



Plenary Speakers

32nd Annual International TESOL France Colloquium



Rosa Aronson



Sue Palmer

**Paris, France
22nd - 24th November 2013**

**Telecom ParisTech
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Scott Thornbury

**TESOL France has been
sharing knowledge, experience and best practices in
English language teaching in France for 32 years.**

Poster Presenters

32nd TESOL France Colloquium

Paris, France, 22-24 November 2013

<p>Kelli Dahmen & Isabel Haller-Gryc <i>A Novel Idea: Using Young Adult Novels With Adult ELLs</i></p> <p>AL & Write</p>	<p>Evridiki Dakos <i>Multiple Intelligences In ELT Classes</i></p> <p>TTD & MultiLev</p>	<p>Margaret Hurley <i>You Can Teach Grammar</i></p> <p>TTD & G+V</p>	<p>Rym Jamly <i>A Needs Analysis of the ESP course: The case of SUP'COM students</i></p> <p>ESP & TTD</p>
<p>Nawal Mebitil <i>A Step toward Elaborating an ESP Curriculum for Physics Students</i></p> <p>ESP</p>	<p>Laura Muresan & Alina Sufaru <i>Communication Matters: Let's Do It Through Posters!</i></p> <p>HE & Fr</p>	<p>Ping Qu & Yanhui Ma <i>Impact of English Learning for Medical Students on Their Performance in Clinical Assessments</i></p> <p>ESP & HE</p>	<p>Kerri A. Rizzotto & Brian Barbieri <i>The Key Elements that Enhance Online Education in an MATESOL Program</i></p> <p>HE & Fr</p>
<p>Fouzia Rouaghe & Souhila Mekhouk <i>Investigating ESP Teachers' Potentials: Challenges, Responsibilities and Professional Progress</i></p> <p>ESP</p>	<p>Malu Sciamarelli <i>Building Assessment Preparation into a Syllabus with Creativity</i></p> <p>TEST</p>	<p>Elizabeth Yoshikawa <i>One-minute Speeches: Students Developing Speech and Presentation Skills</i></p> <p>HE & SPEAK</p>	<p>Lisbeth Zuercher <i>How Many Englishes Can You Teach?</i></p> <p>TTD & Fr</p>

Poster Session Schedule

Poster presenters are kindly asked to be present at their poster at every session, if possible.

- Saturday, November 23rd: 13:15 - 13:45 (Room E200)
- Saturday, November 23rd: 19:00 - 20:30 (Room E200)
- Sunday, November 24th: 12:10 - 12:45 (Room E200)

Poster Competition!

Delegates at this year's conference will be voting for the best poster. We therefore encourage poster presenters to design their posters with the following criteria in mind:

- The poster attracts delegates' attention,
- The poster is well organized,
- The content is clear and easy to follow,
- The poster is original and innovative,
- The presenter spoke clearly and effectively,
- Ideas can be used classes.

The winner will be announced at the closing ceremony on Sunday, November 24th.

The prize: A one-year membership to TESOL France which includes a subscription to our highly acclaimed magazine *The Teaching Times*.

Plenary Speakers

Saturday, November 23rd: 9:30am - Room: Thevenin

Toxic Childhood

It's seven years since UK literacy specialist, Sue Palmer, published *Toxic Childhood*, a book about the effects of contemporary culture on children's development, including their potential to learn. In this presentation she will summarise her original findings, and speak about her current research, revising and updating the book for a new edition next year. While parents and teachers are now more aware of the implications of a sedentary, screen-based lifestyle for children's physical, emotional, social and cognitive development, there is still a long way to go to ensure that all children experience the sort of childhood that will equip them to survive and thrive in the modern world.



Sue Palmer, a former primary headteacher, has been an independent educational consultant for over 25 years. During that time she has written over two hundred books, software packages and TV programmes about primary literacy, and worked as a consultant for the Department for Education, the National Literacy Trust, the Basic Skills Agency, many educational publishers and the BBC. She is a popular speaker in the UK and beyond, both on literacy and, more recently, 'child development in the modern world'. Her first book on this subject, *Toxic Childhood*, was published in 2006, since when she has been involved in many national campaigns around education, outdoor play, screen-based entertainment and the commercialisation of childhood. She has twice been cited in the *Evening Standard* as among the 1000 most influential people in London (which she finds particularly thrilling, since she lives in Edinburgh) and is currently a member of the Scottish Government's Early Years Task Force and co-chair of the Task Force's committee on Culture Change.

Kindly sponsored by: TESOL France



Saturday, November 17th: 15:00 - Room: Thevenin

The Learning Body

The separation between mind and body – a fundamental 'truth' in modern Western thought – is succumbing to a view that thinking, and hence learning, is 'embodied', i.e. that the mind extends beyond the grey matter of the brain, and is realised, at least in part, through gesture, movement, and physicality. What might this mean for (second) language learning? In this talk I'll review developments in this exciting new field, and (very tentatively) suggest some applications.



Scott Thornbury lives in Spain. He has an MA (TEFL) from the University of Reading and is currently curriculum coordinator on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology (including *Teaching Unplugged*, with Luke Meddings) as well as a number of journal articles and book chapters on such diverse subjects as voice-setting phonology, corpus linguistics, speaking instruction, and embodied learning. He is series editor for the Cambridge Handbooks for Language Teachers.

Kindly sponsored by: The New School in New York



Sunday, November 18th: 14:15 - Room: Thevenin

Globalization, English Language Teaching & Professional Standards

In her closing presentation, TESOL executive director Rosa Aronson will discuss the need for professional standards in the age of globalization. As English continues to take a prominent role in the areas of business, science, technology and diplomacy, increasing numbers of people around the world perceive English as a gateway to social mobility and prosperity. For better or for worse, knowledge of English has become part of what is needed for success in a global economy. As a result, mastery of English has become a critical component of anyone interested in advancing career goals. Are teachers of English fully prepared to equip their students with the proficiency they need in this context? Rosa Aronson will share TESOL's views on professional teaching standards and will discuss teacher quality issues in France and across the world.



Rosa Aronson is the Executive Director of the TESOL International Association (TESOL). A former Fulbright exchange teacher, Dr. Aronson started her education career as an English as a foreign language (EFL) teacher in France. She holds a Master's degree in English Linguistics from the University of Aix-en-Provence, France, and a Ph.D. in Social Foundations of Education from the University of Virginia, in the United States. Aronson earned the Certified Association Executive (CAE) designation from the American Society of Association Executives.

Prior to her service at TESOL, Dr. Aronson had 24 years of experience in nonprofit association management with the National Association of Secondary School Principals (NASSP), headquartered in Reston, Virginia, USA. Her most recent presentations have been in Dubai, UAE; Kabul, Afghanistan; Miragoane, Haiti; and Iquique, Chile. Dr. Aronson is bilingual (French).

We also invite you to attend a A Special Guided Discussion with Rosa on Saturday (10:45) in room B316: *The pros and cons of English as the medium of instruction in French universities*

Kindly sponsored by: TESOL International



Special Round Table: Saturday at 16:45 in room Thevenin

Problems and Innovations in Language Learning in France (The French Perspective)

Moderated by TESOL France's Jane Ryder & Csilla Jaray-Benn

Five innovative projects address the problems with creative solutions for learning languages (including the English language) in France. Their start-ups demonstrate different ways of how language, technology and new ideas tackle some of these problems found in language learning here in France. Their different perspectives offer new exciting and up-to-date ways for young students and business people to learn and become interested in real and practical ways of the learning languages. There will be short presentations of their perspective on solutions and then a time for questions and answers.

Round Table Participants:

After obtaining a master in "Innovation and business undertaking" at ESCP-Europe, Antoine Gentil and Julien Viaud founded the Speaking-agency (ex-"Baby-speaking") with the help of professionals in recruitment and Maria Kihlstedt, senior lecturer at Paris X-CNRS in psycholinguistics. Together, they develop educational tools and the Speaking-agency training sessions.

Antoine Gentil, after two years of expatriation with his family in Dallas, Texas, came back to France with an excellent level of English. As for his three little sisters, they came back bilingual. The idea came to him naturally: the best way to learn English is to be immersed at a young age. So what about offering language immersion at home?

BrainPOP ESL is a comprehensive English language learning program that uses highly engaging animated movies to model conversational English while seamlessly introducing grammar concepts and vocabulary words. The movies are leveled, with each new movie and associated features building upon earlier ones, thereby reinforcing vocabulary, grammar, pronunciation, reading comprehension, and writing skills. The building block structure enables students to master the language in a step-by-step process, giving them the confidence they need to read, write, and speak English.

Fascinated by the study of literature, **Jennifer Elbaz** studied French literature at university. Her father said, "Literature? Very nice. But Malherbe or La Ceppède won't give you a craft," so Jennifer joined a management school. She spent seven years in a 50-year-old company which builds off-media strategies. Here, she carried out the first e-learning session ever in this kind of company - with her own camera. She has trained several people all over France by phone and face to face. She then had the good fortune to join the BrainPOP adventure. And what an adventure it's been!

The co-founder of Paris-based Entertainment Learning, best known for its entertainment-focused online English language learning service English Attack!, was born in New York City and is dual national of the United States and Italy. Paul Maglione studied Economics at Brown University; obtained his MBA from the London Business School, and holds a Certificate from Rutgers University in Teaching English as a Foreign Language. He is a regular speaker at national and international ELT conferences.

Paul Maglione has lived and worked on three continents and has deep international experience in the content, media, entertainment and technology industries via senior executive positions at companies ranging from CNN International and NBC Europe to iPlay and Vivendi Games Mobile.

En 2003, les fondateurs, **Arnaud Portanelli et Guillaume le Dieu de Ville**, ont travaillé en Californie et ont été impliqués sur un projet de e-Learning appelé Speakesl. Ils ont beaucoup étudié le marché de l'apprentissage de langues en revenant en France et on créés Lingueo.fr en 2007 Lingueo permet de pratiquer une langue étrangère telle quelle est réellement parlée. Les apprenants n'ont plus besoin de se déplacer pour prendre leurs cours de langue vivante avec des professeurs natifs.

Lingueo propose des cours de langues par webcam. Leader français depuis 2007 des cours particuliers de langues à distance, Lingueo propose aux entreprises et aux particuliers plus de 250 formations linguistiques. Plus de 15 langues étrangères sont enseignées en ligne avec nos professeurs natifs du monde entier : anglais, espagnol, allemand, italien, chinois, arabe, hébreu, portugais, hindi, langue des signes... Les cours se font en visioconférence avec des professeurs diplômés et expérimentés dans l'enseignement. LINGUEO a reçu le Label européen des langues décerné par la commission Européenne et est organisme de formation.

my4n-news, proposes to learn English with daily news. The videos, audios and articles are enriched with language tools such as : interactive subtitles, pop-up dictionary, comprehension quizzes. Through an information website fueled with authentic daily news, the learner gets to learn according to its interests, at any time. Easy access through smartphone, tablet and computer.

Catherine Dang, is the co-founder of 4n Media group, editor of language learning digital services based on new media immersion. After 20 years of marketing and innovation in the consumer goods industry spent in France and abroad, she is passionate about edtech solutions for language learning.

Evening Events

Friday at 20:45 in Thevenin

Ideas in Train: Evan Frendo & Luke Meddings in conversation

Evan Frendo and Luke Meddings will explore the scope for Dogme ELT in teacher training, discussing how unplugged ideas might shape or distort professional development.

The audience are invited to join in, challenge and share in a session that brings together two of the most talented teacher educators in ELT today.

Divya Brochier will moderate the space.



Evan Frendo



Luke Meddings

Saturday at 20:00

Céilidh Band! Music & Dancing

A céilidh or ceilidh /ˈkeɪlɪ/ is a traditional Gaelic social gathering, which usually involves playing Gaelic folk music and dancing. It originated in Ireland and Scotland, but is now common throughout the Irish and Scottish diasporas. In Irish it is spelt céilí (Irish pronunciation: [ˈceːlʲiː]) and in Scottish Gaelic it is spelt cèilidh (Scottish Gaelic pronunciation: [ˈkʰeːli]). The term ceilidh is also used to refer to social dances in England. (Wikipedia)

Come join us for this exciting evening event!



Friday, November 22nd

	Registration opens at 16:00 and will continue throughout the event.					
16:00-17:00	Registration, Coffee, Poster Session & Visiting Stands in the Lobby and E200					
17:00-18:15	Opening Ceremony and Reception with TESOL International's Rosa Aronson Room: E200					
Rooms:	Thevenin	Estaunie	B310	B312	B316	Opale
18:30 - 19:30 Session A	Barry Tomalin <i>What international managers need in France</i> BE + Fr*	Sue Kay & Karen Spiller <i>Learn to write ELT materials ... and get published</i> MAT + TTD*	Sam Pickard <i>Around the English Speaking World</i> IntC + YA	Gary Anderson <i>Professional Development: How does your tree grow?</i> TTD*	Judith Logsdon-Dubois <i>How do you fit Krashen into the classroom? With TPRS!</i> REF + TTD	Linda Gerena <i>Using Digital Resources to Build Fluency, Vocabulary, and Pronunciation</i> TECH & SPEAK
19:30 - 20:45	Cocktail dînatoire					
20:45 - 22:00	Ideas in Train: Evan Frendo & Luke Meddings in conversation Moderated by Divya Brochier Room: Thevenin					

Key to Acronyms

AL: Adult Learners
 BE: Business English
 CORP: Corpus in the Classroom
 DOGME: Dogme (for the Classroom)
 DRAM: Drama-based Lessons
 ESP: English for Specific Purposes
 Fr: French Learners
 GV: Grammar & Vocabulary

HE: Higher Education
 IntC: Intercultural Issues
 MAT: Materials Design and Publishing
 MLev: Multilevel Classroom
 Pr.: Pronunciation
 PRIM: Primary School Learners
 REF: Reflective Practices
 READ: Reading Skills

SPEAK: Speaking Skills
 TECH: Technology in the Classroom
 TEST: Testing and Assessment
 TTD: Teacher Training & Development
 WCond: Working Conditions
 WR: Writing Skills
 YA: Young Adult Learners

* Promoting a particular book or product.

Saturday, November 23rd

Registration opens at 8:30am and continues throughout the day.

ROOMS →	Thevenin	Estauinie	B310	B312	B316	Opale	Rubis	Saphir
TIMES ↓								
9:30-10:30	Plenary <i>Sue Palmer</i> <i>Toxic Childhood</i>							
10:45-11:45 Session B	Cathy Duffek <i>Marketing for BE Professionals</i> BE + WCond	Elizabeth Smith <i>Flipping Your Classroom: Teaching English Grammar using Reverse Instruction</i> TECH	Mike Harrison <i>Exploring experimental practice for professional development in ELT</i> REF	Dennis Davy <i>London Calling – Teaching London</i> HE + Int	Guided Discussion with Rosa Aronson	Marine Condette & Laure Mounier <i>TOEFL® and TOEIC® tests: a new generation of preparation tools</i> TEST + TECH*	George Wilson <i>Spotted: Grammar-Translation alive and kicking (in France)!</i> Fr + HE	
11:45-13:15 LUNCH	Special Session <i>Wanted: Teachers Who Write, Writers Who Teach</i> 11:45 - 12:15 Room: B310							
LUNCH BREAK While there are several restaurants near the venue, we suggest grabbing a quick sandwich. Service can be slow on Saturday afternoon. A restaurant list is provided in the programme.								
13:15 - 13:45	Poster Session, coffee & visiting stands in E200 and in the Lobby							
13:45 - 14:45 Session C	Marie-Hélène Fasquel <i>Q & A Session on an Innovative Project in France for Teens</i> YA	Colin Mackenzie <i>Feedback go forward</i> REF + TTD	Jennie Wright & Christina Rebuffet-Broadus <i>Walk On The Wild Side: The Experimental Practice Jungle</i> TTD & REF	Nathan Arthur <i>Bring out the team-player in your trainees: Using project management principles in the classroom</i> HE & BE	Igor Gavilan <i>Boost your vocab...parole, parole, parole</i> AL + GV	Dimitris Primalis <i>ELT Exams: What 'Teacher' and 'Student' need to know</i> TEST + TTD	Lesley Keast <i>Effective Praise and Positive Feedback in the YL Classroom</i> PRIM	Caroline Campbell <i>Implementing Teacher Portfolios for Professional Development</i> TTD
15:00 - 16:00	Plenary Scott Thornbury <i>The Learning Body</i>							
16:15 - 16:45	Poster Session, Coffee & visiting stands in the Lobby & E200							
16:45 - 17:45 Session D	Round Table <i>Problems and Innovations in Language Learning in France (The French Perspective)</i> TECH + MLev	Gabriel Diaz Maggioli & Caitlin Morgan <i>Look, say, hear and think! Visual Thinking Strategies in ESL</i> IntC + HE	Lela Losq <i>An Intensive Language and Cultural Project: Americans in Paris</i> ESP + BE	Kirstin Lahaye <i>Tailoring ESP courses: How to exploit companies' promotional material for teaching</i> SPEAK + AL	Anita Kwiatkowska <i>Fun and Games</i> YA + GV*	Fergal Kavanagh <i>Using Pop Music To Enhance Language Teaching</i> SPEAK + WR	MariCruz Arcos Sorando <i>Developing written & oral skills through paintings</i> READ + SPEAK*	
18:00 - 19:00 Session E	Fiona Mauchline <i>"What about Me?": Making coursebooks "me"morable & "me"aningful</i> YA + AL	Shaun Wilden & Nikola Fortova <i>You know what you can do with your microphone!</i> TECH + SPEAK	Helena Gomm <i>How to write an article for a teachers' magazine</i> TTD + MAT*	Steve Flinders <i>Bringing management training into the Business English classroom</i> IntC + BE*	Csilla Jaray-Benn <i>Role-Playing and Identity: Building Motivation in Language Learning</i> TTD + DRAM	Nayr Ibrahim & Sophie Handy <i>Assessment for Learning in Primary EFL classrooms: challenges and successes</i> PRIM + TEST	Annie Altamirano <i>Young Poets' Society - Getting learners to write creatively through poetry</i> WRITE	Muralee Navaratnam <i>Using concordance software to inform classroom practice</i> CORP + ESP
19:00 - 20:30	Cocktail dīnatoir, Poster Session & Visiting Stands							
20:00 - 22:00	 Evening Entertainment: Céilidh Band! Music & Dancing 							

* Promoting a particular book or product.

Sunday, November 24th

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

ROOMS →	Thevenin	Estaunie	B310	B312	B316	Opale	Rubis	Saphir
TIMES ↓								
10:00-11:00 Session F	Maria Antonia Castro & Silvia Benitez <i>We were once teens</i> YA	Elsien Gale <i>The Long-Distance Teacher</i> TECH	Leo Selivan <i>L2 writing: from grammatical mistakes to lexical opportunities</i> WRITE + GV	Nicky Francis <i>Understanding Diversity in the Young Learner Classroom</i> PRIM + IntC	Richard Pearson <i>Differentiation in the Language Classroom</i> MLev	Gabriel Diaz Maggioli <i>Teaching writing is difficult! (Think again!)</i> WRITE + DOGME	Julia Alivertis <i>Listen to your eyes</i>	Federico Espinosa <i>What To Do When You Can't Chuck The Book</i> MAT + GV
11:10 - 12:10 Session G	Timothy Phillips <i>Creativity Techniques for the Classroom</i> AL + TTD	Caroline Moore <i>Could you be a digital materials writer?</i> TECH + MAT	Claudia Connolly <i>Content learning integrated language - a better way to develop thinking skills?</i> YA	Adrian Pilbeam <i>Activities to help learners improve their intercultural communication</i> IntC + BE	Anna Musielak <i>Real communicative experience with drama activities</i> DRAM + SPEAK	Louisa Dunne <i>Tips and Tasks for Assessing Speaking</i> TEST	Steven Bukin <i>The Flipped Classroom - From theory to practice in ELT</i> TECH	Elizabeth Anne <i>Action research: Which words do our French students need most?</i> HE + Ref
12:10 - 12:45	Light snack, VOTE for BEST POSTER! Visiting Stands & Coffee in the Lobby & E200							
13:00 - 14:00 Session H	Carol Bausor <i>Increase your EFL market worth: Even if you hate selling</i> TTD	Sheri Bos <i>From Textbooks to Tablets: A Practical Guide for Successful Transition</i> TECH	Laura Patsko <i>Integrating bespoke pronunciation work with a coursebook-led syllabus</i> Pr	Leah Erdahl <i>Giving and interpreting feedback in intercultural learning environments</i> IntC	Yvonne Moore <i>I like to move it, move it</i> PRIM + GV	Dimitris Primalis <i>Developing 21st century skills to cope with EFL exams</i> SPEAK + TEST	Mark Daubney <i>Selling EFL: encouraging speaking through advertising with emotional impact</i> SPEAK	David Bradshaw <i>Getting them speaking! Speaking activities for teenagers</i> YA & SPEAK
14:15 - 15:15	Closing Plenary Rosa Aronson <i>Globalization, English Language Teaching & Professional Standards</i>							
15:15 - 16:00	Closing Ceremony and Prize Draw!	Please give us your feedback forms and badges!						

Speakers

Theme: Writing Skills	Annie Altamirano: <i>Young Poets' Society - Getting learners to write creatively through poetry</i> Poetry can be used to exploit various aspects of the English language in the foreign and second language classroom. It can be harder to write than prose but some simple forms can be easy and fun to write. They will also give students the opportunity to explore language, organise ideas, manipulate structure and vocabulary and give free rein to their imagination. In this workshop we will explore and have some hands-on experience of a few activities that can be used in the EFL class with learners of different ages.
Theme: Teacher Training & Development	Gary Anderson: <i>Professional Development: How does your tree grow?</i> How do you ensure your on-going, continuous professional development? Is it by personal reflection and action research, sharing ideas with your colleagues and peers, participating in workshops organised in your school, reading professional books, journals and blogs, attending seminars and conferences or taking courses? We'll be discussing these and other ways you can water and grow your own personal professional development tree while also looking at the Cambridge English Teacher website where you can do these things—and more!—online.
Themes: Higher Education & Reflective Practices	Elizabeth Anne: <i>Action research: Which words do our French students need most?</i> The second year students at our university have a list of words they are supposed to “know” at the end of their 36 hours of classes. Using individual blogs with the third year students in Dogme biased classes has confirmed the specificity of French learners in so far as learning vocabulary is concerned. Both WHY they are not the same as the rest of the world, and the exciting new tools available online which back up this observation will be presented.
Themes: Speaking Skills & Writing Skills	MariCruz Arcos Sorando: <i>Developing written & oral skills through paintings</i> In this practical session we will explore ways that show how oral and written skills can be developed through paintings. The following exercises, activities or tasks will be introduced: Questions, presentations, similarities and differences, character's secret thoughts, predicting scenes, various exercises to test your memory, dancing chairs to stimulate speaking and writing, writing and playing with haiku poems, spoken grammar to write and act out fun dialogues, artists' timelines, interviewing a pair of shoes, visiting an art gallery, bridges, school projects such as the 12 international Baccalaureate attitudes. Audience participation is required.
	Rosa Aronson: <i>A Special Guided Discussion Session - The pros and cons of English as the medium of instruction in French universities</i> <i>This discussion will examine the potential benefits and pitfalls associated with language policies that promote English as the medium of instruction, such as the Loi Fioraso in French universities. Please come prepared to share your thoughts in French or in English!</i>
Themes: Higher Education & Business English	Nathan Arthur: <i>Bring out the team-player in your trainees: Using project management principles in the classroom</i> Higher education learners often require greater independence, but lack group project management skills that could diminish the "cultural shock" experienced during their first months as employees. A shift from teacher as knowledge-provider to teacher as facilitator is therefore called for. The facilitator puts the ball in the students' court and by taking a step back the learners' natural leadership skills surface while the facilitator can act as mentor when required. This talk merges the principles of project management and ESP, providing attendees with practical insight and activities that help set the scene for a successful transition from learner to team-player.
Themes: Speaking Skills & Young Adult Learners	Julia Alivertis: <i>Listen to your eyes</i> By introducing art into ELT, our learners become more culturally aware and their critical abilities are enhanced. Through interaction with artworks students learn about the influences of cultures, society and generational differences. While looking at art across the genres students begin to understand and reflect on their emotions and make connections between art and other disciplines. Integrating art stimulates visual learning. The workshop begins by soliciting opinions as to what art is and why those opinions are held, followed by a 'hands-on' session which may challenge commonly held opinions concerning art.
Theme: Teacher Training & Development	Carol Bausor: <i>Increase your EFL market worth: even if you hate selling</i> So many EFL trainers are well-trained, experienced, creative and ... underpaid. In France, the highly competitive market means that working for a language school or an academic institution is often synonymous with low pay. So what are the alternatives? What can you do in order to earn more money and find interesting work as an EFL trainer? This workshop will help you think about where you want to go in your EFL career, and give you the basis of an action plan in order to get there!
Theme: Technology in the Classroom	Sheri Bos: <i>From Textbooks to Tablets: A Practical Guide for Successful Transition</i> There is little debate about the need for technology or a change in traditional paradigms of teaching today. Yet many teachers remain uncertain on exactly how to incorporate and plan lessons using technology. This presentation offers practical advice for developing curriculum, planning lessons and assessments centered on the use of tablets. Participants will be able to clearly define the roles of technology, the teacher, and the student in their classrooms and how they will interact to create a student-centered, collaborative learning environment which promotes deep learning and the development of 21st century skills.
Themes: Speaking Skills & Reading Skills	Bill Bowler: <i>Extensive Reading: Reading Circles and Reading Teams</i> This workshop explores reading-based discussion work designed to re-fit extensive reading for today's students. The session examines reading for ideas versus word-by-word (a useful consideration when teachers assign extensive reading texts). Participants will take part in a discussion about reading, and then examine the idea of Reading Circles (or 'Reading Teams' for Younger Learners). In this approach, individual learners in each Reading Circle/Reading Team get different pre-reading tasks, thus fueling follow-up discussion. The presenter will outline a menu of possible pre-reading tasks. Participants will experience the Reading Circle/Reading Teams technique in action, using two authentic flash fiction stories.
Theme: Speaking Skills & Young Adult Learners	David Bradshaw: <i>Getting them speaking! Speaking activities for teenagers</i> One of the most complex areas of our work as teachers is providing activities to get our students speaking in the classroom. This workshop aims to explore a number of different types of speaking activities which have been used successfully with Secondary age students of differing levels, along with options for modifying the activities according to the students' level.
Theme: The Flipped Classroom	Steven Bukin: <i>The Flipped Classroom - From theory to practice in ELT</i> A lot has been said about the concept of 'flipping' the classroom in the last few years. However, what does it mean exactly? Is it applicable in an ELT context? I will address these questions and present the results of some action research using screencasting apps and the new tools developed by TED-Ed to create 'flipped' video lessons.
Theme: Teacher Training & Development	Carolyn Campbell: <i>Implementing Teacher Portfolios for Professional Development</i> This presentation discusses the implementation of teacher portfolios at an EFL school in Malta. Adding to recent research, this presentation will enable the audience to consider the benefits of teacher portfolios for professional development as well as the strategies that might be adopted for effective implementation.

Speakers

<i>Theme:</i> Young Adult Learners	Maria Antonia Castro & Silvia Benitez: <i>We were once teens</i> Don't you sometimes feel that there is a wall between your teen students and you? Adolescents are hard stuff! Their attention span is short and they often lack of intrinsic motivation. After carrying out a research among teenagers, we will provide you with "hammers" (some of their favourite activities adapted to the English class) to knock down this wall.
<i>Themes:</i> Language Testing & Technology in the Classroom	Marine Condette & Laure Mounier: <i>TOEFL® and TOEIC® tests: a new generation of preparation tools</i> After presenting the TOEFL and TOEIC families of language assessments, this session will focus on the new range of test preparation materials developed by ETS to support both teachers and learners. Adapted to today's needs and technologies, they can easily be integrated into the classroom and help students reach their goals. Free online resources stimulating autonomous learning will also be presented. This talk will be an opportunity to exchange best practices in the field of test preparation.
<i>Themes:</i> Language Testing & Technology in the Classroom	Claudia Connolly: <i>Content learning integrated language - a better way to develop thinking skills?</i> This talk shows how CLIL can develop better thinking and communication skills as well as better ability to learn collaboratively. It looks at the essential elements of CLIL and its differences and strengths compared to EFL. It looks at how to introduce functional language, recording language visually and making choices about tasks which best suit the subject content and the learner's needs. We will look at how CLIL is being integrated into the school system in France and what changes this will make in the future to European and International sections for better access to international universities.
<i>Themes:</i> Speaking Skills & Humor in the Classroom	Mark Daubney: <i>Selling EFL: encouraging speaking through advertising with emotional impact</i> My presentation is based on the straightforward observation that motivation, emotions, materials and spoken interaction are all closely connected. I'll take the topic of advertising - a stimulating and ever-present feature of our daily lives - and use ideas, images and videos to show how emotional images and narratives can encourage students to speak and interact in the classroom, think critically, and improve their vocabulary. Tips for assessing oral skills will also be given.
<i>Theme:</i> Intercultural Skills	Dennis Davy: <i>London Calling – Teaching London</i> This presentation demonstrates how a theme-based course focusing on London can deepen university students' cultural awareness and develop all their language skills. It shows how a 30-hour course can explore the history, geography, language, architecture and culture of London and how films, poems, songs and paintings, both by Londoners and visitors from abroad, can add stimulating literary, musical and artistic elements to a course. This is a practical presentation which will present a variety of London-related teaching materials. It will also provide a template that can be applied to teaching lessons and courses around other cities.
<i>Themes:</i> Writing Skills & Dogme in the Classroom	Gabriel Diaz Maggioli: <i>Teaching writing is difficult! (Think again!)</i> Teaching writing is perceived by many teachers as a cumbersome task, mostly because popular approaches focus too much on dichotomies and results of their application have not been consistent. But what if we could put forward an alternative approach which puts the student at the center of the process and guarantees their success? Come to this workshop and discover the benefits of a genre-based approach to teaching writing and see its effectiveness first-hand.
<i>Themes:</i> Multilevel Classrooms & Technology	Gabriel Diaz Maggioli & Caitlin Morgan: <i>Look, say, hear and think! Visual Thinking Strategies in ESL</i> In this workshop we will demonstrate how to use Visual Thinking Strategies to teach ESL/EFL through Art. We will showcase how we develop oracy, literacy and critical thinking through specific strategies that are student-centered and which integrate the four main language skills.
<i>Themes:</i> Working Conditions & Business English	Cathy Duffek: <i>Marketing for BE Professionals</i> This workshop will focus on the basics of marketing which can help every Business English freelance trainer be successful. It gives novices a foundation to begin marketing their services and those who are already actively promoting their business some tips and the opportunity to revisit their strategy and tactics. We will address both strategic and operational aspects of marketing your services. In addition to learning best practices, you will have the opportunity to share your own experiences and learn of effective techniques from other participants.
<i>Theme:</i> Language Testing	Louisa Dunne: <i>Tips and Tasks for Assessing Speaking</i> This workshop will look at some of the issues associated with assessing speaking and ways of dealing with them. We will consider the benefits of different types of marking criteria for speaking assessment and ways that they can be applied. We will then look at classroom activities at various levels of the CEFR and how teachers can adapt them to make the assessment of speaking skills in the classroom easier.
<i>Theme:</i> Intercultural Skills	Leah Erdahl: <i>Giving and interpreting feedback in intercultural learning environments</i> Have you tried and tested teaching methods ever yielded unexpected results when applied in a foreign classroom? Do you ever feel as if you and your students are disconnected? As language teachers, many of us are exposed to intercultural learning environments. In my talk you will be encouraged to reflect upon the impact that your home culture has on your teaching practices. This interactive presentation will be based on a cultural analysis of French elementary school teachers' choice of feedback strategies that I carried out using the Natural Semantic Metalanguage (NSM).
<i>Themes:</i> Grammar and Vocabulary & Materials Design and Publishing	Federico Espinosa: <i>What To Do When You Can't Chuck The Book</i> There is much debate in the TESOL world regarding the advantages of using a published course book. However, the reality is that many of us have no say in the matter due to school policies, client requests or government regulations. This interactive talk will focus on strategies teachers can use to reconcile a course book's pre-structured and grammar-centered material with freer and more personalized communicative approaches usually associated with Dogme.
<i>Themes:</i> Young Adult Learners	Marie-Hélène Fasquel: <i>Update and Question & Answer Session on an Innovative Project in France for Teens</i> This talk will enable you to discover a truly engaging and innovative ESL project and to learn about the web tools which were selected to implement it with 15-year-old students. The whole project helped the students defend the environment thanks to ICT in an international context. It encouraged creativity, sharing and collaboration. It was awarded one of the 5 UNESCO Innovation prizes in March 2013. The presentation will be followed by a question & answer session.
<i>Themes:</i> Business English & Intercultural Issues	Steve Flinders: <i>Bringing management training into the Business English classroom</i> In this talk, I will: 1. Examine current trends in Business English teaching and how BE trainers can respond to the new challenges that their students and they both face; 2. Look at the communication needs of people working internationally in relation to leadership, project management, change management and virtual communication; 3. Outline syllabi and some practical activities for these four areas; and 4. Link these to pointers for the professional development of BE trainers. I shall refer to my book which deals with language and communication skills for leadership and three other new titles in the same series.

Speakers

Themes: Primary Learners & Intercultural Issues	Nicky Francis: <i>Understanding Diversity in the Young Learner Classroom</i> Teachers often avoid dealing with sensitive issues such as bullying, disability or sexual orientation with young learners. This hands-on workshop will demonstrate how the classroom can in fact provide a safe environment for discussion and give practical ideas on raising awareness using a range of authentic material.
Theme: Technology in the Classroom	Elsien Gale: <i>The Long-Distance Teacher</i> Teaching by phone, Skype, Internet, email. Does it work? My experiences of the last four years. What worked and why, what didn't work and why not. Discussion points, hints and tips
Themes: Adult Learners & Grammar & Vocabulary	Igor Gavilan: <i>Boost your vocab...parole, parole, parole</i> In this lively talk I will concentrate on incidental Learning from Context as it accounts for a substantial proportion of the vocabulary growth that we acquire. Visual Learning also plays an important role in our language acquisition process as we are constantly associating ideas and concepts with images. I intend to use effective techniques to build up a language bridge to cross successfully!
Themes: Technology in the Classroom & Speaking Skills	Linda Gerena: <i>Using Digital Resources to Build Fluency, Vocabulary, and Pronunciation</i> In this workshop participants will engage in participatory activities that are developed to build students' vocabulary oral fluency and pronunciation. Using non-fiction mini clips, popular culture movie excerpts, and other digital resources, participants will practice how to introduce, model, and facilitate students' use of their visual and auditory skills to build content vocabulary, oral fluency, and pronunciation skills in a CLIL environment. All activities are carried out using cooperative learning strategies and structures, and are geared towards developing higher order critical thinking skills. Participants will leave with practical ideas and activities to use in their own classrooms.
Themes: Teacher Training & Development & Materials Design	Helena Gomm: <i>How to write an article for a teachers' magazine</i> Find out how articles are chosen for publication in a practical magazine for teachers and how you can make sure that your work stands the best chance of being accepted. Learn what the editor is looking for, the best way to present your work and what the advantages to you are of getting your work in print and sharing your thoughts and ideas with your colleagues around the world.
Theme: Reflective Practices	Mike Harrison: <i>Exploring experimental practice for professional development in ELT</i> Experimentation is a key element of learning. This is as true for teachers as it is for students; we should test out different methods, approaches, tools, and techniques to determine which work best in our own contexts. Experimental practice means trying out something new in teaching and doing so in a methodical and planned manner, then reflecting on what has been learnt from the experiment. This workshop aims to encourage discussion about and reveal the value of experimental practice, and demonstrate to participants how they can set up their own action research based on their 'experiments'.
Themes: Primary Learners & Language Testing	Nayr Ibrahim & Sophie Handy: <i>Assessment for Learning in Primary EFL classrooms: challenges and successes</i> Assessment for Learning is a holistic approach to assessing students' progress, which engages students more deeply in the learning process. In this session we will look at how an Assessment for Learning approach was implemented in a Young Learner EFL context, across a range of levels and ages, despite the following challenges: <ul style="list-style-type: none"> • a strong culture of summative testing in the French context, where children learn to see progress as a number out of 20; • the limited language ability of EFL learners in talking about learning and progress effectively; • a lack of experience in self/peer-assessment.
Themes: Teacher Training & Development & Drama Techniques	Csilla Jaray-Benn: <i>Role-Playing and Identity: Building Motivation in Language Learning</i> Guiding our learners to become successful foreign language speakers is a process that affects the whole person. A just released language pedagogy and linguistic theory places vision at the centre of the learners' motivation. Seeing oneself as an L2 speaker will design the roadmap to achieve this goal. This session will give practical tips on how to build and maintain the vision of being a successful foreign language speaker through activities that engage one's sense of identity and ability to play different roles in real life. Examples and techniques are adaptable to adult and to teenager learners.
Themes: Teacher Training & Development & Materials Design	Sue Kay & Karen Spiller: <i>Learn to write ELT materials ... and get published.</i> Q: Why do publishers always use the same writers? A: Because the publishers don't know where to find new writers - and when they do find them, they haven't got time to train them. Let us tell you about our training modules in core materials-writing skills, and free inclusion in our writers' database accessed by international publishers.
Themes: Young Adult Learners & Grammar & Vocabulary	Fergal Kavanagh: <i>Using Pop Music To Enhance Language Teaching</i> Pop music is everywhere, not just on the radio, but on television advertising, blockbuster films and even video games. Language learners are being exposed to this medium from all angles, and readily embrace it. We should exploit this interest (at times obsession), by using pop songs as part of the learning process. This session looks at how they can fix vocabulary and structures into long-term memory, and gives practical examples that you can use in your classroom.
Theme: Primary Learners	Lesley Keast: <i>Effective Praise and Positive Feedback in the YL Classroom</i> There are plenty of guides about correction in the classroom – but what about the opposite? In this session we will look at using positive feedback and praise effectively as a reinforcer, motivator and scaffold in the YL Classroom to support learning and learners as developing individuals. By the end of the session you will have a good understanding of the rationale for giving praise and positive feedback, how to do it effectively and will have experimented with your technique.
Themes: Speaking Skills & Adult Learners	Anita Kwiatkowska: <i>Fun and Games</i> We spend hours every day looking for supplementary materials and then copying and cutting what we find. And when the photocopier goes crazy or breaks down? We panic! Having done just that for the past couple of years, I've had enough. That's why I decided to focus on and actively search for games and activities that are adaptable, require little preparation and may be used again with the same group of students. All activities presented during the workshop have been tested and are fun! Sounds interesting? Then come and join us! Audience participation is required!
Themes: English for Specific Purposes & Business English	Kirstin Lahaye: <i>Tailoring ESP courses: How to exploit companies' promotional material for teaching</i> In an industry where off-the-shelf courses just don't cut it and where students need to reach operational levels in as little time as possible, it is imperative that what we teach is 100% relevant to their professional needs. This talk examines how we can work companies' promotional materials (brochures, websites, press releases) into classes in order to improve their professional vocabulary and fluency, as well as to give them language that they will be able to use straight away in their work. Examples will be presented from tourism, construction and pharmaceuticals.

Speakers

<p><i>Themes:</i> Reflective Practices & Teacher Training and Development</p>	<p>Judith Logsdon-Dubois: <i>How do you fit Krashen into the classroom? With TPRS!</i> As a practicing teacher of English to French natives, I find that Krashen can explain why some classroom activities work and some don't, why some students learn and some don't. TPRS (Teaching Proficiency through Reading and Storytelling) is a method that helps me to create compelling comprehensible input with my students, stories that enable them to acquire the language. I'll demonstrate the TPRS method with a lesson, presenting three structures, asking personalized questions, creating a story with the audience, and doing an embedded reading of a similar story. Participants will experience TPRS firsthand and then discuss its possibilities.</p>
<p><i>Theme:</i> Intercultural Skills</p>	<p>Lela Losq: <i>An Intensive Language and Cultural Project: Americans in Paris</i> Students seek opportunities to practice the target language through more "authentic" situations outside the classroom. Availing the students of the target language and culture without going abroad is a challenge we have met through "Americans in Paris": an intensive project. The students become the guides as they explore the American cultural imprint in France. This workshop will demonstrate how to create opportunities for students at low and mid-levels to have a cultural experience and become more comfortable speaking English. It will provide the participants with practical suggestions on how to organize this kind of intensive language and cultural project.</p>
<p><i>Themes:</i> Reflective Practices & Teacher Training and Development</p>	<p>Colin Mackenzie: <i>Feedback go forward</i> The richest source of information about our teaching is our students and if we want to improve then we should aim to exploit this resource to the full. In this workshop we will be looking at the different types of feedback we can get from our students and trying out a variety of activities to help us do so. I will in particular look at a method in which one student per class gives me detailed feedback on one aspect of my teaching: the student as trainer. There will also be time for you to share your ideas.</p>
<p><i>Themes:</i> Young Adult Learners & Adult Learners</p>	<p>Fiona Mauchline: <i>"What about Me?": Making coursebooks "me"orable & "me"aningful.</i> Current coursebooks have moved away from the 'describe your house/last holiday format of earlier materials as content/culture-based learning and model texts take pole position. The content may be more challenging, but is it memorable? How do we personalise it all? Where do the 'Me Moments' come in? Fiona's workshop will look at a wealth of creative, learner-centred activities to put the 'Me' back into memorable and meaningful lessons for teens and adults alike.</p>
<p><i>Themes:</i> Technology in the Classroom & Materials Design</p>	<p>Caroline Moore: <i>Could you be a digital materials writer?</i> I will give an overview of the growth of digital language learning, including mobile learning, and the contexts in which digital materials are created and used by students. This will be followed by discussion of the tools that teachers and materials writers can use to create interactive learning materials, both for publication and for their own students and institutions to use. I will describe what it is like to work as a digital materials writer, and give participants the opportunity to try out a typical author test. The session will include advice on how to get published, including self-publishing.</p>
<p><i>Themes:</i> Primary Learners & Grammar & Vocabulary</p>	<p>Yvonne Moore: <i>"I like to move it, move it"</i> This session will look at how important it is to get the students moving around the classroom. Getting the students out of their seats right from the start with a warmer linked to a revision activity, to act as a transactional tool between activities, and of course a stirrer when the energy of the students is waning.</p>
<p><i>Themes:</i> Drama Techniques & Speaking Skills</p>	<p>Anna Musielak: <i>Real communicative experience with drama activities.</i> Drama is everything - our life, being, performing, it is something we engage in every day. That is why it is essential to bring drama into the classroom as it enlivens our lessons and enriches the language class. The aim of this workshop is to present how to achieve reality on an English lesson and how to use students' own experience to get them talking. This practical workshop is aimed at teachers who are willing to conquer their fear of using drama in ELT and help their students improve their communication skills thanks to simple drama tricks.</p>
<p><i>Themes:</i> Corpus in the Classroom & English for Specific Purposes</p>	<p>Muralee Navaratnam: <i>Using concordance software to inform classroom practice</i> Participants will hear how the presenter discovered the usefulness of general reference corpora. The main focus will be on building your own corpus, highlighting the fact that this will help participants be better language teachers via better understanding the structure of language and by tailoring a corpus to their classrooms.</p>
<p><i>Themes:</i> Pronunciation and Intonation</p>	<p>Laura Patsko: <i>Integrating bespoke pronunciation work with a coursebook-led syllabus</i> In my experience, two things often prevent teachers from doing useful pronunciation work: first, the coursebook (no pronunciation exercises, or not relevant to particular students, or not well-integrated with other language, skills, etc.); and second: time! In trying to tailor instruction to specific students' needs, teachers may struggle to find appropriate supplementary material or create their own. This workshop will explore some straightforward, low-to-no-preparation ways of exploiting pronunciation features hidden in the coursebook, including reading texts, recordings, grammar exercises, etc., in order to address the specific pronunciation difficulties of a particular group of students in an integrated way.</p>
<p><i>Theme:</i> Multilevel Classroom</p>	<p>Richard Pearson: <i>Differentiation in the Language Classroom</i> Differentiation is intended to enable learners to play as much as possible to their individual strengths and preferences by allowing them certain choices. This has a strong tendency to raise motivation and can also improve the quality of students' work. The talk will begin with a practical task which will introduce the main ideas of differentiation. We will then take a look at different ways we can provide students with choice, before moving onto practical suggestions for using differentiation in the classroom. This final section of the talk will include a look at ideas for assessment in the differentiated classroom.</p>
<p><i>Themes:</i> Adult Learners and Teacher Training and Development</p>	<p>Timothy Phillips: <i>Creativity Techniques for the Classroom</i> This is a practical, hands-on workshop in which participants will experience at least one (due to the time available) and learn of other creativity techniques (e.g. 6-3-5, Six Hats). These techniques are well-established within management training circles and Tim will demonstrate how they can be applied to the language and communication classroom. Despite their roots, such techniques are appropriate to a wide range of learners. Participants will learn the techniques by undertaking a number of tasks themselves and by reflecting on their experience.</p>
<p><i>Themes:</i> Intercultural Skills & Young Adult Learners</p>	<p>Sam Pickard: <i>Around the English Speaking World</i> As English teachers we pride ourselves on our knowledge of the language but how much do we know about the many and varied cultures that use it? In this humorous but informative talk, we use a quiz style format to take a look at some cultural differences and curiosities from around the English speaking world.</p>

Speakers

Themes: Intercultural Skills & Business English	Adrian Pilbeam: <i>Activities to help learners improve their intercultural communication</i> In a lot of business and general English classes, learners are encouraged to talk about culture rather than to experience the impact culture can have when we communicate with people from other cultures. In this interactive workshop, the audience will participate in a series of activities that they will be able to use and adapt in their own teaching situations. The session will be of particular interest to teachers working with business and professional people as well as those who work with pre-experience learners, such as students in higher education
Themes: Teacher Training & Development & Language Testing	Andrew Betsis & Sean Haughton: <i>ELT Exams: What 'Teacher' and 'Student' need to know.</i> Universities, corporations and border agencies collectively recognise over 20 different ELT exams for work and study purposes; put simply, there are a huge array on offer, such that the task of choosing the right one can become very confusing. This talk aims to help make the decision easier. Intended audience: Exam-class Teachers.
Themes: Speaking Skills & Language Testing	Dimitris Primalis: <i>Developing 21st century skills to cope with EFL exams</i> Critical thinking, problem solving, decision making, listening actively, observing critically are all known as 21st century skills, important for the learner in order to pursue a successful career. Hence, they have become an integral part of the speaking and written exams adopted by most language assessment bodies. But do our syllabi and teaching cater for the development of such skills? Are we really teaching our students to be interactive? Can teachers exploit technology to raise awareness and help students build these skills? A workshop for busy exam prep teachers
Themes: Writing Skills & Grammar & Vocabulary	Leo Selivan: <i>L2 writing: from grammatical mistakes to lexical opportunities</i> When marking L2 students' writing teachers are naturally drawn to mistakes in grammar. However, very often a grammar mistake masks a gap in learners' vocabulary knowledge. We will explore how error correction can be given a more lexical focus and how a more integrated approach to reading and vocabulary can stimulate better lexical production in writing.
Themes: The Flipped Classroom & Technology in the Classroom	Elizabeth Smith: <i>Flipping Your Classroom: Teaching English Grammar using Reverse Instruction</i> The flipped classroom supplies grammar content online, where students access it for homework, and moves traditional "homework" exercises into the classroom. The classroom, thus, becomes a place to grapple with difficult problems, collaborate, and create. Students take control of their learning and think critically about how and why they use grammar and language in the ways that they do. Using existing lesson plans and learning about several online resources makes flipping the grammar portion of an ESOL classroom a manageable and worthwhile process.
Themes: Business English & French Learners	Barry Tomalin: <i>What international managers need in France</i> Budget and travel restrictions mean that business people don't meet face to face as frequently. Instead, they conference call. And they have to do it in a foreign language! No wonder life can be hard for French managers working internationally. In this environment English lessons are important but not enough. Barry Tomalin has identified that learners need to work on both, language skills AND international business skills. In this workshop, Barry will introduce his unique 'Business Plus' approach and provide managers with communication frameworks to help them organise their thinking and adapt to international environments.
Themes: Technology in the Classroom & Speaking Skills	Shaun Wilden & Nikola Fortova: <i>You know what you can do with your microphone!</i> With the growth of social networking, mobile use and VLEs in teaching, laptops and mobile devices put powerful voice recorders in the hands of our learners, allowing a whole new set of realities in teaching. We can now set speaking for homework, hone a class' speaking skills at the level of the individual student, and extend the physical classroom to online speaking places. This talk will show how you can harness this world of online speaking, looking at apps, activities and ideas. So, by the end of the session you'll know exactly what you can do with your microphone.
Themes: French Learners & Higher Education	George Wilson: <i>Spotted: Grammar-Translation alive and kicking (in France)!</i> The Grammar-Translation method is still a very real part of English degrees in French universities: students learn grammar rules deductively and practise these by translating first sentences and later texts to and from English. This session will critically consider whether a teaching method generally disregarded by the ELT community still deserves such prominence in France today. It will also consider ways of optimising the method's effectiveness in French universities and of adapting it more generally to a modern ELT context. Participants will come away with exciting teaching ideas and hopefully a desire to embrace translation in their own classes.
Themes: Teacher Training and Development & Reflective Practices	Jennie Wright & Christina Rebuffet-Broadus: <i>Walk On The Wild Side: The Experimental Practice Jungle</i> We all want to develop professionally by experimenting with our teaching but sometimes it's difficult to decide what, how, and why. In this interactive workshop, you'll reflect on how experimental you are and get ideas for exploratory teaching. We'll look at various experimental practice options, ranging from the tried and tested to the wild and wonderful. We'll also cover tips for classroom experimentation to help you successfully traverse the experimental practice jungle. This workshop is for experienced teachers looking for challenges and for newly qualified teachers looking for alternative ways to teach. Walk on the wild side with us!

Poster Presenters

Themes: Adult Learners & Writing Skills	Kelli Dahmen & Isabel Haller-Gryc: A Novel Idea: Using Young Adult Novels With Adult ELLs Using literature in the language classroom is being reconsidered as literary texts are now viewed as authentic models of language that can promote an ELL's language skills. This workshop provides an overview of how to use the novel Holes, by Louis Sachar, to model and teach a wide range of reading and writing skills. Participants will leave this presentation equipped with a wide range of ideas for activities and practical applications.
Themes: Teacher Training and Development & Multilevel Classrooms	Evridiki Dakos: Multiple Intelligences In ELT Classes "... human beings are better described as having several relatively independent information processing capacities, which I call the 'Multiple Intelligences'." -Howard Earl Gardner- In this hands-on workshop of multiple intelligences the presenter will guide participants to discover their own predominant intelligences as well as to identify all intelligences in detail through activities and a brief in put session. The presenter will also lead a discussion on the ways of conducting and combining lessons with activities and techniques including more than one intelligences in order to address to more type of learners who perceive and express the world with different intelligences.
Themes: Teacher Training and Development & Grammar & Vocabulary	Margaret Hurley: Bilingual Development and Functional MRIs: Implications for the classroom? Teachers are interested in how students become bilingual: What is going on in their brains? Neuroscientists want to know what is going on in the brains of bilingual people: How do they become bilingual? How can learning about brain functions teach us about how language is learned? How does studying bilinguals help neuroscientists to figure out the brain? Given their common interests, this presentation is about the overlap: information from neuroscience about language learning, and information from language learning about neuroscience.
Themes: English for Specific Purposes & Teacher Training & Development	Rym Jamly: A Needs Analysis of the ESP course: The case of SUP'COM students This research study aims to describe the educational situation of the English for Specific Purposes course at the Higher School of Communication of Tunis (SUP'COM). More specifically, it aims to conduct a needs analysis investigating both the learning and the professional students' needs to gain insights into the design of a learner-based curriculum. With these ends in view, both structured interviews and questionnaires were adopted. The findings of the study revealed that the majority of the students were not satisfied with the content of the course, and special attention should be paid to the productive skills speaking and writing.
Theme: English for Specific Purposes	Nawal Mebitil: A Step toward Elaborating an ESP Curriculum for Physics Students The main aim behind the current paper is, therefore, to enlighten the process of developing an English for Specific Purposes curriculum based, fundamentally, on the results of both; needs and situation analyses. The outcomes of observations of ESP students, questionnaires given to the apprentices, and interviews conducted with a number of ESP teachers point out a divergence among learners' levels of English language proficiency, their needs, wants and future prospects, as well. Based on those results, implications are provided for the design of an ESP curriculum at the level of the Physics department within the faculty of Exact Sciences of TLEMEN University, ALGERIA.
Themes: French Learners & Higher Education	Laura Muresan & Alina Sufaru: Communication Matters: Let's Do It Through Posters! The poster will be divided into four parts. In the first part, the poster will focus on types of communicative activities, and the role of the poster as a form of oral assessment in EFL. In the second part, we will present the grading scheme that we have used with our students thus far, be it in the medical field, or social sciences. The center of the poster will show examples of students' posters, as well as feedback examples. The last part of the poster will deal with SWOT analysis of the advantages and drawbacks of this type of evaluation.
Themes: English for Specific Purposes & Higher Education	Ping Qu & Yanhui Ma: Impact of English Learning for Medical Students on Their Performance in Clinical Assessments This study aims to explore ESL medical students' perceptions of the associations between English learning and performance and their performance in clinical assessments. Since man's perceptions are culturally diversified, as are their learning belief, strategies and performance, the study is to be conducted within a cross cultural context so as to get a comprehensive understanding of the research question. ESL medical students from different countries who are undergoing clinical assessments will be the research subjects, and a comparison will be made in terms of their perceptions of the impact.
Theme: Higher Education	Kerri A. Rizzotto & Brian Barbieri: The Key Elements that Enhance Online Education in an MATESOL Program The spread of English as an international language, accompanied with the use of the Internet as a rapid communication channel, allows distance learning for educators to present itself as an extremely effective and global means of learning. Sharing valuable ESL pedagogical frameworks and methods as a learning tool with individuals that expand to all global areas allows ESL teaching methods to achieve higher levels. The multiplicity of communication channels, and increasing cultural and linguistic diversity in the world today, call for a broader view of literacy and language learning than just using traditional approaches. This can be accomplished through online programs that expose students to evolving globalized methods and practices.
Theme: English for Specific Purposes	Fouzia Rouaghe & Souhila Mekhoukh: Investigating ESP Teachers' Potentials: Challenges, Responsibilities and Professional Progress Educational Reforms introduced into the tertiary level has shifted attention towards multilingualism and a special focus was put on English as the lingua franca of business, science and technology. Consequently the English course is now taught in all disciplines at the Algerian University. However, EFL teachers may find themselves in a real dilemma for they are ill-prepared and not trained enough to teach students with specific needs. Actually, little has been investigated on identifying the potentials General English teachers have to own so as to teach a specific course. Hence, teacher training courses, qualifications and language improvement must be investigated.
Theme: Language Testing	Malu Sciamarelli: Building Assessment Preparation into a Syllabus with Creativity What are some of the key problems associated with the preparation for assessment? Is it possible to assess what students can really know in a second language? I will show that creative activities, such as Internet projects, model building, lyrics writing, comics design and writing, simulated calls, incorporated into a syllabus allied to an innovative delivery might be the answer.
Themes: Higher Education & Speaking Skills	Elizabeth Yoshikawa: One-minute Speeches: Students Developing Speech and Presentation Skills The focus is on the theory behind 1-minute speeches which cumulates in PowerPoint presentation and encourages learner autonomy and collaboration. Through speeches, students develop autonomy in a communicative classroom through language use about topics they are interested in or of personal relevance. Working together for their final PowerPoint presentations students have the opportunity to collaborate with the support of their learning community. Tasks that those listening to the speeches can do will also be addressed.
Themes: Teacher Training and Development & French Learners	Lisbeth Zuercher: How Many Englishes Can You Teach? In the world of English, teaching professionals need to be familiar with at least the British and American variations, particularly in a non-English language situation in which teachers are of mixed backgrounds. Students can be confused if lexicon, grammar and pronunciation rules are contradictory from one semester to the next. I surveyed my colleagues in the Middle East to measure their knowledge in this area and will give some practical teaching suggestions that reveal to students the features that will help them learn what they need and are interested in.