

belta day 2013

A day of professional development for English language professionals in the heart of Brussels

Hogeschool-Universiteit Brussels (HUB), Brussels

1 June 2013



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President's Welcome

It is my great pleasure to welcome you to this, our first BELTA day.

We hope you have an enjoyable and rewarding day. We have assembled a great line-up of speakers for you, and I encourage you to see as much as you can. One of the things I enjoy most about days like this is the opportunity to speak to fellow delegates, so I encourage you to make the most of the breaks and lunch time to get to know some of the other like-minded souls who have come here today.

BELTA was formed in January this year, and although we are only 6 months old, we feel we have hit the ground running. In this time, we have already gained a significant membership and we would like to thank everyone who has signed up so far. As benefits to our members, we have hosted three webinars and have more planned for the rest of the year. Members have also had access to our exclusive blog, where they have read articles on subjects as diverse as the ELT blogosphere, Dogme ELT, teaching Anglophone culture in a Belgian context, and professional development while being a parent. And the channels of communication are always open, whether it is through our newsletter, Facebook, Twitter or our website.

In the coming year we are planning to host more face-to-face events, and we are always looking for volunteers to get involved. So if you're a BELTA member who wants to help out, we are very keen to hear from you. I hope you see an opportunity to further your professional development, be that by hosting a workshop, writing for our blog or even by becoming a board member. We can help you reach these goals, so do get in touch and let us know what you'd like to do.

Finally, I'd like to thank all of the speakers who have come and given up their time to talk to you today, the sponsors who have generously supported us, everyone who has volunteered on the day, my fellow BELTA board members for their amazing work in making this event happen, and you for coming.

Have a great day!



Schedule

Time (Start)	Time (End)	Session	Room E110	Room E1214	Room E1210
0945	1000	Introductions	A welcome address from BELTA president James Taylor		
1000	1100	Plenary	PHILIP KERR The Return of Translation		
1100	1115	Coffee break Sponsored by Die Keure 			
1115	1205	Session 1	ANIA MUSIELAK Break the Ice with Drama	MIEKE KENIS Facebook and Twitter for Professional Development	GUIDO EUROPEAANTJE Shifting Bricks
1210	1300	Session 2	VICKY LORAS Word of the Week and Other Ideas for Business and General English	NERINA CONTE Look who's talking	JOHAN STROBBE Recent Trends and Changes in the English Language
1300	1400	Lunch Sponsored by Pearson Benelux 			
1400	1450	Session 3	PHILIP KERR The Wonderful World of Word Associations	JAMES TAYLOR Silent Movies	
1450	1510	Coffee break Sponsored by Die Keure 			
1510	1600	Session 4	ANGELA LLOYD A Framework for Teaching and Assessing Communicative Competence	ANNA VARNA Critical Thinking in the ELT classroom and how to dance it!	JOHN ARNOLD Incorporating Spoken Grammar into classrooms and course books
1605	1705	Session 5	Swapshop		
1710	1800	Closing reception Sponsored by Plantyn 			

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Interview with Philip Kerr



Vicky: Philip, it is a great honour for me to interview you, as you are the plenary speaker for our first BELTA Day. Thank you so much for this!

Philip Kerr: It's a pleasure. I've lived in Belgium for a long time and I've only attended two teacher development

events in the last fifteen years!

Vicky: Can you tell us a few things about yourself and your career so far?

Philip Kerr: I've never really thought about the work-part of my life as a career! I live in Schaerbeek, but I'm away from home about 50% of the time, working as a teacher trainer in various parts of the world. In fact, the only work I do in Belgium is my writing. I'm currently finishing off a book called *Translation and Own-language Activities* which will be published next year in the Cambridge Handbooks for Teachers series. As soon as that is done, I'll be starting on a new series of coursebooks with my friend and colleague, Lindsay Clandfield. It will be the fifth series of coursebooks that I've been involved with. The most well-known have been *Straightforward* and *Inside Out* (both published by Macmillan).

Vicky: How did you decide to become involved in education?

Philip Kerr: It just happened really. I studied English Literature at university, and that isn't much use in the world of work. After bumming around for a while, I decided to go back to university. The only courses, at the time, where it was easy to get a grant from the government were post-graduate teacher training courses, so I went to Oxford and did one of those. To my surprise, I discovered that I quite liked teaching, even working in large classes in high schools in Morocco, which is where I soon found myself.

Vicky: Would you like to share some of the highlights in your career in education so far?

Philip Kerr: I'm not sure about highlights! I've been very lucky, I think, because I've had the opportunity to do lots of different things in different places. There have been important milestones: my first job as a director of studies, becoming a teacher trainer, my first published article, my first book, etc. But I've also made some very good friends along the way. Language teaching is one of the few professions where tolerance, openness and enthusiasm are all common.

Vicky: Now let us move on to your plenary. Could you give us some insight into it, and what inspired this specific topic?

Philip Kerr: It's about translation, or, more specifically, about how we can use the learners' own language to help them in their acquisition of English. Translation is usually associated with dry-and-dusty approaches to teaching, going through tedious extracts of literary texts and translating them to death. But it doesn't have to be that way, and there is now a critical consensus that there is a place for own-language use in the foreign language classroom. I'm particularly interested in the practicalities of this, not least in combining own-language use with online technology. The plenary will focus on practical

ideas, and not theory. I've produced a digital handout (in the form of a blog) to go with this presentation: it can be found at <http://translationhandout.wordpress.com/>.

Vicky: You are also giving a session in the afternoon on word associations. Could you tell us a few things about this?

Philip Kerr: Yes, I'll be talking about vocabulary teaching. There has been quite a bit of interesting research in recent years into the way that we store vocabulary knowledge in the brains. I'll be referring to this, but again, my focus will be on practical applications. How can we recycle vocabulary? What can we do in the classroom that will work with any set of words, is communicative and requires little or no preparation?!

Vicky: Thank you so much, Philip! We are looking forward to seeing you and attending your plenary and session in June.

Philip Kerr: À tantôt. Tot gauw.

Bio: Philip Kerr has worked as a teacher, teacher trainer, lecturer, educational manager and writer of educational materials. He has lived and worked in the UK, Morocco, Spain and Belgium, and he has presented at conferences and run teacher training courses in more than 25 countries. He currently lives in Brussels. His publications include the coursebook series *Straightforward* and *Inside Out* (both Macmillan).

PLENARY

10:00–11:00 ROOM E110

The Return of Translation

For too many years, the use of L1 in language teaching has been proscribed or ignored by methodology experts, whilst many teachers have continued, sometimes guiltily, to use the language of their students when they felt it appropriate. Now, however, the wheel is beginning to turn and there is an academic and research consensus that supports the use of L1 and translation in the language classroom. This does not entail a return to the dry and dusty days of grammar translation at its worst. The presentation will begin with a brief overview of the arguments for the use of L1 and translation in language teaching. I will then look at a wide range of practical techniques and activities which involve elements of translation and which can be accommodated within contemporary approaches to language teaching, and can be incorporated into the repertoires of language teachers of all ages and levels.

AFTERNOON SESSION

14:00–14:50 ROOM E110

The Wonderful World of Word Associations

Recent research into the way that words are organized in the human brain provides us with useful insights into the associations between words, the relationship between word storage and pronunciation, and how we should approach the teaching of vocabulary. Drawing on the research of Paul Meara and others, I will suggest a range of practical classroom activities for vocabulary practice and recycling activities that can be used for all levels and in most teaching contexts. These activities require zero or minimal preparation and can be used with any set of words. They are fun and communicative and, most importantly, will help to build your students' active vocabulary store.

Recent Trends and Changes in the English Language

JOHAN STROBBE

12:10–13:00 ROOM E1210



Today the English language is changing more rapidly than at any time in its history. There is the growth of (and towards?) global English and the power unleashed by the Internet. In addition, our students often come across features of English that differ from what they find in their coursebooks. In this seminar we cover

some 'new' tendencies and features of English. We discuss the implications all this has on our teaching practice and our language assessment: how do we deal with different varieties of English and with some of these features? Can we accept forms such as 'gotcha', 'wanna' and 'like' in indirect speech? Which features are language change and which are simply bad grammar?

Bio: Johan Strobbe is a teacher trainer at the University of Leuven. He also teaches legal English and business English at the same university. He started his teaching career in a technical school in Brugge. In 1999 he participated in the Mark-Mellor project, which won a European label for innovative foreign language teaching. He is a textbook writer and co-authored *Enter*, a coursebook series which introduced young adult literature into English language teaching. His interests are the role of extensive reading in language acquisition and the teaching of grammar. His most

recent publication is a book on CLIL (co-authored by Lies Strobbe and Lies Sercu, *Je vak in een vreemde taal? Wegwijzer voor de CLIL-onderwijspraktijk*. Acco: 2013).

How did you become involved in English language teaching?

I studied germanic languages at the University of Leuven. I graduated in 1980 and started teaching. It's what I had/have always wanted to do.

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

Believe in your students.

Why did you choose the subject of your presentation?

The fact that the linguistic reality is seldom reflected in the coursebooks. Our students often come across features of English that are seldom discussed in the classroom, that are perfect, natural English but are often ignored by their teachers.

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

I am hoping they will reflect upon their teaching practice, and more in particular upon their way of marking and revising (speaking and writing) assignments.

Critical Thinking in the ELT classroom and how to dance it!

ANNA VARNA

15:10–16:00 ROOM E1214



The development of critical thinking skills should be the underlying component of every well-planned lesson or course. But we all know that in everyday teaching reality it tends to be forgotten in favour of urgent grammatical and vocabulary needs.

My proposal is that critical thinking can be taught in the classroom, and even in the ELT classroom there are things we can do to improve our students' thinking skills. This presentation will be an introduction to this.

More specifically at the end of the session the participants will be able to:

- distinguish the basics about the process of thinking (macro abilities vs micro skills).
- relate English Language Teaching to the above mentioned skills.
- use techniques to help make students' thinking visible.

Bio: Anna Varna is a language teacher by education. She studied English in Greece and England, spent a short period in Spain and currently lives in Brussels and works for the European Commission as a pedagogical advisor in their Language Training Sector. She loves connecting with other teachers offline and online, blogs at

inyourhands.edublogs.org and lives in perpetual beta!

How did you become involved in English language teaching?

I was at my second year of University Studies, English Language and Literature, when I first started teaching. Desperate for some money, and with this unique mix of bravery and ignorance that is characteristic when you are 20 years old, I went into my first class of beginners in a language school in Athens, Greece. I loved it and the rest is history!

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

Find what you love and go teach it!

Why did you choose the subject of your presentation?

I am a firm believer of Dr Seuss: "*Think* left and *think* right and *think* low and *think* high. Oh, the thinks you can *think* up if only you try!"

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

That critical thinking is like a dance: the more you practice it, the easier it becomes!

Incorporating Spoken Grammar into classrooms and course books

JOHN ARNOLD

15:10–16:00 ROOM E1210



There is a marked difference in grammar for written texts and in grammar for spoken English. Course books for secondary school English classes use a limited number of grammar patterns associated with spoken English: contractions, short form answers and some lexical chunks. However, they never incorporate the use of patterns like ellipses, headers or tails. This sessions will identify some of the basic patterns found in spoken English and demonstrate ways that classroom teachers can go beyond the course book to help their students produce more fluent, natural conversations.

Bio: John is an American teacher working at Thomas More University College in Flanders, Belgium, teaching English in the Management department and TEFL Methodology, Language and Culture in the Teacher Training department. After 25+ years teaching all levels in New York State, including Queens in NYC, John fell in love with a Belgian and resettled in Antwerp. He has never regretted it although he does miss the bright lights of the big city! John is also the co-author of two secondary school English course books, *Spark* and *Touchdown!*. He is an editor and contributor to *Zeal*, an English-language magazine for Belgian students.

How did you become involved in English language teaching?

I studied to be an English teacher in America, but one of my first jobs was teaching Hispanic and Arab students. They had completed an A1 level class and I was working them at an A2/B1 level. This experience was very new to me, because my training focused on teaching literature not the language itself. I spent a lot of time reading, studying and observing ESL teachers. I did eventually teach English (the 'literature' kind), but I always yearned to go back to ESL teaching.

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

Don't be afraid to take risks - try something new everyday!

Why did you choose the subject of your presentation?

Ever since I've begun teaching in Belgium, I have been struck by the lack of truly understanding conversations in English. I knew that the dialogues that were course books were very artificial. I began doing some research and came across the work of Bieber, Patterson, McCarthy and others and finally the light bulb went on – the problem was the lack of understanding of spoken grammar. I still think we have a long way to go to fully understand and teach the grammar (patterns) necessary for 'authentic' English conversations.

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

There are ways to use the course book dialogues to teach knowledge (vocabulary, grammar, culture) and ways to use them to introduce and practice the art of spoken grammar.

Silent Movies – short films with no dialogue and how they can be used in the ELT classroom (workshop)

JAMES TAYLOR

14:00–14:50 ROOM E1214



In this workshop, we will look at some examples of short films which contain little or no dialogue. Teachers will often recommend to their students that they watch films and TV to practice listening, and while this activity is useful, I think short films are much more useful as

stimuli to create output rather than as a source of input. Because the distraction of language is removed, the students can then focus on the much more important task of reacting to the content with their own beliefs, ideas and language, which you can then work on together.

This workshop is suitable for all levels and all types of English teaching, from young learners to business. The only limit is your imagination!

Bio: James Taylor is the President of BELTA. Originally from Brighton, UK, he has taught English as a foreign language to adults in Brazil, South Korea, Belgium and Costa Rica. He also moderates #ELTchat, a twice weekly discussion on Twitter with teachers from around the world, presents the #ELTchat podcast, mentors teachers for iTDi, and blogs.

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

My first mentor experience was when I worked in Korea. She was a big influence on me and I'm glad I had her there to support me when I needed it most. My second mentor experience has been found online. As part of a wide network of teachers around the world, I find myself with literally hundreds of brilliant mentors who encourage, console and teach me every day.

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

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

Why did you choose the subject of your presentation?

I wanted to do a workshop as I like the idea of teachers working together and sharing ideas. I also enjoy sharing resources with teachers and giving them more options. Furthermore, I have a keen interest in using these types of short films, and I want to make them available to everyone.

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

I want them to get some practical ideas for lessons, whoever they teach, but more than that, I want to them to feel more adventurous when it comes to finding resources. There are so many amazing options, and I hope they will feel more inspired to get digging!

A Framework for Teaching and Assessing Communicative Competence

ANGELA LLOYD

15:10–16:00 ROOM E110



Enabling our students to achieve effective oral communicative competence is one of the major goals of ELT. Communicative competence involves knowing not only the language, but also, by activating social and cultural knowledge, knowing what to say and how to say it appropriately in a given situation. In addition to choosing a suitable methodology for teaching these skills, teachers also have to consider how they can assess and grade their students' performance. This presents a double challenge.

In this practical workshop, we will be looking at a way of using negotiation role plays to provide a motivating scenario which sensitizes students to the various facets of oral communicative competence and allows them to develop their skills. Finally, we will consider ways of assessing student performance.

Bio: Angela Lloyd has extensive experience of teaching General and Business English in a variety of contexts. Since 2000, she has taught Business English, Academic Study Skills and Intercultural Communication at Brandenburg University of Applied Sciences, Germany. During that time she has taken part in many staff mobility exchanges, HUBrussel being one of her favourite destinations. Angela is also a teacher trainer and author of a number of General and Business English course books.

How did you become involved in English language teaching?

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

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

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

Why did you choose the subject of your presentation?

I chose the topic of teaching communication skills using negotiations, because I find it very effective and motivating for students and teachers.

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

Motivation to try it out themselves.

Break the Ice with Drama

ANNA MUSIELAK

11:15–12:05 ROOM E110



Drama is everywhere, in every day of our life, we constantly perform even if we do not realize that. This workshop is aimed at teachers who would like to look at practical ways to implement drama icebreakers into their lessons. The hands-on session provides the teachers with a variety of fun, moving-around activities that break the ice, loosen students up, get them alert and engaged.

Bio: Anna Musielak is a Polish teacher and teacher trainer holding a Ph.D. from Silesian University. She has worked at the military unit, at college, teaching British Literature and Culture and as methodology director in a private language school. She has also published articles on literature, culture and language teaching. At the moment she is working on workshops and teaching English to young learners and adults. Anna is interested in using drama, music and literature in ELT. She strongly believes that a lesson carried out with enthusiasm and passion is an unforgettable experience for the learners.

How did you become involved in English language teaching?

I know it might sound strange but I've always wanted to be an English teacher. Both my parents took part in a student exchange program – my dad studied in Cardiff and my mum in Dublin. As a child I loved listening to their stories about the places they saw and the people they met. I fell in love with

British and Irish culture and I knew that one day I will be able not only to speak English, but to teach it as well.

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

Teach with passion and enthusiasm – if you love what you do your students will see that and it will rub off on them.

Why did you choose the subject of your presentation?

I have always loved drama (well, drama light as I call it) and the fun and motivation it gives to students and teachers.

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

Most importantly I want to show them that drama can be fun and useful in teaching English. I also want them to be able to use some of the activities presented with their students.

Shifting Bricks

GUIDO EUROPEAANTJE

11:15–12:05 ROOM E1210



Were you born with a brick in your stomach? Maybe your students were? In this talk I will make an effort to shift that metaphorical brick – the desire to build a house and a future in Belgium without ever venturing abroad. He will show the possible ways Belgian students

and teachers have of gaining work experience in an English-speaking country without ruining the plan of a building a career back in Belgium.

Bio: Guido is one of the original founders of BELTA. He spent 20 odd years away from Belgium, where he took on a variety of jobs in the UK, Canada, Australia and New Zealand before becoming an English teacher in Brazil and Spain. He now teaches language and life-skills near the docks of Antwerp.

How did you become involved in English language teaching?

After I graduated from translating and interpreting school I went to live in Madrid to improve my Spanish and found a job as an English teacher. I was unqualified as a teacher and after a mere four weeks all my students had left for another school. Dictation just wasn't their thing.

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

If I know now why soap makes bubbles or how come a sandwich doesn't fly in your face when you throw it up on a

moving train it's because of Gerard Bodifée who told us the story of physics, chemistry and biology in 40-minute lessons. The last 10 were dictation.

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

Make your students do the work.

Why did you choose the subject of your presentation?

Because in the 20 years I spent away from Belgium I met no more than 2 of my countrymen. Teachers need to bring expertise and experience into the classroom.

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

I won't be making a meal out of it: the link to google maps, a desire to discover new places, a picture of the pitfalls to be avoided and the confidence they will come back as better teachers or professionals.

Facebook and Twitter for Professional Development

MIEKE KENIS

11:15–12:05 ROOM E1214



Social media tools like Facebook and Twitter can support professional development. They have positively changed the way in which teachers can learn, connect and share. This session is for teachers who are not yet familiar with social media for professional development.

We will explore what Facebook and Twitter can offer ELT teachers and how you can connect with other educators on Facebook and Twitter, by building your own Personal Learning Network.

Bio: Mieke Kenis has been an English teacher for over 30 years. She studied Dutch and English at the Katholieke Universiteit Leuven. She started teaching Dutch, English and drama at a secondary school in the 1980s. Later on she became a lecturer at Thomas More Kempen, teaching Business English and British culture. Mieke's insatiable appetite for information led her to discover Twitter and the global world of ELT and she has been an addict ever since. As well as being one of BELTA's founding members, she is also our Finance Officer. She is also a curator for #eltpics, an online picture resource for teachers.

How did you become involved in English language teaching?

I studied Dutch and English Literature and Linguistics at university in the 70s and that led automatically to the teaching

profession in those days, but even as a child I always wanted to be a teacher. Add to this my love for the English language and the British culture and you will understand why I never considered another job.

I had never realised before that your subject, in my case English, can really become part of your identity and what you stand for. If they take that away, you simply feel lost.

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

Don't be discouraged if a lesson does not go well and don't think it is only because of you. There are so many other factors that can influence a lesson and students sometimes just don't feel like learning for lots of reasons. The great thing about teaching is that you always get another chance to start again.

Why did you choose the subject of your presentation?

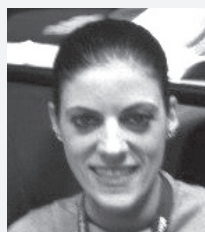
Social media have changed very much for me. In the last few years a whole new world has opened. I have learned more than ever before, I have met some wonderful people on Twitter and I have done things I had never imagined I would do, like presenting, writing blog posts or starting a teachers' association.

I wanted to share this experience with teachers who have never considered using social media for professional development. Hearing my story might encourage them to give it a go and see whether they like it.

Word of the Week and Other Ideas for Business and General English

VICKY LORAS

12:10–13:00 ROOM E110



I will focus on an activity that has proved very successful in my Business English, but also in my General English classes - Word of the Week, which is an idea that has been weaved into several other kinds of activities with the students, to enhance all four skills. The teachers present will be

actively involved to find these words and expressions which are added to dictionaries practically every day. They will also participate in the activities.

Bio: My name is Vicky Loras and I am an English Teacher, born in the beautiful city of Toronto, Canada. I have been teaching English as a foreign language and literature to students of all ages, for a total of over fifteen years. I now live in Switzerland and I am the co-founder and owner of **The Loras English Network**, a school I have opened with my sister Eugenia. We teach English, train teachers and also hold children's events. She is the Editorial Officer of BELTA and oversees our members only blog. She also presented our first webinar in February this year.

How did you become involved in English language teaching?

I got into teaching quite by accident, I must say – as long as I remember myself, I wanted to be a lawyer. I watched all the legal series on television and pretended to be in court ever since I was a little girl. However, when I was filling in my

university entrance sheet in priority of the schools I wanted to get into, right after Law School I had English Language and Literature – but I wasn't very enthusiastic about it. In my exams, I missed Law School for 0.1 of a point and got into my second choice. I thought I should try it out and I fell in love!

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

Keep learning – not only for yourself, but also for your students. Learning is the beauty of our profession!

Why did you choose the subject of your presentation?

I chose this subject because it was something that started out as a lukewarm idea I wasn't sure of and my students turned it into *the* moment of the week! *The* learning experience for them and I thank them so much!

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

I would love them to try out any new idea they get. Take what my students and I have done, use it in your classroom, turn it around, adapt it!

Look who's talking

NERINA CONTE

12:10–13:00 ROOM E1214



This talk will focus on how to exploit Community Language Learning (CLL) to implement a 'whole' approach to teaching. It enables teachers to focus on the learner while peers immediately react positively to working in a community. They take exceptionally well to peer-correction and by working together they overcome their fear of speaking.

Bio: Nerina has worked as a teacher trainer in many European countries including: Spain, Holland, Italy and Greece. In the 1990s she started working at International House Barcelona as a Young Learner and Adult teacher and eventually as a teacher trainer. She is an external assessor for the University of Cambridge. In collaboration with International House Barcelona she opened Language Teacher Training in Belgium and is director of the centre as well as main course tutor on CELTA courses. It has been a wonderful two years since LTTB began and things are going from strength to strength with now over 100 teachers enrolling on CELTA courses!

How did you become involved in English language teaching?

As an English native speaker in a European country I soon discovered I could exploit my knowledge of English to develop a professional career as a teacher to speakers of other languages.

Why did you choose the subject of your presentation?

It is important to value the learners that attend our courses and focus less on what has been prescribed over the years by course books in terms of what/how students should learn. This approach will prove that students know what they want to say and that we can fulfil learner expectations without necessarily focusing on discrete items and adopting a more holistic approach to teaching

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

I would like teachers to accept the challenge to, at least, occasionally allow learners to say what they want to say.

Swapshop

16:05–17:05 ROOM E110

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

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

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

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

The session will take place at the end of the day, after the speakers and before our closing reception.

We think it'll be the perfect way to the end the day, and we can't wait to see you there.

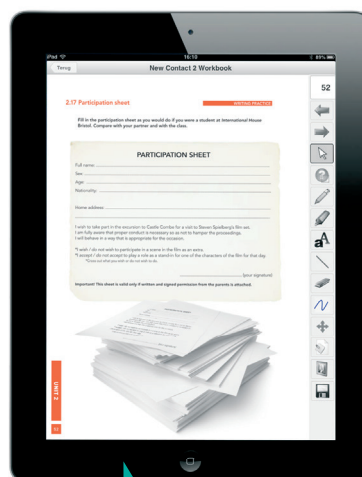


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