



**2-3 July, 2021**  
**Hybrid format**

**META Annual  
International  
Conference for EFL/ESL  
teachers**

**STEP**  
**INTO THE FUTURE**



Moldovan English Teachers Association  
**+373 60 233 305**  
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**2 days**  
**18 speakers**  
**from**  
**12**  
**countries**

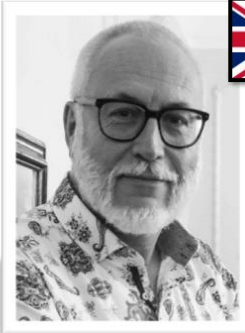




Penny Ur



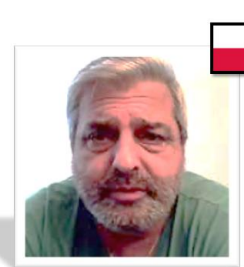
Christopher Graham



Stephen Daniel Brint



Rob Howard



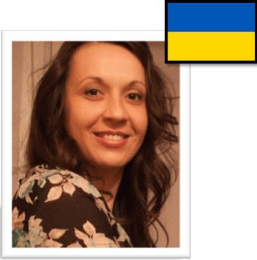
Chris Walklett



Hind Elyas



Irene Sushko



Oxana Korchevskaya



Alexandra Murzina and Elena Solovyova



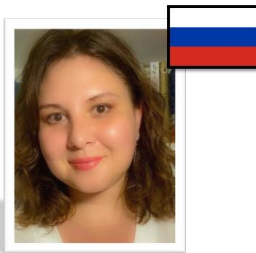
Nadina Carmen Nicolici



Humberto Montemayor



Galina Sharonova



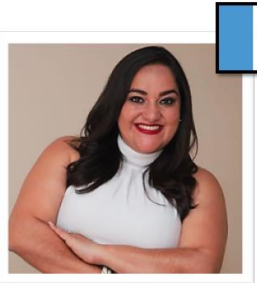
Yusuf Bozkurt



Olga Kvasova



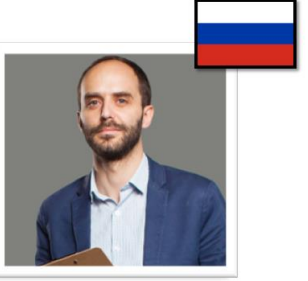
Nadya Rivera



Mark Evans



Antoine Marcq



Juliana Golovneva



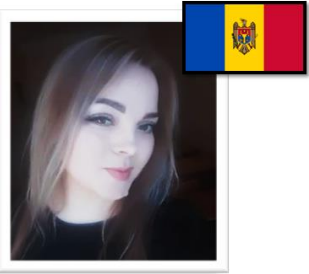
Robert Eckhart



Banani Roy Chowdhury



Ana Boldisor



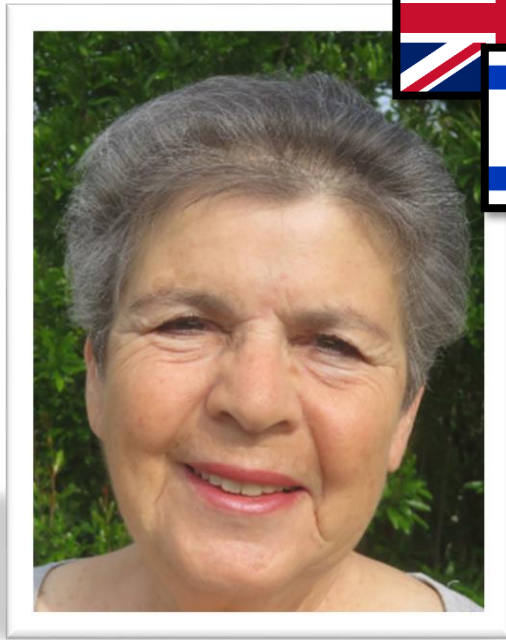
8<sup>th</sup> Annual ELT International Conference

“STEP into the FUTURE”

Register now!

2 - 3 July, 2021

Penny Ur



Penny Ur was educated at Oxford, Cambridge (PGCE) and Reading (MA TEFL) universities. She has thirty years' experience as an English teacher in elementary, middle and high schools in Israel. Now retired, she has taught BA and MA courses at Oranim Academic College of Education and Haifa University. She is primarily interested in practical aspects of effective English language teaching, and has presented papers on related topics at TESOL, IATEFL and other English teachers' conferences worldwide. Her books are published by Cambridge University Press, and include Grammar practice activities (2nd Edition) (2009), Vocabulary activities (2012), A course in English language teaching (2012), Discussions and more (2014), Penny Ur's 100 teaching tips (2016).

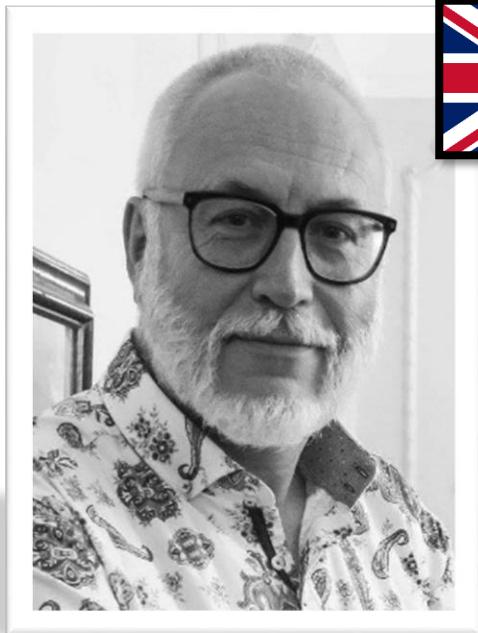
## PLENARY 1

# Seven controversies in English language teaching

In this plenary address, I will be looking at some current controversies in ELT, and suggesting my own 'take' on how they may be resolved. The seven topics are: task-based instruction versus traditional language-teaching methods; online versus face-to-face teaching; the use of L1 in the classroom versus non-use; experience versus research as a source of teacher knowledge; correcting mistakes versus not correcting them during fluent speech; the native speaker versus the non-native competent speaker as a model for students; acceptance versus rejection of published textbooks as a basis for course design.



# Christopher Graham



Christopher Graham holds a degree in Politics from Warwick university, a Cambridge DELTA and is a Fellow of the Royal Society of Arts. He is a freelance English language teaching consultant, teacher educator and writer based in the UK. He has worked in the field since 1981 in over 30 countries for the British Council, ministries of education and international publishers. In 2020, his projects included working on approaches to the digital provision of ELT during Covid-19 in fragile locations, and delivering a large-scale professional development programme online for the British Council in North Africa.

He is one of the founders of ELT Footprint, a 2020 ELTon winner. He is currently working on research and materials writing activities around ELT and climate change for the British Council as part of the Language Teaching for the Planet project.

## PLENARY 2

# From Argentina to Zambia. Intercultural awareness in ELT.

Many English language teachers find themselves discussing intercultural issues in their classes on occasion, especially with university students or business people. My interest is how many of these teachers have regularly employed such topics as a source of content to encourage students to use the language. The core issue from which all intercultural communication stems is self-awareness; and familiarity and the things that matter to you are often good starting points for stimulating classroom communication.

This practical talk will suggest that intercultural communication can provide teachers of adults or teenagers with a range of ideas to provide the content for classroom interaction. We will attempt to define 'culture' and then briefly discuss the key theorists in the field, including a look at the work of Trompenaars and Hampden-Turner. These cultural frameworks can be an excellent skeleton upon which to build a range of classroom activities. The final stage will look at some practical activities and activity types and how they can be used in your classes. There will be a question session at the end.

**Rob Howard**



Rob Howard: Owner of Online Language Center and managing partner of Business Language Training Institute. Joint Coordinator for the IATEFL BESIG, has authored and coauthored several books for EFL, co-founder of the Independent Authors & Publishers. Worldwide speaker on Online teaching, Technology, Continuing Professional Development, Business Development and Image Presentation and the founder of EFLtalks - a finalist for the 2016 British Council's ELTon Award for Innovation in Teacher Resources.

[www.RobHoward.me](http://www.RobHoward.me)

# Thinking Outside the Grammar Box

Too often we get focused and stuck in the coursebook grammar box and can't find our way out. This workshop will offer up some proven methods for getting out and bypassing the box altogether yet still giving the students the tools and support they need to succeed. We will work on these methods in a hands on workshop which, although our practice examples are for advanced learners, can easily be adapted for any level and most ages.



## Dogme Approach – Is it as scary as it sounds?

Every day teachers of English face a number of challenges – choosing the best coursebook and the activities to meet their students' needs or designing activities and creating handouts to go with them. But what if our lessons were less focused on materials and more focused on our students and their specific needs?

Dogme ELT is an approach to teaching that supports the view that teaching and learning should be based on learners' interests and emergent needs, rather than a syllabus prescribed by a course or a coursebook. During the workshop we are going to debunk some common myths about Dogme teaching or teaching unplugged. The workshop attendees are expected to participate as students and reflect as teachers on a few 'unplugged' activities. Finally, I will offer some practical tips on how to introduce Dogme approach into your classroom to create the best teaching moments. The workshop will be of interest to teachers working in different teaching contexts and with different age groups.

Irene Sushko is an ESL/EFL teacher with almost 15 years of experience working with students of different ages and cultural backgrounds. Irene holds an M.A. in Applied Linguistics and TESOL from Ohio University, USA. She is also an alumna of US exchange and educational programs (UGRAD and AE E-Teacher Program). Irene is a certified Business English Trainer (LCCI FTBE) working with some of the biggest IT companies in Ukraine. She is also a founder of ELT Swap Shop – a community of ELT professionals “where everyone is an expert”. Apart from teaching, Irene runs workshops and trainings for English language teachers in Ukraine and abroad. When not teaching or training, Irene likes to blog about here [experience here](https://learn2teachblog.blogspot.com/)  
<https://learn2teachblog.blogspot.com/>

# Stephen Daniel Brint



## DEVELOPING ENGLISH LANGUAGE SKILLS THROUGH VISUAL MATERIALS

The session will propose approaches and activities for teaching grammar and vocabulary, writing, listening and speaking as well as literature and mediation skills. Drawing on materials such as film trailers, TV commercials, short animated films, informational videos, cartoons, magazine adverts, photography, paintings and posters – I aim to help teachers develop their own approaches and identify resources for both finding and adapting the content they wish to use. At a more theoretical level, we will consider how these kinds of materials aid memorability, engage students emotionally and cognitively, develop empathy and foster creativity. During the talk, participants will have the opportunity to experience several activities as students.

Dr Daniel Brint is a teacher and trainer with special interest in literature, visual media and creative writing. Daniel worked for the British Council for 25 years and is now director of Upper Street School of English, Madrid. He gives teacher training courses and is an online tutor for the Comunidad de Madrid and the University of Alcalá. Daniel has written material for Cambridge University Press's textbooks CITIZEN Z and PREPARE and is co-author of the British Council-Espasa collaboration 'Las 500 Dudas más Frecuentes del Inglés'. He is a board member of TESOL-SPAIN and collaborator with the DADORIS Educational Foundation, Spain.



# Nadina Carmen Nicolici



## Engaging with Vocabulary Learning

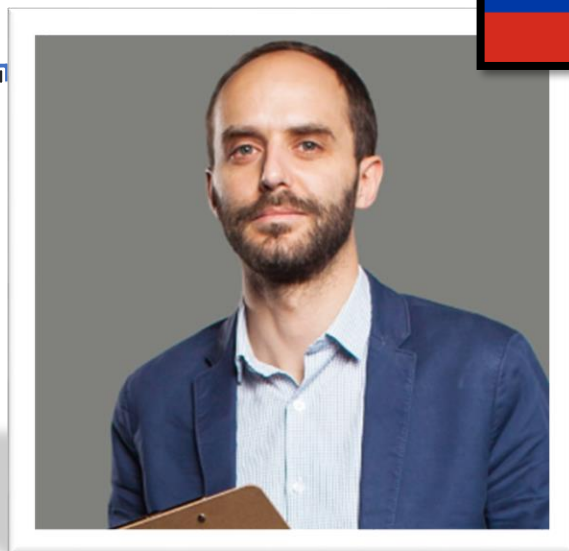
Too often we get focused and stuck in the coursebook grammar box and can't find our way out. This workshop will offer up some proven methods for getting out and aDuring this workshop, the participants will be introduced to different methods and techniques they can use in their classes so that their students learn new vocabulary for real, and most importantly, remember what they learn. The teachers will reflect on their own teaching, they will think about and answer some questions, for instance “When do you teach new vocabulary and why?” or “How many words do you teach during a lesson?”. Then, they will find out about one innovative method for teaching new vocabulary which can be used both online and offline, and they will learn how to use it during a hands-on activity.

The session is aimed at teachers of English as a foreign language who teach in middle and high schools. bypassing the box altogether yet still giving the students the tools and support they need to succeed. We will work on these methods in a hands on workshop which, although our practice examples are for advanced learners, can easily be adapted for any level and most ages.

Nadina Nicolici is a teacher of English as a foreign language and the international projects and programs coordinator at Lorin Salagean Technical High School in Drobeta-Turnu-Severin, Romania. She completed her BA in French and English, and she holds the CELTA qualification. She is a country trainer for British Council (English for the Community project), and the coordinator and teacher trainer for the program “Confident Teacher, Well-off Community”. She is a National Geographic Certified Educator, and a Fulbright TEA and SUSI alumna. She is an OPEN alumni community lead (content creator) for OPEN Community of Practice. In 2009, she received the title ‘Teacher of the Year’ in Romania at The Education Awards Gala.



Antoine  
Marcq



Antoine Marcq is the co-founder of the teacher platform Resource Education and the English language center English Connection. He specializes in developing advanced communication skills and accurate fluency. His mission is to provide teachers with the materials and training to excel in their field.

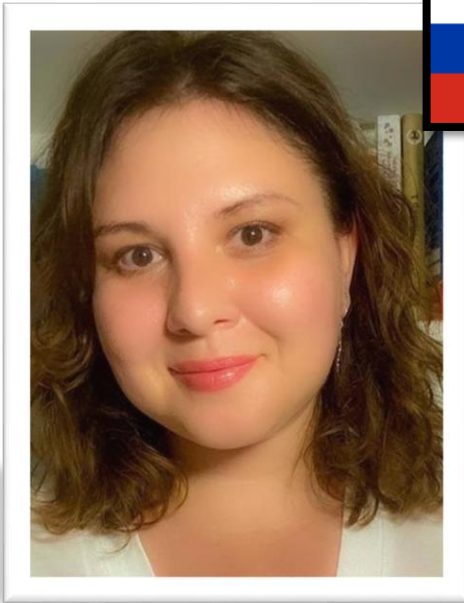
# Developing constructive communication skills

Too often we get focused and stuck in the coursebook grammar box and can't find our way out. This workshop will offer up some proven methods for getting out and bypassing the box altogether.

We all know that constructive communication comes from a solid combination of self-expression and listening skills: expressing our ideas and opinions clearly and respectfully and reacting and adapting to the arguments and emotional cues of our interlocutor. In this workshop, we are going to explore the 5 Pillars of Identity and how to implement them in our sessions. These activities engage students in the communicative process considering more than just logical arguments. Your students develop a whole new range of skills to reach their communicative goals.

We will work on these methods in a hands on workshop which, although our practice examples are for advanced learners, can easily be adapted for any level and most ages.

Galina  
Sharonova



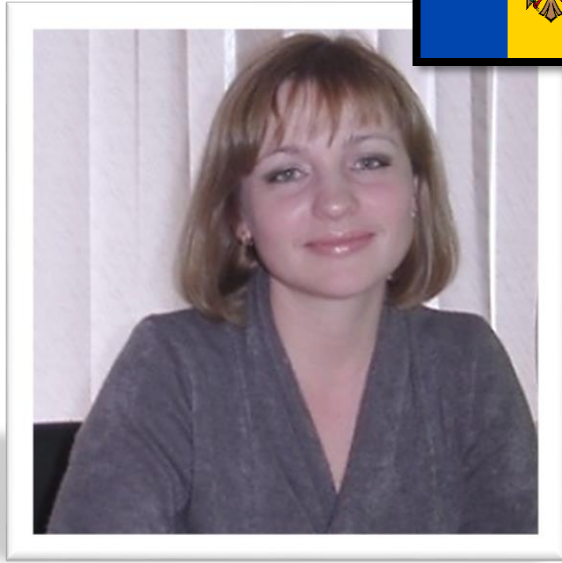
Galina Sharonova is a CELTA, Delta M2 qualified teacher and a certified Cambridge teacher trainer (Train the Trainer). Her professional experience includes 15 years of teaching and 10 years of training teachers. Galina is a keen learner and teacher trainer whose interests cover CPD, the lexical approach, making use of materials and international exams.

## Resourcefulness with no extra resources, or how to fully exploit your course books

Today resourcefulness is an essential part of teaching. You may desperately try to find and copy piles of extra materials or you may decide to use what you have. In this practical session, participants will learn how to design engaging and personalized follow-up tasks with no worksheets. They will also discover the ways to get the maximum benefit from limited resources. It is going to be a very practical session supplying participants with ready-made solutions and tools.



Oxana  
Korchevskaya



## Teaching Critical Thinking Skills: Description and Interpretation

During the session we'll have a look at critical thinking through the perspective of observation and interpretation which are core skills of a critical thinker. The participants will learn to distinguish between description and interpretation, to practice writing descriptions and interpretations of a photo and learn to implement interpretation as a tool to develop critical thinking skills. The participants will also see how description and interpretation worked in a lesson. By the end of the workshop the participants will be able to apply interpretation to teaching reading, writing, speaking and listening.

I have been into teaching for about 20 years. I'm an active META member. My teaching experience includes secondary school teaching, university teaching and currently I'm a teacher-researcher. The sphere of my scientific interests is teaching critical thinking and inquiry based teaching. I'm the author of some publications on the problems of teaching English as a foreign language.

Olga Kvasova



Olga Kvasova, (PhD in Language Education) is Associate Professor of Methods of Teaching Foreign Languages at Taras Shevchenko National University of Kyiv, Ukraine. She has worked in FL teaching for over 30 years. Her current research explores pre- and in-service teacher language assessment literacy. She has published broadly in the national and international journals/peer-reviewed volumes. She is the founding president of Ukrainian Association for Language Testing and Assessment (UALTA).

# Assessing Skills of Oral Speech Efficiently

The workshop is aimed at the teachers concerned with teaching and assessing oral speech in EFL classroom. It will overview the typical tasks for teaching/assessment of oral skills with the focus on benefits and pitfalls of each kind of task. The participants will be presented with the analytic rating scales to assess oral production based on the CEFR. They will further be familiarized with the principles of developing own rating scales tailored to the specific learning/teaching context. Practical tips for conducting efficient assessment of oral skills will be provided.



Hind Elyas



# Covid Blueprint: Practical Strategies for Teachers and Students.

During these challenging times, educators worldwide had to find different ways to cope with the new challenge of teaching online. As educators we are used to being around people, students in our classrooms, other teachers in staff rooms, administrators in office, colleagues at conferences and many more. There are many ways people can respond to the situation that has been forced upon us. We can either complain about all the difficulties we are facing or look at it as an opportunity to develop and grow. It was an opportunity to attend free top-notch webinars and online events to learn about integrating technology in our classes, participating in exciting discussions, joining communities of practice, learning from colleagues, and sharing one's ideas. Teachers and educators have been more involved with technology, and for me, this has been an opportunity to learn more about the different online tools that can be used in the classroom. In this session, I aim to talk about how I have managed the challenge of lockdown and quarantine.

In my session, I will also share insights on helpful practices that have motivated me, inspired me, and helped me become more productive in the classroom. I will also shed light on the importance of professional development, and I will share some of the events I have attended, organized, and participated in during lockdown. The participants will learn about teaching techniques and strategies that could engage, motivate and prepare their students

for the new normal, the online world..

Hind works as an English Instructor at the Leading National Academy LNA, Niagara College in Saudi Arabia.

She is the Executive Secretary at Africa ELTA, IATEFL GISIG Issues Month Coordinator, and Incoming Chair of the TESOL international Professional Development Professional Council (PDPC).

Hind was selected as a 2021 TESOL International Leadership Mentoring Program Award recipient and a TESOL Convention Ambassador.

Her former roles include the Acting Vice President of TESOL Sudan and the PD Coordinator at KSAALT TESOL (Kingdom of Saudi Arabia Association for Language Teachers) and a National Geographic Advisor for the development of a new academic skills series. Hind is interested in testing and assessment, and she is a founding member of the English Language Testing Society (ELTS). Her areas of interest also include 21st-century learning, student engagement, and differentiation in the classroom.

80 min

**WORKSHOP**

# Humberto Montemayor



English teacher who became Cambridge international exams evaluator, teacher trainer, philosopher, psychologist, on the pathway to become a data scientist. Love to integrate technology in the classroom, as well as meaningful real life experiences.

## How to integrate technology and science in a low resources classroom.

Novice and expert teachers find a way to apply new and known technologies in their classroom, in order to make learning more meaningful and enjoyable. Discover the potential of technology and programs we commonly use, at the same time we discover new easy access technologies.



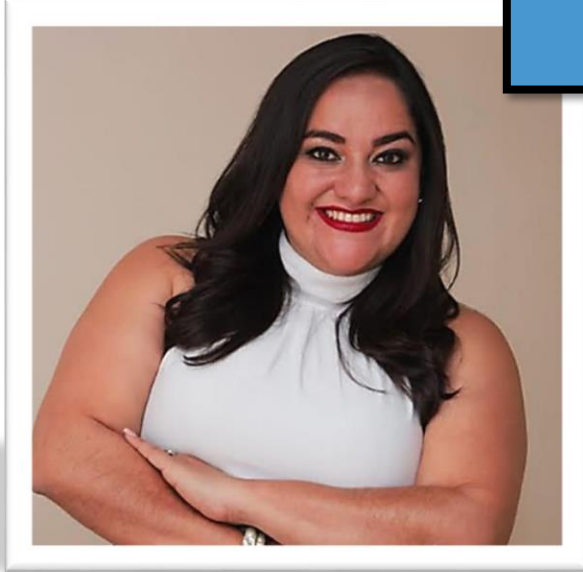


I am an EFL/ELT/EAP teacher/teacher trainer who also lectures History at a one of the UK's leading universities. My passion is using songs and song lyrics in the classroom as I am convinced of the learning potential inherent in songs, be it language, theme or otherwise. I am a TedX talker and also the author of the Teaching Tracks series of books which unlock the language learning potential inherent in songs and their lyrics and also highlight hidden abilities in the users of such resources.

## Tain't What You Do (It's The Way That You Do It) - Using songs to explore themes and language in the ELT Classroom.

Songs and especially their lyrics are an underused resource in ELT which is odd that as they contain everything needed for use in language teaching. Their ability to focus on authentic in situ language (including vocabulary, grammar & pronunciation) is a real strong suit. Songs also come into their own when thematic areas are being considered as they are a great way to educate and enlighten learners of all levels, abilities and backgrounds. This interactive session part-talk, part workshop will offer guidance and the criteria necessary to assist attendees in making decisions about song selection and activity choice. The presenter hopes to convince the audience that with this resource it is very much a case of 'taint what you do, it's the way that you do it'.

**Nadya Rivera**



# Going Global in school

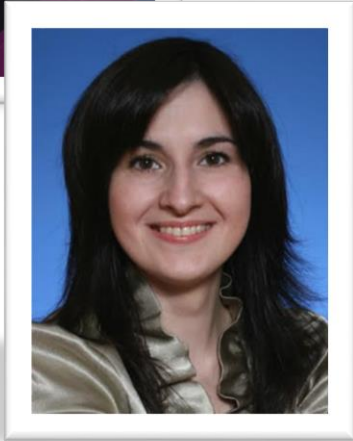
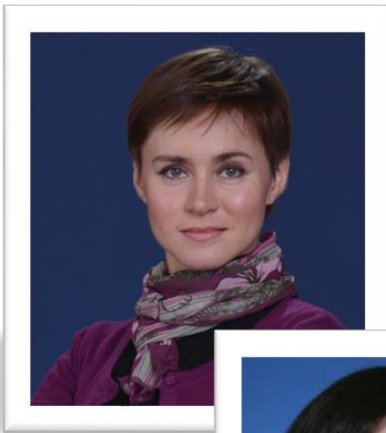
Teachers interested in forming global citizens will learn why they should and how to do it. Strategies, activities and process all covered during allocated 20 min.

Nadya is the Global Education Coordinator and teacher at SEK Guatemala. She is also an Educational Consultant for The Organization of American States and The International Development Bank. She holds a BA in Education from Florida Atlantic University, an International MBA from MCA School of Business and an MA in Project Management from Universidad Isabel I, Spain. She has specialized in Global Citizenship and Intercultural learning throughout the years. Her main goal in education is to globalize her school by reaching out to teachers from around the world and creating intercultural learning opportunities for teachers, students and families. Nadya was shortlisted among 13,000 teacher from around the world on the Dedicated Teacher Awards hosted by Cambridge University Press. She is actually nominated for the Global Teacher Awards 2021.

**Panel  
Discussion  
20min**



Alexandra  
Murzina and  
Elena Solovyova



**Alexandra Murzina** - ESL teacher in Gymnasium 41 (Novouralsk, Russia), a winner of the National Contest of the Best Teachers of Sverdlovsk Region (2018), expert of National Exam in English, higher qualifying category. **Elena Solovyova** - ESL teacher in Gymnasium 41 (Novouralsk, Russia), a winner of the municipal contest Teacher of the Year (2021), expert of National Exam in English, higher qualifying category.

# Promoting inclusion through project activities

The report deals with educational project activities with young learners. It describes the contribution to inclusive growth by supporting partners in better response to the aspirations of young people as well as strengthening youth involvement in national development. We share experience of international contest SDGs On Friendly Terms and say how to encourage young generation to become active, tolerant and sympathetic.







## International Cooperation and Impacts

I will explain the benefits and outcomes of international projects and activities, especially for students. The participants will get some information about those activities and they will listen to my experience about those activities.

It is for teachers, directors of schools, academicians, students of any level and young people.

I have been an English teacher for 24 years. I work at a high school now. Also, since 2004, I have been doing EU projects and student exchanges with schools from EU or other countries.

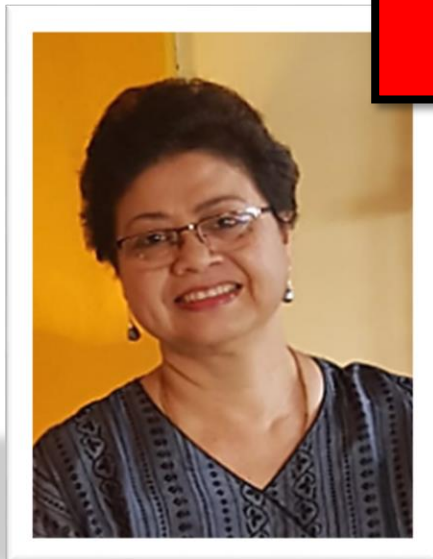


## Online Informal Learning of English

I will try and introduce a strategy teachers can use to coach students to strategically utilize online materials such as YouTube to tailor their language learning and cultural understanding. It has never been easier for language learners to focus on the target language and culture and teachers can help students be strategic about maximizing the benefit they get from their time spent online.

I taught for 20+ years at Ohio State University and was ultimately the Executive Director of the Combined ESL Programs, with a staff of 50 teachers and graduate students. I have degrees in business, law, and cultural studies and draw on all three in my teaching. I have been the director for summer language programs in China, Turkey, and Indonesia and I was a Fulbright Scholar at Minsk State Linguistics University.

# Banani Roy Chowdhury



Banani is a TESOL qualified educator serving the Institute of Applied Technology under the supervision of Abu Dhabi Vocational and Educational Training Institute in the United Arab Emirates since 2008. She has served both the Indian and the Middle Eastern environment and is familiar with public and private education sectors. Apart from her Masters in English Literature (M.A) Banani did her Cambridge CELTA from Stanton School of English, London, and Cambridge DELTA from CELT Athens, Greece. She is specialized in designing EAP (English for academic purposes) curriculum and is highly skilled in using interactive web 2.0 tools and applications for classroom activities. Banani pursued her neuro-education on 'Mind Brain and Teaching,' (a program on special education) at the Johns Hopkins University, USA. Her mission as a teacher is to prepare her students to develop greater skills in Academic English, both written and spoken, for success in a globalized society influenced by technology.

## Online Learning Design

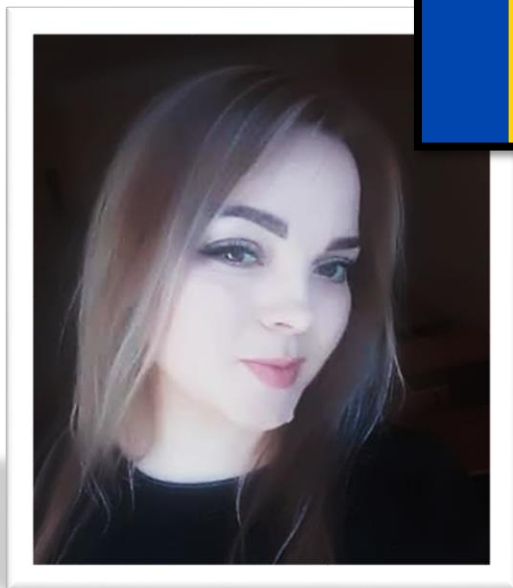
A new trend is emerging, and all the courses are getting altered. Students are taking advantage of the convenience provided by online instruction, and teachers are presenting theoretical content in an online format with depth and richness. Online Learning Design and its methodology ensure that learning engages learners' minds, increases their curiosity, knowledge, skills, and attitude. This session will show that the framework of Online Learning Design consists of a learning strategy, learning resources, and support mechanisms to provide guidance and feedback. The presenter will also highlight the methods of presenting academic content by using synchronous and interactive instruction platforms available within the school system.

Panel  
Discussion  
20min





Ana Boldisor



I'm a II degree English teacher at LTPA "ELENA ALISTAR" Art High School, Chişinău. I've been teaching English for 13 years. The last 2 years were really productive, because I have managed to realize many activities & Projects with my students, that is what I'd like to share.

Educating young people to respect intercultural values within international collaboration, the requirement of democratic society

My presentation is aimed to instruct teachers how to implement intercultural Values teaching during English lessons, through (online) collaboration with international school partners. Based on personal experience.



**Mark Evans**



I have been teaching English for 11 years across all age ranges, and at all levels in the UK.

## Received Pronunciation

Is Received Pronunciation important in ESOL teaching and learning? Is RP speech dying? – we will try to answer these questions together.



**Juliana  
Golovneva**



Juliana Golovneva is an Advanced Neurolanguage® Coach, Cambridge CELTA certified teacher, founder of ALANGI Educational Centre, trainer, and mother of two trilingual children. She has more than 20 years of experience teaching English to children, teenagers, and adults. She is passionate about learning languages, neuroscience and its use in education, and helping students of all ages overcome the language barrier.

## Leaping over the Language Barrier

Why do learners find it hard to speak English? How can we as teachers encourage them to step out of their comfort zone and coach them in their journey to fluency? In this presentation, I will outline the causes of language barriers from a neuroscientific point of view and present practical solutions to them. Yes, your students can leap over the language barrier and find freedom in effective and fruitful communication!

**Panel  
Discussion  
20min**





# Reps from

1. Moldova
2. Romania
3. Russia
4. Ukraine
5. UK
6. USA
7. Spain
8. Israel
9. Turkey
10. Guatemala
11. Saudi Arabia
12. United Arab Emirates