TEACHING THE MOSAIC
Inclusive practice and SpLDs
Spring Day 2017
Saturday 20 May

#TFSpringDay17
Welcome to the TESOL France Spring Day in Toulouse!

TESOL France organizes various types of events throughout the year and each one of them is special in its own way. Every second year our Spring Day takes place in one of six different regions in France with the aim of providing a conference experience to teachers who might not be able to join us at the Annual Colloquium in Paris. This year’s one-day Spring Day conference will be special in multiple ways. We aimed to widen our scope of vision, discipline and geography and bringing it to the South-West of France was a logical choice after having Spring Days in Strasbourg and Lyon in previous years.

English language teaching (ELT) is a fast developing field where boundaries are regularly expanded and crossed. One of the mainstream areas of interest today is how students with specific differences such as dyslexia learn, what type of methods and approaches we can adopt and what are the available resources to use for the sake of an inclusive education. Today’s plenary talks and workshops will provide you with a refreshing view on education in general, both in French and international contexts and from multiple perspectives. You will be able to reflect together with educators from different backgrounds, different countries and different disciplines and build a new vision for your future teaching.

A big thank you goes out to the organising team, especially the organisers Rosemary Bénard and Dianne Chen, to ENAC for hosting this event, Oxford University Press, the Academy, EF Education First and Express Publishing for their continuing support and the dedicated TESOL France team of volunteers.

We wish you a very enjoyable Spring Day conference!

Csilla Jaray-Benn
President
Oxford University Press


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We also thank EF Education First for providing the conference bags, pens and badges. www.ef.fr www.ef.fr/teacher
Spring Day Workshops

Judith Kormos (Opening Plenary)

**The language learning processes of students with specific learning difficulties.**

9:00 Amphi Bellonte

Specific learning difficulties affect approximately one in every ten students. Learning another language can prove to be particularly challenging for those who have literacy-related problems in their first language. The talk will start with an overview of what specific learning difficulties are and what we currently know about their causes. Then I will discuss how specific learning difficulties influence language learning processes and what information might help language teachers to identify students who have difficulties. The presentation will conclude with suggestions for how language teachers can create an inclusive teaching environment that contributes to the success of all students.

Alison Heal (Workshop 1a)

**Learning Differences in Primary & Secondary Classrooms**

10:45 Room B016

Dyslexia and other learning ‘differences’ are now recognised to be as much of a strength in real life as they are a disadvantage in some classrooms. This workshop will consider how differences including dyslexia, dyspraxia and ADHD are all part of the reality of neurodiversity. Beginning with some of the struggles which primary and secondary students might face in learning English as an additional language, the workshop will move on to providing practical advice for teachers. The strengths of those who learn in alternative ways will be considered, as well as their struggles.

The aim is to provide teachers with an outlook and techniques which will enhance their English teaching for a very broad spectrum of students. Strategies which work well for dyslexic pupils, for example, are recognised to boost the progress of a much wider range of learners. By becoming more in tune with inclusive practice, teachers can better meet the needs of the entire class.

Gerard McLoughlin (Workshop 1b)

**The ‘Eyes’ have it too**

10:45 Amphi Breguet

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”? We will look at areas of disability, mental health issues, women’s roles and bullying. In this workshop we’ll explore 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 new ideas about how to adapt your teaching approach to encourage awareness and inclusion of learners with different difficulties and how to incorporate these into your classes.
Reinventing the educator’s role in the 21st century

Today’s education system is deeply challenged by the evolving demands of the world around us. Formerly considered safe and stable havens, high schools and universities are now required to adapt and justify their high operating costs, while their lack of consideration of individual students’ needs is often criticized.

In the meantime, at the heart of the system, educators are questioned on their role when it would seem so easy to replace them with MOOCs or cheap online resources. Based on global studies, this talk will explore how the global challenges faced by education are impacting education systems. Drawing on new models of schools, it will examine what is expected from future educators, be it in terms of roles or skills, to prepare their students for the challenges facing them in the 2020s - and beyond.

Collective Intelligence Workshop

Throughout the day, the passport has prompted you to reflect on specific themes. The Collective intelligence workshop will connect these ideas and contextualise them within the framework of inclusive practice and diversity. Working collectively, we will see that we already have the answers, and thus, the power to initiate change.
Throughout the day a *sharing wall* will be on exhibit to showcase success stories and give information about useful resources. Delegates are encouraged to share their experiences and post them on the wall throughout the day. Every delegate will receive a *passport* to use during a reflection activity spanning the day of the conference. Participation in this activity will then culminate in the Collective Intelligence Workshop at the end of the day.

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<th>Time</th>
<th>Session</th>
<th>Speaker</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Registration</td>
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<td>Foyer</td>
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<tr>
<td>9:00 - 9:15</td>
<td>Opening</td>
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<td></td>
<td>Amphi Bellonte</td>
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<td>9:15 - 10:15</td>
<td>Opening Plenary</td>
<td>Judit Kormos</td>
<td>Background to SLA and SpLDs</td>
<td>Amphi Bellonte</td>
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<tr>
<td>10:15 - 10:45</td>
<td>Coffee &amp; Exhibitors</td>
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<td>10:45 - 12:15</td>
<td>Workshop 1A</td>
<td>Alison Heal</td>
<td>Learning Differences in Primary and Secondary Classrooms</td>
<td>Room B016</td>
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<td>Room B016</td>
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<td>10:45 - 12:15</td>
<td>Workshop 1B</td>
<td>Gerard McLoughlin</td>
<td>The ‘Eyes’ have it, too! Online resources &amp; SS with different abilities</td>
<td>Amphi Breguet</td>
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<td>12:15 - 1:30</td>
<td>Lunch &amp; Exhibitors</td>
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<td>Foyer</td>
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<td>1:30 - 3:00</td>
<td>Workshop 2A</td>
<td>Judit Komos</td>
<td>Classroom tasks to identify SpLDs</td>
<td>Room B016</td>
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<td>1:30 - 3:00</td>
<td>Workshop 2B</td>
<td>Alison Heal, Gerard McLoughlin, Rachael Harris</td>
<td>Panel discussion: Approaches to learning difficulties across Europe</td>
<td>Amphi Breguet</td>
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<td>3:00 - 3:45</td>
<td>Coffee, Networking, Exhibitors</td>
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<td>3:45 - 4:30</td>
<td>Closing Plenary</td>
<td>Yves-Henri Robillard</td>
<td>Reinventing the educator’s role in the 21st century</td>
<td>Room B016</td>
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<td>4:30 - 5:15</td>
<td>Collective Intelligence Workshop</td>
<td>Yves-Henri Robillard</td>
<td>Reflection activity &amp; passports</td>
<td>Room B016</td>
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<td>5:15 - 5:30</td>
<td>Closing</td>
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<td>Feedback forms, prize draw, Closing remarks</td>
<td>Room B016</td>
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Thank you for attending and see you at our regional workshops and Annual Colloquium on 17-19 November 2017 at TelecomParisTech in Paris. Information and registration: www.tesol-france.org
Map of Campus

Registration and activities in the foyer of Breguet (red section). Room B016 will be signposted from the foyer.
The ENAC campus is located on the same road as ISAE-SUPAERO. Please note the updated bus routes:

- Bus 78 direction St Orens Lycée from Metro line B, Pharmacie station
- Buses 27 and 37 from Metro line B, Ramonville (bus and metro terminus)
- Local transport app: Tisseo
Judit Kormos is a Professor in Second Language Acquisition at Lancaster University. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission and is a lead educator in the Dyslexia and Foreign Language Teaching massive open online learning course offered by FutureLearn. She is the co-author of the book Teaching Languages to Students with Specific Learning Differences with Anne Margaret Smith. She has published widely on the effect of dyslexia on learning additional languages including a new book entitled The second language learning processes of students with specific learning difficulties published by Routledge 2016.

Yves-Henri Robillard has been working in education since his volunteer assignment in Madagascar in 1997 where he taught high-school French language and general culture to future Catholic priests. He has worked with a variety of students, organizations and administrations in Kosovo, Shanghai, Lyon and Brest. While setting up the Asia campus of EMLYON Business School, he created and managed the World Entrepreneurship Forum, a global think tank focused on entrepreneurship and social justice. He then co-created a global education group, now called New World Education, with its high school arm called New World Lyceum focusing on alternative education. Yves-Henri is now a consultant at Yuman, an alternative consulting firm specialized in change management.

Alison Heal began teaching in Cumbria, England, in 1990. She soon realised that she identified most with those in the class who had learning ‘differences’, so she retrained to teach dyslexic learners. She has worked as a SENCO in English schools, a teacher for children, teenagers and adults, and a consultant and trainer for families and educators. Her 12 years in France have combined her passion for learning differently with the experience of teaching English as an additional language. The last 12 years have also included diagnoses of various learning differences within her own family, so her experience is now as personal as it is professional.
Gerard McLoughlin has taught English in Italy, the U.K., Serbia, Egypt and Spain and has been a teacher trainer in the U.K., New Zealand, Mexico and Spain. He has a DipTEFLA and an MA in English Language Teaching. He is a CELTA and DELTA trainer at IH Barcelona and a CELTA assessor. He is a co-author of Next Generation, a Bachillerato coursebook. He has also written several teacher books for McGraw Hill (Platform) and Heinle (Outcomes). He is a board member of TESOL-SPAIN as Online Resources Officer and Webmaster and Vice-President. He is also an ambassador for the Disabled Access Friendly campaign.

Rachael Harris is a primary and secondary teacher in a school in Geneva where she is responsible for the SEN policy. She is newsletter editor for the IATEFL IP & SEN (Inclusive Practices and Special Educational Needs) SIG. Rachael contributes regularly to different publications such as English Teaching Professional, and various national journals as well as presenting at various ELT conferences. Rachael is ETAS Geneva coordinator and is also responsible for the ETAS YL & Teens SIG. She has recently completed her M.A. TESOL.

TESOL France
TESOL France has been sharing knowledge, experience and best practices in English language teaching in France since 1981.

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36th Annual International TESOL France Colloquium
17 – 19 November 2017, Paris
LANGUAGE CONNECTS PEOPLE

Deadline for proposals 31st May
www.tesol-france.org

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Stephen Ryan
Marie-Hélène Fasquel-Erhart