



SGIS Conference March 20-21st, 2020

'20-20 Vision: A focus on the changing face of education'

SOMETHING FOR EVERYONE!

HOW WE LEARN...

The 2020 SGIS Conference, at the **Institut Florimont** promises to offer something for everyone.

As part of a mini-series, taking a closer look at 'who' is saying 'what', our **fifth and final flyer** shares the headlines for those who teach in our international schools in Switzerland and beyond.



Isabelle Arnett



Daphne Bavelier



Jean-Marc Dewaele



Fred Genesee

ISABELLE ARNETT is an inspiring and innovative teacher with more than 20 years' experience in the secondary school sector in the UK, where most pupils have EAL. Isabelle continually develops her craft as a teacher, pioneering highly effective strategies for questioning, differentiation and marking assessment and feedback. In her role as a Lead Practitioner, she has shared her knowledge and her infectious passion for teaching and learning, delivering professional development which staff find entertaining, informative and motivational. Isabelle also leads a highly effective department and has built a successful team who are similarly focused on developing the craft of teaching. **Isabelle's sessions are in French.**

Friday Sessions:

- **Session i: Enseigner et apprendre de manière exceptionnelle**

Des recherches récentes identifient certains éléments clés que tout enseignant devrait appliquer. Quels sont ces éléments clés pour atteindre l'excellence ? Comment pourrions aider chaque enseignant à augmenter l'impact de sa classe de manière positive ?

- **Session ii : Enseignement réactif et évaluation**

Il a été prouvé que l'enseignement réactif améliore l'apprentissage et les progrès des étudiants. Dans cet atelier, nous explorerons quelques-unes des stratégies pratiques utilisées par les enseignants les plus efficaces. À la fin de cet atelier, vous aurez beaucoup d'idées et de techniques à partager avec votre corps enseignant.

Saturday Sessions :

- ***Session iii : Utiliser les nouvelles technologies pour engager et les apprenants et augmenter leurs progrès***

L'utilisation efficace des Technologies Nouvelles en classe peut favoriser à la fois l'engagement, les progrès et l'apprentissage. Dans cet atelier, nous identifierons quelques façons pratiques et faciles d'utiliser un iPad, un ordinateur portable ou un téléphone pour rendre l'apprentissage intéressant et efficace. Les participants doivent apporter leur appareil électronique.

DAPHNE BAVELIER is an international-recognised expert on how humans learn. In particular, she studies how the brain adapts to changes in experience, either by nature or by training, for example, playing video games. Her lab established that playing fast-paced, action-packed entertainment video games typically thought to be mind-numbing actually benefit several aspects of behavior. Exploiting this counter-intuitive finding, the Cognitive Neuroscience research team she now heads at the University of Geneva, Switzerland investigates how new media, such as video games, can be leveraged to foster learning and brain plasticity. consultant, author and psychologist specializing in children and families, particularly the social and emotional needs of boys.

Friday Sessions:

- ***Keynote: Enhancing Learning and Brain Plasticity: Lessons from Action Video Games***

A vexing issue in the field of learning is that, while we understand how to promote superior performance through practice, the resulting behavioral enhancement rarely extends beyond the practiced task. Such learning specificity is a major limitation for effective interventions, whether educational or clinical ones. Here we will consider lessons from action video game play as to how one can train learning to learn, or the ability to gracefully adapt to new tasks, for the better.

Session i: Jouer à des jeux vidéo d'action - généralement considérés être abrutissants – a des effets bénéfiques sur plusieurs aspects du comportement.

Exploitant ce résultat inattendu, le laboratoire du Professeur Bavelier étudie comment les nouveaux médias, tels que les jeux vidéo d'action, peuvent être un levier pour favoriser l'apprentissage et la plasticité du cerveau. Elle se penche aussi sur ce que veut dire un régime sain de consommation digitale. Ces différents points seront abordés au sein d'une séance de question réponse.

JEAN-MARC DEWAELE is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He is particularly interested in the interface between applied linguistics and psychology. He has published widely on multilingual emotions and is currently a member of the Executive Committee of the International Association of the Psychology of Language Learning. Please note that 3 of Professor Dewaele's sessions are in French and 1 session is in English

Friday Sessions:

- **Session i: Communiquer ses émotions dans une langue étrangère: un défi sociopragmatique**

Rien n'est plus important que de communiquer ses émotions de façon exacte et appropriée, et de reconnaître celles des autres instantanément. C'est pourtant nettement plus difficile dans une langue étrangère à cause de lacunes lexicales, sémantiques, sociopragmatiques, socioculturelles, prosodiques et non-verbales (Dewaele, 2013, Dewaele & Salomidou, 2017). L'acculturation émotionnelle dans une nouvelle langue et culture nécessite du temps et de l'expérience. Les infractions sociopragmatiques socioculturelles dans la communication des émotions en langue étrangère peuvent avoir des conséquences sociales réelles (Dewaele, 2017).

Saturday Sessions:

- **Session i: Les émotions des apprenants dans la salle de classe**

Les émotions d'apprenants de langue étrangères fluctuent constamment et représentent le moteur qui maintient la motivation et l'engagement des apprenants (Berdal-Masuy & Pairon, 2019 ; Dewaele & MacIntyre, 2014 ; Dewaele et al., 2018). Elles sont déterminées autant par les caractéristiques de l'apprenant que par d'autres acteurs (apprenants et professeur) et par le contexte socio-politique plus large (Dewaele, Magdalena Franco & Saito, 2019).

- **Session ii: Les émotions des professeurs dans la salle de classe**

Les émotions du professeur jouent un rôle central dans le climat de la salle de classe (Gkonou, Dewaele & King, à paraître). Le professeur doit gérer ses propres émotions et reconnaître celles de ses apprenants, ce qui exige de l'intelligence émotionnelle et peut représenter un travail émotionnel épuisant. Le bon professeur joue le rôle de chef d'orchestre, discret et compétent, capable d'encourager les apprenants à entreprendre une expérimentation linguistique et identitaire dans une ambiance positive (Dewaele, Gkonou, & Mercer, 2018).

- **Session iii: Why the native speaker ideology is damaging foreign language learners and teachers**

The dichotomy between native (NS) and non-native speakers (NNS) is superficially about language use but reflects a discriminatory ideology in which NS are turned into mythical models and NNS are perceived as eternally 'not-quite-good-enough' speakers. The problem is particularly acute in English Foreign Language (EFL) teaching, where 'native-speakerism' is deeply rooted (Holliday, 2015). It causes a huge amount of anxiety among FL learners and teachers and lowers their willingness to use or even learn the FL.

I suggest the use a neutral dichotomy, that of 'L1 users' versus 'LX users' where 'LX' refers to any language acquired after the age of three, to reflect a more inclusive perspective on FL use (Dewaele, 2018). Because proficiency is not part of the definition, both L1 and LX users may have minimal to maximal proficiency in the language in various discourse domains, and in various language skills. Crucially, all are legitimate users of these languages.

FRED GENESEE is Professor Emeritus in the Psychology Department at McGill University. He has conducted extensive research on bilingual and immersion education. His interest in second language learning, teaching and assessment has produced 16 books on bilingualism.

Friday Sessions:

- **Session i: At-risk students learning through another language (repeated on Saturday)**

Professor Genesee's first session will examine children's capacities for dual language learning. It will also review research focusing on at-risk students who are learning through an additional language.

- ***Session ii: Teaching students who are learning through an additional language: Language pedagogical considerations***

In this second session, Professor Genesee will discuss five key areas regarding how students learn through an additional language at school.

Saturday Sessions:

Keynote: Linking the lab and the classroom: important research findings about language teaching and learning in school

This keynote will review major findings from second language learning research and highlight its relevance to the academic success of dual language students. Professor Genesee will also highlight the capacity of children with developmental disorders to learn and learn through two languages, the advantages of multilingualism, the importance of supporting the home language of dual language students, and evidence-based best practices for working with dual language students.

- ***Session i: At-risk students learning through another language (also scheduled on Friday)***

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