

Issue 62
La Rentrée
2011



FOR ENGLISH TEACHING PROFESSIONALS IN FRANCE

Teaching Times

TESOL FRANCE

All Grown Up!

TESOL France
1981-2011

Yes, we're all grown up now here at TESOL France; 1981-2011 signifies our 30th year – *un bel âge* – as I'm sure you would agree. To celebrate, there'll be cake and candles at this year's Colloquium (4-6 November) – *mais oui!* But in the meantime, why not prepare your event by turning to pages 15-16 and choosing the talks that take your fancy – and you'll find quite a choice!

The 'Rentrée' issue is nothing if not varied – with quick 'n' easy activities to liven up your classes from the Toulouse regional branch, an introduction to the Dogme approach and the results of the 2011 TESOL Franklin SpellEvent in New York. There's a bit of a Chinese theme as Phil Wade recalls his experience preparing volunteers for the Beijing Olympics, while President, Bethany Cagnol, passes on her fool-proof technique on how to

clear a cocktail party. And if it's poetry you're after, then the *Teaching Times* has that too!



Finally, given that it is *la Rentrée* and a moment to consider what you can do for your association. How about submitting an article, penning a poem or simply confiding in us about your experience teaching in France? I am sure that you have lots to offer.

We wait to hear from you!!

*****Jobs List*****

Receive job offers in ELT
from across France,
join the
TESOL France Jobs List
at:
www.tesol-france.org/teachingjobs.php

New Partner for TESOL France

TESOL France
joins forces with the
*Association of Language
Schools of the Slovak Republic*
Founded in Sept 2010 and under
President, Klaudia Bednarova, the
association aims to create a group of
the best language schools
in Slovakia.



In This Issue ...

- Mister Monday, Dede and Ken
- Reviewed: a new course book for scientists
- Take-away BE Worksheet Series N°1: Social Media & Business
- Reminiscing about the 'BJ' experience
- IELTS 'Crimes' and tips on how to crack them
- TESOL France is now pretty in pink ... in Toulouse

NEW!!

in company

The course for business professionals

in company

Worksheet

Olympics 2012: value for money?

The price of tickets for the 2012 Olympic Games in London has been announced. Are the ticket prices fair, or are they over-priced? 1 Match each of the words below (1-4) to its correct definition (a-d).

- | | |
|------------------------|--|
| (1) gimmick (n) | (a) person who illegally re-sells tickets for more money |
| (2) bid (n) | (b) something that is more expensive than it should be |
| (3) rip-off (informal) | (c) an offer to do work in return for an amount of money |
| (4) tout (n) | (d) something intended to impress you but is really not useful |

2 Practise saying the numbers in the box.

£725	£2,012	£20.12p	£3 billion	£9 billion
125,000	2012	100	75	8.8 million

3 Scan the article and add the figures in the gaps (1-10). Use the numbers from exercise 2.

Olympic ticket prices: are they fair?

Ticket prices for the (1) Olympic Games in London have just been announced. The range of prices is incredibly wide. At the lower end of the scale, a quarter of the tickets will cost around the £20 mark. At the top end of the scale, if you fancy watching the men's (2) metres final, then you will need to pay anywhere between £50 and (3) If you have money to burn, why not apply to go to the opening ceremony: the highest priced ticket is a staggering (4)

There are (5) seats available for the 2012 Games. The media has of course focused on the most expensive seats, whereas the Olympic committee points out that 90% of tickets will cost £100 or less; a third will cost under £50. The committee have explained that they are not trying to make a profit, but high prices are necessary to meet the spiralling costs of the Games. It began as a bid for a project costing around (6), but hosting the Games is now expected to be nearer (7)! What the organisers fear most are stadiums with empty, unsold seats.

4 Read the complete article. What are the two views about the ticket prices described in the text?

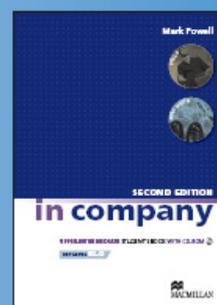
5 Decide which word (a-e) does not form a strong word partnership with the word at the end of the sentence.

The announcement of the ticket prices has brought mixed reactions. Lots of people do expect to pay a significant amount for a once-in-a-lifetime event. Many like the proposal to put aside (8) tickets for school children, who will have to achieve something to earn their tickets. On the other hand, there is a lot of anger about the higher-priced tickets, including those for the finals, which have been described as a 'rip-off'. Even setting the lowest priced tickets at £20, like the highest price was chosen for the London Olympic Games, has been criticised for being too high.

Can we expect the usual reactions to the announcement of the ticket prices for the 2012 Olympic Games? VIP seats being sold for £1,000, and people failing to get tickets for the opening ceremony, are companies on the net selling tickets for £100 or more, and inflated prices. The ticket prices for the London Olympic Games are hard to justify. The London Olympic Games, which have been criticised for being too high, from abroad could be expected to pay a significant amount for a once-in-a-lifetime event. Many like the proposal to put aside (8) tickets for school children, who will have to achieve something to earn their tickets. On the other hand, there is a lot of anger about the higher-priced tickets, including those for the finals, which have been described as a 'rip-off'. Even setting the lowest priced tickets at £20, like the highest price was chosen for the London Olympic Games, has been criticised for being too high.

Want to see the rest?
Please come to the
Macmillan stand on 4th
November (during
the TESOL France
Colloquium).

www.macmillanenglish.com/business



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Postcard From The President

On August 31st, I received a text message from a student that read: 'Happy New Year!' At first I thought: goodness, guess his phone service needs changing - what phone company delivers a text message eight months late? But then I realized France does in fact go through two new years. It got me thinking: do I have any new year's resolutions?

"What better way to boost your CV, than to help out the TESOL France Executive Committee!!!"

Resolution one: Recruit. The next few months will be extremely busy for TESOL France, and we need all the help we can get. What better way to boost your CV and your own professional development than with a team who has direct access to publishers and leading experts in the field. We will soon be emailing you about different ways (both big and small) you can work with us, from

housing speakers during the Colloquium (please!), and dealing with mailings, to helping out during the events themselves. Whether you have a little bit of time or a lot - we *do* need your help.

Resolution two: Expand the Association. We have been in touch with dedicated teachers in Lyon, Nice and Ile de Reunion! And we have plans to help them set up their own TESOL France regional branch. Why don't you?

Resolution three: Celebrate! We've just sent out acceptance letters to those who applied to be speakers and poster presenters for our conference in November. This event will be bigger and busier than last year's - why? We'll have reason to celebrate! TESOL

France is celebrating its 30th anniversary and so we hope you'll all be there to sing 'Happy Birthday' with the Executive Committee, 68 speakers, 14 poster presenters, and over 250 delegates from 27+ countries around the world. See the preliminary schedule (pages 15-16) in this issue.



You will soon be hearing from us. Wishing you all a *Happy New Year!*

~ *Bethany Cagnol*
President 2010-2011

Dear Bethany ...

Dear Bethany

I am interested in the advice you might give teachers as regards the all-important first session with a new group. The old adage 'you only have one chance to make a first impression' comes immediately to mind here and underlines how crucial getting the first session right can be. What advice would you give as to how to structure the first session?
Brian

Hi Brian,

I'm a bit of a perfectionist when it comes to first impressions - both as a learner (see A below) and as a teacher (see B below).

A) The first Lesson: First impressions about language learning. I always announce what the first les-

son will be in advance and provide a sort of mini syllabus to the company so they can forward it to the trainees.

My first lesson is usually a lecture on: -language learning expectations (reasonable and unreasonable), -the realities of learning a language (no, you can't just sleep with your coursebook and wake up bilingual) -the realities of using the L2 in the target environment (it's OK to make mistakes!).

Second, I set some ground rules, for instance, no correcting your colleagues.

Third, I finish with a chat about their expectations, their goals - both personal and professional - and what we can reasonably accomplish in the time we have together. This can either take place in the L1 or L2. If I feel their

expectations are too high (e.g. bilingual in 20 hours), I feel it's my duty to tell them right away how this might be a bit too ambitious and how much work is required to learn a language.

B) The teacher: First impressions. I wrote a blog post recently about the first, professional, impressions we teachers make.

See: *Is Your Professional Image Wearing Thin?* <http://tinyurl.com/3hv9fcc>

I think it's extremely important that teachers look professional. Companies invest a lot of money in language training. The teacher is a representative of the 'brand' and expresses that important investment via their appearance and communication skills.

This is ... Your *Executive Committee*

TESOL France events have experienced booming attendance this year, mostly due to the efforts of our two new regional branches in Toulouse and Strasbourg. We thought it was high time we gave you the chance to meet the two ladies, Jane Ryder and Shahada Reardon, heading up the action in their respective regions.



Jane is the TESOL France Strasbourg Coordinator and has been working for over ten years in EFL in the Alsace. For five

years she was the pedagogical coordinator for *Greta Nord Alsace*, the continuing education branch of Education Nationale. In November 2010 she set up *ESOL Strasbourg*, in partnership with the Pole Formation of the CCI Strasbourg, to offer the CELTA &

DELTA teaching qualifications. Jane is committed to changing the status of EFL teachers in France and, with TESOL France, intends to shake things up in the Alsace. She is a published writer (incl. the *ELT Journal*) and holds an MA in Applied Linguistics and TESOL from Leicester University. Previously she was a TV documentary maker, an ethnologist and, in her words, '*sometimes failed revolutionary*'.



Shahada has taught ESL/ EFL in Egypt, the USA and France. She is currently teaching at the Université de Toulouse 1 Capitole, SUPAERO Aerospace Institute and Wall Street Institute. Her

aim in acting as coordinator for TESOL France Toulouse is to bring EFL teachers together to promote professional development and teacher strategy sharing. She also believes in the

strength of numbers and is very excited about the opportunity for the teachers of Toulouse, and its surrounding communities of the Midi-Pyrenees region, to connect with their fellow teachers throughout France.

For more information on activities in our Regional branches, see the TESOL France Events Calendar on page 26

Calling All English Teaching Professionals



Join *TESOL France* today, and receive:

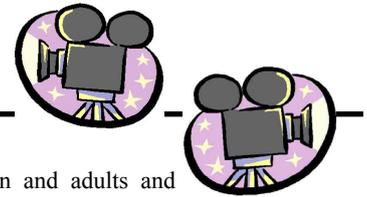
FREE entrance to our Spring Day
FREE entrance to our Annual Colloquium
FREE entrance to mini-conferences, workshops, discussions & swapshops in Paris, Grenoble, Strasbourg and Toulouse
 3 copies a year of the '*Teaching Times*'

Not forgetting the chance to meet & network with some of the most dynamic, motivated ELT professionals in France & beyond!

To join *TESOL France* today: go to

www.tesol-france.org/membership.php

Claudio Azevedo (Brasilia)



One of the highlights of the recent TESOL Electronic Village Online sessions, in my opinion, was a web conference on materials design given by a Brazilian teacher trainer called Claudio Azevedo. During his presentation he introduced his two movie-based blogs which are packed full of stuff for struggling teachers to liven up their lessons. The first assesses grammar points using scenes from movies while the second deals with warm-ups and follow-ups. What is most striking about his materials is the huge amount of effort he puts into ensuring they are ready for use in the classroom. As a result, he has won awards and is often invited to speak at conferences on the international circuit. I had the pleasure of catching up with Claudio after one of his many conferences to ask him a few questions.

How do you come up with such great ideas?

I'm not sure how it happens really. I have always prepared grammar activities based on movie segments, but I believe that today's technology has provided me with the tools I need to store and share what I have always done. I watch lots of films and I try to focus on how I can use scenes to practise grammar. However, I believe that practice makes perfect, so I have developed the skill of watching movies with different eyes – my 'grammar eyes'.

What kind of feedback have you had?

It is amazing the amount of positive feedback I have received. It comes from students who use my site to do their assigned homework and end up enjoying doing exercises for other grammar points as well. It comes from teachers from the different (ELT) segments. Some teachers work at public schools with very few resources, and are grateful for the chance to use ready-made activities that they would probably not be able to develop by themselves. Other teachers work at language institutes and are very busy and so thankful for having their class planning facilitated, making them gain time and motivate students at the same time. Others are college teachers, teachers of immigrants and students working on their BAs. Feedback also comes from colleges and government institutions across the world asking to create partnerships with their teachers and students. I have also been invited to give presentations, seminars, and teacher train-

ing courses. All of this is very rewarding and motivating. It is evidence that what I have been doing has helped many teachers and students across the world. Nothing can be better than that.

How do you use your 'grammar eyes' ?

There are two ways. One of them is to look for a specific grammar point. The second way is when the movie has a scene that is perfect for teaching a particular grammar point. For example, if I'm looking for a scene to work with the *present perfect*, I have to look for activities with a clear period of time, or activities which a character has performed during an unfinished period of time. *Modals* used for speculations require a scene with an unexplained mystery. For the *passive voice* you need a scene with a series of actions. To contrast the *past continuous* and the *simple past*, you need to look for a scene in which several activities take place at the same time.

I want to try and show teachers how to develop their own activities with the DVDs they have at home. I don't often look for a grammar point in the dialogue itself – instead, I look for a context that lends itself to a variety of possible uses. The scene must be contextualized so you don't have to explain what had happened before the snippet. The clip can't be any longer than 7 minutes - otherwise, students get distracted and don't focus on the grammar point. I usually go to the movies with a post-it so I can remember the scenes I need, but this is something I do, nobody else will ever do it.

What keeps you motivated?

The feedback I have been receiving from people across the world and the glint in the eyes of my own students. My students are my ultimate goal. They are the ones who make me keep going. I prepare the activities for my students and my colleagues in my institution. Then I share them on my blog. My blog readers were asking for segments about specific topics – not only for grammar, so that's when I decided to create my other blog, *Movie Segments for Warm-ups and Follow-ups*. Pleasing my readers and students just makes my day.

What are your favourite types of movie and why?

I love animated movies. They are getting better and better. They are attractive to

children and adults and the language used is natural and authentic. Thrillers are overwhelming and I can't live without them. I enjoy feeling scared, especially when it is late at night. I used to hate romantic comedies, but they are such great sources of activities that I have actually started enjoying them. In general, I like good movies and it doesn't matter about the genre, as long as they are well-done.

Why did you decide to make your lessons available for free?

People have been trying to talk me into charging for the worksheets or the site access, but I refuse. My main objective is to share. Teachers must help each other. People with little access to technology or who are taking teacher training courses profit enormously from my work. I am sure that I have been receiving much more in return by providing this material free than I would if I had been charging for its use. I benefit from the success of my blogs by interacting with different teachers and institutions worldwide and by being invited to give presentations and short teacher development courses. I find it very fulfilling to be able to share my ideas and my materials; it's what I think I do best. I also benefit from other people's work on the web. The activities I post on the web are just my contribution.

~ Phil Wade
Editorial Team

'All of this is very rewarding and motivating. It is evidence that what I have been doing has helped many teachers and students across the world. Nothing can be better than that.'

Claudio has been a teacher for 26 years, 25 of those at the Casa Thomas Jefferson, Brasilia, Brazil. He is also a teacher trainer, teaches all levels as well as classes in methodology. He owns the blogs *Movie Segments to Assess Grammar Goals* and *Movie Segments for Warm-ups and Follow-ups*.



[http://
moviesegmentstoassessgrammar-
goals.blogspot.com](http://moviesegmentstoassessgrammar-goals.blogspot.com)

<http://warmupsfollowups.blogspot.com>

An Interview with ... the Wilsons



Dede and Ken Wilson have proved themselves to be a popular ELT couple, literally travelling the globe with their various projects. President, Bethany, caught up with them following their appearance at the TESOL France Spring Day in June to quiz them on drama, Mister Monday and their obvious devotion to their learners and trainers past and present.

You are probably ELT's coolest couple. How did you two meet?

Ken: We were both working at International House, London, when it was located in Shaftesbury Avenue, about 200 metres from Piccadilly Circus. Even though we worked in the same place, we hadn't met, because I finished teaching at lunchtime before she started in the afternoon. Then one day, I came into the teachers' room, and I saw a guitar case under the table. Being the dork that I was in those days, I opened the case and started playing. Then the owner of the guitar (a young woman called Dede Brewer) walked into the room. I'll let Dede continue the story.

Dede: I asked him what he was doing playing my guitar without permission. I told him we ran a folk club and he would have to come along and sing at the next one. Then I introduced him to a guy I had been singing with for a while and we formed a band and went on to produce five albums of songs for learners of English. Ken had written the songs for the students in his classes. Mister Monday and Goodbye Rainbow were the first. The picture on the front of Mister Monday was taken the day after we got married.

Ken if you were to describe Dede in three words, what would they be?

Real, honest and adorable. She's also the greatest cook in the world. That's more than three words, right?

Dede, if you were to describe Ken in three words, what would they be?

Funny, compassionate and caring. They can be interpreted in any way you want and they would still apply. He's a great friend and listener.

Dede, a lot of your experience is in the area of learner motivation. What advice do you have for today's teachers?

If you love what you do and are enthusiastic about it, your students will be too. They reflect the beliefs and attitudes of their teachers. It's the key to motivation or de-motivation for all learners.

Ken, your background is in theater. What's harder in your opinion? Teaching or traveling around the world as an actor?

Depending on your working circumstances, teaching can be the most wonderful, rewarding job in the world, or it can be tough, exhausting and relentless. Or both, of course. If you stay in it for decades rather than years, teaching is one of the hardest professions to maintain your enthusiasm and stamina.

That's why attending conferences, either in person or online, is important. You need to mix with like-minded people, share your successes and failures and create a sense of community.

Acting, on the other hand, is a bonkers profession. The English Teaching Theatre toured for nearly 30 years, during which time we employed

about a hundred professional actors. They were all dedicated, hard-working and talented – but they are in a profession where, in addition to those things, you need to add a massive dose of luck to make it.

So, all in all, acting is harder because of the uncertainty and the unfairness of it all.



Dede, what are you working on at the moment?

I've been writing a teachers' book for a major Junior Middle School course book in China. It has enabled me to put together many of the activities I have taught on teacher development courses in China over the last eight years. Using course books and teaching communicatively with classes of sixty children is an enormous challenge for the teachers there, but they have to do it.

I'll be doing a workshop for Chinese teachers (teaching their own language) in London in September. Aiming to show them how they can use course books, take material off the page and make it come alive. Good

Chinese course books are few and far between, so most of them use only their own materials. I'm learning Chinese and have been trying to learn without a course book. I've got a great teacher but constantly being given handouts is maddening and makes you totally dependent on the teacher.

And you, Ken?

I'm spending a lot of time this year promoting the second edition of my American English course book, *Smart Choice*, which is published by OUP and is mainly used in Asia and Latin America.

As far as writing projects are concerned, I'm coming to the end of a six-level primary English project for Indonesia, which I'm writing with Mary Tomalin. We're just finishing off Level 6. After that, I have a very exciting Advanced Skills book project, with a special USP that I can't even talk about yet! ☺

~ Bethany Cagnol
President

'...[Students] reflect the beliefs and attitudes of their teachers. It's the key to motivation and de-motivation for all learners.'



Building Vocabulary Using Participatory Strategies & Activities in Student-Centered Classrooms

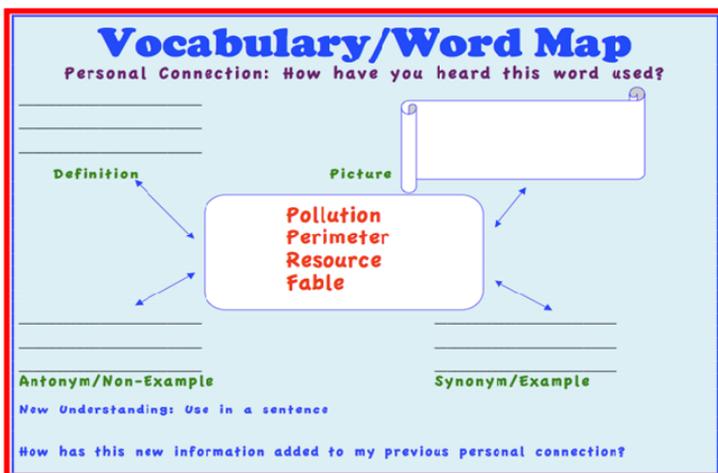
How can language teachers build vocabulary and make meaningful connections to students' backgrounds and learning styles? Can English and CLIL teachers incorporate activities that are research-based and been shown to build and increase vocabulary in language learners in contextually rich learning environments? The answer to these questions is an unequivocal, 'Yes!'

Language learners must build a significant vocabulary base if they are to succeed in becoming proficient communicators. Building vocabulary must not consist of endless lists of words that are not meaningful to the learner (Allen, 2007). Even theme-based vocabulary, if not properly placed in meaningful contexts, will soon be forgotten. Active participation, student-centered, constructivist, and interactive collaborative learning have been found to be indispensable for effective vocabulary development.

If vocabulary building is an important element of effective language teaching and to assist educators and practitioners in their skills as effective teachers of English in CLIL environments, the essential question, then, is 'How can we build student vocabulary in an integrated and content-focused classroom using constructivist and inquiry-based strategies?' Building vocabulary is not about assigning lists of words to memorize. Teachers need to make meaningful connections to students' backgrounds and learning styles in contextually rich learning environments, ones that are student-centered and increase active participation. This article focuses on practical, meaningful and effective vocabulary building strategies and tools, based upon the theoretical foundations of vocabulary development and effective

teaching practices.

I shall present some vocabulary building activities that can be used at all grade and linguistic levels and have been shown to be effective tools in vocabulary building. Teachers can begin to use the following



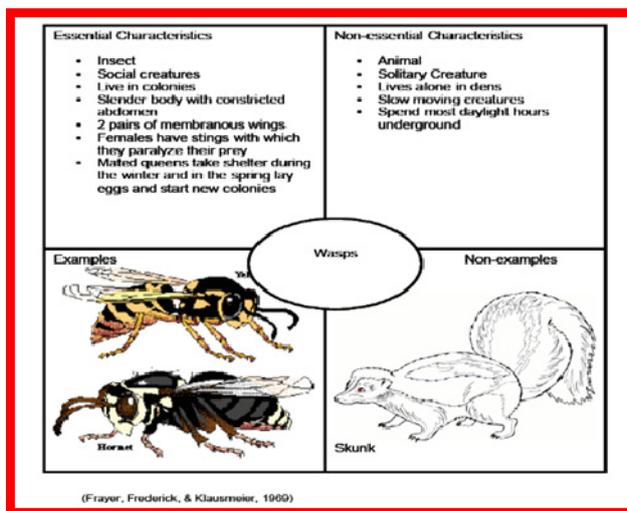
Building vocabulary is not about assigning lists of words to memorize. Teachers need to make meaningful connections to students' backgrounds and learning styles in contextually rich environments ...

vocabulary building tools almost immediately in their classrooms:

Vocabulary and Concept Definition Maps are graphic organizers that help students engage with and think about vocabulary or concepts through meaningful associations and by interacting with the words in context. Examples of vocabulary and concept definition maps are:

The Frayer Model

The 'Frayer Model', originally developed



by Dorothy Frayer (Frayer, et al, 1969) and her colleagues at the University of Wisconsin, provides a framework that scaffolds a thorough understanding of new

words. It is commonly used today in all content areas to build vocabulary.

Tiered Vocabulary is a way to categorize vocabulary into three levels or tiers (Beck, McKeown, & Kucan, 2002). Tier One words are common, basic vocabulary words that rarely require instructional attention to their meanings, are known or easily understood. Tier Two words are high frequency words, more complex, and are usually content specific: science, social studies, math, etc. Tier Three words are words with low frequency use, often limited to specific domains, and would not be used outside a specific content area, such as *autotroph* or *allele* in biology. Most vocabulary development will happen at the Tier Two level, although it may be necessary to develop the Tier Three words for full content access. It is important for teachers to analyze vocabulary and present the high utility words that are needed for each lesson.

Tier 1 Common Words	Tier 2 Idioms, Content Words	Tier 3 Sophisticated Key vocabulary
air rocks energy plants sleep	pollution fossils minerals renewable hibernation	biosphere metamorphic geothermal biomass estivation

Word Walls and What To Do With Them

Allen (2007) specifically states *'The most important way to focus students' attention on words is to write key words on word-wall charts and post them in the classroom.'* Word walls should focus on new words as they are taught. Words must be useful and frequently used in subject areas. Teachers and students should discuss new words as they are displayed. It is important not to crowd word walls and to 'retire' words when they are no longer needed. It is equally important to use the word wall for instruction and practice. Some activities that can be used with word walls are:

Mystery Word

Introduce a new word by writing the letters in a scrambled order. To assist

Building Vocab, contin.

students in unscrambling the word, give clues, either about the word's meaning or about how it is spelled.

Word Wall Bingo

Students make their own BINGO Boards using the word wall vocabulary.

Definition Bingo

Students fill in a bingo-type grid with word wall words. As definitions are read out, students cross out the corresponding word on their grid. The first person to get a complete line of words wins the game. As a variation: give synonyms or antonyms for appropriate word wall words.

Last (Wo)Man Standing

Students stand and begin by stating a definition. If the student can identify it, he/she remains standing and a new definition is given. Each time a student misses, he/she sits down and the next student tries to identify the term. Keep going until only one student is left standing

Who Am I

Provide a definition of one of the word wall words. Students or groups choose and write the word to match the definition.

The ones with the most correct answers win.

Mind Reader

Students are given up to 5 clues about a word on the wall. Clues should become increasingly narrow.

Word Chain is a pencil and paper word game. The idea is to create a word chain in which the last two letters of a word form the first two letters of the next. For Example:

Metal>almost>stone>nest>stare>reverse>seat>...and so on.

Pollution>only>lyric>river>every>rye>yellow>owner.....

Fable>lemonade>delicious>useful> ultimate>teapot....

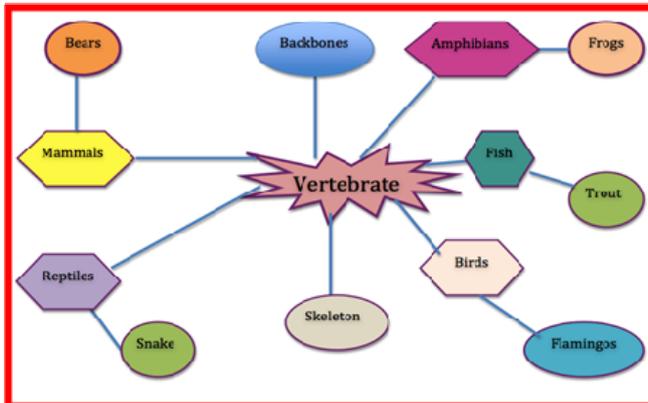
Word Splash is an assortment of content or reading specific words that will be used in upcoming lessons. It is a random array of vocabulary around a theme or main idea. The goal is for students to make connections with the topic and to relate

new words to each other and to a central idea.



Word Webs/Semantic Mapping:

Graphic organizers that list unique and similar characteristics or relationships related to a central concept. It could be described as a schematic design of the specific concept that is under study. It



helps build vocabulary by allowing students to visually organize the information that they are learning in a specific content area or reading exercise.

Visualizations: These can be sketches or drawings that correspond to a central theme. It allows students to draw images that they see in their minds in relation to a concept (Simmons, 2002). It is a personal rendition of a concept that each student expresses in his or her own illustrations. Students can depict the written text in a creative and individual sensory experience.

Conclusion:

Teaching and developing vocabulary should be an active participatory endeavor in any language and content class. While dictionary use is helpful at some levels, it should not be the first tool used by language teachers. Scaffolding vocabulary allows students to personalize and internalize the words in meaningful ways and can lead to greater retention of vocabu-

lary. Learning words in context is an effective use of on task time and helps to increase meaningful communication skills. Using these interactive, participatory and constructivist strategies will build metacognitive awareness on the parts of the students and can lead to long-term retention of vocabulary in the second or foreign language. These strategies can be used at all grade and language levels and can help build both social and academic language dimensions. Active participation in learning is not a new concept. The following ancient Chinese Proverb is testimony to the concept that learner

"Tell me and I'll forget.
Show me and I may remember.
Involve me and I'll understand"

involvement leads to retention of ideas and knowledge.

~ Linda Gerena
TESOL Incorporated, USA

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Linda is an Associate Professor in Teacher Education at City University of New York, York College. Her professional interests in over 30 years in Bilingual Education and TESOL include second language acquisition, effective practices in language instruction, and preparing highly qualified language teachers by providing theoretical and practical knowledge with pre-service and in-service teachers.

'Best of' Toulouse Swapshop

The inaugural, Teacher Networking Saturday, that took place in Toulouse, our newest regional branch, brought together trainers from all areas of the field. The swapshop that rounded off the event, demonstrated this to the full. Here are just some of the materials we swapped:



Action Packed!

Aim: Develop spoken fluency
Level: Mid Int+
Length: 20-30 mins
Class size: 4 minimum

Step N°1

Choose an appropriate film clip—action-packed films work best for this activity.

Step N°2

Split the class into pairs. Student As should sit with their backs to the screen. Student Bs should sit opposite them so they can see the screen.

Step N°3

Show half the clip without sound. Student Bs must describe what's going on to their partner in minute detail.

Step N°4

Half way through the clip, pause and ask students to swap places. Show the rest of the clip with Student As describing the action for Student B.

Step N°5

Ask students to watch the whole clip again without sound, before studying the dialogue and adding the sound.

Comment:

This activity really encourages students to talk; they are motivated and no-one is embarrassed to speak, even if there are a few mistakes.

Try it, you'll see, it works a dream!

Contributed by: Jenifer Harpur

What's the Weather?

Aim: Develop vocab—weather items
Level: Primary / 7-10yrs
Length: 20-30 mins
Class size: 4 minimum

Realia

Box of clothes for all seasons, microphone, world map.

Step N°1

Put the map up on the wall and put the box of clothes in the middle of the classroom.

Step N°2

Pre-teach simple sentences, e.g. *In Poland today it's snowing. It's very cold.* / *In Spain today it's very hot and sunny.*

Step N°3

Ask one student to take the role of Weather Boy/Girl. Give them the microphone, and ask them to stand in front of the map.

Step N°4

Tell the Weather Boy/Girl to point to a country and describe the weather. The other students must then search in the box of clothes and dress in the attire for this weather (scarves, gloves, etc.).

Step N°5

Repeat for other countries. Change Weather Girl/Boy.

Extension Activity

Follow this with a little geography lesson.

Comment:

This is an active game with lots of participation on a subject that can at times be quite repetitive to teach.

Contributed by: Lola Mascarenhas



Beat the Teacher

Aim: Develop vocab
Level: Pre Int+
Length: 10 mins
Class size: 1-to-1 Phone class

Step N°1

Ask your student to write down as many drinks they can think of (avoiding brand names). Explain that you will do the same thing. (You should include some less obvious drinks in your list—herbal tea, ginger ale, etc.)

Step N°2

Decide on a time limit depending on the level of your student. e.g. 1 minute. Set your kitchen timer and place it near the phone so that your student can hear it.

Step N°3

After the allotted time is up, check the 2 lists against each other. Give your student clues for the less obvious drinks in your list to help them guess the names.

Step N°4

Use the remaining time to check over pronunciation.

Variation:

This activity can be adapted to any type of vocabulary / for vocabulary revision. For higher levels: phrasal verbs (e.g. using *with*), expressions using *have* or *make*, etc.

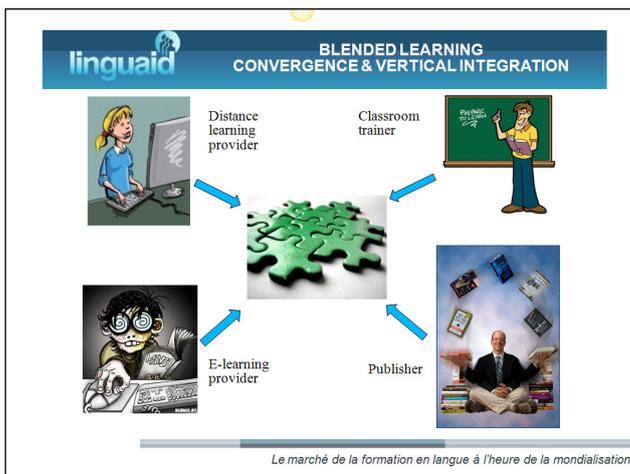
Contributed by: Susan Etchecopar

Market Trends & Blended Learning 2.0: New Opportunities for Teachers

In the Summer 2009 issue of the *Teaching Times*, I wrote an article presenting some of the conclusions of the market study Linguaid published in March 2009 'The Language Training Market in the Era of Globalisation'. The article explained that the French language training industry was on the eve of a major transformation, spurred by the impact of globalisation on large corporations and their employees, technological advances in online communication, the emergence of offshore based distance learning, the economic crisis and the ongoing reform of French professional training. These changes were leading to a low-cost 'industrialisation' of language training, the emergence of global distance learning providers and a concentration of the market, threatening traditional training outfits in France, mostly small family businesses created by teachers in the 70's and 80's. A parallel could be drawn with the period in the 70s when supermarket chains took over from corner shops, or with the current development of large regional bookstores and multimedia chains in France, which is threatening small bookshops.

'Can buyers be convinced to pay a higher price for added-value language training and qualified, experienced trainers?'

These developments have and will con-



tinue to constitute a serious challenge for professional language trainers and schools, but at the same time, could create new opportunities, if trainers focused on their key strengths and embraced the changes, rather than tried to resist them. To return to the parallel we mentioned above, it is interesting to observe that many small businesses have survived and prospered in such a competitive environment, because they have focused on their added value to customers compared to the low-cost providers. Can the language training market learn from that experience? Can buyers be convinced to pay a higher price for added-value language training and qualified, experienced trainers?

In France, due to the legal requirement for companies to provide mandatory training, 70% of the language training delivered is considered by buyers to be a cost to be managed rather than an investment in the future. This, together with the abundant supply of cheap labour from English-speaking countries and price competition among providers, has led to a general freeze on the hourly price across the board (-25% compared to inflation over the last 15 years) and a corresponding squeeze in trainer's conditions and salaries.

Yet the hourly price of face-to-face training is an abstract concept for buyers

and training managers – their primary concern is with budgets (for clients who consider language training as a cost) and operational results (for the 30% for whom it is an investment in the future). However, the persistent inability of face-to-face providers to demonstrate objectively their added value to buyers, means that buyers cannot easily differentiate between one provider and another and thus the squeeze on prices has affected low-value and high-value language training equally, making it extremely difficult to provide the customised, quality service required.

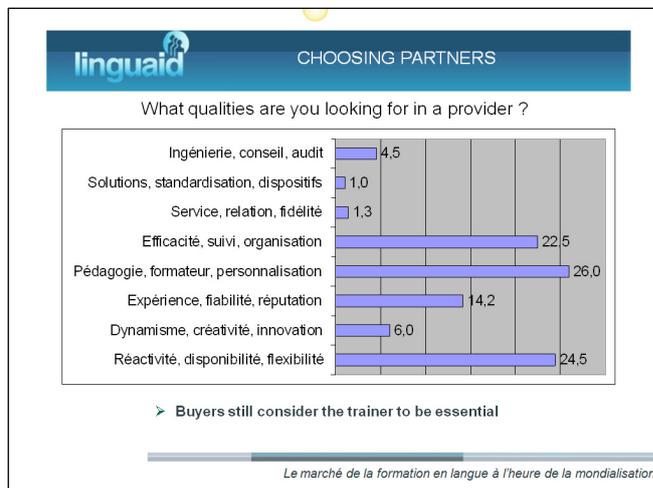
The key issue today is therefore, both for organisations and trainers, how can they demonstrate objectively their added value to those clients who want operational results – and thus justify higher prices and better conditions for face-to-face trainers.

The 3 areas in which we believe there are new opportunities for face-to-face providers and where they can differentiate themselves are in our view: a) providing **customised, trainer-led, integrated blended learning courses**, b) proving **trainer's qualifications and skills** and c) **objective evaluation of communicative competency** and of the **effective results of the training** provided. In this article, we will focus on the first issue.

E-learning 1

Most E-learning products were initially designed as self-access multimedia courses on CD ROMs. When they were turned into online courses in the early 2000s (**E-learning 1**), broadband was still in its early stages and the interactive functions were greatly reduced. Despite the

Une étude inédite de la société *Linguaid* lève pour la première fois le voile sur le secteur de la formation professionnelle langues et révèle que ce sont des sociétés françaises qui mènent le bal de la mondialisation. L'étude, soutenue par la Fédération de la Formation Professionnelle, la librairie *Attica* et la revue *Vocabulaire*, est maintenant disponible par abonnement annuel à l'adresse suivante: www.etude-langues.fr



Market Trends & Blended Learning 2.0, contin.

hype, the mechanistic, cheerless learning they provided was a failure with most learners (90% drop-out rates).

E-learning 2

It became obvious that interaction with a trainer was indispensable – so e-learning providers partnered with training companies to provide tutors, by telephone or face-to-face. This model (**E-learning 2**) was more successful, but schools were rarely able to provide properly-trained tutors with time to do follow up. In addition, such standardised, one-size-fits-all programmes did not correspond to student's real needs at a time when training was becoming more individualised. Drop-out rates remained high for the most part. E-learning providers began to recruit their own dedicated tutors and invest in ever more sophisticated 'trainer-aping' software (speech recognition, Artificial Intelligence, voice control, video-tutors, etc...).

'It became obvious that a trainer was indispensable—so e-learning providers partnered with training companies to provide tutors, by telephone or face-to-face'

fundamental shift in online learning. It has become far more interactive, media-rich and above all is a medium for communication at a distance between people, as is evidenced by the unprecedented boom of the social media. New free tools have emerged, such as Moodle, allowing teachers to create and manage online content and communities easily. Up to now, they required too much time investment from teachers however.

Now ELT publishers, the traditional partners of teachers, who were more or less absent from the e-learning revolution, have finally realised that the blended learning component of language learning is here to stay and are creating platforms to put their materials online.

'Now ELT publishers ... more or less absent from the e-learning revolution have finally realised that the blended learning component ... is here to stay and are creating platforms to put their materials online.'

Blended Learning 1

From around 2004, several factors (the DIF, the 35-hour week, the 2002 crisis and the new competition from offshore based telephone training) forced providers to individualise their programmes and to avoid increasing costs, provide a mix of e-learning, distance learning and face-to-face training to their clients. Without the resources to invest in their own systems, they built partnerships to provide individualised, multi-modal packages (**Blended Learning 1**).

These packages however are rarely integrated – each partner tends to stay within their own universe and there is little communication between partners. For the customer, the system is incoherent and often complex. For the student, it is can be confusing and demotivating. Trainers have tended to get on with their own modality and pay little heed to what the student may be doing outside the classroom. The results in general have once again been poor, with generally only one of the modalities actually working.

Blended Learning 2?

The Web 2.0 revolution has enabled a

motivating for trainers, closer to their classroom practice and adapted to student's demand for personalised, individual training.

E-learning providers are also beginning to grasp the need to provide an integrated, flexible environment for blended learning online and in the classroom and are recruiting online 'coaches'. The vertical integration at a global level that it is being fostered between publishing, e-learning, face-to-face training and distance learning can be observed with the recent buy-out of Wall Street Institute by Pearson and on August 17th, with the buy-out of Telelangue by Berlitz International. We are likely to see a number of other interesting developments in the near future.

Trainers and schools would thus be well advised to start looking into what is currently available in Blended Learning and to experiment with it, because it could give them the competitive edge they will need to survive and prosper in the increasingly 'industrialised' world of language training.

~ Andrew Wickham

3 models are emerging:

- 1. Complementary online resources for coursebooks**, which can be used as self-correcting homework. These save trainer's time and provide a coherent learning universe online and in the classroom (MPO, OUP Practice Skills, Heinle MYELT, Pearson MyEnglish-Lab..).
- 2. E-learning courses with blended learning resources**. They allow students to follow an e-learning programme that is integrated with classroom study (Macmillan Campus, LEI, B1 Online...)
- 3. Blended learning platforms** with a range of customisable online courses and a set of authoring tools for the teacher to create this/her own content.

Most of these tools include LMS functions of varying sophistication to make it easy for trainers to follow up the students' work. Although they are still in their infancy, they herald a potentially more realistic, better integrated model – learner-centred, teacher-led blended learning, (**Blended Learning 2**), more



Andrew began as a language trainer then moved to training management, set up and ran a training company for 15 years, and in 2004, became a project manager of industrialised blended learning systems. Today he is an independent consultant working for language training organisations, corporations, publishers and distributors. He co-authored in 2009, with Joss Frimond of Linguaid, a widely-acclaimed market survey of professional language training in France "The Language Training Market in the era of Globalisation".

Fancy the Beijing Experience?

Had enough of teaching in France? Thinking of spreading your ELT wings? Why not take your chances over in the land of the Chinese Dragon? Phil Wade knows a thing about teaching in different countries: he has spent time in Beijing and offered to take us through the various career prospects in 'BJ'.

Tips for working in BJ

You could work:

- As a university teacher with free accommodation, flights and visas;
- In a private language school with private accommodation and evening/weekend work;

Don't just limit yourself to teaching.

You could also work:

- Doing voice recording work for dictionaries, films and online material;
- Acting in adverts, films or even on stage.

Be aware of the potential difficulties for new teachers in China:

- Cultural differences regarding respect, class behaviour and the student-teacher role.
- Large class sizes (30 to 150+): some schools even have video screens and microphones.
- Working with limited materials: local materials are cheap and readily available but imported ones are expensive.
- Hierarchy: university classes are managed by 'monitors' who collect and disseminate the information.

Be aware of the difficulties Chinese students face with English:

- Some schools still stress rote learning, even for speaking and writing and so students may be more accustomed to just repeating chunks such as 'every coin has 2 sides'.
- Some students have a lack of confidence and fear losing face and so are reluctant to voice their opinions or ideas.
- Traditionally, students read and study alone a lot and so may be unaccustomed to free speaking and creative thinking-based activities.

Amazing Facts About Chinese University English Majors

1. Chinese students study 4 years of English and related subjects, such as translation and interpreting,
2. Many students set up, manage and attend English clubs that meet regularly including public speaking, film dubbing and debate. Many also make English films and do local, national and international competitions,
3. They may make a pact to only speak English with their friends,
4. Often students will find foreign friends to do language exchange with in order to learn more about language and culture,
5. To improve their speaking, students can even be seen in the park at 6am reciting poetry or extracts from their coursebook,
6. Chinese students have to write a dissertation and give a 20-minute oral presentation entirely in English,
7. Students have English classes with native speakers and local teachers. The latter more than often take place in Chinese,
8. It isn't uncommon for students in China to become part time teachers or return to their hometowns to teach,
9. An increasing number of students go to the UK to study on an exchange programme or for an MA,
10. More and more Chinese students study a degree in finance on the side as well as their main degree,
11. Some students finish their degree and then go abroad to do another one,
12. Due to limited resources, students often spend all day studying in local bookshops,
13. Electricity is cut off in the evening so it is common for students study outside or by candle light,
14. University entrance exams are so important that police can be mobilized to rescue students who get stuck in traffic jams just so they don't miss their test,
15. Many who don't obtain high enough scores then study English at home on their own for a year and either re-sit or go abroad to try and improve their English.

'Career opportunities include adverts, voice recordings, teaching with free accommodation, flights and visas ...'



*~ Phil Wade
Editorial Team*

Dogme: An Introduction for Newbies

In our field approaches and methodologies come and go: grammar translation, audiolingual, suggestopedia. Dogme may still be in its relative infancy, but it's been quietly gathering a following across the ELT globe. Ahead of Luke Meddings's plenary session at this year's TESOL France Colloquium, **Phil** agreed to outline his understanding of its key elements.

The Movement

It's been over 10 years since Scott Thornbury's reaction to photocopy-jamming, material-heavy lessons gave birth to his Dogme vision of student-centred classes and material-light input. The resulting online movement via the Dogme group is still going strong. This is evident in Thornbury's recent book, co-written with Luke Meddings. *Teaching Unplugged* (DELTA, 2009) sought to culminate and summarise much of this movement in an accessible format for new enthusiasts.

This then led to the first official Teaching Unplugged Conference in Barcelona. It seems that Dogme has stood the test of time and is still growing, hence Luke's appearance as plenary speaker at the upcoming TESOL France Colloquium.

Dogme is based on 3 core principles, according to Thornbury and Meddings. Dogme teaching must be...

1. Materials-light
2. Conversation-driven
3. Learner and emergent language-focused

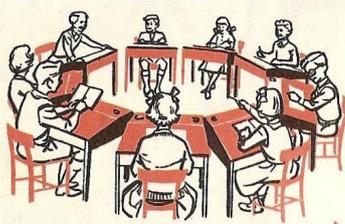
What makes it more interesting as an approach is that there seems to be many different variations: from the 'Dogme purists' who refuse to use coursebooks to the 'Dogme techies' who use computers and recording devices. There's even a Dogme-taught teacher training programme. As an approach that has grown from teachers up, it is more based on reality and good practice than a top-down theoretical approach. As such, many Dogme practitioners say it is about becoming a good teacher and learning teaching skills as opposed to just chatting (as some newcomers may think). With an emphasis on the process of teaching and learning within the class, it also encourages post-lesson notes as opposed to more traditional but prescriptive, pre-made lesson plans.

Dogme for Beginners

One of the big names in the teaching unplugged movement is Jason Renshaw. Jason created a tangible Dogme procedure by which to understand and teach an unplugged lesson.

- Gathering
- Targeting
- Interaction
- Capturing
- Consolidation
- Language work (*optional*)
- Task (*optional*)
- Evaluation (*optional*)

Using this procedure, it is easy to see how a Dogme lesson can evolve and how you can add more optional elements if needed. Meddings talks of the Dogme lesson as a 'cycle' consisting of conversation and language focus. He uses a useful car analogy when he says that the language focus between conversation are when 'you move down a gear' for reflection before returning to conversation and normal speed.



'Dogme circle'

From my own limited experience, dogme explains all those 'golden moments' you had where students really talked during the class or entered into discussions about language with you. It creates a classroom dynamic where students

feel happy to talk about their interests, engage in real conversation and enjoy focusing and working on their own language. This involves one of Thornbury's key ideas, namely the chat followed by error correction. It is a way to let language emerge from the class through authentic conversation, which can then be improved upon. This could be done by correcting errors, comparing or expanding language - even all of the above. According to Thornbury, as a student-centred approach, you should get the students involved using dictionaries, thesauruses, concordances etc. Get them interested in language and learning it. In this manner it encourages 'good language learner' behaviour and adds to learner training.

Dogme and Language

When discussing this approach with colleagues, I am often asked 'Where is the language?' or 'What did you teach them?' This reflects the notion of language as 'input' which we, as teachers deliver and that they, as students accept and learn from. Taking advantage of language that 'pops up' is part and parcel of dogme. Anyone who has studied SLA or learning theories will know that many factors aid

learning: multiple exposures, interest, relevance, connections to current schemata etc. Dogme is one way of ticking all these boxes. However, as some point out, it also requires a teacher to think on their feet. Linguistically, it may not be an ideal approach for those still new to the job.

Sample Dogme Lesson

Here is an example from one of my own lessons on film, adapted from Thornbury and Meddings:

1. Ask three students to choose a film genre (eg. sci-fi, comedy, etc.) and sit on three different 'genre' tables.
2. The other students then join a 'genre' table and the groups discuss their particular genre for 5 minutes.
3. Each 'genre group' then draws a mind-map on the board with key words from their discussion. Ask them to summarize the discussion to the class, using the key words.

You as teacher can join in a participate in any conversations and help out with language and also encourage other students to do same. You should also note down emergent language problems, weak areas or things that could be extended further.

You now have 3 mind-maps with associated words (action, comedy, sci-fi etc) that you can use as raw material for the next stage of the dogme lesson. As well as all your notes on students language.

Several basic language options now open up:

- a. Word formation charts with nouns, verbs, adjectives, opposite,
- b. Synonyms/Antonyms
- c. Categories (film making, genre, scenes, actors, characters, events, setting, plot...)
- d. Collocations

4. Ask students to write down this lexis and work on it together by making examples and discussing it.

5. It then seems natural move into a writing activity such as a film review which at first could be done collaboratively on the board to enable grammar or sentence construction work.

So here we have a conversation-centred class on film genres which is completely driven by the students in the class. It is student input that determines how the lesson evolves. It's also a mixed skills class and addresses everything in context. You could even add a listening with one student dictating their review to the others.

~ Phil Wade
Editorial Team

Colloquium Schedule!

Register here: www.tesol-france.org/Colloquium11.php

FRIDAY 4 NOVEMBER				
17:00-17:45	Opening Plenary Stephen Brewer			
	Thevenin	B310	B312	B316
18:00 - 19:00 Session A	Russell Stannard Screen Capture Software: A revolution in the way we provide feedback to students TECH & AL	David A. Hill Whose culture is it anyway? IntC & MAT	Dale Couiter Reflective Teacher Practice for Newly Qualified Teachers TTD & WORK	Eugene Schaefer Chuck the Book! Learner-generated role plays AL & DRAM
19:00 - 20:30	Reception			
				Opale
				Mercedes Viola Storytelling & Business English Clients BE & AL

SATURDAY 5 NOVEMBER

	Thevenin	Estaunie	B310	B312	B316	Opale BE	Rubis	Saphir
10:00-11:00 Session B	Dignen Bob Communicating Internationally IntC	Roy Bicknell Awareness is Learning: 3 ways to engage your students BE	Helen Collins Quick & Easy ICT for busy EFL Teachers TECH & YA	Louisa Dunne How Innovative British Council Online Resources Can Support Teachers of English TECH	Mike Harrison Before Words: Ideas for using images & sound in the classroom DRAM & HUM	Christine Mintcheva 10 Practical Ways to Assess your Students Learning in the EFL Classroom TTD	Vladimira Michalkova Homework for the 21st Century TECH & TTD	Jesse Macpherson Dr. Strangeligion or: How I Learned To Stop Spellchecking & Love The Dictionary GV & WR
11:15-12:15 Session C	Arthur McKeown Vocabulary for MBAs & Managers GV & BE	Claire Hart Bad Business English Teachers Copy Good Business English Teachers Steal BE	Paul Maglione Challenge & Satisfaction of Motivating Teens YA & MAT	TBA	Anna Musielak Break the Ice with Drama DRAM & TTD	Petra Pointner Web 2.0 Tools for Autonomous Language Learners TECH & AL	Colleen Brown Reduce, Reuse & Recycle: A framework for sustainable teaching in the ELT classroom TTD & HE	Leo Sellvan Revising & Recycling Lexis GV & CORP
14:00 - 15:00 Session D	James Chamberlain Theory & Practice of Intercultural Communication : Tools for trainers IntC & TTD	Elizabeth Anne Reading in a Higher Ed class: Why should the teacher always ask the questions? HE	Tim Phillips Don't Stop: Teachers always developing TTD & Ft	Nick Robinson Making it Relevant: Dogme, the web & business English materials TECH & BE	Steven Muir Tried & tested: Clips that Work YA & AL	Shiv Rajendran Contextual Learning in Virtual World AL & ESP & TECH	Divya Brochler Addressing Attitudes & Expectations MANGT & Ft	Cecilia Lemos Ideas for Improving Students' Writing Skills: My Experience WR
15:15 - 16:15	Plenary Luke Meddlings							
16:45 - 17:45 Session E	Matt Ledding Speaking SPEAK & DRAM	Hugh Dellar Memories TTD	Marisa Constantinides The Reading Challenge: Motivation & creativity in reading lessons READ & TECH	Mike Hogan Teaching Business English online using clients' virtual meeting software BE & TECH	Inmaculada Senra-Silva & Ruben Chacon-Beltran Dialogic Fluency: A key component in EFL teaching Pt & SPEAK	Martin Beck What is Technical English and How Can it Be Tested to Meet the Needs of the Various Target Groups? TEST	Catherine Buon Our students, the P.D.T.s: Procrastinators, doers, and thinkers AL & HE	Fiona Mauchline Write on, Right on! YA & WR

SATURDAY 5 NOVEMBER CONT...

Sat 5 Nov	Thevenin	Estaunle	B310	B312	B316	Opale BE	Rubis	Saphir
18:00 -19:00 Session F	TBA	Mary Spratt & Stephen Brewer Is CLLL a way forward? TTD & FI	Ceri Jones You've Got Mail TECH	Shelly Terrell Sharing Stories: Motivating language learners through mobile devices TECH & SPEAK	Linda Gerena Using Games To Develop Language Acquisition GV & HUM	Anna Kozicka Drilling: A meaningful and fun stage of the lesson PRIM	Gerard McLoughlin Changing Perspectives AL & YA	Virginia Allum Keeping Abreast of the Changing Requirements of English for Healthcare Professionals ESP & WR
20:00 - 22:00	Open Mic Night! Music, songs, comedy!							

SUNDAY 6 NOVEMBER

Sun 28 Nov	Thevenin	Estaunle	B310	B312	B316	Opale	Rubis	Saphir
10:00-11:00 Session G	Willy Cardoso Classroom Management: Who's (really) in charge MANGT	George Vassiliakis Preparing Learners for Speaking Exams: Objectives, Materials, Activities SPEAK & TEST	Roslyn Young Teaching Pronunciation Without Using "Listen and Repeat" Pr & TTD	Deniz Atesok Differentiated Instruction in Mixed-Ability Classes TECH & MLev	Ekaterina Belozerova Storytelling for preschool or early primary learners of English! PRIM & TTD	Fairlie Atkinson Reading Doesn't Just Have to Be About Books READ & TECH	Milada Krajewska Grammar Stories GV & MAT	Karen White Dyslexia and Learning a Foreign Language: helpful tips for teachers YA
11:10 - 12:10 Session H	Carol Bausor Your Business in a Box: 8 practical steps to run your own EFL biz TTD	Marianne Raynaud Laughter: The best medicine in the ESL classroom HUM & SPEAK & FI	Valentina Dodge What's in Your Blended Teaching Toolkit? TECH & MAT	Oiga Gusakovskaya Grammar Building Blocks TECH & GV	Chaz Pugliese Creative: Superfluous Optional or Absolute Must? TTD & MAT	David Deubelbeiss The "Productive" Power of Educational Technology TECH & SPEAK	Weronika Salandyk Effective and Engaging Vocabulary Revisions GV	Katherine Kleinworth From Brainstorming to Final Product: Strategies for improving students' writing skills WR & HE & FI
12:45 - 13:45 Session I	James Schoffeld Business Speaking: No place left to hide BE & SPEAK	Dennis Davy Around the World in English: the Parts of the English-speaking world that other courses do not reach IntC & YA & FI	Antonia Clare Bringing the Real World into the Classroom TECH & AL	Luke Meddings Plenary Q&A	Olaf Lenders Contextualised Vocabulary Instruction Using the AWL Highlighter GRAM & CORP	Ariana Blazic Testing, testing, 1, 2, 3 TEST & TECH	Nesrin Eren A Class with Multiple Intelligences: Feed the intelligences to shed light HE & MLev	Roisin O'Farrell Writing Rocks! WR & PRIM
13:45 - 14:45	Closing Plenary Geoff Tranter That's a Funny Way to Learn a Language!							
14:45 - 15:30	Closing remarks and Prize Draw!							

AL: Adult Learners
BE: Business English
CORP: Corpus in the Classroom
DRAM: Drama-based Lessons
EAP: English for Academic Purposes
EFL: English as a Foreign Language
ELT: English Language Teaching

ESP: English for Specific Purposes
FI: French Learners
GV: Grammar & Vocabulary
HE: Higher Education
IntC: Intercultural Issues
MANGT: Classroom Management
MAT: Materials Design and Publishing

MLev: Multilevel Classroom
Pr: Pronunciation
PRIM: Primary School Learners
READ: Reading Skills
SPEAK: Speaking Skills
TBL: Task-Based Learning
TECH: Technology in the Classroom

TEEN: Teenage Learners
TESOL: Teachers of English to Speakers of Other Languages
TEST: Testing and Assessment
TTD: Teacher Training & Development
WR: Writing Skills
YA: Young Adult Learners

Willy Cardoso in Conversation with Luke Meddings

Willy Cardoso met Luke Meddings for the first time in London in 2010. Having attended a couple of his inspiring talks, Willy has since had the pleasure of discussing teaching and learning with him over a few pints. Here's an outtake of one of those conversations ...



Willy: Can you tell me anything about your TESOL France plenary?



Luke: It's taking shape! Paris is very close to my heart and I'm interested in using aspects of the city to explore teaching. But it will certainly relate to dogme and unplugged (teaching).



What's the most common 'BUT' you hear teachers talking about when discussing dogme? (e.g. but I teach large groups / but I teach children, etc)



Both of those. And more – how can it work with beginners, how can it work with exam classes, how can it work with high-flying business people. Perhaps more than anything, and I think very understandably, how can dogme work within a system. Because dogme suggests a degree of freedom on the part of the teacher, and it's perhaps natural to imagine that freedom can only exist if it is given permission to do so.

But sometimes freedom must be won, negotiated, even imagined. Of course it matters what the teacher who shares your class makes of your 'post-planned' notes, of course it matters what your Director of Studies thinks of the way you teach. If you're teaching an exam class, you have to do all you can to help your students pass. But any teacher, whatever approach they take or conception they have of learning, must first convince the other people in the room – the learners. And I believe that dogme is convincing in this primary context.

I think we often over-technologise – in the broadest sense – our work as teachers, and my reading around this has taken me to the ideas of thinkers like Ivan Illich and Donald Schön. But you've also written very interestingly about this. What do you think it means to be 'over-technologised' as a teacher? (I know you know I'm not talking about iPads).



Interesting... a month ago or so I had a one-to-one lesson with a 13-year-old boy from Kazakhstan. When I entered the room he was there already, playing games on his iPad (I know the point is not iPads), so I thought: Wow, great opportunity for me to show him some apps he can use to learn English and all that.

Since I knew that other teachers were having some difficulties teaching him and they hadn't tried (or so I thought) to draw his attention by using his little tech-toy, the first thing I did was to ask him to show me his favorite games, which he did with moderate enthusiasm.

This was taking over 10 minutes and all the while I was trying to show him how 'cool' I was because I also knew some apps, but he wouldn't let me. Every time I attempted a '*You know there's one app you can take a photo and...*' he would go: '*Oh and there's this other Zombie game that...*'; after a few frustrated 'teachable moments', I gave up this artificial approach to building rapport and he turned off the iPad.

We started to chat. I was really interested in his culture, his country, the food he liked, the kind of school he went to and all that. He started to tell me all about it, very enthusiastically. He asked for words he didn't know, sometimes he tried to explain what he wanted to say but when I couldn't really get what it was he opened the iPad and looked it up in the dictionary.

So that was it, we talked a lot, I corrected some of his pronunciation, he learned the words he needed to learn to tell his amazing stories and I learned that there will never be any piece of technology that will do the job better than a natural *unteacherly* conversation.

So to be over-technologized for me means to put tools and techniques before people.

Do you remember Scott Thornbury saying during his plenary at the ISTEK Conference, in Istanbul, when he was referencing Neil Postman, that before adopting some technology teachers should ask themselves 'What are the problems to which technology is the solution?'

So, I'd like to ask you whether it is possible to generalize a set of needs/problems

English language learners have to which Dogme is the solution.



I do remember, and it's a good question. I think one 'set' of needs relates to this same idea of over-technologisation. Because many learners have been taught for years in ways that privilege 'technique' over expression. In simple terms, they've been taught a lot of grammar, but it hasn't really helped them to speak. Or they haven't been given sufficient opportunity to communicate. And when learners find that they are welcome to speak in a classroom context - and that their words can then become the content of the lesson – it can be a kind of liberation.

Of course this can lead back to the 'technical' side of learning a language – the content and context of lexis, grammar, register and so on – but the emphasis shifts. And it shifts from how the parts look in isolation, in the grammar book, to how they actually work together, in practice. You could say, in 'connected use', where – as with connected speech – some elements disappear, and others are interpolated, and you really have to listen out! This is where dogme is related to the whole language movement – Frank Smith's idea that we learn to read by reading. I guess we'd say – we learn to speak by speaking.

~ Willy Cardoso



I met **Willy** – well, at the same time he met me! I think I'd already come across his blog, which I really admire. We immediately started talking about education and music, which are two pretty big subjects, and since then we've shared plenty of ideas. He's really helped me focus my thinking over the past year. And he teaches me new words, like *fatidic!*

~ Luke Meddings

Catch Willy and Luke at the 30th TESOL France Colloquium for more dogme-inspired banter !!

Global SpellEvent 2011 - The Finals



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of Other Languages, Inc.

A Global Education Association

The Franklin Global SpellEvent is a global spelling competition for non-native English speaking students under the age of 15 sponsored and organized by Franklin Electronic Publishers in cooperation with the global professional association, TESOL.

English is the 'lingua franca' that binds us together in an ever shrinking world. Spelling is more than just memorization; it is about understanding the language, and the languages from which it originates.



2011 Global SpellEvent Winner: Yeo Jin Jung

Fifteen young winners arrive in New York City, some from more than 12 hours flight away. They are tired and nervous and some seem a little scared. What an adventure for them. They have each won the Spell Event heat in their respective country; winning an all expenses trip to New York City to compete in the finals of the Franklin/TESOL Spell Event 2011.

They all speak a bit of English and some even have to translate for their parents, some of whom speak very little English. It is also a cultural challenge, as they arrive in what for some is a new country.

There is a lot going on: a tour of the city, lunch, dinner. They also need time to adjust – adjust to everyone speaking English, adjust to the differences and similarities of the other candidates and their parents. Indeed, some have difficulties adjusting, especially in such a short period of time.

There are photo shoots and interviews in preparation for a video of the event. As little do they know, but they will be appearing on the local news. The video will also serve as a souvenir that they will receive at the end of the event.

So while we wait for different people to be interviewed, I bring the candidates together so they can spend some time as a group and start speaking in English. This group is a little shy, but the idea works. The next thing we know, the parents are asking for the same kind of activity to help them get to know each other as well.

The big day arrives and there is excitement in the air. I cannot look at the candidates once they begin, because, even though I have a preference, I want them all to do well and to win. But this is not possible and the first one is eliminated. It is always a difficult situation. In fact this is where cultural misunderstandings can arise sometimes and it is a challenge for some to understand the elimination process.

Nevertheless, the kids understand and the competition continues. Others are eliminated, one after another; their facial expressions giving them away the moment they know they have made a mistake.

Several round-offs must be done when we get down to 6 candidates, then 4 then 2. The winner is Yeo Jin Jung, a 12-year-old candidate from South Korea, with the Czech Republic in second place, Brazil in third and Germany in fourth. All the other candidates, including our French candidate, Elena Ghika from College Dupanloup in Boulogne Billancourt, taught by Françoise Marcel, are awarded fifth place, each receiving a cash prize of \$100. And the winning word this year? 'Repetitious'.

It is an exciting time for them all. The fruit of the work of these Junior High students and their teachers results in a very positive moment in their lives.

~ Debbie West
Vice President

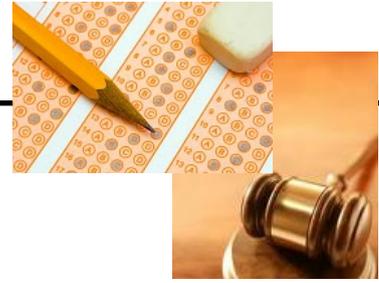


Elena Ghika & the other country winners

SpellEvent 2012

For info about next year's event in Paris, contact Debbie West at tesol@enst.fr

IELTS 'Crimes' & How to Avoid Them



In the second of a series on the IELTS, Phil Wade focuses on the oral test. In this article he presents several of the 'crimes' commonly committed by French speakers during this test and offers advice you can give to your students on how to avoid them. Learners taking other oral tests will also benefit from Phil's advice. However, depending on the level of your students, you may wish to give the advice in the L1 ... just to be sure!

1. Not speaking for the right amount of time

The oral test becomes progressively more difficult as it moves from questions regarding basic personal information to discussions via a short presentation. Whereas, short answers may be enough for most of the questions in Part 1, Part 2 requires a full 2-minute presentation and Part 3 expects candidates to give interesting and informative answers.

"Research the test to find out how each section is constructed, the number of questions you will be required to answer and how long you have to speak. Also watch sample tests on IELTS preparation sites (see list below) and do timed recorded practice exercises."

2. Wrong register

Unlike the academic nature of the reading and listening sections of the test, the oral component is comprised of general English. This leads some students to overuse 'cool' English phrases such as 'y'know', 'something like that' and 'that's it'. While they may naturally occur in native-speaker speech, in a non-native's hands they could sound like strategies to hide limited lexical knowledge.

"Listen and learn from native speakers but in the speaking test try to demonstrate the best of your grammatical and lexical ability. Don't shoot yourself in the foot by trying to 'sound cool'."

3. The truth

Students often complain about unusual topics with which they are not familiar. Therefore, a student who has few hobbies and has never left his hometown may have problems talking about the wider range of possible topics included in the speaking test.

"Listen to as many speaking test samples as possible to see what kinds of topics are covered and then practise answering the same questions. If all else fails lie through your teeth. Describing a fantastic holiday to Australia where you were attacked by kangaroos will be more interesting and linguistically diverse than one about watching TV."

4. Errrrrr

French learners sometimes have difficulty producing fluent speech which results in the famous 'er' filler. From a listener's point of view this can appear like the speaker doesn't know what to say or is clutching at straws.

"Planning, organisation, adoption of set phrases and thinking-time phrases will all help. Follow this with answering practice questions."

5. Memorisation

Some students believe that they must learn things by heart and then reproduce high level samples to gain points. The result is extremely unnatural speech which is not at the same level as the rest.

"Listen and analyse examples but only learn useful phrases and how they are structured. For instance, for Part 2, a good student should know introduction, conclusion and signpost phrases which he or she can apply to any topic."

6. Nerves

The oral test is long and students can get stuck on certain questions or just get nervous if they find something difficult.

"Practise the test with a teacher or friend so you get used to the procedure. On the day of the test, stay relaxed and 'just do your best'."

7. Ozer, Zis and Zat

The French accent is difficult to hide and can drastically affect the comprehensibility of spoken English. This means the listener may either not know what the student is saying, or think they are saying something different.

"Make a concerted effort to work on pronunciation of your principle weak areas by listening to samples, recording yourself and then playing back and correcting your speech. TV, podcasts, songs and even poems are all useful resources to use."

Voice Recording Sites and Activities

www.voicethread.com

This site allows you to post an image/video, record video messages around it and control playback.

- Record and upload a sample test exercise full of errors. Students should listen, find an error and then create a review by playing the video, stopping it at the mistake and then explaining and correcting it.
- Upload a video of yourself asking a question. Ask students to record their answers and send their videos out to the rest of the group for them to vote on the best one.
- Upload a video of Errr-infested speech on a topic they will all know, e.g. household objects. The speech should hide a lack of language. Students should watch the video, work out the missing words and record their own versions replacing the errs with the missing words.
- Upload a document using 5 words from the previous lesson and ask students to answer a set questions using all five words.

www.voxopop.com

This site lets you record a chain of voice messages.

- Ask students to leave a voice message for peer and teacher feedback.
- Record a question for Part 3 of the IELTS oral test and then get a student to record an answer and pose another question. The next student should then answer and ask another question and so on.

For more useful tips and advice on the IELTS, check out Phil's blog: <http://ieltsites.wordpress.com/>

~ Phil Wade
Editorial Team

Business English Worksheet Series - N°1

The Case: Social Media & Business

Introduction

1. With a partner or in small groups, answer the questions (a-d). Then compare your ideas with the rest of the class.

- What social media do you use and why?
- Which companies do you know who use it?
- How do companies use social media?

d. What do you think of these uses for social media:

Company news announcements / Product discussion boards / Customer reviews / Discount offers / Customer service forums / Customer research

2. Read the abstract from a business technology conference about social media. Then answer the question below.

“...lots of companies are failing to exploit social media. Facebook and Twitter are home to millions of potential customers but companies just aren't reaching them. Some successful attempts have been made such as offering customer support, creating customer and supplier discussions as well as advertising new products and services but these are not the norm. Social media should be used to engage with current and potential customers.”

To what extent do you agree or disagree?

E-Times Company Profile

E-Times is a new computer company which makes and sells entry level laptops to students and people on a budget. As a small start-up they are keen to use alternative marketing tools to increase their market share and establish themselves firmly in the French market which is dominated by large international brands.

Task

Create, develop and deliver some ideas on how *E-Times* can utilise social media to reach new customers and create customer loyalty. You must pitch 3 detailed ideas and then take part in a question and answer session.

Procedure

- Read the company profile.
- Brainstorm your ideas and choose the best 3.
- Develop these ideas and prepare a presentation, using visuals.
- Present your ideas to the rest of the group.
- Answer questions from the floor.

Discussion

In small groups, choose one of the statements below and discuss.

‘Social media is just a trend’

‘Every company should adopt social media’

‘Social media is not for making money’

Extra Reading

<http://www.flowtown.com/blog/how-are-companies-leveraging-social-media>

<http://www.entrepreneur.com/article/219554>

<http://www.marketingprofs.com/charts/2011/4305/more-inc-500-companies-succeeding-with-facebook>

Teacher Notes

1. The first section could be replaced by an internet research activity where students look at how companies use social media. (Refer students to the websites cited in the Extra Reading section.) You could ask each pair or small group to look at a different company and then compare their findings.

2. Make the presentations as formal or informal as you wish. You could have groups presenting either to the whole class or to another group. Make sure that students ask questions to clarify, check and expand on the ideas presented. Depending on your class, you may need to work on presentation and questioning skills.

3. After the presentations, you could have a vote on the best ideas and presentation style.

4. You could also change the company to one you think is relevant to your students. You may also wish to allocate roles to each student in a group or elect a project manager to do so.

5. Alternatively, instead of using the *E-Times* profile, the task could focus on possible uses of social media for internal communication purposes amongst staff in the same company.

6. The discussion section should be developed into an interesting sharing of ideas and opinions on the subject. Students should be encouraged to speak to explain how they feel and why. Disagreement should not be avoided but channelled so that students learn how to explain why they think differently, justify and defend their own opinions and then become more comfortable in speaking. You may wish to join in the discussion to give your opinion or play devil's advocate. This section could also be made into a formal debate or each topic can be given to a pair to research and then present to the class.

~ Eric Halvorsen & Phil Wade
Editorial Team

English For Scientists - Cambridge University Press

by Tamzin Armer

Cambridge English for Scientists is the newest edition to Cambridge's Professional English series. This new offering is pitched at students between intermediate and upper-intermediate levels who have an interest in scientific research.

The book is very well organized and moves through a whole host of essential topics for any would-be scientist. There are 10 units in total and each is filled to the brim with page upon page of great content and language exercises that makes the book suitable for EFL and science students.

As with the other books in this series, CEFS comes complete with 2 CDs, a tape-script, answerkey, extra material and a glossary which means it's ideal

for self-study and 1 to 1. For more material you need look no further than the accompanying website for a very useful downloadable teacher's book full of extra activities and tips for us non-science teachers.

For myself, the crowning achievement of this book is that it is fantastically student-focused as it moves through the career of a student, studying and researching at university, to finally getting published. But the best parts, by far, are the units on writing. As a teacher who has to cover scientific writing, these chapters have been a major source of inspiration. In fact, they are better than many of the EAP writing books on the market.

Another big bonus is the blending of student work and authentic published materials. This helps the student along

by showing them what they should be capable of creating but also making more complex sources accessible. The regular 'student scenarios' are also good, as science students can learn a lot of relevant English as well as scientific information.

In an EFL nutshell, I can honestly say that this is a very practical course book for groups of science students which would also work well for 1 to 1 classes.

~ Phil Wade
Editorial Team



The Business English Teacher - DELTA

by Barton, Burkart & Sever

Whether you are an experienced teacher in need of some new ideas or a teacher new to the field of Business English looking for step-by-step tips on how to function in this area of English language teaching, this book has something for you.

The Business English Teacher does exactly what its title indicates, which is to provide you with professional principles followed by practical procedures. It is also organized in a way that is easy to follow; outlining the different levels of the learners as well as both the skills they require and the challenges they might face. The title contains three distinctive parts focusing on theory, practice and development.

Part A, *Courses* followed by *Sources and Resources*, provides a general description of the field, the general needs of the students as well as the type of teacher who might work in the field.

Part B is broken down into *Business from the Beginning*, moving into the *Language of Business* and ending with the *Business of Language*. The different and varied activities under each heading enable the teacher to have structure and yet still leave room for creativity.

Finally, Part C looks at ways to further your own professional development within the field of Business English.

It is a good book that refreshes and incites you to think more in terms of breaking down the needs and/or desires of your Business English student. It may just give you an idea or two, which can also be applied to the non-Business student.

~ Debbie West
Vice President



Book Reviews

TESOL France regularly receives review titles from publishers representing the different sectors of our field.

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Teaching English in France

The biggest conversation killer in France - tell people you teach English; it's the number one way to clear a cocktail party! I often joke around with my students telling them, 'I'm an English teacher. I don't have any friends.' They chuckle. After a decade of speaking French, my American accent still leaks through the guttural 'Rs' and the pinched /y/ so rampant in this romance language. Curious strangers ask me what brought me to France. Upon finding out I teach English, their warm smiles fall like the walls of Jericho and with a curt 'Ah! Je vois', off they walk. Naturally, after the number of instances of this happening had shot above a dozen, I decided to ask my students, 'Pourquoi!?'

Post Traumatic Stress

Many adult French citizens harbor deep, harrowing memories of their English language learning experience in the public school system. Granted, today things are slowly improving, but a great majority of the adult population is terrified of speaking English. They have been brainwashed into thinking the French are 'nul en langues', so why surrender themselves to the torture of revealing that fact with tourists, or worse, in front of their co-workers during a professional training course?

English Feels Funny

English is not a beautiful language. We have to open our mouths, show our teeth, bite our tongue and spit if we want to say *thespian* correctly. All of the above are not common characteristics of French.

Perfectionism

The common misconception of the hexagonians is they refuse to speak English because French is far superior. There is some truth to this. The French are proud of their native language. So proud in fact that they want to demonstrate that respect for immaculate grammar and lexis in the second language. Not doing so would surely insult English native speakers. Therefore, why place one's self in an environment of imperfectionism? I was hit head on with this reality when one student came back from a business trip in New York. I asked if he felt his English had improved. 'Why no!' he snapped. 'One month in New York wasted! No one corrected me while I was there!' 'Ah oui' - but if the French do correct foreigners when they try to speak French, it's because they wish to help the non-natives improve. While, correcting a foreigner's English in the United States is widely frowned upon.

'... [Teaching the French] is like a Joël Robuchon recipe: a mélange of freshness and innovation with a deep respect for ageless tradition'

Bilingual in 20 hours

One day, I was administering a placement test to a prospective student. When asked for the English skills he'd like to obtain in 20 hours, he responded, 'I want to speak like the Queen.' Michael Swan once compared this miscalculation of the work:progress ratio to people who want to climb Mount Everest in a week. Many French think they can just buy the gear, slip on their hiking boots and go for it. Not so. The awakening to find out it requires years of practice and steadfast determination to learn a language can be rude indeed.

Living for a month in an English-speaking country will make you bilingual

'I have to travel to the country to learn the language' I hear this sentence so often that, I swear, I will go on sick leave. OK, maybe I'm being a hypocrite. Coming to France did enable me to jumpstart my French. Before, I was painfully slow at learning anything that required intense memorization.

In the States, I studied how to shop at the Fnac and order a *Croque monsieur*, but nothing prepared me for the physical and mental exhaustion of drowning in a foreign country. The first year was the hardest. I constantly had migraines. I never dared answer the phone for fear my wobbly tenses would get the better of me. I needed a nap after a 30-minute conversation in French, not to mention the mail-order-bride feeling at dinner parties, the crying fits and being utterly out-of-the-loop news-wise in not one but two countries.

And the most frustrating thing was this isn't like me at all! I'm curious, outgoing, an open book! But all of those qualities were suddenly hindered by one simple factor: language. So, I tell my students, if you want to go *chez eux*, then go. It will do wonders for your language learning. But remember, it takes a very very very strong person to do this. Perfectionists need not apply. You must have absolutely no complexes about anything, especially about being wrong *all the time*. You must be prepared to make mistakes (linguistically and culturally) every second of every day. That, my friend, is not easy for the French.

Have Fun, But Not Too Much

Don't tell anyone, but I was fired from a teaching job once. It was one of my first jobs too, so it really stung. I cried for days. I didn't get it! The classes were going so well! The students were chatty and had gone through a miraculous transformation from feeling *nul* to being inspired by their new English skills. What happened? It turns out one student, who had only attended two sessions, demanded the company change teachers because it appeared we were all having too much 'fun.' There were too many games, too many role-plays and not enough 'teaching.' It's true. I hadn't been incorporating the left brain.



Some of Bethany's nursing students

The French are wonderful learners. They are critical thinkers. They search for the logic in the illogical. They are the only culture I know who can make something that's already complicated even more convoluted. It's these customs they bring to the classroom, and what surfaces is their dissection of the language. This quest for logic can be summed up in two words: 'Oui, mais.' These two words pack a punch for a new teacher. It can be interpreted as 'I don't believe you,' or 'You're crazy' or 'I know more than you.'

But what I've come to see is that something has clicked for the student. For the first time in their lives they are able to converse with the 'expert,' to share their knowledge with the teacher. This is very poignant because it will not only bubble up a glimmer of what lies in the student's past but launch a discussion on the lesson - discussions which the French cradle as a devoted art form.

In conclusion, when teaching the French, one must treat classes like a Joël Robuchon recipe: a *mélange* of freshness and innovation with a deep respect for ageless tradition.

~ Bethany Cagnol
President

Teaching in France:
What's your experience? Write
and tell us and we'll print it!
tesol@enst.fr

How English Conquered the 2008 Olympic Games



Next year London will host the Olympic Games and English will play a key role in the logistics of the event. This is not surprising given that England is the birthplace of the language. What is surprising is the role of the language in the last games. In 2008 China pulled off one of the most spectacular Olympic events on record. The man on the ground at the time, **Phil Wade**, witnessed first-hand the power of a country to invest in and produce an amazing games with English as an essential component.

English was valued so highly for the 2008 games that a new type was created. 'Olympic English' was introduced and taught to children, volunteers, taxi drivers, shop workers and more or less anyone involved in the games at any level. Book shops became overrun with Olympic English sections. TV programmes were shown teaching local people how to behave and speak and university campuses even transmitted their radio programmes in English throughout the campuses. Allegedly every home was even sent a guide book on how to welcome foreigners to the capital.

When the games finally arrived English signs were put up and every street had a group of English speaking Olympic volunteers manning language stands and Olympic volunteers were posted on almost every street, for a month it seemed that Beijing had almost become English. It became a craze for everyone, so much so that almost everywhere you went someone would say 'Hello' or 'Can I help you?' from 5-year-old kids to retired people in parks. This also meant a huge increase in the demand for English lessons. University campuses would be patrolled by schools or private individuals looking for teachers.



People became interested in not just the language but also the culture. A real passion grew for meeting 'foreign friends'. Local people even started celebrating Christmas, and Valentine's Day just to feel more western. Along with this came an encouragement to change people's behaviour. TV campaigns used to discourage certain behaviour which would be unacceptable. Some types of food were also removed from restaurants and a whole range of 'International restaurants' popped up. I even spotted a traditional

British baked potato shop in one shopping centre.

To make Beijing even more attractive many of the old, rundown houses disappeared behind newly constructed walls or posters while traditional *Hutong* houses (square shaped housing complex for 1 family) opened their doors to foreign tourists so they could experience real Chinese culture with English speakers. This, coupled with the almost complete removal of pollution during the Games and the environmental control to halt the rain, completely altered the city.

Many people said that the Olympics showcased modern China and Chinese culture but it also showed the passion of the people to open up and make friends with the outside world. It also proved that foreign visitors could survive quite easily in the capital by just speaking English. Many Chinese people had better English than many Europeans, even though it is often their 3rd or even 4th language. This is because the average Beijing student studies their main degree in the day but attends other courses in the evening and at weekends. They often have few imported resources and very little study time but still manage to make the average English student's Mandarin look poor. You really have to respect their determination. Many students who apply for PhDs in France learn French from scratch in

just one year.

Several years have now passed since the Beijing Olympics and many things have gone back to what they were before but the legacy is still there. The Olympic generation still remember their time volunteering for the Olympics, the foreign friends they made and how they helped the world meet new China. They also learned that English is an international language and this is why increasing numbers apply to study abroad in order to return home and secure a better job. Whether the London games will have the same immediate and long-term impact is difficult to say but it will be interesting to see.

~ Phil Wade
Editorial Team

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Poet's Place!



Following the 2009 TESOL France Colloquium, **Joseph Egwurube** sent us a poem full of praise for the event he had just attended. Michael Swan and Denis Davey were our Plenary speakers that year as well as a whole host of presenters coming from across the ELT world. Here's a chance to reminisce ...

THINKING ABOUT HOW TO MEET LEARNERS' NEEDS

ESL learners young and old with different expectations
To the teacher of a sometimes derided matter drag their feet without sensation
Like prophets unrespected in our homes do we an uphill task usually face
How the names of such an unwilling flock we should first learn to place
Before encouraging their creativity in a tongue they feel they can't mouth or master
Though ambitious we are to get them to higher grounds in our matter
But at the end of the year questions about our manners do we often raise
For the words learnt at the outset remain afterwards untransformed into a phrase

So a sea change in our classroom governance do we decree
How to better meet the needs of our flock must we without delay agree
We must be teaching things not doing things, Michael Swan gently bellows
Adapt ourselves to different categories of learners, unruffled Andrew Walkey echoes
Yeah, what about teaching them rather than always testing them in class another wonders
As Marianne Raynard the growth of the empowered student-teacher calmly ponders
At the end of the day the marriage between student and teacher centeredness how to plot
Do we establish as perhaps one of the foundations of the success of our lot

Spew tests, pecha kuchas and other means on the shelf neatly exhibited
Invite us to our choices make and our pick take unprohibited
As our students we dig in our heels to initiate into language awareness
Do we acknowledge that the native speaker skills we pursue are in all fairness
Even unattained by many insiders groomed from kindergarten in the tongue
So somewhat reassured our ears accept the advice of wisdom come from above
That the English language is vast!
That our learners can only learn a small part!
That there are some things we can't do
Like get elementary level learners at one go
To produce advanced level output in a day or two!
That while getting digital natives involved in selecting tools
We English teachers should be what we want to be in our respective schools
Coaches, consultants, trained professionals...teachers we should however remain!
Preaching the word and charting how to use it without restrain
For the keys to different gates we'll continue to be asked to hold
As we hope that our story will by today's learners to future generations be well told

~ Joseph Egwurube
Editorial Team



Calling All Poets!!

Aside from penning his own contributions, Joseph is also interested in hearing from fellow poets to feature in future issues of the *Teaching Times*.

So, if you're looking to publish your sonnets, limericks, poems or haiku, then contact Joseph at tesol@enst.fr

TESOL France Toulouse

On April 23, 2011, the TESOL France-sponsored event, *Teacher Networking Saturday*, was held in Toulouse at Université de Toulouse 1 Capitole (UT1). Along with my team of volunteers, we offered a morning of insightful presentations, followed by a highly animated swap shop session.

Mick Flynn of UT1 started off *la matinée* with an empowering talk on *The Unions and Teachers' Rights*. Kate Kleinworth followed by providing us with some hands-on techniques to apply in the classroom for *Improving Writing Skills in English*. Next, TESOL France's own Ros Wright impressed the crowd with an overview of the association. Finally, Michael Harlow of UT1 led an interactive swap shop on *Teaching Strategies*. The participants, who walked away with over ten new lesson ideas, were sharing, learning and making suggestions on how to adapt the lessons to different teaching situations. (See a selection of the activities presented on page 13).

Thanks to the invaluable help of our volunteers and the inspiration of our speakers, the April 23rd event, which attracted participants from as far away as 150 km, was a true success! It has since given way to the creation of a local branch: TESOL France Toulouse. Be on the lookout for the next event in Toulouse this fall!

~ Shahada Reardon
Coordinator, TESOL France Toulouse



"This is what teachers in Toulouse need"

"This is what teachers love – active participation"

"Well organized & great speakers"

"Thank you for doing this!!"

"Looking forward to the next event in Toulouse" - keep us posted!"

From the Regions Branch Advisor ...

We are hoping that 2012 will see other TESOL France regional branches mushrooming across the country. We have had requests from Lyon and Nice. So why not Amiens, Angoulême or Antibes? And how about la Reunion, Martinique, la Guyanne—we're open to all sorts of ideas!

To discuss setting up a branch of TESOL France in YOUR region, then please feel free to contact Ros Wright at tesol@enst.fr or meet her at the TESOL France Colloquium in November.

Research Project on Bilingualism ... Still Needs YOU!



A request for help from local PhD English Phonetics students,

Elise and Erwan, involved in a research project on bilingualism. Please read on ...

"We want to warmly thank all the TESOL France members, including its President, Bethany Cagnol, who have already kindly participated in this experiment; for giving of their time, energy and even suggestions. It has been very helpful.

The preliminary results of this research have already been used for a talk at a doctoral workshop at the 2nd Barcelona Summer School on Bilingualism and Multilingualism, September 2011. We are currently planning a talk to be delivered at the American University of Paris.

TESOL France has since offered us the opportunity to submit an academic article for the *Teaching Times* in 2012. We would be honored to do so. However, for this purpose, we need more participants.

We are therefore going to organize more **perception tests** in **October** and **November 2011**. We would be happy to receive you for a **half-hour perception test**. Any **native French or English speaker** is welcome. There is no need to be a TESOL

France member to participate, so please tell your friends and family.

It is generally perceived as a good, memorable experience that helps research and could potentially lead to interesting intellectual exchange. There is no wrong answer – it is all about sharing your first intuition. So do not hesitate, **send us an email to participate!**"

Want to contribute to this worthwhile project?
Contact
Elise Ryst & Erwan Pépiot on
eliseryst@hotmail.com
erwan.periot@free.fr

TESOL France Events

Cambridge Day

Wednesday, 5 October 2011

(9:00-18:00)

Speakers: Jane Ryder, David Horner, Bob Dignan, Garry Anderson, Sergio Roman +

Venue: CCI Strasbourg

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One Day Event:

Saturday, 8 October 2011

(9:00-16:00)

Speakers: Bethany Cagnol, Lola Mascarenhas, Gail Taillefer

Venue: Toulouse UT1

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Workshop

Saturday 8 October 2011

(14:00-17:00)

Speaker: Denis Davy

Venue: TELECOM Paris-Tech

.....

Swapshop: Materials & Techniques that Work Well in ESL Teaching

Thursday, 20th October 2011

(14:00-17:00)

Led by: Marianne Raynaud, Coordinator

Venue: Grenoble (see website for details)

.....

TESOL Annual Colloquium

4-5-6 November 2011

Plenary Speakers: Luc Meddings, Geoff Tranter & Stephen Scott Brewer

Venue: TELECOM Paris-Tech

(Entry:49€ for non members)

.....

Workshop: Young Learners

Saturday, 3rd December 2011

(14:00-17:00)

Speaker: TBC

Venue: TELECOM Paris-Tech

.....

Unless stated otherwise, entry to workshops & swapshops is FREE for member of TESOL France, 8€ for non members. For more information on our upcoming events, please visit our website: www.tesol-france.org

Don't forget !

Visit the new...

TESOL FRANCE BLOG

to read about all that's new and interesting in ELT in France. You can leave your comments too!



tesolfrance.blogspot.com

Interested in holding a Workshop, have an idea for a speaker or a topic for the next Swapshop, then contact **Debbie West** via tesol@enst.fr



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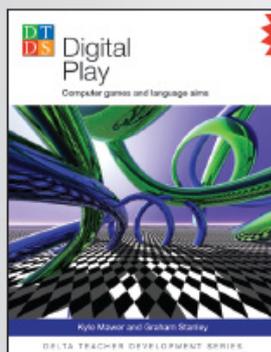



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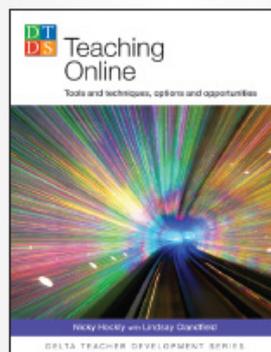


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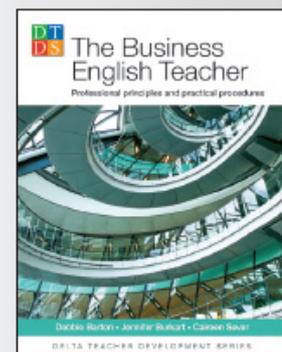


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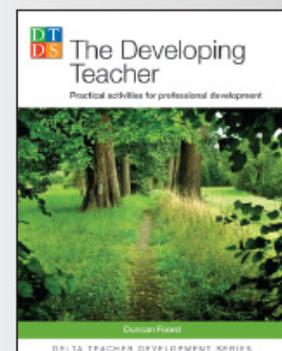
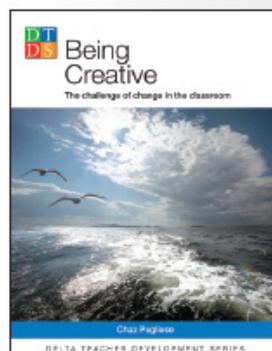
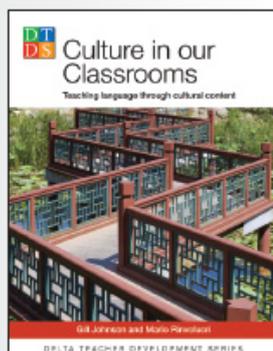
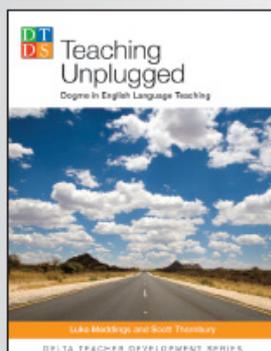


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