

etas

englishteachers
association
switzerland

33rd Annual Conference AND AGM

Programme and Invitation



Saturday 21st and Sunday 22nd January 2017
Kantonsschule Zürich Nord, Zürich-Oerlikon

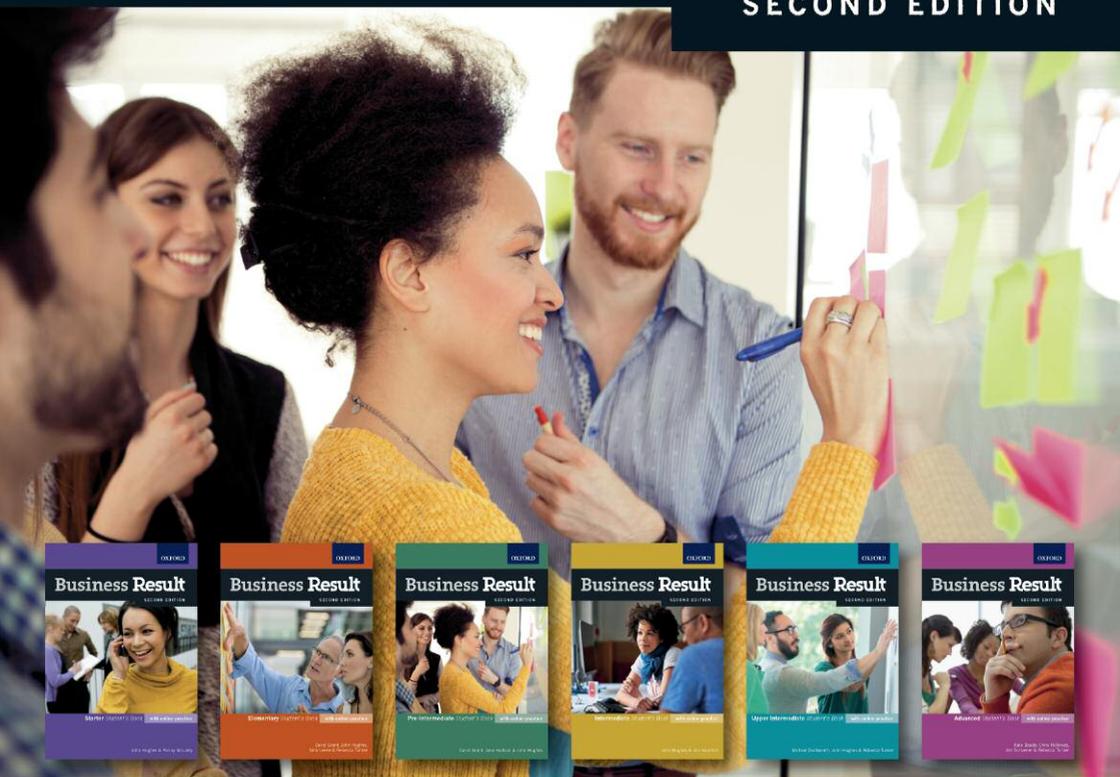
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ETAS Organisation

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PUBLISHER:

ETAS English Teachers Association, Switzerland

PROGRAMME:

ETAS National Events Chair

ETAS AGM Organising Committee

GRAPHIC DESIGN:

Summers Graphics



Programme

ETAS 33rd Annual Conference and AGM

Kantonsschule Zürich Nord, Zürich-Oerlikon

Saturday 21st January 2017

08.00 – 09.15 Registration, coffee and book exhibition

09.15 – 09.30 Welcome: JoAnn Salvisberg, ETAS President

09.30 – 10.30 **Opening Plenary – Sarah Mercer:**
Why we should be looking at relationships in the classroom
(sponsored by Oxford University Press)

10.30 – 10.45 Information

10.45 – 11.45 **Workshops Session A**

11.45 – 13.00 Lunch and book exhibition

13.00 – 14.00 **Workshops Session B**

14.15 – 15.15 **Workshops Session C**

15.15 – 15.45 Coffee and book exhibition

15.45 – 17.15 **AGM**

17.30 – 18.30 **Closing Plenary – Jeremy Harmer:**
Through a glass darkly: Does ELT have a future?
(sponsored by Helbling Languages International)

Followed by Apéro Riche

Sunday 22nd January 2017

08.30 – 09.30 Registration, coffee and book exhibition

09.30 – 10.30 **Opening Plenary – Herbert Puchta:**
Personalisation, responsibility and response-ability
with teens and young adults
(sponsored by Cambridge University Press)

10.30 – 10.45 Coffee and book exhibition

10.45 – 11.45 **Workshops Session D**

11.45 – 13.00 Lunch and book exhibition

13.00 – 14.00 **Workshops Session E**

14.15 – 15.15 **Closing Plenary – Carole Robinson:**
The English all around us: The good, the bad and the ugly
(sponsored by NILE)

15.30 **Closing words from the President and official end**
of the Annual Conference and AGM

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AGM invitation and agenda

ETAS 33rd Annual Conference and AGM

You are cordially invited to attend the ETAS 33rd Annual General Meeting on Saturday, 21st January 2017, at 15.45.

Agenda

- 1.** Welcome
- 2.** Approval of the agenda
- 3.** Approval of the minutes of the 32nd AGM in Zürich, published in the Spring Journal 2016, page 12
- 4.** Annual Report, 2016 - JoAnn Salvisberg, President
- 5.** Financial Report, 2015-2016 - Florian Gantenbein, Treasurer
- 6.** Auditor's Report
- 7.** Discharge of executive committee
- 8.** Approval of membership fees (revised AGM 2014)
- 9.** Approval of the budget for the new fiscal year (2016 – 2017)
- 10.** Election of executive committee members:
 - a. President
 - b. National Events Chair
 - c. National Coordinator
 - d. Public Relations Chair
- 11.** Changes to the statutes
- 12.** Membership survey - spring 2016 – key findings and action plan
- 13.** Any other business

Nominations

Nominations to the ETAS Executive Committee 2017 - 2020

POSITION

National Coordinator
National Events Chair
President

NOMINEE

Antoinette Breutel
Choreanne Frei
Sue Wood

NATIONAL COORDINATOR: **Antoinette Breutel**

Born and brought up in London, Antoinette studied business ad language before working for a political risk consultancy. She moved to Switzerland in 1987 and worked in the insurance industry, first as a liability underwriter and then transferring to Corporate Communications, where she was responsible for the company's Issue Management process. In 2006, wanting to experience life outside the corporate world, Antoinette decided to take the CELTA. After completing it in 2007, she started teaching both Business and Medical English as well as exam prep classes. She works for a private language school with schools across Switzerland and is responsible for the English team. Outside work, she is interested in continuing to develop professionally, for example by taking SVEB1 and DELTA and through regular attendance at ETAS and other professional development events. She has been a member of ETAS since 2007 and currently serves as Co-Regional Coordinator for Basel with Käthi Hegy.

Antoinette has been nominated by Annette Leimer and seconded by Sue Wood.

NATIONAL EVENTS CHAIR: **Choreanne Frei**

An active ETAS member for nearly 20 years, Choreanne Frei has been both a Regional Coordinator (RC) and SIG Coordinator. As RC, she helped organize the ETAS SIG Day in Wetzikon. The last two years, she has acted as the National Events Chair's deputy and thus learned the ropes of organizing the Annual Conference and AGM. Choreanne's ELT qualifications include CELTA, CELTAYL, Cert TEB, SVEB and a BA (honours) in ELT from the University of Manchester.

Choreanne has been nominated by Peach Richmond and seconded by Neil Bullock.

PRESIDENT: **Sue Wood**

Before coming to Switzerland, Sue studied pharmacy at the University of Bath, UK and held several store management positions within Britain's largest retail pharmacy chain. Two children and a CELTA later, she started working as an English teacher for Flying Teachers, Zürich in 2000 and now heads the Medical English team. She completed her MSc TESOL five years ago.

Sue has been a member of ETAS for over 15 years and as Zürich/Winterthur Regional Coordinator, helped organise the 2010 PD Day in Wetzikon. Last year she joined the Executive Committee as National Events Co-ordinator and, along with her team, organised the first AGM and Conference held in Zürich for many years.

Sue has been nominated by JoAnn Salvisberg and seconded by Kelly Sovilla.

Plenaries

Saturday opening plenary

Sarah Mercer • Why we should be looking at relationships in the classroom

Sponsored by Oxford University Press

In this talk, I propose taking a relational view of language education. We will first reflect on the social and emotional competences that teachers need to promote positive social relationships with and among learners. We will then discuss the merits of understanding teacher and learner psychology as a series of relationships to people, places, concepts, materials, languages, and cultures. To illustrate this line of thinking, we will explore four specific types of learner relationships (to self, significant others, learning contexts, and language learning) and consider the teachers' role in helping learners develop positive relationships in these areas.

Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT Methodology and Deputy Head of the Centre for Teaching and Learning in Arts and Humanities. Her research interests include all aspects of the psychology surrounding the foreign language learning experience, focusing in particular on issues of self and identity. She is the author, co-author and co-editor of several books in this area, including *Towards an understanding of language learner self-concept*, *Psychology for language learning*, *Multiple perspectives on the self in SLA*, *New directions in language learning psychology*, *Positive psychology in SLA*, *Exploring psychology for language teachers* (Winner of the Ben Warren Prize), and *Teacher psychology in SLA*.

Saturday closing plenary

Jeremy Harmer • Through a glass darkly: does ELT have a

future? Sponsored by Helbling Languages International

There is no doubt that things are changing at a vertiginous rate – new-market and low-end disruption threaten a whole lot of things we do. So it would help to have a view of what the future holds, because “change is very slow – until it isn’t”. This talk will look at ELT in this rapidly-changing world and discuss (digital) challenges “from outside”, challenges about the syllabus, the kind of classrooms we should have, and the way we teach. It’s all a bit unnerving. And how good are we at predicting the future anyway?

Jeremy has written courses, readers and books about teaching, including *The Practice of English Language Teaching* and *Essential Teacher Knowledge*. He has trained (and spoken with) teachers around the world. He is a faculty member on the MA TESOL at The New School, New York. Away from ELT, Jeremy is a musician and spoken word performer. With colleague Steve Bingham he has toured the show *Touchable Dreams*, and is a regular performer in folk clubs in and around Cambridge, UK (where he lives). His children’s oratorio, *Island*, premiered in 2015.

Sunday opening plenary

Herbert Puchta • Personalisation, responsibility and response-ability with teens and young adults

Sponsored by Cambridge University Press

Brain research reveals why teenagers and some young adults are prone to risk-taking and irresponsible behaviour, yet have amazing potential for cognitive development and social adaptability. Using this knowledge, we discuss how to help them speak competently and confidently, by fostering their self-esteem and engaging them in clarification of values and critical thinking.

Herbert Puchta holds a Ph.D. in ELT Pedagogy; was Professor of English at the Teacher Training University in Graz, Austria; and is a well-known plenary speaker at numerous international conferences. He was also President of IATEFL. For almost three decades, Herbert has done research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert has co-authored numerous course books as well as articles and resource books.

His most recent course books are *THiNK* for secondary students/young adults and *Empower* for adults.

Sunday closing plenary

Carole Robinson • The English all around us: The good, the bad and the ugly

Sponsored by NILE

This talk will consider the spread of English as a global language and the implications this has in Switzerland and elsewhere, not only in big cities, but in the smallest village too. We will look at some examples of English found in everyday contexts throughout the world (in advertising, music, popular culture etc.) and consider to what extent they might be used effectively in our teaching. In particular, we will focus on how to develop in our students the skill of 'noticing' the English language both within and outside of the classroom, thus making them more autonomous as learners.

Carole Robinson is Senior Trainer at NILE and has held this position since 2010, after a five-year period of working freelance for the company. She is involved in training teachers on CELTA and DELTA courses as well as closed- and open-enrolment courses for teacher and trainer development. In addition to working in the UK, Carole has trained teachers in Poland, Russia, Germany, Austria, Spain and Hong Kong, and has held Director of Studies positions in three different schools. Her ELT qualifications include an MA in Applied English for EFL. She is particularly interested in Discourse Analysis, Dogme ELT and phonology.

Raffle

Once again, we are very grateful to Dave Allan and NILE for generously sponsoring the GRAND PRIZE for the raffle draw. All proceeds will go to our Myanmar T2T Project.

Sponsors

Thank you to all of our sponsors (listed alphabetically).

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TLC – The Language Centre International House Zurich-Baden

University of Lausanne Language Centre

At the time of publication

Lunch menus

SATURDAY

Salad buffet

Finely sliced chicken in a cream sauce
with vegetable julienne
Served with pilau rice

Vegetarian option

Finely sliced quorn in a cream sauce
with vegetable julienne
Served with pilau rice

Choice of different dessert creams

Mineral water and coffee

SUNDAY

Salad buffet

Pasta with minced beef, flavoured
with grated cheese and accompanied
by apple sauce

Vegetarian option

Pasta on a tomato and basil sauce or
pesto, flavoured with grated cheese

Choice of different dessert creams

Mineral water and coffee

SATURDAY EVENING

APÉRO RICHE after the Closing Plenary

A selection of varied finger food

Choice of wine, orange juice, water



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Workshop: Podcasts -
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Overview of all workshops

Workshops Session A:

Saturday 10.45 – 11.45

- A1** **Jeremy Harmer** • *Back between the covers? Inwards and outwards: coursebooks for a modern age*
Sponsored by Helbling Languages International
-
- A2** **Peach Richmond** • *Shakespeare in Love – In Love with Shakespeare*
Independent
-
- A3** **Steve Oakes** • *Spiralling upwards: Harnessing the cyclical syllabus*
Sponsored by Pearson
-
- A4** **Lewis Lansford** • *Engaging ears, eyes, brains and minds: TED Talks and authentic listening at every level*
Sponsored by National Geographic Learning
-
- A5** **Michael Carrier** • *Leadership qualities: What managers need to know about strategy and innovation*
Independent
-
- A6** **Geoff Tranter** • *How ‘top-down’ can assessment be or need to be?*
Independent
-
- A7** **Benjamin Haymond** • *Fallacies of university-level English teaching*
Independent
-
- A8** **Daniella de Winter** • *SoftRead teaching method for overcoming reading difficulties at all ages*
Sponsored by SoftEnglish
-
- A9** **Choreanne Frei** • *Product writing, process writing and genre writing*
Independent

Workshops Session B:

Saturday 13.00 – 14.00

- B1** **Sarah Mercer** • *Taking a teacher-centred approach to language education*
Sponsored by Oxford University Press
-
- B2** **Olaf Lenders** • *A look inside the course ‘English for engineers’*
Independent
-
- B3** **Guy White** • *Market Leader: Putting the practical into practice and introducing PTE Professional: the newest high stakes business exam in Switzerland*
Sponsored by Pearson
-
- B4** **Robert McLarty** • *Helping teachers transition from General to Business English*
Sponsored by Pavilion Publishing
-
- B5** **Susanne Oswald** • *ETAS does research (Part 1, continued in C5)*
Independent

B6 Lori Kaithan • *Positive impact of computer-based (CB) exams*
Sponsored by Swiss Exams – Cambridge English Exams Winterthur

B7 Carol Waites • *Trials and tribulations of putting a writing course fully online*
Independent

B8 Sylvia Goetze Wake and Kristin Andrikopoulos • *Classroom Culture: Roles, rules and realisations*
Sponsored by University of Lausanne Language Centre

B9 Lone Bendixen Goulani • *Creative writing in a conflict zone (Part 1, continued in C8)*
Independent

Workshops Session C:

Saturday 14.15 – 15.15

C1 Rachael Harris • *Thirty things to do with a piece of paper*
Independent

C2 Jon Wright • *Getting more from your coursebook*
Sponsored by Cornelsen

C3 Steve Oakes • *The eavesdropping effect*
Sponsored by Pearson

C4 Mirjam Jaeger • *Podcasts – authentic listening practice*
Sponsored by Coordination Office of the Migros Club Schools

C5 Susanne Oswald • *ETAS does research (Part 2, continuation of B5)*
Independent

C6 Ian McMaster • *From theory to practice: using Business English tips at work*
Sponsored by Business Spotlight, Spotlight Verlag

C7 Neil Bullock • *Road to freedom or feardom? Being freelance in language education*
Independent

C8 Lone Bendixen Goulani • *Creative Writing in a conflict zone (Part 2, continuation of B9)*
Independent

Workshops Session D:

Sunday 10.45 – 11.45

D1 Robert McLarty • *Getting your ideas into print*
Sponsored by Pavilion Publishing

D2 Lewis Lansford • *Accent, culture, communication: What are the targets for global learners?*
Sponsored by National Geographic Learning

D3 Lee Shutler • *Mistake and error correction: Who, when and how*
Sponsored by Hilderstone College

Overview of all workshops

D4 Jayne Kyte • *The art of delivering 'killer' presentations*

Sponsored by Oxford University Press

D5 Nasy Inthisone Pfanner • *Listening activity games (Part 1, continued in E5)*

Independent

D6 Michael Carrier • *Becoming a digital teacher: new competences, new knowledge and new classroom activities*

Independent

D7 Dina Blanco-loannou • *Teachers' professional and personal pathways to success (Part 1, continued in E7)*

Independent

D8 Véronique Buffat • *The impact of English language teachers' beliefs on language learners' experiences and learning processes*

Independent

D9 Neil Bullock • *An interactive tool for all - The webinar*

Independent

Workshop Sessions E:

Sunday 13.00 – 14.00

E1 Yuval Shomron • *Using music and comedy videos to teach vocabulary*

Independent

E2 Karl Matthews • *Great writers can also make great teachers of foreign languages*

Sponsored by Black Cat Cideb

E3 Clark Stoppia • *Grow your Cultural Intelligence – how to succeed in a multi-cultural world*

Independent

E4 Jayne Kyte • *Business Result 2nd Edition – Business English you can take to work today*

Sponsored by Oxford University Press

E5 Nasy Inthisone Pfanner • *Listening activity games (Part 2, continuation of D5)*

Independent

E6 Jon Wright • *Boost confidence with creative projects in class*

Independent

E7 Dina Blanco-loannou • *Teachers' professional and personal pathways to success (Part 2, continuation of D7)*

Independent

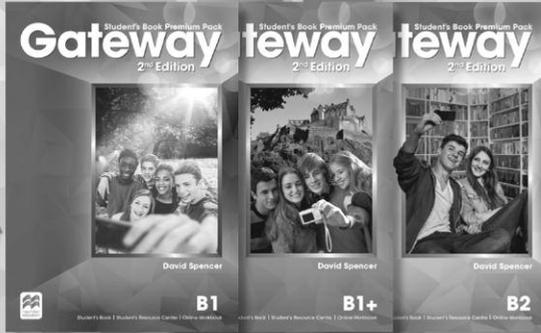
E8 Choreanne Frei • *The voice and the teacher*

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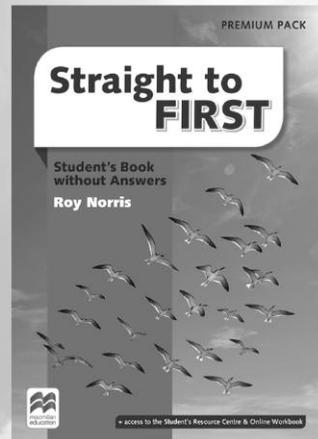
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Workshop descriptions

Workshops Session A:

Saturday 10.45 – 11.45

A1 Jeremy Harmer • Back between the covers? Inwards and outwards: coursebooks for a modern age

■ Workshop ■ Audience: all

Coursebooks have to be more outward-looking than before because they can be and the modern world demands it. They have to reflect an ongoing preoccupation with learner- rather than teacher-centred pedagogy by putting the learner experience at their centre.

Creating a truly communicative set of materials is a constant conflict between competing interests and priorities, not least the prejudices of consumers.

Some years ago publishers seemed to be suggesting the coursebook as we know it was dead (to the delight, no doubt, of “the unplugged”). In the digital world there is no use for a coursebook - or is there?

A2 Peach Richmond • Shakespeare in Love - In Love with Shakespeare

■ Talk ■ Audience: all

“I will have poetry in my life. And adventure. And love. Love above all.” (Viola in “Shakespeare in Love”). This talk is about a four-day project with 17-year old grammar school students. Starting off from the 1998 Film ‘Shakespeare in Love’ the students gained in-depth knowledge of the bard and two of his plays. They then created their own modern interpretation and shot that scene. This talk is for everyone interested in integrating Shakespeare in their teaching.

A3 Steve Oakes • Spiralling upwards: Harnessing the cyclical syllabus

■ Talk ■ Audience: all

The spiral syllabus has long been fundamental to course design, and yet students and teachers tend to experience the revision of language “input” as repetition. This detracts from the sense of progress that is so important in maintaining motivation. This session aims to give participants a better understanding of how the spiral syllabus reflects and supports the language learning process, and to explore strategies teachers can use to maintain that all-important sense of progress. The talk will draw on examples from the adult course Speakout as well as other sources.

A4 Lewis Lansford • Engaging ears, eyes, brains and minds: TED Talks and authentic listening at every level

■ Workshop ■ Audience: all

Accents, fast speech, idioms and slang – these features of spoken English make listening one of the biggest challenges learners face. But low-level learners don’t want to wait to learn real English – they want to understand it now. And even at higher levels real-world listening continues to be challenging. How can teachers help learners at every level engage with authentic input? Using TED Talks as examples, this session looks at some of the brain science related to listening and offers practical tips for how to create success-oriented lessons for the classroom at any level.

A5 Michael Carrier • Leadership qualities: What managers need to know about strategy and innovation skills

■ Workshop ■ Audience: all

Leaders have a vision for the future of the school or business, develop a strategy to implement that vision, and know how to empower staff to be innovative to increase the competitive advantage of the school or business.

In this workshop we will look at the key competences of strategy and innovation that managers need to have. We will use activities like envisioning with *The Cover Story*; developing strategic analysis with *The Sailboat*; using *The Perception Map* to assess market positioning strategy, and *The Digital Audit* to evaluate technological innovation.

A6 Geoff Tranter • How “top down” can assessment be or need to be?

■ Workshop ■ Audience: all

Language teaching has increasingly focussed on learners’ needs, the so-called “bottom up” approach. And yet this has not really established itself in assessment procedures. At first sight, the idea of “bottom up” appears to contradict quality criteria such as standardisation, validity and reliability. But on second thought perhaps a “bottom up” approach might also bring significant advantages, providing to all stakeholders a far clearer indication of the candidates’ actual language performance. This practical workshop will try and square this circle by exploring the potential for a greater learner-oriented “bottom up” approach, particularly, but not exclusively, in informal internal tests.

A7 Benjamin Haymond • Fallacies of university level English teaching

■ Talk ■ Audience: all

Should college-level English teachers be facilitators of communication or phrasemongers and grammarians? With younger generations exposed to English, how should it be taught at the tertiary level? Through the review of university-level student profiles, as well as studies, and previous conference proceedings, this talk will focus on the need for teachers to look beyond teaching language and redirect their efforts towards instructing students to communicate. It will argue that upper-level secondary and all tertiary level English education should focus on developing critical thinking and communication skills and move away from a heavy emphasis on structure.

A8 Daniella de Winter • SoftRead teaching method for overcoming reading difficulties

■ Talk ■ Audience: all

SoftRead is a method for teaching reading to beginners and to non-readers of all ages, with special emphasis on dyslexia. Students learn the technique and rules/patterns of reading and implement them in reading and writing. The younger students learn to decode and to connect the symbols to strings of sound units before using letters and learn to read a symbol language. They understand the underlying logic of reading and dyslexic difficulties are prevented. The curriculum includes working books and supporting games for different levels of reading skills and ages.

A9 Choreanne Frei • Product writing, process writing and genre writing

■ Workshop ■ Audience: all

In this workshop, we will look at the differences between a product, process and genre approach to writing and how to implement these in your classroom.

Workshop descriptions

Workshops Session B:

Saturday 13.00 – 14.00

B1 Sarah Mercer • Taking a teacher-centred approach to language education

■ Workshop ■ Audience: all

In this workshop we will consider the central importance of the teacher for what happens within the classroom, not just in terms of the practicalities of teaching but also in terms of the classroom atmosphere, group dynamics and learner engagement. As such, it is argued that we need to become a little more teacher-centred again, focusing more on teachers and their professional well-being, not only for their own sake but also for their learners' sake. To this end, we will explore together practical steps that teachers can take to ensure they flourish in their jobs.

B2 Olaf Lenders • A look inside the course “English for engineers”

■ Workshop ■ Audience: all

Studying engineering at the Bonn-Rhein-Sieg University entails a lot of practical work. Students are regularly required to do project work (for example building a racing car) and spend a term in a company. The high degree of practical orientation is reflected not only in their lectures but also in their English classes. In this workshop I will present typical tasks from the first-semester course: learning word families from the Academic Wordlist (AWL), collocations, problem-solving discussions, using logical and grammatical connectors, and writing argumentative texts.

B3 Guy White • Market Leader: Putting the practical into practice and introducing PTE professional: the newest high stakes business exam in Switzerland

■ Workshop ■ Audience: all

Using authentic material from the Financial Times and other sources, Market Leader Extra continues to bring the real world of business to the classroom. This session will showcase the new Business Skills lessons that offer a task-based, integrated skills approach to the development of core business skills such as presentations, negotiations, meetings and small talk. This session also introduces the newest high stakes business exam to Switzerland: PTE Professional. This exam has already opened career doors for many professionals around the world. See how your professional students can further their career with PTE Professional.

B4 Robert McLarty • Helping teachers transition from general to business English.

■ Workshop ■ Audience: all

Many teachers have embarked on a career teaching English without any real plan or professional support. What can we do to help newer teachers as they try to make the transition from general English to business English or from the business world to the teaching world? How can we support them in terms of professional development and ensure they progress as far as possible? What kind of in-service training can we realistically offer to teachers who are already travelling and teaching most of the day? How can freelance teachers keep themselves abreast of new ideas and development opportunities?

B5 Susanne Oswald • ETAS does research (Part 1, continued in C5)

■ Talk ■ Audience: all

Come and get inspired by the research work of ETAS members. A variety of novice and experienced teachers who have done research to fulfil further education assignments or purely to satisfy their curiosity will give 10-15 minute talks. After each talk you will have the opportunity to ask questions. Susanne Oswald will chair the event and as a follow-up she is editing a special supplement for the ETAS journal on Swiss research.

B6 Lori Kaithan • Positive impact of computer-based exams

■ Workshop ■ Audience: all

This workshop will present low-stakes and high-stakes computer-based (CB) Cambridge English Exams. It will demonstrate the benefits of CB testing for all levels of the Cambridge English Exams. It will look at the positive impact CB exams can have on the teaching and learning process with the aim of motivating the learner. Mapped against the CEFR and the new Cambridge English Scale, CB exam results are transparent, making it easy for teachers and students to understand the performance. Different possibilities of preparing for the CB exams will be presented.

B7 Carol Waites • Trials and tribulations of putting a writing course fully online

■ Talk ■ Audience: all

Having followed an MA course in Online and Distance Education through Open University, I used the skills I learned to put my writing course fully online. I experimented with a website, email lists, webinars, forums and social media to gain maximum exposure and to get feedback to inform the design and content. The writing course had only been available in workshop format, but with the online course, I am now reaching students who are in the field or who travel frequently. This session will describe the challenges I faced and the solutions I found to overcome them.

B8 Sylvia Goetze and Kristin Andrikopoulos • Classroom culture: Roles, rules and realisations

■ Workshop ■ Audience: all

As a way of opening up the topic of intercultural communication skills to our students (and ourselves), what if we started with the culture that is created in our own classrooms? This workshop, influenced by the research and ideas of Adrian Holliday, explores and challenges the assumption that classroom rules, procedures and expectations are self-evident. Using their experience as language teachers in a university context, the presenters will provide both a theoretical perspective and practical classroom techniques to discover and benefit from the unique culture created in every classroom.

B9 Lone Bendixen Goulani • Creative writing in a conflict zone (Part 1, continued in C8)

■ Talk ■ Audience: all

This talk will offer ten ideas to engage young adults in creative writing in order to improve their English skills despite a challenging environment and limited tools. The session will focus on prompts to generate interesting stories and web-based platforms to organise writing projects. A slideshow rich in images will illustrate ideas and exemplify stories from Iraqi Kurdistan. After a Q&A session, there will be a workshop on how to integrate peace building in students' writing (1 hour).

Workshops Session C:

Saturday 14.15 – 15.15

C1 Rachael Harris • Thirty things to do with a piece of paper

■ Workshop ■ Audience: all

This highly practical workshop is full of ideas for your primary class, including different ways of making books, games, dice and other objects. These tips can be used with a variety of common themes and are easily adaptable. They are particularly useful as a final stage in a unit, and are an interesting way of presenting learning to parents for example. Participants are asked to bring scissors, sticky tape and a glue stick, although they are welcome without. All other material will be provided.

Workshop descriptions

C2 Jon Wright • Getting more from your coursebook

■ Workshop ■ Audience: all

Coursebooks are a standard feature of language classrooms. Some teachers follow them line by line, others use them as a point of departure. Whatever approach you use, the basic facts are that the coursebook you use was not written specifically for your students, and it is likely to date. This session will look at how the KEY series of coursebooks tries to overcome these problems and thus helps teachers get more from the materials.

C3 Steve Oakes • The eavesdropping effect

■ Talk ■ Audience: all

Have you ever noticed how, when you're listening to a conversation in a foreign language, you seem to understand more when you're in the position of overhearing, and not participating, than when you know you will need to respond? That's the eavesdropping effect, and it's just one among many phenomena related to understanding spoken language which can help create more effective listening lessons. Using examples from Speakout and other sources, this session will look at a variety of these phenomena and show how we can apply them to developing our students' listening skills.

C4 Mirjam Jaeger • Podcasts - authentic listening practice

■ Workshop ■ Audience: beginner

Smartphones are widespread and always at hand. Why not get your students to use them for language learning practice? In this workshop we will be looking at how to use podcasts (in an app, on a website) in class and out, at the preparation this involves for teachers and at how learners will benefit from more authentic listening practice. Come along and share your ideas and experiences.

C5 Susanne Oswald • ETAS does research (Part 2, continuation of B5)

■ Talk ■ Audience: all

See B5.

C6 Ian McMaster • From theory to practice: using Business English tips at work

■ Workshop ■ Audience: all

One of the biggest problems in Business English training is helping clients to move from learning in the classroom to improving their communicative performance at work. A recent series of articles in Business Spotlight, now available as an e-book, tried to help in this respect by giving readers specific tasks to carry out at work and asking them to reflect on their performance. The aim is to create a learning cycle that leads to more effective and appropriate communication. In this workshop, we will look at this learning cycle and discuss the effectiveness of such an approach.

C7 Neil Bullock • Road to freedom or fear? Being Freelance in language education

■ Talk ■ Audience: all

Being freelance offers endless possibilities to broaden your horizons, vary your work and be your own boss, demonstrating your multi-talented skills and experience to a wide audience. All plain sailing? Well, maybe not. Without a regular salary the onus is on you to go and look for work, and then how do you convince potential clients that you are better than the established school they have been using for years? This talk will focus on my own experiences; I will give simple hints and tips for budding or current freelance teachers and educators on how to get the most out of going it alone.

C8 Lone Bendixen Goulani • Creative writing in a conflict zone (Part 2, continuation of B9)

■ Talk ■ Audience: all

See B9.

Workshops Session D:

Sunday 10.45 – 11.45

D1 Robert McLarty • Getting your ideas into print

■ Workshop ■ Audience: all

This workshop is aimed at teachers who feel they have something to say about teaching, whether in the form of practical ideas, an observation, results from classroom research or simply a set of views they want to air. It will give practical advice on turning these ideas into an article for publication in *Modern English Teacher*.

D2 Lewis Lansford • Accent, culture, communication:

What are the targets for global learners?

■ Talk ■ Audience: all

Globally, the majority of English-language conversations don't involve a native speaker. Using TED Talks by non-native English speakers, this session explores these questions: What are the teaching implications of English as a lingua franca? How should teachers approach non-standard or ungrammatical input? How do we prepare learners for real-world communication?

D3 Lee Shutler • Mistake and error correction: Who, when and how

■ Workshop ■ Audience: beginner

This workshop will look at how we can approach the sensitive area of error and mistakes. We analyse the differences between an error and a mistake and how we can work with the student when they say or write something wrong. We will look at examples and share ideas. This workshop will consider both spoken and written issues and we will compare what the literature says with the realities of our classrooms.

D4 Jayne Kyte • The art of delivering “killer” presentations

■ Workshop ■ Audience: all

Dim the lights, the presentation is about to begin.... time for a nap? Not anymore! In this interactive workshop, we will not only learn how to improve our own presentation skills, but will also look at how we can teach our students to deliver “killer” presentations in English.

D5 Nasy Inthisone Pfanner • Listening activity games (Part 1, continued in E5)

■ Workshop ■ Audience: all

Listening is a very important skill, not just for learning a language, but for life in general. To be a good listener, one needs to really make an effort. In this workshop, I will demonstrate some of the various listening activities that have been tried in my own classes. The goal is to give you ideas that you will have the confidence to try in your own classroom. Target groups are teenagers and beginning adult learners. Come and have fun!

Workshop descriptions

D6 Michael Carrier • Becoming a digital teacher: new competences, new knowledge and new classroom activities

■ Talk ■ Audience: all

The presentation will address trends in digital language learning and their implications for teacher development. I will outline the new digital knowledge and competences that language teachers need, and involve participants in self-assessment activities to identify their strengths and weaknesses in digital competences, using examples from the Cambridge Digital Teacher Framework.

We will look at new pedagogical models and new classroom methodologies and activities that enable teachers to integrate technology into the classroom.

We will look at useful resources, digital learning tools, apps and tools for teachers to improve their digital literacy.

D7 Dina Blanco-loannou • Teachers' professional and personal pathways to success (Part 1, continued in E7)

■ Workshop ■ Audience: all

This professional and personal workshop is warmly dedicated to you – the teacher. Through an experiential learning approach, you will be introduced to five timeless principles, or pathways to your professional and/or personal success. By the end of the sessions, you will have more clarity about your purpose, vision and goals, how to get from where you are to where you want to be. Additionally, through an awareness of self and others, the workshop creates an ideal environment for the type of personal and professional growth conducive to teaching and learning. It is recommended that you attend both workshops for maximum benefit.

D8 Véronique Buffat • The impact of English language teachers' beliefs on language learners' experiences and learning processes

■ Workshop ■ Audience: all

What are the origins of teachers' beliefs and how do these influence teachers' perceptions of what a good language learner is? What impact do these beliefs have on teachers' attitudes towards the learners? How do these influence learning processes and achievement?

Using short tasks for teachers and drawing from a small-scale study with Swiss secondary teachers, these questions will be explored. Practical activities will raise your awareness of the impact our teaching beliefs have on our practice and our learners.

D9 Neil Bullock • An interactive tool for all - The webinar

■ Talk ■ Audience: all

The word 'webinar' comes from web and seminar and means a presentation, workshop or seminar transmitted online. It has become a tool for businesses and organisations worldwide. It can save time and money, use minimal resources and be recorded for access at a later time. Of course it relies on technology! In this talk I will reflect on how IATEFL organizes webinars and give participants a taste of what's involved. I will invite them to reflect on how they can participate themselves as educators and maybe even set up a webinar for their organization or school.

Workshop Sessions E:

Sunday 13.00 – 14.00

E1 Yuval Shomron • Using music and comedy videos to teach vocabulary

■ Workshop ■ Audience: all

Using subtitled music or comedy videos can be a short fun break in the middle of classtime. Carefully chosen extracts can put new words in a context that is understandable and easy to remember.

E2 Karl Matthews • Great writers can also make great teachers of foreign languages

■ Talk ■ Audience: all

Masterpieces of literature, when properly graded, are great ways to acquire and practise English and to become acquainted with the cultural icons of the English-speaking world. So why not let great authors teach us the language too? After all, they already teach us about life!

E3 Clark Stoppia • Grow your cultural intelligence - how to succeed in a multi-cultural world

■ Talk ■ Audience: all

Cultural Intelligence is the logical follower on the IQ, EQ trail. In this talk you will learn about the four parts of cultural intelligence and see that it goes further than either cross or intercultural communication.

E4 Jayne Kyte • Business Result 2nd Edition - Business English you can take to work today

■ Talk ■ Audience: Business English teachers

Business Result 2nd Edition offers relevant, more personalized practice for people at work. This new edition is easily adapted to fit your teaching context, and offers extensive ready-to-go resources for busy teachers. In this session we will look at the features of the new course, and what it can do for your students. Participants will receive a free copy of the new Business Result 2nd Edition coursebook.

E5 Nasy Inthisone Pfanner • Listening activity games (Part 2, continuation of D5)

■ Workshop ■ Audience: all

See D5.

E6 Jon Wright • Boost confidence with creative projects in class

■ Workshop ■ Audience: all

This practical session will demonstrate various ways you can use engaging projects to encourage creativity with English in class with students of all levels and ages. As part of this session participants will design, illustrate and write a book in English.

E7 Dina Blanco-loannou • Teachers' professional and personal pathways to success (Part 2, continuation of D7)

■ Workshop ■ Audience: all

See D7.

E8 Choreanne Frei • The voice and the teacher

■ Workshop ■ Audience: all

Losing my voice completely for nearly four weeks and then having to go through voice therapy, I became painfully aware of how important the voice is for all teachers. In this workshop, we will look at the importance of the voice, how to use your voice, how to avoid damage and unlearn bad habits, and how to look after your voice.



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Speakers' biographical information

LONE BENDIXEN GOULANI

Lone Bendixen Goulani is a lecturer at the University of Kurdistan Hewler in the Kurdistan Region of Iraq. She holds an MA in Modern Culture and Cultural Dissemination and a PGCert.

DINA BLANCO-IOANNOU

Coordinating the SCT&TE SIG, Dina works as a teacher educator at the PH FHNW (SEKI). She is the founder of Lessons-in-Self, a transformational education programme for developing the self to success.

VÉRONIQUE BUFFAT

Véronique is a secondary school teacher, English coordinator for Bern (French-speaking part) and a lecturer at the PH-FHNW. She has an MEd TESOL from the University of Exeter.

NEIL BULLOCK

Neil has been teaching and testing Business English and English for specific purposes for nearly 15 years, 10 of which as self-employed. He is currently IATEFL TEASIG Co-ordinator and responsible for moderating the SIG's webinars.

MICHAEL CARRIER

Michael Carrier has worked for many years in language education in senior management at IH, the British Council and Cambridge English. His focus is teacher development and educational management.

DANIELLA de WINTER

With over 40 years' teaching experience, Daniella has developed special methods to teach reading, specialising in solutions for dyslexic readers, including games and practice books.

CHOREANNE FREI

Coco has been in ELT for nearly 20 years and is currently the ETAS ESP SIG coordinator and ETAS regional co-coordinator for Zurich/Winterthur.

SYLVIA GOETZE WAKE and KRISTIN ANDRIKOPOULOS

The presenters are Swiss-Canadian and have cumulated 43.5 years of international teaching experience. They work at the University of Lausanne Language Centre and have a keen interest in intercultural communicative competence.

JEREMY HARMER

See plenary.

RACHAEL HARRIS

Rachael teaches young learners and teens. She is a committee member of IATEFL IP & SEN SIG and the Teen SIG coordinator.

BENJAMIN HAYMOND

Ben Haymond has taught in language schools, private companies, night schools, colleges and universities in Germany and Switzerland. Currently, he teaches Business English at the Lucerne University of Applied Sciences and Arts.

Speakers' biographical information

NASY INTHISONE PFANNER

Nasy Inthisone Pfanner teaches English in Vorarlberg, Austria, and is a part-time Educational Doctorate student at the University College of London, Institute of Education.

MIRJAM JAEGER

M. Jaeger is a PhD student at the University of Basel. She has taught languages and is currently working on national projects at the Coordination Office of the Migros Club Schools.

LORI KAITHAN

Lori Kaithan, the current Cambridge Centre Exams Manager, completed her Bachelor's degree in Linguistics and Education. She has been teaching English in Switzerland since 1971.

JAYNE KYTE

Jayne Kyte is Senior ELT Consultant with OUP Switzerland. She is a highly experienced teacher, teacher trainer and assistant course tutor on CELTA courses run by Academia in Basel.

LEWIS LANSFORD

Lewis is a freelance editor, project manager and writer. He has worked on books, videos, tests, apps and online materials for English learners of all ages across the world.

OLAF LENDERS

Dr. Olaf Lenders teaches English and Intercultural Communication to students of engineering and technical journalism at the Bonn-Rhein-Sieg University in Germany.

KARL MATTHEWS

Karl has worked as an ELT Consultant around the world for Black Cat Cideb since 2009, after teaching English in Genoa and Milan for 15 years.

ROBERT MCLARTY

Robert McLarty has worked in Business English as a teacher, DOS, School Director, author, publisher. He is currently teaching in Oxford, writing ELT materials and editing Modern English Teacher.

IAN McMASTER

Ian McMaster is editor-in-chief of the bi-monthly business communication magazine Business Spotlight and a former co-ordinator of IATEFL-BESIG.

SARAH MERCER

See plenary

STEVE OAKES

Steve Oakes has been the Head of Teacher Training at International House Budapest since 1997 and is co-author of Speakout, a general adult course from Pearson.

SUSANNE OSWALD

Susanne Oswald currently teaches and manages international teacher trainings and tutors MA students while working on her PhD. She has taken on the new ETAS teacher-to-teacher project in Myanmar.

HERBERT PUCHTA

See plenary

PEACH RICHMOND

Peach grew up in England and Switzerland and has been teaching EFL since 1983 at various institutions. He has a degree in languages and history from the University of Zurich and Exeter (UK) and is interested in CLIL and TBL.

CAROLE ROBINSON

Carole Robinson is Senior Trainer at NILE in Norwich and works as a teacher and teacher trainer on CELTA, Delta and NILE's MA programme.

YUVAL SHOMRON

Yuval Shomron has over 20 years of teaching experience and currently runs a private school in canton Schaffhausen, with an emphasis on conversational English for adults.

LEE SHUTLER

Lee is currently DoS at Hilderstone College, Broadstairs. He has been a teacher, manager and teacher training since 1991 in Italy, Korea, Japan and Siberia.

CLARK STOPPIA

Clark Stoppia is a level 2 certified Cultural Intelligence coach (there are fewer than 300 worldwide).

GEOFF TRANTER

Geoff has worked in higher education for many years and now teaches at C1/C2 level at Dortmund University. He is a testing consultant for ministries and the German CAA.

CAROL WAITES

Carol Waites teaches advanced English and writing skills to international civil servants at the United Nations in Geneva. She holds a CELTA, DELTA, two Masters and a PhD.

GUY WHITE

Guy is Pearson's ELT Consultant for Southern Germany. Guy worked as a Business English Trainer for multinationals, and taught Business and Technical English at the University of Applied Sciences Mittelhessen.

JON WRIGHT

Jon is a teacher, teacher trainer, examiner and coursebook writer with over 25 years of experience in schools and at university. He is the main author of the KEY coursebook series.

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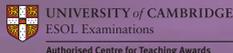
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