



# Preliminary Programme

and Conference Information

## Plenary Speakers



**Stephen Brewer**



**Luke Meddings**



**Geoff Tranter**

# 30th Annual International TESOL France Colloquium

Paris, France  
4th - 6th November  
2011

This year, TESOL France celebrates  
30 years of sharing knowledge, experience and  
best practices in English language teaching in France.

Telecom ParisTech  
46 rue Barrault, 75013 Paris, France  
[www.tesol-france.org](http://www.tesol-france.org)

# General Information

**Speakers, poster presenters and stand representatives must register online. Not registering may result in your talk being cancelled on the day.**

## Venue address

Telecom ParisTech is located at  
46 rue Barrault, 75013 Paris

## By air

*Charles de Gaulle Airport (CDG) and Orly Airport (ORY)* both have national, European and international flights to and from a wide range of destinations, including low cost airlines EasyJet and Jet2. Orly Airport is closer to the venue than CDG.

## *Beauvais Airport (BVA)*

Ryanair Ryanair flies into Beauvais Airport (BVA), which is 80 km outside the city. The Beauvais Airport Bus (an 80-minute ride) brings travelers into Paris and drops passengers at the Porte Maillot metro station (LINE 1, see map). Taking this same bus from Porte Maillot is required in order to return to Beauvais airport.

## Directions into Paris from CDG airport Airport

### *Taxis*

If you wish to take a taxi, follow the taxi signs. DO NOT accept taxi offers from random drivers who ask you if you want a taxi. They will charge you made-up-on-the-spot prices. Once at the airport taxi rank, wait in line. Cost of getting into Paris: around 50EUR (Yikes! We know).

## **Public Transportation to Central Paris from CDG Airport**

The RER is a regional train network with stops at major Métro hubs in Paris. <http://ratp.fr/>

After you've retrieved your bags and gone through customs, look for a "Gare" sign with a train symbol. (CDG airport has two

RER stations: one for Terminals 1 and 3, and the other at Terminal 2. The terminals are connected by a free CDGVAL shuttle train.)

Once at the RER station (at least a 15mn walk), you can buy tickets in two ways:

- 1) In the ticket office, where the clerks accept payment by cash or credit card.
- 2) From an "Île de France" ticket vending machine, which may or may not be compatible with foreign credit cards. (You'll have a better chance of success if you're using a European "smart" credit card with an embedded chip.) Clerks (reluctantly) and machines will use English.

Buy a ticket to "Paris Central allez-simple. (one way)." For a round trip, simply purchase two. A one-way ticket should cost you about 9.00EUR.

Once you have your ticket, follow the "Paris par Train" signs to the platforms. In the station, you will have to validate your ticket and go through the metal turn-style machines. Important: keep your ticket on you at all times! You will need it to get out of the RER system.

Go down the escalator marked "Paris par Train." When you've descended the escalator, check the electronic signboard above for train departure times and platform numbers. Lights on the overhead signs indicate the stations where the train will stop. Some are direct (if you get lucky). Trains normally depart every 10 to 20 minutes.

All trains going into Paris stop at the same stations in Central Paris. If you are staying at a hotel near the venue, you want to take the train to the station: "Denfert-Rochereau"

It should take about 20-30 minutes to get into town. Use this time in the train to see if your cell phone works, and enjoy the music some musicians play for the tourists, etc. If possible, sit on the right-hand side of the train because: as you approach Paris, take a look to your right. You might catch a glimpse of the beautiful Sacre Coeur on the hill.

The station before "Denfert-Rochereau" is Port Royale (so you know when to get ready to get off)

Get off at "Denfert-Rochereau". On the platform, follow the signs for Metro Line 6. Line 6 is a green circle with a 6 in the middle. You will have to go through another pair of turn-style doors, and re-validate your ticket to get out of the train system and into the Metro system.

If you are headed to the neighborhood of the venue, take Line 6 Direction: Nation. Once on the metro, go three stops until you get to Station: Corvisart

To exit, follow the blue SORTIE signs (see: *map of the neighborhood and directions to the venue*).

NB: If there are strikes scheduled for the weekend of the conference, you will be notified via our website.

## **Directions into Paris from Orly Airport**

### *Taxis*

If you wish to take a taxi, follow the taxi signs. DO NOT accept taxi offers from random drivers who ask you if you want a taxi. They will charge you made-up-on-the-spot prices. Once at the airport taxi rank, wait in line. Cost of getting into Paris: around 30EUR.

After you've retrieved your bags look for a "OrlyVal" signs. The automated Orlyval shuttle trains connect Orly Airport's Sud (south) and Ouest (west) terminals to the Antony station of the RER B line, where you must transfer to an RER train into the heart of Paris. A ticket for the entire journey costs around €9,00. The ticket is valid on the Orlyval train, the RER, and the Métro.

Buy your ticket at the RATP's Orlyval/Orlybus booth in the terminal, then go up the escalator to the elevated shuttle station. Keep the ticket with you throughout the journey.

The OrlyVal will stop at the Antony RER B Station. Take the RER B, direction Paris (to double check you are going in the right direction, verify that the electronic boards above your RER platform highlight the main Paris stations such as Chatelet, St. Michel, and Denfert-Rochereau.)

The RER train ride into Paris takes about 20 minutes

Get off at "Denfert-Rochereau". On the platform, follow the signs for Metro Line 6. Line 6 is a green circle with a 6 in the middle. You will have to go through another pair of turn-style doors, and re-validate your ticket

to get out of the train system and into the Metro system.

If you are headed to the neighborhood of the venue, take Line 6 Direction: *Nation*. Once on the metro, go three stops until you get to station: *Corvisart*

To exit, follow the blue SORTIE signs (see map of the neighborhood and directions to the venue).

### **By Train**

Below are directions to the venue from all major train stations in Paris.

### *Taxis*

If you wish to take a taxi from your train station, follow the taxi signs. DO NOT accept taxi offers from random drivers who ask you if you want a taxi. They will charge you made-up-on-the-spot prices.

### *From Gare de Nord Train Station (Eurostar and Thalys)*

Take the underground LINE 4 direction Porte d'Orleans. Change at Denfert Rochereau Station. Take underground LINE 6 direction Nation. Corvisart station is three stops from Denfert Rochereau

### *From Gare St-Lazare Station*

Take the underground LINE 12 direction Marie d'Issy. Change at Montparnasse Bienvenue. Take underground LINE 6 direction Nation. Corvisart station is six stops from Montparnasse Bienvenue

### *From Gare de Lyon Train Station*

Take the underground LINE 1 direction Chateau de Vincennes Change at Nation station. Take underground LINE 6 direction Charles de Gaulle Etoile. Corvisart station is ten stations from Nation

### *From Gare d'Austerlitz Train Station*

Take the underground LINE 5 direction Place d'Italie. Change at Place d'Italie station. Take underground LINE 6 direction Charles de Gaulle Etoile. *Corvisart* station is one station from Place d'Italie

### **Nearest Metro and RER stops**

<http://ratp.fr>

Line 6: Corvisart (10mn walk)

Line 6: Glaciere (15mn walk)

Line 7: Tolbiac (20mn walk)

RER B: Cite Universite (25mn walk)

### **Public Transportation: Bus**

62 (Stop: Vergniaud)

21 (Stop: Daviel)

67 (Stop: Bobillot)

### **Nearest Velib bike stations**

1) 27 and 36 rue de la Butte aux Cailles

2) 46 Boulevard Auguste Blanqui

3) 20 Rue Wurtz

### **Car Parks**

*Park Alizés*

10 Rue Wurtz

01 45 65 03 99

### *Grand Garage Parking Moulin des Prés Sté*

62 Rue Moulin des Prés

01 45 89 50 55

### **Conference Fee**

*TESOL France members, speakers, poster presenters and stand representatives attend free of charge!*

*Non-member registration fee: 49EUR and thus automatic membership into TESOL France for an entire year! (attendees can chose to opt out if they wish, but why would you want to when coming to this conference would mean free access to all TESOL France events for an entire year and receiving our handy Teaching Times magazine!)*

### Walking to the venue from Corvisart Metro Station

The walk from the metro station, Corvisart, to the venue, Telecom ParisTech, is about 10 minutes.

As you exit the metro, follow the large blue SORTIE ("exit" in French) signs. Go down the stairs. Exit

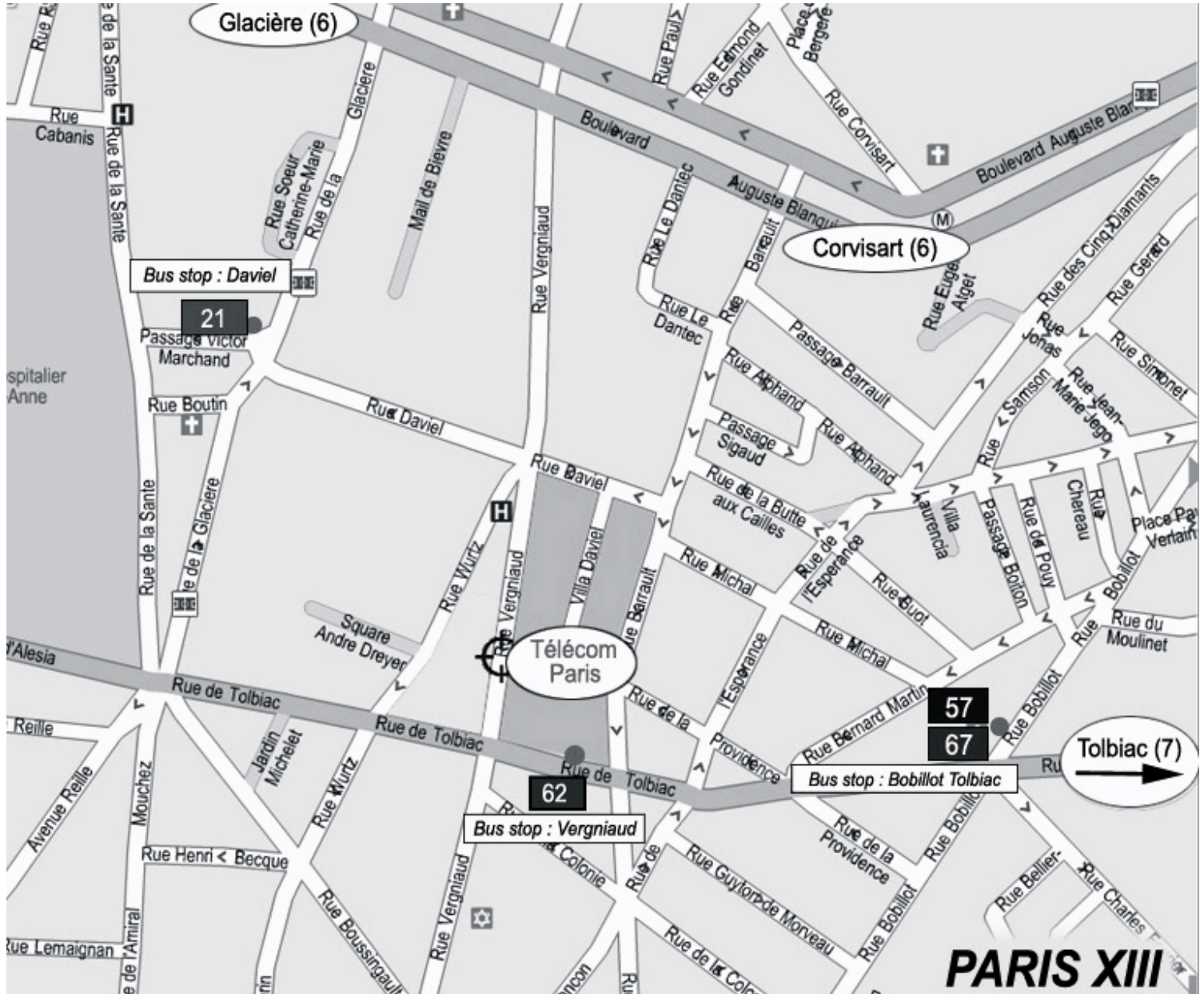
through the metal doors. While still in this small outdoor station, exit to the left (Sign: SORTIE Bd Auguste Blanqui, Cote des Nos Impairs).

The street you are currently facing is Boulevard Auguste Blanqui. Cross this Boulevard Auguste Blanqui.

Veer right, walking down hill, along this Boulevard.

Continue, walking down hill to the first intersection of Rue Barrault (on your left).

Take this Rue Barrault and walk up hill until you reach the venue (No. 46) Telecom ParisTech is on your right.



### Accommodation

We've provided a list of the hotels closest to the venue:

<http://www.tesol-france.org/BOBHotels.php>

However, for a more comprehensive listing, we recommend Booking.com in the 13th District of Paris. use this link: <http://tinyurl.com/43yxvyh>

There are different price ranges from which delegates can choose. It is strongly recommended you book

your accommodation as early as possible. If you do not manage to book a hotel walking distance to the venue, rest assured, the metro system is an excellent way to get around the city, should you need to use it.

### Meals

Coffee and refreshments will be served at specified times during the conference.

There will be receptions on Friday and Saturday evenings and a small snack on Sunday afternoon.

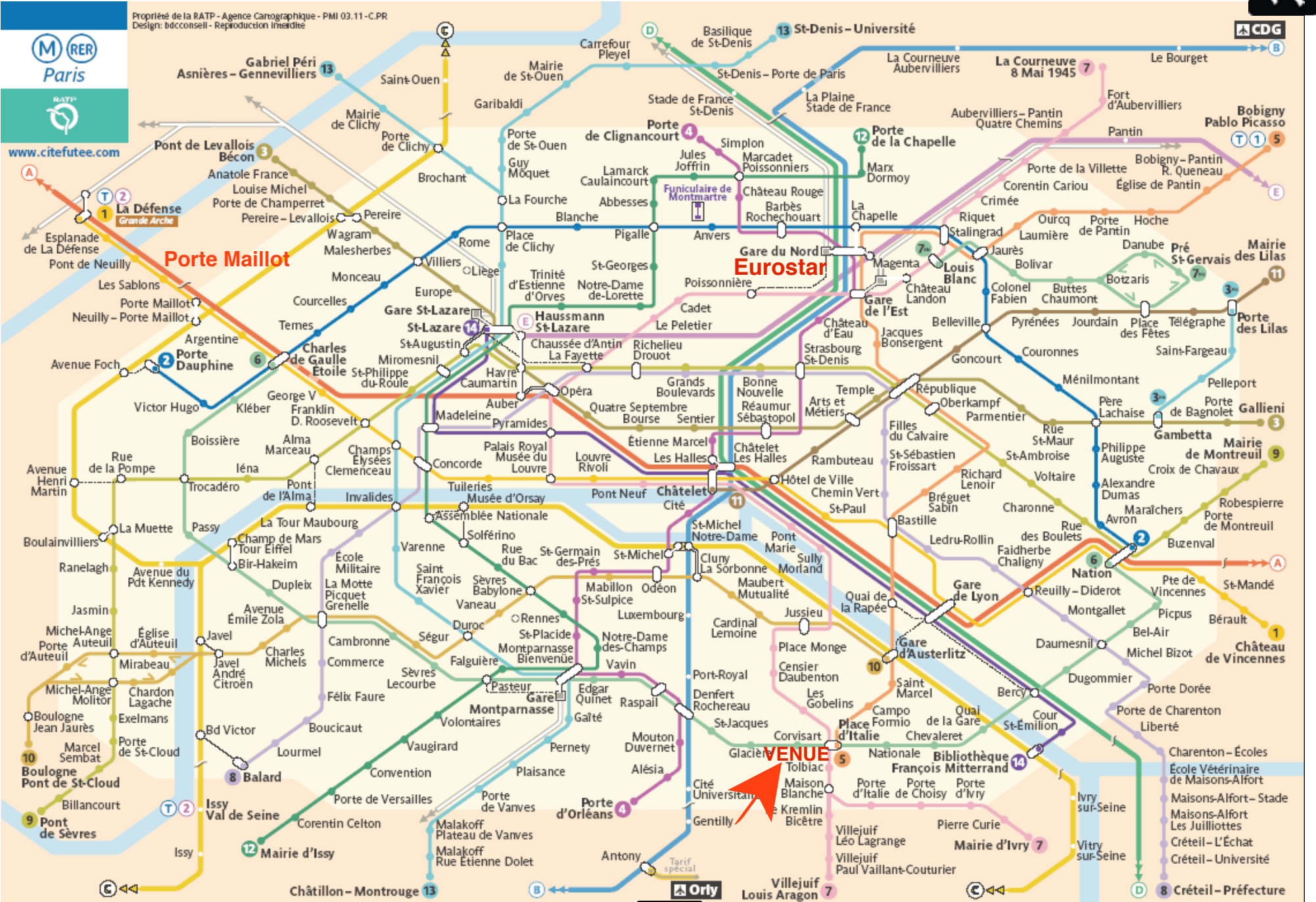
Lunch on Saturday will take place outside the venue. There is a variety of restaurants, cafes and sandwich shops in the area. A list of locations will be provided in the printed programme and is also available on our website.



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**Eurostar**

**VENUE**

CDG

Orly



# Plenary Speakers

Friday, November 4th: 17:00

## Is There an Inner Game of Foreign Language Learning?

In the 1970s Timothy Gallwey wrote a book called the Inner Game of Tennis. In it he proposed a radical new way of thinking about how to improve one's game and discover one's 'true potential' by enhancing quality of concentration, willpower and confidence. Perhaps the comparison is debatable, but for me, language learning is in many respects like learning to play tennis or play a musical instrument, i.e., it's about acquiring a special kind of skill. Gallwey distinguishes between the outer game that we play out on the court and the inner game that takes place in our minds. The way we play the inner game impacts our performances and our motivation to achieve them. Today's talk asks if it could be worth our while to reflect on this inner dimension of language learning and leverage it pedagogically to help students of all ages realize greater potential as EFL learners.



**Stephen-Scott Brewer**, a native of Pennsylvania and resident of France since 1989, is associate professor of language education at the Université d'Artois and member of the Center for Research on Education and Training at the Université Paris Ouest. His research focuses on the development of self-efficacy in the L2 classroom. In his free time he plays classical piano.

Saturday, November 5th: 15:15

## Dogme and the City

Dogme lessons are based on the lives and language of the learners. This means that content is locally situated and meaning is co-constructed by the people in the room. In contrast to the carefully controlled world of the coursebook, this can result in unpredictable outputs, unexpected connections and a fast turnover of language. Of course, this is exactly how learners experience English in real life situations! In this talk, Luke Meddings draws parallels between the flow of dogme lessons and the dynamic of the city – using the art and culture of Paris to make the case for a pedagogy that embraces possibility, plurality and flux.



**Luke Meddings** has been working as a teacher, writer and teacher trainer in ELT for over 20 years. After training and teaching in London he worked as Deputy Editor on the EL Gazette, before leaving to manage an experimental language school. In 2000 he was a co-founder with Scott Thornbury of the dogme ELT movement, and wrote a monthly ELT column for the Guardian online. His first book, *Teaching Unplugged*, co-written with Scott Thornbury, was published by Delta in 2009 and won a British Council ELTon award for Innovation in 2010. He now writes and trains extensively on unplugged approaches.

Sunday, November 6th: 13:45

## That's a Funny Way to Learn a Language!

Humour can be a very useful tool in the language classroom as it can make a positive contribution towards creating a relaxed atmosphere. Judicious use of cartoons and jokes can help to relieve the "stress" that participants may experience during a lesson, especially in those "heavy" lessons that teachers often dread! But humour can also be a very effective teaching device in itself as a means of promoting language skills, language awareness and intercultural skills. This presentation will present a range of ideas and activities that can be used at various levels and in all kinds of courses including English for Special Purposes.



**Geoff Tranter** has been working in further and adult education in Britain and in Germany for many years. During this period he has been heavily involved in all aspects of vocational and non-vocational language testing - including syllabus design with particular reference to the CEFR, examiner training, test materials development, etc. From 2003 to 2008 he was Team Leader for telc GmbH. He is now a free-lance consultant working together with various organisations including German Ministries of Education, regional associations of Further and Adult Education Colleges in Germany, and quite recently the German Civil Aviation Authority. His latest project is the development of an online test for Technical English together with Mondiale-Testing.


# TESOL France Conference Schedule

Updated: 9 October 2011

Please note: this schedule is subject to change.  
On the conference day, we recommend you use the printed version.


## Friday November 4th 2011

Registration opens at 15:00 and continues throughout the event. Coffee will be served at registration.

<b>Fri 4 Nov</b>					
<b>16:00-17:00</b>	<b>Registration:</b> Lobby of Telecom ParisTech and E200		<b>Coffee, POSTER SESSION &amp; Visiting Stands</b>		
<b>17:00-17:45</b>	<b>Opening Plenary</b> <b>Stephen Brewer</b> <i>Is There an Inner Game of Foreign Language Learning?</i>				
<b>Rooms:</b>	<b>Thevenin</b>	<b>B310</b>	<b>B312</b>	<b>B316</b>	<b>Opale</b>
<b>18:00 - 19:00</b> <b>Session A</b>	<b>Russell Stannard</b> <i>Screen Capture Software: A revolution in the way we provide feedback to students</i> TECH & AL	<b>David A. Hill</b> <i>Whose culture is it anyway?</i> IntC & MAT	<b>Dale Coulter</b> <i>Reflective Teacher Practice for Newly Qualified Teachers</i> TTD & WORK	<b>Eugene Schaefer</b> <i>Chuck the Book! Learner-generated role plays</i> AL & DRAM	<b>Mercedes Viola</b> <i>Storytelling and Business English Clients</i> (Speaker from Uruguay via Skype) BE & AL
<b>19:00 - 20:30</b>	<b>Lobby of Telecom</b> <b>ParisTech</b> <b>&amp; E200</b>		<b>Cocktail dînatoire</b> <b>Poster session</b> <b>Visiting stands &amp; networking</b>		
<b>21:30</b>	<b>Karaoke!</b> A venue has been reserved for us all to get together and belt out the classics. The location (near Châtelet) and other details will be available soon!				

# Saturday November 5th

Registration opens at 9:00am and continues throughout the day. Coffee will be served at registration in the morning.


Sat 5 Nov	Thevenin	Estauinie	B310 (TECH)	B312 (TECH)	B316 (DRAMA, Movement)	Opale BE	Rubis	Saphir
10:00-11:00 Session B	<b>Dignen Bob</b> <i>Communicating internationally</i> IntC	<b>Roy Bicknell</b> <i>Awareness is Learning: 3 ways to engage your students</i> BE	<b>Olaf Lenders</b> <i>Contextualised Vocabulary Instruction Using the AWL Highlighter</i> GRAM & CORP	<b>Louisa Dunne</b> <i>How Innovative British Council Online Resources can support teachers of English</i> TECH	<b>Mike Harrison</b> <i>Before Words: Ideas for using images and sound in the classroom</i> DRAM & HUM	<b>Christine Mintcheva</b> <i>10 Practical Ways to Assess your Students Learning in the EFL Classroom</i> TTD	<b>Vladimira Michalkova</b> <i>Homework for the 21st Century</i> TECH & TTD	<b>Jesse Macpherson</b> <i>Dr. Strangelexicon or: How I Learned To Stop Spellchecking and Love The Dictionary</i> GV & WR
11:15-12:15 Session C	<b>Arthur McKeown</b> <i>Vocabulary for MBAs and Managers</i> GV & BE	<b>Claire Hart</b> <i>Bad Business English Teachers Copy, Good Business English Teachers Steal</i> BE	<b>Paul Maglione</b> <i>The Challenge and Satisfaction of Motivating Teens</i> YA & MAT	<b>Petra Pointner</b> <i>Web 2.0 Tools for Autonomous Language Learners</i> TECH & AL	<b>Anna Musielak</b> <i>Break the Ice with Drama</i> DRAM & TTD	<b>Igor Galivan</b> <i>The Challenge of Professionally Creative and Enjoyable Teaching</i> GV & MANGT	<b>Colleen Brown</b> <i>Reduce, Reuse &amp; Recycle: A framework for sustainable teaching in the ELT classroom</i> TTD & HE	<b>Leo Selivan</b> <i>Revising &amp; Recycling Lexis</i> GV & CORP
12:15 - 13:30	<b>LUNCH BREAK*</b>							
13:30 - 14:00	<b>Coffee, POSTER SESSION, Visiting Stands in the Lobby &amp; E200</b>							
14:00 - 15:00 Session D	<b>James Chamberlain</b> <i>Theory and Practice of Intercultural Communication: Tools for trainers</i> IntC & TTD	<b>Elizabeth Anne</b> <i>Reading in a Higher Ed class: Why should the teacher always ask the questions?</i> HE	<b>Tim Phillips</b> <i>Don't Stop: Teachers always developing</i> TTD & Fr	<b>Nick Robinson</b> <i>Making it Relevant: Dogme, the web and business English materials</i> TECH & BE	<b>Steven Muir</b> <i>Tried and tested: Clips that Work</i> YA & AL	<b>Shiv Rajendran</b> <i>Contextual Learning in Virtual World</i> AL & ESP & TECH	<b>Divya Brochier</b> <i>Addressing Attitudes and Expectations</i> MANGT & Fr	<b>Cecilia Lemos</b> <i>Ideas for Improving Students' Writing Skills: My Experience</i> WR
15:15 - 16:15	<b>Plenary Session</b> <b>Luke Meddings</b> <i>Dogme and the City</i> 							
16:15 - 16:45	<b>Coffee in E200 and the Lobby</b>							
16:45 - 17:45 Session E	<b>Matt Ledding</b> <i>Speaking</i> SPEAK & DRAM	<b>Hugh Dellar</b> <i>Memories</i> TTD	<b>Marisa Constantinides</b> <i>The Reading Challenge: Motivation &amp; creativity in reading lessons</i> READ & TECH	<b>Mike Hogan</b> <i>Teaching Business English Online Using clients' virtual meeting software</i> BE & TECH	<b>Inmaculada Senra-Silva &amp; Rubén Chacón-Beltrán</b> <i>Dialogic Fluency: A key component in EFL teaching</i> Pr & SPEAK	<b>Martin Beck &amp; Geoff Tranter</b> <i>What is Technical English and How Can it Be Tested to Meet the Needs of the Various Target Groups?</i> TEST	<b>Catherine Buon</b> <i>Our students, the P.D.T.s: Procrastinators, doers, and thinkers</i> AL & HE	<b>Fiona Mauchline</b> <i>Write on, Right on!</i> YA & WR
18:00 - 19:00 Session F	<b>Richard Gresswell</b> <i>Making and Sharing Video Clips in ELT</i> YA & TECH	<b>Mary Spratt &amp; Stephen Brewer</b> <i>Is CLIL a way forward?</i> TTD & Fr	<b>Ceri Jones</b> <i>You've Got Mail</i> TECH	<b>Shelly Terrell</b> <i>Sharing Stories: Motivating language learners through mobile devices</i> TECH & SPEAK	<b>Linda Gerena</b> <i>Using Games To Develop Language Acquisition</i> GV & HUM	<b>Anna Kozicka</b> <i>Drilling: A meaningful and fun stage of the lesson</i> PRIM	<b>Gerard McLoughlin</b> <i>Changing Perspectives</i> AL & YA	<b>Virginia Allum</b> <i>Keeping Abreast of the Changing Requirements of English for Healthcare Professionals</i> ESP & WR
19:00 - 20:00	<b>Cocktail dînatior, POSTER SESSION, Visiting Stands</b>							
20:00 - 22:00	<b>It's back! The Open Mic Night! Music, songs, stand up comedy and more!** Room: Thevenin</b>							

\* There are several restaurants near the venue, though we suggest grabbing a quick sandwich. Service can be slow on Saturday afternoon. A restaurant list is provided in the programme.

\*\*If you are interested in participating, please see us during the conference on Friday or Saturday during the day.

# Sunday November 6th

Registration opens at 9:00am and continues until the closing plenary. Coffee will be served at registration in the morning.

Sun 28 Nov	Thevenin	Estauinie	B310	B312	B316	Opale	Rubis	Saphir	
10:00-11:00 Session G	<b>Willy Cardoso</b> <i>Classroom Management: Who's (really) in charge</i> MANGT	<b>George Vassilakis</b> <i>Preparing Learners for Speaking Exams: Objectives, Materials, Activities</i> SPEAK & TEST	<b>Roslyn Young</b> <i>Teaching Pronunciation Without Using 'Listen and Repeat'</i> Pr & TTD	<b>Deniz Atesok</b> <b>Nurşen Karabulut</b> <i>Differentiated Instruction in Mixed-Ability Classes</i> TECH & MLev	<b>Ekaterina Belozero</b> <i>Storytelling for preschool or early primary learners of English!</i> PRIM & TTD	<b>Fairlie Atkinson</b> <i>Reading Doesn't Just Have to Be About Books</i> READ & TECH	<b>Milada Krajewska</b> <i>Grammar Stories</i> GV & MAT	<b>Karen White</b> <i>Dyslexia and Learning a Foreign Language: helpful tips for teachers</i> YA	
11:10 - 12:10 Session H	<b>Carol Bausor</b> <i>Your Business in a Box: 8 practical steps to run your own EFL biz</i> TTD	<b>Marianne Raynaud</b> <i>Laughter: The best medicine in the ESL classroom</i> HUM & SPEAK & Fr	<b>Valentina Dodge</b> <i>What's in Your Blended Teaching Toolkit?</i> TECH & MAT	<b>Olga Gusakovskaya</b> <i>Grammar Building Blocks</i> TECH & GV	<b>Chaz Pugliese</b> <i>Creativity: Superfluous Optional or Absolute Must?</i> TTD & MAT		<b>Weronika Salandyk</b> <i>Effective and Engaging Vocabulary Revisions</i> GV	<b>Katherine Kleinworth</b> <i>From Brainstorming to Final Product: Strategies for improving students' writing skills</i> WR & HE & Fr	
12:10 - 12:45	<b>Light snack, POSTER SESSION, Visiting Stands &amp; Coffee in the Lobby &amp; E200</b>								
12:45 - 13:45 Session I	<b>James Schofield</b> <i>Business Speaking: No place left to hide</i> BE & SPEAK	<b>Dennis Davy</b> <i>Around the World in English: the Parts of the English-speaking world that other courses do not reach</i> IntC & YA & Fr	<b>Antonia Clare</b> <i>Bringing the Real World into the Classroom</i> TECH & AL	<b>Luke Meddings</b> <i>Plenary Q&amp;A</i>		<b>Arjana Blazic</b> <i>Testing, testing, 1, 2, 3</i> TEST & TECH	<b>Nesrin Eren</b> <i>A Class with Multiple Intelligences: Feed the intelligences to shed light</i> HE & MLev	<b>Roisin O'Farrell</b> <i>Writing Rocks!</i> WR & PRIM	
13:45 - 14:45	<b>Closing Plenary</b> <b>Geoff Tranter</b> <i>That's a Funny Way to Learn a Language!</i>								
14:45 - 15:30	<b>Closing remarks and Prize Draw!</b>								
16:00-17:00	<b>BESIG Webinar</b> <i>Post-Conference Event run by IATEFL BESIG</i>	<b>Helen Strong</b> <i>Using Social Media in Business English courses</i>							

## Key to Acronyms

AL: Adult Learners  
 BE: Business English  
 CORP: Corpus in the Classroom  
 DRAM: Drama-based Lessons  
 EAP: English for Academic Purposes  
 EFL: English as a Foreign Language  
 ELT: English Language Teaching  
 ESP: English for Specific Purposes  
 Fr: French Learners  
 GV: Grammar & Vocabulary

HE: Higher Education  
 IntC: Intercultural Issues  
 MANGT: Classroom Management  
 MAT: Materials Design and Publishing  
 MLev: Multilevel Classroom  
 Pr.: Pronunciation  
 PRIM: Primary School Learners  
 READ: Reading Skills  
 SPEAK: Speaking Skills  
 TBL: Task-Based Learning

TECH: Technology in the Classroom  
 TEEN: Teenage Learners  
 TESOL: Teachers of English to Speakers of Other Languages  
 TEST: Testing and Assessment  
 TTD: Teacher Training & Development  
 WR: Writing Skills  
 YA: Young Adult Learners

# Poster Presenters

<p><b>Majed Alqahtani</b> (Alkarij University) <i>English in the Workplace: Needs analysis for diplomats</i></p>	<p><b>Azzeddine Bencherab and Abdelkrim Chami</b> (University of Mascara, Algeria &amp; University of Mascara) <i>Challenging Students Through Project Work</i></p>	<p><b>Hidayet Amina Bereksi Reguig - Hemche</b> (Tlemcen University) <i>An EST Course Gestation Process</i></p>	<p><b>Isil Boy</b> (Yildiz Technical University) &amp; <b>Beyza Nur Ozyegin</b> (University Yilmaz) <i>Integration Web 2.0 to the Curricula of University Preparatory Schools</i></p>	<p><b>Elinda Gjonedaj</b> <i>Web 2.0 World in our English Language Classroom</i></p>	<p><b>Stavroulla Hadjiconstantinou Angelidou</b> (Cyprus University of Technology) <i>Blended Learning in ESP Courses: A case study from the field of Communication</i></p>	<p><b>Panayiota Hadjiconstantinou &amp; Androulla Athanasiou</b> (Cyprus University of Technology) <i>To Use or Not to Use Technology: Language teachers' and students' perceptions</i></p>
<p><b>Maria Heizer</b> (IATEFL Poland guest) <i>How to Expand Vocabulary</i></p>	<p><b>Stephen Henneberry</b> (University of Shimane) <i>Commenting Behavior in a Foreign Language Blog Exchange Between Japan and USA</i></p>	<p><b>Linda Khenoune</b> <i>Role Playing: Masking or unmasking learners?</i></p>	<p><b>Maliha Meziane</b> <i>Integrating ICT for the Global Understanding Program</i></p>	<p><b>Jill Partridge Salomon</b> <i>Using the Telephone to Communicate in the BTS EFL Classroom</i></p>	<p><b>Yu-Mei Tsai</b> (Tzu Chi College of Technology) <i>Vocabulary Acquisition Research on Oral Reading Tasks</i></p> <p><i>*2010 TESOL France Poster Winner*</i></p>	<p><b>Nahid Zarei</b> (Islamic Azad University-Maragheh Branch) <i>The Relationship Between Gender and Corrective Feedback</i></p>
<p><b>Anissa Khaldi (Abou Bekr Belkaid University)</b> <i>Testing L2 Listening: Principles and Techniques</i></p>	<p><b>Anna Loseva</b> (Moscow State University) <i>Using Breaking News in an EFL Classroom</i></p>	<p><b>Igor Galivan</b> (TESOL-SPAIN) <i>How To Design An Effective Poster</i></p>				

## Poster Session Schedule

Friday 16:00-17:00	Lobby of Telecom ParisTech & E200	Poster session & Visiting stands
Friday 19:00 - 20:30	Lobby of Telecom ParisTech & E200	Poster session & Visiting stands
Saturday 13:30 -14:00	Lobby of Telecom ParisTech & E200	Poster session & Visiting stands
Saturday 19:00 - 20:00	Lobby of Telecom ParisTech & E200	Poster session & Visiting stands
Sunday 12:10 - 12:45	Lobby of Telecom ParisTech & E200	Poster session & Visiting stands



# Speaker and Poster Presenters from Around the World!



# Speaker bios

<p><i>Themes:</i> English for Specific Purposes &amp; Writing Skills</p>	<p><b>Virginia Allum (UK) <i>Keeping Abreast of the Changing Requirements of English for Healthcare Professionals</i></b> The introduction of compulsory English for Medical Purposes into many Medical and Nursing degrees often provides a considerable challenge for teachers who have to deal with the multi-level abilities of students and course outlines which aim to cover all bases in an unreasonably short time. Increasingly, EMP needs to encompass oral communication skills as well as the academic writing used in Nursing and Medical Research papers, conference papers and journal articles. The teaching of Medical terminology used in academic writing is challenging for many EMP teachers and requires clever use of online options and authentic texts to reinforce unfamiliar terms.</p> <p><b>Virginia Allum</b>, co-author of <i>Cambridge English for Nursing</i> (Cambridge University Press), currently works as a staff nurse in a Ramsay Health UK hospital in Devon, UK. After obtaining her TESOL certificate, she taught English for Nursing at vocational training institutions in Queensland and was nurse facilitator on the diploma course.</p>
<p><i>Theme:</i> Higher Education</p>	<p><b>Elizabeth Anne (France) <i>Reading in a Higher Ed Class: Why should the teacher always ask the questions?</i></b> Reading is an individual activity which is ideally done outside of class time. Every teacher knows how well one gets to know the text when writing comprehension questions. Various ways of getting the students to prepare the questions, ranging from general comprehension to IELTS preparation questions, and from transparencies in class to using Google doc "forms", ensures that the students participate actively, read and talk a lot, and produce lots of language for follow-up lessons.</p> <p><b>Elizabeth Anne</b> came to France while training as a Physicist to work in Grenoble, and discovered that helping Physicists to communicate in English was much more fun. Coordinator for English in the Physics Dept. of Grenoble University she has spent her life trying to bridge the great Science/Arts divide.</p>
<p><i>Theme:</i> Technology in the Classroom</p>	<p><b>Deniz Atesok &amp; Nurşen Karabulut (Turkey) <i>Differentiated Instruction in Mixed-Ability Classes</i></b> We all experience differences among our learners in levels, interests and needs. In fact, we can say that every classroom is said to be mixed- ability. This is because every class is made up of a group of individuals, and each of those individuals, is to some extent, different in terms of their knowledge and ability. In this workshop, we will together discuss what 'mixed-ability' means as well as the related key concepts. We will then share strategies and tips on how we can differentiate our instruction, with and without ICT, to make it more effective.</p> <p><b>Deniz Atesok</b> has worked at Istanbul Bilgi University since 2008. She has had the opportunity to work with students from diverse ages, in a variety of contexts. She holds a DELTA and a BA in ELT from Istanbul University. She is doing her MSc in TESOL in Aston University.</p> <p><b>Nursen Karabulut</b> has been working at Istanbul Bilgi University English Language Programs for 3 years with a teaching experience of 19 years. She has had the opportunity to work with university students, in a variety of contexts. She holds a BA in English Language and Literature from Hacettepe University.</p>
<p><i>Theme:</i> Technology in the Classroom</p>	<p><b>Fairlie Atkinson (Zayed University, United Arab Emirates) <i>Reading Doesn't Just Have to be About Books</i></b> In today's world of technology overload, it is hard to foster a genuine love of reading for pleasure. Books, seem to be an academic obligation or crutch rather than something to be enjoyed. This presentation aims to show teachers that there is an entire world of online reading resources out there that cater to today's technology savvy student, but at the same time can be used to foster a love of reading for pleasure and study. It will introduce to educators of all ages and levels of English, a wealth of resources to enrich their classrooms and students' independent reading.</p> <p><b>Fairlie Atkinson</b> is an instructor in the Academic Bridge program at Zayed University Dubai. She has published and presented internationally on the topics of technology, reading, vocabulary and motivation.</p>
<p><i>Theme:</i> Teacher Training and Development</p>	<p><b>Carol Bausor (France) <i>Your Business in a Box: Eight practical steps to run your own EFL biz</i></b> You are an experienced EFL trainer...but you sometimes feel stuck in a rut...You have made your decision: you want to advance in your career. You have asked around, got advice, and you <i>know</i> you can do it. But how, specifically, can you compete in the increasingly competitive market of EFL? Carol Bausor will be giving hands-on, practical guidance, to work in EFL in a lucrative and interesting manner. Be prepared to answer challenging questions during the workshop, and you will leave with an 8-step blueprint to a successful EFL career booster.</p> <p><b>Carol Bausor</b> fell in love with France at the age of 13, and moved there (ostensibly for one year) as soon as she possibly could. Over 30 years later, she owns a company, teaches English to French corporate trainees and conducts Coaching Sessions in Success strategies.</p>

# Speaker bios

<p><i>Themes:</i> Testing and Assessment</p>	<p><b>Martin Beck (Mondiale Testing)</b> <b>What is Technical English and how can it be tested to meet the needs of the various target groups?</b></p> <p>Technical English is a difficult concept to define. On the one hand, there are a large number of technical areas, secondly there are many different kinds of workplaces where a variety of communicative language skills are required, thirdly there is the question of level (B1, B2, C1?), and finally there is the question of how to bridge the gap between the needs of people already in employment and those still seeking employment, e.g. students, etc. This makes both teaching and in particular testing technical English quite a difficult matter. The aim of this workshop is to discuss the consequences of these various aspects and to show how an online testing system can offer the degree of flexibility needed to meet the needs of all stakeholders. Both the mock version of the test and the result of the pre-testing will be shown.</p> <p><b>Martin Beck</b> has been involved in the areas of language teaching, testing and consultancy for 25 years. After studying at the university of Heidelberg, Berlin and Lisbon he founded a language training centre in Germany. In 2001 he spun off the testing facilities to form Mondiale Testing, a full-service language testing organization based in Switzerland. He is Vice President of the ICC and a member of EALTA.</p>
<p><i>Themes:</i> Teacher Training and Development &amp; Primary Learners</p>	<p><b>Ekaterina Belozerova (Turkey) <i>Storytelling for Preschool or Early Primary Learners of English!</i></b></p> <p>It has become extremely popular to start teaching English as a foreign language to very small kids. Approaches, methods and techniques of teaching English to preschoolers and early primary students differ a lot from those applied with secondary or high school students. In my workshop we will look at different ways of teaching English to kids through storytelling and drama activities. Ready to use and very practical activities for your class! If you are an English teacher who is planning to start working or is already working with Very Young Learners, my workshop will be interesting for you!</p> <p><b>Ekaterina Belozerova</b>, is an experienced EFL teacher presently working in Istanbul, Turkey. She has been conducting teacher development workshops on Teaching English to Very/Young Learners at many international conferences in Turkey and abroad for several years. She was nominated for the innovative educational writing by ELTons 2010.</p>
<p><i>Theme:</i> Business English</p>	<p><b>Roy Bicknell (The Netherlands) <i>Awareness is Learning: Three ways to engage your students</i></b></p> <p>We will explore three strategies which are based on the reflective approach to teaching. The examples are from recent Business English programmes I've given, but they can be used in other teaching environments. We will first look at how cognitive strategies can be used to help develop student awareness and autonomy. In connection with this, we will also see how standard course elements can be adapted to enhance learning in the classroom. Are you looking for a different approach? Do want fresh ideas that are easy to use? Look no further: this workshop is for you!</p> <p><b>Roy Bicknell</b> teaches Business English and Intercultural communication at Horizon Interlingua, in Amsterdam, the Netherlands. He has written on using the reflective approach in the classroom, and writes the column <i>The Practice</i> for <i>Business Issues</i>.</p>
<p><i>Themes:</i> Testing &amp; Technology in the Classroom</p>	<p><b>Arjana Blazic (Croatia) <i>Testing, Testing, 1, 2, 3</i></b></p> <p>The aim of this talk is to present various online testing tools that teachers can use to create their own interactive quizzes, puzzles and games for testing student knowledge and measuring student progress. The talk will focus on free user-friendly tools that can be used for testing different language aspects. Attendees will be shown different quiz formats and will learn how to create plausible distractors. The talk will also emphasise the importance of introducing test makers to students and empowering them to create their own quizzes.</p> <p><b>Arjana Blazic</b> is a high school English and German teacher from Zagreb, Croatia. She is an avid user of web 2.0 technologies and a lifelong learner with a strong passion for travel. She is the author of the award-winning wiki <i>Greetings From the World</i>. Her Twitter handle is @abfromz.</p>
<p><i>Theme:</i> Classroom Management</p>	<p><b>Divya Brochier (France) <i>Addressing Attitudes and Expectations</i></b></p> <p>We've all had great classes. Classes that we genuinely miss once they're over. We've also had not-so-great classes. Classes where the end of the course can't seem to come quickly enough. We label these classes difficult, de-motivated, indifferent... amongst others and they, the students, sometimes label us dull, disconnected, disorganised...from student feedback. It is my pleasure to share with you today a few ideas on the social forces that give a classroom its dynamics and to brainstorm with you on attitudes and expectations that shape them.</p> <p><b>Divya Brochier</b> received an MA in Language Teaching six years ago and has thoroughly enjoyed researching Motivation ever since. She is a teacher and oral examiner at ENSAE ParisTech and also works at Paris III La Sorbonne Nouvelle. She spends almost all her free time learning languages.</p>
<p><i>Themes:</i> Teacher Training and Development &amp; Higher Education</p>	<p><b>Colleen Brown (France) <i>Reduce, Reuse &amp; Recycle: A framework for sustainable teaching in the ELT classroom</i></b></p> <p>How can teachers continue to provide meaningful and quality teaching to our English learners in a context that privileges quick, short-term disposable solutions? We will use the 3R teaching framework to analyze your current teaching situation and to explore strategies that allow you to reduce teacher time and workload, effectively reuse curriculum and lesson plans and creatively recycle materials and content. This interactive workshop aims to provide workable and sustainable solutions to ensure that neither your teaching goals are compromised, nor your precious teaching resources spent.</p> <p><b>Colleen Brown</b>, a freelance teacher and translator, has been working in the ELT field in Paris for 12 years. She received two B.A.s in English literature &amp; French (U of M, Ann Arbor) and a <i>Maitrise</i> in French Language Teaching and Didactics (Paris 3).</p>

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<p><i>Themes:</i> Teacher Training and Development &amp; Primary Learners</p>	<p><b>Ekaterina Belozerova (Turkey) <i>Storytelling for Preschool or Early Primary Learners of English!</i></b> It has become extremely popular to start teaching English as a foreign language to very small kids. Approaches, methods and techniques of teaching English to preschoolers and early primary students differ a lot from those applied with secondary or high school students. In my workshop we will look at different ways of teaching English to kids through storytelling and drama activities. Ready to use and very practical activities for your class! If you are an English teacher who is planning to start working or is already working with Very Young Learners, my workshop will be interesting for you!</p> <p><b>Ekaterina Belozerova</b>, an experienced EFL teacher presently working in Istanbul, Turkey. She has been conducting teacher development workshops on Teaching English to Very/Young Learners at many international conferences in Turkey and abroad for several years already. She has been nominated for the innovative educational writing by ELTons 2010.</p>
<p><i>Themes:</i> Adult Learners &amp; Higher Education</p>	<p><b>Catherine Buon (American University of Armenia) <i>Our Students the P.D.T.s: Procrastinators, doers, and thinkers</i></b> As we know, language learners come from diverse backgrounds, cultures, and utilize varied thought patterns. These differences are reflected in the various learning strategies and styles learners employ when learning a new language: kinetic, cognitive, introspective, etc. Problem solving involves three different types of solution finding processes: procrastinating, doing, or thinking. These processes can therefore be employed when teaching and learning a language. This presentation will examine how our students' learning preferences and styles can be utilized by teachers for more effective language instruction</p> <p><b>Dr. Catherine Buon</b> is an Applied Linguist and Language Specialist. She is currently Assistant Dean of English Programs at American University of Armenia. Before joining AUA, she taught ESL/EFL, French, and Teaching Methods in the USA and Middle East, and worked as a teacher trainer at SEAMEO RELC in Singapore.</p>
<p><i>Theme:</i> Classroom Management</p>	<p><b>Willy Cardoso (UK) <i>Classroom Management: Who's (really) in charge?</i></b> One of the greatest quests of our profession is trying to find and understand the right conditions for learning to take place, isn't it? Diving into ecological perspectives on language learning, I found a refreshing framework that helps me deal with classroom management and consequently increases learners' attention and participation. In this session, I will share my favorite activities to promote self- and other-awareness, as well as a 'hand-over-control' attitude from the part of the teacher.</p> <p><b>Willy Cardoso</b>, after 10 years teaching in Brazil, and leaving his unpromising career as a musician, is now based in London, where he's an MA Education student, materials writer and EFL teacher. Willy is an aficionado of complexity thinking and has talked about it at conferences for the past year. <a href="http://authenticteaching.wordpress.com">http://authenticteaching.wordpress.com</a></p>
<p><i>Themes:</i> Intercultural Issues &amp; Teacher Training and Development</p>	<p><b>James Chamberlain (Bonn-Rhein-Sieg University, Germany) <i>Theory and Practice of Intercultural Communication: Tools for Trainers</i></b> The aim of this interactive workshop is to explore culture and the role it plays in our communication across cultural boundaries. We will look at culture as a phenomenon worthy of study, as something we do (and in which we are more or less competent), and as a psychological process. Throughout the workshop we will apply the insights we gain, the techniques we practice and the materials we use to language-learning contexts.</p> <p><b>James Chamberlain</b> is DOS of the Language Centre at the Bonn-Rhein-Sieg University in Germany. He has studied, taught and worked the US, Israel, France and Germany. He has been teaching Business English since 1984 and training intercultural communication skills since 1994.</p>
<p><i>Themes:</i> Adult Learners &amp; Technology in the Classroom</p>	<p><b>Antonia Clare (UK) <i>Bringing the Real World into the Classroom</i></b> There is a plethora of authentic video material available inside and outside the classroom for today's digitally aware students. More and more teachers are using authentic video clips to inspire and motivate their students. Besides being a great motivator, and making learning more relevant, what do learners actually gain in terms of skills and language development when video is used? This session will look at these questions and offer practical teaching ideas for integrating authentic video and video podcasting projects into your classes to develop learners' communication skills.</p> <p><b>Antonia Clare</b> is a teacher, trainer and materials writer whose special interests include the use of video and new technologies in ELT. She has taught and trained in many countries around the world and is a co-author for <i>Language-to-Go</i>, <i>Total English</i> and <i>Speakout</i> (developed in partnership with the BBC).</p>

# Speaker bios

<p><i>Themes:</i> Reading Skills &amp; Technology in the Classroom</p>	<p><b>Marisa Constantinides (Greece) <i>The Reading Challenge: Motivation &amp; Creativity in reading lessons</i></b> Reading is a key input skill in acquiring a foreign language. This presentation aims to look at a variety of ways of transforming reading lessons into more challenging and motivating reading and learning experiences. The ideas work well both with material from authentic sources as well as with material from coursebooks. Activity samples shown will include suggestions useful to teachers who are comfortable with using technology, although the presentation aims to cover wider issues which apply to all teachers and teaching contexts.</p> <p><b>Marisa Constantinides</b>, (Dip.RSA, M.A. App Ling) is a teacher educator, Director of CELT Athens, a Cambridge CELTA &amp; DELTA centre. Her publications include materials for children, advanced learners and many articles on TEFL. She is a member of IATEFL International, an active ELT blogger and Twitter user (moderator of #ELTchat)</p>
<p><i>Themes:</i> Teacher Training and Development &amp; Working Conditions</p>	<p><b>Dale Coulter (UK) <i>Reflective Teacher Practice for Newly Qualified Teachers</i></b> Can reflective teacher practice enhance the development of newly qualified teacher after pre-service training? I will outline how teachers can work towards developing a more principled approach in their formative years, using a framework that creates a deeper understanding of learners and the learning process and places the teacher and the classroom at the centre. This presentation will look at methods for reflective teacher practice and make some practical suggestions for teachers and teacher trainers, using examples taken from my own experience.</p> <p><b>Dale Coulter</b> has been a teacher since June 2009 and since then has taught in Italy and London. He is interested in phonology, unplugged teaching and global issues in ELT.</p>
<p><i>Themes:</i> Intercultural issues &amp; Young Adult Learners</p>	<p><b>Dennis Davy (France) <i>Around the World in English: The parts of the English-speaking world that other courses do not reach</i></b> Lots of practical pedagogical ideas for helping <i>Grande Ecole</i> students to learn more about the cultures of the English-speaking world. Focussing on the less commonly taught Anglophone countries and territories in Europe, the Caribbean, Africa, Asia and the Pacific, the session provides plentiful examples of motivating teaching materials based on geography, history, language variation, music, food, sport, literature, art and cinema. It shows how students can improve their speaking, listening, reading and writing skills and how songs, film extracts, poems and short stories from various Anglophone countries can be effectively exploited in class.</p> <p><b>Dennis Davy</b> has taught in France since 1993, in various universities and <i>Grandes Ecoles</i>. He studied French and German at Oxford, and English and Applied Linguistics at Cambridge. He has also taught and trained teachers in Germany, Japan, Algeria, Qatar and Oman. Now teaching in Lille, Paris and Strasbourg (DELTA).</p>
<p><i>Themes:</i> Teacher Training and Development &amp; Materials Design and Publishing</p>	<p><b>Hugh Dellar (Heinle Cengage, UK) <i>Memories</i></b> The role of memory in language learning has remained sadly neglected for far too long. In this provocative talk, I will be exploring why the activation of memory is so central and, with the use of classroom videos, exploring four key ways in which teachers can encourage students to perform memorization.</p> <p><b>Hugh Dellar</b> is a teacher and teacher trainer at the University of Westminster, London. He's also the co-author of two five-level General English coursebook series, <i>Outcomes</i> and <i>Innovations</i>, published by Heinle Cengage. He has been teaching for almost twenty years and has worked with teachers all over the world.</p>

# Speaker bios

<p><i>Theme:</i> Intercultural Issues</p>	<p><b>Bob Dignen (Cambridge University Press) <i>Communicating Internationally</i></b> What makes an effective international communicator in today's business world? How can EFL trainers develop themselves and their training programmes to help their clients to develop essential international communication skills? Bob Dignen will address these two key questions, outlining a skills set for professionals communicating internationally and showcasing materials, some drawn from his forthcoming book <i>Communicating Across Cultures (CUP)</i>, which illustrate how trainers can deliver new and highly relevant international communication skills training in the EFL classroom.</p> <p><b>Bob Dignen</b> is a director of York Associates. He specialises in intercultural skills programmes and international team seminars which he delivers to clients in Europe. He is accredited to use <i>The International Profiler</i> (an intercultural profiling tool) and is also an advanced practitioner of TMP (Team Management Profile – an international team profiling tool). As an author, his titles include <i>English 365</i> (co-authored for CUP), <i>Communicating internationally in English</i> (York Associates), <i>50 Ways to improve your international presentation skills</i> and <i>50 Ways to improve your intercultural skills</i> both published by Summertown. He is also co-author of <i>Developing People Internationally</i>, a multimedia international team training resource.</p>
<p><i>Themes:</i> Technology in the Classroom &amp; Materials Design and Publishing</p>	<p><b>Valentina Dodge (Italy) <i>What's in your Blended Teaching Toolkit?</i></b> "If all you have is a hammer, everything looks like a nail!" This talk will illustrate how the self-authoring tools on English360 can personalise and humanise course design and delivery. Technology-supported learning activities need to be driven by the understanding of the unique opportunities the tools provide. This talk will explore how to promote reflection, increase interaction as well as offer unique relevant self-paced learning paths. It's not the tool, it's the way you use it. With English360, it's not hammers or nails, it's a whole new philosophy. It's blended learning your way.</p> <p><b>Valentina Dodge</b> is Learning Manager where she oversees content, pedagogy, teaching, and academic matters for English360. She works closely with educators and school owners on a global scale. She collaborates with and supports English language teachers to help them publish and share lesson and courses for blended or online delivery.</p>
<p><i>Theme:</i> Technology in the Classroom</p>	<p><b>Louisa Dunne (British Council, France) <i>How Innovative British Council Online Resources can Support Teachers of English</i></b> This session will focus on using the British Council's online resources to help students achieve their goals. We will discuss which online resources teachers are currently using and what they would like to have available. We will showcase the range of resources - from soap operas to mobile phone apps - available on the British Council's Learning English and Learn English Kids websites We will work through a model for effectively integrating these resources into your teaching. Finally we will look at how the British Council's Continuing Professional Development Framework on the Teaching English website can benefit you</p> <p><b>Louisa Dunne</b> is a teacher, teacher trainer and Cambridge ESOL examiner who has worked for the British Council in Nepal, Egypt, Japan, Portugal and France. She is currently Examinations Academic Support Manager at the British Council, Paris.</p>
<p><i>Themes:</i> Higher Education &amp; Multi-Level Classroom</p>	<p><b>Nesrin Eren (Istanbul Bilgi University Turkey) <i>A Class with Multiple Intelligences: Feed the intelligences to shed light</i></b> "Intelligence is a uniform cognitive capacity people are born with, which can be easily measured by short-answer tests". Auspiciously, theories of intelligence now acknowledge intelligence on a broader aspect, which in turn, has helped children with different abilities, other than mathematical and verbal intelligences, shine in the classroom. As one of our main roles as teachers is to cater for different learners, so we need to establish a learning environment in which different intelligences are 'fed'. This workshop will look at different ways on how to engage different learners into the lesson which subsequently increases participation and deepen students' learning.</p> <p><b>Nesrin Eren</b> is an educational consultant, e-moderator and teacher trainer. She is currently working as a teacher trainer in the English Language Programs at Istanbul Bilgi University where she develops and delivers training programs for English language teachers and trainers-to-be, and does classroom observations.</p>
<p><i>Themes:</i> Grammar and Vocabulary Skills &amp; Classroom Management</p>	<p><b>Igor Gavilán (TESOL-SPAIN) <i>The Challenge of Professionally Creative and Enjoyable Teaching</i></b> Drawing your students' attention all throughout the lesson is a real challenge, therefore including some of the techniques shown in this session will help both teachers and students to feel amazingly comfortable and motivated. We will study how we can incorporate some enjoyable material, inspirational quotes, proverbs and idioms into our lessons. Then, we will feel ready to face the challenge of teaching professionally, creatively and enjoyably.</p> <p><b>Igor Gavilán</b> holds a B.A in English and is qualified in Pedagogical Skills by the University of Deusto (Bilbao). He is currently a lecturer and the director of his own school of languages where he has worked as a teacher for 17 years. He is a Board Member of TESOL-SPAIN, Poster Competition Winner of TESOL-FRANCE 2009 and IATEFL member.</p>

# Speaker bios

<p><i>Themes:</i> Grammar and Vocabulary Skills &amp; Humor in the Classroom</p>	<p><b>Linda Gerena (York College CUNY, USA) <i>Using Games To Develop Language Acquisition</i></b> Everyone loves to play games and they can be very useful in language classes for students of all ages and levels. How can English teachers use games to build vocabulary and develop the four language skills of reading, writing, speaking and listening? In this talk, I will engage the audience in games that are student centered, increase active participation, build and increase vocabulary, and develop the four language skill areas of reading, writing, speaking and listening. Participants will practice several games that can be incorporated into all grades and proficiency levels to build and develop language acquisition.</p> <p><b>Dr. Linda Gerena</b> is an Associate Professor at York College CUNY, and the recipient of a 2011-2012 Fulbright Scholar Award. She will be based at the Universidad Autónoma in Madrid during the spring 2012 semester. Her professional interests include effective practices in language instruction and preparing highly qualified language teachers.</p>
<p><i>Themes:</i> Young Adult Learners &amp; Technology in the Classroom</p>	<p><b>Richard Gresswell (UK) <i>Making and Sharing Video Clips in ELT</i></b> The making and sharing of video clips is an easy and accessible way for language learners to express themselves, voice concerns or simply be creative and tell stories. This presentation outlines and showcases a range of classroom projects where young adult ESOL learners aged 16 – 18, living in the UK, make use of their digital skills in crafting texts, images and music into short video clips to be shared online through a class blog.</p> <p><b>Richard Gresswell</b> is an ESOL teacher at Leeds City College, UK and a student at the University of Leeds, where he is studying for a PhD in ESOL and digital literacies.</p>
<p><i>Themes:</i> Grammar and Vocabulary Skills &amp; Technology in the Classroom</p>	<p><b>Olga Gusakovskaya (Poland) <i>Grammar Building Blocks</i></b> Pieces of your lesson's grammar jigsaw scattered all around. A moment of meditative reflection... You spot the target item context bit, complement it with a few more to feature meaning and form and find the missing students' relevance piece. Still a lot to elucidate! What are the methods of perfect materials selection and their further personalization? What criteria should be employed for materials unselecting? What techniques will build perfect scaffolding around my students' progress? You add drilling, eliciting, mingling, recapping bits. The picture of your grammar lesson emerges.</p> <p><b>Olga Gusakovskaya</b> is a teacher with 14 years' ELT experience. She's taught at Linguistic University, Minsk, Belarus, worked for Bell College, Saffron Walden, UK. She is currently in charge of teacher training and recruitment in Archibald, Foreign Language Centre. Olga is also a teacher trainer for MacMillan, Poland.</p>
<p><i>Themes:</i> Humor in the Classroom &amp; Drama Techniques</p>	<p><b>Mike Harrison (Bromley College of Further and Higher Education, UK) <i>Before Words: Ideas for using images and sound in the classroom</i></b> Often while teaching language we can become fixated on using the written form as a stimulus for productive work (reading texts, vocabulary lists, texts from our surroundings), but this can sometimes be problematic for students who are weaker at understanding written forms. The visual and aural channels can be a great alternative as stimuli in this respect. In this workshop, a handful of activities will be demonstrated to make the most of these resources, sparking our students' imagination and creativity and getting them producing language! There will be the opportunity for questions and answers. Hope to see you there.</p> <p><b>Mike Harrison</b> teaches English for Speakers of Other Languages at Bromley College in South East London. During the past three years he has taught learners from all over the world, classes ranging from beginners to advanced. He likes swimming, blogs at <a href="http://www.mikejharrison.com">www.mikejharrison.com</a> and is on Twitter at @harrisonmike.</p>
<p><i>Theme:</i> Business English</p>	<p><b>Claire Hart (LTC: Language Training Center, Germany) <i>Bad Business English Teachers Copy, Good Business English Teachers Steal</i></b> We will look at how to take inspiration from other fields in order to become more effective educators and enhance our learners' ability to communicate effectively in English. Looking beyond the "Business English box" to what is going on in the rest of the world our learners inhabit during the 166 hours a week when they're not in training can prove hugely beneficial for both trainer and learner. Furthermore, some of the most interesting recent developments in ELT have been inspired by apparently unrelated fields- the inspiration for Dogme came from a series of Danish films, for example.</p> <p><b>Claire Hart</b> is a Business English Trainer for LTC in Southern Germany. She teaches a wide range of in-company courses. As a teacher she is especially interested in learner autonomy, using technology inside and outside the classroom and ESP. Her Twitter ID: <a href="https://twitter.com/claire_hart">claire_hart</a>.</p>
<p><i>Themes:</i> Intercultural issues &amp; Materials Design and Publishing</p>	<p><b>David A.Hill (Helbling Languages, Hungary) <i>Whose Culture is it Anyway?</i></b> Background British culture used to be seen as a fundamental element of language teaching for Britocentric English language teachers. No course book was complete without its red phone boxes and unarmed policemen. But in these days when it is more usual to talk about Englishes rather than English, and where many people only use language for communication, and the cultural background from which the language came is neither use nor ornament, what should teachers do about 'the cultural element' in language teaching? This talk will discuss these issues and seek to indicate some directions to explore.</p> <p><b>David A. Hill</b> is a freelance consultant in English language and literature, working out of Budapest. He divides his time between writing educational materials and training teachers. he has worked in over 30 countries around the world. he is Coordinator of the IATEFL LMCS SIG.</p>

# Speaker bios

<p><i>Themes:</i> Business English &amp; Technology in the Classroom</p>	<p><b>Mike Hogan (Germany) <i>Teaching Business English Online Using Clients' Virtual Meeting Software</i></b> The use of virtual meeting software in business is nothing new. As it has become cheaper and more accessible for teachers and training providers, it has also become a practical training medium for teachers and learners, as well as training managers wishing to increase their ROI on training. In this presentation, Mike Hogan will explain what exactly virtual meeting software is, how it can be used in Business English language training, and some key considerations for those thinking about offering language training using such platforms.</p> <p><b>Mike Hogan</b> works for a corporate training provider in Germany where he is responsible for developing training and e-learning concepts. He is also a management and teacher trainer, and a member of the BESIG Online Team. His publications include <i>Business English for Beginners A1/A2</i> and <i>Basis for Business B1</i> (Cornelsen).</p>
<p><i>Themes:</i> Technology in the Classroom &amp; Adult Learners</p>	<p><b>Ceri Jones (Spain) <i>You've Got Mail</i></b> Email is a simple tool, yet it can do so much – create links between the classroom and the students' world, motivate students to take responsibility for their learning, offer a “safe” route to integrating technology in our teaching – and much, much more! In this session we will be exploring the benefits (and the challenges) of using email with our students and looking at examples of how it works in practice.</p> <p><b>Ceri Jones</b> has worked in ELT for over 20 years mainly in Italy, Spain and the UK. She has an MA in TEFL and has contributed to a number of coursebook projects. She is currently interested in exploring the use of technology in low-tech classrooms.</p>
<p><i>Themes:</i> Writing Skills &amp; Higher Education</p>	<p><b>Katherine Kleinworth (France) <i>From Brainstorming to Final Product: Strategies for improving students' writing skills</i></b> In this presentation, I will address ways to improve students' writing skills. Drawing upon my ten years of experience teaching English in France, I will outline different strategies I have used and give specific examples of assignments I have given. My talk will cover four main strategies: process writing, free writing, writing for special purposes, and writing for literature studies. While these activities are mainly for groups, I will also describe ways these assignments can be adapted for one-on-one lessons, as well as highlight some potential problems teachers may face.</p> <p><b>Kate Kleinworth</b> has taught English to learners of all ages and levels. She currently teaches at the University of Toulouse and at Wall Street Institute. She received her MA in Foreign Language Education at the University of Texas.</p>
<p><i>Theme:</i> Primary Learners</p>	<p><b>Anna Kozicka (Poland) <i>Drilling: A meaningful and fun stage of the lesson</i></b> Introducing new language effectively during English lessons can be a challenge for many teachers. Drills and drill-like tasks are a great tool for mastering the form and pronunciation of new vocabulary items and language chunks. However, capturing students' attention and motivating them to participate actively in the repetition of new English material can be a difficult task. This workshop presents a series of activities for young learners which focus on meaningful, purposeful and enjoyable drill-like practice of the target language.</p> <p><b>Anna Kozicka</b> has been teaching English in a state school and a private language school in Poland for five years. She is particularly interested in the use of drama in the classroom with young learners. In summer, she teaches English to international students at a summer school in England.</p>
<p><i>Themes:</i> Grammar and Vocabulary Skills &amp; Materials Design and Publishing</p>	<p><b>Milada Krajewska (Poland) <i>Grammar Stories</i></b> Stories engage learners and make learning memorable. In this interactive talk, I would like to share some simple storytelling activities which aim to contextualise specific grammar points and make them stick in learners' minds. Come along and take away some classroom-tested grammar story activities that require no great storytelling skills on the teacher's part. Get storied away!</p> <p><b>Milada Krajewska</b> is a teacher, teacher trainer and ELT writer from Poland. She has been learning about teaching from her adult and teenage students for nearly 15 years. Currently, apart from running freelance projects, she is working as an associate teacher trainer and author for Cambridge University Press Poland.</p>

# Speaker bios

<p><i>Themes:</i> Speaking Skills &amp; Drama Techniques</p>	<p><b>Matt Ledding (Spain) <i>Speaking</i></b> A hands-on workshop to add to your arsenal of zero preparation, no material, low input/high output tools. You will learn improv theatre-based language games that don't require your students to be actors. Great for emerging language (for dogme lovers), a back-up for tech 'fail' moments for webheads, and just plain good for getting students to talk.</p> <p><b>Matt Ledding</b> is an English teacher/circus artist trained at the University of Saskatchewan, and L'école nationale de cirque de Montreal. He does unusual English shows for schools and EOIs, and workshops for teachers in technology (like the Wii IWB) and game based learning (like this workshop.) <a href="http://www.fifthbiz.com">www.fifthbiz.com</a> for more information.</p>
<p><i>Theme:</i> Writing Skills</p>	<p><b>Cecilia Lemos (ABA - Associacao Brasil America, Brazil)</b> <b><i>Ideas for Improving Students' Writing Skills: My experience</i></b> As students reach a more fluent level (at an intermediate level and above) it becomes clear that most cannot write as well as they speak. They lack more authentic structures, adequate vocabulary and especially style, text development. This session will show some creative ideas I have come up with to overcome these challenges and tested with my groups (B2 - CEF level) successfully. The students showed more motivation to accomplish the proposed tasks and handed in better quality writings. These activities can be used and adapted to your own classes!</p> <p><b>Cecilia Lemos</b> has been an EFL teacher for 17 years and works as materials writer and coordinator for advanced courses in a Binational Center in Recife, Brazil. You can find many of her activities in her blog <i>Box of Chocolates</i>. She has presented at various ELT conferences worldwide.</p>
<p><i>Themes:</i> Grammar and Vocabulary Skills &amp; Corpus in the Classroom</p>	<p><b>Olaf Lenders (Bonn-Rhine-Sieg University of Applied Sciences, Germany)</b> <b><i>Contextualised Vocabulary Instruction Using the AWL Highlighter</i></b> This workshop draws from a course in general academic English on CEF level B1. Learners were introduced to sublists 1 and 2 of the Academic Word List (AWL). The main tool, the AWL Highlighter, and all other resources used are available online and are thus suitable for autonomous learning. The aim of the workshop is to give a quick introduction to the Academic Word List and discuss the tasks that were used to practice the words from sublists 1 and 2. Participants of the workshop will get a handout with sample tasks from the course.</p> <p><b>Olaf Lenders</b> has been teaching EAP and ESP for 15 years at universities in Germany and the Netherlands. He currently is a lecturer of English at the Bonn-Rhine-Sieg University of Applied Sciences, Germany. He received his PhD in Applied Linguistics from the University of Duisburg-Essen, Germany, in 2007.</p>
<p><i>Themes:</i> Grammar and Vocabulary Skills &amp; Writing Skills</p>	<p><b>Jesse Macpherson <i>Dr. Strangelexicon or: How I Learned To Stop Spellchecking and Love The Dictionary</i></b> An overlooked, underused, unappreciated multipurpose tool, the swiss army knife of books, is your good old desktop dictionary. I'm not talking about: "now look up the meaning" –that doesn't get very far. I'll show you three new ways to use your dictionary, which develop students' spelling and phonics, grammar and syntax, creative reasoning, and paraphrasing, while engaging your students enthusiastically in dictionary use. Spellchecker be damned! Let's revive the old tome. Grab your Pocket Oxford, your Student's Cambridge, your Desk Webster's or, hell, even your English Learner's Longman. Parents, lock your doors; there's going to be some dog-earing tonight!</p> <p><b>Jesse Macpherson</b>, while teaching adults and youths across five countries and dozens of cultures, has picked up a lot from the brilliant teachers around him. He's built on their methods to come up with some new approaches on old tools. An energetic and enthusiastic presenter, he keeps his audiences engaged.</p>
<p><i>Themes:</i> Young Adult Learners &amp; Materials Design and Publishing</p>	<p><b>Paul Maglione (English Attack, France) <i>The Challenge and Satisfaction of Motivating Teens</i></b> Teens are notoriously the most difficult age group to motivate. This has neurological, social and even generational causes. Fortunately, by understanding these conditions, and by adapting our approach to take them into account, we can transform the attitudes of our learners. This talk will cover the causes for the lack of motivation in this group, and will look at how technology can address these, for example increasing the amount of English the teens are exposed to and making it possible to use homework more strategically and in a way that encourages increased communicative usage of the language.</p> <p><b>Paul Maglione</b>, a citizen of both the U.S. and Italy, attended Brown University and London Business School and studied TEFL at Rutgers University. He held executive positions in publishing, television (NBC, CNN) and videogaming (iPlay, Vivendi Games) before co-founding Entertainment Learning, publisher of the <i>English Attack!</i> web service, in 2009.</p>

# Speaker bios

<p><i>Themes:</i> Young Adult Learners &amp; Writing Skills</p>	<p><b>Fiona Mauchline (Spain) <i>Write on, Right on!</i></b> How often have you heard “I have no imagination”, when setting your teens written work such as descriptions, narratives, personalised grammar example sentences or opinion essays? Is written work only homework? And how often do you actually get to mark written pieces that are interesting to read? In this workshop, we will look at a wealth of ideas to help older teens (and adults - why not?) ‘open’ their imagination, and actually enjoy writing WELL in the classroom, at home, on paper and screen. As James Brown said: Write on, right on!</p> <p><b>Fiona Mauchline</b> has been working in ELT for around 25 years. She is a teacher, YL teacher trainer and materials writer now based in Cáceres, Spain. She's co-moderator of the Dogme web group and writes a blog focusing on unplugged, student-centred teaching for teachers of secondary school aged learners. On Twitter, she is @fionamau</p>
<p><i>Themes:</i> Grammar and Vocabulary Skills &amp; Business English</p>	<p><b>Arthur McKeown (Cambridge University Press) <i>Vocabulary for MBAs and Managers</i></b> This presentation revisits some of the core principles of vocabulary teaching and acquisition. Drawing on examples from <i>Professional English in Use Management</i>, guidance is given to help any teacher, regardless of the subject area, use a range of techniques to support learners to make effective use of new vocabulary.</p> <p><b>Arthur McKeown</b> works at the University of Ulster, where he teaches at the Business Institute on a range of programmes for private, public and not for profit client organisations. He was a teacher, teacher trainer and manager in EFL (English as a Foreign Language) for 15 years. He worked in Sweden, Libya and Kuwait as well as in the UK and Ireland. He completed the RSA Dip TEFLA in 1977, with a Distinction in the Practical Tests, and an MBA (Henley, 1991) by distance learning. He is co-author of <i>Professional English in Use Management</i> (2011, Cambridge University Press).</p>
<p><i>Themes:</i> Adult Learners &amp; Young Adult Learners</p>	<p><b>Gerard McLoughlin (Spain) <i>Changing Perspectives</i></b> In this workshop we'll explore ways to exploit typical coursebook topics and change our learners' perspective on image, culture and people. There will be a variety of YouTube clips that can enrich the classroom experience and guide students to search for similar materials. In a way making the class material more student-generated. We'll explore useful websites for language and skills activities, to ensure that the syllabus is met and the learners' language experience is enriched.</p> <p><b>Gerard McLoughlin</b> is a teacher and teacher trainer. He works as a CELTA and DELTA trainer at IH, Barcelona. He has written secondary school coursebooks, adult teachers' books and an online teacher development course. He is a board member of TESOL-SPAIN responsible for online resources, webmaster and Barcelona area co-ordinator.</p>
<p><i>Themes:</i> Technology in the Classroom &amp; Teacher Training and Development</p>	<p><b>Vladimira Michalkova (Slovakia) <i>Homework for the 21st Century</i></b> Who is a learner in the 21st century? Who is a teacher and his/her roles in the 21st century? What is homework? What do students think about homework in the 21st century? Is it something boring or could it be an exciting, inspiring and motivating for further exploration? How can we make it effective, useful and meaningful for our students. I will give you technology related as well as technology free ideas that you can try out with your students in the 21st century.</p> <p><b>Vladimira Michalkova</b> has been teaching in Slovakia for 5 years. She is a huge fan of professional development, learner autonomy and 21st century in education. She blogs about teaching English: <a href="http://vladimiramichalkova.edublogs.org">http://vladimiramichalkova.edublogs.org</a> She was awarded OUP Diana Eastment Commemorative Award for lesson plan using technology in the classroom.</p>
<p><i>Theme:</i> Teacher Training and Development</p>	<p><b>Christine Mintcheva (France) <i>10 Practical Ways to Assess your Students Learning in the EFL Classroom</i></b> The Assessment of students learning in each teaching session is a vital and important part of a teachers role. It can communicate to us what students have understood from what we have taught and therefore informs our teaching so that we can further review things in the following sessions. We can use various techniques called 'assessment for learning' in class to understand if learning has taken place during the teacher and student interaction. These strategies can be applied in each class provided we know how and can be an empowering teaching tool.</p> <p><b>Christine Mintcheva</b> has a PGCE from the IOE London and has worked as a teacher in China, UK and France as a teacher. Christine currently has her own freelance company in France and works in higher education in Lyon. Christine is the TESOL France coordinator in Lyon.</p>

# Speaker bios

<p><i>Themes:</i> Young Adult Learners &amp; Adult Learners</p>	<p><b>Steven Muir (TESOL Spain) <i>Tried and Tested: Clips that work</i></b> In this workshop we will look at a range of classroom activities inspired by clips from film, TV and YouTube. These activities focus on a variety of language areas and skills and can be easily adapted to use with many other clips. Participants will get a number of teaching ideas to take away and use with their own students.</p> <p><b>Steve Muir</b> has worked in ELT for over twenty years. He has taught English to young learners and adults in the UK, Egypt, Hong Kong and Spain. He lives in Madrid and works at the British Council in Alcalá de Henares.</p>
<p><i>Themes:</i> Drama Techniques &amp; Teacher Training and Development</p>	<p><b>Anna Musielak (Poland) <i>Break the Ice with Drama</i></b> Drama is being, it is performing, it is simply our everyday life. This workshop is aimed at teachers who would like to look at practical ways to implement drama icebreakers (also called energizers) into their lessons. The hands-on session provides the teachers with a variety of fun, moving-around activities that break the ice, loosen students up, get them alert and engaged. Icebreakers help to pave the way for learning to occur as they make the learners more comfortable. What's more, they can be easily adapted to various age groups and levels.</p> <p><b>Anna Musielak</b> graduated from a Philology Department of Silesian University as a Philosophy Doctor. She has worked at the military unit, at college, teaching British Literature and Culture and as methodology director in a private language school. She is interested in using drama, music and literature in teaching English.</p>
<p><i>Themes:</i> Primary Learners &amp; Writing Skills</p>	<p><b>Roisin O'Farrell (Spain) <i>Writing Rocks!</i></b> When it's time for writing, "Uuuuh!" is often a choral response from the class. But it doesn't have to be that way. Children can look forward to writing, too. In this session we will look at different activities to make writing fun, starting with pre-writing skills through to writing short paragraphs, providing children with the right amount of support, while giving them space and encouragement to experiment and evolve.</p> <p><b>Roisin O'Farrell</b> has been teaching for 20 years in Japan, Korea, Ireland and Spain. She currently works in Sevilla, where she is a teacher, teacher trainer and Children's Co-ordinator at English Language Institute. She has also collaborated with Macmillan in the development of Primary material.</p>
<p><i>Theme:</i> Teacher Training and Development</p>	<p><b>Tim Phillips (British Council, UK) <i>Don't Stop: Teachers always developing</i></b> Teachers never stop developing - everyday they have to respond to new challenges. But teachers do not always have the support they deserve to develop in the most effective way. This presentation will focus on the development needs of teachers of English in France and how the principles of professional development for teachers of English can be applied to their context. I will encourage discussion by participants about their perception of their needs. I will also present specific resources and information available to help teachers develop individually and collectively.</p> <p><b>Tim Phillips</b> is Head of English Teacher Development for the British Council. He is responsible for developing resources and training for teachers of English worldwide. He has worked in teaching and training in Portugal, Slovakia and Macedonia and is responsible for the British Council's web portals for teachers of English.</p>

# Speaker bios

<p><i>Themes:</i> Technology in the Classroom &amp; Adult Learners</p>	<p><b>Petra Pointner (RWTH Aachen University, Germany) <i>Web 2.0 Tools for Autonomous Language Learners</i></b> In this workshop, I will demonstrate how easy it is for language teachers to adopt tech tools like Twitter, Wallwisher, Voxopop or Jing to help their students become independent learners. My session will focus on concrete examples illustrating how my own students used those tools to build up their own Personal Learning Networks and make their self-study activities more interactive. We will reflect on the special role that the teacher plays in these learning scenarios and discuss the benefits and drawbacks of using technology to enhance the autonomy of teenage and adult learners.</p> <p><b>Dr. Petra Pointner</b> is Head of English at the Language Centre of RWTH Aachen University, where she mainly teaches Business English, Academic English and exam preparation classes. She also develops teaching materials for various publishers and is a keen user of technology in all of her classes.</p>
<p><i>Themes:</i> Teacher Training and Development &amp; Materials Design and Publishing</p>	<p><b>Chaz Pugliese (France) <i>Creativity: Superfluous Optional or Absolute Must?</i></b> In this participatory talk, I will argue that creativity cannot be confined to something whacky we do on a lazy Friday afternoon. I will firstly highlight the link between creative teaching, the students' motivation, as well as the teachers'. I will then focus on a few strategies that can give a boost to our creative potential and demonstrate how these can be implemented in the classroom with students of all ages and levels. Finally I will zoom in on what might prevent us from exploring the creative path, and I will offer a few suggestions to overcome the hurdles.</p> <p><b>Chaz Pugliese</b> is a trainer working out of Paris. A regular presenter at conferences, Chaz has trained teachers in over 25 countries. His first book was published by Delta in 2010. A second one, with Zoltan Dornyei and Jane Arnold, is forthcoming. Chaz is a keen runner and a mean guitarist.</p>
<p><i>Themes:</i> Adult Learners &amp; English for Specific Purposes</p>	<p><b>Shiv Rajendran (Languagelab.com, UK) <i>Contextual Learning in Virtual World</i></b> Adoption of online language learning is fairly new and questions of its suitability for mass adoption are common. This presentation will reveal why adults are currently choosing to learn in virtual worlds and the reasons they are doing so. Based on data collected from 2500 adults studying at Languagelab, the speaker will provide information on the nationalities, professions and age groups that currently learn in virtual worlds. The presentation will highlight the interesting patterns of motivation in students from 70 countries and whether nationality has a bearing on adoption of new technology for learning.</p> <p><b>Shiv Rajendran</b> co-founded Languagelab.com in 2005. Since then Languagelab has spent more than 5 years developing virtual worlds for language learning, testing with thousands of students. Shiv has a Masters degree in Digital Culture, a background using technology for a variety of purposes, and is a lifelong gamer.</p>
<p><i>Theme:</i> Humor in the Classroom &amp; Speaking Skills</p>	<p><b>Marianne Raynaud (France) <i>Laughter: The best medicine in the ESL classroom</i></b> This workshop will suggest ways to bring smiles and laughter into the classroom. As “positive” humor can both alleviate tension and stimulate learning, we will demonstrate using role-plays and films (with and by students) how you can initiate and sustain laughter in your teaching without being a comedian or showing the funniest YouTube clips. Teachers will be asked to participate but never put on the spot. The idea is to laugh together and not at someone while learning language —a theme we will be developing throughout the workshop.</p> <p><b>Marianne Raynaud</b> has written <i>QualityTime-ESL: The Digital Resource Book</i> and is TESOL France coordinator for Grenoble. She taught 24 years at the Grenoble Institute of Technology winning the Palmes Académiques for innovations in teaching. She founded QualityTime-ESL.com and airs interactive podcasts <i>QualityTime-ESL</i>, <i>Your English</i> and <i>5-Minute TOPs</i> on iTunes.</p>

# Speaker bios

<p><i>Themes:</i> Technology in the Classroom &amp; Business English</p>	<p><b>Nick Robinson (UK) <i>Making it Relevant: Dogme, the web and business English materials</i></b> In 2005, Scott Thornbury laid out the principles of dogme ELT. From them emerges a picture of the classroom as an engaging, interactive space with the learner at its centre, free from the constraints of "third-party, imported materials". Where does this leave teachers who still want to "import" materials into the classroom? Do business English coursebooks, other published resources and material from the Web have a place in the dogme classroom? I'd argue they do, especially when personalised and localised to achieve another of dogme ELT's key goals: relevance. Reference will be made to English360.</p> <p><b>Nick Robinson</b> taught in Spain, specializing in ESP and Business English. He then joined CUP. He later moved to York to become a freelance author, editor and trainer. He has written several publications for CUP, including <i>Cambridge English for Marketing</i>. He is currently the Publishing Manager of English360.com.</p>
<p><i>Theme:</i> Grammar and Vocabulary Skills</p>	<p><b>Weronika Salandyk (Poland) <i>Effective and Engaging Vocabulary Revisions</i></b> Teaching vocabulary is our bread and butter. New words appear almost during every lesson and are in most cases immediately forgotten. How to help students remember them? How to make learners talk and use new lexical items at the same time? How to break the monotony of vocabulary exercises by adding movement, music, a little bit of art and some competitive spirit? This practical workshop offers a variety of engaging and motivating vocabulary activities which can be used with any vocabulary set, with any age group or at any level.</p> <p><b>Weronika Salandyk</b> graduated from the English Department at the Silesian University in Poland. She has worked as a teacher and teacher trainer for 10 years. She is particularly interested in developing her own teaching materials, games and activities.</p>
<p><i>Themes:</i> Adult Learners &amp; Drama Techniques</p>	<p><b>Eugene Schaefer (Germany) <i>Chuck the Book! Learner-generated role plays</i></b> Dare we help learners say what they want to say rather than what we as teachers want to hear? Can we leave the textbook behind us and openly encourage spontaneity, both the learners' and our own? In this hands-on workshop we will create a role play using techniques taken from PDL (Psychodramaturgie Linguistique) designed to maximize spontaneous learner input. Minimal preparation is balanced by a high degree of empathy and flexibility on the part of the teacher.</p> <p><b>Eugene Schaefer</b>, originally from the USA, has been teaching English to adults in Germany since 1989. He first completed the basic training course in Psychodramaturgie Linguistique (PDL) with Bernard and Marie Dufeu in 2004, then completed their program for qualification as a PDL teacher trainer in 2007.</p>
<p><i>Themes:</i> Business English &amp; Speaking Skills</p>	<p><b>James Schofield (HarperCollins Publishers) <i>Business Speaking – no place left to hide</i></b> "When the phone rings and I see the call is from abroad, I get my colleague to answer it! That way I hardly ever have to speak English." Advances in communication technology means that this avoidance strategy is increasingly unsustainable. <i>Business Speaking</i> by James Schofield and Anna Osborn was developed specifically to support the growing oral communication needs of the contemporary Business English learner. In this presentation, illustrated with real-life case studies, I will show how <i>Business Speaking</i> can support your students handle the complex tasks they now need to manage, focusing on: Networking, Teleconferencing and Performance reviews.</p> <p><b>James Schofield</b> has worked in Asia and Europe as a Business English trainer and materials developer for over 20 years. As well as developing in-company training courses, he has written a large variety of teaching materials and regularly contributes to industry publications.</p>
<p><i>Themes:</i> Grammar and Vocabulary and Corpus in the Classroom</p>	<p><b>Leo Selivan (British Council, Israel) <i>Revising &amp; Recycling Lexis</i></b> While most teachers understand the importance of teaching vocabulary in chunks, few actually know how to go about it. The purpose of this practical workshop is to provide fresh ideas on how to revise and recycle collocations your learners come across. Be prepared for a wide variety of activities suitable for different levels as well as different intelligences (visual-spatial, bodily-kinaesthetic etc). No time to plan your lesson? There will be some "last minute" solutions which require a bit of thinking on your feet. Do not forget to bring along your scissors - you might have to do some cutting!</p> <p><b>Leo Selivan</b> is an EFL teacher, teacher trainer and materials developer with the British Council in Tel Aviv. He has also taught in Cyprus, Turkey, UK and Russia. He writes for the TeachingEnglish website, advocates the Lexical Approach and is particularly interested in using multimedia in the classroom.</p>

# Speaker bios

<p><i>Themes:</i> Technology in the Classroom &amp; Business English</p>	<p><b>Inmaculada Senra-Silva &amp; Rubén Chacón-Beltrán (Universidad Nacional de Educación a Distancia, Spain)</b> <b><i>Dialogic Fluency: A key component in EFL teaching</i></b> A team of researchers from the Dublin Institute of Technology, the UNED (the Spanish Distance Learning University) and Cambridge University Press is developing new teaching materials that combine (a) recent developments of corpus linguistics, (b) ample experience in teaching languages and (c) an innovative application of 'slow-down technology' which gives the learners more time to appreciate the intonation patterns of native-speech production without tonal distortion.</p> <p><b>Inmaculada Senra-Silva</b> is currently a tenure professor at the UNED, Madrid, Spain, where she teaches English as a Foreign Language and two graduate courses in language testing and minority languages. She holds a PhD in English language and linguistics.</p> <p><b>Rubén Chacón-Beltrán</b> is currently a tenure professor and researcher at the English Department, UNED, Madrid, Spain, where he teaches undergraduate courses in English as a foreign language, English sociolinguistics and bilingualism, and a graduate course in vocabulary teaching and learning. He holds a PhD in English Applied Linguistics.</p>
<p><i>Theme:</i> Grammar and Vocabulary Skills</p>	<p><b>Mary Spratt &amp; Stephen Brewer (UK &amp; France) <i>Is CLIL a Way Forward?</i></b> This talk will contrast EFL and CLIL in terms of their aims, syllabus, methodology and language focus, pointing out both the similarities and differences between them, as well as the strengths and challenges of each. It will then go on to suggesting resources and networks that teachers thinking about or already practising CLIL could find useful, either directly in the classroom or in terms of their own professional development in CLIL. Finally the session will open to the floor to invite queries and a debate on issues related to adopting CLIL in France.</p> <p><b>Mary Spratt</b> is an ELT consultant, trainer and writer. She works in teaching, teacher development, assessment and ELT research, is the author/ co-author of various ELT course books and supplementary materials, and works on the Cambridge TKT, TKT CLIL and TKT KAL tests for teachers.</p> <p><b>Stephen-Scott Brewer</b>, a native of Pennsylvania and resident of France since 1989, is associate professor of language education at the Université d'Artois and member of the Center for Research on Education and Training at the Université Paris Ouest. His research focuses on the development of self-efficacy in the L2 classroom.</p>
<p><i>Theme:</i> Technology in the Classroom &amp; Adult Learners</p>	<p><b>Russell Stannard (Middlesex) <i>Screen Capture Software: A revolution in the way we provide feedback to students</i></b> In 2006 Russell began research into using screen capture for feedback. The idea received national press coverage and Russell was even invited to appear on French TV. In this talk Russell is going to present both the idea and the research into this revolutionary way of providing feedback to students as well as reveal the latest series of tests he has been doing with his students. This idea could revolutionise the way you provide feedback to your students. It is a chance to make your feedback truly multimodal.</p> <p><b>Russell Stannard</b> works as a principal teaching fellow at the University of Warwick. He runs a popular website called <a href="http://www.teachertrainingvideos.com">www.teachertrainingvideos.com</a> which won the British Council ELTons award in 2010 and the Times Higher "Outstanding initiative" award in 2008.</p>
<p><i>Themes:</i> Technology in the Classroom &amp; Speaking Skills</p>	<p><b>Shelly Terrell (USA) <i>Sharing Stories: Motivating language learners through mobile devices</i></b> How do we encourage our learners to use the English they learn in a meaningful context? Learners are surrounded by smart phones, netbooks, iPads, Androids, and other mobile devices in their working environments and in their everyday routines. The majority of our students carry cellphones and use them daily, so why not train them to use these devices for learning English? In this presentation, we will explore various applications that motivate learners to research, brainstorm, critical think and communicate effectively on mobile devices. We will explore the basics, free apps, and the concept of BYOD (Bring Your Own Devices).</p> <p><b>Shelly Terrell (@shellterrell)</b> is the VP of Educator Outreach for Parentella. She is the co-creator of the award winning #ELTchat and the ELTON nominated Virtual Round Table e-conference. Visit her blog, Teacher Reboot Camp, for resources for effective technology integration and for her book, The 30 Goals Challenge for Educators.</p>
<p><i>Theme:</i> Speaking Skills &amp; Testing</p>	<p><b>George Vassilakis (Greece) <i>Preparing Learners for Speaking Exams: Objectives, materials, activities</i></b> In this workshop I aim to look at how different speaking exams interpret the levels of spoken performance in the Common European Framework and the criteria by which learners' spoken production and interaction skills are assessed. Having determined what the requirements are that should form the objectives of instruction in speaking skills, I will then demonstrate a number of activities using a range of resources that will help learners at intermediate and advanced levels develop their speaking skills, monitor their performance and assess their own progress.</p> <p><b>George Vassilakis</b> has a lot of experience related to language exams: as a teacher, as an examiner, as a materials writer and as a test developer. Currently, he is Director of Language Certification at PeopleCert, and a DELTA Trainer at CELT Athens.</p>

# Speaker bios

<p><i>Themes:</i> Business English &amp; Adult Learners</p>	<p><b>Mercedes Viola (Uruguay) <i>Storytelling and Business English Clients</i></b> <b>Talk delivered via Skype</b></p> <p>Storytelling has been the main source of communication since we lived in caves and sat around campfires exchanging tales. There is a new interest in the art of storytelling among businesses and organizations. Nowadays, businesses and organizational leaders rely on using stories strategically as a way of improving communication, nurturing relationships and motivating people. Many business leaders believe storytelling is the key ingredient to managing communication, innovation and training in the 21st century. In this talk we discuss how we can use storytelling with our business clients.</p> <p><b>Mercedes Viola</b> holds a degree from the Universidad de la Republica Oriental del Uruguay and is currently taking an MA in TESOL. She has been running an English institute and designing language programs for 20 years. She is also a writer for the Teaching English site of the British Council.</p>
<p><i>Theme:</i> Young Adult Learners</p>	<p><b>Karen White (Austria) <i>Dyslexia and Learning a Foreign Language: Helpful tips for teachers</i></b></p> <p>The talk will begin with a short description of dyslexia, followed by a look at some of the problems facing students when learning English as a foreign language. The main part will concentrate on sharing practical tips and ideas which I have used successfully over the last seven years with students with dyslexia. These will include ideas for learning vocabulary, practising grammar, writing, reading and exams. To finish on a positive note, I will show examples of people with dyslexia who have been successful in life.</p> <p><b>Karen White</b> is a freelance teacher in Austria working with all age groups and teaching all types of English: general, business, technical and military. She is also a trainer for children with dyslexia and is interested in finding out ways to help pupils with dyslexia learn English more easily.</p>
<p><i>Theme:</i> Pronunciation and Intonation &amp; Teacher Training and Development</p>	<p><b>Roslyn Young (France) <i>Teaching Pronunciation Without Using 'Listen and Repeat'</i></b></p> <p>Around the world, the basic paradigm for teaching pronunciation is 'listen and repeat'. I will demonstrate pronunciation teaching through an alternative paradigm: one in which students do not imitate a teacher or a recording, but instead work directly on what they need to do with their tongues, mouths, lips and the rest of their bodies in order to acquire the motor skills of pronouncing English well. In this approach, the teacher is a coach rather than a model.</p> <p><b>Roslyn Young</b>, born in Australia, worked at the CLA in Besançon, teaching intensive courses since her retirement. Her main interest has been in quality and efficiency. She's published extensively on teaching and presented in conventions in France, Spain, the UK and Japan. She remains active in teacher training.</p>