



Delegate name:

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IATEFL Conference 2018
Brighton

52nd International
IATEFL Conference
and Exhibition
10-13 April 2018

Conference
Programme

Programme sponsored by



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MACMILLAN

175

ENGAGING CURIOUS
MINDS SINCE 1843

Celebrating 175 years of Macmillan

A love of learning, reading and innovation has
been our mission since the very beginning.

Join us on our stand on Tuesday, April 10th
to receive a small gift and celebrate our anniversary
with a glass of wine and a piece of cake.



"I thought it worthwhile to plant a seed.
If a large tree grows from this small seed,
we shall be grateful."

Daniel Macmillan, 1843

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Pre-Conference Events & Associates' Day Monday 9th April 2018

Pre-Conference Events

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.

Visit www.iatefl.org for more information about other events organised by our SIGs throughout the year and around the world. From June 2018, you can also find out about the PCEs taking place at our Liverpool 2019 conference.

This year's PCEs:

Business English (BESIG) and English for Specific Purposes (ESPSIG)

The ESP-BE World Café: Exploring and Sharing Best Practices in English

Global Issues (GISIG)

Social Justice and ELT through the Visual Arts - GISIG and Visual Arts Circle Joint PCE

Inclusive Practices and SEN (IP&SENSIG)

REACHING OUT to students with SEBD and Sensory differences

Leadership and Management (LAMSIG) and Teacher Development (TDSIG)

Personalised teacher development - is it achievable? A workshop for managers and teachers

Literature (LitSIG)

Teaching Literature in Secondary Schools

Learning Technologies (LTSIG)

What happens when altered reality meets language learning?

Materials Writing (MaWSIG)

Writing for the world

Pronunciation (PronSIG) and Teacher Training and Education (TTedSIG)

Pronunciation in Teacher Education

Research (ReSIG) and Learner Autonomy (LASIG)

Learner autonomy and practitioner research

Testing, Evaluation and Assessment (TEASIG)

Assessing Listening

Young Learners and Teenagers (YLTSIG)

Children's rights, children's future: practical applications in TEYLs



Pre-Conference Events

IATEFL Associates' Day in association with 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. A benefit of becoming an Associate lies in linking up to 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 9th April was a chance for representatives of these TAs to get together and discuss matters of common interest. One of the overarching aims of most TAs is to build professional communities.



General Information

The following pages contain:

IATEFL President's Welcome Page 3

General Information Pages 4 - 8

Additional Sessions Page 9

Signature Events Page 10

Evening Events Page 11

IATEFL Scholarships Pages 12 - 14



CREATING OPPORTUNITY WORLDWIDE

At the British Council, we're passionate about the English language and those who teach it. We're delighted to showcase our new resources for English language teaching professionals around the world at IATEFL 2018.

LANGUAGE ASSESSMENT IN THE CLASSROOM

Join the free massive open online course (MOOC)

Gain an understanding of the fundamental aspects of language assessment, what it means for the teacher in the classroom and how you can improve your knowledge and skills in assessment.

Sign up for the free online course
<http://bit.ly/languageassessment>

TEACHING FOR SUCCESS

Assess your teaching skills and choose the right CPD for you with Teaching for Success

- Assess your teaching skills and knowledge across 12 professional practices using the Teaching for Success self-assessment tool
- Hone in on areas for your own professional development using the British Council's Teaching for Success framework
- Select one of over 60 self-study modules or fully-tutored courses

Take the online self-assessment at
<http://bit.ly/teachingforsuccess>

Talk to us at stand 120 to find out more

JOIN US

Wednesday 11 April

BOOK LAUNCH ASSESSING ENGLISH ON THE GLOBAL STAGE

Find out about the role of English language assessment on the global stage, through the work of the British Council.

15.40 – 15.55
 Exhibition hall pop up

Thursday 12 April

SIGNATURE EVENT REMOTE TEACHING – BRIDGING THE GAP

Lessons learned from teaching via video conference in the Plan Ceibal partnership. Joined live by teachers in Uruguay and the Philippines.

16.20 – 17.50
 Oxford Suite, Hilton Metropole

Friday 13 April

PLENARY LIVING TO TELL THE TALE – A HISTORY OF LANGUAGE TESTING

The story of the test, from its appearance in China 2,250 years ago, to the industry of today, told by Barry O'Sullivan.

09.00 – 10.00
 Oxford Suite, Hilton Metropole

BRIGHTON ONLINE

Follow IATEFL Glasgow 2018 live online and access sessions on demand at:
www.teachingenglish.org.uk



Dear Conference Participant,

Welcome to Brighton, welcome to our annual Conference!

I'm so excited to be returning to the venue of my first ever IATEFL Conference. Back in 1985 I was a beginner teacher – what an honour and privilege to be coming back thirty odd years later as President.

Attending an international conference gives you a chance to step out of your daily routine, move out of your immediate work context and get a wider perspective on our ELT profession. The flow of ideas, the buzz, the cultural richness can act as a catalyst, can motivate and inspire.

As exciting as my first conference experience was, I also remember being overwhelmed and feeling a bit lonely at times. But when I found the courage to take that first step, go up to someone and start a conversation, for example, I was never disappointed. So I encourage you to immerse yourself in the experience, be curious, ask questions, make new friends!

Don't miss out on the plenary sessions, the part of the Conference when we are all together. We have excellent speakers lined up, and the ideas raised during these sessions can lead to fruitful discussions during coffee breaks. At first sight, the number of parallel sessions can be a bit dazzling. At the same time, how exciting to be offered such a rich selection of topics, with speakers coming from a wide range of backgrounds and contexts, sharing with you their expertise and experience. In addition, don't forget to visit the Exhibition where you can find out about the most recent publications, on-line resources, courses, our Jobs Market, pop-up presentations and much more.

Make sure you give yourself time to relax, process, digest ideas – and just to get away from it all. Brighton is the perfect venue for this. Go for a stroll by the seaside, walk down Brighton Pier, explore the Royal Pavilion and the many other cultural attractions that this vibrant city offers. We also have exciting social events scheduled in the evenings so you can wind down and relax in the company of fellow participants.

I'd like to thank our strategic partner, the British Council, whose support enables us to bring the conference to thousands of ELT professionals joining us virtually. The conference would also not be possible without the generosity of our sponsors. I would also like to express my gratitude to the Conference Committee, the many other IATEFL volunteers and our Head Office team, who have all worked so hard to plan for and organise this wonderful event. We all hope you find it an enriching and inspiring few days.

*Best wishes,
Margit Szesztay*

Margit Szesztay
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.

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President's Welcome



Welcome to the 52nd International IATEFL Conference and Exhibition

The annual 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 Brighton Centre and nearby Hilton Metropole Hotel, see the Maps and Overview section.

Exhibition

The exhibition is taking place in Auditorium 1 at the Brighton Centre. It is an international showcase of the latest resources, services and publications from course providers, publishers, digital innovators, game companies and many more. The exhibition also hosts the IATEFL Jobs Fair between Tuesday and Thursday where you will be able to meet with employers, browse vacancies and have an expert check your CV.

With ample seating, a selection of hot and cold food to purchase, and free tea and coffee available all day, the exhibition is not to be missed.

Plenary Speakers



Lourdes Ortega

See page 52



Dorothy Zemach

See page 102



Brita Fernandez Schmidt

See page 150



Barry O'Sullivan

See page 200



John Agard

See page 218

Photo of Dorothy Zemach credit: Bruce Beaton, Photo of Brita Fernandez Schmidt credit: Monia Antonoli

Registration Desk and Exhibition opening times

	Registration	Exhibition
Monday 9th April	1300 - 1800	1700 - 1800
Tuesday 10th April	0800 - 1730	0830 - 1900
Wednesday 11th April	0800 - 1730	0830 - 1730
Thursday 12th April	0800 - 1730	0830 - 1645
Friday 13th April	0800 - 1300	CLOSED

Delegate badges

Your delegate badge entitles you to access all sessions and evening events on the day(s) you have registered for. Access to sessions is on a first come first served basis, please note the room capacity for each session as shown in the Presentations section and conference app. You can book and pay for additional days at the Registration Desk. Please take care of your delegate badge and make sure you bring it each day you will be attending sessions, it will cost you £10 to have it reprinted.

Photography

The conference photographer will be taking photographs throughout the conference for use in the post-conference edition of *Voices*, on the cover of *Conference Selections*, our website and social media platforms, and possibly in other advertising materials. If you do not wish your photograph to be included,

please inform the photographer. Delegates are welcome to take their own photographs throughout the conference but *no session can be filmed without prior permission from IATEFL*.

Certificates of attendance in association with Mailability

Certificates of attendance are available for you to print on demand. Visit the certificate printer at the registration desk, scan the barcode on your badge and your certificate will be printed automatically. The printer will be available any time the registration desk is open up until 12 noon on Friday. We advise that you do not wait until the last day to print your certificate as the queue may be longer. Please note that we are not able to send certificates after the event.



Welcome and Information Desk in association with Macenta

If you have any questions about the conference, the venue, the conference app or the city of Brighton, visit the stewards at the Welcome and Information Desk and they will be happy to help. For the first time, stewards will also be available on Tuesday and Wednesday morning to give you a brief tour of the Brighton Centre. These tours are on a first-come-first served basis and cannot be pre-booked.



Your Feedback

Your feedback on this conference is a great help to us as we plan future events. We would be grateful if you could take the time to complete a short online survey to let us know what you thought. We will email all delegates a link to the survey at the end of the conference. All delegates who complete the survey by 27th April 2018 will be entered into a prize draw to win free registration for our 2019 conference!

Liverpool 2019

Don't forget to put our next conference in your diary! It will be held in Liverpool, UK between Tuesday 2nd and Friday 5th April 2019, with Pre-Conference Events taking place on Monday 1st April 2019. More details will be available at conference.iatefl.org soon.

Conference Sessions

This Programme contains full information on all the conference sessions. This information replaces the provisional 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.

Session timings

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.

Stewards

You will see the IATEFL Stewards around the venues. They are here to help our delegates, to 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.

The IATEFL Conference app

This free app allows you to browse and search the programme, add sessions to your personalised conference programme, chat with other delegates, access maps, and much more. The app is available to

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download for iOS and Android devices, please go to conference.iatefl.org for information on how to find it. Alternatively, you can also access the app through your device's browser, saving you valuable memory space. You will find it at conference.iatefl.org/app



For delegates using the app, a shorter version of this programme, *Supplement for Conference App*, is available. If you would like to exchange this programme for the Supplement, return this to the stewards at the programme desk and they will recycle it for you in exchange for a Supplement. The number of Supplements is limited so get yours early to avoid disappointment.

British Council and IATEFL 2018 Online

Follow our coverage of this year's conference via the British Council's Teaching English website: www.teachingenglish.org.uk



Working together with the British Council we are proud to be able to make the conference accessible to a large global community of teachers and educators, both members and non-members, through IATEFL 2018 Online. This year you will be able to follow the online coverage via the British Council Teaching English website. 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 100,000 teachers watched our online conference coverage and this year we hope that even more participants will get involved via the TeachingEnglish website and social media channels. 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. Join in and follow all the action as it happens.

Please note, no filming of sessions is allowed without prior permission from IATEFL.

#IATEFL2018

Play an active part in the day-to-day proceedings by sharing your photos and thoughts on social media using #iatefl2018. We hope you join in to share your ideas with teachers from all over the world and be a part of one of the biggest online events for teachers of English.

Raising money for IATEFL Projects

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 IATEFL support. Learn more about IATEFL Projects on the IATEFL website.



We would like to say a huge thank you to all our members, volunteers and supporters who raise money for IATEFL Projects throughout the year. If you would like to make your own donation at any time, please visit www.iatefl.org.

There are a number of ways you can help us raise money for IATEFL Projects at the Conference:

Lucky Dip

Look out for IATEFL volunteers selling Lucky Dip tickets within the exhibition. It'll cost you just £1 and you could be in with the chance of winning an instant prize from one of the exhibitors.

Raffle

Visit the registration desk to buy a raffle ticket for £5. The prizes have been generously donated by our sponsors and exhibitors and the winner will be announced on Thursday at 13:50 at the Pop-up Stage by our Patron, David Crystal.

IATEFL Rock

For those of you unfamiliar with Rock, it is a popular British sweet commonly sold at the seaside with the name of the destination running through the centre. You can see it in the logo for the conference and now you will be able to get your hands on the real thing at the registration desk for just £2 a stick, or 2 for £3!



Conference Facilities

Book Swap



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

Catering

There are catering and bar facilities open for delegates to purchase snacks and meals within the venues. We will also be serving free tea and coffee in the exhibition Monday to Thursday and in East Bar on Friday.

Cloakroom

There is a complimentary cloakroom available in the Brighton Centre. You will find it on the ground floor, just past the poster presentations. The cloakroom will be open from 08.00 until the end of the evening events Tuesday to Thursday, and from 08.00 to 13.00 on Friday. There will also be a cloakroom in the Hilton Metropole on *Friday only* from 08.00 to 14.30, this can be found in the hotel lobby.

Conference Artist

We welcome Emma Louise Pratt as our artist in residence for the week. Emma is a practising artist and member of the *Visual Arts Circle*, a community of practice for language teachers interested in multimodal literacy and language learning. She is also co-director of *Frameworks Education Group*. During the conference she will be responding visually to various aspects of the conference, particularly focusing on our plenaries. She will be encouraging delegates to engage with creativity in the classroom - even those who don't see themselves as artists. Visit Mass Media to see her and her work as it progresses, get ideas, inspiration and get involved.

IATEFL Jobs Fair

The IATEFL Jobs Fair has become a valuable forum for connecting employers with talented teachers and ELT professionals around the world. It is an integral part of the exhibition. Delegates can browse the vacancies on our Jobs Boards, speak informally with employers about a career or location move, and apply for jobs on site. Many recruiters will hold screening sessions and formal interviews during the Jobs Fair for qualified candidates. The Jobs Fair also hosts a professional CV Clinic where you can have your CV appraised by experts. The Jobs Fair will be open in the Exhibition between Tuesday and Thursday.

Internet

There is free WiFi throughout the Brighton Centre and Hilton Metropole. Please note, however, that connections in the Hilton Metropole are limited so we would ask that UK and EU delegates give priority to other delegates by using their own mobile data where possible when at the Hilton Metropole.

Media Lounge and Charging Booths in association with Pearson

Brought to you by Pearson, there will be a Media Lounge situated in the Exhibition area where you can check your emails, browse the web, and take part in IATEFL Online. The Exhibition will also have two Charging Booths which are free to use.



Networking Garden in association with the British Council

Thanks to our strategic partner, the British Council, the Exhibition is hosting a Networking Garden. This space has been designed as a relaxing place to meet up with friends, organise a small meeting and make new connections. Head there to take a break between stimulating sessions and the busy exhibition.



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Photocopying and printing

Photocopying facilities are available at the Brighton Centre Information Desk at the price of 10p per page.

Postal Service

If you would like to post your exhibition purchases home, rather than weighing down your suitcase and paying for extra baggage at the airport, a global postal service offered by Mailability will be available on Friday morning near the Registration Desk.

Prayer room

There is a room specially available for delegates of all faiths who want to take time out of the conference for prayer and quiet contemplation. You will find it in Office 7 on the third floor of the Brighton Centre.

Your IATEFL Journey

Look out for the world map in the Brighton Centre Foyer. Use this map to let other delegates know where you have travelled from in order to reach this Conference. Post a photo of yourself with the map on social media with #myiatefljourney and share your story.

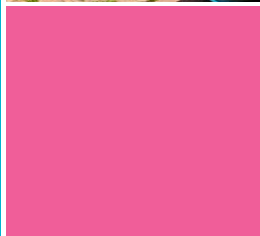
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Visit our stand to find out more.

englishuk.com

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Additional Sessions

IATEFL'S Annual General Meeting (AGM)

The IATEFL AGM will take place on Wednesday from 1305 to 1405 in Balmoral. The agenda is available in the Member's Area of the IATEFL website.

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, bring along a memento (book, teaching materials, etc.) or just come to hear about those who are no longer with us. The tribute session will take place on Thursday from 1705 to 1750 in Lancaster.

"How to..." Track

These sessions aim to inform and support delegates across a range of areas they may be unfamiliar with. They take place from 0815 to 0845, giving you time to get to the plenary sessions at 0900. Please see the Presentation pages or conference app for more details.

Tuesday (see page 51)

- How to get the most out of this conference, with Susan Barduhn
- How to give a presentation at an international conference, with Jeremy Day
- How to reflect on research talks at the conference, with Daniel Xerri
- How to get published in a refereed journal, with Alessia Cogo

Wednesday (see page 101)

- How to submit a speaker proposal, with Madeleine du Vivier
- How to write a review for publication, with Diane Malcolm and Carol Everhard
- How to use social media effectively – at IATEFL and beyond, with Mike Harrison
- How to get involved in an IATEFL Special Interest Group (SIG), with George Pickering

Thursday (see page 149)

- How to be successful in an ELT interview, with Caroline Moore
- How to write for IATEFL Voices and other English teaching magazines, with Alison Schwetlick
- How to move into language school management, with Andy Hockley

Friday (see page 199)

- How to move from being a teacher to becoming a teacher trainer, with Silvana Richardson
- How to write successfully for IATEFL Conference Selections, with Tania Pattison
- How to become a successful freelancer, with Chia Suan Chong

Hornby Scholars and Alumni

The name of A.S. Hornby is highly regarded in the ELT world, not only through his publications and ideas on teaching methods but also through the work of the A.S. Hornby Educational Trust. This was a far-sighted and generous initiative to improve the teaching and learning of English as a foreign language, chiefly by providing grants to enable English teachers from overseas to come to Britain for professional training.

Owing to the generous support that the Hornby Trust has afforded IATEFL over the years, we continue the tradition of featuring this year's Hornby Scholars within our conference programme. They will be presenting: *Can new technology sustainably improve quality in state language education?* on Wednesday.

Two Hornby Alumni will also be presenting. They are: Babita Sharma Chapagain (Nepal) presenting on *Developing literate learners in the shadow of Mount Everest* and Maria Soledad Loutayf (Argentina) presenting on *ESP is back and reloaded: the need for ESP teacher education*, both on Thursday.

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Signature Events

Our Signature Events are designed to showcase expertise and throw light on state-of-the-art thinking in a key area which is relevant to the particular institution or publisher hosting the event. A Signature Event provides an opportunity for delegates 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. Signature Events are organised by our Strategic Partner, as well as our Platinum and Gold sponsors.

Macenta - Wednesday, see page 123

How to change the world with £90

Do you believe that being an educator means more than teaching English? Do you wish that children everywhere had the same opportunities in education? What if we say that you can change the world with just £90 and your Teacher Superhero Powers?

Being in education already means making a difference in the world, but join us for this session to find out how you can teach more than just your subject, reach children beyond the classroom, and change the world.

Don't only strive to be the change you want to see in the world, but also help all those around you see the world through commonalities of the heart so that they would want to change with you.



Oxford University Press - Thursday, see page 176

Beneficial consequences of assessment

Few topics in education can polarize opinions as much as assessment. The truth, as usual, lurks somewhere in the shadows.

Oxford University Press has invited a panel of academics, experts, practitioners and teacher educators to discuss the opportunities and pitfalls of assessment.

What is their advice to teachers/school directors/ministries who are facing the task of implementing tests in their context? What considerations should they take into account, what tools or solutions to put in place to help release the beneficial consequences of assessment?

The different strands will include:

- The use and misuse of tests
- Assessment literacy among teachers
- Assessment for learning, of learning and as learning
- Where to look for guidance and support



British Council - Thursday, see page 189

Remote Teaching - bridging the gap

How can you teach English in schools if you don't have enough teachers to do so? In Uruguay, the British Council is working in partnership with Plan Ceibal to bridge the gap and offer children in primary schools across the country the chance to learn English via videoconferencing with teachers from Montevideo, London, Argentina and the Philippines. The results show the children are learning as much as or more than they would do in a more typical primary classroom.

This presentation is centred round a new British Council publication on the lessons learnt from remote teaching in Uruguay and elsewhere, and on how that learning can be applied in other teaching contexts. As is technologically appropriate, it will feature live interviews with Plan Ceibal in Uruguay, a 'remote teacher' from the Philippines, and a Uruguayan primary school currently taking part in Plan Ceibal.



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. More details about each event can be seen in the Presentation pages and on the conference app.

	1700-1800	1800-1900	1900-2000	2000-2100
Monday	Exhibition Preview 1700-1800 Auditorium 1			
		Welcome Reception and Party 1800-1900 Syndicate 3&4, 1900-2030 Syndicate 1&2		
Tuesday <i>see page 100</i>	Exhibition Extending Opening Until 1900 Auditorium 1			
			Creativity Group Meeting 1900-2000 Syndicate 3&4	
			Pecha Kucha 1915-2030 Syndicate 1&2	
			IATEFL International Quiz 1930-2115 Auditorium 2	
Wednesday <i>see page 147-148</i>			Meet the IATEFL SIGs (Special Interest Groups) 1900 - 2015 Restaurant	
			In Pursuit of Brighton Trivia 1900-2000 Syndicate 3	
			The Fair List, UK 1900-2000 Syndicate 4	
			Sharing stories 1900-2100 Syndicate 1	
				ERF Awards 1930-2030 Auditorium 2
Thursday <i>see page 197</i>		Mrs Hoover Rises from the Gravy 1830-1930 Syndicate 1		
			Songs of Love and Protest 1900-2000 Auditorium 2	
			Learning from Learning Objectives? A gallery walk with ELT experts 1900-2030 Syndicate 3&4	

Evening Events

Out and about in Brighton

For information about what to do out and about in Brighton go to www.visitbrighton.com. Don't forget to also make the most of the Conference Chat feature on the app where you will find an "Out and about in Brighton" conversation. Use this to share information with other delegates about the places and events you discover whilst in Brighton.

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IATEFL Scholarships

Each year IATEFL offers a great range of conference scholarships to enable teachers, trainers and other ELT professionals the opportunity to attend the IATEFL Annual Conference in the UK. Someone from the Scholarship Committee will be available on the IATEFL Stand during coffee and lunch breaks to answer any questions you may have about scholarships. So whether you are a current or past scholar, or a potential applicant or sponsor, do come along for a chat.



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.







Donate to a scholarship

If you would like to contribute to an IATEFL sponsored scholarship visit www.iatefl.org to make a donation.

This Year's Scholarship Winners

We would like to congratulate all our 2018 scholarship winners on their achievement and I'm sure you will join us in welcoming them to Brighton. If a scholarship winner is also presenting you will see ★ next to their name below, for more information look them up in the Index of Presenters (pages 240-248). We hope you will show your support by attending these sessions, if you can.

Africa	Africa	Africa	BESIG Facilitator
			
Jean Asienzo <i>South Sudan</i>	Abdelhadi Azrhirh <i>Morocco</i>	★ Marike Potgieter <i>South Africa</i>	★ Alan Simpson <i>Japan</i>

Cambridge English Digital
Teacher



★ **María Dolores Gómez**
Spain

Cambridge English Dr.
Peter Hargreaves



Svetlana Bogolepova
Russia

Cambridge English John
Trim



Natalia Guerreiro
Brazil

English Language Centre
Brighton - Robert O'Neill



Belen Albarracin
Argentina

English Language Centre
Brighton - Robert O'Neill



Adriana Woiciechowski
Argentina

English Language Centre
Eastbourne - Graham Smith



Julieta Cabrera
Argentina

English Language Centre
Eastbourne - Graham Smith



Minh Nguyen Thi Phuong
Viet Nam

Express Publishing



★ **Sirhajwan Idek**
Malaysia

GISIG Esther Lucas



★ **Anastasia Khodakova**
Russia

IATEFL Bill Lee



★ **Nora Tartsay Nemeth**
Hungary

IATEFL Gill Sturtridge
First-Time Speaker



★ **Sidra Niaz**
Pakistan

IATEFL Latin America



Sergio Iván Durand
Mexico

IATEFL Ray Tongue



★ **Rajasekaran Venkatraman**
India

IELTS Morgan Terry
Memorial



Anh Ngoc Dinh Nhu
Australia

LAMSIG



★ **Bruna Caltabiano**
Brazil

LT123 Brazil State Sector



★ **Kyria Finardi**
Brazil

IATEFL Scholarships

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IATEFL Scholarships

LTSIG Diana Eastment



★ Julia Koifman
Israel

LTSIG Roving Reporter



★ Elisa Effendy
Indonesia

Macmillian Education



★ Julia Alivertis
Greece

Macmillian Education
(Deferred from 2017)



★ Saima Abedi
Pakistan

NATESOL Teacher
Development



★ Stephen Dodd
United Kingdom

TDSIG Michael Berman



★ Gerhard Erasmus
Taiwan

The Creativity Group



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Trinity College London
Language Examinations



★ Santosh Mahapatra
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Teacher Trainer



★ Peter Browning
United Kingdom

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Teacher Trainer



★ Dalia Elhawary
Egypt

Scholarships for Liverpool 2019

If you are interested in applying for a Scholarship to attend our 2019 conference in Liverpool, we will be announcing some of the awards that will be available on our exhibition stand in Brighton. Make sure you visit us to get an exclusive preview! Details will also be available from conference.iatefl.org/scholarships from May 2018.

Sponsors

IATEFL is delighted to return to Brighton, on the south coast of England, after the success of last year's conference at the other end of Britain in Glasgow. Ensuring you, our delegates, have a valuable and enjoyable experience is, we believe, one of the keys to our success and longevity.

We are always looking for ways to innovate and enhance your conference experience, and this would not be possible without the invaluable contribution made by our sponsors and strategic partner. Their support not only helps make the conference happen, but it also ensures participants have a memorable experience to take away with them.

We would therefore like to say a big thank you to our conference sponsors and strategic partner. Please do take the time to read the following section and find out more about them, and what they have to offer, during the conference.



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STAND 120

Signature Event | Thursday 12th April at 16:20 - 17:50

Remote Teaching - Bridging the gap

Pop-up Presentation | Wednesday 11th April at 15:40 - 15:55

The British Council and Assessing English on the Global Stage



Macenta



Macenta is a solutions partner for institutions, teachers, students and parents. We always strive to take a responsible role in education and put something back into the community.

We work with the world's best-known brands in digital learning and authentic materials, and we are the creators of the DEPP project: English language practice materials designed in line with the needs of individual institutions.

Signature Event | Wednesday 11th April at 14:15 - 15:30

How to change the world with £90

Pop-up Presentation | Tuesday 10th April at 11:35 - 11:50

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Oxford University Press are proud Gold Sponsors of the IATEFL 2018 conference, bringing you the conference programme and the practical conference app. We hope they help you make the most of the session-packed days. As part of OUP's sponsorship, we also cordially invite you to our Signature Event "Beneficial Consequences of Assessment" being held in the Oxford Room on Thursday 12th April, 14.20-15.50.

STAND 76 & 108

Signature Event | Thursday 12th April at 14:20 - 15:50

Beneficial Consequence of Assessment

Pop-up Presentation | Wednesday 11th April at 13:00 - 13:20

This season's must have? ELT Journal

Sponsors



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Pearson are proud to be sponsoring IATEFL and are excited to be working together on another Annual Conference for 2018!

STAND 58

Pop-up Presentation | Tuesday 10th April at 13:45 - 14:05

How long does it take to learn English?





British Accreditation Council



The British Accreditation Council for Independent Further and Higher Education (BAC) provides globally respected quality assurance and accreditation services to more than 230 providers in 20 different countries. The BAC International English Language Provider (IELP) accreditation scheme has been developed by BACs trusted experts in the accreditation and English language fields to recognise outstanding international English language providers. BAC accreditation and the BAC quality mark offers providers a unique opportunity to differentiate their organisation in growing and competitive markets.



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STAND 68

Pop-up Presentation | Tuesday 10th April at 13:20 - 13:35
ELT in 2043



National Geographic Learning



National Geographic Learning (part of Cengage Learning) is pleased to be the Eco Sponsor at IATEFL Brighton 2018. We are a leading provider of English Language Teaching materials and our mission is to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, they develop the language and skills they need to be successful global citizens. To reduce the amount of throwaway cups being used at IATEFL, the first 100 delegates each day to bring their voucher from their delegate bag to us will receive a FREE collapsible travel mug!

STAND 80

Pop-up Presentation | Tuesday 10th April at 16:35 - 16:50
Becoming an IATEFL networking ninja with classroom speaking activities

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Sponsors





Pilgrims

Pilgrims

Our ethos – Pilgrims does not teach a method, but teaches people. For over 40 years we have focussed on the learner being at the centre of the learning process. Not the lesson plan, not the course book or a prescribed method, but the individual.

Come and visit us at the exhibition for a chat to see how we can work together to inspire you, your teachers, students and colleagues. We look forward to meeting you!

STAND 48

Pilgrims have generously donated a 2 week **“Creative Methodology for the Classroom”** course to our IATEFL Projects Raffle. Please visit stand 48 to find out more.

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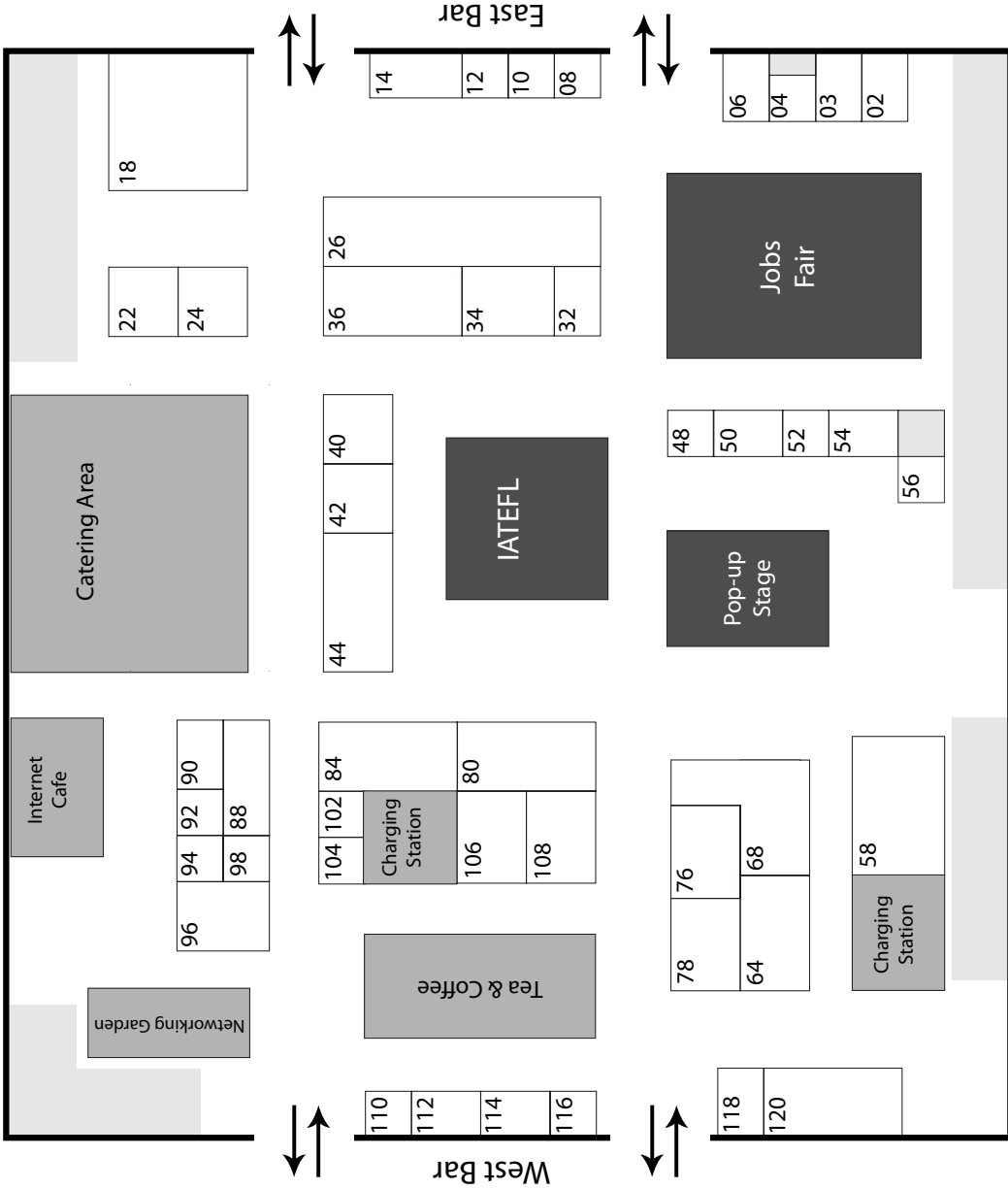


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EXHIBITION



You will find a list of all the exhibitors by stand number on page 19



International
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EXHIBITORS BY STAND NUMBER

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Exhibition

Pages 35 - 38 list all of the pop-up presentations scheduled during the conference at the pop-up stage within the exhibition hall.

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IATEFL



www.iatefl.org



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info@iatefl.org



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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.

Anglia Examinations

Stand 104



www.anglia.org



info@anglia.org



Anglia Examinations celebrates its 25th anniversary this year. It offers a comprehensive range of English qualifications for learners in over 40 countries through a unique Step-by-Step approach, ranging from beginner to expert levels. Seven of the ten levels align to the Common European Framework of Reference A1 – C2. Through our close partnership with the UK awarding body, AIM Awards, the top four levels are fully accredited by Ofqual, the UK government body for regulating qualifications.



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| 1700-1800 • Tuesday| 0830-1900 • Wednesday| 0830-1730
Thursday| 0830-1645 • Friday| CLOSED

BEBC


Stand 84

Contact: Nick Edwards

 www.bebc.co.uk

 nick.edwards@bebc.co.uk

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BEBC is the UK's leading ELT/EFL Specialists - your one-stop shop. Opened in Bournemouth 44 years ago to service the needs of the local language schools BEBC quickly established a reputation for speed, service and stockholding. Why use us? We sell English Language materials from all major publishers and have award winning delivery and customer service. We hold high stock levels meaning same-day despatch for next day delivery in the UK. Fast delivery worldwide. Competitive pricing and discount options are available.


Bell English

Stand 90

Contact: Hollie Barnes

 www.bellenglish.com

 EduProjects@bellenglish.com

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Bell trains teachers at Bell Cambridge, Bell London, Bell Switzerland, Bell Teacher Campus Cambridge and Bell Teacher Campus Macao. The teaching team also run bespoke programmes for schools and organisations all over the world. We have trained over 30,000 teachers in the last 15 years. The team includes a whole host of leading ELT experts and published educational authors, led by Silvana Richardson. Visit us on Stand 90 to speak to our experts about how we can help you inspire your students and advance your career.


Black Cat Publishing

Stand 22

Contact: Daniele Vecchiotti

 www.blackcat-cideb.com

 daniele.vecchiotti@blackcat-cideb.com

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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, not only for English, but also for French, German, Spanish and Italian.

Exhibition

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Stand 120



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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.

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Cambridge

Stand 26



CAMBRIDGE
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Cambridge Assessment
English

Contact: Magdalena Kalinowska



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Cambridge University Press and Cambridge Assessment English work in partnership to share expertise and strengthen the link between language education and language assessment. Speak to us to find out more about the latest developments in ELT, digital materials, and professional development opportunities. Discover how teaching, learning and assessment can be effectively combined to create the best learning environment, and the ways we can help you deliver great learning experiences, whatever your teaching situation.

Canford Publishing

Stand 116

Contact: Richard Harrison



www.canfordpublishing.com



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Canford Publishing is a small independent publisher based in Muscat and London. We produce EL textbooks for the international and Arab World markets. Publications include the popular Framework: Academic Writing and Critical Thinking now in its second edition and Interface: English for Technical Communication as well as Arab World specific materials. Come to visit us at Stand 116!




Clarity English

Stand 94

Contact: Andrew Stokes

 www.clarityenglish.com

 andrew.stokes@clarityenglish.com

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Collins


Stand 96

Contact: Charlene Cawte

 www.collinsELT.com

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Collins

Collins has been publishing educational and informative books for almost 200 years and is very pleased to be exhibiting once again at IATEFL. We hope to see you at our stand where you can sign up for prize draws and giveaways! While you're here, be sure to take a look at the following new titles:

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- COBUILD British English Dictionaries
- Checkpoint English resources
- Our Starters, Movers, Flyers for Cambridge English


ELI Publishing

Stand 42

Contact: Mr Augusto Andreoli

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- Sprint (secondary course)
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- 11 titles in the ELI Graded Readers series
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English Teaching professional


Stand 92

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Stand 03

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Equinox is an independent academic publisher of books and journals in linguistics among other subject areas. We have 17 linguistics journals. Within our linguistics books publishing programme we publish works on ELT and on English language testing and assessment, some of which are developed in association with the British Council. We offer institutional journal and e-book packages.

ETS TOEFL® Test

Stand 114

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Express Publishing

Stand 14

 www.expresspublishing.co.uk



Express Publishing

Express Publishing was established in 1988. Since its inception, its primary objective has been to raise the standards of English language teaching. The company now offers over 3,500 titles in over 90 countries. To celebrate Marjorie Rosenberg joining our list of authors, she will be signing her new book at our stand on Tuesday, 10 April from 18.30 – 19.00. We look forward to seeing you there.


Garnet Education

Stand 36

Contact: Olly Twist

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 ollytwist@garneteducation.com

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Global ELT

Stand 88

Contact: Lawrence Mamas

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Hamilton House Publishers

Stand 98

Contact: Tery Lemanis

 www.hamiltonhousepublishers.com

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Hamilton House is an ELT publishing company committed to developing materials that raise the quality of English Language Learning around the world. Our materials combine the latest developments in education with CLIL, Values and Learner-centred instruction that address the learning needs, interests and cultural backgrounds of students and teachers and are used in many private and state schools around the world. All of our books include Interactive Whiteboard Software for teachers and e-books for students.

Exhibition

Why do delegates visit...
the exhibition?

"to gain new ideas and
help my teaching..."

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HELBLING

Stand 40

Contact: Lars Madsen



www.helbling.com/english



l.madsen@helbling.com



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IELTS

Stand 44



www.ielts.org



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Independent Authors and Publishers Group

Stand 34

Contact: Rob Howard



www.facebook.com/groups/1247366922047086



rob-howard@outlook.com



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IAPG cofounded by Rob Howard and Dorothy Zemach is a collaboration of like-minded professionals from the ePublishing world. We're featuring an exciting collection of low cost, high quality eBooks and paperbacks on a variety of topics as well as other social issues for EFLer's. Come check out our materials, enter our prize draws, and support the independent authors, publishers and social-entrepreneurs that are the future of EFL. Check out our live book signing schedule too.

International House World Organisation

Stand 54



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King's College London

Stand 02

Contact: Dr Martin Dewey

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 martin.dewey@kcl.ac.uk

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King's offers 2 Master's programmes: MA Applied Linguistics and ELT, for experienced teachers looking to enhance their understanding of theoretical and practical issues that impact on pedagogy; and MA TESOL, for novice teachers with little or no experience. Through collaboration with IH London, our MA programmes include the opportunity to gain either a CELTA or DELTA qualification. We also have a PhD programme for teachers interested in doctoral research related to language learning and teaching.


Ladybird

Stand 78

Contact: Camilla Ray

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Ladybird Readers is a fantastic new series of graded readers and activity books designed to bring your classroom to life. Supported by a wide range of free resource materials for teachers and students, Ladybird Readers is perfect for young learners of English as a second or foreign language. Created by Ladybird, an imprint of Penguin Random House, the series is mapped to the CEFR framework and supports the Cambridge Young Learners English Exams. With fantastic new brands, including BBC Earth and Transformers, and a brand new Beginner level with the ever-popular character, Spot, a learning adventure awaits.

Languagenut


Stand 102

Contact: Daniel Atkins

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 @languagenut

 daniel@languagenut.com

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Languagenut is an interactive online language learning platform for EFL/ESL classes and language schools.

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Learning Resource Network


Stand 08

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Let's Learn English

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 www.letslearnenglish.com

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 angus@letslearnenglish.com



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Multilingual Matters


Stand 56

Contact: Laura Longworth

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National Geographic Learning

Stand 80

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NILE


Stand 32

Contact: Alison Lake

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Oxford University Press

Stand 76 and 108

Contact: Professional Development Services

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Oxford University Press is the world's authority on the English language. As part of the University of Oxford, we are committed to furthering English language learning worldwide. We continuously bring together our experience, expertise and research to create effective resources, helping millions of learners of English to achieve their potential and supporting teachers in their careers. Our friendly team is already looking forward to seeing you at the OUP IATEFL stand in Brighton.

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Pearson

Stand 58

Contact: Charles Watkins



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Stand 118

Contact: Nikos Pylarinos

 www.languagecert.org
www.ieltseurope.org

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Pilgrims


Stand 48

Contact: Kasia Duda

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Stand 52

Contact: Achille Pinson

 prepmyfuture.com

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PrepMyFuture publishes digital course materials for language proficiency tests including TOEFL, TOEIC, IELTS and BULATS. Teachers and schools are using our platform to manage homework and mock exams in order to save time. Every month, more than 1 million questions are answered on the platform.

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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 in the East Bar.

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Exhibition


Richmond Publishing

Stand 24

Contact: Lillian Barber

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 lbarber@richmondelt.com

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telc - language tests

Stand 18

Contact: Barbara Veiga Lázaro

 www.telc-english.net

 info@telc.net

 +49 69 95 62 46 10



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Trinity College London

Stand 50

 www.trinitycollege.com

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Trinity College London is an international exam board and educational charity that has been providing assessments around the world since 1877. With over 850,000 candidates a year in over 60 countries, Trinity specialises in the assessment of English language and communicative qualifications. Our assessments are enjoyable to prepare for, rewarding to teach and develop the skills needed in real life. Trinity qualifications are recognised and used by governments and institutions around the world.

University of Birmingham

Stand 06



UNIVERSITY OF
BIRMINGHAM

DEPARTMENT OF
ENGLISH LANGUAGE
AND APPLIED LINGUISTICS



www.birmingham.ac.uk/elal



elalpg@contacts.bham.ac.uk

The Department of English Language and Applied Linguistics at the University of Birmingham is one of the UK's leading centres for the postgraduate study of 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. Students have the opportunity to study with us on campus or by distance learning.

University of Exeter

Stand 10

Contact: Dr Salah Troudi



www.exeter.ac.uk/education



s.troudi@exeter.ac.uk

The Graduate School of Education is ranked 6th in the UK for world-leading and internationally excellent research in education (REF 2014). We offer an extensive range of high-quality postgraduate TESOL programmes: PG Certificate/Diploma; full-time and Summer Intensive Masters, as well as Doctor of Education. MPhil/PhD opportunities are also available. Academic staff and current students will be available during IATEFL to answer any questions you may have about the programmes. We look forward to meeting you.

University of Leicester

Stand 110

Contact:



UNIVERSITY OF
LEICESTER



[www2.le.ac.uk/departments/english/
postgraduate](http://www2.le.ac.uk/departments/english/postgraduate)



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The University of Leicester offers a range of high-quality postgraduate programmes in Applied Linguistics and TESOL, including PGCert, MA and PhD. Some of our programmes are targeted specifically at novice teachers while others are aimed at those with more experience. Many of our programmes offer the flexibility of studying either on campus or by distance learning. Come and talk to us at Stand 110 during the conference.



Because every letter is important

Mailability

Don't Forget... Mailability will be offering a postal service on Friday 13th April to help make arrangements for your purchased items to be sent back home. They will be located close to the registration desk.

Make the most of this service to save some valuable space in your luggage and avoid paying for heavy baggage at the airport.

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University of Sussex

Stand 04

Contact: Andrew Blair

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Sussex is recognised internationally for excellence in research and teaching, and the MA in ELT is distinctive in its application of theoretical ideas to the practice of language pedagogy. The global roles of English and ELT are explored, and critical understanding of contemporary issues in language education is developed. Academic staff and students from the Sussex Centre for Language Studies will be available during IATEFL to answer questions about the course.

Yellow House English

Stand 112

 www.yellowhouseenglish.com

 contact@yhe.uk.com



The future is bilingual. Will you be part of it? See how at stand 112! Yellow House English offers a Bilingual Future Programme. Start with the successful Universal Preschool Course home and preschool package with on- and off-screen tools, teacher-parent communication systems and teacher training. All pre-schoolers can benefit from the PLUS courses for qualified English teachers, Standard version for monolingual class teachers, Easy Access for SEN and new Expert story books. Catalogue: shop.yellowhouseenglish.com


York Press

Stand 64

Contact: Helen McKinder

 www.york-press.com

 helen.mckinder@york-press.com

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POP-UP PRESENTATIONS

Our Pop-up Stage is back for IATEFL Brighton 2018, bringing you a fantastic selection of short talks during break times, lunches and during the extended exhibition opening on Tuesday 10th April. The stage is situated in the centre of the Exhibition Hall close to the IATEFL Stand - so you can't miss it! Why not grab a coffee and make your way to the pop-up stage to hear all about these interesting topics.

TUESDAY 10TH APRIL

Macenta

Customise to Maximise | 11:35 - 11:50

In the 21st century, education is taking on new forms using new ideas. We believe students can best learn when educational materials are tailored specifically to their context. We will show why it is important to customize, how we do it, and examples of how customising materials maximises student learning through engaging and motivating content.

Presented by Esra Girgin Gumustekin, Nicholas Manthei and Alethea Simatos

Macmillan Education

ELT in 2043 | 13:20 - 13:35

What might ELT look like in 2043, our next big birthday? On the 175th anniversary of Macmillan, we invite you to journey into the past, celebrate today, and imagine the future. Come and join the conversation.

Presented by Mike Riley

Pearson

How long does it take to learn English? | 13:45 - 14:05

Language learning is a non-linear process. A combination of individual and contextual factors determine the learning journey and affect the time each individual needs to make progress. How many hours are needed to gain increasing language proficiency? In this session we will explore research that provides insight into learning time estimates - to help educators, institutions, and accrediting agencies set realistic and attainable learning goals.

Presented by Mike Mayor and Sara Davila

Exhibition

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National Geographic Learning

Becoming an IATEFL networking ninja with classroom speaking activities | 16:35 - 16:50

An IATEFL conference is as much about making contacts and networking as it is about the presentations. Networking skills aren't something we're all born with but they can be learned. So come along and try out some networking tricks and techniques for the conference this week AND there's the added bonus you can use them all with your students in class next week!

Presented by John Hughes

English UK

Choosing the right school | 18:15 - 18:30

Do you, your students or friends want to study in the UK, but find it difficult to choose a centre? Come to this session to find out about English UK. We are the national association of English Language Teaching centres. Our members are all inspected by the British Council to ensure high quality. Our members offer courses for every exam, job and need, and many offer international delivery.

Presented by Huan Japes

English Teaching professional

Professional development with English Teaching professional | 18:40 - 18:55

In this presentation, Helena Gomm, editor of *ETp*, will talk about the benefits that teachers can gain from being members of the *English Teaching professional* family. These include opportunities to get their ideas published in articles written for the magazine, plus access to our new CPD e-portfolio: an excellent and easy-to-use way for teachers to track the professional development work they have undertaken and to provide evidence of this to assessors and employers.

Presented by Helena Gomm

WEDNESDAY 11TH APRIL

Cambridge Assessment English

Experiential learning: VR and ELT | 11:45 - 12:00

There is a lot of hype and excitement about VR and 360 video at the moment, but what are the applications that can make a difference right now? In this talk we'll look at early research and practical applications that utilise simple and cheaply-available technology that can help us use these tools for language learning.

Presented by Mary Whiteside



Oxford University Press

This season's must have? ELT Journal | 13:00 - 13:20

Some things only get better with time! In its 73rd year, ELT J gets a new Editor, Dr Alessia Cogo, and a new Reviews Editor, Dr Amos Paran. Come and hear their vision for the Journal as a hub of debates and research that spurs the ELT community to always innovate. Find out how you can get published in the journal - and put your review or topic suggestions in the "ELT J Wishing Box"

Presented by Dr Alessia Cogo and Dr Amos Paran

Cambridge Assessment English

Speaking with robots: Tech for talking | 13:40 - 14:00

Voice technology promises to give language learners more opportunities to practise speaking and get helpful feedback while they learn, practise and improve. But is the technology ready yet? In this talk we explore how voice technology can be used in language learning now and in the future, and how Cambridge Assessment English are exploring this in our language learning products.

Presented by Dan Frost

British Council

The British Council and Assessing English on the Global Stage | 15:40 - 15:55

Come along and celebrate the IATEFL launch of Assessing English on the Global Stage: The British Council and English Language Testing, 1941-2016. Listen to Barry O'Sullivan, co-author, talk about the inspiration behind the book and the role that British Council has played in shaping English language assessment over the years. If you're lucky, you may win a free, signed copy of the book!

Presented by Barry O'Sullivan

THURSDAY 12TH APRIL

Cambridge Assessment English

Reading screens: The future of the written word | 11:45 - 12:00

Has technology has given up on the written word? The experience of reading digitally is often negative, whilst voice interfaces, virtual reality and image recognition all offer new possibilities for learning and communication. In this talk, Ed Jones argues that bad typographic design is the biggest threat to our written culture, demystifies the basic mechanics of reading and uncovers core design principles we can all follow to make content on our screens read better.

Presented by Ed Jones

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University of Birmingham

Studying Applied Linguistics and TESOL at The University of Birmingham | 13:30 - 13:50

This session provides an introduction to the MA Applied Linguistics and MA TESOL programmes offered by the Department of English Language and Applied Linguistics at the University of Birmingham. The programmes are available both on campus and by distance learning, and Dr Walker will provide an outline of the programmes and the study options, as well as demonstrating some of the material the University uses.

Presented by Dr Crayton Walker, Department of English Language and Applied Linguistics

Cambridge Assessment English

Game on: A new world of learning and assessment | 14:00 - 14:15

Immersion in a language is difficult if you are learning in a non-English-speaking context. Games offer an ideal opportunity for this kind of immersion, together with a motivating and multi-sensory environment. How far have we got with games-based learning and assessment? What's the potential? Come to this talk to find out how to get started with games in ELT.

Presented by Mary Whiteside

Cambridge Assessment English

Inspiring assessment, personalising learning | 16:00 - 16:15

What does effective feedback look like? How can digital assessment deliver effective feedback? How can organisations like Cambridge Assessment English help learners understand not just where they are, but how to get to the next level? Join us to explore these questions, and to get an early look at how we are innovating with digital diagnostic tests.

Presented by Tom Booth

The IATEFL Raffle will be drawn on Thursday 12th April at 13:50 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! The top prize is a 2 week "Creative Methodology for the Classroom" course with self-catered accommodation in Canterbury (UK), kindly donated by Pilgrims.

GOOD LUCK!

Special Interest Groups (SIGs)

The following pages contain details of the SIG Showcases

What is a SIG Showcase?

From the speaker proposals submitted for the conference, each SIG chooses presentations related to their SIG area. These presentations make a 'SIG Showcase' within the conference programme. If you are interested in a particular SIG area, you have the opportunity to follow this track of selected sessions throughout the day. One session in each Showcase will be the SIG's Open Forum. At a SIG Open Forum, delegates can find out more about the SIG, its events and its committee.

What are SIGs?

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.

How can I join a SIG?

Individual membership of IATEFL (also including student, retired and ECT membership) includes one 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 - esosig@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

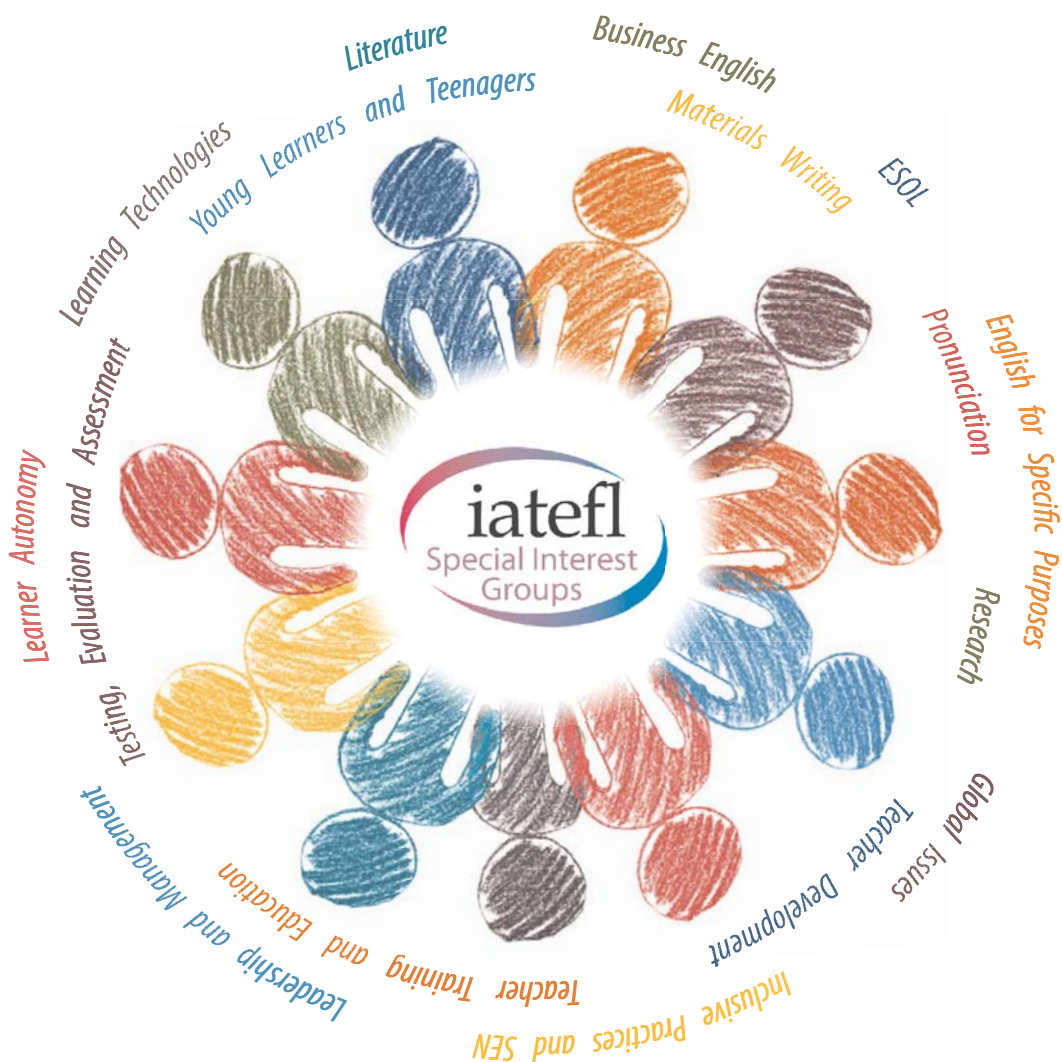
Teacher Training and Education - ttedsig@iatefl.org

Testing, Evaluation & Assessment - teasig@iatefl.org

Young Learners & Teenagers - yltsig@iatefl.org

For more information about the SIGs, visit the IATEFL stand in the exhibition, visit www.iatefl.org or contact IATEFL at info@iatefl.org

Join an IATEFL Special Interest Group and connect with other professionals from within your ELT specialism



Face-to-face events

Newsletters

Scholarships

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Webinars

and much more!

Visit www.iatefl.org for more information

SIG Showcases

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 Thursday in Buckingham

Coordinators: Evan Frenedo & Dana Poklepovic

- | | | |
|---------|-----------|---|
| 3.1 | 1020-1050 | What is Business English?
Gregory Burrows-Delbarry |
| 3.2 | 1105-1135 | Focusing on lexical chunks in business emails - a beneficial approach?
Rachel Lawson |
| 3.3-3.4 | 1205-1320 | Forum on ELF

Language-culture-identity: a paradigm for teaching English as a lingua franca
Rudi Camerer & Judith Mader

Integrating ELF awareness into business English teaching and beyond!
Gemma Williams

Gesturing and voice expression to enhance the speaking skill
Analia Duarte |
| 3.6 | 1420-1505 | A dynamic and intercultural business video conference learning experience
Alan Simpson |
| 3.7 | 1520-1550 | Learner-trainer cooperation for enhanced workplace performance
Oksana Hera |
| 3.8 | 1620-1650 | Group dynamics and speaking in class 'rounds'
Michelle Hunter |
| 3.9 | 1705-1750 | IATEFL Business English SIG Open Forum (see page 193) |

SIG Showcases

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English for Specific Purposes Tuesday in Room 5

Coordinator: Aysen Guven

1.1	1040-1125	Breaking the monotony of Legal English teaching Helen Dennis-Smith
1.2	1155-1225	Bridging the gap: creating a non-specific Life Sciences ESP course Caroline Hyde-Simon
1.3	1240-1310	The leap into EAP Louise Roche
1.5	1410-1440	Designing EAP grammar assignments in a digital age Lauren Freede
1.6	1455-1540	Meet the need: teaching workplace language pragmatically to reluctant adults Diana Metzner
1.7	1555-1625	Encouraging ESP acquisition through interactive projects Albena Stefanova
1.8-1.9	1655-1810	IATEFL English for Specific Purposes SIG Open Forum (see page 93)

ES(O)L Thursday in Room 6 & Syndicate 2

Coordinators: Oya Karabetca & Lesley Painter-Farrell

3.2	1105-1135 Room 6	Access to English for refugees & asylum seekers Sarah Rogerson & Chloe Shaw
3.3	1205-1235 Room 6	Expectations and approaches: volunteer teaching at home and abroad Jenifah Abu-Hassan
3.4	1250-1320 Room 6	IATEFL ES(O)L SIG Open Forum (see page 172)
3.6	1420-1505 Room 6	Sharing lives sharing languages: peer education for language acquisition Emily Bryson
3.7	1520-1550 Syndicate 2	English use and identity shift among immigrant students in Iceland Samuel Lefever
3.8	1620-1650 Syndicate 2	Making English work for the world's most marginalised people Chris Sowton
3.9	1705-1750 Syndicate 2	Positive psychology in ELT for refugees Aleks Palanac

Global Issues
Tuesday in Lancaster

Coordinators: Linda Ruas & Julietta Schoenmann

- | | | |
|-----|-----------|---|
| 1.1 | 1040-1125 | Content integration strategies to teach tolerance and cultural diversity
Anastasia Khodakova |
| 1.2 | 1155-1225 | The role of ELT in promoting social justice
Arifa Rahman |
| 1.3 | 1240-1310 | Tasty taboos: making PARSNIPs palatable for teachers and students alike
Rose Aylett |
| 1.5 | 1410-1440 | Exploring ELT as emancipatory practice
Steve Brown |
| 1.6 | 1455-1540 | All we need is love to be better teachers
Maria Estela Ribeiro Jardim Rondon |
| 1.7 | 1555-1625 | IATEFL Global Issues SIG Open Forum (see page 86)
<i>Bringing real-world issues into the classroom</i> |
| 1.8 | 1655-1725 | Using culturally sensitive and linguistically adequate language across cultures
Katharina Groeblinger |
| 1.9 | 1740-1810 | Global social issues in a Turkish foundation course
Evangelia Strongylakou |
-

Inclusive Practices & SEN Coordinator: Varinder Unlu
Tuesday in Dukes

- | | | |
|-----|-----------|---|
| 1.1 | 1040-1125 | Values and short films in language teaching
Kieran Donaghy |
| 1.2 | 1155-1225 | How teachers can take the lead in SEN
Damian Cunniffe |
| 1.3 | 1240-1310 | Inclusive primary TEFL in an innovative school - an evaluation study
Eva Wilden |
| 1.5 | 1410-1440 | Differentiation at the heart of the inclusive classroom
Emily Hodge |
| 1.6 | 1455-1540 | Challenging behaviour as a SEN – teaching students with behavioural difficulties
Marie Delaney |

Inclusive Practices & SEN continued...

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Inclusive Practices & SEN (continued)

1.7	1555-1625	Queering your pedagogy: teachers' queries out of the closet Giovanni Licata
1.8-1.9	1655-1810	IATEFL Inclusive Practices & SEN SIG Open Forum (see page 90) <i>Valuing diversity in every classroom</i>

Leadership & Management Wednesday in Buckingham

Coordinator: Andy Hockley

2.1	1020-1050	Is it just about language? Supporting non-native speaker teachers Katherine Martinkevich
2.2	1105-1135	Magic moments: making your students' experience memorable Ben Butler
2.3	1205-1250	How to help people do things they think they can't Ewelina Nowak & Amie Stephens
2.5	1415-1445	Women and the will (and obstacles!) to leadership Bruna Caltabiano
2.6	1500-1530	Manager learning and development: new managers' contexts, needs and knowledge Jenny Johnson
2.7-2.8	1600-1715	IATEFL Leadership & Management SIG Open Forum (see page 132) <i>LAMSIG Open Forum and new Speed Mentoring event</i>
2.9	1730-1815	Decisions, decisions, decisions! How to make effective ones George Pickering

Learner Autonomy Thursday in Lancaster & Balmoral

Coordinator: Christian Ludwig

3.1	1020-1050 Lancaster	The importance of being earnest: Can teachers learn from students? Martina Sindelarova Skupenova
3.2	1105-1135 Lancaster	Effective peer assessment as a step towards independent learning Agnieszka Luczak
3.3	1205-1235 Lancaster	Language advisors' self-perception: exploring a new role through narratives Marla Giovanna Tassinari

Learner Autonomy continued...

Learner Autonomy (continued)

- | | | |
|-----|------------------------|--|
| 3.4 | 1250-1320
Lancaster | Systematic reflection: practical solutions to minimizing mismatches and enhancing learning
Laura Burton Fairbrother & Simon Feros |
| 3.6 | 1420-1505
Lancaster | What determines our students' learning even before a course starts?
Lenka Zouhar Ludvikova |
| 3.7 | 1520-1550
Balmoral | Futures for study skills integrated with English for academic purposes
Stella Cottrell |
| 3.8 | 1620-1650
Balmoral | IATEFL Learner Autonomy SIG Open Forum (see page 188)
<i>Developing autonomous and responsible students</i> |
| 3.9 | 1705-1750
Balmoral | Developing learner independence through online platforms
Russell Stannard |
-

Learning Technologies Coordinator: Sophia Mavridi **Tuesday in Syndicate 1**

- | | | |
|-----|-----------|---|
| 1.1 | 1040-1125 | Taking responsibility for safeguarding primary learners online
Jennifer Dobson |
| 1.2 | 1155-1225 | Just the word or word and phrase?
Sharon Hartle |
| 1.3 | 1240-1310 | 21st century online tools and L2 writing: redefining literacies
Mohammad Etedali |
| 1.5 | 1410-1440 | Your exits are here, here and here
Shaun Wilden |
| 1.6 | 1455-1540 | Gamifying your classroom: the basics
Deborah Healey |
| 1.7 | 1555-1625 | The Facebook effect: usage of social media in elearning programs
Christina Giannikas |
| 1.8 | 1655-1725 | Developing mobile teaching materials for challenging circumstances
Gary Motteram |
| 1.9 | 1740-1810 | IATEFL Learning Technologies SIG Open Forum (see page 99) |
-

Literature

Coordinator: Rob Hill

Tuesday in Buckingham & Durham

1.1	1040-1125 Buckingham	Literature for all: creative texts for every class Malu Sciamarelli
1.2-1.3	1155-1310 Buckingham	Researching literature in the language classroom: patterns and possibilities Amos Paran, Sandie Mourao, Petra Kirchoff, Friederike Klippel & Christian Ludwig
1.5	1410-1440 Durham	Writing short stories and language teaching Andrew Wright
1.6	1455-1540 Buckingham	IATEFL Literature SIG Open Forum (see page 76) <i>Connecting ELT, Literature, Extensive Reading and the Arts</i>
1.7	1555-1625 Buckingham	Shakespeare in the multilingual classroom: CultureShake, a multilingual project Lisa Peter & Annette Deschner
1.8	1655-1725 Buckingham	Interculturality through literature and films from the world Barbara Lapornik
1.9	1740-1810 Buckingham	Lexical exercises with contemporary poems for advanced learners Kirill Ignatov

Materials Writing

Coordinators: Rachael Roberts & Tania Pattison

Wednesday in Dukes

2.1	1020-1050	Fakepedia.biz: practical fact-checking for ELT Damian Williams
2.2	1105-1135	Why do all coursebooks teach the same grammar? Graham Burton
2.3	1205-1250	Versioning coursebooks for different contexts: what, how and why? Heather Buchanan & Julie Norton
2.5	1415-1445	How can instructional design help us create effective digital content? David Read
2.6	1500-1530	IATEFL Materials Writing SIG Open Forum (see page 128)

Materials Writing continued...

Materials Writing (continued)

- 2.7 1600-1630 Writing stories and anecdotes for in-class use
Chris Mares
- 2.8 1645-1715 Vocabulary lists: snog, marry, avoid?
Julie Moore
- 2.9 1730-1815 Lexical sets are history: insights from vocabulary research
Tim Herdon & Andrew Dilger
-

Pronunciation Coordinator: Catarina Pontes **Thursday in Dukes**

- 3.1 1020-1050 Towards a pedagogic phonology
Mark Hancock
- 3.2 1105-1135 Pronunciation in action: reflections from two teacher trainers
Nicola Meldrum & Mark McKinnon
- 3.3 1205-1235 Mind the tone! The roles of intonation in everyday conversation
Catarina Pontes
- 3.4 1250-1320 Advancing learners' phonological awareness: putting sound in learners' hands
Adam Scott
- 3.6 1420-1505 Teaching pronunciation through singing
Ian Raby
- 3.7 1520-1550 Do pronunciation models matter? Reflections on a five-week study
Gemma Archer
- 3.8 1620-1650 IATEFL Pronunciation SIG Open Forum (see page 188)
Looking back, looking forward
- 3.9 1705-1750 Listening quizzes for any subtitled YouTube video, in one click
Olga Sergeeva
-

Research Wednesday in Room 6

Coordinators: Kenan Dikilitas & Ana Ines Salvi

2.1	1020-1050	Students' self-reflection as a diagnostic tool in ELT Nadia Sintotskaya
2.2	1105-1135	A case study on Argentinian teacher educator emotions and pedagogy Katherine Halet
2.3	1205-1250	Talking together about EFL research: issues, challenges and ways forward Sian Etherington
2.5	1415-1445	Supporting teacher-researchers through the development of research literacy Daniel Xerri
2.6	1500-1530	IATEFL Research SIG Open Forum (see page 130)
2.7	1600-1630	Exploring the use of action research projects in teacher education Marina Bendtsen
2.8	1645-1715	Creating a national research scheme for teaching Chris Farrell
2.9	1730-1815	Research in language teaching: asking the right questions Nicola Perry

Teacher Development Thursday in Oxford & Cambridge

Coordinators: Sinead Laffan & Tyson Seburn

3.1	1020-1050 Oxford	Inspired professional development: the road ahead Silvana Richardson & Gabriel Diaz Maggioli
3.2	1105-1135 Cambridge	Action research: a program for positive change Jennifer Wallace
3.3-3.4	1205-1320 Cambridge	Forum on Effective & personalised: the holy grail of CPD Creating a culture of CPD, centre-wide, brand-wide, company-wide Oliver Beaumont & Duncan Jamieson Are we really supporting new teachers? Alastair Roy Personalised development groups - a framework for collaborative teacher-led CPD Josh Round & Andrew Gaskins

Teacher Development continued...

Teacher Development (continued)

- | | | |
|-----|------------------------|---|
| 3.6 | 1420-1505
Cambridge | Teacher development over time
Tessa Woodward, Donald Freeman & Kathleen Graves |
| 3.7 | 1520-1550
Cambridge | Learner-centred observations of teachers
Christian Tiplady |
| 3.8 | 1620-1650
Cambridge | IATEFL Teacher Development SIG Open Forum (see page 188) |
| 3.9 | 1705-1750
Cambridge | Who we are - teacher identity and the ideal self
Colin Mackenzie |
-

Teacher Training & Education Coordinator: Birsan Tutunis **Thursday in Ambassador**

- | | | |
|-----|-----------|--|
| 3.1 | 1020-1050 | Video-based training and development for language teachers
Steve Mann |
| 3.2 | 1105-1135 | EMI and facilitating vocabulary growth of proficient L2 users
Piet Murre |
| 3.3 | 1205-1235 | Leadership for sustainable teacher development and improved pupils' learning
Dalia Elhawary |
| 3.4 | 1250-1320 | I can see clearly now: rethinking teacher training observation tasks
Alastair Douglas |
| 3.6 | 1420-1505 | Insiders' guide to assessing lesson plans
Jeanette Barsdell |
| 3.7 | 1520-1550 | Using sociolinguistic theory in ELT education to promote critical practice
Peter Browning |
| 3.8 | 1620-1650 | Starting with washback to design effective teacher training
Ben Beaumont |
| 3.9 | 1705-1750 | IATEFL Teacher Training & Education SIG Open Forum (see page 193) |
-

Testing, Evaluation & Assessment Coordinator: Neil Bullock
Wednesday in Room 5

- 2.1 1020-1050 Using CEFR for assessing discussions in class
Anna Makarova
 - 2.2 1105-1135 Impact of teachers' CLAL on students' performance
Santosh Mahapatra
 - 2.3 1205-1250 How language assessment works: speaking
Gordon Allan
 - 2.5 1415-1445 Introducing learning-oriented assessment to a pre-sessional EAP course
Chris Smith
 - 2.6 1500-1530 Assessing projects: a framework
Leticia Moraes
 - 2.7 1600-1630 Scaffolded assessment with A1+ learners
Miranda Hamilton
 - 2.8 1645-1715 Revitalising assessment: promoting creativity and engagement in higher education
Ekaterina Popkova
 - 2.9 1730-1815 IATEFL Testing, Evaluation & Assessment SIG Open Forum (see page 144)
Helping teachers to aspire to excellence in language testing
-

Young Learners & Teenagers Coordinator: David Valente
Wednesday in Cambridge

- 2.1 1020-1050 Little sponges? Child development and early foreign language learning
Carol Read
 - 2.2 1105-1135 Developing an EFL-focused kindergarten curriculum for China and beyond
Tom Beakes & Katy Kelly
 - 2.3 1205-1250 Using coaching techniques to get teenagers on your side
Sofia Leone
 - 2.5 1415-1445 PALM - an interactive platform for language learning in eight languages
Maria Heron & Claudia Mewald
 - 2.6 1500-1530 Generating a gender-free growth mindset in the classroom
Sophie Handy
 - 2.7 1600-1630 Should L1 be used to teach English to young learners?
Fiona Copland
 - 2.8 1645-1715 Creating a multicultural classroom with monolingual learners
Ellen Setterfield
 - 2.9 1730-1815 IATEFL Young Learners & Teenagers SIG Open Forum (see page 143)
Linking, developing and supporting early years, primary and secondary professionals
-

Conference Planner

Tuesday 10th	0800-1730	Registration desk open
	0815-0845	"How To..." sessions
	0830-1900	Exhibition open
	0900-1020	Conference opening and plenary session by Lourdes Ortega
	1040-1125	Session 1.1
	1125-1155	Break
	1155-1225	Session 1.2
	1240-1310	Session 1.3
	1310-1410	Lunch
	1325-1335	Session 1.4
	1410-1440	Session 1.5
	1555-1540	Session 1.6
	1555-1625	Session 1.7
	1625-1655	Break
	1655-1725	Session 1.8
1740-1810	Session 1.9	
From 1900	Evening events	

Wednesday 11th	0800-1730	Registration desk open
	0815-0845	"How To..." sessions
	0830-1730	Exhibition open
	0900-1000	Plenary session by Dorothy Zemach
	1020-1050	Session 2.1
	1105-1135	Session 2.2
	1135-1205	Break
	1205-1250	Session 2.3
	1250-1415	Lunch
	1255-1305	Session 2.4
	1415-1445	Session 2.5
	1500-1530	Session 2.6
	1530-1600	Break
	1600-1630	Session 2.7
	1645-1715	Session 2.8
1730-1815	Session 2.9	
From 1900	Evening events	

Conference Planner

We would like to thank



for sponsoring this programme



Conference Planner

Thursday 12th

0800-1730	Registration desk open	
0815-0845	"How To..." sessions	
0830-1645	Exhibition open	
0900-1000	Plenary session by Brita Fernandez Schmidt	
1020-1050	Session 3.1	
1105-1135	Session 3.2	
1135-1205	Break	
1205-1235	Session 3.3	
1250-1320	Session 3.4	
1320-1420	Lunch	
1335-1345	Session 3.5	
1420-1505	Session 3.6	
1520-1550	Session 3.7	
1550-1620	Break	
1620-1650	Session 3.8	
1705-1750	Session 3.9	
From 1900	Evening events	

Friday 13th

0800-1300	Registration desk open	
0815-0845	"How To..." sessions	
0900-1000	Plenary session by Barry O'Sullivan	
1020-1050	Session 4.1	
1105-1135	Session 4.2	
1135-1205	Break	
1205-1250	Session 4.3	
1300	Registration closes	
1305-1415	Plenary session by John Agard and conference closing	

Session room finder

Brighton Centre

Auditorium 2
Meeting Rooms 1, 3, 5, 6, 8, 9, 10, 11
Restaurant
Syndicates 1, 2, 3, 4

Hilton Brighton Metropole

Ambassador Durham
Balmoral Hall 4
Buckingham Lancaster
Cambridge Oxford
Dukes



Presentations

The following pages contain the details of the conference presentations:

Tuesday Pages 51 - 100

Wednesday Pages 101 - 148

Thursday Pages 149 - 197

Friday Pages 199 - 218



**Providing
the skills
for success**

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

Visit us at stand #44 and attend the IELTS presentations:

IELTS General Training Writing Task 1: rising to the challenges

10.40 – 11.25, Tuesday 10 April, Room 1, Brighton Centre
Sarah Philpot

Using collaborative work to maximize impact on short IELTS courses

12.05 – 12.50, Friday 13 April, Cambridge, Hilton Brighton Metropole
Akeela Cader

ielts.org/teachers

IELTS™



**BRITISH
COUNCIL**



**Cambridge Assessment
English**

Tuesday 10 April

0800-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1900: Exhibition Open

0800-1730 Registration desk open

0815-0845 IATEFL How To... sessions

Ambassador
150 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.

Balmoral
250 audience

How to get the most out of this conference (with Susan Barduhn)
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.

Buckingham
150 audience

How to give a presentation at an international conference (with Jeremy Day)
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.

Dukes
150 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.

0830-1900 Exhibition open

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Tuesday

We would like to thank



for sponsoring this programme



Tuesday 10 April

0900-1020: Opening & First Plenary Session

0900-1020

Opening Announcements and Plenary Session

Oxford

The conference will be opened by the IATEFL President, Margit Szesztay.



Plenary session by Lourdes Ortega

Lourdes Ortega is a Professor in the Department of Linguistics at Georgetown University. Her main area of expertise is in second language acquisition, and she is committed to investigating what it means to become a bilingual or multilingual language user later in life in ways that can encourage connections between research and teaching and promote social justice. Before moving to the USA in 1993, she taught Spanish as a foreign language at the Cervantes Institute in Athens, Greece, and English as a second language in Hawaii and Georgia, USA. She has published widely and her books include *Understanding Second Language Acquisition* (2009, translated into Mandarin in 2016), and *Technology-mediated TBLT* (with Marta Gonzalez-Lloret, John Benjamins, 2014). She is currently busy finishing *The Handbook of Bilingualism* for Cambridge University Press (with Annick De Houwer).

What is SLA research good for, anyway?

In my nearly 20 years of being a second language acquisition (SLA) researcher, I have met many language teachers who told me learning about SLA really shifted their thinking about their teaching practice and their approach to teaching. I have, however, also spotted many baffled or dismayed faces of language teachers, who just couldn't believe what SLA had to say (or how little it had to say) about some of their most urgent classroom questions. Many professional development efforts focus on familiarizing teachers with the latest trends in SLA research. But why should language teachers care? In this talk, I want to show new ways of seeing the relationship between research and teaching, from the perspective of a down-to-earth SLA researcher. First and foremost, research is about generating useful information for some community, of which the most important one is language teachers. A good example is *motivation*, an area where SLA researchers have sought, and mostly succeeded, to turn empirical evidence into knowledge that can make the lives of language teachers better. Often, findings from SLA need a large amount of contextualization and critical professional translation before they can be of use in actual local classroom contexts. A good case in point is research on *error correction*, which has yielded contradictory and fragmentary findings thus far. But the best research is about generating knowledge without which we would see the world of language teaching differently. Like discovering that the earth is round, not flat. Here, *age* and *multilingualism* are two areas in which SLA has a lot to offer to teachers. My goal is to provide tools for thinking about research and teaching as imperfectly and not always obviously compatible perspectives that can enrich the professional lives of language teachers and researchers alike – but only when a delicate balance between idealism and pragmatism is struck.

Tuesday

1040-1125

Session 1.1

Ambassador
150 audience
Workshop
PRON, TD
e, le, s, t, a

Why learn about the latest trends in British English pronunciation?

Chris Kunz (Anglia ESOL Examinations)

Estuary English, or should we say the 'Standard British Pronunciation Model' these days, is pushing its way into our discourse hard and fast. Consequently, proactively assisting our students to productively understand these 'new' pronunciation trends will undoubtedly help them to become successful communicators of their messages and ideas. In this interactive presentation, I will debunk a few pronunciation myths.

Balmoral
250 audience
Workshop
YLT
le, s

The ESL classroom: going beyond the text

Christopher Barker (Cambridge University Press)

This workshop will explore how to go beyond the traditional ways of exploiting a text in order to develop the '21st century skills' of critical thinking, collaboration, communication and creativity. We will take a text from *Cambridge Global English 7-9* and use it as a springboard for cross-curricular work and for developing students' knowledge and understanding of the world.

Buckingham
150 audience
Workshop
Lit SIG
Showcase
e, le, p, s, t, a

Literature for all: creative texts for every class

Malu Sciamarelli (The C Group)

Teaching language through literature makes learning more engaging and memorable. This workshop will explore how the use of classic to modern literature enhances students' learning of language, develops their imagination and increases their motivation. Participants will leave with ideas to develop students' creative writing skills, improve their reading ability and sharpen their critical thinking through literary texts.

Cambridge
250 audience
Workshop
RES, TD
e, le, p, s, t, a

(Research) question time: a hands-on workshop

Paula Rebolledo Cortes (British Council Chile / RICELT) & Richard Smith (University of Warwick)

Developing suitable research questions is generally considered an important but challenging part of the (teacher-)research process. In this practical workshop, we demonstrate ways the process can be supported, using activities and question frames from the recently published *Handbook for Exploratory Action Research* (British Council) based on our experience of supporting teacher-research.

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IPSEN = Inclusive Practices & SEN
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MaW = Materials Writing
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PRON = Pronunciation
RES = Research
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TEA = Testing, Evaluation & Assessment
TTed = Teacher Training & Education
YLT = Young Learners & Teenagers

We would like to thank



for sponsoring this programme



Tuesday 10 April

1040-1125: Session 1.1

Tuesday

Dukes
150 audience
Workshop
**IPSEN SIG
Showcase**
e, s, t, a

Values and short films in language teaching

Kieran Donaghy (UAB Languages Barcelona)

Although the teaching of values is often overlooked in language education, it is a vital area. In this session, I will examine the importance of values in language education and propose practical activities designed around short films, which encourage teachers and students to reflect on values. I will also examine some of the issues in teaching values.

Durham
600 audience
Workshop
TTEd
le, a

Making learning last – helping learners commit language to longer-term memory

Paul Dummett (National Geographic Learning)

Around 70% of what we forget is forgotten in the first 24 hours after initial learning. While various techniques (gimmicks?) exist for memorising items in the short-term, less is known about how and what we remember longer-term. This practical workshop will examine the roles of imagery, repetition, emotion, stories, utility factors, multi-sensory approaches and peer-teaching in helping make language stick.

Hall 4
250 audience
Workshop
TTEd
e, t, a

Use your brain! Exploiting evidence-based teaching strategies in ELT

Carol Lethaby (The New School / UC Berkeley Extension) & Patricia Harries (Freelance)

This workshop examines recent neuroscientific and cognitive research regarding effective teaching, and explores whether and how these ideas can be applied to the English language classroom. We consider the use of prior knowledge, distributed practice and practice testing, among others, and discuss how to adapt classroom techniques and activities to take advantage of the latest research and enhance language learning.

Lancaster
70 audience
Workshop
GISIG Showcase
le, s, t

Content integration strategies to teach tolerance and cultural diversity

Anastasia Khodakova (Tula State Lev Tolstoy Pedagogical University)

What are effective ways to enhance teachers' use of tolerance-related materials, while preparing students for high-stake exams? This session gives an overview of the research exploring this question and provides reading, grammar, writing, speaking and listening tasks. The presenter will share how to raise students' awareness of linguistic and cultural diversity through material choice.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary 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.

Oxford
800 audience
Workshop
YLT
e, s

Root and branch: how students own their own English stories

Jeremy Harmer (Freelance/The New School, NY) & Herbert Puchta (Freelance)

Stories reveal the many meanings of life and tell us who we are, and crucially who we could be. Development (linguistic, emotional) happens when students have English language 'ownership' of their stories, not just through re-telling, but by interacting with content and, importantly, through harvesting original stories' language. With reference to *Story-based Language Teaching* (Helbling) we will show how.

Auditorium 2
600 audience
Workshop
GEN
e, le, p, s, t, a

Language is for expression before it is for communication

Adrian Underhill (UK), Piers Messum (UK) & Roslyn Young (France)

So said Caleb Gattegno, inventor of the Silent Way. We invite you to explore how our current methodology might have developed along different lines if expression rather than communication had been adopted to underwrite the purpose of language learning. We will ask whether three current 'problem' areas - mistakes, syllabus and control - could have turned out to be less problematic.

Restaurant
100 audience
Workshop
MD
e, le, a

Exploring learner-generated reasons in different teaching contexts

Danny Norrington-Davies (King's College London/IH London)

In *Teaching Grammar: From Rules to Reasons* (Pavilion Publishing), I argued that rather than studying rules, L2 learners should try to uncover the reasons why specific forms are used to communicate a message. In this workshop, I will demonstrate how teachers working in different contexts encouraged their students to formulate reasons. I will also share their materials and discuss the learning outcomes.

Room 1
180 audience
Workshop
TEA
le, a

IELTS GT Writing Task 1: rising to the challenges

Sarah Philpot (British Council, Paris)

This workshop will address some of the challenges test-takers face with IELTS General Training Writing Task 1. The main focus will be on those aspects that can produce significant improvements in a relatively short time, e.g. register, lexis and relevance. We will look at a number of activities to improve our students' awareness of these areas.

Room 3
50 audience
Workshop
GEN
e, le, a

Discourse layering: practical activities to teach lexical chunks

Laura Laubacher (Embassy English London)

What classroom activities help learners use new vocabulary spontaneously in speaking? In this session, we will look at learner-centred, low-prep activities that help students use and acquire functional lexical chunks. We will examine our own beliefs about language learning and discover how a 'discourse-layering' framework could be applied to our own teaching and be adapted for use with coursebooks.

Tuesday 10 April

1040-1125: Session 1.1

Tuesday

Room 5
60 audience
Workshop
ESPSIG
Showcase
le, a

Breaking the monotony of Legal English teaching **Helen Dennis-Smith (Wimbledon School of English)**

How can we rise to the challenge of teaching such a specific subject? We need to move students' attention away from densely printed texts. Participants will discuss some of the difficulties of teaching Legal English and come away from this workshop with a range of practical, fun listening activities designed to exploit legal texts in a variety of contexts.

Room 6
60 audience
Workshop
LA, TTEd
e, le, s

Visible thinking strategies as a motivator in the language classroom **Eva Fuchs, Victoria Rodriguez & Noemi Linnau (Vienna International School)**

Tasks in the language classroom can be too mechanical, focusing only on language patterns. Often, these tasks do not engage and challenge students to think. This workshop explores strategies introduced in *Making Thinking Visible* by Ron Ritchards et al and other more recent publications, helping students develop critical thinking skills in the language classroom by triggering their motivation to communicate.

Room 8
50 audience
Workshop
LA
e, le, s, a

Developing autonomous learners through project work **Allison Nunziante (Eurocentres Brighton)**

My session aims to relate knowledge and theory to practical applications in the classroom of developing learner autonomy through project work and how to address any potential issues that may arise. Participants in the session will be given example project plans they can take into the classroom, and will develop their skills to create and plan their own.

Room 9
60 audience
Workshop
TD
le, a

Student engagement: tips for classroom management **Tom Veryzer (EC Brighton)**

This workshop addresses the much-neglected art of student engagement as a strategy for classroom control. It is aimed at teachers who experience disengaged students, 'dead air' and who struggle to achieve the dream: students fully engaged with the teacher, each other and the topic in a dynamic and positively-charged learning atmosphere.

Room 10
50 audience
Workshop
LAM
le

Emotional intelligence: what makes a manager? **Elena Kuznetcova (Institute of Dialogue of Cultures INTERLINGUA)**

Whether you are a formal manager or want to increase your personal performance, this session will enable you to manage your emotional brain in different situations. Through individual and group exercises, you will learn factors that contribute to high performance, explore practical tools to maintain a positive attitude and perform your role with confidence and decisive results.

Room 11
50 audience
Workshop
LAM, TD
e, p

Managing and developing teachers with lower English proficiency

Gerhard Erasmus (British Council Taiwan)

This workshop moves away from describing teacher proficiency in terms of proficiency tests and takes a novel look at developing teachers' proficiency in the language classroom. Based on a program dealing with teachers who speak Mandarin as a first language, participants can expect to explore ideas that might give them greater insight into the struggles of developing classroom language proficiency.

Syndicate 1
200 audience
Workshop
YLT, **LTSIG**
Showcase
e, le, p

Taking responsibility for safeguarding primary learners online

Jennifer Dobson (Freelance)

The integration of online tools is both motivating for learners and teachers alike. However, in our 'in loco parentis' roles, we need to ensure the e-safety of our young learners. This workshop aims to raise awareness of the issues involved, while offering practical preventative solutions to take to our classes and places of work.

Syndicate 2
200 audience
Workshop
TTEd, YLT
le, p

Playing with CLIL: bringing creativity to the primary CLIL classroom

Manuela Kelly Calzini (Trinity College London, Italy)

This practical workshop focuses on the pedagogical value of play - and specifically drama games - and CLIL methodology. The session combines elements of drama pedagogy and techniques with language and content learning in an innovative and creative way, with reference to Trinity's YL award. Lateral thought is encouraged where students can explore topics and ideas through play and drama.

Syndicate 3
200 audience
Workshop
MD, YLT
e, le, s, a

Melting barriers in the mind: teaching teens and young adults

Fiona Mauchline (Freelance, Oxford, UK)

As research into adolescent cognitive development blooms, it's becoming apparent that awareness when approaching materials, along with informed, thoughtful teaching will not only motivate rather than alienate, but can support successful learning generally. This workshop for busy teachers will let you try a handful of ideas that will create a positive learning environment and generate a lot of language.

Syndicate 4
200 audience
Workshop
RES
e, le, s, t, a

Extended speaking in the classroom (and the importance of planning)

Jon Hird (University of Oxford)

This practical session looks at a tried-and-tested extended speaking activity that can add a spoken element to any lesson or topic and at any level of proficiency. We will also consider the importance of quick and simple pre-task planning and look at research evidence of how this can result in significantly increased fluency, complexity and grammatical accuracy.

Tuesday 10 April

1155-1225: Session 1.2

1125-1155

Coffee break

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

1155-1225

Session 1.2

Ambassador
150 audience
Talk
RES, TEA
e, p, s

English assessment – the issues and how we might overcome obstacles

Jamie Dunlea & Gaynor Evans (British Council)

Many countries struggle with perceived needs for education systems to improve English outcomes, often with similar obstacles such as low levels of preparedness of teachers (English levels and training). This talk focuses on baseline studies of speaking and listening assessment in Bangladesh, and will discuss research findings, comparisons between CEFR and learning outcomes, and possible approaches to overcoming issues.

Tuesday

Balmoral
250 audience
Talk
TD
e, p, s, t, a

The way we were

Alan Maley (Retired)

How we teach and what we believe about learning grows out of our unfolding personal experience. I shall trace my pathway through the places, personalities, publications, ideas and events I have encountered over the past 55 years in ELT, linking this to my construction of a personal theory of teaching and to Prabhu's concept of 'the teacher's sense of plausibility'.

Buckingham
1155-1310
150 audience
Panel discussion
RES, **Lit SIG**
Showcase
e, le, p, s, t

Researching literature in the language classroom: patterns and possibilities

Amos Paran (UCL Institute of Education, London), Sandie Mourao (Nova University, Lisbon), Petra Kirchoff (Erfurt University), Friederike Klippel (LMU Munich) & Christian Ludwig (PH Karlsruhe, Germany)

We discuss different approaches to researching the use of literature in ELT, presenting research paradigms applicable to different contexts. We highlight the contribution of historical research on the Reform Movement; compare questionnaires from different studies; explore ethnographical research (using interviews and observations); discuss researching reader response to multimodal literature; and examine ways of researching the works actually taught in schools.

Cambridge
250 audience
Talk
TD, TTEd
e, le, a

Introducing *ELT Playbook 1*: independent professional development for new teachers

Sandy Millin (International House Bydgoszcz, Poland)

New teachers are often thrown in at the deep end. If they're lucky, they are surrounded by supportive colleagues who can help them out. If they're not, they need *ELT Playbook 1*. It consists of 30 tasks new teachers can use to learn to reflect on their teaching. I'll also describe how trainers can base development programmes on the tasks.



Dukes
150 audience
Talk
**IPSEN SIG
Showcase**
e, le, p, s, t, a

How teachers can take the lead in SEN

Damian Cunniffe (Atlantic Language School Galway, Ireland)

This presentation demonstrates how ESL teachers can encourage inclusive attitudes, at both classroom and institutional level, and how they can modify their lessons to accommodate learners of varying needs without having to reassess their whole teaching strategy. I will refer to excerpts from a year-long case study to demonstrate how inclusive learning can work seamlessly in the ESL classroom.

Durham
1155-1310
600 audience
Forum
GEN

Forum on Using English outside the classroom

English 24/7 - how to get learners to 'live' their L2

Anthony Holt (DimmiDeck)

Research and common sense both show that increasing exposure to a second language increases uptake. But how do we increase our learners' exposure outside of the classroom without burdening them with a higher workload? In this talk, we will explore practical ideas for integrating second language exposure into a learner's everyday life.

Taking the 'ought' out of autonomy

Jessica Mackay (EIM, University of Barcelona)

There is little doubt that a student who has regular exposure to English in their own time will soon notice the effects on their progress. This presentation will explore the relationship between motivation and contact with the target language outside class, and look at ways we can encourage learners to engage with English without just setting more homework.

What is beyond the classroom?

Nazli Ozturk (Ozyegin University)

Students may have potential difficulties in relating foreign language classroom practices to real life. In order to create this link, teachers should design meaningful tasks and activities. In this talk, I will present the activities I made use of to help students practise four skills and strategies by using resources outside the classroom, such as the university website and school facilities.

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Tuesday 10 April

1155-1225: Session 1.2

Tuesday

Hall 4

1155-1310

250 audience

Forum

GEN

Forum on Educational reform

Changing the mindset: sustainable reform in Venezuelan state education

Mark Gregson (British Council Venezuela) & Wendy Arnold (ELT Consultants)

A major education reform is occurring in Venezuelan state-run schools. A mismatch between policy and reality necessitated capacity-building for teaching all subjects including English. In-country research at primary, secondary and teacher training levels identified the gaps and the visionary national Micromision Simon Rodriguez (MMSR) programme provided the means. This talk describes the innovation.

Panama's steps towards bilingualism: a case study

Daniel Lowe (Lowe English Services, Panama City, Panama)

The government of Panama recently launched its "Panama Bilingue" program to make substantial improvements in English language learning opportunities available to its population. Drawing on interviews with program stakeholders and participants, this talk will consider the initiative's strategies, challenges and ongoing discoveries. Educators will find globally-relevant reflections and findings on practice useful to inform other such national efforts.

A study in EFL rural classrooms at Ecuadorian high schools

Diego Ortega A. (Universidad Nacional de Educacion - UNAE)

Key aspects of English education in Ecuador will be highlighted by discussing a mixed-methods study, which was elaborated to learn about how the English teaching process takes place in EFL classrooms inside the current English Curriculum. Findings indicate that the students' level of English is significantly low and their teachers employ traditional methodologies. However, students' viewpoints regarding English education are positive.

Lancaster

70 audience

Talk

GISIG Showcase

e, s

The role of ELT in promoting social justice

Arifa Rahman (Dhaka, Bangladesh)

In a world fraught with divisiveness and conflict, it is argued that ELT educators have a role in promoting social justice by emphasizing the issues of 'context' and 'a respect for difference' advocated by Edge (2006). I'll explain how local ELT contexts and appropriate localized materials may be used to encourage harmony and goodwill among learners.

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le = less-experienced audience

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s = secondary teaching

t = tertiary teaching

a = adult teaching

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Oxford
800 audience
Talk
LA, YLT
e, le, s

Motivating the teenage brain: making language matter

Ken Beatty (Anaheim University / Pearson)

Beyond the boundaries of the dependence of childhood and the independence of adulthood, teenagers can be self-conscious and either act out or silently resist opportunities to learn in the classroom. This session reviews research on creating meaningful language-learning tasks, intrinsic and extrinsic motivation, and opportunities for reflective assessment from the teenage learner.

Auditorium 2
1155-1310
600 audience
Forum
TTEd

Forum on CELTA

Novice teachers' reflections of CELTA six months into teaching

Natalie Donohue (University of Leeds)

The transition from teacher training to teaching is a challenging and uncertain time, with both pre-service training and in-service support playing significant roles in the self-efficacy levels of novice teachers. This presentation will explore and analyse the changes in novice teachers' perceptions of CELTA as they navigate their first teaching job.

What impact does CELTA have on experienced teachers' classroom practices?

Jason Anderson (Freelance)

Despite being an 'initial' qualification, CELTA is being taken by increasing numbers of experienced non-native English-speaking teachers (NNESTs) worldwide, yet its impact on their practices is largely unknown. This qualitative study investigated the impact of CELTA on 29 experienced Egyptian teachers' classroom practices six months later. Stories of transformation and challenge are shared and recommendations for trainers are offered.

Life after CELTA, what next?

Keith Rossborough (Zurich University of Applied Sciences)

You're CELTA qualified and have started out on a career in teaching English as a foreign language. What now, where can I go from here? How can I move up the ELT corporate ladder? This talk introduces some professional teacher development qualifications, which would enhance your teaching and open more doors along your professional path.

Restaurant
100 audience
Talk
TD
e, le, s, t, a

Learning to listen: a matter of top-down and bottom-up processing?

Christine Goh (Nanyang Technological University, Singapore)

Language learners need listening skills that are knowledge-driven (top-down) and text-driven (bottom-up). However, listening is more than just cognitive processing. Learners also need metacognitive skills to support their efforts at learning to listen. Using examples of listening tasks, this talk shows how teachers can use a process-oriented approach to guide learners to understand spoken texts and manage listening development holistically.

Tuesday 10 April

1155-1225: Session 1.2

Tuesday

Room 1
180 audience
Talk
GEN
e, a

IELTS Writing Task 2 - how to aim for 7.0 plus

Lewis Richards (LSI Portsmouth)

This talk will focus on ideas for helping students achieve a 7.0 or higher in IELTS writing task 2. In particular, the focus will be on how to upgrade students' lexis and grammar, and will provide practical tips for how to input and practise the required linguistic input for this level.

Room 3
50 audience
Talk
PRON
e, le, a

First rule of schwa club: always talk about schwa club!

Michael Mooney (The English Studio, London)

This is a presentation of strategies designed to dramatically minimise the amount of phonological L1 interference affecting students' spoken production of English. These can be applied to all levels, from A1 to C2, and will include raising students' awareness of the stress-timed nature of English, helping them to overcome the difficulties presented by certain vowel sounds and by the letter R.

Room 5
60 audience
Talk
ESAP, **ESPSIG**
Showcase
le, t

Bridging the gap: creating a non-specific Life Sciences ESP course

Caroline Hyde-Simon (Zurich University of Applied Sciences, Switzerland)

Tertiary ESP and EAP are becoming of equal importance, despite the tendency to focus on either one or the other. Thus, a need has arisen for a new type of course. This talk presents the syllabus of an English course which bridges the gap between the two fields and describes the methodology underpinning its design.

Room 6
60 audience
Talk
TTEd
e, a

Seeing the wood for the trees: rethinking proscriptive teacher training

Chris Strawson (The London School of English)

Is it better to equip trainees with a single, effective methodology which they can fully get to grips with, or should we introduce them to multiple approaches and foster individual style and creativity from the off, even if this means that they aren't fully comfortable with any of them? This session aims to examine balance on initial teacher training courses.

Room 8
50 audience
Talk
EAP, TD
e, t

The impact of L2 teacher feedback approach on student writing

Bede McCormack (LaGuardia Community College, CUNY)

This presentation describes an investigation into how the type of writing feedback a teacher gives can determine how ESL students' writing skills develop over time. Survey data initially identify types of feedback (content, grammar, organization, etc.) that teachers claim to give. A follow-up analysis of student writing exposes the actual feedback teachers do give and surfaces the importance of focused feedback.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS



Room 9
60 audience
Talk
TTed, YLT
e, p, s, a

Delta Module 2 with young learners: a contradiction in terms?

David Valente (The Anglo Mexican Foundation)

Despite an increasing trend for teachers to take online Delta Module 2 courses with a focus on children and teenagers, face-to-face courses remain largely adult-focused. This talk identifies barriers to incorporating a rich young learner focus. It also provides approaches to ensuring candidates have input and assessed teaching that is fully congruent with their young learner teaching contexts.

Room 10
50 audience
Talk
GEN
le, t

Fifty Shades of Grey again? Focus on genre!

Guy Walker (Universite de Lausanne, Switzerland)

Teachers and coursebooks focus on genre when setting written tasks (e.g., write a blog, a business report or an article for a magazine). In class, we discuss the content and language of these documents, but often pay little attention to what these documents should actually LOOK like. This talk explores how we can focus much more on this aspect.

Room 11
50 audience
Talk
TTed
e, le, p, s, t, a

Real challenges in real classes and how to meet them

Mandana Arfa Kaboodvand (Westminster International University in Tashkent)

This talk reflects on some less-discussed, but real challenges that many language teachers may face. The topics fall into four categories: teacher, student, interaction and learning-related issues. The thoughts offered by teachers of six different countries in these regards are also shared. Among the points are teachers' language mistakes, overconfident students and students' requests for friendship outside the class.

Syndicate 1
200 audience
Talk
LTSIG Showcase
le, s, t, a

Just the word or word and phrase?

Sharon Hartle (Verona University, Italy)

Although many teachers have felt that using corpora requires specific skills, with recent technological developments this is no longer true. Nowadays, user-friendly interfaces are being developed with the precise aim of helping learners and teachers. This presentation looks at two such easily accessible tools: *Just the Word* and *wordandphrase*, and provides practical ideas for both learners and teachers.

Syndicate 2
200 audience
Talk
MD
le, p, s, t, a

Beyond placement tests: alternative ways of thinking about learner needs

Tim Gifford (ELTjam)

To what extent do existing needs analysis approaches help us understand the problems our learners are trying to solve? This talk will look at some strategies from outside the world of ELT that are used to identify and address underlying user needs. It will then explore what these might mean for education professionals developing language learning products and experiences.

Tuesday 10 April

1155-1225: Session 1.2

Syndicate 3
200 audience
Talk
TEA, TTEd
le, s

Making your point: teaching debating skills through acting and performance

John Gardyne (Trinity College London)

As part of their preparation for the CICAIE-UCJC English language debate competition last year, teachers and students in Spain engaged with academics from Trinity College London to explore the development of their public speaking and listening skills through performance-based approaches to teaching and language learning. This presentation outlines this process and summarises some notable outcomes.

Syndicate 4
1155-1310
200 audience
Forum
GEN

Forum on Professional associations

An IATEFL Associate - Year one

Justin Kernot (Qatar University)

This presentation details the establishment of TEFL Qatar - a recently registered associate of IATEFL. It explores the stages of its development from initial creation through its first year of activity. The presentation includes practical exercises to highlight the challenges and considerations to ensure a successful launch and expansion of a local association of English language teachers.

The evolution of English language teacher associations in sub-Saharan Africa

Liana Hyde (British Council, Ethiopia)

This talk examines the history and evolution of over 25 English language teacher associations which are currently supporting teachers across sub-Saharan Africa. I will present the key successes, challenges, stories and lessons learned from the past 70 years and examine the future possibilities for these important and diverse organisations.

Competition or cooperation? Maximising your local teacher/DoS association

David Spillman (LSI Brighton)

I will explore the ways in which the Sussex Director of Studies Association is working to support and resource local teachers and schools, including the provision of training events and a safeguarding forum. I will focus on how we have developed our website for the benefit of teachers. Finally we will consider the practical implications for other teacher/DoS associations.

Tuesday

AL = Applied Linguistics

BE = Business English

EAP = English for Academic Purposes

ESAP = English for Specific Academic Purposes

ESOL = English for Speakers of Other Languages

ESP = English for Specific Purposes

GEN = General

GI = Global Issues

IPSEN = Inclusive Practices & SEN

LA = Learner Autonomy

LAM = Leadership & Management

Lit = Literature

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

1240-1310

Session 1.3

Ambassador
150 audience
Talk
GEN
e, le

Do some words matter more or the frequency fallacy?

Leo Selivan (Leoxicon / ETAI)

Much research on second language vocabulary acquisition has pointed out that high-frequency vocabulary should be given priority in the classroom. However, by their very nature, highly frequent words carry multiple meanings, some more common than others. This talk focuses on the importance of collocation when selecting vocabulary for teaching and discusses whether corpus frequency should always dictate the syllabus.

Balmoral
250 audience
Talk
TD, TTEd
e, a

How am I doing? Self-evaluation for teachers

Simon Brewster (The Anglo Mexican Foundation)

This talk focuses on a project, which developed a self-evaluation tool for teachers in order to raise awareness of what is happening in their classes and identify areas where they could improve. The tool consists of a questionnaire about different parts of a lesson intended to encourage the teacher to reflect on the outcomes of this class.

Cambridge
250 audience
Talk
TEA
e, a

Authenticity in language testing - is it (a) desirable (b) achievable?

Felicity O'Dell, Frances Treloar & Russell Whitehead (LT 123)

The talk focuses on tests of reading and listening and will discuss both authenticity of input and authenticity of task. It will present an authenticity scale along which authentic texts can be modified to suit testing constraints. It will evaluate typical exam task types in terms of authenticity, considering why compromising on authenticity may be appropriate in the testing context.

Dukes
150 audience
Talk
RES, **IPSEN SIG**
Showcase
e, p

Inclusive primary TEFL in an innovative school - an evaluation study

Eva Wilden (Duisburg-Essen University, Germany)

In this talk the theory, research design and findings of the I-TEPS study (Inclusive Teaching of EFL in Primary Schools) will be presented, evaluating the effects of primary EFL education in an innovative inclusive school in Germany. The study is situated in a SEN-school implementing inclusion 'the other way round' by accepting non-SEN children to their inclusive primary branch.

Lancaster
70 audience
Talk
TTEd, **GISIG**
Showcase
e, s, t, a

Tasty taboos: making PARSNIPs palatable for teachers and students alike

Rose Aylett (Freelance)

How can we support teachers in addressing controversial (PARSNIP) topics in the EFL classroom? This presentation will introduce a range of practical solutions, with a focus on developing the necessary language and interpersonal skills to tackle these topics with confidence. Discover how PARSNIPs can be made palatable, even tasty, for teachers and students in classrooms the world over.

Tuesday 10 April

1240-1310: Session 1.3

Oxford
800 audience
Talk
LA, TTEd
le, t, a

Hyper polyglots: what can they teach us? **Scott Thornbury (Cambridge University Press)**

Self-styled hyper-polyglots proliferate on the internet, each offering a plethora of advice and/or merchandise. Most are self-taught and all claim impressive levels of 'polyglossia'. But are they to be taken seriously? Is there a 'method' that they notionally share? This talk evaluates some of their claims, and suggests some takeaways.

Restaurant
100 audience
Talk
YLT
le, s

Building a CLIL course for low-level (A1-A2) teenagers **Silvana De Camilli (CATS Cambridge)**

This talk is about creating a course for teenagers with a very low level of English in an international high school in Cambridge, UK. With tips relevant to different subject areas and contexts, participants will be able to take home practical ideas for creating resources, differentiation, and activities that will get even the most reticent students speaking!

Room 1
180 audience
Talk
MaW, YLT
e, le, p

Our story: how we write stories for primary **Cheryl Palin (Freelance) & Katherine Bilsborough (National Geographic Learning)**

We will share our experience of writing a combined total of over 200 published ELT stories for primary learners. We will explore the ever-increasing demands placed on coursebook stories, compare their approaches to developing a story from the outset, and provide practical tips for creating concepts with staying power, avoiding pitfalls, and breathing life into tired themes.

Room 3
50 audience
Talk
PRON, TTEd
le, a

Enabling L2 teachers to focus on phonology: principles and approaches **Andres Ramirez (The Anglo Mexican Foundation)**

Focusing on phonology in the classroom can present a major challenge for L2 English language teachers. This talk aims to provide teacher trainers who work with in-service English teachers a range of guiding principles and learner-centred techniques. This ensures this vital area of language is concretely addressed in a meaningful way during lessons for adult English language learners.

Room 5
60 audience
Talk
EAP, **ESPSIG Showcase**
e, t

The leap into EAP **Louise Roche (University of Brighton Language Institute)**

Many EFL teachers move into teaching EAP with no formal training. The sink or swim factors implied could be avoided by accessing courses specifically designed to facilitate the transition. I have explored the perceptions of participants on a newly designed TEAP course delivered by the University of Brighton and offered suggestions on re-evaluating and developing the syllabus for subsequent courses.

Tuesday



Room 6
60 audience
Talk
TTed
e, a

Accommodating the changing needs of multilingual initial teacher training groups

Karin Krummenacher (Freelance)

This talk discusses practical ideas on how month-long initial teacher training courses can hold up to a growingly diverse and multilingual audience, with a variety of needs and backgrounds, by introducing differentiation to the traditional one-size-fits-all model. The talk examines how personalised training can contribute to professionalism and seeks to spark ideas for teacher trainers and course designers.

Room 8
50 audience
Talk
TTEd
le, t

How do undergraduate TESOL trainees really engage with flipped learning?

Helen Thompson (Sheffield Hallam University)

This talk will explore undergraduate trainees' engagement with a flipped learning approach on a 'describing language' module. Data revealed students valued interactive tasks and most online resources but often didn't use materials in the way they were designed, demonstrating limited understanding of the learning principles underpinning the approach. I will outline modifications to our practice in light of these findings.

Room 9
60 audience
Talk
MaW
le, s

10 challenges for EFL course designers

Marcel Lemmens (Self-employed)

Designing a full EFL course is not easy. On the basis of 25 years of experience as an EFL course designer and editor, I would like to discuss 10 reasons why it is such a tough job. We are going to take a look at the obstacles that course designers are facing and the consequences they have for EFL course design.

Room 10
50 audience
Talk
TD, TTEd
e, le, a

Extending the life cycle of a teacher

Natallia Kaliuzina (Streamline Language School)

We hear a lot about customer life cycle but how can we extend the life cycle of a teacher? Can we refill the cup after it has been emptied? In this talk, we will look at the notion of 'teacher burnout' and discuss what can be done on the management level to avoid, postpone and get rid of this condition.

Room 11
50 audience
Talk
LAM, TD
e, p, s, a

Dilemmas and solutions in a standards-based teacher appraisal system

Isabela Villas Boas (Casa Thomas Jefferson, Brasilia, Brazil)

Developing a comprehensive teacher appraisal system involves dilemmas ranging from what standards to include, how to incorporate data from classroom observations and other sources, and how to foster teacher development and promote differentiation. This talk addresses these issues and presents a standards-based teacher appraisal system used in a large EFL program.

Tuesday 10 April

1240-1310: Session 1.3

Syndicate 1
200 audience
Talk
TTEd, **LTSIG Showcase**
le, s, t, a

21st century online tools and L2 writing: redefining literacies

Mohammad Etedali (University of Jyväskylä)

Online tools have created the need for the redefinition of writing pedagogy, that would suit the needs of our time, through the reconsideration of literacy to meet the 21st century needs and challenges. This presentation highlights the shift towards d-literacies and suggests some pedagogical frameworks useful for practitioners intending to promote and develop L2 writing in a growing digital age.

Syndicate 2
200 audience
Talk
TEA
e, le, s

Tell us what you want, what you really, really want

Karen Barns & Tristan Estall (Cambridge Assessment English)

This interactive talk will briefly describe how Cambridge Assessment English is approaching the process of product development for digital assessment products and how they are involving their customers in this process. It will outline some new assessment ideas Cambridge Assessment English is currently working on. We will invite feedback on the new product ideas using some of the techniques described.

Tuesday

Syndicate 3
200 audience
Talk
GEN
e, le, p, s, t, a

Teaching humans: recognising common human behaviour and working with it **Johanna Stirling (NILE-Norwich Institute for Language Education)**

We teachers are often puzzled and disappointed when a meticulously-planned lesson doesn't work out. The world over we find learners who are inquisitive but easily distracted, competitive yet lacking in self-control, needing to be part of a group while also needing to show individuality. How do these affect learning and classroom behaviour? And how can teachers embrace these human foibles?

1310-1410 Lunch break

1325-1335
Ground floor
poster area

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.

1325-1355
Room 1
180 audience

How to get the most out of this conference (with Susan Barduhn)

This is a repeat of this morning's session, at 0815, for those who missed the first offering. Please see page 51 for details.

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

Ground floor poster area **For the duration of the conference, there is a Poster Forum on the ground floor of the Brighton Centre.**
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
GI

How we can teach making questions in a simple way
Marzena Burzynska (IATEFL Poland)

Questions are a crucial part of human communication. The most important feature of a well-formed question is its accuracy, because to get the information we need we must express our unknown properly. Unfortunately, students have a lot of problems with making accurate questions. I came up with an idea of teaching making precise questions in a simple, yet effective way.

Poster 4
TD, TTEd

Training research skills with teacher trainees
Geert De Meyer (Artevelde University College Ghent)

The poster presents the approach of the English Department at Artevelde University College Ghent to train research skills within teaching training. This approach was designed to train undergraduate teacher trainees in designing research questions and small-scale research. The poster will discuss the benefits and drawbacks of a small-scale, short-termed approach to training research skills.

Poster 7
EAP, ESAP

Motivating students of Visual Computing: designing a mobile app
Birte Horn (Hamm-Lippstadt University of Applied Sciences)

This poster illustrates a teaching concept that was successfully integrated into the Technical English curriculum for students of Visual Computing at a German university of applied sciences. I will show how students dealt with the challenges to utilize and present their professional skills in English. The poster will provide examples and practical information for teachers in a similar context.

Poster 10
TD, TTEd

NNESTs' professional confidence in the 'standard British English'-model workplace
Yoko Kobayashi (Iwate University, Japan)

My recent study, conducted with Malaysian professionals working for university-affiliated ESL programs, found that they thrive in the profession with a strong sense of professional identity, in spite of the presence of native English norms in the workplace. The finding is explored further with European peers in mind, who are known for their high English proficiency and modest self-confidence.

Tuesday 10 April

1325-1335: Session 1.4

1410-1440: Session 1.5

Tuesday

Poster 13
LA

Advanced-level EFL students' engagement in autonomous learning
Fumiko Murase (Ryukoku University)

This poster will report on an autonomous learning programme, where advanced-level EFL students at a Japanese university were encouraged to engage in out-of-class learning according to their own study plans. The aim of the study was to investigate the development of the students' autonomy and explore their learning process. The poster will conclude with implications for autonomous learning practices.

Poster 16
YLT

Promoting home literacy through play: still true for L2 learning?
Mei Lee Ng (The Education University of Hong Kong)

The poster presents a quasi-experimental study on the effects of particular types of parental involvement (i.e. parental teaching of language and literature through play) on English emergent literacy skills among EFL kindergartners in Hong Kong. Quantitative data demonstrated that parental teaching led to statistically significant differences in children's performance on program-specific measures.

Poster 19
RES

Teachers' professional development program in Nepal
Chetnath Niroula (Nepal)

This poster presentation explores how the Teachers' Professional Development (TPD) Program has been supporting Nepalese EFL teachers in their professionalism. I will share recent research findings of the effectiveness of this program, carried out on 30 secondary level teachers from 30 different schools in Morang district, eastern Nepal, and offer some pedagogical recommendations.

1410-1440

Session 1.5

Ambassador
150 audience
Talk
TD, TTEd
e, le, t, a

A discourse framework to organise projects on courses for teachers
Edward Russell (The English Language Centre, Brighton)

This talk is about using a discourse pattern that can inform organisation and assessment of all courses, particularly where projects are used. Taking a common discourse framework, our course participants designed small research projects that supported learning during and after their course. Theory underpins the talk, which contains practical, adaptable, transferable examples of rubrics and grids used for CLIL projects.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS



Balmoral
250 audience
Talk
GEN
e, s

High performance learning

Mike Shreeve (Freelance)

This talk looks at the research on high-performance learning and gives five approaches and tools so a teacher can improve the likely learning results in their class. These approaches include mindset work, coaching, focusing on potential, improving the perceived value of the learning, and educating parents and other role models.

Buckingham
150 audience
Talk
LA
e, s

Does peer reviewing benefit writing skills development?

Noriko Kurihara (Okayama University, Japan)

Despite research finding benefits to peer reviewing, few studies have examined its effect on student writing abilities. I'll report on a study that investigated whether/how peer reviewing would influence writing skills development in an EFL high school classroom. The results of pre-, post- and delayed post-tests, as well as audio-recorded peer review interactions, revealed that peer reviewing contributed to the improvement of students' writing abilities.

Cambridge
250 audience

Question & answer session relating to Lourdes Ortega's plenary session

If you attended Lourdes Ortega's plenary session this morning on "What is SLA research good for, anyway?", 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 Lourdes' plenary talk.

Dukes
150 audience
Talk
**IPSEN SIG
Showcase**
le, s

Differentiation at the heart of the inclusive classroom

Emily Hodge (British Council Paris)

Most groups of language learners have a range of linguistic and learning needs and abilities, so differentiation (recognising and responding to differences within groups) is a key skill for language teachers. This session will therefore explore practical strategies we can use to support, challenge and engage all of our learners.

Durham
600 audience
Talk
LitSIG Showcase
le, s

Writing short stories and language teaching

Andrew Wright (International Languages Institute, Hungary)

Writing stories is a common activity in the language classroom. This session is designed to help teachers and students develop their craft of writing stories. It is also designed to offer ideas on ways of constructively responding to stories. 25 pages of comprehensive notes will be sent to all participants requesting them.

Tuesday 10 April

1410-1440: Session 1.5

Tuesday

Hall 4
250 audience
Talk
TD, TTEd
e, a

Ensuring development during CELTA post-lesson feedback

Olga Connolly (BKC-International House Moscow)

This talk is a report of a two-year study, which was the basis of my master's dissertation investigating the correlation between CELTA tutors' beliefs about their role in post-lesson feedback and the realisation of these beliefs while giving feedback. The study analyses different ways of making feedback more developmental and makes practical suggestions about strengthening its developmental impact.

Lancaster
70 audience
Talk
GISIG Showcase
e, le, a

Exploring ELT as emancipatory practice

Steve Brown (West College Scotland)

The relationship between language and power is well-documented, but where does the power lie in our teaching contexts? When we say we're 'empowering' our learners, what are we empowering them with? Do they perhaps have too much power already? This presentation encourages teachers to explore power relations within their praxis, with emancipation as the goal.

Oxford
800 audience
Talk
TD
e, s, a

Clutching at straws: a fresh look at listening strategies

John Field (CRELLA Institute, University of Bedfordshire)

This talk examines how L2 listeners behave in response to breakdowns of understanding. Real-world strategies are distinguished from those relating to the classroom. A 'problem-solution' view of listening strategies is then presented, which suggests the need to practise them in a hands-on way rather than simply learning to recognise them. The implications for teaching are considered.

Restaurant
100 audience
Talk
YLT
e, le, s

Implementing a project-based learning programme: a step-by-step guide

Maria Victoria Saumell (Instituto San Francisco de Asis, Argentina)

Projects are a popular way of working in the EFL/ESL class, but a project-based learning programme is a more complex issue. This session aims at showing how to implement such a programme in a secondary school setting, including the curriculum design, the project planning and format, and methodological and assessment considerations.

Room 1
180 audience
Talk
YLT
le, s

Three types of presentations used to write a reading portfolio

Natascha Coene (Sint-Aloysiuscollege, Diksmuide, Belgium)

Pupils have to produce numerous presentations. Most stick to PowerPoint or Prezi. However, there are many alternative presentations serving specific aims. This presentation, based on research, aims to show through a practical example how alternative ways of presentations (elevator pitch, poster presentation, Pecha Kucha) can efficiently support the writing of a reading portfolio, turning it into an integrated skills activity.

Room 3
50 audience
Talk
LA, TEA
le, s

AOC guidelines - embedding formative assessment in current teaching practice

Belinda Steinhuber & Isabella Gruber (CEBS, Austria)

After the introduction of a diagnostic tool for levels A2/B1 called AOC (Awareness – Orientation – Coaching) at Austrian upper secondary vocational schools, it soon became clear that teachers needed support to embed it into their teaching. Comprehensive guidelines combining theoretical information on formative assessment with teaching suggestions have been developed for this purpose. They will be presented in this talk.

Room 5
60 audience
Talk
MD, **ESPSIG Showcase**
e, t

Designing EAP grammar assignments in a digital age

Lauren Freede (Carl von Ossietzky Universitat Oldenburg)

Is it possible to create activities that are appropriate for specific academic purposes, can easily be digitized within the limitations of an existing content management system and are original enough to be 'Googleproof'? This talk explores attempts to do exactly that at a German university and discusses the possibilities and pitfalls in designing digital EAP materials for local needs.

Room 6
50 audience
Talk with restricted audience number
TEA
le, a

Teachers - the worst students. So when they take ESOL exams...

Charlotte Giller (APP Academia de Idiomas, Spain)

This talk is relevant to teachers interested in motivating and supporting exam candidates who are school teachers. These candidates may present a challenge in the classroom if they are opposed to new educational policy requiring them to study English and pass an ESOL exam. The talk will suggest effective strategies for English teachers preparing school teachers for such exams.

Room 8
50 audience
Talk
LAM, TD
e, le, a

Measure and treasure: assessing teachers' needs and evaluating CPD initiatives

Rubens Heredia (Cultura Inglesa Sao Paulo, Brazil)

The importance of CPD is frequently discussed in ELT contexts. However, the choice of what actions to take are still largely based on subjective impressions. This talk aims at providing objective data to help teachers, teacher educators and educational leaders make more informed decisions when assessing teachers' needs and evaluating CPD initiatives by using self-assessment tools, theoretical principles and frameworks.

e = experienced audience

le = less-experienced audience

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.

We would like to thank



for sponsoring this programme



Tuesday 10 April

1410-1440: Session 1.5

Tuesday

Room 9
60 audience Talk
RES
e, le, a

Curriculum change in language teacher education: what does it take?

Loreto Aliaga (University of Leeds)

Curriculum change in language teacher education is a complex process. In this presentation, I speak about the experiences of language teacher educators enacting a curricular change in pre-service teaching education in Chile. Their experiences inform areas to examine when thinking of change, e.g., time, funding and changing beliefs, which are relevant to any context planning to undergo curriculum change.

Room 10
50 audience
Talk
TTEd
e, a

Teacher training as coaching: Heron's intervention strategies

Kateryna Protsenko (International Language Centre, Kyiv)

In this session, I will talk about the application of coaching techniques in communication between a trainer and a trainee. I will discuss the theories behind Heron's intervention strategies, show examples of how they have been used by trainers, and explore using those strategies when providing support during lesson planning and giving feedback.

Room 11
50 audience
Talk
MD, TTEd
e, t

How do preservice teachers learn to design ELT materials?

Luis Carabantes (UCL Institute of Education)

In this talk, I discuss how pre-service EFL teachers at a Chilean university learn to design ELT materials. I will explore the curricular, cultural and ideological factors influencing how such learning is accomplished. My study suggests that pre-service teachers' materials focus mainly on language-learning elements and disregard the content presented and the way the world is represented in it.

Syndicate 1
200 audience
Talk
LTSIG Showcase
e, le, p, s, t, a

Your exits are here, here and here

Shaun Wilden (Self-employed)

At what point do students exit their lessons? At the end, or mentally when they become severely challenged? Students rarely announce their struggles and asking for hands-up is not that effective. This talk presents ways teachers can gain better insights into how well their students are learning by utilising mobile devices and the concept of exit tickets for informal evaluation.

Syndicate 2
200 audience
Talk
GEN
e, le, a

Teaching EFL students how to learn a language

Viktoryia Zelianko (Streamline Language School)

Equipping students with 'how to learn' skills is extremely beneficial. Explaining essential mechanisms of language learning and teaching learners how to apply proper strategies will bear a lot of fruit. In the talk, I will describe our consistent approach to integrating a learning strategies component in language courses, which includes a series of "How to" workshops.

Tuesday 10 April

1410-1440: Session 1.5

1455-1540: Session 1.6

Syndicate 3
200 audience
Talk
GEN
le

Simple diagrams to clarify and compare aspects of language

David Connolly (BKC-IH Moscow)

Imagery of various types has long been used in ELT. These simple diagrams clarify confusing aspects of English including meanings, appropriacy and frequency. They alleviate some of the circularity of explaining language with language, which can be vexing at lower levels, and they clarify finer details at higher levels. Suitable for almost any teaching context.

Syndicate 4
200 audience
Talk
RES
e, le, p, s, t, a

Teacher profiles: native, non-native, qualified, trained?

Jasmina Szdovska & Zsuzsanna Soproni (International Business School, Budapest)

Starting from the debate about native and non-native language teachers, we will next present the findings of a research project into what type of qualifications or trainings teachers consider to be important for a large variety of teaching contexts. The Q&A will hopefully go beyond the native debate into a deeper discussion of the requirements for a teaching professional.

1455-1540

Session 1.6

Ambassador
150 audience
Workshop
TTEd, YLT
e, p

The impact of teacher beliefs on VYL lesson planning

Shay Coyne (Pearson)

Teacher beliefs are influential during lesson planning because they result in different classroom experiences for learners. Beliefs also influence activity and material selection. Consequently, the success of any curriculum is partly determined by teacher beliefs. Equipping teachers with specific training and tools, like the Pearson Global Scale of English, can help ensure these pedagogical decisions are based on quality research.

Balmoral
250 audience
Workshop
YLT
le, s

How to get teenagers talking

Gwendydd Caudwell (Cambridge Assessment English)

This workshop will outline some key elements of cognitive and linguistic development in teenagers, which can hinder their confidence in speaking in class. Examples of activities that engage teenagers to speak more in class and also help with FCE and Key for Schools exam preparation will be given, followed by an opportunity to put it into practice and get feedback.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ESOL = English for Speakers of Other Languages
ESP = English for Specific Purposes

GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
Lit = Literature
LT = Learning Technologies

MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

We would like to thank



for sponsoring this programme



Tuesday 10 April

1455-1540: Session 1.6

Buckingham

150 audience

LitSIG Showcase

IATEFL Literature Special Interest Group Open Forum

Connecting ELT, Literature, Extensive Reading and the Arts

In the LitSIG Open Forum we'll talk about our activities over the past year and discuss future plans. We will also commemorate our past coordinator, David A. Hill, who died last year, with readings of some of his poems. You don't need to be a LitSIG member to come along, find out more, make suggestions and meet others.

Cambridge

250 audience

Workshop

YLT

e, le, p

Developing 21st century skills in young learners of English

Gemma Fanning (Collins)

A 21st century language classroom should be an environment where even the youngest learners are starting to develop skills needed for the modern world. To help them to be ready for the ever-changing and increasing demands of society, teaching must encourage communication, critical thinking, creativity and collaboration. This workshop provides ideas for 21st century classrooms, using *Collins International Primary ESL* course.

Dukes

150 audience

Workshop

YLT, **IPSEN SIG**

Showcase

e, le, p, s

Challenging behaviour as a SEN – teaching students with behavioural difficulties

Marie Delaney (The Learning Harbour, Cork, Ireland)

Teachers around the world report that challenging behaviour is one of the main obstacles to learning and a major cause of teacher stress. This workshop suggests that poor behaviour can be an SEN and also the first indicator of other possible SENs. We'll look at what it might tell us about student needs and offer practical strategies to address these.

Durham

600 audience

Workshop

MD

le, s, t, a

Task design: one topic, five levels, 15 task sequences

Jane Willis (Cumbria)

We will brainstorm and design mind-maps for one topic (food) and from these, explore ideas for task sequences for different ages, levels (including beginners) and educational contexts (including CLIL). Participants will select one task sequence suitable for their learners and devise instructions for implementing it, maximising learning opportunities. Principles of TBL and affordances that tasks offer learners will be summarised.

Hall 4

250 audience

Workshop

YLT

e, le, s, a

Micro-writing: small things making a big difference

Ceri Jones (Freelance)

In this practical session, we will be exploring a range of micro-writing tasks and looking at how they activate language, encourage communication and aid class cohesion. We'll be looking in particular, but not exclusively, at multi-level secondary classrooms and the challenges they bring. Bring pen and paper to make the most of the session!

Tuesday



Lancaster
70 audience
Workshop
TD, **GISIG**
Showcase
e, le

All we need is love to be better teachers

Maria Estela Ribeiro Jardim Rondon (Freelance)

Treating our students with love makes a difference, opening a channel of understanding and empathy. When you listen to them, they feel valued and accepted, and what you teach becomes more relatable. Therefore, learning is more effective. In this workshop, participants will reflect, discuss and share experiences analysing cases, a speech, a testimony and a song.

Oxford
800 audience
Workshop
TD, TTEd
e, s, t, a

Social intelligence for teachers

Margit Szesztay (ELTE, Budapest)

Teaching is a profession where relationships matter. Self-awareness, impulse control, the ability to tune in and read other people's emotions are some of the components of social intelligence. I will share with participants how I have been developing in these areas and we will try out activities which open doors towards greater awareness and better relationships.

Auditorium 2
1455-1535
150 audience

INTERACTIVE LANGUAGE FAIR

The ILF is a 40-minute event of many presentations. After a brief introduction by the two facilitators outlining the presentations, delegates will then explore their interests with the presenters. The presenters will have individual tables and participants can join them to discuss their presentation in more detail. The presenters will use posters, handouts and a range of materials. This is a feast of presentations in a single interactive format.

The presenters in the Interactive Language Fair are:

GEN

Effects of FL knowledge and gender on writing

Zulaikha Al-saadi (University of Southampton)

I'll present on a study as part of my PhD project which investigated whether FL proficiency level and gender influence L1 (Arabic) and FL (English) writing fluency, revision and planning behaviours, text quality and writing beliefs. The results clearly show that English knowledge and gender had clear effects on L1 and FL writing.

AL, GI

Recruitment to Saudi university English programs: discourses of inequity

Alya Alshammari (The University of Queensland, Australia)

I'll present an analysis of job advertisements recruiting English teachers to positions in the Kingdom of Saudi Arabia (KSA). I'll argue that, despite concerted efforts to raise awareness about discriminatory recruiting practices, these are still very much entrenched in our profession, ultimately contributing to perpetuating the native speaker fallacy (Phillipson, 1992) and discourses of 'native-speakerism' (Holliday, 2006).

Continued on next page...

Tuesday 10 April

1455-1540: Session 1.6

Tuesday

1455-1535

ILF presentations continued from previous page

BE, ESP

Peer teaching approach in ELT to engineering students

Rashmi Borah (VIT University, Chennai)

The purpose of this session is to provide a framework for peer teaching and learning of English as a foreign language in an engineering institute within India. This presentation reviews definitions, measures, precursors, and outcomes of engagement through peer teaching in a classroom of 65+ or even more; discusses limitations in the existing research; and suggests improvements.

LAM

My journey from teacher to academic manager

Rachael Jones (Bell Educational Services, Cambridge, UK)

This case-study style presentation outlines the transition from teaching to managing, to debunk some of the common assumptions and misconceptions related to this change. The presentation will draw on personal experience and relate to questions or experiences from other colleagues in EFL. It will be relevant to teachers considering a change in career.

MD

Vocabulary @ 500 to engage, enrich and empower tribal learners

Viswanath Kannepalli (National Institute of Technology, Rourkela, India)

Rural tribal children from deprived backgrounds, receiving English medium education under a unique a government sponsored scheme in India, have been the beneficiaries of an experiment to teach 500 English words through creative vocabulary-building activities. I'll present on this successful experiment that has resulted in the development of relevant content to provide enriching learning experiences for first-generation English learners.

LT

Do we still need a specially-equipped language classroom?

Tatiana Kozhevnikova (Moscow Technical University of Communications and Informatics)

The presentation is devoted to comparing teaching profession oriented reading in English in a specially equipped language laboratory with ordinary classrooms that just have interactive whiteboards and TV sets. Results of experimental learning are given. Some recommendations as far as modern methodology, technical devices and materials for reading skills development are concerned are made.

Continued on next page...

1455-1535

ILF presentations continued from previous page

TD, TTEd

Developing a tool to help teachers reflect better

Shailaja Mani & Seethalakshmi Venunathan (British Council Teaching Centre, Chennai, India)

This presentation is based on a small-scale study focusing on how teachers can reflect more effectively when given a tool to guide the process. This tool was developed and tested over an eight-month period and involved teachers with different levels of experience. The study took place in a British Council Teaching Centre in southern India.

ESP, TTEd

A teacher training module to design an ESP course

Alice Middelkoop-Stijsiger (Gouda, The Netherlands)

Teachers should be versatile in meeting students' needs and interests, especially when teaching in vocational education. In our teacher educational programme, no course was offered to let student teachers design an ESP course. This is a presentation of a fourth-year undergraduate module relating theory and practice to guide student teachers from needs analysis to materials design to course evaluation.

Lit, RES

Promoting multimodal communicative competence: insights into the learners' perspective

Claudia Owczarek (Munich University)

I will explore how multimodal communicative competence can be fostered by engaging with a graphic novel in the EFL classroom. I report on a case study conducted in a 9th grade in Lower-Saxony, Germany, which focuses on learners' perspectives on their learning achievements. Drawing on qualitative and quantitative data, I conceptualise central results and exemplify practical implications.

MD, YLT

Creating and evaluating in-house Young Learners' materials - a writer's perspective

Magdalena Salawa (Language Study Centres)

I will give a detailed description of the processes behind creating in-house EFL short course materials for young learners. An analysis of students' needs, the criteria for designing syllabus structure and the rationale for course content selection will all be discussed and illustrated with example lessons and teachers' notes. I'll end with an account of the course evaluation process.

Continued on next page...

Tuesday 10 April

1455-1540: Session 1.6

Tuesday

1455-1535

ILF presentations continued from previous page

EAP

**Iceberg of EAP: the case of the University of Kinshasa
Raymond Sangabau (University of Kinshasa, DRC)**

The failure in the implementation of a ministerial decree on the generalization of ESP/EAP teaching in Kinshasa University was investigated to find out reasons for the failure or explain the paradox between the increasing ESP/EAP need due to globalization and the failure in order to give suggestions that can contribute to address the issue in a complex linguistic context.

BE, LT

**Engaging university students in digital LMS activities in ESL courses
Elena Stolyarova & Marina Fedotova (Plekhanov Russian University of Economics)**

The presentation will highlight the best practices and challenges in creating and implementing digital activities in an ESL course for bachelor's and master's programme students at Plekhanov Russian University of Economics. We will demonstrate course activities integrated into a university LMS platform and some digital products scaffolding learners' proficiency improvement. We will also share the rationale for the designed electronic course.

ESOL, TD

**Thai EFL teachers' perceptions of intercultural communicative competence
Kasma Suwanarak (School of Language and Communication, NIDA, Thailand)**

I'll present on a study that investigated Thai EFL teachers' perceptions towards intercultural communicative competence (ICC) and discussed how these perceptions are related to the theoretical explication of ICC. The findings suggested that professional development on ICC and the intercultural approach to language teaching be implemented if ICC is to be set as a learning objective and be integrated into English language learning.

EAP

**Developing writing skills using a checklist
Satyaseelan Thiruvengkataswami (SSN College of Engineering)**

The first draft of writing is seldom clean. Rewriting helps in clarity of expression. Drawing on this proven art of revision, I provide a checklist for improving writing skills to my ESOL students at the tertiary level. This checklist has been tested and found immensely useful. With successive use, this tool gets internalized leading to tangible improvement in writing.

Continued on next page...

1455-1535	<i>ILF presentations continued from previous page</i>
PRON	<p>An academic presentation as an oral text (prosodic analysis) Elena Velikaya (Higher School of Economics, Moscow, Russia)</p> <p>This presentation's purpose is to look at an academic presentation as an oral text and analyse its prosodic features. I will examine students' presentations and give results of their auditory and acoustic analyses. Measurements obtained with computer programmes Speech Analyzer 3.0,1 and Pratt (v.4.0.53) and their effect on comprehension and pragmatic value will be provided.</p>
ESAP, TEA	<p>Implementing a vocabulary-based strategy to promote parallel language use Pete Westbrook (University of Copenhagen)</p> <p>Increasing internationalisation has led the University of Copenhagen to adopt both Danish and English as parallel languages. This presentation covers a university project, run in conjunction with the course Medical applications of ionizing radiation, concerned with integrating vocabulary learning strategies and vocabulary testing to ensure that students learning content in English also know key technical radiation terms in Danish.</p>
LT, TD	<p>New dimension to professional vision in technology-enhanced classrooms through eye-tracking Ozlem Zengin (Bilkent University School of English Language)</p> <p>Professional vision is identified as an important element of teacher expertise to be developed in teacher education. It describes the use of knowledge to notice and reason significant features of classroom situations by describing, explaining and predicting. This study examined English language teachers' professional vision in technology-enhanced classrooms regarding identifying pre-determined technology integration indicators through eye-tracking, interviews and video analysis.</p>

Restaurant
 100 audience
 Workshop
 TTEd, YLT
 e, s

Learning language from an unreliable narrator: the idiom principle
Janice Bland (Nord University, Norway)

This storytelling session will exemplify a discovery process for teachers/student teachers of the huge role of prefabricated language in spoken and written English. With *The True Story of the 3 Little Pigs!* By A. Wolf (Jon Scieszka, illustrated Lane Smith), the workshop will demonstrate why and how formulaic sequences or (semi)-prefabricated phrases can and should be taught in ELT.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary 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.

We would like to thank



for sponsoring this programme



Tuesday 10 April

1455-1540: Session 1.6

Tuesday

Room 1
180 audience
Workshop
YLT
e, le, s, t, a

Developing a healthy sense of self: ELT for life's purposes

Dina Blanco-loannou (University of Applied Sciences Northwestern Switzerland)

In this workshop, you'll experience inspirational and creatively empowering language-learning activities that promote a healthy sense of self. Linguistically, while activities appear simple and unassuming, they meaningfully engage learners to provide a rich and personalised language learning experience. If you are open to new ideas and want to support your learners' language development and well-being, then this workshop is for you!

Room 3
50 audience
Workshop
MD
e, le, s, t, a

Weighing your words: avoiding mixed messages due to vocabulary choice

Frances Amrani (Amrani Education Ltd. Cambridge)

This workshop will focus on how choice of vocabulary can influence the messages communicated. It will look at affect and subliminal communication conveyed by this choice, using simple activities that highlight five key areas linked to vocabulary development: word association, formality, sociological status, cognates and historical context. Participants will explore ways to apply these activities and topic in their classrooms.

Room 5
60 audience
Workshop
ESPSIG
Showcase
e, le, t, a

Meet the need: teaching workplace language pragmatically to reluctant adults

Diana Metzner (telc - language tests)

The starting point is courses tailored to the specific purposes of German nurses, shopkeepers and winegrowers needing to interact with tourists. What limitations has 'school' English? We'll discuss how to teach the restricted repertoire these reluctant adults will need at work and try out some tasks. We ask how much fluency and competence they might reasonably acquire in 10 lessons.

Room 6
60 audience
Workshop
TD
e, le, s, t, a

Mindfulness for ELT students and teachers

Rachael Roberts (Freelance)

In this workshop, we will explore how mindfulness can help both students and teachers to lower stress, improve performance, develop self control and be more resilient, productive and effective. We will look at a range of mindful ELT classroom activities for students and practical mindfulness techniques for teachers both inside and outside the classroom.

Room 8
50 audience
Workshop
GEN
le, a

Linguistic prejudice: understanding and applying concepts in the classroom

Isabelita Peixoto & Aline Dyna (Casa Thomas Jefferson)

This session aims at discussing, exemplifying and challenging participants' perceptions on the existence of linguistic prejudice within the language classroom. The objective is to relate the definition of unfair treatment given to individuals or groups solely on their choice of language to both students and teachers' own values of linguistic appropriateness.

Room 9
60 audience
Workshop
PRON
le, a

Mastering stream of speech - achieving comfortable intelligibility

Marieke van der Meer (University of Twente, Netherlands)

"Stream of speech simplifications like assimilation and vowel reduction, affect rhythm, fluency and comprehensibility" (Underhill, 2005). Participants will experience how total-body techniques like stepping, parroting, chunking, handling rubber bands, rods and beads effectively help their learners, even the lower-level ones, to master these simplifications and to think before they speak. The result: confident speakers of English sounding comfortably intelligible!

Room 10
50 audience
Workshop
LAM
e, le

Managing the nitty gritty

Julie Anne Wallis (Pilgrims Teacher Training)

In this workshop, we will look at some case studies of difficult situations or people simply being difficult. The situations become more and more difficult and you will need to decide which of Edward De Bono's thinking hats to wear to solve the issues effectively. We will draw on and share experience, so come with issues of your own.

Room 11
50 audience
Workshop
MD
e, le, t, a

The message: constructing meaningful, usable EFL materials from song/song lyrics

Chris Walklett (University of Essex, UK)

Music in the classroom has become hip again. Now all we have to do is remember how to use it properly as a resource! This workshop will overview and evaluate what's out there, provide templates to aid lesson plan construction, and ask the audience for their contributions. It aims to transcend the (frankly uninspired) mentality of "um... right... let's do a gapfill".

Syndicate 1
200 audience
Workshop
LTSIG Showcase
e, le, s, t, a

Gamifying your classroom: the basics

Deborah Healey (University of Oregon)

Language teachers have long used games, but gamification – the use of game elements in non-game settings – is a more recent concept. This workshop will give a brief overview of gamification, then help teachers identify and prepare ways to use gamification in their own classrooms. If possible, bring a syllabus for a class you want to gamify.

Syndicate 2
200 audience
Workshop
MaW, TD
e, le, a

Practical guidance on writing listening tasks to accompany authentic recordings

Sheila Thorn (The Listening Business)

We shall begin by looking at how conventional listening comprehension tasks can be adapted for use with authentic recordings and identify instances where a more imaginative approach is needed. We shall then work together to create a variety of graded listening tasks to accompany a wide selection of authentic recordings of spontaneous speech, featuring native and non-native English speakers.

Tuesday 10 April

1455-1540: Session 1.6

1555-1625: Session 1.7

Syndicate 3
200 audience
Workshop
BE
e, t, a

The Disney creativity strategy in the business English context **Marjorie Rosenberg (IATEFL Vice President)**

Walt Disney's success was partially based on his ability to look at ideas from different perspectives. This concept is the basis of a creative strategy that can be used in business English classes. Participants will work through the steps in groups in order to understand how the strategy works and consider how they can adapt it to their teaching situations.

Syndicate 4
200 audience
Workshop
LAM, TD
e, t

Changing the right things or changing things right? **Sinem Atamsoy Kosar (Ege University/Cambridge University Press, Turkey)**

This presentation is about 'change management' and it covers issues like 'planning change', 'reasons of resistance to change' and 'strategies for dealing with resistance'. The workshop starts with a guided fantasy activity in which the participants hear about a school going through a change. While listening, they try to visualise the picture in their minds and find answers throughout the session.

Tuesday

1555-1625

Session 1.7

Ambassador
150 audience
Talk
LA
e, a

Using student-generated activities in class: problems and solutions **Tatiana Golechkova (New Economic School, Higher School of Economics, Moscow)**

Tasks created by learners for other learners are believed to be beneficial, but they also appear to have quite a number of potential pitfalls. In this talk, I will discuss both advantages and disadvantages of using student-generated activities in class, and focus on possible solutions to the problems that can prevent teachers from using them.

Balmoral
250 audience
Talk
BE
le, a

Designing BE classes through English as a lingua franca **Karin Heuert Galvao (i-Study Interactive Learning)**

BE can be a challenge and selecting the most efficient approach is not an easy task. While setting a clear goal is essential, comprehending the business paradigm is key to improving the learning curve. This talk will discuss the practices of ELF as a way to maximize learning, addressing the aspects and conditions required for consistent learning and breakthrough results.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Buckingham
150 audience
Talk
LitSIG Showcase
e, s

Shakespeare in the multilingual classroom: CultureShake, a multilingual project

Lisa Peter (The Shakespeare Birthplace Trust) & Annette Deschner (University of Education Karlsruhe)

A consequence of global migration, multilingual classrooms are becoming more common. In our project, CultureShake, we therefore set out to incorporate the various home languages in the English classroom in order to enhance language awareness and intercultural competence. In this talk, we would like to share insights into Shakespeare and multilingual didactics by showcasing findings and activities from our work.

Cambridge
250 audience
Talk
LAM, TD
e, le, p, s, t, a

A growth mindset for professional development in the staffroom

Chia Suan Chong (Freelance)

Do you have a fixed or a growth mindset towards continuing professional development? Do teachers in your staffroom say 'That's just how we've always done things!' or do they say 'This could be a learning opportunity!?' Considering the importance of mindsets, this talk explores ways to encourage CPD, including suggestions that make use of English Teaching professional's magazine and website.

Dukes
150 audience
Talk
RES, **IPSEN SIG Showcase**
e, le, p, s, t, a

Queering your pedagogy: teachers' queries out of the closet

Giovanni Licata (International House Rome Manzoni)

Given the lack of published materials and specific training that acknowledge all sexual identities, EFL teachers are left to find their bearings between approaches to queer their pedagogy. This talk summarizes the status quo of queer pedagogy, presents findings from a small-scale study conducted in Italy in 2016 on EFL teachers' attitudes towards LGBTQ themes and suggests a way forward.

Durham
600 audience
Talk
GEN
e, t, a

A new science of effectiveness – behind your classroom doors

Grzegorz Spiewak (Macmillan Education)

How do you prepare a really effective class for your (young) adult language learners? You'll test your intuitions about what works and what doesn't against some solid research results, and then sample several tried-and-tested activity types and techniques - including examples from *Open Mind* - for how to begin an impactful class, carry it out, and evaluate its impact.

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TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Tuesday 10 April

1555-1625: Session 1.7

Hall 4
250 audience
Talk
MD, RES
le, a

Just like me: near-peers as role models and content creators

Laura Patsko & Ben Goldstein (Cambridge University Press)

Research suggests that 'near-peers' – people whose experiences and narratives are similar to the learner's own – can represent more realistic, believable and motivating role models than native English speakers. This presentation outlines findings from research on near-peer role models and learner-generated content in ELT, and discusses practical strategies and techniques for improving learner motivation and success.

Lancaster
70 audience
GISIG Showcase

IATEFL Global Issues Special Interest Group Open Forum

Bringing real-world issues into the classroom

Come and join us to find out about global issues, as well as what our SIG has been doing in the past year and how you can get involved.

Tuesday

Oxford
800 audience
Talk
GEN
e, le, a

Spacing out! In praise of distributed grammar practice

Hugh Dellar (National Geographic Learning)

Although it remains less studied than vocabulary acquisition, there's nevertheless a growing body of evidence to suggest that grammar is more solidly acquired if structures are encountered regularly over a longer period of time – rather than in one massed meeting. In this talk, we'll consider the implications of this for everyday classroom practice and for materials design.

Restaurant
100 audience
Talk
TTEd
e, a

No drama? Two theatrical strategies for initial teacher training

David Jay (Anglia Ruskin University LSU)

What is the best way for teacher trainers to explain key principles of EFL classroom management on initial courses such as the Cambridge CELTA? Verbal explanations can be lengthy, and aren't always easy to grasp. This talk proposes two practical techniques from the performing arts to support trainee teachers in making sense of new terminology.

Room 1
180 audience
Talk
GEN
le, s, a

Promoting group cohesiveness through creative writing

Mariana Rodrigues Siqueira (Cultura Inglesa Sao Paulo)

Creative writing tasks might often be overshadowed by expository ones in ELT. Many learners dismiss writing their own poems or short stories in English as an impossible endeavor. However, there are many gains to carrying out creative writing exercises which may go beyond language development. In this talk, I will show how fostering group cohesiveness can be one of these.

Room 3
50 audience
Talk
YLT
le, s

Developing preteens' positive attitude to learning English

Anna Kashcheeva (BKC IH Moscow)

The purpose of this presentation is to share my experience of working with 10-12 year-old learners and suggest ways of helping a mixed-ability group of young learners to learn how to cooperate in class and learn more effectively, raising their awareness of learning strategies, arouse their interest in English, as well as meeting their emotional needs.

Room 5
60 audience
Talk
ESPSIG
Showcase
e, le, t

Encouraging ESP acquisition through interactive projects

Albena Stefanova (University of National and World Economy)

Encouraging ESP acquisition is daunting but not impossible with the employment of modern technologies and interactive projects. This talk focuses on a practical multi-component task done by students of political studies on the four main activities. The experience and observations shared can help not only ESP but also GE teachers benefit and make their lessons more interactive and stimulating.

Room 6
50 audience
**Talk with
restricted
audience
number**
LAM, TD
e, a

Making outstanding the norm

Jill Coleman (Bell School, Cambridge) & Sarka Kreuzova (Bell London)

'Satisfactory' is no longer good enough. Bell is a well-known educational provider in the UK and overseas and, inspired by the academic leadership team, we decided that our goal should be to achieve excellence in language teaching and learning in every classroom. This talk outlines some of the ways in which we are working towards making outstanding the norm.

Room 8
50 audience
Talk
LAM
e, le, a

The English department at a medium-sized university: only instrumental?

Marina Gonzalez (UFLO University)

I will introduce the challenge of setting up an English department at a medium-sized university and the possible impact it could have through growth. If managerial innovation can find its way in the established culture at university, then the expected opens up into possible and institutionally unforeseen growth and expansion.

Room 9
60 audience
Talk
RES, TD
le, t, a

Improving the mental health of English language teachers

Philip Longwell (INTO University of East Anglia)

The topic of students' well-being is often discussed. But what about the mental health of the teachers? In this talk, I examine how both diagnosed and undiagnosed conditions are currently dealt with in the workplace, discussing existing studies and offering my primary research. I will raise awareness of the issues by drawing on personal experience and asking for participant feedback.

Tuesday 10 April

1555-1625: Session 1.7

Tuesday

Room 10
50 audience
Talk
MD
e, a

Online listening and speaking assessment for adults in South Africa

Charlotte Mbali (Talk English, Durban, South Africa)

I'll present a show and tell of locally developed (South African) online exercises using Moodle at CEFR A1-B2 levels. Participants will be stimulated to analyse what constitutes diverse levels in audio input (from simulated to authentic announcements, for example) and what should be the criteria for scoring speaking uploads from the students.

Room 11
50 audience
**Talk with
restricted
audience
number**
RES
le, s

Intercultural FL teaching in Poland - a qualitative study

Pawel Sobkowiak (Adam Mickiewicz University, Poznan, Poland)

This presentation will report on the study which investigated whether, and to what extent, English in culturally homogeneous Poland is taught interculturally. Interviews with teachers allowed us to examine whether students are encouraged to explore foreign cultures, compare and contrast one culture with another, including their native one, or discuss critical incidents, ultimately finding what contributed to communication breakdowns.

Syndicate 1
200 audience
Talk
RES, **LTSIG
Showcase**
e, t

The Facebook effect: usage of social media in elearning programs

Christina Giannikas (Cyprus University of Technology)

Facebook has become an integral part of our lives; its built-in functions offer pedagogical, social and technological affordances. This talk will report on research findings that derived from an online MA program, where Facebook was used as an alternative platform. The study focused on attitudes, synchronous text-based chat, students' perception of its usefulness, and academic engagement.

Syndicate 2
200 audience
Talk
YLT
e, le, s

Improving student-to-student interactions in the EFL classroom

Sanja Bozinovic (Osnovna skola Nikole Hribara Velika Gorica, Croatia)

This talk offers a set of activities to help students improve their speaking and thinking, and give everyone in the group adequate and equal opportunity to improve. Teachers will create, clarify, negotiate and fortify ideas in peer-to-peer conversations about the advantages and challenges of teaching students of different ages and language levels how to engage in meaningful and constructive conversations.

Syndicate 3
200 audience
Talk
TEA
e, le, p, s

Actioning improvements in the Indian school system: washback by design

John Bentley (Trinity College London)

In contexts where a strong tradition of teacher-led, non-communicative practices could be accountable for low levels of communicative competence, what data can be gathered to help better understand the relationship of teaching practices to learner outcomes? Through the example of Trinity's ASL exam in India, this talk explores the multifaceted impact of the introduction of a communicative assessment system.

Tuesday 10 April

1555-1625: Session 1.7

1655-1725: Session 1.8

Syndicate 4
200 audience
Talk
GEN
e, a

Whatever happened to the third P?

Paul Emmerson (The English Language Centre, Brighton)

Once upon a time there were Input lessons (PPP: presentation, controlled practice, less-controlled practice) and Output lessons (fluency work and tasks). Then things became less rigid. Good. But, somewhere along the way, the third P disappeared. It is now conflated, wrongly, with fluency work. We need it back, and it's especially relevant for the flipped classroom.

1625-1655

Coffee break

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

1655-1725

Session 1.8

Ambassador
150 audience
Talk
GEN
le, a

Authentic listening at lower levels: responding to how learners feel

Fred Gordon (The London School of English)

Lower-level learners can find authentic listening texts impenetrable, especially outside the managed confines of the classroom. This talk will examine how learners' inability to understand real listening texts makes them feel. It will encourage teachers to recognise how learners respond emotionally to authentic material, and will suggest practical ideas to maintain learners' motivation and help them achieve measurable, identifiable progress.

Balmoral
250 audience
Talk
LA, YLT
e, le, s

Running with scissors: authenticity in the classroom

Philip Warwick & Emily Gale (Pearson English)

In the search for authentic language, clumsy adaptations or inappropriate tasks in courseware may render real-life examples inauthentic. This session will walk through Pearson research that identifies which authentic tasks and materials are most effective for the secondary classroom; and how Pearson and the BBC applied this to create our *GoGetter* and *Wider World* courses.

Buckingham
150 audience
Talk
LIT
LitSIG Showcase
e, le, s

Interculturality through literature and films from the world

Barbara Lapornik (Liceo scientifico 'France Preseren')

This presentation focuses on contemporary multicultural literary texts, as well as film and video clips, to highlight the theme of interculturality. Michael Byram's model of intercultural competence and Adrian Holliday's *Grammar of Culture* will serve as a framework for subsequent class activities, aiming to foster our students' critical understanding, cultural sensitivity, awareness and communicative skills.

Tuesday

We would like to thank



for sponsoring this programme



Tuesday 10 April

1655-1725: Session 1.8

Cambridge
250 audience
Talk
LAM, TD
e, p, s, t, a

How can we transform English language teaching?

Alan Mackenzie (TransformELT)

Many changes in institutions and school systems are well-intentioned, but actually have little real impact. At TransformELT we use a range of approaches, depending on the context, which can better enable you to manage change; support individuals through the process; explore your visions; and construct outline action plans for how you are going to transform ELT in your own contexts.

Dukes
1655-1810
150 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.

Tuesday

Durham
1655-1810
600 audience
Forum
TD

Forum on CPD: international perspectives

Sustainable professional development for language teachers: a leadership perspective

Sofia Magdalena De Stefani (Universidad ORT Uruguay) & Maria Muniz (Ivy Thomas Memorial School)

This talk aims to discuss leadership strategies that can enhance the professional development of teachers of English in times of educational change. The presenters will address the challenges involved in promoting sustainable CPD practices and will share their experience from a leadership perspective, offering a series of transferable strategies. Input from the audience is encouraged in the Question & Answer phase.

Are teachers ready for mandatory CPD?

Irina Ivanova (Shumen University, Bulgaria)

The talk discusses teachers' responses to recent changes in education policy which introduce mandatory CPD and teacher appraisal. The discussion is based on the findings of a small-scale study of Bulgarian EFL teachers' awareness of the nature, scope and benefits of CPD, and raises questions about the value of top-down initiatives.

Using Kirkpatrick's level of evaluation to assess a CPD programme

Anita Galasso (EF Manchester)

This talk will focus on how Teaching Managers can measure the effectiveness of their CPD provision in their Language Teaching Organisations. I will share my experience of implementing this model and discuss how the results of this tool were used to improve the CPD programme within my language institution.

Hall 4
250 audience
Talk
TD, TTEd
le, t

Helping teachers understand and use different lesson frameworks

Judith G Hudson (Freelance)

After looking for ways of helping teachers on initial teacher training courses, e.g., CELTA courses, to deepen their understanding and differentiate between different lesson frameworks for introducing and revising language, we developed some helpful ways. Participants will be encouraged to give their opinion of the methods presented and will be given access to the materials.

Lancaster
70 audience
Talk
GISIG Showcase
e, t, a

Using culturally sensitive and linguistically adequate language across cultures

Katharina Groebinger (University of Applied Sciences BFI Vienna)

When it comes to culturally sensitive and linguistically adequate language across cultures, what can we do to raise our students' awareness of the impact their cultural backgrounds and mother tongues have on their English language acquisition and use? By using exercises and role plays, I will outline how the students' awareness can be raised and how pitfalls can be avoided.

Oxford
800 audience
Talk
TEA, TTEd
e, le, s, t, a

Does exam practice make perfect? Depends on the practice

Stuart Vinnie (Cambridge Exams Publishing)

How do you get the most out of practice tests in your classroom? With the right scaffolding, learners can be exposed to Cambridge English Authentic Examination Papers early on, and in this session I will discuss how to tackle the tasks in a positive and collaborative environment, sharing best practice from the successful Practice Makes Perfect website, and each other.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ESOL = English for Speakers of Other Languages
ESP = English for Specific Purposes

GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
Lit = Literature
LT = Learning Technologies

MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Tuesday 10 April

1655-1725: Session 1.8

Tuesday

Auditorium 2
1655-1810
600 audience
Forum
LA

Forum on Projects

Project Week: maintaining motivation through a student-led collaborative task

Susan Nurse & Manuel Flores Lasarte (ELTC, University of Sheffield)

This talk will introduce a multi-level model for a mid-term Project Week. In this student-led, autonomy-enhancing project, students are asked to research an aspect of their local area. The task is designed to improve students' teamwork skills and motivation. Embodying aspects of Dornyei et al (2016) 'Motivational Currents in Language Learning', this model can be easily adapted, whoever your learners.

Motivating through projects: boosting the ESL student experience

Jessica Florent & David Leach (ICTE-UQ) & Christine Muir (University of Nottingham)

Learning through projects can be a highly valuable experience for students, but what makes for an effective project? This presentation will describe a successful project in a specific context. It will also present the challenges faced and highlight the key elements for success which might be transferred between varied ELT classrooms.

Project based learning - reflective practice, constraints and learner outcomes

Christina Barni & Margaret McCarthy (Cork English College)

This presentation is based on the results of three months of action research completed in a rolling enrolment environment. We aim to show less-experienced teachers how PBL can encourage learner autonomy and peer-teaching, help foster a sense of community through teamwork and increase learner motivation to achieve the outcomes laid out on the syllabus.

Restaurant
100 audience
Talk
GEN
e, le, p, s, a

Incorporating diversity: best practices for materials and/or the classroom

Ana Carolina Lopes (StandFor)

In this talk, we will cover the following topics: what diversity is; who should incorporate it (teachers, editors, writers?); why it is important today; and finally we will concentrate on how to implement it. I will share some ideas that have been successfully incorporated in some Brazilian materials and classrooms that can be replicated in different contexts.

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary 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 1
180 audience
Talk
AL, TD
e

Introducing SLA concepts through collective teacher discussions for professional development
Robert Cooper (St Mary's University, Twickenham)
This talk explores the use of discussion activities to highlight crossovers between teachers' daily practice and concepts from Second Language Acquisition research. It stems from focus group discussions around error correction where teachers revealed parallels between their classroom understandings and academic research. These parallels underline how dialogic activities can exploit existing teacher knowledge to introduce alternative perspectives on classroom practice.

Room 3
50 audience
Talk
GEN
p

L2 learners' language use during peer interaction for performing tasks
Sukyoung An (UCL IOE)
L2 learners use both L1 and L2 during peer interaction for performing L2 tasks, even though they are encouraged to use only L2. This talk presents how and why L2 learners use L1 and L2 during peer interaction in L2 classrooms of two different primary schools, i.e. a state primary school of Seoul and a Korean heritage school of London.

Room 5
1655-1810
60 audience
ESPSIG
Showcase

IATEFL English for Specific Purposes Special Interest Group Open Forum
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.

Room 6
60 audience
Talk
LT, MaW
e, a

6 products you can create to keep clients coming back
Christina Rebuffet (Speak English with Christina)
What can you offer clients to keep them coming back, other than different training packages? After all, if you want your teaching business to thrive, you need to build lasting relationships with clients who become fans of your services. Learn about six different 'products' you can create to keep clients coming back to YOU for more!

Room 8
50 audience
Talk
TD, TTEd
e, t

Becoming a connected teacher: 21st century CPD
Pilar Aramayo-Prudencio (British Council, Mexico)
The digital revolution has reached most ELT settings: with access to digital resources rapidly expanding, learning opportunities grow exponentially. Are you making the most of digital age opportunities to develop your own capacities for connected teaching? This session will examine essential 21st century teaching skills and how to develop them, and analyse the benefits/challenges of pursuing MA studies – online.

Tuesday 10 April

1655-1725: Session 1.8

Tuesday

Room 9
60 audience
Talk
LA
le, t

Helping students define their identity

Maria Cyrankowska (University of Rzeszow, Poland)

Shouldn't we, as teachers, help students make sense of their condition, education and life? To start with, they need to know themselves and try to find their true self, learn what drives them and what talents they have. They need to define their identity and consequently take responsibility and be in charge of their lives. So first "know thyself".

Room 10
50 audience
Talk
TEA
e, a

Feedback on writing: common teaching practices in exam preparation

Tatiana Polovinkina (BKC-IH Moscow)

This talk is a report on a small-scale action research study for my master's dissertation conducted in a private language school in Moscow. The study focused on the teacher's preferences and opinions regarding feedback on writing in the context of preparing students for international exams (Cambridge First, Advanced and IELTS): what they do and what factors inform their choices.

Room 11
50 audience
Talk
RES, TD
e, s, a

What are critical incidents in a doctoral journey?

Barbara Roosken (Fontys University)

What are the critical incidents that impact on doctoral students' resilience? I will report the summary of patterns that emerged from interviews with four doctoral students. Students discussed coping strategies and how they managed their initial challenges. They referred to their main strategy as 'stick-to-itiveness' and their most powerful tool of all: the eyes of others.

Syndicate 1
200 audience
Talk
TD, **LTSIG
Showcase**
le, a

Developing mobile teaching materials for challenging circumstances

Gary Motteram (University of Manchester)

This talk presents a case study of the creation of mobile teacher development materials. The focus is Syrian English teachers who work in the Za'atari refugee camp in Jordan. The talk presents the development process, explains why the materials have been developed, the technologies used and shows the materials themselves.

Syndicate 2
1655-1810
200 audience
Forum
MaW

Forum on Materials writing

Writing an online academic reading course: lessons learned

Louise Greenwood & Kate Tindle (Zayed University, Dubai)

Increasingly, experienced materials writers are faced with the challenge of moving from traditional materials development to writing for an online environment. How easy is it to make this transition? This presentation will describe the experience of writing an open online course in academic reading skills and share some practical solutions to the issues that arose.

Developing teachers' expertise through adaption or replacement of course material

Tony Waterman (Royal Air Force of Oman)

This presentation presents findings from a study to examine why and how teachers evaluate the coursebooks they are using and how they adapt or replace ineffective material and then evaluate these 'new' materials. Using teachers' reflections, the three-month study presents the challenges and benefits encountered and offers an approach for teachers and trainers worldwide to develop classroom expertise.

Exploration of an ELT textbook writing process: a case study

Deniz Saydam (Middle East Technical University, Turkey) & Aylin Selin Dewan (TED University)

This talk focuses on the experiences and challenges faced by a group of ELT teachers while writing a series of English resource books intended for use in primary and secondary public schools. The considerations and constraints that have been taken into account during the materials writing process are analyzed with a view to the role of personal practical knowledge.

Syndicate 3
200 audience
Talk
LAM, TD
e, s

"By indirections find directions out": evolution of a transnational project

Alan Pulverness (TransformELT) & Sarah Mount (Norwich Institute for Language Education)

This presentation is aimed at anyone about to undertake or considering involvement in a transnational project. We will describe our experiences as partners in an Erasmus Plus project focused on the teaching of German and English in licei, istituti professionali and istituti tecnici in the autonomous province of Trento in Italy, and highlight the challenges involved in working across cultures.

Tuesday 10 April

1655-1725: Session 1.8

1740-1810: Session 1.9

Syndicate 4
200 audience
Talk
GEN
le, a

Helping learners use lexical inferencing

Danielle Carvalho (CNA)

I will show the importance of teaching the sub-skill of lexical inferencing to low-intermediate students and upwards. I will outline techniques that can be used to prepare materials and teach lexical inferencing. I will analyse the content I have designed based on this research to work on the sub-skill of inferencing with a text about the life of Louis Braille.

1740-1810

Session 1.9

Ambassador
150 audience
Talk
BE
le, a

The role of grammar in the BELF perspective

Virginia Lopez Grisolia (Argentina)

With English having become a lingua franca and business exchanges occurring mostly among non-native speakers, it is time to revisit the role of grammar in BE. To that effect, I conducted a study to collect data regarding the weight assigned to grammar, as well as the methodology and materials employed in BE sessions delivered in Buenos Aires at present.

Balmoral
250 audience
Talk
TD, TEA
e, le, p, s, t, a

The great monolingual myth: embracing multilingual practices to enhance learning

Alex Thorp (Trinity College London)

As English teachers, we work in multilingual contexts with multiple languages represented, yet there remains a dominance of monolingual approaches to teaching and assessment. This session explores the notion that monolingual paradigms can neglect a valuable resource and actively disadvantage learning. Multilingual classroom practices are considered, with reference to Trinity's assessment tasks, to see how the balance can be redressed.

Buckingham
150 audience
Talk
LitSIG Showcase
e, le, t, a

Lexical exercises with contemporary poems for advanced learners

Kirill Ignatov (Moscow State Lomonosov University-MGU)

The talk argues for exercises with contemporary poems devised on the principle of indirect goal setting, which suggests that while doing some language activities, students get involved into a close reading of the text. Performing such tasks allows students of advanced level to appreciate the poems better. An overview of different types of exercises is presented and exemplified.

Tuesday

Cambridge
250 audience
Talk
MD
e, le, t, a

Visual literacy and ekphrastic writing in the language classroom

Sylvia Karastathi (New York College, Athens, Greece)

This talk will propose the ancient rhetorical exercise of 'ekphrasis' as a creative writing activity that could be used in the classroom to promote linguistic specificity and attentive viewing. Teachers will experience and practise 'ekphrases' through selected museum education tasks and explore the opportunities for a personal encounter with the visual arts that this genre could offer language learners.

Hall 4
250 audience
Talk
GEN
e, le, t

Vocabulary review in fun ways

Oksana Dzyuban (Ukrainian Catholic University)

Multiple encounters with lexical items are necessary to ensure long-term retention and recall. In this talk, you will experience highly-engaging activities to help learners make friends with words and their meanings in order to move them into permanent memory. You will benefit by expanding your repertoire of techniques for recycling and revising vocabulary.

Lancaster
70 audience
Talk
GISIG Showcase
e, le, t, a

Global social issues in a Turkish foundation course

Evangelia Strongylakou (Sabanci University)

Do my students care if their T-shirts were made by slaves? Do they know about the cycle of poverty? These and more questions prompted me to start a dialogue with them and challenge their preconceptions and beliefs through five sessions during the semester, where we search, discuss and act on social issues which are usually not included in ELT books.

Oxford
800 audience
Talk
TEA
le, a

Teaching IELTS to lower levels

Claire Wijayatilake & Susan Hutchison (Cambridge University Press)

This session, led by two of the authors of *Mindset for IELTS*, gives practical advice on teaching IELTS at lower levels. It shows how you can balance market and pedagogic considerations to give students both what they want (IELTS) and what they need (General English). We will use materials from the lower-level courses to demonstrate how this can work.

Restaurant
100 audience
Talk
TD, TTEd
e, s, t, a

Delta lessons: creativity, content and criteria

Carole Robinson (NILE - Norwich Institute for Language Education)

Many teachers embark on the Delta course with high hopes of transforming their teaching. While some achieve this, others seem to find the challenge of meeting criteria a constraining rather than developmental experience. Based on both candidates' and tutors' opinions, I will look at how creativity and relevant content can be included in Delta lessons while achieving the required criteria.

Tuesday 10 April

1740-1810: Session 1.9

Tuesday

Room 1
180 audience
Talk
RES
e, p

Foundational English skills for beginning reading in EAL

John Simpson (British Council Sub Saharan Africa)

The presentation shows how the dominant model of early grade reading in EAL within donor-funded interventions in SSA deals more with the mechanics of reading than comprehension. It describes how this weakness can be addressed by a strong focus on foundational English skills - listening comprehension, oral ability and growth of vocabulary - that underpin reading.

Room 3
50 audience
Talk
TD, TTEd
le, s

The long and winding road of pedagogical management

Louise Potter (Teach-in Education)

Project Based learning (PBL) is not an easy path to follow, especially when teaching a foreign language in a mainstream school. During this workshop, I will guide you through how we introduced PBL in our school and had to not only restructure our teacher training course but also make students become aware that they were agents of their own learning.

Room 6
60 audience
Talk
LA
le, a

The coaching model for successful language learning

Sandra Lindon (Pisa, Italy)

Today's students are often overwhelmed by the abundance of learning options and are unprepared to use well the limitless self-study solutions which modern technology offers. I will show how, by following the simple and repeatable coaching model, students first learn how to take responsibility for their learning process and only then move to the actual learning.

Room 8
50 audience
Talk
TD, YLT
e, p

Creating a culture of thinking in the young learner classroom

Maria Laura Garcia (Lenguas Vivas/ Asoc. Escuelas Lincoln)

This talk focuses on the implementation of a culture of thinking in the early years of schooling. It presents how this concept, developed by Harvard School of Education, can be applied in foreign language teaching. It connects a set of cultural forces present in every group learning situation with classroom ideas and learners' work samples that best illustrate their interplay.

Room 9
60 audience
Talk
GEN
e, le, t

Teacher code-switching in the university EFL classroom in China

Jie Chen (University of Bath)

Recent literature has shown that in many ELT institutions in China 'English-only' has been seen as an 'unwritten rule', which is, however, not in accordance with teachers' widespread code-switching use in practice. I'll present a study addressing this issue by investigating ten teachers' perceptions of both internal and external factors that influence their L1/TL use in EFL classrooms in a Chinese university.



Room 10
50 audience
Talk
TD, TTEd
e, le, t, a

The impact of professional development on ELT practice in Pakistan

Naziha Raza (Emirates Aviation College)

This presentation reports on findings from an investigation into the professional development practices of English language teachers in rural Pakistan. Findings reveal that, contrary to prevalent perceptions, a significant number of teachers are knowledgeable about, and eager to engage in, contemporary professional development. Implications for facilitating autonomy in professional development are discussed.

Room 11
50 audience
Talk
LA, TEA
le, s

How could ICT work as a formative assessment tool?

Badriya Al Mamari (Ministry of Education, Oman / University of Exeter)

Various studies and experiments have been conducted during the past few years to investigate different areas in assessing writing skills. However, many of these investigations have only focused on exploring how to summatively assess writing without involving the learners in the process. This session focuses on how effectively innovative Automated Writing Evaluation (AWE) tools could be used for pedagogy.

Syndicate 1
200 audience
LTSIG Showcase

IATEFL Learning Technologies Special Interest Group Open Forum

The annual meeting for members old, new and perhaps to be. Come to our open forum to see what the SIG has been doing since we last met and find out our plans for the next 12 months. Come meet the SIG committee and take up your chance to get involved with the SIG.

Syndicate 3
200 audience
Talk
TD, TTEd
e, s

Plugging the gap: designing a CLIL course with a difference

Rena Basak & Rachel Kirsch (Docetis International)

Does your organisation offer short, stand-alone CLIL courses to groups of overseas teachers? What, if any, training and support do participants receive prior to and post course? Find out how Docetis International is working on delivering a before, during and after CLIL programme with Kazak secondary school teachers preparing students for IGCSEs and A Levels.

Syndicate 4
200 audience
Talk
AL, TTEd
e, le, t

Integrating theory and practice through initial teacher education

Martin Dewey & Nick Andon (King's College London)

This talk presents recent research conducted with students on an MA programme for novice teachers. Our focus is student teachers' experiences of MA academic work and their pre-service teaching practicum, exploring the relationship between theory and practice and examining to what extent these can be integrated in the curriculum. We are particularly interested in novice teachers' developing perceptions of expertise.

Tuesday 10 April

1900-2115: Evening events

1900-2115 Evening events

Extended Exhibition Opening

Until 1900

For one night only the Exhibition will be staying open after the end of the sessions until 19.00. Come and enjoy a relaxed atmosphere with special events and offers from our exhibitors. There may even be one or two freebies!

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

1900-2000 in Syndicate 3 & 4

We will be meeting to report on what has been done since last year in Glasgow and to discuss possible initiatives for the coming year. We will also present the group and its goals, the new committee, 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!

Pecha Kucha

1915-2030 in Syndicate 1 & 2

Originating from the word "chitchat," a Japanese term describing the sound of conversation, we again offer you a Pecha Kucha evening. By now you should know the format: 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!

IATEFL International Quiz

1930-2115 in Auditorium 2

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... maybe a drink or two and the chance to be crowned quiz champions of Brighton 2018.

Tuesday



Wednesday 11 April

0800-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1730: Exhibition Open

0800-1730 Registration desk open

0815-0845 IATEFL How To... sessions

Ambassador
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.

Balmoral
250 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.

Buckingham
150 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.

Dukes
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.

0830-1730 Exhibition open

Wednesday

We would like to thank

OXFORD
UNIVERSITY PRESS

for sponsoring this programme



Wednesday 11 April

0900-1000: Plenary Session

0900-1000 Plenary Session

Oxford

Plenary session by Dorothy Zemach



Dorothy Zemach holds an MA in TEFL from the School for International Training in Vermont, USA. After teaching ESL for over 25 years, she now concentrates on writing and editing materials and conducting teacher-training workshops. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing and humor. A prolific textbook author and editor, Dorothy has penned everything from the *Teddy Bear's Magic Music* teacher's book to the lowest and highest levels of Macmillan's flagship course *Open Mind* to the groundbreaking *English for Scammers* (self-published). In 2012 she founded a micropress, Wayzgoose Press, that publishes fiction, literary non-fiction and ELT materials. Website: <http://dorothyzemach.com>

Sausage and the law: how textbooks are made

"Those who love sausage and the law," goes the saying, "should never watch either being made." But given how influential textbooks are—they can shape a teacher's activities, lesson plans, or entire course curriculum—it's time to have a look inside the sausage factory at how textbooks are created.

In recent years, publishers have changed the ways in which they decide what is published, how those materials are written, how (and how much) writers are paid, how to respond to new technologies, and how much to charge the customer. All of these changes influence the final product—the books and materials you use. And although many teachers have little knowledge of how books are created, they hold enormous power over the publishing process. It's time, I'll argue, for teachers to understand what's going on, and to band together and use their power for good.

Having worked on everything from writing ancillary materials for most of the major ELT publishers to freelance and in-house editing to authoring coursebooks to running my own micropress, I'll be sharing frank insights on materials creation from both the author's side and the publisher's side. After analyzing the transformation of the ELT publishing industry in the last half decade, I'll offer recommendations for what teachers and administrators can do to help get the highest quality and most appropriate books for their classrooms.

Wednesday

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

1020-1050

Session 2.1

Ambassador
1020-1135
150 audience
Panel discussion

Hornby Scholars presentation: Can new technology sustainably improve quality in state language education?

New technology has the potential to provide education systems with new solutions to issues of quality in teaching and learning. This presentation will investigate how technology is being used in the very different contexts of Zimbabwe, Nigeria, Brazil, Argentina, Uzbekistan and Bangladesh, to support the assessment of English in schools, the in-service CPD of teachers, and students' access to learning materials.

Cynthia Mabel Chindipha (Zimbabwe), **Milena Solange Altamirano** (Argentina), **Nusrat Gulzar** (Bangladesh), **Clifford Mashiri** (Zimbabwe), **Joy Onyemaechi** (Nigeria), **Cecilia Griffiths** (Brazil) & **Nilufar Begibaeva** (Uzbekistan). [Facilitator: Martin Lamb, University of Leeds]

Balmoral
250 audience
Talk
GEN
e, le, s, t, a

Independent listening - staying on board when you can't interrupt

Robin Walker (Freelance / EnglishGlobalCommunication)

Trinity's ISE exam involves an independent listening task designed to assess the ability to deal with podcasts, classes or lectures. In this talk, I look at the difference between interactive and independent listening, and at the special difficulties the latter supposes. I then explore a range of activities that we can use to help learners to become better independent listeners.

Buckingham
150 audience
Talk
TD, **LAMSIG**
Showcase
e, le, a

Is it just about language? Supporting non-native speaker teachers

Katherine Martinkevich (British Council Ukraine)

What can the teaching centre management do if some non-native speaker teachers are reluctant to teach higher levels? We decided to look at the roots of this self-discrimination together with the teachers and their students. The talk will present the findings of our research and solutions based on our new understanding of the issue.

Cambridge
250 audience
Talk
YLTSIG
Showcase
e, le, p

Little sponges? Child development and early foreign language learning

Carol Read (Freelance, Spain)

Despite contrary evidence from research, teaching English to young children is happening anyway on an increasingly global scale. This talk explores the pros and cons of the early introduction of English and proposes how to optimize learning by contributing to the attainment of holistic child development goals that characterize pre-school. It also questions the assumptions underlying a narrow language-driven approach.

Wednesday 11 April

1020-1050: Session 2.1

Dukes
150 audience
Talk
**MaWSIG
Showcase**
e, le, a

Fakepedia.biz: practical fact-checking for ELT

Damian Williams (Freelance)

Nowadays, we are consulting sources of information shared via social media more than ever before, whether this be for preparing lessons or writing materials. With this comes a responsibility to ensure the sources we use are factually correct. In this talk, I will demonstrate a wide range of simple, practical measures we can employ in order to do so.

Durham
1020-1135
600 audience
Forum
GEN

Forum on EMI

Exploring EFL postgraduate students' learning needs on English-medium business programmes

Awad Alhassan (Dhofar University, Oman)

This presentation explores the language needs and skills required by EFL postgraduate students to effectively cope on an English-medium business programme of study in an EFL context. The intended audiences are EFL and EAP researchers and practitioners. The research and pedagogical implications and insights of the reported study, for both business education and EAP, will be presented and discussed.

EMI (English as a medium of instruction): issues and strategies

Carol Griffiths (Turkey) & Adem Soruc

Although EMI is now a widespread global phenomenon, the challenges of English-medium instruction for both students and teachers remain under-researched. A study employed a qualitative approach to investigate the challenges encountered in an English-medium Turkish university and to identify strategies employed to cope. Implications are suggested, both for student support and teacher training, and areas requiring ongoing research are recommended.

Lessons learnt from EMI

Steven Muir (British Council Alcalá)

As universities around the world offer degree courses in English, there is a growing need for university lecturers who can teach through the medium of English. In this talk, I will describe my experience of working on training courses for EMI lecturers, explore some of the issues involved and share the lessons I have learnt.

e = experienced audience

le = less-experienced audience

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.

Wednesday



Hall 4

1020-1135

250 audience

Forum

EAP

Forum on EAP writing

Developing writing across disciplines

Kirti Kapur (NCERT, New Delhi, India)

Writing encourages critical thinking when it is viewed as a 'process' and not a 'product'. The communicative purpose of writing combined with strategies to engage learners are useful skills across disciplines. This presentation will demonstrate how a variety of writing tasks that follow different writing conventions across disciplines are being incorporated in the teaching of writing in India.

Teaching research paper writing in a large multidisciplinary EFL class

Jianbin Zeng, Peiyong Ji & Jianwei Wang (College English Center, Fudan University, China)

English Research Paper Writing is a large multidisciplinary EFL course across the curriculum and disciplinary fields for PhD students in Chinese universities. I will discuss the peer reviews and writing tutorials that were introduced to facilitate these academically challenged and motivated EFL and EAP learners in their study, research and publication in international academic contexts.

A closer look into EFL students' voice in academic writing

Ahmed Al Ajmi (Rustaq College of Education, Oman)

This presentation investigates how students use 'voice' in their academic writing in an EFL context. The challenges they face in using voice in academic writing and how to overcome them will be discussed. Based on the main findings of the study, the audience will be provided with practical hints on how to apply the study findings in their EFL contexts.

Lancaster

70 audience

Talk

TD, TTEd

e, a

A transgender candidate's experience on an intensive CELTA course

Patrick Huang (EC Toronto / University of Toronto)

This talk focuses on observations shared by a transgender candidate on their experience on a recent intensive CELTA course in Canada. Some significant themes, including application process, washrooms, pronoun use, coursebook materials and tutor roles will be highlighted. Participants will have a chance to discuss these themes and relate them to their own teaching and training contexts.

AL = Applied Linguistics

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ESOL = English for Speakers of Other Languages

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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

We would like to thank



for sponsoring this programme



Wednesday 11 April

1020-1050: Session 2.1

Wednesday

Oxford
800 audience
Talk
TTEd
le, s, t, a

Forget methodology. Learners just need more (and better) practice

Jim Scrivener (Richmond)

In this practical session, I will offer ways to 'push' learning by making small changes to the quantity, challenge, intensity, ambience, persistence, repetition and variation of practice, including an exploration of 3XP (Three times practice). I will use example materials from *Personal Best* (the new course published by Richmond) to demonstrate how these techniques can work with any published exercise.

Auditorium 2
600 audience
Talk
Lit
le, a

Whodunnit? - unlocking the mystery of the class reader

Rebecca Adlard (Collins)

Readers are a great way to engage and encourage intermediate learners to read extended texts in English. But if you have ever found yourself instructing students to read around the room, and asking, 'What do you think?', this session is for you. Using examples from Collins' *Agatha Christie Readers*, this talk provides some practical ideas for using Readers in class.

Restaurant
100 audience
Talk
TTEd
e, le, a

Taming of the feedback shrew

Angelos Bollas (Freelance)

We've all had the occasional – or not - know-it-all trainee who makes feedback very difficult for us, their peers and themselves. By the end of this talk, participants will have been presented with a real-life example of such a trainee, as well as practical ways to help them lower their defence mechanisms, take feedback on board and, ultimately, improve.

Room 1
180 audience
Talk
LT
e, s, t, a

Engaging and motivating EFL students through learning technologies

Roseli Serra (i- Study interactive learning / UNICAP)

Still having second thoughts about using learning technologies in class? In this talk you will discover how to use technology to get students involved. The session focuses on activities that can be done with learners bringing their own devices (BYOD) and free or affordable web 2.0 tools such as Commaful, Lumen 5, Padlet, Blabberize, Weemee, and Adobe Spark Video.

Room 3
50 audience
Talk
GI
e, le, p, s, t, a

Empowering girls and women with English language education in China

Xiangdong Gu (Cambridge Assessment English/Chongqing University)

In this talk, I will contextualise the dramatic changes in girls' and women's literacy spanning five generations in China. I will use family anecdotes to show how English language education could empower girls and women at home and in society. My story will illustrate how far we have come and suggest what the future may hold.

Wednesday 11 April

1020-1050: Session 2.1

Room 5
60 audience
Talk
EAP, **TEASIG**
Showcase
e, le, t

Using CEFR for assessing discussions in class

Anna Makarova (University of Bremen)

This talk will focus on examining how the European Framework of Reference for Languages (CEFR) can be used for designing a discussion assessment form. The talk is based on the presenter's experience of teaching a course of Advanced Academic Presentation/Discussion Skills at the University of Bremen and will be illustrated by video recordings.

Room 6
60 audience
Talk
ESAP, **RESIG**
Showcase
e, t, a

Students' self-reflection as a diagnostic tool in ELT

Nadia Sintotskaya (Avans University of Applied Sciences)

This talk will explain the use of a student self-reflection assignment as a diagnostic tool for ELT, which showcases relations between students' performance and their self-reported emotional state. Furthermore, it is suggested that gender and intercultural background affect students' emotional experience. The research outcomes thus provide new insights into English language teaching and learning.

Room 8
50 audience
Talk
BE, ESP
e, le, s, t

A survey of workplace English: some implications for classroom teaching

Hans Platzer & Desiree Verdonk (Univ. of Applied Sciences Wiener Neustadt)

Based on a survey of workplace English (n=495), we make some suggestions for classroom teaching. Among other things, we observed that - counterintuitively - engineers are more likely to require business English skills than staff in administrative functions; and while a heavy classroom focus on telephoning is justified, the ubiquity of presentations is not, as few of our respondents actively present.

Room 9
60 audience
Talk
LA
e, le, p, s

Flipped learning for low-tech classes

Saima Abedi (Beaconhouse School System)

Flipped classrooms invert traditional teaching methods by reversing lecture and homework elements. Use of technology is considered key in this approach. As a result, flipping low- or no-tech classes seems an uphill task. I will show how flipped classrooms can empower learners with limited or no access to technology and offer strategies that transform the classroom, ensuring active learning.

Room 10
50 audience
Talk
TD

Ongoing professional development: don't tell me how... engage me!

Natalia Gonzalez Brandi (International House Buenos Aires)

This talk aims to share practical tips for teachers and coordinators to engage in a CPD scheme in which observations, talks and workshops are not the main source of development. I'll share what is being done instead at a language school in Argentina to form a team of colleagues that work together to solve problems and improve their practice.

Wednesday

We would like to thank



for sponsoring this programme



Wednesday 11 April

1020-1050: Session 2.1

Wednesday

Room 11
50 audience
Talk
TTEd
e, le, t

Travelling the road together: teacher trainers and trainees in dialogue

Ulla Fuerstenberg & Alexandra Riemer (English Department, Graz University)

A simple 'recipe book' approach to teacher training has its limitations, but trainee teachers do need clear practical guidance as well as theoretical knowledge to develop professionally. In our talk, we – a teacher trainer and a trainee teacher – will highlight the challenges of a more reflective and interactive approach to teacher training and discuss how it can meet trainees' needs.

Syndicate 1
200 audience
Talk
GEN
e, a

C2 level vocabulary proficiency made easy via Instagram

Saeid Sarabi-Asl (IAU)

Advanced collocations are said to be one of the most important aspects of English for a learner to achieve native-like proficiency. I will talk about a successful project of introducing advanced collocations to my learners and the strategy to have students practise them meaningfully through one of the most popular social networks, namely, Instagram (and its 'story' feature).

Syndicate 2
200 audience
Talk
LT, PRON
e, le, t, a

Mobile apps and pronunciation training: a self-directed learning approach

Tran Le Nghi Tran (The University of Queensland)

This presentation reports results from a design-based research project on using mobile learning to provide pronunciation training for in-service Vietnamese TESOL teachers. It focuses on factors determining the effectiveness of self-directed practice of pronunciation using apps on mobile devices and principles for mobile learning as a way to deliver professional development activities to teachers in their contexts.

Syndicate 3
200 audience
Talk
TD
e, le

I don't want to be a manager - now what?

Lizzie Pinard (ELTC, University of Sheffield)

This talk looks at a range of ideas for professional development, for teachers who don't want to be managers but do want to keep their career moving forwards. It links these ideas to the British Council's Framework for Continuing Professional Development, showing how this can be a useful CPD tool. This talk is suitable for teachers and managers alike!

Syndicate 4
200 audience
Talk
IPSEN
e, le, a

100 days 100 hours - increasing efficiency of in-company courses

Katarzyna Kowalczyk (Freelance)

I will demonstrate how habit formation, physical exercise, managing frustration and encouraging relaxation help adult learners, particularly with special educational needs, in in-company courses. I will present theoretical findings and their application to boost and streamline the learning process. I will also present the programme I have developed, called 100 Days 100 Hours, and show how it improved students' performance.



1105-1135

Session 2.2

Balmoral
250 audience
Talk
BE, LT
e, t

E-ductive grammar: “discover, discuss, demonstrate” - digitally!
Catherine Prewett-Schrempf & Anna Weninger (University of Applied Sciences for Management & Communication, Vienna)

We will present our experiences of transforming face-to-face teacher-led grammar teaching and learning to collaborative distance learning using Moodle. We will highlight steps taken to 'go digital', both technical and pedagogical, including challenges encountered and lessons learned by all stakeholders. The context is a Business English course for first-semester BA students of Management & Entrepreneurship with ten parallel groups.

Buckingham
150 audience
Talk
MD, **LAMSIG**
Showcase
e, a

Magic moments: making your students' experience memorable
Ben Butler (The London School of English)

Every learner who visits the UK thinks they're coming solely to improve their English, but actually what they often want is an unforgettable experience. This talk will examine the importance of the experience for learners and suggest ways that course providers can enhance the student experience, both inside and outside the classroom, by focussing on authentic content and specific touchpoints.

Cambridge
250 audience
Talk
MD, **YLTSIG**
Showcase
e, le, p

Developing an EFL-focused kindergarten curriculum for China and beyond
Tom Beakes (Bell) & Katy Kelly (Freelance)

This talk describes the trials and tribulations of adapting the UK Early Years Curriculum (EYFS) for use in a bilingual kindergarten context in China and other countries. We explore the challenges of adapting a UK play-based curriculum for an international language-learning context and make suggestions for addressing these problems based on our own experiences.

Dukes
150 audience
Talk
MaWSIG
Showcase
e, a

Why do all coursebooks teach the same grammar?
Graham Burton (University of Bolzano, Italy & University of Limerick, Ireland)

The grammar content of most major coursebook series is remarkably similar. There is little variation in the list of grammar points covered, nor the order or level at which they are taught. Using data from interviews with coursebook authors and editors, this talk explores the reasons behind the homogeneity of grammatical coverage and discusses whether this is a problem.

Wednesday 11 April

1105-1135: Session 2.2

Wednesday

Lancaster
70 audience
Talk
ESP, TD
le, s

A corpus analysis of phrasals and modals in teacher talk

Eric Nicaise (Universite catholique de Louvain, Belgium)

This talk will present a corpus study which explores the differences in the use of phrasal verbs and modal auxiliaries as used by NS (native-speaker) and NNS (non-native speaker, in particular French-speaking) teachers of English as a foreign language within the framework of their most common teaching functions. Implications for TEFL will also be considered.

Oxford
800 audience
Talk
LT
e, le, a

Going live: teaching online via videoconferencing

Nicky Hockly (The Consultants-E)

Teaching live online has come of age. Able to work in their own time (and on their own dime) from home, some English language teachers are turning to live online teaching via videoconferencing tools like Skype. However, the medium does pose particular challenges, even for experienced language teachers. In this talk, we explore what makes effective live online teaching.

Auditorium 2
600 audience
Talk
MD
e, le, p, s, t

Integrating life skills into English language programmes

Ben Knight (Cambridge University Press)

This talk will help teachers and educational managers understand more clearly the different aspects of 21st century life skills and how they can be integrated into English language programmes. We will look at the Cambridge Framework for Life Competencies, and show how it can help us develop these skills through teaching, curriculum, materials and assessment.

Restaurant
100 audience
Talk
TD, TTEd
e, a

Remote control(led?): a peer observation project for experienced teacher educators

Jessica Andrews & Michael Turner (International House London)

As a teacher educator, CPD opportunities can be hard to find and difficult to maintain. To combat this, we took a bottom-up approach by experimenting with a self-directed observation programme, which allows us to drive our own professional development using video platforms. We will present findings and make suggestions on how this model could be used in your institution.

Room 1
180 audience
Talk
GEN

Ms Holistic vs. Mr McNugget - conversations about grammar teaching

Marisa Constantinides (CELT Athens)

Presenting language in small fragments is still popular with some teachers, while for others holistic approaches are the only route to L2 acquisition. The main arguments in this debate will be presented through story imitating a fotonovela. Later, participants will be involved in workshop activities reflecting on the arguments and choosing options for teaching specific items of language.



Wednesday 11 April

1105-1135: Session 2.2

Room 3
50 audience
Talk
TD

Who needs coaching? I do!

Rasha Halat (Lebanese International University)

How can we help in-service teachers develop and grow professionally? I will introduce teachers to a framework I followed in training and coaching an experienced group of ESL teachers. The presentation will highlight the results of a unique professional development program that combines training on best practices and coaching teachers in their own schools.

Room 5
60 audience
Talk
TD, **TEASIG Showcase**
e, s

Impact of teachers' CLAL on students' performance

Santosh Mahapatra (BITS Pilani Hyderabad Campus, India)

This presentation presents a study aiming to measure the impact of ESL teachers' classroom language assessment literacy (CLAL) on their students' performance. The findings of this longitudinal study indicate that ESL teachers with higher CLAL have a stronger impact on their students' performance than those with lower CLAL.

Room 6
60 audience
Talk
TD, **RESIG Showcase**
e, le, t

A case study on Argentinian teacher educator emotions and pedagogy

Katherine Halet (University of Bath, UK)

This research-oriented presentation will discuss the literature and methodology relevant to the study that has been conducted for my PhD thesis. This study focuses on undergraduate second language teacher educators in Argentina and how their emotions as teachers impact their pedagogical decisions. Additionally, this presentation will outline the findings that have been uncovered based on my research.

Room 8
50 audience
Talk
LA, LT
le, p, t

Enhancing autonomy of students from disadvantaged backgrounds via digital tools

Fruzsina Szabo (Debrecen University Hungary)

The focus of my presentation is to highlight the impact of digital tools on the educational achievement of socially and economically disadvantaged students, particularly in the age group of 10-13. I hope to point out the means of promoting engagement and autonomy in the classroom environment where the concept of learning has to be adjusted to the needs of the learners.

Room 9
60 audience
Talk
EAP, TD
e, a

Discover the gaps: 'Discovery listening' for EAP practitioners' professional development

Mutlu Isil Ergun (Bilkent University)

Discovery listening (Wilson, 2003), an adapted version of the dictogloss, has enabled me to find out about my intermediate students' difficulties in listening and act upon them throughout the teaching of an 8-week course as the main focus of my professional development as a trainer. In this talk, I'll share the practical implementation of this useful technique.

Wednesday

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Wednesday 11 April

1105-1135: Session 2.2

Wednesday

Room 10
50 audience
Talk
IPSEN, TTed
e, a

Redefining equal opportunities: making CELTA manageable for visually-impaired trainees

Radwa Younis (Freelance)

Based on my personal experience as a visually-impaired CELTA trainee and, subsequently, trainer, I will highlight the challenges visually-impaired candidates can face on an intensive CELTA course. The session aims to outline problems pertaining to the reading load and accessibility of materials and resources. I will suggest some ideas for centres and publishers to ensure equal opportunities.

Room 11
50 audience
**Talk with
restricted
audience
number**
EAP, GI
e, a

Bridging cultural divides through innovative synchronous and asynchronous online teaching

Sanaa Abdel Hady Makhoulf (The American University in Cairo)

Freshman students from a university in New York and another in Egypt participated in a five-week Collaborative Online International Learning (COIL) program. They collaborated synchronously and asynchronously in a unique cross-cultural learning experience focusing on effectively using online tools to work together and bridge the divide between them. Pre-and post- COIL students' reflections will be shared and recommendations made.

Syndicate 1
200 audience
Talk
LA
le, s

Project-based learning: purpose, passion & potential

Sirhajwan Idek (Keningau Vocational College, Sabah, Malaysia)

Project-based learning (PBL) is an approach that can empower students to be in charge of their learning. With the principles of 3Ps (purpose, passion and potential), teachers can help students become more engaged in their learning as they become independent learners. This session will demonstrate how differentiated instructions (DI) can be integrated into PBL to meet students' individual needs.

Syndicate 2
200 audience
Talk
LT, TD
le, p, a

Supporting teachers for using technology for their continuing professional development

Radhika Gholkar & Urvi Shah (British Council India)

Given the sustainability and scalability of digital solutions for teacher development, there is increasing demand for them in India. However, systems require more than just infrastructure to make these solutions work. Outlining teachers' use of technology for CPD on a project called Tejas, this talk will have practical ideas for improving teachers' exposure to technology to make it more effective.

Syndicate 3
200 audience
Talk
GI
e, le, s, t, a

English teaching in the post-truth era

James Taylor (Freelance)

'Fake news' is seen as one of the most pressing issues today, but does it have any relevance in ELT? In this talk, I will argue that 'the post-truth era' provides us with an opportunity to redefine our roles as educators and offers our students the chance to improve a skill that is sorely needed at this time.



Wednesday 11 April

1105-1135: Session 2.2

1205-1250: Session 2.3

Syndicate 4
200 audience
Talk
LA
le, s

Makerspace learning for autonomy in the teenage EFL classroom

Carmen Becker (University of Braunschweig, Germany) & Annika Albrecht (Montessori Stiftung Berlin)

We will introduce makerspace foreign language learning as a holistic, affectively engaging approach and examine ways of transforming the classroom into a rich autonomous learning environment that meets the developmental characteristics of adolescent learners and allows for creative self-expression and personal growth. Concrete examples for makerspace projects including topics and framework for a three-step task design will be given.

1135-1205

Coffee break (sponsored by Caprica Ed)

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

1205-1250

Session 2.3

Ambassador
150 audience
Workshop
LT
e, le, s, t, a

Maximising student talk with carousel presentations

Thomas Robb (Kyoto Sangyo University)

Getting students to speak in class is challenging since they often do not possess the skills or confidence to speak spontaneously. Short talks allow advance preparation, but whole-class presentations are time-consuming and stressful. Carousel presentations allow students to repeat short, prepared talks in small groups. The procedure and a useful mobile app for peer evaluations will be introduced.

Balmoral
250 audience
Workshop
GEN
le, a

Using controlled grammar exercises to pick up the pace

Joseph Chapple (Cambridge University Press)

With the emphasis on communicative methodologies, controlled grammar exercises are often sidelined. However, besides promoting learning, these exercises can serve several other purposes, including the enhancement of 'pacing'. Using examples from *Grammar in Use*, this interactive session will demonstrate that grammar exercises needn't slow down or interrupt the flow of a lesson and can actually help pick up the pace.

Wednesday

e = experienced audience

le = less-experienced audience

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

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for sponsoring this programme



Wednesday 11 April

1205-1250: Session 2.3

Wednesday

Buckingham
150 audience
Workshop
TTEd, **LAMSIG**
Showcase
e, le, a

How to help people do things they think they can't **Ewelina Nowak & Amie Stephens (Regent Cambridge)**

We all think about the nature of the world and who we are within it, which influences everything we do in life, including our professional performance and achievement. This workshop will change the way you see and approach teaching, learning or managing. It offers practical suggestions to inspire and transform students and employees by fostering positive and results-driven mindsets.

Cambridge
250 audience
Workshop
LA, **YLTSIG**
Showcase
e, s

Using coaching techniques to get teenagers on your side **Sofia Leone (British Council, Naples, Italy)**

This workshop looks at using life coaching techniques to make teaching teenagers a pleasure. That's right, a pleasure. Participants will actively take part in this coaching session so they can implement the techniques in their classrooms and realise that we, as teachers, must motivate ourselves if we want to achieve greatness. You don't get the good class, you make it.

Dukes
150 audience
Workshop
MD, **MaWSIG**
Showcase
e, le, a

Versioning coursebooks for different contexts: what, how and why? **Heather Buchanan (Leeds Beckett University) & Julie Norton (University of Leicester, UK)**

In this workshop, we explore how versions of global coursebooks are created for different markets. Participants will discuss how to version a sample lesson for a specific context. We will then present the findings of a small-scale study which uncovers authors' and publishers' perspectives on the versioning process, focusing particularly on cultural content, language, methodology and design.

Durham
600 audience
Workshop
TD
e, le, s, t, a

Make critical thinking part of your everyday teacher toolkit **John Hughes (Freelance)**

Critical thinking often seems separate and disconnected from the everyday classroom. In this workshop, we'll explore and reverse this perception. Participants will discover that by making critical thinking an integral part of our teaching, lesson planning becomes easier, classroom activities more motivating, and learners more independent. Participants will leave with a full toolkit of techniques and practical activities.

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RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Hall 4
250 audience
Workshop
TD, TTEd
e, le, a

Developing an understanding of language proficiencies in teacher education programmes

Autumn Westphal (Rennert New York TESOL Center)

The Rennert New York TESOL Center, a private teacher training school in New York City, provides teacher education for pre- and in-service teachers. Using the *Global Scale of English Professional Learning Objectives* and the CEFR, The Rennert Center created a training workshop to establish language learning proficiencies that inform the development of materials for teacher training.

Lancaster
70 audience
Workshop
TD, TTEd
e, t, a

Practising core reflection - bringing out the best in EFL teachers

Niki Christodoulou (University of Nicosia, Cyprus)

The focus of most teacher development workshops and seminars is placed on 'what' teachers need to know rather than on 'who' they are as individuals or 'how' they feel about themselves and their practice. In this workshop, participants will excavate their identity and mission as EFL practitioners by engaging in core reflection in their journals.

Oxford
800 audience
Workshop
GI
e, le, p, s, t, a

Students sharing folk tales: an intercultural exchange

David Heathfield (Freelance & INTO University of Exeter)

It is human nature to respond to one story by telling another. We teachers can provide students with the tools and the opportunity to express themselves creatively by telling and sharing unscripted folk tales from both their own local regions and from diverse oral cultures. In this way, they will grow in confidence as members of the world's English-speaking communities.

Auditorium 2
600 audience
Workshop
LT
e, a

Best practice for blended learning: approaches and outcomes

Pete Sharma & Barney Barrett (Freelance)

The term Blended Learning means different things to different people. It can be challenging to run BL courses successfully. The presenters invite the audience on an interactive journey, guided by their latest book *Best practice for Blended Learning* (Pavilion 2018), and introduce an innovative framework to help implement BL courses. Participants will leave with insights into BL and practical ideas.

Restaurant
100 audience
Workshop
GEN
le, a

Teaching one-to-one

Helen Strong (Freelance, Germany)

How is teaching one-to-one different from teaching groups? Which teaching techniques work best in one-to-one scenarios? Where can you get your materials? How can you effectively give feedback to one-to-one students? Whether you are new to one-to-one teaching or you are a seasoned expert looking for inspiration, come along to this workshop to discover answers to these questions.

Wednesday 11 April

1205-1250: Session 2.3

Wednesday

Room 1
180 audience
Workshop
PRON
e, le, p, s, t, a

I remember, I remember... Rhythmic language and memorisation

Martyn Ford (English Language Centre, Brighton & Hove)

Rhymes and reduplicatives, slogans and catchphrases – English is rich in rhythmic expression. This workshop explores the varieties of rhythmic language and their power to aid learning. Playground chants, proverbs and poems will be enlisted to show how ‘keeping the beat’ can help learners to assimilate vocabulary, sentence structures and pronunciation.

Room 3
50 audience
Workshop
LA, TTEd
e, a

What do we talk about when we talk about feedback?

Chris Edgoose (Bell International, Cambridge)

This workshop will give delegates an opportunity to discuss the many things that can be meant by ‘feedback’, while inviting them to consider research into different types of feedback and going on to challenge them to expand their definition of the word to include the notion of learners building evaluative expertise.

Room 5
60 audience
Workshop
TTEd, **TEASIG Showcase**
e, s

How language assessment works: speaking

Gordon Allan (British Council Japan)

Assessment literacy is increasingly recognised as a key skill for teachers and others in education throughout the world. This workshop demonstrates an interactive approach to exploring practical issues in assessment, using video, discussion and worked examples to explore the assessment of speaking. The aim is to help teachers make informed decisions about appropriate assessments for their students.

Room 6
60 audience
Workshop
RESIG Showcase
e, le, p, s, t, a

Talking together about EFL research: issues, challenges and ways forward

Sian Etherington (University of Salford)

This interactive workshop aims to provide a space where EFL classroom researchers, from any context and at all levels of experience, can meet to discuss research ideas, concerns and challenges, moving towards collaborative resolutions to shared questions and dilemmas. I ask that delegates arrive at the workshop ready to discuss one challenge or question arising from their research.

Room 8
50 audience
Workshop with restricted audience number
EAP
le, t

Engaging students in academic writing with task-based instruction

Marian Crandall (Educational Testing Service)

The TOEFL iBT® integrated writing task offers one model for designing authentic and effective writing assignments for specific academic disciplines. The presenter will discuss how this model was used successfully to teach comparison as a rhetorical strategy in a course for graduate art students; then participants will collaborate to develop assignments for other fields of study and other rhetorical modes.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS



Room 9
60 audience
Workshop
GI
le, s

She's a policeman?! Gender-neutral language in the classroom

Jemma Prior (Free University of Bozen/Bolzano, Italy)

What is gender-neutral language? Why is it important? And how can we integrate gender-neutral language into the ELT classroom? This workshop will examine these questions amongst others and will include many practical examples for classroom activities from the recent British Council publication *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals*.

Room 10
50 audience
Workshop
LT
e, le, p, s

Do androids dream of electric sheep? ELT & digital empathy

Julia Alivertis & Eftychios Kantarakis (TESOL Greece) & Varvara Chionopoulou (EUROPOINT PLS)

Planting the seeds of empathy in the 'digital generation' classroom can prove a useful tool when dealing with conflicting emotions in today's changing ELT world. This workshop will introduce the concept of 'techno-ethics' and demonstrate how technology-aided teaching can be enhanced with the inclusion of empathy, the subtle tool that builds 21st century learning and global competency.

Room 11
50 audience
**Workshop with
restricted
audience
number**
ESP, LA
e, t

Students taking over the classroom: an example of learner autonomy

Gerda Bosman & Janine Jalving (HAS University of Applied Sciences, The Netherlands)

An interactive workshop on how to help students build confidence in their language skills and make English fun again by giving them responsibility for course content and form. We will explain the background, show you video footage of our students and you will be asked to work with the materials, evaluate the course and make suggestions for promoting learner autonomy.

Syndicate 1
200 audience
Workshop
GEN
e, le, p, s, t, a

Own-language use in the language classroom: why, when, and how...?

Graham Hall (Northumbria University)

This workshop explores the ways in which use of the learners' own language(s) can support learning in the classroom. Examining when and how own-language use by teachers or learners might be helpful, you will reflect on your own attitudes to own-language use, examine possible alternatives to your current approach, and consider how far they are appropriate for your own context.

Syndicate 2
200 audience
Workshop
TTed
e, a

Coursebooks or DIY for teaching practice in initial training?

Bill Harris (Freelance - UK and worldwide)

While most training centres sensibly base TP points around coursebooks, trainees are not always given the freedom to create lessons or exploit supplementary or authentic materials. In this workshop, I will report back on surveys of trainers, trainees and language schools and let participants debate the most effective way to prepare candidates for the demands of the ELT classroom.

Wednesday 11 April

1205-1250: Session 2.3

1305-1405: IATEFL AGM

Syndicate 3
200 audience
Workshop
TD, TTEd
e, le, t, a

Enhancing effective learning and teaching in the language classroom

Anna Hasper (Dubai)

This interactive session will explore how students' learning can be enhanced through applying principles of cognitive science. Participants will identify essential teacher knowledge and will explore their own beliefs about effective learning. Principles of cognitive sciences and educational psychology will be explored to highlight practical techniques that can be taken away and applied in the classroom to accelerate students' learning.

Syndicate 4
200 audience
Workshop
GEN
e, le, a

Using podcasts with advanced learners: murder, mayhem and education

Jennie Wright (Target Training)

Podcasts are having a revolution with *Serial* - the story of murder and injustice - becoming the most downloaded podcast ever. They give us access to free, authentic resources to design stimulating tasks and develop our learners' taste for authentic listening. In this workshop, we'll carry out some tasks together and I'll share my materials and 'killer' project ideas.

Wednesday

1250-1415

Lunch break

1255-1305

Ground floor
poster area

Session 2.4

Please note that today's poster presentations take place from 1255 to 1305 during the lunch break. Details are on the following pages.

1305-1405

Balmoral

IATEFL Annual General Meeting

The 2018 Annual General Meeting of IATEFL will be held in Balmoral 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 that this takes place during the lunch break)

Ground floor poster area **For the duration of the conference, there is a Poster Forum on the ground floor of the Brighton Centre.**
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
EAP

Challenges of developing reading skills and use of guided reading
Renu Dhotre (M.P. Shah English High School, Mumbai, India)

A language rich environment will help to develop a firm foundation and help learners to develop their academic skills. There is a considerable relationship between the students' academic reading skills and academic success. However, most of them use a surface approach to reading any given reading material. Students struggle with reading comprehension and, as a result, they cannot completely comprehend.

Poster 5
RES

Difficult grammar content to teach in the Araucania Region, Chile
Oriana Onate (Universidad de La Frontera, Chile)

The poster will present background, methodology, results and reflections on research about the most difficult grammar content to teach in English, in the Region of the Araucania. Data, based on a survey of working English teachers, was collected for over a year from 100 teachers, including the private, subsidized and public Chilean school systems.

Poster 8
GEN

Scaffolding language learning with graphic organisers
Olga Orekhova (Narva College of the University of Tartu)

Scaffolding is a fundamental element of language learning and teaching. Graphic organisers are an indispensable scaffolding tool in our increasingly visually-driven world. The poster provides a hands-on illustration of using paper-based and digital graphic organisers to activate students' interest, develop productive and receptive language skills, facilitate self-reflection and focus on cognition and learning skills in 21st century classrooms.

Wednesday 11 April

1255-1305: Session 2.4

Poster 11
TD

Turkish EFL teachers' reflective practices through team-teaching **Kadir Ozsoy (Anadolu University, Turkey)**

This presentation describes a study that investigated five Turkish EFL teachers' involvement and participation in reflective practice through their collaborative and shared team-teaching experiences for professional development purposes. The findings of the study demonstrated that team-teaching and reflective practice induce a reciprocal bond to build a powerful professional development mechanism for EFL teachers.

Poster 14
YLT

Getting young learners to interact using culture **Sahand Razavi (International House Dublin)**

This presentation will focus on techniques centred on culture that ESL practitioners can use in order to engage young learners in monolingual groups. The presentation will give practical tips and advice on how to encourage these learners to participate more actively and to communicate with each other, using culture to achieve greater interaction.

Poster 17
LA

'Reading walk': analysis of an extensive reading programme **Kate Sato (Hokkaido University of Science)**

I'll present a research that investigates the impact of a reading programme in a Japanese university. Students were encouraged to read one book a week. After 15 weeks, mixed methods were used to collect qualitative and quantitative data. Findings showed the reading programme had a positive impact on the students' attitude towards reading in English.

Poster 20
TTEd

Sociocultural factors effecting anxiety in EFL learning **Birsen Tutunis (Istanbul Kultur University)**

This poster investigates the impact of the anxiety caused by the sociocultural factors on EFL students. Given the findings, inverse rapport is evidenced between the anxiety-induced side and their language learning achievement. The implication for foreign or second language pedagogy will heighten the knowledge of the teachers and the language experts.

Wednesday

1415-1445 Session 2.5

Ambassador
150 audience
Talk
EAP, TTEd
e, le, p, s, t, a

Tackling the spelling issues

Sally Ali (UAE University)

Some students experience failure when it comes to spelling. It is important to familiarize students with certain spelling rules and the phonetic alphabet to become familiar with those most common patterns and exceptions to trust themselves more. This talk will deal with a research study on spelling difficulties and provide a guide to teaching spelling. A detailed handout will be available.

Buckingham
150 audience
Talk
GI, LAMSIG
Showcase
e

Women and the will (and obstacles!) to leadership

Bruna Caltabiano (Caltabiano Idiomas)

The aim of this talk is to show some of the available data to shed light on the reasons for the discrepancy in the number of men and women in leadership positions, including in the educational area, as well as look at some local and global initiatives which are trying to change this scenario.

Cambridge
250 audience
Talk
MD, YLTSIG
Showcase
e, p, s

PALM - an interactive platform for language learning in eight languages

Maria Heron (NILE) & Claudia Mewald (University College of Teacher Education Lower Austria)

This talk will focus on The Erasmus + project PALM (Promoting Authentic Language Acquisition in Multilingual Contexts), which is a platform of authentic materials for children and young teens. By the end of the project in August 2018, the platform will contain 1500 texts and 250 activities in 8 different languages developed by the children and teenagers themselves.

Dukes
150 audience
Talk
LT, MaWSIG
Showcase
e, a

How can instructional design help us create effective digital content?

David Read (English Language Teaching Centre, University of Sheffield)

As the tools to create digital content become ever more accessible to the EFL teacher, the ability to be able to design clear and effective learning activities is something we can all acquire. This talk will explore the difference between good and bad instructional design and give some basic principles to help the novice teacher get started.

Durham
600 audience
Talk
MD
le, a

Safe speaking environments - What? Why? How?

Zoltan Dornyei (Cambridge University Press)

Many students measure their own progress in English through their confidence and ability to speak. And no method of teaching can deliver a high level of communicative competence without ensuring that students are actively involved in the process. This talk explores how a safe speaking environment, including peer collaboration and learner-centred tasks, can contribute to student engagement, confidence and fluency.

Wednesday 11 April

1415-1445: Session 2.5

Wednesday

Hall 4

1415-1530

250 audience

Forum

Gl

Forum on 'Native' and 'non-native' English language teachers

International students' attitudes towards native and non-native English-speaking teachers

Sureepong Phothongsunan (Faculty of Arts, Assumption University, Thailand)

I'll report on a study that investigates the attitudes of a group of international students towards native and non-native English speakers in a Thai university context. Moreover, the study attempts to examine the effect of attitudes held towards these two groups of English teachers on their learning behaviors and motivation to learn English.

Identity and experience: non-native tutors in EAP

Tim Radnor (University of Sheffield), Julia Gardos Carroll (University of Bristol) & Kazuo Yamamoto (University of Bath)

This talk will explore key issues related to non-native English speaker tutors (NNESTs) in the English for Academic Purposes context. It is based on data from a research project investigating NNEST identity and experience in the Higher Education sector in the UK, as well as international students' perceptions of NNEST teachers.

Native and non-native English teachers. What do students think?

Philip Tsirtsonis (Leeds Beckett University, UK)

There is an implicit understanding that 'native' English speakers receive advantages in the ELT profession. My talk seeks to question the fairness of this situation by presenting research on students' opinions. Their responses are grouped into two categories: What teaching differences do they observe in native and non-native teachers? What do they think defines a native English speaker?

Lancaster

70 audience

Talk

ESP, MD

e, le, s, t, a

Linguistic, cultural or social mediation – what is relevant in ESP?

Barbora Chovancova (Masaryk University Language Centre, Brno, Czech Republic)

Since speaking skills are of utmost importance when learning a foreign language, it is crucial for teachers to come up with new ideas to keep their students motivated. One such exciting means is to include the practice of mediation. This skill, which helps speakers to communicate across linguistic, cultural and social gaps, is of special relevance to ESP.

e = experienced audience

le = less-experienced audience

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.



Oxford
1415-1530
800 audience

Macenta Publishing & Digital Solutions Signature Event



How to change the world with £90

Do you believe that being an educator means more than teaching English? Do you wish that children everywhere had the same opportunities in education? What if we say that you can change the world with just £90 and your Teacher Superhero Powers?

Being in education already means making a difference in the world, but join us for this session to find out how you can teach more than just your subject, reach children beyond the classroom, and change the world.

Don't only strive to be the change you want to see in the world, but also help all those around you see the world through commonalities of the heart so that they would want to change with you.

Auditorium 2
1415-1530
600 audience
Forum
GEN

Forum on Extensive reading

ESL/EFL female students' reading interests and attitude in socio-cultural perspectives

Nkechi Christopher (University of Ibadan, Nigeria)

Reading extensively is beneficial for developing reading and language competences. However, students' socio-cultural environment could have a bearing on their cultivation of reading attitudes and reading comprehension abilities as well as, ultimately, reading behaviour and reading amount. Nigeria (ESL) and Saudi Arabia (EFL) female students' reading interests and attitude are compared to reveal affordances of socio-cultural settings in proficiency advancement.

The use of Mreader in a South African tertiary context

Marike Potgieter (University of the Free State)

This presentation will explore the implementation of Mreader at the University of the Free State, as well as the findings of the implementation. The presentation will also compare the project with previous extensive reading programs. Finally, it will touch on potential problems of using Mreader in the South African context.

Using graded readers to promote extensive reading on short courses

Fernanda Valeriano Macarenko (University of Brighton)

I will report on a system put in place to encourage students to read extensively as much as possible during their short course at our university. A simple orientation, followed by clear motivating procedures, encouraged students to use our Open Learning Centre to its maximum effect using graded readers. The results were excellent.

Wednesday 11 April

1415-1445: Session 2.5

Restaurant
100 audience
Talk
ESAP, LA
e, t

Flipping and blending: autonomy in a digital renewal project

Michelle Tamala (Latrobe Melbourne)

An institution-wide project of digital renewal for EAP courses provided an opportunity for action research. Teachers involved in a small part of the project were asked to include strategies and activities to support learner autonomy. They also reflected on their feelings about their participation, the changes they were enabling and their role as teachers, and learners.

Room 1
1415-1530
180 audience
Forum
TD, TTEd

Forum on CPD for teacher trainers

Professional development for teacher trainers: a neglected area?

Teti Dragas (Durham University)

This talk will focus on an important but often neglected area: the training and professional development of teacher trainers and educators. There will be a combination of both theoretical and practical ideas for trainers, drawn from personal and peer reflections, as well as from literature. It is hoped that this will open up discussion, facilitating change in the area.

Teacher development?! What about trainer development?

Sinead Laffan (Freelance)

TP points, observations, feedback, marking, input, pastoral support, paperwork – how do trainers stay on top of it, let alone find time for their own development? Well, a small group of Trinity Cert TESOL trainers decided to get together online and see how they could support each other and consider how they might do their jobs... just a little bit better!

Recharging methodological batteries: a Peruvian project aimed at teacher trainers

Maria Esther Linares & Ralph Grayson (British Council Peru)

This presentation reports on the impact a methodological online course produced on 54 teacher trainers from four different Peruvian geographical areas. Based on the design phase, the course contents and its delivery, participants will explore their attitudes towards professional development and the ways one can learn from each other in online collaborative work and appropriate assessment tools used.

Wednesday

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS



Room 3
50 audience
Talk
ESP, TTEd
e, s, t

Helping science teachers teach through English

Mark Wyatt (Khalifa University of Science and Technology)

In numerous worldwide contexts, science lessons are being taught through English to second or foreign language learners, often by teachers who have received limited teacher training or education relevant to this challenge. This can cause difficulties. Set in a Middle Eastern context, this presentation reports on an in-service English language teacher education initiative specifically designed to offer science teachers support.

Room 5
60 audience
Talk
EAP, **TEASIG**
Showcase
e, t

Introducing learning-oriented assessment to a pre-sessional EAP course

Chris Smith (ELTC, University of Sheffield)

Testing is often seen as detached from teaching, but this attitude is damaging because our most important concern should be learning, with instruction and assessment working in tandem to achieve this. This talk will outline the principles of learning-oriented assessment and a case study of introducing this to an EAP course.

Room 6
60 audience
Talk
TD, **RESIG**
Showcase
e, a

Supporting teacher-researchers through the development of research literacy

Daniel Xerri (University of Malta)

This talk reports on findings from an investigation into the support that teachers require for them to develop their research literacy. It highlights the views of teacher educators, teacher association leaders, and academics working in a broad range of international contexts. Implications and recommendations for those supporting teacher-researchers are discussed.

Room 8
50 audience
Talk
BE
le, a

Engaging pre-work Business English students through a project

Graciela Alchini (Freelance)

Pre-work Business English students most often lack professional experience, and many times they take this course early in their university study programme. They may, therefore, be unaware of why they need to develop certain skills, and have no motivation. A project simulating a real situation can help them understand the value of Business English and feel more engaged.

Room 9
60 audience
Talk
TTEd
le, p, s, t, a

Language teaching approaches and inclusion: challenges for teacher training

Kyria Finardi (Federal University of Espirito Santo)

I'll report on a study focusing on possibilities and limitations of two teaching approaches: the Content and Language Integrated Learning (CLIL) approach and hybrid approaches that combine traditional education with the use of virtual learning environments. I'll present some considerations about the possibilities and challenges of incorporating these approaches in the Brazilian scenario of language education and teacher training for the 21st century.

Wednesday 11 April

1415-1445: Session 2.5

Room 10
50 audience
Talk
TD
e,a

Creating a functional structured mentoring program: a case study

Noha Khafagi (The American University in Cairo)

I will report on a mentoring case study conducted over the course of one semester. Data collected provide implications for administrators and accomplished teachers proves that mentoring is a strong, effective and comprehensive professional development opportunity. I will share the tools, steps and results of the mentoring case study.

Room 11
50 audience
Talk with restricted audience number
EAP, RES
e, t, a

Handling discipline-specific terminology in an English-medium engineering programme in Oman

Holi Ibrahim Holi Ali (MoHE-Rustaq College of Education)

This presentation will report on an ongoing research project which investigates some of the difficulties that Omani engineering students have with discipline-specific terminology in their English-medium programmes. The findings showed that disciplinary-specific terminologies, core-subject lectures, and both institutional and disciplinary requirements were perceived by the students as great sources of concern and anxiety.

Syndicate 1
200 audience

Question & answer session relating to Dorothy Zemach's plenary session

If you attended Dorothy Zemach's plenary session this morning on "Sausage and the law: how textbooks are made", 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 Dorothy's plenary talk.

Syndicate 2
200 audience
Talk
IPSEN, LT
e, le, t, a

Creating an inclusive classroom for ESL students with SEN

Reeza Awoodun (Sonocent Ltd, UK)

Learning English can be a challenge for international students. Add having a specific learning difficulty (SpLD) such as dyslexia, ADHD, dyspraxia, autism, etc., and this problem is compounded! Using technology, such as *Sonocent Audio Notetaker*, as practitioners we can create an inclusive environment for students, reducing barriers so they can thrive and achieve academic success.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ESOL = English for Speakers of Other Languages
ESP = English for Specific Purposes

GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
Lit = Literature
LT = Learning Technologies

MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Syndicate 3
1415-1530
200 audience
Forum
LT

Forum on Video

Nigerian home video captions: language acquisition challenges for young learners

Emmanuel Adeleke (University of Benin, Nigeria)

How can teachers take advantage of the ubiquitous Nigerian home videos to help young learners face the challenge of language acquisition? This presentation examines the captions used in selected Nigerian home videos and discusses their impact on these young learners. It also suggests ways teachers can use these captions to help young learners face their language acquisition challenges with confidence.

Unleash the power of video! Engage and inspire your students!

Maria Diakou (Cyprus Ministry of Education)

The great value of using video in language learning lies in its potential to engage both hemispheres by eliciting different emotions and feelings. Teaching in this media generation, using videos, preparing activities before, during and after viewing, can help students keep their attention and concentration alongside easily reusable video equipment and apps which are relatively simple to operate.

Taking the mystery out of video creation

Anna Whitcher (Freelance)

Video is now a regular component of most ELT materials and writers, editors and teachers are all being expected to know something about it without any prior training of how to analyze it or how to create it. This presentation will focus on developing some basic skills for making stories into video.

Syndicate 4
200 audience
Talk
TD
e, p, s

Generating and using evidence to improve the quality of teaching

Tim Phillips (British Council, UK), Caroline Grant (British Council, Nigeria) & Tanya Cotter (British Council, Ethiopia)

This discussion will focus on the ways in which generating and using evidence on teachers' actual skills and knowledge can assist the design and implementation of English language teacher education and development programmes and improve the impact of programmes on classroom practice and learners' outcomes. We will illustrate this through four case studies from Rwanda, Nigeria, Myanmar/Burma and India.

Wednesday 11 April

1500-1530: Session 2.6

1500-1530

Session 2.6

Ambassador
150 audience
Talk
LT
le, t

WhatsApp to teach English pronunciation skills in large classes

Rajasekaran Venkatraman (VIT University, Chennai Campus, India)

I'll present a talk on how social media can be used as an effective teaching/learning tool in an ELT context. I will share my experience on using WhatsApp as a virtual class tool to improve the limited proficiency students have with English pronunciation skills. I will also throw light on the main challenges I faced and how I overcame them.

Balmoral
250 audience
Talk
TD, TTEd
e, le, a

CPD through whiteboard sharing for novice teachers

Daniel Baines (Oxford TEFL Prague)

This session will show how sharing pictures of whiteboards on social media was used to engage time-restricted novice teachers in CPD through a form of unseen observation. Some of the tasks used will be modelled and attendees will leave with a series of practical ideas that can be implemented in their own context.

Buckingham
150 audience
Talk
**LAMSIG
Showcase**
e, le, s, t, a

Manager learning and development: new managers' contexts, needs and knowledge

Jenny Johnson (ELC Eastbourne)

How do new managers, whether new to managing or new to an organisation, learn in a new job? Depending on their context, what do they need? I'll show ways managers develop and learn, then I'll compare different needs in different contexts. Finally, we'll look at processes to gain knowledge that will be useful to new managers whatever their context.

Cambridge
250 audience
Talk
LA, **YLTSIG
Showcase**
le, s

Generating a gender-free growth mindset in the classroom

Sophie Handy (British Council Paris)

Cultivating a growth mindset in our classrooms at the British Council Paris naturally grew out of an 'assessment for learning' approach (IATEFL Glasgow 2017). However, there is another (oft overlooked) aspect: developing the mindset according to gender. What of the differences, if any, between boys and girls? How can teachers support all our students in developing a more motivational mindset?

Dukes
150 audience
**MaWSIG
Showcase**

IATEFL Materials Writing Special Interest Group Open Forum

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

Wednesday



Durham
600 audience
Talk
EAP, LA
e, t, a

Preparing for university writing: integrating reading, critical thinking, research, language

Steve Marshall (Simon Fraser University)

I describe an EAP writing program at Simon-Fraser University, Canada, in which advanced skills are integrated around authentic texts: critical thinking, active/critical reading, sentence structure, vocabulary, and style (Marshall, 2017). Drawing from *Advance in Academic Writing* (Pearson), I suggest that students learn through multi-stage review and consolidation, allowing extensive input interaction and later application of knowledge in new contexts (output) (Gass, 1997).

Lancaster
70 audience
Talk
GI, TD
le, t

Teaching English in Arabia

Paul Hudson (American University of Sharjah)

Many teachers dream of working in a well-paid job, and the countries of the Arabian Gulf are a magnet for those seeking such work. Based on research into the lives of experienced ELT professionals, this talk will advise on how to avoid some of the pitfalls and discuss how adaptability and contextualization are vital to successful teaching in the region.

Restaurant
100 audience
Talk
EAP

A one-day academic writing course: designing an EAP crash program

Evgeny Bakin (New School)

This talk presents a successful one-day program on writing for academics. Unlike many pre-session courses, it focuses primarily on the needs of experienced non-native speaker researchers who want to publish in English. This interactive program raises participants' awareness of linguistic and cultural features of academic discourse. It can be easily adapted to local contexts.

Room 3
50 audience
Talk
GI, TD
e, le, s, t

Teachers' and students' perceptions of exemplary teachers: do perceptions match?

Adam Simpson (Sabanci University)

This talk examines the findings of a study conducted in 2015 with both language teachers and preparatory school students at Sabanci University, Istanbul, on their perceived characteristics of the exemplary teacher. The presentation will indicate the rationale for the study, introduce the results and interpret them with the audience, with specific reference to observable differences between teachers and learners.

Room 5
60 audience
Talk
TEASIG
Showcase
le, p, s

Assessing projects: a framework

Leticia Moraes (Cultura Inglesa Sao Paulo)

Projects are often used in teenage classes because of their potential to promote engagement, meaningful interaction and learning. However, assessing them may be challenging, especially in contexts where learning is associated with the grade awarded. This talk proposes a framework to help teachers grade learners' performance in project work, ensuring fairness and encouraging learning.

Wednesday 11 April

1500-1530: Session 2.6

Room 6
60 audience
RESIG Showcase

IATEFL Research Special Interest Group Open Forum

The RESIG Open Forum provides an opportunity for members and prospective members to meet the Research SIG committee and to get a full account of the SIG's activities, events and future plans. The Open Forum is also a chance to meet other professionals in the field and to take part in shaping the future of the SIG.

Room 8
50 audience
Talk
TD
le, a

Mentoring teachers: challenging your learning beliefs in a different arena
Ismael Sombra (The Anglo Mexican Foundation)

Mentoring has been considered a beneficial process through which novice and senior teachers can reflect on their practice. This process is suggested by many as a natural progression in teacher development for more experienced teachers. But how can these teachers be trained to use their knowledge on principles and practices in the classroom to further the development of their colleagues?

Room 9
60 audience
Talk
IPSEN, TTEd
a

An inclusive ELT classroom: being asked to dance
M^a Dolores Gomez (EOI Santiago de Compostela)

The UN 2030 Agenda for Sustainable Development includes a goal to "guarantee equitable and inclusive quality education and life-long learning opportunities for all". In inclusive adult foreign language classrooms, teachers need to aim for inclusion by first recognising their own biases, and then showing sensitivity, flexibility, incorporating innovative practices and thoughtfully working as a guide, companion and coach.

Room 10
50 audience
Talk
GEN
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Student-led seminars: "Involve me and I learn"
Jane Mandalios (American College of Greece - Deree)

"Involve me, and I learn" (Benjamin Franklin). This approach underpins the rationale and format of student-led seminars which are being introduced in a blended MA in TESOL at an English-medium college in Greece. This session will describe how such peer-peer active learning activities increase student engagement and motivation, and can be applied in a wide variety of TESOL learning situations.

Room 11
50 audience
Talk
AL
le, a

How can we make our students more efficient readers?
Sergio Monteiro da Silva (CNA)

My experience has shown that many teachers don't seem to understand the purpose of texts meant to develop reading comprehension skills. In this talk, I will explore different approaches to practise different sub-skills so that students can tackle texts more effectively. I will also present some suggestions of activities to make the reading comprehension lesson more enjoyable for students.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS



Wednesday 11 April

1500-1530: Session 2.6

1600-1630: Session 2.7

Syndicate 1
200 audience
Talk
LT
le, t

Motivating students to improve their listening skills

Sophie Farag (The American University in Cairo)

This presentation describes the use of a variety of online tasks to provide opportunities for students to practise their listening skills through short and easily accessible materials, and compete for points. The resources and activities used will be presented and the results of an attitudes survey administered at the end of the course will be discussed.

Syndicate 2
200 audience
Talk
GEN
e, le, p, s, t, a

Challenge vs. intuition in language learning

Jo Sayers (ELTjam)

They say good user experience (UX) is invisible and intuitive; but should good learner experience (LX) aim for that too, or is there a key role for struggle and challenge as a part of language acquisition? In this talk, I'll look at the role of struggle and the impact it has on learners, teachers and others working in education.

Syndicate 4
200 audience
Talk
LT
e, le, p, s, t, a

We need pedagogy, not just cool tools

Sophia Mavridi (IATEFL LTSIG)

While technology is now widely regarded as an all-important resource in education, choosing pedagogically-sound tools from amongst the plethora of latest technologies can present most of us with overwhelming challenges. This interactive talk will explore effective and practical ways to help you look past the bells and whistles and create engaging, relevant and personalised learning experiences for your students.

1530-1600

Coffee break (sponsored by Caprica Ed)

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

1600-1630

Session 2.7

Ambassador
150 audience
Talk
GEN
le, a

Drills are back in fashion! Now with taste and style

Ana Lucia de Mello Carriel (CNA - Cultural Norte Americano)

Not long ago, drills went from heaven (in the audio-lingual methods) to hell (according to the communicative approach). However, language learning theories, and reality itself, have come to their rescue and drills are not so tacky any longer. We'll see examples and experiment with ways to make more mechanical practices relevant, communicative and even personal. Drills can be fashionable again.

Wednesday

We would like to thank



for sponsoring this programme



Wednesday 11 April

1600-1630: Session 2.7

Balmoral
250 audience
Talk
EAP
e, le, t, a

Helping learners to listen

Adrian Doff (Cambridge University Press)

Most teachers use skills-focused activities for class listening, but this approach is sometimes criticised as an unnecessary attempt to 'practise skills'. Using examples from *Empower*, this talk will consider this issue and suggest ways of drawing on learners' existing strategies to make listening easier and more focused. We will consider general classroom listening and also listening in an EAP context.

Buckingham
1600-1715
150 audience
LAMSIG
Showcase

IATEFL Leadership & Management Special Interest Group Open Forum

LAMSIG Open Forum and new Speed Mentoring event

Come to our open forum and learn what LAMSIG is doing, how we can help you, and how you can contribute. Also, our first ever 'speed mentoring' event where you will be paired with a series of other managers to discuss problems and challenges, while simultaneously building a stronger community of practice. Come and see what it is all about!

Cambridge
250 audience
Talk
TTEd, **YLTSIG**
Showcase
le, p

Should L1 be used to teach English to young learners?

Fiona Copland (University of Stirling)

This presentation will explore the issue of using the L1 to teach English to young learners with interactional data from a primary classroom in Japan and interviews with teachers. It will argue that teachers who can switch between Japanese and English have a greater repertoire of teaching skills and so can provide a broader range of language learning opportunities.

Dukes
150 audience
Talk
MaWSIG
Showcase
le, a

Writing stories and anecdotes for in-class use

Chris Mares (University of Maine)

By writing down our own anecdotes and stories, we teachers can build a bank of material that can be used in class for schema-raising and engaging students in topics we wish to use. In this talk, I will present samples of anecdotes and stories as well as a framework and guide for teachers of any level to write their own.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ESOL = English for Speakers of Other Languages
ESP = English for Specific Purposes

GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
Lit = Literature
LT = Learning Technologies

MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Wednesday



Durham
1600-1715
600 audience
Forum
LT

Forum on Learner-centred online and blended language learning

Blended and online: ELT experiences from a distributed network

Jean Antunes & Mariam Farooq (Aga Khan University)

Blended and online courses pose different challenges to ELT providers. These challenges can be even more complex if the ELT provision is spread across different continents and contexts. This presentation will describe the experiences of Aga Khan University's Network of English Language Enhancement in Asia and East Africa, and will discuss some approaches we have found to address those challenges.

Enabling learners to take centre stage in an online classroom

Bindi Clements (Wall Street English)

Language lessons in virtual classrooms can sometimes be more teacher-centred than in face-to-face settings, with limited opportunities given for communication between learners. This presentation gives practical advice for designing and delivering online classes (both for groups and one-to-one) that are student-centred, communicative, and promote learner autonomy. The presentation will include some recorded examples from online classes with groups of professional adults.

From f2f to online environments: meeting the challenge

Robel Levano (Laureate Languages Online)

The transition from brick-and-mortar to virtual classrooms seems to be extremely challenging, not only due to the technology involved, but also due to the teaching itself. In addition to comparing these two environments, this presentation will provide a range of considerations for online lessons and examples from a General English pilot conducted by Laureate Languages Online.

Hall 4
250 audience
Talk
GI
e

F is for fake: how students deal critically with post-truth

Linda Ruas & Julietta Schoenmann (IATEFL Global Issues SIG)

Many students get their news from social media but how do they know what is based on a reliable source and what is fake? Our activities and tools can help them to develop their critical skills to detect bias in visuals, graphs and stories in the media, and equip them with strategies to make clear judgements on what they read.

e = experienced audience

le = less-experienced audience

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.

We would like to thank



for sponsoring this programme



Wednesday 11 April

1600-1630: Session 2.7

Lancaster
70 audience
Talk
TD, TTEd
e, le

Professional development for English language teachers: a competency-based approach

Christine Irvine-Niakaris & Jenny Zimianitou (Hellenic American University)

We demonstrate how an organic classroom observation checklist, based on national and international teaching standards and input from teachers, can be used to promote competency-based teacher development and self-reflective practices. We discuss how the observation tool can facilitate formative and summative assessment of teachers at any stage of their development. Participants will be given opportunities to contribute to the checklist.

Oxford
800 audience
Talk
AL
e, s, a

Fluency and accuracy: beyond conventional wisdom

Barros Luiz Otavio (Richmond ELT)

A lot of what we do in class seems to be shaped by an underlying tension between our current understanding of fluency as opposed to accuracy. But what if "as opposed to" is not necessarily the best term? In this talk, I intend to shed new light on both concepts and discuss possible teaching implications.

Wednesday

Auditorium 2
1600-1715
600 audience
Forum
GEN

Forum on CLIL for English teachers

CLILing me softly - soft CLIL for English teachers

Jacqueline Douglas (Bell Educational Services, Cambridge, UK)

Involved in Content and Language Integrated Teaching and interested to hear about another teacher's experiences? Or maybe you are curious but never dipped your toe in the water? I am and I have! Find out what my private language school students made of it, what went well, what I'd change next time, and hear some practical tips for successful courses.

Empowerment and challenges of CLIL as perceived by pre-service teachers

Anita Lammerer (University of Graz)

This presentation discusses how the identities of 18 pre-service teachers developed in a university-based CLIL course. The teachers, who recently completed a dual-subject teaching degree, participated in a seminar with an optional school-based practical component. Their experiences were recorded in reflective journals, autobiographical statements and interviews. Building on these data, I will describe the process of becoming a CLIL teacher.

I must teach what? Differentiating content for language instruction

Patricia Reynolds (University of Mary Washington)

Whatever it is called, CLIL, TBL or PBL, the content requires preparation for language instruction to occur. Often language educators are not discipline-specific and require support in targeting the content for language learning. This presentation will give language teachers strategies and tips for differentiating content and making it accessible through language instruction.

Wednesday 11 April

1600-1630: Session 2.7

Restaurant
100 audience
Talk
IPSEN
e, le, s

An investigation into EFL teachers' knowledge of dyslexia

Bahar Avsar (Eastern Mediterranean University)

This presentation reports the findings of a qualitative study about EFL teachers' knowledge about dyslexia. The study also revealed the difficulties that teachers face while teaching dyslexic learners and techniques that they apply to overcome these difficulties. Based on the results, the presentation includes some practical implications in order to carry out dyslexia-friendly classrooms.

Room 1
180 audience
Talk
TTEd
e, le, s, t, a

Designing tests to encourage collaborative discussions among A2 learners

Kathryn Davies & Ivana Vidakovic (Cambridge Assessment English)

Key & Key for Schools speaking tests (A2 CEFR) are being revised to assess a broader range of interactive speaking. We present the trial results which show that the changes elicit realistic interactions and the production of a wide range of language. The trials suggest that lower-level learners should be given the freedom to engage in collaborative discussions with their peers.

Room 3
50 audience
Talk
LIT, TTEd
le, p, s, t

Sharing 'My Pago': local literary resources in EFL Classroom

Eugenia Carrion Canton (IPES Paulo Freire)

Using local literature in teaching foreign languages entails both recognising the students' culture and providing access to express themselves about their own stories in another language. This talk aims at exploring how using local literature to teach EFL encourages reflection upon (inter)cultural elements present in communication and the development of cultural awareness and critical thinking at primary, secondary and tertiary levels.

Room 5
60 audience
Talk
TEASIG
Showcase
e, le, a

Scaffolded assessment with A1+ learners

Miranda Hamilton (Bell Educational Services, Cambridge, UK)

A1+ learners in the UK are our language survivors, with their 'grab and go' approach to language learning. But motivation can quickly turn to despondency with the weekly progress test. Scaffolded assessment is an experimental approach designed to help low-level learners showcase their language knowledge and ability, levelling the playing field between nationality groups in the classroom.

Room 6
60 audience
Talk
TTEd, **RESIG**
Showcase
e, t

Exploring the use of action research projects in teacher education

Marina Bendtsen (Abo Akademi University, Finland)

This talk explores the use of small-scale action research projects as a learning tool in initial teacher education. In light of the experiences of a group of prospective language teachers, the benefits and challenges of using action research as a tool for promoting early professional development will be presented and discussed.

Wednesday

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Wednesday 11 April

1600-1630: Session 2.7

Wednesday

Room 8
50 audience
Talk
TD, TTEd
e, le, p, s, t, a

The stories of MA graduates: career progress and global roots

Martha Jones & Xin Gao (University of Nottingham)

The exploration of MA graduates' career pathways, categorised by means of matrices of their profiles, reveals diverse roles in stimulating teaching contexts worldwide. Those planning their continuing professional development (CPD), embarking on MA studies or seeking employment opportunities will be interested in the twists and turns the graduates' pathway stories reveal.

Room 9
60 audience
Talk
EAP, MD
e, a

Multimodal EAP research projects: developing pragmatic competence and research skills

Caroline Webb (Broward College, Florida, USA)

This presentation will discuss the development and implementation of a multimodal research project for university-level EAP students. This project introduces students to the research process, while at the same time fostering awareness of pragmatic norms in the target language. Participants will be introduced to the ways this assignment can be adapted to fit their teaching context.

Room 10
50 audience
Talk
EAP
e, a

Using a content course to teach academic English

Laila Kamal & Mona El Saady (American University in Cairo)

We will share our experience in designing a new integrated language and content course, which prepares students for freshman mainstream classes. The aim is to build EAP skills, develop critical thinking, information and media literacy, and acculturate students into the Liberal Arts community, through acquisition of target vocabulary, listening and note-taking, speaking, reading and writing skills, using a variety of activities.

Room 11
50 audience
Talk
EAP
e, t

Low language proficiency and reflection. Not possible? Well, why not?

Burcu Tezcan Unal (Zayed University)

This session will present practice-based guidance and implementation techniques to educators who wish to introduce reflection on learning to learners with low language proficiency levels (CEFR Level A2/A2+). How students with a limited experience of reflection and with limited linguistic skills progress will be exemplified through samples of tasks and student work.

Syndicate 1
200 audience
Talk
ESAP, GI
e, t

Academic writing across borders: a cross-cultural collaboration

Nicole Keng (University of Vaasa, Finland) & Simon Smith (Coventry University)

This talk describes an innovative project in which participants from two linguistic-cultural backgrounds collaborate on an academic writing task. Finnish participants prepare authentic business case studies, which are used by Chinese participants to inspire an advisory business report. Both cohorts share feedback. EAP practitioners will be able to apply our design and findings to their own mixed-culture teaching contexts.



Wednesday 11 April

1600-1630: Session 2.7

1645-1715: Session 2.8

Syndicate 2
200 audience
Talk
GEN
le, a

The dreaded conversation course

Choreanne Frei (International House Zurich-Baden)

A conversation course – the students just want to talk, so it can't be very difficult. How many teachers have started a course with this idea, only to run into difficulties? In this talk, we will look at what students want from conversation courses, and how to integrate their wishes into our courses using a principled approach to help avoid pitfalls.

Syndicate 3
200 audience
Talk
LA, LT
e, le, a

Improving students' lexical repertoire through the use of mobile technology

Rafael Webster Ferreira De Souza (Cultura Inglesa SP)

How can we better help students develop lexis systematically using a free digital tool? This talk focuses on how we can go from practising lexis in a controlled context to effectively using it. Participants will also learn about four practical activities to be used with mobile technology, which may engage students differently when learning new words.

Syndicate 4
200 audience
Talk
TD
e, a

Opportunity and the unexpected in the classroom

Richard McNeff (London School of English)

An unexpected event in the classroom is often deemed unwelcome and largely exists outside the remit of normal lesson planning. Yet such events can provide opportunities which enrich the learning environment. This talk focuses on off-plan events, on strategies for dealing with them and, where possible, transforming them into opportunities.

1645-1715

Session 2.8

Ambassador
150 audience
Talk
TD, TTEd

Teacher agency: empowering teachers through self-directed peer observations

Ana Garcia-Stone (British Council, Madrid Teaching Centre)

Teacher agency is the capacity to act purposefully to direct your own professional growth, as defined by Biesta et al. This talk describes a peer observation project carried out by two colleagues, done over a year, experimenting with three different types of observation. This process empowered both teachers and the observations revealed different dimensions of agency.

Wednesday

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for sponsoring this programme



Wednesday 11 April

1645-1715: Session 2.8

Wednesday

Balmoral
250 audience
Talk
TD, TTEd
e, a

Task-based learning and teacher training: identifying and overcoming challenges

Paul Knight (University of Nottingham)

With the growing attention given to task-based learning in recent decades, this approach has found itself increasingly acknowledged in national syllabuses and teacher education programmes. This talk examines the challenges that teacher-training programmes face when attempting to integrate task-based learning by looking at both theoretical issues concerning the methodology, and practical issues concerning its place in assessed classroom teaching practice.

Cambridge
250 audience
Talk
GI, **YLTSIG**
Showcase
e, le, p

Creating a multicultural classroom with monolingual learners

Ellen Setterfield (National Geographic Learning)

Our young learners will use English to communicate with people from all over the world. But how do we address this in a monolingual, monocultural classroom? We'll look at how we can help our young learners to be more aware of their own culture and ways to introduce them to a diverse range of customs, traditions and ways of life.

Dukes
150 audience
Talk
MD, **MaWSIG**
Showcase
e, s, t, a

Vocabulary lists: snog, marry, avoid?

Julie Moore (Freelance)

Standardized vocabulary lists are increasingly being used to help design ELT syllabuses and write teaching materials. Reducing the mass of possible vocabulary that learners might need to a simple list has an intuitive appeal, but what factors should we be wary of when using such lists? This session explores the usefulness and some of the pitfalls of wordlists in ELT.

Hall 4
250 audience
Talk
TD
e, le, t, a

Way to prosperity: tackling the challenges of EFL in Brazil

Fernando Morais (Pearson)

This talk reports on a study of thousands of Brazilian public school teachers who participated in a professional development program using Pearson's Placement and Progress tests. The programme included language development and ELT methodology training, sponsored by the UK Prosperity Fund. Come and learn about how we developed their language and teaching skills using online courses such as *PEI* and *TDI*.

Lancaster
70 audience
Talk
ESAP, ESP
e, le, p, s, t

English teachers in Nepal: butterflies with colorful wings

Sikha Gurung (Chaukot, Kavre)

Creativity enhancement has been the emerging focus of English teachers in Nepal. This presentation unfolds my and three other English teachers' pedagogical contributions in encouraging the same. I will explore the art-based creative activities that the English teachers of Nepal have been facilitating apart from teaching from the textbooks.

Oxford
800 audience
Talk
TD, TTEd
e, p, s

Champions for change: who wants sustainability after professional development projects?

Malcolm Griffiths (The Open University)

After 10 years of English in Action in Bangladesh, will anyone keep innovations from the project going? Is there anything that appeals enough to learners, teachers and education officials to make them take things forward on their own? This talk draws on qualitative studies into school and local authority initiatives to see who is sustaining what, why and how?

Restaurant
100 audience
Talk
LIT, TTEd
e, s, a

A multiliteracies approach to Shakespeare: an excursion to London

Conny Loder (LMU, Munich)

This talk looks at how teachers of English as a foreign language can actively engage language learners with Shakespearean drama outside the classroom. We will look at possible institutions and partners in London to help facilitate an excursion, including theatres, theatre practitioners, theatre pedagogics and various exhibitions pertaining to Shakespeare and his time.

Room 1
180 audience
Talk
LT, TTEd
e, le, a

Constructing experiential learning for online teacher development courses

Radmila Popovic & Neil O'Flaherty (USA)

This session describes the process of designing online teacher development courses grounded in principles of experiential learning, reflection and constructivism. The presenters discuss both challenges and affordances of online training, provide sample activities, share guidelines for incorporating the experiential learning cycle into online course design and engage the audience in idea sharing and discussion.

Room 3
50 audience
Talk
GI
e, le, a

The emotional brain: activities to promote social and emotional development

Akemi Iwasa da Rocha, Gustavo Montes & Leandro Couto (Sociedade Brasileira de Cultura Inglesa)

This talk focuses on a project designed to promote the development of social and emotional competences with students living in regions of social vulnerability. Recent findings in neuroscience, showing the impact of emotional engagement upon learning, will be presented as well as the activities conducted to promote empathy and self-awareness in students.

Room 5
60 audience
Talk
LA, **TEASIG Showcase**
e, le, t

Revitalising assessment: promoting creativity and engagement in higher education

Ekaterina Popkova (MGIMO University, Russia)

Whereas assessment in tertiary settings traditionally focuses on measurable performance, the pedagogic role that assessment can play in improving learner outcomes is generally disregarded. For those who wish to spice up their teaching, I will share assessment practices that infuse creativity and engagement into the learning and teaching process and help to promote a deeper approach to learning in students.

Wednesday 11 April

1645-1715: Session 2.8

Wednesday

Room 6
60 audience
Talk
TD, **RESIG Showcase**
e, le, p, s, a

Creating a national research scheme for teaching **Chris Farrell (Center of English Studies)**

This talk will focus on the practicalities of supporting cross-institutional cooperation in the realm of classroom research. It will draw on my experience in establishing and running the Irish Research Scheme for Teaching in order to provide some practical and transferable advice on the creation and maintenance of a mechanism for sharing ideas and evidence from classroom research.

Room 8
50 audience
Talk with restricted audience number
ESP, MD
e, s

Cross-curricular speaking skills for the classroom **Camilla Heath (IVKO School, Amsterdam)**

In this practical applications presentation, the emphasis will be on how to use focus, content and confidence in order to implement and practise speaking in the language classroom. The activities are for teenagers drawing on teaching experiences from cross-curricular activities practised in an ESL secondary school for the Arts.

Room 9
60 audience
Talk
GI, TTEd
e, a

Empowering teacher trainees towards equity **Diane Hoggins (UTS: Insearch, Sydney)**

Almost 50% of CELTA trainees are now classified as 'non-native speakers'. This session considers practical ways trainers can raise the awareness of teacher trainees who have English as their own language, as well as raising awareness, self-esteem and empowerment of those from other language backgrounds. It examines trainees' beliefs in relation to 'native-speakerism' and explores varieties of English.

Room 10
50 audience
Talk
MD
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Using QR codes to guide learners' online research **Felicity Pyatt (EF China)**

This session will focus on the hows and whys of using QR codes to shape your learners' experience of internet research. In a learning environment where the majority of participants have a smartphone, this method provides a number of advantages. This session will discuss the SECTIONS framework from *Teaching in a Digital Age* by A.W. Bates.

Room 11
50 audience
Talk
EAP
t

To debate or not to debate in an EAP classroom **N. Mehvar Ergun Turkkon (Bilkent University)**

Debates are task types many teachers use to develop students' communication and persuasion skills. However, they may also lead to uncertainties and questions regarding their practicality as proper teaching tools. Although a lot of teachers question debates in this respect, they can actually prove beneficial, especially in EAP contexts, where students are responsible for their own learning.

Wednesday 11 April

1645-1715: Session 2.8

Syndicate 1
200 audience
Talk
LT
le, p, s, t, a

Projects and apps: a match made in a language classroom

Marianne Jones (Ministry of Education - TTI Ajman, UAE)

In this session, I will discuss one method of structuring projects to include a language scaffold and simple apps that students can use to create the final product. Different apps - such as Pic Collage, Explain Everything and a camera tool - will be talked about. This session is aimed at teachers with less-experience with educational technology.

Syndicate 2
200 audience
Talk
ESP
le, t, a

Dealing with diversity in the classroom

Geoff Tranter (Technical University Dortmund)

The degree of diversity in EFL/ESP classrooms is constantly increasing. The differences in the learners' first language, cultural background, motivation and expectations, etc. are continually widening. This presents a great challenge for the teacher when attempting to do justice to the needs of all the students in the course. This session will explore ways of establishing an overall teaching strategy.

Syndicate 3
200 audience
Talk
GEN
le, a

Making writing feedback more meaningful using video capture software

Sean Hodson (Wimbledon School of English)

This talk will demonstrate how screen-capture software can be used as an effective alternative approach to marking or giving verbal feedback on students' writing. I will show how a teacher can go beyond what can be done with a pen, using a computer, and how this can make writing feedback more meaningful for learners in a range of classroom contexts.

Syndicate 4
200 audience
Talk
GEN
e, le, s, t, a

Teaching 'British culture' after the Brexit vote

Ian Lebeau (Anglia Ruskin University and QA Higher Education, UK)

Since the EU referendum, the concept of 'British culture' has come under sustained pressure. I will argue for a new approach to teaching in this area, acknowledging the divisions in UK society, and critically evaluating British characteristics, beliefs and behaviours. This will allow us to refresh 'British culture' so that it is contemporary and meaningful to our students and ourselves.

Wednesday

We would like to thank



for sponsoring this programme



Wednesday 11 April

1730-1815: Session 2.9

Wednesday

1730-1815

Session 2.9

Ambassador
150 audience
Workshop
TD, TTEd
e, s, a

Developing classroom interactional competence

Lauren Perkins (British Council)

In this practical workshop, you will analyse video extracts and transcripts of classroom interaction, and discover how teachers can use interaction to maximise learning opportunities in the classroom. You will use a framework to evaluate a teacher's classroom interactional competence (CIC) and then find out how you can develop your own CIC.

Balmoral
250 audience
Workshop
GEN
le, a

Stress-free speaking activities for low-level adult learners

Kirsten Waechter (Bochum, Germany)

This interactive workshop aims at introducing teachers who teach low-level adult learners to strategies and activities that will help them to create stress-free speaking activities for their learners. Participants will be able to actively try out the tools introduced to see which ones will work best in their own classroom.

Buckingham
150 audience
Workshop
LAMSIG
Showcase

Decisions, decisions, decisions! How to make effective ones

George Pickering (George Pickering Consultancy)

One of the most important roles of managers, yet rarely highlighted on management courses, is how to make effective decisions. Having discussed how to avoid decision fatigue and cognitive biases, we will review what strategies and techniques we can use to make effective decisions individually and collectively. Participants will practise using some of the strategies discussed including the WRAP model.

Cambridge
250 audience
YLSIG
Showcase

IATEFL Young Learners & Teenagers Special Interest Group Open Forum

Linking, developing and supporting early years, primary and secondary professionals

We're looking forward to meeting both members and non-members at our Open Forum. You'll find out about highlights from the SIG's past year as well as our future plans. We'll also have an interactive debate on the increasing move towards 'edutainment' in YL ELT. We'll end the SIG Showcase with networking accompanied by bubbles and nibbles!

Dukes
150 audience
Workshop
MaWSIG
Showcase
le, s, t, a

Lexical sets are history: insights from vocabulary research

Tim Herdon & Andrew Dilger (Oxford University Press)

In this practical, hands-on workshop we explore recent, at times surprising, research on key aspects of vocabulary learning. Drawing on insights from *How Vocabulary is Learned* (Webb & Nation, OUP, 2017), we consider topics such as vocabulary size and autonomous learning strategies, and discuss how to analyze and adapt the vocabulary activities you use in your classrooms for best results.

Wednesday 11 April

1730-1815: Session 2.9

Durham
600 audience
Workshop
TTed
le, s, a

Panicking, relaxing or learning? Exploring the growth zone model

Tilly Harrison (University of Warwick)

This workshop will explore two simple yet powerful visual models of the optimum conditions for learning. Based on a strategy to overcome Maths anxiety, we will explore the issues that make language learners panic and discuss ways to tackle 'language anxiety' and bring our students to a place of confidence and enthusiasm.

Hall 4
250 audience
Workshop
EAP, MD
e, t

Teaching materials for the development of critical thinking skills

Richard Harrison (Canford Publishing)

This workshop introduces teaching materials that can be used to develop critical thinking skills in the language classroom. The session demonstrates how teachers can develop their own materials using advertisements, puzzles, chains of reasoning, jumbled texts and classification charts to sharpen the students' thinking skills. Examples from a published course, *Framework: Academic Writing and Critical Thinking*, are also examined.

Lancaster
70 audience
Workshop
LT
le, s, t, a

Smartphones and communicative language teaching: a revolution waiting to happen?

Rupert Walsh (University of Portsmouth, UK)

Communicative language teaching (CLT) aspires to be authentic, learner-centred and genuinely communicative. Mobile technologies, long seen as a classroom distractor, now have the potential to fulfil these aims of CLT in ways previously not possible. This workshop will introduce and practically demonstrate ways in which the smartphone can lead to a communicative revolution in the classroom.

Oxford
800 audience
Workshop
TD, TTed
le, t, a

Give us a break! Energisers and breathers

Jane Revell (Freelance)

Sitting still for long periods is not hugely conducive to learning. We slow down physically and mentally. Energisers give us a bit of a boost. And if we're tired, worried or distracted, then breathers give us a chance to relax, recharge and refocus. So come and switch on ... or off, with some ideas from *Energising your Students* (Helbling English).

Auditorium 2
600 audience
Workshop
LIT
le, s

Using modern poetry for language practice in the ELT classroom

Hanna Kryszewska (Pilgrims Teacher Training, UK & University of Gdansk, Poland)

Using poetry in an English language classroom is often associated with classical poets few learners can fully appreciate. However, modern English language poetry can be made accessible to language learners at lower levels. It not only offers a good read that can be followed by language practice, but it can also be a springboard for the learners' own creativity.

Wednesday

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for sponsoring this programme



Wednesday 11 April

1730-1815: Session 2.9

Wednesday

Restaurant
100 audience
Workshop
TD
e, le, a

You're the boss: taking control of your career development

Ailsa Sheldon (Regent Edinburgh)

How are the lessons you teach today different from your very first lessons? Will your lessons be different next month, next year, in five years? I hope so. This workshop focuses on why teachers plateau and will give exciting strategies to help you continue to learn and develop both inside and outside the classroom.

Room 1
180 audience
Workshop
LT, MD
e, le, p, s, t, a

Making the most of authentic video in the classroom

Elena Deleyto La Cruz (Digital Learning Associates)

Video is now a must-have in the language classroom. But what is its place within the learning process and how can we use it to our best advantage? In this interactive workshop, we will critically review the new generation of authentic videos for ELT and collaboratively generate an approach to best practice in their use.

Room 3
50 audience
Workshop with restricted audience number
TTEd
e, le, s

Towards purposeful education: best practices in science CLIL classrooms

Jonathan Kilpela & Raul Parana (University of Jyvaskyla)

What can language educators learn from existing best practices in science education? In CLIL classrooms, language teachers often feel uncertain about how to build scientific knowledge and support linguistic development at the same time. In this session, attendees will explore teaching techniques for science CLIL lessons, using the CLIL matrix and a communicative approach framework developed in science educational research.

Room 5
60 audience
TEASIG Showcase

IATEFL Testing, Evaluation & Assessment Special Interest Group Open Forum

Helping teachers to aspire to excellence in language testing

The TEASIG Open Forum is an opportunity for members and prospective members to meet the TEASIG committee. The committee will report on the SIG's activities in 2017 and discuss TEASIG activities, events and future plans with delegates. Anyone can attend, find out more, make suggestions and meet others.

Room 6
60 audience
Workshop
RESIG Showcase
le, t

Research in language teaching: asking the right questions

Nicola Perry (Higher Institute of English, Mauritania)

If we wish to research our language classrooms, we need to start with a good question. Whether it is an action research project, a dissertation or a critical inquiry into our own practice, a good clear question will guide and support our research design and ensure our project is purposeful, focused and ultimately effective.

e = experienced audience

le = less-experienced audience

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 8
50 audience
**Workshop with
restricted
audience
number**
TTed
le, p, s, a

Exploring cultural identities through technology

Helene Appel & Maria Bahrenscheer Jensen (Metropolitan University College)

We will demonstrate how teachers can explore cultural identities in their EFL classroom applying the method of digital storytelling. We will present examples of some student work based on 'the 7 steps' from Joe Lambert's *Digital Storytelling*. During the workshop, we will incorporate group discussions on the subject matter and go through two specific tasks.

Room 9
60 audience
Workshop
ESOL
e, le, a

Older English learners – when motivation alone is not enough

Heloisa Duarte (Freelance)

In this workshop, we'll analyse common current needs and wants of older English learners (50+), and consider the factors that may hinder their development, notwithstanding how motivated these learners may be. We will also look at potential ways to overcome these learners' challenges by using their own experience, competencies and motivation in order to help them achieve their goals.

Room 10
50 audience
Workshop
EAP, PRON
le, t, a

Applying frequency, spacing and variability theories to oral skills instruction

Maria Parker (Duke University) & Carson Maynard & Brenda Imber (University of Michigan / English Language Institute)

This workshop focuses on applying three learning theories (frequency, spacing, variability) to oral skills instruction. Participants are introduced to the theories with sample materials that address voicing and lengthening in US English vowel sounds, vocabulary acquisition and conversational pragmatics. They then work in groups to either practise the activities or adapt the materials for their own settings.

Room 11
50 audience
**Workshop with
restricted
audience
number**
TD
e, le, s, t, a

The teacher makes all the difference!

Ellen Keates (Windesheim University of Applied Sciences, Zwolle, Netherlands)

When asked about influential people in their personal or professional development, people often name one of their teachers. They say these teachers inspired them, gave them confidence or showed them a new slant on life. What is it that makes these teachers so inspiring and can we all make the difference in the lives of our students? An interactive workshop!

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ESP = English for Specific Purposes

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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 11 April

1730-1815: Session 2.9

Wednesday

Syndicate 1
200 audience
Workshop
LT, TTEd
e, le, p, s

Developing digital tourists: teaching English language students through Google Maps

Sidra Niaz (Evolution, Pakistan)

This session, open to experienced and less-experienced teachers, focuses on unfolding innovative ways to teach 21st-century English language learners through Google Maps, an effective mapping tool readily available on web-browsers and smartphones. We will develop a wide range of activities for our English language classrooms using Google Maps and its prominent features, including satellite imagery and 360° street view.

Syndicate 2
200 audience
Workshop
TTEd
le, a

'No one told me that!' Top tips for new trainers

Beth Davies & Nicholas Northall (ELTC, University of Sheffield)

There appears to be substantial support for making the transition from teacher to teacher trainer. However, once qualified and working in this new role, this support can sometimes drop off. In this workshop, we will suggest some of our top tips for new teacher trainers to try whilst also giving the audience the opportunity to share ideas and best practice.

Syndicate 3
200 audience
Workshop
ESAP
e, le, s, t, a

Short mystery games to teach critical thinking

Walton Burns (Alphabet Publishing)

Mystery stories provide an easy and engaging way to practice critical thinking, but the length, complexity and genre conventions can be challenging for students. Participants will learn about and try three ways to adapt mysteries to the English language classroom. My book, *Clue by Clue*, will be mentioned at the end as a further source of mystery games.

Syndicate 4
200 audience
Workshop
GEN
e, le, a

Signposting lesson aims and activities

Alina Promska & Liudmyla Konoplenko (British Council Ukraine)

In this workshop, we will outline the concept of signposting, share how to make it clear, not time-consuming but effective in your lessons, and try out a few techniques that will work with learners of elementary level and higher. The workshop is aimed at helping develop learner autonomy, increasing the sense of progress and student satisfaction, and enhancing motivation.

Wednesday 11 April

1900-2100: Evening events

1900-2100 Evening events

In Pursuit of Brighton Trivia

1900-2000 in Syndicate 3

Join Emma Segev, Dorothy Zemach and Marjorie Rosenberg for a fun-filled evening event. Brighton trivia is the game, and trying out a simple tech tool for classroom assessment is the aim. So, come along on Wednesday evening, make new friends, participate in an interactive game, and learn more about the incredibly diverse city of Brighton and Hove.

The Fair List, UK

1900-2000 in Syndicate 4

Come and learn about The Fair List, UK - the 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 2017 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!). And this year we celebrate the launch of our Facebook page! 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 welcome!

Meet the IATEFL SIGs (Special Interest Groups)

1900-2015 in Restaurant

Join us for this fun networking event with drinks and nibbles and find out more about our 16 Special Interest Groups. Decide which ones you would be interested in joining and what benefits SIG members find from being part of these specific professional communities.

Wednesday

continued...

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Wednesday 11 April

1900-2100: Evening events

Sharing stories

1900-2100 in Syndicate 1

After a long day of working sessions why not relax and simply listen to stories or tell a few yourself IF you feel like it? By stories we mean tales, myths and legends from your own culture or anecdotes from your life experiences. This long established session is a special opportunity for everyone to share stories which are important to them: for us teachers, from so many countries, to share our common humanity. David Heathfield and Andrew Wright will be telling a few stories themselves We are sure it will be another lovely evening of story sharing. David and Andrew are both professional storytellers, both have worked as storytellers in many countries and both have shared their experience by writing books about stories and storytelling. They are very happy to have been associated with this story sharing evening at IATEFL for many years.

The ERF Language Learner Literature Awards

1930-2030 in Auditorium 2

Hosted by Jennifer Bassett. Come and join us for drinks and light snacks to celebrate the winners of the Language Learner Literature Awards for 2017. We'll also be exclusively announcing the finalists for 2018. The first 100 attendees will receive a free copy of one of the winning books.

The Extensive Reading Foundation sincerely thanks the following publishers for their sponsorship of this event: Black Cat Cideb, Cambridge University Press, e-future, ELI Publishing, Helbling English, International Language Teaching Services (ILTS), National Geographic Learning, Oxford University Press & Scholastic ELT.

Wednesday



Thursday 12 April

0800-1730: Registration Desk Open

0815-0845: How To... Sessions

0830-1645: Exhibition Open

0800-1730 Registration desk open

0815-0845 IATEFL How To... sessions

Ambassador
150 audience

How to write for *IATEFL Voices* and other English teaching magazines (with Alison Schwetlick)

In this session, I will outline how to come up with an idea, choose the right publication for it and then convert it into a publishable piece. I will include examples of genres; writing styles; pertinent guidelines; and tips on how to work with the editor.

Balmoral
250 audience

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.

Buckingham
150 audience

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.

0830-1645 Exhibition open

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday

We would like to thank



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Thursday 12 April

0900-1000: Plenary Session

0900-1000 Plenary Session

Oxford

Plenary session by Brita Fernandez Schmidt



Brita Fernandez Schmidt is an advocate and promoter of women's empowerment, women's rights and equality. She frequently writes about the challenges women face all over the world in the context of poverty and conflict. Brita is a public speaker on these issues. She has lived in and/or worked with over 16 countries spanning three continents. Brita has led several influential women's organisations and networks.

She currently runs Women for Women International - UK as Executive Director. She has grown the organisation from when it first started in the UK to a medium-sized organisation which is helping thousands of women in countries affected by conflict and raising millions through effective and innovative donor relationships and partnerships.

Brita holds an MA in Women's Studies from the University of Sussex. Originally from Germany, Brita went to school in Venezuela. She now lives in the UK with her husband and two daughters. Her first TEDx talk went live in January and can be seen at <https://www.youtube.com/watch?v=j77lnaaAR8c>

Knowledge is power: access to education for marginalised women

Brita Fernandez Schmidt has worked for over 20 years with marginalised women all over the world. She has seen that, no matter where in the world, access to knowledge is the key to unlocking potential and transforming lives. Brita will reflect on the lessons she has learned for providing access to education and knowledge to the most marginalised women in developing countries who have never been to school and the ripple effects that this has on their families and the wider community. She will share the practical approaches that organisations like Women for Women International have developed for teaching in the absence of literacy. Her talk will be making references to different contexts of extreme poverty, including a recent project that provides English language teaching to Syrian women refugees in the Kurdish Region of Iraq. The specific work that Women for Women International delivers in countries affected by conflict directly relates to the wider International Development frameworks, such as the Global Goals, which were agreed by the UN in 2015 and set the global agenda for poverty reduction. In her plenary, she will show how her organisation is contributing to the implementation for these goals and provide insight into how education plays a key role in making these goals a reality.

Thursday

Thursday 12 April

1020-1050: Session 3.1

1020-1050 Session 3.1

Ambassador
150 audience
Talk
**TTEd SIG
Showcase**
e, a

Video-based training and development for language teachers

Steve Mann (University of Warwick)

This talk considers the value of digital video in teacher education. Featuring examples of teachers reflecting on their experience, the talk considers how we can best harness the potential of video in teacher education. We will consider the value of various video-based pedagogic practices, such as the use of video for feedback and the use of screen-capture software.

Balmoral
250 audience
Talk
EAP, TEA
e, le, s, t

10 myths about the TOEFL® test

Joanna Wrzesinska (ETS TOEFL)

Led by a TOEFL® program expert, this session addresses 10 common myths about the TOEFL iBT™ test, which were gathered from conversations held with teachers worldwide. The practical information to be shared concerning test use, design, format and scoring is likely to influence the way many teachers approach their TOEFL test preparation classes.

Buckingham
150 audience
Talk
BESIG Showcase
le, a

What is Business English?

Gregory Burrows-Delbarry (St Giles International)

Want to know more about Business English? This session is a comprehensive overview for teachers new to Business English or wanting to move into it. I will focus on key areas in the field, as well as practical tips and advice for teachers to understand what BE constitutes and steps to improve their practice. No business experience required!

Cambridge
250 audience
Talk
GI
e, le, a

The only non-NEST in the village

Sebastian Lesniewski (Freelance)

It is increasingly recognised that optimal language learning occurs when learners are taught by a combination of native and non-native teachers. I will contribute to this argument by discussing the native and non-native teachers' areas of strength, paying particular attention to the teacher's linguistic intuition and quality of language input, which have been somewhat ignored in the recent NEST/non-NEST debate.

Dukes
150 audience
Talk
**PRON SIG
Showcase**
e, le, s, t, a

Towards a pedagogic phonology

Mark Hancock (Hancock McDonald ELT)

Many teachers avoid pronunciation teaching because the theory is daunting and the target is unrealistic. I will suggest that, just as we have pedagogical grammar, we need a pedagogical phonology – clear and simple to present in class, and flexible and realistic as regards accent. We will see an example of what this might look like in practice.

Thursday

We would like to thank



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Thursday 12 April

1020-1050: Session 3.1

Durham
600 audience
Talk
GI, TD
e, le, s

Big ideas from multiple perspectives: topics in teenagers' classes

Daniel Barber (National Geographic Learning)

How does what teenagers learn about global issues at school compare with current understanding? Can the ELT profession bridge the gap between knowledge enshrined in textbooks and a more up-to-date awareness of the issues? With examples, I will suggest how we should approach familiar topics from many angles so teenagers leave lessons smarter.

Hall 4
250 audience
Talk
GI
e, le, s, t, a

Labels – not the way forward!

Adrian Tennant (Freelance)

This talk will explore the issue of labels in ELT. Labels such as NEST/non-NEST, gender and race are not a guide to competence. By still using such labels we perpetuate stereotypes. This talk suggests we should stop using these terms and instead talk about the real issues. Participants will leave with a fresh perspective and a new framework.

Lancaster
70 audience
Talk
EAP, LASIG
Showcase
le, t

The importance of being earnest: can teachers learn from students?

Martina Sindelarova Skupenova (Masaryk University Language Centre, Brno, Czech Republic)

Redefining teacher and student roles is understood as a key principle of autonomous learning. This talk describes practical attempts to enhance an English language course with situations when students teach and teachers learn. It suggests that opening the teaching perspective to students, as well as to teachers being earnestly interested in learning from them, is crucial in a truly autonomous environment.

Oxford
800 audience
Talk
LAM, TDSIG
Showcase
e, p, s, t, a

Inspired professional development: the road ahead

Silvana Richardson & Gabriel Diaz Maggioli (Cambridge University Press)

How can busy professionals access time and cost-effective professional development opportunities? What is now known about the impact and the formats that professional development can take? In this presentation, we will share insights from recent reviews of studies into continuous professional development, ideas, and opportunities for teachers to engage in ongoing professional development.

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TEA = Testing, Evaluation & Assessment

TTEd = Teacher Training & Education

YLT = Young Learners & Teenagers

Auditorium 2
600 audience
Talk
LT
e, le, p, s, t, a

Smartphones are not the answer!? The grand edtech buzzword bingo

Thomas Strasser (Freelance)

This practical talk will provide an overview of edtech myths and misconceptions (especially mobile learning), presenting hands-on toolkits taken from *Mind the App 2.0* (Helbling) for smartphones aficionados and edtech critics who would like to explore the full potentials of smartphones without the bling-bling tech fuss. Which trends are promising? Which innovations are digital voodoo? What should an EFL teacher know?

Restaurant
100 audience
Talk
LT, TTed
le, a

Learn English with the method of loci in immersive worlds

Heike Philp (let's talk online sprl) & Letizia Cinganotto (INDIRE, Italy)

The 'method of loci', a mental walk-through and visualization technique used by memory contest champions, is being applied in virtual immersive environments with a genius twist. The brain relates well to spatial organization, which provides a good vehicle for organizing language information and learning words in context and helps recall language items at ease.

Room 1
1020-1135
180 audience
Forum
EAP

Forum on Feedback to writing

Your failure, my success: EAP and the self-serving bias

Daragh Behrman (INTO London World Education Centre) & Tom Alder (King's College London)

This talk is based on primary research into the effect of 'self-serving bias', in the context of student rationalisations of grades awarded for written work, submitted for assessment in two EAP institutions. It will highlight the impact of self-serving bias on learner motivation, attitude and objectivity and the need to consider safeguards against their influence or implications.

Student perceptions of feedback in an EFL business writing course

Lisa Amdur (Tel Aviv University) & Deborah Lahav (Ruppin Academic Center)

The presentation will describe students' perceptions of the feedback they received in the context of a tertiary EFL business writing course. It will also present what the teachers learned about effective feedback in the eyes of the students and include practical suggestions for designing feedback that is individualized, task-oriented and that meets the expectations and needs of the students.

Peer feedback – exploring student experiences

Nina Nellemann Rasmussen (The University of Copenhagen)

Corrective feedback on students' writing is an integral part of many university-level writing courses. This presentation covers the results of a survey conducted on two groups of writing students at the University of Copenhagen. The students received different types of feedback on their writing (face-to-face versus electronic). Surprisingly, there was great similarity in the responses across the two groups.

Thursday 12 April

1020-1050: Session 3.1

Thursday

Room 3
50 audience
Talk
IPSEN, TEA
e, le, s, t, a

Exams and EDI: positive washback on inclusive teaching practices

Liliana Sanchez (British Council Mexico)

Various examination boards have implemented Equality, Diversity and Inclusion (EDI) policies for years, making it possible for test takers with different abilities to take a range of examinations. But are these practices equally reflected in the classroom? In this talk, we will look at some examples of these inclusive testing approaches and consider their beneficial effect on teaching.

Room 5
60 audience
Talk
LIT

Developing literate learners in the shadow of Mount Everest

Babita Sharma Chapagain (Literacy Improvement Programme Solukhumbu)

The Nepalese Government launched its 'Literate Nepal Campaign' in 2014. The Literacy Improvement Programme Solukhumbu (LIPS) is designed to meet the objectives of the campaign in a remote mountainous region of Nepal. This presentation will examine how LIPS brings parents and schools together to achieve this mission, and the role of literature and English in the literacy programme.

Room 6
60 audience
Talk
GEN
e, le, a

Critical teaching: students as players and agents of change

Ila Coimbra (Freelance)

How can we language teachers foster critical thinking in the classroom and help our students to become agents of social change? The aim of this talk is to discuss how the principles of Critical Pedagogy can be applied to the ELT classroom in order to expand not only learners' proficiency, but also their role the world.

Room 8
50 audience
Talk
YLT
e, le, s, t

Writing about the world in a digital world

Benthe Fogh Jensen (University College of South Denmark)

The digital media give students many opportunities for communicating with each other and the whole world. But also, there are many challenges involved. This talk is based on a project and subsequent study in two Danish EFL classes. Focus was on how to scaffold students' blog writing and thereby enabling them to communicate effectively and appropriately given the communicative situation.

Room 9
60 audience
Talk
EAP, RES
e, t

Teaching listening using the comprehension method

Brendan Wallace (Glasgow International College)

The comprehension method of teaching receptive skills (e.g., listening) has a great deal of theoretical and empirical backing. This talk describes an attempt to teach listening via the comprehension method: using a questionnaire and peer feedback to assess its effectiveness. It was found to be highly effective. The implications of this for current teacher practice will be discussed.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS



Room 10
50 audience
MaW, MD
e, t

Designing grammar materials for university students: challenges and ways forward

Olga Kravtsova (MGIMO University, Russian Federation)

This talk focuses on the challenges typically confronted in designing materials intended for different ability groups and aimed at honing grammar skills essential for meaningful communication. Drawing on my experience, I will suggest a way to incorporate grammar into a General English course and to enhance student motivation as well as improve grammar accuracy through a system of exercises.

Room 11
50 audience
Talk
TEA
s

Reading tasks in the online assessment tool IKM

Daniela Graf (Austrian Federal Institute BIFIE)

The Austrian curriculum sets the target level A2 (CEFR) for students' reading skills after 2(3) years. In response, the Federal Institute BIFIE's online informal assessment tool *IKM* supports teachers in Austria by generating feedback on students' reading performances. A detailed analysis of *IKM* reading tasks is presented to inspire ELT professionals designing their own teaching and testing materials for reading.

Syndicate 1
1020-1135
200 audience
Forum
GEN

Forum on CEFR

The new Common European Framework of Reference (CEFR) Companion Volume Tim Goodier (Eurocentres London Central)

This session gives an overview of the *CEFR Companion Volume* published for dissemination during 2018. I will consider the potential for course design and enrichment it presents with a significantly extended set of illustrative 'can do' descriptor scales. In particular, I will discuss the relevance to '21st century skills' of new descriptors for mediation, plurilingual/pluricultural competences and multi-modal online interaction.

The CEFR revisited - localization beyond Europe

Claudia Kunschak (Ritsumeikan University)

CEFR alignment for content-based instruction and academic tasks, can it be done? This presentation will demonstrate how to adapt the global scales and illustrative descriptors of the framework to a local context in higher education to strengthen articulation within the program, support teaching and learning, and be transparent to stakeholders inside and outside the institution.

Using mediation strategies from an L1 to an L2 text

Evangelia Xirofotou (Aristotle University of Thessaloniki, Greece)

The purpose of the study, which formed part of my PhD research, was to investigate the effect of instruction on written mediation strategies for Greek English language learners aged 14-15 at intermediate level of proficiency. The main question that the study addressed is identifying the types of mediation strategies that facilitated the English language learners in improving their written mediation.

Thursday 12 April

1020-1050: Session 3.1

Syndicate 2
200 audience
Talk
EAP, LT
e, le, p, s, t, a

Debate tricks, tips and video analysis: the ELL classroom transformed **Chris Meoli (Teaching House Boston)**

Empowering students to argue in English is a rewarding experience. This presentation provides practical and innovative methods for integrating debate into ESOL classrooms to promote critical thinking and academic skill development. Participants in this presentation will view video clips and examples of these methods, and gain a wealth of resources to experiment with debates in their own classrooms.

Syndicate 3
1020-1135
200 audience
Forum
TEA

Forum on IELTS

Impact of teaching methodology and candidates' motivation on IELTS scores **Kalyan Chattopadhyay (Bankim Sardar College)**

IELTS candidates are often advised about the length of preparatory course they need to take to reach a particular level on IELTS. This presentation will attempt to establish a robust understanding of the links between such preparation programmes and candidates' changing IELTS scores, and in particular how teaching methodology and candidates' motivation impact on how well they do on IELTS.

The effect of IELTS test preparation and repeated test taking **Ruolin (Rowling) Hu (University of York)**

Predictive studies using IELTS as a predictor for NESB speakers' academic attainment at English speaking universities failed to yield consistent findings. In our study, we re-examined the validity of IELTS through investigating the effects of test preparation and repeated test taking. Results confirmed that test preparation and repeated testing could undermine IELTS's validity and inflate scores beyond one's general proficiency.

University preparation course and test preparation collaboration **Claire Murphy (American University of Sharjah)**

The effective combination of both University Preparation course (UPA) and IELTS or TOEFL Test Preparation course (TP) in the AABP can help students achieve their desired learning outcomes; to improve their English language as well as attain their required exit scores in either the TOEFL or IELTS to matriculate to their major.

e = experienced audience

le = less-experienced audience

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

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Therefore, please check the audience size in the left-hand column of each entry.

Thursday



Thursday 12 April

1020-1050: Session 3.1

1105-1135: Session 3.2

Syndicate 4
200 audience
Talk
YLT
e, p

How to work innovatively with children in EFL classrooms

Merete Olsen & Soren Hattesen Balle (University College Absalon, Denmark) & Annie Skovly Thomsen (Asgard Skole, Denmark)

In the 21st century a call for innovation and entrepreneurship has come to dominate the discourse of contemporary society - also in relation to education. This workshop is about how to work with innovation, entrepreneurship and vocabulary learning with children in EFL classrooms. A substantiated discussion, practical ideas, and ready-to-use tasks and activities for language teachers will be presented.

1105-1135

Session 3.2

Ambassador
150 audience
Talk
TTEdSIG
Showcase
e, a

EMI and facilitating vocabulary growth of proficient L2 users

Piet Murre (Driestar University, The Netherlands)

Explicit teaching of vocabulary to proficient L2 speakers can hardly be done efficiently, as it concerns infrequent words and sight vocabularies may vary widely. However, using EMI for general teacher education modules for C2 level student teachers of English in the Netherlands, this may present opportunities to efficiently teach emerging new vocabulary. I'll discuss the exploratory study that offers some findings and ideas.

Balmoral
250 audience
Talk
GEN
le, a

What can MOOCs do for me?

Sally Trowbridge & Christina Pole (British Council)

You probably know that MOOCs are great for CPD and for expanding your PLN. But did you know that MOOCs can also help you to prepare vibrant, authentic lessons for your students and allow them to engage with English learners around the world? This talk gives practical ideas for busy teachers, focusing on British Council/FutureLearn MOOCs.

Buckingham
150 audience
Talk
ESP, **BESIG**
Showcase
e, le, a

Focusing on lexical chunks in business emails - a beneficial approach?

Rachel Lawson (SprogEU, Denmark)

This talk will share the results of my study for my master's final project. It investigates using a lexical approach with specific focus on chunks to improve BE learners' email writing skills. I examine learner and teacher attitudes pre- and post-course. And through my action research, I hope to gain useful insight into the appropriateness and success of this approach.

Thursday

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Thursday 12 April

1105-1135: Session 3.2

Thursday

Cambridge
250 audience
Talk
TDSIG
Showcase
e, t, a

Action research: a program for positive change

Jennifer Wallace (UTS Insearch, Sydney)

The UTS Insearch Action Research Program is a grassroots, teacher-led professional development initiative which supports teachers to conduct small-scale, classroom-based research and engage with theory and scholarship. This talk will discuss the approach teachers could adopt when setting up a program in their own schools and will also outline the potential benefits for the school community.

Dukes
150 audience
Talk
PRONSIG
Showcase
e, le, a

Pronunciation in action: reflections from two teacher trainers

Nicola Meldrum (OxfordTEFL) & Mark McKinnon (UAB Idioms)

After more than ten years working as teacher trainers on a Trinity Dip TESOL course, we decided to get back into the classroom and respond to the most frequent comments and issues we continue to hear from teachers and learners about pronunciation. In this talk we will share the results!

Durham
600 audience
Talk
GI, LT
e, s, a

English for the underserved: technology to close the digital divide

Michael Carrier (London)

The growth in the use of educational technology and internet-based activities and learning materials has been largely positive for learners. But learners in low-resource contexts, in emerging economies, where they do not have easy internet and computer access, have not shared these benefits. This talk addresses how innovative new technologies and projects can bridge this divide and support these learners.

Hall 4
250 audience
Talk
GI, IPSEN
e, a

'Native' & 'non-native' English teachers: contrasting opinions

Ross Thorburn (Beijing, China)

We all want to end discrimination against 'non-native English teachers', so why does it persist? Come to this session to find out where the opinions of teachers, parents, students and administrative staff differ from each other and from research and hear about the challenges we need to overcome to change our customers' preferences for 'native English teachers'.

Lancaster
70 audience
Talk
LASIG
Showcase
le, a

Effective peer assessment as a step towards independent learning

Agnieszka Luczak (Kings Education)

In this talk, I will focus on the importance of peer assessment and various ways of incorporating it into classroom routine. I will show how this practice helps my students develop independent learning skills. I will also provide some practical ideas on how to enable students to assess each other's progress effectively in an engaging manner.

Oxford
800 audience
Talk
GI, MaW
e, le, s

Peace education in the EFL classroom

Eduardo Amos (Richmond Publishing)

School environments have been increasingly impacted by intolerance and indiscipline and these hamper students' learning. This presentation describes an ELT program aimed at promoting diversity awareness, ethics and student social enactment. Major theoretical principles and practical activities will be discussed. Points made in the talk will be exemplified by activities from *Students for Peace*, a 4-level series published by Richmond.

Auditorium 2
600 audience
Talk
GEN
e, le, p

Let's cooperate through mini projects!

Louise Connolly (Macmillan Education)

Children are social beings but they don't always know how to work together to accomplish shared goals. Mini projects provide an excellent medium in which to develop cooperative skills over time. This talk, which includes examples from *Give Me Five!*, will provide practical model projects as well as ideas for encouraging children to share responsibility for completing the projects.

Restaurant
100 audience
Talk
MaW
e, le, t, a

Bringing HONY into the ELT classroom: the power of authenticity

Djalal Tebib (University of Constantine, Algeria)

Incorporating authentic material into the English classroom has long been proven beneficial. Humans of New York, a well-known photoblog and story-themed Facebook page, seems to be a valuable source of 'real' and succinct stories that teachers can exploit in the classroom. This talk demonstrates how using HONY stories in the ELT classroom fosters students' language skills, creativity and personal growth.

Room 3
50 audience
Talk
ESAP, LAM
e, t, a

Beyond English: international student success through acculturation and study skills

Hugh Douglas Sewell (University of Calgary, Canada)

A fallacy in Western university admissions processes is that improving international students' English ability is enough to ensure otherwise qualified applicants have the tools to be successful in their degree studies. This presentation will review this argument and present research, suggesting inclusion of academic acculturation and study skills in an English foundations program significantly improves international students' later degree progression.

Thursday 12 April

1105-1135: Session 3.2

Thursday

Room 5
60 audience
Talk
GEN
e, le, s

CLIL: the same doubts unresolved and more

Anthony Bruton (Retired, Universidad de Sevilla, Spain)

The audience will be updated on the significance of CLIL continuing not to be defined and further examples of the debatable research supposedly showing that CLIL necessarily benefits L2 development. Additional attention will be given to content subject issues, especially comparative learning outcomes. There will be time for audience participation at the end of the session.

Room 6
60 audience
Talk
LT, **ESOL SIG**
Showcase
le, a

Access to English for refugees & asylum seekers

Sarah Rogerson & Chloe Shaw (Cambridge Assessment English)

Cambridge Assessment English has been working on an Access to English for Refugees & Asylum Seekers initiative which has resulted in a number of exciting projects. This talk will describe how learning technologies have been a key ingredient in many of these projects and how partnerships have helped us to reach and support refugees and asylum seekers.

Room 8
50 audience
Talk
RES
e, p, s

Low-level learners' use of interaction strategies

Brigitte Reber (PHBern, Switzerland)

How do teenage learners overcome communication problems? How do they compensate for their lack of linguistic resources? This talk reports on a study carried out in Swiss state school classrooms. Working from examples, I will first identify individual differences between learners, then demonstrate how learners developed in their strategy use over a school year and finally discuss some pedagogic implications.

Room 9
50 audience
**Talk with
restricted
audience number**
EAP
e, t, a

L2 student perceptions of their academic lecture comprehension

Jayn Kilbon (University of Leicester)

This talk will discuss some of the main findings which have emerged from a longitudinal doctoral study investigating postgraduate L2 student views on academic lectures. In particular, it will highlight key factors which students feel either help or hinder comprehension and discuss how pre-sessional EAP courses can help prepare students for their lecture experiences.

Room 10
50 audience
Talk
RES
e, a

Teachers of English teaching Globish: paradox or problem?

Victoria Goncharova (Moscow City Pedagogical University)

The present-day context of TEFL presents a local teacher with global challenges, promoting puzzlement over the formula: "Teaching English today means encouraging potential global citizens to use Globish to contribute to global communication sharing the global culture". This challenging talk aims to unleash creative reflection on what teaching possibilities might arise from such problems. When a problem becomes a possibility...



Thursday 12 April

1105-1135: Session 3.2

1205-1235: Session 3.3

Room 11
50 audience
Talk
TEA
e, le, s, a

Authentic assessment vs. teaching to the test

Ilya Denisenko (State Academic University for Humanities)

Authentic assessment is a process of tackling real-life problems that students will encounter in their educational, social and professional life. Authentic assessment requires students to demonstrate communicative English proficiency by showing real competences when performing complex tasks that exhibit meaningful application of their skills. I'll explain how using authentic assessment in teaching practice can be valuable for both teachers and learners.

Syndicate 2
200 audience
Talk
LAM
e, s, t, a

The Ofsted inspection model: inspiration for EFL?

Philida Schellekens (Schellekens Consultancy)

The Ofsted inspection model differs significantly from EFL inspections and audits. Positive features, in my view, are the focus on learner progress and the quality of learning (rather than teaching) and the triangulation of evidence. The Ofsted process is cooperative and managers can accompany inspectors during observations. Interested? Come and find out how it works!

Syndicate 4
200 audience
Talk
LT, MD
le, p, s

Designing creative and technological materials

Muge Bocekli & Meral Ozlem Toker (Cakabey Schools)

As the needs of the learners and the educators started to change with the impact of technology, this talk aims to provide practical ideas on how to design more enjoyable, technological materials using Microsoft OneNote and Sway tools. We think learners are more engaged in the lessons when the materials and the language can attract their attention and make connections.

1135-1205

Coffee break

Continual complimentary tea/coffee in the exhibition hall until 1620.

1205-1235

Session 3.3

Ambassador
150 audience
Talk
YLT, TTEdSIG
Showcase
le, p, a

Leadership for sustainable teacher development and improved pupils' learning

Dalia Elhawary (Faculty of Education, Alexandria University)

This talk provides an overview of an innovative leadership project that aimed to empower English subject senior teachers to lead professional development in their schools. It outlines how they used professional learning communities among themselves and with their teachers to engage in a cycle of learning and how this led to improving the learning experience of pupils in the classroom.

Thursday

We would like to thank

OXFORD
UNIVERSITY PRESS

for sponsoring this programme



Thursday 12 April

1205-1235: Session 3.3

Balmoral
250 audience
Talk
ESP, LAM
e, t, a

Developing leadership skills through language and communication training

Ben Dobbs (BD Communications, Ireland)

Leadership, in contrast to management, is a soft skill. Effective leadership requires strong communicative skills so the language training room is the natural place to develop a course attendee's leadership skills. This interactive session examines how we can develop our trainees' language for motivation, allocation and delegation, instruction and feedback-giving, coaching skills, interpersonal communication, troubleshooting and more.

Buckingham
1205-1320

150 audience
Forum

BESIG Showcase
e, le, a

Forum on ELF

Language-culture-identity: a paradigm for teaching English as a lingua franca

Rudi Camerer & Judith Mader (Frankfurt am Main)

The aim of this talk is to explore the interrelationship between language, culture and personal identity, drawing on recent research in the field of English as a lingua franca (ELF) and considering practical steps that can be taken in teaching. Authentic examples from international business life are used to illustrate the points and to suggest practical ways of teaching ELF.

Integrating ELF awareness into business English teaching and beyond!

Gemma Williams (University of Brighton / St Giles International)

This talk will provide a brief overview of contemporary ELF research, along with a more detailed description of aspects considered highly relevant to Business English teaching. I will share findings from my own case study research into (Business English) teacher awareness of ELF, with suggestions for how teachers can integrate essential ELF features into their teaching practice.

Gesturing and voice expression to enhance the speaking skill

Analia Duarte (Universidad de Belgrano)

In the corporate world, speakers who incorporate gesturing are more fluid speakers and more powerful communicators. This presentation, for Business English teachers and teachers of adult learners, will explore how we can support our learners to communicate more successfully by focusing on the way they use their body and voice for effect.

Thursday

e = experienced audience

p = primary teaching

t = tertiary teaching

le = less-experienced audience

s = secondary 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.

Cambridge
1205-1320
250 audience
Forum
LAM, **TDSIG**
Showcase

Forum on Effective & personalised: the holy grail of CPD

Creating a culture of CPD, centre-wide, brand-wide, company-wide **Oliver Beaumont (Regent Oxford) & Duncan Jamieson (OISE Oxford)**

What is the difference between doing CPD and creating a culture of CPD? Two Academic Managers from different contexts will share ideas about creating a thriving academic community in a year-round adult school and adult/young learner summer centres. We'll share our provisions for company-wide professional development across an international organisation, including inter-school collaboration and innovative takes on classic CPD activities.

Are we really supporting new teachers?

Alastair Roy (British Council Madrid)

When facing the challenge of a new school, a mentoring and induction programme should support teachers on their journey. But are these as effective as they could be? In this presentation, we will analyse teachers' experiences and identify areas where our mentoring and induction programmes can better bridge the gap between teacher education and the classroom.

Personalised development groups - a framework for collaborative teacher-led CPD

Josh Round (St Giles International London Central) & Andrew Gaskins (St Giles London Highgate)

Continuing professional development is vital for the success of a school, both in terms of staff fulfilment and student achievement. However, running a lively programme which meets the needs and expectations of all those involved is hugely challenging. This talk explores ways to personalise TD and give teachers space to explore classroom practice and engage with the wider EFL community.

Dukes
150 audience
Talk
PRON SIG
Showcase
e, a

Mind the tone! The roles of intonation in everyday conversation **Catarina Pontes (Cultura Inglesa Sao Paulo)**

Though intonation in English may be one of the hardest features to be taught to non-native speakers, understanding some of its core aspects are crucial in international communication. The findings of a project, carried out with teachers and learners in a language institute in Brazil to improve their ability to understand such features, will be shared in this talk.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

We would like to thank



for sponsoring this programme



Thursday 12 April

1205-1235: Session 3.3

Durham
600 audience
Talk
GI, YLT
e, le, p, s, t, a

Remote theatre with children in challenging circumstances

Nick Bilbrough (The Hands Up Project) & Rida Thabet (United Nations Relief and Works Agency)

The Hands Up project enables children in Palestine to regularly perform pre-scripted and self-scripted theatre pieces in English to international audiences through simple video conferencing tools. In this talk, we'll explore examples of incredible learner creativity borne out of the constraints of working remotely, and end with a live-linked performance from the winners of our playwriting competition, launched last Autumn.

Hall 4
1205-1320
250 audience
Forum
YLT

Forum on Engaging teenage learners: games, digital storytelling and YouTubers

Do teenage ELT students prefer serious learning to playing games?

Elena Peresada (StudyCraft)

When students go from primary to secondary school, most teachers switch to a new teaching mode. With exams ahead, teachers focus on 'serious' stuff. They say that their students are too big to play games. In my talk, I am going to give a few tips on how to use games in your classes with teens successfully.

Using digital storytelling to explore identities with teenage EFL learners

Alexandra Collins (Living Learning English - Freelance)

Language learning should not just be perceived as an acquisition of skills, but also as an opportunity to develop a broader sense of self. Teaching, therefore, should incorporate opportunities for identity exploration. Drawing on research from my completed master's and practical experience, I will demonstrate how this could be achieved using freeware in digital storytelling.

Keeping it fresh for the YouTube generation

Joanna Budden (British Council)

This presentation will look at some of the innovative new content on the British Council's LearnEnglish Teens website. We'll also look at how teenagers are using our online learning communities – the website, our Facebook page and our YouTube channel – to practise and engage with English outside the classroom. Throughout, we'll consider the importance of encouraging online safety and digital well-being.

Lancaster
70 audience
Talk
AL, **LASIG Showcase**
e, le, t

Language advisors' self-perception: exploring a new role through narratives

Marla Giovanna Tassinari (Freie Universitaet Berlin, Germany)

Language advisors are relatively new professionals in language learning and teaching. Who are they and how do they perceive their role between teachers and learners? The analysis of written narratives from advisors in self-access and classroom settings sheds light on what advising is and how advisors' stories can help to transform our approach to the complex system of language learning.

Thursday

Oxford
800 audience
Talk
LT, RES
e, le, a

What can data tell us about online learning?

Caroline Thiriau & Gordon Lewis (Cambridge University Press)

Data is big news, described in 2017 as 'the world's most valuable resource' in *The Economist*. Nevertheless, it is difficult to get excited by something as intangible as data analytics, right? Wrong! This presentation shares insights (and some surprises) into learners' online study habits and behaviours, based on data from Cambridge LMS users studying with *Touchstone*, and discusses implications for educators.

Auditorium 2
600 audience
Talk
ESAP
e, s

Gamification & practical application for EFL learners

Natassa Manitsa (Express Publishing)

Keeping students actively engaged in lessons can be a challenge for teachers. Gamification creates a motivating environment for learners and provides opportunities for autonomous learning and cognitive development. By using game mechanics in non-game contexts, students will view learning as a more enjoyable experience. The Express DigiBooks platform will be used as an example of gamified exercises and resources.

Restaurant
100 audience
Talk
GEN
e, le, p, s, t, a

"All of the sudden..." Articles: definite, indefinite and iffy

Jonathan Marks (Freelance)

IATEFL veteran gives talk about articles. 'The' is the most frequent word in English, and 'a' isn't far behind. The talk: questions concerning the origin, purpose, function, importance, distribution, history and form of articles in English and other languages, why articles are tricky for learners, and how they can be taught. Answers, too, of course, though possibly not THE answers.

Room 1
180 audience
Talk
TEA
e, le, s, t, a

Learning by design: creating a virtuous circle for progression

Ron Zeronis & Sian Morgan (Cambridge Assessment English)

In this interactive session, we explore how Cambridge English Qualifications link together learning, teaching and assessment in a virtuous circle. The exams provide a learning pathway which scaffolds test takers' progress as they reflect on their performance and set their learning goals. The use of common question types and detailed results reporting across the exams supports best practice in teaching.

Room 3
50 audience
Talk
MaW, MD
e, p

How teachers can effectively contribute to better syllabus design

Yasir El Hag (British Council, Sudan) & Steve Thompson (Independent)

This presentation examines the key role Sudanese teachers have had in writing and the process of developing culturally appropriate and practical textbooks for the primary school English classroom. The presentation will share the insights that teachers brought to syllabus design and materials development and the lessons learned from the process.

Thursday 12 April

1205-1235: Session 3.3

Thursday

Room 5
60 audience
Talk
ESP
le, t, a

Adapting the CEFR to the needs of ESP

Cosima Wittmann (telc - language tests)

The CEFR has become a ubiquitous tool in language classes and assessment. Yet, how can one adapt it to fit the needs of ESP students? Using the tourist industry and telc English B1 Hotel and Restaurant as a topic, we will first look for key terms in CEFR descriptors that don't fit the context and then modify the descriptors themselves.

Room 6
60 audience
Talk
GI, **ESOL SIG**
Showcase
e, p, a

Expectations and approaches: volunteer teaching at home and abroad

Jenifah Abu-Hassan (American University of Sharjah, UAE)

Due to financial constraints, many people around the world are not able to afford decent education. Furthermore, with the current political climate, thousands have also been displaced and settled in camps without basic necessities, much less any form of education. As ESL instructors, can we reach out to these unfortunate individuals through our teaching profession by volunteering?

Room 8
50 audience
Talk
TTEd, YLT
e

Thinking deeply with young learners

Cecilia Cabrera (Escuela y Liceo Elbio Fernandez)

Young learners are capable of achieving incredible standards both in language learning and in thinking skills when both areas are worked on together. Actually, the learning of the language becomes a means to an end, not an end in itself. In this talk, the participants will receive techniques and procedures to aim high at young learners.

Room 9
60 audience
Talk
GI
e, le, s, t, a

A usage-based model for speakers of global Englishes

Nathan Thomas (University of Oxford)

This presentation will introduce a framework that describes speakers of English based on usage rather than birthplace or ethnic categorization. Survey data collected from 'non-native' users of English from 18 different countries will be presented to see how participants classify themselves within the model and to verify the validity and usefulness of the proposed descriptors. Discussion is encouraged.

Room 10
50 audience
Talk
ESAP
e, t

Motivate, support and encourage students to practise skills for life

Hana Katrnakova (Masaryk University, Czech Republic)

The starting point of the presentation is the motivation for incorporating selected soft skills aiming at increasing employability and success at the start of students' professional career. The talk will share our experience with introducing soft skills training as part of an ESP English for lawyers course, and provide samples of activities and student feedback.

Room 11
50 audience
Talk
LT
e, t

E-learning: application of MOOCs at a university level of EFL

Hsing-chin Lee (National Taipei University of Business)

I'll report on a study that demonstrates how little MOOC courses are known and how they can be used in a standard classroom for learning English. This presentation reports on some facts about utilizing Coursera. It examines student interests in studying in an online environment on self-learning basis. Through arousing a sense of globalization, the study might boast its positive impact on boosting students' academic performance.

Syndicate 1
200 audience
Talk
LT, YLT
e, le, p, s

Building a positive classroom community with *ClassDojo*

Ayat Al-Tawel (The British Council, Tunis)

Looking for a magic tool to solve all your classroom management problems? Would you like to take attendance, award students, contact parents, get a whole year timeline of a student's progress and do much more with one click? Join this session to start using the best free classroom management web tool and app.

Syndicate 2
1205-1320
200 audience
Forum
IPSEN

Forum on SEN

Inclusive activities for super active young learners

Bozica Saric-Cvjetkovic (Primary school 'Triva Vitasovic Lebarnik', Serbia)

Teaching large mixed-ability classes and including all the students in all the activities can be a struggle. I will guide you through a mini project for young learners, from vocabulary practice to a running dictation. In this project, even the students with special learning difficulties are actively participating, learning and having fun.

Motivational video lessons for SEN students

Julia Koifman (Beit Ekstein high school, Rupin, Israel)

Video lessons can be very useful for groups of pupils with dyslexia, dysgraphia and other learning challenges. This presentation is for those who teach LD students and prepare them for the final exams. It will contain a sample video lesson plan and provide participants with methodology as well as tips for motivating students and enhancing their learning with the help of modern technology.

Enhancing social inclusion with digital learning: the Action Speaking project

Debora Ciampi (Istituto Comprensivo F.Sacchetti, Pisa, Italy)

This talk reports on Action Speaking, a successful and easily replicable project work based on digital learning developed for young learners with mixed ability and SENs. The description of the working phases is followed by a discussion on the factors that made the project successful in terms of social inclusion and personalized learning.

Thursday 12 April

1205-1235: Session 3.3

Thursday

Syndicate 3
1205-1320
200 audience
Forum
GI

Forum on Global issues

Make your students interested in their future

Sara Bruun (Ringsjaskolan, Sweden)

Many students never read a book or watch the news. They don't have a clue about what is happening in the world around them if it doesn't show up on Snapchat or Youtube. In this talk, I will show you how I combine literature and digital tools to make my students interested in having an impact on their future.

Special days: developing a more systematic approach to global education

Margarita Kosior (The University of Sheffield International Faculty, CITY College)

Although incorporating social issues into ELT is presently growing in popularity, more often than not it has the form of a mere one-off occurrence. I'll discuss a more systematic approach that involves devoting one session per month to an internationally recognized special day, with the purpose of empowering young people to make a difference in the world.

Comprehensive EFL/ESL model: developing global competencies through languages

Bogar Vallejo Martinez (Inclusive Education, Mexico)

The purpose of this talk is to present an EFL/ESL model that will enable your students to become functional in a foreign/second language, while empowering them to develop life skills. This model focuses on fostering a sense of individual and collective responsibility regarding world issues. Thus, guiding your learners towards becoming righteous leaders of a global society.

AL = Applied Linguistics

BE = Business English

EAP = English for Academic Purposes

ESAP = English for Specific Academic Purposes

ESOL = English for Speakers of Other Languages

ESP = English for Specific Purposes

GEN = General

GI = Global Issues

IPSEN = Inclusive Practices & SEN

LA = Learner Autonomy

LAM = Leadership & Management

Lit = Literature

LT = Learning Technologies

MaW = Materials Writing

MD = Materials Development

PRON = Pronunciation

RES = Research

TD = Teacher Development

TEA = Testing, Evaluation & Assessment

TTed = Teacher Training & Education

YLT = Young Learners & Teenagers

Syndicate 4
1205-1320
200 audience
Forum
GEN

Forum on Task-based learning

Is there too much L1 in task-based learning?

Peter Lahiff (Future learning language school)

Task-based learning means learners complete a real-world task using whatever linguistic resources they have available to them. This inevitably includes some use of their first language which would seem to conflict with the aim of second language development. This talk reports on research into the impact of first language use on language outcomes on task-based courses.

Collaboration and task-based learning: a winning combination

John Moran & Tanja Hafenstein (ICTE - University of Queensland)

From a teacher-led enquiry in the classroom, it will be shown how collaboration and task-based learning go hand in hand to create a meaningful and stimulating learning environment for EAP and upper intermediate students. Some examples of successful TBL lessons emanating from the enquiry will be shared with participants to take away and explore in their own classrooms.

Task-based learning as a tool to foster learner autonomy

Ricardo Morelli de Oliveira (Cultura Inglesa Sao Paulo, Brazil)

Monitoring in a TBL lesson without interfering with learners' production poses frequent challenges to teachers. In this talk, I will demonstrate how a TBL lesson can be used as an opportunity to encourage learner autonomy and personalised learning. Attendees will be presented with practical ideas on how to lead learners to make informed decisions about their learning process.

1250-1320 Session 3.4

Ambassador
150 audience
Talk
TD, TTEd SIG
Showcase
e, le, a

I can see clearly now: rethinking teacher training observation tasks

Alastair Douglas (Anglia Ruskin University)

As tools given to trainees when they watch peers or experienced teachers, observation tasks aim to develop awareness of teaching methods. However, we have been wondering whether they prove as effective as hoped for in prompting reflection. This talk will present findings of research using observation tasks with a different focus also discussing the principles of task design.

Thursday 12 April

1250-1320: Session 3.4

Balmoral
250 audience
Talk
LT, YLT
e, le, p

Should gaming and education come together? A case for gamification **John Cruft (Macmillan Education)**

There is much debate surrounding the use of Gamification in education. This session will explore the role, importance and challenges of Gamification in the primary classroom. Using example platforms - including Navio - and practical tools, this session will put forward an argument for a 'teacher-friendly' Gamification framework that can support learning outcomes and our course objectives.

Dukes
150 audience
Talk
LT, **PRON SIG**
Showcase
e, le, p, s, t, a

Advancing learners' phonological awareness: putting sound in learners' hands **Adam Scott (St Giles International, Brighton, UK)**

Classroom activities using augmented-reality apps dramatically enhance our ability to develop learners' phonological awareness. Placing audio-visual content behind 'trigger' images introduces a new genre of phonology practice activities which prioritise aural processing, learner control and peer support. This presentation demonstrates activities and how to make them, using an open-access app: *HP Reveal*. Set this up on your smartphone for the session.

Durham
600 audience
Talk
LT, YLT
e, le, p

Setting vocabulary targets for young learners **Mike Mayor (Pearson Education Ltd)**

Primary teachers spend much time teaching vocabulary to young learners, particularly related to specific topics and playing games such as bingo, cards, etc. This talk presents the *GSE Vocabulary for Young Learners*, a framework for learners aged 6 to 11 that offers practical suggestions to more effectively teach and assess vocabulary in the YL classroom.

Lancaster
70 audience
Talk
LASIG
Showcase
e, le, t, a

Systematic reflection: practical solutions to minimizing mismatches and enhancing learning

Laura Burton Fairbrother & Simon Feros (University of Queensland)

Do our students learn what we teach? Perceptual mismatches between teacher intention and student interpretation can negatively impact learning outcomes (Kumaravadivelu, 2003). We will examine common classroom mismatches including activity purposes, teacher/student roles, and learning strategies. We will then present our research into reducing these mismatches and share our practical, systematic, student-centred reflection activities and their effect on learner outcomes.

Thursday



Oxford
800 audience
Talk
TEA
e, le, s, t, a

To 'errr' is human: strategies for higher-level IELTS Speaking success

Greg Archer (Cambridge University Press)

A practical session full of advice for teachers who want to ensure that their more capable students (Level B2+ and above) hit the right notes in the IELTS speaking test. As well as teaching lexis and grammar effectively, awareness of spoken discourse and exam technique are integral to this happening. It features examples from *Mindset for IELTS Level 3*.

Restaurant
100 audience
Talk
LT
e, le, a

Language learning in a self-directed age

Andy Johnson (London School Online)

Learners today have more choice than ever. All you need now is a device and wi-fi to access learning whenever and wherever you like. This talk looks at where learners are going to access language training, sharing my research on self-directed learners. It will look at what this means for language learning and training going forward.

Room 1
180 audience
Talk
LIT
e, a

Using literature in ELT featuring non-standard English - some reasons why

Helen Ford (South Thames College, UK)

Finding interesting reading materials to engage our learners can be a challenge. Come along and find out how I have made use of poems and short stories, which feature a selection of non-standard Englishes from around the world, and discover how these texts will re-energise your learners while developing their critical reading comprehension skills.

Room 3
50 audience
Talk
MaW, MD
le, a

Self-publishing in ELT: ensuring quality through the editorial process

Penny Hands (Freelance)

This talk looks at how self-publishing authors can work with an editor to ensure quality. We will consider why a self-publisher needs an editor, how to find one, how much it will cost, and how to work together with your editor to smooth the editorial process and make your book the best it can be.

Room 5
60 audience
Talk
TEA
e, s, t

Cognitive validity in contemporary language assessment: applying a sociocognitive framework

Thomas Garside (English For Asia, Hong Kong)

This talk outlines the features of the sociocognitive framework and examines the notion of cognitive validity as a driving force for the development of language assessments. The cognitive/linguistic requirements of SELT preparation courses, assessment settings and subsequent English language university study will be related to show how the cognitive validity in assessment can enable positive washback for overseas students.

Thursday 12 April

1250-1320: Session 3.4

Room 6
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 8
50 audience
**Talk with
restricted
audience
number**
ESAP, MD
e, a

Collaborative writing: an enhancing technique
Kamila Helmy & Hala El Shawarby (The American University in Cairo)
The presenters focus on applying collaborative writing as a technique to enhance first-year university students' writing performance based on a study conducted over the period of one semester. The study attempts to assess students' engagement and success in the process of planning, pre-writing, and the final written product.

Room 9
60 audience
Talk
GI, LT
e, le, s, t, a

Develop life skills through digital resources
Michael Jarvis (Regent Oxford)
The aim of this talk is to look at how combining digital tools (including Padlet.com and Google Docs) with careful, pedagogically effective usage of personal devices can be implemented to nurture 21st century productive, receptive and critical thinking skills and encourage intercultural communication, both inside and outside of the classroom.

Room 10
50 audience
Talk
EAP, ESAP
e, le, t, a

The forgotten skill: building vocabulary for spoken production
Kerstin Okubo (University of Toronto)
How can EAP students expand their spoken vocabularies? Currently, EAP vocabulary study focuses on building comprehension, and vocabulary for speaking is largely underemphasized. This presentation will invite participants to move beyond studying only the unknown vocabulary in source material, and explore ways to exploit authentic sources for the salient words students need to build their productive vocabularies.

Room 11
50 audience
Talk
ESP, MaW
e, a

Integrating negotiation and collaboration skills for a 21st century education
Colm Downes (British Council Palestine)
In this talk, I will demonstrate different ways of integrating negotiation theory, authentic content and skills into student-centred classes, which help learners develop both language proficiency and the negotiation and collaboration skills they need to succeed in the 21st century. At the end of the talk I will launch my new blog www.diplomaticenglish.com.

Thursday



Thursday 12 April

1250-1320: Session 3.4

1335-1345: Session 3.5

Syndicate 1
200 audience
Talk
AL, TEA
e, le, s, a

The lingo u wanna use but shouldna - appropriacy in assessment

Andreas Grundtvig (Pilgrims / Cambridge Examinations Centre Hamburg)

The rift between the language our learners encounter and the language we expect them to use is growing, perhaps faster than ever. We'll see how new vocabulary and conventions can appear overnight (covfefe) and leave us cornered by a need to explain that, despite being abundant and 'cool', this language is not appropriate for exams - at least, not yet!

1320-1420 Lunch break

1335-1345

Ground floor
poster area

Session 3.5

Please note that today's poster presentations take place from 1335 to 1345 during the lunch break. Details are below and on the following page.

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

Session 3.5 - Poster presentations

(Please note that this takes place during the lunch break)

Ground floor
poster area

For the duration of the conference, there is a Poster Forum on the ground floor of the Brighton Centre.

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
TTEd

Why the IATEFL conference is advantageous for university students

Verena Ganser & Simone Potsch (English Department, Graz University)

University students often only study the theoretical background of language teaching isolated from real teaching experiences. The IATEFL conference provides the opportunity to get an insight into real, practice-oriented teaching methods from teachers from all over the world. This is why we, as students of Karl Franzens University Graz, want to highlight the advantages of IATEFL conferences for university students.

Thursday

We would like to thank

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Thursday 12 April

1335-1345: Session 3.5

Poster 6
ESP, TEA

Using mobiles in ESP lessons in a non-mobile context

Heriberto Rey Garcia Alvarez (APC-ELI)

Digital tools such as iPads, tablets, free web-based tools, and mobiles have made considerable changes in most educational systems worldwide. Thus, some ESP teachers at Calixto García Medicine School in Cuba (a developing country) decided to use mobiles in their EMP (English for Medical Purposes) lessons to develop their students' speaking skills. Results were satisfactory.

Poster 9
TTEd

ELT through yoga: TPR approach to improve speaking and listening

Shaila Mahan (Jaipur, India)

This poster presentation will demonstrate how the Total Physical Response-Yoga approach can be a novel means to enhance the speaking and listening skills of young English language learners. It will focus around some key aspects of yoga and through pictures and instructions highlight how yoga training can be a creative way for language enrichment.

Poster 12
RES

Differentiating computer-mediated communication strategy instruction for EFL learners

Sumanee Pinweha (Chulalongkorn University)

This research study reports the effects of differentiated computer-mediated communication strategy instruction on EFL learners' spoken English proficiency while engaged in asynchronous and synchronous computer-mediated oral communication. The instructional design, teaching materials, research findings and excerpts from transcripts of audioblogs and voice chats will be presented. The pedagogical implication will be discussed.

Poster 15
AL, TD

Establishing peer relationships in an adult EFL classroom in Mexico

Ana Monica Preciado Sanchez (Universidad de Sonora/Lancaster University)

This poster presents a study that investigates the interactions between adult English language learners in a Mexican EFL classroom. The study examines how peers establish social relationships when working together with language tasks, and the extent to which these relationships amongst peers provide opportunities to provide feedback, ask questions about the language and help each other by explaining grammar or vocabulary.

Poster 18
LT

Using voice-driven AI language assistants in EFL classes

Joshua Underwood (British Council, Spain)

I used co-design methods with a class of primary age EFL students to explore ways of using voice-driven Artificial Intelligence (AI) assistants (e.g. Amazon Alexa, Google Assistant, Siri) in primary EFL classes over a nine-month period. This poster describes the activities we engaged in, derives guidelines, and looks to future uses.

Thursday

1420-1505

Session 3.6

Ambassador
150 audience
Workshop
TTEd SIG
Showcase
e, a

Insiders' guide to assessing lesson plans

Jeanette Barsdell

The skill of writing and decoding lesson plans is a must for lesson observers. The plan is the essential groundwork for a lesson - you can have a great plan and a weak lesson but not vice versa. This session gives pointers to understanding what will happen in a lesson, what will go right, wrong and where help is needed.

Balmoral
250 audience
Workshop
GEN
le, s, a

COBUILD Learner's dictionaries: the one-stop reference shop

Maree Airlie & Lisa Todd (HarperCollins Publishers)

This workshop will look at practical ways in which teachers using English as a medium of instruction can exploit a learner's dictionary to help their students develop a range of language skills. With detailed reference to the new editions of *Collins COBUILD Learner's dictionaries*, we will explore how the wealth of information in the dictionary supports intermediate and advanced students.

Buckingham
150 audience
Workshop
ESP, **BESIG**
Showcase
e, le, a

A dynamic and intercultural business video conference learning experience

Alan Simpson (Miyazaki International College)

This workshop will be based on a live business video conference role play scenario with trained actors highlighting various interpersonal, interactional, and intercultural differences. It will include interviewing and audience follow-up questions to the role players. The audience will empathize with the role players and reflect upon their own psychological, sociological and anthropological beliefs through this experiential learning process.

Cambridge
250 audience
Workshop
TDSIG
Showcase
e, le

Teacher development over time

Tessa Woodward (Freelance) & Donald Freeman & Kathleen Graves (University of Michigan)

This workshop starts with a brief introduction to research into teachers' professional lives. You are then invited to try out teacher development activities related to your past: "Where have I come from as a teacher?" Your present: "Where am I now?" And your future: "Where am I headed?" The activities are drawn from a new book, *Teacher Development Over Time* (Routledge).

Dukes
150 audience
Workshop
PRONSIG
Showcase
le, s, a

Teaching pronunciation through singing

Ian Raby (International House Riga-Satva)

This workshop focuses on how teachers can use songs to help students with their pronunciation, not of words and phrases, but of individual and clusters of sounds. We will look at practical ways to teach through song in the classroom so please make sure to bring your best singing voices with you!

Thursday 12 April

1420-1505: Session 3.6

Durham
600 audience
Workshop
LT, MD
e, le, s

Exploiting video outside the classroom for language learning purposes

Philip Haines (Oxford University Press Mexico)

Not all classrooms have video playing equipment. However, this doesn't mean that teachers should forget about the medium altogether. An increasing number of learners have access to video in their daily lives and there are many ways we can make good pedagogical use of video outside the classroom. This workshop will explore ideas and principles of doing just this.

Hall 4
250 audience
Workshop
GEN
e, a

Taking off from the intermediate plateau

Antonia Clare (Freelance, Pearson)

Many learners encounter problems when moving from Intermediate (B1) to Upper Intermediate (B2) levels of language proficiency. They struggle to perceive their language progress and often feel frustrated. This workshop will look at strategies and activities (including the use of authentic video material from *Speakout Intermediate Plus*) to highlight ways to help your learners take off from the Intermediate plateau.

Lancaster
70 audience
Workshop
LASIG Showcase
e, le, t

What determines our students' learning even before a course starts?

Lenka Zouhar Ludvikova (Language Centre, Masaryk University)

The students attending our courses are not "tabula rasa". They come with some English, with experience and with expectations. They also come with beliefs about learning and about themselves. These serve as a self-fulfilling prophecy, which determines both learning and teaching. This workshop will offer a toolbox to help students realize these influencing factors and teachers personalize their classes.

Thursday

Oxford
1420-1550
800 audience

Oxford University Press Signature Event Beneficial consequences of assessment



Few topics in education can polarize opinions as much as assessment. The truth, as usual, lurks somewhere in the shadows.

Oxford University Press has invited a panel of academics, experts, practitioners and teacher educators to discuss the opportunities and pitfalls of assessment.

What is their advice to teachers/school directors/ministries who are facing the task of implementing tests in their context? What considerations should they take into account, what tools or solutions to put in place to help release the beneficial consequences of assessment?

The different strands will include:

- The use and misuse of tests
- Assessment literacy among teachers
- Assessment for learning, of learning and as learning
- Where to look for guidance and support

Speakers:

Erika Osvath, Diane Schmitt, Annamaria Pinter, Ed Hackett, Tony Green



Auditorium 2
1420-1500
150 audience

INTERACTIVE LANGUAGE FAIR

The ILF is a 40-minute event of many presentations. After a brief introduction by the two facilitators outlining the presentations, delegates will then explore their interests with the presenters. The presenters will have individual tables and participants can join them to discuss their presentation in more detail. The presenters will use posters, handouts and a range of materials. This is a feast of presentations in a single interactive format.

The presenters in the Interactive Language Fair are:

EAP, LT

Using corpus to teach academic writing

Fatma Abdelati Elshafie Mohamed (Zayed University)

This presentation will report on a research study that aims to: categorise the types of collocational errors produced by EAP Emirati students in their writing; investigate the effect of corpus on learners' academic writing performance; explore how to design classroom activities using concordance lines; and suggest a range of corpora that can be used to teach writing.

AL, LA

L2 listeners' person knowledge in an EFL context of Bangladesh

Taslima Aktar (University of York)

Listeners' person knowledge has been elicited from 30 undergraduate students majoring in English in an EFL context of Bangladesh. Thematic analysis of data, elicited via a semi-structured interview, reveals their extensive awareness of themselves as listeners, and considerable differences between less successful and more successful listeners, e.g., in self-concepts. The study has pedagogical implications for promoting self-awareness and learning to listen.

YLT

Challenges and solutions in teaching English literacy in EFL classrooms

Suhae An (UCL IOE)

This presentation focuses on exploring teachers' main challenges in teaching English literacy in South Korean primary schools where English literacy has been regarded as less important. It also investigates how teachers deal with the challenges in order to mediate students' English literacy learning effectively. These teachers' perspectives are supported with students' experiences and views as well as teaching practices.

Continued on next page...

Thursday 12 April

1420-1505: Session 3.6

Thursday

1420-1500

ILF presentations continued from previous page

ESP, MD

Promoting learner motivation in online ESP syllabi
Cathryn Bennett (University College Dublin)

Original research was conducted in the fields of learner motivation and ESP to ascertain which types of language students were most engaged to learn. Three ESP syllabi were created, based on students' interests as given in interviews, in which they showed an active interest in syllabus design and reported which specific tasks they found to be motivational.

RES, TD

Exploring factors affecting teachers' active participation in online teacher development

Theresa Dyer (British Council Rome)

More and more teacher development is delivered online, e.g., online CELTA, distance DELTA and distance MAs, a central component of which is the asynchronous discussion forum. But not all teachers participate equally. I wondered why this was and investigated this in my MA Exploratory Practice research project. A number of factors emerged which I will share in this presentation.

TD

Measuring interpersonal teacher behaviour in the EFL classroom: QTI instrument

Seden Eraldemir Tuyan (Cag University, ELT Department)

I'll share my experience on the implementation, scoring and interpretation of the results of the 48-item Australian version of The Questionnaire on Teacher Interaction (Fisher, Fraser & Wubbels, 1993). Validated as a statistically reliable tool, and based on my research, I'll show how it can be used to determine both students' and teachers' perceptions of interpersonal teacher behaviour in an EFL context.

EAP

Translanguaging experiences in a university writing course: lessons learnt
Katherine Fincham-Louis (University of Nicosia)

This presentation reports the preliminary findings of a project incorporating translanguaging practices in a university English as a second/foreign language writing class. It is aimed at experienced and less-experienced practitioners. I'll examine: the theory of translanguage as it stems from bilingualism studies; the application of translanguaging techniques within the university classroom; and the feedback from students and the lecturer.

Continued on next page...

1420-1500

ILF presentations continued from previous page

RES

**Teachers' classroom behavior: differences in students' and teachers' perception
Diana Hasan (university)**

I'll present the objectives of a study to explore differences in students' and teachers' perceptions of teachers' classroom behavior in learning English in an Indonesian high school context. It was revealed that teachers rated themselves more positively than the students in the three constructs of Teacher Style Scale, namely expectation, relatedness and structure. Gender differences were also found in students' perceptions.

AL

**Teachers' perceptions of English today: comparison between Taiwan and Japan
Hsuan-Yau (Tony) Lai (National Taipei University of Business, Taipei, Taiwan)**

This presentation aims to compare teachers' perceptions of teaching English as an international language between Taiwan and Japan. A focus group interview and an open-end questionnaire were used to approach two controversial issues: the ownership of English and acquiring target language cultural knowledge in the English language classroom. The results showed that teachers from both countries face a dilemma.

LAM, TD

**How autonomy can help drive your school to excellence
Harisimran Sandhu (Chandigarh, India)**

Research underlines the transformative potential of school autonomy but suggests that, to really push the envelope, it should serve broader initiatives to improve teaching-learning. Why do the pre-requisite conditions necessarily favour collective rather than individual professional autonomy? What are the implications for teacher autonomy? Presenting the findings of a study, this presentation addresses these questions alongside implications for principal-teacher development.

RES, TTEd

**Towards new teacher and student perceptions of interculturality
Lone Svarstad (Metropolitan University College)**

In this presentation, I argue for a cultural studies approach in language teaching, focusing on the three key concepts of intersectionality, othering and subtextuality. I will discuss how this cultural studies approach was explored and developed in a doctoral study on English teaching in lower secondary schools in Denmark.

Continued on next page...

Thursday 12 April

1420-1505: Session 3.6

Thursday

1420-1500

ILF presentations continued from previous page

RES

Implications of weaving SEL into ELT classes - a case study

Henry Uwem Tyron (Istanbul Aydin University - English Preparatory School)

Social intelligence and emotional competences are two integral components of effective classroom management. Findings of this empirical case study show the implication of SEL (Social and Emotional Learning) in this era of highly intercultural and socially diverse classrooms. SEL instils and fosters self-awareness, self-regulation, motivation, empathy and social skills in learners, which bring about effective classroom management and, ultimately, culminates in better academic performance.

TD, TTEd

How can teachers' self-assessment contribute to determine in-service training initiatives?

Seong hui (Daniella) You (Cultura Inglesa Sao Paulo)

Teachers' self-assessment may not be perceived as determinant of CPD programmes. However, using it to inform training initiatives may address teachers' needs more effectively. In this presentation, I will share the analysis of the results of an institutional teachers' self-assessment survey and highlight its contribution to the establishment of the institutional objectives for in-service teacher training initiatives.

Restaurant

100 audience

Workshop

TEA

e, le, a

Let's play IELTS!

Aida Sahutoglu (St Giles London Central)

Who said IELTS lessons can't be fun? In this practical workshop, the audience will have an opportunity to explore a range of IELTS games (including the ones using Cuisenaire rods and fidget spinners) that can be used to supplement any IELTS preparation course and enhance students' performance in the productive modules of the exam.

Room 1

180 audience

Workshop

IPSEN

e, le, a

Special educational needs: how to identify, differentiate and celebrate!

Kate Middleton (EC Brighton)

Understanding and accommodating Special Educational Needs (SEN) is becoming an increasingly high priority as the EFL industry strives to be more 'inclusive'. This workshop summarises the main SEN that teachers might encounter and outlines how these could present in the classroom. It then suggests practical strategies to support students' learning, manage behaviour and promote a positive learning experience for all.

e = experienced audience

le = less-experienced audience

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 3
50 audience
Workshop with restricted audience number
YLT
e, p

Mediation in the primary classroom

Sabrina Bechler (University of Paderborn)

Mediation is an important skill. It means the transfer of information from one language into another, e.g., to help someone who can't speak English. In the primary classroom, it can take place on a basic level, such as summarising the gist of a short text or dialogue. We are going to discuss possibilities of mediation and collect ideas for activities.

Room 5
60 audience
Workshop
LT
le, s, t

Online games for the real world

Nora Tartsay Nemeth (Eotvos Lorand University Budapest)

The aim of this workshop is to discover how online simulation games can be used in the classroom to help students learn about real world issues. A number of free online games will be introduced and participants will be invited to try them out and discuss ways to use them to teach topics like advertising, immigration, business skills, rural poverty or challenges.

Room 6
60 audience
Workshop
ESOL SIG Showcase
e, le, a

Sharing lives sharing languages: peer education for language acquisition

Emily Bryson (City of Glasgow College)

This workshop draws on the theoretical and practical knowledge of the Scottish Refugee Council's innovative Sharing Lives Sharing Languages Project. This project uses peer education to link native and fluent English-speaking peers with ESOL learners to provide language acquisition opportunities. Practitioners will be supported to consider how this approach can be used in their own context.

Room 8
50 audience
Workshop
TEA, TTEd
e, le, s, t, a

Developing illustrative performances for speaking examinations

Kathrin Eberharter (University of Innsbruck) & Carol Spoettl

The rating of spoken performances is highly complex and demanding and individual teachers can vary greatly in their understanding and application of rating scales. Illustrative performances (or benchmarks) can support individual teachers and institutions in promoting good assessment practices. This workshop provides participants with step-by-step guidelines to start developing benchmarks for their local and institutional needs.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ESAP = English for Specific Academic Purposes
ESOL = English for Speakers of Other Languages
ESP = English for Specific Purposes

GEN = General
GI = Global Issues
IPSEN = Inclusive Practices & SEN
LA = Learner Autonomy
LAM = Leadership & Management
Lit = Literature
LT = Learning Technologies

MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers

Thursday 12 April

1420-1505: Session 3.6

Thursday

Room 9
60 audience
Workshop
YLT
e, le, p, s

From bricks to words

Andreja Hazabent (Danile Kumar Elementary School, Slovenia)

Hands are an extension of our brains, therefore children need to construct in order to learn. During my workshop, you will be invited to be children again, constructing your thoughts and transforming bricks into words. Experience how a simple childhood toy can be used as a highly motivating and effective teaching tool. Come and play.

Room 10
50 audience
Workshop
ESAP, YLT
e, le, s

Increasing student engagement in theme-related units through knowledge organisers

Lia Testa Teismann (British Council, Singapore)

Teaching a unit around a theme can be aided by setting students 'knowledge organisers' (KO). KOs can demand the sharing of existing knowledge, creative and critical thinking, a record of progress and a reflection on learning. This workshop focuses on how to maximise the use of KOs in upper YL/teenager classrooms to increase interest and motivation in the unit's theme.

Room 11
50 audience
Workshop
MD
e, a

Grammar blocks: a new approach to teaching the English verb

Gary Pathare (Dubai Men's College)

Grammar blocks is a new, innovative method of teaching the form of the English verb system using a highly efficient mathematical/visual approach that focuses on lowering cognitive overload. Grammar blocks draws on my extensive teaching, teacher training and materials-writing experience, and leads students and teachers towards a deeper understanding and mastery of the English verb system.

Syndicate 1
200 audience
Workshop
TTed
le, p, s, t, a

Improving reading skills - involve your readers

Evelina Miscin (RIT Croatia, Zagreb)

Today, as a result of technological devices, students read less and less, thus encountering many problems even with simple reading tasks. The aim of this workshop is to help teachers motivate students to improve their reading skills at all levels. Teachers will be provided with hand-on activities which can be used on computers but also in traditional classrooms.

Syndicate 2
200 audience
Workshop
LIT, YLT
e, le, p

Working with picture books in the EFL for beginners classroom

Susanne Jacobsen & Bente Melgaard (Metropolitan University College)

This workshop shows how the use of literature can form a meaningful basis for young beginners in the teaching of English as a foreign language. Through scaffolding activities, the presenters will demonstrate ways to use authentic picture books. The workshop is inspired by a Danish resource book for teachers, called *Let's get Started* (Samfundslitteratur).

Thursday 12 April

1420-1505: Session 3.6

1520-1550: Session 3.7

Syndicate 3
200 audience
Workshop
GEN
e, le, s, t, a

Think about what you're saying: creative conversations

Jon Wright (Freelance)

There is currently a lot of emphasis on conversation routines and formulaic expressions in many published ELT materials. However, real conversation is often unpredictable, creative and fun (even messy!). We will look at some innovative practical activities that focus on promoting original thought and expression to make learning more memorable and enjoyable for teacher and learners alike.

Syndicate 4
200 audience
Workshop
YLT
le, p, s

Keenly kinaesthetic: activities for body-wise learners

Mojca Belak (University of Ljubljana)

Sitting down is what this workshop is not about. It includes five different kinds of kinaesthetic activities that suit learners of all ages: miming ice-breakers that make them laugh, breathing exercises that calm them down, activities that allow them to let go of stress, energisers that get them out of breath, and revision exercises that connect learning with movement.

1520-1550

Session 3.7

Ambassador
150 audience
Talk
GI, **TTEdSIG**
Showcase
e, t, a

Using sociolinguistic theory in ELT education to promote critical practice

Peter Browning (Universidad Catolica de Oriente)

The increasing pressure on Colombian educational establishments to ensure students' English achievement has led to an increased emphasis on the 'how to' of teaching in teacher training programmes. In turn, this encourages a 'technified' view of ELT. This talk outlines the experience of reclaiming the pedagogical nature of ELT from a sociolinguistic class on a teacher training programme.

Balmoral
250 audience
Talk
EAP, **LASIG**
Showcase
e, le, t

Futures for study skills integrated with English for academic purposes

Stella Cottrell (Self-Employed)

Both theoretical and practical, this talk – which references *The Palgrave Student Planner* (Palgrave Macmillan) – considers how study skills integrated into EAP can further prepare students to succeed in higher education. We will consider how research into students' learning and broader experience in today's universities could inform the future skills curriculum of EAP, to better assist students' autonomy, resilience and learning.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

We would like to thank

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for sponsoring this programme



Thursday

Thursday 12 April

1520-1550: Session 3.7

Buckingham
150 audience

Talk

BESIG Showcase
e, a

Learner-trainer cooperation for enhanced workplace performance

Oksana Hera (Freelance)

In this talk, I will share a selection of activities inspired by in-company learners from the IT industry, which are aimed at improving their everyday on-the-job communication, both face-to-face and online, as well as raising their awareness of intercultural implications. Being learner-driven, these activities may be easily adapted to the specific teaching context of the attendees.

Cambridge
250 audience

Talk

TDSIG Showcase
e, a

Learner-centred observations of teachers

Christian Tiplady (Language Services Direct)

We speak about learner-centred teaching, but observations of experienced teachers invariably still concentrate on the teacher's behaviour and are disconnected from learner outcomes. How can teacher observations instead focus on the effects on the learner? This talk will share how we have structured lesson observations and used alternative criteria to shift the focus towards the end user, namely the learner.

Dukes
150 audience

Talk

PRONSIG Showcase
le

Do pronunciation models matter? Reflections on a five-week study

Gemma Archer (University of Strathclyde)

The culmination of three years of research, this presentation will discuss my journey to discover, once and for all, the best pronunciation model for my regionally-based students. Drawing on five weeks of exposure to either a prestige or regional pronunciation model, I will share my students' perceptive and productive results, their reactions, and my recommendations to other pronunciation instructors.

Durham
600 audience

Talk

YLT
le, s

Motivating writing activities for teenagers

Edmund Dudley (Freelance)

It can be hard to motivate teenage students to write. This practical talk will suggest ten simple, creative and motivating activities for the teenage classroom. Activities include: unusual constraints, random phrases, homework selfies, 3-stage stories and hidden song lyrics. The content of this talk forms one unit of the book *ETpedia Teenagers* (English Teaching professional/Pavilion Publishing) written by the presenter.

Hall 4
250 audience

Question & answer session relating to Brita Fernandez Schmidt's plenary session

If you attended Brita Fernandez Schmidt's plenary session this morning on "Knowledge is power: access to education for marginalised women", 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 Brita's plenary talk.

Thursday

Lancaster
70 audience
Talk
RES
e, p, s, t, a

Latin American language reform: success stories from a changing environment
Jose Alberto Costa (Cambridge Assessment English Brazil) & Evelina Galaczi (Cambridge Assessment English)

Recent educational reforms are transforming the English language learning landscape in Latin America. This talk presents mixed-method research, undertaken by Cambridge Assessment English, into the impact of these reform projects on learners, teachers and institutions. We will discuss the challenges faced by teachers, the new competencies needed by teachers and present a best-practice for successful educational reform.

Restaurant
100 audience
Talk
RES, TD
e, le, p, s, t, a

Mindful teachers and positive outcomes for English teaching and learning
Patricia Mendonca & Ana Scanduzzi (Casa Thomas Jefferson, Brasilia, Brasil)

Mindfulness contributes supportively to teaching, which is one of the most rewarding professions, but also one of the most challenging and stressful. This session provides participants with practical and evidence-proven mindfulness techniques to cultivate well-being in their personal and professional lives, enhancing the learning environment and the experience of educators.

Room 1
180 audience
Talk
LT, RES
e, le, a

Using Instagram as a motivating tool for paragraph writing
Sarah Hopkyns (Zayed University)

As technology penetrates many aspects of modern life, it is difficult to ignore its importance outside and inside the classroom. Rather than social media being a distraction, its popularity can be harnessed as a learning tool. Based on findings from a mixed-method classroom-based enquiry with 30 Emirati university student participants, this presentation explains how Instagram can positively affect paragraph writing.

Room 3
50 audience
Talk
GI
e, le, p, s, t, a

Posthumanism and foreign language teaching: practical ideas
Arda Arikan (Antalya, Turkey)

Posthumanists argue that humans share this world with animate or inanimate beings whose fate is bound together. Oppressive discourses of the media educate our students by silencing refugees and ethnic, religious or LGBT groups as we feel weak amidst such injustice. In this presentation, following a brief introduction to posthumanism, I will discuss its practical value in foreign language classrooms.

Room 5
60 audience
Talk
GI
e, le, t, a

The soundbite generation and evolving literacy in EFL
Caroline Roberts (Eurocentres, Bournemouth)

With the ever-growing international popularity of social media sites, and the continued growth of global communication, how literate does a person need to be to communicate effectively? This session is to discuss the appropriacy and accuracy of how we both teach and test written and spoken communication within the EFL classroom.

Thursday 12 April

1520-1550: Session 3.7

Room 6
60 audience
Talk
ESP

ESP is back and reloaded: the need for ESP teacher education

Maria Soledad Loutayf (Salta, Argentina)

In many countries, there is an increasing demand for ESP courses to develop the English language skills professionals need. These courses require highly skilled teachers, which makes ESP teacher education an imperative need nowadays. How should ESP teachers be educated? This presentation reports on my research on ESP teacher education and the development of ESP professional development courses.

Room 8
50 audience
Talk
EAP, TEA
e, le, s, t, a

Providing sustainable feedback on L2 writing via multimodal learner-driven feedback

Clare Maas (Trier University, Germany)

This talk presents a procedure of multimodal learner-driven feedback, devised by combining published ideas on making feedback processes more time-efficient and sustainable, in terms of increasing learner engagement. It briefly summarises work into the affordances of multimodality and learner-driven feedback, before demonstrating and discussing the practicalities of employing the LDF procedure in EAP as well as general ELT contexts.

Room 9
60 audience
Talk
AL, RES
e, s, t, a

Get as an auxiliary in passives: a corpus-based study

Jennifer Jean Lowe (Lancaster University, UK)

Get-passives have always been problematic to teach and to learn because pedagogical materials do not provide clear definitions about their usage. Get-passives, however, can be explained clearly and learnt easily, using two categories that encompass different shades of meaning, as has emerged from a recent corpus-based study. I will show the link between academic research and its practical applications.

Room 10
50 audience
Talk
YLT
e, le, p, s

Using chants to make language memorable and fun!

Vanessa Esteves (Porto, Portugal)

This talk will dive into using chants in the classroom to demonstrate the potential that this teaching tool has when it comes to challenging students to learn English in a memorable way. Come along for 30 minutes of fun and chants that will open your learning gates and support you to help your students learn English in a stress-free way!

Room 11
50 audience
Talk
LT
e, s

Playing with mobile phones and learning with them

Gobinda Niroula (Kathmandu, Nepal)

Living in a technologically distant context, many Nepalese believe that the use of ICT kills learners' potentialities for learning. This talk shares otherwise success stories of mobile phone use in ELT by teachers and students at higher secondary level and its opportunities, challenges and techniques for enhancing teaching and learning in EFL classroom in Nepal.

Thursday



Syndicate 1
200 audience
Talk
GI, TD
e, le, p, s, t, a

From ideas to reality: communication, discussion and choices

Susan Holden (Swan Communication)

The session discusses the processes and people involved in moving from an initial idea through discussion and negotiation to the published material - which is never final, as material continues to be shaped by its users. The aim is to clarify the various processes by relating these to the development of Peter Medgyes' *The Non-native Teacher*.

Syndicate 2
200 audience
Talk
AL, **ESOL SIG**
Showcase
e, le, s

English use and identity shift among immigrant students in Iceland

Samuel Lefever (University of Iceland)

This talk will discuss how language knowledge, in particular English, impacts the lives of immigrant students in Iceland. Knowledge of English and other languages has practical benefits and increases immigrant students' self-esteem. Their identities often shift between languages and some use languages to 'mask' their identity and avoid being judged by origin.

Syndicate 3
200 audience
Talk
LT
e, le, a

Group cohesiveness and engagement through mobile learning environments

Raquel Ribeiro dos Santos (Cultura Inglesa Sao Paulo)

The huge advances of the past few years have brought an infinity of tools and platforms to the educational scenario. How can teachers choose a resource that engages students in participating while in class and also outside? In this talk, I intend to share how the learning platforms Edmodo & Google Classroom can be an ally in reaching this goal.

Syndicate 4
200 audience
Talk
EAP, MD
e, le, t

Annotate this: creating more interactive texts while strengthening comprehension

Tyson Seburn (University of Toronto)

EAP learners often struggle with intensively reading and interrogating challenging texts, like those used in higher education contexts. In this talk, we will explore how embedding electronic annotations onto a text itself can create a more interactive text that engages learners better, fosters critical reading skills, and ultimately improves deep comprehension.

1550-1620

Coffee break

Continual complimentary tea/coffee in the exhibition hall until 1620.

1645

The Brighton 2018 exhibition closes

(Please note the exhibition is not open on Friday.)

Thursday 12 April

1620-1650: Session 3.8

1620-1650

Session 3.8

Ambassador
150 audience
Talk

**TTEd SIG
Showcase**

e, p, s, t, a

Starting with washback to design effective teacher training

Ben Beaumont (Trinity College London)

As we learn more about the effect of positive washback in test design, this talk will explore how the concept impacts teacher education, considering what teachers need to be taught to help effect positive learner achievement. Looking at a range of teaching qualifications, including Trinity College's TESOL suite, this talk will suggest best practice guidelines for teacher assessment and development.

Balmoral
250 audience

**LASIG
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.

Buckingham
150 audience
Talk

**RES, BESIG
Showcase**

t

Group dynamics and speaking in class 'rounds'

Michelle Hunter (Freelance)

Cohesive group dynamics and social intelligence can make or break a lesson. In this talk, we shall look at and evaluate a specific exercise which gets all students speaking, from both teacher and student perspectives, within a university setting. Qualitative evidence was gathered from teacher research conducted as part of a master's degree.

Cambridge
250 audience

**TDSIG
Showcase**

IATEFL Teacher Development Special Interest Group Open Forum

The TDSIG Open Forum provides an opportunity for members and prospective members to meet the TDSIG committee and to get a full account of the SIG's activities, events and future plans. The open forum is also a chance to meet other TD professionals and to take part in shaping the future of the SIG.

Dukes
150 audience

**PRONSIG
Showcase**

IATEFL Pronunciation Special Interest Group Open Forum

Looking back, looking forward

Existing members, prospective members and those just curious are welcome to meet the PronSIG committee, find out more about the SIG and discuss future directions.

Thursday

Durham
600 audience
Talk
YLT
e, p, s

Teaching teens as a boost for tired teachers

Erica Napoli Rottstock (Istituto Europeo Leopardi)

Teenagers are often seen as moody and undisciplined to the point that Harmer (2003) describes their lack of motivation as a 'nightmare'. However, taking a break to teach teens can be a real boost for demotivated teachers. "The things that [...] make teenagers difficult are often the very same [...] that [...] make working with them so enriching" (Lewis 2007:5).

Hall 4
250 audience
Talk
LT
le, a

Presentations and online interaction to develop students' communicative skills

Ruby Vurdien (White Rose Language School)

I'll present an out-of-class project, where students were requested to use their mobile phones to record short presentations prior to posting them on online discussion forums. Subsequently, in pairs, they engaged in online interactions, followed by face-to-face class debates. The aim was to assist students in enhancing their communicative skills. Online interactions motivated them to manage their own learning activity.

Lancaster
70 audience
Talk
EAP, ESAP
e, le, s

Bridging college/career using 21st century skills/themes

Inas Kotby (American University in Cairo / MEAS)

Teaching 21st century skills/themes help students learn relevant, useful, college/career applicable fluencies, tools and paradigms which help build bridges between school and world. This is done using 5 Cs of language learning. Students create simulations of future careers, challenges and how to tackle them through problem solving, critical/ analytical thinking, researching and giving presentations.

Oxford
1620-1750
800 audience

British Council Signature Event Remote Teaching - bridging the gap



How can you teach English in schools if you don't have enough teachers to do so? In Uruguay, the British Council is working in partnership with Plan Ceibal to bridge the gap and offer children in primary schools across the country the chance to learn English via videoconferencing with teachers from Montevideo, London, Argentina and the Philippines. The results show the children are learning as much as or more than they would do in a more typical primary classroom.

This presentation is centred round a new British Council publication on the lessons learnt from remote teaching in Uruguay and elsewhere, and on how that learning can be applied in other teaching contexts. As is technologically appropriate, it will feature live interviews with Plan Ceibal in Uruguay, a 'remote teacher' from the Philippines, and a Uruguayan primary school currently taking part in Plan Ceibal.

Thursday 12 April

1620-1650: Session 3.8

Auditorium 2
600 audience
Talk
LT, TEA
le, a

Fit for purpose: designing tests for online language learning

Kate Ingham & Maggie Dunlop (Cambridge Assessment English)

The *Babbel English Test*, powered by Cambridge English, assesses listening and reading skills from A1 to B1. It is specially designed for online English language learners. This talk discusses the special design features that enable online English learners to understand their achievements as they progress step by step on their learning journey.

Restaurant
100 audience
Talk
EAP, MaW
le, a

EAP reading materials: changes and challenges

Lesley Kendall (University of Durham)

This presentation will focus on a project to rewrite EAP reading materials, looking at previous materials and the problems with them, the perceived need of the learners and the needs of the course. The talk will analyse how we developed the materials to meet both the learners' and the course needs. It will also discuss the challenges of writing 'multitasking materials'.

Room 1
180 audience
Talk
ESP, LT
e, a

ESP students' perspectives on the use of Kahoot in class

Yolanda Joy Calvo Benziez (University of the Balearic Islands)

In this talk, I compare Tourism and Social Work students' views towards using *Kahoot* to revise the main contents seen in their ESP lessons. Generally speaking, the results indicate that this tool is completely innovative in these ESP disciplines; moreover, both groups of students enjoyed this activity and believe it is a fun and motivating way of learning English.

Room 3
50 audience
Talk
EAP
e, le, a

Using reflective writing to enhance critical thinking skills

Deniz Bagci (Ozyegin University)

This talk will shed light on the effect of reflective writing on critical thinking skills in EFL classes, by reporting the results of an action research to see the change in students' critical thinking skills when they do reflective writing. Student insights into their experience will also be shared. Implications of the research findings provide valuable information for the audience.

Room 5
60 audience
Talk
LAM, TD
e, le, a

Strategies for students' commitment

Jenny Giambalvo Rode (Volkshochschule Region Kassel)

Teaching students is obviously the central activity in a classroom but, without student commitment, it can become a very hard job. The teaching and learning atmosphere is very important to get good learning results. Results increase when students are satisfied and engaged in the learning activities. In this talk, you'll get an idea how to check the qualities and competences of your students.

Thursday



Thursday 12 April

1620-1650: Session 3.8

Room 6
60 audience
Talk
EAP, GI
e, le, t

Fostering environmental awareness in the language classroom through project-based learning

Alexander Nanni (Mahidol University International College)

Sustainability is a concern worldwide. However, often students lack a clear understanding of how sustainability can be achieved. This presentation describes the use of project-based learning (PBL) in an intensive English for academic purposes program to foster students' awareness of social, environmental and economic sustainability. Teaching materials and suggestions for implementing similar projects are also included.

Room 8
50 audience
Talk with restricted audience number
AL, LIT
le, a

Discourse approach to teaching EFL students literature: developing communicative competence

Soud Benguega (Kasdi Merbah University of Ouargla, Algeria)

This talk presents the use of a discourse approach to teaching literature to develop EFL students' communicative competence, which consists of five components among which discourse competence is central. In this talk, I give teachers an effortless workable way to teach literary discourse through a discourse approach, focusing primarily on developing discourse competence which promotes the other components.

Room 9
60 audience
Talk
LAM, TD
e, s

Persuade or perish: 21st managerial skills for school managers

Maria Araxi Sachpazian (English Studies Department, International Faculty of the University of Sheffield)

Persuasion is associated with sales, not seen as a managerial tool and a skill to be further developed. This session examines the findings of two surveys regarding persuasion skills and analyses their practical application in LTOs. We will examine how transferable these skills are between teaching and management and whether employees tend to emulate management in their use of persuasion.

Room 10
50 audience
Talk
LAM
t

Leading UAE HE institutions: challenges facing leaders from western contexts

Aidan Thorne (Consultant)

Adjusting to living and working in unfamiliar cultural settings creates issues of interest to those seeking to understand cross-cultural adjustment processes. This session, based on the presenter's doctoral research, is aimed at individuals working and/or managing in HE settings in the UAE, or other culturally similar environments, who may have unanswered questions.

e = experienced audience

le = less-experienced audience

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

We would like to thank



for sponsoring this programme



Thursday 12 April

1620-1650: Session 3.8

Room 11
50 audience
Talk
EAP, RES
e, le, t

Pre-sessional versus IELTS direct entry: tracer study of linguistic preparedness

Daniel Ruelle (RMIT University Vietnam)

This presentation outlines a tracer study of perceived English language and academic literacy skill preparedness of two groups of international university students in Vietnam: those who attended pre-sessional EAP versus those who entered directly with IELTS. The findings highlight the challenges experienced by each group in English-medium university study. Participants will gain practical ideas for admissions policy and support mechanisms.

Syndicate 1
200 audience
Talk
GI, YLT
e, le, s

Awareness to action: upper-secondary plans against human trafficking and slavery

Judy Boyle (The NO Project)

With smiling eyes, false promises and lies, human traffickers do what is needed during the recruitment process. It's 'just business' and vulnerable youth are their target. Drawing upon real-life narratives and immediately relevant to youth, the session will examine age-appropriate, informative, respectful lesson plans against human trafficking and modern slavery.

Syndicate 2
200 audience
Talk
GI, **ESOL SIG**
Showcase
e, le, p, s, t, a

Making English work for the world's most marginalised people

Chris Sowton (Freelance)

The English language is frequently a means for reinforcing the positional superiority of dominant groups, especially in poor countries. This talk argues for an equitable 'ELT for All' approach that can unlock the emancipatory potential of English, making it an effective agent of social change. In particular, it looks at how English can help achieve UN Sustainable Development Goal 4.

Syndicate 3
200 audience
Talk
IPSEN, RES
e, le, t, a

Language learning disabilities in higher education: a multidisciplinary approach

Joao Carlos Koch Junior (Sapporo Gakuin University)

Co-researched with Risa Takashima, this presentation will describe a collaborative approach by one occupational therapist and one language teacher to the presence of language learning disabilities in higher education. Following an experimental class, the researchers conducted a review of the literature. Findings reveal steps to provide accommodations and make learning more inclusive. These steps will be shared and discussed.

Syndicate 4
200 audience
Talk
LT, MaW
e, a

Writing online courses for Udemy

Ken Paterson (Freelance)

How easy is it to design and upload a fee-paying course to an online learning platform? Recently, I published two courses for teachers ('Spoken Grammar' and 'Grammar for Business Essays') on Udemy. In this talk I describe, from the perspective of a novice, the challenges involved in script-writing, filming, course-pricing, promotion and aftercare.

1705-1750

Session 3.9

Ambassador
150 audience
**TTEd SIG
Showcase**

IATEFL Teacher Training & Education Special Interest Group Open Forum

TTEd SIG members and non-members are all welcome to attend this open forum to meet the SIG committee, find out more about the SIG and discuss future directions.

Balmoral
250 audience
Workshop
LT, **LASIG
Showcase**
e, le, s, a

Developing learner independence through online platforms

Russell Stannard (NILE)

This workshop looks at how language learning platforms can develop learner independence. Drawing on my own language learning, I will share practical tips on encouraging students to make effective use of platforms, such as The Macmillan English Campus. I will conclude with a look at how a creative approach to giving feedback on these activities can further enhance learner autonomy.

Buckingham
150 audience
BESIG Showcase

IATEFL Business English Special Interest Group Open Forum

Members and non-members alike are invited to join us to find out more about IATEFL BESIG, to discover how our SIG can help you in your teaching career and to meet and network with fellow business English professionals. Refreshments will be provided.

Cambridge
250 audience
Workshop
**TDSIG
Showcase**

Who we are - teacher identity and the ideal self

Colin Mackenzie (IMT Atlantique, Nantes)

Teaching is very revealing of who we are. How we approach it depends on our identity and our vision of the teacher. Together we will explore how both who we are and how we see 'the teacher' influence our teaching and look at how to be ourselves in the classroom while still moving towards our vision of the ideal teacher.

Dukes
150 audience
Workshop
LT, **PRONSIG
Showcase**
e, le, s, t, a

Listening quizzes for any subtitled YouTube video, in one click

Olga Sergeeva (EPAM Systems)

I will present <http://tubequizard.com>, a free YouTube-based service that automatically generates listening decoding quizzes based on any subtitled YouTube video. Our quizzes, informed by recent research into listening skills, effectively train listening decoding of various aspects of connected speech, including comprehension of grammar structures. The service was a finalist at the 2017 British Council ELTons.

Thursday 12 April

1705-1750: Session 3.9

Durham
600 audience
Workshop
GEN
e, le, s

Giving students a voice. Critical thinking in English classes

Andrew Walkley (National Geographic Learning)

Thinking critically is seen as an essential 21st century skill, but what exactly is it and can it be taught? I will briefly address these issues and suggest critical thinking tasks that fit well in communicative English classes as they offer interesting opportunities for discussion, teaching language and giving young people a voice.

Hall 4
250 audience
Workshop
TEA
e, le

Combining formative and interim assessment tools in the classroom

Bill Bonk (Pearson English) & Jenny Liantou (University of Athens)

The value of assessment data in L2 classrooms is widely recognised, but teachers are sometimes unsure when formative assessment versus testing is most appropriate. This workshop considers a range of classroom activities and Pearson digital assessment tools used to provide a personalised view of students' language proficiency on the Global Scale of English, their learning progress, and inform next steps.

Thursday

Lancaster
70 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.

Auditorium 2
600 audience
Workshop
RES
e, le, s, a

Flipping observations! Using student observers to research attitudes to teaching

Lindsay Warwick (Freelance) & Jocelyn Wang (New Oriental)

Do language learners really prefer a communicative approach? Using China as our context, we've deployed student observers into real classrooms to find out. In this workshop, you'll observe video clips of real lessons with different approaches and compare your evaluations to those of the student observers. The results might cause a few surprises.

Restaurant
100 audience
Workshop
MD
e, le, s, t, a

Getting to know the new CEFR scales for mediation

Sibylle Plassmann (telc - language tests)

Mediation has always been part of language learning, teaching and testing. Now, new CEFR descriptors for mediation provide a fresh view on mediation within and between languages. This hands-on workshop will help participants to familiarize themselves with the new scales and to reflect on their uses in teaching and assessment.

Room 1
180 audience
Workshop
GEN
e, s, a

"I don't know." - the benefits of uncertainty in the classroom

Judit Feher (Pilgrims Teacher Training)

First, we will look at different attitudes to not knowing and the uncertainty it creates. Then we will experience some classroom activities to encourage students to define what they know and what they don't know and work with it. At the end, we will summarise how students benefit from a classroom culture that values uncertainty.

Room 3
50 audience
Workshop
LAM
e, a

The highs and lows of student expectations

Sophia Amaryllis Bennett (AISLi Italian Association of Language Schools)

A hands-on workshop to explore how our rapidly changing world is affecting student expectations. We will look at how the 'expectations matrix' influences student choices, and experiment with strategies to negotiate student targets. Using case studies, we will explore ways of coaching students through the various stages of the learning process and how our courses can best serve them.

Room 5
60 audience
Workshop
YLT
e, le, p, s

Achieving young learner language goals through diverse learner experience

Masha Andrievich (The New School, Moscow)

For children, lessons without any opportunity to actually do things are almost painful – fidgeting is a clear sign of that. Teenagers switch off over tasks like 'read and discuss' and this low engagement clearly impedes learning. In the workshop, with insights from psychology, we explore ways to diversify lessons with YLs to help them really engage with the language.

Room 6
60 audience
Workshop
LT, MD
le, p, s, t, a

The ultimate way to organise your teaching materials

Alicja Szyszkowiak (Country Cousins Ltd.)

How many times have you spent hours looking for that worksheet that worked so well with a group of students a year before? In this workshop, you will learn how to design and set up your own website in 20 minutes and keep all your resources neatly organised in one easily-accessible place.

Room 8
50 audience
Workshop
ESP
le, a

Learning or acquiring vocabulary? A blended approach is the question

Neil Bullock (English Plus LTS - Switzerland)

Vocabulary is either taught or acquired. Guidance or empowerment. Both plausible, or flawed? In this workshop, I will use practical examples to demonstrate how a blended approach of exposing your students to communication in the contextual language of their objectives, especially in specific professional domains, answers this conundrum by providing for both simultaneous acquisition and learning.

Thursday 12 April

1705-1750: Session 3.9

Thursday

Room 9
60 audience
Workshop
GEN
e, le, p, s, t, a

Bringing the book to life and getting students to speak

Carlos Gontow (BRUPED)

Situations in textbooks are many times very artificial and far from students' realities. What can we do to bring the book closer to real life? In this hands-on workshop, we are going to practise several ways you can get your students to speak in a more natural way in more meaningful situations.

Room 10
50 audience
Workshop
EAP
e, le, t, a

AWL: adventures in word land

Richard Hillman (Bell London, UK)

Engage your students' interest with these ideas for developing their academic lexis. We will have fun ourselves during this practical workshop, exploring and evaluating five simple but innovative ideas for teaching the vocabulary all students need for IELTS, university and their advance towards Advanced and beyond. This is the Academic Word List as you've never seen it before!

Room 11
50 audience
Workshop
MD, YLT
e, s

Critical thinking in the EFL classroom

Amanda Jane McLoughlin (British Council)

Promoting critical thinking is becoming an essential part of any curriculum nowadays, but is it relevant to the EFL classroom? How can EFL teachers incorporate the same types of creative tasks into their classrooms that other 'subject' teachers do? In this workshop, we will examine a few very simple ways teachers can create critical thinking activities for their classrooms too.

Syndicate 1
200 audience
Workshop
LT, YLT
e, p, s

Easy subtitling and multimedia language learning with Apple's Clips

Joe Dale (Freelance)

A practical session showcasing Apple's new movie-making app *Clips*, which allows users to create subtitles in real time over video or stills and lip-sync automatically with their voice. A game changer for easy subtitling, promoting speaking and making sound spelling links. *Clips* also lets you add animated titles, annotations and a soundtrack to your outcomes to bring them to life!

Syndicate 2
200 audience
Workshop
GI, **ESOL SIG**
Showcase
e, le, a

Positive psychology in ELT for refugees

Aleks Palanac (ELTU, University of Leicester)

As concepts such as 'mindfulness', 'flourishing' and 'positive emotionality' gain currency in many spheres of today's society, it has become pertinent to ask how such tenets of the emerging field of 'positive psychology' might be applied to enhance ELT, particularly in relation to the teaching of vulnerable learners such as refugees.

Thursday 12 April

1705-1750: Session 3.9

1830-2030: Evening events

Syndicate 3 **Creating a personalised course programme**
200 audience **Joanna Wakeling & Will Rixon (Regent Cambridge)**
Workshop Our past, present and fundamentally our future drive us. Explore with us how our course is built around these three elements and used to create a thoroughly personalised learning plan. By using features of teaching unplugged, discover how we design an exhaustive, individualised programme that the whole class can benefit from.
GEN
e, a

Syndicate 4 **Project-based learning and technology: a perfect match?**
200 audience **Paulo Dantas (Cultura Inglesa Sao Paulo)**
Workshop How can we develop tasks and projects which are relevant and meaningful in a digitally intertwined classroom? This workshop analyses the rationale behind task and project-based learning models and how free technology can facilitate the development of projects and tasks. In this workshop, participants will also experience a hands-on moment in which they will redesign tasks to incorporate technology.
LT
e, le, p, s, a

1830-2030 Evening events

Comedy night: For one night only! Mrs Hoover Rises from the Gravy

1830-1930 in Syndicate 1

In 2017, after 40 years of loyal service to British hospitality, Brighton's Leading Landlady and Hostmother to the World, Joyce Hoover, announced her retirement. Her departure has left a vacuum in ELT but, to our delight, she has agreed to leave her comfy recliner and extend the hand of international friendship to IATEFL delegates – one last time! Mrs Hoover will look back fondly at four decades of cost-conscious catering for English language learners, and share with us her thoughts on the future of Britain post-Brexit. Expect laughter, tears, songs, biscuits and some (very) irregular verbs.

Songs of Love & Protest

1900-2000 in Auditorium 2

IATEFL is organizing an evening of international song on the theme of love and protest, performed by members of the IATEFL community. Members will sing songs in English and other languages of the international community we represent. Come along - if you would like to join in, please contact one of the IATEFL organisers. Hosts: Angelas Bollas & Sarah Mount, IATEFL Conference Committee.

Learning from Learning Objectives? A gallery walk with ELT experts

1900-2030 in Syndicate 3 & 4

Pearson English invites you to an evening of discovery at our social event where you will have a chance to mingle with some of the best known contributors in English language education, including Scott Thornbury, David Nunan, Shay Coyne and Sara Davila... Enjoy the opportunity to explore one of the biggest questions in teaching today: 'What are the opportunities and limitations of using Learning Objectives in the ELT classroom'. Join us for drinks and canapés, while having a unique opportunity to learn more about what the front runners in ELT think about the impact learning objectives can have on student outcomes.

Thursday

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Friday 13 April

0800-1300: Registration Desk Open
0815-0845: How To... Sessions

0800-1300 **Registration desk open**

0815-0845 **IATEFL How To... sessions**

Ambassador
150 audience

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.

Balmoral
250 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.

Buckingham
150 audience

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.

Friday

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Friday 13 April

0900-1000: Plenary Session

0900-1000

Plenary Session

Oxford

Plenary session by Barry O'Sullivan



Barry O'Sullivan is Head of Assessment Research & Development at the British Council, and creator of the Aptis testing service. He has almost 100 publications and delivered over 160 conference presentations around the world (over half as keynote, invited or plenary). His most recent book is *English on the Global Stage: the British Council and English Language Testing 1941 to 2016*, co-authored with Cyril Weir (Equinox 2017). Barry is active in language testing globally working with ministries, universities and examination boards on test development and validation projects. He is interested in the past and future of language testing, validation theory, communicating validation outcomes, and technology in assessing productive skills. He is the founding president of the United Kingdom Association for Language Testing and Assessment (UKALTA), holds honorary and visiting professorships at the Universities of Reading, Roehampton and Lisbon, and was awarded fellowship of the Academy of Social Sciences in 2016.

Living to tell the tale: a history of language testing

Many years later, as he faced retirement, the candidate was to remember that distant afternoon when his teacher took him to discover the test.

Not quite Gabriel Garcia Marquez, but it is most likely we all remember when we were first introduced to the world of the test. For the first time we were measured, judged and labelled. This experience left some elated, others scarred, while the lucky ones didn't really care too much. After all, it was just a test. A part of our education. Unavoidable.

But how did it come about that testing became such an integral part of education systems in the first place? And why are there such radically different approaches and attitudes to testing across the world?

This talk tells the story of the test. From its first appearance in China about 2,250 years ago to the industry it has developed into over the past century. Originally devised to identify individuals with the ability to govern the emerging Han Empire, the Chinese Imperial Examinations would evolve from the Sui Dynasty (605) into a formal, standardised system with many of the attributes we currently value in our tests. By the middle of the 19th century, Europe had begun to take note of the need for competitive examinations for military, educational and administrative posts, and in the early 20th century, the scene was set for the emergence of testing as a major industry. The different philosophies of learning and testing that emerged in the USA and Europe at the time were to leave an indelible mark on how testing is practised to this day. Since these different philosophies also impact on how we perceive tests, I hope my story will encourage you to reflect on your experiences and re-evaluate the way you approach tests in your working life.

Friday

1020-1050

Session 4.1

Ambassador
150 audience
Talk
RES, TD
e, le, s

Questions with gestures: examples from Chilean EFL classrooms

Katherina Walper (University of York, UK / Universidad Austral de Chile, Chile)

Asking questions and obtaining a (correct) answer is not an easy task: quite a lot of interactional work is required from teachers and students to negotiate understanding in the foreign language. This presentation will explore those resources Chilean secondary EFL teachers use to cue responses from their students: both through their voices and their bodies.

Balmoral
250 audience
Talk
RES, YLT
e, le, p

Using metaphor to elicit young children's views on learning English

Gail Ellis & Nayr Ibrahim (British Council France)

This talk reports on a study that investigates children's perceptions of English language learning by using a metaphor elicitation technique. This approach allows children to voice their views about language learning via the five senses. It gives both children and teachers an insight into the language learning process and contributes to a more learner-centred pedagogy in the early years.

Buckingham
150 audience
Talk
LA, RES
e, le, s, a

The notebook: who's responsible? Strategies for keeping lexical records

Hazel Watling (British Council, Spain)

Should we as teachers be encouraging and directing students in the keeping of lexical notebooks? Should it be down to students to manage their own vocabulary note keeping? This session will look at my research into teacher and student perceptions and expectations of lexical notebooks, as well as strategies that can benefit both educators and learners alike.

Cambridge
250 audience
Talk
TD, TTeD
e, le, a

Future-proofing your ELT career in the digital age

Nick Robinson (ELTjam)

In an industry being transformed by technology, and the increased presence of AI and automation, how do ELT professionals upskill in order to thrive? This talk on the ELTjam Academy presents an action plan for career development in the digital age, aimed at teachers, managers, materials writers/editors, publishers and anyone else seeking a long-lasting, successful ELT career.

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
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GEN = General
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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 13 April

1020-1050: Session 4.1

Dukes
150 audience
Talk
TTEd
e, a

Teacher training in the 21st century – is CELTA still relevant?

Clare Harrison (Cambridge Assessment English)

CELTA (the Certificate in Teaching English to Speakers of Other Languages) started life in the 1960s. Although it has been revised and formalised since then, its essential principles, content and course components remain largely unchanged. This talk considers the extent to which CELTA maintains its relevance as a teaching qualification in the 21st century.

Durham
600 audience
Talk
YLT
e, le, s

The teenage brain – how to engage teenagers in the classroom

Anna Osborn

In this talk, we'll look at what's going on in the teenage brain during this unique period of development. Then, using examples from the Collins *Lower Secondary English as a Second Language course*, we'll consider how you can tailor your lessons specifically for teenagers so they feel engaged in class, get the most out of lessons and achieve their potential.

Hall 4
250 audience
Talk
GEN
le, a

Listening as a constructive process

Anne McDonald (hancockmcdonald elt)

Findings of research into the processing of spoken language point to the constructive nature of listening. In this talk, we'll look at how L1 listening comprehension is influenced by various elements and compare this to the L2 listening endeavour. We'll also exchange ideas on how we could possibly exploit this information when teaching listening to adults.

Lancaster
70 audience
Talk
GI
le, p

How to cope when teaching unplugged is the only option

Patricia Santos (Rio de Janeiro)

I teach in a very poor neighbourhood in Rio de Janeiro with no access to modern technology in my lessons. My students bring a range of social and psychological issues to class. The talk will consider how to connect and inspire students in such contexts. I will describe some activities that I have found successful and discuss why they worked.

Oxford
800 audience
Talk
LT, TTEd
e, s, t, a

Avoiding lumps in your ELT blend: rethinking blended course implementation

Matthew Ellman (Cambridge University Press)

Introducing a blended course without attending to the identities, beliefs and attitudes of its teachers is like trying to make a smoothie without first plugging in your blender. This session builds on insights from teachers using *Eyes Open* to explore what we should do to help teachers make the psychological transition from traditional face-to-face lessons to 'blended teaching' successfully.

Friday



Auditorium 2
600 audience
Talk
BE, LT
e, le, t, a

Business English: organic skills marinated in objectives served with vocabulary
Iwonna Dubicka (NELC, University of Tourism, Barcelona)

Teaching tertiary or in-company? Engaging lessons? Using videos? Low-grammar diet? We will look at a recipe for practising business vocabulary and skills, using video-based lessons and 'business workshops' designed to engage learners and develop their professional skills. I will refer to the new *Business Partner* course built on professional learning objectives from Pearson's research into linguistic competencies for the workplace.

Restaurant
100 audience
Talk
EAP, PRON
e, le, a

Intelligibility in EAP with bitesize learning and the ELF core
Michelle Ocricano (University of New South Wales, Australia)

Improving students' intelligibility in pathways courses that often focus on academic writing has become challenging. The issue of time and the pressure to teach the book leaves teachers with very little time to be creative and help students with oral communication. This presentation will define bitesize learning and the ELF Core, and provide practical examples of activities for high-stakes courses.

Room 1
180 audience
Talk
EAP, LT
e, t

Talking heads and written feedback: how did we get here?
Andrew Preshous & Benet Vincent (Coventry University)

One of the major frustrations for teachers is students' apparent inability to take feedback on board and their tendency instead to repeat the same mistakes in subsequent written work. This talk describes a project involving a group of EAP teachers which took a different approach to providing feedback to international students by creating short screencasts to address common errors.

Room 3
50 audience
Talk
LIT, TTEd
e, t

Picturebooks: a tool in primary teacher education in the Netherlands
Tatia Gruenbaum (Avans University of Applied Sciences)

This talk will present a picturebook-based syllabus, which was taught to 2nd-year primary student teachers in the Netherlands. The newly-designed syllabus challenges the existing separate approach to teaching English proficiency and ELT skills to primary student teachers in order to facilitate the construction of language and language teaching in a creative, practical and innovative way.

Room 5
60 audience
Talk
TD, TTEd
e, a

Promoting teacher development through written feedback: a discourse analysis approach
Rodrigo Bernardes de Queiroz (Cultura Inglesa Sao Paulo)

In this talk, I will share the outcomes of using constructive written feedback to promote the development of novice teachers in a language institution in Brazil. To evidence the impact of linguistic choices on teacher performance and development, discourse in feedback was analysed and compared with teachers' institutional key performance indicators.

Friday 13 April

1020-1050: Session 4.1

Friday

Room 6
60 audience
Talk
TD
le, t

Professional development plan - a real jigsaw puzzle

Natalia Bagdavadze (The British Council in Georgia)

This session aims at highlighting the issue of motivating a large team of experienced teachers through a new professional development scheme and implementation of Action Research. It will also examine the implementation of a teacher development initiative. The final part will present the result of the programme and provide tips for managers planning to implement professional development.

Room 8
50 audience
Talk
LT
e, le, s, a

Marching into MOOCs: blissful battle among young learners in Nepal

Baman Kumar (Motherland Secondary School)

Referring to the MOOC practices carried out in high schools in Nepal, this 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 9
60 audience
Talk
TD, TTEd
e, a

Help or hindrance: a critical examination of trainer talk

Helen Donaghue & Alice Oxholm (Sheffield Hallam University)

This talk will critically examine trainer talk during discussions with student teachers about teaching practice. Using data extracts, we will show instances of trainer talk that hindered or helped student teachers to reflect. We will recommend a data-led approach to examining trainer talk and will show the strategies that helped us improve our own practice.

Room 10
50 audience
Talk with restricted audience number
TD, TTEd
le, p, s, t, a

Classroom diversity: a teacher's platform for conflict resolution

Tarun Kharbamon (The English and Foreign Languages University)

Classrooms in Shillong, North East India, are culturally, ethnically and linguistically diverse. Often times, they are contexts of unpleasant conflicts which, though subtle, have made the situation not only embarrassing but threatening. Through group dynamics, the choice of appropriate teaching materials and teacher innovativeness, the classrooms can be made contexts and platforms for conflict resolution.

Room 11
50 audience
Talk
TEA
e, le

An examination of real life: an examiner's perspective on washback

Tom Ottway (Freelance)

Can a speaking test really be personalised? Can candidates and examiners really enjoy interacting? Yes! I'll discuss my experience of examining Trinity ISE and GESE, with practical examples of how they are based on authentic communication tasks, leading to meaningful and sometimes moving or amusing situations where candidates have the confidence to truly be themselves and achieve communicative success.

Syndicate 1
1020-1135
200 audience
Forum
TD

Forum on Reflection

Practise what you preach: a reflective model for experienced practitioners

Nancy Carter & Theresa Clementson (University of Brighton)

Maintaining a rigorous level of reflective practice (RP) for experienced teachers and teacher educators can be a challenge. This presentation reports on a collaborative team project that champions data-led RP through stimulated recall, using video excerpts of teaching, and makes suggestions on how to implement and maintain a similar system.

The role of reflection in the EFL class

Viviana Pereyra Carreras (Universitat de Barcelona)

The term 'reflection' is widely used in the educational literature. However, little is said about how it should take place in order to promote better teacher practices and better learning outcomes. This presentation aims to explore different models for reflection in the teacher training environment to contribute with practical guidance for the effective use of reflection in the classrooms.

How to become a reflective practitioner

Shanel Summers (Wimbledon School of English)

Wanting to take control of your own development? Critical analysis and reflection is key in helping teachers develop in their everyday practice. My talk, as an academic manager, will outline how guided reflective practice combined with peer observations can result in learning for the teacher and more importantly for the student, fostering a culture of reflective practice in the school.

Friday

e = experienced audience

le = less-experienced audience

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.

We would like to thank



for sponsoring this programme



Friday 13 April

1020-1050: Session 4.1

Friday

Syndicate 2

1020-1135

200 audience

Forum

GEN

Forum on CLIL

Effect of CLIL on vocabulary development and learning strategies

Barbora Benesova (University of West Bohemia, Czech Republic)

The talk examines CLIL research (content and language integrated learning) in connection with vocabulary development and learning strategies. The study compares 12 classes of Czech pupils from 11-14 years old who experienced CLIL instruction in History or Civics. Variables taken into consideration include CLIL experience, gender, content subject and teacher. The outcomes brought practical tips for CLIL teachers.

From primary topics to primary CLIL – can it work?

Janet Enever (University of Reading)

In the 1990s, we saw primary topic-based learning metamorphose into primary CLIL almost overnight as European funding to promote multilingualism came on-stream. In this talk, I will discuss recent evidence from the bilingual/CLIL primary programme in the Madrid region to consider its potential for future growth and long-term sustainability.

CLIL-ing of English language teaching in Estonia

Nina Raud (University of Tartu, Narva College, Estonia)

The talk will present innovative approaches to EFL teacher education at Narva College of the University of Tartu, Estonia, with a particular focus being placed on the development and implementation of a CLIL curriculum as a part of EFL teacher training programmes. The results of the survey of EFL teachers' needs reveal the need in CLIL-ing of ELT in Estonia.

Syndicate 3

1020-1135

200 audience

Forum

GI

Forum on Global issues

Teaching global citizenship through stories and creative writing

Cornee Ferreira (Driestar University, The Netherlands)

Global citizenship education (GCED) has gained currency in English language teaching and research. Results of a recent Dutch study indicate that though primary and secondary English teachers aim to include GCED in their lessons, they often experience difficulty in reaching these aims. This talk will include ideas to overcome some of the difficulties by using literature and creative writing.

The matter more project

Bitia Rezaei (IELTA)

We teach language to enhance communication but what is communication good for if it does not promote mutual understanding, respect for cultural diversity and world peace? Believing that all human beings share the same core values, this talk will look at ways we can integrate language teaching and values in young learner classrooms to bring up better global citizens.

Integrating English for Humane Purposes into a university coursebook

Elena Yastrebova (MGIMO University)

This presentation will focus on developing materials for a General English coursebook, which are aimed at raising students' awareness of global and local human issues, encouraging empathy and making a humanistic outlook an integral part of their future professional identity. A systematic approach to selecting texts and designing activities will be presented.

Friday

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Friday 13 April

1020-1050: Session 4.1

Syndicate 4

1020-1135

200 audience

Forum

GEN

Forum on The use of L1 in the classroom

Collaboration between L1 and EFL education in Japan

Linfeng Wang (University of Fukui, Japan)

This presentation aims to highlight the necessity and significance of stimulating collaboration between L1 and EFL classes, as it can enrich learners' metalinguistic awareness, yielding a more effective use of language. By elaborating upon a three-year-long action research project in a Japanese secondary school, it illustrates the forthcoming transition period for elementary school EFL education, which starts in April 2018.

Role of the learners' mother tongue in the English classroom

Michael Lalremtluanga (Anna University, India)

I'll report on a study that examines the attempts to address the use of learners' mother tongue in teaching English at secondary level in India. A number of dimensions are addressed: teachers' and students' perspectives on mother tongue use and relevant implications for teaching methodology. To gain the required information, a questionnaire-based survey supplemented by interviews and classroom observation is undertaken.

Lost in translation? Bringing translation to the multilingual classroom

Emma Halliday (New College Group Liverpool)

While the exclusion of translation from ELT classrooms is being critiqued, there remain two implicit assumptions: for translation tasks to be effective, students must share each other's L1 and teachers must share their students' L1. This talk will question both beliefs. Participants will explore engaging translation activities which can be employed in a variety of multilingual contexts.

Friday

1105-1135 Session 4.2

Ambassador
150 audience
Talk
GEN
e, le, p, s, t, a

Teaching writing visually: smarter sentences and shapely texts

Sarah Blair (Regent Oxford)

Engaging with writing is an opportunity to design and refine how we identify ourselves. This talk considers 'sentence energy' as a way to achieve sharper, stronger writing, with simple strategies offered to get our students expressing ideas freely and creatively. These include playing with word order, finding freedom through constraint, and the benefits of collaboration and writing every day.

Balmoral
250 audience
Talk
GEN

Look out! Grammar!

Bruno Leys (Vives University College, Bruges, Belgium)

Grammar is all around us. In some language courses, however, grammar still seems to be reduced to grammar rules and contextless exercises. In this talk, I present various images, sound files and videos, collected over the years, and will point out how such samples of real English can be used to introduce, illustrate and generate a variety of grammatical items.

Buckingham
150 audience
Talk
MD, YLT
e, le

Graphic novels in the EFL classroom

Aleksandra Popovski Golubovikj (Private Language School ELITE)

This talk refers to Graphic Novels 101 Program, conducted in the Republic of Macedonia, that contributes to the idea that authentic materials, i.e. graphic novels, represent a powerful platform which may help EFL learners develop their reading habits and improve their reading skills. The program also aims to raise awareness among high school students about gender equality, tolerance and mutual understanding.

Cambridge
250 audience
Talk
EAP, LT
e, t

Improving lexical difficulty in academic writing using *Text Inspector*

Alexander Lewko (The American University in Cairo)

Improving lexical skills for writing can pose a challenge for students. This presentation focuses on developing lexical difficulty suitable for academic writing using the website *Text Inspector*. Activities utilizing this website, that allow students to analyze their writing and that of their peers as well as use corpus-based vocabulary tools to improve their own lexical awareness and output, are described.

Friday 13 April

1105-1135: Session 4.2

Dukes
150 audience
Talk
TEA, YLT
e, le, p

Feedback and motivation for young learners

Lynne Stevenson & Sarah Albrecht (Cambridge Assessment English)

In the revised suite of Cambridge Assessment English exams for young learners, intuitive and accessible diagnostic feedback will be included in the statement of results. This talk focuses on how this feedback can be used by teachers in the classroom to motivate young learners, help foster a joy of learning and create a sense of achievement.

Durham
600 audience

Question & answer session relating to Barry O'Sullivan's plenary session

If you attended Barry O'Sullivan's plenary session this morning on "Living to tell the tale: a history of language testing", 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 Barry's plenary talk.

Hall 4
250 audience
Talk
PRON, TTEd
e, a

A syllabus for listening: how to teach decoding

Richard Cauldwell (Speech in Action, UK)

Teaching listening is dominated by a focus on understanding meaning, and by the hope that this focus will indirectly make learners efficient decoders of language. We avoid direct teaching of decoding the sound substance of language. Using my publication *A Syllabus for Listening*, I will present a syllabus through which we can teach learners to decode the stream of speech.

Lancaster
70 audience
Talk
TEA
e, s, a

Innovation in assessment

Sean McDonald (telc - language tests)

Language assessment is a constant challenge for Business English teachers, especially for vocational schools. In this talk, we will present the newest addition to telc's product range, the first digital test of English designed for ESP. We will present not only the new product, but also the methodology of development.

Oxford
800 audience
Talk
EAP
e, a

Unlocking and enabling critical thinking in EAP students

Tam Connors-Sadek (Cambridge University Press)

Many students have great difficulty moving from general English to EAP. One of the key factors in this lies in the problems they face developing critical thinking skills. This talk will focus on the reasons behind this, why critical thinking skills are so important to unlock, and how the *Unlock* series can help to enable them.

Friday

Auditorium 2
600 audience
Talk
LT, YLT
e, le, p

Mix, blend and personalise: success stories in primary ELT

Carol Brown (Pearson English)

Is blended learning simply a means of delivering primary ELT content using a mix of print and digital tools, or does it provide a personalised educational experience that ultimately improves learner outcomes? The presenter, Teacher Training Manager at Pearson, shares some real-life case studies of blended learning implementation in the classroom that used *Poptropica English* to produce incredible results!

Restaurant
100 audience
Talk
LT
le, a

Using big data to boost students' performance and engagement

Marina Kladova (Skyeng)

In this talk, I will share our experiments and insights based on learning analytics which we have mined from more than 10,000 learners at Skyeng school. This big data has shown us what works and what doesn't and how we can assist our learners to be more successful in studying English regarding motivation, course design and learning process organization.

Room 1
180 audience
Talk
YLT
e, le, s, a

Summer in the city: learning in your local environment

Vicki Robinson (IH London, UK)

How can we turn our local area into a resource? This talk shares experience of 'Explorer', a new YL course at IH London. It describes some of the challenges faced when writing the course and provides practical ideas and a checklist for how to design something similar. Whatever your location or level, you can use your environment as a resource.

Room 3
50 audience
Talk
TD, TTed
e, a

The consequences of trainer development

Simon Smith (NILE, Norwich, UK) & Maria Teresita Curbelo (Instituto Cultural Anglo Uruguayo)

What is the impact of a course for trainers when they return to their training work? This talk, triggered by a 1985 Martin Lamb article on the consequences of teacher training, reports on the impact a 50-hour trainer development course has had on the beliefs and practices of 15 Uruguayan trainers 21 months after the end of the course.

Room 5
60 audience
Talk
TTed
e, t

Embedding the CELTA into degree programmes: university-language school partnerships

Martha O'Curry (Oxford Brookes University)

For those interested in offering CELTA courses to university students as credit bearing components of their degree programme there are many administrative hurdles. This talk outlines a novel partnership approach adopted by Oxford Brookes University and British Study Centres Oxford to offer a top-up external TP component leading to full certification.

Friday 13 April

1105-1135: Session 4.2

Friday

Room 6
60 audience
Talk
LA, YLT
le, a

Creating a sense of class community which accommodates everyone

Pedro Ribeiro (Cultura Inglesa Natal)

Creating a strong sense of class community is of paramount significance when dealing with heterogeneous groups with heterogeneous needs. You'll find in this presentation real and practical tips on how to strengthen bonds creating a safe, fun and participatory learning environment which accommodates diversity, fosters ownership and understanding, and reduces anxiety (with and without technology).

Room 8
50 audience
Talk
GI
t

ELT strategies in a depressed economy: the case of Nigeria

Agnes Ada Okpe (Kaduna Polytechnic, Kaduna, Nigeria)

An effective ELT strategy is hinged on the realities of times and context. Economic instability is prevalent all over the world. For an English teacher it is not a question of 'what cannot be avoided should be endured' rather it should be 'utilized'. This presentation practically demonstrates how to use ELT to help learners in times of adversity.

Room 9
60 audience
Talk
TD, TTed
e, le, a

Metaphors, maxims and memes: powerful mnemonic devices for teacher learning

Matthew Noble (Freelance)

Tutors on intensive but short initial teacher training courses face the continual challenge of how to maximise the efficiency and salience of input, teaching guidance and practice lesson feedback for their trainees. This talk will explore some ways metaphors, maxims and memes can be used to help make complex, ambiguous and demanding course content engaging and memorable.

Room 10
50 audience
Talk
LT
le, t

Three years after: reflections on an English for Journalism MOOC

Maggie Sokolik (University of California, Berkeley)

In 2015, EFL professionals from the US and ten countries across Central/Eastern Europe met and planned a Massive Open Online Course (MOOC), "English for Journalists". With three years of participation data, I'll examine the course's barriers and advantages, and what I've learned from moving it from a small, personalized experience to a larger MOOC.

Room 11
50 audience
Talk
TD
e, le, p, s, t, a

Applying creativity principles to language teaching

Natalia Mukhina (Higher School of Economics, Moscow)

Every experienced teacher should always be alert to the danger of following the same pattern of teaching for years, as it is bound to fail one day. In this talk, I will speak about some of the core creativity principles which can be used in language teaching to secure continuous growth and development in this profession.



1135-1205

Coffee break

There is continual complimentary tea/coffee until 1205 in East Bar

1205-1250

Session 4.3

Ambassador
150 audience
Workshop
ESP, PRON
e, a

Integrating pronunciation: a 5-stage curriculum design process

Alison McGregor (University of Texas at Austin)

In this workshop, participants will work through a 5-stage curriculum design process to integrate pronunciation into an English for Specific Purposes curriculum for adult professionals. Through guiding questions, 5-minute quick thinks, and discussion, participants will consider critical decision-making factors, such as needs assessment, prioritization of features, explicit information, type/method of feedback, and strategic skill development to create a pronunciation-inclusive curriculum.

Balmoral
250 audience
Workshop
YLT
e, p

Spotlight on creative drama: bringing stories to life

Rachel Jeffries (Cambridge University Press)

All the world's a stage, but what if we can't act? Fortunately, drama doesn't always have to be about acting it out. We look at how creative drama brings stories to life in the classroom (with examples taken from *Storyfun*, Cambridge University Press), building on collaboration, critical thinking and experimentation with emotions. No acting ability required!

Buckingham
150 audience
Workshop
TTEd
e, p, s, t, a

The power of personality in teaching

Rosemary Westwell (Ely For Language)

Personality featured more strongly in my research on language acquisition than expected. This practical workshop explores the nature of different personalities and ways in which we can respond to the variety of students in our classrooms and develop personality traits in ourselves that add to the effectiveness of our teaching.

Cambridge
250 audience
Workshop
ESAP, TEA
le, a

Using collaborative work to maximize impact on short IELTS courses

Akeela Cader (British Council)

Shorter IELTS courses demand teachers to provide more in less time. This workshop explores different collaborative activities for IELTS Writing Task 2, by which student potential can be galvanized and exploited for more efficient learning. The goal is twofold: to maximize learning in the classroom and to encourage autonomous and continuous learning outside.

Friday

Friday 13 April

1205-1250: Session 4.3

Friday

Dukes
150 audience
Workshop
TD
le, p, s

Am I motivating enough?

Julie Waddington (University of Girona, Catalonia)

As teachers, we know that motivation is crucial in the language classroom. But what do we mean when we refer to this concept and to what extent do our understandings affect our classroom practices? We will explore this question together in this practical workshop, which aims to develop understandings in light of a recent study published in *ELT Journal*.

Durham
600 audience
Workshop
GEN
le, s, a

No word is an island: the importance of word partnerships

Alex Warren (National Geographic Learning)

No man is an island, and neither are words. Just like us, they form partnerships and relationships with other words, working together to form something all the more substantial and useful. Using examples from National Geographic Learning titles, this practical session will explore and demonstrate how focusing on word-partnerships can help speed up vocabulary learning and develop greater language awareness.

Hall 4
250 audience
Workshop
TD, TTEd
e, a

You're watching them - who's watching you? Reflecting on feedback

Jo Gakonga (Warwick University / ELT-training.com)

As trainers giving feedback, we are rarely observed by others. So, who can shine a light on how we approach this challenging activity? In this interactive session, we'll look at techniques to actively reflect on your feedback practice, and I'll share some of the insights that have come out of my research with mentor teachers using these ideas.

Lancaster
70 audience
Workshop
EAP, ESOL
e, le, s, t, a

Beyond the gap fill: dynamic activities for music and song

Nico Lorenzutti (Galway Language Centre)

Pop music isn't academic, or is it? This workshop presents nine dynamic activities for pop songs that go beyond listening for words and completing a gap fill. Learners can actively employ language skills and strategies, utilize context and co-text, develop awareness of coherence and cohesion, and review and expand vocabulary.

Auditorium 2
600 audience
Workshop
YLT
e, s

Mind the gap! Helping teens to bridge the cognitive gap

Clare Walsh (University of Southampton / Pearson)

Learners are achieving high levels of linguistic competence at young ages. Teenagers' language skills can get ahead of their maturity levels, creating challenges in exams, such as *Cambridge Advanced*, when their communicative competencies are tested fully. Their motivation and progress may suffer. This workshop will look at how *Cambridge Advanced English* supports this age group to close that cognitive gap.

Restaurant
100 audience
Workshop
YLT
e, p, s

Practising mindfulness in an English classroom

Natalia Belousova (CLASS Study and Training Centre)

The workshop demonstrates effective use of mindfulness games and activities in a General English language course. Participants will explore a few ways of fostering students' essential life skills, including quieting, focussing and reframing. They will also experience useful language outcomes of the lessons centered around mindfulness activities and look at how they could be integrated within any syllabus.

Room 1
180 audience
Workshop
TD, YLT
e, le, p, s, a

Social and emotional learning: an inside-out transformation for your classroom

Monica Rodriguez Salvo (National Geographic Learning)

Developing emotional and social intelligences in our classrooms is no longer a trend, it's an urgent need. In this workshop, we will explore the theory and science-based evidence behind SEL (Social and Emotional Learning) and how it can improve your students' learner (not learning!) outcomes. Hands-on activities and projects will be shared to transfer SEL immediately to your classroom.

Room 3
30 audience
Workshop with restricted audience number
EAP, IPSEN
e, t

International students with SpLD on preessional/foundation university programmes... Help!?!

Julie Humble (University of Wolverhampton International Academy)

Do you teach international students on short pre-sessional or foundation courses at a UK university? Have you identified learners you suspect may have Specific Learning Difficulties (SpLDs) who have been unable (or unwilling) to access appropriate support? This workshop will offer an opportunity to share ideas and experiences, with a view to finding solutions to help such students in future.

Room 5
60 audience
Workshop
EAP
e, t

Dictogloss redux: rethinking a learning masterpiece in a technological age

William Kerr (Koc University, Istanbul, Turkey)

Wajnryb's Dictogloss has been a mainstay of many ELT classrooms for nearly three decades, yet many teachers have never used this outstanding activity, recognized as one of the most effective to enhance second language learning and acquisition. This workshop offers participants hands-on opportunities to use the technique, discover its effectiveness, and consider its adaptability to a smartphone environment.

Room 6
50 audience
Workshop with restricted audience number
LAM, TD
e, a

How to use critical reflection to improve your team

Sarah Shinnick (Kaplan International English, Manchester)

Using a practical hands-on approach, this workshop will guide you through the processes required to ensure more effective and meaningful feedback is given to your staff through the practice of critical reflection. Tips and suggestions will be provided for you to take back to your workplace and use with your team.

Friday 13 April

1205-1250: Session 4.3

Friday

Room 8
50 audience
Workshop with restricted audience number
TD
e, le, p, s, t, a

Peer observation - why bother?

Lesley Curnick & Ruth Benveggen (University of Lausanne)

Teachers can learn from each other in different ways and one of those ways is through peer observation. In this hands-on workshop, participants will explore the different aspects of peer observation, its management, its advantages and potential pitfalls, substantiated by a peer observation project run in Lausanne University's Language Centre.

Room 9
60 audience
Workshop
YLT
le, p

A bucket full of games and activities

Sanja Raskovic (Global Lingua, Foreign Language School)

Children like playing simple, old-fashioned games despite having all the technology at hand. In our school, we don't use technology with the young learners, we play and learn. In this workshop, I would like to share some games and activities we use to revise the vocabulary and grammar. It is a workshop full of practical ideas.

Room 10
50 audience
Workshop with restricted audience number
RES, TD
le, s

We have ways of making you talk better

Stephen Reilly (Paris, France)

We've been recording ourselves and our teacher colleagues in class using the voice recorders on our phones and then examining what we say from the transcripts. In this workshop, we'll analyse how we talk in class, what we say, how we say it and why. Based on audience participation and contributions, we'll suggest some means of improving our teacher talk.

Room 11
50 audience
Workshop
TEA
le, s, a

Standards-based assessment for ESL/EFL program accreditation

Leonardo Mercado (Euroidiomas)

This session provides practical insights on how teachers and language program administrators can adapt classroom assessment so students can meet standards as required by program accreditation agencies. I will provide examples of assessment methods, instruments and resources that can help ensure compliance. Experiences from previously successful efforts, as well as new accreditation processes (CEA & EAQUALS), will be shared.

Syndicate 1
200 audience
Workshop
LT, TTEd
e, le, s, t, a

Promoting differentiation through technology

John Arnold (Thomas More UC, Belgium)

When we respond to the needs of all the learners in our classrooms, we need to focus on three areas: content, process and product. Several technology tools can help us to promote differentiation with all learners. This hands-on workshop will look at some differentiation strategies that have been used in a variety of EFL settings.

Syndicate 2
200 audience
Workshop
EAP, LT
e, s, a

Storyboarding: teaching language components through filmmaking

Jerry Brewington (Qatar University)

This practical, interactive workshop will show educators how to use *Storyboard* to teach SLA in multilevel classrooms. In small groups, students take on the roll of filmmakers to produce in collaboration a short, simple film using the free app *Storyboard*. Students autonomously use the components of language to augment their own visual stories and present them to the class.

Syndicate 3
200 audience
Workshop
GEN
e, le, a

Listening: teaching it, not testing it

Adrian Peel (EC Brighton)

This will be a practical session demonstrating techniques to show students how to decode and understand chunks of language, looking at the cross-over between listening and pronunciation, and demonstrating several activities that teachers can bring into the classroom to teach, and not just test, student listening skills. Based on *Listening in the Language Classroom* (John Field).

Syndicate 4
200 audience
Workshop
GEN
e, a

Conceptualising language: learner generated visuals

Jade Blue (The English Language Centre)

What colour is the second conditional? What shape is the future continuous? One of the most powerful ways to explore and evaluate language is to create visual representations. This session will offer a variety of practical classroom activities, including graphic frameworks and visual metaphors, to help learners conceptualise language and aid comprehension, processing and retention.

Friday

Friday 13 April

1305-1415: Final plenary session & closing

1300 The IATEFL registration desk closes

1305-1355 Plenary session

Oxford

Plenary session by John Agard



John Agard is a Queen's Gold Medal winning poet who has written widely for both adults and children. He was born in Guyana and moved to England in 1977, becoming a touring lecturer for the Commonwealth Institute. He was appointed Writer in Residence at the South Bank Centre and thereafter Poet in Residence at the BBC and at the National Maritime Museum. His published poetry includes *Man to Pan* (1982), *Weblines* (2000) and his new collection *Playing the Ghost of Maimonides* (Bloodaxe Books, 2016). As a children's writer Agard has received critical acclaim, writing many works including *The Young Inferno* (Frances Lincoln, 2009), winner of the Centre for Literacy in Primary Poetry Award 2009 and *Book* (Walker, 2014) which was longlisted for 2016 CILIP Carnegie Medal. 2017 brings John's delightful new picture book, *Come All You Little Persons* (Faber & Faber) and his playful children's collection *The Rainmaker Danced* (Hodder).

Mugging de Queen's English

John Agard will be reading a wide selection of poems for children and adults. Poems directly or indirectly related to language and referencing hidden histories in his own inimitable manner!

1355-1415 Closing of the conference

The President of IATEFL will close the conference.

1415 **Book-signing by John Agard**

John Agard is very happy to sign copies of books purchased on the day, courtesy of local bookshop, the Book Nook.

Friday

Quick Reference

The following pages contain:

Areas of Interest Pages 219 - 238

Titles of sessions listed under their area of interest and in order of presentation time. The majority of sessions are listed under two areas of interest.

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Who's who at the IATEFL Conference Page 249

Abbreviations used at an IATEFL Conference Page 250



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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)

APPLIED LINGUISTICS

Recruitment to Saudi university English programs: discourses of inequity	1.6	E-ductive grammar: "discover, discuss, demonstrate" - digitally!	2.2
Introducing SLA concepts through collective teacher discussions for professional development	1.8	Engaging pre-work Business English students through a project	2.5
Integrating theory and practice through initial teacher education	1.9	What is Business English?	3.1
How can we make our students more efficient readers?	2.6	Focusing on lexical chunks in business emails - a beneficial approach?	3.2
Fluency and accuracy: beyond conventional wisdom	2.7	Language-culture-identity: a paradigm for teaching English as a lingua franca	3.3-3.4
Language advisors' self-perception: exploring a new role through narratives	3.3	Integrating ELF awareness into business English teaching and beyond!	3.3-3.4
The lingo u wanna use but shouldna - appropriacy in assessment	3.4	Gesturing and voice expression to enhance the speaking skill	3.3-3.4
Establishing peer relationships in an adult EFL classroom in Mexico	3.5	A dynamic and intercultural business video conference learning experience	3.6
L2 listeners' person knowledge in an EFL context of Bangladesh	3.6	Learner-trainer cooperation for enhanced workplace performance	3.7
Teachers' perceptions of English today: comparison between Taiwan and Japan	3.6	Group dynamics and speaking in class 'rounds'	3.8
Get as an auxiliary in passives: a corpus-based study	3.7	Business English: organic skills marinated in objectives served with vocabulary	4.1
English use and identity shift among immigrant students in Iceland	3.7		
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The Disney creativity strategy in the business English context	1.6
Designing BE classes through English as a lingua franca	1.7
The role of grammar in the BELF perspective	1.9
A survey of workplace English: some implications for classroom teaching	2.1

ENGLISH FOR ACADEMIC PURPOSES

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The leap into EAP	1.3
Motivating students of Visual Computing: designing a mobile app	1.4
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Teaching research paper writing in a large multidisciplinary EFL class	2.1-2.2
A closer look into EFL students' voice in academic writing	2.1-2.2
Using CEFR for assessing discussions in class	2.1
Discover the gaps: 'Discovery listening' for EAP practitioners' professional development	2.2

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Areas of interest

ENGLISH FOR ACADEMIC PURPOSES continued

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Engaging students in academic writing with task-based instruction	2.3	L2 student perceptions of their academic lecture comprehension	3.2
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Tackling the spelling issues	2.5	Using corpus to teach academic writing	3.6
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Handling discipline-specific terminology in an English-medium engineering programme in Oman	2.5	Futures for study skills integrated with English for academic purposes	3.7
Preparing for university writing: integrating reading, critical thinking, research, language	2.6	Providing sustainable feedback on L2 writing via multimodal learner-driven feedback	3.7
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Multimodal EAP research projects: developing pragmatic competence and research skills	2.7	EAP reading materials: changes and challenges	3.8
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The importance of being earnest: can teachers learn from students?	3.1	Improving lexical difficulty in academic writing using Text Inspector	4.2
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Areas of interest

ENGLISH FOR SPECIFIC ACADEMIC PURPOSES

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		Using mobiles in ESP lessons in a non-mobile context	3.5
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		Promoting learner motivation in online ESP syllabi	3.6
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Areas of interest

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Areas of interest

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Queering your pedagogy: teachers' queries out of the closet	1.7	Making outstanding the norm	1.7
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An investigation into EFL teachers' knowledge of dyslexia	2.7	Magic moments: making your students' experience memorable	2.2
Exams and EDI: positive washback on inclusive teaching practices	3.1	How to help people do things they think they can't	2.3
'Native' & 'non-native' English teachers: contrasting opinions	3.2	Women and the will (and obstacles!) to leadership	2.5
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Language learning disabilities in higher education: a multidisciplinary approach	3.8	The Ofsted inspection model: inspiration for EFL?	3.2
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Areas of interest

LEARNER AUTONOMY

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Developing autonomous learners through project work	1.1	Preparing for university writing: integrating reading, critical thinking, research, language	2.6
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Does peer reviewing benefit writing skills development?	1.5	Effective peer assessment as a step towards independent learning	3.2
AOC guidelines - embedding formative assessment in current teaching practice	1.5	Language advisors' self-perception: exploring a new role through narratives	3.3
Using student-generated activities in class: problems and solutions	1.7	Systematic reflection: practical solutions to minimizing mismatches and enhancing learning	3.4
Running with scissors: authenticity in the classroom	1.8	What determines our students' learning even before a course starts?	3.6
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Using coaching techniques to get teenagers on your side	2.3	Just the word or word and phrase?	1.2
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Students taking over the classroom: an example of learner autonomy	2.3	Your exits are here, here and here	1.5
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		New dimension to professional vision in technology-enhanced classrooms through eye-tracking	1.6
		Gamifying your classroom: the basics	1.6

Areas of interest

LEARNING TECHNOLOGIES continued

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E-ductive grammar: "discover, discuss, demonstrate" - digitally!	2.2	Making the most of authentic video in the classroom	2.9
Going live: teaching online via videoconferencing	2.2	Developing digital tourists: teaching English language students through Google Maps	2.9
Enhancing autonomy of students from disadvantaged backgrounds via digital tools	2.2	Smartphones are not the answer!? The grand edtech buzzword bingo	3.1
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Maximising student talk with carousel presentations	2.3	Debate tricks, tips and video analysis: the ELL classroom transformed	3.1
Best practice for blended learning: approaches and outcomes	2.3	English for the underserved: technology to close the digital divide	3.2
Do androids dream of electric sheep? ELT & digital empathy	2.3	Access to English for refugees & asylum seekers	3.2
How can instructional design help us create effective digital content?	2.5	Designing creative and technological materials	3.2
Creating an inclusive classroom for ESL students with SEN	2.5	What can data tell us about online learning?	3.3
Nigerian home video captions: language acquisition challenges for young learners	2.5-2.6	E-learning: application of MOOCs at a university level of EFL	3.3
Unleash the power of video! Engage and inspire your students!	2.5-2.6	Building a positive classroom community with ClassDojo	3.3
Taking the mystery out of video creation	2.5-2.6	Should gaming and education come together? A case for gamification	3.4
WhatsApp to teach English pronunciation skills in large classes	2.6	Advancing learners' phonological awareness: putting sound in learners' hands	3.4
Motivating students to improve their listening skills	2.6	Setting vocabulary targets for young learners	3.4
We need pedagogy, not just cool tools	2.6	Language learning in a self-directed age	3.4
Blended and online: ELT experiences from a distributed network	2.7-2.8	Develop life skills through digital resources	3.4
		Using voice-driven AI language assistants in EFL classes	3.5

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Areas of interest

LEARNING TECHNOLOGIES *continued*

Exploiting video outside the classroom for language learning purposes	3.6
Using corpus to teach academic writing	3.6
Online games for the real world	3.6
Using Instagram as a motivating tool for paragraph writing	3.7
Playing with mobile phones and learning with them	3.7
Group cohesiveness and engagement through mobile learning environments	3.7
Presentations and online interaction to develop students' communicative skills	3.8
Fit for purpose: designing tests for online language learning	3.8
ESP students' perspectives on the use of Kahoot in class	3.8
Writing online courses for Udemy	3.8
Developing learner independence through online platforms	3.9
Listening quizzes for any subtitled YouTube video, in one click	3.9
The ultimate way to organise your teaching materials	3.9
Easy subtitling and multimedia language learning with Apple's Clips	3.9
Project-based learning and technology: a perfect match?	3.9
Avoiding lumps in your ELT blend: rethinking blended course implementation	4.1
Business English: organic skills marinated in objectives served with vocabulary	4.1
Talking heads and written feedback: how did we get here?	4.1
Marching into MOOCs: blissful battle among young learners in Nepal	4.1
Improving lexical difficulty in academic writing using Text Inspector	4.2
Mix, blend and personalise: success stories in primary ELT	4.2
Using big data to boost students' performance and engagement	4.2
Three years after: reflections on an English for Journalism MOOC	4.2
Promoting differentiation through technology	4.3
Storyboarding: teaching language components through filmmaking	4.3

LITERATURE

Literature for all: creative texts for every class	1.1
Researching literature in the language classroom: patterns and possibilities	1.2-1.3
Writing short stories and language teaching	1.5
Promoting multimodal communicative competence: insights into the learners' perspective	1.6
Shakespeare in the multilingual classroom: CultureShake, a multilingual project	1.7
Interculturality through literature and films from the world	1.8
Lexical exercises with contemporary poems for advanced learners	1.9
Whodunnit? - unlocking the mystery of the class reader	2.1
Sharing 'My Pago': local literary resources in EFL Classroom	2.7
A multiliteracies approach to Shakespeare: an excursion to London	2.8
Using modern poetry for language practice in the ELT classroom	2.9
Developing literate learners in the shadow of Mount Everest	3.1
Using literature in ELT featuring non-standard English - some reasons why	3.4
Working with picture books in the EFL for beginners classroom	3.6
Discourse approach to teaching EFL students literature: developing communicative competence	3.8
Picturebooks: a tool in primary teacher education in the Netherlands	4.1

MATERIALS DEVELOPMENT

Exploring learner-generated reasons in different teaching contexts	1.1
Melting barriers in the mind: teaching teens and young adults	1.1
Beyond placement tests: alternative ways of thinking about learner needs	1.2
Designing EAP grammar assignments in a digital age	1.5
How do preservice teachers learn to design ELT materials?	1.5

Areas of interest

MATERIALS DEVELOPMENT *continued*

Task design: one topic, five levels, 15 task sequences	1.6	How teachers can effectively contribute to better syllabus design	3.3
Vocabulary @ 500 to engage, enrich and empower tribal learners	1.6	Self-publishing in ELT: ensuring quality through the editorial process	3.4
Creating and evaluating in-house Young Learners' materials - a writer's perspective	1.6	Collaborative writing: an enhancing technique	3.4
Weighing your words: avoiding mixed messages due to vocabulary choice	1.6	Exploiting video outside the classroom for language learning purposes	3.6
The message: constructing meaningful, usable EFL materials from song/song lyrics	1.6	Promoting learner motivation in online ESP syllabi	3.6
Just like me: near-peers as role models and content creators	1.7	Grammar blocks: a new approach to teaching the English verb	3.6
Online listening and speaking assessment for adults in South Africa	1.7	Annotate this: creating more interactive texts while strengthening comprehension	3.7
Visual literacy and ekphrastic writing in the language classroom	1.9	Getting to know the new CEFR scales for mediation	3.9
Magic moments: making your students' experience memorable	2.2	The ultimate way to organise your teaching materials	3.9
Developing an EFL-focused kindergarten curriculum for China and beyond	2.2	Critical thinking in the EFL classroom	3.9
Integrating life skills into English language programmes	2.2	Graphic novels in the EFL classroom	4.2
Versioning coursebooks for different contexts: what, how and why?	2.3	MATERIALS WRITING	
PALM - an interactive platform for language learning in eight languages	2.5	Our story: how we write stories for primary	1.3
Safe speaking environments - What? Why? How?	2.5	10 challenges for EFL course designers	1.3
Linguistic, cultural or social mediation – what is relevant in ESP?	2.5	Practical guidance on writing listening tasks to accompany authentic recordings	1.6
Multimodal EAP research projects: developing pragmatic competence and research skills	2.7	6 products you can create to keep clients coming back	1.8
Vocabulary lists: snog, marry, avoid?	2.8	Writing an online academic reading course: lessons learned	1.8-1.9
Cross-curricular speaking skills for the classroom	2.8	Developing teachers' expertise through adaption or replacement of course material	1.8-1.9
Using QR codes to guide learners' online research	2.8	Exploration of an ELT textbook writing process: a case study	1.8-1.9
Teaching materials for the development of critical thinking skills	2.9	Fakepedia.biz: practical fact-checking for ELT	2.1
Making the most of authentic video in the classroom	2.9	Why do all coursebooks teach the same grammar?	2.2
Designing grammar materials for university students: challenges and ways forward	3.1	Versioning coursebooks for different contexts: what, how and why?	2.3
Designing creative and technological materials	3.2	How can instructional design help us create effective digital content?	2.5
		Writing stories and anecdotes for in-class use	2.7
		Vocabulary lists: snog, marry, avoid?	2.8
		Lexical sets are history: insights from vocabulary research	2.9

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Areas of interest

MATERIALS WRITING continued

Designing grammar materials for university students: challenges and ways forward	3.1
Peace education in the EFL classroom	3.2
Bringing HONY into the ELT classroom: the power of authenticity	3.2
How teachers can effectively contribute to better syllabus design	3.3
Self-publishing in ELT: ensuring quality through the editorial process	3.4
Integrating negotiation and collaboration skills for a 21st century education	3.4
EAP reading materials: changes and challenges	3.8
Writing online courses for Udemu	3.8

PRONUNCIATION

Why learn about the latest trends in British English pronunciation?	1.1
First rule of schwa club: always talk about schwa club!	1.2
Enabling L2 teachers to focus on phonology: principles and approaches	1.3
An academic presentation as an oral text (prosodic analysis)	1.6
Mastering stream of speech - achieving comfortable intelligibility	1.6
Mobile apps and pronunciation training: a self-directed learning approach	2.1
I remember, I remember... Rhythmic language and memorisation	2.3
Applying frequency, spacing and variability theories to oral skills instruction	2.9
Towards a pedagogic phonology	3.1
Pronunciation in action: reflections from two teacher trainers	3.2
Mind the tone! The roles of intonation in everyday conversation	3.3
Advancing learners' phonological awareness: putting sound in learners' hands	3.4
Teaching pronunciation through singing	3.6
Do pronunciation models matter?	3.7
Reflections on a five-week study	3.9
Listening quizzes for any subtitled YouTube video, in one click	3.9
Intelligibility in EAP with bitesize learning and the ELF core	4.1

A syllabus for listening: how to teach decoding	4.2
Integrating pronunciation: a 5-stage curriculum design process	4.3

RESEARCH

(Research) question time!: a hands-on workshop	1.1
Extended speaking in the classroom (and the importance of planning)	1.1
English assessment – the issues and how we might overcome obstacles	1.2
Researching literature in the language classroom: patterns and possibilities	1.2-1.3
Inclusive primary TEFL in an innovative school - an evaluation study	1.3
Teachers' professional development program in Nepal	1.4
Curriculum change in language teacher education: what does it take?	1.5
Teacher profiles: native, non-native, qualified, trained?	1.5
Promoting multimodal communicative competence: insights into the learners' perspective	1.6
Queering your pedagogy: teachers' queries out of the closet	1.7
Just like me: near-peers as role models and content creators	1.7
Improving the mental health of English language teachers	1.7
Intercultural FL teaching in Poland - a qualitative study	1.7
The Facebook effect: usage of social media in elearning programs	1.7
What are critical incidents in a doctoral journey?	1.8
Foundational English skills for beginning reading in EAL	1.9
Students' self-reflection as a diagnostic tool in ELT	2.1
A case study on Argentinian teacher educator emotions and pedagogy	2.2
Talking together about EFL research: issues, challenges and ways forward	2.3
Difficult grammar content to teach in the Araucania Region, Chile	2.4

Areas of interest

RESEARCH continued

Supporting teacher-researchers through the development of research literacy	2.5	Flipping observations! Using student observers to research attitudes to teaching	3.9
Handling discipline-specific terminology in an English-medium engineering programme in Oman	2.5	Questions with gestures: examples from Chilean EFL classrooms	4.1
Exploring the use of action research projects in teacher education	2.7	Using metaphor to elicit young children's views on learning English	4.1
Creating a national research scheme for teaching	2.8	The notebook: who's responsible?	4.1
Research in language teaching: asking the right questions	2.9	Strategies for keeping lexical records	4.1
Teaching listening using the comprehension method	3.1	We have ways of making you talk better	4.3
Low-level learners' use of interaction strategies	3.2		
Teachers of English teaching Globish: paradox or problem?	3.2	TEACHER DEVELOPMENT	
What can data tell us about online learning?	3.3	Why learn about the latest trends in British English pronunciation?	1.1
Differentiating computer-mediated communication strategy instruction for EFL learners	3.5	(Research) question time!: a hands-on workshop	1.1
Exploring factors affecting teachers' active participation in online teacher development	3.6	Student engagement: tips for classroom management	1.1
Teachers' classroom behavior: differences in students' and teachers' perception	3.6	Managing and developing teachers with lower English proficiency	1.1
Towards new teacher and student perceptions of interculturality	3.6	The way we were	1.2
Implications of weaving SEL into ELT classes - a case study	3.6	Introducing ELT Playbook 1: independent professional development for new teachers	1.2
Latin American language reform: success stories from a changing environment	3.7	Learning to listen: a matter of top-down and bottom-up processing?	1.2
Mindful teachers and positive outcomes for English teaching and learning	3.7	The impact of L2 teacher feedback approach on student writing	1.2
Using Instagram as a motivating tool for paragraph writing	3.7	How am I doing? Self-evaluation for teachers	1.3
Get as an auxiliary in passives: a corpus-based study	3.7	Extending the life cycle of a teacher	1.3
Group dynamics and speaking in class 'rounds'	3.8	Dilemmas and solutions in a standards-based teacher appraisal system	1.3
Pre-sessional versus IELTS direct entry: tracer study of linguistic preparedness	3.8	Training research skills with teacher trainees	1.4
Language learning disabilities in higher education: a multidisciplinary approach	3.8	NNESTs' professional confidence in the 'standard British English'-model workplace	1.4
		A discourse framework to organise projects on courses for teachers	1.5
		Ensuring development during CELTA post-lesson feedback	1.5
		Clutching at straws: a fresh look at listening strategies	1.5
		Measure and treasure: assessing teachers' needs and evaluating CPD initiatives	1.5
		All we need is love to be better teachers	1.6
		Social intelligence for teachers	1.6
		Developing a tool to help teachers reflect better	1.6

Areas of interest

TEACHER DEVELOPMENT *continued*

Thai EFL teachers' perceptions of intercultural communicative competence	1.6	The impact of professional development on ELT practice in Pakistan	1.9
New dimension to professional vision in technology-enhanced classrooms through eye-tracking	1.6	Plugging the gap: designing a CLIL course with a difference	1.9
Mindfulness for ELT students and teachers	1.6	Is it just about language? Supporting non-native speaker teachers	2.1
Practical guidance on writing listening tasks to accompany authentic recordings	1.6	A transgender candidate's experience on an intensive CELTA course	2.1
Changing the right things or changing things right?	1.6	Ongoing professional development: don't tell me how... engage me!	2.1
A growth mindset for professional development in the staffroom	1.7	I don't want to be a manager - now what?	2.1
Making outstanding the norm	1.7	A corpus analysis of phrasals and modals in teacher talk	2.2
Improving the mental health of English language teachers	1.7	Remote control(led?): a peer observation project for experienced teacher educators	2.2
How can we transform English language teaching?	1.8	Who needs coaching? I do!	2.2
Sustainable professional development for language teachers: a leadership perspective	1.8-1.9	Impact of teachers' CLAL on students' performance	2.2
Are teachers ready for mandatory CPD?	1.8-1.9	A case study on Argentinian teacher educator emotions and pedagogy	2.2
Using Kirkpatrick's level of evaluation to assess a CPD programme	1.8-1.9	Discover the gaps: 'Discovery listening' for EAP practitioners' professional development	2.2
Helping teachers understand and use different lesson frameworks	1.8	Supporting teachers for using technology for their continuing professional development	2.2
Introducing SLA concepts through collective teacher discussions for professional development	1.8	Make critical thinking part of your everyday teacher toolkit	2.3
Becoming a connected teacher: 21st century CPD	1.8	Developing an understanding of language proficiencies in teacher education programmes	2.3
What are critical incidents in a doctoral journey?	1.8	Practising core reflection - bringing out the best in EFL teachers	2.3
Developing mobile teaching materials for challenging circumstances	1.8	Enhancing effective learning and teaching in the language classroom	2.3
"By indirections find directions out": evolution of a transnational project	1.8	Turkish EFL teachers' reflective practices through team-teaching	2.4
The great monolingual myth: embracing multilingual practices to enhance learning	1.9	Professional development for teacher trainers: a neglected area?	2.5-2.6
Delta lessons: creativity, content and criteria	1.9	Teacher development?! What about trainer development?	2.5-2.6
The long and winding road of pedagogical management	1.9	Recharging methodological batteries: a Peruvian project aimed at teacher trainers	2.5-2.6
Creating a culture of thinking in the young learner classroom	1.9	Supporting teacher-researchers through the development of research literacy	2.5

Areas of interest

TEACHER DEVELOPMENT *continued*

Creating a functional structured mentoring program: a case study	2.5	Personalised development groups - a framework for collaborative teacher-led CPD	3.3-3.4
Generating and using evidence to improve the quality of teaching	2.5	I can see clearly now: rethinking teacher training observation tasks	3.4
CPD through whiteboard sharing for novice teachers	2.6	Establishing peer relationships in an adult EFL classroom in Mexico	3.5
Teaching English in Arabia	2.6	Teacher development over time	3.6
Teachers' and students' perceptions of exemplary teachers: do perceptions match?	2.6	Exploring factors affecting teachers' active participation in online teacher development	3.6
Mentoring teachers: challenging your learning beliefs in a different arena	2.6	Measuring interpersonal teacher behaviour in the EFL classroom: QTI instrument	3.6
Professional development for English language teachers: a competency-based approach	2.7	How autonomy can help drive your school to excellence	3.6
The stories of MA graduates: career progress and global roots	2.7	How can teachers' self-assessment contribute to determine in-service training initiatives?	3.6
Opportunity and the unexpected in the classroom	2.7	Learner-centred observations of teachers	3.7
Teacher agency: empowering teachers through self-directed peer observations	2.8	Mindful teachers and positive outcomes for English teaching and learning	3.7
Task-based learning and teacher training: identifying and overcoming challenges	2.8	From ideas to reality: communication, discussion and choices	3.7
Way to prosperity: tackling the challenges of EFL in Brazil	2.8	Strategies for students' commitment	3.8
Champions for change: who wants sustainability after professional development projects?	2.8	Persuade or perish: 21st managerial skills for school managers	3.8
Creating a national research scheme for teaching	2.8	Who we are - teacher identity and the ideal self	3.9
Developing classroom interactional competence	2.9	Questions with gestures: examples from Chilean EFL classrooms	4.1
Give us a break! Energisers and breathers	2.9	Future-proofing your ELT career in the digital age	4.1
You're the boss: taking control of your career development	2.9	Promoting teacher development through written feedback: a discourse analysis approach	4.1
The teacher makes all the difference!	2.9	Professional development plan - a real jigsaw puzzle	4.1
Big ideas from multiple perspectives: topics in teenagers' classes	3.1	Help or hindrance: a critical examination of trainer talk	4.1
Inspired professional development: the road ahead	3.1	Classroom diversity: a teacher's platform for conflict resolution	4.1
Action research: a program for positive change	3.2	Practise what you preach: a reflective model for experienced practitioners	4.1-4.2
Creating a culture of CPD, centre-wide, brand-wide, company-wide	3.3-3.4	The role of reflection in the EFL class	4.1-4.2
Are we really supporting new teachers?	3.3-3.4	How to become a reflective practitioner	4.1-4.2
		The consequences of trainer development	4.2

Areas of interest

TEACHER DEVELOPMENT *continued*

Metaphors, maxims and memes: powerful mnemonic devices for teacher learning	4.2	Accommodating the changing needs of multilingual initial teacher training groups	1.3
Applying creativity principles to language teaching	4.2	How do undergraduate TESOL trainees really engage with flipped learning?	1.3
Am I motivating enough?	4.3	Extending the life cycle of a teacher	1.3
You're watching them - who's watching you? Reflecting on feedback	4.3	21st century online tools and L2 writing: redefining literacies	1.3
Social and emotional learning: an inside-out transformation for your classroom	4.3	Training research skills with teacher trainees	1.4
How to use critical reflection to improve your team	4.3	NNESTs' professional confidence in the 'standard British English'-model workplace	1.4
Peer observation - why bother?	4.3	A discourse framework to organise projects on courses for teachers	1.5
We have ways of making you talk better	4.3	Ensuring development during CELTA post-lesson feedback	1.5

TEACHER TRAINING & EDUCATION

Making learning last – helping learners commit language to longer-term memory	1.1	Teacher training as coaching: Heron's intervention strategies	1.5
Use your brain! Exploiting evidence-based teaching strategies in ELT	1.1	How do preservice teachers learn to design ELT materials?	1.5
Visible thinking strategies as a motivator in the language classroom	1.1	The impact of teacher beliefs on VYL lesson planning	1.6
Playing with CLIL: bringing creativity to the primary CLIL classroom	1.1	Social intelligence for teachers	1.6
Introducing ELT Playbook 1: independent professional development for new teachers	1.2	Developing a tool to help teachers reflect better	1.6
Novice teachers' reflections of CELTA six months into teaching	1.2-1.3	A teacher training module to design an ESP course	1.6
What impact does CELTA have on experienced teachers' classroom practices?	1.2-1.3	Learning language from an unreliable narrator: the idiom principle	1.6
Life after CELTA, what next?	1.2-1.3	No drama? Two theatrical strategies for initial teacher training	1.7
Seeing the wood for the trees: rethinking proscriptive teacher training	1.2	Helping teachers understand and use different lesson frameworks	1.8
Delta Module 2 with young learners: a contradiction in terms?	1.2	Does exam practice make perfect?	1.8
Real challenges in real classes and how to meet them	1.2	Depends on the practice	1.8
Making your point: teaching debating skills through acting and performance	1.2	Becoming a connected teacher: 21st century CPD	1.8
How am I doing? Self-evaluation for teachers	1.3	Delta lessons: creativity, content and criteria	1.9
Tasty taboos: making PARSNIPs palatable for teachers and students alike	1.3	The long and winding road of pedagogical management	1.9
Hyper polyglots: what can they teach us?	1.3	The impact of professional development on ELT practice in Pakistan	1.9
Enabling L2 teachers to focus on phonology: principles and approaches	1.3	Plugging the gap: designing a CLIL course with a difference	1.9
		Integrating theory and practice through initial teacher education	1.9

Areas of interest

TEACHER TRAINING & EDUCATION continued

A transgender candidate's experience on an intensive CELTA course	2.1	Professional development for English language teachers: a competency-based approach	2.7
Forget methodology. Learners just need more (and better) practice	2.1	Designing tests to encourage collaborative discussions among A2 learners	2.7
Taming of the feedback shrew	2.1	Sharing 'My Pago': local literary resources in EFL Classroom	2.7
Travelling the road together: teacher trainers and trainees in dialogue	2.1	Exploring the use of action research projects in teacher education	2.7
Remote control(led?): a peer observation project for experienced teacher educators	2.2	The stories of MA graduates: career progress and global roots	2.7
Redefining equal opportunities: making CELTA manageable for visually-impaired trainees	2.2	Teacher agency: empowering teachers through self-directed peer observations	2.8
How to help people do things they think they can't	2.3	Task-based learning and teacher training: identifying and overcoming challenges	2.8
Developing an understanding of language proficiencies in teacher education programmes	2.3	Champions for change: who wants sustainability after professional development projects?	2.8
Practising core reflection - bringing out the best in EFL teachers	2.3	A multiliteracies approach to Shakespeare: an excursion to London	2.8
What do we talk about when we talk about feedback?	2.3	Constructing experiential learning for online teacher development courses	2.8
How language assessment works: speaking Coursebooks or DIY for teaching practice in initial training?	2.3	Empowering teacher trainees towards equity	2.8
Enhancing effective learning and teaching in the language classroom	2.3	Developing classroom interactional competence	2.9
Sociocultural factors effecting anxiety in EFL learning	2.4	Panicking, relaxing or learning? Exploring the growth zone model	2.9
Tackling the spelling issues	2.5	Give us a break! Energisers and breathers	2.9
Professional development for teacher trainers: a neglected area?	2.5-2.6	Towards purposeful education: best practices in science CLIL classrooms	2.9
Teacher development?! What about trainer development?	2.5-2.6	Exploring cultural identities through technology	2.9
Recharging methodological batteries: a Peruvian project aimed at teacher trainers	2.5-2.6	Developing digital tourists: teaching English language students through Google Maps	2.9
Helping science teachers teach through English	2.5	'No one told me that!' Top tips for new trainers	2.9
Language teaching approaches and inclusion: challenges for teacher training	2.5	Video-based training and development for language teachers	3.1
CPD through whiteboard sharing for novice teachers	2.6	Learn English with the method of loci in immersive worlds	3.1
An inclusive ELT classroom: being asked to dance	2.6	EMI and facilitating vocabulary growth of proficient L2 users	3.2
Should L1 be used to teach English to young learners?	2.7	Leadership for sustainable teacher development and improved pupils' learning	3.3

Areas of interest

TEACHER TRAINING & EDUCATION continued

Thinking deeply with young learners	3.3
I can see clearly now: rethinking teacher training observation tasks	3.4
Why the IATEFL conference is advantageous for university students	3.5
ELT through yoga: TPR approach to improve speaking and listening	3.5
Insiders' guide to assessing lesson plans	3.6
Towards new teacher and student perceptions of interculturality	3.6
How can teachers' self-assessment contribute to determine in-service training initiatives?	3.6
Developing illustrative performances for speaking examinations	3.6
Improving reading skills - involve your readers	3.6
Using sociolinguistic theory in ELT education to promote critical practice	3.7
Starting with washback to design effective teacher training	3.8
Future-proofing your ELT career in the digital age	4.1
Teacher training in the 21st century – is CELTA still relevant?	4.1
Avoiding lumps in your ELT blend: rethinking blended course implementation	4.1
Picturebooks: a tool in primary teacher education in the Netherlands	4.1
Promoting teacher development through written feedback: a discourse analysis approach	4.1
Help or hindrance: a critical examination of trainer talk	4.1
Classroom diversity: a teacher's platform for conflict resolution	4.1
A syllabus for listening: how to teach decoding	4.2
The consequences of trainer development	4.2
Embedding the CELTA into degree programmes: university-language school partnerships	4.2
Metaphors, maxims and memes: powerful mnemonic devices for teacher learning	4.2
The power of personality in teaching	4.3

You're watching them - who's watching you? Reflecting on feedback	4.3
Promoting differentiation through technology	4.3

TESTING, EVALUATION & ASSESSMENT

IELTS GT Writing Task 1: rising to the challenges	1.1
English assessment – the issues and how we might overcome obstacles	1.2
Making your point: teaching debating skills through acting and performance	1.2
Authenticity in language testing - is it (a) desirable (b) achievable?	1.3
Tell us what you want, what you really, really want	1.3
AOC guidelines - embedding formative assessment in current teaching practice	1.5
Teachers - the worst students. So when they take ESOL exams...	1.5
Implementing a vocabulary-based strategy to promote parallel language use	1.6
Actioning improvements in the Indian school system: washback by design	1.7
Does exam practice make perfect?	1.8
Depends on the practice	1.8
Feedback on writing: common teaching practices in exam preparation	1.8
The great monolingual myth: embracing multilingual practices to enhance learning	1.9
Teaching IELTS to lower levels	1.9
How could ICT work as a formative assessment tool?	1.9
Using CEFR for assessing discussions in class	2.1
Impact of teachers' CLAL on students' performance	2.2
How language assessment works: speaking	2.3
Introducing learning-oriented assessment to a pre-sessional EAP course	2.5
Assessing projects: a framework	2.6
Scaffolded assessment with A1+ learners	2.7
Revitalising assessment: promoting creativity and engagement in higher education	2.8
10 myths about the TOEFL® test	3.1

Areas of interest

TESTING, EVALUATION & ASSESSMENT continued

Exams and EDI: positive washback on inclusive teaching practices	3.1
Reading tasks in the online assessment tool IKM	3.1
Impact of teaching methodology and candidates' motivation on IELTS scores	3.1-3.2
The effect of IELTS test preparation and repeated test taking	3.1-3.2
University preparation course and test preparation collaboration	3.1-3.2
Authentic assessment vs. teaching to the test	3.2
Learning by design: creating a virtuous circle for progression	3.3
To 'err' is human: strategies for higher-level IELTS Speaking success	3.4
Cognitive validity in contemporary language assessment: applying a sociocognitive framework	3.4
The lingo u wanna use but shouldna - appropriacy in assessment	3.4
Using mobiles in ESP lessons in a non-mobile context	3.5
Let's play IELTS!	3.6
Developing illustrative performances for speaking examinations	3.6
Providing sustainable feedback on L2 writing via multimodal learner-driven feedback	3.7
Fit for purpose: designing tests for online language learning	3.8
Combining formative and interim assessment tools in the classroom	3.9
An examination of real life: an examiner's perspective on washback	4.1
Feedback and motivation for young learners	4.2
Innovation in assessment	4.2
Using collaborative work to maximize impact on short IELTS courses	4.3
Standards-based assessment for ESL/EFL program accreditation	4.3

YOUNG LEARNERS & TEENAGERS

The ESL classroom: going beyond the text	1.1
Root and branch: how students own their own English stories	1.1
Taking responsibility for safeguarding primary learners online	1.1
Playing with CLIL: bringing creativity to the primary CLIL classroom	1.1
Melting barriers in the mind: teaching teens and young adults	1.1
Motivating the teenage brain: making language matter	1.2
Delta Module 2 with young learners: a contradiction in terms?	1.2
Building a CLIL course for low-level (A1-A2) teenagers	1.3
Our story: how we write stories for primary	1.3
Promoting home literacy through play: still true for L2 learning?	1.4
Implementing a project-based learning programme: a step-by-step guide	1.5
Three types of presentations used to write a reading portfolio	1.5
The impact of teacher beliefs on VYL lesson planning	1.6
How to get teenagers talking	1.6
Developing 21st century skills in young learners of English	1.6
Challenging behaviour as a SEN – teaching students with behavioural difficulties	1.6
Micro-writing: small things making a big difference	1.6
Creating and evaluating in-house Young Learners' materials - a writer's perspective	1.6
Learning language from an unreliable narrator: the idiom principle	1.6
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Areas of interest

YOUNG LEARNERS & TEENAGERS continued

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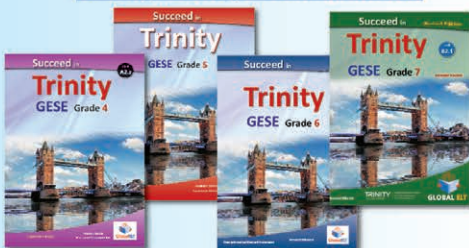


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Evan Frendo and Dana Poklepovic

ES(O)L SIG

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English for Specific Purposes SIG

Aysen Guven

Global Issues SIG

Linda Ruas and Julietta Schoenmann

Inclusive Practices & SEN SIG

Varinder Unlu

Leadership & Management SIG

Andy Hockley

Learner Autonomy SIG

Christian Ludwig

Learning Technologies SIG

Sophia Mavridi

Literature SIG

Rob Hill

Materials Writing SIG

Tania Pattison and Rachael Roberts

Pronunciation SIG

Caterina Pontes

Research SIG

Kenan Dikilitas and Ana Ines Salvi

Teacher Development SIG

Sinead Laffan and Tyson Seburn

Teacher Training and Education SIG

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for sponsoring this programme

Abbreviations used at an IATEFL Conference

You can find a complete list of abbreviations used by IATEFL at www.iatefl.org/about-iatefl/key-documents.

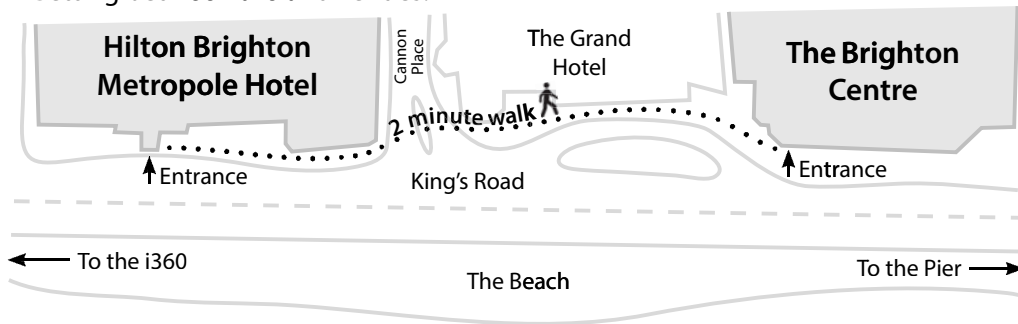
a	The presentation focuses on Adult Teaching	le	The presentation is for a less-experienced audience
AGM	Annual General Meeting	LGBT	Lesbian, Gay, Bisexual, and Transgender
AL	Applied Linguistics	LIT	Literature
BE	Business English	LMS	Learning Management System
CAE	Certificate in Advanced English	LT	Learning Technologies
CALL	Computer Assisted Language Learning	LTO	Language Teaching Organisation
CEFR	Common European Framework of Reference	MALL	Mobile Assisted Language Learning
CELTA	Certificate in English Language Teaching to Adults	MaW	Materials Writing
CLIL	Content and Language Integrated Learning	MD	Materials Development
ConfCom	Conference Committee	MMCom	Membership and Marketing Committee
CPD	Continuing Professional Development	MoEs	Ministries of Education
CPE	Certificate of Proficiency in English	MOOC	Massive Open Online Course
DELTA	Diploma in English Language Teaching to Adults	NEST	Native English-Speaking Teachers
e	The presentation is for an Experienced Audience	NGO	Non-Governmental Organisation
E4W	English for Work	NNEST	Non-Native English-Speaking Teacher
EAL	English as an Additional Language	NNS	Non-Native Speaker
EAP	English for Academic Purposes	NQT	Newly Qualified Teacher
EFB	English For Business	p	The presentation focuses on Primary Teaching
EFL	English as a Foreign Language	PLN	Professional Learning Network
EGP	English for General Purposes	PRON	Pronunciation
EICom	Electronic Committee	PubsCom	Publications Committee
ELF	English as a Lingua Franca	RES	Research
ELT	English Language Teaching	s	The presentation focuses on Secondary Teaching
ESL	English as a Second Language	SELT	Secure English Language Test
ESOL	English for Speakers of Other Languages	SEN	Special Educational Needs
ESP	English for Specific Purposes	SIG	Special Interest Group
EYL	English for Young Learners	t	The presentation focuses on Tertiary Teaching
FCE	First Certificate in English	TA	Teacher Association
FE	Further Education	TBL	Task-Based Learning
GEN	General	TBLT	Task-Based Language Teaching
GI	Global Issues	TBT	Task-Based Teaching
HE	Higher Education	TD	Teacher Development
IBT	Internet Based Test	TEA	Testing, Evaluation & Assessment
ICT	Information and Communication Technology	TL	Target Language
IELTS	International English Language Testing System	TOEFL	Test of English as a Foreign Language
INSETT	In-Service Teacher Training	TTEd	Teacher Training & Education
IPSEN	Inclusive Practices & Special Educational Needs	VLE	Virtual Learning Environment
L1	First Language	WMIS	Wider Membership Individual Scheme
L2	Second Language	WMS	Wider Membership Scheme
LA	Learner Autonomy	YLT	Young Learners & Teenagers
LAM	Leadership & Management		

Maps and Overview

The following pages contain maps of the conference venues and overview of the full conference programme.

All these pages are designed for you to pull-out for easier carrying.

Getting between the two venues:



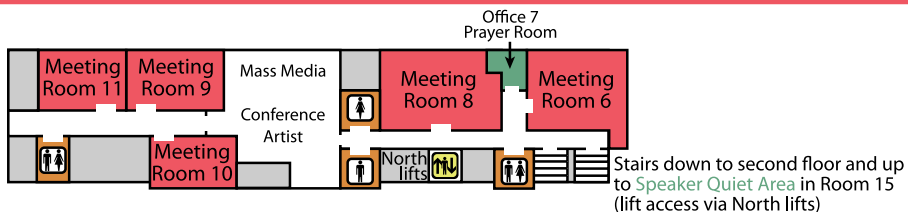
See you next year!



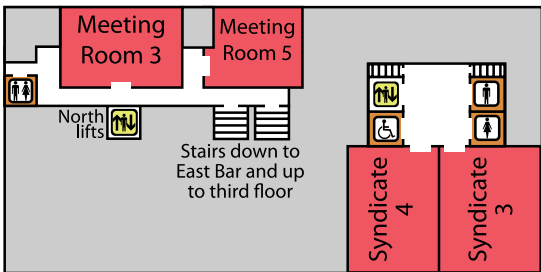
53rd International Conference and Exhibition
2 - 5 April 2019, ACC Liverpool, United Kingdom

Brighton Centre

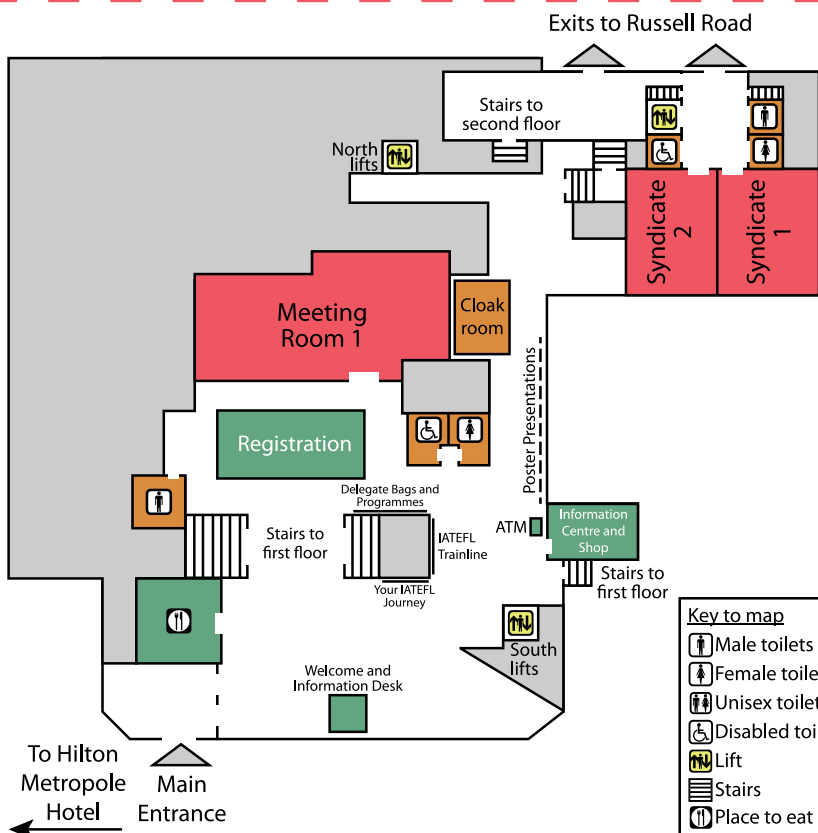
Third floor



Second floor



Ground floor

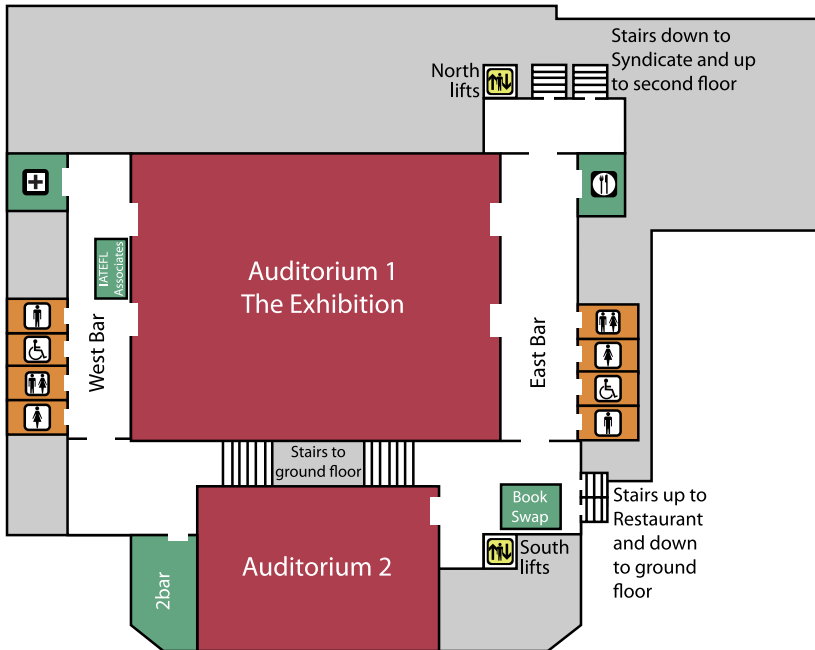


Key to map

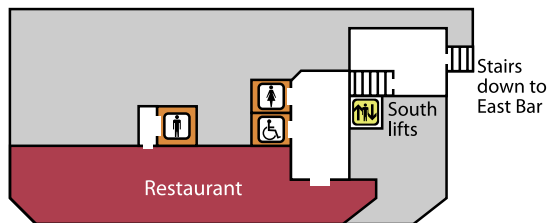
- Male toilets
- Female toilets
- Unisex toilets
- Disabled toilets
- Lift
- Stairs
- Place to eat

Brighton Centre

First floor



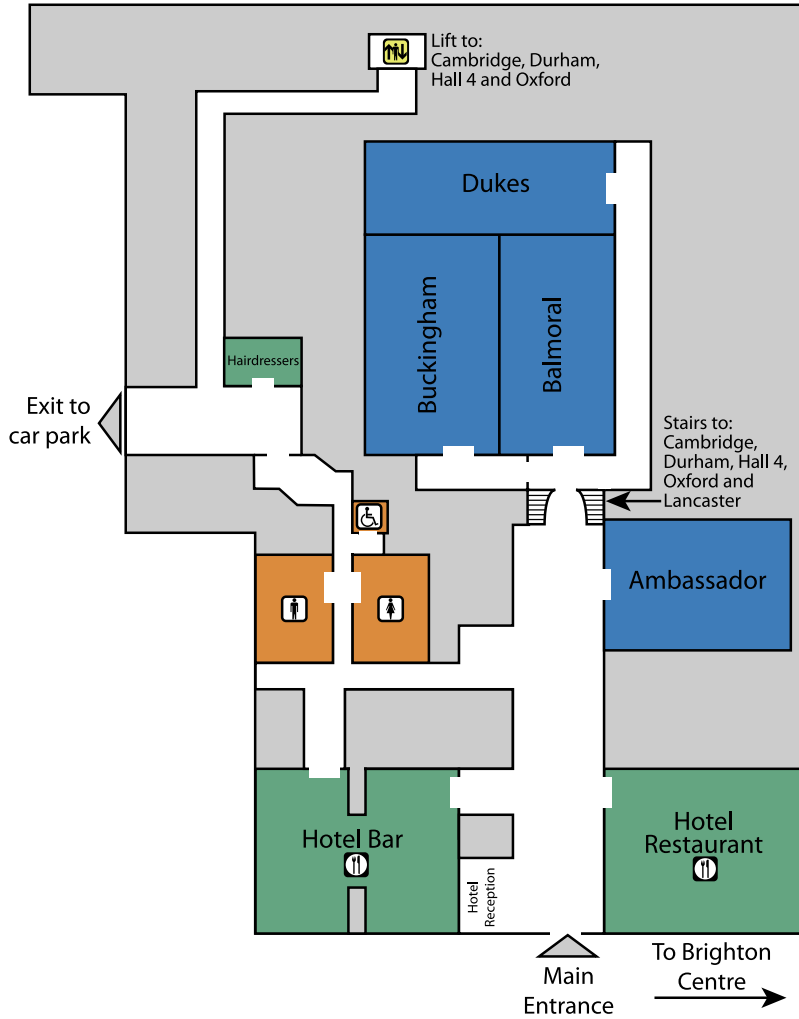
Third floor



Key to map	
	Male toilets
	Female toilets
	Unisex toilets
	Disabled toilets
	Lift
	Stairs
	Place to eat

Hilton Brighton Metropole

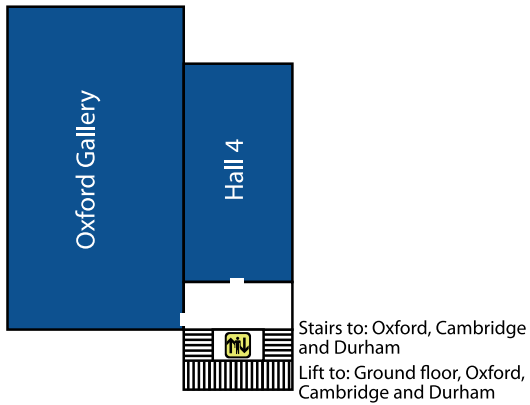
Ground floor



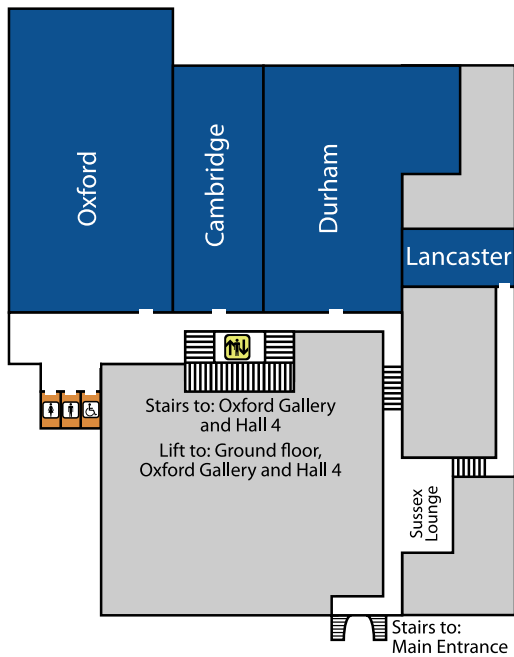
Key to map	
♂	Male toilets
♀	Female toilets
♂/♀	Unisex toilets
♿	Disabled toilets
Lift icon	Lift
Stairs icon	Stairs
Place to eat icon	Place to eat

Hilton Brighton Metropole

Second floor



First floor



Key to map

	Male toilets
	Female toilets
	Unisex toilets
	Disabled toilets
	Lift
	Stairs
	Place to eat

Tuesday Overview Page

Tuesday 10th April (see pages 51-100)

	ROOM	0815-0845 & 0900-1020	1.1 1040-1125	1125-1155	1.2 1155-1225	1.3 1240-1310	1310-1410 1.4 1325-1335	1.5 1410-1440	1.6 1455-1540	1.7 1555-1625	1625-1655	1.8 1655-1725	1.9 1740-1810			
Rooms in the Hotel	Ambassador	0815-0845 How to Sessions (see page 51)	Why learn about the latest ... Chris Kunz	Coffee break	English assessment – the... Jamie Dunlea et al	Do some words matter more or... Leo Selivan	Lunch break	A discourse framework to ... Edward Russell	The impact of teacher beliefs... Shay Coyne	Using student-generated ... T Golechkova	Coffee break	Authentic listening at lower levels... Fred Gordon	The role of grammar in the... V LopezGrisolia			
	Balmoral		The ESL classroom... C Barker		The way we were Alan Maley	How am I doing? Self-evaluation... S Brewster		High performance ... Mike Shreeve	How to get teenagers ... G Caudwell	Designing BE classes ... K HeuertGalvao		Running with scissors... P Warwick et al	The great monolingual ... Alex Thorp			
	Buckingham		Literature for all: creative texts ... M Sciamarelli		Researching literature in the language classroom: patterns and possibilities Amos Paran et al	Does peer reviewing ... Noriko Kurihara		IATEFL Literature SIG Open Forum Lisa Peter et al	Shakespeare in the multi... Lisa Peter et al	Interculturality through literature ... Barbara Lapornik		Lexical exercises with ... Kirill Ignatov				
	Cambridge		(Research) question time... R Smith et al		Introducing ELT Playbook 1... Sandy Millin	Authenticity in language ... F O'Dell et al		Q&A relating to Lourdes Ortega's plenary G Fanning	Developing 21st century skills ... C S Chong	How can we transform English... Alan Mackenzie		Visual literacy and ekphrastic... S Karastathi				
	Dukes		Values and short films in ... K Donaghy		How teachers can take the lead in ... Damian Cunniffe	Inclusive primary TEFL in an ... Eva Wilden		Challenging behaviour as a... Marie Delaney	A new science of effectiveness ... G Spiewak	IATEFL Inclusive Practices & SEN Special Interest Group Open Forum						
	Durham		Making learning last – helping ... Paul Dummett		Forum on Using English outside the classroom A Holt, J Mackay & N Ozturk	Forum on Educational reform Mark Gregson, Wendy Arnold, Daniel Lowe & Diego Ortega A.		Writing short stories and ... Jane Willis	Task design: one topic, five ... E Spiewak	Forum on CPD: international ... Sofia Magdalena De Stefani, Maria Muniz, Irina Ivanova & Anita Galasso						
	Hall 4		Use your brain! Exploiting ... C Lethaby et al		Forum on promoting social ... Arifa Rahman	Tasty taboos: making ... Rose Aylett		Exploring ELT as ... Steve Brown	All we need is love to be ... M E R J Rondon	Helping teachers understand and ... Judith G Hudson		Vocabulary review in fun ... O Dzyuban				
	Lancaster		Content integration ... A Khodakova		Motivating the teenage brain ... Ken Beatty	Hyper polyglots: what can they ... S Thornbury		Clutching at straws: a fresh... John Field	Social intelligence for ... Margit Szesztay	Using culturally sensitive and ... K Groeblinger		Global social issues in a ... E Strongylakou				
	Oxford		Root and branch: how ... J Harmer et al		Forum on CELTA Natalie Donohue, Jason Anderson & Keith Rossborough	Learning to listen: a matter of ... Christine Goh		Building a CLIL course for ... S De Camilli	Implementing a project-based ... M V Saumell	Learning language from ... Janice Bland		No drama? Two theatrical ... David Jay	Delta lessons: creativity ... C Robinson			
Rooms in the Brighton Centre	Auditorium 2	0900-1020 Opening & Plenary session by Lourdes Ortega	Language is for expression ... A Underhill et al	Coffee break	IELTS Writing Task 2 - how to aim for... Lewis Richards	Our story: how we write ... C Palin et al	Poster presentations (See pages 69-70)	Three types of presentations ... N Coene	Developing a healthy sense ... D Blanco-Ioannou	Promoting group cohesiveness ... M R Siqueira	Coffee break	Introducing SLA concepts through... Robert Cooper	Foundational English skills ... John Simpson			
	Restaurant		Exploring learner... D Norrington-Davies		IELTS GT Writing Task 1... Sarah Philpot	First rule of schwa club: always talk ... Michael Mooney		Enabling L2 teachers to ... A Ramirez	AOC guidelines - embedding ... B Steinhuber et al	Weighing your words ... Frances Amrani		Developing preteens' ... A Kashcheeva	L2 learners' language use ... Sukyong An	The long and winding road ... Louise Potter	Forum on Projects Susan Nurse et al / Jessica Florent et al / Christina Barni et al	
	Room 1		Breaking the monotomy of ... H Dennis-Smith		Bridging the gap: creating a ... C Hyde-Simon	The leap into EAP Louise Roche		Designing EAP grammar ... Lauren Freede	Meet the need: teaching ... Diana Metzner	Encouraging ESP ... A Stefanova						
	Room 3		Visible thinking strategies as a... Eva Fuchs et al		Seeing the wood for the trees ... Chris Strawson	Accommodating the changing ... K Kruppenacher		Teachers - the worst students... Charlotte Giller	Mindfulness for ELT students ... R Roberts	Making outstanding ... J Coleman et al						
	Room 5		Developing autonomous ... A Nunziante		The impact of L2 teacher feedback... Bede McCormack	How do undergraduate... H Thompson		Measure and treasure... R Heredia	Linguistic prejudice... I Peixoto et al	The English department at ... M Gonzalez						
	Room 6		Student engagement... Tom Verzyer		Delta Module 2 with young ... David Valente	10 challenges for EFL course... M Lemmens		Curriculum change in ... Loreto Aliaga	Mastering stream of ... M van der Meer	Improving the mental health ... Philip Longwell						
	Room 8		Emotional intelligence... E Kuznetcova		Fifty Shades of Grey again? ... Guy Walker	Extending the life cycle of a ... N Kaliuzina		Teacher training as coaching... K Protzenko	Managing the nitty gritty J A Wallis	Online listening and speaking ... Charlotte Mbali						
	Room 9		Managing and developing ... G Erasmus		Real challenges in real classes and ... M Arfa Kaboodvand	Dilemmas and solutions in a ... I Villas Boas		How do preservice ... L Carabantes	The message: constructing ... Chris Walklett	Intercultural FL teaching in ... P Sobkowiak						
	Room 10		Taking responsibility ... J Dobson		Just the word or word and phrase? Sharon Hartle	21st century online tools ... M Etedali		Your exits are here, here and... Shaun Wilden	Gamifying your classroom: the... Deborah Healey	The Facebook effect: usage ... C Giannikas						
	Room 11		Playing with CLIL: bringing ... M Kelly Calzini		Beyond placement tests: alternative ... Tim Gifford	Tell us what you want, what you... K Barns et al		Teaching EFL students how ... V Zeliانو	Practical guidance on ... Sheila Thorn	Improving student-to-... S Bozinovic						
	Syndicate 1		Melting barriers in the mind... F Mauchline		Making your point: teaching ... John Gardyne	Teaching humans... J Stirling		Simple diagrams to clarify and ... David Connolly	The Disney creativity ... M Rosenberg	Actioning improvements ... John Bentley						
	Syndicate 2		Extended speaking in... Jon Hird		Forum on Professional associations J Kernot, L Hyde & D Spillman			Teacher profiles: native, ... J Sazdovska et al	Changing the right things or ... S Atamosy Kosar	Whatever happened to ... Paul Emmerson						
	Syndicate 3															
Syndicate 4																

Evening events (see page 100)

Wednesday Overview Page

Wednesday 11th April (see pages 101-148)

	ROOM	0815-0845 & 0900-1000	2.1 1020-1050	2.2 1105-1135	1135-1205	2.3 1205-1250	1250-1415 2.4 1255-1305	2.5 1415-1445	2.6 1500-1530	1530-1600	2.7 1600-1630	2.8 1645-1715	2.9 1730-1815								
Rooms in the Hotel	Ambassador	0815-0845 How to Sessions (see page 149)	Hornby Scholars presentation: Can new technology sustainably improve quality in state language education?		Coffee break (sponsored by Caprica Et)	Maximising student talk with... Thomas Robb	AGM 1305-1405 in Balmoral See page 118	Tackling the spelling issues Sally Ali	WhatsApp to teach English ... R Venkatraman	Coffee break (sponsored by Caprica Et)	Drills are back in fashion! Now with ... A L de Mello Carriel	Teacher agency: empowering ... A Garcia-Stone	Developing classroom ... Lauren Perkins								
	Balmoral		Independent listening ... Robin Walker	E-ductive grammar ... C Prewett-Schrempf et al		Using controlled grammar ... Joseph Chapple		CPD through whiteboard ... Daniel Baines	Helping learners to listen Adrian Doff		Task-based learning and ... Paul Knight	Stress-free speaking ... K Waechter									
	Buckingham		Is it just about language? ... K Martinkevich	Magic moments: making your ... Ben Butler		How to help people do things... E Nowak et al		Women and the will (and ... B Caltabiano	Manager learning and ... Jenny Johnson		IATEFL Leadership & Management Special Interest Group Open Forum		Decisions, decisions... G Pickering								
	Cambridge		Little sponges? Child ... Carol Read	Developing an EFL-focused ... T Beakes et al		Using coaching techniques to ... Sofia Leone		PALM - an interactive ... Maria Heron et al	Generating a gender-free ... Sophie Handy		Should L1 be used to teach English to... Fiona Copland	Creating a multicultural ... Ellen Setterfield	IATEFL YLT SIG Open Forum								
	Dukes		Fakepedia.biz: practical ... D Williams	Why do all coursebooks ... Graham Burton		Versioning coursebooks for... H Buchanan et al		How can instructional ... David Read	IATEFL MaW SIG Open Forum		Writing stories and anecdotes for ... Chris Mares	Vocabulary lists: snog, marry ... Julie Moore	Lexical sets are history ... T Herdon et al								
	Durham		Forum on EMI Awad Alhassan, Carol Griffiths, Adem Soruc & Steven Muir			Make critical thinking part of ... John Hughes		Safe speaking environments ... Zoltan Dornyei	Preparing for university ... Steve Marshall		Forum on Learner-centred online and blended language learning J Antunes et al, B Clements & R Levano		Panicking, relaxing or ... Tilly Harrison								
	Hall 4		Forum on EAP writing Kirti Kapur, Jianbin Zeng, Peiyong Ji, Jianwei Wang & Ahmed Al Ajmi			Developing an understanding ... A Westphal		Forum on 'Native' and 'non-native' ... S Phothongsunan, T Radnor, J Gardos Carroll, K Yamamoto & P Tsirtsonis	F is for fake: how students deal ... Linda Ruas et al		Way to prosperity ... F Morais	Teaching materials for ... R Harrison									
	Lancaster		A transgender candidate's ... Patrick Huang	A corpus analysis of ... Eric Nicaise		Practising core reflection ... N Christodoulou		Linguistic, cultural or social ... B Chovancova	Teaching English in Arabia Paul Hudson		Professional development for ... C Irvine-Niakaris et al	English teachers in Nepal... Sikha Gurung	Smartphones and ... Rupert Walsh								
Oxford	Forget methodology... Jim Scrivener	Going live: teaching online... Nicky Hockly	Students sharing folk tales: an ... David Heathfield	Magenta Publishing & Digital Solutions Signature Event		Fluency and accuracy: beyond ... Barros Luiz Otavio	Champions for change: who ... M Griffiths	Give us a break! Energisers and... Jane Revell													
Rooms in the Brighton Centre	Auditorium 2	0900-1000 Plenary session by Dorothy Zemach	Whodunnit? - unlocking the ... Rebecca Adlard	Integrating life skills into ... Ben Knight	Best practice for blended ... P Sharma et al	Forum on Extensive reading N Christopher, M Potgieter & F Valeriano Macarenko		Flipping and blending ... Michelle Tamala	A one-day academic ... Evgeny Bakin	Coffee break (sponsored by Caprica Et)	An investigation into EFL teachers' ... Bahar Avsar	A multiliteracies approach to ... Conny Loder	You're the boss: taking control ... Ailsa Sheldon								
	Restaurant		Taming of the feedback shrew Angelos Bollas	Remote control(led?)... J Andrews et al	Teaching one-to-one Helen Strong	Forum on CPD for teacher trainers Teti Dragas, Sinead Laffan, Maria Esther Linares & Ralph Grayson	Helping science teachers teach ... Mark Wyatt	Teachers' and students' ... Adam Simpson	Designing tests to encourage ... Kathryn Davies et al		Constructing experiential ... R Popovic et al	Making the most of authentic ... E Deleyto La Cruz									
	Room 1		Engaging and motivating EFL... Roseli Serra	Ms Holistic vs. Mr McNugget ... M Constantinides	I remember, I remember... Martyn Ford	What do we talk about when we ... Chris Edgoose	Introducing learning... Chris Smith	Assessing projects: a ... Leticia Moraes	Supporting teacher... Daniel Xerri		IATEFL Research SIG Open Forum	Exploring the use of action research ... Marina Bendtsen	Creating a national ... Chris Farrell	Research in language ... Nicola Perry							
	Room 3		Empowering girls and... Xiangdong Gu	Who needs coaching? I do! Rasha Halat	How language assessment ... Gordon Allan	Talking together about EFL ... Sian Etherington	Engaging pre-work Business ... Graciela Alchini	Mentoring teachers... Ismael Sombra	Engaging workplace ... H Platzer et al		Enhancing autonomy of ... Fruzsina Szabo	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall	Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright		
	Room 5		Using CEFR for assessing ... Anna Makarova	Impact of teachers' ... S Mahapatra	Talking together about EFL ... Sian Etherington	Engaging pre-work Business ... Graciela Alchini	Mentoring teachers... Ismael Sombra	Language teaching ... Kyria Finardi	An inclusive ELT classroom... Mª Dolores Gomez		Flipped learning for low-tech ... Saima Abedi	Discover the gaps... Mutlu Isil Ergun	Redefining equal opportunities... Radwa Younis	Travelling the road together... U Fuerstenberg et al	Bridging cultural divides ... S A H Makhoulouf	C2 level vocabulary ... S Sarabi-Asl	Project-based learning... Sirhajwan Idek	Mobile apps and pronunciation ... Tran Le Nghi Tran	Supporting teachers for ... R Gholkar et al	I don't want to be a manager ... Lizzie Pinard	English teaching in the ... James Taylor
	Room 6		Students' self-reflection as a ... N Sintotskaya	A case study on Argentinian ... Katherine Halet	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall		Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al	Using podcasts with advanced ... Jennie Wright					
	Room 8		A survey of workplace ... H Platzer et al	Enhancing autonomy of ... Fruzsina Szabo	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall		Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al						
	Room 9		Flipped learning for low-tech ... Saima Abedi	Discover the gaps... Mutlu Isil Ergun	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall		Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al						
	Room 10		Ongoing professional ... N Gonzalez Brandi	Redefining equal opportunities... Radwa Younis	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall		Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al						
	Room 11		Travelling the road together... U Fuerstenberg et al	Bridging cultural divides ... S A H Makhoulouf	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall		Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al						
	Syndicate 1		C2 level vocabulary ... S Sarabi-Asl	Project-based learning... Sirhajwan Idek	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall		Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al						
	Syndicate 2		Mobile apps and pronunciation ... Tran Le Nghi Tran	Supporting teachers for ... R Gholkar et al	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall		Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al						
Syndicate 3	I don't want to be a manager ... Lizzie Pinard	English teaching in the ... James Taylor	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall	Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al									
Syndicate 4	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al	Engaging students in ... Marian Crandall	She's a policeman?! ... Jemma Prior	Do androids dream of ... J Alivertis et al	Students taking over the ... G Bosman et al	Own-language use in the ... Graham Hall	Coursebooks or DIY for teaching... Bill Harris	Enhancing effective ... Anna Hasper	Using podcasts with advanced ... Jennie Wright	100 days 100 hours ... K Kowalczyk	Makerspace learning for ... C Becker et al									

Evening events (see pages 147-148)

Thursday Overview Page

Thursday 12th April (see pages 149-197)

	ROOM	0815-0845 & 0900-1000	3.1 1020-1050	3.2 1105-1135	1135-1205	3.3 1205-1235	3.4 1250-1320	1320-1420 3.5 1335-1345	3.6 1420-1505	3.7 1520-1550	1550-1620	3.8 1620-1650	3.9 1705-1750
Rooms in the Hotel	Ambassador	0815-0845 How to Sessions (see page 149)	Video-based training and ... Steve Mann	EMI and facilitating ... Piet Murre	Coffee break	Leadership for sustainable ... Dalia Elhawary	I can see clearly now: rethinking ... Alastair Douglas	Lunch break	Insiders' guide to ... J Barsdell	Using sociolinguistic... P Browning	Coffee break 1550-1620 Exhibition closes for good at 1645	Starting with washback to ... Ben Beaumont	IATEFL TTEd SIG Open Forum
	Balmoral		10 myths about the TOEFL® test J Wrzesinska	What can MOOCs do for ... S Trowbridge et al		Developing leadership ... Ben Dobbs	Should gaming and education ... John Cruft		COBUILD Learner's ... M Airlie et al	Futures for study skills ... Stella Cottrell		IATEFL Learner Autonomy SIG Open Forum	Developing learner ... R Stannard
	Buckingham		What is BE? G Burrows-Delbarry	Focusing on lexical chunks ... Rachel Lawson		Forum on ELF Rudi Camerer, Judith Mader, Gemma Williams & Analia Duarte	A dynamic and ... A Simpson		Learner-trainer cooperation ... Oksana Hera	Group dynamics and speaking in ... Michelle Hunter		IATEFL BE SIG Open Forum	
	Cambridge		The only non-NEST in the ... S Lesniewski	Action research: a program for ... J Wallace		Forum on Effective & personalised: the holy grail of CPD O Beaumont et al, J Round et al & A Roy	TD over time T Woodward et al		Learner-centred ... C Tiplady	IATEFL Teacher Development SIG Open Forum		Who we are - teacher ... C Mackenzie	
	Dukes		Towards a pedagogic ... Mark Hancock	Pronunciation in action... N Meldrum et al		Mind the tone! The roles of ... C Pontes	Advancing learners' ... Adam Scott		Teaching pronunciation... Ian Raby	Do pronunciation... Gemma Archer		IATEFL Pronunciation SIG Open Forum	Listening quizzes for any... Olga Sergeeva
	Durham		Big ideas from multiple ... Daniel Barber	English for the underserved... Michael Carrier		Remote theatre with children in... N Bilbrough et al	Setting vocabulary ... Mike Mayor		Exploiting video ... P Haines	Motivating writing ... E Dudley		Teaching teens as a boost for tired ... E Napoli Rottstock	Giving students a voice ... A Walkley
	Hall 4		Labels – not the way forward! Adrian Tennant	'Native' & 'non-native' English ... Ross Thorburn		Forum on Engaging teenage learners: games, digital storytelling and ... E Peresada, A Collins & J Budden	Language advisors' self-perception ... María Giovanna Tassinari		Systematic reflection... L Burton Fairbrother et al	Q&A relating to Brita Fernandez Schmidt's plenary A Clare		Presentations and online interaction ... Ruby Vurdien	Combining formative and ... Bill Bonk et al
	Lancaster		The importance of being earnest... M Sindelarova Skupenova	Effective peer assessment as... A Luczak		Language advisors' self-perception ... María Giovanna Tassinari	Systematic reflection... L Burton Fairbrother et al		What determines... Lenka Zouhar Ludvikova	Latin American language ... J A Costa et al		Bridging college/career ... Inas Kotby	Tribute session
	Oxford		Inspired professional ... S Richardson et al	Peace education in the EFL ... Eduardo Amos		What can data tell us about ... C Thiriau et al	To 'errr' is human... Greg Archer		Oxford University Press Signature Event			British Council Signature Event	
Rooms in the Brighton Centre	Auditorium 2	0900-1000 Plenary session by Brita Fernandez Schmidt	Smartphones are not the ... T Strasser	Let's cooperate through mini ... L Connolly	Coffee break	Gamification & practical ... N Manitsa		3.5 1335-1345 Poster presentations (See pages 173-174)	Interactive Language Fair		Coffee break 1550-1620 Exhibition closes for good at 1645	Fit for purpose: designing tests ... Kate Ingham et al	Flipping observations! ... L Warwick et al
	Restaurant		Learn English with the ... Heike Philp et al	Bringing HONY into the ELT ... Djalal Tebib		"All of the sudden..." ... Jonathan Marks	Language learning in a ... Andy Johnson		Let's play IELTS! A Sahutoglu	Mindful teachers and ... P Mendonca et al		EAP reading materials... Lesley Kendall	Getting to know the new CEFR... S Plassmann
	Room 1		Forum on Feedback to writing D Behrman & T Alder / L Amdur & D Lahav / N Nellemann Rasmussen			Learning by design... R Zeronis et al	Using literature in ELT featuring ... Helen Ford		Special educational... K Middleton	Using Instagram as ... S Hopkyns		ESP students' perspectives on ... Y J Calvo Benziez	"I don't know." - the benefits of ... Judit Feher
	Room 3		Exams and EDI: positive ... Liliana Sanchez	Beyond English: international ... H D Sewell		How teachers can effectively ... Y El Hag et al	Self-publishing in ELT: ensuring... Penny Hands		Mediation in the... S Bechler	Posthumanism and foreign ... Arda Arikan		Using reflective writing to ... Deniz Bagci	The highs and lows of student... S A Bennett
	Room 5		Developing literate learners in the ... Babita Sharma Chapagain	CLIL: the same doubts ... A Bruton		Adapting the CEFR to the ... C Wittmann	Cognitive validity in ... Thomas Garside		Online games for ... Nora Tartsay Nemeth	The soundbite generation ...L C Roberts		Strategies for students' ... J Giambalvo Rode	Achieving young learner ... M Andrievich
	Room 6		Critical teaching: students as ... Ila Coimbra	Access to English for ... S Rogerson et al		Expectations and ... J Abu-Hassan	IATEFL ES(O)L SIG Open Forum		Sharing lives and ... E Bryson	ESP is back and reloaded... M S Loutayf		Fostering environmental ... Alexander Nanni	The ultimate way to organise ... A Szyszkowiak
	Room 8		Writing about the world in a ... B Fogh Jensen	Low-level learners' use ... Brigitte Reber		Thinking deeply with young ... Cecilia Cabrera	Collaborative writing: an ... K Helmy et al		Developing illustrative ... K Eberharter & C Spoettl	Providing sustainable ... Clare Maas		Discourse approach to ... Soud Benguega	Learning or acquiring ... Neil Bullock
	Room 9		Teaching listening using ... B Wallace	L2 student perceptions of ... Jayn Kilbon		A usage-based model for ... Nathan Thomas	Develop life skills through digital ... Michael Jarvis		From bricks to words A Hazabent	Get as an auxiliary in ... J J Lowe		Persuade or perish: 21st managerial ... M A Sachpazian	Bringing the book to life ... Carlos Gontow
	Room 10		Designing grammar ... Olga Kravtsova	Teachers of English ... V Goncharova		Motivate, support and ... H Katrnakova	The forgotten skill: building ... Kerstin Okubo		Increasing student ... L T Teismann	Using chants to make ... V Esteves		Leading UAE HE institutions... Aidan Thorne	AWL: adventures in ... R Hillman
	Room 11		Reading tasks in the online ... Daniela Graf	Authentic assessment vs... Ilya Denisenko		E-learning: application of ... Hsing-chin Lee	Integrating negotiation and ... Colm Downes		Grammar blocks... G Pathare	Playing with mobile ... G Niroula		Pre-sessional versus IELTS ... Daniel Ruelle	Critical thinking in the EFL ... A J McLoughlin
	Syndicate 1		Forum on CEFR Tim Goodier, Claudia Kunschak & Evangelia Xirofotou			Building a positive ... Ayat Al-Tawel	The lingo u wanna use but ... A Grundtvig		Improving reading ... E Miscin	From ideas to reality... Susan Holden		Awareness to action... Judy Boyle	Easy subtitling and ... Joe Dale
	Syndicate 2		Debate tricks, tips and video ... Chris Meoli	The Ofsted inspection ... P Schellekens		Forum on SEN Bozica Saric-Cvijetkovic, Julia Koifman & Debora Ciampi			Working with picture ... S Jacobsen et al	English use and identity ... S Lefever		Making English work for the ... Chris Sowton	Positive psychology in ... Aleks Palanac
	Syndicate 3		Forum on IELTS Kalyan Chattopadhyay, Ruolin (Rowling) Hu & Claire Murphy			Forum on Global issues Sara Bruun, Margarita Kosior, Bogar Vallejo Martinez			Think about what ... Jon Wright	Group cohesiveness ... Raquel Ribeiro dos Santos		Language learning disabilities in ... J C Koch Junior	Creating a personalised ... J Wakeling et al
Syndicate 4	How to work innovatively ... M Olsen et al	Designing creative and ... M Bocekli et al	Forum on Task-based learning P Lahiff, J Moran, T Hafenstein & R Morelli de Oliveira		Keenly kinaesthetic... Mojca Belak	Annotate this: creating ... Tyson Seburn	Writing online courses for Udemy Ken Paterson	Project-based learning and ... Paulo Dantas					

Friday Overview Page

Friday 13th April (see pages 199-218)

	ROOM	0815-0845 & 0900-1000	4.1 1020-1050	4.2 1105-1135	1135-1205	4.3 1205-1250	1305-1415
Rooms in the Hotel	Ambassador	0815-0845 How to Sessions (see page 199)	Questions with gestures: examples from Chilean ... Katherina Walper	Teaching writing visually: smarter sentences and ... Sarah Blair	Coffee break in East Bar	Integrating pronunciation: a 5-stage curriculum ... Alison McGregor	1305-1355 Plenary session by John Agard 1355-1415 Closing of the conference
	Balmoral		Using metaphor to elicit young children's views ... G Ellis & N Ibrahim	Look out! Grammar! Bruno Leys		Spotlight on creative drama: bringing stories ... Rachel Jeffries	
	Buckingham		The notebook: who's responsible? Strategies... Hazel Watling	Graphic novels in the EFL classroom A Popovski Golubovikj		The power of personality in teaching Rosemary Westwell	
	Cambridge		Future-proofing your ELT career in the digital age Nick Robinson	Improving lexical difficulty in academic ... Alexander Lewko		Using collaborative work to maximize impact on ... Akeela Cader	
	Dukes		Teacher training in the 21st century – is ... Clare Harrison	Feedback and motivation for young learners Lynne Stevenson et al		Am I motivating enough? Julie Waddington	
	Durham		The teenage brain – how to engage teenagers in ... Anna Osborn	Q&A relating to Barry O'Sullivan's plenary session		No word is an island: the importance of word ... Alex Warren	
	Hall 4		Listening as a constructive process Anne McDonald	A syllabus for listening: how to teach decoding Richard Cauldwell		You're watching them - who's watching you? ... Jo Gakonga	
	Lancaster		How to cope when teaching unplugged is ... Patricia Santos	Innovation in assessment Sean McDonald		Beyond the gap fill: dynamic activities for ... Nico Lorenzutti	
	Oxford		Avoiding lumps in your ELT blend: rethinking ... Matthew Ellman	Unlocking and enabling critical thinking in EAP ... Tam Connors-Sadek			
Rooms in the Brighton Centre	Auditorium 2	0900-1000 Plenary session by Barry O'Sullivan	Business English: organic skills marinated in ... Iwonna Dubicka	Mix, blend and personalise: success ... Carol Brown	Mind the gap! Helping teens to bridge the ... Clare Walsh		
	Restaurant		Intelligibility in EAP with bitesize learning and ... Michelle Ocriciano	Using big data to boost students' performance ... Marina Kladova	Practising mindfulness in an English classroom Natalia Belousova		
	Room 1		Talking heads and written feedback: how did we ... A Preshous & B Vincent	Summer in the city: learning in your local ... Vicki Robinson	Social and emotional learning: an inside-out ... Monica Rodriguez Salvo		
	Room 3		Picturebooks: a tool in primary teacher ... Tatia Gruenbaum	The consequences of trainer development Simon Smith et al	International students with SpLD on preessional/ ... Julie Humble		
	Room 5		Promoting teacher development through ... R Bernardes de Queiroz	Embedding the CELTA into degree ... Martha O'Curry	Dictogloss redux: rethinking a learning ... William Kerr		
	Room 6		Professional development plan - a real jigsaw puzzle Natalia Bagdavadze	Creating a sense of class community which ... Pedro Ribeiro	How to use critical reflection to improve ... Sarah Shinnick		
	Room 8		Marching into MOOCs: a blissful battle among ... Baman Kumar	ELT strategies in a depressed economy... Agnes Ada Okpe	Peer observation - why bother? Lesley Curnick et al		
	Room 9		Help or hindrance: a critical examination of ... Helen Donaghue et al	Metaphors, maxims and memes: powerful ... Matthew Noble	A bucket full of games and activities Sanja Raskovic		
	Room 10		Classroom diversity: a teacher's platform for ... Tarun Kharbamon	Three years after: reflections on an ... Maggie Sokolik	We have ways of making you talk better Stephen Reilly		
	Room 11		An examination of real life: an examiner's ... Tom Ottway	Applying creativity principles to language ... Natalia Mukhina	Standards-based assessment for ESL/EFL... Leonardo Mercado		
	Syndicate 1		Forum on Reflection Nancy Carter, Theresa Clementson, Viviana Pereyra Carreras & Shanel Summers		Promoting differentiation through technology John Arnold		
	Syndicate 2		Forum on CLIL Barbora Benesova, Janet Enever & Nina Raud		Storyboarding: teaching language components ... Jerry Brewington		
	Syndicate 3		Forum on Global issues Cornee Ferreira, Bita Rezaei & Elena Yastrebova		Listening: teaching it, not testing it Adrian Peel		
	Syndicate 4		Forum on The use of L1 in the classroom Linfeng Wang, Michael Lalremtuanga & Emma Halliday		Conceptualising language: learner generated visuals Jade Blue		

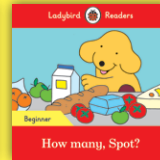
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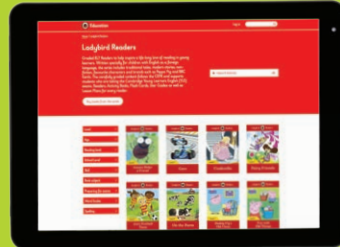
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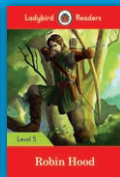
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10th April

**Marie
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Challenging
Behaviour as a SEN
- teaching students
with behavioural
difficulties

**BOOK
SIGNING
at OUP
stand**

**Shaun
Wilden**

Your exits are here,
here and here -
at what point do
students exit their
lessons?

**BOOK
SIGNING
at OUP
stand**

Wednesday
11th April

**Andrew Dilger
& Tim Herdon**

Lexical sets are
history: insights
from vocabulary
research

Thursday
12th April

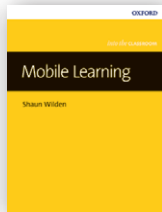
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**Beneficial
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With Erika Osvath,
Diane Schmitt,
Annamaria Pinter,
Ed Hackett &
Tony Green

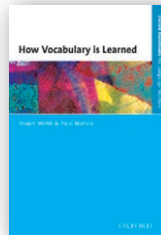
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