

THE IMAGE CONFERENCE
Saturday, 5 October 2019

<p>Morning Plenary 9:15 – 10:15</p>	
<p>Aula 3.13</p>	<p style="text-align: center;">Kieran Donaaghy What about the fifth skills of viewing?</p> <p>In the English language curricula of a number of countries – for example, Canada, Australia and Singapore – two new skills, viewing and visually representing, have been added to the traditional skills of reading, writing, listening and speaking. Undoubtedly, these two new skills of viewing and representing will be integrated into national curricula throughout the world in the near future.</p> <p>In this talk we will examine what viewing is and how we can help our students become more effective viewers by exploring a number of generic activities which can be used a variety of visual texts – photos, paintings, short films and videos. Teachers will go away from the talk with a clear understanding of what the skill of viewing is and a number of tried and tested viewing activities to use with their students.</p>
<p>Session 1.1 (10:25 – 11:10)</p>	
<p>Keynote Strand 3.12</p>	<p style="text-align: center;">Katherine Stannett Looking Beyond the Classroom (Images)</p> <p>The English classroom can and should be so much more than simply a place to learn a language. In this talk, I will be sharing some ways in which we can use images and videos to teach our learners about real lives, real places and real stories from around the world.</p>
<p>3.18</p>	<p style="text-align: center;">María Dolores Gómez Gómez What's your type (face)? (Mental Imagery)</p> <p>Typeface communicates a lot more than we may admit. We use different fonts, perhaps inadvertently, to convey how we feel and how we want others to feel. Creative uses of typography may promote inclusion and a change of narrative in the classroom, as well as a common culture.</p>
<p>3.17</p>	<p style="text-align: center;">David Geneste Coming soon to your classroom: dystopian trailers (Film)</p> <p>Dystopias are popular because they show the challenges our world is facing: technological advance, climate change and growing nationalism. This talk will introduce a number of dystopian film trailers such as District 9 and WALL-E and explore their cinematographical merits, TESOL potential and issues relevant to young people.</p>
<p>3.16</p>	<p style="text-align: center;">François-Xavier Fiévez, Christelle Hoorelbeke, Natassia Schutz An entrepreneurial approach to creating and assessing mobile application video teasers in the language classroom (Video)</p> <p>In a cross-disciplinary project involving students in economics and as part of an English entrepreneurial-oriented course, second-year students in computer sciences create a video teaser to promote their mobile application project. This project enables both groups of students to develop to different</p>

	extends linguistic, entrepreneurial, technical or soft skills. This talk will introduce the whole project.
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<p>Coffee Break 11:10 – 11:40 (Exhibition Area)</p>

<p>Session 1.2 (11:45 – 12:30)</p>

<p>Keynote Strand 3.12</p>	<p>Sylvia Karastathi Viewing Skills: Learning from Museum Educators (Art)</p>
	<p>What can language teachers learn from museum educators about activating the creative and generative power of images? This talk will outline principles and practices from museum education that seek to deepen and extend our connection with images and propose concrete examples on how to cultivate viewing skills in our language classes.</p>
<p>3.18</p>	<p>Joanna Norton Walking Through English (Images)</p>
	<p>Inspired by Charles Baudelaire’s concept of the flâneur, an urban wanderer, Walking Through English deploys techniques of psychogeography to offer a reflective pause on the role of the visual arts in ELT. Presenting an eclectic range of activities from state teaching, community education to higher education, Walking Through English experiments with notions of playfulness and inventiveness to help manage the unpredictable and predict the unforeseen. For this session, participants are asked to bring a mobile device with a QR reader installed, along with headphones to listen to audio files.</p>
<p>3.17</p>	<p>Julia Alivertis & Jeffrey Doonan Listen to your eyes (Art)</p>
	<p>By introducing art into ELT, our learners become more culturally aware and their critical abilities are enhanced. Through interaction with artworks students learn about the influences of cultures, society and generational differences. While looking at art across the genres students begin to understand and reflect on their emotions and make connections between art and other disciplines. Integrating art stimulates visual learning.</p>
<p>3.16</p>	<p>Georgia Psarra Using Arts to cultivate Empathy (Art)</p>
	<p>I chose Picasso’s painting Guernica to introduce my students to the topic of ‘War’. Apart from the famous painting, I used other forms of Arts like Music, Photography and Filming as sources of thought-provoking elaboration so that more Arts can contribute and students can express their feelings, thoughts and empathy to the people struck by the war.</p>

<p>Session 1.3 (12:35 – 13:20)</p>

<p>Keynote Strand 3.12</p>	<p>Stephanie Xerri Agius Using Multimodal Materials for Sociocultural Awareness (Video)</p>
	<p>This session demonstrates how multimodal materials can enhance learners’ sociocultural awareness and trigger their creative language production (e.g. through song or video). Participants will become familiar with lesson ideas</p>

	that involve using media such as song lyrics, spoken word poetry, or video, to raise awareness of topical issues in ELT.
3.18	<p style="text-align: center;">Magdalena Brzezinska</p> <p style="text-align: center;">Outsmarting the tyrants – using animation to let the world know (Film)</p> <p>The workshop will be focused on using politically loaded animated films to raise student awareness. In particular, "Ketchup" by Chinese directors Yan Bai Shen and Guo Chun Ning will be discussed, and activities including ones mimicking social media interaction will be proposed.</p>
3.17	<p style="text-align: center;">Elsie Johnson</p> <p style="text-align: center;">Tell Me A Story (Images)</p> <p>This interactive workshop will demonstrate how capitalizing on the personal experiences of adult literacy learners are a rich source of authentic material. Creating a simple visual story leads to story retelling and gives students opportunities to share life experiences. Participants will view samples of storytelling techniques using visual prompts.</p>
3.16	<p style="text-align: center;">Helen Chapman</p> <p style="text-align: center;">Using images effectively in pre-primary (Images)</p> <p>This talk outlines how we can use images in the early years ELT context effectively. We will look at examples of how images can be used at different stages in the lesson for classroom management, to involve young children in their own learning, and to develop an understanding of diversity.</p>

<p>Lunch</p> <p>13:20 – 14:30 (Exhibition Area)</p>	
<p>Session 1.4 (14:30 – 15:15)</p>	
Keynote Strand 3.12	<p style="text-align: center;">Annelene Timmermans</p> <p style="text-align: center;">Making pupils media lit! Integrating media literacy into language lessons (Images)</p> <p>How can teachers make their pupils more media literate? This interactive workshop will enhance teachers' media literacy skills and provide them with a practical toolbox and inspirational ideas for their English lessons. The activities will focus on images and videos, using the newest media literacy teaching techniques and methodology.</p>
3.18	<p style="text-align: center;">Maria Davou</p> <p style="text-align: center;">An Image Based Tool for Self-Assessment and Student Engagement (Images)</p> <p>This presentation is about a classroom assessment tool, its design, purposes and preliminary results of use. The tool is called My Photo Self-Assessment (MPSA) and has been used with learners of all levels and ages, to track language development as perceived by the learner and promote learner engagement.</p>
3.17	<p style="text-align: center;">Cathy Salonikidis</p> <p style="text-align: center;">Turning Reading into an Artbook (Art)</p> <p>This workshop presents a team-based, interpersonal, and individual hands-on activity designed to achieve innovative and inventive teaching and to enhance out-of-the-box creative thinking by promoting diversity and imagination through Arts. The focus is on provoking an interest and involvement by allowing students to turn any reading into an artbook.</p>

3.16	<p style="text-align: center;">Frank Mc Girr</p> <p style="text-align: center;">Movies: The Language that's Missing in Language Learning (Film)</p> <p>Movies are the richest resource available to language learners. Multi-sensory and immersive, they present authentic language in an emotionally enriching environment. Why then is film not the central component on all language courses? In this talk, Frank will share his experience of creating The English Language Film Club in Bremen</p>
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Session 1.5 (15:25 – 16:10)

Keynote Strand 3.12	<p style="text-align: center;">Anna Whitcher & Victoria Pascual</p> <p style="text-align: center;">Language teachers and video producers working together (Video)</p> <p>Producers make videos based on what publishers say teachers want, but what if teachers could work with video producers directly and help to select the content? ELT ImageMakers have been experimenting with this new type of collaboration and see it as a vehicle for bringing visual literacy into the classroom more effectively.</p>
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3.18	<p style="text-align: center;">Robert Campbell</p> <p style="text-align: center;">Using videoscapes in roleplays (Images)</p> <p>Classroom roleplays require a degree of imagination to be memorable and fun. Multimedia can help. Using images, video and audio, we'll re-create role plays in which participants practise language in a variety of situations. We'll be using the ExLT 'adventure' The Island and a videoscape from Helbling's new Studio course.</p>
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3.17	<p style="text-align: center;">Marina Yesipenko</p> <p style="text-align: center;">Multimodality in ESL: Writing is NOT daunting? (Images)</p> <p>This workshop aims to shed light on utilising the concept of Multimodality in ESL writing activities. It is grounded on the premise that the definition of writing needs to be shifted from composing solely written texts to constructing meanings by using multimodal resources such as image, sound, and other forms of communication.</p> <p>The proposed perspective on teaching and learning enables learners to make purposeful selection of multimodal semiotic resources to express themselves in L2, creating materials which could be shared and interacted with. This workshop focuses on practical ways of making textbook tasks more meaningful and interactive, in an attempt to overcome learners' reluctance to writing.</p>
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3.16	<p style="text-align: center;">Emma Louise Pratt</p> <p style="text-align: center;">Ways of Seeing: Drawing as a Physical Response (Art)</p> <p>Drawing is a useful tool to open pathways of thinking and enrich communication in the language classroom. In this workshop I will explain my artists in schools programme and we'll try some different activities – with different lesson stages, age groups and scaffolding. Threaded through the activities will be the conference theme of migration.</p>
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Coffee Break 16:10 – 16:30 (Exhibition Area)
Session 1.6 (16:40 – 17:25)

<p>Keynote Strand 3.12</p>	<p style="text-align: center;">Nóra Nagy</p> <p>Taking knowledge out of the classroom: scaffolding exhibition visits (Images) In my research I explored the potential benefits of art exhibition visits in second language development with higher education students. A series of pre-and post-visit writing and speaking activities were designed to develop the students' multimodal literacy and language skills. The talk describes the most effective tasks and their implementation.</p>
<p>3.18</p>	<p style="text-align: center;">Irimi Papakammenou</p> <p>Interactive Paintings – Visual intriguing art for language enhancement (Art) This presentation is about Interactive pieces of art which are created by an artist and students. The goal in this work is twofold - to raise awareness of global issues such as migration and to help learners develop language proficiency. It aims to help students collaborate both artistically and linguistically.</p>
<p>3.17</p>	<p style="text-align: center;">Georgios Chatzis</p> <p>Mozart Meets Queen: De-desensitizing the YouTube Generation to Social Issues (Video) Using Mozart's <i>Marriage of Figaro</i> and Queen's 'Radio Gaga,' this presentation will show how video can give context to music, bring social issues into focus and engage students. It will give examples of how videos can make such issues relevant to post-millennials and inspire them to get involved in social projects.</p>
<p>3.16</p>	<p style="text-align: center;">Paul Herron Campos</p> <p>The mind's eye: L2 acquisition through visualization (Mental Imagery) Our innate ability to visualize with our eyes closed is known as our mind's eye. Top achievers such as elite athletes habitually employ visualization techniques to prepare and enhance their performances. In this workshop, I will explore activities to provide teachers and learners with useful visualization techniques for language acquisition.</p>
<p>Saturday's Closing Plenary</p>	
<p>Aula 3.13</p>	<p style="text-align: center;">Nayr Ibrahim</p> <p>Children's plurilingual voices in English language classrooms: a visual turn Children come to class with multiple languages and identities, which are often ignored and hence the children silenced. We will explore how drawing, objects and multimodal approaches provide a visual narrative space to help children learn English, give children a voice in the language classroom and validate their plurilingual selves.</p>

THE IMAGE CONFERENCE

Sunday, 6 October 2019

Session 2.1 (9:00 – 9:45)	
Keynote Strand 3.12	<p>Josep Maria Planas, Esther Fuertes, & Montserrat Morales</p> <p>The Art of Talking (Learning language through Art and VTS) (Art)</p> <p>In this talk we are going to present a project launched by the Educational Department in Catalonia with collaboration of the National Museum of Art of Catalonia (MNAC) aimed at adult education students learning Catalan, Spanish or English as a second language through art using the Visual Thinking Strategies methodology.</p>
3.18	<p>Renske Oort</p> <p>Wordless media in elementary school multilingual classrooms: opening minds (Images)</p> <p>Around the world there are classrooms with mixed proficiency in the instruction language, for instance caused by migration. This poses challenges as well as opportunities for teaching and learning. Wordless media are explored as a tool for opening minds and sparking ideas and interactions in an international elementary classroom.</p>
3.17	<p>Phil Longwell</p> <p>A personal history of filmmaking with students in ELT (Film)</p> <p>I will give my first talk at any conference which shows my experience of creating films as a teacher. It will draw on real examples of making films with students (2006-2019). Filmmaking and editing is a hobby and my passion will be on display in this presentation.</p>
3.16	<p>Rob Howard</p> <p>Student-made video projects to enhance speaking skills – the Book</p> <p>Since 2007, I've been using student-made video projects to stimulate teenaged students to plan, script, film and present a variety of videos that have increased oral production, confidence and fluency through out-of-class assignments with varied subjects. This talk will outline the methodology, implementation and benefits. This will promote a book.</p>

Session 2.2 (9:55 – 10:40)	
Keynote Strand 3.12	<p>Joanna Norton</p> <p>Uncovering Suppressed Voices (Images)</p> <p>In his writings, the Kenyan author Ngugi wa Thiong'o brings us back to the colonial era to reveal that in all colonies, the first thing to go was language. The Indian writer Arundhati Roy weaves a similar thread through her words to argue the partition of India was in fact the partition of language. The enforced separation from the rhythm and musicality of one's mother tongue was a violent experience shared by millions. While both writers remind us of this historical fact, today's diverse classrooms remind us that yet again the past is the present. With populations on the move and languages migrating across borders, many students are schooled once more in the language of their former colonial masters.</p>

	<p>While decolonizing the curriculum is an emerging trend within UK universities, for the voices of empire, reclaiming the native voice is a life process. As part of this process my lesson planning is dominated by the endless search for appropriate context that seeks to challenge traditional canons of knowledge to uncover the suppressed voice.</p> <p>This presentation will introduce visual artists from the global diaspora to explore participatory models of ELT before moving to investigate the role of ELT as an emancipatory tool. The session will conclude with an emphasis on the need to interrogate the power dynamics underpinning the teacher-student relationship to ensure suppressed voices are voiced.</p>
3.18	<p style="text-align: center;">GISIG STRAND Linda Russ</p> <p>‘I am a refugee’: identifying with the photo and other tasks (Images) Powerful, engaging photos about real, political contexts mainly from the Global South, often supporting the underprivileged and dispossessed eg. refugees. In this workshop we will feast on many such photos available free on eewiki.newint.org and try out 10 different practical tasks that can be used many times each in class.</p>
3.17	<p style="text-align: center;">Judy Boyle</p> <p>Using images to educate about human trafficking and modern slavery (Images) Over 40 million people are in slavery today yet the invisible crime is closer than we realise. This talk examines the bold, powerful images that play an integral part of The NO Project's free downloadable ELT educational material specifically designed for teachers of teen, young adult and adult learners.</p>
3.16	<p style="text-align: center;">Jo Cummins</p> <p>Guided Visualisations – Accessing the Mind’s Eye (Mental Imagery) Guided visualisations use words to create a window into students’ mental imagery, imagination and creativity. They can create a personalised and multi-sensory class experience. This practical workshop will allow participants to experience a visualisation and give them the opportunity to explore why and how to use them in their classrooms.</p>
<p>Coffee Break 10:40 – 11:00 (Exhibition Area)</p>	

Session 2.3 (11:00 – 11:45)	
Keynote Strand 3.12	<p style="text-align: center;">John Arnold</p> <p>Using authentic video to curate and reproduce lexical chunks (Video) The Lexical Approach is more than just getting students to memorize lists of chunks. It is about teaching students to recognize useable chunks and then reproducing them in appropriate contexts. This interactive workshop takes you through one approach to accomplish this using TEDTalks.</p>
3.18	<p style="text-align: center;">GISIG STRAND Aiden Yeh</p> <p>(Im)Migrants’ Socio-symbolic Significance & Urban Linguistic Landscape: A Task-based Project (Images)</p>

	In this talk, I will share a collaborative task-based project that teaches adult learners how to conduct a small research on language(s) and identity of (im)migrants, and the effects of their socio-symbolic significance on a city's urban linguistic landscape using Taiwan's social and educational context as an example.
3.17	<p style="text-align: center;">Anna Whitcher</p> <p style="text-align: center;">Scriptwriting & Storyboarding: The Basics (Video)</p> <p>Have you ever been curious about the video creation process in ELT? Do terms like voice over, storyboarding, and pick-up lines sound foreign to you? In this workshop, participants will learn basic film terms that apply to the ELT video creation process and apply this knowledge to typical project examples.</p>
3.16	<p style="text-align: center;">George Chinnery, William Mwinuka & Michael Auerbach</p> <p style="text-align: center;">Using student-created virtual reality to foster social-emotional learning and English skills (VR)</p> <p>In this talk, the panelists will present on a pilot project in which 25 Tanzanian teenagers volunteered to participate in weekly series of virtual reality and social-emotional learning activities to bolster their English skills. The presentation will address the tools and activities, learning gains, and challenges faced.</p>

Session 2.4 (11:55 – 12:40)	
Keynote Strand 3.12	<p style="text-align: center;">Elena Dominguez Romero & Jelena Bobkina</p> <p style="text-align: center;">Active learning video-based methodologies in the EFL/ESL university classroom (Video)</p> <p>Educational technologies have become an indispensable part of any teaching/learning process as digital video has gained a prominent position in enhancing not only aural reception but also active production skills when it comes to the acquisition of oracy (Goldstein, 2017). The aim of this talk is to present a video-based methodology which has been developed to improve our EFL/ESL university students' oracy skills within a project on educational innovation carried out at the Universidad Politécnica de Madrid (Spain) during 2017-18. The project has involved the design of a set of videos compiled in an electronic modular book which combines modern audio-visual technologies with innovative learning methods such as blended-learning and flipped classroom.</p>
3.18	<p style="text-align: center;">GISIG STRAND</p> <p style="text-align: center;">Various Panelists</p> <p style="text-align: center;">GISIG Forum</p>
3.17	<p style="text-align: center;">Bruno Leys</p> <p style="text-align: center;">Look Out! Grammar! (Images)</p> <p>Grammar is all around us. Sometimes, however, grammar seems to be reduced to rules and contextless exercises. In this workshop I present various images, collected over the years, with samples of real English that will be used to introduce, illustrate and generate a variety of grammatical items.</p>
3.16	Fiona Mauchline

	<p>Screenwriting your way to language proficiency (Film)</p> <p>Do you use video for listening skills? Or ask students to video themselves as motivation to speak? Then why not bring film into writing skills lessons, too? Teaching students through screenwriting will improve their English and give them an engaging, new skill. Come and try it – step by step.</p>
<p>Conference Closing Plenary 13:00 – 14:00</p>	
Aula 3.13	<p>Hania Krystyna Bociek</p> <p>Reconciling global communication and national cultures: Putting art at the heart of international empathy</p> <p>We shall consider how English, the 21st century global communicator, can embrace both national artistic cultures and global human issues to become truly meaningful and inclusive to those that use it primarily as a pragmatic tool.</p>
<p>CONFERENCE CLOSING LUNCH & RECEPTION 14:00 – 15:00 Exhibition Hall</p>	