

Friday 15 March 2019, Ede

13<sup>e</sup>

NATIONAAL  
CONGRES  
ENGELS

# INSPIRING PERSONAL LEARNING PATHWAYS

- ◆ keynote speaker **Silvana Richardson**
- ◆ **3 SUBPLENARIES**
- ◆ **28 WORKSHOPS**
- ◆ **PRIZE FOR BEST REPORTER**
- ◆ **EXHIBITION**
- ◆ **MEET & GREET**

NCE, 15 March 2019

## INSPIRING PERSONAL LEARNING PATHWAYS

The present teacher faces a multitude of challenges; in evermore diverse classrooms in terms of students' learning needs, cultural backgrounds, and uncertain futures, teachers are expected to be creative and flexible, and learners in their own continuous professional development. Our schools have become learning societies that prepare for and are in constant connection with our local and global communities. Every individual takes a treasure trove of interesting life experiences to school every day.

How can we best make use of that diversity and what challenges are involved for the English language classroom? How do we develop lessons that are both effective and engaging to all students and how do we support our individual students without unintentionally neglecting any of them? Which talents, of both ourselves and our students, can we use and which skills require further training to sustainably prepare for whatever lies ahead?

At the NCE 2019, we aim to provide a platform for how we as teachers of English can guide our students and ourselves towards inspiring, personalised learning pathways. Our plenary, subplenaries and workshops all reflect the issues mentioned above and we hope that the programme offers ample opportunity for you as a teacher to address the challenges and opportunities of personalised learning.

We are proud to present Silvana Richardson as our plenary speaker, who will be speaking on differentiation in teacher learning. The talk will explore why differentiation is as necessary for teacher learning as it is for student learning, and how teachers can be put in the driving seat of their own professional learning.

True to our tradition, the winner of the Herman Wekker Prize will not be made public until the day of the conference. Many well-known Dutch reporters have received this prize; this year the prize will also be awarded to a star reporter.

To find out what to expect and to register go to our renewed website [www.nationaalcongresengels.nl](http://www.nationaalcongresengels.nl).

Hoping to meet you on Friday the 15<sup>th</sup>!

The NCE team (all volunteers)

Christien van Gool (chair), Hanneke Andringa (secretary), Erna Gille (treasurer), Hans Brand (webmaster), Joke Stoelinga (registrations), Diederik Oostdijk (universities), Betty Molt (exhibition), Florian Kempe (PR).

## PROGRAMME

- 09:00 – 09:40 Arrival at conference centre | coffee | exhibition
- 09:40 – 09:50 Introduction
- 09:50 – 10:50 Plenary session: Silvana Richardson
- 10:50 – 11:15 Herman Wekker Prize for Best Reporter
- 11:15 – 11:45 Coffee break
- 11:45 – 12:45 Workshop session I
- 12:45 – 13:45 Lunch | Exhibition
- 13:45 – 14:45 Subplenaries: Jasmijn Bloemert | Leslie Piggott | Alex Warren
- 14:45 – 15:15 Tea break
- 15:15 – 16:15 Workshop session II
- 16:15 – 17:15 Evaluation of the day | Meet & Greet with our speakers | Certificates & Drinks & Nibbles (free!)

## REGISTRATION

- ◆ Registration fee for the 13<sup>th</sup> conference is € 150 per person (students pay € 75).
- ◆ Registration for 'Nationaal Congres Engels' will be open from 7 January 2019 through our website only: [www.nationaalcongresengels.nl](http://www.nationaalcongresengels.nl) until the maximum number of 450 (paying) participants has been reached.
- ◆ There are two workshop sessions and one subplenary session.
- ◆ If the workshop/subplenary of your choice is full, you need to choose another option.
- ◆ Choices are allocated on a first come, first serve basis, so make sure you register (and pay!) in time.
- ◆ Participants who have given their details (date and place of birth) will receive a certificate.
- ◆ NCE publishes photos taken at the conference in *Levende Talen Magazine*, on the website of the conference and via media like Facebook, Twitter and LinkedIn. If you object to photos being taken, let the photographer know. Also check the privacy policy on our website.
- ◆ Please check our website regularly for the latest details.



**Silvana Richardson**

**Differentiation in teacher learning: making it happen**

The notion of differentiation as a response to the issue of student diversity in the language classroom is now firmly established in English Language Teaching. Over the last few decades materials developers, teacher educators and teachers have developed a range of strategies and resources to ensure that no student loses out and that every learner is given the right level of challenge. And yet the same is not always true of teacher learning.

This talk will explore why differentiation is as necessary for teacher learning as it is for student learning, and how teachers can be put in the driving seat of their own professional learning. It will present a number of evidence-informed approaches to teacher learning that offer the kinds of personalisation and choice that teachers need to become producers of context-relevant expertise.

SILVANA RICHARDSON is Head of Teacher Development at Bell Educational Services, Academic Director of Bell Teacher Campus, Cambridge, and Quality Programme Manager at the Bell Foundation. She has worked in English Language Teaching for over 30 years as teacher and academic manager, and has trained EFL, MFL, ESOL, EAL, CLIL and subject teachers and trainers in the state and private sectors both in the UK and abroad. She was Director of the Bell Delta Online and has written online materials for teachers. Silvana is a speaker at international conferences and a Quality Assurance inspector. Her latest white paper, *Effective professional development: Principles and best practice* was published by CUP in April 2018.



**A**

**Jasmijn Bloemert**

**Othello ... just because? Proposing a criterion to select literary texts**

‘Wuthering Heights is just a really wonderful novel.’ This could be the answer to the question why somebody read this particular novel for the tenth time. It is however the answer to the following question: ‘Why did you include Wuthering Heights in your curriculum?’ Another answer to a similar question regarding Romantic poetry: ‘I believe that every student should have some knowledge about the great Romantic poets.’ Although these answers are genuine, they lack clear and explicit pedagogical reasoning why we want our students to study specific literary works. Regarding Personalised Learning and current discussions about student motivation, how do you select literary works for lessons that are relevant and engaging for all students? And how do you make sure that the reasons for this selection are reflected in your teaching? In this talk I will address these questions by proposing a criterion for literary text selection that will hopefully leave you wondering about your own literature curriculum.

havo | vwo | hbo | adult | language English

**B**

**Leslie Piggott**

**Grammatica-instructie? Kan wel, hoeft niet**

In deze presentatie delen wij de resultaten van een promotieonderzoek waarbij is gekeken naar de toegevoegde waarde van grammatica-instructie bij het leren van een tweede taal in het voortgezet onderwijs. Naast de resultaten van het onderzoek komen de docenten aan het woord die lesgeven aan de klassen zonder grammatica-instructie. In het onderzoek werden twee groepen twee jaar lang gevolgd. De eerste groep volgde het reguliere taalonderwijs en de tweede groep kreeg een andere vakdidactische aanpak waarbij expliciete grammatica-instructie werd gemeden en de nadruk lag op inhoudsgericht onderwijs en de opbouw van lexicale eenheden. De twee groepen werden vervolgens met elkaar vergeleken op zowel receptieve als productieve vaardigheden.

all | language Dutch

**C**

**Alex Warren**

**Connecting Learners to the World - the power of personalisation**

Life in the 21st century is a life living in a global community. As such it's vital to not only enable students to communicate effectively but for them to have an understanding of that world. We need to teach students about other people, cultures and places of the world, but at the same time we also need to make it relevant to them, to make it personal. And so enabling them to make connections between themselves and others is vital. After all, they are all connected through the lingua franca they are learning. In this session, as well as looking at the theory, we'll look at some practical ideas of how we can connect learners to the world through personalisation and bring the classroom to life.

vmbo | havo | vwo | mbo | hbo | adult | language English



1

**Ingrid de Beer (Nuffic)****(Public) speaking in a personalised context**

How can you help your students becoming better (public) speakers? One of the ways: by asking your students to use their own experiences. Another idea: by participating in a competition. In this workshop you will get some practical suggestions for personalised speaking activities and speaking tasks, some related to the Cambridge exams.

vwo | mbo | hbo | adult | E

2

**Margriet Dijkstra (Globi/Nuffic)****Intercultural skills: How to develop them in your classroom**

In our globalised society it is key for students to have knowledge about different cultures and to be aware of their own position in the world. Developing intercultural skills is an important way to achieve this. But how do you talk about this in your classroom? In this workshop you will learn about intercultural skills and experience a suitable teaching method.

vmbo | havo | vwo | mbo | hbo | E

3

**Wendy van Krimpen (Malmberg)****Blended teaching: hoe combineer je offline en online leren?**

Hoe combineer je offline en online leren? En wanneer biedt *blended teaching* ook echt meerwaarde? Veel docenten zoeken naar de ideale mix van offline en online tools in hun lessen. Tijdens deze sessie biedt Wendy van Krimpen je handige tips om de ideale mix te vinden tussen offline en online tools in jouw lessen Engels.

vmbo | havo | vwo | D

4

**Marcel Lemmens (Blink)****For real: Authenticity, relevance and credibility in EFL course materials**

If you want your English lessons to be both effective and engaging, your course materials should include authentic English, relevant contexts and credible situations. The aim of this interactive workshop is to inspire you to tap into your students' world and create a classroom atmosphere that is conducive to learning English.

vmbo | havo | vwo | mbo | E

5

**Bruno Leys (Katholieke Hogeschool Brugge)****Look out! Grammar!**

Grammar is all around us, but often still seems to be reduced to rules and contextless exercises. In this talk I present images, sound files and videos and will point out how such samples of real English can be used to introduce, illustrate and generate a variety of grammatical items.

vmbo | havo | vwo | mbo | hbo | adult | E

6

**Alice Middelkoop (Hogeschool Driestar)****Personalised testing: The effects of a self-paced listening test**

Isn't it time that we get rid of the old-fashioned tape recorder format listening tests? One of the assets of computer-based listening tests is that the test-taker can control the audio. The results of my study show what effects this has on the test scores, the number of repetitions and the candidates' test-taking strategies.

vmbo | havo | vwo | mbo | test developers | E

7

**Lisa Peter (Shakespeare Birthplace Trust)****'An host of tongues' – Integrating Home Languages into Teaching Shakespeare**

Classrooms have become ever more multilingual over the years and there are a number of advantages to including the students' home languages. Multilingual activities can present another tool in the teacher's toolbox to reach a common aim, in our case an introduction to and exploration of Shakespeare's plays.

vmbo | havo | E

8

**Patricia Rose (SLO)****Language assignments tailored to motivate diverse learners! Using tech!**

Using all devices for language production and integrate digital activities into your lesson plan. These activities will challenge each individual student to improve at their level. When learners can undertake tailor-made challenges and use their own choice of tool, the interest is often higher or even more sustained.

primary | vmbo | havo | vwo | mbo | E/D

9

**Richard Spithoven (Noordhoff)****De veranderende rol van de docent anno 2020**

Gepersonaliseerd leren, formatief evalueren en leer materiaal om op niveau te differentiëren in klassen. Wat doet dat met de rol van de docent? Verandert het leren? Of verandert alleen de vorm van het leren? Aan bod komen de rol van leercoach, het vrijlaten van leerlingen, sturen op werkhouding en het voorkomen van digitale eenzaamheid van leerlingen.

all | D

10

**Geoff Tranter (Technical University Dortmund)****Dealing with diversity in the English Classroom**

The increasing diversities among students sets teachers many challenges when trying to meet their individual needs and interests. On the basis of a planning matrix developed for B2/C1/C2 level ESP courses at Dortmund Technical University, teachers will have an opportunity to discuss how this can be adopted in their own courses.

havo | vwo | mbo | hbo | adult | E



11

**Kirsten Waechter (Tailored Training DE)**  
**Using research to design personalised and engaging classroom activities**

As teachers, we need to better understand what drives the learning pathways of ourselves and of our students. Neuroscientific research can help, focusing on the interconnectivity of language learning. We will look at how we can use the brain's functions to enable a better and more engaging learning experience.  
 all | E

12

**Frederike Westera (Universiteit van Amsterdam)**  
**Identity text: An opportunity for personal expression and growth**

Writing an identity text is a way of finding out who you are and what you are. Jim Cummins from the University of Toronto described the merits of writing identity texts for every classroom. However, the tool is especially beneficial for students from marginalized or multilingual backgrounds. We will make a start writing our own identity texts and designing individual lesson plans.  
 all | E

13

**Mariska Wiersma & Martijn Enter (Deviant)**  
**Language learning by interactive speech recognition**

Wat is spraakherkenning? Wat kan spraakherkenning doen voor uw leerlingen? En hoe kun je dit effectief toepassen in de les? Tijdens deze workshop krijgt u hierover uitleg en gaan we op een interactieve manier aan de slag om te ervaren wat het nut van spraakherkenning en taal is.  
 mbo | adult | D

14

**Karin Winkel (Hogeschool Rotterdam)**  
**Tiered instruction: the possibilities of differentiation**

Teachers use tiered activities so that all students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness. By working with an example of tiered instruction, the possibilities of differentiation are explored. YouTube will be a source of inspiration.  
 all | D

15

**Roland Allen (Big Wheel)**  
**Interactive teaching with diverse learning styles: A dramatic approach**

Big Wheel Theatre Company proudly describes our drama-based workshops as interactive. What does 'interactive' mean? What is useful interaction? Recent projects with UK clients, especially museums, have made our workshops even more varied, educational, entertaining and interactive, enabling participants of whatever aptitude to access 'inspiring personal learning'.  
 all | E

16

**Marina Bouckaert-Den Draak (Fontys Lerarenopleiding)**  
**Personalised learning for teachers: Materials development as a CPD tool**

The rhetoric around personalised learning has focused primarily on learners. But what about the teacher? In this interactive talk, I will make a case for materials development as a potentially valuable tool for personalised CPD, and for considering recent research findings in light of your own teaching and learning practice.  
 all | E

17

**Robert Dean (Pearson)**  
**One size does not fit all – creating an inclusive classroom**

It's a given fact that a class of learners will always contain a mixture of abilities, interests, motivations and learning styles. However, it can be all too easy to treat learners as though they were exactly the same. This highly interactive session will begin by looking at the nature of certain learner differences and what implications these create for fostering a successful learning experience.  
 all | E

18

**Kim Elzinga (Earlybird)**  
**Individueel monitoren van alle deelvaardigheden met TELL**

Individueel, digitaal en automatisch scoren, inzicht in alle deelvaardigheden (o.a. register, fluency, expressiveness) in het Engels: EarlyBird helpt scholen met het invoeren van het monitoringssysteem TELL (Test of English Language Learners) van Pearson. Door beter inzicht op de algehele taalvaardigheid kan ingespeeld worden op de verschillen tussen leerlingen.  
 primary | vmbo | havo | vwo | D



19

**Eddy Halfwerk (Carmel Hengelo)**  
**Interactive teaching to screenagers using LessonUp**

The participants will experience how to use the free web based tool LessonUp by joining an English 'class' logging in with their own device. During this 'class' they will see different types of questions like multiple choice, open questions or wordwebs. An element of competition can be included in this type of lesson (which motivates boys).

vmbo | havo | vwo | D

20

**Mark Holmwood & Judith Keulers (Holmwoods)**  
**Personalized learning from online to offline**

Personalized learning is often closely associated with the internet and computers. However, this is only part of the story. We will be looking at practical examples of personalized learning that can be readily applied in the classroom.

primary | vmbo | havo | vwo | E/D

21

**Ellen Keates (Hogeschool Windesheim)**  
**Seven steps: the joys of personalised learning!**

Buzzword personalised learning: how do we deal with this new idea? Or is it not so new after all? Join this highly interactive talk, taking us through seven steps to personalised learning, the light version. Come away with ideas that will bring a smile to your learners' faces!

all | E

22

**Ton Koet (Talenland)**  
**Questions and some answers to pressing challenges**

How can we deal with students with very different degrees of competence? How can we help our students develop learning strategies? How can our materials foster social integration and diversity? How can we turn our students into critical thinkers? These and other issues will be tackled in the workshop. Join the discussion!

havo | vwo | D

23

**Hannah Mason (British Council)**  
**The British Council – your partner in teacher development**

During this presentation we will highlight some of the most commonly used resources for teacher development in English language teaching forming part of the British Council Continuing Professional Development framework. And you will find out more about the three different English language exams that the British Council offers in the Netherlands: Cambridge English Qualifications, IELTS and Aptis.

vmbo | havo | vwo | mbo | hbo | E/D

24

**Ocker Repelaer van Driel (AcCompany in Communication)**

**Beatles, Bach or Beyoncé? Maximising teaching impact by being yourself**

We focus on your personal communication. Are you teaching according to expectations, playing a stressful role? Or are you teaching from an authentic perspective, being yourself and more effective? We reflect on your music choices in order to pinpoint who you are. Is there harmony between inside self-image and outside perception?

vwo | E/D

25

**Lianda van der Schilden (Leiden University)**  
**Increasing student satisfaction regarding a vocabulary expansion programme**

Differentiated learning does not have to be rocket science. A very practical and uncomplicated approach to differentiated learning regarding vocabulary training and its effect on gifted students' satisfaction regarding the programme. Memrise (vocabulary tool) was used to set up the programme and will be introduced as well.

vmbo | havo | vwo | mbo | E

26

**Natalie Schols (Cito)**  
**Het lezen en gebruiken van toets- en itemanalyses van de centrale examens**

Tijdens deze workshop zal Natalie Schols docenten meenemen door een toets en item analyse van een examen en ze laten zien hoe ze deze informatie kunnen gebruiken om examenvoorbereiding (op maat) vorm te geven.

vmbo | havo | vwo | D

27

**Alex Schonewille (Noordhoff)**  
**Succes voor iedere leerling: een les uit de praktijk**

In deze workshop ga je terug in de schoolbanken en woon je een les Engels bij. Alex Schonewille deelt zijn verhalen en ervaringen uit de dagelijkse lespraktijk en laat zien hoe hij formatief evalueren, activerende didactiek en differentiatie inzet om tot meer gepersonaliseerd leren te komen. De nieuwe 7e editie van *Stepping Stones* fungeert als voorbeeldmateriaal.

vmbo | havo | vwo | E/D

28

**Kirsten Waechter (Tailored Trainings)**  
**Creating Stress-free speaking activities for low-level adult learners**

At lower levels students are reluctant to speak and well-designed speaking activities are needed to help them build confidence and see their own achievement. Workshop participants will try out activities for preparing and conducting speaking sessions to better understand how to implement the activities in the classroom.

all | E