

ETPRS18 ☺ 5 - 6 October 2018

MUNDUS COLLEGE - AMSTERDAM - THE NETHERLANDS

These people will make your conference a great success

Karen Lichtman is [assistant professor of Spanish Linguistics](#) in the department of [World Languages and Cultures](#) of the Northern Illinois University. She is also the director of the [Foreign Language Teacher Licensure](#).

Her research focuses on instructed second language acquisition . Specifically, she looks at the interaction between learner-internal factors, such as age, and learner-external factors, such as amount of language exposure and type of instruction, as learners acquire second language morphosyntax and phonology. Among TPRS-teachers, Karen is mostly known for her meta-analyses of research on TPRS.



Onze docenten en workshopleiders

Alike Last

In 2007 she introduced TPRS in the Netherlands and she is one of the most experienced TPRS/CI teacher trainers in this country. Her expertise is based on teaching herself with CI/TPRS and going yearly to the big TPRS/CI conferences NTPRS and iFLT in the US. She develops trainings and workshops in TPRS and TPR since 2007. Besides that she leads a teachers collective of French teachers - all trained by her - who developed together a TPRS/CI curriculum French from beginners level until CEFR level B1, based on MI.



Angela Napolowski

Originally from Germany, this gifted teacher is now teaching Dutch as a second language with TPRS, and is, as such, very popular among expats. She is known for her thorough knowledge of language acquisition processes and her great empathy for both teachers and students.



Carmen Meester

The language institute Carmen runs in Hoofddorp, near the airport of Schiphol, has been booming ever since she started teaching with TPRS. Carmen is a versatile teacher and entrepreneur, whose students greatly enjoy her energetic and varied classes



Charlotte Dincher

As a teacher of English in Germany and author of two TPRS novels for beginners, Charlotte is a charming, enthusiastic representative of TPRS and CI. She greatly enjoys the interaction and contact with her high school students and has great empathy for their needs.



Daniel Kline Logsdon-Dubois

As the son of the Agen Workshop organizer and as a TPRS teacher of Breton in Brittany, he is one of the most experienced TPRS teachers in Europe. He learned Breton as an adult, mostly by having conversations with the elderly people in Brittany. With his classes, he strives to keep the language alive and create interest among young people in their native language.

**Elissa McLean**

Elissa is the director of [Express Fluency](#), a comprehensible-input based language school and teacher training center in the US. She holds a Master's degree from the Harvard Graduate School of Education and has taught Spanish to students from preschool to college and adults. She also leads Spanish-language trips to Spain and Ecuador. She loves to travel, meet new people, hang out with her teenage daughter, work in the garden, and help bring more joy and multilingualism into the world.

**Hélène Colinet**

This French teacher who lives in Mallorca has taught in several different countries and various educational systems. She has always been a creative language teacher, and says that when she found out about TPRS and CI, she found 'a new world of possibilities'. A world that she has explored in depth. She will share with you many of her best practices and insights.

**Jason Bond**

An American TPRS teacher teaching Gaelic in Scotland is what Jason has been for several years. Now, he travels the world with his mindfulness trainings and only teaches Gaelic online. He is also the author of the only Gaelic TPRS novel in the world, and worked as a TPRS-coach at the Agen workshop and in the US.



Jorn Lubbinge

TPRS is not yet well known among German teachers in The Netherlands, but Jorn is the exception to the rule. His humorous no-nonsense attitude makes his classes with TPRS irresistible.

Jorn has done research on interactive e-books as a means to obtain comprehensible input and, as such, as a possible complementary activity in the TPRS classroom. He also developed a classroom version of the Mafia/Werewolves game.



Kathrin Schechtman

Kathrin Schechtman is a faculty member at the Franconian International School in Erlangen, Germany. After her first career in Graphic Design, she became a teacher in 2011 when she graduated from West Chester University in West Chester, PA (USA).

She was first introduced to Dr. Stephen Krashen's work during observations in a German language class in the early stages of her coursework. In her pursuit to find the most effective and efficient method for her classroom, she found Story Listening in the summer of 2016.

Kathrin Schechtman taught German as a Foreign Language at Phoenixville Middle School (USA) from 2011 - 2014 and the Franconian International School from 2015-2017. She started using Story Listening with all of her classes at the international school from grade one to eight in 2016. She found Story Listening to be the best practice in her culturally diverse (no common language with many students) classroom for every age group. She has also successfully used the method with adults.

She is currently on parental leave, pursuing another degree and volunteering her time to the Stories First Foundation to promote language teaching consistent with the Second Language Acquisition Theory. She has led Story Listening workshops in Germany and the US with Dr. Mason.



Kirstin Plante

From a background in translation and teaching Spanish, Kirstin was one of the first to start giving TPRS workshops in The Netherlands. She developed a TPRS teacher training with her colleague Iris Maas. Kirstin does not only train teachers to work with TPRS, but also trains experienced TPRS teachers to become teacher trainers themselves. She is also a publishers of TPRS manuals and novels.

**Marianne van Klaveren**

At an international school, and with never-ending energy, Marianne teaches Dutch as a second (or third, or fourth) language to young children. Marianne is a natural in teaching TPRS and loves variation in her classes. She creates many CI materials to give her students access to more language input.

**Pilar Reyes and César Gonzalez Paso**

Pilar and César run a popular English language institute in Mérida, Spain, where they have been teaching with TPRS and Storylistening for several years now. Their students obtain high scores at the national tests. Pilar and César are known for their humor and their creative, high energy approach to teaching with stories. At ETPRS18 they will be teaching their mother tongue Spanish.

**Rosana Navarro Sempere**

As one of the first Spanish teachers who started teaching with TPRS in the Netherlands, Rosana is a true advocate of using CI in secondary language education. Through her extensive experience in TPRS, combined with the coaching training she followed in France, Rosana knows exactly what beginning TPRS teachers need to improve their skills. Rosana is co-author of the TPRS novel Juliana.



Tamar Roelse

Tamar Roelse is a TPRS teacher of French. For Tamar, TPRS has become her main way of teaching. She says: “Without TPRS I couldn’t teach anymore. Why? Because I see what TPRS is doing to my pupils. For example: how they start to remember the stories we’ve created together in French, or how they remember new words they’ve learned and the fun they felt while creating stories. Still, I want to become a better TPRS teacher.” Tamar hopes that you will join her in learning to teach with TPRS, and to become part of a community of teachers who share their own learning experiences and the joy of teaching a second language through reading and storytelling.



Viola Ten Have

Experienced TPR teacher; information follows

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