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# INTERNATIONAL LANGUAGE SYMPOSIUM BRNO

**Czech Republic**

**5–8 June 2019**

[symposium.ca-institute.com](http://symposium.ca-institute.com)

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## SYMPOSIUM VENUE AND SOCIAL EVENTS

### Pre-symposium Training

Wednesday, 9 am – 5 pm  
CA Institute  
Marešova 12, 602 00 Brno

### ILSB Venue

Masaryk University  
Faculty of Social  
Studies  
Joštova 218/10, 602 00 Brno

## EVENING PROGRAMS

### Symposium Welcome Party

Meet the Speakers and Sponsors  
Wednesday, 6 pm – 10 pm  
CA Institute  
Marešova 12, 602 00 Brno

### Symposium Evening of Czech Cuisine

Thursday, 7:30 pm – 10:30 pm  
Špilberk Castle  
Špilberk 1, 602 00 Brno

### Symposium Networking

**Formal Dinner**  
Friday, 7 pm – 10 pm  
Koishi Restaurant  
Údolní 11, 602 00 Brno

### Symposium Farewell Party

Saturday, 7 pm – ?  
Lokal U Caipila  
Kozí 115/3, 602 00 Brno



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## WELCOME MESSAGE FROM ERIK

Dear Friends and Colleagues,

Welcome to the International Language Symposium 2019 that is taking place in the capital of Moravia and the true center of Europe, Brno, Czech Republic. It is organized under the auspices of the CA Institute, whose global base gives it a far greater reach than any other educational organization in the country. This year's event is co-hosted by Masaryk University's Language Center and takes place at the Faculty of Social Sciences at Masaryk University. We are grateful for their support.

The International Language Symposium was a project that started way back in April 2015 and it has grown to be one of the most talked about events in language education. Over the next few days, we will have the opportunity to exchange ideas and transform views with some of the most important innovators in our fields of linguistics, teacher training and CPD, global language teaching trends, assessment, quality management and accreditation, marketing management, psychology and motivation, and the application of corpora. We will also be networking and making lifelong friends. And it won't end there, as a second publication of the event's papers will add another layer of longevity to this biennial event.

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

We are grateful to the South Moravian Region and the City of Brno for their sponsorship and to Martin Landa, the Vice-Mayor of Brno-střed, for speaking on its behalf and for welcoming all of you here. We are very thankful to the

Ministry of Education for providing support to assist Czech University members in attending the Symposium and to AJŠ, the Association of Language Schools in the Czech Republic, for their continued support and marketing of the event.

We would like to thank all of our sponsors for their generous support. The biggest of all goes out to Eequals for all of the training and insight that they have given us and the step-by-step guide for organizing such an event. IDRAC Business School, Mooveez, NILE, Euroexam, have all made great contributions not only through their presence in the Symposium, but also within language education and education in general. I wish to express my great appreciation to the team who has worked closely with me in the last year, Alicia Caro, Liliana Šicová, Romain Bicheron, James Thomas, Libor Štěpánek, Břetislav Dančák, Tomáš Hanák, Roman Klát, Jiří Hemzal, Soňa Pazderová, Pavel Koukola and especially to my dad, my son and my buddy Jirka.

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

I hope that you find the International Language Symposium memorable and rewarding and I look forward to seeing you at our next event in 2021.

Thank you for contributing to the future by attending.

**Erik L. Dostal**  
Founding Director of CA Institute





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# SYMPOSIUM PROGRAM IN DETAIL

## REGISTRATION / INFO / EXHIBITION

<b>Wednesday, June 5</b>	9:00 am – 5:30 pm (CA Institute)
<b>Thursday, June 6</b>	8:00 am – 5:30 pm (FSS Entrance Hall)
<b>Friday, June 7</b>	8:00 am – 6:30 pm (FSS Entrance Hall)
<b>Saturday, June 8</b>	8:00 am – 5:30 pm (FSS Entrance Hall)

## WEDNESDAY / JUNE 5, 2019

<b>9:00 am – 5:30 pm</b>	Additional Day of Training – 1. Corpora in the Language Classroom (CA Institute)
<b>6:00pm – 10:00 pm</b>	Welcome Party. Get warmed up and meet the committee, plenary speakers and the entire CA Institute team. Check out Brno’s top university. (CA Institute)

## THURSDAY / JUNE 6, 2019

<b>9:00 am – 9:30 am (FSS Room P31)</b>	Symposium Opening <b>Erik L. Dostal</b> – Convener of ILSB and Founder of CA Institute – Dr. Adéla Souralová – Vice Dean for International Cooperation at Masaryk University – Martin Landa – Vice-Mayor of Brno-střed
<b>9:30 am – 10:30 am (FSS Room P31)</b>	Opening Plenary <b>Dorothy Zemach</b> “The (Dis)Comfort Zone”
<b>10:30 am – 11:00 pm (Atrium)</b>	Coffee Break Info & exhibition
<b>11:00 am – 12:00 pm (FSS Room P31)</b>	Plenary <b>Kristóf Hegedűs</b> “Positive washback from an all-academic exam for better prepared first-year university students”
<b>12:00 pm – 1:30 pm (Atrium)</b>	Lunch Info & exhibition
<b>1:30 pm – 2:30 pm (FSS Room P31)</b>	Plenary <b>Susan Holden</b> “Teaching Today: Contexts, Priorities and Concerns”
<b>2:30 pm – 3:30 pm (FSS Room P31)</b>	Plenary <b>Chris Farrell</b> “Supporting Bottom-Up Teacher Development”
<b>3:30 pm – 4:30 pm (FSS Room P31)</b>	Plenary <b>Duncan Foord</b> “A Coaching Approach to Teacher Development”
<b>4:30 pm – 5:00 pm (Atrium)</b>	Coffee Break Info & exhibition
<b>5:00 pm – 6:00 pm (FSS Room P31)</b>	Open mic Panel Discussions – Questions, answers, discussions with the day’s speakers – Audience directed questions (Raffle)
<b>7:30 pm – 10:30 pm (meet at FSS at 7:00 pm)</b>	Social event Špilberk Castle – <b>Hradní Restaurant</b> – Buffet dinner – Evening of Czech Cuisine

## FRIDAY / JUNE 7, 2019

<b>9:15 am – 10:00 am (FSS Room P31)</b>	Intro and welcome: <b>Libor Štěpánek</b> Director of the Masaryk University Language Centre
<b>9:30am – 10:30am (FSS Room P31)</b>	Opening Plenary <b>Thom Kiddle</b> “The Impact Factor in Blended Language Teacher Education”
<b>10:30 am – 11:00 am (Atrium)</b>	Coffee Break Info & exhibition

<b>11:00 am – 11:30 am (FSS Room U32)</b>	Workshop <b>Michael Carrier</b> “Training teachers how to incorporate Cultural Awareness into ELT”
<b>11:00 am – 12:00 pm (FSS Room U33)</b>	Workshop <b>Dorothy Zemach</b> “Let’s Get Visible”
<b>11:00 am – 12:00 pm (FSS Room U34)</b>	Workshop <b>Ola Komada</b> “Can you do more doing less?”
<b>11:00 am – 12:00 pm (FSS Room U43)</b>	Workshop <b>Linda Doleží</b> “Why do we forget languages? – Or do we?”
<b>12:00 pm – 1:00 pm (Atrium)</b>	Lunch Info & exhibition
<b>1:00 pm – 2:00 pm (FSS Room P31)</b>	Plenary <b>Sergi Martin</b> “Embracing YouTube: creative teaching with video”
<b>2:00 pm – 3:00 pm (FSS Room U33)</b>	Workshop <b>Anjuli Pandavar</b> “Integrated English as Lingua Franca and English for Internationalisation: Destructive Test”
<b>2:00 pm – 3:00 pm (FSS Room U34)</b>	Theme-based roundtable led by <b>Susan Holden / Dorothy Zemach</b> “Materials – From Ideas to Reality & Beyond”
<b>3:00 pm – 3:30 pm (Atrium)</b>	Coffee Break Info & exhibition
<b>3:30 pm – 4:30 pm (FSS Room P31)</b>	Open mic Panel Discussions – Questions, answers, discussions with the day’s speakers – Audience directed questions (Raffle)
<b>7:00 pm – 10:00 pm</b>	Networking Formal Dinner <b>Koishi Restaurant</b>

## SATURDAY / JUNE 8, 2019

<b>9:30 am – 10:30 am (FSS Room P31)</b>	Opening Plenary <b>James Thomas</b> “We live in an era of ...”
<b>10:30 am – 11:00 am (Atrium)</b>	Coffee Break Info & exhibition
<b>11:00 am – 12:00 pm (FSS Room U32)</b>	Workshop <b>Sinéad Laffan</b> “A few question and press “play” – isn’t there more to teaching listening?”
<b>11:00 am – 12:00 pm (FSS Room U33)</b>	Workshop <b>Dave Cleary</b> “Managing Difficult Conversations”
<b>11:00 am – 11:30 pm (FSS Room U34)</b>	Workshop <b>Jean Marguerite Jimenez / Ida Ruffolo</b> “Data-driven learning in the ESP classroom: teachers’ and students’ voices”
<b>11:00 am – 12:00 pm (FSS Room U43)</b>	Workshop <b>Iva Baldová / Martina Limburg</b> “Phonetics”
<b>12:00 pm – 1:00 pm (Atrium)</b>	Lunch Info & exhibition
<b>1:00 pm – 2:00 pm (FSS Room P31)</b>	Plenary <b>Alan Mackenzie</b> “Minding the gaps: Global trends in language education and the race to keep up”
<b>2:00 pm – 3:00 pm (FSS Room U33)</b>	Theme-based roundtable led by <b>Kristóf Hegedűs</b>
<b>2:00 pm – 3:00 pm (FSS Room U34)</b>	Theme-based roundtable led by <b>Thom Kiddle</b>
<b>3:00 pm – 3:30 pm (Atrium)</b>	Coffee Break Info & exhibition
<b>3:30 pm – 4:30 pm (FSS Room P31)</b>	Open mic Panel Discussions – Questions, answers, discussions with the day’s speakers – Audience directed questions (Raffle)
<b>7:00 pm – 11:00 pm</b>	Farewell Party at <b>Lokal U Caipla</b>

## SUNDAY / JUNE 9, 2019

<b>10:00 am – 12:00 pm</b>	Tour of Brno (meet at CA Institute)
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## OPENING & PLENARIES



Convener

**Erik L. Dostal**

CA Institute

Erik L. Dostal is the founding director of CA Institute and the convener ILSB. He is the author of the recently published: *The Language Teacher's Golden Companion*. He established a fully operating university by opening offsite campus for IDRAC International Business School in 2014 that has bachelor and master degree programs all in English with ECTS credits. CA Institute also has post-grad programs with various MBA titles, Teacher Certification, Science, Medicine, Research and in Horticulture. He teamed up with Norwich Institute of Language Education (NILE) to provide an array of teacher training modules for primary and secondary schools in the Czech Republic as well as Delta. Erik has also opened a language assessment center for Euroexam and ETS Global and plays a supporting role in the development and expansion of EAQUALS. He even finds time to operate his consultancy company ELD Consultancy & CPD and Releaf Social Enterprise. He provides consultancy to the board of the Czech Ministry of Education.



Co-host

**Libor Štěpánek**

Director of the Masaryk  
University Language Centre

Libor Štěpánek is Assistant Professor in English and Director of the Masaryk University Language Centre in Brno. His broad international teaching experience and teacher training activities include a variety of language soft skills, however, his main interest lies in Creative Approach to Language Teaching (CALT). Libor's interdisciplinary work is based on his formal academic background (MA in English and American Studies; World History; PhD in Political Science); informal drama education (PIRKO Drama Ensemble; director of The Bigy Theatre Workshop – the San Remo Global Educational Festival Special Committee Award Winner), intensive training in ICT-enhanced learning activities (EU Net-Trainer Certification) and later complex CALT research. He frequently presents at conference and is also an editor, author and co-author of a number of materials, online courses and publications.



Lead Plenary

**Dorothy Zemach**

Our lead plenary speaker in 2019 is Dorothy Zemach, whose plenary at IATEFL in Brighton 2018 amazed and entertained the 3,000 strong audience with its insights into the world of ELT publishing. At 2019 ILSB, Dorothy will be talking about making a name for yourself in the field, which promises to be no less insightful.

### Plenary: The (Dis)Comfort Zone

Like teaching methodologies and theories of grammar, teacher narratives are shaped by trends and fashions. Cresting the wave in 2019 is the idea of the “comfort zone,” notably as a place teachers should endeavor to leave. In this talk, I'll look at the science behind the comfort zone, as well as some other unhelpful teacher narratives, and then not only discuss what to do when confronted by them in the workplace or on social media but propose a kinder, more realistic, and more helpful model of personal and professional development.

### Workshop: Let's Get Visible

You're a dynamic, trained professional with something to say... but you're not famous enough to be getting invitations to present here and publish there. How do you break in? This presentation outlines practical steps you can take to showcase your talents and contributions and advance your career to the next level.



**Thom Kiddle**

Thom Kiddle has worked at NILE since 2011, after moving back to the UK from Chile where he was head of academic research and educational technology at the Chilean-British University. He has previously worked in Portugal, the UK, Australia and Thailand in language teaching, teacher training and language assessment. He has a Master's degree in Language Testing from Lancaster University and the Cambridge Delta, and his role at NILE involves strategic and organisational management, and training and consultancy in a range of areas including testing and assessment, learning technologies, materials development and language teaching methodology. Thom is also treasurer and founding director of AQUEDUTO – the Association for Quality Education and Training Online; webmaster for the Testing, Evaluation and Assessment Special Interest Group of IATEFL; and a member of the Equals Board of Trustees.

### Plenary: What's in a blend? The impact factor in blended language teacher education

This presentation will look at the rise of online teacher education programmes in the last 30 years, and the implications for quality and impact. We will examine the affordances of digital platforms for increasing interaction, co-constructed learning, implementation-while-training, and reflective practices, revisiting McGrath's 1997 model of leading, feeding, throwing and showing. We will also reflect on the results of a recent impact study with online language teacher education course participants, considering expectations, results and effect on the learners of online language teacher education models. Finally, we will consider key issues in utilising online components to design effective and impactful blended programmes, with reference to localised, context-specific models which recognise teacher needs and constraints.



## Kristof Hegedus

Kristof Hegedus is responsible for academic development at Euroexam International, which includes both the development of Euroexam's range of tests and also training programmes for prospective test takers, such as e-learning exam preparation courses. Besides having taught English for 25 years, Kristof leads the team of exam developers for the Hungarian National Matura in English language.

### **Plenary: Positive washback from an all-academic exam for better prepared first-year university students**

Each year, an increasing number of secondary school-leavers in Europe decide to start their university studies on English-language programmes, especially in the UK. However, many of them struggle when they need to apply their subject knowledge in a higher education context. More specifically, academic writing, note-taking, and presentation skills are the most important areas of concern amongst these students. As part of a collaborative project with schools, Euroexam International has created a set of supplementary teaching mini-modules that teachers can use flexibly within their curricula to help students achieve better at university. Taking specific tasks of the Euroexam Academic test in English as a starting point, modules were created in major areas, such as essay writing, listening skills (including taking effective lecture notes), reading and working with complex academic texts and speaking (including giving a mini seminar presentation). A sample of the teaching modules developed as part of the collaboration will be presented.



## Duncan Foord

Duncan Foord is the Director of OxfordTEFL, Barcelona. He has 30 years experience in language teaching, teacher training and school leadership and management. He is the author of "From English Teacher to Learner Coach" (with Dan Barber, The Round 2014) The Developing Teacher (Delta Publishing, 2009) and The Language Teachers Survival Handbook with Lindsay Clandfield (Its Magazines, 2008). He is lead trainer on the OxfordTEFL Leadership in ELTcourse (on line and face to face).

### **Plenary: A coaching approach to teacher development**

How can teachers put themselves at the centre of their own development and how can schools move from a one size fits all, top down mindset to a more teacher driven approach? I will talk about different teacher types and suggest some activities which can support teachers in developing their teaching and their career in ways that best suit them.



## James Thomas

James Thomas is a freelance teacher trainer and author. He taught at Masaryk University in the Czech Republic from 1997 to 2016. In the last eight years he headed the KAA teacher training section. The main focus of his work is the L in ELT, i.e. language. Every year since 2002, he has conducted intensive teacher training courses at NILE in the UK and for the BC in China. His research investigates the application of language acquisition and linguistic findings to a new generation of language teaching and learning approaches. He won the 2010 ELTon for Innovation in ELT Publishing for his co-authored book, Global Issues in the ELT Classroom, published by Brno Fair Trade Society. In 2010, he hosted the biennial Teaching and Language Corpora (TALC) conference, of which he is committee member. He is chair of the Corpus SIG at EuroCALL, in which capacity he is hosting this year's one-day pre-symposium event.

### **Plenary: We live in an era of ...**

What a great time to be alive: the era of unprecedented innovation. Most of the extraordinary new developments revolve around zeroes and ones. And much of this innovation revolves around communication, whether people to people or with and between machines. Technological advances in communication beget a vast array of new opportunities in STEM fields, the arts and humanities, business, law enforcement, love. The Cloud, disruptive technologies, new media, 3D printing, the list goes on.

But what did technology ever do for us? The world of ELT is home to innovations in language acquisition, in linguistics and in pedagogy. But no amount of communication technology has the researchers and innovators in these three broad areas talking to each other. But what if they did?



## Susan Holden

Susan Holden has a long and varied experience as a teacher, teacher trainer, magazine editor, publisher and author. She is now based in Scotland, where she runs a small publishing and materials development company. Her publications as an author include titles for schools and adult learners, as well as for teacher training.

### **Plenary: Teaching Today: Contexts, Priorities and Concerns**

Teaching and learning English today take place within the context of ever-increasing possibilities and challenges. Some of these are positive, some are negative – and many are confusing. This session will discuss teaching today in relation to these developments and the participants' own contexts and experiences, in order to explore ways to identify relevant and achievable objectives.

### **Workshop / Roundtable / Panel with Dorothy Zemach: Materials – From Ideas to Reality & Beyond**

Two people with different experience as both writers and publishers discuss some of the ways in which materials come about, how these are influenced and shaped, and how the original idea may be adapted and modified during the creative and productive processes. Even less known are the roles of sales reps, booksellers, the finance department, copyright ... and customs regulations! Join the discussion, add your own experiences ... and understand more about content, prices, availability and much more!



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## EXAM DATES

CITY	DATES	TEST	LEVEL
Prague, Brno	26th October 2019	General English Academic English	B2, C1 C1
Prague, Brno	7th December 2019	General English EuroPro	B1, B2, C1 B2
Pilsen	27th October 2019	General English Academic English	B2, C1 C1
Pilsen	8th December 2019	General English EuroPro	B1, B2, C1 B2

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## Chris Farrell

Chris Farrell is the Head of Teacher Development with the Centre of English Studies Group, UK and Ireland. He holds an MA and a Cambridge DELTA and he is the Head of the CELTA Centre at CES Dublin. He lectures on the MATESOL at UCD and supervises on the MPhil ELT at TCD. He is a member of both the TDSIG Committee and the EAP in Ireland Committees. He regularly speaks at international conferences on behalf of both CES and EAQUALS.

### Plenary: Supporting Bottom-Up Teacher Development

This talk will focus on the ways in which an institution can move towards a negotiated Teacher Development programme by supporting bottom up teacher development. We will primarily focus on a number of key 'nudge points' necessary to try to create a school culture where reflection, goal setting, and independent learning are supported. The first of these is a focus on Mentoring both in terms of Early Career Development, and also the creation of Teacher Development Pathways as part of the development of more experienced teachers. Secondly, we will look at the development of a clear cycle of goal setting and assessment of success through reflection encouraged by a curriculum designed to support such a focus. The move away from a 'knowledge led' curriculum towards a focus on 'behaviours' and the assessment of success in these behaviours can help to reorientate the assessment of success in the class. Thirdly, there will be a focus on the role of Action Research, Supported Experiments, Knowledge Share sessions, and Professional Development Groups in helping teacher development become continuous.



## Sergi Martin

Sergi Martin, who is originally from Valencia, Spain, is a Spanish (as a foreign language) teacher and creator of the YouTube channel [www.youtube.com/SergiMartinSpanish](http://www.youtube.com/SergiMartinSpanish) a channel devoted to teaching Spanish. With more than 150 videos and 50,000 subscribers, it has already achieved more than 7 million views worldwide and these figures don't stop growing. Since 2008 he has been working as a Spanish teacher for foreigners both in person and on Skype. Until October 2014 he lived in Barcelona working for several schools. He currently lives in Prague where he continues to work as a Spanish teacher. Sergi has participated in several conferences at the Instituto Cervantes, at Akcent IH and at the International Conference AJŠ 2018 in Prague. He also participated in the 2nd ProfedeELE Teachers Meeting in Valencia in 2017 – the biggest meeting organized independently by Spanish teachers.

### Plenary: Uncover your creativity in order to prepare attractive visual materials.

Can creativity be learned or is it an innate talent? As a teacher I always want to teach creatively and as a youtuber I also need to create videos that are interesting and, above all else, engaging. In my presentation I will show that creativity, which is often improvisation, can easily be uncovered and tapped into. If you aren't creative, you'll learn how to discover your creativity. You'll learn how easy it is to make attractive visual materials and I will share my secrets about creating new videos - from the technical aspects to my sources of inspiration. Through all this, you will learn how to be both flexible as a teacher and engaging with the aim of not losing the attention of your students.



## Alan S. Mackenzie

Alan S. Mackenzie is a Director at TransformELT. He is celebrating his 30th year in ELT, 25 of which were spent in Asia in teaching, training and project management. Recently, he has been involved in projects in Bangladesh, Kazakhstan, Greece, Sri Lanka, Kuwait and the UK. He is a project designer, manager, and monitoring and evaluation specialist. As a trainer, he has worked with CLIL teachers from Spain, Switzerland, Italy, France, and Poland; teacher trainers from Uzbekistan, and China, and has managed large-scale ELT development projects in India, Pakistan and Thailand. He has evaluated projects in higher education in Spain, and Bangladesh and basic education in Kazakhstan, Bangladesh, and India. He is module leader for the NILE MA module in Developing Learner Autonomy.

### Plenary: Minding the gaps – Global trends in language education and the race to keep up

Around the world, education systems are putting more emphasis on the learning of languages. Rationales generally cite access to and participation in the global economy. The rise of services as an industrial sector puts emphasis on language ability and soft skills as essential for employment and many education systems are racing to change to meet the ever increasing demand for more and higher linguistically skilled workers. However, within this landscape of language education development a number of gaps hinder positive change. This presentation will explore the top ten gaps: from policy, through industry to teaching practices, development funding and project management. After describing each gap and the reasons for it, ideas to close those gaps will be sought from the audience before presenting key examples of how different education systems are trying to close them.

### The main gaps are:

1. Employer expectations vs. Education system aims and products
2. Education system aims vs. assessment systems
3. Assessment system aims vs. actual assessment tools used
4. Teacher development: training & funding vs. project commissioning and management
5. Perceptions of English native vs. non-native teacher skills
6. Teacher skills vs. Content language Integration: CLIL/EMI
7. Plurilingualism in the EU, Asean vs. mono/pseudo bilingualism in UK (state of MFL, status of EAL)
8. Technology: What is available vs. how it is used. Past – linguistic ubiquity. Present – online learning. Future – universal translators?
9. Competency frameworks and quality standards vs. actual performance
10. Lack of research in key areas: Trainer competence, learning impact assessment



## WORKSHOPS & OTHER SESSIONS



**James Thomas**

James Thomas is a freelance teacher trainer and author. He taught at Masaryk University in the Czech Republic from 1997 to 2016. In the last eight years he headed the KAA teacher training section. The main focus of his work is the L in ELT, i.e. language. Every year since 2002, he has conducted intensive teacher training courses at NILE in the UK and for the BC in China. His research investigates the application of language acquisition and linguistic findings to a new generation of language teaching and learning approaches. He won the 2010 ELTon for Innovation in ELT Publishing for his co-authored book, *Global Issues in the ELT Classroom*, published by Brno Fair Trade Society. In 2010, he hosted the biennial Teaching and Language Corpora (TALC) conference, of which he is committee member. He is chair of the Corpus SIG at EuroCALL, in which capacity he is hosting this year's one-day pre-symposium event.

### **Pre-Symposium Event Training: Corpora in the Language Classroom**

Everyone in the world is talking about corpora. Some people are saying how wonderful they are for non-native speaking teachers, that their students are very happy to have such resources at their fingertips, while others are saying that their whole view of language and language teaching has changed thanks to corpora. But far more people are saying that the tools are counter-intuitive, that the search results are difficult to process and apply, and that they simply don't understand what all the fuss is about.



**Linda Doleží**

Linda Doleží is a language teacher and teacher trainer. She works as an Assistant Professor at Masaryk University Language Centre and at the Department of Czech Language of Faculty of Arts. She focuses on teaching methodology, language acquisition and psycho- and neurolinguistics in multilingual contexts. Linda is a former methodologist of the State Integration Programme and she specializes in language support for children-foreigners, in particular refugees.

### **Workshop: Why do we forget languages? – Or do we?**

In my presentation I would like to introduce results of some psycho- and neurolinguistic studies concerning language attrition and forgetting. I will focus on whether and how vocabulary and grammar can be forgotten or lost. According to some studies even an apparently forgotten language leaves an imprint in our brain and the question is what role this language plays and how it influences other languages in our mind as well as our identity. Role of emotions will be stressed and special attention will be paid to trauma and conflict in connection to human memory and language processing. Last but not least, I would like to show how this type of knowledge can contribute to our foreign language teaching and how we can support our students not only in successfully learning their languages but also in using them and maintaining them.



**Michael Carrier**

Michael Carrier is managing director of Highdale Consulting and consults for educational organisations and lectures worldwide. He has worked in language education for 40 years as a teacher, trainer, author, and director. He has an MA in Applied Linguistics and an MBA, engaging in both the academic and management aspects of ELT. He was formerly Director, English Language Innovation at the British Council in London, CEO of the International House World schools network and Executive Director of Eurocentres USA. His focus is teacher development, intercultural awareness, and digital technology in education. He has published many articles and textbooks, & recently co-edited *'Digital Language Learning'* (Routledge 2017). He is on the boards of TIRE, ICC, International Students House, mEducation Alliance, and is a Fellow of the Royal Society of Arts. He is also Chair of the UK Government's ELT Working Group and a member of the British Council's ELT Advisory Group (ELAG).

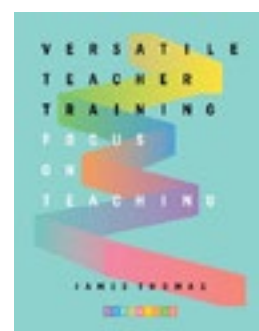
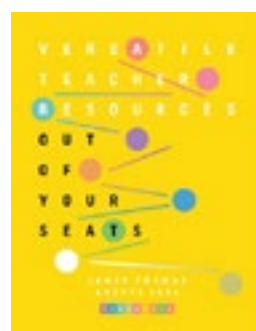
### **Workshop: Training teachers how to incorporate Cultural Awareness into ELT**

We are living in a globalised world and we talk constantly about the need for globalised language tools, and point to English as a global lingua franca, or Spanish and Mandarin or Arabic as world languages that globalised people need

at their fingertips. But a lingua franca (whether English or others) does not necessarily improve global communication if cultural misunderstandings impede open and clear communication and positive relationship building. In his BBC Reith Lecture Jeffrey Sachs, former Director of the UN Millennium Project, claims: "Our generation's greatest challenge... is learning to live in a crowded and interconnected world that is creating unprecedented pressures on human society". BBC Reith Lectures, 2007. Learning or teaching a language always entails some aspects, even if unspoken, of cultural awareness and understanding of cultural beliefs, assumptions, knowledge. In providing language education, then, we need to ensure that the development of the language proficiency that is a pre-requisite of effective communication with speakers of other languages, is matched by a development of the cultural competence that underpins the real-world use of that language. Many teachers try to incorporate this intercultural dimension into their teaching, drawing upon research and literature from across cultural studies and especially culture in the workplace. How can we help teachers to analyse, select and include the kind of intercultural skills that learners need for real-world application of their English skills? This talk looks at how we can help teachers develop the skill of incorporating intercultural competence into the English class.

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**Ola Komada**  
 Director of Methodology  
 at Edu Bears

A graduate of the University of Silesia, teacher and then Director of Methodology at CLAN, a network of language schools in Upper Silesia. She used to be in charge of several dozen teachers and several hundred customers each year. Her passion for teaching preschool kids lies at the heart of the practical aspects of the Teddy Eddie method, which was nominated for an ELTon Award in the category 'Innovation' in 2014. Currently she is the Director of Methodology at Edu Bears, where she is responsible for the company's sustainable and balanced growth. For several years now she has been involved in a new project – the Savvy Ed method, which is a unique language course for advanced learners aged 7 to 10. She likes a very practical approach to teaching and sets high standards for both herself and her students. As a notoriously busy person, she opts for systemic teaching solutions, which help reduce class preparation time while ensuring really good outcomes. In her private life, she is the mum of Zuzia (10) and Emil (6) whose language progress she has been following with keen interest and fascination.

**Workshop: Can you do more doing less?**

I have been working with ELT teachers for the last 15 years and I have often heard complaints about the time that lesson preparation takes. I believe that we may prepare valuable and effective lessons using less time and energy if we prepare "systemic" materials and tasks that once prepared will work for years. Curious how to do it? Try this workshop – I can guarantee many ready-made ideas to take away and implement in your classroom immediately! The concepts I will show shall help you teach vocabulary and grammar and also boost your students' speaking skills. I will present ideas suitable for Young Learners and teens but I am sure you will be able to adjust them to all sorts of groups and students, even the mixed ability ones.



**Sinéad Laffan**

Sinéad Laffan is a freelance teacher trainer, based in Budapest. She is a member of Trinity College TESOL and ESOL examining panels, as well as an experienced Trinity Cert TESOL/Dip TESOL trainer. She is a Cambridge CELTA trainer, and Oxford Teachers' Academy Trainer and a member of the teaching faculty at Exeter College Summer School for English Language Teachers at the University of Oxford. She specialises in performance development for English Language teachers, helping language schools retain staff and students by creating and delivering tailored teacher development programs. Her process focuses on helping each teacher find their own best selves as practitioners and professionals. She is a former coordinator of the IATEFL Teacher Development Special Interest Group.

**Workshop: A few question and press "play" – isn't there more to teaching listening?**

Learners have more opportunities for listening than ever before, but it's not always clear how best to proceed. This workshop will look at some of the issues surrounding the "teaching" of listening, the challenges that our learners experience and how we can support them (both in and outside of the classroom) to be more confident and successful listeners. We will explore both exam-practice focused activities as well as tasks for authentic listening materials. You will leave this session with simple and practical activities to try out with your own students as well as for CPD sessions with teachers.



**Martina Limburg**

Martina Limburg is a language teacher and teacher trainer. She holds a degree in English and German philology from Masaryk University in Brno and in Dutch literature from Utrecht University. She has the experience of teaching Dutch and Dutch literature and translatology at university and has taught English and Dutch as a foreign language for various language schools for over 15 years. She joined Archimedes Inspiration in 2014 and is currently a Director of Studies for Stories Language School. Being a literary translator and an avid film fan she quickly became involved in the production of the Mooveez application. She is part of the creative team at Mooveez where she is responsible for learning and teaching methodology.

**Joint Workshop – Martina Limburg/  
 Iva Baldová: Phonetics**

Phonetics don't get nearly enough space in the English classroom. Suprasegmental features are probably even more overlooked. This session focuses on how to use film dialogues when teaching prosodic features such as intonation, sentence stress, connected speech or rhythm. Together we will look at some selection strategies and drilling techniques.



**Iva Baldová**

Iva Baldová is a language teacher and instructional designer. She graduated from Charles University in Prague majoring in Adult Education and Personnel Management (Bachelor) and in Education (Master). Apart from teaching English, she has helped to design some innovative learning projects, such as Talnet (a blended learning programme for gifted teenagers), Flash (ESP textbooks for future electricians) and, currently, Mooveez (a mobile application for studying languages through film). Iva is a polyglot who loves to experiment with language learning applications and other methods, she's especially interested in story-based learning.



## Ida Ruffolo

Ida Ruffolo is a Researcher in English Language and Linguistics at the University of Calabria, Italy, where she teaches EAP and ESP. She holds a PhD in Language analysis and interdisciplinary studies from the University of Calabria and an MA in ELT from the University of Reading. Her research interests are Corpus Linguistics, Discourse Analysis, and ESP, with particular interest in the language of tourism.

### **Joint Workshop – Ida Ruffolo / Jean Marguerite Jimenez: Data-driven learning in the ESP classroom: teachers' and students' voices**

The purpose of this presentation is to share a didactic experience carried out with Tourism and Business Administration graduate students who used corpus tools in the ESP classroom for the first time. The aim of the activities was to raise students' awareness of how language actually works as well as help them become more autonomous language learners by providing them with a critical approach to reading texts. Specifically, students examined a corpus of webpages from hotels which have received awards for their sustainable practices in order to investigate the discourse adopted by hoteliers when communicating their green practices. Through the use of a concordancing program, the students analysed the texts quantitatively and qualitatively in order to draw their own conclusions on the promotion of sustainability in hotel web-



## Jean Marguerite Jimenez

Jean Marguerite Jimenez is a Researcher in English Language and Translation at the University of Calabria, Italy, where she teaches EAP and ESP to students majoring in Business Administration, Education, and Political Science. She is part of the Advisory Board of the University Language Centre, where she is co-coordinator of the Test Development Team. She holds a PhD in Applied Linguistics from Lancaster University, UK. Her research interests include SLA, Corrective Feedback in CALL, Testing, and the use of Corpus Linguistics in the second language classroom. Ida Ruffolo is a Researcher in English Language and Linguistics at the University of Calabria, Italy, where she teaches EAP and ESP. She holds a PhD in Language analysis and interdisciplinary studies from the University of Calabria and an MA in ELT from the University of Reading. Her research interests are Corpus Linguistics, Discourse Analysis, and ESP, with particular interest in the language of tourism.

sites and decide whether potential tourists might consider the message conveyed reliable. Although the activities were considered a success by the teachers, further investigation on the learners' perceptions was necessary. Thus, a questionnaire was administered at the end of the course to verify to what extent the students considered the data driven approach to be effective and how it could be improved to further facilitate language learning. During the first part of the presentation we will illustrate the didactic activities carried out and show how they can be adapted to other ESP contexts. We will then discuss the results of the questionnaire and consider pedagogical implications.



## Dave Cleary

Dave Cleary is the Director of Studies at International House Brno where he also oversees the Associate Schools program and manages the Teacher Training Centre. He has been teaching English in Brno for almost two decades; and Dave has also been training teachers for over 15 years, presenting workshops and plenaries at conferences all over Europe. Most recently he started the successful Trainers' Weekend here in Brno where he trains Academic Managers and Trainers. He is DELTA qualified and has a Masters in International Business Management. Dave's main points of interest on this area are connected to Human Resources – managing people and teams.

### **Workshop: Managing Difficult Conversations**

We all have to have difficult conversations sometimes. It might be speaking to a disruptive student, giving a trainee feedback on an observed lesson, changing a teacher's timetable following a complaint, or any number of other situations. Managing these difficult conversations well is not easy but when done effectively it helps students, teachers and employees understand how to improve their performance, which leads to better work and, the ultimate goal, more student progress. In this session we will explore how a widely-accepted model from psychology can be brought into ELT and used effectively across a range of situations. The model helps us understand how people are feeling, why they are reacting in a particular way, and therefore how we can manage the conversation to better support them. We will start by looking at one situation and seeing how the model fits, and finish by trying out some of those difficult conversations in a role-play.



## Anjuli Pandavar

Dr Anjuli Pandavar is an Assistant Professor in English and Internationalisation Coordinator at the Language Centre of Masaryk University. She has been innovating in transformative education in several countries, including China, since 2010, specialising in developing language, creative, critical and metacognitive skills through project-based experiential learning. Anjuli holds a range of degrees and teaching qualifications, including a recently-completed MFA in creative writing from New York University in Paris. She is on track for completing Book I of her first historical novel and has started on her second novel, set in the village of Zastávka in South Moravia.

### **Workshop: Integrated English as Lingua Franca and English for Internationalisation: Destructive Test**

This workshop examines one particular integrated language teaching and teacher-training initiative proposed for implementation at Masaryk University over the two semesters Autumn 2019-Spring 2020. It addresses the following current MUNI needs: an advanced C1 level English course; an enhanced CJV EMI professional development course for MUNI teachers; an increase in MUNI's ability to attract international students; an increase in MUNI student and staff uptake of international placement opportunities. Armed with both course outlines, workshop participants, working in small groups, will be invited to critique this proposal and attempt to prove that it cannot work.



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