

ECIS
ESL & MOTHER TONGUE
LANGUAGE FORUM

Many Languages,
One Message:
Equal Rights
to the Curriculum



Marymount
International School

Rome 2005

“Of all the student background variables, the most powerful predictor of academic success in the second language (English) is formal schooling in the first language (mother tongue)”.

Wayne Thomas & Virginia Collier (1997)



Many Languages One Message: Equal Rights to the Curriculum

International schools have a duty to their international student body to ensure that every student has equal access to the curriculum; indeed, every international school philosophy will claim to do so. Translating that philosophy into effective practice, however, is something that many international schools still have to strive for.

Mother Tongue Programme

Virginia Collier and Wayne Thomas analysed two million records from 1982-1996 (the largest data collected of minority languages students to date) and found that bilingually schooled children outperform their monolingual peers in academic achievement in all subject areas after 4-7 years of schooling if the programme is well implemented, not segregated and sustained long enough to close the achievement gap between the English language learners and native speakers. While it is true that many international schools could not run a bilingual programme in the usual sense of that word, the inclusion of mother tongue programmes can go a long way to bridging the chasm between the classic bilingual programme and what is happening in International schools. Several International schools have impressive mother tongue programmes. They have understood that establishing and maintaining literacy in their student's mother tongue while developing the second language is the way to ensure academic success. They also send out a clear message to their community "We value your language and your culture".

Coherent ESL programme

In my opinion too many international schools simply pay lip service to ESL. For many schools it is enough that they have an ESL teacher listed on the faculty for them to say they have an ESL programme. But what depth can there be to such a programme if no one has studied the language needs of



the school population, if there is no agreed upon, coherent second language policy in place and if the entire ESL programme depends on a sole Mr. or Mrs. Fix-It who upon employment was given a magic wand and told to get on with the job!

Fully staffed

In an international school, ESL is an integral part of every subject, and it deserves at least the same respect as is accorded to the others. But it is often considered a non-subject and as such its needs are often neglected. When the History or French department need another teacher, one is employed. When the ESL department needs additional staff, the funds may not be available. How can ESL students have equal rights to the curriculum if the school (and many international schools are guilty of this) have a Sink or Swim policy in place. Let me describe a common scenario: The ESL teacher works with only the most needy, generally the latest arrivals. She/he works with them until another batch of newcomers arrives. A selection takes place at this point and those deemed more competent leave the programme to make space for the more needy ones. And so it goes on: students are pushed out into 'a sea of confusion' before they have learned to swim.

Administrative awareness

ESL teachers know how long it takes to learn a second language to near fluency, and how difficult it is for second language students to deal with the academic demands of the mainstream curriculum until they attain that level. They should share this information with administrators. Some administrators will say that every teacher is an ESL teacher. This is true, but it is only true if classroom teachers have been trained to deal with these students in their classes. International schools have an ethical duty to ESL children to make sure that they receive adequate specialised ESL support.

Hiring teachers

Administrators also have to select teachers who are likely to meet the needs of their learners. International schools need to employ people who speak languages other than English because ultimately these are the kinds of



teachers who understand what learning a language entails and therefore can empathize more with the vast majority of international students. In my mind there is no place in International education for people who “don’t like languages” or “can’t learn languages”.

Staff development

As said previously, in an international school “every teacher is an ESL teacher”. To ensure that this is indeed a reality, administrators and mainstream staff need to be trained in ESL techniques and strategies. Language must be viewed across the curriculum and everyone must share in its teaching. The onus is on the school’s administration to organize professional development on ESL and language-related issues.

I would suggest that many international schools need to become more aware of who their students are and what their needs are so that all students, including multilingual ones, are able to receive what they deserve: EQUAL RIGHTS to the CURRICULUM.

Eithne Gallagher

Rome, 2003



ECIS
ESL & Mother Tongue
Language Forum

Programme



Thursday 3rd March

8:00 ~ 8:45 **Registration** Hall at garden level

8:45 ~ 9:15 **Opening Remarks – Eithne Gallagher** Salone dei Papi

Welcome – Dr Yvonne Hennigan

9:15 ~ 10:30 **Keynote Speech**

Dr Stephen Krashen

Salone dei Papi

Applying the Comprehension Hypothesis (Part 1)

(Note: Parts 2 and 3 will be delivered in the plenary sessions.)

The Comprehension Hypothesis is the core of language acquisition theory. It claims that we acquire language and literacy by understanding messages and is supported by massive evidence. In this presentation some of the challenges to the CH, such as claims for the effectiveness of grammar and correction and “comprehensible output” will be discussed. Some possible applications of the CH to the foreign language teaching situation that take advantage of the power of the first language and that attempt to create autonomous acquirers will also be outlined.

10:30 ~ 11:00 **Break**

11:00 ~ 12:00 **Concurrent Sessions**

Eugenia Papadaki

Sala Aldobrandini

Promoting Multilingualism/Multiculturalism through Language Awareness

In this workshop the importance of linguistic and cultural awareness in the curriculum will be examined in the context of an international school.

Sheri Valentine and Emma Kirk

Sala Odescalchi

Primary Use of Authentic Texts in Teaching ESOL Reading Comprehension

This workshop will address the use of authentic literary texts in teaching reading comprehension to a wide range of ESL classes. The session will focus on the reasons why we use authentic texts, what we call authentic texts, the advantages of using them and the professional experiences that the speakers have had in using them.



Michael O'Neill

Sala Colonna

Whole School Approaches

This presentation will look at an integrated system for maximizing student achievement and professional development of the teacher based on approaching the student as an individual. The session will look at reasons, implementation and success of a project carried out in the speaker's school and how it can also be adapted to suit specific purposes.

Fatemeh Alipanahi

Sala Farnese

Using Music in EFL classes

In this session the speaker will analyse how music can be used to create a learning atmosphere for listening, speaking, reading and writing, and also to increase vocabulary and cultural knowledge

Maurice Carder

Salone dei Papi

Issues of Assessment Concerning ESL Students

This is a round-table discussion on assessment as it affects second language learners. Participants should come prepared with a clear idea of preferences with research and evidence from experience for an open and lively debate.

Dr Rebecca Freeman-Field

Sala Carpegna

Individual Consultations

Dr Freeman-Field will be available by appointment to consult with teachers/administrators about their ESL, bilingual education and/or mother tongue programs. The emphasis will be on identifying creative ways that educators can address challenges that they face as they work to meet the needs of their English Language Learners given consideration of their school and community goals, resources and constraints.

12:15 ~ 1:15 *Invited Speaker Workshops***Dr Else Hamayan**

Sala Colonna

Is it LD or L2?

One of the most difficult challenges facing teachers is to determine whether academic difficulties are due to a long-term learning disability or a passing difficulty in learning through a second language. We will examine the questions that need to be asked before a decision is made as to the source of the problem. We will also list the data that need to be gathered in the process of determining whether a full-fledged referral is necessary.



Dr John Landon

Sala Aldobrandini

Recognising the priority of early literacy development in L1

The development of high levels of literacy in L1 is essential for the sustainability of L1 as a medium for individual, social and intellectual development, and for the establishment of a firm foundation for literacy in additional languages. We will examine the case for the priority of L1 literacy, consider how L1 literacy development might be supported in a multilingual school and outline what teachers of literacy in additional languages need to know about those students who are already literate in their respective L1s.

Dr Krashen and Dr Sternfeld

Salone dei Papi

Lowering the Barriers

The comprehension hypothesis states that we all acquire language the same way, by understanding messages. The same input, however, can be just right for some people, but can cause confusion and anxiety in others. We want to know why, and we want to know how each acquirer can get the most out of the input available to him or her. In this workshop we deal with a core but as yet little examined aspect of "comprehensible input": how individual differences in beliefs about language acquisition and personality condition our reactions to input. Participants will be immersed in an input-rich environment in another language and will examine their own and others' reactions to different forms of input. Together we will work towards understanding how we can help acquirers find the input that is right for them, as well as overcome affective blocks to acquisition, and help each acquirer unleash the full power of their own language acquisition device.

1:15 ~ 2:15***Lunch*****2:15 ~ 3:30*****Invited Speaker Lecture*****Dr Jim Cummins**

Salone dei Papi

Communicative Language Teaching: Can We Do Better?

Since the 1980s, theory and practice in second language instruction has been strongly influenced by the assumptions of communicative language teaching. This presentation will examine critically some of these assumptions and propose a more adequate framework for language teaching. This framework will reflect the possibilities opened up by multiliteracies pedagogy that builds on the linguistic and cultural foundation that students bring to school and uses technology to amplify the range of language and literacy practices in which students engage. The presentation will describe several concrete directions for implementing multiliteracies pedagogy in linguistically diverse classrooms.



3:30 ~ 4:00 **Break**

4:00 ~ 5:00 **Concurrent Sessions**

Mary Ann Canzanella

Sala Odescalchi

Comprehensible and Authentic Texts: Alternatives to Graded Readers in the High School ESL classroom

In this workshop several texts will be presented as alternatives to graded readers. These texts will be flexible, varied, of high interest and have challenging activities. They will be both thematic and linguistic. All texts and many of the activities shared are suitable for IB English Language B and A2 classrooms.

Jackie Holderness

Sala Colonna

Whole-brain learning for ESL students

It has been said that 85% of what we know about the human brain has been discovered in the last 15 years. What are the implications of our increasing understanding of how we learn for ESL specialists and classroom teachers? In this practical session, the speaker will explore ways to use recent research to enhance teaching and learning in the classroom.

Gisela Rabearisoa

Sala Farnese

Games for the Language Classroom and Ideas for Creative Writing

In this presentation a variety of games and activities suitable for young foreign language learners will be presented and practised. Fun writing activities will also be presented.

Kim Oppenheim

Sala Aldobrandini

Ideas for ESL Proficiency Assessment

This discussion-oriented workshop will offer ideas on types of ESL placement tools and techniques, and ask participants to share their ideas on strengths and weaknesses of different types of assessments they have used.



Dr Anna Uhl Chamot

Salone dei Papi

The Role of Learning Strategies in English Language Teaching

Continuing research on language learning strategies has deepened our understanding of second language acquisition processes, particularly of the differences in strategy use by highly effective and less effective second language learners. In addition, the increasing number of intervention studies shows how language teachers can teach their students to use learning strategies that help them become self-regulated and successful language learners. However, to be effective, language learning strategy instruction needs to be explicit and scaffolded. A model for language learning strategy instruction will be described and guidelines for teachers will be provided.

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Friday 4th March

9:00 ~ 10:15 Plenary Speaker**Dr Stephen Krashen**

Salone dei Papi

Applying the Comprehension Hypothesis (Part 2)**10:15 ~ 11:30 Invited Speaker Lecture****Dr Tove Skutnabb-Kangas**

Salone dei Papi

Wanted! Rationality for educational language planning for information societies, instead of today's linguistic and cultural homogenization and linguistic genocide in education.

What happens today in the education of most indigenous peoples and national and immigrated minorities is linguistic genocide, according to two (of the five) definitions of genocide in the United Nations Genocide Convention. Article II (e): forcibly transferring children of the group to another group; and Article II (b): causing serious bodily or mental harm to members of the group, culturally. Formal education does not support them in developing their capabilities to their full potential (something that is vital for poverty eradication in the world) and often harms them. In addition, many dominant group children are educated in ways which at the most give them some competence in one or two foreign languages but do not make them high level multilinguals.

Still, it would be perfectly possible to enable all children in the world to become high level multilinguals through formal education. This would also enhance their creativity and help to maintain not only the linguistic and cultural diversity of the world but also biodiversity. All these types of diversity are today being killed faster than ever before in human history. Diane Ackerman (1997) says, in discussing the future of humans and comparing us with other animals: It is possible that we may also become extinct, and if we do, we will not be the only species that sabotaged itself, merely the only one that could have prevented it. The lecture gives evidence for the claims, discusses our possible futures, and asks what we are going to do about our choices.



11:30 ~ 12:00 Break

12:00 ~ 1:15 Concurrent Sessions

Dr Rebecca Freeman-Field

Sala Carpegna

Individual Consultations

Dr Freeman-Field will be available by appointment to consult with teachers/administrators about their ESL, bilingual education and/or mother tongue programs

Cathy Allen

Sala Rospigliosi

Does the Emperor Have Clothes On? (Is our ESL support effective?)

The aim of this special interest session is to develop criteria to help us effectively match the type of ESL support we give to the particular learning situation. A possible model will be presented for discussion.

Matthew Thurstan

Sala Farnese

10 Practical Steps to Overcoming Mother Tongue Cynicism

The workshop will be based around 10 cynical statements which prevent schools from implementing Mother Tongue Programs (MTP). The speaker will demonstrate how the International School of Modena, which is a small provincial school, overcame these problems and implemented MTP. This will form the basis for discussion on practical tips and support for MTP. Those attending the workshop will leave with practical help and contacts to help implement or develop their own MTP.

Michael Allan

Sala Colonna

Language, Discourse and Learning in Culturally Diverse Learning Situations

This presentation deals with language, cognition and learning as cultural artefacts, and combines findings of brain research, Vygotskian ideas of learning and critical multiculturalism in suggesting a culture-critical pedagogy, which recognises these issues and uses the cultural diversity of the classroom as a learning resource to develop meta-cognitive skills.



Jeanne-Marie Briginshaw

Sala Aldobrandini

Educating Parents on ESL Issues

This session will highlight how ESL teachers can share their knowledge about second language acquisition with parents so that they can be effective partners in their children's education. Teachers with well developed models for educating parents on ESL issues are invited to share their own school's approach with workshop participants.

Brian Dare

Sala Borghese

Teaching about Language, Learning about Language

In recent years there has been an increasing and welcome focus on the role of language in teaching and learning. Curriculum documents in countries like Australia and the UK have drawn in varying degrees on what has come to be known as the functional model of language. It is this model that has formed the basis for the development of genre-based pedagogies that have been taken up so readily by teachers in both countries. The model has also provided the impetus for a reconsideration of the role of grammar as part of an explicit pedagogy around language. In response to this increasing focus on language, the Language and Literacy Course was developed within the ESL field in South Australia to build teachers understanding of the functional model and how it can be applied to classroom contexts. It has enabled teachers for all years of schooling and across all curriculum areas to completely re-think their practice in relation to the role of language in teaching and learning. Over 2000 teachers have now completed this course, and it is now being taken up internationally. In this workshop, participants will be introduced to some of the main features of the functional model, including some of the key grammatical features which teachers have successfully integrated into their practice and taught in a meaningful and productive way. Two classroom contexts at opposite ends of schooling will be used to illustrate this more directly. Both contexts point to the exciting potential for developing metalinguistic understandings in students and challenge beliefs about the role of grammar in literacy pedagogy.

Maurice Carder

Sala Pamphili

IB MYP Second Language Acquisition and Mother Tongue Development

In this session participants can view a power-point presentation on the IB MYP Second Language Acquisition and Mother Tongue Development Guide for Schools.



Poster Session

Sala Odescalchi

Language A/Mother Tongue Programme at Munich International School***Helen Duckworth.***

ESL teacher and Language A/Mother Tongue Coordinator.

Elements of the Sheltered Immersion Mode***Michele Hussey and Olga Steklova***

ESL Team Coordinator and Department Chair, International School, Bangkok.

Helping New LEP Students Adjust: Newcomers' Stories From the Classroom***Alyssa Kolowrat, Jan Stipek and Troy Titterington***

K-12 Coordinators, International School Prague.

Multimedia Story Maps***Tenley Newcomb***

Junior School ESL Teacher, Munich International School.

ESL, Beginners and Inquiry***Liz Newman***

ESL Teacher, Munich International School.

Building an ESL Program Web Site: an electronic compilation of the essentials***Jan Stipek and Troy Titterington***

International School Prague

A Cross-Curricular Trip to the Loire Valley***Sheri Valentine***

Head of English B (ESOL) International School of Paris.

ESL Program Management Aspect of Orientation of New Junior School Staff in the ESL Programme and classroom Management with ESL Students***Elaine Warmington***

ESL Coordinator Munich International School.

OPTIONAL EVENTS ...**2:30 ~ 6:00*****City Tour***

A guided city tour starting from Villa Pamphili Hotel is organized for the afternoon of Friday 4th march at 2.30 p.m. and will last approximately 3½ hours.

8:00 ~ 23:30***Dinner in Rome in a "Ristorante tipico romano"***

The social dinner will be held at *Meo Patacca*, a typical Roman restaurant in the famous Trastevere quartiere.

A shuttle service is provided from the Villa Pamphili Hotel to the restaurant starting at 8:00 and returns at the end of the dinner.



Saturday 5th March

9:00 ~ 10:15 Plenary Speaker**Dr. Stephen Krashen**

Salone dei Papi

Applying the Comprehension Hypothesis (Part 3)**10:15 ~ 10:45 Invited Speaker Lecture****Edna Murphy**

Salone dei Papi

The Long and Winding Road: Why the International Community Should Be Doing Its Own Research

Edna will talk about the need for research in the area of the education of second language children in international schools, and the importance of such work being done by the teachers themselves. She will describe the formation of a small group of like-minded educators, the discussions they have had, the work they have done so far, and the direction in which they would like to see such work continued in the wider international school community. Only professional ESL teachers, with the help of their schools and professional organizations, can effect change in this area.

10:45 ~ 11:15 Break**11:15 ~ 12:15 Invited Speaker Workshops****Dr Jim Cummins**

Sala Pamphili

The Comprehension Hypothesis and Technology: Friend or Foe?

Krashen's comprehension hypothesis has highlighted the power of reading to promote second language acquisition. In support of this hypothesis, the research clearly shows that access to and the use of books are considerably more effective than access to and use of technology in supporting academic language development in a second language. However, within a broader framework focused on the development of academic expertise, certain applications of technology can play a useful role in enabling ESL students to access the curriculum and harvest the language of academic success. Within this framework, the creation by students of bilingual "identity texts" is also highlighted as an important technology-supported component of an effective second language teaching program.



Dr Else Hamayan

Sala Colonna

Is it LD or L2?

One of the most difficult challenges facing teachers is to determine whether academic difficulties are due to a long-term learning disability or a passing difficulty in learning through a second language. We will examine the questions that need to be asked before a decision is made as to the source of the problem. We will also list the data that need to be gathered in the process of determining whether a full-fledged referral is necessary.

Dr Tove Skutnabb-Kangas

Sala Borghese

Is English enough? Or are voluntarily English-monolingual dinosaurs going to be in pathological museums in 2100? Economic fairness of English language imperialism in education and elsewhere.

The workshop will present some claims about the value of competence in English and future projections. Applying economic supply and demand theories to (levels of) English competence, the estimate is that the supply (i.e. the number of people with near-native competence in English) may still today be lower than the demand; hence this competence still fetches a high price on the labour market; all else equal, people with good English get the nice jobs in many areas. This is what many parents are thinking of when they are fooled into "investing" in an education that they think leads to "good" English for their children, **even when it happens subtractively, at the cost of their mother tongues**. But the prediction is that once the equilibrium is passed so that the supply of people with "good" English is higher than the demand (or when this characteristic has been "naturalised" so that almost everybody has it), the price goes down. Both state educational authorities and parents should be aware of this when planning language choices in education: multilingualism is the future.

A second issue to be discussed is: who pays and who benefits? In mainstream economics, **internalities** are the costs that are routinely counted in the price of a product, while **externalities** are costs which can be seen as possible side-effects, long-term effects (like environmental pollution or deaths from traffic accidents which are not counted in the costs of a car). Many externalities are today not only **not** counted as costs which the consumer should pay; they are often not mentioned or not even known. In relation to linguistic **majorities**, (or dominant groups in general), externalities are today mostly left as externalities, i.e. not counted in the costs that majorities cause. More specifically, the costs for the protection of **their** LHRs (Linguistic Human Rights) are often not even mentioned, let alone counted. Many of the costs of translation and interpretation are, for instance, often caused by monolinguals. These are more often individuals from linguistic majority populations, for instance North Americans or Brits or Chinese or Russians, than individuals from minorities or indigenous peoples who in most cases are bilingual or multilingual. Still, we participate in paying for them.



If the more or less monolingual dominant language speakers want to know what we others say (and they should, as much as we want to know what they say), they either need interpretation, or they need to learn our languages. The fact that we often know their languages but they do not know ours, is a result of us having used a lot of time learning theirs while this has not been matched by them. Costs for language learning, caused by the fact that people need common languages in order to be able to communicate, are not shared evenly. For instance, the teaching of English worldwide is paid for by everybody else but the native English speakers. Still it is **their** monolingualism and refusal to learn other languages that forces all of us others to learn **their** language, in a unidirectional, unsymmetrical bilingualism. We pay the costs while they benefit much more. For instance, the USA is estimated as saving minimally some 19 billion dollars per year, as compared to the EU countries, by not teaching almost any foreign languages in primary school.

The workshop presents some of the facts and claims and discusses consequences, fairness and some possible solutions that have been suggested.

Dr Anna Uhl Chamot

Sala Aldobrandini

How to Plan and Implement CALLA Instruction

This presentation describes the *Cognitive Academic Language Learning Approach (CALLA)* and provides specific teaching guidelines for integrating language, content, and learning strategies in the ELT classroom. The five phases of CALLA lesson planning will be demonstrated with suggested teaching and learning activities. Handouts will include definitions of learning strategies and guidelines for planning instruction.

12:30 ~ 1:45

Lunch

1:45 ~ 3:00

Invited Speaker Lecture

Dr John Landon

Salone dei Papi

L1 Development in Schools –rhetoric or reality?

Schools can claim to be engaged in supporting L1 development, when, in fact they are, often subtly undermining it. In this session, we will consider a number of commonly applied models of L1 development in schools and evaluate their claims to be truly supportive of the L1s of their learners. We will go on to identify policies, practices, structures and resources which need to be in place for L1 development in a school to be implemented and sustained.



3:00 ~ 4:30***Panel Discussion***

Salone dei Papi

This will be an opportunity for conference participants to ask questions and participate in discussion with all the invited speakers, who have produced some of the most definitive and comprehensive research and writing in the areas of language acquisition, bilingual/multilingual education and literacy development.

Closing Remarks**Eithne Gallagher**

Chair of ECIS ESL and Mother Tongue Committee

Farewell Coffee

Saturday



Keynote Speaker

Dr Stephen Krashen is currently Emeritus Professor of Education at the University of Southern California. He has a PhD in Linguistics from UCLA, and was a post-doctoral fellow at UCLA Neuropsychiatric Institute. Before joining the USC School of Education, he was a professor of Linguistics at Queens College in New York and at USC.

He has published over 300 papers and books, and has presented keynote and plenary addresses at the National Association for Bilingual Education, TESOL (Teachers of English to Speakers of Other Languages), the International Association for Applied Linguistics, The International Association of School Librarian, The Georgetown Round Table on Languages and Linguistics, and many other groups.

Dr Krashen is best known for his work in establishing a general theory of second language acquisition, as the co-founder of the Natural Approach, and as the inventor of sheltered subject matter teaching. His most recent books include *Explorations in Language Acquisition and Use* (Heinemann), *Condemned Without a Trial: Bogus Arguments Against Bilingual Education* (Heinemann), and *Three Arguments Against Bilingual Education and Why They Are Wrong* (Heinemann).



Invited Speakers

Dr Jim Cummins is a professor of the Department of Curriculum, Teaching and Learning in the Ontario Institute for Studies in Education of the University of Toronto. His research has focused on the nature of language proficiency and second language acquisition with particular emphasis on the social and educational barriers that limit academic success for culturally diverse students.

Dr Tove Skutnabb-Kangas of the Department of Language and Culture at the University of Roskilde, Denmark, and Abo Akademi University, Department of Education, Vasa, Finland. Her main research interests are: linguistic human rights, linguistic imperialism, bilingualism, multilingual education, language and power and the subtractive spread of English. She has written 21 books and published hundreds of articles in many languages.

Dr Anna Uhl Chamot is Professor of Secondary Education and the Faculty Advisor for ESL and Foreign Language Education in the Department of Teacher Preparation and Special Education at George Washington University's Graduate School of Education and Human Development. She is also co-director of the National Capital Language Resource Center (NCLRC). She co-designed the Cognitive Academic Language Learning Approach (CALLA), an instructional model for ESL students.

Dr Else Hamayan is Director of the Illinois Resource Center in Des Plaines, Illinois. She has been helping teachers with issues of second language learning, dual language instruction, special education, culture learning and biliteracy. She is co-author of a book entitled *Dual Language Instruction: A Handbook for Enriched Education*. She has also co-edited a book on assessment of bilingual students with special needs and has contributed to a book entitled *Teaching ESL K-12: Views From the Classroom*.

Dr John Landon is the head of the department of Educational Studies at Moray House School of Education, University of Edinburgh. The Masters programme in Education Support (bilingual learners), which Dr Landon has established at the University of Edinburgh, has provided CDP in many centres throughout the UK and Ireland. He has researched and published particularly on language-sensitive teaching in multilingual schools, bilingualism and literacy development, bilingualism and special educational needs, educational policy in multilingual contexts and the management of support in multilingual schools.

Edna Murphy has been in international education, first as a teacher and then as a head for twenty-five years, retiring in 1995. With the help of a group of ESL teachers, she produced *ESL: A*



Handbook for Teachers and Administrators in International Schools (1990, Multilingual Matters). In 2003, after 22 years, she gave up the editorship of the *International School Journal*, a research journal which she founded in 1981, to concentrate on the ISJ Compendium Series (John Catt Education) of which the first volume was on ESL. She now concerns herself with the promotion of research into the teaching of ESL in the particular circumstances of international schools.

Dr Steven Sternfeld is Associate Professor in the Department of Linguistics and the Department of Languages and Literature at the University of Utah. His areas of interest include instructional and program design, foreign/second language education, cross-cultural communication, community-based learning and service learning. Over the past thirty years he has developed programs and taught courses in Applied Linguistics and in ESL/EFL, French, Italian and Spanish at all levels from pre-K through university, both in the United States and in Western Europe.

Dr Rebecca Freeman-Field has conducted ethnographic and discourse analytic research on bilingualism and education in multilingual communities in the United States since the mid-1980s. Her first book, *Bilingual Education and Social Change* (Multilingual Matters, 1998) provides a case study of a successful two-way immersion program. Her second book, *Building on Community Bilingualism* (Carlson, 2004) explains how schools that serve multilingual communities can develop policies, programmes and practices that promote English language development, academic achievement and expertise in other languages.



Presenters

Fatemeh Alipanahi is an Assistant Professor at the University of Zanjan, Iran.

Michael Allan is a leader for international awareness and PhD student. He has presented at many international education conferences, led IBO training workshops and teaches on international education MA courses at the Universities of Bath and Oxford Brookes. He has written extensively on cultural dissonance and intercultural learning in international schools, and is the holder of the ECIS Award for the Promotion of International Education.

Cathy Allen is joint ESL Department Head at the International School of Dusseldorf.

She has taught ESL in Ethiopia, Northern Cyprus, Fujairah, U.K., and Zambia.

Jeanne Marie Brighinshaw has taught in Japan, Liberia and New York City. She teaches ESL in grades 9-12 at Munich International School and is head of the secondary level ESL department (5-12).

Mary Ann Canzanella is presently the ESL Coordinator at the United Nations International School of New York.

Maurice Carder is Head of the Secondary ESL and Mother Tongue Department at the Vienna International School, Austria and has spent his professional career promoting the need to have Applied Linguistics and its practitioners put at the centre of language issues in international schools.

Brian Dare is currently a private consultant in language and literacy with a focus on ESOL. He is one of two accredited tutor trainers for the international version of the *ESL in the Mainstream Course*, *ESL in the Mainstream Course for the Early Learner* and the *Language and Literacy Course*. Brian has been working in education for 29 years. In that time, he has taught Mathematics, Italian, English as a Second Language and more recently has worked as an ESL consultant across all levels of courses and presented widely at state, national and international forums. He has also managed a number of teacher research projects around language and literacy. Brian has a keen interest in the role of language in teaching and learning across the curriculum. He has run workshops on the language of History, Art, Mathematics and Geography. He has a particular interest in building a systemic functional metalanguage for teachers of Italian.



Jackie Holderness, a primary teacher trainer, was course leader of the MA (International Education) at Oxford Brookes University. Now freelance, she continues to write ELT/educational materials and provide ELT/ESL in-service for national and international teachers.

Emma Kirk teaches English, ESOL and Spanish at the International School of Paris.

Michael O'Neill is currently the Head of the English Department at the Dogus group of schools in Turkey.

Kim Oppenheim has been the ESL Program Director at the Leysin American School for the last fifteen years and has travelled to schools world-wide offering professional development opportunities for mainstream teachers working with ESL students in mainstream academic courses.

Eugenie Papadaki is the Director and Founder of a Dual Language Immersion School in Monza, Italy.

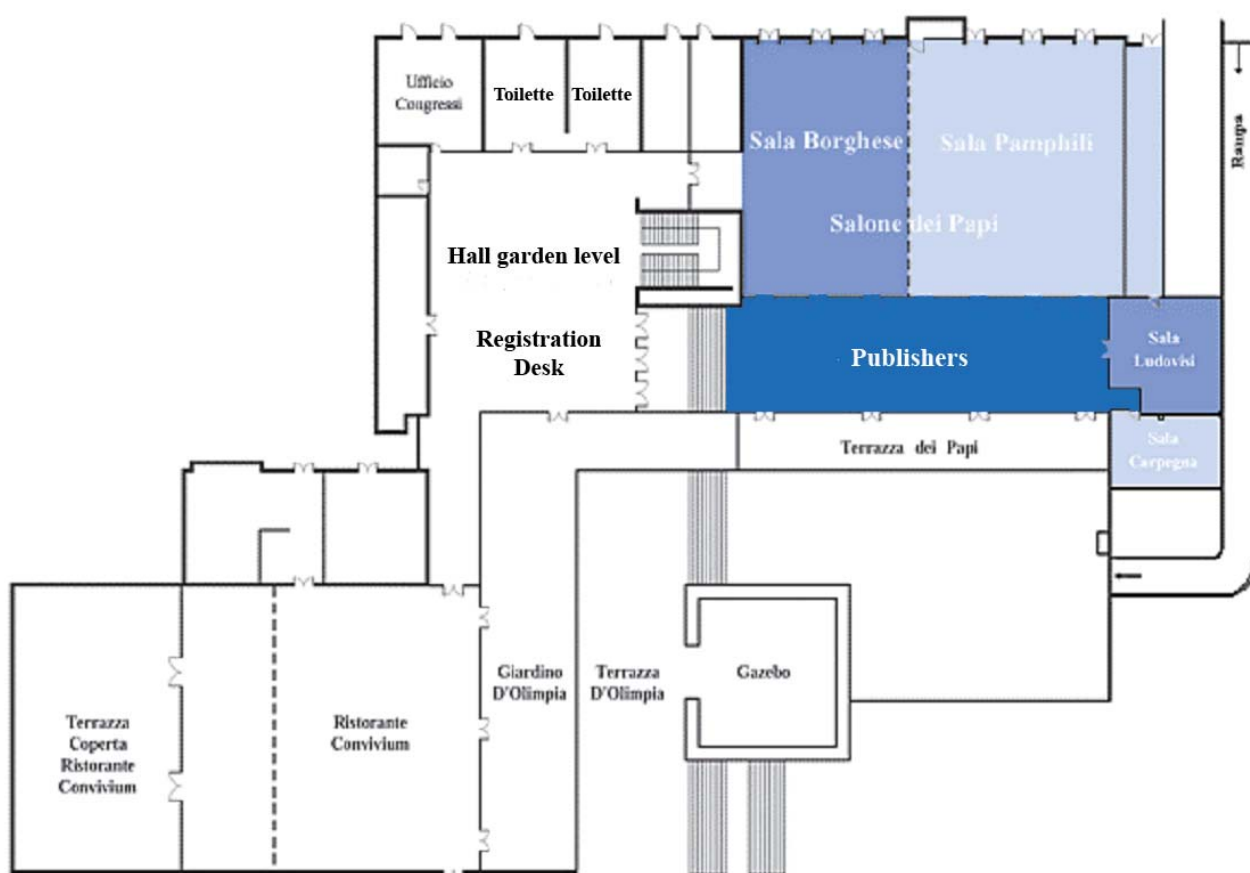
Gisela Rabearisoa is a teacher of German as a Foreign Language at the International School of Dusseldorf. She has taught English, French and German in various schools.

Matthew Thurstan is the ESL and Mother Tongue Coordinator at the International School of Modena. He is responsible for the development of the MT program and Middle Years Program.

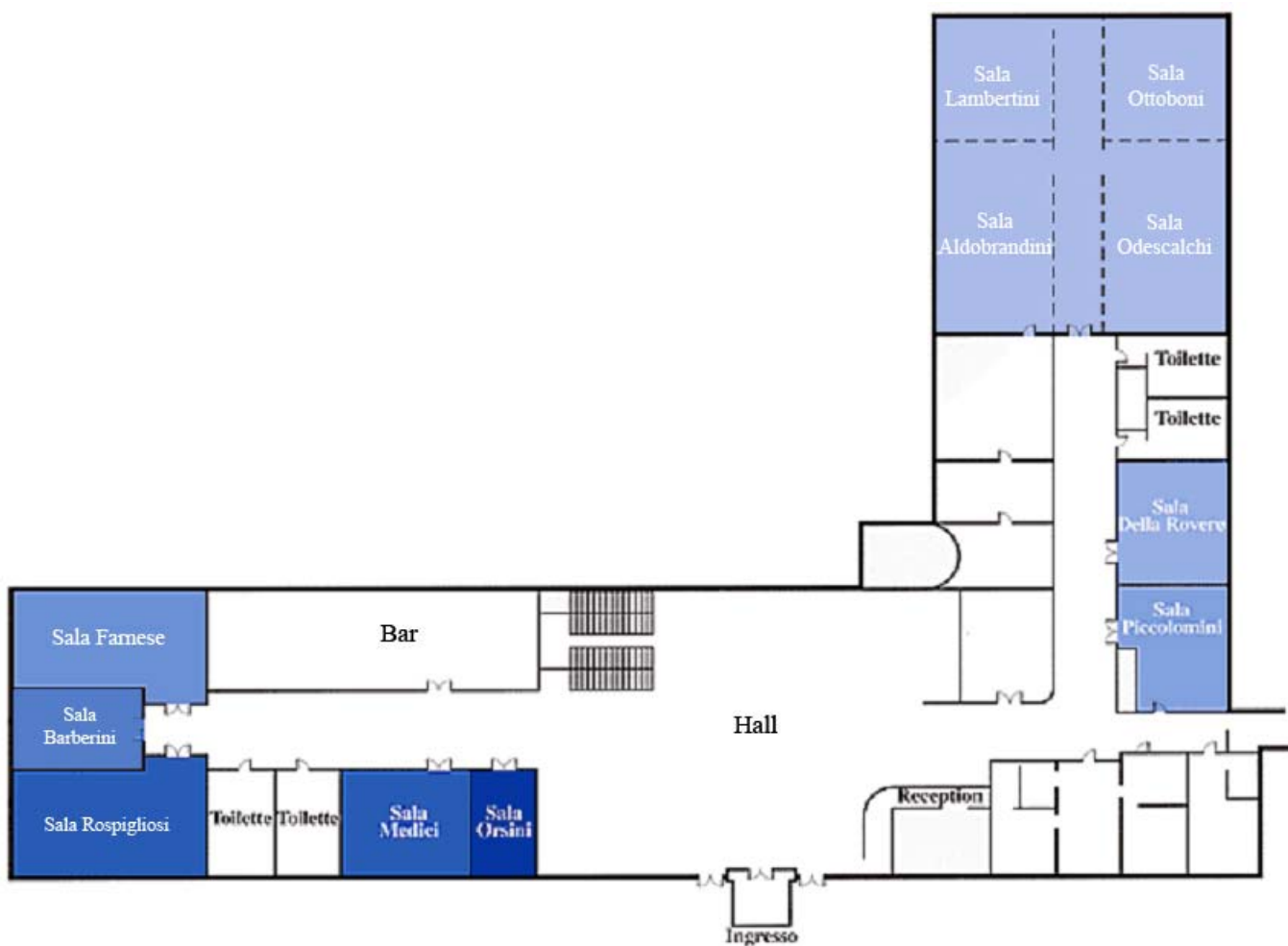
Sheri Valentine is Head of English B (ESOL) at the International School of Paris



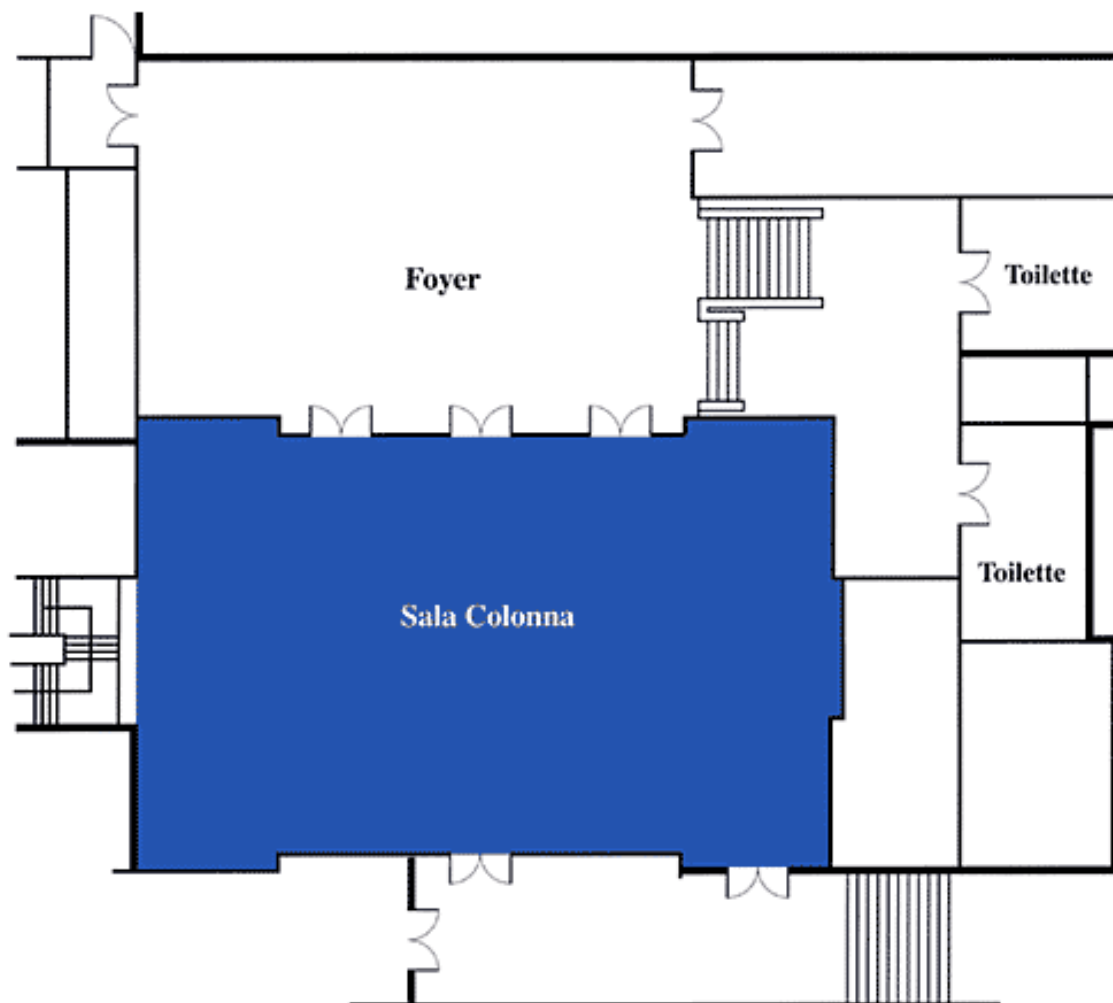
FIRST BASEMENT



GROUND FLOOR



SECOND BASEMENT



Evaluation Form

Please write your impressions of the conference. Comment on ...

The quality of the keynote & plenary speakers:

The quality of the concurrent/poster sessions:

Accommodation, refreshments, meals & price:

Did the theme seem appropriate for you?

Do you have any specific recommendations to make for the next ESL & MT conference to be held in 2008:

