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# the bel**ta** bulletin

bel**ta** day 2015 special edition

The third annual  
BELTA Day  
conference at  
Odisee, Brussels  
April 25th, 2015

21st Century  
Trends in ELT



## President's Welcome

**Hello and welcome to the third annual BELTA Day conference.** We are delighted that you will be spending the day with us. We're looking forward to a great event, full of fascinating talks and many opportunities to share and learn, and I'm sure you feel the same way.

I hope that for many of you this is your first BELTA Day, and you'll experience what is a unique event in the Belgian ELT calendar. If you are returning to the conference having been in the past, thank you for your support and we hope this year is as rewarding as before.

There are many people I'd like to thank for making this year's event possible. I'd firstly like to thank the Embassy of the United States of America for their kind support. I'm also grateful to all of our sponsors, and please be sure to go and visit their stands. There is no conference without its speakers, so a big thank you to each every one of our presenters for being here today.

A special thank you to our volunteers, who make this conference possible with their hard work and dedication. When you speak to a volunteer today, make sure you let them know how much you appreciate their work!

This is the third time we have hosted the BELTA Day at Odisee (previously known as HUB) and we are very grateful to the staff at the venue for all their help. And finally, I'd like to give a personal thanks to my fellow BELTA board members. The amount of work that you do in order to make this BELTA Day happen is remarkable and continues to inspire me.

Finally, I want to thank you for coming today. We really believe there is nothing better than when teachers come together and share what matters to them. That's what today is all about, and I hope that when you leave you feel enriched and energised as a professional in English language education.

Have a great day,

**James Taylor** (BELTA President)

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**Programme designed by** – James Taylor

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## Our Sponsors



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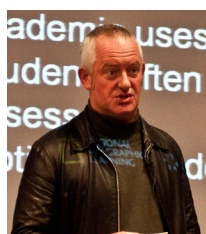


## Schedule

Start	End	Room 6215	Room 6116	Room 6119	Room 6219	Room 6107
8.15		<b>Registration Opens</b> Tea and Coffee in the exhibition room from 8.30				
9.15	10.30	<b>Introductions and Plenary Session With HUGH DELLAR</b> Technology and principles in language teaching				
10.30	11.00	<b>Tea &amp; Coffee in the exhibition room</b>				
11.00	11.40	<b>MARY PATRICIA SCHNUERIGER</b> MyEnglishLab, a catalyst to efficacy: The Enzyme Analogy  With the support of 	<b>MARJORIE ROSENBERG</b> Spotlight on Learning Styles	<b>NERINA CONTE</b> Demand high: how can we apply this to pronunciation?	<b>IOANNA NTAIDOU</b> Teaching using post-it notes	<b>ADAM BEALE</b> Successful project work with young learners
11.45	12.30	<b>KATHERINE THORESON</b> <b>PATRICK MATTHEWS</b> Language Pedagogy & Regionalism: A Comparative Presentation  In partnership with Fulbright Belgium 	<b>RAISA DOCX</b> Flipping the ELT Classroom  Student Research Presentation	<b>JORIS DE ROY</b> Sexually, I'm more of a Switzerland – Humour Rules!	<b>ANGELA LLOYD</b> When did you last touch a stranger on the head?	<b>MARTA BUJAKOWSKA</b> Encourage teenagers to speak, give them something to talk about  In partnership with IATEFL Poland 
12.30	13.15	<b>Lunch</b> with the support of Oxford University Press 				
13.15	14.15	<b>Plenary Session With JOHN HUGHES</b> with the support of Cengage Critical thinking in an age of screenagers  				
14.20	15.00	<b>EDMUND DUDLEY</b> Working with mixed groups  With the support of 	<b>LAURA PATSKO</b> Teaching pronunciation and listening for English as a Lingua Franca	<b>BRUNO LEYS</b> The Grammar Story	<b>JAMES TAYLOR</b> But What Is a 21st Century Teacher?	<b>CHRISTINA REBUFFET-BROADUS</b> Market smarter and sell higher as a freelance trainer
15.00	15.25	<b>Tea &amp; Coffee</b> in the exhibition room with the support of die Keure 				
15.30	16.10	Teaching English in secondary education: an introduction to Shuffle, Shuffle This and Speak Up  With the support of 	<b>ADA PETERS</b> Collaborative and Cooperative Writing in the EFL Classroom	<b>JORIS VAN DEN BOSCH</b> My classroom, a HOME for EAL learners	<b>GENEVIEVE WHITE</b> Lovin it? Authenticity in the English classroom	<b>ANNA VARNA</b> Let's open up our brains – neuroscience in the classroom
16.15	17.00	<b>Swapshop</b>				
17:00	17.45	<b>Closing Reception &amp; Raffle</b> with the support of 				



## Hugh Dellar *Plenary Speaker*



**Vicky:** Hugh, thanks so much for this interview – we are very honoured here at BELTA!

**Hugh:** Thanks for asking me to talk. It's a real pleasure.

**Vicky:** Let's start with how you got into ELT. How did you enter the field of

education?

**Hugh:** Ha! That's a long and difficult question. I'll try to give you the condensed version. In essence, it was a lucky accident. I never really had any kind of career plan in mind when I was growing up. I was in a band from when I was 15 and was obsessed with that – we made records, toured a lot, made a bit of money. I then left school at 18, bummed around for a bit doing lousy jobs and reading a lot, before deciding to go to university to do English Literature. I graduated in 1991 with a first-class degree, but no idea what to do next, and went back to lousy jobs and generally just living from day to day! I'd reached a stage where I was feeling like I needed a break from London: my band had split up, I was coming out of a long-term relationship and needed to get away for a bit. I was planning to save up some money and go travelling, but one fortuitous evening an old friend of mine called Julian, who was a few years older than me and who I knew from being in bands, was back in the UK, having been working and travelling overseas for a while: Iran, Ethiopia, and so on. We met up for a pint in Soho, I told him my plans and he suggested I should do a CELTA – or CTEFLA as they were back then – to allow me to teach whilst travelling. I pointed out that I'd hated most of my teachers, at which point he said that this was the best reason there was for becoming a teacher yourself. With the idea of revenge by reversing the prototype firmly in mind, I did my CELTA and never looked back. I'm grateful for this conversation every single day of my life – and was delighted to be able to dedicate my first book to Julian, who now lives in rural seclusion in northern Japan with his wife and two kids!

**Vicky:** Wow, what a story! So what do you think of ELT today, what can it offer new teachers, for instance? What challenges are there to face?

**Hugh:** That's a huge question! On one level, the challenges for teachers remain the same as they always have, I'd say: motivating students, listening to them and responding as both a human being and a language teacher, connecting the language input to them, giving good clear explanations and examples, ensuring recycling and revision of input, etc. In essence, the real core fundamentals of what it is that we do.

At the same time, though, the landscape is obviously also new – and emerging. There's real pressure on teachers to engage with technology – or at least to be seen to be engaging with technology, and we're all bombarded with endless sites, apps, tools and so on that we're somehow supposed to keep abreast of (whilst also planning classes, marking homework, reading the literature of the field that deals with language and learning, and so on!). There's an increasing move towards online teaching and online teacher development, and this is

impacting on wage expectations across the sector, which, let's face it, has never exactly been geared towards collective action and worker protection.

On top of all that, there's the increased marketisation of ideologies and methodologies and there have been some very dubious – and oft-disproven – approaches that have gained mainstream traction as a result.

My biggest fear is that there are so many pressures put on teachers – and so many shiny distractions flashed in front of us – that it's easy for us to lose sight of the real meat of what it is we do: interact with others in the hope of helping them better learn English. I'd like to see our main emphasis being placed on language awareness and on contemplation of the methodological implications of this raised awareness. Without else, much else ends up simply being window dressing.

**Vicky:** Thank you so much for that. Now let's move on to something else. You are quite active in social media. What do you think they offer teachers, and what would you advise those who are a bit hesitant to use them for professional development?

**Hugh:** I think it's a very personal thing, and I totally get why many teachers choose not to engage with it: it may well be they're simply too busy, or that they feel they're already doing a decent job and don't want to spend more time out of class engaged in TD, or that they have ethical objections to becoming part of the product that vast global companies like Facebook sell, or that they prefer reading and chatting face to face with colleagues in the staffroom, etc. My co-author Andrew doesn't really do social media, and yet is one of the most perceptive and inspiring teachers and thinkers I've ever encountered, so I'd never dream of saying teachers have to interact more online or they're not really developing or anything along those lines.

For teachers who are more socially media inclined, it can offer the chance to meet and chat with / collaborate with like-minded souls around the world; it can give you a space to get your ideas out there and get feedback on them, and so on. This is all great, so long as you're also aware that they do end up creating a sort of echo chamber of beliefs, wherein we gravitate towards those who most agree with us and form circles of self-congratulation. And equally, social media can also serve as a platform for rabid self-promotion. Indeed, it could be argued that this is really its main function nowadays.

So critical engagement is good, I'd say, but we should also respect the rights and integrity of those who remain less engaged.

**Vicky:** Definitely. Let's move on to a super project you have started with Andrew Walkley, The Lexical Lab. Can you tell us about it?

**Hugh:** Yes. Thanks for asking. Lexical Lab is the company Andrew and I have started, which offers teacher training and development courses, consultancy and materials design and development, all from a particularly lexically-oriented slant. It's also the website we've set up – [www.lexicallab.com](http://www.lexicallab.com) - which is a space for lexically-minded teachers, or just the simply curious, to come and read and interact and develop.



**Vicky:** Have you got any other projects in the works? Could you tell us a bit more about them?

**Hugh:** For much of last year and most of this, it's been the second edition of our global five-level General English series Outcomes that's taking up our time. We're working on a second edition, and it's a very intense and rigorous process. The results are new books we're very proud of and that we hope others will enjoy using with their classes.

We also have a methodology book in the pipeline, entitled Teaching Lexically, which will come out in 2016 with Delta Publishing. That's basically it for this year, although we will also be running some TD courses in Poland and Russia as well.

Next year, we aim to set up some online teacher development courses, start a language-learning website based on an idea we've had for a while – and maybe even venture into starting up our own schools.

In addition, of course, we're always open to offers and ideas!

**Vicky:** Amazing! I wish you good luck with all of those projects. Now on to the event: the theme of BELTA Day is 21st Century Trends in ELT. Which do you think is one of the most important trends?

**Hugh:** I'd say technology and the impact it's having both on individual classrooms and on the education sector as a whole. As you'll have surmised from my comments above, I think it's a real double-edged sword, this trend, and believe we need to

come at with strong pedagogical principles and beliefs about language & learning already in place if we are to engage in a constructive manner. I also feel that we need to be aware of the nature of 21st century capitalism and see the big commercial picture at all times when entering this domain.

**Bio:** *Hugh Dellar is a teacher and teacher trainer. He has been teaching since 1993, predominantly in London, but spent three years in Jakarta, Indonesia. He gives teacher training and development talks all over the world. He is the co-author of the Outcomes and Innovations series and the online teacher development course, Teaching Lexically. He is currently working on a methodology book for DELTA also entitled Teaching Lexically as well as a second edition of Outcomes and some ELT apps. He runs the [lexicallab.com](http://lexicallab.com) website jointly with Andrew Walkley.*

## PLENARY

09:40–10:40 ROOM 6215

### Technology and principles in language teaching

Recent distinctions between the digital natives and non-natives breed insecurity about the wrong thing. Teachers' concerns should first and foremost be to focus on language, to act on principles of learning – and to work only the hours they're paid! In this talk, I discuss these issues, suggest how technology can follow principles but at the same time show parallel non-tech solutions.

## Speakers - 11:00-11:40

### MyEnglishLab, a catalyst to efficacy: The Enzyme Analogy

MARY PATRICIA SCHNUERIGER 11:00–11:40 ROOM 6215

With the support of

PEARSON



Learning a language is like any other skill: practice, practice, practice. Students want results they can SEE, immediately; quantifiable progress. MyEnglishlab offer students an efficient and effective opportunity to quantify and qualify the learning process allowing students to

take control and teachers to actively guide students towards their goals. This session will demonstrate how Pearson's MyEnglishLab are a catalyst to English Language Learning. Enzymes Anyone?

**Bio:** *Mary Patricia Schnueriger is an ELT Consultant, Teacher Trainer and Pearson English Technology Coach for Pearson Switzerland. Her background includes having been a Head of English, an ELT Editor and an ESL Teacher. Mary has taught both French and English around the world including France, Greece, Switzerland and the US. She has been in the field for over 20 years. Her passion for applied technology and all its possibilities have carved a hunger of curiosity that this 4D world provide for the teacher and the learner.*

### How did you become involved in English language teaching?

Long story: I studied French to understand my ballet teachers. After an accident at a dressage event, I could no longer dance; however, I continued my studies of French and 5 other languages which lead me to spending summers in various countries. One summer in France I needed money and I saw an Ad looking for an English Tutor. I had English books with me such as Edgar Allan Poe and Shakespeare, and so I started. I was hooked.

### What is the best teaching experience you've ever had?

Making mistakes. As a young, naïve teacher, I was terrified of not knowing EVERYTHING. I told my students the rules that could not be broken. Inevitably, I was caught out and burned red with embarrassment. I have learned that both the teacher and the student need to be comfortable making mistakes.

### Why did you choose the subject of your presentation?

As a teacher working 10 hours a day and always striving to individualise each group lesson, I spent hours, days, months, attempting to help the one person in a class, but I only saw them once a week. It was a Sisyphus endeavour. I wished, back in the 90s that I had tools to do so. And now we do. I am so jealous of teachers and the resources they have at hand now in 2015.

### What do you want people to take away from your presentation today?

10 minutes a day and fun! And of course, the MyEnglishLabs do exactly that!

## Demand high: how can we apply this to pronunciation?

NERINA CONTE

14:35–15:15 ROOM 6119



"Demand-High Teaching" is not a new method but simply about how we as teachers can make some small but important adjustments to what we already do.

This workshop will provide practical examples of how to make sure students

do more pronunciation tasks that will be memorable and effective yet simple and meaningful.

**Bio:** Nerina has been an English teacher since 1989. She has taught in different European countries. She has been a CELTA teacher trainer since 2000. She is director and centre administrator of Language Teacher Training in Belgium - the only Cambridge University authorised centre in Belgium that offers CELTA and CELTYL courses.

### How did you become involved in English language teaching?

Teaching crossed my path in the 80s in the middle of law school. I started giving English lessons, which I enjoyed, but I felt I did not have the know-how to effectively convey what was required of me. An informal chat with an acquaintance brought me to CELTA. This is when I realized that teaching was what would fulfill me professionally.

### Have you ever had a teaching mentor? Who was it and how did they inspire you?

I have come across amazing professionals in our field and I will always be grateful to them for generously sharing their experience with me, motivating me to continue to grow professionally and to have an open mind. I especially admire in them their humbleness and approachability.

### What is the best teaching experience you've ever had?

The best teaching experience is when I realize that through my work I have managed to make a difference in someone's life. As presumptuous as this may sound, I am always aware that as teachers we are models and that we need to challenge our students to be the best professionals they can be.

### And the most challenging?

Please see above.

### If you could pass one piece of wisdom onto a new teacher, what would you say?

Work hard to make our job a real job, a job that matters, a job that motivates people to want to be the best people they can be.

## Teaching using post-it notes

IOANNA NTAIDOU

11:00–11:45 ROOM 6219



This is an interactive workshop, a resource kit for the teachers with fun, creative and ready-to-use activities which can be adjusted to fit all levels and ages in a classroom. Activities using post-it notes can be made as easy or as difficult as the teacher wishes according to the level,

abilities and the age of the students. They can be adjusted and used either in a conversation class or in a year-long regular class and they can fit in pre, while and post activities. You can teach grammar, vocabulary, writing, speaking and listening by using post-it notes only! You can use some of these practical activities in warm-up or as ice-breakers. The activities with post-it notes merge teaching, learning and assessing into each other. They can be used to improve both the productive and the receptive skills.

**Bio:** I have been an EFL and English For Business teacher since 2003 and an English language assessment examiner since 2010. I have already presented at six conventions in different countries. I have studied 'Business Administration', 'Psychology', 'Human Resources Management', 'Marketing and Advertisement', 'Consulting Psychology in Education and Children', 'Becoming a Teacher Trainer', 'Business English', 'Methodology', 'TEFL/TESOL', NLP and acquired the CETT.

### How did you become involved in English language teaching?

I had spent six years of my life studying other things (business administration, human resources management and industrial/organizational psychology) and was looking for a job in a multinational company when a family friend asked me to teach English in a language school for a few days in order to replace a pregnant instructor until a proper English teacher was found. I refused to do it at first but then, I agreed to help for a while. I fell in love with teaching from day one and I have never stopped ever since although I had to start studying a different field all over again. I knew I was born to teach and I had no second thoughts.

### Why did you choose the subject of your presentation?

The main aim of teaching is to involve all students in a classroom all the time and make them active learners who follow the lesson and the teacher, build on what they learn and feel that they are achieving something! There are some important questions. 1) How can we, as teachers, involve the learners? 2) How can we make students want to learn and look forward to the lesson? 3) How can we keep learners happy? Since we all know that unsatisfied students do not really learn. Well, the answer to all questions lies in teaching through fun activities and activities using post-it notes do make learning fun!

### What do you want people to take away from your presentation today?

As Albert Einstein said: "It is the supreme art of the teacher to awaken joy in creative expression and knowledge".

# Making lessons personal

Marjorie Rosenberg

Over the years of working with a variety of learners in different settings (in-company, tertiary, private tutoring, teacher training), the aspect I feel appeals to all of them is making lessons personal. I realize that this cannot be done in every case, especially when we follow a course book with defined tasks or need to prepare students for exams in which they are judged on how well they understand reading, listening and writing tasks. However, when we have the choice to add in a task or activity which allows them to tap into their inner feelings, opinions, and thoughts, this can be beneficial to both the engagement of the learner, as well as helping their recall of the language at a later time.

In my lessons at the university, I have created a number of activities in order to personalize the lessons. We are required to give homework and I use it to help learners practice the grammar points we cover in the course. The input I give though is general enough so that the output can be determined by the learner. In practising the future, I asked them to write out what they know is going to take place, as well as what they think will happen in their own countries in the next 30 – 50 years and the texts I received (in a B1 multi-national course) were astounding. My students come mostly from central and

southern Europe and their thought-provoking essays were not only fascinating to read, but clearly provided them with practice of the target language.

The next written task involved them writing about an important first event in their own lives. I got stories about learning to ride a bicycle and the trust they needed to have in the person who taught them, the first time they took a trip by themselves and that feeling of independence, the first time they cooked a meal and how it turned out, and so on.

In class, we also do a number of activities which involve a great deal of student input. Even a simple find someone who... activity requires them to talk to each other and get information from others in the class. In a worksheet I created called 'All about me' they had to compare notes with another learner about things in the past such as their favourite colours, food or types of clothing, what they wanted to be when they grew up, what they were good or bad at doing, etc. This pair work got them chatting and exchanging information. They were not only interested in what the other person had to say, but also finding commonalities with others in the class which can help to build a positive at-

mosphere and make them more comfortable within a learning community.

Other possibilities to make lessons personal can make use of music or art as the impetus. You can give learners a replication of a painting and ask them to describe their feelings when they look at it or a photograph and ask them to imagine they are in the picture and have to describe what they see. A piece of music can be played and learners then asked to choose adjectives to talk about it. In these cases, they may have very different impressions leading to discussions in which they can explain why they feel the way they do, again lending a personal touch to the activity.

Of course we cannot only do activities such as these as we often have to follow a syllabus, prepare learners for assessment, train them to write for academic journals, present at conferences or run meetings. But adding such activities to a lesson can be motivating, fun and give them the opportunity to experiment with the language in a meaningful way.

And as a final thought: 'Is there anything more personal than learning a new language to express yourself in?'

## Spotlight on Learning Styles

MARJORIE ROSENBERG



Have you ever wondered about what makes your students tick? Part of the secret may well be their individual learning styles. This interactive workshop will include information about learner preferences as well as activities written with specific learner types in mind. The concepts of 'harmonising' with learners in order to help them develop learning strategies and 'challenging' them by helping them stretch out of their comfort zones will be addressed. The goal of the workshop is to raise awareness among teachers for the diversity of learners in our classrooms. Examples will be taken from Spotlight on Learning Styles, Delta Publishing.

**Bio:** Marjorie Rosenberg teaches general and business English at the University of Graz, works with corporate clients and trains teachers. She is author of 'Spotlight on Learning Styles' (Delta Publishing), as well as 'In Business' and 'Business Advantage Personal Study Books for Intermediate and Advanced' (Cambridge University Press). Marjorie is the IATEFL BESIG Coordinator and on the Membership Committee of IATEFL.

11:00–11:40 ROOM 6116

### What do you want people to take away from your presentation today?

As I mentioned earlier, I have been involved in learning styles for the last 20 years or so. After realising that my style was what kept me from learning a foreign language in high school, I began to explore what this concept means for learners. I worked intensively with a colleague in the States on the subject and we ran teacher training courses there and in Europe. In 2013 I published 'Spotlight on Learning Styles' with Delta Publishing and have been carrying out a research project at the University of Graz for the past two years based on ideas in the book. Some of it has been written up but the project is still going on so I am in the midst of collecting data and am very curious as to how it will all turn out.



# Student-centred project work with young learners

Adam Beale

I have always had a fondness for doing project work with YLs. Whether this has been planned, suggested by the course book or something completely spontaneous and an idea I have let run, because it just seemed right and the class was engaged.

My last project was perhaps the one that I have put the most thought into and this was because I wanted to do a dry run of a course I intended to plan - and write about for my DELTA Module 3. Moreover, I wanted to teach my experimental practice with my YL group and I used this opportunity to set up and initiate the project itself.

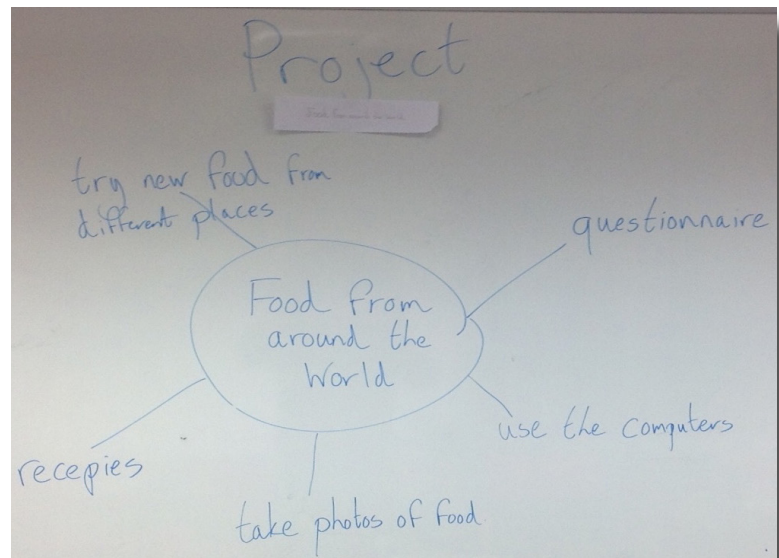
My YLs were aged between 10 and 12 years old and there were only three of them. Extremely well-behaved, they were a joy to teach and at times they exceeded their CEFR level of B1.1, especially when talking about Minecraft or Diary of a Wimpy Kid.

The first lesson, my experimental practice, was looking at using Task-Based Learning with YLs. I have used TBL with adults and higher level teenagers and found the method hugely rewarding. My experiment was to see if this could be replicated with younger and lower level students.

The lesson aim was to get the students discussing potential project topics and then ultimately to decide what the project would be about, after ranking the suggestions they made and saying which topic they preferred and why. While all this was happening, I would be making notes and looking at language they needed and language they were using.

To begin the lesson, I asked the students about what they enjoyed about doing projects, whether they did projects at school and if they would be interested in doing a longer project than the ones we had done previously. I then proposed four topics that I thought might make good areas to base a project on. These were placed on the board, on strips of paper. I then asked the students to write down two topics that they would like to do as a project.

Once these were on the board, I told the students they were going to put the topics in order and then decide which project they all wanted to do. Before they did this they had to listen to two people, my girlfriend and I, talking about what topic they wanted to do a project about. I had semi-scripted this and made sure there were a selection of phrases



I thought the students would either know or could easily replicate at this level. For example; 'I'm not interested in ... Maybe we should...', 'What about ...', 'I think I prefer ... to ...', 'What do you prefer more...'. The students had a simple checklist of phrases that they had to tick if they heard them. Once completed and the language was checked for meaning and some pronunciation work, it was the students' turn.

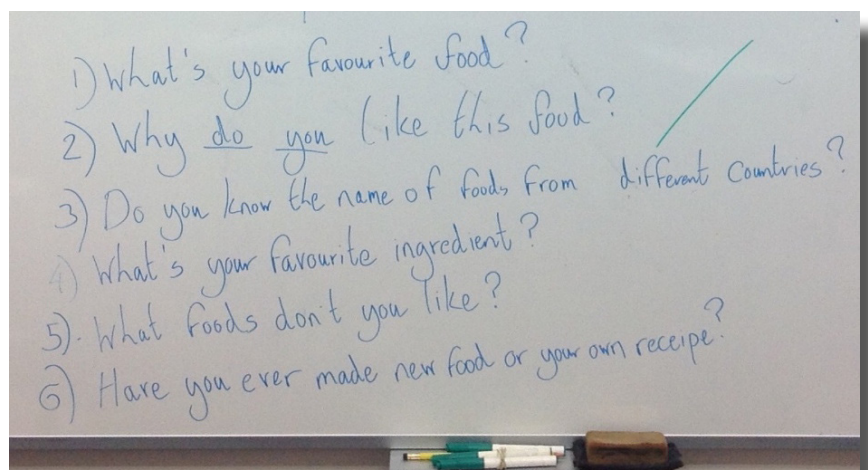
The discussion began well, with some of the language being reproduced. Unfortunately, the final decision process faltered and the students reverted to a simple, show of hands-voting process. While they didn't use a lot of the language they had seen and heard, it did give me an idea as to the gaps in their knowledge and areas to work on in the future.

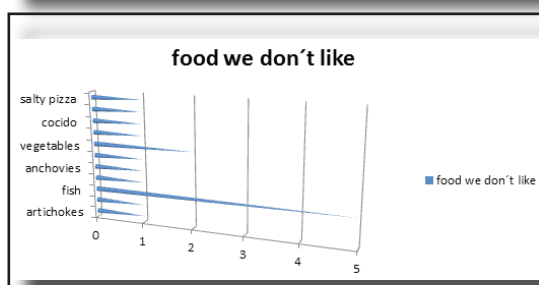
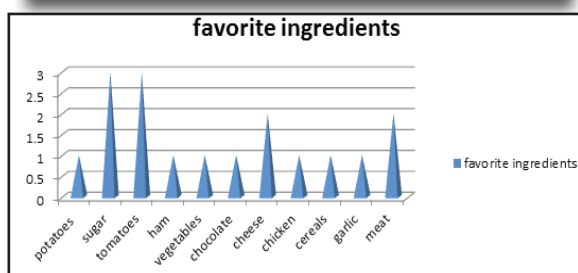
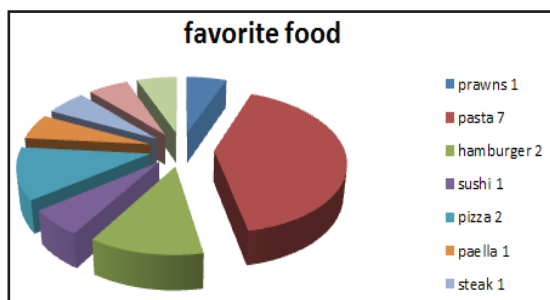
The next stage involved the group giving me a report on the process they had just completed. Again they had a listening model and I helped to provide any language they needed to complete it. This

stage was unfamiliar to the students and because they were reporting to me and not to other groups, as is the norm for TBL, they couldn't understand why it was necessary. Despite this, it was a nice way to finish the lesson and the topic, Food from around the world, was established.

We then moved on to creating a mind map of areas we could explore, related to the topic. All of these came from the students and would proceed to be the content page for the project (see picture above).

The students decided that they wanted to make and carry out a questionnaire on other students in the school, about the food they liked or disliked. This led to some very useful work on question forms and resulted in six questions, which were then typed up by the students and turned into a questionnaire form, which they could record their results on (see picture below).





The students then took this questionnaire into other classes and spoke to a variety of students, including a small group of students from South Korea and various teachers. This provided some excellent speaking and listening practice, as well as boosting the students' confidence.

The next stage was to collect the information and eventually turn the results into a series of colourful and easy to read graphs (see pictures on the right) right, which the students designed and produced on the computer.

After completing this part of the project, we went back to the original mind map and the students chose the next area to focus on. Once the project was completed the students had created their own recipes, researched different jobs related to food, designed

their own restaurant and talked about healthy and unhealthy food.

Overall, the project lasted for a trimester. I only saw the students twice a week for an hour at a time. Therefore, I made sure we did the project one lesson a week, with the other lesson left to cover the work in the course book. It was clear from the effort put into the project and the atmosphere in the class that the project days were when the students really enjoyed being in class and learning English. The same could be said for my own teaching and attitude towards teaching the students.

Project work when fully involving the students in both design and direction, can be immensely rewarding, highly motivating and result in providing an authentic learning experience for your students.

*Editor's Note: This article was originally published in the IATEFL YLSIG Newsletter, page number 44, Issue 1 2015.*

## Successful project work with young learners

ADAM BEALE

11:00–11:40 ROOM 6107



In this presentation, I will talk about my experiences with young learners and projects; both the failures and the successes and what I have learnt to ensure the failures are not repeated. Project work is often seen as an easy option for some teachers, passing the buck to students and claiming it to be learner centred.

Unfortunately, most projects are poorly executed and fail to exploit opportunities for language teaching, leaving students feeling disappointed and unchallenged. My presentation will demonstrate how projects can be done successfully and how to bring out the best in your students and you the teacher.

**Bio:** Adam Beale has been teaching English in Spain for the last 5 years. He is currently working at International House Madrid and studying for the Cambridge Delta award. You can read his blog here [fiveagainstone@wordpress.com](mailto:fiveagainstone@wordpress.com)

### How did you become involved in English language teaching?

While I was travelling in South America, in 2009, I enrolled on a Spanish course and this was my first real introduction to language learning, since attending secondary school. I struggled but enjoyed the experience but I also realised how little I knew about my own language. This set into motion an effort to improve my knowledge of the English language when

I returned home. After some extensive reading I eventually looked into taking it a step further and actually teaching English.

### If you could pass one piece of wisdom onto a new teacher, what would you say?

Experiment! Don't be afraid to try new things. Don't get stuck in a cycle of doing the same old thing because it's easy and you know it works. Push yourself and your students in as many different ways as possible.

### Why did you choose the subject of your presentation?

I dislike using course books with YLs and project work was the approach I took to giving my YL classes a new direction. I haven't looked back since. It offers so much more than a course book can and the opportunities for language learning are more authentic and relevant to the students because it emerges from their own work.

### What do you want people to take away from your presentation today?

I want to show people that project work is a valuable alternative in the YL classroom. With careful planning and research, projects can push students into using language that is personal and important to them, helping to enrich their experience of learning another language.

## Language Pedagogy & Regionalism: A Comparative Presentation

KATHERINE THORESON

PATRICK MATTHEWS

11:45-12:25 ROOM 6215



We would like to compare our experiences as Fulbright ETAs in Belgium's Flemish & Francophone communities with experiences teaching language in the United States. We come from different geographical areas within the US. We would like to examine the relevance and prevalence of certain pedagogical techniques as a reflection of regional needs/priorities. By doing so, we plan to look at how regionalism contributes to diverse pedagogical approaches to foreign language acquisition.



**Bio K:** *I grew up on a farm near Buxton, North Dakota, and then I went to North Dakota State University and majored in English and Philosophy. While I was there, I developed a passion for language education. After I was finished, I came to Brussels, Belgium on a Fulbright English Teaching Assistantship, and I enjoy every minute of this experience.*

**Bio P:** *Patrick Matthews is currently working as a Fulbright English Teaching Assistant at the Universiteit Gent. Prior to working in Belgium, Patrick received his bachelor's degree in International Relations and French Language at Tulane University*

*in New Orleans, Louisiana. Academic interests include foreign language pedagogy and migration & asylum policy within the European Union.*

### How did you become involved in English language teaching?

**P:** The first time I taught English as a foreign language was for a service-learning project in New Orleans working with Hispanic immigrants. The majority of my language teaching involves teaching French to middle and high school aged students across the U.S.

**K:** I was a founding member, volunteer, and leader in NDSU's Conversational English Circles for four years, which has prepared me the most for my Fulbright experience. I also tutored and did copy editing during my time there.

### Why did you choose the subject of your presentation?

**P:** Katherine and I thought it would be interesting to examine our experiences through a comparative lens. We have had different experiences given the linguistic diversity of Belgium. We also wanted to tie it back to the significant linguistic and cultural diversity of the United States, where we've also both had teaching experiences.

### What do you want people to take away from your presentation today?

**P:** Hopefully, it causes people to think about why we teach how we do and why that may vary from place to place. I believe it's an exploratory, reflective presentation for both Katherine and myself and hopefully it causes others to do the same.

## Flipping the ELT Classroom

RAISA DOCX

11:45-12:25 ROOM 6116



My presentation is about my thesis from last year, before I graduated from Thomas More Vorselaar as secondary teacher Dutch - English. I tried to get to know the qualitative effect when using a flipped classroom method in a CLT approach. I broke this question down into two

subquestions: "How did the pupils do for a speaking task after being prepared by a flipped classroom activity?" and "What did the pupils think of the method?" I took a look at the flipped classroom method. Thereafter, I tried out this method during my placement. The research I had done was put to the test in a first year of English.

### How did you become involved in English language teaching?

Becoming a teacher has always been my dream since I was in primary school. When I went to secondary education, I had wonderful teachers I admired (especially Dutch and English teachers) and I wanted to inspire pupils and pass on my passion for language just like they did.

### What is the best teaching experience you've ever had?

I graduated last year but I am still studying to get a Master's degree. The best teaching experience so far comes from placements I did. It is probably teaching in Scotland. Despite

the fact that I taught a last year of primary school, it was a great experience teaching for a longer period (nine weeks), getting to know the pupils better and watching them grow - as pupils as well as persons.

### And the most challenging?

The most challenging experience was using differentiating methods during placements. Every class is different, just as every pupil and it requires a lot of preparation and time. However, it is very rewarding when pupils benefit from it. And practice makes perfect.

### If you could pass one piece of wisdom onto a new teacher, what would you say?

Take every chance you get, it's always a lesson and good experience.

### Why did you choose the subject of your presentation?

I am someone who is open to new experiences and I want to improve myself where and when I can. When I heard about this teaching method for the first time, I was very interested in trying it out myself.

### What do you want people to take away from your presentation today?

Hopefully they are inspired to try out the flipped classroom method for themselves!



## Sexually, I'm more of a Switzerland - Humour Rules!

JORIS DE ROY

11:45-12:25 ROOM 6119



British humour is one of a kind. With the exception of 'Jewish humour' it is probably the only instance of humour that is clearly linked with a race or nationality. What is it, how does it work, and – more importantly – does it influence the way in which we use language? How do we avoid 'glaring errors' in our behavioural grammar?

Based on a number of humour rules and clear examples from different media I hope to introduce possible approaches to cultural aspects of language learning.

**Bio:** Joris started out as a teacher trainer in Korea. After a two-year stint as a language teacher in Brussels, he was invited to join Oxford University Press as a consultant. However, after seven years in the fast lane, the siren's call of the classroom could no longer be resisted and he returned to Brussels to teach in a secondary school. Since 2007 he has been a teacher trainer again at Group T (now part of UC Leuven-Limburg).

**How did you become involved in English language teaching?**

Definitely a calling. At age 19 I decided to train as a teacher; the rest is history.

**Have you ever had a teaching mentor? Who was it and how did they inspire you?**

Not really; it was rather the opposite : a teacher trainer who inspired very little.

**What is the best teaching experience you've ever had?**

A lesson on tense revision through stories, when you see how it finally dawns on the students ... and they take the leap of faith from grammar in the book to grammar in context.

**And the most challenging?**

Adjectives vs adverbs for native speakers of Dutch.

**If you could pass one piece of wisdom onto a new teacher, what would you say?**

Great teaching is like good jazz: you never teach the same way once.

**Why did you choose the subject of your presentation?**

Because it is a topic that is widely known and talked about, but seldom treated in depth, while it has implications for language learning.

**What do you want people to take away from your presentation today?**

One or two ideas to use in class to make pupils or students realise that what is being said is often secondary to how it is said.

## When did you last touch a stranger on the head?

ANGELA LLOYD

11:45-12:25 ROOM 6219



English courses for people working or preparing to work internationally also aim to teach intercultural skills. In this workshop, we'll consider what kind of intercultural knowledge is useful to achieve this goal, what methods make sense, and how the language choices we make lead to intercultural competence.

Generally, Business English learners are not aiming to assimilate into a native-speaker environment, but to use English as a lingua franca with speakers of many other languages. In this interactive session, we will consider what this means for our teaching priorities and explore how we can help our students to become effective communicators.

**Bio:** Angela Lloyd has extensive experience of teaching Business, Academic and General English in a variety of contexts, in both monolingual and multilingual classes. Angela's special interests are international communication and how to teach English as an international language. She has just published a Business English course book which attempts to do the latter.

**How did you become involved in English language teaching?**

I started life as a teacher of French and German and went to teach English in Germany to improve my spoken German and just stayed.

**Have you ever had a teaching mentor? Who was it and how did they inspire you?**

Not really a mentor, more a companion. This was my friend, colleague and co-author Anne Preier. Working together, we discovered how creative teaching and developing materials can be.

**What is the best teaching experience you've ever had?**

I find this impossible to answer as there have been so many great experiences, but what I enjoy a lot is noticing how students gain confidence and how rapport within a group develops.

**And the most challenging?**

Making sure that the above happens. Also for me, as a technical dinosaur, forcing myself to embrace new technology and finding out that it's not as impossible as I feared.

**If you could pass one piece of wisdom onto a new teacher, what would you say?**

Keep trying out new things. Don't let yourself get into a rut.

## Encourage teenagers to speak, give them something to talk about

MARTA BUJAKOWSKA

11:45-12:25 ROOM 6219

A Partner Associate's Workshop With IATEFL Poland



We often find it discouraging when our teenage learners are reluctant to speak in English. They need something to talk about, don't they? In this workshop I will encourage participants to speak and try out a number of activities which reinforce teenagers' speaking skills in English. I have

used all the activities with teenagers in my long experience of working with both monolingual and multilingual groups in Poland and abroad. They are either my own creations or adaptations of some other teachers' ideas; sometimes I even find it difficult to acknowledge their sources.

**Bio:** Marta's been with IATEFL PL since 1994. Nowadays she is Liaison Officer who is in charge of good relations with IATEFL partner associations. She is a freelance teacher and teacher trainer with strong intercultural focus. Her teaching career started after her first trip abroad to England. She obtained her MA in teaching from SIT, Vermont, USA.

### How did you become involved in English language teaching?

To cut a long story short I became an English teacher after being inspired by some teachers at language courses I took in

London many years ago.

### What is the best teaching experience you've ever had?

It's a very difficult question. Just to name one best experience...probably teaching survival English to shop floor in a factory. Perhaps it was closer to counselling and building students' confidence than teaching but it was very rewarding.

### And the most challenging?

Teaching teenagers in different circumstances. Teenagers are teenagers no matter where they are. I left a school where I taught teenagers about seven years ago but then I started missing them very much and therefore I started teaching at a summer language course. Two months a year is enough to console my longing for teenagers!

### Why did you choose the subject of your presentation?

To share my experience and to have a say in a discussion on 21st trends in ELT, which don't always or exclusively refer to technology.

### What do you want people to take away from your presentation today?

I would like the people who attend my workshop to remember some of the activities which help teenagers to open up and speak and also to have fun doing some of them!

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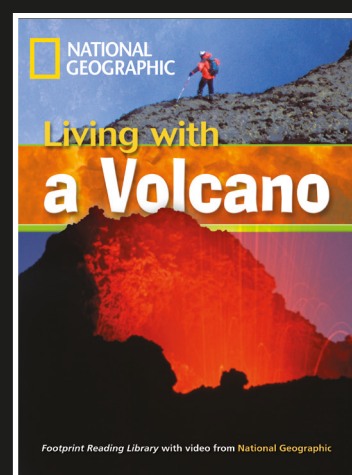
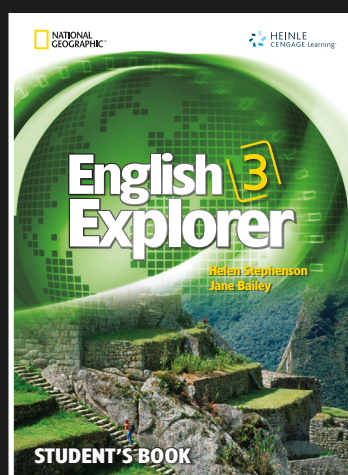
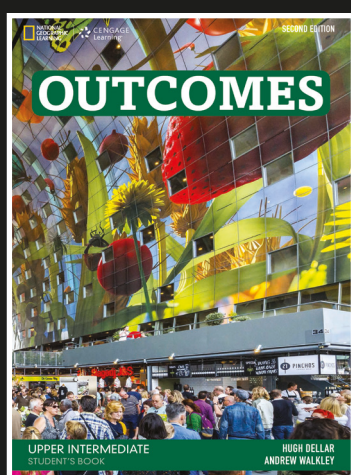
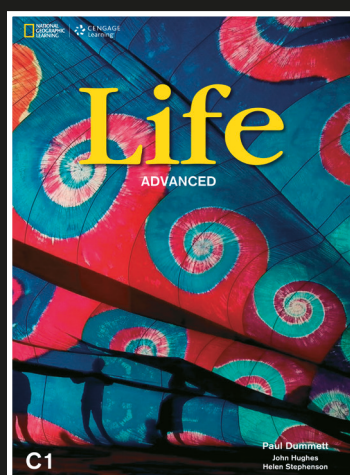
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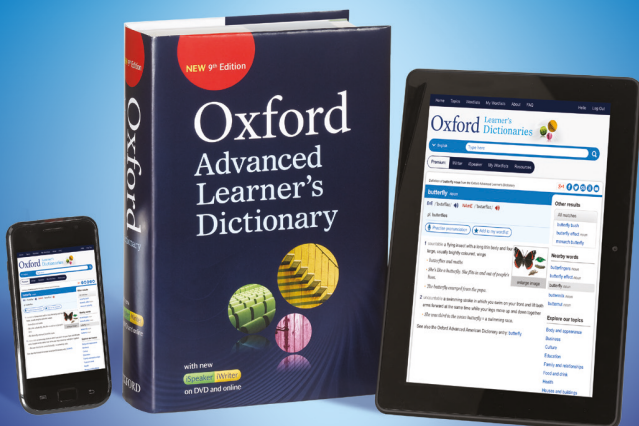
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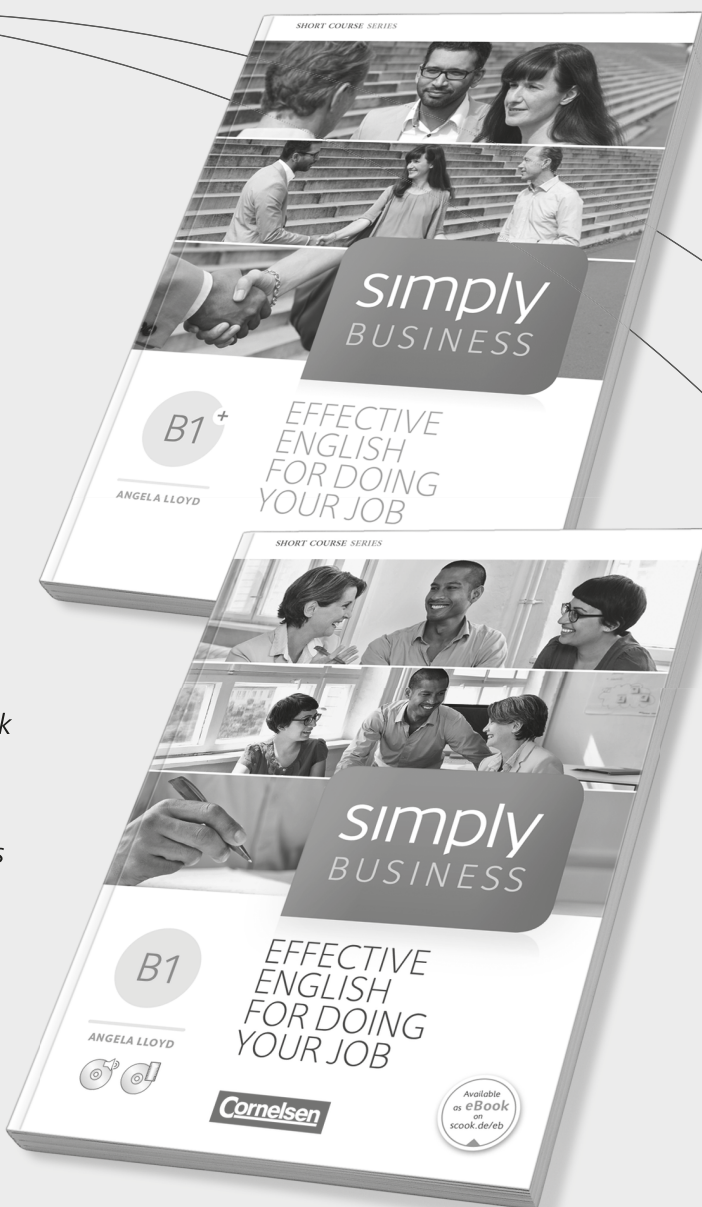
## "When did you last touch a stranger on the head?"

English courses for people working or preparing to work internationally also aim to teach intercultural skills. In this workshop, we'll consider what kind of intercultural knowledge is useful to achieve this goal, what methods make sense, and how the language choices we make lead to intercultural competence."

**Room 6219**

**11.45 am – 12.30 pm**

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**Vicky:** John, thank you so much for accepting to do this interview – it is a huge honour for us here at BELTA!

**John:** Thanks for inviting me. It's always fun to come to Belgium and do workshops and training with teachers.

**Vicky:** Let's start with a question I ask every educator. How did you enter the field of education?

**John:** Originally I started out by doing some drama teaching, and in 1993 I was asked to teach for a term on a degree course in Poland. They also ran Business English courses and so I started teaching their presentation skills courses. I liked Poland so much that I stayed on and started teaching English full time.

**Vicky:** What do you think of ELT today? What challenges are there to face?

**John:** ELT is in such a state of transition because of all things digital, so it's difficult to know where to begin. Half of my work is teacher training and I'm constantly struck by the divide between those teachers who use technology on a day-to-day basis and those that can't, for a variety of reasons. There are all sorts of other factors at play such as issues of access to technology, the educational system and culture of a country, and also deciding which technologies actually benefit learning, rather than just provide a novelty factor.

**Vicky:** You are quite active in social media. What do you think they offer teachers, and what would you advise those who are a bit hesitant to use them for professional development?

**John:** One of the best things about social media for teachers is that it suddenly makes information about ELT accessible to teachers who can't necessarily get to face-to-face conferences, or meet other teachers at workshops. Webinars are a good example of this. I tend to do a lot of my work with teachers via webinars these days and I'm always struck by the range of countries that are represented by participants. For many teachers, these webinars offer the chance for professional development in a way that was unimaginable a few years ago.

**Vicky:** Absolutely! Now on to your writing projects. You have written a great number of books for students and teachers. How do you decide on what kind of book you are going to write?

**John:** It depends on the project. In the case of the course series 'Life', the publisher National Geographic Learning approached me with an idea for a General English course, which would

make use of National Geographic content. I liked the idea of working with their archive of images, text and video and combining language with content. On the other hand, there are some books which I propose to publishers; these tend to be smaller projects such as teacher resource books. They are usually specialized and in areas of ELT that I feel I have something useful to say. So recently I've written an eBook on how to produce materials with audio and video content. It's aimed at ELT materials writers, so it's useful for a particular niche of people.

**Vicky:** The theme of BELTA Day is 21st Century Trends in ELT. Which do you think is one of the most important trends?

**John:** It's difficult to say, because there are so many strands (rather than trends) in ELT at present. My own talk at BELTA is on 'Critical Thinking' which is a term being used a lot in educational literature these days (not just in ELT). It isn't a new term, but it's a skill that ministries of education and curriculum designers are increasingly asking teachers to integrate into their lessons. In fact the talk I'm giving at BELTA originally grew out of a request from language teachers in Italy for a workshop on how to apply critical thinking in their lessons. Since then, I've had similar requests to do training on how to develop critical thinking in ELT from countries in Europe, the Middle East and South America.

**Vicky:** Thank you ever so much for this interview, John! We look forward to your talk on BELTA Day.

**Bio:** John Hughes has worked in ELT for over 20 years as a teacher, teacher trainer and author. He runs training courses (both face-to-face and online) for new and experienced teachers in areas such as Business English and materials writing. With over 30 published titles, his course books include 'Success with BEC Vantage', 'Spotlight on FCE' and 'Life'. He regularly gives plenaries, talks and workshops at conferences around the world. He still teaches part-time in Oxford and has the blog [www.elteachertrainer.com](http://www.elteachertrainer.com).

#### PLENARY

13:15–14:15 ROOM 6215

### Critical thinking in an age of screenagers

*In an age when many of our students receive their information in English via screens and social media, the skill of 'Critical thinking' is enjoying a resurgence in education. In this workshop, we'll establish an accessible definition of the term and consider why it's relevant to ELT. We'll also try out a range of practical classroom activities that develop critical thinking skills through language teaching.*

# A short introduction to critical thinking in English language teaching

John Hughes

Anyone involved in education these days can't avoid the term 'Critical Thinking'. It's frequently listed as a key 21<sup>st</sup> century skill (1) and something that we should consider integrating into our teaching. It wasn't until the mid-twentieth century that academics first coined the term, though arguably you can find evidence of its application as far back as Socrates.

Nowadays, if you go in search of a definition of critical thinking you'll come across a range of explanations. That's because critical thinking is made up of a series of sub-skills. These include identifying evidence, asking critical questions, challenging assumptions, identifying perspectives and problem-solving. Increasingly, both businesses and universities look for these skills in their future employees or graduates; for example, businesses need people who can work with new information and solve problems (2) whereas students at university need to be able to identify facts and evidence and assess the sources.

Therefore, as English teachers, if we are preparing our students – either now or in the future - to cope with academic English or business English then it makes sense that we incorporate critical thinking skills into our language teaching. To illustrate how this can be done, here are two language practice activities which help to develop language skills and at the same time develop critical thinking skills.

## Identifying perspective

Help students to recognise how a speaker indicates their perspective through the use of language. Write these sentences on the board and ask students if the speaker's perspective is negative or positive:

- 1 'Our company is so cheap when it comes to bonuses!'
- 2 'My previous meetings with the client have been somewhat difficult.'
- 3 'This design is ancient.'
- 4 'He's a real workaholic.'
- 5 'Since he was promoted, he's become so big-headed.'

Clearly, the answer is negative because the underlined words in bold have a negative

connotation. Ask the students to try and replace the words so the sentences take on a positive perspective. In other words, they will need to think of words with positive connotations such as (1) careful (2) challenging (3) classic (4) hard-worker (5) self-confident. The task is useful for vocabulary teaching and also makes students aware that the writer's perspective in a text can easily affect the information.

## Analysing evidence

When students analyse evidence in a text (written or spoken) they are trying to decide which information is factual and accurate and which is opinionated and vague. To prepare them for searching for this kind of information in their studies or at work, here's a simple task. Give students pairs of similar sentences, like these (Normally I take a real sentence from a text and then rewrite it to give me a second sentence.):

- a This film is extraordinarily long.
- b This film is 210 minutes long.
- a Two out of every three people in the survey said they can't speak a second language.
- b The vast majority of people in the survey said they can't speak a second language.
- a Customers love our latest model.

b Customers that we have spoken to say that they love our latest model.

Ask the students to say which is factual and accurate and which sentences include vague or opinionated language. The factual and accurate sentences are 1b, 2a, 3b and students need to note how much they use numbers and (in 3) the use of a defining relative clause is often associated with such language. The vague and opinionated sentences (1a, 2b, 3a) on the other hand tend to include more adjectives. Like the previous activity, this one raises students' awareness of how we can identify key vocabulary and language structures in order to assess how useful the information in a text is.

If you would like to know more about critical thinking in ELT and try out some more classroom activities you can download my free booklet on the topic from my blog [www.elteachertrainer.com](http://www.elteachertrainer.com) by clicking on the Critical Thinking tab.

## References

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- (2) Levy, F. and Murnane, R.J. Dancing with Robots Free to download from <http://content.thirdway.org/publications/714/Dancing-With-Robots.pdf>

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## Working with mixed groups

EDMUND DUDLEY

14:20–15:00 ROOM 6215

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In this session, we look at the challenges presented by mixed groups and consider some techniques that teachers can use to make classroom activities better tailored to individual needs while maintaining - or perhaps even enriching - the group dynamic. The session aims to offer both a selection of effective and practical classroom ideas for the mixed-ability classroom as well as tips for adapting materials to make them more suitable for heterogeneous groups.

**Bio:** Edmund Dudley is a teacher trainer, materials writer and teacher of English with more than 20 years of classroom experience. Based in Hungary, he teaches at a secondary school and works as a freelance teacher for OUP. He is also a tutor at the English language teachers' summer seminar held at Exeter College, Oxford.

**How did you become involved in English language teaching?**

By accident rather than design!

**Have you ever had a teaching mentor? Who was it and how did they inspire you?**

I try to learn something from everyone.

**What is the best teaching experience you've ever had?**

Receiving messages from former students years after they leave school is always special.

**And the most challenging?**

Losing control of a group and not knowing what to do about it.

**If you could pass one piece of wisdom onto a new teacher, what would you say?**

Learn the students' names on the first day and use them as much as possible.

**Why did you choose the subject of your presentation?**

It's something which all teachers can relate to.

**What do you want people to take away from your presentation today?**

Practical ideas for the classroom.

## Teaching pronunciation and listening for English as a Lingua Franca

LAURA PATSKO

14:20–15:00 ROOM 6116



The ELT industry has traditionally assumed that English learners need to talk to and sound like native English speakers. But nowadays, the majority of interaction in English actually takes place between non-native speakers. In other words, English is often used as a lingua franca

(ELF).

This session will outline the needs of English users in this context and make some practical suggestions for the classroom, focusing on pronunciation and listening skills. Teachers will come away with an appreciation of the need to understand and be understood among an ever-widening range of English speakers, and how to help learners achieve this.

**Bio:** Laura Patsko is an ELT research manager and a former teacher trainer, senior teacher and CPD co-ordinator. She holds a BA in Linguistics, an MA in ELT & Applied Linguistics and is editor of *Speak Out!*, the biannual journal of the IATEFL Pronunciation Special Interest Group. She is particularly interested in the use of English as an international lingua franca.

**How did you become involved in English language teaching?**

Wow... that's a long story. The short version is that I studied Linguistics for my BA, detoured into advertising, and was

brought back to the field of languages after a couple of chats with a friend of mine who'd gone into TEFL and my former personal tutor from university, who thought I'd really enjoy teaching English. He was right.

**If you could pass one piece of wisdom onto a new teacher, what would you say?**

Expect the unexpected.

**Why did you choose the subject of your presentation?**

Because I think a lot of teachers nowadays, through no fault of their own (but rather due to outdated ideas still prevalent throughout the industry), don't really know what language they're teaching. Many of our students don't need the type of English which is modelled in so much ELT material and insisted upon in teacher training courses. English is far more diverse, more innovative—and, in my view, more interesting for it—than we are often led to believe.

**What do you want people to take away from your presentation today?**

I want people to come away with more questions than answers. I want them to come away curious, hungry for more information and willing to challenge long-held beliefs (both theirs and the wider industry's). And I want them to come away with a healthy uncertainty about their students' real goals and needs, which will lead them to find out more and address these goals and needs more directly and smartly.

# ELF: why we can't teach it

Laura Patsko

Let's cut to the chase. We can't teach it, because there is no "it". As language learners and teachers are undoubtedly aware, language, its use and its users are complex things. English is no exception. In fact, the term "Englishes" might be more appropriate, but this isn't the time or place for that discussion.

The point is, even if we agree for the time being to talk about "the English language", as if it's one nicely defined, delimited, static, monolithic thing, we should also acknowledge that when we use our (English) linguistic resources for some particular purpose, we'll use them appropriately for that purpose. We won't use everything we know for everything we do in English, and we'll select from our linguistic repertoire according to the needs of the situation, including the needs of our interlocutors, obviously.

Which means we can't 'teach ELF', so to speak, just as we can't precisely 'teach EFL/ESL'. In any of these cases, what we're really doing is teaching learners to use English in a particular way/setting/environment and/or for a particular purpose.

Repeat after me:  
English AS a lingua franca!

A hell of a lot of people in the world use English nowadays. It's unsurprising that they don't all use it for the same purpose(s), or in the same way. (So in fact, perhaps a better abbreviation would be "EFLFP" – English for lingua franca purposes?)

But anyway, now we're getting to the point of the term "ELF": one of the many ways of using English in the modern world is... AS A LINGUA FRANCA.

I like Seidlhofer's (2011:7)\* view of ELF as: "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option."

Simple. And to my mind, therein lies the problem with questions like: This ELF thing... how can we teach it?

There is no "it", as such. ELF is not a variety. ELF is not a dialect or an accent.

And ELF is not a language. ELF is a kind of use of language. So let's rephrase the pedagogical question: How can we teach learners to use English as a lingua franca?

I think this addresses the reality of ELF slightly more appropriately. Personally, I tend to think of ELF as a phenomenon. In this terminology, I'm in good company – Cogo & Dewey (2012:18) phrase it thus:

"English as a lingua franca is a naturally occurring, very widespread, especially contemporary linguistic phenomenon ... [which] involves online modification of English language resources to suit the particular communicative needs of interlocutors, resulting in innovative uses of lexico-grammatical, pragmatic and socio-cultural forms"

Can you teach a phenomenon? I'd argue, no, not exactly. But can you teach people how to use their linguistic resources in certain ways, in certain circumstances, for certain purposes? Absolutely.

The problem we encounter here is that we don't yet know exactly what successful ELF interaction looks like. But with ongoing research, the picture is getting clearer.

So let's refine our question a bit further: How can we help learners to use and modify their English language resources to suit their particular communicative needs and those of their interlocutors? To my mind, this is the crux of the ELF argument.\*\*

ELF is a complex, dynamic, emergent phenomenon (perhaps even more so than other uses of English? certainly, we still have a lot to learn about it), a way in which English is used in certain circumstances, and cannot be a (codified) variety.

So in the sense of teaching something fixed, absolute, black-and-white, you can't teach ELF. But in the sense of teaching flexible, adaptable communication skills and strategies for dynamic, diverse situations, there's plenty of room for development. We can (and should) teach students how to use their linguistic resources appropriately for the situation at hand. And that means we can teach learners how

to use English as a lingua franca.\*\*\*

\*Incidentally, I strongly recommend reading at least the first chapter of this book if you're interested in better understanding the phenomenon of ELF.

\*\*And in fact, there is nothing necessarily ELF-specific about this question. We could ask the same question if we were teaching students who need to communicate with English native speakers. BUT – and this is crucial – the demands on the interlocutors, particularly the non-native speakers in this latter context, are not necessarily the same. And that means what (and how) we teach needs careful reconsideration.

\*\*\*And of course, we can teach them to use English for other purposes, too. Not all learners will need to use English as a lingua franca – but I do believe it's important that they have a choice. As responsible linguistic educators, we mustn't just assume that all learners wish to be guided by native-speaker norms. As Jenkins (2007:22) has pointed out: "ELF increases rather than decreases the available choices, while it is the insistence on conformity to NS norms (British and American English as the default models throughout the expanding circle) that restricts them. ELF researchers merely suggest that learners should be put in a position to make an *informed* choice by means of having their awareness raised of the sociolinguistic, socio-psychological, and socio-political issues involved." (emphasis in original)

## References:

Cogo, A. & M. Dewey. (2012). *Analysing English as a Lingua Franca: A corpus-based investigation*. London: Continuum.

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Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

*Originally published on Laura's blog: <https://laurapatsko.wordpress.com/2013/10/02/elf-why-we-cant-teach-it/>*

## The Grammar Story

BRUNO LEYS

14:20–15:00 ROOM 6116



This talk will focus on different types of conversational discourse and especially on interaction through more than single-sentence lines. People often express what they have experienced, seen, heard or read. We will look at the structure of such “stories” that form a part of oral interaction. We will link story types with their characteristic grammatical forms and collocations.

I will then propose a few formats to help students build such stories. This includes ways the other conversational partner can respond to such stories. Participants will try out some formats and will reflect on the practicality and usefulness of the procedures.

**Bio:** Bruno Leys has been a teacher trainer for over twenty years. He currently works at Katholieke Hogeschool VIVES in Bruges. As a materials writer he has published several coursebook series (*Breakaway*, *Takeaway*, and *High Five*). He regularly gives talks and workshops for teachers. He was also involved in curriculum-development for VVKSO.

### How did you become involved in English language teaching?

I studied Dutch and English at KU Leuven with the idea of doing something for radio or TV. During my teacher training I noticed

that this was also something I really enjoyed. After a few years of temporary teaching posts I became a teacher trainer and today I am still glad things turned that way.

### Have you ever had a teaching mentor? Who was it and how did they inspire you?

Geert Claeys, author of the Contact coursebook series, was my mentor once. He inspired me in focusing on a communicative approach. Since then I have been influenced by many others like Jeremy Harmer, Michael Lewis, Scott Thornbury, Luke Meddings, ... who have each added some ingredients to the teacher I am today.

### Why did you choose the subject of your presentation?

Many coursebooks contain dialogues that serve as models for imitation and practice. Quite frequently these dialogues rather seem to have the shape of police interrogations as they only consist of one-sentence turns for each of the speakers. In real communication, participants in conversation often produce longer units of speech, telling each other a (short) story. I wanted to find ways of training learners to produce these longer stretches of speech.

### What do you want people to take away from your presentation today?

I hope that my ideas may inspire teachers to provide opportunities for practising multi-unit stories as they form an integral part of oral interaction.

## But What Is a 21st Century Teacher?

JAMES TAYLOR

14:20–15:00 ROOM 6219



When we think about 21st Century trends in ELT, there's a natural inclination to think about technology, and how new tech tools have to be present in the classroom. There are people out there who think that we must use Instagram, Pinterest and WhatsApp, and make lipdub videos with

our students if we want to be up to date. In this talk, I will look at what people expect from a 21st century teacher regarding technology, reflect on my own use of technology in the classroom, and conclude by giving my own definition of what a 21st century teacher should be.

**Bio:** Originally from Brighton, UK, I have taught English as a foreign language to adults in Brazil, South Korea, Belgium and Costa Rica. I am the President and a co-founder of BELTA, the Belgian English Language Teachers Association, an #ELTchat moderator (a weekly discussion on Twitter with teachers from around the world), presenting the #ELTchat podcast, mentoring teachers for iTDi, blogging and taking photographs.

### How did you become involved in English language teaching?

I started teaching after moving to Brazil in 2006. At first it was just a job, but it didn't take long for me to realise that this was

something I wanted to do for the rest of my life.

### What is the best teaching experience you've ever had?

Probably the most memorable was when I gave written feedback to students by making screencapture videos. Their response was so genuine and excited, it was a great boost for me.

### If you could pass one piece of wisdom onto a new teacher, what would you say?

Your students are the best resource you have, and finding out why is the most rewarding challenge you will face.

### Why did you choose the subject of your presentation?

I really wanted to reflect on the theme of the conference, 21st Century Trends in ELT. How is it different to be a teacher in the 21st century compared to the 20th? Is there really any difference? I received a 20th century education and now I'm supposed to be a 21st century teacher, so I find it interesting to look at these supposed differences, whether that's with technology or other ideas about what it means to be a teacher.

### What do you want people to take away from your presentation today?

I want them to have the opportunity to reflect on what being a teacher really means, irrespective of the time or place in which they teach.



## Market smarter and sell higher as a freelance trainer

CHRISTINA REBUFFET-BROADUS 14:20-15:00 ROOM 6107



In the competitive training market, it is crucial for freelance trainers to prove their added value and differentiate themselves if they want to ask for higher prices. This talk introduces effective marketing techniques that will help freelance trainers optimise their marketing efforts, stand

out from their competitors, and establish their brand in an increasingly competitive marketplace. We will also identify common marketing practices to avoid to increase your chances for successful sales. I will also give participants a list of resources to investigate further, begin redefining their marketing strategy, and implementing these effective tools and techniques.

**Bio:** Christina Rebuffet-Broadus is a business English entrepreneur based in Grenoble, France. A trainer since 2004, she set up her own one-woman business in 2012. Last year, she co-authored *Experimental Practice in ELT: Walk on the wild side*. Her latest projects include *Speak Better, Feel Great* TV on YouTube and her own product, *The Conf Call Confidence Pack*.

### Why did you choose the subject of your presentation?

For two reasons. I've recently gone totally freelance, so in the past year, I've felt more like I work in marketing than in ELT. All the books and blogs I've been reading are about customer

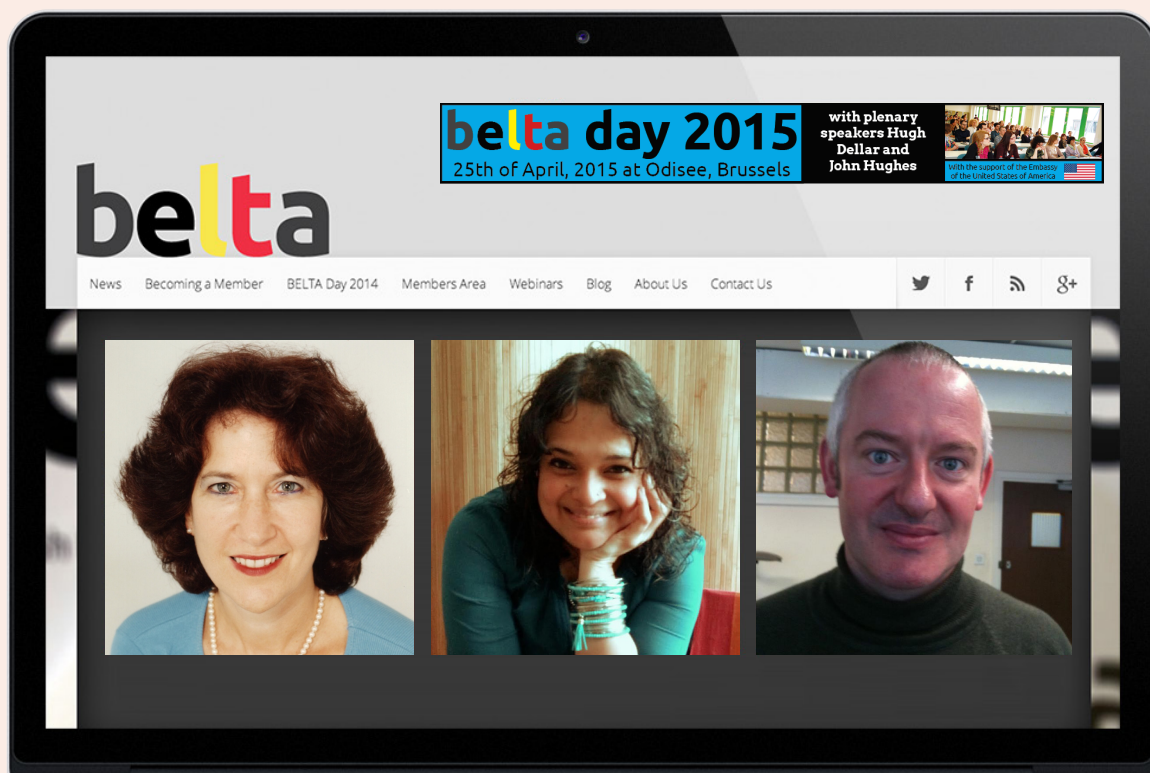
conversion strategies, price models, customer psychology, sales funnels, etc. (I've learned lots of new words!) Since we teachers tend to focus on developing our teaching skills more than our sales skills, we're not always good at or comfortable with the "sales" aspect of being a freelance teacher.

Secondly, it's because, like I said, we're teachers, not salespeople. We like helping people and sometimes feel uncomfortable with the money aspect of our work. That means that we undermine ourselves by charging lower prices, thinking people won't want to pay too much for "just English lessons." I want to help people stop thinking this way and to start asking for fair prices for the expertise they offer, but also being able to justify and feel confident doing it. Paying ELT professionals like they're fastfood workers has got to stop, and we're on the front line to lead the change.

### What do you want people to take away from your presentation today?

That they shouldn't feel ashamed or embarrassed about asking for prices that reflect their level of professionalism and dedication to our field. I hope people will come away feeling they have concrete advice to start thinking about how to implement a marketing strategy that will allow them to charge prices worthy of a professional business trainer, not a backpacking TEFLer.

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## Teaching English in secondary education: an introduction to Shuffle, Shuffle This and Speak Up

15:30–16:10 ROOM 6215

With the support of



Die Keure would like to present their new methods for teaching English in secondary schools in Belgium.

We cater for students at all levels in secondary education: Shuffle for ASO, Shuffle This for TSO/KSO and Speak Up for BSO. Our authors will explain how the books can serve as a teaching guide and will show you how to get the most out of each lesson using the pupils' (prior) knowledge and creativity.

**Bio:** Die Keure is an educational publishing house based in Bruges, Belgium. We think education matters. Therefore we only publish qualitative learning aids for schools and at home, with full respect for learners, teachers and the environment. Our aim is to help learners achieve the highest possible learning profit.



## Collaborative and Cooperative Writing in the EFL Classroom

ADA PETERS

15:30–16:10 ROOM 6116



Writing - usually an individual task - can be extended in the EFL classroom using collaborative and cooperative writing exercises. In this hands-on session, participants will work with a variety of these activities. Using a four-corners approach, each participant will attempt at least three of the four corners, working on writing activities that incorporate dice, poetry, song and more!

**Bio:** Ada Peters studied English and Swedish at the University of Ghent and majored in English. She started off teaching English at all levels in adult evening classes, moved on to technical and commercial English in different institutes of higher education and is currently working as a lecturer of English in the teacher training department for secondary education at HUB Kaho University College, campus Waas. She wants her students to be passionate about English, and to motivate and activate their pupils. She would like more time for her hobbies, reading and travelling.

### How did you become involved in English language teaching?

By accident. A friend of my dad's couldn't find a teacher for one of his adult evening classes. I had never thought about being a teacher before, but I decided to help him out for a few weeks. I ended up staying there for ten years.

### Have you ever had a teaching mentor? Who was it and how did they inspire you?

I can't say I have had a real mentor, but for today's session I am definitely indebted to Dave Allen of NILE. He showed me that there is much more to working with music than doing gap-filling exercises.

### What has been your best teaching experience?

Each year I start with a new group of teacher trainees who take their first clumsy steps in front of a class. I see them grow and evolve into creative, innovating and inspiring teachers, and I end up learning from them.

### And the most challenging?

Teaching your peers remains the biggest challenge.

### If you could pass one piece of wisdom onto a new teacher, what would you say?

Stay passionate, use humour, don't be afraid to try out new things.

## My classroom, a HOME for EAL learners

JORIS VAN DEN BOSCH

15:30-16:10 ROOM 6219



In "My classroom, a HOME for EAL Learners" I will take you on a photographic tour of my classroom to present and share my ideas on the use of home languages in the classroom, ownership of the classroom, how I motivate my EAL learners and how I ensure that my students read

enough. My aim is for all participants to generate new ideas and share their good practice.

**Bio:** Joris Van Den Bosch is a Secondary School EAL teacher at the British School of Brussels. He started his teaching career after completing a TEFL course in Thailand and taught ESL in language academies in Thailand, Vietnam and Spain before returning to his home town of Mechelen. He has a great passion for creative teaching and for internationalism in school.

### How did you become involved in English language teaching?

In 2005 I decided to do a TEFL course whilst backpacking in South-East Asia to fund my further travels. It changed my life forever and I have been teaching ESL/EAL with great passion and dedication ever since.

### What is the best teaching experience you've ever had?

The British School of Brussels has 4 partner schools in Northern Ghana which they support through their charity called "Best of

Both". Last year I spent 2 weeks teaching ESL in Bolgatanga in Northern Ghana to classes up to 120 students. They showed great enthusiasm and willingness to learn despite the fact that it was 35 degrees in the classroom, they had to sit with three to a bench or on the floor, and didn't have any classroom resources but a few Ikea-sized pencils.

### And the most challenging?

In my first ESL job I taught Thai teenagers on a summer camp in rural Thailand in order to prepare them for a US exchange programme. The only resources available were paper, tape and coloured pencils and the only photocopier was 15 km away. It was challenging but I really learned to create and maximise every resource we made.

### Why did you choose the subject of your presentation?

At the end of last year I had to take down all my classroom displays as it needed repainting over the summer holidays and the idea came to me then. A lot of my ideas are reflected in my classroom and I am a strong believer in the importance of a powerful learning environment. What if I took photographs and used them as a tool to share my ideas? So, during the past school year I have been taking photographs on a regular basis to add to my PowerPoint presentation.

### What do you want people to take away from your presentation today?

Make active and creative use of all the languages in your classroom. Don't just "have" them.

## Let's open up our brains – neuroscience in the classroom

ANNA VARNA

15:30-16:10 ROOM 6107



Neuroscience is the new buzz word and the study of how our brains work is having an impact on all educational fields including English Language Teaching. This presentation will be an attempt to present some basic concepts of neuroscience that influence learning in general and language

learning in particular. I will be touching on subjects such as:

- How the general health of our body influences our learning capacity
- How emotions dominate our brain
- How stress or the lack of it can change a classroom
- How simple techniques can help us improve our memory and retention
- How our brains are hardwired for socialising and what the impact is for the classroom.

I will try to give examples from the language learning classroom drawing from my readings and the online courses I have attended. No harm will be done to brains during the presentation!

**Bio:** Anna Varna is a teacher of English from Greece who currently works as a pedagogical advisor in the European Commission in Brussels. Because of the context of her job she had to study a

lot about how languages are learned. She found some very good answers in the field of neuroscience and she would like share them with you. She promises not to hurt you in the process!

### How did you become involved in English language teaching?

I've been teaching English since I was 19, even before I graduated from the English Language and Literature Department of the University of Athens. I've never regretted it. In the beginning it was an easy way to make some money as a student. Later it became the passion of a life.

### Have you ever had a teaching mentor? Who was it and how did they inspire you?

I've had many excellent teachers along the way and it is to their example that I turn to when I'm in a tight place. Humour and human warmth is their common attribute and I try not to forget it.

### If you could pass one piece of wisdom onto a new teacher, what would you say?

If you love what you are doing, show it, enthusiasm is contagious!

### Why did you choose the subject of your presentation?

Because I think there are a lot of insights we could use from other domains and it's a pity not to tap into that knowledge.

### What do you want people to take away from your presentation today?

That we have the power to change our brains, our thinking and our teaching. Eventually our lives too...



# Single White Weirdo: Authentic Texts with Lower Levels

Genevieve White

I often use authentic texts with my intermediate learners. In recent lessons, we have read a newspaper article from The Guardian, listened to poetry on The Poetry Channel, watched news reports on YouTube and searched for jobs on the Internet. The benefits of using authentic texts are evident: the teacher can select up-to-the-minute texts relevant to the interests and needs of the learners. What's more, authentic texts are potentially far richer in new lexis than those found in your average course book: many of which contain texts abridged and adapted to ram home particular language points.

Up until reading Kyra Beguiristain's article on using authentic texts with lower level learners, I had assumed that anyone below intermediate level would find authentic texts too linguistically complex to fathom. I was also worried that unabridged texts would ultimately have a demotivating effect on those struggling to come to grips with the basics of the language.

Yet, as Beguiristain points out, authentic doesn't necessarily mean complex. There are many simple authentic texts out there: ranging from menus to street signs. Slightly longer texts can activate important scan and skim reading skills, which will in turn help learners on their journey towards autonomy.

Beguiristain suggests using flat share advertisements, as they provide such a rich source

of lexis: words to describe houses, furniture, domestic appliances, and character, and I decided to try this out for myself with a low pre-intermediate class, as it seemed a task which would help learners in their everyday lives.

My next task, then, was to source some good ads. I went straight to [www.flat-share.com](http://www.flat-share.com), a brilliant website which has thousands of ads posted by flat hunters and flatmate hunters. The snag was this: in order to view the ads, I had to masquerade as a flat hunter. This presented an ethical dilemma, as I did not want to waste other people's time. So I wrote a profile as quickly as I could, taking care to make myself sound as weird as possible. I wrote that I required a room in East London with a sea view and professed a love of catfish. Nobody, I assured myself, was going to bother following an ad like that up.

Later that evening, I was most surprised to receive a deluge of responses, two of which commented on my zany sense of humor! I guess I had not managed to sound quite weird enough... The messages were so friendly, and my potential flatmates sounded such fun, that for a moment I was seriously tempted to relocate to the East end of London and drink wine on the sofa with them. But that might have been taking my research a little bit too far...

I quickly removed myself from the site af-

ter that, but had managed to find some good ads, which contained really useful language, which I might not have thought of teaching. I chose one flat hunter and then I found two flats: one sounded fun, but filthy; the other clean but dull, with a strict sounding cleaning rota (and some scary BLOCK CAPITALS).

The learners had to read the adverts and choose the flat which they felt was best for the flat hunter. They were helped in this task by a fair bit of lexical input at the beginning (we discussed what we thought was important/unimportant when flat hunting and spoke about the kind of people we would like to live with) and I had prepared tables, so the learners were able to tick boxes describing what the flat hunter was looking for, and what points the two flats possessed.

This class have been learning about comparatives and superlatives recently, and this task provided the perfect opportunity for some revision of this language point. Finally, the learners wrote their own advertisements. All in all, a successful exercise, and one which I plan to repeat with this class, using another example of an authentic text.

## References:

Beguiristain, K. (2001). Using Authentic Texts at Lower Levels. *IH Journal of Education and Development*.

## Lovin it? Authenticity in the English classroom

GENEVIEVE WHITE

15:30–16:10 ROOM 6219



Authenticity has become a buzzword in ELT, but what does it mean and why does it matter to teachers and students?

This session will explore the need for authenticity in the classroom. Should we be teaching authentic language such as swearing and slang? To what extent should the need

for authenticity override the need for accuracy? How possible is it to use authentic materials with low level learners?

This session will address these questions with reference to current ELT research. Addressing each of the four skills, the session will offer practical ideas for bringing authentic materials into the classroom.

**Bio:** Genevieve White is a teacher, teacher trainer and materials writer based in the Shetland Islands, where she works with ESOL learners at a local community centre for education. Her first book *English for Life: Writing* was published in 2014 as part of the Collins

*English for Life: Skills series.*

### How did you become involved in English language teaching?

On a short holiday to Hungary I fell in love with the country. I jumped at the chance to teach English in a small language school on the Hungarian plain. Three years later I moved on from Hungary, but have never moved on from English language teaching!

### Why did you choose the subject of your presentation?

I've always been really keen on using authentic material to form the basis of teaching resources. However, there are clearly issues to bear in mind when using authentic materials and I hope to address some of these issues in my talk.

### What do you want people to take away from your presentation today?

I'd like people to be able to take away a couple of practical ideas they can use in their classrooms. I also hope that the session challenges people to explore definitions of authenticity in ELT, and to consider ways in which they can adapt and personalise authentic materials to suit the needs, interests and abilities of their own learners.

# The Meet US Program

## Do You Want an American Native Speaker in Your Classroom?



### ***Americans in Dialogue with Young Belgians about Life in the U.S.A***

- What is the American Dream?
- What do Americans think about Belgium?
- How does the American election system work?
- When does an American school day start, and when does it end?
- What languages do Americans learn at school?
- All Americans own guns.
- Americans only eat fast food and everybody is overweight.
- Americans are very superficial.

These are some typical questions and preconceptions that young Belgians have about the United States. This program is designed to help clarify the picture by bringing Americans – U.S. citizens from all backgrounds of life resident or visiting Belgium, as well as U.S. Embassy staff – together with secondary school students in Belgium to engage them in dialogue about everyday life in the United States. The speakers meet with the students at their schools to talk about anything that helps give the students an impression on “how the Americans think”. The intention is not to focus primarily on current policy issues, but rather to offer a dialogue on social, historical or cultural aspects of the United States and the interests and aspirations of Americans. The Embassy will make travel arrangements for the speaker. There is no charge to the requesting school or institution. For more information, please send an email to [hendrickxm@state.gov](mailto:hendrickxm@state.gov).



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## Swapshop

16:15–17:00 ROOM 6215

The BELTA open swapshop is a special session where the delegates at the BELTA conference can get together with each other and the speakers to discuss the things they have seen and learnt throughout the day. It's a space where you can reflect on anything that has made you think, and share it with your peers. We think that by getting together like this, with all the delegates and speakers in one place, those who attend the day the day will find it an even more rewarding experience.

As Mark Andrews of IATEFL Hungary states on his blog post describing their own reflection session:

"If teacher associations are more communities of people than service providers, then strengthening the community building aspect of a conference is something to attend to more carefully."

With your help and participation, we will achieve our aim of strengthening the BELTA community.

The session will take place at the end of the day, after the speakers and before our closing reception. We think it's the perfect way to the end the day, and we can't wait to see you there.





# Ontdek de methodes Engels van



## Shuffle

1e graad A-stroom,  
2e en 3e graad ASO

## Shuffle<sup>Tris</sup>

2e en 3e graad  
TSO/KSO

## SPEAK<sup>UP</sup>

3e graad BSO



Meer info:

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**With special guest  
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(Associate Director, Senior  
Lecturer, Columbia  
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## **MAY 23RD AT ODISEE, BRUSSELS**

### **Schedule:**

8:30 - 9:30: Registration/Coffee

9:30: Introductions

9:45: First Plenary: The Five Biggest Pedagogical Challenges and Solutions for ESL/EFL Teachers

10:45: Breakout groups, developing/creating materials based on plenary

11:45: Coffee Break

12:00: Presentations of breakout groups

12:30: Lunch

13:00: Secondary Plenary: Authentic Listening

14:00: Breakout groups, developing/creating materials based on plenary

15:00: Coffee Break

15:15: Presentations of breakout groups

16:15: Wrap up

16:30: Closing Reception

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