

THE  
SCHOOL  
FOR  
TRAINING

the  
image  
CONFERENCE

Brussels

5 - 6 October 2019

Erasmus Hogeschool





## Conference Organizers

Kieran Donaghy

Sylvia Karastathi

Supported by



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### About the Image Conference

The Image Conference, the annual conference of The School for Training, is an innovative and collaborative project which seeks to explore the possibilities which film, video, images and video games offer to both language teachers and language learners. The aim of The Image Conference is to put images at the centre of the language learning agenda and offer guidance on using images critically and creatively in language teaching in the age of the Internet. The Image Conference brings together leading experts and practitioners in the use of images in language learning who share their experiences, insights and know-how, and provides participants with an excellent opportunity to enhance their competence in the innovative and creative use of images. The conference is held in a different city every year. So far it has been held in Barcelona, Spain; Brasilia, Brazil; Córdoba, Spain; Munich, Germany; Valletta, Malta; Lisbon, Portugal and Athens, Greece. We are very proud to be holding the eighth edition of the conference in the cosmopolitan city of Brussels.



### About The School for Training

The School for Training is a small, specialist teacher development institute which offers innovative courses to language teachers from around the world in the centre of Barcelona. Our courses are rooted in The School for Training's commitment to progressive educational and social change – our approach to language instruction embeds empathy, compassion, diversity, justice, equity, and inclusion as core values of teaching and learning.



### About the Visual Arts Circle

The Visual Arts Circle is a Professional Community of Practice made up of language teaching professionals - teachers, teacher trainers, writers, editors, researchers, designers, illustrators, artists, photographers, and filmmakers - all with a shared belief in the value of visual arts - drawing, painting, sculpture, design, crafts, photography, video, and filmmaking - in language education.





### **About the IATEFL Global Issues SIG**

GISIG provides a forum among ELT practitioners to stimulate awareness of global issues and exchange ideas on integrating human rights, global development and the environment into their teaching. GISIG has also been supporting teachers who teach in difficult circumstances such as low-resourced environments, very large classes and refugee camps.



## Conference Schedule

# Saturday 5<sup>th</sup> October

**Venue: Erasmushogeschool, Campus Bloemenhof**

**8:00 – 9:00** Registration: Exhibition Area – 4<sup>th</sup> Floor

|                                  |  |  |   |  |
|----------------------------------|--|--|---|--|
| 9:00 – 9:15                      | Conference Opening<br>Aula 3.13  |  |   |  |
| 9:15 – 10:15                     | <b>Plenary Talk by Kieran Donaghy</b><br>What about the fifth skill of viewing?<br>Aula 3.13                               |  |   |  |
|                                  | <b>Keynote Strand<br/>Room 3.12</b>  | Room 3.18  | Room 3.17   | Room 3.16  |
| Session 1.1<br><br>10:25 – 11:10 | Looking Beyond the Classroom<br><br><b>Katherine Stannett</b><br>(Images)<br><br>Sponsored by National Geographic Learning | What's your type (face)?<br><br><b>María Dolores Gómez Gómez</b><br>(Mental Imagery) | Coming soon to your classroom: dystopian trailers<br><br><b>David Geneste</b><br>(Film) | An entrepreneurial approach to creating and assessing mobile application video teasers<br><br><b>Christelle Hoorelbeke, &amp; Natassia Schutz</b><br>(Video) |

**11:10 -11: 40** Coffee break sponsored by The School for Training - Exhibition Area – 4<sup>th</sup> Floor

|                                  |   |  |   |   |
|----------------------------------|---|--|---|---|
|                                  | <b>Keynote Strand<br/>Room 3.12</b>   | Room 3.18  | Room 3.17   | Room 3.16   |
| Session 1.2<br><br>11:45 – 12:30 | Viewing Skills: Learning from Museum Educators<br><br><b>Sylvia Karastathi</b><br>(Art)               | Walking Through English<br><br><b>Joanna Norton</b><br>(Images)  | Listen to your eyes<br><br><b>Julia Alivertis &amp; Jeffrey Doonan</b><br>(Art) | Using Arts to cultivate Empathy<br><br><b>Georgia Psarra</b><br>(Art)               |
| Session 1.3<br><br>12:35 – 13:20 | Using Multimodal Materials for Sociocultural Awareness<br><br><b>Stephanie Xerri Agius</b><br>(Video) | Outsmarting the tyrants - using animation to let the world know<br><br><b>Magdalena Brzezinska</b><br>(Film) | Tell Me A Story<br><br><b>Elsie Johnson</b><br>(Images)                         | Using images effectively in pre-primary ELT<br><br><b>Helen Chapman</b><br>(Images) |



13:20 – 14:30 Lunch break

|                                     | Keynote Strand<br>Room 3.12   | Room 3.18  | Room 3.17   | Room 3.16  |
|-------------------------------------|---|--|---|--|
| <b>Session 1.4</b><br>14:30 – 15:15 | Making pupils media lit! Integrating media literacy into language lessons<br><br><b>Annelene Timmermans</b><br>(Images) | An Image Based Tool for Self-assessment and Student Engagement<br><br><b>Maria Davou</b><br>(Images) | Turning Reading into an Artbook<br><br><b>Cathy Salonikidis</b> (Art)                     | Movies: The Language that's Missing in Language Learning<br><br><b>Frank Mc Girr</b><br>(Film) |
| <b>Session 1.5</b><br>15:25 – 16:10 | Language teachers and video producers working together<br><br><b>Anna Witcher &amp; Victoria Pascual</b><br>(Video)     | Using videoscapes in roleplays<br><br><b>Robert Campbell</b><br>(Images)                             | Multimodality in ESL: Writing is NOT daunting?<br><br><b>Marina Yesipenko</b><br>(Images) | Ways of Seeing: Drawing as a Physical Response<br><br><b>Emma Louise Pratt</b> (Art)           |

16:10 -16:30 Coffee break / Exhibition Area – 4<sup>th</sup> Floor sponsored by New York College, Athens

|                                     | Keynote Strand<br>Room 3.12  | Room 3.18   | Room 3.17  | Room 3.16   |
|-------------------------------------|--|---|--|---|
| <b>Session 1.6</b><br>16:40 – 17:25 | Taking knowledge out of the classroom: scaffolding exhibition visits<br><br><b>Nóra Nagy</b> (images)                                | Interactive Paintings: Visually intriguing art for language enhancement<br><br><b>Irini Papakammenou</b><br>(Art) | Mozart Meets Queen. De-desensitizing the YouTube Generation to Social Issues<br><br><b>Georgios Chatzis</b><br>(Video) | The mind's eye: L2 acquisition through visualization<br><br><b>Paul Herron Campos</b><br>(Mental Imagery) |
| <b>17:30 – 18:30</b>                | <b>Plenary Talk by Nayr Ibrahim</b><br><br>Children's plurilingual voices in English language classrooms: a visual turn<br>Aula 3.13 |   |  |   |

## Conference Dinner



# Sunday 6<sup>th</sup> October

**Venue: Erasmushogeschool, Campus Bloemenhof**

**8:30 – 9:00** Registration / Exhibition Area – 4<sup>th</sup> Floor

|   | Keynote Strand<br>Room 3.12  | Room 3.18  | Room 3.17  | Room 3.16  |
|---|--|--|--|--|
| <b>Session 2.1</b><br><br><b>9:00 – 9:45</b>      | The Art of Talking:<br>Learning Language<br>through Art and VTS<br><br><b>Josep Maria Planas,</b><br>(Art) | Opening minds:<br>Wordless media in<br>elementary school<br>multilingual<br>classrooms<br><br><b>Renske Oort</b><br>(Images)   | A personal history of<br>filmmaking with<br>students in ELT<br><br><b>Phil Longwell</b><br>(Film)                | Student-made video<br>projects to enhance<br>speaking skills - the<br>Book<br><br><b>Rob Howard</b><br>(Video) |
| <b>Session 2.2</b><br><br><b>9:55 –<br/>10:40</b> | Uncovering<br>Suppressed Voices<br><br><b>Joanna Norton</b><br>(Images)                                    | GISIG STRAND<br><br>'I am a refugee':<br>identifying with the<br>photo and other<br>tasks<br><br><b>Linda Ruas</b><br>(Images) | Using images to<br>educate about<br>human trafficking<br>and modern slavery<br><br><b>Judy Boyle</b><br>(Images) | Guided Visualisations<br>- Accessing the<br>Mind's Eye<br><br><b>Jo Cummins</b><br>(Mental Imagery)            |

**10:40 – 11:00** Coffee Break / Exhibition Area – 4<sup>th</sup> Floor sponsored by The School for Training

|  | Keynote Strand<br>Room 3.12   | Room 3.18  | Room 3.17   | Room 3.16  |
|--|---|--|---|--|
| <b>Session 2.3</b><br><br><b>11:00 –<br/>11:45</b> | Scriptwriting &<br>Storyboarding: The<br>Basics<br><br><b>Anna Whitcher</b><br>(Video)  | GISIG STRAND<br><br>(Im)Migrants'<br>Socio-symbolic<br>Significance &<br>Urban Linguistic<br>Landscape: A Task-<br>based Project<br><br><b>Aiden Yeh</b><br>(Images) |   | Using student-created<br>virtual reality to foster<br>social-emotional<br>learning and English<br>skills<br><br><b>George Chinnery,<br/>William Mwinuka &amp;<br/>Michael Auerbach</b><br>(VR) |
| <b>Session 2.4</b><br><br><b>11:55 –<br/>12:40</b> | Active learning<br>video-based<br>methodologies in the<br>EFL/ESL university<br>classroom<br><b>Elena Dominguez<br/>Romero &amp; Jelena<br/>Bobkina</b> (Video) | GISIG STRAND<br><br>GISIG Forum  | Look Out! Grammar!<br><br><b>Bruno Leys</b><br>(Images) | Movies: The Language<br>that's Missing in<br>Language Learning<br><br><b>Frank Mc Girr</b><br>(Film)   |





|               |  |
|---------------|--|
| 13:00 – 14:00 | <b>Plenary Talk by Hania Krystyna Bociek</b><br>Reconciling global communication and national cultures: Putting art at the heart of international empathy<br>Aula 3.13 |
|               | Conference Closing   |



# Conference Program

## Plenary Talks

### Saturday 5<sup>th</sup> October



#### **What about the fifth skills of viewing?**

**Kieran Donaghy** (The School for Training)

**9:15 – 10:15**

In the English language curricula of a number of countries – for example, Canada, Australia and Singapore – two new skills, viewing and visually representing, have been added to the traditional skills of reading, writing, listening and speaking. Undoubtedly, these two new skills of viewing and representing will be integrated into national curricula throughout the world in the near future.

In this talk we will examine what viewing is and how we can help our students become more effective viewers by exploring a number of generic activities which can be used a variety of visual texts – photos, paintings, short films and videos. Teachers will go away from the talk with a clear understanding of what the skill of viewing is and a number of tried and tested viewing activities to use with their students.

**Kieran Donaghy** is a teacher, trainer, and award-winning writer. His areas of interest include the use of images, and the role of empathy and values in language education. His website Film English <http://film-english.com/> has won a British Council ELTons Award for Innovation in Teacher Resources. He is the author of *Film in Action* (Delta Publishing). Kieran is the founder of The Image Conference and co-founder of the Visual Arts Circle. You can find out more about Kieran and his work at his author website <http://kierandonaghy.com/>



#### **Children's plurilingual voices in English language classrooms: a visual turn**

**Nayr Ibrahim** (Nord University, Norway)

**17:30 – 18:30**

Children come to class with multiple languages and identities, which are often ignored and hence the children silenced. We will explore how drawing, objects and multimodal approaches provide a visual narrative space to help children learn English, give children a voice in the language classroom and validate their plurilingual selves.

**Nayr Ibrahim** is Associate Professor of English Subject Pedagogy at Nord University in Norway. Her publications include *Teaching Children How to Learn* (2015), and her research interests include early language learning, bi/multilingualism, multiple literacies, language and identity, learning to learn, children's literature and children's rights..



# Sunday 6<sup>th</sup> October



## Reconciling global communication and national cultures: Putting art at the heart of international empathy

**Hania Krystyna Bociek** (University of Zürich, Switzerland, IfE)

**13:00 – 14:00**

We shall consider how English, the 21st century global communicator, can embrace both national artistic cultures and global human issues to become truly meaningful and inclusive to those that use it primarily as a pragmatic tool.

**Hania Bociek**, a Londoner of Polish descent, is a teacher trainer and secondary school teacher of English in Zürich, Switzerland. Her primary area of interest and research is culture - especially art and literature - as an empowerer of communication, empathy and critical thought. Co-author of *English through Art* (Helbling 2011), she continues to develop her work in this area.

## Parallel Sessions

### Session 1.1



### Looking Beyond the Classroom

**Katherine Stannett** (National Geographic Learning)

**10:25 – 11:10 Room 3.12**

The English classroom can and should be so much more than simply a place to learn a language. In this talk, I will be sharing some ways in which we can use images and videos to teach our learners about real lives, real places and real stories from around the world.

**Katherine Stannett** is the co-author of several successful secondary series and has also written articles, songs and raps for many popular EFL magazines. Most recently, she has written two levels of the new National Geographic Middle School series, 'Impact' and one level of the new National Geographic Primary series, 'Look'. She has given presentations and run workshops in many countries around the world and also conducts webinars from her home office in the UK.



### What's your type (face)?

**María Dolores Gómez Gómez** (EOI Santiago de Compostela)

**10:25 – 11:10 Room 3.18**

Typeface communicates a lot more than we may admit. We use different fonts, perhaps inadvertently, to convey how we feel and how we want others to feel. Creative uses of typography may promote inclusion and a change of narrative in the classroom, as well as a common culture.

**María Dolores Gómez Gómez** graduated in English at the University of Santiago de Compostela. She has completed an MA in Educational Technology and an MSc in Neuropsychology and Education with a special emphasis on memory, motivation and creativity. Her main interests include lifelong learning and inclusive education.



### Coming soon to your classroom: dystopian trailers

**David Geneste** (Amsterdam University of Applied Sciences, Faculty of Education)

**10:25 – 11:10 Room 3.17**



The workshop introduces the positive aspects of photography, while training our students to draw the line between artistic expression and voyeurism, passive observation and critical discernment. They should feel welcome to evoke and provoke different feelings, perspectives, storylines and cultural interpretations, without compromising their self-respect, or other people's privacy and copyright.

**David Geneste** is a teacher educator at the Amsterdam University of Applied Sciences in the Netherlands. He is particularly interested in the use of visual literacy in TESOL.



### **An entrepreneurial approach to creating and assessing mobile application video teasers in the language classroom**

**Christelle Hoorelbeke, & Natassia Schutz** (Université de Namur - Ecole des Langues Vivantes)

**10:25 – 11:10 Room 3.16**

In a cross-disciplinary project involving students in economics and as part of an English entrepreneurial-oriented course, second-year students in computer sciences create a video teaser to promote their mobile application project. This project enables both groups of students to develop to different extents linguistic, entrepreneurial, technical or soft skills. This talk will introduce the whole project.

Reflection, rigour, teamwork and empathy are key to **Christelle Hoorelbeke**, passionate about didactics.

**Natassia Schutz** has a PhD in English corpus linguistics and teaches EAP and ESP at Université de Namur.

## **Session 1.2**



### **Viewing Skills: Learning from Museum Educators**

**Sylvia Karastathi** (New York College, Athens, Greece)

**11:45 – 12:30 Room 3.12**

What can language teachers learn from museum educators about activating the creative and generative power of images? This talk will outline principles and practices from museum education that seek to deepen and extend our connection with images, and propose concrete examples on how to cultivate viewing skills in our language classes.

**Sylvia Karastathi** is the Program Director for English Language Teaching Programs at New York College, Athens, Greece. She holds a PhD in contemporary literature and visual culture from the University of Cambridge, and a DELTA. Her research interests include museum education, and visual literacy in language education.



### **Walking Through English**

**Joanna Norton** (University of the Arts, London)

**11:45 – 12:30 Room 3.18**

Entering a building can evoke a range of feelings and behaviours, some unpredictable others unforeseen. Inviting a diverse student cohort into a shared learning space can prod the unknown. Migratory flows that have led to the English language classroom may foster empathy, trigger hostility or question the hegemonic framework in which language teaching is situated. Inspired by Charles Baudelaire's concept of the flâneur, an urban wanderer, Walking Through English deploys techniques of psychogeography to offer a reflective pause on the role of the visual arts in ELT. Presenting an eclectic range of activities from state teaching, community education to higher education, Walking Through English experiments with notions of playfulness and inventiveness to help manage the unpredictable and predict the unforeseen.

For this session, participants are asked to bring a mobile device with a QR reader installed, along with headphones to listen to audio files. Sample QR readers can be downloaded here:

Apple devices: <https://apple.co/1aSJcX> . Android devices: <https://bit.ly/2HsSKdl>



**Joanna Norton** teaches academic literacy at the University of the Arts (UAL) in London. She works across colleges and subject areas from foundation to postgraduate level. As a creative thinker, her primary area of interest lies at the confluence of divergent disciplines. Her current area of research within Applied Imagination is investigating ways to engage those underserved by traditional schooling. She is the Founder of Keywords English, a series of research-based apps that explore innovation through the medium of academic literacy.



### Listen to your eyes

**Julia Alivertis & Jeffrey Doonan** (TESOL Greece)

**11:45 – 12:30 Room 3.17**

By introducing art into ELT, our learners become more culturally aware and their critical abilities are enhanced. Through interaction with artworks students learn about the influences of cultures, society and generational differences. While looking at art across the genres students begin to understand and reflect on their emotions and make connections between art and other disciplines. Integrating art stimulates visual learning.

**Julia** has been a teacher of English for more than 25 years and a part-time teacher trainer for state school teachers. A firm believer in life-long learning and CPD, Julia is currently pursuing an M.A. in TESOL and is an active member of TESOL Greece. She has co-organised the three TG International events in Preveza, Greece, where she lives and has taken part as a speaker in many International ELT Conferences.

**Jeffrey** has been a teacher of English and the Social Sciences for more than 25 years. Currently living and learning in Ankara, Turkey, he has lived around the eastern end of the Mediterranean for more than 2 decades now and fully enjoys the cultures, cuisines and lifestyles of the area. He attends International ELT Conferences and has given several professional presentations. He is an avid photographer and enjoys a good cup of coffee.



### Using Arts to cultivate Empathy

**Georgia Psarra**

**11:45 – 12:30 Room 3.16**

I chose Picasso's painting Guernica to introduce my students to the topic of 'War'. Apart from the famous painting I used other forms of Arts like Music, Photography and Film as sources of thought-provoking elaboration so that more Arts can contribute and students can express their feelings, thoughts and empathy to the people struck by war.

**Georgia Psarra** has been teaching English and German as Foreign Languages since 1995. She has been running her own Foreign Languages school since 2002. She participated as a presenter in Tesol Greece, Tesol Macedonia-Thrace, Larisa Teachers Association and Blagoevard Bulgaria in 2014.

## Session 1.3



### Using Multimodal Materials for Sociocultural Awareness

**Stephanie Xerri Agius** (University of Malta)

**12:35 – 13:20 Room 3.12**

This session demonstrates how multimodal materials can enhance learners' sociocultural awareness and trigger their creative language production (e.g. through song or video). Participants will become familiar with lesson ideas that involve using media such as song lyrics, spoken word poetry, or video, to raise awareness of topical issues in ELT.

**Stephanie Xerri Agius** teaches English at the University of Malta Junior College. She holds a doctorate in Education and has been teaching for over 15 years, during which time she has also delivered talks and



workshops. Stephanie's ELT research interests include learner engagement, feedback practices, and material creation.



### **Outsmarting the tyrants - using animation to let the world know**

**Magdalena Brzezinska** (WSB University, Poznan, Poland)

**12:35 – 13:20 Room 3.18**

The workshop will be focused on using politically loaded animated films to raise student awareness. In particular, "Ketchup" by Chinese directors Yan Bai Shen and Guo Chun Ning will be discussed, and activities including ones mimicking social media interaction will be proposed.

**Magdalena Brzezinska** is an experienced EFL teacher, teacher trainer and conference speaker. She was an assistant lecturer at the University of Warmia and Masuria, Poland. At present, she teaches General and Business English to students of the WSB University in Poznan. She is Membership Officer for the Visual Arts Circle.



### **Tell Me A Story**

**Elsie Johnson** (Eye On Literacy)

**12:35 – 13:20 Room 3.17**

This interactive workshop will demonstrate how capitalizing on the personal experiences of adult literacy learners are a rich source of authentic material. Creating a simple visual story leads to story retelling, and gives students opportunities to share life experiences. Participants will view samples of storytelling techniques using visual prompts.

**Elsie Johnson's** expertise is in the field of adult EAL literacy. She has created a selection of wordless picture books for adults that support visual literacy and has delivered workshops across Canada, USA, and Europe.



### **Using images effectively in pre-primary ELT**

**Helen Chapman** (British Council Morocco)

**12:35 – 13:20 Room 3.16**

This talk outlines how we can use images in the early years ELT context effectively. We will look at examples of how images can be used at different stages in the lesson for classroom management, to involve young children in their own learning, and to develop an understanding of diversity.

**Helen Chapman** is a teacher, teacher trainer, materials writer, and blogger. Currently based in Morocco, she has also taught in Spain, Poland, Portugal and the UK. Interests include Early Years, Primary (especially developing the whole child), and including learner reflection in lessons.

### **Session 1.4**



### **Making pupils media lit! Integrating media literacy into language lessons**

**Annelene Timmermans** (Damiaaninstituut Aarschot & Sint-Jozefsinstituut Betekom)

**14:30 – 15:15 Room 3.12**

How can teachers make their pupils more media literate? This interactive workshop will enhance teachers' media literacy skills and provide them with a practical toolbox and inspirational ideas for their English lessons. The activities will focus on images and videos, using the newest media literacy teaching techniques and methodology.

**Annelene Timmermans** (°1984, Belgium) has twelve years of teaching experience. She is currently teaching English (EFL) and Dutch in two secondary schools in Flanders, but also has experience as a journalist and an English lecturer at a Flemish teacher training college. Communicative tasks and media literacy hold her interest.





### **An Image Based Tool for Self-assessment and Student Engagement**

**Maria Davou** (Glossomatheia Language Learning & Research Center)

**14:30 – 15:15 Room 3.18**

This presentation is about a classroom assessment tool, its design, purposes and preliminary results of use. The tool is called My Photo Self-Assessment (MPSA) and has been used with learners of all levels and ages, to track language development as perceived by the learner and promote learner engagement.

**Maria Davou** is a teacher, teacher trainer, school owner and researcher in Athens, Greece. She has an MA in TESOL and is a PhD candidate in Applied Linguistics. Her research interests include SLA, oral production, formative assessment and learner autonomy.



### **Turning Reading into an Artbook**

**Cathy Salonikidis** (TESOL Macedonia-Thrace)

**14:30 – 15:15 Room 3.17**

This workshop presents a team-based, interpersonal, and individual hands-on activity designed to achieve innovative and inventive teaching, and to enhance out-of-the-box creative thinking by promoting diversity and imagination through Arts. The focus is on provoking an interest and involvement by allowing students to turn any reading into an artbook.

**Cathy Salonikidis**, a TESL graduate from Concordia University in Canada, is an ESL educator, who has taught ESL/EFL in Canada, Colombia, US, UK and Greece, a speaking examiner for CaMLA and a regular presenter at TEFL conferences. She is also a board member of the TESOL Macedonia- Thrace Cathy has an interest in the use of art content in the EFL classroom so as to bring out the students' creativity and stimulate their critical thinking.



### **Movies: The Language that's Missing in Language Learning**

**Frank Mc Girr**

**14:30 – 15:15 Room 3.16**

Movies are the richest resource available to language learners. Multi-sensory and immersive, they present authentic language in an emotionally enriching environment. Why then is film not the central component on all language courses? In this talk, Frank will share his experience of creating The English Language Film Club in Bremen.

Founder of [vhsteacher.com](http://vhsteacher.com), **Frank** was born in Donegal, Ireland. He holds a Fine Art Degree, and a Postgraduate Diploma in Photography from Central Saint Martins College of Art.

### **Session 1.5**



### **Language teachers and video producers working together**

**Anna Whitcher & Victoria Pascual** (ELT ImageMakers)

**15:25 – 16:10 Room 3.12**

Producers make videos based on what publishers say teachers want, but what if teachers could work with video producers directly and help to select the content? ELT ImageMakers have been experimenting with this new type of collaboration and see it as a vehicle for bringing visual literacy into the classroom more effectively.



**Anna Whitcher** is a freelance writer, editor and producer of ELT materials and works for multiple international publishers. She specializes in video content and conceptualization and leads projects that incorporate video. She is the owner of ELT ImageMakers and also the co-founder of the Visual Arts Circle.

**Victoria Pascual** is a teacher and more recently an ELT video researcher. She has been a teacher of English as a foreign language (grades 7-12) over 10 years. She is passionate about English teaching in real context, language acquisition, and the use of images and video in teaching and learning.



### Using videoscapes in roleplays

**Robert Campbell** (Freelance)

**15:25 – 16:10 Room 3.18**

Classroom roleplays require a degree of imagination to be memorable and fun. Multimedia can help. Using images, video and audio, we'll re-create role plays in which participants practise language in a variety of situations. We'll be using the ExLT 'adventure' The Island and a videoscape from Helbling's new Studio course.

**Robert Campbell** has worked as a teacher, ELT magazine editor, video and audio producer, and author. Creator of the original video content for *Global* (Macmillan) he's currently creating video and audio material for *Studio*, the new adult course (Helbling). Together with Lindsay Clandfield, he creates material for ExLT (Extreme Language Teaching).



### Multimodality in ESL: Writing is NOT daunting?

**Marina Yesipenko** (BSC Ukraine)

**15:25 – 16:10 Room 3.17**

This workshop aims to shed light on utilising the concept of Multimodality in ESL writing activities. It is grounded on the premise that the definition of writing needs to be shifted from composing solely written texts to constructing meanings by using multimodal resources such as image, sound, and other forms of communication. The proposed perspective on teaching and learning enables learners to make purposeful selection of multimodal semiotic resources to express themselves in L2, creating materials which could be shared and interacted with. This workshop focuses on practical ways of making textbook tasks more meaningful and interactive, in an attempt to overcome learners' reluctance to writing.

**Marina Yesipenko** is Delta, IHCYLIT and Celta-certified teacher and teacher trainer. She presents at ESL conferences in different countries, which is more a matter of relating, sharing and discovering new horizons together with colleagues. She has been involved in ESL exam preparation for about 15 years, but currently she is developing in two seemingly unrelated domains - YL and EAP. In addition, she publicly preaches Lexical Approach and the related concepts and supports learner autonomy and Multiple Intelligences theory.



### Ways of Seeing: Drawing as a Physical Response

**Emma Louise Pratt** (Frameworks Education Group: ELTCampus)

**15:25 – 16:10 Room 3.16**

Drawing is a useful tool to open pathways of thinking and enrich communication in the language classroom. In this workshop I will explain my artists in schools programme and we'll try some different activities – with different lesson stages, age groups and scaffolding. Threaded through the activities will be the conference theme of migration.

**Emma Louise Pratt** is Co-Founder and Director of Frameworks Education Group, developer of the 2016 ELTons nominated TEFL Preparation Course from ELTCampus. She's an online learning and teacher



developer, writer, teaching artist and programmer. With her painting career she's shown work for over 20 years and currently also runs a non-profit Artists in Schools project in Cambridge, UK.

## Session 1.6



### **Taking knowledge out of the classroom: scaffolding exhibition visits**

**Nóra Nagy** (University of Pécs, Hungary)

**16:40 – 17:25 Room 3.12**

In my research I explored the potential benefits of art exhibition visits in second language development with higher education students. A series of pre-and post-visit writing and speaking activities were designed to develop the students' multimodal literacy and language skills. The talk describes the most effective tasks and their implementation.

**Nóra Nagy** is an English Language and Literature teacher. Currently she is writing her PhD dissertation in Applied Linguistics/TESOL. Her research focuses on multimodal literacy development in higher education students. Her research interests include social semiotics, language socialization and museum education. She is the co-author of the Helbling Readers Blog.



### **Interactive Paintings: Visually intriguing art for language enhancement**

**Irini Papakammenou** (Centre of Foreign Languages and Research I, Papakammenou)

**16:40 – 17:25 Room 3.18**

This presentation is about Interactive pieces of art which are created by an artist and students. The goal in this work is twofold - to raise awareness of global issues such as migration and to help learners develop language proficiency. It aims to help students collaborate both artistically and linguistically.

**Irini Papakammenou** holds a BA in English Language, an MSc in TESOL and a PhD in Linguistics with a focus on testing and assessment. She owns a private institute of foreign languages and she has contributed in EFL as an English language and exam preparation teacher, trainer and oral examiner.



### **Mozart Meets Queen. De-desensitizing the YouTube Generation to Social Issues**

**Georgios Chatzis** (Karayanni - Chatzi Schools of English)

**16:40 – 17:25 Room 3.17**

Using Mozart's Marriage of Figaro and Queen's Radio Gaga, this presentation will show how video can give context to music, bring social issues into focus and engage students. It will give examples of how videos can make such issues relevant to post-millennials and inspire them to get involved in social projects.

**Georgios Chatzis:** RSA dip, DTEFL, MA ELT University of Essex. He has been teaching since 1997 and he is the DOS of Karayanni - Chatzi Schools of English in Corinth, Greece. He is also an EAP tutor with the University of Sheffield and a former Chair of TESOL Greece.



### **The mind's eye: L2 acquisition through visualization**

**Paul Herron Campos** (Escola Oficial de Idiomas de Santiago de Compostela)

**16:40 – 17:25 Room 3.16**

Our innate ability to visualize with our eyes closed is known as our mind's eye. Top achievers such as elite athletes habitually employ visualization techniques to prepare and enhance their performances. In this workshop, I will explore activities to provide teachers and learners with useful visualization techniques for language acquisition.



**Paul Herron** is an English teaching professional at the Official School of Languages in Santiago de Compostela, a public lifelong learning language institution. In addition to imparting levels A1 -C2 of the CEFR, he is also a teacher-trainer and is interested in classroom dynamics, PBL, IT and mindfulness for language learning

# Sunday 6<sup>th</sup> October

## Session 2.1



### **The Art of Talking: Learning Language through Art and Visual Thinking Strategies**

**Josep Maria Planas** (Department of Education, Generalitat de Catalunya)

**9:00 – 9:45 Room 3.12**

In this talk we are going to present a project launched by the Educational Department in Catalonia with collaboration of the National Museum of Art of Catalonia (MNAC) aimed at adult education students learning Catalan, Spanish or English as a second language through art using the Visual Thinking Strategies methodology.

**Joe Planas:** Teacher with over twenty-five years' experience in EFL teaching to different ages and levels, especially in secondary schools and adult education schools. B.A. in English Philology from the University of Barcelona (UB). Since September 2013 I have been working as a teacher trainer and assessor for the Adult Education Management Service of the Educational Department of the Generalitat de Catalunya.



### **Opening minds: Wordless media in elementary school multilingual classrooms**

**Renske Oort** (Frankfurt International School Wiesbaden Campus)

**9:00 – 9:45 Room 3.18**

Around the world there are classrooms with mixed proficiency in the instruction language. This poses challenges as well as opportunities for teaching and learning. In this talk I will explore how wordless media can be used as a tool for opening minds and sparking ideas and interactions in the international elementary classroom.

**Renske Oort** teaches Dutch for native speakers in an international elementary school in Germany. For her study, Master Educational Needs, she guides multilingual students in their learning and works closely together with English/American teachers in their multilingual classrooms, where teaching and learning take a concept-based inquiry approach.



### **A personal history of filmmaking with students in ELT**

**Phil Longwell** (INTO UEA / Norfolk Community Learning Services)

**9:00 – 9:45 Room 3.17**

I will give my first talk at any conference which shows my experience of creating films as a teacher. It will draw on real examples of making films with students (2006-2019). Filmmaking and editing is a hobby and my passion will be on display in this presentation.

An English language teacher since 2006, **Phil** currently teaches international students on a summer pre-session course and refugees and migrant workers as an ESOL tutor in Norwich, UK. He is the webmaster for the IATEFL Learning Technologies Special Interest Group and also presents on mental health.



### **Student-made video projects to enhance speaking skills - the Book**

**Rob Howard** (EFLtalks / INDEPENDENT AUTHORS & PUBLISHERS)



### 9:00 – 9:45 Room 3.16

Since 2007, I've been using student-made video projects to stimulate teenaged students to plan, script, film and present a variety of videos that have increased oral production, confidence and fluency through out-of-class assignments with varied subjects. This talk will outline the methodology, implementation and benefits. This will promote a book.

**Rob Howard:** Online Language Center owner, Business Language Training Institute partner, worldwide speaker on TD, CPD, Business English, Image and Presentation. IATEFL BESIG Web & Online joint coordinator, Video and Online Coordinator for Visual Arts Circle and cofounder of Independent Authors & Publishers. EFLtalks founder, a 2016 British Council's ELTon Award nominee.

### Session 2.2



#### Uncovering Suppressed Voices

**Joanna Norton** (University of the Arts, London)

### 9:55 – 10:40 Room 3.12

In his writings, the Kenyan author Ngugi wa Thiong'o brings us back to the colonial era to reveal that in all colonies, the first thing to go was language. The Indian writer Arundhati Roy weaves a similar thread through her words to argue the partition of India was in fact the partition of language. The enforced separation from the rhythm and musicality of one's mother tongue was a violent experience shared by millions. While both writers remind us of this historical fact, today's diverse classrooms remind us that yet again the past is the present. With populations on the move and languages migrating across borders, many students are schooled once more in the language of their former colonial masters.

While decolonizing the curriculum is an emerging trend within UK universities, for the voices of empire, reclaiming the native voice is a life process. As part of this process my lesson planning is dominated by the endless search for appropriate context that seeks to challenge traditional canons of knowledge to uncover the suppressed voice. This presentation will introduce visual artists from the global diaspora to explore participatory models of ELT before moving to investigate the role of ELT as an emancipatory tool. The session will conclude with an emphasis on the need to interrogate the power dynamics underpinning the teacher-student relationship to ensure suppressed voices are voiced.

**Joanna Norton** teaches academic literacy at the University of the Arts (UAL) in London. She works across colleges and subject areas from foundation to postgraduate level. As a creative thinker, her primary area of interest lies at the confluence of divergent disciplines. Her current area of research within Applied Imagination is investigating ways to engage those underserved by traditional schooling. She is the Founder of Keywords English, a series of research-based apps that explore innovation through the medium of academic literacy.



#### 'I am a refugee': identifying with the photo and other tasks

**Linda Ruas** (IATEFL Global Issues SIG)

### 9:55 – 10:40 Room 3.18

Powerful, engaging photos about real, political contexts mainly from the Global South, often supporting the underprivileged and dispossessed eg. refugees. In this workshop we will feast on many such photos available free on [eewiki.newint.org](http://eewiki.newint.org) and try out 10 different practical tasks that can be used many times each in class.

**Linda Ruas** teaches ESOL and trains teachers at a London college. She has taught in several other contexts and countries, most recently Guinea Bissau, runs the New Internationalist Easier English wiki, is on the IATEFL GISIG committee and enjoys writing about bringing global issues into class.





### Using images to educate about human trafficking and modern slavery

**Judy Boyle** (The NO Project)

**9:55 – 10:40 Room 3.17**

Over 40 million people are in slavery today yet the invisible crime is closer than we realise. This talk examines the bold, powerful images that play an integral part of The NO Project's free downloadable ELT educational material specifically designed for teachers of teen, young adult and adult learners.

**Judy Boyle** is an ELT teacher trainer, teacher and author. Her background also includes professional theatre and educational media. As the founder of The NO Project, she recently developed a series of twenty free teaching units on human trafficking and modern slavery - in collaboration with leading artists, filmmakers, academics and writers.



### Guided Visualisations - Accessing the Mind's Eye

**Jo Cummins** (Freelance)

**9:55 – 10:40 Room 3.16**

Guided visualisations use words to create a window into students' mental imagery, imagination and creativity. They can create a personalised and multi-sensory class experience. This practical workshop will allow participants to experience a visualisation and give them the opportunity to explore why and how to use them in their classrooms.

**Jo Cummins** is a freelance materials writer currently based in the UK. She also occasionally enjoys venturing back into teaching. She has a special interest in teaching teenagers and in creativity and critical thinking, in both the classroom and materials development.

## Session 2.3



### Scriptwriting & Storyboarding: The Basics

**Anna Whitcher** (ELT ImageMakers)

**11:00 – 11:45 Room 3.12**

Have you ever been curious about the video creation process in ELT? Do terms like voice over, storyboarding, and pick-up lines sound foreign to you? In this workshop, participants will learn basic film terms that apply to the ELT video creation process and apply this knowledge to typical project examples.

**Anna Whitcher** is a freelance writer, editor and producer of ELT materials and works for multiple international publishers. She specializes in video content and conceptualization and leads projects that incorporate video. She is the owner of ELT ImageMakers and also the co-founder of the Visual Arts Circle.



### (Im)Migrants' Socio-symbolic Significance & Urban Linguistic Landscape: A Task-based Project

**Aiden Yeh** (Wenzao Ursuline University of Languages)

**11:00 – 11:45 Room 3.18**

In this talk, I will share a collaborative task-based project that teaches adult learners how to conduct a small research on language(s) and identity of (im)migrants, and the effects of their socio-symbolic significance on a city's urban linguistic landscape using Taiwan's social and educational context as an example.

**Aiden Yeh** is an Asst. Professor and Director of Academic Cooperation & Exchange Section at Wenzao Ursuline University of Languages, Taiwan, where she also serves as Academic Adviser for Southeast Asian Studies Program. She has a PhD in Applied Linguistics (Birmingham University, UK) and MSc in ELT Management (Surrey University).





### **Using student-created virtual reality to foster social-emotional learning and English skills**

**George Chinnery, William Mwinuka & Michael Auerbach** (Tanzanian English Language Teachers' Association)

**11:00 – 11:45 Room 3.16**

In this talk, the panelists will present on a pilot project in which 25 Tanzanian teenagers volunteered to participate in weekly series of virtual reality and social-emotional learning activities to bolster their English skills. The presentation will address the tools and activities, learning gains, and challenges faced.

#### **1. George M. Chinnery**

George M. Chinnery is the Regional English Language Officer (RELO) for Central and East Africa based at the U.S. Embassy in Dar es Salaam. Prior to this position, he taught, trained and administered language programs in government, academic and corporate settings including the Defense Language Institute Foreign Language Center, the University of Maryland Baltimore County and the McDonald's Corporation. His professional interests include the creative integration of technology in language teaching, and his articles in that area have been published in English Teaching Forum, CALICO Journal, Language Learning and Technology, and The Teacher Trainer Journal.

#### **2. William Mwinuka**

William Mwinuka is the current President of the Tanzanian English Language Teachers' Association. He is a teacher and teacher trainer, working for Peace Corps Tanzania as a Technical Trainer for English Language. William is also the coordinator and lead trainer for Content Based Instruction (CBI) training taking place countrywide.

#### **3. Michael Auerbach**

Michael Auerbach is a co-founder and CEO at Kinful. Prior to this position, he was a founding member of Peace Corps' Gender and Development (GAD) Initiative in Mauritania. There, he designed and launched Girl Mentoring Centers (GMCs) which provided after-school programming to female-identifying student focused on core academic tutoring and life skills.

## **Session 2.4**



### **Active learning video-based methodologies in the EFL/ESL university classroom**

**Elena Domínguez Romero and Jelena Bobkina** (Complutense University in Madrid / Universidad Politécnica de Madrid)

**11:55 – 12:40 Room 3.12**

Educational technologies have become an indispensable part of any teaching/learning process as digital video has gained a prominent position in enhancing not only aural reception but also active production skills when it comes to the acquisition of oracy (Goldstein, 2017). The aim of this talk is to present a video-based methodology which has been developed to improve our EFL/ESL university students' oracy skills within a project on educational innovation carried out at the Universidad Politécnica de Madrid (Spain) during 2017-18. The project has involved the design of a set of videos compiled in an electronic modular book which combines modern audio-visual technologies with innovative learning methods such as blended-learning and flipped classroom.

**Jelena Bobkina and Elena Domínguez** are senior lecturer and professor in the Department of English Language and Linguistics at the Universidad Politécnica de Madrid (UPM) and the Complutense University of Madrid (UCM), respectively. They share interest in Higher Education and EFL/ESL teaching, with co-authored publications in journals and monographs, and are active members of numerous Research Projects on Innovative Teaching.





**GISIG Forum**

**11:55 – 12:40 Room 3.18**

**Various Panelists**



**Look Out! Grammar!**

**Bruno Leys** (VIVES University of Applied Sciences, Brugge)

**11:55 – 12:40 Room 3.17**

Grammar is all around us. Sometimes, however, grammar seems to be reduced to rules and contextless exercises. In this workshop I present various images, collected over the years, with samples of real English that will be used to introduce, illustrate and generate a variety of grammatical items.

**Bruno Leys** is an English language teacher and teacher trainer. He works at VIVES University of Applied Sciences, Brugge. He has published several EFL coursebook series: Breakaway, Takeaway and High Five. He writes articles, tweets and blogs about TEFL, provides in-service training sessions and is a speaker on conferences.



**Movies: The Language that's Missing in Language Learning**

**Frank Mc Girr**

**11:55 – 12:40 Room 3.16**

Movies are the richest resource available to language learners. Multi-sensory and immersive, they present authentic language in an emotionally enriching environment. Why then is film not the central component on all language courses? In this talk, Frank will share his experience of creating The English Language Film Club in Bremen.

Founder of [vhsteacher.com](http://vhsteacher.com), **Frank** was born in Donegal, Ireland. He holds a Fine Art Degree, and a Postgraduate Diploma in Photography from Central Saint Martins College of Art.

