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The art of lion taming

Elaine Friedrich has some tips for behaviour management when teaching children English.

The alchemy of successful lessons

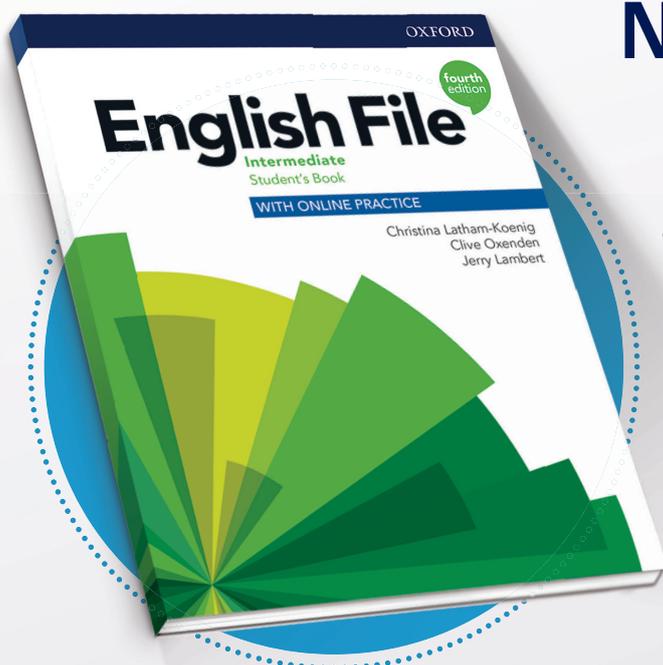
Kate Gottwald shares many useful activities from Simon Marshall's Melta workshop.

Special Section

The Melta community remembers two ELT greats: Michael Lewis and Ilse Wolfram.

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Message from the Chair

Michael Lewis, who died last March, was not the first person to observe that language doesn't consist solely of individual words and specific grammar structures, but also of longer, more-or-less fixed expressions, phrases and collocations. Everyone who's ever tried to learn a foreign language or examined very closely his or her own native language will have noticed this phenomenon. But Lewis was the most insistent and certainly the most provocative proponent of the view that focusing learners' attention on multi-word patterns – what he called “chunks” – could substantially increase their success in foreign language acquisition. He was also instrumental in converting this view into a practical teaching methodology. It isn't necessary to agree with all his claims – for example, that English verb grammar is best understood as a type of collocation – in order to effectively apply that methodology, the so-called Lexical Approach, in the classroom. As a result, Michael Lewis has had a powerful impact on English language instruction for nearly three decades. Therefore, it's fitting and proper that he should be remembered in this issue of *Melta News*.

Of course, the Lexical Approach isn't the only methodological advance to have improved the quality of English teaching in recent years. Others include task-based learning, the communicative approach, methods of improvisation, storytelling and personalization, and strategies for increasing learner autonomy and enhancing intercultural awareness. Each of these innovations and others like them has, in turn, spawned literally thousands of useful ideas. And it's to help teachers exploit these ideas and thereby expand – in the spirit of Michael Lewis – the number and range of their pedagogic resources that Melta exists.

I'm very sad to report that Ilse Wolfram passed away in early June. Ilse was not only a founder of Melta, a member of the Melta committee for many years and a tireless promoter of all things Melta-related; she was also a great friend and a source of joy to all who had the good fortune to know her. This issue of *Melta News* is, accordingly, dedicated to her.

I hope you have a great summer, and I'll see you at another Melta event real soon.



Randy Perry

Message from the Editor

Perhaps you've noticed that *Melta News* looks a little bit different this month. That's because our wonderful former editor, Steph Shellabear, has passed the torch on to me. Putting together the newsletter has been worth the effort, as I got an insider's view of all of the interesting things going on in Munich's ELT world. I would very much like for YOU to share your story! See the Call for Contributors page to find out how.



Tenley van den Berg

We'd like to welcome our new members:

- Ruth Percy
- Wolfgang Zillner
- Sharon Slager
- and welcome back to Katherina Winkler

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OMISSION

FROM LAST NEWSLETTER:

Thanks to the English Teachers Association Switzerland for kind permission to reprint the article “A Lifetime in English Language Teaching” by Briony Beaven, which appeared in *Melta News* 95/Spring 2019. This article was originally published in ETAS Journal Winter 2018.

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Article submissions can be short (~250 words), long (~650 words) or anywhere in between. You are also welcome to submit book reviews, infographics, tips, brief reports on interesting articles or events, philosophical musings, quotes—whatever you think might interest at least some of a diverse group of English teachers. Be creative! If you would like to contribute to *Melta News* but are unsure what to write about, just contact us, and we'll find something for you.

We also have a regular section called "Teacher Clinic" in which our "agony aunt" answers your anonymous questions. Please submit your questions to the email below.

- Please submit your article in Microsoft Word or compatible format.
- Please do send pictures! Please submit pictures, illustrations, and tables as separate files and with a resolution of 300 dpi or above.
- Don't forget to add your biographical data (a picture and 30–50 words about you).

Call for Contributions



Melta News is published three times a year: spring, summer and autumn. Submissions are due on 28 February, 30 June and 31 October.

And finally, have you found some mistakes in this newsletter? Put your eagle eye to use and join our editing team!

Please send your contribution and enquiries to melta.news@melta.de.

We'd love to hear from you!

Teacher Feature

Rachel McIntyre and **Zoe Kostarev** have been friends since they met more than seven years ago at the international playgroup Zoe was running at the time. Now they are both English teachers.

When and why did you decide to become an English teacher?

Since moving to Germany and having children, I'd been thinking of teaching English for the flexibility it allows, but I really wanted to try returning to business to utilise my MBA. But finding the right kind of role with part-time hours was difficult. I realised that teaching business English would allow me to use my skills and keep up with the business world, so in autumn 2018 I signed up for CELTA at the MVHS. My mum (who was a teacher) had been on at me for years to teach, which is part of the reason why I think I resisted for so long! But I should have listened to her and done it years ago.

Can you describe doing the CELTA course in 3 words?

Brilliant, brilliant, brilliant!

Right, so it seems you enjoyed it! Can you say more about why that was?

Having never taught before, I needed to learn the basics: how to plan and structure a lesson, how different people learn, where to find the best resources, how to respond in the classroom and how to get an idea of what works, what doesn't, and why. CELTA introduced all that



Rachel McIntyre also did her CELTA at MVHS, but 15 years ago. She worked in language schools in Munich, spent seven years back in the UK teaching at the University of Manchester, getting a DELTA and having a child, before moving back to Munich where she teaches at LMU in the English Studies department.



Zoe Kostarev was born in the UK and lived in Paris before moving to Munich in 2009. She worked for over ten years in sales, recruitment and management, completing an MBA whilst on maternity leave. She began teaching English just a few months ago, having finished her CELTA course at MVHS in February.

and more. I really enjoyed the teaching approach and how hands-on the course was. And I met some wonderful, like-minded people, who I hope will be friends for life.

So you started teaching for real in March, yes? What kind of classes do you have?

Yes, I started teaching in March, although I had been doing some one-to-one teaching during the CELTA course. Currently, I'm teaching business English in companies in Munich around B1/2 level, where the students are looking to develop their skills to sound more professional and competent when using English. I also teach a couple of senior professionals one-to-one and have an A1 course with the MVHS, which I absolutely love.

When I saw you shortly after you'd done CELTA, you were buzzing from the experience and the thought of getting going (reminding me of how I felt when I'd just finished). Are you still enjoying it a few months on?

Yes, I love it. Again, I wish I'd done it years ago.

What do you find most challenging about teaching?



Like a lot of native speakers, I don't know my grammar very well, and I'm not convinced I always explain it in the best possible way to my students. I'm learning every day, though. My grammar is a lot better than it was and I'm not so afraid of teaching it.

What has been your scariest moment so far in class?

The first lesson with a new group is always scary—especially the A1 class, as I wasn't sure how I was going to be able to communicate with



them. But it went fine and they were lovely. Tricky grammar questions also make me a bit nervous, but thankfully there haven't been too many of those yet!

And what comes next?

Well, I'd like to teach a few more classes, including at MVHS, as I really like the atmosphere there. I also plan to attend more Melta events, as the ones I have been to so far were excellent, and other training events to keep growing and developing as a teacher.

Impressum

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Melta mission statement

Melta is a regional professional association for all teachers of English working in the Munich area: freelance teachers at companies, private schools and the *Volkshochschule* as well as state school teachers. Established in 1989, Melta is part of a wider network of English teachers' organisations throughout Europe and has especially close ties to other English Language Teachers Associations (ELTAs) in Germany. Melta is also affiliated to the International Association of Teachers of English as a Foreign Language (IATEFL).

Melta provides a forum for information and experience exchange, training and teacher development and social contact and support. Melta's activities include presentations by leading EFL/ESL guest speakers and practical workshops and demonstrations.

For further information about Melta, contact

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Visit Melta at www.melta.de

Melta five-a-day: summer fun

The sun is (often) shining, the weather is (mostly) sweet... Here are five different activities from **Bethan Stokes** all based on the topic of summer and holidays. Have fun!



1. I know what you did last summer...

A quick, fun speaking activity to practise past tenses and questions.

Materials: None

Time: 10–15 mins

Level: All

Activity:

Give students a couple of minutes to think of three facts about their last summer. Two facts must be true; one must be a lie.

Depending on class size, split students off into groups or do as a class. Students take it in turns to tell their three facts. The other students then have to ask them probing questions to find out which fact is a lie.

Follow-up activities could include writing a poem about the holiday, students telling the class about their partner's holiday, etc.

2. Travel Agent Speed Sales

A holiday-themed speed-dating activity to get students talking and dreaming of their next summer break...

Materials: Summer holiday adverts (online or from magazines/newspapers)

Time: 20–30 mins

Level: B1 +

Activity:

Give each student a summer holiday package advert. You can usually find these in magazines, newspapers, or online (search suggestion: summer holiday package 2019).

Tell students they have a few minutes to write a sales pitch for their holiday. They also have to think of potential questions an interested holidaymaker may ask them.

Put students into two rows facing each other. Tell them that one side is playing the role of the travel agent, while the other side is an interested holidaymaker. The travel agent has two or three minutes (you decide) to sell their holiday to the person in front of them. The holidaymaker should take notes because, at the end of the activity, they will have to tell the class which holiday they have decided to go on and why.

The holidaymakers move from one travel agent to another until they have heard from each one. Then ask each student to tell you which holiday they will go on and why.

Before reversing the roles, do a quick error-correction session on the board with mistakes you heard during the first round. Write the mistakes, and students have to write down how to correct them. Go through each mistake individually. Leave these on the board and remind students to try and avoid them in the second round.

Repeat the exercise with the travel agents now playing the role of the potential holidaymaker and vice versa.

3. Holiday disaster!

A useful roleplay activity to practice potentially real-life holiday scenarios.

Materials: scrap paper

Time: 10–20 minutes

Level: B1+

Activity:

Get students to think of disasters or problems which could potentially

occur when travelling and/or while on holiday e.g. luggage doesn't arrive at the airport, hotel bathroom keeps flooding, someone picks up a sickness bug, connecting flight cancelled, hire car breaks down, etc.

Write these scenarios onto scrap pieces of paper. Put students into pairs or threes, depending on class size. Give each pair/group one scenario.

Students have five minutes to rehearse a roleplay based on their scenario. It can take any direction they like; encourage them to be as creative as possible.

Students take it in turns to perform their roleplays to the class.

You could then regroup students and have them roleplay different scenarios, create a class roleplay, do the roleplays in groups with no practice time (the latter is more of an improvisation activity but perhaps closer to a situation students may find themselves in when travelling).

As a follow-up, you could take one of the scenarios where something goes wrong with a service e.g. lost luggage and tell students to write a letter/email of complaint.

4. Find someone who... summer edition.

A summer twist on this classic activity.

Materials: None

Time: 10–15 minutes

Level: B1+

Pool summer activities on the board with the class—the more obscure, the better. Students vote on their favourite nine or twelve activities.

Get students to draw a grid and fill it with the chosen activities. If needed, you could revise the present perfect vs. past simple here.

Students then have to mingle and find someone who has done one of those activities. When they find someone who has done it, they have

to ask them two follow-up questions. For example, two follow-up questions to 'have you ever been scuba diving?' could be 'where did you do it?' and 'who did you do it with?' They write the person's name and the answers to the two questions in the corresponding square of their grid.

Depending on class/grid size, students can only get two positive answers from the same person. The first person to complete their grid is the winner.

As a follow-up, ask each student to tell the class one thing they learnt about a classmate e.g. 'Toby has been on a safari. He did one three years ago in South Africa with his family.'

5. Kim's game: holiday edition.

A simple activity to teach/revise basic summer items and vocabulary.

Materials: a tray (optional), lots of summer items e.g. a beach towel, sunglasses, sun cream, insect repellent, flip flops, a snorkel, a map, etc. (the more, the better!), a big tea towel or a table cloth.

Time: 10–15 mins

Level: A1+

Activity:

Lay out all your summer items on a tray/table. Go through each item with the students and make sure they know what it is. You could also ask follow-up questions such as 'what sort of holiday would you need this on?', 'what is this used for?', etc. You can get as creative as you like with the items you bring. The more obscure the item, the better (especially for stronger groups). Also throw in some random, non-holiday items too, just for fun e.g. a cuddly toy.

Give students a couple of minutes to look at the items. They have to try and memorize as many as possible.

Cover the items with a tea towel or a table cloth. For the first round,

you could just get students to see if they can remember all the items on the tray/table. Remove the cover and see if they were correct.

Give them a minute or so to look at the items again. Cover the objects, and this time, remove one thing without your students seeing. You could alternatively get students to close their eyes or look away while you're doing this.

Remove the cover. Students have to see which item has been removed. The first person who shouts out the item which you've taken away is the winner of that round. Repeat for as many rounds as you like. Try moving the items around to make it a bit more difficult.

You could do a lot of follow-up activities when you've finished playing, such as writing a short story with X amount of words, writing a marketing campaign or sales pitch for an item, rebranding an item, writing a poem about an item, describing an item and students have to guess what it is. The possibilities are endless!



Bethan Stokes is originally from the UK and has lived in Munich since September 2015. She started teaching EFL in Madrid in 2013, completed an MA TESOL at UCL Institute of Education in 2015 and currently works at the University of the German Armed Forces in Neubiberg. She enjoys developing teaching materials and trying out new activities in the classroom.

The art of lion taming: behaviour management when teaching children English

Teaching children can be rewarding yet challenging. **Elaine Friedrich** has some tips on how to maximize the rewarding part and minimize the challenging part.



When I speak to other trainers, I often get the impression that teaching English to small children is the poor relation of TEFL. Common reactions are “I could never teach children. I prefer to teach English at a higher level” or “You’re brave! How on earth do you control them?” It leaves me feeling like an illiterate lion tamer. And yet teaching English to preschoolers is challenging, satisfying, highly entertaining and lucrative. It demands versatility, patience, tolerance and creativity—a skill set no different from that which is required when teaching adults. So if it’s behaviour management putting you off teaching little ones, then here are a few tips and tricks from my years of working with small children.

Set yourself and the children up for success.

This means you should have realistic expectations about how the children are going to behave. Small children will not sit still and listen for the entire duration of your lesson, as the concentration span of preschool children is only 2–5 minutes. This is a challenge for the preschool English teacher, but there are a few things you can do to keep them engaged, such as using actions or flashcards. Even something as simple as singing a command, changing the tone of your voice (keep it friendly) or getting one of them to turn the page of a book you are reading to them will get them back on track.

Be predictable.

Small children love routine. It makes them feel confident when they know what to expect. Always let them know if you plan to do something different, as anxiety can disguise itself as misbehaviour. Have a song for beginning the lesson, a song for ending the lesson and a song or chant for things you want them to do. There are lots of good songs and chants on Pinterest.

Use Total Physical Response.

TPR is a method of teaching language through physical movement. A good example of this is “Head, Shoulders, Knees and Toes”. The children will remember the actions even if they don’t quite get the words, giving them a feeling of success. It gets them moving and they have fun, which in turn reduces stress.

Ask to use the kindergarten’s sports hall for your lessons.

You will have a lot more options when it comes to lesson planning and will be able to incorporate Total Physical Response to a greater extent than in a classroom.

Don’t introduce too many new words or concepts. Children may be like sponges when it comes to absorbing information, but they process information slower than we do, and overload can lead to tears and tantrums.

Use chants to maintain discipline and get the children’s attention. There will be times when the level of noise equates to an AC/DC concert,

The concentration span of preschool children is only 2–5 minutes.

and they won't do a thing that you tell them. Be prepared by teaching them a few chants in advance. You shout "1,2,3". They reply "Eyes on me". You shout "4,5,6". They reply "Lips are zipped". Once you've got their attention, you can then give them instructions. Another trick is to start clapping rhythmically. The children will automatically start doing it too, and once again you have their attention. My favourite trick for silence in the classroom is choosing a child to sit in the teacher's chair. This child then gets to choose the quietest child in the group to take his or her place. A word of advice: change your methods often, as they tend to lose their effectiveness through overuse.

Remember that all behaviour is communication. A child may not be able to tell you how he is feeling and this may express itself in shyness, unwillingness to participate or negative behaviour. Lack of attention and disruptive behaviour may also indicate that your lessons are not being well received, so be reflective. If you can understand the motivation behind the behaviour, you may selectively choose to ignore it. Try to find something the disruptive child is doing right and praise that. Always notice good behaviour and praise it.

Have lots of tricks up your sleeve.

At one point, I taught in several kindergartens. As the children were all the same level, I prepared one lesson for the whole week. In some classes, the lesson was well received; in others it was doomed to failure. A lot depends on external factors. If the weather has been bad, and they have been unable to run about in the playground or if there has been some upset at home or in the kindergarten, the children may be unsettled and may not be receptive to your lesson. In that case, you have to offer them something different. Spend the lesson singing, playing games, telling

stories, doing roleplays, colouring in—anything that makes it fun for the children.

Be fair, funny and firm.

Choose your battles carefully and never let it escalate to a power struggle. If a child's behaviour cannot be ignored or made light of, then give the child a warning and tell her what the consequences will be if she continues. Be sure to carry through with the consequences.

Change your methods often,
as they tend to lose their
effectiveness through overuse.

Be kind. If you do have to tell a child off, then do so gently. Get down to their level and tell them how you would like them to behave. If you notice a child having difficulty paying attention, then offer them a way out of the situation. Go to the child and say "Ben, I see you are having difficulty listening today. Why don't you come and sit next to me? That way you'll be able to hear better". Take his hand while you are saying this and lead him to his new place. I have never had a child refuse this offer, but if they do, give them a second chance. If that doesn't work, follow through with the consequences.

Reward effort and not the result. English in kindergarten is not a competition to see who is best. Be lavish with your praise for their efforts. If a child is too shy to speak, then get the whole group to speak along with him. I like to give the children a folder for their worksheets, and at the end of every session, they get to choose a sticker for the cover. This is usually incentive enough for them to be on their best behaviour.

Working in a kindergarten on a day-to-day basis, I notice that the number of children we have with challenging behavioural problems is increasing from year to year. This means that the chances of having such a child in our preschool English class are also increasing. I suspect that one reason for this is that the parents are often convinced that their child's behavioural problems stem from boredom in kindergarten, and therefore choose to send the child to English lessons, as they believe it will be a challenge. Another reason could be that English lessons get the child out of the group for an hour and give the nursery staff a break. Depending on the severity of the behavioural problems, the extent of your understanding and patience, and the effect it has on the group, you may decide to exclude that child. Do so kindly. Every child wants you to think well of them.

Finally, a little food for thought: Dr Karyn Purvis, a world-renowned developmental scientist, and her team, determined that it takes approximately 400 repetitions to create a new synapse of the brain—unless you teach through play, in which case, it takes between 10–20 repetitions. And teaching through play is something lion tamers are very good at doing.



Elaine Friedrich is a Scot who has lived in Munich for 30 years. She is currently employed as a group leader in a kindergarten and works in the VHS teaching adults and children. She has a great interest in behaviour management in early childhood education and creating a positive learning environment for both her preschoolers and adult students.

A peek into everyday life in Turkey

Learning cultural norms while living and teaching in a different country can have delightful challenges. **Fran Vince** gives us some insight into what she has learned living in Alanya, Turkey.

When we moved here to Alanya, Turkey, more than eight years ago, we were constantly confronted with new things, new places, new people, lifestyles and customs. As the years rolled by it all, of course, became “everyday” and normal. We were not surprised to see, for example, a whole family on a motor-scooter as it weaved back and forth through the busy traffic, with Mum riding side-saddle, her baby balanced on her arm. We were no longer surprised because we simply no longer notice it—it had, of course, become part of the daily scene.

The same was true with the many little intercultural differences. They were new to us. How to behave in

certain situations, what to say and so on. Mostly we now know what to do and say, and yet we realise that we will never truly think like

You German people always
want to know how long
someone is staying!

Turks however long we live here. Visiting our friend Abdullah recently, we asked him if Dina (a Russian committee member who spends her time between the USA and Alanya)

was back in town. He told us she was. We asked how long she would be staying—so we could maybe see her while she was over here. Abdullah laughed and “No idea, I didn’t ask her” was his reply. He smiled and continued, “You German people always want to know how long someone is staying! When did you come? When are you leaving? Here in Turkey they come, and we are just happy to see them. They can stay as long as they like! Allah Allah!” And he slapped his hands together as he chuckled.

Another cultural difference, perhaps, is the attitude to soldiers and the police, who are regarded as something akin to heroes. Last month the



local university (the one where I used to teach) sent an invitation to committee members and other folks to attend the graduation ceremony of some of their students. This was to be followed by an Iftar (fast-breaking) meal together. It was Ramadan. A bus was laid on to shuttle the visitors from the town centre out to the uni. It was due to leave town at 15.30. At 14.35 a message came on WhatsApp saying the event had been cancelled as a sign of respect for two Turkish soldiers who had been killed in Syria. I felt dreadfully sorry for the two young guys who were killed and also for their families—war is such a waste of lives, time and property—but I wondered why a graduation ceremony with speeches, food, but not a drop of alcohol, and absolutely no remi-demi needed to be cancelled. Will the students not graduate now, I wondered?

While on the topic of folks dying, funerals are worth a special mention. When someone is very ill, or even when they then die, people say “It was God’s will” and appear not to be too put out about it. False impression! With any funeral there is a strict protocol to be adhered to as well. Firstly, the deceased is buried as quickly as possible—within one or two days. No, not because of the heat but because that way they will then reach heaven more quickly. Hundreds of people turn up at the cemetery for the funeral. The wake is not immediately after the funeral but takes place over a period of about one week. During this time, friends, family, neighbours and anyone who knew the deceased visit the remaining family member(s) and are given food to eat. The local council lends out tables and chairs which are set up in the garden or yard of the house or on the street. People visit to pay their respects, eat, leave and the next group arrive. One can write a condolence letter, but this should be followed up with a visit, whenever

possible. Just writing something is not sufficient.

There is a similar procedure for weddings. A real Turkish wedding has at least 1000 guests. And it often lasts a whole week. On one day the family members will be invited to the home, the next day friends come and are fed, then business partners, etc. etc., culminating, on the final day, with the main bash in a hotel. The ones we attended each had 1500 guests. It is normal to give the bride and groom money. On the birth of a baby the present is usually gold in some form.

And the “national drink”—
tea—should never be refused!

With so many Turkish people living in Germany, everyone nowadays is aware, I believe, that it is forbidden to enter a home or a mosque wearing shoes. Workmen, too, remove their shoes when they come to your house and enter in their bare (sometimes rather smelly) feet. Friends are given a pair of house shoes to wear (we have a stock in different sizes, and I always give them a spray of disinfectant when folks leave!)

And the “national drink”—tea—should never be refused! Deadly sin to commit—or so we were told. We do often refuse it, however, apologising politely, as we cannot drink that much black tea. We tend to accept the offered water, instead.

Have you ever realised how often we greet people with “How are you? How’s it going? How are things with you?” and so on. At work, on the street, on the phone. It is exactly the same here, but they seem to have even more of these little expressions than we do! For example, if you see

someone working you say “Kolay gelsin”, which more or less means “May it come easy to you”. They even have a special greeting to say to someone who has just had a shower, and when someone sneezes you wish them a long life! There are so many expressions for hello and goodbye depending on the time of the day but also depending on who is leaving. If someone leaves your home, you wish them Güle güle (go smiling), but you do not reply with the same—the departing person(s) has a number of goodbye expressions to choose from.

In the Turkish language you wish someone good afternoons, good evenings, good nights as well as good/happy holidays, happy New Years/happy Christmases. Always in the plural. However, if you put a number in front of a noun, then it is always in the singular so there are three girl living next door and seven day in the week. Even the word for “a lot” indicates the use of the singular. No wonder I will never learn Turkish properly.

I have a lot of book here in my home and, as I’m am now going to put my feet up and have a read, I’ll wish you “Good evenings” for this day.



Fran Vince has taught English all her life. She studied English and music in London, moved to Germany in her early 20s and founded Vincenetenglish in the 90s. She now lives in Turkey, from where she acts as back “of beyond” office for her daughter Heidi, who now runs Vincenet. In Alanya, Fran assists on the foreigners’ committee, is a member of the German–Turkish society and enjoys singing in an international choir.



Necessity is the mother of invention

By keeping an open mind, **Susan Jane Alexiadis** found a niche in the English-education market. She shares with us how she developed the ENS (English Native Speakers) programme.

“One thing just led to another, and all of a sudden I was in business”. Ever heard that before? Well, that’s exactly what happened to me.

I was minding my own business (!! being a mother of three, when a glaringly obvious need popped up. I ignored it for a while, hoping it would go away. But this one was here to stay. I guess that’s how a lot of entrepreneurs start off.

When my eldest daughter Stella entered the 3rd grade, I noticed that the school English lessons were not tailored to her needs. How could they be? She’s a native English speaker growing up in Germany. Stella doesn’t do boredom well. She was underchallenged, and I was concerned she would end up becoming the class clown, or worse. That’s why I approached the class teacher on the first parents’ evening with a proposal. I offered to write a learning programme for Stella to work on during the regular English lessons, incorporating the social studies topics that would be covered in class. The teacher was very open to my idea. Being a trained primary school teacher, it wasn’t too hard. At the beginning I was only one jump ahead of Stella. I would write each lesson just in time for her to do it. After a while I caught up. Within a year I had created a complete learning programme for Grades 3 and 4. Stella was loving



Susan Jane Alexiadis is an educator, writer and translator. Australia is her country of origin and Munich her city of choice. An experienced primary school teacher, Susan now writes educational programmes for English-speaking children living in Germany. Her passion is for language and literacy, and for her three (bilingual) children.

I had unwittingly stumbled upon a niche in the market.

it and her English was progressing in leaps and bounds.

Word spread, and more families wanted to get involved. I realised that our family was in no way unique. I had unwittingly stumbled upon a

niche in the market that was just waiting to be filled. After posting on some English-speaking Facebook groups, the responses started flooding in. Replying to individual inquiries became too unwieldy, so I started a Facebook page. Once that was no longer manageable, I recorded videos which explained each lesson. Then I streamlined things even further by creating a self-service website, which meant that I was no longer the “middle-man”. Customers are now able to buy my programme without me even knowing about it. The first I hear of the transactions is the notification email letting me know I have a new customer, followed by a message from my bank, informing me that money has

I never thought my teaching skills would take me on this path.

been transferred to my account. This is completely manageable and allows me to focus on the programme content, rather than the nuts and bolts of the transaction process.

It’s been a long journey, but a very worthwhile one. I never thought my teaching skills would take me on this path. Somehow, it’s very satisfying to know that I don’t need to pigeon-hole myself as a classroom teacher. With the help of technology, teachers can do any number of things. It pays to keep your eye out for a need. If you have the passion and tenacity to follow through, then the sky’s the limit.

I never lost sight of my initial vision. My second child is now working through my English programme, and my third child is chomping at the bit to get started. It just goes to show that, contrary to popular opinion, those who CAN, teach!

The Westend Story

Tamara Lutz, the owner of Westend English, tells us the “Westend Story”—unfortunately without singing and dancing.

Have you ever thought of owning your own business, or more specifically, starting your own language school? Here is how it happened for me. I considered becoming an English teacher right after graduating from university. At that time, I had had a taste of international travel and wanted more. I opted instead to move to the Rocky Mountains and work full-time in higher education and student affairs administration. I loved this career, and the thought of moving abroad to teach English never really crossed my mind again.

It was answering phones at a large English school in Munich that got my foot in the door.

That was until I met a terrific German guy who was getting ready to move back to Munich. You can imagine how the story goes from here: Less than two years later, I left my position and moved to Munich as a newlywed.



Since the higher education system in Germany looks very different from the on-campus life in the USA, I found myself searching for a completely new career path, while desperately trying to stay in the world of education. It was answering phones at a large English school in Munich that got my foot in the door. Step by step, I moved from personal tutor, to teacher, to service manager before going on maternity leave to have twins.

I greatly missed teaching while I was busy at home with my newborns. I missed not only the connection with students, but also how much one can learn about Munich, Germany, and the rest of the world, during the lessons. The more students speak, the more they benefit, and the more the teacher learns as well.

As my maternity leave came to an end and it was time to start working again, the language school I had worked for in Munich was in the process of closing down all of its German locations. Surely, the need for face-to-face lessons still existed in Munich, right?

While I had previously done some tutoring in my home, I didn't like that tidying up a two-toddler home was part of my class prep. I dreamed of a location where I could see students back to back and have everything ready to go when I walked in the door. This dream, along with the desire to communicate with adults, was enough motivation to start the business planning process. IHK (Industrie und Handelskammer) was a great resource and provided free coaching to help with the difficult questions about starting one's own business.

Thankfully, I was able to rent a three-room, street-level space. To help offset the cost of rent, the idea of using the rooms as seminar space when I am not using them myself came up in conversation with my husband. Also, co-working space has been becoming more and more popular in Munich. This was another

There are days when cleaning up after two toddlers seems like a much more manageable task.

aspect of the business plan that helped make the prospect more feasible. With a little effort online and good old-fashioned word of mouth, I found there really was a need for short-term rental space where the renters were happy to be part of an English-speaking environment.

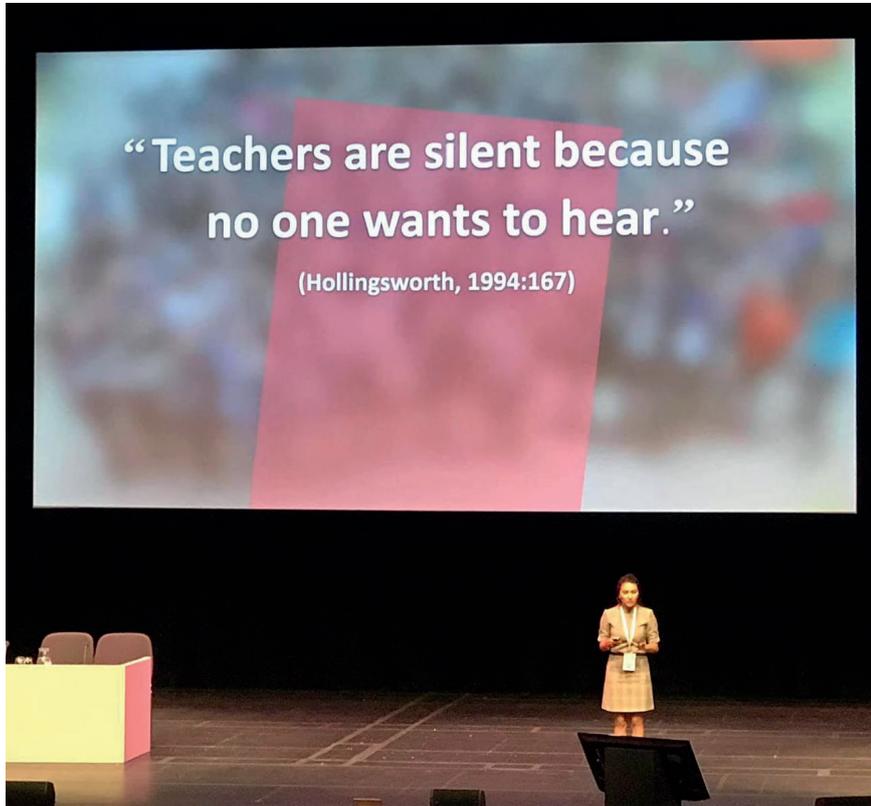
Having my own business with various sides to it has been both incredibly challenging and rewarding. I currently have multiple renters who use the space for a variety of seminars or lessons. On the teaching side, between one-on-one and conversation classes, I have active students from almost twenty different countries. There are days when cleaning up after two toddlers seems like a much more manageable task, but the people I spend time with and all the new things I learn from them keep me happily moving forward. If you have questions on how to start your own school, please feel free to get in touch with me, and I would be happy to show you around Westend English.



Tamara Lutz has a pair of old skis hanging in Westend English as a reminder of her previous home nicknamed “Ski Town, USA” in Colorado. Thanks to the combination of culture and closeness to the mountains, she loves living with her family in Munich. She has an M.A. in International Communications from Macquarie University in Australia.

Inspiration and empowerment

Marcela Harrisberger shares her experience at the 53rd International IATEFL Conference and Exhibition that took place in Liverpool from 5–9 April.



Professor Paula Rebolledo delivers her plenary.

The conference was an inspiring event with a great number of talks on learner autonomy, coaching and diversity in the classroom. The Special Interest Groups organized a showcase where they gathered all the related talks in the same room on the same day, and it was much easier to focus on a particular area of development. I presented the talk “Coaching students to success—classroom tools and techniques” as part of the Learner Autonomy SIG and was absolutely delighted to have had around 100 people attend my

It makes you ask yourself:
What’s the point of all this?

session, given it was the last one that day.

The plenary sessions were also highly motivating, especially the opening plenary with Paula Rebolledo, a professor, researcher and consultant from Chile. In her talk “Teacher empowerment: leaving the twilight zone”, she explored the real meaning of empowerment and what research findings suggest regarding its role in students’ achievement. She questioned whether the term is being used solely because it is a buzzword which sells, or if it really brings benefits to teaching and learning. She defined teacher empowerment as “a process whereby teachers develop autonomy to make decisions and exercise their professional judgement about how and what to teach.” In her research she found out that most theories on the subject are regarding general education and that very little is related to ELT. She presented the “6 dimensions of teacher empowerment”, which are: impact, professional growth, autonomy, self-efficacy, status, decision-making. In order to gather realistic data on the issue, she conducted research to hear from teachers what empowers and disempowers them. She discovered that teachers feel empowered when they can make decisions regarding materials they use, what they are going to teach, when they attend events and what they share with colleagues. They also feel empowered when they are learning and when they experience self-efficacy. According to her findings, even though external events contribute to the enhancement of teacher empowerment, teachers feel disempowered because they are rarely consulted when it comes to decisions regarding important issues which affect their work, such as class size, schedules, coursebook selection and curriculum design, and also when their expertise is undervalued or ignored. At the end of her talk, she recommended some ways to

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The organization of the event
was impeccable.



Brazilian teachers attending IATEFL

help teachers truly feel empowered, through the promotion of democratic decision-making, risk-taking, collaborative action and teacher-led professional development.

This plenary in particular was quite mind-boggling, considering the number of teachers who came from all around the world to attend the conference. It is a bit disturbing to think that most of these teachers will not be able to apply what they learned to promote better learning results in their classrooms. It makes you ask yourself: What's the point of all this? But in a way, it was provoking food for thought.

All in all, the conference was very productive. The venue was great despite its size (depending on the talk, you would have to walk five minutes to get to the room), and it was way better than the previous one in Brighton last year. The organization of the event was impeccable. There were a lot of volunteers ready to give information and help you in any way you needed, including technical support for presenters.

Next year the conference will be held in Manchester from Saturday 18 April to Tuesday 21 April 2020, and I will definitely be there—hopefully presenting a talk again.



Marcela Harrisberger is an online English teacher, a teacher trainer and a certified professional coach. She is Brazilian, but she is based in Germany. She holds a CELTA, a degree in Educational Psychology and another one in People Management. She writes a blog at www.coachingforelt.com.br



Opening IATEFL Liverpool 2019

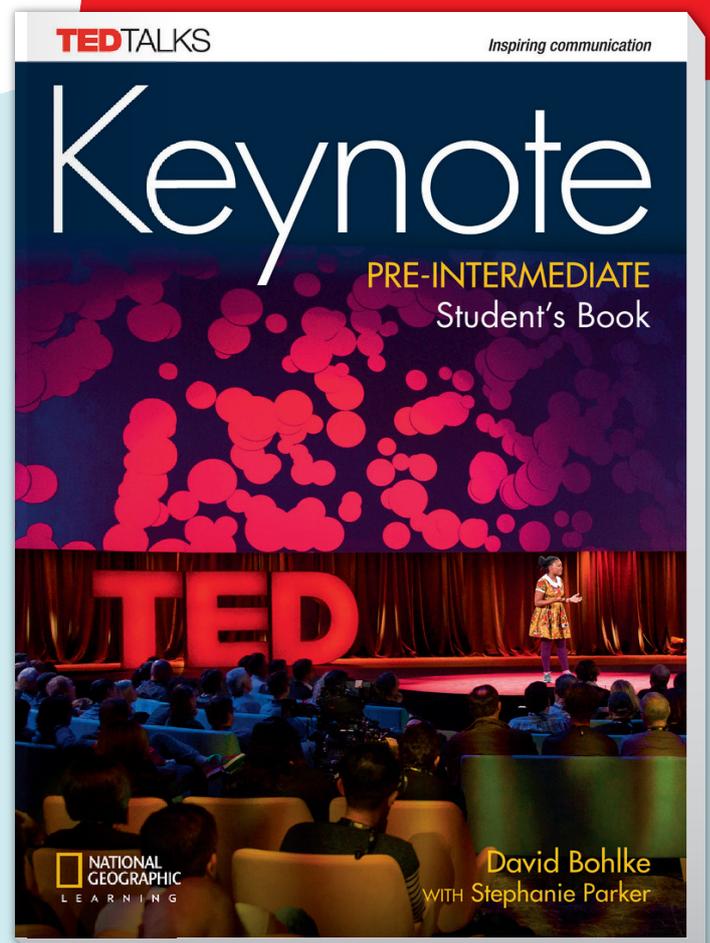
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Using leverage

Arthur Barton reports on Michael Mould's Melta workshop, "Flexible, powerful and simple activities that can leverage any class to create industry-specific and useful lessons for the participants", which took place on 29 June.

How do you make a lesson interesting, authentic and focused with demonstrable performance measures?

Answer: You attend Michael's Melta talk.

You missed it? Oh dear, you'll have to wait a long time to get the same impact in so short a time!

So now you know what you missed, let's look at what Michael presented. He admitted it was mainly for a Business English (BE) teachers' audience but let's ask at the end whether this could be used for non-BE lessons.

Split your participants into at least two groups of at least two people each. Ask your students to take out their smartphones and look for a photo they are willing to share with the group. Ask them to explain why they chose the photo and describe the photo to their group. Students will always make mistakes when they are talking, but that's why they come to the lessons. Teacher (T) needs to note mistakes to be discussed later but must not interrupt the Students (Ss). Sometimes fluency is more important than accuracy. Ask Ss to compare the photos in their groups



Arthur Barton is a retired accountant who has discovered the love of teaching at the wrong end of the career path. He is interested in gardening, so all of his participants become his cuttings, which have to be nurtured, cared for and encouraged. Following best traditions, he talks to them. They read a lot and discuss the books they have read. They suffer with coursebooks but as little as possible. And, for whatever reason, his plants grow and get stronger each year. He sees no danger of them turning into Triffids ... yet.



You cannot get more authentic than using the real situations that participants have been in.

and choose one to tell the other groups about.

To raise the level of interest and challenge the Ss to give of their best, give their teams/groups points. You are the arbiter of the points. There is no prize to be won, only the prestige of being in the winning team. This works particularly well for BE Groups, we were told. You have to try it and judge for yourself whether you can raise the level of interest and motivation in this way in non-BE groups.

While this exercise is going on, T can note the typical range of mistakes being made: tenses, voice, adjectives, wrong use of word for later focus.

Instead of photos, you could ask: "What is the headline in the newspaper today?" or "What was the story on the Facebook page of your company?" Same rules apply! Get the Ss talking about something THEY choose and listen for the mistakes they make.

Needs-Analysis: Ask the Ss to discuss with a partner what they think they need to concentrate on in the course. Ask the groups to report back and note their themes on Post-its on the board. Then agree which were the most frequently mentioned points and record THEIR choice of themes. Note the Ss need to be involved and give THEIR input for later reference and to demonstrate to the other Ss what THEY chose and wanted to focus on.

Ask Ss to put their Post-its up in different corners of the room or board so that they have to move around to see what the others thought.

Needs need to be phrased in ways that can be measured for performance.

Need: To work effectively on the telephone, answering customers' enquiries...

Result: Do you feel more comfortable taking questions on the phone? Yes? No?

The expected result already gives you, the T, the specifics to work on. What are the questions that the Ss are asked most frequently on the phone? Let's write them down. How would Ss respond to those questions? Let's write the possible answers down. Each lesson these FAQ's and responses need to be practised, and after a time, they will be automatic.

The Ss need has been fulfilled for this item... Tick! Ss will not be fluent in English, but they will have the confidence to do what they need to do.

Tip: Use Quizlet to generate flip cards with the FAQ questions, and on the reverse side, the answers. Quizlet can be downloaded to the smartphone and looked at anywhen to revise and/or practise the FAQ responses.

Tip: Use internal newsletters, if possible, from the company where you are giving lessons or from a competitor. If the newsletters are in the public domain there should be no problem. The newsletters of competitors are loaded with potentially interesting articles for the group. Sometimes the newsletter is even in English.

Tip: Use “TED Ed” as a source of class discussion material. You can set up questions for your class members to answer, based on a TED Talk. We were told that this is possible, but doing is believing, and I have not done it yet. This is one of the tips that I need to research further.

Balderdash: If you want to practise vocabulary, you can use Bal-

This was not to say that you ignore errors.



derdash as an event/game but NOT “to learn Vocabulary”. The idea is to avoid naming the elephant in the room and have fun while ... learning vocabulary. There is a great explanation of Balderdash at: <https://owl-cation.com/academia/How-to-Play-Balderdash-With-a-Class>

Obviously, this is something you can do with a BE Class or non-BE class.

I have been reading “Tortilla Curtain” with a C1 class, and I can definitely see an opportunity to use Balderdash. T.C. Boyle’s texts are full of lovely strange words!

You could also use Balderdash or Quizlet to practise any specific vocabulary for any special interest groups.

Confrontation exercises: Everyone has had situations in which they have agreed or disagreed with a particular statement or decision. If the situation was in German, that’s fine. Find out what the situation was and what the problem was. Then write dialogues on the board to illustrate the statements made and the disagreements. Ask the class how they would interrupt. How would they agree? What encouragement would they give? How would they express encouragement or disapproval?

You cannot get more authentic than using the real situations that participants have been in.

Tip: if you need to use the internet in a building where you have no internet access, you can use a “surf stick”, but check out the cost!!! It could be 10€ per month!!!

There were plenty of other activities which we practised, and by the way, Michael admitted that coursebooks can be useful at A2 level and earlier.

Summary:

Michael’s goal was to demonstrate the power of authentic material. Of course, there are coursebooks out there, but if you want to gain the interest of your participants, getting



Michael Mould has worked as a full-time English trainer in Munich for nearly ten years. He has been heavily involved in learning material development, including online resources for much of this time. A big believer in modernising the way English is taught, he has always placed a heavy emphasis on moving away from “photocopier-based training” and focusing instead on dynamic, student-specific course content. He also enjoys working in trainer development and runs trainer webinars and workshops several times a year.

them to generate/obtain the course material, for example the company newsletter, makes the chosen articles immediately pertinent to their situations. By asking questions and listening carefully to the answers, you can concentrate on the things that are interesting for the participants and get away from looking for and correcting errors. This was not to say that you ignore errors. You can keep track of errors and come back to them. If there are lots of errors in a specific grammar area, you can do a focused session on that area using the situations already introduced by the participants. If you have defined the needs, written the dialogues to respond to those needs with the Ss, and if you have practised them, do you think the Ss are going to be more confident in handling those situations? There you have your performance achievement documentation.

Can you use these ideas to animate a non-Business English class? Try it and see.

The alchemy of successful lessons

Kate Gottwald gives us a thorough run-down of Simon Marshall's Melta workshop on 30 March. Here she shares many useful activities.

Although it was the first sunny day in a long time, the classroom at Gasteig was packed. The workshop was full of tasks and activities which could very easily be applied to all levels of learners. Simon's communication style was easy and fluid. We changed groups and partners frequently and did many activities which required walking around and talking with one another. The afternoon flew by.

What comes to mind when you think of the word alchemy? Simon started the workshop by asking us to discuss that question in small groups. He then asked us to share what we had discussed. The ideas from the groups were similar: all involved change from a simple element to one with more value. For Simon, alchemy in the classroom takes place when the thoughts in the students' heads are transformed into words—when students experience activities whose start is simple but whose outcome is greater. Simon shared many activities with us which have the potential to make this change possible.

In the course of his presentation, he emphasized that language practice has value for a student when it is personally significant and enables them to talk about “stream of life” events. Discussion topics should always be ones you and the students are happy to talk about in a group. He encouraged us as teachers to harness technology, not to worship it.



Kate Gottwald is from Hawaii, USA, and has lived in Europe since 1998. She completed her CELTA training in 2015. She teaches at the VHS in communities near Munich. She enjoys being outdoors, especially paddling in a canoe with her family.

He feels that a YouTube clip is still a clip, not “the real thing”. Listening in real-time—in the here-and-now—stimulates different parts of the brain than audio recordings do. Providing students with live listening activities, where, for example, the teacher is engaged in telling a story, and the students are engaged in listening, can be more productive and valuable for the students than an audio recording of that story. He pointed out that live listening enables the storyteller to pause for effect, adapt the story to the audience, react to the audience and use body language.

... alchemy in the classroom takes place when the thoughts in the students' heads are transformed into words.

Participants found the workshop very helpful. Some of their comments were: “immediately usable”, “very interactive”, “never boring”, “can use what I learned”, “fun, hands-on”, “great lesson ideas”, “easy to use”, “insightful, well thought out”, “we learned a lot by doing” “we got to put all activities into practice”, “very relaxed, easy” and “relaxed presentation, active participation of audience”.

Here are some of the activities and thoughts Simon shared with us:

The first of Simon's activities was called “big years”. He showed us an overhead with dates and information. Groups were given the task to “look at the clues and have a guess” as to what the dates signified. After hearing our ideas, Simon then told us what they really meant. We then went on to make a list of our own “big years” with descriptive clues, which we showed to a partner who asked us about them. Simon empha-



sized that students should pick dates and events they are happy to talk about.

“big years”

1965 – change of environment

1982 – abroad/war

1992 – sporting achievement

2008 – Did this horror really happen?

2026 – The end of an era?

This activity gave participants a chance to practice speaking, listening, and formulating questions. It could be used for all language levels.

“Intuition” was an activity which focused on listening in the here-and-now. Simon asked us to discuss in groups what we understand by the word intuition: how to pronounce it, whether we've ever had intuitive feelings about future events, and whether we trust our intuition. The group ideas were then shared with the class. Following this discussion, we were given the task to come up with three questions to add to those he had written on the board:

Anecdote: Lucky escape from an accident.

Where }
When } did the accident happen?
How }

Simon wrote the group questions on the board beneath his own questions. Many of the groups picked up on the theme of intuition in their questions. We then listened for the



Simon Marshall has more than 30 years of experience working as a language teacher and trainer, has published many articles on teaching methodology and is jointly responsible for the design and delivery of CELTA courses at York St John's.

“... without a system of formal constraints there are no creative acts.” Noam Chomsky in *Language and Freedom*.

“Four squares” was an activity which had a minimum of input and a big output. It's grammatically focused (but the students aren't aware of it), gives practice in a natural use of the present perfect, has lots of relevant question/answer exchanges and is easy to set up. Simon had us draw a square on half a piece of paper. We then divided that square into four equal squares. Here are the sentences he read aloud that helped us to pick the words to write in the boxes:

Write the name of a country you've been to and would like to return to.
Write the name of a country you've never been to and would like to go to.

Write the name of a country you've been to and are not too keen to return to.

Write the name of a country you've never been to and will never go to.

After filling each of the four boxes with one word (name of a country), we then proceeded to ask our partners about the words in their boxes. Asking the initial question: “Have you ever been to ...?” was important, but even more interesting were the follow-up questions: when, why, why not, have you got plans to go to ...? Some subjects suggested for discussion were music and food, although nearly any subject could be used for the activity.

The last activity Simon presented was one to familiarize students with language people really use, something he feels textbooks often overlook. He had us draw three col-

answers to all of these questions as we heard Simon tell his story with animation and engagement. We discussed the answers to the questions on the board and then took turns re-telling the story with a partner, changing roles of listener and speaker every thirty seconds. Topping off the activity was a chance for us to write our own conditional type-III sentence based on Simon's concluding statement of “If I hadn't worn my rucksack, I would've been more seriously injured”. We shared the statement with a partner, giving us a chance once again to practice listening and speaking.

After completing this activity, he had us reflect on the benefits of live listening. Why is it a valuable teaching tool? Well, by having learners think of questions before the story, they are more likely to listen to the story actively—they will care about finding out the answer. The storyteller is also able to tailor the story to answer the questions presented, pause for effect, adapt the story to the audience, react to the audience, use body language to communicate, make eye contact with the listeners, emphasize words, and “in-teach” vocabulary (discussing vocabulary at the time it is heard, rather than teaching it before). He pointed out that generating questions not only gives students practice in grammar; it also gets them involved in the story being told. Having learners take turns telling a story gives them the responsibility to listen and develops their creativity.

Another activity Simon had for us was “walk and swap”. It's a wonderful get-up-and-move-around activity. First, each student was given a slip of paper with a word and its definition on it. Then, we were to read the word aloud to our partner, ask our partner if they knew the word, and, if the word wasn't known, to give the definition. After each partner shared their word, we swapped

papers and walked to a new partner. This activity could be used as a way to review or introduce vocabulary, and repetition of the words helps to store the knowledge in the brain. The activity could easily be adapted to all levels of learners.

The next activity was a lipogram, where a particular letter or letters are left out of a piece of writing. Simon put three questions on the board. In groups we talked about our answers to these questions. We then read and copied down a short text he had put on the board. Following that we re-wrote the text keeping the sense of the writing but were not allowed to use the letter “a”. In Simon's example, the questions and text were related to our experiences with cars and driving. The text could be re-written in groups or individually.

—————
We went home inspired ...
—————

Simon had us discuss what skills were needed to complete a lipogram. Comments given were that it trained skills in reading comprehension and activated passive knowledge in spelling, vocabulary and grammar. It was challenging because it made us think about our opinions on a subject. It was a motivating, rewarding activity in which participants had fun co-constructing a piece of writing.

Simon pointed out that preparing students for a task is important, and this was especially true for this activity. They must understand the rules of the task and need a good base of vocabulary and grammar. It is also vital to do the task yourself before giving it to the students to make sure that it really can be completed. He showed us his rewrite after ours were completed. Simon shared a quote from Noam Chomsky that reinforces the benefits of this activity:

LMU International Conference 2019

Betsy Hollweck gives her take on the International Conference 2019: Educating the Global Citizen. International Perspectives on Foreign Language Teaching in the Digital Age, which took place on 25–28 March.

umns on a piece of paper. The left column was titled “Meaningless” the right column was “Meaningful”, the middle column was titled “Iffy”. Our task was to put a sentence he read aloud into the column that was appropriate for us. After all sentences were read, we discussed in groups where we put them and why. He told us to “defend your choice”. A sentence had no meaning for some listeners, while others found it relevant, understood what it was saying. The explanations we listeners gave led to more discussion. The activity is best suited to B2+ to C2 students. Some of the sentences he read to us were:

“Which one of you is the fish?”
 “I’ve been leaving this pub for six hours!”
 “Where did you get Friday from?”
 “You’d better make that orange juice a whiskey.”
 “Robert could never be a Rob, could he?”

Summing up, what are the elements that contribute to alchemy in the classroom? Well, by setting up activities which enable students to change the thoughts and ideas in their heads into words, we can set the stage for this change to take place. The activities we were introduced to make this possible. They were simple to set up, positive, uplifting, thought-provoking, pragmatic, and dynamic (involved moving around). We went home inspired because Simon had given us tools to help us get away from textbook examples, making lessons more relevant for the learner and more rewarding for us as teachers.

The background screen on my laptop is a slide show. The machine randomly, or so it seems, chooses pictures from my files and displays them. Occasionally things pop up which I have forgotten, which I find very nice, sometimes entertaining, and they often spark a forgotten memory. Or at least one I’ve put aside for a while. One such slide is a picture I took while attending this year’s education conference at the Ludwig Maximilian University (LMU) here in Munich.

What is a “Global Citizen”? Indeed, this was a question we all asked—of ourselves, of other people, of the multitude of attendees and speakers from around the globe. I don’t think a consensus was ever reached, though the process to define this term was educational in and of itself. Everyone brought their own idea, and the ideas were discussed, debated, weighed. Examples were given. Speeches were made.

Dr. Christiane Lütge, Chair of teaching English as a Foreign Language, LMU, opened the conference on Tuesday morning with a welcome speech. The featured speaker for the morning plenary session was Michael Byram of Durham University, UK, whose idea that language teaching “can become part of an interdisciplinary approach to intercultural and democratic dialog” was to set the theme of the conference.

Many papers were presented. So many papers, in fact, that it was often difficult to choose which presentation to attend, all being very enticing subjects. There were two sessions, morning and afternoon, each session comprising six Thematic Clusters, such as “Intercultural Issues”, “Eco-didactics”, “Language and Global Spaces”, and “Technology and Mediation”. In the morning sessions, three 30-minute papers per cluster were presented. In the afternoon sessions, there were four 30-minute sessions—a total of 108 presentations under 26 different themes.

Now 30 minutes is not a lot of time to present a paper or to explain a project that has taken months to prepare, execute and summarize. Many of the presenters simply ran out of time, and there was often not enough time to take and answer questions before the next speaker was up. Often one had to change rooms to hear another speaker of interest; often one missed a speaker of interest, as the logistics of getting from a current room to said speaker were impossible if one wanted to avoid entering a presentation late. Still, we managed.

There were six other main speakers: William Gaudelli, from Lehigh University, USA (Belonging in an Age of Global Migration); Liz Jackson, University of Hong Kong, China (Global Citizenship: Allegiance to What, Exactly?); Hugh Starkey, University College London, UK (Cosmopolitan Citizenship and Language Learning); Glynda Hull, University of Berkley, USA (Whose Language, Whose Globe? Envisioning Cosmopolitan Pedagogies in Digital Spaces); Claire Kramsch, University of Berkeley, USA (Global Citizens or Global Consumers? Reframing FL Education in the Digital Age); and Greg Misiasek, Beijing Normal University, China (Critical Pedagogies for Global, Environmental Citizenship: Teaching Ecopedagogical Literacies through Local to Planetary Citizenships).

All of the speakers (except one, where the “student body” was almost snoozing at the end of the presentation, and not from lack of oxygen) were informative, but Dr. Kramsch stole the show. She dedicated her presentation to the Geschwister Scholl, to her, symbols of the ultimate sacrifice made in the name of communication.

After three days of academic immersion, I came away with the opinion that the conference was not really about teaching language, but teach-

ing in a foreign language, in English. I listened to people present papers that had nothing to do with teaching English (one should have been about teaching diplomats language use, but was just a marketing talk for his university; another was about “global cartographies and wardrobe identities”, which I listened to because I was sandwiched between two other speakers). But I also listened to papers presented after years (6 in one case) of in-depth studies that tracked learners on a particular theme.

Many people presented papers that were only summaries of other people’s papers. I didn’t understand the reason for this at all, except perhaps that the LMU presenter could then say that they had presented a paper at this conference. But many sparked new ideas, showed new methods of communication and taught new ways to look at teaching itself.

What I found most valuable were the discussions outside the presentation schedule. The conference warmer on Monday night at the Augustiner am Dom was a terrific chance to make new acquaintances, start friendships, and begin theme discussions. I met one presenter, a teacher at a Siberian University, and we started a “conference buddy” friendship that we continue even today. The people met at the warmer and during the breaks often became discussion groups that carried on privately during breaks, lunches and dinners. We discussed the actual definition—or lack thereof—of the “Global Citizen”. What do we teachers hope to accomplish? Why? Will we be able to accomplish this easier/faster/more effectively through teaching in English? How? What goals will we set for ourselves, our learners, and how can we reach them using the mediums of English and digitalization?

A theme that was touched on, but not expounded upon, was that digitalization itself is creating a language

of its own. A new English language is morphing, being created by electronic demand. How we teachers grasp, deal with and teach in this direction will help define our future world.

I did find the conference interesting, informative and educational, but I did often think that the gap between academic discussion of linguistic themes and what actually goes on in the “real world” remains large. In order to be effective, perhaps we should discuss how to bring those two worlds closer together. After, of course, we define what a “Global Citizen” is.



Betsy Hollweck graduated from Fordham University (NYC) with a B.A. in Linguistics. She completed her CELTA certification in Munich in August 2017 and lives in Baldham where she translates menus, recipes and other things needing gastronomic edification: she also teaches privately and at the VHS in Vaterstetten.

Photo opportunity

Michael Saunders reports on Tim Phillips's Melta workshop, "Using authentic visual material in the language classroom", which took place on 25 May.



Tim demonstrated ... how to reveal a picture of a famous place, piece by piece

"A picture is worth a thousand words" —but how can we use images more effectively in the classroom to introduce vocabulary, stimulate conversation and develop creative skills? We all know the generic, common-or-garden stock photos that fill up the pages in our coursebooks—famous landmarks, groups of people smiling and drinking coffee, and so forth. They assist as warmers and topic starters, but they're rarely exciting or unique.

Meanwhile, National Geographic is a well-known source of striking images from all corners of the globe. So how can we incorporate such photos into our lessons and get the most out of them? Tim Phillips, representing National Geographic Learning in Germany, held a workshop in May to explore this question. He started by discussing the background of

... how can we incorporate ... photos into our lessons and get the most out of them?

... activities like these encourage language used for speculation, and appeal to human curiosity.

some famous National Geographic pictures and how the photographers often have fascinating stories to tell.

Then we looked at some practical activities. For example, a simple photo showing various types of fruit can work well in a beginner class, using questions like: "What do you see?" (for basic vocabulary), or "What do they have in common?" (colours), or even "How do the words sound?" (they could all be two-syllable words, with stress on the first). Simple photos can also be used to present lexis for shapes and counting.

Another technique Tim demonstrated step by step how to reveal a picture of a famous place, piece by piece. We can do this using presentation software, adding shapes on top of a photo, and then assigning "disappear" animations to these shapes to remove them with mouse



Tim Phillips represents National Geographic Learning in Germany. He's been working in the English language teaching world in Germany, Central Europe and South East Asia for over 30 years. He has taught learners of all ages and has been involved in a broad range of projects including the use of video in the classroom, the design and development of online learning materials as well as teacher training. Throughout his career he has always been a strong proponent of using relevant and inspiring authentic content to engage learners in the classroom.

clicks. As Tim explained, activities like these encourage language used for speculation and appeal to human curiosity.

Other pair and group work activity ideas included: inventing a three-word title for a photo; creating a before-and-after dialogue for a photo (which works especially well with multiple people in the picture); and writing interview questions for the person/people in the photo. Tim also discussed the benefits of using TED Talks in lessons and using still images from them at the start to build up interest.

Finally, at the end we looked at the Outcomes series of books from National Geographic Learning (www.eltoutcomes.com), which are packed with inspiring pictures. In all, the workshop underlined the importance of using authentic and emotion-provoking visuals in lessons and provided practical activities we can all bring to the classroom.



Michael Saunders teaches various courses at the MVHS and VHS SüdOst—from A1 beginners to C1 conversation. He completed CELTA in 2016 and is gradually shaking off his northern English accent.

Tributes to Michael Lewis

Andy Hewitson and **Frank Steele**, two of the “founding fathers” of Melta, pay tribute to Michael Lewis, pioneer of the lexical approach to language teaching, who died in early March 2019.

Michael cured many of us Skinner-influenced teachers of our obsession with accuracy practice drills. Some of his incisive memorable remarks about the typical classroom language we used (or still use?) had us in stitches: “English teachers seem to have an obsession with bathrooms when practising the Past Progressive: ‘I was having a bath when the telephone rang’”. Or, on bumping into an old friend you hadn’t seen for a long time: “Oh there’s my old mate, Robert, I think I’ll give him an example of the Present Perfect: ‘haven’t seen you for ages’”.

Language, he kept insisting, tends to be “grammaticalized lexis rather than lexicalized grammar”.

When I think of him, I see him in his favourite blue shirt with his typical posture: standing with his hands clasped behind his head, enjoying provoking his audience with his eloquent attacks on standard teaching practice and teachers’ obsession with correction.

RIP, dear Michael.
By Andy Hewitson



A founding member of Melta, **Andy words**, worked for thirty years in language training for Siemens. In retirement, he is still teaching for fun and friends at the local VHS. He is otherwise kept busy by his grandchildren, bees, church choir and tandem learning Spanish.

If you were at last year’s Christmas party you would have heard his name: his was the answer to the question “who had the largest audience ever at a Melta event?” More than a hundred and ten teachers attended his talk at the Hilton Hotel next to Gasteig in 1992. At the TESOL conference in the USA, more than 3000 attended his keynote speech. I saw his first talk with his partner Jimmie Hill at IATEFL in Brighton in 1984. He was an engaging and provocative speaker, a graduate in linguistics from Cambridge University, who never lost his Yorkshire accent (or wanted to).

His Lexical Approach began with an observation of students flying home from their English studies with notebooks full of word lists. His findings: the lists stayed unused in the notebooks. Students were better at memorizing grammar rules than at implementing them in speaking or writing. He worked with a top school in Sweden and had links with a school in Brighton (ELC). Michael didn’t really spend that much time in the classroom. He was more a researcher, analyst, scientific thinker and publisher. Very briefly, the lexical approach sought to reorganize the ELT curriculum away from grammar and towards chunking words, collocations, phrases and, yes, clichés. He found students had not enough verbs to go with their excess of nouns. And needed to learn to string them together. And from then on EFL coursebooks and learner dictionaries changed. He said teach the probable more than the possible, exceptional. In a sense he took us away from the Creative Writing mode to the practicable and memorable required in an international world.

Michael Lewis travelled the world for his great passion: opera. So we met in the glorious opera town: Munich, on his way to Salzburg. Unlike many linguists I know, he had a heart for learners and teachers. I took him

once to the Asamkirche with his opera singer friend, where like true Brits, they mostly giggled about our outlandish Baroque.

By Frank Steele



Frank Steele grew up in Los Angeles, graduated with a B.A in history and then taught junior high school in Coachella CA for two years. Fifty years ago, he came to Munich to continue art history studies and taught EFL for adults on the side. The last 35 years he has been active as a corporate trainer, author, father and grandfather. He is especially proud of being a midwife at the birth of baby Melta.

The Lexical Approach

Lucy Pereira remembers Michael Lewis and reminds us of the tenets of the Lexical Approach.



In 2013, 20 years after *The Lexical Approach* was first published, I attended the Lexical Teaching Conference at Westminster College in London. Michael Lewis closed the conference with an insightful and highly entertaining Q & A session. The session brought home to all just how much his contribution to the field of ELT had formed and informed us as teachers. In that seminal work of 1993, Lewis had argued for a change of approach to English language teaching in order to challenge the traditional structural (i.e. grammatical) approach to classroom practice, because language is “holistic—an organism; not automatic—a machine.” (Lewis: 1993)

Although it was slow in coming, and there was scepticism about Lewis’s theories in the 90s, 20 years on, there was a shift taking place as evidenced in the ELT coursebooks we were all using. However structural the syllabus of most ELT coursebooks, they were nonetheless starting to include functional phrases and collocation boxes to show natural language. This has since become the norm with the rise of corpus data informing us about real language use.

Looking back then at the Lexical Approach, here are three of the most important concepts Lewis wrote about:

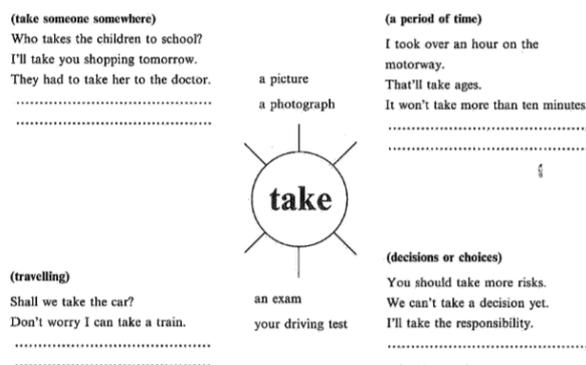
Chunks

“A central element of language teaching is raising students’ awareness of, and developing their ability to ‘chunk’ language successfully.” (Lewis: 1993)

Chunks are essentially language units that convey meaning. Teaching language in chunks is the key to adapting our classroom practice towards the Lexical Approach. Language is made up of thousands of connections, of words that go together. The principle is that by helping our learners to be aware of these chunks, or units of meaning, we will aid their communicative competence and fluency. It is after all much quicker to retrieve a memorised chunk than it is

Language, as Lewis often said, is arbitrary. Lexical teaching is a way to embrace that.

to create a sentence from scratch every time you want to speak. Thus, working with chunks, or language patterns, will make the life of a language learner much easier in the long run. Lewis suggested encouraging learners to record language in ways that help them to notice these patterns. Using mind maps or spider-grams is one excellent way of doing this:



(Figure 1 – Lewis: 1993)

Collocation

“The single most important kind of chunk is collocation.” (Lewis: 1993)

The definition of collocation is essentially two or more words that go together with a “greater than random” (Lewis: 1997) degree of frequency. We have high-frequency collocations, such as those consisting of a basic verb (*do, make, take, go*, etc.) plus a noun. And we have lower-frequency collocations that are less common in everyday usage. Collocations are essentially structural units such as verb + noun (e.g. *create a disturbance*), adverb + adjective (e.g. *highly likely*) or noun + noun (e.g. *table of contents*), etc.

Figure 1 above for example shows verb + noun collocations with *take* (e.g. *take an exam / take a train / take the responsibility*), but also includes other chunks or semi-fixed expressions (e.g. *took over + time phrase / It won't take + time phrase*).

Lewis claimed that the “first task of the language teacher is to ensure that [collocations] are not unnecessarily taken apart in the classroom.” (2000) So, if two words naturally co-occur, then they ought to be taught together.

Grammaticalized lexis

“Language consists of grammaticalized lexis, not lexicalised grammar.” (Lewis: 1993)

The concept behind this idea is that lexis is the main driver of meaning, not grammar. This suggests that we need to look at the patterns that naturally occur in language as coming from words that coalesce rather than from grammatical structures alone.

In his follow-up publication *Implementing the Lexical Approach* (1997), Lewis shows us some excellent examples of how language which looks as if it is organised according to grammatical principles is in fact inherently lexical:

Acceptable and natural	Unacceptable or unnatural
I don't think so, but I hope not.	I think so, but I don't hope so.
I'm sorry I'm late	You're sorry you're late.
It's OK. Don't bother to ring me.	It's not OK, so please bother to ring me.

(Figure 2 – adapted from Lewis: 1997)

As we can see, the phrases on the right are grammatically correct according to grammatical rules. However, they are unnatural and as such would confuse the intended meaning and possibly contribute to a breakdown in communication.

Language, as Lewis often said, is arbitrary. Lexical teaching is a way to embrace that. It requires keen awareness and analysis of language from both the teacher and the learner, and it can help learners vastly improve their overall language competency. Language teaching and learning can be far more effective, and more fun, if we delve right in and get our hands dirty looking for patterns in natural usage that help our learners grasp the real nature of the beast that is the English language.

Bibliography and Further Reading:

- Lewis, Michael. *The Lexical Approach: The State of ELT and a Way Forward*. Hove, England: Language Teaching Publications, 1993. Print.
- Lewis, Michael. *Implementing the Lexical Approach: Putting Theory into Practice*. Hove, England: Language Teaching Publications, 1997. Print.
- Lewis, Michael. *Teaching Collocation: Further Developments in the Lexical Approach*. Hove, England: Language Teaching Publications, 2000. Print.



Lucy started her teaching career in Bavaria in 1996. Since then she has completed a Cambridge Delta and a Trinity Cert IBET and has taught in Bangalore, Izmir, London and Cambridge. She has worked as a teacher trainer and a director of studies. She currently teaches in a variety of contexts in Bavaria and is the webinar manager for the IATEFL Teacher Training and Education SIG. Lucy is a new member of the Melta committee.

Tributes to Ilse Wolfram

Melta members share fond memories of one of Melta's most dedicated members: Ilse Wolfram.

Ilse Wolfram really was a Melta icon, and one of its most faithful members. As I was writing this, I mused as to whether she attended more workshops or committee meetings, whether she prepared more Fleischpflanzerl or potato salad for all those Christmas parties. Looking back over the minutes of committee meetings I was at in the early 2000s, I note that Ilse, the Melta secretary, was in fact often absent. Apologies for absence: Ilse (at her French club), reads one. Another just says: Apology, Ilse (busy girl). Another time, she wrote with great emphasis at the bottom of the minutes: P.S.: I am awfully sorry, but I cannot come on 6 March because my niece is not coming—but we are going to Switzerland.

There is actually a lot of Ilse between the lines in the minutes she wrote. Here's an example of her preparing for an annual ritual: the slightly fraught Checking Of The Books:

“d) Ilse will check the books after her holiday. (To enable her to check the total sum of

membership fees given in the Budget, Ernst is kindly requested to print out a list of the

paid-up members as per 31.12.2002).”

The Christmas party was a time of celebration, as these minutes from Joan attest:

“Ilse will bring her excellent Potato Salad and Fleischpflanzerl as usual (much to Michele's delight).”

And in another list of Who's Bringing What, Ilse starts triumphantly with her own contribution: “Ilse: candles, twigs, matches, potato salad, rissoles, songsheets”. I'd forgotten about Ilse's decorative twigs.

Oh Ilse, you gave so much to Melta. I hope Melta gave you many things back.

As for personal memories, Ilse generously gave me the use of her Viennese apartment for a weekend

(there was also the mythical Wieslburg, a place she clearly cherished), but I'll remember her especially for that wonderful warm presence—her gorgeous, twinkly-eyed smile—and, I admit, for her fabulous bosom. She told me that when she was young, she used to hitch-hike in her dirndl, with great success. Wherever she is now, perhaps that's what she's doing? **Jo Westcombe**

A teacher/colleague never to be forgotten. **Andy Hewitson**

There are so many ways to describe Ilse: an ideal teacher who kept learning herself and yet one who was modest of her achievements, unwaveringly supportive of MELTA in general and me as chair particularly, enthusiastic, always optimistic and generous. The only thing that could defeat her and dim her smile was cancer, so I think the best adjective to describe her is indomitable. So, indomitable Ilse, rest in peace. **Sue Morris**

Ilse was the first to be given a special honorary lifelong membership for what she had done for Melta. I remember her being really tireless, considering her husband was tied to a wheelchair, but whom she once took on a journey to China! As she lived in Solln, I thought she might be buried there. So, an hour ago, I cycled to Waldfriedhof Solln, Warnbergstr., near Pullach. My parents' grave is also there. I found Ilse's grave straight away, looking for freshly decorated ones. Hers is in Gräberfeld 7: Go in through the main entrance. The first road you cross goes past the entrance to the chapel and leads to the toilets on the left. Go across the 2nd road crossing, then the 3rd road crossing: Turn left, and then take the first right: There I found Ilse's grave, still decorated, also showing her Sterbebild with photo on the wooden cross:

Ilse Wolfram, 10.4.1940 - 5.6.2019. When I go again, I will light a candle from Melta and leave a card there.

Ernst Huber

I was hoping that the “Ilse Wolfram” I had seen among the obituaries was not OUR Ilse. I can still see her at good old Landwehrstraße, many, many years ago, when she started going back to university, when she successfully passed one exam after the other and finally got her Ph.D. That was lifelong learning at its best! She loved learning and teaching. And she loved her students. May she rest in peace. **Vera Rossner**

I am so sorry about Ilse. I remember visiting her last summer, her energy, stories, and her Fleischpflanzerl. **Dana Jelinkova**

I wasn't aware of Ilse's passing!!!! What I can say about her is: Her presence in the room could only be described as palpable—she commanded attention with those big, beautiful eyes. As one of our Melta's founding members, I think her legacy goes on, with over twenty-five years of helping us to become better teachers. **Breda Howe-Helmecke**

Ilse was always good crac, a natural optimist, an authentic person with a great heart. I miss her load of positive energy, her sweet irony and her sincere, warming smile. **Donato Miroballi**

When I think of Ilse I remember her smile, friendly nature and the happiness which radiated from her. Ilse was the sweetest soul. Not long after we first met she offered two other members and me her flat in Vienna, so we could attend the BESIG. She wouldn't hear of us paying at all. Will miss her warm smile. **Tim Howe**



Whenever I saw Ilse, she always gave me that lovely, big smile of hers. What a joy! **Vivienne Arnold**

Ilse was an irrepressible storyteller. In 1995, we drove together to a weekend workshop with Adrian Underhill at a hotel in Parsberg, which is between Nuremberg and Regensburg. We left Munich at 3:30 on Friday afternoon, planning to arrive in Parsberg at 6:00 p.m. in time for dinner and the first session. It was a beautiful sunny afternoon at the end of April. Ilse was in her element, filling me in on the details of her life story as we drove along. Getting close to 6:00 p.m., we spotted a signpost: PASSAU! We'd gone in the completely wrong direction. As we pulled into the hotel parking lot at around 9:00 p.m., Ilse whispered to me conspiratorially: "We won't tell anybody what's happened!" But as soon as we opened the door to the seminar room, she announced in a loud clear voice for all to hear: "We've just been to Passau!"

It wasn't for nothing that Ilse had a Ph.D. in drama. Once, when I arrived late at a Melta Christmas party, charades was already in full swing. As I entered, Jo whispered to me laughingly, "Ilse's just borrowed my backpack to demonstrate an astronaut going into outer space." And sure enough, there she was, bag on back on her way to the stars.

The last time I saw Ilse was in March of this year. I visited her at home in Solln. Her husband's nurse showed me into the living room. I looked around, but couldn't see Ilse anywhere. "Where's Ilse?" I asked. "Here" came a voice from the corner. She'd lost 14 kilos. Her face looked sculpted, surrounded by short, soft, wavy silver hair. On her sideboard was a picture gallery. Ilse and I went through the photos together, and for each one she had a story that she was still delighted to tell. We miss you already, dear Ilse, and

hope that you are in a jolly, peaceful place. **Joan Walsh**

Ilse Wolfram started teaching for the Munich Volkshochschule on February 15, 1969. This year was her 50th anniversary. One can only guess the number of learners Ilse helped along in the process of learning and practicing English, leaving traces in the lives of many, many others. Ilse was not only a teacher but also a travel guide for many groups. She organized trips to the United States and England and often went to the theatre there. She brought life into the language-learning process and enriched the learners' lives. There was hardly any teachers' workshop Ilse did not attend. Her attentive spirit, openness for new things and other people, and her readiness to get involved enhanced every workshop. Even when she could not attend the department's annual Christmas Party, she made sure her famous (and delicious) potato salad and Fleischpflanzerl were there. Ilse's optimism, joy and kindness will not be forgotten. We are very sad about her passing. Still, we will remember her with the same happiness she always radiated. **Tina Eichhöfer, Monika Schulze, Felicitas Schlotke, Martina Sutton, Barbara Sette Sanders, Emma Jones, Sarah Fricke – MVHS English Department**

Oh, my goodness. Ilse is no more. What a ray of sunlight she was! I didn't know her personally, actually. Seeing her meant the Melta community was gathering. Her singing at the Christmas parties, the games we played there... I have very warm memories of those years. When she went for her master's degree, what pleasure that gave her!

Somewhere along the line, how we teachers actually teach became more of a high-stakes subject at Melta and beyond. More people went

for training beyond the CELTA. A master's degree in English Linguistics became a sign that you were serious about what you do. Meanwhile, Ilse focused on her other intellectual pursuits. Her photo in a graduation cap and gown graced Melta News. I found that quite astonishing at the time. How very healthy. **Anne Hodgson**

Dear Ilse, you left a lot of people with a lot of wonderful memories. Thanks. **Miles Parker**

I remember I always looked forward to Ilse's meatballs at Christmas parties. They were always good and up to her usual standard. I remember her, too, as a friendly soul. **Juliet Jones**

When I think of Ilse I remember her smile, friendly nature and the happiness which radiated from her. **Margaret McKee**

We will never forget Ilse, the vivacious sunshine from Vienna, who left us all so suddenly without giving us a chance to bid her farewell. We will always remember you! Your colleague and friend, **Wolfgang Zillner**

Melta Events

21 Sep 2019

Gasteig · Rosenheimerstr. 5 · Room 3145

Annual Melta Day:

Melta members flex their muscles in several 60-minute workshops, offering exciting, hands-on activities. You can find further details on the Melta website.

7 December 2019

Annual Christmas Party:

see Melta website for details

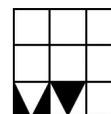
External Events

9 September–9 October 2019

Teaching in the clouds:

all you need to know about teaching and training online—a series of workshops online and in Ulm. Please see the Melta website for more details.

MVHS Events



I581526 / Full-time / August – September 2019

Emma Jones · Gasteig · Rosenheimer Str. 5
· 20 x 9.00 – 18:00 · breaks on agreement
· 26.08.2019 – 20.09.2019 · € 1,595.– ·
12 places

Certificate in English Language Teaching to Speakers of Other Languages (CELTA)

CELTA full-time courses are intensive and rewarding. CELTA part-time courses are suitable for people who have other commitments during the week or live outside of Munich and therefore do not have time to complete an intensive course. For further information please visit www.mvhs.de/celta

I581250

wird noch nicht bekannt gegeben · Gasteig
· Gasteig, Rosenheimerstr. 5 · Fr 14.00 –
17.00 · 27.09.2019 · Gebührenfrei · 22
Plätze

First steps with Go for it!

In this two-part workshop we will explore what it means to teach real beginners and how we can best cater to the special needs of this target group. In the first session we will take a closer look at who real beginners are and what and how we should teach them. How can we teach our students real-life language in just one semester? What kind of language should it be? How can we set up communicative activities that are realistic but work with limited language? How can we get learners talking in real-life situations without overwhelming them? After discussing these questions, we will play games, listen to songs and watch videos, and find out how we can use these to motivate beginners and get them talking. Examples will be taken from Ready Steady Go for it! Starter.

This workshop is kindly sponsored by Hueber Verlag

Non-ELT Events

We are born to sing

Looking for enthusiastic singers for our informal singing group. Plans are to meet once a week or once a fortnight. We already have a venue in Munich. Organization is in the early stages. Keep the sixties, seventies and eighties rockin'. Awakened your curiosity???

Then get in touch.

Breda Howe (Melta committee member):
bredahowehelmecke@t-online.de



melta

Munich English Language Teachers Association e.V.
c/o Randy Perry, Montgelasstr. 6, 81679 München

JOIN ONLINE
<http://www.melta.de/join-us>

The Munich English Language Teachers Association (Melta) is a regional professional association for all teachers of English working in the Munich area: teachers at companies, private schools and the Volkshochschule (VHS), as well as state school teachers. Established in 1989, Melta is part of a wider network of English teachers' organisations throughout Europe and has especially close ties to the other English Language Teachers Associations (ELTAs) in Germany. Melta is also affiliated with the International Association of Teachers of English as a Foreign Language (IATEFL).

Guest speakers and practical workshops

By attending and taking part in Melta events you can pick up new ideas and re-evaluate your own teaching. There are regular presentations and lectures in which you can meet leading people from the EFL/ESL field. The workshops also give you a chance to meet other teachers as well as to contribute your own ideas about English language teaching and discuss them. You can question your own and others' ideas about language training topics, helping you to become a better-informed and more effective trainer in the process. You will also receive a copy of our newsletter, *Melta News*, written by members for members, three times a year. *Melta News* includes topical articles on a range of ELT topics, interviews, and reviews of seminars, books and videos. There is also a calendar of local and international events in every issue.

Social events

The Melta calendar also lists social events, including our summer and Christmas get-togethers.

Become a Melta member

Melta provides a forum for:

- Information and experience exchange
- Training and teaching development
- Social contact and support

Melta membership benefits include:

- Presentations by leading EFL/ESL guest speakers
- Practical workshops and demonstrations
- Our newsletter, *Melta News*, twice a year
- Social events

Melta online – www.melta.de

On the MELTA website you'll find:

- A programme of upcoming Melta events
- Job offers
- Links to interesting topics
- A list of teachers. All Melta members are invited to add their name.
- Teaching resources

Whether you've just arrived in Munich or have been here some time, Melta provides a local opportunity for you to keep your teaching ideas and skills up-to-date and finely tuned and to contribute and exchange your own ideas if you wish. In addition, you have the chance to meet other people on both a professional and a social level. Come along to our next meeting and find out more. Our events are listed on www.melta.de.

The annual subscription is only €35 (€15 for full-time students, €100 for institutional membership) which includes our newsletter and free entrance to most Melta events. You can read Melta's articles of association at www.melta.de/Articles-of-Association.

For more information, visit our website at www.melta.de or contact: Randy Perry, Chair
chair@melta.de

Have you moved?

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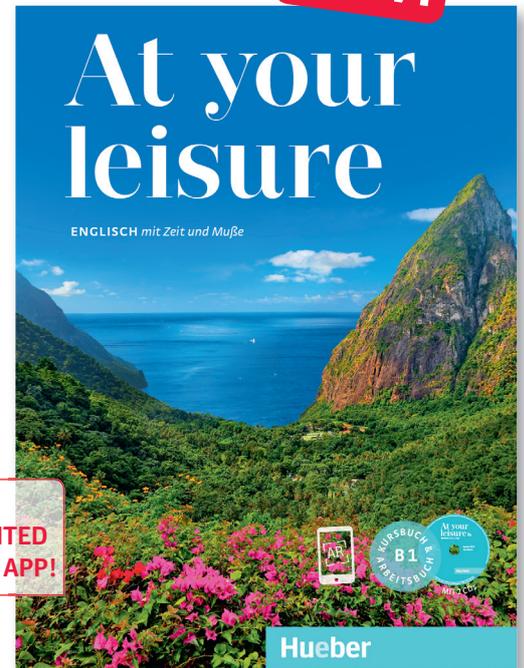
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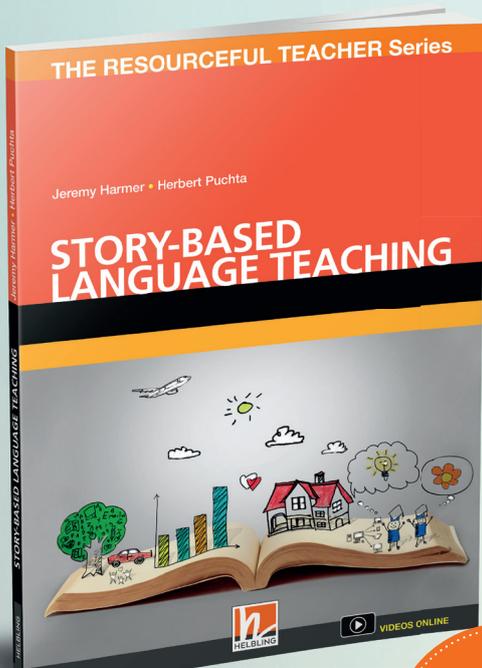
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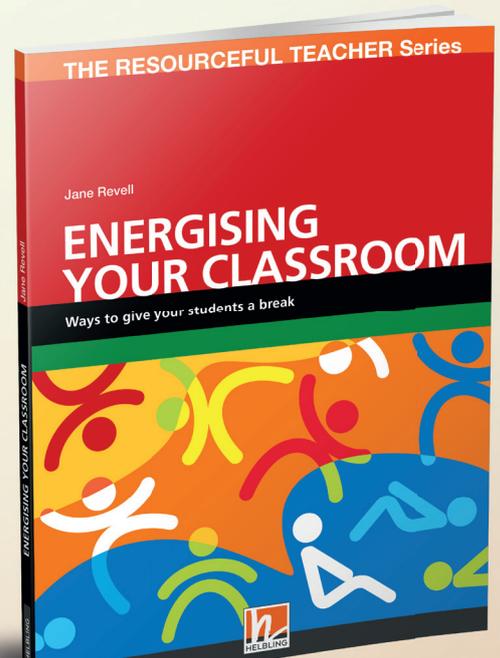


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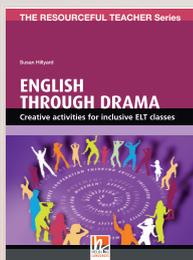


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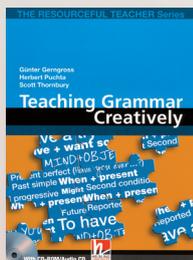
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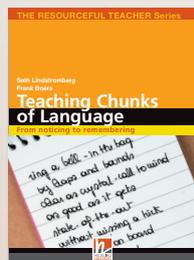
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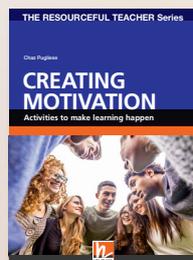
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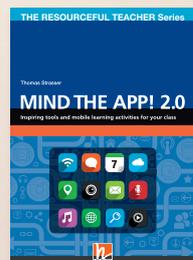
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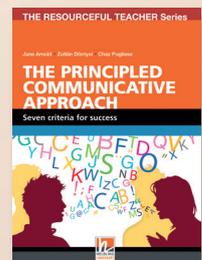
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