

## IARTEM Virtual Rendez-vous September 23, 2021

### SPEAKER BIOGRAPHIES AND ABSTRACTS



**Elaine Anderson**, *Doctor and lecturer in Linguistics and English at Université de Paris*

**Representing Women at Work: a Contrastive Discourse Analysis of English and French for Business Coursebooks**

During the webinar, Elaine will present the common points between English and French for business coursebooks to show how representations of gender emerge from the texts and documents. She will also highlight some of the differences between the coursebooks and illustrate how different profiles of the learner of English and the learner of French influence the content of the coursebooks.



**Eilean von Lautz-Cauzanet**, *PhD, independent researcher, advisor at GIZ (Gesellschaft für Internationale Zusammenarbeit)*

**Mobile supported teacher training in Sub-Saharan Africa. Which contributions and how to analyze them?**

Eilean's research focuses on the ICT as a tool in distance teacher training in Sub-Saharan Africa, and notably on the medium term effects of its use, e.g. the role of mobile phones as drivers of sustainable collaborative training communities. From a development policy perspective, she is interested in the question of the scalability of EdTech solutions and to what extent the so-called project-based approach may prevent that very scale-up (To be published: EdTech: why the project-based approach must change in order to contribute to system resilience).

During the webinar, Eilean will discuss the potential of digitization when it comes to developing and accessing textbooks and the role of international organizations in this area.



**Martina Ronci**, *PhD candidate in Linguistics at Université de Paris*

**Textbooks for English and French as foreign languages in Japan: a study in Cross-Cultural Discourse Analysis**

During the webinar, Martina will investigate the ways in which authors of EFL textbooks establish links with their readers through language and discourse. Some examples will be used to discuss the importance of this link when creating or adapting a textbook for a specific audience.



## Brian Tomlinson

### Keynote speech: Bringing the Coursebook to Life

Coursebooks consist of lifeless words and illustrations on pieces of paper. Some of them are visually appealing, some of them are interesting but all of them (including ones I've written myself) need bringing to life. For coursebooks to facilitate language acquisition they need to interact with the minds of their learners and to help their learners to interact with others. In order to do this, they need to be humanized and to be energized into life.

In my presentation, I'm going to discuss and exemplify how teachers and learners can bring their coursebooks to life in ways which are principled and which have the potential to facilitate eventual acquisition. In doing so, I'll be focusing on applications of the following research-informed principles of language acquisition which are typically neglected in many coursebooks:

- rich, meaningful, comprehensible, embodied and recycled exposure to language in use;
- potential for affective and cognitive engagement;
- opportunities to use the language for purposeful communication.

In my exemplified applications of these principles I'll be focusing on ways of performing the coursebook, on ways of subverting the coursebook, on ways of supplementing the coursebook and on ways of making small but effective modifications to the coursebook.

The presentation will be interactive in that I'll be inviting participation in the exemplified activities as well as interruptions to ask questions or make relevant points.

