' should

be handed in before the end of the conference and will be used in editing the post-conference issue of the Newsletter. (NL 7: 17)

These seemingly innocuous instructions were to be the source of immense controversy in later years.

Changes after Saint-Malo

The same format for conduct of sessions continued for the next eight years but gradually began to attract opposition as being too formal and not interactive enough. As mentioned in Chapter 1, after the Saint-Malo conference a group of 18 teachers led by Michael Swan wrote a letter suggesting modifications to conferences for the IATEFL committee to consider at the next AGM on 12 March 1976. The proposals were for

greatly increased facilities for discussion, and a wider variety of forms of communication, including not only talks, but also, for instance, planned and impromptu workshops, and demonstration lessons.

It was also suggested that the *Newsletter* should dedicate less space to detailed summaries of conference presentations and more to other topics. Michael Swan himself remembers the controversy as follows:

I recall that the trigger was annoyance at what seemed at the time a striking mismatch between the content of the conference (lots of the talks were about learner involvement, self-access and so on, the flavour of the year) and the form of the conference, which was rigidly speaker-dominated. So we all sat and listened to people talking non-stop about how teachers shouldn't talk very much. I raised the point, perhaps in a closing discussion, and got a lot of support from participants, but I think the intervention probably got brushed off by Bill Lee. In general, I remember that it was hard to arrange for any sort of discussion with Bill and the self-elected IATEFL governing clique about how things could be organised differently in the future. (personal communication)

There was also a letter from Chris Candlin expressing his views and those of his students at Lancaster University. This proposed that the large numbers of short papers which took up most conference time should be replaced by longer, more substantial contributions, along with small group discussions. It was also suggested that 'important scholars' should be invited to give key papers.

Bill Lee's reaction to the suggestions in both letters was robust. In a memorandum to other committee members, he was especially strong in his defence of the close links between conference and *Newsletter* content:

These summaries are needed for the *Newsletter*, and the *Newsletter* is needed by the whole membership.

His opposition to domination of proceedings by 'important scholars' is also very clear.

[People] do not want regimentation, and a lot of them have something to say to others out of their own teaching experience.

Added in handwriting at the end of the memorandum is: 'They should not be silenced'. Strong feelings, indeed!

To clinch the matter, he brought to the AGM an authoritative reinforcement in the form of a message from the Association's President, Professor Pattison, opposing any 'key paper' arrangement:

Everybody should be on the same footing while the conference was in progress, and as many people as possible, including some who are less interesting and expert than others, should be enabled to give papers and take an active part. His view was that we do not go to conferences to listen to 'authorities'. (Minutes of AGM, 12 March 1976)

It is interesting to reflect on these views in the light of the present-day conference policy. While these days plenary presentations by 'authorities' are a key feature of the conference, IATEFL, in the view of ex-President Peter Grundy (personal communication), is still one of the few professional teachers' associations actively to encourage first-time speakers and contributions from the less experienced.

As documented in Chapter 1, the somewhat acrimonious discussions of the suggestions made after Saint-Malo fuelled dissent over the next few years, culminating in the replacement of most of the established committee members in 1983 and Lee's own departure from office in 1984.

Some notice was, however, taken. In the *Newsletter* of January 1977, Lee reasserts the decision to avoid plenaries as much as possible at the upcoming Oxford conference and also signals an attempt to provide for greater variety and discussion. In particular, the organisers arranged for small-group activities on 'narrow topics'. These were led by Gill Sturtridge and by four other facilitators. Although a modest beginning, this foreshadowed the later development of SIGs in which Sturtridge herself was to play a central role.

Discussions at Strawberry Hill in 1983—and fruits at Brighton in 1985

By 1983, momentum for change in the conference format—and much else—was becoming irresistible. For the first time, the AGM took place at the conference and, as recorded in Chapter 1, resolutions which were profoundly to affect IATEFL activities were proposed from the floor and approved. Four of the motions referred specifically to the conference.

The most important resolution was that (1) 'a working party should be set up concerning the future form of IATEFL conferences and that the report should appear in the *Newsletter*'. It was also resolved that (2) 'the AGM should always be held as part of the conference', (3) 'an evaluation form should be designed for future conferences' and (4) 'a publisher or other suitably experienced person should be co-opted onto the committee, to oversee organisation of the book exhibition'.

The working party, as finally constituted, was led by Chris Brumfit and included Marion Geddes, Mario Rinvoluceri, Mike Esplen (Heinemann), Simon Murison-Bowie (Oxford University Press), Gill Sturtridge, Hans-Eberhard Piepho and Ray Janssens as well as Bill Lee himself. The presence of members of publishing houses on the working party should be noted as a sign that the expertise and potential contribution of figures from publishing was beginning to be acknowledged. The report, said to have involved consultations with many members, was published in the *Newsletter* in January 1984 (*NL* 82: 1–21) and was also communicated to the Groningen conference AGM. The proposals affected the

design of conferences from Brighton 1985 onwards. Many of the suggestions made were intended to increase attendance, in particular by teachers, since it was noted that, ironically, this was the category most poorly represented at conferences.

Suggestions for additional conference features included

- exhibition content: information about specialised equipment, such as computers,
- a resources room to show examples of materials, such as home-made and commercially-produced video tapes or other media,
- poster presentations/forums/swapshops—teaching tips and ideas,
- briefings from employers and information about jobs,
- a conference news sheet/bulletin board: information and news about IATEFL and other professional societies and associations,
- professional gatherings in a social setting: such as promotion of professional societies and associations through meetings/teas, and
- an enhanced social programme: such as sightseeing tours, social events.

An additional suggestion was to plan in empty programme slots to allow repetitions of popular sessions, breathing space and unexpected events. Simon Murison-Bowie recalls:

These recommendations were in part the consequence of the experiences that some members of the working party had while attending other associations' conferences, particularly those of TESOL in the US. (personal communication)

Groningen 1984 witnessed the handover from Bill Lee to Peter Strevens as chairman of the Association and was the last 'old-style' conference. The 1985 conference was a whole new departure, organised by Gill Sturtridge with a sub-committee and informed by the recommendations of the Brumfit report cited above. The pre-publicity in the *Newsletter* stressed that this was to be a deliberately new-look conference:

We are planning a conference that will differ in many ways from past conferences, and in particular in the variety of type of contribution that we invite all members to make. We hope this approach will not only make for a more varied and interesting conference, but will also encourage those who have never made a formal contribution at a conference to come forward and offer us all a haiku, a poster, a creative workshop, or help plan a special interest group. (NL 83: 7)

HOW TO DRAW A
STICK PERSON
NOT GOING
TO BRIGHTON !



HOW TO DRAW A
STICK PERSON
LOOKING FORWARD
TO BRIGHTON



Andrew Wright cartoons, Brighton Conference 1985. (NL 86)

Other innovations included:

- no longer having an overall conference theme, reflecting the idea of ‘freeing’ contributions from central control,
- replacing a formal Conference Dinner with a Buffet Supper (to enable people to interact more easily),
- a local sub-committee responsible for planning a varied social programme, and
- a conference logo.

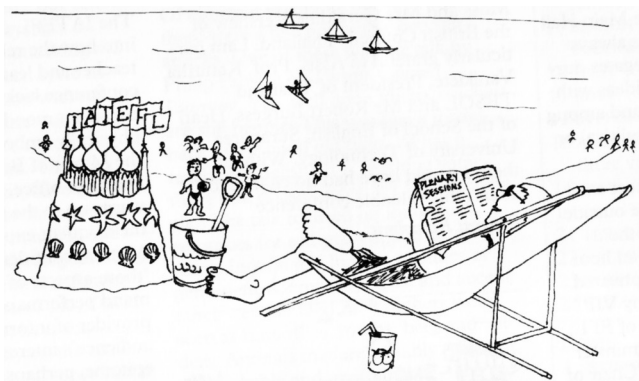


Logo for Brighton '85. (NL 86)

Developments in workshops and talks

A range of ways in which presentations/talks and workshops might operate was also suggested in the *Newsletter* prior to the 1985 Brighton conference, the intention being to add ‘scope for many members who are currently inhibited by the formality of presentations’ (NL 82: 18). Amongst these were poster presentations, haiku sessions and workshops of different types. Meanwhile, traditional talks/lectures of varying lengths were not ruled out.

The innovations were appreciated. A *Newsletter* editorial reported: ‘The general feeling was that the lifting of previous restrictions had led to an increase in quality and creativity’ (NL 87: 1), while Ron White, writing as Secretary, headed his report ‘Brighton: The brightest yet’ (NL 87: 2).



Greetings from Brighton. (NL 124)

Innovations of more recent years in types of conference sessions

Once the rigid structures of earlier conferences had been opened up, there was scope for the many innovations, some of them short-lived, some more enduring, that conferences over the 30 years between 1985 and the time of writing have witnessed.

One very important change, as we have seen above, was the advent of selection of proposals for papers in 2001, but selection has in practice turned out to be relatively minimal. The spirit of the conference has continued to be to allow as many people as possible to 'have their say' in Lee's words. Sessions held in the body of the conference (i.e. non-plenary) have diversified from the straightforward one-person speaker or workshop-facilitator format of earlier years. In addition to the by now well-established SIG Days, different ways of grouping speakers and topics into a single session or sequentially into a conference 'strand' have been tried. The following announcement of the 2014 conference in *ELT Journal* by Eric Baber gives a sense of this:

This year we will also be introducing an Open Space event. A mini-conference in itself, Open Space gives participants the opportunity to flag up and explore topics of their own choosing, but also to discover a new conference tool to deploy elsewhere in their professional lives. This event will complement the existing session types which include workshops, forums, symposiums, How To sessions, and Signature Events by some of our key sponsors. (*ELTJ* 68/1: 110)

There is no guarantee that a format, once established, will continue uninterrupted or for evermore, but the variety in the list of 'firsts' below gives a good picture of what has been on offer in more recent years.

York 2002: The first colloquium

At this conference there was a three-hour colloquium chaired by one publisher, Jill Florent, and two authors, Gillian Porter-Ladousse and Melanie Williams, and with a panel composed of authors, in a discussion on the relative demands and merits of profit and creativity.

Brighton 2003: the first ELTJ debate

The first debate in this still popular series considered the motion 'Tasks are nothing new: they're just exercises with a new name'. This was proposed by Guy Cook and opposed by Martin Bygate, with Paula Jullian and Sophie Ioannou-Georgiou as seconders.

Liverpool 2004: the first 'How to ...' sessions

These are practical half-hour sessions for delegates who want to learn about specific issues, such as 'How to get the most out of this conference', 'How to reflect on research', 'How to get published in a refereed journal', 'How to write for *Conference Selections*' and 'How to build a personal learning network'.

Cardiff 2005: the first symposiums

A symposium was (from 2005 to 2012) a thematically-organised set of contributions coordinated by a convenor and occupying a substantial block (two-and-a-half hours) of conference time. Themes of the 15 symposiums on the last day at Cardiff included academic writing, affect, materials, pragmatics in ELT, and task-based learning. After a short break from 2013 to 2015, a return to symposiums was made in 2016.

Harrogate 2006: The first signature events

These are events hosted by publishers or major ELT institutions or organisations such as the British Council and draw on their willingness to support activity in an area of their expertise on the understanding that the events are not primarily to be used for advertising.

Brighton 2011: The first Interactive Language Fair

The Interactive Language Fair represents an attempt to include as many would-be presenters as possible within one session of two hours or so. Presentations are only very briefly introduced and attendees can then interact with the presenters they are interested in, in different areas of a large room.

Liverpool 2013: the first forum

A forum is a 65-minute session, led by a facilitator, which gives three speakers the opportunity to present together on a given topic. Forums are usually put together by the conference programmer rather than being proposed by a convenor, and constitute another way, alongside symposiums and the Interactive Fair, in which attempts have been made in recent years to enable as many people as possible to present at the conference, since the length of forum presentations is shorter than for a normal talk.

Harrogate 2014: the first ELT conversation

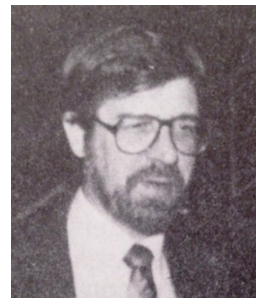
Designed to be a dialogue (as opposed to head-on debate), the first one was between Jeremy Harmer and Scott Thornbury on 'Communicative language teaching: what have we gained (or lost)?'

The role and significance of plenaries

Plenaries have also evolved in interesting directions. As we have seen, the very first conference consisted of one track only, resulting in 100 per cent plenary presentations. As the size and scope of conferences grew, the programming of several parallel sessions for at least part of the day began to throw plenaries into particular focus. To give an IATEFL plenary became a mark of some distinction.

Chosen speakers

The photograph of Henry Widdowson in the May 1986 issue of the *Newsletter* (NL 91: 2) can perhaps be taken as the first time a special, 'celebrity' kind of status was attached to a plenary speaker, and also as a sign that, by the mid-1980s, applied linguists had become much more welcome than in the past, countering the views Lee and Pattison had previously expressed in committee in both regards. The three plenary speakers at Warwick in 1989 might also be remarked upon. They were Gillian Brown representing applied linguistics, N. S. Prabhu, the pioneer of what became known as task-based language teaching, and Stanley Wells, a distinguished Shakespeare scholar. This was the first recorded case of a plenary speaker being invited from outside the worlds of ELT or applied linguistics. In 1994, Andrew Motion (who would later go on to become Britain's Poet Laureate) was another relatively early example of a non-ELT figure being invited because of a contribution to culture or education outside ELT. This breaking of boundaries was to become even more of a deliberately-introduced feature of conferences in the 2000s.



Henry Widdowson, opening speaker at the 1986 Conference. (NL 91)

Equity and coverage

By 2004, Peter Grundy felt as president that it was time to rationalise the approach regarding plenaries. An emerging priority for him was to 'ensure that our collective thinking is at the professional and intellectual forefront' (NL 191: 13), and he identified choice of plenary speakers as a major way to achieve this. Following a personal audit of plenary speakers going back to the early 1990s, for the three years

of conferences over which he had a relatively strong influence (2004–2006) he formulated a number of principles for selection:

1. Don't invite anyone more than once.
2. Aim for gender balance, not necessarily every year, but over a two-year period.
3. Invite one plenary speaker on the basis of overall service to ELT.
4. Invite one from the Associates network, or who appears to be so.
5. Invite one local speaker if possible.
6. Do (perhaps) aim for entertainment in the last session—a 'difficult slot', as Grundy put it.
7. Most importantly for Grundy, invite two to address a particular 'critical' theme.
8. Do not invite speakers with little obvious connection to ELT, given what Grundy described as 'the limited relevance of such plenaries in the past'.

(interview: our summary)

Appendix 3—a list of all plenary presentations from 1992 onwards—will allow readers to make their own judgements about how choices of plenary speaker have matched or diverged from these principles.

The 'difficult slot' of the final session (Grundy's criterion 6) is one that has been filled with great success in recent years. Appearances by poets have become favourites, with readings by Brian Patten (2011), Roger McGough (2013), Jackie Kay (2014) and Carol Ann Duffy (2015). Other memorable final plenaries with a performance element have been those by Claudia Ferradas (2009) 'Outside looking in: intercultural and intermedial encounters in ELT' and Jan Blake (2010) 'What is a storyteller?' and (2016) 'Man, woman, life, love: stories from Africa, the Caribbean, and beyond'. We should also not forget the (1999) Jazz Chants final plenary by Carolyn Graham. Delegates at the end of the conference in Cardiff (2005) could meet her again, and also hear an entertaining talk by Rhodri Morgan, then First Minister of the Welsh Assembly. He gallantly appeared although the final day of the conference was the wedding day of the Prince of Wales and Camilla Parker-Bowles, and he had to set off for his second engagement of the day at top speed—IATEFL was later said to have held up the start of the royal wedding!

Facilities, services and technological developments

In Table 2.5, we trace the introduction of facilities, services and technical support for delegates outside the standard conference provision, some sponsored, some not.

2001	Brighton	The first internet café
2002	York	The first downloadable advance programme
2003	Brighton	The conference was linked by video conferencing with British Council Knowledge and Learning Centres worldwide
2004	Liverpool	The first 'roving reporters' posting online for those not at the conference
2007	Aberdeen	The first 'IATEFL Online', facilitated by the British Council
2008	Exeter	The first Tribute Session for colleagues who had passed away in the previous year
2009	Cardiff	The first Pecha Kucha evening session
2010	Harrogate	The first in a new series of Jobs Markets (although Nic Underhill had set up a pioneering 'IATEFL Job Shop' scheme in the 1990s)
2014	Harrogate	IATEFL conference programme app launched

Table 2.5: Supplementary conference services and facilities.



IATEFL's first Roving Reporters (2004): Magali de Moraes Menti from Brazil (left) and Lara Katrina Tajonera Mendoza from the Philippines (right). (NL 173)

Social, cultural and evening programmes

Entertainment

The extra-curricular programmes of the early conferences were minimal and rarely strayed out of the field of ELT, consisting mostly of evenings devoted to language films and extra opportunities for discussion. There were some slightly lighter moments, though. 1972 saw the addition of a raffle, with book prizes donated by exhibitors. In 1973, there was also a competition, called 'Spot the L1', based on samples of student written work and speech, with items ranging in difficulty 'from easy ones, such as the apocryphal "I am here since ten minutes. When do I become a sausage?" to others where only a close scrutiny will reveal the L.1' (NL 25: 17).

1974 saw an innovation which came to characterise a whole series of conferences. The English-speaking Theatre of International House (later called the 'English Teaching Theatre') performed for the first time:

At [one] IATEFL Conference in London, probably that of 1974, a colleague and I discovered the English Teaching Theatre, a lively offshoot of International House London. Both of us were so enthused by their funny language sketches that we decided to invite them over for their first tour of Flanders [...] It was the first of a series of ten tours organized by FATEFL, and the beginning of our tradition of educational drama. (Janssens 1999: 18)

More recent years have seen evening performances of music, poetry and drama, some of the most memorable being entertainments based around Shakespeare by IATEFL's Patron David Crystal and his family. The introduction in 2004 of local organising committees had a marked effect on giving social programmes a truly local flavour. To take the evening entertainment at the Liverpool 2004 conference as an example, this included not only a Beatles tribute band in the Cavern Club, but a Mersey performance poet, and a string quartet from the Liverpool Philharmonic.

Food and drink

IATEFL opening receptions are nowadays very much looked forward to and are often hosted in grand civic or historic buildings such as Manchester Town Hall or St George's Hall, Liverpool. It was perhaps the experience of the warm welcome given to delegates at the early 'overseas' conferences in countries

where civic pride and hospitality were notable that encouraged the development of more imaginative and varied social and cultural programmes in the UK from the mid-1970s onwards. The first non-UK conference in Budapest, for example, opened with a 'grand reception' in the sumptuous Hotel Gellért on the evening of arrival and similar levels of hospitality were offered by the Town Council of Saint-Malo and at other overseas venues.

1974 marked the first 'special conference dinner', held in the Hall of India at the Overseas League, St James's Street, London. This was a formal affair and featured speeches by the Chairman and President of IATEFL, by the Executive Secretary of TESOL (James Alatis) and by representatives of FIPLV and of IATEFL branches. One particularly exotic dinner was held alongside a historic steam locomotive in the National Railway Museum in York (1995). Conference dinners continued until 1997, with interruptions in 1985 and 1986. To the relief of those who found them an elitist and overpriced extra, they were finally supplanted at the Manchester 1998 conference by the oddly-named 'Nibbles of the World' that was open to all. Since then, various publishers and other exhibitors have taken on the role of sponsoring enticing evening events with abundant refreshment.

The contributions of publishers and other enterprises

To the ordinary conference-goer of today, the contributions of publishers and other enterprises are most obviously seen through the exhibition, along with the presentations and the sponsored events which are now such a prominent part of the programme. However, it was not always thus and it is also necessary to recognise the less high-profile ways in which commercial stakeholders have given their support to the Association from the beginning.

'No "commercial", please'

During the first 15 years of IATEFL's existence there was adamant refusal to allow any activity by publishers or authors that promoted particular materials in conference sessions. Prior to the 1979 Goldsmiths' conference, for example, Lee issued this stern warning:

No 'commercial', *please*: there have been complaints about this type of contribution. The place for advertising one's own books or those of friends, as far as the conference is concerned, is in the book exhibition. (NL 58: 41)

Susan Holden, who frequently spoke at the conference at that time, recalls that adherence to the ban was closely monitored:

I seem to remember participants were asked to comment if a speaker had mentioned a published title, and Brenda Thomas was fierce about this. It was difficult when a participant then asked where they could find an activity or idea! (memoir)

The first time that presentations on behalf of publishers were admitted to the programme was at the 1983 conference at St Mary's, Strawberry Hill. Six were given, by representatives of Longman, Pergamon, Modern English Publications, Heinemann, Oxford University Press and Mary Glasgow Publications. Publishers had been arguing that they should be allowed to sponsor presentations for some time, and this was a significant concession, given previous resistance from the committee.

The rules about the content and form of presentations were strict. Material from a published course could be used in examples given by a presenter, but the core of the presentation needed to have demonstrable pedagogic value for teachers beyond simply making them aware of particular materials. Even after agreement seemed to have been established, there was still some resistance. It emerged shortly before the conference in Groningen in 1984 that the organisers intended, as before, to allow no 'commercial' presentations. Adrian du Plessis of Cambridge University Press recalls (memoir) that a letter from him on behalf of publishers was able to persuade the organising committee to change their policy.

What Lee and colleagues would think of sponsored plenaries such as that by Carol Chapelle at Brighton in 2001, the highlighted signature events, or the normal practice these days of showing the affiliation of sponsored speakers on flyers and posters, can only be guessed at.

The exhibition

The exhibition was seen right from the start as a vital part of the conference but it has morphed over the years from a simple table-top display of currently-available ELT books to a showcase for a wide range of ELT-related products and, increasingly, organisations such as the British Council, examination boards, and training and teaching institutions. Frequently these days, mini-events, such as parties to launch new products, take place in the exhibition area itself. More and more space has been required for the exhibition and it has come to be seen as one of the major attractions of the conference in its own right. This is so much the case today that since 2004 the conference has been billed as the 'Annual International Conference *and Exhibition*' (emphasis added).

Conclusion

The annual conference will surely for many people continue to be the essence if not the totality of what IATEFL offers them. Despite the many changes it has undergone in format and overall atmosphere, the way plenaries and the exhibition have risen in prominence, and, above all, the diversification and expansion of the conference both on-site and online, it has so far retained a friendliness and participant-centredness which larger conferences can fail to achieve. The following overall assessment from Michael Swan, who attended the very first conference, played an important role in the 1970s in moving conference formats forward and still contributes to conferences today, is perhaps a fitting conclusion to this account:

Whatever the differences, [...] the idealistic ethos which launched the 1967 conference remains the same. Participants and organisers alike are people who are prepared to devote time and resources to improving their command of their profession, and to helping others to do so. Speaking for myself, my first conference brought enormous benefits to a young language teacher who was desperately short of guidance; every conference I have attended since [...] has brought me something more. IATEFL's founders would have been proud of their legacy.

(Michael Swan, *Selections* 2006: 10)

SIGs

Introduction

'SIG' stands for 'Special Interest Group,' although 'Special Group,' 'Specialist Group,' 'Specific Interest Group' and 'Specialist Interest Group' were other, early designations. With their emergence from the mid-1980s onwards, the SIGs brought a new form of energy to IATEFL, ensuring that there was activity all year round, not just at conference time, as well as providing important cohesive professional strands at conferences. SIGs have influenced many aspects of the way the Association has developed since. Indeed, their bottom-up rise can be said to have symbolised the post-Lee second era of IATEFL's development in which a broader range of members emerged as leaders and facilitators in a more diverse array of activities and indeed *interests*. In addition, certain SIGs seem to have provided the main motivation and inspiration for what could perhaps be described as the current, third, era of IATEFL activities overall—a period of online development and use of social media for professional communication.

Although in the beginning a choice had to be made as to whether to become a SIG member (free of charge at first but with a small extra charge by 1987), nowadays it is an automatic right bundled in with the annual subscription and the choice concerns simply which SIG to select. In other words, membership of one SIG is now free to every full individual IATEFL member, and additional SIGs can be joined for an extra fee. The IATEFL website advertises the current benefits of SIG membership as 'newsletters, events, websites, internet discussion lists, internet chat forums, scholarships, webinars etc.'. Although the website does not define a SIG, it does say that they

extend the work of IATEFL into several specialist areas. They enable professionals with special interests in ELT to benefit from information, news, developments and events in their special interest areas. The SIGs cover a wide range of interests.

This 'wide range of interests' is now very varied and includes teaching areas (such as Pronunciation), types of learner (such as Young Learners and Teenagers), professional activities (such as Teacher Development), tools and resources (Learning Technologies) and moral/political issues (Global Issues).

Table 2.6 presents an alphabetically-ordered list of the 16 IATEFL SIGs in existence at the time of writing, according to the names by which they are currently known. Also indicated is the number of members of each SIG as of 31 August 2016.

No SIG has ever disappeared completely although there has been one merger (between Media (formerly Video) and Literature to form the Literature, Media and Cultural Studies SIG in 2003). On the other hand, over the years several SIGs have been mooted which have either not gained enough support at grassroots level or have not been approved by the Trustees or SIG coordinators as they were not felt to fit into IATEFL's remit. These include an EFL SIG and, most recently, a proposed Teachers as Workers SIG. Nowadays, the procedure for setting up a SIG is quite clearly formulated—see 'Governing the SIGs' below; in the past rules were not so fixed and governance was more fluid.

As part of the overall *History of IATEFL* project, we encouraged SIGs to engage in writing their own histories, and several responded by doing so. Readers who wish to access these detailed histories can follow up the references provided on the relevant SIG websites. In the present chapter, we shall continue

	Membership in August 2016
Business English	459
English for Specific Purposes	296
ES(O)L	180
Global Issues	144
Inclusive Practices and SEN	62
Leadership and Management	217
Learner Autonomy	250
Learning Technologies	364
Literature	181
Materials Writing	340
Pronunciation	204
Research	253
Teacher Development	348
Teacher Training and Education	426
Testing, Evaluation and Assessment	294
Young Learners and Teenagers	325

Table 2.6: SIGs in 2016.

to adopt a broad view, examining overall SIG activities and discussing the way the SIGs have—or have not—‘fitted in’ to IATEFL, as well as their overall impact on the Association. In the next chapter, we additionally provide a comprehensive list of SIG publications beyond newsletters.

The birth of SIGs

The idea of groups of people with a special interest gathering together for discussion had been around for some time before SIGs officially came on the scene. As we have already seen, as far back as 1977 the arrangement of conference sessions for those wishing to discuss ‘narrow topics’ had been an outcome of objections to lack of interactivity made after the Saint-Malo conference. Gill Sturtridge, who was to take on a lead role in the post-1985 development of SIGs, was involved in this late-1970s development. As coordinator of the ‘new-look’ 1985 Brighton conference, she then proposed the following for consideration by would-be participants as a conference format:

Specific interest groups. ‘A group of people may wish to plan and conduct a session, e.g. on Computer assisted language learning, Medical English, The Wessex Teachers Group, etc.’ (NL 83: 24).

The ‘need for interest groups within the UK’ had, indeed, been one of the items requested for consideration in a resolution proposed at the Strawberry Hill AGM in April 1983. It is interesting to note the emphasis at the time on ‘within the UK’; it was assumed that the prime role of an interest group would be to provide a focus for people to meet up face-to-face in Britain. This was, indeed, what was to happen at first with the SIGs which did begin to form.

Movers and founders

As we have already seen, 1984–5 was a major turning-point with regard to both the overall governance of IATEFL and the organisation of the conference. This was also the time when SIGs began to be set up. The impetus for this had its origins early on in Peter Strevens' period as chairman, as committee meeting minutes reveal. Adrian Underhill (interview) credits Strevens himself. However, Andrew Wright claims to have at least encouraged Strevens in this direction:

I attended [the TESOL Convention in] Hawaii in 1982, Toronto in 1983, Houston in 1984. It was during these TESOL conferences that I experienced the value of SIGs and thought we should have them in IATEFL. Sometime during the conference in Twickenham in April 1983 or in Groningen in April 1984 I chatted to Peter Strevens, [then] Chair of IATEFL, about the idea of introducing SIGs into IATEFL. I told him that I was particularly committed to the idea of a YL [Young Learner] SIG. He was very positive about the idea and clearly knew about SIGs from his own contact with TESOL. My impression was that he had not received any specific suggestions for SIGs in IATEFL but had begun to think it would be a good idea. (email)

Around the same time, Adrian Underhill also spoke to Strevens and recalls saying 'we really should have this thing about teacher development' [Underhill's own special interest] and he said "I agree and I've just been thinking we should have special interest groups"' (interview). Both Underhill and Wright concur that it was probably seeing the same kind of group in operation in TESOL that confirmed the project, and Ron White (memoir) also mentions this as the inspiration. However, as we have seen, Gill Sturtridge also deserves credit for nurturing the idea of specific interest discussions from the late 1970s onwards.



Gill Sturtridge, mother of the SIGs? (NL 161)

In 1984 it was noted in committee meeting minutes that suggestions for two groups had been received: 'the teaching of juniors' and 'the administration of EFL'. The latter suggestion appears to have subsequently dropped by the wayside until the idea was revived in the form of the ELT Management SIG in 1989. By 1985, Strevens clearly felt there was support for the idea of SIGs, and a procedure for encouraging ideas for 'specialist groups' was underway.

By the time of his report to the 1985 AGM in Brighton, Strevens said that he was 'pleased to report the setting up of two Specialist Groups on Teaching Young Children and Teacher Training and he

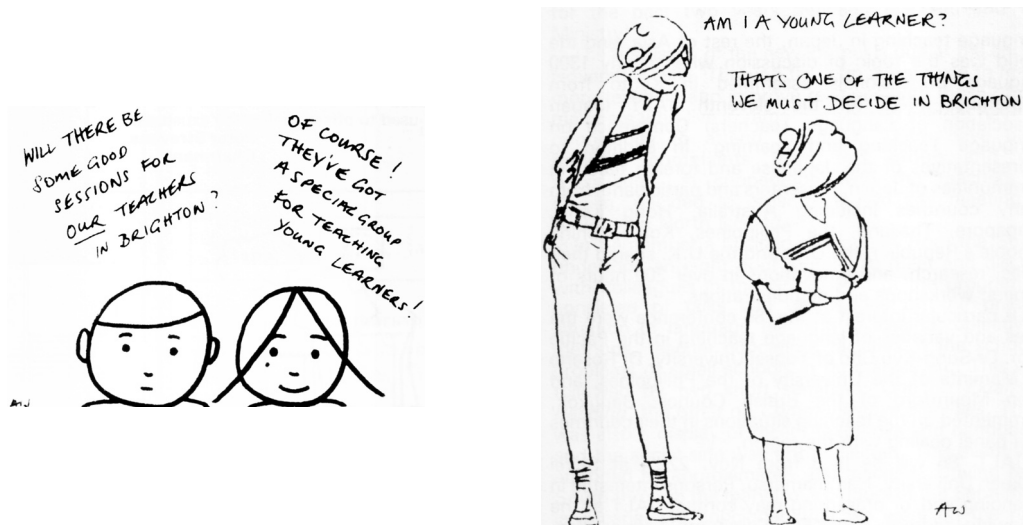
anticipated a number of others would shortly be formed'. Neither of these names was actually used by either of the proposed groups, but this is the first authoritative indication of 'Which SIGs were first?' a keenly contested issue to this day. Business English was also said to be in the pipeline.

Following the 1985 Brighton conference, under the heading 'Specialist Groups' in the May 1985 issue of the *Newsletter* (NL 87: 3), information is provided about three groups:

- 1) Young Learners ('On the first afternoon of the conference over thirty people met to establish IATEFL's first Specialist Group' [...] Andrew Wright agreed to act as liaison person').
- 2) Teacher Education (with a request to anyone interested to contact Adrian Underhill, the group coordinator, with a view to meeting in London on June 21st).
- 3) Business English (people wrote names to register interest at the conference; Dr Douglas Pickett of the London Chamber of Commerce and Industry was acting as contact person).

When we shared this information with Andrew Wright, he replied as follows:

It seems that YL SIG really is the oldest SIG in IATEFL. If so I am rather proud of my role! And, typical of a poor little chap anxious to carve his name on a park bench, I would love it to be recorded clearly. (email)



Andrew Wright cartoons: Looking forward to Young Learner Group sessions at Brighton 1986. (NL 89, NL 90)

Having accorded the honour of being the first SIG to the Young Learners Group, in which figures such as Opal Dunn and Leonora Fröhlich-Ward were also founding influences, and without wishing to dampen their sense of elation in any way, we should note at this point that there was also a MUESLI—**Micro Users in ESL Institutions**—programme at the 1985 conference, and an associated group, set up and led by David Eastment, had been in existence since 1983. As we shall explore further below, this group later became a SIG, under the name at first of Computer Assisted Language Learning SIG (now known as the Learning Technologies SIG). Similarly, 'Effective Affective Learning' was already

a conference track at Brighton 1985. The associated group, however, never became a SIG because SEAL (The Society for Effective Affective Learning) had been set up in a more formal manner independently of IATEFL, also in 1983.

There was another, very important aspect to the early SIG movement. Once the idea was in the air, much of the energy for establishing SIGs seems to have come from staff members at well-regarded language schools on the South Coast of England and in London. Adrian Underhill (Teacher Development) was at the time at International House Hastings, where Jonathan Marks (the first Phonology SIG coordinator) and Vic Richardson (Learner Independence coordinator) were also employed. Brian North (Testing coordinator) was Director of Studies at Eurocentres, Bournemouth, and Michael Vaughan-Rees, then engaged with Jonathan Marks in setting up the Phonology SIG, was at Eurocentres, Lee Green, London (while Glyn Jones—the first secretary of MUESLI—was at Eurocentres, Davies’s School of English):

Between IH Hastings and Eurocentres there was a small group of movers and shakers keen to set up SIGs in order to pursue their own interests [...] This was part of the move to wrest IATEFL [...] away from the academic sector and into the teaching sector. IATEFL focussing on teaching practice as much as theory [and] principle. (Vic Richardson, cited by Smith 2007: 4)

Richardson’s assessment here indicates that the initial development of SIGs involved a strong sense of teachers empowering themselves, countering perceived hierarchies and constructing knowledge together. Certainly, this was the ethos of the Teacher Development SIG under Adrian Underhill, which, as we shall see, was to be a trail-blazer for the other SIGs at the time.

Differences between TESOL and IATEFL groups

The TESOL Association has been mentioned as a particular inspiration for some of the SIG founders, and indeed it had anticipated some aspects of SIGs by 10 years. In 1975, TESOL had set up seven Special Groups: EFL internationally, EFL for foreign students in the US, ESL for US residents, ESL in Bilingual Education, ESL in Adult Education, Standard English as a Second Dialect, and Applied Linguistics (Alatis n.d.). IATEFL SIGs differed from their TESOL counterparts (later termed ‘Interest Sections’), however, in that there was less of a systematic demarcation into types of English teaching activity engaged in by members—although Young Learners and Business English were among the first SIGs, allowance was also given early on to topics of general interest (for example, Teacher Development and Phonology). Another difference is that the TESOL arrangement was, initially at least, relatively top-down, with officers being *appointed* to head up the different groups, whereas the development of SIGs within IATEFL was very much a bottom-up, grass-roots phenomenon arising from particular members’ self-expressed interests.

SIGs and the conference

The formation of SIGs had, of course, been anticipated in the Brumfit report of 1984 on conference re-organisation, although at that time a ‘specific interest group’ was still referred to as a type of event and, in Gill Sturtridge’s pre-conference announcement of 1985 cited above, was initially tied in very much to the conference as a special kind of slot in the programme. The first SIG, the Young Learner Group, did, indeed, first take concrete form at the 1985 conference, and no further activity was envisaged

until the following year's conference. However, the IATEFL committee was clearly enthusiastic about the development of more groups (*NL* 89: 1), linking the formation of new SIGs with a membership drive. (There were concerns at this time about falling membership.) Strevens noted that interest was also being expressed in the formation of 'Support Teaching' and 'Teaching the Spoken Language' SIGs. As previously, the names he used were not the actual ones chosen by the founders, as 'Teaching the Spoken Language' was corrected to 'Phonology' by Michael Vaughan-Rees in the next IATEFL newsletter, and there was an announcement asking for interest in setting up an 'ESL/E2L' SIG, in other words a SIG for teachers of immigrants and refugees—equivalent to Strevens' 'Support Teaching'. This was not in fact to be realised until the ES(O)L SIG was formed in 2002, the first time that IATEFL's attempts to engage with the ESL/ESOL/EAL teaching community in the UK gained a major response.

The rapidity of development meant that at the 1986 conference, for the first time, all-day SIG programmes could be arranged, along with a one-day event on CALL, despite worries having been expressed initially that such strands would sectionalise the programme too much (*NL* 90: 2). Following the establishment of the Young Learner, Teacher Development, and Business English SIGs in 1985, three further nascent SIGs held set-up meetings at the 1986 Brighton conference. These were Phonology, Learner Independence, and Testing. All of these subsequently held their own meetings later in 1986 or early in 1987, Phonology being first, holding its own initial gathering on 25 June 1986 at International House, London. By May 1986 (*NL* 91), the Teacher Development, Phonology, Young Learner, Business English, Learner Independence and Testing SIGs were all said to be in active existence. Indeed, by the time of Ron White's chairmanship (1987–1989), the Phonology group had gained 25 members, Young Learners 36, Testing 47, Learner Independence 60, Business English 68, and Teacher Development no fewer than 172 (Spoor 1992: 6). Table 2.7 shows all the SIGs under their present day names, in order of foundation.

The next two new SIGs—CALL and Video—were founded in 1987 during the Westende conference. CALL SIG, formed out of the already existent, external MUESLI group, has been through several names, including Computer SIG and (now) Learning Technologies SIG. Similarly responsive to waves of technological innovation or fashion, Video SIG later changed its own name to Media SIG and was subsumed within the Literature, Media and Cultural Studies SIG in 2003.

At the 1988 conference, which was held at the University of Edinburgh, all eight SIGs organised strands of presentations within the conference, some of these covering as many as two or more days. Clearly the earlier worries about sectionalisation of the conference programme had been overcome and SIGs were here to stay as a major conference presence. As mentioned under 'Conferences' above, where SIG tracks/SIG days and pre-conference events have already been discussed, the development of special interest strands at conferences fortuitously offered new and more defined thematic paths and destinations for delegates after the old overall themes for conferences had been phased out.

Three more SIGs held inaugural meetings at the 1989 conference (the Teacher Trainer SIG under Tessa Woodward, ELT Management under Sue Leather, and Literature under Margaret Pearson). During the 1990s only three more SIGs were established, all in the first half of the decade (Research, led by Eryl Griffiths; ESP, Peter Neville; and Global Issues, David Knowle). Since 2000 there have been three new SIGs—ES(O)L (founding coordinator Philida Schellekens), Materials Writing (Nick Robinson and Byron Russell) and Inclusive Practices and SEN (Varinder Unlu). This brings the current total to 16.

Order of foundation	Year of foundation	Group (current name)
1	1985	Young Learners and Teenagers
2	1985	Teacher Development
3	1985	Business English
4	1986	Pronunciation
5	1986	Learner Autonomy
6	1986	Testing, Evaluation and Assessment
7	1987	Learning Technologies
8	1987	[Video] (see note re Literature below)
9	1989	Teacher Training and Education
10	1989	Leadership and Management
11	1989	[Literature] (merged with Video to become Literature, Media and Cultural Studies in 2003)
12	1990	Research
13	1993	English for Specific Purposes
14	1995	Global Issues
15	2002	ES(O)L
16	2013	Materials Writing
17	2016	Inclusive Practices and SEN

Table 2.7: Order of foundation of SIGs.

Milestones in the early evolution of SIGs

Each SIG has pursued its own path but some have stood out for particular achievements or have influenced others in terms of their pioneering of certain activities, formats or means of communication. We limit ourselves here to some highlights.

For the SIG which was most active in the early years, indeed which pioneered many of the things SIGs in general subsequently did, we should look to the Teacher Development (TD) SIG. Although it got started officially in 1985, the Young Learner Group did not meet again until Brighton 1986, and the first planned activity of the Business SIG was also a 1986 conference session. TDSIG, on the other hand, clearly saw its role in terms of promoting ongoing activities throughout the year rather than just at conferences, and this was the model that was to prevail, under its impetus, with other SIGs.

Following the first TDSIG meeting on 21 June 1985 in London, attended by 30 people from all sections of the UK EFL world, a 19-page report was produced outlining the discussion and possible lines of future action. Beyond the field-specific preliminary aim of establishing what models of TD were already in progress in the UK and overseas, ideas discussed included the types of activity that might be engaged in:

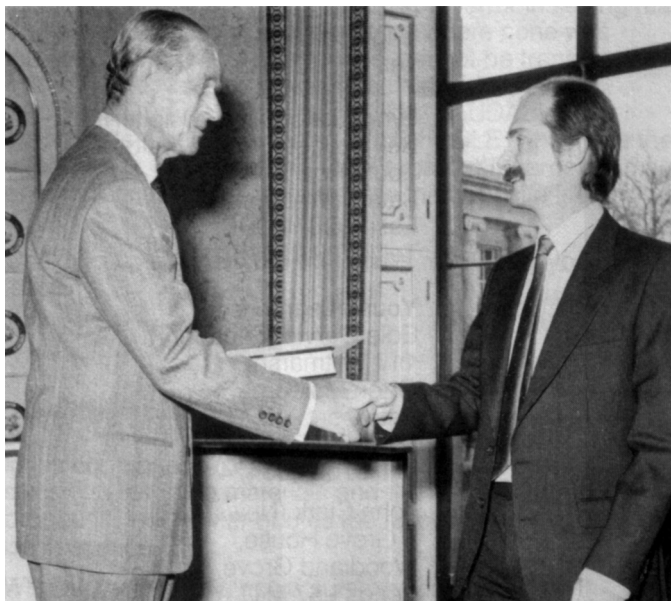
- organising a two-day event;
- the establishment of a databank of relevant information;

- preparing a contribution to the next (1986) IATEFL conference; and
- launching a newsletter.

This is the first mention we have come across of a SIG newsletter, soon to become a major activity of all SIGs. In the January 1986 issue of the *IATEFL Newsletter* (NL 90: 3), there was a cut-out form for IATEFL members wishing to join TDSIG. Its own first newsletter had, in the meantime, been produced, and was enclosed as a free supplement to the *IATEFL Newsletter* itself. It was said, though, that ‘a small contribution’ would be requested in future (at this time there was no charge for joining a SIG), and this was the first mention of a charge being levied. TDSIG’s aims were stated clearly as follows:

The focus is to be one of active, experimental enquiry. As a start, the group has launched a newsletter, to provide a forum in which to raise key questions, discuss issues, pool experiences, set up investigations and bring about contact between people sharing these interests. (NL 90: 3)

Adrian Underhill’s pioneering contribution, specifically to the development of the TDSIG newsletter, was acknowledged by the award of an English Speaking Union prize by the Duke of Edinburgh in 1989 (NL 107: 3).



Adrian Underhill receives an English Speaking Union prize for the Teacher Development SIG newsletter from the Duke of Edinburgh, 1989. (NL 107)

The first non-UK event

SIG events in the late 1980s were almost all in the UK, but the Business English SIG, BESIG, was somewhat different in that it had a strong non-UK membership base from the start, particularly in Germany. Indeed, the first SIG event to be held outside the UK was a BESIG conference in Bielefeld, Germany, from 11 to 13 November 1988, organised by Wolfgang Ridder. Ron White, in his 1989 final report as chair, called it ‘I hope, a harbinger of future developments’.

He was correct in the sense that other SIGs became more active in holding seminars, workshops and conferences, although BESIG remained unique until the 1990s in not being essentially UK-centred. BESIG also remains the most prolific SIG in terms of full-blown conferences. Since 1988, it has organised a conference every year, 15 of them in Germany. In 1995 the first deliberate attempt was made to move outside Germany, with the conference being held in Graz, Austria. In the twenty-first century, BESIG went on to pioneer webinars and web-conferences within IATEFL.

The SIGs remain within IATEFL

Other SIGs were no less active in their different ways, and there was often very intense engagement of members, so much so that, for many, it was their SIG, rather than IATEFL as a whole that became the main focus of enthusiasm. In fact, the success of SIGs in the late 1980s was such that the 'I' in the acronym started to gain overtones of 'Independent' rather than 'Interest', and some groups began to discuss reconstituting themselves outside the structures of IATEFL—even though MUESLI, since joining IATEFL in 1987 to become CALL SIG had experienced a doubling of its membership. This was a serious step for all to contemplate, and in May 1989 a working party was set up to discuss the future. The minutes of the subsequent committee meeting (16 June 1989) reveal a detailed discussion of the pros and cons of SIGs setting up as groups independent of IATEFL.

An extract reads as follows:

If the SIGs decided they wanted to leave, they would lose the following:

- a) a central address base
- b) continuity of experience
- c) the facility for legally being able to collect money
- d) the facility of IATEFL paying the deposit on the symposium venue [this is a reference to the SIG symposiums—see below]
- e) prestige/publicity outlet/an international dimension, thereby becoming more parochial.

It was felt that it was not in SIG interests to leave IATEFL since the benefits clearly outweighed the disadvantages. However, if the perception is that potential members are being lost due to having to join IATEFL then clearly this must be given serious consideration. This issue was discussed at some length without conclusions being reached.

The outcome, as we can see today, was that all the SIGs stayed within IATEFL.

By the time of IATEFL's 25th Silver Jubilee in 1992, the SIGs had increased their stature within the Association to the extent that overall SIG membership was 'well into the thousands' (Spoor 1992: 6). Eleven of the present-day 16 SIGs had already been set up—in fact, there were 12 in existence, since Video and Literature had not yet amalgamated to form LMCS SIG. Such was the confidence accrued that all 12 accepted the challenge of showcasing SIG expertise at a large-scale IATEFL/Association for Language Learning (ALL) conference in Edinburgh in April 1992—a first for sharing of experience between the EFL and Modern Foreign Language teaching worlds in the UK.

The SIGs had become a solidly-established part of the IATEFL landscape and their activities were by now an integral part of the planning for every conference, including bilingually at the 1993 conference in Swansea.



SIGs in Swansea. (NL 117)

SIGnets

At this time in the early 1990s, there was encouragement for branches of SIGs (SIGnets) to be set up in different countries. This in itself is a symptom of the fact that many SIGs (apart from the very Continental Europe-centred BESIG) were still seen as essentially UK-based. The idea of SIGnets did not really take off, however. The growing internationalisation of SIG committee membership was just one factor which independently resulted in the reach and the networking of SIGs becoming more international as time went on. This facilitated the organisation of SIG events in many different countries outside the UK, as we shall explore further in Chapter 3.

Thus, intra-SIG networking, rather than the creation of SIGnets, was what ultimately moved the groups to new geographical areas.

The SIGs working together

Some of the most successful SIG events have been jointly organised by more than one SIG, sometimes on particular themes where interests are seen to overlap. Indeed, these events have generated several of IATEFL's most interesting book publications—see Chapter 3. Two main sorts of event have taken place: the SIG symposium series, which ended in the first years of the present century, and a number of bi- and even tri-lateral collaborations which continue to this day.

SIG symposiums

From the late 1980s to the early 2000s, there was a series of gatherings of all SIGs in symposiums which aimed to combine networking with professional discussions. As with SIGs' individual activities, we see a pattern of meetings which started off by being held in the UK but which later expanded horizons to include sites in continental Europe and as far as Turkey. Indeed, this was part of a deliberate policy: the symposium planned for 1994 in Canterbury had to be cancelled due to lack of papers, and this led to a rethink among SIG coordinators which resulted in a conscious decision not to replicate the annual conference, by now firmly ensconced in the British Isles, but to move further afield. The new series, jointly organised at first with the British Council, was successful until 2004, when a planned symposium in Bielefeld, Germany, had to be cancelled for budgetary reasons, since when there have been no further attempts to revive the biennial SIG symposium idea.

Whereas the first three symposiums were two days in duration, the event in 1996 in Vienna and those after it were slightly longer. The original idea behind the symposiums was to organise meetings of more than one day in order to make it worthwhile for delegates to travel from other countries.

1988, January 3-4	Avery Hill College, London
1989, January 4-5	Avery Hill College, London
1990, January 3-4	Guildford, University of Surrey
1992, April 10-13 (ALL-IATEFL Conference, replacing Symposium)	Heriot-Watt University, Edinburgh
1994, September 16-18 (planned but cancelled)	University of Kent at Canterbury
1996, September 26-28	University of Vienna
1998, September 18-20	Gdansk, Poland
2000, September 7-9	British Council School, Madrid
2002, September 13-15	Sabancı University, Istanbul
2004, September 10-12 (planned but cancelled)	Volkshochschule Bielefeld, Germany

Table 2.8: SIG symposiums

In the years up to 1996, membership of a SIG was not an IATEFL membership benefit since it was not yet bundled in with the subscription fee, so attendance at symposiums until then was restricted to SIG members. As might be expected, therefore, the emphasis at these meetings was placed on quality and specialisation. Indicative of this is the fact that for SIG symposiums, screening and selection of proposed papers was felt to be important. This was in contrast with the practice until 2001 regarding the main annual conference. Papers from the SIG symposiums might be published in the newsletters of individual SIGs and there were reports on the events in IATEFL's overall *Newsletter*. Surprisingly, however, the only SIG symposium to generate its own published proceedings was the one held at the University of Vienna in 1996—see Chapter 3.

One other event, held in Vienna from 23 to 25 September 1993, was not considered part of the series and fell outside the pattern of biennial symposiums. It involved only the Literature, Testing, Phonology, CALL and Video SIGs and was set up by David Eastment, who wrote that several of the SIG coordinators had been

keen on organising something on a more manageable scale than past Symposia of all the SIGs, which would allow some measure of cross-fertilisation; and which would enable participation from teachers who cannot make it over to take part in an IATEFL event in the UK (*NL* 121: 6).

The university premises in Vienna, subsequently utilised also for the official 1996 SIG Symposium, provided a startling new experience for many delegates:

Coffee and lunch were laid on in the student Mensa. Participants had the choice of jogging up six flights of stairs, or else entrusting themselves to the 'paternoster', a curious, continually-circulating doorless lift. One of my abiding memories is of the dainty hops and muttered prayers as some of our more mature participants stepped on board for the first time. (David Eastment (*NL* 121: 6))

Joint conferences and other events

Despite the expectations suggested by the motion to the AGM held at St Mary's, Strawberry Hill, in 1983, SIG meetings were to become less and less concentrated in the UK. By the early 1990s, there had been a number of workshops and international events outside the UK. And as time went on the events gained in ambition, with even full-scale conferences being run by SIGs in co-operation with one another.

Prominent among these was the Teachers Develop Teachers Research (TDTR) series of six conferences jointly organised by IATEFL's Teacher Development and Research SIGs from 1992 to 2005. Although the first two conferences took place in the UK, at the workplaces of the principal organisers of these events, Julian Edge (TD) and Eryl Griffiths (Research), respectively, the subsequent geographical reach of this series of conferences may be seen in Table 2.9.

TDTR1: 3–5 September 1992	Aston University, Birmingham, UK
TDTR2: 5–7 January 1995	Eurocentre, Cambridge, UK
TDTR3: 8–10 September 1997	Oranim School of Education of the Kibbutz Movement, Haifa, Israel
TDTR4: 2–4 September 1999	Centrum voor Levende Talen, Leuven, Belgium
TDTR5: 8–11 September 2001	Middle East Technical University, Ankara, Turkey
TDTR6: 22–24 September 2005	Centro de Extensiones, Universidad Católica, Santiago de Chile.

Table 2.9: Teachers Develop Teachers Research conferences

After 2005, it proved difficult for the two SIGs to organise a further full-scale conference together. However, when major attention in the Research SIG again shifted to teacher-research from 2011 onwards, the title 'Teachers Research!' was suggested for events, to 'recapture some of the spirit of the early years of TDTR while innovating in new directions' (Smith 2015: 2).

Publications and other communications

In the early days, face-to-face meetings (centred largely in the south of England and London apart from at the conference) had been the *raison d'être* of the SIGs. However, as their membership expanded—and, especially, after membership of a SIG began to be offered for free to all IATEFL members, SIGs faced the same issue in microcosm that IATEFL as a whole has always faced: how to give a sense of belonging (and/or a sense of value for money) to members who are not able to or who do not wish actively to attend conferences or other meetings. Apart from diversifying the location of meetings, the only fall-back solution SIGs initially had was the SIG newsletter—and, occasionally, other publications.

Many SIG newsletters have been labours of love and sacrifice, being the work of a committee member or members whose efforts have benefitted an appreciative but numerically limited readership. Some SIGs have achieved greater regularity of publication than others, with two issues per year being the norm to which most have aspired without this necessarily always being achieved. Some issues have had 40 or 50 pages and many deserve to be called something other than 'newsletter', even though the degree of professional production that can be achieved varies, partly according to the financial resources of the SIG in question.

Michael Vaughan-Rees' work editing the Pronunciation SIG's newsletter *Speak Out!* over more than two decades is a good example of the level of quality that can be achieved in SIG newsletters, of the

degree of commitment that SIGs have inspired, and at the same time of how much has remained hidden from those who are not members of the SIG in question. Here is an illustrative list only of the special, themed issues of this particular SIG newsletter—some of them guest-edited, i.e. exceptionally not edited by Vaughan-Rees himself—that appeared between 1991 and 2006 (Vaughan-Rees 2014):

- Rhymes and Rhythm (August 1991, no. 8)
- The Technology of Pronunciation Teaching (August 1992, no. 10)
- Coping with the Pronunciation Problems of Specific L1s (August 1993, no. 12)
- The Bumper Teaching Tips Issue (August 1994, no. 14)
- Proceedings of the TESOL–IATEFL Pre-Convention Institute held at Long Beach, California on 28 March 1995 (August 1995, no. 16)
- The David Brazil Memorial Issue (January 1996, no. 17)
- Changes in Pronunciation (August 1996, no. 18) [10th anniversary celebration issue]
- Testing Pronunciation (August 1997, no. 20)
- Alternative Approaches to Pronunciation Teaching (July 1998, no. 22)
- Pronunciation in Teacher Training (August 1999, no. 24)
- The Americas (August 2000, no. 26)
- Talking Computers (June 2002)
- Independently Speaking (November 2004, no. 32)
- Changes in Pronunciation Standards (December 2006, no. 36) [20th anniversary celebration issue].

‘PronSIG’ did in fact manage to share some of its newsletter achievements with the general membership—its first (August 1991) special issue was taken up by IATEFL’s leadership and distributed free to the whole membership of IATEFL, with an accompanying cassette audio-tape. We shall return to this and other publications SIGs have produced for a wider readership in Chapter 3. Certainly, SIGs have been instrumental in putting IATEFL on the map where publications other than newsletters are concerned—the books associated with the TDTR conference series mentioned above are just one case in point. On a few occasions, there have also been attempts to make writing originally undertaken for SIG newsletters available to a wider readership. Overall, however, there is still a sense in which writing and editing specifically for SIG newsletters has been appreciated by rather too few readers in proportion to the effort expended and the resulting quality.

There is now the potential for this to change, as SIG newsletters are increasingly appearing in digital form and so are potentially accessible by a larger number of non-members as well as members. As SIG websites have developed, and as more and more has been put online, including video-resources, new kinds of decision have continuously had to be made about how much or how little should be made ‘open access’ to non-members, and even whether a newsletter format is the best way of mediating content at all. In this latter area, the Learning Technologies SIG, which has played an increasingly appreciated role in showing other SIGs and indeed IATEFL as a whole how to exploit new technologies, has recently decided not to produce a set number of newsletters per year but instead to ‘drip-feed’ content online, throughout the year. Possibly, then, the days of the SIG newsletter as we have known it are numbered.

Technological developments have also brought new possibilities of recapturing the interactive spirit of the SIGs' earliest days. Many SIGs have started discussion lists (often using Yahoo!Groups), several of which (those of the Global Issues and Young Learners & Teenagers SIGs, both moderated by Dennis Newson, for example) have seen very lively discussions. These days, social media (in particular, Facebook and Twitter) have become very important for the SIGs, and, in combination with webinars as well as live-casting of face-to-face events, have enabled them not only to involve more of their members, however geographically dispersed, but also to open up to new audiences. This overall trend towards interactivity and inclusivity (in the SIGs' case, signalling a kind of return to their original *raison d'être*) has recently influenced and been replicated in IATEFL's activities as a whole, as we shall see below in the section of this chapter devoted to 'Online activities'.

Governing the SIGs

Ron White—both as secretary and, from 1987, as chairman of IATEFL—deserves credit not only for nurturing the overall idea of SIGs alongside Strevens, but for subsequently facilitating procedures for setting them up and making them sustainable. White himself sees getting the SIGs up and running as his major achievement. He felt that this would be one way of increasing IATEFL's relevance and possibly of increasing membership (memoir). In 1986 Gill Sturtridge agreed to be coordinator/contact person for all groups. 'Guidelines for setting up a new SIG' were soon prepared by her and executive officer Brenda Thomas and were sent to forming SIGs (*NL* 90: 6). By 1987, a start-up grant of £500 was also in place for new SIGs.

Regarding procedures and governance, Ron White recalls (memoir) 'there was no precedent for SIGs [but] a lot of invention-as-we-went-along took place, establishing the basis for the whole apparatus of SIG policy and management'. The growth and success of SIGs brought needs for support and coordination from Head Office. A SIG secretary (Sally Diamond) was appointed in 1994 to provide administrative back-up for the SIGs, with her salary being paid by all the SIGs. The post-holder at the time of writing is Eleanor Baynam. One cardinal rule is that a SIG may not be set up without a vote in favour by the Trustees on the basis of consultation with existing SIG coordinators. Not only is this linked to the question 'What constitutes a SIG?' but with the very practical fact that SIGs mean a great deal of work not only for their coordinators and committees but for Head Office staff—there may therefore be a limit to the number of SIGs that can be sustained.

In early times, each SIG seems to have had its own distinct character, with internal decision-making procedures the responsibility of its own membership. This reflects a history, according to Spoor (1992: 6), which has emphasised bottom-up development, although basic structures applied to all:

Generally [...] there would be an inner and an outer committee. An inner committee might consist of a coordinator, a newsletter editor, an events coordinator and a treasurer. All SIGs are then represented by the SIG representative on the main IATEFL Committee.

In 1990, after Gill Sturtridge stepped down, Richard Spoor became the first overall SIG representative to come from among SIG coordinators themselves; he was the BESIG coordinator at the time of his election. After him, Susan Barduhn became SIG representative, and Spoor stepped in again

from 1995. The chain of succession then runs through Gary Motteram, Gillian Porter-Ladousse, Jenny Johnson, Sandie Mourão and Colin MacKenzie, to George Pickering at the time of writing.

Pickering, when interviewed, also expressed the view that at the beginning, SIGs used to be quite distinct and idiosyncratic. His view, indeed, is that some SIGs have almost been the ‘fiefdoms’ of individual coordinators. Self-deprecatingly, he cited the case of the SIG of which he himself was coordinator for a long time—ELT Management—which he claims was sometimes known as ‘the George SIG’. These days, he feels that, although SIGs are still very varied, they have become less idiosyncratic and more standardised. There has been some pressure on SIGs, as with most organisations, to become more customer-service oriented. This has led to discussions within SIGs on issues such as whether, and, if so, to what degree, SIG websites should offer access to some resources to members only.

Recent initiatives by SIG coordinators have included a number of measures to improve or maintain standards in the ways in which SIGs are run. These include promoting the mentoring of new SIG coordinators, revisiting the SIG handbook and ensuring that SIG reserves are well used, for example to provide more scholarships. As coordinator of BESIG, Marjorie Rosenberg took the lead in some of these discussions, alongside George Pickering, before she became IATEFL president in 2015. Indeed, Marjorie is the fifth former SIG representative to become IATEFL president, following Adrian Underhill (TDSIG), Susan Barduhn (TDSIG), Tessa Woodward (TTEdSIG) and Eric Baber (BESIG). At the time of writing, Margit Szesztay (coordinator of GISIG and president-elect for 2017–2019) was due to become the sixth in this line. In this respect, as in many others, SIGs have given much to IATEFL as a whole, and indeed have become a very important part of its fabric over the last 30 years.

The nature and future of SIGs

What constitutes—or should constitute—a SIG? One recent movement to set up a particular SIG has brought this question into focus. As we have seen, present groups take in a wide variety of interests such as different types of learner, areas of professional practice, domains of language and the application of linguistic knowledge to methodology. The controversy surrounding the unsuccessful bid in 2014 to set up a Teachers as Workers SIG relates to an area for broader discussion that has surfaced periodically: should IATEFL support advocacy, in addition to professional interest groups? We will return to this issue in Chapter 5.

Will SIGs continue to be part of IATEFL? We have seen that in 1990 divorce was a distinct possibility and it seems also that even in the 2000s there was talk in at least one highly successful SIG (BESIG) about departure, a move vigorously opposed by Marjorie Rosenberg when she became its joint coordinator in 2009. Her clear view is that having a central point of reference and being able to rely on the skills and capacity of Head Office staff are benefits to value rather than restrictions to resent (interview).

How sustainable are individual SIGs? Recently, according to Ron White (memoir), SIGs ‘have become a really important part of IATEFL and have more than fulfilled the ambitions we had for them when they took their first faltering steps’. However, during his time as president he also spoke of a then-emerging ‘problem [...] with succession’ (NL 109: 16), and this has not disappeared. Not all SIGs may be fiefdoms, but the energy and creativity of individuals in leadership roles has tended to play an important part in their continuing to flourish. What happens when energy and creativity diminish but a coordinator

remains in post or an individual is found to lack the dynamism of a predecessor as coordinator? SIGs do dwindle and go through periods of hiatus, though they can often rise again. In the story of SIGs we are perhaps encountering, within a number of smaller units, the same issues as with the leadership of the whole Association. These concern the strength yet also the vulnerability of organisations that depend heavily on volunteering and personal vision. Nowadays, IATEFL SIGs are perhaps less a collection of individual visions than once they were, and have become more 'corporate' according to some and more 'service-oriented' according to others. If so, is anything lost? There is a lot to be said for the dynamism that intrinsic motivation—and *special interests*—can bring.

Online activities

The recent inception and expansion of electronic activity has been a theme within the sections above on conferences and SIGs, and will be one again when we turn to publications in Chapter 3. Increasingly, IATEFL's traditional areas of activity have gone online, and there have been some important qualitative changes within them as a result—webcasting of the annual conference since 2007 by the British Council, together with accompanying online discussions and interviews, is perhaps the most impressive example. Some wholly new activities have also arisen as online opportunities have expanded, and we conclude this chapter with a brief look at the major ones, namely webinars, web conferences and social networking.

Webinars

As we have already seen in relation to development of the IATEFL website (Chapter 1), grassroots activity by members of the Learning Technologies SIG has—alongside British Council influence—been particularly instrumental in moving things online. Two presidents in succession—Herbert Puchta (2009–2011) and Eric Baber (2011–2013)—also pushed developments forward. During Puchta's time as president there were intensive discussions within the Coordinating Committee about the impact of technology on the future of the organisation (memoir). Gavin Dudeney was the first chair of a new 'Electronic Committee' (ECom) which was set up. Among many other projects, IATEFL's social media presence was formalised (see below) and an online platform was set up for live webinars and events.

A membership survey instituted by the incoming chair of the Membership Committee, Gary Motteram, in 2011 had indicated the existence of a community of people who would never or hardly ever be able to attend the conference. There was clearly a desire for online events that could be freely accessed and enjoyed by all members, and even in 2011 the committee began to talk about a future web conference being held. There was a desire to experiment first with webinars, however, and to see how they would work. In this particular area IATEFL was, if anything, a little behind the game in that major publishers were already beginning to stage their own.

Of considerable importance was the purchase of a licence for Adobe Connect web-conferencing software. This was not cheap but had the advantage of interactivity. The aim was to put on webinars, with the longer term aim of holding a web conference. A decision was taken to stage monthly webinars and to make these accessible to everyone, non-members included, free of charge.

The first IATEFL webinar was on 25 May 2013 and featured David Crystal, IATEFL's patron, answering questions about language. There has since been one almost every month, and, with scrupulous

attention to gender balance, there has been an alternation of female and male speakers almost entirely throughout. One exception came when Sugata Mitra, a controversial plenary speaker at the main conference in 2014, accepted an invitation to answer questions on 19 April 2014. In that month there were two webinars—the one with Mitra and the originally scheduled one with Ron Carter. However, a succession of two women (Susan Hillyard and Fiona Dunlop) made up for this later in 2014. One interesting innovation was the incorporation into the series of a ‘How to ...’ webinar on 28 November 2015 featuring eight participants (four men, four women) on the topic of ‘Tips for first time attendees at the IATEFL annual conference’.

Web conferences

In 2013, Caroline Moore became chair of ECom, and there was movement forward on the idea of a web conference. The first one was held over the weekend of 18–19 October 2014. A committee chaired by Moore had started work in June to organise the conference, bringing together representatives from Confcom, Memcom and Elcom in recognition that this was quite a new kind of event.

Twelve sessions were planned, with a focus on ‘Hot Topics: across borders in ELT’. The number of participants varied from presentation to presentation, reaching a maximum of 320. At one point 48 different countries from all five continents were represented.

The fact that the conference had an overall theme itself indicated that it was to be different from the annual international conference (theme-less since 1985). The title in 2014 reflected a belief that the conference should be inclusive and appealing enough to encourage participants to log in. Also reflecting this belief was the range of presentations, which included awareness and understanding of diversity, learner autonomy, adaptive learning, managing struggling learners, professional development, using technology, teaching business English, and so on.



Web conference logo, 2016.

Recordings were made available to IATEFL members only, although the actual conference was open to all in real time. The conference was considered a success, having been cheap to run and a good way to reach out to members and non-members around the world. Plans were developed to extend the concept to joint events with associates, and in November 2016 a significant three-day joint web conference was held with TESOL International Association, titled ‘50 years of English language teaching professional development’.

Social media

Communication via social media (Facebook in particular), can also lay a claim to having become a major IATEFL activity over the last few years. When the Facebook page was first announced in 2011 (*ELTJ*

65/4: 506), this was alongside other communication channels being envisaged by Eric Baber and Gavin Dudeney, including Twitter and Flickr, with the probability that videos would be shared on YouTube. None of these, however, really took off as Facebook has done; it currently consumes more and more of the trustees' attention, presenting new needs for them to remain alert on an ongoing basis.

Indeed, during Carol Read's presidency (2013–2015) and that of Marjorie Rosenberg (2015 to the time of writing), there have been several heated discussions on IATEFL's Facebook page—for example, one about whether IATEFL should come up with a statement in support of teachers in Gaza (summer 2014) and one following the 2015 conference about why the proposal for a Teachers as Workers SIG was not accepted. The former discussion was judged by Carol to be one of the more difficult challenges she faced during her two years as president (interview), and both necessitated a rapid response and posting formal statements on behalf of the trustees to clarify IATEFL's position.

Facebook discussions of this kind provide an opportunity for greater debate of and involvement in IATEFL affairs but at the same time bring with them needs to ensure dialogue is non-defamatory and non-inflammatory, and that there is an enhancement of democracy, not simply of demagoguery. Facebook group discussions are carefully moderated to reduce the amount of potentially derogatory behaviour. Self-promotion and advertisement of products are two further types of contribution which are not tolerated; nevertheless, moderators frequently have to reject such attempts.

On the other hand, a snapshot taken at random of a day's Facebook activity for IATEFL (25 November 2015), reveals that it is being largely used for announcements rather than for discussion. Links are advertised to SIG webinar recordings, to a website about IATEFL's webinar series, and to adverts for SIG activities. Thus, on this particular day, SIGs were seen to be making the most active use of Facebook, in a wholly professional manner.

And the future?

Who knows where technology will take IATEFL over the next ten, let alone fifty years! The last five years have seen the appearance of completely new activities (webinars, web conferences and social networking) which have enabled the Association—taking the lead in some cases from some of the more forward-looking SIGs—to reach out to members who would otherwise never have been able to feel strongly part of the Association. The profile of IATEFL has perhaps been raised internationally as a result—certainly, the British Council's own electronic newsletters (*TeachingEnglish* and regional *ELTeCS* newsletters) now take news of IATEFL online activities to many parts of the globe, offering access to non-members as much as to members. 'Outreach'—to members and, in a more 'charitable' sense, to non-members alike—is something that will surely increase alongside online developments. At the same time, the internet is becoming a more and more crowded place—the development of independent ELT blogs being one example—and the question arises of whether, and, if so, how, IATEFL can continue to succeed in the competition for professional attention. We will return to this question later in the book.

3 Output and outreach

In this chapter, we consider the history of further major aspects of IATEFL including the *Newsletter* and other publications, and the Association's international outreach.

Output: the *Newsletter* and other publications

As we stated at the beginning of Chapter 2, alongside conferences, the *Newsletter* has a claim to having been one of the two main pillars of the Association since its inception. We also saw how the two stood in a symbiotic relationship for more or less the first twenty years of the Association's existence. The primary importance of the two areas of publications and conference is nowadays represented in the way the incoming vice-president of IATEFL takes on responsibility for chairing the Publications Committee for two years (including their first year as president) before moving on to chair the Conference Committee for a further two years (including their final year, when they are the outgoing vice-president).

In discussing 'Output', although we mainly focus on the *Newsletter* and the changes it has been through since 1967, we also provide detail about IATEFL's relationship with some external publications, in particular the *ELT Journal*, and about publications policy in general—whether explicit or implicit. Finally, we consider the *Conference Selections* series, and some further IATEFL publications which have been sent to members since the mid-1980s. Our focus here is mainly on the different titles, functions, formats and contents of the publications that all members receive as part of their subscription from IATEFL Head Office, although books produced by SIGs and available for general purchase or download are also an important part of the story.

A brief biography of the *Newsletter*

IATEFL's main regular publication has been variously known at different times in its history as *ATEFL Newsletter*, *IATEFL Newsletter*, *IATEFL Issues* and *Voices*. We will refer to it generically as the *Newsletter* below, even though, as with SIGs' regular publications, it has developed over the years into something more than this—and is nowadays more like a magazine. Table 3.1 provides an overview of some of the principal changes it has gone through.

The *Newsletter* was the first, and for many years the only, publication available to IATEFL members. Its original aims were set out on the first page of the first issue (October 1967):

It will contain items of news about recent and future happenings in the field of EFL teaching—news of conferences and seminars, courses, research projects and so on.

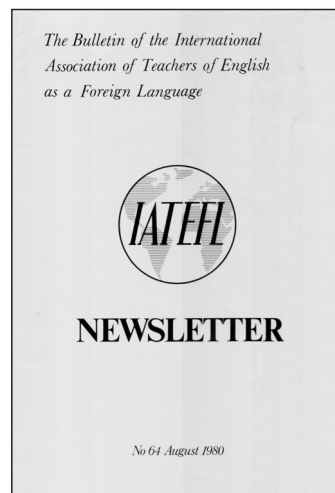
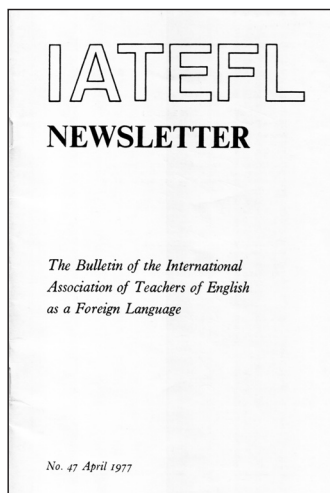
Year / No.	Title	Editor (and number of issues edited)
1967 / 1	<i>ATEFL Newsletter</i>	W.R. Lee (82)
1971 / 18	<i>IATEFL Newsletter</i>	
1984 / 83		Marion Geddes (2)
1984 / 85		John Dougill (8)
1987 / 94		Rob Nolasco (19)
1991 / 113		Chris Jones (14)
1995 / 127		David Eastment (23)
1998 / 143	<i>IATEFL Issues</i>	
2000 / 156		Martin Eayrs (39)
2005 / 184	<i>Voices</i>	
2007 / 195		Alison Schwetlick (54+)

Table 3.1. Major changes in title and editorship of the Newsletter

The (I)ATEFL Newsletter under W. R. Lee (1967–1984)

W. R. Lee was not only chairman but also editor of (I)ATEFL's *Newsletter* throughout his time at the helm of the Association. For Lee, the primary function of the *Newsletter* was literally to convey news about the Association and its activities, as well as about other, related associations. He also established a particularly close link between the *Newsletter* and the conference, emphasising, as a distinctive IATEFL characteristic, that 'no other international language teachers' association gives its members so much information about what is said at conferences which only a minority can attend' (NL 78: 25). However, this link became controversial and was to be deliberately broken by the editors who succeeded him (Marion Geddes and John Dougill).

As we have seen, the Association's only major activity in its early years was the annual conference, and the only outlet for dissemination of conference papers during the early period was the *Newsletter*.



The three Newsletter cover designs under Lee's editorship (NL 45, 47, 64)

Speakers were asked to provide their own summaries of their papers while rapporteurs were responsible for an account of the discussion that followed, discussion which was highly valued by Lee. There is insufficient space here to illustrate this with a complete example but Figure 3.1 gives a flavour of the typically formal style and of the considerable detail supplied. The latter must have been very helpful to readers who had not been present at a conference session.

(25) H. J. S Taylor (Institute of Education, Leeds): Making the Most of an Unhelpful Textbook Passage

Mr. Taylor regretted that many textbooks ignored the best principles of modern-language learning, so that large numbers of pupils acquired only a half-knowledge of a wide range of material and never mastered anything, to the disenchantment both of themselves and their teachers. Yet it was possible for a teacher to produce stimulating lessons out of apparently intractable material.

[...]

DISCUSSION

J. B. Curtin suggested (a) that capital might be made out of the very shortcomings of the text, if they were made into 'talking points' and could be used to promote student-teacher discussion.

(b) He also raised the question of the introduction of 'short forms'.

Taylor: (a) These texts were for children starting only their second year of English; therefore useage would be more useful than discussion at this stage.

(b) This is a very difficult problem. The children have to become familiar with both forms eventually. Mr. Taylor suggested that very common items could be presented in both forms more or less in the same lesson, e.g. 'This is a book'. 'It is a book'. 'It's a book'. 'What is this?' 'What's this?' 'What is it?' (but not 'What's it'). On the other hand: 'My father's coming'. 'My father's come'. 'My father's car', are distinctive and need to be taught separately, each in an appropriate situation, with sufficient time for each form to be memorised before the next one is presented.

[...]

Figure 3.1. Extracts from Newsletter summary of a conference paper and discussion (NL 13: 37–38 (February 1970))

Possibly the one thing that really put paid to Lee's conception of the conference in the end—see Chapter 2—was not so much the overall experience itself (since, as he did not tire of pointing out, the conference attendance figures had steadily mounted during his period as chairman) but his inability to see any alternative to the summarising of talks and discussions which was coming to dominate the *Newsletter*. In this, both the *Newsletter* and ultimately Lee's conception of the conference were to become victims of the latter's success. Lee was stubbornly egalitarian (in a rather authoritarian manner!), insisting that every speaker, including those who contributed to discussions, should be given a full and equal opportunity to be represented in print, and this—combined with rising numbers of presentations and

associated discussions—meant that summaries of conference proceedings, in the most extreme case, that of the 14th conference at Goldsmiths, took eight whole issues (issues 62 to 69) to complete. In this case, the *Newsletter* reporting was not finished until a year and eight months after the conference itself, as a result of which the *Newsletter* took on a very staid and monotonous appearance.

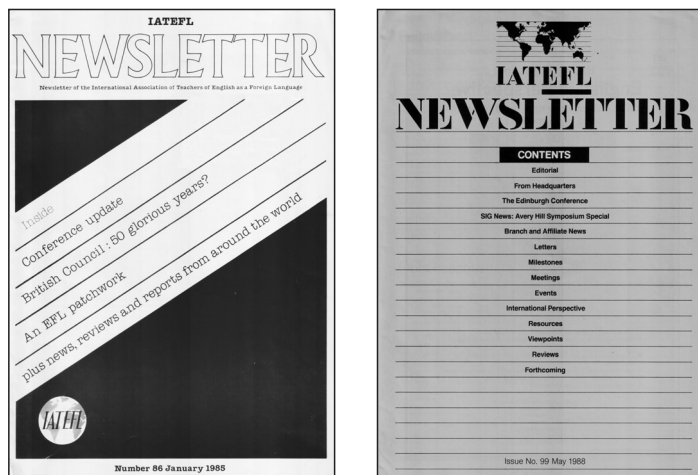
Unlike in later periods, there were no articles (apart from some reminiscences by Lee and other committee members) and no debates. The *Newsletter's* single-column format did not change during Lee's editorship, and there were no photographs or other illustrations either. These were, of course, the days before desktop publishing began to make significant changes in design possible at a relatively low cost, and IATEFL's *Newsletter* was no different from that of many organisations in having, to twenty-first century eyes, a somewhat homespun appearance.

Until 1976, the size was large post quarto (i.e. 10in. in height x 8in. in width), with pages simply stapled together in the top left-hand corner. The page size was then reduced to, roughly, B5 size, with double central stapling being introduced. In 1977, the *Newsletter* acquired a coloured card cover. A 'globe logo' was added in 1980—see reproductions on page 100 above—which remained the cover design for the remainder of Lee's editorship.

From *IATEFL Newsletter* to *IATEFL Issues* (1984—2000)

Given its centrality to discussions at the end of the Lee era, it was inevitable that the *Newsletter* would change with the change of guard in the mid-1980s: indeed, the Pattison report had recommended that 'both the quantity and the variety could be improved. *The Newsletter* is so important that it should appeal on its own merits' (NL 82: 16).

The need for change was interpreted at first as a call to revolutionise the *Newsletter* in all aspects of content, tone and appearance. Marion Geddes took over as caretaker editor 'at very short notice and under difficult conditions' (NL 85: 7) and immediately brought photographs in for the first time. She also noted that a 'Conference special' would be produced rather than summaries being distributed across newsletters, and invited feedback from the membership: 'Radical, conservative, middle-of-



New Newsletter cover designs, 1985 and 1988 (NL 86, 99)

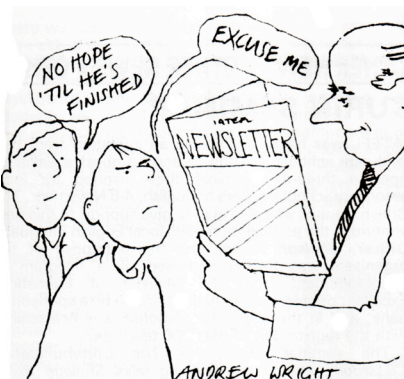


New Newsletter cover designs, 1991 and 1993 (NL 113, 121)

the-road—whatever your ideas we would like to hear them' (NL 83: 7). Indeed, in a special 'From the Chairman' message, Peter Stevens highlighted that

In line with the Committee's thinking and with a great many opinions expressed by members over the past couple of years the *Newsletter* will soon be radically changed [...] We intend to make the *Newsletter* a magazine that members will look forward to receiving, reflecting the issues facing the Association and the EFL profession, providing a forum for members' views, and presenting interesting and worthwhile information that members would not otherwise easily obtain. (NL 85: 7)

John Dougill was the person selected by the committee to take the revolution forward, and even though he had to leave after only nine issues, he succeeded in fulfilling expectations for a 'revitalized newsletter' (NL 85: 8). Having managed to publish all summaries of presentations in his first issue, he requested articles, news, reviews and reports from the membership (*ibid.*). Overall, he adopted an informal and humorous tone, brought in the A4 size which has persisted to this day, and combined photographs with witty drawings by Andrew Wright.



Andrew Wright cartoon (NL 90)

Rob Nolasco adopted a more serious tone for his 19 issues between 1987 and 1991, while under Chris Jones (editor from 1991 to 1994) there were two changes of cover in the course of his 14 issues—one with his first issue, reintroducing the colour on the cover first brought in by Dougill, and the second adopting the coloured square containing contents on the cover which was to characterise it for the next five years until its next make-over. By this time, short articles had begun to be commissioned and to be received unsolicited to complement the traditional news function of the *Newsletter*. Jones was using Wida Software desk-top publishing software to do his own layout, and this was carried on by the next editor, David Eastment (later known as Diana Eastment), who edited the *Newsletter* between 1995 and 2000, producing 23 issues in total. Eastment's own portrait photograph adorned each issue, and the playful changes he made to it for different issues were much anticipated by many readers.

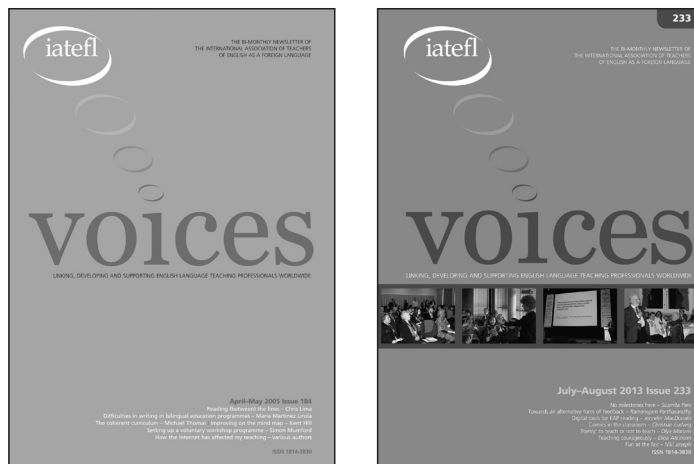


New Newsletter cover designs, 1998 and 1999. (NL 143, 150)

At the end of the 1990s, the title was changed from *IATEFL Newsletter* to *IATEFL Issues*, and the *Newsletter* design was given a make-over, attaining a much more professional appearance as part of the general concern with branding and visual appearance brought in by Simon Greenall when president—see below. Initially, the new IATEFL corporate design was introduced, with a coloured oval shape on the cover. From issue 150 onwards, however, a different large photograph formed the backdrop for the cover of each new issue, giving the *Newsletter* much more of a magazine-like appearance. As can be seen, then, in the fifteen years from 1985 to 2000, the *Newsletter* gained a significantly more professional look overall and was transformed from a newsletter into what could truly be described as a magazine.

From *IATEFL Issues* to *Voices* (2000 to the present)

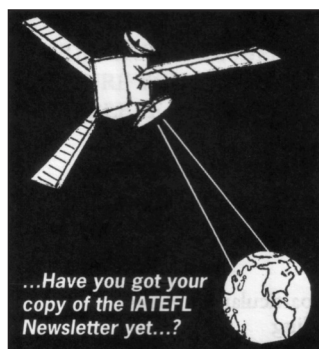
The period from 2000 onwards has seen just two editors—Martin Eayrs and Alison Schwetlick—and can therefore be viewed as a period of consolidation compared with the more rapid changes of editorship in the previous period. Indeed, there has only been one major change in format during this period, in 2005, when the *Newsletter* acquired a new name—*Voices*—and a new cover design, both of which it has retained ever since, with the only variation being the addition of a strip of conference photo-



New Newsletter cover designs, 2005 and 2013. (NL 184, 233)

graphs on the cover from 2013 onwards. The 2005 change of format occurred during the presidency of Tessa Woodward, who was also responsible for standardising and modernising the outward appearance of SIG newsletters at around the same time.

There have been other big changes, however: full colour printing started in *Voices* 209 in July-August 2009, and with issue 239 in July-August 2014 the *Newsletter* began to be published online as well as in print.



Futurology in 1992. (NL 115)

Receiving the *Newsletter* only electronically is an option that has been taken up by quite a large proportion of members.

Martin Eayrs, who became editor in 2000, had previously been editor of the IATEFL Argentina newsletter and had both published and edited *ELT News & Views*, a newsletter for teachers of English in southern South America. He was the first editor to be paid for the enormous amount of work involved, reflecting an increased focus on making the *Newsletter* into a professional-looking product. A key figure in the background on the wider IATEFL committee was Andy Hopkins, who, as Martin recalls, 'knew publishing backwards and brought in a really good professional view, presenting budgets and so forth' (interview).

In his first editorial, Eayrs made his intention clear: to 'stress the I in IATEFL by concentrating on items that engage the interest of as wide a proportion of the membership as possible' and to avoid the 'danger of catering to the interests of an ageing, native-speaker coterie' (*NL* 156: 1). Implied in this was some criticism of perceived parochialism during the preceding decade, and Martin did succeed in encouraging a greater variety of authors to contribute during his time as editor. This included responding to committee pressure to increase the number of articles by women, and reducing the focus on 'big name' contributions which had been a feature of the previous decade. He also saw value in building up the back pages specifically devoted to IATEFL activities and listings, thus highlighting the work of the increasing numbers of volunteers who were becoming involved in the Association.

Martin's successor, Alison Schwetlick, was similarly concerned to focus on reaching out to the wider, international, membership. In her own first editorial, in May 2007, she wrote that she aimed to 'maintain *Voices* both as a place where members can have their "voice" and as a medium of communication between committees, staff and readers'. At the same time, she wished to continue to provide a space (a 'forum', as she put it) for professional discussion and debate via short submitted articles—the average number of articles per issue has increased from five to around seven during her time as editor, with a large proportion of these being written by local teachers in countries other than the UK.

In the twenty-first century, under Martin Eayrs and Alison Schwetlick, IATEFL's *Newsletter* has become much more professional in appearance, and has opened up significantly to contributions from the wider membership. At the same time, the levity of the immediate post-Lee era has also disappeared, as have—by and large—the position pieces and debates involving 'big names' which often characterised the *Newsletter* in the 1990s. To some extent, the *Newsletter's* dialogic function may have been taken on by online SIG discussion groups—see Chapter 2—and, more recently, that part of the 'blogosphere' which is devoted to ELT—certainly the voices raised there are by and large different from those represented these days in *Voices*.

IATEFL and *ELT Journal*

For almost the entire period when he was IATEFL chairman and editor of its *Newsletter*, Bill Lee was at the same time the editor of *English Language Teaching (Journal)*, published by Oxford University Press (OUP). The fact that he had this dual role can be seen to have strongly influenced what he did and did not set out to achieve in the *Newsletter*. He did not seek to commission or solicit articles, for example, probably because this was the province of *ELTJ*—indeed, many IATEFL conference presentations were turned into *ELTJ* articles during his time in charge. In IATEFL's early years, OUP gave the Association considerable logistical support, providing space for committee meetings and, more importantly, dealing with the distribution of the *Newsletter*. A preferential subscription rate to *ELTJ* has also always been offered to members of IATEFL, from the very beginning. In 1973, however, the distribution relationship ceased when the IATEFL committee decided to purchase 'addressograph equipment' and handle distribution themselves (Secretary's report to 1973 AGM).

During the fourteen or so years when Lee was in charge of both IATEFL and *ELTJ*, the relationship between the two was taken for granted. However, with effect from the first issue of 1981, he was replaced as *ELTJ* editor, in a manner which prefigured his later resignation as chairman of IATEFL. The background to both departures was in some ways the same. During the late-1970s, as new ideas

related to communicative language teaching began to circulate in an increasingly dominant fashion, the approach and contents of *ELTJ* did not seem to be following suit, indeed were appearing increasingly staid. Prominent British applied linguists who were publishing ground-breaking works for OUP at the time (for example, Widdowson 1978; Brumfit and Johnson 1979) were among those who benefited from the decision to replace Lee as editor and bring in Richard Rossner instead: Henry Widdowson became a member of a new *ELTJ* Board of Management, while Chris Brumfit and Keith Johnson were both appointed to the journal's new Editorial Advisory Panel, helping to institute a broader-based approach towards *ELTJ* operations which was also adopted in IATEFL three years later. Also added to the new Board alongside Widdowson were Simon Murison-Bowie (of OUP) and Peter Strevens, who were both to play important roles in the subsequent IATEFL changeover, as was Chris Brumfit. Lee was given the role of Adviser to the *ELTJ* Board and Strevens paid fulsome tribute to him in Rossner's first issue (*ELTJ* 36/1)—indeed, the main obituaries of Lee were to be written some years later by Brumfit (1996) and Widdowson (1996).

In spite of these diplomatic efforts, as Arthur van Essen (email) has remarked in relation to the later IATEFL changeover, 'Bill wasn't one to allow himself to be ousted or sidelined', and he almost immediately succeeded in setting up a new, rival journal with Pergamon Press, which he edited for four years: *World Language English*. (This was later transformed, under the editorship of Braj Kachru and Larry Smith, into the fully academic journal *World Englishes*, leaving behind some of the characteristics Lee had transported from *ELTJ*, including a 'Question Box' feature about issues connected with English language.) For the last few years of Lee's IATEFL chairmanship, *World Language English* unsurprisingly joined *ELTJ* as a second journal to which members could get reduced rate subscriptions.

For many years the question simply had not arisen of whether IATEFL should have its own journal in the same way as TESOL, which had published *TESOL Quarterly* from March 1967 onwards. However, with the change of editorship at *ELTJ* in 1981, the informal connection with *ELTJ* had been broken, and a solution was genuinely unclear when Peter Strevens, in his inaugural speech as incoming chairman at the 1984 Groningen conference, posed the question, 'perhaps IATEFL should have links with an existing professional journal [diplomatically, he did not specify a particular title]; perhaps it should set up on its own?'

The question was raised again in a more concrete way in the *Newsletter* in 1986 (by which time Lee was no longer editing *World Language English*), with the committee recommending a formalised relationship with *ELTJ*. However, ensuing correspondence revealed strong opinions on both sides. Lee and some others claimed that *ELTJ* had moved in an overly academic ('applied linguistic') and excessively UK-focused direction, although assertions in the latter regard were vigorously countered by OUP's Catherine Robinson (*NL* 95: 13). Indeed, the issue proved so contentious that it was put to a vote of the membership at the AGM in 1987, with a majority coming out in favour of a journal for the Association, and for this need to be fulfilled by means of a re-established, newly formalised link with *ELTJ*.

Space was thenceforth given over in *ELTJ* for explanations of and news of IATEFL, and the formalised special relationship has continued to the present day, with regular updates from IATEFL presidents, vice-presidents or delegated members of the Board of Trustees at the back of the journal and occasional special summary features being based on SIG online discussions. IATEFL is represented on the journal's Advisory Board, while the *ELTJ* editor is also on IATEFL's Advisory Council. There is also the *ELTJ* debate, held annually and strongly featured at the conference these days, while in April 2016

there was a special *ELTJ* issue on Teacher Associations, timed to celebrate IATEFL's 50th conference and guest-edited by IATEFL's former treasurer, Amos Paran.

Publications policy (or lack of one)

The first move to an explicit publications policy within IATEFL came with the 1984 Pattison Report's recommendation that to ensure quality the *Newsletter* 'requires an editor unencumbered by other duties for the Association' (NL 82: 16). The same report recommended setting up a 'publication sub-committee of members well qualified to explore possibilities' (*ibid.*). This was the first move towards a separation of publication from the duties of the chairman, and brought in possibilities of involvement by publishing professionals in ways which had not previously been possible. Of course, the IATEFL membership as a whole has never been short of publishing expertise but it had not been fully exploited until this point, when publishers in general began to be more welcomed into the fold. Susan Holden was one of those who gave initial advice, helping John Dougill with some of the first post-Lee newsletters. Chairmen, chairs and presidents have also included both notable textbook authors and well-known writers of resource books for teachers as well as one, Eric Baber, who was employed by a publisher (Cambridge University Press) during his time in office.

Following Lee's reluctant resignation, there was to be committee oversight of the selection of *Newsletter* editors, and advice was given to them on its design and contents. However, a policy with regard to other types of publication was slow in coming and had to await the arrival of Simon Greenall as president.

As we saw in Chapter 1, one feature of Simon Greenall's presidency (1997–1999) was the attempt to bring in a more coherent publications strategy and to finally implement the idea of a fully constituted publications committee:

With my background and support from friends in publishing, I realised that the stock of unsold copies of past papers of various conferences taking up office space in the Whitstable office, as well as the costs of printing and publication, were simply not viable. We introduced a publishing policy and a Publications Committee, which contributed enormously to managing this objective in a more practical manner, even though it wasn't very popular with some SIGs. (Simon Greenall, memoir)

For further explanation of the reasons for and indications of the success or otherwise of this policy we need to turn now to the publications other than the *Newsletter* which emerged during the post-Lee era.

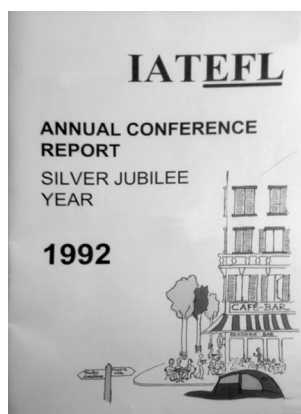
Publications other than the *Newsletter*

Two factors led to the inception and subsequent increase in publications other than the main *Newsletter* from the mid-1980s onwards. One, as we have seen in Chapter 2, was the rise of the SIGs, all of which began to produce their own newsletters, with the Teacher Development SIG in the lead. In a second phase, starting in 1991, some SIGs also began to produce booklets, books or other publications (to be considered further below) which were made available beyond the SIG itself, to the wider membership and beyond. The second factor was the emergence of an annual volume of conference proceedings,

first as a special conference reports issue of the *Newsletter* and then (from 1993 onwards) as a separate publication. These annual volumes of proceedings have become a kind of backbone for IATEFL publications outside the *Newsletter*, and we consider them first below.

Conference Reports and Conference Selections

Following a number of post-Lee years when one special issue of the *Newsletter* per year was devoted to conference reports, the solution finally arrived at (and still implemented annually today) was to create an entirely separate publication for conference presentation summaries. First produced in relation to IATEFL's Silver Jubilee Conference in 1992, a new series of non-newsletter *Conference Reports* was instituted in 1993, under the editorship of Duncan Baker.



The first volume of Conference Reports (D. Baker (ed.) 1993)

These were A4-size publications distributed to all members, containing abstracts of talks at the annual conference. From 1993 onwards, then, reporting on the conference was taken altogether out of the *Newsletter*:

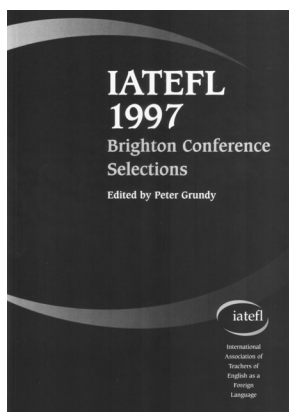
Editor	Year of publication	Title	Place of publication
Baker, D.	1993	<i>IATEFL Annual Conference Report: Silver Jubilee Year 1992.</i> [Relating to the 1992 Lille Conference.]	Whitstable
	1993	<i>IATEFL Annual Conference Report: Talks, Workshops and Poster Presentations.</i> [Relating to the 1993 Swansea Conference.]	
	1993	<i>IATEFL Annual Conference Report: Plenaries.</i> [Relating to the 1993 Swansea Conference.]	
	1994	<i>IATEFL Annual Conference Report: Talks, Workshops and Poster Presentations.</i> [Relating to the 1994 Brighton Conference.]	
	1994	<i>IATEFL Annual Conference Report: Plenaries.</i> [Relating to the 1994 Brighton Conference.]	
	1995	<i>IATEFL Annual Conference Report.</i> [Relating to the 1995 York Conference].	
	1996	<i>IATEFL Annual Conference Report: Talks, Workshops and Plenaries.</i> [Relating to the 1996 Keele Conference.]	

Table 3.2. Conference Reports: bibliographical details

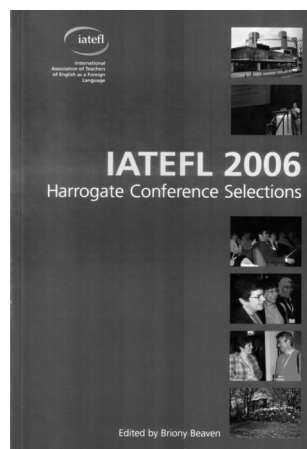
From 1997, under the new publications policy instituted by Simon Greenall, a commitment was made to send a *Conference Selections* book to members each year, and the sequence of these volumes has been unbroken ever since, with Peter Grundy, then Alan Pulverness, Briony Beaven, and now Tania Pattison having served as editors:

Editor	Year of publication	Title	Place of publication
Grundy, P.	1997	<i>IATEFL 1997: Brighton Conference Selections.</i>	Whitstable
	1998	<i>IATEFL 1998: Manchester Conference Selections.</i>	
	1999	<i>IATEFL 1999: Edinburgh Conference Selections.</i>	
Pulverness, A.	2000	<i>IATEFL 2000: Dublin Conference Selections.</i>	Canterbury
	2001	<i>IATEFL 2001: Brighton Conference Selections.</i>	
	2002	<i>IATEFL 2002: York Conference Selections.</i>	
	2004a	<i>IATEFL 2003: Brighton Conference Selections.</i>	
	2004b	<i>IATEFL 2004: Liverpool Conference Selections.</i>	
Beaven, B.	2005	<i>IATEFL 2005: Cardiff Conference Selections.</i>	Canterbury
	2007	<i>IATEFL 2006: Harrogate Conference Selections.</i>	
	2008	<i>IATEFL 2007: Aberdeen Conference Selections.</i>	
	2009	<i>IATEFL 2008: Exeter Conference Selections.</i>	
	2010	<i>IATEFL 2009: Cardiff Conference Selections.</i>	
Pattison, T.	2011	<i>IATEFL 2010: Harrogate Conference Selections.</i>	Faversham
	2012	<i>IATEFL 2011: Brighton Conference Selections.</i>	
	2013	<i>IATEFL 2012: Glasgow Conference Selections.</i>	
	2014	<i>IATEFL 2013: Liverpool Conference Selections.</i>	
	2015	<i>IATEFL 2014: Harrogate Conference Selections.</i>	
	2016	<i>IATEFL 2015: Manchester Conference Selections.</i>	

Table 3.3. Conference Selections: bibliographical details



*The first volume of Conference Selections
(ed. P. Grundy, 1997)*



*The first larger-format Conference Selections
(ed. B. Beaven, 2007)*

SIG and IATEFL books

With the exception of the conference proceedings considered above, IATEFL's books have mainly been generated from within SIGs: there have been no pretensions to develop a coherent publications list in the manner of TESOL except for during a relatively brief period (1997–2003), under the influence of the publications policy instituted by Simon Greenall. Aside from during this period, IATEFL books and booklets have been produced in a rather anarchic variety of shapes, colours and sizes although there have been some notable achievements, as we shall now see.

Starting things off, in the early to mid-1990s some SIGs became producers of publications for a readership beyond the SIG in question. As we already saw in Chapter 2, the consistency of effort put into the Phonology/Pronunciation SIG newsletter *Speak Out!* has been particularly noteworthy over the years and several of its special issues, starting with *Rhymes and Rhythm* (1991), have been put on general sale:

Phonology/Pronunciation SIG: Special Issues of *Speak Out!* on general sale

Vaughan-Rees, M. (ed.). 1991. *Rhymes and Rhythm*. Special issue of *Speak Out!* [no. 8] (with audio-cassette). Whitstable: IATEFL.

Vaughan-Rees, M. 1996. *Changes in Pronunciation: A Special Issue of Speak Out!* [no. 18] to Celebrate 10 Years of the IATEFL Pronunciation Special Interest Group (with audio-cassette). Whitstable: IATEFL.

Tench, P. (ed.). 2006. *Intonation: Ways and Meanings*. Special issue of *Speak Out!* [no. 34] (with CD). Canterbury: IATEFL.

Vaughan-Rees (2014) describes the first two of these publications as follows:

As early as Issue 3 (April 1988) Jonathan [Marks] and I decided that our readers should also become listeners when necessary, sending out a cassette tape (eventually a CD) to illustrate certain contributions. Three years later the 90-minute tape accompanying *Rhymes and Rhythm* was an essential element of the package. The then Chair, Alan Maley, was so supportive of the project that IATEFL co-financed the production of 2,000 packages, all of which sold giving both parties a hefty profit. A tape also accompanied the equally profitable *Changes in Pronunciation* (Issue 18), produced to celebrate our 10th anniversary with major contributions from Barbara Bradford, Richard Cauldwell & Martin Hewings, David Crystal, Bryan Jenner, Jennifer Jenkins, Peter Roach and David Rosewarne.

Rhymes and Rhythm was a prototype which encouraged other SIGs to consider publishing material for a wider readership. As Vaughan-Rees had done, Dave Allan (Testing SIG), Jenny Timmer (Learner Independence SIG) and the Research SIG committee took advantage of new possibilities of desktop publishing to edit A4-size booklets, mostly of joint SIG event proceedings, which were produced in the first instance for SIG members but with a print-run large enough for them to be sold to non-members of the SIG and to a wider readership more generally.

Early SIG publications for a wider readership

Allan, D. 1995. *Entry Points: Papers from a Symposium of the Research, Testing and Young Learners Special Interest Groups. Cambridge, 17th–18th March 1995*. Whitstable: IATEFL.

Allan, D. and Timmer, J. 1996. *Putting Learners in Their Proper Place: Papers from a Symposium of the Testing and Learner Independence Special Interest Groups*. Whitstable: IATEFL.

Timmer, J. (ed.). 1996. *Teaching Young Learners in School Situations and Encouraging Learner Independence: Papers from the IATEFL Learner Independence and Young Learner SIGs and the 5th Brno Teachers of English Conference*. Whitstable: IATEFL.

Thomas, J. 1996. *Update on ... Pragmatics*. Whitstable: IATEFL [produced by Research SIG].

Encouragement for SIGs and for IATEFL more generally to consider producing books, not just A4-size booklets with paper covers, was also provided when Julian Edge and Keith Richards of Aston University succeeded in attracting an external publisher, Heinemann, to produce a book of proceedings for another joint SIG event, the first (1992) Teachers Develop Teachers Research (TDTR) conference (published as Edge and Richards 1993). By the time Simon Greenall became vice-president in 1996, there had also been the first IATEFL publication for all members which had *not* emanated from a particular SIG or SIGs. Wright (1993) below was an entertainingly illustrated handbook offered to the Association by Andrew Wright in the hope it could not only help improve the quality of presentations at conferences and other events but also be licensed to other professional associations, thereby making IATEFL money; to his regret, though, this never occurred (Andrew Wright, email). At the same time, two SIGs in particular—the Research SIG and the Learner Independence SIG—were already beginning to experiment with a relatively professional looking appearance for publications to be put on general sale:

Wright, A. 1993. *Suggestions for Presenters on Talks & Workshops*. Whitstable: IATEFL.

Field, J., A. Graham and M. Peacock (eds.). 1996. *Insights 1: New Research by Members of IATEFL*. Whitstable: IATEFL.

Field, J., A. Graham, E. Griffiths and K. Head (eds.). 1997. *Teachers Develop Teachers Research 2*. Whitstable: IATEFL.

Harrison, L. (ed.). 1997. *Learner Independence Worksheets: Photocopiable Worksheets to Promote Learning Outside the Classroom*. Whitstable: IATEFL.

The overall picture in 1996 was a creative but rather chaotic one, with a lack of a common visual identity for IATEFL publications and many of the works produced remaining unsold and taking up valuable space in Kingsdown Chambers due to over-ambitious print runs. In 1996, Simon Greenall, as incoming vice-chair, therefore formulated a new publications policy which centrally involved introducing a common new look to publications including use of a new logo, standardised size and formatting and shared cover design, and carefully budgeted production of what would recognisably be 'books' not 'booklets'. An editor was found for a new *Conference Selections* series (Peter Grundy), and a firm promise was made that, together with *Selections*, one free book would be sent to every full

member each year, starting in 1997. The books that were produced and sent out to all members as a result of this policy proved to be the following:

Publications sent to all IATEFL members (1997–2003)

McLean, A. C. (ed.). 1997. *SIG Selections 1997: Special Interests in ELT*. Whitstable: IATEFL.

Head, K. (ed.). 1997. *ELT Links: Proceedings of the British Council/IATEFL SIG Symposium held at the University of Vienna, September 1996*. Whitstable: IATEFL.

Dexter, P. and S. Sheerin. 1999. *Learner Independence Worksheets 2*. Whitstable: IATEFL.

Brett, P. and G. Motteram. 2000. *A Special Interest in Computers: Learning and Teaching with Information and Communications Technologies*. Whitstable: IATEFL.

Brett, P. 2001. *CALL in the 21st Century* [CD-ROM]. Whitstable: IATEFL.

Edge, J. (ed.). 2002. *Continuing Professional Development: Some of Our Perspectives*. Whitstable: IATEFL.

Paran, A. and E. Watts (eds.). 2003. *Storytelling in ELT*. Whitstable: IATEFL.

As can be seen, this series of genuinely cross-IATEFL publications drew heavily on SIG creative input, with two pan-SIG productions being followed by books deriving inspiration from within the Learner Independence, CALL, Teacher Development and Literature/Young Learner SIGs in turn. Individual SIG publications, too, became subject to the new policy, not without some dissent at the time, as Simon Greenall recalls (email); the following three books of conference proceedings were also produced with the new overall IATEFL cover design and logo, specifically for Teacher Development, Research and Young Learner SIG members (but also for possible sale to others):

Head, K. (ed.). 1998. *TDTR 3: Teachers Develop Teachers Research*. Whitstable: IATEFL.

Gika, A-S, and D. Berwick (eds.). 1998. *Working with Young Learners: A Way Ahead*. Whitstable: IATEFL.

Gika, A-S. and W. Superfine (eds.). 1998. *Young Learners: Creating a Positive and Practical Learning Environment. Papers from the joint conference held in Madrid 6–7 February 1998*. Whitstable: IATEFL.

The two-free-publications-a-year policy came to an end in 2003 for budgetary reasons, and the present *A History of IATEFL* is the first book since then, apart from *Conference Selections*, to be sent out to all members. Left once more largely to their own devices from 2003 onwards, SIGs once again engaged in somewhat anarchic and idiosyncratic publication practices, with the Young Learner SIG being particularly active.

Various SIG publications, 2003 onwards

Beaven, B. and S. Borg (eds.). 2003. *The Role of Research in Teacher Education*. Whitstable: IATEFL. [Teacher Training and Education and Research SIGs]

Ellis, G. and K. Morrow (eds.). 2004. *ELT Journal: Year of the Young Learner*. Oxford: Oxford University Press, in association with the British Council and IATEFL. [Young Learner SIG]

Pavlou, P. and K. Smith (eds.). 2005. *Serving TEA to Young Learners: Proceedings of the Conference on Testing Young Learners*. Tivon: Oranim Academic College of Education. [Testing, Evaluation & Assessment and Young Learner SIGs, a conference organised by the University of Cyprus, IATEFL and CyTEA]

Enever, J. and G. Schmid-Schönbein (eds.). 2006. *Picture Books and Young Learners of English. Münchener Arbeiten zur Fremdsprachen-Forschung 14*. Munich: Langenscheidt ELT. [Young Learner SIG]

Mitchell-Schuitevoerder, R. and S. Mourão (eds.). 2006. *Teachers and Young Learners: Research in our Classrooms*. Canterbury: IATEFL [Young Learner SIG]

One phenomenon from the late 1990s onwards was the way CD-ROMs were sometimes produced instead of books, lessening postage costs when these were sent to SIG members and bypassing needs for printing costs.

SIG CD-ROMs (1995–2010)

Learning Technology SIG

[1996?] *Newsletter Archives up to 1995*. [CD-ROM]

[2009?] *Newsletter Archives up to 2008*. [CD-ROM]

TDTR conference proceedings (Teacher Development and Research SIGs)

De Decker, B. and M. Vanderheiden (eds.). 1999. *Proceedings of the TDTR 4 Conference, September 2–4, 1999, Leuven*. [CD-ROM]. Leuven: Centrum voor Levende Talen/Whitstable: IATEFL.

Hancioğlu, D. (ed.). 2003. *TDTR 5: Teachers Develop Teachers Research*. [CD-ROM]. Ankara: Middle Eastern Technical University.

One problem that emerged as individual items were produced less centrally was a lack of availability to the wider membership; the last two TDTR publications above, for example, have never been stocked by IATEFL Head Office. Another particular concern with CD-ROMs is whether they are ever read at all, though the same could doubtless be said of many books. Overall, the production of CD-ROMs seems to have reduced in popularity in favour of e-books—as we will see—although, as recently as 2008–2010, TEASIG produced a *series* of CD-ROMs in professional-looking cases which were well stocked for sale by IATEFL Head Office as well as being distributed to all TEASIG members:

Testing, Evaluation and Assessment SIG conference proceedings [CD-ROMs]

Ürkün, Z. (ed.). [2008?] *The Common European Framework of Reference for Languages (CEFR): Benefits and Limitations*. [CD-ROM] Canterbury: IATEFL. [Relating to 2007 Croatia conference]

Ürkün, Z. (ed.). [2009?] *Issues in Assessing ESOL (English for Speakers of Other Languages)*. [CD-ROM] Canterbury: IATEFL. [Relating to 2008 Dublin conference.]

Mader, J. and Z. Ürkün (eds.). 2010. *Recent Approaches to Teaching and Assessing Speaking*. [CD-ROM] Canterbury: IATEFL. [Relating to 2009 Famagusta conference]

Mader, J. and Z. Ürkün (eds.). 2010. *Establishing and Maintaining Standards*. [CD-ROM] Canterbury: IATEFL. [Relating to 2010 Dubai conference]

Judith Mader and Zeynep Ürkün have continued to edit this series of annual conference proceedings, which nowadays come out as e-books rather than CD-ROMs, with a link being sent to all of the SIG's members. Obviously, this saves considerably on postage as well as printing costs:

Mader, J. and Z. Ürkün (eds.). 2011. *Putting the CEFR to Good Use*, [e-book] Canterbury: IATEFL. [Relating to 2010 Barcelona conference]

Mader, J. and Z. Ürkün (eds.). 2012. *Standards and Standardizing in High and Low Stakes Exams: Assessment from Classroom to Matura*. [e-book] Canterbury: IATEFL. [Relating to 2011 Innsbruck conference]

Mader, J. and Z. Ürkün (eds.). 2013. *Setting and Maintaining Assessment Standards*. [e-book] Canterbury: IATEFL. [Relating to 2012 Prague conference]

Mader, J. and Z. Ürkün (eds.). 2014. *Diversity, Plurilingualism and Their Impact on Language Testing and Assessment*, [e-book] Canterbury: IATEFL. [Relating to 2013 Siena conference]

Mader, J. and Z. Ürkün (eds.). 2015. *Language Testing: Current Trends and Future Needs*. [e-book] Canterbury: IATEFL. [Relating to 2014 Granada conference]

Despite the absence of an overall IATEFL publications policy equivalent to that in operation between 1997 and 2003, some SIGs have achieved a professional look for themselves by means of a consistent visual identity. TEASIG's conference proceedings series (above) is one case in point; in other cases, this has been achieved via individually negotiated arrangements with an external publisher, specifically Garnet, based in Reading:

SIG books published externally with a consistent visual identify

ESP SIG Pre-Conference Event Proceedings

Krzanowski, M. (ed.). 2008. *Current Developments in English for Academic, Specific and Occupational Purposes*. Reading: Garnet (for IATEFL). Also published as a CD-ROM. Canterbury: IATEFL. [Relating to 2005 Cardiff and 2006 Harrogate conferences]

Krzanowski, M. (ed.). 2009. *Current Developments in English for Academic and Specific Purposes in Developing, Emerging and Least Developed Countries*. Reading: Garnet (for IATEFL). Also published as a CD-ROM. Canterbury: IATEFL. [Relating to 2006 Harrogate conference]

Krzanowski, M. (ed.). 2012. *Current Developments in English for Work and the Workplace: Approaches, Curricula and Materials*. Reading: Garnet (for IATEFL).

Shrestha, P. (ed.). 2015. *Current Developments in English for Academic and Specific Purposes: Local Innovations and Global Perspectives*. Reading: Garnet (for IATEFL).

Young Learner SIG books

Enever, J., J. Moon and U. Raman (eds.), 2009. *Young Learner English Language Policy and Implementation: International Perspectives*. Reading: Garnet. [Relating to 2008 Bangalore conference]

Giannikas, C., McLaughlin, L., Fanning, G. and Deutsch, N. (eds.). (2015). *Children Learning English: From Research to Practice*. Reading: Garnet.

One more SIG—the Learner Autonomy SIG— has, under the editorial guidance of Jo Mynard, developed its own impressive self-published series with internally consistent branding:

Learner Autonomy SIG ‘Autonomy in Language Learning’ e-book series

Everhard, C. J. and J. Mynard with R. Smith (eds.). 2011. *Autonomy in Language Learning: Opening a Can of Worms*. Canterbury: IATEFL.

Ludwig, C. and J. Mynard (eds.). 2012. *Autonomy in Language Learning: Advising in Action*. Canterbury: IATEFL.

Barfield, A. and N. Delgado Alvarado (eds.). 2013. *Autonomy in Language Learning: Stories of Practices*. Canterbury: IATEFL.

Menegale, M. (ed.). 2013. *Autonomy in Language Learning: Getting Learners Actively Involved*. Canterbury: IATEFL.

Burkert, A., L. Dam and C. Ludwig (eds.). 2013. *Autonomy in Language Learning: The Answer is Autonomy*. Canterbury: IATEFL.

Ludwig, C. and J. Mynard (eds.). 2014. *Tools, Tasks and Environments*. Canterbury: IATEFL.

Schwienhorst, K. (ed.). 2016. *Learner Autonomy in Second Language Pedagogy and Research: Challenges and Issues*. Faversham: IATEFL.

The Research SIG has also recently made three e-books available online, in this case in Open Access form, to members and non-members alike:

Research SIG e-books on teacher-research

Bullock, D. and R. Smith (eds.). 2015. *Teachers Research!* Faversham: IATEFL. E-book. Online (Open Access).

Dikilitaş, K., R. Smith and W. Trotman (eds.). 2015. *Teacher-researchers in Action*. Faversham: IATEFL. E-book. Online (Open Access).

Dikilitaş, K., M. Wyatt, J. Hanks and D. Bullock. 2016. *Teachers Engaging in Research*. Faversham: IATEFL. E-book. Online (Open Access).

In sum, during the last decade of IATEFL's 50 years there has been a noticeable burgeoning of grass-roots book publishing (often via e-publication). This publishing by ESP, Learner Autonomy, Research, Testing, Evaluation & Assessment, and Young Learner SIGs has not been controlled centrally but has been quite professional in execution and it has contributed significantly to IATEFL's

international reputation. At the time of writing, an ‘e-publication working group’ made up of members of the Publications Committee, Electronic Committee and others with knowledge and skills in this area was investigating the feasibility and desirability of establishing a general e-publishing policy for IATEFL.

Finally, it should also be noted that there have been books—aside from SIG publications—which have been generated from symposiums or other sessions at IATEFL conferences and published externally, for example, Everhard and Murphy’s edited 2015 collection of symposium papers, *Assessment and Autonomy in Language Learning*, and, before that, *English through Art* by Grundy, Bociek and Parker (2011), inspired by a 2009 Cardiff conference workshop which used material from the collection in the National Museum and Gallery of Wales. Also, to complete our comprehensive list of all IATEFL non-newsletter publications, here are details of five further books published by IATEFL over the years:

Miscellaneous IATEFL books

Centre for Research in Language Education, Lancaster University. 1997. *Developing an Association for Language Teachers: An Introductory Handbook* (second edition). Whitstable: IATEFL.

Falcão, A. and M. Szesztay (eds.). 2006. *Developing an Association for Language Teachers: An Introductory Handbook* (third edition). Canterbury: IATEFL. Also available online.

Gómez, S. (ed.). 2011. *Running an Association for Language Teachers: Directions and Opportunities*. Canterbury: IATEFL and the British Council. Online (Open Access).

Morrow, K. and A. Waters (eds.). 2006. *Christopher Brumfit Remembered*. Canterbury: IATEFL.

Rixon, S. and R. Smith. 2017. *A History of IATEFL: The First 50 Years of the International Association of Teachers of English as a Foreign Language*. Faversham: IATEFL.

The first three of the above were based on an original edition published by Lancaster University’s Department of Linguistics and Modern English Language (Ingram and Coleman 1988). These publications connect us well to the next section, in which IATEFL’s links with other teacher associations, and the way it has increasingly sought to help to *develop* such associations, are further examined.

Outreach: the ‘I’ in IATEFL

IATEFL claims to be a ‘truly international association’ (Falcão and Szesztay 2006: 9; Gómez 2011: 6). Indeed, several of the past presidents we interviewed distinguished it from TESOL in this respect, characterising the latter as fundamentally USA-focused. Maintaining, reinforcing and asserting IATEFL’s ‘internationalness’ seems to have been a major priority for many of IATEFL’s leaders, increasingly so in recent years, but IATEFL was not originally set up as an international association at all, and in many ways could appear to outsiders as an essentially UK-based organisation. Accordingly, in this section we seek answers to the question ‘In what ways is IATEFL international?’, looking closely at the different ways in which its ‘internationalness’ has been conceived and constructed over the years.

Overseas members and branches of IATEFL

Even though IATEFL initially had no ‘I’ in its name, Bill Lee clearly did hope to attract members resident outside the UK, whether British expatriates working overseas or citizens of other countries. Informa-

tion about the new association was distributed widely via British Council offices and announcements in *English Language Teaching*. By the end of May 1968, there were 253 overseas members in 68 countries versus 264 'U.K.' or 'home' members (NL 5: 13), and 'overseas membership seemed gradually to be overtaking home membership' (*ibid.*). By the end of 1970, the number of overseas members had risen further to 338 (most in Europe (113), especially the Netherlands and Italy (42 each), but also in Africa (62) Asia (49), the Middle East (47), North America (33), South America (17) and Australasia (17)) (NL 17: 5-6).

In the December 1970 issue of the *Newsletter*, the following announcement was made:

We are changing our name to the International Association of Teachers of English as a Foreign Language. The addition of 'International' reflects our status within the Fédération Internationale des Professeurs de Langues Vivantes and the fact that most of our members live outside Britain. (NL 17: 2)

Although British expatriates made up a significant proportion of the overseas membership, it is clear that more and more 'nationals' as well as expatriates were both joining the Association and coming to the conference from abroad, a development welcomed by Lee since, as he said, 'The Association can be firmly established in a country only when nationals form a major part of its local membership' (NL 17: 5). The experience described by Ray Janssens—at the time a young Flemish-speaking teacher in Belgium—is perhaps typical:

I was in my late twenties [...] and had gained a little more than five years of practical experience. I liked the job and the language but increasingly felt the need of breaking through the barriers of both classroom and language confinement. The news of a newly-founded professional organization came to me like a godsend. I decided to join, to go to its next conference and find out for myself. (Janssens 1999: 18)

As already related in Chapter 2, Janssens went home to Belgium from the 1968 conference 'with the feeling of being enriched and encouraged' (*ibid.*); indeed, enthused by his conference experience, he set about forming an English section within his national modern language teachers' association. This group was approved as a Branch of IATEFL in 1973. (See Chapter 1 for rules governing Branch formation.) IATEFL no longer has Branches, but for a time this seemed like a good way not only for IATEFL to expand its membership but also for meetings to be planned locally to serve members unable to attend the annual conference. Others were set up early on in Denmark, the Netherlands, Greece and Iceland. At one point a Branch was even set up by IATEFL members in the UK—IATEFL North-West, formed in 1984. This provoked some debate within the IATEFL committee and the decision was taken that Branches were henceforth to be exclusively an international phenomenon. IATEFL North-West was therefore asked to reconstitute itself as an independent organisation and become an 'Affiliate' of IATEFL—see below—at which point it was reborn as NATESOL (Mike Beaumont, email).

The number of Branches was never large—concerns not to be seen to be poaching (potential) members from existing local teacher associations may have prevented the IATEFL leadership from campaigning hard for their formation in many locations. Indeed, their number had increased to only seven by the beginning of 1987. By 1992, however, there were a dozen, including new ones in Finland,

France, Switzerland and even as far away as Argentina and Chile (both 1991); there was then a further increase, accounted for mainly by the development of new groups in Central and Eastern Europe (to be considered further below). The notion of 'Branches' was not discarded altogether until the late 1990s, in favour of 'Associates' with various kinds of relationship with IATEFL.

Relations with other international associations (FIPLV and TESOL)

Apart from referring to the geographical spread of its membership and the increasing range of its Branch system (both considered above), another way to conceive of IATEFL's 'internationalness' is with respect to its formal relationships with other teacher associations (TAs). First we will consider the nature of IATEFL's relations with two quite different international associations—FIPLV and TESOL—and further below we move on to consider the Association's links with autonomous national TAs.

As we have already seen, one of the explicitly-stated reasons for the addition of 'I' to its name was said by Lee to be ATEFL's status within the umbrella organisation known as FIPLV, a relationship which has now lapsed but which was of great importance to Bill Lee himself. 'FIPLV' stands for 'Fédération Internationale des Professeurs de Langues Vivantes' (International Federation of Language Teacher Associations). This organisation is 'a federation of language teacher associations (LTAs), both national and international, [which] has existed since 1931 to promote multilingualism and to support its member organisations' (Lamb 2012: 287; see also <http://fiplv.com> for further information).

As a result of a decision at the May 1968 AGM to seek affiliation with FIPLV, by the time of the following year's meeting ATEFL's seat on its bureau had been approved. From then on, Lee himself travelled regularly to represent IATEFL at FIPLV meetings, and news of its deliberations and of other TAs affiliated to FIPLV filled the *Newsletter* out considerably during the time he retained the editorship. As Freudenstein (2009: 17–18) records, until the late 1960s FIPLV had been an umbrella association purely for multilingual national associations of language teachers (ALL—the Association for Language Learning—would be the relevant TA in the UK). However, the late 1960s began to see the formation—and affiliation to FIPLV—of international, unilingual associations, including but not limited to ATEFL. 1967 was the pivotal year since, apart from ATEFL, MAPRYAL (an international association for teachers of Russian language and literature) was formed (in Paris), and the first international congress for teachers of German took place in Munich. In succeeding years international associations were formed for teachers of German (1968) and French (1969). It is hardly surprising that, as a first-hand witness to these developments, Lee should further ATEFL's claim to be a (the?) pre-eminent *international* association of teachers of English within FIPLV by adding 'I' to the name of the Association in late 1970. TESOL (see below) was not at this point, in any case, affiliated with FIPLV.

The benefits Lee saw in becoming affiliated to FIPLV are likely to have included placing English alongside other languages as part of a general educational enterprise; connection with teachers in education systems worldwide, though particularly in Europe; consolidating and enhancing the international status of ATEFL; potential influence over FIPLV advocacy positions; and possibilities of networking and collaborating with many other associations of language teachers. Indeed, several of IATEFL's official 'Overseas' conferences were to be organised with other FIPLV affiliates (see below), on the basis of contacts Lee built up at meetings.

Informal relations were established from the beginning with another association, TESOL ('Teachers of English as a Second or Other Language'), which had been set up the year before IATEFL, and which, like IATEFL, was to develop into an international association without this having been a key priority at the outset. There have been a few cases of quite close relationship between leaders of the two associations. Indeed, Lee was himself invited to speak at TESOL's 2nd convention, and James Alatis of TESOL was a frequent visitor to early IATEFL conferences, including its first overseas conference in Hungary. However, official relations between the two associations, while generally cordial, have never been very strong, and, despite frequently stated intentions to cooperate, there have only ever been a few instances of genuine collaboration. Thus, as early as 1969, a resolution was agreed to explore possibilities of organising by 1972 a 'jointly sponsored international conference of teachers' in an 'outside native English speaking territory' (May 1969 committee meeting minutes). However, there was to be no joint event in practice until July 1987, when a week-long TESOL/IATEFL Mediterranean Institute for Teachers of English was organised in Barcelona, with John Fanselow, Henry Widdowson and Peter Strevens as course directors. Strevens had been particularly keen to establish warmer relations with TESOL—in his inaugural speech of 1984 he said that joint activities were one of his top priorities and, in 1988, his successor, Ron White, signed a 'concordat' between the two associations with Lancaster-based Dick Allwright, who was president of TESOL that year. In the same year, the IATEFL conference was held in collaboration with a TESOL affiliate, TESOL Scotland, and this was seen as a watershed at the time: 'this can only be a sign of things to come' wrote IATEFL *Newsletter* editor Rob Nolasco later that year (*ELTJ* 42/3: 232), but there were to be no further joint ventures after that, except at individual SIG level, until 2016—see below.

Differences in the nature of the two associations tended to be stressed by IATEFL leaders in their interviews with us, and potential benefits of collaboration were not mentioned. Particularly frequent mention was made of TESOL's advocacy role and its focus on US issues versus IATEFL's greater international outreach and thereby its difficulties in adopting an advocacy role. However, the two associations seem to have been moving closer together in these two areas. As (or if) IATEFL considers more of an advocacy role and if (or as) TESOL increases its international outreach, perhaps they will experience more of a need to learn from one another and collaborate more.



Andrew Wright's cartoon, *Clash of IATEFL and TESOL conference dates, 1985*. (NL 86)

Except on one unfortunate occasion (1985), IATEFL and TESOL conferences have at least been arranged with a view to not clashing in the calendar, even though both occur in the Northern hemisphere's springtime. Besides making life much easier for exhibitors, this has allowed those who can afford it the luxury of attending both of these major conferences each year. In this, as in more fundamental respects, the associations have existed largely in complementary distribution.

The same has been true of IATEFL's relationship with one further, newer international association, AsiaTEFL, which was set up in 2002 to 'promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Asia' (AsiaTEFL website). Relations between IATEFL and AsiaTEFL have been cordial from the outset, with the then-president of IATEFL, Peter Grundy, being invited to give a plenary at AsiaTEFL's first conference, in Busan, Korea, in November 2003, but there have been no joint activities to date.

Affiliates of IATEFL

Nowadays there are only 'Associates' of IATEFL but in the early years there were both 'Branches' and 'Affiliates'. Whereas Branches were composed of groups of IATEFL members, Affiliates were autonomous national or regional associations of English teachers. These could affiliate with IATEFL by appointing one member as an 'overseas correspondent', paying an annual fee to IATEFL and making a commitment to print news of IATEFL in their own bulletin while IATEFL committed to print news about the Affiliate in question in its own newsletter. By the time ATEFL became IATEFL in 1970, there were already three such Affiliates, which had all themselves expressed an interest in entering into a relationship: ATESOL (Ireland), ASOCOPI (Colombia) and the Association of Teachers of English in Iceland (*NL* 18: 4). A conscious decision was taken at this point to expand the network of overseas correspondents, but the number of Affiliates did not increase very quickly. By February 1987 there were still only 12 overseas and 3 UK Affiliates though by the end of that year the totals had risen to 17 and 4, respectively; by 1992 the overall total had mounted to around 30. Of course, throughout Lee's time as chairman, it should be recalled, IATEFL additionally had good relations with the English sections of modern language associations in various countries through FIPLV.

Following Lee's resignation, Ray Tongue was given a designated role within the IATEFL Committee to oversee relationships with Branches and Affiliates. This position was subsequently taken on by Mike Beaumont and then by Ingrid Freebairn. The inception of such a role indicates the heightened importance being given in the mid- to late 1980s to developing relationships with Branches and Affiliates and thus to further internationalising IATEFL in this particular manner. It seems that, whereas Lee had been largely content for IATEFL to take its place alongside other language TAs under the umbrella of FIPLV and to be 'international' in this way, Strevens and White saw more value in focusing on IATEFL becoming a kind of umbrella itself and entering into firm relationships specifically with associations or groups of teachers of *English*.

One new development, introduced by Beaumont, was a regular lunchtime meeting of Branch and Affiliate representatives on the day before the annual IATEFL conference. This later expanded into the pre-conference Associates Day, when representatives of IATEFL Associates gather together for a day-long programme of discussions on topics of common interest.

Reflecting new priorities among the IATEFL leadership, a major point agreed at the Branches and Affiliates meeting in 1987 was that 'IATEFL could and should have a role in assisting the development of local teacher groups' and that a document should be produced to help (*NL* 95: 10). The following year Dick Allwright and colleagues at Lancaster University produced a booklet giving advice on how to set up and run a teacher association (TA) and, as we have seen, IATEFL subsequently published the second and third editions of this booklet. Thus, at the end of the 1980s, even before the events unfolded in Central and Eastern Europe which were to spur this development further, there were moves towards IATEFL taking on a greater role in the development of incipient or fledgling groups (Mike Beaumont, email).

The development of affiliation agreements and of a particular remit to aid in the nurturing of other teacher groups marked a coming-of-age for IATEFL in the sense that rather than it (just) having a 'filial' role in relation to FIPLV and a 'sibling' role in relation to other TAs, it was itself taking on more of a 'parental' role itself. The issue of whether IATEFL does or should have a protective, parental and even paternalistic role in relation to other TAs is one we will return to below.

'Overseas' conferences

At the end of the 1960s, Lee expressed the hope that, with 60 per cent of members living beyond the UK, there would not only be more and more 'non-English teachers of English' at future conferences but also that there would be a conference 'outside English-speaking territory' in the not too distant future (*NL* 13: 4). The success of the 'First Overseas Conference', as he called the 1974 Budapest conference, therefore seemed to vindicate a strategy of taking the conference to overseas members which had been in his mind for some time. Table 3.4 brings together information about the series of officially designated 'overseas' conferences, the last of which was in 1992, in Lille, France.

In some cases, overseas conferences were locally organised by a Branch of IATEFL (Athens 1981; Westende 1987), in others by the English section of a national teacher association and fellow member of FIPLV (Saint-Malo 1975, Groningen 1984), and in the case of the East European conferences (Budapest 1974, Poznań 1979) by an official organisation or association with which Lee had personal connections. The ambitious nature of organising conferences behind the Iron Curtain at this time deserves particular emphasis. There was even one further conference planned for Czechoslovakia in 1978 which did not come off. It is clear that Lee personally associated the internationalism of IATEFL—and the international reach of English—strongly with the idea of promoting 'free speech' in the Soviet bloc at this time.

Indeed, a particular commitment by IATEFL to Eastern Europe was to continue into the 1990s, as we shall see. However, the idea of taking the conference to overseas members fell from favour after 1992, partly for logistical reasons and partly because the Association had by then become so dependent on revenue which an overseas conference could not be relied upon to generate. One exception has since been made, but only so far as Dublin, in 2000—see Chapter 2. The focus has shifted overall to making an annual UK conference more accessible to participants from overseas via scholarships, the pre-conference event for Associate representatives, and—for 'remote participants'—blogging by 'roving reporters' and coverage via the IATEFL/British Council Online programme. Thus, even though the earlier commitment to planning overseas conferences lapsed, the involvement of participants from diverse countries around the world has, in many ways, been enhanced, not diminished.

Number	Dates	Location	Co-organiser with IATEFL	Approximate attendance (where known)
8th (1st 'Overseas')	1974 (April 9–11)	Hungarian Academy of Sciences & T.I.T. Studio, Budapest, Hungary	Tudományos Ismeretterjesztő Társulat (T.I.T.) [the Hungarian cultural / educational organisation]	500
10th (2nd 'Overseas')	1975 (December 28–30)	Palais des Congrès, Saint-Malo, France	English section of the Association des Professeurs de Langues Vivantes (APLV), France	200
13th (3rd 'Overseas')	1979 (April 18–20)	University of Poznań, Poland	English section of the Modern Language Teachers Association of Poland	400
15th (4th 'Overseas')	1981 (January 4–6)	Pandeion School of Political Science, Athens, Greece	Cultural Association of Teachers of English in Greece (CATE)	400
18th (5th 'Overseas')	1984 (April 25–27)	Martinihal Centrum, Groningen, The Netherlands	English section of the Vereniging van Leraren in Levende Talen (Association of Teachers of Modern Languages, Netherlands)	400
21th (6th 'Overseas')	1987 (April 12–14)	Zon en Zee holiday camp, Middelkerke-Westende, Belgium	FATEFL (the Flemish Association of Teachers of English as a Foreign Language)	800
24th (7th 'Overseas')	1990 (March 27–30)	Trinity College, Dublin, Ireland	NATEFLI (the National Association of Teachers of English as a Foreign Language in Ireland)	970
26th (8th 'Overseas')	1992 (October 23–26)	L'Ecole des Hautes Etudes Commerciales (EDHEC), The Catholic University of Lille, France		1,000

Table 3.4: Officially designated 'Overseas' Conferences

Eastern Europe and the Differential Subscription Scheme

With the fall of the Iron Curtain, from 1989 onwards, new opportunities of engaging with teachers in the former Soviet bloc presented themselves, and the energies of chairs from Alan Maley (1989–1991) to Chris Kennedy (1991–1993) and Catherine Walter (1993–1995) were largely taken up by East European affairs. According to Mike Beaumont, the committee member responsible for Branches and Affiliates between 1988 and 1992, 'when the former communist bloc opened up in 1989, we [...] were inundated with requests to help set up teachers' associations in Central and Eastern Europe, amongst other places' (email).

IATEFL's immediate response, instigated by Alan Maley, was to set up what was called the 'Differential Subscription Scheme' (DSS), which started to operate in pilot form from 1990 onwards. With Ian Dunlop as treasurer, Maley gained sponsorship from different directions, including individual and institutional members of IATEFL, with a view to enabling teachers in certain designated countries to form Branches by becoming members of IATEFL at a reduced rate (calculated as a percentage of the average secondary school teacher's salary) and in local currency.

In subsequent treasurer Simon Fenn's view (email), 'The £100k that got the DSS going really was a major achievement' and one which could not be replicated to the same extent for later schemes. Catherine Walter recalls:

The goal of £100,000 was reached sometime during my tenure as Chair of IATEFL, perhaps in 1993—I remember giving a speech at a ceremony at the British Council when this happened. (email)

It seems that there was a great deal of goodwill around at that time, particularly in relation to the countries of the former Eastern bloc, although in Alan Maley's own mind the DSS was never intended only for the former socialist states of Eastern Europe but also for poorer countries elsewhere (interview). Indeed, the scheme was initially piloted not only in Eastern Europe but in Ghana, Bangladesh, Cuba and Argentina, and then the fully-fledged scheme was set up in 1992 with about 30 countries. The scheme may not have been formally limited to former Soviet bloc countries, but it was 'overwhelmingly dominated by them' (Simon Fenn, email). Branches formed under the DSS included IATEFL Hungary (1990), IATEFL Bulgaria and IATEFL Poland (both 1991). Also, there were new Branches in Romania and the Czech Republic. All of this new activity coincided with a well-funded drive by the British Council to support the development of ELT in the former Eastern bloc, including through the establishment of networks of teachers within the English Language Teaching Contacts Scheme (ELTeCS). Leaders within IATEFL and the British Council found that their interests coincided in this area to a very large degree, and both organisations took on, to a greater extent than ever before, a strong role in helping to establish and nurture local teacher networks.

However, the DSS itself was, to some extent, a victim of its own success. A rapid increase in numbers of people joining on the basis of reduced rate memberships seems to have made the Branch system unsustainable in the mid-1990s because it needed to be so heavily subsidised. As Simon Fenn recalls,

The DSS was a wonderful and imaginative grand scheme but [...] by 1993 the fund raised by Ian Dunlop and Alan Maley was being rapidly whittled away. It was under Catherine [Walter]'s chairmanship [1993–1995] that we started to rein this in by capping the scheme and reducing the cost of the services provided to the DSS 'branches'. (email)

Indeed, by 1995 consideration was being given to setting up a further appeal and discussions were beginning which would eventually (in 2000) lead to the Wider Membership Scheme.

From Affiliates and Branches to Associates

As we have seen, the development of a new membership base via the formation of Branches and support for newly-forming independent TAs in Central and Eastern Europe took up a very large part of

successive chairs' time in the first half of the 1990s. In the course of this work, it became clear not only that the expansion of the Branch system under DSS would become financially unsustainable but also that IATEFL would need to adjust its relationship with Affiliates if it was not to be seen as a paternalistic organisation built up to further British interests. The solution lay, in part, in a name change:

It was felt that the system of asking local/regional/national TAs to pay and to be called 'Affiliate' was not appropriate, and that instead we should deal with these associations as equals—hence 'Associate' rather than the patriarchal 'Affiliate'. (Catherine Walter, email)

In 1995 the new 'Associate Scheme' was agreed on the basis of consultation with existing Affiliates. Henceforth, association was to occur under individually negotiated arrangements, the chief aim of the scheme being 'the exchange of information and expertise' (*NL* 128: 3). The new scheme was set to have a two-year trial period from September 1996 but it has remained in place, fundamentally unchanged, ever since. The same principles apply now as then: an Associate needs to share IATEFL's ethos; it needs to submit its constitution and the contact details of a number of officers; and IATEFL and the Associate reciprocally agree to free registration for one representative at their annual conferences.

IATEFL has continued to sign individual agreements with each Associate organisation specifying areas of cooperation. Being an Associate became confined to organisations with over 100 members. Another sign of a more equal relationship between IATEFL and Associates was that the latter began to elect their own representative to the IATEFL committee rather than this person being appointed. One of the incumbents of this position was Margit Szesztay of IATEFL Hungary, due to become IATEFL president in 2017.

In 1996, agreement was also reached to bring the former Branch system into the new Associate scheme, although, in most cases, this did not happen immediately—there was no desire to lose the members who were affected and a new scheme had to be devised to replace the DSS before the changeover could occur. There had been a perception for a time that leaders of some Branches had been taking advantage of free conference attendance, accommodation and meals without really promoting IATEFL, and some Branches had become inactive or uncommunicative with IATEFL. Also, IATEFL could no longer afford to support its East European Branches to the same degree as previously under the DSS. Above all, however, it had come to be seen as desirable that Branches initially nurtured within IATEFL should spread their own wings and become autonomous organisations while at the same time retaining a strong bond with IATEFL. Former branches like IATEFL Hungary and IATEFL Poland accordingly became independent associations—and *Associates* of IATEFL—in much the same way as, within the UK, IATEFL North West had earlier become NATESOL.

Some incentives in the form of conference discounts were given to TA leaders to attract new members to IATEFL. Also, a new form of individual membership—'Associate membership', now known as 'Basic membership'—came into operation, as an option for those who were members of an Associate organisation. This brought with it no SIG membership or free IATEFL books, but members under this scheme were to receive IATEFL's *Newsletter*. The cost was about half the normal membership fee but this discount was not sufficient to replace DSS in the relatively poor countries it had been covering.

This necessitated the development of a new scheme—the Wider Membership Scheme—which came into operation in 2000.

The Wider Membership Scheme

When the 1996 changes came into effect, the existing Differential Subscription Scheme did not cease, and Branches which had been founded with support from this scheme continued to be subsidised until 2000. However, preparations were underway from the mid-1990s onwards with Simon Fenn as treasurer (1993–1999) for a new scheme to replace it. This was actually agreed in 1996 but not launched until the 2000 Dublin conference, following a long period of consultation (Simon Greenall, email). According to this, Associates of IATEFL in specific poorer countries could bid for a number of memberships to be offered to individuals in their association at reduced rates (with the same benefits as Associate Members but for a lower fee, calculated in each case to make the affordability of membership comparable to that for UK-based members). It was to be funded by the same protected capital endowment fund donated to and built up since 1990 for DSS, and annually via top-ups from IATEFL's surplus.

As we have seen, the DSS had run into financial difficulties, with the amount IATEFL itself needed to contribute mounting:

IATEFL has [...] funded the scheme annually, on a non-endowment basis. The endowment was sufficient in the beginning when interest rates were high, but when interest rates fell dramatically the ongoing contribution of IATEFL from its surplus became more and more important. (Catherine Walter, email)

As Simon Fenn (email) recalls,

[The] process of capping and reducing the cost of services took us on, under Simon Greenall, Madeleine du Vivier and Adrian Underhill and with much careful consultation, to develop the WMS to replace the DSS. Looking back I think the WMS was a sustainable solution to many of the problems and I'm pleased it's still going.

Decisions about how the subsidised memberships were to be distributed were taken by an Advisory Committee, independent of the Executive Committee of IATEFL, with one element contributing to the advice being the UN Human Development Index. On this Advisory Committee were former IATEFL officers like Catherine Walter and Simon Fenn, representatives from the British Council and also people with experience of other charities; Kate Barker (since then, Dame Kate Barker), at the time a member of the Monetary Policy Committee of the Bank of England, was also a long-time member.

WMS has remained well-funded and has made a large number of awards—5,831 in total during the first 11 years of the scheme according to a review carried out by John McGovern in 2012; according to the same report, on average 13 countries participated each year during this period, with four countries accounting for more than half of all awards: India (21 per cent), Russia (13 per cent), Nepal (9 per cent) and Bangladesh (8 per cent). Occasional small grants from the Hornby Trust helped to keep the fund replenished in the 2000s, as did returns on the capital invested (initially £200,000) and

top-ups from IATEFL's operating surpluses. However, IATEFL has not reproduced the great fund-raising/membership-building venture that occurred when the DSS was set up. Perhaps this is unsurprising—for many charities fund-raising is a central activity, but not for IATEFL (except insofar as the conference is a fund-raising venture). There have been limited, relatively small-scale successes—scholarships, sponsorship of teacher training initiatives—see below—and a recent upscaling in fundraising, for example via sponsored cycle rides to the Manchester (2015) and Birmingham (2016) conferences. As yet, however, there has been nothing on the same scale as the original DSS fundraising initiative.

Finally, mention needs to be made of the Wider Membership Individual Scheme, which was launched at the Aberdeen conference in April 2007. This is different in two ways from the WMS—it has a separate funding model, and is not administered through TAs (Associates) but is targeted directly at individuals. WMIS has been based on new, individual financial contributions by existing IATEFL members—with each donation to be matched by promised support from institutions, publishers, and so on. Initially, the scheme was to focus on sub-Saharan Africa where, largely for geographical reasons, TAs are few. Countries or, sometimes, regions of a country, are identified where there is no TA but where a large (c. 20–30) number of memberships could be allocated and where such members might be a catalyst for forming a TA. For whatever reason, however, the WMIS has failed to take off, and in January 2016 there were only five members of the scheme worldwide in total. Later in the year, arrangements were finalised to use WMIS funds to offer memberships to teachers working in refugee camps, in collaboration with the British Council. Funding for both the WMS and the WMIS is 'restricted', meaning that the money donated over the years can only be used for the purposes for which it was intended.

More recent developments

The number of Associates has grown significantly since the Associate scheme began. Following on from the focus on Central and Eastern Europe in the early 1990s, Madeleine du Vivier made a point of forging ties with TAs in East Asia during her time as president; growing British Council involvement in developing TAs around the world in the twenty-first century, partly via global expansion of its ELTeCS scheme, has contributed further. At the time of writing, Associates number more than 120 and range from AATE in Algeria to ZATESL in Zimbabwe.

Following the McGovern review of WMS and a membership survey conceived by Gary Motteram in 2011, the decision was taken to focus energy on helping to strengthen TAs in developing countries via a new scheme, termed 'IATEFL Projects'. The first two projects to be awarded funding (of £1,000 each) were for virtual learning training events in 17 chapters of ELTAI in India (in 2015), and a scheme developed by CAMELTA, Cameroon, to support and motivate newly qualified teachers in isolated, rural areas of the country to stay in the profession (2016). The new scheme complements an existing initiative of the A. S. Hornby Educational Trust and represents one way in which IATEFL seems to have been assuming more and more of a charitable purpose vis-a-vis teachers in developing countries. Another has been the initiative, brokered by Carol Read, to offer joint training awards with the International House Trust and St Giles Educational Trust. These enable IATEFL Associates eligible for WMS to apply for up to 20 days of customised teacher training in their own country or region. The first

joint IH/IATEFL Training Award was won by ELTA (Albania) with a proposal for developing the skills of a group of Master Trainers.

The other area in which there has been great expansion of activity in recent years has been the provision of scholarships to attend the annual conference—see Chapter 2. The number of these reached and surpassed 50 for IATEFL's 50th conference in Birmingham.

It should also be noted that opportunities for grass-roots international networking among IATEFL members has increased enormously in the last decade or so. SIGs have been in the vanguard of arranging events outside Britain (sometimes in collaboration with Associates, to mutual benefit). Indeed, greater collaboration between Associates and SIGs at grass-roots level is something the current president at the time of writing, Marjorie Rosenberg, feels is particularly worth encouraging. Finally, the expansion of online activities in general (see end of the last chapter) has considerably extended opportunities for international accessibility of IATEFL events beyond the conference (and beyond the membership), throughout the year.

What makes IATEFL international?

In statements for the *Associates Handbook* as reproduced in Falcão and Szesztay (2006: 9) and Gómez (2011: 6), the question 'What makes IATEFL international?' is framed and answered in terms of

1. the proportion of members who live and work outside the UK—estimated as approximately two-thirds in 2006, increasing to approximately three-quarters in 2011;
2. where attendees at the annual 'international' conference travel from, and their nationalities—'approximately half [...] from outside Britain, typically representing 80 or 90 nationalities' in 2006 and 'over half [...] from outside Britain, typically representing 100 countries' in 2011;
3. the number of Teacher Associations outside Britain which are officially Associates of IATEFL (75–80 in 2006, more than a hundred in 2011, and today over 120); and
4. the availability of a Wider Membership Scheme which 'enables Associates to bid for a proportion of their members to enjoy membership of IATEFL at greatly reduced rates.' (Gómez 2011: 6)

Other salient aspects not considered in this list but which have additionally emerged from our account in this chapter include

- the extent of collaboration with other language TAs which are not focused only on English but which include English as one strand of interest;
- the degree of cooperation with other international teacher associations (FIPLV, TESOL, AsiaTEFL);
- the relative proportions of 'native' and 'non-native' speaker, or British and non-British, teachers within the membership (an aspect which has not been recorded and thus which is difficult to measure, although what can be said is that during the 1990s and early 2000s, in particular, the IATEFL leadership put enormous effort into widening membership in these senses);
- the location of the conferences and other events, and accessibility of these and of publications to 'overseas' members;
- the nature and extent of charitable activity in relation to developing countries; and
- the role of SIGs in internationalising IATEFL at grass-roots level.

A further aspect, to be considered in Chapter 5, is representation of non-British/non-native speaker teachers in governance roles.

These days, IATEFL's relationship with its network of Associates perhaps represents its strongest claim to being international. As we have seen, the existing relationship developed in an organic way and in response to the changing world environment, in directions not envisaged at all when the 'I' was added to 'ATEFL' in 1970. Indeed, as we have also seen, the *nature* or *quality* of IATEFL's relationship with other Teacher Associations internationally is an important issue which has required ongoing consideration. It is a topic we will revisit in Chapters 4 and 5.

4 IATEFL's influence

The principal aim of the association is to promote better teaching of English as a foreign or second language by concentrating on the language-learning process as a many-sided educational problem.
(1967 statement of aims, NL 1: 2)

The IATEFL Mission is to link ELT professionals; to develop an international community of professional interests; to support ELT activities at regional, national and international level. (New IATEFL mission statement, 1997)

Our mission is to link, develop and support English Language Teaching professionals worldwide.
(IATEFL mission statement at the time of writing, 2016)

In this chapter, we start to pull together the threads of the narrative and discussion in Chapters 1 to 3 to try to arrive at an assessment of what IATEFL has achieved and who it has affected over the past 50 years. One question is how far IATEFL has been able to achieve the core aim that appears in Bill Lee's original statement—that is, to promote better teaching of English as a foreign or second language. A second aim, which might be seen to be implicit in the addition of the 'I' for 'International' in 1970 and which was made fully explicit in the mission statement of 1997 and subsequent restatements of it, has been to bring teachers and others involved with ELT closer together internationally.

In order to make this history more of a collaborative, multi-voiced undertaking, and not just a reflection of perspectives of leaders of the Association, we foreground in this chapter how members and others involved with IATEFL at a grass roots level view the Association and its influence. Like any social phenomenon, a teacher association can be viewed from a relatively macro level or from the point of view of the individuals involved. We adopt both views in this chapter, reporting not only on IATEFL's wider influence but also on the Association's effect on individual lives. We start with the latter.

Members' views

In 2013 and 2014, we conducted interviews with members and other stakeholders at the annual conferences and in 2013 all members were invited to complete an online questionnaire with the main theme: 'What has IATEFL meant for you?'

An avenue for professional development

As might be expected, having opportunities for professional development, broadly conceived, was perceived to be one of the most important benefits of being an IATEFL member: most respondents had at least something to say about IATEFL's role in their professional development. Here are the voices of some members who attribute various kinds of development to their experiences in IATEFL:

Generally, my teaching has improved and so have my skills in classroom research, conference presentations and writing journal articles.

I have joined the Research and Pronunciation SIGs and gained from the professional outlook of experts in these two fields. In particular, joining the Research SIG has meant I have really felt supported with writing my MA TESOL final dissertation.

[Being an] IATEFL member to me means rich developmental experience not just by attending the conference but months and months of preparation which is mentally stimulating and professionally rewarding.

Membership in IATEFL has improved my professional development through knowledge gained from its conference, bulletins, newsletters, etc.

[I] was able to keep up to date with the latest developments/trends by attending conferences and workshops.

Being a member of IATEFL means I have regular opportunities to hear from a huge range of highly experienced teachers and specialists about how they teach and why. As a result, I can think regularly about what I do and why in the light of new ideas, good advice and different perspectives. I believe this helps me to improve my teaching and, when the going gets tough, to feel that my efforts are worthwhile. I'm sure that if I didn't have this exposure, I would lose my sense of direction as a teacher.

I was teaching at a small school. We were only three teachers in the English Department, who belonged more or less to the same age group, and shared more or less the same ideas about teaching. I wanted to broaden my horizon, learn more about innovative approaches to teaching English and therefore joined IATEFL.

There can be no doubt that over the years IATEFL has had a positive effect on many individuals' professional development and actual teaching, as originally envisaged by Lee and his colleagues in 1967.

An international community, or 'family'

Apart from appreciating IATEFL as a source of professional learning, many members expressed pleasure and comfort in the way being part of IATEFL made them feel part of a (global) community, or even 'family'. Many felt that it put them in touch with English teachers from all over the world with the same basic ideals, different though their conditions and experiences might be. The opportunity to make friends was often mentioned alongside the notions of learning from others' experiences and developing international awareness:

Getting in contact with the international world of EFL and meeting members from all over the world and exchanging ideas.

I thought, 'Oh my God this is amazing!' I had just become a DOS [Director of Studies] and there was a whole community there [at my first IATEFL conference]. [...] It gave me a community here in the UK and also internationally.

Open, friendly and more about sharing than competing with each other.

Has meant I became part of a professional community.

[It has given me] an enormous amount. I feel part of a family of professionals.

Becoming a member of IATEFL has added the necessary vigour to my academic existence. I met great people and learned from them modesty, devotion, creativity, persistence and many other notions that made of me a better person and thereby a more dedicated teacher [...]. IATEFL, as I see it, is the kingdom of teachers of English around the world.

The linking up of ELT professionals (internationally) which IATEFL has promised in its mission statements for the last twenty years has, for many members, clearly been achieved. Later on, we discuss this from the perspective of deeper levels of concern for the views and rights of teachers of English from all over the world—especially those from outside the UK.

A source of opportunity

Aside from supporting the development of particular abilities and a sense of belonging to an international network, for some, IATEFL membership may have eased the path to professional advancement, to getting known, to making useful contacts, and perhaps finding new and better jobs. For those with a commitment to volunteering, it has offered interesting new experiences within the Association and, sometimes, related career opportunities. For some, the possibilities of career development are what IATEFL has mainly meant to them:

It has enabled me to network and to be discovered. It has helped me get into publishing and leadership roles. It has given me credibility. It has also given me an opportunity to see what I am able AND not able to do.

As a volunteer I've had the chance to give something back to the profession, to get involved and help IATEFL grow, to see IATEFL grow and grow up, to appreciate the Herculean efforts of the Head Office staff each year and feel pride in my work and my chosen profession.

I gave talks which gave me the feeling of being more integrated, and contributed to a book that is being edited by someone I met last year at a PCE. All in all, IATEFL has given me the opportunity to develop professionally and meet inspiring people/colleagues.

Networking; getting new work, particularly writing work through people working in publishing.

Thus, networking and career advancement emerged from our analysis of responses as a third major actual benefit of belonging to IATEFL. This is not an aspect explicitly envisaged in the Association's mission statements but is undeniably an outcome for some individuals.

Voices of scholarship winners

The two core intentions of improving ELT and linking ELT professionals internationally lie behind the provision of increasing numbers of scholarships to attend the annual conference and some other (especially SIG) gatherings. In June 2015 we sent out a questionnaire to former IATEFL scholarship holders. There were 77 responses in all, some of which are recorded below. We asked two core questions:

- What did the scholarship enable you to do/implement when you returned home?
- What impact has winning the scholarship had in your subsequent professional life?

Some of the stories mention the impact on the teller: a rise in status, perhaps; an increase in confidence; or gaining deeper understanding. Many also show that scholarship winners' experiences were subsequently shared, meaning that benefits and influence went beyond the individual concerned:

I gained confidence to apply for [more] scholarships, something that I [had] always shied away from and I continued sharing my experience with members of INGED, the English language teachers' association in Turkey.

[T]he IATEFL Frank Bell Scholarship at Exeter in 2008 enabled me to become familiar with and pursue my studies at the University of Exeter by distance. The University has just conferred my PhD degree in Education.

Attending the ReSIG's pre-conference activities at IATEFL Manchester has greatly built up my confidence as a developing researcher. Now I realise that I'm not alone in the researching process.

Winning the IATEFL scholarship was a powerful argument to convince the school administration that some kind of input would benefit teachers and learners and bring prestige to the school. As a result, we have instigated a modest, teacher-led in-house CPD programme, during which teachers share information and practical activities. In the first session in 2013, I was able to share some of the ideas I'd brought back from Liverpool.

Since I got to attend the IATEFL conference for the first time in my life thanks to it, the scholarship enabled me to get involved in ELT activities in Malta and internationally. In Malta I took a more active role in ELT and started organising the country's annual ELT conference.

I've been able to cascade a lot from what I have learnt through IATEFL in the two schools where I am currently working and in a national teachers' conference held in my country.

I had an opportunity to give a presentation on what I learned from the conference to English teachers in Seoul and also talked about the scholarship opportunities so that more teachers are encouraged to participate in the conference.

Since I won the English Online Scholarship in 2014, it has gone a long way to improve my confidence as an educator.

First of all, it allows me to boost my professional capacity. It also made me see my capacity at international level and strengthen my confidence. When I returned home, I shared my IATEFL conference experience and the paper I presented to members of Addis Ababa English Language Teachers Association (AAELTA) and to colleagues at Adama Science & Technology University.

The press contacted me after winning the scholarship and I became better known in my town and country. Consequently, I had the prerequisites to begin a little business.

Upon returning to Brazil and to the language institute where I used to teach at the time, I was able to carry out international collaborative projects with my students based on technology-enhanced teaching ideas shared in the conference.

Associate perspectives

Links with Associates, in different forms, have had a long history in IATEFL and, given the increasing importance of this relationship, it seemed important to discover more about the Associates' own perspectives. Thus, in May 2015 we sent out a message to all Associates of IATEFL, asking if they would let us know in their own words what the link with IATEFL had meant to their members. Below we reproduce excerpts from some of the responses received.

AMATE (Czech English Teachers' Association)

The relationship with IATEFL is for us enriching and we greatly value its benefits, such as the excellent international network with other organisations and associations, support and effective communication, the possibility of joining the forums, various SIGs, links, webinars and other advantages which enable us to pass on the experience and knowledge gained not only to our members but also to other teachers in the Czech Republic.

AzerELTA (Azerbaijan English Language Teachers' Association, Iran)

Flyers and posters of the IATEFL conferences are framed and hung on the walls in a row at AzerELTA head office, from Harrogate 2010 (the year our TA became an associate of IATEFL) to Manchester 2015. Issues of the newsletter *Voices* in different colours are on the shelf, the latest issue on the table in the teachers' room. A few members are talking and reading, and some teachers are working on [...] laptops whose browser homepages have been set to www.iatefl.org. This is the way we 'go iatefl' and connect to it in an isolated country like Iran.

BRAZ-TESOL (Brazil)

Representatives of BRAZ-TESOL's board and advisory council have participated in the fruitful discussions and useful sessions on fundraising etc. at IATEFL Associates Days in the UK for several years now, acquiring important insights later shared with our own affiliates (BRAZ-TESOL Regional Chapters) all over Brazil. In addition, recent opportunities to take part in webinars organized by IATEFL have been widely advertised to our members, many of whom have participated enthusiastically.

ELTA (English Language Teachers Association Albania)

Every year a representative from ELTA attends the annual conference to stay updated with the latest teaching techniques/methods/apps and at the same time to form partnerships with other associations. Last year our association won the IH/IATEFL Training Award and we were able to train around 300 English language teachers all over the country.

FAAPI (Federación Argentina de Asociaciones de Profesores de Inglés)

Many of our members have obtained grants to attend IATEFL conferences and have socialized their experience. Those who have not attended have been able to download and share in different formats: video interviews, video sessions, hand-outs, or watch sessions held at the Conference by streaming. Likewise, we have not only had the opportunity of reading some extremely interesting articles written by teachers from different places, but we have also had the chance of participating in SIGs, a format started in Argentina in 2002 by the Buenos Aires Association, mirroring SIGs in IATEFL. At the same time, having our Annual Conference publicised in *Voices* has allowed us to achieve international visibility.

KOSETA (Korea Secondary English Teachers' Association)

KOSETA has proudly sent presenters and delegates every year to the IATEFL conference and English teachers feel honored to participate [...]. After the conference, the delegates share their experience and knowledge gained from IATEFL through the annual KOSETA workshops and brochures at the national level.

NELTA (Nepal English Language Teachers' Association)

[IATEFL] is like a bridge that connects different big and small Teachers' Associations like NELTA with each other, [and] acts as a patron for their institutional growth. [...] Teachers can get resources through the published journals, reports, and personal experiences through webinars and networks with teachers in different countries.

SPELT (Society of Pakistan English Language Teachers)

When SPELT was born, we looked at the constitution of IATEFL and for the first conference we studied the IATEFL conference proposal form and adapted it to our needs, and the logistics of the conference were worked out after reflecting on our experience of how sessions are conducted in the IATEFL Conference.

SPELT has been a beneficiary of the Wider Membership scheme and therefore has introduced IATEFL to teachers of Pakistan, who have gained through IATEFL communications, publications and webinars.

As these responses show, Associates have derived different sorts of benefit, from the use of IATEFL as a model or source of advice for structuring aspects of national or regional organisations to direct access by members to conferences and other resources. The forging of independent partnerships and links with other associations seems also to have been a frequent outcome of participation in the wider IATEFL network. Again, it seems that the two core aims of IATEFL over the years—improving ELT and developing links (internationally) among ELT professionals—have been well-served by the Associate system.

Influence on ELT overall

Aside from its 'micro' impact on individuals or specific groups, what kind of 'macro' influence can IATEFL be said to have had within ELT developments of the last fifty years? This is a difficult question to answer for several reasons: first, proper historical assessment can only occur at a remove of some time; secondly, it is very difficult to separate out IATEFL's influence on the wider field from that of other, connected ELT players; thirdly, the 'world' of ELT can be viewed either from a narrow or a broader angle. Nevertheless, we shall tentatively offer some assessments here, first by highlighting what seems to have been a relatively clear IATEFL role in the overall professionalisation at least of UK ELT, and, secondly, by considering two further phenomena—the development and diffusion of ELT innovations over the last 50 years, and the 'critical turn' in ELT since the 1990s.

The development of ELT as a profession

What can be said, first of all, about IATEFL's overall place or role in the world of ELT? One starting point could be what D. H. Spencer said in his article (1982: 13) looking back over the first fifteen years of the Association: 'With hindsight [...] what is surprising is not that the Association was started in 1967, but that it took so long after the Second World War to get round to it'. He notes that the first issue of *English Language Teaching* had appeared in October 1946—twenty years previously—and that the pre-war work of pioneers like Harold E. Palmer, Lawrence Faucett and Michael West had already laid the foundations in the UK context for a recognition of EFL as a separate discipline. As he said, 'What we should perhaps be asking ourselves is why it took 22 years, from 1945 to 1967, for an obviously needed association such as IATEFL to come into existence.'

As we saw in Chapter 1, in the late 1960s ESL/EFL teachers were not entirely without resources or recognition although these were limited and patchily distributed. The journal *English Language Teaching* already existed as a publication to keep people in touch with one another, thus beginning to build a sense of 'belonging' to an international profession, while from 1961 onwards the British Council's English-Teaching Information Centre (ETIC) offered reference library, bibliography and limited advice services in London. In the USA, a sense of profession had to be built largely through TESOL alone—whereas in the UK, from the beginning, IATEFL shared this role with *ELTJ* and the British Council—and has ever since operated closely with them. At first, the links among the three were informal (though strong), being mediated through the person of W. R. Lee himself, but, as we have seen, IATEFL's relationships with both *ELTJ* and the British Council have become increasingly formalised.

From 1960 onwards, there was also ARELS (the Association of Recognised English Language Schools), which offered training and support to its members in the UK. In 1967, the Royal Society of Arts began to validate short courses of training and assessment of EFL teachers. Nonetheless, prior to the formation of ATEFL, teachers tended to have contacts only with immediate colleagues or those working within what was perceived as the same sector of teaching, such as teaching English to immigrants in schools or colleges, the private language school sector in the UK, or the then quite small category of teachers recruited by the British Council to work in other countries. (This was before the expansion of the British Council's own Direct Teaching Operation.) Contacts between native-

speaker UK-based teachers and teachers in educational systems and institutions outside the UK were ad hoc and quite limited. It was, then, a great achievement of Bill Lee and his colleagues to take the initiative and harness pre-existing ELT institutions and networks to assist in building a greater sense of professional connection and solidarity across diverse categories of teacher.

Since then much has changed, both quantitatively and qualitatively, in the ELT world familiar to IATEFL members. There are now more journals and magazines available for teachers of English; there is a better-developed set of training and teacher education opportunities; there are more qualifications, both practical and academic; and, above all, the UK-based ELT publishing and assessment industries have expanded enormously and made huge sums of money, fostering the creation of widely used tests and course material to support effective teaching. In the latter process, writing for the ELT classroom has itself become a profession, supported by editors and publishing managers able to ensure that writers are guided in the disciplines required. UK-based teacher training has witnessed a similar expansion. IATEFL, then, has been one part of a growing overall ELT enterprise, so that the Association's influence within this wider development is not always easy to ascertain.

Nevertheless, it can be seen that a major development of the last fifty years has been the creation, in the UK context and beyond, of a perception of ELT as an international *profession*, including the idea that native-speaker teachers need qualifications and continuing professional development in order to teach English effectively. Any profession needs an association, and even though it has never taken on an accreditation role, IATEFL has certainly been an important influence in this overall process of professionalisation:

As to the impact of IATEFL on the profession, I think that it has been a very significant presence. Without such an association, a profession like ELT lacks a forum for professional exchange and a means of signalling its status, as a 'serious' profession. (Ron White, memoir)

[IATEFL has] helped to define the profession in the UK, and overseas from a UK perspective, although 'the profession' outside the UK is obviously very different from that within the UK. (Jenny Pugsley, email)

At the same time, as we have seen, IATEFL has itself professionalised, becoming more and more business-like in its operations, particularly over the last 20 years of its 50-year history. Together with other major players including, but not confined to, the British Council, *ELTJ*, universities (via their ELT research, MA qualifications and EAP provision), training providers offering RSA/Cambridge and Trinity College qualifications, publishers and testing agencies, IATEFL has helped provide UK-based ELT with a valuable imprimatur of quality and professionalism around the world.

ELT innovation

Returning to Spencer (cited above), and his puzzlement about what he saw as the relatively late establishment of IATEFL, one explanation could be that, despite the pre-existence of *ELTJ* and of a tradition of involvement in ELT overseas, mediated latterly by the British Council, until the 1960s there had not been much of a home-grown industry in the UK. Thus, a major factor explaining why ATEFL was formed in the late 1960s was the development of UK-based ELT during that decade. In the 1960s there were

growing numbers of language school students, immigrants, and university students coming to the UK from overseas, and the decade saw investment and growth in UK-based book publication, language assessment and both practical and academic teacher training. It seems to have been the rise of TEFL (both direct teaching and support industry) within the UK which gave ATEFL the base of membership, volunteerism and conference participation it needed to get going in the late 1960s and the 1970s.

From the mid-1970s onwards, the growing UK-based enterprise developed a new-found confidence centred on the overall, innovative development of a communicative approach to language teaching, a phenomenon which saw unprecedented collaboration among academics, publishers, innovative teachers in language schools, and parts of the British Council (especially, the English Language Teaching Institute (ELTI) in Portland Place). Until then, the dominant approach in UK-based ELT—deriving from the pre-war tradition alluded to by Spencer (*ibid.*)—had been situational language teaching. (See Smith 2005.)

IATEFL as a body cannot really be said to have been influential in the early development of learner-centred or communicative ideas, although some presentations at the conference did reflect the new thinking, in content if not in form—hence Michael Swan's 1975 objections to the format of presentations as described in Chapters 1 and 2. Early committee members were already firmly established in the wider field and mostly their experience had been overseas, for example in various British Council posts, or in teacher education for teachers from overseas at the Institute of Education, University of London. Thus, they were aligned with the older, relatively teacher-centred, situational tradition. There was no non-native speaker representation on the committee at all until the mid-1980s—indeed, Lee was later to record this as one of his greatest regrets (*NL* 115: 10). However, he and other early committee members set great store by the needs of non-native speaker English teachers in public education systems overseas. In 1979, Peter Strevens was even reported at one committee meeting as having said to Bill Lee that 'ARELS teachers' of his acquaintance (i.e. those teaching in schools which were members of this association for UK language schools) reported finding little in IATEFL of relevance to them, feeling it was 'mainly for the 'Third World' [*sic*] and Eastern Europe' (committee meeting minutes, 21 September 1979).

Although Frank Bell and John Haycraft, founders of the Bell School (Cambridge) and International House (London), respectively, had been elected to the committee in the second half of the 1970s, it was only with the 'insurgent' AGM of February 1982 described in Chapter 1 that figures directly associated with the development of communicative language teaching in the UK (Chris Brumfit, Chris Candlin and Marion Geddes) became committee members, and by then the 'communicative revolution' had been in full swing for some years. The same kind of transition had, as we have seen, occurred when Lee stepped down from editing *ELTJ* itself the previous year, following which he was vocal about the way the journal was, in his view, neglecting the interests of non-native speaker teachers overseas in favour of what Holliday (1994) was later to describe as 'BANA' (British, Australasian, North American) concerns.

Whereas IATEFL had not, then, been particularly influential in the early development of communicative language teaching—probably *the* major methodological innovation of the last fifty years—the changes of the mid- to late-1980s saw leading applied linguists, creative teachers and innovative publishers being given the exposure at conferences they had not previously enjoyed, while relaxed

rules on commercialism allowed their academic and textbook publications to be explicitly advertised for the first time.

As we have already seen, the second half of the 1980s was, therefore, a period of great creativity and change within IATEFL as new people and interests got involved, producing new-look conferences and newsletters, and developing the SIGs via face-to-face meetings. There was in fact a complete shift in many aspects of IATEFL as representatives of UK universities, language schools and publishers expanded their influence within the Association. Among the new people in charge, practice-oriented academic leaders like Peter Strevens, Chris Brumfit, Ron White and Gill Sturtridge were prominent, but increasingly there were also new creative energies coming from the commercial worlds of publishing and the private language school sector—as we saw in Chapter 2, the leadership of the SIG movement was, initially, very much UK language school based. There was a strong focus on what was new as distinct from pre-existing tradition and practice, starting with arrangements for governance and the conference, then the *Newsletter*, and extending into the development of SIGs. *Innovation*, then, was a hallmark of the changes which occurred, whereby the new ethos of British ELT came to have fuller expression within IATEFL. For those involved in the regeneration of IATEFL, this was certainly perceived as an exciting time. As we shall see, however, aspects of the overall shift were not welcome to all, in particular some vocal non-native speaker teacher members.

Before we take further account of such critical views, however, it is important to emphasise that IATEFL did, following the injection of new energies in the post-Lee era, come up with some clearly identifiable innovations which were subsequently influential beyond the Association itself. These tended to emerge from within SIGs, which became a major powerhouse for innovative thinking within IATEFL. Indeed, two of the earliest SIGs (see Chapter 2) were specifically named after innovative approaches or goals—teacher development and learner independence. The notion of teachers taking control of their own development throughout their career has certainly become more widespread as a result of TDSIG's activities, as Donald Freeman (2009: 13) has acknowledged. Also, when the Learner Independence SIG was first set up in 1986, this was perhaps the earliest organised expression of ideals which then spread internationally within language teaching more generally. (In acknowledgment of developments in international usage the SIG then changed its name to the 'Learner Autonomy SIG' in 2006.) The networking that various SIGs have engaged in with outside associations and with associates has been one way in which IATEFL's influence has considerably extended beyond the membership, as has its expanding list of publications—itsself largely a result of innovative work within SIGs, as we saw in Chapter 3.

Organised by the Teacher Development SIG and the Research SIG, the Teachers Develop Teachers Research (TDTR) series of conferences has already been extensively referred to in Chapter 2. These conferences firmly established the notion that teachers can engage in research, a notion which the Research SIG has continued to promote internationally in more recent years. The Learning Technologies SIG (previously Computers SIG, founded in 1987) has also been at the forefront of developments which then took off more globally. It has been a home for some of the most innovative and subsequently best-known practitioners in the field, as has, for example, the Young Learners & Teenagers SIG.

Other ways in which SIGs have made significant contributions to the general improvement of ELT may particularly be seen in those groups in which the development of substantial linguistic or techni-

cal know-how is a focus or a foundation for activities, the Pronunciation SIG (PronSIG) and the Testing, Evaluation and Assessment SIG (TEA SIG), being good examples of this. These groups tend to provide an invaluable service in linking the academic and teaching worlds. The SIGs are, in a way, IATEFL's research 'arm' in the absence of an overall research strategy or research journal such as those that exist within TESOL.

At the same time, innovative groups independent of IATEFL have found IATEFL itself a good place to promote themselves and spread their influence, sometimes in cooperation with SIGs—SEAL (the Society for Effective Affective Learning) was an early example of this at the 1985 Brighton conference, and the Learning Technologies SIG, indeed, began life as just such a group (MUESLI). Recently, the 'C' Group, which focuses on promoting creativity in ELT, and the Fair List, set up by former IATEFL president Tessa Woodward to promote gender equality in conference speaker line-ups, are two more groups which have organised their own sessions at the annual conference and thereby drawn attention to their concerns.

As indicated above, the ELT world is highly integrated and it therefore makes little sense, usually, to try to attribute the 'birth', 'invention' or 'discovery' of a teaching approach or even a classroom technique to a single person or group or to say that a particular organisation should have the main credit for nurturing it. Although many who have contributed useful ideas to the profession have good reason to thank IATEFL, they may equally find it hard to quantify the credit due. New ideas or ways of looking at teaching and teacher education may first be aired through IATEFL but they are then just as likely to be further disseminated through publications such as *Modern English Teacher*, *ELT Journal* or *System*, by means of books or, these days, via a blog or other kind of website. One undoubted IATEFL 'first', however, was Scott Thornbury's 'Dogme' manifesto (Thornbury 2000). At a time prior to invention of the 'blogosphere', when important issues were often finding their first expression in the *Newsletter*, this is where the Dogme approach—also known nowadays as 'Teaching unplugged'—started life. 'The article precipitated a small flurry of emails between people who read it, which in turn generated [an] online discussion list' (Scott Thornbury, email), though the ideas were then developed independently of IATEFL.

IATEFL's particular strength over the years seems to have been the way it provides forums, in print, face-to-face at the conference or at SIG events, or, increasingly, via social media as well as webinars and online conferences, for the dissemination and discussion of new ideas and practices which, more often than not, have their origins elsewhere. This strength is traceable from the very beginning of IATEFL's history, in the discussions of conference papers so carefully recorded in the early issues of the *Newsletter*, and it can still be seen, for example in the social media traffic generated by some recent conference plenaries (Sugata Mitra's in 2014 having been a particularly prominent example), even when the discussions in question no longer 'belong' to IATEFL.

Disseminating new ideas and practices

Even if, with some notable exceptions, IATEFL has not itself been particularly instrumental in the development of new ideas, it has increasingly played an important role in helping to spread them. As Ron White suggested to us,

An association such as IATEFL is [...] a significant means of disseminating new ideas and practices, vital in the management of innovation. (memoir)

This seems to echo the idea, first expressed by Bill Lee in his statement of objectives for the Association, that it is IATEFL's business to 'promote better teaching of English'. Or, as Bruce Pattison put it even more strongly in his 1984 report, 'The Association's purpose is to improve the teaching of English, and that can be pursued only in a missionary spirit' (*NL* 82: 15).

After the initial development of communicative language teaching in the UK, it was spread worldwide during the 1980s and 1990s via the efforts of publishers, academics, the British Council, and so on, and many governments began to take up communicative goals. IATEFL, initially, played next to no role in this spread but, as we saw in Chapter 3, it has been increasingly active internationally during the second half of its fifty-year history. This has gone together with global developments: the opening up of access to Eastern Europe after the fall of the Iron Curtain, the growth of economies outside North America and Europe, globalisation in general, the development of ICT and international mobility, and, related to all of these, a significant expansion in market demand for English teaching and associated products and services around the world. The increasing internationalism of IATEFL has meant that more members have had access to new ideas, while the Association's global reach has expanded through the Wider Membership Scheme and through support for the formation and development of teacher associations in many different countries, which have been brought into the overall IATEFL-centred network of Associates.

In the second half of its history, then, IATEFL may have had a particularly important influence worldwide as a vehicle for the dissemination of new ideas, to its own members in the first instance, but also to others via Associates, including by means of the supply or recommendation of conference plenary speakers, or simply by the way Associate representatives will often identify speakers for their own conferences during their stay at the IATEFL conference. (See the Associate representatives' comments quoted above.) There has also been important influence on the way other English language teacher associations constitute themselves: along with the British Council and the Hornby Trust, IATEFL has engaged in several projects to help fledgling and better-established associations manage their affairs more effectively. For a relatively critical perspective on such efforts, though, see MacKenzie and Padwad (2012).

Annual statements made these days by IATEFL to the UK Charity Commission make clear that, in addition to meeting the professional development needs of its members, IATEFL has a continuing mission to reach the wider ELT community, including many non-members, through

- an online live-streaming of our annual conference open to all (60,000 plus audience);
- making our monthly webinars and web conferences available to non-members;
- many of our SIG discussion forums and webinars being open to all;
- an open social media site with over 12,000 members;
- IATEFL Projects, and joint training awards open to other teacher associations;
- an expanding scholarship programme, so that deserving teachers can become active in our annual conference, SIG events and online courses; and
- practical assistance to those who want to establish their own local Teachers' Association.

(IATEFL's mission, goals and practices' document, updated 17/02/2016, IATEFL website)

The leaders of IATEFL take its 'public benefit duty' as a charity very seriously and both this and the potential offered by the internet have enabled the Association to reach more and more people internationally in recent years. IATEFL's influence in disseminating innovative ideas and practices has therefore increased, as ELT has become an industry with an increasingly global reach, and as IATEFL's own charitable and international remit has expanded.

The 'critical turn' within ELT

If the main wider development in ELT during the first half of IATEFL's existence was the emergence of communicative ideas and practices, the second 25 years can perhaps be characterised, above all, as a period of *critique* regarding assumptions that the best models and methods for English teaching should be native-speaker based and 'BANA' derived (Holliday 1994). At the same time, the period has seen an unprecedented rise in opportunities for ELT providers around the world. How, then, has IATEFL navigated this tension? Has the Association contributed to or been influenced by 'critical' work? Or has such work largely passed IATEFL by?

The major curtain-raiser for the critical movement in ELT can be taken as the publication in 1992 of Robert Phillipson's *Linguistic Imperialism*, exactly half-way through IATEFL's 50-year history to date. (This was also the year in which Péter Medgyes, the founding president of IATEFL Hungary, published a ground-breaking article in *ELT Journal* (Medgyes 1992) which asserted the strengths of non-native speaker teachers, while two further books heralding a 'critical turn' in ELT—by Holliday (1994) and Pennycook (1994)—were published just two years later.)

Phillipson (1992) himself hardly mentions IATEFL, instead targeting the British Council for its promotion of a number of 'fallacies' about English language teaching which have tended to bolster the notion of native speaker expertise. This omission could be partly because, at the time (the late 1980s) when Phillipson was writing the doctoral thesis which later became *Linguistic Imperialism*, IATEFL had not yet gained the relatively prominent role in helping to diffuse ELT innovation that it has since assumed. Indeed, as we shall now see, the late 1980s were also a time when some critical voices were being raised within IATEFL, and when the direction the Association subsequently travelled in (by and large, towards greater diffusion of BANA ideas and practices) had not yet been determined.

There were some prominent and vocal advocates of non-native speaker interests within IATEFL around this time, including Arthur van Essen, Professor at Groningen University in the Netherlands. As we saw in Chapter 1, he had been elected to succeed Peter Strevens as chairman in 1987 but was prevented by ill health from taking up this role.

van Essen felt encouraged to express some of his critical perspectives in a plenary at the 1988 Edinburgh conference on the 'Continental [European] contribution to ELT, past and present' (cf. van Essen 1989). This plenary, van Essen (2005) later explained, was a riposte to a talk about British and American traditions in ELT given by IATEFL Chairman Peter Strevens two years earlier in which, according to van Essen, Strevens 'appeared totally unaware, or pretended ignorance, of the existence of any ELT tradition outside the native-speaker ones' (para. 4).

van Essen's plenary was therefore an early sign of a rising trend towards a critique of the dominance of BANA models of excellence in the field of English teaching, but it proved to be not very influential

within the Association as a whole, due to the overall strong push in the immediate post-Lee era towards greater promotion of UK expertise. (See previous section.) Indeed, in a paper published some years later, van Essen (2005: paras. 2–3) described the ethos of the 1986–1987 committee he had been a member of as IATEFL's vice-chairman in the following negative terms:

My colleagues on the Committee were nice people, predominantly native speakers [but, for the most part, theirs] were views that I would call 'anglocentric'. Their attitude to ELT was largely 'businesslike' (this to be taken literally). [...]

In the beginning of my being a committee member I would often come away from a meeting downhearted, appalled by what had been going on backstage, in terms of what I came to view as 'neo-colonial politics'. Things that had been decided at committee meetings would often be subverted or reversed in-between meetings, when such decisions were perceived by the British members as conflicting with British cultural (i.e. commercial) interests.

In his article, van Essen links what he perceived as increasing commercialism with his eventual departure from IATEFL, and that of several other eminent European language educators, to form their own association:

I should add in extenuation that most of the Brits on the committee were either self-employed or were employed by private language schools, so that they had a commercial axe to grind. There is nothing wrong with that of course. One has to make a living after all! What was wrong with it was that it was not overt. The non-natives on the committee were mostly teachers at European state schools with a guaranteed income. There is nothing wrong with that either. But in that disparity lay the problem! Eventually it led to the non-Brits leaving the committee and setting up their own association: *NELLE* (i.e. *Networking English Language Learning in Europe*), in 1989. By that time all naivety had left me, I too had come to see English as a global commodity. And I didn't like that at all! (para. 2)

From one point of view, then, there were opinions expressed within the IATEFL leadership in the late 1980s which prefigured Phillipson's thesis and which showed that IATEFL had the potential, at least, to move in a critical direction. However, the momentum of change at that time was *towards* BANA interests rather than away from them, and the disaffection and departure of leading non-native speaker teacher educators (including Hans-Eberhard Piepho and Christoph Edelhoff from Germany) to form *NELLE* was a clear sign of this. This new organisation was founded

as a fairly informal initiative to prepare for the 1992 European Union, a Europe without boundaries, with attention focused on the position of English as an international language, as a *lingua franca*, as a means of international communication. (Goethals 1997: 57)

While non-native speaker teacher and continental Western European interests may have been somewhat neglected in the context of new UK- and US-focused priorities in the immediate post-Lee period, this was to be partially compensated for, as we have seen, by a rising engagement with

teachers in Central and Eastern Europe from around 1990 onwards, and subsequently with teachers further afield via various widening participation initiatives. Nevertheless, at the time of writing, there has still been only one non-native English-speaking president not based in the UK, and relatively few committee members originally from outside Britain or the USA. (Notable recent exceptions have been former Treasurer (2008–2013) Amos Paran, who began his career as a secondary school teacher in Israel, and Zeynep Ürkün, the Honorary Secretary of IATEFL since 2011, from Turkey.) The picture has been relatively variegated where coordinator and committee roles in SIGs are concerned, and perhaps this is one reason why there has been no equivalent within IATEFL of TESOL International Association's influential, 20-year-old non-native English-speaking Teachers' Caucus/Interest Section (Kamhi-Stein 2016).

Nor have the relationships with national multilingual associations for western European teachers which Lee had cultivated within FIPLV ever been revived: most associates of IATEFL are, these days, single-language associations which bring together English teachers from across sectors within a particular country but which do not involve teachers of other languages. Issues of the role of L1 in English teaching, and, indeed, of the responsibilities of English teachers in relation to the maintenance or decline of other languages have hardly even begun to be addressed.

On the other hand, over the last 25 years it can be said that IATEFL *has* been at the forefront of discussions relating to the 'ownership' of English, and not impervious to calls for methodology to be better-adapted to local social contexts, even as—rather like and sometimes in tandem with the British Council—it has facilitated ever-greater diffusion of 'centre' ideas, products and services via multipliers like webinars, IATEFL Online, the Associate network, teacher training projects, and so on. Thus, in a 1988 report, Nolasco (*ELTJ* 42/3: 232) was quite prescient in seeing the Edinburgh conference of that year as a watershed in 'institutionalising' a growing awareness and acceptance of English as an international language. This was the theme of a plenary talk by Alan Davies which drew attention to the intrinsic value of 'international' varieties of English. Taken alongside the BBC debate on 'This house believes that Language and Culture can be divorced', featuring Braj Kachru (of World Englishes fame) and the Kenyan writer and language rights activist Ngũgĩ Wa Thiong'o, as well as David Crystal (later to be IATEFL's Patron), these talks gave, according to Rob Nolasco (*ibid.*), 'clearer evidence than ever before of a challenge to the traditional dominance of the UK and the USA as centres of excellence'.

Where revision away from native-speaker models of English (as opposed to native-speaker models of ELT methodology) is concerned, IATEFL could indeed be said to have been relatively cutting-edge and possibly influential. Neither Lee nor Strevens was in the Randolph Quirk camp (for example, Quirk 1985) which favoured keeping a centralised, global standard—instead, they were both adherents of what Clifford Prator had called 'the British heresy in TESL', in other words 'the idea that it is best, in a country where English is not spoken natively but is widely used as the medium of instruction, to set up the local variety of English as the ultimate model to be imitated by those learning the language' (Prator 1968: 459). Promoting RP or 'the Queen's English' was never part of the IATEFL ethos.

In the mid-1990s, in the same IATEFL tradition of scepticism with regard to monolithic linguistic norms, Jennifer Jenkins first shared results of her research into English as a lingua franca pronunciation in the Pronunciation SIG's newsletter, *Speak Out!* (Jenkins 1996), and the positive reaction encouraged

her to make the research into a book (Jenkins 2000; cf. Vaughan-Rees 2014: 5). Jenkins' research had built on a ground-breaking previous article in the same newsletter by Bryan Jenner (1989), 'Teaching pronunciation: the common core'. Alongside Thornbury's Dogme movement, the early work on a 'lingua franca core' for English pronunciation can thus be counted as a further 'first' for (having been nurtured within) IATEFL.

In this general climate of flexibility with regard to English language norms, Henry Widdowson had also taken the critique of native-speaker norms in a *methodological* direction, prefiguring Holliday (1994) when, at the 1993 Swansea conference, he gave the Peter Strevens Memorial Lecture on 'The ownership of English'. Provocative as ever, Widdowson neared the end of his plenary with the following thought:

IATEFL is, by name[,] an association of teachers of English as a foreign language. But paradoxically enough, English is not a foreign language at all for those who are most assertive about how it should be taught. One would have thought that those people who have experienced English as a foreign language might have some claim to authority in the matter. (1993 Annual Conference Report: 9)

At different times, N. S. Prabhu, B. Kumaravadivelu, Adrian Holliday and Suresh Canagarajah have all given plenary talks which have been critical of the notion that native speakers necessarily know best where ELT methodology is concerned. Over the years, there has been a degree of commitment by some presidents to the idea that some at least of the plenary speakers invited in their time of office should have such a 'critical' edge. (See Appendix 3.)

It would therefore be untrue to say that IATEFL has had no role in the promotion of critical thinking, or of critical influence, with regard to methodology. As a vehicle for the diffusion of new ideas it may indeed have played something of a role, at some points, in influencing the profession in a critical direction. Reflecting the end of certainty brought about by the 'critical turn' of the last 25 years, IATEFL's official mission is no longer overtly to 'improve' English language teaching but is now simply to 'link, develop and support' ELT professionals. Nevertheless, in practice, as we have seen, the overall momentum of change since the mid-1980s has been towards more diffusion of ideas and practices from the 'centre', even when the ideas themselves have, sometimes, appeared to be relatively 'critical'.

Conclusion

IATEFL's part in 'making a difference' for individuals, and a difference for what they perceive as the better, is very clear from the voices represented in the first part of this chapter. Whether IATEFL has made a difference more broadly in the profession as a whole and, if so, what kinds of influence it has had, is a more debatable and difficult question, and the answers we have suggested in the second half of this chapter can be no more than tentative ones. While celebrating IATEFL's beneficial effects on those it has touched, and while recognising that its influence extends beyond its immediate membership, we should acknowledge, too, that the 'world' of ELT often referred to in this chapter is far from contiguous with the majority of English teaching around the physical world (in public education systems, especially), which has remained largely unaffected by IATEFL's existence.

5 IATEFL in perspective

From a broad perspective, IATEFL's history to date has witnessed the end of the Cold War, the birth of new nationalisms and the rise of religious fundamentalism; the growth of economies in Asia, increasing globalisation, and four world recessions (mid-1970s, early 1980s, early 1990s and late 2000s); continuing climate change and pressure on world resources, and a momentous, still ongoing ICT revolution. The UK, where the administration of IATEFL has been based throughout, has been through significant political and economic shifts of its own, from managing the end of Empire via Commonwealth relations, entry to the Common Market and a growing focus on Europe and, as we finished writing this book, the referendum vote to leave the European Union ('Brexit'). It has witnessed demographic shifts, growing ethnic diversity and alterations in governance through a process of devolution. There have been significant cultural changes, too, as old ways of conformism and deference to authority started to give way in the 1960s to a period of social critique and apparently greater tolerance of diversity.

The development of IATEFL has been informed by many of these changes. The end of the Cold War, for example, led—as we have discussed earlier—to concerted attempts to support the formation of Branches and Affiliates in Eastern and Central Europe, which contributed, in turn to the establishment of the Wider Membership Scheme and the development eventually of a more equal relationship with Associates. Both globalisation and the accompanying ICT revolution have brought new opportunities for expansion of IATEFL membership and SIG activities: Associate relations and other forms of contact have developed in previously unreached parts of the world, with IATEFL scholarships, projects and teacher training interventions being targeted, in particular, at those countries which previously had very little access to what IATEFL has to offer. Finally, the shifts which occurred in IATEFL during the mid-1980s towards a more informal, interactive, participative ethos can be seen as a rather belated assertion of the kind of egalitarian thinking which had arisen more generally in 1960s Britain.

Clearly, IATEFL has been and will continue to be subject to influence from wider political, economic and social forces, in ways which are unpredictable. At the same time, there have been internal trends, continuities and tensions which might indicate possibilities for IATEFL's future. With this in mind, in the rest of this chapter we offer some concluding perspectives on the topics covered earlier in the book—the organisational development, major activities, publications, outreach, and influence of IATEFL.

Continuity and gradual change

As we have seen, IATEFL has always been an association primarily set up for the support and benefit of its members. However, at the beginning this was accompanied by an extremely ambitious stated aim: to 'promote better teaching of English as a foreign or second language'. It should be remembered

that the founder, Bill Lee, in the very early years of the Association, seemed to see ATEFL as having the potential to influence, or at least connect with UK government policy. This was then left behind in favour of developing a more international, and increasingly global, focus. Over the last 20 years, IATEFL's stated mission has been less explicitly forceful, but increasingly non-members as well as members have benefited from support, professional development and interrelationship opportunities. Even if not originally intended, this indirect and international approach has arguably turned out to be an effective means of working towards the 'better teaching of English', though what 'better' means has, of course, become increasingly open to question.

Whatever its stated aims, IATEFL has generally seemed to adapt quite organically to new opportunities, pressures, enthusiasms and the perceived needs of the day. New functions and ways of working have accrued along the way, developments towards the present Associate arrangements and the growth of the SIG movement being major cases in point. IATEFL Online and the web-conference are other, more recent, examples.

With regard to membership, numbers have grown, but not spectacularly, over 50 years, and concern about membership numbers has been a constant theme. However, while the Association may not have expanded greatly in membership terms, it has expanded its wider influence via diverse outreach initiatives—see Chapters 3 and 4. It has also become more varied in membership types (Chapter 1) and core activities (Chapter 2) while remaining recognisable as essentially the same organisation.

Indeed, there are identifiable threads of continuity throughout the history. The conference and regular *Newsletter* have been central since the very beginning and, since 1985, SIGs have additionally provided members with activities and publications to match their particular roles and specialities within the profession.

So far, these central activities have been enhanced by new developments, such as the growth of online media outlined in Chapter 2. There have been important changes in aspects of the annual conference such as diversification of presentation formats, online access, and increasing prominence of both commercial concerns and plenary speakers; in addition, there has been greater concern for gender equality and, to some extent, diversity of national backgrounds when it comes to the choice of high-profile presenters. Since the decision was taken not to hold further IATEFL conferences outside the UK, the SIGs—with their joint and solo conferences held in other countries—have kept up the international momentum in organising substantial professional gatherings of IATEFL members in other parts of the world. More recently, webinars have extended the range and frequency of professional development opportunities for members. The *Newsletter*, although retitled, redesigned and no longer devoted to summaries of conference presentations, remains—at the time of writing—a vital element of the Association's identity, whether it comes to members in hard copy through the post or, increasingly, in electronic form. The *Newsletter* has, of course, been joined by other means of communication—the *eBulletin*, social media such as Facebook and Twitter, and the newsletters of the individual SIGs, which for many members these days may carry the most interesting content.

Another area of stability and broad continuity has been the contribution of Head Office staff, not only as the first port of call for all members with enquiries and problems but in their guidance and support of the Trustees and the many other volunteers who make IATEFL's activities possible. Particularly

in recent years, there has been a stable workforce, with steady growth in areas where new functions brought the need for recruitment. The premises in Faversham, although a bold departure in terms of being purchased rather than rented, also offer the prospect of relative stability since they are custom-designed and for the first time, spacious enough to be suitable for IATEFL's needs, including adequate working space and room for meetings and storage.

In terms of the volunteers who run much of IATEFL's work, as we have seen, although changes in leadership at regular intervals are nowadays seen as healthy, systems of rolling committee membership and of overlapping periods of office for presidents and vice-presidents have been introduced to ensure that accrued wisdom and information is passed on. It seems probable that these and other aspects which have maintained their prominence or evolved gradually over the years will continue to develop according to need while remaining essentially the same.

Tensions and possibilities

In addition to the influences of external events, the relatively organic changes and the areas of internal continuity illustrated above, there have been tensions leading to internal debates which have, in the past, produced some noticeable and relatively sudden changes. There may, of course, be similar ruptures in the future.

Thus, in Chapters 1 and 2, we discussed attempts from 1984 onwards to open up leadership roles to a greater variety of members. Gender balance in leadership has become better adjusted, although the relative dominance of male office holders seems to have continued for some years into the post-Lee period. Things began to change after Gill Sturtridge took on development of the SIGs in 1985, and consciousness of gender issues was enhanced by the election of the first woman president in 1993. However, the position concerning nationality, residence and/or ethnicity within committee membership is more difficult to balance. SIGs have seen considerable involvement of non-UK based members in their committees but the preponderance of UK-based and/or native-English-speaker members on the Board of Trustees seems relatively unchanged. This has come in for explicit criticism by some but overall seems to be a position accepted by many, possibly because of the practical and legal necessity for the Association to have a fixed geographical base for its administration and the fact that the Head Office has always been situated in the UK. However, this is not to say that, with increased efficiency of international communications via Skype and other internet-based means which lessen the need for expensive and time-consuming travel, the dominance of UK-based or native-speaker office-holders will be extended indefinitely into the future.

All the above highlights the issue that IATEFL is still highly dependent on the work of volunteers. In this, as in many other areas, it contrasts strongly with practices within TESOL, with its greater degree of management by salaried officers. This is, however, a possible source of strain within the Association. Many members are keen and willing to participate in creative tasks such as editorship or contributing to training sessions, and its spirit of volunteerism—as well as the way it develops the skills of volunteers—could be viewed as a particular strength of the Association. However, not many members can contemplate taking on major offices since they are so time-consuming and carry so much responsibility. Standing for office is particularly difficult for freelancers, and most presidents, in particular, must surely face a drop in their earning activity while in office.

As an association for which a subscription is payable, IATEFL needs to offer services to its members, and it will be clear from the preceding four chapters that these services have been expanding and, many would say, improving in recent years. At the same time, it is also a charitable trust and as such needs to demonstrate that some of its activities are also of benefit to the public at large. For many activities and publications, modern technology makes wider sharing of content possible at low or no extra cost. However, the issue then arises of the degree to which non-members should benefit from what members have paid for. Indeed, with so many professional development opportunities being made increasingly available online outside the Association for free, by publishers and the British Council as well as by IATEFL itself, there is some concern that membership of IATEFL may decline if more is not made available exclusively to members. At the time of writing, different groups within IATEFL are evolving their own solutions to the dilemma of how open to access events such as webinars or resources such as SIG websites should be, and how much should be reserved for members alone.

Finally, the issue of the influence that IATEFL has or aims to have on the wider world was raised in Chapter 4. TESOL and IATEFL have developed differently in this respect. Both organisations have an officially-recognised international outlook but TESOL also operates within the USA as a pressure group and occasional policy consultant to government, whereas IATEFL does not fulfill the same role in the UK.

It might, in hindsight, be considered regrettable that, as outlined in Chapters 1 and 3, formal and informal links with FIPLV—so important to IATEFL at the outset—dwindled after Bill Lee left office in 1984. With this, there was a decline also in the potential for links with teachers of other languages and for IATEFL to have an impact on international policy (for example via the Council of Europe or UNESCO). Failure to maintain these relationships could be seen as a sign of a too narrow, possibly ‘native speakerist’ focus on the instrumental role of English, as criticised in the late eighties by van Essen. (See Chapter 4.) But there are always possibilities of revival.

Indeed, the issue of influence has been taken up recently in other ways. There seems to have been a growing sense that IATEFL could and should seek to have more weight in political matters, and be prepared to make statements. Strong opinions have been expressed on both sides of this debate—we saw in Chapter 2 that social media discussions at a non-official level can become quite heated. On contentious issues, the Association itself tends to stand back even though some within it think that such neutrality is in itself a political act. As one contributor to a Facebook strand (Martin Eayrs) put it:

We have members and associate members from many conflict zones; would it be politic, would it be fair to support one of these against the other? [...]. I don't accept that IATEFL's behaviour or lack of action in this respect is pusillanimous, and would rather characterise it as prudent and respectful of the sensitivities of its members: we are a registered charity, not a political agitprop group. (post in IATEFL Facebook group, 4 August 2014)

IATEFL's relatively neutral stance on such issues has been reinforced by a recent statement, uploaded to its website on 17 February 2016, regarding 'IATEFL's mission, goals and practices':

We oppose discrimination of any kind in ELT, including any based on ethnicity, gender, religion, first language, country of origin, sexual orientation, special educational needs and disabilities.

We do not, however, get involved in specific campaigns and issues at a local, national or international level and do not favour or prioritise the needs of one group of teachers over another. Our aim, therefore, is to provide a forum where educators from anywhere in the world can come together to learn from each other and to offer mutual professional support.

Set alongside this, it is interesting to note Lee's own opinion, expressed in 'As it seems to me now ...', his piece in *ELTJ* in 1992, at the time of IATEFL's Silver Jubilee. The role of an English language teacher association is, he said:

to consider and discuss both theoretical and practical aspects of foreign-language teaching in all their variety, and to bring teachers into contact with one another—locally, nationally, internationally. But also, I believe, to encourage research projects and, separately, to make recommendations on language teaching to higher authority, national and international. This is not done enough; big international associations should seek to establish an active relationship with bodies such as the Fédération Internationale des Professeurs de Langues Vivantes, the Council of Europe, and UNESCO, so that generally-agreed views on the advancement of foreign-language teaching can be publicized more effectively. (Lee 1992: 11)

The importance of IATEFL and other teacher associations

The few previous studies of the history of ELT and its role in the global context are disappointingly sparing in their discussions of IATEFL or other teacher associations. Howatt and Widdowson (2004), for example, devote only one short paragraph (p. 246) and a footnote (p. 372) to IATEFL. It is notable, too, that IATEFL is mentioned only once in Phillipson's (1992) critical work, in the context of remarks made by Peter Strevens at an annual conference. (See Chapter 4 for our own discussion of these and Arthur van Essen's critique of them.) The issue may be not so much the lack of significance of IATEFL to these writers, but the fact that until recently (see Paran 2016) teacher associations have somehow fallen under the radar of researchers in general. This book has been one attempt to remedy the situation.

As we saw in Chapter 4, IATEFL has had considerable value and importance in the lives of those it has touched, even though its wider impact is more difficult to quantify. By valuing IATEFL ourselves and becoming more conscious of its positive effects—by not taking it for granted so much as we sometimes may do—perhaps we will be able to see more clearly how it can be of value to others, and thus promote it better to them.

Apart from celebrating IATEFL's positive achievements, we have offered some critical perspectives. This reflects our twofold intention as described in the Introduction—first, to highlight and affirm the importance or potential importance in teachers' lives of associations like IATEFL, but also, secondly, to use history as a way to provide perspective in relation to current concerns.

To end the book, we cannot do better, perhaps, than point out the similarity between the following two quotations, and thereby the continuity in the value(s) which IATEFL represents. The first is from D. H. Spencer, the first historian of the Association, who, in ending his (1982) account of its first fifteen years of existence, just when it was about to enter a period of far-reaching change, said:

Many problems still remain, and probably always will. It is, after all, no easy task to keep on being an Association whose members are so far-flung, in so many countries around the world, and in a profession which is notoriously not well-paid. But there is encouragement in the fact that our conferences are increasingly well-attended, especially by overseas members, and that after each one of them we receive so many letters of appreciation; as well as in the realisation that by continuing to work for the more effective teaching and learning of the English language all of us are contributing in no small way to international understanding, and therefore to a more peaceful world in the years ahead. (p. 16)

The second is from Margit Szesztay, due to become IATEFL president in 2017:

In many parts of the world TAs are faced with a new social reality: an accelerating pace of life, increased 'professionalisation', as well as growing commercialisation of ELT.

Against this backdrop, I think there is still—perhaps more than ever—a need for teacher associations which can instil in their members a strong sense of belonging to a wider international community of caring and committed professionals. In order to do so, teacher associations have to become more conscious of what they can offer and of what helps or hinders their work. I believe in this way we can tap into the vast energy source that language educators can create together. (Szesztay 2006: 14)

Despite the changes that IATEFL has gone through in the last 50 years, and the challenges it faces now, both these sets of words reveal something important about the continuing essence of IATEFL, and about its enduring value.

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Appendices

Appendix 1: Office holders in IATEFL, 1967–2016

The broad sweep of the narrative in the main text unfortunately does not allow for detailed discussion of the contributions that every individual has made to the Association. The tables below are intended to ensure that past IATEFL treasurers, secretaries and chairs of sub-committees as well as other committee members are at least acknowledged in this book. The tables also reveal how structures within IATEFL evolved in order to meet the needs of new projects. Dates of taking up office are given as from the date of each annual general meeting (AGM), even though in some cases committee members were co-opted after the AGM. Records are partial and scattered; the authors extend their apologies to anyone who may have been left out or mis-assigned to a particular role or time period.

President and Honorary President (later Patron)

1967–1989	President	Bruce Pattison
1989–1993	President	Denis Girard
1989–1996	Vice President for Life	Bruce Pattison
1993–1994	Honorary President	David Crystal
1994 to time of writing	Patron	David Crystal

Office holders, 1967–1984: the W. R. Lee era

It will be noted that, until 1983, the practice of holding AGMs at conferences was not yet in place and also that meetings were held at irregular intervals, for example the 3rd AGM was held on 28 May 1969, followed shortly by the 4th on 12 November 1969. Positions on the Executive Committee (Chair, Secretary and Treasurer) were voted for but a blend of voting and co-option was in place for other committee positions, with most members elected unopposed. After the events of the 1982 AGM, described in Chapter 1, a subcommittee was appointed to revise the rules and establish new procedures for election of the committee, including postal voting. The 1983 committee was the first to be elected by postal ballot, held prior to the AGM.

Date and place of AGM	Chair	Secretary	Treasurer	Other committee members and roles
20 February 1967 (Inaugural meeting), Oxford University Press, Ely House, 37 Dover Street, London	W. R. Lee	Susan Hughes and Caroline Hanson (Joint)	Anthony Abrahams	W. S. Allen, P. C. Collier, A. V. P. Elliott, B. Lott, G. Perren Co-opted HMI (Her Majesty's Inspector of Schools): P. H. Hoy
29 May 1968, Institute of Education, Bedford Way, London	W. R. Lee	Jean Forrester	Anthony Abrahams	W. S. Allen, P. C. Collier, A. V. P. Elliott, B. Lott, G. Perren Co-opted HMI: P. H. Hoy

Date and place of AGM	Chair	Secretary	Treasurer	Other committee members and roles
28 May 1969, Institute of Education, Bedford Way, London	W. R. Lee	Jean Forrester	Anthony Abrahams	E. F. Candlin, A. V. P. Elliott, B. Lott, G. Perren, D. H. Spencer Co-opted HMI: M. J. Mundy
12 November 1969, Institute of Education, Bedford Way, London	W. R. Lee	Jean Forrester	Anthony Abrahams	E. F. Candlin, A. V. P. Elliott, B. Lott, G. Perren, D. H. Spencer
11 November 1970, Institute of Education, Bedford Way, London	W. R. Lee	Jean Forrester (Secretary/ Treasurer)		A. Abrahams, E. F. Candlin, A. V. P. Elliott, B. Lott, G. Perren, D. H. Spencer
10 November 1971, British Council, 65 Davies Street, London	W. R. Lee	Jean Forrester (Secretary/ Treasurer)		A. Abrahams, E. F. Candlin, A. V. P. Elliott, B. Lott, M. Macmillan, R. J. Quinault
6 January 1973, British Council, 11 Portland Place, London	W. R. Lee	Jean Forrester (Secretary/ Treasurer)		E. F. Candlin, A. V. P. Elliott, B. Lott, M. Macmillan, R. J. Quinault, Carole Robinson
16 February 1974, British Council, 65 Davies Street, London	W. R. Lee	Jean Forrester (Secretary/ Treasurer)		F. E. Bell, E. F. Candlin, B. Lott, M. Macmillan, R. J. Quinault, Carole Robinson
14 February 1975, British Council, 10 Spring Gardens, London	W. R. Lee	R. J. Quinault (Secretary/ Treasurer)		F. E. Bell, E. F. Candlin, Jean Forrester, J. Haycraft, D. Y. Morgan, Carole Robinson
12 March 1976, British Council, 65 Davies Street, London	W. R. Lee	R. J. Quinault (Secretary/ Treasurer)		F. E. Bell, E.F. Candlin, Jean Forrester, J. Haycraft, D. Y. Morgan, Carole Robinson
9 March 1977, British Council, 10 Spring Gardens, London	W. R. Lee	R. J. Quinault (Secretary/ Treasurer)		F. E. Bell, E. F. Candlin, Jean Forrester, J. Haycraft, D. Y. Morgan, Carole Robinson
6 March 1978, British Council, 10 Spring Gardens, London	W. R. Lee	R. J. Quinault (Secretary/ Treasurer)		F. E. Bell, E. F. Candlin, Evelyn Gutale, J. Haycraft, D. Y. Morgan, Carole Robinson
17 March 1979, British Council, 10 Spring Gardens, London	W. R. Lee	R. J. Quinault (Secretary/ Treasurer)		F. E. Bell, E. F. Candlin, Evelyn Gutale, J. Haycraft, D. Y. Morgan, Carole Robinson
		Secretary	Treasurer	
29 February 1980, British Council, 10 Spring Gardens, London	W. R. Lee	D. Y. Morgan	Bill Ball	F. E. Bell, E. F. Candlin, J. Haycraft, R. J. Quinault, Carole Robinson

Date and place of AGM	Chair	Secretary	Treasurer	Other committee members and roles
20 February 1981, British Council, 10 Spring Gardens, London	W. R. Lee	D. Y. Morgan	Bill Ball	F. E. Bell, E. F. Candlin, J. Haycraft, R. J. Quinault, Carole Robinson
5 February 1982, British Council, 10 Spring Gardens, London	W. R. Lee	D. Y. Morgan	Bill Ball	C. J. Brumfit, C. N. Candlin, Marion Geddes, J. Haycraft, S. Murison-Bowie
5–6 April 1983, St Mary's College, Twickenham	W. R. Lee	D. Y. Morgan	Bill Ball	C. J. Brumfit, C. N. Candlin, Marion Geddes, A. C. Gimson, J. Haycraft

Office holders, 1984–1997

During this period, AGMs were held at annual conferences (except for the AGM of 1992, held at a supplementary conference at Heriot-Watt University, Edinburgh) and postal voting in the months before the AGM continued in place. In addition to elected committee members, others could be co-opted, or in cases of relevant roles such as *Newsletter* Editor or Conference Organiser would be included *ex officio* in committees. In the year 1987–1988, task groups were set up which in some cases evolved into working groups or sub-committees to which additional people were co-opted. There were some losses through resignations and, sadly, through illness or death, and these were covered in-year by co-option. The picture regarding elected membership is therefore not always clear. In the table below, there is an attempt to reflect the election process by showing members recorded as elected in a separate section from co-opted or *ex officio* members. Where specific responsibilities are known to have been allocated, these are included in brackets after the names.

During the chairmanship of Professor Peter Strevens, the office of vice-chairman/chairman elect was set up. In 1985–1986, a 4-year cycle for these posts was introduced. In addition, a 3-year cycle was set up for the offices of secretary and treasurer. The requirement for committee members to stand every three years for re-election was also introduced, with six years being set as the maximum for uninterrupted tenure. These changes were ratified at the AGM of 1986. In 1993, the title of 'Chairman' was changed to 'Chair' and the terms of office of secretary and treasurer were brought into synchrony.

Date and place of AGM	Chairman	Vice-Chairman	Secretary	Treasurer	Other committee membership
26 April 1984, Groningen	Peter Strevens (initially, with a tenure of 2 years, 1984–1986)	n/a	Ron White	Bill Ball	Elected Gerry Abbott, Chris Brumfit, Marion Geddes, A. C. Gimson, Mario Rinvolucrì, Carole Robinson, Gill Sturtridge (Conference Organiser). Co-opted or ex officio Ray Janssens, Peter Roe (British Council), Placido Bazo Martinez.
10 April 1985, Brighton	Peter Strevens	n/a	Ron White	Bill Ball (retired mid-term, 1985) Ray Tongue (appointed Acting Treasurer)	Elected Edward Burkart, Opal Dunn, John Haycraft, Ray Janssens, Placido Bazo Martinez, Gill Sturtridge (Special Interest Groups (SIG) Representative), Brian Tiffen, Audur Torfadottir, Steve Walters. Co-opted or ex officio Janet McAlpin (Conference Organiser), Ray Tongue (Branch Coordinator).

Date and place of AGM	Chairman	Vice-Chairman	Secretary	Treasurer	Other committee membership
3 April 1986, Brighton	Peter Strevens	Arthur van Essen	Ron White	Ray Tongue	Elected Edward Burkart, Opal Dunn, John Haycraft, Ray Janssens (Conference Organiser), Placido Bazo Martinez, Brian Tiffen, Audur Torfadottir, Steve Walters Co-opted or ex officio Raymond Adlam (UK Affiliates and Branches), Janet McAlpin (Conference Sub-Committee Chair), Roger Bowers (British Council), Rob Nolasco (Newsletter Editor), Susan Holden (Publishers' Association), Gill Sturtridge (SIG Representative), Adrian Underhill, Nic Underhill (UK Affiliates and Branches)
13 April 1987, Westende	Peter Strevens (tenure extended to July 1987) Ron White (elected, 1 July 1987)	Arthur van Essen (resigned due to ill health so did not take up chairmanship at 1987 AGM; on recovery was asked to continue as vice-chairman until April 1988)	Felicity Henderson	Ray Tongue (+ Chair of Conference Sub-Committee)	Elected Raymond Adlam (UK Affiliates and Branches), Mike Beaumont, Edward Burkart, Opal Dunn, Christoph Edelhoff, Ray Janssens, Mario Rinvoluceri, Dimitri Tsekouras, Carolyn Walker Co-opted or ex officio Susan Holden (Publishers' Association), Janet McAlpin (Conference), Ian McWilliam (Local Conference Organiser), Rob Nolasco (Newsletter Editor), Gill Sturtridge (SIG Representative), Adrian Underhill (Print Task Group), Nic Underhill (UK Affiliates and Branches)
12 April 1988, Edinburgh	Ron White	Alan Maley	Felicity Henderson	Ray Tongue (+ Chair of Conference Sub-Committee)	Elected Raymond Adlam, Mike Beaumont (Branches, Affiliates and Internationalisation), Edward Burkart, Opal Dunn, Christoph Edelhoff, Ray Janssens, Hans-Eberhard Piepho, Mario Rinvoluceri, Dimitri Tsekouras, Carolyn Walker Co-opted or ex officio Rob Nolasco (Newsletter and Publications), Shelagh Rixon (British Council), Thérèse Tobin (Publishers' Association), Gill Sturtridge (SIG Representative), Agnes Tongue (Conference)
2 April 1989, University of Warwick	Alan Maley	Ron White (+ acting SIG Coordinator January–May 1990)	Felicity Henderson	Ray Tongue (died April 1989) Ian Dunlop (appointed Acting Treasurer from June 1989)	Elected Mike Beaumont (Branches and Affiliates), Ian Dunlop, Christoph Edelhoff, Ray Janssens, Bogdan Krakowian, Hans-Eberhard Piepho, John Trim

Date and place of AGM	Chairman	Vice-Chairman	Secretary	Treasurer	Other committee membership
					<p>Co-opted or ex officio David Harper (Conference), Susan Holden (Publishers' Association), Janet McAlpin (Conference), Tim Murphey (from June 1989), Rob Nolasco (Newsletter and Publications), Shelagh Rixon (British Council), Gill Sturtridge (SIG Representative until Jan. 1990), Agnes Tongue (Conference)</p>
29 March 1990, Trinity College, Dublin	Alan Maley	Chris Kennedy	Felicity Henderson	Ian Dunlop	<p>Elected Mike Beaumont (Branches and Affiliates), Christoph Edelhoff, Ray Janssens, Bogdan Krakowian, Tim Murphey, Barry Tomalin, John Trim</p> <p>Co-opted or ex officio Janet McAlpin (Conference), David Harper (Conference), Rob Nolasco (Newsletter and Publications), Gillian Porter-Ladousse, Brian North (SIG Representative, May–July 1990), Wolfgang Ridder, Shelagh Rixon (British Council), Richard Spoor (SIG Representative, from July 1990), Liz White (Publishers' Association).</p>
5 April 1991, University of Exeter	Chris Kennedy	Alan Maley	Madeleine du Vivier	Ian Dunlop	<p>Elected Carmelita Caruana (Branches and Affiliates), Gerard Hocnard, Sue Mohamed (Branches and Affiliates), Tim Murphey, Gillian Porter-Ladousse (Conference Committee Chair), John Trim (links with FIPLV and TESOL), Barry Tomalin, Wolfgang Ridder</p> <p>Co-opted or ex officio Chris Jones (Newsletter and Publications, September 1991 onwards), Annie Middlemiss (Publishers' Association), Caroline Moore (British Council), Rob Nolasco (Newsletter and Publications, until August 1991), Richard Spoor (SIG Representative), Agnes Tongue (Conference)</p>
12 April 1992, Heriot-Watt University, Edinburgh	Chris Kennedy	Catherine Walter	Madeleine du Vivier	Ian Dunlop	<p>Elected Carmelita Caruana (Branches and Affiliates), Gerard Hocnard, Sue Mohamed (Branches and Affiliates), Tim Murphey, Gillian Porter-Ladousse, Barry Tomalin, John Trim (links with FIPLV and TESOL). Wolfgang Ridder (links with NELLE)</p> <p>Co-opted or ex officio Chris Jones (Newsletter Editor), Annie Middlemiss (Publishers' Association), Caroline Moore (British Council), Richard Spoor (SIG Coordinator)</p>

Date and place of AGM	Chair	Vice-Chair	Secretary	Treasurer	Other committee membership
4 April 1993, University College, Swansea	Catherine Walter	Chris Kennedy	Madeleine du Vivier	Simon Fenn	Elected Lois Arthur, Carmelita Caruana (Branches and Affiliates), Elayne Commarteau, Eryl Griffiths, Carmen Lucas, Neil Radford, Wolfgang Ridder (links with NELLE), Clive Taylor Co-opted or ex officio Susan Barduhn (SIG Representative), Chris Jones (Newsletter Editor), Annie Middlemiss (Publishers' Association), Caroline Moore (British Council),
6 April 1994, Brighton	Catherine Walter	Madeleine du Vivier	Julian Edge co-opted as Secretary (on move of Madeleine du Vivier to Vice-Chair)	Simon Fenn	Elected Lois Arthur, Elayne Commarteau, Carmelita Caruana (Branches and Affiliates, stepped down), Eryl Griffiths, Carmen Lucas, Neil Radford, Wolfgang Ridder (links with NELLE), Clive Taylor Co-opted or ex officio Ingrid Freebairn (co-opted as replacement Branches and Affiliates), Liz Huntley (Publishers' Association), Chris Jones (Newsletter Editor), Caroline Moore (British Council), Richard Spoor (SIG Representative).
9 April 1995, University of York	Madeleine du Vivier	Catherine Walter	Pauline Robinson	Simon Fenn	Elected Eryl Griffiths, Ingrid Freebairn (Branches and Affiliates), Carmen Lucas, Judith Kennedy, John Mahood, Susan Sheerin, Clive Taylor Co-opted or ex officio David Eastment (Newsletter Editor), Rosie Evans (Publishers' Association), Sissy Gika (co-opted), Caroline Moore (British Council), Richard Spoor (SIG Representative), Agnes Tongue (Conference)
9 April 1996, University of Keele	Madeleine du Vivier	Simon Greenall	Pauline Robinson	Simon Fenn	Elected Eryl Griffiths, Ingrid Freebairn (Branches and Affiliates), Carmen Lucas, Judith Kennedy, John Mahood, Susan Sheerin, Clive Taylor Co-opted or ex officio David Eastment (Newsletter Editor), Anna Gwardys (co-opted), Ian Seaton (British Council)

Major office holders, 1997–2016

During this period, the core leadership roles remained those of Chair/President, Vice-Chair/President, Secretary and Treasurer, forming the Executive Committee. However, the numbers and roles of other committee members varied, sometimes greatly, from year to year, and different patterns of membership at meetings were tried. From 1997, more and more specialist committees were set up to meet new needs, with some members co-opted just for that purpose and others drawn from the elected office holders. The system reached maximum size and complexity in the early 2000s. Although elections continued to be held (with online voting introduced for the 2012 election for President), co-option increased. The importance of the roles taken by some co-opted mem-

bers means that the distinction between co-opted and elected members is no longer meaningful and has been dropped from this table. The Advisory Council (consisting, *ex officio*, of the Patron, the Editor of the *ELT Journal* and a British Council coordinator, and a restricted number of individuals) was created in 2003 for general oversight of policy. Committee membership started to be rationalised from 2005 onwards. Gradually a position was reached in which each of the main committee members (known since 2013 as Trustees) was responsible for chairing one or more sub-committees. These, as they had evolved by 2016 (see Appendix 2), were: Associates, Conference, Electronic Committee, Finance, Membership, Publications, and Special Interest Groups. Titles of committees and of functions of committee members also changed over the years and are recorded in this table in the way they were labelled at the time. For space reasons, we have limited ourselves to showing chairs of sub-committees and working groups. However, a 'Roll of Honour' of those who have served at various times since 2003 as members of the Advisory Council and on sub-committees has been provided at the end.

Date and place of AGM	President	Vice President	Secretary	Treasurer	Other committee membership
9 April 1997, Brighton	Simon Greenall	Madeleine du Vivier	Pauline Robinson	Simon Fenn	Golfem Aslam, Roger Bowers (co-opted), Naraporn Chan-Ocha, David Eastment (<i>Newsletter</i> Editor), Anna Gwardys, Andy Hopkins, Olga Kuznetsova, Carmen Lucas, Gary Motteram (SIG Representative), Tony O'Brien (British Council), Susan Sheerin (Associates), Catherine Walter (co-opted)
6 April 1998, UMIST, Manchester	Simon Greenall	Adrian Underhill	Pauline Robinson	Simon Fenn	Golfem Aslam, Roger Bowers (WMS fund-raising), Naraporn Chan-Ocha, David Eastment (<i>Newsletter</i> Editor), Madeleine du Vivier (Conference), Sissy Gika, Anna Gwardys, Andy Hopkins (Publications), Olga Kuznetsova, Carmen Lucas, Gary Motteram (SIG Representative), Heidi Mulvey (Publishers' Association), Tony O'Brien (British Council), Susan Sheerin (Associates), Catherine Walter (co-opted)
30 March 1999, University of Edinburgh	Adrian Underhill	Simon Greenall	Eryl Griffiths	George Pickering	Susan Barduhn, Naraporn Chan-Ocha, Maurice Claypole, Madeleine du Vivier (Information Officer), David Eastment (<i>Newsletter</i> Editor), Martin Eayrs, Sissy Gika, Andy Hopkins (Publications), Jonathan Marks, Péter Medgyes, Gary Motteram (SIG Representative), Heidi Mulvey (Publishers' Association), Tony O'Brien (British Council), Catherine Walter (co-opted)
1 April 2000, Dublin	Adrian Underhill	Susan Bardhun	Eryl Griffiths	George Pickering	Naraporn Chan-Ocha, Maurice Claypole, Madeleine du Vivier (Conference), Martin Eayrs (<i>Newsletter</i> Editor, from June 2000), Simon Fenn, Sissy Gika, Simon Greenall (British Institute of ELT (BIELT) Coordinator), Jonathan Marks (Publications), Péter Medgyes (<i>ELTJ</i> Representative) Tony O'Brien (British Council), Gillian Porter-Ladousse (SIG Representative), Kari Smith (Associates), Nic Underhill (Electronic Jobshop)

Date and place of AGM	President	Vice President	Secretary	Treasurer	Other committee membership
19 April 2001, Brighton	Susan Bardhun	Adrian Underhill	Eryl Griffiths	George Pickering	Naraporn Chan-Ocha, Maurice Claypole, Roy Cross, Martin Eayrs (<i>Newsletter</i> Editor), Jonathan Marks (Publications), Péter Medgyes, Tony O'Brien (British Council), Felicity O'Dell, Gillian Porter-Ladousse (SIG Representative), Susan Sheerin, Kari Smith (Associates), Nic Underhill (Electronic Jobshop), Catherine Walter (co-opted WMS Representative)
25 March 2002, University of York	Susan Bardhun	Peter Grundy	Eryl Griffiths	George Pickering	Naraporn Chan-Ocha, Maurice Claypole (Publications), Roy Cross (Finance and Membership founded 2002/3), Martin Eayrs (<i>Newsletter</i> Editor), Péter Medgyes, Felicity O'Dell, Gillian Porter-Ladousse (SIG Representative, died October 2002, Jenny Johnson co-opted as replacement), Susan Sheerin, Kari Smith (Associates), Catherine Walter (WMS Representative), Barbara Wickham (British Council)
24 April 2003, Brighton	Peter Grundy	Susan Bardhun	Pat Lodge	George Pickering	Other Committee of Management members Maurice Claypole (Publications), Roy Cross (Finance and Membership), Martin Eayrs (<i>Newsletter</i> Editor), Dilek Hancioğlu (Conference), David A. Hill (Publications), Jenny Johnson (SIG Representative), Ciaran McCarthy (Sponsorship), Felicity O'Dell (<i>ELTJ</i> Representative), Kari Smith (Finance and Membership), Margit Szesztay (Associates), Dede Teeler (Sponsorship), Bao Tianren (Conference)
15 April 2004, Liverpool	Peter Grundy	Tessa Woodward	Evan Frendo	George Pickering	Other Committee of Management members Roy Cross (Finance and Membership), Martin Eayrs (<i>Newsletter</i> Editor), Dilek Hancioğlu (Conference), David A. Hill (Publications), Jenny Johnson (SIG Representative), Ciaran McCarthy (Marketing and Sponsorship, founded 2004), Felicity O'Dell (<i>ELTJ</i> Representative), Kari Smith (Finance and Membership), Margit Szesztay (Associates), Dede Teeler (Marketing and Sponsorship, founded 2004), Bao Tianren (Conference)

Date and place of AGM	President	Vice President	Secretary	Treasurer	Other committee membership
7 April 2005, Cardiff	Tessa Woodward (+ Chair of Conference Committee)	Peter Grundy (+ Chair of Publications Committee)	Evan Frendo (+ Chair of Marketing Committee)	Graham Hall (+ Chair of Finance Committee, founded 2005)	Other Coordinating Committee members Jenny Johnson (SIG Representative), Margit Szesztay (Associates) (See Roll of Honour for other committee members not part of the Coordinating Committee)
10 April 2006, Harrogate	Tessa Woodward (+ Chair of Conference Committee)	Marion Williams (+ Chair of Publications Committee)	Gavin Dudeney	Graham Hall (+ Chair of Finance Committee)	Other Coordinating Committee members Sara Hannam (Associates), Sandie Mourão (SIG Representative), Adrian Tennant (Membership) (See Roll of Honour for other committee members not part of the Coordinating Committee)
20 April 2007, Aberdeen	Marion Williams	Tessa Woodward (+ Chair of Publications Committee)	Gavin Dudeney	Graham Hall (+ Chair of Finance Committee)	Other Coordinating Committee members Sara Hannam (Associates), Peter Grundy (Chair of Conference Committee), Adrian Tennant (Membership), Sandie Mourão (SIG Representative). (See Roll of Honour for other committee members not part of the Coordinating Committee)
9 April 2008 University of Exeter	Marion Williams (+ Chair of Conference Committee)	Herbert Puchta (+ Chair of Publications Committee)	Gavin Dudeney	Amos Paran (+ Chair of Finance Committee)	Other Coordinating Committee members Sara Hannam (Associates), Adrian Tennant (Membership), Colin Mackenzie (SIG Representative) (See Roll of Honour for other committee members not part of the Coordinating Committee)
2 April 2009, Cardiff	Herbert Puchta (+ Chair of Conference Committee)	Marion Williams (+ Chair of Publications Committee)	Gavin Dudeney	Amos Paran (+ Chair of Finance Committee)	Other Coordinating Committee members Les Kirkham (Associates), Adrian Tennant (Membership), Colin Mackenzie (SIG Representative) (See Roll of Honour for other committee members not part of the Coordinating Committee)
9 April 2010, Harrogate	Herbert Puchta (+ Chair of Conference Committee)	Eric Baber (+ Chair of Publications Committee)	Gavin Dudeney	Amos Paran (+ Chair of Finance Committee)	Other Coordinating Committee members Les Kirkham (Associates), Gavin Dudeney (Electronic Committee, founded 2010), Adrian Tennant (Membership), Colin Mackenzie (SIG Representative) (See Roll of Honour for other committee members not part of the Coordinating Committee)

Date and place of AGM	President	Vice President	Secretary	Treasurer	Other committee membership
17 April 2011, Brighton	Eric Baber (+ Chair of Conference Committee)	Herbert Puchta (+ Chair of Publications Committee)	Zeynep Ürkün	Amos Paran (+ Chair of Finance Committee)	Other Coordinating Committee members Gavin Dudeney (Electronic Committee), Les Kirkham (Associates), Colin Mackenzie (SIG Representative), Gary Motteram (Membership) (See Roll of Honour for other committee members not part of the Coordinating Committee)
21 March 2012, Glasgow	Eric Baber (+ Chair of Conference Committee)	Carol Read (+ Chair of Publications Committee)	Zeynep Ürkün	Amos Paran (+ Chair of Finance Committee)	Other Coordinating Committee members Gavin Dudeney (Electronic Committee), Les Kirkham (Associates), Colin Mackenzie (SIG Representative), Gary Motteram (Membership) (See Roll of Honour for other committee members not part of the Coordinating Committee)
10 April 2013, Liverpool	Carol Read (+ Chair of Publications Committee)	Eric Baber (+ Chair of Conference Committee)	Zeynep Ürkün	Amos Paran (+ Chair of Finance Committee)	Other Coordinating Committee members Les Kirkham (Associates), Caroline Moore (Electronic Committee), Gary Motteram (Membership), George Pickering (SIG Representative) (See Roll of Honour for other committee members not part of the Coordinating Committee)
3 April 2014, Harrogate	Carol Read (+ Chair of Conference Committee and, from December 2014, Chair of Publications Committee)	Péter Medgyes (until December 2014) Marjorie Rosenberg	Zeynep Ürkün	Colin Mackenzie (+ Chair of Finance Committee)	Other Trustees Les Kirkham (Associates), Caroline Moore (Electronic Committee), Gary Motteram (Membership), George Pickering (SIG Representative) (See Roll of Honour for committee members not part of the Board of Trustees)
12 April 2015, Manchester	Marjorie Rosenberg (+ Chair of Publications Committee)	Carol Read (+ Chair of Conference Committee)	Zeynep Ürkün	Colin Mackenzie (+ Chair of Finance Committee)	Other Trustees Lou McLaughlin (Associates), Caroline Moore (Electronic Committee), Gary Motteram (Membership), George Pickering (SIG Representative) (See Roll of Honour for committee members not part of the Board of Trustees)
14 April 2016, Birmingham	Marjorie Rosenberg (+ Chair of Conference Committee)	Margit Szesztay (+ Chair of Publications Committee)	Zeynep Ürkün	Colin Mackenzie (+ Chair of Finance Committee)	Other Trustees Lou McLaughlin (Associates), Caroline Moore (Electronic Committee), Gary Motteram (Membership), George Pickering (SIG Representative)

Roll of Honour of other committee members, 2003 onwards

Advisory Council Members 2003–March 2016

David Crystal, as Patron, has served on the Advisory Council throughout the period.

Name	role	dates
Barbara Wickham	British Council	2003–2004
John Whitehead	British Council	2004–2007
Barbara Hewitt	British Council	2007–2009
Michael Carrier	British Council	2009–2012
Anna Searle	British Council	2014–
Keith Morrow	<i>ELTJ Editor</i>	2003–2012
Graham Hall	<i>ELTJ Editor</i>	2012–
Ron Carter	individual member	2003–2009
Susan Sheerin	individual member	2003–2013
Catherine Walter	individual member	2003–
Simon Greenall	individual member	2007–2009
Adrian Underhill	individual member	2009–2010
Adrian du Plessis	individual member	2010–2015
Susan Barduhn	individual member	2011–2013
Herbert Puchta	individual member	2013–
Tessa Woodward	individual member	2015–

Members of the main sub-committees 2005–March 2016

Conference

Bao Tianren	2005–2006
Dilek Hancioğlu	2005–2006
Christine Coombe	2006–2009
Peter Grundy	2006–2010
Marion Williams	2008–2009
Graham Hall	2009–2011
Carol Read	2010–2014
Ros Wright	2011–
Caroline Moore	2012–2013
Bethany Cagnol	2012–
Burku Akyol	2013–

Electronic

Herbert Puchta	2010–2011
Eric Baber	2010–2014
Sara Hannam	2011–2013
Mike Harrison	2011–2016
Heike Philp	2013–
Paul Sweeney	2013–
Mercedes Viola	2013–
Shaun Wilden	2015–
Ania Rolinska	2015–

Finance

Roy Cross	Finance and Membership	2005–2006
Kari Smith	Finance and Membership	2005–2006
Colin Mackenzie	Finance	2007–2014
Andy Curtis	Finance	2011–2014
Lizzie Wojtkowska-Wright	Finance	2014–
Karsten Gramkow	Finance	2014–
Wayne Rimmer	Finance	2014–

Membership

Paula Jullian (Co–chair)	2005–2006
Susan Sheerin (Co–chair)	2005–2006
Ron Carter	2005–2006
Tatiana Ivanova	2005–2006
Wolfgang Ridder	2005–2006
Paula Jullian	2006–2007
Susan Sheerin	2006–2007
Birsen Tutunis	2006–2009
Bernadette Stroeder	2006–2009
Judit Heitzmann	2008–2011
Gloria Barnet-Powell	2009–2012
Caroline Okerika	2010–2012
Natalia Grishina	2011–2012
Victoria Boobyer	2013–2015
Marjorie Rosenberg	2013–2015
Tilly Harrison	2013–2016
Shaun Wilden	2013–2016
Mojca Belak	2015–

Publications

Simon Greenall	2005–2006
David A. Hill	2005–2006
Carol Read	2006–2010
Caroline Okerika	2006–2014
Peter Whiley	2009–2011
JoAnn Salvisberg	2010–2012
Martin Eayrs	2011–2016
Roy Bicknell	2013–2016
Vicky Saumell	2015–

Other roles***Marketing 2005–2010***

Sylee Gore	2005–2007
Nicky Hockly	2005–2007
Sophie Ioannou-Georgiou	2005–2007
Janine Bray-Mueller	2008–2010
Gavin Dudeney	2008–2010
Ania Gebka-Suska	2008–2010
Caroline Okerika (Chair)	2008–2010

Deputy Associates Coordinator

Silvija Andernovics	2006–2009
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IATEFL Representative on the ELTJ Editorial Panel

Felicity O'Dell	2004–2006
Peter Grundy	2006–2009
Marion Williams	2009–2011
Herbert Puchta	2011–2012
Carol Read	2012–

Newsletter Editor

Martin Eayrs	2000–2007
Alison Schwetlick	2007–

IATEFL Representative on the ELTJ Advisory Board, 2009–

Simon Greenall	2009–2011
Catherine Walter	2011–

Scholarship Working Party Chair, 2000–

Eryl Griffiths	2000–2016
Maureen McGarvey	2016–

Appendix 3: IATEFL conference plenary presentations, 1992–2016

Year and location	Speaker(s)	Title
1992 Lille	Henri Adamczewski	<i>The decipherment of English grammar</i> (Hornby Trust Lecture)
	Jean Marc Gebler	<i>The training of teachers of modern languages in France within the framework of the IUFM (University Institutes for Teacher Training)</i> (delivered in French)
	Wilga Rivers	<i>Effective communicators or chickens without bones</i> (Peter Strevens Memorial Lecture)
	Maurice Schumann	<i>Opening address</i>
1993 Swansea	Mike McCarthy	<i>What should we teach about spoken discourse?</i>
	Paul Meara	<i>Tintin and the World Service: a look at lexical environments</i> (Hornby Trust Lecture)
	Rosamond Mitchell	<i>Diversity or uniformity? Multilingualism and the English teacher in the 1990s</i>
	Peter Skehan	<i>A framework for the implementation of task-based learning</i>
	Henry Widdowson	<i>The ownership of English</i> (Peter Strevens Memorial Lecture)
	Dave Willis	<i>Syllabus, corpus and data-driven learning</i>
1994 Brighton	Gillian Brown	<i>The relationship between sounds and meaning in English</i>
	Deborah Cameron	<i>Verbal hygiene for women: linguistics misapplied?</i>
	Alan Durant	<i>The short lyrical poem in the foreign-language classroom</i>
	Andrew Motion	<i>Choosing Hardy: deciding what is 'best' in poets' work</i>
	Adam Nádásdy	<i>Few big rules or many small rules?</i>
	David Nunan	<i>The role of the learner in the learning process</i>
1995 York	Christopher Brumfit	<i>People's choice and language rights</i>
	David Crystal	<i>English conversation: 1000 years on</i> (Hornby Trust Lecture)
	Gaie Houston	<i>Warfare or working group?</i>
	W. R. Lee	<i>Language-teacher training and development: getting to know the past and taking an interest in the future</i>
	Michael Legutke	<i>Redesigning the language classroom</i>
	Michael McCarthy	<i>When does grammar become discourse?</i>
	Bridget Somekh	<i>Action Research and the learning organization</i>
1996 Keele	Ronald Carter	<i>Speaking Englishes: speaking cultures</i>
	Joanna Channell	<i>Vague language: what it is and what it does</i>
	Michael Lewis	<i>Implementing the lexical approach</i>
	Péter Medgyes	<i>Are English teachers intellectuals, professionals, or what?</i>
	Michael Swan	<i>Language teaching is teaching language</i> (Hornby Trust Lecture)
	Jenny Thomas	<i>Pragmatics and ELT</i>
1997 Brighton	Jean Aitchison	<i>Lost nails and maypoles—some current language issues</i>
	Michael Hoey	<i>How can text analysis help us teach reading?</i>

Year and location	Speaker(s)	Title
	Rex King	<i>Can public examinations have a positive washback effect on classroom teaching?</i>
	Claire Kramersch	<i>In another tongue</i>
	Della Summers	<i>Credibility gap? The language we teach and the language we use</i>
	Penny Ur	<i>Are teachers born or made?</i>
1998 Manchester	Louis Alexander	<i>Course design and the management of learning</i>
	Martin Bygate	<i>The framing, re-framing and unframing of language: roles for tasks</i>
	Rod Ellis	<i>Second language acquisition research: what's in it for teachers?</i>
	Gwyneth Fox	<i>Hocus pocus and graven images: collocation 1998</i>
	Svetlana Ter-Minasova	<i>The socio-cultural aspect: a fundamental ingredient of ELT</i>
Manny Vasquez	<i>Teaching language through content</i>	
1999 Edinburgh	Mark Clarke	<i>Curriculum, method, and style: seeking coherence in language teaching</i>
	Carolyn Graham	<i>Singing, chanting, telling lies—music and poetry in the language classroom</i>
	Anne Pakir	<i>English as a glocal language: implications for English language teaching world-wide</i>
	Luke Prodromou	<i>From Pygmalion to Piccolo: transforming failure into success in the EFL class</i>
	Herbert Puchta	<i>Beyond materials, techniques and language analyses: the role of motivation, beliefs and Identity</i>
	Mike Wallace	<i>The end of methodology? Reflections on the notion of progress in TESOL</i>
2000 Dublin	John Ayto	<i>Exploring the fourth dimension: lexical history and language learning</i>
	Donald Freeman	<i>Practical epistemologies: mapping the boundaries of teachers' work</i>
	Shakti Gattegno	<i>Teaching—a way of relating</i>
	Tony Humphrys	<i>Self-esteem and education</i>
	Mary Ruane	<i>Seeking and shaping change in language learning environments</i>
	Scott Thornbury	<i>Deconstructing grammar</i>
2001 Brighton	Carol A. Chapelle	<i>ELT, technology and change (via video-link)</i>
	Grethe Hooper Hansen	<i>Understanding hemisphericity</i>
	Gabriela S Matei and Péter Medgyes	<i>Teaching English is a political act: a non-PC dialogue</i>
	Kari Smith	<i>Children's rights, assessment and the digital portfolio: is there a common denominator?</i>
	Susan Stempleski and Barry Tomalin	<i>Teachers versus television: a short history of visual media in ELT</i>
2002 York	Leni Dam	<i>Developing learner autonomy: preparing learners for lifelong learning</i>
	B. Kumaravadivelu	<i>Method, antimethod, postmethod</i>
	Diane Larsen-Freeman	<i>Understanding language</i>
	Martha Pennington	<i>Bridging gaps: a dialectic perspective on teacher development</i>
	Peter Skehan	<i>Task-based instruction: theory, research, practice</i>

Year and location	Speaker(s)	Title
2003 Brighton	Kathleen M. Bailey	<i>Language teaching journals and reflective teaching</i>
	Ronald Carter and Michael McCarthy	<i>If you ever hear a native speaker, let us know!</i>
	David Crystal	<i>Shakespeare and ELT</i>
	Phillida Schellekens	<i>EFL and ES(O)L: common learning needs, common teaching goals?</i>
2004 Liverpool	Jeremy Harmer	<i>And in the end (the love you take)</i>
	Adrian Holliday	<i>'Non natives' and 'natives'</i>
	Jennifer Jenkins	<i>ELF at the gate: the position of English as a Lingua Franca</i>
	Rama Mathew	<i>How do teachers continue to learn and grow? Understanding teacher development</i>
	Bill VanPatten	<i>The Fundamental Similarity Hypothesis</i>
2005 Cardiff	Rod Bolitho	<i>British ELT and the mainstream</i>
	A. S. Canagarajah	<i>Globalization of English and changing pedagogical priorities: the postmodern turn</i>
	Carolyn Graham	<i>The creative classroom: creating a jazz chant step by step</i>
	Amy B. M. Tsui	<i>Language policy, culture and identity in the era of globalization</i>
	Alison Wray	<i>Idiomaticity in an L2: processing as a predictor of success</i>
2006 Harrogate	Jennifer Coates	<i>'It was so funny'—gender and humour in everyday talk</i>
	Bena Gül Peker	<i>The spirit of the dance—taking one step further</i>
	Ryuko Kubota	<i>Critical approaches to culture in English language teaching</i>
	Michael Swan	<i>Two out of three ain't enough—the essential ingredients of a language course</i>
2007 Aberdeen	Guy Cook	<i>An unmarked improvement: using translation in ELT</i>
	Agnes Enyedi	<i>The rather well fed caterpillar and the very hungry butterfly (PD of Teachers)</i>
	Maggie Farrar	<i>Dealers in hope—inspiring leaders, changing children's lives</i>
	Mike Sharwood Smith	<i>You can take a horse to water but you can't make it drink</i>
2008 Exeter	Zoltán Dörnyei	<i>Motivation and the vision of knowing a second language</i>
	Rosa Jinyoung Shin	<i>Empowering EFL students through teaching world languages</i>
	Alastair Pennycook	<i>Changing practices in global ELT</i>
	Radmila Popovic	<i>Forging peace through ELT—utopia or reality?</i>
2009 Cardiff	Claudia Ferradas	<i>Outside looking in: intercultural and intermedial encounters in ELT</i>
	Bonny Norton	<i>Identity, literacy and English language teaching</i>
	Marc Prensky	<i>Engage me or enrage me</i>
	Fauzia Shamim	<i>Teaching and learning English in large classes</i>
	Elana Shohamy	<i>Language policy</i>
2010 Harrogate	Jan Blake	<i>What is a storyteller? (performance)</i>
	Kieran Egan	<i>Students' minds and imaginations</i>
	Ema Ushioda	<i>Socialising students' motivation and autonomy in the English language classroom</i>

Year and location	Speaker(s)	Title
	Tessa Woodward	<i>The professional lifecycles of teachers</i>
2011 Brighton	Thomas S. C. Farrell	<i>Reflective practice for language teachers</i>
	Peter Grundy	<i>Strange seas of thought—literal meaning and language teaching</i>
	Sue Palmer	<i>It's good to talk ... and read and write</i>
	Catherine Walter	<i>Should we be planning to teach grammar? If so, how?</i>
2012 Glasgow	Derek Dick (Fish)	(performance)
	Diana Laurillard	<i>Supporting the teacher as an innovative learning designer</i>
	Stephen E. Thorne	<i>Awareness, appropriacy and living language use</i>
	Adrian Underhill	<i>Mess and progress</i>
	James E. Zull	<i>A brain-based model for human learning: application for educators</i>
2013 Liverpool	Susan Barduhn	<i>Language dealing</i>
	David Crystal	<i>The world in which we live in: Beatles, blends and blogs</i>
	Deniz Kurtoğlu Eken	<i>The ELT weather forecast: perceptions on effectiveness and teacher motivation</i>
	Jun Liu	<i>ELT tomorrow</i>
	Roger McGough	<i>On a lighter note</i> (performance)
2014 Harrogate	David Graddol	<i>English and economic development</i>
	Kathleen Graves	<i>The efficiency of inefficiency: an ecological perspective on curriculum</i>
	Michael Hoey	<i>Old approaches, new perspectives: the implications of a corpus linguistic theory for learning the English language (and the Chinese language, too)</i>
	Jackie Kay	<i>The imagined land</i> (performance)
	Sugata Mitra	<i>The future of learning</i>
2015 Manchester	Ann Cotton	<i>The justice and imperative of girls' secondary school education—a model of action</i>
	Carol Ann Duffy	<i>A poetry reading by Carol Ann Duffy, Poet Laureate</i> (performance)
	Joy Egbert	<i>Engagement principles and practice in classroom learning, language and technology</i>
	Donald Freeman	<i>Frozen in thought? How we think and what we do in ELT</i>
	Harry Kuchah	<i>ELT in difficult circumstances: challenges, possibilities and future directions</i>
2016 Birmingham	Jan Blake	<i>Man, woman, life, love, stories from Africa, the Caribbean and beyond</i> (performance)
	David Crystal	<i>Who would of thought it? The English language 1966–2016</i>
	Diane Larsen-Freeman	<i>Shifting metaphors from computer input to ecological affordances</i>
	Silvana Richardson	<i>The 'native factor', the haves and have-nots ... and why we still need to talk about this in 2016</i>
	Scott Thornbury	<i>1966 and all that: a critical history of ELT</i>

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English is taught in classrooms all over the world and is a global lingua franca. Its teachers come from many different backgrounds and work in diverse conditions but they have interests and concerns in common which are reflected within IATEFL, the International Association of Teachers of English as a Foreign Language. Since 1967, IATEFL has contributed to building a shared sense of professionalism and today it is one of the widest-reaching teachers' organisations in the world, with members in nearly 120 countries and an array of special interest groups and activities, which include a major annual UK conference streamed online worldwide. However, like many other internationally-known institutions it started small, and with a vision shared by just a few dedicated founders. This book tells the story of how IATEFL came about, how it grew and what it means to the profession today.

"We believe that this *History* situates IATEFL in its rightful place as a significant professional member organisation for ELT professionals around the globe. By looking back at where the Association has come from and forwards to its future, we hope that you will feel inspired and proud to be part of the global community of ELT educators and that you very much enjoy reading it."

Carol Read, IATEFL President, 2013–2015, and Marjorie Rosenberg, IATEFL President, 2015–2017

"Having got to know IATEFL pretty intimately over the past 23 years, as (what we now call) its Patron, I can say that the authors have done a magnificent job to present not only the historical minutiae of its origins and evolution, but also its essence and ethos."

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