The belta Bulletin

Issue 2, Autumn 2014

Choose a different path - Experimental Practice

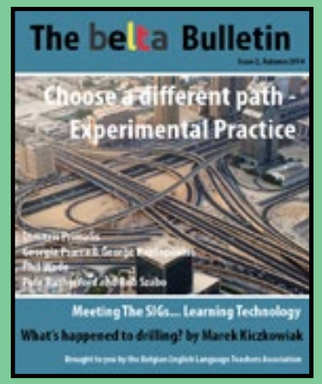
Dimitris Primalis
Georgia Psarra & George Raptopoulos
Phil Wade
Pete Rutherford and Rob Szabo

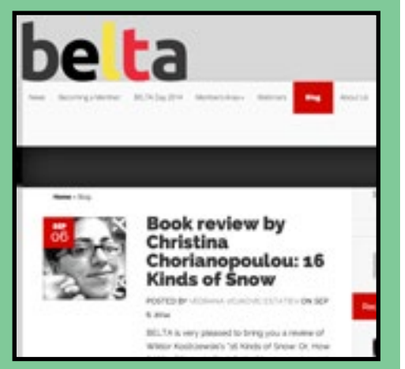
Meeting The SIGs... Learning Technology

What's happened to drilling? by Marek Kiczkowiak

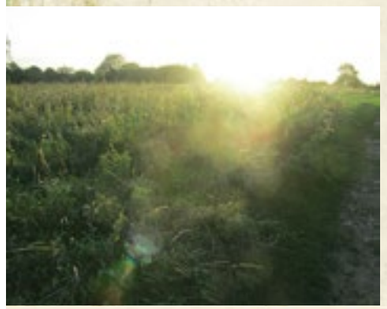
Brought to you by the Belgian English Language Teachers Association

MAKE THE MOST OF belta





FOR MORE INFO CLICK ON THE PICTURES OR GO TO BELTABELGIUM.COM



Issue 2 Autumn 2014

The belta Bulletin

A Word From The President

James Taylor

Dear BELTA members,

This is a time of year when many of you will be returning to the classroom after a summer break, and I hope you've had a restful and enjoyable summer.

One of our priorities as a Belgian teachers association has been to give you, our members, access to the global ELT community, beyond the borders of your own country, and across Europe and the world. We do this, not just because we have experienced first hand the benefits of this kind of interaction, but also because we want to open doors and give you access to the best and brightest in English language teaching today.

In the last year, we have had webinars, blog posts, BELTA Day presentations, and articles from countries including Brazil, Canada, France, Japan, The UK, South Korea, Germany, Greece and Switzerland - a truly international selection.

However, we want this access to go both ways by giving you the opportunity to tell the world about the great work you are doing in your classroom. So far BELTA has been very been very successful at bringing the global staffroom to Belgium, now we want to make them more aware of you. Furthermore, it increases the dialogue between Belgium based teachers, another essential role of any teaching association

So if you would like to increase the Belgian voice in BELTA and therefore the global ELT community, get in touch with me or Vicky Loras, our Editorial Officer who runs our blog and did such a fine job of putting together this journal. We would be very happy to hear from you. You can find our email addresses on page five.

Speaking of international collaboration, I'm delighted to say that we have recently signed a partnership agreement with our Polish counterparts in IATEFL Poland. Look out for more of these kinds of agreements in the future.

As always, be sure to keep up to date on our activities in the following months by checking our website, our Facebook and Twitter accounts and the newsletter. We have more webinars, training sessions, blog posts and Bulletins planned, as well as our annual BELTA day next April.

Best wishes,

James

A Message From The Editor

Vicky Loras

Issue Number Two is Here!

It is always that time of the year

In Belgium, where BELTA was born, autumn is coming - as it is in many parts of Europe. In some places, it still looks like summer. In the rest of the world, a different season is present. No matter what time of the year it is though, it is always a good time to develop professionally and get fresh ideas and motivation!

That is exactly what we have in this second issue of the BELTA Bulletin.

News, news, news

I am delighted to announce a new regular column, On The Radar, initiated by Pete Rutherford and Rob Szabó and both of whom I would like to thank very much. It is an amazing new format, as it takes the form of Q & A, in this issue with Gareth Humphrey.

What is in this issue

Dimitris Primalis continues his regular column Mea Culpa, and invites us to look inside our teaching, discover our mistakes and learn from them.

We additionally have a special feature on Experimental Practice in Language Learning - and who would be more appropriate to delve into it for us, than Christina Rebuffet-Broadus and Jennie Wright? You can also read the wonderful review on their book, written by Lizzie Pinard.

Georgia Psarra and George Raptopoulos share their insights about teaching with literature. Marek Kiczkowiak covers drilling, which though at times misunderstood as a technique, can be very useful through the activities he writes about.

Yet another new collaboration

In addition, we are very happy to be collaborating with ELTABB in this issue. They have kindly given the permission to us to republish a great article on podcasts by Phil Wade.

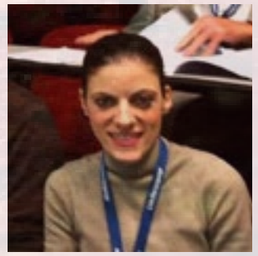
Our warmest thanks and best wishes!

A huge thank you to everyone - the authors in this issue, and to you, the readers.

I wish you a great new school year, if you are starting again now; a super rest of the year, if you are in the midst of your academic term and happy reading!

Please stay in touch with us for any comments, or to write for us.

Best wishes,



Vicky Loras

BELTA Belgium Editorial Officer and BELTA Bulletin Editor

The BELTA Bulletin

Issue 2 Autumn 2014

Published by the Belgian English Language Association

Editor - Vicky Loras
Editor-in-chief and graphic design: James Taylor

www.beltabelgium.com

Note: All links in this issue are clickable

Learning about Technologies with LTSIG

This is the first of a new series we are starting in this issue. We have decided to get to know a SIG (Special Interest Group) in every Bulletin. We are all delighted to start our series with an interview with Nicky Hockly and Shaun Wilden, the LTSIG Coordinators. For more information on LTSIG, visit their website at http://ltsig.org.uk/

Vicky: *Thank you so much, Nicky and Shaun, for accepting to do this interview. Let's start with introducing you to our readers. Could you tell us a few things about yourselves?*

Nicky: *Well, I've been teaching EFL since 1987. I started getting interested in using technology in the late 90s, when I started to teach online in an MA in TEFL program. I'm definitely not a geek though – rather, I classify myself as a technophobe turned technophile! I live in beautiful Barcelona (lucky me), and when I'm not occupied with my day job as Director of Pedagogy of the Consultants-E, I'm Joint Coordinator of the IATEFL Learning Technologies Special Interest Group (LTSIG) along with Shaun. Any time left over from that is spent lazing around in my garden, or hiking in the nearby mountains.*

Shaun: *Nicky's been teaching a bit longer than me, I fell into ELT in 1991, a lucky accident that clearly changed the course of my career! I became ADOS for CALL at a school in 1998 and this really began my path into technology and teaching. These days, as teacher training coordinator for International House World, I'm responsible for running all their online teacher training courses. When I am not doing that, I tend to be playing with tablets and helping run the #eltchat group. I became Joint Coordinator of the LTSIG this year, and am really still finding my feet in the role. Outside of all that I relax by taking long bike rides in the Oxfordshire countryside, growing vegetables and following London Welsh rugby club.*

Vicky: *Interesting how you both got into your careers. Let's move on to your other field of activity. Can you explain what activities LTSIG is involved in?*

Nicky: *We are the Learning Technologies SIG, so we tend to do what it says on the tin. We try to keep our SIG members up-to-date with technologies, and we run regular online events. We had a monthly webinar program for a couple of years, and we recently ran our second very successful one-day online conference jointly with the TESOL CALL- IS (Computer-Assisted Language Learning Interest Section) on the topic of Gamification. This online event was open to members and non-members of our SIG, and if you're interested, you'll find the event recordings on the LTSIG website: http://ltsig.org.uk/events/future-events/220-1404-web-conference.html*

Shaun: *I think Nicky hit the nail on the head, our SIG is quite an active SIG in terms of events. We've just done the gamification conference and we're really excited about an event we're planning with the Global Issues SIG for later this year. We think it'll be a unique online event. In fact, we'll give you an exclusive on it. It'll take place online via podcast, blog and webinar in November this year and will be called Education Technology and Global Issues: Cause for Concern?. We'll be revealing all soon.*

Vicky: *It all sounds so interesting! We will be looking forward to more news. How did you become involved in this particular SIG?*

Nicky: *Actually, I've been involved with IATEFL for about 15 years now. Over a decade ago I was on the Teacher Trainers and Educators (TTEd) SIG Committee, and was then Coordinator of that SIG for two years. But when I started working with technology more myself, I changed SIGs, and became an LTSIG member. It was great being involved with a community of teachers who were all interested in what technology can bring to learning. Getting involved in the LTSIG Committee seemed like a natural step after having been an LTSIG member for a few years …*

Shaun: *My involvement with IATEFL does not go back that far, but the school I worked at for many years always had institutional membership, so I knew of it long before I got involved. I started out as a member of the TTed SIG as I was a teacher trainer but moved to LT SIG about 6 years ago as I became more involved with technology and education. A committee post opened up and as I've always liked to be involved in things, as with Nicky, it seemed like a natural step. Now here I am quickly learning how much time a SIG coordinator has to on spend things!*

Vicky: *When educators become members of IATEFL, they are asked to join one or more SIGs. What would you like to tell them about what LTSIG has to offer?*

Nicky: *We're one of the largest SIGs, and also one of the oldest (this year we're celebrating our 30th anniversary!). But more importantly, we are an extremely dynamic SIG, and we offer lots of benefits to our members such as regular publications, face-to-face and online events, and access to a lot of technology expertise.*

Shaun: *As Nicky said, we are one of the oldest and largest SIGs, but these days I think all of them dabble somewhat in learning technologies. What makes our SIG different is that we're always trying to move forward and find new ways to give benefits to our members. For instance on top of our array of events, we're currently exploring offering tech training to our members. We have a lot of expertise in our membership, so this is the SIG to join to get access to that and see how learning technologies are being utilized around the world.*

Vicky: *To close the interview, what general advice would you like to give educators in ELT?*

Nicky: *I work a lot with educators all around the world, helping them implement technology into their classroom practice. I always advise teachers not to be afraid of technology. The best thing to do is to start with a very simple tool, think about how to use it with your classes, and then try it out. To become confident in using technology, one needs to start building up a set of skills. Once you start though, this happens quite quickly, and one can soon become fairly 'literate' in the use of new technologies. It's all about not being afraid of dipping your toes in the water!*

Shaun: *Nicky and I do very similar things. Like her, I spend a lot of time helping teachers implement technology into their teaching. I often compare the first uses of technology use to language learning. Learning a language has an element of risk taking, the first time you try and speak in that language you're taking a risk that can affect your confidence. Will I get it right? Will they understand me? and so on. After that initial risk, students grow in confidence. But to get to that point the student has probably practiced at home and in their head a countless number of times. Teaches taking their steps into technology should bear this in mind and be prepared to take that 'risk'.*

Vicky: *Thank you both so much for this interview!*

About Nicky and Shaun:

Nicky is Director of Pedagogy of The Consultants-E, an online training and development organisation. She is a teacher, trainer and international plenary speaker, and has co-written several award-winning methodology books on technologies in ELT. Her most recent is Going Mobile (2014). She lives in Barcelona and is a technophobe turned technophile.

Shaun is a teacher, teacher trainer, and EFL materials writer, TT coordinator for IH World. Moderator of #ELTchat. Joint Coordinator IATEFL LTSIG, IATEFL membership committee. He blogs at shaunwilden.co.uk

Embarking on an EP journey

Christina Rebuffet-Broadus

What kind of educational model would we be as teachers if we didn't ask questions about our practice and experiment to find answers? If you're reading this newsletter, you probably already do this more than the average teacher. Give yourself a pat on the back! You are already an experimental practice (EP) initiate.

Taking that experimentation to a higher level by devising longer EP projects can lead to even deeper development. This article looks at things to consider when experimenting over a longer period of time, such as a semester or the length of a contract for a business client, or even longer than that.

Exploring the options

The first step is finding a subject to explore and establishing the process for your experiment. These can be broad questions at first, such as "How does Dogme ELT work in practice?" or "How can I integrate corpora into my teaching?", for example, as they will be narrowed down later.

Once this is decided, start doing informal research. Talking to other teachers about your EP subject will inevitably lead to further questions and considerations. This will help you focus in the next stage: formal research of scholarly articles, books, and blogs relating to your subject. What problems have others encountered? What must be considered when implementing the practice, especially in terms of sustainability? What exactly do you want to find out? You'll need to invest in the preliminary stages to make sure your project has just the right scope to be sustainable over the long term.

From the start, also think about how you are going to record progression and results to keep things consistent over time. You may decide to create questionnaires to distribute before, halfway through, and after the course. Feedback forms for each session are another option and allow you to closely observe how learner attitudes evolve over time. Interviews are another option. Each choice has its advantages and disadvantages, so again research will help you decide what is best for your context.

Getting learners involved

It is now time to discuss your project with the learners who will potentially accompany you on your experimental journey. While it is true that in fully controlled experiments, the participants would not be informed of the activity's experimental nature, an EP project, despite its name, is far removed from such experiments. Moreover, in a longer EP project, neglecting learner participation deprives you of valuable input.

After all, who better to tell you how successful a project was than the people directly affected by it?

Since a longer EP project may last the duration of the course, it is important to have learners' permission to use their course as your science lab. Explaining the nature of the EP, its implications for the course, your motivations, as well as the risks inherent to experimenting over a long period of time is absolutely crucial. If learners object to their course being the theatre for your EP project, you must pleasantly respect their wishes.

That being said, my own experience has shown that learners are generally willing to go along with the project. They enjoy being in a role that allows them to teach their teacher. Many understand the value of continuing professional development for teachers and will feel privileged to be a part of their teacher's professional growth. When done over a longer period, some even see it as a collaborative adventure in learning.

Sustaining interest

Unlike single-lesson EP, you must be ready to make the extra effort to sustain both their motivation and that of the learners. As mentioned earlier, careful preparation means that you know what you are trying to achieve and how to know if it has been achieved. It is also a good idea to make sure that you will have the time to devote to each lesson over the course of the EP project. Each lesson involves preparation and reflection to sustain continuity throughout the experiment, so clearing time for this in your schedule will help you enjoy the experience.

Aiming to share your findings can also help keep your motivation high. Turn your project into a conference talk, a parallel blog project, and/or articles. Use your research and your experiment to share "something that speaks directly from classroom experience and from experience that has been thoroughly thought through" (Allwright and Bailey, 1991: 198) so that it appeals beyond your own personal context. This type of article (or talk) can appeal both to editors and conference organisers alike, helping you to get even more out of the energy you've invested in a longer EP project.

Conclusion

Hopefully this article has encouraged you to consider setting up a longer EP project. There is no denying that it involves extra effort throughout the duration of the experiment, but the rewards—in terms of professional development and relationships with the learners—are most definitely worth the investment.

Reference:

Allwright, D. and Bailey, K. M. (1991). *Focus on the Language Classroom: An introduction to classroom research for language teachers.* Cambridge: Cambridge University Press.

About Christina

Christina Rebuffet-Broadus works as a freelance business communication trainer in Grenoble, France and also contributes to several language-learning magazines. She likes to find ways of bringing creativity and the arts into the business classroom to help trainees meet their objectives while having a bit of fun. She's a member of IATEFL and TESOL France and recently published Experimental Practice in ELT: Walk on the wild side with Jennie Wright. The book is available at the-round.com.

Experimental Practice: Explore alone or with others?

Jennie Wright

In a nutshell, Experimental Practice (EP) is simply trying out something new - in your classroom and with your learners - and then evaluating what happened afterwards. It's also known as exploratory teaching because you take something fresh or different, explore its theory and application, and then consider if it works for you as a teacher and whether you'd like to add it to your teaching repertoire. EP can involve absolutely anything; approaches, techniques, methods, activity types, digital resources or even new learning technologies. As long as it's new for you, it's a candidate for exploration. And it's not just for new teachers, it's also for those wanting to focus on continual professional development and anyone who feels they want to shake things up a little.

This article focuses on one of the most important features of EP: Do you experiment alone or with others?

Carrying out EP alone

If you decide to experiment without any support from your colleagues or superiors, it allows you to really go for it without thinking about being watched or judged (yes we warmed up with some yoga – but no one saw me and the students loved it!). Taking the journey alone also gives you the opportunity to really shake things up - but remember to keep the working policies of your institution in mind and consider the learners, if you're going to try something a little (or a lot) off the wall.

Consider these questions before undertaking solo EP:

1. How official / formal will I make it?

Even if a peer doesn't observe you, consider if there's someone you need to inform first. If you're going to try something wild, it's a good idea to let your Director of Studies or learners know in advance, just in case. Find out whether or not you need permission to carry out your experiment at your institution as there may be constraints you're unaware of.

2. What do I need to prepare beforehand?

Consider if you're going to give yourself specific goals and decide how you will measure the success of the experiment. This can be as formal or as informal as you wish (see below), but decide first to ensure the EP is evaluated to some extent afterwards to make it worthwhile.

3. How am I going to follow up?

With no-one to check on you, it's important to make sure you complete the experiment, evaluate it and then implement it (or not) into your teaching repertoire. How will you decide if it was successful? You may want to simply ask yourself if you liked teaching in that way, or ask the students if they liked the new activity or approach. It doesn't have to be too serious an evaluation, but there has to be some type of assessment to ensure the experiment was meaningful.

4. How am I going to record or document the EP?

Think about writing an EP journal or even sharing your experience online with others – a blog post, an article, or even a small tweet! If that all seems too much, tell a colleague what you did, even if it's just over coffee.

Carrying out EP with others

Experimenting with a colleague, peer or even your Director of Studies may give you a more objective evaluation of your EP.

Furthermore, others can help you prepare more effectively which could make your experiment more successful.

Consider these questions before undertaking group EP:

1. Who should I work with?

If you choose to work with someone just because they're your friend, you may not get the most constructive feedback. Work with someone you trust and respect as a colleague. Not only that, make sure you work with someone you believe is a good teacher. That way, it's more likely that you'll value their assessment.

2. What are the ground rules?

Establish some guidelines before the experiment. Decide on how you'll work together (peer observations, written evaluations, informal chats, etc.). Also consider what kind of feedback you expect; general or specific, learner or teacher focused, experiment-specific only or across-the-board evaluation.

3. What can I do in return?

Reciprocate – make sure you offer to assist them on their own EP journey. Maybe their EP will be the one that most inspires you or transforms your teaching! Or as a group, put five EP ideas into a hat and then try one a month. This keeps everyone on track, driven and inspired.

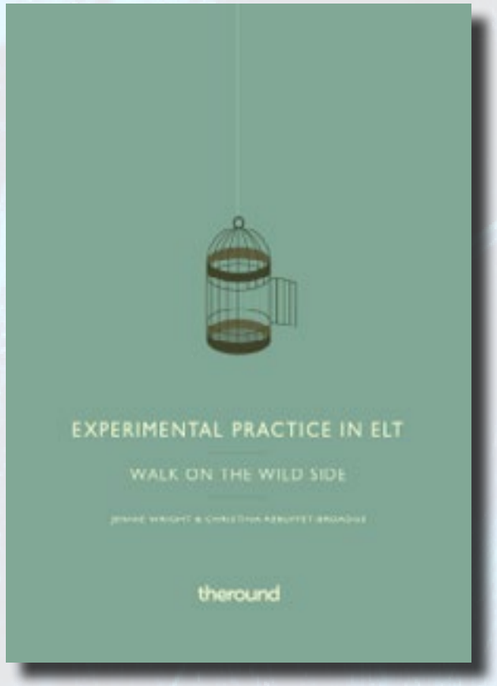
As a final note, experimental practice should be both fun and inspiring - never a burden or an inconvenience. And don't forget - even if you do decide to experiment alone - you'll always be sharing your EP with your learners!

About Jennie:

Jennie Wright is a teacher, teacher-trainer, blogger and ELT author based in Germany. With over 15 years of experience in language teaching, her blog http://teflhelperblog.wordpress.com/ features free professional development resources for teachers and she co-authored Experimental Practice in ELT: Walk on the wild side which is published by www.the-round.com.

Experimental Practice in ELT: Walk on the wild side - Written by Jennie Wright and Christina Rebuffet-Broadus

Lizzie Pinard



As well as being an important component within module 2 of the internationally recognized Delta qualification, experimental practice (or the act of learning about, trying out and evaluating different techniques and approaches to learning) is widely acknowledged as a crucial part of a teacher's development. After all, how can we grow in our teaching if we never try anything new? Potential benefits of experimental practice include renewed motivation, expansion of one's "teaching toolkit" and therefore increased ability to respond to learners' needs, and an unlimited avenue of professional development.

Experimental Practice in ELT: Walk on the wild side is the perfect companion to take with you on your experimental practice journey. Wright and Rebuffet-Broadus did a survey of Delta tutors in Europe, in order to discover the topics most frequently selected for the experimental practice component in the Delta and chose the top 5 to become the focus for their book:

- Dogme
- Lexical Chunking
- Corpora in the classroom
- Translation
- CLIL (Content and Language Integrated Language Learning)

A clear, consistent structure makes this book very user-friendly, as does the clear and accessible writing style. In each chapter, we start with a succinct history, together with some background, of the topic in question, which is followed by a brief rationale for the appropriacy of the topic for experimental practice. For each topic, we are also offered a sample lesson plan, together with the rationale for that plan. This is followed by a treatment of both the opportunities and risks associated with the topic, some advice for what to do and what not to do when experimenting with the topic, and, finally, a very handy "toolbox" of relevant resources.

This book is a fantastic starting point for anybody wishing to experiment in the classroom, whether as part of his or her Delta or simply to further his or her professional development. Its "unique selling point" is that it brings these approaches together in a single book, treating them all most succinctly and accessibly, it provides a sample lesson plan together with rationale for each one, and it then offers you a wealth of resources for you to find out more. This means you can inform yourself, see how it would work and then start the mammoth of task of approaching the literature on the topic, with the helping hand of the toolbox to guide you. This is clearly a lot more appealing than being thrown in at the deep end, with a mass of literature and a lot of uncertainty with regards where to start, especially for teachers who are working full time, want to extend their practice but don't have a huge amount of time to dedicate to the needle-in-a-haystack job of hunting for relevant sources and ideas.

Perhaps an area of development for other teachers would be to explore other approaches/techniques in a similar way and produce further chapters modeled on those written by Wright and Rebuffet-Broadus, to share on a wiki-type platform?! But first, I recommend getting hold of a copy of Wright and Rebuffet-Broadus's book and doing some walking on the wild side with them! You won't regret it!

About Lizzie:

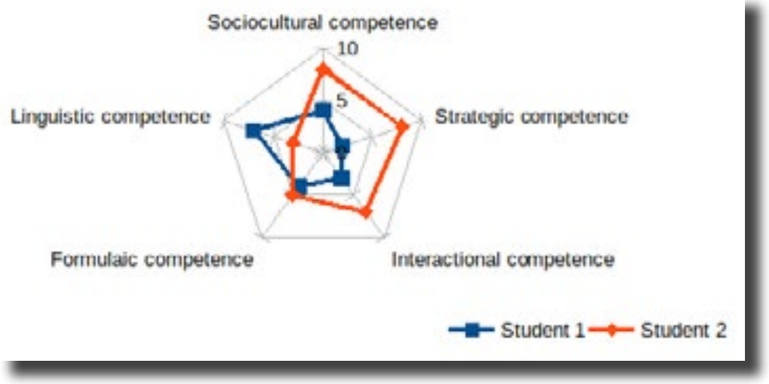
Lizzie has 4 years of post-initial qualification teaching experience, but her love affair with the world of education began many moons ago: her first foray into "teaching" EFL was helping out in her mum's primary school L2 classroom when she was a teenager. She is now working at International House in Palermo, Sicily, where she teaches a mixture of young learners, teenagers and adults.

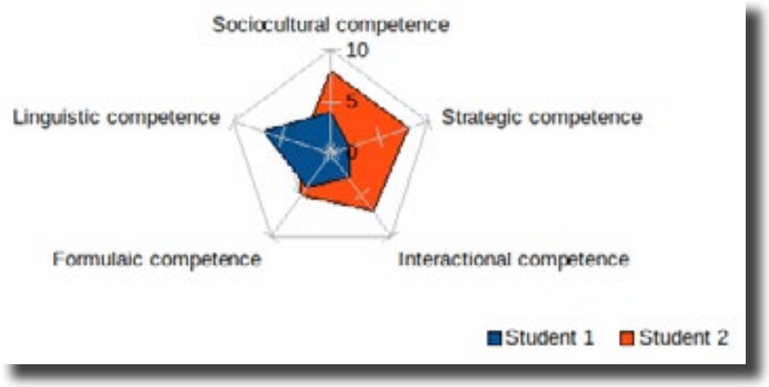
Conversations about communicative competence and radar charts

Rob Szabó and Peter Rutherford

In the first issue of the BELTA Bulletin, Pete Rutherford and Rob Szabó explored the possibility of using radar charts to represent communicative competence. The idea is to make detailed information quickly accessible to the various stakeholders in language and communication training.

Since the article was published in April 2014, we have received a great deal of feedback from psychologists, education managers, human resources professionals and experienced trainers. In this column, we will be responding to this feedback, selecting particularly relevant criticism for assessment and response.





This issue's column takes the form of a Q&A session with Gareth Humphrey, the Director of Studies at Marcus Evans Linguarama Düsseldorf.

1. Terminology

Gareth Humphrey: The five competences are familiar to anyone who has studied TESOL/Applied Linguistics. To less experienced trainers, however, they are quite complex concepts. For most course participants on in-company courses, managers, and even training officers, they are unfortunately meaningless. The terminology used needs to be made more accessible for these important stakeholders in the training process. This does, however, raise the question of how this can be done without losing the meaning of the various terms used, which have been the subject of lengthy and rigorous academic debate.

Our response: This is an important point and a critical hurdle to overcome, if we want this system to be adopted seriously. One of the problems facing Applied Linguistics as a field is that there is often little interface between ivory tower academics and the teaching coalface. Complex and alien terminology is sure to drive potential users away. In our initial article, we were more concerned with the visual representation of a number of aspects of communicative competence, than with the nuts and bolts of what was being represented. Our objective was the creation of a workable, testable and usable model. We are sure that rigorous academics will find a number of deficiencies in our first attempts.

Over the last few months, we have been tinkering with the terminology and definitions. One experimental application which has been received positively is asking HR professionals to rephrase and adapt our definitions to their own contexts and then use these modified models to evaluate themselves and their peers. This has been effective at raising awareness of the competences and factors that contribute to successful business communication while familiarising them with some potentially daunting terminology.

We feel that the degree of accuracy could be established on a case-by-case basis. Absolute precision might not be required for many purposes, for instance grouping, awareness raising, encouraging learner autonomy. A base model would provide a standard which could then be adapted as needed.

2. Showing progress

Gareth: Despite my considerable reservations about the pedagogical and academic validity of numerical levels systems, we have to be able to show progress to training officers, who in turn have to show that they are getting return on investment in language training. That is the commercial reality of in-company training. It is therefore important that the radar diagrams are linked to the CEFR levels system, especially given that increasing numbers of companies are using this system to assess progress and to define employee targets and job descriptions.

It is also important that progress can be demonstrated clearly on the diagram. Course participants, managers and training officers need to be able to see quickly and easily how their employees have developed, and how the improvement of individual competences relates to overall progress in discourse competence. This concept also needs to be clearly defined.

Our response: Radar charts are simply visual representations of numerical measures. One that we think can contribute to a more nuanced and flexible demonstration of progress. Using five variables or competences as we did in the original article gives greater scope to show progress and justify training than a single figure or descriptor such as B1

or intermediate. For example, a learner who has made no significant improvement in her linguistic and formulaic ability might have developed strategically and socioculturally. Additionally, organisations and individuals could set goals for individual competences. A deeper, comprehensive concept of what the trainer will deliver and the expected outcomes could fundamentally shift the discussion about progress and foster greater partnership between language training providers and their clients. Ideally, this partnership would be one where both goals and metrics are negotiated and agreed between all stakeholders in advance. We agree that producing a base model that links to regional or international standards such as the CEFR is critical and are working on this currently.

We foresee radar charts being used in a variety of ways to show progress. The desired and current performance of an individual can be overlaid and the shortfall measured. Charts could even be animated to change over time to demonstrate ongoing progress. Algorithms could generate clusters of most-improved learners or communication skills within a department or company.

A chart can be weighted toward certain competences (by reorienting the axes or rescaling the variables) depending on the needs and priorities of a company or learner, resulting in an individual representation of communicative competence and progress. Another aspect of the charts that we are investigating is whether the area of a learner's chart can be used as a rough score for her overall communicative competence.

In addition, thanks for pointing out an important omission. The definition of discourse competence was indeed missing in the original article. Discourse competence is another dimension in Celce-Murcia's model of communicative competence and is encapsulated well by Erica K. Schroeder: "Discourse competence is defined as the ability to understand and produce the range of spoken, written and visual texts that are characteristics of a language." We should have been clearer on that point. There are a number of models of communicative competence and our system in the article is an adapted working model, put together for demonstrative purposes.

3. Teacher training

Gareth: I have reservations about the ability of trainers to evaluate some of the more soft skill elements covered by the competences, and certainly am not sure that we all have the skills required to train these. Formulaic and linguistic competence are, broadly speaking, those covered in CELTA and Delta courses. Strategic competence is something that I think many, but not all trainers are aware of. Interactional competence requires a level of emotional intelligence and interpersonal skills that not every trainer has - and is incredibly difficult to develop, in both trainers and learners. Sociocultural competence also is hugely dependent upon a trainer's own experience and knowledge. Even Delta or M.A. courses do not necessarily develop trainers' abilities to teach such transferable skills, and very few published TEFL materials cover or even refer to these concepts.

Your suggestion therefore goes beyond presenting our current understanding of a student's level in a new way. As you say yourselves, it changes the paradigm of what we are aiming to teach. This would have serious implications for both the content and format of trainer education and development - trainers would need to learn about the background of the various competences, how they can be developed in the classroom, and how they should be assessed in a transparent, standardised manner. This is a huge challenge for language schools and training institutions.

Our response: We believe this shift is already happening. The modern Business English trainer is required to improve a variety of skills in her everyday work. This is simply not uniform and standardised at the moment, but takes place in a hugely variable manner. Shifting the paradigm to a more holistic view of what communication entails provides exciting opportunities for all stakeholders. A clearer focus on business outcomes rather than purely linguistic ones should make the product that trainers and training organisations offer significantly more valuable than it currently is. Trainers will be forced to adapt; something which we see as a positive development in our field.

References

SLAEncyclopediaF10. 2010. *"Discourse Competence (Michael Canale & Merrill Swain)".* http://slaencyclopediaf10.

About Gareth

Gareth Humphrey has been a business English trainer in Germany for the past 6 years, teaching professionals from a wide range of multinational companies. He has been Director of Studies at Marcus Evans Linguarama Düsseldorf since 2013. His recently completed MA TESOL focused on current approaches to teacher development.

About Rob

Rob Szabó specialises in facilitating clear and effective communication between individuals, departments and companies. He is currently completing his Master's degree in Education with a specialisation in Applied Linguistics, his research interests lying in the areas of sociolinguistics, intercultural communication and job mobility.

About Pete

Pete Rutherford is a Düsseldorf-based business English teacher and teacher trainer employed by Marcus Evans Linguarama. He started in education and training in 2003, as a high school business economics teacher, and has worked in Germany, Spain and South Africa. He is a member of the IATEFL BESIG online team.

Mea culpa...

My teaching mistakes - Part 2:

"*What are we supposed to do now, Miss?*" - Giving instructions in class

Dimitris Primalis is revisiting his most common mistakes in his 20-year teaching career and is sharing tips and hints on how to prevent or cope with them.

About Dimitris

Dimitris has been teaching English as a Foreign Language for more than 20 years to a wide range of levels and age groups. He has written five test books for Macmillan and is the winner with Chryssanthe Sotiriou of the 2013 IATEFL Learning Technologies SIG scholarship. He is interested in integrating technology into the syllabus and likes to share his experiences in education writing articles and blog posts and giving workshops at conferences such as the IATEFL, TESOL France, TESOL Macedonia-Thrace, Northern Greece and ISTEK. He works at Doukas primary school in Athens, Greece.

I had spent hours planning the previous night. This was intended to be a lesson with different forms of interaction, moving away from the usual Teacher-Student type my learners had been used to. "At last a fresh air of innovation and action in class", I thought as I was entering confidently into the classroom. The first part of the lesson followed the standard practice and then the time came for the fun, exciting activity that required students to mingle and form groups.

I gave the instructions with the students listening attentively and I was eager to see action in my class. Then, a few moments of silence passed by and nothing happened. Some learners stared at me with a huge question mark on their face, others hesitantly asked their classmates what they had to do. I could nearly read their minds. "What on Earth is he talking about? What are we supposed to do?"

Panic-stricken that my planning was in jeopardy, I repeated the instructions using simpler language, using some body language and gestures in a desperate attempt to save the lesson. Some learners seemed to be getting a vague idea of what I was talking about. Grasping the opportunity, I asked two of the most assertive learners I had to demonstrate, while I was slowly repeating the instructions which were now reduced to short, simple sentences. Something seemed to be moving in class and gradually the majority of the students began to engage in the activity.

What had gone wrong?

While planning it all seemed very easy, simply because I had done many similar activities in the past. I took it for granted that learners would grasp the notion fast and I did not allow extra time for clarifications or demonstration. Looking back to the lesson, I must have dictated quickly complicated instructions, beyond my learners' language level. What is more, I did not demonstrate or use examples and had not planned for extra time – activities done for the first time always require more time than usual – so I must have hurried the process whereas I should have allowed enough time for my students to perceive the main idea and devoted time to a trial run.

Instructions: a key factor to a successful lesson

Clarity of instructions can determine the effectiveness of the lesson, affect heavily class management and have an impact on learner motivation. There is nothing more demotivating than not understanding what you have to do, and feeling that you are left out from all the fun. Consequently, students who cannot participate in the activities feel bored, are distracted and distract others as well.

Before "losing" your class, you can read below a few guidelines to ensure that you will convey the message successfully:

- ***Keep it short and clear***
- ***Avoid using new lexis or ambiguous words***
- ***When possible use gestures and body language. For instance, when you ask them to work in pairs, use your arms or palms to show a couple of students they need to work together.***
- ***Use the same gesture for a type of activity throughout the year (e.g. if you draw a circle with your finger in the air to sign it is time for groupwork, keep doing it every time they have to work in groups.***
- ***Demonstrate in front of the class.***
- ***Give examples.***
- ***Allow ample time in your plan for instructions – especially if it is the first time you do it in class.***
- ***Repeat when necessary.***
- ***Ask concept check questions: for example, "How many students can work together?" "Who is A? Raise your hand", "Should you write down your peer's answer or should you report it to the rest of the class?"***
- ***If the activity has many parts or is complicated, divide it into phases and carry it out gradually giving instructions before each stage.***
- ***Use L1 if necessary, but only as the last resort in order to save time or the activity.***
- ***Avoid sticking rigidly to plan you have made and concentrate on the output produced by the learners***

- *Provide feedback for the activity.*
- *Praise students for understanding and following your instructions.*

What if the attempt is a disaster?

Sometimes despite the hard work and the clarity of your instructions, the activity may not work for a number of reasons. New techniques and forms of interaction may meet resistance or may be obstructed by learners' inhibitions. For example, in some cultures pairwork or groupwork in class are not considered acceptable. In addition, deviating from the daily routine – welcomed by some students – may cause feelings of insecurity to others. It is only natural to hesitate to expose themselves to something completely new. It takes time and consistent effort to introduce and implement new activities or types of exercises in the class. Invest in" building" activities gradually and do not be disheartened if only part of it works. The next time your students will achieve even more.

Here are some tips should things go completely wrong:

- *Keep calm and avoid showing signs of irritation or despair.*
- *Explain that there is not enough time to finish the activity or exercise and you will do it tomorrow.*
- *Appoint students who have understood how it works,*

your assistants. Their task is to guide the rest of the class, working with them in pairs or groups.

- *If some individuals, pairs or groups do not follow the instructions, give feedback at the end of the activity explaining what made you happy, such as the output produced by those who followed the instructions, and what made you feel concerned. For instance, write on the board examples of the output produced by those who did not follow.*
- *Do not name the ones who did not follow the instructions but praise publicly the ones who did.*
- *Monitor and provide assistance to the students who are struggling with the task.*
- *Use your sense of humour if the activity comes unstuck.*
- *Do not blame the students for failing to do the task successfully.*
- *At the end of the day, assess the activity and your instructions and modify them in order to achieve your goals.*

Some final thoughts

What may work perfectly with one class may utterly fail with another one, even if you use exactly the same instructions and follow the same steps. Don't be afraid to adapt the task in order to meet the needs of the specific group of learners. If you start working on giving instructions in L2 from early on, you can progress from fairly easy and simple ones to more complex ones during the year. Even though during planning it is challenging and time consuming to come up with appropriate instructions, it can save valuable time and considerable effort in class. Along with concept check questions – the topic of the next article in this column - instructions can make or break your teaching day. They are definitely worth your attention!

News

TOBELTA Conference Recordings

AUG 10 POSTED BY BELTA BELGIUM IN BELTA

The first BELTA and TESL Toronto Conference took place on the weekend of...

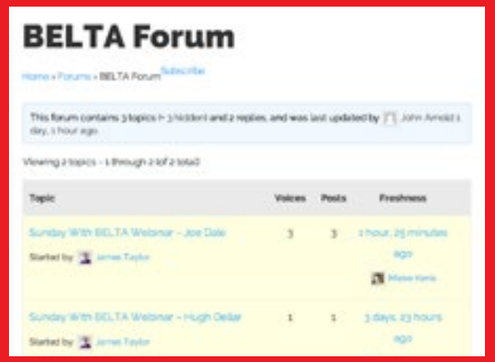
Introducing Our Online Conference Saturday Speakers

AUG 6 POSTED BY BELTA BELGIUM IN BELTA, TOBELTA 2014, WEBINAR

Our first online conference with TESL Toronto closes on Saturday 9th...

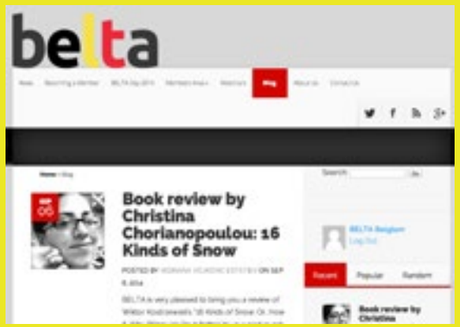
Have you made the most of the belta website?

Members Area



Go to beltabelgium.com to find out more

Blog



Our Cover Photo

This issues cover photo was taken by a Steve Muir, a teacher based in Alcalá de Henares, Spain. Here he explains what inspired him to take the fantastic photo we choose as our cover image.

I've always loved heights, both looking down from the top and looking up from the ground. Put me in front of a tall building, bridge or observation tower, and I'll happily stand there for ages contemplating these colossal feats of design and engineering. Take me up to the top, and I won't come down until I've taken in every inch of the view.

This photo shows part of the view from the Burj Khalifa, the tallest building in the world. Dwarfing everything around it, the skyscraper can be seen from anywhere in Dubai, and was my first port of call when I visited in July. From the distance, close up, in the sunlight, lit up at night, it's stunning to look at, and the views from the top are breathtaking. From this height, the cars below look like toys navigating their way round a giant spaghetti-junction Scalextric track. As I watch the traffic, I wonder who's in the cars and what stories they can tell about life in Dubai.

About Steve

I live in Madrid and work at the British Council in Alcalá de Henares. I've worked in ELT for twenty years and have taught English to young learners and adults in Egypt, Hong Kong and Spain. Things I'm interested in the classroom include using clips from film and TV to work on a variety of language areas and skills, vocabulary acquisition, pronunciation, and getting students to speak more and better.

All of the images, except those provided by the authors, were taken from the ELTpics photo sets. They have been used with permission under a creative commons licence, photos taken from http://flickr.com/eltpics by Adam Simpson, Carla Arena, James Taylor, Mieke Kenis, Nikki Fortova, Phil Bird, Sandy Millin, Stephanie McIntosh, Victoria Boobyer and Steve Nickodemski used under a CC Attribution Non-Commercial license, http://creativecommons.org/licenses/by-nc/3.0/.

For more information on eltpics, including how you can use them in the classroom, go to eltpics.com

Elytis, Kavafis, Ouranis visit the classroom!
GRGPS – A project about literature

Georgia Psarra & George Raptopoulosw

What happens when teachers wish to use their national literature in the English classroom? Can they combine enjoyment, learner motivation and English teaching? How can their national heritage be adjusted to their class needs - and is it worthwhile?

Finding and using literature to teach in the EFL classroom is a controversial issue, and many teachers may not feel comfortable with integrating it in their curriculum. There are several arguments they present; first, they claim that one should be an expert at interpreting and evaluating literature. Moreover, they set a high target for their students who do not have the equivalent language level, and thus they can be discouraged and lose interest. Finally, there is so much in their syllabus, so many language sub-skills to be covered, that literature has to be excluded.

On the other hand, there are many fellow teachers who would passionately support that literature can be flexibly used in the classroom syllabus and it can contribute to enhancing students language skills, both receptive and productive. Furthermore, it engages the class in critical thinking and can be the path for learners to express their opinions, emotions and deeper thoughts.

Intrigued by my participation in a worldwide project, run by our colleague Theodora Papapanagiotou, and inspired by our talks, we challenged ourselves to use translated national literature in EFL classes. The main aim of the project is to show that literature can be adopted as an alternative and a supplement in the syllabus and using national work aids students general education. Last but not least, the English language is used as a tool to let masterpieces of poets and authors become widely known among students around the globe.

The outcome was exhilarating and the feedback we got from the learners gave us encouragement and motivation for more projects to follow. As Ronald Gray writes in his paper of the Internet TESL Journal, Vol. XI, No12 (December 2005), we also affirmed that students feel more confident to proceed with the evaluation of literary texts. Their cultural background helps them understand the material they are exposed to and familiarised with. During the procedure, learners practised all language skills; it was also an opportunity for revision and they were introduced to further skimming and scanning during their research.

Another benefit has been the introduction of dictionaries in the classroom. We grabbed the moment to show them the use of thesauri on the spot; which word should they use? Why are some words more suitable than others to convey the meaning? Moreover, students engaged themselves wholeheartedly from Day 1, because they realised they had a goal to accomplish - spread their national literary treasure among peers and teachers both in Greece and internationally. Finally, there has been a continuous interactivity between their foreign language learning and general educational curriculum since we used works from the books of their Greek Language subject at school.

At the end of the day, we found that literature can be engaging, students have the prospect of personalising their work, express themselves, reveal deeper thoughts and emotions- always with our support and guidance. Our greatest reward? Learners are coming back asking for their involvement in future projects!

References

Gray, R. (December 2005). *Using Translated First Language Literature in the Second Language Classroom.* http://iteslj.org/Techniques/Gray-TranslatedL1Literatue.html

O'Connell, F. (2009). *Get lit up: literature as a teacher's best friend.* http://www.teachingenglish.org.uk/article/get-lit-literature-a-teachers-best-friend

Smart, C. British Council, Hungary. (September 2005). *Using poems to develop productive skills.* http://www.teachingenglish.org.uk/article/using-poems-develop-productive-skills

Smart, C. British Council, Hungary. (September 2005). *Using poem to develop productive skills*. http://www.teachingenglish.org.uk/article/using-poems-develop-receptive-skills

About George:

George has been active in the world of ELT for 33 years, both in Greece and abroad. With a B.A. in English Language and Literature, a CELTA and DELTA Module one, he is currently participating in creative projects with Georgia Psarra and is in his second term as a board member of TESOL Macedonia-Thrace.

His love for literature, music, teaching and international communication, guide him in both his professional and personal life.

About Georgia:

Georgia has been teaching English and German and running her private foreign language school for 18 years. She has a BA in German Language and Literature and an MA in Linguistics. She is passionate about teaching and literature and wishes to share her experience with colleagues internationally.

What's happened to drilling?

Marek Kiczkowiak

As communicative language teachers we are told that drilling is bad. We're told it is pointless, uncommunicative and deprived of any meaning. It also makes our classes teacher–centred.

Before you jump on the bandwagon and continue the rant, I'd like you to pause for a moment and ask yourself whether drilling really has to be so horribly boring and uncommunicative as we are repeatedly told. I hope to show you with this article that, no – drilling doesn't have to be boring. It can actually be fun, meaningful, effective and rewarding for the students.

In this article I'm going to first look at eight common criticisms of drilling and Controlled Oral Practice (COP) and show why they are not all accurate. Then I'll describe a couple of COP activities which you can use in class, and offer some final tips on using COPs.

Let's then look at the criticisms.

Criticism: Too much emphasis put on accuracy, hindering the development of real communication skills.

Rebuttal: It is true that these exercises focus on accuracy. CLT does not. And this is why a little bit of COP can do your students a lot of good. By no means should COP become the main focus of all your lessons. It's only part of the diet, like broccoli. And even though we might not like the taste, we still eat it every now and then, because we know it's good for us. The same rule applies to COP.

Criticism: Only useful when practising language students have just encountered.

Rebuttal: Usually COP is seen as a prelude to the real icing on the cake, that is, the free speaking activity. But why not use it as a quick revision to address fossilised errors, or give students quick extra practice in something they are struggling with?

Criticism: COP is only applicable and valid when teaching lower levels.

Rebuttal: Why should that be? COP can and should be used at any level. It helps students automatise the language they might already know but still struggle to use confidently and naturally, or eradicate fossilised errors.

Criticism: COP does not promote learner autonomy and is teacher–centred.

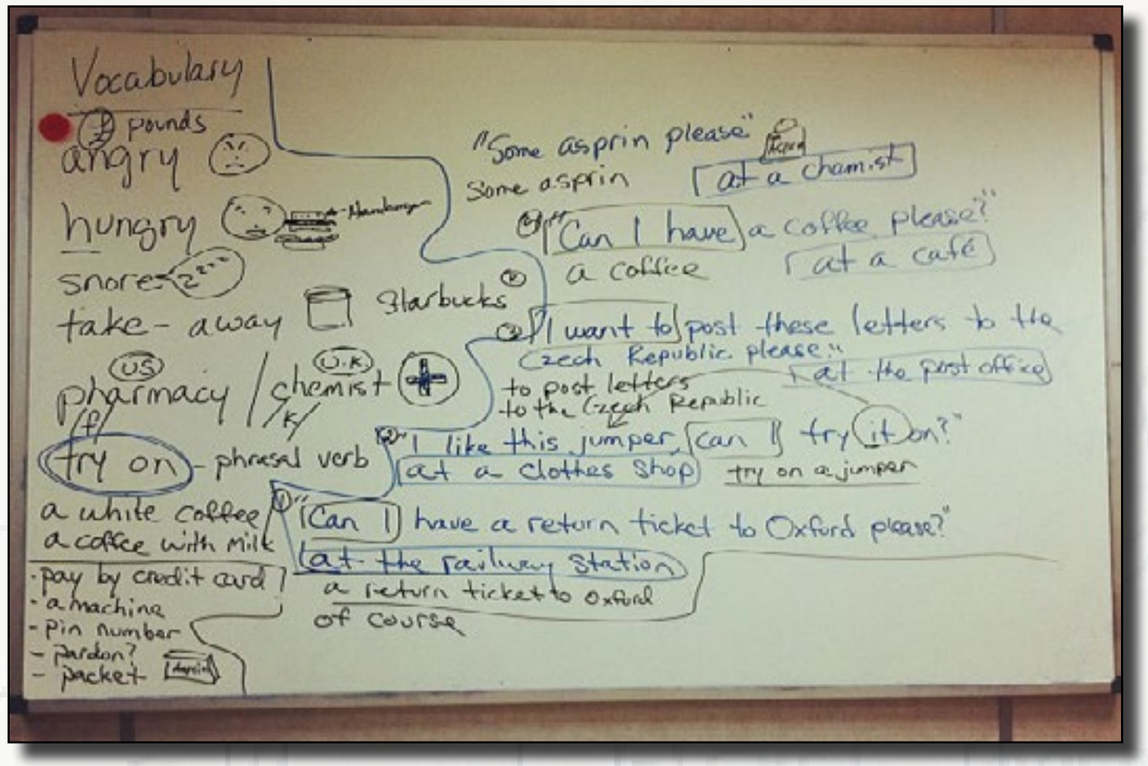
Rebuttal: That would be true if your class were to consist entirely of COP. If done judiciously, it is actually empowering since students will get more comfortable with the language, and are more likely to use it later on in more communicative activities. And it does not need to be teacher–centred. Put them in pairs. Put one student in charge of the drill. There are a number of options which allow you to disappear.

Criticism: Usually only word or sentence–based, decontextualised and very restrictive.

Rebuttal: Whenever possible, use real–life situations. Set the context and make it meaningful. Try to implement natural features of the spoken discourse into your drill. Use drills which allow for more than one answer, and which are more flexible.

Criticism: It goes against some styles of teaching, especially the role of the teacher as a facilitator.

Rebuttal: Give it a go. Once you and your students get comfortable with it, COP can become an important part of your facilitative approach. Just don't overdo it. Too much of anything is never good. But if done correctly, COP can be really enjoyable for the students. It can also nicely change the focus and pace of the class.



Criticism: Being able to repeat in a parrot-like fashion does not mean the student will remember or be able to use the language in real conversation.

Rebuttal: That might be true. But then if they don't repeat the language a few times in a safe and controlled environment, will they be more or less likely to use it in a real conversation? Probably less. Plus, what they are trying to memorise and automatise, are not the examples they are drilling, but the language patterns embedded in them. COP can also help with avoidance.

Criticism: The course book writers ignore it, and so should I!

Rebuttal: Since the advent of CLT, drilling has been heavily put down, and course book writers responded by ignoring COP in their materials. It's like switching from only eating meat to being a vegan.

Example COPs:

Substitution Drills:

This is probably the COP I've used most often myself, as it's readily applicable for almost any language point. The basic idea is that the learners repeat the modelled grammar using the new information given, for example, "I've been reading for two hours".

T: midday

S: I've been reading since midday.

T: she

S: She's been reading for two hours.

Make sure the examples lead to meaningful and probable sentences. Once you and your students get comfortable with this drill, consider some of the below variations, which aim to increase the cognitive difficulty and make the COP more natural and meaningful.

Multiple Substitution Drills:

Instead of substituting one item, students substitute two. So with the example from above:

T: he/drinking

S: He's been drinking since midday.

Progressive Drills:

The difference between this one and the classic substitution drill is that you don't come back to the original sentence, but continue from the last. If you do it as a whole class, it causes other students to listen carefully to what the previous student has said as they'll have to pick up from there.

T: play football

S1: He's been playing football since midday.

T: two hours

S2: He's been playing football for two hours.

Open ended Drills:

Students repeat the modelled language, or finish a sentence, making it logical or true for themselves. The idea is they have to manipulate not only the grammar, but more importantly fill in the content in a very short time, which cognitively is of course much more challenging than a classic substitution drill. At the same time, it is arguably more natural. For example, to practice in order to/so that for purpose:

T: Why do birds have wings?

S: In order to fly. / So that they can fly (or anything else that makes sense).

True/False drills:

Students manipulate the content of the sentence to make it true or false for them. They are more challenging cognitively and require the learners to process the language at a slightly deeper level. They are also more meaningful than classic substitution drills. For example, to practice used to:

T: play football

S1: I used to play football as a child

S2 I didn't use to play football as a child.

Mumble/Silent drills:

The teacher models the TL and the students repeat it quietly. It's less intimidating than doing it out loud, and the students can be told to repeat the same phrase a few times under their breath, which gives them more practice and increases their confidence. I also assign it to my students as a ongoing homework, i.e. speak to yourself quietly or in your mind and repeat the language you have problems with.

Back–chaining:

A sentence is built from the end by adding short (between eight and ten syllables), natural chunks of language. Each chunk is modelled by the teacher and repeated by the students.

the test

for the test

for the test

should have

should have studied

I should have studied

I should have studied for the test.

As Chris Ozog suggests in his article (see references), we should focus on natural chunks of language, i.e. it would have been odd to drill have studied as a chunk. He also points out that back-chaining "also serves to promote noticing of features of connected speech" and "may help the students recognise fluently delivered English better".

Jazz Chants:

They involve repetition of short, multi-word phrases at a consistent rhythm. They were popularised by Carolyn Graham, and you can see video of her demonstrating a jazz chant here: (http://www.teachingvillage.org/2010/05/23/how-to-create-a-jazz-chant-by-carolyn-graham/)

To sum up, any good COP should fulfil one or all of the below aims:

to establish new habits and minimise or get rid of the bad ones, some of which might be deeply ingrained (e.g. fossilisation, avoidance)

boost learners confidence and fluidity with language by practising it at reasonably natural speed

to increase spontaneity, i.e. to facilitate making the quantum leap from having to think about it very hard, to simply saying it correctly without thinking (Wilson, M.)

You might consider making these aims clear to your class. Students often want to know why they are doing what they are doing. And if they understand that the purpose of the activity is to improve their speaking, they are much more likely to give it a go, despite some initial reluctance.

References:

Clark, M. *Yes, Drill Sergeant!* http://www.bridgetefl.com/yes-drill-sergeant-how-to-use-efl-practice-drills/

Kerr, P. *Minimal Resources: Drilling*. http://www.onestopenglish.com/support/minimal-resources/vocabulary/minimal-resources-drilling/146558.article

Ozog, Ch. *Don't drill it. Drill it! Drill it now!* http://eltreflection.wordpress.com/2012/05/18/256/

Pearson, J. 1998. *Communicative drilling*. http://www.matefl.org/_mgxroot/page_10672.html

Renshaw, J. *Using and expanding speaking drills*. http://jasonrenshaw.typepad.com/jason_renshaws_web_log/2009/09/supplementary-speaking-activities-part-iii-using-and-expanding-speaking-drills.html

Wilson, M. *Say it better. Maximum speaking practice*.

About Marek:

After doing the CELTA and a BA in English, Marek left Poland to teach abroad. His travels have taken him to Costa Rica, Spain, and Hungary, where he did the DELTA. He is currently based in Holland, as a freelancer. He is a passionate blogger and an advocate of equal employment rights for NNESTs on http://teflreflections.wordpress.com , and the TEFL Equity Advocates can be found on: http://teflequityadvocates.com .

Podcasts in BE 1-2-1

Phil Wade

Background

I teach a number of high level Business people in a one-to-one context. They generally have very little time for lessons and practically none for any out-of-class study but they are dedicated to sustaining or improving their levels of English.

I have to maximise the limited face-to-face time I have with my students but still try to include a mix of different input and output opportunities. As my students are all involved in senior decision making, they are interested in their industries and the business world in general. They keep abreast of issues via the press and are quite 'tech savvy', using iPods and iPads on a daily basis. Thus, it was no surprise that I was asked to integrate this into my methodology and I have done so by using business podcasts and my own feedback podcasts. Students listen to them on the way to work, during their breaks and even while having lunch.

Podcasts

iTunes has a wealth of podcasts for any teacher and you can subscribe to most of them for free. Here are some of my favourites which are regularly updated

Bloomberg

www.bloomberg.com/podcasts/

McKinsey: Finance

https://player.fm/series/mckinsey-on-finance-podcasts

Accenture: Management

www.accenture.com/gb-en/podcasts/Pages/index.aspx

You can also find more listed by business topic here:

https://itunes.apple.com/us/genre/podcasts-business/id1321?mt=2

Using podcasts

I recommend a podcast before every lesson for my students to listen to. However, they often have specific requests for something related to their work or a topic from the press. Thanks to my iPad, I have subscribed to lots of podcasts so finding a suitable one isn't too difficult and then I just mail them a link.

I listen to the podcasts, note down the main ideas, useful language and anything which can be used as revision from a previous lesson. Then, in the class, whether it be a physical face-to-face, an online lesson or a phone lesson, I begin with asking them for a summary or just their thoughts on the podcast. This then develops into a discussion as I ask them questions relating the topic to their job and we go over the key points and language which they didn't understand or which is useful for the topic. As we go, I keep notes of emergent errors and weaknesses to be worked on during or following the lesson.

For feedback, on account of the very short time we often have together, I record my own mp3 podcasts where I explain the new language and highlight and expand on their difficulties. Even though, I do provide a feedback document, every student prefers the recordings and one even said he listens to them several times to help revise all his classes.

Logistics

Utilising and recording podcasts can seem complicated at the start but it really saves me a lot of time and is very effective. Of course, there are times when students don't listen to the chosen one and you have to discuss the topic from your notes but this does give them an incentive to listen to it afterwards.

Originally published in ELTABB Journal Anniversary Edition 1993-2013, Volume 1, page 18.

About Phil

Phil teaches Business English to executives and academic courses to university students. He uses technology to enhance his classes and maximise learning both in the classroom and outside it.

Book review: Wiktor Kostrzewski - *"16 Kinds of Snow"*

It is so rare to be able to instantly identify yourself with a book that it truly fills me with joy and expectation when it happens. Wiktor Kostrzewski's "16 Kinds of Snow: Or, How & Why Bilinguals Do It Better" gave a whole new perspective to my own ongoing linguistic quests. With an abundance of useful advice and, in a way, excuses to pursue more than one language, the inquisitive reader will have a lot to gain from such an honest display of thoughts and observations.

Wiktor provides us with a profoundly resourceful and thought-provoking bundle of material on second (and further) language acquisition in this e-book, accompanied by a truthful portrayal of the things that could go wrong. To quote him: "It isn't fair to tell us it's all going to be rosy."

Being a language teacher and learner myself, it was pure bliss to go through Wiktor's effortless writing beauty and powerful imagery; from the step-by-step techniques of note-taking, the whys and hows of building effective learning habits and memory training to the teacher ideals, the fluency in manners and the self-proof investment language learning really is, Wiktor manages to bring forward the true nature of bilinguals – and multilinguals: trial and error, perseverance and playful love with the language are what get us inspired and willing to seek more.

Even though we don't see eye-to-eye on one or two things, mainly on choice of words (as I wouldn't choose 'enemies' to describe the reasons for failure, for example) reading this ebook has been the utmost pleasure, where I could take in all Wiktor had to share and decide on a new goal: become that Jedi teacher and learner.

If you enjoyed Christina's review and would like to read the book, go to http://my.bookbaby.com/book/16kinds.

About Christina

Christina Chorianopoulou is an EFL teacher from Greece, working for the last fifteen years with students of all ages in a variety of contexts. After a few years in Primary and Secondary education, her true passion came forward and she dedicated her life to teaching and learning languages.

Stay in touch with... belta

www.beltabelgium.com
https://twitter.com/beltabelgium

www.facebook.com/beltabelgium
www.youtube.com/user/beltabelgium