

A long-exposure photograph of a city street at night, showing light trails from cars and buildings. The scene is illuminated by streetlights and building lights, creating a dynamic and vibrant atmosphere.

**International
Language
Symposium
Brno
1-3 June 2017**

**International Language Symposium
Brno June 1-3, 2017**

Central Europe's gold-standard international language symposium

Organized by:

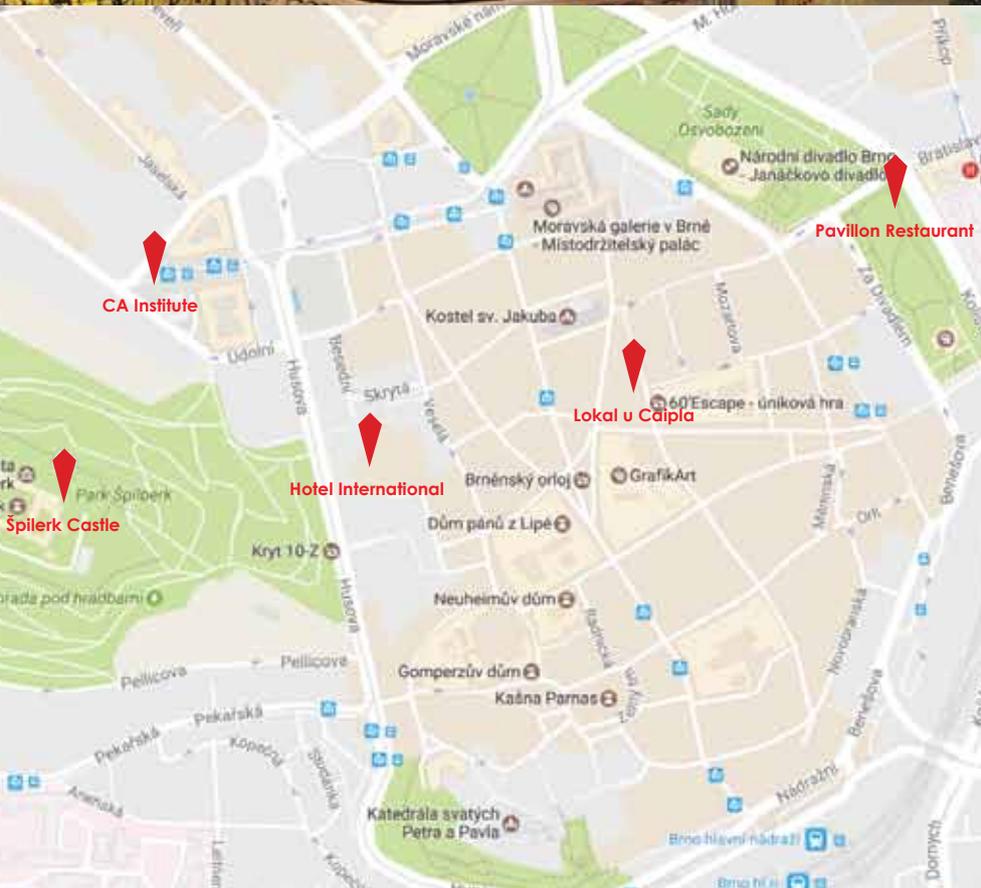
**CA Institute
of Languages** 2017
Celebrating
20 Years
of Excellence

SYMPOSIUM VENUE AND SOCIAL EVENTS

International Language Symposium Brno 2017

Hotel International

Husova 200/16, 659 21 Brno



Reception

Symposium Welcome Party

Meet the Speakers and Sponsors
May 31, 2017, 6:00pm-10:00pm
(CA Institute of Languages
Marešova 12, 602 00 Brno)

Symposium Evening of Czech Cuisine

June 1, 2017, 7:30pm-10:30pm
(Špilberk Castle
Špilberk 1, 602 00 Brno)

Symposium Networking Formal Dinner

June 2, 2017, 8:00pm-11:00pm
(Pavillon Restaurant
Jezuitská 6, 602 00 Brno)

Symposium Farewell Party

June 3, 2017, 7:00pm-?
(Lokal U Cajpla
Kozí 115/3, 602 00 Brno)



International Language Symposium

1-3 June 2017

Brno, Czech Republic



WELCOME MESSAGE FROM ERIK

Dear Friends and Colleagues,

Welcome to the International Language Symposium 2017 that is taking place in the capital of Moravia and the true center of Europe, Brno, Czech Republic. It is organized under the auspices of the CA Institute of Languages, whose global base gives it a far greater reach than any other language school in the country.

The International Language Symposium was a project that started way back in April 2015 while I was at the Eaquals International Conference in Malaga. With CA Institute of Languages nearing its 20-year anniversary, I knew that we had to celebrate it in the best possible way. It was important to give something back to my devoted team and to the city of Brno, which has provided us with such a fertile environment in which to conduct our business. From its inception, the Symposium attracted leading speakers and it has just kept on growing ever since.

Over the next few days, we will have the opportunity to exchange ideas and transform views with some of the most important innovators in our fields of linguistics, teacher training and CPD, global language teaching trends, assessment, quality management and accreditation, marketing management, psychology and motivation, and the application of corpora. We will also be networking and making lifelong friends. And it won't end there, as the publication of conference papers will add another layer of longevity to the Symposium.

We are thankful to all our speakers, those who were invited and those who were sponsored. Without you there would be no Symposium. Your willingness to share your great thoughts enriches the quality of language education worldwide.

We are grateful to the City of Brno for their sponsorship and to Martin Landa, the Mayor of Brno-střed, for speaking on its behalf and for welcoming all of you here. We are very thankful to the Ministry of Education for providing support to assist Czech University members in attending the Symposium and to AJS, the Association of Language Schools in the Czech Republic, for their continued support and marketing of the event.

We would like to thank all of our sponsors for their generous support. The biggest of all goes out to Eaquals for all of the training and insight that they have given us and the step-by-step guide for organizing such an event. Trinity College London, Macmillan Education, IH World, Mooveez, Euroexam, ETS Global, LangLion, Škrivánek, Oxford University Press, National Geographic Learning, International School of Brno, ScilLearn, ELT Connections, and the British Council have all made great contributions not only through their presence in the Symposium, but also within language education and education in general. We would also like to thank NILE and the Lexical Lab for providing teacher training raffles and their own speakers.

I wish to express my great appreciation to the team who has worked closely with me in the last six months, Eva Špidlová, Nikki Fořtová and James Thomas.

And finally a special thanks goes out to all of our friends, Garage Wine, to U Alberta, Lokal U Caipla, Transform ELT, TEFL Equity Advocates, LT Sig, Jackfruit Marketing, Vepak, and TIC Brno.

I hope that you find the International Language Symposium memorable and rewarding and I look forward to seeing you at our next event in 2019.

Thank you for contributing to the future by attending.

Erik Dostal
Founding Director of CA Institute of Languages

FLOORPLAN

Hotel International is the ideal setting for the Symposium being situated right under Špilberk Castle in the city center. The best restaurants, major sights and night life are all right around the hotel.



CONGRESS CENTER FLOOR PLAN



**We'll help you turn a
good language school
into a centre of excellence.**

- International accreditation
- Support for continuous improvement
- Expert training and development



Take the first step towards joining a world leader in language education. Contact us at info@eaquals.org

www.eaquals.org



www.facebook.com/EAQUALS



[@Eaquals](https://twitter.com/Eaquals)



[eaquals](https://www.instagram.com/eaquals)



www.linkedin.com/company/eaquals

English language qualifications for real-life communication skills

Learning English

Trinity's contemporary GESE and ISE exams provide reliable evidence of the ability to communicate effectively in English.

- ▶ **GESE:** Graded Examinations in Spoken English – 12 grades available, A1-C2
- ▶ **ISE:** Integrated Skills in English – 5 levels available, A2-C2

Discover more at trinitycollege.com/ESOL

Teaching English

Trinity offers internationally recognised certificate, diploma and specialist qualifications designed to support English language professionals throughout their careers, from novice teacher to experienced practitioner.

- ▶ CertTESOL (Level 5)
- ▶ DipTESOL (Level 7)
- ▶ Teaching Young Learners Extension Certificate (TYLEC) and other specialist qualifications

Discover more at trinitycollege.com/TESOL

Contact us for information about Trinity's range of qualifications, resources and professional support services via trinitycollege.com/contact

trinitycollege.com

Academy Stars

- Motivates students to engage with grammar in a visually unique and memorable way through animated *Graphic Grammar* videos
- Boosts students' confidence to produce and use target language in meaningful way through the *Be a Star!* activities
- Builds essential 21st century skills through a comprehensive *Learning and Thinking Skills syllabus* that prepares students for future academic success and real life communication
- Presents language in context - vocabulary in a visual context and new grammar in the context of a simple story
- Provides a unique variety of text forms from modern blogs through stories to even poems with reading time and reflective writing



Friday, June 2, 2017 - 9:00am - 10:00am (Congress Hall C) Workshops/Presentations
Anna Parr-Modrzejewska - Macmillan Education Partner Sponsored

Memorable lessons for primary and secondary English classrooms

Do you remember your first kiss? The way to your work? How to ride a bike? What makes some things more memorable than others? How can we teach so that students remember better and for longer? Learning a language is especially reliant on memory because you can't simply forget a part of material after a test and never come back to it. Our students have to not only remember the new information at hand, but all of what they have learnt so far.



What we as teachers need to do is apply a variety of techniques that prevent learners from forgetting what they have already mastered while feeding in new information so that sticks to their minds. In this session we are going to investigate the ways our students' brains acquire, store and retrieve information. We will look at a number of simple, ready-to-use ideas that support learning, memorizing and recalling words, phrases and grammar structures through effective uses of context, image, review and revision. In sum, this session is bound to be truly unforgettable!

Drop off your completed Macmillan Raffle Form in the Academy Stars box on the Macmillan stand to take part in our prize draw!



SYMPOSIUM PROGRAM IN DETAIL

Registration/Info/Exhibition

- Thursday, June 1 **8:00am–5:30pm**
- Friday, June 2 **8:00am–6:30pm**
- Saturday, June 3 **8:00am–5:30pm**

Wednesday, May 31, 2017

- **6:00pm – 10:00pm** Welcome Party Get warmed up and meet the committee, plenary speakers and the entire CA Institute of Languages' team. Check out Brno's only EAQUALS accredited institute.

Thursday, June 1, 2017

- **9:15am – 9:30am [Congress Hall]** *Symposium Opening* **Erik Dostal** Intro and welcome with special guest: **Martin Landa** – Mayor of Brno-střed and other members of the Brno City Council
- **9:30am – 10:30am [Congress Hall]** *Opening Plenary* **Jeremy Harmer** – To begin at the beginning
- **10:30am – 11:30pm [Congress Hall]** *Plenary* **Huw Jarvis** – From digital self and students, to professional self and teachers
- **11:30pm – 12:00pm** *Coffee Break* **Info & exhibition**
- **12:00pm – 1:00pm [Congress Hall]** *Plenary* **Hugh Dellar** – Teaching grammar lexically
- **1:00pm – 2:00pm** *Lunch* **Info & exhibition**
- **2:00pm – 3:00pm [Congress Hall]** *Plenary* **Philip Kerr** – Translation, technology and the language classroom
- **3:00pm – 4:00pm [Congress Hall]** *Plenary* **Stephen Krashen** – Self-selected voluntary reading: The missing link in language education
- **4:00pm – 4:30pm** *Coffee Break* **Info & exhibition**
- **4:30pm – 5:00pm [Congress Hall]** *Open mic* Questions, answers, discussions with ALL plenary speakers – Audience directed questions (Raffle)
- **7:30pm – 10:30pm** *Social event* **Špilberk Castle** – Hradní Restaurant – Buffet dinner – Evening of Czech Cuisine and show (meet at Hotel Lobby at 7:00pm)

Friday, June 2, 2017

- **9:00am – 10:00am [Meeting room 3 – MATAL]** *Workshops/Presentations* **Alex Thorp** – Trinity College Gold Sponsored Workshop – Potential and Pitfalls: Contemporary Approaches to language assessment
- **9:00am – 10:00am [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Alex Cann** – Giving effective feedback and coaching team members
- **9:00am – 10:00am [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Anna Parr-Modrzejewska** – Macmillan Education Partner Sponsored – Memorable lessons for primary and secondary English classrooms
- **9:00am – 10:00am [Meeting room 4 – LACINA]** *Workshops/Presentations* **Michał Bartosiński** – LangLion Partner Sponsored Workshop – A guide for effective management for language school with LangLion
- **10:00am – 11:00am [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Daniela Muresan** – ETS Global Partner Sponsored Workshop – Completing the Circle: English-Proficiency Assessments, Learning Objectives and Activities.
- **10:00am – 10:30am [Meeting room 3 – MATAL]** *Workshops/Presentations* **Jacqueline Kassteen** – The Rise of the Selfie: Leveraging pop culture trends in marketing, recruitment and teaching
- **10:30am – 11:00am [Meeting room 3 – MATAL]** *Workshops/Presentations* **Joanna (Jo) Watson** – Quality across borders – Introducing the work of Equals
- **10:00am – 10:30am [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Lily-Anne Young** – Tools for Teaching Advanced Learners
- **10:30am-11:00am [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Weronika Szubko-Siterek** – Teaching reading to young EFL learners
- **10:00am – 11:00am [Meeting room 4 – LACINA]** *Workshops/Presentations* **Jeremy Harmer** – I don't teach answers
- **11:00pm – 11:30pm** *Coffee Break* **Info & exhibition**
- **11:30am – 12:30pm [Meeting room 3 – MATAL]** *Workshops/Presentations* **Justin Spence** – British Council Sponsored Workshop – Teaching for Success: The British Council approach to teacher development
- **11:30am – 12:30pm [Meeting room 4 – LACINA]** *Workshops/Presentations* **Sarah Mount** – Becoming a Centre of Excellence: How to Excel in your School Inspection
- **11:30am – 12:30pm [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Kylie Malinowska** – IH World Partner Sponsored Workshop – If it's not about elephants, it's irrelephant: Memes for thought in the Young Learner Classroom
- **11:30am – 12:00pm [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Monica Poulter** – Cambridge English Train the Trainer Framework
- **12:00pm – 12:30pm [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Andy Cowle** – Laugh and Learn!
- **12:30pm – 1:30pm [Meeting room 3 – MATAL]** *Workshops/Presentations* **Nazan Ozcinar Sirel** – Enhancing Lifelong Learning by Using NLP in the ELT Classroom
- **12:30pm – 1:30pm [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Chris Farrell** Understanding the Role of the Teacher in 2017
- **12:30pm – 1:00pm [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Werona Krol-Gierat** – Teaching English as a Foreign Language to Pupils with Special Educational Needs at the Lower-Primary Level – does it make SENSE?
- **1:00pm – 1:30pm [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Marianna Lisna** – TED Talks as a Tool for Effective and Enjoyable IELTS Preparation
- **12:30pm – 1:00pm [Meeting room 4 – LACINA]** *Workshops/Presentations* **Malgorzata Teturka** – Erik L. Dostal Foundation Award winner – L1 use in the Foreign Language Primary Classroom – Pre-service Teachers' Beliefs and Practices
- **1:00pm – 1:30pm [Meeting room 4 – LACINA]** *Workshops/Presentations* **Kirsten Holt** – We are. We can. We teach. Teaching competences.
- **1:30pm – 2:30pm** *Lunch* **Info & exhibition**
- **2:30pm – 3:30pm [Congress Hall]** *Plenary* **Marek Kiczowski** – Native speakers are better teachers. Debunking the myth.
- **3:30pm – 4:30pm [Congress Hall]** *Plenary* **Ben Beaumont** – From reflective to reflexive practitioner: using in-service training to effect conceptual understanding and pedagogic development.
- **4:30pm – 5:00pm** *Coffee Break* **Info & exhibition**
- **5:00pm – 6:00pm [Congress Hall]** *Plenary* **Jason Fritze & Stephen Krashen** – TPRS (Teaching Proficiency through Reading and Storytelling) – Compelling Comprehensible Input in the Classroom

- **6:00pm – 6:30pm [Congress Hall]** *Open mic* Questions, answers, discussions with ALL plenary speakers – Audience directed questions (Raffle)
- **8:00pm – 11:00pm** *Social event Pavillon Restaurant* – Formal Dinner – Banquet (Meet at Hotel Lobby at 7:30pm)

Saturday, June 3, 2017

- **9:00am – 10:00am [Meeting room 4 – LACINA]** *Workshops/Presentations* **Martina Limburg Loučková & Jane Mataruga** – Mooveez Sponsored Workshop – Teaching English with Movies Made Easy
- **9:00am – 10:00am [Meeting room 3 – MATAL]** *Workshops/Presentations* **Rachel Appleby** – Improve your surfing skills – or how to ride the waves of positive washback
- **9:00am – 10:00am [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Shady Abuyusuf** – Dictation Not Dictatorship
- **9:00am – 9:30am [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Michelle Ocricano** – Action Research on the influence of gamification on learning IELTS writing
- **9:30am – 10:00am [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Louel Ross Calleja** – Living in a Babel of “Englishes”: How can we help our learners cope?
- **10:00am – 11:00am [Meeting room 3 – MATAL]** *Workshops/Presentations* **Hugh Dellar** – Smooth Sailing Through the Sea of Words
- **10:00am – 10:30am [Meeting room 1 – KLINGER]** *Workshops/Presentations* **James Thomas** – Nile Sponsored Workshop – Topic Trails
- **10:30am – 11:00am [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Nikki Fořtová** – Changing the paradigm: A very practical MA
- **10:00am – 11:00am [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Huw Jarvis** – Continuing Professional Development (CPD) in an online environment: suggestions for developing your language education Personal Learning Network (PLN)
- **10:00am – 11:00am [Meeting room 4 – LACINA]** *Workshops/Presentations* **Philip Kerr** – A bluffer's guide to NLP in language teaching
- **11:00pm – 11:30pm** *Coffee Break Info & exhibition*
- **11:30am – 12:30pm [Meeting room 1 – KLINGER]** *Workshops/Presentations* **Kateřina Keplová** – Trinity College Gold Sponsored Workshop – National and international language exams – working together
- **11:30am – 12:00pm [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Anna Parr-Modrzejewska & Weronika Szubko-Sitarek** – Beyond content and language pedagogy: CLIL4Children
- **12:00pm – 12:30pm [Meeting room 2 – LIBENSKÝ]** *Workshops/Presentations* **Erik Dostal** – /saʊndz/ One Step Beyond
- **11:30am – 12:30pm [Meeting room 4 – LACINA]** *Workshops/Presentations* **Joanna (Jo) Watson** – Dyslexia/Dyspraxia/ADHD – Raising Awareness
- **11:30am – 12:30pm [Meeting room 3 – MATAL]** *Workshops/Presentations* **Michael Carrier** – Becoming a Digital Teacher: new competences, new knowledge and new classroom activities
- **12:30pm – 1:30pm** *Lunch Info & exhibition*
- **1:30pm – 2:30pm [Congress Hall]** *Plenary* **Jacqueline Kassteen** – Moving at the Speed of Light: Adapting and Innovating in the Face of Change
- **2:30pm – 3:30pm [Congress Hall]** *Closing Plenary* **Stephen Krashen** – Closing Plenary – The Potential of Technology in Language Acquisition
- **3:30pm – 4:00pm** *Coffee Break Info & exhibition*
- **4:00pm – 4:30pm [Congress Hall]** *Open mic* Questions, answers, discussions with ALL plenary speakers – Audience directed questions (Raffle)
- **4:30pm – 5:00pm [Congress Hall]** *Closing Talk* **Erik Dostal** – Thank you followed by talk from the Ministry of Education
- **7:00pm – ?** *Social event* **Lokál U Caipra – Pub night** (Meet at the Hotel Lobby at 6:30pm)

Sunday, June 4, 2017

- **10:00am – 12:00pm** Tour of Brno

This is a tentative program and the event organizers reserve the right to make changes when necessary

Career Opportunities

Teacher Training

Global Network

Professional Development

To reach the top
you need the
right support.

ihworld.com



International
House
World Organisation



Easy and efficient language school management

WHAT IS LANGLION?

LangLion is a Platform that **helps you to organize your work more efficiently:** from office tasks through financial control, sharing files and evaluating students to organizing online lessons. LangLion covers it all.



Secretariat



Online teaching



Registration



E-gradebook



Finances



E-library



Reports



E-learning



Surveys

Test LangLion for 14 days for free

www.langlion.com

”

*We have been using the LangLion Platform since 2015 and our students, teachers and staff are all really satisfied with it. The money and time invested into the LangLion has already returned in more ways than one. We at CA Institute of Languages **highly recommend** using the LangLion Platform at your institution.*

Erik Dostal

Director at CA Institute Brno, Czech Republic

Contact us:

sales@langlion.com

+48 501 874 882

**He can order a “medium caramel latte.”
But can he conduct business in English?
With the TOEIC® tests, you’ll know.**



Created by ETS, the TOEIC® tests are the global standard for assessing English proficiency in the workplace. Identifying the right candidates is easier and results are more reliable because TOEIC test questions are based on real-life workplace situations.

That's why more than 14,000 organizations in 150 countries trust the TOEIC tests.

That's the TOEIC advantage.

Copyright © 2012 by Educational Testing Service. All rights reserved. ETS, the ETS logo and TOEIC are registered trademarks of Educational Testing Service (ETS) in the United States and other countries, used under license.

**Learn why successful organisations
trust the TOEIC tests today.**

**www.etsglobal.org
Email : contact-cz@etsglobal.org
Phone : +48 22 890 00 17**

PLENARIES/WORKSHOPS

Speakers



Stephen Krashen is Emeritus Professor of Education at USC. He is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach to foreign language teaching. He has also contributed to theory and application in the area of bilingual education and literacy.

Dr. Krashen was the 1977 Incline Bench Press champion of Venice Beach, California and holds a black belt in Tae Kwon Do. He hopes you will follow him on twitter (skrashen) so he can achieve his goal of catching up to Justin Bieber.

Plenary

Self-selected voluntary reading: The missing link in language education

Evidence continues to support the idea that self-selected reading is the powerful tool we have in language education. It is not only the major source of our language and literacy competence, but also an important source of knowledge, extremely pleasant, and the missing link between conversational and academic language.

Closing talk

The Potential of Technology in Language Acquisition

"There's a growing technology of testing that permits us now to do in nanoseconds things that we shouldn't be doing at all."
Gerald Bracey (2006)

Computers "are one of the best things that have ever happened to the human race. They are one of the worst things that have ever happened to schools." (Frank Smith)

Main point: try obvious, inexpensive uses of technology in language education.

some background: how language, literacy are acquired
suggestions
misuse of technology
Background: Two views

the comprehension hypotheses: we acquire language & develop literacy by understanding messages
output, skills the RESULT of language acquisition
pleasant
has never lost in research studies
The skill-building hypothesis: we consciously learn about language (grammar, vocabulary), practice producing language
getting our errors corrected until this conscious knowledge becomes automatic.
Output/conscious knowledge of language: cause of language acquisition
not pleasant for most students: delayed gratification
but really no gratification. Has never worked.

Special Event

Compelling Comprehensible Input in the Classroom

Stephen Krashen and Jason Fritze

Compelling comprehensible input in the classroom via TPRS (Teaching Proficiency through Reading and Storytelling). A real experience acquiring Spanish and discussion of what TPRS looks like in school. Includes the importance of stories, the role of grammar, the role of speaking, lesson planning, classroom techniques, and assessment. Presented in four hours over two days.



Jacqueline Kassteen

Jacqueline Kassteen has 15+ years of marketing experience in international education, student travel, publishing, lead generation, retail and financial services. She holds a BSc in Marketing and CELTA qualifications for adults and young learners. Jackie is known as a "top industry analyst" with extensive breadth and depth of knowledge in international education, as evidenced by her launching ICEF Monitor.

Based in London, Jackie is the Owner and Managing Director of Transformative Marketing Solutions, which controls Jackfruit Marketing and FruitFame.com, a new platform dedicated to showcasing success stories in marketing, recruitment, enrolment and retention. Via Jackfruit Marketing, Jackie works as a consultant and project manager specialising in online and offline marketing techniques, social media, agency usage, alumni, product development, competitive analysis and research. Jackie also runs training sessions and interactive masterclasses, and is a regular plenary speaker and presenter at global events.

Plenary

Moving at the Speed of Light: Adapting and Innovating in the Face of Change

As the pace of technological change quickens and the world undergoes economic, political and cultural shifts, human behaviour is evolving, affecting student needs and demands.

At the same time, we see that the latest advances in technology, marketing and customer service are responding to the requirements of today's instant gratification generations and also pushing consumer expectations ever higher.

These developments set the tone for how we might adapt to changing market conditions and innovate in the months and years ahead in order to overcome disruption, remain competitive, and differentiate our marketing techniques, our programmes and the student experience.

You'll learn what this means for your institution as Jacqueline examines our approach to change through different lenses and outlines various strategies leaders can use to cope with change. She also gives compelling examples of brands that restructured their business or introduced new products or services both as a response to their changing environment and as a way to stand out in a competitive market.

Join us for an inspiring talk that will spark new ideas to help you break away from a traditional mentality and apply a new way of thinking to your brand, educational offering, marketing, and relationships with students, partners, staff, and teachers.



Philip Kerr is a teacher trainer and educational materials writer based in Vienna. His publications include the coursebook series 'Straightforward' and 'Inside Out' and the award-winning 'Translation and Own-language Activities' in the Cambridge Handbooks for Language Teachers series. In addition to his teaching and writing, he works on the development of English vocabulary apps which incorporate AI and NLP tools. He blogs about technology and English language teaching at <https://adaptivelearninginelt.wordpress.com/>

Plenary

Translation, technology and the language classroom

The use of the learners' own language has been rehabilitated in recent years and there is now a clear research consensus on its occasional use as a resource in language teaching and learning. The reasons for this return from the methodological wilderness will be briefly examined, before we explore some of the online tools that exploit L1 and that can assist the learning of another language.



Jeremy Harmer is a writer of books in the field of English Language Teaching. These include Methodology titles, course materials, and learner literature (often called graded readers). He is a frequent presenter, seminar leader and teacher both in the UK and, more frequently, around the world.

He holds a BA in English Literature from the University Of East Anglia, UK and a Masters in Applied Linguistics from the University of Reading (UK)

As a teacher and trainer in the field of English Language Teaching (ELT) he has worked for International House, London, Eurocentre Bournemouth, Anglia Ruskin University, Cambridge, the Bell School, Cambridge, and at the Instituto Anglo Mexicano de Cultura (in Mexico DF, Ciudad Satellite and Guadalajara – where he was branch director for four years). The IAMC is now part of The Anglo Foundation.

Currently he works as an online tutor for the MATESOL at The New School, New York.

Plenary

To begin at the beginning

What's the best way to open a conference (I wonder!). If it comes to that, what is the best way to start a lesson? Or a course?

How we start and where we start from may determine everything that happens later and so we need to give it some thought. That's what I've been doing for this talk – and by looking outside our field (at music, poetry, literature etc) I hope to come to some conclusions about the best way to get the show on the road!



Hugh Dellar is a teacher and teacher trainer with over twenty years' experience in the field. He is also the co-founder of Lexical Lab and co-author of two five-level General English series, *Innovations* and *Outcomes* (now in its second edition), both published by National Geographic Learning. His first methodology book, *Teaching Lexically*, came out via Delta Publishing in 2016.

Plenary

Teaching grammar lexically

Given its name, it is perhaps logical to assume that a lexical approach to language teaching is more interested in vocabulary than grammar. In reality, though, it means a far more constant and thorough coverage of grammar than many more traditional approaches. In this plenary, I will be considering what teaching grammar lexically might involve – and exploring why it's better! I will touch on:

- the problems of a traditional grammar structures plus single words approach for the learning of both grammar and vocabulary
- the lexical limits of much grammar
- the importance of teaching grammar as lexis, particularly at lower levels
- the centrality of co-text and contexts of use
- the key role reformulation can play in ensuring students learn to grammar better
- things we call 'grammar' that actually aren't grammar – and what lexico-grammar might look like.
- why distributed practice and exposure over time trumps massed practice of structures



Marek Kiczowski

Marek is originally from Poland and since doing the CELTA and graduating with a BA degree in English Philology, he has taught English in seven countries in Europe and Latin America. He is currently based in Leuven, Belgium, where he teaches academic English at the local university. He also holds Cambridge DELTA and is working towards a PhD in TESOL at the University of York. He has published in peer-reviewed journals and presented at international conferences. His research interests are English as a Lingua Franca and native speakerism in ELT. He advocates equal professional opportunities for 'non-native' English speaking teachers through TEFL Equity Advocates (www.teflequityadvocates.com), co-authors *The TEFL Show* podcasts (www.theteflshow.com) and keeps a now sporadically updated blog about ELT at TEFL Reflections (www.teflreflections.wordpress.com). He also gives face-to-face and on-line teacher

training sessions about native speakerism and English as a Lingua Franca: <https://teflequityadvocates.com/training-courses/> He's also a keen language learner and is currently learning his 7th, Dutch. You can find him on Twitter @marekkiczowski and @teflequity

Plenary

Native speakers are better teachers. Debunking the myth.

There is a persistent belief in ELT, an ideology if you will – often referred to as native speakerism, that 'native speakers' are better teachers. They are better because they have superior knowledge of the language. A wider vocabulary. Better pronunciation. They are more fluent. They are unique sources of cultural knowledge. Their teaching methodology is better.

And this belief has been sold and marketed around the world, leading to a situation where the vast majority of ELT jobs in the private sector around the world are for 'native speakers' only. A situation where practically any 'native speaker' with or without a 4 week TEFL certificate can travel the world teaching English. A situation where many students prefer 'native speakers', because they are constantly told to prefer them.

However, do these arguments about the superiority of 'native speaker' teachers hold any water in a world where English has become a global lingua franca? In this talk I will debunk some of these myths about 'native speakers', and argue that all teachers, whether 'native' or 'non-native', should be hired for their pedagogical skills and professionalism, rather than for a language they unwittingly picked up as children. To do so, I will refer to appropriate research and literature, as well as my own experience as an English teacher, teacher trainer and language learner.

I will end the talk by suggesting what each and every one of us involved in ELT can do to tackle native speakerism and to bring back professionalism and equality into our industry.



Ben Beaumont is TESOL Qualifications Manager at Trinity College London, the academic lead for Trinity's teacher education programmes. As well as having a background in assessment and teacher education, Ben's research interests include developing programmes to support best practice in teacher education.

Title:

From reflective to reflexive practitioner: using in-service training to effect conceptual understanding and pedagogic development.

The concept of being a reflective practitioner is one that is common across most teacher education programmes and helps teacher develop their practice to meet learners' needs. But what of deeper conceptual change relating to a teacher's beliefs about learning, teaching and social interaction in general? This talk will consider ways to enhance teachers' development using reflective practice processes to affect a greater awareness of reflexivity, with the aim of enhancing teachers' understanding about the underlying principles of what they do. With reference to models of reflection and a range of teacher development programmes, this talk will aim to make the conceptual accessible through practical activities and guiding questions.



Huw Jarvis has 34 years of experience in language education as a teacher, teacher educator and researcher. He has skills and expertise in a number of areas, but his two niche specialisms comprise a post Computer\Mobile Assisted Language Learning (CALL\MALL) era of Mobile Assisted Language Use (MALU) and Social Media for Continuing Professional Development (CPD) in Teaching English to Speakers of Other Languages (TESOL). He has published widely and delivered many plenary talks across the globe. His CPD work draws on his 8 years of experience as the founder and editor of WWW.TESOLacademic.org which he has taken from a Web 1 dissemination-based platform of video talks to a Web 2 interactive-based resource with unrivalled outreach via: a Facebook group of over 11,000 members; a Twitter feed with over 2,500 followers; a YouTube channel with over 70 talks and 37,000 views in the last year; and a LinkedIn networking outlet. Huw has recently taken early retirement as a Senior Lecturer in TESOL, but his work in language education very much continues and he is forging new associate links with a variety of institutions and organisations. Summary of work available from: <http://www.tesolacademic.org/huwjarviseditor.htm>

Plenary

From digital self and students, to professional self and teachers

My work until very recently explored student use of technology in English as an L2 beyond the classroom, and the implications of their practices on traditional approaches to computer and mobile assisted language learning (CALL\MALL). Jarvis and Krashen (2014) have discussed the opportunities that digital devices offer for comprehensible input and have argued CALL is now obsolete. There is ample evidence (Jarvis, 2012; Jarvis, 2013) from reported student practices to suggest that students use devices for a range of purposes in English as an L2, with conscious learning being a small part of this. In this changed context Jarvis and Achilleos (2013) have proposed an alternative acronym of Mobile Assisted Language Use (MALU) as being more appropriate for describing and investigating practice. It is clear that many of our learners are digital residents (White and Comu, 2011) who live out a part of their lives with and through social media. For digital residents, being connected has become a part of who and what they are 'Self' and social networks have become mutually constitutive as 'networked selves' in which "...individual and collective identities are simultaneously presented and promoted" (Papacharissi, 2010, p. 305).

More recently, I have begun to work on what digital residence means for professional digital self of English language teachers, and particularly the social media affordances for developing Personal Learning Networks (PLNs) and online continuing professional development (CPD). This talk documents an evolution of thinking which started with how student practices have led to a challenging of established thinking in CALL\MALL and has gone on to consider how continuing professional development (CPD), life-long learning and personal learning networks (PLNs) can be realised, in part at least, in an online environment, with social media often being central. The second part of the talk encourages teachers to: get into relevant Facebook groups; access and comment on relevant blogs; subscribe to, watch and comment on YouTube posts; access some of the other teacher education materials on the web; and make use of Twitter, starting with this conference # tag of #ilsb17. We're better connected and the more connected we are the better it gets



Jason Fritze is a National Board Certified Teacher in World Languages (Spanish) and he currently directs the elementary Spanish program for Laguna Beach Unified School District in Laguna Beach, California. Jason's 20 years of teaching experience span the K-16 sequence. He consults with many schools and districts on methods and program design, and works with universities in California in language teacher preparation programs. Jason is a published author of language teaching materials and he regularly presents on CI methods and teaches master classes at conferences and workshops throughout the United States and abroad.

Plenary

Compelling Comprehensible Input in the Classroom
Jason Fritze and Stephen Krashen

Compelling comprehensible input in the classroom via TPRS (Teaching Proficiency through Reading and Storytelling): A real language acquisition experience and discussion of what TPRS looks like in school. The presentation includes the importance of stories, the role of grammar, the role of speaking, lesson planning, and classroom techniques

Eaquals Sponsored Workshop



Joanna (Jo) Watson

Joanna (Jo) has been involved in English Language teaching since 1989. She has taught in Kuwait, the UK, Bahrain, Sharjah, Dubai, Oman and Switzerland.

Jo has worked as a part time teacher, a senior teacher, a Director of Studies, a centre manager, an Academic Manager, a teacher trainer (CELTA and DELTA OC), an IH Visitor, an EAQUALS inspector and Director EAQUALS Accreditation and Consultancy Services. Jo helped to develop EAQUALS online Inspector Training and is also involved in inspector training.

Since November 2012 Jo has been working as a freelance consultant and teacher trainer and in April 2013 she was elected onto the EAQUALS Board as a trustee.

Workshop – Presentation 1 (60-minute session)

Dyslexia/Dyspraxia/ADHD – Raising Awareness

(Teacher Training and CPD, EPG, TD-Fram)

This workshop is a combination of theory and practice. The aim is to raise awareness of Special Educational Needs; begin to explore the differences in learning and to identify strategies which can be employed in the EFL classroom which benefit all learners.

Summary

Participants will consider information on dyslexia, dyspraxia and ADHD (Attention Deficit Hyperactivity Disorder). Information will be provided on symptoms which may manifest themselves in the classroom and difficulties learners encounter, all based on recent research in other disciplines, e.g. medical facts, mental health research and inclusion strategies within state schools and universities in the United Kingdom.

The aim is to identify the relevant elements of the communicative approach within EFL (English as a Foreign Language) which are beneficial to all learners but specifically to learners with Special Educational Needs. Participants will consider, in groups, the findings of the previously mentioned research and will discuss these findings in relation to EFL methodology. There will also be the opportunity to actively compare their own practice and that of their peers clearly identifying the elements of the communicative approach which are a necessity within the classroom. The session is not about teachers becoming diagnosticians but about teachers being more aware of how their own teaching can become more inclusive without labelling any specific learners.

Within the workshop there will be the opportunity to experience some of the difficulties that learners have and to discuss how such experiences might influence their future teaching. These tasks will cover retention and recall, motor skills, listening ability and comprehension

Groups will discuss and share ideas and give feedback to the whole group.

Workshop 2 (30 minute session)

Quality across borders – Introducing the work of Eaquals

What is Eaquals: An International Association for language education professionals; Founded in Europe in 1991; an international NGO with links to the Council of Europe; a unique international accreditation scheme

Mission: To contribute to the development of excellence in language education and to be the internationally recognised authority for quality standards and quality assurance in language education

Trinity College Gold Sponsored Workshop I



Kateřina Keplová

Kateřina Keplová worked as a Validation Unit Manager for Trinity College London until December 2016, leading a team of experts in assessment reliability, test and qualification validity and test versions comparability. Since January 2017, she has been working with Trinity on consultancy basis. She also has experience in setting up new qualifications – when she worked for Pearson, she managed Functional Skills English, working on the specification and assessment materials, training assessors and communicating with centres to support the implementation of the qualification. She taught ESOL both in the Czech Republic and in the UK.

Workshop (60-minute session)

National and international language exams – working together

In the Czech Republic, students finish their secondary education by taking a set of exams. This set is called Maturita. The materials for these exams are created by a local exam provider. This situation is similar in other countries across Europe. However, these locally set exams are not automatically accepted when students apply to study abroad. This means that students need to sit another exam.

The language exams at the end of secondary education are designed to test language abilities at a certain CEFR level. Unfortunately, there is limited research to prove this is the situation. Such research is time-consuming and costly and local exam providers would benefit from the experience of their international colleagues to establish the local exams are of the required standard and provide solid ground for those applying to study internationally.

Comparing two sample exams – Trinity Integrated Skills in English exam and the Czech Maturita in English exam – will provide an insight into how international and national exams can work together to ensure the assessment of students' language abilities and its outcome are accurate and comparable throughout Europe. The workshop focuses on similarities and differences between the two sample exams and how they can inspire each other to provide the most robust and reliable picture of the student's language skills.

Focusing on CEFR B1 level, the established level for the Czech Maturita exam, the workshop compares the approach, content and expected output for the Czech Maturita exam and the Trinity ISE I exam.

Trinity College Gold Sponsored Workshop II



Alex Thorp

Alex Thorp is Academic Support Specialist at Trinity College London and previously headed a teacher training department for over 15 years. With special interests in Assessment, Neuro-linguistics and Evidence-based Teaching, he presents the world over with the aim of supporting best practices in language teaching.

Workshop (60-minute session)

Potential and Pitfalls: Contemporary Approaches to language assessment

Language learners the world-over are regularly tested with countless approaches to assessment, but what's the real value of language testing? Opinion is wide-ranging, from causing more harm than good, to being a cornerstone of language acquisition. This practical workshop explores changes in our understanding of language testing and considers the untapped potential for both teachers and learners of applying a modern approach to assessment, making reference to Trinity's GESE and ISE examinations. The objective is to offer a clearer understanding of contemporary assessment methodology and of how teachers and educational managers can develop their own assessment literacy to help avoid the pitfalls and embrace the potential of all language assessment.

British Council Sponsored Workshop



Justin Spence

Director, British Council Czech Republic

I am an experienced and results driven business leader in the area of international cultural relations, with a primary focus on English and Education. I have worked with the British Council mainly in support of our English Programmes, Teaching and Examinations in Colombia, Italy, South Korea, Vietnam, Thailand, Poland and Czech Republic, though not necessarily in that order! I have a passion for building and consulting customer focused change to enhance business performance, and my greatest satisfaction lies in the chance, through my role, to make a difference in a world which so needs positive change.

Workshop (60-minute session)

Teaching for Success: The British Council approach to teacher development

In this talk we will look at the factors which constitute good practice in continuing professional development (CPD) for English language teachers, reflecting on international research and practical lessons learned. Participants will reflect on their current professional development journeys, their professional development needs, and what might help them in the future. We will present the British Council approach to teacher development and education, Teaching for Success, and the tools and frameworks within this approach which can help individual teachers, schools and education system in professional development planning. In particular, we will look at the British Council CPD frameworks for teacher educators and teachers, and the professional practices which we believe contribute to good teaching and effective learning. Finally, we will look at resources for professional development, from individual modules and courses to MOOCs and webinars, and how best to exploit these resources to meet specific professional development needs.

ETS Global Partner Sponsored Workshop



Daniela Mureson

Daniela Mureson is An English Language and Literature graduate, with an MA in International Relations at the Faculty of European Studies. She started her professional life 10 years ago as an English Language teacher at private and public schools in both academic and workplace environments in Italy and U.K. Daniela gained her CELTA qualification in 2009. She then became more interested in the area of Business English skills and communication and the broader field of education management. Among her experiences is her time at SDA Bocconi School of Management, Bocconi University as tutor of two international Master Programmes, as business developer and trainer at a start-up test-preparation and higher education admissions consultancy, as project officer focusing on CLIL initiatives in Italy. Three years ago, she joined ETS Global in the Netherlands as product specialist to look after the entire portfolio of products with an emphasis on the TOEIC® and TOEFL® assessments. Her core activities and

aims here are to launch new online and offline English language assessments and learning tools, provide teacher training and assessment knowledge in Europe, Middle East and Northern Africa.

Workshop (60-minute session)

Completing the Circle: English-Proiciency Assessments, Learning Objectives and Activities.

The workshop aim is to show how assessment, learning objectives, and classroom activities inform each other and are tied together by looking at some of the skills that the TOEIC® Listening and Reading test is assessing, and briefly discussing how the test score descriptors can help teachers identify learning objectives and activities for students in their English language classrooms.

Learning objectives can be the basis of a whole course, or the basis of an individual lesson. They describe what the students will be able to do after doing an activity or lesson or course. Activities in a lesson are designed to help the student to achieve the objective. Assessment can be formal or informal, but it is the way a teacher (or students) determine if the objective has been met, and decide on what future objectives will be.

Given that learning objectives are the basis for a language course, and so for a TOEIC test course or for a real-world English proficiency course, teachers would create a body of learning objectives. And because the TOEIC test is a proficiency test, by testing the whole area of English language skills needed for international communication, then gradually increasing the students' overall proficiency, teachers are preparing them to do well on the test.

Another aim of the workshop is to demonstrate that in preparing learners for the real world, teachers are in fact preparing students to do well on a test of English language proficiency (here, specifically, the TOEIC tests). Sub-skill aims that usually all teachers have, such as listening for detail, reading for gist, skimming and scanning are the very sub-skills that are measured in the TOEIC tests. So test preparation equals preparing students for success in the real world.

Mooveez Sponsored Workshop:



Martina Limburg Loučková

Martina Limburg Loučková is a language teacher and teacher trainer. She holds a degree in English and German philology and in Dutch literature. She has the experience of teaching English as a foreign language for various language schools. She joined Archimedes Inspiration in 2014 where she works as DOS at Stories Language School. She is part of the Mooveez creative team and is responsible for overseeing learning and teaching methodology.



Jane Mataruga

Jane Mataruga has been working as a teacher and a translator for over 10 years. She was accepted to the English and American Studies program at Charles University in Prague, where she first began to apply her out-of-the-box thinking style. Instead of Shakespeare, she used hip-hop lyrics for her language analyses. As a language specialist, she has been a part of the Mooveez team from the get-go, focusing mainly on the overall use of authentic language.

Abstract:

Mooveez enables structured language study through movie dialogues. At Stories Language School we are testing the use of Mooveez as a principal teaching tool (in comprehensive courses as well as in one-off movie lessons) and have designed a teaching methodology that helps reduce most of the obstacles that make utilising movies in the ESL classroom difficult. We have also developed sets of graded lesson plans to go with some of our most popular movies (e.g. Forrest Gump, The Godfather or Mirror Mirror). These plans make use of the authenticity of the language and variety of communication situations that can be found in feature films. We are proud to add that our application won the ELTons award for best ELT application in 2016 and has become a principal teaching tool at Stories Language School. In a workshop (or a series of workshops) that we would like to offer to the audience of your symposium we will demonstrate the ways in which Mooveez can breathe new life into film based lessons.

Workshop (60-minute session)

Teaching English with Movies Made Easy

Mooveez is designed for learners who wish to study English through films. Various interactive components of our mobile app enable varied and structured study with full feature films. Apart from that it is a useful teaching tool. In our session we want to focus on the different ways in which the app makes movies manageable and turns them into learning and teaching materials



Erik L. Dostal

Erik L. Dostal is the founding director CA Institute of Languages that was established in 1997. From its onset he has always managed to find time to stay connected with his students and still continues to teach all levels and ages experimenting with new ideas in applied linguistics and SLA. He trains teachers in CA Institute's TEFL/TESOL 180 teacher training course that is composed of 30 hours of practicum and 150 hours of coursework spanning three months. The course lays the groundwork for teachers both native and nonnative to have the skills necessary to teach all levels and ages and to begin exciting careers in language education. Erik also concentrates on marketing, management and international business. He set up an IDRAC International Business School offsite campus in 2014 offering bachelor and master degree programs all in English and will soon set up a foundation program for freshman university students providing them with 60 ECTS units. He is an advisor to the Czech Ministry of Education in the area of language development and plays a supporting role in the development and expansion of EAQUALS.

Presentation (30-minute session)

/səʊndz/ One Step Beyond

Our students are evolving at an ever rapid rate which means that as teachers, we have to evolve even faster. As Stephen Krashen said, once our students are at around a B1 level, they can basically learn the language on their own, or can they? Not even some of the greats like Thornbury and Underhill could replicate the sounds of general American English with their charts. Piers Messum and Roslyn Young tried too with PronSci and actually came pretty close. So after many years of AR, I designed a whole new colored phonemic chart based on a Fidel focusing on a Silicon Valley/Hollywood sound to be used globally with IPA phonemes. Our students, regardless of age and level, sound just like a Los Angeles native. They want to sound "cool" and use the language that's "in". I went on to disprove all myths that one cannot sound just like a native speaker. In this session, I will introduce you to the chart, teach you how to use it with a stimulating text based approach using authentic materials and show you that thanks to language platforms like the LangLion, you can do error correction very effectively. This approach not only gives your students the confidence they need to communicate effectively in a competing global world, but will also cut your prep time in half.

LangLion Partner Sponsored Workshop:



Michał Bartosiński (LangLion) has been working in the area of new technology and education for 8 years. He is vicepresident of Primeon – a company providing new technological solutions. He has built its key brand LangLion – a platform for comprehensive management for language schools. Water sports enthusiast and traveler.

Workshop (60-minute session)

A guide for effective management for language school with LangLion

Regardless if you've small school or school network operating many facilities and no matter you've already began giving classes, or you're still preparing, come to my session and see how LangLion will help you to:

- Save time and automatize your work owing to manage all the areas in one place,
- Take care of students' payments and teachers' earnings thanks to financial module,
- Broaden your market by teaching online,
- Build strong relationships owing to possibility of contact with students at any time,

- Attract more customers by automating registration process,
- Improve your teaching quality by sharing materials between the departments and teachers,
- Speed up the cashflow thanks to electronic payments,
- and many more...

LangLion is an intuitive software to manage all the daily tasks at your language school. Bring balance to your office.



Kirsten Holt

Kirsten Holt is Publisher of Teacher Professional Development at Macmillan Education, having worked in publishing for over ten years. Before joining publishing, she worked in education for a similar length of time; first as a teacher/materials writer, then as a teacher trainer, before becoming a Director of Studies and trainer of teacher trainers. Kirsten is passionate about supporting teachers, authors and editors alike in their professional development as well as investigating ways to respond to the evolving world of ELT.

Presentation (30-minute session)

We are. We can. We teach.

What makes someone a good or successful teacher? Is it simply a question of whether a teacher is a native-speaker or not? Traditionally, that has been the case but recent debate suggests this way of thinking is flawed. How, then, should we define success instead? This talk aims to offer a solution: using teaching competences.

Summary:

Following on from Silvana Richardson's rousing plenary at last year's IATEFL conference, there was much debate around native versus non-native speaking teachers; however, has the situation actually changed much for the teaching profession since then? For example, is a NEST still considered better than a NNEST? Is the debate the same for every teaching context? How can we better define, and develop, qualified and experienced teachers in order to give greater employment opportunities to all?

Potentially, it would be better to move away from the debate around mother tongues and start to examine what makes a successful teacher instead, thereby placing the emphasis on teachers as facilitators of language learning rather than models of target language. In order to do this, it's time to build on the discussions and look at a solution: teaching competences.

In this talk, I will examine the outcomes of the debate which emerged through social media, before moving on to look at what tools could be used to define 'successful teaching practice'. As I weigh up the possible tools, I will also consider how teachers can demonstrate their current knowledge and expertise, including their key strengths, and how they might demonstrate the ways they actively use these within their teaching environment; to show it's not just about who we are, but what and how we can teach. Finally, I will discuss whether teaching competences can serve this purpose by drawing on real-world teaching contexts and examples, before concluding with a Q&A session.

Macmillan Education Partner Sponsored Workshop:



Anna Parr-Modrzejewska

Anna Parr-Modrzejewska holds a PhD in linguistics. She is currently employed at the Department of English Language and Applied Linguistics where she conducts her research and holds teacher training courses. Apart from being an in-service teacher Anna is also a teacher trainer and author of course book materials for Macmillan. Her research interests include psycholinguistics, cognitive development, bilingualism and bilingual education. Anna also holds two BA diplomas in Polish and in Early Years' Education, which helps her understand the learning process, especially in children.

Workshop 1 – Presentation (60-minute session): Macmillan Education Partner Sponsored

Memorable lessons for primary and secondary English classrooms

Do you remember your first kiss? The way to your work? How to ride a bike? What makes some things more memorable than others? How can we teach so that students remember better and for longer? Learning a language is especially reliant on memory because you can't simply forget a part of material after a test and never come back to it. Our students have to not only remember the new information at hand, but all of what they have learnt so far.

What we as teachers need to do is apply a variety of techniques that prevent learners from forgetting what they have already mastered while feeding in new information so that sticks to their minds. In this session we are going to investigate the ways our students' brains acquire, store and retrieve information. We will look at a number of simple, ready-to-use ideas that support learning, memorizing and recalling words, phrases and grammar structures through effective uses of context, image, review and revision. In sum, this session is bound to be truly unforgettable!

Workshop 2 – Presentation (30-minute session):

Beyond content and language pedagogy: CLIL4Children

The effectiveness of CLIL instruction tends to be described in terms of students' linguistic and content knowledge attainment. There is, however, much more to the concept of cross-curricular instruction than simply teaching English through a particular subject. Although the obvious goals of this process are foreign language development and content subject attainment, the outcomes reach far beyond those basic aims. In the light of modern research, CLIL is perceived not only as a powerful tool in teaching a foreign language but, perhaps more importantly, as a contributory factor in general development. The true benefit of this holistic approach to teaching is its ability to integrate a variety of elements that together contribute to a more profound learning experience. Beside Content, the four Cs of CLIL include Communication, Culture and Cognition. It seems that using the method as a means of developing young learners' abilities in these areas is even more important than merely delivering language and content curricula.

This talk aims to present a number of selected studies concerning the extra-linguistic benefits of CLIL (including the authors' own research findings) and promote the adoption of CLIL approach in primary school sector through CLIL4Children project containing teacher training course and materials ready to use in a primary classroom

IH World Partner Sponsored Workshop:



Kylie Malinowska

Kylie Malinowska is the Young Learner Advisor & IH CYLT Coordinator for International House World Organisation. She's based in Prague where she is also the YL Training Coordinator at Akcent International House and a coffee addicted mum to a very active set of 4 yr old trilingual twins. She has a regular YL Column in the IH Journal of Education and Development <http://ihjournal.com/>, has written numerous YL training materials, and is the co-author of the forthcoming 'The Pre-Primary English Teacher' by DELTA Publishing. Her interests include getting young learners reading and using songs in the early language learning classroom. If she had any free time, she'd be lying on a beach reading novels or researching multilingual childhoods.

Workshop (60-minute session)

If it's not about elephants, it's irrelephant: Memes for thought in the Young Learner Classroom

The idea of primacy of process and conditions over language is something that has always resonated with me. We don't need to spend long in a YL classroom to work out that the one most conducive to learning is one which considers the aptitude and development of its learners. Yes, we all know we should make the process fun, active and engaging, but how can we ensure real learning is happening? Is there an elephant in your classroom? There will definitely be one in this session.

NILE Sponsored Workshop:



James Thomas

James Thomas is a freelance teacher trainer and author. He taught at Masaryk University in the Czech Republic from 1997 to 2016. In the last eight years he headed the KAA teacher training section. The main focus of his work is the L in ELT, i.e. language.

Every year since 2002, he has conducted intensive teacher training courses at NILE in the UK and for the BC in China.

His research investigates the application of language acquisition and linguistic findings to a new generation of language teaching and learning approaches.

In 2010, he hosted the biennial Teaching and Language Corpora (TALC) conference, of which he is committee member. He is chair of the Corpus SIG at EuroCALL.

He won the 2010 ELTon for Innovation in ELT Publishing for his co-authored book, Global Issues in the ELT Classroom, published by Brno Fair Trade Society.

Presentation (30-minute session)

Topic Trails

A full text provides a top-down starting point for language learning as it contains chunks of language that convey the

messages of the text set among the chunks that organise it. Given that texts are rarely about one thing, when the key words of each topic are variously highlighted, the trail that each one weaves through the text is revealed.

Rational lists of text-derived, topic-based vocabulary can now be studied. Key words are mostly nouns and these collocate with verbs in subject, object, complement or adverbial roles. They also collocate with adjectives predicatively and attributively. These collocations are the kernels of the message chunks of the text.

Key words appear more than once in a text, often through repetition as well as via pronouns, hypernyms and other forms of reference. These relationships are valuable observations that further enrich the topic trails. While it is not common to think of pronouns entering into collocations, when the specific referent is known, they form part of the message about it.

Topic trails, in addition to being an observable feature of texts, is the name of an activity type that can be used across a wide range of learner levels with spoken and written texts of any kind.



Rachel Appleby

Rachel Appleby has taught English for the British Council and International House in the UK, Spain, Portugal, Slovakia and Hungary. She focuses on adult learning, Business English in-company, and for nine years worked on the BA and MA programmes at ELTE University, Budapest. She has also recently been involved in preparing school-leavers for applying to and studying at university in the UK.

Rachel is a CELTA trainer, and tutors on EMI (English Medium of Instruction) courses for the British Council for Higher Ed. staff. She has run training for British Council staff in Management, Recruitment, Presentation Skills, and Customer Service. She is also a qualified British Council online trainer.

Rachel is co-author of a number of successful course books, including the Business One:One series and International Express, and has written several teachers' books for the new Navigate and Business Result series (OUP). She is also co-author of Macmillan's The Business (Advanced).

Workshop (60-minute session)

Improve your surfing skills – or how to ride the waves of positive washback

Both teachers and students often get stressed about exams and perceive a disconnect between learning and the way that achievement is assessed. In an ideal world, the two stages form a single continuum, where both can potentially affect the other to its advantage. When the exam involves real-life tasks, preparation is much less of a chore for the teacher and, additionally, more fun for the student – hence the beneficial washback effect on teaching. In this workshop, we will see some practical ideas for how you can seamlessly build exam preparation into your lessons every day.



Michael Carrier

Michael Carrier is managing director of Highdale Learning and consults for a number of educational organisations.

He has worked in language education for 30 years as a teacher, trainer, author, and director in Germany, Italy, Poland, UK and USA, and lectures worldwide. He has an MA in Applied Linguistics and an MBA, and is engaged in both the academic and management aspects of ELT.

He was formerly Director, English Language Innovation at the British Council in London, CEO of the International House World schools network and Executive Director of Eurocentres USA.

His focus is teacher development, intercultural awareness, and the application of digital technology to education. He has published a number of articles and textbooks and most recently co-edited 'Digital Language Learning' (Routledge 2017).

He is on the boards of TIRF, ICC, International Students House and the mEducation Alliance, and is a Fellow of the Royal Society of Arts.

Workshop – Presentation (60-minute session)

Becoming a Digital Teacher: new competences, new knowledge and new classroom activities

The session will address the developing and future trends in digital language learning the application of educational

technology to English language education, and what this means for Teacher Development.

In activities we will look at the new digital knowledge and digital competences that language teachers need, and involve participants in sample self-assessment activities to identify their strengths and weaknesses in digital competence areas, mapping each individual participant against the Cambridge Digital Teacher Framework.

We will look at new pedagogical models and new classroom methodologies and activities that enable teachers to integrate technology into the classroom.

And we will look at differentiation strategies in the classroom – how can the use of technology enable teachers to give different tasks to different students, facilitating their individual learning styles and helping them to achieve their individual goals?

What digital learning tools, apps and websites can teachers use to teach English better? What activities can teachers usefully develop with these new tools? How do teachers need to update and modify their classroom management and methodological skills?

We will look at useful resources and sources of tools and learning materials for teachers to access in order to improve their skills and knowledge, so every participant will take away a list of websites, apps and tools for immediate use as well as their profile on the Digital Teacher Framework.



Chris Farrell

Chris Farrell is Head of Teacher Development for Centre of English Studies Ireland and the UK. He holds an MA and a Delta and regularly speaks at international conferences on Teacher Development and Training. His current research interests include Curriculum Development and the Changing Role of the Teacher. He is also the Co-Editor on the Equals Members Blog.

Workshop (60-minute session)

In the modern classroom, the teacher is asked to fulfil a variety of roles both in their interaction with the students and also in their interaction with the material. Taking the teachers roles within the institution into account, the job has become, and is becoming, an extremely multi-faceted profession requiring an acute ability to assess and react, depending on the needs at hand. This session will look not only at the roles we expect teachers to perform, but also at the affordances made by the institution, and the industry, to address and cater for the needs arising from these roles. For example, if we want the teacher to be the font of all knowledge in the classroom, have we made adequate provision in our teacher development plan to ensure that the teaching staff are sufficiently educated in the nuances of the language? The responsibility is on the institution to best support the development of the skills necessary to perform the roles it expects the of the teacher.

This workshop will help to provide concrete examples on how to go about ensuring that your institution is able to provide an effective and efficient teacher development programme that is rooted in the needs of the organisation and the needs of the teaching staff at large.



Monica Poulter

Monica is currently Teacher Development Manager in the Digital and New Product Development department at Cambridge English Language Assessment. She has over 20 years' experience working on the development of face-to-face and online teacher qualifications and courses for teachers and trainers. Before joining Cambridge English, Monica worked in a variety of ELT posts in a range of contexts in the UK, Germany, Eastern Europe and West Africa.

Workshop (30-minute session)

Cambridge English Train the Trainer Framework

A common career development route is from teacher to trainer, yet this transition often takes place without any formal training other than observation of current institutional practices. The Cambridge English Train the Trainer Framework (developed with NILE) sets out the competencies required by trainers at three levels from initial trainer to 'Lead trainer'. In parallel with the Framework, Cambridge English has developed a Train the Trainer course to support the transition from teacher to trainer and to extend the practices of trainers who have had little formal training. The course, which has been offered as a CPD programme in eleven countries in four different continents, enables institutions to strengthen their training capacity and consequently to provide more effective teacher development. In this session participants will have the opportunity to experience some of the activities from the course including some recorded extracts of trainer feedback on a lesson. We will also consider how the framework can be used for trainers' continuing professional development.



Alex Cann

Alex is an academic manager and teacher trainer with extensive experience in the UK and overseas. He currently works for Experience English as the Academic Manager at Edinburgh Language Centre. Alex set the school up as a CELTA training centre in 2014 and enjoys combining academic management and teacher training. Before moving to Edinburgh he worked in Spain and South America, as well as managing summer school programmes throughout the UK. Alex enjoys presenting at conferences and is passionate about teacher training and continuing professional development.

Workshop – Presentation (30-minute session)

Giving effective feedback and coaching team members

Giving feedback is an important part of a manager's role, but it can often be a challenging and sometimes sensitive process. Whilst some employees thrive on receiving feedback, for others the six words 'can I give you some feedback?' can generate anxiety and fear. However, giving good quality, constructive feedback can be an extremely effective way of improving performance and increasing motivation. Using coaching techniques to complement the feedback that you give can provide a perfect combination to develop and motivate your team as they work towards a clearly defined end goal.

In this highly interactive workshop, drawn from acknowledged feedback and coaching models, you will be given the opportunity to reflect on your current practices, explore alternative ways of delivering feedback and practise coaching techniques with each other. I will offer useful tips and techniques for delivering feedback as well as suggesting a positive structure to guide the feedback conversation. This will lead to exploring how targeted questioning can provide greater depth to discussions and offer clearer solutions.

We will finish by looking at a popular coaching model and trying out some coaching questions. This workshop provides a useful reminder that our experience isn't always relevant to our staff and that we must 'help them to learn rather than teaching them' (John Whitmore).



Sarah Mount

With 25 years' experience in international marketing/business development and 16 years in ELT, Sarah now works in the field of Global Education Management.

Current areas of interest include Educational Policy Development, Organisational Culture and Change Management. In addition to this, she has lectured both in the UK and internationally on Reader Development.

Workshop (60-minute session)

Becoming a Centre of Excellence: How to Excel in your School Inspection

This workshop will explore ways in which organisations can ensure they achieve the best possible results in Inspections, with particular reference to the British Council and Eqauals.

We will demonstrate that Inspections can be seen as opportunities for organisational development rather than threats.

We will show how, through a structured process of self-evaluation over an extended period, existing practices can be significantly improved and new practices established.

By the end of the workshop, you will have an effective and meaningful blueprint for successful development, in which all staff will have involvement and ownership, working collaboratively towards achieving 'Areas of Excellence'.



Andy Cowle

Starting out as a graduate of German and English Linguistics and an English language teacher, Andy has worked in ELT publishing and training globally for 30 years, operating in more than 30 countries. Passionate about creative ELT materials and motivating professionals, Andy is known for enthusiastic and practical talks, encouraging teachers to try new ideas, and connecting language learning with the real world. www.eltconnections.com

Presentation (30-minute session)

Laugh and Learn!

Amusing others with the things we say and the jokes we know, shows the amazing beauty and creativity of language. Humour connects us and relaxes us, and so its simple inclusion in some of our lessons can go a long way to motivate learners, making new and existing language memorable and fun. This session provides activities, jokes and stories you can use with teens and adults, whilst teaching and practising grammar, vocabulary, idioms and even the sounds of English. It looks at finding and using suitable materials, and keep the humour relevant to the level and culture of your classes.



Jeremy Harmer

Special Event

Workshop - Presentation (60-minute session)

I don't teach answers

The great mathematician Katherine Johnson – a central figure in Hollywood's 'Hidden Figures' about women of colour working for the space race at NASA – says in a TV interview as a sprightly 92-year-old, "I have never taught answers", and sees the process of learning as being a problem-solving activity. In this she fits into a tradition stretching back to Illich and encompassing present-day Sugata Mitra etc. But teachers think they should teach too, and, to some extent, many students expect this.

So what should we do? Where do we fit on a cline between question provider/facilitator and transmission teacher? Is there a halfway house where student-directed thinking can stimulate learning? Is there?



Philip Kerr

Special Event

Workshop – Presentation (60-minute session)

A bluffer's guide to NLP in language teaching

NLP here refers to 'Natural Language Processing', an area of computational linguistics with a history dating back to the 1950s. It does not refer to the more recent, and now largely discredited, world of 'neuro-linguistic programming'. What is NLP, why does it matter to language teachers, where can we see it in action, and what does it offer for the future?



Hugh Dellar

Special Event

Workshop – Presentation (60-minute session)

Smooth Sailing Through the Sea of Words

This workshop shows how many of us have a limited grasp of vocabulary frequency because of our availability bias. It also shows how lexical sets can lead to the teaching of infrequent and unhelpful. We'll consider in more depth the examples we give, how to adapt lexical sets and better use of dictionaries, texts and word lists.



Huw Jarvis

Special Event

Workshop – Presentation (60-minute session)

Continuing Professional Development (CPD) in an online environment: suggestions for developing your language education Personal Learning Network (PLN)

It is clear that in an online interactive rich Web 2 environment the opportunities for CPD in language education are significant. However, many practitioners are yet to make use of such affordances. Following on from some of the points raised in the plenary on professional self teachers will explore in further detail how Twitter, Facebook, YouTube and blogsites can be used to develop a PLN. To do this we will draw on some of the activities which were part of recent an MA in TESOL and Applied Linguistics module, together with a free task sheet which has been developed by WWW.TESOLacademic.org Online CPD and arising PLNs, it will be argued, offer a unique language education community for each and every one of us. We choose what to access, we choose who to network with, we choose how often to share and we choose whether to lurk or contribute. This session will provide participants with inputs on what to do and how to do so.



Jacqueline Kassteen

Special Event

Workshop – Presentation (60-minute session)

The Rise of the Selfie: Leveraging pop culture trends in marketing, recruitment and teaching

Attracting and engaging students is becoming increasingly complex, but a strong content marketing plan and a coordinated effort between academics and marketing staff can enable your institution to stand out.

Come discover the secrets behind a powerful content marketing approach in a fun, engaging way. Learn how brands have taken advantage of “the latest craze” (selfies, memes, hashtags) by using pop culture trends in their digital marketing efforts to build brand awareness and engage young people.

Jacqueline weaves in plenty of practical implementation techniques and gives you a toolkit to put into use back at work so when the next trend pops up, you can act quickly to leave a lasting impression with students. This workshop has been given around the world to rave reviews, so don't miss it!

Erik L. Dostal Foundation Award Winner Workshop



Małgorzata Tetiurka

Małgorzata is Lecturer at John Paul II Catholic University of Lublin, where she currently teaches Young Learner Methodology course in the Department of Applied Linguistics. Her research interests foreign language acquisition and learning for children of all ages. She is interested in language learning processes in both formal and informal contexts, learner engagement and developing language learning materials for children. She is currently working on her doctoral thesis concerning the role and the use of L1 in a foreign language classroom. She is also an in-service teacher trainer and materials writer.

Presentation (30-minute session)

L1 use in the Foreign Language Primary Classroom – Pre-service Teachers' Beliefs and Practices

Although the use of L1 in L2 classroom has been one of the most hotly debated issues in the field of ELT, no conclusive recommendations for teachers have been provided so far (Brown 2001).

A foreign language classroom is a very unique and atypical school environment (Walsh 2006) in that ‘the medium is the message’ (Nunan 1995). Therefore, it seems to be of utmost importance to make informed decisions about how much (if any) of classroom communication is done in L1 and what purposes it serves. However, the purposes for which L1 can be used in L2 classroom as discussed by some writers (Atkinson 1988, Collingham 1988, Harbord 1992, Piasecka 1988) seem to view L1 as a strategy to facilitate communication and learning, not an end in itself. Recently, the work of Butzkam has been influential in developing a principled and systematic approach to the role of the mother tongue in foreign language teaching (Butzkam and Caldwell 2009).

This paper reports the results of a study on L1 use in L2 primary classroom by 34 students majoring in English during their teaching practice. Lesson transcripts have been analysed to find out the purpose and the extent of L1 use. The data show a marked discrepancy between the participants' beliefs and theoretical conceptions of L1 use and the actual classroom performance. Implications for teacher education will be discussed.

Key words: L1 use, primary education, teacher beliefs, teacher education

Erik L. Dostal Foundation Award Winner Workshop



Nikki Fořtová

Nikki Fořtová has been involved in ELT since 2002. Nikki is CELTA and DELTA qualified and holds an MA in Applied Linguistics and TESOL. Nikki is a CELTA tutor, an oral examiner for the Cambridge suite of exams and an Oxford Teachers' Academy trainer. Nikki has run practical methodology training sessions and workshops around Europe to English language teachers and is particularly interested in the application of technology to teaching and learning. As well as helping to maintain IH World's Online Teacher Training Institute (OTTI), she has designed and tutored online and face to face ICT courses for English language teachers. Her main area of research and interest lies in helping learners to develop their speaking skills in an asynchronous online environment. Originally from the UK, Nikki has been a teacher and teacher trainer at Masaryk University since 2005.

Presentation (30-minute session)

Changing the paradigm: A very practical MA

Masters in ELT equip teachers with the theoretical grounding necessary to underpin decisions made in the classroom. However, do MAs sufficiently marry theory with practice?

This talk details the story of change in the MA in teaching for secondary schools run at Masaryk University in Brno, the Czech Republic. Once a predominantly theoretical degree, the Master's was re-designed to become more practical in nature and thus better prepare our trainees for the classroom itself. Trainees now have to complete our so-called "internal teaching practice", where they teach once a week for a semester. This enables them to actually put into practice the substance of the pre-requisite coursework in a safe environment where they can develop. We are now able to send our trainees out to school with training in linguistics, classroom management and the micro-skills that are compatible with current trends in ELT. If we want to produce the best teachers, we need to forearm them with both the theory on which to base their decisions in the classroom, as well as the practice of actually teaching. Changing the paradigm from the theoretical to the practical is what MA courses need in order to equip the next generation of ELT professionals for the journey ahead of them.

Come and see how we did it.



Werona Król-Gierat

Werona Król-Gierat works in the Institute of Modern Languages, the Department of English Studies at the Pedagogical University of Kraków, Poland, from where she graduated in English Studies. She completed Doctoral Studies in Applied Linguistics at the same university. She also graduated from the Jagiellonian University in Kraków in Romanic Languages and Cultures. Moreover, she is qualified in early-school pedagogy, psychological-pedagogical diagnosis and therapy, and education management.

Ms Król-Gierat lectures to students at the BA & MA levels. In addition she runs postgraduate-level teaching workshops for teachers of pre- and lower-primary pupils. She attends a variety of conferences and conventions to share experiences and stay at the cutting edge of her profession.

Her main research and publication interests include inclusive education and individual differences in learning, and especially the psychological-pedagogical aspects of teaching foreign languages to young learners with Special Educational Needs, reflecting her caring and empathetic approach to learners.

Workshop – Presentation (30-minute session)

Teaching English as a Foreign Language to Pupils with Special Educational Needs at the Lower-Primary Level – does it make SENSE?

Teaching English as a Foreign Language (EFL) to children with Special Educational Needs (SEN) is often considered as one of the most contentious aspects of European policies, especially in countries such as Poland where the whole idea is relatively new, and thus it is being systematically reformed. At the beginning of the session, some key terminological issues concerning the development of Special-Needs Education in Poland will be discussed. In the next part of the presentation, a few case studies of pupils with SEN will be presented with the attempt to address the following research question: Does teaching EFL to young learners with disabilities/impairments make SENSE? The data reported on come from a longitudinal research project undertaken by the author over three school years.



Lily-Anne Young

Lily-Anne has been working in TEFL for more than 15 years as a teacher trainer, senior teacher, mentor and examiner. She specialises in Business English and high-level students. Having recently completed a research project concerning the design and syllabus of courses for C2 students, she would like to share her experience and encourage discussion.

Based in Brno, she has taught the whole gamut of ages, levels and personalities in various situations and locations including universities, private and public institutions in China, Poland, the Czech Republic and the UK.

Workshop - Presentation (30-minute session)

Advanced Learners

Based on 15 years experience of teaching C1/C2 learners, mainly using authentic or my own materials, this workshop will look at how to maintain the motivation and interest of such high-level learners. We will try out some activities which I have found to be very successful, share our own experiences and discuss how to approach these lessons and develop appropriate courses for a very challenging and demanding group of learners.



Weronika Szubko-Sitarek

Weronika Szubko-Sitarek holds a PhD in linguistics. She is currently employed at the Institute of English Studies where she conducts her research. She is in charge of the teacher training programme and of the postgradual studies for teachers of English in primary education.

Her research interests focus on teaching reading, the role of parents in early EFL learning and teacher education in teaching English to YLs.

Workshop – Presentation (30-minute session)

Teaching reading to young EFL learners

The relationship between reading and phonological awareness has been shown to be bidirectional (cf. Riches & Genesee, 2006; Gillon, 2012). Early phonological awareness skills facilitate beginning reading while beginning reading contributes to phonological awareness development. Both seem to be neglected in the context of primary EFL education. Given the fundamental role of reading in everyday life and its significance in the curriculum for developing other language skills, this should not be the case. The present paper discusses results of the research study aimed at collecting teachers' beliefs about teaching reading and phonological awareness to primary EFL learners. The data gathered in the questionnaires were a starting point for a longitudinal research project whose goal was to identify factors contributing to successful L2 literacy. The primary results of the ongoing study will be discussed along the future research. The major recommendation resulting from the study is that creating a literate environment in and outside the foreign language classroom is the preferred intervention.



Michelle Ocriciano

Michelle Ocriciano is an EAP teacher at University of New South Wales Institute of Languages. She has been teaching in various contexts for 17 years both in Brazil and Australia. She holds a B.A. in English and Linguistics, a B.Ed., a Graduate Diploma in TEFL and an MA in Applied Linguistics. Her fields of interest are Technology in Language Teaching & Learning, Teacher PD, Language Variation and English as Lingua Franca.

Workshop – Presentation (30-minute session)

Action Research on the influence of gamification on learning IELTS writing

In 2015 “The influence of gamification on learning IELTS writing skills” was one of the selected projects in the fifth English Australia Action Research Project. English Australia (EA) is the national peak body for the English language sector of international education in Australia. The initiative is also funded and supported by Cambridge English Language Assessment and has Professor Anne Burns as mentor. Whereas there are different approaches to Action Research (AR) (Burns, 2010), this particular one is an example of the institutional approach focused on continuous professional development. The initial idea for the AR derived from a report written by Gartner who mentioned that gamification had become an essential part of any digital business or learning strategy as a way of digitally motivating people and overcoming barriers. Following this gamification trend, the project was conducted to investigate whether gamification could have an impact on students writing skills for the IELTS exam. The project was conducted at Kaplan College Adelaide with 33 participants. It involved the development of a platform using LMS Moodle, the design of online games, students choosing badges, initial writing assessment, introductory lessons in the classroom, game playing, weekly writing, individual feedback session and, at the end of each cycle or when participants finished their courses, a 20-minute feedback session comparing/contrasting their initial piece of writing with their last one. The presenter will summarize the research outcomes, which overall suggest that learners writing improved significantly and will briefly show the tools used throughout the project and the possibilities of replication.



Nazan Özçınar Sirel

Nazan Özçınar Sirel received her BA degree in ENGLISH and GERMAN from ZWN UNIVERSITY in Delft, Holland in 1987; her MA in English Language Teaching from METU in 1996. She holds a DELTA Diploma from Cambridge University, a certificate in Teacher Training from Fitzwilliam College and a Teacher Training Diploma from the British Council in Ankara. Prior to Özyeğin University, she worked at Ari Private High school as a teacher, at Hacettepe University as an instructor and a teacher trainer and at Sabancı University as an instructor. She worked as a teacher trainer for INGED (English Teaching Association) between 1996 and 2010. Currently, she has been working as an instructor at Özyeğin University since 2008. Her interests are vocabulary teaching, Multiple Intelligences, and NLP.

Workshop - Presentation (60-minute session)

Enhancing Lifelong Learning by Using NLP in the ELT Classroom

Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places (Delors, 1996). More important for teachers than particular techniques or methods is the inner self because, according to NLP, “The resources we need are within us”. Therefore, to be truly effective, teachers need to adapt all methods and techniques to their specific students. The methods and all the resources we have can certainly be used in order to discover our students’ individual learning styles (VAKOG), their goals, and their potential to ultimately enhance communication and become lifelong learners. This workshop aims to introduce participants to the basic theory behind NLP and how it could be applied as a lifelong learning tool while providing practical applications and activities for the classroom.



Louel Ross Calleja

Louel has been teaching a wide range of courses for adults (medical English, business English, Cambridge exams preparation courses, conversation, etc.) in Brno since 2008 and has taught students coming from more than 25 countries. He is also a teacher trainer and has done workshops and seminars not only in the Czech Republic but also in Slovakia, Croatia, Bulgaria, Ireland, and the Philippines. His areas of interests include Dogme, English as a Lingua Franca, native-speakerism, and ESP.

He always makes it a point to teach culture in the classroom and has made it his mission to make his students fall in love with learning words.

In addition to his ELT qualifications, Louel also has a master's degree in Medical and Pharmaceutical Research (with distinction) from the Free University of Brussels in Belgium and a bachelor's degree in Biology (cum laude) from the University of the Philippines.

Workshop – Presentation (30-minute session)

Living in a Babel of “Englishes”: How can we help our learners cope?

For our students to truly excel at global communication, we must acknowledge the fact that the realms of the English language extend far beyond the shores of England and the United States. There are many L1 and L2 varieties of English, full stop. By limiting our learners' exposure to the so-called 'Standard English' (whatever that means) and perpetuating the unfortunate notion that all other dialects are “corrupted” or “less correct” versions of it, we might be doing them a great disservice.

In this practical seminar, we are going to look into classroom activities that will help our students become more comfortable with lexical variation, ambiguity, accent diversity, accommodation, and suchlike.



Shady Abuyusuf

Shady is the head of teacher training at Future University in Egypt. He is a CELTA tutor at Cambridge FUE CELTA Centre and he is the programme developer for the Department of Continuing Education at the same university. He got his Diploma in English Language Teaching for Adults (DELTA) from Cambridge University and his MA in TESOL and Applied Linguistics from the University of Leicester. He shared in many teacher training programmes in Barcelona, Durban, Dubai, Cairo and Istanbul.

Workshop (60-minute session)

Dictation Not Dictatorship

In this session, attendees will come to realise that dictation does not have to be a notorious teacher-centered practice in the EFL/ESL classroom. They learn new techniques of running communicative classes using dictation. These techniques do cover both systems and skills. The session is made up of five demonstrations of lessons based on dictation. The tasks in these lessons are given to attendees as hand-outs that can be used in their own classes afterwards. During the session, teachers will have the opportunities to discuss the rationales, advantages and disadvantages of every dictation technique.



Marianna Lisna

Marianna Lisna is an Assistant Professor at the Department of Applied Linguistics at V.N. Karazin Kharkiv National University, Ukraine. She has more than 10 years of experience in education sector, taught English at International House Kharkiv, People's Ukrainian Academy, Kharkiv, worked with corporate clients and private students. She is a holder of PhD in Linguistics from V. Karazin Kharkiv National University and has an International House Certificate in Teaching Languages. Her interests include TEFL, applied linguistics, materials writing, language acquisition and corpus linguistics.

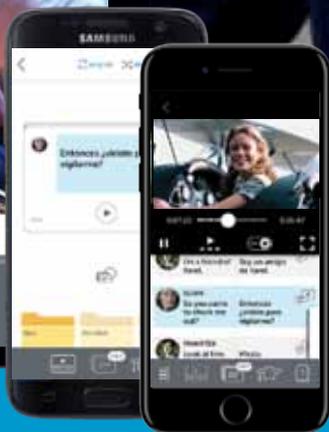
Presentation (30-minute session)

TED Talks as a Tool for Effective and Enjoyable IELTS Preparation

During my presentation I'd like to share the experience which I gained while preparing students for the IELTS Academic Exam, which is nowadays taken by more and more Ukrainian students. The problem I faced was as follows: learners didn't know what to say or write about the topics given in speaking or writing assignments included in the test. This made me look for some way to expand students' background knowledge and raise their interest in an array of themes, not immediately related to what they do or think about every day. The solution I came up with was to create teaching materials based on TED Talks.

To start with, we'll try to look at typical exam tasks through the lens of a learner, question ourselves what problems students might have with them and how they could be handled. Then I'll showcase the lesson plan featuring the same tasks, but based on the relevant TED Talk, following which we'll analyse how it would change students' performance. Next I'd like to discuss the way various skills can be developed using TED talks (on the examples of the concrete lesson plans). Besides, we will look into the following aspects of writing teaching materials based on TED talks:

- workflow for creating lesson plans;
- activities to develop the exam skills;
- segmentation of the video.



mooveez

Movies. Language included.



www.mooveez.com

Gateway to a wider world

"Our vision is that students look forward to demonstrating their skills in motivating and exciting contexts, and in fair and challenging tests. We provide the stepping stones towards their dreams."

Jim Siver

- 16 years in Central and Eastern Europe
- The first suite of exams directly based on the CEFR 'Can-do' statements
- 85 local testing centres in Europe and Asia
- 150,000+ candidates
- Unparalleled range of educational support



www.euroexam.org



Bratislava • London • Paris • Tomsk • Berlin • Brno • Madrid • Novosibirsk • Newcastle • Eger • Voronezh • Milano • Vilnius • Belgrade • Barcelona
Warsaw • Manchester • Saratov • Prague • Krasnoyarsk • Bucharest • Orenburg • Kiev • Budapest • Moscow • Krakow • Ljubljana • St. Petersburg



PŘEKLÁDÁME, TLUMOČÍME A VYUČUJEME



POTŘEBUJETE PŘEKLAD NEBO NAUČIT CIZÍ JAZYK?
Zastavte se u nás a vyzkoušejte multitranslator!

**SKŘIVÁNEK**

VOUCHER NA 600 SLOV PŘEKLADU ZDARMA

Šetřete své náklady – nyní získáte až 600 slov překladu zcela ZDARMA.

Nabídka platí pro poptávky překladů bez soudního ověření v kombinacích angličtina – čeština a němčina – čeština v běžném termínu v objemu 2 500 slov a více. Maximální poskytnutý objem slov zdarma je 600. Platnost voucheru: do 30. 7. 2017.

Překlady objednávejte pod heslem: 600ILS072017 nebo předložením tohoto voucheru na kterékoli z našich poboček.
www.skrivanek.cz



Ideas online today.
Inspiration for
class tomorrow.

- Online professional development courses developed by Oxford University Press
- Course completion certified by Oxford University Department for Continuing Education
- Session aims and topics mapped against the EAQUALS Framework for Language Teacher Training and Development

www.oup.com/elt/oxfordteachersacademy



*Bringing the world to
the classroom and the
classroom to life*

NGL.Cengage.com/ELT

Mustard Canyon, Death
Valley National Park in
Santa Cruz, CA, USA

PHOTO: ROBERT TORRE

Expand your experience and develop new ideas with NILE's expert trainers

Short courses, Delta and MA for
language teachers and trainers in the
UK, overseas and online

Contact registrar@nile-elt.com for more information.


PART OF THE INTO GROUP



Leaders in connecting you with the world

CA Institute of Languages

- Language courses
- Consultancy and CPD
- Teacher training certification courses & seminars
- Translations, interpretations, visa assistance
- IDRAC Business School - Brno Campus
Bachelor and Master Degree Programs
all in English
- Career opportunities

CA Institute of Languages
Marešova 12 • 602 00 • Brno • Czech Republic
T: +420 530 346 530

www.ca-institute.com

info@ca-institute.com

**Eaquals**
Institute for Language Studies

See you in
2019 at the
same time
and place
for the next
BIG event.

PARTNERS AND SPONSORS

Hosted and organized by:

GA Institute
of Languages **2017**
Celebrating
20 Years
of Excellence

Sponsors and Partners:



Platinum



Gold



Partner



Silver



Bronze



Advertising



AGE BACK INTO LANGUAGE TEACHING



Marketing expertise for international student recruitment!

