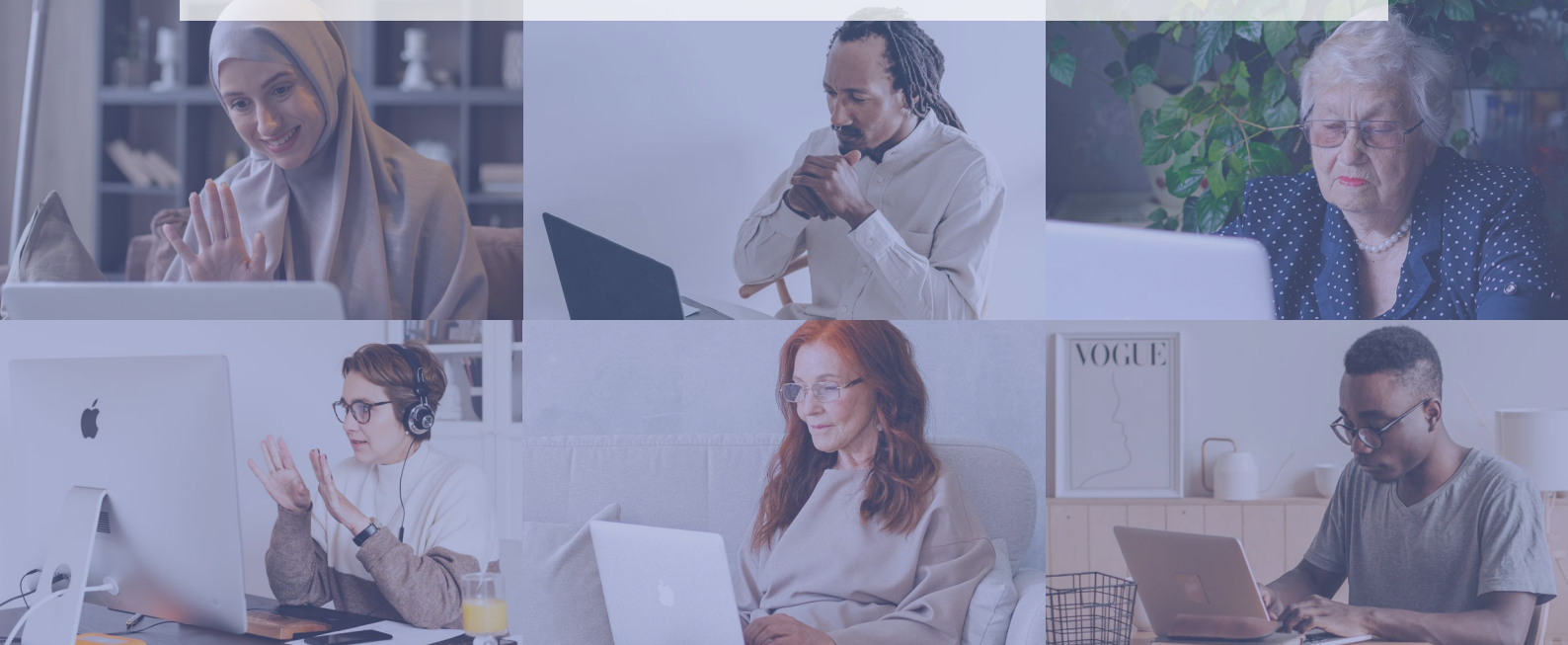# iatefl 2021

International Conference, Exhibition & Careers Fair for ELT professionals

19 - 21 June

VIRTUAL CONFERENCE

Conference Programme

Conference Programme sponsored by

Pearson

IH Certificate in Online Tutoring

"As a lot of learning has moved online, I joined IH OTTI for two reasons. One, I wanted to become more comfortable with teaching online – not only understanding the 'hows' but also the 'whys'. This way I could get a better grasp of how to deliver an online class and why certain strategies are used. Two, I wanted to show prospective employers that I invested in my CPD, especially in an area which is now the mainstream of teaching."

– Tiago Abreu, freelance EFL Tutor

IH Certificate in Teaching Young Learners and Teenagers

"I have been teaching YLs and teens for a while, but my experience was lacking in a clear understanding of how they learn, how to meet their needs in terms of activities, classroom management, and the teaching of both language systems and skills. With the course, I now feel very confident approaching the teaching of young learners and teenagers."

– Fouad Lakbir, full-time ESL teacher in Vietnam

Contents

Please note: This programme is conferece version 2. There will be no further updates, any changes or cancellations will be announced on the Hopin platform.

About the Conference

The following pages contain:

Dear Conference Participant,

It is a pleasure for me to welcome you to the 54th conference of IATEFL: our first ever fully online Conference!

It is now two years since we met at the 53rd Conference and Exhibition in Liverpool. Since then, the world has been through the most unusual of times in our generation mainly due to the COVID-19 pandemic which has, and is still, affecting the lives and work of ELT professionals around the globe. For many of our colleagues and their students, the last two years have brought new and complex challenges and, in some cases, lives and/or jobs have been lost. Wherever you are in the world, I would like to encourage you to show compassion for our colleagues and friends who have been badly affected even as we celebrate our resilience and solidarity.

Over the next few days, you will be interacting with like-minded professionals, and we hope that you will make the best use of our conference platform to catch up with old friends and connect with new ones as you interact on a variety of topics of interest to you. As always, our four excellent plenary speakers this year will each be talking on an important area of English language education. You will also have the opportunity to attend a wide range of sessions related to your specific experiences and needs from the over 300 sessions we have put together for you. This year's virtual conference offers a rich selection of topics, with speakers from different backgrounds and contexts, sharing with you their expertise and experience. Make the best use of this opportunity to enhance your professional knowledge and skills, pick your sessions carefully. And if you are spoiled for choice, as I am sure you would be, don't worry, you will be able to watch recordings of some of the sessions you missed, via the members' section of the IATEFL website.

The IATEFL Conference is always a unique opportunity to step out of your daily routine and step into the wider circles of the ELT industry. This year is even more exciting because the conference is happening on a digital platform which allows you to move between rooms and spaces easily from the comfort of your home. Whether you are attending this conference for the first time or are a regular participant at IATEFL conferences, I'd like you to know that IATEFL is a global family of ELT professionals; so, feel at home, chat with other colleagues, and explore your curiosities to the fullest whenever you can. What is more, don't miss out on our fun-packed evening events and join me from your kitchen and have a go at a West African delicacy!

Finally, I would like to express IATEFL's gratitude to our strategic partner, The British Council as well as all our sponsors whose generosity enables us to make the IATEFL Conference one of the world's largest celebrations of ELT networking. I am also indebted to our Conference and Digital committee members and the many other volunteers of IATEFL and our Head Office team, for their hard work and commitment to making this conference successful. Enjoy the next few days.

Harry Kuchah Kuchah
IATEFL Outgoing President

IATEFL is proud of its International Ambassadors

Our current International Ambassadors are Lindsay Clandfield, Claudia Ferradas and many of our former IATEFL presidents: Susan Barduhn, Madeleine Du Vivier, Peter Grundy, Chris Kennedy, Alan Maley, Herbert Puchta, Adrian Underhill, Ron White, Marion Williams and Tessa Woodward.

Welcome to the 54th International IATEFL Conference and Exhibition

The IATEFL Conference brings together ELT professionals from around the world to discuss, reflect on and develop their ideas. It offers many opportunities for professional contact and development, and is a fantastic networking event.

Plenary sessions

Each morning the Conference starts with a plenary session, all delegates are welcome to attend. This year's plenary sessions are:

Engaging students with specific learning difficulties: Key principles of inclusive language teaching in a digital age
with Judit Kormos
Saturday 19 June

Integrating teaching, testing and technology: where angels fear to tread
with Thom Kiddle
Sunday 20 June

Embedding a culture of empathy in English language teaching
with Kieran Donaghy
Monday 21 June

Stay up to date with IATEFL news and events by following us on your favourite social media channels

Get involved by using **#iatefl2021** on social media during the conference to share your ideas and experiences with teachers from all over the world

Certificates of attendance

Your certificate of attendance will be available to download from the 'My CPD' area of your IATEFL Dashboard by Friday 25 June.

Conference sessions

This Conference Programme contains complete information on all the conference sessions (see **Presentations section**). Any changes or cancellations will be updated within this document and on the Hopin platform where possible.

Each of the academic sessions will be moderated by an IATEFL staff member or volunteer. They are there to assist the presenter with any technical questions and to moderate the chat and Q&A functions.

Some of the sessions within this Conference will be recorded. If a session is being recorded, you will see a red dot and "Recording" on the screen. More information about our privacy policy, in relation to the recording of sessions, can be found **here**.

Watching recordings of sessions

A selection of academic sessions will be recorded and made available in the members area of the IATEFL website. You will need to have a current IATEFL membership to access these recordings.

The Exhibition and Careers Fair

The Exhibition and Careers Fair will be accessible at all times during the Conference. As ever, it is a showcase of the latest resources, services and publications from international course providers, publishers, digital innovators and more. Our usual Pop-up presentations will be taking place within the Main Stages area of Hopin and the Careers Fair "How To..." sessions will be in the Careers Fair booth in the Exhibition. Full details can be found in the **Exhibition and Careers Fair section**.

A note about timings

The timings listed within this Programme are in UK time (GMT+1). When you log into Hopin the times will be displayed in your local time zone. If ever you are unsure about the time difference between the UK and where you are based, you can use an online time zone checker such as **www.timeanddate.com**.

Additional sessions and events

"How To..." sessions

These sessions are designed to inform and support delegates across a range of areas including IATEFL, the Conference and professional development topics. The 08.15 sessions will be available in the Academic Sessions area of Hopin, the Careers Fair sessions will take place in the IATEFL Careers Fair exhibition booth.

To find out more about a session click on the title below:

Saturday 19 June

08.15 - 08.45
How to reflect on research talks at the conference
How to write for IATEFL *Voices*

11.25 - 11.45 (Careers Fair)
How to teach one:one

13.10 - 13.30 (Careers Fair)
How to write CVs that get results

13.40 - 14.00 (Careers Fair)
How to make IATEFL benefit your professional development

16.10 - 16.30 (Careers Fair)
How to teach online

Sunday 20 June

08.15 - 08.45
How to get involved in an IATEFL Special Interest Group
How to submit a speaker proposal

12.50 - 13.10 (Careers Fair)
You've done you're CELTA, now what?

15.30 - 15.50 (Careers Fair)
How to be successful in an ELT interview

Monday 21 June

08.15 - 08.45
How to get published in a refereed journal
How to give a presentation at an international conference
How to write successfully for IATEFL *Conference Selections*

11.35 - 11.55 (Careers Fair)
How to become a successful freelancer

13.50 - 14.10 (Careers Fair)
Career progression opportunities in EFL and the wider international education industry – options for your next role and how to find it

15.55 - 16.15 (Careers Fair)
How to move from being a teacher to becoming a teacher trainer

Hornby scholars

We continue the tradition of featuring this year's Hornby Scholars within the Conference programme. This year the scholars will present: *Promoting multilingualism while teaching English in the Global South*, on Monday. See page 107.

Tribute session

This provides an opportunity for you to remember colleagues who have died since the last conference. Come along on Sunday to say a few words in someone's memory or to hear about colleagues who are no longer with us. See page 94.

Mindfulness sessions
Sponsored by Macmillan Education

macmillan education

Presented by Breathworks

This hands-on workshop will introduce you to mindfulness. You'll learn techniques including a simple breathing practice, that you can start using straight away - at home, at work, when the going gets tough - to make life feel better.

Sessions will take place at 08.15 each morning and will be recorded and made available to watch throughout the conference by visiting the **IATEFL Mindfulness Space exhibition booth**.

Social programme

As usual we are providing a range of social events for delegates to meet new people and relax after a busy Conference day. Here's what we've planned:

Saturday 19 June (see page 67)

18.30 - 21.00 Welcome Reception and International Cookalong
Sponsored by the British Council

BRITISH COUNCIL

Sunday 20 June (see page 96)

18.30 - 20.00 International Quiz

18.30 - 20.00 Sharing Stories

Monday 21 June (see page 127)

1845-2015 Music from the Heart

macmillan education

Macmillan Education Signature Event

Saturday 19 June, 12.35

Advancing Learning: Research insights into the New ELT Classroom

The pandemic has brought about a huge shift in how we teach. But as the world adapts at different paces and in different ways, it's important to make sure the training our teachers receive is relevant. Using the findings of a recent longitudinal research study by Macmillan Education, this session will explore how to tackle problems being experienced in classrooms today.

BRITISH COUNCIL

British Council Signature Event

Saturday 19 June, 14.50

No going back - the future of teaching, assessment and teacher development

What skills and resources will teachers and teacher educators need to navigate a rapidly and radically changing ELT landscape, while ensuring that equality, diversity and inclusion become the mainstay of our profession? Join British Council colleagues from across the globe for a discussion on what lies on the horizon for ELT, focusing on teaching young learners, assessment and teacher development.

Express Publishing

Express Publishing Signature Event

Monday 21 June, 11.00

'The Flibets' : Small steps towards a giant leap: A new learning galaxy for preschoolers

It is important to foster essential 21st century attributes, such as values, CLIL, creativity and collaboration at pre-primary. A variety of cumulative learning strategies and scaffolding techniques, together with creating familiarity through imagination can help ensure that our young learners' first steps in discovering the English language involve engagement and excitement, while catering for their social and emotional development.

Pearson

Pearson Signature Event

Monday 21 June, 14.15

Hybrid learning and the changing world of education

Since the beginning of the pandemic, teachers have found themselves in the unexpected and challenging position of teaching hybrid classes: that is, mixing different models of online and face to face learning, sometimes in the same group at the same time. As a result, they must develop new approaches to classroom management, teaching, monitoring and student engagement.

Join our round-table discussion on ways of adapting, overcoming challenges and finding the positives.

IATEFL Projects

Small grants can make a **BIG** *difference*

*Visit **www.iatefl.org** to find out how you could help improve language teaching in local communities by supporting*

IATEFL Projects

How to access the Virtual Conference

The 54th Conference will be hosted on Hopin, a well known and established online event provider. Like any other Conference venue, there are some specific things you will need to know before you 'arrive' at the event.

Logging into Hopin

All delegates will be emailed a unique login link to access the Conference. You can use the link to create your profile prior to the Conference but you will not be able to access the event until 08.00 (UK time) on Saturday 19 June 2021.

You will need to use the link in this email every time you want to access the event, please don't delete it.

Creating your profile

When you first log into Hopin, your profile will include only your name. You must add your Headline (your place of work) and then you also have the option to add a photo, and further contact details. The photo and contact details are not compulsory but will help others to connect and engage with you throughout the event.

To access your profile, click the icon containing your initials in the top right-hand corner of the event and select "Edit profile".

Update your profile

Avatar

SW

Click to choose new image
File types: jpg, jpeg, png

First Name (required)

Twitter

Last Name (required)

LinkedIn

Headline (required) ⓘ

Website Link

Save

You can review our privacy policy here.

Get chatting!

Within Hopin there is an event chat box that will be open at all times to all delegates. It's a place where you can post comments on your experience of the event and introduce yourself. IATEFL will also use this area to send key messages and reminders, so do keep an eye on it.

There is also a chat box specific to each academic session, exhibition booth and plenary session. You can use these chat boxes to communicate within those areas.

Getting around the event

Consider this your venue map. There are five main areas within Hopin for you to explore:

Reception 🏠	This is the first page you will see when you enter the event. You will find an outline of the schedule and a chat box where you can say hello.
Stages 🎥	Use this area to access the Plenary sessions and the Exhibition Pop-up Stage. Events will appear here just before they happen.
Sessions 👥	The academic sessions can be found here. You will be able to see a list of live sessions, filter them by content focus, or search for a presenter.
Meet Others 🤝	Get matched with another delegate to have a quick one-to-one chat. You will need to be using a device with a camera and microphone to take part.
Exhibition 🏪	Visit Exhibition stands and Careers Fair recruiters. Booths are searchable either by category or you can enter the name of a specific organisation.

Top Tip ! **Throughout this Programme you will see this symbol. This is where we will give you some further information about how to use Hopin to make the most out of the event.**

Technical help

If you have any technical issues during the Conference, please visit the IATEFL Technical Helpdesk in the Exhibition. There you'll see helpful advice, as well as answers to frequently asked questions. If you're still having problems click on the link on the right of the screen in the Helpdesk which will take you to Hopin's main help site. You can also drop your question into the chat box in the Helpdesk and we'll do our best to help you.

If you're having difficulty logging in to the Conference platform, then please read the information on page 8 and try a second time. If you still cannot connect, please email us at **iatefl2021@iatefl.org**.

Connection Problems

1. Make sure you are using Google Chrome as your browser.
2. Turn off all other online conferencing applications such as Microsoft Teams, Zoom or Skype.
3. Do not use a VPN (virtual private network).
4. Check your internet connection speed.
5. Try opening the Hopin link in an Incognito or Private tab. Sometimes, third-party extensions can affect the experience by blocking some of the Hopin interface elements and using a private/incognito tab to open the event can prevent problems.
6. Make sure Hopin has permission to access your camera and microphone in your browser settings.
7. Check your connection speed. We recommend a minimum of 5mbps download and 2mbps upload. Ideally, we like to see 30mbps download and 10mbps upload or higher for the best quality.
8. If you're using your work computer, check that your organisation does not restrict access to sites for security reasons and, if so, ask them to whitelist Hopin.
9. Restart your computer. Hopin have advised us that if the above tips do not help, then restarting your computer will often clear issues and help your Hopin connection.

Find out more

We have created a helpful video about the different elements of Hopin and how to get the most out of the event. The video will be sent to all delegates prior to the Conference and can be viewed by clicking on the image below.

Quick guide to the IATEFL Conference platform

Audio/video problems

If you are having difficulties with your audio or video, go to the IATEFL Technical Helpdesk where you will find some useful tips.

Frequently asked questions

There are a range of FAQs covered within the IATEFL Technical Helpdesk, here are a few that may be of use to you if you have difficulties getting into Hopin.

Can I listen to the conference via phone?

No. Audio can only be heard through Hopin directly.

Error completing my profile

When you first create a Hopin account, you'll be prompted to fill out your profile information. This account needs to be filled out to join an event.

If you can't finish this process, or run into any errors, close the browser, reopen the browser, and return to https://hopin.to.

Click My Account and go to Profile on the left hand menu. You can complete your profile information here and can join an event thereafter.

I'm getting a 500 error or a 404 error

Whenever you run into a 500 error or 404 error, please try the following troubleshoots:

- Refresh your web browser.
- Restart your web browser.
- Sign out of your Hopin account and sign back in.
- Restart your computer.

If none of the above fix the problem, contact Hopin support on the Hopin website's Intercom chat.

I'm trying to use the Hopin App but having problems

The Hopin App has recently been relaunched and might not be fully functioning in all aspects of the Conference that we will be using. It is also only designed for delegate use, and is not suited for participating as a speaker. We would therefore advise you to use the main internet browser version of Hopin, rather than the App, on tablets and smartphones as well as personal computers and laptops.

Conference Scholarships

The scholarship process

Each year IATEFL offers a range of conference scholarships to enable teachers, trainers and other ELT professionals the opportunity to attend the Conference.

The IATEFL Scholarship application process is usually open between June and July every year and around 1000 applications are submitted during that time. Once the deadline has passed, the applications are sent to the Scholarship Committee and divided amongst the reading panels chosen by the scholarship sponsors. It can take 6 weeks for every application to be carefully considered and the winners chosen.

Once every panel has reached a decision, each applicant is emailed to let them know the results of the panels' deliberations before the winners are officially announced.

30 years of IATEFL Scholarships

The first IATEFL Conference Scholarship was awarded at the 25th International Conference, which was held in 1991 at the University of Exeter. The award was then known as the Ray Tongue Travel Scholarship and exists today as the IATEFL Ray Tongue Scholarship.

Since then, over 400 ELT professionals have attended the IATEFL Conference as Scholarship winners, and over 40 individuals, organisations and IATEFL Special Interest Groups have funded these awards.

We are so grateful to each and every person that has contributed in any way to these scholarships. Here's to the next 30 years!

54th IATEFL Conference Scholarship winners

We would like to say a very big thank you to all of our scholarship sponsors. Without your generous contributions and support, these scholarships would not be possible.

Larysa Agbaso
Ukraine

English Language Centre Brighton
Robert O'Neill Scholarship

Kismet Funda Akgul
Turkey

Gillian Porter Ladousse Scholarship

Krishna Bahadur Bohora
Nepal

English Language Centre Eastbourne
Graham Smith Scholarship

Chiara Bruzzano
Italy

IELTS Morgan Terry Memorial Scholarship

Corina Burduhos
Romania

Trinity College London Language Examinations Scholarship

Cristiane Cerdera
Brazil

LT123 Brazil State Sector Scholarship

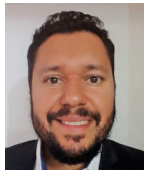**Laila El Baghazaoui**
Morocco

Africa Scholarship

Flavio R. Flores
Honduras

IATEFL Latin America Scholarship

Andre Hedlund
Brazil

Express Publishing Scholarship

Kateryna Holubinka
Ukraine

Learning Technologies Special Interest Group Diana Eastment Roving Reporter Scholarship

Hoe Kyeung Kim
Republic of Korea

Trinity College London Teacher Trainer Scholarship

Oxana Kiseleva
Russia

The Lexical Lab Scholarship for lexically-oriented teachers

May Li
China
TOEFL® Scholarship

María Victoria Luna
Argentina
Teacher Development Special Interest Group Early Career Teacher Scholarship

Brittany Maggay-Guerreiro
Portugal
Materials Writing Special Interest Group New Writing Talent Scholarship

Khilola Maksudova
Uzbekistan
English for Specific Purposes Special Interest Group Scholarship

Rana M.M.Matar
Palestine
The Simon Greenall - Hands Up Project Scholarship

Amanda Jane McLoughlin
United Kingdom
Macmillan Education Scholarship

Rasha S. Mohamed
Egypt
IATEFL Gill Sturtridge First Time Speaker Scholarship

Natallia Narkevich
Belarus
Learner Autonomy Special Interest Group Scholarship

Navi
India
IATEFL Ray Tongue Scholarship

Stella Maris Palavecino
Argentina
Pronunciation Special Interest Group Scholarship

Olivia Price-Bates
United Kingdom
The Creativity Group Scholarship

Jemma Prior
United Kingdom
English for Specific Purposes Special Interest Group Roving Reporter Scholarship

Sujith Sivadasan
India
TransformELT Scholarship for Global Change

Mary Sousa
Hungary
Business English Special Interest Group Facilitator Scholarship

Armanda Stroia
Romania
IATEFL Bill Lee Scholarship

Komila Tangirova
Uzbekistan
English for Specific Purposes Special Interest Group Scholarship

Valentin Uwizeyimana
Rwanda
Africa Scholarship

Irene Varela
Uruguay
Teacher Development Special Interest Group Michael Berman Scholarship

Alex Walls
United Kingdom
Leadership and Management Special Interest Group Scholarship

Uliana Zubova
Russian Federation
Testing, Evaluation and Assessment Special Interest Group Scholarship

iatefl Belfast 2022

Applications for Scholarships to attend the 55th IATEFL International Conference in Belfast 2022 are now open! Details of the awards available, and information on how to submit your application, can be found at **www.iatefl.org/scholarships**.

We would like to thank **Pearson** for sponsoring this Conference Programme

Conference Sponsors

Your IATEFL conference experience is of paramount importance to us and ensuring that you each have a valuable and enjoyable time, we believe, is one of the keys to our success and longevity.

We are always exploring new ways to enhance your conference experience and much of this would not be possible without the support of our sponsors and strategic partner. The invaluable contributions they offer not only help to make the conference happen, but also ensure you have a memorable experience.

We would like to say a big thank you to each of our sponsors and strategic partner for their dedication to IATEFL. You can find out a little more about each of them in this section.

Meet the IATEFL 2021 Strategic Partner & Sponsors

Strategic Partner

BRITISH COUNCIL

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language.

We're passionate about the English language and those who teach it. We're delighted to showcase our new resources for English language practitioners around the world at IATEFL Virtual 2021.

Signature Event | Saturday 19th June at 14:50-16:05

Title - No going back - the future of teaching, assessment and teacher development

Pop-up Presentation | Saturday 19 June at 13.15-13.30

Title - How language assessment works – language assessment resources at the British Council

Mindfulness Sponsor

macmillan education

Macmillan Education has been advancing learning for over 175 years. Since the earliest days, we have established ourselves as a world-leading publisher, building strong partnerships with educators, innovating in pedagogy and digitalcontent, and inspiring learners to achieve more.

We would love to welcome you at our academic sessions and will be delighted to chat in our exhibition booth.

Signature Event | Monday 21 June at 14:15-13:05

Title - Advancing Learning: Research insights into the New ELT Classroom

Pop-up Presentation | Monday 21 June at 11.40-11.55

Title - Agenda 2030! What are we doing to get there in Turkey?

Sponsor

Pearson

In today's world, learners can expect to move between careers and locations, building their skills to succeed in new ways. Lifelong learning and adaptability will be essential to learners and educators. At Pearson English, we create language learning resources and assessments that support learners and educators to reach their goals, offer transparent results and enable meaningful feedback.

Signature Event | Monday 21 June at 14:15-15:00

Title - Hybrid learning and the changing world of education

Exhibition and Careers Fair

The following pages contain:

How to navigate the Exhibition

Exhibition Booths

The Exhibition will be a showcase of the latest resources, services and publications from international course providers, publishers, digital innovators and many more!

Delegates are able to visit booths freely and explore what our exhibitors have to offer. Whether you want to chat face to face or simply 'Register your Interest' to receive further information, you can be as interactive as you like.

Make sure to keep checking back here for potential ad hoc presentations, meet & greets and special offers available only to our delegates.

Careers Fair

The Exhibition will also be host to our Careers Fair booth along with a professional CV Clinic by **The Write Stuff consultants,** who will offer expert advice and tips to showcase your skills and experience effectively.

Finding the Exhibition

Once you are logged into the event and familiarised yourself with the layout you are ready to start exploring the Exhibition area.

The Exhibition can be found easily by clicking on this Exhibition tab, located down the left hand side:

Exhibition

Exploring the Exhibition

Clicking the Exhibition tab will take you to the homepage of the Exhibition. The first thing you will notice are our 'Tags'. These have been created to help you search for a specific session or exhibition booth within the platform.

If you refer to the following pages of this programme you will notice the exhibitors have all been allocated a letter/s which relate to a 'Tag'. This can help you find a specific type of exhibitor.

If you want to visit a specific exhibitor, you can search for them by name in the search box at the top of the page.

Otherwise, if you simply wish to browse all our exhibitors, you can do so by scrolling down and seeing their booths presented with their logos and company names.

Check out the Booths

Looking to explore the benefits of the booths? Click on your chosen company's logo to check out their exhibition booth.

As you enter the booth you may be presented with either a Video, Google Slides or even an exhibitor presenting live in their booth. Up to 10 people can chat live within the booth so If you want to speak face to face you can do so by clicking the 'Join' button to the top right of the screen. Confirm the 'Ask to share Audio and Video' details and you too can be live in the booth.

To the right is the 'Event' tab which shows all information on event as a whole along with the 'Booth' tab which shows you all the information from the booth alone. The 'Booth' tab shows you the Home, Chat, Poll, People and Q&A for the booth. Use these for information and to ask your exhibitors questions.

Direct Messaging/Scheduling a meeting

If you wish to speak to an exhibitor or another attendee in private you can do so by clicking the direct message icon top right next to your notifications and profile buttons OR selecting them from the 'People' tab.

Here you are able to initiate one-on-one video calls with other attendees, schedule a meeting or send a private message.

For more information on our Booths, please email either annie@iatefl.org or freya@iatefl.org OR direct message us through the platform!

Top Tip !

Whilst visiting our exhibitors, make sure to check out any event specific offers or deals whilst also 'registering your interest' to hear about further news and information from these industry leaders.

List of Exhibitors

Black Cat
Bridge Education Group
British Council
CV Clinic / The Write Stuff
Delta
ESL Library
Express Publishing
Hamilton House Publishers
IELTS
IATEFL Careers Fair
International Dyslexia Learning

Solutions
International House World Organisation
International Publishers Exhibitions
LanguageCert
Learning Resource Network
Macmillan Education
MM Publications
National Geographic Learning
NILE

Oxford University Press
Oxford Test of English
Password, English Language Testing
Pearson
Transform ELT
Trinity
University of Sheffield
Visit Belfast / ICC Belfast
Xi'an Jiaotong - Liverpool University

IATEFL

For over 50 years IATEFL has helped support, develop and link English language teaching professionals from around the world as a global teaching community. Joining the association opens up a world of possibilities and membership benefits, and you can personalise your membership by choosing to join one or more of our 16 Special Interest Groups.

Please visit our booth to find out more about:

- Joining IATEFL: take your career forward by joining the association, whether you are interested in personal membership or institutional membership, publications, events, webinars, volunteering or perhaps exhibiting, advertising or sponsorship.

- Associate Membership: IATEFL is delighted to have over 120 affiliated teaching associations creating a worldwide network of over 100,000 teachers. Through our Associates we are able to offer IATEFL membership at a reduced rate. We also provide funds to support IATEFL Projects by our Associates, allowing them to make a difference to language teaching in their local context which might not be possible without such support.

- Scholarships: Find information on how to apply for scholarships or donating a scholarship for future conferences.

www.iatefl.org
E.info@iatefl.org
T: +44 (0) 1795 591414

O/A

Black Cat

Black Cat Publishing is one of the imprints of the De Agostini Publishing Group and is a world leader in the production of beautifully designed, innovative and dynamic teaching materials for the study of the English Language. Present on the international educational publishing market since 1973, our materials include graded readers, grammar books, courses, exam books and cultural studies books.

www.blackcat-cideb.com
E: Roberta.vinetti@blackcat-cideb.com
T: +393371503550

P

Bridge Education Group

Bridge empowers a global community of English teachers at all stages of their careers. Our robust portfolio of affordable and accredited TEFL/TESOL certification programs provides teachers with credentials for career advancement and lifelong learning. BridgeUniverse, our News Magazine, is a hub for data-driven insights and in-depth coverage of global English language teaching trends that matters to educators and industry stakeholders.

https://bridge.edu/
T: 1-303-785-8864

CP D

British Council

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language.

We're passionate about the English language and those who teach it. We're delighted to showcase our new resources for English language practitioners around the world at IATEFL Virtual 2021.

www.teachingenglish.org.uk

P O/A CP T

CV Clinic

Presented by The Write Stuff

Have your CV reviewed at the CV Clinic, run by leading CV consultancy The Write Stuff. For a detailed appraisal and some handy tips, The Write Stuff will be on hand to offer expert guidance and advice. Sessions are £10 and can be booked by emailing peter@thewritestuff.co.uk or by visiting the CV Clinic to book your place.

Peter Panayotou
W: www.thewritestuff.co.uk
E: peter@thewritestuff.co.uk

CF

Delta

DELTA Publishing is an award-winning ELT publisher. At our stand you will find information about our coursebooks for General English, Young Learners and Summer Schools as well as information about our Teacher Development Series. Browse our catalogue, view sample pages or recordings of our online seminars! Our educational consultant Michelle Jagger is looking forward to welcoming you at our stand!

www.deltapublishing.co.uk
E: michelle.jagger@deltapublishing.co.uk

P D

ESL Library

ESL Library is an online subscription service for English language teachers, featuring ready-made digital and
printable lessons, activities, and resources that can be used when teaching online or in the classroom. Our digital homework suite allows for immediate feedback to teachers and students.

esllibrary.com
E: outreach@esllibrary.com
T: 1-204-452-8241

P D

Express Publishing

Express Publishing was established in 1988. After three decades of operating, they have successfully bridged the gap between methodology, technology and education. The company has been growing steadily and today exports in 109 countries has formed numerous strategic partnerships and 30 ministerial adoptions. By combining modern technology and traditional methods, Express Publishing strives to be innovative every step of the learning journey.

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D P

Key to abbreviations

CF Careers Fair

B Book shop

CP Course Provider

D Digital/Online Services

O/A ELT Organisation/Association

P Publisher

T Testing & Assessment

Top Tip !

To help you find the exhibitors you are interested in, you will be able to filter booths by type of exhibitor or search for a booth name on the Hopin platform.

Hamilton House Publishers

Hamilton House is an ELT publishing company committed to developing materials that raise the quality of English Language Learning around the world.

Our materials combine CLIL, Values and Learner-centred instruction that address the needs, interests and cultural backgrounds of students and teachers alike.

All of our books include Interactive Whiteboard Software for teachers and e-books for students.

www.hamiltonhousepublishers.com
E: info@hamiltonhousepublishers.com

P

IATEFL Mindfulness Space

Sponsored by Macmillan Education and presented by Breathworks

Start each day with our morning Mindfulness Sessions at **08.15 - 08.45 (UK time)**

This hands-on workshop will introduce you to Mindfulness. You'll learn techniques, including a simple breathing practice, that you can start using straight away - at work or at home, whenever you need it.

Visit the booth throughout the day to catch recorded sessions and find other resources made available for you.

International Dyslexia Solutions

IDL specialises in providing intervention software to schools. Our programme covers English and Maths from ages 5-16 and is tailored for special educational needs requirements. Our programmes have been researched, with plenty of evidence backing up their efficacy. Our software is used in 3,400+ schools. Our multi-sensory system that supports learners to improve their reading and spelling ages between 5-16.

https://idlsgroup.com/
E: Victoria.kenyon@idlsgroup.com
T: +44 (0) 1524 580665

D

IATEFL Careers Fair

Our IATEFL Careers Fair is a dedicated hub for professional growth and demonstrates our ongoing commitment to supporting professional development. Visit the Careers Fair within the Exhibition and find out more about future careers prospects, additional training and new job opportunities as well as hear ELT professionals give career focused presentations, featuring a number of 'How To" sessions amongst others.

Freya Rutt
E: freya@iatefl.org

CF

IELTS

IELTS is the world's leading English language test for higher education and global migration; delivered at over 1600 locations in over 140 countries and accepted by over 10,000 organisations globally, including more than 3,400 institutions in the U.S.

The British Council, IDP: IELTS Australia and Cambridge Assessment English jointly own IELTS.

www.ielts.org
www.youtube.com/IELTSofficial
www.facebook.com/IELTSOfficial
www.linkedin.com/company/ielts-official

T

International House World Organisation

International House World is a global network of language and teacher training centres. We are also proud to provide high quality, online teacher development courses through our Online Training Institute. Come and say hello to our team who will be happy to provide advice and support on training and job opportunities to progress in your TEFL career.

www.ihteachenglish.com
E: advice@ihteachenglish.com
T: +44 (0) 207 394 2143

O/A CP

LanguageCert

Language Cert

LanguageCert is an Ofqual recognised Awarding Organisation dedicated to language skills assessment and certification. LanguageCert offers a comprehensive portfolio of high-quality English qualifications delivered at Approved Test Centres or through its innovative online solution with remote, live invigilation. LanguageCert also offers Home Office approved SELT exams for UKVI worldwide.

www.languagecert.org
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Learning Resource Network

Learning Resource Network (LRN) is an Ofqual regulated Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in Britain to be recognised with this prestigious accolade.

www.lrnglobal.org
E: enquiries@lrnglobal.org
T: +44 (0) 203 793 3519

T

Macmillan Education

macmillan education

Macmillan Education has been advancing learning for over 175 years. Since the earliest days, we have established ourselves as a world-leading publisher, building strong partnerships with educators, innovating in pedagogy and digitalcontent, and inspiring learners to achieve more. We would love to welcome you at our academic sessions and will be delighted to chat in our exhibition booth.

www.macmillanenglish.com
E: help.macmillaneducation.com

P

MM Publications

mm publications

MM Publications is an independent publisher with a global footprint that offers educational solutions to support the teaching and learning of English. Our work is driven by one mission: to provide innovative ELT books and e-learning materials that work for EVERYONE.

Tatiana Striglou
www.mmpublications.com
E: tstriglou@mmedugroup.com
T: 00306970122850

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National Geographic Learning

NATIONAL GEOGRAPHIC LEARNING

National Geographic Learning is a leading provider of English Language Teaching materials for Kindergarten to Adult and Academic Education. Our unique partnerships with National Geographic and TED mean we offer a distinctive range of authentic materials that inspire and bring ANY classroom to life.

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NILE

Discover why NILE is considered one of the world's leading providers of professional development courses and qualifications for ELT professionals, both face-to-face and online.

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T: +44 (0) 1603 664 473

D

Oxford Test of English

Join us at our virtual booth to find out more about The Oxford Test of English - an affordable, personalized test that fits you and your students. 100% online, it's flexible, fast, and tests four skills across three levels of the CEFR. Plus, it's the only proficiency test certified by the University of Oxford.

www.oxfordtestofenglish.com

E: Kat.ashton@oup.com

T: +44 (0) 789 6237 585

P T

Oxford University Press

Our mission is to empower the global ELT community to teach and learn in the most successful way. We work with leading researchers and practitioners to achieve this goal, focusing on the key issues shaping language education today.

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www.oup.com/elt

CP D P

Password, English Language Testing

Password English language tests are used by universities and colleges worldwide to assess students for admission, to measure progress in class, or to identity learning support needs. We work with institutions to customise tests which they operate under their own control and brand. Since 2008 over 350 institutions have partnered with Password to enhance or replace their in-house testing.

www.englishlanguagetesting.co.uk

E: Adam.pettit@englishlanguagetesting.co.uk

T: +44 (0) 7950 376 382

T

Pearson

In today's world, learners can expect to move between careers and locations, building their skills to succeed in new ways. Lifelong learning and adaptability will be essential to learners and educators. At Pearson English, we create language learning resources and assessments that support learners and educators to reach their goals, offer transparent results and enable meaningful feedback.

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To help you find the exhibitors you are interested in, you will be able to filter booths by type of exhibitor or search for a booth name on the Hopin platform.

Technical help desk

Find the answers to common technical problems, troubleshooting guide and frequently asked questions.

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Trinity

TRINITY
COLLEGE LONDON

Trinity College London is an international exam board and charity that has been providing assessments since 1877.

Trinity promotes the best possible communicative skills through assessment and training which is innovative, personal and authentic.

With over 850,000 candidates yearly, Trinity's English language and teaching qualifications (GESE, ISE, Trinity Stars and TESOL certificates and diplomas) are widely recognised around the world.

E: UKesol@trinitycollege.co.uk

CP D T

Visit Belfast & ICC Belfast

visit Belfast ICC BELFAST

Here you can find information on how to get to Belfast, our Hotels, Accommodation, Attractions, Sightseeing tours and hospitality options in the city.

ICC Belfast is the chosen venue for IATEFL 2022, Northern Irelands only purpose built award winning hybrid convention centre, located in the heart of the city. We look forward to answering any questions you may have.

https://visitbelfast.com
www.iccbelfast.com

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Transform ELT ⟳TransformELT

We are an ELT consultancy, building progressive strategies for change to enable individuals & education systems to define, design and meet their development goals. Since 2017 we have worked on projects in 22 countries globally, with a number of high-profile partners. Our latest initiative is 'Globe Communities of Practice & ELT Incubator'. We look forward to sharing this with you at IATEFL 2021.

Sarah Mount
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CF O/A

University of Sheffield

The University Of Sheffield.

The English Language Teaching Centre (ELTC) at The University of Sheffield is one of the largest British Council accredited university language centres in the UK. If you're interested in a career teaching English or are already working in the profession, we offer a wide range of Teacher Training qualifications, including CELTA, DELTA, various Masters programmes and bespoke training courses.

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Pop-Up Presentations
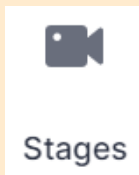
Stages

The Exhibitor Pop-up Presentation Stage is back again and can be found on our virtual platform under 'Stages'. Here you will be able to listen to a variety of interesting short talks during break and lunch times. Why not make yourself a snack, grab a refreshment and make your way to the Exhibitor Pop-up Presentation stage to hear all about these interesting topics!

Saturday 19 June

13.15-13.30 | British Council

How language assessment works – language assessment resources at the British Council

This presentation will start by asking the audience some fundamental questions about language assessment before moving on to show the resources available free-of-charge from the British Council to help teachers improve their assessment literacy. This includes materials from the How Language Assessment Works website and the Language Assessment in the Classroom MOOC, which is a free, four-week course aimed at teachers and available on the FutureLearn platform. Come and join us for this quick presentation and find out more!

presented by Richard Spiby and Carolyn Westbrook

13.40-13.55 | IELTS

10 Top Tips for your IELTS students

This short presentation will feature 10 key aspects of helping students prepare for IELTS. We'll look briefly at sources that can be used to build students' knowledge of IELTS and then take a whistle-stop tour through some top tips for helping students prepare effectively for the different parts of the IELTS test.

presented by Louisa Dunne, Examinations Academic Support Manager, British Council (France)

Sunday 20 June

13.20-13.35 | ELT Consultants

Collaborative, sustainability solutions in unpredictable times

COLLABORATIVE = connected to your community
SUSTAINABLE = reflecting your reality
SOLUTIONS = committed to your development
UNPREDICTABLE = flexible and reflective

ELT-Consultants is a group of English Language Teaching (ELT) consultants with a multi-disciplinary approach to building capacity within Ministries of Education, NGOs, Curriculum Departments, Schools and Colleges. We collaboratively identify, plan and deliver education development programmes to reach our clients' education goals.

In partnership:

• We conduct scoping visits to support curriculum reform projects and provide quality researched reports;

• We provide quality in-country teacher and trainer training, collaborate to develop culturally sensitive materials, design mentoring and curriculum development programmes at pre-primary, primary, secondary and tertiary.

presented by Coralyn Bradshaw and Wendy Arnold

Monday 21 June

11.40-11.55 | Macmillan Education

Agenda 2030! What are we doing to get there in Turkey?

The 2030 deadline for the completion of the 17 Sustainable Development Goals agreed upon by all member countries of the UN is fast approaching with only 9 years left! Can we make it? Our modest team of 7 here at Macmillan Education in Turkey, backed up by our considerably larger distributor Unlimited Educational Services, agrees with Anita Roddick, founder of The Body Shop, when she says: 'If you think you are too small to have an impact, try going to bed with a mosquito in the room'. What are we doing here with schools and universities, with some great Macmillan Education products and a cascading model of training champions, to reach for the 5 Ps of Agenda 2030: People, Planet, Prosperity, Peace and Partnership? Join us and find out.

presented by Teresa Doguelli

13.25-13.40 | Cambridge Assessment

The 'magic engine'? Perspectives on learning and assessment

How can data help inform teachers and motivate learners? Is there a magic engine? We'll be looking at the potential benefits, and the possible pitfalls, of harnessing data and applying machine-learning tools in language teaching and learning.

presented by Glyn Hughes

13.50-14.05 | Cambridge Assessment

Challenging ourselves! Where to go now with Equality, Diversity, Inclusivity and Belonging for young learners?

Ensuring young learners can confidently grow, each with their own authentic identity, is critical to education, and therefore key to effective material design, including assessments. Despite this, the field of EDIB and assessment is notoriously under-researched and complex, giving rise to concerns about test reliability, as well as attitudes which turn the difficulties into an impasse. This pop-up talk delves into some of the challenges of embracing equality, diversity, inclusivity and belonging in ELT materials, and specifically, assessments for young learners, and will also note some of the ways that Cambridge Assessment are looking to address some of these issues.

presented by Sarah Albrecht and Chris Edgoose

Careers Fair

The IATEFL Careers Fair Booth is your dedicated core to visit if you are looking for assistance with professional growth and development, and demonstrates the ongoing commitment of IATEFL in supporting your progress as an ELT professional. Join us within the exhibition to find out more about our career guide sessions, look at our latest job market postings and learn more about how we can support your future career prospects with training, mentoring and lots more exciting opportunities.

"How To..." sessions

Join us in the Careers Fair booth to hear from ELT professionals give career focused presentations, featuring a number of "How To" sessions amongst others. There is also the opportunity to get career advice from these very ELT professionals in a 60 minute Q&A session afterwards.

For a full list of these sessions and times see below.

CV Clinic

Have your CV reviewed at the CV Clinic, run by leading CV consultancy The Write Stuff. For a detailed appraisal and some handy tips, The Write Stuff will be on hand to offer expert guidance and advice. Sessions are £10 and can be booked by emailing **peter@thewritestuff.co.uk** or by visiting the CV Clinic booth to book your place.

Saturday 19 June

11.25-11.45

How to teach one:one

This session will look at 'threes' in three key areas: strategies to run dynamic one:one classes, ways of responding on-the-spot to changing student needs, and how to provide meaningful and varied language practice during class time. It'll be suitable for those new to one:one teaching, as well as those with experience.

presented by Rachel Appleby

13.10-13.30

How to write CVs that get results

This presentation provides a blueprint for the perfect CV. It includes a simple, step-by-step guide with advice on how to present your skills and experience in the best possible way and a list of dos and don'ts to avoid all the classic mistakes.

presented by Peter Panayotou

13.40-14.00

How to make IATEFL benefit your professional development

Being one of the largest learning and sharing communities, IATEFL offers a wide range of professional development opportunities, both online and face-to-face. This presentation will give you an insight into what IATEFL has to offer and how to make the most of it. You will learn about Special Interest Groups and their events, scholarships and IATEFL projects, web events and more. Please note: There will be no Q&A following this session.

presented by Bozica Saric-Cvjetkovic

16.10-16.30

How to teach online

An increasing number of teachers are moving into online teaching, but for many it still feels a bit daunting. In this presentation, you'll hear about three key areas: 1) the main differences between face-to-face and online teaching; 2) strategies for delivering effective online lessons (both pedagogically and technologically); 3) tips on becoming a successful online trainer.

presented by Andy Johnson

Sunday 20 June

12.50-13.10 | University of Sheffield

You've done your CELTA, now what?

You've recently qualified in CELTA and may have a first job teaching. What next? The next few years can shape your future and there's lots of choices in jobs, professional development and further qualifications. Come along to this talk to find out what those choices might be and how to maximise your early career prospects.

presented by Will Nash

15.30-15.50

How to be successful in an ELT interview

Congratulations, you've been invited to a job interview, so you've persuaded your potential employer that you have the essential knowledge, skills and experience for the job. The 3 As: Appearance, Attitude, and Awareness of your interviewer will be critical for your success, and are equally important for face-to-face and Skype interviews. We'll have a look at these, and at the different kinds of questions that you might be asked. You'll have a chance to practise, including answering questions for both teaching and management roles.

presented by Caroline Moore

Monday 21 June

11.35-11.55

How to become a successful freelancer

In this presentation, we'll look at what's involved in being a successful freelancer. We'll cover these three key areas: 1) Organizational details - budgeting & finances, flexible schedule, security; 2) How to get work - self-marketing & professionalizing yourself; 3) How to keep work - quality control, referrals and solid admin.

presented by Chia Suan Chong

13.50-14.10 | The PIE

Career progression opportunities in EFL and the wider international education industry – options for your next role and how to find it

Are you an EFL teacher looking to progress your career and get into academic management or out of teaching? Or perhaps you're already in academic management but looking for a step up or a sideways move? Hadil El-Agami, an international education recruitment expert from The PIE, will talk to you about job opportunities across the EFL sector and the wider international education industry around the world. Come away with knowledge about what opportunities exist and where you can find your next role. She will also advise on using jobs boards and headhunting services, and how to make sure your CV gets noticed by recruiters when you're applying for jobs. Please note: There will be no Q&A following this session.

presented by Hadil El-Agami

15.55-16.15

How to move from being a teacher to becoming a teacher trainer

The major disruption caused by the COVID pandemic to our personal and professional lives has led many teachers to question whether they want to go back to doing the same thing in the same way. Perhaps you are considering what to do next and wondering whether a career in teacher training might be for you. In this webinar, we'll explore together what this change – moving form teacher to teacher of teachers might mean for you. We will consider the different reasons why teachers might want to become teachers of teachers, what you already bring to the role as a language teacher, how you can become a teacher of teachers in your context, what you can do to find out if you are ready for the role, and to develop your expertise to prepare for it.

presented by Silvana Richardson

We would like to thank **Pearson** for sponsoring this Conference Programme

Special Interest Group (SIG) Showcases

What is a SIG?

We all have different roles and different areas of professional interest. Members of IATEFL can create the perfect membership by choosing to join one or more of our 16 Special Interest Groups (SIGs). Our SIGs each focus on a different area of English language teaching, and provide the chance for members to share knowledge and best practice.

Each Special Interest Group provides a range of benefits for its members. These can include: dedicated forums and newsletters, webinars and web conferences, podcasts, discounts on courses, and a busy programme of teacher training events and workshops organised around the world each year.

What is a SIG Showcase?

If you are interested in a particular SIG area, you have the opportunity to follow a track of selected sessions throughout the day at the conference, you don't have to be a member of the SIG to join in. Why not attend a SIG Open Forum where you can find out more about the SIG, its events and its committee.

Don't forget to look through the Programme to see what other interesting presentations related to your area(s) of special interest are being held throughout the conference.

How can I join a SIG?

Individual membership of IATEFL (also including student, retired and ECT membership) includes one free SIG. If you would like to add a SIG, or if your membership does not entitle you to join a SIG, please email **membership@iatefl.org** for a form. Additional SIGs cost £23 for individuals and £33 for institutions.

You can find out more about the SIGs at **www.iatefl.org**

Business English

Sunday 20 June

Joint Coordinators: Rob Howard & Maria Szugfil

2.1	1015-1045	New paradigms in business cultural training Barry Tomalin
2.2	1100-1130	Storytelling: a teaching tool for Business English teachers Mary Sousa
2.4	1200-1245	Bringing soft skills into the BE classroom - activities that work Marjorie Rosenberg
2.5	1410-1440	Using DISC assessment to create result-oriented BE lessons Karin Heuert Galvão
2.6	1455-1525	Revealed EAP competencies for Pathways to Business stream Soroush Sabbaghan
2.7	1555-1625	The Contingency Plan, an engaging English project for business students Ariane Niemeijer
2.8	1640-1710	Soft skills development for pre-service business English students Graciela Alchini
2.9	1725-1810	IATEFL Business English Special Interest Group Open Forum *We mean business!*

English for Specific Purposes

Monday 21 June

Coordinator: Caroline Hyde-Simon

3.1	1015-1045	Why new ESP courses ditch traditional teaching habits Khilola Maksudova
3.2	1100-1130	Embedded English: ideas for language support in EMI programs Divya Madhavan
3.3.1	1200-1315	*Forum on ESP course design* ***Pleased be advised, due to a cancellation, this Forum will now take the form of two talks. There will be a short interval between the two talks.*** Teaching presentation skills to aeronautical engineering students using video recordings Dietmar Tatzl Is less more? Detail in essay-writing prompts Iona Dawson, Christopher Dawson & Tracie MacKenzie
3.6	1415-1500	The skeleton key to academic success Alex Warren
3.7	1515-1545	EMI: quality in higher education - challenges and opportunities Burcu Tezcan-Unal
3.8	1615-1645	Building specialised corpora to develop ESP teaching materials Komila Tangirova

Top Tip !

Each SIG Showcase will have a unique tag on Hopin, so you can easily find these sessions as they are happening.

We would like to thank **Pearson** for sponsoring this Conference Programme

ESOL

Sunday 20 June

2.1	1015-1045	Emergency English' research with refugees and host communities in Jordan Chris Sowton
2.2	1100-1130	Plurilingual approach in language learning: is translanguaging the answer? Yasmine Abdelhamid
2.4	1200-1245	Developing literacy skills among newcomer pupils Anne-Sophie Cocault
2.5	1410-1440	Migrant women in a multilevel ESOL class - identity and motivation Kathryn Sidaway
2.7	1555-1625	Trauma without borders: teacher preparation, classroom strategies and interventions Yvonne Pratt-Johnson
2.8	1640-1710	Student perception on effective English teachers in Latin-America Monica Leon
2.9	1725-1810	IATEFL ESOL Special Interest Group Open Forum

Global Issues

Monday 21 June

3.1	1015-1045	The F word - helping teachers overcome fear of classroom controversy Rose Aylett
3.2	1100-1130	Is gender bias an ELT reality? A woman's perspective Eleni Symeonidou
3.3	1200-1230	Enhancing teachers' professional development by creating teacher activity groups (TAGs) Sevil Aghayeva & Konul Hajiyeva
3.4	1245-1315	Designing an EFL university course around sustainable development goals Elena Yastrebova
3.6	1415-1500	Sharing our stories with the world through remote theatre Haneen Jadalla
3.7	1515-1545	Gender sensitivity: the power of material choice Melike Ayse Turkmenoglu
3.8	1615-1645	The death of truth - and how ELT helped kill it Paul Davies
3.9	1700-1745	Rethinking under-represented minorities in textbooks through a discourse analysis-oriented model Sergio Durand

Inclusive Practices & Special Educational Needs

Coordinator: Anne Margaret Smith

Monday 21 June

3.1	1015-1045	Assessing dyslexia among non-English first-language children Wimansha Abeyawickrama
3.2	1100-1130	Teaching the third age Aysen Cem-Deger
3.3	1200-1230	Words and pictures: what "visual thinking" really means for dyslexia Martin Bloomfield
3.4	1245-1315	Dyslexia and lexical notes - enhancing learning through technology Marcio Oliveira
3.6-3.7	1415-1545	IATEFL Inclusive Practices & SEN Special Interest Group Open Forum

Leadership & Management

Outgoing Coordinator: Andy Hockley
Incoming Coordinator: Gerhard Erasmus

Saturday 19 June

1.1	1035-1120	Play to your strengths Victor Richardson
1.2	1150-1220	"I'm with stupid" - harnessing 'stupidity' in teaching organisations Simon Cox
1.3	1235-1305	Effective leadership in primary schools: from practice to principles Sofia Magdalena De Stefani
1.5	1405-1435	IATEFL Leadership & Management Special Interest Group Open Forum *Serving, supporting and connecting ELT leaders and managers everywhere*
1.6	1450-1520	Understanding and influencing students' satisfaction judgements Alex Walls
1.8	1635-1705	The agile language teaching organisation Andy Hockley
1.9	1720-1805	Managing your school through design thinking Evrim Ustunluoglu

Get involved in IATEFL Special Interest Groups and connect with other professionals from within your ELT specialism

Share your ideas and volunteer with global peers

Network with like-minded professionals

Submit articles and contribute to webinars

Apply for exclusive scholarships and attend events

Visit www.iatefl.org to join and for more information

Learner Autonomy

Joint Coordinators: Christian Ludwig & Lawrie Moore-Walter

Sunday 20 June

2.1	1015-1045	Everyone can succeed! Making spaces for autonomy Carmen Becker & Annika Albrecht
2.2	1100-1130	Maximising learner autonomy with brain-friendly grammar - neurolanguage coaching Rachel Paling
2.4	1200-1245	How to engage language learners: a three-stage plan Sarah Mercer
2.5	1410-1440	Using the punk rock do-it-yourself approach to encourage learner autonomy Christopher Lewis
2.6	1455-1525	Fostering learners' autonomy through Podcast development Saeid Sarabi-Asl
2.7	1555-1625	Empowering students to aid differentiation Angelina Kopachevskaya
2.8	1640-1710	Critical thinking unplugged Catherine Mitsaki

Learning Technologies

Joint Coordinators: Sophia Mavridi & Vicky Saumell

Monday 21 June

3.1	1015-1045	Resilience, social media and language teacher development in challenging contexts Gary Motteram
3.2	1100-1130	How can we design inclusively for the 2021 digital learner? Katy Asbury
3.3	1200-1230	Digital literacies and digital divides: mind the gap Sophia Mavridi
3.4	1245-1315	Flipping a pre-sessional course: design-delivery-redesign David Read & Claire Basarich
3.6	1415-1500	Ten years of mobile learning: what have we learned? Caroline Moore
3.8	1615-1645	Immersive spooky tales: teacher-generated VR 360° videos for ELT Belen Albarracin
3.9	1700-1745	IATEFL Learning Technologies Special Interest Group Open Forum *Supporting and connecting teachers in the use of learning technologies*

Top Tip !

Literature

Coordinator: Rob Hill

Monday 21 June

3.1	1015-1045	Voices and choices: multicultural literature in young language learner classrooms Nayr Ibrahim
3.2	1100-1130	Positioning verse novels as 'windows' and 'sliding doors' with lower-secondary David Valente
3.3	1200-1230	Reading aloud in the EFL Literature classroom: research, practice, pitfalls Amos Paran
3.4	1245-1315	Language alive! Celebrating student creative arts performance Alison Koushki & Abderrahim AitBara
3.6	1415-1500	Reading stories and making connections Robert Hill
3.7	1515-1545	Active approaches to teaching Shakespeare in the EFL classroom Conny Loder
3.9	1700-1745	IATEFL Literature Special Interest Group Open Forum *Connecting ELT, literature, extensive reading and the arts*

Materials Writing

Coordinator: Aleksandra Popovski

Saturday 19 June

1.1	1035-1120	More than a written text: an insight into storybook illustration Emma Louise Pratt
1.2	1150-1220	Popping the graded bubble: from coursebooks to only authentic texts Alexandra Holloway
1.3	1235-1305	Teachers' strategies for working with coursebooks: insights from current practice Isobel Kaihui Wang
1.5	1405-1435	Invisible but essential - the editor's role in ELT materials development David Baker
1.6	1450-1520	Adapting existing materials using corpora available online Andréa Geroldo dos Santos
1.7	1535-1605	IATEFL Materials Writing Special Interest Group Open Forum
1.8	1635-1705	We can disrupt the heteronormative status quo of ELT materials Tyson Seburn
1.9	1720-1805	Learning to write - writing to learn Kirsten Holt

Pronunciation

Joint Coordinators: Gemma Archer & Adam Scott

Sunday 20 June

2.1	1015-1045	Whose standards? Challenging the paradigm of 'standard English' Rachael Pooley
2.2	1100-1130	IPA: symbols of power? Mark Hancock
2.4	1200-1245	Textploitation: going further with dialogues David Byrne & Mark Heffernan
2.5	1410-1440	Planning a course on English pronunciation for EFL Brazilian teachers Ana Paula Biazon Rocha
2.6	1455-1525	IATEFL Pronunciation Special Interest Group Open Forum *PronSIG Pronunciation Swap Shop*
2.7	1555-1625	Factors behind the construction of identity of EFL pronunciation instructors Lena Barrantes & Joshua Gordon
2.8	1640-1710	Pronfulness: an approach to integrate mindfulness to pronunciation teaching Stella Maris Palavecino
2.9	1725-1810	Dealing with (B)ELF based on the CEFR CV (2018) Katrin Lichterfeld

Research

Coordinator: Ana Ines Salvi

Saturday 19 June

1.1	1035-1120	Sticky objects': exploring quality of life for teacher development Judith Hanks, Sian Etherington & Eman Alshehri
1.2	1150-1220	Authenticity and teacher-student motivational synergy Richard Pinner
1.3	1235-1305	Towards a framework for criticality development Ana Ines Salvi
1.5	1405-1435	What we can learn from role reversal: teachers as learners Tania Horak
1.6	1450-1520	(Re)-shaping teacher selves: an exploration of teacher identity and development Josie Leonard
1.7	1535-1605	IATEFL Research Special Interest Group Open Forum *Discussing educational research in English language teaching and teacher education*
1.8	1635-1705	Exploring English language teachers' engagement with published research David Barnard
1.9	1720-1805	Mentoring teacher-research Richard Smith

Teacher Development

Coordinator: Tyson Seburn

Sunday 20 June

2.1	1015-1045	Towards understanding difficult circumstances in ELT Krishna K Dixit
2.2	1100-1130	Tending your own pedagogical garden: an induction of teacher educators Barbara Roosken
2.4	1200-1245	Helping teachers work with emergent language Danny Norrington-Davies & Richard Chinn
2.5	1410-1440	Two perspectives on bottom-up CPD, its conception and implementation Andrew David McMullen & Ana Garcia-Stone
2.6	1455-1525	Novice teacher self-efficacy in the first year Natalie Donohue
2.7	1555-1625	Professional development journey: peer observation and team teaching Halime Kutlutan Ak & Ezgi Oner
2.8	1640-1710	A framework for online professional development: fostering engagement and accountability Felipe Emerick
2.9	1725-1810	The organized teacher: finding order in a chaotic profession Alex Fayle

Teacher Training & Education

Coordinator: Bahar Gun

Sunday 20 June

2.1	1015-1045	Learning from interactive reflection Jason Anderson
2.2	1100-1130	Flipping training: is there a (flipping) difference? Melissa Lamb & William Morrow
2.5	1410-1440	Empowering language teachers through reconstructing the idea of multilingualism Hoe Kyeung Kim
2.6	1455-1525	How to ensure quality in the curricula of language schools Kismet Funda Akgul
2.7	1555-1625	IATEFL Teacher Training & Education Special Interest Group Open Forum
2.8	1640-1710	Core practices in learning to teach Gabriel Diaz Maggioli
2.9	1725-1810	Language teacher education in the age of the multilingual turn Silvana Richardson

Top Tip !

Each SIG Showcase will have a unique tag on Hopin, so you can easily find these sessions as they are happening.

Testing, Evaluation & Assessment

Coordinator: Vacant

Saturday 19 June

1.1	1035-1120	How language coaching helps in preparation for language proficiency tests Uliana Zubova
1.2	1150-1220	Is automated writing evaluation (AWE) a panacea in EFL classrooms? Hui-ju Tsai
1.3	1235-1305	Psychology of assessment: informing practice through insights into positive psychology Alex Thorp & Alicja Galazka
1.5	1405-1435	Designing EAP writing exams that create positive classroom washback Beth Laureen Wiens
1.6	1450-1520	Using AI for real-world language assessment - the development of Linguaskill Ian Cawley
1.7	1535-1605	Peer assessment activities Corina Burduhos
1.8	1635-1705	Power sharing in assessment: co-constructing a measure of engagement Nancy Mitchell

Young Learners & Teenagers

Coordinator: David Valente

Saturday 19 June

1.1	1035-1120	Paths to literacy in early language learning Carol Read
1.2	1150-1220	Improving teenagers' long-term attitudes towards English through online linkups Amal Mukhairez
1.3	1235-1305	From Gantt to Kanban: project management for teens in ELT Katherine Martinkevich
1.5	1405-1435	English in the primary school in Venezuela: a case study Wendy Arnold, Juana Sagaray & Maria Teresa Fernandez
1.6	1450-1520	Mozart meets Queen. De-desensitizing the YouTube generation to social issues Georgios Chatzis
1.7	1535-1605	Exploring sustainable development goals through digital projects in primary education Vicky Saumell
1.8	1635-1720	Visual literacy: strategies for young English learners Joan Kang Shin
1.9	1720-1805	IATEFL Young Learners & Teenagers Special Interest Group Open Forum *Linking, developing and supporting early years, primary and secondary professionals*

TRINITY
COLLEGE LONDON

New from Trinity

Introducing the CertPT: Certificate for Practising Teachers

Practical skills to transform teaching

Trinity's TESOL qualifications are designed to support English language teachers throughout their careers – from new practitioner to experienced professional.

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- Trinity-certified professional development
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Key features

Flexible course delivery

Face-to-face, online or blended courses, depending on course provider

100 hours

30 hours' guided learning (minimum) plus 70 hours' self-study

Four assessment tasks

✓ Evaluate
✓ Adapt
✓ Create
✓ Reflect

Evaluate, adapt, create and reflect on the use of resources, informed by professional knowledge and insight

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Presentations

The following pages contain the details of the conference presentations:

Saturday 19 June Pages 39-67

Sunday 20 June Pages 69-96

Monday 21 June Pages 98-127

Saturday 19 June

0815-0845   IATEFL How To… sessions

How to reflect on research talks at the conference (with Ana Ines Salvi and Loreto Aliaga)
In this session, we will explore howw to make the most of the talks and presentations we attend during the conference. In particular, we will focus on how to reflect on the research we hear about and consider its relevance for and connections to our own professional contexts.

How to write for IATEFL *Voices* (with Tania Pattison)
Come along to this session to learn more about IATEFL's bimonthly magazine and find out how you can be involved. We will explore ideas for articles and review guidelines in terms of content, length and style. We will also look at some recent articles and discuss what makes them successful.

0900-1020   Opening Announcements and Plenary Session

The conference will be opened by the IATEFL outgoing President, Harry Kuchah Kuchah

Plenary session by Judit Kormos

Judit Kormos is a Professor in Second Language Acquisition at Lancaster University and in the autumn term she has a visiting professor position at the University of Vienna. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission and is a lead educator in the Dyslexia and Foreign Language Teaching massive open online learning course offered by FutureLearn. She is the co-author of the book 'Teaching Languages to Students with Specific Learning Differences' with Anne Margaret Smith. She has published widely on the effect of dyslexia on learning additional languages including a book entitled 'The second language learning processes of students with specific learning difficulties'. She is the author of multiple research papers that investigate the role of cognitive factors in second language acquisition. She has been recently working on two Erasmus+ funded projects that have developed digital language learning tasks for inclusive language teaching.

Engaging students with specific learning difficulties: Key principles of inclusive language teaching in a digital age

Learning in a classroom in face-to-face settings or online in a digitally mediated environment can pose challenges for all learners during these pandemic times. However, there is one group of language learners, students with specific learning difficulties (SpLDs), such as dyslexia, who might find it particularly difficult to cope with the new academic, emotional and social demands of this extraordinary situation. If teachers are aware of the variety of needs of students with SpLDs and are familiar with the means and techniques of inclusive language teaching, they do not only support those with SpLDs to become successful language learners but also create a pathway to higher language proficiency for all learners. In this presentation, I will start with a brief overview of what specific learning difficulties are and what we currently know about their academic and emotional effects on learning additional languages. Then I will discuss the specific needs of language learners with SpLDs in studying online and face-to-face classrooms during the Covid-19 crisis. I will give detailed suggestions on how we can create a nurturing digital and face-to-face inclusive language learning environment to ensure that all learners have equal chances to learn another language effectively.

1035-1120   Session 1.1

Workshop
LAMSIG Showcase
LAM
e, a

Play to your strengths

Victor Richardson (Bell Educational Services, Cambridge, UK)

Research evidence suggests successful leadership comes from building strengths - not fixing weaknesses - and yet our performance appraisals and even performance development programmes are predicated on fixing weaknesses. Are we missing something important here? I think so. Drawing on the strengths-based movement in management and leadership, this workshop suggests why, what and how we might do things differently.

Workshop
MaWSIG Showcase
MD, MaW
e, le, ey, p, s, t, a

More than a written text: an insight into storybook illustration

Emma Louise Pratt (ELTCampus and Frameworks Education Group)

Illustration for storybooks are rich and nuanced visual texts for language learning. Looking at inspiring examples of illustration for different age groups and drawing from my own experience of the illustration process, we'll mine visual metaphor, theme and parallel storytelling with activities that develop creative expression. For YLs to adults.

Workshop
ReSIG Showcase
EAP, RES
e, le, t

'Sticky objects': exploring quality of life for teacher development

Judith Hanks (University of Leeds), Sian Etherington (University of Salford) & Eman Alshehri (King Abdulaziz University)

This interactive workshop investigates quality of life in teachers' professional lives. We present mini-case studies from Saudi Arabia and the UK using 'sticky objects' as a way for EAP teachers to identify positive emotions. We invite participants to tell their own stories as we co-produce a toolkit to support teachers at different stages of their careers.

Workshop
TEASIG Showcase
TEA
e, le, ey, p, s, t, a

How language coaching helps in preparation for language proficiency tests

Uliana Zubova (High Grade English)

Coaching is becoming an increasingly popular tool in various spheres involving collaboration with people. This workshop will demonstrate how language coaching, a relatively new subject ELT area, can come in useful when preparing students for language proficiency tests. The speaker will provide vivid examples illustrating the approach, methods and techniques of how to lead students into becoming A-graders at tests.

Talk
YLTSIG Showcase
YLT
e, le, ey, p, s

Paths to literacy in early language learning

Carol Read (Freelance, Spain)

Literacy is far more than learning to read and write and plays a significant role in young children's motivation and self-esteem. This talk explores key concepts and skills in early literacy including the link to oral language development. It also presents a range of practical ideas to teach literacy using a balanced mixture of multisensory activities and more formal instruction.

AL = Applied Linguistics

BE = Business English

EAP = English for Academic Purposes

ESAP = English for Specific Academic Purposes

ESOL = English for Speakers of Other Languages

ESP = English for Specific Purposes

GEN = General

GI = Global Issues

IPSEN = Inclusive Practices & SEN

LA = Learner Autonomy

LAM = Leadership & Management

LIT = Literature

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Talk TTEd e, a	**One size doesn't fit all: learner differentiation in trainer training** **Briony Beaven (Munich, Germany)** English classes typically present teachers with learners who are different from each other in many ways and this applies equally to classes of teachers on trainer training courses. We will consider how to use the principles of learner differentiation to make our trainer training courses more accessible and relevant to present and potential teacher trainers with different experience, knowledge, skills and needs.

Workshop GI, LT e, le, ey, p, s, t, a	**Deeper learning through remote team teaching** **Nick Bilbrough (The Hands Up Project) & Samir Naim Salama (Rafah Prep Boys F UNRWA School, Gaza)** Online speaking activities require teachers to listen to WHAT learners say, whilst simultaneously listening to HOW they say it. We overcome this challenge by having classroom teachers who support, reformulate, focus, exemplify etc, working in unison with remote volunteers who simply talk and listen. We'll explore effective remote team teaching activities and show video footage of real leaners in Gaza in both pre and post Lockdown learning environments.

Workshop GEN e, le, a	**Visualising life skills: upskilling the classroom with simple graphics** **Emily Bryson (Freelance & City of Glasgow College)** Drawing is an effective tool to teach vocabulary, make grammar intelligible, and support students to attain essential life skills. It also makes lessons enjoyable and memorable. Taking selected examples from my latest book, '50 Ways to Teach Life Skills', this workshop demonstrates simple, effective visual activities to use in F2F and online classes—and will convince you that anyone, including you, can draw!

Workshop BE, EAP e, t, a	**Four-colour box: a new model for personalized, purposeful, critical communication** **Edward de Chazal (E M de Chazal Consulting Limited)** In EAP and Business English, teachers, students and course developers can struggle to accomplish core communicative competences like formulating arguments and processing source material. My new 'Four-colour box' model addresses such concerns. Working within its four contiguous spheres, this workshop investigates how students can develop their voice and confidence while creating principled spoken and written responses using generative language patterns.

Workshop LAM, TD e, le, a	**Holding up a mirror to classroom observation feedback** **Jo Gakonga (ELT-Training.com)** As a manager or senior teacher, do you give developmental feedback to teachers after classroom observation? Would you like to develop your skills in this area? This practical, hands-on workshop will highlight some of the potential challenges of feedback and give you a chance to reflect on your practice through a recorded roleplay.

Workshop BE, ESP e, le, t, a	**Writing emails that solve problems** **Tatiana Golechkova (New Economic School, Moscow, Russia)** Dealing with a problem by email can prove really tricky. How do we decide what to write? How can we phrase those ideas so that we get what we want without making people hate us? In the workshop, we will discuss and practice strategies that can help achieve our goals and keep friendly relations with colleagues.

e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

Workshop **Rethinking learner diaries**
GEN **Peter Grundy (Durham University)**
e, le, s, t, a Learner logs have been around for a long time, but how many learners still have or value the diaries they wrote in our classes? Based on the diary I've been keeping as a volunteer in the Oxford Covid vaccine trial, this workshop will consider principles and practical ideas for achieving quality learner diaries that mark life's important moments.

This session has been cancelled Dealing with the unpredictable: the Zen of teacher training
Alan Maley (Retired)

Most teacher training is predicated on predictability: learn these skills and the outcome will be learning. Such skills are necessary – but not alone sufficient because most classrooms are not wholly predictable. Based on Zen principles, I will suggest ways we can build unpredictability into the training itself, thus developing a nimble, spontaneous mind-set in our trainees.

Workshop **Leading the way: oracy and conversational leadership**
GEN **Cristina Manea Gultekin (Cambridge University Press Turkey/Freelance)**
e, le, ey, p, s, t, a Improving the quality and quantity of students' talk and leadership skills in the language classroom have always been teachers' priorities. This workshop gives some practical ideas on how to develop oracy skills for 21st century learning in the remotely teaching class focusing not just on the language used to interact but to interthink. (Littleton & Mercer, 2013)

Workshop **Discovering phonology and exploring personal pronunciation aims**
PRON **Adam Scott (Brighton Language Teachers)**
e, le, s, a Constructing personalised phonological understanding using student-led activities supports speechsound-focused language development and enables learners to explore, identify and progress individual pronunciation goals. Guiding learners' discovery moves practice away from models and teacher-led activities, valuing learners' identities and applying recent L2 pronunciation theory. Explore simple activities for deepening phonological learning and speech-sound engagement which attend to individuals' linguistic and affective needs.

Workshop **Getting students to communicate in English Online**
GEN **Ross Thorburn (Shanghai, China)**
e, le, ey, p, s, t, a Online interactions are now an important part of language classes. But interactions online are different from those face-to-face. This session will examine interactions in online classes. We will look at examples of online communication between teachers and students and how to make these more meaningful.

Workshop **Using the new CEFR for effective speaking assessment**
BE **Kirsten Waechter (Bochum, Germany)**
e, le, ey, p, s, t, a This interactive workshop aims at introducing teachers to the new CEFR framework for language learning with regard to how it can help them assess their students' speaking performance, focusing on aspects of intelligibility, clarity, mediation, interaction between speakers, appropriateness, avoiding communication breakdown and facilitating pluricultural space. In groups, they will analyse examples provided.

Workshop **Let's make bingo great again! - revising and consolidating lexis**
GEN **Kasia Warszynska (EV Teacher Training, Poland)**
e, le, a Revolutionize the way you think of a classic bingo game! Turn a teacher-centered, mundane activity into a student-driven challenge. With my new bingo method you will revise and retain lexis with students effectively and efficiently with almost no prep in the process. Everything has been tried and tested - takeaways waiting to be used on Monday! Come and see for yourself!

1120-1150	**Break**

1150-1220	**Session 1.2**

Talk
**LAMSIG
Showcase**
LAM
e, le, ey, p, s, t, a

"I'm with stupid" - harnessing 'stupidity' in teaching organisations
Simon Cox (General Plan IH Shanghai)
Would you choose to be 'stupid' or have 'stupid' employees? Probably not, but I'll discuss ways that 'functional stupidity' can actually make our work more pleasant and effective. Using the ideas of Alvesson and Spicer, I'll encourage educational managers to consider adapting their managerial practices to help make the most of complex and confusing situations in language teaching organisations (LTOs).

Talk
**MaWSIG
Showcase**
MaW
e, le, a

Popping the graded bubble: from coursebooks to only authentic texts
Alexandra Holloway (University of Leeds)
Over the last four years, my team and I have successfully replaced coursebooks with a cohesive curriculum based on authentic texts and experience. Using sample units of work, I will show how we make use of the English-speaking world around us to enable learners to become autonomous experts in developing their own communicative competence beyond the classroom.

Talk
**ReSIG
Showcase**
AL, RES
e, le, ey, p, s, t, a

Authenticity and teacher-student motivational synergy
Richard Pinner (Sophia University, Tokyo, Japan)
Teacher and student motivation is both positively or negatively synergistic, implying that to motivate students, teachers must also be motivated themselves. This talk presents an exploration of this relationship through a narrative of evidence-based practitioner reflection on teaching at a Japanese university. Field-notes, journals, class-observations and recordings were employed as data for deeper reflection by the teacher/researcher.

Talk
**TEASIG
Showcase**
EAP, TEA
e, le, t

Is automated writing evaluation (AWE) a panacea in EFL classrooms?
Hui-ju Tsai (National Taipei University, Taiwan)
Recent studies on automated writing evaluation (AWE) have suggested a positive impact on student performance and learning attitude in tertiary education. In this talk, I shall discuss the role of AWE and its implementation in two writing classes at National Taipei University. Student performance and perception will then be examined to discover whether AWE is beneficial within an EFL setting.

Talk
**YLTSIG
Showcase**
GI, YLT
e, le, s

Improving teenagers' long-term attitudes towards English through online linkups
Amal Mukhairez (Al Rimal Prep Girls UNRWA school B, Gaza)
By connecting online to remote volunteers through the Hands Up Project, students in UNRWA schools in Gaza have been provided with motivating opportunities to activate the English they are learning in their regular classes. In this talk, I'll report on my research findings about how these online interactive activities can positively affect the students' long-term attitudes towards studying English.

Question & answer session relating to Judit Kormos's plenary session
If you attended Judit Kormos's plenary session this morning on "Engaging students with specific learning difficulties: Key principles of inclusive language teaching in a digital age", you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Judit's plenary talk.

Talk
GEN
e, le, s

Promoting 21st century skills in English classrooms: challenges and choices

Md Zulfeqar Haider (Directorate of Secondary & Higher Education, Govt. of Bangladesh)

21st century skills comprise a set of skills namely, learning and innovation skills, information, media, and technology skills and, life and career skills. This talk reports on the scopes and challenges of disseminating 21st century skills in Bangladeshi EFL classrooms. The findings are based on a survey and interviews of participants of the Core Skills training offered by the British Council, Bangladesh.

Talk
ESAP, LT
e, le, t

Engineering meets EAP for intercultural awareness: a Finnish-French virtual collaboration

Nicole Keng (University of Vaasa, Finland) & Claudia Brosnahan (Bordeaux Institute of Technology, France)

This talk will report on an online collaborative project between university students in Finland (Finnish L1) and tertiary engineering students in France (French L1). The design of the project will be described, and the students' feedback will be discussed to show how an international online learning collaboration can be used to benefit students' learning and increase intercultural awareness.

Talk
LT
e, le, s, a

':) :(?' Mediating communication in the era of group chats

Stephen Parsons (St Giles International, London Central)

There are currently over 1 billion active group chats on WhatsApp alone. These are often pluricultural spaces which facilitate collaborative interaction with peers. This talk will look at how we can promote online interaction through group messaging to develop learners' mediation skills, with a focus on practical tasks and specific technological tools.

Talk
LT, TD
e, ey, p, s, t, a

Not the 'poor relation': the impact of online teacher development

Susi Pearson (Norwich Institute for Language Education)

Online teacher development is regarded by some as the 'poor relation' of face-to-face options, chosen for reasons of cost, time or a lack of qualified local trainers. This talk is based on our study of the impact of NILE Online courses which we hope can challenge this view and support our understanding of what constitutes best practice in online provision.

Talk
LT, PRON
e, le, a

Ideas for enhancing the assessment of speaking skills through technology

Arum Perwitasari (ETS Global)

Wondering how to assess oral competence with the help of technology? This session aims to discuss benefits of incorporating basic internet technology on assessing spoken English for Academic Purposes (examples drawn from the TOEFL iBT® Test). It will offer some practical ideas for enhancing your institutions' assessment and scoring procedures without the need to invest in expensive equipment or software.

Talk
GEN
e, ey, p, s, t, a

The motivational seascape of teachers' associations - keeping the vision alive

Beatrix Price (Eotvos Lorand University Budapest)

The presentation shares the findings of a four-year international research on English Language Teachers' Associations. It presents the convoluted structure of motivational forces in sustaining these organisations. It aims to offer practical suggestions for maintaining long-term goals and re-visiting vision through guided activities. Participants are invited to share their own practice and reflect on their specific contexts.

PLEASE CHECK THE LATEST VERSION OF THE CONFERENCE PROGRAMME & THE HOPIN PLATFORM FOR CHANGES & CANCELLATIONS

Talk	**EAP practice and business model in large-scale Chinese online classrooms**
EAP, LT	**Xie Shaodong, Xiaoyan Li, Guannan Xie &Yuan Wang (Beijing Duozhi Technology Inc.)**
e, le, t, a	This presentation focuses mainly on how to transfer EAP teaching projects from offline to online. Traditional publishing organizations have hardly taken into account the field of online teaching, while it is developing beyond our wildest expectations in China. We have somehow bridged the gap in between, and present the conversion in TBL teaching methods, teaching materials and activities.

Talk	**On the importance of developing pitch range for EMI teachers**
TD, TTEd	**Tatiana Skopintseva (New Economic School, Moscow, Russian Federation)**
e, le, s, t, a	In this talk, I will demonstrate why I think pitch range rates prosodic feature number one in developing NNESs' public speaking skills in EMI contexts and share my best practices of teaching it. I'll draw on testimony from investigation of British and American standard pronunciation and my 10-year classroom experience of teaching English in an EMI context.

Talk	**Humour in a pre-sessional classroom? Don't make me laugh**
EAP, TD	**Quyen Tran & Peter Watkins (University of Portsmouth, UK)**
e, le, t	This talk reports on some research done as part of a PhD programme. Using a combination of observations and interviews, humour in the UK pre-sessional classroom was investigated. This talk outlines the types of humour identified and the effects of the use of humour, before going on to consider both learners' and teachers' beliefs about humour in the classroom.

Talk	**Demystifying chunks: is everything a chunk?**
GEN	**Crayton Walker (University of Birmingham)**
e, le, s,a	Students often struggle to memorise large numbers of chunks. In this talk I will show how there are different types of chunk. Some can be explained, others happen naturally, and the remainder have to be memorised. The teaching material we will be using has been developed in collaboration with Collins.

Talk	**Adapting coursebooks simply and creatively for online lessons**
GEN	**Lindsay Warwick (Pearson)**
e, le, t, a	Digital tools that come with a coursebook allow teachers to easily use their coursebooks in online lessons. In this talk, I'll suggest practical ways that coursebook materials and individual activities can be adapted simply and creatively to suit the online environment, ensuring engagement and useful learning outcomes for all learners. I'll use Pearson's adult series 'Roadmap' as an example.

Talk	**Potential problems with English as a lingua franca**
EAP	**Georgina Willms (University of Bielefeld)**
e, le, a	This talk will aim to address potential problems with the spread of English as a lingua franca in academic and scientific worlds. Using Patricia Ryan's 2010 Tedx talk as a starting point, this talk will focus on the downsides of the spread of English, and initiate discussion about what limits (if any) should be placed on the proliferation of English.

Top Tip !

To access a specific session, go to the Academic Sessions section of Hopin five minutes before the session is due to start and search for the name of the presenter. Alternatively, during the Conference you will be able to click on the title of a presentation within this programme to be taken directly to the virtual room five minutes before it is due to start.

Forum
1150-1305
TD, TTEd

Forum on large-scale professional development projects

Project ELTEP state sector teacher professional development in Nepal
Prahlad Aryal & Raju Shrestha (CEHRD)

Is it possible to align donor agenda or 'push' with host government's demands - the pull? This presentation concerns systemic change for better teacher training and professional learning. It encompasses attempts to merge the Government of Nepal's in-service Teacher Professional Development provisions, for development of content and pedagogical knowledge of English Language teachers, with British Council-funded project activities.

Cuban ELT community and British Council: bridges for professional development
Isora Enriquez O'Farrill (Enrique J. Varona Pedagogical University)

Cuban English Language Teaching (ELT) is in a permanent process of improvement to raise the quality of learning outcomes. Continuing professional development is key to achieve such a goal. This talk will analyze successful collaboration between the British Council and the Cuban education ministries to enhance English teachers' professional development throughout the country.

Shifting from training cascade to school-based CPD in Pakistan
Fiona Robertson (British Council Pakistan)

The British Council in Pakistan has created a detailed school-based CPD model which is being set up in regions across Pakistan. Face to Face training is incorporated in a bigger programme where teachers are invited to take an active part in their professional development. Here I describe the rewards and challenges of implementing this programme.

1235-1305   Session 1.3

MACMILLAN EDUCATION SIGNATURE EVENT
Advancing Learning: Research insights into the New ELT Classroom
Will Rixon (Macmillan)

The pandemic has brought about a huge shift in how we teach. But as the world adapts at different paces and in different ways, it's important to make sure the training our teachers receive is relevant. Using the findings of a recent longitudinal research study by Macmillan Education, this session will explore how to tackle problems being experienced in classrooms today.

Talk
LAMSIG
Showcase
LAM
e, le, p

Effective leadership in primary schools: from practice to principles
Sofia Magdalena De Stefani (Ivy Thomas Memorial School)

In this talk, I present a series of principles for effective leadership that derive from my explorations of the data collected and analysed over several years of action research conducted in a Primary school environment in Montevideo, Uruguay. I draw conclusions which are drawn from analyzing leadership practices which are expected to be transferable for practitioners in similar educational contexts.

Talk
MaWSIG
Showcase
MaW
e, le, s

Teachers' strategies for working with coursebooks: insights from current practice
Isobel Kaihui Wang (University of Graz)

In this talk, I will discuss strategies used by EFL secondary school teachers when working with coursebooks. In interview data, the teachers reported on adaptation strategies for enhancing learner engagement, communicative interaction, authenticity, digitalisation, localisation, and integrating life skills. In an interactive format, participants will share their experiences of adapting coursebooks in their settings in light of the strategies presented.

Talk	**Towards a framework for criticality development**
ReSIG Showcase	**Ana Ines Salvi (University of East Anglia)**
RES	
e, le, t, a	

This talk focuses on a small-scale research to assess a framework for criticality development based on the findings of a doctoral research. This framework includes three overarching themes: the individual, interpersonal and socio-cultural dimensions of criticality. MA TESOL students will be asked to reflect on their learning experience, and signs of criticality will be identified in their reflections following this categorisation.

Talk	**Psychology of assessment: informing practice through insights into positive psychology**
TEASIG Showcase	**Alex Thorp & Alicja Galazka (Trinity College London)**
TD, TEA	
e, le, ey, p, s, t, a	

Why do many learners feel alienated or intimidated by assessment, and what can I do about it? These are critical questions as could have a direct and negative impact on performance. Through an exploration of positive psychological capital, this interactive session explores how engaging the learner as a psychological entity is critical, and can help optimise learning and assessment outcomes.

Talk	**From Gantt to Kanban: project management for teens in ELT**
YLTSIG Showcase	**Katherine Martinkevich (British Council Ukraine)**
YLT	
e, le, s	

Project methodology has become a staple in ELT, but are we sure that our students are learning real-world workplace skills alongside language? This talk will focus on efficient ways and useful tools to organise project work in the classroom so that teenage learners receive enough support in both areas without increasing the actual involvement of the teacher.

Talk	**Teaching and learning the English language: a problem-solving approach**
TD, TTEd	**Richard Badger (University of Leeds)**
e, le, ey, p, s, t, a	

English language teaching is about the problem of helping learners use English better. The talk presents an approach to addressing using three questions: 1) Language: What do my learners want to do better? 2) Learning: How can they learn to do this? 3) Teaching: How can I support them to learn to do this?

Talk	**EAP teacher identity: a longitudinal study**
EAP	**Sofia Di Giallonardo (University of Glasgow)**
e, le, t	

EAP practitioner identity is an emerging area of research within the vast literature on teacher identity. This long-term qualitative study attempts to add to the discussion by exploring the personal and contextual factors that contribute to professional identity making in a discrete group of experienced EAP teachers working within the university context.

Talk	**Gamification, mobile/online applications, motivation for EAP research papers**
EAP, LA	**Susan Esnawy (American University in Cairo, Egypt)**
e, le, t	

Gamification and a mobile application challenged university academic English students, in class and online, to increase their motivation, agency and engagement in a project to introduce them to research paper writing. How the project was gamified, steps, mobile application and product examples will be shown to demonstrate that they enhance learning and are applicable in other contexts using different materials.

Talk	**Creating corpora: academic language tailored to individual needs**
EAP, LT	**Diana Freeman (Canterbury Christ Church University)**
e, t, a	

We will demonstrate AntConc, (Anthony 2017, 2019), a freely available software for students to create highly targeted corpora of relevant publications in a chosen academic domain. Corpus analysis of scholarly writing within a discipline can raise awareness of that community's discourse practices and language use. A practical tool for teachers that can enhance learners' academic journey and employability.

Talk
GEN
e, le, ey, p, s, t, a

Member recruitment and retention in a teacher association
Laxman Gnawali (Kathmandu University)
This talk will share the findings of a study on EFL teacher associations in terms of their member recruitment and retention strategies. What attracts teachers to take membership of a teacher association will be highlighted. What strategies the teacher associations have in their policy and practice to recruit and retain their members for a longer term will also be shared.

This session has been cancelled

Smart practice: teaching adult students how to practise English effectively
Marcela Harrisberger (BRAZ-TESOL Coaching in ELT SIG)
Practising English outside the classroom is essential, but knowing how is indispensable. In this talk, I will share ideas to foster autonomy and enhance learning results, such as how to get and expand focus, set practice goals, find the best time to practise, what to do during the practice sessions, resources and tools and the difference between homework and practice.

Talk
EAP
le, a

Reading reaction journals: developing dialogic and critical thinking in EAP
Gozde Karsili (Queen Mary University of London)
Students in Higher Education are required to read, understand and analyze a considerable amount of academic texts in order to complete assigned writing tasks. Thus, it is important to guide students on how to approach these texts effectively. This research study was conducted during Pre-sessional courses at Queen Mary University and used Reading Reaction Journals to scaffold dialogical critical thinking.

Talk
GI, PRON
e, le, ey, p, s, t, a

How to teach pronunciation for global communication
Marek Kiczkowiak (National Geographic Learning)
English is the world's lingua franca (ELF) primarily used between 'non-native speakers', yet the idea that 'native speakers' are better models and teachers of pronunciation persists. This talk aims to offer teachers practical, research-based principles for teaching pronunciation that will help not only better prepare their students for using English globally, but also address the issue of native speakerism.

Talk
LT
e, le, a

Teaching Large Classes Online – Focus on productive skills
Robel Levano (Freelance)
Many schools around the world switched to distant modality suddenly due to the pandemic and teachers learned to cope with it in very short time. In this presentation, we will identify some practical ideas for teaching speaking and writing online synchronously, especially when teaching large groups.

Talk
LAM, TTEd
e, le, ey, p, s, t, a

What I've learnt about teacher training this year
Sandy Millin (International House Bydgoszcz)
I have recently completed the Trainer Development module of the NILE MA, which means I've read a lot of theory about teacher education. In this session, I'll summarise what I've learnt and how it has influenced my work as a teacher trainer and director of studies. You'll also be able to consider how this theory might be relevant to you.

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e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

Talk	**Framework to change learners' attitudes - case study from Al-Azhar university**
GEN	**Radwa Raslan (Al-Azhar University & British Council)**
e, le, a	Can teachers change learners' attitudes? This case study examines how 'Logical Levels' framework is used in the online and offline classroom by applying the theories developed by Dilt, the NLP practitioner. The findings of the case study, done at a British Council and Al-Azhar joint-centre, will inform the audience how to encourage learners to adopt the framework in order to improve their interpersonal skills.

Talk	**A task-based approach to drama and story activities**
GEN	**Jane Willis (Freelance)**
e, le, ey, p, s, t, a	I will outline 15 task sequences that can be used at 4 different stages of producing a short play or narrating a story preparing for filming. A series of task-based cycles can benefit not just the learners with speaking parts, but involve the whole class, giving everyone a chance to use and extend their English and entertain an audience.

Talk	**MCC mode: cultivating students public speaking skills and critical thinking**
RES	**Alice Zhang (Central South University, China)**
e, le, t	This talk is a practical session about a new mode of English public speaking class, the MCC mode, composed of MOOC(M), Classroom teaching and learning(C) and Contest training(C). With various contest-based teaching and learning activities, MCC can make students less silent, more motivated when learning public speaking, and train them to listen effectively, speak smartly and think critically.

1150-1305	**Forum on large-scale professional development projects continued**
Forum	See page 46 for details

1305-1405	**Lunch break**

1320-1330	**Session 1.4 - Poster presentations**
	(Please note this takes place during the lunch break)
	Poster Presentations may be <u>viewed</u> on the IATEFL Conference website for the duration of the conference. Please see below and the following page for the presenters who will present their poster during session 1.4 .

Poster	**Vision of the self and online informal engagement with English**
AL	**Alaa Alnajashi (University of York)**
	Using a sequential design (questionnaire followed by semi-structured interviews) the study investigates students' online informal language learning habits (OILE) and whether learners with a high motivational profile (using L2MSS) tend to reduce the discrepancy between their vision of the self and their actual self through practising OILE in their free time.

AL = Applied Linguistics	**GEN** = General	**MD** = Materials Development
BE = Business English	**GI** = Global Issues	**PRON** = Pronunciation
EAP = English for Academic Purposes	**IPSEN =** Inclusive Practices & SEN	**RES** = Research
ESAP = English for Specific Academic Purposes	**LA** = Learner Autonomy	**TD** = Teacher Development
ESOL = English for Speakers of Other Languages	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment
ESP = English for Specific Purposes	**LIT** = Literature	**TTEd** = Teacher Training & Education
	LT = Learning Technologies	**YLT** = Young Learners & Teenagers
	MaW = Materials Writing	

Poster
GEN

Impact of eclecticism on Nigerian ESL learners' communicative competence

Chinomso Dozie (Federal University of Technology, Owerri)

Teaching English to non-native speakers poses peculiar challenges to both teachers and learners. The teacher's challenge arises from choice of teaching techniques which ought to impact on learners while learners struggle with factors that affect their writing competence. This study adopted three practical teaching strategies intended to positively affect learners' writing skills while neutralising negative factors affecting their writing competence.

Poster
ESP, RES

Dental students' perception of the English learning process

Oriana Onate (Universidad de La Frontera)

The poster presents research on the level of English, perception of the reasons for such a level of language as well as the influence of factors such as motivation, learning strategies and mother tongue proficiency, on the level of English achieved, after a semester of training, by seventy freshmen, enrolled in a dental program.

Poster
GEN

Holidays, a valuable cultural tool in ELT

Jorge Torres Almazan (Universidad Pedagógica Nacional)

This poster will show how holidays can be a source for funny, communicative, and interactive tasks. Guidance and evidence of a variety of activities aimed at the four skills will be displayed. The activities are aimed to raise awareness of culture and traditions which are closely related to languages. Attendees will gain understanding of how to create their own.

Poster
LT

Ways to visualize information in FLT: innovative and creative

Aida Tulegenova (L.N.Gumilyov Eurasian National University)

There are many ways to approach the concept of visualization. Visualization has been studied by a variety of scholars and researchers from such disciplines as art history, cognitive science, computer graphics, epistemology, graphic design, image processing, linguistics, semiotics, technical communication, and visual interface. At the present stage of informatization of education, the possibilities of visualization technology are noticeably expanding.

1405-1435   Session 1.5

LAMSIG Showcase

IATEFL Leadership & Management Special Interest Group Open Forum

Serving, supporting and connecting ELT leaders and managers everywhere

Come along to the LAMSIG open forum, hear about the exciting new things we are doing in the year ahead, offer your feedback and suggestions, and get more connected and more involved so that we can truly be the central place for managers and leaders in ELT to come to get and offer support, advice and great ideas.

Talk
MaWSIG Showcase
MD, MaW
e, le, ey, pr, s, t, a

Invisible but essential - the editor's role in ELT materials development

David Baker (Freelance)

Editors normally work in the background, but their role is of key importance in ELT materials development. We explore the different responsibilities of ELT editors and how these have been affected by ongoing changes in the publishing industry. We report on interviews with current practitioners and draw on our own experience as editors, publishers, and authors.

Talk
ReSIG Showcase
RES, TD
e, le, ey, pr, s, t, a

What we can learn from role reversal: teachers as learners

Tania Horak (University of Central Lancashire)

This presentation discusses research undertaken by experienced university language teachers who reversed roles and became language learners themselves. Insights were gained through reflection on our own practice and the linking of our learner experiences to our own teaching. A particular focus was given to language learning progress, learner anxiety, classroom environment, use of L1, and error correction.

Talk **TEASIG Showcase** MaW, TEA e, le, t	**Designing EAP writing exams that create positive classroom washback** **Beth Laureen Wiens (Zayed University)** When we adopted an academically focused curriculum, we needed to develop more academic and authentic assessments. This presentation outlines how our assessment team created different academic assessments to create positive washback in the classroom. In this talk, I will focus on the process we undertook to create our integrated writing exams.

Talk **YLTSIG Showcase** RES, YLT e, le, p	**English in the primary school in Venezuela: a case study** **Wendy Arnold (ELT-Consultants and Associates), Juana Sagaray & Maria Teresa Fernandez (ELT-Consultants)** In this presentation, we will discuss findings and assertions based on a case study carried out with 10 generalist primary school teachers participating in training to introduce English in the public sector. Data reveals how the methodology used to teach English to Young Learners has impacted teachers' performance in English, empowering both teachers and students.

Talk LT, TD e, ey, pr, s, t, a	**Improving English in state schools: challenges and solutions of reforms** **Michael Carrier** This talk shares my experiences of language teaching reform projects in state schools internationally, and what approaches to systemic reform seem to work more successfully. I will talk about the challenges and propose a framework for strategic reform of English teaching in government-funded schools, giving delegates an opportunity to share their experiences of best practice in systemic reform.

Talk LT, PRON e, le, a	**How effective is speech recognition software for improving pronunciation skills?** **Bindi Clements (Wall Street English)** This talk is aimed at those interested in exploring ASR (automatic speech recognition software) to provide instant feedback on pronunciation. We'll review the use of ASR inside and outside the classroom and summarise recent research on its effectiveness. I then present findings from a large-scale study of Wall Street English students using ASR as part of their course.

Talk LT e, le, ey, pr, s, t, a	**A question of ethics: what we're not asking about AI** **Lucie Cotterill (IH British School Reggio Calabria)** It is widely believed that artificial intelligence will play a key role in education from now on. Needless to say, this raises an abundance of questions, but are we asking the right ones? This talk will focus on the ethical use of AI in ELT and suggest questions which should be asked before implementing AI in our organisations.

Talk TD e, le, s, t, a	**Space is the place: making magic in the ELT classroom** **Hugh Dellar (Lexical Lab)** The real joy of teaching lies in the unexpected turns that lessons suddenly take, the stories, jokes and banter that suddenly burst forth from our students. Learning how to create the space in which this kind of magic can occur takes time and requires a keen focus on language. In this talk, I'll be unpicking the process.

Talk TD, TTEd e, le, ey, pr, s, t, a	**Putting 'me' into language teaching: teacher well-being and self-care** **Tammy Gregersen (Oxford University Press)** Language teacher well-being fortifies effective practice. Teachers who flourish in their private and professional roles excel in their teaching, and learners ultimately achieve more. In this talk, language teacher well-being is the focus as we explore a range of personal and professional strategies to ensure teachers become more adept at self-care.

Talk	**Gamifying will work - right?**
TTEd	**Deborah Healey (Macmillan Education)**
e, le, ey, pr, s, t, a	Language teachers have long used games, but gamification – the use of game elements in non-game settings – is a more recent concept. In education as in business, gamification is a hot topic. Are there elements that can create not just competition for points, badges, and levels, but motivation for students to advance their learning? And how can things go wrong?

Talk	**Breaking the sound of silence**
GEN	**George Kokolas (Express Publishing)**
e, le, ey, pr, s, t, a	Developing speaking skills in an ELT class of non-native students can be tricky and complicated for many non-native teachers. Counteracting the reluctance of students to practise speaking may have a more compound solution than expected. I will analyze why most of the students do not want to speak, while offering remedies on how to cope in similar situations.

Talk	**Resources for English for academic purposes teacher education**
EAP, TD	**Carole Macdiarmid (University of Glasgow, English for Academic Study) & Marilia**
e, le, a	**Ferreira (University of Sao Paulo)**
	In this talk we introduce toolkits included in 'Resources for English for Academic Purposes teacher education'. These are based on research exploring the needs of EAP teachers delivering a range of provision at the University of Sao Paulo. Following a brief introduction to the project, we present the underlying principles and toolkit tasks. There will be opportunities to ask questions.

Talk	**Testing times in Sri Lanka**
TD	**Alan Mackenzie (TransformELT)**
e, le, s	During a difficult year for Sri Lanka, we conducted national and international surveys of English teachers' language proficiency, as part of a major British Council-funded project, to contribute to social and economic development there, examining current and desired performance of state school English teachers. We will report on project design, test results and implications for teacher training and CPD.

Talk	**Brainstorming for filling blanks in writing**
EAP	**Guna Raj Nepal (Sukuna Multiple Campus)**
e, le, ey, pr, s, t, a	In this presentation, I shall focus on a brainstorming strategy that helps language learners to pool ideas for writing. How this process allows learners to articulate their ideas thereby deepening their own scope to deeper and divergent thinking for writing will be discussed linking to the insights I gathered from a successful implementation of such strategies in Nepalese ELT classrooms.

Talk	**How to build and nurture a coding mindset in primary**
GEN	**Nick Perkins (Pearson)**
e, le, p	To enable today's students to successfully embrace tomorrow's opportunities, educators need to incorporate some often scary-sounding new concepts into the classroom; one of these is coding. In essence, coding is about collaboratively analysing problems, and developing and systematically (re)testing efficient solutions. This talk uses examples from English Code to illustrate how non-programmers can help students develop a coding mindset.

PLEASE CHECK THE LATEST VERSION OF THE CONFERENCE PROGRAMME & THE HOPIN PLATFORM FOR CHANGES & CANCELLATIONS

Talk
LA, LT
e, le, p, s

From slime tutorials to thought-provoking documentaries: learner-generated videos in EFL

Armanda Stroia ('Avram Iancu' School, Dej)

Why not choose the next level of video integration in the language learning process? Tutorials. Vlogs. Digital storytelling. Video-reviews. Raise-awareness documentaries. Video-based learning diaries and the list of student-produced videos can continue. However, there are challenges in implementing appealing video-based assignments guided by guesswork. Participants will take away a flexible pedagogical framework, progress-tracking and (self) assessment tools to maximize significant learning!

Talk
GI, PRON
e, le, ey, p, s,
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Pronunciation and social justice: bridging the gap

Taylor Veigga (Freelance)

In spite of the increased awareness of the social justice education movement, many areas of teaching are still rather traditional, pronunciation being one of them. This talk will explore the interface between pronunciation teaching and social justice, analyzing materials and proposing solutions to bridge the gap between the way pronunciation is currently taught and social awareness and justice.

1450-1520   Session 1.6

1450-1605

BRITISH COUNCIL SIGNATURE EVENT

No going back - the future of teaching, assessment and teacher development

Panel presenters: Hala Ahmed, Ruth Horsfall, Sheryl Cooke & Graham Stanley Chaired by Steve Copeland

What skills and resources will teachers and teacher educators need to navigate a rapidly and radically changing ELT landscape, while ensuring that equality, diversity and inclusion become the mainstay of our profession? Join British Council colleagues from across the globe for a discussion on what lies on the horizon for ELT, focusing on teaching young learners, assessment and teacher development.

Talk
**LAMSIG
Showcase**
LAM
e, le,

Understanding and influencing students' satisfaction judgements

Alex Walls (Windsor English Language School)

Satisfied students are likely to lead to good student retention while attracting new students through free word of mouth. But how well do we understand satisfaction? In this theoretical session we will look at how students make a 'satisfaction judgment', how we can influence this positively and why yesterday's satisfaction may be today's disappointment.

Talk
**MaWSIG
Showcase**
MD, MaW
e, le, s, t, a

Adapting existing materials using corpora available online

Andréa Geroldo dos Santos (University of Sao Paulo)

This talk presents suggestions about how to use corpus available online as well as corpus tools to complement and/or adapt teaching materials, taking Corpus Linguistics principles into consideration. It also demonstrates how such adaptations or addition may be put into practice by providing practical examples already tested in the classroom.

Top Tip !

To access a specific session, go to the Academic Sessions section of Hopin five minutes before the session is due to start and search for the name of the presenter. Alternatively, during the Conference you will be able to click on the title of a presentation within this programme to be taken directly to the virtual room five minutes before it is due to start.

We would like to thank **Pearson** for sponsoring this Conference Programme

Talk
**ReSIG
Showcase**
RES
e, a

(Re)-shaping teacher selves: an exploration of teacher identity and development

Josie Leonard (University of Central Lancashire)

This talk explores how postgraduate study experiences were influential on the identity formation of 'international' teachers of English in two British universities. I examine how experiences of MA and doctoral study were inter-linked with teachers' professional narratives in relation to past experiences and imagined-professional selves. I therefore show possible roles postgraduate study may play in (re)shaping teacher identity formation.

Talk
**TEASIG
Showcase**
ESOL, TEA
e, le, a

Using AI for real-world language assessment - the development of Linguaskill

Ian Cawley (Cambridge Assessment English)

This presentation will look at the multidisciplinary project that produced Linguaskill, an AI-based test which covers reading, writing, listening and speaking, with results empirically aligned to the Common European Framework of Reference. We will consider the challenges of automated testing of reading and writing, and review examples of the use of the test.

Talk
**YLTSIG
Showcase**
LT, YLT
e, le, s

Mozart meets Queen. De-desensitizing the YouTube generation to social issues

Georgios Chatzis (Karayanni - Chatzi Schools of English Corinth Greece & TESOL Greece)

Using Mozart's Marriage of Figaro and Queen's Radio Gaga, this presentation will show how video can give context to music and bring social issues into focus. It will give examples of how videos can make such issues relevant to post-millennials and inspire them to adopt a hands on approach, by creating their own videos, and get involved in social projects.

Talk
TTEd
e, le, t, a

The empowerment of Mexican teachers through the national English strategy

Carlota Alcántar (Escuela Normal Superior de Nayarit, Mexico)

This talk is an opportunity for the audience to know the Mexican National English Strategy and see some examples of how we are trying to shape the future of Mexico through the introduction of English Language in the bachelor's degree curriculum for Teacher' Training Schools. The English Program contains some activities that may apply to your own teaching situation.

Talk
GI, RES
e, t

Debate and adaptability in the 21st century EFL classroom

Daria Arzhadeeva & Natalia Kudinova (National Research University Higher School of Economics)

We will focus on debate as a means of developing adaptability, one of the top ten 21st century skills, in the EFL classroom. We will present the results of the two-year research which showed the significant change in the adaptability level of students who attended debate classes. We will share practical ideas of how to incorporate adaptability development into the EFL classroom.

Talk
EAP
e, le, t

Academic reading on a pedestal: looking into pre-sessional EAP courses

Jochem Broodhuys (Queen Mary University of London)

Academic reading has traditionally been overshadowed by academic writing on university Pre-Sessional programmes. This talk will present findings from a case study conducted at a UK University. Results show that the reading-process needs to be made visible and the link between reading and writing should be reflected in the teaching.

Talk
TD
e, le, ey, p, s, t, a

Improving language as an integral part of your professional development

Higor Cavalcante (BRAZ-TESOL)

In this talk, we'll discuss the results of a survey carried out among ELT professionals in Brazil on how much they work on their Teacher Language Awareness (TLA), how confident they are in it, and the impact faulty knowledge may have on teaching. We'll also talk about the importance of developing TLA and suggestions on how to keep on improving

Talk	**Bilingual education - how to get there?**
TD	**Ben Knight (Cambridge University Press)**
e, le, p, s, t	Are you working in a school or university that wants to offer bilingual education? I will share research into how different institutions have approached this - from CLIL to EMI - and what challenges they faced. I'll also share a research-informed checklist for making this journey more effectively, with practical ideas to help you implement it.

Talk	**A poster assessment for students of international business communication**
BE, EAP	**Patrick McMahon (University of Plymouth)**
e, le, t	Teachers of International Business Communication can struggle to find meaningful assessments. This talk focuses on a poster assessment which developed and assessed the skills of year three international university students in the UK by asking them to carry out research and present their results in a poster. I will share the project brief, marking criteria and my students' posters.

Talk	**Implications of being a transnational teacher**
GI, TTEd	**Rasha S. Mohamed (The American University in Cairo)**
e, le, t, a	Teaching in different countries is a strong catalyst for improving our teaching. Based on recent publications as well as my own experience in different universities in three continents, I will shed light on some interrelated concepts like teacher identity and culture teaching. After the talk, the audience will leave with hands-on practices that cope with 21st century teaching.

Talk	**Is CELTA the magic wand?**
TTEd	**Abeer Okaz (Pharos University in Alexandria)**
le, a	This session discusses the factors that contribute to the gap between what CELTA trainees learn on the course and what they want to learn. It explains how this gap turns into challenges after the course when teaching in real classrooms. It also provides suggestions for better guidance during and after the course.

Talk	**Building principled development projects in Algeria, Ethiopia, Senegal & Cote d'Ivoire**
TTEd	**Alan Pulverness & Sarah Mount (TransformELT, Norwich, UK & Africa TESOL)**
e, p, s	These three TransformELT case studies demonstrate a principled approach to project design and management. Ensuring success involves project frameworks having designs that exhibit clear direction for change and flexibility that in turn ensures outcome achievement. Context-specific challenges are addressed: local educational culture, individual participant issues, geographies and embedded systemic processes.

Talk	**Flipping writing lessons: an approach to enhancing learners' text production**
EAP	**Jennifer Schumm Fauster (University of Graz, Austria)**
e, le, t	Writing classes often mean a lot of input from the teacher during class time and very little time reserved for actually working on learners' understanding of a given text type, let alone writing. This talk considers how taking a flipped classroom approach, in a writing course for tertiary-level EFL learners, can provide an additional way of developing learners' written production.

Talk	**Working for online teaching companies: is it for me?**
LT	**Bogar Vallejo Martinez (Netherlands)**
e, le, ey, p, s, t, a	Is it worth working for online teaching companies? In this fast-paced world, users are in search of more efficient ways to study English. With new means of communication, the online environment is becoming the preferred option by many. In this talk, you will learn about the pros and cons, the recruitment process, the salaries, and the different online companies.

Panel discussion
1450-1605
TD, TTEd
le, ey, p, s, t, a

Continued professional development: pathway to success or corridor of uncertainty?
Neil Bullock (English Plus Language Services), Predip Sharma & Kevin Westbrook (Pete Sharma Associates Ltd) & Laura Styles (Freelance)

Developing appropriate professional skills can be challenging for many teachers. On this panel, four ELT professionals share their knowledge and experience in key areas of CPD: the standardisation of accreditation, issues facing freelancers, the complexities of technology training and the difficulties of teaching occupational English. Guidance on how to plan professional development in each area will be given.

Forum
1450-1605
PRON

Forum on connected speech and decoding

What does /ələˈmɪn/ mean? Making sense of connected speech
Rachel Robinson & Mika Takewa (University of Leeds, UK)

Pronunciation is often overlooked by learners of English who feel it is more important to increase their vocabulary and improve grammatical accuracy. This presentation highlights some of the changes which occur in connected speech and demonstrates various activities for use with learners to help raise awareness of both productive and receptive issues related to spoken English.

Bottoms up! Teaching listening through decoding
Felipe Fülber (Freelance)

I will demonstrate how decoding activities may be used to improve learners' listening skills while at the same time raise their awareness of certain phonological features of the language. We will also consider and suggest ways in which decoding tasks may be done in different contexts irrespective of resources available or possible constraints.

A rhythm game for improving learners' connected speech comprehension
Ewa Wanat & Rachel Smith (University of Glasgow)

This talk is a combination of theory and practice for anyone interested in connected speech and speech comprehension in EFL. Our game is based on research conducted with Chinese EFL learners, which showed that rhythmic entrainment with speech could improve their comprehension of fast casual Glaswegian English. The app which will be presented utilises this finding in an engaging way.

Forum
1450-1605
GEN

Forum on promoting critical thinking

Transcending the structure and content of texts
Suvarna Lakshmi (The English and Foreign Languages University)

This talk presents a research conducted on developing critical thinking strategies to transcend the content and structure to comprehend texts in EAP contexts. The methodology, data and results on using five texts of different genres in an ESL classroom, to analyse the underlying motives, perspectives and assumptions, will form the crux of the presentation.

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PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

(Forum on promoting critical thinking continued)

Utilizing self-expression to promote critical thinking
Noha Khafagi (The American University in Cairo)

This talk will shed light on the use of self-expression as one of the ways to promote critical thinking. The presenter will share key, successful learning strategies using connections to self, the world and other texts to stimulate students' critical thinking and allow them to produce meaningful, authentic, real life stories as well as help them activate their verbal skills.

Developing critical thinking skills in students through English teacher training
Blerta Mustafa & Yllkë Paçarizi (University of Prishtina)

This presentation will share English teachers' experiences in fostering critical thinking in their schools as a result of teacher training. Through modeling, collaboration and mentorship, these teachers were able to challenge cultural and social norms and introduce change in their classroom practices and hence fulfill their role as change agents.

1535-1605   Session 1.7

1450-1605   BRITISH COUNCIL SIGNATURE EVENT continued

This session has been cancelled

MSc educational leadership - BAME and motivation to teach and lead

Jameela Mohamed (Education First, Brighton)

As an Indo-Caribbean first-generation immigrant, I am proud to be the Director of Studies of my institution. However, I am intrigued as to why there are so few minorities in leadership positions in EFL. In this session, I present the findings of my Educational Leadership thesis which investigated the under-representation of Black, Asian and Minority Ethnic (BAME) in EFL.

MaWSIG Showcase

IATEFL Materials Writing Special Interest Group Open Forum

The MawSIG Open Forum provides an opportunity to meet the MaWSIG committee, to learn about our activities and future plans and to find out how you can become involved. Whether you write for publication or for your own classes, come along and meet other writers and publishing professionals. Everyone welcome - you don't need to be a MaWSIG member to attend.

ReSIG Showcase

IATEFL Research Special Interest Group Open Forum
Discussing educational research in English language teaching and teacher education

Come and join us to learn about what we do in our SIG, what ELT research is all about, what we offer to members and non-members and how you can participate and benefit from being a part of the SIG. It will be a dialogic, dynamic and informal session where different committee members will explain what they do and you will be able to ask questions and find out how you can contribute to the SIG.

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e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

Talk
TEASIG
Showcase
TD, TEA
e, le, s

Peer assessment activities

Corina Burduhos (George Cosbuc National College)

I will present some videos and some emails made by my students. My talk will be about spotting the mistakes the students in my country commonly make and comparing them to their own students' work. They will also have to mark them according to their own criteria, then we will compare them with the results they got in my country.

Talk
YLTSIG
Showcase
LT, YLT
e, le, p

Exploring sustainable development goals through digital projects in primary education

Vicky Saumell (Buenos Aires English High School)

This session aims at sharing a successful institutional project at Buenos Aires English High School, a primary school in Argentina, where the Sustainable Development Goals were the focus of work done in all areas and particularly supported by digital projects. I will share the institutional project guidelines, samples of student projects and incidental spin-offs generated by discussing the SDGs.

Talk
EAP, LA
e, le, s, t, a

Journals in academic writing classes to combat fossilization

Susan Abrill (University of Victoria, British Columbia, Canada)

How can we combat basic writing errors in academic writing classes? Should we reteach basic grammar rules? Used with young adult and adult learners in a university academic writing class, journals not only help to create a bond between the writer and the reader; they build student-awareness of fossilized habits. Student-focused journal techniques and related student-focused activities will be presented.

Talk
LT, MD
e, le, ey, p, s, t, a

Putting pedagogy first in developing and using digital materials

Claire Dembry (Cambridge University Press)

This talk is for people who want to know more about how a research-based approach to pedagogy can improve the way we use digital resources. Learn how Cambridge has drawn on second language acquisition research to produce guidance on digital pedagogy, helping us identify where digital technology truly adds value to language teaching and learning and where it doesn't.

Talk
TD, TTEd
e, le, t

Teaching four skills with the VaKE method in EFL classes

Mariam Kilanava (European University)

Based on the research, the talk presents the benefits of the VaKE method in EFL classes. The innovative teaching method successfully unites the main features of four skills under one umbrella and provides more complex and productive teaching process in EFL classes. The talk covers the theoretical outlines and the results of practical experience connected to the VaKE method.

Talk
AL, EAP
e, le, t

Defining "good writing": ideology in Canadian university language policy

Jennifer MacDonald (Dalhousie University)

The characteristics of "good" academic writing are communicated via language policies at many Anglophone universities. These policies often embody covert ideologies that can centre certain Englishes and writers, while marginalizing others. In this session, participants will unpack these influences on how we teach and evaluate academic writing in linguistically-diverse higher education settings and discuss alternatives for pedagogy and policy-making.

Talk
ESP, LT
e, le, t

Differentiation in further education: pilot & evaluation

Alice Middelkoop-Stijsiger (Hoornbeeck College, Gouda, The Netherlands)

While the gap is widening between the higher and lower levels of English in further education, differentiating is becoming more difficult and sparser. As a team we developed a plan to differentiate interlocking digital and off line materials. The results show the manageable workload for teachers and satisfaction of students.

Talk
TD, TTEd
e, a

Creating a positive CELTA experience to promote continuous professional development
Tatiana Polovinkina & Anna Kashcheeva (BKC IH Moscow, Russia)

This talk will focus on how ensuring that CELTA is a positive experience for trainees can give them an incentive to keep developing professionally. We will present the system of support that we have been experimenting with in our teacher-training centre, sharing some practical ideas and activities that might be useful for teacher trainers.

Talk
TD
e, le, s, a

Making learning stick: the surprise element
Chaz Pugliese (Pilgrims Teacher Training)

The mark of a good teacher is the ability to create surprises. In this talk, I will argue that surprise plays a vital role in getting the students to pay attention and keep them engaged throughout the lesson. This is primarily because human brains crave the unexpected, and surprise is a sense of wonder that we feel towards the unexpected.

Talk
LT, TD
e, le, ey, p, s, t, a

Blended coaching: how f2f and digital are making real differences
Christopher Sheen (Oxford University Press Turkey)

Oxford University Press Turkey began conducting a CPD F2F coaching program in 2014, and in 2017 began Digital Coaching. Predicted successes of scalability were realized but, surprisingly and more importantly, the professional connections between coach and teacher produced more tangible results than originally thought. This presentation deals with the past, present and future direction of Digital Coaching.

Talk
ESP
e, le, ey, p, s, t, a

ESP for admin staff: it's all in the mix
Pete Westbrook (University of Copenhagen)

The University of Copenhagen runs a range of ESP terminology courses for administrative staff who need to communicate with international students and staff in English. This talk demonstrates how a careful blend of exercises, tasks and activities can provide course participants with the optimal mix of fluency, accuracy and lexis to apply to their work situations.

Talk
TD, TTEd
e, ey, p, s, t, a

Powerful teacher reflection through interactive video-tagging software
Magda Woodham (British Study Centres) & Irina Madeyeva (Nazarbayev Intellectual Schools)

Do you want to design and deliver courses that maximise the powerful training strategy of reflection? BSC and NIS relate the content and outcome of the 2019 blended training programme which fostered multiple reflective teaching communities. Learn how 160 CLIL teachers recorded themselves, recalled their practice in action, added interactions to their videos and engaged in self- and peer-reflection

Panel discussion
1450-1605

Continued professional development: pathway to success or corridor of uncertainty? continued
See page 56 for details

Forum
1450-1605

Forum on connected speech and decoding continued
See page 56 for details

Forum
1450-1605

Forum on promoting critical thinking continued
See page 56 for details

1605-1635   Break

1635-1705   Session 1.8

Talk
LAMSIG Showcase
LAM
e, le, ey, p, s, t, a

The agile language teaching organisation

Andy Hockley (Freelance)

Much current management literature talks about agile organisations. In this talk I will introduce the model of the agile organisation, including some of the key concepts and principles of the idea, before applying this model to different language teaching organisations (LTOs). What would this idea mean to LTOs? Is your LTO agile? How could it be more so?

Talk
MaWSIG Showcase
MD, MaW
e, le, s, t, a

We can disrupt the heteronormative status quo of ELT materials

Tyson Seburn (University of Toronto)

When we incorporate LGBTQ narratives into our materials, this can go very wrong through poor design and/or delivery, but it can also go very right. In this talk, we'll explore how to effectively create and use LGBTQ content to build intersectional connections and empower learners to challenge what we take for granted as just the way it is.

Talk
ReSIG Showcase
RES, TD
e, le, a

Exploring English language teachers' engagement with published research

David Barnard (University of Aberdeen)

This talk will centre on reporting the results of a completed partial-grounded theory pilot study into English language teachers' engagement with research in the field of English language teaching. Emergent themes from 15 short unstructured 20-30 minute interviews with current teachers from around the world, will be reported on and discussed.

Talk
TEASIG Showcase
LA, TEA
e, s, t, a

Power sharing in assessment: co-constructing a measure of engagement

Nancy Mitchell (Universidad Diego Portales)

Learner-centered, power-sharing teaching approaches foster meaningful awareness and autonomy—engagement in our classroom activities, but how is this learner engagement measured? It is often tempting to add a grade for participation, generally based on instructor perception, which is susceptible to bias. Graded, evidence-based, negotiated self-assessment is a step toward a less subjective measure of engagement.

Workshop
YLTSIG Showcase
1635-1720
YLT
e, le, p

Visual literacy: strategies for young English learners

Joan Kang Shin (National Geographic Learning)

Please note this session will be 1635-1720

Visual literacy is a necessary skill for young learners in the 21st century, which is increasingly image, media, and technology driven. English teachers frequently use visuals to make language input comprehensible, but how often do they teach students to interpret images critically and build visual thinking strategies? This workshop will engage teachers with examples focused on primary school classrooms.

Talk
EAP
e, le, t, a

The importance of fun in the EAP classroom

Amy Coryat (UWE Bristol)

This talk aims to encourage EAP practitioners to reflect upon their approach to teaching EAP. It will argue the importance of how EAP is taught, more specifically the need for fun in the classroom. Suggestions of how to incorporate fun into EAP lessons will be shared, including an escape room designed to encourage critical thinking.

PLEASE CHECK THE LATEST VERSION OF THE CONFERENCE PROGRAMME & THE HOPIN PLATFORM FOR CHANGES & CANCELLATIONS

Talk	**Do we need more playfulness in the primary classroom?**
TD, YLT	**Paul Drury (Cambridge University Press)**
e, le, ey, p, s	In our test-focused, result-driven classrooms, we forget that language learning is complex and non-linear. Whilst knowledge is important, children should feel empowered to 'have a go', experiment, keep trying. We believe it is critical that children are encouraged to be playful. This talk explores what playfulness means, how it drives creativity and how both are vital in language learning.

Talk	**International virtual exchanges for pre-service teachers in a globalized world**
GI, TTEd	**Susana Galante (Kibbutzim College of Education)**
e, le, t	A globally-connected pedagogical approach in EFL teacher training programs has become indispensable to meet the needs of a multicultural and interconnected world. International virtual exchanges in English can help foster global competence, and provide students with authenticity and modeling for their future practice as teachers. Examples of how such partnerships have been integrated in a course syllabus will be shared.

Talk	**English mythology: seeing and believing**
GEN	**Jonathan Marks (Freelance)**
e, le, ey, p, s, t, a	Language is complex, and decisions need to be made concerning how to make it accessible to learners. But the ensuing process of simplification has resulted in entrenched falsifications. This talk will draw attention to myths about things like relative clauses, phrasal verbs, reported speech, subjunctives, intonation and stress-timing, which are perpetuated in coursebooks, reference books and professional discourse in general.

Talk	**Why aren't they speaking? Dealing with silence in the classroom**
TD	**Pawel Matuszczyk (The University of Sheffield, UK)**
e, le, t, a	Is it not frustrating when you ask students a question to discuss in class, in English, and they are not doing it? This session will focus on the reasons why some students prefer to remain silent in the classroom and will provide practical solutions that can encourage your students to communicate in English more.

Talk	**A step-by-step approach to teaching low-level IELTS**
GEN	**Lewis Richards (LSI Portsmouth)**
e, a	This talk will outline the speaker's step-by-step approach to teaching lower-level IELTS classes (4.5-6.0), focusing on strategies and exercise types for all four parts of the exam, and demonstrating how to effectively prepare students at lower levels for the IELTS exam. The talk will also demonstrate how to widen the range of topics taught in IELTS classes.

Talk	**What does supportive trainer talk look like?**
TTEd	**Simon Smith & Martyn Clarke (Norwich Institute for Language Education)**
e, le, a	Teacher talk is much discussed in teacher education, but trainer talk is not. To find out more, we recorded teacher education sessions run by six different trainers on short UK courses for overseas teachers. We use transcript data from this investigation to analyse key characteristics of supportive trainer talk and to highlight our own learning from analysing it.

Talk
LT, MD
e, le, t

An English class in disguise: edutainment in a multidisciplinary setting

Elizaveta Tikhomirova (Skolkovo Institute of Science and Technology) & Anastasia Sharapkova (Lomonosov Moscow State University)

The talk showcases materials design for a 5-hour Quick Success educational activity for Master students of a technical university, where English is the medium of instruction. The proposed scenario boosts communication skills and involves participants in a high-tech interactive game. The audience will have an opportunity to try out some challenges on their mobile devices.

Talk
LIT
e, le, ey, p, s, t, a

Effective activities for training strategic competence

Geoff Tranter (Technical University of Dortmund, Germany)

As communication is not always effective, the CEFR offers a number of important compensation strategies. The new CEFR Companion Volume also describes the strategies required for mediation, which can be very important in work-related contexts. After discussing meaningful activities for training strategic competence, we will be focussing on mediation strategies and how to train these strategies.

Talk
GEN
e, le, ey, p, s, t, a

Challenges and benefits of language immersion

Debbie West (Higher Education France)

Immersing oneself in the language and culture where it is spoken can have great benefits when learning a language. What is necessary to go total immersion? What are the challenges and benefits for everyone? Let's take a look at the idea, practice and results of 10+ years of immersion in the US through the eyes of the learners and organiser.

Panel
discussion
1635-1805
LA
e, le, ey, p, s, t, a

What makes us employable?

Ronna Magy, Antonella Sorace (University of Edinburgh), Chris Brandwood (British Council) & Elizabeth Moore (Pearson English)

How do you prepare for a job that does not yet exist? That is the reality that our students are facing today. The panel of experts will examine the skills that employers are looking for – and discuss how learning English fits into the bigger question of what makes us employable?

1635-1805   **INTERACTIVE LANGUAGE FAIR**

The ILF features different presentations where delegates can explore their interests with the presenters. A moderated session, there will be a feast of presentations and the opportunity to ask any questions and expand at the end.

The presenters in today's Interactive Language Fair are:

AL, EAP

Interactions in academic writing: A case study of Omani EFL students

Ahmed Al Ajmi (University of Huddersfield)

This presentation reports on a qualitative study which investigates Omani EFL students' interactions in academic writing. The challenges they face and how to overcome them will be discussed. Based on the main findings of the study, the audience will be provided with practical hints on how to apply the study findings in their EFL contexts.

GI, TTEd

Social justice - a means or an end in language classes?

Mandana Arfa Kaboodvand (University of Eswatini)

This presentation aims at discussing the findings of a study on language teachers' beliefs concerning the inclusion of certain social-justice-related issues like gender, sexual orientation, ethnicity, and disability in their classes. The context and teachers' personal beliefs seem to play an important role in deciding which issues to include and whether teaching about social justice should be the main objective.

TD, TTEd	**Developing professional-pedagogical responsibility: from student identity to teacher positioning** **Malba Barahona (Pontificia Universidad Católica de Chile)** This presentation reports on a study that examined the development and enactment of preservice teachers' professional-pedagogical responsibility and the factors that shape this development, such as school context, their motives, and beliefs. Key findings of the study revealed a range of critical forces that frame the actions of preservice teachers and encourage them to act more professionally as aspiring educators.
EAP, ESOL	**Reading strategies and metacognition in English by adult L2 learners** **Aline Biazotto (The University of Sheffield)** In this presentation, I will present the results of my study about perceived use of reading strategies and metacognitive awareness by L2 learners at different proficiency language levels. My goal is to further EFL teachers' understanding of L2 learners' metacognitive awareness and L1 reading strategies transferability into the L2 context.
RES	**Classroom talk: promoting contextual learning and critical thinking** **Kirti Kapur (NCERT, New Delhi, India)** The presentation discusses a year long study 'classroom-talk' as a pedagogical strategy to enhance language learning across the curriculum. Two key aspects will be explored: first, education's main aim is helping children learn effective use of language as a tool for thinking collaboratively; second, classroom-based involvement in thinking collectively can create significant contributions towards development of an individual child's intellectual ability.
LA	**Listening strategy instruction: Syrian EFL teachers' beliefs and practices** **Nataly Karikian (Bath Spa University, UK)** This presentation will report on the findings of a case study that aimed at investigating the beliefs and practices of four Syrian EFL teachers regarding teaching listening strategies in the language classroom. The contextual factors that have affected both teachers' beliefs and their practices will also be presented, and the implications of the findings will be discussed.
TTEd	**Teacher training challenges in the non-native context** **Ahmed Othman (Al-Azhar University)** Many are the challenges teacher trainers and trainees face, especially in a non-native setting. This presentation aims to discuss pre-service and in-service training issues and the solutions to make the training experience successful. Participants will become aware of the training considerations, and applicable guidelines for better, principled training. Examples are given from our context at Al Azhar University in Egypt.
RES	**Student mobility and identity-related changes** **Pawel Sobkowiak (Adam Mickiewicz University, Poznan, Poland)** This presentation will examine intercultural experiences of five sojourning Erasmus+ students during their residence abroad and will report on the findings of research aiming to analyze the impact of the sojourn on the participants' identities. The study demonstrated that the students became, to a moderate degree, more mindful, open-minded and inclusive toward diversity, thus developed intercultural identity.

RES

The power of feedback in students' growth mindset

Monica Torres (Universidad Nacional De Chimborazo)

This presentation's aim is to examine an empirical study of a different theory about motivation that is the mindset development. In the classroom, a teacher's attitude and the way they provide feedback is what could make the difference between a fixed mindset or a growth mindset. The latter can enhance students' goals and learning outcomes.

AL, LA

Meeting of Change Agents: bridging between EFL learners and teachers

Tugba Yegin (Ege University School of Foreign Languages, Turkey)

Meeting of Change Agents is a unique platform aiming at giving equal voice to the students and teachers of the English Preparatory Class in Turkey. I will provide information on the aims, procedures and outcomes of these nationwide gatherings as well as engaging the participants in reflection on new spaces for learner and teacher collaboration and new forms of interdependence.

1720-1805   Session 1.9

Talk
LAMSIG Showcase
LAM
e, le, ey, p, s, t, a

Managing your school through design thinking

Evrim Ustunluoglu (Izmir University of Economics)

This talk introduces participants to design thinking approach, which focuses on identifying challenges, gathering information, generating potential solutions, refining ideas and testing solutions.

Workshop
MaWSIG Showcase
MaW, TD
e, le, ey, p, s, t, a

Learning to write - writing to learn

Kirsten Holt (Pavilion ELT, Pavilion Publishing)

How much do you get out of a writing project, whether you are writing a course book, a teachers' guide, a methodology title, teaching resources or even a blog post? How do you hone your craft? Can you learn whilst writing? This session uncovers ways you can develop your writing career and the incidental learning that comes along the way.

Workshop
ReSIG Showcase
RES, TTEd
e, ey, p, s, t, a

Mentoring teacher-research

Richard Smith (University of Warwick)

In this workshop for mentors and prospective mentors of teacher-research, I'll discuss with participants what a teacher-research mentor may need to know. I'll also engage participants in activities from a recent British Council publication, 'Mentoring Teachers to Research Their Classrooms: A Practical Handbook', and highlight ways in which mentors can continue to enhance their practice going forward.

e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

AL = Applied Linguistics	**GEN** = General	**MD** = Materials Development
BE = Business English	**GI** = Global Issues	**PRON** = Pronunciation
EAP = English for Academic Purposes	**IPSEN =** Inclusive Practices & SEN	**RES** = Research
ESAP = English for Specific Academic Purposes	**LA** = Learner Autonomy	**TD** = Teacher Development
ESOL = English for Speakers of Other Languages	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment
ESP = English for Specific Purposes	**LIT** = Literature	**TTEd** = Teacher Training & Education
	LT = Learning Technologies	**YLT** = Young Learners & Teenagers
	MaW = Materials Writing	

YLTSIG Showcase	**IATEFL Young Learners & Teenagers Special Interest Group Open Forum**
	Linking, developing and supporting early years, primary and secondary professionals
	Attend the YLTSIG Open Forum and find out about our plans for the year. Also, participate in an interactive debate about whether English learners are ever too young for social justice and action taking. See you online!

Workshop
PRON
e, le, s, t, a

Playing with language: using drama to teach speaking skills

Walton Burns (Alphabet Publishing)

Drama is a powerful tool for teaching oracy skills including pragmatics and prosody. Come and practise activities from 'The Drama Book' by Alice Savage that draw attention to how we use voice and body to communicate effectively. Learn how to integrate a scripted play into the traditional skills-based ESOL classroom or do a drama class for better speaking practice.

Workshop
LA, LT
e, ey, p, s, t, a

Enhancing learners' perception of progress using Google Jamboard

Caio Valenzuela Copatto (Associacao Cultura Inglesa Sao Paulo)

This workshop aims to provide participants with practical ideas on how to give feedback on language using Google Jamboard, an interactive whiteboard app. The app allows teachers to make feedback more interactive and fun, maximizing learner engagement and perception of progress. Participants will have a go at creating their own Jam to see its benefits and how user-friendly it is.

Workshop
LT
e, le, ey, p, s, t, a

The #mfltwitterati podcast and TiLT webinars - professional development on demand

Joe Dale (Freelance, UK)

This practical session will showcase some of the techy ideas creative language teachers from around the world have shared on the podcast and the Technology in Language Teaching (TiLT) webinar series to-date. Ideas will include tools and apps for remote teaching, exploring virtual reality possibilities, listening and speaking through digital storytelling and promoting independent learning. There will be the opportunity for audience participation too!

Workshop
TD, TTEd
e, le, a

Using learning outcomes in the reflection process

Chris Farrell (Centre of English Studies)

In this session, we will focus on three questions regarding teaching: 1) What will the students be able to do (better) at the end of the lesson? 2) What will that look like? 3) How will I know? We will look at Learning Outcomes, Success Criteria, and Task as Assessment in answering these questions.

Workshop
GEN
e, le, s, t, a

'English is context - practical pragmatics for clear communication'

Andreas Grundtvig (Delta Teacher Development Series/Klett)

Utterances have meanings in situations. As teachers we know this and sympathise when our learners miss how a well-intended message, is interpreted differently depending on the context. This practical workshop shares activities, taken from the latest book in the Delta Teacher Development Series, which help our learners improve their pragmatic competence and be on their guard against implicature.

Workshop
GEN
e, le, s

Going beyond cognitive and linguistic mediation in B1+ language classes

Hanna Kryszewska (Pilgrims Teacher Training)

The new CEFR approach to ELT addresses how English is used in global society, emphasising the role of reception, production, interaction and mediation. Mediation not only has cognitive and linguistic dimensions but can involve problem solving, arbitration, and conflict resolution, which are life skills. This workshop looks at how ELT can help prepare learners to use language to this end.

Workshop **Tell you what! A teacher's story is worth 1000 images**
TD **Elona Manders (HAN University Faculty of Education)**
e, le, s, a From authentic teacher input to authentic student output: an interactive storytelling workshop in which you develop an exciting story(line) to take home to activate and engage your learners during your first post-IATEFL lesson. Together with other participants, practise (digital) storytelling by using personal experience and pictures. Come listen, tell & share!

Talk **Keep it rolling: dice games in teaching a language**
GEN **Alla McCaughey (Freelance, Belarus)**
e, le, a Games have become a language teacher's good friend for many reasons. This workshop presents easy-to-implement dice game activities that involve the use of an ordinary die to elicit the English language from students. Participants will play several games from 'The Dice Book' to experience the flexibility of dice "frames" that create open-ended prompts for practising grammar, vocabulary and critical thinking.

Workshop **Picture perfect: bringing the young learner classroom to life!**
YLT **Claire Medwell (Freelance & Cambridge University Press)**
e, le, p Growing up with the iPad, Generation Alpha are wired! In this visual extravaganza, where imagination sparks learning, we explore the move from auditory methods to a more visual, hands-on approach which is shaping classroom practice and assessment globally. Try out ideas with Cambridge's new 'Fun Skills' that develops key competencies through visual literacy.

Workshop **Mind the _____: rediscovering gap-fills**
MaW **Leo Selivan (Freelance / ETAI)**
e, le, ey, p, s, t, a Gap-fill exercises have been criticised for being boring, unauthentic and mechanical: they promote only receptive knowledge (vocabulary) and focus on the correct form paying little attention to meaning (grammar). Let's discover how, with a bit of imagination, we can put a 'spark' into gap-fills, thereby making them more effective and meaningful tools for language practice and review.

Workshop **CPD-3.0**
LT, TD **Graham Stanley (British Council)**
e, le, ey, p, s, t, a What does CPD look like in 2021? How can we best take advantage of the opportunities that our connected world offers? In this workshop I will look at a range of CPD, from Collaborative Expertise, to engaging with Artificial Intelligence, and discuss findings of the British Council Americas Teaching for Success cpdBE project and tell you how to become involved.

Workshop **Tips to teach speaking remotely**
TD **Paulo Torres (Richmond Brazil)**
e, le, ey, p, s, t, a What should be the key features of a speaking activity? This workshop proposes three key features to teach speaking. I will explain these features and analyze sample activities to see if they have the features. Suggestions on how to change the ones which do not have them will be given. The workshop ends with some reflection and summing up.

Workshop **Getting writing right**
GEN **Steve Tulk (Macmillan Education)**
e, le, t, a Students often see writing as challenging, abstract and laborious. Too frequently activities are designed to demonstrate language proficiency, with little real-life value. This workshop will explore ways that both product and process approaches to teaching writing succeed in today's online and blended classrooms, and will highlight the benefits of collaborative writing activities. With examples from Macmillan's Adult course, Language Hub.

Panel discussion **1635-1805**	**What makes us employable? Continued** See page 62 for details

1635-1805	**INTERACTIVE LANGUAGE FAIR continued** See page 62 for details

1830-2100 Social Programme

1830-1930 **Welcome Reception**

Round off the first day of conference and join us for a few words of welcome from our outgoing President and Chair of our Conference Committee, Harry Kuchah Kuchah, our Patron, David Crystal, and our Reception sponsor, the British Council. We will also take the opportunity to celebrate the 2021 Scholarship winners.

We'll also be having some ice-breaker fun with a chance to get to meet other attendees.

1930-2100 **International Cookalong**

Join our outgoing President, Harry Kuchah Kuchah, and Roy Cross from the British Council as they cook up a storm in the kitchen for our conference cook-along!

Why not join in the fun yourself, by following our easy recipe guide, our two budding chefs' instructions, and top tips by joining our truly international feast. To see a list of the ingredients you'll need, **click here**.

We would love to see your finished dishes! Why not take a photo of you with your dish, add your location, and share it with us on social media using #IATEFLCookalong. A selection of these will feature in our post conference reporting.

Mindfulness Sessions

sponsored by Macmillan Education
& presented by Breathworks

press pause
& experience how mindfulness
can help you at work
& at home

Start each day with our morning Mindfulness Sessions

08.15-08.45 (UK time)

Sessions will be recorded and made available to watch throughout the conference by visiting the Mindfulness exhibition booth

This hands-on workshop will introduce you to mindfulness. You'll learn techniques, including a simple breathing practice, that you can start using straight away – at work, at home, whenever the going gets tough – to make life feel better.

sponsored by

macmillan education

presented by

breathworks

Sunday 20 June

0815-0845   IATEFL How To… sessions

How to get involved in an IATEFL Special Interest Group [SIG] (with George Pickering)
SIGs enable IATEFL members to develop themselves in an area of particular interest to them. In this talk, we will briefly discuss what SIGs are and how they can help you to develop professionally, before discussing the different ways you can become active in a SIG, from writing a newsletter article to volunteering to work on a SIG committee.

How to submit a speaker proposal (with Madeleine du Vivier)
In this session, we will review the criteria that are used to decide if a conference proposal is accepted for the IATEFL Annual Conference programme. We will discuss what makes a successful proposal, both in terms of the abstract and the summary, and how to ensure that your proposal is accepted.

0900-1000   Plenary Session

Plenary session by Thom Kiddle

Thom Kiddle has been a language teacher, tester and teacher trainer since 1997, though his involvement in teaching started much earlier in a very different arena! He was awarded the Cambridge Delta prize in 2004 as the first person to achieve a distinction in all modules of the Delta, and the IELTS Caroline Clapham award in 2011 for his MA dissertation on Language Testing. He is currently Director of Norwich Institute for Language Education (NILE), involved in teacher training, organisational management and strategic development projects worldwide, including the NILE Online teacher development programmes. He is also Vice Chair of Eaquals and founding director of AQUEDUTO (the Association for Quality Education and Training Online).

Integrating teaching, testing and technology: where angels fear to tread

This plenary presentation will address the areas of language teaching, testing, and digital technology, with the language teacher at the centre of the interaction between the three. We will ask and suggest answers to the questions of whether we are measuring the right things when we test students' language; whether we are measuring in the best ways; why teachers mistrust tests and examinations; and how developments in digital technology are impacting on both classroom-based assessment and the world of international high-stakes language testing. The empowerment of teachers in terms of decision-making, competences, and confidence will be the central theme in an exploration of teacher fears and expectations of how teaching relates to testing, and whether digital technology offers solutions or threats for the classroom and beyond. There will be a particular focus on the assessment of spoken English, and we will address the question of whether inter-language mediation may be a better and more useful benchmark of linguistic competence than the traditional measurement of oral proficiency in English. With practical experiments, special guests, and insights from research and from learners, the session will entertain, challenge and engage participants to re-examine their assumptions and beliefs, and propose how we can take principled decisions, and avoid being the fools who rush in.

Talk
BESIG
Showcase
BE
e, a

New paradigms in business cultural training

Barry Tomalin (International House, London)

Training in business? Think business not ELT, especially true in intercultural training? This means that in your proposals, your materials and your reports you need to have a 'business-like' approach in your course proposals, course structure, organisation, language and delivery. This talk explores the differences between language training and cultural training in business with special reference to the language used.

Talk
ESOLSIG
Showcase
ESOL, GI
e, le, ey, p, s, t, a

'Emergency English' research with refugees and host communities in Jordan

Chris Sowton (International Education / Consultant)

In the rapidly-increasing field of 'emergency education', language learning provides social, emotional, psychological and economic opportunities for refugees and host communities alike. This presentation reports on qualitative 'Language for Resilience' research undertaken for the British Council. It examines language learning teaching and provision, language learning materials, and language attitudes, perceptions, usage and ability, making a series of innovative, evidence-based recommendations.

Talk
LASIG
Showcase
LA
e, le, s

Everyone can succeed! Making spaces for autonomy

Carmen Becker (Technische Universitaet Braunschweig) & Annika Albrecht (Montessori Foundation Berlin)

We will show how 'Makerspace foreign language learning' allows teenagers in highly diverse classrooms to take control and shape their personal learning environment. By bringing in their identity and individual repertoire of skills, teenagers grow beyond their limits and access their full potential. Student data shows how this powerful combination makes it possible for every student to succeed.

Talk
PronSIG
Showcase
AL, PRON
e, le, ey, p, s, t, a

Whose standards? Challenging the paradigm of 'standard English'

Rachael Pooley (British Council Thailand)

This talk draws on recent research as part of an MA dissertation regarding teachers' opinions on the existence of a standard spoken English. The findings contest the prevailing notion of a single standard English with which to teach in the international language classroom. The speaker will invite discussion from delegates on their own views.

Talk
TDSIG
Showcase
TD, TTEd
e, le, ey, p, s, t, a

Towards understanding difficult circumstances in ELT

Krishna K Dixit (Ambedkar University Delhi, New Delhi)

This presentation explores the notion of difficult circumstances (DC) in ELT. It is based on an ongoing study (started in 2016) involving three teachers and 113 students. The data indicates that DC needs to be interpreted in terms of affordances and opportunities perceived to be available in the contexts rather than merely by the availability of material and human resources.

Talk
TTEdSIG
Showcase
RES, TTEd
e, ey, p, s, t, a

Learning from interactive reflection

Jason Anderson (University of Warwick)

This talk reports on my recent research into Schön's 'reflection-in-action' in EFL teachers' in-classroom (i.e. interactive) cognition. It offers a number of original, empirically-derived tools for studying, raising awareness of, and developing our ability to learn from interactive reflection. Questions, comments and critical feedback on the tools will be welcomed, as will suggestions for future use.

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Talk	**Global citizenship - developing academic vocabulary in the EFL classroom**
TTEd, YLT	**Inge Alfredsen (Avedoere School), Soren Hattesen Balle & Merete Olsen (Teacher**
e, le, p	**Education, Absalon University College) & Lise Ostbirk Bencard (Tybjerg Private School)**

This talk is about how collaborating EFL classrooms around the world can support the development of global citizenship through a focus on sustainability in cross-disciplinary projects between the subjects English and Science. A substantiated discussion and ready-to-use activities for language teachers will be introduced with a focus on the development of vocabulary, scientific skills and intercultural communicative competence in ELT.

Talk	**Students' habits and perceptions of citing images in multimodal projects**
EAP, LT	**Matthew Andrew (Khalifa University)**
e, le, s, t, a	

This presentation will discuss students' habits and perceptions of using and citing images for two multimodal projects (website and video) in an L2 university writing course. Attendees will be shown multimedia project examples that can be used practically in the EAP classroom, and research data will be discussed to make recommendations for how students can responsibly use digital content.

Talk	**'The play is the thing': L2 teacher motivation**
RES, TD	**Daniela Bacova (University of Bolton)**
e, le, p, s	

Teacher motivation is a key component for increasing teachers' commitment to their professionalism and the quality of their teaching practice. However, it is affected by socioeconomic and cultural contexts in which they work. The presentation reports on the experiences of ELT teachers in Slovakia who have found engagement in extracurricular activities a source for satisfying their needs for professional autonomy.

Talk	**Building confidence in ESL learners through extensive writing**
EAP	**Vahida Berberovic & Ann-Charlotte Stent (UTS College)**
e, le, t, a	

This session presents results from an action research project that focused on daily writing practice and the development of confidence in ESL students preparing for University study in Australia. It uses observations and analysis of students' beliefs of their own abilities prior to the intervention and afterwards to show how extensive writing has led to improved confidence and overall performance.

Talk	**Beyond empowerment: ELT as a source of emancipation**
GI	**Steve Brown (University of the West of Scotland)**
e, le, a	

Many ELT courses offer little scope for learners to make decisions about their learning. Even materials that seek to empower learners lack opportunities to engage critically with social structures that maintain inequality and injustice. This presentation explores ways to develop materials that encourage critical engagement with social justice issues, leading to learner emancipation and a transformative impact on society.

Talk	**EMI project to teach in English at Tomsk State University**
TTEd	**Tamara Budlova (National Research Tomsk State University) & Will Nash (The University**
e, le, a	**of Sheffield)**

A 5-year EMI project at TSU was undertaken, in collaboration with ELTC Sheffield, to achieve the following goals: to attract international students, to be better positioned at the University rankings and to allow academic staff and students more opportunities for professional development. This project, over 3 phases, has been analysed and recommendations for similar projects will be presented.

Top Tip !

To access a specific session, go to the Academic Sessions section of Hopin five minutes before the session is due to start and search for the name of the presenter. Alternatively, during the Conference you will be able to click on the title of a presentation within this programme to be taken directly to the virtual room five minutes before it is due to start.

Talk
RES, TD
e, le, s

Extending the classroom beyond: exploring novelty in ELT
Sajan Chaudhary (Janata Secondary School, Ramdhuni-3, Sunsari)

This talk explores how non-academic institutions were used for teaching English writing and speaking by Nepalese EFL teachers. The presenter shares the findings of field visit/trips carried out in 10 different non-academic institutions in Nepal. In addition, it also reveals some practical measures to bridge the gap between learners and learning objectives.

Talk
GI, TD
e, le, ey, p, s, t, a

Burning issues in ELT, part 2
Yordanka Kavalova (Oxford University Press)

Do your students believe they can make a difference to their learning? What skills and attitudes do they need for lifelong success in this changing world? At Oxford University Press, we continue to investigate the burning questions defining education today and collaborate with educators to offer evidence-based recommendations for the classroom. Join me for a discussion on our latest themes.

Talk
TEA, YLT
e, le, s

How gamification and games can support teachers and learners
Maija Kozlova (Cambridge Assessment English)

This talk will present both research and examples on what makes a good digital game in ELT. In addition to experiencing some of the gamification principles in action, participants will take away practical recommendations for evaluating games and games-based tools, and an understanding of how to make informed decisions about employing such tools in teaching, or designing games-based experiences themselves.

Talk
GEN
e, le, a

Swearing: what should we tell the students?
Neil Roberts (Bond University, Australia)

Swearing has a high frequency in spoken and written English and plays an important communicative role. However, swearing is ignored in coursebooks and in the classroom. This talk discusses the functions of swearing, problems for learners of English, and opens a discussion on how raising students' awareness of swearing could be approached in the classroom.

This talk contains swearing!

Talk
LT, RES
e, le, t, a

Goal-setting and action plans for increasing online engagement
Maggie Sokolik (University of California, Berkeley)

This study investigates how goal-setting might be developed to improve engagement and completion rates in online courses. In the MOOC "English for Journalists," students were randomly assigned to three groups: a control group, a goal-setting group, and one that set both goals and completed an action plan. Engagement was most improved by students creating action plans.

Talk
GEN
e, le, p

L1 use with young learners in English classes
Serdar Tekin (Aston University)

Teachers' amount and functions of L1 use, as well as their motives for employing L1 in English classes in Turkish primary schools, are investigated in a qualitative way in a research. Analysis of the data reveals interesting findings which might be useful, especially for language teachers working with young learners in different settings.

Talk
GEN
e, le, s, t, a

Off the page: Mediating the course book
Craig Thaine (Cambridge University Press)

This talk looks at some of the challenges of using course books and developed materials. It explores different ways of adding value and increasing learning opportunities with this material with reference to practical examples. It also looks at some key principles that apply to getting a published lesson off the page.

Forum **1015-1130** EAP	**Forum on supporting EAP students**

Knowledge decay in EAP and bridging the gap between semesters
David Krygier

Student academic performance is subject to fluctuations during the year. It increases before exam periods and decreases afterwards. I'll report on a three-year cross-faculty research that investigates retention rates of knowledge and skills between semesters in undergraduate students of a Sino-Foreign university. It seeks to find ways to mitigate the loss of knowledge and academic skills in Higher Education.

Barriers to implementing embedded academic language support in UK universities
Karen Martin (University of Bradford)

Why is it so difficult to get faculties in UK universities to engage with embedded support for international students? This presentation examines the benefits of embedded support, barriers to introducing it in practice, reasons for these barriers, and suggestions to get faculties on board. Case studies from two UK universities will be used to highlight some of the issues.

Beyond the pre-sessional: extending in-sessional EAP support
Kim Pedersen (University of Brighton)

Although EAP professionals have long recognised the need for more sustained in-sessional student support, this reality is gaining traction across higher education. This presentation reports on initial research into experiences of international master's students and their subject tutors at a UK University and will encourage the sharing of experiences from colleagues.

1100-1130   Session 2.2

Talk **BESIG Showcase** BE, ESP e, le, a	**Storytelling: a teaching tool for Business English teachers** **Mary Sousa (Corporate Communications Language School)** In this talk, you will learn how Business English teachers can teach through storytelling, whether the lesson is grammar-based, presents specific professional vocabulary, or debates a global issue, such as consumerism. After a look at storytelling tips, we will see how three stories become jumping-off points for lessons with Business English students.
Talk **ESOLSIG Showcase** ESOL, GI e, le, ey, p, s, t, a	**Plurilingual approach in language learning: is translanguaging the answer?** **Yasmine Abdelhamid (English Teacher/ Researcher)** This presentation will discuss how research and practice can go hand in hand to underline the advantages of promoting natural and classroom plurilingual practices, which help encourage translanguaging and eventually help second language acquisition. It will highlight the disadvantages of ignoring a learner's repertoire of languages with regard to different language skills and motivation to learn.
Talk **LASIG Showcase** LA, TTEd e, le, ey, p, s, t, a	**Maximising learner autonomy with brain-friendly grammar - neurolanguage coaching** **Rachel Paling (Efficient Language Coaching)** Participants will learn fundamentals of coaching conversations and changing the style of communication ensuring a brain friendly discussion that arouses curiosity and reward status in the brain when delivering grammar topics. They will be introduced to the PACT PQC coaching model and be able to practise this instantly with a grammar breakdown script taken from the 'Brain Friendly Grammar Book'.

Talk

PronSIG Showcase

PRON

e, le, ey, p, s, t, a

IPA: symbols of power?

Mark Hancock (Hancock McDonald ELT)

Phonemic symbols – we love them or hate them, but often for the wrong reasons. For some, they are symbols of an elite accent which is not our own. But there is an alternative way of viewing them which is less prescriptive and more tolerant of accent variation. From this angle, they can be symbols of empowerment.

Talk

TDSIG Showcase

RES, TD

e, le, s

Tending your own pedagogical garden: an induction of teacher educators

Barbara Roosken (Fontys University of Applied Sciences)

This study focuses on how the identity of novice teacher educators develops over time. I will share findings from my research on how teachers become teacher developers and how they make use of the affordances of their context. Participants will leave with ideas about the six professional roles of educators.

Talk

TTEdSIG Showcase

TTEd

e, a

Flipping training: is there a (flipping) difference?

Melissa Lamb & William Morrow (International House London)

Do flipped training courses make a difference? We've been flipping both CELTAs and Deltas since 2018 and we have noticed a shift in the roles & responsibilities between trainers and participants. Participants are taking more ownership of the decision-making process for their lessons and trainers act as a resource in this process. But what difference does this make?

Talk

EAP

e, le, s, t, a

Thou shalt not commit logical fallacies: evaluating strength of arguments

Angeliki Apostolidou (Freelance)

In an attempt to present strong arguments in academic essay writing, students in higher education may fail to adequately interpret the strength of evidence drawn from their extended reading and are likely to commit 'logical fallacies' – mistakes of reasoning which weaken their arguments. This talk addresses five common fallacies and offers tips on how to appropriately evaluate and avoid them.

Talk

GEN

e, le, t

Use of mother tongues in ELT classrooms

Ganga Laxmi Bhandari (Tribhuvan University, Kathmandu, Nepal)

The use of mother tongues becomes useful in multilingual ESL/EFL classrooms such as ours in Nepal. However, the use of mother tongues is not without criticism. In most cases, it is outright discouraged. My talk will, on this background, focus on pedagogical pros and cons of the use of mother tongues in ESL/EFL classrooms in multicultural societies.

Talk

GEN

e, le, a

The virtuous circle of learning – how close are we?

David Booth (Pearson)

Immediate and powerful motivation can be fostered in the classroom through the integration of assessment and learning. This talk will describe one approach which moves us closer to the virtuous circle of learning and assessment using detailed feedback from assessments to power immediate feedback, Pearson English Test Hub. Tests and courseware use calibrated banks of learning objectives and related learning materials.

AL = Applied Linguistics	**GEN** = General	**MD** = Materials Development
BE = Business English	**GI** = Global Issues	**PRON** = Pronunciation
EAP = English for Academic Purposes	**IPSEN =** Inclusive Practices & SEN	**RES** = Research
ESAP = English for Specific Academic Purposes	**LA** = Learner Autonomy	**TD** = Teacher Development
ESOL = English for Speakers of Other Languages	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment
ESP = English for Specific Purposes	**LIT** = Literature	**TTEd** = Teacher Training & Education
	LT = Learning Technologies	**YLT** = Young Learners & Teenagers
	MaW = Materials Writing	

Talk	**Does Afghanistan need English?**
AL, RES	**Hywel Coleman (University of Leeds, UK) & Sayed Mohammad Mohaqqeq (British Council, Afghanistan)**
e, ey, p, s, t, a	Research into the condition of English in war-torn Afghanistan raises questions about the functions of the language in that country. The research - commissioned by the British Council - identified 'concrete' and 'idealistic' roles that English is expected to play. The presentation discusses how far these expectations can be fulfilled. The full research report is available on the British Council's website.

Talk	**Motivating young learners to read independently**
GEN	**Marianne Dark (Nexus International School, Malaysia)**
e, le, p, s	The rewards of reading for young learners are well documented. However, even when learners enjoy reading in their first language, it does not necessarily follow they will pick up the same habit in their second language. This talk investigates the issues around independent reading and outlines the benefits and practicalities of establishing a rigorous reading scheme.

Talk	**Viewing skills: learning from museum educators**
MD, TD	**Sylvia Karastathi (New York College, Athens, Greece)**
e, le, s, a	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 suggest pathways to approach the beginner viewer and cultivate different levels of viewing skills.

Talk	**Finding their voices**
YLT	**Mark Meredith & Alexandra Purcell (Cambridge University Press)**
e, le, ey, p, s, t, a	Good communication is the gateway to successful relationships and effective learning, but do we see enough emphasis placed on collaboration and communication within the classroom? How can we, as teachers, create the collaborative environments to build students' confidence and help them find their voice? We'll share insights into success stories, as well as some suggestions on techniques and approaches.

Talk	**Genius hour - encouraging curiosity and investigation in the secondary classroom**
GEN	**Simon Pounder (British Council Poland)**
e, le, s	In this talk, I will look at how teachers can realise their students' potential by handing over control of the learning to the students. Genius hour is a project-based system, where the students choose an idea they are passionate about, carry out research on that topic and then share their findings.

Talk	**Teaching values in the pre-primary classroom through storytelling**
LIT, YLT	**Mary Roulston (Freelance)**
e, le, ey	Storytelling has always been a way to teach values. The stories told in Smart Start pre-primary course are no different. Universal values of helping, sharing, being kind come through stories and are imprinted on children's own behaviour. Through scaffolded discussions in simple English or L1, songs and roleplay, children can explore the values within a story at any age.

Talk	**Biodiversity and speaking skills: story of an action research**
LT	**Sujith Sivadasan (Pantheerankave Higher Secondary School, India)**
e, le, s	In this presentation I shall focus on how the learners of a rural higher secondary school in Kerala, India are motivated to speak in English as students from another part of the planet join in a biodiversity program they pilot. The role of technology, feedback from the peers and the platform used for research will also be shared.

Talk	**Customized and localized solutions for teaching English to EFL learners**
GI, MaW	**Mahdi Tabesh Pour (VCV Educational & Publishing Group)**
e, le, ey, p, s, t, a	Teaching English as a Second Language and English as a Foreign Language require different strategies and approaches. Most commercially produced materials exclusively fit ESL learners and few practical and functional steps have been taken in favor of EFL learners. In this presentation, I'll explain practical ideas I've employed to create localized and customized materials that fit my truly EFL students.

Talk	**Does using coursebooks deskill teachers?**
MaW	**Penny Ur (Oranim College of Education)**
e, le, ey, p, s, t, a	It has been claimed that teachers who use a coursebook may follow its content and organization slavishly during lessons, and not use their own initiative in creating materials and tasks that are appropriate for their students. In this session, I will question this claim, and suggest some useful tips for adaptation of coursebook components

1015-1130	**Forum on supporting EAP students continued**
Forum	See page 73 for details

1130-1200	**Break**

1140-1150	**Session 2.3 - Poster presentations**
	(Please note this takes place during the break)
	Poster Presentations may be <u>viewed</u> on the IATEFL Conference website for the duration of the conference. Please see below and the following page for the presenters who will present their poster during session 2.3 .

Poster	**The why and how of EFL listening: a case study**
RES	**Chiara Bruzzano (University of Leeds)**
	This poster explores how EFL teachers from an Italian secondary school teach listening and how they make sense of their teaching practices; further, this presentation discusses how their learners approach listening on a cognitive, affective and motivational level. Implications are discussed regarding how teaching and learning practices and beliefs interact dynamically in the classroom.

Poster	**English classes with an autistic child in the group**
YLT	**Lúcia de Souza Rabello (Colegio Visconde de Porto Seguro)**
	The main purpose of this work is to better equip English teachers to deal with autistic learners in a regular school. Given the increasing number of inclusion students, ASD being a possible diagnosis among them, it becomes essential to be prepared to deal with those students in an effective and affective way.

Poster	**Multiactibility seminar: integration of activities and abilities in ESP**
AL, ESP	**Juan Carlos Izaguirre Sanchez (Medical University Santiago de Cuba)**
	The fact of combining different tasks and the four basic language skills of the language within a single lesson has been challenging for teachers, but at the same time it has proven effectiveness either theoretically or practically while using 'Multiactibility seminar'. This has shown advantages in language learning as well as enhancement on the health professional's communicative competence.

e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

Poster EAP, LA	**Incorporating student-led lessons into reading classes for promoting student engagement**
	Fumiko Murase (Ryukoku University)

This poster will report on a project in English reading classes at a Japanese university, where students were given the opportunity to work in groups and give a lesson according to their own lesson plan. The study investigated the impact of the student-led lessons on promoting student engagement and students' perception of this new learning experience.

Poster GI, TD	**Positive discipline and classroom management**
	Birsen Tutunis (Istanbul Kultur University)

This poster presents Turkish EFL teachers' (n=105) beliefs and attitudes towards positive discipline for a better classroom management. Subject teachers are chosen randomly with the maximum diversity sampling method. A questionnaire was used to collect the data. It is an ongoing research and the results will be given during the presentation.

1200-1245   Session 2.4

Workshop **BESIG Showcase** BE e, le, a	**Bringing soft skills into the BE classroom - activities that work**
	Marjorie Rosenberg (Freelance)

In the business world there is growing awareness of how soft skills like rapport and cultural awareness contribute to successful communication. In this workshop you will have the opportunity to try out and discuss well-proven methods and activities which integrate these skills into your training sessions and give your learners more confidence in the workplace.

Workshop **ESOLSIG Showcase** ESOL, GI e, le, ey, p, s, t, a	**Developing literacy skills among newcomer pupils**
	Anne-Sophie Cocault (Freelance)

Over the last few years, there has been a significant increase in the number of Newcomer Pupils in local schools. This session will provide teachers with a practical toolkit to help learners develop their reading and writing skills leading to better access to the curriculum and integration into their school community.

Workshop **LASIG Showcase** LA e, le, ey, p, s, t, a	**How to engage language learners: a three-stage plan**
	Sarah Mercer (Cambridge University Press)

How do language teachers get their learners engaged in classroom learning? In this workshop, we will explore a three-stage plan to enhance learner engagement (drawing on the book 'Engaging language learners in contemporary classrooms'). We will consider: (1) how to set the foundations for learners' willingness to engage; (2) how to trigger initial engagement; and (3) how to maintain engagement.

Workshop **PronSIG Showcase** PRON e, le, a	**Textploitation: going further with dialogues**
	David Byrne (EC London) & Mark Heffernan (Queen Mary University of London)

This session will look at how dialogues (from coursebooks & self-created) can be used to teach more than just grammar and vocabulary. We will offer practical classroom activities, looking at how they can be further exploited to teach speaking, listening and pronunciation. Some of these activities will be from 'Textploitation: Mining texts for all they are worth' (DELTA publishing, 2020).

Workshop **TDSIG Showcase** TD e, le, s, t, a	**Helping teachers work with emergent language**
	Danny Norrington-Davies & Richard Chinn (King's College London and IH London)

Working with learner output is an essential part of lessons, but many teachers find this difficult. Based on observations and interview data, this workshop shows how teachers respond to emergent language and explores the beliefs underpinning their choices and techniques. We then suggest how teachers can develop their ability to notice and work with emergent language in their own classes.

Top Tip !

Workshop
YLT
e, le, s

Teenagers: flow and the random factor

Joanna Gore (British Council)

This session will demonstrate two approaches that stimulate teenagers' motivation to learn: 1) Flow theory – that helps us create the classroom conditions for intrinsic motivation to flourish; 2) 'The random factor' (my term for using the silly, absurd and surreal in class) – that takes away students' fear of the wrong answer, and encourages critical and creative thinking.

Workshop
EAP
e, le, t

Fostering critical reading: activity toolbox

Shorouk Hanafy (Zayed University, UAE)

The development of critical reading and the ability to effectively communicate through writing are essential skills to ensure success in higher education. What are some activities that could be used in an EAP or first-year composition class to introduce and foster critical reading skills? You will experience these activities firsthand and explore possibilities for integrating them with academic writing.

Workshop
GI
e, le, ey, p, s, t, a

Tricks and Lies: personal anecdotes, news stories, folk tales, grammar!

David Heathfield (Freelance)

Seeing through the tricks and lies that pervade human interaction is a challenge, so let's give our students a chance to take it on. Students learn creatively, critically and playfully through activities involving truth, falsehood and trickery. In this workshop we will explore and try out simple, engaging and effective techniques involving anecdotes, folk tales, news stories and personal grammar.

Workshop
LAM
e, ey, p, s, t, a

Stories of success and failure: learning technologies in schools

Nicky Hockly (The Consultants-E)

What technologies should schools invest in and why? What technologies don't seem that effective for language learning? How do we know? What makes for successful – and less successful – technology integration within a school? I will share stories that highlight how technology can be successfully implemented within schools, as well as stories that illustrate how not to do things.

Workshop
TEA
e, le, s

Assessment: role and potential in content language integrated learning

Manuela Kelly Calzini (Trinity College London Italy)

Assessment is a notoriously challenging area to address in CLIL, and there are key questions as to the impact of assessment criteria on learning and whether there is a role for the CEFR or for established examination systems. How can assessment, even if non-CLIL specific, support CLIL learning objectives? Can the tasks used in assessment promote and develop learning strategies?

Workshop
TD, YLT
e, le, p, s

Developing 'response-able' learners through improvisation activities in Gaza

Rana Musallam (UNRWA)

In this workshop, I will share insights, practical ideas and videos of teenage students from my drama club in an UNRWA school who have been utilising remote and face-to-face improvisation exercises to build 'response-ability', creating a skill to use language meaningfully, naturally and freely - not just memorised and repeated.

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Workshop	**Teaching patterns in context: uncovering semantic sequences in writing**
EAP	**Amanda Patten & Susan Hunston (University of Birmingham)**
e, le, s, a	It is important for learners of English to use formulaic phrases and conventional language patterns in their writing. In this workshop, with reference to COBUILD Grammar Patterns, we show how patterns combine to form 'semantic sequences' associated with specialised written discourses, such as academic English. We suggest that teaching patterns in context can improve learners' accuracy and coherence in writing.

Workshop	**IELTS Writing Task 2: improving test-takers' scores using sample answers**
EAP, TEA	**Sarah Philpot (British Council in France, Paris)**
e, le, a	Using model answers in IELTS Writing Task 2 preparation has its place, but this workshop hopes to demonstrate that sample answers, around the band score the test-takers need, provide more attainable models. In this workshop, we will take sample answers (6.0-7.0), show how to use them in IELTS courses and look at language that can be incorporated into test-takers' work

Workshop	**Successful cross-cultural exchange projects for lower-proficiency non-native students**
EAP, ESP	**Kate Sato (Hokkaido University of Science, Japan) & Birte Horn (Hamm-Lippstadt**
le, t	**University of Applied Sciences)**
	This workshop introduces different tasks that were carried out over several cross-cultural exchange projects with students at two science universities, one in Germany and one in Japan. Despite extremely diverse English proficiency levels, we could introduce joint assignments that most students enjoyed and completed successfully. This workshop will provide examples and practical information.

Workshop	**Unlocking the classroom with Escape Room board games**
LT, YLT	**Madalina Scorus (Twinkle Star Language Centre)**
e, ey, p, s, t, a	When teachers take the focus from language learning and move it to team work and critical thinking skills, results can be amazing. When young learners and teenagers focus on solving puzzles and finding clues, the stress goes from learning and they start using English for communication: negotiating, building trust, building autonomy and having fun.

Workshop	**Learning to think, Thinking to learn**
GEN	**Dave Spencer (Macmillan Education)**
e, le, s	In this session, I will be looking at practical ways to develop thinking skills with teenagers. We will examine a number of simple classroom routines that can encourage our students to get into the habit of thinking critically, creatively and collaboratively, skills that are becoming ever more useful both in and outside the classroom.

Workshop	**Onboarding: sharing values through tiered interviews, peer support and mentoring**
LAM, TD	**Julie Wallis (AISLi Italy)**
e, le, ey, p, s, t, a	In this workshop we will consider and develop best practice for sharing values during staff onboarding through a scaffolded induction process, enabling both experienced and less-experienced staff members to be involved in mentoring at different stages and take ownership of values. Thus, inclusively reinforcing the school's mission in all areas of its business.

Workshop	**How to help learners use grammar and vocabulary creatively**
GEN	**Jon Wright (Freelance)**
e, le, ey, p, s, t, a	This practical workshop demonstrates ways you can encourage students of all levels to use both grammar and vocabulary creatively when speaking and writing in English. We'll demonstrate several activities that help students learn to experiment with language and express new thoughts at the same time. The ideas and activities make learning more motivating, more memorable - and fun.

Talk
**BESIG
Showcase**
BE
e, le, a

Using DISC assessment to create result-oriented BE lessons
Karin Heuert Galvão (i-Study Interactive Learning)

Teachers and learners usually pursue the same objective: development. So, what if you could understand how your students' brains operate? What if you could speak the same 'language'? The same 'behavioural language'? In this session, I will discuss the specifics of DISC assessment and how it can contribute to designing result-oriented Business English lessons.

Talk
**ESOLSIG
Showcase**
ESOL
e, le, a

Migrant women in a multilevel ESOL class - identity and motivation
Kathryn Sidaway (University of Warwick)

Adult ESOL classes in England are multicultural, multilingual and often multilevel. Students accessing community classes need to be motivated but does learning continue at home? I will present the findings of a small-scale study, sharing the experiences of female students in this context, how their identity as mothers shapes their motivation and how, as teachers, we can best support them.

Talk
**LASIG
Showcase**
LA, TD
e, le, a

Using the punk rock do-it-yourself approach to encourage learner autonomy
Christopher Lewis (EC London)

This talk will help experienced and inexperienced teachers to integrate learner autonomy into their teaching by using practical ideas inspired by the punk-rock DIY ethic. In the talk, I explain the principles behind the DIY ethic and how this approach relates to learner autonomy. I will also present practical ways to integrate this approach into classes in different teaching contexts.

Talk
**PronSIG
Showcase**
PRON, TD
e, le, ey, p, s, t, a

Planning a course on English pronunciation for EFL Brazilian teachers
Ana Paula Biazon Rocha (English Language Teaching Centre (ELTC), University of Sheffield)

This talk will examine how to plan a course on English pronunciation for EFL teachers to broaden their knowledge of phonetics and phonology, enhance their confidence in their own pronunciation skills, and develop their pedagogical practice for teaching pronunciation more effectively. The Brazilian setting will help illustrate this course structure and features, which can hopefully be adapted to other contexts.

Talk
**TDSIG
Showcase**
TD, TTEd
e, le, ey, p, s, t, a

Two perspectives on bottom-up CPD, its conception and implementation
Andrew David McMullen & Ana Garcia-Stone (British Council, Spain)

This talk will describe the development of a CPD framework, its organisational contexts, and present a narrative of its implementation from manager and teacher perspectives within a national EFL operation. It will consider constraints, and how activities such as Unseen Observations and Communities of Practice complement top-down CPD activities such as INSETT.

Talk
**TTEdSIG
Showcase**
RES, TTEd
e, le, t

Empowering language teachers through reconstructing the idea of multilingualism
Hoe Kyeung Kim (Binghamton University)

The purpose of the presentation is to understand the possibilities and challenges that teacher educators experience in promoting a translingual perspective in TESOL programs and developing teachers' conceptualizations of identities as multilingual teachers. Through a duoethnographic research method (e.g., Norris, 2008), two teacher educators in Korea and U. S., shared their experiences of training TESOL students on developing multilingual perspectives.

Talk	**"Now" is not the time!**
EAP, RES	**Daragh Behrman (INTO London World Education Centre) & Thomas Alder (King's College London)**
e, le, t	This talk is based on primary research into EAP assessment from a psychological perspective. It investigates reasons for student procrastination behaviour, hypothesising that this may involve 'present bias', i.e. undue preference for outcomes closer to present time. Results of research at two institutions will be presented, the aim being to stimulate debate around the issues of procrastination, motivation, and responsibility.

Talk	**Conversation-based learning: because life is not a grammar test**
TTEd, TEA	**Gunther Breaux (Retired)**
e, le, s, a	This presentation will show how speaking can be improved 50% in one semester with 'Writing for Speaking'. Students write what they will say, and talk about what they wrote. Writing before speaking improves accuracy, speaking to many partners improves fluency. Simple. This is Conversation Based Learning. Conversation is the goal, the class and the test. There is no smaller unit.

Talk	**Studio: the classroom as rehearsal space**
MD	**Lindsay Clandfield & Robert Campbell (Freelance)**
e, le, a	The classroom is a space where learners practise language for the real world. Viewed this way, one could compare it to a performer's rehearsal space. In this talk, we'll look at how this approach might work in practice. Using examples from Studio (Helbling Languages), we'll see how multimedia can enhance 'rehearsal' activities such as roleplay, pairwork and drilling.

Talk	**Fitting it all in: fully exploiting texts for exam classes**
GEN	**Steven Ferrara (International House London)**
e, le, a	Managing learners' expectations while at the same time juggling content and coursebook material is still one of the greatest problems that exam teachers face. By applying principles of testing and assessment, this talk explores how to reduce tension between testing and teaching by fully exploiting classroom materials to maximise both linguistic development and exam practice for Cambridge main suite exams.

Talk	**Making the reading process visible to learners**
GEN	**Manoel Monteiro Neto (Freelance)**
e, le, s, a	Reading is an active skill sometimes not fully explored in class due to lack of time, interest or an excessive focus on comprehension. By presenting engaging activities that visually convey to learners the dynamic nature of reading sub-skills, we believe that participants in charge of teenage and adult groups will be better equipped to boost their learners' motivation to read.

Talk	**Exploring the process of listening, note-taking, and answering comprehension questions**
EAP	
e, le, t	**Marci Nelson Ozer (Bilkent University English Language Prep Program)**
	Listening is a complex skill that cannot be directly observed. This talk explores the processes involved in listening to a lecture, taking notes, and answering comprehension questions by analyzing the responses of intermediate students of English as they think aloud to complete these tasks. With this analysis, specific challenges might be identified and more focused instruction might be developed.

Talk	**How reading can teach children empathy**
GEN	**Malu Sciamarelli (University of Oxford / The Creativity Group)**
e, le, ey, p, s	Stories can bring emotions to life and help children understand their own feelings and those of others. In this talk, I will share my own experience of learning languages through books to discuss how children develop these skills. I will also show approaches to use in classes and present a selection of favourite children's books with the theme of empathy.

Talk
TD
e, le, t

University ELT teachers' conceptions of and attitudes towards research

Cansu Turan (Middle East Technical University Northern Cyprus Campus) & Emre Debreli (European University of Lefke)

This session presents a study which investigated the research conceptions and attitudes of ELT teachers at a Turkish university. It first discusses how teachers conceive of research and perceive the research culture in their institution, and then the extent of engagement with and in research besides the reasons behind it. It also provides important implications for both policymakers and practitioners.

Talk
GI, YLT
e, le, s

When teens work together: developing social responsibility through projects

Daniel Vincent (Cambridge University Press)

Group project work is an ideal way to foster the skills required by teenagers as they approach adulthood, including how to collaborate and how to understand one's impact on a larger community/group. This session will explore a number of engaging projects that can help students develop these skills, including examples from 'Own it!', our new secondary level course.

1410-1525

'ELT Journal' Debate - This house believes that the job of the English teacher is to teach English rather than values

We live in a bitterly divided world with polarised opinion over issues of crucial importance to individuals, societies and the planet. Identity, nationalism, religion, sexual orientation, ethnic differences, the origin of life, environmental protection and climate change are all contested areas. Teachers, like other people, often have strong views on these issues; they also have a platform to express these views, and a more or less captive audience. The debate will consider if, and to what degree, teachers and other educators (materials, curriculum designers and so forth) should use their position to promote their own values. Our two speakers will debate the issues surrounding teaching values in ELT. Please come along and join the debate.

Speakers: Guy Cook (King's College London) and Harry Kuchah Kuchah (University of Leeds)

Forum
1410-1525

LT

Forum on flipped/bended learning

Creating a quality blend: materials development for blended learning contexts

Sharon Hartle (Verona University, Italy)

This interactive talk explores some ways in which the nature of materials are being transformed in blended learning contexts where the digital dovetails with the traditional in a principled learning cycle. Concrete examples of this cycle will be presented and a framework will be provided to aid participant discussion of their own materials development.

AL = Applied Linguistics

BE = Business English

EAP = English for Academic Purposes

ESAP = English for Specific Academic Purposes

ESOL = English for Speakers of Other Languages

ESP = English for Specific Purposes

GEN = General

GI = Global Issues

IPSEN = Inclusive Practices & SEN

LA = Learner Autonomy

LAM = Leadership & Management

LIT = Literature

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Forum on flipped/bended learning continued

Getting the best from flipped learning
Simon Buckland (Wall Street English)

This talk is aimed at those interested in implementing Flipped Learning, particularly when transitioning from purely classroom-based learning. We describe how integrating assessment into overall system design delivers these benefits: (1) more efficient use of classroom time (face-to-face and online), (2) more learner-centred instruction, and (3) comprehensive student performance data. We outline key success factors and pitfalls, based on real-world experience and data from the Wall Street English global network.

Video sharing in social learning platforms: asynchronous delivery and peer assessment
Clive Shaw (King's College London)

This presentation shows the findings from a study undertaken at Kings College London. The participants were students, aged 18 to 20, following an EAP module as part of their international foundation programme. Using the social learning platform , Flipgrid, the focus was on the development of fluency through rehearsal, asynchronous delivery through video recording and subsequent peer review.

Forum **1410-1525** GEN	**Forum on peer feedback and peer assessment of writing** ### Maximizing the effectiveness of peer feedback **Peter Davidson (Zayed University)** Implementing peer feedback in the writing classroom can be challenging as many students are reluctant to do it, and they may not value feedback from their peers. The aim of this talk is to provide teachers with strategies to maximize the effectiveness of peer feedback on writing in their classrooms. ### Self- and peer-assessment effectiveness in writing **Sally Mohamed Ali (Freelance)** Teachers' training, students' self- and peer-assessment, and constant teacher feedback always contribute to students' learning processes and to the improvement of their writing skills. Self- and peer-assessment are key factors in authentic assessment and student empowerment. The focus of this presentation will be on showing the effectiveness of self- and peer-assessment in writing. ### Technology-enhanced peer feedback in the EAP classroom **Panagiota Tzanni (University of Nottingham)** The combination of technology and peer feedback can benefit students and help them develop their writing and critical thinking skills. In this presentation, we are going to explore certain websites and online applications that can help students give credible feedback to each other and how technology can motivate students to involve themselves in the process of peer feedback.

e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

1455-1525	**Session 2.6**

Talk
BESIG Showcase
BE, ESAP
e, le, t, a

Revealed EAP competencies for Pathways to Business stream
Soroush Sabbaghan (University of Calgary, Canada)

A core competency framework for EAP Pathways to Business stream was developed based on the analysis of 215 assignments from five mandatory first-year Bachelor of Commerce courses. The framework recommends that specific EAP skills such as proficiently reading at CEFR C1 level as well as listening-while-doing be prioritized in the Pathways curriculum to assist students to complete their assignments efficiently.

Talk
LASIG Showcase
LA, LT
e, le, a

Fostering learners' autonomy through Podcast development
Saeid Sarabi-Asl (Baran Institute for International Communication)

Leaner autonomy and independence are considered as important contributing factors in the learning process. In this talk, the presenter will present findings of a successful project of using podcasts as a tool to develop autonomy. The talk will report how involving learners in the process of developing podcasts, rather than merely listening to them, boosted their autonomy and independence.

PronSIG Showcase

IATEFL Pronunciation Special Interest Group Open Forum
PronSIG Pronunciation Swap Shop

In this truly Open Forum, bring your favourite pronunciation teaching tip to our first ever PronSIG Swap Shop. You'll have 2 minutes to share your idea and benefit from collecting many more! Become part of PronSIG's efforts to share useful pronunciation teaching techniques. The session will be recorded to share online at a later date.

Talk
TDSIG Showcase
RES, TD
e, le, ey, p, s, a

Novice teacher self-efficacy in the first year
Natalie Donohue (University of Leeds)

Novice teacher self-efficacy is less stable than that of experienced teachers, with significant potential implications for motivation, persistence, effort and resilience. This talk presents findings from a longitudinal case-study of novice EFL teachers, which tracked their self-efficacy levels throughout their first year of teaching. Factors which influenced their self-efficacy will be discussed, alongside links between self-efficacy and developing teacher cognition.

Talk
TTEdSIG Showcase
TD, TTEd
e, le, ey, p, s, t, a

How to ensure quality in the curricula of language schools
Kismet Funda Akgul (Izmir University of Economics)

Is having an effective curriculum that articulates and activates the course objectives enough? What is the role of Professional Development Units in helping teachers work on enabling the course objectives to be met via the syllabus? This talk focuses on the importance of the implementation of a sustainable curriculum which requires a cyclical approach to change.

Question & answer session relating to Thom Kiddle's plenary session

If you attended Thom Kiddle's plenary session this morning on "Integrating teaching, testing and technology: where angels fear to tread", you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Thom's plenary talk.

Talk	**English: a means of resilience in war-ridden Syria**
RES	**Rasheed Abdul Hadi (Bath Spa University, UK/Damascus University, Syria)**
e, le, a	Despite the longstanding war in Syria, demand for English has more than doubled. In particular, Syrian youths' need for English has increased considerably. Based on the findings of a research study, carried out as part of a PhD thesis, this talk is intended to uncover the reasons behind this surge in EFL learning in wartime.

Talk	**Measuring student attention as student and teacher learning**
GEN	**Neil Allison (University of Glasgow)**
e, le, s, t, a	I'll present a case study that illustrates the research process undertaken and tools employed in an EAP reading and writing class to measure student attention. I'll present on the value of measuring attention for student and teacher reflection. Elements of this research provide a tool for teaching and monitoring. Finally, for discussion, can it measure satisfaction?

Talk	**Is my mind full or am I mindful?**
ESP, TD	**Melek Didem Beyazoglu & Cansen Asuroglu Yilmaz (Istanbul Bilgi University)**
le, ey, p, s, t, a	The new trend in teaching is being mindful. In our session, we will try to focus on how to stay in the present and not get distracted by our surroundings. To engage ourselves and our students in this particular method of thinking, we will use some examples of mindfulness strategies.

Talk	**A project-driven approach to promoting speaking in early years**
GEN	**Jennifer Dobson (Freelance)**
e, le, ey	Playful projects are ideal vehicles to exploit the holistic way children learn. However, how much language is actually used when doing them? We will explore practical, dynamic ways of enriching traditional programmes through combining related topics, vocabulary and core chunks to improve oracy in the emerging language of early childhood.

Talk	**Future English: understanding the context to support teaching and learning**
RES, TTEd	**Simon Etherton (British Council), Pamela Rogerson Revell & Jeff Stanford (University**
e, le, s	**of Leicester)**
	This talk will present findings from comprehensive research conducted by the University of Leicester and the British Council across seven countries, analysing the English language levels, motivation and learning preferences of 16-year-old students, as well as the classroom practices and attitudes of their English teachers and how this is impacted by English language policy in their education system.

Talk	**ELT videos: write outside the box**
MD, MaW	**Sue Kay (Freelance), James Vyner & Luke Vyner (Creative Listening)**
e, le, ey, p, s, t, a	Teachers are crying out for high-quality, engaging, level-appropriate videos to use in their classrooms. We think we can help. In this presentation, we'll discuss 'dynamic scriptwriting' – a new collaborative, holistic approach to video production. It's fun and it works in the ELT classroom. Come and find out how.

Talk	**Polysemy as a pedagogical principle and companion**
AL	**Deak Kirkham (University of Leeds)**
e, a	Polysemy, the multiple and 'connected' interpretations of a single lexeme, is shown to proliferate throughout the English lexico-grammatical system: in content words, function words and indeed phrases. The system-wide nature of polysemy is shown to offer a number of pedagogical opportunities across levels and language skills. Attendees can expect a range of polysemy-informed classroom activities.

Talk
TTEd
e, le, ey, p, s, t, a
CLIL, culture and 21st century skills in the EFL classroom
Tery Lemanis (Hamilton House Publishers)
Children need improved 21st century skills in order to be prepared for college and the workforce. In this session, we will analyze the key skills seen as pertinent in the EFL classroom, discuss the benefits of integrating CLIL and cultural awareness in our teaching, and finish with some fun and practical examples of exercises that promote 21st century learning.

Talk
TTEd
e, le, ey, p, s, t, a
Where is the evidence for evidence-based English language teaching?
Carol Lethaby (The New School / UC Berkeley Extension) & Patricia Harries (Freelance)
What is evidence-based teaching and how does it apply to ELT? The presenters discuss the different potential sources of 'evidence' for what works in teaching, looking at the areas of neuroscience, cognitive science and psychology, second language acquisition and pedagogy. They then consider how relevant science and research is to validating and informing ELT classroom practice.

Talk
AL, MD
e, le, ey, p, s, t, a
Gap between real accents vs. taught ones in listening materials
Hitomi Masuhara (The University of Liverpool)
This talk discusses: how accents affect intelligibility and willingness to communicate; how teaching and testing listening to a 'standard' variety is not preparing the learners to cope with the reality of language in use; future directions of teaching, testing and materials development in listening to help learners become adept at navigating in the sea of global Englishes.

Talk
RES, YLT
e, le, p, s
Putting oracy into classroom education
Neil Mercer (University of Cambridge)
Do the ways teachers talk with their students make a significant difference to students' academic attainment? Are there good reasons for giving more direct attention to the development of young people's oral language skills (oracy)? I will use key findings from recent research to address these questions and discuss the practical implications for teachers.

1410-1525
"ELT Journal" Debate - This house believes that the job of the English teacher is to teach English rather than values continued

Forum
1410-1525
Forum on flipped/bended learning continued

Forum
1410-1525
Forum on peer feedback and peer assessment of writing continued

1525-1555   **Break**

1555-1625   **Session 2.7**

Talk
BESIG Showcase
BE
e, le, t
The Contingency Plan, an engaging English project for business students
Ariane Niemeijer (Windesheim University of Applied Sciences, Zwolle, The Netherlands)
Are you struggling to motivate your students to actively listen to each other's English presentations? Do your business students even like English? This project-based course has inspired my students to take on their roles of company saviours as if they owned those companies themselves, while engaging in their classmates' projects with the same vigour, learning English as they went along.

Talk
ESOLSIG Showcase
ESOL, TTEd
e, le, ey, p, s, t, a

Trauma without borders: teacher preparation, classroom strategies and interventions

Yvonne Pratt-Johnson (St. John's University)

There is a growing need to ensure that classrooms and schools are trauma sensitive. The talk will cover some of what we need to understand about refugee children, as well as what schools and staff can do to help these students, who are at risk of academic, social and emotional impact of trauma, receive the specialized support they need.

Talk
LASIG Showcase
LA, RES
e, le, ey, p, s, t, a

Empowering students to aid differentiation

Angelina Kopachevskaya (Waltham Forest College and RHACC)

Action research on implementing Geoff Petty's and Marcin Lewandowski's ideas about goal-setting to promote learning out of the classroom. Supported by their peers, students design their own ILPs, thus contextualizing their needs, boosting motivation, increasing pass rates and developing skills for independent learning. We'll discuss ways of creating and maintaining an active learning environment with meaningful differentiation in Further Education.

Talk
PronSIG Showcase
PRON, TTEd
e, le, ey, p, s, t, a

Factors behind the construction of identity of EFL pronunciation instructors

Lena Barrantes (Universidad Nacional, Sede Regional Brunca in Costa Rica) & Joshua Gordon (University of Northern Iowa)

This talk presents the findings of a qualitative study that analyzed factors that influence the professional identity construction of NNSTs in their pronunciation instruction endeavour. The study uncovers how previous teaching and learning experiences shape the professional identities of NNSTs to claim their right to be seen as legitimate professionals in pronunciation instruction.

Talk
TDSIG Showcase
TD
e, le, ey, p, s, t, a

Professional development journey: peer observation and team teaching

Halime Kutlutan Ak & Ezgi Oner (Ozyegin University)

Professional development has been an indispensable component for teachers to improve themselves. At Ozyegin University, we are involved in a cycle of peer observations and team teaching which help us benefit from each other's strengths as EFL instructors. The aim of this presentation is to introduce these practices aiming to help teachers who look for ongoing alternative professional development tools.

TTEd Showcase

IATEFL Teacher Training & Education Special Interest Group Open Forum

Professional learning and networking for global teacher trainers and educators

Come and join us to meet the committee members, to learn what we have been doing and our future plans. We will also discuss how we can increase our networking opportunities to be more effective teacher educators and trainers.

Talk
IPSEN
e, le, a

Pride and prejudice - the influence of stereotypes on older learners

Heloisa Helena Candido Duarte (Freelance)

When learning a new language, older learners may face unconscious challenges that can hinder their performance, particularly when it comes to online lessons. In this talk, we will discuss some of these challenges, the ways through which they operate, how they can affect our learners, and how we, as teachers, can minimise their effects.

PLEASE CHECK THE LATEST VERSION OF THE CONFERENCE PROGRAMME & THE HOPIN PLATFORM FOR CHANGES & CANCELLATIONS

We would like to thank **Pearson** for sponsoring this Conference Programme

Talk
EAP, LA
e, le, t

Technology-enhanced classroom learning and learner autonomy for IELTS (Writing 2)
Yulia Chanturidze (National Research University Higher School of Economics, Russia)
The research is aimed at investigating how mastering and sharpening writing skills (for IELTS) can be facilitated by such modern digital tools as Kahoot! and Google Classroom, which are used as a means of developing effective argumentation skills, collaboration, peer-correction; practising paragraph structure, cohesive devices; and encouraging learner autonomy.

Talk
LT, TEA
e, le, ey, p, s, t, a

Technology to the rescue - helping learners improve vocabulary for exams
Maria Camila Fernandez Feitosa (Associacao Cultura Inglesa Sao Paulo)
The aim of this talk is to present the findings of an action research carried out with Brazilian learners preparing for exams like Cambridge's C1 Advanced. Participants should have an overview of how the use of technology (namely Quizlet and Write & Improve) can help learners develop their vocabulary in more meaningful and relevant ways for Use of English exam tasks.

Talk
TD, TTEd
e, le, ey, p, s, t, a

'Mind, brain and education' - and its potential in the classroom
Andre Hedlund
MBE brings together three areas: cognitive psychology, neuroscience, and pedagogy. How can this science inform teachers and students in their respective educational settings? In this talk, we will discuss how debunking neuromyths and promoting neurofacts might be one of the most important revolutions in education in the coming years and what is already available for teachers in terms of strategies

Talk
MD, TEA
e, le,

Assessment for learning: overcoming the challenges
Aidan Holland (British Council, Spain)
It can be easy to overlook the impact that tests and exams can have on a student's perception of their own abilities. In this talk, I will share my experience working as part of a team to develop a formative system of assessment to support a project-based approach to language teaching for teenagers.

Talk
YLT
e, le, s

Focus on personalisation (without getting personal)
Vaughan Jones (Pearson English)
Writing materials for the second edition of a coursebook (Pearson's 'Focus second edition') is a golden opportunity to reflect on and re-evaluate core beliefs that underpin the original edition. In this talk, we will discuss personalisation and its important role in the upper secondary classroom. Did we get it right?

Talk
EAP
e, le, ey, p, s, t, a

Motivating unmotivated learners: strategies and techniques
Laila Kamal & Mona El Saady (The American University in Cairo)
One of the most difficult challenges faced by many teachers is to motivate learners who are not inherently motivated. This presentation explores reasons behind this problem and introduces strategies and techniques to inspire and stimulate the unmotivated student. These include inquiry-based learning, cooperative learning and the use of audio-visual technologies.

Talk
IPSEN, YLT
e, le, p, s

Visual study skills for kids with learning disabilities
Julia Koifman (Beit Ekshtein School)
This presentation is for teachers who teach kids with dyslexia and other LDs. It deals with using visual aids in class and explores ways to implement methodology proposed by Israeli Association for LD People. I will share my experience how to develop kids' visual skills in order to make a lesson interesting and enhance their process of learning.

Talk
EAP, MD
e, le, t, a

Beyond stereotyping: critical multiculturalism in higher education EAP teaching

John McGaughey (University of Toronto)

Based on action research, I describe why and how I adopted critical multiculturalism as a pedagogical lens when designing materials for a CLIL reading and writing course. I use student examples to discuss how they developed a more critical awareness of cultural diversity in Canada and offer suggestions as to how my findings may apply to other EAP contexts.

Talk
RES, TD
e, le, s, t

Exploring teachers emotional identities in a globalized world

Alia Moser (BHAK Baden) & Petra Kletzenbauer (University of Applied Sciences FH JOANNEUM)

This talk highlights six Austrian ELT teachers' perspectives on changing teacher identities in the light of globalization. The findings of this qualitative study address the role of identity, notions of self, and other psychological factors. This emotional exploration opens up a new meta-level of discourse which includes implications about teachers' personal and professional selves.

Talk
EAP, ESP
e, le, t, a

A 3-step approach to avoiding plagiarism

Lisa Nazarenko (University of Applied Sciences Technikum Wien)

ESP/EAP students can unintentionally plagiarize for a variety of reasons, including lack of paraphrasing and summarizing skills. Their cultural background can also determine how they view plagiarism. In this talk I will present a practical 3-step approach to helping students avoid plagiarism. Participants will engage in activities I have successfully used with tertiary students.

Talk
GEN
e, le, a

Life Competencies – Developing skills for higher education and the workplace

Jasmin Silver (Cambridge University Press)

We want to prepare our students with the skills they need to thrive, whichever path they choose - higher education, personally, professionally and as global citizens. With the use of the Cambridge Life Competencies Framework, this talk will help define which skills teachers should be developing in students along with practical tips to integrate them into our English teaching.

Forum
1555-1710
GEN

Forum on mediation

The new 'CEFR-Companion Volume': testing 'mediation'?

Rudi Camerer (elc - European Language Competence)

This talk addresses the new 'CEFR-Companion Volume' and elaborates on the construct of "mediation", which is at the heart of it. Questions of its testability are discussed with special reference to descriptors for "Pluricultural Competence" and "Facilitating communication in delicate situations and disagreement". The new 'CEFR-CV' will undoubtedly become influential quickly, so questions of testability need to be asked.

Honing advanced-level EFL skills for bilingual mediation and beyond

Gloria Regina Sampaio (Pontifical Catholic University of Sao Paulo)

Bilingual mediation involving EFL demands optimal linguistic and cultural knowledge, attention to contextual clues and sensitivity to interlocutors' needs so that messages and communicative intentions are competently conveyed. This presentation focuses on how to develop preliminary reformulation strategies, enhance specific cognitive skills and refine (re)expresssion in EFL to meet the specific needs of prospective mediators, translators and community interpreters.

Forum on mediation continued

An experiment in linguistic mediation
Anna Young (Bell Cambridge)

This talk, for teachers who are new to mediation or are considering integrating mediation strategies and activities in their courses, will explain what mediation is and suggest practical ideas for working with the new CEFR mediation descriptors. It is based on a project done with a group of EFL learners in the UK, demonstrating how we included mediation activities.

Forum
1555-1710
GI

Forum on equality, diversity and inclusion in materials

Denaturalizing social identities at a public school: a TEFL experience
Cristiane Cerdera (Colegio Pedro II)

Tackling issues such as racism, women's and LGBTQI+ people's rights in English language classes at public schools has always been a challenge in Brazil, and it has become even harder. This talk will try to shed light on that topic by presenting a TEFL experience that focused on representations of women and black people on magazine covers.

Equality, diversity and inclusion: do the students notice?
Anna Murray (British Council)

Equality, Diversity and Inclusion (EDI) are essential in the language classroom but, how easy are they to incorporate in our materials, and do students notice our efforts to celebrate them? Our talk follows a case study of in-house materials development examining what has been achieved and what needs improving to further champion EDI in materials development.

'Raise up!' Diversity and representation in materials: one year on
James Taylor (Taylor Made English) & Ilá Cristina Coimbra (Freelance)

'Raise Up!' is a charity fundraising project designed to encourage inclusivity and diversity in mainstream ELT classroom materials. Our first book was launched at the last IATEFL conference, and this year we are back with an update on what we have achieved in the last year, the current state of diversity in ELT, and our plans for the future.

1640-1710   Session 2.8

Talk
BESIG
Showcase
BE
e, Ie, a

Soft skills development for pre-service business English students
Graciela Alchini (Freelance)

More often than not, pre-service business English students do not have the soft skills needed to succeed in the workplace. In this session, we will look at some strategies to help them develop these abilities: collaboration in the classroom; the critical use of images; and the implementation of activities related to raising awareness of work ethics.

Talk
ESOLSIG
Showcase
ESOL
e, Ie, a

Student perception on effective English teachers in Latin-America
Monica Leon (Quality Leadership University)

This presentation will talk about a quantitative study done in Panama City, Panama (Latin America) about the views of English language learners attending EFL courses on the effectiveness of English teachers. This research, which builds upon previous studies, establishes a point of reference and additional insight into the definition of an effective English language teacher.

Talk **LASIG Showcase** EAP, LA e, t	**Critical thinking unplugged** **Catherine Mitsaki (Language Centre, Queen Mary University of London)** Would an unplugged teaching approach to Critical Reading and Writing in EAP seem awkward and immaterial, especially in the virtual classroom? This talk uses autoethnography as a means of data collection and analysis and will attempt to challenge this perception from both philosophical and practical perspectives, claiming that such pedagogies can be productive and far from unsystematic and ad hoc.
Talk **PronSIG Showcase** PRON e, le, ey, s	**Pronfulness: an approach to integrate mindfulness to pronunciation teaching** **Stella Maris Palavecino (IES en Lenguas Vivas Juan R Fernandez)** In this talk the speaker will show, through a lesson plan, how mindfulness can be integrated into a pronunciation lesson through an approach the presenter has taken the leave to call 'Soundfulness'. This method was trialled on a group of 15 students at university level and proved to ease the struggle that non-native speaker learners face when acquiring English sounds.
Talk **TDSIG Showcase** LT, TD e, le, ey, p, s, t, a	**A framework for online professional development: fostering engagement and accountability** **Felipe Emerick (Associacao Cultura Inglesa Sao Paulo)** This talk shows the implementation of an online professional development framework in a large Brazilian language centre. The framework was designed to address issues related to teachers' travel distance and irregular working hours, which prevented them from taking face-to-face courses. I will share the structure of the framework and show the positive impact it has had on engagement and accountability.
Talk **TTEdSIG Showcase** TD, TTEd e, le, ey, p, s, t, a	**Core practices in learning to teach** **Gabriel Diaz Maggioli (Universidad ORT del Uruguay)** The field of teacher training/education has many pedagogies. However, it lacks a pedagogy suited for both short-term and long-term courses. In this session we will explore the emerging field of core practices and learn how to use the concept in training/educating novice teachers through a three-step process that includes: representing, deconstructing and approximating new practices.
Talk TD e, le, ey, p, s	**Language acquisition and social emotional learning are intertwined** **Cecilia Cabrera (Independent)** The connection between Language Acquisition and Social Emotional Learning (SEL) nowadays is undeniable. Smagorinsky (2013) says that, from a Vygotskian perspective, emotions are inseparable from thinking. In this session, the audience will receive the theory, the tools and the stimulus to incorporate SEL into their lessons, regardless of the age and proficiency level of the learners.

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e = experienced audience **le** = less-experienced audience	**ey** = early years **p** = primary teaching **s** = secondary teaching	**t** = tertiary teaching **a** = adult teaching

AL = Applied Linguistics **BE** = Business English **EAP** = English for Academic Purposes **ESAP** = English for Specific Academic Purposes **ESOL** = English for Speakers of Other Languages **ESP** = English for Specific Purposes	**GEN** = General **GI** = Global Issues **IPSEN =** Inclusive Practices & SEN **LA** = Learner Autonomy **LAM** = Leadership & Management **LIT** = Literature **LT** = Learning Technologies **MaW** = Materials Writing	**MD** = Materials Development **PRON** = Pronunciation **RES** = Research **TD** = Teacher Development **TEA** = Testing, Evaluation & Assessment **TTEd** = Teacher Training & Education **YLT** = Young Learners & Teenagers

Talk
YLT
le, ey
Lessons learned from early years ELT observations
Helen Marie Chapman (British Council Tunisia)
Many teachers are thrust into the Early Years classroom with no extra training, using what we know from Primary ELT. What works in the Primary classroom can work with Early Years, but not everything. This talk outlines the things I have seen in pre-primary lesson observations: elements of primary ELT which translate well into Early Years, and those that don't.

Talk
GEN
e, le, a
Too old to learn? Teaching senior language learners
Sarah Curtius (Freelance)
We will examine why teaching seniors is different from teaching younger adults and how teachers' and learners' false beliefs affect their expectations and chances of success. I give suggestions for adapting teaching to better meet the needs and wishes of seniors. The talk draws on findings from a Masters dissertation and other research in this area.

Talk
LT
e, le, a
Seven things you should know before teaching live online
Choreanne Frei (International House Zurich-Baden)
Teaching live online can be a rewarding, albeit daunting experience. There are many pitfalls, but how can we avoid these? We will look at the pedagogic principles that underly the online classroom, and the skills that teachers can transfer to synchronous online teaching. We will also look at what support teachers and learners need, and how to provide this.

Talk
MD
e, le, s, t, a
Exploring new phrasal verbs: drilling down and dialling it up
Penny Hands (Freelance)
As new phrasal verbs continue to proliferate in the English language, I will report on how we surveyed a variety of news and other media sources to identify the most frequent new phrasal verbs for the Collins 'COBUILD Phrasal Verbs Dictionary'. I will then show how our semantic categorisation of particles helps learners work out meanings for themselves.

Talk
MaW
e, le, s
The grammarless syllabus. A road to utopia?
Bruno Leys (Vives University of Applied Sciences, Brugge)
Grammar still has a prominent position in English language teaching. This talk, however, brings the account of a team attempting to develop a series of coursebooks for a local niche market, without any explicit grammar focus. It is the personal story of the hurdles, pitfalls and workarounds we are encountering in the midst of this challenging journey.

Talk
TTEd
e, le, ey, p, s, t, a
Online Board Games for Critical and Creative Thinking
Kevin McCaughey (Regional English Language Office, US Embassy, Belgrade, Serbia)
In this talk, participants will see how teachers can adapt board games to online instruction, both synchronous and asynchronous. The talk will address the logistics of online gameplay, turn-taking, open-ended prompts for higher order thinking, and group-play in breakout rooms. The board games to be demonstrated are available for free download from the US Department of State's American English website.

Talk
LA, YLT
e, le, s
Using Project Work to get students Involved in Collaborative Learning
Kate Pickering (Universidad Pontificia Comillas, Madrid, Spain)
The session will first consider how project work can serve linguistic, organisational and affective purposes, as well as providing a chance for Collaborative Learning and the development of 21st Century Skills. We will go on to look at practical ideas for making this a successful experience for both teachers and students.

Talk TEA e, le, s, t, a	**Ensuring test fairness in mixed-level classes** **Ekaterina Popkova (MGIMO University, Russia)** Recently, much attention has been given to search for fairness in language testing. However, assessment procedures still hardly ever consider individual differences of students. In this talk, I will outline the ways of adjusting the test level, which helps to deal with negative affective filters in a mixed-level class and thus maintain learner motivation and promote proper learner development.

Talk AL, RES e, le, ey, p, s, t, a	**Language learning strategies: a new spin on existing conceptual issues** **Nathan Thomas (UCL Institute of Education)** Results from a large-scale content analysis of definitions and corpus-based analysis of journal articles will be discussed in relation to how language learning strategies have been conceptualized over time. Based on the findings, a new conceptualization and subsequent framework will be introduced to describe strategic learning as a transformative process often negotiated by teachers and students.

Talk LT, YLT e, le, s	**Designing interactive 360° adventures for the secondary classroom** **Michelle Worgan (Freelance)** Are you looking for ways to create engaging and immersive lessons which take your students beyond the four walls of their classroom? In this talk we'll look at the principles of designing interactive virtual reality experiences using the tool Thinglink. We'll consider best practices for task design and I'll share useful tips to help you get started.

This session has been cancelled	Two birds, one stone: preparing for the OET Ros Wright (Express Publishing) With reference to a new coursebook, 'OET Skills Builder: Speaking & Writing', this talk will consider how to develop relationship-building skills in healthcare in English. Such skills will ensure candidates for the Occupational English Test (OET) not only achieve the requisite score for licensure but that they are also fit to practise from day one.

Forum **1555-1710**	**Forum on mediation continued** See page 89 for details

Forum **1555-1710**	**Forum on equality, diversity and inclusion in materials continued** See page 90 for details

1725-1810   Session 2.9

BESIG Showcase	**IATEFL Business English Special Interest Group Open Forum** *We mean business!* After our inspiring sessions, join us for our Open Forum to discover what IATEFL BESIG will do for you as a member. We will start with a short introduction to our SIG, followed by a report of our recent achievements and our vision for the near future. After that we will open up the floor to questions, comments, and suggestions from you and prove to you that at IATEFL BESIG, we mean business!

ESOLSIG Showcase	**IATEFL ESOL Special Interest Group Open Forum** The ESOLSIG Open Forum is an opportunity for current and prospective members to meet together to discuss plans for the future of the SIGs.

Workshop
PronSIG Showcase
BE, PRON
e, le, ey, p, s, t, a

Dealing with (B)ELF based on the 'CEFR CV' (2018)

Katrin Lichterfeld (communication lights, Germany)

What suggestions does the 'CEFR Companion Volume with New Descriptors' (2018) give concerning the topics of intelligibility, sociolinguistics and (Business) English as a Lingua Franca or (B)ELF? This workshop will have a look at the theoretical background and offer a kind of toolbox with practical tips with regard to pronunciation and listening activities or intercultural communication strategies.

Workshop
TDSIG Showcase
TD, TTEd
e, le, ey, p, s, t, a

The organized teacher: finding order in a chaotic profession

Alex Fayle (Well & Will Language Academy)

Do you end each day exhausted, yet are not quite sure why? Do have lots of useful teaching resources but can never find them when you need them? Through self-awareness and goal setting, this workshop will provide attendees with the tools they need to organize their professional lives both in terms of time and physical resources.

Workshop
TTEdSIG Showcase
LAM, TTEd
e, s, t, a

Language teacher education in the age of the multilingual turn

Silvana Richardson (Bell Educational Services, Cambridge, UK)

Heard of Translanguaging, Focus on Multilingualism, English as a 'Multilingua' Franca? Considered how these developments have influenced the new CEFR descriptors and the syllabi of international teacher training qualifications? Join this workshop to explore the impact of the Multilingual Turn on teacher training and CPD programmes and reflect on how to integrate its key aspects into your teacher education courses.

Tribute Session

The tribute session is an opportunity to remember colleagues who have died since the last conference. If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (book, teaching materials, etc.). Or you may just want to come to the session to hear about colleagues who are no longer with us, and perhaps to add any memories you may have.

Workshop
TEA
e, le, p, s, t, a

Learning to collaborate - opening up the exam/general English divide

Dan Akidil (Cambridge University Press)

The benefits of students working collaboratively are well documented, but how often do we, as educators, apply these methods in exam classes? Besides using examples from the Open World series, this workshop will open up exam teaching through mobile and student generated materials for use inside and outside the classroom, putting learners at the heart of the collaborative experience.

Workshop
EAP, TEA
e, le, s, t

Integrated tasks and task-based teaching in a CLIL classroom

Yasemin Arsin (ETS Global/ETS TOEFL)

Activities built around integrated tasks (like the ones on the TOEFL IBT® test) with the focus placed on meaning, completion and outcome can make them aligned with a number of assumptions of task-based teaching and learning (TBL). The workshop will enable participants to design or select such activities, which can benefit EAP students, or those learning in a CLIL setting.

Top Tip !

To access a specific session, go to the Academic Sessions section of Hopin five minutes before the session is due to start and search for the name of the presenter. Alternatively, during the Conference you will be able to click on the title of a presentation within this programme to be taken directly to the virtual room five minutes before it is due to start.

Workshop	**Interpersonal skills for better communication!**
BE, TD	**Chia Suan Chong (Freelance)**
e, le, t, a	Some students might have the grammar and vocabulary, but still can't communicate well. They struggle with rapport, conflict and teamwork. What they need isn't more functional language, but an awareness of interpersonal skills and the chance to practise communicating. In this hands-on practical session, we will consider the power of role-play and critical incidents to help develop students' communication skills.

This session has been cancelled	**Designing summer courses for young learners**
	Diana Cojocnean (Freelance)
	Is it true that as EFL teachers we almost never have time to do activities that we really enjoy, which are not part of the syllabus and which are related to students' interests? This talk shows you how to design enjoyable summer courses for your students using freely available materials, LEGO Story Starter and a story book.

Workshop	**English in a word**
GEN	**Roseanna Cruickshank-Hull (Queen Mary University of London)**
e, le, a	Have you ever considered spending an entire class teaching... a single word? This interactive workshop will explore the teaching of high-frequency lexis to higher-levels. Participants will leave with classroom activities addressing meaning, form, use and pronunciation to help students discover how to use a word that carries key patterns in the English language effectively, improving both their understanding and fluency.

Workshop	**Learners without borders: educating global citizens**
YLT	**Mariela Gil (Macmillan Education)**
e, le, ey, p, s, t, a	We live in an increasingly globalized world that enriches our lives, but also poses huge challenges. In this workshop, we'll look at how we can advance learning through developing linguistic skills and also the necessary skills to thrive as global citizens. Participants will take home ideas for including global citizenship education in their classrooms, with examples from Macmillan's Global Stage.

Workshop	**Your brain rules! Understanding the brain's learning preferences**
TD, TTEd	**Anna Hasper (TeacherTrain)**
e, le, ey, p, s, t, a	This interactive session will identify key principles from brain-research that help create better conditions for learning in the classroom. The session will start by reflecting on our beliefs about how the brain learns best before introducing these key principles through brain-based activities. Then some key principles of brain-based teaching will be discussed to highlight practical, take-away ideas for the classroom.

Workshop	**Too much, too soon? Using authentic materials before advanced levels**
MaW	**Rubens Heredia (What is ELT?)**
e, le, ey, p, s, t, a	Authentic materials are becoming increasingly more common in our classrooms, and they can make or break a lesson. The objective of this workshop is to ponder upon advantages and disadvantages of using such resources at basic and intermediate levels, as well as propose ways to concomitantly increase motivation and develop language skills, without overwhelming learners.

Asking questions? Finding answers? Focus on 'us'

Susan Holden (Swan Communication)

Taking the participants' range of teaching contexts and their learners' objectives as the starting point, we will discuss ways in which the need for language use in different cultural contexts can shape both teachers' and learners' individual objectives. Reference will be made to the speaker's recently revised 'Teaching English Today'.

Phonics made easy: the seven secrets

Mehrdad Moloudi (Azad University of Karaj, Iran)

Imagine you have a class of (very) young learners to teach initial reading and writing. Would you choose phonics? If yes, what principles would you follow? What are the dos and don'ts? In this practice-oriented workshop, the facilitator interactively reveals his principles of a successful phonics lesson, based on his experience as a young learners' specialist and author.

Workshop
YLT
e, le, p, s

Helping primary classes enjoy lessons and learn language

Chris Roland (Pavilion ELT [Pavilion Publishing], ELI Seville, OxfordTEFL Barcelona)

We can definitely have fun in the primary classroom, and lots of it, but we need solid task design and we need language fixing to whatever goes on. In this utterly practical session, I shall show you a range of colourful activities from 'Structuring fun for Young Learners in the ELT Classroom' that work on both these levels.

Workshop
TD, TTEd
e, le, ey, p, s, t, a

Focusing on learner attributions to build self-efficacy

Julie Waddington (University of Girona, Catalonia)

What do our learners attribute their successes and failures to and why does this matter? We will explore this question together in this practical workshop and consider how we can build self-efficacy levels in our classrooms. Although drawing on a recent study carried out with primary school children (System), the questions raised will be relevant to teachers of all ages/levels.

1830-2000	**Social Programme**

1830-2000   **International Quiz**

The popular quiz is back again! A multimedia extravaganza under the management of Colin Mackenzie and Shaun Wilden. You'll meet a global team you can join up with on the night with diverse interests and knowledge, a sense of humour and a desire to meet new people. Please do come have some fun, network and work together to score more points than any other team. Lots of different rounds, fun and the chance to be crowned quiz champions of 2021!

1830-2000   **Sharing Stories**

Why not relax and listen to stories being told live from around the globe? Join storyteller David Heathfield from Exeter UK and storytelling teachers from all around the world sharing folk tales, myths and legends from oral cultures as well as personal stories and anecdotes. Sharing our stories in these tough times is sure to bring joy, closeness and healing to our truly global community.

'People forget things but not stories. Into even the simplest story they learn to pour their understanding of each other and of the world around them.'

Brian Patten

'I gave peace to the bereft and the forsaken, merriment to the meek. I gave hope to ragged men who had no lord:

Will you hear me?

For those that will, your hearth will not be lonely.'

Widsith the Gleeman

Lancaster University

Lancaster University's Department of Linguistics and English Language congratulates IATEFL on 54 years of professional leadership and its first online conference.

Lancaster University offers full-time and part-time postgraduate students a thriving, collegial academic environment in which to study **applied linguistics, TESOL and language testing**, on campus and by distance.

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Monday 21 June

| 0815-0845 | IATEFL How To… sessions |

How to get published in a refereed journal (with Alessia Cogo)

This session will look at why you might want to get published in an "academic" journal, and how to go about it. The editor of "ELT Journal" will share tips and suggestions for getting your work in print.

How to give a presentation at an international conference (with Sandy Millin)

Giving a presentation can be a stressful experience. This session will give you ways of organising yourself before your presentation and conducting yourself during your presentation to reduce that stress. The aim of the session is to make your presentation a more satisfying experience for you and for your participants.

How to write successfully for IATEFL *Conference Selections* (with Deborah Bullock)

Are you presenting at IATEFL? If so, you may write up your session for consideration for IATEFL's annual *Conference Selections* publication. The editor will provide guidance by discussing some of the characteristics of a successful paper and some of the reasons for non-acceptance. There will also be time for questions.

| 0900-1000 | Plenary Session |

Plenary session by Kieran Donaghy

Kieran Donaghy is a freelance writer, conference speaker and trainer. He was a full-time classroom teacher for 30 years and now trains teachers at The School for Training, his small specialist teacher development institute in Barcelona. He also writes books for students and teachers of English as a foreign language. He is the author, co-author and co-editor of several books on the use of images in language education including, *Film in Action*, *How to Write Film and Video Activities* and *The Image in English Language Teaching*. His materials website *Film English* has won a British Council ELTons Award, the MEDEA Award and an English-Speaking Union Award. Kieran is the founder of the Image Conference and the co-founder of the Visual Arts Circle. He was awarded fellowship of the Royal Society of Arts in 2017. You can find out more about him at his website http://kierandonaghy.com.

Embedding a culture of empathy in English language teaching

Over recent years, empathy has become something of a buzzword. Numerous articles have argued that empathy in individuals is essential to healthy social and emotional functioning, and contributes to the enrichment of civic society and education. However, the concept of empathy, which is a complex construct, is usually not defined clearly and is rarely discussed in depth. In this plenary, we will start by exploring what empathy is, its neurological foundations, and its three main components: cognitive empathy, affective empathy and empathetic concern.

I will draw on general education literature to present what research findings suggest about the role of empathy in education. I will then draw on language education literature and research to support my argument that empathy is particularly important in language education. I will propose that in contemporary language classrooms, which focus on communicative competence, cultural diversity and the centrality of social interactions, positive teacher-learner and learner-learner relationships and positive group dynamics are vital. We will try to determine whether there is an empathy deficit in language teaching and look at hindering factors which may make it challenging to embed a culture of empathy in the profession.

Moving from theory to practice, we will explore how we could explicitly develop empathy as a skill among learners. We will explore how a variety of techniques and approaches from diverse sources such as cognitive behavioural therapy, humanistic education, literature, drama and the visual arts can be used to help to embed a culture of empathy in the language classroom.

In sum, this talk aims to show that empathy is central to successful language learning and to making language teaching a more compassionate and fairer profession.

1015-1045	Session 3.1

Talk
ESPSIG Showcase
EAP, ESP
e, le, t

Why new ESP courses ditch traditional teaching habits
Khilola Maksudova (Tashkent Pharmaceutical Institute)
Moving from a strictly regimented, centralized, course book-based system to sudden freedom has brought its fair share of challenges. Freedom can be overwhelming! This talk looks at how Uzbek ESP HEs are galvanizing ESP teachers and their students by combining freedom with a variety of potentially exciting frameworks such as the CEFR, needs analysis, TELL models.

Talk
GISIG Showcase
GI, TD
e, le, s, t, a

The F word - helping teachers overcome fear of classroom controversy
Rose Aylett (Freelance)
What are you scared of? For many teachers, the potential for classroom conflict when addressing 'taboo' topics with students is a real and legitimate fear. But by avoiding contemporary, real-world issues, aren't we doing our 21st century learners a disservice? This presentation will explore training solutions to better support teachers (both proactively and reactively) address 'controversial' content, without causing controversy.

Talk
IP&SENSIG Showcase
IPSEN
e, le, ey, p, s

Assessing dyslexia among non-English first-language children
Wimansha Abeyawickrama (General Sir John Kotelawala Defence University)
We trialed ELT Well's language-independent dyslexia identification test battery with 50 young learners in Sri Lanka and found out that it can clearly differentiate between learners with and without dyslexia. I will present the findings in detail and discuss how this test battery can be used in contexts where dyslexia identification tests are unavailable in learners' first language.

Talk
LitSIG Showcase
LIT, YLT
e, le, p, s

Voices and choices: multicultural literature in young language learner classrooms
Nayr Ibrahim (Nord University, Norway)
In this session, I will show how using multicultural literature in children's ELT classrooms helps avoid the danger of a single story. By helping pre-service teachers on a MA course in Norway include multiple perspectives around carefully selected novels and other related authentic material, we aimed to develop their intercultural competence, encourage critical thinking and foster deep learning.

Talk
LTSIG Showcase
LT, TD
e, le, s, t

Social media and language teacher development in challenging contexts
Gary Motteram (University of Manchester)
This talk reports on the use of mobile phone based social media tools, to support language teacher development communities of practice in remote and challenging contexts. It presents an overview of findings from three research projects and presents a toolkit for successfully setting up and running such groups. Two of the research projects were based only in sub-Saharan Africa, but the third also collected data from other parts of the world.

Talk
YLT
e, le, s

LSRW challenges in rural classrooms: solutions in a psychological approach
Navi (Government High School, Sona, Saharanpur, India)
This presentation will focus on my classroom findings resulting from the application of a psychoanalytic approach to improve LSRW skills in rural classrooms. The target learners were teenage high school students with slow learning capacity. It contains first-hand classroom experience, samples and the outcome which shows improved levels.

Talk
TTEd, YLT
e, le, p

Developing autonomy in young learners: techniques for busy teachers

Stephanie Dimond-Bayir (Cambridge University Press)

In this talk, we will explore practical approaches to achieve meaningful, real life learning while encouraging young learners to develop autonomy. We will consider the features of a principled classroom approach focused on Learning Oriented Assessment and explore tips and creative activities to help the busy teacher apply it effectively, with examples from Power Up, our new Primary series.

Talk
AL
e, le, s, t, a

Letting silent students speak, or be silent if they prefer

Siham Djedid & Kevin Balchin (Canterbury Christ Church University)

Within different classroom activities, giving students time to think and respond is a common approach among teachers. But what happens when this time extends into uncomfortable silence or when the students seem unwilling to respond at all. This talk considers why students might decide to remain silent in language classes and the implications of this for teachers.

Talk
MaW
e, le, s, t, a

Only connect: beyond the coursebook - seven types of connectivity

Jill Hadfield (Freelance)

We are entering an increasingly antagonistic and divisive age. As teachers we need to foster connection and not division. In this talk, I will give practical classroom examples of seven ways of encouraging connections between the people in our classrooms: through celebrating our environment, through art and literature, through humour, through intercultural appreciation, through empathy, and through vision and creativity.

Talk
TD
e, ey, p, s, t, a

Observation and feedback: where are we now?

Amanda Howard (University of Leeds)

Observation and feedback are fundamental processes in education, both TESOL and mainstream, and an integral part of the interaction between teachers and their working environment.

In this presentation key studies and recent progress in the field of teacher evaluation will be reviewed and participants will be asked to discuss the importance of relevant training and informed practice.

Talk
RES, YLT
e, le, p

Extramural English learning and digital media use

Samúel Lefever (University of Iceland)

This talk will present findings from research with children on English media use and their extramural English learning. The findings show a link between media use, vocabulary knowledge and communicative competence in English. This calls for a greater awareness of how children use digital media and how teachers can bridge the gap between learning English in and outside the classroom.

Talk
AL, TD
e, le, s

Does my teacher-talk facilitate learning? A corpus-informed study

Eric Nicaise (Haute Ecole Louvain-en-Hainaut / UCLouvain Belgium)

English language teachers spend about 70% of classroom time talking to the learners. However, classroom English remains an area which many teachers have difficulty with. Drawing on a corpus analysis, I will look at examples of native and non-native classroom English and provide practical tips on how to optimise it. The issue of L1 use will also be addressed.

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Talk TTEd e, ey, p, s, t, a	**Dramas and delights online with Delta Module 2** **Carole Anne Robinson (NILE Norwich Institute for Language Education)** Compared to the Cambridge face-to-face Delta, being involved with a distance Delta course brings with it different challenges as well as some perhaps surprising benefits. In this talk, I will look at some of the difficulties we have overcome on the NILE Online Delta M2 course, leading up to and during the global Covid-19 pandemic, turning them into assets that make the course attractive to both candidates and tutors.
Talk TD e, le, a	**Research into L2 listening: practical implications for the ELT classroom** **Sheila Thorn (The Listening Business)** Research shows that even advanced learners of English struggle to recognise familiar words in the stream of speech. We shall explore possible reasons for this situation and practical ways to rectify it. These include a more systematic approach to teaching listening, where authentic recordings are used for decoding and meaning building practice, in addition to the traditional listening comprehension approach.
Talk GEN e, le, ey, p, s, t, a	**Demand high: teaching with attitude** **Adrian Underhill (Consultant)** Attitude isn't built into our materials - we have to bring it. I'll explore some of the key attitudes which help engage the full learning capacity of our students. And I'll suggest several families of practical techniques that grow out of these attitudes, and which apply to any class, any material, and any level.
Panel discussion **1015-1130** ESOL, TD e, le, p, s, t, a	**Refocusing impact of teacher education projects – voices from the field** **Hala Ahmed, Dina Halim & Micheline Esso (British Council)** The British Council will highlight the perspective of 'teacher voice' across three teacher education projects in MENA: training teachers through establishing communities of practice on the NTTP in Egypt; an online model providing remote coaching on action research skills for Syrian teachers; and working with refugee teachers across four countries on the HOPES project.
Panel discussion **1015-1130** GEN e, le, s, t, a	**Trans-what? Localising the global concept of translanguaging** **Ann Roemer (Utah State University, USA), Priyanka Joshi (Manipal University Jaipur), Tiziana Lorenzet (Public and Private Institutes, Italy) & Nadjouia Raoud (University of Algiers - Université d'Alger)** This panel of teachers from Algeria (a university lecturer), India (a secondary-school teacher), Italy (an independent educator), and the United States (a university IEP instructor), in a variety of local contexts, will share their initial reactions to the global concept of translanguaging. They will then describe their ideas for applying translanguaging to their teaching and/or research.

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Forum
1015-1130
RES, TD

Forum on teacher research

English language teachers' self-concepts: implications from teacher research
Seden Eraldemir Tuyan (Cag University, Turkey)

English language teachers' perceptions about who they are and what they do can influence their self-concepts. This research argues that teacher research might contribute to the EL teachers' process of uncovering professional self-concepts. We discuss practical implications for teacher researchers and educators who adopt research-driven professional development of in-service teachers.

Action research: inspiring positive change
Aafia Qureshi (British Council, Pakistan)

The session talks about an action research competition conducted by the British Council, Pakistan, for government school teachers and teacher educators. The aim was to motivate them to think, reflect and expand their understanding of teaching skills through research. The competition participants were also mentored to compile their research to be published for a wider audience.

Promoting teacher research - comparing case studies
Amol Padwad (CELE Ambedkar University, Delhi, India)

This talk discusses different ways to promote teacher research adopted in India in the recent past. Based on three instances of such promotion - a teacher association initiative, a funded project and a university course - I try to draw insights about the strengths and limitations of each, with important implications for promoting teacher research in general.

1100-1130   Session 3.2

Express Publishing

EXPRESS PUBLISHING SIGNATURE EVENT
'The Flibets': Small steps towards a giant leap: A new learning galaxy for preschoolers.
It is important to foster essential 21st century attributes, such as values, CLIL, creativity and collaboration at pre-primary. A variety of cumulative learning strategies and scaffolding techniques, together with creating familiarity through imagination can help ensure that our young learners' first steps in discovering the English language involve engagement and excitement, while catering for their social and emotional development.

Talk
ESPSIG Showcase
ESP
e, le, t

Embedded English: ideas for language support in EMI programs
Divya Madhavan (CentraleSupelec, Universite Paris-Saclay)
This talk is about interdisciplinary materials development in EMI courses, as well as emerging roles for ELT professionals in the EMI landscape. I will share my experience of embedding an English language course in an engineering program and contribute to the wider conversation around teacher development and the new modes in which language teachers can work in EMI contexts.

PLEASE CHECK THE LATEST VERSION OF THE CONFERENCE PROGRAMME & THE HOPIN PLATFORM FOR CHANGES & CANCELLATIONS

Talk
GISIG
Showcase
GI
e, le, ey, p, s, t, a

Is gender bias an ELT reality? A woman's perspective

Eleni Symeonidou

Through a global scale survey, I explore women's experiences in the ELT world regarding gender discrimination. Do women get equal opportunities to development? Are interviews gender biased? How about the materials we use and the facilities we work in? The findings from this survey will be presented and discussed in an effort to bring awareness and improve practices.

Talk
IP&SENSIG
Showcase
IPSEN
e, le, a

Teaching the third age

Aysen Cem-Deger (Freelance)

Our teaching approach needs to be adjusted to respond to affective and cognitive needs of older learners and help them overcome their age-related prejudices. This talk will introduce the English course for Beginners offered at the University of Third Age in Izmir, Turkey and illustrate the tools and techniques used to build rapport, reduce stress, and recall and use new language items.

Talk
LitSIG
Showcase
LIT, YLT
e, p, s

Positioning verse novels as 'windows' and 'sliding doors' with lower-secondary

David Valente (Nord University, Norway)

This talk explores how verse novels bring diverse voices into the lower-secondary English classroom. Using 'Home of the Brave' as an exemplar, participants will discover how a character's voice acts as a window. We will also consider ways to supplement with other voices, including the learners themselves, to enable them to deeply reflect and go through the sliding glass door.

Talk
LTSIG
Showcase
LT, MD
e, le, ey, p, s, t, a

How can we design inclusively for the 2021 digital learner?

Katy Asbury (LearnJam)

LearnJam began reviewing digital learning products eight years ago. Even in the last year, so much has changed in the way we use the internet. How has the shift online exacerbation of issues of exclusion and impacted learners? This talk looks at the challenges currently facing Learning Designers and tools we can use to solve these.

Talk
LAM, TD
e, le, ey, p, s, t, a

The flourishing school: cultivating wellbeing for teachers and leaders

Kate Brierton (Compassionate Cambridge) & Christina Gkonou (Cambridge University Press)

Teacher well-being is affected not only by the thoughts and feelings of the individual, but also externally through social interactions, organisational systems and the culture of the school. Increased levels of compassion within a school community helps all members to thrive. This talk explains the theory behind compassion and illustrates practical strategies for building a compassionate culture in your school.

Talk
YLT
e, le, p

EMI: an enabling or a disabling factor?

Ravinarayan Chakrakodi (Regional Institute of English South India, Bengaluru)

The challenges confronting the government's new initiative to introduce English as the medium of instruction in 1,000 government schools from Grade 1 seem to be enormous. Although teachers, parents and children welcome the move and are excited, using another language other than the home language as the medium of instruction seems to have more demerits than merits.

Talk
TTEd
e, le, ey, p, s, t, a

Exploring mono/multilingual practices on CELTA: what trainers say

Fiona Gallagher & Catherine Geraghty (Dublin City University)

This session describes a research project which centred on the views and practices of CELTA trainers regarding the use of the L1 in language learning and teaching and on teacher training courses and explored how this is addressed on CELTA programmes. Discussion around developing a more explicit and analytical focus on this issue on CELTA programmes will also be included.

Talk
TD
e, a

Observing experienced professionals: teacher perspectives on an HE observation scheme

Pat Iger (Nottingham Trent University)

Even experienced teachers can dread the annual peer observation. These fears are often based on lack of trust or simply being unsure of what the observer will be looking for. In this talk, I'll be reviewing a set of criteria for an in-house observation scheme and summarising teachers' perspectives on possible improvements.

Talk
RES, TD
e, le, ey, p, s, t, a

Human memory systems in language education

Sebastian Lesniewski (Cambridge)

This talk briefly reviews what is currently known about how human memory operates, and offers tips on how this knowledge can be applied in language education. I will discuss the types of classroom activities that make the studied language items particularly memorable, and I will share some tried and tested techniques to maximise our students' learning opportunities.

Talk
EAP, TEA
e, le, t, a

Decoding a smart model for teaching English writing

May Li

Teachers use good written work as models for illustrations in teaching English writing. But what makes a model a model? The presenter proposes a three-dimensional model composed of structure, contents and language, which has proved to be effective for guiding students in their writing, and smart for its being applicable to teaching listening, reading and speaking.

Talk
EAP, TTEd
e, le, ey, p, s, t, a

Flipping the mentor-mentee relationship: enhancing capabilities and increasing efficacy

Sanaa Makhlouf (The American University in Cairo)

In a pre-freshman English language class, mentoring a novice teacher takes place for 14 weeks. Both teachers collaborate synchronously and asynchronously. With a pre-mentoring and post-mentoring survey given to the mentee and participants, this case study explores the outcome of this online/off line context for mentoring , and examines the participants', mentor's and mentee's reflections and recommendations.

Talk
GEN
e, le, s

Retention and recall of lexicon using semantic mapping

Udaya Muthyala (The English and Foreign Languages University)

Semantic maps have high potential to enable increased quality of language in understanding words. Several semantic maps exist covering different role sets. This talk integrates semantic mapping in ESL classroom by describing how words are organized, various cognitive mechanisms used in retention and recall of lexicon. This talk investigates the effectiveness of semantic mapping in retention and recall of vocabulary.

Talk
GEN
e, le, t, a

The 'class conversation' (rather than the conversation class)

Roslyn Young (Pronunciation Science Ltd)

Since learning involves the student developing inner criteria, the infrequent teacher feedback in a classic small-group conversation class makes it a flawed exercise for practising English. To avoid the gradual fossilisation of errors, quality control is essential. The 'class conversation' paradigm that I will describe allows for both practice in speaking freely and for the correction necessary for improvement.

Panel discussion
1015-1130

Refocusing impact of teacher education projects – voices from the field continued

Panel discussion
1015-1130

Trans-what? Localising the global concept of translanguaging continued

Forum	**Forum on teacher research continued**
1015-1130	See page 102 for details

1130-1200	**Break**

1200-1230	**Session 3.3**

Forum
1200-1315
ESPSIG
Showcase

Pleased be advised, due to a cancellation, this Forum will now take the form of two talks. There will be a short interval between the two talks.

Forum on ESP course design

Teaching presentation skills to aeronautical engineering students using video recordings

Dietmar Tatzl (FH Joanneum University of Applied Sciences, Austria)

This practical talk describes a course concept for teaching English language and presentation skills to tertiary students of aeronautical engineering. The course rests on a series of short presentations, a variety of topics, and the use of video recordings for self-evaluation. This concept aims at integrating students' content disciplines with language learning and can be transferred to other academic settings.

Combining creativity and critical thinking: the 'trade fair'

Ilse Born-Lechleitner (Johannes Kepler University, Linz, Austria)

Critical thinking and creativity have become catchwords for educators in the past few years, yet language instructors sometimes struggle to integrate activities fostering these skills into their language courses.

This talk will discuss an activity that encourages students to use both in a term-long project in the context of a Business English course.

Is less more? Detail in essay-writing prompts

Iona Dawson (SUPSI & Franklin University, Switzerland), Christopher Dawson (Universita della Svizzera italiana & Franklin) & Tracie MacKenzie (Franklin University Switzerland)

Do students write better in higher level HE contexts if given an open-ended, brief, vague prompt or a long, detailed, descriptive prompt that tells them exactly what to do? Which are they more likely to read carefully and think about? We tested these questions at 3 different Swiss universities with groups from B2 to C2.

Talk
GISIG
Showcase
GI, TTEd
e, le, p, s

Enhancing teachers' professional development by creating teacher activity groups (TAGs)

Sevil Aghayeva & Konul Hajiyeva (British Council Azerbaijan)

Teacher Activity Groups enable teachers to reveal common concerns, to provide mutual support and share learning on a regular basis. In this talk we will present the processes involved in the establishment of those groups in isolated communities considering challenges we face in our context, e.g., motivating students to regularly attend classes and how we respond to them.

Talk
IP&SENSIG
Showcase
IPSEN, TTEd
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Words and pictures: what "visual thinking" really means for dyslexia

Martin Bloomfield (York Associates / Leeds City College)

We often hear dyslexics described as "visual thinkers", "big picture thinkers", and "conceptual thinkers". But beyond these labels, teachers are given very little information about what this means, and even less information about what it means to THEM. This dynamic, research-backed presentation explores how understanding dyslexia from a cognitive perspective can transform teaching practices, making learning easier for all students.

Talk
LitSIG
Showcase
LIT, RES
e, le, s

Reading aloud in the EFL Literature classroom: research, practice, pitfalls

Amos Paran (UCL Institute of Education, London)

New understandings of reading aloud point out its prevalence as an authentic communicative activity, opening up ways of incorporating it in the language classroom. I present findings from a study of teaching literature in foreign languages, demonstrating teachers' approaches to using reading aloud in their classrooms. I suggest ways to incorporate reading aloud into classrooms, avoiding pitfalls in its use.

Talk
LTSIG
Showcase
LT
e, le, ey, p, s, t, a

Digital literacies and digital divides: mind the gap

Sophia Mavridi (De Montfort University, UK)

As technology becomes pervasive in the way our students live, learn and communicate, new and increasingly concerning digital divides come into play. This talk will look at how these digital inequalities and divisions may impact language education and explore the role of digital literacies in bridging the gap.

Talk
TTEd
e, le, ey, p, s, t, a

The future is plurilingual. Let's make teaching qualifications plurilingual too

Ben Beaumont (Trinity College London)

Popular ELT qualifications have long propagated the issue of native-speaker hegemony, using mono-linguistic assessment to judge international teaching. To counter these concerns, this talk will describe Trinity's collaborative work to create a new plurilingual, in-service teaching qualification, the Certificate for Practising Teachers (CertPT), which aims to move teacher training discourse beyond the native-speaker issue and embrace contextualised and plurilingual CPD.

Talk
LA
le, t

Introducing design thinking to increase student creativity and engagement

Sophie Farag (The American University in Cairo)

This presentation describes an integrated skills course that strives to help students in an Intensive English Program to improve their academic English language skills and 21st century skills by engaging in design thinking projects. The course description and activities used will be shared, and results of student and teacher surveys will be discussed.

Talk
TD
e, le, p, s, t, a

Embracing story

Jamie Keddie (LessonStream)

Human beings are creatures of narrative. Stories define us. We use stories to entertain, stories to build relationships, stories to understand the world, stories to communicate. Story and language are inseparable. And for language teachers, our stories can become our best lesson plans. In this practical talk, I will share some essential skills for interactive teacher-led storytelling.

Talk
YLT
e, le, s

Turning 21st century teenage problems into learning opportunities

Sofia Leone (International House in Palermo)

This talk looks at how teachers not only have the ability to get upper secondary teens to talk about their first world problems, but how we can also transform them into fun and significant learning opportunities. Participants will come away with tried and tested materials and refreshing ideas, ready to face any teenage challenge head on.

Talk
TTEd
e, le, a

Guinea pigs exclaim "No CELTA without us: more inclusion, please!"

Simon Marshall & Emma Taylor (York St John University)

This talk will present the evaluation of CELTA trainees' development from the perspective of language learners partaking in teaching practice classes. Feedback is an integral and essential element of all CELTA courses, including both tutor to trainees and trainees to trainees. However, somewhat incongruently, the language learners themselves remain excluded from this process. Our presentation aims at redressing this imbalance.

Talk	**OET and assessment of writing ability in the medical context**
ESP, TEA	**Brigita Seguis (Cambridge Assessment English)**
e, le, a	This presentation focuses on the Occupational English Test (OET), a specific-purpose English language test for health professionals. I will start by giving an overview of OET and its test-taker profiles. I will then focus specifically on the writing sub-test to demonstrate how written skills are assessed on OET and discuss recent changes in assessment standards.

Talk	**Learning phrasal verbs via quizzes on the Socrative application**
RES	**Ruby Vurdien (White Rose Language School)**
e, le, s, a	The participants in this study were requested to read short texts on Google docs, followed by a vocabulary exercise on phrasal verbs set on each text, prior to their class quiz competitions via the Socrative application. The aim was to examine how these students could learn the targeted phrasal verbs. Class competitions played a motivating role in the learning process.

Talk	**Saving time with the GSE Teacher Toolkit**
LT	**Autumn Westphal (Pearson)**
e, ey, p, s, t, a	Find out more about the GSE Teacher Toolkit and how this ELTons 2020 finalist has been helping thousands of teachers from around the world save time with their lesson planning. Learn how to find level-appropriate resources to support teaching and how the GSE enables you to measure learner progress more accurately.

Talk	**Model United Nations: theories behind and actions ahead**
GI, LA	**Nazmiye Yemez (Bahcesehir College)**
le, s, a	I will simulate an MUN session as an in-class ELT activity: each participant will roleplay a delegate to solve an international conflict with speaker-designed tasks. Via tasks, participants will be able to do research, caucus, write a resolution, and make a speech. The participants will leave the presentation with practical implementations to be used in their L2 classes.

Panel discussion	**Hornby Trust Scholars' Presentation**
1200-1315	**Promoting multilingualism while teaching English in the Global South**
GI	**Sadaf Eslami (Canada), Nyengiwari Mabel Ipalibo-Osokolo (Nigeria), James Mbonyuburyo (Rwanda), Swapna Yadav (India), Dulmin Wijerathn (Sri Lanka), Diana Iyari Sempertigue Libaque (Peru) & Larysa Andreiko (Ukraine)**
	The Hornby Scholars come from some of the most linguistically-rich societies on earth, but in each country there is an acknowledged need for greater English competence. The scholars will examine some of the dilemmas this poses for parents, teachers and policy-makers as they struggle to promote English among young people while also respecting and protecting indigenous languages. Facilitated by Martin Lamb (University of Leeds).

e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

AL = Applied Linguistics	**GEN** = General	**MD** = Materials Development
BE = Business English	**GI** = Global Issues	**PRON** = Pronunciation
EAP = English for Academic Purposes	**IPSEN =** Inclusive Practices & SEN	**RES** = Research
ESAP = English for Specific Academic Purposes	**LA** = Learner Autonomy	**TD** = Teacher Development
ESOL = English for Speakers of Other Languages	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment
ESP = English for Specific Purposes	**LIT** = Literature	**TTEd** = Teacher Training & Education
	LT = Learning Technologies	**YLT** = Young Learners & Teenagers
	MaW = Materials Writing	

Forum **1200-1315** TTEd	**Forum on CLIL** **Designing a CLIL course for EFL teachers: needs come first** **Nina Raud & Olga Orehhova (University of Tartu)** The presentation will introduce a case of designing a tailored in-service training CLIL course for EFL teachers that is based on the evidence gained through a longitudinal study of EFL teachers' professional development needs. Participants will receive guidelines on how to design a customized CLIL in-service training course, which they can apply in their teacher development context. **C for culture - an obsolete element of CLIL?** **Aleksandra Zaparucha (TransformELT)** CLIL teacher training for subject teachers is generally conducted by language specialists. They suggest subject teachers base their CLIL lessons on 4Cs: content, communication, cognition and… What? Culture? What for? In this talk, I want to convince CLIL teacher trainers 3Cs are enough and ask them to stop inappropriately shoehorning culture into the curriculum. **CLIL in Latin America: what can we learn from it?** **Dario Banegas (University of Strathclyde)** Since its inception in Europe, CLIL has morphed into different models according to the contexts in which it is operationalised. In this talk, I review publications on CLIL set in Latin America between 2008 and 2018 to understand how CLIL is conceptualised and implemented in Latin America. I also discuss benefits, challenges and implications which may resonate with other contexts.
Forum **1200-1315** LIT, YLT	**Forum on picturebooks that challenge** **Picturebooks that challenge: moving beyond the conventional in ELT** **Sandie Mourão (Nova University Lisbon, Portugal)** This session provides an overview and critique of a recent trend in education to bring challenging picturebooks into the language classroom. I will outline the ways picturebooks may be challenging, supported by examples for learners of all ages, and suggest that when carefully mediated, picturebooks can ensure that learning moves beyond a focus on the conventional. **Picturebooks that challenge: looking at disability** **Gail Ellis (Independent)** Characters with disabilities are underrepresented in children's picturebooks which means many children to not have characters they can relate to. Furthermore, when characters with disabilities are portrayed, they often reinforce society's discomfort with disability. This talk analyses the different representations of disability to enable educators to critically examine and select picturebooks which bring qualitative representation into the classroom. **Picturebooks that challenge: notes from the primary student teacher classroom** **Tatia Gruenbaum (Avans University of Applied Sciences)** This talk presents observations made while teaching and observing primary student teachers in the Netherlands. Student teachers participated in a newly-designed picturebook-based course aimed to support the development of their English Language Teaching Skills and English language proficiency. Throughout this course, student teachers explored and discussed picturebooks including some which could be considered thematically, aesthetically or linguistically challenging.

Forum **1200-1315** TD	**Forum on professional development** **The impact of professional development on teachers' automaticity in performance** **Amal Farhat (Lebanese International University)** This talk examines to what extent teachers autonomously implemented classroom practices after a year-long professional development program. The program consisted of learning new practices, repetition, planning, and reflection. Thus, the study will show how effective the program was in developing teachers' ability to perform the newly-learned practices without the prompting of their coaches or administration; i.e. became autonomous practitioners. **Critical pedagogy for transforming teacher identities in foreign language education** **Rasha Halat (Lebanese International University)** Are in-service teachers ready to transfer any newly learned skills through intensive professional development training to their own context? The presenter will share the results of a case study that looks into the skills the trained teachers were ready to transfer to their own context and to the other teachers who haven't received the same training at their school. **From CELTA to Delta: what's in between?** **Diana Vaselenko (International Language Centre Kyiv, Ukraine)** This talk will focus on the in-service professional development academic managers can provide for English teachers who have completed an initial teacher training course and are considering undertaking a higher-level course, e.g. Cambridge Delta. After analyzing some problems teachers have and want to solve, we will look at a range of professional development opportunities they can benefit from.

Forum **1200-1315** TD *Pleased be advised, due to a cancellation, this Forum will now take the form of two talks. There will be a short interval between the two talks.*	**Reflective practice meets neuroscience: EFL teachers owning their emotions** **Niki Christodoulou (University of Nicosia)** Caring about teachers' emotional well-being is a neglected area in language teacher education. Nevertheless, teachers can learn to take responsibility for their emotions– a principle shared by Reflective Practice and Neuroscience. In this talk, I discuss the transformation EFL teachers can experience when they learn to own their emotions and focus on the positive in their personality and practice. Crash and burnout: early warning signs and avoiding teacher burnout Rachael Roberts (Freelance) Teaching has always been a demanding profession, but, increasingly, teachers are under so much pressure that they crash and burn out of teaching altogether. In this talk I will help teachers to recognise the sometimes subtle signs of impending burnout, and suggest a variety of ways to avoid burning out, from practical tips to changes in mindset. **Dealing with adversity in extra-curricular offsite EFL teaching** **Sheona Smith (British Council Palma)** Despite substantial research on teacher stress in mainstream education and language teaching, there is little in relation to extra-curricular EFL teaching. The talk will provide insights into the specific challenges for offsite extra-curricular EFL educators and with the help of the audience, examine the support needed to enhance teaching and teacher wellbeing when faced with adversity in this educational setting.

1245-1315	Session 3.4

Forum
1200-1315
ESPSIG
Showcase

Forum on ESP course design continued

Talk
GISIG
Showcase
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Designing an EFL university course around sustainable development goals
Elena Yastrebova (MGIMO University Russia)

This session aims at exploring EFL potential for raising university students' awareness of and increasing involvement in global issues through the introduction of the Sustainable Development Goals agenda. The presenter will share the experience of creating and teaching such a course focusing on selecting reading material and designing and using tasks that contribute to students' intellectual and emotional development.

Talk
IP&SENSIG
Showcase
IPSEN
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Dyslexia and lexical notes - enhancing learning through technology
Marcio Oliveira (Associacao Cultura Inglesa Sao Paulo)

The aim of this talk is to present the ongoing status of a case study using Quizlet as a resource to help dyslexic learners record new lexis. I will share how dyslexic learners can benefit from using such tech tools to further engage in the learning process and enhance learning.

Talk
LitSIG
Showcase
LIT, TD
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Language alive! Celebrating student creative arts performance
Alison Koushki (Al Ekhlas International Education) & Abderrahim AitBara (Danah Universal School of Kuwait)

Language arts have entered the education spotlight. This talk explains how to launch poetry, drama, song, and story performance in class and on stage. While textbook exercises may not inspire learners, English in music and films ignites vibrant interest daily. That spark can light up language learning.   Performance polishes language skills and fosters creativity, critical thinking, and confidence.

Talk
LTSIG
Showcase
EAP, LT
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Flipping a pre-sessional course: design-delivery-redesign
David Read & Claire Basarich (ELTC, University of Sheffield)

This talk analyses the process of planning, creating and implementing a pilot flipped learning model for an EAP pre-sessional course, with feedback from one of the main designers and a teacher/content creator to explore what worked and what didn't. This feedback allowed for a redesign of the course from 2018-2019, and reflection on lessons learned from this process, with updates based on our experience of moving the course fully online in 2020.

Talk
TTEd
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English-medium instruction teacher training needs in Omani higher education
Awad Alhassan (Dhofar University)

This presentation draws on findings from a qualitative study on EMI content teacher challenges and professional needs in EMI classrooms. The objective was to inform the design and development of EMI teacher education and continuing professional development programmes. The intended audiences: language and EMI content teachers as well as EMI policy makers. Implications and recommendations will be presented and discussed.

Talk	**Teaching and learning English in immersive worlds: GUINEVERE project**
LT	**Letizia Cinganotto (INDIRE, Italy) & Heike Philp (let's talk online sprl)**
e, le, p, s	The presentation will highlight some aspects of the Erasmus Plus project "GUINEVERE", aimed at studying various types of digital and virtual games games in immersive worlds, in particular Second Life, Open Sim, Minecraft. Some of the outputs of the project will be shown, as inputs for teachers, leaders and other stakeholders in the world of education and training throughout Europe.

Talk	**When students' language takes centre stage - do they progress more?**
TD	**Jacqueline Douglas (Bell Educational Services, Cambridge, UK)**
e, a	Can placing learners' language at the centre of the learning process improve motivation and progress? I suggested to my class that with less coursebook time, they would learn language through increased self-expression. They chose lexis and grammar when reading outside class and I upgraded their language during in-class fluency work. Come and hear this practical talk on how it went.

Talk	**Exam practice and preparation: past, present and future**
TEA	**Glyn Hughes (Cambridge Assessment)**
e, le, ey, p, s, t, a	This talk discusses how exam preparation continues to change, as technology and Covid-19 affect the landscape. Can you prepare by taking practice tests? What's the difference between exam preparation and practice? How can we tell if a task is actually helping learners succeed? We will examine a range of activities from 'traditional and familiar' to 'new and intriguing'.

Talk	**Checking understanding: going beyond CCQs (concept-checking questions)**
EAP	**Prakash Parmar (EC London)**
e, le, a	A key skill that English teachers develop is using concept check questions, but how can we be sure they make helpful meaning distinctions, connect to learners' own knowledge and experience and help us see the language has really been understood? This presentation will explore not only different types of questions, but other practical ways to elicit different aspects of understanding.

Talk	**Native Speakerism: the take-aways!**
TD, TTEd	**Muhammad Shujaat (Jeddah International College, Saudi Arabia)**
e, le, ey, p, s, t, a	This talk will demonstrate how non-native speaker teachers (NNSTs) can observe and integrate the various features of the teacher talk of the native speaker teachers (NSTs) for effective teaching of EFL at university level. The talk will discuss and compare the benefits of naturalness, authenticity and ease of communication distinguishing NSTs from NNSTs and the impact on learner engagement.

Talk	**Teaching the Whole Student**
GEN	**Katherine Stannett (National Geographic Learning)**
e, le, s	Cultivating a positive mindset, learning to grow from failure and developing a sense of self are just some of the crucial skills our students need, particularly in these challenging times. In this talk, I will be looking at how we can use our unique position as language teachers to encourage our students both to study well and to live well.

Top Tip !

To access a specific session, go to the Academic Sessions section of Hopin five minutes before the session is due to start and search for the name of the presenter. Alternatively, during the Conference you will be able to click on the title of a presentation within this programme to be taken directly to the virtual room five minutes before it is due to start.

Talk TTEd e, le, a	**Training outcomes: going backwards in order to go forwards** **Joanna Stansfield (International House London)** Both research and inspection bodies suggest effective teaching is evidenced through setting and achieving communicative outcomes, yet much initial and in-service training relegates these, prioritising language aims instead. This talk explores ways of re-designing paperwork, input, feedback and reflection to encourage developing practitioners to see an end 'output' goal as priority, with language just one step along the way.
Talk LA, TEA e, le, a	**Independent Learning for IELTS** **Jo Tomlinson & Fiona Aish (Target English)** IELTS students can be very dependent on the teacher to improve their level - this not only impedes their own learning, it also leaves them without vital skills for their future. This talk, featuring the Collins 'IELTS Skills' series, will explore why it is important for IELTS students to be independent learners and will demonstrate practical ways to encourage this.
Panel discussion **1200-1315**	**Hornby Trust Scholars' Presentation continued** See page 107 for details
Forum **1200-1315**	**Forum on CLIL continued** See page 108 for details
Forum **1200-1315**	**Forum on picturebooks that challenge continued** See page 108 for details
Forum **1200-1315**	**Forum on professional development continued** See page 109 for details
Forum **1200-1315**	**Forum on teacher well-being continued** See page 109 for details

1315-1415	**Lunch break**

1330-1340	**Session 3.5 - Poster presentations** (Please note this takes place during the lunch break) **Poster Presentations may be <u>viewed</u> on the IATEFL Conference website for the duration of the conference. Please see the following page for the presenters who will present their poster during session 3.5.**

Poster IPSEN, TD	**I can do it!** **Jana Jilkova & Karin Havlickova (ICV & Charles University, ATECR)** Is engaging all students actively in the English learning processes a myth or an achievable goal? What can we do to motivate our learners to enjoy learning? How can we creating opportunities for mastering English and feeling success? This presentation demonstrates work created by learners at two lower- and upper-secondary schools and shares inspirational approaches used and discusses SEN support.

| Poster RES | **Teaching English to senior citizens** |
| | **Olja Milosevic (The International School of Belgrade)** |

This poster presents the case study that explored the impact of the English classes on older individuals who attended the course over a period of three years. It lists activities that senior citizens described as beneficial and includes the feedback received during the interviews. The feedback suggests that the course assisted participants to make new friendships and fight off loneliness.

| Poster BE, GI | **A corpus-based approach to the UN Sustainable Development Goals vocabulary** |
| | **Catherine Prewett-Schrempf & Andrew Pullen (University of Applied Sciences for Management & Co)** |

This poster shows how we incorporated teaching and learning of the vocabulary of the UN Sustainable Development Goals in a BA program for business students. It gives an overview of how a corpus was used to select target vocabulary items, design of classroom activities and results of pre- and post-tests determining our students' receptive as well as productive knowledge.

| Poster BE, LA | **The effectiveness of Quizlet for vocabulary acquisition** |
| | **Desiree Verdonk (University of Applied Sciences Wr. Neustadt)** |

Based on the performance of 165 first-year business students, the study confirms that Quizlet can be an effective tool to support vocabulary growth. However, it also turns out that out of Quizlet's seven study modes, the one most frequently used, i.e. Match, is the only one which does not make a statistically significant contribution to vocabulary acquisition.

1415-1500   Session 3.6

PEARSON SIGNATURE EVENT

Hybrid learning and the changing world of education

Panel presenters: Iwonna Dubicka, Lindsay Warwick and David Booth (Pearson)

Since the beginning of the pandemic, teachers have found themselves in the unexpected and challenging position of teaching hybrid classes: that is, mixing different models of online and face to face learning, sometimes in the same group at the same time. As a result, they must develop new approaches to classroom management, teaching, monitoring and student engagement.

Join our round-table discussion on ways of adapting, overcoming challenges and finding the positives.

| Workshop **ESPSIG Showcase** EAP, ESP e, a | **The skeleton key to academic success** |
| | **Alex Warren (National Geographic Learning)** |

What do students really need for academic success? Is it simply being able to express themselves in written and spoken English and to read and listen effectively, or is it something more than that? Using examples from National Geographic Learning materials, in this session we'll answer this question and explore the skills that students really need to achieve academic success.

| Workshop **GISIG Showcase** GI, YLT e, le, ey, p, s, t, a | **Sharing our stories with the world through remote theatre** |
| | **Haneen Jadalla (Asma Prep B UNRWA school, Gaza)** |

In our drama club in an UNRWA school in Gaza, learners develop their English fluency by writing stories, turning them into scripts, and then performing them live through Zoom to an audience in another country. In this workshop, we'll try out a part of this process and end by performing the stories on screen ready to send to their original authors in Gaza.

1415-1545 **IP&SENSIG** **Showcase**	**IATEFL Inclusive Practices & SEN Special Interest Group Open Forum** Welcome to our Open Forum 2021, where we'll be celebrating our 5th 'birthday' (why not bring your favourite cake to enjoy our birthday celebrations with us?). We'll be looking back over the achievements of the first 5 years of the Inclusive Practices and SEN SIG, and making plans for the coming years. You can meet the current committee, learn about their roles and how you could be more actively involved. And of course, we'll have our usual Inclusive Practices quiz! We hope to see you there.

Workshop
LitSIG
Showcase
LIT
e, s, t, a

Reading stories and making connections

Robert Hill (Freelance, Verona, Italy)

We will read a traditional story, retold at lower B1 level (from which country it comes will be a surprise!) and explore the connections that can be made, including the story's connections with other narratives and the connections that we, the readers, can create between the story's characters. Participants will come away with a story they can use in class.

Workshop
LTSIG
Showcase
LT, MD
e, le, ey, p, s, t, a

Ten years of mobile learning: what have we learned?

Caroline Moore (Constellata)

The iPad was launched in early 2010, marking the beginning of a new era of mobile or m-learning, as it introduced full multimedia and interactivity via smartphones and tablets. We will discuss the impact of m-learning on education, and consider the challenges that English language teachers, schools, publishers and providers of e-learning resources have faced in adapting to m-learning.

Workshop
BE
e, le, a

Differentiate your mixed-ability classroom - use improvisation in your teaching

Roy Bicknell (Freelance)

Differentiation is key when teaching mixed-ability groups. Using improvisation techniques and strategies can help make your teaching more adaptive and flexible. In this two-part workshop, we will introduce three improvisational activities which highlight skills that mixed-ability learners need to develop. We will then review didactical strategies which support a differentiated approach in the classroom.

Workshop
TTEd
e, le, a

Be a flamingo in a flock of pigeons

Antonia Clare & Alan Marsh (Pavilion ELT)

How can we be more creative in the classroom, especially when under increasing pressure to meet the demands of standardised curricula and testing? Does creativity require a small act of defiance or rebellion on the part of the teacher? This workshop will offer practical ideas from the new Creative Teacher's Compendium to help you become that flamingo in your teaching.

Workshop
GEN
e, le, p, s, t, a

A creative approach to learning and teaching spelling

Philip Haines (Oxford University Press, Mexico)

Students sometimes struggle to learn the spelling of English words even if spelling is specifically taught. What is needed is a 'toolkit' of strategies to help learners use their creativity to tackle personal and specific spelling problems. In this session, we will explore and try out a range of such strategies which can be incorporated into the classroom.

Workshop
TD, TTEd
e, le, ey, p, s, t, a

Why communicative activities fail and what to do about it

Jeremy Harmer (Freelance)

Sure students enjoy communicative activities (sometimes!). But do they really teach English or help students become more fluent? Are teachers (apparently) to blame for not demanding 'high' enough? But it's not teachers; it's probably the design of the activities themselves. We need to re-think CA as communicative learning activities and this workshop shows how with discussion and examples!

Workshop LA, YLT e, le, s	**Motivating teens to take control of their own learning** **Samantha Lewis (Cambridge University Press)**
	In an ideal world all learners would take responsibility for their own learning. However, in reality we need to help our teens to become more independent and autonomous. This workshop focuses on the characteristics of autonomous learners and how we can develop learning to learn with teenagers to motivate them to become more involved in their own learning.

Talk TD, TTEd e, le, ey, p, s, t, a	**Challenging the 'positive-negative-positive sandwich': creating non-evaluative spaces for teacher learning** **Elena Oncevska Ager (Ss Cyril and Methodius University)**
	This talk looks at one teacher's transcribed reflective dialogue with her mentor who was using the Systematic Informed Reflective Practice mentoring model (Malderez, 2015). The aim of the talk is to demonstrate the importance of creating safe, non-evaluative spaces for supporting one's own and others' (e.g. colleagues, students) learning, thus challenging the so-called 'positive-negative-positive sandwich' approach to providing (mentoring) support.

Workshop LAM, TTEd e, le, ey, p, s, t, a	**Second customer revolution: putting the right staff before students** **George Pickering (George Pickering Consultancy)**
	The first customer revolution places the student/customer at the heart of everything we do. In this workshop, we will discuss how the second customer revolution involves putting internal customers (staff) first, and applying customer service models to the internal customer journey (recruitment, inductions, training, surveys). We will discuss research that indicates this approach benefits all stakeholders, including teachers and students.

Workshop YLT e, le, ey, p, s, t, a	**Turning the page on conventional storytelling to foster creativity** **Olivia Price-Bates (Stamford School of English)**
	A practical workshop offering a number of engaging and fun storytelling activities to help EFL teachers tap into student's creativity without the need for traditional books. Aimed primarily at young learners and teenagers, we will explore how these low-prep ideas can be adapted to suit any teaching context to stimulate extensive language production in an environmentally conscious way.

Workshop LA, YLT e, le, ey	**Visible learning (and teaching) for young learners in CLIL lessons** **Pedro Ribeiro (International School - Brazil)**
	Teaching content integrated to language to young learners, building cognitive processes, cultural awareness and competencies can be challenging and rewarding at the same time. Find in this workshop how educators can foster visible teaching (and learning) so classroom processes are understood (inside and outside school walls), and learning is more palpable, therefore, more meaningful.

e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

AL = Applied Linguistics	**GEN** = General	**MD** = Materials Development
BE = Business English	**GI** = Global Issues	**PRON** = Pronunciation
EAP = English for Academic Purposes	**IPSEN =** Inclusive Practices & SEN	**RES** = Research
ESAP = English for Specific Academic Purposes	**LA** = Learner Autonomy	**TD** = Teacher Development
ESOL = English for Speakers of Other Languages	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment
ESP = English for Specific Purposes	**LIT** = Literature	**TTEd** = Teacher Training & Education
	LT = Learning Technologies	**YLT** = Young Learners & Teenagers
	MaW = Materials Writing	

Workshop
TEA
e, ey, p, s, t, a

Developing speaking and writing test tasks to standardize classroom assessment

Olena Rossi (Lancaster University, UK) & Philip Horne (British Council)

Does your school/college encounter difficulties when tests of speaking or writing yield different results if administered by different teachers or with different test versions? Test design might be part of the problem. Come to our workshop to learn how to develop effective assessments from task specifications and try out a test production process which results in more standardised classroom assessment.

Workshop
PRON
e, le, p, a

From pron to phon...ics

Jennifer Russell & Sarah Bryan (EC Manchester)

Are you interested in pronunciation? Would you like to help your students connect English sounds with spelling and in doing so help with their reading and writing skills? This session will help put the pieces together by introducing phonics and using practical activities to show how it can be used in the adult/YL EFL classroom and in international primary schools.

Workshop
AL, TD
e, le, ey, p, s, t, a

Correcting correction

Brian Tomlinson (MATSDA)

This workshop will apply principles of second language acquisition to an evaluation of current correction techniques and to proposals for more effective ways of helping learners to improve their ability to communicate in their L2. Learner activities will be demonstrated and participants will be invited to share their views and examples of good practice.

Workshop
LT
e, le, s, t, a

Gaming the system: using modern board games in ELT

Andy Wright (British Council, Poland)

Teachers often use games as a reward or to practise specific areas of language. However, can modern, authentic board games offer more broad benefits in our classrooms? What factors should teachers consider should they wish to use modern board games in a classroom? Based on the presenter's research, this session hopes to encourage you to make use of board games.

1415-1545   **INTERACTIVE LANGUAGE FAIR**

The ILF features different presentations where delegates can explore their interests with the presenters. A moderated session, there will be a feast of presentations and the opportunity to ask any questions and expand at the end.

The presenters in today's Interactive Language Fair are:

TEA   **Unpacking English-major Omani students' challenges on IELTS academic reading tests**

Holi Ali (University of Technology and Applied Sciences, Rustaq, Oman) & Qasim Alwashahi (Rustaq College of Education, Oman)

This presentation reports on English-major undergraduate Omani students' reflections on an IELTS reading test. The main aim of the study is to investigate students' experiences and coping strategies. The study utilised a qualitative methodology in its collection of the data. The study caters for EFL/ESL teachers and IELTS examiners and researchers. The presentation will offer useful pedagogical tips and recommendations.

Top Tip !

To access a specific session, go to the Academic Sessions section of Hopin five minutes before the session is due to start and search for the name of the presenter. Alternatively, during the Conference you will be able to click on the title of a presentation within this programme to be taken directly to the virtual room five minutes before it is due to start.

AL

Cross-cultural pragmatics of apology speech acts

Norah Alshehri (Saudi Arabia)

This study investigates cross-cultural pragmatic features of apology speech acts generated by Arabic native speakers, English native speakers and learners of English as a foreign language at advanced level in Saudi Arabia. It compares and contrasts the similarities and differences across these groups and across genders and investigates whether gendered differences are subordinated to cultural norms or vice versa.

MD, RES

Teaching perfect infinitives through art and museum discourse

Irina Ashmarina (MGIMO University)

This presentation is the result of a field study, conducted in UK museums and art galleries, and focuses on perfect infinitives used to express suppositions or assumptions about the past. I will present communicative tasks about art and museum exhibits, which enable high school students and young adults to learn and acquire perfect infinitives through museum and art discourse.

RES

Implications of foreign language classroom anxiety to Macau EFL students

Ka Lon Chan (University of Macau) & Ut Meng Lei (Beijing Foreign Studies University)

The presentation focuses on results of a study about the influence of foreign language classroom anxiety (FLCA) on EFL learners' performance. The research was administered to English learners from 4 universities and 4 secondary schools of Macau. It focuses on both theoretical and practical aspects of the influence that FLCA has on EFL students' academic performance and teacher's pedagogy.

EAP, TTEd

Using a genre approach to teach academic writing

Fatma Elshafie (Zayed University, Dubai)

This presentation will report on a research project undertaken at Zayed University that aims at: discussing the impact of using a genre approach on the writing performance of Emirati EAP learners, exploring the stages involved in designing a genre-based teaching framework, and suggesting a range of materials and activities that can be used to teach writing.

RES

Teacher-learner autonomy in different settings: focusing on creativity and agency

Marisol Guzman Cova (University of Southampton)

My PhD research attempts to understand the nature and components of teacher-learner autonomy in different settings in Mexico. Creativity combined with agency were found to be key factors in overcoming constraints in the diverse settings observed. Adaptability, engagement, flexibility, and reflection were some of the most significant aspects that participants showed in their efforts to teach autonomously.

ESAP

Self-reflection: a survival tool for teachers

Kamila Helmy (The American University in Cairo)

The purpose of this presentation is to share the importance of self reflection as a productive tool for teachers and to discuss the different methods through which it can be implemented. The results of a survey, I developed and conducted on fellow instructors to assess the effectiveness of their performance, will be shared.

AL, RES

Affective strategies in English medium higher education

Michelle Hunter (University of York)

I will present findings from a survey of German university students studying through English medium instruction (EMI). A questionnaire and focus group interviews elicited affective dimensions experienced by students and what learner strategies were employed to address them. These results will interest learner strategy researchers and ELT professionals who support EMI content teachers and their students.

RES

Relationship between teachers' digital competencies and technology integration into TEFL

Juan Quintana (Instituto Cultural Peruano Norteamericano)

A theoretical research was conducted at a Peruvian EFL center in 2019 to determine teachers' self-perception about their digital competencies and technology incorporation into TEFL through a questionnaire to answer the following: is there a relationship between being a digitally competent teacher and incorporating technology in class effectively? Findings could be of interest to teachers in varied TEFL contexts

AL, TTEd

Teacher use of L1 in monolingual classrooms

Mark Saxby (Freelance)

In this presentation, I describe a small-scale research project where teacher L1 use was observed at a university in Kazakhstan. The results led me to question what factors lead to the use of L1 and when in the class it is seen. I would like to suggest how to best incorporate it in teacher training.

ESAP

A new multi-level English programme for students of Design

Elena Velikaya (Higher School of Economics, Moscow, Russia)

The presenter focuses on teaching English to university students. I will first explain the students' needs, then concentrate on specific difficulties of following an old English programme and, finally, suggest ways to overcome these problems and certain techniques which can help students to obtain the necessary level of English at the end of the course.

1515-1545   Session 3.7

Talk
ESPSIG Showcase
ESP
e, t

EMI: quality in higher education - challenges and opportunities

Burcu Tezcan-Unal (Zayed University)

EMI worldwide is a growing market-driven phenomenon in higher education, so is maintaining quality standards. Both concepts cause challenges for practitioners. This session will offer a synthesis of research-based best practices from various international contexts to improve the quality of education in contexts where English is used to teach content.

Talk
GISIG Showcase
GI
e, le, ey, p, s, t, a

Gender sensitivity: the power of material choice

Melike Ayse Turkmenoglu (Bilkent University)

This talk is based on research highlighting the important findings of the attitudes prospective English language teachers have towards gender sensitive materials. Material choice is crucial in representation of topics. However, although gender differences should be portrayed in materials, these teachers believe that in practice precautions should be taken by considering the culture, profile, and environment in which they teach.

1415-1545 **IP&SENSIG** **Showcase**	**IATEFL Inclusive Practices & SEN Special Interest Group Open Forum continued** See page 114 for details

Talk
LitSIG
Showcase
LIT
e, le, s

Active approaches to teaching Shakespeare in the EFL classroom

Conny Loder (European School Munich)

In this practical session, we focus on activities that engage EFL learners actively with Shakespeare's plays. We will look at tasks that develop a deeper understanding of Shakespeare's language, characters and narratives. Applying these tasks, EFL learners become text detectives: they decode specific language markers in the plays and are thus encouraged to discover the plays by "playing."

This session has been cancelled

EdTech for inclusivity

Jo Sayers (LearnJam)

Educational technology has been instrumental during the pandemic. But how can we ensure that a shift towards online learning doesn't exacerbate existing inequalities in access and representation? This session will look at how we can design more inclusive online learning experiences and provide practical tools and advice for educators.

Talk
TEA, YLT
e, le, s

Relevance, connection and stealth: IELTS in the teenage/young adult classroom

Greg Archer (Cambridge University Press)

The teenage/young adult exam classroom is sometimes an unforgiving place. By helping your students to see the relevance of your teaching to their all-round learning (including their studies outside of your class), to their futures, and to their chances of a better IELTS score – and if you 'teach by stealth' – their resistance can quickly fade. Practical examples from Mindset for IELTS.

Talk
TEA
e, le, s, a

Online proctoring for high-stakes English language testing - challenges and opportunities

Paul Bouniol (LanguageCert)

LanguageCert recently introduced Online Proctoring (OLP) for its high stakes tests for more flexibility in test taking arrangements, an accelerated cycle from test entry to certificated results etc, while maintaining and improving the integrity of test delivery and test outcomes. This presentation will look at the challenges and benefits of providing OLP to English language test users.

Talk
TD, TTEd
e, le, s

Effective feedback on students' writing: supporting ESL teachers' professional development

Kalyan Chattopadhyay (Bankim Sardar College, Calcutta University)

I will present how we supported ESL school teachers in India through professional development workshops funded by the Hornby Trust, UK, to form a clear idea about effective feedback in writing skills classrooms. I will also share how these teachers learnt to provide effective written and oral feedback on their students' writing, and developed ideas about effective teaching of writing skills.

Talk
YLT
e, le, p

Fables and the places they take us

Paul Dummett (National Geographic Learning)

Whether shared between cultures or particular to one culture, each fable contains a universal message. Using examples from the speaker's own experience of teaching children, this practical talk explores the benefits of using fables in class. These include: learner engagement, affirmation of values, developing cultural awareness, possibilities for performance activities, critical thinking opportunities and specific language practice.

Talk
TD, YLT
e, le, p

Learning stories in primary teacher training: a face-to-face to online transition in Tunisia

Andrew Foster (British Council, Tunisia), Asma Herguem Ep Ezzine (Ministry of Education, Nabeul, Tunisia) & Aleksandra Popovski Golubovikj (Symmetry Teacher Training)

A Tunisian primary teaching adviser and an international teacher trainer describe their work on a programme for primary teachers, using stories and songs as a vehicle to teach English, and to learn about initial language teaching. We describe how 110 trainers worked with 5,000 teachers on Teaching for Success, Tunisia's 2019-21 national programme, initially face to face and then entirely online during the pandemic.

Talk
LAM, TD
e, le, a

Tapping into teachers' hidden skills in a changing world

Dilly Grotto (Wimbledon School of English)

This session provides practical ideas for helping teachers to capitalize on their personal strengths and life experience in the classroom. We will discuss how schools can benefit by recognizing and using these skills in a time of great change. It is aimed at school owners, course planners and teachers alike.

Talk
MD
e, le, ey, p, s, t, a

Using and Adapting English Club Materials for African Countries

Kathleen Malu (William Paterson University of New Jersey, USA)

Did you know there are more than 60,000 active English Club members across Africa? How can materials in three English Club Handbooks (for Leaders, Members, and Readers—at American English.state.gov) be adapted to meet the specific needs of clubs? Adaptation techniques for materials about democracy, conflict resolution, discrimination, health, the environment, community service, and gender issues will be presented.

Talk
GEN
e, le, ey, p, s, t, a

Homework in the 21st century

Natassa Manitsa (Express Publishing)

The traditional sort of homework can become highly repetitive and heavy on memorisation. However, we are now well into the 21st century and it is time that homework caught up. In this session, we will look at different approaches to engage and interest learners in homework, making use of modern technology and modern classroom methodology with practical examples.

Talk
TTEd
e, le, ey, p, s, t, a

Integrating translanguaging practices on teacher training courses

Martin Oetegenn (Trinity College London)

Most English teachers are trained to use only English in the classroom and to encourage the same from their learners. In reality, multi-lingual speakers often use multiple languages in the same sentence. This presentation aims to explore how trainers can encourage facilitation of this dynamic process of code meshing when training English teachers, drawing on some conclusions for best practice.

Talk
AL
e, le, ey, p, s, t, a

New lexical error analysis (LEA) framework; unpicking a knotty problem

Tony Picot (Manchester Metropolitan University)

I will demonstrate how a new framework can be used to identify and categorise lexical errors in learners' compositions. It was developed as part of PhD study, and overcomes historical issues in the field. LEA results can be shared with learners and inform teaching. The new framework will also be of interest to SLA researchers.

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Talk GEN e, le, ey, p, s, t, a	**The impact of professional development on empowering Palestinian women educators** **Tina Jaber Rafidi (Ph.D. Curriculum and EFL Instruction Assistant Professor, Birzeit University) & Silvia Nassar Mustaklem (PhD Candidate)** This presentation is based on a tale of two Palestinian women educators who were able to survive and transform challenges into possibilities in the field of education as part of their teaching philosophy and professional growth. By exploring the Experiential Learning Cycle (ELC) as a guiding principle, both educators strive to create change in their classroom practices.
Talk ESAP e, le, s, t, a	**The red pill: exploring the connection between listening & pronunciation** **Kerstin Sandstrom (University of Toronto)** In many courses, listening and pronunciation are taught as separate skills. However, the two are indeed inextricable; listening skills are primarily a development of pronunciation decoding. How can we exploit our listening materials to teach pronunciation? This talk will delve into practical yet theoretically-based ways of improving students' listening through an examination of pronunciation features.
Talk YLT le, ey, p, s	**Early literacy: a matter of top-down or bottom-up processing?** **Maria Vavilova (English Preschool Discovery)** Whole-word and phonics approaches to teaching reading and writing are often viewed to be contradictory. I will share our experience of implementing both methods in the pre-primary classroom.I will also show the procedure we follow to make these approaches support one another. It is a session full of practical ideas for teaching literacy in the very young learner classroom.

1415-1545	**INTERACTIVE LANGUAGE FAIR continued** See page 116 for details

1545-1615	**Break**

1615-1645	**Session 3.8**

Talk **ESPSIG Showcase** ESP, TD e, le, t	**Building specialised corpora to develop ESP teaching materials** **Komila Tangirova (PhD researcher at the University of Warwick, UK)** ESP teachers at higher educational establishments across Uzbekistan come across difficulties finding proper teaching resources. The talk provides insights into how corpus linguistics can support developing teaching materials in low-resource contexts. With ever-decreasing class hours at higher educational establishments, ESP teachers are to purposefully select the most useful content allowing preparing learners for using the language in their professional domains.
Talk **GISIG Showcase** GI e, le, ey, p, s, t, a	**The death of truth - and how ELT helped kill it** **Paul Davies (Self-employed)** It has become commonplace to acknowledge that we live in a 'post-truth society' where fake news can mobilise support more effectively than facts. Rather than being a bastion against this cultural decline, ELT has contributed to it by misleading students into thinking that the most important aspect of any topic is how they think and feel about it.

PLEASE CHECK THE LATEST VERSION OF THE CONFERENCE PROGRAMME & THE HOPIN PLATFORM FOR CHANGES & CANCELLATIONS

We would like to thank **Pearson** for sponsoring this Conference Programme

Talk
**LTSIG
Showcase**
LT, LIT
e, le, p, s

Immersive spooky tales: teacher-generated VR 360⁰ videos for ELT

Belen Albarracin (Bayard School)

Every city has its own spooky tale to share. The "Spooky Buenos Aires Project" details how teachers can self-generate engaging VR content to enhance their teaching and how we can build bridges when students exchange their local stories with students abroad. These stories are self-revealing of our culture and also embrace the universality that binds us together.

Question & answer session relating to Kieran Donaghy's plenary session

If you attended Kieran Donaghy's plenary session this morning on "Embedding a culture of empathy in English language teaching", you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Kieran's plenary talk.

Talk
YLT
e, le, p

The garden myth, exploring creativity in storytelling for the classroom

Gavin Biggs (UK)

Recent studies have shown that teachers are under more stress than ever before. Time is limited but reading for pleasure is essential to motivate language learning. Our students have brilliant minds, and in this talk we will look at examples to encourage imagination, critical thinking, creative writing and a joy of reading using the 'Thinking Train' classroom-based readers series.

Talk
TD, TTEd
e, le, ey, p, s, t, a

Teacher development and motivation through project-based learning

Andrew Bosson (Sabanci University)

With reference to Fessler's 'Teacher Career Cycle', I present a personal reflection and response to the challenge of maintaining motivation throughout a long teaching career. I identify the attitudes and conscious actions that recently enabled me to seize the opportunity to develop and implement a Project Based Learning course providing me with the most professionally rewarding period of my career.

Talk
TEA
e, le, t, a

IELTS preparation in China and Japan and 'relearning' academic conventions

Tony Clark (Cambridge Assessment English)

Focusing on IELTS Academic Writing research, this talk will consider the challenges students face both as they prepare for IELTS in their own country, and as they take part in UK postgraduate courses. By exploring two case studies (China/Japan) we will look at ways teachers can adapt their lessons to help students in the longer term – beyond the test.

Talk
BE
e, le, t, a

'Business Partner': developing not just practising employability skills

Iwonna Dubicka (Pearson English)

Becoming and staying employable is tough. In this talk we will look at how Pearson's 'Business Partner' helps learners practise language skills in a business context, but also develops business skills alongside the essential soft skills, providing them with the range of tools to become and stay employable in the workplace.

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LA = Learner Autonomy

LAM = Leadership & Management

LIT = Literature

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Talk	**Who are resilient ELT teachers?**	
RES, TD	**Gwyneth James (University of Hertfordshire)**	
e, le, a	What sustains you in your daily life as a teacher? How resilient are you? What does resilience look like? In this presentation, my aim is for us to discuss and share experiences of resilience in the workplace and identify not only what it looks like but how we can foster, manage and sustain it.	

Talk	**Rethinking textbook exercises. How to make most of them?**
GEN	**Oxana Kiseleva (UK School)**
e, le, s, a	Teachers are often required to use textbooks that don't fully meet their requirements – or expectations. In such situations, making coursebooks work for us and our students can be a real challenge. In this session, we'll explore some lexically-oriented ways of adjusting exercises to student needs and we'll also look at ways to make tasks both more gripping and more useful.

Talk	**From teacher to coach: new perspectives in the classroom**
TTEd	**Andreza Lago (SEMED)**
e, le, ey, p, s, t, a	Language coaching is appearing everywhere. But what is it? And how does it differ from language teaching? In this talk, we will look closer at the differences between them and reflect on how we can incorporate some coaching principles into language teaching so that learners have clear goals and become more disciplined and engaged in their own learning process.

Talk	**Lesson aims and learning outcomes: time for a downgrade?**
GEN	**Ian Lebeau (QA Higher Education, London, UK)**
e, le, ey, p, s, t, a	Lesson aims (or learning outcomes) are generally considered important, and teachers are often judged on their ability to produce and achieve them, leading to anxiety. This talk will argue that, given what we know about how learners learn, what experienced teachers do, and the history of ELT methodology, downgrading their importance would give teachers more freedom to teach.

Talk	**Bite-sized teacher development - catering to the non-hungry teacher**
TD	**Cecília Lemos (Richmond Brazil)**
e, le, ey, p, s, t, a	How can we convince sceptical teachers of the benefits of investing in professional development? Through regular lesson observation followed by action plans with easy, achievable, quick tasks I've been able to change the view some teachers had about CPD and I was able to see evidence of progress in their practices. Giving them bite-sized TD made many hungry for more!

Talk	**The PronSci Word charts: an uncommitted resource**
GEN	**Piers Messum (Pronunciation Science Ltd)**
e, le, s, t, a	Almost all materials are committed: they prompt discussion on a particular topic, support the teaching of a particular grammar point, etc. They are usually bright and energetic, but often don't energise students. The (uncommitted) PronSci Word charts appear static; but I will show how they come to life and support whatever the class embarks upon, adding energy to the work.

e = experienced audience	**ey** = early years	**t** = tertiary teaching
le = less-experienced audience	**p** = primary teaching	**a** = adult teaching
	s = secondary teaching	

Talk
ESOL, RES
e, le, a

ESOL teachers technology use: from the personal to the professional

Sonia Munro (University of Huddersfield)

This talk presents findings from a research project investigating how ESOL teachers use technology and the factors affecting their choices. It will highlight in particular how teachers' engagement with mobile devices and social media in their personal life influences their professional practice. Implications for initial teacher education and continuing professional development will also be discussed.

Talk
LT, PRON
e, le, s, t, a

Listening quizzes for any subtitled YouTube video, in one click

Olga Sergeeva (Freelance)

I will present http://tubequizard.com, a free YouTube-based service that automatically generates listening decoding quizzes based on any subtitled YouTube video. Our quizzes, informed by recent research into listening skills, effectively train listening decoding of various aspects of connected speech, including comprehension of grammar structures. The service was a finalist at the 2017 British Council ELTons.

Talk
LAM, TTEd
e, le, t

Visiting faculty: providing unique educational opportunities for TESOL graduate students

Richmond Stroupe (Soka University) & Judith O'Loughlin (Language Matters Education Consultants)

Visiting faculty members are often invited to enhance the quality of education programs, but little objective evaluation of their impact on student learning has been undertaken. The current study presents findings from administrators, visiting professors, local professors and students regarding how programs can be enhanced by visiting faculty. The presentation also includes recommendations for administrators aiming to implement similar programs.

Talk
TD, TTEd
e, le, t

Scaffolding and assessing undergraduate Trinity Certificate students' reflective writing

Helen Thompson & Alice Oxholm (Sheffield Hallam University)

This talk will explore how a reflective journal was redesigned to prompt Trinity Cert. trainees to reflect on their key teaching priorities in a deeper, more informed way. We will also outline how in-class activities and online resources were utilised to scaffold the reflective process and share our attempts to develop assessment criteria to assess different levels of reflection.

This session has been cancelled

The problem with problem solving – from 'reactive' to 'anticipatory'

Lucy Williams (LearnJam)

Problem solving is a key skill and we all 'solve' a range of problems on a daily basis. But how can we know if our actions will lead to lasting, positive impact? Drawing on lessons from systems thinking, this talk will give you clear actions you can take to set up a more inclusive and anticipatory problem-solving culture in your team or organisation.

1700-1745 Session 3.9

Talk
**GISIG
Showcase**
GI, MaW
e, le, s, t, a

Rethinking under-represented minorities in textbooks through a discourse analysis-oriented model

Sergio Durand (Escuela Normal Veracruzana)

Current ELT materials have fallen short in bringing global issues to the classroom critically. What is more, they have failed in representing minorities accurately and relevantly. During this talk, I will depict a model based on discourse analysis techniques which aims to actively involve learners in deconstructing weak representations of minorities and reestablish their relevance in global issues.

LitSIG Showcase	**IATEFL Literature Special Interest Group Open Forum**
	Connecting ELT, literature, extensive reading and the arts
	Meet the LitSIG committee and other like-minded people to discover how to benefit from and get involved in LitSIG: your voice can shape the future of the SIG! Among other things, find out how we have recently enhanced our commitment to extensive reading and hear the news about the Language Literature Awards.

LTSIG Showcase	**IATEFL Learning Technologies Special Interest Group Open Forum**
	Supporting and connecting teachers in the use of learning technologies
	We are looking forward to meeting you at our Open Forum where members and friends find out what we have been doing in the last year and what we plan for the next one. You will also network with the committee and other like-minded professionals in a relaxed atmosphere. Come join us.

Workshop TEA le, t, a	**Have fun learning English with the team-based learning (TBL) technique**
	Yessica Aguilera (Universidad Tecnica Federico Santa Maria)
	The Team-Based Learning (TBL) technique deals with assessment in a dynamic and innovative way. It is a collaborative teaching-learning technique which promotes active learning by combining individual and team work. This approach seeks to help students achieve course objectives while learning how to function in teams. Immediate feedback is a key aspect of the TBL approach.

Workshop BE e, le, s, a	**Scripted role play: lifting the words off the page**
	Amanda Croft
	This workshop will cover acting techniques that I have successfully employed with students, ranging from teenagers to mature Business English learners, to effectively bring roleplays to life online and in the classroom, enabling students to live and breathe the target language. These techniques will include analysing a text, looking for the sub-text, imagining context, and hot seating for developing character.

Workshop YLT le, s	**Using texting to get lower secondary learners writing in English**
	Sinem Daridere (Freelance Educational Consultant)
	This workshop will explore practical ways to use text messaging in the lower secondary (learners aged 11 – 14) English classroom. The focus will be on the positive impact including this up-to-date genre can have on young teenagers. Delegates will sample a range of creative texting activities and consider ways to adapt them for their own lower secondary contexts.

Workshop YLT e, le, p	**Bringing multicultural teaching and learning into the YL classroom**
	Vanessa Esteves (Escola Superior de Educacao, Porto)
	This workshop dives into the multicultural social reality that is present in so many of our classrooms nowadays. Come along for 45 mins of fun activities which will help you motivate your students to become aware of, experience and respect the magical multicultural opportunities around us as they learn English in order to become more tolerant 21st century global citizens.

Workshop BE e, le, t	**Frame the fragment: enhancing students' critical thinking**
	Nanna Freeman & Wypkje van der Heide (The Hague University of Applied Sciences)
	Fake news and false thinking are garnering more attention, while at the same time critical thinking has become a trending jobs skill. This practical session demonstrates tools and activities through which undergraduate students confront and develop their critical thinking skills by engaging with films and documentaries. We practise with framing film and documentary fragments in a higher education setting.

Workshop	**Picture(book)s into words**
LIT	**Aleksandra Jevtović (Centre for Foreign languages ANGLIA)**
e, le, p, s, a	In this workshop, we will talk about fears and learn about phobias with the 'Little Mouse', practice present continuous tense with 'Rosie the Hen' and going to future with 'The Django', translate from imaginary 'Bug' language and generally look at the use of picture books to teach English vocabulary and grammar to all ages and all levels.

Workshop	**Writing tests for teenagers!**
TEA, YLT	**Robin Lee, Lucy Gibbs & Ian Mitchell (Oxford University Press)**
e, le, s	Explore the challenges of writing good test items with a particular focus on testing teens. This interactive workshop will take a high-level look at the principles of testing teenagers before delving deeper into the dos and don'ts of item writing, using examples from the Oxford Test of English for Schools to illustrate the journey.

Workshop	**Me, myself and I: the power of personal anecdote**
GEN	**Colin Mackenzie (IMT Atlantique, Nantes, France)**
e, le, ey, p, s, t,a	Telling personal stories is a fundamental aspect of why we talk. People are interested in people. In this workshop you will: 1) examine how personal anecdotes, the teacher's and learners', can be used in the classroom: for building rapport, classroom management, language development and more; 2) look at what makes up a successful, and useful, personal anecdote.

Workshop	**Can you find the key? Escape rooms in the classroom**
LA	**Amanda McLoughlin (Freelance)**
e, le, ey, p, s, t,a	In this hands-on and practical session, we will look at escape rooms in the classroom. Come prepared to participate as we will be doing an escape room and then looking at ways to adapt it to different ages and levels of students. We'll look at how to create the problems to solve and tools we can use.

Workshop	**Vocabulary teaching at B2 First: criteria for selection**
TEA	**Roy Norris (Macmillan Education)**
Both, s, t, a	Frequency is clearly important when deciding which vocabulary to teach in preparation for the Cambridge B2 First exam, and we'll look at some useful tools which are available to help us in this. A number of additional factors also need to be taken into account, however, and we'll consider the importance of these as well.

Workshop	**Developing young learners' and teens' cognitive control functions in ELT**
TD, YLT	**Herbert Puchta (Cambridge University Press)**
e, le, ey, p, s, t,a	Find out what cognitive control functions are, and why they are important in learning a language. Explore a range of original classroom activities for young learners and teens. Receive a copy of the new Cambridge White Paper on this topic and get to know one practical example from each of my forthcoming new editions of Super Minds and Think.

Workshop	**So what? Now what? Building pre-service teachers' critical reflection**
TD, TTEd	**Jason Skeet & Maria Heron (Norwich Institute for Language Education)**
e, le, ey, p, s, t,a	This workshop explores how trainee teachers can be helped to reflect on their practice. Participants will experience tasks designed to support trainees' reflective practice, and consider how these tasks help trainees produce evidence of their reflection. Participants will also compare their experiences of completing the tasks with results from a small-scale research aimed at supporting CELTA trainees' ability to reflect.

Workshop TTEd, TEA e, le, ey, p, s, t,a	**Dynamic assessment - a framework for student engagement and differentiated instruction** **Caterina Skiniotou (Stanford, California, USA)** Participants in this workshop will engage in a brief discussion on assessment of and for learning, participate in activities exemplifying the elements of Mediated Learning Experience, critique classroom techniques aiming at assessing the Learner's skills, knowledge as well as learning potential and draw their own conclusions on the applicability of Dynamic Assessment strategies and techniques in their own teaching context.

1800-1830   Closing of the conference

1800-1830   Our outgoing President, Harry Kuchah Kuchah, and incoming President, Gabriel Diaz Maggioli, will close the conference.

1845-2015   Social Programme

1845-2015   **Music from the Heart**
Now is a time to join together - come and join in IATEFL's annual celebration of song and music. This ever-popular event is a wonderful opportunity to relax, enjoy music and songs in English or any other language and join colleague from around the world. Hosted by IATEFL regulars and musician Jeremy Harmer and Judy Wong, this is one of the conference's most popular and heartfelt events - needed now more so than ever.

Invitation to delegates at the
virtual IATEFL Annual Conference 2021: write for our
bi-monthly members magazine *Voices*!

We are looking for people to write:
• Reviews of the plenary talks
• Accounts of your experience as a virtual delegate.

If you are interested in contributing to Issue 282, please contact the *Voices* Editor, Tania Pattison, at editor@iatefl.org for more information.

We hope you enjoy the Conference!

iatefl 2021

VIRTUAL CONFERENCE

19 - 21 June

Quick Reference

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Listed in order of presentation. For example:
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2.6 = Session 2.6 (Day 2, Session 6)

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GENERAL (continued)

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TEACHER DEVELOPMENT (continued)

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TESTING, EVALUATION & ASSESSMENT (continued)

YOUNG LEARNERS AND TEENAGERS

YOUNG LEARNERS AND TEENAGERS (continued)

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Would you like to submit a proposal for #iatefl2022?

We will be accepting submissions from IATEFL members from **Thursday 1 July** until 16.00 (UK time) **Thursday 16 September 2021**

Find out more about IATEFL membership at **www.iatefl.org/get-involved/membership**
Find out more about how to submit your proposal at **www.iatefl.org/conference/speaker-proposals**

iatefl
Belfast
2022

International Conference and Exhibition
for English language teaching professionals

If you are interested in submitting a proposal you may like to attend our "**How to submit a speaker proposal**" session with Madeleine du Vivier on Sunday 20 June at 08.15. See page 69 for more details.

Index of Presenters

Top Tip! You won't be able to search by presenter name until 5 minutes before a session is due to start, so if there's someone you are particularly interested in seeing, make sure you look them up in this programme to find when their session will be taking place.

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Who's who in IATEFL

This information is correct as of June 2021. For an up to date list of who's who in IATEFL, including Head Office staff and members of all Committees, please visit: **www.iatefl.org/about/whos-who-iatefl**.

How to contact IATEFL Head Office

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Abbreviations used at an IATEFL Conference

a	The presentation focuses on Adult Teaching
AGM	Annual General Meeting
AL	Applied Linguistics
BE	Business English
CAE	Certificate in Advanced English
CALL	Computer Assisted Language Learning
CEFR	Common European Framework of Reference
CELTA	Certificate in English Language Teaching to Adults
CLIL	Content and Language Integrated Learning
ConfCom	Conference Committee
CPD	Continuing Professional Development
CPE	Certificate of Proficiency in English
DELTA	Diploma in English Language Teaching to Adults
DigiCom	Digital Committee
e	The presentation is for an Experienced Audience
E4W	English for Work
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFB	English For Business
EFL	English as a Foreign Language
EGP	English for General Purposes
ELF	English as a Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
ey	The presentation focuses on Early Years Teaching
EYL	English for Young Learners
FCE	First Certificate in English
FD	Future directions in ELT
FE	Further Education
GEN	General
GI	Global Issues
HE	Higher Education
IBT	Internet Based Test
ICT	Information and Communication Technology
IELTS	International English Language Testing System
INSETT	In-Service Teacher Training
IPSEN	Inclusive Practices & Special Educational Needs

L1	First Language
L2	Second Language
LA	Learner Autonomy
LAM	Leadership & Management
le	The presentation is for a less-experienced audience
LGBT	Lesbian, Gay, Bisexual, and Transgender
LIT	Literature
LMS	Learning Management System
LT	Learning Technologies
LTO	Language Teaching Organisation
MALL	Mobile Assisted Language Learning
MaW	Materials Writing
MD	Materials Development
MMCom	Membership and Marketing Committee
MoEs	Ministries of Education
MOOC	Massive Open Online Course
NEST	Native English-Speaking Teachers
NGO	Non-Governmental Organisation
NNEST	Non-Native English-Speaking Teacher
NNS	Non-Native Speaker
NQT	Newly Qualified Teacher
p	The presentation focuses on Primary Teaching
PLN	Professional Learning Network
PRON	Pronunciation
PubsCom	Publications Committee
RES	Research
s	The presentation focuses on Secondary Teaching
SEN	Special Educational Needs
SIG	Special Interest Group
t	The presentation focuses on Tertiary Teaching
TA	Teacher Association
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
TBT	Task-Based Teaching
TD	Teacher Development
TEA	Testing, Evaluation & Assessment
TL	Target Language
TOEFL	Test of English as a Foreign Language
TTEd	Teacher Training & Education
VLE	Virtual Learning Environment
WMIS	Wider Membership Individual Scheme
WMS	Wider Membership Scheme
YLT	Young Learners & Teenagers

You can find a complete list of abbreviations used by IATEFL at: **www.iatefl.org/about/key-documents**

We would like to thank Pearson for sponsoring this Conference Programme

Conference Schedule

Saturday 19 June

08.15-08.45	"How To…" Sessions
09.00-10.20	Conference opening and Plenary: *Judit Kormos*
10.35-11.20	Session 1.1
11.20-11.50	Break
11.50-12.20	Session 1.2
12.32-13.05	Session 1.3
13.05-14.05	Break
13.20-13.30	Poster presentations (session 1.4)
14.05-14.35	Session 1.5
14.50-15.20	Session 1.6
15.35-16.05	Session 1.7
16.05-16.35	Break
16.35-17.05	Session 1.8
17.20-18.05	Session 1.9
From 18.30	Social programme

Sunday 20 June

08.15-08.45	"How To…" Sessions
09.00-10.00	Plenary: *Thom Kiddle*
10.15-10.45	Session 2.1
11.00-11.30	Session 2.2
11.30-12.00	Break
11.40-11.50	Poster presentations (session 2.3)
12.00-12.45	Session 2.4
12.45-14.10	Break
14.10-14.40	Session 2.5
14.55-15.25	Session 2.6
15.25-15.55	Break
15.55-16.25	Session 2.7
16.40-17.10	Session 2.8
17.25-18.10	Session 2.9
From 18.30	Social programme

Monday 21 June

08.15-08.45	"How To…" Sessions
09.00-10.00	Plenary: *Kieran Donaghy*
10.15-10.45	Session 3.1
11.00-11.30	Session 3.2
11.30-12.00	Break
12.00-12.30	Session 3.3
12.45-13.15	Session 3.4
13.15-14.15	Break
13.30-13.40	Poster presentations (session 3.5)
14.15-15.45	Session 3.7
15.45-16.15	Break
16.15-16.45	Session 3.8
17.00-17.45	Session 3.9
18.00-18.30	Conference closing
From 20.00	Social programme

Top Tip !

You will also find this Conference Schedule listed in the Reception area of Hopin. From there you can add session times to your own online calendar.

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For teachers looking to accelerate their English language teaching career with an accredited qualification, the *Certificate for Practicing English Language Teachers (CertPT)*, is a new level 6 teaching qualification awarded by Trinity College London and designed by world-class subject-matter experts from Pearson. With extensive teacher input, the CertPT builds critical English Language Teaching skills while maintaining a laser-focus on practical strategies for what works for your students. The most current pedagogy and methodology for English language instruction can be instantly applied to build engagement, confidence, and fluency in your face-to-face or virtual classroom.

The CertPT enables practising teachers with a minimum English language proficiency of CEFR Level B2, to access specialist training and certification that can transform their teaching practice.

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Special 2021 Launch offer: Register your interest to join one of our 2021 cohorts by emailing us at telapd@pearson.com and receive a 10% discount on your 2021 course fees.

For aspiring English Language teachers seeking to learn more about the ELT space the *Pearson Introduction to English Language Teaching Certificate* provides you with the key skills and knowledge to begin your career as an English Language Teacher.

For teachers looking for tested methods of engaging online learners, *Online Teaching for Impact* is all about growing confidence in the virtual classroom, helping teachers connect with their learners, and choosing the right resources for a digital learning experience. The courses included in this program are: *Getting started with online teaching; Implementing quality online teaching; Advancing your online teaching practices*

For teachers at the start of their teaching journey or changing their area of focus, **Classroom Foundations** is designed to help teachers to quickly adapt changing needs of the modern classroom. Each course is designed to be bite-sized, making it easy to fit into a busy teacher's schedule. The courses included in this program are: *Planning and management; Effective teaching strategies; Assessment for learning*

For teachers who want to equip students with the real skills of the future, Global Citizenship has been crafted to equip teachers with the knowledge and teaching skills to develop learners into global citizens and build a truly inclusive classroom. The courses included in this series are *Self-management and Communication; Collaboration and Leadership; Critical and Creative Thinking; Diversity, Equity and Inclusion; Mindfulness for Educators.*

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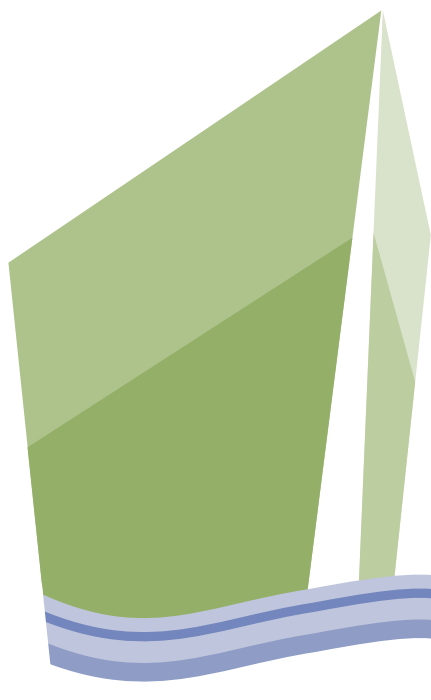
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