



35TH

ANNUAL INTERNATIONAL
TESOL FRANCE COLLOQUIM
18-20 NOVEMBER 2016, PARIS

.....
Delegate's Name

REACHING NEW HEIGHTS IN ELT



**Harry
KUCHAH KUCHAH**



**Diane
LARSEN-FREEMAN**



**Péter
MEDGYES**



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WELCOME!

Welcome everyone to the 35th Annual International TESOL France Colloquium!

TESOL France has been sharing knowledge, experience and best practices in English language teaching in France for 35 years thanks to the enthusiastic and dedicated work of its volunteers and growing number of members in seven different branches around the country. The Annual Colloquium is our focus event of the year gathering speakers and delegates from around the world to share their knowledge and practice in English language teaching. We offer our delegates the opportunity to build new professional contacts during our networking moments. Our sincere thanks go to our growing number of generous supporters, whom you can meet in the exhibition area.

Each of our colloquia is special and this year is not an exception. We are 35 years old and we wanted to make this anniversary memorable for all of us present. During the three days, we will be reaching new heights in ELT thanks to three exceptional plenary talks, 84 presentations and workshop sessions, six poster presentations, and three highlighted sessions. We will have the great pleasure of welcoming 110 international speakers and poster presenters from all around the world who will make this 35th Anniversary a memorable moment of sharing the latest practices, innovative ideas and academic research which can benefit learners every day and ensure a high quality education in English Language Teaching. We wish you all a very enjoyable conference!

Jane Ryder, TESOL France President

Csilla Jaray-Benn, TESOL France Vice President & Conference Organiser

Welcome to our Plenary Speakers!

We are honoured to welcome

Professor Emerita Diane Larsen-Freeman from the University of Michigan, Ann Arbor
Professor Emeritus Péter Medgyes from the Eötvös Loránd University in Budapest and
Professor Harry Kuchah Kuchah from the University of Bath and CAMELTA Cameroon.

Welcome to our speakers and poster presenters and welcome to all our delegates, members and non-members of TESOL France!

Thank you to our sponsors!

Our events would not be possible without the generous and continuous support from our sponsors and exhibitors. Our heartfelt thanks go to all our sponsors, publishers, exhibitors who have helped us to make this 35th Annual Colloquium happen!

ETS Global, our Silver Sponsor, has generously sponsored the conference bags. Express Publishing, our Bronze Sponsor has generously sponsored the two coffee breaks.

Pearson, our Bronze Sponsor, is generously sponsoring the Annual Colloquium and TESOL France regional events in Lille.

Visit the stands!

We are very pleased to welcome Attica, Black Cat, British Council, Cambridge English (Cambridge University Press & Cambridge English Language Assessment), Collins, EduCreate English Books for Children/Usborne Books, EF Education First, English Fun, EnglishWaves, ETS Global, Express Publishing, Garnet Education, Jet Hiensch – Bang the Button!, Macmillan Education, National Geographic Learning, Oxford University Press, Pearson, PrepMyFuture, Soft English, The Academy, The Language Network.

Visit their stands and meet their representatives during the coffee breaks, lunch and cocktail times! They will be happy to present their latest materials available on the ELT market, which can make your teacher life easier every day. The exhibition area is also the ideal place for professional networking!

WIFI & Internet access:

Pick up your login and password at registration and see them signposted in the building.

Share your TESOL France conference experience

Twitter hashtag: #TFColloquium16 Facebook group: TESOL France

Facebook event page: TESOL France 35th Annual Colloquium



Propell® Workshop for the TOEFL iBT® Test

Learn how to teach with an interactive, communicative approach

Led by a local ETS-approved trainer in an interactive, hands-on classroom setting, the *Propell*® workshop is a one-day professional development program designed to help English-language teachers successfully teach students English as a second language. The workshop uses examples from all four sections of the *TOEFL iBT*® test: Listening, Reading, Speaking and Writing. It provides instructional techniques and strategies for using the integrated-skills approach to teaching language and for preparing students for success.

Teachers will receive a *Propell* workshop kit that will guide them through stimulating sessions on teaching techniques and activities and help them learn more about the benefits of the TOEFL iBT test. The workshop is also an opportunity to interact with peers and provide feedback to help us improve and develop assessments that meet their needs.

What can you expect from a *Propell* Workshop?

- Teaching and learning strategies to help promote your students' success
- Flexible classroom activities to motivate your students
- Learning objectives for lesson plans and class activities
- Access to practice test resources
- Speaking and Writing rubrics describing the criteria for student scores
- Networking with other instructors to share ideas
- A certificate upon completion of the workshop

If you wish to organise a Propell Workshop in your institution, please contact : Liana Berkowitz at lberkowitz@etsglobal.org

Register for a workshop in your country at www.ets.org/toefl/propell

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ACKNOWLEDGEMENTS

TESOL France would like to thank the following people and organizations for their help and support.

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Exhibitors Coordinator: **Gillian Evans & Rosemary Bénard**
Catering: **Dianne Chen Segui & Jessica Etridge**
Treasurer: **Debra Hardstaff**
Africa Panel Coordinators: **Jane Ryder & Csilla Jaray-Benn**
Venue Logistics: **Bethany Cagnol**
Communication: **Jessica Etridge & Jeremy Levin**
Volunteers and helpers coordinator: **Debbie West**
Event Logistics: **Wojtek Koszykowski**
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International publicity: **Vicky Loras**
Website: **BLWorks.net**
Printer: **Canon France Business Services S.A.S.**
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Télécom ParisTech Support: **Erik Anspach and Vera-Françoise Dickman**
Télécom ParisTech Rooms: **Caroline Houdot**
and all our volunteer helpers who help us on the days of the colloquium!

TESOL France Executive Committee

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TESOL France Jobs List: **Bethany Cagnol**
Website: **BLWorks.net, Jeanne Fichoux, Baudouin Lamourere**
Webmaster: **Bethany Cagnol**

Our Institutional Members

(as of 25 October 2016)
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Araxi Formation Langues
Assomption Bellevue
British Council Paris
CLARIFE l'Université Catholique de Lille
ENAC
EFREI
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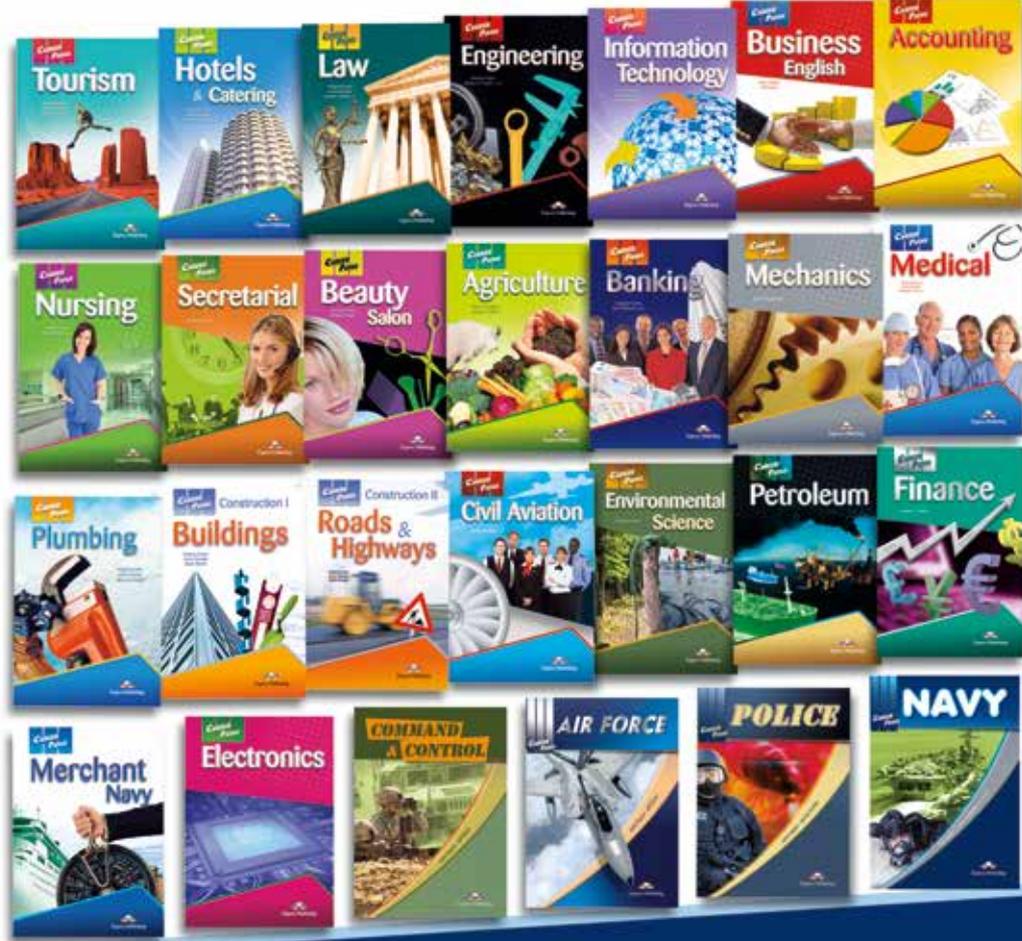
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We sincerely thank all those who contributed to the Africa Panel crowdfunding initiative.



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PROGRAMME GUIDE

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Facebook group: TESOL France

Facebook event page:

TESOL France 35th Annual Colloquium

GENERAL INFORMATION

WHAT'S NEW THIS YEAR?

To make this 35th Anniversary memorable and outstanding, we included three highlighted sessions in the programme.

Live streamed session from IATEFL/TESOL International Association Joint Web Conference

Parallel to our Colloquium, TESOL International Association and IATEFL are holding their first joint web conference. TESOL France is affiliate of both organisations, and our colloquium delegates will be able to join in via a live streamed session and listen to Andy Curtis, the 50th President of the TESOL International Association.

Africa Panel: English Language Teacher Associations and Professional involvement in Africa

TESOL France launched a new initiative to reach out to English language teacher associations (TAs) in countries on the African continent. Four TA leaders from Angola, Cameroon, Ethiopia and Rwanda hold a panel discussion, led by plenary speaker Harry Kuchah Kuchah, on the roles of teacher associations in different contexts.

TESOL France would like to thank all those people who supported our initiative and helped us make this happen!

Creativity strand & a Creativity Forum

At TESOL France, we all share the view that creativity is one of the most important ingredients of successful learning and teaching. We are closely collaborating with the C Group, which is an independent grouping of EFL professionals reflecting on and sharing creative practices in teaching. Ten members of the group give presentations during the colloquium and they will hold a Forum on Creativity led by Chaz Pugliese, founder of the group along with Alan Maley.

TESOL France General Assembly

Come and meet the TESOL France team on Saturday in Room B312 at 13.15. It is your opportunity to see and hear first-hand how we are moving ahead and throughout France, how we are trying to adapt to the challenges around us and improve in the way we are trying to lead the association to be the kind of association who listens and acts on the needs of ELT teachers and learners in France as well as connect to our parent organizations and international partners.

Come to our local branch events! If you enjoyed this event, we encourage you to attend local workshops in the seven regions of TESOL France. Read more information on your region in this programme.

EVENING EVENTS

Saturday Night Open Mic & Storytelling Night

Host: Jeremy Levin

The stage is yours on Saturday night between 20.00 and 22.00. Be brave and show off your talent! Tell us your stories, legends, satires, sing your songs, play an instrument, share all your hidden acting skills with the conference audience, or just come and applaud your friends. Special focus on stories from Africa! You can sign up at the Registration Desk.

Paris By Night

Guide: Wojtek Koszykowski

Discover Paris by night Friday and/or Saturday night! We leave at 7.45pm sharp both days and have two different tours on Friday and Saturday. Sign up for the walk at the Registration Desk. Read more information further in this programme.

Have a fantastic time at the conference!

– All the dedicated TESOL France volunteers



The *TOEIC*® tests: the global standard for English-language assessment.

ETS, an industry leader in English-language assessment for over 60 years, designed the *TOEIC* tests to measure workplace English skills. Test questions are based on real-life situations that are relevant to global organizations and familiar across cultures. In fact, nearly 14,000 organizations in 150 countries rely on the *TOEIC* tests to hire, promote and place people with the right English skills.

GIVE YOUR STUDENTS AN EDGE IN THE GLOBAL MARKETPLACE

More careers than ever before are requiring proficient English language skills due to the growing need for a multilingual workforce. Universities, technical schools and vocational schools now expect their graduating students to communicate in English. The *TOEIC*® tests are valuable tools for developing and measuring your students' English skills and can help prepare your students to compete and succeed in the international workplace.

• **The *TOEIC*® Listening and Reading test** is a valid assessment of English language listening and reading skills. The test is designed to determine if individuals have the ability to comprehend and use English effectively in the workplace.

• **The *TOEIC*® Speaking and Writing tests** are the perfect complement to the *TOEIC* Listening and Reading test and determine who can communicate effectively on an independent and proficient level in English across borders and cultures with coworkers and clients.

• **The *Propell*® Teacher Workshops** for the *TOEIC* tests offer hands-on sessions led by trained specialists skilled in the area of English Language Learning. These comprehensive, professional development programs provide English-language teachers with instructional techniques and strategies that help prepare their students for the *TOEIC* tests and for success in the workplace.

The *TOEIC* tests are now eligible for the CPF.

To learn more about the *TOEIC* tests and how they can benefit your institution:

Visit: www.etsglobal.org

Contact: serviceclient@etsglobal.org

 **TOEIC Tests**

 **@ETSGlobal**



TESOL France

Teachers of English to Speakers of Other Languages



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Jane Ryder
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Editor
Teaching Times



**Christina
Rebuffet-Broadus**
Past Editor of
Teaching Times



Wojtek Koszykowski
Events Logistics

TESOL France operates through an Executive Committee of volunteers responsible for organizing events, publications and membership. 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.

We also have correspondents in 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: €49

Benefactor: €55

Student, unemployed, retired: €27

Institutional: €173

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

TESOL France membership includes:

Workshops and discussion groups
Spring Day
Annual Colloquium
3 issues of our magazine, *Teaching Times*
Leadership opportunities with our Executive Committee
Online access to the Jobs List Archives

To advertise a job offer for TESOL France members

To advertise a job offer, send the job offer (written in French or English) with details about classes, times, qualifications, salary, employment conditions, appropriate subject line, and the contact person to mail to, with no attachments please. Your announcement will be added to the weekly Announcements that TESOL France members receive. Send your announcement to: teachingjobs@tesol-france.org

TESOL France & Social Media

Website: www.tesol-france.org

Twitter: @TESOLFrance - #TESOLFr

Facebook: TESOL France

LinkedIn Group: TESOL France

TESOL France address

46, rue Barrault

75013 Paris

TESOL FRANCE REGIONS

TESOL France operates through seven branches outside the Paris and Ile-de-France area to ensure a national identity on a local level to our association and to bring new ideas to teachers who might not attend the annual colloquium. Each region holds four workshops or swap shops per year. You can contact your regional coordinator or find information on local events at the TESOL France website: www.tesol-france.org

Regional Coordinators

Bordeaux: Dianne Chen Segui
Grenoble: Csilla Jaray-Benn
Lille: Gillian Evans & Jeremy Levin
Lyon: Jessica Etridge
Nantes: Colin Mackenzie
Strasbourg: Yvonne Chappell
Toulouse: Rosemary Bénard

Regions Flashback

Bordeaux

We held four successful workshops in 2016.

12th March – The conversation-centered classroom (Rachel Myers Moore)
9th July – Transitioning: from teacher to administrator Panel Discussion (Amanda Gedge-Wallace, Amanda Prud'hon, Frauke Hummel)
5th Nov – Montessori for Adults in the Language Learning classroom (Simonetta Spiga)
3rd Dec – Using Music in the Classroom with Jason Levine (aka Fluency MC)

Grenoble

We held five engaging workshops in 2016, published videos and podcasts with workshop speakers and attendees on the TESOL France website, YouTube and SoundCloud channels. We continue our collaboration with our two institutional members.
16th January – Reading is Key! The key to Reading (Katie Cospito, Black Cat CIDEB)
2nd April – Colligation & the need for a bottom-up approach grammar (Streamed IATEFL webinar with Hugh Dellar)
28th May – Being a freelance teacher in France (Dobrina Ramphort)
18th June – How to make your voice live (Peter Dyer, Pilgrims)
24th September – Apply This! Educational technology workshop (Jeremy Levin)

Lille

TESOL France Lille region has gone forward this year with a new blog, a facebook page and a pre-event podcast with every speaker we invite. We also have three institutional members. We held five workshops in 2016.
27th February – Under African Skies: Teaching English speaking Africa (Dennis Davy at EDHEC Business School)
19th March – Use it or Lose it (Jane Revell)
14th May – Multi-story : My lesson has your Narrative (Martin Goosey)
4th June – The Case for Principled teaching (Chaz Pugliese)
15 October – Pedagogy and how to make it work for you

(with IT solutions) (Kate Natalizio-Price and Iria Vazquez Marino at the Université Catholique)

Lyon

TESOL France Lyon has held very practical workshops this year showing us how to implement new elements to liven up our classrooms. We've also seen the launch of our swap shop sessions, with exchanges on tried and tested ideas amongst peers.
5th March – Swap shop on speaking and writing activities (supported by TESOL France)
22nd May – Alexander Laube-Using Drama in the ELT classroom
18th June – Katie Cospito from Black Cat Publishings-Using graded readers and videos in the classroom
25th September – Apply this ! Educational technology workshop with Jeremy Levin
To come – 4th December: Swap shop on exam training techniques.

Strasbourg

We held five successful workshops in 2016.
27th Feb – Teaching Pronunciation (Roslyn Young, Independent trainer)
17th March – The Common European Framework in language teaching (Johanna Panthier European Council)
27th May – Using readers and videos in the classroom (Katie Cospito, Black Cat Publishing)
28th September – The French education system/ teaching English in France. What you should know (Floriane Ballot, Lecturer in English)
22nd October –Facilitating workshop on Games for adults learning English (Yvonne Chappell).

Toulouse

Toulouse has had another successful year including 6 workshops since the last Colloquium and the first joint event with the other local teaching group, GET. We have one institutional member.
December 2015 – approaches to differentiated teaching and a swap shop on Christmas activities
January 2016 – Wojtek Koszykowski on creativity and flow in the classroom
April – Katie Cospito from Black Cat publishing on using video and graded readers in the classroom
June – using the CEFRL for teaching and learning
October – Jane Darmanthé and Dan Kelly on drama techniques for use in the classroom, and an agony aunt session (teachers bring the group their teaching conundrums).
November – Elsien Gale from Montpellier on the learner-centred teaching of adults in France

Upcoming regional events

You can read about upcoming events in your region and contact your regional coordinator through the website: <http://www.tesol-france.org/en/pages/4/other-events.html>

SPONSORS & EXHIBITORS

Attica

Address: 11 rue Boussingault, 75013 Paris
Website: www.attica.fr
Contact: marie@attica.fr
Main Activities: Language learning bookstore

Black Cat

Address: Via Inverigo 2, 20151 Milano, Italy
Website: www.blackcat-cideb.com
Contact: roberta.vinetti@blackcat-cideb.com
Main Activities: Black Cat is a world leader in the production of beautifully designed, innovative and dynamic teaching materials for the study of Foreign Languages, present on the international educational publishing market since 1973.
Our materials include graded readers, grammar books, courses, exam books and cultural studies books. Please feel free to have a look at our website www.blackcat-cideb.com for further info on our books.



British Council

Address: : 9 – 11 rue de Constantine 750007, Paris, France
Website: www.britishcouncil.fr
Contact: Louisa Dunne, Louisa.Dunne@britishcouncil.fr
Main Activities: Teaching English as a foreign language to young learners: 4-17 year olds, and adults, teaching English to bilingual children – 4 – 17 year olds. Exam preparation courses: CELA, IELTS, BULATS.
News for 2016/2017: Opening of a new centre in Sevres, Ile de France for young learners and adults.



Cambridge English

Cambridge University Press

Addresses: 103, rue de Grenelle
75007 Paris
+33 (0)1 70 91 72 20
Contacts: infofrance@cambridge.org

Website: www.cambridge.org/elt

Main Activities:

Cambridge English combines the specialist international expertise of the sister organization within the University of Cambridge: Cambridge English Language Assessment, the global leader in English Language assessment and Cambridge University Press, the leading publisher in learning material.

News for 2016/2017:

Super Safari, Eyes Open, THINK, TESTBANK, Common Mistakes with TESTBANK, Essential Grammar in Use with ebook, English Grammar in Use with ebook, Advanced Grammar in Use with ebook, Essential Grammar in Use (French edition) with ebook.

Cambridge English Language Assessment

80, rue Saint Lazare
75009 Paris
+33 (0)1 45 49 37 70
Contact: westeurope@cambridgeenglish.org

Website: www.cambridgeenglish.org/fr/

Main Activities:

Cambridge English combines the specialist international expertise of the sister organization within the University of Cambridge: Cambridge English Language Assessment, the global leader in English Language assessment and Cambridge University Press – the leading publisher in learning material.

News for 2016/2017:

Business English Certificate (BEC) and BULATS tests are eligible for CPF trainings.
www.cambridgeenglish.org/fr/cpf
Find a new area dedicated to teachers on our website:
www.cambridgeenglish.org/fr/teaching-english/

Collins

Address: 1 London Bridge Street, SE1 9GF London, UK
Website: www.collinselt.com

Contact: Eva.schmidt@harpercollins.co.uk

Main Activities: Publishing amazing books for ELT

News for 2016/2017: Have a look at our new Get Ready for IELTS foundation course! We also publish materials for TOEFL, TOEIC, Academic Skills and Business English. Many of our books are based on authentic recordings to help your students understand English as it is spoken and written around the world.



EduCreate English Books for Children/Usborne Books Zoë Voborilová

Address: Krnovicka 375, 19014 Praha – 9, Czech Republic
Website: <http://org.usbornebooksathome.co.uk/zoesenglishbooks>
Contact: zoe@educreate-englishbooks.com; org.usbornebooksathome.co.uk/EduCreate
Facebook: www.facebook.com/EduCreateEnglishBooks/
Ph: (00420) 737 69 0000



EF Education First

Address: 5, Ave de Provence, 75009 Paris, France

Website: www.ef.fr; www.ef.fr/teacher

Contact: Gregory.cadars@ef.com

Main Activities:

Language training and courses abroad.

News for 2016/2017:

Inspire your students with the resources and challenge provided by EF on our website www.ef.fr/teacher.

Share news ideas with teachers all over the world on our Facebook page : www.facebook.com/EFTeacherZone.

Our EF news in October : www.ef.fr/epis (language test); www.ef.fr/teacherdevelopment (Online training for teachers)"



EnglishFun / Patricia Ann de Gemmis

Address: c/ Martazes 24, 41002 Seville, Spain

Website: www.english-fun.es

Contact: englishfunsevilla@gmail.com

Main Activities: We make learning enjoyable by providing games and teachers resources for English language students and educators.



EnglishWaves

Address: 23 rue Auguste Vitu, 75015 Paris, France

Website: www.englishwaves.fr

Contact: vdennery@englishwaves.fr

Main Activities: Innovative educational service (normal speed and slow speed radio, enriched scripts, several accents).

News for 2016/2017: New programmes on EnglishWaves radio :

- French Politics (October 2016)
- Art & Culture (November 2016)
- The weekly interview (December 2016)
- Radio programmes for children (December 2017)



ETS Global TOEIC & TOEFL Tests (Silver Sponsor)

Address: 43 rue Taitbout, 75009 Paris, France

Website: www.etsglobal.org

Contact: info-fr@etsglobal.org

Main Activities:

ETS Global B.V., a wholly owned subsidiary of ETS, is the international arm of ETS that brings ETS expertise to educational and business communities around the world. A non-profit organisation, ETS advances quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® General and Subject Tests and The Praxis Series™ assessments — in more than 180 countries, at more than 9,000 locations around the world.



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Express Publishing (Bronze Sponsor)

Address: Liberty House, Greenham Business Park, RG19 6HW Newbury, Berkshire, United Kingdom

Website: www.expresspublishing.co.uk

Contact: inquiries@expresspublishing.co.uk

Main Activities: Express Publishing was established in 1988 with the purpose of raising the standards of English language teaching and is highly respected worldwide for producing a wide variety of innovative teaching materials, including course books, grammar books, exam materials, supplementary materials and readers, to meet the needs of students and teachers alike. The company has enjoyed steady, rapid growth with a current list of over 3500 titles and sales in over 90 countries; Express Publishing is recognised as one of the leading publishers worldwide. Throughout the last twenty seven years of operation, we have successfully managed to bridge the gap between technology and pedagogy and forge strategic partnerships with various publishers all over the world.



Express Publishing

Garnet Education

Address: 8 Southern Court South Street, RG1 4QS Reading, U.K

Website: www.garneteducation.com

Contact: marwan.nehme@garneteducation.com

Main Activities: Garnet Education is an independent English Language Teaching (ELT) publisher, specialising in English for Academic Purposes.

We produce award-winning ELT books, multimedia resources and tests for students of all ages, from kindergarten to university. Our series include English for Academic Study, Progressive Skills in English and Sunshine.

We also publish a successful range of professional and business English titles, including English for Global Industries and Safety First.



Jet Hiensch – Bang the Button!!!

Address: Rua da Várzea de Buarcos, 11, 3080 228 Figueira da Foz - Portugal

Website: <http://www.englishlanguagegames.net>

Contact: bangthebutton1@gmail.com

Main Activities: We are specialized in the development of non-digital English language games, focused on the oral skills in the classroom.

Our slogan is: Let's get those kids talking in English, and.... that's what they do.

News for 2016/2017: A new game "Don't get Tense", focused on verb tenses will be released by the end of the year. The game can be played by starters (pre A1 till B1).



Macmillan Education

Address: Chaussee d'Alseberg, 842, 1180 Bruxelles, Belgium

Website: www.macmillanenglish.com

Contact: l.belyazid@macmillan.com

Main Activities:

Macmillan Education is a global publisher with a local presence. You'll find us operating in over 120 countries worldwide, but our global vision does not take away from our regional focus. Working locally allows us to get close to the people who matter - the students, teachers, institutions and educational authorities who use our products and with whom we've developed real and lasting relationships.

Today, Macmillan Education is a name synonymous with high-quality publishing around the world. From pre-primary through to adult learners and business professionals, we provide for teachers and students at every stage of the learning journey. At Macmillan Education we help learners around the world achieve more. We support students, teachers and institutions through a lifetime of learning by providing them with world-class content in the most relevant, engaging and flexible formats.

News for 2016/2017:

In Autumn 2016 we will be launching the first of our brand-new ESP series: In Company Sales to be followed by Supply Chain Management; Corporate Finance; Logistics and Investment. They are designed to be used flexibly: on their own, in conjunction with another module or course or with In Company 3.0, the English course of choice for business professionals, covering all your business needs.



National Geographic Learning part of Cengage Learning

Address: Cheriton House, North Way, Andover, GU512RJ, UK

Website: www.ngl.cengage.com

Contact: lucy.constable@cengage.com

Main Activities: National Geographic Learning (part of Cengage Learning) is a leading provider of English Language Teaching materials for learners at kindergarten right through to adult and academic education. Our unique partnerships with National Geographic and TED Talks mean we can offer a unique range of authentic materials that can inspire and bring your classroom to life. Visit the stand for more information, freebies and offers and for any further information on any of our titles, please visit our website NGL.Cengage.com.

News for 2016/2017:

Make sure to check out Keynote, our brand new series written in partnership with TED Talks. Keynote is the winner of this year's prestigious ELTon award in the Excellence in Course Innovation category!



Oxford University Press

Address: Great Clarendon Street, OX2 6DP Oxford, UK

Website: <https://elt.oup.com>

Contact: Julie.dewitt@oup.com

Main Activities: Oxford University Press is the world's authority on the English language. As part of the University of Oxford, we are committed to furthering English learning worldwide. We continuously bring together the experience and expertise of academic researchers, teachers and technology partners to create learning resources, helping millions of teachers and learners of English to achieve their potential. Come and talk to us about how we can help you.

News for 2016/2017:

Professional Development (what's new):

Into the Classroom: Special Educational Needs (Marie Delany) – March 2016

Into the Classroom: Mixed Ability Teaching (Edmund Dudley & Erika Osvath) – March 2016

Oxford Teachers' Academy Online: Teaching Learners with Dyslexia – September 2016

Oxford Teachers' Academy Online: Teaching Learners with Special Educational Needs – September 2016

Key Concepts: Focus on Learning Technologies (Nicky Hockly) – October 2016

Professional Development (coming soon):

Oxford Handbooks for Language Teachers: Teaching Young Language Learners second edition (Annamaria Pinter) – December 2016

Into the Classroom: Motivational Teaching (Nick Thorner) – January 2017

Oxford Handbooks for Language Teachers: Supporting Learners with Dyslexia (Michele Daloiso) – March 2017

Adult (coming soon):

Oxford Academic Vocabulary Practice – November 16

Business Result second edition – January 2017

Secondary (coming soon):

Solutions third edition – January 2017



Pearson (Bronze Sponsor)

Address: 74 rue de Lagny, 93100 Montreuil, France

Website: www.pearson.fr ; www.pearsonelt.com

Contact: [Matthieu Marvin, matthieu.marvin@pearson.com](mailto:Matthieu.Marvin@pearson.com)

Main Activities: Courses and resources to make English teaching easier.

Here at Pearson, working alongside writers, academics, learners and teachers, we develop courses, qualifications and learning tools to make teaching English easier.

From Primary English to Business courses and everything in between, our materials give you all that you need to succeed.

News for 2016/2017: Speakout 2nd edition (January 2016)

Market Leader 3rd edition EXTRA (April 2016)

Pearson Online English (September 2016)

Pearson Test Of English for Professionals (September 2016)



PrepMyFuture

Address: 19 rue de l'Echiquier 75010 Paris, France

Website: <http://www.prepmyfuture.com>

Contact: xavier.alberici@prepmyfuture.com

Main Activities: PrepMyFuture is an online preparation for exams such as the TOEIC and the TOEFL. Our platform has been designed as a tool for teachers with homework management and smart reports generated by our adaptive learning technology.

News for 2016/2017: TOEFL ITP and TOEFL iBT study material.



Soft English

Website: englishsoftread.com

Contact: softenglishreadwriteplay@gmail.com

Main Activities: Owner of a private school of English, developer of special methods

to teach reading and writing to dyslexic readers and beginners and publisher of books and games using these methods and experience gained from teaching.

Series of SoftRead (books and games) offers a solution to dyslexic readers and a preventive method to young readers.

News for 2016/2017: SoftRead (for beginners age 7+ and adults) has recently been translated into Russian and Arabic. New

threesome memory games to teach opening sounds linked with the abc.



The Academy

Address: "Trémisat" 47130 Port Sainte Marie, France

Website: <http://tprs-witch.com>

Contact: judyldubois@aol.com

Main Activities: Promoting TPRS and teaching with Comprehensible Input.

News for 2016/2017: The Agen Workshop 24 July – 29 July 2017, Agen France.

The biggest TPRS conference in Europe. The fifth year!



THE AGEN WORKSHOP
"Bewitch your students!"

The Language Network

Address: 22 rue Pascal, 93330 Neuilly sur Marne, France

Website: www.thelanguagenetwork.fr / www.tln-blog.fr

Contact: infos@thelanguagenetwork.fr

Main Activities: We provide support to independent language trainers working in France:

- we keep our members informed of any news relevant to their activity
- we provide opportunities for networking with other independent trainers
- we offer practical workshops on themes requested by our members
- we organise training courses for our members
- we provide a promotional platform and we generate business for our members

News for 2016/2017: We launched a new training course designed for English language trainers wishing to become professional coaches, "The Erickson Certificate in the Fundamentals & Tools of Professional Coaching". The first session was held from September to November in Paris with 18 participants.



Thanks to all our generous sponsors and exhibitors. We hope to see you all next year!



36th Annual International TESOL France Colloquium

17 – 19 November 2017, Paris

LANGUAGE CONNECTS PEOPLE

PLENARY SESSIONS

Friday, 18 November 16.00 – Room Estaunie

The ventriloquist. I'm a (relatively) happy teacher

In our increasingly complex and elusive world, teaching is one of the messiest human endeavours. Teachers are entangled in a web of conflicting expectations and roles, partly externally imposed, partly self-induced. Perceiving our inability to find answers to our professional (and personal) problems, we dread change and suffer from anxiety. The unhappy teacher is an all too common sight these days. It looks as if there is no way out of this impasse. But there is! This ventriloquist dialogue with my puppet concludes by offering a few ideas about how we can regain our self-confidence and be a happy teacher (once again).

Péter Medgyes

Péter Medgyes, CBE, is Professor Emeritus of Applied Linguistics and Language Pedagogy at Eötvös Loránd University Budapest. During his career he was a schoolteacher, teacher trainer, vice-rector, deputy state secretary and ambassador of Hungary. He has been a plenary speaker in 45 countries and is the author of numerous articles and books, including *The Non-Native Teacher* (Macmillan, 1994, winner of the Duke of Edinburgh Book Competition), *The Language Teacher* (Corvina, 1997), *Laughing Matters* (Cambridge University Press, 2002), *Golden Age: Twenty Years of Foreign Language Education in Hungary* (National Textbook Publishing Company, 2011) and *Reflections on Language Education* (2015, Eötvös Publishing House). His main professional interests lie in language policy and teacher education, with a special emphasis on non-native English speaking teachers.



Saturday, 19th November 10.15 – Room Thevenin

Patterns in Language: Why are they the way that they are?

In this presentation, I will ask and answer the question of why patterns in language take the shape that they do. Patterns in language are necessary to support communication; they are also necessary for language transmission from one generation to the next and for language learning. Drawing on my contention that language is a complex, dynamic system, I will demonstrate that the shape of patterns in language are fractal. Fractals are geometric figures that are self-similar in scale. I will illustrate what this means, and I will go on to discuss the practical implications of this claim for language teaching.

Diane Larsen-Freeman

Diane Larsen-Freeman is Professor Emerita of Education, Professor Emerita of Linguistics, and Research Scientist Emerita at the University of Michigan, Ann Arbor. She is also a Professor Emerita at the Graduate SIT Institute in Brattleboro, Vermont and a Visiting Senior Fellow at the University of Pennsylvania. Her most recent books are *Teaching Language: From Grammar to Grammaring* (2003), *Complex Systems and Applied Linguistics* (2008, with L. Cameron), winner of the Kenneth Mildenerger Book Prize, the third edition of *Techniques and Principles* (2011, with M. Anderson), and the third edition of *The Grammar Book, Form, Meaning, and Use for English Teachers* (2015, with M. Celce-Murcia).



Sunday 20th November 10.00 – Room Thevenin

Developing materials for the young learners classroom: Can children take the lead?

This presentation draws from my experiences of teaching and researching young learners in an African context where learning materials are very scarce and where the teacher is often the only source of language input. It begins with a description of the contextual challenges and goes on to show how through investigating children's perspectives on good teaching, it may be possible to develop a pedagogy of partnership which takes account of their agency in the teaching and learning processes. The presentation goes on to show how teachers could benefit from a partnership which encourages students to generate their own materials and share in the process of teaching and assessing their peers. It concludes with some reflections on authenticity in English language pedagogy for young learners.

Harry Kuchah Kuchah

Harry Kuchah Kuchah is a Lecturer in TESOL & Applied Linguistics at The University of Bath, UK. Previously, he worked in the field of English language education for 16 years as a teacher, teacher trainer, and policy maker in Cameroon and later, as a teaching fellow in applied linguistics at the Universities of Warwick and Sheffield in the UK. His professional experience also includes school-based literacy support with very young learners as well as in-service teacher training and material development projects in Europe and sub-Saharan Africa. He is also part of the Council of Europe team supporting the Language policy profile for Albania. Harry's research interests include teaching young learners, context-appropriate ELT methodology, teaching large and multi-grade classes and teacher development. He is currently IATEFL Associates committee member, Outreach coordinator of IATEFL Research SIG, E-bulletin editor of the AILA Research Network on Learner Autonomy (ReNLA) and committee member of the Teaching English in Large Classes Research Network (TELCnet).



HIGHLIGHTED SESSIONS

Live streamed session of the first IATEFL/TESOL International Joint Web Conference
Session E – Saturday, 15.30 – 16.15, Room Opale

Professional learning and engagement with the TESOL International Association

The TESOL International Association is the largest association of its kind in the world. In its current three-year Strategic Plan (2015-2018), there are five main goals, one of which is ‘Professional learning and Engagement’: “TESOL will provide English language teaching professionals with the necessary body of knowledge, tools, and resources to enhance their expertise and practice”. Within that goal there are a number of objectives, including to “expand the variety and reach of professional learning opportunities” and to “incorporate relevant research and development into TESOL professional learning”. In this presentation, we will look at how the Association achieves these objectives.



Andy Curtis

Andy Curtis received his MA in Applied Linguistics and ELT, and his Ph.D. in International Education, both from the University of York, in England. From 2015 to 2016, Andy served as the 50th President of the TESOL International Association. He has published more than 100 articles, book chapters and books, and is based in Ontario, Canada, from where he works as an independent consultant for language teaching organizations worldwide.

Panel Discussion: English Language Teacher Associations and Professional involvement in Africa

Session F – Saturday, 16.45 – 18.15, Room Thevenin
Led by Harry Kuchah Kuchah

English language teacher associations (TAs) have become increasingly common in many parts of the world mainly because of their role in professional development. In many parts of Africa and owing to human resource challenges, TAs play even more complex roles since they are placed in strategically useful places to reach many teachers and students. These roles include basic teacher training, CPD, involvement in policy enactment and implementation as well as motivation for teachers in challenging circumstances. In this panel discussion, the four African representatives will showcase some of the work their TAs have been involved in over the years and reflect on the potential mutual benefits of developing long term partnerships with colleagues from across the globe.

Panelists:



Caetano Capitão, Angolan English Language Teachers' Association (ANELTA)

Caetano Capitão has a BA in English Language Teaching from ISCED-Luanda (Higher Institute of Education Sciences in Angola). He has twenty four years of experience as a teacher. He is a co-founder member of ANELTA (Angolan English Language Teachers' Association) and its third President. Currently he is a lecturer at ISCED-Luanda. He has finished the year 4 of law studies at Law Faculty – Agostinho Neto University, has a post-graduation in Applied Management. In 2012 he participated in the International Visitor Leadership Program organized by the United States Department of State. He has participated in IATEFL Manchester (2015) and Birmingham (2016) conferences as presenter. Currently he is writing a book with the title: “The Four Skills in One”. He resides in Luanda, Angola.



Catherine Moto Zeh, Cameroon English Language and literature teachers (CAMELTA)

Catherine Moto ZEH is an old-hand bilingual teacher in Cameroon; She has taught English language to francophone learners since 1983 in public and private secondary schools in Cameroon where she played the roles of head of the English language department, teacher trainer, English club coordinator and supervisor. Catherine was made a pedagogic adviser at regional then national levels and now she is serving as a Regional Inspector Coordinator for the teaching and promotion of Bilingualism (French/English) in the Center Region (Yaoundé). She joined the Cameroon English language and literature teachers association (CAMELTA) in 2001 where she served as Think tank, then acting Secretary General, vice president in charge of membership and since 2014 as the National President. Catherine is also an active member of the Cameroon civil society, running an NGO 'schools as Instruments for Peace-Cameroon (SIP-Cameroon) that promotes human rights and peace education in schools. She is a Human rights educator and trainer of trainers and also a US Fulbright summer institute alumna.



Abayneh Haile, English Language Professionals' Association-Ethiopia

Abayneh Haile comes from a lakeside city in Ethiopia called Bahir Dar which is in the Northern part. He has a background in English language teaching, teacher training, project management and leadership. Has a lot of experience in designing and delivering various English language courses and he is also serving as President of English Language Professionals' Association in Ethiopia since 2011. Abayneh obtained a MA in TESOL with an emphasis on Teacher Development from Leeds University in the UK and he is also CELTA certified. He is interested in literacy studies, teacher education and the role of teacher associations. Enjoys reading, walking and listening to the radio.

Rukundo Kanyankole, Association of Teachers of English in Rwanda

Kanyankole Rukundo holds a BA in English Language Studies and Organizational Studies from Makerere University, and an MA in Applied Linguistics and TEFL from University of Groningen in the Netherlands. He is TESOL certified. He entered into the ELT profession in 2000 as an English language teacher. Since 2004 he has been combining teaching English and directing English programs. He currently manages a national ELT and teacher training program that supports the transition to English as a language of teaching and learning in Rwanda, and Volunteers with the Association of Teachers of English in Rwanda (ATER) as a Board member to strengthen sustainable teacher education and teacher development. With respect to networking among teacher associations, Rukundo is interested in collaborating with ELT professionals around the world to empower teacher groups in ways that enable them to engage in bottom-up, teacher-led, sustainable professional development innovations.



Creativity Strand & Creativity Forum

Session H – Sunday, 20th November 11.15 – 12.15, Room Estaunie

With members of The C Group

The C Group

Creativity for change in language education

The C Group is an independent and informal grouping of EFL professionals. It aims collaboratively to share information, promote reflection and inquiry, and encourage action through more creative and open teaching practices. The group is open to anyone to join provided they can contribute to the group's aims as set out in the Manifesto. Read about the group's aims and functions on the website: <http://thecreativitygroup.weebly.com/>

To join the group, all you need to do is contact the Membership Representative, Malu Sciamarelli: malusciamarelli@gmail.com

Meet the group's eleven members during their sessions and at the Creativity Forum, led by Chaz Pugliese on Sunday 11.15 – 12.15 in room Estaunie.

C Group members in the Colloquium Programme

Andreas Grundtvig (Pilgrims), A new family of Englishes – Ail ou radis? (Session F)

Rachael Harris, Thirty things to do with a piece of paper (Session E)

Michelle Hunter, What if we have each other more time to think? (Session D)

Csilla Jaray-Benn, Creativity Forum (Session H)

Péter Medgyes, Opening Plenary: The Ventriloquist. I'm a (relatively) happy teacher

Péter Medgyes, The native/nonnative conundrum revisited (Session C)

Beatrix Price, A cultural *tour guide* on English behaviour (Session B)

Chaz Pugliese, Creativity Forum (Session H)

Linda Ruas, Global Justice in ELT: around the world in 60 minutes (Session I)

Barry Tomalin, Training culture – What and How? (Session B)

Geoff Tranter, Humour as a spring-board to creativity (Session A)

Efi Tzouri, Performing street theatre in ELT class (Session G)

Meet The C Group at the IATEFL Conference in GLASGOW 2017

LMCS PRE-CONFERENCE EVENT

Light, camera, action! Using films for English language learning

The day will offer participants a series of talks and workshops on how to explore films with English language learners. The presenters will share ideas on how films can be used both inside and outside the classroom to promote language awareness, critical thinking and the development of the four skills as well as tools for the fostering learner autonomy and independent learning skills.

This will be a joint event with the Creativity Group (C Group). Talks and workshops will be delivered by experienced teachers, renowned ELT teacher trainers, and experts in the field of Film Studies. Confirmed speakers: Alan Maley, Jamie Keddie, Kieran Donaghi, Barry Tomalison, Claudia Ferradas, Robert Hill, Eduardo & Chris Lima, Richard Wilson, James Clarke, Malu Sciamarelli and Mark Reid (British Film Institute).

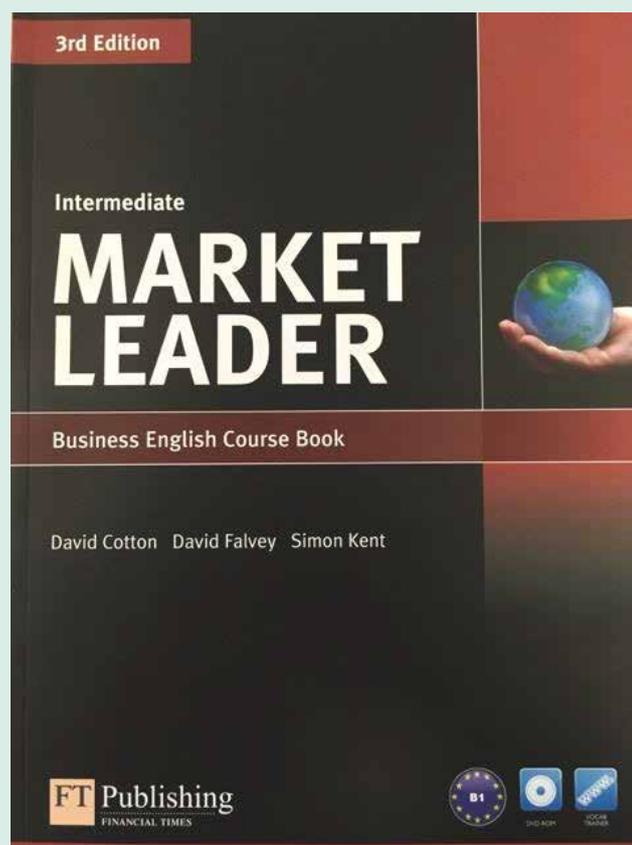
We are also inviting PCE delegates to join us for a Film Evening after the IATEFL open ceremony at the Cineworld Cinema - Glasgow IMAX near the Conference Centre. More details on this will be given closer to the event date.

The C Group website: <http://thecreativitygroup.weebly.com/>

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35th TESOL France Annual Colloquium

Friday, 18th November

Registration opens at 15:00. Please arrive early to avoid long queues. Registration will also continue throughout the conference. Poster sessions will take place in room E200 on Saturday and Sunday.

Registration, Networking & Visiting Stands									
Opening Ceremony & Opening Plenary - Room Estaunie <i>Péter Medgyes: The Ventriloquist. I'm a (relatively) happy teacher</i>									
Rooms & Sessions	Estaunie	B310	B312	B316	Opale	Rubis	Emeraude	Saphir	Grenat
17:30-18:30 Session A	Ruhiyye Mahmudova & Kamala Nasirova <i>Effective listening and critical thinking</i> LIST & YA	Andy Johnson <i>How to prepare Millennials for the workplace</i> AL & BE	Geoff Tranter (C Group) <i>Humour as a springboard to creativity</i> HUM & AL	REGISTRATION ROOM	Annie Altamirano <i>We don't teach English, we teach people</i> PRIM & IntC	Fadila Arar (ETS Global) <i>Develop your business activity with the CPE!</i> TEST & TTD*	Anna Tataurova <i>Bilinguals are NOT rare!</i> IntC	Josette Molle <i>Fun, Games and Weird Activities in the Classroom</i> AL & YA	Tom Heaven <i>Cairo - Berlin: Adapting workshops to Skype</i> TTD
18:30-19:00	Visiting Stands - Hall Upstairs								
19:00-20:00	Cocktail Dînatatoire & Visiting Stands								

AL: Adult Learners
BE: Business English
DRAM: Drama-based Lessons
ESP: English for Specific Purposes
Fr: French Learners
GV: Grammar & Vocabulary
HE: Higher Education
HUM: Humour in the Classroom

IntC: Intercultural Issues
LIST: Listening Skills
MANGT: Classroom Management
MAT: Materials Design and Publishing
MLev: Multilevel Classroom
PRON: Pronunciation
PRIM: Primary School Learners
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, 19th November

Registration opens at 8:30 am and continues throughout the day. Please arrive early to avoid long queues.

Rooms & Sessions	Thevenin	Estaunie	B310	B312	B316	Opale	Rubis	Emeraude	Saphir
9:00 - 10:00 Session B	Elizabeth Anne Blended Learning in one easy lesson TECH & HE	Barry Tomalin (C Group) Training culture – What and how? TTD & BE	Taguhi Sahakyan Rethinking EFL teacher motivation TTD	Beatrice Price (C Group) A cultural *tour guide* on English behaviour AL & TTD	Gail Ellis (British Council) Developing multi-literacies through picturebooks PRIM & IntC	Divya Madhavan & Bethany Cagnol EMI: Future challenges for independent trainers HE	Patrick Painter (Express Publishing) Developing non-verbal communication skills SPEAK & GV*	Julia Alivertis & Jeffrey Doonan Writing with light-photography in the ELT world YA & IntC	Zoltán Rézműves Culture to culture: from awareness to learning IntC
10:15 - 11:15	Plenary Session - Room Thevenin								
11:15 - 11:45	Diane Larsen-Freeman: <i>Patterns in Language: Why are they what they are?</i>								
11:45 - 12:45 Session C	Poster Session n°1 - E200 Coffee Break & Visiting Stands								
	Péter Medgyes (C Group) The native/nonnative conundrum revisited TTD	Judith Mader & Rudi Camerer Culture & language: progressing from EFL to ELF BE & IntC*	Judith Logsdon-Dubois Very narrow listening LIST & AL	Deirdre Ciffers (Cambridge University Press) Motivating students to study online TECH*	Stephen Reilly (British Council) A space odyssey: rethinking classroom space YA & PRIM	Hanaa Khamis Creative writing techniques for the 21st Century WR & TTD	Daniella Aviv De Winter (Soft English) How to teach dyslexic readers to read? READ & PRIM	Hatem Daoud Strategies of capitalizing on multilevel classrooms MLev	Sohee Kim Creating digital storytelling: Empowering learners TECH & MANGT
12:45 - 14:00	LUNCH BREAK								
13:15 - 14:00	There are several restaurants near the venue, though we suggest grabbing a quick sandwich. Service can be slow on Saturday afternoon.								
14:00 - 15:00 Session D	TESOL France General Assembly - Room 312 All members are welcome. Please come and meet the TESOL France team in person!								
	Helena Gomm (Pavillion Publishing) Getting your work published MATT & TTD*	Shona Whyte & Aisha Siddiqi Learning to teach second language pragmatics TTD & YA	Marta Bujakowska Teaching one little thing through speaking, listening, reading, writing YA	Diane Larsen-Freeman Q & A Session	Silvia Schnitzler You like to move it? A sensuous mode of learning HUM & IntC	Asma Al Aafi & Suleiman Al Adawi Flipping the classroom; Learners' perspectives HE & AL	Liana Berkowitz (ETS Global) Using integrated tasks in language testing TEST & HE	Liam Tyrrell Implementing personalised CPD in a large ELTO TTD & WCond	Michelle Hunter (C Group) What if we gave each other more time to think? TTD & HE



Saturday, 19th November - continued

Registration continues throughout the day until 18:00

Rooms & Sessions	Thevenin	Estaunie	B310	B312	B316	Opale	Rubis	Emeraude	Saphir
15:15 - 16:15 Session E	Peter Atkinson Building and delivering your own online courses TECH & MAT	Ben Butler & Anthony Myers ESP: Becoming a non-expert expert ESP & AL	RESERVED	Stephen Scott Brewer Learnance: A new/old concept for teachers TTD & Fr	Iris Maas & Kirstin Plante (TPRS Academy) Brain compatible language teaching through TPRS TTD & SPEAK	15:30 - 16:15 Live Streamed Session IATEFL/TESOL International Joint Web Conference Andy Curtis Professional learning and engagement with the TESOL International Association	RESERVED	Rachael Harris (C Group) Thirty things to do with a piece of paper PRIM	Wojtek Koszykowski Assessing students' creativity AL & MLev
16:15 - 16:45	Poster Session n°2 - E200 Coffee Break & Visiting Stands								
16:45 - 17:45 Session F	16:45 - 18:15 Panel Discussion Teaching in Africa led by Harry Kuchah (UK/Cameroon) with Abayneh Haile (Ethiopia) Caetano Capitão (Angola)	Pablo Tagarro Melon & Nerea Suarez Gonzalez Corpora and English language teaching: a proposal TTD & TECH	Kate Tindle Motivating reluctant readers to read extensively READ & TECH	Andreas Grundtvig (Pilgrims/C Group) A new family of Englishes - All our radis? Fr & GV	Spencer Salas Improvising the adolescent literature curriculum DRAM & YA	Elsien Gale Art in the English Classroom SPEAK & GV	John Arnold SAMR: A model of tech-infused lesson development TECH & TTD	Zuraidah Ismail Untangling the mind TTD & PRIM	Adam Scott Applying synthetic phonics in adult ESL/EFL PRON & READ
18:00 - 19:00 Session G	Catherine Moto Zeh (Cameroon) Rukundo Kanyankole (Rwanda) TTD	Sheri Bos Formative assessment: Practical ideas in higher ed HE	Jennie Wright Making trouble-free corpus activities TECH & GV	Alexandra Reynolds EMI: what are the implications for TESOL? WCond & TTD	Efi Tzouri (C Group) Performing street theatre in the ELT class DRAM & SPEAK	Ben Dobbs Using coaching in an educational setting TTD & MANGT	Laura Edwards Get emotional with CEFR-based communication tasks AL & YA	Sophie Handy (British Council) Cultivating a growth mindset in YL EFL classrooms Fr & YA	Patricia de Griese Brain Science in the classroom TTD & AL
19:00 - 20:00	Cocktail Dîatoire & Visiting Stands								
20:00 - 22:00	Evening Entertainment: Open Mic & Storytelling Night - Room Thevenin								



Sunday, 20th November

Registration opens at 9:00 am and closes at 12:00 pm.

Rooms & Sessions	Thevenin	Estaunie	B310	B312	B316	Opale	Rubis	Emeraude	Saphir
10:00 - 11:00	Plenary Session - Room Thevenin Harry Kuchah Kuchah: Developing materials for the young learners classroom: Can children take the lead?								
11:15 - 12:15 Session H	Helen Strong Business, language and intercultural skills BE & ESP	Creativity Forum led by Chaz Pugliese with the C Group members Creativity in Language Learning and Teaching	Piers Messum Getting the most from a phonemic chart PRON & TTD	John W. Wilson & Floyd H. Graham Ted.com: Global issues integrated into EFL Classes TECH & SPEAK	Mikhail Grinberg Ear openers: Activities for bottom-up listening LIST & TECH	Caetano Capitão A Large class communication in English in Angola MANGT & WCond	Robert Hill (Black Cat CIDEB) Before and after: activities for reading READ & SPEAK*	Brian Gabriel Major A Cinematic day with Shakespeare AL & DRAM	Oana-Alexandra Samolla Improving adult learners' pronunciation PRON & AL
12:15 - 13:00	LIGHT LUNCH in the Lobby & Visiting Stands								
13:00 - 14:00 Session I	Linda Ruas (C Group) Global Justice in ELT: around the world in 60 mins AL & IntC*	Jodi Wainwright & Angelos Bollas To Moodle or not to Moodle? TECH & AL	Amie Dussurget-Quesnell & Rachida Labbas Developing critical thinking in academic writing WR & HE	Roy Bicknell Dada machine or (re)imagining the classroom AL	Monika Pukli Spelling: can you see the forest for the trees? PRON	Samah Sabbagh Using Observation notes; Accept or reject it? TTD	Achille Pinson (PrepMyFuture) Préparation au TOEIC et blended learning TECH & ESP*	Donna Obrzut Be creative and engage your students Fr & MAT	Janine Bray-Mueller Where are the students? TTD & WCond
14:15 - 15:15 Session J	RESERVED	Marianna Goral & Chris Banister Teacher-researcher journeys in EP: puzzles & PEPAs ESP & TTD	RESERVED	Eftychis Kantarakis & Vicky Chionopoulou Will it blend? TECH & MAT	Aimee Johansen Accent on accents: Understanding other speakers AL & PRON	Nicholas Whitley Improving 'Flow' in the language classroom TTD	Nayr Ibrahim (British Council) The multilingual turn in language education IntC & PRIM	Nikki Unsworth A spoonful of sugar! Making B2 sweeter YA & AL	Inna Batorina Bougoïn Techniques for teaching ESL Skype groups of adults AL & SPEAK
15:30 - 16:00	Closing Ceremony and Prize Draw – Room Thevenin Please give us your feedback forms and badges to qualify for the prize draw.								

See you at the 36th TESOL France Annual Colloquium in 2017!

EVENING EVENTS

GUIDED DISCOVERY: PARIS BY NIGHT

Free walking tours

Would you like to see Paris by night and not get lost even if you don't speak French?

Perhaps you've come to the conference alone and hope to make new friends?

Or perhaps you just fancy burning some calories among other ELT professionals? Join the walk!

Meeting point: Main entrance of the venue.
46 rue Barrault

If you get tired, there will be many metro stations on our way and I'll help you get on the right train.

Each route finishes in a place where you can find direct metro lines to all districts of Paris.



I look forward to walking you!
WOJTEK

FRIDAY: Leaving at 19:45

Route 4km
Line "6" to Trocadéro, Eiffel Tower, l'Arc de Triomphe, Champs-Élysées, Marché de Noël and Concorde.

SATURDAY: Leaving at 19:45

Route 5km
Butte-aux-Cailles, Place d'Italie, rue Mouffetard, Panthéon, Sorbonne, Quartier Latin, Notre Dame, Cité, Hotel de Ville, Centre Pompidou and Les Halles.

OPEN MIC & STORYTELLING NIGHT

Hosted by Jeremy Levin

SATURDAY 20.00 - 22.00 in Room Thevenin

English teachers have talent!

Come and applaud our very own stars: singers, pianists, storytellers, parodists...

Stories from Africa:

The legend of inventing coffee in Ethiopia;

Traditions in Cameroon and the value of social relations as a means of transferring local wisdom from the elderly to new generations;

Rwanda, as a the Land of a Thousand Hills;

Culture in Angola.

An exceptional event with our invited African guest speakers!

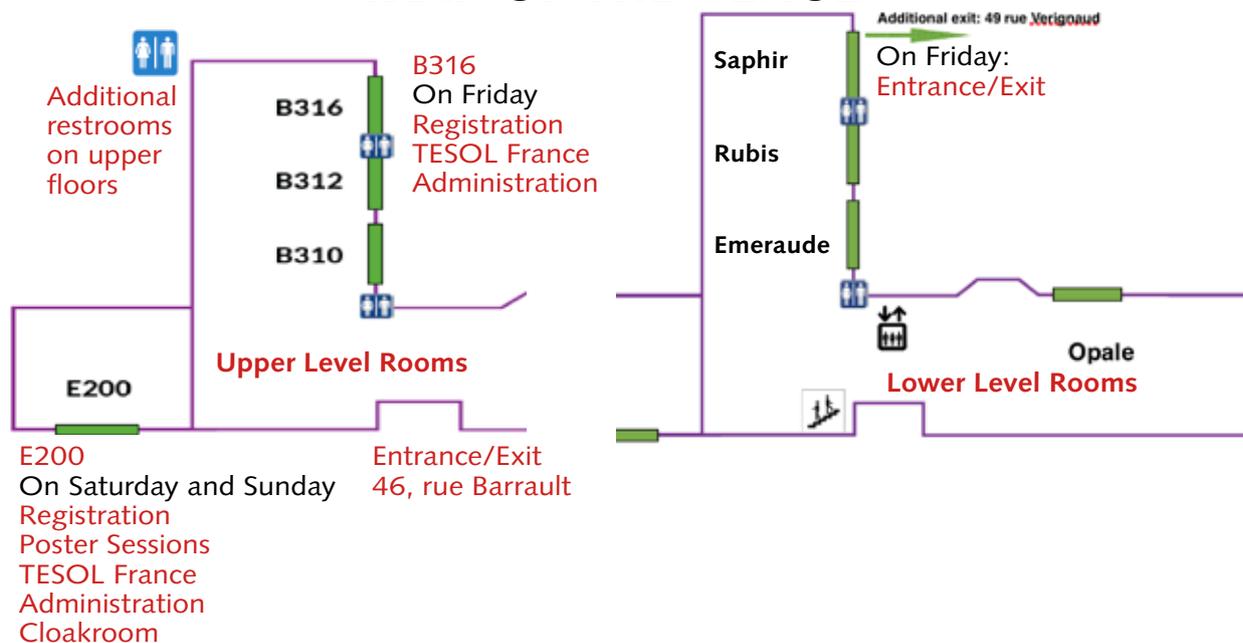
MAP OF THE AREA



Direction: Place d'Italie →

Direction: avenue d'Italie and Metro Tolbiac →

MAP OF THE VENUE



USEFUL ADDRESSES		
PRODUCT	ADDRESS	SHOP NAME
Cash machine	224, rue de Tolbiac	CIC
Stationary, note cards	226, rue de Tolbiac	Librairie Papeterie
Pharmacy/Chemist	229, rue de Tolbiac	Pharmacie La Butte aux Cailles
Telephone accessories	221, rue de Tolbiac	Image Photo Express
Post Office	216, rue de Tolbiac	La Poste Tolbiac
Supermarket	204, rue de Tolbiac	Simply Market
Photocopier	219, rue de Tolbiac	
Office Supplies (& colour printing)	92, avenue d'Italie	Office Depot
Computer accessories	30, avenue d'Italie	Fnac (in the Place d'Italie shopping centre)

BON APPÉTIT! Those of you wishing to continue your Parisian experience are encouraged to wine and dine at the following restaurants in the area of the conference venue. * OPEN SUNDAY

RESTAURANTS	ADDRESS	CUISINE
Simply Supermarket	204, rue de Tolbiac 75013 Paris	Take-away sandwiches, salads, drinks and other groceries
L'Arome Antique	55, rue Barrault 75013 Paris – Ph: 01 45 88 42 34	Pizzeria, including take-away
* Le Circus	204, rue de Tolbiac 75013 Paris – Ph: 01 53 80 20 04	Wide range of traditional French cuisine
A la Bonne Cave	11, rue de l'Espérance 75013 Paris – Ph: 01 45 80 82 48	Traditional French
* Auberge de la Butte	8, rue de la Butte-aux-Cailles 75013 Paris – Ph: 01 45 80 32 47	Traditional French
* La Montagne d'Or	211, rue de Tolbiac 75013 Paris – Ph: 01 45 88 31 92	Chinese
Chez Papa	27, rue de la Colonie 75013 Paris – Ph: 01 45 88 30 98	Traditional French cuisine and enormous salads
L'Auberge Berbère	39, rue Daviel 75013 Paris – Ph: 01 45 80 68 52	Moroccan cuisine from Berbere region
Café Fusion	12, rue de la Butte-aux-Cailles 75013 Paris – Ph: 01 45 80 12 02	Fusion
Café du Commerce	39, rue des Cinq Diamants 75013 Paris – Ph: 01 53 62 91 04	Traditional French cuisine and curry!
Chez Gladines	30, rue des Cinq Diamants 75013 Paris – Ph: 01 45 80 70 10	Cuisine from the Basque region
Les Cailloux	56, rue des Cinq Diamants 75013 Paris – Ph: 01 45 80 15 08	Italian
* La Pentola	198 bis, rue de Tolbiac 75013 Paris – Ph: 01 45 88 88 83	Pizzeria including take-away
Tandem	10, rue de la Butte-aux-Cailles 75013 Paris – Ph: 01 45 80 38 69	Wine bar (specialist in organic wine)
Chez Paul	22, rue de la Butte-aux-Cailles 75013 Paris – Ph:	Traditional French haute cuisine

PARLEZ-VOUS FRANÇAIS?

A table for two (four).	Une table pour deux (quatre) s'il vous plaît.
Could I have the menu?	Est-ce que je peux avoir la carte s'il vous plaît?
I am a vegetarian.	Je suis végétarien(ne).
Do you have...?	Est-ce que vous avez du?
One/Two of these please.	Deux comme ça s'il vous plaît.
For starters, I'd like...	Comme entrée, je prendrai le (la)....
For the main dish....	Comme plat....
For dessert	Comme dessert....
More bread, please.	Encore du pain s'il vous plaît.
Everything is fine.	Tout se passe très bien.
A (two) coffee(s) please.	Un (deux) café(s), s'il vous plaît.
That was delicious.	C'était délicieux.
The bill, please.	L'addition s'il vous plaît.
There's a mistake in the bill, I think.	Il y a une erreur dans l'addition, je crois.
Where are the toilets?	Où sont les toilettes?

The service is included in the bill, no need to pay a tip.



THE AGEN WORKSHOP 2017

The Agen Workshop, the first international TPRS workshop in Europe, is celebrating its 5th anniversary.

Join foreign language teachers from more than 20 countries for "a life-changing experience."

July 24th, 2017 - July 29th, 2017



Keynote Speaker:



Beniko Mason Nanki
of the University of Shitennoji in Habikino, Japan

For more information :

<http://tprs-witch.com/why-should-you-go-to-agen-france-to-learn-about-tprs/>

NOTES

Handwriting practice area with horizontal dotted lines and a large, faint watermark logo in the background. The logo features a globe with the text "TESOL" at the top and "FRANCE" at the bottom, with a silhouette of France in the center.

POSTER PRESENTATIONS

Posters will be displayed in Room E200 on Saturday and Sunday with special poster sessions on Saturday. Please visit them. Presenters will be happy to meet you! The Best Poster Prize will be awarded during the Closing Ceremony.

Poster sessions:

Saturday, 19 November 11.15 – 11.45, room E200

Saturday, 19 November 16.15 – 16.45, room E200

Dr Eileen N Ariza & Maria Coady

Revisiting Assessment and Evaluation: An overview
Planning for instruction and need to know where to start? Unsure about how to assess your learners accurately? This session reviews steps for planning appropriate language and content objectives for more effective instruction, including the use of formative assessment so it can guide your teaching.

Dra. Susana Gómez Martínez

CLIL in Secondary Education: in search of good practice
This presentation summarises part of the results obtained in a three year longitudinal research project sponsored by the Spanish Government which analyses the (de)motivating factors for teachers and stakeholders in English-medium content courses. It analyses both strengths and weaknesses of the CLIL programmes and suggests ways for improvement.

Dr. Susanne I. Lapp & Dr. Eileen N. Ariza

Teacher Interns, Mobile Apps and ELL students
The new standards-driven movement in the USA is wreaking havoc on English language learners who lack sufficient vocabulary and background knowledge to achieve academic success in school. This poster session will address how teacher interns are applying effective instructional planning and evaluation techniques with mobile learning technology (apps), and discovering new, innovative and exciting ways to scaffold ELL content knowledge and English language and vocabulary skills.

Sherrie Sacharow & Dr Eileen N Ariza

Collaborative Tech for ELs in Composition/Lit
Technology resources can support cooperative learning episodes by involving ELs in more authentic, creative and “fun” activities, even in college English courses. Using technology techniques can help English learners stay actively engaged, play with the language, and make a connection between what they know, and what they need to know.

Laala Youcef

Innovation in Algerian Higher Education
Nowadays the need for acquiring and developing new professional skills for teachers and the revival of learners’ enthusiasm for learning is imminent to be at the forefront of this new demanding world, a world of communication, information and technology dominance where the old classical trends in education started to expire. A new change based on creative thinking and innovation, two major notions for the continuity and development of the teaching/learning process.

Roslyn Young

Using Articulatory settings to improve the teaching of pronunciation
Just as different sports use bodies in different ways, different languages have different ways of using the mouth. The articulatory setting of a language is as fundamental as its sounds. The way English speakers hold their tongues is very different from how French speakers hold theirs. If students speak English using a French setting, a foreign accent is inevitable and some sounds are even impossible. I will show teachers how to improve the teaching of pronunciation by working on this little-known aspect of language learning.



SPEAKERS & PRESENTATIONS

Friday 18 November

Session A • 17.30 – 18.30

Effective Listening and Critical Thinking

Ruhiyye Mahmudova & Kamala Nasirova (Azerbaijan)

Themes: Listening Skills & Young Adult Learners

Room Estauie

Listening is a key to all effective communication. Only a good listener can be a good speaker and I think this proverb highlights the priority of teaching listening to our students. Effective listening lets everybody collect information in a way that promotes critical thinking and successful communication. From this point of view we're going to have a presentation where we'll speak about teaching listening techniques, how to improve effective listening habits to promote critical thinking.

How to prepare Millennials for the workplace

Andy Johnson (United Kingdom)

Themes: Adult Learners & Business English

Room B310

By 2020, millennials, or Gen-Y (those born between 1980 and 2000) will make up 50% of the global workforce. They are tech-savvy, with a desire to access on-demand learning and a requirement for constant feedback and coaching. Managers have a lot to consider when attempting to deliver the kind of career progression Millennials expect. But how should we as educators prepare this group for the workplace? And are they really that different to anyone else?

Humour as a Springboard to Creativity

Geoff Tranter (Germany)

Themes: Humor in the Classroom & Adult Learners

Room 312

We all want our learners to become creative in the use of the language they learn. But how can this be promoted in the classroom? This workshop will provide a number of ideas and activities that can easily be used both to motivate and to inspire your learners to develop creativity in using English.

We don't teach English, we teach people

Annie Altamirano (TESOL Spain)

Themes: Primary learners & Intercultural issues

Room Opale

More and more, EFL teachers are expected to teach values. But how? In this presentation, I will propose some guiding principles for incorporating values education in our classes and explore ways to teach them from an early age. Teachers will discuss what values need to be taught and design activities they would like to implement in their lessons.

Develop your business activity with the CPF!

Fadila Arar (ETS Global)

Themes: Language Testing & Teacher Training and Development

Room Rubis

The reform of the Compté Personnel de Formation (CPF) has been in the heart of the training sector in France for almost 2 years. As a big demand of training funding is concerning language courses, ETS GLOBAL accompanies its partners in the path of the reform by advising English language schools and independent trainers. Learn more about how you can develop your business activity using the CPF leverage, with a focus on the funding and CPF mechanics and get the latest news on the training reform.

Bilinguals are NOT rare!

Anna Tataurova (France)

Theme: Intercultural issues

Room Emeraude

Many people still believe that a bilingual is anyone who has equal and perfect knowledge of their languages. The talk 'Bilinguals are not rare!' will reveal a new, more realistic view on bilingualism and will highlight some misconceptions related to it. The participants will be given advice on how to address bilingualism in the classroom and to raise learners' awareness of their bilingualism. Several activities exploring the issue will also be discussed.

Fun, Games and Weird Activities in the Classroom

Josette Molle (France)

Themes: Adult Learners & Young Adult Learners

Room Saphir

This is a tried and tested collection of activities and games for (teenagers and adults). Some are designed by Josette Molle herself or borrowed and inspired by other teachers, websites and TV. Easy, fun, and practical ideas to employ in your classroom when you could use a pick me up.

Cairo - Berlin: Adapting workshops to Skype

Tom Heaven (Germany)

Themes: Teacher Training and Development

Room Grenat

Workshops in which teachers in different locations interact and work with one another is the topic of this presentation. The model developed out of lesson planning events (called lesson jams) in which teachers collaboratively plan lessons. The focus will be the simple use of technology to provide a platform for exchange between teachers around the world. More specifically, attention will be paid to how to adapt a workshop from an offline to an online setting.

Saturday 19 November

Session B • 9.00 – 10.00

Blended Learning in one easy lesson

Elizabeth Anne (France)

Themes: Technology in the Classroom & Higher Education

Room Thevenin

If you already use Google Drive, have you unleashed its full potential for radically changing your teaching? And if you do not use Google Drive yet, then come and see how your teaching can quickly reach new heights, from motivating extensive reading in class, to audio feedback on written work.

Training culture. – What and how?

Barry Tomalin (United Kingdom)

Themes: Teacher Training and Development & Business English

Room Estaanie

Cultural skills are vital for business in a globalising economy but how do we train teachers to deliver cultural awareness effectively? And once we've done the training how can we best evaluate results and ensure ongoing development, without which the training legacy quickly fades and dies? Training Culture explains what you need to include in a business culture teacher training course, how to deliver training in an interactive fashion and how to ensure implementation of results.

Rethinking EFL teacher motivation

Taguhi Sahakyan (United Kingdom)

Theme: Teacher Training and Development

Room 310

I will present the results of my study exploring EFL teacher motivation from the possible selves perspective. The findings suggest that the teachers developed feasible teacher self images containing various self components intertwined and complementary to each other which were plausible in their context.

A cultural *tour guide* on English behaviour

Beatrix Price (Hungary)

Themes: Adult Learners & Teacher Training and Development

Room 312

What can an ELT teacher learn from the English? In this talk I aim to give an insight into the unwritten rules of English mindset, based on the book 'Watching the English' by the social anthropologist, Kate Fox, and my own observations over the last 25 years. We'll see how deep the English let others penetrate into their precious, hidden world; for ELT professionals, beyond grammatical rules.

“The limits of my language means the limits of my world.”

—Ludwig Wittgenstein

Developing multiliteracies through picturebooks

Gail Ellis (British Council)

Themes: Primary learners & Intercultural issues

Room B316

Making reference to the wordless picture book, Bluebird by Bob Staake, this talk will show how this story has the potential to develop much more than basic vocabulary and phrases related to the story content. It can also be used to integrate multiliteracies into primary English language teaching pedagogy such as visual literacy, emotional literacy, cultural literacy, nature literacy, digital literacy, moving image literacy and learning literacy to help children explore multimodal meaning making.

EMI: Future Challenges for Independent Trainers

Divya Madhavan & Bethany Cagnol (France)

Theme: Higher Education

Room Opale

This talk will outline possible definitions of EMI in different international contexts and try to situate the future independent and *vacataire* English language trainer within the scope of such training. ELT trainers will take on a new role, not just in methodological terms but also in relation to planning, content, delivery, assessment and feedback. We will broach a range of practical topics from what the trainer can expect from an EMI environment to survival tips for project completion.

Developing Non-Verbal Communication Skills

Patrick Painter (Express Publishing)

Themes: Speaking Skills & Pronunciation/intonation

Room Rubis

The success or failure of real-life communication is often decided by non-verbal factors. If our learners are to interact confidently and effectively, they must be aware of the impact that their tone of voice, body language, and appearance will have on their audience.

Writing with light-photography in the ELT world

Julia Alivertis & Jeffrey Doonan (Greece)

Themes: Young Adult Learners & Intercultural issues

Room Emeraude

'In teaching us a new visual code, photographs alter and enlarge our notions of what is worth looking at and what we have a right to observe. They are a grammar and,...., an ethics of seeing.' S.Sontag 'On Photography'.

Photos play a vital role in many learning environments and language certification exams. Our aim is to demonstrate activities that utilize photography in ELT teaching in new, or even subversive ways, combining language learning skills with visual literacy and ethical concerns.

Culture to culture: from awareness to learning

Zoltán Rézműves (Hungary)

Theme: Intercultural issues

Room Saphir

When we talk about culture, we usually mean two different things: the culture, or lifestyle of English-speaking countries

on the one hand, and the arts and other forms of cultural expression on the other. What role does either form of culture play in learning English? How can we promote cross-cultural awareness and activate this for language development in our classrooms?

Session C • 11.45 – 12.45

The native/nonnative conundrum revisited

Péter Medgyes (Hungary)

Theme: Teacher Training & Development

Room Thevenin

In my book, 'The non-native teacher' (1994), I argued that non-native-speaking teachers of English were unable to emulate native speakers in terms of their English-language competence. At the same time I also claimed that nonnatives were in possession of certain attributes that may well offset their linguistic handicap. To prove my point I put forward two sets of hypotheses. Since my publication a lot has happened concerning the native/nonnative dilemma and English language teaching in general. With a new paradigm looming large, I propose a 9-point action plan for deliberation.

Culture & Language: Progressing from EFL to ELF

Judith Mader & Rudi Camerer (Germany)

Themes: Business English & Intercultural issues

Room Estaunie

Is English as a Lingua Franca (ELF) really a language without cultural roots? And will using English globally always be successful, as long as both parties speak it "well"? There is empirical evidence to the contrary. What does this mean for the teaching (and testing) of English? Practical examples and teaching suggestions for written and oral communication will be given.

Very narrow listening

Judith Logsdon-Dubois (France)

Themes: Listening Skills & Adult Learners

Room B310

Do your students have difficulty understanding spoken English and blame the speakers? Most listening exercises are merely practice tests. Michael Jordan said, "If you practice wrong, you get very good at doing it wrong." Very Narrow Listening is adapted from Krashen's Narrow Listening. I will help you prepare an exercise that you can use in your next class. After the exercise, your students will find that what sounded like gibberish is now Comprehensible Input. My students say, "It's magic!"

Motivating students to study online

Deirdre Cijffers (Cambridge University Press)

Theme: Technology in the Classroom

Room B312

With ever more institutions 'going digital', there is an increased expectation that students will do some work online outside of class time. The greatest challenge teachers face is motivating their students to study online, which is not as easy as it might seem at first. This talk looks at ways of achieving this through discussion of purpose, integration and teacher presence and draws on examples of actions taken by teachers and institutions using Cambridge blended and online courses.

A space odyssey: rethinking classroom space

Stephen Reilly (British Council France)

Themes: Young Adult Learners & Primary learners

Room B316

I CAN take any empty space and call it a bare stage. 'I can take any empty space and call it a bare stage.' said Peter Brook. I often wonder if we teachers could take any empty space and call it a bare classroom. So over the last few years I've been experimenting with different classroom set-ups and observing their effect on learning. This presentation will look at how teachers can rearrange-and even get rid of-chairs and desks to better use floor space in order and enhance learning.

Creative writing techniques for the 21st Century

Hanaa Khamis (Egypt)

Themes: Writing Skills & Teacher Training and Development

Room Opale

Innovative communicative techniques for enhanced student writing are demonstrated. The Engage-Study-Activate model illustrates warm-up, controlled and free activities. Listening to audio, watching videos, looking at pictures, reading texts, thinking, speaking, and doing provide a matrix for writing, using paper- and web-based materials. Writing subskills, besides hands-on assessment tools and feedback tips, are presented. Reflections on teaching practices in writing classes are finally shared.

"Because without our language, we have lost ourselves.

Who are we without our words?"

—Melina Marchetta, Finnikin of the Rock

How to teach dyslexic readers to read?

Daniella Aviv De Winter (Soft English)

Themes: Reading Skills & Primary Learners

Room Rubis

Reading is an essential tool in acquiring a new language; we have developed a simple method to teach reading to beginners who have never learned to read. This method can prevent dyslexic failures from the start and is successful with dyslexic readers of all ages. The method teaches to connect sounds and letters, and lays a basis for the logic of reading. It does not require familiarity with words; it rather focuses on helping students understand the technique and rules/patterns of reading.

Strategies of capitalizing on multilevel classes

Hatem Daoud (Tunisia)

Theme: Multilevel classrooms

Room Emeraude

Teaching multilevel classes can be at the same time annoying and challenging. In this presentation, the speaker will state

some features of mixed ability, shed light on the problems that teachers may face in multilevel classes and discuss some of the practical modes and strategies that can help teachers succeed in their mission of coping with the problems of heterogeneous classes.

Creating digital storytelling: Empowering learners

Sohee Kim (France)

Themes: Technology in the Classroom & Classroom Management

Room Saphir

Digital storytelling offers positive learning effects that aid English learners to develop their communication skills. Developing a story and using story-based media can empower language learners to become speakers and writers as well as promote the use of critical media skills. This session introduces how to create digital storytelling using social media as a means to nurture communication skills, in terms of speaking and writing skills, both in and out of the English classroom.

Session D • 14.00 – 15.00

Getting your work published

Helena Gomm (Pavillion Publishing and Media Ltd)

Themes: Materials Design and Publishing & Teacher Training and Development

Room Thevenin

The internet provides almost limitless possibilities for publishing teaching ideas in blogs and websites. Teachers can even publish entire books online. At the same time, the larger publishers seem to be commissioning fewer and fewer titles. But is quality being sacrificed on the altar of convenience? And if the future is self-publishing, how do you ensure that your material is the best it can possibly be, that it stands out from the crowd, enhances your reputation and furthers your career?

Learning to teach second language pragmatics

Shona Whyte & Aisha Siddiq (France)

Themes: Teacher Training and Development

& Young Adult Learners

Room Estaurie

Interlanguage pragmatics is considered one of the major communicative skills. However it has been rarely a focus in traditional classrooms that focus on lexico-grammatical functions, resultantly, L2 speakers fail to approximate native live norms. The present study focused on teacher training to teach EFL teachers to teach second language pragmatics in secondary schools, focusing particularly on requests.

Teaching one little thing through speaking, listening, reading, writing

Marta Bujakowska (IATEFL Poland)

Theme: Young Adult Learners

Room B310

We often find it discouraging when our teenage learners are reluctant to use the English structures we taught or they use them incorrectly. The reason is that they usually don't have enough practice. I want to present some activities which every teacher should have in their teacher's "tool kit". All of them come from my experience with teenagers in my long years of working with both monolingual and multilingual groups in Poland and abroad. They are either my own creations or adaptations of some other teachers' ideas; sometimes I even find it difficult to acknowledge their sources.

Q & A Session with Diane Larsen-Freeman

Room B312

You like to move it? A sensuous mode of learning

Silvia Schnitzler (Argentina)

Themes: Humor in the Classroom & Intercultural issues

Room B316

Can multi-sensory activities be integrated to the teaching of a foreign language? Can cultural awareness be raised in the classroom? I believe that both questions have a positive answer – integration can be achieved through one form of artistic expression: music. The purpose of this workshop is to provide the teacher with some tools to cater for all learning styles in an experiential way. The cultural component is embedded through different rhythms such as tango, cha cha cha, mambo and pop.

Flipping the Classroom; Learners' Perspectives

Asma Al Aufi & Suleiman Al Adawi (Oman)

Themes: Higher Education & Adult Learners

Room Opale

The study examines part time learners' perceptions and feedback upon the semi structured flipped teaching applied in classrooms of undergraduate module. Since this method of learning has been implemented only recently in our institution, part time students find it challenging, yet effective for their learning to take place. The study concludes with positive attitudes of the learners regarding flipped learning as they firmly agree with the respective method to enhance their academic performance.

Using integrated tasks in language testing

Liana Berkowitz (ETS Global)

Themes: Language Testing & Higher Education

Room Rubis

Even though many teachers agree that integrating language skills is common practice in their classrooms, integrated tasks are still relatively rarely used in standardized assessments. In this session we will look at a sample integrated writing task from the TOEFL iBT® test. Participants will have a chance to explore the task and to score sample responses to the task by using holistic rubrics. There will be time for discussing classroom application, listing useful resources and for Q&A.

Implementing personalised CPD in a large ELTO

Liam Tyrrell (Ireland)

Themes: Teacher Training and Development & Working conditions

Room Emeraude

In large ELTOs it is difficult to provide personalised CPD. This talk will be an account of the challenges involved in this process and how they can be overcome with reference to a real-life example in an adult private school in Dublin, Ireland.

What if we gave each other more time to think?

Michelle Hunter (Germany)

Themes: Teacher Training and Development & Higher Education

Room Saphir

Allowing time to think can be uncomfortable. Balancing learner contributions with how much input I "need" to provide can be challenging. What if I held my lessons in a Thinking Environment? How could I do that and what would be the results? Join me to experience the lesson I developed to teach how the 10 components of a Thinking Environment can cultivate more thoughtful and generative lessons. This session is a continuation of my talk on demanding high silently.

Session E • 15.15 – 16.15

Building and delivering your own Online Courses

Peter Atkinson (Cyprus)

Themes: Technology in the Classroom & Materials Design and Publishing

Room Thevenin

This workshop will provide practical insights and advice on how you can set up an online course. We will focus on two key elements: platform (LMS) and content. From a field of over 500 LMS options, we'll narrow down the easiest to set up and manage based on your needs and capacity. On the content side, we'll look at tools and techniques to build out your content and take advantage of your existing materials.

ESP: Becoming a non-expert expert

Ben Butler & Antony Myers (United Kingdom)

Themes: English for Specific Purposes & Adult Learners

Room Estaunie

New or experienced teachers often feel fear when asked to teach or cover a class involving ESP, professional, business or technical English of which they have little knowledge. This talk will aim to show that in fact any good teacher can conduct classes on any topic provided their approach and style follow some simple dos and don'ts. In addition, it will look at how material can be accessed and adapted to suit a variety of different purposes.

Learance: A new/old concept for teachers

Stephen Scott Brewer (France)

Themes: Teacher Training and Development & French Learners of English

Room B312

Learance is about people's intrinsic "production capability" to learn. School has a reputation of thwarting young people's learner. Adolescent and adult language learners need all the support and confidence they can get to help them acquire usable skills in a new language. This talk suggests that there are three main levels or "worksites" for teachers who take an interest in developing their students' learner. These include wanting, being enabled, and knowing how to learn.

Brain compatible language teaching through TPRS

Iris Maas & Kirstin Plante (TPRS Academy, The Netherlands)

Themes: Teacher Training and Development & Speaking Skills

Room B316

Are you curious to know how you can engage your students in language learning using storytelling? Would you like more interaction in your classes? Come sit in a Russian class and find out more about the successful approach TPR Storytelling!

15.30 – 16.15

**Live Streamed Session: IATEFL/TESOL
International Joint Web Conference**

Professional learning and engagement with the
TESOL International Association

Andy Curtis (TESOL International, USA)

Theme: Teacher Training and Development

Room Opale

The TESOL International Association is the largest association of its kind in the world.

In its current three-year Strategic Plan (2015-2018), there are five main goals, one of which is 'Professional learning and Engagement': "TESOL will provide English language teaching professionals with the necessary body of knowledge, tools, and resources to enhance their expertise and practice". Within that goal there are a number of objectives, including to "expand the variety and reach of professional learning opportunities" and to "incorporate relevant research and development into TESOL professional learning". In this presentation, we will look at how the Association achieves these objectives.

Thirty things to do with a piece of paper

Rachael Harris (France)

Theme: Primary learners

Room Emeraude

This highly practical workshop is full of ideas for your primary class, including different ways of making books, games, dice and other objects. These tips can be used with a variety of common themes and are easily adaptable. They are particularly useful as a final stage in a unit, and are an interesting way of presenting learning to parents for example. Participants are asked to bring scissors, stickytape and a gluestick, although they are welcome without. All other material will be provided.

Assessing students' creativity

Wojtek Koszykowski (France)

Themes: Adult Learners & Multilevel classrooms

Room Saphir

Many teacher training sessions these days address the importance of fostering creativity and divergent thinking in education. However, measuring creativity is believed to be too difficult, and therefore neglected. While it may be true sometimes, there are many creativity assessment tools, combination of which leads to valid and reliable tests. I would like to demonstrate how these tools can be converted into engaging classroom techniques for all levels.

Session F • 16.45 – 17.45

16.45 – 18.15

**Panel Discussion: English Language Teacher
Associations and Professional involvement
in Africa**

Led by Harry Kuchah Kuchah

With: Abayneha Haile (Ethiopia), Caetano Capitão (Angola),
Catherine Moto Zeh (Cameroon) & Rukundo Kanyankole
(Rwanda)

Room Thevenin

**Corpora and English language teaching:
a proposal**

Pablo Tagarro Melon & Nerea Suarez Gonzalez (Spain)

*Themes: Teacher Training and Development & Technology in the
Classroom*

Room Estaunie

The motivation of this talk is to provide many useful illustrations of how to use available online corpora for creating English class materials without the need of buying course books or any other materials which have been previously prepared for someone else. As teachers of English as a Foreign Language we should strive to find new ways of improving our students' management and control over the language.

**Motivating reluctant readers to
read extensively**

Kate Tindle (United Arab Emirates)

Themes: Reading Skills & Technology in the Classroom

Room B310

This presentation looks at the benefits which extensive reading brings to English language learners. It outlines some of the considerations involved in persuading reluctant readers to read outside the classroom. It describes how a university foundation program in the United Arab Emirates has used an online program in conjunction with the university library to transform extensive reading practices.

A new family of Englishes - Ail ou radis?

Andreas Grundtvig (Pilgrims)

*Themes: French Learners of English & Grammar
and Vocabulary Development*

Room B312

Futurologists have predicted the extinction of minor languages to make way for dominant world languages such as English. But in that process a new family of languages is being created, one of mutually unintelligible Englishes. This workshop looks at what is already happening, how it affects the language our students call 'real', and the problems created by the word 'native'.

*“When I cannot see words curling like rings of smoke round me
I am in darkness—I am nothing.”*

—Virginia Woolf, The Waves

Improvising the adolescent literature curriculum

Spencer Salas (USA)

Themes: Drama Techniques & Young Adult Learners

Room B316

More than a warm-up activity, or a scripted scene, process-centered theatre strategies can engage adolescent readers' connection-making with the prescribed literature curriculum as embodied collaborative transactions. The hands-on workshop leads participants through a series of five improvisation strategies with focused discussion about how they might be operationalized to engage reluctant readers in literature-based reading instruction.

Art in the English Classroom

Elsien Gale (France)

Themes: Speaking Skills & Grammar and Vocabulary Development

Room Opale

I will give a number of examples how works of art can be used in the English classroom with all levels of students and for different aspects of learning English. I will concentrate on applications for speaking practice, but use for writing will be touched upon. The session will be interactive and practical.

SAMR: A model of tech-infused lesson development

John Arnold (Belgium)

Themes: Technology in the Classroom & Teacher Training and Development

Room Rubis

Technology in the classroom has the power to alter the way we teach in the 21st century. But, just using technology to substitute for what we are already doing is not enough. Ruben

R. Puentedura, Ph.D. has developed a model for developing tech-infused lessons: SAMR. The model asks teachers to focus on the task and how we can redefine it in terms of technology. The presentation looks at the model, examples from a teacher training program and tools language teachers can use.

Untangling the mind

Zuraidah Ismail (United Kingdom)

Themes: Teacher Training and Development & Primary learners

Room Emeraude

This presentation focuses on exploring the evolution of newly qualified teachers' knowledge and beliefs about teaching and learning during their first year of teaching. Data was gathered from Skype interviews, classroom observations, stimulated recall interviews and journal entries throughout the participants' first year of teaching. This study hopes to add to the body of knowledge regarding the appropriacy of pre-service training courses for teachers teaching in public schools.

Applying Synthetic Phonics in adult ESL/EFL

Adam Scott (United Kingdom)

Themes: Pronunciation/intonation & Reading Skills

Room Saphir

Synthetic phonics (SP) has the potential to transform our ELT experience and improve learners' phonemic awareness and decoding skills. It supports reading and listening abilities, spelling, pronunciation, and constructing meaning in writing and speech. My session will outline how SP decoding practices impact learners, and provide practical takeaway materials and classroom ideas which integrate SP as a teaching element, enabling fast, accurate decoding to support learners' broader development.

Session G • 18.00 – 19.00

Formative assessment: Practical ideas in Higher Ed

Sheri Bos (The Netherlands)

Theme: Higher Education

Room Estaunie

While the importance of formative assessment is generally acknowledged, it isn't necessarily widely understood or adopted in higher education. This talk will explore what formative assessment is and what it isn't and offer practical strategies along with examples of formative assessment in higher education EAP and ESP classrooms.

Making trouble-free corpus activities

Jennie Wright (Germany)

Themes: Technology in the Classroom & Grammar and Vocabulary Development

Room B310

A corpus (pl. corpora) is an electronic collection of real-world examples of language to be used by teachers. In this workshop, participants will first learn key terms to access and

understand popular corpus. Then they will then carry out corpus activities that take only 10 minutes to create. Finally, at the end of the session, I'll cover key tips for creating successful tasks and provide free resources for those wanting to find out more.

EMI: what are the implications for TESOL?

Alexandra Reynolds (France)

Themes: Working conditions & Teacher Training and Development

Room B312

EMI (English as a medium of instruction) has seen a recent growth in French schools and universities. EMI consists of teaching courses (other than in English) in English. What room is there for TESOL teachers who may be left out of this process? How will a growing trend towards EMI impact on teachers of English rather than teachers who teach in English? This session will enable TESOL teachers to both understand and be part of the EMI process.

Performing street theatre in the ELT class

Efi Tzouri (Greece)

Themes: Drama Techniques & Speaking Skills

Room B316

This talk-workshop focuses on the educational value of performing arts in ELT class through the prism of Street theatre, examines the connection of street theatre's theory to pedagogy, explains why performing arts are a powerful vehicle in learning process and practically suggests self-expression and interaction through experimental activities.

Using coaching in an educational setting

Ben Dobbs (United Kingdom)

Themes: Teacher Training and Development & Classroom Management

Room Opale

The words "coaching" and "mentoring" are frequently used; however, the true meaning of these terms and their power and use in an academic environment are not often considered nor are they utilised or exploited. Together, we will examine how these related yet distinct methodologies can be used by managers and teachers for support and development and test them for ourselves.

Get emotional with CEFR-based communication tasks

Laura Edwards (Germany)

Themes: Adult Learners & Young Adult Learners

Room Rubis

Exchanging personal experiences plays a central role for language learners, particularly at levels B1 and B2. Our ex-

periences are linked to emotional responses; we regret past mistakes or feel disappointed when things don't meet expectations. Expressing emotions in an appropriate manner can be challenging. In this workshop, you'll use the CEFR to develop communicative tasks focusing on emotions and experiences.

Cultivating a growth mindset in YL EFL classrooms

Sophie Handy (British Council)

Themes: French Learners of English & Young Adult Learners

Room Emeraude

At the British Council Paris we support our students in their progress and in achieving their learning goals via an Assessment for Learning culture. It is therefore no surprise that my interest in Carol Dweck's seminal work on the growth mindset motivated me to explore how it can be achieved despite a strong culture of summative testing in the French context and teachers' potential lack of awareness of their own mindset and their ability to instill this growth mindset in their students.

Brain Science in the classroom

Patricia de Griese (Germany)

Themes: Teacher Training and Development & Adult Learners

Room Saphir

How to boost attention, motivation, understanding and retention - Learn to connect brain research to classroom activities. There is a huge difference between teaching and learning. Knowing how the brain learns best will allow you to create an environment that dramatically increases students' success in the classroom. Let us explore how to connect brain research to classroom activities in very practical ways.

Sunday 20 November

Session H • 11.15 - 12.15

Business, language and intercultural skills

Helen Strong (Germany)

Themes: Business English & English for Specific Purposes

Room Thevenin

The skills business people need in today's workplace are becoming ever more demanding. A knowledge of English is no longer sufficient to function effectively on the global business stage; people also need good business skills, soft skills and intercultural skills. How do we accurately identify which skills to work on and how do we provide opportunities for our learners to develop them? I will present an approach for making sense of the complexity of skills which learners need to develop.

Creativity Forum: Creativity in language learning and teaching

Led by Chaz Pugliese

With members of The C Group

Room Estauie

Getting the most from a phonemic chart

Piers Messum (United Kingdom)

Themes: Pronunciation/intonation & Teacher Training and Development

Room B310

For good pronunciation, a student must engage with the English sound system more deeply than simple phonemic charts allow. Most of these only establish an inventory of sounds. With a well-designed chart, students are also presented with the contrast between stressed and unstressed sounds, with the articulatory system underlying vowels and with the way that schwa differs from normal vowels. They discover these things for themselves, as they point words out and say what they point.

*To handle a language skillfully is to practice a kind of evocative sorcery.
—Charles Baudelaire*

Ted.com: Global Issues Integrated into EFL Classes

John W. & Floyd H. Graham (Japan)

Themes: Technology in the Classroom & Speaking Skills

Room B312

Ted.com has been creating authentic videos by progressive leaders that help increase awareness while also improving the English language skills of university students. Using TED.com videos as a medium, the presenters will share a presentation format, student materials and templates for teachers, and demonstrate how these videos and materials help introduce global issues into university classrooms, and develop student confidence in speaking English in their language study.

Ear Openers: Activities for bottom-up listening

Mikhail Grinberg (Germany)

Themes: Listening Skills & Technology in the Classroom

Room B316

Listening activities can be found in most modern textbooks. However, as teachers we seldom go beyond asking our students some questions and checking if their answers are correct. We test rather than teach. Students often complain that although they fully understand the transcript, when they listen to native speakers, all they hear is noise. We will look at three practical activities that help learners develop their bottom-up listening skills and literally start hearing more.

A Large class communication in English in Angola

Caetano Capitão (Angola)

Themes: Classroom Management & Working conditions

Room Opale

The challenge of dealing with large classes in ELT, in Angola has been one of the most difficult classroom management issues, particularly when the context tends to be different from the one related to the target language (English). Therefore engaging with a class of one hundred students and making them interact for some communication in English is not an easy task.

Before and after: activities for reading

Robert Hill (Black Cat – CIDEB)

Themes: Reading Skills & Speaking Skills

Room Rubis

Has it ever happened to you that someone handed you a book, already open at the first page, and told you to read? Probably not! And this shouldn't happen in the classroom, either. This practical session will demonstrate several motivating, entertaining pre-reading and after-reading activities, all of which are easy to create and which can be used at all levels. All the ideas will be exemplified with just one short story.

A Cinematic day with Shakespeare

Brian Gabriel Major (Canada)

Themes: Adult Learners & Drama Techniques

Room Emeraude

Shakespeare can be enjoyed at the intermediate level and of course beyond! This presentation will show how to re-introduce the Bard and make him approachable and pleasurable by comparing and contrasting the balcony scene from 3 versions of Romeo and Juliet as well as using the bedroom scene from Shakespeare in Love. Students read the scene in pairs either before or/and after viewings. The To Be or Not to Be soliloquy from the Olivier, Gibson and Branagh Hamlets can also be used as well.

Improving adult learners' pronunciation

Oana-Alexandra Samoila (Italy)

Themes: Pronunciation/Intonation & Adult Learners

Room: Saphir

Pronunciation remains one of the most unexplored areas in English teaching due mainly to the perception of both the teacher and the learner that it is difficult to master and boring to teach. By looking at the concept of intelligibility and what our learners need to be made aware of, we will experiment and experience several activities that aim to make pronunciation teaching an exciting and successful part of any lesson.

Session I • 13.00 – 14.00

Global Justice in ELT: around the world in 60 mins

Linda Ruas (United Kingdom)

Themes: Adult Learners & Intercultural issues

Room Thevenin

The free, online New Internationalist Easier English wiki is different from most ELT materials as it confronts taboo, sensitive, topical subjects head-on. We will look at various ways of developing learners' skills and language both inside and outside class using quizzes, photo essays, two-sided arguments, infographics and simplified articles whilst also getting learners to engage critically with global justice issues such as the refugee crisis, fundamentalism and climate change.

To Moodle or not to Moodle?

Jodi Wainwright & Angelos Bolas (Greece)

Themes: Technology in the Classroom & Adult Learners

Room Estauie

Moodle has been around for a very long time, yet there are still many educators who question its use. The presenters have crowd-sourced all those concerns teachers, institutions, and learners have and through a live debate show the usefulness this platform has in the ELT classroom. The debate will showcase real samples of students' progress as a result of using Moodle in their courses.

Teachers of all levels of experience are welcome to attend.

The greatest obstacle to international understanding is the barrier of language.

—Christopher Dawson

Developing critical thinking in academic writing

Amie Dussurget-Quesnell & Rachida Labbas (USA)

Themes: Writing Skills & Higher Education

Room B310

This presentation aims to explain the process ESL students go through to develop critical thinking skills in academic writing papers, and the techniques that can be used to help students become stronger writers at the university level. The information presented is based on the teaching experience of both presenters in an academic writing program at Washington State University. Both presenters were part of restructuring and further developing the academic program where they work.

Dada machine or (re)imagining the classroom

Roy Bicknell (The Netherlands)

Theme: Adult Learners

Room B312

Dada Machine celebrates the 100th anniversary of Dada. We can bring more creativity and improvisation into our teaching by (re)imagining the classroom. Using the playful approach to language that inspired Dada artists, we will: explore techniques that foster student responsiveness and agility; introduce the Dada Wheel to 'reconfigure' classroom activities; and create new classroom activities using Dada principles. Come along to this interactive workshop and discover your inner Dada!

Spelling: can you see the forest for the trees?

Monika Pukli (France)

Theme: Pronunciation/intonation

Room B316

This talk will walk you through some rules of English pronunciation that can be based on spelling. Instead of giving you a complex overview of meticulous rules that are difficult to digest - for the students and the teacher - the session will focus on simple rules that are easy to use in the classroom and are essential to reinforce learner autonomy.

Using observation notes; Accept or reject it?

Samah Sabbagh (Jordan)

Theme: Teacher Training and Development

Room Opale

This talk presents the teachers' attitudes and perceptions towards observations during receiving their training on reflective practice. It then discusses the benefits of writing well structured, organized observation notes to teacher trainees,

and how these notes could be used later as a reflective tool on their own teaching. This practical session aims to raise awareness to teachers and trainers on how the rigorous process of observation can be transformed into a productive learning experience.

Préparation au TOEIC et blended learning

Achille Pinson (PrepMyFuture)

Themes: Technology in the Classroom & English for Specific Purposes

Room Rubis

Une partie significative des cours d'anglais est maintenant consacrée à la préparation des tests standardisés (TOEIC, TOEFL, BULATS, IELTS, etc.). Avec le blended learning, il est possible de bien préparer les apprenants aux tests tout en gardant des cours interactifs et créatifs. Au cours de cet atelier, nous décrirons plusieurs cas concrets d'utilisation de nos outils numériques de préparation aux tests standardisés.

Be creative and engage your students

Donna Obrzut (USA)

Themes: French Learners of English & Materials Design and Publishing

Room Emerald

Sometimes students find it challenging to keep focused on the story they're reading or the movie they're watching. In addition, students bring to the table different learning styles and skill sets. This session focuses on creating activities and activity packets to meet the goals of the unit and the learning levels and styles of the students. These activities can be adapted from novice to advanced levels in any language.

Where are the students?

Janine Bray-Mueller (France)

Themes: Teacher Training and Development & Working conditions

Room Saphir

The most visible point on a pyramid is the single stone perched on its apex. Below are rows of heavy, look-alike stone blocks. Many freelance teachers hope the next student is just around the corner—and forget the rows of look-alike pyramid stone blocks that are akin to rows of look-alike teaching businesses. Is it possible to put a freelance teaching service at the top of the pyramid to gain market visibility to attract new students?

Session J • 14.15 – 15.15

Teacher-researcher journeys in EP: puzzles & PEPAs

Marianna Goral & Chris Banister (United Kingdom)

Themes: English for Specific Purposes & Teacher Training and Development

Room Estauie

This session focuses on a group project involving EAP teachers at a UK university researching their classroom environ-

ment following the principles of Exploratory Practice (EP). By identifying a 'puzzle', the teacher-researchers enhanced their understanding of their classrooms and boosted quality of life for students and teacher. The talk recounts the experience of two novice teacher-researchers from EFL backgrounds and reflects upon the opportunities and challenges of a teacher-researcher.

Will it blend?

Eftychis Kantarakis & Vicky Chionopoulou (Greece)

Themes: Technology in the Classroom & Materials Design and Publishing

Room B312

We hear more and more voices sharing stories about the use of Blended learning. But what is it? Does the future of education lie in the field of using a lot of media in the classroom? Do the students show the way? Can the teachers follow? Do they need to and how? Or even, why?

Let's review some of the elements of Blended Learning and appreciate it for what it really is. Not what we think it could be.

Accent on accents:

Understanding other speakers

Aimee Johansen (France)

Themes: Adult Learners & Pronunciation/Intonation

Room B316

I will describe the organization and results of a course designed to help learners better understand native, near-native and non-native accents in English. Highlights will include identification of aspects of pronunciation in different varieties of English, and use of these features to improve comprehension. I will describe student assignments and final projects and share resources that ease work on pronunciation, including phonetics materials, Audacity software and GMU's Speech Accent Archive.

Improving 'Flow' in the language classroom

Nicholas Whitley (Spain)

Theme: Teacher Training and Development

Room Opale

The term 'flow' has been used by psychologists to describe a heightened state of concentration, one which is considered optimal for learning. In this talk, we will explore this and other meanings of 'flow' in the classroom, looking at lesson planning, teacher talk, and emergent language as tools to help create these 'flow' experiences not only for learners, but for teachers themselves as well.

The Multilingual turn in language education

Nayr Ibrahim (British Council France)

Themes: Intercultural issues & Primary learners

Room Rubis

Children today grow up with multiple languages: they have a father and a mother tongue; they develop bilingualism as their first language; they speak heritage languages at home and pick up additional languages in the community; they study foreign languages, and have English as a basic skill. Yet we still view multilingual individuals through the narrow monolingual lens. In this session I will consider language education through the multilingual lens, as children grow up in a globalised world.

A spoonful of Sugar! Making B2 sweeter

Nikki Unsworth (Spain)

Themes: Young Adult Learners & Adult Learners

Room Emeraude

It can sometimes be difficult to liven up an exam class as the exam preparation can seem repetitive and unavoidably dull. In this session I will present a selection of activities which can help bring some fun to a B2 level class whilst helping students to improve exam performance. Focusing on both language practice and typical exam preparation, the session aims to share some ways to create engaging, enjoyable classes, which I believe enhance learning.

Techniques for teaching ESL Skype groups of adults

Inna Batorina Bougoin (France)

Themes: Adult Learners & Speaking Skills

Room Saphir

More and more adults choose to become online ESL learners. A main problem of e-learning is lack of cooperation and social communication. Learning a language requires communication, as language is a form of social behavior. So, there is a need for practical implications of social strategies into interactive online classroom. This workshop aims to provide online ESL teachers with techniques permitted members of a Skype group to be engaged in social interactions and become active English speakers.

Any changes in the programme after the printing of this brochure will be announced at the conference.

Programme design: Matthew MacKay and Csilla Jaray-Benn

Printed by: Canon France Business Services S.A.S.

Image credits: Cover photo 2016 and page 6: Rémi Engelbrecht – www.alaika.com

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36th Annual International TESOL France Colloquium

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Marjorie Rosenberg has been teaching general and business English for 35 years in Graz, Austria working for the University of Graz, the Styrian Teacher Training College, as well as with in-service teachers and corporate clients. She has published with Cambridge University Press, Pearson, National Geographic Cengage, Delta and Wayzgoose Press. Marjorie was the Chair of TEA (Teachers of English in Austria) and is the IATEFL President.



Stephen Ryan has been involved in language education for over 25 years and for most of that time he has been based in Japan. He is currently a professor in the School of Culture, Media and Society at Waseda University, Tokyo. His research and publications cover various aspects of psychology in language learning, with his most recent books being *The Psychology of the Language Learner Revisited*, co-authored with Zoltán Dörnyei (Routledge) and *Exploring Psychology in Language Learning and Teaching*, co-authored with Marion Williams and Sarah Mercer (Oxford University Press).



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