

English Language Teaching Firsts: What are yours?

Feature Article:

From the Loras Academy to The Loras Network – A Series of Firsts

by Eugenia and Vicky Loras

Walk the Talk: Part Two – Negotiating with Clients

by Mike Hogan

The First Time I Wrote a Book

by Pete Sharma



Impressions: Christmas Party 2014



ENGLISH TEACHERS'
ASSOCIATION

ELTAS NEWS

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EDITORIAL BY JENNIE WRIGHT

Welcome to the winter edition of the ELTAS News which is all about ELT firsts. It's our hope that this issue inspires you to reflect on all the firsts you've had as an EFL teacher. Maybe you'll ruminate on your first teaching interview, your first class, your first student, or even your first eureka teaching moment.

We have a collection of articles about ELT firsts in this edition, and some ELTAS members are contributing for the first time.

Our feature article by *Eugenia* and *Vicky Loras* is a touching look at their experiences opening their first school.

Pete Sharma shares with us the story and inspiration behind his first book.

Also, we have a special hot seat interview with *Lynn Brincks* who answers questions about her very own ELT firsts.

Finally, I'd like to thank *Vera Tillner* for contributing for the first time, and your Chair for writing about her first encounter with ELTAS.

So, join us in this stroll down memory lane and think back to your ELT firsts.



From the Loras Academy to The Loras Network – A Series of Firsts

Authors: Eugenia and Vicky Loras

THE FREELANCE PROLOGUE by Eugenia Loras

At the age of 17 I had obtained the necessary certificate and licence to teach English as a Foreign Language in Greece. So I started doing exactly that. I was mature enough to realize the kind of financial situation my family was in and felt the responsibility and duty to help them. To support them. To bravely tell them and show them they can count on me. Completely. “How many hours are there in a day, Eugenia? Well then, you must work as many as you can handle. As many as you dare.” I dared myself and this is what happened:

- Private lessons at students’ homes everywhere, in Ioannina in Greece.
- I did not have a car and transport was not reliable enough to keep a tight schedule in order, so I went to all on foot. Carrying kilos of books in bags in both hands and sometimes I had extra equipment, like posters and board games, on my back.
- Teaching at two private English language institutes and at a private nursery.
- Doing translations at the end of the teaching day, meaning from 10.00pm till 2.00 or 3.00am.

- But on which computer? I did not have one, so I did voluntary work as a secretary at my uncle’s legal office.

I knew there were others who run their own freelance businesses and, just like me, need a forum to exchange their ideas and experience

This went on every day, Monday through Sunday. All day, from 7.00am to about 2.00am. For better or for worse, I was married to my profession.

Business in the Making

I was so ambitious and felt so powerful about what I was doing that I just could not stop. And I did not. Then, at the age of 23, I

thought of a ground-breaking idea. “I love private lessons because of their size. But I love the practicality of language schools as you have all your books, resources, files, and printers there readily available. So why don’t I create a language school but for private lessons, from one to three people?” I said that exact phrase to my then fiancé, now husband, while having a rare coffee. Why rare? Because I never left a gap in my schedule. But that day was one of the few that I had managed to do so. So while I was taking the second sip of that rare coffee, I released my idea loudly into the spring air and Thomas, believing in its potential, grabbed me by the hand and we immediately started searching for a small office. There went my coffee time... While I was working, even during the weekends, almost everybody else was enjoying their coffee. I was working for Maggie and Nicholas even though they hadn’t been born yet. In the heart of Ioannina, on a very popular street, we found a 40 square-meter office. While I was signing the contract, I started crying in front of the office owner and the real estate agent. It was the

first time for a Scorpio like me to do that in public. “Why are you crying? What is wrong?” said one of the gentlemen. “She is happy and moved” said Thomas. The truth? The first rent and the deposit was all the money I had in the world. But I signed anyway.

The Loras English Academy is Born

An English language school with a private tutoring concept did not exist in the books of the Ministries back then, so they made a combi-

The second year was glorious. Hard work. No diversions. No regrets.

nation of rules and those were our guidelines. That was our innovation. Today they have actually created a special license for such language schools, as it has become very popular among language teachers. During the first year I was alone, pretending not to be sick or tired. The second year was a glorious year. Vicky had completed her studies and joined me. We divided the office into two smaller offices and followed the same successful recipe. Hard work. No diversions. No regrets. We were so busy that new clients would not even come to ask if we had free time. This would have become a problem if we had not taken immediate action.

We had to find somebody, beyond our family, that we could entrust with our clients.

Our First Expansion

We signed for the office next door and found our first teacher. Then came more teachers and more offices. It boomed! Truly boomed! Students were on waiting lists for the next school year. Parents and children all wanted to be a part of this. No matter how stressful it was, to us it meant success. Some teachers came, some left, all of whom worked WITH us instead of FOR us. And that, for us, meant success too. We were a team, a fun and professional one. After all the coming and going we had reached a point where we had formed the perfect team. I thank you all for being a part of my life. And of course, the Loras Trio, with Christine, our younger sister starting off as secretary and moving on to become a teacher, making her own sacrifices. We were all head over heels in love with The Loras English Academy. Our lessons would come to an end in the evening but none of us wanted to leave. The methodology, innovation, teamwork, atmosphere and the sense of family and love towards everyone involved was all there. By this time, I was pregnant with my daughter Maggie, and it was time for me to allow myself time to rest. But here came my next idea, Maggie’s new bilingual school was in the making. We renovated our facilities so that Maggie’s new bilingual school was ready. Renowned and highly recommended, our name was our guarantee.

The Epilogue

Our ground-breaking Academy was about to come to a heart-breaking finale in Greece. My husband was offered a position in Switzerland. At the same time, I had my position in Greece as mother of two, business-woman and teacher. We made a life-changing and devastatingly difficult decision.

ACADEMY TURNS NETWORK by Vicky Loras

It all started in 2009. As Eugenia had to move to Switzerland because of her husband’s job – and we also had to close down our pride and joy – I decided to move to Switzerland with her.

Something was missing – something had to start again!

For three years, I moved from being unemployed to underemployed to fully employed, working in various schools, teaching privately or in-company, while Eugenia was raising her son. I was pleased to have so much work, but something was missing... or not exactly missing... but something had to start again! After a long discussion, we decided to start our own school once again. So off we went to the local authorities to see exactly what was needed.

Our New Start – Under a New Name

We finished all the paperwork quickly so we could focus on the school itself. We decided to give it a new name for many reasons. One of them being that it was not just the two of us any longer as we had connected and been collaborating with so many other educators. So Eugenia came up with the name and we opened a brand new school in Switzerland, The Loras Network!

The Network is like a continuation of The Loras Academy, but apart from language lessons to students of all ages and levels, we have added even more children's events and teacher training. Every Wednesday, we choose a theme and have an event for children. We invite our students, but also children from

outside the school. During these events, we have educational games. Even when the children are doing crafts or colouring, they are still producing language. The kids enjoy themselves and learn at the same time!

Annual Teacher Workshops

As soon as we started the new school, we came up with the idea to hold an annual workshop for teachers with international speakers. In 2013, our first event, we had Bilingualism and Multilingualism as our theme. This year was Technology in Language Learning. We really love these events, and so do our attendees. We learn so much from each other, with people from Switzerland and abroad to share their insights and experiences with us.

Hope for the Future

We are so grateful for everything that has happened to us since we came to Switzerland. The educators and students we have met, the new experiences we have had (and keep having), the new ideas we get. We truly hope this continues. It is our love for our profession that keeps us going, no matter what happens. ■



EUGENIA LORAS, born and raised in Toronto, Canada, has been teaching English, training teachers and managing her own businesses for twenty years. She now owns The Loras Network in Zug, Switzerland along with her sister, Vicky Loras.



VICKY LORAS has been teaching English as a foreign language and literature to students of all ages, since 1997. Vicky now lives in Switzerland and is the co-founder and owner of The Loras English Network. She blogs at: <http://www.vickyloras.wordpress.com>

My First Encounter with ELTAS

Autor: Krystyna Key

When I arrived in Germany, following my heart rather than my brain, I suddenly realised that I would not be able to continue in my profession. I had studied Healthcare Service Management and spent most of my working life as a manager working for a National Health Service (NHS) practice in central London.

Being a manager was a bit of a “one-man band” position where, on a day-to-day basis, I had very little contact with my peers. I mainly managed and negotiated with medical and administrative/maintenance staff. I thought of myself as someone whose main objective was to keep everyone on the same page. Not an easy task when dealing with so many different professionals who often had different agendas.

However, it was an invaluable experience which helped me enormously when I started teaching Business English. After getting my CELTA qualification, I embarked on this totally new journey. I made some great contracts in many well-known companies, ran quite a lot of executive, one-to-one courses but still felt rather isolated from fellow teachers, similar to my experience with the NHS.

Then I one day I met another teacher who worked for the same company. Doris told me about ELTAS and invited me to a workshop in Stuttgart. I'll never forget that day or that workshop. It was run by Stephanie Ashford and Tom Smith and the topic was Telephoning in English. I remember all the discussions vividly and even took part in a role-play. It was so much fun and I felt as though I was not alone any more. I now knew there were others just like me who run their own freelance businesses and, just like me, need a forum to exchange their ideas and experiences. I had found my “family” and have never turned back. I still cherish that first advice about the Stuttgart teaching scene given to me by Doris (I am sure she has long forgotten that), but it was definitely a turning point for me.

So when the next year one of the ELTAS members approached me and asked if I would be interested in joining the ELTAS committee, I was delighted and did not hesitate. By then I greatly appreciated all the hard work the ELTAS committee put into making everything possible for their members. Great workshops and magazines, not to mention the invaluable networking.

It has been seven years since I joined ELTAS and I am still enjoying being a member and part of a very committed group of people who dedicate their free time, enthusiasm and a lot of effort to make it all possible. The team work, the success of different projects, and the feeling of being a part of a big family have helped me in developing my professional and personal skills.

Thank you ELTAS.

I had found my “family” and have never turned back... and I am still enjoying being a member and part of a very committed group...

KRISTYNA KEY, Eltas Chair



The First Time I Wrote a Book

Author: Pete Sharma

I have always described myself as an ‘accidental author’ in that I never set out to be an ELT writer. Nobody was going to write the specific book that I wanted to read, so I had to write it myself! In this article, I’ll retrace the steps leading up to the writing of my first book, *CD-ROM: A Teacher’s Handbook*, published in 1998 by Summertown. I’ll start by relating two incidents.

The first happened in Hastings. In 1994, I was doing a teacher training course, and one afternoon the well-known writer and trainer Adrian Underhill was regaling us with exotic tales of his trip to Japan. Mixed in with anecdotes about hot springs, Adrian gave us some advice: “Never let the institution you work for dictate your own professional development”. In other words, if you want to go a conference, but you cannot get sponsored by your employer, pay for yourself and go anyway.

At that time, computers were beginning to become popular. Naturally enough, I wanted one. It wasn’t in my employers’ budget yet, so instead of doing the sensible thing and waiting, I heeded Underhill’s advice and went out and bought one. The result of that deci-

sion was that I became an ‘early adopter’ of technology.

“Never let the institution you work for dictate your own professional development”

The second incident happened at an IATEFL conference in Brighton. I vividly remember the first time I saw a demonstration of a CD-ROM, soon after its release in 1993. The disc was the *LIED (Longman Interactive English Dictionary)*. In the presentation, I saw ‘hyperlinking’ for the first time (when you click on a word in a definition, you go directly to the definition of that word). Around the same time, I saw another early CD-ROM – one in the English for Business series from Wolverhampton University. Again, you simply clicked to access specific information directly, rather than having to find something in a linear way by fast-forwarding a VHS or cassette tape. The analogue era

was over; the digital era had begun, and I was truly smitten. Both incidents led me to become an avid follower of CD-ROMs. I explored many discs, acquiring a wealth of knowledge, but still I wanted to learn how I could use them in my teaching. Unfortunately, I found no books on the subject. I realised that a book on using CD-ROM in language teaching didn’t exist.

I wondered: Could I do it myself?

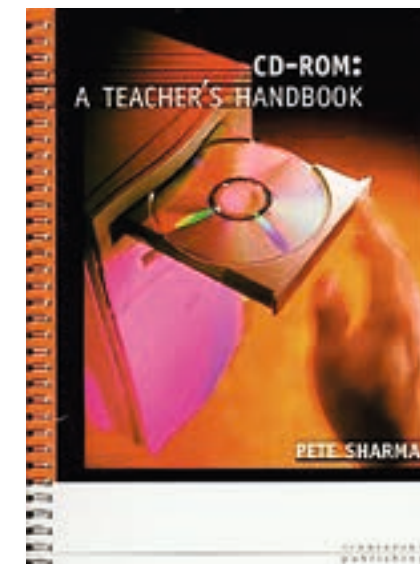
I asked luminaries in the industry whether such a book would have any appeal. I was told in no uncertain terms that “CD-ROM would disappear in two years’ time and be superseded by the Internet”. It’s now 2014 and the latest academic dictionary has...a CD-ROM in the back of it. Ah, the perils of making predictions about technology! Ignoring conventional wisdom, I drafted my proposal for a book and got in touch with all the major UK ELT publishers. Getting my proposal accepted was far from easy. I still have the rejection letters. One such letter included the immortal rebuff: “We would be delighted to publish your book, providing it refers to technologies not yet invented!” Ha ha.

Of course, I know what the writer meant. The time it took then to publish a researched topic for a teacher development book was years. Nevertheless, that’s quite a tall order – to write about something not yet invented!

One day in my office, I was pouring out my tale of woe and rejection to Louis Garnade, the then owner of the former Oxford English Book Centre. “I’d love to write a book”, I said. “I’d like to start a publishing company” was his reply. It was one of ‘those moments’ and from this exchange, the niche Summertown Publishing was born. My CD-ROM: *A Teacher’s Handbook* came out as Summertown’s first book, and the rest (as they say) is history.

This is not the place to write about the journey of writing this book. The agony and the ecstasy of the reader’s reports; the hunt for an editor; the first proof of the sumptuous cover; the learning curve leading to the moment when I first opened the box to reveal the first copies... suffice to say that I would never have opened that box if I hadn’t been inspired by one person’s advice, hadn’t ignored conventional wisdom, or had the luck to meet a maverick entrepreneur. ■

The analogue era was over; the digital era had begun, and I was truly smitten.



CD-Rom: A Teacher's Handbook
Pete Sharma
1998 Summertown Publishing Ltd.



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How to Improve your Students' Listening Skills

Author: Evelina Miščin

Studies show that in using language skills in daily life, 9% accounts for writing, 16% for reading, 35% for speaking and 40% for listening (Hartley, 2006).

According to research carried out by Nation (2001), in order to understand a listening text, students need to know 95% of words. Other studies show that the vocabulary of about 2000 word families can cover this 95% (Schonell, Meddleton and Shaw, 1956).

Today, most students tend to acquire language visually through their exposure to various screens, so here are a few exercises you can use to help your students focus on and improve their listening skills:

1. CHINESE WHISPERS

(also known as Telephone, Grapevine, Broken Telephone, Gossip, Secret Message)
Participants are put into groups of 4-5 and one person gets a piece of paper with a sentence, e.g. "Never let your inferior do you a favour, it will be extremely costly". He/she has to whisper it into the ear of his/her neighbour and so on. The last person then has to write down the sentence he/she heard.

2. DICTOGLOSS

Choose a short text suitable for your students. Put your students into groups of 3-4 and explain that you will read aloud the text only once. They have to try to write down as many words as they can as they listen. After that, they have a few minutes to try to reconstruct the text. The other option is to nominate and call group representatives to the board and get them to write sentences based on suggestions from their group.

3. INSTRUCTION DICTATION

(sticking paper with short texts on classroom walls)
Divide the class into pairs. One student is a runner and the other is a writer. The runners have to get to the text on the wall, memorise it and run back to their writers who will then write it down as accurately as possible (including punctuation). In larger classes you can put students into groups and ask all the members of the group, apart from the writer, to run (naturally, not at the same time). Students must not take pencils with them or mobile phones (or any other device with a camera).

4. BINGO

Choose a listening passage and prepare a list of words which occur during the listening passage. They should be content words – nouns and some verbs. Show these words on a screen/board to the students. The students then choose and write down seven of these words (or a different number, depending on the size of the text). They then listen to the passage and tick their words off as soon as they hear them. When they have ticked all seven, they shout Bingo! This activity is excellent for selective listening.

5. ASSOCIATIONS

This activity involves dictating words to students and giving them time to write down the first three associated words that come to their minds (all the words have more than one meaning, but do not mention this to your students). Some of the examples follow with examples of possible associations in brackets: our/hour (dog, house/glass, minute), manual (hand, strong/car, instructions), dear/deer (wife, Sir/stag, antlers). Students then compare their lists and discuss differences in meaning. ■

*A few exercises you
can use to help
your students focus
on and improve
their listening skills*

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*“Hier ist Platz für
Ihre Anzeige –
contact us!”*



EVELINA MIŠČIN works at the College of Business and Management “Baltazar Adam Krčelić” in Zaprešić, Croatia and at the School of Medicine in Zagreb. She has a PhD in linguistics and is the author of a few secondary school textbooks and dictionaries.

Spotlight on Learning Styles

by Marjorie Rosenberg

Published by Delta Publishing

ISBN: ISBN 978-1-905085-71-2

Media reviewed: Book – DELTA Teacher Development Series

Reviewed by: Vera Tillner

Marjorie Rosenberg's book focuses on how we learn and gives teachers the opportunity to find out not only their own learning styles and their students' learning styles, but also how both teachers and students can apply this knowledge to the classroom. This book is from the Delta Teacher Development Series, Delta Publishing, and a useful resource for teachers who would like to try out new methods and adapt activities for different learners. The book organises the learning styles by: VAK (visual, auditory and kinaesthetic), Global and Analytic (focusing on cognitive processing), and Mind Organisation.

*Teachers
discover the
characteristics of
their own
teaching styles*

The book is divided into three parts.

Part A

gives a brief introduction to the topic of learning styles, describes three specific models and argues why it is important to take learning styles into consideration at all. Part A also explains why teachers should be aware of their own way of learning and how it affects the working atmosphere in the classroom and their rapport with the students.

Part B

is the core of the book.

It starts off with extensive checklists to find out which are the preferred learning styles of teachers and learners, and offers strategies on how to address those particular styles. Chapters 2-4 contain different activities organized according to the different learning styles. For each activity you find the so-called "spotlight on style" and "spotlight on language" at the top, followed by a detailed description of how to set up the activity and a box outlining the style spectrum at the bottom. The layout of the activity pages is very clear and structured

which means you can easily find activities for your lessons. There are no indications of suitable levels, which at first I thought was a disadvantage, but most of the activities can be adapted to either low or high levels. Some activities provide photocopiable material, which I find very useful.

Part C

focuses on further approaches to the topic of learning styles and offers further activities as well as suggestions for further reading. ■

I can recommend this book to teachers who would like to adapt classroom activities to their learners' needs and think they might need to improve their rapport with their students.

Sometimes a "visual" teacher just does not get the message across to their "kinaesthetic" students!



Spotlight on Learning Styles
by Marjorie Rosenberg

RECOMMENDATION

Would I recommend it? ***

- ★★★★ This reviewer highly recommends it
- ★★★ This reviewer recommends it
- ★★ This reviewer recommends it with reservations
- ★ This reviewer does not recommend

NB: the review is subjective and does not necessarily represent the opinion of ELTAS.

*“Hier ist Platz für
Ihre Anzeige –
contact us!”*



VERA TILLNER grew up in Germany but has always had a special bond with the English language. She studied to become a certified translator for English and German, lived and worked in Malta, Great Britain and Italy for 7 years before settling down near Esslingen. She works as a freelance translator and is an enthusiastic teacher of both General and Business English.

In the Hot Seat

Lynn Brinks

For this special edition, the hot seat asks Lynn Brincks – a trainer with Target Training and co-author of the textbook *Intermezzo English A1* from Hueber Verlag – about her ELT firsts.

WHERE ARE YOU FROM?

I'm from Iowa in the USA.

HOW DID YOU GET INTO TEACHING?

Although I studied German, it wasn't my plan to become a teacher. I wanted to find a career which was related to languages and cultures, and one in which I would be dealing with people. Then I returned to Germany and after some time, several people suggested that I try teaching. At that point I was already tutoring and that was going very well, so after some additional training (formal and informal) I just kept at it. Eventually I discovered that I really enjoyed it.

WHAT DID YOU DO BEFORE YOU STARTED TEACHING, AND HOW DOES IT INFLUENCE YOUR APPROACH?

Before starting to teach I worked in various jobs – food service, retail, etc. All of my jobs dealt with people directly and I think that I started to develop skills to find out what people really wanted or needed

through this experience. This still helps me today when I need to analyze how to best help people in a teaching/training setting.

WHAT WERE YOUR FIRST FEW LESSONS LIKE?

My first lessons were mainly one-to-one tutoring sessions. That means that they were very book-based, individually tailored, needs-based sessions.

CAN YOU TELL US SOMETHING ABOUT WRITING YOUR FIRST COURSE BOOK?

It was a very interesting experience. Although I had worked with writing and developing documents in a previous job, writing a textbook was a new experience. Many aspects were similar – having requirements about the content, deadlines which needed to be met, working with various people's opinions, etc. But the part I enjoyed the most was working with my co-author, Ines Hälbig, to solve the challenges that came up and to work through the writing process.

WHAT CONTINUES TO INSPIRE YOU?

Seeing the development occur right in front of me, hearing from participants how they couldn't do something in the past and now they can, creating material and seeing that it actually works to aid the learning process, etc. These are my many sources of inspiration.

Can you tell us something about what approaches and methodologies inform your teaching/training? I try to use a mixture of approaches and methodologies to keep things interesting and to reach various people in various ways. If a topic lends itself well to a certain method or if I have a good idea about how to incorporate that method, that's what I use. Variety is the best approach, in my opinion. One good resource I can recommend to new and experienced teachers alike is *Experimental Practice in ELT: Walk on the wild side* available from the round (www.the-round.com).

PLEASE SHARE ONE OTHER SIGNIFICANT 'FIRST' WITH OUR READERS.

I think one significant 'first' has been getting started in virtual training. In the beginning I wasn't certain if I would enjoy it or not. It seemed odd not to see the people I was training and getting used to a lack of facial expressions and gestures was a bit of an adjustment. Soon I started to look at it as a puzzle to be solved, and after some training on different ways to conduct virtual training, I found that although it is different from face-to-face training, it also presents interesting opportunities for both learners and teachers.



SO, TELL US ABOUT YOUR BOOK

Intermezzo Englisch A1 is intended as a way to help learners revise newly acquired knowledge and refresh existing knowledge. It is suitable for learners who have just completed A1 or for A2 learners who would like to brush up on their skills before beginning the next level. As part of a platform made up of Italian, Spanish and French, this series can be used by learners or teachers interested in working from a set of books with a similar format. This allows users to easily recognize many of the topics presented in all books, while still allowing them to focus on specifics related to the language they are learning. ■



LYNN BRINCKS, currently a trainer with Target Training GmbH, has worked as an instructor, teacher, tutor, examiner and test developer. Her co-author, Ines Hälbig, currently working as a freelancer, has also worked as an instructor, teacher, tutor and test developer.

Eltas Event Review by Angeline Fischer

Author: Angeline Fischer

DRAMA METHODOLOGY FOR THE LANGUAGE CLASSROOM WITH PETER DYER
20TH SEPTEMBER 2014, HELD AT EURO AKADEMIE, STUTTGART



cated movements were introduced: clapping knees, clapping hands, right finger snap and left finger snap while simultaneously telling a story. In this exercise, one learner begins the story then passes it on to another learner who continues to tell the story following the same rhythm. After this, the language of interrupting was practiced in pairs. One person took on the role of optimist and the other pessimist. The optimist says a sentence starting with “Fortunately...” and the pessimist continues using “Unfortunately...” in the next sentence, and so on to complete a story. Lots of funny stories resulted from the activity, and other variations involved using sequences such as “yes, however” and “yes, moreover”.

Miming and acting activities

Another fun exercise involved miming giving and receiving a gift. The ‘gift giver’ would mime only the size of the gift and ‘bring’ it to another participant. The ‘receiver’ would then pretend to open the gift, imagine and react to what it could be, thank the giver and eventually disclose what the object was.

Peter Dyer’s dynamic teaching style kept ELTAS members entertained throughout this interactive workshop. During the event, teachers took on the role of students as Peter led participants through various tasks. Here are some of the best activities from the day:

Warm-ups

Beginning with a series of warm-up exercises, participants were asked to stand in a circle. Teachers were told to ‘send’ and ‘receive’ claps to their neighbours forcing participants to stay alert, respond and

initiate interaction. The next warm-up involved throwing and catching balls across the circle sequentially. After establishing an initial pattern, multiple balls were received and thrown in the same order. At each throw, balls were called out as ‘ball 1’, ‘ball 2’ and ‘ball 3’ for each respective ball. This proved to be a fun and challenging exercise, building greater engagement within the group.

Active listening & participation activities

After a quick break, more compli-



Another performing game called ‘the forgetful storyteller’ involved Peter beginning a story and then feigning forgetting. A student would then chime in with their ideas to further the story along. Peter would then re-join and continue the story, forgetting time and time again, with different learners adding twists to the story, creating something new. Another popular activity was having pairs walk together side by side to create stories. For each step taken, participants created a story, taking turns to add additional words. This slowed the pace down considerably, helping to reign in those who tend to dominate exercises and encourage those more reluctant to participate. One final activity was using pictures to stimulate drama work. One learner first mimics a position from a picture and then ‘freezes’. Another participant joins by entering the scene and begins a dialog. After several

sentences they freeze and a new participant enters the scene.

Peter Dyer’s workshop was a hands-on session with interactive learning. Using these techniques proved to be an entertaining way to increase student engagement and liven up the classroom. ■



ANGELINE FISCHER is a Canadian teaching Business English in the Stuttgart area. After completing Economics and MBA degrees, she specialized in the fields of controlling and accounting working at several multinationals. Currently, when not teaching executives English language skills, she lectures at a local university on business, management and leadership skills, as well as intercultural competence. She is also the host of “English Breakfast” an intercultural morning show at radiofips.

Eltas Event Review

Author: Roland Scholl

OXFORD UNIVERSITY PRESS DAY WITH MICHAEL SWAN AND CATHERINE WALTER
18TH OCTOBER 2014, STUTTGART

Despite a nationwide train strike and glorious late-summer weather, both of which might have tempted some to stay away, about 50 ELTAS members and guests managed to attend and arrive on time for the ELTAS OUP Day in Stuttgart's Haus der Wirtschaft. Only very few of those who had registered were unable to get there.

Michael Swan was introduced as: "This is Mike and he likes grammar" and the first workshop was called *Some things that matter in grammar teaching and some that don't*. He gave us seven bad reasons for teaching grammar and a few good reasons for teaching some. Michael recommended teachers look critically at grammar in course books, to think about how much is really needed, and to not get obsessed about tiny mistakes. Instead consider comprehensibility, acceptability, frequency of problems, and the concept of teachability/learnability. The ultimate message of this session was that teachers should be selective and make students confident by applying the

three "EXs" – simple EXplanation, realistic EXamples and personalized EXercises.

The second session after the coffee break was with Catherine Walter. On introducing herself, she apologised for the fact that after 35 years in the UK, she still hasn't found an accent to replace her 'soft' Texan one! Catherine's session was called *The learner as a creative writer of grammar rules*. She suggested that we shouldn't depend on grammar emerging from vocabulary during instructed learning and proposed that it is more effective to teach grammar rules in a natural order and explicitly (rather than implicitly). Again using the three "EXs", she suggested teachers start with examples, then give explanations, but also help students develop rules and then practise them.

After lunch there was no chance for a nap because Michael cleverly diverted us with his next session titled *What's happening in English and how much does it matter?* He reminded us, with a lot of interest-

ing examples, that language and rules are always subject to change, often due to mistakes, and new forms rapidly spreading throughout the world. Strangely, he noted that sometimes 'old' forms become accepted again. A few of his examples were:

Use of "who" instead of "whom" – "Who did you vote for?"

Use of "like" instead of "as" – "Like you said ..." "You wanna come with us?" "John and me saw ..."

Michael stated that language change and variation are inevitable. They don't degenerate, they change like landscapes. Michael's ultimate message was: "Don't get upset about changes in informal language. Stay calm because many just don't matter". However, he also ended by saying that it's important that we stay informed and know what's new, whether or not we need to teach it. In the second afternoon session Catherine talked about *Pronunciation as a two-way street* and

indicated that pronunciation and grammar are naturally connected. She also considered dictation, although long out of favour, valuable in learning correct pronunciation. The day was closed by OUP who presented all participants with a copy of *Oxford English Grammar Course* by Michael Swan and Catherine Walter. Further, after collecting our badges, OUP held a generous raffle of books and DVDs. ■

*“Hier ist Platz für
Ihre Anzeige –
contact us!”*

Use of “who” instead of “whom” – “Who did you vote for?”

Use of “like” instead of “as” – “Like you said ...”



ROLAND SCHOLL is a quality management expert and trainer/coach for intercultural communication in English language. He also provides translation of quality, purchasing and customer technical documentation for automotive suppliers. Roland also works as a freelance trainer for business and technical English, in language schools and companies in the Stuttgart region.

Walk the Talk: Part Two – Negotiating with Clients

Author: Mike Hogan



In part one of this article I addressed the topic of presenting to clients once they've signalled interest in what you're offering. This time I'd like to look at the topic of negotiating.

After your initial pitch goes well and you've started to explore your client's needs and priorities, the topic of cost-of-service will inevitably come up and you will need to start negotiating. It's something many of us might not feel comfortable doing, but is essential for everyone whether freelancer or employee.

Price and value are interesting concepts, neither of which are absolute. The value of something can be defined by the price that

someone is willing to pay for it. On the other hand, it can also be defined by the return-on-investment it will represent for your client. When it comes to defining the prices of your services and their value to your client, these key perspectives must be borne in mind, and can be useful when negotiating.

Practicalities – where to start?

Many of the course books and training materials we use in training are a good source of business input for the less business-experienced trainer, and this is also the case with the topic of negotiating, though there's a catch! Once you go beyond the typical phrases and conditional sentences associated with course book negotiating, you can quickly see that many of the activities involve single-interaction negotiations. By this, I'm referring to the typical single deal where one person is a seller and one is a buyer, and many of the accompanying strategies are geared to this type of negotiation. Unfortunately, these run the risk of being close to bazaar-type bargaining and less like corporate negotiating with long-term perspectives.

Consumer sales also tend to be focused around such single-

interaction negotiations, which often take a positional stance. This means that each of us have our positions defined and we try to reach agreement. It might result in a win-win situation, but often leads to win-lose or even lose-lose. Nevertheless, it's a good place to get practice and gain confidence when negotiating.

Most of the time when you're buying a consumer product you should be trying to get 5 – 10% off the listed price, whether it's a smart phone, car tyres, or new oven. The sales person can generally give up to around a 7% discount without managerial authorization. If you're bulk buying, you could go higher. As I said, it doesn't necessarily represent the long-term relationship oriented negotiations you'll want to be having with your clients, but it's a good place to get confidence and practice in a low-risk environment.

Long-term relationships

Building on the positional approach, Roger Fisher and William Ury wrote about the principled approach in their book, *Getting to Yes*. This approach has also become known as the Harvard Method, and focuses on developing mutually beneficial agreements based on the interests

of the parties. There are many pros to this approach including joint gains, improved relationships, and a better understanding of negotiation itself with more legitimate and better outcomes. It also allows you to be both firm and flexible.

How this works in practice is to make money the last thing you talk about when consulting your client, not one of the first things, as is often the case. It is only after truly discussing their needs, interests, challenges and priorities that you can have a good idea of what to offer them. So, asking questions is the key to successful negotiating.



Wrapping up

I saw an interesting inspirational quote shared online today which read: "The biggest communication problem is that we do not listen to understand. We listen to reply." A negotiation is not a fight. It's not a battle of wills, or a duel of some kind. It's a conversation. We need to keep that at the forefront of our minds when negotiating.

As I wrote in my previous article, even if you don't get that new client, you should be aiming to schedule a feedback call with them to find out why they have decided to not contract you.

Keep the relationship open for potential future collaboration and build on any feedback you get. As you get more experience and learn from such valuable feedback, you'll be able to track your development as a negotiator, and also presenter (see part one). ■

MIKE HOGAN is a director of York Associates. He specialises in language, communication and international team training and coaching for corporate clients on a global level. He is also responsible for publications and teacher training at YA. Contact: mike.hogan@york-associates.co.uk
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Tech Review: Padlet (an Online Noticeboard)

Author: Daniel Martin

There may be a noticeboard in your classroom for you to display students' work or to pin homework assignments, inspirational quotes or posters with useful words and expressions to name a few examples. Online noticeboards basically work the same way but they present two major advantages. First of all, they can be accessed anywhere: in the classroom, at home or on the move. In addition, they allow for posting of multimedia elements such as audio files or embeddable videos.

There are quite a few free online noticeboards (also referred to as virtual walls, bulletin boards or mind mapping tools). You may want to explore the following:

www.popplet.com
www.linoit.com
www.bubbl.us

However, my personal recommendation is Padlet. For starters, it doesn't require registration so it can be used right away in front of your students if you have a data projector or an interactive whiteboard. Type www.padlet.com, click on 'create a wall' and start placing content on your wall by double-clicking anywhere. You can type

text, click on the link icon and embed an image or a video or create a link to a web page that will open from your wall. The resulting posts can be dragged on the screen and resized. By clicking on the upload icon you can place Word or PDF documents as well. Padlet will also create a unique web address for your wall so that you and other users can access it and – if granted permission – collaborate and place their own content.

Padlet is not intrinsically a language teaching tool but, if bent to our will, it is an excellent medium for language practice and interaction. I used it for the first time with this speaking activity: I created a wall and embedded an image of a microphone from Google. I introduced the tool to one of my classes and asked the students to embed an image on that wall from the Internet that they could identify with. In my case, I chose the microphone as I am very passionate about singing and it brings me joy and happiness. I delved a bit into my achievements as an amateur singer. The students copied down the short web address of the wall on a piece of paper and in the ensuing couple of days about one third of them embedded an image. In their next class, the wall was opened from

the interactive whiteboard and the students first had to guess who had placed each image based on what they knew about each other. Next I elicited some guesses which were confirmed or refuted. Finally, the participating students talked about what those images symbolized and why they chose to place them. Padlet provides visual input for the activity and therefore an added element of engagement. Using technology effectively couldn't be easier.

You may access this wall (and place an image if you want) here:

http://es.padlet.com/daniel_martin_d/hu66fnpqprk8

Or you can try the short link:

<http://bit.ly/YdJn7b>

OTHER WAYS YOU COULD USE PADLET ARE:

Ask the students to keep a personal wall as a portfolio. They can upload essays and voice recordings.

Use it as a repository for interesting videos for your students to watch on their own or for you to play in class.

Ask the students to, as homework, write a few lines using certain grammar structures or vocabulary that they have just seen in



class. Then open the wall with the students' contributions in class the next day to, in plenary mode, have a look at the written texts.

Ask the students to brainstorm ideas for a debate. Then open the wall for the students to elaborate on the arguments.

Keep a wall for each unit in your textbook and invite your students to type in relevant words from each unit. Open the walls in class to review vocabulary. ■



DANIEL MARTIN is an English teacher, a teacher trainer and a writer. His latest publication is *From Whiteboards to Web 2.0* (Helbling Languages).

In this book you can find a few activities that contemplate use of Padlet.

My First ELT Interview

Author: George Barse

Like most people, I came out of my TEFL certification course full of vim and vigour. I was ready to conquer the English-teaching world! But first, I needed to conquer the all-important and dreaded interview. I've had many job interviews in my life, but I had been told an interview for a TEFL job would be different. I would be expected not only to perform, but also to know my subject inside and out. It wasn't enough that I had been speaking English in one form or another since I was a wee lad, I would need to demonstrate that I could pass this knowledge on to others in a way that would be interesting, clever, unique and would leave my grateful audience begging for more of my precious and deeply profound knowledge of English. I would have to show all this with a mock lesson.

I needed to find a job quickly after my TEFL graduation due to time constraints relating to my visa, so I formulated a plan. I took an alphabetized list of all the language schools in the city where I was living and started with the letter A. I visited the website of each school to determine if there was a potential match and sent off CVs to schools that fit my criteria. I was looking

to teach adults either general or business English, so I was looking for traditional language schools and places that would farm me out to companies across the city. After sending off my CVs, I played the waiting game, and wondered if my email service was down.

“Why should we hire you?”

“What can you bring to the table?”

Responses eventually started to trickle in, but most were saddled with visa-related requirements that, as a non-EU citizen, I didn't exactly meet. However, one finally did wind its way through to my inbox that was an actual invitation for an interview. This was a relief but also added pressure. I didn't know how many more responses like this I would receive, so it was vitally important that I nailed the interview. I prepared for it the way I had for past interviews. I reviewed possible questions such as “Why should we hire you?” and “What can you bring to the table?” - the normal hogwash we're bombarded

with in the US. I also made sure I could discuss my background and job history as well as a little about the school where I was being interviewed. The day of the interview, I felt I was well prepared and showed up in a coat and tie carrying my messenger bag full of how awesome I was. Of course, I was about to receive a wake-up call I was either too naive or stubbornly ignorant to see coming.

In typical American fashion, I arrived way too early and had about twenty minutes to kill before I felt it was suitable for me to make my presence known. I spent the time walking up and down the street making myself more and more nervous. I finally announced myself promptly ten minutes before the prescribed interview time much to the chagrin of the woman who was to interview me. I was shown to a room and made to wait another fifteen minutes before the interview finally started.

I felt the interview started off rather well. The woman who was interviewing me was a strong non-native English speaker and very pleasant. It slowly dawned on me, however, that she wasn't interested in the things I was expecting. She asked

me nothing about my professional work experience. What I studied in university was of little interest to her. She didn't bandy about with any business-speak such as the aforementioned ‘bring to the table’ or ‘proactive synergy integration utilizing low-hanging fruit, blah blah blah’. She was more interested in pedagogy and my approach to teaching.... What?

To wrap up the interview, my interviewer told me that Czechs have difficulty understanding a particular tense in English, and I would have 10 minutes to prepare a short lesson to explain and present the grammar to her. While I had been expecting this part of the interview, I hadn't been sure which grammar point I would be doing. She left the room, and I drew on all my TEFL training I could remember to put together what I thought was a clear and concise explanation and demonstration on how to properly use the present perfect simple.



After the allotted ten minutes of prep time, my interviewer came back into the room and settled in for my demo. I started and gained confidence with each word I spoke. Until I heard her gasp. I wasn't entirely sure why she did this, I only knew I had messed up somewhere. It wasn't until I was finished did I learn where. She hadn't asked for present perfect. She had wanted me to demonstrate present perfect continuous. I don't know how I missed that, and I felt like an idiot. I felt as though she could see right through me, that I didn't really know what I was doing or talking about and that I should just head back to the other side of the pond with my tail between my legs.

Not surprisingly, I didn't end up working for this school. However, I did take this humbling experience and use it positively. I had a better understanding of what the interview process would be like for the future, and I knew what I needed to improve. I also learned that I needed

I had a better understanding of what the interview process would be like for the future, and I knew what I needed to improve.

to make sure I fully understood and was doing the task that was asked of me. After some serious self-reflection and realization, I know that my interviewing skills got stronger as a result of this first failed interview and each subsequent successful interview. I am still teaching today and I am very happy with my line of work. I am thankful that I had the courage to pick myself up after this and other mini-disasters and didn't give up. ■

GEORGE BARSE hails from the lesser-known state of Texas where he earned a BBA in Economics and an MBA. He has been teaching Business English since 2011. In his spare time, George enjoys traveling, learning foreign languages and tasting the beers of the world.

ELTAF Conference Report

Authors: Frances Böttinger, Doris Graf & Sybille Alt

We decided to ease into the fall semester by attending the ELTAF 2014 one-day conference held on September 13th at RheinMainHochschule in Wiesbaden. Roughly twenty four workshops were offered in three time slots throughout the day, but deciding which ones to attend was tough – pity we can't be in two places at once!

Some 130 attendees were warmly welcomed in the auditorium by Frankfurt Chair **Liz Jolliffe**.

Marjorie Rosenberg skilfully delivered the plenary presentation entitled *Getting Unstuck*. Tossing out a smorgasbord of ideas, she encouraged the crowd to get out of a teaching rut by:

- self-reflection
- trying something new for the fun of it
- taking risks
- developing your career
- networking with colleagues via organisations such as ELTAS, IATEFL, etc.

Marjorie's final tip was to use more technology in the classroom. She shared some clips from **Vickie Hollett's** Simple English site www.simpleenglishvideos.com which has lots of fun and informa-

tive language videos made together with her American husband Jay.



As a freelance English trainer, Marjorie observed that we can sometimes feel a bit cut off and alone at times. However, as there are so many online platforms that provide support networks for teachers, there's no need to feel alone any longer. It was really inspiring to see so many teachers out there helping in different ways, sharing lesson plans, tips, emotional support and, of course, organizing events such as ELTAF.

Marjorie's down-to-earth pep talk was a perfect jolt for commencing a day of teacher training!



Am I Repeating Myself? Yes, I Teach Young Learners with **Dorothy Sommer**

No, I don't teach young learners, but I have been toying with the idea. In this session, we explored some advantages and disadvantages of teaching children.

Dorothy mentioned that a typical lesson for children lasts 45 - 60 minutes and should follow a clear structure each time.

Here is Dorothy's example of a standard lesson plan:

1. Good morning greetings
2. Roll call
3. Storytelling
4. Arts / Crafts
5. Action game / singing
6. Quiet down game: memory game / bingo
7. Goodbye activity



The session was lots of fun and gave the participants a real feel for teaching kids. Besides the presenter, two other participants were experienced teachers, and their passion for teaching kids was quite infectious.

In addition to publisher stands, there was a table with British goods set up in the lobby. It was simply smashing to chat with the Queen.

A jolly good show indeed!

Reflections from Doris:

A definite workshop choice of mine at the ELTAF conference this year was **Patrick Mustu's** talk on *English for Tax Professionals*.

Being a lawyer himself with extensive experience in tax matters, he approaches his training by specifically taking the language needs of German lawyers and tax professionals into account. He observed that too many legal English language teaching books present legal information and cases as seen against a British or American legislative background. Patrick, by contrast, works from a German legal background and provides his target group with the language input needed from their specific point of view. A workshop well worth attending. The day ended with an extensive raffle session from ELTAF which included books and even theatre tickets! There were plenty

of winners, but I think the few who didn't end up with a prize brought home valuable experiences from Wiesbaden! Thanks to ELTAF for their efforts in putting the conference together.

Reflections from Sibylle:

The ELTAF Conference set off to a great start with **Marjorie Rosenberg's** plenary speech *Getting Unstuck* in which she asked about our routines and if we felt that we were in a rut. She talked about her experience and the experience of the other members in her personal learning network, and encouraged us to try out new ideas (of which she presented plenty). Feeling motivated, I headed to my next workshop.

Claire Hart showed us *Speaking activities that really work* and had us try them out in groups by one participant taking over the role of the teacher and the others being the students.

The final workshop I attended was *A word in your ear* by **Nick Munby** who talked about the English language, its history and its logic. I enjoyed this low-tech workshop that centred on the vivid talk of the presenter.

All in all, I was glad that I attended the ELTAF conference after the summer break because it was a hands-on conference with plenty of food for thought and networking opportunities at the perfect venue of Wiesbaden Business School. ■



Reflections on IATEFL BESIG 2014

Author: Kirsten Waechter

For me, BESIG at Bonn this year started with an excellent plenary session on chunks. A session that people really enjoyed as it presented an interesting way of looking at language, encouraging people to think about how it would help them not only in teaching, but in learning other languages as well. Jeanne McCarthen's talk immediately changed the way I listened to speakers, trying to hear which and how many chunks they used. This was something that continued in the workshops later on, and it was great to see that people started observing themselves using chunks and counting them, for example 'basically' or 'and so forth'.

As at every BESIG, there were people who have been around for a number of conferences, and many of them came here for the exchange of ideas and to get fresh input. As one participant put it: "I came here because I wanted to be around other trainers. We work independently and individually, and I miss that kind of transfer." (Steve) So everybody agreed that there had been three "very interesting days, offering a very wide range of topics. All very original, very hands-on, a lot of practice, something you could start with on Monday." (Uwe)

The variety of input, ranging from story-telling in presentations to materials writing, was hugely beneficial. However, it wasn't all about language and teaching techniques. There were sessions on virtual teams and intercultural issues, with presenters contributing to "a good mix of so many different aspects of Business English. I've noticed this year there is a big tendency towards tech and e-learning, and I've also been to things that have been more about business, less about language, but I don't know if they are especially rewarding for trainers who come here to take away useful ideas and methods." (Dwayne)

In addition to all the usual suspects, Bonn saw a lot of new faces. For first-timers, this advice was put on BESIG's Facebook wall before the conference: Don't do too much as the first time can be overwhelming, which is something even experienced BESIG attendee Claire Hart took to heart: "I've learned a lot, I chose my sessions carefully, I didn't go to sessions in every slot. I liked sessions that were very practical and well presented and you had the feeling you could take the tools with you."

It is good to hear that people loved the variety and the tips, and also got some stimulating ideas outside classical business English teaching, but what about the people who delivered these ideas? Let's hear from a presenter: "I absolutely loved it. Obviously, when you're presenting, it's a little bit different because you've got all the anticipation and the nerves about presenting. You make sure you're very prepared." (Jennie)

That was a common response from most of the presenters I interviewed, including those who gave it a try for the first time: "At this BESIG, I did my first presentation in front of trainers, and I was very anxious about it. But when I was out there presenting, I really enjoyed it, and I got really good feedback, and I'm very keen to present next year again." (Julia)

So what was the impression of some of the first-timers? Here is what one attendee liked about their first conference: "This was my first BESIG, really fantastic, and I did get a lot. I also wanted to get some techniques, to get a bit more creative and to get more variety, and I did." (Steve)



Other first-timers agreed with this, the general opinion being how important such events are for teachers and trainers to get together, talk to people, get new ideas and exchange views.

Another great quality seemed to be the fact that newcomers are quickly integrated into the BESIG family: "I now have the feeling I've really landed at BESIG, I'm enjoying it very much. It's absolutely brilliant." (Elisabeth)

How about the people who worked at the exhibition? This is what one helper said: "I am enjoying it so much, and it's



Photos from Besig member Robert Dennis of Riverstone Language and Communications

interesting to meet so many nice people and to hear what's going on, talk to people. It's been a great experience." (Rebecca)

All in all, the conference was a big success and the university team looked after all the attendees and presenters really well. Without a doubt, I will be back at BESIG next year.



KIRSTEN WAECHTER has been a regular BESIG attendee and presenter since Dubrovnik 2011. She teaches business communication skills, English for special purposes and intercultural courses. She is also a translator, author and co-copy-editor (I get bored easily!) and divides her time between Germany, Scotland and Sweden. You can contact Kirsten here: info@tailored-trainings.de

ELTAS Events 2015

ELTAS EVENTS 2015

January 17, 2015:
Two Workshops Sponsored by Pearson (followed by AGM)
Speaker: Rob Dean
Time: 2-5:30pm
Venue: EBC Hochschule, Olgastraße 86, 70180 Stuttgart

Session 1: Technical English - Technically Speaking... (... and listening, reading and writing...) Easy to prepare, student-centred, multi-skilled, highly versatile... do these describe the sort of classroom activities you like? If so, come and join us for a selection of highly practical ways of adding a bit of variety and enjoyment to your Technical English course.

Session 2: Things to do with the Back of the Book
After the last unit of the book there are inevitably those pages containing the grammar reference, writing bank, irregular verb tables and other such material that to many students (and teachers!) often appear as a boring, mysterious and under-used black hole. These pages however contain reams of valuable material just waiting to be exploited. This highly practical session will therefore look at ways

of putting the back of the book to good use with a selection of easy to prepare interactive activities – many of which were most likely never intended by the course book author!

Rob Dean
Rob has been involved in ELT as a teacher, director of studies and teacher trainer since 1994. During this time, he has taught a wide variety of ages and levels in numerous countries in Europe and South East Asia, and is currently based in Poland. Rob has taught a wide variety of course types, from primary to adult, including exam preparation, EAP and English for business and professional purposes. He has numerous interest areas within the world of ELT, including teaching young learners, teaching with technology, language and culture and task-based learning. Rob now works as an independent international teacher trainer and academic consultant, and travels widely delivering talks, workshops and seminars – as well as online webinars – to teachers all over the world. Over the years, Rob has covered a wide range of topic areas including methodology, language, practical teaching ideas, classroom management, motivation of learn-

ers and blended learning to name but a few.

Note: AGM begins right after the workshops

March 21, 2015:
Red Tape Workshop
Speaker: John Sydes
Time: 2-5:30pm
Venue: EBC Hochschule, Olgastraße 86, 70180 Stuttgart

The workshop will cover topics that most freelance teachers need to know about from when you have to start charging VAT on your invoices to compulsory pension contributions and what you can do if a school or company doesn't pay your bill on time.

- Compulsory contributions
- Being a pseudo employee (Scheinselbstständigkeit) (Scheinselbstständigkeit)
- Invoicing
- Expenses
- Flat rates
- So called 'special' expenses
- Income Tax
- Charging VAT (Mehrwertsteuer)
- Putting a contract together
- Dealing with late bills/unpaid invoices

John Sydes
John has worked as a freelance teacher in Germany for longer than he likes to remember. He moderates a forum for EFL teachers in Germany www.tefl-germany.de and has provided many EFL teachers working or thinking of working in Germany with advice and information. He is an active member of his local English Language Teachers Association in Munich. When he isn't teaching or checking out red tape, he writes his own materials and has written several EFL course and work books for OUP, Macmillan and Pearson.

May 9, 2015:
Persuasion and Networking Workshop Sponsored by Klett
Speaker: Adele Greaney
Time: 10-1:30pm
Venue: Treffpunkt Klett, Rotebühlstraße 77, 70178 Stuttgart

Persuasion and Networking: helping students to express themselves to achieve their business objectives. When teaching Business English, we spend a lot of effort on building up our students' abilities to express themselves confidently and accurately. However, students working in business have needs which go beyond this. A large part

of business communication, both spoken and written, is devoted to persuasion: persuading clients to buy products or services, to accept your price, accept certain terms; persuading colleagues or managers to adopt your decisions, to listen to your suggestions and opinions. In this way, successful persuasion and networking is essential in achieving business objectives. This workshop covers activities we can do in the classroom to develop our students' powers of persuasion in English when speaking and when writing.

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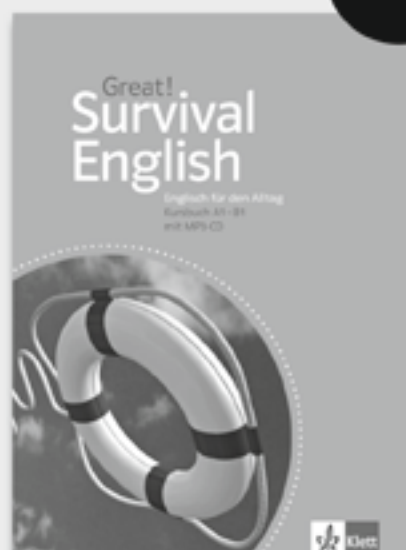
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