

#TOBELTA WEB CONFERENCE PROGRAMME



Plenaries: Luke Meddings & Jeremy Harmer

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No registration required.



Day 1: 7 August 2015

Schedule at a glance

For details about each session, [click on the session title](#)

	<p>ROOM BELTA CLICK LINK TO ENTER http://lancelot.adobeconnect.com/belta</p>  <p><i>Check your tech before you enter a session</i></p>	<p>ROOM TESL TORONTO CLICK LINK TO ENTER http://learningtimesevents.org/webheads/</p>  <p><i>Check your tech before you enter a session</i></p>
10 am EST 16:00 CET	<p>CONFERENCE OPENING REMARKS Tyson Seburn (TESL Toronto) James Taylor (BELTA)</p>	
10:30 am EST 16:30 pm CET	<p>PLENARY <u>Giving the test a rest</u> Luke Meddings</p>	
11:30 am EST 17:30 pm CET	<p><u>Assessment Unplugged:</u> A case study Divya Madhavan</p>	<p><u>Lessons from the Writing Center</u> Kate Finegan</p>
12:30 pm EST 18:30 pm CET	<p>BREAK</p>	<p>BREAK</p>
1:00 pm EST 19:00 pm CET	<p><u>Online EFL Assessment:</u> Myths and Facts Maricarmen Gamero Mujica</p>	<p><u>Authentic Learning for the Real World</u> Sylvia Buchanan</p>
2:00 pm EST 20:00 pm CET		<p>PLENARY <u>Should teachers love tests or hate them?</u> Jeremy Harmer</p>

***You can find your [time zones](#) here.



Day 2: 8 August 2015

Schedule at a glance

For details about each session, [click on the session title](#)

	<p>ROOM BELTA CLICK TO ENTER http://lancelot.adobeconnect.com/belta</p>  <p><i>Check your tech before you enter a session</i></p>	<p>ROOM TESL TORONTO CLICK TO ENTER http://learningtimesevents.org/webheads/</p>  <p><i>Check your tech before you enter a session</i></p>
10 am EST 16:00 CET	<p>DAY 2 OPENING REMARKS Tyson Seburn (TESL Toronto) James Taylor (BELTA)</p>	
10:30 am EST 16:30 pm CET	<p><u>Using integrated assessment for Business English courses</u> Theresa Gorman</p>	<p><u>Kahoot: A game-based formative assessment tool</u> Miguel Perez Luis Jordan</p>
11:30 am EST 17:30 pm CET	<p><u>7 Formative Assessment Tools: Low tech to high tech</u> John Arnold</p>	<p><u>Self and peer-assessment of writing: How and why?</u> Joanna Malefaki</p>
12:30 pm EST 18:30 pm CET	<p><u>We take exams personally!</u> Christina Chorianopoulou Theodora Papapanagiotou</p>	<p><u>Multiple Choices – Kicking assessment beyond traditional testing</u> David Dodgson</p>
1:30 pm EST 19:30 pm CET	<p>CONFERENCE CLOSING REMARKS Tyson Seburn (TESL Toronto) James Taylor (BELTA)</p>	

***You can find your [time zones](#) here.



SESSION DETAILS

7 AUGUST 2015

PLENARY: Give the test a rest

Why has testing become such a hot potato in education, and why are teachers, parents and students starting to protest? This talk seeks to place standardised testing in its historical context, and to challenge its overuse. By looking at testing through the lenses of ideology, psychology, economy, pedagogy and democracy, we'll ask who stands to profit from its overuse - and who stands to lose out. I'll argue that educators need to join with colleagues in finding ways to resist teaching to the test - inside and outside the classroom.



*Luke Meddings is an award-winning author, trainer and international speaker. In 2000 he co-founded the Dogme ELT movement with Scott Thornbury, and their book *Teaching Unplugged* (Delta, 2009) won a British Council ELTon award in 2010. Since then Luke has trained extensively, and in 2011 set up independent e-publishing collective *The Round* with Lindsay Clandfield. Their own book, *52: a year of subversive activity for the ELT classroom*, was published in 2012.*

Assessment Unplugged: A Case Study

Last year, I conducted a first cycle of action research on the theme of participatory pedagogy. Participatory pedagogy is where curricular needs emerge through interaction between teacher and students, as a relational process. We decided to do this in the form of peer assessment. It was great experience! But there's a lot I'd do differently if I were to start over, and that's what I'd like to talk about here. In this session I'll share my action research project, and I'll also talk about what did and didn't work in terms of trying to change things, and why I feel some things need shaking up in the world of assessment.



Divya Madhavan is a Senior Lecturer in Language and Education at Centrale-Supélec, Université Paris-Saclay. Her courses are on the English language, Education and Society. Her research

includes, *Critical Pedagogy, Assessment and English as a Medium of Instruction*. Divya has a MEd in Education Research, and has an MA in Language Education, and is a Fellow of the Royal Society of Arts.

Blog: <http://www.divyamadhavan.com>

Twitter: @_divyamadhavan

Facebook: Divya Madhavan12345

Lessons from the Writing Center

University writing centers are places where learning--not proofreading--happens. Tutors are trained to focus on the development of the writer, not the paper. This session will provide an overview of the feedback techniques used in university writing centers, as well as the philosophy underlying these methods. The presenter, who was a writing center tutor before becoming an EAP instructor, will then give practical tips on adapting these techniques for giving feedback to EAP students.



Kate Finegan has taught English for academic purposes at the University of Iowa, University of Northern Iowa, and University of Tennessee at Martin. Her research interests include vocabulary, speech acts, language play, critical and creative thinking, listening strategies, writing feedback, and learner independence and autonomy.

Blog: <http://kehfinegan.wordpress.com>

Twitter: @kehfinegan

Online EFL Assessment: Myths and Facts

One of the main issues teachers face when teaching a foreign language on a virtual setting is the selection of appropriate techniques that help them verify their students' progress and meet the principles of assessment. So, at such point a series of ideas arise; for example, online assessment does not promote meaningful learning, we can only assess reading and writing, practicality cannot be fulfilled by online assessment tools. Such notions constitute some of the myths and facts the speaker will refer to, making a stop at each assessment principle, giving some real examples and establishing some guidelines for online assessment.



Maricarmen Gamero Mujica is an ESP teacher and English teacher trainer at UNEFM- Coro. Holds a Master's degree on Educational Research from Universidad de Carabobo and on Distance Learning from the Caribbean International University in Curacao. She is an Expert on E-Learning Processes certified by FATLA.

Twitter: @gamero2606

Facebook: Maricarmen Gamero

Authentic Learning for the Real World

One of the biggest challenges in language training is creating authentic learning and assessment experiences, so I was determined that authentic practice and technology integration would be essential components for courses I designed. In this session, I will discuss how web 2.0 tools can be used in formative assessment to create greater student engagement and learning opportunities. Moreover, I will illustrate how authentic assessment in a process writing assignment is more relevant and engaging than the current practice of rote memorization and hand written tests.

Sylvia Buchanan holds a M.Ed. in Digital Technology, a B.F.A. in Fine Art, a Graphic Design diploma, and TESL Canada certification. A desire to help others acquire digital skills led her to start her own business to assist teachers in identifying the digital tools needed to achieve their goals.

Blog: <http://www.sylviasit.com>

Twitter: @sylviabuchanan

Facebook: sylviab23

PLENARY: Should teachers love tests or hate them?

Information coming soon!

Perhaps **Jeremy Harmer** is well-known in our industry as author of *The Practice of English Language Teaching* (Pearson) and *How to Teach English* (Pearson). He has also produced a number of classroom materials, including the *Just Right series* (Cengage).



8 AUGUST 2015

Using integrated assessment for business English courses

This presentation makes a case for using integrated assessment for final exams in Business English courses. Integrated assessment refers to tasks that incorporate at least two skills, for example reading-to-write. My arguments are based on Bachman and Palmer's concept of test usefulness, Douglas' approach to ESP test design and ground-breaking recent research into business discourse.



Theresa Gorman is currently teaching Business and General English courses in Berlin, Germany, at various universities and companies. She has taught EFL for the past 10 years in different countries. She is currently working on a Master's degree in Professional development for Language Education at the Norwich Institute for Language Education. Together with her partner, Paul Walsh, she has just launched the Teacher Stories project.

Blog: <http://teacher-stories.com>

Twitter: @theresa_tech

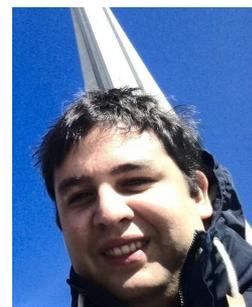
Kahoot: A game-based formative assessment tool

Kahoot is a game-based response system for formative assessment. Teachers can use it to create quizzes with image and videos. These can be displayed using a projector which creates an energetic game atmosphere when students answer and see who wins. Pupils can play using their mobile devices. Having a Kahoot account is not necessary to play it. Speakers will divide the presentation in two parts. The first part is focused on showing the uses and instructions on how to create quizzes. During the second part, participants will use Kahoot to answer quizzes related to what was shown during the presentation.

*UC, B.A. in Education, English Major, **Miguel** is on his way to earn a Master's Degree in Open and Distance Education from UNA. An experienced K-12 and adult teacher, he founded and heads MFL Academy in San Felipe, Yaracuy State. His main areas of interest are ICT and Learning Technologies in ELT.*

Twitter: @maperezramos

Luis is an English teacher from University of Carabobo in 2012. He was part of VenTESOL board of directors as the secretary of the organization from 2013 to 2015. He is currently VenTESOL's Communications Co-coordinator and Webmaster. He has experience teaching ESP at several companies of Valencia City.



7 Formative Assessment Tools: Low Tech to High Tech

Formative assessment can be a powerful tool for teachers in the ESL/EFL classroom. When used correctly, formative assessment can help students identify areas of strengths and weaknesses; it can inform teachers of which material is known and which needs additional instruction. This talk will present the teacher with seven categories of tools that can be used in both low-tech and high-tech classrooms. For each category, we will discuss the type of data gained from the tool and how to use that data for effective feedback and effective instruction.

***John Arnold** is an American who has been living in Belgium for eight years. He is a teacher trainer at Thomas More University College Mechelen, Campus Kruidtuin. In addition to his work as a teacher trainer, he is the co-author of a two English course book series for Flemish pupils. His area of interests include assessment, language tasks (taaltaken) and blended/flipping classrooms.*

Twitter: @johnarnold723

Facebook: jarnold723



Self and Peer-assessment of Writing: How and Why?

Do you ever wonder if your learners really look at your feedback for their written texts? This talk will give you practical suggestions on how to get your learners involved in formative assessment (Young learners or EAP/BE students). I will focus on how to get the learners to self-assess their writing by using traditional formative methods like error codes, learner journals and terminology checkers as well as more contemporary methods by using technology. I will also talk about



peer -assessment and using rubrics/ assessment criteria, reformulation or reading circles in order to get the learners to assess their texts.

Joanna Malefaki lives in Greece and has almost 18 years of teaching experience. She teaches exam classes in her hometown, but is currently teaching EAP at Sheffield University (UK). She also teaches Business English online. She holds a M.Ed in Tesol and a Cambridge Delta.

Blog: <http://www.myeltrambles.wordpress.com>

Twitter: @joannacre

Facebook: Joanna Malefaki

We take exams personally!

How can we make students acquire more skills and not just prepare for exams? In this presentation we will attempt to show how exam preparation can be turned into a student portfolio and develop research and communicative skills, love for reading, but also assess our students' abilities and get them ready to use language in real life situations. Portfolios provide educators with the opportunity to guide students through self-awareness and reflective learning, while enabling the connection between academic and life skills. We will showcase the process and results of using an extensive reading program combined with the creation of a student portfolio as an alternative to the typical exam preparation courses.



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. As a lifelong learner, her efforts are focused on creating a safe and productive environment for all her students, while passing on to them her own love for learning.

Blog: <http://mymathima.wordpress.com>

Twitter: @kryftina

Facebook: Mymathima

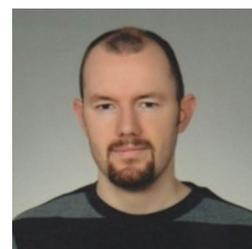
Theodora Papapanagiotou is a teacher of EFL and DaF (German as a foreign language) in Greece since 1992. She has worked in various language schools in her hometown, Thessaloniki and with various levels and ages. In the past few years she has been working as a freelance teacher and taking part in conventions, webinars and online courses, trying to become a better teacher. Currently working as an educational consultant at [Hyphen SA](#). She is [the author of Keep on Teaching](#) and also [blogs for iTDi](#).

Twitter: @DoraPap72



Multiple Choices – Kicking Assessment Beyond Traditional Testing

'Assessment' is one of those terms in ELT that can mean many things. We talk about formative and summative assessment, peer and self-assessment, and other methods of 'alternative' assessment. However, in many countries around



the world, pen-and-paper exams still carry the most weight. In reality, the 'alternatives' form only a small fraction of the final mark. Does it have to be this way? In this session, we will look at the speaker's own experiences of setting up a new language school with a new assessment programme. Then we will explore ways in which assessment can reflect learning more closely.

***Dave Dodgson** is a teacher, programme coordinator, and freelance trainer based in Gabon. He has also worked extensively in Turkey with children and adults in general English, ESP and EAP. He believes personalising language learning is key to success and has a strong interest in using authentic input for learners of all levels.*

Blog: <http://www.davedodgson.com>

Twitter: @davedodgson

THANK-YOUS & LINKS

Thank you to the [Webheads/Learning Times Community](#) for the use of their virtual office as ROOM TESL TORONTO.

Thank you to the moderators of each session!

Thank you to the presenters!

For more information about the two ELT association hosts of this web conference, click below:

	
Belgian English Language Teachers Association	Teachers of English as a Second Language of Toronto
The Belgian English Language Teachers Association (BELTA) is a non-profit organization for teachers of English in Belgium. We seek to encourage the professional development of English language teachers in Belgium by offering possibilities for discussion and the	Founded in 1976, TESL Toronto is a volunteer-run, non-profit organization representing educators and specialists in the fields of English as a Second Language (ESL) and English as a Foreign Language (EFL).

<p>exchange of ideas and experience through our conferences, workshops, webinars, blog, website, and social media presence. Run entirely by volunteers, if you'd like to join us or help out, please contact beltabelgium@gmail.com.</p>	<p>Our Mandate is</p> <ul style="list-style-type: none"> ● To support professional development for teachers of English as Second Language in Toronto, and ● To work with other regional affiliates and TESL Ontario to enhance ESL learning environments, and ● To establish and promote standards in ESL education.
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