

belta day 2014

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

Hogeschool-Universiteit Brussels (HUB),
Brussels

22 March 2014



President's Welcome	2
Our Sponsors	2
Schedule	3
Meet Jeremy Harmer, our Plenary Speaker	4
Meet the Speakers	5-12
Swapshop	12

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President's Welcome

Hello and welcome to the second annual BELTA Day conference.

I'm delighted that you've chosen to come and spend your Saturday with us, and we've worked very hard to make sure that this a day that you will enjoy, that will challenge you, and will give you opportunities to learn and grow as an ELT professional.

There are numerous people that I need to thank for their help in making this day possible. I'd firstly like to thank our sponsors for their support and endorsement of this event. Please make sure you go and take a look at their stands and catch up on their newest products.

I'd secondly like to thank all the speakers who have so generously offered us their time to present for you today. Make sure you give them your feedback and let them know how much you appreciate their efforts.

I'd also like to express my gratitude to our volunteers. It's thanks to them that this day can run smoothly, and we couldn't do it without them. The same can be said for our venue, HUB, and we truly appreciate all the support they have given us since we first proposed this event to them last year.

I also have to thank the rest of the BELTA board. Together, we have worked tirelessly for months to put on this event, and it is a great pleasure to work with you. If you see a BELTA board member today, be sure to let them know what you think of the day, and thank them for all their hard work!

I'd finally like to thank you for coming. BELTA is still a new, young organisation. By coming to this event you have demonstrated a trust in our ability to offer you the professional development you desire. We thank you for that trust, we have worked very hard to make sure it will be repaid, and we look forward to many more years of working together to ensure that English teachers in Belgium receive the support and encouragement they deserve.

Have a great day,

James Taylor (BELTA President)

Schedule

Start	End	Session	Room 6116	Room 6219	Room 6119
09:30	09:40	Introductions Room 6215			
09:40	10:40	Plenary	JEREMY HARMER Yes, but why do we need teachers at all? Room 6215		
10:40	10:55	Coffee break			
11:00	11:40	Session 1	VEDRANA VOJKOVIĆ ESTATIEV You needn't commute 1,300 km; teaching writing skills in Moodle	JURGEN BASSTANIE Using the Lewis Model on Cultural Differences in ELT	BILL BOWLER The Extensive Reading 'Missing Link': Reading Circles and Reading Teams
11:45	12:25	Session 2	DIVYA MADHAVAN Finding the 'critical' in your pedagogy	KRIS VAN DE POEL & JOHN LINNEGAR Text editing in education	NATHAN HOFFMAN The Fulbright Program: Bridging the Cultural Divide
12:30	13:30	Lunch sponsored by Die Keure Room 6204			
13:30	14:30	Plenary	LUKE MEDDINGS Dogme, detour and drift: learning from the Situationists Room 6215		
14:35	15:15	Session 3	MAREK KICZKOWIAK & CHRIS HOLMES Misconceptions that just won't go away!	EEF LENAERS Integrating the nuance of culture into contemporary EFL	JOANNA MALEFAKI Do's and Don'ts of teaching Business English online
15:15	15:25	Coffee break sponsored by Plantyn			
15:30	16:10	Session 5	VALERIE VAN DEN BROECK & ELODIE DELHOMME Testing the proficiency of English with Dialang	ADA PETERS Using songs in the EFL classroom	NERINA CONTE Once upon a classroom... and they spoke English happily ever after
16:15	17:00	Swapshop Start in 6215 Breakouts in 6116, 6119, 6219 and 6104			
17:00	18:00	Closing reception sponsored by Pearson			PEARSON

Jeremy Harmer *Plenary Speaker*



Vicky: Thank you Jeremy for joining us for our BELTA Day 2014. Your presentation is called *Why do we need teachers at all?* What prompted you to ask this question? And after writing the post – and getting all the comments – why, indeed, do we need teachers?

Jeremy: I think Gary Marcus (whose writing I quoted in my original blog post on the subject) has it about right. Teachers have to be enthusiasm conductors and generators; they have to lead students to be able to concentrate on what they are saying and doing. In particular their overwhelmingly important role (I am becoming increasingly certain) is as feedback providers – both in linguistic and in learning terms.

Vicky: Apart from writing, you use blogging and social media platforms to interact with other ELT educators. What would you advise an educator starting out now to do with all that?

Jeremy: That's a very interesting question. Many users of social media (especially Twitter) were hugely involved and participated for what seems now like a fashion-conscious two or three-year period. Then many of us 'faded away'. Because we couldn't keep up? Because it was just too 'nice'? Because it got tiring trying to work out how to have real conversations without creating offence? I don't know; it fascinates me. But still, I learned so much from the other people on Twitter – I mean in the professional sphere – and I think newer teachers should avail themselves of those opportunities, give themselves the chance to meet others online so that when they find themselves at a conference for the first time, they'll already 'know' some of the people there.

Blogging is a different thing. I blog in the hope that people will make me think when they comment on doubts (of my own) that I raise. Other great blogs are always worth reading and I would want to say to newer teachers that comment is free and possible in the blogosphere. The more you put in, the more you take out!

Vicky: How is the world of ELT different today, if at all, since the time you started out?

Jeremy: I suppose the obvious answer is Web 2.0 (see above), the fantastic reality that allows us to meet and interact with people across time and space; the fact that we can watch and listen to the people who inspire us in video and audio clips even when we are sitting at our desks. That the staffroom we live in just got bigger and bigger. The global staffroom is an amazing place.

But the essential business of teaching English – it feels very similar in some ways. The best teachers today are there doing their best, worrying about what they are doing and how to do it, getting interested and excited about the possibilities of doing it differently or better. When I started teaching way, way back, the staffroom was the most exciting place in the world. In the best schools and institutes and with the right people, it still is, still can be!

Vicky: How has music tied in with your teaching in the past and your teacher training now?

Jeremy: I have used songs to teach structure and vocabulary or to introduce or comment on a topic we were working with. Songs are also, of course, a way of changing the atmosphere in a class by giving the students a 'break' from the normal run-of-the-mill lesson. Music also helps students create 'pictures' in their mind, or to provoke ideas for writing. But even music obsessives like me have to remember that not everyone is crazy about music. Not all students will throw up their hands with glee when we take music into the lesson! This is especially the case – it seems to me – when teachers put on music to accompany groupwork, for example, without even asking the class if they would like it. How strange!

Vicky: Let's move on to your writing. You have written numerous books, coursebooks, and readers. What gives you inspiration for your ideas?

Jeremy: In the case of readers (to start with) it is just ideas or bits of ideas that get me going – something I have thought or heard about, something that interests me. If I am lucky, that sets off other ideas and possibilities.

When writing about methodology, however, I get my ideas directly from teachers, either in person, or in the wide range of articles and books which make up my daily professional reading. I have seen my role as being a describer (and explainer) of what seems to be good teaching practice around the world. There are so many wonderful professionals around, and what I want to do is make sure that all the ideas they come up with form part of a teacher's training and education.

Vicky: You have frequently filmed teachers in action. What has this experience offered you and how do you give feedback to the teachers observed? What are their responses?

Jeremy: The beauty of filming teachers – rather than observing them – is that you can watch classroom incidents again and again. And again. This means that you have a real chance to analyse and think about what's going on more than if you were simply observing and trying at the same time to note down what you see. You can miss or lose track of what's happening as you write!! The danger, of course, is that the camera doesn't give you the 'all-round' viewing experience that real-life observation allows – and the editing process can change the way things are seen. But when teachers watch themselves on film, they learn so much (after the initial 'shock') about what they do and how they do it that I can't help thinking that watching ourselves is one of the best ways for teacher development!

Giving feedback? Well, the best thing is to let teachers watch the films together with someone else they trust. The conversation that develops (especially if the other person is good at asking for clarification and so on) can be immensely rewarding and helpful. The whole point about watching ourselves is to gain insight into what we do and have thoughts about how to do things differently or better in the future.

Vicky: One of your books, *The Practice of English Language Teaching*, is standard reading in the vast majority of ELT programs in universities around the world. What comes into your mind

when you think about it or when an educator tells you it has helped them in their career?

Jeremy: You have described a situation that has happened on a number of occasions. My response is always the same: a deep sense of humility and gratitude that something that grew out of being a teacher trainer (and, originally, thinking about how to give my trainees appropriate backup material for the input sessions) should prove to be useful to many people. I am, to be quite frank, absolutely delighted that this is the case. But of course everything depends on who the trainers, teachers, and lecturers are when the book is being used – and how they help their trainees to approach the book. I would hate for people to read the things in *The Practice of English Language Teaching* uncritically. On the contrary, reading the book should be part of a long and questioning discussion about what good teaching is and can be.

Vicky: Is there a type of book or topic you've never attempted to do before that you would like to write in the future?

Jeremy: Well, yes, there is in a way – and I guess someone's working on it right now. That's a properly interactive digital 'book' about teaching, where audio, video, visuals, and text all interact with each other and where the user/reader can manipulate all four in more creative ways (sometimes) than a reader does. That sounds a bit incoherent, even to me! But like so many other writers and publishers I would like to learn how to crack the digital 'nut'!

This interview was originally published in the ETAS Journal, Spring 2013 and is republished here with permission of the ETAS and the author. www.e-tas.ch

Bio: *Jeremy Harmer is one of the most well known names in English language teaching and has written coursebooks, methodology titles and graded readers. He currently works as an online tutor for the MATESOL at The New School, New York, and has spoken at conferences the world over.*

PLENARY

09:40–10:40 ROOM 6215

Yes, but why do we need teachers at all?

The constant tension between teaching and learning is brought into sharp focus in the digital age, where access to knowledge is available to all so that tasks may be less about what teachers can show and tell and more about what students can find out for themselves. What, then, is our role in all this? Should we simply organise learners in what Sugata Mitra has called SOLEs (self organised learning environments) or is there more, still, for us to do? And if we do this, how should teachers intervene in the students' learning?

Recent discussions about music and the value of extensive reading may help us to get nearer the heart of this discussion – a discussion about why we need teachers at all.

Luke Meddings *Special Guest*



*Bio: Luke Meddings is an ELT teacher, author and teacher trainer. He was a co-founder with Scott Thornbury of the dogme in ELT movement, and their award-winning book *Teaching Unplugged* was published in 2009. He was Deputy Editor of EL Gazette, wrote a monthly teaching column for the Guardian online, and co-founded the round with Lindsay Clandfield in 2011.*

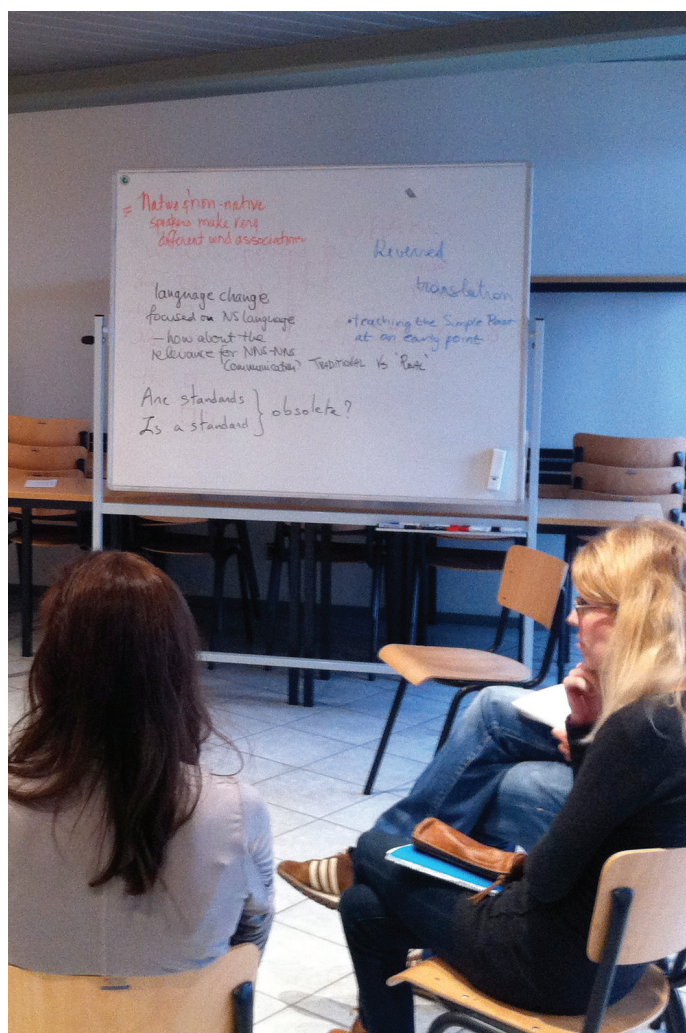
SPECIAL GUEST

13:30–14:30 ROOM 6215

Dogme, detour and drift: learning from the Situationists

With education increasingly standardised, teachers are under pressure to conform. Teaching is less about the act itself, and more about the promise of the act (with lesson plans delivered days or weeks or months in advance), and the broadcast of the act (with technology at hand to record the outcomes).

How can we liberate classroom practice from these constraints? Can this freedom be sustained? This talk uses some key Situationist concepts to explore the scope for change, revisiting May '68 to propose a vocabulary for the moment.



The Extensive Reading 'Missing Link': Reading Circles and Reading Teams

BILL BOWLER

11:00–11:40 ROOM 6119



a workshop in which Bill explores reading-based discussion work designed to bridge between class reader and readers library approaches. The session examines reading for ideas versus word-by-word (a useful consideration when teachers assign extensive reading texts). Participants will

take part in a discussion about reading, and then examine the idea of Reading Circles (or 'Reading Teams' for Younger Learners). In this approach, individual learners in each Reading Circle/Reading Team get different pre-reading tasks, thus fuelling follow-up discussion. He will outline a menu of possible pre-reading tasks and participants will experience the Reading Circle/Reading Teams technique in action, using two 'authentic' flash fiction stories.

Bio: Bill Bowler has worked in English Language Teaching for over thirty years, most recently as the Series Editor of *Dominoes* graded readers, published by Oxford University Press. Spain-based, Bill has trained English language teachers in 48 countries. His ELT writing has received two English Speaking Union Awards. He is a co-author of *Bringing Extensive Reading into the Classroom* (OUP).

How did you become involved in English language teaching?

After getting my degree in English Literature from Cambridge University, I went to study mime for a year in Paris with Marcel

Marceau's teacher Étienne Decroux. Whilst in Paris, I met a number of native English speakers who were Teaching English as a Foreign Language (TEFL) away from home. That seemed like a pretty cool thing to do! After returning to England, I enrolled for a CELTA course at International House in London. Passing the course with flying colours, I took to teaching TEFL in Italy (my first posting abroad) like a duck to water.

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

Can I share three pieces of wisdom?

- 1 Be authentically you as a teacher, and teach your students to love their English classes.
- 2 Students will forgive you for many things (typos on handouts, misspellings on the board, etc.) but they will not forgive you for boring them, so try to avoid doing that.
- 3 Listen to your students, as well as to more experienced teachers and coursebook writers, and you'll be surprised what you can learn from them.

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

A clearer idea of how to progress smoothly and effectively from highly controlled 'class reader' use, to freer extensive reading in the form of a 'readers library' without any learner (or teacher) 'sagging' in the middle. A taste of Reading Circles/Reading Teams as the 'missing link'!

The Fulbright Program: Bridging the Cultural Divide

NATHAN HOFFMAN

11:45–12:25 ROOM 6119



The Fulbright Program sends hundreds of Americans throughout the world each year to teach, research, and promote mutual cultural understanding. As a Fulbright English Teaching Assistant in Belgium, Nathan Hoffman faces the challenge of adapting to students and

teachers of a different culture, and the lessons he has learned may be valuable both for future Americans in Belgium and for all teachers needing to bridge cultural divides. Furthermore, in *The Fulbright Program: Bridging the Cultural Divide*, I will be highlighting the opportunities available through Fulbright Belgium for Belgian teachers to travel and work in the United States.

Bio: Besides being a Fulbright English Teaching Assistant at the Université de Mons, Nathan Hoffmann provides weekly English activities at an École de Devoir and takes part in promoting the Fulbright program throughout Belgium. He has taught music in an American French immersion school, tutored French for the University of Missouri-Kansas City, and performed as a semi-professional cellist.

How did you become involved in English language teaching?

I have worked as a French tutor and taught music in French, but this Fulbright English Teaching Assistantship is my first

opportunity to teach English and I'm loving it. I hope to continue teaching English next year in France or North Africa.

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

I can't thank my current supervisor enough. Jean Robertson, from the Université de Mons, has given me endless help and an always sympathetic ear. She obviously loves her students and the material, and watching her work in the classroom is an inspiration.

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

As I am really quite a new teacher myself, all I can say is that it is more rewarding than someone who has never taught can ever imagine. It's definitely worth the work.

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

Leaving everything you've ever known to teach in a foreign country might seem scary but in the end it's life-changing and endlessly rewarding.

Why did you choose the subject of your presentation?

I'm hoping to inform others about the incredible program that is allowing me to have the experience of my life in Belgium and to share some of what I've learned from adapting to this new environment.

Integrating the nuance of culture into contemporary EFL

EEF LENAERS

14:35–15:15 ROOM 6219



In *Integrating the nuance of culture into contemporary EFL*, a hands-on, resource-based workshop for EFL teachers, Eef will introduce an integrated approach to teaching English within a wider international context. She will cover teaching culture (focused on the UK, the US, and Belgium) and literature (focused on post-colonial literature). The aim is a deeper and honest reflection on what English is today in its many spheres and uses, breaking down typical stereotypes. She will share her experience, contemporary resources and lesson ideas to explore a skill-based approach to teaching English in this broader environment.

Bio: Eef Lenaers has been teaching English for over 15 years. After her studies of Germanic languages at KU Leuven and Lancaster University, she taught EFL in the UK. She then returned to Belgium where she taught English at Centrum voor Levende Talen (Leuven), before moving to Heilig Hartinstituut (Heverlee) where she currently teaches English and Dutch. Eef draws inspiration from her Belgian-British family and large international network which supports her passion for language, culture and literature.

How did you become involved in English language teaching?

I have always loved languages. That's why I studied English and Dutch at university. But it was teaching summer courses in England as a student that gave me the teaching bug. It was so enjoyable that I figured it would be fun to do as my profession.

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

Yes, my first teaching post in Belgium was at Centrum voor Levende Talen in Leuven. My mentor was Bart, a Spanish teacher with a great personality. Apart from passing on useful classroom activities, he taught me that it is possible to use the target language at all levels. I did not speak Spanish but observing him teach, I was perfectly able to follow his lessons.

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

Be passionate about your subject because that rubs off on your students. Also, allow yourself to be flexible, in spite of a strict curriculum and tight lesson plans. That way, you can listen to your students and connect better. I am positive that will enhance the learning process in the long run.

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

Hopefully people will reflect on what teaching English can mean today. There are so many aspects to EFL, including a strong cultural component. The resources and ideas I will share in this workshop are an attempt to show how literature, up to date authentic material and different language skills can be used in this process.

Text editing in education

KRIS VAN DE POEL
& JOHN LINNEGAR

11:45–12:25 ROOM 6219



Since teachers want the texts written by their learners to communicate effectively, every teacher is a text editor of some sort. Newcomer or seasoned practitioner? Wherever on the spectrum you lie, Text editing in education hopes to make you more aware of your approach to editing, correcting and proofreading and to raise the bar on your offerings by elevating intuitive 'talent' or 'rusty about the rules' to the level of professional editing in an education setting. In addition, we hope to provide you with some tools to help you to get your students to become better self-editors and more skilled communicators.

Bio: Kris Van de Poel is an applied linguist who has devoted considerable research time to text editing in academic and professional contexts. She has guided generations of linguists and translators along the slippery slopes of effective and professional communication, trying to raise their communicative awareness.

Bio: John Linnegar has been firmly rooted in the publishing industry for more than 30 years. He is immediate past chairman of the Professional Editors' Group in South Africa and is also an associate of the Society for Editors and Proofreaders in the United

Kingdom. For the past 15 years he has been presenting training courses in and workshops on text editing, proof-reading and related topics in South Africa and Europe. Together with Wannie Carstens, John Linnegar and Kris Van de Poel are co-authors of *Text Editing: A Handbook for students and practitioners* (UPA 2012).

How did you become involved in English language teaching?

I have a genetic disorder inherited from a long line of ancestors who were in one way or another involved in teaching.

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

My grandmother was the most clever storyteller in town. She taught me how to wrap up my messages.

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

Enjoy all if it.

Why did you choose the subject of your presentation?

Because effective communication is the basis of human interaction.

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

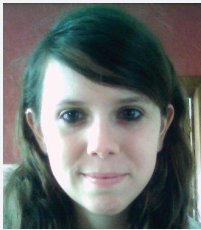
All of us in language teaching are text editors of some sort, but it is not enough to know the tricks of the text editing trade; it takes some knowledge and skills to be able to apply them sensibly.

Answers by Kris Van de Poel

Student Selection: Testing the proficiency of English with Dialang

VALERIE VAN DEN BROECK
& ELODIE DELHOMME

15:30–16:10 ROOM 6116



BELTA wants to promote new talent in ELT in Belgium, so at this year's BELTA Day we have a special new strand called 'Student Selection'. In this presentation, students talk about their research, and the audience can hear the voice of a new generation of teachers.



Dialang is made to test the language level of people who study foreign languages and would like to know where they stand. Dialang can test 14 European languages but we are going to focus on English. We will also discuss the Common European Framework of Reference (CEFR) which is a

guideline used to describe achievements of learners of foreign languages. In Testing the proficiency of English with Dialang, they examine the use of Dialang tests to measure the language level of students at the Hogeschool Universiteit Brussel and to see if they reach the level set by the CEFR or not.

V Bio: Ever since I was a little girl I have been interested in English and everything that had to do with it, like England, USA, Australia, and so on. This is why when I was 18, I decided to become an English teacher. In my final year of this degree I did an Erasmus

exchange to Birmingham. It was a confirmation of how much I love England and its language. When I realised teaching English is not what I want to do for the rest of my life, I decided to study a Master's degree in Multilingual Communication, specializing in English. I hope to work with people from all over the world where I have the possibility to speak English most of the time.

E Bio: Being bilingual, Dutch and French, I have always been interested in languages. Being able to speak with people from all over the world is just amazing. When I had to make the choice of what I was going to study at university, I immediately thought of English and after a while I decided to combine it with Spanish. With just these two languages I could communicate with almost the entire world. Later, I would like to work in an international company where I would be able to use the languages I have learned.

How did you become involved in English language teaching?

V: I did a degree at the Katholieke Hogeschool Leuven to become a secondary school teacher of English and Dutch. I graduated this degree in 2012.

E: I am not an English teacher but I do study English. The reason why I wanted to study English is because I love the language but more importantly because it is really important to have a good knowledge of English this day.

You needn't commute 1,300 km; teaching writing skills in Moodle

VEDRANA VOJKOVIĆ ESTATIEV 11:00–11:40 ROOM 6116



In *You needn't commute 1,300 km: teaching writing skills in Moodle*, Vedrana will present a writing skills course for communication science students at Zagreb University, Croatia. The course is taught in Moodle by her while living in Belgium. The aim of the talk is to

demonstrate the range of possibilities this particular LMS offers, as well as introduce some other web-based tools which can be incorporated into a Moodle course. The issues of sustaining student motivation and giving feedback in an online environment will also be addressed.

Bio: Vedrana is both a DoS and part owner of a language school. She holds a BA in English Language and Literature from the University of Zagreb and has been working with adult learners since 1997. She currently lives in Belgium, where she is an online instructor to Croatian university students.

How did you become involved in English language teaching?

I initially wanted to be a journalist or a diplomat, and only started teaching to pick up a little extra pocket money at university. Then, as I was nearing the end of my fourth year, and starting to think it might be a good idea to begin applying for jobs, I got a call from my first boss, at a language school, asking me if I wanted to work for her. I thought it was going to

be just for a while, but ended up staying there for seven years!

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

In my first job I was assigned a mentor, a more experienced teacher who had been with the school for a few years. I observed her classes and had to teach a demo class with one of her in-company groups. Later on, she was always available if I had any questions or needed advice. I loved her calm demeanor in the classroom and the way she always seemed to know exactly what she was doing. She spoke in a calm, measured voice, which I thought had a very reassuring effect on the learners.

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

Don't just ask students if everything is clear. They'll probably say yes even if they have no clue what it is that you've been trying to explain because they don't want to be the only ones to admit they don't understand. Check whether they really do in other ways.

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

The idea is to show some of the advantages/drawbacks of teaching (writing) online, which can help the audience decide whether this is something they'd like to try. Those who already have experience with eLearning will hopefully pick up some useful suggestions as well.

Misconceptions that just won't go away!

MAREK KICZKOWIAK
& CHRIS HOLMES

14:35–15:15 ROOM 6116



In *Misconceptions that just won't go away!*, Marek Kiczowskiak & Chris Holmes explore and question reasons for the continued existence of discriminatory attitudes towards non-native teachers of English within language schools. We also highlight the effect these attitudes have on opportunities for NNESTs to gain employment at home and abroad.



Drawing on empirical research carried out by the authors, EU law and key materials relating to the reality of a global language (and the issues of ownership that arise), the writers aim to discredit the types of

belief that appear to legitimise current recruitment practices where 70% of all advertised posts on tefl.com ask for 'native speakers only'.

Bio: Marek and Chris met during Marek's DELTA at IH Budapest in 2011, where Chris is a Teacher Trainer. Since then they have kept in touch and become interested in the problem of discrimination against non-native speakers. Also, Marek started a language company in Holland and runs a popular blog which has been shortlisted for the BC Teaching Blog Award.

How did you become involved in English language teaching?

M: A good friend talked me into doing the CELTA in 2007 while I was studying English in university. After passing it I taught for a while part-time in Poland. When I graduated, I left and started teaching abroad and have been doing so ever since.

C: I had always wanted to travel but could never manage to save the money to do so! Teaching my way around the world seemed like a good option and as things turned out, it was the best decision I ever made.

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

M: Be open and curious. Leave your comfort zone as often as possible and take every opportunity to learn from your fellow teachers.

C: Ask questions. Of yourself, of your students and of your colleagues – oh, and listen!

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

Marek and Chris: We'd like them to question the common myths and presuppositions about the NEST vs NNEST divide, and motivate them to speak up about and fight against the discrimination in their local school.

Using the Lewis Model on Cultural Differences in ELT

JURGEN BASSTANIE

11:00–11:40 ROOM 6219



Teaching English language is pointless if it does not include teaching cultural differences. Communication patterns in English differ a lot from what is common in Belgium for example. A Belgian learner of English will have to understand how presentation styles, listening habits, negotiations skills, trust building, etc. are different in Britain and the US, and across cultures in general.

This session, entitled *Using the Lewis Model on Cultural Differences in ELT*, talks about how the Lewis model can help you teach cultural differences in a structured and focused way. The model developed by Richard D. Lewis proves very practical to help students interpret cultural differences with Britain or the US for example. When students manage to use this cultural knowledge, they will achieve much better results in their language. The Lewis materials amply show how language and culture are intertwined and students will manage to adapt their output as a result.

Bio: Jurgen has been teaching English for the last 20 years. He has a Master's degree of Germanic Languages from the University of Antwerp, and a Master in Applied Linguistics from Edinburgh University. He is also the Sponsorship Officer of BELTA.

How did you become involved in English language teaching?

I loved studying English in secondary school and soon realized that I wanted to become a teacher of English myself. So I went to university, first in Antwerp and later in Edinburgh to get trained and started teaching back in 1994 at Vlekho Brussels and the "Centrum voor Taal en Spraak", now "Linguapolis" at the University of Antwerp.

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

I have developed friendships with several former students after they graduated and am always happy to learn that they too have become anglophiles.

And the most challenging?

Teaching Dutch to students studying German at the University of Edinburgh. They kept confusing Dutch with German. Even after six months they still said "ich" instead of "ik".

Why did you choose the subject of your presentation?

I have recently attended a cross cultural competence course at Richard Lewis Communications Ltd. In Warnford (UK) and feel that there was a lot that teachers of English can learn from.

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

That they will keep investing in understanding cultural differences with the UK/US and that the Lewis model can be a powerful tool to get started on this. Hopefully participants will start learning about the work of this linguist.

Once upon a classroom... and they spoke English happily ever after

NERINA CONTE

15:30–16:10 ROOM 6119



Content and emotional depth are crucial factors in the acquisition of a language. The aim of this session is to provide techniques that will allow to incorporate imaginative techniques in teaching through story-telling to make learning as memorable as possible.

Bio: Nerina has worked in many European countries as a teacher and CELTA teacher trainer. She is currently director of language Teacher training in Belgium, sister centre of international House Barcelona and officially recognised by Cambridge University.

How did you become involved in English language teaching?

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

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

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

I especially admire in them their humbleness and approachability.

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

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

And the most challenging?

Please see above.

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

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

Why did you choose the subject of your presentation?

Our lives are built around anecdotes and stories we share on a daily basis with the people we encounter. I would like to share with colleagues a practical range of techniques that will allow teachers to bring this daily practice to the classroom.

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

This will be a very practical talk based on a variety of techniques that will allow teachers to address story telling in the classroom responding to different learner styles.

Using songs in the EFL classroom

ADA PETERS

15:30–16:10 ROOM 6219



Music inspires and motivates language learners. Quite often though, the use in the classroom is limited to 'complete the lyrics by filling in the gaps' exercises. In this workshop I want to demonstrate you can do so much more with songs: predict content, play a grammar game, do word or picture bingo, work with picture stories, correct misunderstood lyrics, do creative writing activities. The syllabus adds a list of techniques you can use to practise the different skills.

Bio: Ada Peters studied English and Swedish at the University of Ghent and majored in English. She started off teaching English in adult evening classes, moved on to technical and commercial English in different institutes of higher education and is currently working as a lecturer of English in the teacher training department for secondary education at HUB Kaho University College, campus Waas.

How did you become involved in English language teaching?

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

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

I can't say I have had a real mentor, but for today's session I am

definitely indebted to Dave Allen of NILE. He showed me that there is much more to working with music than doing gap-filling exercises.

Best teaching experience

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

The most challenging experience?

Teaching your peers remains the biggest challenge.

A piece of wisdom.

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



Do's and Don'ts of teaching Business English online

JOANNA MALEFAKI

14:35–15:15 ROOM 6119



In *Do's and Don'ts of teaching Business English online*, Joanna Malefaki will discuss various practical issues related to teaching English online, especially Business English, which has become very popular. It focuses on what steps the teacher should take before starting a course with her learners,

ideas on how the lesson can develop and suggestions regarding what should happen after the sessions.

The different methodologies that can be used in the virtual classroom in particular PPP and TBL and how effective they can be will be addressed. Material development and design (using video, online articles etc), feedback (immediate and delayed), lesson notes and assessment methods will also be included in this presentation.

Bio: Joanna has almost fifteen years of teaching experience in various ELT contexts mostly in Greece, Germany, France and the UK. Currently, she is an online tutor of Business English for WEFit solutions, the DOS of her own language school whilst she has also worked as a tutor at Newcastle and Bristol University. She holds a B.A in English Language and Philology (4 year course) as well as a M.Ed in TESOL whilst she has almost finished her Cambridge Delta course.

How did you become involved in English language teaching?

I always liked English, and after studying the language at university, it was only natural to teach it to others. I have been a teacher for almost 16 years now and have never regretted this job choice.

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

That is a very hard question. I have had many great moments in my teaching career. I could say that a really rewarding moment is when a learner, who came to you with no English, can now actually communicate effectively with you. There is a magical moment when you think, "Wow, she is using English, and it is partially because of me!"

Why did you choose the subject of your presentation?

I find teaching business English very interesting and adding online teaching to that makes the whole teaching experience more engaging. I want to share what I have experienced so far with other people and tap into their thoughts too. As an online business English teacher, I get to teach students from all over the world. I also use technology which affects the delivery of my lessons in so many ways. The challenge of combining both contexts is why I chose this subject.

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

I want people to leave my presentation and feel like it was 40 minutes of their time spent productively. I want to share my ideas with others and give them food for thought, the do's and the don'ts of teaching business English online.

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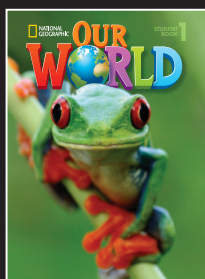
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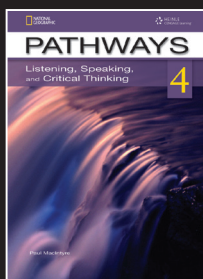
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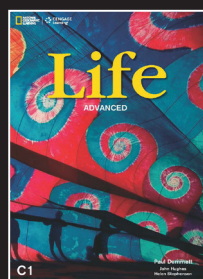
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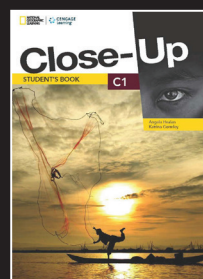
Skills Development



Academic Skills



Adult



Secondary



Exams

Finding the 'critical' in your pedagogy

DIVYA MADHAVAN

11:45–12:25 ROOM 6116



Critical pedagogy is gaining momentum in ELT. We ask increasingly bold questions about our practice. There is a shift in voices of authority from the native-speaker model to the digital-native example. We care less and less about teaching the present perfect within

four-walled definitions of classrooms and more and more about how our learners stay motivated and how our classrooms make meaning. In Finding the 'critical' in your pedagogy, Divya aims to unpack some of the big concepts in critical pedagogy, such as the banking model or the hidden curriculum and explore this awareness can make its way into the ELT classroom.

Bio: Divya Madhavan is a Lecturer in Language and Education at Ecole Centrale Paris, where she also heads the EMI (English as a Medium of Instruction) Program. Her favourite thing about teaching is being able to hang out with students. Her favourite thing about research is decoding and challenging the system we teach in. Divya blogs at www.divyamadhavan.com.

How did you become involved in English language teaching?

I started out as Language Assistant and just really enjoyed the classroom and stuck with it I guess.

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

Again this would be a list if there were space but I'd say it's all

those moments when you forget there was a lesson plan and just live the moment and the space.

And the most challenging?

Managing other teachers.

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

Make eye contact, remember their names, their smiles, and their stories. Nothing is more important than the people in the room.

Why did you choose the subject of your presentation?

Because critical pedagogy is my favourite thing to read and think about.

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

In 3 words: Nothing is neutral

In 6 words: Education is a consciousness-raising undertaking

In 9 words: Reshaping the power structures in our classroom remodels everything

If you'd like to read more:

<http://divyamadhavan.com/2013/08/13/3-6-9/>

Swapshop

16:15–17:00 ROOM 6215

BREAKOUTS IN 6116, 6119, 6219 & 6104

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 of the day, and we can't wait to see you there.



SHUFFLE - ENGELS ASO
SHUFFLE THIS - ENGELS TSO/KSO

BELEEF ENGELS MET DIE KEURE

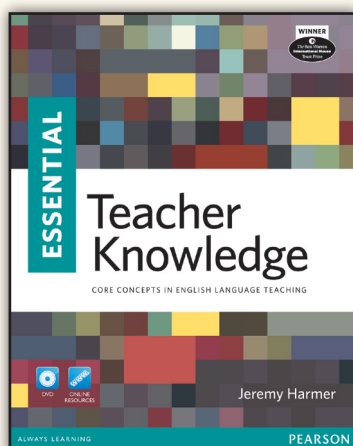


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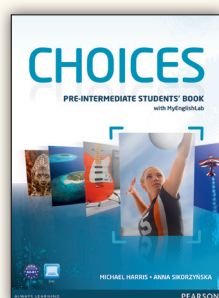
Two hours of video footage include demonstrations of the main teaching techniques and teachers' opinions on issues for the global English-teaching community.

Discover the theory behind teaching grammar...



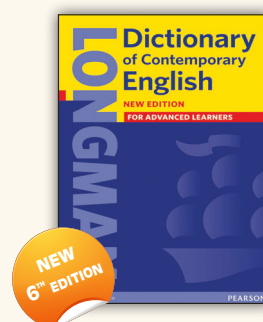
...and put it into practice with the help of Pearson's unique online component: **MyGrammarLab**. This time-saving tool has lots of grammar exercises and built-in features to help you assign exercises and track your students' progress.

Explore ideas about teaching students to speak...



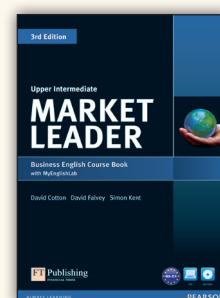
...and see how it is done in Pearson's secondary course, **Choices**. Choices gives students a firm grounding in communication and integrated skills, helping them to express themselves correctly in English.

Learn about the importance of teaching vocabulary...



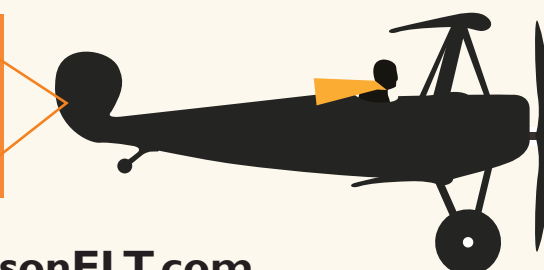
...and refer your students to the **Pearson Longman Dictionary of Contemporary English**. The new edition of this best-selling monolingual dictionary will help them to expand their vocabulary and to master English collocations and language structures.

Read about the methodology of reading...



...and help business students work on their professional communication with **Market Leader**. This course includes reading texts from the Financial Times and case studies that enable students to use English in authentic business situations.

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1 June



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