



**36th**  
**Annual International**  
**TESOL France Colloquium**

**17 – 19 November 2017, Paris**  
**Telecom ParisTech, 46 rue Barrault 75013 Paris**  
**[www.tesol-france.org](http://www.tesol-france.org)**

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**CONNECTS**  
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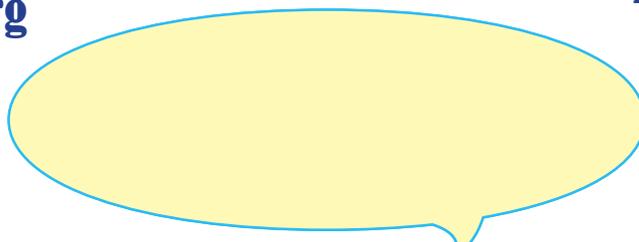
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# WELCOME!

## Welcome everyone to the 36th Annual International TESOL France Colloquium!

TESOL France has been sharing knowledge, experience and best practices in English language teaching in France for 36 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 heartfelt thanks go to our growing number of generous supporters, whom you can meet in the exhibition area.

For this year, we have chosen a theme, which highlights the most important aspect of our work as teachers, namely that we teach people as individuals, and this would not be possible if we didn't connect with them. We help learners develop language skills that they will use to connect with ideas, people and different conditions of life. The three outstanding plenary speakers and 78 presenters from around the world will share with us countless different ways of connecting with our learners, each other and the world.

To connect with TESOL France, and learn more about our work, come and meet our team at the General Assembly on Saturday at 13:15 in Room 312.

We wish you an enjoyable conference!

Csilla Jaray-Benn

TESOL President & Conference Committee Chair

## Welcome to our Plenary Speakers!

We are honoured to welcome

**Marjorie Rosenberg**, past President and current Vice-President of IATEFL, from the University of Graz, Austria.

**Professor Stephen Ryan** from Waseda University, Tokyo, Japan.

**Marie-Hélène Fasquel-Erhart**, from the Lycée International Nelson Mandela in Nantes, France.

## Welcome to our speakers, 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 36th 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.

## Visit the stands!

We are very pleased to welcome BEBC, Black Cat Publishing, British Council, Cambridge University Press & Cambridge Assessment English, Collins, Delta Publishing, Editions François Bourin, EF Education First, ETS Global, Express Publishing, Macmillan Education, National Geographic Learning, Oxford University Press, Pearson, PrepMyFuture, Scotland Study Centre (SSC), SIDE - ATTICA, SoftEnglish, Swan Communication, The Academy, The Language Network and VOCABLE.

Visit their stands and meet their representatives during the coffee breaks, lunch and cocktail times and during the two Special Exhibitors Times on Friday and Saturday! 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!

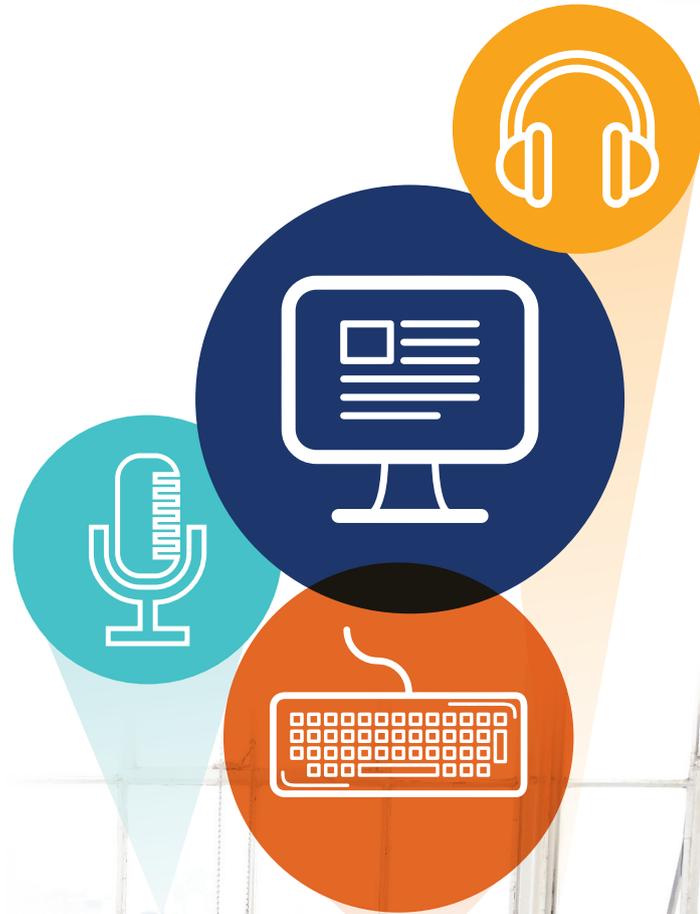


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# ACKNOWLEDGEMENTS

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

## Colloquium Organizing Team

Conference Committee Chair: **Csilla Jaray-Benn**  
Proposals Committee: **Peter Strutt** (Chair), **Dianne Chen**, **Yvonne Chappell**, **Gillian Evans**, **Jeremy Levin**, **Wojtek Koszykowski**, and **Debbie West**  
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Volunteers and helpers coordinator: **Debbie West**  
Printed Programme: **Csilla Jaray-Benn**  
Colloquium poster: **Matthew MacKay**  
Conference photographers: **Thierry Erhart**, **Wojtek Koszykowski** & **Fiona Mauchline**  
Photo slideshow: **Fiona Mauchline**  
Website: **BLWorks.net**  
Printer: **Canon France Business Services S.A.S.**  
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**Vera Mihailovich-Dickman**, Associate Professor in English and Intercultural Communication at Telecom ParisTech & Coordinator for Foreign Language and Intercultural Skills at Université Paris-Saclay  
**Frédéric Boulanger**, Head of Logistics  
**Caroline Houdot**, Rooms  
**The Bear Educational Theatre**, Prague, **David Fisher**  
*and all our volunteer helpers who help us on the days of the Colloquium!*

## TESOL France Executive Committee

### Bureau

**Csilla Jaray-Benn**, President & TESOL France Grenoble Coordinator  
**Jane Ryder**, Vice-President & Regions Advisor  
**Debra Hardstaff**, Treasurer  
**Dianne Chen Segui**, Secretary & TESOL France Bordeaux Coordinator

### Executive Committee

**Vanessa Balagtas**, Membership Coordinator  
**Rosemary Bénard**, TESOL France Toulouse Coordinator  
**Yvonne Chappell**, TESOL France Strasbourg Coordinator  
**Jessica Etridge**, TESOL France Lyon Coordinator & Communications  
**Gillian Evans**, TESOL France Lille Joint Coordinator & Publishers Liaison  
**Wojtek Koszykowski**, Events & Logistics  
**Jeremy Levin**, TESOL France Lille Joint Coordinator & Communications  
**Peter Strutt**, *Teaching Times* Editor  
**Debbie West**, Workshop Coordinator for Ile de France & Past President

## TESOL France Collaborators

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**Claire Allsopp**, *Teaching Times* Proofreader  
**Susan Heyman**, *Teaching Times* Proofreader  
**Charlotte Seymour**, *Teaching Times* Graphic designer  
**Sophie Pietrucci**, Swap Shop Facilitator  
**BLWorks.net**, **Jeanne Fichoux**, **Baudouin Lamourere**, Website

## Special Thank You!

Our heartfelt thank you goes out to **Susan Holden**, Swan Communication for her generous offer to our delegates. Susan offered a free copy of *The Non-Native Teacher* by Péter Medgyes (2017 Swan Communication), with forward by Silvana Richardson, for every Colloquium delegate. Come and meet Susan Holden and thank her in person at the Panel Discussion that she will lead with Andreas Grundtvig on « The native/non-native teacher debate: opening up the discussion » on Saturday at 16:45 in Room Thevenin. Pick up your copy at the registration desk!

## Special Thank You!

A big thank you to the **Anonymous Donor** of our Poetry Competition, bringing poetry to the Colloquium again this year!

## Colloquium Sponsors

### Silver Sponsor



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## Our Affiliates





# THE AGEN WORKSHOP 2018

The Agen Workshop, the first international TPRS workshop in Europe, is celebrating its 6<sup>th</sup> anniversary.

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July 23th, 2018 - July 28th, 2018



Keynote Speaker :

**Susan GROSS**  
educational consultant & workshop presenter, USA

For more information :

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

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## WIFI and 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: #TFColloquium17

Facebook page: TESOL France

Facebook event page:

TESOL France Annual International Colloquium 2017

# GENERAL INFORMATION



## WHAT'S NEW THIS YEAR?

### PANEL DISCUSSIONS & FORUM

Two panel discussions and one forum will bring people together to share ideas and practices about topics which have become highly relevant over the past years in English teaching both in France and globally. Come and join in the discussions!

**The Native/non-native teacher debate: opening up the discussion**

**Saturday 16:45, Room Thevenin**

**Forum on linking African teachers and ELT teachers in France and Europe**

**Saturday 18:00, Room Thevenin**

**There's a world out there: bringing global issues into our classrooms**

**Sunday 14:15, Room Thevenin**

### EXHIBITORS TIME

**Friday 18:30-19:00 and Saturday 19:00-19:30**

The Colloquium also provides a platform to learn about and consult the latest printed and online ELT materials. Come and visit the exhibitors' stands in the Hall and E200 (Registration Room) during coffee breaks and cocktail times. You will also find two slots in the programme reserved for visiting stands.

### BOOK SIGNING

**Saturday 16:30-16:45 and Sunday 12:45-13:00**

Marie-Hélène Fasquel-Erhart, plenary speaker signs her book *L'élève au cœur de sa réussite. Mon aventure d'enseignante*. (2017, Éditions François Bourin) twice during the Colloquium. The book will be available at the SIDE-Attica stand.

### STUDENTS FROM ESPE DE L'ACADÉMIE DE CRÉTEIL & YOUNG LEARNERS FOCUS DAY

**Sunday 13:00-14:00, Room Estaunie**

We are delighted to welcome students from ESPE Créteil who will bring their active participation on Sunday: a day mainly focusing on issues relevant for teachers who teach teenagers and young learners in national education sector schools. Come and exchange with the students during the Q & A session with Marie-Hélène Fasquel-Erhart led by Stephen Scott Brewer.

### PILATES

**Saturday 19:00-19:30, Room E200**

After a tiring day of intellectual work, what could be better than 30 minutes of relaxing and resourcing before the evening events. Jane Revell is your Colloquium Pilates coach. A beach towel can be useful to have.

### SPEAKERS & EXHIBITORS ROOM

**Sunday and Saturday, Room B316**

On Saturday and Sunday, speakers and stand representatives can use the room B316 at the end of the corridor on the ground floor, for a quiet moment, to rehearse their presentations or just connect informally.

### EVENING EVENTS

You can choose from several evening events, theatre and a pub quiz to finish your conference days on a cheerful note. You can read details about each of them further in the programme.

### COCKTAIL & VISITING STANDS

**Friday 19:00 - 20:00**

**Saturday 19:30 - 20:30**

### GUIDED DISCOVERY: Paris By Night

**Friday 20:15. Meet at the Main entrance (46, rue Barrault) at 20:00. We leave at 20:15 sharp.**

Free walking tour with Wojtek Koszykowski

### THEATRE: The History of English Literature

**Saturday 20:30-22:00, Room Thevenin**

A theatre show by the The Bear Educational Theatre, Prague

### PUB QUIZ

**Saturday 20:30-22:00**

Led by Jessica Etridge & Dianne Chen

### POETRY COMPETITION

**Submission deadline: Saturday 19:00 (at the Registration Desk)**

Following last year's successful event, we announce a Poetry Competition again this year for all gifted poets. Read the details further in the programme.

### CLOSING CEREMONY & PRIZE DRAW

**Sunday 15:30 - 16:00, Room Estaunie**

Our traditional closing ceremony will be the occasion to announce the winners of the Poetry Competition and to win many-many valuable prizes offered by our generous sponsors and exhibitors. Please stay with us until the end of the conference!



### TESOL FRANCE MEMBERSHIP INCLUDES

- Workshops and Swap Shops in Paris and in six regions in France
- Annual Colloquium
- Spring Day
- Weekly electronic Newsletter with job announcements
- Three issues of our *Teaching Times* magazine (one paper, two electronic issues)
- Leadership opportunities with our Executive Committee
- Online access to the Jobs List Archives

### TESOL FRANCE MEMBERSHIP

#### 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 INSTITUTIONAL MEMBERS

(as of 31 October 2017)

British Council Paris

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ESIEE

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Grenoble INP - DET

Institut Optique

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Université de Cergy Pontoise DIRP/CIEL

Université Grenoble Alpes, IUT2

Université de Technologie de Belfort-Montbéliard

Version Originale / KVB Consulting

### 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, via the Contact page on the TESOL France website (<https://www.tesol-france.org/en/contact.html>) by selecting "Job announcements" in the drop down menu, or send it to [tesolfrance@gmail.com](mailto:tesolfrance@gmail.com) with subject line: "Attention: Job Announcement", with no attachments please. Your announcement will be added to the weekly Announcements that TESOL France members receive.

### TESOL FRANCE & SOCIAL MEDIA

Website: [www.tesol-france.org](http://www.tesol-france.org)

Twitter: @TESOLFrance - #TESOLFr

Facebook page: TESOL France

Facebook group: TESOL France

LinkedIn Group: TESOL France

### TESOL FRANCE ADDRESS

Telecom ParisTech

46, rue Barrault

75013 Paris

"We cannot live only for ourselves. A thousand fibres connects us with our fellow men; and among those fibres, as sympathetic threads, our actions run as causes, and they come back to us as effects."  
– Herman Melville



# TESOL France

Teachers of English to Speakers of Other Languages



**Dianne Chen Segui**  
General Secretary  
Bordeaux Coordinator



**Csilla Jaray-Benn**  
President  
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**Gillian Evans**  
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**Jessica Etridge**  
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**Yvonne Chappell**  
Strasbourg  
Coordinator



**Peter Strutt**  
Editor  
*Teaching Times*



**Vanessa Balagtas**  
Membership  
Coordinator



**Wojtek Koszykowski**  
Events Logistics

## EXECUTIVE COMMITTEE

**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 the different sectors (primary, university, etc.) who keep us informed of the preoccupations and needs of their sector. Membership is open to anyone involved in the English Language Teaching (ELT) industry, both in France and abroad. Our members include teachers, lecturers, teacher trainers, academic managers, researchers, authors, and publishers, testing agencies, company founders and institutions.

## TESOL FRANCE GENERAL ASSEMBLY

**Saturday 13:15-14:00, Room 312**

All delegates are welcome to join us at our Annual General Assembly Meeting. Come and meet our team, learn about recent developments, activities in the regions, our plans and strategies for the future. Our dedicated team of volunteers work all year round to provide high quality professional development opportunities to all our members across the country. Your ideas are welcome and your support is needed for a smooth running of our association at a national as well as an international scale.

*Have a fantastic time at the conference!*  
– All the dedicated TESOL France volunteers



# 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](http://www.tesol-france.org) > Other events > your region

## REGIONAL COORDINATORS

Bordeaux: Dianne Chen Segui  
Grenoble: Csilla Jaray-Benn  
Lille: Gillian Evans & Jeremy Levin  
Lyon: Jessica Etridge  
Nantes: looking for a coordinator!  
Strasbourg: Yvonne Chappell  
Toulouse: Rosemary Bénard

## REGIONS FLASHBACK

### *Bordeaux*

The Bordeaux region hosted 4 events in 2017. We invited Wojtek Koszykowski in January to talk about assessing creativity in the classroom and finding the flow. In May, our region helped co-organize Spring Day in Toulouse and in late September, Claudia Brosnahan and Cate Evans spoke about professional training with a spotlight on IATEFL. In late November, Debbie West will come to Bordeaux and take a look at story telling skills and activities. Lastly, we will end the year with Ray Cooke hosting a hands-on workshop about differences and similarities in cross-disciplinary discourse: some implications for teaching practice.

(Dianne Chen, Regional Coordinator, Bordeaux)

### *Grenoble*

We are a thriving a region in Grenoble with a rich network of partners, three institutional members and an active participation. In 2017 we have had four workshops so far and one is still to come. Marek Kiczowski talked about English as a Lingua Franca and the 'native speaker' debate and gave us many practical classroom ideas related to this question, in January. This workshop was a collaborative event with the TESOL France branch in Lyon. In March, we invited Elsie Gale who addressed issues of teaching English to adults in France and the specific problems French learners face. Thanks to an active group in Grenoble, our Swap Shop on "Challenges and Solutions in My Classes" was a rich experience for all those who attended. In September, we organised a workshop in collaboration with one of our institutional members, the Language Department of Grenoble INP at their premises and invited Gerard McLoughlin, TESOL Spain Vice-President. Gerard engaged a large audience with his ideas on how we can help higher level students interact and learn from online resources. The year will end in Grenoble with a TOEFL Propell workshop by ETS Global in December and Andreas Grundtvig will start the new year with a workshop on classroom activities introducing indirectness strategies.

(Csilla Jaray-Benn, Regional Coordinator, Grenoble)

### *Lille*

A busy year for TESOL France in Lille. Good attendance at our workshops. A new venue at SKEMA Business School. Links with BELTA Belgium started and some good speakers. Highlights: Marta Bujakowska, "Teaching one little thing through speaking, listening, reading, writing". Marek Kiczowski, "English as a Lingua Franca and the native speaker debate".

Home grown speakers: Jeremy Levin, "Apply this 2", Gillian Evans, "Having fun learning English with drama". We are hoping to welcome Wojtek Koszykowski again, Daniel Sossi and Peter Strutt (when he has time)

(Gillian Evans and Jeremy Levin, Regional Coordinators, Lille)

### *Lyon*

Lyon has had a great 2017 with many successful and well-attended workshops on a variety of topics. Starting off the year, we had Marek Kiczowski come to talk to us about the hot topic of native-speakerism in ELT. This was followed by a swapshop on Project-Based Learning techniques, where members could share and get feedback from one another on the projects that they use in class. Peter Strutt, our very own Teaching Times editor then came down for the last workshop before summer to help us think about how best to identify and construct a syllabus for the 'rentrée' in September. Finally, the new school year has started off with a bang with local teacher, Sara Carlessimo, showing us how to create an interactive classroom using various online tools that are truly engaging and innovative for our students. After the colloquium also promises to be busy with Alison Heal coming in December to talk about methods for teaching ESL dyslexic learners.

### *Strasbourg*

Our Alsace branch kicked off with Marek Kiczowski in January on the native/non native debate, followed in March by Andreas Grundtvig who spoke about "Preparing for a family of Englishes" at a different venue in Mulhouse! In May we had a joint meeting with Alphabet Road, entitled The Young Learners' Day. Also in May we had Stefan Garel who talked to us about classroom management. After the summer break we started again in September TESOL France was invited to a talk by Professor Jim Cummins from Ontario on Bilingualism. Our most recent event in October was Peter Strutt talking about curriculum development, which for the first time took place at The Wall Street Institute in Strasbourg.

(Yvonne Chappell, Regional Coordinator, Strasbourg)

### *Toulouse*

2017 saw us breaking new ground: we organized the first national Spring Day conference in the South-West of France with TESOL France Bordeaux. We have also continued our social events with the other local teachers' group, Guild of English Teachers. In March, Taguhi Sahakyan shared her insights with us about sustaining teacher motivation, and she was followed by a local panel discussion about being a non-native English speaking teacher in France. In April, we held a full-day ETS-led TOEFL Propell workshop and the theme of the Spring Day in May was inclusive practice. Our back to school event in October focused on the DELTA teaching qualification and funding options for professional training, and our final event will be on speaking fluency activities in early December.

Coming up in 2018, we are planning a full-day Ed Tech workshop in January, and one other workshop which is still in the planning stage.

(Rosemary Bénard, Regional Coordinator, Toulouse)

## UPCOMING REGIONAL EVENTS

You can read about upcoming events in your region and contact your regional coordinator through the website: [www.tesol-france.org](http://www.tesol-france.org) > Other events > your region

# SPONSORS & EXHIBITORS

## BEBC

Address: Unit 4, Albion Close, Parkstone, Dorset, BH12 3LL, UK  
Website: [www.bebc.co.uk](http://www.bebc.co.uk)  
Contact: Nick Edwards, [nick.edwards@bebc.co.uk](mailto:nick.edwards@bebc.co.uk)  
Main Activities: ELT Book seller



## Black Cat

Address: Via Inverigo 2, 20151 Milano, c/o De Agostini Scuola SpA, Italy  
Website: [www.blackcat-cideb.com](http://www.blackcat-cideb.com)  
Contact: Roberta Vinetti, [roberta.vinetti@blackcat-cideb.com](mailto:roberta.vinetti@blackcat-cideb.com)  
Main Activities: Graded Readers, Coursebooks, Grammars, Examination books, Cross Curriculum Books.



## British Council

Address: : 9 – 11 rue de Constantine 750007, Paris, France  
Website: [www.britishcouncil.fr](http://www.britishcouncil.fr)  
Contact: Philip Malcolm, [philip.malcolm@britishcouncil.fr](mailto:philip.malcolm@britishcouncil.fr)  
Main Activities: English language courses and English exams  
News for 2017/2018: Enrolment ongoing for school year classes for young learners and once a week, twice a week and one week intensives for adults.



## Cambridge University Press

Addresses: 103, rue de Grenelle, 75007 Paris  
+33 (0)1 70 91 72 20

Contacts: Julien Lannoy  
Email: [infofrance@cambridge.org](mailto:infofrance@cambridge.org)  
Website: [www.cambridge.org/elt](http://www.cambridge.org/elt)  
Main Activities: Cambridge English combines the specialist international expertise of the sister organization within the University of Cambridge:  
- Cambridge Assessment English – the global leader in English Language assessment  
- Cambridge University Press – the leading publisher in learning material.

News for 2017/2018:  
New editions: Business Vocabulary in Use, Vocabulary in Use, Collocations In Use, Idioms in Use, Phrasal Verbs in Use, English Pronunciation in Use, KET for Schools Trainer, Preliminary for Schools Trainer, Fun for Starters, Fun for Movers, Fun for Flyers, Storyfun and Kid's Box (updated for new YLE!).

## Cambridge Assessment English

Address: 80, rue Saint Lazare, 75009 Paris  
+33 (0)1 45 49 37 70

Contact: Maryse Marcherat  
Email: [westeurope@cambridgeenglish.org](mailto:westeurope@cambridgeenglish.org)  
Website: [www.cambridgeenglish.org/fr/](http://www.cambridgeenglish.org/fr/)  
Main Activities: Cambridge English combines the specialist international expertise of the sister organization within the University of Cambridge:  
- Cambridge Assessment English – the global leader in English Language assessment  
- Cambridge University Press – the leading publisher in learning material.

News for 2017/2018:  
Business English Certificate (BEC) and BULATS tests are eligible for CPF trainings. [www.cambridgeenglish.org/fr/cpf](http://www.cambridgeenglish.org/fr/cpf)  
Find a new area dedicated to teachers on our website: [www.cambridgeenglish.org/fr/teaching-english/](http://www.cambridgeenglish.org/fr/teaching-english/)

## Collins

Address: 1 London Bridge Street, SE1 9GF London, UK  
Website: [www.collinselt.com](http://www.collinselt.com)  
Contact: Kim Evans, [kim.evans@harpercollins.co.uk](mailto:kim.evans@harpercollins.co.uk)  
Main Activities: Educational Publisher  
News for 2017/2018: Agatha Christie English Readers, published 5th October 2017



## Delta Publishing

Address: Hoe Lane, Peaslake, Surrey GU5 9SW, UK  
Website: [www.deltapublishing.co.uk](http://www.deltapublishing.co.uk)  
Contact: Nick Boisseau, [nick.boisseau@deltapublishing.co.uk](mailto:nick.boisseau@deltapublishing.co.uk)  
Main Activities: ELT Publishing



# SPONSORS & EXHIBITORS



## Editions François Bourin

Address: 21 rue Trousseau 75011 Paris, France

Website: [www.bourin-editeur.fr](http://www.bourin-editeur.fr)

Contact: Cécile Martin

Contact email: [cmartin@bourin-editeur.fr](mailto:cmartin@bourin-editeur.fr)

Main Activities: Publishing of French books

News for 2017/2018: *L'Élève au cœur de sa réussite. Mon aventure d'enseignante* by Marie-Hélène Fasquel-Erhart

ÉDITIONS FRANÇOIS BOURIN

ÉDITIONS FRANÇOIS BOURIN

## EF Education First

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

Website: [www.ef.fr](http://www.ef.fr)

Contact: Gregory Cadars, [gregory.cadars@ef.com](mailto:gregory.cadars@ef.com)

Main Activities: Languages courses abroad

News for 2017/2018:

EF Workshop for teachers - Paris - 30th September 2017

[www.ef.fr/ils/infomeetings/v3/?infomeetingId=10032922](http://www.ef.fr/ils/infomeetings/v3/?infomeetingId=10032922)

EF Workshop for teachers - Lyon - 7th October 2017

[www.ef.fr/ils/infomeetings/v3/?infomeetingId=10032923](http://www.ef.fr/ils/infomeetings/v3/?infomeetingId=10032923)

EF Workshop for teachers - Nice - 14th October 2017

[www.ef.fr/ils/infomeetings/v3/?infomeetingId=10032924](http://www.ef.fr/ils/infomeetings/v3/?infomeetingId=10032924)



## ETS Global TOEIC & TOEFL Tests (Silver Sponsor)

Address: 43 rue Taitbout, 75009 Paris, France

Website: <https://www.etsglobal.org/Fr/Fre>

Contact: Laura Latard, [llatard@etsglobal.org](mailto:llatard@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 organization, 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.

News for 2017/2018:

New title : Guide Officiel du test TOEIC

Published in February 2017 by Hachette



GLOBAL

A subsidiary of Educational Testing Service

## Express Publishing (Bronze Sponsor)

Address: Liberty House, Greenham Business Park,

RG19 6HW Newbury, Berkshire, United Kingdom

Website: [www.expresspublishing.co.uk](http://www.expresspublishing.co.uk)

Contact: George Lekkas, [georgel@expresspublishing.co.uk](mailto:georgel@expresspublishing.co.uk)

Main Activities: ELT Publishing House

News for 2017/2018:

Career Paths Automotive Industry, Career Paths Dentistry, Career Paths Plumbing, Career Paths Security Personnel, Career Paths Rail Transportation, Career Paths Medical Equipment Repair.



Express Publishing

## Macmillan Education

Address: 4 Crinan Street, London, N1 9XW, England, UK

Website: [www.macmillaneducation.com](http://www.macmillaneducation.com)

Contact: Laila Belyazid, [l.belyazid@macmillan.com](mailto:l.belyazid@macmillan.com)

Main Activities:

Macmillan Education is recognised by teachers and learners around the world.

Our award-winning English Language Teaching (ELT) publishing has helped millions

of students improve their language skills and equipped them with everything they need to succeed in education, in the workplace, and in life.

You'll find us in far flung locations, from Mexico City to Madrid and from Moscow to Miami, giving us the advantage of being able to develop the right books, digital resources and tools, for the right markets. Our experienced consultants, teacher trainers and distributors are part of a network that spans over 120 countries and by working locally we can really get close to the people that matter: the teachers, the students and the communities we support.

News for 2017/2018:

In Company 3.0 ESP: Sales; In Company 3.0 ESP: Supply Chain Management; In Company 3.0 ESP: Corporate Finance; In Company; 3.0 ESP: Logistics; In Company 3.0 ESP: Investment; Academy Stars; Most of our coursebooks now come with an eBook version.



macmillan  
education

# SPONSORS & EXHIBITORS

## National Geographic Learning

Address: Cheriton House, North Way, Andover, SP10 5BE, UK

Website: <http://ngl.cengage.com>

Contact: Abigail Letford, [abigail.letford@cengage.com](mailto:abigail.letford@cengage.com)

Main Activities: ELT Publisher

News for 2017/2018:

Keynote; our brand-new 6-level coursebook series for Adults running from A1 to C2. This is the multi-award-winning result of our partnership with TED Talks.



## Oxford University Press

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

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

Contact: Charlotte Murphy, [charlotte.murphy@oup.com](mailto:charlotte.murphy@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 language learning worldwide. We continuously bring together our experience, expertise and research to create resources, helping millions of learners of English to achieve their potential.

News for 2017/2018:

New Pre-Primary course Jump In: Jump In! is a new engaging 3-level Pre-Primary course which focuses on the complete development of the child, gets students speaking and provides full teaching support.

New Primary course Bright Ideas: Bright Ideas is a dynamic 7-level course inspired by the enquiry-based approach, encouraging children to develop 21st century skills of critical thinking, collaboration, creativity and communication.

New levels available for Business Result 2nd edition – Starter, Upper-Intermediate and Advanced are all publishing this year.



## Pearson

Address: 74 rue de Lagny, 93100 Montreuil, France

Website: [www.pearsonelt.com](http://www.pearsonelt.com)

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

Main Activities: Higher Education - ELT - Sciences - Solutions for education

News for 2017/2018:

New Business title coming in March 2018! Event to come in April



Pearson

## PrepMyFuture

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

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

Contact: Achille Pinson, [achille.pinson@prepmyfuture.com](mailto:achille.pinson@prepmyfuture.com)

Main Activities: TOEIC, TOEFL, IELTS & BULATS e-learning

News for 2017/2018:

Release of the IELTS Academic and BULATS Online preparation modules.



## Scotland Study Centre (SSC)

Address: 29 Nicolson Square, Edinburgh EH8 9BX, Scotland, UK

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

Contact: Anne McDonald, [scotlandstudycentre@gmail.com](mailto:scotlandstudycentre@gmail.com)

Main Activities: Language Training for #Academic, Business and Cultural Purposes

News for 2017/2018:

Christmas/New Year 2018 Festive Package (Dec.23-Jan. 6)

Study English and immerse yourself in all the fun of the Festive Season in Edinburgh.

Edinburgh Fringe Festival Language and Culture Package (August, 2018)

Study English and use it as a participant in an Edinburgh Fringe Festival show!



## SIDE - Attica

Address: 1-3, avenue du Bouton d'Or 94370 Sucy-en-Brie, France

Website: <http://www.side.fr>

Contact: Courtney Heuwinkel, [courtney.heuwinkel@side.fr](mailto:courtney.heuwinkel@side.fr)

Main Activities: Distributing Language Learning Material. Exclusive distributor for Oxford University Press and specialized language bookseller (ELT, FLE, literature).

News for 2017/2018:

Stop by our stand to take advantage of a special discounted price on this year's conference speakers' books, teaching materials, reference and professional development books. We will also have copies of Business Result 2nd Edition, OUP's new adult course Navigate, as well as other courses.



# SPONSORS & EXHIBITORS

## Soft English

Website: <http://www.englishsoftread.com>  
Contact: Daniella De Winter, [softenglishreadwriteplay@gmail.com](mailto:softenglishreadwriteplay@gmail.com)  
Main Activities: English language teaching resources for absolute beginners and students with language-based learning difficulties.  
News for 2017/2018: That's it! (New game)



## Swan Communication

Address: Teithside House, Bridgend, Callander FK17 8AF, Scotland, UK  
Website: Currently under construction  
Contact: Susan Holden, [swan227@btinternet.com](mailto:swan227@btinternet.com)  
Main Activities: ELT publishing and materials development; project management.  
News for 2017/2018:  
April 2017: Publication of 'The Non-Native Teacher' Péter Medgyes (revised and updated edition) to coincide with 50 years of IATEFL (Glasgow conference).  
June/July 2017: Discussion of the topic of the book with teachers in Latin America. September-November 2017: Discussion of the topic more widely in the Czech Republic (EAQUALS Symposium), Slovakia (SKA), IATEFL Hungary and TESOL France Colloquium.  
Early 2018: Potential use of the book on training courses and widening of the discussion.



## The Academy - The Agen Workshop

Address: "Trémisat" 47130 Port Sainte Marie, France  
Website: <http://tprs-witch.com>  
Contact: Judith Logsdon-Dubois, [judyldubois@aol.com](mailto:judyldubois@aol.com)  
Main Activities: Training in Comprehensible Input methods.  
News for 2017/2018: The Agen Workshop July 23-July 28th, 2018 An international Workshop that brings foreign language teachers from over 20 countries to Agen every year since 2013.



## The Language Network

Address: 22 rue Pascal, 93330 Neuilly sur Marne, France  
Website: [www.tln-blog.fr](http://www.tln-blog.fr)  
Contact: Claire Oldmeadow, [claire@thelanguagenetwork.fr](mailto:claire@thelanguagenetwork.fr)  
Main Activities: Supporting independent language trainers in France, information sharing, networking, learning from each other, administrative services for independents, training courses for trainers.  
News for 2017/2018: A new session of the Erickson Certificate in the Art & Science of Coaching will be hosted by The Language Network in Sept / Nov 2018.



## VOCABLE

Address: 56 rue Fondary - 75015 Paris, France  
Website: [www.vocable.fr](http://www.vocable.fr)  
Contact: Claire Veziris, [cveziris@gmail.com](mailto:cveziris@gmail.com)  
Main Activities: As an editor specialized in language learning, Vocabale has been developing teaching materials for 30 years in English, Spanish and German. In print or digital, the magazine Vocabale - its flagship product, is a real success of press with nearly 500 000 readers. Every 15 days, it brings together a selection of articles in original version of the most important titles of the international press. A lexicon accompanies each article with the translation of difficult words. Over the years, Vocabale has managed to evolve its magazine by proposing new didactic sections, a central notebook of vocabulary quizzes, grammar and idiomatic expressions, news in brief, press drawings and news pictures decoded ... Its readers can live the language of today in an even more playful way! New complementary services and tools have naturally emerged, such as its iPad app and smartphones, but also the Digital Platform Vocabale ideal for both teachers and learners. Its search engine allows you to select the magazine's digital archive. They are enriched with numerous pedagogical complements:

- Articles in PDF and text format, cuttable, reshapable
- Videos with comprehension quizzes
- Audio files associated with magazine articles
- Karaoke Products
- Toeic® level and preparation tests...

To learn more about our platform and obtain a free demo, please contact: James Kigin – [jkigin@vocable.fr](mailto:jkigin@vocable.fr) - Ph: +33 (0)1 44 37 97 77  
Christophe Libilbéhety – [clibilbehety@vocable.fr](mailto:clibilbehety@vocable.fr) - Ph. +33 (0)1 44 37 97 77



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

# PLENARY SPEAKERS & SESSIONS

## Friday, 17th November 16.00 – Room Thevenin *Embrace the differences*

As teachers tend to teach using the methods and approaches we feel most comfortable with, we sometimes need to take a step back and notice how our learners go about the task of learning something new or solidifying knowledge. Looking at our classrooms as a group of individuals with different learner types and learning preferences, can encourage us to plan our lessons to embrace the differences we face. By creating or making use of activities, which appeal to different types of learners may seem challenging at first, but once we have tried this out, we can begin to see the affects it has on our learners. A mixture of methods and materials can be enriching for our learners and, in turn, provide us with the motivation to look for new ways to present and teach material.

### Marjorie Rosenberg

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), President of IATEFL and is currently the Vice-President of IATEFL.



## Saturday, 18th November 10.15 – Room Thevenin *People learning languages ... with other people*

In its earliest days, the field of language education was very much focused on teaching, with learning assumed to be a direct outcome of that teaching. Later on, we saw a welcome shift in focus to individual learners and the contributions they make to their own learning. Now, it appears we are in the midst of further shift as we begin to consider language learners as real people with lives outside the language classroom. This shift has significant implications for classroom practice.

Older models of language teaching and learning emphasise predictability and order, but once we begin to think in terms of people learning together with other people then unpredictability becomes the norm. In this talk I aim to explore how knowledge of psychology represents a highly practical resource that can help language teachers make sense of, and even enjoy, this unpredictability. Good teachers already understand psychology at an intuitive level—it is a key factor in the classroom decisions they make but I hope to demonstrate how a more systematic knowledge of concepts from educational psychology—such as motivation, emotions, and group formation—enables teachers to better develop both their own teaching and the potential within their learners.

### Stephen Ryan

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).



## Sunday 19th November 10.00 – Room Thevenin *Push back the walls. Connecting students with the world*

Marie-Hélène Fasquel will share her insights and most significantly her experience in connecting students with the world, with a world of wonder, through her students' exchanges with authors, guest speakers, other students and teachers from all over the world.

She will also share some of her projects and help you grasp how we can very easily push back the walls of our classrooms in order to help our students improve their critical thinking skills and open-mindedness. Diversity and difference are of the essence in this plenary talk.

### Marie-Hélène Fasquel-Erhart

Marie-Hélène Fasquel-Erhart is an English literature teacher at the American OIB (Option Internationale du Baccalauréat) section of Lycée International Nelson Mandela in Nantes as well as an ICT and teacher trainer. She has taught at all levels and in various countries, has authored and co-authored six books including *L'élève au cœur de sa réussite*, in which she develops her thoughts about education but also shares with humour and energy her projects, experience of and passion for teaching. She was also awarded several prizes (national and international) and shortlisted as one of the best 50 teachers in the world at the Global Teacher Prize in 2017. Feel free to contact her on Twitter or on Facebook.



# PANEL DISCUSSIONS & FORUM

## PANEL DISCUSSIONS

### The 'native/non-native teacher debate': opening up the discussion

Session F – Saturday 16.45 – 17.45, Room Thevenin

Led by Susan Holden (Swan Communication) & Andreas Grundtvig (Pilgrims)

Introduction by Csilla Jaray-Benn (TESOL France)

In spite of the fact that basing job recruitment and employment on nationality is now illegal in Europe and elsewhere, there are still regular reports of refusals by some employers to recognise that the essentials for good teaching are effective training and continuous professional development.

The session aims to discuss both general and specific experiences, and to identify ways in which organisations like TESOL France can help to combat ignorance and preconceived notions. We look forward to your input!

### Forum on linking African teachers and ELT teachers in France and Europe

Session G – Saturday 18.00 – 19.00, Room Thevenin

Led by Jane Ryder (TESOL France), with Roger Bekolo, Mouhamadou Diouf, Okon Effiong, Aymen Elsheikh and Fatou Kine Ndiaye (TESOL Africa)

This forum is a follow up session to last year's TESOL France initiative of the panel discussion to brainstorm ideas of collaboration between teachers in France and teachers in Africa on the basis of personal, professional connections.

This session will take the form of small group discussions led by the delegates from African Teaching Associations. The themes will include:

- Setting up a mentor/mentee scheme between African teachers/TA members and TESOL France teachers/TA members.
- Creating a group of African TA and TESOL France (or other European TA members) who would like to write an article together, or contribute to a book on Teacher Associations.
- Creating a centre of technical support in Europe which could help organise/stock teaching materials and make them accessible/sharable to teachers in Africa.
- Helping organise workshops in Africa.
- Supporting Primary education with materials and sponsorship/help from Air France etc... to facilitate the transfer of school books to TA members' schools in Africa.

The session aims to result in concrete proposals for projects which members can be involved in.

### There's a world out there: bringing global issues into our classrooms

Session J – Sunday 14.15 – 15.15, Room Thevenin

With Julietta Schoenmann (IATEFL Global Issues SIG), Julia Aliverti, Zakia Djebbari and Fiona Mauchline

When you teach students English you know you're not just teaching a language. You bring a whole range of topics into the classroom that enables your students, whatever their ages, to discuss and use the language they've acquired to communicate. But how do you choose these topics? Do you start with your coursebook? – nothing wrong with that as there are plenty of contemporary topics for discussion that are presented in an engaging way. But what about the more challenging topics around us – the ones that are often neglected by course books because they are deemed to be too controversial, divisive or depressing? The refugee crisis? Climate change? Gender equality? Human trafficking?

Come to the Global Issues Panel Discussion and participate in the debate about what topics are important to include in our classrooms, why they are important and how we might usefully present them to our students.

## TESOL FRANCE AFRICA GRANT WINNER

### Mouhamadou Sadibou Diouf

Mouhamadou was born on March 24 in 1966 and he is a Teacher of English with a B.A in Senegal. He obtained his teaching Certificate in 1990 at ENS/FASTEF Training School Serigne Ahmadou Ndack Seck High School in Thiès. He is member of the National English Commission and Current President of ATES, the Senegalese Association of Teachers of English in Senegal. In 2009 Mouhamadou was an ILEP trainee at NKU University, in 2006 Dreams and Teams/British Council trainee in London and Teacher Leader and Student English Clubs Manager at Carre's Grammar School. Mouhamadou's main interests lie in cooperative learning and teacher types.



Mouhamadou is in charge of organising the next TESOL Africa conference in Senegal and his experience at the TESOL France Colloquium will provide him with ideas and practices to adapt to this event.

# SPECIAL EVENTS

## Q & A SESSION WITH STUDENTS

### Special Question & Answer Session with Marie-Hélène Fasquel-Erhart

Session I – Sunday 13.00 – 14.00, Room Estaunie

Led by Stephen Scott Brewer with the participation of students from ESPE de l'Académie de Créteil, Université Paris-Est Créteil

The aim of this session will be to instill a spirit of inquiry into our students' relationship to their work as teachers. If they could see the role that intellectual curiosity and questions has played in Marie-Hélène's life as a professional, that may serve as a wonderful example for them.

## BOOK SIGNING

Saturday 16.30 - 16.45, Exhibition Hall

Sunday 12.45 – 13.00, Exhibition Hall

Marie-Hélène Fasquel-Erhart signs her book *L'élève au coeur de sa réussite. Mon aventure d'enseignante* (2017, (Editions François Bourin) twice during the Colloquium. Come and buy the book at the SIDE-Attica stand and meet the author!

## EXHIBITORS TIME

Friday 18:30 – 19:00, Exhibition Hall

Saturday 19:00 – 19:30, Exhibition Hall

We have reserved two slots in the programme where you can visit the stands and talk to the publishers outside the usual coffee break and cocktail times. You will find 21 exhibitor stands with a rich collection of the latest ELT materials to help you in your everyday teaching. You will find course books, test preparation materials, graded readers, games, online platforms and you can have a first-hand introduction as how to best use them. At the SIDE-Attica stand, you will be able to consult sample copies of the books that are available and place an order. Books ordered at the Colloquium will be shipped to your address on Monday following the event. If the book of your choice is not available, you will be able to pre-order it on the SIDE website <http://www.side.fr>.

## POETRY COMPETITION

Submission deadline: Saturday 19:00 (at the Registration desk)

Following the success of our first Poetry Competition last year, and thanks to a generous anonymous donor, we are happy to announce that we are organising another one at this year's Colloquium. Delegates are invited to submit a poem (min.10-20 max. lines) based on the conference theme: *Language connects people*.

The first prize will be 50 Euros with 2 runner-up prizes of 25 Euros – all paid in cash, and announced at the Closing Ceremony on Sunday.

Each delegate may submit only one original poem written in English. The poem does not have to rhyme.

1. If you wish to take part, please collect a code number from the registration desk on Friday evening or Saturday morning.
2. The poem must contain one appropriate word or phrase in another language.
3. The entries can be hand-written or typed - with only the title and your code number at the top.
4. Do not write your name on the entry, and hand it in at the reception desk by 7 pm on Saturday 18 November.

## PILATES

Saturday 19:00 - 19:30, Room E200 (Registration Room)



With Jane Revell

Maybe you'll need a brief change of activity after an exciting, interesting, informative, intriguing and inspiring - but probably exhausting - Saturday at the TESOL France Annual Colloquium?

Come and try out some gentle Pilates stretches to allow your thoughts to settle, before you head for the evening cocktail! A beach towel to lie on would be useful.



# 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, more than 14,000 organizations in more than 160 countries rely on the *TOEIC* tests to hire, promote and place people with the right English skills.

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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.

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Contact: [serviceclient@etsglobal.org](mailto:serviceclient@etsglobal.org)

 **TOEIC Tests**



# 36<sup>th</sup> TESOL France Annual Colloquium

## Friday, 17th November

Registration opens at 15:00. Please arrive early to avoid long queues. Registration will also continue throughout the conference.

<b>15:00-16:00</b>	<b>Registration, Networking &amp; Visiting Stands</b>							
<b>16:00-17:15</b>	<b>Opening Ceremony &amp; Opening Plenary - Room Thevenin</b> <b>Marjorie Rosenberg: <i>Embrace the differences</i></b>							
<b>Rooms &amp; Sessions</b>	<b>Estauinie</b>	<b>B312</b>	<b>B316</b>	<b>Opale</b>	<b>Rubis</b>	<b>Emeraude</b>	<b>Saphir</b>	<b>Grenat</b>
<b>17:30-18:30</b>	<b>Patricia de Griese</b>	<b>Roy Bicknell</b>	<b>Liam Tyrrell</b>	<b>Anne McDonald</b>	<b>George Wilson (British Council)</b>	<b>Daniel Kelly &amp; Michael Harlow</b>	<b>Danielle Bergez &amp; Matthew Wilson</b>	<b>John Michael Villar Faller &amp; Mahmoud Yousuf Mohammed Al-Maskari</b>
<b>Session A</b>	Emotional Intelligence in the classroom MANGT & TTD	The imagined classroom BE & AL	Getting honest feedback from learners AL & TTD	ITC: an interactive approach to writing TTD & WR	Preparing students for university study in English HE & ESP	The undead classroom MAT	Planning for success in an online TESOL program TTD & HE	What's Up WhatsApp? TECH & AL
<b>18:30-19:00</b>	<b>EXHIBITORS TIME: Visiting Stands</b>							
<b>19:00-20:00</b>	<b>Cocktail Dînatatoire, Networking &amp; Visiting Stands</b>							
<b>20:15</b>	<b>Guided discovery: <i>Paris by night - Free walking tour - Leaving from the main entrance at 20:15</i></b>							

AL: Adult Learners  
 BE: Business English  
 DRAM: Drama-based Lessons  
 ESP: English for Specific Purposes  
 FrL: 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, 18<sup>th</sup> November

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

Rooms & Sessions	Thevenin	Estauinie	B310	B312	Grenat	Opale	Rubis	Emeraude	Saphir
9:00 - 10:00 Session B	Julietta Schoenmann (IATEFL Global Issues SIG) Global Issues in the classroom: Clothes to die for YA & AL	Rachel Marie Paling Neurlanguage Coaching® - belearner centric! * TTDD & BE	Fatou Kine Ndiaye Online courses improve teacher development TTD & TECH	Colin Mackenzie Who are we? Teacher identity and the Ideal Self TTD & MANGT	Zoltán Rézműves (IATEFL Hungary) All for one, one for all: working together MANGT	Ioanna Avgeri Games and experiments to enhance learning YA & BE	Sophie Handy (British Council) Generating a gender-free growth mindset TTD & FFL	Kiriaki Kanakidi Authenticity in ESP ESP & LIST	Daniel Zuchowski Taking the Task-Based Approach to the extreme AL & TTD
10:15 - 11:15	<b>Plenary Session - Room Thevenin</b>								
11:15 - 11:45	<b>Stephen Ryan: People learning languages ... with other people</b>								
11:45 - 12:45 Session C	<b>Coffee Break &amp; Visiting Stands</b>								
12:45 - 14:00	<b>LUNCH BREAK</b>								
13:15 - 14:00	<b>There are several restaurants near the venue, though we suggest grabbing a quick sandwich. Service can be slow on Saturday afternoon.</b>								
14:00 - 15:00 Session D	<b>TESOL France General Assembly - Room 312</b>								
14:00 - 15:00	<b>All members are welcome. Please come and meet the TESOL France team in person!</b>								
14:00 - 15:00 Session D	Muralee Navaratnam & Laura Frangi Working conditions in France: Ways forward WCond & TTD	Susan Holden (SwanCommunication) From ideas to reality: Making critical choices * TTD & MAT	Geoff Tranter Using humorous Pecha Kuchas for teaching purposes AL & TTD	Angelos Bollas Affect for better effect AL & IntC	Mokhidil Mamasolieva Empowering ELLs through art DRAM & AL	Lisa Theisen Scaffolding L1 novels for the L2 classroom HE & READ	John Hughes (Oxford University Press) Critical Thinking in Business English BE	Wojtek Koszykowski Learning connects people AL & MANGT	RESERVED



# Saturday, 18<sup>th</sup> November - continued

Registration continues throughout the day until 18:00

Rooms & Sessions	Thevenin	Estaunie	B310	B312	Grenat	Opale	Rubis	Emeraude	Saphir
15:15 - 16:15 Session E	Nick Boisseau (Delta Publishing)  Online teacher development *  TTD	Aymen Elsheikh & Okon Effiong  Connecting language practitioners in Africa through teachers' associations TTD	Rachael Harris (IATEFL IP & SEN SIG)  Assessment in the Inclusive Practices workshop TEST & TTD	Stephen Ryan  Q & A Session	Judith Logsdon-Dubois (The Academy)  From Gibberish to .... Wow! * LIST & FrL	Ma. Sandra Peña Cervel  The acquisition of constructions by Spanish speakers: A case study SPEAK	Liana Berkowitz (ETS Global)  Explore the TOEFL® MOOC with your class MANGT & TECH	Helen Cherry  Using coaching techniques in EFL TTD & BE	Gladys Focho  Connecting students through cultural competence IntC
<b>Coffee Break &amp; Visiting Stands</b>									
<b>Marie-Hélène Fasquel-Erhart signs her book «L'élève au cœur de sa réussite» (éd François Bourin)</b>									
16:15 - 16:45 16:30 - 16:45 16:45 - 17:45 Session F	<b>Panel Discussion</b>  The 'native/non-native teacher debate': opening up the discussion. led by Susan Holden & Andreas Grundtvig	<b>RESERVED</b>	Julia Aliverti & Jeffrey Doonan  In each other's shoes - Empathy in the ELT world IntC	Gerard McLoughlin (TESOL Spain)  The 'eyes' have it! IntC & AL	Maha Hassan  DIY (Do it yourself) online assessment TTD & MANGT	Louisa Dunne (British Council)  IELTS Writing Task1 - How to help with maps and processes HE & TEST	Yoko Asari  The Effect of written feedback and modified output WR & AL	George Kokolas (Express Publishing)  Specialization in the 21st Century workforce * ESP & AL	Natalia Gunina  Product-Process Model of teaching academic writing ESP & WR
18:00 - 19:00 Session G	<b>Forum on linking African teachers and Europe - come and get involved!</b> With: Jane Ryder, Roger Bekolo, Mouhamadou Diouf, Okon Effiong, Aymen Elsheikh and Fatou Kine Ndiaye	Damian Corcoran  Beating stress HE & TTD	Ed Pegg (Macmillan)  Is this word worth teaching? GV	Saida Akbarova & Liliya Makovskaya  Soft skills for report writing WR & YA	Encarna Pérez Pulido & M. José García Berzosa  Full TILT GV & AL	Pascal Archimede  Music in professional language training * AL & FrL	John Hession (British Council)  All things to all students? WCoond & TTD	Olga Isabel Díez Velasco & Marta García Alamán  Singing English out of a barrel IntC & ESP	Julie Dell-Jones  Multimodal personal narrative as shared experience AL & TTD
19:00 - 19:30	<b>PILATES Session in E200 – Your coach is Jane Revell</b> <b>EXHIBITORS TIME: Visiting Stands &amp; Networking</b>								
19:30 - 20:30	<b>Cocktail Dînatore, Networking &amp; Visiting Stands</b>								
20:30 - 22:00	<b>Evening Entertainment</b> <i>Pub Quiz / The History of English Literature</i> - a theatre show by The Bear Educational Theatre, Prague								



**Sunday, 19<sup>th</sup> November**

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

Rooms & Sessions	Thevenin	Estaunie	B310	B312	Grenat	Opale	Rubis	Emeraude	Saphir
10:00 - 11:00	<b>Plenary Session - Room Thevenin</b>								
<b>Marie-Hélène Fasquel-Erhart: Push back the walls. Connecting students with the world</b>									
11:15 - 12:15 Session H	RESERVED	Spencer Salas Connecting young adult learners to new words	Gail Ellis (British Council) Using picturebooks with children	Fiona Mauchline Teaching teens and breaking through the barrier	Zakia Djebbari Crossing borders and shifting visions: the challenge	Monica Rodriguez Salvo The emotions revolution: transforming ELT classroom	Daniella De Winter (Soft English) Preventing dyslexic reading among L1 & L2 speakers *	Stephanie Lerat & Véronique Lepouzé Starting fresh: Reconciling students with English	John W. Wilson Analyzing oral academic presentation rubrics
12:15 - 13:00 12:45 - 13:00	<b>LIGHT LUNCH in the Lobby &amp; Visiting Stands</b>								
<b>Marie-Hélène Fasquel-Erhart signs her book «L'élève au coeur de sa réussite» (éd François Bourin)</b>									
13:00 - 14:00 Session I	RESERVED	Marie-Hélène Fasquel-Erhart Q & A Session led by Stephen Scott Brewer with the participation of students from ESPE Créteil	Eftychis Kantarakis & Vicky Chionopoulou TED Talks: Do it the other way-beyond the message!	Murray Adams The flipping thing	Shay Coyne The impact of teacher beliefs on lesson planning *	Nikki Unsworth Making it meaningful	Gordon Knowles Watch, listen, and share! Video and topical issues *	Ursula Kropaczewska (IATEFL Poland) Using games while teaching English to (very) young learners	Aleksandra Jevtovic Pictures into words
14:15 - 15:15 Session J	<b>Panel Discussion</b> There's a world out there: bringing global issues into our classrooms led by Julietta Schoenmann	RESERVED	Sarah Smith & Stephen Reilly (British Council) Talking the talk	Sanja Raskovic A bucket full of games and activities	Sharka Dohmalova History lesson in English through drama	Healthy Little Eaters and the pouch of happiness - the ELT movement in Greece IntC	Andy Cowle (Black Cat) Young People Who Read Become Adults Who Think	Sophie Martinez Still English Teaching Game *	Mary Latisha & Anne Choffat-Durr Self-efficacy teaching English to young learners
15:30 - 16:00	<b>Closing Ceremony and Prize Draw – Room Estaunie</b>								
Please give us your feedback forms and badges to qualify for the prize draw.									

**See you at the 37<sup>th</sup> TESOL France Annual Colloquium in 2018!**



# EVENING EVENTS



## Friday 17 November

### GUIDED DISCOVERY: Paris By Night Free walking tour with Wojtek Koszykowski

20:00

Meeting point: Main entrance of the venue. 46, rue Barrault at 20:00 and leaving at 20:15 sharp. 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!

**Route 4km: line "6" to Trocadéro, Eiffel Tower, l'Arc de Triomphe, Champs-Élysées and Place de la Concorde.**

If you get tired, there will be many metro stations on our way and I'll help you get on the right train. The route finishes in a place where you can find direct metro lines to all districts of Paris. Walking shoes, rain clothes and shoes are advised. I look forward to walking you!

## Saturday 18 November

### PUB QUIZ

20:30 - 22:00

With Jessica Etridge & Dianne Chen

Think you have a good general knowledge? Are you reigning champion of Trivial Pursuit at home? Or do you just fancy coming along for a bit of fun and lively competition? Join us for our TESOL France quiz. In your teams, you'll answer rounds of general knowledge, pop culture and music, with a few linguistic questions thrown in too for the grammar geeks among us. Fun prizes to be won!

**Teams of up to 6 people maximum.**



## THEATRE

20:30 - 22:00, Room Thevenin

**The History of English Literature**

**Theatre show by**

**The Bear Educational Theatre, Prague**

**With David Fisher & Christopher Good**

The History of English Literature is a fast-moving and interactive educational theatre show. It gives an overview of some of the main works of (mostly) British Literature from the year 1000 up to the early 20th century.

The show is typical of the work of The Bear Educational Theatre, whose philosophy is to combine fun and the magic of theatre with good teaching methodology. It was written by David Fisher, who is the director of the theatre and also an experienced actor, teacher and teacher-trainer. His mission is to bring movement, creativity and fun into language teaching. We hope that this show will help you further appreciate the value of combining teaching with drama. You may learn something about English Literature too!

**David Fisher**, Director, The Bear Educational Theatre

Nevanova 1062/38, 16300, Prague, Czech Republic

E-mail: david@thebeartheatre.com Tel: 00420 777137272

www.thebeartheatre.com

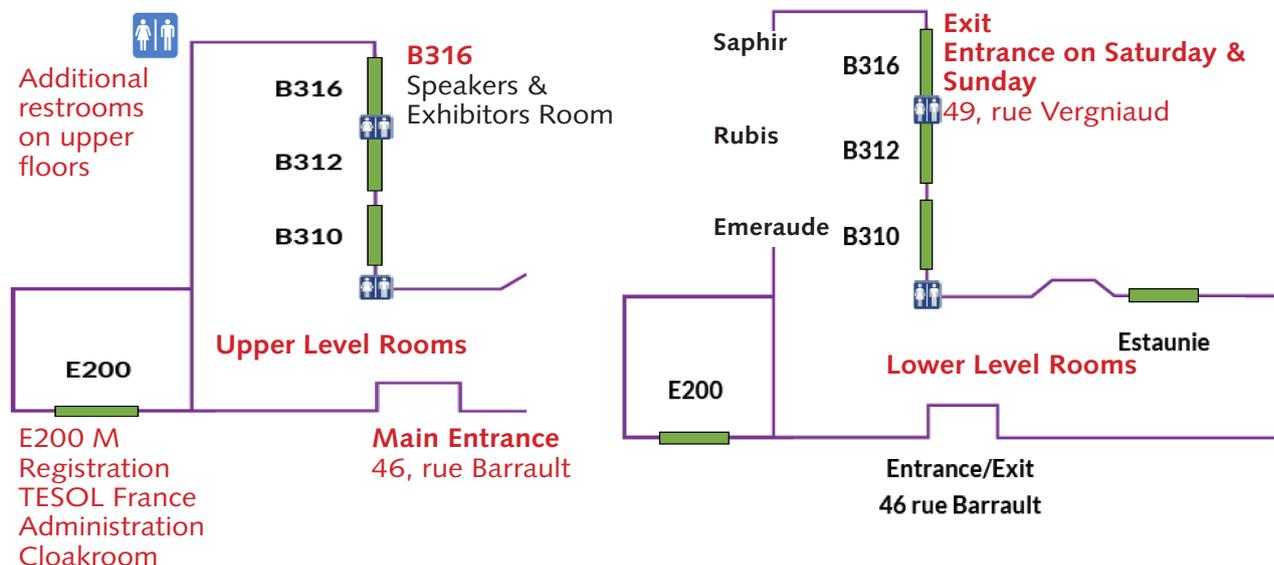
# MAP OF THE AREA



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	204-206, rue de Tolbiac 75013 Paris	Take-away sandwiches, salads, drinks and other groceries
L'Arôme 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
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 45 80 49 74	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	58, rue des Cinq Diamants 75013 Paris – Ph: 01 45 80 15 08	Italian
* Pizza Grilladerie 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)
Les Tanneurs de la Butte	22, rue de la Butte-aux-Cailles 75013 Paris – Ph: 01 45 89 22 11	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.**



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# Opportunities for educators

EF's mission is simple: opening the world through education. We continue to set standards as a pioneer in language teaching and technology, offering innovative resources for language educators.

From teaching materials to career development and opportunities to travel abroad – we're committed to helping teachers inspire their students to fall in love with a language as they learn it.

EF Education First  
5 avenue de Provence 75009 Paris  
[gregory.cadars@ef.com](mailto:gregory.cadars@ef.com)  
01 70 98 02 59

# SPEAKERS & PRESENTATIONS

Friday 17 November

Session A • 17.30 – 18.30

## Emotional Intelligence in the classroom

Patricia de Griese (Germany)

*Classroom Management & Teacher Training and Development*

### Room Estauinie

Emotions can either enhance or hinder our ability to learn. They also influence the way we behave and can have a powerful impact on memory. Research shows that higher levels of EI are associated with better workplace performance and physical and mental health. The more we discover about our emotional intelligence, the better equipped we are to create a positive learning environment and increase motivation in the classroom.

## The Imagined classroom

Roy Bicknell (Netherlands)

*Business English & Adult Learners*

### Room B312

The workplace now requires a greater flexibility of response. We can address this shift in learning needs in an imagined classroom. This two-part workshop will explore how speaking and writing activities can provide more 'affordance' in student learning; the second part will focus on how key areas of group dynamics – feedback and lesson design – underpin the 're-designing' of the classroom.

## Getting honest feedback from learners

Liam Tyrrell (Ireland)

*Adult Learners & Teacher Training and Development*

### Room B316

Learners can often be reluctant to give honest feedback about their lessons which causes difficulties for development. This talk discusses the value of obtaining honest feedback; benefits and problems of different approaches to collecting feedback from institutional and individual perspectives; and offers practical solutions for getting honest feedback from students about classes. Consideration will also be given to acting on the results of feedback received.

## ITC: An interactive approach to writing

Anne McDonald (United Kingdom)

*Teacher Training and Development & Writing Skills*

### Room Opale

Presenting a mindshift away from the traditional, content/idea-based 'introduction-body-conclusion' model towards one that is based in the text itself, this presentation raises awareness of the organic and interactive nature of the writing process and presents Rhetorical Structure Analysis (RSA) as a framework within which an 'Interactive Text Creation' (ITC) approach to the teaching and learning of writing (and reading) can be implemented.

## Preparing students for university study in English

George Wilson (France, British Council)

*Higher Education & English for Specific Purposes*

### Room Rubis

More and more French students are following university-level classes in English, both in France and abroad. This session will give an insight into how to help learners prepare for this challenge. It will look at course design and consider a range of engaging, interactive activities for teaching academic language and skills whilst, at the same time, developing critical thinking abilities. Finally, it will discuss how online content can be used to prepare students further for university.

## The undead classroom

Daniel Kelly & Michael Harlow (France)

*Materials Design and Publishing*

### Room Emeraude

The Undead Classroom: meaningful interaction through zombie-themed simulations and games. In this presentation we will share our experiences developing zombie-themed games and simulations for the language classroom. We will show the evolution of different game scenarios developed and adapted to different teaching contexts. From these experiences we've identified building blocks that we hope prove useful to teachers developing their own engaging classroom activities.

## Planning for success in an online TESOL program

Danielle Bergez & Matthew Wilson (United States)

*Teacher Training and Development & Higher Education*

### Room Saphir

Drawing on Wilmington University's ten years of experience in online learning, the presenters will identify what various stakeholders consider to be the top two challenges in online learning. Using these multiple perspectives, they will explain how they proactively developed solutions and support for students in the program planning phase of the University's online Master of Science degree in TESOL.

## What's Up WhatsApp

John Michael Villar Faller & Mahmoud Yousuf Mohammed Al-Maskari (Sultanate of Oman)

*Technology in the Classroom & Adult Learners*

### Room Grenat

The paper is an attempt to examine the utilization of the free and cross-platform WhatsApp Messenger of the EFL teacher and learners in an English Language Centre of a Technology College. The inquiry focused on its purposes, comfortability, usefulness, ease of use, collaboration, and interaction with others, motivation, and facilitation of learning, satisfaction, and effectiveness. The output further specifies steps and tips on successfully employing social media for classroom purpose.

# Saturday 18 November

## Session B • 9.00 – 10.00

### Global Issues in the classroom: Clothes to die for

Julietta Schoenmann (United Kingdom, IATEFL Global Issues SIG)

*Young Adult Learners & Adult Learners*

#### Room Thevenin

How do we interest our teenage learners in global issues without risking cries of ‘boring!’? One way is to make global issues relevant to their lives so talking about clothes is an obvious choice. Whether your students are keen followers of fashion or not, everyone has to buy clothes and wear them. But how many of us stop to think about the conditions in which they’re made or the people who make them?

### Neurolanguage Coaching® - Be learner centric!

Rachel Marie Paling (Germany)

*Teacher Training and Development & Business English*

#### Room Estaunie

NLC incorporates the latest findings in neuroscience as well as principles and tools from coaching into the traditional process of language teaching with practical steps to facilitate learning. Through neuroscience we know that every brain is unique, so neurolanguage coaching® is tailor-made learning to clients’ needs, without books, but with clear and structured targets to achieve in defined periods of time.

### Online courses improve teacher development

Fatou Kine Ndiaye (Sénégal)

*Teacher Training and Development & Technology in the Classroom*

#### Room B310

Today, online courses are extending professional development opportunities to people all around the world. In Senegal, English teachers are completing them and implementing pedagogical strategies learned from them in their classrooms. This presentation shows how one teacher grows professionally and uses Rainbow learning as a method to integrate new strategies.

### Who are we? Teacher identity and the Ideal Self

Colin Mackenzie (France)

*Teacher Training and Development & Classroom Management*

#### Room B312

Teaching in front of a group can be very revealing of who we really are. How deal with that depends very much on our character and our vision of ourselves as a teacher. This workshop will explore how both who we are and how we see “the teacher” influence what we teach. We will look at ways of being ourselves in the classroom while at the same time moving towards our ideal teacher self, developing as a teacher. We will also look at how the activities can be adapted for use in the classroom.

### All for one, one for all: working together

Zoltán Rézmüves (Hungary, IATEFL Hungary)

*Classroom Management*

#### Room Grenat

What makes some groups of learners more successful than others? How can we create and maintain a supportive and cooperative learning environment? We explore practical classroom activities for each key stage of classroom dynamics, with a view to developing groups that achieve learning success together.

### Games and experiments to enhance learning

Ioanna Avgeri (Netherlands)

*Young Adult Learners & Business English*

#### Room Opale

Teaching economics to international students before they master their English skills can be very challenging. In order to avoid student disengagement that this language barrier creates, games and classroom experiments can be used. This presentation will examine the limitations faced by teachers in these types of classrooms and will suggest tools to use in class. By introducing games and classroom experiments student learning can be enhanced and language learning can be made easier.

### Generating a gender-free growth mindset

Sophie Handy (France, British Council)

*Teacher Training and Development & French Learners of English*

#### Room Rubis

A chance remark, an obliquely-read article and a (relatively) huge oversight in my last classroom-led research had me look closer at a key aspect of the growth mindset philosophy: gender. I had already explored how to cultivate this mindset in our classrooms (TESOL France November 2016), despite a strong culture of summative assessment in France. But what of the differences, if any, between boys and girls? How can we as teachers support all our students in developing a more motivational mindset?

### Authenticity in ESP

Kiriaki Kanakidi (Uzbekistan)

*English for Specific Purposes & Listening Skills*

#### Room Emerald

Authenticity is one of the teaching principles; it is a relative concept, which is materialized within each context with the interaction of its participants. Authentic materials are among the most vital techniques an educationalist can implement in their teaching for enhancing students’ knowledge smoothly and effectively.

The workshop is aimed to present: 1. The concept of Authenticity 2. Sources of Authentic materials and their usage 3. The advantages and disadvantages of using Authentic materials.

## Taking the Task-Based Approach to the extreme

Daniel Zuchowski (Spain)

*Adult Learners & Teacher Training and Development*

### Room Saphir

Task-based approach has been applied by teachers around the world for decades – and it is still taught at most (if not all) pedagogical universities and teacher training courses. However,

as the approach is often confined to the classroom, its power to push learners out of their comfort zones into the areas of real challenge (i.e. learning) diminishes. The talk will discuss a few ideas about how to make the most of the task-based approach in and out of the classroom by taking it to the extreme.

## Session C • 11.45 – 12.45

## Nowt so queer as folk – linguistic opinions in ELT

Andreas Grundtvig (Germany, Pilgrims)

*Adult Learners & French Learners of English*

### Room Thevenin

In 2016 the Oxford word of the year was ‘post truth’. Describing a state where facts have less influence than personal belief, it is a relevant term to explain the difference between what we and our students know about the language we teach. Language ability, rules and usage all have ‘truths’ that affect motivation and interest, effort and performance - we’ll pick apart those most popular among French speaking students, scrutinise their sources and test them in the social media ‘echo chamber’.

mentally. Switching on activities help give students fresh energy. It’s also difficult for learners to maintain attention if they are tired/worried/stressed ... . Switching off activities give them a chance to take a quick break and chill out, so they can relax briefly and refocus.

Come and switch on or off. Or do both!

## Game On!

Tatyana Shmanovskaya (Belarus)

*Adult Learners*

### Room Opale

Using games and quizzes makes classroom environment more engaging, interactive and fun. In the talk, we’ll look at various board games and TV game shows to play in your lesson, going far beyond Alias, Activity and Just a Minute. Participants will get some tips on how to create a successful trivia game, what categories are must-haves, where to get material and what points to consider. The game is afoot! Join in!

## Steps and scaffolding to Phenomenon-Based Learning

Donna Lee Fields (Spain)

*Teacher Training and Development & Primary learners*

### Room Estaunie

The trend today is toward Phenomenon-based learning (also called project-based or task-based learning) in the classroom. It’s a direction taken by Finland and other countries determined to create the most effective learning environment for their students. This workshop will go through the simple steps needed to create a complete Phenomenon-based unit, and the scaffolding needed to maximise acquisition of new content.

## Developing a multimodal learning path

Fadila Arar & Marcos Olasolo (France, ETS Global)

*Language Testing & Teacher Training and Development*

### Room Rubis

In order to organize the language course in a way the maximum of time can be spent in one-to-one sessions, to focus on the students’ active skills or specific needs, various online tools exist to enrich your course offers. Join our workshop to have an overview of how to create an opportune multimodal learning path using our e-learning and test preparation tools to help your student achieve their goal!

## Promoting differentiation through technology

John Arnold (Belgium, BELTA)

*Multilevel classrooms & Technology in the Classroom*

### Room B310

When we respond to the needs of all the learners in our classrooms, we need to focus on three areas: content, process and product. Several technology tools can help us to promote differentiation with all learners. This hands-on workshop will look at some differentiation strategies that have been used in a variety of EFL settings, including adult, teacher trainee, and young adult classes. We look at tools that enhance differentiation, allowing unique, personal learning experiences.

## Teaching adults the fun way - How tough can it be?

Augustine Triantafyllides (Greece)

*Adult Learners & Young Adult Learners*

### Room Emeraude

Teaching adults can be fun but tough at the same time. They bring in class their individuality, their sense of humour or lack of it, their tiredness! Take that into account, along with teachers’ tight schedule and we have a lethal combination! Let’s try and find other, fun ways! Keywords: teaching adults.

## Q & A Session with Marjorie Rosenberg

### Room B312

## Give us a break: Switching on and switching off

Jane Revell (France)

*Teacher Training and Development & Adult Learners*

### Room Grenat

Nobody can sit for long periods of time and remain in an optimal learning state. We begin to slow down physically ... and

## How to find students (And why you don't)

Janine Bray-Mueller (France)

*Teacher Training and Development & Working conditions*

### Room Saphir

When freelancers have problems finding students, it generally lies in how we present our teaching services. This presentation informs freelancers about what usually goes wrong when we’re

trying to find new students and how to improve our chances. It suggests: 1. A reliable method to attract students to our teaching services. 2. A simple method to identify a teaching niche that helps us with market visibility problems that in

turn gives a better chance to succeed in our freelance teaching careers.

## Session D • 14.00 – 15.00

### **Working conditions in France: Ways forward**

Muralee Navaratnam & Laura Frangi (France)

*Working conditions & Teacher Training and Development*

#### **Room Thevenin**

An open forum to share our stories, evaluate the state of the industry and plan for action to make a livable future for ourselves and our families in teaching languages in France. Drawing from the experiences of members of TaWSIG, discussion topic prompts will include union representation, credit unions, co-operatives, and local organizations. If you want ELT to have a fair future in France please attend.

### **From ideas to reality: Making critical choices**

Susan Holden (United Kingdom, Swan Communication)

*Teacher Training and Development & Materials Design and Publishing*

#### **Room Estauinie**

Using the example of Péter Medgyes' recently re-published 'Non-Native Teacher', we will discuss how ideas for teaching, learning and training materials are shaped by practicalities, feedback and changing realities. The aim is to help course designers, materials producers and users to understand the process in order to produce the best results, as well as opening up the discussion of both fashionable and potentially controversial topics, such as the current NEST/Non-NEST debate.

### **Using humorous Pecha Kuchas for teaching purposes**

Geoff Tranter (Germany)

*Adult Learners & Teacher Training and Development*

#### **Room B310**

Though often (mis- or ab)used during informal evenings at TESOL or IATEFL Conferences, Pecha Kuchas offer numerous advantages for classroom work: e.g., they are a good basis for introducing students to high-quality PowerPoint presentations, they provide an opportunity for creative use of language, and they are fun! The aim is to show how an experienced 'Pecha Kuchist' plans his presentations, and hopefully produce a new PK for an 'open mic'. PS: To find out what PKs are, just come along!

### **Affect for better effect**

Angelos Bolas (Greece)

*Adult Learners & Intercultural issues*

#### **Room B312**

Using affectively engaging materials can help us develop our learners' critical thinking and high order cognitive skills. In this workshop, participants will participate in a number of

tasks that they can later use in their own lessons. They will also design activities that will help them develop their learners' creativity.

### **Empowering ELLs through art**

Mokhidil Mamasolieva (Uzbekistan)

*Drama Techniques & Adult Learners*

#### **Room Grenat**

In this highly interactive presentation the presenter shows different ways of blending poetry, music and dance to motivate students to learn EL. Attendees will have the greatest opportunity to write their own poems, put them to music and dance. Participants will learn about the easiest ways of turning their EL lessons to joyous, interesting, effective and unforgettable teaching processes. The most active participants will be awarded with Uzbek national souvenirs.

### **Scaffolding L1 novels for the L2 classroom**

Lisa Theisen (Japan)

*Higher Education & Reading Skills*

#### **Room Opale**

ESL educators may be daunted by the idea of using L1 (authentic) novels in an L2 course for any number of reasons. However, with the help of scaffolding, using L1 novels in the L2 classroom has its advantages and rewards. In my presentation, I will share practical ideas and materials for scaffolding that I've successfully used to teach L1 novels to L2 learners at my university in Osaka, Japan.

### **Critical Thinking in Business English**

John Hughes (United Kingdom, Oxford University Press)

*Business English*

#### **Room Rubis**

Business English teachers are familiar with teaching skills such as presenting and negotiating but perhaps fewer of us consider how the skill of critical thinking impacts on Business English teaching. And yet critical thinking is regarded as one of the key twenty-first century skills that employees look for in a candidate when recruiting and it is listed as a key objective on many MBA programmes. In this session, we'll explore the place of critical thinking in Business English and we'll try out a variety of practical classroom activities which develop both language skills and critical thinking skills.

### Learning connects people

Wojtek Koszykowski (France)

*Adult Learners & Classroom Management*

#### Room Emerald

A language course is a meeting place. In traditional or virtual classrooms we meet learners, some of whom may be reserved or diffident. In the connectivism hypothesis, the social context

is central to learning. Nurturing connections by interacting with one another facilitate the meaningful learning process. Here you will see practical techniques, aiming to establish friendly and harmonious relationships, evoke sympathy, empathy, generate classroom dynamics and provide excellent language practice.

## Session E • 15.15 – 16.15

### Online teacher development

Nick Boisseau (United Kingdom, Delta Publishing)

*Teacher Training and Development*

#### Room Thevenin

This talk will show how, by using a series of online video “masterclasses” from well-known authors, it is possible to provide stimulating and thought-provoking online Teacher Development material. The talk will give examples of the “masterclasses”, and will explore how they can be formed the basis for group discussions by teachers interested in their own professional development.

reading and writing. Yet most listening activities are merely guessing games or tests that measure acquired ability. Our easy-to-prepare activities will enable your students to improve almost miraculously their comprehension of spoken English, the first step to successful acquisition.

### Connecting language practitioners in Africa through teachers' associations

Aymen Elsheikh & Okon Effiong (UAE & Qatar, TESOL Africa)

*Teacher Training and Development*

#### Room Estanion

Language teachers' associations (LTAs) provide opportunities for teachers to network and collaborate. However, the extent to which an association offers such opportunities to its members and communicate with other LTAs may vary especially in Africa. This session will examine the efforts within the African continent to sustain dialogue among LTAs.

### The acquisition of constructions by Spanish speakers: a case study

M. Sandra Peña Cervel (Spain)

*Speaking Skills*

#### Room Opale

Songs have been found to motivate and foster language learning. This didactic resource has been mainly used to teach vocabulary and to improve pronunciation in preschool, primary, and secondary education. This proposal puts forward a series of exercises aimed to teach a specific grammatical structure, the way construction (e.g. John crawled his way to the gate), which does not have a counterpart in Spanish, to Spanish learners of English at level C1 of the CEFR. In sum, our main aim is to motivate advanced Spanish learners to acquire a thorny aspect of English by means of audiovisual material.

### Assessment in the inclusive practices workshop

Rachael Harris (France, IATEFL IP & SEN SIG)

*Language Testing & Teacher Training and Development*

#### Room B310

This workshop will focus on ways of assessing language fairly in the inclusive practices classroom. We will look at why assessment is necessary and its role in language learning. Participants will go away with a set of ideas to help them assess all their students, no matter what special learning needs they present.

### Explore the TOEFL® MOOC with your class

Liana Berkowitz (France, ETS Global)

*Classroom Management & Technology in the Classroom*

#### Room Rubis

This session will present TOEFL® Test Preparation: The Insider's Guide, which is a free online course designed and led by ETS experts. Session participants will learn about the TOEFL MOOC and how its content can be integrated to complement standard classroom practices.

### Q & A Session with Stephen Ryan

#### Room B312

### From Gibberish to .... Wow!

Judith Logsdon-Dubois (France, The Academy)

*Listening Skills & French Learners of English*

#### Room Grenat

Listening, the most crucial of the four skills, is the one our students have the most difficulty with. Those who easily understand spoken English can transfer their ability to speaking,

### Using coaching techniques in EFL

Helen Cherry (United Kingdom)

*Teacher Training and Development & Business English*

#### Room Emerald

Traditionally, teachers were seen as the goal-setter and the vehicle to achieving given learning outcomes. This can lead to demotivation on the students' part as student needs are being fully addressed, and on the part of the teacher as the expected progress is not being made. This can be further complicated when students' studies are funded by companies who have their own goals for their employee. This presentation shows how the application of coaching techniques addresses this discord.

### Connecting students through cultural competence

Gladys Focho (Cameroon)

*Intercultural issues*

#### Room Saphir

Because classrooms and the world at large are becoming more and more culturally diverse, students need to acquire cross cultural awareness. This will foster mutual understanding

and respect and reduce cultural intolerance, hatred, tribalism, racism, conflicts, violence and eventually war. In this session, participants will gain knowledge on the concept of cultural competence and how to integrate it in the language class.

## Session F • 16.45 – 17.45

### Panel Discussion: The 'native/non-native teacher debate': opening up the discussion

Susan Holden & Andreas Grundtvig (United Kingdom & Germany/Swan Publishing & Pilgrims)

*Teacher Training and Development & French Learners of English*

#### Room Thevenin

In spite of the fact that basing job recruitment and employment on nationality is now illegal in Europe and elsewhere, there are still regular reports of refusals by some employers to recognise that the essentials for good teaching are effective training and continuous professional development. The session aims to discuss both general and specific experiences, and to identify ways in which organisations like TESOL France can help to combat ignorance and preconceived notions. We look forward to your input!

### In each other's shoes – Empathy in the ELT world

Julia Aliverti & Jeffrey Doonan (Greece)

*Intercultural issues*

#### Room B310

Empathy can prove a useful tool when dealing with conflicting emotions in today's changing ELT classroom. This workshop will demonstrate simple tricks and activities that may encourage students to express themselves in ways that can be fun and yet make a difference. We hope to show how teaching that focuses on the four basic language skills can be easily enhanced with the inclusion of empathy and expression, the subtle tools that build 21st century learning and global competency.

### The eyes have it

Gerard McLoughlin (Spain, TESOL Spain)

*Intercultural issues & Adult Learners*

#### Room B312

How can we help our higher level students interact and learn from online resources? Can we really get them to see things through different "eyes"? In this workshop we'll explore five different and varied online resources and look at ways to exploit them for both content and language. This is aimed at teaching intermediate and above. At the end of the session you should have lots of new ideas and be able to use them in your classes the following week.

### DIY (Do it yourself) online assessment

Maha Hassan (Egypt)

*Teacher Training and Development & Classroom Management*

#### Room Grenat

Can technological apps help us achieve teachers' Assessment Literacy? A blended Program can help teachers and senior teachers apply assessment all through the year and get a real feedback by the end of each semester. Join us to get the details and try it yourself!!

### IELTS Writing Task1 – How to help with maps and processes

Louisa Dunne (France, British Council)

*Higher Education & Language Testing*

#### Room Opale

This practical workshop will look at ways we can help our students with the less-common IELTS task 1 questions, namely, maps, process diagrams and tables. We will consider the different types of process diagrams, map tasks and data in the form of a table, and work through strategies and approaches for tackling these.

### The effect of written feedback and modified output

Yoko Asari (Japan)

*Writing Skills & Adult Learners*

#### Room Rubis

The present study was conducted to examine the role of modified output following two types of written corrective feedback. The results revealed that learners who were required to modify their errors outperformed those who were not obligated to do so regardless of the feedback types. The study stresses the importance of learners' noticing the gap between their interlanguage and the target language.

### Specialization in the 21st Century workforce

George Kokolas (United Kingdom, Express Publishing)

*English for Specific Purposes & Adult Learners*

#### Room Emeraude

The 21st century workplace has been transformed by globalization and digitalization. To achieve success, learners must develop the specialized English skills and the 21st Century Skills employers require. Career Paths offers a unique approach to ESP by developing students' vocational English abilities while simultaneously improving their abilities to communicate, collaborate, think critically, and create in both physical and digital contexts.

## Product-process model of teaching academic writing

Natalia Gunina (Russian Federation)

*English for Specific Purposes & Writing Skills*

### Room Saphir

Academic writing pedagogy offers a variety of tools to enhance learners' writing. The most widely used are product- and process approaches aimed at developing learners' skills in creating

their own pieces of writing. The paper proposes a combination of these two approaches to teaching AW in English to mixed-level graduate students. The teaching model comprises several stages combining elements of product and process writing.

## Session G • 18.00 – 19.00

### Forum: Linking African teachers and ELT teachers in France and Europe

Led by Jane Ryder (TESOL France) with Roger Bekolo, Mouhamadou Diouf, Okon Effiong, Aymen Elsheikh and Fatou Kine Ndiaye (TESOL Africa)

*Teacher Training and Development*

### Room Thevenin

This forum is a follow up session to last year's TESOL France initiative of the panel discussion to brainstorm ideas of collaboration between teachers in France and teachers in Africa on the basis of personal, professional connections.

This session will take the form of small group discussions led by the delegates from African Teaching Associations. Come and get involved! (see details earlier in the programme.)

### Beating stress

Damian Corcoran (France)

*Higher Education & Teacher Training and Development*

### Room Estaunie

Use it, lose it or diffuse it are the 3 responses to stress. How do we as teachers help our students deal with stress in the classroom? How do we deal with our own stress?

Through a series of questionnaires and practical exercises we will learn how to deepen our awareness of stress in our professional environment in order to help improve our students' strategies in dealing with theirs.

### Is this word worth teaching?

Ed Pegg (United Kingdom, Macmillan)

*Grammar & Vocabulary*

### Room B310

People use a lot of words in their jobs and, if you're learning English for work, there are lots of words you could learn. You can't learn them all so how should you choose? What words should your trainer present? This workshop will look at the vocabulary needs of Business English & ESP learners, discuss how to find vocabulary for particular areas of work and give advice on how to use simple corpus tools to select and prioritise the words you teach your Business English and ESP learners.

### Soft skills for report writing

Saida Akbarova & Liliya Makovskaya (Uzbekistan)

*Writing Skills & Young Adult Learners*

### Room B312

Writing research-based report is an important skill for students studying Academic English. Such a written assignment requires development of some other language and academic skills. In the presentation, we will provide some explanation on how the report writing process can be organized and exemplify several activities that might be useful for those teaching academic English.

### Full TILT

Encarna Pérez Pulido & M. José García Berzosa (Spain)

*Grammar and Vocabulary Development & Adult Learners*

### Room Grenat

Have you ever found yourself in the classroom using your students' own language and then found yourself feeling guilty about doing so? Well, if that is the case, this presentation is for you. We'll look at different ways and different situations in which the use of our students' own language can actually raise language awareness and help take away that false need of penitence along the way. The presentation is aimed at any TESL teaching adults at any level and in any institution.

### Music in professional language training

Pascal Archimede (France)

*Adult Learners & French Learners of English*

### Room Opale

My name is Pascal ARCHIMEDE and I am both an ESL trainer and a pedagogical engineer. I have implemented a training sequence within which Music is the main educational tool. This approach, which is part of my professional practice, has been the subject of a book published in French in 2014 (*Musique en formation linguistique professionnelle*), then in English in 2015 (*Music in professional language training*). Please take a look at this video: <https://www.youtube.com/watch?v=gndQTwuTcPQ>

### All things to all students?

John Hession (France, British Council)

*Working conditions & Teacher Training and Development*

### Room Rubis

Can one teacher effectively teach English from pre-literate EY to Adult CPE classes and everything in between? Is it

reasonable to ask a teacher take a primary class in the morning, a bilingual secondary class in the afternoon, then an adult class in the evening? Which skills and activities apply to good teaching across all these lessons, and which will work brilliantly with one age group and fail miserably with another? Let's take a look.

### **Singing English out of a barrel**

Olga Isabel Díez Velasco & Marta García Alamán (Spain)

*Intercultural Issues & English for Specific Purposes*

#### **Room Emeraude**

The pedagogical exploitation of songs offers unlimited opportunities for real language learning in the classroom context. Unfortunately, their usage to enforce grammatical and lexical learning has frequently been sidelined. Located in La Rioja (Spain), an area world famous for its wine, in this talk we explain the benefits of employing wine-related songs in the classroom while showing how to use these songs to motivate and engage students to achieve significant learning.

### **Multimodal personal narrative as shared experience**

Julie Dell-Jones (USA)

*Adult Learners & Teacher Training and Development*

#### **Room Saphir**

With the growing diversity of backgrounds and languages in the classroom, I propose arts-based projects such as PhotoElicitation and PhotoVoice can be used as content-based instruction in order to explore cultural issues as well as offer limitless opportunities for language teaching. I describe a study where an engaging speaking/listening activity using participant-created images became an accessible shared experience for learners at diverse levels and differing native languages.

**19.00 - 19.30**

#### **PILATES**

Jane Revell (France)

#### **Room E200**

Maybe you'll need a brief change of activity after an exciting, interesting, informative, intriguing and inspiring - but probably exhausting - Saturday at the TESOL France Colloquium? Come and try out some gentle Pilates stretches to allow your thoughts to settle, before you head for the evening cocktail! A beach towel to lie on would be useful.

## **Sunday 19 November**

### **Session H • 11.15 – 12.15**

### **Connecting young adult learners to new words**

Spencer Salas (USA)

*Grammar and Vocabulary Development & Young Adult Learners*

#### **Room Estauie**

The monotony of traditional vocabulary instruction is familiar to many young adult learners. But it doesn't have to be that way! The interactive session provides hands-on practice with a series of flexible, participatory platforms for teaching and learning new words with adolescents. Handouts are provided.

### **Using picturebooks with children**

Gail Ellis (France, British Council)

*Primary learners & Teacher Training and Development*

#### **Room B310**

This talk will show how authentic picturebooks expose children to rich, authentic language and provide a natural and relevant context for language learning. Using a selection of picturebooks from around the world, I will show how children can be encouraged to respond to picturebooks and self-assess their participation and learning.

### **Teaching teens and breaking through the barrier**

Fiona Mauchline (United Kingdom)

*Young Adult Learners & Technology in the Classroom*

#### **Room B312**

Teaching teens can be stressful; that's something we all know.

But being a teen is stressful, too, and learning or speaking a 'funny' language can be the most stressful thing of all. If you push a teen too far out of their comfort zone, the learning stops, the resistance starts, so how to break through the barrier? In this highly interactive workshop, we'll try out some activities that avoid triggering resistance and maximise learning and engagement. We'll look at support and prompts that motivate and generate, and we'll work our way into the teenage brain and help the learning stay there.

### **Crossing borders and shifting visions: The challenge**

Zakia Djebbari (Algeria)

*Higher Education & Adult Learners*

#### **Room Grenat**

Globalisation can interconnect the world, support economic development, provide information availability and assist in developing a global village. The premise here is that learners need to cross cultural borders to broaden their vision and shape themselves to fit into a pluralistic multicultural-oriented world. Thus, the present paper calls for an urgent need to shift our educational settings from intercultural communicative competence to multicultural communicative competence.

## The emotions revolution: transforming ELT classroom

Monica Rodriguez Salvo (Argentina)

*Teacher Training and Development & Intercultural issues*

### Room Opale

How can Social and Emotional Learning add up and meaningfully contribute to a more authentic classroom? It has been proven that it offers great opportunities to help our students connect to their inner worlds, build a more positive and open approach to intercultural connections and even foster diversity appreciation. Real classroom examples and preliminary results on local research will be introduced, weaving practice and theory into a more authentic, emotionally-intelligent teaching experience.

## Preventing dyslexic reading among L1 & L2 speakers

Daniella De Winter (Israel, SoftEnglish)

*Reading Skills*

### Room Rubis

Addressing the disadvantages that global reading entails and how this hampers the acquisition of the reading skills among L1 and L2 speakers by means of an out-of-the-box method which prevents dyslexic failures from a very early age and, in the case of students who already face reading problems, it helps them break down the vicious circle of global reading, ultimately improving the reading skills, spelling and reading comprehension.

## Starting fresh: Reconciling students with English

Stéphanie Lerat & Véronique Lepouzé (France)

*Teacher Training and Development & Higher Education*

### Room Emeraude

Undoing years of negative feelings towards language learning is no easy feat. Based on our experience teaching future primary school teachers, likely to one day teach a foreign language themselves, we discuss concrete activities that have helped students become more positive towards learning and teaching English. We also consider how to build on this newfound confidence to improve their language skills and to assist them in reconstructing their representations.

## Analyzing oral academic presentation rubrics

John W. Wilson (Japan)

*Speaking Skills & Teacher Training and Development*

### Room Saphir

How do instructors assess oral presentations and what are some qualities of effective oral presentation scoring rubrics? Also, what are some important considerations for creating our own instructional and scoring rubrics? In this presentation, attendees will 1) analyze rubrics from a data driven study conducted in Japan 2) discuss the effectiveness and efficiency of the rubrics and 3) consider various approaches when creating their own instructional and scoring rubrics.

## Session I • 13.00 – 14.00

## Q & A Session with Marie-Hélène Fasquel-Erhart

Led by Stephen Scott Brewer (France)

With the participation of students at ESPE de l'Académie de Créteil, Université Paris-Est Créteil.

### Room Estaunie

## TED Talks. Do it The Other Way – Beyond the message!

Eftychis Kantarakis & Vicky Chionopoulou (Greece)

*Young Adult Learners & Technology in the Classroom*

### Room B310

TED Talks are among the most widely used but still not really exploited online tools available to teachers of all kinds. They are used to teach so many disciplines other than languages. Let's try and explore how we can use them to teach the skills, but equally importantly, the linguistic features such as vocabulary and grammar that hide beneath. Let's use them "The Other Way".

## The flipping thing

Murray Adams (France)

*Adult Learners & Classroom Management*

### Room B312

The 'flipped class' has become a buzzword in recent years. But what can be usefully set as preparatory study/input for a successful lesson? How can we ensure learners will actually do the work we direct them to do? And how can the resultant knowledge be put to good use in the lesson itself? This talk will look at an example of a 'flipped class' using authentic materials.

Participants will be invited to consider different options, and make their own suggestions, during the talk.

## The impact of teacher beliefs on lesson planning

Shay Coyne (Spain)

*Teacher Training and Development & Primary Learners*

### Room Grenat

Teacher beliefs are extremely influential during lesson planning as they result in different classroom experiences. Furthermore, the intended impact of educational policy can be determined by teachers and their beliefs about implementing these policies. As a result, the success of connecting our very young learners to any language curriculum is partly determined by teacher beliefs. The aim of this presentation is to open debate on this topic.

## Making it meaningful

Nikki Unsworth (Spain)

*Young Adult Learners & Speaking Skills*

### Room Opale

Young adults are often passionate about things that affect them but unfortunately this enthusiasm isn't always apparent in the classroom. I will share a selection of activities, which illustrate that if the contents of a class can be made meaningful for the learners, we can provide opportunities where they truly want to express themselves and share ideas, which for me is one of the main aims of language learning, and can lead to learning much more than just a language.

### Watch, listen, and share! Video and topical issues

Gordon Knowles (United Kingdom)

*Young Adult Learners & Technology in the Classroom*

#### Room Rubis

This talk will explore how short, carefully graded, videos can inspire students to discuss the topical themes presented with learners of the same age and ability level throughout the world – providing opportunities for contextualised, meaningful language use. Free passwords to the site from which the videos can be sourced will be given to all teachers attending.

### Using games while teaching English to (very) young learners

Urszula Kropaczewska (Poland, IATEFL Poland)

*Very Young Learners*

#### Room Emeraude

The terms: “play” and “game” are commonly known and used while discussing the issue of teaching English to young learners. The term: “play” means a spontaneous activity initiated by participants just for pleasure and finished by themselves, while the term: “game” means an activity initiated, organised, managed, evaluated and ended by teachers. Both may mean fun, bring satisfaction and cause happiness in hands of conscious and creative teachers. Games may be used during every stage of the lesson, while presenting, practising and revising the language. Students can easily “take” them home. Games

may be useful for developing language and social skills.

The workshop is to present some games used when teaching English to (very) young learners, which have appeared to be useful, engaging and involving, both for teachers and students. The practical part of the presentation will involve playing vocabulary, grammar, pronunciation, speaking, listening, reading and writing games as well as having a chance to see and touch creative teaching aids, which teachers could employ into their own teaching practice. While my workshop I am also going to present some film showing my students playing games.

### Pictures into words

Aleksandra Jevtović (Serbia)

*Young Adult Learners & Grammar and Vocabulary Development*

#### Room Saphir

In this workshop we will look at activities which use picture books to develop vocabulary, practice grammar and prompt speaking, writing and creative thinking in students. The activities are designed with teenagers and young adults in mind while the language level ranges from elementary to proficiency. The workshop will provide you with the practical activities that you can use in your own classroom but also inspire you to use wordless books as a new resource.

## Session I • 13.00 – 14.00

### Panel Discussion: There's a world out there: bringing global issues into our classrooms

With Julietta Schoenmann, Julia Aliverti, Zakia Djebbari and Fiona Mauchline

*Global Issues in the Classroom*

#### Room Thevenin

When you teach students English you know you're not just teaching a language. You bring a whole range of topics into the classroom that enables your students, whatever their ages, to discuss and use the language they've acquired to communicate. But how do you choose these topics? Do you start with your coursebook – nothing wrong with that as there are plenty of contemporary topics for discussion that are presented in an engaging way. But what about the more challenging topics around us – the ones that are often neglected by course books because they are deemed to be too controversial, divisive or depressing? The refugee crisis? Climate change? Gender equality? Human trafficking? Come to the Global Issues Forum and participate in the debate about what topics are important to include in our classrooms, why they are important and how we might usefully present them to our students.

### Talking the talk

Sarah Smith & Stephen Reilly (France, British Council)

*Teacher Training and Development & Technology in the Classroom*

#### Room B310

Teacher talking time gets bad press, particularly in elementary teacher training courses. Yet surely quality should override quantity. And so what if we actually listened to ourselves

with the intention of improving our ‘teacher talk’? And what would constitute improvement? We'll present how a voice recorder can be used to listen to ourselves, before embarking on some discourse analysis and then evoking ways of improving.

### A bucket full of games and activities

Sanja Raskovic (Croatia)

*Primary Learners*

#### Room B312

I noticed that children like playing simple, old-fashioned games despite having all the technology at hand. So in our school, we don't use technology with the young learners, we play and learn. In this workshop, I would like to share some of the games and activities we use to revise the vocabulary and grammar with young learners. It is a practical workshop with ideas which can be taken to the classroom and used. All the participants will get the list of games and instructions how to play them.

### History lesson in English through drama

Sharka Dohnalova (Czech Republic)

*Drama Techniques & Young Adult Learners*

#### Room Grenat

As a child, I always found it very hard to learn history as it did not mean anything to me. Later in my practice as a language teacher, I found structured drama as a tool for learning and teaching literature, history, social skills - using also EQ and not only IQ. This seminar will deal with a part of history from the human point of the characters, who have their reasons for acting the way they do, which makes it more memorable. The

participants will get the experience and a lesson plan.

### Healthy Little Eaters and the pouch of happiness - the ELT movement in Greece

Spyridoula Kokkali (Greece)

*Intercultural Issues*

#### Room Opale

Healthy Little Eaters is a special program designed for and applied within the ELT classroom. It involves the consumption of healthy food, the making of our own compost, the planting of our own plants and the consumption of the fruits and vegetables they bear all done with instructions and guidance in English. H.L.E. is a lot more than that though. Among many great things they have achieved under the Greek economic crisis umbrella, they have also managed to involve the local society in many ways and have managed to spread two very powerful messages to the world in the form of the so called “the pouch of happiness” and to teachers all around the world by releasing them from an illusion they might have come to believe. The pouch of happiness is H.L.E.’s “super power”.

### Young people who read become adults who think

Andy Cowle (United Kingdom, Black Cat Publisher)

*Reading Skills & Young Adult Learners*

#### Room Rubis

Unless we motivate learners to use English in engaging, meaningful ways, there is always the danger that they will see English as a subject instead of a valuable skill. By fully integrating

graded fiction and non-fiction in our teaching, we give students the opportunity to choose topics and titles that interest them, and to read easily and frequently at their level, which dramatically improves their English in so many ways, as well as developing their critical thinking skills.

### Still English teaching game – talk in French

Sophie Martinez (France)

*Speaking Skills & Multilevel Classrooms*

#### Room Emeraude

How to teach and develop English speaking skills among Young and adult French learners thanks to a teaching game? How to make your classrooms lively and interactive? How to organise teams for all learners to improve their levels from beginners to Advanced?

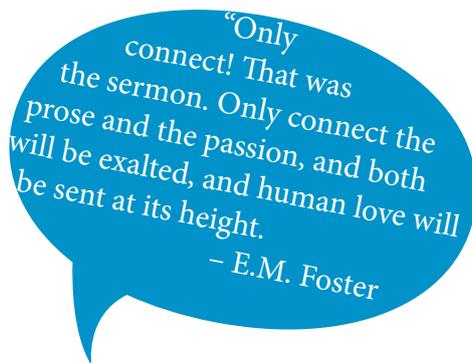
### Self-efficacy teaching English to young learners

Mary Latisha & Anne Choffat-Durr (France)

*Teacher Training and Development & Primary Learners*

#### Room Saphir

Previous research conducted at a University Teacher Education Institute in France (ESPE) revealed that many future primary school teachers, expected to teach all subjects including a foreign language, do not feel confident to provide a good oral model or effective feedback on their pupils’ productions. Our presentation reports on an experimental study we conducted in the fall term 2016 with 7 cohorts of students to raise their self-efficacy level in this area.



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

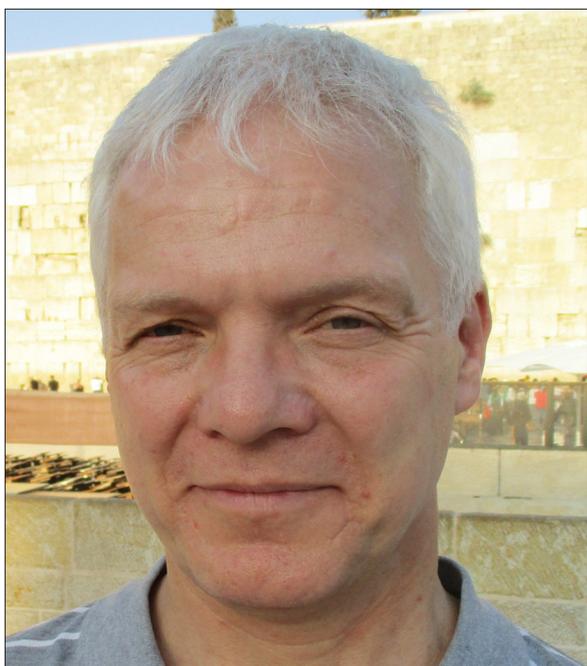
# NOTES & CONNECTIONS



# 37th Annual International TESOL France Colloquium

16 – 18 November 2018, Telecom ParisTech

## Plenary speaker Zoltán Dörnyei



Zoltán Dörnyei is Professor of Psycholinguistics at the School of English, University of Nottingham. He has published extensively on various aspects of language learner characteristics and second language acquisition, and he is the author of over 20 books, including *Motivational Strategies in the Language Classroom* (2001, Cambridge University Press), *Research Methods in Applied Linguistics* (2007, Oxford University Press), *Motivating Learners, Motivating Teachers: Building Vision in the Language Classroom* (2014, Cambridge University Press, with M. Kubanyiova), *The Psychology of The Language Learner Revisited* (2015, Routledge, with S. Ryan) and *Motivational Currents in Language Learning: Frameworks for Focused Interventions* (2016, Routledge, with A. Henry and C. Muir).

Call for papers opens on 26 February 2018  
[www.tesol-france.org](http://www.tesol-france.org)

Deadline for submissions: 15 May 2018



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