belta Day 2016

CONNECTED CLASSROOMS

Brussels, Belgium Saturday, 23rd April 2016

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Contents

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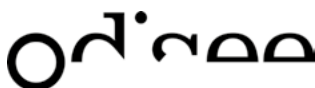## Our Partners

President's Welcome

Welcome to the 4th Annual BELTA Day Conference! The members of the BELTA Board and I are thrilled that you have decided to spend your Saturday with us in our lovely capital – Brussels – in this marvellous venue – Odisee!

BELTA Day continues to grow thanks to you - our members, our wonderful speakers who come from 10 different countries, and our amazing sponsors who help us pull together this great day of professional development. This year we have 22 breakout sessions in addition to what we know will be a great opening plenary. In addition to our 17 40-minute sessions, we have five 85-minute workshops most of them using and demonstrating technology in a hands-on manner thanks to the free WIFI here at Odisee.

Speaking of Odisee, I would like to thank the complete team at Odisee for their year-around support as we put this day together! They are as dedicated as we are to putting together a great conference!

Since I am thanking people, let me also thank our amazing sponsors and partners. You can see the list of sponsors and partners in the lower left corner of this page. Without their support, we could not offer this conference. Make sure you visit them during the breaks! I would also like to thank one of our institutional members – Linguapolis at the University of Antwerpen; they have been spreading the word via social media about the conference.

A big thanks to all the speakers. Each one was chosen because we believe their talk/workshop will enable all of us to be better teachers! I would like to thank our volunteers, who make sure that everything runs smoothly today. If you have a question, find one of volunteers and they can assist you!

Finally, I would like to thank the members of the BELTA Board. The Board has been working tirelessly since the last BELTA Day to ensure a successful conference today. The Board is listed below – if you see them, tell them what you think of today's event. Two special thank yous: first to Vedrana, James and Vicky who are not with us today. Their work from the far corners of the globe is extremely important to today's conference. Finally, a personal thank-you to the BELTA Board member and Co-President, Mieke Kenis. Without her advice and guidance, none of us on the Board could pull off this event!

Enjoy your day and please let us know what you would like to see next!

John Arnold (BELTA President)

BELTA Board

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Programme compiled by – John Arnold and Vicky Loras
Programme designed by – James Taylor

Schedule

Start	End	Room 6215	Room 6109	Room 6116	Room 6119	Room 6219	Room 6107
8.15		**Registration Opens** Tea and Coffee in the exhibition room from 8.30					
9.15	10.30	**Introductions and Plenary Session With GAVIN DUDENEY** New Literacies, Teachers & Learners					
10.30	11.00	**Tea & Coffee in the exhibition room** **In partnership with ReLANpro** ReLANpro					
11.00	11.40		**STELLA SALIARI** Using Internet-based integrated tasks in assessment	**PETE RUTHERFORD** The flipped classroom and the shifting role of the teacher **(double session – bring a wifi-enabled device)**	**JORIS VAN DEN BOSCH** Innovative use of home languages in the multilingual classroom	**VASILIKI CELIA ANTONIOU** Developing critical thinking in an online L2 academic context **LTSIG Scholarship Winner**	**MARIO LECLUYZE** English Teacher Online Toolkit **(double session – bring a wifi-enabled device)**
11.45	12.25	**ARMAND BRONZWAER** Bring your own language lab (BYOLL) In partnership with ReaLANPro ReLANpro	**MARILIZE PRETORIUS** Caring through other languages: teaching nurses to communicate in an L2		**GAVIN DUDENEY** New Literacies: Theory to Practice; Static to Mobile	**FREDERIK CORNILLIE** From drill-and-kill to the use of murder for designing effective grammar practice	
12.30	13.30	**Lunch**					
13.35	14.15	**FRANK ALBREGT** Shakespeare Lives! In partnership with British Council BRITISH COUNCIL	**IOANNA NTAIDOU** Carousel and Marketplace Speaking Techniques **(double session)**	**JOHN ARNOLD** 5+ Fantastic Formative Assessment Tools **(double session – bring a wifi-enabled device)**	**MARTA BUJAKOWSKA** Teaching One Little Thing In partnership with IATEFL Poland iatefl PL	**KARIN HEUERT GALVÃO** Collaborative Learning: How Social Media can help students learn more effectively. **LTSIG Scholarship Winner**	**SHAUN WILDEN** A mobile device is worth a thousand words **(double session – bring a wifi-enabled device)**
14.20	15.00				**PAULINA CHRISTIAENS** Storytelling in a modern EFL classroom	**VICTORIA BOOBYER** Introducing Tablets to the Classroom: Tips and Techniques	LTSIG IATEFL Learning Technologies Special Interest Group
15.00	15.25	**Tea & Coffee** in the exhibition room **In partnership with Pearson** Pearson					
15.30	16.10		**JULIE MOORE** Why not just Google it? Online dictionaries and digital literacy	**ANNA ROLINSKA** Learning and teaching in the cloud	**MARISA BENITEZ** In culture, in class: exploring youth and authenticity in 'new pedagogy' at the university In partnership with Fulbright Belgium FULBRIGHT BELGIUM LUXEMBOURG	**JORIS DE ROY** North Utsire, South Utsire, southwesterly three or four showers good - the Language of CLIL	**MIJA SELIC** Visual grammar
16.15	17.00	**Swapshop**					
17:00	17.45	**Closing Reception & Raffle**					

Interview with Gavin Dudeney *Plenary Speaker*

Vicky: Gavin, thanks so much for this interview and for being our plenary speaker on BELTA Day – we are delighted and honoured here at BELTA!

Gavin: My pleasure – and thanks to everyone at BELTA for inviting me. It's a great city to visit for a weekend, with the added advantage of being able to get there by train from home! And I've heard a lot of good things about BELTA, too! I'm really looking forward to a stimulating day.

Vicky: Many thanks for your kind words. Let's start with how you got into ELT - how did you enter the field of education?

Gavin: By accident, mostly. I did a degree in French and Spanish, but didn't use it immediately after graduating. In fact, when I left university, I worked as a stand-up comedian. But, after almost three years, I thought I had better get a proper job, so I did some initial training and applied for jobs in Portugal, Spain and Greece. The first job I got was in Spain, and I spent twenty-three years there going from teacher to trainer, and into technology-related jobs. None of it was planned, but I'm glad it worked out this way.

Vicky: What a story! Now let's move on to your writing. Your books and talks deal a lot with digital literacies, mobile learning and the internet. How did your first become interested in all these topics and what would you advise the educators who are a bit hesitant to use them?

Gavin: In my first teaching job I got involved with setting up a SAC (Self-Access Centre) and – due to the fact that I owned a computer – was asked to provide extra materials for students to use in the SAC, on the new computers installed there. I went from that to getting my first Internet connection in 1995, to doing my first conference talk in 1996 (An Introduction to the Internet), to moving to International House Barcelona and running the Internet Classroom there, and on to setting up Net Languages (we still believe it was the first purely online language school) in 1998.

I've always enjoyed new technologies, and I'm a foolish early adopter, so I've had good hands-on experience with most bits of hardware and a lot of different software, though I'm largely self-taught.

I think technologies can be challenging for teachers, largely due to the fact that teachers rarely get good training in how to use them, and how to incorporate them into their normal daily practice. So my first piece of advice would be to get some training. Then I'd say start small – simple tools, simple and short activities. Talk to other teachers and find out what they do, and join some online groups for more help, advice and support. Like every other aspect of teaching, EdTech gets easier the more you work with it.

Vicky: That is great advice.

What do you think of where ELT is today? What can it offer new teachers, for instance and what challenges are there to face?

Gavin: One of the issues that bothers me is the way you and I view ELT – because we view it these days through new filters – the filters of social media, blogs, etc. As a small group of a few hundred who are often online, we have an odd view of what it means to be a teacher these days, and I think it would serve us well to remember that only about 40% of people are online, and a very few of these are connected to other teachers worldwide, or benefit from these connections. We see so much hyperbole online – so much which is deemed to be awesome, so many 'teacher heroes', speakers travelling the globe giving talks... It all sounds exciting and exotic and full of promise – and money…

… but new teachers have it tough. There's not much of a career path in ELT – you can get to Senior Teacher, or Head of Year, Director of Studies…. but it's mostly badly-paid, with no support or development opportunities available. It's hard work, long hours, lots of paperwork. If I had kids, I would never advise them to become teachers – not until we start treating teachers with respect, paying them well, supporting them and helping them. Teachers produce everyone else in society – we should be paid more than anyone else. But the reality is not this – and all the hyperbole and chatter on social media is not healthy for new teachers, because it's a world that is slowly vanishing, and one to which it is almost impossible to gain entry these days.

My advice would be to ignore the chatter, forget the allure of the visiting 'expert', the global coursebook, and all the 'glitz' of online ELT, and start by championing the local – local experts, local writers, local speakers, local projects and products. Get together with like-minded people and organise – organise to develop, organise to negotiate better pay and conditions, just organise to talk and to help each other. The reality for most people is not in Twitter or Facebook, but in what they do on a daily basis, in their neighbourhood – and we need to take care of that first.

Sadly, I see more challenges than opportunities for new teachers – but maybe I'm just getting old!

Vicky: And now I would like to ask you about your work with the Consultants-E. Can you tell us about it?

Gavin: I'm lucky enough to run a company with one of the cleverest and nicest people in the business (Nicky Hockly) and we work in two primary areas: we run online courses in the principled use of EdTech in various aspects of language teaching (http://traintodo.com/courses), and we offer consultancy services to other companies in the sector (http://traintodo.com/clients) – these include course and materials design, research and project evaluation, face-to-face and online training services, social media management, web design and more: basically, any aspect of technology in the sector.

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

Gavin: Nicky and I are hoping to get cracking on a new book on blended learning very soon. We just contributed a chapter to a recent publication (http://traintodo.com/blendedbook) and we feel it's the right time to revisit what is still a very woolly concept, and look at it through fresh eyes, in the light of recent

developments in mobile learning, flipped learning and the like. Apart from that, we keep our eyes on new developments and opportunities in EdTech – but it's a fast-moving world, so you can never tell what's around the corner.

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

Gavin: Thank you! I'm sure it will be a grand day – see you there!

Bio: Gavin is Director of Technology for The Consultants-E - working in online training and consultancy in EdTech - and also module leader (MATALL) on the NILE / University of Chichester MAPDLE (MA in Professional Development for Language Education). A former Honorary Secretary and Chair of ElCom at IATEFL (the International Association of Teachers of English as a Foreign Language), he now serves on the International House Trust Board and the Educational Writers Committee of the Society of Authors. A regular keynote speaker at conferences worldwide, Gavin is also author of The Internet & The Language Classroom (CUP 2000, 2007) and co-author of the award-winning publications How To Teach English with Technology (Longman 2007) and Digital Literacies (Routledge 2014). His new book, Going Mobile, was published by DELTA Publishing in 2015.

PLENARY   09:30–10:30 ROOM 6215

New Literacies, Teachers & Learners

In this session we will take a look at how the basic definition of 'literacy' has been impacted on by the advent of networks and web 2.0 and look at the new digital literacies that now play an important part in most of our lives. We will examine a framework for new digital literacies and consider how they impact on what we do in the classroom.

Speakers - 11:00-11:40

Using Internet-Based Integrated Tasks In Assessment

STELLA SALIARI   11:00–11:40 ROOM 6109
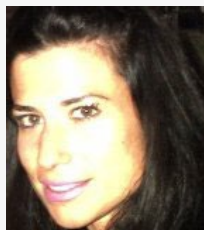
This interactive session will discuss the use of integrated tasks in English for Academic Purposes (EAP) assessments administered in an Internet-based environment. Such tasks require students to use their listening, reading and speaking skills within a single task instead of assessing each skill separately. Following this approach, English-language proficiency can be measured in an authentic way by simulating real-life academic settings. In the session, sample TOEFL iBT® tasks and how they are scored will be presented together with practical ideas and resources for classroom application.

Bio: Stella obtained a degree in English and German Language and Literature from the Technical University Carolo – Wilhelmina zu Braunschweig in Germany. She also holds a MSc in Middle East Politics from the School of Oriental and African Studies in London. She worked as a German and English teacher in Greece and as a researcher at the Centre for Mediterranean, Middle East and Islamic Studies in Athens. Since 2011 she has been working for ETS Global in Amsterdam representing the TOEFL and GRE Tests in the EMEA region.

How did you become involved in English language teaching?
I studied English and German language and literature.

Have you ever had a teaching mentor? Who was it and how did they inspire you?
Yes, when I taught English in Athens I had a teaching mentor who gave me advice on how to prepare students for different English language tests by avoiding negative washback.

What is the best teaching experience you've ever had?
I had to prepare a class for an English language test which was very important to them. However, the class was not motivated and some students' level of English was quite low. During our lessons together they slowly understood the value of speaking English for the their future. At the end of the term all of them except one passed the test.

Why did you choose the subject of your presentation? To show how Speaking skills can be measured in a fair, objective and reliable way by using technology combined with human rating.

What do you want people to take away from your presentation today?
I want people to take away from my session that it is possible to measure speaking skills by using technology in combination with human rating. Secondly, I want to show how important it is to measure speaking skills by using integrated tasks as this is the closest way to reflect how language is used in real life.

LANGUAGE TEACHER TRAINING

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July 4th-29th

August 1st-26th

September 5th-30th

November 7th-December 02th

Part Time blended online / face-to-face

September 5th - November 26th

Attendance: Saturdays from 8:45 until 14:30

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Innovative Use Of Home Languages In The Multilingual Classroom

JORIS VAN DEN BOSCH   11:00–11:45 ROOM 6119

In this visual and interactive talk I will present to you a wide range of original classroom activities in which home languages are used to enhance academic word acquisition and general English language learning. These will be applicable to any ESL/EAL classroom even if the teacher does not have a language in common with her or his students.

Bio: *Joris has spent the last five years working as a secondary school EAL teacher at the British School of Brussels. He teaches English as an additional language to a wide range of international 11-to-14-year-olds and supports them in accessing the mainstream English curriculum. He started his teaching career in 2005 after completing a TEFL course in Thailand, and taught ESL in language academies in Thailand, Vietnam and Spain before returning to Belgium, his home country. He has great passion for international minded teaching and teaching methodologies for the intercultural multilingual classroom.*

How did you become involved in English language teaching?

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

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

I would recommend all new teachers to watch the moving and inspirational documentary "Children Full of Life", about the life and teaching of Mr. Kanamori, a 4th grade primary school teacher in Japan. Kanamori demonstrates that teaching is not just about passing on knowledge, but also about empathy, active listening, friendship and happiness. After showing it to my Year 11 tutor class one of the students wrote the following: "School is not about learning in classes, it's about learning things in life."

Why did you choose the subject of your presentation?

For nearly five years I have worked in multilingual EAL classrooms. It is well known that ESL/EAL students in international schools learn English more quickly and effectively if they maintain and develop their proficiency in their mother tongue. There is a need, therefore, for creative activities in which students can connect newly encountered knowledge with pre-existing knowledge. In the past couple of years, I have been testing many innovative activities and I will be presenting the ones that have had my students' stamp of approval.

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

I would like EAL/ESL teachers to adopt these L1 activities, and material writers to start including them in teacher guides and resource books. Not only will this benefit students' language development, it will enhance your learners' self-esteem, enabling them to feel valued and to see themselves as linguistically talented.

Developing Critical Thinking In An Online L2 Academic Context   **LTSIG Scholarship Winner**

VASILIKI CELIA ANTONIOU   11:00–11:40 ROOM 6219

Scaffolding is a type of support that facilitates the learners' successful practise of complex skills and as the learners become independently competent, this support is gradually withdrawn. This talk will help tutors in general to understand the complex processes that students go through when they engage with reading academic texts and what types of assistance ("scaffolding") can be provided to facilitate this process and enable the students to carry on with their tasks. The talk will focus on an intensive online English language course that was offered to support University teacher trainee students and help them develop their reading and speaking strategies and skills. This was achieved by involving students in forum discussions, online peer assessment, and online tasks. Practical examples of the tasks that were offered will be demonstrated along with suggestions for task types that could support the development of specific skills and the students' opinions and views about this experience will also be discussed.

Bio: *Celia is a PhD researcher and an EAP tutor at the Department of Language and Linguistics, University of Essex, UK. She teaches linguistics, psycholinguistics, and methodology of TEFL to undergraduate students. She holds a BA in English language and Literature from Aristotle University of Thessaloniki, Greece, and an M.Phil. in Theoretical and Applied Linguistics from Trinity College Dublin, Ireland (Graduate scholarship). Additional honors and awards include her research studentship for a PhD. Her main research interests lie in the areas of concept-based instruction, assessment, e-learning, socio-cultural theory and English for specific / academic purposes.*

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

By the end of the presentation I hope that the audience will be familiarised with what critical thinking skills are and in what ways tutors can help their students develop at a conceptual level and understand reading texts. They will also be able to see how specific online environments can be used to foster critical thinking training, what are some of the affordances of these environments, what types of tasks can be designed to this end, how students could be engaged in motivating and interactive online tasks and the type of feedback and evaluation that is provided in these cases.

Integrating language skills through online music videos

Mario Lecluyze

The internet is a real treasure trove for every English teacher, but at the same time it can look like a maze. That is why I have made a personal selection of useful online resources that can make an English teacher's life easier. You can find it online at www.symbaloo.com/mix/teacheronlinetoolkit. The selection contains portals, resources for (remedial) reading and listening, ready-to-use materials, and many, many more. My pupils' absolute favourite one is LyricsTraining.com, a tool with online music videos that every teacher of English should add to her or his favourites. Why? Because it is a really fun way to practise (foreign) language skills in an integrated way.

LyricsTraining.com is a website that uses YouTube-hosted music videos to sharpen various language skills through the songs' lyrics. The main idea is that pupils have to complete the lyrics while watching the clip, a kind of gap-fill with a twist. It is also a game-like activity; players get an individual score for each completed song, which makes it even cooler.

This is how it works. When you open the site, the first thing you notice are the clips that are being played at the moment and also the top songs. Every song has a coloured label indicating the language level of the lyrics: green (easy), red (difficult) and orange (in-between). Moreover the label shows you what language the lyrics are. You can play not only with English songs - the site also offers music videos in other languages, e.g. French, Spanish, Italian, German, Dutch and even Japanese. The most interesting way to find a song however is using the search options at the top of the page; you can search by genre and language, but there is also a bar where you can just type the artist and/or the song title.

Once you have chosen your favourite music video, there is one more step to go before you can start playing. You have to select one of the four game modes: four mastery levels, depending on how many random words have been left out: beginner (with 10% missing words), intermediate (25%), advanced (50%) and the expert mode (with all words to type!). At the bottom there is also a karaoke button, allowing you just to sing along with the music video.

Now you can start playing, although the site first warns you that you have to register if you want your score to be displayed in the ranking. Even if you have not signed up, you can still compare your results with other players in the end. As the video finally begins to play, the lyrics of the song appear underneath with several words missing. Your job is to complete the lyrics with the missing words as they are sung. When you get stuck, the video stops playing until you can come up with the word. Don't take too long, because above the video, apart from your score, a red timeline gets shorter while you are thinking. When the line has disappeared completely, the game is over. Under the video however you can also press an arrow to re-listen or another one to skip the word. At the end of the song, you will get your final score.

How can you use this in your teaching? I mostly use LyricsTraining as a "filler" at the end of a lesson, when there is not enough time left to start something new, but just too much to do nothing anymore. Sometimes, I use it even to motivate pupils: if they work hard, there might just be enough time left to play another song. I then have one pupil choosing a song and playing on the computer, whilst the others help him or her to complete the lyrics. They are mostly very keen to do so, because they don't want the song to be interrupted. If you have laptops or tablets at your disposal, you could also let pupils compete each other in getting the highest score for a particular song. Another possibility is to set it as a fun homework, having pupils choose their own song and elicit five new words out of the lyrics.

Anyway, learners just adore working with this website, because it is so motivating. Since they are watching the video, listening to the song, reading the incomplete lyrics and writing down the missing words, many language skills are integrated in this gamelike activity. As pupils can play at their own level, you are also differentiating. Moreover they can practise at home. And even if not all lyrics are "proper" English and it may only look like another gap-fill, working on their language skills will never have been more enjoyable.
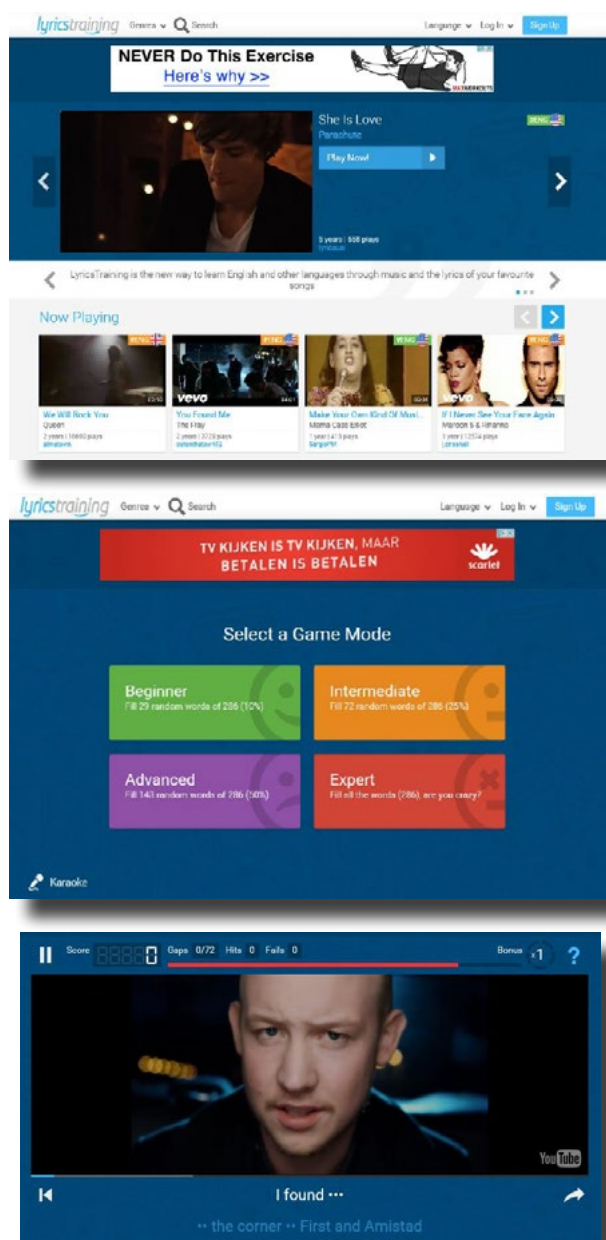
The Flipped Classroom And The Shifting Role Of The Teacher

PETE RUTHERFORD 11:00 – 12:25 ROOM 6116

The basic innovation at the heart of the flipped classroom is that content learning is done outside class time (not necessarily at home, and primarily due to new learning technologies and mobile devices) and lesson time is used for consolidation work. This is essentially the inverse of the traditional model of new content being presented by the teacher and homework being set to reinforce it. The model originated at Woodland Park High School in Colorado in the USA where teachers posted lectures online for students who missed classes. It has since become popular through the Khan Academy's series of online lectures and the efforts of various other training organisations. Although early flipped classroom experiments focused on content subjects such as mathematics and physics, language teachers have begun to embrace the concept in recent years. In this workshop, Rob, Pete and the participants will examine the benefits and drawbacks of applying the flipped classroom concept in the language classroom and explore the shifting role of the teacher when using this model.

Bio: Pete Rutherford is a business English trainer based in Düsseldorf, Germany. In his current position at marcus evans linguarama, he conducts in-company and web-based communication and language training and in-service teacher training. Pete's professional interests include learning technologies, English and communication skills for HR professionals, corpus linguistics, and effective learning practices. He is also the joint Web Coordinator for IATEFL BESIG.

Why did you choose the subject of your presentation?
The flipped classroom has become an increasingly popular topic in ELT in recent years. The topic also seemed to fit well with the BELTA Day's theme of connected classrooms. Personally, I've found the flipped classroom to be a flexible tool which can increase learner engagement and course continuity, accommodate different learning preferences, and drive improved outcomes, amongst other things. I very much hope that my peers can benefit from my experience using the flipped classroom.

What do you want people to take away from your presentation today?
I'd like to demystify the flipped classroom for any teachers that may be uncertain or intimidated by the term. I'd like participants to take away some practical ideas which they can implement in their own teaching to the benefit of their learners.

English Teacher Online Toolkit

MARIO LECLUYZE 11:00–12:25 ROOM 6107

The internet is a real treasure trove for the English teacher, but at the same time it can look like a maze. Mario Lecluyze has made a personal selection of useful online resources that can make an English teacher's life easier. The selection contains portals, resources for (remedial) reading and listening, ready-to-use materials, etc. Take the suggestions home and create your own online toolkit with Symbaloo.

Bio: Mario Lecluyze (51) is an experienced teacher of English as a foreign language and since September 2015 educational adviser for the catholic schools in West Flanders. He has already taken part in many teacher development courses in Flanders and abroad, e.g. in Cambridge and Oxford. He likes using interesting digital tools and websites, as long as they seem handy to achieve learning objectives or to motivate learners.

How did you become involved in English language teaching?
I graduated as a teacher of Dutch, English and German in 1985. I soon started teaching English in private language courses. Afterwards, I became a teacher of Dutch and English at the Heilig Hartcollege in Waregem, where I still teach part time, English only. Apart from this, I also work as an educational adviser for the catholic schools in West Flanders. In this job, I try to coach individual teachers of English and stimulate schools in their English language teaching policy.

Have you ever had a teaching mentor? Who was it and how did they inspire you?
Quite a few people have inspired me so far. I inherited my passion for the English language and culture from my teacher trainer. He also encouraged me to write my thesis on the importance of cultural background in communication, hence when teaching English. But both at school and on (international) courses (a.o. in Saffron Walden, Cambridge and Oxford) I have met people (teachers, trainers, advisers) who have nourished my love for English and teaching it.

Why did you choose the subject of your presentation?
Because being a teacher is that demanding, we should try and use all possible aids at our disposal. The internet is a treasure trove for English teachers, but at the same time it is a maze you can get lost in. That's why I have built a Symbaloo with a collection of valuable websites for teachers of English.

What do you want people to take away from your presentation today? I want to introduce them to my Symbaloo, show some interesting websites for different aspects of our teaching and have them explore these sites. I hope that, ultimately, they will use them in their own teaching practice.

Bring Your Own Language Lab (BYOLL)

ARMAND BRONZWAER   11:45–12:25 ROOM 6215

In partnership with

![ReLANpro logo]

The purpose of the proposed 50 minute commercial session is to give participants a BYOD (Bring Your Own Device) hands-on introduction to the ReLANpro BYOLL (Bring Your Own Language Lab) system. Although ReLANpro BYOLL provides the functionality of a full-fledged computer language lab, it operates independently of any local server installation or technical support. All the central networking functions of the system are cloud-based, i.e., handled by a remote server accessible anywhere a broadband Internet connection is available. Applications installed on local client devices communicate with the cloud-based server as required.

Session participants will be given the opportunity to work with some lesson materials with the system, which they will access in mobile student mode. They will thus need to bring along their Android, iOS Tablet or Smartphone or Chrome, Windows, MAC, OS device.

Audio-video materials will be provided for demonstration purposes, but participants are also invited to bring along a 1-2 minute audio (mp3) and/or video (mp4) clip of their own choosing for lesson creation.

Participants will be shown how to use the Cloud Manager to create lessons, correct submitted work and return it to students. The Cloud Manager allows two types of annotation, audio and text, to be added to the audio and video files in a lesson. These annotations then become an integral part of the files when they are accessed by students.

As part of their activity, participants will gain experience using the GAP function, which pauses a file to allow the insertion of a voice recording at whatever point the lesson designer chooses. This can be used, for example, for giving oral instructions, making comments about the file or providing students with oral feedback of corrected work.

Similarly, participants will use the Bookmark function to create tooltip text annotations wherever a file has been paused. Tool tip annotations can provide instructions, make comments, give transcriptions, label sections of a file, etc. In video files, they can alternatively appear as on-screen subtitles.

All participants will be provided with a free ReLANpro BYOLL license for 30 users to allow them to further explore the system on their own after the commercial session.

Bio: Armand studied Law at University Utrecht. Beginning in 1992, he became a Language Lab reseller, working for MARO/ReLANpro, a Finnish language lab producer. The transition from reseller to producer made it possible to build customer based products. Being a language lab reseller for over 20 years taught me to listen to teachers. They know best. So we only produce software on request. Our users decide how the software works and even what it should look like.

Caring Through Other Languages: Teaching Nurses To Communicate In An L2

MARILIZE PRETORIUS   11:45–12:25 ROOM 6109

Language discordance in nurse-patient interaction can have various negative consequences. For this reason, nursing professionals need language and communication training informed by thorough research. For my study, I use Communication Accommodation Theory to identify factors that influence how limited communicative competence affects the cognitive and affective functions of communication. The results give us insight into potential problems that nurses regularly face in communication where one or both participants use an L2. The implications are that training should include metacognitive awareness raising, as well as teaching relevant skills and knowledge, couched in authentic and meaningful content, to avoid negative outcomes in nursing communication.

Bio: Marilize Pretorius graduated (M.A. Applied Linguistics) from the University of the Free State in South Africa, where she taught on the Academic Literacy Programme. She is currently involved in the online Nursing on the Move EU project and is pursuing a PhD (Applied Linguistics) at the University of Antwerp.

Why did you choose the subject of your presentation?
I chose the subject of presentation based off of a challenge that I've personally been encountering during my lessons, especially as a young teacher. This idea – the "new and modern" style of teaching – has been something that I've been trying to dip my feet into, and it's good to reflect on and critique this influence.

What do you want people to take away from your presentation today?
If nothing else, I'd like to jumpstart some reflexive thought on why we depend on certain teaching methods, and how we can navigate the development of new thought in relation to teaching.

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New Literacies: Theory To Practice; Static To Mobile

Plenary Follow-Up

GAVIN DUDENEY   11:45–12:25 ROOM 6119

In this follow-up workshop to the plenary, we move on to look at practical examples of taking digital literacies into the classroom and helping learners to get to grips with them within a productive ELT context, concluding with a look at how mobile learning can help learners connect the classroom with the world outside. Participants will leave with a variety of activities which can be used in their own classes and in a variety of contexts.

Bio: Gavin is Director of Technology for The Consultants-E - working in online training and consultancy in EdTech - and also module leader (MATALL) on the NILE / University of Chichester MAPDLE (MA in Professional Development for Language Education). A former Honorary Secretary and Chair of ElCom at IATEFL (the International Association of Teachers of English as a Foreign Language), he now serves on the International House Trust Board and the Educational Writers Committee of the Society of Authors. A regular keynote speaker at conferences worldwide, Gavin is also author of The Internet & The Language Classroom (CUP 2000, 2007) and co-author of the award-winning publications How To Teach English with Technology (Longman 2007) and Digital Literacies (Routledge 2014). His new book, Going Mobile, was published by DELTA Publishing in 2015.

From Drill-And-Kill To The Use Of Murder For Designing Effective Grammar Practice

FREDERIK CORNILLIE   11:45–12:25 ROOM 6219

Language drills are typically associated with language teaching methods that have long been proven ineffective. Today however, they resurge as a result of new technological platforms such as mobile apps, and unfortunately—old wine in new bottles—we are yet to see technology-mediated drills that are promising for the connected language classroom of the 21st century. This talk will report on a classroom experiment with teenage learners in which meaning-focused computerized drills were embedded in the task-based reading and discussion of a murder mystery. We report on the effectiveness of this approach and present ideas for redesigning the activities.

Bio: Frederik Cornillie is postdoctoral researcher in applied linguistics in the interdisciplinary team ITEC at KU Leuven (University of Leuven) and iMinds, Belgium. Since 2005, he has worked on R&D projects in computer-assisted language learning (CALL) in which he investigated the design and effectiveness of technology-enhanced environments for language learning and practice. His main research interests include second language acquisition theories (most notably skill acquisition), individual differences, and digital gaming. His PhD dissertation, titled 'Adventures in red ink', investigated the effectiveness of corrective feedback in three prototypes of game-based environments designed for language practice. He is currently exploring the affordances of interactive fiction for English language teaching and learning. He has given numerous talks at international conferences on language learning, has published in a wide range of journals and monographs, and regularly serves as a reviewer in venues on CALL. He is also associate editor of the international journal ReCALL. In 2014, he received the Outstanding Graduate Student award from CALICO for his PhD research and for his service to the profession.

Why did you choose the subject of your presentation?
The role of technology in language learning nowadays is all about connecting learners and teachers to authentic materials and other speakers of English outside of the classroom. At the same time we mustn't forget that technology also has another role to play, which is at the level of learning processes: monitoring what learners do, and providing them with useful feedback and individualized practice. I am not advocating a return to drill-and-kill, but am convinced that in the connected language classroom of today, meaningful and authentic language tasks intertwined with focused attention to linguistic form, supported and enhanced by technology, make for effective language learning

Shakespeare Lives!

FRANK ALBREGT   **13:35–14:15 ROOM 6215**

In partnership with

Shakespeare Lives is a major programme of international events and activities celebrating Shakespeare's work on the occasion of the 400th anniversary of his death in 2016.

The British Council is working with partners including the GREAT Britain campaign and a host of British theatres, museums, institutions, educators and artists. This will be an unprecedented programme of global activity from the UK that will include new productions of Shakespeare's plays, as well as film adaptations, art exhibitions, public readings and educational resources for schools and English language learners of all ages.

In this session you will be presented with an overview of the programme and an introduction to how the available resources could be used it within your teaching practice.

Bio: Once he completed his MBA from the Rotterdam School of Management, Frank started his career working for Unilever in a number of Supply Chain and Finance functions. Despite that being a rather unlikely first sentence of a BELTA conference presenter bio, this is where he first came in touch with UK culture, with Unilever being an Anglo-Dutch organisation. After 8 years he moved to the professional language training industry, working for Elycio Talen in the Netherlands, which also operated NewLanguages in Belgium. In 2013 he started working for the British Council, where he is responsible for pursuing partnerships and promoting their English for Education Systems and Self Access Learning portfolios in the Benelux.

Why did you choose the subject of your presentation?
Shakespeare Lives is a major programme of international events and activities celebrating Shakespeare's work on the occasion of the 400th anniversary of his death in 2016.

The British Council is working with partners including the GREAT Britain campaign and a host of British theatres, museums, institutions, educators and artists. This will be an unprecedented programme of global activity from the UK that will include new productions of Shakespeare's plays, as well as film adaptations, art exhibitions, public readings and educational resources for schools and English language learners of all ages.

Through my presentation I want to give you an introduction to this programme and how you could use it within your teaching practice.

Teaching One Little Thing

MARTA BUJAKOWSKA   **13:35–14:15 ROOM 6119**

In partnership with IATEFL Poland

Teachers often face a problem of teaching 'one little thing', some language phenomenon, which is a challenge for learners, they try in many different ways, are sure that the material covered stays in students' mind for ever. However, after some time it shows that students 'just didn't get it'. In my workshop I will share with participants many ways of teaching one little thing that will stick in students' minds. We will work with quotations, play a board game, a conversation game and work with a song or two. My example will be 'If sentences', which often cause serious problems for learners. In the workshop the participants will try many activities that involve the four skills and are fun at the same time. All the activities will have one hidden objective: to help learner use the 'if forms' freely and confidently. It comes from my belief that we need to give students practice more than anything else in our classes as they have little opportunity to practice what we teach. The workshop will be interactive and hopefully some of the participants will be willing to share their experience and ideas.

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?
I had an English teacher who believed in me, she always supported me and told me that she could see me doing something with English. I never thought I would but to cut a long story short I become an English teacher after being inspired by some teachers at language courses I took in London many many years ago.

Have you ever had a teaching mentor? Who was it and how did they inspire you?
Not a formal one. However, I had a lot of moral support from one of my tutors at an initial TEFLA Course that I did with IH, Katowice in Poland.

What do you want people to take away from your presentation today?
I would like the people who attend my workshop to take away some ideas and remember that there's always some way in which we can help our students with their English.

Collaborative Learning: How Social Media can help students more effectively

Karin Heuert Galvão

I am a huge fan of Collaborative Learning in face-to-face or online classes, and what I found out during these years working as an EFL teacher and Online Tutor was that firstly, social media can become a way for us to connect and build rapport with our students; secondly, we can get to know them much better and above all, they will be able to work together in a fun and engaging manner. Social media have become essential to modern life, and we must assume our students are always connected. Facebook, Twitter, Instagram are used on a daily basis by our pupils, so why not use them as a tool for the teaching/learning process?

Before we start using social media as a mechanism, we must reflect about privacy and our role as teachers - some students (and teachers) are not comfortable with sharing things about themselves and/or their private lives on these platforms. I noticed when working with multinational groups is that Brazilians (myself included) are much more open about their lives: they do not mind sharing private pictures or details online.

However, we, as teachers, must remember that there are boundaries that we should always respect. Let's assume that one of your students overshares online. Should you say anything? Should you not interfere? From my perspective, we should interfere only when we find that what our student (regardless their age) is

posting things that may be inappropriate, such as topics related to religion, racism, sexual orientation and politics.

While I am not saying that it is wrong to post about these topics, I believe that one of our duties as educators is to guide our students. However, when you choose to post about such topics, you must be aware of the consequences and people's reactions to them. This is not only for your students, but for yourself as a social media user as well. It may severely impact people's perception of your personality and/or professionalism.

Another question that we should always bear in mind is: "How far should I go?" Remember that once you add your students to your circle of online friends, you must ask yourself if there is anything inappropriate there or if there is anything you would not want them to see. There are privacy settings you can set, so not everyone would have access to them. One idea is for you to have two different accounts, a private one and a professional one; however, make sure you have the time to update and manage the professional one appropriately.

Social media are also a great way to get to know colleagues in the ELT community and you might even have exciting job opportunities just because you are part of it. Building a strong and solid PLN (Personal Learning Network) can provide you with

opportunities to present at conferences, publish materials and above all, get to know amazing professionals.

Want to work on your CPD (Continuous Professional Development)? Use social media to your benefit. Most courses, webinars, conferences and workshops publish their events via social media.

Being part of this virtual world has its perks, but on the other hand one of the responsibilities is knowing how to behave online. Having the proper netiquette can assure that you have positive results with your pupils and your colleagues. Are you sure you are behaving accordingly? Here are some question for you to keep in mind before posting:

Is it respectful?

Is it relevant?

Are you ready for the consequences/responses?

Is it written using proper English? You are a teacher after all.

Are you considering other people's feelings?

I hope you join me in Brussels on April 23rd, 2016, and I am sure we will be able to take this discussion to the next level.

Collaborative Learning: How Social Media Can Help Students Learn More Effectively.
LTSIG Scholarship Winner

KARIN HEUERT GALVÃO   14:20–15:00 ROOM 6219

Social media has become essential to modern life, and we must assume our students are always connected.

This presentation will focus on activities that employ Social Media as a teaching tool and it will also provide the participants with the opportunity to reflect about collaborative learning, privacy and our role as teachers.

The purpose of this presentation is to help teachers reflect about their actions online, in either Face to Face, Blended or Online Learning. Most Internet users take Netiquette for granted, and one of my goals is to show how important it is for teachers to be aware of their actions and posts online when teaching, sharing ideas and being part of the international ELT community.

We will also discuss the importance of building a PLN and how Social Media can facilitate this process. Teachers will be able to reflect and understand how a strong PLN can help your own CPD.

Bio: Karin Heuert Galvão has been an EFL Teacher for 15 years and Director at i-Study Interactive Learning for 8 years. She holds, among others, the CELTA and IH Certificate in Online Tutoring. She is also one of the moderators of an online community based on Facebook: BrELT (Brazil's English Language Teachers) & member of the Advisory board of EFL Talks.

How did you become involved in English language teaching?

Although I've been studying English since I was 8, it was only when I became an exchange student that I was able to understand the language in a more proficient way. My mother being a teacher, I guess it was only logical or expected that I would become a teacher too. However, I decided to go to Law School, but always getting involved with teaching somehow. Ever since I moved to São Paulo (Brazil), I have been teaching full time. For the past 8 years, I've been working as the Director of i-Study Interactive Learning, teaching English and training teachers, Face-to-Face or Online, and I couldn't be happier and more inspired by great colleagues.

Why did you choose the subject of your presentation?

I'm a huge fan of social media and I have been using it with my students for some time now. It has helped my students to feel more involved with the subject matter and has played a fundamental part on engaging my students and making sure they are up-to-date with their tasks.

I'm also sure that connecting with your students and using tools such as Facebook, Twitter, WhatsApp and Instagram can only assure that your pupils are bonding as a community.

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

My presentation is aimed at providing teachers with tips on how to use social media as a tool for the learning/teaching process (face-to-face or online).

At the same time, I would like teachers to reflect about how they engage their students and colleagues online and how relevant using these tools in class can be (or not). Finding the right balance is essential.

A Mobile Device Is Worth A Thousand Words

SHAUN WILDEN   14:20–15:00 ROOM 6107

Many years ago when I thought the coursebook ruled, I did a training workshop exploring with teachers how to make the most of coursebook pictures. Now that I have become something of a mobile addict, I want to revisit this workshop but rather than use a coursebook, I want to show how images that students carry with them on their mobile devices can be put to use in the classroom. Be it a tablet or a mobile phone, the average student is carrying a wealth of personalised material on their camera roll that teacher can tap into.

From language practice activities to visual dictionaries from speaking to writing, the mobile device can be the stimulus for student engagement as well as the time saving device to ease a teachers' planning woes. This will be a very practical workshop, so make sure you bring a device full of photos.

Bio: Shaun has been involved in English language teaching for over twenty years. He is currently the International House World Organisation Teacher Training Coordinator but also works as a freelance teacher trainer and materials writer

He maintains several online teaching sites including ihonlinetraining.net. He is a digital consultant to both schools and publishers and is currently writing a book on using mobiles in class for OUP. He is the joint coordinator of the IATEFL Learning Technologies SIG, and a member of the IATEFL electronic committee. In his spare time he like to make podcasts and is a producer of the TEFL Commute podcast for teachers (teflcommute.com). When not sitting at a computer, Shaun enjoys growing food in his garden and then cooking it.
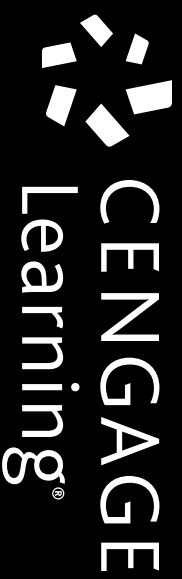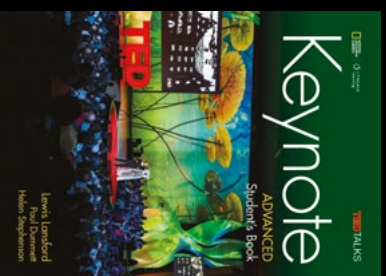
Carousel And Marketplace Speaking Techniques

IOANNA NTAIDOU   **13:35–15:00 ROOM 6109**

In both Marketplace and Carousel learners in groups rotate, exchange ideas, collaborate, give and take turns, use their imagination and background knowledge and practice speaking, listening and creative thinking. They are fun, ready-to-use and can be tailored to fit different classroom needs. I will provide attendees with extra ideas of how to use these two exquisite speaking techniques. In a nutshell in 'Marketplace' half of the learners are going to 'sell' and the other half are going to 'buy' and vice versa while in 'Carousel' students debate, brainstorm, pose questions and make comments.

Bio: Ioanna is a teacher, an examiner, a teacher trainer, a regular speaker in conferences worldwide and the founder of the Learning Gamification System (LE.G.S). She holds 18 degrees, diplomas and certifications in the fields of education, psychology, business and NLP.

How did you become involved in English language teaching?
That's a long story! Back in 2003, I had just finished my studies in 3 other fields - business administration, industrial psychology and human resources management - in an American university when somebody who had a language school asked for my help. One of the EFL teachers faced a problem with her pregnancy and needed to be replaced immediately. I was asked to cover her position temporarily until they found a qualified EFL teacher. Although I was looking for a job and this would be for a few days, I was not thrilled with the idea of teaching; it actually sounded like a nightmare. Yet, I agreed to help them out. By the time day one was over, I had decided that I was born to teach! I didn't even care that after all those years of studying I had to start all over again in a completely unknown to me domain. And this time I had to find the money to invest in my new dreams.

Why did you choose the subject of your presentation?
Productive skills such as speaking are considered challenging to develop. Students struggle and teachers avoid speaking exercises. The subject of this presentation was chosen to provide educators with two extraordinary, hands-on speaking techniques - 'Carousel' and 'Marketplace' - to enrich their lesson in multiple ways, make speaking enjoyable, have positive impact on learners and get exquisite results.

What do you want people to take away from your presentation today?
Speaking can be fun!

5+ Fantastic Formative Assessment Tools

JOHN ARNOLD   **13:35–15:00 ROOM 6116**

In this hands-on workshop, participants will explore five plus technology tools that can aid daily formative assessment. Participants will see the tools demonstrated and for some of the tools, they will develop their own material. In addition, the workshop will offer suggestions for using these tools in multiple classroom settings, including traditional and blended learning models.

Bio: John Arnold is a teacher trainer at Thomas More University College, Campus Kruidtuin, Mechelen. He has also taught Business and Technical English at Thomas More. Currently, his work/research focuses on digital didactics and effective assessment techniques, including language tasks. He is co-author of two English methods in Flanders, Spark and Touchdown! Prior to moving to Belgium, 10 years ago, he taught in various public schools in New York City, Chicago, and Buffalo (NY).

How did you become involved in English language teaching?
I always knew I wanted to be a teacher, but my parents wanted me to be an accountant. So, like most good teenagers, I did not listen to my parents!

Have you ever had a teaching mentor? Who was it and how did they inspire you?
My last teaching internship was with my favourite teacher from high school - Peter J. Wolfe. He was a great mentor and, now, a life-long friend.

What is the best teaching experience you've ever had? And the most challenging?
Does there have to be one? Every teaching experience is the 'best'. Every class is different, and I am constantly learning from my students.

If you could pass one piece of wisdom onto a new teacher, what would you say?
Don't take yourself so serious!

Why did you choose the subject of your presentation?
To me, formative assessment is a major component every single lesson. But it is not always easy to do. These tools will help teachers assess their lessons continually and give the teachers usable data upon which they can make informed decisions.
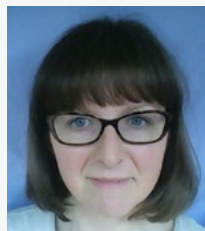
What do you want people to take away from your presentation today?
Formative assessment is easy!

Storytelling In A Modern EFL Classroom

PAULINA CHRISTIAENS   14:20–15:00 ROOM 6119

Storytelling is a very rewarding language learning approach as it allows to present the language in an integrated way by combining all four language skills – listening, speaking, reading and writing in a meaningful context.

In a modern EFL classroom it takes a form of a more complex activity which operates on many levels. It involves not only the development of language skills but it also helps to foster some key competences for lifelong learning. The workshop will give you a hands-on experience on some storytelling ready-to-use activities adaptable to most levels and audiences.

Bio: Paulina Christiaens is a graduate of Maria Curie-Sklodowska University in Lublin (MA) and Ontario Institute for Studies in Education of the University of Toronto (MA). Teacher, teacher trainer and lecturer at the English Unlimited language school and Teachers' College, coordinator of Language Chamber of Commerce and Industry Exam Centre. Co-author of teaching materials for 'School of Success' - a programme for secondary schools co-financed by the European Union. Co-author of a handbook of activities from the Creativity in Language Learning Leonardo EU project. Currently she lives in Gent where she works as a freelancer teaching English to adults.

Why did you choose the subject of your presentation?
Storytelling is a very rewarding language learning approach as it allows to present the language in an integrated way by combining all four language skills – listening, speaking, reading and writing in a meaningful context. Storytelling often has a strong affective impact on learners and may result in establishing positive relations between the teacher and the group and between group members.

Storytelling is a valuable teaching and learning tool because it :
• is a holistic way of learning a language involving a number of key competences for lifelong learning
• provides meaningful context for learning
• helps in sharing personal experiences
• offers insight into cultures, values and beliefs
• stimulates curiosity and encourages personal learning
• combines learning with enjoyment

What do you want people to take away from your presentation today?
As my presentation will be a hands-on experience, I would like my audience to leave with some principles of storytelling along with ideas how to use stories in the classroom, and how to tell stories. This theory will be accompanied by ready-made activities that can be implemented in any classroom, at any level, with various age groups. I will provide the participants with different storytelling techniques which employ multi-sensory approach to foster creativity.

Introducing Tablets To The Classroom: Tips And Techniques

VICTORIA BOOBYER   14:20–15:00 ROOM 6219

This workshop will first look at the practical management of tablets in teaching establishments. It will then look at classroom management and lesson management issues as well as covering the pedagogical implications of using tablets in the classroom. Each issue covered will be supplemented with a number of practical, tried and tested tips and techniques for successful implementation of an m-Learning programme.

Bio: Victoria Boobyer is a materials writer and an experienced teacher trainer. She has written a variety of materials for students and teachers, including a graded reader and an advanced self-study book for Dorling Kindersley. She tutors on several online teacher development courses, and has a passion for the extensive and expansive use of graded readers. Before going freelance she was academic manager of a language school and also co-created the British Council ELTon shortlisted ELTpics.

How did you become involved in English language teaching?
I was living on a small island in Greece and a few people asked me to teach them English. I didn't have a clue where to start so I took a CELTA in Athens. Eventually I moved to Kalamata to teach Cambridge Exam classes in a 'frontesterio'.

What is the best teaching experience you've ever had? And the most challenging?
I used to absolutely love teaching Business English to the lovely folk in a Dutch yoghurt factory in northern Vietnam. It was great to see their progress even though they were always exhausted during their lessons. The most challenging experiences were always the first lessons for the 3 and 4 year-olds in Hanoi. Their parents would be terrified and pass this fear on to their kids who, in turn, would cry and projectile vomit for an hour! After the first lessons though, it was a true joy.

If you could pass one piece of wisdom onto a new teacher, what would you say?
Bookmark, organise, and tag interesting or potentially interesting material/ articles etc. that you find on the internet.

Why did you choose the subject of your presentation?
Teachers are often encouraged (or even forced!) to use mobile devices and eBooks with little or no training. This, in turn, can lead to difficulties, frustration, and resentment. I'd like to help prevent that by sharing the experiences of myself and others.

What do you want people to take away from your presentation today?
How to pre-empt and prevent potential challenges when using mobile devices and eBooks in class.

Why Not Just Google It? Online Dictionaries And Digital Literacy

JULIE MOORE   15:30–16:10 ROOM 6109

Given that many learners are no longer using paper dictionaries, how can we help them negotiate the world of digital reference? In this session, we'll see how teaching dictionary skills in a digital world is perhaps even more important in order to guide students towards reference resources that are reliable, appropriate and useful to them. We'll look at what's good – and what's not – in the world of digital and online dictionaries and explore ways in which we can introduce digital dictionaries into classroom activities.

Bio: Julie Moore is a freelance ELT writer, lexicographer and teacher trainer based in Bristol, UK. She's been involved with learner's dictionaries for more than 15 years, working on dictionaries for CUP, OUP, Collins COBUILD and Macmillan. Although her first love is vocabulary, she's also written a wide variety of other materials, including most recently, co-authoring 'Oxford EAP advanced' (OUP).

How did you become involved in English language teaching?
After university, I was working as an au pair in Switzerland and going to German classes. I was fascinated by how the teacher coped with a group of mixed nationality beginners. It prompted me to apply for my first English teaching job in Greece. That was 25 years ago and I've been meandering my way through different parts of the ELT world ever since.

If you could pass one piece of wisdom onto a new teacher, what would you say?
Don't be afraid to admit what you don't know. Just because you become a teacher, you don't suddenly have to be the source of all knowledge! Learning as you go along is one of the joys of our profession.

Why did you choose the subject of your presentation?
I've been involved in dictionaries for some 15+ years and 'back in the day' teaching dictionary skills was a popular topic. As Google's crept into our lives as our go-to source for everything though, we seem to have slipped into a presumption that students can just look everything up online. I chose the topic of my talk because I'm worried that we aren't teaching students the skills they need to find reliable and appropriate language resources amongst all the 'noise' of the online world.

What do you want people to take away from your presentation today?
A better appreciation of what's good and what's not in the world of online dictionaries and vocab apps.

Learning And Teaching In The Cloud

ANNA ROLINSKA   15:30–16:10 ROOM 6116

Physical and online classrooms come with challenges: technological, cognitive and motivational. Designing meaningful and authentic tasks can help overcome these barriers and result in students developing language and transferrable skills. In summer 2015, the first phase of a telecollaborative project between language students in Scotland and engineering students in Gaza entailed training the latter in providing constructive feedback in English. The course delivery completely relied on technology and this presentation reports on the highlights and lowlights of the undertaking from the tutors' and students' perspectives. It will evaluate the teaching materials and techniques to assess their applicability in other contexts.

Bio: Ania Rolinska has 15 years of experience in teaching English as a Foreign Language. For the last 5 years, she has been based in Scotland teaching English for Academic and Specific Purposes to international students at the University of Glasgow. Due to her keen interest in learning technologies, she is also responsible for maintaining the English for Academic Study (EAS) virtual learning environment and making sure the students and colleagues make an effective use of it to enhance learning and teaching processes. She trains teachers how to teach in online environments and has been part of projects harnessing the power of technology in higher and further education. Her special areas of interest include effective online course and activity design, multimodal approaches to writing, and opportunities learning technologies offer for stimulating creativity and 'will to learn'.

If you could pass one piece of wisdom onto a new teacher, what would you say?
Every experience, no matter whether positive or negative, is a learning experience. Persevere, remain open-minded and make time for reflection and informed experimentation, don't be afraid to ask questions and find critical friends to collaborate and grow with.

Why did you choose the subject of your presentation?
Because in fairness pedagogically it's a simple idea, no bells and whistles really, but the simplicity of the design has led to a valuable learning experience which combines the 4 Cs of education: creativity, critical thinking, collaboration and communication.

What do you want people to take away from your presentation today?
Enthusiasm and curiosity to check for themselves what opening the classroom to a wider world can bring into their own and their students' lives.

In Culture, In Class: Exploring Youth And Authenticity In 'New Pedagogy' At The University

MARISA BENITEZ   15:30–16:10 ROOM 6119

In partnership with

Pop culture is one of America's largest exports in a highly globalized and postindustrial world, providing English learners an unparalleled opportunity to interact with the descriptive language in the quotidian realm. What are the implications of teaching contemporary culture in the classroom, and how can teachers delimit its role in ESL curriculums?

This presentation will use the theme of connectivity to describe the ways in which popular culture, modern technology, and current news events (with special attention to "authentic texts") can be integrated into classroom activities in order to further develop higher-level knowledge of ESL. We will look in-depth at the practical and theoretical challenges of integrating this method into classrooms at the university level. We will also evaluate our understanding of how ESL pedagogy adapts to the ever-evolving usage of the English language, much of it driven by youth and new iterations of culture. Furthermore, we will use the idea of this method as a "21st century pedagogy" to develop a better understanding of how to shape relationship dynamics between university students and instructors in the language learning classroom..

Bio: Marisa Benitez is a Fulbright English Teaching Assistant living and working at the Université de Namur in Wallonia's capital city. At the university, she gives courses both independently and collaboratively to bachelor and master level students across disciplines. She received her bachelor's degree in Political Theory and Francophone Studies from Bard College at Simon's Rock in Great Barrington, Massachusetts in May 2015.

Why did you choose the subject of your presentation?
I chose the subject of presentation based off of a challenge that I've personally been encountering during my lessons, especially as a young teacher. This idea – the "new and modern" style of teaching – has been something that I've been trying to dip my feet into, and it's good to reflect on and critique this influence.

What do you want people to take away from your presentation today?
If nothing else, I'd like to jumpstart some reflexive thought on why we depend on certain teaching methods, and how we can navigate the development of new thought in relation to teaching.

North Utsire, South Utsire, southwesterly three or four showers good the Language of CLIL

Joris deRoy

"Toto, I've a feeling we're not in Kansas anymore."

With the recent arrival of CLIL (Content & Language Integrated Learning) in Flemish classrooms, both language and non-language teachers are all of a sudden confronted with a new challenge. Experienced teachers of English who are now teaching a CLIL course may find that the English they used to teach is not exactly the English they are required to teach for CLIL, while their colleagues who used to teach their subject in Dutch may find that the little (or not so little) English their pupils have is not exactly the English they need for, say, History or Science.

By and large, the difference between both language systems seems to boil down to the distinction made by Jim Cummins (1979) between BICS and CALP, i.e. between the system used for daily interpersonal communication and the system used in cognitive and academic contexts. BICS is very much what the typical secondary curriculum is based upon, with a focus on interpersonal communicative skills, such as introducing oneself, talking about likes and dislikes, giving directions, and so on. CLIL is more focussed on cognitive aspects, such as reading academic texts, interacting with teacher and pupils on content matter and, ultimately, acquiring an understanding of items from content-based curricula.

As far as traditional ELT (or any foreign language teaching for that matter) is concerned, this is mainly about BICS. This is especially true for most if not all of the teaching in the first four forms of secondary education as well as in the majority of evening adult courses. The focus of this teaching is on instructing the learners into the basics of a language in order to be able to express themselves and get along in basic daily situations. A simple look at the achievement goals of the national curricula can demonstrate this: the pupils can talk about their family, the pupils can ask simple questions about …, the pupils can understand a narrative text that is written in simple language, and so on. It is often not before our students

starts off in higher education (or later, during their) professional career, that they are introduced to CALP. Examples could be a course in Business English, including giving presentations or acquiring negotiation skills in a foreign language, or a compulsory course in legal French as part of a Bachelor's degree programme in Law.

From the above, it is clear that the average English teacher in secondary education has mainly – if not exclusively – been concerned with BICS. The CLIL-teacher differs from the general English teacher in that their teaching is hardly concerned with BICS, but mainly with CALP, for the simple reason that their task is teaching a (semi-)academic subject through the means of a foreign language. This means that they will not be teaching their pupils the basic communication skills – which the pupils are supposed to acquire or have acquired during the regular FLT-classes – but that they will have to introduce technical terms and the language used to talk about their subject. Consequently, it should be evident that both teachers – the English teacher and the CLIL-teacher – cover widely different but complementary areas belonging to the same language. This is, incidentally, one more reason why

CLIL-teachers and FLT-teachers should work closely together as a team.

However, all of the above is theory which may be interesting, but is not what this workshop will be about. The aim of my workshop is, first and foremost, to find out how both Englishes described above differ. We look into the differences between everyday and CLIL-English in a way that is designed to open our pupils' eyes to how different needs and contexts require a different discourse language. Secondly, we wish to provide CLIL-teachers (as well as teachers and trainees who are considering becoming a CLIL-teacher) with some practical ideas that may help their pupils gain insight in some aspects of the technical and academic language they need in the context of their CLIL-courses.

Expect a hands-on workshop with just a sprinkling of theory.

North Utsire, South Utsire, Southwesterly Three Or Four Showers Good - the Language of CLIL

JORIS DE ROY   15:30–16:10 ROOM 6219

With the arrival of CLIL in Flemish classrooms, teachers of English find they need to teach 'a different English' all of a sudden. Not only do CLIL teachers teach a non-language subject; the language the language of instruction is largely different from the everyday language they used to teach pupils of the ame age in the language classroom.

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?
It was a calling. There was no way I could not become an English language teacher.

What is the best teaching experience you've ever had? And the most challenging?
A lesson on tense revision through stories. The pupils had no idea it was about tenses at all, until it all dawned on them and they experienced the difference between past and perfect tenses.

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 twice.

Why did you choose the subject of your presentation?
Because of my involvement in a new CLIL post-graduate programme in which I detect a different approach to language teaching than that used in the standard ELT-classroom.

What do you want people to take away from your presentation today?
A glimpse of CLIL, and especially of the role of the language teacher in such classes.

Visual Grammar

MIJA SELIC   15:30–16:10 ROOM 6107

Young children's learning should mostly be focused on the practical experience. That's what the workshop presents. Using a story as a context, the activities will focus on selecting the characters, actions and objects from the story, finding those words in the Picture Dictionary, from which the words can – literally – be taken out, creating visual sentences, finding relevant prepositions, finding the correct auxiliary verbs and discovering which word needs alteration in order to form a different tense. Grammar can be visually and easily learned even at the early age. There is also an app that supports the above mentioned grammar learning.

Bio: *Mija Selič is a practitioner and teacher trainer whose twenty-four years of practice teaching English to young learners has resulted in the development of unique visual teaching aids. She holds a Master's Degree in primary teaching, with a research focus on cooperative learning in the mother tongue and a foreign language. She also holds a degree in English and a certificate in convergent pedagogy.*

How did you become involved in English language teaching?
When I was in primary school, I always said I would never be a teacher. I realised how tough work it could be handling children like me, who were constantly talking and disturbing the class. So my studies were focused on other areas at first. I was, however, supporting myself during my studies, so I needed to work. Since I loved English language, I started teaching youngsters to make ends meet. And I haven't stopped since.

Why did you choose the subject of your presentation?
Because I've seen it work perfectly with children. They were the ones who created the outcome, quite the contrary of what is usually expected from them at school, which is finding the one and only solution the teacher wants to see/hear.

What do you want people to take away from your presentation today?
Believe in children's abilities. They are able to do much more than we are willing to give them the credit for. And give them fun!

Visual Grammar in Young Language Learning

Mija Selič

The child's mind sees the world globally connected in all aspects (Marjanovič Umek, L., 2004). The adult world, on the other hand, is analytically divided into sections, and one way of its manifestation is dividing the world into different school subjects. This, however, is something a child cannot easily comprehend. It is therefore important for the teachers in primary schools to understand the concept of how the child sees the world.

In order to make any learning effective, children firstly need to have a context (topic) in which every aspect of learning is entwined. In that way the child can see the world connected. Secondly, in order for the learning process to be effective, it has to be presented as an enjoyable, relaxing, interesting and a challenging event. For a child, I believe, any game-like activity may count.

In relation to language learning, up to the age of 8 or 9, all of the activities should have a context, be wrapped up in stories, turned into games and as a result achieve certain language aims. Respectfully, any coursebook/workbook, in my experience, may kill the possibility of an effective game-like organised programme. Additionally, the use of workbooks is the main reason for severe decline in children's creativity (Kyung Hee Kim, 2011). Despite living in the age of computers, I strongly believe that real-life social relations among people are still the basis for general human well-being.

In the approach, presented at BELTA Day, some unique C00lSch00l teaching aids are used as a substitute for a coursebook/workbook. The first one is the Picture Dictionary. It is a tool made of two fabric houses, whose windows are turned into pockets, where flashcards (the CoolTool) are kept alphabetically or thematically. The second tool is the CoolDoodle, black and white partly-drawn pictures, which children finish up to their own individual liking and are used for practicing writing, listening and speaking skills.

The approach towards literacy is built in such a way that it reminds us of constructing a building; in this case, our building material is words.

Visual reading is a step towards real literacy and some real grammar and it is children's first grammatical challenge. Their doodles are their own individual

Illustration 1: The doodle In the Wild (age 7) Answering the question 'Where is the monkey?' is different for each child. One has on the tree while another one's is on the grass and so on.

worksheets which they use as the basis for both oral and written practice. (See illustration 1)

Upgrading the task, they place the CoolTool – animal cards under the question 'WHAT?' and the CoolTool – nature cards under the question 'WHERE?' in-between the two columns where the verb be and some prepositions are placed (see illustration 2). Some animals have numbers in front of them indicating there are more of them..

This sort of a task provides many correct answers, which enhances divergent thinking and nourishes children's creativity. Additionally, children need to employ all of their language knowledge when turning pictures into words, singular nouns into their plural forms, using the correct form of the verb be and the appropriate preposition. The task can be both oral and written. Furthermore, learnt vocabulary (animals and nature) is put into a context and is therefore meaningful for children.

Illustration 2: Visual sentences. Children read the sentences and create as many possibilities as they can find. Every grammatically correct sentence is accepted as a correct one. Some of them can be very creative, for example 'Nine bears are in the river' (They were fishing, according to the child's explanation)

Illustration 3: The visual summary of The Very Hungry Caterpillar, by Eric Carle (age 8).

can form a sentence. The 'grammar CoolTool cards' (auxiliary verbs, personal and possessive pronouns, question words and time adverbs) which are necessary for forming a sentence are also used. To form a sentence, the cards are put one next to another in the correct order. The challenge is to find as many sentence combinations as possible. With this task, again, we enhance children's creativity and imagination and employ all of their (language) knowledge.

This last bit – sentence-making – will be presented at BELTA Day 2016.

References: Selič, M. Making Early Language Learning Effective. HLT magazine, October 2015.

Levelling up literacy and grammar dictates new ways of the CoolTool use. Visualising summary of the picture books is the next step (see illustration 3).

Through visual summary children read sentences, become familiar with the time concept (past, present, future), with the question words and parts of speech, can be introduced to auxiliary verbs, negative and interrogative sentences and so on. Again, children are open to divergent thinking, as there can be many correct answers.

The next step is the creation of the Word Web (see illustration 4), where pictures are transformed into collocated/phrased/chunk of words. Word Web is a perfect support in story writing.

The following step is sentence making. The CoolTool cards are selected for words that
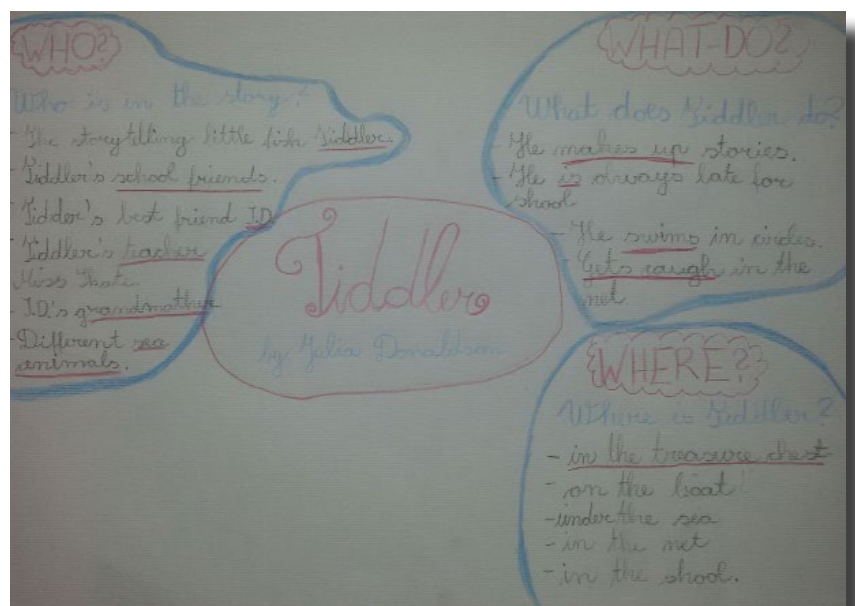

Illustration 4: The word web 'Tiddler' based on the story by Julia Donaldson (age 9, 10).

Illustration 5: Sentence-making ('My old grandfather sometimes skies in the cold cave with the slow penguin.')

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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 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.

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