



THE IMAGE CONFERENCE & 5TH ELT MALTA CONFERENCE 2016

MEDITERRANEAN CONFERENCE CENTRE, VALLETTA

PROGRAMME



MINISTRY FOR EDUCATION AND EMPLOYMENT

IMAGE CONFERENCE

USE OF IMAGES IN ELT

08.00 - 09.00 Registration and welcome coffee

09.00 - 10.00 Opening Plenary - Paul Driver
(Michel'Angelo Grima Hall)

Learning by Design:
Exploration and Memory in Digital Games and Virtual Reality



There is broad agreement among researchers and practitioners that good games can be powerful tools for language learning. This talk focuses on the often under-explored aspects of games, such as movement, spatial design and immersion. I conclude by exploring the pitfalls and potential of virtual reality in ELT materials design.

ABOUT PAUL

Paul Driver is a language teacher, teacher trainer, materials writer and learning technologist at British Study Centres, Oxford. He has an MA in Creative Media Practice in TESOL and over twenty years of international teaching experience. His research interests span across many fields, exploring the roles of technology, media, game design and embodied cognition in the process of language learning. He has developed projects that examine the role of spatial architecture in the design of learning environments (both real and simulated) and the use of mobile devices to blend language learning and community building through tactical urbanism. He is a regular speaker at national and international ELT events and the co-author of *Language Learning with Digital Video*. Paul has been nominated for 5 consecutive ELTons (English Language Teaching Innovation Awards) in the categories of Digital Innovation and Innovation in Teacher Resources.

10.15 – 11.15 Workshops A

Workshop 1 - Kieran Donaghy (Michel'Angelo Grima Hall)

or

Workshop 2 - Kevin Spiteri (Vassalli Hall)

or

Workshop 3 - Magdalena Wasilewska (La Cassiere Hall)

or

Workshop 4 - Jean Theuma (David Bruce Hall)

Workshop 1 - Kieran Donaghy
Moving Words: Using Moving Images
to Help Students Learn Vocabulary



Moving images are an excellent aid to learning new words and expressions. In this practical session we will look at a range of classroom activities inspired by short films, film clips and videos which can help students learn and remember vocabulary. These activities have all been tried and tested in the classroom. Participants will get a number of ideas for teaching vocabulary through moving images to take away and use with their own students.

ABOUT KIERAN

Kieran Donaghy is an award-winning writer, teacher and trainer. He is the author of the methodology book *Film in Action* (DELTA Publishing). His website Film English <http://film-english.com/> won a British Council ELTons Award in 2013. You can find out more about Kieran and his work at his website <http://kierandonaghy.com/>

Workshop 2 - Kevin Spiteri

The Gamification Experience



The session will tackle the principles behind gamification and how they can be applied within the context of ELT through a gamified workshop. The theoretical foundations of gamification will not only be presented, but more importantly, experienced first-hand by the participants so as to demonstrate the impact of gamification on the learning process. The session will make reference to the effect of gamification on learner engagement and motivation, self-assessment, academic planning and outcomes based learning.

ABOUT KEVIN

Kevin has been in the ELT industry for almost 20 years, holding positions ranging from group leader to activities manager, teacher to teacher-trainer and eventually Director of Studies. Having decided that training is where his passion lies, he recently founded Tetra, an academy focused primarily on teacher training and continuing professional development.

Workshop 3 - Magdalena Wasilewska

The Power of Image'nation: How to Teach a Visual Generation



Have you ever wondered how to deal with a 'multi stimuli' generation in the classroom? How to inspire the generation that communicates through images and that is visually oriented? If yes is the answer, then the workshop is for you! A series of practical and ready to use sets of exercises that will help you exploit vision as a motivator in the classroom. I will present a lot of ideas on how to use new technology and images to make students talk.

ABOUT MAGDALENA

A graduate of Warsaw University in Poland - Teacher Training College and American Studies Center. Teacher with over 20 years of experience, DOS in a private school of English "Green Hills Academy", a graduate of Teacher Trainer Academy - DOS- ELTea, Cambridge oral examiner, conference speaker, licenced tour guide. Member of IATEFL and FILTA Associations.

Workshop 4 - a Theuma
Cartoons and Comics: Communicating with Visuals



Comics and cartoons are a mine of visual information. Unfortunately, many adults have the preconceived belief that comics are mainly for children and that they have no place in adult learning. However, this idea is changing with the wide popularity of films such as *X-men* and *The Avengers*, making it acceptable for comics and cartoons to be used in the EFL classroom. In this session, we will look at lesson plans and activities based on this genre that use the visual element to contextualise and clarify language use.

ABOUT JEAN

Jean Theuma is a freelance Teacher Trainer and EFL teacher. She has been active in EFL for the last 20 years, both locally and abroad. Her main interests are investigating the role of technology in the classroom and helping teachers to maintain an interest in their own development.

11.15 - 11.30 Coffee Break
11.30 - 12.30 Workshops B

Workshop 5 - Marjorie Rosenberg (Vassalli Hall)

or

Workshop 6 - Sylvia Karastathi (Michel'Angelo Grima Hall)

or

Workshop 7 - Božica Šarić-Cvjetković (David Bruce Hall)

or

Workshop 8 - Magdalena Brzezinska (La Cassiere Hall)

Workshop 5 - Marjorie Rosenberg

Practical Ideas for Using Images in the Classroom



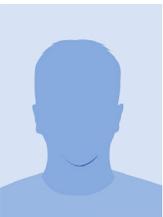
Using images can help learners to grasp concepts, make lessons more personal and encourage creativity. This workshop will demonstrate how to make use of short video clips, drawings, photos and other images that can be used in a variety of settings and without a great deal of preparation on the part of the teacher. Come along to try out these activities and leave with ones you can easily implement in your classes.

ABOUT MARJORIE

Marjorie Rosenberg taught at the University of Graz and for two colleges for teacher education. She is still active as an in-company trainer, teacher trainer and ELT materials writer. Marjorie has written extensively in the field of Business English for (Cambridge University Press, Cengage, Macmillan), is the author of *Spotlight On Learning Styles* (Delta Publishing) and has co-authored textbooks for the Austrian school market. Her latest book is called *Creating Activities for Different Learner Types* (Wayzgoose Press). Marjorie is currently the IATEFL president.

Workshop 6 - Sylvia Karastathi

Visual Literacy and Ekphrastic Writing in the Language Classroom



As more voices are stressing the importance of addressing visual literacy in the language classroom, we need concrete suggestions for cultivating the 21st century skills of 'viewing' and 'representing'. This workshop will propose the ancient rhetorical exercise of 'ekphrasis' as a creative writing activity that could be used in the classroom to promote specificity and attentive viewing. Teachers will be acquainted with the genre of 'ekphrasis' through representative texts and discover the opportunities it affords language learners as it can occasion an enriching encounter with the visual arts.

ABOUT SYLVIA

Dr. Sylvia Karastathi is a teacher educator and lecturer in TESOL at the Department of English Language and Language Teaching at New York College, Athens, Greece. Her current research focuses on visual culture and visual literacy in language education, and she has published widely in the field of word and image studies.

Workshop 7 - Božica Šarić-Cvjetković **More than a Video**



In this workshop I will briefly introduce types of moving images and the benefits of using short videos in the classroom. Through a demonstration lesson I will show that a three minute video can help students raise awareness about people with disabilities, make them think differently about the world around us and help them become responsible members of society. Next, I will show several short videos addressing issues such as teaching tolerance, recycling, saving nature or fighting racism. Participants will be invited to come up with an activity for each of the videos which can be used in the classroom.

ABOUT BOŽICA

Božica Šarić-Cvjetković has a BA in English language and literature and ten years of experience in the classroom. She teaches young learners and teenagers in a state primary school and works with students with special learning difficulties. She's also a teacher trainer and has presented at several international conferences.

Workshop 8 - Magdalena Brzezinska **Peace Art: Words and Images Interwoven**



The session will focus on the notion of peace and its manifestations in images and art. First, peace symbols will be discussed. Then, we will move on to discuss certain peace-related artworks (the ancient sculpture of Irene and three murals created by Banksy). Next, there will follow such activities as writing acrostics forming the word "peace" and writing an interpretation of one of Banksy's murals from the point of view of the main character. The session has been tested with my students, who came up with meaningful interpretations of peace artworks and very interesting acrostics.

ABOUT MAGDALENA

I have been an EFL teacher for over 20 years and a teacher trainer for 10 years. I taught practical English and sociolinguistics to English Philology students at the University of Warmia and Masuria, Poland. Now I'm teaching junior high school students. I like to combine regular and online activities.

12.45 - 13.45 Workshops C

Workshop 9 - Judy Boyle (Vassalli Hall)

or

Workshop 10 - Candy Fresacher (Michel'Angelo Grima Hall)

or

Workshop 11 - Jean Sciberras (La Cassiere Hall)

or

Workshop 12 - Lisa Phillips (David Bruce Hall)

Workshop 9 - Judy Boyle Ten Creative Engaging Ways to Educate Youth about Human Trafficking



Through powerful, innovative, youth-oriented material using music, art, film, dance, written narrative and animation, this presentation examines practical, engaging ways to address awareness of human trafficking and modern slavery in an ELT educational context. Human trafficking and contemporary slavery is immediately relevant to the well-being and future choices of the teenagers and young adults in our classes. Remarkably, thousands of ELT students and teachers globally are already confronting human trafficking in their communities, schools and universities. This interactive workshop aims to support educators so that they can approach this challenging topic with confidence, accuracy and sensitivity in their lessons.

ABOUT JUDY

Judy has worked in education as a teacher, teacher trainer and coursebook writer for over thirty years. As an ELT teacher at Harvard she was awarded Teaching in Excellence recognition. Judy is the founder of The NO Project, an award-winning global educational campaign against human trafficking and modern slavery.

Workshop 10 - Candy Fresacher **Colours in the Classroom**



There are a number of activities that help students become more aware of the variety of color vocabulary in the English language. Naming colors and finding color collocations for more effective use of the words, as well as using poems and discussing the more serious psychological and manipulative effects of colours are a few ways for interactive lessons. The lessons can help students understand the variety of color usage in English as well as give them a better understanding of how colors in public spaces, in advertising, in TV and films affect us in our daily lives.

ABOUT CANDY

Candy Fresacher, Ph.D., is a teacher, teacher trainer and Chair of Teachers of English in Austria. She edited their *ELT News* and has published many articles including a chapter in the new book, *Positive Psychology in SLA: "Why and How to Use Positive Psychology Activities in the Second Language Classroom"*.

Workshop 11 - Jean Sciberras **English through Art: An EFL Enrichment**



We know what attracts students, why one course book is more popular than another. Much of it depends on the layout and the colourful pictures. If images are so motivating then why not go a step further and use famous paintings to engage students? By using the universal language of visual art to bridge language barriers we are also enriching students by exposing them to a variety of world cultures and experiences. Paintings from all over the world can be used in the adult classroom as well as for young learners. In this creative, practical workshop we will explore how paintings can be used as 'launch pads' to practise and develop various language skills and sub skills. Your 'tourist' days in an art gallery are over: never again will you look at a painting and not think of how you can adapt it for the classroom.

ABOUT JEAN

Jean works full time at NSTS ELI, the very first English Language school in Malta, as Assistant DOS. She is a teacher, teacher trainer, and CELTA trainer. She has an Honours Degree in English, CELTA, DELTA and a Post-graduate Certificate in Educational Management in TESOL from Aston University. She has worked in TEFL for 30 years, in Malta, Perugia and Milan. She is Team Leader and Oral Examiner for Cambridge Main Suite exams and often delivers seminars for MATEFL of which she is an honorary member. She was also instrumental in organising national seminars and workshops in Malta with world renowned speakers like Mark Powell, Jeremy Harmer and Adrian Underhill..

Workshop 12 - Lisa Phillips I See What You Mean: Visual Literacy in the ELT Classroom



In this highly visual world, we are exposed to images 24/7 but just how well are we and our students able to read them? This workshop explores how can we use the visuals in our coursebooks to better effect, train our students to read these ‘texts’ and develop their critical thinking to build skills which extend well beyond the classroom.

ABOUT LISA

Lisa Phillips is Director of Studies at International House Malta-Gozo. She has worked in a number of countries during the past 20 years and these days trains teachers both online, on the Cambridge CELTA and a range of IH and Erasmus+ courses.

13.45 - 14.45 Lunch

14.45 - 15.45 Talks

Emma Pratt (14.45 - 15.15) and
Tyson Seburn (15.15 - 15.45) (Michel'Angelo Grima Hall)

or

Rob Howard (14.45 - 15.15) and
Elena Domínguez & Jelena Bobkina (15.15 - 15.45) (La Cassiere Hall)

or

Vanja Fazinic (14.45 - 15.15) and
Speaker TBA (15.15 - 15.45) (David Bruce Hall)

or

Andréia Zakime (14.45 - 15.15) and
Elena Peresada (15.15 - 15.45) (Vassalli Hall)

Talk 1A - Emma Pratt

An "Artists in Schools" Programme:

How Can I Implement One in My Language School or Institution?



An "Artists in Schools" programme involves schools in partnership with artists to create diverse learning experiences. As an artist, I worked on a visual project with English language students in a Spanish school. I will reflect on that experience and look at what makes a successful "Artists in Schools" project.

ABOUT EMMA

Emma is the developer of the 2016 ELTons nominated "TEFL Preparation Course" from ELTcampus, an online platform she also co-founded and developed. She is an online learning developer, writer and has been an English teacher since 1999 and is currently involved with CLIL. She is a practicing artist with a degree in Fine Arts, a post-graduate in Museology and more recently programming and web design. She has also worked in museum education and run a nationwide artists in schools project in New Zealand.

Talk 1B - Tyson Seburn

Learner-sourced Visuals: A Higher Level Text's Best Friend



We all do it: we connect words with visual representations of them from TV, movies, print media, or just our imaginations. This visual aspect breaks up the monotony of text-text-text, and helps readers understand intended meaning. In this talk, we will explore how incorporating the right visuals, especially learner-sourced, dramatically improves higher-level text comprehension and academic skills.

ABOUT TYSON

Tyson is the author of *Academic Reading Circles* and EAP instructor at the University of Toronto. His main interest focuses on public spaces that aid self-directed action among language teachers to increase agency in their own development paths. These include #tleap, 4CinELT, and IATEFL TDSIG.

Talk 2A - Rob Howard

Show It Right or Don't Show It at All

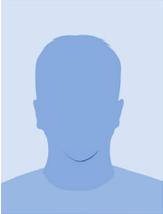


We all know that using imagery in the classroom is an effective tool towards learner engagement and production. Most of us use images daily in an effort to elicit production. The question is: are we using and presenting the image properly? Most teachers have been overloading the screen for years and not only are we not achieving the objective, we may actually be hindering the outcome that we are seeking. This talk will show simple and more effective methods for using images in the classroom by rethinking how we are producing our classroom materials.

ABOUT ROB

Rob Howard is the owner of Online Language Center which sponsors EFLtalks. He is a teacher and writer for EFL and a consultant and speaker regarding online retention and using technology in and out of the classroom. He is the founder of EFLtalks, building an online worldwide PLN+ for teachers.

Talk 2B - Elena Domínguez and Jelena Bobkina
Visual Literacy through Memes in the Language Classroom



The paradigm shift befallen in the digital era towards the predominance of multimodal texts combining written words with visual images, sound effects, music, or complex graphic design has affected the role of the reader-viewer. Reader-viewers are currently expected to approach texts from a multimodal/tripartite framework. With a focus on the teaching of visual literacy, we aim to share our proposal for the implementation of this framework through memes as we do in our EFL classroom.



ABOUT JELENA AND ELENA

Jelena Bobkina and Elena Domínguez are senior lecturers in the Department of English Language and Linguistics at the Universidad Complutense de Madrid (UCM), Spain. They share graduate students and academic interests in Higher Education and EFL/ESL, with co-authored publications in journals and monographs. They belong to the Manchester Metropolitan FLAME Research Group and are active members of numerous Complutense Research Projects on Innovative Teaching.

Talk 3A - Vanja Fazinic
Student at the Centre: A Film Director and Storyteller



In this practical talk I would like to share my experiences in building a positive learning environment and setting up collaborative film-making projects in a large class size. In contrast to traditional methods where the authority to make and carry out decisions is placed almost entirely in the hands of the teacher, film-making projects support most of the principles of student centred learning: active student role, intrinsic motivation, accent on cooperative group work and creative expression. Student created videos will show that film-making is about releasing creative potential and making language learning more interesting and fun.

ABOUT VANJA

Vanja Fazinic is an English and German teacher, teacher mentor and presenter based in Croatia. She has graduated in English Language and Literature / German Language and Literature from the Faculty of Philosophy, University of Zadar and she has been teaching both languages for over 10 years. She is intensely interested in teaching and learning language through the creative process of film-making.

Talk 3B - Speaker TBA TBA

Talk 4A - Andréia Zakime Using Pinterest to Promote Genuine Communication and Enhance Personalised Learning



This talk aims at sharing the findings of the use of Pinterest, an interactive visual discovery tool, in a C1 level class in Brazil. I will provide the audience with a framework of activities and assess the effectiveness of the use of images in engaging students in the practice of English outside the classroom, enabling learners to customise the content of the course, encouraging critical thinking and providing students with a personalised learning experience. The audience will also have access to the data collected and the opportunity to assess the applicability of the tool in different learning contexts.

ABOUT ANDRÉIA

Andréia Zakime is a teacher, teacher trainer and course designer. She works at the Academic Department of Cultura Inglesa São Paulo and holds an MA in Publishing and Editorial Design. Andréia has a keen interest in the use of student-generated content to enable learners to act as protagonists in the learning process.

Talk 4B - Elena Peresada
How to Gamify Your English Class



Teachers all around the world are trying to find new technologies for teaching the millennial generation. One of them is gamification. If computer games are so appealing and fun to play, why don't we bring a game-design approach to our English class? To understand how to gamify our class, we need to realize what elements of computer games make them so interesting? One of the key elements in any game is an exciting story. Other elements include XP (experience points), leaderboards, badges, etc. In my talk I'd like to share my experience of how to gamify your English class. I'll tell you how to introduce elements and mechanics of computer games to increase students' motivation. I'll explain how to turn any game activity teachers use into a real game. I'll describe all the steps of transforming a lesson into a game.

ABOUT ELENA

English teacher and teacher trainer, head of language school, author of *StudyCraft* methodology, materials writer, leader of Trendy English Community.

16.00 - 17.00 Closing Plenary - Antonia Clare
(Michel'Angelo Grima Hall)

The Power of Video



Video has the power to engage, inform and entertain learners and many teachers now regularly use video in their classes. This practical session will look at why video is such a useful tool in the classroom and will demonstrate a variety of different activities which can be used to exploit video material for both specific language focus and skills development.

ABOUT ANTONIA

Antonia Clare is a teacher trainer, conference speaker and writer. Her special interests include the use of video and new technologies in ELT, creativity and the psychology of language learning. She has taught and trained in many countries around the world, and co-authored coursebook titles including *Total English* and *Speakout*.

**17.00 – 17.30 Image Conference Closure and Q&A
(Michel'Angelo Grima Hall)**



5TH ELT MALTA CONFERENCE

LEARNER ENGAGEMENT IN ELT

13.00 – 14.00 Registration and welcome coffee (La Vallette Hall)

14.00 – 14.30 Conference opening (La Vallette Hall)

14.30 – 15.30 Plenary 1 – Marjorie Rosenberg (La Vallette Hall)

Getting Unstuck: Stretching Out of Our Comfort Zones



As our daily teaching schedule and all that involves takes up so much of our time and energy, we don't often have the chance to think about 'what else' we could be doing. We tend to stick to certain routines and sometimes don't take advantage of possibilities to stretch ourselves or take on challenges in other areas. This talk will explore the implications of this regarding our teaching styles, methods we are accustomed to using, the types of classes we usually teach, the technology we are comfortable with and demonstrate a wide variety of choices available to us as ELT professionals both inside and outside the classroom. Some of the reasons we keep doing what we have always done will be discussed providing a basis for us to work together and come up with ways for us to 'get unstuck'.

ABOUT MARJORIE

Marjorie Rosenberg taught at the University of Graz and for two colleges for teacher education. She is still active as an in-company trainer, teacher trainer and ELT materials writer. Marjorie has written extensively in the field of Business English for (Cambridge University Press, Cengage, Macmillan), is the author of *Spotlight on Learning Styles* (Delta Publishing) and has co-authored textbooks for the Austrian school market. Her latest book is called *Creating Activities for Different Learner Types* (Wayzgoose Press). Marjorie is currently the IATEFL president.

15.30 - 16.30 Plenary 2 - Michela Formosa and Rosabel Azzopardi Winners of the 2nd Inspiring ELT Professional Award

Gap-fills? No, thanks



Gap-fills are found in all course books and are an accepted practice. However, when it comes to engaging learners and keeping them motivated, they are often criticised as being boring and more of a test than a learning technique. Whilst they can help students to practice the form of the target language, it does not give students the opportunity to apply the target language in real-life contexts, and often lacks the personalisation that is essential for student to internalise the language to make it their own. In this workshop, we will be looking at alternate ways of doing gap-fills in order to allow for personalisation whilst increasing the learning of form, meaning and use of the target language.



ABOUT MICHELA AND ROSABEL

Michela Formosa is the Director of Studies at the European School of English. She has been teaching since 1997. In addition, she has trained teachers on a variety of courses as well as delivered workshops both locally and internationally.

Rosabel Azzopardi has been teaching EFL since 2004 and is the Director of Studies at Magister Academy. She has been a CELTA trainer for 4 years and has trained teachers from across the globe. Michela and Rosabel were joint recipients of the Inspiring ELT Professional Award at the 4th ELT Malta Conference.

16.30 - 17.00 Coffee break
17.00 - 18.00 Workshops A

Workshop 1 - Rebecca Portelli (La Vallette Hall)

or

Workshop 2 - Tyson Seburn (Vassalli Hall)

or

Workshop 3 - Ben Dobbs (Michel'Angelo Grima Hall)

or

Workshop 4 - Theo Navarro (La Cassiere Hall)

or

Workshop 5 - Joseph George Mallia (David Bruce Hall)

Workshop 1 - Rebecca Portelli **Creating Your Own Materials**



This workshop aims to guide participants towards creating and developing their own classroom materials based on stories, poems or fairy tales and to explore practical ways teachers can adapt reading texts for their own use. After presenting fundamental concepts behind the reasons for wanting to introduce more extensive and intensive reading materials to our language students we will explore methods for extending reading beyond the simple comprehension check. Participants will have the opportunity to choose from a range of texts (provided) and using a clear rubric and specific strategies participants will design and present a “scaffolded” reading lesson. By the end of the session we will have created three to five original reading lessons at different levels on the Common European Framework scale.

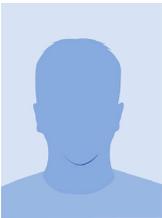
ABOUT REBECCA

Rebecca Portelli B.A. Hons, CELTA, DipTESOL is currently Director of Studies at AClass Academy of English. Her involvement as a teacher and trainer in English Language classrooms began in 1996 when she began travelling and teaching in Spain, later moving to Australia, Malta and the UK. She has over 20 years of classroom experience, most of that has been preparing ESL students for integration into local and international schools in these countries motivated her to develop and adapt materials for the English

language classroom. Rebecca has since designed and led teacher training courses at BELL Teacher Training Campus in Cambridge, based on literature in the language classroom. She is interested in the explicit teaching of reading sub-skills, as well as adapting mainstream text for ESL learners and using literature as a source for motivation.

Workshop 2 - Tyson Seburn

Blending Intensive Reading with Online Collaborative Writing



Within the demands of higher education, students are expected to not only read complex texts, but apply deep understanding to written work. This presents linguistic and contextual challenges for students and practical challenges for instructors. In this talk, we explore blending intensive reading with online collaborative writing to build stronger comprehension and maximise use of class time. Together we first explore a sample text through Academic Reading Circles, a reading approach which promotes strategies for digging deeply into non-fiction text concepts. This leads us to a collaborative writing activity through Google docs that solidifies co-constructed comprehension while reducing instructor preparation.

ABOUT TYSON

Tyson is the author of *Academic Reading Circles* and EAP instructor at the University of Toronto. His main interest focuses on public spaces that aid self-directed action among language teachers to increase agency in their own development paths. These include #tleap, 4CinELT, and IATEFL TDSIG.

Workshop 3 - Ben Dobbs

From General English Teaching to Business English Training



General English and Business English are sometimes viewed as divergent yet there are areas in which the two differ but also in which they cross over. We will look at these areas, the “Big Six” of Business English and what teachers need to know about teaching and training skills and language for presentations, meetings, negotiations, writing for business, socialising and networking, and telephoning as well as what specialised knowledge a Business English teacher really needs. We will also examine the environments in which Business English training can take place and attendees’ perceptions of Business English lessons, content and methods.

ABOUT BEN

Ben Dobbs is an independent in-company corporate trainer. He has worked with numerous companies in a range of countries training presentations skills, negotiating, language and intercultural and interpersonal communication. He is also an accredited provider of the Cert IBET teacher training course.

Workshop 4 - Theo Navarro

Authentic Exam Preparation



Past-papers, gap-fills, exam-practice tasks, etc. Exam preparation is often a bore, with published exam materials doing little to genuinely engage our learners. This session will look into how we can bring the real world into our exam classes, and try and inject the same energy and enthusiasm we can evoke from a GE class into an exam-prep class. Session attendees will:

- analyse a sample course-plan section;
- practice adapting authentic materials for exam-preparation;
- practice designing exam-oriented tasks to accompany authentic materials;
- explore the effects of using learner-selected and learner-generated content;
- brainstorm different ways in which learner-generated content can be utilised.

ABOUT THEO

A young and upcoming local ELT trainer who has worked both in Malta and Kazakhstan as a teacher, teacher-trainer, and academic manager. After completing a CELTA locally, Theo quickly followed this with a DELTA in Astana and Athens. He currently holds the position of ADoS at English Language Academy.

Workshop 5 - Joseph George Mallia Adapting Communicative Language Teaching (CLT) to Multi-Ethnic International Students Studying English



Contemporary EFL classrooms are becoming increasingly diversified, with more learners from different cultures having divergent views on their teachers' role and teaching approaches. EFL teachers using CLT may also observe learner under-performance, demotivation and general poor attitude in the classroom, particularly with those from non-Western learning environments. This workshop examines actual classroom challenges, issues and problems reported by teachers of English learners from Latin America, Sub-Saharan Africa, the Far East, North Africa and the Middle East. Specific, practical classroom strategies in relation to these challenges, issues and problems will be explored to help teachers of multi-ethnic international students of English.

ABOUT JOSEPH

International teacher trainer, course and materials developer, researcher and journal editor of general, ESP and academic English.

18.15 - 19.15 Talks

Corinne Vella (18.15 - 18.45) and
Helen Strong (18.45 - 19.15) (La Vallette Hall)

or

Rob Howard (18.15 - 18.45) and
Jean Theuma (18.45 - 19.15) (Michel'Angelo Grima Hall)

Talk 1A - Corinne Vella

Recycling Grammar



Whether one subscribes to non-interventionist methods, or whether one is more of a grammar purist who espouses prescriptivism, a safe middle-ground to be acknowledged is that learners need multiple encounters with language in order to start noticing, remembering, processing, and activating it. Therefore, during this talk we will look at various ways in which grammar, once it has been presented to the learners, can be retrieved, reused, recycled, and rehashed in class in order to provide more instances where the learners can adopt noticing techniques and increasingly activate the language under investigation more consciously with each exposure.

ABOUT CORINNE

Corinne has been in the ELT industry for the last 14 years, having taught in Malta, Australia and Germany. Holding DipTESOL and an MA in English Language, Corinne was a DOS for 3 years. Nowadays, Corinne inhabits the ELT industry from a different perspective and enjoys giving papers and teacher training sessions.

Talk 1B - Helen Strong

Using Peer Feedback to Engage Learners



- > How many different techniques do you use for giving feedback to your students?
- > Are you the one primarily giving the feedback or do you encourage fellow students to do it?
- > If fellow students do it, do they tend to limit their feedback to general comments?

In this talk, I will present a non-threatening student-centred technique which encourages higher level, constructive feedback on students' performance from their peers. This technique helps to reduce the load for the teacher, increase the quality of feedback to the students and ultimately reinforce the feeling of mutual respect in the classroom.

ABOUT HELEN

Helen Strong is a Business Skills Trainer, Teacher Trainer and Materials Writer based in Germany. She has many years experience in both corporate and academic environments, has written and blogged for a well-known business English magazine and is currently Events Coordinator for IATEFL BESIG. Her website is www.helenstrong.de.

Talk 2A - Rob Howard
Cut It Out to Sync It In



We are all guilty of showing video clips in the classroom that are too long. We must remember that the average learner tunes out after 30 to 50 seconds. So why are we continuing to show long and drawn out, 5-minute videos and losing the attention when we could have easily cut out the useless scenes that don't support the subject? Once we have lost the attention we have lost the opportunity for engagement. This talk will show how and why to edit your videos into more productive and effective tools in the classroom while better delivering your point.

ABOUT ROB

Rob Howard is the owner of Online Language Center which sponsors EFL talks. He is a teacher and writer for EFL and a consultant and speaker regarding online retention and using technology in and out of the classroom. He is the founder of EFL talks, building an online worldwide PLN+ for teachers.

Talk 2B - Jean Theuma
A Holistic Approach to Teaching Academic English



Working with university students and A-level English students has led me reassess how I teach Academic English. Formerly, students were presented with a checklist of discrete items, such as 'use formal linkers' or 'do not use contractions', in the hope that this would lead them to produce academic style writing. Students were presented with models of academic texts with the belief that they would recognize and emulate the style. This was not generally successful, so a more explicit, overt and holistic approach to teaching writing for academic purposes was attempted. This session explores and discusses the success of this approach.

ABOUT JEAN

Jean Theuma is a freelance Teacher Trainer and EFL teacher. She has been active in EFL for the last 20 years, both locally and abroad. Her main interests are investigating the role of technology in the classroom and helping teachers to maintain an interest in their own development.

19.15 – 22.00 Networking reception for all participants.

**08.30 - 09.30 Registration and welcome coffee
(La Vallette Hall)**

09.30 - 10.30 Plenary 3 - Scott Thornbury (La Vallette Hall)

The SLA Hall of Fame



The relatively recent history of second language acquisition (SLA) research has produced a small number of case studies that have an almost iconic significance in the literature: you only have to mention Alberto or Wes or Nora, and scholars will know exactly what feature of language acquisition you're talking about. In this talk I'll briefly review these figures in the SLA 'Hall of Fame', and suggest that they still have relevance to today's classrooms.

ABOUT SCOTT

Scott Thornbury is an associate professor on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology. His most recent book is *Big Questions in ELT*, available as an ebook from The Round. He is series editor for the Cambridge Handbooks for Language Teachers. His website is www.scottthornbury.com

10.30 - 11.30 Plenary 4 - Kieran Donaghy (La Vallette Hall)

Empathy in Language Teaching: Stepping into Your Students' Shoes



Empathy may be one of the qualities which distinguishes an average teacher from an excellent teacher in the eyes of the student. We will look at why empathy is increasingly important in language education. As communication requires a sophisticated degree of empathy, in order to communicate effectively, language teachers, teacher trainers and learners need to be able to understand the other person's affective and cognitive states. We will propose practical activities which encourage teachers, teacher trainers and students to be more empathetic.

ABOUT KIERAN

Kieran Donaghy is a teacher, trainer and award-winning writer based in Barcelona with a special interest in the use of film in education. Kieran is the co-author of *Films in Health Sciences Education* and his website on the use of film in language teaching Film English <http://film-english.com/> won a British Council ELTons Award for Innovation in Teacher Resources in 2013.

11.30 – 12.00 Coffee break

12.00 – 13.00 Workshops B

Workshop 6 - Alan Marsh (La Vallette Hall)

or

Workshop 7 - Candy Fresacher (Michel'Angelo Grima Hall)

or

Workshop 8 - Chris Walklett (David Bruce Hall)

or

Workshop 9 - Sigo Gatt (Vassalli Hall)

Workshop 6 Alan Marsh **Grammar and the Whole Person**



In many classrooms, a focus on grammar often signals the onset of a teacher-fronted explanation followed by controlled written practice of the target structure, à la Murphy. The absence of any emotional or cognitive investment in the learning process often means that the learner becomes disconnected from the grammar learning experience. As a result, learning is at best superficial and, for many, short-term. In this practical, interactive talk we'll explore some ways of involving the learner's thinking processes, emotions and experience so that grammar moves from being something 'out there' to becoming an integral part of who we are and how we see our world(s).

ABOUT ALAN

Alan has worked in teacher training and development (including CELTA, DELTA, Erasmus+) with teachers from all over the world, both in mainstream education (Primary, Secondary and Tertiary) and in private language school contexts. He contributes regularly to ELT publications, is the President of MATEFL and in 2014 he was awarded the Inspiring ELT Professional award in recognition of his contribution to Malta's ELT industry.

Workshop 7 - Candy Fresacher

Optimism and Positive Psychology in the EFL Classroom



Positive psychology shows how important it is to be an optimist. Many recent studies confirm that a better attitude about life is likely to make you happier and even live longer. Within our classrooms we can also improve the atmosphere by ensuring an optimistic attitude in ourselves and promoting it in our students. In this workshop you will find out how much of an optimist you are, what to do to improve your optimism and how to help students form more optimistic and positive views to help them learn better, be happier and more successful.

ABOUT CANDY

Candy Fresacher, Ph.D., is a teacher, teacher trainer and Chair of Teachers of English in Austria. She edited their *ELT News* and has published many articles including a chapter in the new book, *Positive Psychology in SLA: "Why and How to Use Positive Psychology Activities in the Second Language Classroom"*.

Workshop 8 - Chris Walklett

Waxing Lyrically: Creative EFL Uses for Songs & Song Lyrics



This workshop style session aims to impart ideas on creating uses for songs and song lyrics in the EFL classroom. After some theory and input from the presenter, a selection of songs will be supplied and participants will be asked to suggest how these songs could be used in creative ways. Ideally the participants will leave the session with new ideas on how to employ this valuable classroom resource. Please bring your smartphones not to mention your smart ideas! At the end of the session, participants will be invited to a Facebook group to further this ongoing project.

ABOUT CHRIS

An English teacher for some 20 years, my interest of late is in using songs (and particularly their lyrics) in an EFL environment. I recently wrote a thesis on the subject and have given several talks including at TED X on the superiority of lyrics to poetry.

Workshop 9 - Sigo Gatt Sharp and Witty Listening



Slow it down, analyse it and learn to love it! As a young singer, before the magic of the Internet, I remember listening, rewinding, listening again, rewinding, listening again and again and again until I figured out and transcribed the lyrics of the songs I wanted to cover. In this interactive workshop, we'll examine a more practical solution to help learners figure out sharp and witty dialogue. Using prediction and analysing features of connected speech, learners can figure out a lot more in class if they are given a deeper insight into the spoken language.

Participants will explore ideas on how to help learners figure out sharp and witty dialogue in an attempt to foster a love for the language and motivation to continue their journey in learning more.

ABOUT SIGO

Sigo has been working in the ELT industry for more than 10 years. His experience in ELT includes filling the role of Director of Studies, Teacher Trainer and EFL Teacher. He now works freelance and provides CPD workshops. Sigo utilises various media and the latest technology to target language but also to stimulate discussion and promote autonomous learning.

13.15 – 14.15 Talks

Mike Harrison (13.15 - 13.45)

and Stephanie Xerri Agius (13.45-14.15) (La Vallette Hall)

or

Jake Delatolas Saveris (13.15 - 13.45)

and Kate Kazanovska (13.45-14.15) (Michel'Angelo Grima Hall)

Talk 3A - Mike Harrison - Opening Space: A Tale of Engaging Students Without the Coursebook



A long time ago in a classroom far away, back in 2011 I experienced an important moment in my teaching career. I'm going to tell you the story of how I ditched the plan to cover pages 126 to 129 at the last minute and decided to do something completely different – and what this taught me about teaching. This is about my experience and some possible key factors in going off piste with your teaching. I'll invite you to reflect on your experience and ask you how you've opened your classroom spaces, or how you might do in the future.

ABOUT MIKE

Mike Harrison is a teacher and materials writer based in London. Interested in taking an unplugged approach wherever possible when teaching, he loves stepping away from traditional teaching materials to craft interesting learning experiences with (and not only for) his students. Read more of his thoughts on teaching at www.mikejharrison.com.

Talk 3B - Stephanie Xerri Agius - What is learner engagement?



In this talk we shall explore frameworks that enable teachers to reflect on what learner engagement consists of. How is it evident? Can it be measured? How can we help learners achieve their potential? These questions are part of the discussion that is to ensue following an evaluation of different forms of engagement. We will review some classroom activities that give voice to learners and put their engagement at the forefront of each lesson's outcomes.

ABOUT STEPHANIE

Stephanie teaches English at Junior College and is currently completing doctoral research at the University of Leicester. Her research interests are learner feedback, creative practices, teacher research, and learner engagement. She has presented at a number of conferences locally and abroad.

Talk 4A - Jake Delatolas Saveris - Teaching an Original Video-Based Lesson in an EFL Classroom



The use of video in the EFL language classroom has a foremost place in the context of interactive multimedia. Through thoughtful planning, video instruction can promote interactive and active learning, and it is imperative for teachers to supply support material to encourage positive viewing by their learners. In EFL video instruction, not only does the visual element increase the learners' motivation, but it also contributes to multi-sensory learning, provides access to paralinguistic features, and brings authentic interaction between native speakers into the classroom. On condition that techniques for promoting active viewing are exploited, video based lessons can stimulate conversation and discussion, and help set up situations for classroom activities.

ABOUT JAKE

Jake Delatolas-Saveris holds a B.A. in English Language & Literature (University of Athens) and an M.Ed. (Distinction) in TESOL (Hellenic Open University). He has had extensive experience in TEFL and has been the Head of English at Ekpaideftiria Paschali for 16 years. He is a presenter and speaking examiner for Cambridge English Language Assessment.

Talk 4B - Kate Kazanovska Leave Them Kids Alone!



Learner autonomy – everybody talks about it. However, what does it really mean? Are we, teachers, educators, and teacher trainers, ready to leave them kids alone? How does one train their learners to be effectively autonomous and how does one make oneself break out of the old habits and stop taking all the responsibility for what and how our students are learning? Let's try to figure it all out!

ABOUT KATE

Kate Kazanovska, was born in Latvia and is currently working as an ADOS and a teacher trainer with IH Malta-Gozo. Kate is also a certified CELTA tutor and is about to start her 10th year with the International House network. She is the co-author of a number of creative EFL courses (such as 'Creative Writing for Teens' and 'Ready. Set. Success!' - a course for school-leavers promoting autonomous learning and independent thinking).

14.15 – 15.15 Lunch
15.15 – 16.15 Workshops C

Workshop 10 - Rebekka Mamo (David Bruce Hall)

or

Workshop 11 - Evan Frendo (La Vallette Hall)

or

Workshop 12 - Caroline Campbell (Michel'Angelo Grima Hall)

or

Workshop 13 - Patrick Painter (Vassalli Hall)

Workshop 10 - Rebekka Mamo **“Sorry, This Classroom is Engaged...”:** **Teaching by Taskifying in TBLT**



In this session, teachers will enjoy an opportunity to put themselves in their students' position as they participate in two short lessons. The first will follow a typical PPP lesson plan, while the second will demonstrate a more task-based approach, in order that participants may understand the benefits of the latter by experiencing it first-hand, alongside its more conventional counterpart. Therefore, although the aim of the session is to invite teachers to explore TBL, the workshop will give participants the freedom to draw their own conclusions about effectiveness based on their experience 'on the receiving end'. Explicit instruction (PPP-style) will be avoided, in line with the principles of experiential learning respected by TBL. Teachers will also critique a given (PPP) lesson plan and collectively decide on potential task-based improvements.

ABOUT REBEKKA

Rebekka Mamo works as an Assistant Director of Studies at Gateway School of English and is currently reading for an MA in TESOL at the University of Malta. She enjoys working with different people and is interested in TESOL management, teacher training, Task-Based Learning, stylistics, language acquisition and materials design.

Workshop 11 - Evan Frendo **Needs Analysis in the Business English Classroom**



Needs analysis is fundamental to motivating learners in the Business English classroom – it leads to relevant course content, and makes sure that we don't waste our time focussing on things no-one is interested in. In theory much of it is done before the training starts; in practice most of us have to do it in the classroom. In this workshop I would like to go over some simple classroom techniques which we can use to better understand our learners' needs, including questionnaires, anecdote circles, analysing workplace processes, and task based assessment, and thereby create courses which fully engage our learners.

ABOUT EVAN

Evan Frendo is a freelance trainer, teacher trainer and author based in Berlin, Germany. A frequent speaker at conferences, he also travels regularly in Europe and Asia to run courses or to work as a consultant. Since 2014 his main focus has been on developing e-learning courses for corporate clients.

Workshop 12 - Caroline Campbell **Empowering Learners to Develop their Vocabulary**



The importance of teaching and learning vocabulary has increased in the last decades, resulting in new ways of approaching vocabulary in the classroom. In this workshop we will briefly explore some of the principles that underlie the classroom practice of teaching and learning vocabulary. Moreover, the participants will engage in a number of activities which include different ways of presenting and practising vocabulary, using authentic online materials and texts as well as computer-assisted programs, to help learners analyse the use of vocabulary in-depth and become more autonomous learners. The participants will leave the session with hands-on ideas for their classroom.

ABOUT CAROLINE

Caroline Campbell is currently Director of Studies at Easy School of Languages and is completing an MA in TESOL at the Centre for English Language Proficiency, University of Malta. She has gained her experience from teaching EFL and training teachers in Italy and Malta and enjoys sharing teaching ideas with colleagues.

Workshop 13 - Patrick Painter Presentation Skills Versus Traditional Homework



By using presentations, rather than traditional homework, we can develop students' reading comprehension, provide opportunities for ICT research, offer a context to develop written composition skills, and, most importantly, create a real-world context in which speaking skills can be practiced and perfected. In addition, students who create and perform presentations are more engaged with the subject they are presenting because it is goal-oriented and is performed in a social context, in which the presenter provides others with information. The rest of the class can develop their listening skills and learn from the work of their fellow presenters.

ABOUT PATRICK

Patrick Painter studied cultural history and pedagogy in Canada and the United States at the University of Western Ontario, York University, and the University of Connecticut. He worked as a university lecturer and English language teacher for 7 years before joining Express Publishing as an ELT consultant.

16.30 - 17.30 Workshops D

Workshop 14 - Antonia Clare (Vassalli Hall)

or

Workshop 15 - Scott Thornbury (La Vallette Hall)

or

Workshop 16 - Kieran Donaghy (David Bruce Hall)

or

Workshop 17 - Marjorie Rosenberg (Michel'Angelo Grima Hall)

Workshop 14 - Antonia Clare Seven Ways to Boost Your Learners' Confidence



Although speaking in English is invariably something that learners want to do, many find that lack of confidence remains a barrier to their learning. This session will look at possible causes for this reticence and demonstrate motivating practical activities and strategies to help boost learners' confidence so they are more willing to engage in speaking activities, and become better English speakers.

ABOUT ANTONIA

Antonia Clare is a teacher trainer, conference speaker and writer. Her special interests include the use of video and new technologies in ELT, creativity and the psychology of language learning. She has taught and trained in many countries around the world, and co-authored coursebook titles including *Total English* and *Speakout*.

Workshop 15 - Scott Thornbury Fluency and How to Achieve It



Fluency is an elusive concept: we know it when we meet it, but we don't know how to define it. In this workshop, we'll try to identify its components, and then talk about ways of helping our learners achieve it.

ABOUT SCOTT

Scott Thornbury is an associate professor on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology. His most recent book is *Big Questions in ELT*, available as an ebook from The Round. He is series editor for the Cambridge Handbooks for Language Teachers. His website is www.scottthornbury.com

Workshop 16 - Kieran Donaghy Moving Stories: Narrative and the Moving Image in ELT



Narrative and moving images are powerful tools in language teaching and learning. In this practical session we will look at a range of motivating, effective classroom activities inspired by short films, and videos which encourage students to create their own narratives. Participants will get a number of highly practical ideas to take away and use with their own students.

ABOUT KIERAN

Kieran Donaghy is a teacher, trainer and award-winning writer based in Barcelona with a special interest in the use of film in education. Kieran is the co-author of *Films in Health Sciences Education* and his website on the use of film in language teaching Film English <http://film-english.com/> won a British Council ELTons Award for Innovation in Teacher Resources in 2013.

Workshop 17 Marjorie Rosenberg Creating Activities for Different Learner Types



Creating tasks which benefit our learners can be an enriching activity for teachers and their learners. In this workshop, participants will discover how to create tasks taking into account the diversity of learner types we have in our classrooms. The workshop is based on the concept that reaching learners means mixing methods, materials and approaches. Taking this one step further, these ideas can be incorporated into the conception and creation of activities and tasks for grammar, vocabulary and general language practice. Participants will have the chance to try out tasks focussing on different skill sets, abilities and the language we use to instruct learners. It will demonstrate how tasks can be extended to include other learner types and help learners acquire new strategies for learning

ABOUT MARJORIE

Marjorie Rosenberg taught at the University of Graz and for two colleges for teacher education. She is still active as an in-company trainer, teacher trainer and ELT materials writer. Marjorie has written extensively in the field of Business English for (Cambridge University Press, Cengage, Macmillan), is the author of *Spotlight on Learning Styles* (Delta Publishing) and has co-authored textbooks for the Austrian school market. Her latest book is called *Creating Activities for Different Learner Types* (Wayzgoose Press). Marjorie is currently the IATEFL president.

**17.45 - 18.15 Plenary 5 - Odette Vassallo and Sarah Grech
(La Vallette Hall)**

Learning from a Corpus of Learner English: the TELT Corpus



The TELT corpus was compiled in order to identify the key strengths and weaknesses of English language use in a very specific context namely, English language testing for prospective teachers of English. This area of learner English is under-researched in bilingual countries where English is one of the two languages. Such a cohort of learners has offered an extremely insightful understanding of patterns of language usage, both spoken and written. Much of what has emerged from this corpus is of benefit to both assessor and assessed, and it also contributes to self-development and self-awareness for teachers themselves. This talk presents some of the findings yielded by this corpus, and seeks to offer some initial thoughts on the implications of such findings for continuing professional development and self-awareness.

ABOUT ODETTE AND SARAH

To be uploaded.

18.15 - 19.00 Plenary 6

Plenary 6 - Anne O'Keeffe and Geraldine Mark

To be uploaded.

19.00 - 19.15 Conference closure and raffle (La Vallette Hall)

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