



# 2023 ETAS PROFESSIONAL DEVELOPMENT DAY

SATURDAY 2 SEPTEMBER

*Connect, Grow, and Thrive in 2023*

ELT FROM A TO Z  
WITH A FOCUS ON ENGLISH  
FOR SPECIFIC PURPOSES



PLENARY SPEAKER:  
**Natasha Costello**

PRESENTERS:

**Marco Abbondio • Barbara Althaus • Anna Bennett • Sylvie Dolakova •  
Choreanne Frei • Sandra Gianinazzi • Sylvia Goetze • Rachael Harris •  
Judith G. Hudson • Laura Hudson • Jane Kaskova • Laura Kennedy • Kristy Kors •  
Stephen Lander • Olaf Lenders • Dorinda Maio-Phillips • Ian McMaster •  
Cecilia Nobre • Yuval Shomron • Samvidha Srinath • Dr Carol Waites •  
Guy Walker • Nicola Webster • Laura Wilkes**

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+41 (0) 79 782 14 70

### Mary Patricia Schnueriger

marypatricia.schnueriger@pearson.ch  
+41 (0) 79 277 18 89



### Peer Barber-Meyer

pbarber@pearson.de  
+49 (0) 173 85 475 43

### Heimo Kropf

heimo.kropf@pearson.com  
+43 (0) 699 19 28 020

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International School of Berne  
Allmendingenweg 9, 3073 Gümligen

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**For directions and hotel information see:**

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Publisher: **English Teachers Association, Switzerland (ETAS)**  
Graphic Design: **Ron Sumners, Sumners Graphics**, Baar

ETAS ADMINISTRATION (Office)

**Katie Hayoz**

English Teachers Association, Switzerland  
1200 Geneva

Tel: +41 (0) 79 623 3683 (Please leave a message.)

email: [office@e-tas.ch](mailto:office@e-tas.ch)

website: [www.e-tas.ch](http://www.e-tas.ch)

If you are a current member of ETAS and want to join or change a SIG, you can do so by editing your "Interests & Preferences" in your online account, or contact **ETAS Administration** email: [office@e-tas.ch](mailto:office@e-tas.ch) (Please note that you need to have email access to join a SIG.)

# ETAS ORGANIZATION

Don't see your region or teaching area and would like to represent it?  
Please contact Sharon Acton at [national.coordinator@e-tas.ch](mailto:national.coordinator@e-tas.ch) to get involved!

PRESIDENT ■ **Yuval Shomron** ■ [president@e-tas.ch](mailto:president@e-tas.ch)  
VICE PRESIDENT ■ **Carol Waites** ■ [vice.president@e-tas.ch](mailto:vice.president@e-tas.ch)  
NATIONAL COORDINATOR ■ **Sharon Acton** ■ [national.coordinator@e-tas.ch](mailto:national.coordinator@e-tas.ch)  
NATIONAL EVENTS CHAIR ■ **Sonja Vigneswaren** ■ [national.events@e-tas.ch](mailto:national.events@e-tas.ch)  
PUBLIC RELATIONS CHAIR ■ **Rumana Yasin** ■ [public.relations@e-tas.ch](mailto:public.relations@e-tas.ch)  
PUBLICATIONS CHAIR ■ **Carol Waites** ■ [publications@e-tas.ch](mailto:publications@e-tas.ch)  
SECRETARY ■ **Sylvia Goetze** ■ [secretary@e-tas.ch](mailto:secretary@e-tas.ch)  
TREASURER ■ **David Riley** ■ [treasurer@e-tas.ch](mailto:treasurer@e-tas.ch)

## SIGs (Special Interest Groups) and SIG Ambassadors

Business English (BESIG) ■ **Markus Dietz** ■ [business@e-tas.ch](mailto:business@e-tas.ch)  
Drama & Literature (DL SIG) ■ **Frank Wenzel and Samantha Riby** ■ [drama@e-tas.ch](mailto:drama@e-tas.ch)  
Independent Teachers (IN T SIG) ■ **Yuval Shomron** ■ [independent.teachers@e-tas.ch](mailto:independent.teachers@e-tas.ch)  
Learning Technologies (L Tech SIG) ■ **Erika Gonçalves Fauchère** ■ [learning-tech@e-tas.ch](mailto:learning-tech@e-tas.ch)  
Sustainability (S SIG) ■ **Sylvia Goetze** ■ [sustainability@e-tas.ch](mailto:sustainability@e-tas.ch)  
Testing (T SIG) ■ **Laura Kennedy** ■ [testing@e-tas.ch](mailto:testing@e-tas.ch)  
Young Learners (YL SIG) ■ **Fabiane Lombardi** ■ [fabiane.lombardi@e-tas.ch](mailto:fabiane.lombardi@e-tas.ch)



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BASEL ■ **Guadalupe Salazar** ■ [basel@e-tas.ch](mailto:basel@e-tas.ch)

BERN/NEUCHATEL ■ **Querida Long** ■ [bern@e-tas.ch](mailto:bern@e-tas.ch)

GENEVA ■ **Agnes Huyton** ■ [geneva@e-tas.ch](mailto:geneva@e-tas.ch)

ST.GALLEN/LIECHTENSTEIN/AUSTRIA ■ **Matt Firth** ■ [st.gallen@e-tas.ch](mailto:st.gallen@e-tas.ch)

TICINO ■ **Nicole Jaks** ■ [ticino@e-tas.ch](mailto:ticino@e-tas.ch)

VALAIS ■ **Sonja Vigneswaren** ■ [valais@e-tas.ch](mailto:valais@e-tas.ch)

VAUD/FRIBOURG ■ **Sharon Acton** ■ [vaud@e-tas.ch](mailto:vaud@e-tas.ch)

ZURICH ■ **Gordon Dobson** ■ [zurich@e-tas.ch](mailto:zurich@e-tas.ch)

## 2023 National Events Organizing Committee and Production Team

Event Coordinators ■ **Leanne Hayes and Sonja Vigneswaren**

Advertising/Sponsorship Coordinator ■ **Alice Knöpfel**

Administrator/Registration ■ **Katie Hayoz**

Exhibition ■ **Dawn Wenger**

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Proofreaders ■ **Carol Waites, Leanne Hayes, Sonja Vigneswaren, and Patricia Daniels**

Internet/IT ■ **Michele Kolloeffel Clark and Yuval Shomron**

A/V Systems Technician ■ **Yuval Shomron**

Website Content ■ **Maria Teric**

## Social Media Team

Team Leader ■ **Rumana Yasin** ■ [rumana.yasin@e-tas.ch](mailto:rumana.yasin@e-tas.ch)

Facebook/LinkedIn ■ **Sirja Bessero** ■ [sirja.bessero@e-tas.ch](mailto:sirja.bessero@e-tas.ch)

Instagram ■ **Michele Kolloeffel** ■ [michele.kolloefel@e-tas.ch](mailto:michele.kolloefel@e-tas.ch)

## Newsletter Team

Newsletter Editors ■ **Markus Dietz, Barbara Althaus, and Pamela Gonzalez** ■ [newsletter@e-tas.ch](mailto:newsletter@e-tas.ch)

## Public Relations Team

Online Events ■ **Rumana Yasin** ■ [online.events@e-tas.ch](mailto:online.events@e-tas.ch)

TTT (Teacher Talking Time) Session Host ■ **Rumana Yasin**

Online Pub Quiz Organizers ■ **Madeleine Biber, Matt Firth, Sirja Bessero and Sonja Vigneswaren**

A special thanks to the many ETAS volunteers who gave their time and energy to help contribute to the production of the programme and to the preparation of the event.

# Welcome to the ETAS Professional Development Day 2023 in Bern

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Dear ETAS Members, Guests and Presenters,

We are happy to announce that all speakers and workshops are in place for this year's Professional Development (PD) Day and we are in for a super ride!

As our PD days now take place permanently in Bern either the first or second weekend of September, we would like to thank all of the staff for their generous hospitality and can-do attitude to any question we pose. We hope you will join us once more to enjoy a day filled with meeting new and old friends, being introduced to new ideas, and experiencing the joy of sharing teaching tips and tricks that work for you!

This year's PD Day will be opened by Tom Winter, the CEO of BERNEXPO AG and a member of the board of directors of the Swiss capital's promotion agency Bern Welcome. He has national and international experience in the area of infrastructure, telecoms, and retail.

The title this year is "ELT from A to Z – with a focus on English for Specific Purposes".

We have a fantastic keynote speaker in Natasha Costello, who has over 20 years' experience teaching law and legal skills to native and non-native English speakers. She will be enlightening us on teaching from the learner's perspective.

This year we are having only one keynote speaker in the morning and 45-minute workshops throughout the day leaving you more time to **connect** with your colleagues, **grow** at the exhibitor stands, and **thrive** by feeding your hearts and minds during the workshops.

Whatever your teaching background, you are sure to find interesting and challenging workshops to pique your curiosity.

I would like to sincerely thank all members of the Events and Publications Teams and the Executive Committee for their physical and emotional support. Special thanks also go to Katie Hayoz and Leanne Hayes who have been invaluable in every way.

We look forward to seeing you at the PD Day and hope that you will be able to join us at the International School of Berne for an apéro and nibbles on Friday evening with our exhibitors and the ETAS committee from 6.30 p.m. to 8 p.m.

Santé!

**Sonja Vigneswaren**

National Events Chair and Valais Ambassador



# ELT from A to Z – with a focus on English for Specific Purposes

## ETAS Professional Development Day 2023

### TIMETABLE

- 08.30–09.10 Registration, coffee/tea, book exhibition
- 09.10–09.30 Welcome, ambassador introduction, housekeeping
- 09.30–10.30 Morning plenary (60 min.)**
- 10.30–11.00 Book exhibition, coffee/tea/juice/croissants
- 11.00–11.45 Workshop Session A (45 min.)**
- 11.45–13.00 Lunch, book exhibition
- 13.00–13.45 Workshop Session B (45 min.)**
- 13.45–14.45 Book exhibition, coffee/tea
- 14.45–15.30 Workshop Session C (45 min.)**
- 15.30–16.15 Book exhibition, coffee/tea
- 16.15–17.00 Workshop Session D (45 min.)**
- 17.00–17.45 Apéro

# Sponsors *(at the time of publication)*

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Many thanks to our:

## Workshop speaker sponsors

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Pearson (croissants)  
Swiss Exams (coffee/tea)

ETAS would like to thank the 2022-23 Associate Members for their generous and long-standing support. We look forward to working with you in the 2023-24 year.



We invite new partners to sign up and grow and thrive with ETAS. Read about our member benefits here: <https://www.e-tas.ch/get-involved/member-benefits/>

ETAS Administrator, **Katie Hayoz**, can be contacted for further details at: [office@e-tas.ch](mailto:office@e-tas.ch)



# Plenary speaker

Opening plenary (09.30–10.30)

## Natasha Costello

### L is for learner: Teaching from the learner's perspective

Sharing stories and insights from over 20 years of teaching, this talk will focus on the importance of considering the learner's perspective when planning lessons. Putting yourself in your learner's shoes can help you create classroom activities which encourage participation and interaction. This approach is particularly relevant when teaching English for Specific Purposes where learners need to practise the language skills that they will need in their daily work. Natasha Costello used this method to develop the real-life, scenario-based activities in her recent book, co-written with Louise Kulbicki: *Practical English Language Skills for Lawyers: Improving your Legal English*.



**Natasha Costello** LLB, PGCE (HE), solicitor (non-practising) is an independent legal English teacher based in Paris, France. She teaches legal English to French lawyers and university law students. She is also a Board member of EULETA, the European Legal English Teachers' Association.

**Sponsor: ETAS**

#### Reference

Costello, N., & Kulbicki, L. (2023). *Practical English language skills for lawyers*. Routledge.

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# ETAS' third "more sustainable" PD Day

The Professional Development Day 2023 honours the commitment of ETAS members to limit our association's eco-footprint. We warmly invite conference delegates to support the following initiatives:

## Transport – plan ahead and travel light

Switzerland's rail system makes it easy to travel with lower fossil fuel consumption, and we urge you to choose **public transport for your journey to Bern**. To save on costs, check the SBB/CFF/FFS website website (links below) for **very affordable "super-saver" options** – valid when you book a specific train time well in advance.

If taking the train is not an option, why not **contact another ETAS member ahead of time** (directly or via the sustainability address below)? Carpooling creates opportunities to connect and reduces single-car journeys. Transport is one of the biggest factors in the eco-impact of a conference.

## Conference menus

Food has a huge impact on the "sustainability" of a conference, and over half of food emissions come from animal products (see [this link](#) for a fun but informative calculator). We invite delegates to choose from **meat-free menu** options for their conference lunches via the registration form.

## Bottles and cups – aiming for zero plastic waste

Please **bring your reusable bottle** to refill at the venue's water taps throughout the day. This reduces energy use and waste related to single-use plastic items and PET. For your tea and coffee break, both dairy milk and non-dairy alternatives will be available. You are welcome to **bring your own cup or small thermos** to refill on site.

## Sponsors, speakers and exhibitors – working together to reduce climate impact

Sponsors and exhibitors are asked to highlight the efforts they make for the environment and aim for recycled and/or recyclable giveaways. Products that "close the loop", are clearly made in a sustainable way, or contribute to the preservation of our natural environment are welcome!

## Get involved

Volunteer with the ETAS Sustainability SIG and keep our ideas and policies up to date. If you have communication or organizational skills and a teeny bit of time to spare, please join us in supporting ETAS' commitment to a natural world that supports the future life, health, and well-being of English teachers and students.

## Links

**Sustainability SIG:** Sylvia Goetze, contact: [sustainability@e-tas.ch](mailto:sustainability@e-tas.ch)

**SBB/CFF/FFS:** [www.sbb.ch](http://www.sbb.ch) → look under 'Sparbillete'

[www.cff.ch](http://www.cff.ch) → 'Billets dégriffés'

[www.ffs.ch](http://www.ffs.ch) → 'Biglietto risparmio'

# Workshops

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## Workshop Session A 11.00–11.45

- A1 **Olaf Lenders** ■ Talk ■ **Talent or grit?**
- A2 **Samvidha Srinath** ■ Talk
  - **Educational activities and games in the English language classroom**
- A3 **Dr Carol Waites** ■ Talk ■ **Teaching writing skills to today's adult professionals**
- A4 **Ian McMaster** ■ Workshop ■ **Working in international teams – what can we do better?**
- A5 **Dorinda Maio-Phillips** ■ Workshop ■ **Independent teachers: What's your line?**

## Workshop Session B 13.00–13.45

- B1 **Laura Kennedy** ■ Workshop
  - **English for interviews: Going beyond strengths and weaknesses**
- B2 **Yuval Shomron** ■ Workshop ■ **Time to rhyme**
- B3 **Jane Kaskova** ■ Semi-promotional workshop
  - **How to provide meaningful feedback while testing speaking skills**
- B4 **Anna Bennett** ■ Semi-promotional workshop ■ **Real-life skills for language learners: Navigating the path to success in a rapidly changing world**
- B5 **Group: Barbara Althaus, Guy Walker, and Sylvia Goetze** ■ Talk
  - **ESP courses at a university – not always what you expect!**

## Workshop Session C 14.45–15.30

- C1 **Group: Nicola Webster, Sandra Gianinazzi, and Marco Abbondio** ■ Workshop
  - **A bag of lexis**
- C2 **Stephen Lander** ■ Workshop ■ **AI in ELT – what can it do?**
- C3 **Rachael Harris** ■ Semi-promotional workshop ■ **Learning strategies: Why, what, & how**
- C4 **Sylvie Dolakova** ■ Talk ■ **Dyslexia in English lessons (75 min.)**
- C5 **Judith G. Hudson** ■ Talk ■ **Experiments with flipping CELTA courses**

## Workshop Session D 16.15–17.00

- D1 **Laura Wilkes** ■ Workshop
  - **A beginner's guide to podcasting: Three steps to start recording**
- D2 **Laura Hudson** ■ Semi-promotional workshop
  - **What it's earth – incorporating sustainability education into EAP classrooms**
- D3 **Cecilia Nobre** ■ Talk ■ **Seeing is believing: Maximizing the benefits of video-based peer observation for ESP teachers**
- D4 **Choreanne Frei** ■ Workshop ■ **Needs analysis in in-company settings**
- D5 **Kristy Kors** ■ Semi-promotional talk
  - **Getting the message across: Mediation in the EFL Classroom**

# Workshop presenters and descriptions

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## Workshop Session A 11.00–11.45

### A1 **Olaf Lenders** **Talent or grit?**

Talk

Sponsor: Independent

There are slogans used both in sports and language learning: “no pain no gain”, “use it or lose it”, “practice makes perfect”. Are these just slogans or is there something in it for language learning? Good language learners, i.e. people that have acquired a second language to a high degree of proficiency, are often praised for just having “a talent for languages” while a “lack of talent” is used as an excuse by learners for not making a considerable effort. If you believe the PR for Angela Duckworth’s best-selling book *Grit* there is a “formula” for success. So can we all become “good language learners”? I will argue that there are strategies to support language learners to become more proficient.

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### A2 **Samvidha Srinath** **Educational activities and games in the English language classroom**

Talk

Sponsor: Independent

Educational activities and games are an essential part of English language classrooms. They encourage students to use the target language and practise pronunciation, grammar, and vocabulary. They can provide a welcome break from the more serious parts of learning a foreign language and help students have fun in the learning process. In this talk, Samvidha will talk about why educational activities and games are important for English language classrooms and share a few activities that can be immediately used in class. These activities can be used across all age groups, but may have to be adapted to suit the target age group. The ideas can also be used as a springboard to generate new ideas.

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### A3 **Dr Carol Waites** **Teaching writing skills to today’s adult professionals**

Talk

Sponsor: ETAS

More than ever, writing is important in the professional context, and yet, it often seems to be dealt with superficially in textbooks. But in the working world today, people are expected to write in English, and to be quite adept at it. To add to the confusion, there is a noticeable cultural difference between styles. Advice from websites can vary quite substantially, depending on context. How can we best help our students? This workshop will illustrate some of the differences and suggest remedies for teachers to get their students up to speed, to become successful, independent writers, availing themselves of artificial intelligence and other tools.

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A4 **Ian McMaster**

**Working in international teams – what can we do better?**

Workshop

Sponsor: Independent

More and more people have to work in international teams, both face-to-face and virtually. Such teamwork can be stimulating and inspiring but it also often involves the challenges of different working styles and cultures. And these can create increased potential for misunderstandings and even conflict. How can team members and leaders best prepare themselves for such situations? Through the use of critical incidents, Ian will encourage workshop participants to develop effective strategies to meet the challenges of international collaboration.

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A5 **Dorinda Maio-Phillips**

**Independent teachers: What's your line?**

Workshop

Sponsor: Independent

Sharing and enriching our teaching: roundtable discussion, inviting all to share their experience and ideas. The following three topics are proposed: 1. What's your line? Do you specialize in a particular area? How can we network to find correct data and sources of material? 2. How do we find new students? Do we need to "market" ourselves? How do we target the right people? 3. On a more general subject, how can we support older adults and/or slower learners?

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## **Workshop Session B 13.00–13.45**

B1 **Laura Kennedy**

**English for interviews: Going beyond strengths and weaknesses**

Workshop

Sponsor: Independent

How do we help students prepare for interviews in which they will be expected to answer in-depth questions in English about their experience and attributes? In this practical workshop, we will look at ways of working with higher-level students to develop and enhance the language they use for speaking about themselves. We will also try out strategies we can use with our students to help them describe their achievements. This workshop will be useful for teachers who work with experienced professionals but also has something to offer teachers of young people starting their working lives. There may even be a chance for some self-reflection!

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B2 **Yuval Shomron**

**Time to rhyme**

Workshop

Sponsor: ETAS

Anyone can write a poem. From A2 onwards students can begin to write simple rhymes with a little help. When their imaginations are ignited, their humour or emotions begin to flow. Combining writing tools and encouragement will unleash the amateur wordsmith hidden in every student. Even beginners can write greeting card messages, WhatsApps, or other short scripts.

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**B3 Jane Kaskova**

**How to provide meaningful feedback while testing speaking skills**

Semi-promotional workshop

Sponsor: CEL-Cambridge English Languages

Feedback is an essential part of every learning process. Often without knowing, teachers gauge learners' speaking performance differently, providing imprecise feedback based on their experience or intuition. This talk will focus on key principles of how formative feedback should be provided and outline its framework so both teachers and students can benefit from it. Jane will cover the factors she relies on while providing feedback to the learners:

1. Ask your students how they feel about feedback and how they would like to receive it.
  2. Focus on key criteria taken from the international tests: IELTS and Cambridge English.
  3. Provide examples while giving feedback.
  4. Prioritize feedback.
  5. Use different techniques for providing feedback.
- 

**B4 Anna Bennett**

**Real-life skills for language learners:**

**Navigating the path to success in a rapidly changing world**

Semi-promotional workshop

Sponsor: Trinity College London

Developing the skills needed for a rapidly changing world is crucial for career success, personal growth, innovation, and lifelong learning. By prioritizing skill development, individuals can prepare themselves for whatever challenges and opportunities the future may bring. Throughout this workshop participants will explore practical tasks that reflect real-world situations and enable students to develop employability skills and make progress in both education and the workplace by enabling them to navigate through their life and professional transitions. Throughout the workshop reference will be made to Trinity's English Language and Communication Skills exam suites which can help young people be more career-ready, and help adults develop the skills needed to remain relevant and successful in the workplace.

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**B5 Group: Barbara Althaus, Guy Walker, and Sylvia Goetze**

**ESP courses at a university – not always what you expect!**

Talk

Sponsor: University of Lausanne

In this panel discussion with several University of Lausanne language teachers, you will have a chance to hear about the range of courses they have developed involving English for Specific Purposes. What were their reactions when they found out who they were teaching? How did they design a course and find materials? What were the joys, challenges, and surprises encountered? Whether for teachers or staff, technical or academic English, they have seen a lot – and look forward to interacting with you during the Q&A time of this session.

---

## Workshop Session C 14.45–15.30

### C1 **Group: Nicola Webster, Sandra Gianinazzi, and Marco Abbondio**

#### **A bag of lexis**

Workshop

Sponsor: Independent

A guide to travelling around the British Isles, visiting a variety of cities and places, covering everyday topics and experiences. The aim is to give students the tools to cope with the ups and downs, ins and outs, and the ifs and buts of life as well as their field of work. It is designed as an engaging and fun way of following topics required by the curriculum, in our case healthcare, but applicable to other fields. All this without leaving the classroom!

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### C2 **Stephen Lander**

#### **AI in ELT – what can it do?**

Workshop

Sponsor: Independent

Artificial Intelligence (AI) software like ChatGPT and DALL-E can generate original text or graphics on virtually any topic. These tools will be introduced and their limitations and potential dangers discussed. Then the workshop will explore how the tools might be used to support and enrich language teaching and learning.

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### C3 **Rachael Harris**

#### **Learning strategies: Why, what, & how**

Semi-promotional workshop

Sponsor: DELTA

All too often learners are told to go away and learn what they have studied in class, or teachers assume that by covering material in class, students are learning it. Rarely do teachers, and even the students themselves, consider HOW they are learning this information. By consciously teaching learners the strategies they need to learn we are developing lifelong independent learners. In this active workshop we will look at examples of WHAT learning strategies are and WHY they are so important, especially for weaker students, and then go on to discover the strategies behind fun, student-based activities that you can use in any class.

---

### C4 **Sylvie Dolakova**

#### **Dyslexia in English lessons (75 min.)**

Talk

Sponsor: Independent

Are you struggling to support children with dyslexia in your English lessons? Our special workshop is here to equip you with the practical tools you need to help these learners excel. Join us as we define the common challenges dyslexic children face in English classes and explore a range of engaging activities designed to improve their reading, writing, vocabulary, grammar, and memory skills. From pre-reading techniques to fun games, we have everything you need to help children aged 5–12 thrive. Do not miss out on this opportunity to discover tips and tricks that really work! Come and unlock the potential of your students with dyslexia. Note that this workshop will run for 75 minutes.

---

**C5 Judith G. Hudson**  
**Experiments with flipping CELTA courses**

Talk

Sponsor: Independent

Short teacher training courses such as CELTA are often criticized for being stressful and not keeping up with research findings on learning. The traditional structure has dominated for the past 50 years with few changes. Since 2019 we have been exploring alternative ways of providing increased preparation time within the four/five weeks by flipping the input sessions to become extended home activities. This has not only provided longer and better lesson preparation time but also reduced stress for participants who often fail to perform well due to cognitive overload, lack of sleep, and general meltdowns. Although our course samples are not large, they have already shown considerable advantages. This talk intends to explore uncomfortable thoughts on how, why, and what we focus on, and also provide some ideas on how subtle changes can be made.

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## **Workshop Session D 16.15–17.00**

**D1 Laura Wilkes**  
**A beginner's guide to podcasting: Three steps to start recording**

Workshop

Sponsor: Independent

Podcasts are great for engaging and supporting language students, teachers, or managers. However, often the biggest challenge in podcasting is getting started. In this workshop, we will look at the steps and decisions you need to make to record your first episode. This workshop is ideal for teachers, trainers, or school managers who would like to try creating a series of episodes but are unsure where to start. In this workshop, Laura will share the best practices she has learned from producing the TESOL Pop podcast that has helped the podcast reach thousands of teachers worldwide. By the end of this talk, attendees will have a framework that they can take away to help them plan and record their first episode.

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**D2 Laura Hudson**  
**What it's earth – incorporating sustainability education into EAP classrooms**

Semi-promotional workshop

Sponsor: National Geographic Learning

Teaching English is no longer just teaching English. We must also prepare students with the skills, values, and knowledge to contribute to a global society. With examples from National Geographic Learning titles, in this session we will explore how we can incorporate education for sustainable development into our classes, and in doing so truly prepare our students for their futures.

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D3 **Cecilia Nobre**

**Seeing is believing: Maximizing the benefits of video-based peer observation for ESP teachers**

Talk

Sponsor: Independent

In this session, we will explore the potential of video-based feedback to maximize the benefits of peer observation in ESP contexts. Using practical examples and strategies, we will investigate how video can effectively facilitate peer observation and feedback. Our discussion will also focus on how to provide constructive feedback based on video observation, encouraging reflection, and identifying areas for improvement. We will explore various technological tools available for recording and analysing video-based observations, including their benefits and limitations in ESP teacher development. By the end of the session, participants will be armed with practical techniques and insights for using video to enhance peer observation and feedback in ESP teacher professional development, fostering a culture of continuous learning and improvement.

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D4 **Choreanne Frei**

**Needs analysis in in-company settings**

Workshop

Sponsor: Independent

Analysing your learners' needs can be a daunting task in in-company settings, particularly when learners are told they will have to learn English as part of a company's further training programme. Also, the needs described by the sponsor may not be the needs of the learners, and needs may change quickly. However, to plan a course, we need to have reliable data. In this workshop, we will look at both formal and informal ways to collect data and when this should be done, and we will discuss the advantages and disadvantages of different methods.

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D5 **Kristy Kors**

**Getting the message across: Mediation in the EFL Classroom**

Semi-promotional talk

Sponsor: Express Publishing

Mediation is one of the four modes of communication organized under the CEFR model. It is an essential element of everyday communication in today's ever-more pluricultural and plurilingual society. In an effort to emphasize the crucial role of language in the social perspective, educators are integrating mediation in the language learning process. This presentation will focus on the latest CEFR Companion Volume mediation perspective and its value for language teaching. It will highlight the purpose, the activities, and strategies of mediation as well as its practical application in the EFL classroom, helping learners and teachers build connections and improve communication through the co-construction of meaning.

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# Meet the speakers

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**Barbara Althaus, Guy Walker, and Sylvia Goetze** are experienced teachers who have been involved in the creation and delivery of one or more ESP courses in a higher education context. They all currently work at the University of Lausanne Language Centre and a surprising point they have in common is that they all lived and worked in Japan.

**Anna Bennett** is an experienced teacher and teacher trainer. She is Head of Product Support (English Language) at Trinity College London Italy and her expertise lies in implementing technology-based pedagogical techniques that foster the acquisition of language skills and equip learners with what they need to excel in real-life situations.

**Sylvie Dolakova** is a teacher trainer focusing on working with children aged 3–15, (with over 25 years' experience), specializing in teaching English through art and stories. She publishes materials for children (Pearson ELT Award – best innovation), presents at conferences and webinars, and she was an ELT consultant (NILE, Norwich, British Council etc.).

**Choreanne Frei** is a teacher, trainer, and presenter with 25 years of ELT experience. Her interests include teacher development, Business English/ESP, learner autonomy, developing language skills, coaching, and everything digital. While she enjoys the comfort of things tried and tested, she likes to explore almost anything outside her comfort zone.

**Rachael Harris** teaches EFL literature, and current affairs to young learners and teens in a French lycée where she is also Special Educational Needs Coordinator. She is joint-coordinator for IATEFL Inclusive Practices and Special Educational Needs SIG. She is a lifelong learner, passionate about learning theory, connection, and belonging, both in and out of the classroom.

**Judith G. Hudson**, an Australian/Swiss English teacher and trainer since 1976, enjoys trying out new ideas especially in flipping face-to-face short teacher training courses. Her special interests are helping teachers feel more comfortable in promoting pronunciation, using Cuisenaire Rods, and generally helping teachers become the best teachers they can be.

**Laura Hudson** has been working in ELT for 25 years. She started her career as a teacher/teacher trainer and worked in Austria, Germany, and Denmark before moving into publishing in late 2004. She has spent 16 years working in the German, Swiss, and Austrian markets and joined the National Geographic Learning team in January 2020.

**Jane Kaskova** is an experienced ESL teacher, trainer and assessment professional. She was active with a large Cambridge centre in Ukraine, before joining the CEL-Cambridge English Languages centre in 2022, in multiple professional roles. She is CELTA certified, combined with a master's degree in Economics, and has a NILE diploma in "Prepare your students for IELTS". Jane has delivered teacher development courses on topics such as train the trainer, professional development, and helping learners to prepare for exams.

**Laura Kennedy** is based near Lausanne but is originally from the UK. Before training as an English teacher, she worked in corporate and not-for-profit communications in Switzerland and the UK. She now specializes in business English, helping her students communicate better in the workplace, and in exam preparation classes.

**Kristy Kors** has a BA (Hons) from Leeds Metropolitan University and a CELTA allowing her to study different types of teaching methodological approaches. She taught English as a foreign language for several years before joining Express Publishing as an ELT Consultant. She now participates in seminars and conferences around the world, conducting teacher training sessions where she shares her research and ideas on the latest methodological advances. She has also been an oral examiner for various world-renowned International exams for the past five years.

**Stephen Lander** is British and has been an ETAS member almost since its foundation. He has worked in the UK, Spain, and Switzerland as an EFL teacher, translator, and information technologist. In the past, he has been ETAS Publications Chair, Web Chair, and Branch Contact for Basel.

**Olaf Lenders** cannot believe that he has been teaching English, ICC and Dutch and German at universities in Germany and Holland for more than 25 years. For the past one and a half decades he has been teaching engineering and journalism students at Bonn-Rhein-Sieg University in the romantic stretch of the Rhine valley.

**Dorinda Maio-Phillips** is originally from London, England. Dorinda came to Geneva in 1968 and has never looked back. After many years working in industry, she then decided to teach children at home when the Cambridge YLE exams came out. Now officially retired, Dorinda still has a few students and a lively coffee club for those who want a conversation class.

**Ian McMaster** is a business communication consultant, author, and journalist. He was editor-in-chief of Business Spotlight magazine from 2001 to 2021 and is a former coordinator of IATEFL Business English SIG. His latest publication (with Bob Dignen) is Trainingsbuch Business English – Kommunikation und Zusammenarbeit in internationalen Teams.

**Cecilia Nobre** is an experienced English language teacher, teacher trainer, and materials writer. Her interests include reflective practice, video for reflection, and continuing professional development. She is a co-author of Using Video to Support Teacher Reflection and Development in ELT and is currently pursuing a PhD in Applied Linguistics at the University of Warwick.

**Yuval Shomron** has 48 years teaching experience. He manages his own school in Canton Schaffhausen, which caters mainly to adults. He has travelled widely and has presented workshops and talks in 12 countries. He is currently the President of ETAS.

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# Meet the speakers

**Samvidha Srinath** is a university student at the Pädagogische Hochschule FHNW and is studying to teach teenagers English, French, and German. She is CELTA certified and among other things her interests include learning new languages, like Korean and Japanese.

**Dr Carol Waites** has taught writing skills to international staff in Geneva for over 20 years. She is a qualified proofreader and editor, as well as Publications Chair for ETAS.

**Nicola Webster, Sandra Gianinazzi, and Marco Abbondio:** Manchester born, Nicola Webster (former book review editor for ETAS) has been teaching English in Ticino for over 25 years, 10 of which have been in the field of healthcare. Nicola, together with her English teaching colleagues Sandra Gianinazzi and Marco Abbondio, developed their presentation project based on the lexical approach.

**Laura Wilkes** is the Co-Founder and Presenter behind the TESOL Pop podcast. Laura has been teaching English and training teachers since 2009 in Guangzhou, Macau, Hong Kong, and to educators worldwide online. Her interests include utilizing technology and multimedia to create engaging and accessible professional development for educators.

## References

Dignen, B., & McMaster, I. (2023). *Trainingsbuch Business English - Kommunikation und Zusammenarbeit in internationalen Teams*. Haufe.

Mann, S., & Nobre, C. (2023). *Using video to support teacher reflection and development in ELT*. Equinox Publishing Ltd.

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# ETAS teacher-to-teacher (t2t) projects

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**ETAS is reviving t2t projects, which have been dear to its heart over the years.**

## What is t2t?

### Mission

#### ETAS t2t projects:

- are aimed at **making a financial contribution to support English teachers and/or their students** in a geographical region where there is a clear lack of the resources and opportunities we enjoy in Switzerland.
- seek to promote awareness within ETAS of **contextually appropriate education and professional development**.
- provide an ETAS member with the opportunity to **gain experience** as a fundraising coordinator.

## Criteria for a t2t project proposal

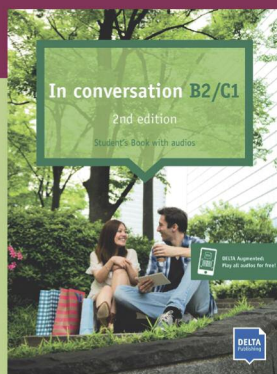
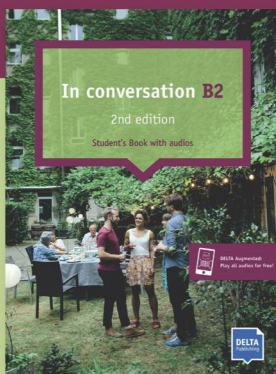
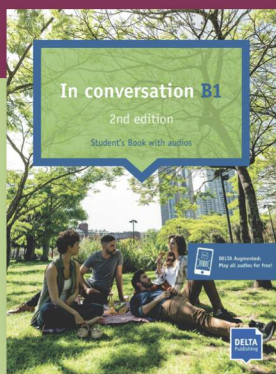
*The project should fulfill as many of these criteria as possible:*

1. The proposal is made by a current ETAS member who is **familiar** with the project.
2. The project is an **educational institution or teaching association related to English teaching or learning**. It is located outside of Switzerland and it relies on external funding due to its non-profit nature.
3. The project has one or more **specific short-term goals** for which it needs funds. The goal is to avoid any long-term dependency on ETAS for the **general** financing of project activities.
4. Information **about the financial needs and objectives** of the project is available.
5. The ETAS member proposing the project must agree, should the project be selected, to be the **t2t Fundraising Coordinator for that project**. This involves:
  - taking responsibility for communication/support regarding the project within ETAS.
  - liaising regularly with the ETAS Executive Committee (finance, PR, events).
  - **organizing book sales, raffle prizes, etc. at ETAS conference events to create awareness of the project and raise funds**.
  - providing short oral or written reports on the project status on a regular basis (i.e. ETAS Journal, at national events, Executive Committee meetings).

NB: Depending on the proposals submitted and the funds required, ETAS reserves the right to support more than one t2t project at a time or to refuse project proposals which are not in line with the mission statement and criteria.

For more information about the selection process, and to submit a proposal, contact the Social and Environmental Justice Ambassador at [sustainability@e-tas.ch](mailto:sustainability@e-tas.ch)

**Look out for our book sales table at PD Day where we'll be raising funds for current and/or upcoming projects.**



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