

Accelerating fluency in monolingual classes

Fluency is a difficult concept, but so, so important as, in any communicative context, it almost certainly develops before accuracy. Yet our pedagogical tradition and tactics can often limit and even hinder opportunities to develop fluency. Monolingual, Romance language classes such as ours in Spain have clearly predictable, specific strengths/weaknesses, yet tend to receive ‘General English’ from international, accuracy-oriented syllabuses, based on native-speaker frequency and designed for ‘the world’. We haven’t been best tailoring courses to the real needs of Spanish students, nor their fluency potential. Based on problems perceived while observing language teachers in many countries/contexts, including of course Spain, this thought-provoking highly practical, session is full of fun, pick-up-and-go activities, especially designed for Spanish classes. I will focus on facilitating fluency, particularly ways to use and build on L1 without ever asking students – nor you the teacher - to speak L1 in class at all.

Biodata

Paul Seligson has been ‘TEFLing’ worldwide for nearly 39 years and is well-known for his lively, pragmatic training. An MA in TEFL and CELTA assessor, his many ELT publications include *English File*, *Helping Students to Speak, Awesome*, *Kids’ Web*, *Essential English 1-5*, *English ID* and now *Identities 1 and 2*, a 6-level course from Richmond, in both American and British English, the first specifically written for Romance Language background learners. He works freelance based between Brighton and Rio de Janeiro, and is absolutely delighted to be returning to Spain, his home for many happy years. Contact: paulseligson@gmail.com

Longer version (currently being uploaded to Wikipedia)

Paul Seligson



Paul Seligson at [Tec de Monterrey, Mexico City Campus](#)

Paul Seligson is a British-born English language teacher, trainer and author on the teaching of English as a foreign language. He currently lives between [Rio de Janeiro, Brazil](#) and Brighton, UK.^[1]

Contents [[hide](#)]

Education[[edit](#)]

Seligson has a master's degree in Teaching English as a Foreign

Language from Reading University and is a [CELTA \(Certificate in Teaching English to Speakers of Other Languages\)](#) assessor, [London Chamber of Commerce & Industry \(LCCI\)](#) examiner and Trinity _____

[1][2]

Career[edit]

Seligson began teaching in 1978, with International House in [Algeria](#) and then France. Next he worked for the [British Council](#) for eight years, first in Egypt, then [Venezuela](#) and finally Spain, where, for five years, he was the Assistant Director of Studies in [Valencia](#).^{[1][2][3]} He has also taught in Brazil, Argentina, Turkey and Mexico and trained teachers worldwide.

He began writing coursebooks in Spain and then the United States, where he spent a year, before moving back to the United Kingdom, where he taught English to immigrants and refugees.^[2] He also set up and ran his own language school in [Brighton from 1997-2001](#).^[1]

His work as a teacher trainer has included COTE (Certificate for Overseas Teachers of English), DOTE, CELTA, DELTA, FTBE (First Certificate for Teachers of Business English), graduate and post-graduate courses on four continents, as well as a stint from 1999 to 2000 with [Oxford University Press](#) in Brazil.^{[1][2]}

Today he freelances as a writer, trainer and speaker at conferences, and has given hundreds of sessions in English, Spanish, French and Portuguese, in Spain, North Africa, the Middle East, Central and South East Asia and all over Latin America. His presentations are noted for having a lively upbeat style and rich, highly practical content.^{[1][3]} Seligson has also worked as a consultant in universities in Europe, North Africa, Asia and Latin America, along with setting up observation programs in Spain, Turkey and Mexico.^[1]

His particular areas of interest are the teaching of listening, fluency and pronunciation, all aspects of classroom management, and especially, how to improve both the efficiency and efficacy of teacher's pedagogical choices with monolingual classes.

Publications[edit]

He has published over twenty series of coursebooks as author, co-author, consultant or editor, targeting primary, secondary and adult learners of English. Virtually all his recent books have been published by Richmond. He has also written numerous articles in international magazines.^{[1][3]}

- *English iDentities 1 & 2* (British Edition, Richmond, 2016-17)

- *English iDentities 1 & 2* (Richmond, 2016-17)
- *English iD 0-3* (British Edition, Richmond, 2015-16)
- *English iD 0-3* (Richmond, 2013-14)
- *Classroom Practice* (Grau, 2010): Chapters on Pronunciation Teaching and Classroom Management
- *Essential American English 1-5* (Richmond, 2010)
- *Essential English 1-5* (Richmond, 2009)
- *Awesome 1 to 3* (Richmond, 2008-9)
- *American English File Elementary & Pre-Int.* (OUP, 2007-8)
- *Connexion 1 to 4* (Cultura Inglesa, Brazil, 2004-7) (series consultant)
- *New English File Elementary & Pre-Int.* (OUP, 2004-5, now going into its 4th edition)
- *Power 1 & 2* (Richmond, 2004-5)
- *Can Do 1 to 4* (Richmond, 2003-5)
- *Interlink 1 to 6* (Cultura Inglesa, Brazil, 2002-4)
- *Your Turn Next: Teacher's Books 1 & 2* (Richmond, 1999)
- *Prepositions* (Zastrugi, 1998)
- *Helping Students to Speak* (Richmond Teacher's Handbook series, 1997, on which he was also Series Editor)
- *English File Levels 1 & 2* (Oxford University Press, 1996-7)
- *Buzz 1-3* (BBC/Pearson, 1991-4)
- *Mosaic 1-3* (Pearson, 1991-4)

References^[edit]

- 1 ^ [Jump up to:](#) ^{[a](#) [b](#) [c](#) [d](#) [e](#) [f](#) [g](#) [h](#) [i](#)} "[Paul Seligson](#)". Richmond Press. Retrieved July 31, 2014.
- 2 ^ [Jump up to:](#) ^{[a](#) [b](#) [c](#) [d](#)} "[Paul Seligson](#)". Oxford University Press. Retrieved July 31, 2014.
- ^ [Jump up to:](#) ^{[a](#) [b](#) [c](#)} "[Paul Seligson: Biodata](#)" (PDF). Instituto Austriaco Guatemalteco. Retrieved July 31, 2014.