



Delegate name:

.....

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53rd International IATEFL Conference and Exhibition

Liverpool, UK

2-5 April 2019

Conference Programme

Conference Programme sponsored by:





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Pre-Conference Events (PCEs)

Pre-Conference Events (PCEs) are specifically for delegates who wish to concentrate on a particular topic. PCEs are planned as professional development days by our Special Interest Groups (SIGs) and participants receive a certificate of attendance.

2019's PCE topics were:

Business English and Teacher Training & Education

Training (Business) English teachers to prepare learners for modern workplaces: Integration of softskills

ESOL

Meeting challenges and exploring Solutions in the ESOL classroom

English for Specific Purposes

Quality assurance in ESP and EAP: academic and occupational perspectives

Inclusive Practices & SEN

"Home": Reaching out to creativity

Leadership & Management

Looking backwards, moving forward – Effective evaluation & improvement

Learner Autonomy

Supporting educators in developing language learner autonomy

Learning Technologies

Feedback in a digital age

Literature and Materials Writing

Creative arts and materials writing

Pronunciation

"Pronunciation teaching: a kaleidoscope of perspectives"

Research

Communicating and learning from research

Teacher Development and Global Issues

Are you a social justice warrior? Exploring the ifs, whys, and hows of social justice in our practice

Testing, Evaluation & Assessment

Authenticity in assessment of productive skills

Young Learners & Teenagers

Building bridges and finding common ground in TEYLs

Visit secure.iatefl.org/events for more information about events organised around the world by our SIGs throughout the year, and www.iatefl.org/web-events/webinars for information about upcoming online events.

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IATEFL Associates' Day

sponsored by the British Council



IATEFL has over 120 Associate members. An Associate is a national or regional Teaching Association (TA) that has entered into a mutually beneficial relationship with IATEFL. One benefit of becoming an Associate lies in linking up with a network of international TAs, and through this, a network of language educators from all over the world, and from a range of diverse backgrounds and nationalities.

The Associates' Day on 1 April was a chance for representatives of these TAs to get together and discuss matters of common interest.

For more information about IATEFL's Associates, visit www.iatefl.org/associates/introduction.

General Information

The following pages contain:

IATEFL President's welcome Page 3

About the Conference Pages 4 - 6

Additional sessions and events Pages 7-9

IATEFL Scholarships Pages 10 - 12



Specialist training and development for UK ELT professionals

English UK organises a range of specialised training sessions, conferences and qualifications with leading industry experts, covering all aspects of English language teaching, from management and marketing to teaching and student support.

Save the date! Academic Conference: 17 – 18 January 2020

englishuk.com/training

Dear Conference Participant,

It is a pleasure for me to welcome you to this year's IATEFL Conference here in the beautiful Merseyside City of Liverpool!

When IATEFL first held its Conference in Liverpool in 2004, there were 1345 participants; when we came here again in 2013, the number of participants stood at 2600, almost doubling that of 2004. What's more, the 2013 conference was also followed by an online audience of 82,000 professionals around the globe. As you can see, you are part of a growing family of English language teaching professionals!

You will be spending the next few days in the company of like-minded professionals and we hope that you will be meeting old friends and making new ones as you interact on a variety of topics of interest to you. The IATEFL Conference is a unique opportunity to step out of your daily routine and step into the wider circles of the ELT industry. Whether you are a first time attendee or a regular participant at our conferences, you may find it overwhelming. Yet, at IATEFL, we see you as an important part of our family and encourage you to explore your curiosities to the fullest by speaking with as many people as possible.

This year again, we have four excellent plenary speakers who will each be talking on an important area of English language education. You will also have the opportunity to take part in our brand new interactive plenary event on *Future directions in ELT* led by four very experienced professionals in our field. In-between these plenary sessions, there are over 500 sessions offering a rich selection of topics, with speakers from a wide range of backgrounds and contexts, sharing with you their expertise and experience. I hope you will make the best of these.

We hope you will find the Exhibition and Careers Fair a useful place to learn about the latest materials, resources, courses and career opportunities available to you. There will also be ample opportunities for you to relax and refresh at some of our exciting light-hearted evening events. Remember you are in the city of one of the most famous bands of all times, *The Beatles*, and of two of England's most successful football clubs, Liverpool and Everton. If you can, do visit some of the many tourist attractions in this beautiful city where the River Mersey meets the Irish Sea.

We'd like to thank our strategic partner and all our sponsors whose generosity enables us to make the IATEFL Conference one of the world's largest celebrations of ELT networking. Our gratitude also goes to our Conference Committee members and the many other volunteers of IATEFL and our Head Office team, whose hard work and dedication have made this conference possible. Enjoy the next few days.



Harry Kuchah Kuchah
IATEFL 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. You will recognise our International Ambassadors at conference from their badges. Please come and say hello and introduce yourself.

We would like to thank  macmillan education for sponsoring this programme

Visit Macmillan Education at stand 23 in the Exhibition

Welcome to the 53rd 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. All conference events will take place in the ACC Liverpool and nearby Jurys Inn Hotel. See how to get between the two venues in the Maps section of the Programme or App.

The Registration Desk

IATEFL Staff are on hand at the Registration Desk to answer any questions you may have about the Conference, or IATEFL in general.

This is also where you'll be able to print your certificate of attendance.

Registration Desk opening times

Monday	13.00 - 18.30
Tuesday	07.30 - 18.00
Wednesday	08.00 - 18.00
Thursday	08.00 - 18.00
Friday	08.00 - 12.30

Welcome and Information Desk

sponsored by Macenta

If you have any questions about the Conference, the venues, or the city of Liverpool, visit the stewards at the Welcome and Information Desk and they will be happy to help.



Certificates of attendance

Your certificate of attendance can be printed from the printer at the Registration Desk whenever the Desk is open (see above). Simply scan the barcode on your badge and your certificate will be printed automatically. We advise that you do not wait until the last day to print your certificate as the queue will be long. Please also note that we are not able to send certificates after the Conference events.

Delegate badges

Your delegate badge gives you access to all sessions and events on the day(s) you have booked and paid for. If you would like to add days to your badge visit the Registration Desk. Please note that each session has a seating limit and access to sessions is on a first-come-first-served basis, the limit is shown in the Presentations section of the Programme and on the Conference App.

Please take care of your delegate badge and make sure you bring it each day. It will cost you £10 to have it reprinted.

Plenary Sessions

Each morning the Conference starts with a plenary session in Hall 1. All delegates are welcome but seating is limited so be sure to arrive early. If you miss out on a seat in Hall 1 the plenaries are being live streamed in Room 3a. This year's plenaries will be presented by:



Paula Rebolledo
See page 48



John Gray
See page 94



Aleksandra Zaparucha
See page 138



Lindsay Clandfield
See page 183

On the final day of the Conference we will end with our new interactive plenary, *Future directions in ELT: where are we headed?* See page 198 for further details. Four experts - **Katherine Bilsborough, Evan Frendo, Amol Padwad** and **Mercedes Viola** - will share their ideas before taking questions.

You can submit a question for the experts either on the IATEFL Stand in the Exhibition or on social media using **#futuredirections**.

#IATEFL2019

Get involved by using **#iatefl2019** on social media to share your ideas and experiences with teachers from all over the world. The best may even be shared by IATEFL!



The Exhibition

Find the Exhibition in Hall 2 at the ACC. It is a showcase of the latest resources, services and publications from international course providers, publishers, digital innovators and many more. You can network on the IATEFL Stand or listen to a short talk on the Pop-up stage. With places to sit and relax, a selection of food to purchase, and free tea and coffee available all day, the Exhibition is not to be missed.

Opening times

Monday	17.00 - 18.30
Tuesday	08.30 - 17.30
Wednesday	08.30 - 17.30
Thursday	08.30 - 16.30
Friday	CLOSED

Catering

- Delegates can purchase a range of hot and cold meals and snacks within the Exhibition. There are also café and bar facilities in both venues that delegates are welcome to make use of.
- Free tea and coffee will be served in the Exhibition Monday to Thursday and on Friday, once the Exhibition has closed, in the Lower Galleria.

Internet Station

Use a computer at the Internet Station free of charge to check your emails, browse the web, share your #iatefl2019 posts on social media and get involved in IATEFL Online.

Charging Stations

sponsored by Pearson English



Thanks to Pearson, the Exhibition has two Charging Booths that are free for you to use to charge your devices. There are a variety of sockets available and, should you need one, travel adaptors can be purchased from ACC Guest Relations.

Careers Fair

sponsored by The University of Sheffield



Our new look IATEFL Careers Fair is a dedicated hub for professional growth and demonstrates our ongoing commitment to supporting professional development.

You'll find top international recruiters on hand to discuss new vacancies available in ELT, as well as course providers who will be happy to talk you through the next steps in terms of ELT qualifications, a CV Clinic and professional led Advice Zone.

The Careers Fair is open whenever the Exhibition is open.

Conference sessions

The Conference Programme and App contain complete information on all the conference sessions. This information replaces the Preview of Presentations listed in the Preview Brochure. Changes made to the programme after the printing of this Conference Programme, including cancellations, will be displayed on notice boards located around the venue and on the Conference App.

To enable the smooth running of over 500 presentations, speakers and delegates must vacate rooms immediately at the end of each session. We require time between sessions to change the set-up in rooms, delegates must be allowed to reach their next session on time, and the next speaker in the room needs time to set up. Thank you for your cooperation.

Photos and filming

- IATEFL photographers and videographers will be in all areas of both venues taking photos of delegates and conducting video interviews. If you do not want to be included in the photos or videos, that is not a problem, just let the photographers and videographers know.
- Photos and videos taken at the conference will be used by IATEFL for journalistic and marketing purposes. IATEFL's privacy policy can be found on our website.
- Delegates are welcome to take their own photos throughout the Conference but please be aware that filming in sessions will not be allowed without consent from both IATEFL and the presenter(s).

IATEFL Stewards

- The IATEFL Stewards are located around both venues wearing black t-shirts. They are here to answer your questions, guide you around the venues, help sessions start and end on time and work with the venue staff to ensure the safety and well-being of all delegates.

We would like to thank  macmillan education for sponsoring this programme

Visit Macmillan Education at stand 23 in the Exhibition

IATEFL Online

supported by our Strategic Partner, the British Council



Follow coverage of this year's conference via the British Council's Teaching English website:

www.teachingenglish.org.uk/events/IATEFL

Working together with the British Council we are proud to make the conference accessible to a large global community of teachers and educators through IATEFL Online. Remote delegates will be able to watch live sessions and recorded highlights of the conference and access a range of resources from selected sessions.

Last year over 50,000 teachers watched our online conference coverage and this year we hope that even more participants will get involved. We hope you join in to share your ideas on the conference with teachers from all over the world and be a part of one of the biggest online events for teachers of English.

The Conference App

This free app allows you to browse the programme, create a personalised schedule, take notes to email to yourself, and much more. Information on how to download and use the app can be found at conference.iatefl.org/downloadapp. Alternatively, you can save your device's memory by accessing the app through your browser at conference.iatefl.org/app.



Book Swap sponsored by



UNIVERSITY OF LIVERPOOL English Language Centre

University of Liverpool English Language Centre

This is a place where you can leave your old books, perhaps something you've read on the plane on your way to Liverpool, and pick up a book that another delegate has finished with. It's free to use and a great way to recycle your books whilst discovering something new. You will find the Book Swap on Level 2 of the ACC.

Raffle and Souvenir Teddy Bears

Visit the Registration Desk to buy your raffle ticket and souvenir teddy bear and help us raise money for IATEFL Projects. The winners of the raffle prizes will be drawn at the Pop-up Stage in the Exhibition at 16.00 on Thursday by IATEFL Patron David Crystal.

IATEFL Projects offers our Associates the opportunity to bid for small grants that make a big difference to language learning in their local context. The projects they undertake with these grants would not be possible without your support. You can learn more about IATEFL Projects at: members.iatefl.org/projects.

Wifi at the venues

- There is free Wifi available in the ACC,
- you do not need to log in to use it.
- Please note, you will need to reconnect through your browser after 30 minutes of inactivity. Wifi at the Jurys Inn is also free, simply log in with your email.

Cloakroom

- There is a cloakroom in the ACC Galleria costing £1 per item. It will open each morning at the same time as the Registration Desk, and will stay open until the end of evening events. On Friday it will close after the final plenary.

Postal Service

- If you would like to post your Exhibition purchases home, make use of our postal service in the ACC Galleria on Thursday afternoon and Friday morning.

Delegate printing

- There is a printer available at ACC Guest Relations in the Galleria. Prices start at 25p per black & white A4 sheet.

Prayer room

- This room is available for people of any faith to use for prayer and quiet contemplation. Is it located close to the Bridge in the ACC.

Your IATEFL Journey

- Place a sticker on the world map in the ACC Galleria where you started your journey and then post a photo of yourself with the map on social media with [#myiatefljourney](https://twitter.com/myiatefljourney).

Our Environmental Commitment

We are always looking for ways to ensure that our conference has as little impact on the environment as possible. Find out how we will be achieving this in Liverpool by going to conference.iatefl.org/green.

“How To...” sessions

These sessions are designed to inform and support delegates across a range of areas. Some will run in session rooms before the Plenary each morning and this year, for the first time, we will also be running “How To...” sessions during break and lunch times in the Careers Fair Presentation Zone.

Tuesday

08.15-08.45 See page 47
How to get the most out of this conference (this session will be repeated at 13.20) How to give a presentation at an international conference How to get involved in an IATEFL Special Interest Group
11.30-11.50 (Careers Fair) See page 53
How to make IATEFL benefit your professional development
13.20 - 13.50
How to get the most out of this conference (repeated from 08.15)
13.30-13.50 (Careers Fair) See page 64
How to move from being a teacher to becoming a teacher trainer
16.30-16.50 (Careers Fair) See page 82
How to move into language school management

Wednesday

08.15-08.45 See page 93
How to reflect on research talks at the conference How to write successfully for <i>IATEFL Conference Selections</i> How to use social media effectively - at IATEFL and beyond How to write a review for publication
15.35-15.55 (Careers Fair) See page 121
How to become a successful freelancer

Thursday

08.15-08.45 See page 137
How to submit a speaker proposal How to write for <i>IATEFL Voices</i>
11.45-12.00 (Careers Fair) See page 149
How to be successful in an ELT interview
13.40-14.00 (Careers Fair) See page 159
How to get into EFL

Friday

08.15-08.45 See page 183
How to get published in a refereed journal

IATEFL’S AGM

- We invite all IATEFL members to attend the IATEFL Annual General Meeting (AGM). It takes place on Wednesday 3 April from 1305 to 1405 in Hall 1b.
- You can access the agenda from the Member Area of the IATEFL website.

Is this your first time at an IATEFL Conference?

- If you have not attended an IATEFL Conference before, you are invited to visit the IATEFL stand in the Exhibition during the morning break on Tuesday to meet with other first timers.

Meet the IATEFL Patron

- The IATEFL Patron, Professor David Crystal, will be meeting delegates on the IATEFL stand in the Exhibition during lunch on Tuesday and Thursday. Come and say hello and have your photo taken with him!

Tribute session

- This provides an opportunity for you to remember colleagues who have died since the last conference. Come to say a few words in someone’s memory or to hear about colleagues who are no longer with us. The tribute session takes place on Wednesday, see page 130.

Hornby scholars

- We continue the tradition of featuring this year’s Hornby Scholars within the Conference. They will present: *Addressing challenges in especially low-resourced parts of the Global South*, on Tuesday see page 85.

Signature Events

Our Signature Events showcase expertise and throw light on state-of-the-art thinking in a key area which is relevant to the organisation hosting the event. Come along to find out about upcoming trends, learn about new areas of research, and engage with well-known, international experts in exciting, and often controversial, topics.



Is English teaching inclusive? Do we practise what we preach?

Tuesday 2 April

Can we say our English language teaching practices globally promotes inclusive practices? We probably believe in inclusion though do we have a common understanding of what we mean by inclusion and inclusive practices? The sustainable development goal 4 aims at 'ensuring equitable and quality education and promoting life-long learning for all'. Where are we in implementing this goal? What evidence is there from current global practice that supports our ambition? The British Council believes that inclusion involves an integrated approach to policy, educational culture and classroom practice and that good practice is an ongoing process. Key issues are access, engagement, empowerment and enablement. What do these terms mean and how can they be applied? Come along to this engaging participatory session which will be of interest to us all looking to be more inclusive in finding solutions in supporting quality learning approaches in our different contexts.

Facilitator: Jean September, British Council, South Africa

Presentation by **Maha Khochen-Bagshaw**, Education consultant, UK

Followed by three short presentations responding to questions posed by Maha from:

Varinder Unlu, Coordinator of the IATEFL Inclusive Practices & Special Educational Needs SIG

Fiona Robertson, British Council, Pakistan

David Crabtree, Inclusive education teacher trainer, UK



What makes a good teacher good?

Wednesday 3 April

Teaching life skills to children is key for their future. We believe that this should take priority over teaching to pass exams. Focus first on teaching life skills; the other success will come automatically. When a teacher teaches a sense of responsibility to their students (life-coaching), these students will work harder to be more successful at their lessons, a better person in society, and more sensitive and responsive towards the problems in their environment and in the world. Being a teacher already means making a difference in the world, so join us for this session to find out how you can teach more than just your subject to give youngsters a better education for life in tomorrow's world. The success of a teacher is not how high their students' marks are; it's how better individuals these students become. You'll agree: teaching life skills is a priority over teaching to pass exams.



Signature Events are offered to our Strategic Partner and our Platinum and Gold sponsors. If your organisation would be interested in hosting a Signature Event at our 2020 Conference in Manchester, or if you would like more information about any level of sponsorship or advertising with IATEFL, please contact sponsorship@iatefl.org.



Evening Events

Taking time out during the conference to relax and meet new people is important, that's why we plan a range of evening events for our delegates to enjoy. Don't forget to take your delegate badge with you.

	1700-1800	1800-1900	1900-2000	2000-2100
Monday	Exhibition Preview 17.00-18.30 <i>Hall 2</i>			
		Welcome Reception 18.30-20.00 <i>Galleria</i>		
Tuesday <i>see page 92</i>	Conference sessions end at 18.10		International Quiz 19.30-21.15 <i>Room 3a</i>	
			The Creativity Group general meeting 19.30-20.30 <i>Room 12</i>	
Wednesday <i>see page 135</i>	Conference sessions end at 18.15		What professional areas are you interested in? Meet IATEFL's SIGs 19.00-20.30 <i>Room 3a</i>	
			Sharing stories 19.00-21.00 <i>Room 3b</i>	
			The Fair List, UK 19.00-20.00 <i>Room 12</i>	
Thursday <i>see page 181</i>	Conference sessions end at 17.50		Pecha Kucha 18.45-19.45 <i>Hall 1a</i>	
			Pearson English's gallery walk with ELT experts 19.00-21.00 <i>Room 3a</i>	
			Music Night 19.30-21.00 <i>Room 12</i>	

Things to do in Liverpool

Make the most of being in the wonderful city of Liverpool by taking a break and seeing the sights. For information on the variety of attractions and activities that Liverpool has to offer, as well as great places to eat and drink, visit www.visitliverpool.com.

Scholarships

Each year IATEFL offers a range of conference scholarships to enable teachers, trainers and other ELT professionals the opportunity to attend the IATEFL Annual Conference. If you would like any information about IATEFL's Scholarships, visit the IATEFL stand in the Exhibition during breaks and lunchtimes to speak to a member of the Scholarship Committee.

This year's scholarship sponsors

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



If you would like to make a contribution to an IATEFL sponsored scholarship, you can do so through our online Donation Form at any time. Go to www.iatefl.org and click "Donate today to help support IATEFL".

This year's scholarship winners

Congratulations to all our 2019 scholarship winners on their achievement! I'm sure you will join us in welcoming them to Liverpool. If a winner is also presenting you will see ★ after to their name, for more information about their presentation, look them up in the Index of Presenters (pages 221-228).



Africa

**Aicha
Rahal**

Tunisia



Africa

**Omar
Titki**

Morocco



Business English Special
Interest Group Facilitator

**Andreea-Katia
Nechifor ★**

Romania



English Language Centre
Brighton Robert O'Neill

**Kalinka
Nikolaeva**

Bulgaria



English Language Centre
Brighton Robert O'Neill

**Florencia
Ramos**

Argentina



English Language Centre
Eastbourne Graham Smith

**Andrea
Gal**

Romania

 <p>English Language Centre Eastbourne Graham Smith</p> <p>Evgeniya Kuznetsova <i>Russia</i></p>	 <p>Express Publishing</p> <p>Yasmine Mohamed Abdelhamid Atwa ★ <i>Egypt</i></p>
 <p>Gillian Porter Ladousse</p> <p>Elena Oncevska Ager ★ <i>North Macedonia</i></p>	 <p>Gillian Porter Ladousse</p> <p>Eleni Symeonidou ★ <i>Greece</i></p>
 <p>IATEFL Bill Lee</p> <p>Janos Ujlaki ★ <i>Hungary</i></p>	 <p>IATEFL Gill Sturtridge First Time Speaker</p> <p>Tamara Ilia ★ <i>Ukraine</i></p>
 <p>IATEFL Latin America</p> <p>Julieta Caffarel Justet <i>Uruguay</i></p>	 <p>IATEFL Latin America</p> <p>Sergio Durand ★ <i>Mexico</i></p>
 <p>IATEFL Ray Tongue</p> <p>Renu Milind Dhotre ★ <i>India</i></p>	 <p>IELTS Morgan Terry Memorial</p> <p>Sammy Sze Man Ming <i>Hong Kong</i></p>
 <p>Leadership and Management Special Interest Group</p> <p>Neenaz Ichaporia ★ <i>India</i></p>	 <p>LT123 Brazil State Sector</p> <p>Andreza Lago ★ <i>Brazil</i></p>
 <p>Learning Technologies Special Interest Group Diana Eastment Roving Reporter</p> <p>Serrana Muniz <i>Uruguay</i></p>	 <p>Macmillan Education</p> <p>Zainab Khalid ★ <i>Pakistan</i></p>

Scholarships



Teacher Development
Special Interest Group
Michael Berman

**Adi
Rajan**
India



Testing, Evaluation and
Assessment Special Interest
Group

**Mona
Mersal** ★
Egypt



The Creativity Group

**Hendrik Dirk
Lagerwaard** ★
The Netherlands



Trinity College London
Language Examinations

**Yuliana
Lavrysh** ★
Ukraine



Trinity College London
Teacher Trainer

**Alessandro
Silva** ★
Brazil

If you would like to apply for a Scholarship for our Manchester 2020 conference, please visit the IATEFL stand in the Exhibition for information about the awards available.

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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.

Thank you to our sponsors & strategic partner for supporting IATEFL Liverpool 2019



MACENTA
PUBLISHING & DIGITAL SOLUTIONS



OXFORD
UNIVERSITY PRESS



Pilgrims



Meet the IATEFL Liverpool 2019 Strategic Partner & Sponsors

Strategic Partner



The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries.

We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust. We teach English in over 50 countries, train teachers of English worldwide and provide free online resources for learners and teachers, increasing the knowledge and use of the English language across the world. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

Visit stand: 22

Signature Event | Tuesday 2nd April at 11:55 - 13:10

Is English teaching inclusive? Do we practise what we preach?

Pop-up Presentation | Tuesday 2nd April at 16:35 - 16:50

18 years of the ELTons awards for innovation in English language teaching

Platinum Sponsor



Each school, each student, each country and each culture has its own needs in learning.

At Macenta Publishing & Digital Solutions, we aim to produce customized materials (both print and digital) to schools and students to personalize language learning. We provide schools and institutions the right learning materials to support their learners, their teachers and their vision.

Let's create your teaching story together.

Signature Event | Wednesday 3rd April at 14:15 - 15:30

What makes a good teacher good?

Pop-up Presentation | Tuesday 2nd April at 13:20 - 13:35

Tailoring Education to the Masses

Conference Sponsors

Silver Sponsor



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 digital content, and inspiring learners to achieve more. In classrooms around the world we know how transformative learning English can be, and we are passionate about providing students and their teachers with everything they need to succeed in education, in the workplace, and in life. As education adapts and changes at an ever-increasing pace, we will always be there – empowering the world’s teachers to inspire students on their lifelong journeys in education.

Visit stand: 23

Pop-up Presentation | Wednesday 3rd April at 15:40 - 15:55

Critical makers: Advancing learning through inquiry and experimentation

Silver Sponsor



National Geographic Learning is a leading provider of English Language Teaching materials for learners at kindergarten right through to adult and academic education. Our unique partnerships with National Geographic and TED mean we can offer a unique range of authentic materials that can inspire and bring your classroom to life. For further information on any of our titles, please visit our website ELTNGL.com.

Visit stand: 18

Pop-up Presentation | Tuesday 2nd April at 11:35 - 11:50

Tips for meaningful, authentic, and effective grammar instruction for young learners

Bronze Sponsor



At Oxford University Press, we are committed to furthering English language learning worldwide. We continuously bring together our experience, expertise, and research to create outstanding materials, bringing English to life for millions of learners and teachers around the world.

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Visit stand: 26

Pop-up Presentation | Thursday 4th April at 14:00 - 14:15

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Visit stand: C1

Careers Fair Presentation | Wednesday 3rd April at 11:40 - 12:00

Teaching English in the University sector

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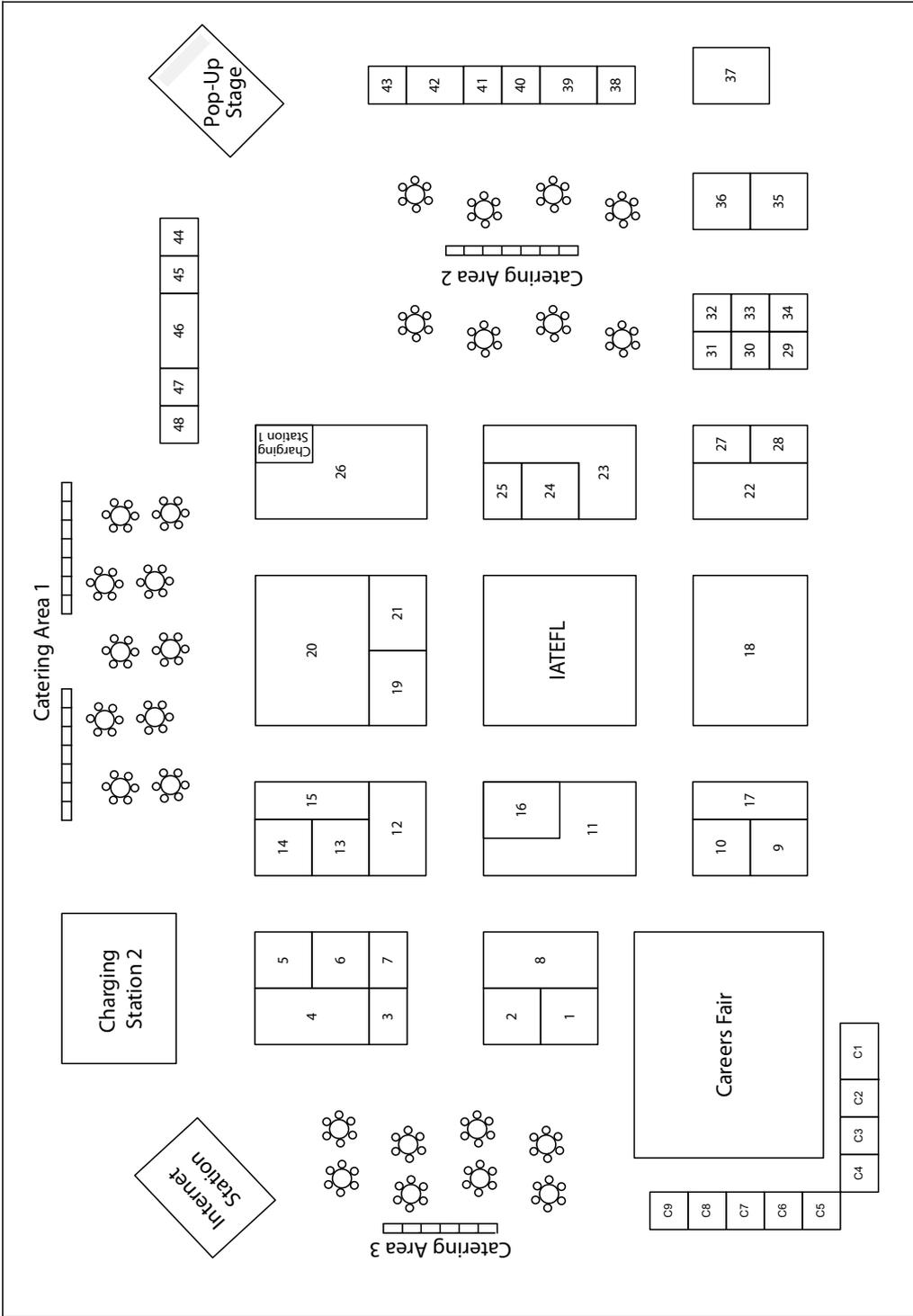
Looking forward to seeing you there!

Marianne Jordan 😊



www.pronunciation.club

Exhibition



Main Entrance



Exhibitors by stand number

01	International House London	25	NILE
02	Independent Authors and Publishers	26	Pearson English
03	ELT Well	27	Let's Learn English
05	York Press	28	Delta Publishing
06	Silva Education	29	Pilgrims
07	Hamilton House Publishers	30	Bell Educational Services
08	IELTS	31	Aqueduto
09	Express Publishing	32	Canford Publishing
10	Eli Publishing	33	Pavilion ELT
11	Cambridge Assessment English & Cambridge University Press	34	Anglia Examinations
12	Oxford University Press	35	LanguageCert
13	Black Cat Publishing	36	Trinity College London
14	Helbling	37	Collins
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16	Oxford University Press	39	University of Birmingham
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Careers Fair

C1	University of Sheffield	C5	Bilingual.hu
C2	Bilkent University	C6	University of Jeddah - ELI
C3	Shanghai Meiji Culture Communications Co.Ltd	C8	University of Central Lancashire
C4	London School of English Group - Ukraine	C9	University of Exeter

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 stand 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:** Come and join us at morning breaks and lunch times to discuss applying for scholarships or donating a scholarship for future conferences. The stand also serves as a meeting point for their year's winners, the Scholarships Committee, sponsors and friends.

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Stand: 32

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T: +44 (0) 1243812943

Contact: Sebastiaan Posma

T

Aqueduto



Stand: 31

Aqueduto (The Association for Quality Education and Training Online) is a charitable membership organisation dedicated to:

- research in the field of online training and development provision
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- guidance for professionals in identifying such courses, and enrolling with confidence

www.aqueduto.com

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Contact: Gavin Dudeney

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BEBC



Stand: 17

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Stand: 30

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Bilingual.hu



Stand: C5

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bilingual.hu/en



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T: +36 30 625 1600

Contact: Anthony Laudadio

Bilkent University



Stand: C2

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Contact: Asst. Prof. Dr Tijen Aksit

Black Cat Publishing



Stand: 13

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



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T: +39 0238086307

Contact: Lorenzo Graziosi

British Accreditation Council



Stand: 21

British Accreditation Council (BAC) accredits over 230 providers in 22 countries. Our IATEFL Conference promotion invites English language providers to receive £1,000 reduction in provider set up fees for BACs International English Language Provider (IELP) accreditation scheme. BAC accreditation awards the BAC quality mark that can help raise your organisations profile in competitive markets. Visit stand 21 to learn more

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British Council



Stand: 22

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Contact: Nasia Nikolova

Cambridge



Stand: 11

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Canford Publishing



Stand: 34

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Contact: Richard Harrison

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Clarity English



Stand: 40

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Contact: Elinor Stokes

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Stand: 37

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Contact: Charlene Cawte

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Delta Publishing



Stand: 28

Delta Publishing: Making language matter.

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Stand: 10

A leading international publisher offering a wide range of ELT publications from pre-school to university: course books, graded readers, exams and grammar books, games, magazines and various teacher's resources.

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Contact: Mr Augusto Andreoli

ELT Well



Stand: 03

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Stand: 42

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T: +48 502718689

Contact: Joanna Wrzesinska

Express Publishing



Stand: 09

Express Publishing since its inception, has as primary objective to raise English language teaching standards. The company now offers over 3,500 titles in over 90 countries.

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Garnet Education



Stand: 04

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T: +44 (0) 7875490448

Contact: Olly Twist

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Global ELT



Stand: 15

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Contact: *Lawrence Mamas*

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Hamilton House Publishers



Stand: 07

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Helbling



Stand: 14

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www.helbling.com/english

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Contact: *Lars Madsen*

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Houghton Mifflin Harcourt



Stand: 47

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IELTS



Stand: 08

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Independent Authors and Publishers



Stand: 02

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Contact: *Rob Howard*

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International House London



Stand: 01

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T: +44 (0) 2076112425

Contact: *Eva Uddin*

International House World Organisation



Stand: 24

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iTEP International



Stand: 48

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Contact: *Thomas Shandorf*

LanguageCert



Stand: 35

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LanguageCert assesses language skills in English, Spanish and Turkish, offering the LanguageCert International ESOL, LanguageCert USAL esPro and LanguageCert AU TOMER TurkYet qualifications respectively.

www.languagecert.org

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Contact: *Henry Tolley*

Learning Resource Network



Stand: 41

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Let's Learn English



Stand: 27

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www.letslearnenglish.com

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Contact: *Angus Savory*

London School of English Group - Ukraine



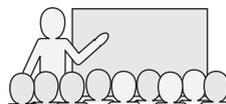
Stand: C4

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R



Don't forget, there will be a two Presentation areas in the Exhibition; the **Pop-up Stage** and the **Presentation Zone** as part of the Careers Fair. Each will feature short presentations between sessions on a range of topics.

More information can be found on pages 31 - 33.

Macmillan Education



Stand: 23

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 digital content, and inspiring learners to achieve more. In classrooms around the world we know how transformative learning English can be, and we are passionate about providing students and their teachers with everything they need to succeed in education, in the workplace, and in life.

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Stand: 19

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National Geographic Learning



Stand: 18

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NILE



Stand: 25

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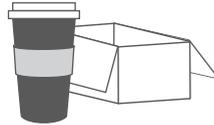
E: registrar@nile-elt.com

T: +44 (0) 1603664473

Contact: *Alison Lake*



Free tea and coffee will be served in the Exhibition during opening hours and food will be available to buy in the catering area during lunch. On Friday, when the Exhibition is closed, free drinks will continue to be offered elsewhere within the venue.



Oxford University Press



Stand: 12 & 16

At Oxford University Press, we are committed to furthering English language learning worldwide. We continuously bring together our experience, expertise, and research to create outstanding materials, bringing English to life for millions of learners and teachers around the world.

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Pavilion ELT



Stand: 33

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Contact: Kirsten Holt

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Pearson English



Stand: 26

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Look out for our programme of events, with sessions, discussions and opportunities to meet authors and win prizes. We're looking forward to seeing you!

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E: eltpearson@pearson.com (Pearson ELT) / richard.simpson@pearson.com (Pearson Assessment)

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Pilgrims



Stand: 29

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Pronunciation Club



Stand: 43

Hi, Welcome to Pronunciation Club ☺

I presented at IATEFL in 2016 (poster) and 2017 (workshop). Thank you for any feedback you gave me. It really helped to further develop my pronunciation course into the easiest way to learn English pronunciation! I'm excited to welcome you and show you the new updates at Stand 43 beside the Pop Up Stage.

www.pronunciation.club



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Contact: *Marianne Jordan*

Richmond ELT



Stand: 46

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Shanghai Meiji Culture Communications Co. Ltd



Stand: C3

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Silva Education



Stand: 06

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SuperMemo



Stand: 44

SuperMemo World is an e-learning publisher with over 25 years of experience in providing services and content for language learning. Our offer combines outstanding digital and book content to learn over 10 languages. All resources are available under one online platform accessible also via mobile apps for Android and iOS.

www.SuperMemo.com



E: sebastian.sobkowiak@supermemo.com

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Contact: *Sebastian Sobkowiak*

TELC



Stand: 20

Offering over 80 examinations in 10 languages, *telc – language tests* is one of Europe's leading examination boards, recognised among others by Ofqual. We also publish teaching and learning material and offer a wide variety of CPD courses. Join us at stand 20 and see what marvellous surprises await you this year! Come by – we look forward to seeing you!

www.telc-english.net



E: info@telc.net

T: +49 69956246 10

Contact: *Jana Christoffel*

Trinity College
London



Stand: 36

Trinity College London is an international exam board and educational charity that has been providing assessments around the world since 1877. With more than 850,000 candidates a year in over 60 countries, Trinity English language and teaching qualifications are recognised and used in countries all around the world.

Visit: www.trinitycollege.com/worldwide

www.trinitycollege.com T

E: Lisa.Donald@trinitycollege.com

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University of
Birmingham



Stand: 39

The Department of English Language and Linguistics at the University of Birmingham is a leading centre for postgraduate study in English Language. We offer MA programmes in Applied Linguistics, Applied Linguistics with TESOL, Language, Culture and Communication and TESOL, and PgCert programmes in Applied Linguistics and in TESOL, as well as supervising postgraduate research. Distance learning options are available.

www.birmingham.ac.uk/elal CP

E: elalpg@contacts.bham.ac.uk

University of Central
Lancashire



Stand: C8

Recognised by industry professionals internationally, our courses deliver a strong emphasis on practical and vocational development. Our TESOL provision:

- BA (Hons) TESOL with a Modern Language (integrating Trinity Cert TESOL)
- MA TESOL and Applied Linguistics (teaching experience compulsory)
- MA TESOL (no prior teaching experience necessary)
- Cambridge TKT exams

We also offer Trinity Cert TESOL and a range of language programmes.

www.uclanfcci.co.uk/language.html CP

E: JLeonard2@uclan.ac.uk

T: +44 (0) 1772893006 *Contact: Josephine Leonard*

University of Exeter



Stand: C9

The Graduate School of Education is ranked 6th in the UK for world-leading and internationally excellent research in education (REF 2014). We offer high-quality postgraduate TESOL programmes: PG Certificate/Diploma; as well as Doctor of Education and MPhil/PhD opportunities. Academic staff will be available during IATEFL to answer your questions about our programmes. We look forward to meeting you.

www.exeter.ac.uk/education CP

E: s.troudi@exeter.ac.uk

Contact: Dr Salah Troudi

University of Jeddah
- ELI



Stand: C6

The English Language Institute of the University of Jeddah is looking forward to meeting delegates and telling them about employment opportunities at our university located in the capital city of the Kingdom of Saudi Arabia.

The university was established in 2014, with the aim of spreading higher education in the western area of the country, and is recognised as a state public university by the Ministry of Education of the Kingdom of Saudi Arabia.

eli.uj.edu.sa R

E: help@uj.edu.sa



The Exhibition opening hours are a bit different this year so please pay close attention to when it will open and close each day to avoid disappointment:

Monday: 1700-1830
Tuesday: 0830-1730
Wednesday: 0830-1730
Thursday: 0830-1630
Friday: **CLOSED**

B Bookshop

CP Course Provider

D Digital/Online Services

O/A ELT Organisation / Association

P Publisher

R Recruiter

T Testing & Assessment

University of Sheffield



Stand: C1

The ELTC supports thousands of learners and hundreds of teachers on their career paths. Learners come to Sheffield for pre-sessional, professional and specific English courses and teachers take pre/in-service qualifications (CELTA/Delta/TKT), various Masters-level degrees and tailored international programmes. From January, we recruit teachers for our summer programmes. Join us at the Careers Fair to find out more.

University of Sheffield is a Bronze Sponsor for Liverpool 2019



sheffield.ac.uk/eltc

E: eltc@sheffield.ac.uk

T: +44 (0) 1142221780

Contact: The University of Sheffield - English Language Teaching Centre (ELTC)

University of Stirling



Stand: 45

The University of Stirling offers postgraduate TESOL courses for those working in, or planning to work in, any area of teaching English to speakers of other languages. Ranked top 5 in the UK for Education (Times and Sunday Times Good University Guide 2019), our courses offer an excellent balance between theory and practice. Study online, part-time or full-time.

www.stir.ac.uk

E: tesol@stir.ac.uk



Contact: Anne Lawrie

York Press



Stand: 05

York Press is a major force in international educational publishing - digital, print, e-learning and assessment. Founded in 1978 by Dr. Khalil Habib Sayegh, drawing on the resources of a wide range of educational experts, authors, consultants, developers and creative professionals, York Press educational materials and e-learning solutions are now sold in over 100 countries worldwide.

www.york-press.com

E: carol.salloum@ldlp.com



T: 00 96170151017

Contact: Carol Salloum



Mailability will be available on Thursday afternoon and Friday morning for you to arrange to post your purchases back home. Make the most of this service to save some valuable space in your luggage and avoid paying for heavy baggage at the airport.

We would like to thank macmillan education for sponsoring this programme

Visit Macmillan Education at stand 23 in the Exhibition

Careers Fair

Sponsored by the University of Sheffield



Our new look 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 career prospects, additional training and new job opportunities. There will be international recruiters on hand to discuss new vacancies available in ELT, as well as course providers who will be happy to talk you through the next steps in terms of ELT qualifications. The Careers Fair is open whenever the Exhibition is open.

CV Clinic

The Careers Fair also hosts a professional



CV Clinic by Write Stuff consultants, who will offer advice and tips to showcase your skills and experience effectively. Whether it is advice on a specific aspect of your CV or just some quick fix tips, The Write Stuff's consultants will be on hand to offer guidance.

Sessions are offered on a first-come-first-served basis, so there are no appointments necessary – just bring along a copy of your existing CV. The sessions are not timed, but typically last around 15 minutes and there is a fee of £10 payable for the consultation.

Look out...

All of the exhibitors that you will find within the Careers Fair can be identified with the letter 'C' at the start of their stand number.

Advice Zone

If you are looking for career advice related to a particular area of ELT, you can pop along to our Advice Zone for an informal one-to-one chat with an experienced professional. These drop-in opportunities will last about 10 minutes. Head to the Careers Fair during the times below to speak to an industry expert.

Tuesday 2nd April

14:00 - 15:00 *Getting into materials writing* with Rachael Roberts

15:00 - 16:00 *Getting into language school management* with Andy Hockley

Wednesday 3rd April

10:00 - 11:00 *Getting into teacher training* with Silvana Richardson

Thursday 4th April

10:00 - 11:00 *Going freelance* with Chia Suan Chong

Presentation Zone

You can hear from ELT professionals in our career focused Presentation Zone, which will feature a number of "How To..." sessions including:

- 'How to be successful in an ELT interview' and
- 'How to move into language school management'... *along with many more interesting topics!*

Further details of all our the "How To..." sessions can be found on page 7.

Pop-up Presentations

The Pop-up Presentation Stage is back again for 2019, where you will be able to listen to a variety of interesting short talks during break and lunch times when the Exhibition is open. Why not grab a coffee and make your way to the Pop-up stage to hear all about these interesting topics!

New for 2019: You can also find a Presentation Zone as part of the Careers Fair. Here you will be able to listen to Career focussed "How To..." sessions and other relevant talks. You can find the schedule of "How To..." sessions on page 7.

Here are all of the Pop-up sessions you can expect to see within the Exhibition. Don't forget to make a note of which area each session will be taking place.

Tuesday 2 April

11:35 - 11:50 | National Geographic Learning

Tips for meaningful, authentic, and effective grammar instruction for young learners

Grammatical structures are the building blocks of language, but approaches to teaching grammar don't always match how students learn. Young learners don't learn through grammatical explanations; but gain grammar understanding implicitly through language repetition and recycling in meaningful contexts. Let's look at the ways young learners approach language learning, and consider some teaching strategies to ensure learning-centered grammar instruction.

Presented by Dr. Joan Kang Shin

13:20 - 13:35 | Macenta Publishing & Digital Solutions

Tailoring Education to the Masses

In our era, the form of education is changing rapidly, so we believe that we need to create and adapt new ideas. We, at Macenta Publishing, believe that students can best learn when their educational materials are tailored specifically to their needs and wants. From this point of view, we generate ideas and create customised materials that are both genuine and exclusive. In this pop up presentation, we will show how we customize, why it is important and provide examples of how and what Macenta Publishing offers to language teaching and learning world.

Presented by Esra Girgin

13:45 - 14:00 | Pavilion ELT

Getting to grips with MyCPD

How can you make what you learn at a conference last longer? How can you record your reflective practice? And, how can you demonstrate your learning to your employer? Come along to this session to discover how you can use MyCPD - our interactive, easy-to-use web application - to track and evidence continuing professional development activities. And, who knows... you might even get a trial version to experiment with at the conference!

Presented by Kirsten Holt, Head of Pavilion ELT

16:35 - 16:50 | British Council

18 years of the ELTons awards for innovation in English language teaching

Join this pop-up for the low-down on innovative trends in recent years, as well as find out how to apply to the 18th ELTons, from September. Open to one and all – followed by a short reception on the British Council stand 22.

Presented by Rebecca Maher & Nasia Nikolova

Wednesday 3 April

11:40 - 12:00 | University of Sheffield

Teaching English in the University sector

Careers Fair Presentation Zone

You have a Diploma or Masters in ELT and experience in other teaching contexts, but how to do you move into EAP? What are the differences between pre-and in-sessional provision? What ELT careers are there in a University? This presentation from the University of Sheffield ELTC will answer those questions and could even get you a new job with us this summer - come along to discover more.

Presented by Will Nash

13:00 - 13:15 | Pronunciation Club

The New Easiest Way to Teach and Learn English Pronunciation

Hi, my name is Marianne Jordan 😊

In this pop-up presentation, I will show you a new improved way to learn and teach both phonetics and phonics. You will be amazed at how easy this is for both teachers and learners! I look forward to seeing you there which is happening right beside my Stand 43.

Presented by Marianne Jordan

13:30 - 13:45 | Cambridge Assessment English

You are the future of learning and assessment!

Our talk is about trying new stuff. Even for experienced teachers, when trying something new you never know how learners will respond. It's the same with product development. We're experienced teachers, designers and developers, but when we try out our ideas on people we're often surprised by their responses - and this process makes our products better. Come and find out more and get involved in shaping learning and assessment products!

Presented by Tom Booth and Isa Moura

15:40 - 15:55 | Macmillan Education

Critical makers: Advancing learning through inquiry and experimentation

In order to advance learning, one must be free to ask questions. Learning done via projects and investigation can have the potential to boost people's creativity. When you go through hands-on and collaborative experiences you're more likely to solve authentic problems and stay engaged throughout the whole journey. Learners feel they are participants, they learn by doing, they're makers.

Presented by Alex Tamulis

Thursday 4 April

11:45 - 12:00 | Cambridge Assessment English

Time well spent: Why learners should play video games

Video games provide learners with opportunities to develop not only their language skills, but also useful skills for learning more generally. Not only that, but the rich, meaningful contexts found within games provide a range of opportunities for teaching in accordance with the principles of the communicative approach. Find out what Cambridge Assessment English has been doing with games and get some ideas for how they can be used in your ELT context.

Presented by Marianne Pickles

13:30 - 13:45 | Exam Grade Boost

Mentoring With Template Teaching For Exam Grades And Critical Thinking

Problem: Students sitting British exams do not know how to write English style essays.

Solution: We train mentors to train students in techniques for written exams. Our system, template teaching, creates 'study mentors' by giving local tutors exam techniques that work around subject knowledge. Memory words are used to develop writing and critical thinking in students. Training is matched local requirements. Our system works with: A' Level, IGCSE, GCSE, IELTS essays.

Presented by Oliver Lindon

14:00 - 14:15 | Pearson English

One size does not fit all: tailoring instruction to meet the needs of a mixed ability intake

When you're faced with a class that is made up of learners with different levels of ability, but who still have the same common learning goal, how do you adapt your teaching approach and content selection, to ensure you're meeting all of your learners' needs? By pairing the Differentiated Instruction Framework with the Global Scale of English, you can create unique learning environments with relevant and challenging content designed to help progress.

Presented by Sara Davila

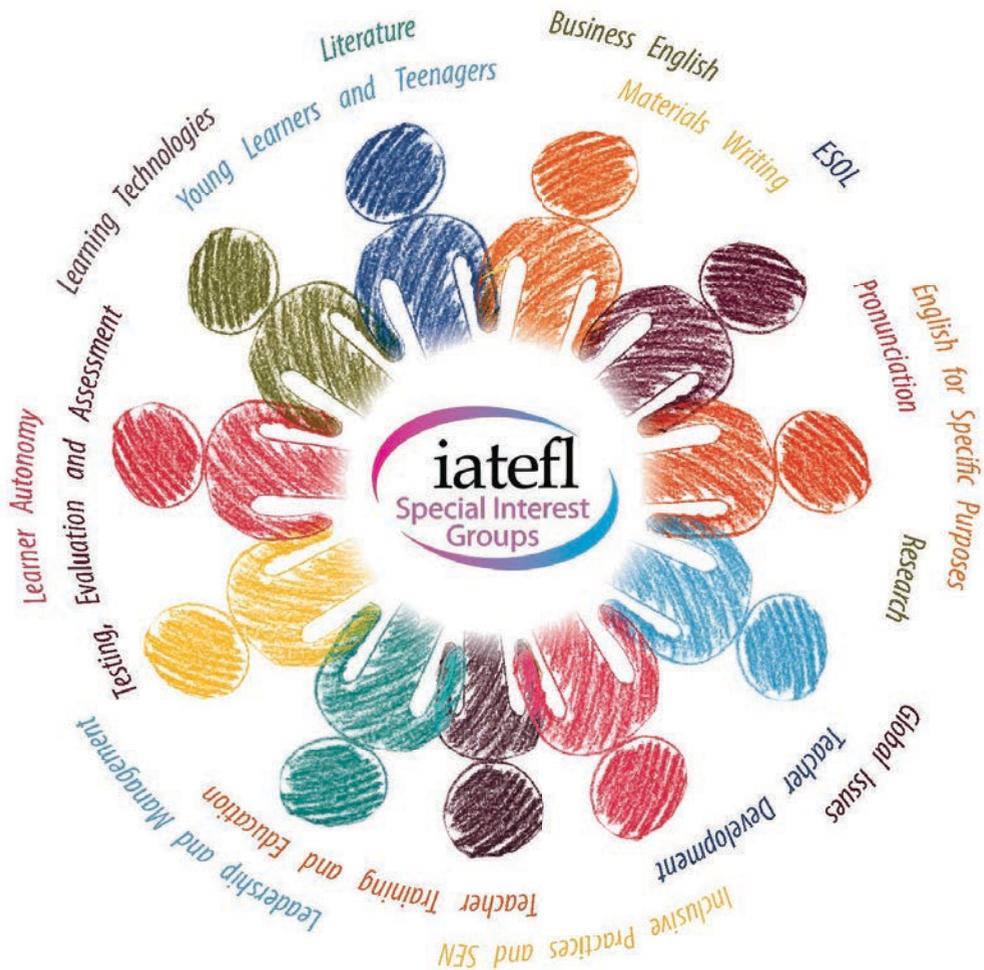
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The IATEFL Projects Raffle will be drawn on Thursday 4th April starting at 16:00 at the Pop-up Stage by our Patron David Crystal. If you haven't already, don't forget to buy your tickets to be in with a chance of winning!

GOOD LUCK!

.....

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



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and much more!

Visit www.iatefl.org for more information

Special Interest Group (SIG) Showcases

What is a SIG?

The aim of the IATEFL SIGs is to extend the work of IATEFL into professional specialist areas. This enables members to benefit from information regarding new professional developments and local and international events. Members of SIGs receive regular news updates and discounts for their events.

What is a SIG Showcase?

From the speaker proposals submitted for the conference, each SIG chooses presentations related to their area. These presentations make a day-long 'SIG Showcase' within the conference. One session in each Showcase will be the SIG's Open Forum where delegates can find out more about the SIG, its events and committee.

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 £20 for individuals and £33 for institutions.

Who are the SIGs and how can I contact them?

Business English – besig@iatefl.org

ES(O)L - esolsig@iatefl.org

English for Specific Purposes - espsig@iatefl.org

Global Issues - gisig@iatefl.org

Inclusive Practices & SEN - ipsensig@iatefl.org

Leadership & Management - lamsig@iatefl.org

Learner Autonomy - lasig@iatefl.org

Learning Technologies - ltsig@iatefl.org

Literature - litsig@iatefl.org

Materials Writing – mawsig@iatefl.org

Pronunciation - pronsig@iatefl.org

Research – resig@iatefl.org

Teacher Development - tdsig@iatefl.org

Teacher Training and Education - ttedsig@iatefl.org

Testing, Evaluation & Assessment - teasig@iatefl.org

Young Learners & Teenagers - yltsig@iatefl.org

You can find out more about the SIGs by visiting the IATEFL stand in the Exhibition, going online to www.iatefl.org or emailing us at info@iatefl.org

Join a global network

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Access our extensive online archive of webinars and publications

For more information visit members.iatefl.org or speak to a member of staff at the IATEFL Stand or Registration Desk

What is a Special Interest Group (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. One session in each SIG Showcase will be the SIG's Open Forum, where you can find out more about the SIG, its events and its committee.

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

Business English Tuesday in Room 23

Coordinators: Evan Frendo & Dana Poklepovic

- | | | |
|-----|-----------|--|
| 1.2 | 1155-1225 | Teaching business English before and after blended learning
Andreea-Katia Nechifor |
| 1.3 | 1240-1310 | Ensuring cultural and workplace readiness for digital language learning
Andy Johnson |
| 1.5 | 1410-1440 | Deconstructing TED talks to improve communication through project-based learning
Sarah Arce |
| 1.6 | 1455-1540 | Mindfulness-based interventions for Business English training
Karina Neira |
| 1.7 | 1555-1625 | You've levelled up! Motivating university students through gamified e-learning
Catherine Prewett-Schrempf & Anna Weninger |
| 1.8 | 1655-1725 | Error correction in Business English in the BELF paradigm
Virginia Lopez Grisolia |
| 1.9 | 1740-1810 | IATEFL Business English Special Interest Group Open Forum (see page 92)
<i>We mean business!</i> |

English for Specific Purposes Wednesday in Room 22 & 3a

Coordinator: Aysen Guven

- | | | |
|-----|----------------------|--|
| 2.1 | 1020-1050
Room 22 | "We are here!" - exploring EAP practitioner identity
Kat Borvinko |
| 2.2 | 1105-1135
Room 22 | Phrases for academic writing: comparing EAP teaching materials and research
David Oakey |
| 2.3 | 1205-1250
Room 22 | IATEFL English for Specific Purposes Special Interest Group Open Forum (see page 109)
<i>English for academic and occupational purposes</i> |

English for Specific Purposes continued...

SIG Showcases

English for Specific Purposes (continued)

2.5-2.6	1415-1530 Room 22	<p><i>Forum on International cooperation and projects in EAP</i> A UK-Chile online EAP collaboration for science students William Guariento & Mauricio Miraglia</p> <p>Sociology meets EAP for business: a Finnish-Canadian virtual collaborative classroom Nicole Keng</p> <p>Engaging student values in Transnational Education classrooms through project-based learning Laura McNabb</p>
2.7-2.8	1600-1715 Room 3a	<p><i>Forum on Leveraging teaching knowledge to develop teachers' classroom English</i> Knowing English, teaching knowledge, and classroom practice Donald Freeman</p> <p>Using what teachers know to develop English for teaching Anne Katz</p> <p>The impact of English-for-teaching training in Vietnam Pham Thi Hong Nhung</p>
2.9	1730-1815 Room 3a	<p>Perfectly formed: aligning learning objectives, critical thinking and academic language Edward de Chazal</p>

ES(O)L

Tuesday in Room 20

Coordinators: Oya Karabetca & Lesley Painter-Farrell

1.1	1040-1125	Exploring equality, diversity and LGBT lives: a classroom resource Jennifer MacDougall & Francesca Stella
1.2	1155-1225	Team teaching to support refugees: experiences of MA TESOL students Cora Lindsay & Jane Evison
1.3	1240-1310	Exploring autonomous learning strategies that work well for refugees Rasha Halat
1.5	1410-1440	Critical pedagogy and teacher resistance: an exploration Steve Brown
1.6	1455-1540	IATEFL ES(O)L Special Interest Group Open Forum (see page 77)
1.7	1555-1625	What are the effects of low-stakes exams? Kathryn Sidaway
1.8	1655-1725	Culturally and linguistically diverse pedagogical content knowledge in teacher education Elizabeth Franklin

Global Issues

Coordinators: Chris Sowton & Julietta Schoenmann

Wednesday in Room 20

2.1	1020-1050	Visual literacy in ELT: conveying messages critically Isabelita Peixoto
2.2	1105-1135	Enhancing teacher performance through remote team-teaching Sahar Salha
2.3	1205-1250	diversophy® refugee: a game to integrate locals and newcomer Anne Fox
2.5	1415-1445	IATEFL Global Issues Special Interest Group Open Forum (see page 116) <i>Promoting equity, equality and social justice in ELT worldwide</i>
2.6	1500-1530	A teaching challenge: a study of large classes Gambhir Chand
2.7	1600-1630	Burning issues in ELT: we asked the experts Yordanka Kavalova
2.8	1645-1715	Social justice beyond the classroom: cooperatives and teacher development Neil McMillan
2.9	1730-1815	Intercultural Readiness Check (IRC): how ready are you really? Ellen Keates & Ariane Niemeijer

Inclusive Practices & SEN

Coordinator: Varinder Unlu

Wednesday in Room 11b & 14

2.2	1105-1135 Room 11b	This talk will make you gay (or your materials anyway) Tyson Seburn
2.3	1205-1250 Room 11b	Inclusive practices: meeting trainee needs on Cambridge teacher training courses Jade Matos Carew
2.5-2.6	1415-1530 Room 14	IATEFL Inclusive Practices & SEN Special Interest Group Open Forum (see page 115) <i>Valuing diversity in every classroom</i>
2.7	1600-1630 Room 11b	Is TEFL recruitment racist? Ross Thorburn
2.8	1645-1715 Room 11b	Creating an inclusive school environment: strategies from around the world Ellen Darling
2.9	1730-1815 Room 11b	Utilizing performance art to empower social justice in refugee groups Efi Tzouri

SIG Showcases

Leadership & Management **Thursday in Room 11c & 3a**

Coordinator: Andy Hockley

3.1	1020-1050 Room 11c	Managing remote teaching teams: making 'work from home' work Neenaz Ichaporia
3.2	1105-1135 Room 11c	Invisible observations - intercultural challenges and opportunities Magda Sobczynska
3.3	1205-1235 Room 11c	Servant leadership: feeble drivel or natural fit? Barbara Craig & Sandra Pitronaci
3.4	1250-1320 Room 11c	Transforming a school into a learning community through distributing leadership Amal Farhat
3.6	1420-1505 Room 3a	Continuing professional development evaluation for deeper learning and impact Silvana Richardson
3.7	1520-1550 Room 11c	Leading learning in modern educational institutions: knowledge, skills and practices Burcu Tezcan Unal
3.8	1620-1650 Room 11c	IATEFL Leadership & Management Special Interest Group Open Forum (see page 175)
3.9	1705-1750 Room 11c	Transformational leadership - building a 21st century learning organisation Sarah Mount

Learner Autonomy **Tuesday in Room 11c**

Coordinator: Christian Ludwig

1.1	1040-1125	Delivering grammar in a brain-friendly way - neurolanguage coaching Rachel Paling
1.2	1155-1225	Teaching thinking to develop autonomous learners An Sneyers
1.3	1240-1310	The psychology of language learners and teachers - informing best practice Alex Thorp
1.5	1410-1440	Evaluating a self-access centre: a self-determination theory perspective Jo Mynard & Scott Shelton-Strong
1.6	1455-1540	Bringing the outside in: exploiting authentic materials chosen by learners Andy Jeffery

Learner Autonomy continued...

Learner Autonomy (continued)

1.7	1555-1625	Reflective learning and teaching in higher education: why and how? Hatem Essa
1.8	1655-1725	IATEFL Learner Autonomy Special Interest Group Open Forum (see page 87) <i>Developing autonomous and responsible students</i>
1.9	1740-1810	Coaching students to success - classroom tools and techniques Marcela Harrisberger

Learning Technologies Wednesday in Room 12

Coordinator: Sophia Mavridi

2.1-2.2	1020-1135	<i>Forum on teaching and learning online</i> Uncovering the possibilities of virtual schooling for EFL Susana Galante Interaction versus e-interaction: can you recreate classroom interaction electronically? Lowri Mair Jones Increasing engagement in online environments: goal-setting and inclusion Maggie Sokolik
2.3	1205-1250	Escape the classroom! Graham Stanley
2.5-2.6	1415-1530	IATEFL Learning Technologies Special Interest Group Open Forum (see page 115) <i>Connecting and supporting teachers in the use of learning technologies</i>
2.7	1600-1630	Video content or audio podcasts: which improves listening comprehension more? Craig Wealand
2.8	1645-1715	GUINEVERE - learn a language through games in virtual worlds Heike Philp & Letizia Cinganotto
2.9	1730-1815	Quick wins with technology in the BYOD language classroom Joe Dale

SIG Showcases

Literature

Coordinator: Rob Hill

Wednesday in Room 18 & Hall 1a

2.3	1205-1250 Hall 1a	Useful ways of using stories and poems you find Andrew Wright
2.5	1415-1445 Room 18	Asking the right questions: making and choosing effective after-reading activities Robert Hill
2.6	1500-1530 Room 18	<i>Goldilocks</i> revisited – from folk tale to picturebook in primary EFL Annett Kaminski
2.7	1600-1630 Room 18	IATEFL Literature Special Interest Group Open Forum (see page 125) <i>Connecting ELT, literature, extensive reading and the arts</i>
2.8	1645-1715 Room 18	Gilbert and Sullivan: opera, language learning and performance in Segovia John Gardyne
2.9	1730-1815 Room 18	With a little help from my (ELT) friends Chris Walklett

Materials Writing

Coordinator: Aleksandra Popovski

Thursday in Room 11b & 3a

3.1-3.2	1020-1135 Room 11b	<i>Forum on Research informing materials writing</i> Materials design in English teacher education: a neglected craft Luis Carabantes
		Corpus and CLIL: a possible integration? Andrea Geroldo dos Santos
		An evidence-based re-evaluation of second language listening pedagogy Jane Ward & Colin Campbell
3.3	1205-1235 Room 11b	Integrating soft skills in materials for early years Jen Dobson
3.4	1250-1320 Room 11b	How to survive as an independent author Robert Howard
3.6	1420-1505 Room 11b	What (SLA) principles are reflected in your classroom materials? Marina Bouckaert
3.7	1520-1550 Room 11b	IATEFL Materials Writing Special Interest Group Open Forum (see page 170) <i>Exploring ways to create better materials</i>

Materials Writing continued...

Materials Writing (continued)

- | | | |
|-----|-----------------------|--|
| 3.8 | 1620-1650
Room 11b | Adapting museum education resources for language learning
Sylvia Karastathi |
| 3.9 | 1705-1750
Room 3a | How to create interactive online tasks
Jill Hadfield |

Pronunciation

Coordinator: Catarina Pontes

Tuesday in Room 18 & 3a

- | | | |
|-----|----------------------|---|
| 1.1 | 1040-1125
Room 18 | Having fun with phonemes!
Cathy Lonngren-Sampaio |
| 1.2 | 1155-1225
Room 18 | Pronunciation in the EAP classroom: strategies for increasing integration
Gemma Archer |
| 1.3 | 1240-1310
Room 18 | Using a MOOC to teach and research pronunciation
Pamela Rogerson Revell |
| 1.5 | 1410-1440
Room 18 | Accent management: an opera singer's strategies to improve pronunciation
Simon Gfeller |
| 1.6 | 1455-1540
Room 3a | Pronunciation: muscle, mind, meaning, memory
Mark Hancock |
| 1.7 | 1555-1625
Room 18 | Affect and identity in learning, teaching and perception of pronunciation
Adam Scott |
| 1.8 | 1655-1725
Room 18 | IATEFL Pronunciation Special Interest Group Open Forum (see page 89) |

Research

Coordinators: Kenan Dikilitas & Ana Ines Salvi

Thursday in Room 22

- | | | |
|-----|-----------|--|
| 3.1 | 1020-1050 | Change in perception of teacher researcher after the research
Renu Dhotre |
| 3.2 | 1105-1135 | Enhancing the impact of written teacher research on teacher-readers
Robert Cooper |
| 3.3 | 1205-1235 | CPD through MOOCs: what teachers implement in their classrooms
Amos Paran |

Research continued...

SIG Showcases

Research (continued)

3.4	1250-1320	Challenges in ELT: a teacher association research survey in Nepal Bhim Lal Gautam
3.6	1420-1505	IATEFL Research Special Interest Group Open Forum (see page 168) <i>ELT Research</i>
3.7	1520-1550	ELT teachers' stories of resilience Gwyneth James
3.8	1620-1650	English language teachers becoming action researchers: identity negotiations Emily Edwards

Teacher Development

Coordinator: Tyson Seburn

Tuesday in Room 11b & Hall 1a

1.1	1040-1125 Hall 1a	Co-constructing teaching and learning through multimodal tasks David Nunan & Julie Choi
1.2	1155-1225 Room 11b	The Tao of teaching - professional development using ancient texts Diarmuid Fogarty
1.3	1240-1310 Room 11b	Teacher burnout: causes, effects and how to cope with it Simon Brewster
1.5	1410-1440 Room 11b	Labels are for clothes – challenging gender stereotypes in the classroom Georgie Clark
1.6	1455-1540 Room 11b	Drawing on positive psychology to support language teacher well-being Elena Oncevska Ager & Sarah Mercer
1.7	1555-1625 Room 11b	IATEFL Teacher Development Special Interest Group Open Forum (see page 80)
1.8-1.9	1655-1810 Room 11b	<i>Forum on Communities of practice through collaborative development</i> Pakistan diaries: teacher development through outreach programmes Naziha Ali Raza
		Sharing success: context is key to useful CPD Tilly Harrison
		Teachers' communities of practice: making learning impactful Daniella You

Teacher Training & Education Tuesday in Room 11a & Hall 1b

Coordinator: Burcu Tezcan Unal

1.1	1040-1125 Room 11a	Frameworks for teacher training sessions and workshops Briony Beaven
1.2	1155-1225 Room 11a	Contextualised CPD: bringing equality to teaching and professional qualifications Ben Beaumont
1.3	1240-1310 Room 11a	So what? Student-teachers' reflections on their microteaching practice Loreto Aliaga
1.5	1410-1440 Hall 1b	Connecting teacher education and teaching materials Kathleen Graves & Sue Garton
1.6	1455-1540 Hall 1b	Been teaching and teacher training for a long time? Tessa Woodward
1.7	1555-1625 Room 11a	Current challenges and strategies for devising professional development for teachers Alexsandro Silva
1.8	1655-1725 Room 11a	From EFL to CLIL teacher in Estonia: pain and gain Nina Raud & Olga Orekhova
1.9	1740-1810 Room 11a	IATEFL Teacher Training & Education Special Interest Group Open Forum (see page 91) <i>Professional learning and networking for global teacher trainers and educators</i>

Testing, Evaluation & Assessment Thursday in Room 20

Coordinators: Neil Bullock & Ceyda Mutlu

3.1	1020-1050	Improving assessments through item analysis Michael Fields
3.2	1105-1135	Peer and self-assessment at language learning classes: case study Yuliana Lavrysh
3.3	1205-1235	The effects of a self-paced listening test Alice Middelkoop-Stijsiger
3.4	1250-1320	Technology-enhanced formative feedback: a catalyst for students' self-regulation Mona Saber Ali Mersal

Testing, Evaluation & Assessment continued...

SIG Showcases

Testing, Evaluation & Assessment (continued)

3.6	1420-1505	Assessment literacy: what's in it for me? Mina Patel
3.7	1520-1550	A self-assessment tool to promote learner motivation and engagement Maria Davou
3.8	1620-1650	Assessing health professionals: what counts as effective communication? Brigita Seguis & Lynne Stevenson
3.9	1705-1750	IATEFL Testing, Evaluation & Assessment Special Interest Group Open Forum (see page 180) <i>Emerging issues in testing and assessment - have your say</i>

Young Learners & Teenagers Coordinator: David Valente

Thursday in Room 12

3.1	1020-1050	Using debates to promote critical thinking in the secondary classroom Simon Pounder
3.2	1105-1135	Early years literacy assessment: learning from the literature Matthew MacGregor-Stubbs
3.3	1205-1235	The impact of a teacher development project in South Africa Angela Govender, Jenny Joshua & Abraham Enos Dhladhla
3.4	1250-1320	Using Chilean sign language to teach English in early years Maria-Jesus Inostroza
3.6	1420-1505	Reflecting on pedagogical principles for English in pre-primary education Sandie Mourao & Gail Ellis
3.7	1520-1550	Political issues in the EFL classroom: teacher and learner perceptions Roger Dale Jones
3.8	1620-1650	Eight practical principles for managing teens Chris Roland
3.9	1705-1750	IATEFL Young Learners & Teenagers Special Interest Group Open Forum (see page 179) <i>Linking, developing and supporting early years, primary and secondary professionals</i>

Presentations

The following pages contain the details of the conference presentations:

Tuesday Pages 47 - 92

Wednesday Pages 93 - 135

Thursday Pages 137 - 181

Friday Pages 183 - 198



**Providing
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The world's most popular English language test for higher education and global migration

Visit us at stand #8 and attend the IELTS presentations:

IELTS Writing Task 1: Dealing with a 2-diagram task

10:40 - 11:25, Tuesday 2nd April

Sarah Philpot

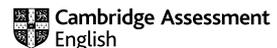
IELTS Writing tasks: Coherence and Cohesion. How can we help?

16:55 - 18:10, Tuesday 2nd April

Louisa Dunne

ielts.org/teachers

IELTS™



Use these next two pages, along with the the Presentations Section, to plan the sessions you would like to attend. Don't forget to plan a reserve session for each slot, in case your first choice is full when you arrive, and ensure you'll have enough time to get from one room to the other. Signs around the venue will help you see how long it might take you to get between the different sections of the venue.

Tuesday 2nd	07.30-18.00	Registration desk open
	08.15-08.45	"How To..." sessions
	08.30-17.30	Exhibition open
	09.00-10.20	Conference opening and plenary session by Paula Rebolledo
	10.40-11.25	Session 1.1
	11.25-11.55	Break
	11.55-12.25	Session 1.2
	12.40-13.10	Session 1.3
	13.10-14.10	Lunch
	13.25-13.35	Session 1.4
	14.10-14.40	Session 1.5
	15.55-15.40	Session 1.6
	15.55-16.25	Session 1.7
	16.25-16.55	Break
	16.55-17.25	Session 1.8
17.40-18.10	Session 1.9	
From 19.30	Evening events	

Wednesday 3rd	08.00-18.00	Registration desk open
	08.15-08.45	"How To..." sessions
	08.30-17.30	Exhibition open
	09.00-10.00	Plenary session by John Gray
	10.20-10.50	Session 2.1
	11.05-11.35	Session 2.2
	11.35-12.05	Break
	12.05-12.50	Session 2.3
	12.50-14.15	Lunch
	12.55-13.05	Session 2.4
	14.15-14.45	Session 2.5
	15.00-15.30	Session 2.6
	15.30-16.00	Break
	16.00-16.30	Session 2.7
	16.45-17.15	Session 2.8
17.30-18.15	Session 2.9	
From 19.00	Evening events	

Conference Planner

Thursday 4th	07.30-18.00	Registration desk open
	08.15-08.45	"How To..." sessions
	08.30-17.30	Exhibition open
	09.00-10.00	Plenary session by Aleksandra Zaparucha
	10.20-10.50	Session 3.1
	11.05-11.35	Session 3.2
	11.35-12.05	Break
	12.05-12.35	Session 3.3
	12.50-13.20	Session 3.4
	13.20-14.20	Lunch
	13.35-13.45	Session 3.5
	14.20-15.05	Session 3.6
	15.20-15.50	Session 3.7
	15.50-16.20	Break
16.20-16.50	Session 3.8	
17.05-17.50	Session 3.9	
From 18.45	Evening events	

Friday 5th	08.00-12.30	Registration desk open
	08.15-08.45	"How To..." sessions
	09.00-10.00	Plenary session by Lindsay Clandfield
	10.20-10.50	Session 4.1
	11.05-11.35	Session 4.2
	11.35-12.05	Break
	12.05-12.50	Session 4.3
	13.05-14.15	Closing plenary - <i>Future directions in ELT: where are we headed?</i>

Notes

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Tuesday 2 April

0730-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1730: Exhibition Open

Tuesday

0730-1730 Registration desk open

0815-0845 IATEFL How To... sessions

Room 11a
95 audience

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.

Room 11b
150 audience

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.

Room 12
190 audience

How to get the most out of this conference (with Cecilia Nobre)

This session is for new IATEFL conference participants as well as those of you who have attended many conferences ... but feel your experience could go deeper. We will analyze the programme, form learning groups for those who wish to jigsaw their conference experience, and share conference time management tips.

This session will be repeated at lunchtime.

0830-1730 Exhibition open

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

We would like to thank  macmillan education for sponsoring this programme

Visit Macmillan Education at stand 23 in the Exhibition

Tuesday 2 April

0900-1020: Opening & First Plenary Session

0900-1020 Opening Announcements and Plenary Session

Hall 1 The conference will be opened by the IATEFL President, Harry Kuchah Kuchah



Plenary session by Paula Rebolledo

Paula Rebolledo has 20 years of teaching experience and has taught at primary, secondary, undergraduate and postgraduate levels and in INSETT programmes. She currently teaches at MA level and works as a researcher and consultant. She is the former coordinator of teacher education at the English Open Doors Programme (EODP) at the Ministry of Education in Chile. Her research interests include teaching young learners, teacher education, professional development and teacher-research. For the past six years, she has been mentoring teacher-research initiatives such as the Champion Teachers programme and the APTIS Action Research Award Scheme, both funded by the British Council, and the Laureate Action Research Scheme funded by Laureate Languages. She co-authored with Richard Smith *A Handbook for Exploratory Action Research* and co-edited the *Champion Teachers Chile* and *Peru Stories of Exploratory Action Research*. She is the co-founder of RICELT, the first Chilean network of researchers in ELT.

Teacher empowerment: leaving the twilight zone

Over the past few years and in different fields, the word “empowerment” has become increasingly used in talks, papers and social media. Education, of course, has not escaped this trend and the concept is frequently mentioned as a desired outcome of any educational activity and teachers, among the lucky ones to benefit from it. However, and interestingly, the notion of empowerment is usually not defined and hardly discussed in depth. Is then empowerment such a common concept these days that needs no clarification? Or, is it that its complexity deters any further analysis? I believe the persistent calls for the empowerment of teachers demand a closer study of the process and a critical appraisal of its occurrence. In this talk, we will examine the concept of empowerment and “teacher empowerment” more specifically. I will draw on general education literature to present the different dimensions of teacher empowerment and what research findings suggest regarding its role in students’ achievement. We will then zoom in on English language teaching and look at how empowered English teachers claim to feel by sharing stories of empowerment and disempowerment. In doing so, I will invite you to reflect on enabling features, hindering factors and paradoxes identified to ultimately think of ways forward if we ‘truly’ wish teacher empowerment to leave the twilight zone.

1040-1125 Session 1.1

Hotel Suite 1
55 audience
Workshop
MaW, MD
e, le, s

"For real": authenticity, relevance and credibility in EFL course materials

Marcel Lemmens (Self-employed)

If your aim is to teach students English that motivates them to improve their language skills, your language input and tasks should be authentic, relevant and credible. In this workshop, you will be doing a few short assignments to find out what these three key concepts mean in an EFL context and how important they are for your English classes.

Hotel Suite 3
100 audience
Workshop
TD
e, a

Where is TBLT now?

Neil McCutcheon (The ELT Hub, France)

While task-based language teaching has a respected place in the history of ELT, it is nowadays less discussed as a teaching approach. This workshop aims to (re)acquaint participants with the fundamentals of TBLT, and make clear its benefits in the light of SLA research. Participants will take part in at least one task from a new 'recipe book', *Activities for Task-Based Learning* (Delta Publishing).

Hall 1a
850 audience
Workshop
MD, TD SIG
Showcase
e, le, p, s, t, a

Co-constructing teaching and learning through multimodal tasks

David Nunan (Hong Kong) & Julie Choi (Australia)

This workshop presents techniques enabling learners to invest in their own learning through multimodal tasks, based on the learners' own experiences as language learners. Two techniques, language portraits and learning trajectory grids, are described and illustrated. Participants will then have an opportunity to try out one of the techniques in relation to their own background as learner or teacher.

Hall 1b
245 audience
Workshop
LT
e, le, s

Connecting with the video generation

Michael Brand (Pearson) & John Wolf (Wroclaw University of Science and Technology)

For entertainment, interacting with friends, or just trying to make sense of the world, the medium of choice for teens is video. But once we've found a good video, what activities can we build around it? Using material from *Wider World* and other sources, we'll examine how to use video in class and as a way to connect students globally.

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Lit = Literature

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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

Tuesday 2 April

1040-1125: Session 1.1

Hall 1c
245 audience
Workshop
IPSEN
e, le, s, t, a

10 tips to make vocabulary accessible to all your students

Fiona Mauchline (Freelance)

In most teacher training courses, no matter how big or small, the focus tends to be on supporting the average learner rather than looking at techniques to make classroom activities accessible to all learners. In this dynamic workshop, we will explore 10 simple ideas from the popular *ETpedia* series that will revolutionise your approach of teaching vocabulary to SEN learners.

Room 3a
300 audience
Workshop
TTed
e, le, s, t, a

Playful - yet purposeful - reading

Paul Seligson (Freelance, Brighton, UK)

For recipe seekers! Classes often tend to drag or divide when we 'do a reading', particularly with longer texts. It can be a tough sell, particularly to students increasingly used to short-message and screen reading. An extremely practical, fun workshop offering 54 low-or-no preparation techniques, game-like tricks, and a genuine focus on reading skills, to significantly broaden our 'reading toolkit'.

Room 3b
265 audience
Workshop
LT
e, le, p, s, t, a

Learner experience design in action

Berta Rojals & Katy Asbury (ELTjam)

One of the main challenges facing ELT professionals today is how to deeply understand our learners in order to help them better. This workshop will introduce the 'Learner Experience Design Sprint', a powerful four-step process used at ELTjam to create learner-centred solutions. Get ready for a hands-on session packed with design-thinking tools and takeaways.

Room 4a
90 audience
Workshop
LT, TEA
e, le, p, s, t, a

Using augmented reality applications in classrooms

Yasmine Atwa

The presentation will explore the innovative use of augmented reality applications in creating appropriate assessment tools that would appeal to a diverse range of students. In addition, it will explore how these applications can be used during the presentation stage of lessons. It will also provide a range of suggestions for computer software programs that help create such tools.

Room 4b
90 audience
Workshop
LIT
e, le, p, s, t, a

Developing creativity and sense of identity through 'poetry of place'

Doris Suchet (Regent Oxford)

Writing one's own 'where I'm from' poems enables students to develop their storytelling skills, their creativity and their sense of self simultaneously. By making the stories personal, 'poetry of place' takes a creative writing task from an act of factual reminiscing and turns it into a powerful, often emotional and even cathartic journey of self discovery.

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 7
32 audience
Workshop **with restricted audience number**
GEN
e, le, p, s, t, a

Lost in transcription: insights from students' mishearings
Anne McDonald (Freelance)

Students' transcriptions of listening texts are a rich source of information, revealing the listening processes each individual has used to understand what has been said. In this workshop, we'll look at various examples of mishearings and identify possible causes. Finally, we'll exchange ideas on how such insights could help us develop students' listening skills.

Room 10
32 audience
Workshop
TTed, YLT
e, le, p

Storytelling and dramatization for young learners: a sample lesson
Aydan Ersoz (INGED)

This workshop is for teachers of young learners. It has three parts: first, brief information about storytelling and dramatization; second, a sample lesson based on these techniques; and finally, the reflections of the audience. The sample lesson integrates various types of activities for children. The workshop requires active audience participation.

Room 11a
95 audience
Workshop
TTEd SIG
Showcase
e, p, s, t, a

Frameworks for teacher training sessions and workshops
Briony Beaven (NILE and Freelance)

The one-off teacher training workshop or seminar continues to thrive for practical and organisational reasons despite widely acknowledged limitations. We will consider ways of overcoming some of the drawbacks and of avoiding an unprincipled, ad hoc approach to such events. Four traditions of teacher training will be surveyed and related to practical frameworks for use when planning workshops or seminars.

Room 11b
150 audience
Workshop
YLT
e, le, s

No iPads? No problem! Teaching digital literacy in low-tech classrooms
Laura McWilliams (British Council France)

Not every classroom, even in technologically-advanced contexts, comes wifi-enabled with tablets for everyone! This workshop presents a range of practical activities to engage secondary learners with the complex and challenging concepts vital to creating digitally-literate teens in classrooms, where doing it "for real" isn't always an option. Participants will try activities out, then reflect how to adapt and extend.

Room 11c
95 audience
Workshop
LA SIG Showcase
e, le, p, s, t, a

Delivering grammar in a brain-friendly way - neurolanguage coaching
Rachel Paling (Efficient Language Coaching)

I'll explain brain-friendly grammar techniques that deliver grammar without books to facilitate a better, more efficient impact following neuroscientific principles. First, understanding a coaching conversation, and the impact of our conversation on the emotional brain, and then grammar chunk-down techniques to trigger brain connections, tailor-making the process to each learner's level and ability.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Tuesday 2 April

1040-1125: Session 1.1

Room 12
190 audience
Workshop
TTed, YLT
e, le, s

Liquorice allsorts: teaching mixed-ability teenage classes

Niki Joseph (www.eflwriters.com)

This type of class is often unpopular and challenging. But how can we turn this around? In this practical workshop with plenty of activities, we'll look at strategies to engage every single member of the class. You'll leave confident that this is actually the best type of class to ensure effective learning. Participation a must!

Room 13
63 audience
Workshop
TD, YLT
e, le, p, s

Improving project-based learning through success criteria

Sam Scaife (Bell Educational Services)

This workshop will show teachers how to use success criteria to make short project-based learning experiences more significant and engaging. Formulating appropriate success criteria for project outcomes can provide learners with more clarity of learning and positively impact their motivation. Using examples from young learner summer schools, participants will receive guidance on developing and implementing success criteria together with students.

Room 14
50 audience
Workshop
GI
e, le, p, s, t, a

Ways of seeing: drawing activities as paths for deeper thinking

Emma Pratt (Frameworks Education Group)

Our short-term memory architecture can't deal with too much new information. Drawing helps slow us down and process things. In this workshop, we will look at simple, easy drawing and visual exercises we can use for focusing, settling, introducing or extending themes. We may even find a moment to be still in the conference rush.

Room 17
42 audience
Workshop
LAM
e, le, p, s, t, a

Creating a culture of feedback

Lucie Cotterill (IH British School Reggio Calabria)

Is feedback on teaching and performance within language organisations welcomed or feared? Participants in this session will be encouraged to reflect upon their own experiences of feedback and develop a new way to perceive and gather it in their own contexts, ultimately encouraging a new culture where feedback is both frequent and cherished.

Room 18
80 audience
Workshop
PRON SIG Showcase
e, le, p, s, t, a

Having fun with phonemes!

Cathy Lonngren-Sampaio (University of Hertfordshire)

Phonemic symbols need not be feared by learners (or teachers!). In this workshop, delegates will engage in practical and motivating activities designed to expose all types and levels of learners to these strange-looking symbols and thus provide them with opportunities to both improve their pronunciation and become more independent in their language learning.

Room 20
60 audience
Workshop
MD, **ESOL SIG**
Showcase
e, le, a

Exploring equality, diversity and LGBT lives: a classroom resource
Jennifer MacDougall & Francesca Stella (University of Glasgow)

Discussion around sexual and gender diversity might be considered culturally sensitive or 'too risky' for English language classrooms; ESOL materials rarely include representations of LGBT people (lesbian, gay, bisexual, transgender). Our workshop, for practitioners working with adult learners, draws on a resource discussing real stories of LGBT migrants in Scotland; it explores the practicalities and challenges of adapting the material.

Room 22
73 audience
Workshop
EAP, TEA
e, le, a

IELTS Writing Task 1: dealing with a 2-diagram task
Sarah Philpot (British Council Paris)

For some test takers, IELTS Academic Writing Task 1, describing data, is an unfamiliar exercise. Some of us are slightly uncomfortable with graphs and charts, so tasks that have two diagrams can be challenging. In this workshop, we will work through some activities designed to help test takers develop techniques to deal with this task type.

Room 23
90 audience
Workshop
EAP, LT
e, le, a

Mobile assisted language learning (MALL) and the EAP classroom
Michaela Seserman (University of Liverpool)

This workshop focuses on mobile-assisted language learning (MALL) in an EAP context. I will use PollEverywhere, Padlet, WeChat, Quizlet and Google Translate to demonstrate a range of tasks that I have used with my pre-sessional and in-sessional students. We will also discuss the effectiveness of the activities in the audience's own contexts.

1125-1155 Coffee break
Continual complimentary tea/coffee throughout the day in the exhibition hall

Is this your first IATEFL Conference?
If you have not attended an IATEFL Conference before, you are invited to visit the IATEFL stand in the exhibition during this coffee break. Come along to meet with other first-timers and start some new friendships!

1130-1150
Careers Fair
Presentation
Zone

How to make IATEFL benefit your professional development (with Bozica Saric-Cvjetkovic)
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 session 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.

Tuesday 2 April

1155-1225: Session 1.2

1155-1225 Session 1.2

Hotel Suite 1
55 audience
Talk
GEN
e, le, p, s, t, a

Teachable moments: creating them and using them

Piers Messum (Pronunciation Science Ltd)

A teachable moment is an occasion when the teacher can do something that has a good chance of leading to the 'deep' learning that we all hope for. We will examine the conditions under which teachable moments occur, and various productive ways of responding to them. Students recognise and value well-taught teachable moments. They create excellence in teaching.

Hotel Suite 3
1155-1310
100 audience
Forum
GEN

Forum on Vocabulary

The pleasure of derivation - deeper understanding creates better language skills

Richard Hillman (Bell London)

The aim of this presentation is for us and our students to derive pleasure from derivation. We will try out some vocabulary teaching techniques and activities for including some of the common word particles and the shared roots of seemingly disparate words, helping our students to see how English connects together and thereby making their learning more memorable.

New insights into teaching collocations: the spacing effect

Marijana Macis (Manchester Metropolitan University)

This presentation investigates the effect of spaced vs. massed presentation of collocations on their retention. Four experimental conditions (massed-explicit, spaced-explicit, massed-incident, spaced-incident) and a control condition were created. The results of a post-test suggest that teaching collocations explicitly in spaced sessions leads to durable learning gains. New insights into teaching collocations are discussed.

Collocation plus

James Thomas (Versatile, Czech Republic)

Collocation has been defined in so many different ways over the last hundred years that it is incumbent upon anyone using the term to provide their own working definition. This talk takes the view that some of these seemingly mutually exclusive definitions can be unified to provide both a lexical account of text and springboard for learning activities.

Hall 1a
850 audience
Talk
GEN
e, le, s

Using flipped classroom videos in ELT: some considerations and suggestions

Dave Spencer (Macmillan/Colegio Europeo Aristos, Getafe, Spain)

This session will offer some personal reflections on how and why to use flipped classroom videos in ELT, particularly in secondary education. We will contrast the use of flipped classroom videos in ELT with other subjects and suggest ways to get the most out of instructional videos with our students. The talk will include material from *Gateway 2nd Edition* (Macmillan).

Hall 1b
1155-1310
245 audience

British Council Signature Event



Is English teaching inclusive? Do we practise what we preach?

Can we say our English language teaching practices globally promote inclusive practices? We probably believe in inclusion though do we have a common understanding of what we mean by inclusion and inclusive practices? The sustainable development goal 4 aims at 'ensuring equitable and quality education and promoting life-long learning for all'. Where are we in implementing this goal? What evidence is there from current global practice that supports our ambition? The British Council believes that inclusion involves an integrated approach to policy, educational culture and classroom practice and that good practice is an ongoing process. Key issues are access, engagement, empowerment and enablement. What do these terms mean and how can they be applied? Come along to this engaging participatory session which will be of interest to us all looking to be more inclusive in finding solutions in supporting quality learning approaches in our different contexts.

Facilitator: Jean September, British Council, South Africa

Presentation by **Maha Khochen-Bagshaw**, Education consultant, UK

Followed by three short presentations responding to questions posed by Maha from:

Varinder Unlu, Coordinator of the IATEFL Inclusive Practices & Special Educational Needs SIG

Fiona Robertson, British Council, Pakistan

David Crabtree, Inclusive education teacher trainer, UK

Hall 1c
245 audience
Talk
AL
e, le, s, a

Towards a pragmatically determined approach to language teaching

Peter Grundy (Durham University)

To the extent that they accommodate pragmatic meaning at all, teaching methods typically focus on supposedly appropriate models of functional language. I want to argue the more radical position that pragmatics should determine a language teaching methodology which focuses principally on implicit meaning and think through the kinds of classroom activity that would make this possible.

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Tuesday 2 April

1155-1225: Session 1.2

Room 3a
300 audience
Talk
TEA
e, le, s, t, a

Functional. Not functional: rethinking IELTS Writing
Greg Archer (Cambridge University Press)

This talk considers how teachers can refer practically to the Public Band Descriptors and enable students to consider whether they have done enough to meet these criteria in their essays. This can be achieved through building learner awareness of sentence and paragraph functions, grammatical/lexical range, and completing a fuller planning process. This session draws on material from *Mindset for IELTS Level 3*.

Room 3b
1155-1310
265 audience
Forum
MaW, MD

Forum on Materials development

Mind the gap: materials, theory and practice
Heather Buchanan (Leeds Beckett University) & Julie Norton (University of Leicester, UK)

What role does theory play in the development of language learning materials? How are concepts such as authenticity understood and applied by different stakeholders? What challenges do writers face when operationalizing theoretical concepts whilst creating appropriate and engaging classroom activities? In this talk, we explore these issues and propose a dynamic model for theory and practice in materials development.

How (not) to jump into an ELT materials-writing project
Clare Maas (Trier University, Germany)

Based on my challenging experience of jumping into writing a textbook partway through, this talk highlights the practical information teachers, authors and editors need when starting to write ELT materials in collaboration, and especially when joining an ongoing project. It explores how this information can be clearly communicated and how to deal with problems that occur if it isn't.

Principled materials for diverse contexts and learners - future directions
Hitomi Masuhara (The University of Liverpool)

This presentation offers opportunities for the participants of diverse contexts and learners to: discuss learning principles that could be applied in their materials adaptation and development; experience through demonstration how the principles can be realised through creative adaptation of their current materials; consider future directions of teaching and materials development.

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 4a
90 audience
Talk
TEA, YLT
e, le, p

Assessing young learners: is it always black and white?
Jacque Martin (Pearson English)

Nothing divides educators more than the topic of assessing young learners. As demand for evidence of learner proficiency increases, so too does the testing culture, but is this always wrong? Using research findings behind the development of a new assessment, *Benchmark*, this session suggests that when done in the right way, for the right purpose, testing can positively impact learning.

Room 4b
1155-1310
90 audience
Forum
TD

Forum on Teachers' Associations

The role of language teacher associations in professional development
Aymen Elsheikh (Texas A&M University at Qatar)

This presentation is based on recent empirical and reflective research published in our (2018) book *The role of language teacher associations in professional development (LTAs)* - co-edited with Christine Coombe & Okon Effiong. We've been leaders of LTAs for many years and I'll show how several LTAs worldwide have been instrumental in contributing to their members' professional (and leadership) development.

Growing through reciprocity
Laxman Gnawali (Kathmandu University)

This talk will share the findings of a study on EFL teacher associations in terms of their teacher development strategies for their members. How the associations and the members operate in a reciprocal relationship, and how the growth of one side impacts that of the other will be highlighted. How the social capital builds through the reciprocity will also be discussed.

Vision and mission in English language teachers' associations
Beatrix Price (ELTE University Budapest)

This presentation aims to share some findings how English Language Teacher Associations support their members, both professionally and personally, in the course of continuing teacher development. The participants are invited to discover how motivation and vision are deeply linked with professional growth, where a positive future self-image is carefully cherished for both teachers and teachers' associations.

Room 7
32 audience
Talk
LAM
e, le, a

Giving quality feedback to teachers
Natallia Kaliuzina (Streamline Language School)

The ultimate goal of every class observation is to provide such feedback to a teacher that is qualitative and will make a difference in their teaching. In my talk, I will be sharing our school's experience in providing feedback that matters, is sought after and is highly appreciated by the teacher colleagues.

Tuesday 2 April

1155-1225: Session 1.2

Room 10
32 audience
Talk
AL, TD
e, le, ey, p

A dialogical approach to bilingual teacher identity shift **Kenan Dikilitas (Bahcesehir University)**

I'll report on a qualitative study that examines identity shifts in three preschool teachers in their journey from Foreign Language (FL) to Bilingual English (BE) teachers. The findings clearly illustrate a change in identity illustrated by the emergence of different I-positions. Implications for language teacher development are also discussed, with reference to transformative identity change processes.

Room 11a
95 audience
Talk
TTEd SIG
Showcase
e, le, p, s, t, a

Contextualised CPD: bringing equality to teaching and professional qualifications

Ben Beaumont (Trinity College London)

Popular ELT qualifications are said to have reinforced the native-speaker hegemony, using mono-linguistic assessment to judge international teaching. While such qualifications have encouraged communicative teaching practices, they have yet to address this key issue. This talk will therefore review Trinity's work in plurilingual teacher education, helping move qualification discourse beyond the native speaker issue and truly embrace contextualised CPD.

Room 11b
150 audience
Talk
TD SIG
Showcase
e, le, p, s, t, a

The Tao of teaching - professional development using ancient texts **Diarmuid Fogarty (University of Liverpool)**

The Tao Te Ching was written over 2000 years ago and yet may be just as relevant to the ELT profession as anything written by well-known ELT professionals. This talk will share some relevant insights from this ancient text and will suggest that teachers can use similar texts as a framework for their own professional development.

Room 11c
95 audience
Talk
EAP, **LA SIG**
Showcase
e, s, t, a

Teaching thinking to develop autonomous learners **An Sneyers (Ultimate Study Skills Success)**

Teaching students how to think is the key to them becoming independent learners. This talk will explore teaching 'The Funnel', a thinking model from the Ultimate Study Skills Success program, which can be used to help EAP students with ideas development in writing and discussions, a deeper understanding of text structure, and in helping students drive their own learning.

Room 12
190 audience
Talk
GI, TEA
e, le, p, s, t, a

Bringing the Common European Framework of Reference up to date **Graham Seed (Cambridge Assessment English)**

The CEFR is at the heart of language teaching, learning and assessment worldwide. A new Companion Volume (Council of Europe 2018) updates the Framework with new levels, more detail, a focus on mediation, and new contexts, including signed languages. We will look at the research behind the Companion Volume, and the opportunities it offers for the ELT profession.

Room 13
63 audience
Talk
BE, TD
e, le, t, a

Helping learners become successful international communicators

Chia Suan Chong (Pavilion ELT, Pavilion Publishing & Media)

We might speak the same language but many of us still see the world through our own filters, finding it hard to withhold judgments of ways that seem different. Based on my book *Successful International Communication*, this talk will help us reflect on how we communicate, and offer practical tools to help our students become better at communicating across cultures.

Room 14
50 audience
Talk
FD, YLT
le, p, s

Language teaching to make a difference: soft skills in action

Armanda Stroia ("Avram Iancu" School, Dej)

Are we wired to teach just hard skills or aiming higher, at empowering and transforming students' lives through early development of transferrable life-oriented skills (critical and creative thinking, problem solving, self management, etc.)? This talk offers useful insights into this challenging area, focusing on the practical tools and strategies for embedding these 21st century key employability skills into language learning.

Room 17
42 audience
Talk
ESP, LT
e, le, t

Re-examining the use of a wiki as a collaborative tool

Stella Kourieos (Frederick University)

Using a variety of data sources, the study I'll discuss re-examines the use of a wiki as an online collaborative writing tool in an English for Specific Purposes course. Findings suggest that online writing tasks supported by wikis have a great potential in promoting collaboration and forming an optimal site for L2 learning, but only if carefully designed and monitored.

Room 18
80 audience
Talk
EAP, **PRON SIG**
Showcase
e, le, t, a

Pronunciation in the EAP classroom: strategies for increasing integration

Gemma Archer (University of Strathclyde)

After an absence of many years, pronunciation is finally returning to our EFL classrooms. However, its presence within EAP is still sorely lacking. Based on a 5-week pronunciation course run during a busy pre-session programme, this presentation will share observations, strategies and techniques to help bring it back to the academic syllabus.

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

FD = Future Directions in ELT

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

Tuesday 2 April

1155-1225: Session 1.2

Room 20
60 audience
Talk
TD, **ESOL SIG**
Showcase
e, le, a

Team teaching to support refugees: experiences of MA TESOL students **Cora Lindsay & Jane Evison (University of Nottingham)**

This presentation discusses the findings from a small-scale qualitative project investigating the experiences of teachers on an MA TESOL programme in the UK who volunteered to teach refugees. It considers their knowledge of refugees, experiences of team teaching and reflections on the relationship between what they studied on the MA TESOL programme and the practicalities of classroom practice.

Room 22
1155-1310
73 audience
Forum
GEN

Forum on Graded readers

Making the most of graded readers for children **Elsa Tragant (Universitat de Barcelona) & Anna Vallbona (Universitat de Vic-Universitat Central de Catalunya)**

This talk describes a semi-autonomous reading program in which primary school learners engaged with multimodal graded readers and showed very positive attitudes towards the reading materials and the procedure that followed. How much English they learned in comparison to a control group will also be presented, as well as some general recommendations about the use of graded readers for young learners.

Extensive reading as a project-based learning kick-start **Louise Emma Potter (Teach-in Education)**

Extensive reading is not only essential for English language education, but also supports students as they glide through cultural and social aspects of each book. Using graded readers as a kick-start for project-based learning has been shown to be effective to engage and motivate students at higher levels, while using Bloom's Taxonomy to differentiate instruction as we go along.

Designing an English reader with area studies bias **Amalia Babayan (Yerevan State University)**

The talk presents an English reader - *From Taiwan with Love* - based on area studies research and discusses the potential such a reader has for boosting oral communication skills and promoting cross-cultural awareness. It examines different stages of book-writing, focusing on creative tools and solutions that would enable an average material writer or author to succeed.

Room 23
90 audience
Talk
LT, **BE SIG**
Showcase
e, le, a

Teaching business English before and after blended learning **Andreea-Katia Nechifor (Lektor)**

The topic of this talk is a tried-and-tested model for delivering English courses to in-company students in a blended format. I will outline the implications of integrating technology on planning and workload, and students' motivation and progress. I will make the case that blended learning enables trainers to personalize learning paths, and coach and mentor students even when working with groups.

1240-1310 Session 1.3

Hotel Suite 1
55 audience
Talk
TD
e, le, t, a

Through the tunnel: a way into significant learning

Vera Cabrera Duarte (Catholic University of Sao Paulo, Brazil)

This talk discusses how *Through the Tunnel*, a short story by Doris Lessing, is used as an analogy between the protagonist's experience and students' learning process experience. Discussions of the story with learners of English seem to enhance their self-awareness and willingness to learn. The interdisciplinary theoretical framework is grounded on affect and resistance to significant learning.

Hall 1a
850 audience
Talk
LT
le, s, t, a

Powering the classroom through ideas

Alex Warren (National Geographic Learning)

Getting students talking and actively engaged in classroom discussions isn't always the easiest thing. So how can we facilitate this? How can we stimulate them to actually think, ask questions and have opinions? Using National Geographic Learning's new supplementary resource and app, *Learn English with TED Talks*, in this talk we'll explore just how we can do this.

Hall 1c
245 audience
Talk
TD
le, s, a

Effective ELT for teens & young adults

Tery Lemanis (Hamilton House Publishers)

Teenagers can be a difficult and unpredictable group of learners that create many challenges in the classroom. In this session, we will look at the underlying causes for this perception and discuss proven methods to help tackle issues like lack of motivation, mixed-ability groups and developing rapport. The talk concludes with a presentation of *English Download* by Hamilton House Publishers.

Room 3a
300 audience
Talk
GEN
e, le, s, t, a

Task-based learning via online teaching?

Jane Willis (Freelance)

We will brainstorm different patterns of online language teaching, and explore how Distance Teachers can help. We will do a sample beginners task, a sequence of different task types, then see how a task-based framework, focusing first on meaning then form, can help online learners gain confidence in speaking both spontaneously and formally. A sample lesson outline will be suggested.

Room 4a
90 audience
Talk
ESP
e, le, t

The Beatles in ESP: help or hinderance

Ian Michael Robinson (University of Calabria, Italy)

Songs are often used to enliven English lessons, but can they be used too much and are they appropriate in ESP classes at university level? This presentation reports on the reaction of Italian university students to a large dose of Beatles songs being used in an English for Social Work and Sociology course.

Tuesday 2 April

1240-1310: Session 1.3

Room 7
32 audience
Talk
AL, YLT
e, le, p

Authentic language use in primary CLIL: a corpus-based analysis
Ronald Kemsies (University of Teacher Education Vienna) & Georg Hellmayr (KPH Vienna)

In this talk, we explore what primary ELT writers and CLIL teachers can draw from L1 Science primary materials regarding authenticity. Our corpus linguistic analysis has yielded context-specific language functions together with typical language exponents. These preliminary results can serve as a model for authentic language use in the CLIL classroom, especially for non-native teachers and material writers.

Room 10
32 audience
Talk
EAP, ESAP
e, t

Academic writing discourse markers: misuse and overuse by Chinese students
Neil Roberts (Bond University, Australia)

This talk presents the findings of a study that compared the use of linking words between Chinese and Australian students in an academic assignment, based on a concordancing analysis of 160 students' work. We examine the overuse and misuse of certain cohesive devices by Chinese students, and how this can cause confusion in their writing.

Room 11a
95 audience
Talk
TTEd SIG
Showcase
e, le, a

So what? Student-teachers' reflections on their microteaching practice
Loreto Aliaga (RICELT/ University of Leeds)

This presentation analyses the microteaching dimension of a postgraduate TESOL programme, which intends to integrate theory and teaching practice applied in the student-teachers' context. Based on student-teachers' voices, this data-led session discusses the role of microteachings in their future teaching, and offers suggestions for teacher education programmes to enhance the microteaching provision, reflection and meaning for student-teachers.

Room 11b
150 audience
Talk
TD SIG
Showcase
e, le, p, s, t, a

Teacher burnout: causes, effects and how to cope with it
Simon Brewster (The Anglo Mexican Foundation)

Burnout caused by work-related stress affects teachers mentally and physically. This is true in most teaching environments and can have a number of negative effects on teachers, even causing people to abandon the profession. This talk will look at the available evidence on teacher burnout and its effects and suggest some strategies in order to cope with this.

Room 11c
95 audience
Talk
TD, LA SIG
Showcase
e, le, p, s, t, a

The psychology of language learners and teachers - informing best practice
Alex Thorp (Trinity College London)

A greater understanding of how students think and learn can better equip you to fulfil your potential as a language teacher. This practical talk invites you to evaluate your own teaching and assessment practices in light of some of the key themes in educational psychology, and in turn encourage you to develop informed approaches that will enhance your teaching practices.

e = experienced audience

le = less-experienced audience

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Room 12
190 audience
Talk
TEA
e, le, a

Precision through adaptive testing: designing the Oxford Test of English
Colin Finnerty & Sarah Rogerson (Oxford University Press)

The Oxford Test of English is a new online computer-adaptive English proficiency test from Oxford University reporting at CEFR levels B2, B1, and A2. In this session, we will be exploring five key principles and concepts central to language assessment and illustrating how these have been implemented in the Oxford Test of English.

Room 13
63 audience
Talk
GEN
e, le, p, s, t, a

The long and the short of it - passives re-examined
Jonathan Marks (Freelance)

'Short' passives are used to avoid specifying a 'doer', but 'long' passives are used to highlight the doer. What do these two conflicting uses have in common? How do speakers and writers choose whether to use active or passive? How do passives fit into general patterns of information structure in speech and writing? All this - and more - will be revealed.

Room 14
50 audience
Talk
TD, TTEd
e, le, p, s, t, a

Teacher professional development through project-based learning: mission possible

Blerta Mustafa & Yllke Pacarizi (University of Prishtina)

Project-based learning can be a great alternative to the one-size-fits-all approach in teaching. This presentation shows the impact PBL had on teacher professional growth and classroom practices. The participants will gain insights into the process: benefits and challenges will be discussed and the importance of planning, collaboration and mentorship will be explored as key components in CPD.

Room 17
42 audience
Talk
GEN
e, le, t, a

Towards more effective collaborative learning: a case study
Hend Sabry Etreby (Al-Azhar English Training Centre, Cairo, Egypt)

Do groups in your classrooms collaborate as effectively as they could do? This talk describes a case study that examined how cooperative learning can be augmented in a classroom context by applying the theories developed by Kagan. Participants will learn techniques to form and manage collaborative teams, and the implications of developing these areas for students' employability skills.

Room 18
80 audience
Talk
LT, **PRON SIG**
Showcase
e, le, p, s, t, a

Using a MOOC to teach and research pronunciation
Pamela Rogerson Revell (University of Leicester)

Within the area of pronunciation, the increasing functionality and accessibility of online learning offers considerable potential to share multimodal, interactive resources with a wide, international community of online learners and researchers. In this talk, I'll consider the affordances of the MOOC 'An introduction to Applied Linguistics and TESOL', recently developed at the University of Leicester, for teaching and researching pronunciation.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Tuesday 2 April

1240-1310: Session 1.3

Room 20
60 audience
Talk
LA, **ESOL SIG**
Showcase
e, le, p, s, t, a

Exploring autonomous learning strategies that work well for refugees **Rasha Halat (Lebanese International University)**

This session presents a study that explores the autonomous learning strategies used by refugees in learning the English skills needed for their academic success at university level. Findings from a study done on refugees in Lebanon will be shared, along with implications for educators dealing with refugees with limited English proficiency.

Room 23
90 audience
Talk
LT, **BE SIG**
Showcase
e, le, a

Ensuring cultural and workplace readiness for digital language learning **Andy Johnson (London School Online)**

This presentation will examine the challenges of delivering successful digital language learning in the global workplace. I will combine cross-cultural insights with practical examples from recent client projects where we have overcome the contextual and cultural challenges unique to the individual organisations. I will share what we believe are the key considerations developing, launching and embedding digital language learning programmes.

1310-1410 Lunch break

Meet the Patron

Due to the popularity of this event, David Crystal will again be in attendance at the IATEFL stand in the exhibition during the lunch break. If you would like to say hello or have a question for David, please join him there for this great opportunity.

1325-1335
Lower Galleria

Session 1.4

Please note that today's poster presentations take place from 1325 to 1335 during the lunch break. Details are on the following pages.

1330-1350
Careers Fair
Presentation
Zone

How to move from being a teacher to becoming a teacher trainer (with Silvana Richardson)

It is often a challenge to go from being a teacher to a teacher trainer. In this session, I will describe how you can develop the skills and knowledge that you need for the role, as well as formal progression routes.

1320-1350
Room 12
190 audience

How to get the most out of this conference (with Cecilia Nobre)

This is a repeat of this morning's session, at 0815, for those who missed the first offering. Please see page 47 for details.

1325-1335 Session 1.4 - Poster presentations
(Please note this takes place during the lunch break)

Lower Galleria **For the duration of the conference, there is a Poster Forum in Lower Galleria, at the entrance to the exhibition hall.**
Please see below for the presenters who will be present at their poster during session 1.4 to discuss it with delegates and to answer any questions.

Poster 1
RES, TD

Teacher research through the lens of language teachers
Hamdan Alzahrani (University of Leeds)

My research explores the possibility of developing a contextually appropriate version of teacher research for professional development in a Saudi University Language Institute. Rather than utilising universalist TR frameworks, teachers who are interested are offered an opportunity to conceptualise TR for their own purposes, taking into consideration potential constraints to TR in their own working context.

Poster 4
EAP, TEA

EAP: the paradox of the pre-sessional course entry/exit levels
Angeliki Apostolidou (Freelance)

The conditional offer applies to students who have not met their university course entry requirements. IELTS and other standardised language proficiency tests are used as entry-level to pre-sessional courses while exit-level student performance is often measured differently. This poster questions how academic literacy can be tested in a way that allows for equally accurate language assessment.

Poster 7
EAP

Going back to the roots: showcasing a vocabulary-building class
Irina Berger (University of Denver)

Latin and Greek roots are found in 60% of all English words and 90% of technical and scientific terms, so teaching those to ESL students is literally about "teaching them to fish and feeding them for a lifetime". Learn about a successful vocabulary building class based on etymology and get inspired by innovative materials and samples of student work.

Poster 10
LT, TTEd

Digital literacies in the EFL classroom: a comparative pilot study
Claudia Burger (Goethe University Frankfurt, Germany) & Polina Shvanyukova (University of Bergamo, Italy)

The poster presents the findings of a pilot study on digital literacies (DL) conducted on a sample of German and Italian teacher education students as part of a larger research project on continuing education for EFL teachers. The study analyses the ways in which our students engage with the concept and envision the role of DL in the EFL classroom.

Tuesday 2 April

1325-1335: Session 1.4

1410-1440: Session 1.5

Poster 13
LT, MD

Joining the EdTech revolution

Anna Neil (LSI Brighton)

More and more teachers are becoming developers in their own right - self-publishing their own digital products and apps. But what if like me, you have a product idea but lack technical skills? This poster explores how ordinary teachers can get involved and bring ELT expertise into EdTech drawing from my personal experience of creating an educational app (explayn).

Poster 16
MD

Strategies of teaching English to adults with low self-motivation

Martha Ada Onjewu (Kaduna Polytechnic) & Chinelo Nwokolo (Federal University of Petroleum Resources, Effurun, Delta State, Nigeria)

Self-motivation to study English language is lacking in some adult learners, manifested through their late arrival to class on flimsy excuses or complete absence, whilst the purposes for which they need the language presupposes their fluency in it. We'll discuss how the teacher has to evolve teaching strategies that will restore learners' self-motivation to successfully master the language.

Poster 18
AL, LA

Investigating self-control strategies of university students learning English in Japan

Tatsuya Taguchi (Aichi University of Education)

Self-control, the voluntarily regulation of conflicting thoughts, feelings and actions towards enduringly valued goals, is a key to academic success, including learning English. This poster presentation will explore the use and recommendation of self-control strategies among L2 learners in English learning situations in Japan. The poster will conclude with implications for self-control practice.

1410-1440 Session 1.5

Hotel Suite 1
55 audience
Talk
EAP, TEA
e, le, t

TOEFL iBT® test resources for English language teachers

Stella Saliari (ETS TOEFL)

In this session, I will briefly describe the set of free resources that ETS has developed to help teachers effectively prepare their students to take the TOEFL iBT® test. The resources include a free MOOC course, free face-to-face workshops, recorded teacher training videos, sets of practice questions, and a dedicated website for teachers and advisors.

Hotel Suite 3
100 audience
Talk
LT, TEA
e, le, p, s, t, a

Testing as an enabler, not an inhibitor

Russell Whitehead (LT 123)

What should a good test do, and what should it enable test-takers to do? This talk describes and demonstrates an adaptive level placement test LT123 developed in collaboration with a language training group. We look at the project brief, how the test was created and how it enables learners to make informed decisions about their study choices.

Hall 1a
850 audience
Talk
MaW, RES
e, le, s, t, a

COBUILD English Usage: evolving language in a changing world
Penny Hands (Freelance)

This talk describes research carried out for the Collins *COBUILD English Usage* to establish how sociocultural changes have affected language use, both lexically and grammatically. We will examine how communication via social media increasingly blurs the lines between language varieties and register, and look at the ways in which changing attitudes towards certain social groups have affected language use.

Hall 1b
245 audience
Talk
TTEd SIG
Showcase
e, le, p, s, t, a

Connecting teacher education and teaching materials
Kathleen Graves (University of Michigan) & Sue Garton (Aston University)

Drawing on research and practice, this presentation examines three areas in which teacher educators can prepare teachers to be critical evaluators, resourceful users, and competent developers of materials: evaluating ways materials exemplify (or not) disciplinary theories; understanding how beliefs and assumptions affect materials use; and evaluating, adapting and developing context-specific materials.

Hall 1c
245 audience
Talk
TEA
e, le, p, s, t, a

How do we know what progress our students are making?
Ben Knight (Cambridge University Press) & Clare Harrison (Cambridge Assessment English)

This talk will help teachers and educational professionals to improve the way they evaluate and develop the progress of their students. From having clearer learning objectives, to automated evaluation tools, to improving approaches to feedback, the talk will bring together several different threads within a general Learning Oriented Assessment framework.

Room 3a
300 audience
Talk
GEN
e, le, p, s, t, a

Creating contexts for learners' self expression
Adrian Underhill (Freelance)

Practitioners, positive psychology, humanistic approaches and motivation studies advocate that language work should be personally significant for learners. However, the pressures of time, syllabus, coursebook, test, class size, etc., present challenges to meaningful self expression. This participatory talk focuses on creating contexts in which personal meaning and significance may be more likely to appear.

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TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Tuesday 2 April

1410-1440: Session 1.5

Room 4a
90 audience
Talk
MaW
e, le, p, s, t, a

Do we really need so many questions?

Peter Watkins (University of Portsmouth)

This talk questions some of the orthodoxies around how we exploit reading texts and, in particular, the use of standard comprehension check exercises that are a common feature of many published materials. We will consider the pros and cons of such exercises and suggest some alternatives. Some research examining reading with no explicit task will also be outlined.

Room 4b
90 audience
Talk
ESAP, LT
e, le, t, a

Creating e&m-learning materials (not just) for students of engineering

Christine Sick (htw saar-University of Applied Sciences)

Using the *Online Extensions* to the multimedia language learning program *TechnoPlus Englisch for Business English and Technical English* as an example, this talk will focus on how teachers or materials developers can use an authoring tool such as the e&mLearning Publisher to produce e&m-learning materials for various target groups in a blended learning setting.

Room 7
32 audience
Talk
RES, YLT
e, le, s

Through others we become ourselves: agency in the secondary classroom

Hendrik Dirk Lagerwaard (Pompeu Fabra University, Barcelona)

Traditional teaching methods often do not enable students to fully expand their communicative development. I'll present a PhD study that bridges the gap between research and practice, and provides practical ways to enable students to situate themselves communicatively and cognitively through mediation in order to become social agents, who fearlessly express themselves according to how they experience and interpret the communicative situation.

Room 10
32 audience
Talk **with restricted audience number**
GI, RES
e, le, t

Fostering students' intercultural development in study abroad

Pawel Sobkowiak (Adam Mickiewicz University, Poznan, Poland)

This presentation will shed light on the linkage between intercultural competence and sojourns, and will report on the findings of research aiming to check whether study abroad contributes to individuals' intercultural development. The study demonstrated that this does not happen automatically and if the capacity of student mobility is to be utilized, students have to be prepared in advance.

Room 11a
95 audience
Talk
ESAP
e, t

A case study of content-based pre-sessionals: challenges and benefits

Cheryl Greenlay (University of Leeds)

At Leeds University, the development of pre-sessionals in collaboration with academic leads is in line with current research and opens up significant teaching and learning opportunities. Given this academic context, this talk will outline the pedagogy behind content-driven course design and consider some of the challenges of implementation, focusing in particular on the role of tutors and students' perceptions.

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le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 11b
150 audience
Talk
IPSEN, TD SIG
Showcase
e, le, s, t, a

Labels are for clothes – challenging gender stereotypes in the classroom
Georgie Clark (NCG Liverpool)

The negative effects of gender stereotyping within the classroom are issues that often fly under the radar. Studies have shown that gender roles that are harmful are prevalent in most classrooms, whether in EFL schools or mainstream education. This talk will make teachers more aware of their own unconscious biases and explore ways we can challenge and change this behaviour.

Room 11c
95 audience
Talk
RES, LA SIG
Showcase
e, t

Evaluating a self-access centre: a self-determination theory perspective

Jo Mynard & Scott Shelton-Strong (Kanda University of International Studies)

Drawing on self-determination theory (Deci & Ryan, 1987) to investigate the basic psychological needs of autonomy, relatedness and competence, the presenters describe a research project that investigates students' views on whether suitable conditions exist for fostering English language use in a large self-access centre in a university in Japan. Data from 109 interviews and 290 questionnaires suggest some areas for development.

Room 12
190 audience
Talk
AL
e, le, p, s, t, a

Lessons from cognitive psychology: distributed practice and the testing effect
Neil Walker (University of Central Lancashire)

What can cognitive psychology teach us about language learning and teaching? In this talk, I will present two easy-to-use but highly effective classroom and self-study techniques which increase memory retention and learning. Giving practical examples, I will argue for the incorporation of both distributing practice and regular stress-free testing into curriculum design, teaching methodology and self-study schedules.

Room 13
63 audience
Talk
GEN
e, le, p, s, t, a

What adult learners can learn from children
Leo Selivan (Freelance)

It is commonly believed that children learn foreign languages better than older learners. Do we lose our language learning ability with age or do we change our approach to language learning? This session will explore some successful strategies child learners use, which adults (and teens) can draw on and how teachers can tap into these.

Room 14
50 audience
Talk
AL
e, le, a

Linguistic competence and successful spoken English
Christian Jones (University of Liverpool)

Linguistic competence is an important aspect of communicative ability but one which has often been researched through examining native speaker conversations. This talk will offer a different perspective by presenting results from a learner corpus of successful spoken English at CEFR B1-C1 levels. It will show how these learners demonstrate linguistic competence and the implications for language analysis and teaching.

Tuesday 2 April

1410-1440: Session 1.5

Room 17
42 audience
Talk
FD
le, t

The use of storytelling in English-medium instruction
Birgit Strotmann (Universidad Pontificia de Comillas)

Neuropsychological research has shown the effectiveness of storytelling as a technique to make content memorable and transformative. This talk will give an overview, with practical examples, of the use of storytelling techniques in EMI (English-medium instruction) contexts in different fields, relating storytelling to key elements in the relevant EMI and CLIL frameworks.

Room 18
80 audience
Talk
PRON SIG
Showcase
e, le, t, a

Accent management: an opera singer's strategies to improve pronunciation
Simon Gfeller (Regent School Cambridge)

Opera singer turned accent management coach, I will outline a three-step approach to evaluate, package and address pronunciation issues with non-native English speakers. I will also discuss how I draw on strategies and thinking tools I regularly use as a professional opera singer to foster spoken performance skills in my students.

Room 20
60 audience
Talk
RES, **ESOL SIG**
Showcase
e, a

Critical pedagogy and teacher resistance: an exploration
Steve Brown (University of the West of Scotland)

In a time where immigrants are demonised and minority rights are under threat, we might expect ELT professionals, particularly those working with vulnerable or marginalised learners, to embrace approaches that develop capacities to engage with social justice issues. In this talk, I present research which suggests that such teachers seem resistant to such approaches, and offer some reasons why.

Room 22
73 audience
Talk
IPSEN, TEA
e, le, p, s, t, a

Inclusive practices to improve fairness and performance on EFL exams
John C. Herbert (National Institute of Technology, Akashi College, Japan),
David Taquet (National Institute of Technology, Hakodate College, Japan) &
Anis Ur Rehman (National Institute of Technology, Kagoshima College, Japan)

This presentation exposes the positive impact of inclusive practices on test performance through empirical research, qualitative survey and eye-tracking analysis. The presenters will demonstrate how the altering of text formats on an error identification test can prevent certain misrepresentations of test-taker knowledge, not only for students with specific learning difficulties but also for the wider student population.

Room 23
90 audience
Talk
ESP, **BE SIG**
Showcase
e, le, a

Deconstructing TED talks to improve communication through project-based learning
Sarah Arce (ELTE International School)

Despite their good command of language structures, most of our advanced-level students in corporate training share two common concerns - poor public speaking skills and limited confidence in a variety of communicative situations at work. I'll showcase a 'TED-unlike' conference which is the project we developed to address both concerns in a real-life environment. This work covers the complete process.

1455-1540 Session 1.6

Hotel Suite 1
55 audience
Workshop
ESP, TTEd
e, le, a

Developing curricula to meet learners' objectives in professional English

Neil Bullock (English Plus Language Services)

Many teachers with learners in business English & ESP often arrive in the classroom with a coursebook and photocopies, having little connection with the real-world objectives of their learners. This workshop will give practical advice to help teachers develop more-appropriate curricula, methodology and materials that address their learner's real-world needs.

Hotel Suite 3
100 audience
Workshop
MD, TD
e, le, p, s, t, a

Re-imaging Bloom's taxonomy

Alan Mackenzie (TransformELT)

Bloom's pyramid, while useful, is problematic. It is overly hierarchical, and gives the impression of discrete levels. Re-imaging the graphic representation of the taxonomy can make it less hierarchical, acknowledge overlap between the skill levels and the inherent complexity in unravelling and developing thinking skills. We will explore the implications for this new graphic representation through analysing classroom tasks.

Hall 1a
850 audience
Workshop
YLT
e, le, p, s, t, a

Tinned tomatoes and divergent thinking: developing spontaneity, narration and language

Herbert Puchta & Jeremy Harmer (Freelance)

Studies show that students benefit from thinking divergently - outside the box. We can develop this skill by getting them to come up with unusual and imaginative narrative ideas. Join us for useful and original activities (occasionally referencing Helbling's *Story Based Language Teaching*) designed to boost student narrative talk, language ability and, importantly, classroom engagement.

Hall 1b
245 audience
Workshop
TD, **TTEd SIG Showcase**
e, a

Been teaching and teacher training for a long time?

Tessa Woodward (The Teacher Trainer Journal)

Have you been teaching and teacher training for decades, or work with those who have? Still like to learn but a bit fussy these days about professional development activities? This practical workshop will offer some thought-provoking activities to try out, ones that involve memory, a sense of humour and a wry look back at our long careers.

Hall 1c
245 audience
Workshop
GEN
e, le, t, a

Why personal is best: which personalisation activities work and why

Daniel Barber (Richmond Publishing)

Is it true that personalised learning activities outmatch tasks unrelated to learners' lives? Has personalisation become a cheapened term through misuse? This practical workshop looks at issues surrounding the term's use in ELT and what constitutes valuable personalisation approaches, focusing on meaningful practice of grammar and vocabulary. There will be examples from Richmond's young adult course, *Personal Best*, and other sources.

Tuesday 2 April

1455-1540: Session 1.6

Room 3a
300 audience
Workshop
**PRON SIG
Showcase**
e, le, p, s, t, a

Pronunciation: muscle, mind, meaning, memory

Mark Hancock (pronpack.com)

Pronunciation is part language and part skill, part productive and part receptive. This means that we must vary the way we teach it. In this workshop, I will explain how we can approach pronunciation teaching from four angles: labelled muscle, mind, meaning and memory. I will demonstrate activities for each of these from the ELTons-award winning books *PronPack 1-4*.

Room 3b
120 audience

INTERACTIVE LANGUAGE FAIR

The Interactive Language Fair is an event which is exclusive to the Annual IATEFL Conference. It will take place on Tuesday and Thursday, and this year comprises over 20 presenters from all across the world. A feast of presentations in a single interactive format, presenters have individual tables at which they will discuss a wide range of exciting topics and further explore their interests with ILF delegates through visual, online and paper-based media, as appropriate. The ILF is an excellent opportunity to both explore a wide range of topics in a short space of time, and to network with new friends and colleagues.

The presenters in today's Interactive Language Fair are:

EAP, LT

The connection between speed reading in English and Arabic

Fatma Abdelati Elshafie Mohamed (Zayed University, Dubai)

This presentation will report on a research study that aims at: investigating the connection between speed reading in English and Arabic for EAP Emirati students; discussing the impact of reading fluency in L1 and L2 on learners' performance and attitude towards reading; and suggesting a range of materials that can be used to teach speed reading.

RES, TTEd

Students write; students publish

Dario Banegas (ISFD 809)

I will share two action research projects which involved enhancing language learner motivation and English language proficiency by including authenticity of audience. In southern Argentina, teenage learners and student-teachers engaged in creative and argumentative writing processes, and their productions, were published in e-books and professional journals supported by Argentinian authorities and a teacher association.

AL

Mother tongue barrier for Bangladeshi Manipuri communities in learning EFL

Pranab Kanti Deb (Sylhet International University)

Many language experts opine that one's mother tongue plays a crucial role in teaching-learning EFL. But the Manipuri community of Mongolian descent speaks Bangla as a second language as they have a different mother tongue. This presentation will engage the audience with the study of how Manipuri people struggle and overcome barriers to learning EFL as a third language in Bangladesh.

Continued...

Room 3b	<p>INTERACTIVE LANGUAGE FAIR <i>Continued from previous page</i></p>
YLT	<p>Bringing self-reflection tasks in learning portfolios to life Azra Erdem (METU Development Foundation Schools)</p> <p>I will report the findings of an action research exploring why learners may adopt a 'reluctant' attitude towards self-reflection in learning portfolios in a K-12 setting. Based on these findings, I will provide practical tips for teachers to maximise the efficiency of self-reflection practices, through scaffolding strategies and the design of learner-based reflective tasks, to help improve learners' metacognitive abilities.</p>
FD, GI	<p>Intercultural communicative competence and language education: a much needed integration Barbara Lapornik (Liceo scientifico "France Preseren")</p> <p>This presentation focuses on the pressing need to integrate foreign language education with intercultural communicative competence. Starting with international frameworks – Unesco survey on Intercultural Dialogue, Pisa 2018 Global Competence and Council of EU's Reference Framework for Democratic Culture - I will reflect on contemporary views on interculturality and discuss ways and possibilities of implementing intercultural competence within modern language education.</p>
AL	<p>Difficulty in learning phrasal verbs: exploring a new approach Hui-ching Lin (Northumbria University, UK)</p> <p>English phrasal verbs usually involve multiple meanings and they have some potential pitfalls that cause Chinese EFL learners to have difficulty in understanding. I will demonstrate a cognitive-based approach to teach and learn phrasal verbs, and focus on discussing the benefits of adopting this approach that can help both EFL teachers and learners tackle this thorny issue.</p>
ESAP, LT	<p>Mobile-mediated flipped language learning for Korean EFL learners in college Punahm Park (Seo Kyeong University)</p> <p>I report on a study to investigate the effects of a mobile-mediated flipped learning program utilizing the KakaoTalk platform for EFL learners in a Korean university. In order to analyze students' language improvement and perceptions of mobile-mediated flipped learning, this study administered pre- and post-surveys, speaking tests and interviews with the students on their experiences of using KakaoTalk in language learning.</p>
AL, IPSEN	<p>An inquiry into successful Arab EFL learners' strategies Muhammad Amir Saeed (Dhofar University, Salalah, Oman)</p> <p>Learning and academic success are the targets of all stakeholders involved in an academic setting. Academic success with distinction is achieved by only a few students while a majority struggle to get through. I'll report on a study that investigates the strategies applied by successful Arab EFL learners to achieve success and will also inquire into the instructional methods applied by EFL teachers.</p>
	<i>Continued...</i>

Tuesday 2 April

1455-1540: Session 1.6

Room 3b	<p>INTERACTIVE LANGUAGE FAIR <i>Continued from previous page</i></p>
GEN	<p>Spaced Repetition Systems: the neuroscientific approach to vocabulary acquisition Harisimran Sandhu (Chandigarh, India) Beginning with awareness-raising on recent neuroscientific evidence that endorses learning strategies based on repetition - 'distributed learning' or 'Spaced Repetition' - over massed learning (cramming), this presentation then demonstrates why the intermediary period between reviews is critical, and how technology-based Spaced Repetition Systems (SRS) effectively factor in both the forgetting curve and the optimal set of reviews for more efficient vocabulary acquisition.</p>
TD, TEA	<p>20 years of developing and testing plurilingual competence: a remake Belinda Steinhuber & Isabella Gruber (CEBS, Austria) Yes, English and a second foreign language can be assessed in one exam. How? In this presentation, we will present the exam guidelines, sample tasks and teaching materials, all of which have recently been redesigned in line with the CEFR Companion Volume. We will also explore how plurilingual approaches can enrich language teaching in general, based on our Austrian experience.</p>
FD	<p>EFL learners' attitudes towards English medium instruction courses Hui-Ju Tsai (National Taipei University, Taiwan) The last two decades show a rise in English-instructed content-based courses for EFL students. I will present on the large-scale of quantitative study, conducted at one university in Taiwan for five consecutive years, to examine student attitude towards English medium instruction (EMI), in terms of their motivational beliefs, learning difficulties and learner autonomy.</p>
GEN	<p>Embedding core skills in the DRC's secondary school national curriculum Kaleba Walingene Joseph (Institut Supérieur Pédagogique de Bukavu) This presentation discusses the DRC's educational system and some challenges faced by the Congolese teachers of English. It also provides some case studies showing how those teachers are customizing the core skills in their curriculum. The audience can be involved in experience sharing, and can walk away being confident to use those practices in their own contexts.</p>
RES, TD	<p>A study of English language teachers' teaching conceptions and practices Pei Zhang (Tianjin University of Finance and Economics) I report on a study that aims to understand how experienced English language teachers at a Chinese university construct their classroom practices, with a particular focus on identifying the teaching principles that underlie their classroom work and the ways their principles influence their practices. Data were collected through lesson observations and subsequent interviews. Implications for language teacher education and development are discussed.</p>

Room 4a
90 audience
Workshop
IPSEN, YLT
e, le, p, s, t, a

Universal design for learning - reaching out to all learners

Mercedes Viola (4D Content English - ProEdu Educacion Inclusiva)

In this new era, we need to design our courses and classes having all our learners in mind. And all means all, not some, but all. Most of the barriers students face when learning can be eliminated with good design. Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people.

Room 4b
90 audience
Workshop
EAP, TEA
e, t

Classroom activities for developing speaking skills for academic contexts

Joanna Wrzesinska (ETS Global [TOEFL Test])

Led by a TOEFL® program expert, the workshop will provide teachers with ideas for activities that can be easily replicated in the classroom. Activities were designed to develop skills necessary to succeed in responding to academically-focused integrated tasks included on the TOEFL iBT® test and were adapted for various levels of proficiency.

Room 7
32 audience
Workshop
GEN
e, le, a

Teaching adults: making it easy with andragogical principles

Aline Dyna (Casa Thomas Jefferson)

This session presents a definition of andragogy, as well as its principles, as a tool for teaching adults more effectively and easily. I will discuss such principles' implications to the ELT classroom, and relate them to some awkward classroom moments when teaching adults, and address some difficulties teachers usually have in the classroom.

Room 10
32 audience
Workshop **with restricted audience number**
TD, YLT
e, le, p, s

How to develop positive discipline with teens and young learners

Rachael Harris (Lycee Topffer, Geneva, Switzerland)

Positive discipline is an approach based on Alfred Adler's philosophy (later published in a book by Jane Nelsen). It results in a kind but firm attitude built on mutual respect and cooperation. This workshop will present tangible, practical tools that can create a positive working environment and help solve problems in the teen and young learner classroom.

Room 11a
95 audience
Workshop
AL, TD
e, le, p, s, t, a

The four acts of language - statement, question, exclamation, command

Stefania Ballotto (Pilgrims, Canterbury, England)

This practical workshop looks at the skills of learning a language in a new way that is needed. The exercises are humorous, delightful and surprising, putting emphasis on creativity. Participants in this session will be given examples of the four acts of language which are based on a fact of grammar.

AL = Applied Linguistics

BE = Business English

EAP = English for Academic Purposes

ESAP = English for Specific Academic Purposes

ESOL = English for Speakers of Other Languages

ESOL = English for Speakers of Other Languages

ESP = English for Specific Purposes

FD = Future Directions in ELT

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

Tuesday 2 April

1455-1540: Session 1.6

Room 11b
150 audience
Workshop
TTed, TD SIG
Showcase
e, le, p, s, t, a

Drawing on positive psychology to support language teacher well-being
Elena Oncevska Ager (Ss Cyril and Methodius University) & Sarah Mercer (University of Graz)

In this workshop, we describe an online course on language teacher well-being, which we jointly developed and ran in the Republic of Macedonia. We outline the rationale for the course, which was inspired by principles of positive psychology. Participants will try out some of the course activities and we will reflect on how to integrate these into our daily practices.

Room 11c
95 audience
Workshop
LA SIG
Showcase
e, le, a

Bringing the outside in: exploiting authentic materials chosen by learners
Andy Jeffery (EC London)

This workshop will help teachers to exploit authentic materials chosen by learners based around what is being studied in class, thus bridging the gap between inside and out. Teachers will leave this session with a platform to facilitate authentic materials as a supplement to their regular class practice. The app Slack will be used to demonstrate this.

Room 12
190 audience
Workshop
TD, YLT
le, p, s, t, a

Four conditions for building classroom community
Walton Burns (Alphabet Publishing)

We all want to build community in class, but it takes more than telling jokes and doing icebreakers. I'll discuss my observation of four conditions that help build rapport and community in the classroom. Participants will try out activities from the book *Classroom Community Builders* that create those very conditions, leading to a stronger classroom community.

Room 13
63 audience
Workshop
GEN
e, le, p, s, t, a

Speaking texts: pretext, context and subtext
Lindsey Shapiro-Steinberg (Herzog Academic College)

While Krashen privileged comprehensible input (reception) in language learning, Merrill Swain emphasized comprehensible output (production). This workshop will present a three-pronged text-based model for strengthening the reading-speaking connection and will demonstrate how deliberate and repetitive reading activities are a necessary condition for the eventual production of original and meaningful utterances.

Room 14
50 audience
Workshop
GEN
e, le, p, s, t, a

Fun and benefits with The Beatles hits
Svetlana Nosyreva & Karina Malykh (Armavir State Pedagogical University)

Despite their golden jubilees, The Beatles hits are still fresh and popular. For English learners they can provide plenty of opportunities to develop one's intellectual and creative abilities. Our workshop focuses on using inspirational songs of The Beatles, such as *Hello*, *Goodbye* and *All Together Now*, in an English classroom at various levels. Sing along and learn! New ideas are here!

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room 17
42 audience
Workshop
TEA
e, le, p, s, t, a

Alternative assessment for a successful communicative classroom

Viktoryia Zelianko (Streamline Language School)

Assessing learning is essential for educational success and, ideally, assessment methods should correspond to the teaching approach being used. The aims of this workshop are to introduce you to the tools of alternative assessment, which works best for the purpose of evaluating students' communicative competence, and to practise designing and using valid, user-friendly assessment criteria for gauging students' performance.

Room 18
80 audience
Workshop
Gl, MaW
e, le, a

How to tackle gender-based issues in the ELT classroom

We'am Hamdan (British Council, Occupied Palestinian Territories)

Sparking an open and uncensored conversation about social change in male-dominated societies that often marginalise women's voices is challenging. In this workshop, I will explore methods I use with my students to encourage critical engagement with gender-based issues in Palestine. I will demonstrate how social issues, such as woman's rights and inequality, can be sensitively tackled in the ELT classroom.

Room 20
60 audience
ESOL SIG
Showcase

IATEFL ES(O)L Special Interest Group Open Forum

The ES(O)LSIG Open Forum is an opportunity for current and prospective members to meet together to discuss plans for the future of the SIG.

Room 22
73 audience
Workshop
LIT
e, le, p, s, t, a

Don't kill the book! (incorporating extensive reading into language lessons)

Natalia Ladygina (BFI, Vienna)

Do you encourage language students to read extensively? In this hands-on workshop, you will learn how to turn extensive reading into a meaningful real-life experience for students of any age. The activities, tested by teachers from five countries, prove that students can be genuinely involved and strengthen their language competence, and teachers don't have to invest extra hours into preparation.

Room 23
90 audience
Workshop
ESP, **BE SIG**
Showcase
e, le, a

Mindfulness-based interventions for Business English training

Karina Neira (Warwick Consultancy & Business English Mentoring)

Today's Business English training calls for resourceful trainers, empowered with tools and strategies to help learners get their jobs done in English effectively beyond language. In this workshop, trainers will learn how to use mindfulness in corporate sessions to help learners regulate foreign language anxiety, increase attentional skills and boost their overall performance in the business world.

Tuesday 2 April

1555-1625: Session 1.7

1555-1625 Session 1.7

<p>Hotel Suite 1 55 audience Talk EAP, RES e, le, s, t</p>	<p>Pedagogic codes and students' perceptions of an EducationUSA Academy (EAP) James Badger (Center for Language Education, University of North Georgia) Intensive summer English programs occupy a space for international secondary students to continue their academic studies during the summer weeks or months. I'll discuss the study of the EducationUSA Academy that critically examined the curriculum and instruction delivered at one US host university, and identified the international secondary students' perceptions of the pre-college academic program through student interviews and surveys.</p>
<p>Hotel Suite 3 100 audience Talk LIT, MD e, le, s, t, a</p>	<p>The free cypher - teaching creative response Camilla Heath (IVKO School, Amsterdam, The Netherlands) In this practical applications presentation, the emphasis is on how to use creative response to figurative two-dimensional artworks in order to elicit and practise speaking in the English language classroom. The activities are for teenagers, drawing on teaching experiences from cross-curricular activities practised in drama and English classes in an ESL secondary school for the Arts.</p>
<p>Hall 1a 850 audience Talk GEN e, le, p, s, t, a</p>	<p>Join and grow through ELTeCS, the network of ELT professionals Renate Marie Thummler Blum (UNAM / British Council Mexico), Abdelmajid Bouziane (Hassan II University of Casablanca) & Alexey Ulko (British Council Uzbekistan) Since its creation in year 2000, ELTeCS (English Language Teaching Contacts Scheme) has created links among teachers of English in different worldwide regions. This presentation intends to describe and evaluate this experience, sharing data findings with the audience towards future approaches responding to ELT practitioners and their professional development needs.</p>
<p>Hall 1b 245 audience Talk GEN e, le, t, a</p>	<p>Stand out with BACs International English Language Provider (IELP) scheme Paul Fear (British Accreditation Council) Learn how the British Accreditation Council (BAC) IELP scheme can provide dynamic differentiation from your competition and demonstrate that your organisation has met BAC's globally trusted and respected quality assurance standards. Access BAC's globally recognised quality mark for your marketing campaigns, raise your profile and provide assurance to prospective students that your organisation has met BAC's esteemed gold standard.</p>

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Hall 1c
245 audience
Talk
TEA, YLT
e, le, p

Collaborate, learn and develop confidence: project-based ideas for primary classrooms

Michael Tomlinson (Cambridge University Press)

Insights into young learner education show that experiencing immediate benefits of learning motivates learners to strive towards higher levels of achievement. This talk, using examples from *Power Up*, our new primary series, explores project-based ideas that lead to learner-centred lessons where children learn through collaborating with their peers on real-world 'Missions', becoming confident English speakers and learners.

Room 3a
300 audience
Talk
LA
e, le, p, s, t, a

Guilt-free teaching: when less planning leads to more learning

Katie Louise Harris (British Council, Milan)

When it comes to lesson planning, more is not always more. This talk focuses on a minimum effort, maximum results approach to preparing lessons. The aim is to present techniques and activities – including examples from Macmillan's new course *Language Hub* – that simultaneously save time and increase learning outcomes so that teachers can lighten their workload without feeling guilty.

Room 4a
90 audience
Talk
TD, TTEd
e, le, p, s, t, a

Managing individual differences in the language classroom

Carol Griffiths (TBA) & Adem Soruc (University of Bath)

Much research into language learning has concerned universal factors. However, for successful language learning, we need also to consider variables which make learners different from each other. This session will discuss a range of individual factors and present findings of a small-scale study which explored attitudes of both pre-service and experienced teachers to individual differences with implications for classroom management.

Room 4b
90 audience
Talk
LIT, YLT
e, le, p, s, t, a

Children's books are never just for children

Malu Sciamarelli (Seven Idioms)

Why should we use children's literature in the English classroom? In this session, we will look at the reasons for using it with students of all ages to learn creative uses of language and add their personal responses. Participants will do some activities including *Story Bag* used to generate interest before reading a story.

Room 7
32 audience
Talk **with restricted audience number**
GEN
e, le, t

Elevator Pitch - an innovative strategy to assess speaking

Yessica Aguilera (Universidad Tecnica Federico Santa María)

I will introduce the Elevator Pitch strategy, which consists of delivering a message clearly and effectively in a short period of time. The objective of the strategy is to present an alternative scenario to assess speaking production in the EFL learning context. ICTs are also included in this strategy as students have to present their work in a 2-minute video format.

Tuesday 2 April

1555-1625: Session 1.7

Room 10
32 audience
Talk
RES
e, le, p, s, t, a

Vocabulary learning opportunities: are coursebooks enough?
Raffaella Bottini (Lancaster University, UK)

Do learners get sufficient vocabulary exposure from coursebooks? This talk will present a corpus-based study on high- and mid-frequency vocabulary coverage in ELT textbooks. A short introduction to vocabulary knowledge and wordlists will be followed by a group discussion. Resources and practical ideas for teachers and learners will be shared.

Room 11a
95 audience
Talk
**TTEd SIG
Showcase**
e, le, a

Current challenges and strategies for devising professional development for teachers

Alexsandro Silva

In this talk, I will present our ongoing training programme at Cultura Inglesa Duque de Caxias (Brazil), considering challenges we face in our context (e.g. the high cost and/or the lack of formal training options, coordinating a largely heterogeneous group of teachers, difficulties in motivating teachers to take part in congresses and seminars) and how we respond to such challenges.

Room 11b
150 audience
**TD SIG
Showcase**

IATEFL Teacher Development Special Interest Group Open Forum

Join us at the TDSIG Open Forum where you'll meet the new TDSIG committee and learn about ways we're implementing feedback from last year's Open Forum. Along with our ongoing projects, these include our regional initiatives, scholarship and mentorship plans, new book, and new journal! Let's all connect during this short, but very meaningful TD space. Everyone is welcome!

Room 11c
95 audience
Talk
**LA SIG
Showcase**
e, le, t

Reflective learning and teaching in higher education: why and how?
Hatem Essa (Dhofar University)

This presentation reports on findings based on qualitative data collected via reflective diaries in a university in Oman. The aim was to explore students' learning experiences in relation to classes and teaching methods. The intended audiences are university and TESOL teachers and researchers. The implications of the study are intended to show the importance of reflection in teaching and learning.

Room 12
190 audience
Talk
IPSEN, MD
e, le, p, s, t, a

Raise Up! - our experience creating truly diverse ELT materials
James Taylor & Ila Coimbra (Freelance)

The aim of this talk is to share our experience in creating a truly diverse set of material to be used in ELT classrooms. We will comment on our beliefs on the benefits of having classroom materials that include all members of society, as well as on our experience in developing the book.

Room 13
63 audience
Talk
LT, TEA
e, le, p, s, t, a

Using automated scoring technologies in different learning contexts
David Booth (Pearson English)

The talk aims to contrast assessment in two different contexts of learning; academic English and the young learner classroom. The talk will report data and feedback from pilot studies that took place in China and Turkey in 2018 and show how technology, including automated scoring, is used to promote assessment and learning in these very different contexts.

Room 14
50 audience
Talk
LT, RES
e, le, t

Exploring students' use of and beliefs about technology in class

Niki Canham (University of Innsbruck)

With the growth of connected classrooms and the widespread integration of technology in learning, there is a need to understand student beliefs and classroom practices. In this talk, I present findings from a study that investigated first-semester university students' views on technology and analytics data from their laptop use in both EAP and EMI content classes at an Austrian university.

Room 17
42 audience
Talk
YLT
e, le, s

The world is our classroom: international exchange partnership schools

Young Ae Yoon (Gyeonggido Office of Education, ROK), Hyuk Ko (Goyang Middle School) & Jaeun Yang (Hanbit High School)

This talk presents how the schools of the Gyeonggi Provincial Office of Education in Korea have enhanced students' global citizenship and communicative competences through the International Exchange Partnership School (IEPS) program with schools in different countries based on online, offline or both, involving projects such as drama-based pedagogy activities and cross-cultural English projects.

Room 18
80 audience
Talk
RES, **PRON SIG Showcase**
e, le, a

Affect and identity in learning, teaching and perception of pronunciation

Adam Scott (St Giles International, Brighton)

Learners' experiences and perspectives on learning pronunciation question teachers' perceptions and offer learner-as-expert insights into this neglected research area. Learners' pronunciation viewpoints, goals and concerns foreground identity and intrapersonal barriers to learning and raise surprising issues with classroom approaches. This talk discusses research findings from UK language school learners and implications for teaching, offering practical ways to empower learners' pronunciation.

Room 20
60 audience
Talk
TEA, **ESOL SIG Showcase**
e, le, a

What are the effects of low-stakes exams?

Kathryn Sidaway (University of Warwick)

ESOL students in the UK are encouraged to take exams, usually because their course funding is linked to results. What effects do these exams have on the students' motivation? Do they all view them as low-stakes? What role does the teacher play? In my talk, I will be addressing these issues using the results of my recent research.

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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

Tuesday 2 April

1555-1625: Session 1.7

1655-1725: Session 1.8

Room 22
73 audience
Talk
LT, YLT
e, le, s

Exploiting technology in student-generated content: the teacher's role

Louis Ravanel (British Council, Sri Lanka)

I will demonstrate how teachers can facilitate a supportive learning environment, in which learners take charge and produce creative work using technology in the EFL young learner classroom. In this practical session, participants will go away with a task-based learning activity that showcases a variety of classroom interactions and responds to different learning styles through the use of technology.

Room 23
90 audience
Talk
LT, **BE SIG**
Showcase
e, le, t

You've levelled up! Motivating university students through gamified e-learning

Catherine Prewett-Schrempf & Anna Weninger (University of Applied Sciences for Management and Communication, Vienna)

This talk will show you how we incorporated gamification into an existing Business English course using the Moodle 'Level Up' plugin. Since we managed to encourage most of our students to do extra optional coursework, we will demonstrate the highlights, creative planning and lessons learned. The audience will also get to sample our gamification project themselves.

1625-1655

Coffee break

Continual complimentary tea/coffee throughout the day in the exhibition hall

1630-1650
Careers Fair
Presentation
Zone

How to move into language school management (with Andy Hockley)

This session will look at starting the transition from teacher to manager - including reasons why you might think about making that move, ways of developing to prepare yourself to take on new responsibilities, and issues that you might want to be aware of. Come and see what is involved.

1655-1725

Session 1.8

Hotel Suite 1
55 audience
Talk
LA
e, le, p, s, t, a

Learning through connecting: contributions from cognitive linguistics

Sarn Rich (Canterbury Christ Church University)

In cognitive linguistics, language features - grammatical, lexical, phonological or discoursal - are not arbitrary and autonomous, as suggested by traditional language 'rules', but take the forms they do for reasons which are open to exploration and discovery, connecting with our physical experience and with other areas of mental activity. This talk considers how this understanding can enhance learning in practice.

Hotel Suite 3 1655-1810 100 audience Forum ESP	<p>Forum on ESP course design</p> <p>Evaluating and designing materials for an ESP YLs Football course Magdalena Salawa (Self-employed)</p> <p>This talk explores the development of printed materials for a Football English course from a practical point of view. It includes the reasons for ESP materials development, the value of authentic materials, the development of in-house materials, and the corresponding implications for the ESP practitioner. Sample activities are commented on so as to exemplify the issues raised.</p> <p>Assess Well - a vocational English course for the wellness sector Julie Humble (International Academy, University of Wolverhampton)</p> <p><i>Assess Well</i> is an EU-funded Erasmus+ project developed for employees in the wellness sector whose first language is not English. The aim of this talk is to present the rationale for the project and provide an insight into the project outputs, i.e. curriculum, media-based resources, assessment tool and training concept, including mobility in the UK.</p> <p>Creating an effective online workspace using Padlet Olga Stolbova (Freelance)</p> <p>I will look at how teachers can effectively integrate an online resource, like Padlet, into their teaching and use it as an online platform for their classes. I will present the online course 'English for HR', which I made with a colleague on Padlet, and demonstrate how we created an interactive, learner-friendly environment and promoted learner autonomy.</p>
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Hall 1a 1655-1810 850 audience Panel discussion RES, TD e, le, p, s, t	<p>Teacher agency and English language teaching in difficult circumstances Harry Kuchah Kuchah (University of Leeds), Richard Smith (University of Warwick), Rama Mathew (Delhi, India), Amol Padwad (Ambedkar University Delhi) & Prem Bahadur Phyak (Tribhuvan University, Nepal)</p> <p>This panel discussion will revisit and re-examine the notion of difficult circumstances in ELT, on the basis that the challenges to language education in developing countries still need to be given greater consideration in mainstream ELT. The panellists will also present and discuss various practical initiatives which relate to developing teachers' own agency to address difficult circumstances in sustainable ways.</p>
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Hall 1b 245 audience Talk LIT, YLT e, le, p, s, t,a	<p>Don't refresh the page, refresh yourself - reading in digital worlds Philip Warwick (Pearson English)</p> <p>Replacement and enhancement are norms in a digital world, but isn't there a danger that some fundamentals get left behind? Extensive reading can really help students expand their word knowledge, improve writing and grammar scores and lead to a richer vocabulary. Let's look at the role of ELT Graded Readers in the 21st century classroom.</p>
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Tuesday 2 April

1655-1725: Session 1.8

Hall 1c
245 audience
Talk
MD, YLT
e, le, ey, p

Developing life skills and learning through play

Delia Kidd & Roxana Herescu (Cambridge University Press)

We know from extensive research that play benefits humans throughout childhood and beyond, helping to develop important life skills such as collaboration, communication and critical thinking. This talks centres on the value of play in learning and development and asks the question: how can we make provision for it in the primary ELT classroom?

Room 3a
1655-1810
300 audience
Forum
TEA

Forum on IELTS writing

IELTS Writing tasks: coherence and cohesion. How can we help?

Louisa Dunne (Paris)

This talk will look at the different elements of coherence and cohesion that are assessed in IELTS Writing tasks. We will discuss how we can build our students' awareness of these different aspects and work through some practical classroom activities aimed at helping students improve the coherence and cohesion of their writing in IELTS.

Developing writing skills for IELTS Writing Task 2 through debate

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

We will demonstrate how teachers can use debates in order to prepare students for IELTS Writing Task 2 in a university environment. We will talk about the argumentation theory and its integration into IELTS preparation. We will show students' essays before and after they took debate classes and share practical recommendations.

Tips for lower-level IELTS writing

Lewis Richards (LSI Portsmouth)

This talk will provide a series of practical tips, exercises and lesson ideas for teaching IELTS at around 5.0. It will demonstrate some step-by-step techniques that help students to achieve a 5.0-5.5 in both task 1 and task 2, and some overall strategies for this teaching this level of IELTS student.

e = experienced audience

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Room 3b
1655-1810
265 audience
Forum
YLT

Forum on Teaching teens

Building self-confidence in teenagers: activities with purpose **Sofia Leone (British Council, Naples)**

This presentation looks at motivational activities to use in order to build a positive and empowering teenage classroom. Participants will actively take part so that they can go back to their teenage classes armed with engaging tasks and positive vibes, ready to inspire and be inspired. It is time to teach the teens, not the coursebook.

Do role-play games work with teens? **Elena Peresada (StudyCraft)**

Teachers of English often use role plays. They assign students roles - a waiter, customer, doctor or patient. Such role plays are very useful for speaking, but teens are unlikely to get involved in them. In my talk, I'll give a few ideas how to introduce role plays to a teenage class and how to turn them into role-play games (RPGs).

Engage the disengaged - movement games for kids and teens **Dominik Szulinski (Maria Konopnicka Primary School in Lubiejewo)**

In this talk, attendees will discover scientific evidence behind using movement games, look at the analysis of a survey conducted among 200 Polish students, discover new methods on how to motivate students to participate in games, and expand their repertoire of practical games to engage their learners through movement.

Room 4a
1655-1810
90 audience
Panel discussion

Hornby scholars' presentation: Addressing challenges in especially resource-poor contexts in the Global South

Laurent Ahishakiye, Muhammad Fitri Bin Ahmad, Parwiz Hussain, Victoria Inwang, Fareeha Manzoor, Marwa Masood, Elyanora Menglieva, Alex Diko David Morjakole

This presentation starts from the assumption that in order to solve educational problems, you first have to understand their true nature. Each scholar will report on how they have explored a specific issue arising from a lack of resources in an institution or area of their home country. They will describe the context, discuss the data that they obtained and suggest possible ways forward. Facilitated by Martin Lamb, University of Leeds, UK

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Room 4b
1655-1810
90 audience
Forum
EAP

Forum on Peer review for writing

Peer editing of students' written essays: a deeper look

Sanaa Abdel Hady Makhoulouf (The American University in Cairo)

Many studies have covered the effects of peer editing on students' writing. I report on a study that compares the effects of giving or receiving peer feedback on students' essays. Results showed that receivers of peer feedback scored higher on their second drafts than the givers of peer feedback. Analysis of the results and a deeper look into peer editing will be discussed.

The effectiveness of peer feedback in the EAP classroom

Panagiota Tzanni (University College London)

Peer feedback is widely used in the EAP classroom, especially in writing essays. This presentation will evaluate whether or not peer feedback is effective in that context, using authentic materials/handouts that were used last summer at the pre-session course at UCL, along with a survey conducted among 69 students, measuring their perceptions on the effectiveness per se.

Rethinking peer review with Google Tools for Education

Ana Netto & Barbara Pinto Duarte (Casa Thomas Jefferson)

This talk will focus on the adaptations made to our writing program while trying to integrate Google Tools for Education and peer review tasks. In the process of not merely substituting screens for paper, but augmenting the experience, we had to reevaluate our lessons and beliefs regarding how students relate to their writings and to peer feedback.

Room 7
32 audience
Talk
FD, RES
e, le, t

Inquiry-based English learning in Bangladesh higher education: where to start?

Md Golam Jamil (Solent University)

In my talk, I will share the findings of my recent research which has identified several preparation areas for embedding inquiry-based English learning in Bangladesh higher education. I will analyse the stakeholders' attitudes and readiness, particularly in the areas of critical thinking, interdisciplinary knowledge and communication. The findings are context-rich thus transferrable to similar English language teaching environments.

Room 10
32 audience
Talk
TEA, YLT
e, le, s

Assessing pupils' entering behaviour for productive skills using benchmark texts

Vanessa De Wilde & Geert De Meyer (Artevelde University College Ghent / Ghent University)

In this talk, we will present the findings of a research project in which we have developed a placement test for pupils who start English lessons in secondary school. We will focus on the tasks developed to assess productive skills and, in particular, on the way teachers can correct pupils' tasks in an efficient yet reliable manner by using exemplars.

Room 11a
95 audience
Talk
TD, TEd SIG
Showcase
e, le, s, t, a

From EFL to CLIL teacher in Estonia: pain and gain

Nina Raud & Olga Orekhova (Narva College of the University of Tartu)

This talk focuses on the challenges (pain) and the first outcomes (gain) of retraining EFL teachers in Estonia to become CLIL teachers in English. By looking at the case study of Narva schools (Estonia), participants will learn about the stages of EFL teachers' professional development in CLIL, from both teachers' and teacher trainers' perspectives.

Room 11b
1655-1810
150 audience
Forum
TD SIG
Showcase

Forum on Communities of practice through collaborative development

Pakistan diaries: teacher development through outreach programmes
Naziha Ali Raza (Lahore University of Management Sciences)

This presentation reports on a volunteer teacher development initiative in Pakistan, started by a group of TEFL friends in the Middle East. In elaborating on the 7-year journey, I will share some exciting insights about the significant difference that outreach efforts are making along with new developments and the opportunity to participate.

Sharing success: context is key to useful CPD

Tilly Harrison (University of Warwick)

When teachers get together, the focus tends to be on problems and issues that they all share. This talk will report on workshops for English teachers held in Ghana in 2018 using a model of CPD which keeps the emphasis firmly on positive stories. The results were context-specific solutions and a growing optimism and resilience to inevitable difficulties.

Teachers' communities of practice: making learning impactful

Daniella You (Cultura Inglesa Sao Paulo)

This talk aims at outlining how teachers' learning communities - such as collaborative planning, forums and webinars among others - can empower teachers and increase their engagement with CPD through informal learning. These initiatives can foster changes in classroom practice and promote a more positive learners' perception of learning, when teachers' learning is made more visible.

Room 11c
95 audience
LA SIG
Showcase

IATEFL Learner Autonomy Special Interest Group Open Forum

Developing autonomous and responsible students

Come to the LASIG Open Forum to meet other colleagues interested in supporting their students' autonomy. It is also an opportunity to meet members of the SIG committee and talk about past, present and future SIG activities. You don't need to be a member of the SIG to join the Open Forum.

Room 12
1655-1810
190 audience
Forum
LT

Forum on Online student engagement

Collaborative learning through Mendeley: effectiveness and students' attitude towards it

Maysa Banat (Rafik Hariri University)

I'll discuss research that investigates if well-planned collaboration for group projects using *Mendeley*, an online reference management and academic networking platform, positively contributes to students' research, note-taking and collaboration skills. I employ a mixed-method approach and use different data-collection methods. Findings are analyzed quantitatively and qualitatively and recommend using *Mendeley* as a collaboration, note-taking and resource discovery tool in writing classes.

Enabling learner engagement in online classes for successful course completion

Rajul Goveas (British Council)

After dealing with workers, shirkers and lurkers in the British Council's myEnglish online course, I seriously looked at engaging learners during these six weeks and taking them through it successfully. You will take away practical ways to work with learners throughout their online course and some best practices to help stragglers get back on track to achieve learner retention.

Using analytics to assess student engagement and enhance student success

Esin Caglayan (Izmir University of Economics, Turkey)

Due to the benefits of sharing materials, grading assignments, and communicating synchronously/asynchronously, LMSs are widely used to support classroom teaching. This presentation shares insights into learners' online class engagement and its relationship with their success, based on learning analytics data mined from the LMS. Implications of the use of Learning Analytics as a way to enhance learning will be discussed.

Room 13
63 audience
Talk
GI, TEA
e, le, p, s, t, a

Using the Common European Framework of Reference in Malaysia

Graeme Harrison (Cambridge Assessment English)

How can the Common European Framework of Reference help national governments to deliver lasting improvements in language teaching and learning? This presentation will review progress on Malaysia's curriculum alignment, which forms part of Malaysia's national Roadmap for Education, and show how expertise from the UK ELT industry is supporting national education reform.

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Room 14
50 audience
Talk
LT
e, le, p, s, t, a

Enhancing exam preparation with digital tools
Evgeny Usachev (Moscow International Academy)

One of the major challenges that English teachers face these days is how to use technology to help students achieve the best results in high-stakes language exams. In this talk, we will look at some digital tools and solutions that can utilize the power of technology in efficient exam preparation.

Room 17
42 audience
Talk
RES, TEA
e, le, s

Films in English language teaching: from classroom methodology to testing
Jan-Erik Leonhardt (Johann-Wolfgang-Goethe University, Frankfurt, Germany)

Films have gained great importance in the EFL classroom. Consequently, this talk will review present research on film literacy in the light of up-to-date classroom methodologies. The talk will feature my own research study on developing a large-scale assessment for film literacy in German schools. I will focus on its early but critical stage, the completion of the test development.

Room 18
80 audience
PRON SIG
Showcase

IATEFL Pronunciation Special Interest Group Open Forum

Join us in our Open Forum to discuss how pronunciation can always have an active role in our lessons. We will talk about how materials can be adapted and integrated to make sure pronunciation is consistently dealt with, and we will also discuss the roles of teachers and learners in adding purpose to the work done in class. All are welcome to join us, where you'll also find out more about the SIG.

Room 20
60 audience
Talk
TTed, **ESOL SIG**
Showcase
e, le, t

Culturally and linguistically diverse pedagogical content knowledge in teacher education

Elizabeth Franklin (University of Northern Colorado)

This talk discusses a five-year teacher education project that prepared pre-service teachers to teach mathematics, science and academic language in English to immigrant, migrant and refugee children in elementary schools. I will provide an overview of the project, a brief summary of findings, and an annotated list of the most effective instructional strategies.

Room 22
73 audience
Talk
LAM, TD
e, le, p, s, t, a

The purple pen of progress

Katherine Martinkevich (British Council Ukraine)

Why do students leave? And why do they stay? If student surveys point to sense of progress as one of the biggest factors, academic management has to take notice. This talk will describe a teacher training and development scheme, implemented at the British Council Ukraine, to increase student satisfaction through giving them a greater sense of progress.

Room 23
90 audience
Talk
ESP, **BE SIG**
Showcase
e, le, a

Error correction in Business English in the BELF paradigm

Virginia Lopez Grisolia (APIBA BE SIG)

With business exchanges in international settings occurring mostly among non-native speakers, it is time to revisit the role of error correction in spoken discourse. To that effect, I conducted a study to find out what Business English teachers' perceptions of errors are. Has the Business English as a Lingua Franca perspective changed their views at all?

Tuesday 2 April

1740-1810: Session 1.9

1740-1810 Session 1.9

Hotel Suite 1
55 audience
Talk
ESAP, ESP
e, le, a

Parallel language use OK - but what about the admin staff?

Pete Westbrook (University of Copenhagen)

As a result of internationalisation, both Danish and English have equal status as working languages at the University of Copenhagen. Administrative and technical staff are now finding that they need to communicate with international students and staff in English. This presentation looks at how a language centre at the university is meeting the challenges that these groups of staff face.

Hall 1b
245 audience
Talk
RES, TEA
e, le, p, s, t,a

Teachers, learners and materials writers: best practices for exam preparation

Niall Curry (Cambridge University Press) & Tony Clark (Cambridge Assessment)

Language exams can be stressful for everyone involved. The 'trick' is to produce dynamic and engaged learning, equipping students with language, format familiarity, emotional intelligence and learner autonomy. With examples from Cambridge Exams Publishing materials and classroom research, we present research-informed recommendations for exam classrooms, demonstrating how we can help minimise anxieties and develop mind-sets that guide learners towards success.

Hall 1c
245 audience
Talk
LT, MD
e, le, s, a

LearnEnglish skills materials - for the mobile generation

Joanna Budden & Kevan Cummins (British Council)

The number of learners accessing the British Council's LearnEnglish website on mobile devices is now over 40 per cent and growing steadily. This presentation will look at the new reading, writing and listening skills material, which offers practice activities for the mobile generation that reflect both exam tasks and real-life language usage.

Room 7
32 audience
Talk
GI, TD
e, le, p, s, t,a

Teaching for life

Maria Estela Ribeiro Jardim Rondon (Freelance)

In this presentation, we will reflect on the importance of talking about social issues like inequality in the classroom. It is necessary to raise students' awareness by creating an environment and a space for them to understand and express their opinions. Examples will be shown of how to help them have empathy and feel motivated to think of solutions.

Room 10
32 audience
Talk
ESP
e, le, a

Skies without borders: is Aviation English an ELF context?

Natalia Guerreiro (Brazilian Air Force)

Pilots and air traffic controllers worldwide are required to prove a minimum level of proficiency in the English language to communicate with one another. What is this use of English like, however? In this talk, participants will be invited to reflect on the extent to which Aviation English shares the characteristics of other English as a Lingua Franca contexts.

Room 11a
95 audience
TTEd SIG
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 new 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.

Room 11c
95 audience
Talk
LA SIG
Showcase
e, le, a

Coaching students to success - classroom tools and techniques
Marcela Harrisberger (Prime English)
How can we help adult students achieve better learning results using coaching tools in the classroom? This talk aims at exploring a well-known coaching method and some tools specially adapted to be used in this context, to help students uncover their real learning goals and to support them to become more disciplined and engaged in their own learning process.

Room 13
63 audience
Talk
MD
e, le, p, s, t,a

ELT coursebooks and the perpetuation of ageist stereotypes
Heloisa Duarte (Freelance)
In this talk, we will analyse images used in ELT coursebooks to portray the elderly that may echo and/or reinforce ageist stereotypes. We will also briefly examine the effects these images may have on learners, as well as suggest ways through which images could be used to instil in learners a positive view of ageing.

Room 14
50 audience
Talk
TD, TTEd
e, le, p, s, t,a

Neuroeducation: multiple dimensions of the executive functions in the classroom
Andreia Fernandes (EDIFY)
Education, psychology and neuroscience are the pillars of neuroeducation that help us understand the learning process of an additional language. This talk aims at describing both how the human brain makes use of the executive functions to maintain an appropriate solving set for the success of a goal and how teachers can promote executive function in the classroom.

Room 17
42 audience
Talk
ESAP, LA
e, le, p, s, t,a

Project-based learning meta modern environment in foreign language teaching
Inas Kotby (American University Cairo, Modern Education American School)
I will guide teachers on how to use project-based learning (PBL) in classroom teaching by sharing work done with grades 11/12 students on 12-week projects, which focused on core subjects, linking them to real world challenges. I will present PBL steps and analysed samples of problems students worked on: inquiries, reflections, analysis, simulations and presentations to public audiences.

Room 18
80 audience
Talk
LT
le, p

Student empowerment through the integration of virtual reality
Maria Belen Albarracin Fernandez (Bayard School)
How can we integrate existing VR material in the classroom to foster language learning in primary education? What material is available for teachers and what technology is required to take the leap? This talk shows how to adapt VR material for young learners and how to engage and empower 21st century students through peer-teaching to achieve varied learning outcomes.

Tuesday 2 April

1740-1810: Session 1.9

1930-2115: Evening events

Room 20
50 audience
Talk with
**restricted
audience
number**
IPSEN, TD
le, p, s, t, a

Supporting SEN learners in the language classroom: tips for teachers
Agnieszka Dudzik (Medical University of Bialystok, Poland) & Agnieszka Dzieciol (University of Bialystok, Poland)

Teaching students with special educational needs (SEN) can be a challenging task for many language teachers. In order to offer their learners effective support, they need to have a profound understanding of individual needs and adapt their teaching methods adequately. This talk aims to introduce a number of teaching strategies to address the needs of SEN students in EFL courses.

Room 22
73 audience
Talk
LA
e, le, a

Communication with AI in an EFL context in Japan
Makiko Abe (Tokyo Fuji University, Japan)

This presentation will report how Siri, a virtual assistant pre-loaded on iPad, helped Japanese university students learn English. In Japan, learners of English have few opportunities to speak in English outside the classroom. The results of questionnaires administered to the students indicated that practising to communicate with a 'native' speaker (Siri) reduced their anxiety about speaking English.

Room 23
90 audience
**BE SIG
Showcase**

IATEFL Business English Special Interest Group Open Forum

We mean business!

We will start with a short presentation explaining what BESIG is about and what it has to offer. This will be followed by an informal meet and greet where you will have the chance to enjoy drinks and snacks while networking with fellow business practitioners from around the world. See you there!

1930-2115 Evening events

The C Group - Creativity for Change in Language Education General Meeting

1930-2030 in Room 12

We will be meeting to report on what has been done since last year in Brighton and to discuss possible initiatives for the coming year. We will also present the group, its goals and current activities. Existing C Group members are asked to contribute actively. If you are not a C group member, come anyway and find out more about the group. All are welcome!

IATEFL International Quiz

1930-2115 in Room 3a

The popular quiz is back again! A multimedia extravaganza under the management of Gavin Dudeney. You'll need a global team (you can come along and join one on the night!) with diverse interests and knowledge, a sense of humour and a desire to meet new people, have some fun, network and work together to score more points than any other team. Music, fun... and the chance to be crowned quiz champions of Liverpool 2019.

Wednesday 3 April

0800-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1730: Exhibition Open

Wednesday

0800-1730 Registration desk open

0815-0845 IATEFL How To... sessions

Room 4a
90 audience

How to reflect on research talks at the conference (with Daniel Xerri)

In this session, we will explore how 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.

Room 11a
95 audience

How to use social media effectively - at IATEFL and beyond (with Mike Harrison)

Social networking affords great opportunities to connect with ELT professionals around the world, but it can be difficult to know where to start. We will look at how to use social media - focusing on Facebook, Twitter and blogs - for your personal ELT development at IATEFL and beyond.

Room 11b
150 audience

How to write a review for publication (with Diane Malcolm & Carol Everhard)

Writing for publication can seem like a considerable challenge to the novice or uninitiated. In particular, producing an appraisal of someone else's volume of writing or edited contributions can seem like an ambitious project. This session will outline why writing a review is a good idea and will prepare you for the likely difficulties and snags you will encounter, but also highlight the advantages that you are likely to gain from the whole reviewing experience.

Room 12
190 audience

How to write successfully for IATEFL Conference Selections (with Tania Pattison)

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 on how to prepare your report, will show examples of past submissions that were accepted for publication, and will answer any questions you have.

0830-1730 Exhibition open

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We would like to thank  macmillan education for sponsoring this programme

Visit Macmillan Education at stand 23 in the Exhibition

Wednesday 3 April

0900-1000 : Plenary Session

0900-1000 Plenary Session

Hall 1

Plenary session by John Gray



John Gray is Reader in Languages in Education at UCL Institute of Education, University College London. His research interests are in the global spread of English and its promotion and marketization in late modernity, as well as issues of gender and sexuality in language teaching and beyond. He has published in *Applied Linguistics*, *ELT Journal*, *Gender and Language*, *Language and Intercultural Communication*, *Language Teaching Research* and the *Journal of Multilingual and Multicultural Development*. He is the author of *The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook* (2012) and the edited volume *Critical Perspectives on Language Teaching Materials* (2013), both published by Palgrave Macmillan. He is also co-author of *Neoliberalism and Applied Linguistics* (2012), published by Routledge and written with David Block and Marnie Holborow, and of *Social Interaction and English Language Teacher Identity* (2018), published by Edinburgh University Press and co-authored with Tom Morton.

Gender and sexuality in ELT – inclusive education vs. queer pedagogy

After more than half a century of profound social change and legislative reform across much of the world, issues of gender and sexuality remain problematic in English language teaching and in education more generally. Despite limited progress in certain domains, English language teaching materials, English language tests and many teacher education courses continue to reproduce and reinforce heteronormativity – referred to by Deborah Cameron and Don Kulick (2003: 55) as ‘those structures, institutions, relations and actions that promote and produce heterosexuality as natural, self-evident, desirable, privileged, and necessary’. Such a situation denies recognition to those students who are gender and sexuality non-conforming, ignores those who are questioning their gender identity or their sexual orientation, and fails to educate all about the complexity of the world in which we live.

In this talk I explore some of the reasons behind this state of affairs and I look at ways in which it has been suggested this can be remedied. On the one hand, there is the case for *inclusive education* in which recognition is accorded to previously erased groups. Drawing on examples of how this has been done, I will suggest that there are pitfalls to such an approach being thoughtlessly applied – as the appearance of terms such as homonormativity, homocapitalism, homonationalism and pink-washing reveal. On the other hand, there is the more radical case for *queer pedagogy*, which I will argue is congruent with the principles of critical pedagogy and a view of education as ‘the practice of freedom’ (hooks, 1994). Paradoxically, this approach may be more appropriate for teachers working in those parts of the world where inclusivity is taboo.

Cameron, D. & D. Kulick (2005) *Language and Sexuality*. Cambridge: Cambridge University Press

hooks, b. (1994) *Teaching to Transgress: Education as the Practice of Freedom*. London: Routledge.

1020-1050 Session 2.1

Hotel Suite 1
55 audience
Talk
TEA
e, le, s, t

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 hardly ever consider individual differences of students. In this talk, I will outline the ways to adjust the test level that help to deal with negative affective filters in a mixed-level class and thus maintain learner motivation and promote proper learner development.

Hotel Suite 3
100 audience
Talk
TD, TTEd
e, le, p, s, t, a

Preparing for impact: moving towards more learner-focused teacher training

Thomas Beakes (Bell)

How can we increase the impact of our training interventions on the people who matter most: the teachers' students? Aimed particularly at trainers of short, one-off courses, this talk explores evidence-based strategies we can use to increase the impact of training interventions, such as using social media and building in reflection time.

Hall 1a
850 audience
Talk
GEN
e, le, a

A very good place to start. Lessons from teaching beginners

Andrew Walkley (National Geographic Learning)

This talk discusses the current uniformity in beginner-level material, which belies the realities of many low-level classes. I will discuss the underlying dogma this reveals and the impact on teaching and learning. Based on classroom observations and my own teaching and writing, I suggest some alternative directions and how these lessons are relevant to higher levels too.

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TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Wednesday 3 April

1020-1050: Session 2.1

Room 1b
1020-1135
245 audience
Forum
LA

Forum on Autonomous listening

Teaching metacognitive strategies to improve students' listening skills **Enrique Barba & Josefina Santana (Universidad Panamericana)**

Listening is an important source of input for language learners. It is also a difficult skill because the amount and speed of the language are out of the listener's control. This talk will briefly discuss how metacognitive strategies can decrease anxiety and increase listening comprehension. Participants will practise identifying and developing pre- and post-listening metacognitive strategies.

The abracadabra of listening

Analia Duarte (Universidad de Belgrano)

Business English implies coordinating actions with others to get things done. Language is not within us but among us. We will explore the ontological equation 'listening = perception + interpretation' and work on tools to bridge the gap between what is said and what learners hear, with the intention of sensitizing them to what it implies to be conversational beings.

Academic Listening Circles: developing autonomous listening

Kerstin Okubo (University of Toronto)

EAP learners often struggle with contextualized listening, due to an inability to connect new information to old information as well as difficulty following cues and making predictions. In this talk, we will explore how to use Academic Listening Circles to engage learners in developing their contextualizing and prediction abilities, thus moving them closer to autonomous listening and deepened comprehension.

Hall 1c
245 audience
Talk
TD, TTEd
e, le, p, s, t, a

U.S. Department of State worldwide English language programs

Jen MacArthur (U.S. Department of State, Regional English Language Office Belgrade)

Learn how U.S. Embassies around the world work with partners to support English language teaching and learning at all levels, including engagement with students, pre-service teacher education, in-service teacher development, and English for Specific Purposes. Opportunities include exchange programs (for U.S. and non-U.S. citizen educators), online professional development courses, local events and strategic initiatives, and sustainable partnerships.

Room 3a
300 audience

Question & answer session relating to Paula Rebolledo's plenary session

If you attended Paula Rebolledo's plenary session yesterday on *Teacher empowerment: leaving the twilight zone*, 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 Paula's plenary talk.

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

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Room 3b
265 audience
Talk
GEN
e, p, s, t, a

Change is inevitable, growth is optional
Rachel Jeffries (Cambridge University Press)

This talk looks at how we can bring more creativity to ELT by broadening out the range of voices that influence innovation in our profession. We will look at changes that are happening now, and at examples of creative innovations from teachers and writers around the world, and discuss how we can become global influencers ourselves.

Room 4a
90 audience
Talk
LAM
e, le, p, s, t, a

What about us? Managers' CPD
Jenny Johnson (ELC Eastbourne)

One of an academic manager's greatest concerns is facilitating continuous professional development (CPD) for our teachers. But what about managers? Do we practise what we preach? I present the results of a survey of ELT managers on our own CPD, what we do and how we do it, giving info, hints and tips for best practice in manager CPD.

Room 4b
90 audience
Talk
TEA, YLT
e, le, p, s, t, a

The revised Cambridge English Key and Preliminary - a users' guide
Phil Gibbins (Cambridge Assessment English)

Cambridge English's A2 Key and B1 Preliminary and their 'for schools' versions have been revised, with the new format of the tests coming into effect in 2020. This presentation will give delegates an overview of the changes to these well-established qualifications and an insight into the research and field-testing that underpins the revisions.

Room 7
32 audience
Talk **with
restricted
audience
number**
MD
e, le, p, s, t, a

Designing a sturdy curriculum that sets teachers and students free
Alexandra Holloway (University of Leeds, UK)

The process of redesigning a language curriculum and syllabus can provoke conflict with an established, experienced group of teachers. What's more, there is great temptation to create something solid that will inevitably need updating again. This presentation aims to show how you can design a curriculum that is cohesive yet dynamic, meaningful and encourages students and teachers to develop freely.

Room 10
32 audience
Talk
TD
e, le, p, s, t, a

Designing an online course: a Module 3 Delta experience
Robel Levano (Laureate Languages Online)

The increasing popularity of virtual learning environments has also opened new opportunities for Delta candidates. This presentation is an account of events in the experience of designing an online course for the Delta Module 3 Distance Learning Specialism. In addition to the DL specialism, the presentation will be of great help for all those interested in Delta Module 3.

Wednesday 3 April

1020-1050: Session 2.1

Room 11a
1020-1135
95 audience
Forum
GEN

Forum on The new CEFR: how it affects your teaching

The new CEFR-Companion Volume: how it affects your teaching Rudi Camerer (elc - European Language Competence)

The Council of Europe calls it a *Companion Volume*, but it is clearly more than this. New descriptor scales e.g. for 'mediation', 'plurilingual competence' and 'pluricultural competence' reflect today's concept of language as social action. Foreign language teaching will be affected by this - and so will the expectations of teachers, publishers, employers and, of course, your learners.

CEFR vs. assessment: how can new revisions help?

Maha Hassan Mohamed Abdel latif (Teaching ESL Hub)

CEFR has settled rules for determining students' language levels. Yet what is the relation between it and assessment? What are the new clarifications/descriptors added through the recently published CEFR revisions? Can these really promote teachers' assessment of their students' classwork and their lesson plans as well? Is there a place for technology also? Let's look it up!

Making students' progress become more apparent through CEFR can-do statements

Rafael Webster Souza (Associacao Cultura Inglesa Sao Paulo)

How can we better help learners see progress by using the CEFR? This talk focuses on how we can center our teaching on students' expectations and needs so that they have more of a sense that they are making progress. Participants will also learn about some practical activities to be used in class, which may address individual and collective students' needs differently.

Room 11b
150 audience
Talk
RES, TD
e, le, a

How do experienced teachers deal with emergent language?

Nick Andon (King's College London) & Danny Norrington-Davies (King's College London & IH London)

A focus on form is an essential part of TBLT and it is argued that this is best provided in response to emergent learner language. Based on data from observed lessons and interviews with experienced teachers of English to adults, this talk describes how teachers work with emergent learner language and what beliefs underpin their choices and techniques.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room 11c
1020-1135
95 audience
Forum
LT, TD

Forum on Video in language teacher education

Video-based observation and reflection with Thai teachers

Adam Edmett (British Council) & Steve Mann (University of Warwick)

The talk provides a short overview of key developments in video use in teacher education and then focuses on one particular teacher development project in Thailand. We present evidence from a research project considering the effectiveness of mentor-led video-based observation when integrated into a more sustainable, in-school, CPD approach.

Advancing teacher supervision through video-based self-observation

Laura Baecher (Hunter College, City University of New York)

In spite of its complexity and importance, teacher supervision is seen as "self-evident work" and supervisors rarely receive ongoing professional development. This presentation focuses on the ways supervisors, who are often highly experienced educators, can use video as a means to examine and enhance their understanding of their conferencing practice within a self-empowerment framework.

From feedback to reflection: a video-based approach to scaffolding reflection **Teti Dragas (Durham University)**

This talk will explore how to shift from feedback sessions to reflection sessions in order to support teacher development. Using video as a central tool in the process, it will provide educators with practical ideas, tools, activities and approaches used to scaffold reflection, including collaborative blogs and reflective tasks, as well as exploring the supervisory approach itself.

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Wednesday 3 April

1020-1050: Session 2.1

Room 12
1020-1135
190 audience
Forum
LT SIG
Showcase

Forum on teaching and learning online

Uncovering the possibilities of virtual schooling for EFL Susana Galante (Kibbutzim College of Education)

Virtual schooling remains a largely unexplored phenomenon restricted to specific subjects despite the emerging need to offer alternative learning environments, accessibility and educational choice. My talk will outline a virtual learning environment built for EFL high school students. The focus will be on ways to tackle a major challenge: active learning within a collaborative learning community in a VLE.

Interaction versus e-interaction: can you recreate classroom interaction electronically?

Lowri Mair Jones (Bangor University)

'Language pedagogy has had decades to develop, and Second Language Acquisition is entering its adolescent period, the newest generation of distance learning is in its relative infancy.' Kraemer (2008). We will explore the idea of recreating classroom interaction electronically. Is this possible? What is digital pedagogy for online interaction, and what are the most efficient means in creating online speakers?

Increasing engagement in online environments: goal-setting and inclusion Maggie Sokolik (University of California, Berkeley)

To increase retention and completion in two ELL MOOCs, research into using goal-setting and statements of inclusion to improve student participation was conducted. While goal-setting was correlated with improved retention and completion rates, statements of inclusion were less effective. This talk looks at the possible reasons for these differences, and ways to make MOOCs more inclusive.

Room 13
63 audience
Talk
GEN
e, p, s, t, a

How to be successful in discovering and publishing research

Caroline Moore (Constellata)

Discovering scholarly research relevant to your research question is challenging in ELT, which overlaps with other subject disciplines. I will present new research tools and strategies, and offer suggestions on how your own research can get more impact. I will share what I have learned from working in online academic publishing, and prior experience of conducting, commissioning and publishing ELT-related research.

Room 14
50 audience
Talk
LA
e, le, a

If learning styles are nonsense, why are we using them?

Kerill Kennedy (NCG Liverpool)

The idea that learners learn best through activities and materials tailored to their learning style has been consistently debunked in recent years. We will look at this evidence and go on to consider whether there are still any useful parts to the theory of learning styles that are still worth applying.

Room 17
42 audience
Talk
AL, RES
e, le, p, s, t, a

A corpus-based study: get, go, grow, turn or become?

Jennifer Jean Lowe (Lancaster University, UK)

Verbs of 'becoming' often represent a challenge for both teachers and learners of English, in that existing pedagogical materials do not always provide clear definitions and sometimes treat these verbs as interchangeable synonyms. Corpus data, however, reveal recurring collocational patterns. I will show how teachers and students can use corpora independently to shed light on linguistic doubts.

Room 18
1020-1135
80 audience
Forum
TD

Forum on Novice teachers

Portraits of novice English teachers' sense of identity

Ella Ait-Zaouit (Fontys University of Applied Sciences)

In this talk, I will discuss the importance of exploring teacher identity. I will then present the findings of research carried out on novice English teachers' sense of professional identity, where the fairly new research approach of portrait methodology was used. I will also share with you my personal experience of carrying out this research as a novice researcher.

Using growth mindset to build teacher confidence

Emma Johnston (Freelance)

Why might early-career teachers lack confidence in their teaching abilities? What strategies can they use to build their confidence? Based on my personal experience of developing my confidence as an early-career teacher, this talk will examine how growth mindset can be used to build teacher confidence and enable teachers to set targets for their development.

Novice EFL teacher cognition and its impact upon self-efficacy

Natalie Donohue (University of Leeds)

Novice teacher cognition is a valuable yet under-researched area of inquiry in language teacher education, particularly when it comes to how this concept may impact upon other constructs, such as motivation. This presentation reports on a case-study of novice EFL teachers in their first year of teaching, exploring how their teacher cognition develops and impacts upon their self-efficacy.

Room 20
60 audience
Talk
MD, **GI SIG**
Showcase
e, le, p, s, t, a

Visual literacy in ELT: conveying messages critically

Isabelita Peixoto (Instituto Federal de Brasilia)

This talk intends to clarify how image composition and representation can privilege groups or biased perspectives, while also offering participants a chance to reflect upon their own choices of images for creating materials and reading images critically. In this way we can offer a new overview on the use of images for defining vocabulary, illustrating points, or triggering conversation.

Wednesday 3 April

1020-1050: Session 2.1

Room 22
73 audience
Talk
EAP SIG
Showcase
e, le, t

"We are here!" - exploring EAP practitioner identity

Kat Borvinko (University of Brighton International College)

Research in teacher cognition, and in particular teacher identity, is prominent in the wider field of TESOL, but it somehow sidestepped the EAP teacher locale. I'll present a study that explored how two groups of in-service EAP practitioners in two HE providers in the UK construct their teacher identities. Practical and contextual elements were examined to investigate EAP teachers' identity constructions.

Room 23
1020-1135
90 audience
Forum
EAP

Forum on CLIL/EMI

English-medium instruction subject teachers' challenges in Omani higher education

Awad Alhassan (Dhofar University)

This presentation reports on a qualitative study which investigated the difficulties encountered by English-medium subject teachers delivering their subject content to learners in an EFL context. The intended audiences are EFL and EAP researchers and practitioners. The implications and insights gained from the study are aimed to inform EMI content teacher training and EMI lecture compression pedagogy.

In-class disciplinary writing challenges arising from EMI in engineering classes

Holi Ali (MoHE-Rustaq College of Education)

This presentation looks into some of the salient in-class disciplinary writing difficulties encountered by engineering students in an Omani public college. The findings revealed a number of writing challenges and some coping strategies for handling them. The presentation will provide insights for EAP/ESP practitioners as well as disciplinary and content teachers.

Using English as medium of instruction: upper intermediate Mexican students

Ada Sandoval-Madrid (Universidad Latina de America)

Private education in Mexico has led the use of English as a medium of instruction for regular academic education in Latin America, as more students achieve higher levels of competency. I discuss our case study research, which presents pros and cons of academic professionals teaching academic lessons in a foreign language complementing their training with CLIL strategies.

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1105-1135 Session 2.2

Hotel Suite 1
55 audience
Talk
TTed
e, le, p, s, t, a

New Ukrainian school reform: changing education together
Viktoriia Ivanishcheva (British Council Ukraine) & Ganna Shovkaliuk (Linguist Company, Ukraine)

This talk will explore how the New Ukrainian school reforms have been supported by the British Council, in partnership with Cambridge University Press and the French and German Institutes, focussing on how an innovative large-scale blended training programme for all primary school teachers was successfully implemented, which has led to positive changes in teaching languages to first-graders in Ukrainian schools.

Hotel Suite 3
100 audience
Talk
GEN
e, le, a

Bad language: errors and mistakes what you can let go
Frederick Gordon (The London School of English)

Teachers typically spend a lot of time correcting their learners' output, but not much of this work is conducive to real improvement in communicative ability. In this talk, I question whether many grammatical and lexical errors are actually worth correcting (or even errors at all), and present a more positive approach to engaging with the language our learners produce.

Hall 1a
850 audience
Talk
TTed, YLT
e, le, ey, p

Promoting high-quality thinking in the early years
Carol Read (Freelance, Spain)

What emergent thinking skills are young children capable of? What pedagogical strategies can we use to integrate high-quality thinking in pre-primary language programmes? This talk explores these questions, from theoretical and practical perspectives, and provides a toolkit of flexible ideas to develop language and thinking in enjoyable, age-appropriate ways. Some examples are from the new pre-school course, *Mimi's Wheel*.

Hall 1c
245 audience
Talk
TD
e, le, p, s, t, a

Use it or lose it: how to activate professional knowledge
Kirsten Holt (Pavilion ELT, Pavilion Publishing and Media)

Some activated teacher development sessions are worth more in the hand, than half a dozen stuffed into a conference bag or left wilting in conference notes saved for later! If we don't do anything with the information we learn at events, then within a month nearly 90% is redundant. This talk helps you get the most out of your development.

Room 3a
300 audience
Talk
GEN
e, le, t, a

The glass ceiling: helping advanced learners break through
Steve Oakes (International House Budapest)

Advanced learners often realise they are stuck on a plateau, the result of years of neglect of certain areas and the use of avoidance strategies. There are gaps in their knowledge of more sophisticated language, and situations that they struggle with. This session will look at classroom activities, including some from *Speakout Advanced Plus*, that address this area.

Wednesday 3 April

1105-1135: Session 2.2

Room 3b
265 audience
Talk
TD, TTEd
e, le, t, a

Who does what in your classroom? Revisiting learner-centredness

Diane Hoggins (UTS Insearch, Australia)

In every teaching context, learner-centredness is integral to students' engagement, motivation and deeper learning. This practical session encourages teachers to reflect on how to get your students most involved in their own learning. You will find new ideas to revitalise your classroom through reducing teacher-frontedness and maximising student-student interactions throughout the lesson.

Room 4a
90 audience
Talk
YLT
e, le, p

Why do we need more graded readers?

Terry Phillips (Innova Press Ltd)

Graded readers are a fundamental part of most young learner (YL) programmes. But many graded readers do not seem fit for purpose when one considers the real needs of non-native speakers (NNS). This session looks at some of the reasons for thinking again about the structure and content of graded readers for NNS YL.

Room 4b
90 audience
Talk
LA, YLT
e, le, p, s

Reforming the teenage EFL classroom – from external control to self-mastery

Carmen Becker (Braunschweig Institute of Technology) & Annika Albrecht (Montessori Foundation Berlin)

This talk describes what happens within a teenage EFL classroom that shifts towards autonomy. Practical examples from different age groups are given, supported by empirical data. We discuss how teenagers' self-discipline and demand for self-perfection are triggered when their language learning is embedded in creative processes within an affinity space and allows for output that reflects their selves.

Room 7
32 audience
Talk
AL, MaW
e, le, p, s, t, a

Creating discourse analysis-oriented reading activities to trigger critical thinking

Sergio Durand (Normal Veracruzana / Universidad Veracruzana)

As language shapes or challenges reality and ideologies and positions are reproduced in texts, it is essential that language learners analyse the different linguistic choices interactants make in order to unveil meaning. During this talk, the use of discourse analysis to create reading activities will be depicted, especially to trigger complex thinking and challenge learners' perceptions on relevant issues.

Room 10
32 audience
Talk
LAM
e, p, s, t, a

How much a language course costs and why it matters

Andy Hockley (Freelance)

What is the difference between price and cost? How do you calculate break-even? What other considerations are there in pricing a course? This talk will address these questions, give you a better idea of how to make key decisions, and give you an understanding of important financial terms. Make sure you have a say in important decisions affecting the academic department!

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room 11b
150 audience
Talk
MD, **IPSEN SIG**
Showcase
e, le, t, a

This talk will make you gay (or your materials anyway)

Tyson Seburn (University of Toronto)

Previous conference speakers have established LGBTQ+ invisibility in published materials and the desire for better representation, yet few examples have thus far been produced. In this talk, we move this discussion forward by exploring two open-access exemplars (a mock-up coursebook unit and lesson plan using authentic sources) that incorporate LGBTQ+ narratives through an appropriate inclusive approach.

Room 13
63 audience
Workshop
LA
e, le, a

Facilitating memory skills and confidence in adult learners

Anna Jancova (Enjoy School, Povazsk Bystrica, Slovakia)

The development of higher cognitive skills is really important nowadays. However, to build these skills, one needs foundations consisting of general knowledge and a good memory. In this workshop, we'll learn some techniques that help cultivate memory and learning skills in a way that is appealing to 21st century students.

Room 14
50 audience
Talk
ESOL
e, le, p, s, t, a

Promoting and valuing cultural identity in the ELL classroom

Chris Meoli (Freelance)

Do your students feel their cultures and languages are valued in your classroom? This presentation provides practical methods for integrating tasks, small projects and routines into the academic environment to promote linguistic and cultural identity. Participants will see a showcase of examples of easily-implementable techniques that help students feel safe enough to take necessary risks.

Room 17
42 audience
Talk
BE
e, le, a

The intricacies of giving and receiving feedback

Choreanne Frei (TLC International House Zurich-Baden)

We all know that our learners depend on feedback about their learning and progress, and yet many teachers feel reluctant when they have to give feedback to their learners or receive feedback. In this talk, I want to focus on why giving and receiving feedback is not a threat, but an opportunity for both teachers and students.

Room 20
60 audience
Talk
YLT, **GI SIG**
Showcase
e, le, p

Enhancing teacher performance through remote team-teaching

Sahar Salha (Beit Hanoun elem co-ed "A")

Can two teachers based in different countries create an effective and motivating online language learning environment? Yes! Our experiences with the Hands Up Project prove this. In this talk, I'll explore advantages and obstacles to working like this with children in an UNRWA school in Gaza, and pinpoint ways in which our own teaching skills have developed from the experience.

Room 22
73 audience
Talk
EAP, **ESP SIG**
Showcase
e, t

Phrases for academic writing: comparing EAP teaching materials and research

David Oakey (University of Liverpool)

This talk reviews the confusing number of phrases suggested for teaching academic writing. It compares those specified in EAP coursebooks with those found by EAP researchers. It looks at their form and function, and highlights their strengths and weaknesses, in order to help academic writing teachers choose the most appropriate phrases for their teaching context.

Wednesday 3 April

1205-1250: Session 2.3

1135-1205 **Coffee break (sponsored by Oxford University Press)**

OXFORD
UNIVERSITY PRESS

Continual complimentary tea/coffee throughout the day in the exhibition hall

1205-1250 **Session 2.3**

Hotel Suite 1
55 audience
Workshop
YLT
e, le, p

Developing emotional literacy with young learners
Katy Kelly (Freelance)

Behaviour management is frequently a major concern for teachers in the language classroom. Emphasis is often placed on the teachers to control, discipline or bribe their way to a perfect language lesson. Through exploring the stages of regulating emotions, relating them to real classroom situations and identifying strategies and language, the workshop aims to offer a shift in perception.

Hotel Suite 3
100 audience
Workshop
RES, TTEd
e, t

Learning together: developing an MA TESOL mentor training programme
Jo Gakonga (ELT-Training.com/ Warwick University)

MA TESOL courses in the UK typically include both pre-service and mid-career teachers and many of the latter wish to develop their skills in supporting teachers and giving feedback. This workshop will show how a hands-on mentor training programme has benefitted both cohorts. Come and see how this could be implemented in other teacher training contexts, including your own.

Hall 1a
850 audience
Workshop
YLT, **LIT SIG**
Showcase
e, le, p, s, t, a

Useful ways of using stories and poems you find
Andrew Wright (International Languages Institute)

This workshop introduces a free book which summarises how stories and poems can be used at all levels and ages. I will go through the key ideas and we will try out the examples. I will send you a free copy of the book with no commercial catch. It is my pleasure!

Hall 1b
245 audience
Workshop
BE
e, le, s, t, a

Adding spice to the mix in the business English classroom
Marjorie Rosenberg (Express Publishing)

Business English learners need relevant and purposeful materials to encourage active participation, build communication skills and promote fluency. Adding supplementary materials into the mix, such as those in *Communicative Business English Activities*, can boost engagement and motivation. Come along to this interactive workshop to find out how to spice up your lessons and get your learners speaking and communicating.

Hall 1c
245 audience
Workshop
IPSEN
e, le, p, s, t, a

Boosting fairness: identifying and reacting to gender bias
Leonina Loback (Richmond Publishing Brasil)

To reduce bias, the first step is seeing it. But once you see it, how do you deal with it? How can you educate yourself and others to properly fight it? In this session, we will work on noticing bias, practice how to react to it and then how to apply the strategies in class. Everybody is welcome.

Room 3a
300 audience
Workshop
GEN
e, le, p, s, t, a

Improv: preparing students for the spontaneity of life

Johanna Stirling (NILE)

Improv is a form of drama with no script, no planning and masses of fun! While the classroom is generally a place for planned and structured lessons, learners also need practice in coping with the spontaneity that life outside the classroom demands. In this practical workshop, you will experience some adapted Improv activities that target specific language development aims.

Room 3b
265 audience
Workshop
MD, TD
e, le, p, s, t, a

Performing the coursebook

Brian Tomlinson (Retired)

In my workshop, I will argue that most lower-level coursebooks have little chance of facilitating language acquisition because of restrictions placed on their writers. I will then demonstrate how teachers can increase their coursebook's potential for facilitating acquisition by performing sections of it and by participating in or directing learner performances.

Room 4a
90 audience
Workshop
TD
e, le, p, s, t, a

Teaching today: contexts, priorities and concerns

Susan Holden (Swan Communication)

Teaching and learning English today takes place within the context of ever-increasing possibilities and challenges. Some of these are positive, some are negative - and many are confusing. This workshop will discuss teaching today in relation to these developments and the participants' own contexts and experiences, in order to explore ways to identify relevant and achievable objectives.

Room 4b
90 audience
Workshop
GEN
e, le, p, s, t, a

When technology lets you down...

Janos Ujlaki (Hungary)

Imagine the following situation: you have planned a perfect lesson using digital technology (PPT, video, song), but there's an unexpected power cut. What to do then? How can we deliver the previously planned lesson without the needed equipment? To avoid stress and panic, I would like to share some ideas teachers can use in such situations.

Room 7
32 audience
Workshop
LAM, TD
e, le, p, s, t, a

Developing professionalism in ELT to boost language learning

Marcela Cintra (Cultura Inglesa Sao Paulo)

In this workshop, participants will discuss some professional situations (e.g. training, talking to students) in multiple combinations of roles, based on theory and practice of professionalism in ELT. Then we will focus on strategic planning for the development of attitudes and habits of ELT professionals that contribute to strengthening the field and our actions to the benefit of our learners.

Room 10
32 audience
Workshop
YLT
e, le, p

Learning centres: inspiring hands-on learning for (very) young learners

Viviane Athila (Spot Educacao, Cultura Inglesa, Brazil)

This workshop aims at presenting techniques on how to effectively deal with (very) young learners through the use of learning centres. We will talk about what they are, how to implement them and reflect about their pedagogical challenges, with a special focus on active learning and the development of social emotional skills.

Wednesday 3 April

1205-1250: Session 2.3

Room 11a
95 audience
Workshop
LA
e, le, p, s, t, a

Extracting the most universally useful lexical chunks from texts
Kenneth Lackman (Ryerson University)

This workshop provides an explanation of lexical generative power before demonstrating a lesson framework for any text. The lesson simulation begins with an activity to produce a myriad of topics, which students ultimately use to test the universality of the chunks they extract. The goal is to train students to notice and retain the most universally applicable language during exposure.

Room 11b
150 audience
Workshop
TTEd, IPSEN
SIG Showcase
e, le, p, s, t, a

Inclusive practices: meeting trainee needs on Cambridge teacher training courses

Jade Matos Carew (Cambridge Assessment English)

In this workshop, participants will explore what inclusive practices, for trainees with special educational needs, means in the context of teacher training courses. We will look at what accommodations and practical considerations tutors and centres may need to think about and the reasons for this. Participants will also have the opportunity to share their experiences and to discuss best practices.

Room 11c
95 audience
Workshop
GEN
e, le, s

From communication to mediation in B1+ language classes

Hanna Kryszewska (Pilgrims Teacher Training)

The concept of inter-linguistic and intercultural mediation is increasingly present in ELT. It is a response to the way English is used in a global society, hence its inclusion in CEFR competences, ELT syllabuses and assessment. This workshop looks at key features of linguistic mediation, and presents hands-on activities which involve mediating or re-presenting received information in language classes.

Room 12
190 audience
Workshop
YLT, LT SIG
Showcase
e, le, s

Escape the classroom!

Graham Stanley (British Council)

An escape room is an adventure game set within a confined space in which players solve puzzles to unlock the door. During this workshop, we will look at how you can best use digital escape rooms for language learning with teenagers and then examine ways you can turn your own classroom into an escape room.

Room 13
63 audience
Workshop
LA, TEA
e, le, p

Drawing as a self-assessment technique for young learners

Lamiaa ElSheikh (British Council Egypt)

This practical workshop, based on my experience of working with students and teachers in Egypt, focuses on how drawing can be used as a self-assessment technique that primary teachers can use inside and outside their classrooms to help their young learners develop their autonomy and be more aware of their progress throughout the learning process.

e = experienced audience
le = less-experienced audience

ey = early years
p = primary teaching
s = secondary teaching

t = tertiary teaching
a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 14
50 audience
Workshop **with restricted audience number**
TD, YLT
le, s

Getting teens talking in the age of social media

Janet Harfield (British Council, Rome, Italy)

In the age of WhatsApp, Instagram and Snapchat, much of teenage communication is through short, often abbreviated text-form messages. The implications of this lack of face-to-face communication are also being noted in the language classroom. I will endeavour to provide participants with ideas, techniques and practical activities to encourage extended verbal communication, both inside the classroom and beyond.

Room 17
42 audience
Workshop
TD, TTEd
e, a

Stop raising awareness already!

Kateryna Protsenko (Grade Education Centre Kyiv)

In teacher training and development there are a lot of instances when we raise awareness, which does not always result in action for a variety of reasons. In this session, I'm going to demonstrate activities that reinforce awareness-raising and encourage trainees to put trainers' suggestions into practice and make more informed decisions about the relevance of those suggestions.

Room 18
80 audience
Workshop
LAM, TD
e, le, p, s, t, a

In-service lesson observation feedback: 3 tips in 3 videos

Natalia Gonzalez Brandi (International House Buenos Aires)

If you are interested in in-service teacher training or management, by the end of this session you will have practised how to give observation feedback, which is based on the teachers' and students' needs rather than fixed criteria. This will be achieved by analysing short video extracts of lessons taught in Argentina and exploiting them for feedback purposes.

Room 20
60 audience
Workshop
ESOL, **GI SIG Showcase**
e, le, a

diversophy® refugee: a game to integrate locals and newcomer

Anne Fox (NTNU-Norwegian University of Science and Technology)

Participants will sample a conversation card game designed to bring refugees and locals together. Based on a long-standing intercultural game for business, diversophy® has been re-purposed using simpler language to promote conversation and create the networks that are so critical to life in a new location. Access to the game is free and could be used in refugee language classes.

Room 22
73 audience
ESP SIG Showcase

IATEFL English for Specific Purposes Special Interest Group Open Forum

English for academic and occupational purposes

The ESPSIG Open Forum provides an opportunity for members and prospective members to meet the ESPSIG committee and to get a full account of the ESPSIG's activities, events and future plans. The Open Forum is also a chance to meet other ESP and EAP practitioners and to take part in shaping the future of the ESPSIG. Come and join us.

Room 23
90 audience
Workshop
YLT
e, le, p

Fun and challenge in the young learner classroom

Shay Coyne (Freelance Barcelona)

Fun is an important element in the young learner classroom, not just simply colouring, games and songs. These teachers need specialised training to plan lessons with age-appropriate activities that help move students forward in their learning. This workshop shows how teachers can bring Vygotsky's Zone of Proximal Development to life in the language classroom.

Wednesday 3 April

1255-1305: Session 2.4

1250-1415 Lunch break

1255-1305
Lower Galleria **Session 2.4**
Please note that today's poster presentations take place from 1255-1305 during the lunch break. Details are below.

1305-1405
Hall 1b **IATEFL Annual General Meeting**
The 2019 Annual General Meeting of IATEFL will be held in Hall 1b from 1305 to 1405. All members are invited to attend.

Not a member of IATEFL?
Why not visit our stand in the exhibition and find out about membership of the association. Alternatively, visit our website for information at www.iatefl.org

1255-1305 Session 2.4 - Poster presentations (Please note this takes place during the lunch break)

Lower Galleria **For the duration of the conference, there is a Poster Forum in Lower Galleria, at the entrance to the exhibition hall.**
Please see below for the presenters who will be present at their poster during session 2.4 to discuss it with delegates and to answer any questions.

Poster 2
RES, TTEd **Features of grammar that are difficult to learn for Chileans**
Oriana Onate (Universidad De La Frontera)
The poster presents results on research about the most difficult grammar contents to learn for future teachers of English. Data, based on surveys conducted on college students, has been collected at three different moments over three years from university English teacher education programmes in the city of Temuco, in the south of Chile.

Poster 5
ESOL, TTEd **Reflection in EFL pre-service teachers practicum : a Chilean case study**
Priscila Riffo Salgado (University of Southampton)
This poster presents a research project that will be carried out in Chile, whose aim is to enhance our understanding of the practicum of pre-service teachers and the role of reflexivity within it. The literature review reports on the Chilean and Latin American contexts, compared to other EFL situations around the globe. Methodology and research questions will also be presented.

Poster 8
ESAP, ESP

Motivating media students with cross-cultural video exchanges

Kate Sato (Hokkaido University of Science) & Birte Horn (Hamm-Lippstadt University of Applied Sciences)

This presentation details a cross-cultural project with media studies students at two science universities: one in Germany and the other Japan. How students managed the challenges, being non-native speakers, to communicate and collaborate with their counterparts in the other culture is highlighted. The poster provides examples and practical information for teachers in a similar context.

Poster 11
EAP, TTEd

Opportunities, challenges and impact of co-teaching in the Nepalese classroom

Sanjaya Timalisina (Janabhawana Community Campus, Kathmandu, Nepal)

Co-teaching, a native English speaker teaches alongside a Nepalese teacher, offers students access to accurate English pronunciations, fluency, accuracy and common speaking practices in English. This presentation shows how collaborating with Fulbright-sponsored English Teaching Assistants has created co-teaching opportunities, along with the challenge and greater impact in the English language classroom.

Poster 14
LT, RES

Digital creative writing and academic writing skills

Birsen Tutunis (Istanbul Kultur University)

English Language students usually shy away from writing in English due to the complexity of the skill. I'll present a study that investigates B1 level creative writing ability based on web 2.0 tools. The results indicate that students' cognitive levels of writing process (Bereiter & Scardamalia, 1987) improve and their level of success and motivation towards writing increase.

Poster 17
BE, RES

Take-up of English language training in a corporate context

Desiree Verdonk (University of Applied Sciences Wr. Neustadt)

I report on analysis that confirms that staff who receive concrete support from their employers are twice as likely to take part in English classes. We also found that the likelihood of receiving such support increases with company size. As English skills demonstrably contribute to corporate profits, SMEs (small and medium-sized enterprises) in particular may find it useful to offer additional learning support.

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

FD = Future Directions in ELT

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

Wednesday 3 April

1415-1445: Session 2.5

1415-1445 Session 2.5

Hotel Suite 1
55 audience
Talk
BE, MD
e, le, a

The added value of in-company language training

Oksana Hera (Freelance, Ukraine)

When we train corporate clients in Business English, we concentrate on their requirements. To succeed, we as trainers have to redefine our role within the company and produce more targeted solutions. In this talk, I will share a series of activities designed to meet the communication needs of IT companies' staff and streamline their workflow processes.

Hotel Suite 3
100 audience
Talk
MD, TEA
e, le, p, s, t, a

Testing grammar: Yes/no? Why? When? How?

Felicity O'Dell & Frances Treloar (LT123)

Should 21st century tests focus on structural accuracy? We briefly explain why it is relevant to test it, before suggesting which features of grammar it is most appropriate to focus on. We present a range of task types that can be effectively used for testing accuracy. The talk will help teachers select or design suitable tests for their context.

Hall 1a
1415-1530
850 audience

Macenta Publishing & Digital Solutions Signature Event

What makes a good teacher good?

Teaching life skills to children is key for their future. We believe that this should take priority over teaching to pass exams. Focus first on teaching life skills; the other success will come automatically. When a teacher teaches a sense of responsibility to their students (life-coaching), these students will work harder to be more successful at their lessons, a better person in society, and more sensitive and responsive towards the problems in their environment and in the world. Being a teacher already means making a difference in the world, so join us for this session to find out how you can teach more than just your subject to give youngsters a better education for life in tomorrow's world. The success of a teacher is not how high their students' marks are; it's how better individuals these students become. You'll agree: teaching life skills is a priority over teaching to pass exams.

MACENTA
PUBLISHING & DIGITAL SOLUTIONS

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a = adult teaching

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Hall 1c
1415-1530
245 audience
Forum
TD, TTEd

Forum on Rethinking language teacher training and development

Teachers' decision-making about training and development **Rod Bolitho (NILE)**

This talk centres on the transitions that teachers of English may face during their careers, and the options that open up or are closed down for them at each stage. I will also discuss the strengths and weaknesses in models of pre-service training in different countries and how teachers can retain control of their own development despite conflicting pressures.

Are CELTA and Delta the end of the road? **Maria Heron (NILE)**

This talk will focus on the strengths and limitations of Delta, and in particular CELTA, in preparing teachers for the challenges they face in a fast changing world. I will discuss the flexibility, or lack of it, for training teachers within the assessment criteria of these awards and whether this has kept pace with the changes we are facing.

Developing expertise through experience **Alan Maley (Retired)**

Much teacher training adopts an algorithmic approach: do XYZ and the result will be W. By contrast, I suggest the ways teachers develop by building a personal theory of teaching action based upon their own accumulated experiences - and reflection on them - should become a more significant feature of programmes. I shall draw on findings from a current study.

Room 3a
300 audience
Talk
TD, TTEd
e, le, t

Trainer development: Why? When? How?

Gabriel Diaz Maggioli (Ludus Center, Catholic University, Uruguay)

Much has been written about teacher professional development but how about teacher trainer/educator development? In this talk, I will share a series of strategies that may prove useful when promoting the development of those who help others develop. The activities correlate to a framework for trainer development created around interviews to more than 80 international trainers.

Room 3b
265 audience
Talk
LA
le, s

Learning to learn in secondary and CLIL contexts

Silvana De Camilli (Cambridge University Press)

How can we help our teenage students study more efficiently and effectively? How can fostering learner autonomy benefit teachers and students? How can we help students acquire lifelong learning skills without compromising the curriculum? With tips relevant to different CLIL subjects, aligned to the Cambridge Framework for Life Competencies, participants will gain ideas for helping students learn how to learn.

Wednesday 3 April

1415-1445: Session 2.5

Room 4a
90 audience
Workshop
GI, TTEd
e, le, p, s, t, a

Drama in education for sustainable development in the ELT classroom

Alicja Galazka (University Of Silesia)

Drama promotes an interdisciplinary, holistic and value-driven approach to education and stimulates students' meta-thinking and meta-reflection, which are the key elements in quality education for sustainable development. This workshop will show how to use drama strategies to explore the key issues around sustainability using stimuli, stories, content and form and how to promote high-impact teaching in the ELT classroom.

Room 4b
90 audience
Talk
TEA
e, le, a

How long does it take to learn English?

Simon Buckland (Wall Street English)

This is a vital question for learners and teachers, yet of the few estimates published none are supported by relevant numerical evidence. Using data from over 50,000 adult students from 25 countries at Wall Street English, we compare how long they take to reach CEFR levels with widely-distributed expert estimates. We'll also examine the key variables governing study times.

Room 7
32 audience
Talk
YLT
e, le, s

A problem-based approach to the teaching of writing

Gokce Mandali Kurdoglu (METU Development Foundation Schools)

This talk reports on the findings of a study investigating the impact of a problem-based approach to the teaching of writing, with specific references to K-12 students. The presentation outlines the rationale for the study, the steps taken to design a problem-based writing strand and its implications for students, teachers and educational programme developers.

Room 10
32 audience
Talk
RES, TTEd
e, le, t

Primary student teachers' views of a successful picturebook-based EFL lesson

Tatia Gruenbaum (Avans University of Applied Sciences / UCL IoE)

This talk will present key findings from a study carried out in pre-service primary teacher education in the Netherlands. The study included the draw-and-write technique to elicit the views of primary student teachers about a successful EFL lesson using picturebooks. The results derive from student teachers' drawings, written commentaries and interviews.

Room 11a
95 audience
Talk
MD
e, le, p, s, t, a

Results of research conducted before developing an authentic listening website

Sheila Thorn (The Listening Business)

I shall share my findings following the extensive research I carried out prior to designing an authentic listening website, including an examination of the audio recordings in coursebooks and conversations with ELT authors and editors. We shall cover areas including copyright, permissions, taboos, motivation, the perceived challenges of spontaneous speech and reasons for combining the listening comprehension and decoding approaches.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room 11b
150 audience
Talk
LA
e, le, p, s, t, a

The motivation mystery: what ELT can learn from wellness apps

Tim Gifford (ELTjam)

Have you ever used an app or service to lose weight? To stop smoking? These solutions deliberately modify your behaviour to help you attain your goals, but how do they do it? In this session, we will take a look at the invisible world of Behaviour Change Techniques (BCTs) and explore how they might be harnessed to motivate language learners.

Room 11c
95 audience
Talk
LAM, TD
e, a

Awaydays – a way to explore, resolve and plan

Liam Brown (Liam Brown Training)

Awaydays, “a day that a group of workers spend together away from their usual place of work in order to discuss ideas or plans” [*Oxford Advanced Learners*]? This is your chance to add to your repertoire of development options for your institution. See how to develop your team identity, explore good practice, evaluate your priorities and streamline your processes.

Room 12
1415-1530
190 audience
LT SIG
Showcase

IATEFL Learning Technologies Special Interest Group Open Forum

Connecting and supporting 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've been doing in the last year and what we plan for the next one. We will also introduce our new research book *Digital Innovations in Language Learning* and we'll end with networking accompanied by nibbles and wine.

Room 13
63 audience
Talk
MD, YLT
e, le, s

EMI: additional input for ESL development in rural Nepal

Motikala Subba Dewan (Tribhuvan University & NELTA)

This presentation highlights how the English Access Program, sponsored by the US government, has become instrumental for ESL development in the rural community setting in Nepal through EMI. I will draw on samples of the language input and learning outcomes in speaking skills against the ESL curriculum goals and present the success stories.

Room 14
1415-1530
50 audience
IPSEN SIG
Showcase

IATEFL Inclusive Practices & SEN Special Interest Group Open Forum

Valuing diversity in every classroom

Come to the IPSEN SIG Open Forum to meet other professionals in a relaxed atmosphere. This is a great opportunity to find out what the IPSEN SIG is about and what we do. You don't need to be an IPSEN SIG member, so come and join us to find out more.

Room 17
42 audience
Talk
RES
e, p, s, t, a

Teacher cognition and assessment

Susan Sheehan (University of Huddersfield)

This talk presents the findings of a research project which explored teacher beliefs about assessment. Through an online survey with follow-up interviews, and classroom observations and interviews, the study focused on how teachers develop their views of assessment and how they put these into practice in the classroom. The talk will conclude with recommendations for practice and teacher training sessions.

Wednesday 3 April

1415-1445: Session 2.5

Room 18
80 audience
Talk
MD, LIT SIG
Showcase
e, s, t, a

Asking the right questions: making and choosing effective after-reading activities

Robert Hill (Freelance, Verona, Italy)

In this talk, we will examine and evaluate a range of after-reading activities. We will see how these activities might help students to react, think and be creative. And we will 'look behind the scenes' at how activities are created. All the activities will be exemplified with a traditional British story taken from *World Stories*, published by V & V Books.

Room 20
60 audience
GI SIG
Showcase

IATEFL Global Issues Special Interest Group Open Forum

Promoting equity, equality and social justice in ELT worldwide

Please come and meet GISIG and find out how you can get actively involved in promoting global issues in ELT around the world. GISIG works worldwide with many partners, including refugee educators in Greece, teacher associations across sub-Saharan Africa and schools in Palestine, to promote equity, equality and justice. Come and see how you can contribute to our work.

Room 22
1415-1530
73 audience
Forum
EAP, ESP SIG
Showcase

Forum on International cooperation and projects in EAP

A UK-Chile online EAP collaboration for science students

William Guariento (University of Glasgow) & Mauricio Miraglia (INACAP)

We outline a pilot EAP collaboration between Science, Engineering and Technology students at the University of Glasgow and IT and Telecommunications students at INACAP, Chile. Maintaining contact via a range of digital platforms, students in Glasgow researched a range of IT and Telecommunications-related challenges facing Chile. The project ended successfully, with a subject-specific essay and videoconferenced presentations.

Sociology meets EAP for business: a Finnish-Canadian virtual collaborative classroom

Nicole Keng (University of Vaasa, Finland)

This talk will report on an online collaborative project between tertiary business students in Finland (Finnish L1) and social science students in Canada. The design of the project and the online tools used 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.

Engaging student values in Transnational Education classrooms through project-based learning

Laura McNabb (Surrey International Institute, DUFE, China)

For students enrolled in Transnational Education (TNE) bachelor programs in their home country, the English-medium instruction (EMI) curriculum strives to simulate and replicate Anglophone study environments. Therefore, as practice opportunities outside the English classroom are limited, student engagement is vital. This talk demonstrates how integrated project-based learning can increase language competence and align students with TNE program values and expectations.

Room 23
1415-1530
90 audience
Forum
TD

Forum on Language teacher identity

Language teachers negotiating collective thoughts and (imagined) identities

Gary Barkhuizen (University of Auckland)

This presentation considers the potential for collective thinking and collective identities for teachers working in the same or similar contexts. Narrative interviews from a study on teacher (educator) identities will be examined with the audience to provide them with the opportunity to reflect on and discuss their (collective) teacher identities in relation to professional development.

Teacher identities: the construction of the teacher-self

Maria Araxi Sachpazian (International Faculty, The University of Sheffield CITY College, Thessaloniki)

How do teachers construct their 'teacher-self'? Do clear goals and teacher education affect the identity-building process and provide smoother career development? What are the characteristics of professional identities in the 21st century? What happens when there is no solid professional identity? This session aims to discuss the issue while examining the findings of a recent research, carried out in Greece.

Exploring the professional identity development of ELT student teachers

Rana Yildirim (Cukurova University, Turkey)

Drawing on empirical evidence acquired from ELT student teachers' reflective written and oral accounts of their positive and negative emotions in their teaching practice period, I'll discuss a study that investigates whether and how these emotions contribute to their professional identity development. The findings provide implications for supporting pedagogies to encourage and facilitate the development of student teachers' professional identity in teacher education.

1500-1530 Session 2.6

Hotel Suite 1
55 audience
Talk
TEA, YLT
e, le, p

Assessing through games

Yvonne Margaret Moore (Somosaguas Teaching Centre)

We tend to forget the impact that games have on a child and focus on the fun factor, but is that all there is to games? More than just grading your students, you can change their attitude towards assessment and boost their self-confidence. This session will take a practical look at how this can be achieved.

Hotel Suite 3
100 audience
Talk
TD, TTEd
e, a

Dangerous minds: addressing the prism of disappointment

Joanna Stansfield & Marie Willoughby (International House London)

Both participants and trainers on teacher education courses desire to be inspirational, life-changing teachers. This can lead them to discount the learners' experiences, culture and incremental progress, feeling disappointed if there are no 'revelations' in lessons. This talk looks at what informs this reaction and explores ways of managing expectations, encouraging all to see learning as and when it occurs.

Wednesday 3 April

1500-1530: Session 2.6

<p>Hall 1b 245 audience Talk TD, TTEd e, le, p, s, t, a</p>	<p>Maximising success in online teacher learning Karen Momber & Matthew Ellman (Cambridge University Press) How can you incorporate best practice in terms of powerful teacher development when studying online, whether through self-study or moderated courses? How can you assess the impact of this professional learning on your students? Through a consideration of recent research and case studies, this talk will provide practical ideas for maximising success, both for teachers and learners.</p>
<p>Room 3a 300 audience Talk YLT e, le, p, s</p>	<p>Real-world, relevance, resonance - breathing life into language learning for teenagers Amanda Davies (Pearson) Using age-appropriate and relevant learning objectives and sharing them with your secondary learners helps them better understand what goals need to be achieved. This session will illustrate, with practical examples, how the Global Scale of English's learning objectives can be applied to real-life learning in an interactive way to ensure students become active and autonomous learners.</p>
<p>Room 3b 265 audience Talk LAM e, p, s, t, a</p>	<p>Using inspection as a tool to promote quality assurance Philida Schellekens (UK) It is my contention that Ofsted's principles of inspection differ significantly from those generally seen in ELT. Its key focus is on the progress that learners make, the quality of their learning and lesson observations. We'll reflect on how this approach feeds into internal quality assurance, and leads providers to reflect on their own performance and improvement.</p>
<p>Room 4a 90 audience Talk YLT e, le, ey, p, s</p>	<p>Teaching young learners lexically? Elisabeth Jackson (Windsor School of English) What do you get when you combine the lexical approach with young learners? You may have questions on teaching YLs lexically - from if it's possible to how to do so effectively. This session addresses these practical concerns, grounded in lexical approach theory (Lewis et al.), and looks at some of the hows of teaching YLs lexically.</p>
<p>Room 4b 90 audience Talk MD e, le, p, s, t, a</p>	<p>Genre awareness for EFL writing - why, what and how Isabela Villas Boas (Casa Thomas Jefferson, Brasilia, Brazil) Are you familiar with the process-genre approach to teaching writing? Do you know how to select appropriate genres for your classroom and to engage students in genre awareness? Come and learn how to develop activities that effectively and explicitly focus on genres in this practical presentation, with a variety of sample activities for all proficiency levels.</p>

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Room 7
32 audience
Talk
LA
e, le, p, s, t, a

EFL learners' autonomous learning levels and development

Anwar Hussein-Abdel Razeq (Birzeit University)

I will share the results of a research study on the autonomous learning strategies that EFL university learners use and their autonomous levels using an Autonomous Learning Rubric developed by the researcher. In addition, I will share my experience in training learners on how to take advantage of effective autonomous learning strategies.

Room 10
32 audience
Talk
MD, RES
e, le, t

Classifying teachers' ways of approaching a prescribed reading textbook (Pathways 3)

Laila Al Hajri (University of Exeter)

Because teachers have a unique approach and specific reasons for using language textbooks, it is important to: a) understand their classroom practice; b) develop an awareness to factors driving their use; and c) make a conscious decision about use. This talk will present results on how reading course teachers in three language centers approach *Pathways 3*.

Room 11a
95 audience
Talk
TD, YLT
e, le, p

Beyond decoding: guided reading on a national scale

Virginia Parker (CfBT, Brunei)

Literacy is the backbone of the UN's Sustainable Development Goals, but can be interpreted as decoding, rather than true comprehension. In this highly-participatory talk, we will discuss the encouraging results of an on-going national literacy project in Brunei, focusing on how implementing guided reading in English brought real changes in both students' results and their motivation to read.

Room 11b
150 audience
Talk
FD, TD
e, le, p, s, t, a

Tense moments: take a moment to visualise grammar

Sarah Blair (Regent Oxford)

Part of a research project to explain English grammar more vividly, this talk explores ways in which the tenses operate via simple underlying principles, relating not so much to time as to space. We will look at playful visualisations of these ideas, and how they can translate into practical classroom activities to give deeper understanding and fluency.

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ESP = English for Specific Purposes

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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

Wednesday 3 April

1500-1530: Session 2.6

Room 11c
95 audience
Talk
BE, ESAP
e, le, t

Meeting the challenges of the Business English classroom
Karen Eini (Ruppin Academic Center)

In this interactive presentation, I will demonstrate how teachers can effectively and creatively design and teach business communication courses. After actively participating in authentic tasks that maximize student-talk, participants will learn how the combination of technology, structured activities and communication models facilitate student communicative competence and presentation skills. Insights into both process and products will be shared.

Room 13
63 audience
Talk
LA, TEA
e, le, s

Designing individual learning projects and assessing them at Level B2
Hansjuerg Perino (University of Zurich / KS Menzingen)

Over time, the needs of the single learner become more individual. That is why I have started introducing individual learning projects in the four-year learning-period that leads up to the Swiss Matura (A-Levels). In this talk, I will show how I design such activities, what ideas students come up with when given the chance and how I assess them.

Room 17
42 audience
Talk
TD, TTEd
e, a

Moving toward objectivity in lesson feedback
Jeanette Barsdell (Freelance)

To give objective oral or written lesson feedback, observers need to understand the power of their beliefs and biases on assessment, the impact their ideas have and what assumptions are best left outside the classroom door. This presentation discusses that understanding the filters we view a lesson through improves our objectivity and the quality of the assessment.

Room 18
80 audience
Talk
YLT, LIT SIG
Showcase
e, le, p

Goldilocks revisited – from folk tale to picturebook in primary EFL
Annett Kaminski (University of Koblenz-Landau)

This talk explores Goldilocks' journey from coarse folk tale to children's favourite. The text's narrative and linguistic structure are analysed in order to identify access points for young EFL learners. Various picturebooks for use in EFL classrooms are discussed (Baxter & Pichon 1999; Sharratt & Tucker 2004; Delmege & Scott 2012). Teaching suggestions for preparation, core and cross-curricular follow-up activities are provided.

Room 20
60 audience
Talk
GI SIG
Showcase
e, le, p, s, a

A teaching challenge: a study of large classes
Gambhir Chand (Far Western University, Kanchanpur, Nepal)

This presentation will discuss challenges of teaching English in classes of more than 50 and techniques for handling such large classes. Using research conducted in Nepali classrooms, I will explain how teachers manage large classes and share common global practices for such classes. Finally, the presentation will offer best teaching practices for English language classrooms with sizeable student populations.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

1530-1600

Coffee break (sponsored by Oxford University Press)



Continual complimentary tea/coffee throughout the day in the exhibition hall

1535-1555

Careers Fair
Presentation
Zone

How to become a successful freelancer (with Chia Suan Chong)

In this session, 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.

1600-1630

Session 2.7

Hotel Suite 1
55 audience
Talk
AL, TEA
e, t

Does test preparation work? Grounded theory research of TOEFL®-prep programme

Yuanyue Hao (University of Oxford / New Oriental Education & Technology Group) & Chang Liu (New Oriental Education & Technology Group)

This talk features an empirical grounded theory analysis of the washback effect of test preparation for TOEFL® in the context of a Chinese educational institution. Results emerging from focus group interviews suggested that test preparation facilitated students' development of overall language proficiency, cognitive abilities and self-efficacy. Finally, theory will be developed and implications for EAP teaching will be discussed.

Hotel Suite 3
100 audience
Talk
TTEd
e, le, p, s, t, a

Initial teaching qualifications: guff or gold?

Tim Banks (Cambridge Assessment English)

Initial teaching qualifications such as CELTA are well established and widely respected by employers and candidates. At the same time, there's some skepticism about how effective short training courses can be. We'll look at some of the criticisms of initial teaching qualifications and discuss how valid they are and what can realistically be achieved in a short course.

Hall 1a
1600-1715
850 audience
Panel
discussion
TD, TTEd
e, p, s, t, a

Reaching the hard to reach - innovations in teacher development (MENA)

Colm Downes (British Council, Occupied Palestinian Territories), Hala Ahmed (British Council Egypt), Micheline Ezzo (The British Council Syria based in Lebanon), Claire Duly & Caspar Mays (British Council Jordan) & Yvonne Fraser (British Council Libya)

Across MENA, many English teachers work in conflict-affected and/or remote contexts with limited access to training, support and resources. They are often very hard to reach but are eager to engage. British Council ELT experts on the ground in MENA will discuss a range of innovative teacher development initiatives, offering perspectives on overcoming challenges and sharing lessons learned.

Wednesday 3 April

1600-1630: Session 2.7

Hall 1b
245 audience
Talk
LA, YLT
e, le, s

Today's teens together: collaboration, project work and skills for life
Daniel Vincent (Cambridge University Press)

Well-structured collaboration in class, especially project work, is an ideal way for teachers to help their teenage students develop a range of life skills, including creativity, communication, critical thinking and digital literacy. This session will explore this topic and offer concrete examples of activities and projects that can be done in class, aligned to the Cambridge Framework for Life Competencies.

Hall 1c
245 audience
Talk
GEN
le, s, t, a

The best things in life are free!
Maree Airlie (HarperCollins Publishers)

This talk will show the wealth of material that the freely available Collins Dictionary website (www.collinsdictionary.com) offers to help learners of English develop their language skills. Featuring the *Collins COBUILD Dictionary*, the website also includes grammar, idioms, pronunciation, and collocations. During this talking tour of the site, teachers will be shown practical ways to use the available resources with their students.

Room 3a
1600-1715
300 audience
Forum
TTed, **ESP SIG**
Showcase

Forum on Leveraging teaching knowledge to develop teachers' classroom English

Knowing English, teaching knowledge, and classroom practice
Donald Freeman (University of Michigan)

Building teachers' capacity to use English in classroom language instruction is a challenge faced by educational systems worldwide. The core assumption underlying these efforts - that English proficiency equates to teaching knowledge, and thus to teacher competence - are misconceived, however. I discuss lessons from reforms and research on improving teachers' classroom English use, and suggest an alternative classroom-based view.

Using what teachers know to develop English for teaching
Anne Katz (The New School)

This presentation focuses on teacher language development using an English for specific purposes model. I will describe a framework for language learning, based on the pedagogical knowledge teachers bring to the classroom, and discuss how this framework informs online learning materials and assessments. Examples of lessons will be shared.

The impact of English-for-teaching training in Vietnam
Pham Thi Hong Nhung (Hue University of Foreign Languages)

This presentation reports the findings of our research on in-service EFL teachers' perceptions of the usefulness of general English proficiency and classroom English training, and of the changes that occurred in their classrooms as a result of the training. The results suggest that in contexts with insufficient numbers of qualified foreign language teachers, classroom English training should be prioritized.

Room 3b
1600-1715
265 audience
Forum
GI

Forum on Project work: broadening horizons

The 4Cs in project work

Jeanette Theuma (University of Malta)

Well-structured project work ensures critical thinking, collaboration, communication and creativity - the 4Cs of project work - are used in class. This session explores these key components of project work and links them to practical ideas, showing how student choices, student responsibility to invest in their own learning and sequences of communicative activities can lead to deeper learning.

Working for a better world while learning English

Gerry Luton (University of Victoria, Canada)

I will describe a multi-stage project with a real-world goal. Under the teacher's guidance, students research various charitable organizations before collectively choosing one to support and perform a range of associated tasks, using all the language skills, to achieve that goal. This project has been successfully replicated in classes from elementary school to adult education.

Living ELT - your thoughts on Greece - an experiential school project

Irene Stroumpas (IS Xanthea Language School)

People care about people who care about themselves. 'Your Thoughts on Greece' is an experiential, not-for-profit learning project, run by many language schools in Greece. The talk will discuss what we've learned from it, how more than just all four skills are practised and how it makes students aware of who they are and what they can become.

Room 4a
90 audience
Talk
TD, TTEd
e, p, s, t, a

Hands tied or hands-free? Using constraints creatively in teacher development

Rose Aylett (pop-uptrainer.com)

Can teachers find freedom in constraint? This presentation will explore how the innovative limitation of time, language and resources, in both pre-service and in-service teacher education, can reduce stress, combat decision fatigue and promote creative thinking. Discover how placing constraints upon lesson planning and delivery can empower teachers to be able to do much more, with much less.

Room 4b
90 audience
Talk
MaW, MD
e, le, p, s, t, a

Getting it write: an overview of teaching second language writing

Clare Furneaux (University of Reading, UK)

This talk will give you an overview of the recent history of teaching writing in English as a foreign or second language: product, process and socio-cultural activity, and what this means for materials in developing foreign language writing skills. We will discuss critical issues in teaching writing, considering implications for materials development.

Wednesday 3 April

1600-1630: Session 2.7

Room 7
32 audience
Talk
TD, TTEd
e, le, p, s, t, a

Towards the virtuous cycle: improving teacher training, motivation and self-efficacy
Chris White (Oita University)

Investigating demands placed on non-native English-speaking teachers, this talk will explore the importance of teacher motivation, and self-efficacy in curriculum implementation and on work-life balance. Moreover, educational practicum considerations and in-service training procedures will be scrutinized as to how they can be improved in order to enhance self-confidence in the classroom and increase the efficacy of recent educational reforms.

Room 10
32 audience
Talk
TTEd, YLT
e, le, p, s

Professional development for secondary teachers - what works?
Lia Testa Teismann (British Council Singapore)

This is a comparative analysis of two year-long teacher training programmes in the Singapore context of secondary school learners. This talk discusses the strengths and weaknesses of the two models and the role of teacher beliefs and contextual limitations on the success of CPD. This session will help teacher trainers understand the most effective professional development models within different contexts.

Room 11a
95 audience
Talk
BE, LAM
e, a

Developing conflict management, negotiation and mediation skills through language training
Ben Dobbs (BD Communications Ireland)

The language classroom is the perfect place to develop soft skills for life, especially with higher levels. This session examines how language trainers can develop the competences of trainees to be effective handlers of conflict, third party mediators to prevent and resolve destructive conflict, and negotiators. We will also test some of the methodologies and approaches discussed.

Room 11b
150 audience
Talk
LAM, IPSEN SIG
Showcase
e, le, p, s, t, a

Is TEFL recruitment racist?
Ross Thorburn (Shanghai, China)

We know that our industry discriminates against “non-native English teachers”, but what about plain and simple racism? Attend to find out the extent to which schools in different parts of the world make recruitment choices based on race and discuss what can be done about this common, yet little-discussed issue.

Room 11c
95 audience
Talk
GEN
e, le, p, s, t, a

We need to talk about coursebooks
Geoff Jordan (University of Leicester)

Why do coursebooks still dominate ELT practice? Their methodology contradicts SLA research findings, de-skills teachers, and leads to poor results (Long, 2015). This talk reviews the evidence against coursebooks, presents the case for task-based language teaching (Bryfonski and McKay, 2017), and argues that we need to talk more openly and critically about coursebooks and their alternatives.

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

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Room 12
190 audience
Talk
FD, **LT SIG**
Showcase
e, le, a

Video content or audio podcasts: which improves listening comprehension more?

Craig Wealand (British Council)

This talk, for experienced and less-experienced teachers, includes results from a study at the British Council, Valencia, on the effectiveness of audio podcasts and video content in improving the listening comprehension of adult learners. Based on the study, I will suggest how we might best curate content for adult learner self-study.

Room 13
63 audience
Talk
TD
e, le, p, s, t, a

Language coaching - the holistic view on teaching

Sandra Lindon (Freelance)

Language success never depends on one factor only but is the sum of many elements that continuously interact. Language coaching allows you to see the entire teaching context from a bird's-eye view, giving you the possibility to identify and adjust problem areas. I'll share tips on implementing elements of coaching to enable you to become a motivational role model for your students.

Room 14
50 audience
Talk
YLT
e, le, ey, p

SLA on the carpet: teaching English to very young learners

Anna Zapart (IH BKC Moscow, Russia)

This talk will be devoted to the SLA in very young learners (VYL) in instructed settings. I will analyse the results of a small-scale study on the communication strategies used by the youngest learners of English and will discuss their potential implications for teaching and teacher training in that area.

Room 17
42 audience
Talk
TEA, TTEd
e, le, p, s, t, a

Assessing teacher discourse in a spoken English proficiency test

Odette Vassallo & Daniel Xerri (University of Malta)

This talk discusses the introduction of teacher discourse as one of the criteria used to assess candidates' performance in a spoken English proficiency test for pre-service teachers in Malta. It outlines the stages that were followed in the test's design and presents some findings about the test's washback effect on pre-service teacher education.

Room 18
80 audience
LIT SIG
Showcase

IATEFL Literature Special Interest Group Open Forum

Connecting ELT, literature, extensive reading and the arts

The LitSIG Open Forum provides an opportunity for members and prospective members to meet the LitSIG committee and to get an account of the LitSIG's activities and future plans. Then take part in a quiz about Liverpool's contribution to literature and the arts!

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

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Wednesday 3 April

1600-1630: Session 2.7

1645-1715: Session 2.8

Room 20
60 audience
Talk
FD, **GI SIG Showcase**
e, le, p, s, t, a

Burning issues in ELT: we asked the experts
Yordanka Kavalova (Oxford University Press)

With a glut of professional material online, where can teachers find trusted advice on issues influencing ELT today? In collaboration with an expert panel, Oxford University Press offers research-based papers on burning issues. Join me for an overview of this initiative and some of its key findings, and help us define the next set of themes.

Room 22
73 audience
Talk
LT, TEA
e, le, p, s, t, a

New CEFR descriptors: thinking outside the box
Russell Sean McDonald (telc – language tests)

With the publication of the CEFR *Companion Volume with New Descriptors*, telc - language tests was given a challenge and an opportunity. The challenge is implementing these descriptors. However, the new descriptors give us a real opportunity to rethink language assessment. This talk will demonstrate what we did and present the result: *telc English A2-B1 From School to Job*.

Room 23
90 audience
Talk
TD, TTEd
e, le, p, s, t, a

Promoting reflective practice in tutor-student teacher ESL post-observation conversations

Bede McCormack (LaGuardia Community College, CUNY)

This talk describes an analysis of post-observation conversations, between ESL student teachers and their university tutors, using conversation analysis conventions. An examination of audio samples of recorded data suggests that tutors' heightened awareness of conversation patterns, such as turn-taking, that they use in ESL post-observation conversations can promote ongoing, successful student teacher reflective practice. Transcription handout and bibliography provided.

1645-1715 Session 2.8

Hotel Suite 1
55 audience
Talk
LAM, TD
e, le, p, s, t, a

Creating nudges in teacher development
Chris Farrell (Centre of English Studies)

This talk will look at how school culture can be shaped through a series of subtle changes in key areas in educational institutions. We will look at the concept of 'nudging' in change management and how this can be used to refocus approach and reinforce school values to create an environment which is conducive to the development of the school.

Hotel Suite 3
100 audience
Workshop
GI
e, le, p, s, t, a

Using songs to nurture global citizens in the EFL class
Rita Diveki (Eotvs Lorand University, Budapest)

Apart from learning vocabulary and reinforcing grammatical structures, popular songs from the 2010s can also be used to develop students' global competence. In this workshop, the participants will be familiarized with the concept of global competence and the numerous possibilities of using today's hit songs to nurture global citizens who can contribute to creating a better world.

Hall 1b
245 audience
Talk
TEA
e, le, s, a

Developing students' word formation skills beyond exam tasks

Malcolm Mann & Steve Taylore-Knowles (Freelance)

Word formation tasks appear in many English language exams. In this session, we'll explore which aspects of word formation are - and aren't - usually tested in exam tasks, and consider how factors such as pronunciation, collocation and idiom, conceptual connection versus etymology, blending and word deconstruction can be approached in the classroom to develop our students' word formation skills.

Hall 1c
245 audience
Talk
LT, YLT
e, le, p

How can we get students to surprise us?

Jeanne Perrett (Pearson English)

We want our students to become confident communicators and to pass exams. But more than anything we want them to feel curious, ask questions and think deeply about what they are learning. *Now I Know!* encourages students to notice relevance, make connections and then go on to generate new ideas of their own.

Room 4a
90 audience
Talk
FD, LAM
e, le, a

New oceans for managers: designing courses for older adults

Marina Gonzalez (UFLO University, Argentina)

In this session, we will discuss the challenges and learnings from implementing foreign language courses for older adults at university. Developing a curriculum that applies critical foreign language pedagogy (CFLG), and training teachers with an emphasis on emotions, represent the issues such an innovative program should explore to satisfy the needs of this specific segment of the population.

Room 4b
90 audience
Talk
TTed
e, le, p, s, t, a

Relating course planning to actual learning

Mila Angelova (EAQUALS)

This session will look at course planning from the perspective of the learner's needs. Drawing on material from *Language Course Planning* (North, Rossner, Angelova, Jarosz, OUP, 2018), we will look at case studies that illustrate real-life challenges. We will also explore some of the readily available planning tools to be found in the CEFR and the Core Inventory.

Room 7
32 audience
Talk **with
restricted
audience
number**
TD, YLT
e, le, p, s, t, a

Impact of teacher discourse in improving communicative competence of low-achievers

Saima Abedi (Beaconhouse School System)

In recent years, teacher discourse has received considerable attention for acquiring communicative competence. This discourse shapes the classroom conversation and discussion by maximizing the opportunities for participation and learning, specifically for pupils with undermined linguistic foundations. In the presentation, I will show how structured and meaningful teacher-student interactions ensure improvement in low-achievers' language proficiency.

Room 10
32 audience
Talk
TD, TTEd
e, le, a

Engaging teachers in transformative learning: reflections from a TEFL course
Dalia Elhawary (Faculty of Education, Alexandria University)

This talk provides an overview of how the presenter, who is a teacher educator, reconstructed a TEFL course to engage prospective teachers in transformative learning. It gives details of the process of critical reflection I engaged with during constructing and delivering the course, as well as of the specific strategies I used to promote transformative learning.

Room 11a
95 audience
Talk
TTEd, YLT
e, le, ey, p, s, t

Making the young learner session on Cambridge CELTA courses meaningful
Sinem Daridere (International House Izmir)

Too often the Young Learner session at the end of Cambridge CELTA courses includes a few games to give candidates a taster of teaching children and teenagers. This talk questions how useful this is for teachers who end up teaching children a week after the course. My talk offers a new approach which raises awareness and provides practical YL tools.

Room 11b
150 audience
Talk
IPSEN SIG
Showcase
e, le, p, s, t, a

Creating an inclusive school environment: strategies from around the world
Ellen Darling (British Council)

The new British Council publication, *Creating an inclusive school environment*, explores how different international teaching contexts are recognising the diversity of students and enabling fuller engagement in learning. This talk draws on evidence from the book and will provide school leaders, teachers and policymakers with practical ideas to develop and support inclusive practices within English language teaching and beyond.

Room 11c
95 audience
Talk
LA
e, le, a

Encouraging learner autonomy and self-reflection using coaching tools
Nivashini Gunasegaran (Freelance)

Life coaching principles and exercises can be used effectively within the EFL industry to help learners improve their motivation and self-study through understanding their why and self-reflection. This talk, based on a self written and published language coaching journal, will look at how these useful tools and practices can be used with teenage and adult learners.

Room 12
190 audience
Talk
LT SIG
Showcase
e, le, p, s, t, a

GUINEVERE - learn a language through games in virtual worlds
Heike Philp (let's talk online sprl) & Letizia Cinganotto (INDIRE)

Digital game-play has become a popular way of practising a language and many youngsters enjoy playing this in their spare time. EU funded project GUINEVERE (2017-2019) aims to demonstrate the potential of digital game-based learning in 3D immersive environments in order to improve teaching and learning outcomes in foreign languages.

Room 13
63 audience
Talk
TEA
e, le, p, s, t, a

An introduction to China's Standards of English

Xiangdong Gu (Cambridge Assessment English/Chongqing University)

This presentation introduces China's Standards of English (CSE) the national framework of reference for English language education, and how CSE reflects the changing face of English language learning, teaching and assessment in China. To illustrate the application of the CSE in the classroom, I will discuss how to encourage teacher development and learner autonomy by using self-evaluation grids.

Room 14
50 audience
Talk
TD
e, le, p, s, t, a

What is a dynamic lesson?

Christopher Thirlaway (Cultura Inglesa Recife)

This talk will focus on trying to define what elements make a modern dynamic lesson. During the session, a number of classroom ideas and activities will be put forward for participants to review. Participants will also be encouraged to share their own ideas and knowledge in order to develop a wider picture of what makes a truly dynamic lesson.

Room 17
42 audience
Talk
ESOL, ESP
e, le, a

Real people, real jobs

Helen Jackson (City of Glasgow College)

This talk will focus on ways to prepare materials and exercises that will encourage migrants to develop the skills required to work in various occupations including doctors, care home assistants, hospitality staff and childcare workers. It will focus on the different situations they may encounter, vocabulary needing to be considered, together with a selection of situations in which to use them.

Room 18
80 audience
Talk
ESP, LIT SIG
Showcase
e, le, p, s, t, a

Gilbert and Sullivan: opera, language learning and performance in Segovia

John Gardyne (Trinity College London)

I'll present a review of interactive performance workshops, led by practitioners from Trinity College London in Segovia in September 2018, using opera to explore the impact of music and performance on language use and comprehension. This talk will outline the nature of the work undertaken, with reflection on outcomes, group and individual discoveries, and possible recommendations/ideas for further development of this approach.

Room 20
60 audience
Talk
TD, **GI SIG**
Showcase
e, le, a

Social justice beyond the classroom: cooperatives and teacher development

Neil McMillan (Serveis Linguistics de Barcelona)

The increased focus on "social justice" as a classroom topic has a blind spot: the unjust conditions in which many EL teachers work. Precarious wages and contracts also hamper a teacher's ability - and willingness - to develop. I'll discuss a cooperative experiment in Spain, which is showing how the quest to upgrade skills and knowledge depends on a parallel struggle to improve conditions.

Wednesday 3 April

1645-1715: Session 2.8

1730-1815: Session 2.9

Room 22
73 audience
Talk
ESOL, TD
e, le, a

Anticipating problems: a case study

Peter Martin (English Language Centre Liverpool University)

Anticipating language problems in a lesson can be a tricky business and some teachers don't know where to start. The ability to spot potential issues for students can help lessons flow smoothly and avoid detours into lengthy unprepared 'explanation'. Drawing on our own research, this session explores ways to help teachers avoid these pitfalls.

Room 23
90 audience
Talk
TTEd
e, le, a

Think out loud: scaffolding higher order thinking in feedback sessions

Nelson Arditto (British Council)

Little research appears to exist into 'trainer talk' to guide teachers to reflect in feedback sessions (Engin 2013). In this talk, we will look at the concept of scaffolding in teacher education. It will report on action research into question types and how they support higher order thinking. Finally, participants will consider how to develop their own use of questions.

1730-1815 Session 2.9

Hotel Suite 1
55 audience
Workshop
RES, TD
e, le, a

Mental health awareness for employers in ELT

Philip Longwell (INTO UEA / Norfolk Community Learning Services)

Building on a presentation given in Brighton and an IATEFL webinar given in July 2018, this workshop aims to increase awareness and training for employers with ELT. This will be a practical session in which participants will discuss important questions around the topic of mental health, effectively managing teachers and other staff.

Hotel Suite 3
100 audience

Tribute session

The tribute session is an opportunity to remember colleagues who have died during the year 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.

e = experienced audience

le = less-experienced audience

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Hall 1a
850 audience
Workshop
YLT
e, le, ey, p

The power of critical reading to ignite young learners' minds!

Luciana Fernandez (National Geographic Learning)

Critical reading is a major skill to develop in young learners in the information era. What is it? What does it involve? How can it be taught and developed? Using examples from *Look!* and other multiple materials, participants will be shown how young learners can be taught to evaluate what they read in terms of their maturity, backgrounds and experiences.

Hall 1b
245 audience
Workshop
TEA, YLT
e, le, s

The new Cambridge B1 Preliminary exam: helping learners recognise success

Lindsay Warwick (Pearson English)

How can you help students identify what success is in the new B1 Preliminary and B1 Preliminary for Schools exams? This workshop provides hands-on experience of using learning intentions, models, success criteria and feedback for the revised speaking and writing papers to promote learning. Activities used come from the new *Gold B1 Preliminary* and *Gold Experience B1* coursebooks.

Hall 1c
245 audience
Workshop
MaW, MD
e, le, s, t, a

Deconstructing jigsaw activities

Jason Anderson (University of Warwick)

Most teachers are familiar with reading and listening jigsaws, but what about grammar jigsaws, flipped jigsaws or even translingual jigsaws? This practical workshop will offer innovative ideas and key design variables for jigsaw activities, involving participants in discussion, brainstorming and critiquing typical jigsaw tasks. Examples and suggestions from my new book *Activities for Cooperative Learning* will also be shared.

Room 3a
300 audience
Workshop
EAP, **ESP SIG**
Showcase
e, s, t, a

Perfectly formed: aligning learning objectives, critical thinking and academic language

Edward de Chazal (Independent)

Principled lessons start with learning objectives (LOs), so that the students know what they are focusing on, why and how. LOs typically involve critical tasks like comparing and evaluating. Crucially, students need appropriate academic language to express this cognitive work. This workshop introduces *Academic Language*, a practical resource for students to create, personalize and learn the academic language they need.

Room 3b
265 audience
Workshop
FD, TD
e, le, s, a

The joy of creative writing in EFL

Mario Rinvolucri (Pilgrims [part-time])

Come to this workshop to escape constant talking and listening - a partly silent workshop! You will leave the session with several well-tried techniques to help your students discover how well they can write English when their inner weather is right. These classroom ideas are equally useful if you teach in a mother tongue class.

Wednesday 3 April

1730-1815: Session 2.9

Room 4a
90 audience
Workshop
YLT
e, le, ey, p

How to size up kindergarteners' foreign language learning potential

Grzegorz Spiewak (DOS ELTea / Edu Bears)

In my view, mainstream approaches to teaching kindergarteners tend to underestimate their capacity to learn communicatively-valid, connected-up language. I'll argue for and present an alternative, systematic, tried-and-tested programme. You will try out several attractive activities in which children acquire, react to and produce highly useful phrases and complete utterances - ready for use with your very young learners.

Room 4b
90 audience
Workshop
TEA
e, le, s, a

Let's play exams!

Aida Sahutoglu (St Giles London Central)

Exam preparation is not only about recycling past papers. How about recycling international games to improve overall speaking and writing skills and meet proficiency exams' criteria? We will explore multiple practical ways of 'examifying' existing games - from the ancient Egyptian, Roman and South Asian strategy challenges to the modern classic trivia, board and card games.

Room 7
32 audience
Workshop
LAM, TD
e, p, s, t, a

Choosing, implementing and evaluating different models of teacher development

Joanna Smith (Language Fuel)

Continuing professional development for language teachers can come in many forms. This workshop will help Directors of Studies and other leaders to effectively choose, implement and evaluate professional development delivery models. We'll look at a variety of complementary models, and look at how the Kirkpatrick model of evaluating training programmes can aid leaders in their ongoing decision-making process.

Room 10
32 audience
Workshop
TD, TTEd
e, le, p, s, t, a

Advanced teaching skills or chasing a wild haggis

Tatiana Polovinkina (BKC IH Moscow)

In this workshop, we will try to identify what kind of practical skills teachers may want to develop to advance beyond routine lesson procedures. We will question the existence of a separate set of teaching skills that expert practitioners typically possess, and will consider practical steps every teacher can take in order to become more effective in the classroom.

Room 11a
95 audience
Workshop
GEN
e, le, a

Kindful teaching: fostering a positive and productive learning environment

Melissa Perkins (EC London)

This session will explain what kindful teaching is and how it can enhance both the learner and teacher experience through emotional connection and empathy. Participants will learn how to adapt and develop their materials so they can deliver content which resonates with the learner. This leads to open, engaged learners and fosters a more positive and productive learning environment.

Room 11b
150 audience
Workshop
ESOL, **IPSEN**
SIG Showcase
e, le, p, s, t, a

Utilizing performance art to empower social justice in refugee groups
Efi Tzouri (Refugee reception classes)

The aim of this workshop is to explore the educational value of the Theatre of the Oppressed theory and techniques, and to put into practice a language learning approach that enhances social justice, mainly in refugee groups. Participants are called to interact, collaborate and get engaged in activities which promote multiculturalism and diversity.

Room 11c
95 audience
Workshop
MaW, YLT
e, p

"I'm not in my coursebooks" - hidden identities and silenced voices
David Valente (The Anglo Mexican Foundation)

This workshop will reveal the 'elephants' in primary ELT coursebook publishing which hide children's identities, mask their lived realities and silence authentic age-relevant communication. It is a call to action on the part of authors, editors, publishers and teachers to usher in increased visibility and include children's voices as the norm, rather than the exception relegated to so-called freely downloadables.

Room 12
190 audience
Workshop
YLT, **LT SIG**
Showcase
e, le, p, s, t, a

Quick wins with technology in the BYOD language classroom
Joe Dale (Isle of Wight)

This practical session will run through some quick and easy ways of integrating technology into the language classroom to enhance teaching and learning. Ideas will include cross-platform apps for polling students, narrating slideshows, creating text message video conversations, speaking homeworks and using artificial intelligence to promote writing amongst other themes. There will be the opportunity for audience participation.

Room 13
63 audience
Workshop
TTED
e, a

Fiction and narrative in input design - a framework for trainers
Iulia Maria Lehner (British Study Centres Edinburgh)

The aim of this workshop is to explore the use of narrative tools in the design of input sessions for pre-service teachers. In doing so, we will draw upon my experience as a newly-qualified teacher trainer faced with the challenges of designing, adapting and delivering meaningful and accessible input sessions on the CELTA course.

Room 14
50 audience
Workshop
IPSEN
e, le, p, s, t, a

Out of your seats
Anette Igel (Freelance)

In this workshop, we will try out interactive and creative teaching ideas for all levels and ages that get learners out of their seats. The activities are skills based and derive from drama activities. They offer a range of productive and receptive language experiences that enrich the learning of English as a foreign language and include all types of learners.

Wednesday 3 April

1730-1815: Session 2.9

Room 17
42 audience
Workshop
TD
e, le, s, a

Classroom choreography: ensuring everyone can – and does – play a part
Lynn Williams Leppich (Gymnasium Liestal)

How far can (and should) a lesson be teacher-led and where does it make sense to hand responsibility over to learners? Why might we want students to share the lead, and what concrete learning opportunities does this afford? In this workshop, I will present my personal experiences of the shared responsibility mindset and engage the audience in developing theirs.

Room 18
80 audience
Workshop
MD, **LIT SIG**
Showcase
e, le, p, s, t, a

With a little help from my (ELT) friends
Chris Walklett (University of Essex, UK)

This session is one in which I, acting as curator, will introduce the ideas of a variety of EFL practitioners on their innovative uses of Beatles songs in the ELT classroom. This workshop will also give participants the opportunity to input their own ideas, as well as offer all the opportunity to indulge in a mass Beatles singalong.

Room 20
60 audience
Workshop
BE, **GI SIG**
Showcase
e, le, t, a

Intercultural Readiness Check (IRC): how ready are you really?
Ellen Keates & Ariane Niemeijer (Zwolle, The Netherlands)

If you are looking for a scientifically validated tool as a starting point for developing intercultural competences, this is the workshop for you! After a brief explanation of what the Intercultural Readiness Check involves and what it can do for you and your learners, we will play the Intercultural Readiness Game. Join in and take away a great practical tool!

Room 22
73 audience
Workshop
MD, YLT
e, le, p

Talk about it! Developing discussion tasks for young learners
Michelle Worgan (Freelance, Spain)

Effective discussion tasks can improve children's language and communication skills while also developing critical thinking and social and emotional skills. We will look at ways of creating and scaffolding tasks that encourage children to think about issues that affect the world we live in, and try out a few simple routines that can help guide the discussion.

Room 23
90 audience
Workshop
TD, TTEd
e, le, s, t, a

Taking notice as teachers and trainers
Carole Robinson (NILE Norwich Institute for Language Education)

We may be familiar with promoting noticing among our learners, to help them pay attention to key language, but as teachers and trainers, noticing also has an important role to play. In this workshop, we will look at ways we can 'notice' both our students'/trainees' and our own behaviour and performance in the classroom as a means of professional development.

1900-2100 Evening events

The Fair List, UK

1900-2000 in Room 12

Come and learn about *The Fair List, UK* - the ELTON nominated award for excellence of gender balance in plenary and keynote speakers and panellists at UK ELT conferences and events. Come along to find out who is on the list for the year 2018 and cheer them as they get their playful certificates. Each year we have a fun awareness-raising activity too that might surprise (in a good way!). To find out more about *The Fair List, UK* please take a look at www.thefairlist.org. There you will find loads of ideas for conference organizers, speakers, participants, mentors and mentees interested in gender parity in UK ELT events. Refreshments kindly sponsored by Greenall Florent Books Ltd. All delegates very welcome!

What professional areas are you interested in? Meet IATEFL's Special Interests Groups (SIGs)

1900-2030 in Room 3a

Are you particularly focussed on certain groups of students? Young learners, or business English, for example? Are you drawn to certain areas of practice in the classroom, such as teaching pronunciation? Do you want to expand your horizons outside the classroom, like writing materials or teacher training? Come to this engaging evening and meet people who can share ideas, and work together for the development of the profession and the ultimate benefit of our learners and perhaps join one of IATEFL's 16 SIGs.

Sharing Stories

1900-2100 in Room 3b

You have travelled from around the world to this international city of Liverpool, each bringing your lifetime of stories with you. So let's get together to sit back and listen to each other's stories. By stories we mean tales, myths and legends from our own cultures or anecdotes from our life experiences. This long-established session is a special opportunity for us to share what we all have in common: being human in this ever-changing world. Andrew Wright and David Heathfield will be telling a few stories themselves. It's sure to be another beautiful evening of story sharing.

Andrew and David are professional storytellers, both working as storytellers in many countries and both sharing their experience by writing books, chapters and articles about stories and storytelling. They are very happy to have been associated with this story sharing evening at IATEFL for many years.



SINCE 2004

ENCOURAGE

International English School

About us

Encourage International English School is located in Lanzhou city, in the heart of China. Established in 2004, the school has opened 6 branches and has taught over 30,000 students. Now, with more than 100 staff, it has gained a reputation throughout the city and is expanding professionally and internationally. The driving force behind the school's success is the belief in high-quality education for students by highly professional teachers. The school is authorized by American TESOL Institute and is the only designated training and testing centre for Gansu, Qinghai and Ningxia Province. Encourage International English School cooperates with a wide variety of schools and companies who seek both professional and personal growth.



Job opportunities

Encourage International English School is currently seeking professional English teachers with an enthusiasm for language teaching to join the team. We are looking for teachers with considerable experience in language training, who have advanced ideas and acuminous marketing insights.

If you would like to find out more about these opportunities, please get in touch.

Contact us

📍 Xiguan Branch School: No.488 Qingyang Street, 7th floor, Wan Sheng Business Plaza, Chengguan District, Lanzhou

☎ 0086-931-8453132 0086-931-13919011625

📘 www.facebook.com/EIESLanzhou/

✉ 2182347938@qq.com

www.encouragees.com

Thursday 4 April

0800-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1630: Exhibition Open

Thursday

0800-1730 Registration desk open

0815-0845 IATEFL How To... sessions

Room 11a
95 audience

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.

Room 11b
150 audience

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.

0830-1630 Exhibition open

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We would like to thank  macmillan education for sponsoring this programme

Visit Macmillan Education at stand 23 in the Exhibition

Thursday 4 April

0900-1000 : Plenary Session

0900-1000 Plenary Session

Hall 1

Plenary session by Aleksandra Zaporucha



Aleksandra is a Geography and English teacher from Poland, with 30 years of experience in Geography and EFL/ESL/EAP teaching, as well as teacher training, translating, examining and materials writing, including 15 years of engagement in Content and Language Integrated Learning (CLIL). She has worked extensively in Poland and the UK, as well as Asia (Qatar, Uzbekistan, Kazakhstan, Azerbaijan, Turkey, Iraq, China). Twice a year Aleksandra conducts CLIL training in Poland for a local publishing company. In 2014 her geography workbook 'Earth and People' was nominated for the British Council ELTons Award and in 2016 she was a winner of this award as a Tigttag CLIL team member. She has presented at national and international conferences, mostly on topics related to CLIL and Global Issues in an English classroom. She is also a regular contributor to magazines for Geography and English teachers.

Under one roof: considerations on integrating content and language

Content and Language Integrated Learning (CLIL) describes an approach to teaching non-linguistic subjects, like Physics or History, through an additional language. Since the term was coined in the mid-1990s, it has been gaining popularity, mainly in Europe but also elsewhere. Thus, it is time to review CLIL and see what it has to offer. First of all, although the term suggests there are two entities to be combined, this dichotomy of content and language has never in fact existed. There is no content without the language and no language without the content. Does this mean subject teachers should be allowed to teach through the language that is not native neither to them nor to their students? What are their credentials? And how is CLIL different from other forms of merging subjects with languages, such as English Medium Instruction? Once these issues have been addressed, I would like to look at 10 characteristics of CLIL, arguing they should be adopted to any other situation where content and language are integrated, be it at primary, secondary or tertiary education level. The most important notion would be that every CLIL lesson should adequately 'tune in' the procedure through which the relevant content is offered to students. Ignoring it would mean the whole CLIL structure is lacking an indispensable element which, like a bridge, joins the language and the non-linguistic content. Finally, you might be asking yourself: What is there for me, an EFL/ESL teacher? Why and how can I bring the real school curriculum to my classroom? Am I qualified to teach about gases, volcanoes or chemical bonds? With these questions in mind, come to my talk and I will try to convince you CLIL is here to stay and both you and your students can benefit from getting involved.

1020-1050 Session 3.1

Hotel Suite 1
50 audience
Talk **with
restricted
audience
number**
GEN
e, le, a

Teaching advanced vs. elementary levels

Marilis Rice (London School of English)

I find advanced and elementary classes the most challenging to teach, especially when switching between the two. This talk will explain why I find this difficult, and focus on what I have found to be the solution: checklists. I will describe how I use checklists to clarify my thinking, and access the approaches and practical activities appropriate for each level.

Hotel Suite 3
100 audience
Talk
TD, TTEd
e, a

What if we took away input?

Melissa Lamb (International House London)

Unlike other skills training such as piano, football, learning to drive, etc., teacher-training courses spend a disproportionate amount of time giving input. What if we didn't? This talk examines the role of input and presents an alternative way of structuring the course to really maximise skills development. Come and see what we found out when we tried it.

Hall 1a
850 audience
Talk
GEN
le, p, s, t, a

How to answer learners' grammar questions

Scott Thornbury (Cambridge University Press)

Students ask difficult questions - questions that often challenge teachers' knowledge about the systems, structures and uses of English. How should we answer them? In this talk, I'll look at the kinds of questions that students typically ask, and some strategies for dealing with them. Then I'll invite YOU to ask questions.

Hall 1b
245 audience
Talk
TTEd
e, le, t

Developing teachers and enabling reform and internationalisation in higher education

Zhanna Sevastianova (British Council Ukraine) & Simon Borg (Consultant)

This talk draws on findings from research studying the impact of the five-year 'English for Universities' project, delivered in 32 universities across Ukraine. The presentation explores the factors which enabled policy dialogue and institutional change to take place, and lessons learned on how to build effective teacher development programmes to improve EMI and ESP teaching in higher education.

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MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Thursday 4 April

1020-1050: Session 3.1

Hall 1c
245 audience
Talk
BE
e, le, t, a

Bridging the gap - work skills with a licence to thrill!

Margaret O'Keeffe (Pearson English)

This session explores the business and communication skills that are immediately relevant for learners who use English in their day-to-day working lives. It also focuses on the key competencies tertiary students need to enhance their employability. It draws on Pearson's Global Scale of English (GSE) research and examples from *Business Partner* - the new eight-level series (A1 to C1).

Room 3a
1020-1135
300 audience
Forum
EAP

Forum on EAP speaking

The Socratic Seminar from a sociocultural perspective

Seher Balbay (Modern Languages Department, Middle East Technical University)

I'll present on research that compares the perceptions of students who were offered an academic oral speaking skills course with a sociocultural perspective pedagogy, practising discussions in the 'Socratic Seminar' format, and the second, with discussions in a regular classroom debate format. There was a significant difference between the two groups' perceptions when the benefits of the two task types were investigated.

Helping students to become better presenters

Rachel Robinson (University of Leeds)

Giving an academic presentation at university is arguably one of the more challenging tasks facing international students studying in the UK. This presentation will focus on how, through combining theory with practical ideas, such as planning pecha kucha-style presentations, students can develop their skills and strategies to present with confidence.

Academic Conversations: an innovative learning resource

Ella Tennant (Keele University)

The ability to adapt to academic culture and to develop a global mind are among the challenges faced by students, irrespective of background. *Academic Conversations* is an innovative digital video resource, created to help students improve spoken communication skills and develop confidence in three main areas: meetings with a personal tutor, giving presentations and participating in seminars.

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 3b
265 audience
Talk
GI, TD
e, le, p, s, t, a

Implementing ready-made teaching material against human trafficking and slavery

Judy Boyle (The NO Project)

In this talk, we'll look at and assess brand new ELT material which, appropriately but purposefully, focuses on the vulnerability and subsequent exploitation of both adults and children globally. I'll discuss how the deeply personal response of students, including adult learners, combined with the courage and integrity of their teachers, easily overrides external hesitations in addressing such confronting issues.

Room 4a
90 audience
Talk
GEN
e, le, t, a

Cultural views of smiling: implications for ELT

Joan Bartel (Humber College, Toronto, Canada)

Recent research from psychology and business fields on the subject of smiling as a cultural behaviour is presented. The findings are applied to general and employment-oriented ELT classes. The audience will participate in short cultural awareness-raising activities regarding smiles and be encouraged to reflect on their own smiling habits – in class as well as in international job interviews.

Room 4b
90 audience
Talk
AL, LA
e, le, t

Peer interaction on Facebook - what does it take to communicate?

Ward Peeters (Kanda University of International Studies, Japan)

This talk delves into the ways learners build relationships with others when engaged in language learning activities on Facebook and shows how a social network of peers can be constructed. By highlighting to what degree learners share content, socialise and provide scaffolded support, this talk demonstrates how social media can be used to fully explore present-day peer interaction in education.

Room 7
32 audience
Talk
ESOL, LT
e, le, p, s, t, a

Marching into MOOCs: blissful battle among young learners in Nepal

Baman Kumar Ghimire (Motherland Secondary School)

Referring to the MOOC practices carried out in high schools in Nepal, the presentation aims to illustrate how we can promote the potentiality of young learners through open online courses. Additionally, it explores the challenges and some way-outs the educators from developing countries can have while merging technology into education.

Room 10
32 audience
Talk
AL, TD
e, le, t

Exploring the potential of memes in teaching critical inquiry

Paolo Nino Valdez (De La Salle University, Manila, Philippines)

This talk describes a project that employs the use of memes in teaching argumentation in an academic reading and writing course for political science majors. As will be presented, this presentation highlights the need for teaching a range of critical 21st century skills for learners to grapple with the challenges of a post-truth world.

Thursday 4 April

1020-1050: Session 3.1

Room 11a
95 audience
Talk
TD
e, le, a

Following the research on listening: decoding skills - theory to practice?

Sarka Kreuzova (Bell London) & Chris Edgoose (Bell Cambridge)

This talk will summarise a project undertaken at Bell in 2018/19, aimed at motivating teachers to update their teaching practices in line with current research into decoding processes in listening. It will outline teacher practice before and after a short run of Teacher Development workshops and report positive, if mixed, results.

Room 11b
1020-1135
150 audience
Forum
MD, **MaW SIG**
Showcase

Forum on Research informing materials writing

Materials design in English teacher education: a neglected craft

Luis Carabantes (University College London)

In this talk, I will present part of my doctoral research, which tackles the design of ELT materials by a group of pre-service teachers in Chile. Qualitative data I collected from pre-service teachers, teacher educators and school teachers reveals a tendency to underplay the language learners' capabilities, contributing to a 'dumbing down' of English language teaching.

Corpus and CLIL: a possible integration?

Andrea Geroldo dos Santos (University of Sao Paulo - Brazil)

This talk presents academic research based on how CLIL (content and language integrated learning) materials may be designed, taking Corpus Linguistics principles into consideration. It also demonstrates how the results of this research have been put into practice by providing examples of lexical and grammatical activities integrated with relevant content topics.

An evidence-based re-evaluation of second language listening pedagogy

Jane Ward & Colin Campbell (University of Reading)

Materials based on new, large-scale research into second language listener behaviour were designed and piloted in a university pre-sessional context. This talk reports three features: the results of the research and its psycholinguistic theoretical underpinning; the design of the materials; and the results of the classroom research piloting the materials. A review of teaching methods and materials are called for.

Room 11c
95 audience
Talk
TD, **LAM SIG**
Showcase
e, le, t, a

Managing remote teaching teams: making 'work from home' work

Neenaz Ichaporia

How do you manage a teaching team spread across India? How do you maintain motivation, without bricks-and-mortar centres? The British Council's 'myEnglish' online courses are delivered by teachers working from home. This talk will consider the challenges and make practical suggestions for managing a geographically-dispersed team. These include innovating ways of delivering INSETT, conducting observation, and building a professional community.

Room 12
190 audience
Talk
**YLT SIG
Showcase**
e, le, s

Using debates to promote critical thinking in the secondary classroom

Simon Pounder (British Council, Poland)

The ability to reason, develop arguments and respond to different viewpoints are all essential skills for secondary students to learn. This talk will look at developing the micro skills used in conducting classroom debates. By breaking down the stages of debates, we can develop the critical thinking abilities that are so relevant to secondary learners in the 21st century.

Room 13
63 audience
Workshop
AL, FD
e, a

How to teach English as a lingua franca

Marek Kiczowski (KU Leuven)

While it is clear English is primarily used as a lingua franca (ELF), it is not entirely clear what teaching ELF might entail. Drawing on ELF research findings and teaching proposals made in my recent publication *Teaching English as a Lingua Franca*, this workshop will provide participants with clear principles and practical ideas for teaching ELF.

Room 14
1020-1135
50 audience
Forum
RES

Forum on Findings from research into writing at university level

Encouraging language development and learner autonomy through grammar logs

Celile Gursu (Sabanci University, Turkey)

I'll report on a study that focuses on the effect of grammar logs in students' writing development by comparing two groups of university-level pre-intermediate EFL classes who received different writing instruction (regular writing instruction and grammar log training). The study also examines the extent to which grammar logs help students incorporate corrective feedback through the use of codes and support learner autonomy.

Enhancing writing skills within EFL contexts: case study

Suhair Al-Alami (Al Ghurair University, Dubai)

This presentation delineates a research study on EFL writing within higher education. The impact of utilising literary versus general texts was explored involving experimental and control groups. The statistical tests indicated that there was a significant difference between the groups' writing performance in favour of the experimental group. The findings therefore emphasise the significant role literature plays within EFL contexts.

Tutoring L2 tertiary writing students: performance and perceptions

Mansoor Al-Surmi (Qatar University, Qatar)

This presentation reports on the impact of a novel in-house tutoring model on Arabic L1 university students' writing skills. Analysis shows that the writings of the students who participated in the scheme significantly improved across multiple writing assignments. Students' perceptions of the tutorials and tutoring will also be discussed in the presentation.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 4 April

1020-1050: Session 3.1

Room 17
42 audience
Talk
LT
e, le, s, a

Artificial intelligence for the EFL student's speech recognition

Raquel Ribeiro dos Santos (Cultura Inglesa SP)

The Artificial Intelligence of voice typing in the free app Google Docs can be applied to the educational scenario of our ELT students as a possibility that brings direct feedback on the intelligibility of their speech. In this session, I intend to demonstrate my students' path of learning using this free mobile-friendly tool to work on their pronunciation development.

Room 18
1020-1135
80 audience
Forum
TD

Forum on CPD

Communities of Practice for teachers: why, how and what

Ana Garcia-Stone (British Council Madrid Teaching Centre)

A Community of Practice is a peer group which meets regularly to discuss and solve a shared classroom issue. This talk covers why this is an effective form of continuous professional development for teachers, how these groups were set up in a large teaching centre and what topics were chosen and how - i.e. the challenges, constraints and resulting professional learning.

A change is as good as a rest: my story

Tamara Ilia (Teachers for Teachers)

This talk will walk you through the process of the development of a teacher training project in Ukraine, that involves both international and local speakers, and will show you how a teacher can turn into a manager of her own business. There will be lots of practical tips and examples from personal experience.

Pedagogical meetings: promoting teachers' development and achieving better results

Karine Santos (CNA Editora Cultural Norte Americano, Brazil)

The purpose of this talk is to show data from 30 language schools from Brazil and analyze if the ones that promote monthly pedagogical meetings can achieve better teaching and learning results as well as higher re-enrollment rates. This session is aimed at teachers, pedagogical coordinators and school owners who are concerned about their own professional development and students' motivation.

Room 20
60 audience
Talk
TEA SIG
Showcase
e, le, p, s, t, a

Improving assessments through item analysis

Michael Fields (University of Delaware, USA)

Item analysis is a key factor in improving test quality, thereby increasing reliability and validity. Attendees will learn how to conduct an item analysis at both item and distractor level. The techniques described include establishing and interpreting facility and discrimination indices, and conducting error analysis in order to eliminate or improve poorly-functioning items. No knowledge of complex statistics is required.

Room 22
73 audience
Talk
RES SIG
Showcase
e, le, s

Change in perception of teacher researcher after the research

Renu Dhotre (M.P.Shah English High School)

I present on a study that aims to explore how mentees' perceptions, beliefs and attitudes changed through their participation in an exploratory classroom-based research project. It is based on my mentoring of some teachers in this project over a year. The talk also discusses changes in my perceptions and beliefs as I moved from a mentee to a mentor role.

Room 23
1020-1135
90 audience
Forum
TD

Forum on Observation

What can be learnt from watching experienced teachers?

Amanda Bailey (Anglia Ruskin University)

Watching experienced teachers is a teacher development tool which is widely used but little reflected upon in terms of its goals, its nature, its value and how its potential can be maximised. This talk will explore these areas and present findings of research with pre- and in-service teacher trainees on the pros and cons of different approaches.

Avoiding conflict with objectives-based observations and evaluations

Alexander Fayle (Well & Will Language Academy)

Traditional technique-based observations are often stressful for both managers and teachers. This presentation will provide a framework for a non-threatening way to evaluate teachers by focusing on the centre's goals and objectives. Participants will leave with a clear idea of how they can diminish the possibility of conflict when doing observations and performance feedback with their teachers.

Some observations on evidence-based observations

Georgia Papamichailidou (Kaplan International English)

This practical session presents and explores a variety of tasks used in formal evidence-based observations. These tasks aim to assess the effectiveness of the activities used during the lesson and identify any patterns in student performance and teacher habits. Participants will be encouraged to consider how such tasks can play an important role in their development as teachers or managers.

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TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Thursday 4 April

1105-1135: Session 3.2

1105-1135 Session 3.2

Hotel Suite 1
55 audience
Talk
IPSEN, TTEd
e, le, p

Multisensory approach - a way to facilitate SLA in struggling learners

Zainab Khalid

Second language acquisition seems a bit tricky in the case of learners with learning difficulties. Multi-sensory approach is an extensive approach incorporating all sensory modalities, such as sight, smell and touch, to acquire second language. I will show various activities that aim to target various learning styles to facilitate individualized learning and boost learner autonomy.

Hotel Suite 3
100 audience
Talk
TTEd
e, le, p, s, t, a

Examining the impact of a low-level of teacher L2 proficiency

Sandy Millin (International House Bydgoszcz)

What impact does a teacher's low level of L2 proficiency have on their students' learning? What strategies can low-level teachers use to maximise L2 use in class? When should they use L1? Is methodology or language development more essential for teachers? My experience teaching Polish informs my thoughts on these issues, relevant to anyone working with low-level English teachers.

Hall 1a
850 audience
Talk
GEN
e, le, s, a

Mapping out the path to success

Hugh Dellar & Damian Williams (Pearson English)

Adult learners have varying goals and reasons for learning English. Different classes usually have differing needs, interests and abilities. Dealing with this is one of the key challenges teachers face. In this talk, we will present solutions for tackling these issues, illustrated with materials from *Roadmap*, the new Pearson English general adult course.

Hall 1b
245 audience
Talk
ESOL, LT
e, le, p

Dynamics of videoconferencing-mediated co-teaching

Maricarmen B. Gamero M. (Hands Up Project/ University of Warwick)

This talk reports on the findings of a case study focused on videoconferencing-mediated co-teaching of refugee children in Gaza through the Hands Up Project, considering: a) the context constructed through the interaction between teachers; b) technology enacted into the classroom as a new practice; and c) the continuous professional development evidenced as natural learning experiences in collaborative teaching.

Hall 1c
245 audience
Talk
EAP
e, le, t

Improving critical thinking through asking questions

Richard Harrison (Canford Publishing)

The ability to ask questions that are relevant, searching and perhaps inconvenient is central to critical thinking. This presentation looks at how students can develop their critical thinking and academic skills through questioning - using sources such as advertisements, newspaper articles and videos. Reference will be made to a new level of *Framework: Academic Writing and Critical Thinking*.

Room 3b 265 audience	<p>Question & answer session relating to Aleksandra Zaparucha's plenary session</p> <p>If you attended Aleksandra Zaparucha's plenary session this morning on <i>Non-linguistic content in an English classroom - a few considerations</i>, 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 Aleksandra's plenary talk.</p>
Room 4a 90 audience Talk TTed e, p, s, t, a	<p>Future proofing CELTA Jacqueline Douglas (Bell Cambridge)</p> <p>Hear how I tried new things on an intensive CELTA in order to make the course more fit for purpose in the 21st century. Find out how, among other ideas, trainees used digital coursebooks in teaching practice and how I 'flipped' sessions on large classes and teaching young learners/teens... and how my trainees responded, ending with my own conclusions.</p>
Room 4b 90 audience Talk RES e, le, s, a	<p>Integrating WhatsApp into a general adult EFL programme Jessica Mackay (EIM, University of Barcelona) & Angels Pinyana (Universitat de Vic - Universitat Central de Catalunya)</p> <p>This presentation analyses a programme of tasks conducted via the social media platform 'WhatsApp', integrated into a course for adult EFL learners in Spain. Tasks included drills, Q&A and guessing games. Students' contributions were analysed for participation and type of language produced. Furthermore, learners' off-task interactions provided useful insights into implications for group dynamics and learner agency.</p>
Room 7 32 audience Talk TTed e, le, t, a	<p>Global perspectives on the TESOL Practicum Irshat Madyarov & Talin Grigorian (American University of Armenia) & Rai Farrelly (Saint Michael's College)</p> <p>Across the world, the TESOL Practicum is a core element of TESOL preparation. This session presents an upcoming collection of cases from diverse settings, <i>Global Perspectives on the Practicum in TESOL</i> (Springer), which discusses theoretical orientations, practices, challenges and successes to the practicum as teacher educators respond to their local contexts in preparing the next generation of EFL/ESL teachers.</p>
Room 10 32 audience Talk AL e, le, s, t, a	<p>Something old, something new: patterns in language David Connolly (BKC-IH Moscow)</p> <p>This talk explores a fundamental pattern in English: old and new information. This organizational structure permeates English from paragraph structure to articles to passive voice. This talk will help students and teachers clarify and connect seemingly disparate areas of language. The emphasis is on written language and would suit teachers of higher levels, academic English or those preparing for exams.</p>

Thursday 4 April

1105-1135: Session 3.2

Room 11a
95 audience
Talk
MD
e, le, p, s, t, a

Creating “aha” moments with simple drawings

Gabriel Clark (Clark and Miller)

I will demonstrate how combining impact and clarity in drawings can provide all teachers of general English the tools to create more “aha” moments. I will also tell the brief story of how a small blog post went viral and led me to writing my book, *101 Little Drawings to Help You Understand English Rules Forever (Probably)*.

Room 11c
95 audience
Talk
TD, **LAM SIG Showcase**
e, le, p, s, t, a

Invisible observations - intercultural challenges and opportunities

Magda Sobczynska (British Study Centres)

Facilitating meaningful teacher development is a challenge in any context. Add three very different countries into the mix – Algeria, Ukraine and Kyrgyzstan, and you might begin to grasp my task of instilling a more self-reflective and progressive culture. This talk will focus on both managerial and teacher attitudes to a bottom-up CPD approach.

Room 12
190 audience
Talk
TEA, **YLT SIG Showcase**
e, le, ey, p

Early years literacy assessment: learning from the literature

Matthew MacGregor-Stubbs (National Foundation for Educational Research)

The contexts in which children learn English are changing, with children increasingly learning English and developing L2 literacy at an earlier age. This presentation will review these contextual trends alongside literature, from both ELT and mainstream education research, and consider what practical implications these have on assessing literacy attainment in early childhood education from an ELT perspective.

Room 13
63 audience
Talk
GI, IPSEN
e, le, p, s, t, a

Welcoming a transgender teenager in my mixed-age group

Glauco Augusto de Souza (Associacao Cultura Inglesa Sao Paulo, Brazil)

This talk reports on a case study carried out with a transgender student. The focus is to analyse how ELT theory, combined with classroom practices and the relationships established within the group, played a central role in helping a 14-year-old overcome social obstacles and develop both as a language student and a global citizen.

Room 17
42 audience
Talk
LT, TTEd
e, le, p, t

To play or not to play: gamification in ELT

Eugenia Carrion Canton (IPES Paulo Freire)

Gamification is an approach that motivates students into learning. It organises content and context to replicate digital games with clear learning objectives and outcomes to foster language learning in a problem-solving environment. This presentation aims to study gamification as an EFL teaching context in a collaborative project between Rio Grande’s Town Hall and Teacher Training College Paulo Freire.

e = experienced audience
le = less-experienced audience

ey = early years
p = primary teaching
s = secondary teaching

t = tertiary teaching
a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 20
60 audience
Talk
ESP, **TEA SIG**
Showcase
e, le, t

Peer and self-assessment at language learning classes: case study

Yuliana Lavrysh

The presentation outlines the implementation of peer- and self-assessment techniques in ESP at Igor Sikorsky Kyiv Polytechnic Institute as a case study. The efficiency of these methods is evaluated and verified during the completion of the speaking task by students. Students' feedback and results of the experiment are suggested for the discussion.

Room 22
73 audience
Talk
TD, **RES SIG**
Showcase
e, p, s, t, a

Enhancing the impact of written teacher research on teacher-readers

Robert Cooper (St Mary's University, Twickenham)

As teacher research for professional development gains in popularity, questions arise as to how to share the benefits of these inquiries with the wider teaching community. Based on a study which explored teachers' responses to written accounts of teacher inquiry, this presentation highlights the importance of credible portrayals that reflect readers' own professional identities when writing for teachers.

1135-1205

Coffee break

Continual complimentary tea/coffee in the exhibition hall until 1620

1145-1200
Careers Fair
Presentation
Zone

How to be successful in an ELT interview (with Caroline Moore)

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.

1205-1235

Session 3.3

Hotel Suite 1
55 audience
Talk
TTEd
e, le, a

CELTA - much more than a teacher training course

Emma Taylor & Simon Marshall (York St John University)

In this talk, we will focus on the positive washback effect on CELTA trainees. We embed the CELTA as part of an optional module in Undergraduate and Postgraduate Language and Linguistics programmes and we see not only trainees' development as teachers but also remarkable improvements in their confidence, resilience and self-esteem.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 4 April

1205-1235: Session 3.3

Hotel Suite 3
100 audience
Talk
MD
e, le, p, s, t, a

Authentic that works: useful degrees of authenticity in ELT videos
Elena Deleyto La Cruz (DLA)

Authenticity is on everyone's lips, but what does it really mean when talking about video? Focusing on examples from *Ready to Run*, DLA's all-new authentic video catalogue, we examine the different degrees of authenticity that video can offer, ask how they can be made useful for specific student groups and levels, and consider why publishers are buying authentic.

Hall 1a
1205-1320
850 audience

ELT Journal Debate: This house believes that EMI opens doors in our 21st century world

English Medium Instruction has become increasingly popular in recent years, spreading from higher education to the secondary and primary sectors. Educational institutions hope to improve their students' English language proficiency while maintaining academic standards, in the belief that English Medium Instruction open doors of opportunity in a 21st century, globalized world. But is it always the case that doors are opened? What are the necessary conditions for a successful EMI approach and what are the dangers if it is not implemented well? Does an EMI approach always supersede EFL provision as the best option for preparing students for success in the 21st century? Our two speakers will debate some of the issues surrounding EMI. Please come along, have your say, ask questions – and join in the vote!

Speakers: **John Knagg & Emma Dafouz**. Facilitated by Alessia Cogo.

Hall 1b
245 audience
Talk
AL, MD
e, le, p, s, t, a

1000 hours of conversations: what does it mean for ELT?
Olivia Goodman (Cambridge University Press) & Robbie Love (University of Leeds)

Spoken language is constantly evolving and teachers and learners want to know what is changing. In this talk, we demonstrate how Cambridge University Press is using real language data to keep up with language change in ELT materials development, with an empirical case study focusing on how adverbs have changed over the last 20 years.

Hall 1c
245 audience
Talk
IPSEN, TD
le, s

Teaching English to students with special educational needs
Luciana Locks (CNA Editora Cultural Norte-Americano)

Although the prospect of having one more student in class can be commercially appealing, it can also be somewhat disconcerting, especially if that student has special educational needs. In exploring some facets regarding this issue, our objective is to discuss misconceptions about special needs and present a guideline for novice teachers that may shed some light on the matter.

Room 3a
300 audience
Talk
EAP, ESAP
e, le, t, a

Skills and scaffolds: working with academic discourse for university success
Larry Zwier (Pearson English)

University-bound English-language learners need practice with realistic academic materials. Reading students must encounter academic vocabulary and text structures that frame challenging ideas. Writing students must develop precise, substantial expression in academic genres. Listening and Speaking students need work with natural, unpredictable lectures and discussions. *University Success* bridges the skills gap with authentic academic inputs and careful scaffolding.

Room 3b
265 audience
Talk
GEN
e, le, s

Developing communicative language competence

Kristy Kors (Express Publishing)

The goal of language teaching is communicative language competence. Competences consist of a set of the essential skills, knowledge, attitudes and behaviour required for effective performance of a real-world task or activity. I will concentrate on how to maximise the effectiveness of realistic and meaningful input, while using practical examples and referring to the *On Screen* series from Express Publishing.

Room 4a
1205-1320
90 audience
Forum
GEN

Forum on Critical thinking skills

The discerning student: a framework for developing critical thinking skills

Dave Watton & Jake Groves (Birmingham International Academy)

Can EAP tutors help their learners develop a more critical approach by teaching a 'language' of critical thinking? To address this question, we identified, taught and practised seven cognitive skills forming the acronym 'DISCERN' (differentiating, interpreting, selecting strategies, being critical, evaluating, reflecting and noticing). We evaluate how meaningful this process was through the eyes of both tutors and learners themselves.

Some practical approaches to critical thinking

Christien Lee (Self-employed)

Many of us have a love-hate relationship with critical thinking. On the one hand, it is widely considered a key 21st century skill. On the other hand, teaching it is often easier said than done, not least because it can challenge students. This presentation takes a critical look at critical thinking and suggests some practical ideas for teaching it effectively.

Developing critical thinking skills and intercultural awareness in telecollaborative projects

Ruby Vurdien (White Rose Language School)

This presentation examines experiences of a group of Spanish students interacting with Finnish counterparts in two telecollaborative projects to learn about each other's cultural traits. Facebook and videoconferencing (Adobe Connect) were employed as learning platforms. The aim was to examine how the participants could develop critical thinking skills and cultural awareness via task performance. Sharing views online was a meaningful learning experience.

Room 4b
90 audience
Talk
ESOL, LAM
e, le, s, t, a

Language learning for newcomers: considering support programs across seven countries

Hugh Douglas Sewell (University of Calgary)

For immigrants and refugees, developing their English ability is often a roadblock to integration and success. By helping English teachers and program developers understand both the changing needs of newcomers over the past 10 years, and the nature of current funded programs around the world, this presentation will help these stakeholders develop better programs in their own countries.

Thursday 4 April

1205-1235: Session 3.3

Room 7
32 audience
Talk
MD
e, le, p, s, t, a

Developing materials that reflect the world: a realistic challenge?

Elaine Hodgson (Scriptum Editorial Services)

Choosing topics is central to ELT materials development as, in our aspiration to make learning significant, we often face a myriad of expectations, concerns and realities that might be complex to deal with. The aim of this session is to explore how topics, usually considered important, but also problematic and multifaceted, can be approached in EFL books and activities.

Room 10
32 audience
Talk **with
restricted
audience
number**
GEN
e, le, t

My name is Millennial

Birgul Gulener (Bilkent University School of English Language)

Millennials bring their characteristics into the classroom, which is a challenge and a reward for teachers. In my presentation, I will introduce the ITI (Immediacy, Technology, Interaction) model, which I formulated based on the works of Oblinger (2005) and Nimon (2007). The model aims to help teachers plan, deliver lessons and give feedback, taking the characteristics of the Millennials into consideration.

Room 11a
1205-1320
95 audience
Forum
GEN

Forum on Project-based learning (PBL)

Cooperative project-based interventions for motivation and progress in EFL

Gloria R L Sampaio (Pontifical Catholic University of Sao Paulo)

Encompassing the four language skills, the development of teacher-supervised student-centred projects in the classroom routine is a powerful tool and a potentially effective strategy to foster cooperativeness, fruitful interaction and progress in EFL. This presentation focuses on the dynamics of this process, outlines its underlying rationale, main purposes, motivational factors, methodological steps, expected results, and provides a multifaceted project example.

Implementing a project-based learning approach: curricular highlights and challenges

Jas Gill (University of British Columbia)

Join me in this presentation about the reasons for implementing a project-based learning (PBL) approach as a core English language program choice for students in an adult learning context. The curriculum and various program materials will be shared. Highlights and challenges of using a project-based approach will be discussed from administrator, instructor and student perspectives.

Implementing PBL in a language classroom: Georgian context

Nona Popiashvili (TPDC), Gulnara Chkhikvadze (Ministry of Education, Science, Culture and Sport; NCD), Tamar Kvachadze & Natalia Bagdavadze (The British Council in Georgia)

One of the key components of modern student-centered and active learning methods introduced and highly promoted in Georgia is PBL. This talk focuses on how the ministry, TPDC and BC experts united to support teachers to be exposed to and embrace the practices they are expected to adopt in order to increase student engagement and achievement.

Room 11b
150 audience
Talk
YLT, **MaW SIG**
Showcase
e, le, ey, p

Integrating soft skills in materials for early years
Jen Dobson (Freelance)

Most early-childhood teachers instinctively understand the value of social competencies and how to nurture them. However, how far are these an integral part of our pre-primary ELT courses? We will determine what these essential character skills are and give practical ways of ensuring their successful implementation in our programmes, whether supplementing existing ones, or writing our own.

Room 11c
95 audience
Talk
LAM SIG
Showcase
e, le, p, s, t, a

Servant leadership: feeble drivel or natural fit?
Barbara Craig (Flinders University) & Sandra Pitronaci (Macquarie University English Language Centre)

As leaders, how do we deliver quality and ensure progress while balancing the plethora of leadership theories with our personal style and professional ethos? In this session, participants will explore the principles of Servant Leadership and whether there is a place within leadership theory and practice for us to also draw on our teaching experience as leaders in the classroom.

Room 12
190 audience
Talk
TTed, **YLT SIG**
Showcase
e, le, p, s

The impact of a teacher development project in South Africa
Angela Govender (The British Council, South Africa) & Jenny Joshua & Abraham Enos Dhladhla (Department of Basic Education, South Africa)

South Africa's Department of Basic Education and the British Council collaborated on a country-wide large-scale teacher development initiative over seven years to address the low English literacy levels in schools. This talk showcases the impact of that initiative, that is, the successes and lessons learnt from the sustainable teacher development strategy.

Room 13
63 audience
Talk
LT, TD
e, le, p, s, t, a

How do videos enhance teacher development programmes and self-development?
Cecilia Nobre (Freelance)

Videos are powerful tools to foster reflective skills, teachers' autonomy and engagement. In this talk, I will exemplify three methods of development through videos, namely video self-reflection, video club models and vlogs. I will also share their pros and cons and invite participants to reflect on this and discuss the applicability of these methods in their professional context.

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

FD = Future Directions in ELT
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

Thursday 4 April

1205-1235: Session 3.3

Room 14
50 audience
Talk
LIT, TD
e, le, t, a

English is to be understood not loved, right?

Tim Denton (NCG Manchester)

Poetry is fundamental in the linguistic expression of identity and ideals. It is, however, overlooked in ELT classrooms in favour of 'functional language'. Teachers avoid using poetry due to it being seen as boring or not immediately relevant to students' lives. This interactive talk will challenge both such beliefs and provide teachers with activities utilising poetry and creative language.

Room 17
42 audience
Talk
BE, TTed
e, le, a

Passing the First Certificate for Teachers of Business English

Evan Frendo (Joint BESIG Coordinator) & Halyna Khinchuk (BAWI Fach- und Berufsschulen)

Pearson's *First Certificate for Teachers of Business English (FTBE)* is aimed at teachers entering the field of business English teaching. Anyone can apply to do the examination and there is no standard preparation course. This talk will describe how a group of teachers in Berlin trained themselves to pass the examination under the guidance of two experienced business English teachers.

Room 18
1205-1320
80 audience
Forum
GEN

Forum on Written corrective feedback

Written corrective feedback - to engage or not to engage!

Alia Moser (HAK Baden)

This talk reports on findings from a small-scale qualitative PhD study, with eight Austrian EFL students at secondary level, and their voices on engaging with written corrective feedback. Findings revealed that mediating factors hugely influenced the students' level of engagement with it. Based on the results, a feedback framework, as well as implications for providing effective student feedback, are discussed.

Strategies for giving written corrective feedback. What works best?

Nina Nellemann Rasmussen (University of Copenhagen)

Written corrective feedback is a vital component in the various academic writing courses and language-support activities for students at the University of Copenhagen. The literature describes three main types of written corrective feedback: direct, indirect and metalinguistic. This presentation will briefly review these different strategies and provide examples of how and why I apply them in correcting my students' writing.

Making corrective feedback on students' writing more effective

Peter Davidson (Zayed University)

The efficacy of teachers providing L2 students with feedback on their writing has been a contentious issue in English language teaching for some time. The aim of this talk is to critically evaluate the different methods of giving feedback on students' writing in order to ascertain whether some methods are more effective than others.

Room 20
60 audience
Talk
TEA SIG
Showcase
e, le, s, t, a

The effects of a self-paced listening test

Alice Middelkoop-Stijssiger (Driestar University, The Netherlands)

Isn't it time that we get rid of these old-fashioned tape recorder format listening tests? One of the assets of computer-based listening tests is that the test-taker can control the audio. The results of my study show what effects this has on the test scores, the number of repetitions and the candidates' test-taking strategies.

Room 22
73 audience
Talk
TTEd, **RES SIG**
Showcase
e, le, t

CPD through MOOCs: what teachers implement in their classrooms

Amos Paran (UCL Institute of Education, London)

The MOOC, "Teaching EFL/ESL Reading: A Task Based Approach", has now run for two years on an open enrolment basis. I report on findings from a study exploring what the MOOC's impact on teachers is, and what influences teacher learning on it. The study combined a survey and interviews with participants who completed the MOOC and participants who did not.

Room 23
1205-1320
90 audience
Forum
TTEd

Forum on Mentoring

How mentors can develop professionally from mentoring others

Jane Hoatson (Andersen International School)

This talk is based on research conducted in 2017 at the British Council, Milan, Italy. The talk is intended to inform experienced teachers and trainers of the value of mentoring from a mentor perspective. The researcher will highlight the psychosocial benefits, as well as the personal and professional skills development which mentors most valued.

Online teacher mentoring: reflections on a Brazilian favela EFL project

Claudia Bellizzi (The English Club)

I will present the main features of the online mentoring program designed to train and support first-year teachers working at a free English course set up in the Alemão favela Complex in Rio de Janeiro, Brazil. I will highlight the difficulties of the online mentoring program and how we manage to overcome them.

A peer-mentoring framework: supporting teachers in EAP/ESP programs

Yuliya Miakisheva, John Quinn & Lindsey Gutt (York University, Toronto, Canada)

As York University English Language Institute in Toronto, Canada, grows, it has identified the need to acculturate instructors who are new to the various programs or the institution itself. Through a consultative committee-based process between instructors and management, a practical peer-mentoring framework was developed. This presentation explains the framework's process and discusses its challenges.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 4 April

1250-1320: Session 3.4

1250-1320 Session 3.4

<p>Hotel Suite 1 55 audience Talk GI, TTEd e, le, s</p>	<p>The challenges and opportunities of the Brazilian national learning standards Cintia Goncalves (British Council Brazil) The role of English has been changing recently in the Brazilian education system. The aim of this talk is to share the British Council Brazil's initiatives to support the Brazilian government in introducing compulsory English in the public-school system, bringing a more evidence-based approach for discussions and definitions around it. The challenges involved in such work will also be discussed.</p>
<p>Hotel Suite 3 100 audience Talk LAM, MD e, p, s, t, a</p>	<p>Agile course development: a radical new approach to ELT publishing Laurie Harrison (ELTjam) In 2013, we wrote a blog post outlining how the principles of Agile software development might be used to transform ELT course development, improving both speed and quality. Now, we've finally had the chance to put this into practice on the development of a major new digital course. But did it actually work?</p>
<p>Hall 1b 245 audience Talk GEN e, le, s, t, a</p>	<p>21st century skills integration - some challenges and solutions Christopher Graham (Garnet Education) The integration of 21st century skills into ELT coursebooks is becoming more and more prevalent. This talk will look at two challenges with the implementation of this and offer potential solutions. The challenges are whether and how we should assess 21st century skills in the ELT classroom, and the relevance and acceptability of introducing certain skills in some cultural settings.</p>
<p>Hall 1c 245 audience Talk IPSEN, TD e, le, s, t, a</p>	<p>CMC: the power of curiosity, motivation and creativity Jana Jilkova (ICV & Pedagogical Faculty) Are your students motivated to learn? Have you identified learners with special needs? Building on strengths and overcoming weaknesses is no longer a trend, it is an urgent need at school and in everyday life. This practical session demonstrates how to support students' learning, manage behaviour and contribute to their academic and life achievement and success using competences mapping.</p>
<p>Room 3a 300 audience Talk FD, LT e, le, p, s, t, a</p>	<p>Disruption ain't what it used to be: EdTech & ELT Gavin Dudeney (TCE TransformELT) In this session, we will critically analyse the current, unprincipled headlong rush to advocate the adoption of every new EdTech development, in an attempt to separate the hype from the reality on the ground. Do teachers really need to investigate the blockchain, AI and chatbots, or are these simply tools and services which have no place in classroom practice?</p>

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 4b
90 audience
Talk
AL
e, le, p, s, t, a

The visual dimensions of language (re)explored

Elka Todeva (SIT Graduate Institute)

The session will offer the audience multiple experiences which invite reflection on various visual dimensions of language (block vs. cursive, classroom peripherals, justified and unjustified, one and two column texts, etc.) and their impact on recall and retention, reading speed, length of engagement with a text, socio-pragmatic interpretations, and ease of processing, particularly for people with language learning disabilities.

Room 7
32 audience
Talk
EAP, ESAP
e, le, t

ANIE: a strategy to teach EAP in DRC

Raymond Sangabau (University of Kinshasa, DRC)

This presentation discusses the critical importance of the English language role awareness in a combination of four steps known as the ANIE approach (Awareness, Needs Analysis, Interactivity and Evaluation) continuum in the context of DR Congo. It focuses on how this teaching strategy benefits learners involved in the teaching/learning process.

Room 10
32 audience
Talk **with restricted audience number**
RES, TTEd
e, le, a

Knowledge about grammar in pre-service native English speakers' TESOL education

Rhian Webb (University of South Wales)

Knowledge about grammar (KAG) is missing from pre-service native English speakers' (P-S NESTs') acumen. In addition, it receives little attention in TESOL courses. This talk presents the impact of a 48-hour KAG programme, which is undertaken prior to P-S TESOL education at a UK university, on the development of the P-S NESTs' KAG levels and awareness.

Room 11b
150 audience
Talk
MD, **MaW SIG Showcase**
e, le, p, s, t, a

How to survive as an independent author

Robert Howard (Independent Authors & Publishers)

"If a tree falls in the woods, does it make a sound?" An age-old question. Today, if an author writes a book which no one reads, is it a success? Today's technology makes it easier to self-publish, but authors need solid, proven advice to help them successfully bring their work to market. I'll share tips and methods to help you.

Room 11c
95 audience
Talk
TD, **LAM SIG Showcase**
e, le, p

Transforming a school into a learning community through distributing leadership

Amal Farhat (Lebanese International University)

This presentation outlines the journey taken by an educational consultant in a school to distribute leadership among teachers so that each has a leadership role. This model can inspire similar professional development plans, that can be tailored to the needs of different schools, where everyone is empowered and the school culture is transformed into a culture of co-learning.

Thursday 4 April

1250-1320: Session 3.4

Room 12
190 audience
Talk
IPSEN, YLT SIG
Showcase
e, le, ey, p

Using Chilean sign language to teach English in early years

Maria-Jesus Inostroza (Universidad de Concepcion - RICELT)

This talk provides insights into the use of Chilean Sign Language for teaching English in early years. The experience was part of a collaborative action research carried out in a nursery classroom with hearing and deaf or hard-of-hearing children in Chile. The relevance of inclusive practices for teaching English to young learners is explored.

Room 13
63 audience
Talk
GI
e, le, s, t, a

How to help your students have difficult conversations

Maged Nofal (Al-Azhar English Training Centre)

This session explores the experience of Islamic Studies students at Al-Azhar University taking part in Soliya Connect - a global online initiative facilitating cross-cultural dialogue. I will delve into how we prepared these students to talk about topics they might find controversial and what language needs, 21st century skills and tools the teachers can use to foster tolerance and open minds.

Room 14
50 audience
Talk
LA, LT
e, le, a

Getting things done: increasing accountability and autonomy through technology

Cristiane Alves da Paixao Rossi (Associacao Cultura Inglesa Sao Paulo, Brazil)

Fostering autonomy and increasing accountability in the andragogical EFL classroom is one of the aims of the teacher, experienced or not. This talk will present the results of an action research on the use of a productivity tool based on the principles of GTD: getting things done, showing that it could be replicated even without technology.

Room 17
42 audience
Talk
TTEd
e, a

Mirror, mirror on the wall: reflective meta-skills

Eleni Symeonidou (EF Education First)

Reflection is tricky business. It can be challenging to evaluate and often hard to train others on oral or written reflective skills. This talk will present the findings of research on different techniques to aid self-reflective practice amongst teachers, as well as conclusions on the effectiveness of certain criteria towards developing meta-skills.

Room 20
60 audience
Talk
TEA SIG
Showcase
e, le, a

Technology-enhanced formative feedback: a catalyst for students' self-regulation

Mona Saber Ali Mersal (The American University in Cairo, Egypt)

The aim of this talk is to familiarize the attendees with the recent developments in formative feedback in the 21st century. Additionally, I will demonstrate various aspects of effective formative feedback. I will also highlight the utilization of Voice Thread and Google Docs for providing students with effective formative feedback, which is key to building up their self-regulation.

Room 22
73 audience
Talk
Gl, **RES SIG**
Showcase
e, le, a

Challenges in ELT: a teacher association research survey in Nepal
Bhim Lal Gautam (Central Department of Linguistics, Tribhuvan University, Nepal)

This presentation clarifies major challenges in English language teaching in Nepal, based on questionnaire findings collected at the 2018 NELTA conference from 150 English teachers in different geographical locations, schools and teaching situations. As a form of 'Teacher Association Research' (Smith and Kuchah 2016), this survey suggests new ELT practices and policies for the difficult circumstances of Nepali classrooms.

1320-1420 Lunch break

Meet the Patron

Due to the popularity of this event, David Crystal will again be in attendance at the IATEFL stand in the exhibition during the lunch break. If you would like to say hello or have a question for David, please join him there for this great opportunity.

1335-1345

Lower Galleria

Session 3.5

Please note that today's poster presentations take place from 1335-1345 during the lunch break. Details are on the following pages.

1340-1400

Careers Fair
Presentation
Zone

How to get into EFL (with Angelos Bollas)

If you are interested in working in ELT but don't know where or how to start, come to this session and find out about ELT around the world: from teacher training courses to initial placements in different countries. This will be a short presentation of the ELT context followed by an overview of the ELT-version of the world map. The more questions you have, the better!

1335-1345

Session 3.5 - Poster presentations
(Please note this takes place during the lunch break)

Lower Galleria

For the duration of the conference, there is a Poster Forum in Lower Galleria, at the entrance to the exhibition hall.

Please see below for the presenters who will be present at their poster during session 3.5 to discuss it with delegates and to answer any questions.

Poster 3
EAP, TEA

Do pre-session courses prepare students enough for their Master's degrees?
Julie Hughes (University of Manchester)

This poster presents a study that explores pre-session courses in the UK for pre-Master's students, to determine if the courses adequately prepare students for their Master's degrees. Quantitative and qualitative research is based on students' opinions of courses, which took place in summer 2018, with follow-up research after completing the first term of their postgraduate degrees.

Thursday 4 April

1335-1345: Session 3.5

Poster 6
LT, TTed

E-portfolios in higher education for student EFL teachers

Oxana Loksha & Anna Budarina (Immanuel Kant Baltic Federal University, Russia)

The poster will present the background, results and reflection on research concerning e-portfolio implementation in the system of higher education for student EFL teachers as an element of the digital learning environment. The research was supported by the Russian Academic Excellence Project at the Immanuel Kant Baltic Federal University. The technology becomes an instrument for conditioning professional reflection of future teachers.

Poster 9
TD

Being nice to difficult students: does it pay?

Ekaterina Lukianchenko (MGIMO-University, Moscow, Russia)

I report on a study to deal with avoiding handling difficult students peacefully and sympathetically. The presentation is based on my personal eight-year experience of teaching English to university students in one of the top Russian universities. It includes 10 case studies from real life, with an analysis of psychological causes for students' behaviour and results of the teacher's reaction to it.

Poster 12
GEN

ELT through yoga: TPR approach to improve speaking and listening

Shaila Mahan (Jaipur)

This poster presentation will reflect how the Total Physical Response-Yoga approach can be an innovative means to enhance the speaking and listening skills of young English language learners. It will focus on some key aspects of yoga through pictures and instructions in order to demonstrate how yoga training can be a novel way for language enrichment.

Poster 15
GEN

From passive to active learning for college students

Helen Takahashi (Sapporo Gakuin University, Japan)

College teachers in traditionally teacher-centered passive learning education systems can face difficulties when encouraging students to actively speak in class. Initial attempts to assist students in 'unlearning' some classroom behaviours are outlined. Ways to facilitate calling upon the teacher and ask questions, allocation of time for unconstrained conversation with classmates, and student choice regarding content are introduced.

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EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ESOL = English for Speakers of Other Languages
ESP = English for Specific Purposes

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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

1420-1505 Session 3.6

Hotel Suite 1
50 audience
Workshop **with
restricted
audience
number**
IPSEN, TTEd
e, le, p, s, t, a

Building resilience by creating a safe but challenging learning space **Fiona Robertson (British Council)**

This workshop relates to my chapter in British Council's publication *Creating an inclusive school environment*. Participants experience how a positive environment in the language classroom both facilitates learning and helps students who have been through severe distress to build up resilience. Discussion and analysis of the tasks illustrates how working in a safe but challenging space can affect learners positively.

Hotel Suite 3
100 audience
Workshop

Follow-up session relating to John Gray's plenary session

If you attended John Gray's plenary session yesterday on *Gender and sexuality in ELT – inclusive education vs. queer pedagogy*, 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 John's plenary talk.

Hall 1a
850 audience
Workshop
GEN
e, le, a

The pattern approach: using Pattern Grammar in the language classroom **Crayton Walker & Susan Hunston (University of Birmingham)**

Learners often struggle to use words correctly. Pattern Grammar has shown how most words are associated with grammatical patterns. In this workshop, we will look at classroom materials that have been created to support *Collins Grammar Patterns online*, helping learners understand the vital role that patterning plays in using words correctly.

Hall 1b
245 audience
Workshop
LT, TTEd
e, le, p, s, t, a

Embedding technology in teacher training: tools for the digitally apprehensive

Marie Therese Swabey (Cambridge Assessment English)

How can trainers support increasingly 'tech-savvy' trainees in their choice and use of digital tools for language teaching? Technology aids us in our learning and working lives and embedding digital tools in teacher training can help model best practice. In this workshop, you'll experience and try out practical, useful ideas with simple tools that bring real benefits. Bring your device!

Hall 1c
245 audience
Workshop
GI, LT
e, le, p, s, t, a

Remote theatre workshop **Nick Bilbrough (The Hands Up Project)**

Performing short plays remotely provides young learners in Palestine with a motivating context for language learning, and supportive international audiences for their work. In this workshop we'll practise the features that can make remote theatre powerful, culminating with our own mini remote theatre performance of a Palestinian play directly to an audience of children in an UNRWA school in Gaza.

Thursday 4 April

1420-1505: Session 3.6

Room 3a
300 audience
Workshop
TD, LAM SIG
Showcase
e, p, s, t, a

Continuing professional development evaluation for deeper learning and impact

Silvana Richardson (Bell Educational Services, UK)

This practical workshop will introduce a robust model for evaluating CPD programmes, and tools that have helped my organisation gain a better understanding of the impact of our teacher development initiatives. Come and explore the fitness for purpose of the CPD evaluation methods used in your organisation and take away a range of evaluation instruments to implement in your context.

Room 3b
120 audience

INTERACTIVE LANGUAGE FAIR

The Interactive Language Fair is an event which is exclusive to the Annual IATEFL Conference. It will take place on Tuesday and Thursday, and this year comprises over 20 presenters from all across the world. A feast of presentations in a single interactive format, presenters have individual tables at which they will discuss a wide range of exciting topics and further explore their interests with ILF delegates through visual, online and paper-based media, as appropriate. The ILF is an excellent opportunity to both explore a wide range of topics in a short space of time, and to network with new friends and colleagues.

The presenters in today's Interactive Language Fair are:

AL, RES

The effect of SEL on developing sociolinguistic competence and intellectual-awareness

Reem Alqahtani (Ministry of Education - University of Jeddah)

I'll report on a study conducted to examine the effect of social and emotional learning activities, co-designed and researched with Dalal Alqaiawi, on developing EFL learners' sociolinguistic competence and improving their intellectual awareness. The findings revealed that SEL significantly developed learners' SC and improved their intellectual awareness to correspond with the Saudi Vision 2030 towards developing learners to be global citizens.

MD, RES

Hidden cultural meanings: teacher perceptions of topics, texts and visuals

Michael Bowles (Zayed University, UAE)

This presentation will describe research that investigated teacher perceptions of the topics, texts and visuals that formed the content of a mobile, vocabulary learning application that was developed for a higher education context in the United Arab Emirates. The study focused on their perceptions of the cultural appropriacy and intercultural content of the learning materials and also identified some recommendations.

Continued...

Room 3b	<p>INTERACTIVE LANGUAGE FAIR <i>Continued from previous page</i></p>
TEA	<p>Helping learners improve their reading skills needed for exams Erika Fauchere (Ecole Lemania) My focus is on Part 2 from the PET exam and I will show an analysis of subskills a successful reader would employ when completing this task, such as previewing/recognizing topics, reading for detail, dealing with unfamiliar words or phrases, identifying the main point or important information and awareness of lexical cohesion.</p>
LT	<p>Practices of EFL flipped classrooms: implication of Thailand's Education 4.0 Jirajittra Higgins (Chulalongkorn University Language Institute) The flipped classroom instruction is an innovative approach which integrates technology into a traditional instruction. My presentation explains the purpose of a research study that reports on practices in relation to integrating technology through flipped instruction into EFL classrooms and how the course was designed as the implication of Thailand's Education 4.0.</p>
LA	<p>Fostering 21st century skills in the tertiary ELT classroom Michael King (Community College of Qatar) Drawing on personal research and classroom experiences, the presenter posits that Arabian Gulf college ESL students are challenged not only by the target language but also by a lack of academic independent learning skills. I share current and previous examples of how I have addressed this lack. Attendees can reflect on how my suggestions might work in their own contexts.</p>
ESOL	<p>The motivational dynamics of Chinese students in college English classrooms Yanru Li (University of York) Motivation has been regarded as a dynamic factor in English language learning. To investigate motivational dynamics of Chinese university students in English learning, 42 students recorded their motivation changes using 'Motometers' over an 8-week period of college English lessons. The results were not satisfactory: this presentation reports on problems in using Motometers and on alternative methods in exploring motivation changes.</p>
GEN	<p>IATEFL and EFL teachers' development: the case of Cote d'Ivoire Marcos Koffi Ngoran (CINELTA, Cote d'Ivoire) In this presentation, I will report on the invaluable role IATEFL has played in the development of English language teaching and learning in Cote d'Ivoire. We can discuss how to help improve what has been achieved with the support of IATEFL for a sustainable development of English Language teachers in the country and beyond.</p>

Continued...

Room 3b	<p>INTERACTIVE LANGUAGE FAIR <i>Continued from previous page</i></p>
MD	<p>Teaching English using locally made/available materials Rishi Ram Paudyal (Nepal)</p> <p>For beginners of English language learning, locally-made materials or locally-available materials can be very effective resources. I will show how the materials provide ample opportunities for the teacher and the learner to develop language skills, as they are handy and can be moved to different positions to create different language items and short stories or baby-steps.</p>
EAP	<p>What do L2 writers believe about writing conferences at university? Zulfi Qureshi (Technical Studies Institute, Saudi Arabia)</p> <p>I present that one-to-one writing conferences offer feedback to L2 writers about their academic writing, but their benefit may depend on the beliefs students carry about them. Students' beliefs can be multiple in number and challenge our expectations of the purpose and conduct of conferencing. Teachers and course providers need to become more aware of such beliefs to facilitate successful conferences.</p>
GEN	<p>The teacher-pupil relationship in the EFL classroom - student perspectives Katharina Reiterer (Karl Franzens University Graz)</p> <p>Teacher-pupil relationships are vital for successful learning in the EFL-classroom. Generally, there is little research on this topic and even less from the learner's perspective. I will report on a study conducted with secondary school EFL students. The findings help us to understand the perspectives and strategies employed by learners in managing their relationships with their teachers.</p>
AL, RES	<p>Language aptitude and low SES background: disadvantaged pupils' learning strategies Fruzsina Szabo (Debrecen University, Hungary)</p> <p>The presentation focuses on the relationship between language aptitude and social status. It tackles the questions: How do pupils from low socio-economic status (SES) backgrounds relate to learning English? Do they display different learning strategies as speakers of minority languages? A research into comparative language aptitude is overviewed, where findings help us understand how to facilitate language learning in disadvantaged regions.</p>
AL, YLT	<p>EFL teachers' beliefs about L1 use in Turkish primary schools Serdar Tekin (Aston University)</p> <p>There is a debate among researchers on the inclusion/exclusion of L1 in L2 classes. I will report on a study that intends to contribute to the related body of literature by investigating Turkish primary school teachers' beliefs about L1 use, its actual use and similarities/differences between the two. The study also examines the determinant factors in teachers' employment of L1.</p>

Room 4a
90 audience
Workshop
MD
e, le, a

Textploitation: exploiting tiny texts in the classroom

David Byrne (EC London) & Mark Heffernan (Queen Mary University of London)

This session will examine how short or 'tiny texts' can be utilised for language learning by all levels. It will focus on how students can be shown how to embrace the language around them and notice uses of language, making them more active and more autonomous learners. The aim is that teachers leave with practical ideas to apply in the classroom.

Room 4b
90 audience
Workshop
TTEd
e, a

Transformative training: using Experience Design with initial teacher training **Rob Tesh (British Study Centres Edinburgh)**

Becoming a teacher is more than learning how to teach. Trainees should learn to love their students, find long-term inspiration to develop, and feel at home in their new professional community. We'll explore ways to do this using Experience Design: applying positive psychology to create experiences that help people transform. We'll also briefly introduce the 'Transformative Training' trainer seminar.

Room 7
32 audience
Workshop
EAP
e, t

Writing/righting the grammar: corrective feedback on grammar in ESL writing **William Kerr (Koc University Istanbul)**

A perennial dilemma in ESL writing is written corrective feedback (WCF) of grammatical errors. 'How' and 'how much' along with 'when', 'where', and 'why' we undertake WCF exacerbate the dilemma. Two decades on from Truscott's (1996) call to totally abandon grammar correction, where are we as ESL professionals? This workshop examines post-Truscott research and practice, including a tertiary-level WCF study.

Room 10
32 audience
Workshop
AL, MD
e, le, s, t, a

Do different generations with same L1 speak the same language? **Monique Konings (Fontys University of Applied Sciences)**

I'll discuss a study on the reminiscence bump (RB) in relation to language. Aspects like frequency effect, mental lexicon and cognitive ageing were examined. The RB takes place between ages 10-30; individuals recall disproportionate numbers of memories from this period. A lexical decision task was performed. The results will be discussed, as well as the effects it could/should have on writing/developing materials.

Room 11a
95 audience
Workshop
GEN
e, le, p, s, t, a

Thinking with your hands: LEGO® in the language classroom **Richard Venner (Chaucer College Canterbury)**

This is a workshop that combines methodology, practical activities and reflection on teaching and learning. I will apply the LEGO® SERIOUS PLAY® Method to the language learning classroom through practical activities, classroom-based research and discussion on how and why you can use LEGO® to enhance teaching and learning. One build can tell a thousand stories.

Thursday 4 April

1420-1505: Session 3.6

Room 11b
150 audience
Workshop
TD, **MaW SIG**
Showcase
e, le, p, s, t, a

What (SLA) principles are reflected in your classroom materials?

Marina Bouckaert (Fontys University of Applied Sciences)

Do you, like many language teachers, create materials to supplement or even replace the coursebook? This workshop focuses on the potential ways in which SLA principles are reflected in teachers' materials. Following the methodological approach of my EdD research, participants will exchange materials, explore their own pedagogic principles, and learn to make use of them in their own professional context.

Room 11c
95 audience
Workshop
ESOL, GI
e, le, ey, p, s, t, a

TELL-Theater for English Language Learners

Judy Wong (Pace University, NY, USA)

TELL (Theater for English Language Learners) is a theater company of new, original, universal and culturally relevant theater for ELL audiences. This will be a short presentation about the first phase of this company. It will include an interactive workshop exploring universal themes, intercultural communication, language acquisition and the roles they play in the company's interactive performance.

Room 12
190 audience
Workshop
YLT SIG
Showcase
e, le, ey, p

Reflecting on pedagogical principles for English in pre-primary education

Sandie Mourao (Nova University, Lisbon) & Gail Ellis (British Council France)

In this workshop, we will present the rationale underpinning 10 key pedagogical principles that we believe make up effective teaching and effective learning of English in the pre-primary classroom. Participants will engage in activities associated with two of these principles, supporting reflection around successful early language learning experiences that build on and complement children's pre-primary education.

Room 13
63 audience
Workshop
EAP, PRON
e, le, a

How awareness of stress, intonation, pausing (SIP) affects listening skills

Penny Podimatopoulos (UOW College Australia, Wollongong)

Pronunciation skills are usually associated with speaking. This workshop explores an action research project which raised students' awareness of the role of the pronunciation skills of stress, intonation and pausing in developing listening skills. In this session, I will report briefly on the project and engage participants in some practical, low-prep classroom activities.

e = experienced audience
le = less-experienced audience

ey = early years
p = primary teaching
s = secondary teaching

t = tertiary teaching
a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Room 14
50 audience
Workshop
LA, TTEd
e, le, p, s, t, a

Talking techniques

Rosemary Westwell (Ely For Language)

Many students find the speaking difficult, both in everyday situations and in the speaking section of examinations. Speaking techniques featured more strongly in my research on language acquisition than expected and student-initiated spoken language can enhance acquisition significantly. This practical workshop explores techniques to help students become more confident, fluent and versatile speakers.

Room 17
42 audience
Workshop
TTEd
e, le, p, s, t, a

Insights from psychology: add positive energy to your language

Maria Molashenko (BKC-IH Moscow)

We say 'don't worry', 'it's not difficult', but students are anxious; you say 'not bad!' 'Don't forget to...', but students forget. Why? What language should you use to make your instruction, praise and communication with students and colleagues more effective? We will explore practical strategies to enhance our language to empower ourselves and people around us.

Room 18
80 audience
Workshop
EAP, TTEd
le, t

Resolving the challenges of teaching at tertiary level through English

Rachel Appleby (Freelance, Budapest, Hungary)

Many students now choose to study in English at home/abroad. This is putting enormous pressure on staff to teach their speciality in English (English as the medium of instruction – EMI). Additionally, lectures may be packed with students from different cultural backgrounds, with mixed levels of English and subject knowledge. This session demonstrates strategies to promote tutor confidence and effective learning.

Room 20
60 audience
Workshop
TD, TEA SIG
Showcase
e, le, p, s, t, a

Assessment literacy: what's in it for me?

Mina Patel (British Council)

This is a practical workshop for any teacher interested in assessment and the use of it to support the learning and teaching process. Participants will engage in activities to look at the relevance of knowing about assessment and how it works for their own contexts and classrooms. Participants will also be shown resources to support their development in this area.

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Thursday 4 April

1420-1505: Session 3.6

1520-1550: Session 3.7

Room 22 73 audience RES SIG Showcase	IATEFL Research Special Interest Group Open Forum <i>ELT Research</i> Come and join us to learn about what we do in our SIG, what ELT research is about, what we offer to members and non-members and how you can participate and benefit from being 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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Room 23 90 audience Workshop AL e, le, a	Using songs to explore the expression of viewpoint Maya Hughes (EF Education First, Bristol) Participants in this workshop will be introduced to a principled approach to songs in English language teaching, focussing on an exploration of viewpoint. There will be an opportunity to implement multidisciplinary techniques, including those inspired by contemporary stylistics, and to discuss questions pertinent to the interpretation of point of view in songs, and its relevance to language learning.
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1520-1550 Session 3.7

Hotel Suite 1 55 audience Talk EAP e, le, p, s, t, a	Using rhetorical strategies for effective communication within an academic setting Analisa Scerri, Stefania Pace & Lorraine Bugeja (University of Malta) This talk focusses on how the teaching of rhetorical strategies can help students to improve their spoken and written communicative skills. It demonstrates how this is done as part of an Academic English support programme for undergraduate students. Practical examples are provided to illustrate how students effectively learn to apply rhetorical strategies in their work.
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Hotel Suite 3 100 audience Talk ESOL, IPSEN e, le, p, s, t, a	Teaching dyslexic students to read: a method that works Daniella De Winter (SoftEnglish Ltd.) Dyslexia affects an average of 1 in 5 students, hampering their learning abilities. In this talk, I will present some of the most characteristic aspects of dyslexia which affect the process of learning to read, and I will share a unique, down-to-earth method, called SoftEnglish, to help dyslexic native and non-native English speakers of all ages overcome their reading difficulties.
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Hall 1a 850 audience Talk GEN e, le, s, a	Personalizing the impersonal John Hughes (Freelance) Personalizing our lessons is regarded as positive but the side effect is a classroom where familiar topics are repeated, lack challenge and fail to engage students. I propose that we shouldn't be afraid to use more 'impersonal' topics with a focus on personalizing the task rather than the topic. It's a practical session with plenty of ideas to take away.
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Hall 1b
245 audience
Talk
GEN
e, le, a

Peer power: exploring the importance of peers in language learning
Ceri Jones (Cambridge University Press)

As teachers we know that our students are our greatest classroom resource. This session explores how students can benefit from each other, both inside and outside the classroom. Referencing current research and evidence from an action research project, it will also provide practical examples of how peer learning has been integrated into *Evolve*, a new American English course for adults.

Hall 1c
245 audience
Talk
GEN
e, le, p, s, t, a

Why use dictionaries when you can use a search engine?
Hilary Nesi (Coventry University, UK)

This talk discusses the role of dictionaries in the age of Google. We will explore types of dictionary and methods of dictionary compilation. We will compare the range of information about words available online, in dictionaries and through search engines. The talk will reference 'Understanding English Dictionaries' (MOOC) and help educators advise learners about choosing the right word information sources.

Room 3a
300 audience
Talk
ESOL, GI
e, le, p, s, t, a

English for Resilience: can it assist educating refugees in Ethiopia?
Stephen Haggard (Digital Learning Associates) & Peter Hare (British Council Ethiopia)

Refugees living in camps in Ethiopia, where over 30 languages are spoken, receive much of their education in English. This presents a number of challenges which a Language for Resilience initiative is helping to meet through an innovative program. This session comes straight from teams working in camps on the frontline and shows how ELT can respond to emergency situations.

Room 4a
90 audience
Talk
FD, TTEd
e, t, a

Discovery learning or direct instruction? Cognitive load theory and ELT
Carol Lethaby (The New School / UC Berkeley Extension)

Cognitive load theory considers how 'difficult' tasks are for learners and how to design successful instruction at the appropriate level. Is it better for learners to 'discover' and work things out for themselves? Or is explicit teaching and clear guidance more effective when learning new things? This session explores what the theory can tell us about second language teaching.

Room 4b
90 audience
Talk
TTEd
e, le, a

Here we go again: time to update your CELTA course?
Alastair Douglas (Anglia Ruskin University)

Been using the same CELTA course for years? Don't recognise what your trainees do in TP compared to how you teach? This talk presents research findings into whether others are similar to you - and why this might be. It also offers suggestions of how we might incorporate more current ideas into our initial teacher training courses.

Thursday 4 April

1520-1550: Session 3.7

Room 7
32 audience
Talk **with
restricted
audience
number**
BE, LIT
e, t

Teaching business English through fiction

Elizaveta Maslova (Plekhanov Russian University of Economics)

Using literary texts to enhance students' reading skills and increase their motivation can become a valuable component of any ESP course both in secondary and tertiary education. This talk will reveal different modes of teaching business English using authentic material based on the novels of British and American writers specifically related to business situations and vocabulary.

Room 10
32 audience
Talk
EAP, TD
e, le, p, s, t, a

Effective classroom management

Laila Kamal & Mona El Saady (American University in Cairo)

This presentation offers guidance to teachers to enhance the learning process in the classroom. It exposes disciplinary problems common to school and university students and means of avoiding them, offering practical strategies that may be implemented to ensure maximum learning and teacher-student rapport. Ideas concerning students' behavior and motivation, applicable to a wide range of situations, are offered.

Room 11a
95 audience
Talk
LT, TD
le, a

Teacher training online: making it work

Susi Pearson (NILE, Norwich)

This talk will take a practical look at teacher training online for those starting out in this growth area. It will start by considering the benefits of being an online teacher trainer in today's ELT profession and then focus on practical tips for making online teacher training work successfully and for developing professionally as an online trainer.

Room 11b
150 audience
**MaW SIG
Showcase**

IATEFL Materials Writing Special Interest Group Open Forum

Exploring ways to create better materials

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.

Room 11c
95 audience
Talk
**LAM SIG
Showcase**
e, p, s, t, a

Leading learning in modern educational institutions: knowledge, skills and practices

Burcu Tezcan Unal (Zayed University)

This session will introduce a practice-based educational leadership model that emerged from my doctoral research, which utilised a specific 'Learning Organisation' framework as its theoretical framework. The model elaborates on the specific knowledge, skills and practices that leaders need to develop for sustainable improvement of new age educational institutions that aim to meet the needs of new age learners.

Room 12
190 audience
Talk
**YLT SIG
Showcase**
e, le, s

Political issues in the EFL classroom: teacher and learner perceptions

Roger Dale Jones (Braunschweig University of Technology)

Political topics are a part of EFL teaching in Germany today, but little attention is paid to how they are taught in the EFL classroom. To address this gap, I present results of a research study which addresses social and political issues presented in class via EFL textbooks. Findings are relevant for EFL practitioners and coursebook authors.

Room 13
63 audience
Talk
EAP
e, le, a

Teaching grammar: context and concepts before rules

Prakash Parmar (EC London)

There are a huge number of potential rules when teaching a grammar point. This talk considers how to manage an apparently overwhelming amount of information, by going from foundational concepts to rules, considering context of use and learners' communicative needs. We will look at a problematic area, articles and countability, to exemplify this, with practical ways to approach complex grammar.

Room 14
50 audience
Talk
TD, TTEd
e, a

CPD: slow and steady wins the race, or does it?

Rima Daoud (British Council)

When designing teacher training projects, we often have to work with constraints that might go against what research says about effective continuing professional development (CPD). This presentation explores some constraints, issues and solutions from a teacher training project in Tunisia and discusses vocational in-service teachers' attitudes towards different CPD models that were implemented in this project.

Room 17
42 audience
Talk
ESP
e, le, t

Introducing medical students to active learning in a local hospital

John Tremarco (Kagoshima University, Japan)

This presentation is an account of an 'active learning' and CLIL-based practical activity involving Medical English students from Kagoshima University (Japan) at a local hospital. The hospital visit was designed to expose the students to medical encounters and discourse with real medical practitioners and patients in a working medical environment.

Room 18
80 audience
Talk
EAP, FD
e, le, a

EAP, fake news and pseudo-science: a way forward?

Philip Leeke (University of Liverpool)

The talk reports on the development of a new module on fake news and critical thinking at the University of Liverpool. How can EAP teachers address the pernicious effects of the former and can critical thinking and critical language awareness provide some kind of 'inoculation' against misinformation? The talk reports on key debates within an emerging field.

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Thursday 4 April

1520-1550: Session 3.7

1620-1650: Session 3.8

Room 20
60 audience
Talk
LA, **TEA SIG**
Showcase
e, le, p, s, t, a

A self-assessment tool to promote learner motivation and engagement

Maria Davou (Hellenic American University & Glossomatheia)

This presentation is about a piloting stage of a classroom assessment tool, its design, purposes and preliminary results of use. As part of a set of formative assessment tools, this self-assessment tool tracks language development as perceived by the learner and our hypothesis is that it motivates learners towards successful language learning, especially lexical development and fluency.

Room 22
73 audience
Talk
TTEd, **RES SIG**
Showcase
e, le, a

ELT teachers' stories of resilience

Gwyneth James (University of Hertfordshire)

This presentation focuses on the resilience demonstrated by ELT teachers, doing so through the lens of storytelling. Stories engage, inspire, instruct and challenge us, and we make sense of our experiences through telling them. We use narrative inquiry to research these experiences and add to the small but growing body of research inquiring into language teachers' resilience.

Room 23
90 audience
Talk
LT
e, le, p, s, t, a

Rethinking the use of mobile devices in the classroom

Sophia Mavridi (De Montfort University International College, UK)

More and more school authorities are considering banning mobile devices in an effort to combat cyberbullying, distractions and exposure to inappropriate content. What will the impact of these measures be on students' 21st century learning? This session will look at a more systematic approach to the use of mobile devices that involves educating students to use them safely and responsibly.

1550-1620

Coffee break

Continual complimentary tea/coffee in the exhibition hall until 1620

1630

The Liverpool 2019 exhibition closes

(Please note the exhibition is not open on Friday)

1620-1650

Session 3.8

Hotel Suite 1
55 audience
Talk
TTEd
e, le, a

Becoming 'proper teachers': the aftermath of short teacher training courses

Karin Krummenacher (Freelance)

Graduates' seemingly ecstatic reactions to initial teacher training courses (ITTCs), like the CELTA or CertTESOL, are not only grossly under-researched but stand in striking contrast to decades of scholarly criticism. This talk presents the findings of a study into graduates' attitudes towards ITTCs, professional development and professionalism in English language teaching and explores whether the euphoria fades once reality hits.

Hotel Suite 3
100 audience
Talk
GEN
e, le, p, s, t, a

Off book, not off piste: responding to emergent language

Caitlyn Gifford (Liverpool School of English, UK)

Teachers often worry that sticking to the book can be demotivating and stifle creativity. Working with emergent language can bring the material off the page and engage students through meaningful and personalised communication when following a scheme of work. Drawing on my own practical research, this session will discuss what teachers can do to confidently respond to emergent language.

Hall 1a
850 audience
Talk
GEN
e, le, s, a

Anatomy of an iceberg: the hidden power of TED Talks

Lewis Lansford (National Geographic Learning)

TED Talks provide engaging authentic listening practice in the ELT classroom, but there's much more to them than that. This talk explores the power of TED at deeper levels, showing how learners can use them to become powerful communicators – even at pre-intermediate and below. We'll look at examples from TED Talks and how to use them in the classroom.

Hall 1b
245 audience
Talk
MD
e, le, s, a

Helping learners build core vocabulary: new Oxford word lists

Patrick White & Diana Lea (Oxford University Press)

The new Oxford 3000 and Oxford 5000 CEFR-levelled word lists provide valuable reference points for vocabulary acquisition. Meticulously researched and constructed, they can help both teachers and learners to make informed decisions about what to teach/learn when. This talk will look at the development of the lists and how they can be exploited in the classroom and for self-study.

Hall 1c
245 audience
Talk
TD
e, le, a

Engaging with the English Profile - a CPD programme

Gerard O'Hanlon (Kaplan International Dublin)

The English Profile (EP) is an online corpus detailing learner language across the CEFR. Its many applications have much to offer the ELT professional: syllabus design, testing, materials writing, level checking and planning. This talk outlines the design and implementation of a CPD programme designed to help ELT teachers engage with this resource for better professional autonomy.

Room 3a
300 audience
Talk
LT, TEA
e, le, s, t, a

Artificial intelligence: changing the face of international language testing

Rose Clesham (Pearson English)

This session describes how Pearson's fully automated PTE Academic tests work and how, although they use Artificial Intelligence (AI) technologies, they rely on human judgement and marking in order to train the systems in the first instance and also to continually check that the tests are valid, reliable and fair for both academic and migration purposes.

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

FD = Future Directions in ELT

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

Thursday 4 April

1620-1650: Session 3.8

Room 3b
265 audience
Talk
TD
e, le, p, s, t, a

Online resources from the US Department of State

Kevin McCaughey (US Embassy, South Africa)

Regional English Languages Offices (RELO) at US Embassies throughout the world promote English teaching and learning. Learn about the RELOs' use, available for all through the Office of English Language Programs at the Department of State in Washington. Among these are specialty English MOOCs, *English Teaching Forum* magazine, and the *Activate* game set, which we will play.

Room 4a
90 audience
Talk
TD
e, le, a

Incorporating non-standard English and its cultural value into classrooms

Emily Lucas (British Council, Sri Lanka)

Should teachers, particularly in countries where English was once an official language, favour the local non-standard English over traditional standard English? This session will examine the cultural and communicative value of non-standard English and techniques for incorporating it meaningfully into ELT classrooms. This is an opportunity for participants to reflect on their own views of 'right and wrong' Englishes.

Room 4b
90 audience
Talk
LA
e, le, p, s

Teaching English in the Amazon: a very rewarding experience

Andreza Lago Dantas

Teaching in the rural areas in the Amazon region in Brazil has been a big challenge due to poor physical infrastructure and lack of teaching resources. But with creativity and awareness of the teaching environment, teachers can make a difference. This talk will describe a TEFL experience with public school indigenous students in a rural area in the Amazon.

Room 7
32 audience
Talk
LIT, TTEd
le, s

Bringing the canon alive: introducing literary classics to trainee teachers

Delphine Laire (Ghent University & Artevelde University College)

I wish to familiarize future teachers with the different approaches to literature within the English classroom. Via an in-class group assignment, our students understand how these various approaches function independently but can also be combined, and recognise their value for the English as a second language classroom. I will present data from the teacher training programme at Ghent University in Belgium.

Room 10
32 audience
Talk
LA, TTEd
le, p, s, t, a

Practices that promote social inclusion in English language classrooms

Nupur Samuel (Ambedkar University Delhi)

This talk shares student and teacher voices that shed light on some innovative practices, adopted inside and outside the classroom, that promote social inclusion and improve English language skills. It is hoped that these can be adapted to suit diverse needs of learners who are marginalised or disadvantaged and find themselves unable to access educational opportunities.

Room 11a
95 audience
Talk
LT, TTEd
e, le, p, s, t, a

Adding online components to your training course

Matt Courtois (Shenzhen, China)

Adding an online element to any training program can help to modernize the means of delivering content and maximize the productivity in the actual training room. Come to this presentation to hear about some tried and tested online tools and consider how they can be used to enhance learning in your training course or ongoing training program.

Room 11b
150 audience
Talk
MD, **MaW SIG**
Showcase
e, le, p, s, a

Adapting museum education resources for language learning

Sylvia Karastathi (New York College, Greece)

This talk will introduce valuable resources for creating visual literacy tasks sourced from major museums and galleries. Exploring the work that museum education departments do to deepen the engagement with their image collections, this talk will suggest ways teachers can adapt these image resources and related texts for language learning contexts in order to develop original materials.

Room 11c
95 audience
LAM SIG
Showcase

IATEFL Leadership & Management Special Interest Group Open Forum

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

Room 12
190 audience
Talk
YLT SIG
Showcase
e, le, s

Eight practical principles for managing teens

Chris Roland (ELI, Seville)

General tips for managing teenage groups such as 'Let them know who's boss' or 'Give them choices' do not always help much in the here-and-now of challenging lessons. Let me take you on a lively tour of my own central tenets for teaching teens, demonstrating each with specific examples, exchanges and anecdotes from classes I have taught.

Room 13
63 audience
Talk
TD, TTEd
e, a

Towards contextually-driven teacher development in local TESOL settings

Thomas Garside (Language Point Teacher Education)

The range of ESOL teaching settings emerging in the 21st century is increasingly diverse, meaning that teachers are working more and more in contexts with specific pedagogical requirements. This talk will outline how taking these context-specific factors into account can give teachers more power over their developmental process in their local settings, beyond the scope of traditional CPD events.

Room 14
50 audience
Talk
IPSEN
e, le, a

Maximising the language learning of senior learners

Kieran Donaghy (UAB Idiomes Barcelona)

In this talk, we will look at how we can maximise senior language learning. We will identify the benefits of studying for older learners, some myths about older learners, recognise how cognitive, affective and physiological factors affect senior language learning, and look at adjustments to the learning environment, materials and methodology to make up for physical and cognitive losses.

Thursday 4 April

1620-1650: Session 3.8

Room 17
42 audience
Talk
GEN
e, le, p, s, t, a

Student autobiographical comics to develop narrative and conversation skills
Susan Abrill (English Language Centre, University Of Victoria, Canada)

Beyond cute or funny, short autobiographical comic writing projects can be a serious, meaningful and challenging form of storytelling familiar to our students. Students enjoy reading each other's final 'published' versions. I will show how these comic writing projects are appropriate for all levels and purposes and are easily designed to fit nearly any learning objective and to assess.

Room 18
80 audience
Talk
TD, TTEd
e, le, p, s, t, a

Observation and feedback: the state of the art
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 session, key studies and recent progress in this field will be reviewed and participants will be asked to discuss the importance of relevant training and informed practice.

Room 20
60 audience
Talk
ESP, **TEA SIG Showcase**
e, le, t, a

Assessing health professionals: what counts as effective communication?
Brigita Seguis & Lynne Stevenson (Cambridge Assessment English)

This presentation focuses on the speaking component of the Occupational English Test (OET), a specific-purpose English language test for health professionals. We will discuss the types of clinical communication skills valued in the healthcare context, how they are reflected in the OET speaking task and assessment criteria, and how teachers can prepare their students for such specific language assessments.

Room 22
73 audience
Talk
TD, **RES SIG Showcase**
e, a

English language teachers becoming action researchers: identity negotiations
Emily Edwards (University of Technology, Sydney)

When teachers conduct action research, how do their professional identities shift over time? In this talk, I will present findings from a recent study exploring the impact of an action research program in Australia on teachers' identities. The implications of this study will be relevant to teachers, teacher educators and educational leaders in ELT contexts around the world.

Room 23
90 audience
Talk
TD, TTEd
e, le, p, s, t, a

Teacher, I can't think... I'm reading!
Anna Hasper (TeacherTrain, UAE)

This interactive session will examine key processes effective readers need and will explore challenges in teaching reading. Participants will discover their working memory's limitations and the impact of cognitive overload when developing reading skills. The theory of cognitive load will be discussed to highlight practical, take-away techniques that can be used to reduce learners' cognitive load when developing reading skills.

1705-1750 Session 3.9

Hotel Suite 1
55 audience
Workshop
MD, TD
e, p, s, t, a

Designing teacher development workshops

Lauren Perkins (British Council)

In this workshop, we will look at key design principles teacher educators can follow when planning in-service teacher development workshops. After discussing the theory that underpins these principles, we will look at some practical ideas for workshop design. I will demonstrate effective instructional practices and we will reflect on how they can be adapted for various contexts.

Hotel Suite 3
100 audience
Workshop
LA, TD
e, le, p, s, t, a

How about bringing back dictogloss

Judith G Hudson (Cambridge English Language Assessment)

Dictation is often criticized as a traditional technique which promotes rote learning. This interactive workshop centres around creative ways of using dictogloss in language learning; it will present traditional dictogloss and variations. It will explore ways of choosing and adapting suitable short texts. There will be a clear focus on the aims and collaborative nature of each variation of dictogloss.

Hall 1a
850 audience
Workshop
GI
e, le, p, s, t, a

Storytelling includes and supports Black, Asian and Minority Ethnic learners

David Heathfield (Freelance & INTO University of Exeter)

When we share a folk story from a BAME culture, BAME students sense that they are included and their heritages are esteemed. Let's celebrate cultural diversity in our classes through storytelling. In this inclusive workshop, we will: learn to tell a new story; explore and share cultural identity through folk stories we know; discuss a case study.

Hall 1b
245 audience
Workshop
EAP, TD
e, le, t

Lights, camera, action! Filming lessons for action research and CPD

Mandy Bright (Bellerbys College, Brighton)

This session will consider the benefits of filming lessons for the teacher's own professional development. Using clips from EAP lessons, it will demonstrate identifying classroom issues that can be developed into action research questions or simpler action points. It will also consider some of the negative perceptions of filming lessons and how to address these for yourself and colleagues.

Hall 1c
245 audience
Workshop
GEN
e, le, s, t, a

Using your head: what neuroscience can teach us about learning

Rachael Roberts (Freelance)

Considering that our brains are the key tool for learning, it is surprising how rarely teacher education focuses on neuroscience. In this session, we will look at what recent research has to tell us about learning, looking specifically at motivation and memory, and how to apply these findings in the classroom to help students learn more easily and effectively.

Thursday 4 April

1705-1750: Session 3.9

Room 3a
300 audience
Workshop
LT, **MaW SIG Showcase**
e, le, p, s, t, a

How to create interactive online tasks

Jill Hadfield (Freelance)

Do you want to learn how to create communicative online tasks? In this very practical hands-on workshop, I will present seven different formats for online interaction and give participants a toolkit for designing their own online tasks. Participants will then have an opportunity to try designing their own tasks and to discuss and trial them with others.

Room 3b
265 audience
Workshop
LIT, MD
e, le, s, a

Designing photo essays when reading short stories

Barbara Roosken (Fontys University, Tilburg)

Photo essays are a great way to practise students' positioning and composition through different perspectives. This workshop explores how thematic photo essays may be used as an assessment instrument for literature. I will share findings from my research on how photo essays may promote literature appreciation. Participants will leave with ideas to improve students' creative abilities and critical thinking.

Room 4a
90 audience
Workshop
MaW
e, le, p, s, t, a

Power up your pairwork!

Jon Wright (Independent)

Pairwork is one of the essential elements of communicative language classes. However, there are many problems associated with pairwork: Is everybody working? Are they doing what you want them to? Are they learning anything? Is one person dominating? This session looks at these and other problems, and offers some practical solutions to help you power up your pairwork.

Room 4b
90 audience
Workshop
IPSEN
e, le, p, s, t, a

Visuals for special educational needs

Kate Middleton (EC Brighton)

'Visuals' are a vital element in supporting all students' learning – particularly those with SEND. Yet they are often under-used. This workshop introduces a range of simple and specialist techniques to add 'visual va-va-voom' to your teaching! Participants will be able to try some of the resources and methods for themselves and will take away a 'visuals action plan'.

Room 7
32 audience
Workshop
AL, EAP
e, le, t

From grammatical roles to semantic roles

Bengu Yurtseven (Bilkent University School of English Language, Faculty of Academic English Program, Ankara)

This session aims to introduce the practical implications of the case grammar approach by Fillmore (1968) by illustrating how words in a sentence can be analyzed through their semantic roles (agent, patient) besides their grammatical roles (subject, object) in the language processing system. Participants will be involved in an activity to see this interaction to build a conceptual structure.

Room 10 32 audience Workshop with restricted audience number LT le, s	<p>Smartphones as a pedagogical tool: a practical approach Diana Galatiltiene (LAKMA, Lithuania)</p> <p>The workshop explores the possibility of implementing smartphones in order to positively affect students' learning motivation and learning outcomes. Participants will learn some ways of how to practically use smartphones in lessons with Mentimeter, Quizlet, Kahoot and QR codes. I will demonstrate how using smartphones can easily contribute to creating a learner-centered environment in a friendly and competitive atmosphere.</p>
Room 11a 95 audience Workshop TD e, le, p, s, t, a	<p>Get feedback, go forward Colin Mackenzie (IMT Atlantique)</p> <p>The richest source of information about our teaching is our students and I feel we should aim to exploit this resource to the full. We will be investigating the different types of feedback we can get FROM our students and trying out a variety of activities to help us do so. Audience participation will be very welcome.</p>
Room 11b 150 audience Workshop YLT e, le, p, s, t, a	<p>Drama: beyond role play Ceara McManus (The Institute of Continuing and TESOL Education, The University of Queensland)</p> <p>This workshop will demonstrate how drama activities can be used to develop language as well as other learner benefits, such as collaboration and improvisation skills. Participants will experience how to use these activities independently and gather ideas for using them as building blocks for larger drama projects. Suitable for all teachers from primary to adult contexts.</p>
Room 11c 95 audience Workshop TD, LAM SIG Showcase e, le, p, s, t, a	<p>Transformational leadership - building a 21st century learning organisation Sarah Mount (TransformELT Ltd, UK)</p> <p>ELT is an increasingly competitive environment, the landscape rapidly changing. How do we keep up with this change? This workshop will consider the role of the 'transformational leader' in creating dynamic learning environments. We will focus on participants' own contexts and, working through a series of tasks, participants will leave with a blueprint for change within their organisation.</p>

Room 12 190 audience YLT SIG Showcase	<p>IATEFL Young Learners & Teenagers Special Interest Group Open Forum <i>Linking, developing and supporting early years, primary and secondary professionals</i></p> <p>Come along to the YLTSIG Open Forum and find out about our plans for the coming year. We also invite you to have your say in a debate about whether we have an obligation to allow children's own languages in our English lessons. We'll be serving nibbles and bubbles while you network. Don't miss out!</p>
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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

Please note that some presenters have requested a maximum audience size. Therefore, please check the audience size in the left-hand column of each entry.

Thursday 4 April

1705-1750: Session 3.9

Room 13
63 audience
Workshop
ESOL, PRON
le, p, s, t, a

Relax into mindful pronunciation teaching **Joanna Duchesne (Morley College London)**

In this practical session, I will demonstrate how teachers can effectively integrate mindfulness techniques to teach pronunciation to all levels of learners via a guided relaxation. We will reflect on pronunciation as a motor skill, and how mindfulness techniques can enhance learning to instil muscle and cognitive memory. Participants will work together to develop their own guided mindful relaxations.

Room 14
50 audience
Workshop with
**restricted
audience
number**
LT, TTEd
e, le, s, t, a

Virtual reality teacher training experience **Adriaan Sinke (University of Applied Sciences, Amsterdam, Netherlands) & Rufus Baas (Media College Amsterdam, Netherlands)**

Virtual Reality 360-video material of typical secondary school classroom situations are accompanied by online teaching instructions, assignments and feedback. This VR material gives trainee and novice teachers the unique chance to experience these true-to-life classroom situations using Virtual Reality headsets in a controlled and guided setting. The interactive workshop will allow participants to experience these virtual reality classroom materials.

Room 17
42 audience
Workshop
EAP, TTEd
e, le, s, a

Interactive, cooperative reading groups that promote language acquisition and learning

Rhonda Petree (Narva College, University of Tartu and University of Wisconsin-River Falls)

How can teachers encourage their students to engage with reading materials at a deep level and work cooperatively with their fellow classmates? Through structured, interactive reading groups. During this practical workshop, participants will receive a detailed explanation of this technique that includes instructions, sample reading materials and adaptation suggestions for any English for Academic Purposes learning environment.

Room 18
80 audience
Workshop
YLT
e, le, s, a

Trust me I'm a teacher – taking steps towards teacher autonomy **Andreas Grundtvig (Berufliche Schule fur Medien & Kommunikation, Hamburg, Germany)**

Are you fazed by a seemingly uncompromising curriculum and pressure to provide evidence of learner progress? Yet, you're told that there is no time like the present to relax your classroom reigns, delegate responsibility for learning to your students and cut their dependence on you to deliver. We'll find a workaround to help increase your autonomy and reap its rewards.

Room 20
60 audience
**TEA SIG
Showcase**

IATEFL Testing, Evaluation & Assessment Special Interest Group Open Forum

Emerging issues in testing and assessment - have your say

Many issues in TEA polarise people's opinions like few other areas. Whether it's test preparation as a real or necessary evil, assessing young learners, or how to balance knowledge and language in ESP, there is always something that keeps the debates on the boil. Come along and enjoy drinks and nibbles and have your say with the TEASIG committee.

Room 22
73 audience
Workshop
BE, EAP
e, le, t

Using active listening skills to improve listening comprehension in discussions **Melissa Oldroyd (Monash College, Melbourne, Australia)**

I will demonstrate the value of integrating active listening skills into expository discussion practice. I will present the program I designed during action research and the positive outcomes for students in terms of motivation, confidence and test results. Participants will be introduced to six sub-skills of active listening with hands-on activities they can apply to dramatically improve their classroom discussions.

Room 23
90 audience
Workshop
LIT, TTEd
e, le, s, a

Creative approaches to Shakespeare in the EFL classroom **Conny Loder (European School Munich)**

This workshop focuses on activities that help EFL learners to engage creatively with Shakespeare, his language and his plays, by turning learners into text detectives. The workshop looks at activities that foster voice development and pronunciation, concentration and group dynamics, and gender and character work. Learners are thus encouraged to discover aspects of Shakespeare's plays by "playing."

1845-2100 Evening events

Pecha Kucha

1845-1945 in Hall 1a

Originating from the word "chitchat", a Japanese term describing the sound of conversation, we again offer you a Pecha Kucha evening. Each speaker is allowed a slideshow of 20 images, each shown for 20 seconds, giving a total presentation time of six minutes and forty seconds before the next speaker is up, keeping presentations concise and fast-paced. It promises to be as exciting as ever so don't miss it!

Pearson English's gallery walk with ELT experts

1900-2100 in Room 3a

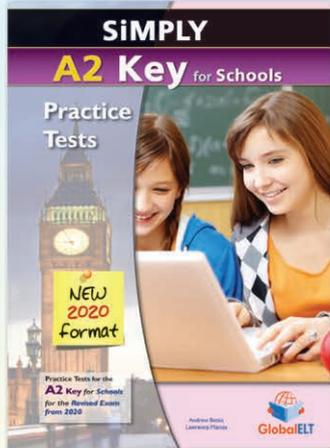
For the second year, Pearson English are bringing back their Gallery Walk event, this year exploring the topic *From the World to the Classroom*. Come and join us and ELT experts in this unique event, for an evening of discovery and learning in a relaxed environment alongside drinks and canapes. Delegates will explore multiple poster presentations and are encouraged to ask questions and engage in conversation with the presenters. The presenters come together at the end of the evening to deliver a panel conclusion, and to share any insights they have learnt or picked up throughout the evening.

Music Night - songs of sorrow, songs of joy, songs of the world

1930-2100 in Room 12

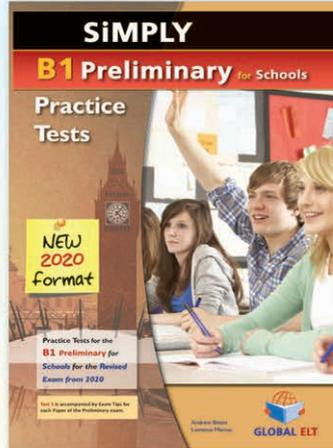
Come and sing, play and entertain at a beautiful international evening of music. Anyone with performance-ready material can join in and offer a song or two, depending on demand - Space to perform is limited! This ever-popular event is a wonderful opportunity to relax, enjoy music and songs in English or any other language, and join colleagues from around the world. The evening is hosted by Jeremy Harmer. Guitars and keyboard will be provided; for anything else, you'll have to bring your own!

Global ELT



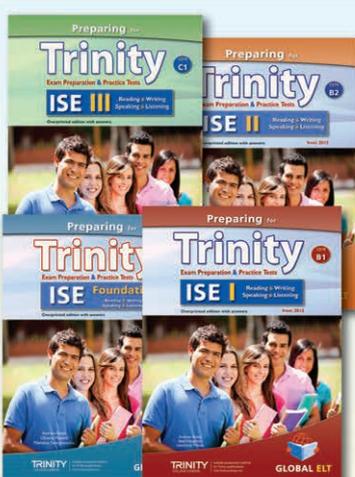
- Practice Tests for **A2 Key for Schools** & **B1 Preliminary for Schools**.
- Exam guide and guidance section
- Test 1 with step-by-step advice
- **Speaking Tutor** with Exam Tips
- Detailed explanations for both right and wrong answers
- **Writing Tutor** with Useful Vocabulary and Suggested Structure for all 24 Writing tasks of the B1 book.

A2 Key & B1 Preliminary 2020 Format



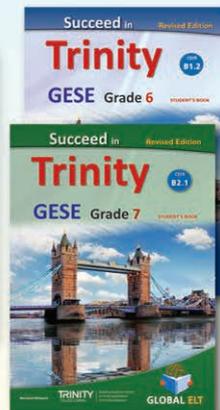
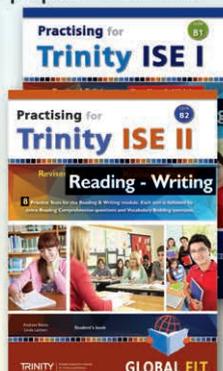
Practice Tests for the Cambridge English YLE exams

Vocabulary, Reading & Grammar



Trinity College London ISE & GESE

Approved by Trinity College London as suitable exam preparation material



Friday 5 April

0800-1230: Registration Desk Open

0815-0845: How To... Session

0900-1000 : Plenary Session

0800-1230 Registration desk open

0815-0845 IATEFL How To... session

Room 12
190 audience**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.

0900-1000 Plenary Session

Hall 1

Plenary session by Lindsay Clandfield

Lindsay Clandfield is an award-winning writer, teacher, teacher trainer and international speaker in the field of English language teaching. He has written more than ten coursebooks and is the main author of the new young adult course *Studio* (Helbling Languages). His other courses include *Global* and *Straightforward* (Macmillan). Lindsay is the series editor of the *Delta Teacher Development* books and has co-written various methodology books for teachers, notably *Dealing with Difficulties* and *Teaching Online* (Delta Publishing). His most recent methodology book was *Interaction Online* (CUP) which he co-wrote with Jill Hadfield. Lindsay is also the creative force behind various web projects including the popular blog *Six Things*, the e-publishing collective *The Round* and the sci-fi/adventure materials website *Extreme Language Teaching*. You can find out more about him at his website www.lindsayclandfield.com

Methodology, mythology and the language of education technology

Education is broken. Classrooms haven't changed in hundreds of years. Robots are coming for our jobs. We don't need teachers. Our learners are 21st century learners. Innovation and disruption. Adapt or die. One of the most interesting aspects of digital education is the nature of the discourse that surrounds it. The way people often talk about *the idea* of digital education can have an impact on the way we do it. In this plenary I'd like us to critically examine some of this language as it has come into the field of English language teaching over the past 20 years. We'll explore key words being used to describe some EdTech developments (words like interactive, personalisation, gamification and disruptive to name but a few) and the stories that surround these words. I'd also like to question what happens when the more recent popular stories about education technology collide with older narratives we've been telling about ELT.

Friday 5 April

1020-1050: Session 4.1

1020-1050 Session 4.1

Hotel Suite 1
55 audience
Talk
TTEd, YLT
e, le, s

Processing instruction versus traditional instruction in vocational L2 classrooms

Adriaan de Korte (Van Lodenstein College, The Netherlands)

Worldwide, many students learn grammar by doing traditional exercises such as 'fill in the correct form' or 'rewrite the sentence'. The question is how effective this is. This presentation deals with a relatively novel and effective approach (PI). Here students do not produce the target form, but are frequently exposed to this specific form by means of structured input exercises.

Hotel Suite 3
100 audience
Talk
LA, TD
e, le, a

Teaching as gradual disappearance: practical steps toward learner autonomy Johnny Day (The London School of English)

Learner autonomy can have a hugely positive effect on learners' development, making learning more dynamic and engaging and increasing the likelihood of continued progress beyond the classroom. Drawing on experience with flipped learning, this talk will provide simple, practical ideas to help teachers promote autonomy gradually, taking into consideration learners' prior experience, study habits and the length of their course.

Hall 1a
850 audience
Talk
LT, YLT
e, le, p, s, t

Make a game out of fluency! Gamification for automaticity Alex Tamulis (Macmillan Education)

How does gamification help with student engagement, motivation and success in fluency activities? This talk explores this question by looking at current gamification trends and the latest game-based tools, such as digital platform *Navio*. The talk will provide a toolkit of practical ideas for adding game elements - prizes, points and rankings - to automatic speech activities in communicative contexts.

Hall 1b
245 audience
Talk
BE, ESP
e, le, t, a

Job applications in 2030: do students have the right skills? Tim Goodier (Eurocentres) & Mike Mayor (Pearson English)

A key role for educators is to prepare students for the workplace, but at a time of great change in the job market, how do we know what to teach? This presentation looks at research into the skills needed for jobs in 2030 - and how English language teachers are ideally placed to cultivate these skills.

Hall 1c
245 audience
Talk
TD, TTEd
e, le, p, s, t, a

For goodness' sake do things differently next Monday morning! Chaz Pugliese (Freelance)

Most teachers would agree teaching is a routinising job, which often slumps us into ruts we're not even aware of. In this session, I'll first explain why breaking a few classroom norms is a potent antidote to routine, as well as a great strategy for development. I will then share a few examples and invite feedback from the audience.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room 3a
300 audience
Talk
FD, TD
e, le, p, s, t, a

Life competencies for the 21st century: upskilling learners and teachers
Chris Sowton (Cambridge University Press)

Critical thinking. Digital literacy. Social responsibility. Increasingly, the English language classroom is not just a place for learning English, but an incubator for cognitive skills, resilience and emotional development. This talk will explore the competencies required by learners and teachers to navigate an ever-more complex world, making reference to Cambridge University Press' *Framework for Life Competencies* and *Unlock* course.

Room 3b
265 audience
Talk
MaW, TEA
e, le, p, s, t, a

Taboo or merely controversial? Topics for teaching and testing

Cosima Wittmann (telc – language tests)

PARSNIPS are to be avoided at all cost in teaching and assessment! Possibly. However, the don'ts of this well-known acronym may no longer be valid for multicultural classrooms. Will one size, one coursebook really fit all? This talk discusses the relevance and (dis)advantages of taboo topics in teaching and assessment and aims to raise an awareness for specific contexts.

Room 4a
1020-1135
90 audience
Forum
TD, TTEd

Forum on Online professional development

Choosing an online teacher development course with confidence

Thom Kiddle (Norwich Institute for Language Education)

Choosing an online teacher training course can be difficult in the current crowded marketplace. There are many options, but how will you know if the experience gives you what you want? This talk focuses on the learning from the 2017-18 AQUEDUTO inspections of online teacher education course providers, focusing on the client journey, to share our practical findings with you.

Putting teachers' professional development online

Julia Stanton (British Council)

This presentation outlines an initiative by the British Council to set up online virtual teacher professional development training sessions for in-service teachers working at British Council Teaching Centres in Sub-Saharan Africa. It recommends some best practice for teacher trainers and teachers looking at going online for virtual continuing professional development.

Fostering teacher agency: embedding cascading in online in-service courses

Radmila Popovic (World Learning, USA)

In this presentation, I will provide practical approaches to reinvent cascading for fostering teacher agency. I will explain the design and implementation of cascading tasks in an online professional development course delivered globally, describe the evaluation results and discuss their implications. Participants will leave with a practical and flexible cascading model that they can implement in their own contexts.

Friday 5 April

1020-1050: Session 4.1

Room 4b
90 audience
Talk
EAP, LT
e, le, t

Five international universities collaborate to support vulnerable migrants in HE

Angela Smith (University of Bradford)

I'll report on a project that tracks the work of five universities as they collaboratively create an online toolkit to support vulnerable migrants who are studying within HE organisations in five countries with the digital language and literacies required for academic and social success. The final output addresses three key priorities: social inclusion, innovative digital practices and institutional strategies for inclusion.

Room 7
32 audience
Talk **with restricted audience number**
TEA, TTEd
e, le, t, a

Enhancing 'English for teaching purposes' proficiency with the CEFR

Anzela Nikolovska (Ss. Cyril and Methodius University, Republic of Macedonia)

The talk summarises the results of a project, aimed at developing pre-service EFL teachers' linguistic competences by implementing ETP (English for teaching purposes) assessment scales customised from the CEFR general scales (2016). Piloting the scales for self-, peer- and teacher-assessment of student performance on micro-teaching tasks resulted in enhancing student progress and rethinking curricula and teaching materials.

Room 10
32 audience
Talk
TD, TTEd
e, le, s, a

Preparing (foreign) language teachers for multilingual and culturally heterogeneous classrooms

Carina Kaufmann & Annika Kreft (Goethe-University, Germany)

Culturally and linguistically diverse classrooms have become a challenge for (foreign) language teaching as teachers do not feel prepared to respond to the resulting requirements. In our talk, we will introduce a concept of a modularised in-service teacher-training that aims at preparing (foreign) language teachers to face these challenges and to deal with them professionally.

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

FD = Future Directions in ELT
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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

Room 11a
1020-1135
95 audience
Forum
TD

Forum on Peer observation in teacher practice

Taking a new look at classroom observation for pre-service teachers Josie Leonard, Melanie Carson & Gordon Dobson (University of Central Lancashire)

Lesson observation is an integral and important aspect of teacher development. In this talk, we discuss how being a 'participant observer' provides an additional observation experience for pre-service teachers on TESOL programmes, bringing different perspectives on, and questions about, classroom practice. We show how being a participant observer enhances teacher development and complements more traditional observation practices.

Using online synchronous chat to develop reflection on CELTA courses Paul Bates (University of Sheffield, UK)

What happens when tutors and trainees use online synchronous chat (OSC) for feedback on peer observation on a CELTA course? This talk will present the findings of a research project focusing on how OSC supported development of trainees' reflective skills, tutor style and participants' perceptions of the medium. Lessons learnt and practical implications of OSC will be given.

Lessons learnt from observations: real-world, no-nonsense strategies for teachers

Sophie Handy (British Council Paris)

Observations are for me a voyeuristic pleasure. Observing means getting out my antennae, recording what I see, hear and feel. As a TYLEC (Trinity Young Learner Extension Certificate) tutor, I have had the privilege of observing newish teachers to the profession being supported, encouraged and inspired. In this presentation, I will share practical, no-nonsense and stimulating strategies for peer observations.

Room 11b
150 audience

Question & answer session relating to Lindsay Clandfield's plenary session

If you attended Lindsay Clandfield's plenary session this morning on *Methodology, mythology and the language of education technology*, 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 Lindsay's plenary talk.

Room 11c
95 audience
Talk
GI, IPSEN
e, le, p, s, t, a

Going beyond the rainbow: the LGBTIQ world in the classroom

Fernanda Aparecida Patucci de Oliveira Michelin (Associacao Cultura Inglesa Sao Paulo, Brazil)

Dealing with diversity has become paramount to create a welcoming atmosphere for learners. LGBTIQ learners, however, might not see themselves as part of the learning community. This presentation shares how we can tackle this issue and promote an environment free of prejudice, making this group of learners part of the lessons as a whole?

Friday 5 April

1020-1050: Session 4.1

- Room 12
190 audience
Talk
RES, TD
e, le, p, s, a
- Three steps to successful assessment for learning**
Gordon Stobart (Oxford University Press)
Ask any teachers and they will say that they provide feedback in order to improve their learners' performance. But what makes feedback effective, leading to true Assessment for Learning (Afl)? This talk explores three fundamental steps to successful AfL methodology, highlighting that a key condition is efficient communication between teachers and learners.
- Room 13
63 audience
Talk
ESAP, ESP
e, t
- Analysing workplace needs by means of self-built text corpora**
Dietmar Tatzl (FH Joanneum University of Applied Sciences, Austria)
This practical talk exemplifies how ESP and EAP professionals may conduct needs analyses with self-built text corpora. A corpus-based approach will shed new light on learners' workplace needs, as it allows for the systematic investigation of texts. This talk describes such a needs analysis that attendees can transfer to their contexts for gaining a deeper understanding of students' target professions.
- Room 14
50 audience
Talk
FD, MD
e, le, p, s, t, a
- Making it happen - transforming lives through bilingual education**
Catarina Pontes & Virginia Garcia (International School - Brazil)
It is no secret that being bilingual is thoroughly beneficial to an individual's social and professional life. But how do you make a change in a country where the level of proficiency in English is below 5% (British Council, 2015)? In this talk, we will share how implementing a bilingual program in Brazilian schools is contributing to making it happen.
- Room 17
42 audience
Talk
LAM, TD
e, p, s, t, a
- Systematic professional development for senior educational staff**
Olga Connolly (BKC IH Moscow)
This talk is about a new CPD (continuous professional development) programme for the Educational Management Team, who are a group of professionals varying in experience, needs, expertise and personality. It is designed to achieve the maximum integration of individual professional development and team CPD to strengthen team spirit and cooperation for the benefit of the school.
- Room 18
80 audience
Talk
LT, YLT
e, le, s
- Project work with an IT facelift**
Alicja Szyszkowiak (Country Cousins Ltd.)
Are you guilty of making students design a poster thinking that they are doing 'project Work'? You can make it up to them by implementing projects packed with all the traditional goodness as well as modern technology. Learn how to guide your students through all the stages of project work with online tools such as Wix, Table Talk, Padlet, Phraseum and many more.

e = experienced audience

le = less-experienced audience

ey = early years

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

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Room 20
60 audience
Talk
ESP
e, le, s, t, a

Alumni success stories as a tool for motivation in ESP

Barbora Chovancova (Masaryk University Brno, Czech Republic)

Motivation plays a crucial role for success in language learning. A guaranteed way of piquing the interest of undergraduate ESP students is to use real-life examples of how 'someone like them' excelled in their professional life. Purpose-made tasks, based on authentic materials featuring accomplished graduates, designed to practise language and soft skills, e.g. mediation, will be presented.

Room 22
73 audience
Talk
GI, TTEd
e, le, ey, p, s, t, a

Beyond the ideal native speaker paradigm

Julie Waddington (University of Girona, Catalonia)

Research conducted with pre-service preschool and primary school teachers in Catalonia reveals a strong presence of the ideal native speaker paradigm and suggests the need to include this topic in teacher training programmes. This talk shows how the topic has been incorporated in teacher training in order to empower non-native teachers to rethink their roles.

Room 23
1020-1135
90 audience
Forum
YLT

Forum on Early years and primary learners

Crafting puppets and telling stories: ludic learning for young learners

Valeria Benevolo Franca (Spot Educacao Cultura Inglesa)

This talk will show how young learners, who crafted their own puppets and then created new narratives, were able to engage in an experiential language learning cycle. Through this transformative ludic experience, a new understanding and knowledge of the additional language was enabled. An enjoyable and safe learning space was also created, which fostered learners' cognitive and emotional development.

Integrating play into early years ELT

Helen Marie Chapman (British Council Rabat, Morocco)

This talk will start with an overview of the benefits of play in early years ELT and go on to highlight potential issues to take into consideration in the context of teaching English as a foreign language. The talk will outline four types of play and include practical ideas to integrate these types of play into your lessons.

The affordances of picturebooks to develop language and content knowledge

Teresa Fleta (Complutense University of Madrid)

Interactive shared picturebook reading with young learners of different ages and levels has proven to be a prominent practice in all languages. The overall aim of this presentation is to explore the applicability of shared picturebook reading to teach English as a foreign language. Ways in which picturebooks boost vocabulary, language learning and conceptual knowledge in English will be described.

Friday 5 April

1105-1135: Session 4.2

1105-1135 Session 4.2

Hotel Suite 1
55 audience
Talk
YLT
e, le, s

Letting the students choose
Kate Smook (Milfield Enterprises)

The standard pattern of English language summer schools for teenagers is English lessons in the morning and the 'fun' activities in the afternoon. In 2017, we moved away from this and created a flexible student-led programme where students can choose their own programme based on their learning needs. This talk will share some of our experiences thus far.

Hotel Suite 3
100 audience
Talk
FD, LT
e, le, a

Authentic listening: a new way forward with redacto.co.uk
Matthew Steele (Regent Oxford)

Improving listening skills should be at the heart of what we do as teachers. Authored scripts do not prepare students for the real world, however, and listening comprehension exercises merely test, they do not train. Redacto.co.uk provides a unique way forward, enabling students to develop their listening through intensive training with authentic content.

Hall 1a
850 audience
Talk
FD, LT
e, le, p, s, t, a

The robots are coming! Chatbots in ELT
Nicky Hockly (The Consultants-E)

Advances in AI (artificial intelligence) have led to an interest in the use of 'chatbots' - computer programs that simulate human conversation - in ELT. But can machines really replace humans? To what extent do chatbots actually support language learning? And what does all this mean for our future as language teachers? This talk explores these and other (potentially scary) questions.

Hall 1b
245 audience
Talk
FD, TD
e, le, p, s, t, a

Oracy skills and the 21st century
Anil Bayir & Ishak Ersin Kirac (Cambridge University Press)

Oracy can be defined as the range of speaking and listening skills, behaviours and language necessary for effective communication and collaboration. Oracy skills encompass physical, social & emotional, linguistic, and cognitive aspects of learning. Whether novice or experienced, this session explores how to introduce and apply oracy in the classroom using practical tips and procedures.

Hall 1c
245 audience
Talk
YLT
e, le, p

Preparing young learners for exam success
Elaine Boyd (National Geographic Learning)

Do your young learners get anxious about formal assessments? This presentation outlines a range of strategies that prepare young learners for formal exams. These can be used with your usual classroom activities to help learners to relax and feel confident so they can perform at their best. I will also present a teacher-friendly framework for managing formative assessment and feedback.

<p>Room 3a 300 audience Talk GI, TEA e, le, p, s, t, a</p>	<p>The future of assessment in the 4th industrial revolution Nick Saville (Cambridge Assessment English) Digital technologies present huge opportunities for language assessment, allowing quicker, more flexible and more candidate-friendly testing and richer data which drives more effective learning. The challenge is to ensure that we retain the ethical and educational values that are at the heart of the English language teaching industry, while continuously improving user experiences for teachers, learners and other stakeholders.</p>
<p>Room 3b 265 audience Talk EAP, MaW e, le, t, a</p>	<p>Writing EAP speaking materials: ten principles Tania Pattison (Freelance) This presentation outlines the principles I established in writing <i>Say What You Mean</i> (Pearson Canada, 2019). My goal was to maximise student engagement and ensure full participation while developing EAP speaking skills. This talk will be relevant to EAP practitioners writing materials for their own classes, as well as to those who write for publication.</p>
<p>Room 4b 90 audience Talk FD e, le, a</p>	<p>A stranger in a strange land - risk-taking for success Will Rennie (Edinburgh School of English) Confidence plays an important role in effective communication, but if students are not encouraged to move beyond their comfort zone they may never succeed in fully developing the confidence to participate effectively in the English-speaking world. This talk covers the importance of risk-taking, fostering an environment where risks can be taken, and provides examples of activities to encourage risk-taking.</p>
<p>Room 7 32 audience Talk TTEd e, le, s, t</p>	<p>Projects in the EFL classroom: striving towards a common goal Katja Heim (University of Duisburg-Essen) In our multilayer projects, adolescent EFL learners jointly work towards authentic goals, supported by groups of student teachers. Evaluations stress the real-life relevance of processes and of the (mostly) digital products. The presentation focuses on the nature of the projects, as well as on the win-win situations that are created through the cooperation of schools and university-based courses.</p>
<p>Room 10 32 audience Talk GEN e, le, s</p>	<p>Hello, have you eaten? - World Englishes in the classroom Denise Gassner (Kantonsschule Zuercher Oberland) The English-speaking world is becoming increasingly complex with more and more people acquiring competence in different varieties of English. Thus, the concept of an 'English culture' needs to be considered carefully and the great diversity of the English language around the world addressed. Different ways of approaching 'World Englishes' in the classroom will be explored in this session.</p>

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Friday 5 April

1105-1135: Session 4.2

Room 11b
150 audience
Talk
TTed
e, le, a

What's the point in drilling? Exploring current practice

Bill Harris (Freelance)

Teachers on initial training courses are usually expected to 'drill' new language in TP (teaching practice) but rarely do this convincingly. I will be reporting back on surveys exploring the attitudes of teacher trainers, newly qualified and more experienced teachers to the topic. I will also be passing on my own practical tips to make drilling more effective and challenging.

Room 11c
95 audience
Talk
GI, TTed
e, le, p, s

How to investigate locally and compare globally in EFL classrooms?

Soren Hattesen Balle & Merete Olsen (University College Absalon), Inge Alfredsen (Avedore Skole) & Lise Oestbirk Bencard (Asgard Skole)

In the 21st century, a call for the development of global citizenship has entered the educational debate internationally. This talk is about how EFL classrooms can support global citizenship through interdisciplinarity. A substantiated discussion, practical ideas and ready-to-use tasks and activities for language teachers will be introduced with focus on research competence, intercultural communicative competence and design competence in ELT.

Room 12
190 audience
Talk
FD
e, p, s, t, a

Back to the future: the postmethod condition revisited

Alan Pulverness (TransformELT, Norwich, UK)

Why revisit Kumaravadivelu's opening plenary at IATEFL 2002? Isn't principled eclecticism now the dominant paradigm? The idea of methods in ELT continues to exert a powerful influence on teacher cognition. This talk will revisit Kumaravadivelu's five myths of method and his concept of what postmethod teaching might look like, focusing on the three pedagogic parameters of particularity, practicality and possibility.

Room 13
63 audience
Talk
LAM, TD
e, le, p, s, t, a

The role of trust in teacher success and satisfaction

Gerhard Erasmus (British Council)

What is the role of trust in fostering employee achievement and satisfaction? This talk will look at research on trust in an educational context, and a small-scale study by the presenter investigating the middle management functions of managing teachers, giving feedback on observations and guiding professional development. Participants will leave with ideas to develop rapport and inter-team trust.

Room 14
50 audience
Talk
RES, TD
e, le, t

Professional agency of rural Costa-Rican NNESTs: claiming recognition and association

Lena Barrantes (University of Calgary)

This presentation discusses recognitional (domination, disrespect, marginalization) and associational (involvement in decisions) aspects of professional agency of NNESTs in rural institutions. The implications of this topic open a space to reveal elements of the challenges behind the topic. Their local experiences might light a broader meaning on professional agency to the present and future social standing of the profession.

Room 17
42 audience
Talk
LT, RES
e, le, p, s, t, a

Key insights into online language learning from OLLReN
Shannon Olson (Laureate International Universities)

The Online Language Learning Research Network (OLLReN) is a virtual research institute, set up by Laureate International Universities and Cambridge University Press, to serve as an aggregate of information and thought leadership. This talk presents key insights into online language learning, drawn from exciting pockets of research around the world.

Room 18
80 audience
Talk
LA
e, le, a

The lexical notebook as a gateway to autonomous learning
Andrea Borsato (International House London)

Guiding students to a lexical approach to learning can encourage them to work independently, both during and after a course. This talk will show how to introduce lexical notebooks to learners and how to help them develop their own notebooks autonomously. It will also consider the results of a student survey on the effectiveness of this independent way of learning.

Room 20
60 audience
Talk
FD, RES
e, le, p

Early introduction of English in francophone Africa: dividend or danger?
John Simpson (British Council sub Saharan Africa)

This presentation outlines recent moves by governments in francophone Africa to introduce English as a subject at primary school, rather than secondary level, as has long been the case. It outlines the main challenges associated with this major ELT reform and presents a framework for analysing the situation to better understand its key features and help make informed recommendations.

Room 22
73 audience
Talk
IPSEN, YLT
e, le, p, s, t, a

Developing reading skills in SEN students through graphic organizers
Julia Koifman (Beit Ekstein high school)

This presentation is going to deal with the study of strategic reading skills and graphic organizers for SEN students. Remedial teachers use these methods in order to help dyslexic kids to improve their reading comprehension and study English Literature. Cognitive strategies teach them how to learn in order to succeed in school and to continue their future education.

1135-1205

Coffee break

Continual complimentary tea/coffee until 1205 in Lower Galleria

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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

Friday 5 April

1205-1250: Session 4.3

1205-1250 Session 4.3

Hotel Suite 1
55 audience
Workshop
BE
e, le, a

The duets: innovative pair work for the classroom

Roy Bicknell (Interlingua, Amsterdam, Netherlands)

Italian composer Berio created duets for mixed-ability players. We adapted his musical principle to make 'classroom duets' which explore pair work for mixed-ability learners. In this two-part workshop, we will discuss their purpose and practise three duets which highlight different skills mixed-ability learners can develop through this approach. We will also review its didactical implications for lesson planning and teacher-student feedback.

Hotel Suite 3
100 audience
Workshop
TTed, YLT
e, le, p, s

The Liverpool way: training young learner teachers in a rush

Martin Goosey (British Council Vietnam)

10,000 hours' practice to reach genius level? But you're a practitioner, trainer, manager, with classes needing top-of-the-table education *now*, and your team all inexperienced imports. Can you hit your goal in double-quick time? Training 'The Liverpool Way' will assist you: coach anyone to teach kids brilliantly in a short pre-season, via techniques from Trinity's Teaching YLs Extension Certificate and more!

Room 3a
300 audience
Workshop
EAP, MD
e, le, a

Teaching IELTS and the four skills: from separation to integration

Els Van Geyte (University of Birmingham)

This workshop aims to briefly introduce perspectives on how integrating the four skills within the classroom leads to increased language competence. Working from the new editions of *Collins Writing and Speaking for IELTS*, delegates will be given a creativity tool to help them design materials, and will then work in groups to produce lesson plans that integrate multiple skills.

Room 3b
265 audience
Workshop
LA, TEA
e, le, p, s, t, a

Life beyond the exam – the language learner's constant challenge

Deborah Hobbs (Cambridge University Press)

Worldwide, even advanced speakers communicating in English encounter challenges with unexpected language. Cambridge English Qualifications help prove learners' skills, but how do we prepare them for life after the exam? In addition to exam preparation and developing core language, this workshop provides a framework to take learners further, building confidence in non-controlled environments, using examples from *Open World B2 First*.

Room 4a
90 audience
Workshop
FD
e, le, a

Teaching English to older learners: Who? Why? How?

Jennifer Holden (International House Language Centre Palermo)

YL teachers have long catered for the needs of students based on their ages, interests and development. But what about our adult learners? Does one-size really fit all? We will explore what it means to be an 'older learner', followed by practical ideas on how to cater to these differing needs in the general English classroom.

Room 4b
90 audience
Workshop
GEN
e, le, p, s, a

Monitoring learners' progress with the GSE Teacher Toolkit

Maria Leonor Corradi (Freelance)

I will demonstrate through different activities how teachers can use the Global Scale of English Teacher Toolkit as a comprehensive resource: to establish goals, build lesson plans, analyse teaching materials, adjust instruction, assess and prepare learners for assessment. In sum, they can monitor learners' progress and act accordingly. Participants will explore possible uses of the Toolkit in their own contexts.

Room 7
32 audience
Workshop
BE
le, t, a

Are you good at small talk?

Tatiana Golechkova (New Economic School)

Small talk is one of the cultural features of English communication. Do our students need it? Is it only about talking? In the workshop, we will answer these questions. We will break small talk into easy to teach sub-skills that are necessary for both the speaker and the listener, work with functional language and try out some class activities.

Room 10
32 audience
Workshop
IPSEN, YLT
e, le, p

Using cooperative learning to support language acquisition through picturebooks

Sharon Ingleson Ahlqvist (Kristianstad University)

Picturebooks provide access to language through both the written word and the visual image. When learners work cooperatively in small groups, taking individual and collective responsibility for the successful outcome of a task, opportunities for learning are enhanced. In this workshop, based on the picturebook *Imogen's Antlers*, we will explore how cooperative learning techniques can contribute to second language development.

Room 11a
95 audience
Workshop
TTEd
e, a

Effective lesson observation oral feedback: thematic cards for teacher trainers

Cath Brown & Erin Revell (The University of Sheffield ELTC)

This workshop introduces a set of note-cards that can be used by teacher trainers to organise their feedback notes thematically during lesson observations. These cards may be particularly useful when planning feedback for teaching groups in initial training courses, such as CELTA. Workshop participants will consider the potential uses of these cards within their own context.

Room 11b
150 audience
Workshop
PRON, TTEd
e, le, a

Listening-decoding: the hum-and-buzz classroom

Richard Cauldwell (Speech in Action, Birmingham)

Hum-and-buzz activities, that help learners decode and understand the speech they encounter outside the classroom, will be demonstrated. These activities familiarise learners with the unpredictability, speeds and messiness of the sound substance of English. Language teaching is dominated by the myth of tidiness of the written language - the sight substance. We need to mess up this tidiness in pursuit of the goal of listening.

Friday 5 April

1205-1250: Session 4.3

Room 11c
95 audience
Workshop
GI
e, le, t, a

Bias - discrimination - preconceived ideas - prejudice: a topic for language classes?

Geoff Tranter (Dortmund Technical University)

The last few years have seen a rise in tension and discrimination all over the world. This practical session will present materials and methods that I have used in courses at Dortmund University to enhance awareness of the problem. By actively involving teachers attending this session, I hope to discuss and establish a general strategy for ELT classes.

Room 12
190 audience
Workshop
FD, LAM
e, le, p, s, t, a

Moving from goal setting to objective achieving

George Pickering (George Pickering Consultancy)

Most managers know about setting SMART goals, yet many objectives remain unaccomplished and staff continue to underperform. In this practical workshop, we will review the latest research on goal setting that will help you set goals that you and others will achieve. We will apply the ASPIRE model and techniques including: implementation intention, linking objectives to environmental cues, avoiding obstacles.

Room 13
63 audience
Workshop
YLT
e, le, p, s

How to empower our students to talk

Jozica Nuc & Gabi Caks (VIZ II. OS Rogaska Slatina, Slovenia)

This presentation provides practical answers and suggestions on how to motivate students to talk and activate them during English lessons. A debate and a TED motivational talk are two methods that can empower students to investigate, participate and express their opinions. The audience will have the opportunity to debate and prepare a short TED talk.

Room 14
50 audience
Workshop **with restricted audience number**
LIT, YLT
e, le, s

Shakespeare uncut - enjoying original texts

Deborah Joanne Ellis (Liceo Fogazzaro, Vicenza, Italy)

Are secondary school students ready for original literary texts in a FL? Teachers may be concerned about inherent levels of difficulty and about demotivating struggling students if they choose authenticity. This session will show techniques to help students access original texts and the benefits of unfiltered contact with an author such as William Shakespeare, referencing the new Helbling *Shakespeare series*.

Room 17
42 audience
Workshop
FD
e, le, p, s, t, a

Equal voices in ELT: expanding our horizons

Sue Leather (Sue Leather Associates)

Since EVE (Equal Voices in ELT) was launched in February 2018, we have found innovative ways of recognising conference organisers for including more women and proficient L2 speakers in plenary and keynote line-ups. I would like to share our successes and plans with you and also lead a discussion about how you can improve diversity in conferences in your context!

Room 18
80 audience
Workshop
GEN
e, le, p, s, t, a

English is music to my ears (teaching English with music)

Carlos Gontow (BRUPED)

Studies show the brain takes in information faster and retains it better when that information is delivered through music. Songs are a great source of authentic language and singing helps develop familiarity with the structures, the sounds and the rhythm of English. In this workshop, we'll practise ways to help students learn grammar, pronunciation and vocabulary through familiar songs.

Room 20
60 audience
Workshop
LAM, TTed
e, le, p, s, t, a

Mindfulness for stress, wellbeing and resilience

Matt Lunt (Liverpool School of English)

Mindfulness practice has benefits for helping us cope with the stresses of life and work and for our overall wellbeing. This workshop introduces what mindfulness is and how it can help us better manage our own stress and build resilience. The session includes some theory on physiological aspects of stress, and also includes some reflective activities and short mindfulness practices.

Room 22
73 audience
Workshop
LT
e, le, t, a

Matching students' and teachers' expectations in blended learning

Rebecca Hooker & Felicia Heard (INTO University of Exeter, UK)

Using technology in English language learning classrooms has become the widely-accepted norm for EFL teachers in higher education. However, using e-learning in an acceptable and engaging way requires both creativity and empathy. This workshop will share some best practice on how to use blended learning (BL) effectively and participants will be encouraged to try out learning technologies on their mobile devices.

Room 23
90 audience
Workshop
YLT
e, le, s

Project work meets management: what can we learn from it?

Leticia Moraes (Troika)

Project work has several benefits for teenage learners. However, these do not come without challenges. This workshop will focus on management issues, which are among the most common issues faced by teachers and learners. We will deal with timing, grouping, use of L1 and how business management concepts can help teachers organise the process so it happens more smoothly.

1230

The IATEFL registration desk closes

Friday 5 April

1305-1415: Final Plenary Event & Closing

1305-1355 Final Plenary Event

Hall 1



Future directions in ELT: where are we headed?

with Katherine Bilsborough, Evan Frendo, Amol Padwad and Mercedes Viola

This plenary will be a team effort focusing on the future of our profession. It will be kicked off by four mini-presentations and followed by an interactive discussion with the audience both inside and outside the plenary hall. The presentations aim to look at English teaching to future generations from various angles: changing attitudes and learning habits, next generation workplace needs, materials to support a changing learning context, and new roles for the teacher. Our four contributors live in different countries, work in a range of teaching contexts and bring an international perspective to the discussion. Without attempting to paint a comprehensive picture, they will be sharing with us their personal wishes and predictions for the coming years.

The aim of this somewhat unusual plenary is to challenge all of us to step back, ask questions and see how our day-to-day teaching concerns relate to wider trends in the profession. This closing event will invite participants to review their conference experience and reflect on what they are taking away. There will be opportunities for you to get involved, make your own predictions and put questions to the four presenters both before and during the session.

Katherine Bilsborough is an ELT author. She is interested in principles for ELT writers. She'll be sharing her predictions about the future of ELT materials and how we can ensure writers create materials that meet the needs and interests of future generations.

Amol Padwad is the Director at the Centre for English Language Education, Ambedkar University, Delhi and Secretary of the Ainet Association of English Teachers. Amol will be looking at the changing role of the teacher.

Evan Frendo has worked in corporate language training for the last twenty-five years. He will be looking at how English might be used in the future workplace, and what this might mean for learners and teachers.

Mercedes Viola has an MA in TESOL, specialised in curriculum development, assessment, inclusive education and communication skills. She is an international and TED speaker and will focus on the attitudes and learning habits of next generation learners.

1355-1415 Closing of the conference

The President of IATEFL, Harry Kuchah Kuchah, will close the conference.

Quick Reference

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Areas of interest

Listed in order of presentation. For example:

1.1 = Session 1.1 (Day 1, Session 1)

2.6 = Session 2.6 (Day 2, Session 6)

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These are some abbreviations that you may see or hear at an IATEFL Conference and what they stand for:

a	The presentation focuses on Adult Teaching	LA	Learner Autonomy
AGM	Annual General Meeting	LAM	Leadership & Management
AL	Applied Linguistics	le	The presentation is for a less-experienced audience
BE	Business English	LGBT	Lesbian, Gay, Bisexual, and Transgender
CAE	Certificate in Advanced English	LIT	Literature
CALL	Computer Assisted Language Learning	LMS	Learning Management System
CEFR	Common European Framework of Reference	LT	Learning Technologies
CELTA	Certificate in English Language Teaching to Adults	LTO	Language Teaching Organisation
CLIL	Content and Language Integrated Learning	MALL	Mobile Assisted Language Learning
ConfCom	Conference Committee	MaW	Materials Writing
CPD	Continuing Professional Development	MD	Materials Development
CPE	Certificate of Proficiency in English	MMCom	Membership and Marketing Committee
DELTA	Diploma in English Language Teaching to Adults	MoEs	Ministries of Education
DigiCom	Digital Committee	MOOC	Massive Open Online Course
e	The presentation is for an Experienced Audience	NEST	Native English-Speaking Teachers
E4W	English for Work	NGO	Non-Governmental Organisation
EAL	English as an Additional Language	NNEST	Non-Native English-Speaking Teacher
EAP	English for Academic Purposes	NNS	Non-Native Speaker
EFB	English For Business	NQT	Newly Qualified Teacher
EFL	English as a Foreign Language	p	The presentation focuses on Primary Teaching
EGP	English for General Purposes	PLN	Professional Learning Network
ELF	English as a Lingua Franca	PRON	Pronunciation
ELT	English Language Teaching	PubsCom	Publications Committee
ESL	English as a Second Language	RES	Research
ESOL	English for Speakers of Other Languages	s	The presentation focuses on Secondary Teaching
ESP	English for Specific Purposes	SEN	Special Educational Needs
ey	The presentation focuses on Early Years Teaching	SIG	Special Interest Group
EYL	English for Young Learners	t	The presentation focuses on Tertiary Teaching
FCE	First Certificate in English	TA	Teacher Association
FD	Future directions in ELT	TBL	Task-Based Learning
FE	Further Education	TBLT	Task-Based Language Teaching
GEN	General	TBT	Task-Based Teaching
GI	Global Issues	TD	Teacher Development
HE	Higher Education	TEA	Testing, Evaluation & Assessment
IBT	Internet Based Test	TL	Target Language
ICT	Information and Communication Technology	TOEFL	Test of English as a Foreign Language
IELTS	International English Language Testing System	TTEd	Teacher Training & Education
INSETT	In-Service Teacher Training	VLE	Virtual Learning Environment
IPSEN	Inclusive Practices & Special Educational Needs	WMIS	Wider Membership Individual Scheme
L1	First Language	WMS	Wider Membership Scheme
L2	Second Language	YLT	Young Learners & Teenagers

You can find a complete list of abbreviations used by IATEFL at:
www.iatefl.org/about-iatefl/key-documents.

Maps and Overview

The following pages contain maps of the conference venues and an overview of the full conference programme.

All these pages are designed for you to pull-out for easier carrying.

iatefl Manchester TWENTY 20

54th International Conference & Exhibition
18 - 21 April 2020



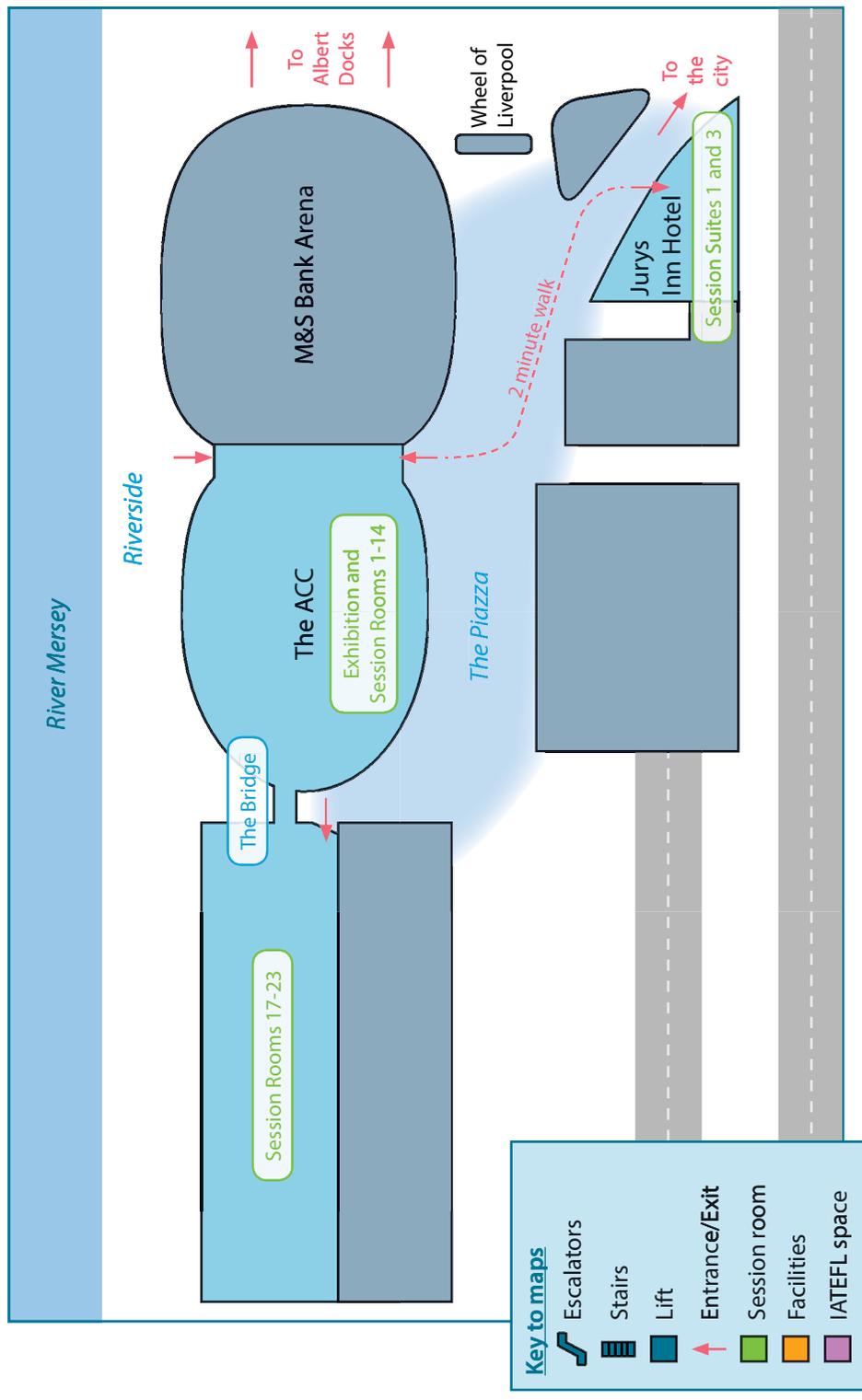
See you next year!

Overview

The ACC (Galleria & Rooms 1-14)

The ACC (Rooms 17-23)

Jurys Inn Hotel

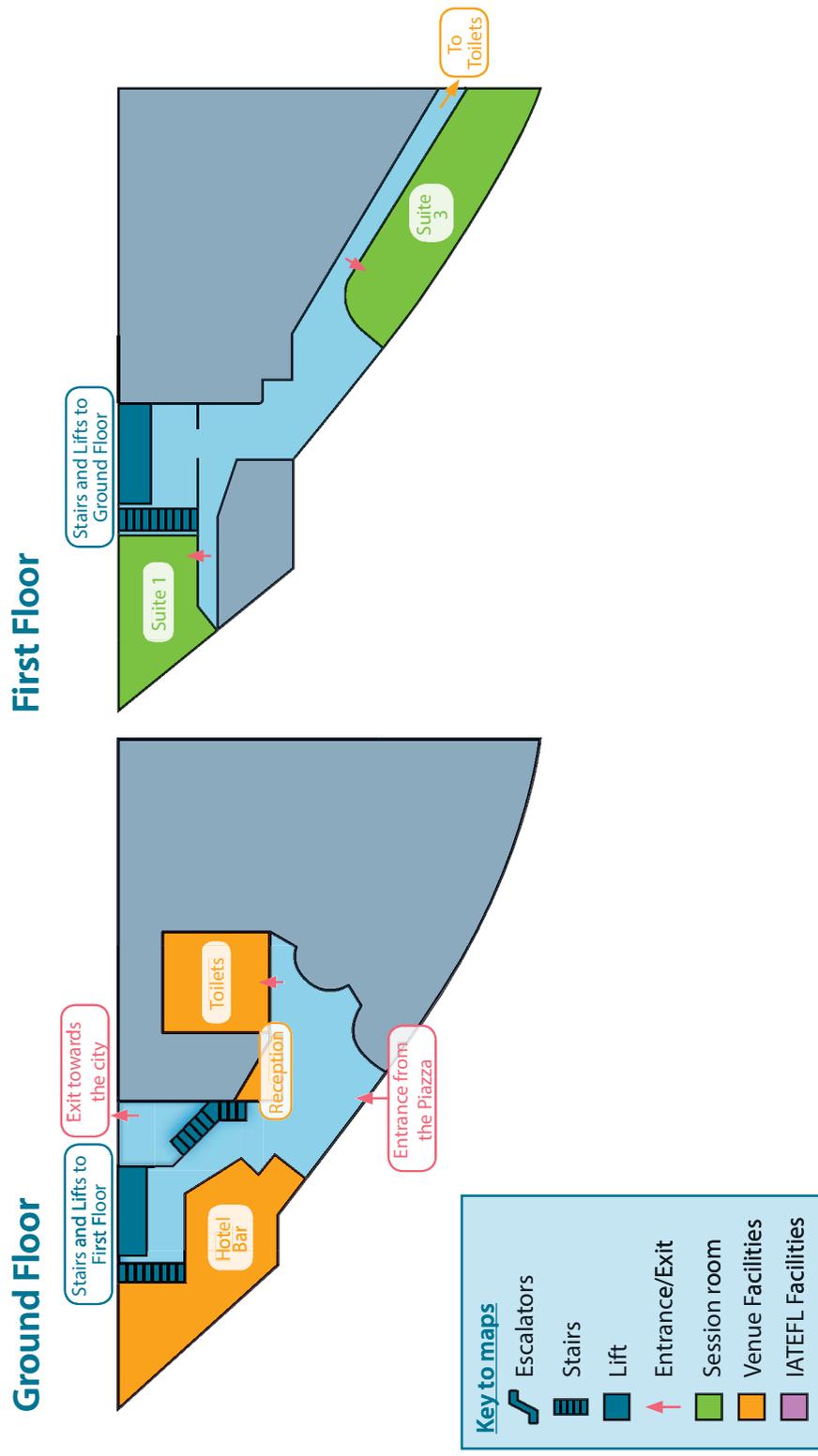


Overview

The ACC (Galleria & Rooms 1-14)

The ACC (Rooms 17-23)

Jurys Inn Hotel



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Hotel Suite 1	0900-1020 Hall 1 Opening & Plenary session by Paula Rebolledo	"For real": authenticity... M Lemmens	Coffee break	Teachable moments... Piers Messum	Through the tunnel: a way ... V Cabrera Duarte	Lunch break	TOEFL iBT® test resources... Stella Saliari	Developing curricula to ... Neil Bullock	Pedagogic codes and ... James Badger	Coffee break	Learning through connecting... Sarn Rich	Parallel language use OK - but ... Pete Westbrook
Hotel Suite 3		Where is TBLT now? N McCutcheon		<i>Forum on Vocabulary</i> Richard Hillman, Marijana Macis & James Thomas	Testing as an enabler, not an... R Whitehead		Re-imagining Bloom's ... Alan Mackenzie	The free cypher - teaching ... Camilla Heath	<i>Forum on ESP course design</i> Magdalena Salawa, Julie Humble & Olga Stolbova			
Hall 1a		Co-constructing teaching and ... D Nunan et al		Using flipped classroom... Dave Spencer	Powering the classroom ... Alex Warren		<i>COBUILD English Usage...</i> Penny Hands	Tinned tomatoes and divergent ... H Puchta et al	Join and grow... R M Thummler Blum et al		Teacher agency and English ... H Kuchah Kuchah, P Bahadur Phyak, R Smith, R Mathew & A Padwad	
Hall 1b		Connecting with the video ... M Brand et al		British Council Signature Event Is English teaching inclusive? Do we practise what we preach?	British Council Signature Event Is English teaching inclusive? Do we practise what we preach?		Connecting teacher ... K Graves et al	Been teaching and teacher ... T Woodward	Stand out with BACs ... Paul Fear		Don't refresh the page, refresh ... Philip Warwick	Teachers, learners and ... Niall Curry et al
Hall 1c		10 tips to make vocabulary ... F Mauchline		Towards a pragmatically ... Peter Grundy	Effective ELT for teens & young ... Tery Lemanis		How do we know what progress ... B Knight et al	Why personal is best: which ... Daniel Barber	Collaborate, learn and ... M Tomlinson		Developing life skills and ... Delia Kidd et al	Learn English skills materials... J Budden et al
Room 3a		Playful - yet purposeful ... Paul Seligson		Functional. Not functional... Greg Archer	Task-based learning via ... Jane Willis		Creating contexts for ... A Underhill	Pronunciation: muscle, mind, ... Mark Hancock	Guilt-free teaching: when... K L Harris		<i>Forum on IELTS writing</i> Louisa Dunne, Natalia Kudinova, Daria Arzhadeeva & Lewis Richards	
Room 3b		Learner experience ... B Rojals et al		<i>Forum on Materials development</i> Heather Buchanan, Julie Norton, Clare Maas & Hitomi Masuhara	<i>Interactive Language Fair</i>		<i>Forum on Teaching teens</i> Sofia Leone, Elena Peresada & Dominik Szulinski				<i>Forum on Peer review for writing</i> S A H Makhlof, P Tzanni, A Netto & B Pinto Duarte	
Room 4a		Using augmented ... Yasmine Atwa		Assessing young learners: is it ... Jacque Martin	The Beatles in ESP: help or ... I M Robinson		Do we really need so many ... Peter Watkins	Universal design for learning ... Mercedes Viola	Managing individual ... C Griffiths et al		Hornby scholars' presentation: addressing challenges in especially resource-poor contexts in the Global ...	
Room 4b		Developing creativity and ... Doris Suchet		<i>Forum on Teachers' Associations</i> Aymen Elsheikh, Laxman Gnawali & Beatrix Price	<i>Forum on Teachers' Associations</i> Aymen Elsheikh, Laxman Gnawali & Beatrix Price		Creating e&m-learning ... Christine Sick	Classroom activities for ... J Wrzesinska	Children's books are never just ... M Sciamarelli		<i>Forum on Peer review for writing</i> S A H Makhlof, P Tzanni, A Netto & B Pinto Duarte	
Room 7		Lost in transcription... A McDonald		Giving quality feedback to ... Natallia Kaliuzina	Authentic language use... R Kemsies et al		Through others we become ... H D Lagerwaard	Teaching adults: making it easy ... Aline Dyna	Elevator Pitch - an innovative ... Y Aguilera		Inquiry-based English learning ... Md Golam Jamil	Teaching for life M E Ribeiro Jardim Rondon
Room 10		Storytelling and dramatization ... Aydan Ersoz		A dialogical approach to ... Kenan Dikilitas	Academic writing discourse ... Neil Roberts		Fostering students' ... P Sobkowiak	How to develop positive ... Rachael Harris	Vocabulary learning ... R Bottini		Assessing pupils' entering ... V De Wilde et al	Skies without borders: is ... N Guerreiro
Room 11a		Frameworks for teacher ... Briony Beaven		Contextualised CPD: bringing ... Ben Beaumont	So what? Student- ... Loreto Aliaga		A case study of content-based ... C Greenlay	The four acts of language ... S Ballotto	Current challenges and... A Silva		From EFL to CLIL teacher in... Nina Raud et al	IATEFL TTEd SIG Open Forum
Room 11b		No iPads? No problem! ... L McWilliams		The Tao of teaching ... Diarmuid Fogarty	Teacher burnout: causes, effects ... Simon Brewster		Labels are for clothes ... Georgie Clark	Drawing on... E Oncevska Ager et al	IATEFL TD SIG Open Forum		<i>Forum on Communities of practice through collaborative development</i> N Ali Raza, T Harrison & D You	
Room 11c		Delivering grammar in a ... Rachel Paling		Teaching thinking to develop ... An Sneyers	The psychology of language ... Alex Thorp		Evaluating a self-access ... Jo Mynard et al	Bringing the outside in... Andy Jeffery	Reflective learning and ... Hatem Essa		IATEFL Learner Autonomy SIG Open Forum	Coaching students to ... M Harrisberger
Room 12		Liquorice allsorts... Niki Joseph		Bringing the Common ... Graham Seed	Precision through adaptive... C Finnerty et al		Lessons from cognitive ... Neil Walker	Four conditions for building ... Walton Burns	<i>Raise Up!</i> - our experience ... J Taylor et al		<i>Forum on Online student engagement</i> Maysa Banat, Rajul Goveas & Esin Caglayan	
Room 13		Improving project-based ... Sam Scaife		Helping learners become ... Chia Suan Chong	The long and the short of it ... Jonathan Marks		What adult learners can ... Leo Selivan	Speaking texts... L Shapiro-Steinberg	Using automated scoring ... David Booth		Using the Common ... Graeme Harrison	ELT coursebooks and the ... Heloisa Duarte
Room 14		Ways of seeing: drawing ... Emma Pratt		Language teaching to make... Armanda Stroia	Teacher professional ... B Mustafa et al		Linguistic competence ... Christian Jones	Fun and benefits with The ... S Nosyreva et al	Exploring students' use ... Niki Canham		Enhancing exam preparation with ... Evgeny Usachev	Neuroeducation: multiple ... A Fernandes
Room 17		Creating a culture of ... Lucie Cotterill		Re-examining the use of a wiki as a... H Sabry Etreby	Towards more effective ... H Sabry Etreby		The use of storytelling in ... B Strotmann	Alternative assessment ... V Zelianko	The world is our classroom... Y A Yoon et al		Films in English language ... J-E Leonhardt	Project-based learning meta ... Inas Kotby
Room 18		Having fun with... C Lonngren-Sampaio		Pronunciation in the EAP ... Gemma Archer	Using a MOOC... P Rogerson Revell		Accent management... Simon Gfeller	How to tackle gender-based ... We'am Hamdan	Affect and identity in ... Adam Scott		IATEFL Pronunciation SIG Open Forum	Student... M B Albarracin Fernandez
Room 20		Exploring equality, ... J MacDougall et al		Team teaching to support refugees... C Lindsay et al	Exploring autonomous ... Rasha Halat		Critical pedagogy and ... Steve Brown	IATEFL ES(O)L SIG Open Forum	What are the effects of ... K Sidaway		Culturally and linguistically ... E Franklin	Supporting SEN learners in the ... A Dudzik et al
Room 22		IELTS Writing Task 1 ... Sarah Philpot		<i>Forum on Graded readers</i> Elsa Tragant, Anna Vallbona, Louise Emma Potter & Amalia Babayan	<i>Forum on Graded readers</i> Elsa Tragant, Anna Vallbona, Louise Emma Potter & Amalia Babayan		Inclusive practices to ... JC Herbert et al	Don't kill the book! ... N Ladygina	Exploiting technology in ... Louis Ravanel		The purple pen of progress K Martinkevich	Communication with AI in an ... Makiko Abe
Room 23		Mobile assisted language ... M Seserman		Teaching business English before ... A-K Nechifor	Ensuring cultural and workplace ... Andy Johnson		Deconstructing TED talks to ... Sarah Arce	Mindfulness-based ... Karina Neira	You've levelled... C Prewett-Schrempf et al		Error correction in Business ... V Lopez Grisolia	IATEFL BE SIG Open Forum

How To... Sessions (0815 and breaks) - see pages 47, 53, 64 & 82
Evening Events - see page 92

Wednesday Overview Page

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Hotel Suite 1	0900-1000 Hall 1 Plenary session by John Gray	Ensuring test fairness in ... E Popkova	New Ukrainian school reform... V Ivanishcheva et al	Coffee break (sponsored by Oxford University Press)	Developing emotional ... Katy Kelly	Lunch break IATEFL AGM 1305-1405 in Hall 1b 2.4 1255-1305 Poster presentations (See pages 110-111)	The added value of in-company ... Oksana Hera	Assessing through games Y M Moore	Coffee break (sponsored by Oxford University Press)	Does test preparation work?... Y Hao & C Liu	Creating nudges in teacher ... Chris Farrell	Mental health awareness for ... Philip Longwell
Hotel Suite 3		Preparing for impact: moving... T Beakes	Bad language: errors and ... F Gordon		Learning together: developing an ... Jo Gakonga		Testing grammar: Yes/no? Why? ... F O'Dell et al	Dangerous minds... J Stansfield et al		Initial teaching qualifications: guff... Tim Banks	Using songs to nurture global ... Rita Diveki	Tribute session
Hall 1a		A very good place to start... A Walkley	Promoting high-quality ... Carol Read		Useful ways of using stories ... Andrew Wright		Macenta Publishing & Digital Solutions Signature Event What makes a good teacher good?			Reaching the hard to reach - innovations in teacher development (MENA) Colm Downes et al		The power of critical reading ... L Fernandez
Hall 1b		<i>Forum on Autonomous listening</i> Enrique Barba, Josefina Santana, Analia Duarte & Kerstin Okubo			Adding spice to the mix in the ... M Rosenberg		Maximising success in ... K Momber et al	Today's teens together... Daniel Vincent		Developing students' word ... M Mann et al	The new Cambridge B1 ... L Warwick	
Hall 1c		U.S. Department of State ... Jen MacArthur	Use it or lose it: how to activate... Kirsten Holt		Boosting fairness: identifying and ... Leonina Loback		<i>Forum on Rethinking language teacher training and development</i> R Bolitho, M Heron & A Maley			The best things in life are free! Maree Airlie		Deconstructing jigsaw activities J Anderson
Room 3a		Q&A relating to Paula Rebolledo's plenary session	The glass ceiling: helping... Steve Oakes		Improv: preparing students for the ... Johanna Stirling		Trainer development... G Diaz Maggioli			<i>Forum on Leveraging teaching knowledge to develop teachers' ...</i> D Freeman, A Katz & P T H Nhung		Perfectly formed: aligning ... E de Chazal
Room 3b		Change is inevitable, ... Rachel Jeffries	Who does what in your ... Diane Hoggins		Performing the coursebook Brian Tomlinson		Learning to learn in secondary ... S De Camilli			<i>Forum on Project work: broadening ...</i> Jeanette Theuma, Gerry Luton & Irene Stroumpas		The joy of creative writing ... M Rinvoluceri
Room 4a		What about us? Managers' CPD Jenny Johnson	Why do we need more graded ... Terry Phillips		Teaching today: contexts, ... Susan Holden		Drama in education for ... Alicja Galazka			Hands tied or hands-free? ... Rose Aylett		How to size up kindergarteners... G Spiwak
Room 4b		The revised Cambridge ... Phil Gibbins	Reforming the teenage EFL ... C Becker et al		When technology lets you down... Janos Ujlaki		How long does it take to learn ... Simon Buckland			Getting it write: an overview of ... Clare Furneaux		Let's play exams! Aida Sahutoglu
Room 7		Designing a sturdy ... A Holloway	Creating discourse ... Sergio Durand		Developing professionalism ... Marcela Cintra		A problem-based approach to the... G Mandalil Kurdoglu			Towards the virtuous cycle... Chris White		Impact of teacher ... Saima Abedi
Room 10		Designing an online course... Robel Levano	How much a language ... Andy Hockley		Learning centres: inspiring ... Viviane Athila		Primary student teachers' views... T Gruenbaum			Professional development for ... L T Teismann		Advanced teaching skills ... T Polovinkina
Room 11a		<i>Forum on The new CEFR: how it ...</i> R Camerer, M Hassan Mohamed Abdelatif & Rafael Webster Souza			Extracting the most universally... K Lackman		Results of research ... Sheila Thorn			Developing conflict management, ... Ben Dobbs		Kindful teaching: fostering a ... Melissa Perkins
Room 11b		How do experienced ... N Andon et al	This talk will make you gay ... Tyson Seburn		Inclusive practices... J Matos Carew		The motivation mystery: what ... Tim Gifford			Is TEFL recruitment racist? Ross Thorburn		Utilizing performance ... Efi Tzouri
Room 11c		<i>Forum on Video in language ...</i> Adam Edmett, Steve Mann, Laura Baecher & Teti Dragas			From communication ... H Kryszewska		Awaydays – a way to explore... Liam Brown			We need to talk about coursebooks Geoff Jordan		"I'm not in my coursebooks" ... David Valente
Room 12		<i>Forum on teaching and learning online</i> S Galante, L M Jones & M Sokolik			Escape the classroom! Graham Stanley		IATEFL Learning Technologies Special Interest Group Open Forum			Video content or audio podcasts... Craig Wealand		Quick wins with technology in ... Joe Dale
Room 13		How to be successful in ... Caroline Moore	Facilitating memory skills ... Anna Jancova		Drawing as a self-assessment ... Lamiaa ElSheikh		EMI: additional input for ESL ... M Subba Dewan			Language coaching - the holistic view ... Sandra Lindon		An introduction to China's ... Xiangdong Gu
Room 14		If learning styles are nonsense... Kerill Kennedy	Promoting and valuing cultural... Chris Meoli		Getting teens talking in the ... Janet Harfield		IATEFL Inclusive Practices & SEN Special Interest Group Open Forum			SLA on the carpet: teaching English ... Anna Zapart		What is a dynamic lesson? C Thirlaway
Room 17		A corpus-based study: get, go, ... J J Lowe	The intricacies of giving and ... Choreanne Frei		Stop raising awareness ... K Protzenko		Teacher cognition and ... Susan Sheehan			Assessing teacher discourse in a ... O Vassallo et al		Real people, real jobs Helen Jackson
Room 18		<i>Forum on Novice teachers</i> Ella Ait-Zaouit, Emma Johnston & Natalie Donohue			In-service lesson observation ... N Gonzalez Brandi		Moving toward objectivity in ... J Barsdell			IATEFL Literature SIG Open Forum		Gilbert and Sullivan: opera... John Gardyne
Room 20		Visual literacy in ELT... I Peixoto	Enhancing teacher ... Sahar Salha		diversophy@refugee: a game... Anne Fox		Asking the right questions... Robert Hill			Burning issues in ELT: we asked ... Y Kavalova		Social justice beyond the ... Neil McMillan
Room 22		"We are here!" - exploring EAP ... Kat Borvinko	Phrases for academic ... David Oakey		IATEFL ESP SIG Open Forum		IATEFL Global Issues SIG Open Forum			New CEFR descriptors... R S McDonald		Anticipating problems: a ... Peter Martin
Room 23		<i>Forum on CLIL/EMI</i> Awad Alhassan, Holi Ali & Ada Sandoval-Madrid			Fun and challenge in the ... Shay Coyne		<i>Forum on International cooperation and projects in EAP</i> N Keng, L McNabb & W Guariento et al			Promoting reflective practice in tutor- ... Bede McCormack		Think out loud: scaffolding ... Nelson Arditto

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Hotel Suite 1	0900-1000 Hall 1 Plenary session by Aleksandra Zaparucha	Teaching advanced vs. ... Marilis Rice	Multisensory approach - a ... Zainab Khalid	Coffee break	CELTA - much more than a ... E Taylor et al	The challenges and ... C Goncalves	Lunch break 3.5 1335-1345 Poster presentations (See pages 159-160)	Building resilience by creating a safe but ... Fiona Robertson	Using rhetorical strategies for ... A Scerri et al	Coffee break 1550-1620 The exhibition closes for good at 1630	Becoming 'proper teachers': the ... K Krummenacher	Designing teacher development ... Lauren Perkins
Hotel Suite 3		What if we took away input? Melissa Lamb	Examining the impact of a low... Sandy Millin		Authentic that works: useful ... E Deleyto La Cruz	Agile course development ... Laurie Harrison		Following-up session relating to John Gray's plenary	Teaching dyslexic students to read... D De Winter		Off book, not off piste: responding... Caitlyn Gifford	How about bringing back ... Judith G Hudson
Hall 1a		How to answer learners' ... S Thornbury	Mapping out the path to success H Dellar et al		ELT Journal Debate This house believes that EMI opens doors in our 21st century world			The pattern approach: using ... C Walker et al	Personalizing the impersonal John Hughes		Anatomy of an iceberg: the ... Lewis Lansford	Storytelling includes and ... David Heathfield
Hall 1b		Developing teachers and ... Z Sevastianova et al	Dynamics of video... M B Gamero M		1000 hours of conversations... O Goodman et al	21st century skills ... C Graham		Embedding technology in ... M T Swabey	Peer power: exploring the ... Ceri Jones		Helping learners build core ... P White & D Lea	Lights, camera, action! Filming ... Mandy Bright
Hall 1c		Bridging the gap - work skills ... M O'Keefe	Improving critical thinking ... R Harrison		Teaching English to students ... Luciana Locks	CMC: the power of curiosity, ... Jana Jilkova		Remote theatre workshop Nick Bilbrough	Why use dictionaries when... Hilary Nesi		Engaging with the English Profile ... Gerard O'Hanlon	Using your head: what neuro-... Rachael Roberts
Room 3a		<i>Forum on EAP speaking</i> Seher Balbay, Rachel Robinson & Ella Tennant			Skills and scaffolds... Larry Zwier	Disruption ain't what it used to ... Gavin Dudeney		Continuing professional ... Silvana Richardson	English for Resilience: can it... S Haggard et al		Artificial intelligence... Rose Clesham	How to create interactive online... Jill Hadfield
Room 3b		Implementing ready-made ... Judy Boyle	Q&A relating to Aleksandra Zaparucha's plenary session		Developing communicative... Kristy Kors	<i>Forum on Critical thinking skills</i> Dave Watton, Jake Groves, Christian Lee & Ruby Vurdien		Interactive Language Fair	Online resources... K McCaughey		Designing photo essays when ... Barbara Roosken	
Room 4a		Cultural views of smiling... Joan Bartel	Future proofing CELTA J Douglas		<i>Forum on Project-based learning</i> Gloria R L Sampaio, Jas Gill & Nona Popiashvili et al			Textploitation: exploiting tiny texts ... David Byrne et al	Discovery learning or direct ... Carol Lethaby		Incorporating non-standard English ... Emily Lucas	Power up your pairwork! John Wright
Room 4b		Peer interaction on Facebook ... Ward Peeters	Integrating WhatsApp into... J Mackay et al		Language learning for ... H D Sewell	The visual dimensions of ... Elka Todeva		Transformative training: using ... Rob Tesh	Here we go again: time to update ... Alastair Douglas		Teaching English in the Amazon... A Lago Dantas	Visuals for special educational needs Kate Middleton
Room 7		Marching into MOOCs... B K Ghimire	Global perspectives ... I Madyarov et al		Developing materials that ... Elaine Hodgson	ANIE: a strategy to teach EAP in... R Sangabau		Writing/righting the grammar... William Kerr	Teaching business English through ... Elizaveta Maslova		Bringing the canon alive: introducing... Delphine Laire	From grammatical roles to semantic... Bengu Yertseven
Room 10		Exploring the potential of ... P N Valdez	Something old, something new... David Connolly		My name is Millennial Rhigul Gulener	Knowledge about grammar in ... Rhian Webb		Do different generations with ... Monique Konings	Effective classroom ... Laila Kamal et al		Practices that promote social ... Nupur Samuel	Smartphones as a pedagogical tool... Diana Galatitiene
Room 11a		Following the research on ... S Kreuzova et al	Creating "aha" moments with ... Gabriel Clark		<i>Forum on Research-informed ...</i> L Carabantes, A Geroldo dos Santos, J Ward & C Campbell			Integrating soft skills in... Jen Dobson	How to survive as an ... Robert Howard		Adding online components to ... Matt Courtois	Get feedback, go forward Colin Mackenzie
Room 11b		<i>Forum on Research informing ...</i> L Carabantes, A Geroldo dos Santos, J Ward & C Campbell			Integrating soft skills in... Jen Dobson	How to survive as an ... Robert Howard		What (SLA) principles are ... Marina Bouckaert	IATEFL Materials Writing SIG Open Forum		Adapting museum education ... Sylvia Karastathi	Drama: beyond role play Ceara McManus
Room 11c		Managing remote ... N Ichaporia	Invisible observations ... M Sobczynska		Servant leadership... B Craig et al	Transforming a school into a ... Amal Farhat		TELL-Theater for English Language ... Judy Wong	Leading learning in modern ... B Tezcan Unal		IATEFL LAM SIG Open Forum	Transformational leadership ... Sarah Mount
Room 12		Using debates to promote ... Simon Pounder	Early years literacy assessment... M MacGregor-Stubbs		The impact of a teacher ... A Govender et al	Using Chilean sign language ... M-J Inostroza		Reflecting on pedagogical ... S Mourao & G Ellis	Political issues in the EFL ... Roger Dale Jones		Eight practical principles for ... Chris Roland	IATEFL YLT SIG Open Forum
Room 13		How to teach English as a ... M Kiczowski	Welcoming a transgender ... G A d Souza		How do videos enhance ... Cecilia Nobre	How to help your students have ... Maged Nofal		How awareness of stress, intonation, ... P Podimatopoulos	Teaching grammar... Prakash Parmar		Towards contextually-... Thomas Garside	Relax into mindful pronunciation ... Joanna Duchesne
Room 14		<i>Forum on Findings from research into writing at university level</i> C Gursu, S Al-Alami & M Al-Surmi			English is to be understood not... Tim Denton	Getting things done... C A da P Rossi		Talking techniques Rosemary Westwell	CPD: slow and steady wins the ... Rima Daoud		Maximising the language ... Kieran Donaghy	Virtual reality teacher training ... A Sinke & R Baas
Room 17		Artificial intelligence for ... R Ribeiro dos Santos	To play or not to play... E Carrion Canton		Passing the First Certificate for ... E Frendo et al	Mirror, mirror on the wall... E Symeonidou		Insights from psychology: add ... Maria Molashenko	Introducing medical students... John Tremarco		Student autobiographical ... Susan Abrill	Interactive, cooperative ... Rhonda Petree
Room 18		<i>Forum on CPD</i> Ana Garcia-Stone, Tamara Ilija & Karine Santos			<i>Forum on Written corrective feedback</i> Alia Moser, Nina Nellemann Rasmussen & Peter Davidson			Resolving the challenges of ... Rachel Appleby	EAP, fake news and pseudo-... Philip Leeke		Observation and feedback: the ... Amanda Howard	Trust me I'm a teacher - taking ... A Grundtvig
Room 20		Improving assessments ... Michael Fields	Peer and self-assessment at ... Y Lavrysh		The effects of a self-paced listening test A Middelkoop-Stijssiger	Technology-enhanced ... M Saber Ali Mersal		Assessment literacy: what's in it for me? Mina Patel	A self-assessment tool to promote ... Maria Davou		Assessing health professionals... B Seguis et al	IATEFL TEA SIG Open Forum
Room 22		Change in perception of ... Renu Dhotre	Enhancing the impact of ... Robert Cooper		CPD through MOOCs: what ... Amos Paran	Challenges in ELT: a teacher ... B L Gautam		IATEFL Research Special Interest Group Open Forum	ELT teachers' stories of resilience Gwyneth James		English language teachers ... Emily Edwards	Using active listening skills to ... Melissa Oldroyd
Room 23		<i>Forum on Observation</i> Amanda Bailey, Alexander Fayle & Georgia Papamichailidou			<i>Forum on Mentoring</i> J Hoatson, C Bellizzi, Y Miakisheva, J Quinn & L Gutt			Using songs to explore the ... Maya Hughes	Rethinking the use of mobile devices... Sophia Mavridi		Teacher, I can't think... I'm ... Anna Hasper	Creative approaches to ... Conny Loder

How To... Sessions (0815 and breaks) - see pages 137, 149 & 159
Evening Events - see page 181

Friday Overview Page

Friday 5 April (see pages 183-198)

ROOM	0900-1000	4.1 1020-1050	4.2 1105-1135	1135-1205	4.3 1205-1250	1305-1415
Hotel Suite 1	0900-1000 Hall 1 Plenary session by Lindsay Clandfield	Processing instruction versus traditional ... Adriaan de Korte	Letting the students choose Kate Smook	Coffee break	The duets: innovative pair work for the classroom Roy Bicknell	Hall 1 1305-1355 Final plenary event <i>Future directions in ELT: where are we headed?</i> 1355-1415 Closing of the conference
Hotel Suite 3		Teaching as gradual disappearance: practical ... Johnny Day	Authentic listening: a new way forward with ... Matthew Steele		The Liverpool way: training young learner teachers in ... Martin Goosey	
Hall 1a		Make a game out of fluency! Gamification for ... Alex Tamulis	The robots are coming! Chatbots in ELT Nicky Hockly		Teaching IELTS and the four skills: from separation... Els Van Geyte	
Hall 1b		Job applications in 2030: do students have the right... T Goodier & M Mayor	Oracy skills and the 21st century A Bayir & I E Kirac		Life beyond the exam – the language learner's ... Deborah Hobbs	
Hall 1c		For goodness' sake do things differently next ... Chaz Pugliese	Preparing young learners for exam success Elaine Boyd		Teaching English to older learners: Who? Why? How? Jennifer Holden	
Room 3a		Life competencies for the 21st century: upskilling ... Chris Sowton	The future of assessment in the 4th industrial revolution Nick Saville		Monitoring learners' progress with the GSE ... Maria Leonor Corradi	
Room 3b		Taboo or merely controversial? Topics for ... Cosima Wittmann	Writing EAP speaking materials: ten principles Tania Pattison		Are you good at small talk? Tatiana Golechkova	
Room 4a		<i>Forum on Online professional development</i> Thom Kiddle, Julia Stanton & Radmila Popovic			Using cooperative learning to support language ... Sharon Ingleson Ahlqvist	
Room 4b		Five international universities collaborate to... Angela Smith	A stranger in a strange land - risk-taking for success Will Rennie		Effective lesson observation oral feedback: thematic ... Cath Brown & Erin Revell	
Room 7		Enhancing 'English for teaching purposes' ... Anzela Nikolovska	Projects in the EFL classroom: striving ... Katja Heim		Listening-decoding: the hum-and-buzz classroom Richard Cauldwell	
Room 10		Preparing (foreign) language teachers for ... C Kaufmann & A Kreft	Hello, have you eaten? - World Englishes in the ... Denise Gassner		Bias - discrimination - preconceived ideas ... Geoff Tranter	
Room 11a		<i>Forum on Peer observation in teacher practice</i> Josie Leonard, Melanie Carson, Gordon Dobson, Paul Bates & Sophie Handy			Moving from goal setting to objective achieving George Pickering	
Room 11b		Q&A relating to Lindsay Clandfield's plenary session	What's the point in drilling? Exploring current practice Bill Harris		How to empower our students to talk Jozica Nuc & Gabi Caks	
Room 11c		Going beyond the rainbow: the LGBTIQ world in the ... F A P de O Michelin	How to investigate locally and compare globally in ... Soren Hattesen Balle et al		Shakespeare uncut - enjoying original texts Deborah Joanne Ellis	
Room 12		Three steps to successful assessment for learning Gordon Stobart	Back to the future: the postmethod condition ... Alan Pulverness		Equal voices in ELT: expanding our horizons Sue Leather	
Room 13		Analysing workplace needs by means of self-built ... Dietmar Tatzl	The role of trust in teacher success and satisfaction Gerhard Erasmus		English is music to my ears (teaching English with ... Carlos Gontow	
Room 14		Making it happen - transforming lives through... C Pontes & V Garcia	Professional agency of rural Costa-Rican NNESTs... Lena Barrantes		Mindfulness for stress, wellbeing and resilience Matt Lunt	
Room 17		Systematic professional development for senior ... Olga Connolly	Key insights into online language learning from ... Shannon Olson		Matching students' and teachers' expectations in ... R Hooker & F Heard	
Room 18		Project work with an IT facelift Alicja Szyszkowiak	The lexical notebook as a gateway to autonomous ... Andrea Borsato		Project work meets management: what can ... Leticia Moraes	
Room 20		Alumni success stories as a tool for motivation in ESP Barbora Chovancova	Early introduction of English in francophone Africa... John Simpson			
Room 22		Beyond the ideal native speaker paradigm Julie Waddington	Developing reading skills in SEN students through ... Julia Koifman			
Room 23		<i>Forum on Early years and primary learners</i> Valeria Benevolo Franca, Helen Marie Chapman & Teresa Fleta				

How To... Session (0815) - see page 183

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