This year TESOL France is stretching its wings! For our 28th Annual Colloquium we welcome talks and poster sessions from all English Language Teaching fields including the present and future of ELT. For the next two days, you can expect talks that include suggestions, models, or "success stories" from today's classroom. Not only are we exploring ELT in France but also across the world:

- Adult Learners
- Young (& young adult) Learners
- Higher Education
- Language Testing
- Global & Intercultural Issues
- Business English
- English for Specific Purposes
- Learning Technologies
- Corpus in the Classroom
- Teacher Training and Development
- ELT Management
- Testing and Assessment
- Classroom Techniques

We are honored to have Penny Ur and Jamie Keddie as our Plenary speakers.

TESOL France is also proud to host its second Poster Session. Back by popular demand, the Poster Session is finally making an appearance in ELT circles, blurring the line between expert and novice and offering a different, more accessible presentation format. We encourage you to visit these sessions, taking place over the next two days in the foyer, rooms C47 and C46.

Exhibiting their latest wares, publishers and test providers, along with local booksellers, Attica and Novagora, can also be found in the lobby, giving you the opportunity to update your own personal ELT libraries.

Entertaining events not to be missed: on Friday night, we have a special treat: Flamenco dancing with Igor Gavilán and Luisa Goy. Back by popular demand and rounding off our Saturday session is the All-Stars Pecha Kucha. ELT Stars will be accorded just 6 minutes 40 seconds (yes, that's right) to get their message across.

TESOL France is especially proud to have speakers and poster presenters from all over the world:

- Argentina
- Australia
- Bulgaria
- Czech Republic
- Estonia
- France
- Hungary
- India
- Italy
- Iran
- Ireland
- Israel
- Japan
- Latvia
- Poland
- Romania
- Spain
- Taiwan
- Turkey
- UK
- United Arab Emirates
- Uruguay
- USA

And for the very first time, we will offer two talks via video conference on Saturday.

Our goal is to open the way for in-depth discussions, debates, and classroom enlightenment.

Ros Wright
TESOL France President

Bethany Cagnol
TESOL France Vice President

TESOL France Team

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</tr>
</tbody>
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TESOL France would like to thank the following people and organizations for their help and support:

**This year's event was brought to you by**

- Bethany Cagnol
- Gillian Evans
- Marianne Raynaud
- Silvia Seigne
- Debbie West
- Laurence Whiteside
- Ros Wright

TESOL France also would like to thank

- John Cagnol website
- Telecom ParisTech
  - James Beneson
  - EL Mahdi Bouhadou
  - Vera-Françoise Dickman
  - Papa Diouf
  - Nazha Essakkaki
  - Cherif Fall

Our institutional members

- ARAXI Formations
- Business Class Language Solutions
- Chambre de Commerce
- EFREI Ecole d’Ingenieurs
- ESIEE
- IGN/ENSG
- INSA de Rennes
- INSTITUT OPTIQUE
- IUT de Cachan Langues
- Polytechique de Bordeaux
- Sungard Consulting Services
- Tomatis Fréquences Langues

Our friends and affiliates

- océ
- IATEFL Poland
- TESOL Spain

Thank you Océ France for the programs!

TESOL France Supporters

- Pearson
- Cambridge University Press
- Macmillan
- York
- Attica
- ETS Global
- Heinle Cengage Learning
- ETS Global
- Novagora Languages Energy
- Milia
- English Attack
Map of the Venue (see page 9 for a map of the neighborhood)

Upon entering the building at Rue Barrault, turn right. Go down the corridor, pass Estaunie amphitheater on your left. Continue through the small door out onto the car park. Follow the car park, walk under the overpass and continue until you reach the C Rooms.

Upon going through the gate at Rue Verignaud, go straight through the car park. Walk up the large concrete staircase on your left. At the top, continue straight and follow the car park, walk under the overpass and continue until you reach the C Rooms.

Detailed walking instructions available here: www.tesol-france.org/TelecomMap.php
The TESOL France 29th Annual Colloquium

26 & 27 November 2010

with

Plenary Speaker

David Crystal

Professor David Crystal is one of the world’s foremost authorities on language. An internationally renowned writer, editor, lecturer, and broadcaster, he received an OBE in 1995 for his services to the English language. He has authored and edited over 100 books including the Cambridge Encyclopedia of Language (1987), English as a Global Language (1997), Language Play (1998), Shakespeare’s Words (2002, with Ben Crystal), The Stories of English (2004), By Hook or By Crook: a journey in search of English (2008), and Just a Phrase I’m Going Through: my life in language (2009).

TESOL France is honored to have Professor Crystal as our 2010 Plenary Speaker.
TESOL France Colloquium Venue
Two entrances
46 rue Barrault
49 rue Vergniaud

Wondering how to improve your students' linguistic skills?

The essential complement to any language learning method to improve oral comprehension and expression

The learner's voice is filtered in real time into the correct frequencies

Available in 9 learning languages:

For more information or to get a quote, feel free to contact us
Tel: +33 1 53 63 00 68 • e-mail: cpires@speedlingua.com • website: www.speedlingua.com
TESOL FRANCE WANTS YOU!

- Expand your career horizons!
- Get in touch with publishers and organizations around the world!
- Take on leadership roles in an association that cares about teachers!

JOIN THE 2009-2010 EXECUTIVE COMMITTEE

Join our energetic team and enrich your ELT experience!
see Bethany Cagnol at the Colloquium or e-mail us at: tesol@enst.fr

Or come to the General Assembly on November 28th
right after Sophie’s Swap Shop at Telecom ParisTech!

<table>
<thead>
<tr>
<th>Parlez vous français?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A table for two (four)</td>
<td>Une table pour deux (quatre)</td>
</tr>
<tr>
<td>Could I have the menu?</td>
<td>Est-ce que je peux avoir la carte?</td>
</tr>
<tr>
<td>I am a vegetarian</td>
<td>Je suis végétarien(ne)</td>
</tr>
<tr>
<td>Do you have...?</td>
<td>Est-ce que vous avez...?</td>
</tr>
<tr>
<td>One/Two of these, please</td>
<td>Deux comme ça, s’il vous plaît</td>
</tr>
<tr>
<td>For starters, I’d like</td>
<td>Comme entrée, je prendrai...</td>
</tr>
<tr>
<td>For the main dish...</td>
<td>Comme plat...</td>
</tr>
<tr>
<td>For dessert...</td>
<td>Comme dessert...</td>
</tr>
<tr>
<td>More bread, please.</td>
<td>Encore du pain, s’il vous plaît</td>
</tr>
<tr>
<td>That was delicious.</td>
<td>C’était délicieux.</td>
</tr>
<tr>
<td>The bill, please.</td>
<td>L’addition, s’il vous plaît.</td>
</tr>
<tr>
<td>Is service included?</td>
<td>Est-ce que le service est compris?</td>
</tr>
<tr>
<td>There’s a mistake in this bill, I think</td>
<td>Il y a une erreur dans l’addition, je crois.</td>
</tr>
<tr>
<td>Where are the toilets?</td>
<td>Où sont les toilettes?</td>
</tr>
</tbody>
</table>
Those of you wishing to continue your Parisian experience are encouraged to wine and dine at the following restaurants in the area. Whether you are in the mood for traditional French cuisine or Fusion Food, there's something for everyone here in the City of Lights. Bon appetit!

See map on page 9.

<table>
<thead>
<tr>
<th>RESTAURANT</th>
<th>ADDRESS</th>
<th>CUISINE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizzeria</td>
<td>Just opposite the main entrance at 46 rue Barrault</td>
<td>Italian</td>
<td>€10 to €25</td>
</tr>
<tr>
<td>A la Bonne Cave</td>
<td>11 rue de l’Espérance 75013 Paris Tel: 01 45 80 82 48</td>
<td>Traditional French</td>
<td>€15</td>
</tr>
<tr>
<td>La Montagne d’Or</td>
<td>211 rue de Tolbiac 75013 Paris Tel: 01 45 88 31 92</td>
<td>Chinese</td>
<td>€15</td>
</tr>
<tr>
<td>Chez Papa</td>
<td>27 rue de la Colonie, 75013 Paris Tel: 01 45 88 30 98</td>
<td>Traditional French regional cuisine and enormous salads</td>
<td>€15 with wine</td>
</tr>
<tr>
<td>Artissimo</td>
<td>119, Rue de la Glacière 75013 Paris Tel: 01 45 80 07 37</td>
<td>Persian / Latin American</td>
<td>€18</td>
</tr>
<tr>
<td>L'Auberge Berbère</td>
<td>39 rue Daviel 75013 Paris Tel: 01 45 80 68 52</td>
<td>Moroccan cuisine from the Berbere region</td>
<td>€20 to €25</td>
</tr>
<tr>
<td>Café Fusion</td>
<td>12, Rue de la Butte aux Cailles 75013 Paris Tel: 01 45 80 12 02</td>
<td>Fusion</td>
<td>€30 with wine</td>
</tr>
<tr>
<td>Café du Commerce</td>
<td>39 rue des Cinq Diamants 75013 Paris Tel: 01 53 62 91 04</td>
<td>Traditional French cuisine and curry!</td>
<td>€25 with wine</td>
</tr>
<tr>
<td>Chez Gladines</td>
<td>30 rue des Cinq Diamants 75013 Paris Tel: 01 45 80 70 10</td>
<td>Cuisine from the Basque country</td>
<td>€20</td>
</tr>
<tr>
<td>Les Cailloux</td>
<td>56 rue des Cinq Diamants 75013 Paris Tel: 01 45 80 15 08</td>
<td>Italian</td>
<td>€30</td>
</tr>
<tr>
<td>Tandem</td>
<td>10, Rue de la Butte aux Cailles 75013 Paris Tél : 01 45 80 38 69</td>
<td>Wine bar (specialist in organic wines)</td>
<td>€35 (wine costs extra)</td>
</tr>
<tr>
<td>Chez Paul</td>
<td>22 rue de la Butte aux Cailles 75013 Paris Tel: 01 45 89 22 11</td>
<td>Traditional French haute cuisine</td>
<td>€40 with wine</td>
</tr>
</tbody>
</table>
TESOL (Teachers of English to Speakers of Other Languages) France, an affiliate of TESOL Inc. and IATEFL, is a non-profit organization of teachers of English in France. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English language teaching, and strengthen instruction and research. We regularly organize high-quality events which are opportunities to keep up-to-date with current trends in teaching, share knowledge and experiences and to meet and network with other teachers.

TESOL France operates through an Executive Committee responsible for organizing events, publications and membership. We also have correspondents in the different sectors (primary, university, etc.) who keep us informed of the preoccupations and needs of their sector.

Membership is open to anyone involved in the English Language Teaching (ELT) industry, both in France and abroad. Our members include teachers, lecturers, teacher trainers, academic managers, researchers, authors, publishers, testing agencies, company founders, and institutions.

**Annual membership**
- Individual: €44
- Benefactor: €55
- Student, unemployed, retired: €22
- Institutional: €156
- Supporter: €156

Your membership is valid for 12 months from receipt of your payment.

TESOL France membership includes:
- Workshops and discussion groups
- Spring Day
- Annual Colloquium
- Quarterly magazine, *The Teaching Times*
- Leadership opportunities with our Executive Committee

**TESOL France & Web 2.0**
Blog: http://tesolfrance.blogspot.com
Twitter: TESOLFrance
Facebook: TESOL France
www.tesol-france.org

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Join the TESOL France Jobs List!

Do you want to receive offers for English teaching jobs throughout France? Join TESOL-France's Jobs List!
To sign up, just go to:
www.tesol-france.org/teachingjobs.php

To advertise a job offer, send the offer (written in French or English) with details about classes, times, qualifications, salary, employment conditions, appropriate subject line, and the contact person to:
teachingjobs@tesol-france.org

Voulez-vous recevoir des offres d’emploi partout en France ?
www.tesol-france.org/teachingjobs.php

Pour diffuser une offre d’emploi, envoyez l’offre (rédigée en français ou en anglais) avec le détail des cours, les horaires, les conditions d’emploi, le sujet de l’annonce, et la personne à contacter à :
teachingjobs@tesol-france.org
**Bulletin d’adhésion**

**Individual Membership (including publishers):**

**Please do not write in this space:**

<table>
<thead>
<tr>
<th>Option</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active member</td>
<td>44 €</td>
</tr>
<tr>
<td>Member + voluntary donation</td>
<td>55 €</td>
</tr>
<tr>
<td>Unwaged (student, retired, unemployed; proof required)</td>
<td>22 €</td>
</tr>
</tbody>
</table>

Family Name: __________________________________________

Given Name: __________________________________________

Employer: __________________________________________

- **Editors/Publishers** 156 €

Company Name: __________________________________________

Contact Name: __________________________________________

- **Teaching/Training Organisations (Schools, Departments, Companies)**

  Normal Membership = 4 membership cards + 1 subscription 156 €

  Additional cards 24 € each

Name of organisation __________________________________________

We require ______ membership(s) and ______ additional cards.

Care of: __________________________________________

**Nature of Work (tick all that apply)**

- Primary
- « Grandes Ecoles »
- Research
- Secondary
- University
- Administration
- High School
- Adult Education
- Editing
- Teacher Training

**To be completed by all applicants**

***Please note that your membership is valid for 12 months***

---

(Please print)

Address: __________________________________________

Post Code: ______

Town/City: __________________________________________

Telephone: __________________________________________

Fax: __________________________________________

Mobile: __________________________________________

Email: __________________________________________

Payment date/signature ___________________________

I enclose □ Please makes cheques out to TESOL France

Please send the form and cheque to:

**TESOL France - Télécom-Paris**

46, rue Barrault 75634 Paris Cedex 13 France

Tel: + 33 (0)1 45 81 75 91

Fax: + 33 (0)1 45 81 73 88

email: tesol@enst.fr

website: http://www.tesol-france.org

Your membership card constitutes a receipt.

TESOL (Teaching English to Speakers of Other Languages) France, an affiliate of TESOL Inc. and IATEFL, is a non-profit organization of teachers of English in France. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English, and to strengthen instruction and research. We regularly organize high quality events which are opportunities to keep up-to-date with current trends in teaching, to share knowledge and experiences and to meet and network with other teachers.
## Exhibitors’ Details

<table>
<thead>
<tr>
<th>ATTICA la librairie des langues</th>
<th>EDULANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 rue Boussingault 75013 Paris</td>
<td>Rue Yves Guyader - ZA de la Boissiere 29600 Morlaix</td>
</tr>
<tr>
<td><a href="http://www.attica.fr">www.attica.fr</a></td>
<td><a href="http://www.edulang.com">www.edulang.com</a></td>
</tr>
<tr>
<td><a href="mailto:info@attica.fr">info@attica.fr</a></td>
<td><a href="mailto:armelle@edulang.com">armelle@edulang.com</a></td>
</tr>
<tr>
<td><strong>Main activities</strong>: Vente de matériel d’enseignement des langues.</td>
<td><strong>News</strong>: <a href="http://www.englishaddicts.com">www.englishaddicts.com</a> <a href="http://www.testsimulator.com">www.testsimulator.com</a> <strong>Main activities</strong>: Creator, publisher and distributor of materials for English learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>British Council IELTS</th>
<th>English Attack!</th>
</tr>
</thead>
<tbody>
<tr>
<td>9, rue de Constantine 75007 Paris</td>
<td>11 Boulevard Jules Sandeau 75116 Paris</td>
</tr>
<tr>
<td><a href="http://www.britishcouncil.fr">www.britishcouncil.fr</a></td>
<td><a href="mailto:paul.maglione@english-attack.com">paul.maglione@english-attack.com</a> <a href="mailto:Frederic.tibout@english-attack.com">Frederic.tibout@english-attack.com</a></td>
</tr>
<tr>
<td><strong>Main activities</strong>: English exams, English teaching.</td>
<td><a href="http://www.english-attack.com">www.english-attack.com</a> <strong>Main activities</strong>: English Attack! applies the principles of Entertainment Learning to EFL, combining online video, games and social network connectivity to help learners around the world improve their English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cambridge ESOL</th>
<th>ETS Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 bd Raspail 75006 Paris</td>
<td>43 rue Taibout 75009 Paris</td>
</tr>
<tr>
<td><a href="http://www.cambridgeESOL.org">www.cambridgeESOL.org</a></td>
<td><a href="mailto:contact-fr@etsglobal.org">contact-fr@etsglobal.org</a></td>
</tr>
<tr>
<td><a href="mailto:bienert.t@cambridgeesol.fr">bienert.t@cambridgeesol.fr</a></td>
<td><a href="http://www.etsglobal.org">www.etsglobal.org</a></td>
</tr>
<tr>
<td><strong>News</strong>: Computer based FCE, computer based CAE, BULATS Online, KET for schools, PET for schools</td>
<td><strong>News</strong>: TEST Simulator, TOEIC Speaking and Writing</td>
</tr>
<tr>
<td><strong>Main activities</strong>: Language Assessment</td>
<td><strong>Main activities</strong>: Evaluations linguistiques academiques et professionnelles</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Cambridge University Press</th>
<th>Garnet Education</th>
</tr>
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<tbody>
<tr>
<td>2d rue Marceau 78800 Houilles</td>
<td>8 Southern Court, South Street Reading RGI 4QS, UK</td>
</tr>
<tr>
<td><a href="http://www.cambridge.org/elt/fr">www.cambridge.org/elt/fr</a></td>
<td><a href="http://www.garneteducation.com">www.garneteducation.com</a></td>
</tr>
<tr>
<td><a href="mailto:infofrance@cambridge.org">infofrance@cambridge.org</a></td>
<td><a href="mailto:catherinekenedy@garneteducation.com">catherinekenedy@garneteducation.com</a></td>
</tr>
<tr>
<td><strong>Main activities</strong>: Grammar for Business with audio CD, English 360, Cambridge Financial English on-line blended learning course for B2/C1 level students of banking and finance, starter and advanced levels of face2face, digital classware for all 6 levels of face2face, The TKT Course training activities on CD-ROM.</td>
<td></td>
</tr>
</tbody>
</table>
## Exhibitors’ Details

<table>
<thead>
<tr>
<th>Exhibitor</th>
<th>Address</th>
<th>Website</th>
<th>Contact</th>
<th>News</th>
<th>Main activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heinle ELT</td>
<td>Cheriton House, North Way Andover SP10 5BE, UK</td>
<td><a href="http://elt.heinle.com">http://elt.heinle.com</a></td>
<td></td>
<td><em>News:</em> Vocabulary Matrix, Practical Grammar, Essential - a main course for adults, National Geographic Footprint Readers.</td>
<td><em>Main activities:</em> Publisher of innovative EFL material for all ages. Co-publisher of Cobuild dictionaries. We also publish a range of readers and course material with DVDs, in conjunction with National Geographic.</td>
</tr>
<tr>
<td>Pearson Language Tests</td>
<td>One90 High Holborn</td>
<td>London WC1V 7BH, UK</td>
<td><a href="mailto:michael.howard@pearson.com">michael.howard@pearson.com</a></td>
<td><em>News:</em> New computer-based academic exam Pearson Test of English (PTE) developed with GMAC to be launched this year.</td>
<td><em>Main activities:</em> English language tests and exams</td>
</tr>
<tr>
<td>Pearson Longman</td>
<td>47 bis rue des Vinaigriers 75010 Paris</td>
<td><a href="http://www.pearsonlongman.com">www.pearsonlongman.com</a></td>
<td><a href="mailto:longman.fr@pearson.com">longman.fr@pearson.com</a></td>
<td></td>
<td><em>Main activities:</em> ELT publishing</td>
</tr>
<tr>
<td>Norwich Institute for Language Education (NILE)</td>
<td>82 Upper St Giles Street Norwich, NR2 1LT, UK</td>
<td><a href="http://www.nile-elt.com">www.nile-elt.com</a></td>
<td><a href="mailto:registrar@nile-elt.com">registrar@nile-elt.com</a></td>
<td></td>
<td><em>Main activities:</em> NILE offers a range of professional development courses for teachers and trainers of English</td>
</tr>
<tr>
<td>NOVAGORA – La librairie de langues</td>
<td>40 Rue d’Alésia</td>
<td><a href="http://www.novagora.net">www.novagora.net</a></td>
<td><a href="mailto:librairie@novagora.net">librairie@novagora.net</a></td>
<td></td>
<td><em>Main activities:</em> Languages material distributor and bookshop.</td>
</tr>
<tr>
<td>Speedlingua S.A.</td>
<td>Co/ Alliance Francaise</td>
<td><a href="http://www.speedlingua.com">www.speedlingua.com</a></td>
<td><a href="mailto:cpires@speedlingua.com">cpires@speedlingua.com</a></td>
<td></td>
<td><em>Main Activities:</em> Editor, software</td>
</tr>
</tbody>
</table>
## PARIS IN NOVEMBER

### Madeleine Vionnet, Fashion Purist
A major exhibition devoted to fashion designer Madeleine Vionnet. Musée Les Arts Décoratifs. 107, rue de Rivoli (Arr 1) Metro: Tuileries

### Sunday Market on Rue Mouffetard
Stock up on that cheese! 5th district in Paris. Behind the Pantheon. Metro: Place Monge

### Play Reading November 08, 2009

### Jardin des Plantes
Great for a leisurely walk. Get warm and toasty in the botanical gardens. Metro: Gare d’Austerlitz

### UTOPIA CAFE - Temple of Blues
79, rue de l’Ouest 75014 Paris Métro: Pernety Tel: 01 43 22 79 66 Contact: Jacques http://www.utopia-cafeconcert.fr/

### Sunday Morning Concert - Dvorak & Schumann
November 08, 11:00 Pianist Evgeni Koroliov, Théâtre Musical Châtelet 1, place du Châtelet (Arr 1) Metro: Châtelet

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## TESOL France
in association with IATEFL ELT Leadership and Management SIG

### The Spring Day on ELT Management
29 May 2010, Paris France

- Leadership and Management in the field of ELT
- Classroom management
- Workload management
- Technology for Teachers and Managers
- Innovative approaches
- Special guest: George Pickering
- And other ELT management experts

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

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**ELT Leadership & Management SIG**
Darwin College, University of Kent, Canterbury, Kent CT2 7NY, UK
What’s a Pecha Kucha?

The Pecha Kucha event was originally devised by Astrid Klein and Mark Dytham of Klein-Dytham Architecture (KDa) in Tokyo in 2003 as a place for young designers to meet, network, and show their work in public. The name derives from a Japanese term for the sound of conversation (“chit-chat”).

The idea behind Pecha Kucha is to keep presentations concise, the interest level up and to have many presenters sharing their ideas within the course of one night. Therefore the 20x20 Pecha Kucha format was created: each presenter is allowed a slideshow of 20 images, each shown for 20 seconds. This results in a total presentation time of 6 minutes 40 seconds before the next presenter is up.

There are no restrictions on the type of content that can be presented.

The 20x20 format of the Pecha Kucha is now being adopted all over the world (even in classrooms), with presentations running at a strict 6 minutes 40 seconds, and all discussion and questions are held to the end. This is primarily a device to help timebox presentations, force presenters to be more focused in their message, allow them to flow uninterrupted, and ultimately to avoid the “death by powerpoint” syndrome - sitting through long and often tedious PowerPoint presentations.  
(source: http://www.pecha-kucha.org/)

Try it with your students!

Come see some ELT Stars give it a shot on Saturday at 18:30 in room: Emeraude.

Host: Lindsay Clandfield

Speakers:
★ Burcu Akyol
★ Gavin Dudeney
★ Jamie Keddie
★ Penny Ur
★ Ken Wilson

You can also watch the IATEFL Exeter Pecha Kucha at the site mentioned below. Enjoy!


Check out Lindsay Clanfield’s fabulous ELT Pecha Kucha website:
http://www.freewebs.com/pechakucha-elt/
In an ELT context, what does the word *materials* mean to you? In this highly practical talk, I will be examining the richness of resources that are available to the modern language teacher. By dissecting six of my favourite lesson plans, I would like to share some thoughts on some essential lesson-planning skills which are often overlooked.

**Jamie Keddie** is a European-based teacher, teacher trainer and writer. In 2008, he founded *TEFLclips.com* a site dedicated to the possibilities for online video-sharing in the classroom. For this, he received a British Council Innovations Award in 2009. He is the author of *Images* in the *Resource Books for Teachers* series published by Oxford University Press. He is also a teacher trainer at Norwich Institute for Language Education.
It is estimated that there are now in the world over two billion English speakers of whom the majority speak it as a second or foreign language. Indeed, English is now used more as a *lingua franca* for various functions of international communication (business, research, diplomacy etc.) than it is used intra-nationally for communication with each other by its native speakers. And most educated people in the world today (at least outside the English-speaking countries) are ‘English-knowing bilinguals’: they speak their own language(s) for home use, and English for international communication.

There are various interesting implications of this development for English teachers which will be discussed in this talk. I shall address questions such as: Is there such a thing as an ELF standard of language use in grammar, vocabulary and pronunciation? How does the development of ELF change our teaching goals? Does it make any difference to the function and prestige of the ‘native’ or ‘non-native’ English speaking teacher? What is the place of the culture of the English-speaking peoples in the teaching of ELF?

**Penny Ur** was educated at the universities of Oxford (MA), Cambridge (PGCE) and Reading (MATEFL). She emigrated to Israel in 1967, where she still lives today. She is married with four children and five grandchildren. Penny Ur has thirty years' experience as an English teacher in primary and secondary schools in Israel. She has recently retired from the headship of the M.Ed program in foreign-language teaching at Oranim Academic College of Education, but continues to teach M.A. courses at Oranim and Haifa University. She is interested in all aspects of language-teaching methodology, but in particular issues of fluency and accuracy in language teaching, language-learning activity design and the implications for teachers of the development of English as a *lingua franca*. She has published a number of articles, and was for ten years the editor of the *Cambridge Handbooks for Language Teachers* series. Her books include *Discussions that Work* (1981), *Five Minute Activities* (co-authored with Andrew Wright) (1992), *A Course in Language Teaching* (1996), and *Grammar Practice Activities* (2nd Edition) (2009), all published by Cambridge University Press.
## Colloquium Program for Friday Nov. 6th

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<thead>
<tr>
<th>TIME</th>
<th>Session</th>
<th>Room:</th>
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<tr>
<td>14:00-15:00</td>
<td><strong>Robert Emigh</strong>&lt;br&gt;(Norwalk Community College, USA)&lt;br&gt;Facilitating Awareness of Global Issues from Inside and Outside the Classroom</td>
<td>C48</td>
<td>HE + GI</td>
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<td></td>
<td><strong>Mahrukh Bharucha</strong>&lt;br&gt;(Expressions Unlimited! - India Lambda - UK)&lt;br&gt;Using Drama in an English Language Class</td>
<td>C017</td>
<td>CT + Pr</td>
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<td><strong>Parvanak “Pary” Fassihi</strong>&lt;br&gt;CELOP/Boston University&lt;br&gt;Clickers: A New Approach to Engaging Students in the ESL / EFL Classroom</td>
<td>C49</td>
<td>LT + GV</td>
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<td><strong>Alain Daumas</strong>&lt;br&gt;(ETS Global)&lt;br&gt;L’observatoire TOEIC 2009 des niveaux d’anglais en France</td>
<td>Estaunie</td>
<td>TA</td>
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<tr>
<td>15:15-16:15</td>
<td><strong>Mike Howard</strong>&lt;br&gt;(Pearson Language Tests)&lt;br&gt;PTE Academic – setting a new standard in Academic English testing</td>
<td>C48</td>
<td>TA + ESP</td>
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<td></td>
<td><strong>Fulvia Seales</strong>&lt;br&gt;(British Council, Bilbao, Spain)&lt;br&gt;Generating Student Motivation</td>
<td>C017</td>
<td>YL + R</td>
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<td></td>
<td><strong>Maggie Collins &amp; Peter John Hassall</strong>&lt;br&gt;(Academic Bridge Program)&lt;br&gt;World Englishes as Art: The Extremely Short Story [ESS] in Arabia and the Far East</td>
<td>C49</td>
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<td><strong>Paul Maglione &amp; Frederic Tibout</strong>&lt;br&gt;(Entertainment Learning)&lt;br&gt;Games: The Pedagogical Revolution. From Edutainment to Games 2.0; Implications for EFL</td>
<td>Estaunie</td>
<td>LT + CT</td>
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<tr>
<td>16:15 - 17:00</td>
<td>Poster Session, Coffee and Stands (Rooms C46, C47 &amp; Foyer)</td>
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<tr>
<td>17:00 - 18:00</td>
<td><strong>Plenary: Jamie Keddie</strong>&lt;br&gt;<em>Materials World</em></td>
<td>Estaunie</td>
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<tr>
<td>18:15 - 19:15</td>
<td><strong>Burcu Akyol</strong>&lt;br&gt;(Istek Schools)&lt;br&gt;ELT Meets the Blogosphere</td>
<td>C48</td>
<td>YL + LT</td>
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<td></td>
<td><strong>Michael Hall</strong>&lt;br&gt;(University College Plymouth St Mark &amp; St John)&lt;br&gt;Why Speaking English to Your Students Matters</td>
<td>C017</td>
<td>TTD + 4S</td>
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<td></td>
<td><strong>Tammi Santana</strong>&lt;br&gt;(TESOL-SPAIN)&lt;br&gt;Quick and Fun Activities to Practice New Vocabulary</td>
<td>C49</td>
<td>GV + CT</td>
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<td></td>
<td><strong>Penny Ur</strong>&lt;br&gt;(Oranim Academic College of Education)&lt;br&gt;Teaching Large Heterogeneous Classes</td>
<td>Estaunie</td>
<td>HE + TTD</td>
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<tr>
<td>19:15 - 20:00</td>
<td><strong>Reception, Stands and Music (C Rooms)</strong>&lt;br&gt;Flamenco Show brought to you by Luisa Goy and Igor Gavilán</td>
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“We are poets with our feet and hands, happiness is mingled with tears, our expression is words in sounds to cry out, come and join our Flamenco Show!”

### Key to Program Acronyms

Use these themes to help you choose the talks you want to see.

- **AL:** Adult Learners
- **BE:** Business English
- **CEFRL:** Common European Framework of Reference for Languages
- **CLIL:** Content and Language Integrated Learning
- **Cor:** Corpus in the Classroom
- **CT:** Classroom Techniques
- **EAP:** English for Academic Purposes
- **ELF:** English as a Lingua Franca
- **ELT:** English Language Teaching
- **ESP:** English for Specific Purposes
- **GI:** Global Issues
- **GV:** Grammar & Vocabulary
- **HE:** Higher Education
- **II:** Intercultural Issues
- **LS:** Learner Styles
- **LT:** Learning Technologies
- **MDP:** Materials Design & Publishing
- **Pr:** Pronunciation
- **R:** Research
- **TTD:** Teacher Training & Development
- **TA:** Testing & Assessment
- **YL:** Young Learners
- **4S:** Four Skills
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<th>Room: Emeraude</th>
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<tbody>
<tr>
<td>12:00 - 13:00</td>
<td>English as a Lingua Franca</td>
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<tr>
<td>13:00 - 14:30</td>
<td>Lunch (see page 11 for restaurants near the venue)</td>
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<tr>
<td>14:30 - 15:00</td>
<td>Poster Session, Coffee and Stands (Room C47 &amp; Hall)</td>
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**Saturday, Nov. 7th**

<table>
<thead>
<tr>
<th>TIME</th>
<th>Speaker</th>
<th>Room: C48</th>
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| 9:30 - 10:30 | Annette Capel (Cambridge University Press)  
Making Sense of Words: The English Profile Wordlists Project |          |
| 10:45 - 11:45 | Jamie Keddie (Oxford University Press & NILE)  
Grammar Drawings  
Room: Emeraude  
CT + GV |          |
| 12:00 - 13:00 | Lindsay Clandfield (Delta Publishing)  
Blogging Your Way to Being a Better Teacher |          |
| 13:00 - 14:30 | Mercedes Viola (IATEFL - BESIG)  
Designing English Programs for Business People  
video conference | C48 BE + AL |
| 15:00 - 16:00 | Gavin Dudeney (Pearson Longman)  
Beyond the Book | C49 LT + TTD |
| 16:15 - 17:15 | Jennifer Verschoor (Freelance & ARCALL)  
It’s a NetWorld: Are you ready to face the challenges of working online?  
video conference | C48 LT + ESP |
| 17:30 - 18:30 | Carla Chamberlin-Quinlisk (The Pennsylvania State University)  
Critical Media Education in TESOL: Bringing popular culture into the language classroom | Room: Grenat CT + II |

**All-Stars Pecha Kucha!**

- Burcu Akyol
- Gavin Dudeney
- Jamie Keddie
- Penny Ur
- Ken Wilson

hosted by: Lindsay Clandfield  
Room: Emeraude  
Followed by a reception and Prize Draw!

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<tr>
<th>TIME</th>
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</table>
| 10:30 - 11:30 | Charles Goodeger (Bologna University)  
Songs in Action |          |
| 11:30 - 12:30 | Margit Szesztay (ELTE University Budapest)  
cREATIVITY with a small 'c' | C48 AL |
| 13:00 - 14:00 | Aimee Johansen (Télécom Bretagne, Brest)  
So What Do You Want to Do For a Living?* Incorporating career planning materials into English classes | C49 LT + TTD |
| 14:00 - 15:00 | Arthure McKeown (University of Ulster)  
Free and Freiemum: Resources for Teaching Business (and other) English | C017 MDP + BE |
| 15:00 - 16:00 | David A. Hill (Helbling Languages)  
Writing Stories | C49 Teens + AL + CT |
| 16:00 - 17:00 | David Horner (Cambridge ESOL)  
Constructing Oral Assessment Grids from the CEFRL | C017 TA + AL |
| 17:00 - 18:00 | Alan Cargyl (International House London)  
Output Feedback: How to use what students say to help them speak 'better' | C49 BE + CT |
| 18:00 - 19:00 | Jean Brewster  
Freelance  
The Interplay Between English-medium Subject Teaching and English Teachers | C017 TTD + CLIL |
| 19:00 - 20:00 | (International House London)  
The Interplay Between English-medium Subject Teaching and English Teachers | Room: Grenat |

- * Burcu Akyol
- * Gavin Dudeney
- * Jamie Keddie
- * Penny Ur
- * Ken Wilson
Meet the Speakers

**Burcu Akyol**  
(Istek Schools, Turkey)  
Fri. 17:00 - 18:00 Room: C48  
**ELT Meets the Blogosphere**  
YL + LT

This presentation explores the limitless potential of blogs in the language classroom in a highly visual way and gives some practical ideas on setting up a blog for use with your own classes in the light of a successful experience creating and maintaining a blog throughout an academic year with ninety-three 5th grade students in a private school in Turkey.

**Burcu Akyol** graduated from Hacettepe University, ELT Department in 2000. She holds a Master's degree in Educational Management. Her main areas of interest are teacher training and learning technologies. Currently, she works at Istek Schools as Foreign Languages Department, Education Coordinator.

**Mahrukh Bharucha**  
Expressions Unlimited!, India  
Lamda; UK  
Fri. 14:00 - 15:00 Room: C017  
**Using Drama in an English Language Class**  
CT + Pr

France and India have a common problem: the native tongue influence hampers ELT. Drama is a great tool to overcome the issue. Drama techniques dispel inhibitions, encourage conversations and allow freer practice of accurate intonation, pronunciation and diction. Most ELT teachers are wary of this approach, however, due to lack of knowledge, or experience or both! This presentation aims to introduce both experienced and fresh teachers to the wonder and magic of using drama - and its techniques - in the language classroom. The theory is tried and tested - and this presentation will prove it!

**Mahrukh Bharucha**: I run a very successful Speech & Drama Academy and Language centre - EXPRESSIONS UNLIMITED! -catering to non-native speakers (young learners and adults). Using drama as a tool for ELT is my forte. I also conduct extensive teacher training. Qualifications: B.A. (English) CELTA Certified Speech, Drama & Communication Skills Teacher.

**Jean Brewster**  
Freelance, UK  
Sat. 17:30 - 18:30 Room: C017  
**The Interplay Between English-medium Subject Teaching and English Teachers**  
TTD + CLIL

This talk adds to the debate on the impact of Content and Language Integrated Learning (CLIL) on ELT. The speaker will outline a recent training programme she co-authored and taught for primary school teachers of maths and science in Qatar, highlighting some of the major skills teachers and students require. These include language skills and thinking skills closely linked to a range of process skills. She will also highlight some issues in the impact of CLIL on the role of the English teacher, such as the kind of curriculum and syllabus that could be developed.

**Dr Jean Brewster** has trained teachers in CLIL for thirty years, most recently as team leader for a primary teacher-training project in Qatar for English-medium maths and science. With an M.Phil and PhD in content-based learning she has published several CLIL articles.

**Annette Capel**  
Cambridge University Press, France  
Sat. 9:30 - 11:30 Room: C48  
**Making Sense of Words: The English Profile Wordlists Project**  
Cor + AL

**English Profile** is a collaborative project developing language descriptors for the Common European Framework of Reference (CEFR). As part of this project, Cambridge University Press has sponsored research into A1-B2 vocabulary: the English Profile Wordlists provide reliable information at word and sense level, based on extensive corpus analysis and other relevant sources. The speaker will explain the research and compiling methods used and consider areas such as affixation, phrases and collocation, and polysemous words. What does it actually mean to "know a word"? Vocabulary acquisition is a cumulative process and reliable information on frequency and usefulness helps to establish priorities for teachers and students.

**Annette Capel** has been involved in the Cambridge exams as an item writer and examiner since 1990, and is co-author of textbooks for five levels of these exams (A2 to C2). Since 2007, Annette has been developing corpus-informed Wordlists for A1 to B2, as part of the English Profile project.
Meet the Speakers

Alan Cargyl
International House London
Sat. 17:30 - 18:30 Room: C49
Output Feedback: How to use what students say to help them speak ‘better’
BE + CT
This interactive, task based and practical workshop will demonstrate how to use the language produced by students to develop their English, show language development and reduce the use of commercial material in class. Suitable for students pre-intermediate and above. Used at the Executive Centre, International House London with adult professionals but also suitable for General English students. The session will demonstrate the technique and give participants the opportunity to practise it.

Alan Cargyl is the Assistant Director of the Executive Centre at IH London. He has worked there as a language trainer for 11 years and has delivered sessions at numerous international language conferences.

Carla Chamberlin-Quinlisk
The Pennsylvania State University, USA
Sat. 17:30 - 18:30 Room: Grenat
Critical Media Education in TESOL: Bringing popular culture into the language classroom
CT + II
Language students and teachers today have unprecedented access to global media, and many turn to these as sources of authentic discourse. Although captivating as linguistic resources, media also embed multiple layers of meaning (social, political, gendered, etc.) in their imagery and rhetoric that merit discussion in our classrooms. Using newspapers, magazine advertisements, and film as examples, this presentation shows how critical media analysis and cultural studies approaches can be successfully merged as a pedagogical tool for addressing both linguistic and sociocultural issues in language classrooms. Activities for various ESL/EFL contexts and proficiency levels will be shared and discussed.

Carla Chamberlin-Quinlisk is Associate Professor of Applied Linguistics and Communication at Penn State University. She has taught ESL/EFL and applied linguistics in France, South Korea, and the U.S. for over 20 years. Her research and teaching focus on the intersections among language, culture, communication and media.

Lindsay Clandfield
Delta Publishing
Sat. 10:45 - 11:45 Room: C49
Blogging Your Way to Being a Better Teacher
LT + TTD
Teachers are beginning to use blogs more and more to help their students. But how can this new medium help teachers to help themselves? In this talk I will take you on a tour of some of the top blogs by teachers for teachers and explore how these can aid in our development. We will look at what makes a good blog, how to get the most out of the blogosphere and some useful advice for those of you wishing to start your own blog for teachers.

Lindsay Clandfield is an award-winning author of books for teachers and learners. He is the series editor for the new Delta Teacher Development Series and the blogger behind the popular site www.sixthings.net.

Maggie Collins & Peter John Hassall
ESSC, France & Zayed University, United Arab Emirates
Fri. 15:15 - 16:15 Room: C49
World Englishes as Art: the Extremely Short Story [ESS] in Arabia and the Far East
HE + II
The title of this talk proposes that Englishes of diverse regions of the World, authored by local users of the language, may provide the foundation for a new art form conveying ideas and images of significance to both native and non-native users. Illustrative examples will be presented taken from three commercially available anthologies, websites and an international touring exhibition, all based on the Extremely Short Story Competition [ESSC], originating at Zayed University Dubai which has spread throughout the Arabian Peninsula and Far East. A PowerPoint will explain how the ESSC is having an impact on EFL/ESL learners and the wider milieu in these regions.

Maggie Collins is an on-line Editor/Representative for the Extremely Short Story Competition [ESSC] now living in France. She has lectured extensively in EAP/ESP in Singapore and in recent years used the ESSC as a valuable part of the writing course at Dubai Men’s College (DMC), Higher Colleges of Technology, UAE.

Peter Hassall, of the Academic Bridge Program Zayed University Dubai, is originator of the Extremely Short Story Competition [ESSC] and Principal Editor of 3 ESSC anthologies: Emiratia; Pearls of Emirati Wisdom; Facets of Emirati Women. He judges the ESSC Japan and regularly contributes to Asian Englishes and World Englishes.
Meet the Speakers

Anna Daley
IUFM Châteauroux, freelance translator
Sat. 15:00 - 16:00 Room: C017
How Working with Translation Can Help Us Learn about Language
CT + GV

Translation is sometimes seen as rather old hat but it can bring insight into how language works, even for lower level students. As someone who combines the careers of teacher and translator, I have used translation in different ways with different groups of learners, and have learnt many things from it myself which have been useful in my teaching. I would like to share some of my experiences in this area with you.

Anna Daley is a teacher, teacher trainer, and translator. She has been living and working in central France for the past 16 years. She is interested in all aspects of teaching and learning English, and particularly in bilingual education.

Alain Daumas
ETS Global
Fri. 14:00 - 15:00 Room: Estaunie
L’observatoire TOEIC 2009 des niveaux d’anglais en France : pour mieux connaître le niveau des français
TA + HE

ETS Global vient de lancer la première édition de l’Observatoire TOEIC des niveaux d’anglais en France. Cet observatoire a pour objectif de dresser un état des lieux complet des niveaux en anglais professionnel des candidats français tout au long de leur vie :
- Lycée
- Bac+2
- Bac+3
- Bac+5
- Doctorat
- Salariés

Les résultats 2009 de cet observatoire seront exposés lors de cette conférence. Les participants pourront poser toutes leurs questions et échanger sur ce premier bilan afin de mieux comprendre et de mieux interpréter les informations présentées.


Hugh Dellar
Heinle ELT
Sat. 10:45 - 11:45 Room: Grenat
Lexis, Speaking and the Non-Native Speaker Teacher
AL + GI

That language is highly formulaic seems widely accepted. However, there’s been much debate as to the relevance of this for non-native speaker teachers (NNSTs) of English. It’s been claimed that lexis is more culturally-rooted than grammar and that a lexical approach will leave NNSTs in danger of being caught out by students. However, NNSTs have the upper-hand when it comes to teaching lexically. I will outline why whilst also addressing the flexible cultural positions language can be utilised in,

the lunacy of demonising translation and the wonders of local knowledge - all with reference to classroom realities!

Hugh Dellar is a teacher and teacher trainer at the University of Westminster. He is also the co-author of the Innovations series of coursebooks, as well as the forthcoming OUTCOMES series, published by Heinle Cengage.

Robert Dignen
York Associates
Sat. 15:00 - 16:00 Room: Emeraude
International Leadership - Competencies for Working Effectively across Cultures
BE + II

This presentation is based on the proposition that the ELT industry’s focus on language and identified professional communication skills needs to shift. Those in business need support beyond the traditional mix of English language, training for specific "moments" (presentations, meetings, negotiations) and cultural knowledge in the form of country culture briefings. This presentation outlines a new approach for ELT with an introduction to an alternative syllabus of core international leadership challenges and associated communication skills tied to a model of intercultural competence.

Robert Dignen is a director of York Associates. He specialises in delivering international team seminars. His titles include 50 Ways to Improve Your International Presentation Skills and 50 Ways to Improve Your Intercultural Skills published by Summertown. He is co-author of Developing People Internationally, a multimedia international team training resource.
Meet the Speakers

Gavin Dudeney
Pearson Longman
Sat. 15:00 - 16:00 Room: C49
Beyond the Book
LT + TTD

This is a talk about new digital literacies, about the differences between ‘digital illiterates’ (mostly teachers!) and learners under the age of about 20 who are fluent in ‘digital as a second language’. It’s fairly light (or can be) in terms of theory, but looks at practical examples of new literacies, why they’re important and where teachers can start acquiring the skills they need. Really it’s an up-to-date look at where the gap lies between teachers and learners in terms of their ability to use technologies.

Gavin Dudeney has worked in education since 1988, as a teacher, materials developer, IT manager and web/user interface designer. His blend of pedagogical and technical skills has taken him around the world - primarily for the International House World Organisation, but also for the British Council and other entities - helping them to bridge the gap between their training and teaching portfolio and their technical needs. Gavin has published How to Teach English with Technology (Longman, 2007) with Nicky Hockly. He is also the author of other books and numerous print and online articles.

Robert Emigh
Norwalk Community College,
Connecticut, USA
Fri. 14:00 - 15:00 Room: C48
Facilitating Awareness of Global Issues from Inside and Outside the Classroom
HE + GI

Today, due to both a growing interconnectedness of the world and a myriad of economic, environmental and human rights challenges that currently present themselves to us, facilitating student awareness of these pressing global issues is a task that many educators are feeling more compelled to engage in. This presentation will look at strategies and resources that will not only help to increase our students’ awareness of these issues, but help to empower them and give them a sense of agency over their futures.

Robert Emigh received a Master’s in Teaching (ESOL) from the School for International Training in Brattleboro, Vermont. He has taught in Thailand, Brazil and New York City. He is currently an Associate Professor of ESL at Norwalk Community College in Norwalk, Connecticut, USA.

Linda Gerena
York College, City University of New York, USA
Sat. 9:30 - 10:30 Room: Grenat
Writing and Grammar in Culturally Explicit Rhetorical Discourse
II + GV

This presentation will outline areas of grammatical difficulty faced by English learners, the cultural context of writing and how culture impacts rhetorical preferences. Teaching grammar to English learners is a necessary part of the language curriculum for teachers. The question is, however, how do we teach grammar? Should it be explicit, bottom up, discrete skill instruction or should it be top down, communicative and interactional? How does culture impact rhetorical preferences and how can these preferences be included in instructional pedagogy? Strategies for teaching academic English written discourse from both a grammatical and a cultural perspective will be discussed.

Linda Gerena received her Ph.D. in Educational Policy/Bilingual Education from San Diego State University and is an Associate Professor in Teacher Education at City University of New York, York College. Professional interests in over 20 years in TESOL include language acquisition, cultural preferences in writing, and at-risk secondary English learners.

Charles Goodger
Bologna University, Italy
Sat. 9:30 - 10:30 (en francais)
Room: C49
Songs in Action
YL + CT

Through a series of practical examples Charles Goodger will demonstrate his on-line FunSongs Approach (officially recommended by the Italian, Latvian and Lithuanian Ministries of Education) in which melody, mime, rhythm and rhyme can accelerate memorisation, encourage correct pronunciation and enhance the language learning process for young learners. He will present and teach a series of original language-learning action songs on several specific themes and show how their content can be recycled and integrated into a curriculum. Fluent in five languages, Goodger will present this workshop in French.

Teacher-trainer, course book writer and musician Charles Goodger writes language-learning action songs for FunSongs Ltd. His influences are Howard Gardner, Georgi Lozanov and James J. Asher (Total Physical Response). Charles Goodger is currently on leave from Bologna University where he has unlimited tenure as a language expert.
Meet the Speakers

Michael Hall
University College Plymouth St
Mark & St John, UK
Fri. 17:00 - 18:00 Room: C017
Why Speaking English to Your Students Matters
TTD + 4S

Whilst audiovisual resources for the English language classroom are multiplying exponentially (think YouTube), the most readily available and undervalued resource of all is you, the teacher. Your students may spend more time listening to you than to any other English speaker on the planet. So how do you use English in the classroom, and how can they learn from you? In this paper I propose to explore the different ways in which teachers speak to their students, analyse some authentic samples of teacher talk with you, and suggest how your spoken English can help your students’ comprehension.

Michael Hall joined Marjon in 1996 after a long peripatetic career in ELT. He currently works as a teacher and trainer with participants from many countries. His professional interests include intercultural awareness, online teaching and learning, learner autonomy and the future of English.

Philip Hawkes
Edulang
Sat. 16:15 - 17:15 Room: Grenat
Building a Didacticized World
English Resource into a Teacher-led Course
GI + 4S

Users of English increasingly need the skill of understanding speakers of wide varieties of international English – including both first and foreign language speakers. Teachers need properly didacticized resources for this purpose.

This talk will present a vast online bank of lessons which teachers can easily build into their blended courses. English Addicts, updated every day, are online lessons based on authentic 2-4 minute radio reports from all over the world, on all sorts of topics and at several levels of difficulty. We will discuss the ways in which teachers can use them – as a teacher told us: “Recently English Addicts has become a major part of our arsenal – we like it and so do the students.”

Philip Hawkes is a teacher, materials writer and translator. He has been living and working in Brittany for 20 years and runs a company called FlexiLangues. He is interested in practical ways of integrating IT into lively English teaching.

Maria Heron
NILE
Sat. 15:00 - 16:00 Room: Grenat
Fun with Vocab
AL + GV

This hands-on workshop visits some innovative nuts and basic bolts of working with vocabulary generated in class, which is often recorded by students as long lists of words often never to be seen again! We will start by looking at how learners of all ages and levels can personalise and record new lexis using a low tech, high performance ‘vocabulary box’ and we will try out activities which focus on individual word practice and revision by elicitation. We will then demonstrate how individual words can become core catalysts for creative writing activities - to include poetry and stories.

Maria Heron is a practicing teacher and teacher trainer with 25 years experience. Her work has been mainly in the UK but she has also worked in Germany, Switzerland, Canada, Argentina and Panama. She is CELTA Centre Manager at NILE. Her areas of interest are IELTS and vocabulary acquisition.

David A. Hill
Cambridge ESOL
Sat. 16:15 - 17:15 Room: C017
Constructing Oral Assessment Grids from the CEFRL
TA + AL

As teachers, we all have to assess our learners’ oral ability. However, this is more usually done based on our own experience of levels than on valid criteria. This talk will look at how the complex and verbose descriptors of the Common European Framework of Reference for Languages can be reduced to usable assessment grids using guidelines of best practice: ie, that they should be precise, clear, transparent, independent, concise, and formulated positively.

David Horner: Twice president of TESOL France, former Director of the University of London in Paris, responsible for Cambridge oral exams in France. David has taken part in oral testing research with Cambridge and given workshops on oral testing for the MEN and is currently writing a book on oral assessment.

David Horner
Helbling Languages
Sat. 16:15 - 17:15 Room: C49
Writing Stories
Teen and AL + CT

Human beings live through stories, and we ignore this in the classroom at our peril. Inroads have been made into the world of story in ELT, mostly through extensive reading and story-telling, but so far there has been no systematic approach to writing stories. This workshop will give participants the opportunity to work through some ideas which help learners to build up their story-writing abilities, whilst practising many other skills. The activities presented are also intrinsically interesting, and can work as stand-alone.
Meet the Speakers

Mike Howard
Pearson Language Tests, France
Fri. 15:15 - 16:15 Room: C48
PTE Academic – setting a new standard in Academic English testing and fully endorsed by the Graduate Management Admission Council
TA + ESP

Pearson Test of English Academic (PTE Academic) is a new computer based test that sets a new standard in academic English testing. Key features include all authentic academic content, higher security, more objective scoring, more detailed performance data and much faster results (within five days). The test is being launched internationally from 26 October 2009 and will be available in France from December 14th. It has already been recognised by over 800 programmes worldwide, including INSEAD and HEC in France.

Mike Howard came to France in 1992 as a musician touring in a band. After meeting his future wife (and waving goodbye to the camper van!) he decided on a career in ELT. He is currently responsible for managing PLT in France, Switzerland, Spain, Italy and Portugal.

Aimee Johansen
Télécom Bretagne, Brest
Sat. 10:45 - 11:45 Room: C017
So What Do You Want to Do for a Living? Incorporating career planning materials into English classes
AL + II

As English instructors, we are in the privileged position of helping students improve their skills in English, while also exploring other areas of knowledge that they can apply to their personal or professional lives. My presentation will focus on how to incorporate career planning materials into English classes, allowing students to think about their own professional goals, as well as learning about differences between career planning in France and English-speaking countries. The use of such materials in development of the four skills will also be discussed, drawing on my experiences with engineering students in a grande école.

Aimee Johansen is an assistant professor of English at Télécom Bretagne, an engineering grande école. Having completed her Ph.D. in linguistics at the University of Illinois with a focus on the morphosyntax of Bantu languages, she is currently moving toward researching issues of didactics and second language acquisition.

Jamie Keddie
Oxford University Press & NILE
Sat. 10:45 - 11:45 Room: Emeraude
Grammar Drawings
CT + GV

When a learner draws a piece of language, that language is suddenly brought to life and made memorable. In this workshop, which will be useful for teachers of all levels and ages, we will see some original grammar-based activities which exploit a fantastic piece of classroom technology - the pencil.

Jamie Keddie is a European-based teacher, teacher trainer and writer. In 2008, he founded TEFLclips.com a site dedicated to the possibilities for online video-sharing in the classroom. For this, he received a British Council Innovations Award in 2009. He is the author of Images in the Resource Books for Teachers series published by Oxford University Press. He is also a teacher trainer at Norwich Institute for Language Education.

Paul Maglione & Frederic Tibout
Entertainment Learning
Fri. 15:15 - 16:15 Room: Estaunie
Games: The Pedagogical Revolution. From Edutainment to Games 2.0; Implications for EFL
LT + CT

Videogames have evolved into one of the world's largest and fastest-growing entertainment industries today. Educators have long been intrigued by the possibilities of "edutainment," but it is only recently that the underlying principles of game-playing have been sufficiently understood; and game-coding tools sufficiently democratized, to enable those principles to be applied to pedagogical aims. A new wave of Learning Games, ranging from casual Flash games to virtual worlds like Second Life, promises to transform education in a way similar to how the web has revolutionized the worlds of entertainment and media. Language-learning innovators are at the forefront of this revolution, a trend with particular significance to the TESOL community.

Paul Maglione and Frederic Tibout are entertainment industry veterans, having worked across television, videogames, news media and mobile entertainment in companies as diverse as Apple, Vivendi, NBC, and CNN. Operating at the nexus of technology, business development and innovation, they are now bringing their skills to the global EFL market with their entertainment-driven English language training web service, English Attack!
Meet the Speakers

Arthur McKeown  
University of Ulster, UK  
Sat. 9:30 - 10:30 Room: C017  
*Free and Freemium: Resources for Teaching Business (and other) English*  
MDP + BE

This presentation will help those attending to identify and consider options for using a range of free online resources, particularly but not only for teaching the language of business and management. Based on the *Freemium* approach and recognising a variety of learning styles and preferences, it looks at some quality assured print, audio and video resources available from publishers and broadcasters, from colleges and universities, etc. Some options for using these are described and discussed, so that those attending can use a simple but robust process to find and use such resources to suit their particular needs.

Arthur McKeown works in the Ulster Business School on programmes for private, public and not for profit client organisations. He has been a teacher, teacher trainer and manager in EFL. He worked in Sweden, Libya and Kuwait as well as in the UK.

Cleve Miller  
Cambridge - English360  
Sat. 17:30 - 18:30 Room: C48  
*From Print to Digital: Collaborative content and the future of the coursebook*  
MDP + LT

Every day thousands of teachers are mixing and matching content from published ELT materials, then creating their own lessons, tasks and exercises, all to fit the specific needs of their business English students. Today, new web technologies provide digital tools for this process of developing materials and designing courses, either for online delivery or for the classroom. This talk will first discuss these new approaches to designing and delivering training, and how this “playlist” course design can result in highly personalized, performance-focused learning for our business English students. Second, we will look at the English360 web platform, which we created to provide free tools for collaborative content development, self-publishing, and blended course delivery for teachers and schools worldwide.

Cleve Miller has over 20 years experience designing, managing and teaching business English programs in both Europe and the Americas. Currently he leads the English360 research project, in partnership with Cambridge University Press.

Tammi Santana  
TESOL-SPAIN  
Fri. 18:15 - 19:15 Room: C49  
*Quick and Fun Activities to Practice New Vocabulary*  
GV + CT

Get ready for 8 to 10 activities to use in class on Monday! You will receive a handout with a full explanation of each activity and accompanying notes on vocabulary acquisition and memory theory. For those who teach in the Public System and have 20+ students, these techniques work well. No laborious note-taking in this session, just play. Doing is remembering.

Tammi Santana has been teaching in Spain for over 24 years. She is on the Board of Directors of TESOL-SPAIN. She has given workshops in the past and has been director of studies in two different schools, but what she loves most is teaching!

Fulvia Seales  
British Council, Bilbao, Spain  
Fri. 15:15 - 16:15 Room: C017  
*Generating Student Motivation*  
YL + R

Dornyei wrote, “Teachers’ skills in motivating learners should be seen as central to teaching effectiveness.” This workshop is aimed at Primary teachers interested in maintaining and increasing learners’ motivation and self-confidence. We will take a look at a series of practical classroom activities and strategies, such as role-playing, games, story telling and other approaches to boost learner’s confidence and lower classroom anxieties.

Fulvia Seales currently teaches primary and young learners at the British Council, Bilbao. Her areas of interest include motivation and methodology.
Meet the Speakers

Margit Szesztay
Department of English Language Pedagogy, ELTE University, Budapest
Sat. 10:45 - 11:45 Room: C48

cREATIVITY with a small 'c'

This workshop will focus on bringing creativity into your everyday teaching, and making each class a unique experience for your learners. We will explore ways of using pictures, poetry, quotations, metaphors and stories in order to develop language skills while at the same time tapping into everyone’s creative potential. In particular this presentation is suitable for teachers in secondary school contexts or those working with young adults in higher education or language schools.

Margit Szesztay has been an EFL teacher and teacher trainer for over twenty years. Her special areas of interest are group facilitation, community building and bringing creativity into the English language classroom. She has run and coordinated many courses and seminars for teachers in Hungary and abroad.

Parvanak "Pary" Fassihi
CELOP/Boston University
Clickers: A New Approach to Engaging Students in the ESL / EFL Classroom
LT + CT

Student Response Systems, or clickers, when used with interactive pedagogies, are known to increase student interaction and consequently, student achievement in content domains such as math and physics. Clickers have both a hardware and software component that collects and displays student responses. Students use a small device, similar to a television remote control, to respond to multiple-choice questions. The overall results become instantaneously available to the audience in form of a pie chart or bar graph. The presenter will demonstrate the hardware and software component of the clickers and talk about its advantages in ESL / EFL classes.

Pary Fassihi is an ESL Senior Lecturer at the Center for Language and Orientation Programs (CELOP) at Boston University. She has 13 years of experience teaching ESL / EFL. Her specialization is the use of technology in ESL / EFL classes. She is currently pursuing her doctoral degree in Language Education at Boston University.

Penny Ur
Oranim and Haifa University, Israel
Fri. 17:00 - 18:00 Room: Estaunie
Teaching Large Heterogeneous Classes
HE + TTD

What is a large class? What is a heterogeneous class? What are the problems we encounter when we have to teach classes that are both large and heterogeneous?

In this talk I will begin by attempting to define what is meant by ‘large’ and ‘heterogeneous’, and then go on to list some of the main problems - but also the advantages! - that we encounter when trying to teach them. As with many educational problems, there are no easy solutions. We could, perhaps largely solve them by preparing different tasks to suit different groups within the class; or by preparing several texts at varying levels of difficulty, as suggested by some methodologists. But most of us have neither the time nor the money to invest in such elaborate preparation, let alone the time to check the results later.

In this talk, I shall be proposing and discussing a series of practical teaching principles, illustrated by practical procedures, that involve very little (or no) extra preparation, that can make our job teaching large heterogeneous classes easier, and that go some way towards bringing about more effective learning.

Penny Ur was educated at the universities of Oxford (MA), Cambridge (PGCE) and Reading (MATEFL). She emigrated to Israel in 1967, where she still lives today. She is married with four children and five grandchildren. Penny Ur has thirty years’ experience as an English teacher in primary and secondary schools in Israel. She has recently retired from the headship of the M.Ed program in foreign-language teaching at Oranim Academic College of Education, but continues to teach M.A. courses at Oranim and Haifa University. She is interested in all aspects of language-teaching methodology, but in particular issues of fluency and accuracy in language teaching, language-learning activity design and the implications for teachers of the development of English as a lingua franca. She has published a number of articles, and was for ten years the editor of the Cambridge Handbooks for Language Teachers series. Her books include Discussions that Work (1981), Five Minute Activities (co-authored with Andrew Wright) (1992), A Course in Language Teaching (1996), and Grammar Practice Activities (2nd Edition) (2009), all published by Cambridge University Press.
Meet the Speakers

Jennifer Verschoor
ARCALL Argentine Computer Assisted Language Learning
Sat. 16:15 - 17:15 Room: C48
A speaker from Argentina brought to you by video conference
It’s a NetWorld..Let’s NetWorld: Are you ready to face the challenges of working online?
LT + ESP

Due to the swine flu in Argentina, teachers were forced to go online. Are you ready to face the challenges to work online? What are the ingredients for blended learning?

Throughout my presentation I will bring you up to date with how technology can be used in our teaching scenarios and how teachers can start using different online tools in their daily classroom as naturally as they do with a book.

Jennifer Verschoor holds degrees as English University Professor, Bachelor in Educational Management, English Public Translator and ICT in the Classroom validated by Trinity College London. Her emphasis in training teachers to integrate technology into the classroom started several years ago. Since then has given numerous workshops on the integration of New Technologies in Education in Argentina, Japan and Germany. Currently she is introducing New Technologies for the Teaching of English in various Leading Commercial and Educational Organizations. She is a proud WEBHEAD and President of ARCALL Argentine Computer Assisted Language Learning.

Mercedes Viola
IATEFL - BESIG
Sat. 15:00 - 16:00 Room: C48
A speaker from Uruguay brought to you by video conference
Designing English Programs for Business People
BE + AL

Most business English students are non-native speakers, who need to develop a range of communicative language competences in order to be able to perform their job-related tasks properly. Therefore the attention becomes more focused on language as a tool for communication rather than on language knowledge as an end in itself. When you are aware of the significance of this training for your clients, you try to provide them with tools that could help them in their careers worldwide. In this talk I will be presenting how we can develop programs that cater to our clients’ needs.

Mercedes Viola holds a degree from the Universidad Republica Oriental del Uruguay. She’s been a business English trainer for 20 years. She’s been designing and implementing business English programs for government-owned organizations, universities and many well known global companies such as Microsoft, HP, American Express, Deloitte, John Deere and MasterCard.

Ken Wilson
Oxford University Press
Sat.16:15 - 17:15 Room: Emeraude

Turning Passive Students into Active Learners
YL + LS

Do you ever feel that your lesson has "gone a bit quiet"? It isn’t unusual - learning often requires teachers to talk and students to listen or read. Some passive learning is OK - a percentage of your students probably prefer studying this way. However, when things "go a bit quiet", maybe the lesson is TOO passive, and most students don’t benefit from that. This talk will present ideas about turning passive lessons into active ones. We will look at ways of getting students more involved with reading texts, exercise material and even the contents page of their course book.

Ken Wilson has written about 30 ELT books, of which ten are coursebooks, including Smart Choice (OUP). He has also written a hundred radio and TV programmes for BBC English. Until 2002, Ken was artistic director of the English Teaching Theatre. His most recent book is Drama and Improvisation (OUP).
This poster will describe an innovative attempt to create a seamless three-stage overseas study experience for Japanese university students. Three groups of students - those preparing to study abroad, those currently studying abroad, and those just returned from studying abroad - reflect on their experiences and interact with each other through a wiki-type website. We will discuss to what extent this collaborative learning environment integrating grammatical and lexical learning, cultural learning and motivation, combined with clear objectives and core vocabulary lists can support the development of self- and peer-assessment skills and independent learning strategies.

Michael Carroll has been teaching English for 20 years, including 10 in Japan. He is the editor of a recent book on Curriculum, published by TESOL. He is currently working with students before, during and after their overseas semester, trying to help them make the most of their experiences.

Yuh-Fang Chang is Associate Professor in the Department of Foreign Languages and Literatures at National Chung Hsing University, where she teaches courses in applied linguistics. Her primary research interests are interlanguage pragmatics and bilingual education. Her publications have appeared in Language Testing, Language Sciences and Asia Pacific Education Review.

Sylvie Dolakova, M.A., freelance teacher trainer from the Czech Republic. She taught English in kindergarten, primary school. She designs many games for teaching English to very young children and schoolchildren. She has written books of English for children published in four countries and is a member of the Czech Association of English Teachers ATECR and Drama SIG Committee.

Parvanak "Pary" Fassihi
CELOP/Boston University
Clickers: A New Approach to Engaging Students in the ESL / EFL Classroom
LT + CT

Student Response Systems, or clickers, when used with interactive pedagogies, are known to increase student interaction and consequently, student achievement in content domains such as math and physics. Clickers have both a hardware and software component that collects and displays student responses. Students use a small device, similar to a television remote control, to respond to multiple-choice questions. The overall results become instantaneously available to the audience in form of a pie chart or bar graph. The presenter will demonstrate the hardware and software component of the clickers and talk about its advantages in ESL / EFL classes.

Pary Fassihi is an ESL Senior Lecturer at the Center for Language and Orientation Programs (CELOP) at Boston University. She has 13 years of experience teaching ESL / EFL. Her specialization is the use of technology in ESL / EFL classes. She is currently pursuing her doctoral degree in Language Education at Boston University.
Igor Gavilán
Eibar Idiomas Hizkuntzak, Spain
IF IF IF ...To IF or not to IF, that If's the Question.
CT + GV

A combination of visuals, attached examples plus the analysis of the poem "IF" by Rudyard Kipling will smoothly transfer you into the magic world of teaching conditional sentences in English. This poster presentation will certainly turn out to be of great interest for teachers and others who realise that using conditional sentences in an appropriate and effective way is absolutely crucial in our lives. Let’s use the right conditional sentences! As R. Kipling puts it: "If you can...yours is the Earth and everything that’s in it, and - which is more - you’ll be a Man, my son!"

Igor Gavilán graduated in English at the University of Deusto (Bilbao) where he also completed a course on Pedagogy. He has been working as a qualified English teacher over the last 15 years. He is currently a lecturer and the director of his own school of languages where he has successfully prepared students for all the Cambridge Exams and, consequently, has been awarded a certificate by the University of Cambridge. He is a member of TESOL-SPAIN.

Maidy Giber
University of South Australia
Teachers’ Language Learning Experiences
II + TTD

Language teachers have also been, or are still language learners. There has been little examination of this relationship (e.g. Lorties’ 1975 study considers learning in general, not language learning). Teachers’ natural preferences for teaching are influenced as much by their own language learning experiences. This poster will combine theory and practical discussion regarding this subject.

Maidy Giber has taught ESL, French, Spanish, education and applied linguistics for over 15 years. She has currently researched ESL and FLE teachers' language learning experiences with a view towards intercultural issues.

Susana Gómez and Anisoara Pop
TESOL-SPAIN & Dimitrie Cantemir University of Targu Mures, Romania
Using Audacity to Optimize Your Listening Sessions
LT

This poster provides a step-by-step guidance on using Audacity, a free, open source software for recording and editing sounds which will be of great help for the language teacher. The poster will cover the following sections: 1. Introduction to Audacity and its functions 2. How to download the programme for free 3. How to record and edit audio with audacity 4. Transferring tapes and records to computer or CD and recording audio playing on the computer 5. Working with audacity: practical activities and suggestions for the language classroom.

Dr. Susana Gómez is a member of the Board of TESOL Spain, the Director of Publications of TESOL SPAIN Newsletter and she currently teaches English at the Faculty of Translation and Interpreting at the University of Valladolid (Spain). Her research interests are second language teaching and learning. Anisoara Pop has been teaching English for 22 years at primary and university level (Business English). Anisoara has a PhD in linguistics and is currently preoccupied with teaching with New Technologies.

Beverly J. Hearn
University of Tennessee at Martin
Increasing Your Students' Reading Speed
CT + TA

Many English language learners approach dense and difficult text feeling defeated before they even begin. Even worse, they face this type of text when they must take exit exams which include a reading section. However, English Language Learners can be helped by learning techniques to increase their reading speed without sacrificing comprehension. If you have not yet addressed the speed component of language fluency in your classroom, this demonstration will give you some effective and motivational techniques.

Beverly J. Hearn, Ed.D., taught English as a Second Language in Jackson, Tennessee, and is a past president of Tennessee TESOL. At present she is Director of the Reading Center and Assistant Professor of Educational Studies at the University of Tennessee at Martin.
Zhivka Ilieva  
Shumen University, Dobrich College, Bulgaria  
Interdisciplinary Relations in the Primary Classroom  
YL + AD

This poster demonstrates various opportunities for integrating English language teaching with other subjects in the curriculum and making interdisciplinary relations. It focuses primarily on using English in Arts and Crafts classes, in Physical Education classes and relating English to Music through songs. The poster includes making postcards, practising the imperative and having fun while learning and practising English through its relations to other subjects.

Zhivka Ilieva is a teacher of English and a teacher trainer. Assistant Professor, PhD in Dobrich College, Shumen University, Bulgaria.

Monika Lodej  
IATEFL Poland  
Teaching Reading to ESL Dyslexic Students  
LS

Reading is a vital skill without which a child cannot succeed in virtually any other area. In Europe the competence in English is of key importance. Schools recognize that need by introducing EFL courses on obligatory bases. Teaching English as a foreign language to dyslexic students poses additional challenge to educators. The poster offers a presentation of teaching tools such as language drills and various reading strategies that can enhance reading skills in dyslexic learners of English as a foreign language. Main characteristics of dyslexia with reference to dual-route model of reading aloud will be touched upon to support the need for overlearning in dyslexic learners.

Monika Lodej has an MA in English Studies, and is currently working on a PhD dissertation (applied linguistics) at Warsaw University focusing on reading competence in Polish dyslexic EFL learners. She works in the English Department at Holy Cross University in Kielce, running courses on EFL methodology and didactics. She is a member of IATEFL Poland and the mother of a dyslexic child and a tutor of dyslexic students.

Mojtaba Mohammadi  
Islamic Azad University, Roudehen Branch, Iran  
The Pathology of Demotivation and Amotivation in Language Learning Context: A Case Study  
AL + LS

This study aims at investigating the origin of learning disabilities, underlining the affective factors of demotivation and amotivation, of Shiva, an Iranian girl, in pursuing her language learning. To diagnose different aspects of her disabilities, different research instruments like MSQ, WTC Questionnaires, and proficiency tests were administered. The results of five-month observation and interview indicate that demotivation is more detrimental than amotivation in a language learning context. Also, demotivation is caused mostly due to the misconduct of the teachers in not only their teaching techniques but also their misuse of motivational strategies.

Mojtaba Mohammadi is a faculty member at Islamic Azad University, Roudehen Branch. He is currently a PhD candidate at Science and Research Branch, Tehran. He has taught English for 12 years. His areas of interest include testing and assessment, teacher training, and writing skills.

Tuuli Oder  
Tallinn University Language Centre, Estonia  
Language Exams Based on CEFR at Tallinn University: A two-year experience  
TA + HE

It is head of the Tallinn University Language Centre, had a long experience both as teacher and teacher educator and is head of the counseling board on EFL matters at the Ministry of Education of Estonia.

Carme Porcel  
Freelance, Spain  
Watching Films Is More Than Fun  
AL + YL

Watching a film is great fun but, beyond that, it is an excellent way of enlarging our students’ cultural knowledge and it’s a perfect resource to learn vocabulary and expressions which are not in textbooks and which are really useful. Working with films can make your classes more attractive and let your students get in touch with the real English spoken by people in their everyday lives. What kind of films to watch, creating your own worksheets, making the most of a film, how to use films in the English class ... We’ll talk about it.

Carme Porcel is a secondary school teacher at IES Abat Oliba, Ripoll in Girona, Spain. She has been teaching English for 20 years now and has a long experience in creating her own materials and worksheets. Great supporter of active, motivating and creative English classes, she's specialized in working with films in class. She's given several talks on the topic in Girona, at the APAC ELT Convention (Barcelona), at the APIGA annual conference in Galicia and at the British Council (Barcelona).
Poster Sessions Friday (16:15 - 17:00); Saturday (14:00 - 15:00)

Marianne Raynaud
TESOL France - Grenoble
Coordinator
Student Presentations: Making them beneficial and worthwhile for everyone!
HE + TTD

Most teachers have their students do presentations. We will look at various types, both informal and formal, that lead to effective language acquisition. Above all, we will consider strategies that involve active participation from all the members of a class and not just the speakers. Short films will be shown with students interacting in class. A 15-page handout in the form of digital files with instructions, explanations, and examples (from the book QualityTime-ESL: The Digital Resource Book) will be available to teachers who come and see the poster. Teachers will be invited to test this material with their students and to share their experiences at a later date. A workshop on this theme with Marianne will be organized in Paris this coming year.

Marianne Raynaud, coordinator of TESOL France-Grenoble, taught twenty-four years at France’s largest technological university, INPG, winning the prestigious Palmes Académiques for innovations in teaching ESL. She founded http://www.qualitytime-esl.com, airs podcasts Better Speaking Skills on iTunes and has written QualityTime-ESL: The Digital Resource Book, an extensive toolbox of teaching materials.

Semra Sadik & Fatma Sadik
Cukurova University, Turkey
Bringing Motivation Back to the Classroom
AL + TTD

Why does some of language learners' initial motivation gradually decrease during the preparatory year English language programme when it provides an opportunity for undergraduate and graduate students to learn or improve their English? Is it because they face a variety of demotivational influences or they have a prejudice about language learning that teachers cannot change? In this poster, the presenters share the results of a descriptive study on motivation in terms of students’ motivational beliefs and motivational self-regulation strategies. The presenters will also invite the audience to discuss issues and teachers’ motivational strategies to overcome affective barriers for continuous language learning.

As a graduate of Cukurova University (1999), Semra Sadik got her MA in TEFL in 2005. She was an EFL / ESL teacher in Foreign Languages Center until 2007. Now she works at the International Office, Cukurova University as International Students Advisor. Her interests are curriculum development, testing and learning strategies.

Fatma Sadik graduated from the Faculty of Education, Cukurova University, in 1996. She got her MA and PhD in Education Sciences in 2000 and 2006. She has been working as a lecturer at the same faculty since 1998. Her interests are curriculum development, classroom management, teacher education and environmental education.

Kayo Shirasaka
Miyazaki Prefectural Nursing University, Japan
Focusing on Vocabulary and Grammar Learning in a Writing Exchange Project
AL

Since 2006, a group of EFL teachers have been conducting a Moodle-based writing exchange project among seven nursing colleges and departments in six countries. In 2008, under this project, Japanese students were required to write over 2500 English words, while parallely receiving in-class grammar instructions. This study aimed at determining whether the incorporation of explicit grammar teaching is effective in increasing the participants' understanding of English grammar and vocabulary. The results demonstrated that communicative expressions, such as politeness markers and formulaic phrases, are learned more easily than phrases with relatively greater grammatical complexity.

Kayo Shirasaka received her Masters degree in Education from the University of Miyazaki, Japan. She now teaches various EFL courses at the University of Miyazaki, Civil Aviation College and the Miyazaki Prefectural Nursing University. Her main research interests are EFL pedagogy, extensive reading, and teaching English to young learners.

Don’t forget to vote for the best poster!

To do so, fill out the poster evaluation form. May the best poster win!
### Program for Friday Nov. 6th

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<tr>
<th>TIME</th>
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<td>14:00-15:00</td>
<td>Robert Emigh&lt;br&gt;Facilitating Awareness of Global Issues from Inside and Outside the Classroom</td>
<td>C Rooms</td>
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<tr>
<td>15:15-16:15</td>
<td>Mike Howard&lt;br&gt;PTE Academic – setting a new standard in Academic English testing</td>
<td>Room: C017</td>
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<td>16:15-17:00</td>
<td>Plenary: Jamie Keddie&lt;br&gt;Materials World</td>
<td>Room: Estaunie</td>
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<td>18:15-19:15</td>
<td>Burcu Akyol&lt;br&gt;ELT Meets the Blogosphere</td>
<td>C Rooms</td>
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<td>19:15-20:00</td>
<td>Reception, Stands, Music and Flamenco dancing!</td>
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### Program for Saturday Nov. 7th

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<th>TIME</th>
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<tr>
<td>9:30-10:30</td>
<td>Annette Capel&lt;br&gt;Making Sense of Words: The English Profile Wordlists Project</td>
<td>C Room</td>
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<td>10:45-11:45</td>
<td>Jamie Keddie&lt;br&gt;Grammar Drawings&lt;br&gt;with a small ‘c’</td>
<td>C Rooms</td>
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<tr>
<td>12:00-13:00</td>
<td>Plenary: Penny Ur&lt;br&gt;English as a Lingua Franca</td>
<td>Emeraude</td>
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<td>14:30-15:00</td>
<td>Poster Session, Coffee and Stands</td>
<td>C Rooms</td>
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<tr>
<td>15:00-16:00</td>
<td>Mercedes Viola&lt;br&gt;Designing English Programs for Business People&lt;br&gt;video conference</td>
<td>C Rooms</td>
</tr>
<tr>
<td>16:15-17:15</td>
<td>Jennifer Verschoor&lt;br&gt;It’s a NetWorld: Are you ready to face the challenges of working online?&lt;br&gt;video conference</td>
<td>C Rooms</td>
</tr>
<tr>
<td>17:30-18:30</td>
<td>Cleve Miller (Cambridge-English360)&lt;br&gt;From Print to Digital: Collaborative content and the future of the coursebook</td>
<td>C Rooms</td>
</tr>
<tr>
<td>18:30-20:00</td>
<td>An All-Stars Pecha Kucha featuring: Burcu Akyol, Gavin Dudeneay, Jamie Keddie, Penny Ur, Ken Wilson and hosted by: Lindsay Clanfield</td>
<td>Emeraude</td>
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</tbody>
</table>

Followed by a reception and Prize Draw!