iatefl
Belfast
2022

International Conference and Exhibition

for English language teaching professionals

17 - 20 May 2022

Conference Programme

iatefl.org

#iatefl2022

ADVANCING FUTURES

Education for Sustainable Development and Citizenship

A better future is for everyone

We recognise the role that educators play in shaping young minds around the world to create a fairer and more sustainable vision for our future.

That's why we have designed a novel programme dedicated to **Education for Sustainable Development and Citizenship.**

It helps teachers to share **knowledge**, develop **skills** and promote **attitudes and actions** that can bring about positive and lasting change.

ADVANCING FUTURES empowers students to become the change makers the world needs today to create a better tomorrow.

Learn more at the Macmillan Education stand

macmillan education

Welcome to the 55th International IATEFL Conference and Exhibition

Dear Conference Participant,

It is a pleasure for me to welcome you to the 55th IATEFL Conference, our first international face-to-face event after the COVID-19 pandemic. While we acknowledge that this conference will be a little smaller than usual given the lasting effects of the pandemic, it is nevertheless a time to celebrate our profession and our association by coming together and sharing with others.

Among many "firsts," this is our first time in Belfast, and I sincerely hope you will enjoy both the state-of-the-art facilities of the conference centre as well as the vibrant historical, cultural, and social life this unique city offers its visitors.

Over the next few days, we will have the chance to interact with like-minded colleagues, learn about the latest developments in the field, and access the most cutting-edge educational materials in the ELT world. Additionally, we will have the chance to support one another, as well as our colleagues who could not be here so, please, take the time to stop, meet someone new and reach out to friends who are not present. This networking is perhaps the greatest perk of the conference besides the academic programme.

IATEFL's Conference Committee and our Head Office Staff have truly outdone themselves by putting together an impressive line-up of plenaries, presentations, poster sessions and other professional development activities. Additionally, we'd like to thank the British Council, our strategic partner for this conference, and all our sponsors whose generosity enables us to make the IATEFL Conference one of the world's leading celebrations of the ELT profession.

Make sure you stop by the IATEFL stand to learn about the various initiatives we are engaged in, and make sure you visit the various stands of exhibitors and partners. They are all eagerly waiting to welcome us all after the last two years. Remember that both the Exhibition and Careers Fair are meant to provide you with further information about the latest materials, resources, courses, and career opportunities available to you; please make use of this opportunity.

There will also be a wide variety of fun social events during this year's conference and, if you are interested in discovering more about Belfast and its rich history, take the opportunity to join some of the touristic activities on offer this year.

Also, I would like to ask you to learn more about and, if possible, contribute to the IATEFL Projects fund. This is one more way to fulfil our mission and to support colleagues around the world who are innovating in the profession, so, make sure to stop by the IATEFL stand to learn more about this.

Lastly, consider taking a moment to reflect about the difficulties some of our colleagues are experiencing in parts of the world affected by disasters or conflicts and, if you can, find a way to reach out to them so that they know they are not alone.

I wish you all a wonderful week, full of learning, camaraderie, and fun.

Gabriel Díaz Maggioli
IATEFL President

In this Programme

General information

2-3 Around the Conference and Belfast
4 The conference at a glance
5 Additional sessions and events
7 Scholarships

Conference sponsors

8-10 About our sponsors

Exhibition and Careers Fair

11 List of exhibitors
11 Map of the exhibition
13-15 About the exhibition
16 About the Careers Fair
16-18 Pop-up presentations

Special Interest Group Showcases

20-24 Details of the SIG Showcases

Presentations

26-41 Day 1 - Tuesday 17 May
43-58 Day 2 - Wednesday 18 May
60-74 Day 3 - Thursday 19 May
76-82 Day 4 - Friday 20 May

Quick Reference

84-93 Areas of interest
95-97 Index of presenters
99 Who's who
100 Abbreviations
101 Venue maps
102 Conference planner

The IATEFL International Conference 2022 is supported by:

visit Belfast · Belfast · tourism northernireland

A note about photography and filming

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

Around the conference

To help all our delegates get the most out of their conference experience, we have a number of things planned across the venue.

Where did you start your journey?

Let us know where you travelled from to be here and let's see just how global the IATEFL family is.

Delegate bags and programmes

Collect your lanyard, programme and bag once you have your delegate badge. This area will be open any time the Registration Desk is open.

Delegate bags

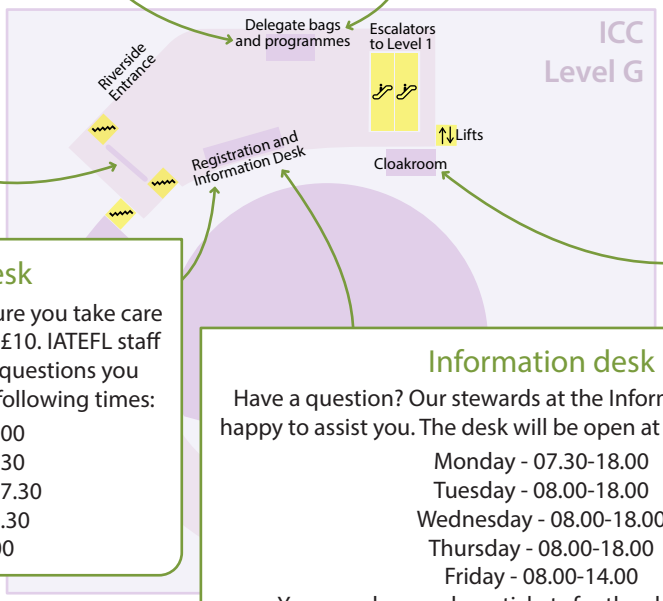
Sponsored by IELTS

Use your bag to carry what you need around the conference and then take it home to reuse.

IELTS

Venue maps

If you need a moment to orientate yourself, use the map at the back of this programme or view it here.



Cloakroom

Leave your coat or luggage here during the conference day for £1 per item. Tickets for the cloakroom must be purchased from the Information Desk.

Registration desk

Pick up your badge here. Make sure you take care of it, a replacement will cost you £10. IATEFL staff will be on hand to answer any questions you may have. It will be open at the following times:

Monday - 07.30-18.00
Tuesday - 08.00-17.30
Wednesday - 08.00-17.30
Thursday - 08.00-17.30
Friday - 08.00-13.00

Information desk

Have a question? Our stewards at the Information desk will be happy to assist you. The desk will be open at the following times:

Monday - 07.30-18.00
Tuesday - 08.00-18.00
Wednesday - 08.00-18.00
Thursday - 08.00-18.00
Friday - 08.00-14.00

You can also purchase tickets for the cloakroom here.

Certificates

We will not be providing printed certificates this year, instead all delegates will be able to download their certificate from their IATEFL Dashboard from Friday 27 May.

Exhibition and Careers Fair

Find out what's happening in our Exhibition space, including a full list of exhibitors and details of the Careers Fair on pages 11-18.

Feeling thirsty?

As well as free hot drinks in the exhibition during breaks, there are also a number of free water stations around the venue for you to use.

Catering

Head to the exhibition to grab yourself a free tea or coffee during the breaks, or buy yourself something to eat at lunchtime.

SIG information

Our 16 Special Interest Groups (SIGs) are a key part of IATEFL membership - find out more about each of them here.

Poster Presentations

Take a look at this year's poster presentations and see the times for when each presenter will be available for questions.

IATEFL Stand

Come here to find out more about IATEFL, what we do and what we can do for you. There are also some laptops available for delegates to use to access the internet, space for you to arrange a meeting with a friend or colleague, and an opportunity for you to tell us about a teacher that has inspired you.

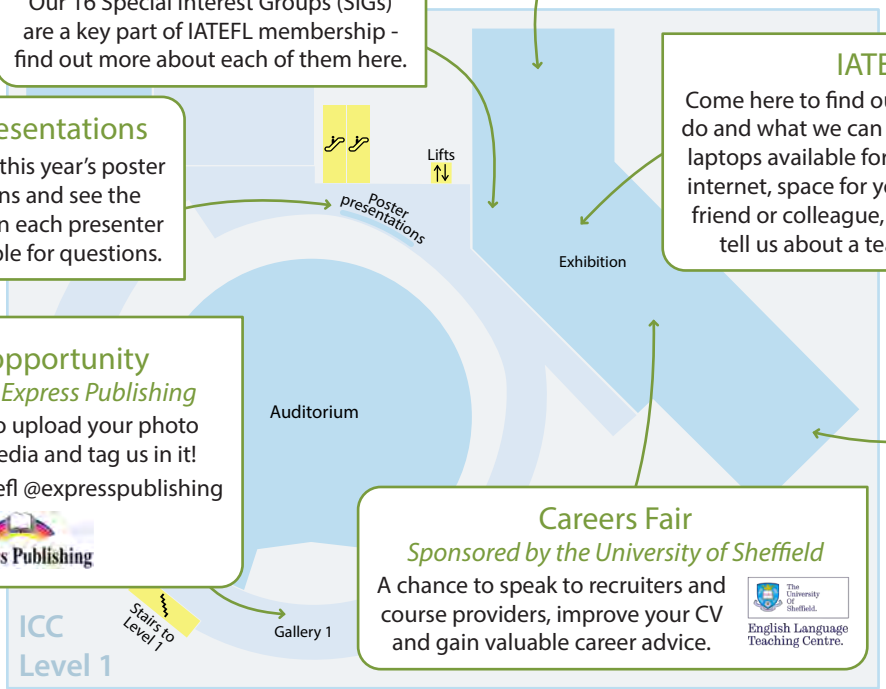


Photo opportunity

Sponsored by Express Publishing

Don't forget to upload your photo onto social media and tag us in it!

#iatefl2022 @iatefl @expresspublishing

Express Publishing

Pop-up Stage

A great way to find out about the latest products and trends in English language teaching. The timetable of presentations can be viewed at the stage or on pages 16-18.

Careers Fair

Sponsored by the University of Sheffield

A chance to speak to recruiters and course providers, improve your CV and gain valuable career advice.

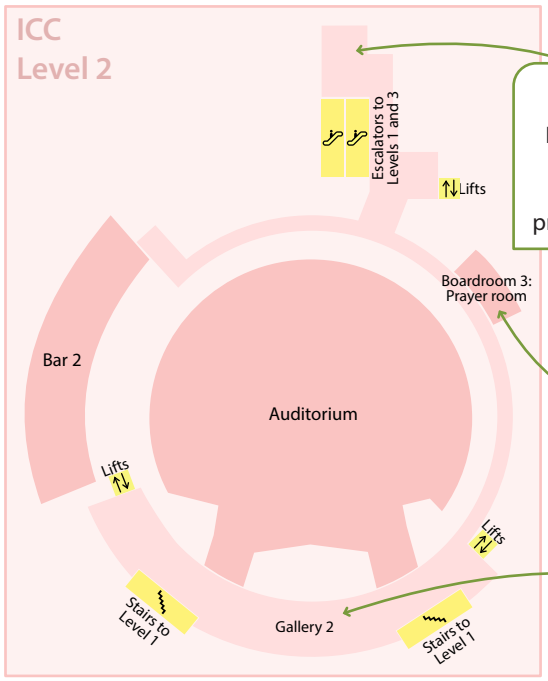
The University Of Sheffield. English Language Teaching Centre.

Wifi

WiFi is available for free in all parts of the ICC Belfast and the Hilton Hotel. Ask at the Information Desk if you have any issues.

#iatefl2022

Share your conference experience on social media using #iatefl2022. We'll share some of our favourite posts!



Book swap

Leave a book you've finished reading and take something new away with you. Help us prevent books going to landfill.

Prayer room

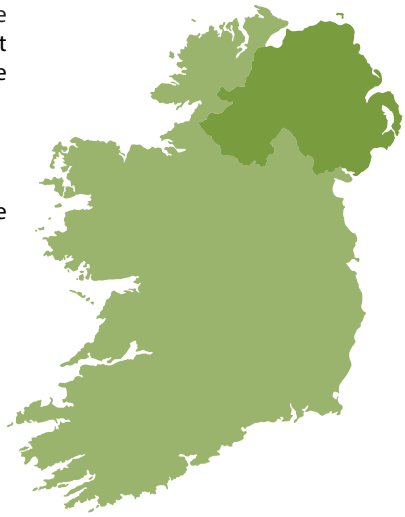
A place of reflection for people of all faiths.

Quiet zone

Step away from the busyness of the conference to relax and unwind.

Around Belfast

We recommend that you take some time out of the conference to see the city of Belfast and the surrounding area. Go to www.iatefl.org/conference/about-belfast to find out more about places to eat and drink in the city, transport around the Belfast area and things to do. You can find lots more information at www.visitbelfast.com.



Introduction to Belfast

Tuesday 17 May, 19.30-20.30, ICC Bar 1

Why not come and discover more about the city of Belfast at this event, presented by DC Tours. More information about this can be found in the Presentations section.

DC Tours – Belfast Walking Tours - **DELEGATE OFFER**

Make your time in Belfast meaningful with an award-winning city centre walking tour led by local expert guides. Discover the true story of the troubles on 'A History of Terror', - the No.1 Belfast walking tour, or step into the past on 'The Best of Belfast' with the U.K.'s Top Tour Guide. Most tours run daily and must be booked in advance on the DC Tours website.
Enter the discount code **MEET15** at checkout for a **15% discount** on the standard ticket price, and then just present your conference delegate badge to the guide at the start of your tour. Offer applies to all scheduled daily tours.
W: https://deadcentretours.com E: cu@deadcentretours.com T: +44(0)7716949460

COVID-19: Protecting each other

IATEFL will ensure that any UK Government guidelines in place at the time of the conference will be adhered to. We also understand that we have delegates travelling from all over the world where regulations may be different. In order to be respectful of each other, and to do what we can to ensure we all stay safe, we are asking for all our delegates to follow these simple rules:

Hands

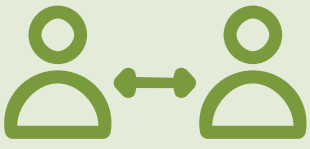
Please wash your hands thoroughly and regularly. There will be hand sanitising stations for you to use as you move around the venue.

Face

Where possible, please wear a face mask. Exceptions to this would be if you are presenting a session or eating and drinking.

Space

Some people will be happy to hug, others will want to keep their distance. Please be respectful of the personal choice of others.



If you are experiencing any COVID-19 symptoms, please do not come to the venue. If, for any reason, you become unwell whilst at the venue, please make yourself known to a first aider.

To find out how our venue, ICC Belfast, is ensuring they are 'COVID secure' visit: www.iccbelfast.com/about-us/covid-secure-venue.

The conference at a glance

Tuesday

- Early morning sessions *08.15-08.45*
- Conference opening and Plenary session *09.00-10.20*
- Academic sessions *10.35-11.20*
- First timers meet-up *11.20-11.50*
- Academic sessions *11.50-13.05*
- Poster presentations *13.20-13.30*
- Academic sessions *14.05-16.05*
- Academic sessions *16.35-18.05*
- British Council Signature Event *16.35-18.05* ICC Auditorium
- Introduction to Belfast *19.30-20.30* ICC Bar 1

Wednesday

- Early morning sessions *08.15-08.45*
- Plenary session *09.00-10.00*
- Academic sessions *10.15-11.30*
- Poster presentations *11.40-11.50*
- Academic sessions *12.00-12.45*
- IATEFL AGM *13.00-14.00*
- Academic sessions *14.10-15.25*
- Academic sessions *15.55-18.10*
- Tribute session *17.25-18.10* ICC Arc
- Sharing Stories *19.30-21.30* ICC Hall 2B
- International Quiz *19.30-21.30* ICC Bar 1 *Sponsored by Express Publishing*

Thursday

- Early morning sessions *08.15-08.45*
- Plenary session *09.00-10.00*
- Academic sessions *10.15-11.30*
- Academic sessions *12.00-13.15*
- Poster presentations *13.30-13.40*
- Academic sessions *14.15-15.45*
- Academic sessions *16.15-17.45*
- Pecha Kucha *18.45-19.45* ICC Studio
- Music Night *19.45-21.15* ICC Bar 1 *Sponsored by Express Publishing*

Friday

- Early morning sessions *08.15-08.45*
- Plenary session *09.00-10.00*
- Academic sessions *10.15-11.45*
- Academic sessions *12.45-14.00*
- Plenary session and Conference closing *14.15-15.15*

Additional sessions and events

Early morning sessions

Get your conference day off to a good start with one of our "How To.." or Mindfulness sessions.

"How To…" sessions

These sessions are designed to inform and support delegates across a range of areas. We have three new sessions this year, so there is something for everyone! More information can be found in the Presentations section of this Programme or at www.iatefl.org/conference/how-sessions.

Mindfulness sessions

Sponsored by Macmillan Education

Start each morning by discovering some theory and practices of Mindfulness. Led by Anne Costello, we will be looking at Mindfulness of the breath, The mindful pause, Mindful eating and The sitting meditation. The sessions will take place in ICC Room 3B, 08.15-08.45, Tuesday to Friday.

British Council Signature Event

The Future of English: voices from around the world

In 2006 David Graddol wrote his influential book *English Next*, in which he examined the current and future trends in English language learning and teaching. It is the most cited book ever published by the British Council and has stimulated a great deal of debate on the learning and teaching of English globally. In 2020, the British Council decided to revisit Graddol's work and initiate a global project – The Future of English – to reflect on his predictions to assess where English is at the moment and where we think it might go in the next 10 years. In this panel session a range of experts from across the globe will discuss their ideas and predictions for the future of English.

Evening events

Sponsored by Express Publishing

Taking time out during the conference to relax and meet new people is important, that's why we plan a range of social events for our delegates to enjoy. More information can be found under each day of the Presentations section of this Programme or at www.iatefl.org/conference/social-programme.

First timers meet-up

If you have not attended an IATEFL Conference before, come along to the IATEFL stand in the Exhibition. Meet with other first timers and IATEFL Trustees to learn more about the conference and make some new friends!

IATEFL's AGM

We invite all IATEFL members to attend the IATEFL Annual General Meeting (AGM). It takes place on Wednesday 18 May from 13.00 to 14.00 in Studio. You can access the agenda from our website (you must be logged in as a member to view this): www.iatefl.org/about/key-documents.

Tribute session

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

Careers Fair "How To…" sessions

As well as our early morning "How To…" sessions, we will also be hosting a series of career development sessions in our Careers Fair. More information can be found in the Presentations section of this Programme or at www.iatefl.org/conference/how-sessions.

Tuesday 17 May

11.25-11.45
How to teach one:one

13.10-13.30
How to make IATEFL membership benefit your professional development

13.40-14.00
You've done your CELTA, now what?

16.10-16.30
How to write project proposals that win

Wednesday 18 May

11.35-11.55
How to move from being a teacher to becoming a teacher trainer

12.50-13.20
How to write CVs that get results

13.25-13.50
How to become a successful freelancer

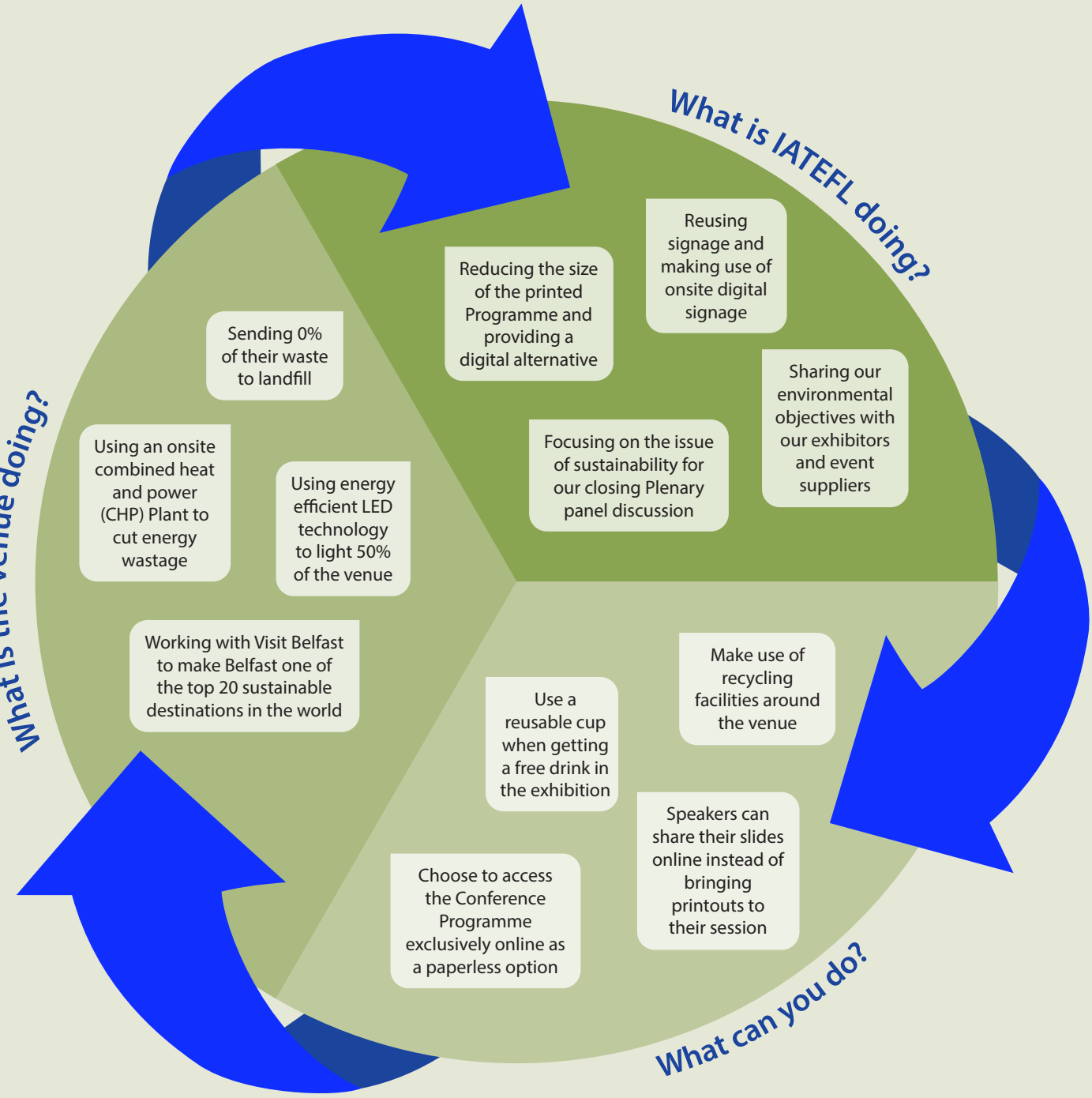
15.30-15.50
How to be successful in an ELT interview

Thursday 19 May

11.35-11.55
How to teach online

13.50-14.10
How to move into language school management

Working together to create a more sustainable conference



www.iatefl.org/conference/sustainability

Conference scholarships

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

Leila Jauch | *Brazil*
Express Publishing Scholarship

Shweta Paropkari | *India*
IATEFL Ray Tongue Scholarship

Chi Anestin Lum | *Cameroon*
IELTS Morgan Terry Memorial Scholarship

Patrice Kané | *Mali*
The TransformELT Scholarship for Global Change

Dalya Saleh | *Palestine*
The Simon Greenall - Hands Up Project Scholarship

Tamara Bustos | *Argentina*
IATEFL Latin America Scholarship

Kirti Kapur | *India*
Trinity College London Teacher Trainer Scholarship

Helen Slee | *United Kingdom*
IATEFL TDSIG Michael Berman Scholarship

Tannistha Dasgupta | *India*
ELC Eastbourne Graham Smith Scholarship

Haeng-a Kim | *Australia*
Scholarship Sponsored by the TOEFL® Program

Fatma Tamimi | *Tunisia*
Africa Scholarship

Marina Dolgacheva | *Russia*
Lexical Lab Scholarship for lexically-orientated teachers

Olga Kvasvoa | *Ukraine*
IATEFL TEASIG Scholarship

Rachel Tsateri | *Spain*
IATEFL Gill Sturtridge First Time Speaker Scholarship

Gergő Fekete | *Hungary*
IATEFL Bill Lee Scholarship

Babu Lama | *Nepal*
ELC Brighton Robert O'Neill

Uliana Tykha | *Ukraine*
Macmillan Education Scholarship

Dolon Gupta | *India*
IATEFL ESPSIG Mark Krzanowski Scholarship

Ossoko Laure Zehia | *Cote d'Ivoire*
Africa Scholarship

Mohammad Zulfeqar Haider | *Bangladesh*
Gillian Porter Ladousse Scholarship

Aysegul Liman Kaban | *Turkey*
Trinity College London Teacher Trainer

Karin Heuert Galvão | *Brazil*
IATEFL BESIG Facilitator Scholarship

Laszló Németh | *Hungary*
The Creativity Group Scholarship

We would like to apologise that in an earlier version of the online programme and the printed version, there is an error in the name of the ESPSIG Mark Krzanowski Scholarship.

The scholarship process

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

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

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

If you are interested in submitting an application for a future IATEFL Conference, you may like to attend our brand new 'How to apply for an IATEFL Scholarship' session on Friday at 08.15 in ICC Room 1B.

Thank you to our sponsors and strategic partner for supporting IATEFL Belfast 2022

Your IATEFL conference experience is of paramount importance to us and ensuring that you each have a valuable and enjoyable time, we believe, is one of the keys to our success and longevity. We are always exploring new ways to enhance your conference experience and much of this would not be possible without the support of our strategic partner and sponsors. The invaluable contributions they offer not only help to make the conference happen, but also ensure you have a memorable experience. We would like to extend a very big thank you to each of our supporters for their dedication to IATEFL and the Conference.

Strategic Partner

BRITISH COUNCIL

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IELTS™

macmillan education

Bronze sponsors

ETS TOEFL®

The University Of Sheffield.
English Language Teaching Centre.

Sponsors

ELSEVIER

Meet the IATEFL Belfast 2022 Strategic Partner & Sponsors

Strategic Partner

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language. We're passionate about the English language and those who teach it. We're delighted to showcase our new resources for English language practitioners around the world at IATEFL 2022. Visit us at stand 70.

Signature Event | Tuesday 17 May at 16.35-18.05
The Future of English: voices from around the world

Pop-up Presentation | Thursday 19 May at 13.50-14.05
The Future of English: Have your say

Silver Sponsor

Express Publishing was established in 1988. During the last three decades of operation they have successfully managed to bridge the gap between methodology, technology and education. The company has been growing steadily and today exports in 109 countries, has formed numerous strategic partnerships and 30 ministerial adoptions. By combining modern technology and traditional teaching methods, express publishing strives to be innovative every step of the learning journey. The company's mission is to excite, explore and excel. Visit us at stand 48.

Pop-up Presentation | Tuesday 17 May at 11.30-11.45
Hashtag English: Assisting Flexibility, Maximising Learning!

Silver Sponsor

IELTS is the world's leading English language test for higher education and global migration; delivered at over 1,600 locations in over 140 countries and accepted by over 11,000 organisations globally. We want to celebrate your favourite teaching moments of 2021-22. Visit us at IATEFL to share your stories, learn about our free IELTS teacher resources and enter our prize draw.

Pop-up Presentation | Tuesday 17 May at 13.15-13.30
IELTS Teaching Tips and Resources

Silver Sponsor

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

We would love to welcome you at our academic sessions and will be delighted to chat to you at stand 18.

Pop-up Presentation | Thursday 19 May at 11.40-11.55
Advancing Futures: What can the ELT community do?

Bronze Sponsor

There's a TOEFL® test for every stage of English-language proficiency to guide learning, inform teaching and help students achieve their academic goals. Attend our informative presentations and visit our exhibition booth (stand 12) to learn more about our tests (TOEFL Primary®, TOEFL Junior®, TOEFL ITP®, TOEFL iBT®, TOEFL® Essentials™), teaching resources and professional development opportunities.

Pop-up Presentation | Wednesday 18 May at 11.40-11.55
The use of scaled assessments in personalised learning

Bronze Sponsor

The University of Sheffield is one of the largest university English language centres in the UK, offering a variety of academic, professional, and general English language courses and services. Visit our stand in the Careers Fair to learn more about our online and in-person professional development opportunities for English language teachers, bespoke English language and teacher training opportunities, and English language testing services.

Pop-up Presentation | Tuesday 17 May at 13.40-14.00 on the Careers Fair presentation stage

You've done your CELTA, now what?

Sponsor

Elsevier is a leading publisher in the field of linguistics. Elsevier publish highly respected, peer-reviewed journals, including Journal of English for Academic Purposes, English for Specific Purposes and Research Methods in Applied Linguistics. For more information contact Rachel Conway at r.conway@elsevier.com

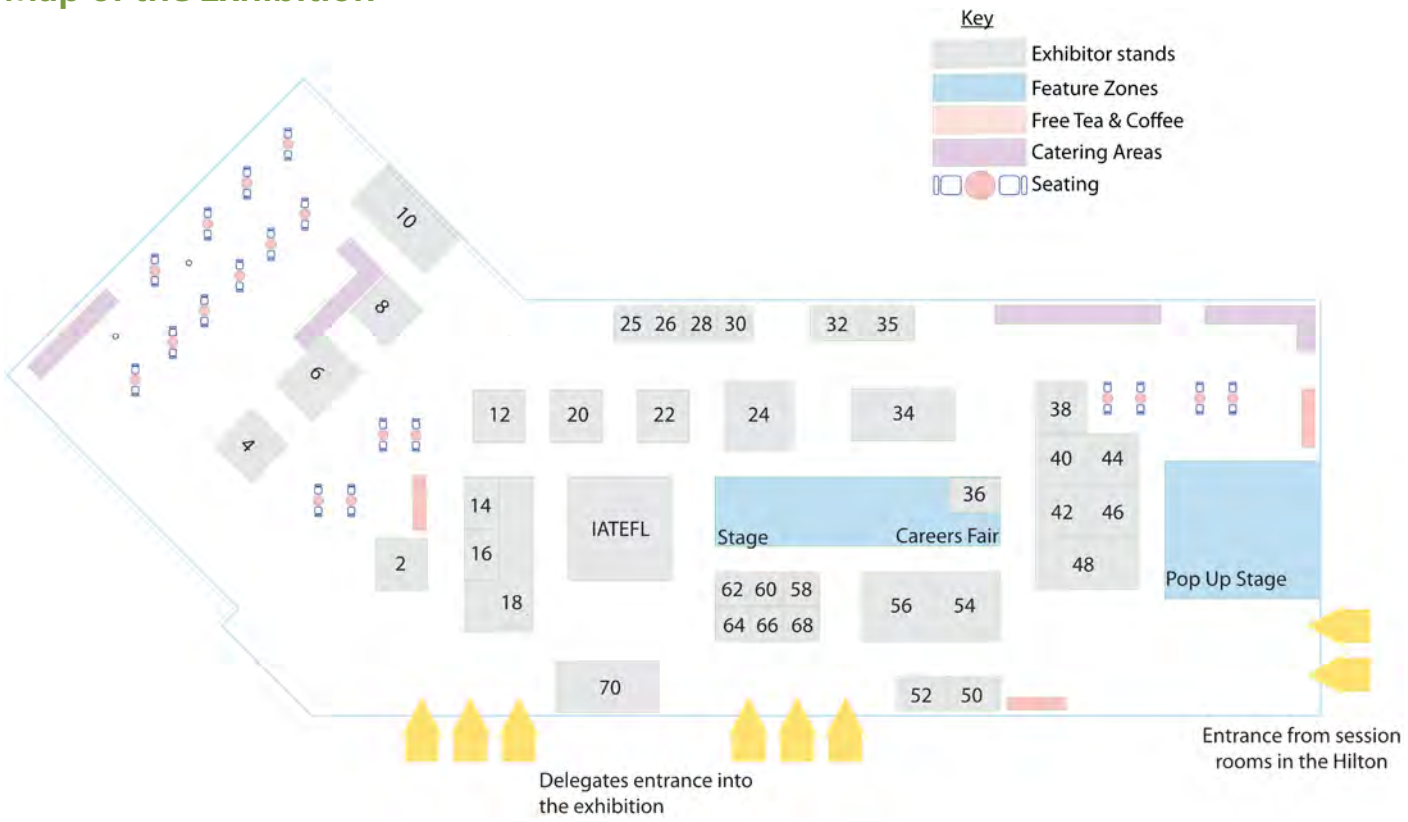
Exhibitors by stand number

02 Helbling
04 Queen's Univeristy Belfast
06 IELTS
08 Transform ELT & TCE
10 Oxford University Press
12 ETS-TOEFL
14 NILE
16 Guided e-Learning
18 Macmillan Education
20 Hamilton House Publishers
22 International House World Organisation
24 National Geographic Learning
25 PQS Global
26 Ascentis
28 Hubbub Labs SL
30 Bridge
32 Delta Publishing
34 Garnet Education Ltd
35 International Books
36 University of Sheffield
38 ELi Publishing Ltd
40 Collins
42 Black Cat
44 Trinity College London
46 PrepMyFuture
48 Express Publishing
50 Independent Authors and Publishers
52 University of Central Lancashire
54 Cambridge University Press and Assessment
56 MM Publications
58 Avant Assessment & Global Seal
60 University of Birmingham
62 EDIA
64 Canford Publishing
66 Learning Resource Network
68 University of St Andrews
70 British Council

Careers Fair

C1 Bilkent University
C2 CV Clinic (The Wright Stuff)
C3 IH InTuition Languages
C4 Kadir Has University
C5 University of Nottingham Applied English
36 University of Sheffield

Map of the Exhibition



Professional Development *with Oxford*

We want to support and empower your teaching with Professional Development designed for you and informed by your teaching experiences. From global online events to professional development modules, we've got what you need to **connect**, **learn**, and **grow** as an English Language Teacher.

Connect. Learn. Grow.

Live Events

Connect with trainers, authors, and teachers across the world to learn about key concepts in English Language Teaching through our live events.

Professional Development Modules

Learn methodologies and practical ideas to put in to practice with our self-access Professional Development Modules across a wide range of topics.

Expert Advice

Grow as an English Language Teacher with advice and insights from our expert panel, built on research and classroom practice with practical guidance and tips for your classroom.

Discover our Professional Development resources and events
www.oup.com/elt/professionaldevelopmentonline

Visit our exhibition stand to learn more about Professional Development with Oxford

Find out more about the Oxford Test of English
www.oxfordtestofenglish.com

Join us on our stand to try a live demo of the Oxford Test of English

About the exhibition

Find the Exhibition in Hall 1 at ICC Belfast. It is a showcase of the latest resources, services and publications from international course providers, publishers, digital innovators and many more. You can network in our Networking Zone on the IATEFL stand or listen to a short talk on the Pop-up stage.

Visit the Careers Fair within the Exhibition and find out more about future careers prospects, additional training and new job opportunities.

With places to sit and relax, a selection of food to purchase, and free tea and coffee available during the breaks, the Exhibition is not to be missed.

Exhibition opening times

Tuesday	11.00 - 17.30
Wednesday	08.30 - 17.30
Thursday	08.30 - 17.30
Friday	08.30 - 12.45

Key to exhibitors

- B Bookshop
- CP Course Provider
- D Digital/online services
- Website
- Email address
- O/A ELT organisation/ association
- P Publisher
- T Testing and assessment
- Telephone number
- Key contact name
- CF Careers Fair

See full details about our exhibitors by scanning this QR code or visiting www.iatefl.org/conference-programme-exhibitor-editorials

00 IATEFL

O/A

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26 Ascentis

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Roberta Vinetti

Free tea and coffee

will be served in the Exhibition during break times and food will be available to buy in the catering area during the lunch break.

Thank you to Elselvier for sponsoring the tea and coffee on Wednesday.

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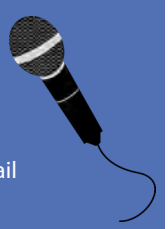
Don't forget there will be a Pop-up Stage in the Exhibition featuring short presentations between sessions. If you, or your organisation would like to purchase a slot, please email exhibition@iatefl.org for more information.



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P Publisher

T Testing and assessment

CF Careers Fair

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About the Careers Fair

Sponsored by the University of Sheffield

The University Of Sheffield. English Language Teaching Centre.

After its success in Liverpool and at our Virtual Conference in 2021, the IATEFL Careers Fair will be back for Belfast 2022. The Careers Fair is a dedicated hub for professional growth and demonstrates our ongoing commitment to supporting our members in their professional development. Based within the Exhibition, it is free to enter and open to the public and gives visitors the opportunity to find out more about future career prospects, additional training and new job opportunities.

A jobs board, recruiters and course providers

Within the Careers Fair you will find a jobs board listing current international ELT vacancies, as well as top recruiters on hand to discuss new job roles they are looking to fill. You can also visit course providers who will be happy to talk through the next steps in terms of ELT qualifications.

Presentation Zone

You can hear from industry experts in our career focused Presentation Zone, which will feature a number of "How to" sessions on various areas of ELT.

Advice Zone

If you are looking for career advice related to a particular area of ELT, you can pop along to our Advice Zone for an informal one-to-one chat with an experienced professional at specific times during the Careers Fair.

CV Clinic

The Careers Fair also hosts a professional CV Clinic, where you will be offered expert advice and tips to showcase your skills and experience effectively. Whether it is advice on any specific aspect of your CV or just some quick fix tips, The Write Stuff's consultants will be on hand to offer guidance. The sessions are not timed, but typically they are around 15 minutes. There is a fee of £10 payable for consultation.

Pop-up Presentations

The Pop-up Presentation Stage is back again for 2022, where you will be able to listen to a variety of interesting short talks during break and lunch times when the Exhibition is open. Why not grab a coffee and make your way to the Pop-up stage to hear all about these interesting topics!
You can also find a Presentation Zone in the **Careers Fair**. Here you will be able to hear to career-focused "How To..." sessions, **see** page 5.

Tuesday 17 May

11.30-11.45 | Express Publishing

Hashtag English: Assisting Flexibility, Maximising Learning!

#English is a newly created, exciting course for A1-B1 levels with engaging, fun content, designed to motivate students, promote inclusivity and meet the new, emerging educational needs. #English offers an effective combination of print and digital resources, allowing for flexible teaching (in-class, Blended or Flipped learning), enhancing student autonomy and boosting the development of real-life skills.

13.15-13.30 | IELTS

IELTS Teaching Tips and Resources

Please join us for a whistle-stop tour of the IELTS test. We will look at the 4 different parts of the test and useful tips for your students for IELTS listening, reading, writing and speaking. We will also share a range of resources that are available for both IELTS test takers and IELTS teachers provided by the IELTS partners that can help your students understand what is required in each part of the test and progress on their IELTS journey with confidence.

Presented by Sarah Philpot and Louise Dunne

13.40-13.55 | Trinity College London

Upskilling with Trinity Teach English Online and the Certificate in Online Teaching (CertOT)

This pop-up session will introduce Trinity's new Teach English Online course and the Certificate in Online Teaching (CertOT) qualification. Participants will learn how they can expand their knowledge and skills to successfully support, lead and develop their learners in an online environment with the course, and how to formalise their development with an internationally recognised, Ofqual-regulated, Level 4 teaching qualification - the CertOT. Delegates will also find out how they can access a special IATEFL discount on the course and the qualification.

Wednesday 18 May

11.40-11.55 | ETS TOEFL
The use of scaled assessments in personalised learning

The young people of today are growing up in a multicultural society where good command of several languages gives them a better start in the labour market. Undoubtedly, English plays an important role mostly because of its worldwide use as a lingua franca. The language learning experience can be different for every student, yet most curricula contain little or no differentiated teaching approaches. How can teachers adapt their instruction to proficiency levels of individual students, so that they remain motivated and involved?
In this session we will talk about a case study from the Netherlands in which teachers were trained to help students achieve their individual learning goals by using the TOEFL Young Student Series assessments.

Presented by Pamela Huk

12.55 - 13.30 | Cambridge University Press & Assessment
Small books, big passion

Come along and hear from our Cambridge Pocket Book authors about how they fell in love with their specialism.
Mark Hancock, Jeremy Harmer, Nicky Hockly, Alan Maley, Herbert Puchta and Carol Read will be sharing stories of how their passions developed; from teaching children and teenagers, developing pronunciation, communication, creativity, and using learning technologies. Come along to hear their stories and to gain a few tips from their expertise in the process.

13.40 - 13.55 | Ascentis
Qualifications for English for Speakers of Other Languages (ESOL)

Join Ascentis for a short overview of our English for Speakers of Other Languages (ESOL) qualification suite. The Ascentis ESOL qualification suite ranges from Pre-Entry qualifications all the way through to Level 2 and has associated qualifications such as Community Interpreting, Volunteering to Support English Language and Teaching and Digital Skills. This presentation will focus on how these qualifications can help learners who do not have English as a first language, such as those who are refugees and migrants or those who live in predominantly non-English speaking community.

Presented by Alex Houghton

15.35 - 15.50 | Cambridge University Press & Assessment
The motivating power of instant, actionable feedback

Diane Nicholls will present 'Write & Improve with Cambridge', a free online intensive writing practice tool for learners of English with hundreds of realistic tasks at all levels. Learners choose a task, practise their writing, and get instant automatic feedback on their mistakes and a level on the CEFR scale. Then they can make changes based on their feedback and check their writing again to see how their writing has improved. She will also introduce recently released features for teachers to give their own feedback on their learners' writing as part of the premium product for teachers, Write & Improve +Class View.

Presented by Diane Nicholls

Thursday 19 May

11.40 - 11.55 | Macmillan Education
Advancing Futures: What can the ELT community do?

With the UN's Agenda 2030 deadline quickly approaching, this short session will explore what positive impact the ELT community can have on our planet, and the people in it. We will look at how we are in a particularly advantageous position as English language teaching professionals to help tackle many of the aims as defined in the UN's Sustainable Development Goals.

Presented by Will Rixon and Harry Waters

13.25-13.40 | University of Birmingham
Online courses offered by the University of Birmingham

The University of Birmingham has over 20 years of experience of running online courses designed for language teachers. Dr Crayton Walker is the Director of Distance Learning in the Department of English Language and Applied Linguistics. He will be talking about the online courses which the University offers:
Short Courses: Micro Credential in Language Teaching Methodology (12 weeks), Postgraduate Certificate in TESOL (1 year, Postgraduate Certificate in Applied Linguistics (1 year)
Longer Courses: MA in Applied Linguistics (2.5 years), MA in TESOL (2.5 years)
We will be looking at the structure, content, assessment procedures and entry requirements of these courses and at the different ways they are delivered. You will have plenty of opportunity to ask questions and find out more.

Presented by Dr Crayton Walker

Continued…

Thursday 19 May continued

13.50-14.05 | British Council
The Future of English: Have your say

At the British Council's signature event, we heard from a global panel discussing how English might develop in the next decade. Now we want to hear your thoughts. Join us to find out how you can get involved in the global Future of English project.

Presented by Mina Patel and John Shackleton

Mindfulness Sessions

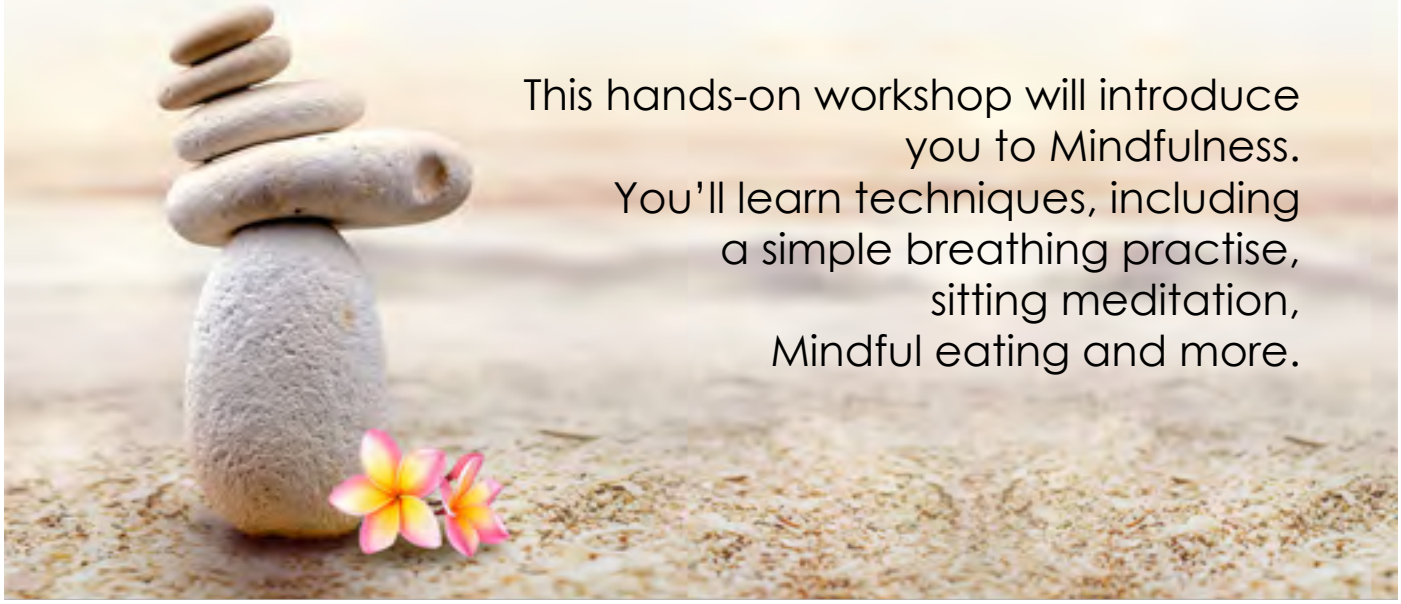
sponsored by macmillan education

presented by anne costello mindfulness

Mindfulness is a skill which involves mental training to achieve higher levels of emotional intelligence and resilience when handling challenging situations.

Start each day with our morning Mindfulness Sessions

08.15-08.45 Room ICC | 3B



This hands-on workshop will introduce you to Mindfulness. You'll learn techniques, including a simple breathing practise, sitting meditation, Mindful eating and more.

The English for Specific Academic Purposes series – 2nd Edition

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Continue your professional development with our 16 Special Interest Groups!

Meet the committee at the SIG Showcase Open Forum during the conference.

To find out how joining our SIGs enhances your IATEFL membership visit iatefl.org/meet-iatefl-sigs

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 is the SIG's Open Forum, where you can find out more about the SIG, its events and meet the committee.
Don't forget to look in the Areas of Interest section to see what other presentations related to your area(s) of interest are taking place.

Business English (BESIG)

Thursday 19 May | ICC Room 2A Coordinators: Rob Howard & Maria Szugfil

3.2	11.00-11.30	Everyday business writing. What are the rules? Ian Badger
3.3	12.00-12.30	How pluricultural is business English teaching? Kirsten Waechter
3.4	12.45-13.15	Tools for success: using technology to deepen the learning Marc Anderson
3.6	14.15-15.00	Promoting 21st century skills through formative assessment Rebecca Turner
3.7	15.15-15.45	The new normal in business English teaching Karin Heuert Galvão
3.8	16.15-16.45	IATEFL Business English Special Interest Group Open Forum *Business English - Activities, Issues, and Trends*
3.9	17.00-17.45	The power of peer feedback in writing and speaking Ariane Niemeijer

English for Speakers of Other Languages (ESOLSIG)

Thursday 19 May | Hilton Lisburn Coordinator: Lesley Painter-Farrell

3.1	10.15-10.45	Welcome English: designing initial language support for refugee families Aisling O'Boyle
3.2	11.00-11.30	ESOL material on equality issues: evaluating teacher and student reception Francesca Stella , Jennifer MacDougall
3.3	12.00-12.30	An intersectional look to ESOL departments: are we really 'diverse'? Paula Alcaraz Barrowcliffe
3.4	12.45-13.15	ESOL conversation classes in the age of Zoom Roisin Sloan, Richard Gosnold
3.6	14.15-15.00	EAL & ESOL today: from the fringes to the fundamentals Anne-Sophie Cocault
3.7	15.15-15.45	Motivating teenagers during the pandemic: a City of Culture project Kathryn Sidaway, Fatima Reszczynski
3.8	16.15-16.45	Do global ELT coursebooks promote discriminatory ideologies? Christine Nanguy, Steve Brown
3.9	17.00-17.45	IATEFL ESOL Special Interest Group Open Forum

English for Specific Purposes (ESPSIG)

Tuesday 17 May | Hilton Lisburn Coordinator: Caroline Hyde-Simon

1.1	10.35-11.20	English for healthcare professionals - embracing the digital approach Cathy Glover, Ann Attridge
1.2	11.50-12.20	Many Indias: communication training for diverse audiences Dolon Gupta
1.3	12.35-13.05	Teaching across study programmes – an interdisciplinary approach to Medical English Desiree Verdonk
1.5	14.05-14.35	Moving an EAP programme online: lessons learnt from the practitioners Karla Kerlley de Lima Guedes
1.6	14.50-15.20	Post-pandemic teaching with a blended ESAP course Caroline Hyde-Simon, Jason Parry
1.7	15.35-16.05	Teaching and evaluating speaking in the engineering classroom Divya John
1.8	16.35-17.05	Engaging Pre-Sessional law students in writing a legal assignment Stella Smyth
1.9	17.20-18.05	IATEFL English for Specific Purposes Special Interest Group Showcase Round-up *Bringing together ESP professionals from all over the world*

Global Issues (GISIG)

Tuesday 17 May | ICC Room 1B Coordinator: Rose Aylett

1.1	10.35-11.20	Teaching with attitude: disrupting initial teacher training with critical literacy Rose Aylett
1.2	11.50-12.20	Diversity in materials: there's no room for single stories Akemi Iwasa
1.3	12.35-13.05	English language teacher expertise in India: a participatory case study Jason Anderson
1.5	14.05-14.35	Remote theatre to build a sense of global belonging Amal Mukhairez
1.7	15.35-16.05	Is ELT guilty of Greenwashing? James Taylor
1.8	16.35-17.05	Taking the bull by its horns: empowering agents of change Blerta Mustafa, Zinaide Gruda
1.9	17.20-18.05	IATEFL Global Issues Special Interest Group Open Forum *Connecting critical educators to advocate for social justice in ELT*

Inclusive Practices & Special Educational Needs (IP&SENSIG)

Tuesday 17 May | ICC Room 2A Coordinators: Rachael Harris & Giovanni Licata

1.1	10.35-11.20	Discover yourself to help your students fulfil their potential Jana Jilkova
1.2	11.50-12.20	Harmless fun or dangerous stereotyping? The brain, gender and ELT Carol Lethaby
1.3	12.35-13.05	To be: influence of performed identities in ELT Michelle Schirpa
1.5	14.05-14.35	Sustainable education: enhanced 'CLIL-ing'. A wake-up call Maria Diavati
1.6	14.50-15.20	"Mainstreaming" diverse voices through video Adam Salkeld , Ben Goldstein
1.7	15.35-16.05	LGBTI-inclusive curricula: impact and implementation George Wilson
1.8	16.35-17.05	IATEFL Inclusive Practices & Special Educational Needs Special Interest Group Open Forum *The Inclusive Staffroom*
1.9	17.20-18.05	The 21st century leader: playful, curious, and inclusive Lucie Cotterill

Learner Autonomy (LASIG)

Thursday 19 May | ICC Room 3A Coordinators: Giovanna Tassinari & Lawrie Moore-Walter

3.1	10.15-10.45	What makes effective students? Some challenges of learner-centred classes Mandana Arfa Kaboodvand
3.2	11.00-11.30	Entertainment as a tool for ESP teachers Roel Stalpers
3.3-3.4	12.00-13.15	*Forum on motivating, engaging and empowering learners* Engaging and empowering learners through experiential and contextual pedagogy Kirti Kapur Beyond the classroom: empowering learning through digital technologies Marcio Rodrigo Sementino de Oliveira, Cristina Bordinhao Motivation in ELT Nazmiye Yemez
3.6	14.15-15.00	IATEFL Learner Autonomy Special Interest Group Open Forum *Exploring and developing practices for the implementation of learner autonomy*
3.7	15.15-15.45	You only have today: building habits outside the English classroom Alex Fayle
3.8	16.15-16.45	Co-regulate to take your teaching to the next level Harisimran Sandhu
3.9	17.00-17.45	Power to the pupil: changing the teacher-learner dynamic Rajaa Abu Jasser, Sara Wood

Leadership & Management (LAMSIG)

Wednesday 18 May | Hilton Boardroom (and Lagan Room B for 2.4) Coordinator: Gerhard Erasmus

2.1	10.15-10.45	When the going gets tough, the tough get going! Marina Gonzalez
2.2	11.00-11.30	Re-designing teacher education initiatives including affective aspects Bruna Caltabiano
2.4	12.00-12.45 Hilton Lagan Room B	Leading digital change through culture, conversation and collaboration Andy Hockley
2.5	14.10-14.40	A framework for manager CPD – practical uses & implications Lou McLaughlin
2.6	14.55-15.25	Impact of implementing a portfolio-based teacher evaluation and development programme Daniella Seong Hui You
2.7	15.55-16.25	Email: academic manager's best friend or wolf in sheep's clothing? Mike Riley
2.8	16.40-17.10	IATEFL Leadership and Management Special Interest Group Open Forum *Bringing together everyone interested in language teaching management*
2.9	17.25-18.10	Persistence, perseverance and passion - transformational leadership today Julie Wallis

Literature (LitSIG)

Tuesday 17 May | ICC Room 1A Coordinator: Rob Hill

1.1	10.35-11.20	Sustainable extensive reading programs: approach, strategies, resources, techniques Caterina Skiniotou
1.2	11.50-12.20	How do you become a culturally responsive teacher? Barbara Roosken
1.3	12.35-13.05	Developing competences for teaching with literature: perspectives on teacher education Thorsten Merse, Johanna Marks
1.5	14.05-14.35	Refugee stories as visual narrative in English language education Janice Bland
1.6	14.50-15.20	Training teachers with creativity: teaching language with literature Linda Yael
1.7	15.35-16.05	Narrativization of a poem as a learning exercise Kirill Ignatov
1.8	16.35-17.05	Extrinsic motivation strategies for extensive reading in instructed contexts Thomas Robb
1.9	17.20-18.05	IATEFL Literature Special Interest Group Open Forum *Connecting ELT, literature, extensive reading and the arts*

Learning Technology (LTSIG)

Tuesday 17 May | Hilton Lagan Room A Coordinator: Vicky Saumell

1.1	10.35-11.20	Limited access to technology, yet more technology in my teaching! Lamiaa ElSheikh
1.2-1.3	11.50-13.05	*Forum on lessons learnt from teaching online during COVID-19* CLIL and language learning in Italy during the pandemic Letizia Cinganotto EFL instruction during and beyond the COVID-19 pandemic Polona Vicic Responding to unpredictable times: analysing the challenges of pandemic pedagogies Stephen Darwin
1.5	14.05-14.35	Exploring the effect of an augmented writing platform and AI Hui-ju Tsai
1.6	14.50-15.20	Telegram app as a tool for remote training and teaching Wendy Arnold
1.7	15.35-16.05	Overcoming the challenges of a new online educational reality Maria Diakou
1.8	16.35-17.05	Instructional design for sustainable online language education Sophia Mavridi
1.9	17.20-18.05	IATEFL Learning Technologies Special Interest Group Open Forum *Promoting best practices in the creative applications of educational technology*

Materials Writing (MaWSIG)

Wednesday 18 May | ICC Room 1B Coordinator: Alexandra Popovski

2.1	10.15-10.45	CPD for materials writers: in search of a framework Denise Santos
2.2	11.00-11.30	Images in coursebooks - meaningful or merely decorative? Craig Meulen
2.4	12.00-12.45	How to become a successful 'content creator' for your classroom? László Németh
2.5	14.10-14.40	IATEFL Materials Writing Special Interest Group Open Forum
2.6	14.55-15.25	Native-speakerism in ELT publishing: towards an equitable future Penny Hands
2.7	15.55-16.25	Women in coursebooks now and then: how representation has changed Elaine Hodgson, Viviane Kirmeliene
2.8	16.40-17.10	Breaking stigma, building skills: representing mental illness in ELT materials Lottie Galpin
2.9	17.25-18.10	What I talk about when I talk about coursebooks Heather Buchanan, Julie Norton

Pronunciation (PronSIG)

Thursday 19 May | ICC Room 2B Coordinators: Gemma Archer & Adam Scott

3.1	10.15-10.45	Say it to hear it: pronunciation to benefit listening skills Mark Hancock
3.2	11.00-11.30	A sound match? Applying translanguaging in pronunciation teaching Adam Scott
3.3	12.00-12.30	Pronunciation practices in Irish ELT classrooms: what's really going on Gemma Archer
3.4	12.45-13.15	Supporting receptive and productive pronunciation of accents through online tools Beata Walesiak
3.7	15.15-15.45	A world of phonics for non-native learners of English Stella Palavecino
3.8	16.15-16.45	IATEFL Pronunciation Special Interest Group Open Forum *PronSIG's 2022 pronunciation swapshop!*
3.9	17.00-17.45	Category and analysis: navigating English stress Isabella Fritz

Research (ReSIG)

Wednesday 18 May | ICC Room 2A Coordinator: Ernesto Vargas Gil

2.1	10.15-10.45	Reading (about) research? Teachers' perspectives and priorities Graham Hall
2.2	11.00-11.30	Women English language teachers and their professional development in Nepal Ganga Laxmi Bhandari
2.4	12.00-12.45	IATEFL Research Special Interest Group Open Forum *ReSIG: Discussing the future of Teacher Research*
2.6	14.55-15.25	Lives of researching teachers: dilemmas and disturbances Krishna K Dixit
2.7	15.55-16.25	Teacher research enhancement mentoring experience with Turkish EFL teachers Mariana Serra, Seden Eraldemir Tuyan
2.8	16.40-17.10	Service-learning and social justice in the preparation of EFL teachers Michel Riquelme Sanderson

Teacher Development (TDSIG)

Thursday 19 May | ICC Room 1B Coordinator: Tyson Seburn

3.2	11.00-11.30	We watched 5,000 online lessons; this is what we learned David Bish
3.3	12.00-12.30	Practical tips and tricks: using video reflection tools in teacher Chris Meoli
3.4	12.45-13.15	Observing affect in an EMI class Michelle Hunter
3.6	14.15-15.00	Co-teaching: one and one is more than two Birgit Strotmann, Alfonso Lopez-Hernandez
3.7	15.15-15.45	Spreading our wings in ELTAs: professional development in teachers' associations Beatrix Price
3.8	16.15-16.45	13 fatal feedback errors made by ELT managers Ben Dobbs
3.9	17.00-17.45	IATEFL Teacher Development Special Interest Group Open Forum *Find what type of TD works for you*

Teacher Training and Education (TTEdSIG)

Thursday 19 May | ICC Hall 2B (and Room 1A for 3.3 and 3.4) Coordinator: Barhar Gun

3.1	10.15-10.45	Video for reflection and teacher development Steve Mann, Laura Baecher
3.2	11.00-11.30	A new approach to lesson planning: seeing expertise grow Gabriel Díaz Maggioli
3.3	12.00-12.30 ICC Room 1A	Learning teachers: an online English teachers' in-service training Evrim Ustunluoglu
3.4	12.45-13.15 ICC Room 1A	Interaction design and online collaborative learning Aysegul Liman Kaban
3.6	14.15-15.00	The transformative, evolving role of coaching in management and teaching George Pickering
3.7	15.15-15.45	IATEFL Teacher Training and Education Special Interest Group Open Forum *TTEdSIG: Supporting the training and education of teachers worldwide*
3.8	16.15-16.45	Supporting teacher trainers as knowledge brokers Matthew Ellman, Peter Lucantoni
3.9	17.00-17.45	Wisdom stories in language teacher education Alan Maley

Testing, Evaluation & Assessment (TEASIG)

Wednesday 18 May | Hilton Lisburn Coordinator: Maggi Lussi Bell (interim)

2.1	10.15-10.45	Developing institutional listening tests Michael Fields
2.2	11.00-11.30	Language assessment and online translation tools: enemies or allies? Anna Soltyska
2.4	12.00-12.45	Giving effective feedback in an EAP classroom Joanna Wrzesinska
2.5	14.10-14.40	How assessment fits into the future of ELT Russell Whitehead, Andy Johnson
2.6	14.55-15.25	Testing speaking skills online without losing the interactive dimension Elena Gandini
2.7	15.55-16.25	Students as test designers: overlooked assessment potential Ekaterina Popkova
2.8	16.40-17.10	Rubric use in ELT: impact on students' learning Samúel Lefever
2.9	17.25-18.10	IATEFL Testing, Evaluation and Assessment Special Interest Group Open Forum *Connecting educational professionals worldwide in language testing, evaluation and assessment*

Young Learners & Teenagers (YLTSIG)

Wednesday 18 May | ICC Room 3B Coordinator: David Valente

2.1-2.2	10.15-11.30	*Forum on teaching English in the Global South: insights from primary teachers* Learning from primary teachers in the Global South Sue Garton Primary teachers' strategies to resolve challenges in the Global South Mario E. Gopar Challenges faced by primary school teachers in the Global South Arifa Rahman
2.4	12.00-12.45	Visually-significant spaces: mediating queer picturebooks in primary English language education David Valente
2.5	14.10-14.40	21st century skills for teens: from practice to progress Laura McWilliams , Anna Murray
2.6	14.55-15.25	Marginalised children's experiences of using technology and learning English Saaraswati Dawadi
2.7	15.55-16.25	CLIL: from language to the integration of content and language Leticia Moraes, Jean-Marc Alberola
2.8	16.40-17.10	*Cambridge Ignite* – a unique, bespoke learning project Rachel Jeffries, George Heritage
2.9	17.25-18.10	IATEFL Young Leaners and Teenagers Special Interest Group Open Forum *Linking, developing and supporting early years, primary and secondary professionals*

Monthly webinars

Career Guides

Did you know that IATEFL runs events all year round?

iatefl.org/events

SIG Events

Short Courses

Tuesday 17 May

07.30-18.00 Registration desk open
11.00-17.30 Exhibition open

08.15-08.45	Early morning sessions
ICC Room 1A 100 audience	**How to reflect on research talks at conference** **Ernesto Vargas Gil** 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.
ICC Room 1B 100 audience	**How to give a presentation at an international conference** **Sandy Millin** Giving a presentation can be a stressful experience. This session will give you ways of organising yourself before your presentation and conducting yourself during your presentation to reduce that stress. The aim of the session is to make your presentation a more satisfying experience for you and for your participants.
ICC Room 2A 100 audience	**How to get involved in an IATEFL Special Interest Group (SIG)** **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.
ICC Room 3B 140 audience	**Mindfulness practices (sponsored by Macmillan Education)** *Day 1: Mindfulness of the breath* The breath plays a very important role in meditation and in healing. Mindful breathing helps us to focus the mind on the present moment. The breath is a valuable way to establish inner calmness and balance in the face of emotional upset or when you have a lot on your mind.

09.00-10.20	Conference opening and plenary session
ICC Auditorium	The conference will be opened by the IATEFL President, Gabriel Díaz Maggioli.

Plenary session by Nayr Ibrahim

Nayr Ibrahim is Associate Professor of English Subject Pedagogy at Nord University in Norway. She has over 25 years of experience in English and bilingual education in Portugal, Hong Kong, Cairo, Paris, and Norway as a teacher, teacher educator, materials writer, manager and researcher. Nayr holds an MA in TEFL and a PhD in Trilingualism, Triliteracy and Identity from the University of Reading. She specializes in early language learning, with interests in bi/multilingualism, multiple literacies, language and identity, learning to learn, children's voices, children's literature and intercultural learning. Her book with Gail Ellis, *Teaching children how to learn* (Delta Publishing), won an award at the 2016 ESU English Language Awards in the category, Resources for Teachers. She has participated in EU projects on multilingualism, including reviewing the EU's *Key Competencies for Lifelong Learning* (2018). She is local coordinator for the Erasmus+ project, *ICEPELL*, and peer reviewer for the *CLELE journal*.

(Re)imagining and (re)inventing early English language learning and teaching

The first two decades of the 21st century have witnessed the unprecedented rise of teaching English to ever younger children around the world. Major socio-political, economic and technological shifts, as well as parental pressure, have prompted policy makers to include the learning of a foreign language, that is, English, in the primary years. Hailed as a passport to a better future, linked to improved economic growth and facilitating international communication, the runaway train of early English language learning was powered by a 'younger is better' fallacy. Inevitably, it left behind a trail of inappropriate adult-focused approaches, inadequately trained teachers and bewildered researchers and educators, who have laboured over the years to develop a better understanding of early language learning. The welcome increase in research-informed pedagogy, developmentally appropriate practices and classroom-based teacher education is bringing fundamental methodological and theoretical insights into this growing area. But, what have we learnt over the last 20 years and are we ready for the consequences of the proverbial train journeying into uncharted terrain as English is increasingly taught in the pre-primary years? Going beyond unhelpful debates about an early start, this plenary invites teachers, researchers, educators, writers and others to board the train and (re)invent early language learning. In a post-COVID society, undergoing extreme transformation due to intense migration and climate change, where linguistically and culturally diverse classrooms are becoming the norm, with children's and minority rights to consider, and a need to educate global citizens, I will explore ways to (re)imagine English language learning and teaching to ever younger learners. In the crossroads, are the teachers, who need the skills (whole-child approaches, holistic and contextualized pedagogy) and policy decisions that are backed by adequate financing and underpinned by robust research, able to respond confidently and knowledgeably to these new challenges?

10.35-11.20	Session 1.1
Hilton Boardroom 50 audience Workshop PRON le, ey, p, s, t, a	**A pick and mix selection of pronunciation activities** **Mojca Belak (University of Ljubljana)** This workshop presents some simple and fun activities that help explore the exciting world of spoken English. These include mouth travel, a dance based on word stress patterns, speaking your mother tongue with a thick English accent, speaking English with a strong accent influenced by your native language (if it is not English), and some activities on sentence stress.
Hilton Broadway 40 audience Workshop MaW, YLT le, e, ey	**The missing element of wonder in early years materials** **Jennifer Dobson (Freelance)** Early childhood should be full of excitement, discovery, and joy. Can we say the same about pre-primary ELT materials? Through reflecting on our own earliest memories, we will explore the essence of these magical moments and how to incorporate them into our writing to ensure that the content is engaging, stimulates imaginations, and captivates curious young minds.
Hilton Brookfield 40 audience Workshop YLT le, e, p, s, t	**Science should not be a bugaboo! (Bring your own laptop)** **Agnes Györffy (Freelance)** The aim of this workshop is to encourage primary and secondary school EFL teachers to incorporate Science (Biology, Chemistry, Physics) content in their teaching. During the session, we will practise how to navigate the Science pages of the *BBC Bitesize* website and come up with ideas on how to plan an English lesson on a given Science topic.
Hilton Glenbank 40 audience Workshop **with restricted audience size** GEN le, ey, p, s, t, a	**Testing the test: analysing classroom-based language assessments using simple statistics** **Carolyn Westbrook (British Council)** This practical, hands-on workshop will introduce participants to reliability as a basic principle of assessment. Participants will be taught how to analyse the quality of test items by calculating Item Facility and Item Discrimination as well as how to interpret the data to enable decisions regarding the revision of test items to be made.
Hilton Lagan Room A 200 audience Workshop LT, TD **LTSIG Showcase** le, ey, p, s, t, a	**Limited access to technology, yet more technology in my teaching!** **Lamiaa ElSheikh (British Council)** The impact of the COVID-19 pandemic on using technology in education is unquestionable. The question, however, is how teachers could be in line with such big technological transformations while suffering from limited technological resources in classrooms. This workshop investigates the experience of some Egyptian teachers, who successfully implemented hands-on ideas to integrate technology into their teaching practice with limited technology.
Hilton Lagan Room B 200 audience Workshop TD, TTEd le, e, s, t, a ProdProm	**Emergent language: activities and answers to the key questions** **Danny Norrington-Davies (International House London), Richard Chinn (International House & King's College London)** When helping teachers work with emergent language, we often find ourselves answering questions on the what, when, who and how of doing so. In this practical workshop the audience will try out activities from our new book, *Working with Emergent Language*, that have been designed to address these questions and help teachers gain more confidence in this complex skill.
Hilton Lisburn 65 audience Workshop ESP, LT **ESPSIG Showcase** le, e, t, a ProdProm	**English for healthcare professionals - embracing the digital approach** **Cathy Glover (City of Glasgow College), Ann Attridge (Klik2learn)** Join us for an interactive workshop and discover a digital preparation course for the Occupational English Test. We will demonstrate the versatility of a digital course adaptable to self-directed learning and classroom study, focussing on the language and skills needed for success. Bring your smartphone and try out the activities as you follow Nurse Sangakara around the virtual hospital.
ICC Arc 150 audience Workshop GEN le, e, p, s, t, a	**Effective, affective, effortless written feedback** **Colin Mackenzie (IMT Atlantique)** Feedback on written work is a great learning opportunity but the energy we put into it is not reflected in the time our students spend processing it. We will examine the qualities of good feedback and how they relate to effect, affect and effort. I will share synchronous and asynchronous ideas, and you will be sharing ways you give feedback.
ICC Auditorium 460 audience Workshop YLT le, e, ey, p, s, t, a	**Encouraging thinking outside the box: developing creativity in teenagers** **Herbert Puchta (Cambridge University Press & Assessment)** Creative students are considered to be more flexible cognitively, a quality sought in the interview process for entry to top universities. Discover how 'small steps – fast pace' activities unlock teenagers' creative potential. Explore creative problem solving. Learn how 'percolation' can be used to help teenagers fight procrastination in creative writing. Get to know two activities from *Think 2nd edition*.
ICC Bar 2 150 audience Workshop GEN le, e, a ProdProm	**Incorporating mediation into your everyday teaching** **Alex Warren (National Geographic Learning)** Mediation in ELT is still a comparatively new concept, and so there's still a general sense of confusion about what it actually looks like in practice. Using examples from National Geographic Learning titles, in this practical session, I'll explore how teachers can start to recognize activities that incorporate mediation and how we can create mediation scenarios using coursebook materials.

10.35-11.20	Session 1.1 continued
ICC Hall 2B 300 audience Workshop GEN le, e, ey, p, s, t, a ProdProm	**Around the world in 88 tales: an intercultural learning resource** **David Heathfield (Freelance)** Stories are for sharing. This culturally rich free online resource invites learners to engage creatively with storytellers from all around the world. The stories they exchange with me respond to world artefacts from the Royal Albert Memorial Museum in Exeter, UK. Your students can get inspired to tell stories too on the project Padlet. Come and experience it for yourself.
ICC Room 1A 100 audience Workshop LT, LIT **LitSIG Showcase** le, e, ey, p, s, t, a	**Sustainable extensive reading programs: approach, strategies, resources, techniques** **Caterina Skiniotou (Freelance)** This workshop aims at sharing and exploring an approach, free resources, strategies and techniques for designing and implementing sustainable extensive reading curriculum components for EFL/ESL learners in online or blended learning settings and contexts.
ICC Room 1B 100 audience Workshop GI, TTEd **GISIG Showcase** e, s, t, a	**Teaching with attitude: disrupting initial teacher training with critical literacy** **Rose Aylett (Freelance)** If language teaching is to foster criticality for active and reflective social involvement amongst learners, language teachers themselves should also be critically literate practitioners. Using Lewison et al.'s (2002) four dimensions framework of critical literacy, this workshop will explore practical ideas to disrupt the status quo in initial teacher education, by embedding action for social justice within our course design.
ICC Room 2A 100 audience Workshop IPSEN, TD **IP&SENSIG Showcase** le, e, s, t, a	**Discover yourself to help your students fulfil their potential** **Jana Jilkova (ATECR, SOS&SOUremesel, Charles University)** Do you find yourself lucky and successful or rather not? How to match your talent with your values and your vision to constantly enjoy it at work and in your life? During this workshop you will experience the CH-Q career guidance method in a way which can be used for you and your students´ benefit.
ICC Room 2B 100 audience Workshop YLT le, e, p	**Starting with a painting and ending up with drama scenes** **Rana M. M. Matar** In the Hands Up Project, we've had a rich experience creating plays in English, face to face and remotely. In my workshop, I will highlight a way of creating different collaborative plays using paintings as stimulus. We start with deep questions, then groups shared writings reflecting students' different perspectives of the same painting.
ICC Room 3A 100 audience Workshop GEN le, e, ey, p, s, t, a	**Strategies for active listening - reconnecting the real-world with the classroom** **Neil Bullock** Listening is often described as the 'Cinderella' of the four language skills. Visible learning is not always easy to observe. This practical and reflective workshop, therefore, will focus on developing our learners' awareness of how we internalize spoken language, in order to help understand and develop the receptive skills necessary for communicating in the real world.
ICC Room 3B 140 audience Workshop RES, TTEd e, a	**CELTA tutoring 2.0: revisiting our role post COVID-19** **Anna Hasper** CELTA tutors are experts in their subject, but online tutoring was a new experience for most. We will explore beliefs on the knowledge and skills required for online tutoring through the findings of a recent study exploring the beliefs of 90 CELTA tutors. We will review how these align with theories in literature and propose some practical ideas for improvement.
ICC Studio 360 audience Workshop GEN le, e, ey, p, s, t, a	**What about the fifth skill of viewing?** **Kieran Donaghy (The School for Training)** In the English language curriculum of a number of countries the new skill of viewing has been added to the traditional four skills. In this workshop, we will examine what viewing is and how students can become more effective and critical viewers by exploring a number of viewing frameworks which can be used with a variety of visual texts.

11.20-11.50	Break Free tea and coffee will be served in the Exhibition
IATEFL Exhibition stand	**First timers meet-up** If you have not attended an IATEFL Conference before, come along to the IATEFL stand in the Exhibition. Meet with other first timers and IATEFL Trustees to learn more about the conference and make some new friends!
11.25-11.45 IATEFL Careers Fair	**How to teach one:one** **Rachel Appleby** This session will look at 'threes' in three key areas: strategies to run dynamic one:one classes, ways of responding on-the-spot to changing student needs, and how to provide meaningful and varied language practice during class time. It'll be suitable for those new to one:one teaching, as well as those with experience. *This will be followed by an Advice Q&A session 11.45-12.45*

11.50-12.20 Session 1.2

Hilton Boardroom
50 audience
Talk
TD, TTEd
le, e, p

The golden circle: inspiring others to do better
Lucía Bustamante (Plan Ceibal - Ceibal en Inglés)
Originated in Uruguay, Ceibal en Inglés (CEI) is a national English language teaching programme working remotely since 2013. During this talk, I will expose how the so-called "golden circle" philosophy, a concept coined by Simon Sinek, enables us to be better educational professionals and inspire others in the process.

Hilton Broadway
40 audience
Talk
RES, TD
le, e, s, t

English education in West Papua: challenges and professional development needs
Richmond Stroupe (Soka University)
Research findings from West Papua Province, Indonesia, including challenges students and teachers face in remote, multilingual contexts, will be presented. Focus will be on providing insight into the language learning context of Papua, and describing a longitudinal model for teachers' professional development, based on classroom experience and reflection, leading to development of competencies and confidence over the medium to long-term.

Hilton Glenbank
40 audience
Talk
LA, TD
le, e, ey, p, s, t, a

Are we really teaching or just testing our students?
Marcel Young (Associação Cultura Inglesa São Paulo)
It's an indisputable fact that if learners are to improve their language skills, they must be provided with plenty of opportunities to do tasks related to the four skills. But the question is: when we ask learners to perform th aforementioned, are we actually fostering skills development or simply testing them? A tricky question for both novice and seasoned teachers!

Hilton Lagan Room A
11.50-13.05
200 audience
Forum
LT
LTSIG Showcase
le, e, ey, p, s, t, a

Forum on lessons learnt from teaching online during COVID-19

CLIL and language learning in Italy during the pandemic
Letizia Cinganotto (INDIRE)
During the pandemic due to COVID-19, INDIRE, in cooperation with the Italian Ministry of Education and with the support of the European Commission, launched a survey addressed to Italian teachers, aimed at investigating a wide range of dimensions related to language learning and CLIL. The talk will highlight the main findings from the survey.

EFL instruction during and beyond the COVID-19 pandemic
Polona Vicic (University of Maribor)
During the pandemic, many EFL teachers and students transitioned to fully online instruction. Given their previous experience and their attitude toward online education, both adapted differently to this new setting. Drawing on an analysis of students' feedback on their experience, this talk sheds light on the lessons learned from the process and their implications for the future of EFL instruction.

Responding to unpredictable times: analysing the challenges of pandemic pedagogies
Stephen Darwin (Universidad Alberto Hurtado)
This paper reports on the perspectives of cross-sectoral Chilean teachers of English on the challenges, uncertainties and possibilities of the transformation of teaching online in response to the international COVID-19 pandemic. The research, based on a comprehensive questionnaire (n=185), identified a range of critical limitations that have constrained online pedagogies, as well as the potential for enhanced learning outcomes.

Hilton Lagan Room B
11.50-13.05
200 audience
Forum
ESOL
le, e, a

Forum on ESOL in Belfast and beyond

ESOL in the Community – from face-to-face to online delivery
Claudia Belloni (Belfast Unemployed Resource Centre)
This talk describes how non-formal ESOL classes provided by the Belfast Unemployed Resource Centre (BURC) moved from bustling classrooms to breakout rooms when the COVID-19 pandemic broke out and the impact this had on the organisation's ESOL programme and its volunteers. It will outline how the delivery changed and how this affected both the tutors and the learners.

ESOL for women working in tourism in the developing world
Anne McSorley (Belfast Unemployment Resource Centre)
My talk describes how online ESOL provision to women in tourist destinations in developing countries is of benefit to the local community as well as to the women and their families. I will help you to find out more about this project and how it is empowering women in the tourism sector.

ESOL in Belfast and beyond: some lessons for EFL?
Arthur McKeown (Belfast Unemployed Resource Centre)
This talk describes how ESOL provision by volunteers in local community groups has developed from a job club and courses at beginner level for migrants, refugees and asylum seekers. It describes the impact of COVID-19 and challenges of online provision during lockdown, including the development of apps to support learners. Some lessons learned and options for future development are identified.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics
BE = Business English
EAP = English for 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

ProdProm = This session includes product promotion

le = less-experienced audience
e = experienced audience

ey = early years
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

Please check notice boards for changes and cancellations

11.50-12.20	Session 1.2 continued
Hilton Lisburn 65 audience Talk BE, ESP **ESPSIG Showcase** le, e, ey, p, s, t, a	**Many Indias: communication training for diverse audiences** **Dolon Gupta (Freelance)** Be it for audiences of rural India or global executives working in multilingual and multicultural teams, communication courses need to navigate multiple sensitivities and realities. This talk will focus on adapting training to diverse audiences yet delivering customized, outcome-based, effective courses by adjusting them to particular requirements and offering tailored solutions.
ICC Arc 150 audience Talk LAM le, e, ey, p, s, t, a	**Virtues and vices in ELT leadership and management** **Simon Cox (Freelance)** Managing ELT organisations can be terribly stressful and there can be little time to consider the ethical implications of our actions. In this talk I'll ask: what do concepts such as creativity, hypocrisy & wisdom really mean to ELT LAM? Can we move beyond norms and practices that fix 'what we should do' to experiments with 'what we might do'?
ICC Auditorium 460 audience Talk TTEd, TEA le, e, s, a ProdProm	**An exam preparation toolkit** **Ethan Mansur (Macmillan Education)** This practical talk will explore three effective tools for helping students build confidence in exam preparation courses: 1) differentiation; 2) familiarity with exam conditions (not just exam tasks); and 3) peer and self-assessment. This session will use examples from the new fourth editions of *Ready for B2 First* and *Ready for C1 Advanced* (Macmillan).
ICC Bar 2 150 audience Talk TTEd e, a	**'Just be funny!' Helping trainees with rapport and engagement** **Joanna Stansfield (International House London)** What is rapport? How can we help new teachers develop it? What stops them from doing so? Many pre-service trainees struggle to focus on the students as the real-time demands of teaching take up too much headspace. This talk will provide five practical activities which have been tried and tested on initial teacher training courses to help participants build rapport.
ICC Hall 2B 300 audience Talk ESOL, TEA le, e, ey, p, s, t, a	**The CEFR: twenty years on** **Nick Saville (Cambridge University Press & Assessment)** The Common European Framework of Reference (CEFR) was first published in 2001. In this session I will look at the origins and aims of the CEFR and how it has developed and been adopted around the world. I will explore the key milestones of the last 20 years and their impact, and look forward to the next 20 years.
ICC Room 1A 100 audience Talk LIT, TD **LitSIG Showcase** le, e, s, a	**How do you become a culturally responsive teacher?** **Barbara Roosken (Fontys University of Applied Sciences)** This talk examines how teachers can develop competence in culturally responsive teaching by engaging with literary texts. To induce change in early career teachers' thinking they should first become aware of their own beliefs. Referring to short stories and poems, I will argue that the theme of "the other" can act as a tool to promote intercultural competence.
ICC Room 1B 100 audience Talk GI, MaW **GISIG Showcase** le, e, ey, p, s, t, a	**Diversity in materials: there's no room for single stories** **Akemi Iwasa (Troika)** In this talk, I will introduce the concept of social justice education and comment on the positive impact that materials that cater for diversity have on all English language learners. Practical ideas about how to be attentive to students' needs and foster the development of empathy skills will be shared.
ICC Room 2A 100 audience Talk IPSEN, MaW **IP&SENSIG Showcase** le, e, ey, p, s, t, a	**Harmless fun or dangerous stereotyping? The brain, gender and ELT** **Carol Lethaby (The New School New York / UC Berkeley Extension (San Francisco))** Teachers often use supposed female and male differences as light-hearted material for the classroom, but is it really as harmless as we think? This session rejects the use of gender stereotyping in teaching materials and discusses the importance of neuroplasticity and the idea that everything we experience affects our brain structure and consequently how we think and behave.
ICC Room 2B 100 audience Talk EAP, TD le, e, t, a	**Shifts in teacher identity and perceptions during the COVID-19 pandemic** **Chukwudi Dozie (Queen Mary University of London)** In light of an unprecedented shift to online delivery, this presentation explores potential shifts in perceived EAP teacher expertise and its associated effects on teacher identity and perceptions of good practice. Utilising a mixed methods approach, this talk aims to highlight the experiences and reflections of teachers in view of their practice.
ICC Room 3A 100 audience Talk AL, RES le, e, s	**Translanguaging: reframing EFL as bilingual education** **Pawel Sobkowiak (Adam Mickiewicz University)** This presentation will explore translanguaging as a theory and practice. The author will discuss how EFL students can benefit from the synergy of languages, other semiotic resources and modalities, and will report on the findings of research aiming to check this issue in the Polish educational context. The study demonstrated great scarcity of in-class translanguaging utilized as an effective pedagogy.
ICC Room 3B 140 audience Talk GEN le, e, t	**Adding 'critical thinking value' to language activities** **Richard Harrison (Canford Publishing)** It is not always possible to add a critical thinking component to an already packed language programme. However, critical thinking can be introduced by 'adding value' to the existing language activities. This talk shows how the teaching of vocabulary, grammar and skills such as academic writing and reading can be enhanced by choosing options that incorporate higher levels of thinking.

11.50-12.20	Session 1.2 continued
ICC Studio 360 audience Talk GEN le, e, ey, p, s, t, a	**U.S. Department of State worldwide English language programs** **Jennifer Uhler (U.S. Department of State), Jen MacArthur (U.S. Department of State)** Learn how U.S. embassies around the world work with partners to support English language teaching and learning at all levels, including engagement with students, pre-service teacher education, in-service teacher development, and English for Specific Purposes. Opportunities include exchange programs (for U.S. and non-U.S. citizen educators), online professional development courses, local events and strategic initiatives, and sustainable partnerships.

12.35-13.05	Session 1.3
Hilton Boardroom 50 audience Talk TD, TTEd le, e, p	**Sustainable professional development: the role of the mentor in Uruguay** **Macarena Baridón (Ceibal en Inglés)** Continuous professional development for teachers is of utmost importance in ensuring high-quality 21st-century education. In Uruguay, most one-size-fits-all teacher training proposals are neither efficient nor fruitful. Therefore, the national English programme, Ceibal en Inglés, offers teachers the permanent support of a mentor who provides sustainable professional development adapted to each educator's needs.
Hilton Brookfield 40 audience Talk AL, LA le, e, a	**Exploring emotional engagement among learners with foreign language anxiety (FLA)** **Haydab AlMukhaild (University of Leicester/ King Saud bin Abdulaziz University of Health Sciences)** Taking part in a speaking task can be anxiety-provoking for language learners. In this presentation, I will report on a study that focuses on exploring how emotional engagement can be facilitated among disengaged anxious learners. The presentation will discuss also implications for practitioners, such as how learning tasks can be designed to generate and sustain learners' positive engagement experiences.
Hilton Glenbank 40 audience Talk PRON, RES e, a	**Philological reading of modern British prose: research and practice** **Maria Aleksyuk (Lomonosov Moscow State University)** The talk relies on the findings from academic research in philological reading. At the centre of the present study are the rhythmical and prosodic peculiarities of public speech as portrayed in modern British prose (*The Cockroach* by Ian McEwan). Pedagogical implications of the research results will be discussed.
Hilton Lisburn 65 audience Talk ESP **ESPSIG Showcase** le, e, t	**Teaching across study programmes – an interdisciplinary approach to Medical English** **Desiree Verdonk (University of Applied Sciences Wiener Neustadt)** This practical talk reports on the interdisciplinary approach to introducing first-year health sciences students in four different disciplines (Radiological Technology, Biomedical Sciences, Speech and Language Therapy, Occupational Therapy) to general Medical English. I will focus on the challenges (past and present), examine the course design, and share practical, tailor-made examples of interdisciplinary tasks (task, preparation, activity, output).
ICC Arc 150 audience Talk TD, TTEd le, e, s, t, a	**A practical, goal-focused combined approach to teaching real-life L2 listening** **Sheila Thorn (The Listening Business)** Learners generally find L2 listening the most challenging of the four skills; meanwhile, it is acknowledged to be one of the most difficult areas to teach. In this session I outline a new, practical approach to teaching listening – one which has listening goals and authenticity at its core. I shall demonstrate how this combined approach achieves key listening goals.
ICC Auditorium 460 audience Talk YLT le, e, ey, p	**Developing interculturality with young children** **Carol Read (Macmillan Education / Freelance)** What does interculturality mean in the context of working with young children? And how can we integrate intercultural education in a meaningful and effective way as part of early English language programmes? This talk explores these issues and presents a model and practical ideas for developing interculturality in age-appropriate ways with early years and lower primary children.
ICC Bar 2 150 audience Talk GEN le, e, t	**Mastering soft skills through English** **Natalia Kudinova (HSE University)** With the introduction of the updated CEFR, the teachers of English have been faced with the challenge of incorporating soft skills into their syllabus. Trying to comply with the new guidelines, a course focusing entirely on developing critical thinking and adaptability has been designed in a Russian university. This talk will familiarise you with the course features and teaching challenges.
ICC Room 1A 100 audience Talk LIT, TTEd **LitSIG Showcase** le, e, p, s, t, a	**Developing competences for teaching with literature: perspectives on teacher education** **Thorsten Merse (Ludwig-Maximilians-Universität München), Johanna Marks (Westfälische Wilhelms-Universität Münster)** What does it mean to teach literature competently? According to our analyses, the relevant reference frameworks tend to neglect this question. Our talk, therefore, conceptualizes professional competences for teaching literature and draws the connection to teacher education. A key competence, we argue, is to stay in sync with innovations in the field, e.g. digitalisation, new genres, (LGBTIAQ+) diversity.
ICC Room 1B 100 audience Talk GI, RES **GISIG Showcase** e, ey, p, s, t, a	**English language teacher expertise in India: a participatory case study** **Jason Anderson (University of Warwick)** This talk will share findings and implications from my PhD study involving eight expert secondary teachers of English from across India. As well as highlighting important similarities and differences among the participants' practice, cognition and professionalism, I will argue that similar studies in low-income contexts can help to build a knowledge base for effective pedagogy across the Global South.

12.35-13.05	Session 1.3 continued
ICC Room 2A 100 audience Talk AL, IPSEN **IP&SENSIG Showcase** le, e, s, a	**To be: influence of performed identities in ELT** **Michelle Schirpa (inlingua Singapore)** The classroom is a stage and each participant plays a part. Exploring how students and teachers perform their identities in the classroom, what influences these identities have in teaching and how the lesson is altered, this thought-provoking talk invites participants to ponder how discursive identity performance affects ELT, that is, how identity and behaviour interfere and shape praxis through discourse.
ICC Room 2B 100 audience Talk TD, TTEd le, e, s, t, a	**Exploring empathy in ELT with pre-service trainees and novice teachers** **Maria Heron (NILE), Susi Pearson (NILE)** Inspired by Kieran Donaghy's 2021 plenary on Embedding a Culture of Empathy in ELT, this talk examines how we can do this with pre-service and novice teachers, where training often focusses mainly on basic teaching techniques. We look at why these teachers may not display or nurture empathy and how we can address this, with examples from our CELTA courses.
ICC Room 3A 100 audience Talk GEN le, e, t	**Experienced teachers' perceptions of professional development (PD)** **Aysegul Salli (Eastern Mediterranean University)** Professional development is an ongoing journey of language teachers throughout their careers. In the early years of teaching, they seem to be more excited about taking part in PD activities. How do experienced teachers feel about PD and its benefits to their teaching practice? This talk will share experienced teachers' perceptions of their teacher selves, practices and professional development journeys.
ICC Room 3B 140 audience Talk MD, TTEd le, e, s	**English is all around us: developing effective linguistic landscape tasks** **Ulla Fuerstenberg (English Department, Graz University), Christina Egger (Graz University and SMS Murau)** There is a growing awareness of the potential of English in the linguistic landscape (LL) as a language learning resource. In a cooperation project between an ELT programme and a secondary school in Austria, LL tasks for pupils (CEFR A2) were developed, trialled and evaluated, resulting in a checklist for effective LL task design.
ICC Studio 360 audience Talk EAP, TEA le, e, s, t, a	**Forming an input/output partnership in IELTS Reading and Writing** **Greg Archer (Cambridge University Press & Assessment)** Once students have 'done' an IELTS reading text in class – answers checked, queries answered – it is often put aside and forgotten, until next time. This talk shows how exploiting these texts by recycling and reformulating their language can help to consolidate students' writing skills while working towards taking the test, and deepen their understanding of academic writing conventions.

13.05-14.05 Lunch

Free tea and coffee will be served in the Exhibition

13.10-13.30 IATEFL Careers Fair	**How to make IATEFL membership benefit your professional development** **Ros Wright** Being one of the largest learning and sharing communities, IATEFL offers a wide range of professional development opportunities, both online and face-to-face. This presentation will give you an insight into what IATEFL has to offer and how to make the most of it. You will learn about Special Interest Groups and their events, scholarships and IATEFL projects, web events and more.
13.20-13.30 Level 1 Foyer	**Session 1.4 – Poster presentations** Details of today's poster presentations can be found below.
13.40-14.00 IATEFL Careers Fair	**You've done your CELTA, now what?** **Will Nash** You've recently qualified in CELTA and may have a first job teaching. What next? The next few years can shape your future and there's lots of choices in jobs, professional development and further qualifications. Come along to this talk to find out what those choices might be and how to maximise your early career prospects. *This will be followed by an Advice Q&A session 14.00-15.00*

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ProdProm = This session includes product promotion

le = less-experienced audience
e = experienced audience

ey = early years
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

Please check notice boards for changes and cancellations

13.20-13.30 Session 1.4 – Poster presentations

Please note, this takes place during the lunch break

Level 1 Foyer
Poster 1
IPSEN, LT
le, ey, p, s, t, a

An engaging and inclusive approach to intensive reading instruction
John Herbert (NIT (KOSEN) Akashi College), Hisayo Herbert (Kyoto University of Advanced Science)
This poster displays an approach to intensive reading instruction that engages groups in reading activities that include every group member. The ideas presented can be used offline or online. The approach includes a vocabulary preview, scanning, skimming, topic guessing, discussion, and comprehension checks. Considerations for including students who may have specific learning difficulties are also addressed.

Level 1 Foyer
Poster 4
EAP, LT
le, e, t

Teaching English to adults in Nigeria during insecurity using WhatsApp
Martha Ada Onjewu (Kaduna Polytechnic)
Due to insecurity in Nigeria schools are shut down arbitrarily by both governments and private owners when learning needs to continue for adults already using WhatsApp. This presentation encourages the continuous teaching of English language when schools are shut and provides strategies that are helpful to such teaching including syllabus sharing, class grouping, uploading assignments, class attendance taking, and more.

Level 1 Foyer
Poster 9
ESP, MD
le, e, s

An online English lesson introducing sustainability goals
Sofia Tsagdi (National Technical University of Athens)
During this poster presentation, I will demonstrate how online tools such as Twitch, etc. can assist teachers to help raise awareness of issues regarding sustainability in order to form environmentally responsible citizens. This poster will demonstrate the rationale and educational goals of the lesson to assist with this outcome.

14.05-14.35 Session 1.5

Hilton Boardroom
50 audience
Talk
TD, TTEd
le, e, ey, p, s, t, a

Challenges and opportunities: a beginner teacher's perspective on ELT
Gergő Fekete (ELTE Radnóti Miklós Primary and Secondary School)
Based on the results of a survey conducted among beginner teachers, this talk discusses what difficulties novice teachers have to face in the early years of their career, what kind of support they need, and how more experienced colleagues as well as teaching associations could help alleviate the hardships and provide the necessary support.

Hilton Broadway
40 audience
Talk
TD, TTEd
e, ey, p, s, t, a

Holistic teacher development in the Brazilian Amazon
Ana Paula Petrosino (Embassy - Inglês para quem investe no sucesso)
I will demonstrate how managers can write and execute a holistic teacher development program at private and state sector schools and I will also show the audience how we integrated teachers in different areas of the academic administration, the outcomes of this decision and what has and hasn't worked for us.

Hilton Brookfield
40 audience
Talk
GEN
le, e, s

Engaging students in speaking activities in low-resource context
Ita Frinwie Tamenang epse Ndifon (GBTHS)
Engaging EFL learners in speaking activities in the classroom in Cameroon is an uphill task in spite of their seven years of learning English. A number of factors are responsible for this. This presentation demonstrates how an experimented problem-based approach led to increased student participation in class.

Hilton Glenbank
40 audience
Talk
GEN
le, e, s, t, a

Planning collaborative and reflective online lessons for adults and teenagers
Rachel Tsateri (Freelance)
Engaging groups of adult and teenage students online can be extremely challenging. This talk will suggest an online lesson framework which not only integrates all four skills but also promotes learner reflection and develops student collaboration. New activities, such as the jigsaw-gloss and select and reflect will also be introduced.

Hilton Lagan Room A
200 audience
Talk
LT, TEA
LTSIG Showcase
le, e, t, a

Exploring the effect of an augmented writing platform and AI
Hui-ju Tsai (National Taipei University)
This talk will discuss the usage of augmented writing technology and AI writer in writing classrooms, with a focus on the effectiveness of language teaching and learning for EFL learners in tertiary education. Furthermore, it will explore students' performance and perception of using writing-support technology to assist their writing at a Taiwanese university.

Hilton Lagan Room B
200 audience
Talk
RES, TD
le, e, t

Creativity, curriculum and ELT: a practical approach to teaching English
Vijayalaxmi Koppikar (Shri M.D.Shah Mahila College of Arts and Commerce)
This talk will demonstrate how teachers can best use time, motivation and resources in the curriculum and in the real world in order to maximize and augment the inherent linguistic skills and make learners independent. It will delineate the practical classroom application with examples. Students' progress before and after the use of this method showed considerable improvement.

Hilton Lisburn
65 audience
Talk
EAP, LT
ESPSIG Showcase
le, e, t, a

Moving an EAP programme online: lessons learnt from the practitioners
Karla Kerlley de Lima Guedes (University of Southampton)
This presentation will discuss the move of an English for Academic Purposes pre-sessional programme online and look at its practitioners' views of, attitudes towards, and experiences with teaching EAP in this new context, and what we have learnt from them. The results reveal several technological, pedagogical, and social challenges, but also suggest new exciting language teaching considerations.

14.05-14.35	Session 1.5 continued
ICC Arc 150 audience Talk GEN le, e, p	**'Tiny Translators': pupils as linguistic brokers between school and home** **Maria Stewart (Ulster University)** This talk relates to a key finding from a PhD research project relating to home-school partnership for EAL pupils in primary schools in Northern Ireland (NI). It incorporates the perspectives of teachers, pupils and parents and makes several suggestions regarding how EAL pupils can be supported in their role as conduits between their teachers and parents.
ICC Auditorium 460 audience Talk GEN le, e, s, t, a	**What's grammar really for? Rethinking our priorities** **Hugh Dellar (Lexical Lab)** Grammar has long been at the heart of most EFL courses. For many, it's what makes teaching English as a foreign language an academic subject. As such, we rarely stop to consider what grammar is for. In this talk, I'll suggest some surprising answers to this question and consider how we may want to reassess our priorities as a result.
ICC Bar 2 150 audience Talk TEA le, e, ey, p, s, t, a	**In-service teachers' understanding of language assessment principles** **Hugh Douglas Sewell (University of Calgary)** There appears a disconnect between the literature on language assessment and both teachers' classroom use of and their trust in such assessments. This presentation investigates experienced language teachers' theoretical understanding of assessment principles in relation to their classroom approaches to language assessment. Results suggest greater education and development is needed to help teachers connect assessment theory with teaching practice.
ICC Hall 2B 300 audience Talk TD, TTEd le, e, ey, p, s, t, a	**English pronunciation for a global world** **Robin Walker (Oxford University Press)** Because English is a global language spoken by millions in countless different accents, the aim of pronunciation teaching is shifting from mastering a native accent to developing international intelligibility. But how do we help learners achieve this? How can they deal with the multiple accents they encounter? This talk will answer these and other key questions about teaching pronunciation today.
ICC Room 1A 100 audience Talk LIT, YLT **LitSIG Showcase** le, e, p, s	**Refugee stories as visual narrative in English language education** **Janice Bland (Nord University)** After sharing ideas about creating a safe classroom climate, I will illustrate how refugee stories can encourage children and adolescents in contemplating ethical issues while empathizing with a relatable protagonist. Introducing *Wherever I Go* (2019), *A Story Like the Wind* (2017) and *Illegal* (2017), I will show how visual narratives can help students achieve multisensory language learning and thought-filled feelings.
ICC Room 1B 100 audience Talk GI, YLT **GISIG Showcase** le, e, s	**Remote theatre to build a sense of global belonging** **Amal Mukhairez (Hands Up Project)** In Hands Up Project's international remote theatre projects, students and teachers in Palestine collaborate with peers in another country to rehearse and perform remote plays. I'll report on how this process improves attitudes towards the learning and teaching of English in UNRWA schools in Gaza, by providing motivating opportunities to use English in real contexts and developing a sense of global belonging.
ICC Room 2A 100 audience Talk IPSEN **IP&SENSIG Showcase** le, e, ey, p, s, t, a	**Sustainable education: enhanced 'CLIL-ing'. A wake-up call** **Maria Diavati (Diavati Foreign Language School)** The objective of this study is to introduce the idea of Sustainable Education through the implementation of a combination of teaching practices. Sustainability in education is the process of meeting our students' needs without compromising the ability of future generations. To that end CLIL enhanced with Question-Based-Learning and Virtual Reality will be presented.
ICC Room 2B 100 audience Talk MD, MaW le, e, ey, p, s, t, a	**Older adults in Brazilian ELT coursebooks** **Heloisa Duarte (Freelance)** How are older adults represented in ELT A1 coursebooks produced in Brazil for lower secondary courses? I tried to answer this question in my MA dissertation and in this talk I will present the main results of my research, and a good practices manual that was produced to help writers and editors deal with these representations in a non-biased way.
ICC Room 3A 100 audience Talk GEN le, e, ey, p, s, t, a	**Maximizing online marketplaces as a freelance English teacher** **Ian Wright (Bridge Education Group)** Registrations for online language training soared throughout the pandemic, providing opportunities and challenges for independent teachers. Marketplaces are a meeting point for students to find teachers globally, so learning how to stand out is critical for new and experienced teachers alike. Learn best practices in selecting one and hear from peers what sets apart successful teachers in a crowded field.
ICC Room 3B 140 audience Talk RES, TTEd le, e, s, a	**CELTA: can trainees show their teaching skills online?** **Sian Morgan (Cambridge University Press & Assessment), Sally Moore (Cambridge University Press & Assessment)** This session presents research behind online CELTA. We present findings from an exploratory study into the ease and effectiveness of delivering successful teaching online. We look at key classroom techniques such as eliciting and monitoring, and relate our findings to the assessment of trainees' teaching skills in online CELTA courses.
ICC Studio 360 audience Talk GEN le, e, ey, p, s, t, a	**The future of English: past and future predictions** **Mina Patel (British Council), Mike Solly (British Council)** This talk presents the findings of the first two phases of a multi-phase research. The aim of the project is to identify key trends that will define the role of English as a global language in the coming decade and the issues and opportunities for countries in achieving their goals for the use of English in their contexts.

14.50-15.20	Session 1.6
Hilton Boardroom 50 audience Talk TD, TTEd le, e, a	**A framework for identifying high-quality ELT teacher preparation programmes** **Mark Carver (University of St Andrews)** Evaluating teacher preparation programmes in ELT typically relies on providers' quality assurance processes, though some common design principles have been identified (QuiTE, 2009). Elaborating on models of quality in Initial Teacher Education (Feuer et al., 2013; Kennedy et al., 2021), I argue that clearer theorisations of quality in ELT contexts can improve programme design, using programme assessments as an example.
Hilton Glenbank 40 audience Talk TD, TTEd le, e, ey, p, s, t, a	**Question generation behavior of reflective teachers** **Elaheh Tavakoli (Volda University College)** Students' ability to use deep levels of thinking is achieved through reflective teachers' critical questions. This talk will report on a mixed-method study on the quality and quantity of questions generated by 20 EFL teachers in a language school in Iran. The cognitive level of their generated classroom questions will be discussed alongside components of their reflective teaching.
Hilton Lagan Room A 200 audience Talk LT, TTEd **LTSIG Showcase** le, e, ey, p, s, t, a	**Telegram app as a tool for remote training and teaching** **Wendy Arnold (Wendy Arnold & Co. Ltd trading as ELT Consultants)** This presentation shares the use of the Telegram app in a teaching training programme for teachers in public secondary schools in Venezuela. Telegram, has a low internet consumption, and has allowed a wider participation of teachers who are in rural and urban areas. Telegram's multiple features have been effective to create an adequate virtual learning environment
Hilton Lagan Room B 14.50-16.05 200 audience Panel discussion	**Hornby Trust Scholars' presentation: Standards of English in the Global South** **Yumna Aly, Cândida Arlindo, Khoa Do, Ahmed Elmaghrabi, Jules Champrien Fadidac, Jannat Ferdouse, Dahal Gyanu, Umidahon Hakimova, Ika Juniastuti, George Kanyama, Nataliia Krynska, William Mwinuka, Ha Nguyen, Bolape Olaosebikan, Jean Damascene Uwamahoro** **Facilitator: Martin Lamb** The Scholars all share a 'plurilithic' view of English (Hall & Wicaksono, 2020). That is, they recognize there is no single linguistic entity but rather a multiplicity of Englishes, as many as there are individual users of the language; they acknowledge that it is used mostly as a lingua franca and that skills of accommodation and negotiation of meaning are more important in most communicative contexts than strict observance of the rules of Standard English; and they feel that the language belongs to them as much as to its native-speakers. However, they also acknowledge that in their professional roles as English teachers/trainers in the Global South their behaviour does not always match their beliefs. Whether choosing textbooks for their courses, correcting learners in class, preparing and marking assessments, they act as if English was a monolithic construct most perfectly expressed in its 'Standard' 'Northern' form to which all must aspire. In this presentation, the Scholars will first briefly articulate their common understanding of what English is; they will then offer reflections on the types of challenge which this understanding brings to their daily work; in the final part they will suggest ways that some of these self-contradictions and conflicts might be resolved so that their practice does better reflect a plurilithic conception of the language.
Hilton Lisburn 65 audience Talk EAP, ESP **ESPSIG Showcase** le, e, t	**Post-pandemic teaching with a blended ESAP course** **Caroline Hyde-Simon (Zurich University of Applied Sciences), Jason Parry (Zurich University of Applied Sciences)** Creating a new, post-pandemic blended learning ESAP course in the field of Facility Management involves a number of considerations, such as how to integrate lessons learned during the pandemic into a 'new normal', and the benefits of forging a synergy between the EAP team and lecturers from the discipline. This concept could be extended to wider contexts in the future.
ICC Arc 150 audience	**Question & answer session relating to Nayr Ibrahim's plenary session** If you attended Nayr Ibrahim's plenary session this morning on '(Re)imagining and (re)inventing early English language learning and teaching', you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Nayr's plenary talk.
ICC Auditorium 460 audience Talk GEN le, e, t, a	**How can we help our students become more employable?** **Jasmin Silver (Cambridge University Press & Assessment)** Find out which skills matter most to employers, as set out in the Cambridge Employability Skills Framework. Get some practical ideas for how you can integrate these employability skills into your English language programme. Go through some classroom activities, for university or adult students, that show how to combine learning English and improving their employability at the same time.

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14.50-15.20	Session 1.6 continued
ICC Bar 2 14.50-16.05 150 audience Forum LAM, TD le, e, ey, p, s, t, a	***Forum on language teacher associations*** **How special are special interest groups? – Revisiting SIGs** **Amol Padwad (CELE, Dr. B. R. Ambedkar University)** This presentation argues that the notion of 'special interest' underlying SIGs in teacher associations (TAs) hasn't been adequately explored or problematised. Based on a survey of several TAs and TA members, it demonstrates that the notion is not clear or similar across contexts, and makes a case for a context-appropriate conceptualisation of special interests and SIGs. **EFL teachers' self-perceived value of agency in CAMELTA** **Eric Enongene Ekembe (ENS Yaounde)** Teacher agency in local teacher associations (TA) is largely determined by their personal assessment of the relative utility of professional development activities offered by the TA. This presentation examines CAMELTA members' self-perceived value of the activities they are engaged in to offer insights on the nature of professional development activities that can lead to increased teacher agency in low-resourced contexts. **Teacher development at crossroads: inclusive role of language teachers' associations** **Kati Bakradze (The Estonian Foreign Language Teachers´ Association), Ene Peterson** This talk illustrates the professional journey of language teachers in Estonia in close cooperation with the Foreign Language Teachers´ Association. The aim of the association is to provide supportive conditions and inclusive training and development to foreign language teachers who have to navigate successfully at the current crossroads of teaching.
ICC Hall 2B 14.50-16.05 300 audience Forum TD, TTEd le, e, t, a	***Forum on EMI: challenges and opportunities*** **Effective CPD for EMI: a case study from Uzbekistan** **Jason Skeet (Norwich Institute for Language Education (NILE))** This talk explores professional development in English as the Medium of Instruction (EMI) at university level. The focus is on how the design by EMI teachers of their own EMI Teaching Standards Framework, describing their teaching practice, has been at the heart of an extensive British Council/NILE project for supporting the development of EMI at universities in Uzbekistan. **Teaching STEM through the medium of English: opportunities and challenges** **Awad Alhassan (Dhofar University)** This presentation reports on findings from a qualitative research project on English-medium instruction in Omani higher education. The target audience include policymakers in addition to the novice and experienced EFL, EAP and EMI researchers and practitioners. I will engage with the audience in the discussion of the study's implications for EMI content teacher education and continuing professional development. **Impact of EMI on internationalisation of Omani Higher Education** **Holi Ali (University of Technology & Applied Sciences Rustaq), Silvio Sergio Saleem Scatolini (University of Technology and Applied Sciences), Qasim Alwashahi (University of Technology and Applied Sciences)** This presentation draws on findings from an empirical study that investigated the role of EMI in the internationalisation of higher education in Oman, its gains and challenges. The target audience was made up of both novice and experienced EMI, EAP, and TESOL practitioners and researchers. The study's findings and implications seek to inform EMI pedagogy, research, and policy.
ICC Room 1A 100 audience Talk LIT, TTEd **LitSIG Showcase** e, s, t, a	**Training teachers with creativity: teaching language with literature** **Linda Yael (Pilgrims Teacher Training)** This session is based on my experience of teaching both literature and language through literature, together with creative writing, with the aim that trainees should themselves enjoy reading, and experience writing. I will give examples of tasks and texts written by participants, and discuss with attendees ways in which they may adapt these ideas for their own use.
ICC Room 1B 100 audience Talk LA, YLT le, e, ey, p, s, t, a	**Deeper Learning: focusing on what matters** **Maria Davou (Glossomatheia)** Deeper Learning (DL) is a language education framework where language is taught through philosophical inquiry, without any ELT material. In DL the English language is the means to investigate philosophical questions but it is also the end. Learners have a choice which content area(s) they will attend. They learn English through philosophical thinking, by delving deeper into the content areas.
ICC Room 2A 100 audience Talk IPSEN, MD **IP&SENSIG Showcase** le, e, ey, p, s, t, a ProdProm	**"Mainstreaming" diverse voices through video** **Adam Salkeld (Digital Learning Associates Ltd), Ben Goldstein (Freelance)** Can we shift from tokenism to mainstream in the representation of diversity? How do we find a place for marginalised voices? Join us to see how *Ready to Run* authentic video drives real world inclusion; discuss the importance of diversity both behind and in front of the camera; and discover why now is the time to finally de-PARSNIP our materials.
ICC Room 2B 100 audience Talk GEN le, e, ey, p, s, t, a	**Why the world needs ELT coursebooks** **Paul Davies (Freelance)** Coursebooks are often portrayed as an obstacle to progress in teaching – a necessary evil at best. They are accused of encouraging an old-fashioned, teacher-centred approach and perpetuating a non-inclusive view of English and the world. In this talk, I will defend coursebooks against these and other criticisms and reject the subtle elitism that underlies the anti-coursebook agenda.

14.50-15.20	Session 1.6 continued
ICC Room 3A 100 audience Talk LT, TTEd le, e, s, a	**Public signage: resource for the English classroom** **Irina Ignateva (MGIMO University), Irina Ashmarina (MGIMO University)** Public signage found across Great Britain is small format texts that can be encountered anywhere but textbooks. Introducing signage into the classroom can be effective to develop students' language skills and raise their awareness of British culture. We will touch upon pedagogical purposes and focus on classroom activities based on public signage.
ICC Room 3B 14.50-16.05 140 audience Forum LA, TEA le, e, ey, p, s, t, a	***Forum on CEFR*** **Fostering learner autonomy with the new CEFR guidelines** **Claudia Kunschak (Ritsumeikan University)** The CEFR Companion Volume with New Descriptors is a versatile basis for building a class or program portfolio. This presentation will share a possible approach to using everything, from reception, production, interaction to mediation and plurilingual and pluricultural competence to make the curriculum transparent, motivate students, and provide them with a tool for self-directed learning. **The CEFR, its companion volume (2020) and interculturality** **Barbara Lapornik (Trieste, LSS "F:Prešeren")** I will present the latest version of the CEFR (Common European Framework of Reference for Languages, 2020) together with its companion volume, which contains a complete set of extended CEFR scales of descriptors. I will focus on mediation scales describing the pluricultural repertory and space, linking them to a more complex language education. On-line resources will close this talk. **Are we teaching the right things? What might they be?** **Rudi Camerer (elc - European Language Competence), Judith Mader (elc-European Language Competence)** Most language teaching is based on the skills of reading, writing, speaking and listening and the four elements of grammar, vocabulary, pronunciation and spelling. Why then does the Council of Europe's new CEFR suggests something different? And what exactly is ELT's "added value" as opposed to what digital translation tools like Google Translate can offer. The new CEFR provides answers.

15.35-16.05	Session 1.7
Hilton Glenbank 40 audience Talk RES, TTEd le, e, ey, p, s, t, a	**Choosing asynchronous: designing self-access ELT training for online teachers** **Malamatenia Gatsou (EF Education First, Teach Online—Adults)** Are you interested in designing asynchronous ELT training? In this talk, I will present my five guiding design principles which are grounded in theories of 'Andragogy' namely, adult learning and successful leadership practices. I will also delineate how I have applied these principles to design and deliver high-quality training to thousands of online teachers using real-life examples.
Hilton Lagan Room A 200 audience Talk LT **LTSIG Showcase** le, e, ey, p, s, t, a	**Overcoming the challenges of a new online educational reality** **Maria Diakou (Cyprus Ministry of Education, Culture, Sports and Youth / University of Nicosia)** Traditional strategies are called to be adapted, and new strategies are expected to be developed for online learning environments. Young students' and teenagers' engagement in an active learning online environment helps increase their interaction and knowledge retention. This presentation will share how learners can effectively be engaged through active learning strategies and successfully adapted to online environments.
Hilton Lisburn 65 audience Talk ESP, TEA **ESPSIG Showcase** le, e, t	**Teaching and evaluating speaking in the engineering classroom** **Divya John (Sri Sivasubramaniya Nadar College of Engineering)** This talk investigates the difficulties in assessing speaking for engineering undergraduates; tries to find solutions to address the problem using technology; and recommends a classroom-based assessment. The study deals with the advantages and disadvantages of using technology in the classroom for the assessment of speaking, and arrives at a viable solution that can be implemented without much difficulty.
ICC Auditorium 460 audience Talk GEN le, e, s, t, a	**Seven steps towards creativity in the classroom** **John Hughes (National Geographic Learning)** Most teachers agree that creativity in the classroom is positive but opinions vary on how we might achieve it. I'll explore definitions of creativity and suggest that we should think 'inside the box' as well as 'outside' it. I'll also propose seven steps towards making your lessons more creative with plenty of practical ideas to use with your students tomorrow.
ICC Room 1A 100 audience Talk GEN **LitSIG Showcase** le, e, t, a	**Narrativization of a poem as a learning exercise** **Kirill Ignatov (Lomonosov Moscow State University (MGU))** To promote contemporary poetry among English learners the principle of indirect goal setting can be used, which suggests that while doing some language activities, students get involved into a close reading of the text. Thus, rendering what happens in the poem in their own words allows students of advanced level to understand and appreciate the poems better.
ICC Room 1B 100 audience Talk GI, MaW **GISIG Showcase** le, e, ey, p, s, t, a	**Is ELT guilty of Greenwashing?** **James Taylor (Taylor Made English)** Lessons about the environment are everywhere in ELT materials. Barely a coursebook is printed without a unit on green issues, but is the scope of these lessons wide enough? In this talk I will examine how environmental issues are presented to our students and question if we are really tackling the true issues that we face today.

15.35-16.05	Session 1.7 continued
ICC Room 2A 100 audience Talk GI, IPSEN **IP&SENSIG Showcase** le, e, ey, p, s, t, a	**LGBTI-inclusive curricula: impact and implementation** **George Wilson (British Council France)** This talk will examine issues around LGBTI-inclusive curricula. I will explore the rationale behind enhancing representation before examining the findings of an MA research project into the impact of such curricula in Sweden and the Netherlands. I will then explore efforts by British Council France to enhance representation. Finally, participants will be encouraged to reflect on their own practice.
ICC Room 2B 100 audience Talk TD, TTEd le, e, p, s ProdProm	**Identities of foreign assistant language teachers (ALTs) in Japan** **Takaaki Hiratsuka (Ryukoku University)** Although there is a need for scrutiny of the lived experiences of foreign assistant language teachers (ALTs), research addressing them has been insufficient. This study explored the identities and their constructions of 27 ALTs in Japan. Findings revealed that the gestalt of ALT identity is comprised of two primary categories.
ICC Room 3A 100 audience Talk LT, YLT le, e, p, s	**Lights, camera, action: inspire! Empower your students with life skills!** **Armanda Stroia ("Avram Iancu" School)** Do your students know how to cope with ANTs (automatic negative thoughts)? We all want to boost our students' self-confidence and emotional resilience. In a COVID-19 world dominated by anxiety and uncertainty, our learners need better soft skills. Come to the backstage production of inspirational resources and ideas with Canva and Flipgrid: First-aid emotional kit, habit trackers, mood-o-meter tools, etc.
ICC Studio 360 audience Talk TD, TTEd le, e, ey, p, s, t, a	**Helping new teachers make the best use of L1** **Peter Watkins (Cambridge University Press & Assessment)** The use of the learners' own language (or L1) in language teaching has undergone a major reappraisal, with research evidence suggesting that the judicious use of L1 in the classroom can have many benefits. But how can we equip trainee teachers to use this tool skilfully? This talk will propose a three-part model, with each stage supported by example activities.

16.05-16.35 Break

Free tea and coffee will be served in the Exhibition

16.10-16.30
IATEFL Careers Fair

How to write project proposals that win
Alan Mackenzie
This is a two-part session, with the first 10 minutes examining basic issues with project proposals including: specific considerations of the tender or proposal you are applying for; what is and isn't funded; and the evaluation criteria. We will also overview the main content of a proposal including, planning processes, the people involved, budgeting considerations, specific organisational concerns, and dissemination. This workshop will use examples of the British Council as a donor organisation, and Hornby Trust projects as a specific case study, though general principles apply to almost any funding proposal situation. The second 10 minutes will be more like a workshop and we ask you to bring examples of project proposals you are working on, or ones that you have submitted but been unsuccessful in winning.
This will be followed by an Advice Q&A session 16.30-17.30

16.35-17.05 Session 1.8

Hilton Broadway 40 audience Talk **with restricted audience size** TTEd le, e, t	**A new approach to TESOL microteaching-developing personas** **Aneta Marren (University of Glasgow)** I will demonstrate how developing personas can be implemented into microteaching to help increase the authenticity of the task. I will then present the findings from the project conducted with a group of MSc TESOL students who used personas in their microteaching practice and discuss how their use impacted their microteaching experience.
Hilton Brookfield 40 audience Talk GEN le, e, ey, p, s, t, a	**The effect of COVID-19 on language teacher and learner identity** **Aymen Elsheikh (Texas A&M University at Qatar)** Although language teacher and learner identity has been the subject of research in the past few years, examining identity development during the pandemic has not received much attention. This presentation sheds light on how COVID-19 has had a great influence on how teachers and learners view themselves and their experiences and how this contributed to their identity formation.

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IPSEN = Inclusive Practices & SEN
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LIT = Literature
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MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation

RES = Research
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TTEd = Teacher Training & Education
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ProdProm = This session includes product promotion

le = less-experienced audience
e = experienced audience

ey = early years
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

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16.35-17.05	Session 1.8 continued
Hilton Lagan Room A 200 audience Talk LT, MD **LTSIG Showcase** le, e, ey, p, s, t, a	**Instructional design for sustainable online language education** **Sophia Mavridi (De Montfort University)** Sustainable Online Language Education requires methods that aim to increase knowledge retention and engagement online. While professional instructional designers are essential for supporting such objectives, educators themselves need instructional design skills to maximise students' learning experiences. This session will introduce language educators to key instructional design principles and how to apply them to their online or blended courses.
Hilton Lisburn 65 audience Talk EAP, ESP **ESPSIG Showcase** le, e, t, a	**Engaging Pre-Sessional law students in writing a legal assignment** **Stella Smyth (Queen Mary University)** This talk focuses on how QMUL's online Pre-Sessional legal English course prepares postgraduates for their law degrees. I demonstrate how the Pre-Sessional assessments relate to the students' target learning situation, their LLM degrees. I then show how this goal underpins the way the course materials are designed and critically appropriated by the legal English tutors and their students.
ICC Arc 150 audience Talk LA, LT le, t	**Developing students' collaboration skills through social advertising in ESL classrooms** **Uliana Tykha (Vasyl Stefanyk Precarpathian National University)** Collaborative learning environment engages students in designing a social advert that conveys a powerful message and raises awareness about a burning social issue of nowadays – nomophobia. Working on a creative collaborative project enhances language skills, high-level thinking skills and digital creativity. Moreover, it fosters learner autonomy and equips students with skills to be successful beyond the classroom.
ICC Auditorium 16.35-18.05 460 audience Signature Event	**British Council Signature Event** **The Future of English: voices from around the world** In 2006 David Graddol wrote his influential book *English Next*, in which he examined the current and future trends in English language learning and teaching. It is the most cited book ever published by the British Council and has stimulated a great deal of debate on the learning and teaching of English globally. In 2020, the British Council decided to revisit Graddol's work and initiate a global project – The Future of English – to reflect on his predictions to assess where English is at the moment and where we think it might go in the next 10 years. In this panel session a range of experts from across the globe will discuss their ideas and predictions for the future of English.
ICC Bar 2 150 audience Talk TD e, ey, p, s, t, a	**Tokenism or engagement? A new model for teacher development** **Sarah Smith (eltonix), Claire Steele (eltonix)** We will demonstrate how schools can more effectively engage teachers in ongoing professional development by presenting three different continuous professional development (CPD) models and analysing them using Hart's *Ladder of Participation* (1992) based on the degree of teacher participation, engagement and choice. We use teachers' voices to provide feedback on each model and propose the most effective for schools.
ICC Hall 2B 300 audience Talk GEN le, e, t, a	**Test anxiety and coping strategies for foreign language learners** **Liana Berkowitz (ETS Global)** This session will provide teachers with useful tips and strategies for helping their students overcome test anxiety in the EFL context. I will first define what test anxiety is, then review related research findings and identify types of anxiety. Finally, I will discuss the ways teachers can help the learners.
ICC Room 1A 100 audience Talk LT, LIT **LitSIG Showcase** le, e, s, t, a	**Extrinsic motivation strategies for extensive reading in instructed contexts** **Thomas Robb (Extensive Reading Foundation)** One issue with Extensive Reading is how to get the students to actually read. Without clearly set goals in terms of books or words, many students will read only reluctantly or not at all. We will discuss the pros and cons of different techniques that not only encourage greater intrinsic motivation but also allow the instructor to track student progress.
ICC Room 1B 100 audience Talk GI, TD **GISIG Showcase** le, e, t	**Taking the bull by its horns: empowering agents of change** **Blerta Mustafa (University of Prishtina), Zinaide Gruda** The aim of this presentation is to share the experiences of pre-service English teachers in a fragile democracy in Kosovo, as they embarked on a roller-coaster ride through a multi-stage capstone project that encouraged reflection and inquiry. This transformative learning journey revealed that the project design facilitated a shift in the students' role, from bystanders to productive contributors to society.
ICC Room 2A 100 audience **IP&SENSIG Showcase**	**IATEFL Inclusive Practices & Special Educational Needs Special Interest Group Open Forum** *The Inclusive Staffroom* Drawing from the various elements necessary for an inclusive classroom mentioned during our Showcase Day, we will welcome contributions on the topic of teacher identities, staff with specific needs and well-being for the ELT workforce, including managerial staff. Participants are welcomed to share their own stories and encouraged to stay for the prize draw.
ICC Room 2B 100 audience Talk TD	**Enabling context-relevant interactive teaching among rural teachers in Kazakhstan** **Tatyana Letyaikina** Ambitious state educational programs in Kazakhstan tend not to match rural teachers' professional skills due to their lack of training and students' low level of English. Teacher trainers associated with local Teacher Associations have succeeded in introducing rural teachers to practical, easy-to-use interactive teaching practices, enabling them to "tack" student-centered techniques onto their regular instruction and igniting students' motivation.

16.35-17.05	Session 1.8 continued
ICC Room 3A 100 audience Talk GEN le, e, a	**Grammar: feel the fear and teach it anyway...** **Clare Hayward (Hayward Training)** Trainees completing initial teacher training are enthusiastic on their new journey. However, is there one area on the syllabus sometimes met with less excitement? Is English grammar considered challenging to teach? This talk investigates this and brings together practical suggestions for trainers or teachers to encourage further learning and understanding, resulting in more confident teaching of English grammar.
ICC Room 3B 140 audience Talk AL, RES e, ey, p, s, t, a	**The trouble with second language acquisition research** **Richard Badger (University of Leeds)** Much second language acquisition (SLA) research is problematic for two reasons: ethically, language learners are treated as subjects to be investigated rather than participants in the learning process; and, ontologically, because the research undervalues learners' cognitions in second language learning. SLA research can learn from action research, teacher cognition research, autoethnography and healthcare research.
ICC Studio 360 audience Talk YLT le, e, ey, p ProdProm	**Using stories in the pre-primary and primary classroom** **Jeanne Perrett (Freelance / Pearson English)** This session looks at how stories reinforce language learning and aid memory. The familiar territory of listening to stories provides comfort for young learners while supporting language recognition. Using examples from *My Disney Stars and Friends* and *Disney Kids Readers*, I will discuss how stories can be exploited to help children use and remember their newly learnt language.

17.20-18.05	Session 1.9
Hilton Boardroom 50 audience Workshop **with restricted audience size** GEN le, e, ey, p, s, t, a	**From characters to storytelling. Creative ways to enliven language learning** **Amanda Croft (Freelance)** Have you ever asked your English learners to create a character through drawing and then build a story? This workshop will demonstrate this fun and entertaining technique to use with children and young adults. Large sheets of paper and pens provided. Please bring creative imaginations and a willingness to get your learners to start thinking on their feet.
Hilton Broadway 40 audience Workshop GEN le, e, ey, p, s, t, a	**Substitution drills reinvented** **Kenneth Lackman (Ryerson University)** This session will argue that the mechanical nature of substitution drills that led to their decline in popularity can be overcome by raising their cognitive depth through involving students' imagination, creativity and humour. Following a brief introduction to substitution drills, I'll demonstrate how they can be used as meaningful controlled practice for vocabulary or grammar with either writing or speaking.
Hilton Glenbank 40 audience Workshop BE, TD le, e, a	**Think! Working with reflection in the classroom** **Roy Bicknell** We all think and reflect in the classroom but how we do that can take different forms. This workshop discusses three activities which demonstrate how reflective practice can be used effectively in the hybrid and online classroom. Curious how reflection can support student feedback and engage them in their classroom learning? Come to this practical and reflective workshop!
Hilton Lagan Room A 200 audience **LTSIG Showcase**	**IATEFL Learning Technologies Special Interest Group Open Forum** *Promoting best practices in the creative applications of educational technology* The LTSIG Open Forum is a dynamic opportunity for members and prospective members to meet the LTSIG committee and to learn about the LTSIG's activities, events and future plans. Come and join the conversation over drinks and nibbles!
Hilton Lagan Room B 200 audience Workshop YLT le, e, s ProdProm	**Stronger together: collaborative learning, from local to global** **David Spencer (Macmillan)** Teamwork is an essential life skill in today's world. In this session, I will propose practical activities and approaches, including examples from the new edition of *Gateway*, that can really help students to work productively together. In particular, we will look at how Project Work can be exploited to develop collaboration between individual students, classes, schools and even continents.
Hilton Lisburn 65 audience **ESPSIG Showcase**	**IATEFL English for Specific Purposes Special Interest Group Showcase Round-up** *Bringing together ESP professionals from all over the world* The ESPSIG Showcase round-up session provides an opportunity for members and prospective members to revisit the main themes of the day, and to facilitate discussion by sharing experiences and ideas in English for Specific Purposes.
ICC Arc 150 audience Workshop GEN le, e, s, t, a ProdProm	**Getting students in the right mind for language learning** **Sarah Mercer (Helbling / University of Graz)** The aim of this workshop is to critically consider diverse aspects of language learner psychology and explore practical ideas of how we can facilitate a positive frame of mind among students to support their language learning. In particular, we will focus on learner self-concept, beliefs, emotions, and self-regulatory skills using *Psychology in Practice* published by Helbling.

17.20-18.05	Session 1.9 continued
ICC Bar 2 150 audience Workshop GEN le, e, s, t ProdProm	**Exam hacks for stress-free success** **Katherine Stannett (National Geographic Learning)** In this workshop, I will be sharing some practical tips to support our students through the stress of studying for, revising, and taking exams. Using material from *New Close-Up*, as well as specially-created activities, I will look at how, with a balanced focus both on well-being and on academic study, we can help our students to achieve exam success.
ICC Hall 2B 300 audience Workshop GEN le, e, ey, p, s, t, a	**TBLT – task-based language teaching: what are the challenges?** **Jane Willis** There is ample evidence that TBLT, when well handled, raises learner motivation and enables learners to interact confidently. But what challenges do teachers new to TBLT face? What questions do you have? Groups will decide what questions to ask and I will attempt to answer, taking suggestions from participants. No PowerPoint but bring pen and paper to record your ideas!
ICC Room 1A 100 audience **LitSIG Showcase**	**IATEFL Literature Special Interest Group Open Forum** *Connecting ELT, literature, extensive reading and the arts* Come and meet the LitSIG committee and other like-minded people to discover how to benefit from and get involved in LitSIG … and enjoy a drink and nibbles! Then join us for the presentation of awards to publishers and authors of the 2021 Language Literature Awards from the Extensive Reading Foundation.
ICC Room 1B 100 audience **GISIG Showcase**	**IATEFL Global Issues Special Interest Group Open Forum** *Connecting critical educators to advocate for social justice in ELT* Pop along to meet our committee members, network with like-minded critical educators and find out more about ongoing GISIG activities and events. Take part in our latest 'Conversation for Change' – a lively, interactive, action-oriented discussion on a surprise theme, chosen by our members!
ICC Room 2A 100 audience Workshop IPSEN, LAM **IP&SENSIG Showcase** le, e, ey, p, s, t, a	**The 21st century leader: playful, curious, and inclusive** **Lucie Cotterill (IH British School Reggio Calabria)** In education, there is a lot of talk about the "21st-century" skills essential for our learners but are we, as leaders of language teaching organisations, thinking about the specific needs of our 21st-century teams? This workshop will provide team leaders with practical ideas they can use to increase engagement and inclusion in the workplace through playfulness and curiosity.
ICC Room 2B 100 audience Workshop ESOL, TD le, e, ey, p, s, t, a ProdProm	**Teacher Ladership for School-Wide English Learning** **Michelle Benegas (Hamline University), Amy Stolpestad** Based on the 2020 book with TESOL Press, *Teacher Leadership for School-Wide English Learning (SWEL)*, we will provide an interactive workshop focused on preparing ESOL teachers to be teacher leaders in their schools. Through non-evaluative peer instructional coaching and professional development delivery, SWEL coaches support English learners to have explicit, uninterrupted language learning throughout the school day.
ICC Room 3A 100 audience Workshop GEN le, e, ey, p, s, t, a	**ELT songwriting: placing music at the heart of language pedagogy** **Tom Parkinson (University of Kent / Creative Listening), Luke Vyner (Creative Listening)** Teachers using songs for ELT understandably focus on lyrics. Yet music plays a significant role in determining songs' meaning, reception and pedagogical effectiveness. In this interactive songwriting workshop for all, we'll explore relationships between rhythm and phonology, melody and phonetics, singing and speaking, emotion and memory, and identify key musical elements that make songs engaging and effective in the classroom.
ICC Room 3B 140 audience Workshop TD le, e, ey, p, s, t, a	**How to survive your own teaching** **Ellen Keates (Keates Active English)** What does it take for teachers to stick it out in teaching year after year? Is it clever students, excellent teaching methods? Fantastic colleagues? A brilliant school system? A matter of personality perhaps? What can you yourself do to carry on teaching forever - and with ever-increasing enthusiasm! Come and join, share some great ideas: energise the teacher in you!

Evening events

19.30-20.30
ICC Bar 1

Introduction to Belfast

A fun, interactive talk with DC Tour's Lead Guide, Paul Donnelly. Paul is a Politics and History lecturer and also holds the title of the UK's Top Tour Guide. This one-hour introduction will include:

- A brief history of the city
- Top attractions and things to do
- Favourite bars and restaurants
- Language and colloquialisms
- Q&A

Join us and discover our new titles for 2022 at stand 32!

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Young Adult Readers
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Build up to IELTS

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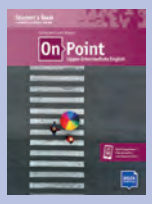

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Wednesday 18 May

08.00-18.00 Registration desk open
08.30-17.30 Exhibition open

08.15-08.45 Early morning sessions

ICC Room 1A
100 audience

How to get published in a refereed journal
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.

ICC Room 1B
100 audience

How to write successfully for IATEFL *Conference Selections*
Deborah Bullock
Are you presenting at IATEFL? If so, you may write up your session for consideration for IATEFL's annual *Conference Selections* publication. The editor will provide guidance by discussing some of the characteristics of a successful paper and some of the reasons for non-acceptance. There will also be time for questions.

ICC Room 2A
100 audience

How to get the most out of volunteering
Harry Kuchah Kuchah
Serving as a TA volunteer requires commitment and sacrifice for the general good of the membership of the TA. Fulfilling this can be both challenging and enriching depending on the specific motivation for volunteering. This session will help current and future TA volunteers reflect on their motives for volunteering and discuss potential ways of making the most out of their roles.

ICC Room 3B
140 audience

Mindfulness practices (sponsored by Macmillan Education)
Day 2: The mindful pause
The mindful pause helps us to develop the habit of stopping and pausing during our busy day, especially when things are difficult or confusing. We get a chance to acknowledge what is going on and an opportunity to refocus and get clarity on what really matters at that moment.

09.00-10.00 Plenary session

ICC Auditorium

Plenary session by Gabriel Díaz Maggioli

Dr. Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as teacher educator, researcher, and writer. He works as Academic Advisor to the Institute of Education at Universidad ORT Uruguay. The author of 25 books, as well as numerous articles in professional and peer-refereed journals, Gabriel has been fortunate to share his work with colleagues in the Americas, Asia, Europe, and the Middle East. He is the first Latinx President of the International Association of Teachers of English as a
Foreign Language (IATEFL).

Reading the world and the word
Reading is an enabling skill that allows access to a whole array of contexts, contents and information. The teaching of reading in foreign language settings has been tied to a more or less stable paradigm for the past thirty years. However, with the move to online instruction caused by the COVID-19 pandemic, certain taken-for-granted axioms about the teaching of this skill have come into question. In this plenary we will explore some of the current assumptions behind enabling learners to access the world through texts.

10.15-10.45 Session 2.1

Hilton Boardroom
50 audience
Talk
LAM, TTEd
LAMSIG Showcase
le, e, t

When the going gets tough, the tough get going!
Marina Gonzalez (UNPAZ- National university of José c. Paz)
This talk brings the experience of creating and starting a teacher education programme during the pandemic. It is a project whose guidelines are inclusion and creating new possible futures for young generations. We will focus on the challenges and needs of a suburban area of Buenos Aires, Argentina, and how a public university worked to provide an answer to them.

Hilton Broadway
40 audience
Talk
RES, TTEd
le, e, t, a

Seeing is believing: the success of video in teacher training
Laura Wilkes (EF Teach Online), Sohail Marcola (EF Teach Online)
How can we provide scalable, effective training to large numbers of remote teachers? We compared three modes of delivery for computer-led instruction to identify the most effective solution. We explore the theories underpinning the success of modalities and present data comparing the outcomes in context. Recommendations are made for training providers focusing on the video modality.

Hilton Brookfield
40 audience
Talk
GEN
le, e, p, s, a

Developing speaking proficiency through critical thinking
Fatemah Alsaffar (The Public Authority of Applied Education and Training)
I will demonstrate how educators can effectively integrate critical thinking activities into their ESL/EFL classrooms to enhance speaking skills. I will show how through images and critical thinking questions, students can improve their fluency and develop self-confidence to speak. The results of students' feedback will be illustrated to show their level of improvement.

10.15-10.45	Session 2.1 continued
Hilton Glenbank 40 audience Talk AL le, e, ey, p, s, t, a	**An eco-linguistics approach for ELT in the aftermath of COVID-19** **Saloua Mrabet-Abid (Higher Institute of Languages, Tunis)** I have developed a framework that aims at increasing awareness of the importance of adopting an eco-linguistics approach, which helps transform teaching practices and change the roles of school curricula and textbooks-in-use. Different recommendations and future action plans will be suggested to draw attention to the importance of implementing new operational reforms needed to meet the challenges of 21st-century education.
Hilton Lagan Room A 10.15-11.30 200 audience Forum EAP, ESP le, e, s, t, a	***Forum on academic vocabulary*** **Increasing (EAP) vocabulary knowledge through targeted materials and engagement** **Clare Maas (Trier University)** This talk explores what 'knowing' vocabulary really means, then presents practical ideas for making or extending materials and activities to continually and deliberately engage students with vocabulary and help them develop this knowledge. It focuses on EAP, highlighting salient points for EFL university settings, and shares tips, tools and tried-and-tested examples (and 'twists') that can be adapted to various contexts. **SEQ-CORP: a teaching sequence and materials based on corpus principles** **Andréa Geroldo dos Santos (University of São Paulo)** This talk aims to describe a proposal to design material for teaching English and a teaching sequence relying on Corpus Linguistics principles. Both materials and the sequence help increase learners' interest in researching and working autonomously. The talk also demonstrates how this material, and this sequence may be put into practice by providing practical examples used in the classroom. **How should we teach technical vocabulary to English language learners?** **Jacqui Reid (QMUL)** This session reviews vocabulary learning strategies (VLSs) and taxonomies used in teaching L2 (English) mid and low frequency EAP and technical lexis. COVID-19 constraints made primary research unfeasible. Thus, secondary research was used to contrast L2 acquisition theories with corpus linguistics to find a better approach to teaching academic reading lexis.
Hilton Lagan Room B 200 audience Talk IPSEN, TTEd le, e, ey, p, s, t, a	**Specific learning difficulties and English language teaching** **Jenny Dooley (Express Publishing)** In this session, we will explore methodologies in foreign language teaching aimed specifically at facilitating learning among students with learning difficulties. Due to the intricate nature of the English language, some learners may require further guidance and support. Practical demonstrations will help instructors implement techniques to make language learning an effective and rewarding experience for all students.
Hilton Lisburn 65 audience Talk MD, TEA **TEASIG Showcase** e, t, a	**Developing institutional listening tests** **Michael Fields (University of Delaware English Language Institute)** This practice-focused talk details the process of developing a suite of listening tests in a large public university: from writing text and items, to recording sound files, through piloting the tests, running an item analysis and then editing to create final forms. In addition to the complex technical challenges, the role of collaboration with all stakeholders will be examined.
ICC Arc 150 audience Talk AL, TD le, e, s, t, a	**Making the invisible visible: a teacher's guide to language ideologies** **Jennifer MacDonald (Dalhousie University)** Language ideologies are beliefs, attitudes and ideas about language and language use commonly held in society. Though often unspoken, they shape our teaching practice. In this talk, teachers will discuss common language ideologies in ELT worldwide, and explore strategies for "making the invisible visible": discussing and questioning language ideologies in their own classrooms and teaching practice.
ICC Auditorium 10.15-11.30 460 audience Panel discussion GEN e, ey, p, s, t, a	**What is driving change in ELT: evidence, values or technology?** **Philip Kerr (Cambridge University Press & Assessment), Silvana Richardson (Cambridge University Press & Assessment), Evelina Galaczi (Cambridge University Press & Assessment), Andrew Nye (Cambridge University Press & Assessment)** Is research improving ELT? Or is it developments in technology? Or are changes in ELT driven more by our values – beliefs about equality and inclusivity, about wellbeing and social responsibilities? This panel will critically evaluate what is having the most impact on the way ELT is changing.

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10.15-10.45	Session 2.1 continued
ICC Bar 2 150 audience Talk AL, GI le, e, p, s, t	**ELT and the social agenda: gender equality across countries** **Vander Viana (University of East Anglia)** Is there space in ELT for socially committed practice? In this presentation, I will report the findings of a study on gender equality in ELT, which was conducted in 10 countries with numerous school and university stakeholders. The findings indicate the need for us to (re)consider our practices in order to fulfil our educational role as ELT practitioners.
ICC Hall 2B 10.15-11.30 300 audience Forum LAM, TD le, e, ey, p, s, t, a	***Forum on transitioning from online to face-to-face teaching*** **Support that can work all ways** **Abeer Okaz (Pharos University in Alexandria)** During the past period, everyone has struggled with uncertainty and inconsistency. Now, anxiety, frustration and happiness are all associated with the start of f2f teaching. This talk discusses how to support the administration, teachers and students in the transition from the digital classroom to the physical one, and introduces contingency plans in case of lockdown or the continuity of hybrid. **Applying the experiences from online-teaching to teaching on campus** **Gabriela Schoekler (UAS Technikum Wien)** Returning to university campuses will not be a return to pre-lockdown conditions, as the experiences made while teaching online will have and should have a lasting effect. This talk presents an analysis grid enabling lecturers to systematically analyze and reflect on their online teaching, intended as a practical guideline for how to improve on-campus teaching based on their online experiences. **Angels helped us transition from distance to in-person learning** **Zaira Coutinho (ICBEU Manaus)** This talk describes a pioneer project implemented at ICBEU Manaus to help us transition from distance to in-class learning. It outlines how we formed a "Guardian Angels Squad Against COVID-19" to ensure everyone in our school community would be aware of, and comply with, our anti-COVID prevention protocols.
ICC Room 1A 10.15-11.30 100 audience Forum TD, TTEd le, e, ey, p, s, t, a	***Forum on novice teacher training*** **Novice teachers' sense of professional identity explored through portrait methodology** **Ella Ait-Zaouit (Fontys University of Applied Sciences)** In this talk, I will present the findings of a completed research carried out on the development of novice English teachers' sense of professional identity and how the use of portrait methodology has illuminated this. During this talk, you will be triggered to reflect on your teacher identity and/or on effective ways to explore it. **Exploring student-teacher's identity (re)construction on a TESOL programme** **Vanessa McDonagh (University of Glasgow)** The narrative exploration of the (re)construction and reconstruction of student-teachers' teacher identity through the use of interview and guided reflective journals is the focus of this session. The research follows five participants as they journeyed through their one-year TESOL masters' programme and the experiences they had as they navigated their way through as students and student-teachers. **Short-term EFL teachers' identity development and professional engagement** **Natalie Donohue (University of Leeds / Volda University College)** The construction of teacher identity is likely influenced by the nature of prospective teachers' training and their underlying motivations for teaching. This longitudinal paper reports on the identity construction of two CELTA-trained novice teachers who viewed EFL as a short-term occupation. The impact of their in-service experiences on identity development will be highlighted, alongside how this influenced their professional engagement.
ICC Room 1B 100 audience Talk MD, MaW **MaWSIG Showcase** le, e, ey, p, s, t, a	**CPD for materials writers: in search of a framework** **Denise Santos (Freelance)** What must materials writers do in order to engage in relevant and effective continuing professional development? This talk examines key issues surrounding this question and proposes a framework for materials writers' CPD. The points made are supported by recent literature in ELT, personal experience and responses from an online survey.
ICC Room 2A 100 audience Talk RES, TD **ReSIG Showcase** le, e, ey, p, s, t, a	**Reading (about) research? Teachers' perspectives and priorities** **Graham Hall (Northumbria University)** This talk explores the relationship between ELT research and practice. Drawing on the results of a project exploring practitioners' engagement with published research, it gives voice to teachers' own perceptions of its relevance for their teaching. Consequently, it explores teachers' suggestions for making published research more accessible and relevant to them, and thus potentially more impactful for the wider profession.
ICC Room 2B 100 audience Talk EAP, ESP le, e, s, t	**Teaching them to think: scaffolding language and developing reflective thought** **Heather McClean (University for the Creative Arts)** Critical analysis and reflection are key skills required in many professional fields. This talk will show how scaffolding language can be used to help develop these essential skills, how it was used successfully with FE and HE creative arts students, and how this method can be applied to a variety of learning contexts.
ICC Room 3A 100 audience Talk TD, TTEd le, e, t, a	**Online teacher development programmes – increasing future global impact** **Anna Hearrell (Bridge Education Group), Johanna Stirling** Online teacher development programs make impactful CPD accessible globally by minimizing geographical, personal and financial obstacles. But what does the future of online teacher education have in store? In this session, we address trends, technologies, and practices that help to ensure that teachers around the world have access to quality professional development, thus enhancing teaching and furthering their career opportunities.

10.15-10.45	Session 2.1 continued
ICC Room 3B 10.15-11.30 140 audience Forum RES, YLT **YLTSIG Showcase** le, e, p	***Forum on teaching English in the Global South: insights from primary teachers*** **Learning from primary teachers in the Global South** **Sue Garton (Aston University)** With the introduction of English into primary schools, teachers are engaged in one of the most ambitious and global educational and language policies of recent years. In this talk, I present the *English as a School Subject* project. Reporting on our interview stage, I describe what we have learnt from and about English teachers in Bangladesh, Malawi, Mexico and Uzbekistan. **Primary teachers' strategies to resolve challenges in the Global South** **Mario E. Gopar (University of Stirling)** In this talk, I will present findings from dialoguing with teachers in the project *English as a School Subject*. I will focus on the classroom practices of elementary ELT teachers in Bangladesh, Malawi, Mexico and Uzbekistan as they develop pedagogical strategies to resolve individual, educational and societal challenges impacting English language learning and teaching. **Challenges faced by primary school teachers in the Global South** **Arifa Rahman (University of Stirling)** In this talk, I will present findings from dialoguing with teachers in the project *English as a School Subject*. I will focus on the challenges that teachers in Bangladesh, Malawi, Mexico and Uzbekistan face when teaching English to children in schools which are often under-resourced and operating in areas of some deprivation.
ICC Studio 360 audience Talk BE le, e, t, a ProdProm	**Developing communication skills for employability** **Margaret O'Keeffe (Pearson Education)** We will briefly look at a framework to describe employability. Then focus on the key communication skills learners need for work, such as active listening, presentations and feedback strategies. I will demonstrate some practical activities to help learners develop these skills and become more confident and competent communicators in the workplace. This talk includes content from Pearson's *Business Partner* series.

11.00-11.30	Session 2.2
Hilton Boardroom 50 audience Talk LAM, TTEd **LAMSIG Showcase** e, ey, p, s, t, a	**Re-designing teacher education initiatives including affective aspects** **Bruna Caltabiano (Caltabiano Idiomas)** Pre-service induction usually covers techniques and methodology. However, are those the only areas teachers need to master? This presentation aims to show how a school from Brazil reshaped its training initiatives including affective aspects such as facilitation, active listening, empathy, diversity and reflection, and how it impacted teachers and learners.
Hilton Broadway 40 audience Talk TD, TTEd le, e, ey, p, s, t, a	**Tracing the teachers' growth journey through reflection** **Rasha Halat (AMIDEAST)** How important is reflection in any teacher training program, and will it ultimately lead to the desired professional growth? I will share the results from a case study that looks critically into the impact of reflection on teachers' plans and in-class practices. Recommendations on how to maximize the effectiveness of reflective practice in teacher training programs will be shared.
Hilton Brookfield 40 audience Talk GEN le, e, t, a	**Arab or non-Arab English teachers? A study on student preferences** **Mohammad Hosam Alnahas (Qatar University)** This session presents the findings of a research study conducted at a local university in Qatar. The study investigated the perceptions of undergraduate students about taking their English credit courses with Arab versus non-Arab teachers of English, thereby highlighting the factors underpinning the respondents' attitudes and preferences. The implications for both educators and educational leaders are discussed.
Hilton Lagan Room B 200 audience Talk GEN le, e, s, t, a	**Breaking the spell of the comprehension question** **Amos Paran (UCL Institute of Education)** The problems of focusing on comprehension and of treating texts as linguistic objects (rather than as vehicles for information) are unfortunately still extant; many reading lessons test reading, rather than teach it. In this talk, I discuss theoretical bases for reading pedagogy, issues of purposeful reading, connections with TBLT, and how teachers can modify coursebook activities to focus on meaning.
Hilton Lisburn 65 audience Talk LT, TEA **TEASIG Showcase** le, e, s, t, a	**Language assessment and online translation tools: enemies or allies?** **Anna Soltyska (University Language Centre, Ruhr University)** How to implement writing enhancement tools (online dictionaries, instant translation programmes, paraphrasing tools, etc.) in EFL courses both during learning and assessment phases? How to design and set assessment tasks to capture students' original work and not AI-generated input? How to ensure post-COVID classroom assessment procedures still meet the fundamental principles of good testing: validity, reliability, authenticity, and fairness?
ICC Arc 150 audience Talk TD, TTEd le, e, ey, p, s, t, a	**Studying impact: reporting on training teachers to teach online** **Ben Beaumont (Trinity College, London)** This talk reports on the development and impact of Trinity's new *Teach English Online* course, an in-service support course that helps teachers working in an online environment. As well as explaining the course's pedagogical underpinnings, I will show how we measured impact on teachers' professional practice in pilot courses. Finally, we will review 'lessons learnt' for developing future online support.

11.00-11.30	Session 2.2 continued
ICC Bar 2 150 audience Talk TTEd le, e, s	**Isolated, excluded and black: a teacher experience of the lockdown** **Taguhi Sahakyan (University of Leeds)** I will present a case from a study conducted in April-June 2020 exploring how teachers navigated education during the pandemic. I will focus on a black EFL teacher's experiences in a Transcaucasian country where she felt marginalized and othered. This case highlights how COVID-19 has exposed the inequalities existing in education and society and the urgency of addressing these issues.
ICC Room 1B 100 audience Talk AL, MaW **MaWSIG Showcase** le, e, a	**Images in coursebooks - meaningful or merely decorative?** **Craig Meulen (Freelance / Manchester Metropolitan University)** Can illustrations in typical ELT coursebooks help convey meaning for the new language being taught? If so, how? This session presents example images and results from my MA dissertation research, with insights for teachers to make the most of textbooks as multimodal products. Writers and publishers can better understand the pitfalls of typical publishing workflows.
ICC Room 2A 100 audience Talk AL, RES **ReSIG Showcase** le, e, ey, p, s, t, a	**Women English language teachers and their professional development in Nepal** **Ganga Laxmi Bhandari (Tribhuvan University)** Teacher professional development is the core of quality education. However, women teachers are deprived of professional development opportunities due to different socio-cultural influences in their professional life. This presentation aims to share the findings of my research carried out to see how women English language teachers fare in terms of their professional skills and ability in Nepal.
ICC Room 2B 100 audience Talk GEN le, e, p, s, t	**Power your words** **Dominik Szuliński (Secondary School Zespół Szkół nr 2 Ostrów Mazowiecka)** In my practical session, attendees will explore how powerful language can be. I will first show results from my in-class study on how to purposefully build fruitful relationships with students. I will then present a repertoire of hands-on techniques to ignite students' interest in class, communicate effectively with students and address behavioral problems with a conscious use of words.
ICC Room 3A 100 audience Talk GI, LIT le, e, ey, p, s, t, a	**Exploring! Enlightening! Empowering! Using songs to promote the three E's** **Chris Walklett (University of Essex)** Music, songs (and crucially their lyrics) offer huge classroom potential particularly for content and integrated language learning (CLIL). Thoughtfully selected songs offer a way of enlightening and empowering students on a range of personal and global issues. This talk will focus on why we should use songs in the classroom and how best to utilise all they have to offer.
ICC Studio 360 audience Talk GEN le, e, ey, p, s, t, a	**Ushering in the 21st century: the emotionally intelligent teacher** **Chaz Pugliese (Pilgrims Teacher Training)** Effective teaching is the result of pedagogical expertise and non-technical skills. Emotional Intelligence is the ability to recognize, understand and manage our emotions and those of our students. As such, it can help us teach with greater presence of mind, and enables us to see the wider picture. Come along to this session if you want to know how.

11.30-12.00	Break (sponsored by Elsevier) Free tea and coffee will be served in the Exhibition
11.35-11.55 IATEFL Careers Fair	**How to move from being a teacher to becoming a teacher trainer** **Silvana Richardson** It is often a challenge to go from being a teacher to a teacher trainer. In this presentation, I will describe how you can develop the skills and knowledge that you need for the role, as well as formal progression routes. *This will be followed by an Advice Q&A session 11.55-12:55*
11.40-11.50 Level 1 Foyer	**Session 2.3 – Poster presentations** Details of today's poster presentations can be found below.

11.40-11.50	Session 2.3 – Poster presentations Please note, this takes place during the lunch break
Level 1 Foyer Poster 2 TEA, YLT le, e, s	**How international language exams can help to achieve better results** **Fernando Sartori (Agostiniano Mendel School & Know How Language Systems)** This poster presentation describes how international exams can help to foster the development of the English language. The poster shows the English project at a regular school in São Paulo, Brazil, Agostiniano Mendel School, and at a language school, Know How in Franca. These projects already show great results and can be replicated in different contexts.
Level 1 Foyer Poster 5 RES, YLT le, e, s	**Pupils' perceptions of English learning in a rural area** **Oriana Onate (Universidad De La Frontera)** The poster presents pupils' perceptions of the English Language as part of a research project (diagnosis) in order to plan an intervention in a rural school with a high percentage of indigenous origins, in the Araucanía Region, South of Chile. Teachers, staff, parents and pupils have engaged in a six-year-project to improve the level of English in the school community.

11.40-11.50	Session 2.3 continued
Level 1 Foyer Poster 8 LIT, RES le, s	**Study of literature in English in ESL Uruguayan secondary education** **Isabel Piñeiro Sorondo (Stella Maris College. Los Pilares School.)** A practical focus to present a preliminary report of results on doctoral research based on empirical study of Literature in English in the context of two ESL bilingual Secondary Schools in Uruguay between May and October 2021. Focus on whether or not Small Group Discussion actually enhances interpretation, literary analysis and identification of textual feelings.

12.00-12.45 Session 2.4

Hilton Boardroom 50 audience Workshop TD le, e, ey, p, s, t, a	**Teaching journals, learning journals** **Rachael Harris (IP&SEN SIG)** Keeping a journal serves several purposes in both the teaching and the learning experience. This workshop will look at: why journaling will improve your teaching and learning, how to journal with various forms that journals can take, and finally, at the what of journaling – exploring different topics and prompts to use when journaling.
Hilton Brookfield 40 audience Workshop GEN le, e, ey, p, s, t, a	**How can we bring learners home to the classroom?** **Joseph Wilsdon (BKC International House Moscow)** This workshop will look to the future from the perspective of those who do not want to see online or hybrid teaching become 'the new normal'. It will discuss and brainstorm ways that academies and schools can attract learners who went online and have, thus far, stayed there back into the classroom.
Hilton Glenbank 40 audience Workshop GEN le, e, a	**Adjusting popular boardgames to educational purposes** **Aliaksandra Savich (Streamline Language School)** Vital as a language drill surely is, it is typically found boring and discouraging for students because of its monotonous manner. To tackle the issue, popular boardgames, such as cards, tic-tac-toe, jeopardy, battleships, bingo, may be adapted and incorporated into a language drill. We will act out activities to show how boardgames can contribute to the lesson effectiveness and higher students' involvement.
Hilton Lagan Room A 200 audience Workshop TTEd le, e, s, t, a	**Five-minute activities for learner well-being** **Margit Szesztay (ELTE University)** The workshop will focus on a range of task types to 'wake up' your class and to help create the optimal state for learning: relaxed alertness. The activities will include breathing exercises, stretch breaks, guided visualisation, and group improvisation. The aim is to help learners arrive mentally and to move into a playful, creative state of mind.
Hilton Lagan Room B 200 audience Workshop LAM, LT **LAMSIG Showcase** e, ey, p, s, t, a ProdProm	**Leading digital change through culture, conversation and collaboration** **Andy Hockley (Cambridge University Press & Assessment)** For academic managers, making decisions about new educational technology and then leading the subsequent change might seem daunting. In this practical talk, using examples from *Leading Technological Change*, we will look at this process - from nurturing an organisational culture that can lead to a more effective way of identifying needs, to selecting the most appropriate technologies for your school.
Hilton Lisburn 65 audience Workshop EAP, TEA **TEASIG Showcase** le, e, s, t ProdProm	**Giving effective feedback in an EAP classroom** **Joanna Wrzesinska (ETS TOEFL)** The workshop will discuss key aspects of providing effective feedback based on a model established by Hattie and Timperley (2007). The participants will develop a better understanding of the various elements of this model and practice providing feedback to a student response to an academic speaking task (from TOEFL iBT® Test) using a template derived from the presented feedback model.
ICC Arc 150 audience Workshop GEN le, e, a	**10 practical activities for teaching pronunciation for the 21st century** **Marek Kiczkowiak (National Geographic Learning)** This workshop aims to provide teachers with practical research-based ideas for teaching pronunciation for the 21st century, where English has become the global lingua franca primarily used by 'non-native speakers'. Participants will walk away with an array of pronunciation strategies and activities they can immediately use in their classes.

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BE = Business English
EAP = English for 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

ProdProm = This session includes product promotion

le = less-experienced audience
e = experienced audience

ey = early years
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

Please check notice boards for changes and cancellations

12.00-12.45	Session 2.4 continued
ICC Bar 2 150 audience Workshop YLT le, ey, p ProdProm	**It's all about me: a child-centred approach to *Readers*** **Rebecca Adlard (Language Umbrella / Collins)** In this session, we will discuss why a child-centred approach to using readers is crucial for Young Learners' language learning, and key to their social and emotional growth. We will work through several of the Collins *Peapod Readers*, looking at practical examples of how best to use readers to engage, motivate and advance our young language learners.
ICC Hall 2B 300 audience Workshop GEN le, e, s, t, a ProdProm	**Text mediation in the ELT classroom** **Riccardo Chiappini (DELTA Publishing / Klett)** We will analyse the concept of text mediation as described in the *CEFR Companion Volume* (2020) and establish how important it is for teenage and adult General English students to develop mediation strategies. We will look at three example tasks taken from *Activities for Mediation* (DELTA Publishing 2021) and use these as models to devise our own text mediation tasks.
ICC Room 1A 100 audience Workshop TD, TTEd le, e, s, t, a	**Speaking activities to promote oral confidence in CLIL classes** **Carole Anne Robinson (NILE (Norwich Institute for Language Education))** In this participative workshop, we will look at some key activities to develop learners' oral confidence in the CLIL classroom, using a mixture of scaffolding techniques and interaction patterns. The activities are applicable to a broad range of curriculum subjects and can be adapted to levels from A2 to C1.
ICC Room 1B 100 audience Workshop MD, MaW **MaWSIG Showcase** le, e, p, s, t	**How to become a successful 'content creator' for your classroom?** **László Németh (IATEFL-Hungary)** The power and potential of social-media is immense as online content released by YouTubers, Instagrammers and TikTokers has the potential to provide a fertile soil for teachers to ramp up their students' motivation. Join the session and dive into the depths of content creation to knock your next lesson out of the parks with some ready-made materials at your disposal.
ICC Room 2A 100 audience **ReSIG Showcase**	**IATEFL Research Special Interest Group Open Forum** *ReSIG: Discussing the future of Teacher Research* The ReSIG Open Forum provides an opportunity for members and prospective members to meet ReSIG committee members and get a full account of the SIG's activities, events and future plans in an informal and interactive session. Come and join us to find out what the SIG is about, what we offer to members and how you can benefit from belonging to the Research SIG.
ICC Room 2B 100 audience Workshop TTEd e, a	**Work it out for yourselves: tasks to promote trainee agency** **Melissa Lamb (International House London), Marie Willoughby** How do you get trainees to rely less on your expertise and develop more agency and problem-solving in their lesson preparation? This workshop will explore a range of generic tasks and activities which can both nudge trainees to the next stage in their lesson preparation and also provide strategies to help them plan autonomously.
ICC Room 3A 100 audience Workshop BE, TTEd e, a	**Presentation coaching: delivering value faster!** **Rachel Appleby (Euroexam International / Freelance)** Most clients who ask me for help preparing for a talk lack confidence, and have very specific needs. This workshop looks at three clients - a politician, a university department head, an art historian: respectively, giving a keynote speech; delivering rich content with clarity; handling Q+A. I'll show how ongoing collaboration and evaluation helped them present with impact and success.
ICC Room 3B 140 audience Workshop LIT, YLT **YLTSIG Showcase** e, p	**Visually-significant spaces: mediating queer picturebooks in primary English language education** **David Valente (Nord University)** This workshop will explore the mediation of picturebooks with gender-queer characters in primary ELT. Drawing on critical visual literacy and deep reading approaches, the workshop will unpack five pedagogical principles to create welcoming and diverse classroom spaces for gender-queerness. Throughout, the visually-significant aspects of the picturebook will be particularly foregrounded for their potential as powerful pedagogical vehicles in primary ELT.
ICC Studio 360 audience Workshop GEN le, e, ey, p, s, t, a ProdProm	**Creating meaningful and engaging interactions in on- and offline environments** **Jon Hird (Macmillan Education / Freelance / University of Oxford)** One of the greatest challenges over the past two years has been student motivation, especially when it comes to online classes. This session looks at how we can adapt our existing classroom materials to take advantage of the online environment to foster engagement and meaningful communication. The session will be illustrated by material from the Macmillan course *Language Hub*.

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12.45-14.10 Lunch

Free tea and coffee will be served in the Exhibition

12.50-13.20
IATEFL Careers Fair

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

13.00-14.00
Studio

IATEFL Annual General Meeting (AGM)
All IATEFL members are invited to attend the 2022 Annual General Meeting (AGM) of IATEFL.

Not a member of IATEFL yet?
Become a member by visiting the Registration Desk or our website (www.iatefl.org/get-involved/membership), you can also find out more about membership here and at the IATEFL stand in the exhibition.

13.25-13.50
IATEFL Careers Fair

How to become a successful freelancer
Chia Suan Chong
Are you a freelancer or planning to become one? Beyond teaching, what are some areas we need to be turning our attention to? In this presentation, we'll explore what's involved in being a successful freelancer. We'll look at how we organise ourselves, how we get work and how we keep work.
This will be followed by an Advice Q&A session 13.50-14.50

14.10-14.40 Session 2.5

Hilton Boardroom
50 audience
Talk
LAM
LAMSIG Showcase
e, ey, p, s, t, a

A framework for manager CPD – practical uses & implications
Lou McLaughlin (Eaquals (Evaluation & Accreditation of Quality Language Services))
The new Academic Management Competency Framework addresses the need for support for academic managers in terms of designing a clear path for their own development within an organisation or as they develop in their career and move from one organisation to the next. The framework provides a practical way of addressing this need both for managers and for their team.

Hilton Brookfield
40 audience
Talk
IPSEN, TTEd
le, e, ey, p, s, t, a

EFL teacher education in Chile: theory, policy and practice
Priscila Riffo Salgado (University of Southampton)
This talk presents findings from a research project which aims at developing understanding of the concept of the 'good EFL teacher' in the Chilean context. Data gathered during 2019 demonstrates how such a concept is built mainly by the school influence, rather than university training resulting in dilemmas which conflict with the preservice teachers' ability to develop a personal professional identity.

Hilton Glenbank
40 audience
Talk
BE, ESP
e, t, a

Are 'please' and 'thank you' always enough to sound polite?
Tatiana Golechkova (New Economic School, Moscow)
In class, we mainly associate being polite with using polite English phrases in speech. But what does politeness actually mean? In this talk, we will go beyond encouraging students to learn functional expressions and try to explain why 'Can I have that paper?' sounds more polite than 'Please bring me that paper' relying on an influential politeness theory.

Hilton Lagan Room A
200 audience
Talk
GEN
le, e, s

Reflected use of machine translation in the language classroom
Meike Raaflaub (PHBern), Brigitte Reber (PHBern)
Although Machine Translation (MT) has become an integral part of everyday life, its use in language teaching is often avoided. In a project conducted with lower secondary teachers, tasks which explicitly allowed the use of MT were developed and evaluated. In the talk, potentials for the use of MT, especially with respect to differentiation and language reflection, will be discussed.

Hilton Lagan Room B
200 audience
Talk
TD, TTEd
le, e, ey, p, s, t, a

Technology & motivation: a synthesis of research and best practices
Hayo Reinders (Oxford University Press)
Learner motivation has emerged as one of the major challenges for teachers in the use of digital technology. This talk presents a synthesis of research and best practice, and offers a number of recommendations for the impactful adoption, adaptation, implementation and integration of technology at the classroom and institutional level, underpinned by learner motivation principles.

Hilton Lisburn
65 audience
Talk
TEA
TEASIG Showcase
le, e, t, a
ProdProm

How assessment fits into the future of ELT
Russell Whitehead (LT 123), Andy Johnson (LT123)
This talk looks at changes in assessment in recent years, and how these changes have informed the development of the new LT123 Academic Placement Test. We will consider how, in a post-pandemic, online-first world, assessment providers and test developers must adapt in order to support this new learning and teaching landscape effectively and responsibly.

ICC Arc
150 audience
Talk
GEN
e, a

Using humour in the classroom as a teaching aid
Chris Watts (Dufferin Peel Catholic District School Board)
In presenting my topic, I will focus on how verbal and nonverbal communication can be an effective mechanism with regards to giving a lesson, classroom management and overall student learning and enjoyment. In doing this, I will also cover the cultural nuances that can greatly affect how one perceives and responds in the classroom.

14.10-14.40	Session 2.5 continued
ICC Auditorium 460 audience Talk TD, TTEd le, e, ey, p, s, t, a	**Rebalancing ELT training for a changed world? We have to.** **Jeremy Harmer (Freelance)** Everything that has happened in the last two years teaches us that we have to rebalance the training curriculum with a new understanding of what technical knowledge and skill now mean and a new-found appreciation of community and support and of the relative merits of language and content. That's what we learned online - and it wasn't all bad!
ICC Bar 2 150 audience Talk EAP, RES e, t	**Not coursebooks, not TEDs: why lectures?** **Hilary Nesi (Coventry University)** This talk examines the multiple functions of English-medium university subject lectures, and shows that they are not solely concerned with the transfer of knowledge, unlike most coursebooks, while they fulfil other serious academic purposes, unlike popular 'edutainment' talks. Learners and lecturers from other language backgrounds can be helped to recognise these multiple functions, and understand what lectures are really for.
ICC Hall 2B 300 audience Talk IPSEN, LA le, e, ey, p, s, t, a	**Belonging in the classroom** **Mark Meredith (Cambridge University Press & Assessment)** Feeling connected with a group is an important step towards developing successful relationships and becoming a successful learner. In this session, we will discuss what it means to be an inclusive teacher and look at strategies and techniques that encourage learners to participate in class and take an active role in their education.
ICC Room 1A 100 audience Talk TD, TTEd le, e, t, a	**Back to the future CELTA: from feedback to feedforward** **Simon Marshall (York St John University), Jessica Mosley** We feel that "feedback" encourages focus on past events in a lesson that has finished and cannot be changed. Alternatively, "feedforward" shifts emphasis towards the future, where a whole range of options await. Our presentation aims to demonstrate that by looking forward, post lesson analysis can become more focused, constructive and enjoyable for both trainees and trainers.
ICC Room 1B 100 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.
ICC Room 2A 100 audience Talk ESOL, GI le, e, a	**Establishing a volunteer-taught transitional language program for immigrants/refugees** **Theresa North (Consultant)** Creation of a 10-week online program taught by volunteers was spurred by ever-increasing demand for language classes at the A1 low-beginner level for incoming refugees. This talk looks at the process, successes, and lessons learned to encourage attendees to replicate (and improve on) similar programs in their communities as a bridge to conventional local classes. Time for Q&A and discussion.
ICC Room 2B 100 audience Talk TD	**Communities of Practice: developing teacher agency in low-resource contexts** **Ali Djau** Our ELTA-GB Communities of Practice (CoPs) project in Guinea Bissau followed on from a previous Hornby Trust supported project involving creation of a national secondary English curriculum. CoPs helped teachers learn how to use the new curriculum, via discussion in small groups. We saw many other benefits, too: empowerment, learning new techniques, admitting ignorance and sharing in a WhatsApp group.
ICC Room 3A 100 audience Talk ESP, RES e, t	**Using Communities of Practice for online learning: a case study** **Catherine Mitsaki (University of Northampton)** This talk reports on a case study conducted in an online, pre-sessional learning environment. It aims to explore whether permanent study groups can improve student engagement and academic output by maintaining a sense of study community and shared responsibility. The results indicate improvement, especially in the quality of peer feedback.
ICC Room 3B 140 audience Talk YLT **YLTSIG Showcase** le, e, s	**21st century skills for teens: from practice to progress** **Laura McWilliams (British Council France), Anna Murray (British Council France)** Increasingly YL ELT teachers are expected to teach 21st century skills, yet rarely receive relevant training. All too often, this results in these skills simply being practised/tested, not taught. This talk follows our journey in developing strategies to address this issue. Via real examples, participants develop their own ability to plan lessons for teaching, not testing 21st century skills.

14.55-15.25	Session 2.6
Hilton Boardroom 50 audience Talk LAM, TD **LAMSIG Showcase** e, ey, p, s, t, a	**Impact of implementing a portfolio-based teacher evaluation and development programme** **Daniella Seong Hui You (Associação Cultura Inglesa São Paulo)** Teacher evaluation programs promoting teacher development can be a challenge. This study examined the initial impact of the implementation of a portfolio-based teacher evaluation and development program replacing quality assurance lesson observations in a large private language institute; the findings inspire new directions and offer key insights into teacher evaluation.

14.55-15.25	Session 2.6 continued
Hilton Broadway 40 audience Talk TD, TTEd le, e, a	**Designing an online course on educational technology integration into TEFL** **Juan Quintana (Instituto Cultural Peruano Norteamericano)** This talk focuses on the design, organisation, and delivery of an online course in a synchronous/asynchronous mode conducive to letting English as a Foreign Language (EFL) teachers enhance their digital competencies and improve their integrating educational technology into their teaching practice to optimize students' speaking, writing, listening, and reading in a TEFL binational centre in Lima, Peru.
Hilton Brookfield 40 audience Talk **with restricted audience size** TEA le, e, t, a	**The CEFR in three dimensions: across scales, around the globe** **R. Sean McDonald (telc - language tests)** True to our mission, telc has been promoting global language learning using the CEFR in the truest sense: For learning, teaching and assessment. For the first time, telc - language tests are offering assessment in all 24 EU languages, worldwide. In this talk, we will present the challenges and issues as well as first results.
Hilton Lagan Room A 150 audience Talk PRON le, e, a ProdProm	**Pronunciation instruction for all with the *Color Vowel® Chart*** **Liz Bigler (Bigler English Coaching)** Teachers may avoid pronunciation instruction for various reasons. The *Color Vowel® Chart* (CVC) provides a simple, accessible solution. A visual organizer to replace (often intimidating) phonetic alphabets, the CVC is intuitive for learners and teachers from all educational backgrounds. Come participate in an interactive demonstration, and learn how I use it with a wide variety of students, within existing curricula.
Hilton Lagan Room B 200 audience Talk TTEd e, a	**Zoom and the art of teaching practice feedback** **Bill Harris (Freelance)** Watching video recordings of TP is not new but Zoom easily allows candidates to record lessons to watch and add reactions to their self-evaluations. I will report back on surveys of trainers and trainees and give my own suggestions on how recordings can be used in combination with tutor's feedback and peers' commentary to make for more productive reflections.
Hilton Lisburn 65 audience Talk EAP, TEA **TEASIG Showcase** le, e, t, a	**Testing speaking skills online without losing the interactive dimension** **Elena Gandini (UCLan (University of Central Lancashire))** Testing speaking online presents several challenges. Synchronous interviews are time consuming, expensive and rarely available on exam platforms. Asynchronous solutions are more common but raise concerns about lack of interactivity and authenticity, or potential negative washback on teaching and learning. This talk presents examples of tasks that exploit digital communication scenarios to replace the interactive element of traditional face-to-face interviews.
ICC Arc 150 audience Talk GI, RES le, e, t	**An engaging alternative to study abroad programs** **Lindsay Huff (Tecnológico de Monterey in Querétaro)** Studying abroad is a unique opportunity to meet new people, experience new cultures, and communicate in other languages. University students from Mexico and Chile were able to collaborate on a virtual English project even though they were unable to study abroad due to the pandemic this year. Their enriching *Global Classroom* experience will be the focus of this presentation.
ICC Bar 2 150 audience Talk AL, TTEd le, e, ey, p, s, t, a	**Pragmatics: a crucial but under-instructed skills domain** **Yvonne Pratt-Johnson (St. John's University)** In the EFL/ESL classroom, pragmatics typically takes a backseat to vocabulary, pronunciation, and grammar. Yet pragmatics skills are vital, as they enable speakers to adapt to contexts in socially appropriate ways and to express subtle shades of meaning. This talk reviews key principles of pragmatics and suggests strategies teachers can use to increase support for student growth in this area.
ICC Hall 2B 300 audience Talk GEN le, e, s, a	**Lessons learned when teaching B1-C2 levels in COVID-time online classes** **Hanna Kryszewska (Pilgrims Teacher Training)** Delivering classes online, sometimes for 1,5 years, has laid bare our practices which work f2f. Some techniques travelled well, others needed to be replaced. Online teaching exposed some areas neglected by teachers and teacher trainers. In the talk, I will share my observations, students' voices, present some reflections, invite voices from the floor and consider lessons for the future.
ICC Room 1A 100 audience Talk AL, LT le, e, s, t	**Learning the present perfect and simple past through edu-apps** **Regina Grund (University of Bamberg)** This talk highlights the difficulties learners of English as a foreign language encounter when learning the present perfect and simple past. Based on grammar test results from first language speakers of German in tertiary education, the different semantic contexts in which both tenses are used will be examined, followed by an outline of practical implications for teaching with edu-apps.
ICC Room 1B 100 audience Talk GI, MaW **MaWSIG Showcase** le, e, ey, p, s, t, a	**Native-speakerism in ELT publishing: towards an equitable future** **Penny Hands (Freelance)** I will explore the various attitudes to the concept and use of the terms 'native speaker' and 'non-native speaker' in the ELT publishing industry. Based on a series of interviews with publishers, editors and writers, I will consider various perspectives and draw some tentative conclusions as to how the industry can move forward in an equitable way.

14.55-15.25	Session 2.6 continued
ICC Room 2A 100 audience Talk RES, TD **ReSIG Showcase** le, e, ey, p, s, t, a	**Lives of researching teachers: dilemmas and disturbances** **Krishna K Dixit (Dr. B. R. Ambedkar University)** This presentation is about some teacher-researchers who came to face unsettling questions about their personal and professional lives through their engagement in research. These questions went beyond their research interests to challenge their beliefs and pose moral dilemmas. The dilemmas and disturbances seem to indicate underlying reflection and struggles, which have important implications for mentoring and supporting teacher research.
ICC Room 2B 100 audience	**Question & answer session relating to Gabriel Díaz Maggioli's plenary session** If you attended Gabriel Díaz Maggioli's plenary session this morning on 'Reading the world and the word', 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 Gabriel's plenary talk.
ICC Room 3A 100 audience Talk BE, LT le, e, t, a	**Designing engagement: a case study for playful remote business English** **Simon Lehrner (University of Applied Sciences for Management and Communication Vienna), Matthew Urmston (FHWien der WKW)** Remote teaching is here to stay, so how can we increase student engagement in this setting? This talk will present and evaluate a case study we created for an online business English class using interventions adapted from game design. Theoretical findings of using gamified lessons will also be discussed.
ICC Room 3B 140 audience Talk LT, YLT **YLTSIG Showcase** le, e, s	**Marginalised children's experiences of using technology and learning English** **Saaraswati Dawadi (The Open University)** This presentation will disseminate the findings of a study that explores marginalised young students' (and parents' and teachers') lived experiences of using technology for teaching and learning English and their perceived value of English for their life opportunities. It looks into the factors and barriers that affect their access, opportunities and motivation for learning through technology and English.
ICC Studio 360 audience Talk TTEd le, e, ey, p, s, t, a	**About regional English language offices at U.S. Embassies in Europe** **Kevin McCaughey (Regional English Language Office, U.S. Embassy, Belgrade)** Regional English Language Offices (RELOs) at U.S. Embassies in Europe promote the professional development of English teachers through online courses, downloadable materials, and support for teacher associations. In this talk, a U.S. representative from a RELO in Belgrade will guide European teachers of English teachers through the range of opportunities available to them.

15.25-15.55 Break (sponsored by Elsevier)

Free tea and coffee will be served in the Exhibition

ELSEVIER

15.30-15.50 IATEFL Careers Fair	**How to be successful in an ELT interview** **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 three 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. *This will be followed by an Advice Q&A session 15.50-16.50*

15.55-16.25 Session 2.7

Hilton Boardroom 50 audience Talk LAM **LAMSIG Showcase** le, e, ey, p, s, t, a	**Email: academic manager's best friend or wolf in sheep's clothing?** **Mike Riley (NILE)** We use email every day, but do we really know what we're dealing with? Recent case studies from outside ELT and investigations carried out at NILE suggest that email can have a negative impact on communication and staff well-being. We reflect on those findings, the implications for academic managers and look at how to implement alternatives to this ubiquitous tool.
Hilton Broadway 40 audience Talk TD, TTEd le, e, ey, p, s, t, a	**Are body language aspects lost in online teacher training sessions?** **Mariam Kilanava (European University)** Using body language in the teacher training sphere makes communication between trainers and trainees immediate and effective, though digitalization has changed and limited some aspects. In online training sessions, facial expressions become the primary source for expressing emotions to make communication with the audience not solely informative but interactive too.
Hilton Glenbank 40 audience Talk EAP, LA le, e, ey, p, s, t, a	**Empowering diverse learners: challenges and solutions in virtual learning** **Rana Khan (Algonquin College)** Diverse learners pose a challenge in online classes as English language educators try to find solutions. Learners can be diverse based on their preferred learning styles, socio-cultural background, academic skills and learning disabilities. In this session, language professionals will learn how to create a balanced online environment for diverse learners.

15.55-16.25	Session 2.7 continued
Hilton Lagan Room A 200 audience Talk GEN le, e, ey, p, s, t, a	**Resilient collaborative support to teachers and students during global pandemic** **Isora Enriquez (UCP Enrique Jose Varona), Eduardo Garbey Savigne** The new scenario brought by the global pandemic COVID-19 has led to a number of initiatives to support English language teachers and students in Cuba. In partnership, the ministries of education, universities, teachers' associations, the British Council and other international institutions have provided learning and development opportunities on different topics, through webinars, conferences, television programs, language contests and festivals.
Hilton Lagan Room B 200 audience Talk ESP, MD le, e, a	**New English material for international crisis management contexts: a template** **Laura Murto (Finnish Defence Forces)** To make English studies more appealing to peacekeepers, the Finnish Defence Forces have produced a manual and Moodle website based on the British Council's *English for UN Military Peacekeepers*. Not starting from scratch saved years and euros and lots of good material has been given salvaged. Could this be a template for your organisation when time and money are scarce?
Hilton Lisburn 65 audience Talk TEA **TEASIG Showcase** le, e, t	**Students as test designers: overlooked assessment potential** **Ekaterina Popkova (MGIMO University, Russia)** The talk presents a practical assessment approach which, based on the principle of contributing student pedagogy, involves students as test designers making them active contributors to learning experiences of themselves and their peers. I will outline both benefits and challenges of learner engagement in co-creation of testing resources and evaluation of performance, arguing that the former outweigh the latter.
ICC Arc 150 audience Talk GEN le, e, s, t, a	**Storytelling: bridging language learning gaps in the pandemic** **Vera Cabrera Duarte (Pontifical Catholic University of Sao Paulo)** This presentation, geared to teachers/teacher educators, discusses the use of online storytelling, especially personal stories, as a facilitating tool to language learning, with first-year undergraduates taking teaching degrees at São Paulo Catholic University during the pandemic. Empathy versus Resistance towards learning (Duarte, 2015) and interaction through storytelling, especially personal storytelling (Heathfield, 2014) are considered in the discussion.
ICC Auditorium 460 audience Talk GI, YLT le, e, s ProdProm	**Making an impact: developing global skills through ELT** **Kate Pickering (Macmillan / Universidad Pontificia Comillas)** The session, by one of the authors of *Get Involved*, will consider what sustainable development is before looking at the role of language teachers in helping to create global citizens. We will go on to look at practical ideas for integrating these goals in various ways into the language learning classroom.
ICC Bar 2 150 audience Talk GEN le, e, s, t, a	**Word (hi)stories: the secret life of English words** **Jennifer Lowe (Jennifer Lowe School of English)** Can insights into the history of English make lessons truly engaging and memorable? Telling some of the stories that lie behind words, grammatical constructions and pronunciation casts an entirely new light on some of the apparent inconsistencies of the English language. Students find these little stories illuminating and good fun and develop an appetite for knowing more and more.
ICC Hall 2B 300 audience Talk LT, TD le, e, a	**The face of English online: seven challenges, seven solutions** **Ken Beatty (Anaheim University)** Teachers and students have faced countless challenges adapting to online learning. After initial issues in sorting out technology and online systems, online teaching and learning is becoming normal, but still many challenges persist. With examples from the multi-media textbook series *StartUp*, this presentation shares solutions to make teaching and learning more efficient and effective.
ICC Room 1A 100 audience Talk EAP, MD le, a	**Academic self-study materials: with the learners' needs in mind** **Yulia Chanturidze (National Research University Higher School of Economics)** Should there be any difference in teaching EAP to a historian and a mathematician? How to fit into the learners' busy timetable with the maximum outcome? What should the materials contain to be self-sufficient and effective? This talk will focus on self-study material development and outline its main challenges and benefits for both teachers and learners.
ICC Room 1B 100 audience Talk GI, MD **MaWSIG Showcase** le, e, s, a	**Women in coursebooks now and then: how representation has changed** **Elaine Hodgson (Freelancer), Viviane Kirmeliene (VK Editorial / BaseB Editorial)** Diversity has been a buzzword for a few years now, and the representation of women is definitely among diversity concerns in ELT and society in general. Our aim in this session is to explore how gender representation has changed in coursebooks over the years in images and in written/spoken texts, and to discuss what is yet to be done.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics
BE = Business English
EAP = English for 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
ProdProm = This session includes product promotion

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

Please check notice boards for changes and cancellations

15.55-16.25	Session 2.7 continued
ICC Room 2A 100 audience Talk RES, TD **ReSIG Showcase** le, e, ey, p, s, t, a	**Teacher research enhancement mentoring experience with Turkish EFL teachers** **Mariana Serra (Instituto Superior de Formacion Docente y Tecnica N 125), Seden Eraldemir Tuyan (Çağ University Tarsus, Mersin Turkey)** This study aims to practise the Enhancement Mentoring Approach to mentoring teacher research (Smith et al., 2021), developed as a means of focusing on achievements arising from teachers' experiences. In our presentation, we will share the findings of a mentoring experience with EFL teachers who extended their successes by utilizing their capable pedagogic responses accomplished during the COVID 19 crisis.
ICC Room 2B 100 audience Talk EAP, LT le, e, t	**Synchronous online peer feedback of academic writing using video-conferencing tools** **Anisa Cheung** This study explores how EFL undergraduates engage in peer feedback of academic essays using video-conferencing tools, and how such mode of feedback influences the quality of their essays. Using a conversational analytic approach, interactional competence between peers emerges as a decisive factor in shaping the effectiveness of peer feedback. Implications of this crucial insight on writing pedagogy are discussed.
ICC Room 3A 100 audience Talk GEN le, e, p, s, t, a	**The importance of debriefing in learning** **Natalia Bagdavadze (British Council Georgia)** Debriefing is a learning process at the end of each lesson that helps our brains process information, select key learning points, and imprints language in our memory for future retrieval. The talk highlights the importance of debriefing for learning, discusses how it aids in the creation of a sense of progress and presents various practical debrief strategies and activities.
ICC Room 3B 140 audience Talk YLT **YLTSIG Showcase** le, e, p, s	**CLIL: from language to the integration of content and language** **Leticia Moraes (Troika), Jean-Marc Alberola (Bridge Education Group)** It is undeniable that CLIL has become more and more popular in English language teaching. But what does it mean for the English language teacher? How can we go beyond the language itself and truly integrate content and language? In this talk, we will discuss key aspects that English teachers should consider when planning and delivering a CLIL lesson.
ICC Studio 15.55-17.10 360 audience Panel discussion LT, TTEd le, e, ey, p, s, t, a	**A critical look at digital technologies in language teaching** **Deborah Healey (Freelance), Glenda Gallardo (Universidad de Lima), Neny Isharyanti (Universitas Kristen Satya Wacana), Hala Osman (University of Bahrain), Hanaa Khamis (Alexandria University, Egypt)** As educators, we focus on achieving learning objectives with digital tools, including mobile apps. But we don't look critically enough at how our tools use us. Concerns - and what we can do - about access, data mining, stereotypes, representation, language choice and more are part of this global, critical look at digital technologies. Audience perspectives will be actively solicited.

16.40-17.10	Session 2.8
Hilton Boardroom 50 audience **LAMSIG Showcase**	**IATEFL Leadership and Management Special Interest Group Open Forum** *Bringing together everyone interested in language teaching management* Join the LAMSIG Open Forum to see what we have done over the past year, meet the committee, learn about our plans for the future, and see how you can contribute and connect with us and educational managers and leaders across the globe.
Hilton Brookfield 40 audience Talk LT, TD le, p, s	**Hybrid teaching: a new reality in the post pandemic world** **Leila Jauch (Colégio COC Novomundo)** There are new challenges beyond the ones teachers used to face before COVID-19, yet there are some valuable techniques and approaches we need to retain. We will consider how techniques and approaches from 'conventional' teaching can be part of hybrid teaching contexts, focussing on using new technology and helping students with special needs.
Hilton Glenbank 40 audience Talk LT, RES le, e, t, a	**How emergency remote teaching changed us: lessons learnt from Qatar** **Sedigh (Sid) Mohammadi (Community College of Qatar), Michael King (Community College of Qatar)** This presentation highlights case study findings on how a wholescale move to online teaching allowed a college and its language teachers to develop. This pedagogical, technical, and emotional growth was evidenced by increased awareness of online teaching, technology usage and enhanced resilience. Participants will be invited to reflect on how these findings may apply to their own contexts.
Hilton Lagan Room A 200 audience Talk GEN le, e, a	**Organising language recycling for higher-level students** **Volha Yermakova (Streamline Language School)** Following a rigid syllabus presupposes that teachers do not have enough time for recycling the previously covered material. At higher levels there could be though a stronger necessity in recycling as students continue to use simple grammar forms when speaking. In my talk, I will share my experience of implementing an original recycling scheme into day-to-day teaching.
Hilton Lagan Room B 200 audience Talk GEN le, e, s, t, a	**Jump over the screen using online interactive teaching snaps** **Tina Jaber Rafidi (Birzeit University), Silvia Nassar Mustaklem (PhD Candidate)** Teachers nowadays use different virtual tools and platforms to deliver their lessons. How crucial is it to prepare for the pre-stages of online classes? This presentation seeks to provide a collection of authentic, hands-on teaching snaps and social-affective learning strategies that are intended to get learners to take the initiative and be engaged in any online learner-centered lesson.

16.40-17.10	Session 2.8 continued
Hilton Lisburn 65 audience Talk RES, TEA **TEASIG Showcase** le, e, p, s	**Rubric use in ELT: impact on students' learning** **Samúel Lefever (University of Iceland)** This talk will present findings from an action research study which examined students' attitudes towards the use of assessment rubrics in English learning. The findings showed that rubric use had a positive impact on English teaching and learning. Rubric use helped students to understand assignment aims and expectations, set learning goals, and take greater responsibility for their own learning.
ICC Arc 150 audience Talk LT, TTEd e, t	**A fully digital English language teacher education** **Benthe Fogh Jensen (University College South Denmark), Jette Laursen (University College South Denmark)** Is it possible to educate EL teachers where students and teacher educators only meet digitally? At University College South Denmark, we have been doing this successfully since 2015. We will present how this can be done through a project-oriented approach where students study perspectives on language acquisition and language teaching followed by investigations of practice in the EL learning classroom.
ICC Auditorium 460 audience Talk BE le, e, t, a	**Transitioning from general English to business English** **Marjorie Rosenberg (Freelance)** General English teachers may feel they do not have the right training, skills or background to teach business English. This transition, however, may be less daunting than many think. Come along to this talk to learn about what sets business English apart and get some practical ideas and tips for branching out into this field.
ICC Bar 2 150 audience Talk AL, IPSEN le, e, ey, p, s, t, a	**A psycholinguistic approach to dyslexia** **Julia Koifman (Beit Ekshtein high school)** The aim of this talk is to approach dyslexia in terms of psycholinguistics and analyze the learning disabilities of dyslexic students in an EFL class. This presentation is going to focus on overcoming difficulties in reading, spelling, and writing, speaking, and improving short-term memory. It is also about other mental mechanisms that make it possible for people to use language.
ICC Room 1A 100 audience Talk GEN le, s	**Creative writing as a language learning tool** **Ásdís Björnsdóttir (Menntaskolinn vid Hamrahlid Secondary School)** An introduction to creative writing teaching in an EFL classroom in Iceland. Practical tips on how to equip students with the tools of the craft and fit grammar and vocabulary lessons into a creative framework will be shared. Ideas presented will best suit teachers of intermediate to advanced level students, of all ages.
ICC Room 1B 100 audience Talk IPSEN, MaW **MaWSIG Showcase** le, e, ey, p, s, t, a	**Breaking stigma, building skills: representing mental illness in ELT materials** **Lottie Galpin (Freelance)** I will demonstrate why English language teaching (ELT) materials should include representations of mental illness and mental health conditions. I will show how these representations empower students to understand their own mental health and that of others. I will also show how these representations can be brought into materials and how teachers can deal with this potentially sensitive topic.
ICC Room 2A 100 audience Talk RES, TTEd **ReSIG Showcase** le, e, t	**Service-learning and social justice in the preparation of EFL teachers** **Michel Riquelme Sanderson (Universidad Arturo Prat)** This session presents the results of a mixed method study conducted in Chile aimed at exploring how a service learning project helped future English language teachers understand social justice teaching in a context of unequal and inequitable educational disparities. This session is beneficial for language teacher trainers and any professional interested in including social justice in their courses.
ICC Room 2B 100 audience Talk ESP, GI le, e, t, a	**Peace education and the EAL classroom: a natural union** **Nichole McVeigh (EARTH University)** I will share my experience in my doctoral journey as I investigated the intersection of language learning and peace education. An action research was conducted in two of my classes. The audience will come away with a better understanding of how providing students with effective conflict resolution and peacebuilding skills can improve intercultural communication.
ICC Room 3A 100 audience Talk GEN le, e, s, t, a	**Note-taking: EAP listening skill or ancient art?** **Kerstin Sandstrom (University of Toronto)** Throughout history, human beings have artfully carved out records of the surrounding world; recording information is in our DNA. How does one listen and summarize key information at the same time? This talk will explore the skills and techniques for effective note-taking, and encourage the agency of the note-taker to take on this art form for themselves.
ICC Room 3B 140 audience Talk ESP, YLT **YLTSIG Showcase** le, e, s	***Cambridge Ignite* – a unique, bespoke learning project** **Rachel Jeffries (Cambridge University Press & Assessment), George Heritage (Cambridge University Press & Assessment)** This talk will give an overview of a very special six-month project-based online programme which ran in Spain in association with the Fundación Amancio Ortega. We will look at the life competencies which were key throughout the course, give an insight into the themes and approaches which students rated highly and think about what made the programme such a success.

17.25-18.10	Session 2.9
Hilton Boardroom 50 audience Workshop LAM **LAMSIG Showcase** e, ey, p, s, t, a	**Persistence, perseverance and passion - transformational leadership today** **Julie Wallis (The London School AISLi)** This workshop will look at research into critical, sustainable factors in leadership tenacity and how these factors can be used to influence and inspire and motivate others to confront change, to innovate, and to stay focussed on long term goals. Case studies will be analysed and personal reflection shared. We will then align these qualities to transformational leadership.
Hilton Broadway 40 audience Workshop TD le, e, a	**Strategies for analysing writing prompts to increase student success** **Rhonda Petree (University of Wisconsin-River Falls)** When responding to writing prompts for academic purposes or for standardised tests such as the TOEFL or IELTS, students need a clear understanding of what is being asked and how to respond appropriately. In this interactive workshop, participants will learn how to teach their students strategies for analysing writing prompts and techniques for answering prompts in a sophisticated manner.
Hilton Lagan Room A 200 audience Workshop TD, YLT le, e, s	**Are we equipping our students for 21st century challenges?** **Palmina La Rosa (CTD - Giga International House)** The session will focus on 21st century competencies and how they can be integrated in the language classroom. It will show how coaching techniques can help language teachers to enhance secondary school students' life competencies such as communication, critical thinking, problem solving and teambuilding in daily classes as well as in full curriculum integration.
Hilton Lagan Room B 200 audience Workshop GEN le, e, ey, p, s, t, a	**All about change: one day or day one. Let's decide** **Kirsten Holt (Pavilion ELT, Pavilion Publishing)** Throughout the turmoil of the pandemic, have you ever stopped to reflect on what you're doing? How much has changed in your teaching practice? Are you using the best techniques and activities for your teaching context and how you deliver classes? This workshop is a whistle-stop tour through some key changes to help you adapt to the teaching of tomorrow.
Hilton Lisburn 65 audience **TEASIG Showcase**	**IATEFL Testing, Evaluation and Assessment Special Interest Group Open Forum** *Connecting educational professionals worldwide in language testing, evaluation and assessment* The TEASIG Open Forum is open to both members and prospective members. Come and join us to meet the committee, find out about our recent activities and future plans, and have your say in shaping the SIG. This is an excellent opportunity to meet other TEASIG members and TEA practitioners, and see how you could get more involved.
ICC Arc 150 audience Workshop GEN le, e, ey, p, s, t, a ProdProm	**Graphic facilitation for ELT: using simple drawings to engage learners** **Emily Bryson (Freelance)** Drawings are a visual vocabulary and a powerful means of communication. Learning to draw simple icons can support your learners' understanding, vocabulary recall, creativity, critical thinking and note taking skills. The session will share innovative techniques to engage learners with hand drawn graphics both face to face and online. It provides a taster of Emily Bryson ELT's online courses.
ICC Bar 2 150 audience Workshop GEN le, e, s, a ProdProm	**I'm a lemon tree! - How to teach pronunciation creatively** **Kasia Warszynska (EV Teacher Training)** Students frequently complain that even though their English level is high, they have huge difficulties understanding natives in their "natural environment". One of the reasons for this is not knowing and/or practicing enough pronunciation in class. Let's change that! I'll show you fun and very engaging ways of teaching it. Everything is tried and tested and ready to use!
ICC Hall 2B 300 audience Workshop GEN le, e, ey, p, s, t, a ProdProm	**Embedding assessment into classroom activities - with a twist!** **Leo Selivan (DELTA Publishing)** Many people think of assessment as something performed at the end of a course or outside the classroom. I will show how, using *Activities for Alternative Assessment*, assessment opportunities can be embedded into everyday learning tasks with the teacher playing the role of assessor. After all, who, if not the teacher, is in the best position to evaluate their students?
ICC Room 1A 100 audience Workshop LIT le, e, s, t, a	**The plot thickens! Making stories out of stories** **Robert Hill (Freelance)** Our focus will be on the most fascinating of the stories about King Arthur's knights, *Sir Gawain and the Green Knight*. We will show how learners can explore what the story leaves unsaid and mysterious, and suggest how they can engage creatively with the story by imagining different kinds of prequels ('backstories' and 'origin stories') and sequels ('continuations' and 'spin-offs').
ICC Room 1B 100 audience Workshop MD, MaW **MaWSIG Showcase** le, e, ey, p, s, t, a	**What I talk about when I talk about coursebooks** **Heather Buchanan (University of York), Julie Norton (University of Leicester)** How do you talk about coursebooks? In this presentation, we report on what ELT professionals say about coursebooks and what this says about their own beliefs and assumptions about language learning. We argue that static descriptions of the coursebook are unhelpful and call for a more nuanced understanding of the theoretical issues that shape our use of coursebooks.

17.25-18.10	Session 2.9 continued
ICC Room 2A 100 audience Workshop MD, TD le, e, ey, p, s, t, a	**Designing a quality CLIL unit: five steps to follow** **Nina Raud (University of Tartu), Olga Orehhova (University of Tartu)** Content and language integrated learning (CLIL) teachers have to integrate both content and language while planning their CLIL lessons. As the availability of dual-focused CLIL learning materials for schools still remains an issue, CLIL teachers often have to develop their own materials. This workshop will guide the participants through a five-step procedure to design original CLIL teaching units.
ICC Room 2B 100 audience	**Tribute Session** The tribute session is an opportunity to remember colleagues who have died since the last conference. If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (book, teaching materials, etc.). Or you may just want to come to the session to hear about colleagues who are no longer with us, and perhaps to add any memories you may have.
ICC Room 3A 100 audience Workshop GEN le, e, s, t, a	**Going off-script: developing listening skills with authentic material** **Shaun Sweeney (Dublin TEFL)** What aspects of unscripted speech pose challenges for the L2 listener? How can we use 'authentic material' to develop listening skills? In this workshop, we'll compare audio scripted for pedagogical/assessment purposes with comparable equivalents of genuine speech. We'll hear learner reports on comprehending such material and consider support we can give through our lesson aims, sequences and tasks.
ICC Room 3B 140 audience **YLTSIG Showcase**	**IATEFL Young Leaners and Teenagers Special Interest Group Open Forum** *Linking, developing and supporting early years, primary and secondary professionals* Join us as we reflect on and celebrate over 35 years of professionalising TEYL practices worldwide. We will be serving refreshments and raising a glass as we share a fond farewell with outgoing YLTSIG Coordinator, David Valente and the other departing committee members and to welcome incoming Coordinator, Laura McWilliams. Come along, meet SIG friends and share a few words!
ICC Studio 360 audience Workshop TD, TTEd le, e, ey, p, s, t, a ProdProm	**Next-level teacher development: deepening and expanding your teaching practice** **Mike Hogan (Freelance)** What can teachers do to deepen their understanding of teaching and widen their scope of teaching practices? This workshop provides teachers with easy-to-use and practical teaching ideas using examples from the new online course for practising teachers - the Pearson TEL Academy CertELTD – a new approach to self-directed, practical teacher development.

Evening events

19.30-21.30 ICC Bar 1	**International Quiz (sponsored by Express Publishing)** 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, drinks and nibbles, and the chance to be crowned quiz champions of Belfast 2022. Express Publishing
19.30-21.30 Hall 2A	**Sharing Stories** Come and listen to stories being told. Join Storyteller David Heathfield and this year's co-host Storyteller Alan Hall from County Antrim, Ireland and storytelling teachers from all around the world sharing folk tales, myths and legends from oral cultures as well as personal stories, anecdotes and having the craic. Sharing our stories brings joy, closeness and healing to our truly global community. "If you have the words, there is always a chance you'll find the way" Seamus Heaney. David Heathfield is an international storyteller and the author of *Storytelling With Our Students*. He runs online Creative and Engaging Storytelling for Teachers courses. www.davidheathfield.co.uk Alan Hall is a storytelling English teacher from the Glens of Antrim who has a keen interest in Irish folklore. https://alanhallelt.com

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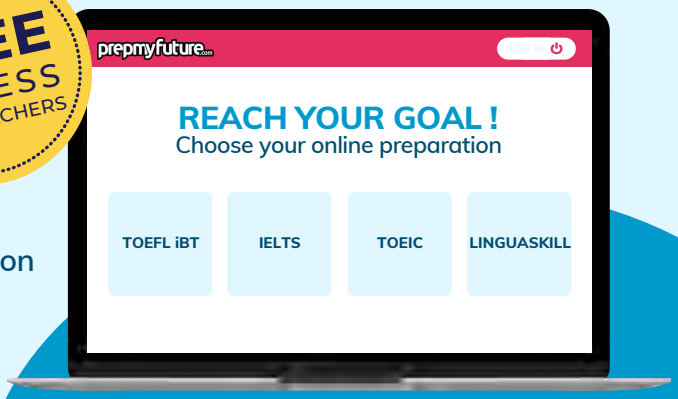

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Thursday 19 May

08.00-18.00 Registration desk open
08.30-17.30 Exhibition open

08.15-08.45	Early morning sessions
ICC Room 1A 100 audience	**How to submit a speaker proposal** **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.
ICC Room 1B 100 audience	**How to write a review for publication** **Alan Pulverness** Writing for publication is always challenging, and doing justice to someone else's writing or a volume of edited contributions may seem particularly daunting. This session will outline why writing a review is worthwhile and will prepare you for the difficulties and snags you may encounter, but also highlight the professional satisfaction you are likely to gain from the reviewing experience.
ICC Room 2A 100 audience	**How to write for the IATEFL Blog** **Syke Annamma Kumaran** In this session, I will outline how to transform your ideas into a publishable piece on *Views*- the blog which showcases the diversity of IATEFL. We will discuss and review the guidelines for individual members, associates, SIGs, volunteers and scholarship winners.
ICC Room 3B 140 audience	**Mindfulness practices (sponsored by Macmillan Education)** *Day 3: Mindful eating* Mindful eating is paying attention to the food we are eating, noticing the taste, texture and flavour while eating slowly. Being mindful of the food we eat can promote better digestion, help us feel fuller sooner and influence wiser choices and healthy eating habits. (Bring something small to eat)

09.00-10.00	Plenary session
ICC Auditorium	**Plenary session by Libor Štěpánek**

Libor Štěpánek is Assistant Professor in English and Director of the Masaryk University Language Centre, Brno, Czech Republic. He is also an EAP/ESP teacher, researcher and teacher trainer in the areas of EMI and Creative Approach to Language Teaching (CALT). Libor focuses on experiential and authenticity-enhancing methods, encourages global perspectives in language teaching, complex professional development of language teachers and teacher autonomy, he eagerly and enthusiastically advocates research driven education. He is an author and co-author of articles, book chapters such as *A creative approach to language teaching: a way to recognise, encourage and appreciate students´ contributions to language classes* (British Council, 2015) and books such as *Academic English* (Grada, 2018) and *Videoconferencing in University Language Education* (Munipress, 2018). Libor is the President of the Czech university language centres´ CASALC association and an active member of the Coordinating Committee of the European Confederation of University Language Centres (CERCLES).

EMI: A language teacher's leap into the unknown?

Internationalisation of academic institutions and the establishment of English as the lingua franca for the majority of academic disciplines in the last decades has changed the dynamics of university language support and made English as a Medium of Instruction (EMI) a central and steadily growing global phenomenon. Often, language teachers and teacher trainers are asked to develop and provide the EMI support. It is essential to note, however, that successful members of today´s academic community are expected to not only demonstrate appropriate language skills that enable them to communicate competently in their disciplines, but also excel in a whole range of extra-linguistic skills as well. Are we, the EFL/ESP teachers, experts in those extra-linguistic skills? Are we experts in non-language-related didactics? Are we experts in communication? In this talk, I am going to address the frequently held assumption that we naturally are. Taking the example of the EMI support at the Masaryk University Language Centre, I will argue EFL/ESP teachers can become effective providers of an excellent EMI support to academics and university students. Yet, it does not come without significant challenges. I will offer a practice-oriented insight into the structure and content of EMI support that combines vital linguistic and extra-linguistic competencies. First, I will explore a broad area of interlinguistic and intercultural skills. Then, I will analyse the appropriateness of individual teaching styles for specific situations that can enhance or indeed restrain the effectiveness of EMI. And finally, I will consider strategies that can help both teachers and learners deal with a variety of communicative challenges in multilingual settings. In brief, I intend to offer deeper understanding of what roles EFL/ESP teachers can play in EMI and what challenges need to be addressed in order to provide a high-quality EMI support.

10.15-10.45 Session 3.1

Hilton Boardroom
50 audience
Talk
AL, RES
e, t

Language policy in education: a critical ethnography in Nepal's school
Basanta Kandel (Aadikavi Bhanubhakta Campus, Tribhuvan University)
This presentation explores the 'language policy in education and pedagogy' (henceforth, LPEP) at the local level schools in the changed socio-political context of federal Nepal. Following the 'critical ethnographic' fieldwork for six months in two community schools, I reveal what 'ideological awareness' the policymakers and arbiters have and how they 'create, interpret, and appropriate' LPEP.

Hilton Broadway
40 audience
Talk
TD, TTEd
e, ey, p, s, t, a

What am I responsible for? Pre-service teachers and professional responsibility
Malba Barahona (Pontificia Universidad Católica de Chile)
This presentation reports on a study that investigated the sense of teacher responsibility of Chilean pre-service English teachers (n=500). The study, based on an adapted scale, assessed levels of perceived responsibility for student motivation, achievement, relationships and their own teaching performance (self-efficacy and agency). The results demonstrate that participants struggled to demarcate their personal and collective forms of responsibility.

Hilton Brookfield
40 audience
Talk
GEN
le, e, t

Thought Question Activity for cooperative, experiential and autonomous learning
Rae Lan (National Taipei University)
The current study investigates the effect of incorporating Thought Question Activity (TQA) on a digital learning platform for EFL college students as a strategy to promote cooperative, experiential and autonomous learning. Questionnaires and interviews were conducted for data collection and analysis to identify learners' attitude in content knowledge, experience sharing, cooperative learning, and learner autonomy.

Hilton Lagan Room A
10.15-11.30
200 audience
Forum
EAP
le, e, t, a

Forum on academic reading

Implementing the jigsaw technique: improving students' reading and presentation skills
Sanaa Makhlouf (The American University in Cairo)
The purpose of this presentation is to demonstrate how the jigsaw teaching technique is implemented in a university level ESL reading and speaking class as a beneficial learning tool. Clear steps will be explained, practical applications shared and limitations discussed. Participants will have the chance to ask questions and share their expertise in improving students' reading comprehension and speaking skills.

Teaching EFL learners how to infer and understand rhetorical purposes
Haeng-a Kim (University of Cambridge)
Most university-level EFL learners are good at grammar and vocabulary, but when it comes to reading tests, they usually struggle with solving inference and rhetorical purpose questions in that their logical thinking process is based on their mother tongues. So teaching English sentence relationships for correct reasoning in EAP settings is vital, which I focus on explaining today.

Reading Lab: developing academic reading skills in postgraduate students
Patricia Bustos (Universidad de Los Andes)
Academic Reading Workshop is a course intended to develop academic reading skills in postgraduate students of different areas during their studies at a university in Bogotá, Colombia. As part of this course, the Reading Lab is a formative activity where students work collaboratively sharing and analyzing academic texts from different fields with the instructor as a guide.

Hilton Lagan Room B
200 audience
Talk
GEN
le, e, ey, p, s, t, a

What lies at the end of the ed-tech rainbow?
Glyn Hughes (Cambridge University Press & Assessment)
Especially with advances in AI and Machine Learning, Education Technology increasingly holds out the promise of ever more personalised, efficient and successful learning. This talk will examine the extent to which EdTech can deliver on that promise, and will focus on the vital but evolving role that teachers will continue to play in language learning.

Hilton Lisburn
65 audience
Talk
ESOL, GI
ESOLSIG Showcase
le, e, a

Welcome English: designing initial language support for refugee families
Aisling O'Boyle (Queen's University Belfast)
Countries around the world are responding to refugee matters. Local communities are taking action to support refugees in their communities. This talk describes a volunteer-led English language learning initiative for newly arrived refugee families in Northern Ireland. It describes the development of the pedagogical approach (including materials design and volunteer instruction) and discusses the relevance of this initiative for contexts elsewhere.

ICC Arc
150 audience
Talk
RES
le, e, ey, p, s, t, a

A reflection on the draw-and-write technique
Tatia Gruenbaum (Avans University of Applied Sciences)
The special issue of the *Applied Linguistics Review* (2018) on visual methods in applied language studies suggests that drawing as a research technique in ELT is slowly gaining importance. Drawing on experience, this talk considers the choices researchers need to make when selecting the draw-and-write technique as a research method.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics
BE = Business English
EAP = English for 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

ProdProm = This session includes product promotion

le = less-experienced audience
e = experienced audience

ey = early years
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

Please check notice boards for changes and cancellations

10.15-10.45	Session 3.1 continued
ICC Auditorium 460 audience Talk GEN le, e, ey, p, s, t, a ProdProm	**Lessons from the living room - live online teaching** **Lindsay Clandfield (Freelance), Jill Hadfield** Around the world there are many classrooms with no technology. The pandemic poses the opposite problem: technology without classrooms. These opposing situations share various similarities: how can teachers overcome constraints to achieve best practice? Using practical activities from our new book *Live Teaching Online* (Pavilion 2021) we show that, paradoxically, these constraints can lead to creative and novel activities.
ICC Bar 2 10.15-11.30 150 audience Forum RES, YLT le, e, p	***Forum on researching 'on' and 'with' children in the Global South*** **Researching 'on' and 'with' children: designing research tools** **Fiona Copland (University of Stirling)** Researching 'on' and 'with' children is increasingly attracting the attention of researchers and teachers of young English language learners. In this talk, I will explain how we introduced both approaches to primary school children in Bangladesh, Malawi, Mexico and Uzbekistan, as part of the project, *English as a School Subject: learning effective practices from low level primary English language teachers*. **Researching with children: experiences from the Global South** **Nargiza Makhmudova (The University of Stirling)** In this talk, I will present findings from researching 'with' primary school children in in the project *English as a School Subject: learning effective practices from low level primary English language teachers*. I will outline how surveys were introduced to young learners and how they designed and implemented their own questionnaires in Bangladesh, Malawi, Mexico and Uzbekistan. **Researching on children: experiences from the Global South** **Elizabeth Meke (University of Stirling)** In this talk, I will present findings from researching 'on' primary school children in in the project *English as a School Subject: learning effective practices from low level primary English language teachers*. I will outline how focus groups were conducted with young learners and describe emerging findings from Bangladesh, Malawi, Mexico and Uzbekistan.
ICC Hall 2B 300 audience Talk TD, TTEd **TTEdSIG Showcase** e, a	**Video for reflection and teacher development** **Steve Mann (University of Warwick), Laura Baecher (City University New York)** During the last few decades, there has been an increase in both the use and understanding of the role digital video can play in developing reflective practice within teacher education. This talk focuses on the variety of ways in which digital video can both support and encourage collaboration, sharing of practice, analysis, materials production, and on-line communities of practice.
ICC Room 1A 100 audience Talk GEN le, e, ey, p, s, t, a	**To drill or not to drill: what really matters** **Eric Nicaise (Haut Ecole Louvain-en-Hainaut (HELHa))** The issue of mechanical practice in the EFL classroom has long been debated. Starting from there, the talk will take the broader view of eclectic teaching. Whilst in the past, one method was often developed as a reaction to the preceding one, this talk will make the case that there is a place for all methods in ELT, including drills.
ICC Room 1B 100 audience Talk GEN le, e, a	**What the future looks like for non-native teachers** **Meri Maroutian (Freelance)** While the world around us has evolved and become ever-accepting of foreign cultures and identities, not much has changed in terms of finding equal opportunities for non-native teachers in the Italian job market. So how can we raise awareness to fight those discriminatory practices that impede growth in the field of English language teaching?
ICC Room 2A 100 audience Talk EAP, ESP le, e, t	**Raising students' awareness of audience in reading and writing** **Lisa Nazarenko (University of Applied Sciences Technikum Wien)** EAP and ESP students should develop an understanding of the concept of audience since they will write for a variety of audiences in their academic and professional careers. This talk presents 10 activities to guide students from noticing how the target audience is focused on in texts they read to using those techniques when they write their own texts.
ICC Room 2B 100 audience Talk PRON **PronSIG Showcase** le, e, s, t, a	**Say it to hear it: pronunciation to benefit listening skills** **Mark Hancock (pronpack.com)** We often think of pronunciation in terms of productive skills, but it's equally important for receptive ones. Indeed, some aspects of pronunciation learning are primarily for the benefit of listening – connected speech in particular. In this presentation, I will demonstrate activities which, although they may engage learners in active production, do so for the purpose of improving listening skills.
ICC Room 3A 100 audience Talk LA, TTEd **LASIG Showcase** le, e, s, t, a	**What makes effective students? Some challenges of learner-centred classes** **Mandana Arfa Kaboodvand (University of Eswatini)** Despite the importance given to learner-centredness, rarely is the concept of effective students discussed. In this presentation, I will discuss the challenges of working with those university students who do not aim for taking responsibility for their learning. I will draw on my experience working with such students in different countries and share some suggestions to address the issues.
ICC Studio 360 audience Talk YLT le, e, p, s, t, a ProdProm	**A recipe for readers: overcoming anxiety and encouraging excitement** **Gavin Biggs (Freelance / Helbling Languages)** Schools around the world recognise the importance of using graded readers in class. There is, however, a strong need for teachers to understand how to best use these materials. Using examples from *The Thinking Train* and new *Maze Stories* adventure series we will look at practical ways to help students feel confident and prepared when reading for pleasure.

11.00-11.30	Session 3.2
Hilton Boardroom 50 audience Talk YLT e, ey, p, s, t, a	**Language therapy for speech anxiety among Nigerian stuttering school adolescents** **Josephine Akabogu (University of Nigeria)** The objective of this study is to determine the effectiveness of a Cognitive Behaviour Language Therapy (CBLT) programme in the reduction of stuttering school adolescents. This was a group randomized clinical trial that enrolled stuttering school adolescents who had severe speech anxiety. The participants were randomized to either treatment group or control group for the experiment.
Hilton Glenbank 40 audience Talk EAP, ESP le, e, t, a	**Academic & study skills for ESP students in action** **Natalya Eydelman (Novosibirsk State University)** I'll share my experience in teaching ESP courses to chemistry and biology majors. I'll present a brief overview of the course and share a set of activities aimed at the development of the students' academic & study skills. I'll focus on the development of effective searching skills and discuss abstract and summary writing activities.
Hilton Lagan Room B 200 audience Talk GEN le, e, ey, p, s, t, a ProdProm	**The psychology of progress: motivation, measurement and achievement** **David Booth (Pearson)** This talk aims at describing a proposal to design material for teaching English and a teaching sequence relying on Corpus Linguistics principles. Both materials and the sequence help increase learners' interest in researching and working autonomously. The talk also demonstrates how this material, and this sequence may be put into practice by providing practical examples used in the classroom.
Hilton Lisburn 65 audience Talk ESOL, RES **ESOLSIG Showcase** le, e, a	**ESOL material on equality issues: evaluating teacher and student reception** **Francesca Stella (University of Glasgow), Jennifer MacDougall (University of Glasgow)** Discussion around sexual and gender diversity might be considered culturally sensitive or 'too risky' for English language classrooms; ESOL materials rarely include representations of LGBT people (lesbian, gay, bisexual, transgender). Our talk, for practitioners working with adult learners, is based on an evaluation of teacher use and student reception of the teaching resource discussing real stories of LGBT migrants.
ICC Arc 150 audience Talk GI, YLT le, e, s, t, a	**Brave new world of English** **Andy Cowle (ELT CONNECTIONS / ELI Publishing)** We prepare young people for life, not just for exams. This means coaching learners in using English as a communication skill to navigate differences and global/societal problems (hunger, poverty, gender, pollution etc.). This session combines language teaching essentials with English as a global skill with sustainable development goals in mind, using examples from *Ready for Planet English* (ELI Publishing).
ICC Auditorium 460 audience Talk GEN le, e, ey, p, s, t, a	**Teaching live via WhatsApp in low-resource contexts** **Nicky Hockly (TCE - The Consultants-E)** This talk describes an innovative approach to teaching primary and secondary learners English language lessons in real-time via WhatsApp text and audio. The approach is especially suitable for low-resource contexts where access to technology and data may be limited. Examples of how print materials can be adapted for this approach, and how teachers can be trained, is also shared.
ICC Hall 2B 300 audience Talk TD, TTEd **TTEdSIG Showcase** le, e, t	**A new approach to lesson planning: seeing expertise grow** **Gabriel Díaz Maggioli (Institute of Education, Universidad ORT Uruguay)** What if we strayed away from the traditional lesson plan format? By changing the linear, sequential organization of a lesson plan, we can help trainees and teachers develop their adaptive expertise, while fostering metacognitive learning and strengthening the ties between theory and practice. In this presentation, we will explore a new approach to planning and show evidence that it works.
ICC Room 1A 100 audience Talk RES, TD le, e, s	**Language teacher wellbeing across the career trajectory: challenges and resources** **Astrid Mairitsch (University of Graz, ELT Research and Methodology Department)** In this presentation, we explore the challenges language teachers face and the resources they draw on to manage and nurture their wellbeing during different phases of their careers. Reporting on a large-scale international study, this presentation will focus on reflecting on the practical implications of the findings for teachers, teacher educators, and policymakers.
ICC Room 1B 100 audience Talk LT, TD **TDSIG Showcase** le, e, a	**We watched 5,000 online lessons; this is what we learned** **David Bish (EF Education First)** If you have ever watched a video of yourself teach, you'll know how revealing it can be. Imagine being part of a team of observers watching 5,000 online lessons in a year – what would you discover? I'll share surprises we found, reassuring evidence we saw, and suggestions for your own online teaching or classroom research.
ICC Room 2A 100 audience Talk BE, ESP **BESIG Showcase** le, e, t, a	**Everyday business writing. What are the rules?** **Ian Badger (BMES, Bristol)** In this interactive talk, I will present examples of everyday written exchanges (predominantly involving email and online chat) drawn from current international business environments. What makes for successful communication and how does communication go wrong? Our learners may have a knowledge of 'good' English but this does not necessarily equip them for the 'imperfect' world of business writing.

11.00-11.30	Session 3.2 continued
ICC Room 2B 100 audience Talk GI, PRON **PronSIG Showcase** le, e, s, t, a ProdProm	**A sound match? Applying translanguaging in pronunciation teaching** **Adam Scott (Sensations English)** Translanguaging and intelligibility-focused pronunciation approaches both value learners' identities and wider language resources. Generating negotiated understanding, translanguaging recognises pronunciation's co-constructed, intersubjective nature. Embodied translingual practice empowers learners with pragmatic, situated and functional pronunciation strategies, removing intelligibility's need for a "neutral" lingua franca core. Explore translingual phonology and teaching activities suitable even for monolingual groups, including some 'Sensations English' video resources.
ICC Room 3A 100 audience Talk ESP, LA **LASIG Showcase** le, e, s, t	**Entertainment as a tool for ESP teachers** **Roel Stalpers (Koning Willem I College)** Vocational education brings different challenges where language acquisition and student motivation are concerned. Effectively using entertainment, such as comics, novels, series and films, teachers can motivate students, improve their English and teach about other cultures. ESP teachers should use these tools to gain better insight in their students' world, their interests, their needs and stimulate learning outside of the classroom.
ICC Room 3B 140 audience Talk GEN le, e, s	**International projects - an English vector for the diverse growth** **Ligita Erminaite (Plunge "Saules" Gymnasium)** Learning English is a live process. International projects enrich it and motivate both teachers and students to apply the target language practically. It expands learning with diverse content and space providing possibilities for application of CLIL and developing emotional social competences. Delegates will get acquainted with the unique project practice, prepared materials for teachers to apply and some projects' products.
ICC Studio 360 audience Talk GEN le, e, s, t, a ProdProm	**Reading between the proverbials: the role of idioms in ELT** **Julie Moore (Freelance / Collins)** Learners often enjoy idioms because of their quirky, visual nature, but how useful are they? Idioms can be a minefield for learners to use appropriately, but they can also be key to comprehension. In this session, we'll explore various aspects of idioms that are worth focusing on in ELT using plenty of practical examples from *Work on your Idioms* (Collins).

11.30-12.00 Break

Free tea and coffee will be served in the Exhibition

11.35-11.55 IATEFL Careers Fair	**How to teach online** **Andy Johnson** An increasing number of teachers are moving into online teaching, but for many it still feels a bit daunting. In this presentation, you'll hear about three key areas: 1) the main differences between face-to-face and online teaching; 2) strategies for delivering effective online lessons (both pedagogically and technologically); 3) tips on becoming a successful online trainer. *This will be followed by an Advice Q&A session 11.55-12.55*

12.00-12.30 Session 3.3

Hilton Boardroom 50 audience Talk GEN le, e, ey, p, s, t, a	**Collaborative lesson observations** **Miranda Karjagdi Çolak (Bursa Technical University)** In this talk, I will present how teachers can integrate lesson observations in teams into their professional development practices. I will outline the protocol of team observations that require appreciative feedback, collaboration and partnership with students. I will compare teachers' views before and after team observations and overall effects of collaborative lessons observations on developing a culture of professional growth.
Hilton Broadway 40 audience Talk ESP, TTEd le, e, p, s, t	**Developing classroom language skills - ideas for course design** **Khanh-duc Kuttig (University of Siegen)** Though important, teacher language proficiency is still not as widely incorporated into teacher training programmes. Teacher language proficiency impacts every aspect of teaching and plays an important role in a teacher's confidence in the classroom. This talk looks at how to design a course on classroom language from an ESP and backward design perspective.
Hilton Brookfield 40 audience Talk LT, YLT le, e, p	**The show's over - now what? Team teaching on Facebook** **Dalya Saleh (UNRWA- Gaza)** Packed with authentic communication and live interactivity, team taught lessons on Facebook Live offer students exciting remote learning opportunities. But what happens when they are over? Dalya from Palestine shares her experience teaching alongside Elena from Spain, showing how these lessons also work asynchronously, can be expanded on through online games, and recycled as fun and authentic language learning videos.
Hilton Glenbank 40 audience Talk EAP, TTEd le, e, a	**Professional development of English writing teachers at a Saudi university** **Basim Alamri (King Abdulaziz University)** This presentation draws on findings from a mixed-methods approach on writing teachers' professional development training needs, beliefs, and practices at a Saudi university. It will highlight in particular various practices and several writing professional training needs including teaching and assessing L2 writing. Implications for initial teacher education and continuing professional development will also be discussed.

12.00-12.30	Session 3.3 continued
Hilton Lagan Room A 200 audience Talk GEN le, e, s	**How to turn coursebook exercises into games** **Elena Peresada (Trendy English)** Modern coursebooks offer a variety of exercises for practicing vocabulary, grammar and speaking. However, doing the same tasks over and over again may become boring after a while. Not to worry, though! In my talk, I'll demonstrate interactive activities and games which can be used instead of textbook exercises.
Hilton Lagan Room B 12.00-13.15 200 audience Forum EAP le, e, t, a	***Forum on academic writing*** **Intertextuality in Omani EFL students' academic writing: a case study** **Ahmed Al Ajmi (University of Huddersfield)** This presentation reports on a qualitative study which explores how Omani EFL students employ intertextuality in their academic writing. The challenges they face with intertextuality 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. **Implementing Multimodal Writing in an EFL context: students' perspective** **Zulaikha Al-Saadi (University of Technology and Applied Sciences- Rustaq)** The data reported in this presentation draws on findings from a small-scale study that explored the Omani university students' perceptions of their experiences of using Multimodal Writing (MW). The results indicated that introducing MW is a promising approach that can promote students' willingness and motivation towards writing. The findings are discussed in light of MW research findings and implications. **Addressing bias in student writing online** **Natalia Zajaczkowska (Queen Mary University of London)** In view of the complex definition of bias, this presentation examines students' responses to an academic article on cultural diversity. Examples of potentially biased incorporation of academic argumentation will be presented and followed by the teachers' responses. The samples will be followed by recommendations on how to address potential bias while maintaining academic integrity and objectivity within our expertise.
Hilton Lisburn 65 audience Talk ESOL, RES **ESOLSIG Showcase** le, e, t	**An intersectional look to ESOL departments: are we really 'diverse'?** **Paula Alcaraz Barrowcliffe (University of the West of Scotland)** Using data from my ongoing PhD research, I explore the identity of ESOL lecturers in Scottish colleges from an intersectional perspective, considering different aspects of identity and reflecting on how diversity within the departments impacts the profession, the teachers, and the learners. At the end, I invite people to reflect on the value of diversity and intersectionality in their contexts.
ICC Arc 150 audience Talk LT, TD le, e, s, t, a	**Engaged, not entertained – Gamification in ELT** **Andreea-Katia Nechifor (Lektor Language Trainer)** The shift to online delivery has brought about a huge number of apps that promise to put fun into learning. However, gamification means more than scores, points, and badges. In this interactive talk, I will provide guidelines for incorporating game mechanics and dynamics into classroom activities, and share learning games for both virtual and in-class delivery.
ICC Hall 2B 300 audience Talk RES, TEA le, e, s, a	**Assessing spoken interactive functions in the Oxford Test of English** **Nathaniel Owen (Oxford University Press)** The use of Simulated Oral Proficiency Interviews (SOPI) has been shown to be a viable alternative to face-to-face speaking tests. This session provides further evidence, showing that voicemail tasks (where the test taker leaves a message in response to on-screen prompts) are capable of eliciting a range of spoken functions relevant to real-world communication.
ICC Room 1A 100 audience Talk TTEd **TTEdSIG Showcase** le, e, p, s	**Learning teachers: an online English teachers' in-service training** **Evrim Ustunluoglu (Izmir University of Economics)** This talk will address the expectations and challenges of K-12 English language teachers regarding an online in-service training. The talk will briefly cover the background and the design of the training, the feedback collected from the teachers who participated in the study, the analysis, and the implications for further studies.
ICC Room 1B 100 audience Talk TD, TTEd **TDSIG Showcase** e, s, t, a	**Practical tips and tricks: using video reflection tools in teacher** **Chris Meoli (Leominster High School)** Seeking to enhance your teacher development program such as the CELTA or DELTA? This presentation will showcase strategies for using recorded lessons to promote reflection and customize workshops. Participants will see video footage of these approaches in action and will leave the session with a set of easily implementable video-based "tools" applicable in almost any teacher training course.
ICC Room 2A 100 audience Talk BE **BESIG Showcase** le, e, t, a	**How pluricultural is business English teaching?** **Kirsten Waechter** In this talk, we will explore how pluricultural business English teaching is: Are we moving away from business etiquette rooted in Anglo-American business culture? And what do we need to teach so our learners can handle communication with global speakers, i.e. integrate the concept of pluriculturalism (CEFR)? Participants will learn strategies they can implement in their own teaching context.

12.00-12.30	Session 3.3 continued
ICC Room 2B 100 audience Talk PRON, TTEd **PronSIG Showcase** le, e, s, t, a	**Pronunciation practices in Irish ELT classrooms: what's really going on** **Gemma Archer (University of Strathclyde)** Pronunciation is slowly returning to our ELT materials and teaching practices. However, issues remain in some Irish classrooms, often linked to the dominance of prestige model accents such as RP. This session will share qualitative findings from Irish teachers' reflections, reporting on the phonological and pedagogical challenges they have encountered when teaching pronunciation. It will conclude with practical recommendations.
ICC Room 3A 12.00-13.15 100 audience Forum LA, RES **LASIG Showcase** le, e, ey, p, s, t, a	***Forum on motivating, engaging and empowering learners*** **Engaging and empowering learners through experiential and contextual pedagogy** **Kirti Kapur (National Council of Educational Research and Training, India)** Language learning is being re-envisioned as a space to accommodate diverse voices, and encourage shared reflection on individual experiences. Contextual and experiential learning focuses on sharing personal narratives, observing, co-creating learning, and above all self-learning and self-assessment thus engaging and empowering learners with the 21st century's four Cs - collaborating, communicating, critical thinking, and creativity to make learning meaningful. **Beyond the classroom: empowering learning through digital technologies** **Marcio Rodrigo Sementino de Oliveira (Associacao Cultura Inglesa Sao Paulo), Cristina Bordinhao (Associacao Cultura Inglesa Sao Paulo)** The year 2020 brought along a sudden need for the use of e-learning tools in classroom practice and it has caught many teachers by surprise. Join this talk as we share our own experience with digital technologies in and out of the classroom as well as tips on how to apply pedagogical principles in the use of tech tools. **Motivation in ELT** **Nazmiye Yemez (Bahcesehir College)** This talk will shed light on motivation whose scope has extended to self-regulation, goal orientation, learner autonomy, and self-efficacy beliefs in ELT. The implications show that "inquiry arousal" is the chief factor in ELT pedagogies. By the end of the session, the audience will be able to access ways to improve English learners' motivation.
ICC Room 3B 140 audience Talk LT, RES le, e, a	**The 'new normal' of online teaching: making classes effective** **Bindi Clements (Wall Street English)** Foreign language enjoyment and classroom anxiety can significantly impact language acquisition, but these measures are under-researched in the context of online classes. The research presented here analyses survey responses from 5,000 adult students attending online classes with Wall Street English in 22 countries. It will be of interest to practitioners wanting to improve the effectiveness and enjoyment of online classes.
ICC Studio 360 audience Talk GEN le, e, ey, p, s, t, a	**Impact by design: ensuring positive benefits for teachers and learners** **Nisreen Ash (Cambridge University Press & Assessment)** Well-designed exams, learning materials, professional qualifications and training courses can deliver a wide range of personal, educational and professional benefits for learners and teachers, as well as for schools, employers and wider society. I will present a new framework for maximising this positive impact, embedded in systematic planning and delivery, and backed by measurement, evidence and reporting.

12.45-13.15	Session 3.4
Hilton Boardroom 50 audience Talk EAP le, e, t	**Multidisciplinary conference as a teaching and assessment instrument at Skoltech** **Elizaveta Tikhomirova (Skolkovo Institute of Science and Technology), Anastasia Sharapkova (Lomonosov Moscow State University)** A successful online course, assessment, and exam design emulating an interdisciplinary conference with invited experts has been implemented at Skoltech since 2017 instead of the outdated traditional Ph.D. exam. The proposed format requires multiple iterations of students' efforts and effectively serves both learning and assessment purposes. We present a detailed course overview, examples of the student progress, and feedback analysis.
Hilton Broadway 40 audience Talk GEN le, e, p	**Learning under stress: reducing stressors in the EFL classroom** **Liber Redes (Plan Ceibal)** Ceibal en Inglés (CEI) is Uruguay 's remote English language programme. One major challenge is to pedagogically cater for KS2 students from vulnerable contexts who are generally subject to great stress and deprivations, which may hinder learning. I illustrate how CEI focuses on the so-called "high affective filter" to create a welcoming EFL classroom and boost students' learning.

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LA = Learner Autonomy
LAM = Leadership & Management
LIT = Literature
LT = Learning Technologies
MaW = Materials Writing
MD = Materials Development
PRON = Pronunciation
RES = Research
TD = Teacher Development
TEA = Testing, Evaluation & Assessment
TTEd = Teacher Training & Education
YLT = Young Learners & Teenagers
ProdProm = This session includes product promotion
le = less-experienced audience
e = experienced audience
ey = early years
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

Please check notice boards for changes and cancellations

12.45-13.15	Session 3.4 continued
Hilton Glenbank 40 audience Talk EAP, RES le, e, t	**Group work during COVID-19: exploring two sides of the coin** **Yllkë Paçarizi (University of Prishtina)** This presentation shares experiences of undergraduate students in Kosovo in conducting research during emergency remote learning. The semi-structured interviews conducted at two different points in time reveal two extremes: in one extreme, previously built rapport and trust encouraged accountability that enhanced productivity and professional growth. On the other, the online medium of communication prolonged rapport building and trust, affecting efficacy.
Hilton Lagan Room A 200 audience Talk GEN le, e, t, a	**Impact of direct and indirect written corrective feedback** **Sebastian Lesniewski (Bloomsbury Institute London)** This talk reviews various forms of written corrective feedback (instruction offered in response to errors in learners' written output with a view to helping them build awareness, knowledge, and strategic competence to better monitor their writing in the future), and examines the effectiveness of direct and indirect forms of feedback in light of research findings.
Hilton Lisburn 65 audience Talk ESOL **ESOLSIG Showcase** le, a	**ESOL conversation classes in the age of Zoom** **Roisin Sloan (Belfast Unemployed Resource Centre (BURC)), Richard Gosnold (BURC)** This talk discusses the migration of an intermediate level, ESOL conversation class from the classroom to the internet. Audience members will learn about our experience and the pitfalls and benefits of conducting a 60-minute conversation class online. This talk will provide an opportunity to hear the perspectives of a lesson facilitator as well as some lesson participants.
ICC Arc 150 audience Talk LT, TTEd le, e, t, a	**Advantages of online vs. traditional face-to-face teaching: a case study** **Oystein Heggelund (University of South-Eastern Norway)** Statistics from over 1,500 university exams shows that online English students with little to no real-time teaching perform significantly better than students with weekly face-to-face classroom interaction. This talk will address possible reasons for the difference, and look at pros and cons of using video lectures (screencasts) for adult learners. The discussion is based on theory, exam scores and questionnaires.
ICC Auditorium 460 audience Talk GEN le, e, s, a	**Lessons in intercultural communication…from teenagers** **Paul Dummett (Freelance), Samir Naim Salama (Rafah Prep Boys F UNRWA School, Gaza)** The term 'intercultural communication' brings to mind courses where participants 'learn' to make the right impression with (or to avoid offending) international business partners. But the international groups of teenagers we work with at Hands Up Project tell us that intercultural communication simply means: listen carefully, speak clearly and be yourself. Our talk includes practical teaching ideas for promoting these principles.
ICC Bar 2 150 audience Talk TD, TTEd le, e, s, t, a	**Exploring teachers' resources for professional learning: what really matters?** **Mohammad Haider (Muminunnisa Govt. Women's College)** This talk reports on research that focuses on Bangladeshi EFL teachers' resources for professional development and learning. The study, through a survey of 500 teachers, explored 10 types of resources localised in the individual teachers as well as in their environments. It concluded that teachers with limited environmental resources can gain excellence by virtue of their endogenous resources.
ICC Hall 2B 300 audience Talk TEA le, e, ey, p, s, t, a ProdProm	**Future directions of L2 teaching and testing using artificial intelligence** **Bill Bonk (Pearson English)** Artificial intelligence tools are beginning to appear in L2 learning, teaching, and testing, such as PTE Academic. It's clear that the use of such tools involves both advantages and disadvantages for learners, teachers, and test administrators. This session discusses the trade-offs and issues surrounding the use of artificial intelligence systems, and the future of L2 study and assessment.
ICC Room 1A 100 audience Talk TTEd **TTEdSIG Showcase** le, e, ey, p, s	**Interaction design and online collaborative learning** **Aysegul Liman Kaban (Bahcesehir University)** Interaction is one of the indispensable concepts of face-to-face and distance education. In this session, we will discuss the elements of in-class interaction and talk about the essentials of environment design for online collaborative learning.
ICC Room 1B 100 audience Talk RES, TD **TDSIG Showcase** e, t	**Observing affect in an EMI class** **Michelle Hunter (University of York)** This talk focuses on observational and interview data collected as part of a study looking at affective dimensions experienced between students and instructors in EMI classes. The findings provide insights for both foreign language teacher trainers and content lecturers into the impact of affect on learning through English.
ICC Room 2A 100 audience Talk BE, LT **BESIG Showcase** le, e, a	**Tools for success: using technology to deepen the learning** **Marc Anderson (Comas LLC)** This talk will present how easily available digital tools can be employed in the context of business English training to enhance the learning experience. Using case studies, the talk will explore the three main areas of Consistency, Customization, and Community to show how the tools contributed to the success of learners in language training programs in Japanese IT companies.

12.45-13.15	Session 3.4 continued
ICC Room 2B 100 audience Talk LT, PRON **PronSIG Showcase** le, e, s, t, a	**Supporting receptive and productive pronunciation of accents through online tools** **Beata Walesiak (unpolish.pl / IATEFL PronSIG)** To foster, in an online class, both receptive and productive pronunciation of diverse English accents the teacher needs to be equipped with a number of technologies that provide instruction and practice in both areas. This talk will present a cross-section of tools that may be applied to teach teenagers and adult learners selected segmental and suprasegmental features across accents.
ICC Studio 360 audience Talk EAP, MaW le, e, t ProdProm	**Materials to motivate higher-level EAP students** **Tania Pattison (National Geographic Learning)** Do you teach higher-level EAP students? Do they sometimes appear bored and lacking in motivation? Your choice of materials can have a dramatic effect on student motivation levels. This session presents five features of effective and motivating materials for students at CEFR B2 and above. Examples will be taken from National Geographic Learning's new EAP series, *Reflect*.

13.15-14.15 Lunch

Free tea and coffee will be served in the Exhibition

13.30-13.40 Level 1 Foyer	**Session 3.5 – Poster presentations** Details of today's poster presentations can be found below.
13.50-14.10 IATEFL Careers Fair	**How to move into language school management** **Andy Hockley** This presentation 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. *This will be followed by an Advice Q&A session 14.10-15.10*

13.30-13.40 Session 3.5 – Poster presentations

Please note, this takes place during the lunch break

Level 1 Foyer Poster 3 TTEd le, e, p	**Teacher training for TPACK on writing and grammar** **Birsen Tutunis (Istanbul Kültür University), Doğuş Aydın (Istanbul Kultur University)** 21st century teachers have a crucial role in training the individuals of the future. Distant/online learning and teaching activities are performed intensively in digital/electronic platforms where teachers are expected to have knowledge and skills of digital technologies. This poster displays English teacher (primary) in-service training in Technological Pedagogical and Content Knowledge (TPACK- writing and grammar) using digital platforms.
Level 1 Foyer Poster 9 GEN le, e, t	**Using Bloom's Taxonomy for evaluation in virtual cross-cultural projects** **Kate Sato (Hokkaido University of Science), Birte Horn (Hamm-Lippstadt University of Applied Sciences)** This presentation details how we used Bloom's Taxonomy (BT) to grade a cross-cultural project between students studying at two science universities: one in Germany and the other in Japan. The focus is on how we used BT to facilitate interaction between students, the degree of comprehension needed and the outcomes. Our poster provides examples and practical information.

14.15-15.00 Session 3.6

Hilton Boardroom 50 audience Workshop YLT le, e, ey	**Pre-writing skills through craft** **Julia Mena Dobson (Freelance)** In this workshop, I share some practical, fun tricks to give confidence and keep the stress levels low when doing arts and crafts with early years. We´ll explore different ways to gradually introduce a variety of craft tools and techniques that, through the medium of art and English, will help the development of fine motor skills and early literacy.
Hilton Broadway 40 audience Workshop IPSEN, YLT le, e, p	**English for all: alternative approaches in primary ELT** **Michelle Worgan (Freelance)** Does a traditional ELT teaching approach suit all learners? By using just one method we may be doing a disservice to some of our students. In this workshop, we'll explore how we can use a more flexible approach which sparks curiosity, fosters thinking skills, and ensures that all our primary students learn, in a truly inclusive classroom.
Hilton Brookfield 40 audience Workshop GEN le, e, a	**The power of engagement. Take your lessons up a notch** **Anna Plaksiienko (Anna Plaksiienko English Studion)** How to engage students via a screen and make it come alive? In this workshop, participants will get a toolkit of ready-to-use activities and online tools which help to make lessons more effective, engaging and fun, making the most of the lessons in the new era. The audience can participate in the suggested activities, being easily adapted, they fit any classroom.
Hilton Lagan Room A 200 audience Workshop LT le, e, ey, p, s, t, a	**Coding tasks: computational thinking makes its way to the classroom** **Vicky Saumell (Freelance)** Computational thinking and coding have become part of the educational curriculum in many schools. But what about learning to code in English? Definitely possible! We'll look at some basic concepts that can be introduced with young learners and see examples from my experience of introducing coding tasks in the English language classroom using *Scratch* and the micro:bit programmable card.

14.15-15.00	Session 3.6 continued
Hilton Lagan Room B 200 audience Workshop GEN le, e, t, a ProdProm	**Helping students find their voice in English** **Chia Suan Chong (National Geographic Learning)** For many students, English is a tool for expressing their own voice in international communication. But how are we helping them express their identity in English? How do we help them find their voice in conflict situations? What tasks can help them mediate communication amongst people from different cultural backgrounds? This session will use examples from NGL's new course *VOICES*.
Hilton Lisburn 65 audience Workshop ESOL, TTEd **ESOLSIG Showcase** le, e, ey, p, s, t, a	**EAL & ESOL today: from the fringes to the fundamentals** **Anne-Sophie Cocault (Full Service Community Network)** Schools, colleges and universities in the UK and Ireland have become increasingly diverse, both culturally and linguistically. In this practical, hands-on workshop, we will look at how we can adapt our practice to support EAL and ESOL learners and how we can include home languages to make our classrooms multilingual environments for all students to thrive.
ICC Arc 150 audience Workshop TEA, YLT le, e, p ProdProm	**Exam preparation for busy teachers** **Claire Medwell (Cambridge University Press & Assessment)** If you're juggling priorities, or managing primary teachers who are, then this is the exam session for you! Let's make exam lesson-planning easier so we deliver focused and fun classes. This workshop provides strategies to plan any lesson quickly, using *Fun Skills 1 and 2* as a reference, with tips and lesson plans to try out in your classroom.
ICC Bar 2 150 audience Workshop YLT le, e, ey, p	**The secret life of flashcards** **Fannie Daou (Express Publishing)** Flashcards are an excellent tool for drilling vocabulary, but they can be so much more than that. In this session, we will explore the different ways in which this valuable resource can be used to promote active learning through classroom games. Attendees are encouraged to participate and are welcome to share their own favourite activities. Let's share some secrets together.
ICC Hall 2B 300 audience Workshop LAM, TTEd **TTEdSIG Showcase** le, e, ey, p, s, t, a	**The transformative, evolving role of coaching in management and teaching** **George Pickering (George Pickering Consultancy)** In this participatory workshop, we will discuss: the current principles and competencies underlying all effective coaching; new developments such as incremental, well-being, and challenging coaching; applications of these developments to managing, teacher training and teaching; current options for keeping our coaching skills up to date; building and sustaining coaching cultures.
ICC Room 1A 100 audience Workshop GI, YLT le, e, p, s	**Building bridges across cultural differences through performing personal stories remotely** **Haneen Jadalla (Hands Up Project)** In our remote theatre club in Gaza, teenage students exchange written personal stories with their counterparts in Argentina. These are then converted into scripts and performed remotely to each other in Hands Up Project online linkups. In this workshop, we'll try out part of this process, finally performing the stories through Zoom to their original authors in Gaza and Argentina.
ICC Room 1B 100 audience Workshop TD, TTEd **TDSIG Showcase** le, ey, p, s, t, a	**Co-teaching: one and one is more than two** **Birgit Strotmann (Comillas Pontifical University), Alfonso Lopez-Hernandez (Comillas Pontifical University)** Co-teaching, in the sense of a collaborative partnership between two or more teachers, offers an opportunity for professional development for the teachers involved, as well as multiple benefits for students, including greater variety of instruction, access to multiple perspectives, or increased diversity of feedback. In this practical workshop, participants will explore ways to set up a successful co-teaching experience.
ICC Room 2A 100 audience Workshop BE, TEA **BESIG Showcase** le, e, t	**Promoting 21st century skills through formative assessment** **Rebecca Turner (University of Applied Sciences, St Pölten)** This workshop draws on techniques and tasks used for formative assessment. The audience will be encouraged to reflect on the activities they participate in, and to identify which 21st century skills are applied when undertaking these. Furthermore, we will discuss how these skills can be promoted through language instruction and become part of a course's learning outcomes.
ICC Room 3A 100 audience **LASIG Showcase**	**IATEFL Learner Autonomy Special Interest Group Open Forum** *Exploring and developing practices for the implementation of learner autonomy* Come along and join LASIG's Open Forum to learn more about the SIG (committee members, finances, membership, etc.) and to give us your input on the future running of the SIG. There will be games and quizzes... and some prizes to win!

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14.15-15.00	Session 3.6 continued
ICC Room 3B 140 audience Workshop GI, YLT Ie, e, p ProdProm	**Using graded readers to explore UN Sustainable Development Goals targets** **Jane Cadwallader (ELi Publishing)** Using graded readers with young learners means that they engage with a text for a longer time, in a deeper way. This is ideal for combining language learning and reading skills development with exploring some of the issues raised in the 2030 Sustainable Development Goals. This session will be very practical. The stories used will be from ELi graded readers.
ICC Studio 360 audience Workshop GEN Ie, e, p, s, t, a	**Cross-lingual activities - an embarrassment of riches** **Paul Seligson (Freelance)** Times have changed, have you? Our goal is no longer near-native competence but 'plurilingualism in ELF'. Translanguaging is cool, translation inevitable, frequently beneficial. Knowing when/how much/how best to use L1 - learners' most important tool - is critical. Is this overtly reflected across your teaching/training? L1-L2 contrast is - and should be - everywhere. Highly practical, includes 25+ cross-lingual activities.

15.15-15.45	Session 3.7
Hilton Brookfield 40 audience Talk LT, TD Ie, e, t	**A case of virtual trainings and large classrooms** **Shweta Paropkari (Keshav Memorial Institute of Technology)** In India, large classrooms are the norm. With virtual classrooms allowing larger numbers to attend, the classrooms have increased in size. How could Business Communication trainers make sessions engaging and interactive for a class of 250 and above? What are the resultant challenges? How would one deal with them?
Hilton Glenbank 40 audience Talk GI Ie, e, s	**Volunteering is part of being a successful teacher** **Maria Estela Ribeiro Jardim Rondon (Freelance)** This session focuses on how teaching in non-profit organisations and the outcome of this volunteering experience make teachers improve their sensitivity and adapt their methodology. Some ideas that worked and difficulties found are highlighted. Teenagers in situations of social vulnerability feel included and happy learning English online. Enabling them to capture this opportunity is not only challenging but also rewarding.
Hilton Lagan Room A 200 audience Talk GEN Ie, e, a	**What learning outcomes are achievable in online multi-level breakout rooms?** **Rhian Webb (University of South Wales), Nicky Partridge (Peartree Languages, Cardiff, South Wales)** This talk outlines the three stages of outline learning outcomes obtained by international learners and pre-service TESOL facilitators from speaking activities in online breakout rooms. Stage one focuses on online safety for all and facilitator training. Stage two answers questions concerning delivery styles and lesson content. Stage three presents findings that investigated the type of learning experienced.
Hilton Lagan Room B 200 audience Talk EAP, TEA Ie, e, s, t, a	**Supporting IELTS teachers and IELTS test takers remotely** **Louisa Dunne (British Council in France)** In this presentation, we will look at some initiatives from the IELTS partners which have been put in place over the last 18 months to support IELTS test takers and teachers when the world changed. These include free webinars and self-study guides for test takers and also webinars, online teacher training courses and online teacher communities for teachers worldwide.
Hilton Lisburn 65 audience Talk ESOL **ESOLSIG Showcase** Ie, e, t	**Motivating teenagers during the pandemic: a City of Culture project** **Kathryn Sidaway (University of Warwick), Fatima Reszczynski (Coventry College)** Teenage ESOL students often become demotivated to learn English due to disruptions to their education. The COVID-19 pandemic added further risks. In this talk, we will share an arts-based project which gave the students an opportunity to use their skills and talents to promote their individual and collective success, motivating them to continue their studies during the pandemic.
ICC Arc 150 audience Talk GEN Ie, e, a	**Are authentic materials authentic for the classroom?** **Anna Modestova (Teachers Teach Teachers)** Authentic materials are usually described as materials written for native speakers, and not designed for language learning. Following the idea of 'authentic language' by H. G. Widdowson, *TESOL Quarterly '98*, I'd like to show that this understanding of authenticity is outdated. I will question the need of bringing those materials to class, and promote creating your own texts/videos/audios.
ICC Bar 2 150 audience Talk TD, TEA Ie, e, s, t	**Developing teachers' assessment literacy through a MOOC** **Richard Spiby (British Council)** This paper will present a free, four-week long language assessment literacy MOOC run by the British Council and will outline the results of pre- and post-course questionnaires investigating participants' reasons for taking the course, their level of assessment literacy and their perceptions of the course.
ICC Hall 2B 300 audience **TTEdSIG Showcase**	**IATEFL Teacher Training and Education Special Interest Group Open Forum** *TTEdSIG: Supporting the training and education of teachers worldwide* Join us to learn what we do in our SIG, what teacher training and education are about, what we offer to members and how you can benefit from belonging to the TTEdSIG. In this dynamic session, committee members will explain what they do and you'll be able to ask questions and find out how you can contribute to the SIG.
ICC Room 1A 100 audience	**Question & answer session relating to Libor Štěpánek's plenary session** If you attended Libor Štěpánek's plenary session this morning on 'EMI: A language teacher's leap into the unknown?', 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 Libor's plenary talk.

15.15-15.45	Session 3.7 continued
ICC Room 1B 100 audience Talk TD, TTEd **TDSIG Showcase** e, ey, p, s, t, a	**Spreading our wings in ELTAs: professional development in teachers' associations** **Beatrix Price (Eötvös Loránd university)** This talk presents the findings of my interview study on the professional development of successful ELT professionals through their careers. It reveals the skills participants gained within their associations and unfolds their motivation for professional growth and leadership positions. The audience can reflect on their ELTA (English Language Teachers' Association) career path in their organisations, and compare with other participants.
ICC Room 2A 100 audience Talk BE **BESIG Showcase** le, e, a	**The new normal in business English teaching** **Karin Heuert Galvão (i-Study Interactive Learning)** There, it's 2022, and we live a new normal. So, if life has changed, why shouldn't business English (BE) change? In this talk, we'll delve into a fresh perspective on teaching BE and identify the real skills a BE trainer should have post-pandemic, inside and outside the (digital) classroom.
ICC Room 2B 100 audience Talk PRON **PronSIG Showcase** le, e, ey, p	**A world of phonics for non-native learners of English** **Stella Palavecino (Instituto Superior en Lenguas Vivas Juan Ramon Fernandez)** A world of phonics seems ideal to teach children how to read and write, but the material is designed for NSE. How can phonics be effective for the NNSE learner? This learner needs to acquire English sounds and s/he can do it by building a phonological core and activating prior knowledge. Come and discover a new world of phonics.
ICC Room 3A 100 audience Talk LA **LASIG Showcase** le, e, ey, p, s, t, a	**You only have today: building habits outside the English classroom** **Alex Fayle (Well & Will Language Academy)** All too often, teachers face the "magic pill" belief that merely attending class will make students proficient English users. This talk will explore how creating, tracking and rewarding daily habits can increase learner autonomy and make English a daily routine. Attendees will leave the session with concrete habits of their own to implement using gamifying apps or paper tracking.
ICC Room 3B 140 audience Talk MD, MaW le, e, ey, p, s, t, a	**What I think I know about materials writing** **Sandy Millin (Freelance / ELT Playbook)** Over the years, I've attended many materials writing talks at IATEFL. I've been involved in producing materials for my classroom, for publishers and for self-publishing. I've also recently completed the NILE MA Materials Development module, meaning I've been able to add more theory to my practical experience of materials writing. This session brings together what I've learnt in the process.
ICC Studio 360 audience Talk TD, TEA le, e, ey, p, s, t, a	**Mediation: not everything worth doing in class can be graded** **Andrew Walkley (Lexical Lab)** It seems to me that mediation is a potentially useful concept that has positive implications for language classes - mixed levels, L1(or 3!) as a resource, interactive approaches to teaching and learning. But I have concerns about evaluation. What exactly is success and failure in mediation? And how are teachers supposed to react to it?

15.45-16.15	Break
	Free tea and coffee will be served in the Exhibition

16.15-16.45	Session 3.8
Hilton Boardroom 50 audience Talk GEN le, e, ey, p, s, t, a	**How to successfully venture out into online ELT-preneurship** **Ola Kowalska (Freelance)** This session will show you how to start your own teaching business and how to make it stand out in the saturated English language teaching market. You can expect to leave the session equipped with actionable steps, inspiring ideas, and pitfalls to avoid when venturing out online.
Hilton Brookfield 40 audience Talk TD, TTEd le, e, ey, p, s, t, a	**Teachers in low socio-economic environments: problems, challenges, hope, future** **Fruzsina Szabo (University of Debrecen)** Socio-economic status (SES) is an integrated part of the Hungarian education system as it defines the school environment, since schools at both primary and secondary level are becoming increasingly selective. How has this phenomenon impacted teachers' identity and development? The talk will reveal the findings of a qualitative research, where many teachers and headmasters in severely deprived areas were interviewed.
Hilton Lagan Room A 200 audience Talk GEN e, a	**At-home English language assessments with remote proctoring** **Arum Perwitasari (ETS Global)** Remote proctoring has become an effective solution for administering online exams during the pandemic. In this session, you will learn how Educational Testing Service (ETS) is using Artificial Intelligence (AI) in its at-home language assessments, particularly the TOEFL iBT® test and the TOEFL® Essentials™ test while ensuring test validity and maintaining the test security thanks to remote proctoring.
Hilton Lagan Room B 200 audience Talk GEN le, e, a	**Nonviolent communication, positive discipline and motivation: are they connected?** **Fabiana Muliterno (Associacao Cultura Inglesa Sao Paulo)** Have you ever wondered how the way you communicate in class affects your students? Join me in this talk, and discover how we can use the theory of Nonviolent Communication and Positive Discipline to boost students' motivation through minor adjustments in your communication with students. Participants will leave the session with practical ideas, applicable to students in any CEFR level.

16.15-16.45	Session 3.8 continued
Hilton Lisburn 65 audience Talk ESOL, RES **ESOLSIG Showcase** le, e, a	**Do global ELT coursebooks promote discriminatory ideologies?** **Christine Nanguy (CLD Sector, Glasgow), Steve Brown** Global coursebooks have been regarded as the staple 'ELT curriculum' for decades. We expose problems in their content through the presentation of results in our recently published study titled *Global ELT Coursebooks and Equalities Legislation: A Critical Study*. We will describe conflicts between the use of 'popular' coursebooks against the UK's Equality Duty and the wider global equalities agenda.
ICC Arc 150 audience Talk EAP, ESP le, e, a	**Mind-mapping strategies in ESP academic and professional settings** **Gloria Regina Sampaio (Pontifical Catholic University of São Paulo)** As pedagogical tools, mind-mapping strategies provide valuable clues on how to grasp the sense of written/oral texts, and practical guidelines to facilitate the task of re-expressing the messages therein conveyed. This talk will focus on how mind-maps can be organically structured and exploited in a variety of ESP academic and professional contexts, and particularly in settings specific to translator/interpreter training.
ICC Bar 2 150 audience Talk GEN le, e, p, s, t	**Teaching socially responsible learners: the future is today** **Cristina Manea Gultekin (School of Foreign Languages Gaziantep University)** Educating socially responsible learners who will lead and implement sustainable changes in their communities has become a priority for schools worldwide. This talk is looking at some engaging and easy-to-implement progressive EFL classroom tasks that will empower learners to take more responsibility for their own future and fight global issues.
ICC Hall 2B 300 audience Talk RES, TTEd **TTEdSIG Showcase** e, ey, p, s, t, a ProdProm	**Supporting teacher trainers as knowledge brokers** **Matthew Ellman (Cambridge University Press & Assessment), Peter Lucantoni (Cambridge University Press & Assessment)** It is important that those who support and train teachers act as knowledge brokers, mediating between the findings of researchers and day-to-day teaching in classrooms. This session presents a conceptual framework and practical training techniques from our new book *From Teacher to Trainer*, which trainers can use to fulfil the knowledge broker role effectively when planning and delivering teacher training.
ICC Room 1A 100 audience Talk YLT	**A teacher's toolkit created by Cameroonian teachers of young learners** **Emma Mojoko Evele** This presentation focuses on how 120 (mostly untrained) teachers of young learners and teenagers produced nine tools for ELT and designed practical activities using the tools. The 50 learner-centred activities are now in a user-friendly manual for teachers. The presentation will highlight the tools produced, present some suggested activities, and discuss lessons learned by the trainers and the trainees/teachers.
ICC Room 1B 100 audience Talk LAM, TD **TDSIG Showcase** le, e, a	**13 fatal feedback errors made by ELT managers** **Ben Dobbs (New Way Press Publishing)** This session will examine and evaluate fundamental errors made by managers in the ELT sector in the handling of developmental feedback. We shall consider examples of the errors themselves and what can be done to avoid such situations arising by adapting best leadership practices from the corporate world and applying them to managers working in ELT.
ICC Room 2A 100 audience **BESIG Showcase**	**IATEFL Business English Special Interest Group Open Forum** *Business English - Activities, Issues, and Trends* Join us to learn what we do at your IATEFL BESIG. Find out about the current activities, issues, and trends and what we offer you as members. In this informal session, committee members will outline what they do, our future plans, and you will be able to ask questions, make comments and suggestions as we move towards the future.
ICC Room 2B 100 audience **PronSIG Showcase**	**IATEFL Pronunciation Special Interest Group Open Forum** *PronSIG's 2022 pronunciation swapshop!* Following its success at the 2021 online IATEFL conference, PronSIG is back with its 2022 Pronunciation swapshop! Come along and bring a pronunciation teaching tip, technique, or exercise to share with other teachers. Alternatively, just come and listen in; you're guaranteed to leave with new, creative and practical ideas to take back into your own classroom.
ICC Room 3A 100 audience Talk LA, TTEd **LASIG Showcase** le, e, ey, p, s, t, a	**Co-regulate to take your teaching to the next level** **Harisimran Sandhu (Chandigarh)** Emerging research evidence suggests that becoming skilful learners is a collective, socially embedded journey rather than an individual one. This session highlights the efficacy of Co-regulated learning (CoRL) over Self-regulated learning (SRL) models and shares the dynamics of co-regulated contemporary classrooms, also focusing on identifying and promoting good learning behaviours.
ICC Room 3B 140 audience Talk MD, TD le, e, ey, p, s, t, a	**Less is more. Slower is better. Small is beautiful. How?** **Piet Murre (Driestar university)** Material writers and teachers often face a similar problem: too much content has to be included in too little time or space. Additionally, catering for a diverse audience often leads to bland topics and predictable lessons, which fail to exploit the potential of richer content. These problems can be solved by implementing the seven principles of the "Didactical Design Diamond".

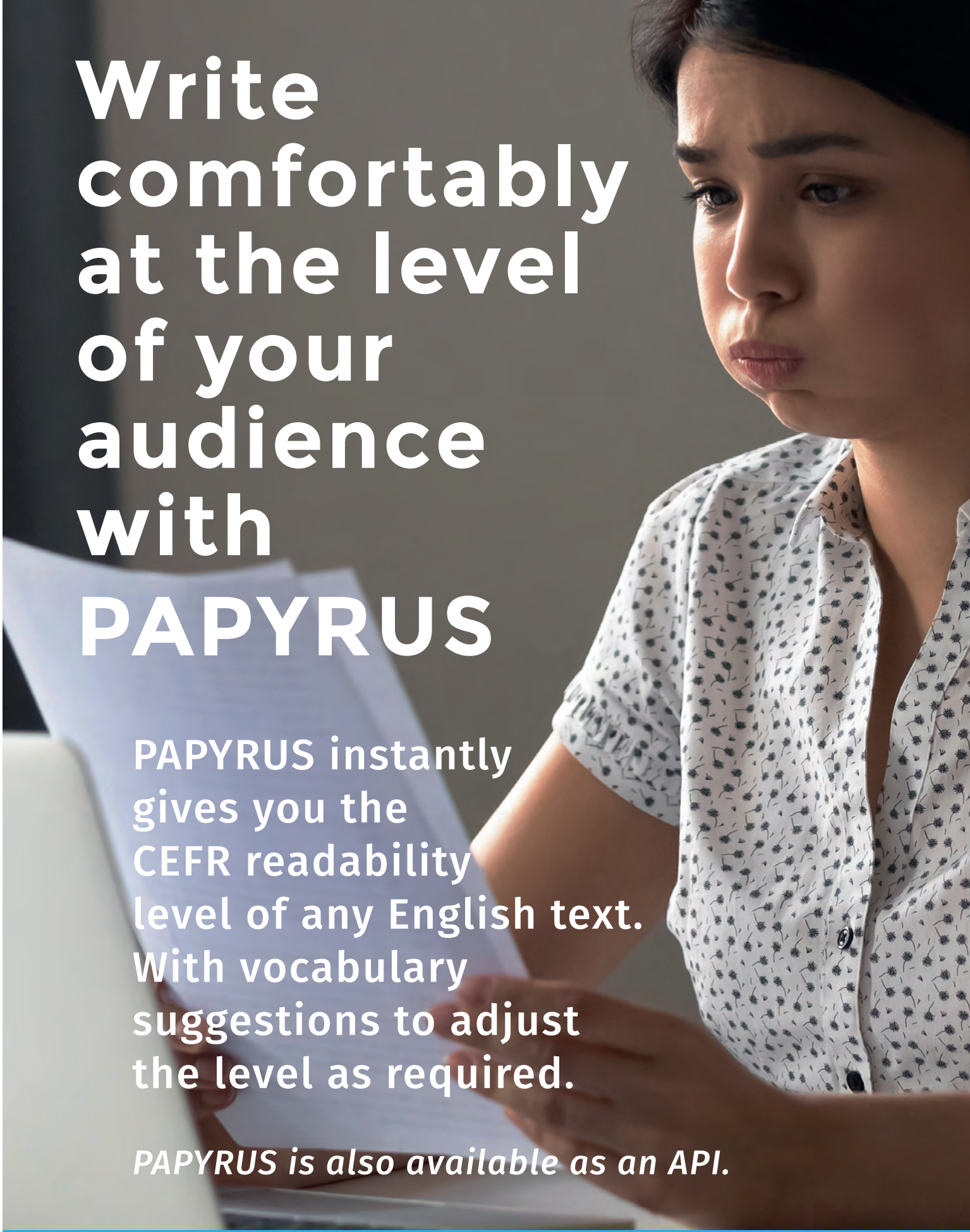
16.15-16.45	Session 3.8 continued
ICC Studio 16.15-17.45 360 audience	**ELT Journal Debate - "This House believes that online teaching is both necessary and effective"** **Nicky Hockly, Amol Padwad** The COVID-19 pandemic ensured that what was until recently a minority endeavour – teaching fully online – has become widespread. Teachers and institutions who may never have expected (or wished) to teach online suddenly found themselves immersed in what came to be termed 'remote emergency teaching'. Two years on from this precipitous rush online, and with a substantial amount of online teaching experience under our collective belt, it's time to reflect and evaluate. What, if anything, does online teaching bring to our profession, and to the teaching/learning process? The debate will consider whether online teaching is both necessary and effective or whether, on the contrary, it falls short of its promise and can ever only be a second-rate substitute for in-person teaching. With plenty of online teaching experience themselves and taking different perspectives, our two speakers will debate the issues surrounding online teaching. Please come along and join the debate.

17.00-17.45	Session 3.9
Hilton Boardroom 50 audience Workshop IPSEN, TD le, e, s	**Addressing equity in the ELT classroom through culturally responsive teaching** **Lynn Williams (Bern University of Teacher Education)** What positive impact can the acknowledgment, acceptance, and integration of different voices have on group learning? In this workshop, I will share how I apply principles of culturally responsive teaching (CRT) in my course and materials design, in my approach to assessment, and in my response to learners, before inviting participants to explore the potential of CRT for themselves.
Hilton Brookfield 40 audience Workshop TD, YLT le, e, ey, p	**Create an effective bond between ELT and alternative educational approaches** **Cecilia Cabrera (Freelance)** Montessori approach, Reggio Emilia philosophy and Waldorf approach have been recovering relevance in recent years, due to their focus on the child and the learners' meaningful interaction with the learning contexts. Experience why it is relevant to incorporate different aspects of these approaches in your lessons along with guidelines and strategies on how to integrate these approaches successfully.
Hilton Glenbank 40 audience Workshop TD, TTEd le, ey, p, s, t, a	**Integrating professional coaching conversations into language learning** **Rachel Paling (efficient language coaching global)** In this workshop, I will focus on the International Coaching Federation (ICF) principles and coaching models which can be integrated into the language learning process to transform learning conversations to enhance goal focus, create action plans and troubleshoot. Through a coaching approach, learners become more autonomous and aware of their learning needs.
Hilton Lagan Room A 200 audience Workshop TD, YLT le, e, s	**Engage with assessment - Boosting engagement with self & peer evaluation** **Joanna Szoke (Cambridge University Press & Assessment)** Many of us think that assessment is something that is carried out by the teacher and suffered through by the students. This doesn't have to be this way. In this workshop, I'll show you different formative assessment activities that can boost your teenage students' engagement and improve their learning competencies, including critical thinking, learning to learn, and collaboration.
Hilton Lagan Room B 200 audience Workshop GI, TD le, e, p, s, t, a	**How to develop a respect for sustainability that sticks** **Harry Waters (Macmillan Education)** The issues of sustainability, climate change and the UN's SDGs are at the forefront of everyone's mind. This workshop will provide you with a fistful of fun and practical ideas to help you include sustainable aspects in every class. It'll help you shine a positive light on what we can do, and help our students lead a more sustainable life.
Hilton Lisburn 65 audience **ESOLSIG Showcase**	**IATEFL ESOL Special Interest Group Open Forum** The English for Speakers of Other Languages Special Interest Group invites you to join our open forum! Our main interest is language learners, including refugees, immigrants, asylum seekers or migrant workers, who have settled in a country where English is the predominant language. Our aim is to promote effective language learning opportunities and to exchange ideas for best practice across different countries and education systems. Join us!
ICC Arc 150 audience Workshop GEN le, e, s, t, a ProdProm	**Method to the madness - teaching pragmatic competence in turbulent times** **Andreas Grundtvig (Cambridge Examinations Centres Nord)** The circumstances of the 2020s have led us to not only expect, but to be part of the unexpected. Continually redefining what it means to be 'normal', for example, necessitates an understanding of how to teach language in context. To find a way forward we'll explore activities from *English is Context - Practical pragmatics for clear communication* (DELTA Publishing).
ICC Auditorium 460 audience Workshop GEN le, e, ey, p, s ProdProm	**Content based English: a paradigm shift to teaching multilingual learners** **DaVida Alston (National Geographic Learning)** Educators across the globe teaching multilingual learners share one goal: academic success for their students in English. As the demands of International Schools increase, educators are shifting to curriculum and instructional methodologies which are grounded in literacy, global perspectives, and language. National Geographic Resources, *Lift* and *Reach Higher* will be used to provide a deeper understanding of Content based English.
ICC Bar 2 150 audience Workshop GEN le, e, a	**Textploitation: bridging the gap between IELTS and EAP** **David Byrne (EC English), Mark Heffernan (Queen Mary University of London)** For many learners IELTS is seen as an obstacle standing in the way of university life. They don't see it for what it should be: preparation for study in an English-speaking university. This session will look at practical activities for bridging the gap between IELTS and EAP so that your learners see not only what they're doing but why.

17.00-17.45	Session 3.9 continued
ICC Hall 2B 300 audience Workshop TD, TTEd **TTEdSIG Showcase** le, e, ey, p, s, t, a	**Wisdom stories in language teacher education** **Alan Maley (Retired)** Wisdom stories, such as Zen and Sufi stories, have formed part of teaching in many cultures and contexts from time immemorial. They work on several levels and are open to multiple interpretation, making them invaluable for sparking deeper level discussion and reflection in the context of language teacher education. The workshop will explore practical ways of utilising such stories.
ICC Room 1A 100 audience Workshop GEN le, e, ey, p, s	**Using positive discipline techniques in the ELT classroom** **Graziella de Franca (Associacao Cultura Inglesa Sao Paulo)** Participants will be presented with key concepts of Positive Discipline and reflect upon the impact it can have on the learning environment. We will look at five techniques teachers can use in any context they teach. Then, participants will reflect on how they can adapt the techniques to their realities.
ICC Room 1B 100 audience **TDSIG Showcase**	**IATEFL Teacher Development Special Interest Group Open Forum** *Find what type of TD works for you* At the TDSIG Open Forum, you can be a member or someone simply interested in exploring different avenues for your teacher development. This space brings our community together to socialise, to explore ideas, and to inspire meaningful directions for everyone here and for the TDSIG's next year.
ICC Room 2A 100 audience Workshop BE, LA **BESIG Showcase** le, e, s, t, a	**The power of peer feedback in writing and speaking** **Ariane Niemeijer (Windesheim University of Applied Sciences)** Are you struggling to give all your students the feedback they need to improve their work? Have you tried peer feedback, but failed? Are your students afraid their peers won't give them feedback as well as you would? In this workshop, you'll experiment with giving and receiving peer feedback using rubrics that you, the student, helped draw up.
ICC Room 2B 100 audience Workshop AL, PRON **PronSIG Showcase** le, e, ey, p, s, t, a	**Category and analysis: navigating English stress** **Isabella Fritz (University of Oxford / Oxford Brookes University)** In this workshop, I will present my research investigating the reasons why language learners struggle more with certain stress patterns in English than others. I will also explore, together with the audience, which lessons can be learned from research such as mine and whether knowledge of the learners' native-language and English stress patterns can be useful for pronunciation teaching.
ICC Room 3A 100 audience Workshop LA, YLT **LASIG Showcase** le, e, p, s	**Power to the pupil: changing the teacher-learner dynamic** **Rajaa Abu Jasser (The Hands Up Project), Sara Wood** In Hands Up Project's "Students versus Teachers", teenage learners in Palestine create science-based questions to challenge their remote volunteers somewhere in the world. This builds confidence and learner-autonomy, linking students' English development to other curriculum areas. In this workshop, we'll show how allowing learners to take control, in both structured activities like this one, and more spontaneously, takes learners to another level.
ICC Room 3B 140 audience Workshop TD, YLT le, e, p, s	**Content-enhanced language teaching - where to start?** **Aleksandra Wiszka Zaparucha (Freelance)** Are you thinking of experimenting with content-enhanced language teaching, also known as 'soft' CLIL or CBI? Have you started but are confused or need new content-based ideas for your language class? This highly interactive and practical workshop offers several activities for teaching non-linguistic content, namely for working with vocabulary, using thinking routines and using graphic organisers.

Evening events

18.45-19.45 ICC Studio	**Pecha Kucha** Originating from the word "chitchat", a Japanese term describing the sound of conversation, we again offer you a Pecha Kucha evening. Each speaker is allowed a slideshow of 20 images, each shown for 20 seconds, giving a total presentation time of six minutes and 40 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!
19.45-21.15 ICC Bar 1	**Music Night (sponsored by Express Publishing)** "Come Together, Right Now" Come and celebrate the wonderful thing that is being together again at IATEFL 2022 in Belfast with our international celebration of song and music. If you sing, play, sing along or listen with keen and expert ears - or any combination of the above – we'd love you to be with us. Bring music or a song about the world we live in that celebrates togetherness (or any other subject that takes your fancy!). Sing or play in English or any language you want. We can't wait to listen to you. Hosted by IATEFL regulars Jeremy Harmer and Judy Wong, this is one of the conference's most popular and heartfelt events. And there'll be a bar (for those who want it) to help the music go by. Express Publishing



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Friday 20 May

07.30-13.00 Registration desk open
08.30-12.45 Exhibition open

08.15-08.45 Early morning sessions

ICC Room 1A
100 audience

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

ICC Room 1B
100 audience

How to apply for an IATEFL Scholarship
Adrian Tennant
In this session we will look at how to apply for a scholarship to attend the annual IATEFL conference. The scholarship scheme has been going for over 30 years and the number of awards has increased dramatically since the start. People often feel that they aren't eligible for a scholarship, but that simply isn't true. There are scholarships for everyone. Come along and find out more.

ICC Room 3B
140 audience

Mindfulness practices (sponsored by Macmillan Education)
Day 4: The sitting meditation
In the sitting meditation, we use the breath to help calm the mind and free it from having to process information. We bring awareness to the whole package of thoughts, feelings and body sensations. This helps us to gain greater insight into potential causes of unwanted feelings, leading to improved wellness in body and mind.

09.00-10.00 Plenary session

ICC Auditorium

Plenary session by Asmaa AbuMezied and Hansa AbuMezied

Asmaa AbuMezied is an economic development and social inclusion specialist working with Oxfam to address issues of gender and economic development with specific focus on women and youth participation in the economy. Her research interests focus on the care economy, women's collectives organizing in economic sectors, the private sector's social accountability, and the intersection of Palestinian political, agricultural, and environmental identities. She was an Atlas Corps Fellow in partnership with President Obama Emerging Global Leaders, a Gaza Hub-Global Shaper (an initiative of World Economic Forum), and a 2021 Mozilla Foundation Wrangler at "Tech for Social Activism" space.

Hasna AbuMezied is a teacher of English as a foreign language working with the Palestinian Ministry of Education. Through her 12 years of experience, she has worked at refugee camps and marginalized areas in the Gaza Strip focusing on the utilization of interactive method in teaching English, and running initiatives with students to encourage English learning. She also worked at the Oxford Centre for teaching English for adults. Hasna was awarded the Fulbright Distinguished Awards in Teaching in 2016 to attend the School of Education at Indiana University in the US, working on an inquiry project for teaching English.

Education, English and the question of future in conflict areas
Life in a protracted conflict area is systematically paralyzed, resulting in a distortion in every aspect of life from education to mental health and well-being. With about half of the population unemployed, a percentage that soars among young women to reach 70 percent, the Gaza Strip is losing its human capital essential for building the state and communities. Among the factors amplifying this crisis is the limited access to quality education linked with the future jobs' requirements, combined with a fragile economy that offers minimal job opportunities. Although the gig economy is gaining momentum, which was accelerated by the COVID-19 global pandemic, young Palestinian people are struggling to compete due to different elements where the English language is one of them. This talk dives into the realities of education for employment and entrepreneurship in the Gaza context, focusing on access, affordability, and quality, and the paradox of English learning as an escape route, and the question of its exclusion. Additionally, the talk will discuss the structural barriers facing English teachers in public and private spheres while working on the educational process in marginalized areas and under military aggressions. The personal experiences of English teachers during conflict and how it affects their mental health, which rarely receives attention, will be presented.

10.15-10.45 Session 4.1

Hilton Boardroom
50 audience
Talk **with restricted audience size**
TD, TTEd
le, e, t

The use of classroom discourse for reflective practice
Matilda Wong (University of Macau)
This study examines the use of classroom discourse as a reflective focus for pre-service English teachers in Macau and reports on how these teachers reflected on their classroom language and instructional techniques through audio-recordings of their classroom discourse. The supervisor's role and the value of promoting this kind of reflective practice in pre-service teacher education will be discussed.

10.15-10.45	Session 4.1 continued
Hilton Glenbank 40 audience Talk **with restricted audience size** EAP, TTEd le, e, t	**"Writer's voice is a writer's choice": supporting the reading-into-writing process** **Angeliki Apostolidou (Durham University)** Training students to select and synthesise information from reading sources to support their thesis in academic writing assignments and express their own voice confidently is a challenging task for EAP practitioners. This informal talk will offer practical tips to ensure the reading-into-writing process is a smooth transition from adequately selecting to clearly expressing ideas without compromising the students' own voice.
Hilton Lagan Room A 200 audience Talk GEN le, e, ey, p, s, t, a	**Guide? Cheerleader? Spy? The role of the digital teacher** **Claire Dembry (Cambridge University Press & Assessment)** Is the role of the teacher online different from their role in a physical classroom? How can we take a research-informed approach to supporting learners? This talk draws on the Principles of Language Learning – find out what research tells us about sustaining engagement, developing learner behaviours and providing support when teaching online. Take away practical ideas for your classroom.
Hilton Lagan Room B 200 audience Talk GEN le, e, s, t, a	**Learning English in virtual reality - ready for prime time?** **David Read (English Language Teaching Centre, University of Sheffield)** Virtual Reality (VR) is a technology that has promised much for EFL but delivered very little. Yet that might be about to change with the cost of headsets coming down, their quality going up, and software being developed that is accessible for both students and teachers. This talk will explore what opportunities VR can offer English learners.
Hilton Lisburn 65 audience Talk ESOL, TEA le, e, ey, p, s, t, a	**The great realization: evaluation, assessment and diversity** **Eugenia Carrión Cantón (UNTDF - MECCyT Tierra del Fuego AeIAS)** This talk aims to describe the evaluation of students' learning from a multidimensional and inclusive perspective, to promote a sensitive vision of EFL student's diversity. To this end, evaluation will be analysed as a phenomenon in the current pandemic context, new transformations in teaching management and evaluation will be discussed and the role of families in education will be reflected upon.
ICC Arc 150 audience Talk RES, TEA le, e, s, a ProdProm	**Revising the *Oxford Test of English*** **Colin Finnerty (Oxford University Press)** To ensure that they are fit for purpose, language tests need to be regularly monitored and revised. In this session I'll be reporting on how the *Oxford Test of English*, an English Proficiency Test from Oxford University Press, is being revised to meet the needs of text takers and educational institutions.
ICC Bar 2 150 audience Talk MD, TTEd e, t	**Teacher education and textbooks: a study of materials design** **Luis Carabantes (University of Bristol)** This presentation reports how a group of Chilean preservice teachers of English learn to design materials. Data from pre-service teachers, teacher educators and mentors shows the negative role of textbooks in the pre-service teachers' development of pedagogical agency and how mentors and teacher educators can aggravate this process. This presentation discusses the implications of textbooks for English language teacher education.
ICC Hall 2B 300 audience Talk GEN le, e, a ProdProm	**Maximizing on student interest** **Louis Rogers (Delta Publishing), Cathy Rogers (Delta Publishing)** Students naturally engage with new language when they find the topic inherently interesting. After a class in which students have shown high levels of engagement, how can we take advantage of this both in and outside the classroom? This talk looks at the new adult course from Delta Publishing, *On Point*, and provides practical suggestions for maximizing on student interest.
ICC Room 1A 100 audience Talk LAM, TD	**AINET-Connect: stronger social networking for a stronger teacher association** **Vivek V Joshi, Nadeem Khan, Milind Mane** This presentation reports on a Hornby Trust-supported project by AINET India to enhance reach and impact of the Association via systematic and purposeful use of social media by teacher-volunteer teams. The project experience produced important lessons about social media management, membership development, media policy and organisational sustainability which will be of general interest and use to other Teacher Associations.
ICC Room 1B 100 audience Talk BE, ESP le, e, a	**Upskill or standstill: retooling for the future learner** **Rob Howard (Business Language Training Institute / Independent Authors & Publishers / IATEFL BESIG)** To meet the needs of tomorrow's learner and to maintain relevance for the future job market, teachers are entering the world of business English without any background or training. Everyone talks about Lingua Franca, 21st century skills, the soft skills, the 4C's, but where are the practical takeaways, training, and materials needed? Discussed will be the skills and sources needed.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics
BE = Business English
EAP = English for 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
ProdProm = This session includes product promotion
le = less-experienced audience
e = experienced audience
ey = early years
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching

Please check notice boards for changes and cancellations

10.15-10.45	Session 4.1 continued
ICC Room 2A 100 audience Talk TD, TTEd le, e, ey, p, s, t, a	**'Planning backwards' - rethinking how to plan Presentation, Practice, Production lessons** **Mark Saxby (Saxby)** Suitable for both experienced and inexperienced teachers, this practical session takes a fresh look at our approach to lesson planning of typical language lessons. We will look at key features of the planning process such as learning objectives and outline a process of 'backwards' lesson planning, with clear examples, that leads to a greater chance of these objectives being achieved.
ICC Room 2B 100 audience Talk GI, YLT le, e, ey, p, s	**Pick a cause and fight for it** **Margarita Kosior** The aim of this session is to demonstrate how through storytelling, English language teaching and materials writing, teachers can fight for causes close to their hearts. This will be done on the example of the *Tales of Strays* campaign which I have started to fight for the welfare of companion animals and to improve the plight of strays worldwide.
ICC Room 3A 100 audience Talk EAP, GI le, e, a	**The Cara Syria Programme Almultakas: co-creating fresh spaces online** **Will Hutton (Queen Mary University of London), Sarah Brewer (University of Reading)** Cara (Council for At-Risk Academics) is an NGO which works with UK universities, including the speakers' home institutions, to support academics who are forced into exile. Cara Syria Programme participants and UK colleagues have collaborated since the pandemic on a series of online Almultakas (or forums) intended to create new spaces for community engagement and skills development.
ICC Room 3B 140 audience Talk GEN le, e, s, t, a	**It's the real thing! Using advertisements for noticing grammar** **Bruno Leys (VIVES University of Applied Sciences)** In this talk, we will explore how we can use the language from print ads and video commercials to help students notice how patterns of English grammar work and what meaning(s) they convey. The support of a visual context and the carefully thought-through choice of words makes this memorable language highly useful for both grammar awareness-raising activities and practice.

11.00-11.45	Session 4.2
Hilton Lagan Room A 200 audience Workshop LT, TEA le, e, s, t, a ProdProm	**Boosting exam confidence with learning and game-based digital tools** **Gregory Wagstaff (Cambridge University Press & Assessment)** We begin by considering the difference between practice and development of exam strategies. We will then move into interactive live demonstrations of learning and game-based platforms that develop strategies, using B2 First and other Cambridge English Qualifications as context. As we progress, we also consider good classroom practices that increase the effectiveness of these strategies amongst your pupils.
Hilton Lagan Room B 200 audience Workshop GI, YLT le, e, ey, p ProdProm	**Exploring Global citizenship education from two – 12 years old** **Jonathan Hadley (Macmillan Education)** What might Global citizenship education look like at pre-primary and primary levels? We will try to answer this question by investigating how to lay the foundations for supporting our youngest pupils to start on the lifelong journey towards becoming global citizens. Teaching ideas, strategies and GCE materials from Macmillan Education's *Doodle Town 2nd ed* and *Global Stage* will be explored.
Hilton Lisburn 65 audience Workshop AL, TTEd le, p, s, t, a	**Integrating Literature Circles and Reader's Theater to promote reading comprehension** **Lucia Ramos Leiva (Universidad Católica del Norte)** In this workshop, you will learn about the benefits of integrating Literature Circles and Reader's Theater to promote reading comprehension and develop critical thinking skills, how to integrate them, and how to design activities and tasks for all types of students. All teachers and trainers are welcome to attend.
ICC Arc 150 audience Workshop GEN le, e, ey, p, s, t, a ProdProm	**Pedagogical feng shui designing online lessons with the ESAP Framework** **Magda Kania (Pearson English)** This hands-on workshop aims to explore various ways in which we can design and conduct our online (and F2F) lessons using the ESAP Framework. What is more, participants will have a chance to try and test some effective lesson set-ups that can support teachers in engaging their students cognitively and emotionally.
ICC Hall 2B 300 audience Workshop GI le, e, ey, p, s, t, a ProdProm	**ELT and the climate crisis - developing sustainable students** **Charlotte Ellis (National Geographic Learning)** 'Nobody can do everything, but everyone can do something'. As educators we can do plenty to foster sustainable values and a commitment to tackle the climate crisis within our lessons. This workshop will draw on experiences from ELT professionals across the world to give you practical and relevant ideas to develop sustainable values in students of all ages.
ICC Room 1A 100 audience Workshop GEN le, e, s, t, a	**Quantum ELT: teaching for energy, interaction, connection and achievement** **Fiona Mauchline (Freelance / Oxford Brookes University)** What did everyone miss about face2face learning during the pandemic? And about face2face conferences? Once you consider this, you spot the potential for shifting focus slightly from what's needed 'by the people in the room' towards 'between the people in the room'. This workshop looks at 'quantum mechanics' for ELT: activities encouraging energy, engagement and connection, whether face2face or online.

11.00-11.45	Session 4.2 continued
ICC Room 1B 100 audience Workshop LA, YLT le, e, ey, p, s	**Playful thinking and creative learning opportunities in the primary classroom** **Lucy Crichton (The Secret Garden English School / Macmillan Education)** After the challenges of teaching online, it's clear that children are craving a broader, more integrated approach to learning and language discovery. This workshop will look at practical ways to involve children in creative learning experiences using projects based on their passions, encouraging their naturally playful spirits to rekindle the joy of learning.
ICC Room 2A 100 audience Workshop PRON le, e, p, s, t, a	**Teaching pronunciation during a global pandemic** **Jennifer Johnston (Missouri State University), Phil Bridges (Missouri State University)** A global pandemic has created numerous challenges for English teachers to overcome. Most teachers were not trained to model and teach pronunciation online or in a classroom where everyone is wearing a mask. Participants will learn and practice techniques for teaching pronunciation in a variety of lesson types and gain insights into how to adjust pronunciation instruction for pandemic-influenced contexts.
ICC Room 2B 100 audience Workshop YLT le, e, p ProdProm	**Meaning in sound - presenting new language through action songs** **Charles Goodger (Bologna University / FunSongs Education)** This dynamic workshop will start with a look at the significant relationship between music and language on a neurological level. I will then go on to show how presenting new words and language chunks through an action song can accelerate learning, optimise intelligible pronunciation and instil lessons with joy through the combination of music and mime, rhythm and rhyme.
ICC Room 3A 100 audience Workshop TEA, YLT le, e, p, s	**The road to writing: assessment techniques for mapping learner development** **Cornée Ferreira (Driestar University)** Writing tasks can boost language learning among beginner learners (age 9+) and teenagers, before they have to write formal texts. This workshop provides ideas for writing tasks with a framework of assessment techniques (without focussing on error correction). These techniques can be used to make learners' progress visible and so help teachers in guiding learners to take their next steps.

11.45-12.45	Lunch
	Free tea and coffee will be served in the Exhibition

12.45-13.15	Session 4.3
Hilton Boardroom 50 audience Talk AL, RES le, e, t, a	**Investigating variation in learner writing in English: a multi-dimensional analysis** **Marilisa Shimazumi (Faculdade Cultura Inglesa - São Paulo)** This talk aims at identifying the dimensions of variation in the writing of learners of English in multiple countries and language backgrounds. The International Corpus of Learner English (ICLE v.3) was used consisting of 9,529 essays written by CEF B2-C1 learners from 25 language backgrounds. The results revealed three factors which were interpreted communicatively.
Hilton Glenbank 40 audience Talk **with restricted audience size** ESP, LT e, t	**Some ways of using digital technologies for teaching oral referencing** **Tatiana Kozhevnikova (Moscow technical University of communications and informatics)** The presentation shows the main approaches to solving the problem of applying digital technologies to teaching oral speech abstracting in a non-linguistics University. Special attention is paid to the typical difficulties facing the students, their psycho-and psychological characteristics and the equipment used. A system of various relevant exercises is provided.
Hilton Lagan Room A 200 audience Talk EAP, TEA le, e, t, a	**Academic IELTS: simplifying writing task 1** **Aoife O Leary (Castel Education)** Many IELTS course books have a tendency to overcomplicate Writing Task 1. There is a simple method for analyzing graphs and charts that will not only help candidates to make sense of the data quickly and accurately but will also make clear the kind of language that is required. This session will demonstrate this method.
Hilton Lagan Room B 200 audience Talk ESOL, TEA le, e, t, a ProdProm	**Using AI for real-world language assessment - the development of *Linguaskill*** **Ian Cawley (Cambridge University Press & Assessment)** This presentation will look at the multidisciplinary project that produced *Linguaskill*, an AI-based test which covers reading, writing, listening and speaking, with results empirically aligned to the Common European Framework of Reference. We will consider the challenges of automated testing of reading and writing, and review examples of the use of the test.
Hilton Lisburn 65 audience Talk EAP, TD le, e, t, a	**The dialogic affordances of online classes** **Nermine Abd Elkader (University of Toronto)** In EAP, student-teacher interaction has been affirmed as conducive to students' academic and linguistic development (Hall & Walsh, 2002). Despite the fact that moving EAP classes to online learning might pose a threat to such interaction, the author argues that making use of the private features afforded by online platforms has encouraged more dialogue and therefore more students' engagement.

12.45-13.15	Session 4.3 continued
ICC Bar 2 150 audience Talk TD, TTEd le, e, t, a	**F2F and online teacher training in the pandemic** **Jennifer Book (University of Sussex), Dan Sumner (University of Sussex)** How do we transition between F2F and online (and vice versa) training programmes as a result of COVID-19? This talk looks at the pros and cons of both scenarios, identifying good practice that can be used on future courses to benefit different home contexts. We have collected feedback from trainers and former trainees, as well as consulting current literature.
ICC Hall 2B 300 audience Talk GEN le, e, ey, p, s, t, a	**Grammar matters** **Tery Lemanis (Hamilton House Publishers)** What exactly is grammar and what role does it play in language learning? In this talk, we will explore the most common teaching methods, discuss the pros and cons of each and look at practical ways of applying techniques in our lessons to meet our students' learning needs and make them more confident users of the English language.
ICC Room 1A 100 audience	**Question & answer session relating to Asmaa AbuMezied and Hansa AbuMezied's plenary session** If you attended Asmaa AbuMezeid and Hansa AbuMezied's plenary session this morning on 'Education, English and the question of future in conflict areas', 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 Asmaa and Hansa's plenary talk.
ICC Room 1B 100 audience Talk GI, TTEd e, a	**Culture shock in the CELTA room - just for trainees?** **Giovanni Licata (International House-Accademia Britannica Rome), Jennifer Holden (International House Language Centre Palermo)** In an ever more globalized world, first-level teacher training courses are becoming more culturally diverse. As trainers, we ask our trainees to take into account their students' cultural backgrounds and learning experiences, but do we? Starting from our personal experiences on CELTA, we offer practical solutions for raising cultural awareness aimed at fostering more positive relationships between trainers and trainees.
ICC Room 2A 100 audience Talk LT, TD le, e, p, s, t, a	**Professional development, Facebook and English Clubs** **Kathleen Malu (William Paterson University)** Every month, thousands of educators worldwide search Facebook for groups that offer professional development. Can Facebook be used for this purpose? We will explore this question using examples from a month-long English Club professional development group. Examples presented will include video, graphics, polls and posts.
ICC Room 2B 100 audience Talk GEN le, e, t, a	**A tall well – or at all well?** **Choreanne Frei (Freelance)** Video conferences are common in the business world, and our learners often struggle with understanding their counterparts as listening skills are tested rather than taught in classrooms. How can we help our learners build their listening skills? We will look at the use of top-down (meaning-building) and bottom-up (decoding) processes in listening, and teaching strategies to support our learners.
ICC Room 3A 100 audience Talk LT, RES le, e, a	**Flipgrid: a scaffold to enhance speaking skills** **Ruby Vurdien (White Rose Language School)** In this study, the participants were prompted to record on the Flipgrid application short videos based on different subjects, prior to their debates in the classroom. The aim was to explore how Flipgrid could help students to enhance their speaking skills. It can be beneficial, as students reinforced their self-confidence, thereby motivating them to participate in class discussions.
ICC Room 3B 12.45-14.00 100 audience Forum YLT le, e, s	***Forum on teaching teenagers*** **What do secondary students think about their progress?** **Jenny Simms (British Council), Ruth Horsfall (British Council)** This talk provides an overview of a pilot research project conducted in English language classrooms across Europe and Hong Kong, investigating how secondary students reflect on their progress when learning English. The main aims of the project were to discover what students' value most, what they feel helps them make progress and how it impacts on their motivation and enjoyment. **"english BY camp", a project for Belarusian secondary schools** **Alla McCaughey (english BY camp)** In 2020-2021, a team of enthusiastic teachers of English in Belarus started an English day camp project with plans to disseminate it throughout the country. This talk will describe the project's goals, achievements, and reflections. Participants will discuss ways of adapting the idea to their contexts. This presentation intends to inspire participants to organize their own English day camps. **From passion to the talk** **Elena Matveeva** In this talk, I am going to speak about the importance of teaching teenage learners soft skills through organising an extra-curricular Public Speaking TED-Ed club where teenagers share their ideas and thoughts on issues of global importance while improving their English language skills as well as developing the skills of presenting in public, collaboration, communication and critical thinking.

13.30-14.00	Session 4.4
Hilton Boardroom 50 audience Talk GEN le, e, s	**Varying motivation: students' voices on their individual learning processes** **Alia Moser (BHAK Baden), Petra Kletzenbauer (University of Applied Sciences FH JOANNEUM)** In our talk, we present findings of an empirical study conducted with a group of Austrian high school students. Using data drawn from a questionnaire and students' visual representations of their motivation curve while doing various activities, we discuss their views on their individual learning processes as well as varying motivation during the course of several lessons.
Hilton Glenbank 40 audience Talk TD, TTEd le, e, a	**Cascading activities for in-service training for colleagues with non-ELT backgrounds** **Tannistha Dasgupta (Vellore Institute of Technology (VIT-AP University))** This talk discusses two action plans that were implemented for providing in-service training to colleagues and peers with limited exposure to ELT, who often find language classrooms challenging. The action plans consist of a series of training activities that encourage teachers to conduct action research and reflect on their teaching practices. Also, their learning experience and improvement will be highlighted.
Hilton Lagan Room B 200 audience Talk GEN le, e, ey, p, s, t, a	**Principled ways of offering learner choice** **Brian Tomlinson (Anaheim University)** This presentation will report the results of a study of teachers' views on the offering of choice to language learners and of their reasons and suggestions for doing so. It will also offer the suggestions (and examples) of the experienced presenter for principled ways of offering learner choice in the development, adaptation and use of materials.
Hilton Lisburn 65 audience Talk TD, TTEd le, e, p, s	**From "fixed mindset" to "growth mindset": peer-led professional development** **Natalia Guzmán (Plan Ceibal)** I have seen first-hand how students' academic performance improves when the teachers' mindset evolves from fixed to growth. My talk aims to shed light on how peer-led professional development within Ceibal en Ingles - Uruguay's remote English teaching language programme - can help others to achieve their fullest potential and raise the bar of students' overall performance.
ICC Arc 150 audience Talk GEN le, e, ey, p, s, t, a	**How can grammar "covered" become grammar learned?** **Alex Semakin (Freelance)** Teachers often find that having "covered" a piece of grammar in class following a coursebook syllabus is not enough to ensure that students have internalised it and are ready to use it easily and correctly. I will look into reasons for that and suggest ways to increase the chance of learners actually understanding and using the grammar we teach them.
ICC Room 1A 100 audience Talk GEN le, e, t	**Flipping tertiary freshman English learning in Taiwan with TV series** **Cheng-Yi Lin (National Taiwan Ocean University)** This quasi-experimental study reports on findings from an investigation if flipped learning can enhance 120 Taiwanese college freshmen's learning and their perceptions of this approach. The experimental groups outperformed in the vocabulary post-test. However, they preferred watching the TV series in class to flipped learning because of full class schedules.
ICC Room 1B 100 audience Talk ESOL, TD le, e, ey, p, s, t, a	**Curriculum development for refugee learners in Greece: English as L3/EAHL** **Jane Mandalios (Deree - American College of Greece), Susan Stetson-Tiligadas (Deree - The American College of Greece)** This session explores the concept of English as an Addition to the Host Language (EAHL), which represents the linguistic experiences of refugees who need to acquire English as a vital means of improving career and educational options in countries such as Greece. We describe our experiences and philosophy in developing linguistically and culturally appropriate curricula for such learners.
ICC Room 2A 100 audience Talk LT, TD le, e, ey, p, s, t, a	**Understanding excessive L1 through exploratory AR: intervention and unexpected opportunities** **Andrew Drought (British Council, Japan)** This session looks at exploratory action research aimed at better understanding the situation at a Japanese university where the use of L1 was excessive. I then outline an intervention that encouraged teachers to use a checklist containing practical actions to maintain an English-rich environment and the unexpected opportunities to reduce L1 brought about by the sudden move online.
ICC Room 2B 100 audience Talk GEN le, e, ey, p, s, t, a	**Listening 'faster' and more accurately at higher levels of proficiency** **Nicola Schmidt-Renfree (NSR Parlance)** Listening is a difficult skill for learners to develop proficiently and for teachers to teach, because it is difficult to know how listeners process what they hear. Based on original research, this talk shows ways to help learners at intermediate and advanced levels to recognise and process grammar more efficiently when listening, which helps 'speed up' more accurate sentence comprehension.
ICC Room 3A 100 audience Talk TD, TTEd le, e, a	**In defence of the four-week training course** **Neil McCutcheon (ELTeach)** The Cambridge CELTA and Trinity certificates have been criticised for being old-fashioned and irrelevant in the 21st century context. However, in this talk, I will show how these intensive training courses can be adapted to reflect principles of SLA. I will also explain why the qualifications - and the practices they encourage - are as necessary as ever.

14.15-15.15 Closing Plenary and conference closing

ICC Auditorium

Environmental Sustainability & ELT in 2022 – which way now?

We are all living through an unprecedented period of change and adjustment on a global scale, which affects every single one of us. How can our relationship with the environment be seen in terms of the recent pandemic? Remote working has seen a temporary reduction in our impact on the environment, but is this move 'online' a transformative one, or is it accelerating our path in the wrong direction?

We are now at a point where we can decide to return to our old ways of doing things – or follow a new path with lessons learned from lockdown.

In this closing panel discussion, educators from Kenya, Algeria and Spain will talk about their own experiences over the last 12 months. We will look at the very different contexts in which they work and how they are addressing environmental responsibility in their new working practices.

We will look at how the ways in which we teach have been affected by the recent pandemic, how scientific explanation has increased our understanding of the effects of our relationship with the environment, and how we can put these lessons learned into practice.

This will be a lively, interactive discussion and we invite delegates to come and both share their own experiences and contribute to what promises to be a lively discussion.

Geoffrey Maroko, Owain Llewellyn, Ceri Jones

Geoffrey Maroko holds a PhD in applied linguistics from Kenyatta University. He is an associate professor of English and Linguistics and is currently the Dean of Humanities and Social Sciences at Machakos University, Kenya. His teaching and research interests include linguistic field methods; language planning and management; language and healthcare; and language and culture. He is currently leading a three-year research project funded by the National Research Fund (NRF) entitled: A Situational Analysis of Intervention Measures in the Management of HIV/AIDS Prevalence in Kisii County. He has published in such areas as language teaching and testing; English for academic and research settings; language and culture; phonology; communication in healthcare situations; language management, and HIV/AIDS.

Owain Llewellyn is a passionate environmentalist and language teaching professional who once took part in direct action to prevent oil companies drilling nearby. As a language teacher he saw a new opportunity to raise awareness of environmental issues and bring the dialogue about sustainability into the classroom. Since 2012, he has run https://eltsustainable.org giving teachers the world over the opportunity to reach thousands of learners with engaging environment-themed lessons. Owain is a teacher of English, teacher trainer and academic manager. He's currently writing an MA dissertation examining the learner experience in online language courses.

He works with teachers worldwide in bringing the dialogue around the environment into their class through numerous teacher development projects. These have included writing lesson plans on environment themes for the British Council myClass and English Online courses, writing a module for the British Council Climate Action in Language Education teacher development course and launching the Language Teaching for the Planet online course as well as frequently delivering webinars.

Ceri Jones is a teacher, teacher educator, materials writer and online tutor. One of the co-founders of the award-winning teachers' community, ELT Footprint, she is passionate about supporting teachers and educators in tackling the challenges involved in addressing environmental issues across all educational contexts.

She is currently involved in a research project which outlines the obstacles that stand in the way of ELT teachers and the integration of sustainability and environmental competences alongside the language curriculum in their classrooms. The research aims to highlight areas where schools, teacher educators, publishers and other organisations can support teachers in taking on this challenge, wherever they may be.

She is also involved with a fellow co-founder of ELT Footprint, Katherine Bilsborough, in promoting the development of teaching frameworks which can bridge the gap between ecoliteracy and communicative competence and lend a structure and a rationale for environment-based language lessons across all age groups and language learning contexts.

The President of IATEFL, Gabriel Díaz Maggioli, will close the conference.

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Areas of Interest

Applied Linguistics (AL)

Translanguaging: reframing EFL as bilingual education	1.2
Exploring emotional engagement among learners with foreign language anxiety (FLA)	1.3
To be: influence of performed identities in ELT	1.3
Teaching STEM through the medium of English: opportunities and challenges	1.6-1.7
The trouble with second language acquisition research	1.8
An eco-linguistics approach for ELT in the aftermath of COVID-19	2.1
Making the invisible visible: a teacher's guide to language ideologies	2.1
ELT and the social agenda: gender equality across countries	2.1
How should we teach technical vocabulary to English language learners?	2.1-2.2
SEQ-CORP: a teaching sequence and materials based on corpus principles	2.1-2.2
Images in coursebooks - meaningful or merely decorative?	2.2
Women English language teachers and their professional development in Nepal	2.2
Learning the present perfect and simple past through edu-apps	2.6
Pragmatics: a crucial but under-instructed skills domain	2.6
A psycholinguistic approach to dyslexia	2.8
Language policy in education: a critical ethnography in Nepal's school	3.1
Intertextuality in Omani EFL students' academic writing: a case study	3.3-3.4
Category and analysis: navigating English stress	3.9
Integrating Literature Circles and Reader's Theater to promote reading comprehension	4.2
Investigating variation in learner writing in English: a multi-dimensional analysis	4.3

Business English (BE)

Many Indias: communication training for diverse audiences	1.2
Think! Working with reflection in the classroom	1.9
Developing communication skills for employability	2.1
Presentation coaching: delivering value faster!	2.4
Are 'please' and 'thank you' always enough to sound polite?	2.5
Designing engagement: a case study for playful remote Business English	2.6
Transitioning from general English to business English	2.8
Everyday business writing. What are the rules?	3.2
How pluricultural is business English teaching?	3.3
Tools for success: using technology to deepen the learning	3.4
Promoting 21st century skills through formative assessment	3.6
The new normal in business English teaching	3.7
The power of peer feedback in writing and speaking	3.9

Business English (BE) continued

Upkill or standstill: retooling for the future learner	4.1

English for Academic Purposes (EAP)

Shifts in teacher identity and perceptions during the COVID-19 pandemic	1.2
Forming an input/output partnership in IELTS Reading and Writing	1.3
Teaching English to adults in Nigeria during insecurity using WhatsApp	1.4
Moving an EAP programme online: lessons learnt from the practitioners	1.5
Post-pandemic teaching with a blended ESAP course	1.6
Engaging Pre-Sessional law students in writing a legal assignment	1.8
Teaching them to think: scaffolding language and developing reflective thought	2.1
Applying the experiences from online-teaching to teaching on campus	2.1-2.2
Increasing (EAP) vocabulary knowledge through targeted materials and engagement	2.1-2.2
Giving effective feedback in an EAP classroom	2.4
Not coursebooks, not TEDs: why lectures?	2.5
Testing speaking skills online without losing the interactive dimension	2.6
Academic self-study materials: with the learners' needs in mind	2.7
Empowering diverse learners: challenges and solutions in virtual learning	2.7
Synchronous online peer feedback of academic writing using video-conferencing tools	2.7
Raising students' awareness of audience in reading and writing	3.1
Implementing the jigsaw technique: improving students' reading and presentation skills	3.1-3.2
Reading Lab: developing academic reading skills in postgraduate students	3.1-3.2
Teaching EFL learners how to infer and understand rhetorical purposes	3.1-3.2
Academic & study skills for ESP students in action	3.2
Professional development of English writing teachers at a Saudi university	3.3
Addressing bias in student writing online	3.3-3.4
Implementing a Multimodal Writing in an EFL context: students' perspective	3.3-3.4
Intertextuality in Omani EFL students' academic writing: a case study	3.3-3.4
Group work during COVID-19: exploring two sides of the coin	3.4
Materials to motivate higher-level EAP students	3.4
Multidisciplinary conference as a teaching and assessment instrument at Skoltech	3.4
Supporting IELTS teachers and IELTS test takers remotely	3.7
Mind-mapping strategies in ESP academic and professional settings	3.8
"Writer's voice is a writer's choice": supporting the reading-into-writing process	4.1

English for Academic Purposes (EAP) continued	
The Cara Syria Programme Almultakas: co-creating fresh spaces online	4.1
Academic IELTS: simplifying writing task 1	4.3
The dialogic affordances of online classes	4.3

English for Specific Purposes (ESP)

English for healthcare professionals - Embracing the digital approach	1.1
Many Indias: communication training for diverse audiences	1.2
EFL instruction during and beyond the COVID-19 pandemic	1.2-1.3
ESOL for women working in tourism in the developing world	1.2-1.3
Teaching across study programmes – an interdisciplinary approach to Medical English	1.3
An online English lesson introducing sustainability goals	1.4
Post-pandemic teaching with a blended ESAP course	1.6
Teaching and evaluating speaking in the engineering classroom	1.7
Engaging Pre-Sessional law students in writing a legal assignment	1.8
Teaching them to think: scaffolding language and developing reflective thought	2.1
Applying the experiences from online-teaching to teaching on campus	2.1-2.2
How should we teach technical vocabulary to English language learners?	2.1-2.2
Are 'please' and 'thank you' always enough to sound polite?	2.5
Using Communities of Practice for online learning: a case study	2.5
New English material for international crisis management contexts: a template	2.7
Peace education and the EAL classroom: a natural union	2.7
Cambridge Ignite – a unique, bespoke learning project	2.8
Raising students' awareness of audience in reading and writing	3.1
Academic & study skills for ESP students in action	3.2
Entertainment as a tool for ESP teachers	3.2
Everyday business writing. What are the rules?	3.2
Developing classroom language skills - ideas for course design	3.3
Mind-mapping strategies in ESP academic and professional settings	3.8
Upkill or standstill: retooling for the future learner	4.1
Some ways of using digital technologies for teaching oral referencing	4.3

English for Speakers of Other Languages (ESOL)

The CEFR: twenty years on	1.2
ESOL in the Community – from face-to-face to online delivery	1.2-1.3
Establishing a volunteer-taught transitional language program for immigrants/refugees	2.5
Welcome English: designing initial language support for refugee families	3.1

English for Speakers of Other Languages (ESOL) continued	
Teaching EFL learners how to infer and understand rhetorical purposes	3.1-3.2
ESOL material on equality issues: evaluating teacher and student reception	3.2
An intersectional look to ESOL departments: are we really 'diverse'?	3.3
Addressing bias in student writing online	3.3-3.4
Implementing a Multimodal Writing in an EFL context: students' perspective	3.3-3.4
ESOL conversation classes in the age of Zoom	3.4
EAL & ESOL today: from the fringes to the fundamentals	3.6
Motivating teenagers during the pandemic: a City of Culture project	3.7
Do global ELT coursebooks promote discriminatory ideologies?	3.8
Teacher Leadership for School-Wide English Learning	4.2
Curriculum development for refugee learners in Greece: English as L3/EAHL	4.3
Using AI for real-world language assessment - the development of *Linguaskill*	4.3

General (GEN)

Around the world in 88 tales: an intercultural learning resource	1.1
Effective, affective, effortless written feedback	1.1
Incorporating mediation into your everyday teaching	1.1
Strategies for active listening - reconnecting the real-world with the classroom	1.1
Testing the test: analysing classroom-based language assessments using simple statistics	1.1
What about the fifth skill of viewing?	1.1
Adding 'critical thinking value' to language activities	1.2
U.S. Department of State worldwide English language programs	1.2
ESOL in Belfast and beyond: some lessons for EFL?	1.2-1.3
Experienced teachers' perceptions of professional development	1.3
Mastering soft skills through English	1.3
'Tiny Translators': pupils as linguistic brokers between school and home	1.5
Engaging students in speaking activities in low-resource context	1.5
Maximizing online marketplaces as a freelance English teacher	1.5
Planning collaborative and reflective online lessons for adults and teenagers	1.5
The future of English: past and future predictions	1.5
What's grammar really for? Rethinking our priorities	1.5
Why the world needs ELT coursebooks	1.6
Are we teaching the right things? What might they be?	1.6-1.7
The CEFR, its companion volume (2020) and interculturality	1.6-1.7
How can we help our students become more employable?	1.7
Narrativization of a poem as a learning exercise	1.7
Seven steps towards creativity in the classroom	1.7
Grammar: feel the fear and teach it anyway...	1.8

General (GEN) continued	
Test anxiety and coping strategies for foreign language learners	1.8
The effect of COVID-19 on language teacher and learner identity	1.8
ELT songwriting: placing music at the heart of language pedagogy	1.9
Exam hacks for stress-free success	1.9
From characters to storytelling. Creative ways to enliven language learning	1.9
Getting students in the right mind for language learning	1.9
Substitution drills reinvented	1.9
TBLT – task-based language teaching: what are the challenges?	1.9
Developing speaking proficiency through critical thinking	2.1
Exploring student-teacher's identity (re)construction on a TESOL programme	2.1-2.2
What is driving change in ELT: evidence, values or technology?	2.1-2.2
Arab or non-Arab English teachers? A study on student preferences	2.2
Breaking the spell of the comprehension question	2.2
Power your words	2.2
Ushering in the 21st century: the emotionally intelligent teacher	2.2
10 practical activities for teaching pronunciation for the 21st century	2.4
Adjusting popular boardgames to educational purposes	2.4
Creating meaningful and engaging interactions in on- and offline environments	2.4
How can we bring learners home to the classroom?	2.4
Text mediation in the ELT classroom	2.4
Reflected use of machine translation in the language classroom	2.5
Using humour in the classroom as a teaching aid	2.5
Lessons learned when teaching B1-C2 levels in COVID-time online classes	2.6
Resilient collaborative support to teachers and students during global pandemic	2.7
Storytelling: bridging language learning gaps in the pandemic	2.7
The importance of debriefing in learning	2.7
Word (hi)stories: the secret life of English words	2.7
Creative writing as a language learning tool	2.8
Jump over the screen using online interactive teaching snaps	2.8
Note-taking: EAP listening skill or ancient art?	2.8
Organising language recycling for higher-level students	2.8
All about change: one day or day one. Let's decide	2.9
Embedding assessment into classroom activities - with a twist!	2.9
Going off-script: developing listening skills with authentic material	2.9
Graphic facilitation for ELT: using simple drawings to engage learners	2.9
Helping students find their voice in English	3.6
I'm a lemon tree! - How to teach pronunciation creatively	2.9

General (GEN) continued	
International projects - an English vector for the diverse growth	3.1
Lessons from the living room - live online teaching	3.1
Thought Question Activity for cooperative, experiential and autonomous learning	3.1
To drill or not to drill: what really matters	3.1
What lies at the end of the ed-tech rainbow?	3.1
What the future looks like for non-native teachers	3.1
Reading between the proverbials: the role of idioms in ELT	3.2
Teaching live via WhatsApp in low-resource contexts	3.2
The psychology of progress: motivation, measurement and achievement	3.2
Collaborative lesson observations	3.3
How to turn coursebook exercises into games	3.3
Impact by design: ensuring positive benefits for teachers and learners	3.3
Impact of direct and indirect written corrective feedback	3.4
Learning under stress: reducing stressors in the EFL classroom	3.4
Lessons in intercultural communication … from teenagers	3.4
Using Bloom's Taxonomy for evaluation in virtual cross-cultural projects	3.5
Cross-lingual activities - an embarrassment of riches	3.6
The power of engagement. Take your lessons up a notch	3.6
Are authentic materials authentic for the classroom?	3.7
What learning outcomes are achievable in online multi-level breakout rooms?	3.7
At-home English language assessments with remote proctoring	3.8
How to successfully venture out into online ELT-preneurship	3.8
Nonviolent communication, positive discipline and motivation: are they connected?	3.8
Teaching socially responsible learners: the future is today	3.8
Content based English: a paradigm shift to teaching multilingual learners	3.9
Method to the madness - teaching pragmatic competence in turbulent times	3.9
Textploitation: bridging the gap between IELTS and EAP	3.9
Using positive discipline techniques in the ELT classroom	3.9
Flipping tertiary freshman English learning in Taiwan with TV series	4.1
Guide? Cheerleader? Spy? The role of the digital teacher	4.1
It's the real thing! Using advertisements for noticing grammar	4.1
Learning English in virtual reality - ready for prime time?	4.1
Maximizing on student interest	4.1
Varying motivation: students' voices on their individual learning processes	4.4
Pedagogical feng shui designing online lessons with the ESAP Framework	4.2
Quantum ELT: teaching for energy, interaction, connection and achievement	4.2
A tall well – or at all well?	4.3

General (GEN) continued	
Grammar matters	4.3
Listening 'faster' and more accurately at higher levels of proficiency	4.3
"english BY camp", a project for Belarusian secondary schools	4.3-4.4
How can grammar "covered" become grammar learned?	4.4
Principled ways of offering learner choice	4.4

Global Issues (GI)

Teaching with attitude: disrupting initial teacher training with critical literacy	1.1
Diversity in materials: there's no room for single stories	1.2
ESOL for women working in tourism in the developing world	1.2-1.3
English language teacher expertise in India: a participatory case study	1.3
Remote theatre to build a sense of global belonging	1.5
Is ELT guilty of Greenwashing?	1.7
LGBTI-inclusive curricula: impact and implementation	1.7
Taking the bull by its horns: empowering agents of change	1.8
Angels helped us transition from distance to in-person learning	2.1-2.2
ELT and the social agenda: gender equality across countries	2.1
Exploring! Enlightening! Empowering! Using songs to promote the three E's	2.2
Establishing a volunteer-taught transitional language program for immigrants/refugees	2.5
An engaging alternative to study abroad programs	2.6
Native-speakerism in ELT publishing: towards an equitable future	2.6
Making an impact: developing global skills through ELT	2.7
Peace education and the EAL classroom: a natural union	2.7
Women in coursebooks now and then: how representation has changed	2.7
Welcome English: designing initial language support for refugee families	3.1
A sound match? Applying translanguaging in pronunciation teaching	3.2
Brave new world of English	3.2
Building bridges across cultural differences through performing personal stories remotely	3.6
Using graded readers to explore UN Sustainable Development Goals targets	3.6
Volunteering is part of being a successful teacher	3.7
How to develop a respect for sustainability that sticks	3.9
Pick a cause and fight for it	4.1
The Cara Syria Programme Almultakas: co-creating fresh spaces online	4.1
ELT and the climate crisis - developing sustainable students	4.2
Exploring Global citizenship education from 2 – 12 years old	4.2
Culture shock in the CELTA room - just for trainees?	4.3
From passion to the talk	4.3-4.4

Inclusive Practices & Special Educational Needs (IPSEN)

Discover yourself to help your students fulfil their potentials	1.1
Harmless fun or dangerous stereotyping? The brain, gender and ELT	1.2
To be: influence of performed identities in ELT	1.3
An engaging and inclusive approach to intensive reading instruction	1.4
English language teacher identity in the world of inclusion	1.5
Sustainable education: enhanced 'CLIL-ing'. A wake-up call	1.5
"Mainstreaming" diverse voices through video	1.6
LGBTI-inclusive curricula: impact and implementation	1.7
The 21st century leader: playful, curious, and inclusive	1.9
Specific learning difficulties and English language teaching	2.1
Belonging in the classroom	2.5
EFL teacher education in Chile: theory, policy and practice	2.5
A psycholinguistic approach to dyslexia	2.8
Breaking stigma, building skills: representing mental illness in ELT materials	2.8
English for all: alternative approaches in primary ELT	3.6
Addressing equity in the ELT classroom through culturally responsive teaching	3.9

Leadership & Management (LAM)

Virtues and vices in ELT leadership and management	1.2
How special are special interest groups? – Revisiting SIGs	1.6-1.7
The 21st century leader: playful, curious, and inclusive	1.9
When the going gets tough, the tough get going!	2.1
Angels helped us transition from distance to in-person learning	2.1-2.2
Support that can work all ways	2.1-2.2
Re-designing teacher education initiatives including affective aspects	2.2
Leading digital change through culture, conversation and collaboration	2.4
A framework for manager CPD – practical uses & implications	2.5
Impact of implementing a portfolio-based teacher evaluation and development programme	2.6
Email: academic manager's best friend or wolf in sheep's clothing?	2.7
Persistence, perseverance and passion - transformational leadership today	2.9
The transformative, evolving role of coaching in management and teaching	3.6
13 fatal feedback errors made by ELT managers	3.8
AINET-Connect: stronger social networking for a stronger teacher association	4.1

Learner Autonomy (LA)

Are we really teaching or just testing our students?	1.2

Learner Autonomy (LA) continued	
Exploring emotional engagement among learners with foreign language anxiety (FLA)	1.3
Deeper Learning: focusing on what matters	1.6
Fostering learner autonomy with the new CEFR guidelines	1.6-1.7
Developing students' collaboration skills through social advertising in ESL classrooms	1.8
Belonging in the classroom	2.5
Empowering diverse learners: challenges and solutions in virtual learning	2.7
What makes effective students? Some challenges of learner-centred classes	3.1
Entertainment as a tool for ESP teachers	3.2
Beyond the classroom: empowering learning through digital technologies	3.3-3.4
Engaging and empowering learners through experiential and contextual pedagogy	3.3-3.4
Motivation in ELT	3.3-3.4
You only have today: building habits outside the English classroom	3.7
Co-regulate to take your teaching to the next level	3.8
The power of peer feedback in writing and speaking	3.9
Playful thinking and creative learning opportunities in the primary classroom	4.2
Power to the pupil: changing the teacher-learner dynamic	3.9
What do secondary students think about their progress?	4.3-4.4

Learning Technologies (LT)

English for healthcare professionals - Embracing the digital approach	1.1
Sustainable extensive reading programs: approach, strategies, resources, techniques	1.1
CLIL and language learning in Italy during the pandemic	1.2-1.3
EFL instruction during and beyond the COVID-19 pandemic	1.2-1.3
Responding to unpredictable times: analysing the challenges of pandemic pedagogies	1.2-1.3
An engaging and inclusive approach to intensive reading instruction	1.4
Teaching English to adults in Nigeria during insecurity using WhatsApp	1.4
Exploring the effect of an augmented writing platform and AI	1.5
Moving an EAP programme online: lessons learnt from the practitioners	1.5
Public signage: resource for the English classroom	1.6
Telegram app as a tool for remote training and teaching	1.6
Lights, camera, action: inspire! Empower your students with life skills!	1.7
Overcoming the challenges of a new online educational reality	1.7
Developing students' collaboration skills through social advertising in ESL classrooms	1.8
Extrinsic motivation strategies for extensive reading in instructed contexts	1.8
Instructional design for sustainable online language education	1.8
Language assessment and online translation tools: enemies or allies?	2.2

Learning Technologies (LT) continued	
Leading digital change through culture, conversation and collaboration	2.4
Designing engagement: a case study for playful remote Business English	2.6
Learning the present perfect and simple past through edu-apps	2.6
Marginalised children's experiences of using technology and learning English	2.6
A fully digital English language teacher education	2.7
Synchronous online peer feedback of academic writing using video-conferencing tools	2.7
The face of English online: seven challenges, seven solutions	2.7
A critical look at digital technologies in language teaching	2.7-2.8
How emergency remote teaching changed us: lessons learnt from Qatar	2.8
Hybrid teaching: a new reality in the post pandemic world	2.8
We watched 5,000 online lessons; this is what we learned	3.2
Advantages of online vs. traditional face-to-face teaching: a case study	3.3
Engaged, not entertained – Gamification in ELT	3.3
The 'new normal' of online teaching: making classes effective	3.3
The show's over - now what? Team teaching on Facebook	3.3
Beyond the classroom: empowering learning through digital technologies	3.3-3.4
Supporting receptive and productive pronunciation of accents through online tools	3.4
Tools for success: using technology to deepen the learning	3.4
Coding tasks: computational thinking makes its way to the classroom	3.6
A case of virtual trainings and large classrooms	3.7
Boosting exam confidence with learning and game-based digital tools	4.2
Limited access to technology, yet more technology in my teaching!	4.2
Flipgrid: a scaffold to enhance speaking skills	4.3
Professional development, Facebook and English Clubs	4.3
Some ways of using digital technologies for teaching oral referencing	4.3
Understanding excessive L1 through exploratory AR, intervention and unexpected opportunities	4.4

Literature (LIT)

Sustainable extensive reading programs: approach, strategies, resources, techniques	1.1
How do you become a culturally responsive teacher?	1.2
Developing competences for teaching with literature: perspectives on teacher education	1.3
Refugee stories as visual narrative in English language education	1.5
Training teachers with creativity: teaching language with literature	1.6

Literature (LIT) continued	
Extrinsic motivation strategies for extensive reading in instructed contexts	1.8
Exploring! Enlightening! Empowering! Using songs to promote the three E's	2.2
Study of literature in English in ESL Uruguayan secondary education	2.3
Visually-significant spaces: mediating queer picturebooks in primary English language education	2.4
The plot thickens! Making stories out of stories	2.9

Materials Development (MD)

English is all around us: developing effective linguistic landscape tasks	1.3
An online English lesson introducing sustainability goals	1.4
Older adults in Brazilian ELT coursebooks	1.5
"Mainstreaming" diverse voices through video	1.6
Instructional design for sustainable online language education	1.8
CPD for materials writers: in search of a framework	2.1
Developing institutional listening tests	2.1
SEQ-CORP: a teaching sequence and materials based on corpus principles	2.1-2.2
How to become a successful 'content creator' for your classroom?	2.4
Academic self-study materials: with the learners' needs in mind	2.7
New English material for international crisis management contexts: a template	2.7
Women in coursebooks now and then: how representation has changed	2.7
Designing a quality CLIL unit: five steps to follow	2.9
What I talk about when I talk about coursebooks	2.9
Reading Lab: developing academic reading skills in postgraduate students	3.1-3.2
What I think I know about materials writing	3.7
Less is more. Slower is better. Small is beautiful. How?	3.8
Teacher education and textbooks: a study of materials design	4.3

Materials Writing (MaW)

The missing element of wonder in Early Years materials	1.1
Diversity in materials: there's no room for single stories	1.2
Harmless fun or dangerous stereotyping? The brain, gender and ELT	1.2
Older adults in Brazilian ELT coursebooks	1.5
Is ELT guilty of Greenwashing?	1.7
CPD for materials writers: in search of a framework	2.1
Increasing (EAP) vocabulary knowledge through targeted materials and engagement	2.1-2.2
Images in coursebooks - meaningful or merely decorative?	2.2
How to become a successful 'content creator' for your classroom?	2.4
Native-speakerism in ELT publishing: towards an equitable future	2.6
Breaking stigma, building skills: representing mental illness in ELT materials	2.8

Materials Writing (MaW) continued	
What I talk about when I talk about coursebooks	2.9
Materials to motivate higher-level EAP students	3.4
What I think I know about materials writing	3.7

Pronunciation (PRON)

A pick and mix selection of pronunciation activities	1.1
Philological reading of modern British prose: research and practice	1.3
Pronunciation instruction for all with the *Color Vowel® Chart*	2.6
Say it to hear it: pronunciation to benefit listening skills	3.1
A sound match? Applying translanguaging in pronunciation teaching	3.2
Pronunciation practices in Irish ELT classrooms: what's really going on	3.3
Supporting receptive and productive pronunciation of accents through online tools	3.4
A world of phonics for non-native learners of English	3.7
Category and analysis: navigating English stress	3.9
Teaching pronunciation during a global pandemic	4.2

Research (RES)

CELTA tutoring 2.0: revisiting our role post COVID-19	1.1
English education in West Papua: challenges and professional development needs	1.2
Translanguaging: reframing EFL as bilingual education	1.2
English language teacher expertise in India: a participatory case study	1.3
Philological reading of modern British prose: research and practice	1.3
CELTA: can trainees show their teaching skills online?	1.5
Creativity, curriculum and ELT: a practical approach to teaching English	1.5
Impact of EMI on internationalisation of Omani Higher Education	1.6-1.7
Choosing asynchronous: designing self-access ELT training for online teachers	1.8
The trouble with second language acquisition research	1.8
Reading (about) research? Teachers' perspectives and priorities	2.1
Seeing is believing: the success of video in teacher training	2.1
Challenges faced by primary school teachers in the Global South	2.1-2.2
Learning from primary teachers in the Global South	2.1-2.2
Novice teachers' sense of professional identity explored through portrait methodology	2.1-2.2
Primary teachers' strategies to resolve challenges in the Global South	2.1-2.2
Women English language teachers and their professional development in Nepal	2.2
Pupils' perceptions of English learning in a rural area	2.3
Study of literature in English in ESL Uruguayan secondary education	2.3
Not coursebooks, not TEDs: why lectures?	2.5
Using Communities of Practice for online learning: a case study	2.5

Research (RES) continued	
An engaging alternative to study abroad programs	2.6
Lives of researching teachers: dilemmas and disturbances	2.6
Teacher research enhancement mentoring experience with Turkish EFL teachers	2.7
How emergency remote teaching changed us: lessons learnt from Qatar	2.8
Rubric use in ELT: impact on students' learning	2.8
Service-learning and social justice in the preparation of EFL teachers	2.8
A reflection on the draw-and-write technique	3.1
Language policy in education: a critical ethnography in Nepal's school	3.1
Language teacher wellbeing across the career trajectory: challenges and resources	3.1
Researching 'on' and 'with' children: designing research tools	3.1-3.2
Researching on children: experiences from the Global South	3.1-3.2
Researching with children: experiences from the Global South	3.1-3.2
ESOL material on equality issues: evaluating teacher and student reception	3.2
An intersectional look to ESOL departments: are we really 'diverse'?	3.3
Assessing spoken interactive functions in the Oxford Test of English	3.3
The 'new normal' of online teaching: making classes effective	3.3
Motivation in ELT	3.3-3.4
Group work during COVID-19: exploring two sides of the coin	3.4
Observing affect in an EMI class	3.4
Do global ELT coursebooks promote discriminatory ideologies?	3.8
Supporting teacher trainers as knowledge brokers	3.8
Revising the Oxford Test of English	4.1
Flipgrid: a scaffold to enhance speaking skills	4.3
Investigating variation in learner writing in English: a multi-dimensional analysis	4.3
What do secondary students think about their progress?	4.3-4.4

Teacher Development (TD)

Discover yourself to help your students fulfil their potentials	1.1
Emergent language: activities and answers to the key questions	1.1
Are we really teaching or just testing our students?	1.2
English education in West Papua: challenges and professional development needs	1.2
How do you become a culturally responsive teacher?	1.2
Shifts in teacher identity and perceptions during the COVID-19 pandemic	1.2
Sustainable professional development: the role of the mentor in Uruguay	1.2
The golden circle: inspiring others to do better	1.2
Responding to unpredictable times: analysing the challenges of pandemic pedagogies	1.2-1.3

Teacher Development (TD) continued	
A practical, goal-focused combined approach to teaching real-life L2 listening	1.3
Exploring empathy in ELT with pre-service trainees and novice teachers	1.3
Challenges and opportunities: a beginner teacher's perspective on ELT	1.5
Creativity, curriculum and ELT: a practical approach to teaching English	1.5
English language teacher identity in the world of inclusion	1.5
English pronunciation for a global world	1.5
Holistic teacher development in the Brazilian Amazon	1.5
A framework for identifying high-quality ELT teacher preparation programmes	1.6
Question generation behavior of reflective teachers	1.6
Effective CPD for EMI: a case study from Uzbekistan	1.6-1.7
EFL teachers' self-perceived value of agency in CAMELTA	1.6-1.7
How special are special interest groups? – Revisiting SIGs	1.6-1.7
Teacher development at crossroads: inclusive role of language teachers' associations	1.6-1.7
Helping new teachers make the best use of L1	1.7
Identities of foreign assistant language teachers (ALTs) in Japan	1.7
Enabling context-relevant interactive teaching among rural teachers in Kazakhstan	1.8
Taking the bull by its horns: empowering agents of change	1.8
Tokenism or engagement? A new model for teacher development	1.8
How to survive your own teaching	1.9
Think! Working with reflection in the classroom	1.9
Making the invisible visible: a teacher's guide to language ideologies	2.1
Online teacher development programmes – increasing future global impact	2.1
Reading (about) research? Teachers' perspectives and priorities	2.1
Novice teachers' sense of professional identity explored through portrait methodology	2.1-2.2
Short-term EFL teachers' identity development and professional engagement	2.1-2.2
Support that can work all ways	2.1-2.2
Studying impact: reporting on training teachers to teach online	2.2
Tracing the teachers' growth journey through reflection	2.2
Speaking activities to promote oral confidence in CLIL classes	2.4
Teaching journals, learning journals	2.4
Back to the future CELTA: from feedback to feedforward	2.5
Communities of Practice: developing teacher agency in low-resource contexts	2.5
Rebalancing ELT training for a changed world? We have to	2.5
Technology & motivation: a synthesis of research and best practices	2.5
Designing an online course on educational technology integration into TEFL	2.6

Teacher Development (TD) continued	
Impact of implementing a portfolio-based teacher evaluation and development programme	2.6
Lives of researching teachers: dilemmas and disturbances	2.6
Are body language aspects lost in online teacher training sessions?	2.7
Teacher research enhancement mentoring experience with Turkish EFL teachers	2.7
The face of English online: seven challenges, seven solutions	2.7
Hybrid teaching: a new reality in the post pandemic world	2.8
Are we equipping our students for 21st century challenges?	2.9
Designing a quality CLIL unit: five steps to follow	2.9
Next-level teacher development: deepening and expanding your teaching practice	2.9
Strategies for analysing writing prompts to increase student success	2.9
Language teacher wellbeing across the career trajectory: challenges and resources	3.1
Video for reflection and teacher development	3.1
What am I responsible for? Pre-service teachers and professional responsibility	3.1
A new approach to lesson planning: seeing expertise grow	3.2
We watched 5,000 online lessons; this is what we learned	3.2
Engaged, not entertained – Gamification in ELT	3.3
Practical tips and tricks: using video reflection tools in teacher	3.3
Exploring teachers' resources for professional learning: what really matters?	3.4
Observing affect in an EMI class	3.4
Co-teaching: one and one is more than two	3.6
A case of virtual trainings and large classrooms	3.7
Developing teachers' assessment literacy through a MOOC	3.7
Mediation: not everything worth doing in class can be graded	3.7
Spreading our wings in ELTAs: professional development in teachers' associations	3.7
13 fatal feedback errors made by ELT managers	3.8
Less is more. Slower is better. Small is beautiful. How?	3.8
Teachers in low socio-economic environments: problems, challenges, hope, future	3.8
Addressing equity in the ELT classroom through culturally responsive teaching	3.9
Content-enhanced language teaching - where to start?	3.9
Create an effective bond between ELT and alternative educational approaches	3.9
Engage with assessment - Boosting engagement with self & peer evaluation	3.9
How to develop a respect for sustainability that sticks	3.9
Integrating professional coaching conversations into language learning	3.9
Wisdom stories in language teacher education	3.9

Teacher Development (TD) continued	
AINET-Connect: stronger social networking for a stronger teacher association	4.1
F2F and online teacher training in the pandemic	4.1
From "fixed mindset" to "growth mindset": peer-led professional development	4.1
'Planning backwards' - Rethinking how to plan Presentation, Practice, Production lessons	4.1
The use of classroom discourse for reflective practice	4.1
Limited access to technology, yet more technology in my teaching!	4.2
Teacher Leadership for School-Wide English Learning	4.2
Curriculum development for refugee learners in Greece: English as L3/EAHL	4.3
Professional development, Facebook and English Clubs	4.3
The dialogic affordances of online classes	4.3
Cascading activities for in-service training for colleagues with non-ELT backgrounds	4.4
In defence of the four-week training course	4.4
Understanding excessive L1 through exploratory AR, intervention and unexpected opportunities	4.4

Teacher Training & Education (TTEd)	
CELTA tutoring 2.0: revisiting our role post COVID-19	1.1
Emergent language: activities and answers to the key questions	1.1
Teaching with attitude: disrupting initial teacher training with critical literacy	1.1
'Just be funny!' Helping trainees with rapport and engagement	1.2
An exam preparation toolkit	1.2
Sustainable professional development: the role of the mentor in Uruguay	1.2
The golden circle: inspiring others to do better	1.2
A practical, goal-focused combined approach to teaching real-life L2 listening	1.3
Developing competences for teaching with literature: perspectives on teacher education	1.3
English is all around us: developing effective linguistic landscape tasks	1.3
Exploring empathy in ELT with pre-service trainees and novice teachers	1.3
CELTA: can trainees show their teaching skills online?	1.5
Challenges and opportunities: a beginner teacher's perspective on ELT	1.5
English pronunciation for a global world	1.5
Holistic teacher development in the Brazilian Amazon	1.5
A framework for identifying high-quality ELT teacher preparation programmes	1.6
Public signage: resource for the English classroom	1.6
Question generation behavior of reflective teachers	1.6
Telegram app as a tool for remote training and teaching	1.6
Training teachers with creativity: teaching language with literature	1.6
Effective CPD for EMI: a case study from Uzbekistan	1.6-1.7
Teaching STEM through the medium of English: opportunities and challenges	1.6-1.7
Helping new teachers make the best use of L1	1.7

Teacher Training & Education (TTEd) continued	
Identities of foreign assistant language teachers (ALTs) in Japan	1.7
A new approach to TESOL microteaching-developing personas	1.8
Choosing asynchronous: designing self-access ELT training for online teachers	1.8
Online teacher development programmes – increasing future global impact	2.1
Seeing is believing: the success of video in teacher training	2.1
Specific learning difficulties and English language teaching	2.1
When the going gets tough, the tough get going!	2.1
Isolated, excluded and black: a teacher experience of the lockdown	2.2
Short-term EFL teachers' identity development and professional engagement	2.1-2.2
Re-designing teacher education initiatives including affective aspects	2.2
Studying impact: reporting on training teachers to teach online	2.2
Tracing the teachers' growth journey through reflection	2.2
Five-minute activities for learner well-being	2.4
Presentation coaching: delivering value faster!	2.4
Speaking activities to promote oral confidence in CLIL classes	2.4
Work it out for yourselves: tasks to promote trainee agency	2.4
Back to the future CELTA: from feedback to feedforward	2.5
EFL teacher education in Chile: theory, policy and practice	2.5
Rebalancing ELT training for a changed world? We have to	2.5
Technology & motivation: a synthesis of research and best practices	2.5
About regional English language offices at U.S. Embassies in Europe	2.6
Designing an online course on educational technology integration into TEFL	2.6
Pragmatics: a crucial but under-instructed skills domain	2.6
Zoom and the art of teaching practice feedback	2.6
A fully digital English language teacher education	2.7
Are body language aspects lost in online teacher training sessions?	2.7
A critical look at digital technologies in language teaching	2.7-2.8
Service-learning and social justice in the preparation of EFL teachers	2.8
Next-level teacher development: deepening and expanding your teaching practice	2.9
Video for reflection and teacher development	3.1
What am I responsible for? Pre-service teachers and professional responsibility	3.1
What makes effective students? Some challenges of learner-centred classes	3.1
A new approach to lesson planning: seeing expertise grow	3.2
Advantages of online vs. traditional face-to-face teaching: a case study	3.3

Teacher Training & Education (TTEd) continued	
Developing classroom language skills - ideas for course design	3.3
Learning teachers: an online English teachers' in-service training	3.3
Practical tips and tricks: using video reflection tools in teacher	3.3
Professional development of English writing teachers at a Saudi university	3.3
Pronunciation practices in Irish ELT classrooms: what's really going on	3.3
Engaging and empowering learners through experiential and contextual pedagogy	3.3-3.4
Exploring teachers' resources for professional learning: what really matters?	3.4
Interaction design and online collaborative learning	3.4
Teacher training for TPACK on writing and grammar	3.5
Co-teaching: one and one is more than two	3.6
EAL & ESOL today: from the fringes to the fundamentals	3.6
The transformative, evolving role of coaching in management and teaching	3.6
Spreading our wings in ELTAs: professional development in teachers' associations	3.7
Co-regulate to take your teaching to the next level	3.8
Supporting teacher trainers as knowledge brokers	3.8
Teachers in low socio-economic environments: problems, challenges, hope, future	3.8
Integrating professional coaching conversations into language learning	3.9
Wisdom stories in language teacher education	3.9
"Writer's voice is a writer's choice": supporting the reading-into-writing process	4.1
F2F and online teacher training in the pandemic	4.1
From "fixed mindset" to "growth mindset": peer-led professional development	4.1
'Planning backwards' - Rethinking how to plan Presentation, Practice, Production lessons	4.1
The use of classroom discourse for reflective practice	4.1
Integrating Literature Circles and Reader's Theater to promote reading comprehension	4.2
Culture shock in the CELTA room - just for trainees?	4.3
Teacher education and textbooks: a study of materials design	4.3
Cascading activities for in-service training for colleagues with non-ELT backgrounds	4.4
In defence of the four-week training course	4.4

Testing, Evaluation & Assessment (TEA)	
An exam preparation toolkit	1.2
The CEFR: twenty years on	1.2
Forming an input/output partnership in IELTS Reading and Writing	1.3
Exploring the effect of an augmented writing platform and AI	1.5
In-service teachers' understanding of language assessment principles	1.5
Fostering learner autonomy with the new CEFR guidelines	1.6-1.7

Testing, Evaluation & Assessment (TEA) continued	
Teaching and evaluating speaking in the engineering classroom	1.7
Developing institutional listening tests	2.1
Language assessment and online translation tools: enemies or allies?	2.2
How international language exams can help to achieve better results	2.3
Giving effective feedback in an EAP classroom	2.4
How assessment fits into the future of ELT	2.5
Testing speaking skills online without losing the interactive dimension	2.6
The CEFR in three dimensions: across scales, around the globe	2.6
Students as test designers: overlooked assessment potential	2.7
Rubric use in ELT: impact on students' learning	2.8
Assessing spoken interactive functions in the Oxford Test of English	3.3
Future directions of L2 teaching and testing using artificial intelligence	3.4
Exam preparation for busy teachers	3.6
Promoting 21st century skills through formative assessment	3.6
Developing teachers' assessment literacy through a MOOC	3.7
Mediation: not everything worth doing in class can be graded	3.7
Supporting IELTS teachers and IELTS test takers remotely	3.7
Revising the Oxford Test of English	4.1
Boosting exam confidence with learning and game-based digital tools	4.2
The road to writing: assessment techniques for mapping learner development	4.2
Academic IELTS: simplifying writing task 1	4.3
Using AI for real-world language assessment - the development of *Linguaskill*	4.3

Young Learners & Teenagers (YLT)

Encouraging thinking outside the box: developing creativity in teenagers	1.1
Science should not be a bugaboo! (Bring your own laptop)	1.1
Starting with a painting and ending up with drama scenes	1.1
The missing element of wonder in Early Years materials	1.1
Developing interculturality with young children	1.3
Refugee stories as visual narrative in English language education	1.5
Remote theatre to build a sense of global belonging	1.5
Deeper Learning: focusing on what matters	1.6
Lights, camera, action: inspire! Empower your students with life skills!	1.7
Using stories in the pre-primary and primary classroom	1.8
Stronger together: collaborative learning, from local to global	1.9
Challenges faced by primary school teachers in the Global South	2.1-2.2

Young Learners & Teenagers (YLT) continued	
Learning from primary teachers in the Global South	2.1-2.2
Primary teachers' strategies to resolve challenges in the Global South	2.1-2.2
How international language exams can help to achieve better results	2.3
Pupils' perceptions of English learning in a rural area	2.3
It's all about me: a child-centred approach to *Readers*	2.4
Visually-significant spaces: mediating queer picturebooks in primary English language education	2.4
21st century skills for teens: from practice to progress	2.5
Marginalised children's experiences of using technology and learning English	2.6
CLIL: from language to the integration of content and language	2.7
Making an impact: developing global skills through ELT	2.7
Cambridge Ignite – a unique, bespoke learning project	2.8
Are we equipping our students for 21st century challenges?	2.9
A recipe for readers: overcoming anxiety and encouraging excitement	3.1
Researching 'on' and 'with' children: designing research tools	3.1-3.2
Researching on children: experiences from the Global South	3.1-3.2
Researching with children: experiences from the Global South	3.1-3.2
Brave new world of English	3.2
Language therapy for speech anxiety among Nigerian stuttering school adolescents	3.2
The show's over - now what? Team teaching on Facebook	3.3
Building bridges across cultural differences through performing personal stories remotely	3.6
English for all: alternative approaches in primary ELT	3.6
Exam preparation for busy teachers	3.6
Pre-writing skills through craft	3.6
The secret life of flashcards	3.6
Using graded readers to explore UN Sustainable Development Goals targets	3.6
A teacher's toolkit created by Cameroonian teachers of young learners	3.8
Content-enhanced language teaching - where to start?	3.9
Create an effective bond between ELT and alternative educational approaches	3.9
Engage with assessment - Boosting engagement with self & peer evaluation	3.9
Power to the pupil: changing the teacher-learner dynamic	3.9
Pick a cause and fight for it	4.1
Exploring Global citizenship education from 2 – 12 years old	4.2
Meaning in sound - presenting new language through action songs	4.2
Playful thinking and creative learning opportunities in the primary classroom	4.2
The road to writing: assessment techniques for mapping learner development	4.2
From passion to the talk	4.3-4.4

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Index of Presenters

Abd Elkader Nermine 79
Abu Jasser Rajaa 21, 74
Abu Mezied Asmaa 76, 80
Abu Mezied Hansa 76, 80
Adlard Rebecca 49
Ait-Zaouit Ella 45
Akabogu Josephine 63
Al Ajmi Ahmed 65
Alamri Basim 64
Alberola Jean-Marc 24, 55
Aleksyuk Maria 31
Alhassan Awad 36
Ali Holi 36
AlMukhaild Haydab 31
Alnahas Mohammad Hosam 46
Al-Saadi Zulaikha 65
Alsaffar Fatemah 43
Alston DaVida 73
Alwashahi Qasim 36
Aly Yumna 35
Anderson Jason 21, 31
Anderson Marc 20, 67
Annamma Kumaran Syke 60
Apostolidou Angeliki 77
Appleby Rachel 28, 49
Archer Gemma 23, 66
Archer Greg 32
Arfa Kaboodvand Mandana 21, 62
Arlindo Cândida 35
Arnold Wendy 22, 35
Ash Nisreen 66
Ashmarina Irina 37
Attridge Ann 20, 27
Aydın Doğuş 68
Aylett Rose 21, 28
Badger Ian 20, 63
Badger Richard 40
Baecher Laura 24, 62
Bagdavadze Natalia 55
Bakradze Kati 36
Barahona Malba 61
Baridón Macarena 31
Barrowcliffe Paula Alcaraz 20, 65
Beatty Ken 54
Beaumont Ben 46
Belak Mojca 27
Belloni Claudia 29
Benegas Michelle 41
Berkowitz Liana 39
Bhandari Ganga Laxmi 23, 47
Bicknell Roy 40
Biggs Gavin 62
Bigler Liz 52
Bish David 23, 63
Björnsdóttir Ásdís 56
Bland Janice 22, 34
Bonk Bill 67
Book Jennifer 80
Booth David 63
Bordinhao Cristina 21, 66
Brewer Sarah 78
Bridges Phil 79
Brown Steve 20, 72
Bryson Emily 57
Buchanan Heather 23, 57
Bullock Deborah 43
Bullock Neil 28
Bustamante Lucía 29
Bustos Patricia 61
Byrne David 73
Cabrera Cecilia 73
Cabrera Duarte Vera 54
Cadwallader Jane 70
Caltabiano Bruna 22, 46
Camerer Rudi 37
Carabantes Luis 77
Carver Mark 35
Cawley Ian 79
Chanturidze Yulia 54
Cheung Anisa 55
Chiappini Riccardo 49
Chinn Richard 27
Cinganotto Letizia 22, 29
Clandfield Lindsay 62
Clements Bindi 66
Cocault Anne-Sophie 20, 69
Cogo Alessia 43
Copland Fiona 62
Cotterill Lucie 21, 41
Coutinho Zaira 45
Cowle Andy 63
Cox Simon 30
Crichton Lucy 79
Croft Amanda 40
Daou Fannie 69
Darwin Stephen 22, 29
Dasgupta Tannistha 81
Davies Paul 36
Davou Maria 36
Dawadi Saaraswati 24, 53
de Franca Graziella 74
de Lima Guedes Karla Kerlley 20, 33
Dellar Hugh 34
Dembry Claire 77
Diakou Maria 22, 37
Diavati Maria 21, 34
Diaz Maggioli Gabriel 24, 43, 53, 63
Dixit Krishna K 23, 53
Djau Ali 51
Do Khoa 35
Dobbs Ben 23, 72
Dobson Jennifer 27
Donaghy Kieran 28
Donohue Natalie 45
Dooley Jenny 44
Dozie Chukwudi 30
Drought Andrew 81
du Vivier Madeleine 60
Duarte Heloisa 34
Dummett Paul 67
Dunne Louisa 70
Egger Christina 32
Ellis Charlotte 78
Ellman Matthew 24, 72
Elmaghrabi Ahmed 35
Elsheikh Aymen 38
ElSheikh Lamiaa 22, 27
Enongene Ekembe Eric 36
Enriquez Isora 54
Eraldemir Tuyan Seden 23, 55
Erminaite Ligita 64
Eydelman Natalya 63
Fadidac Jules Champrien 35
Fayle Alex 21, 71
Fekete Gergő 33
Ferdouse Jannat 35
Ferreira Cornée 79
Fields Michael 24, 44
Finnerty Colin 77
Frei Choreanne 80
Fritz Isabella 23, 74
Fuerstenberg Ulla 32
Galaczi Evelina 44
Gallardo Glenda 55
Galpin Lottie 23, 56
Gandini Elena 24, 52
Garbey Savigne Eduardo 54
Garton Sue 24, 46
Gatsou Malamatenia 37
Geroldo dos Santos Andréa 44
Glover Cathy 20, 27
Goldstein Ben 21, 36
Golechkova Tatiana 50
Gonzalez Marina 22, 43
Goodger Charles 79
Gopar Mario E. 24, 46
Gosnold Richard 20, 67
Gruda Zinaide 21, 39
Gruenbaum Tatia 61
Grund Regina 52
Grundtvig Andreas 73
Gupta Dolon 20, 30
Guzmán Natalia 81
Gyanu Dahal 35
Györffy Agnes 27
Hadfield Jill 62
Hadley Jonathan 78
Haider Mohammad 67
Hakimova Umidahon 35
Halat Rasha 46
Hall Graham 23, 45
Hancock Mark 23, 62
Hands Penny 23, 52
Harmer Jeremy 51
Harris Bill 52
Harris Rachael 48
Harrison Richard 30
Hasper Anna 28
Hayward Clare 40
Healey Deborah 55
Hearrell Anna 45
Heathfield David 28
Heffernan Mark 73
Heggelund Oystein 67
Herbert Hisayo 33
Herbert John 33
Heritage George 24, 56
Heron Maria 32
Heuert Galvão Karin 20, 71
Hill Robert 57
Hiratsuka Takaaki 38
Hird Jon 49
Hockley Andy 22, 48, 68
Hockly Nicky 63, 73
Hodgson Elaine 23, 54
Hogan Mike 58
Holden Jennifer 80
Holt Kirsten 57

Horn Birte 68
Horsfall Ruth 80
Howard Rob 77
Huff Lindsay 52
Hughes Glyn 61
Hughes John 37
Hunter Michelle 23, 67
Hutton Will 78
Hyde-Simon Caroline 20, 35
Ibrahim Nayr 26, 35
Ignateva Irina 37
Ignatov Kirill 22, 37
Isharyanti Neny 55
Iwasa Akemi 21, 30
Jadalla Haneen 69
Jauch Leila 55
Jeffries Rachel 24, 56
Jensen Benthe Fogh 56
Jilkova Jana 21, 28
John Divya 20, 37
Johnson Andy 24, 50, 64
Johnston Jennifer 79
Jones Ceri 82
Joshi Vivek V 77
Juniastuti Ika 35
Kandel Basanta 61
Kania Magda 78
Kanyama George 35
Kapur Kirti 21, 66
Karjagdi Çolak Miranda 64
Keates Ellen 41
Kerr Philip 44
Khamis Hanaa 55
Khan Nadeem 77
Khan Rana 53
Kiczkowiak Marek 48
Kilanava Mariam 53
Kim Haeng-a 61
King Michael 55
Kirmeliene Viviane 23, 54
Kletzenbauer Petra 81
Koifman Julia 56
Koppikar Vijayalaxmi 33
Kosior Margarita 78
Kowalska Ola 71
Kozhevnikova Tatiana 79
Krynska Nataliia 35
Kryszewska Hanna 52
Kuchah Kuchah Harry 43
Kudinova Natalia 31
Kunschak Claudia 37
Kuttig Khanh-duc 64
La Rosa Palmina 57
Lackman Kenneth 40
Lamb Melissa 49
Lan Rae 61
Lapornik Barbara 37
Laursen Jette 56
Lefever Samúel 24, 56
Lehrner Simon 53
Lemanis Tery 80
Lesniewski Sebastian 67
Lethaby Carol 21, 30
Letyaikina Tatyana 39
Leys Bruno 78
Licata Giovanni 80
Liman Kaban Aysegul 24, 67
Lin Cheng-Yi 81
Llewellyn Owain 82
Lopez-Hernandez Alfonso 23, 69
Lowe Jennifer 54
Lucantoni Peter 24, 72
M. M. Matar Rana 28
Maas Clare 44
MacArthur Jen 31
MacDonald Jennifer 44
MacDougall Jennifer 20, 63
Mackenzie Alan 38
Mackenzie Colin 27
Mader Judith 37
Mairitsch Astrid 63
Makhlouf Sanaa 61
Makhmudova Nargiza 62
Maley Alan 24, 74
Malu Kathleen 80
Mandalios Jane 81
Mane Milind 77
Manea Gultekin Cristina 72
Mann Steve 24, 62
Mansur Ethan 30
Marcola Sohail 43
Marks Johanna 22, 31
Maroko Geoffrey 82
Maroutian Meri 62
Marren Aneta 38
Marshall Simon 51
Matveeva Elena 80
Mauchline Fiona 78
Mavridi Sophia 22, 39
McCaughey Alla 80
McCaughey Kevin 53
McClean Heather 45
McCutcheon Neil 81
McDonagh Vanessa 45
McDonald R. Sean 52
McKeown Arthur 29
McLaughlin Lou 22, 50
McSorley Anne 29
McVeigh Nichole 56
McWilliams Laura 24, 51
Medwell Claire 69
Meke Elizabeth 62
Mena Dobson Julia 68
Meoli Chris 23, 65
Mercer Sarah 40
Meredith Mark 51
Merse Thorsten 22, 31
Meulen Craig 23, 47
Millin Sandy 26, 71
Mitsaki Catherine 51
Modestova Anna 70
Mohammadi Sedigh (Sid) 55
Mojoko Evele Emma 72
Moore Caroline 53
Moore Julie 64
Moore Sally 34
Moraes Leticia 24, 55
Morgan Sian 34
Moser Alia 81
Mosley Jessica 51
Mrabet-Abid Saloua 44
Mukhairez Amal 21, 34
Muliterno Fabiana 71
Murray Anna 24, 51
Murre Piet 72
Murto Laura 54
Mustafa Blerta 21, 39
Mwinuka William 35
Naim Salama Samir 67
Nanguy Christine 20, 72
Nash Will 32
Nassar Mustaklem Silvia 55
Nazarenko Lisa 62
Nechifor Andreea-Katia 65
Németh László 23, 49
Nesi Hilary 51
Nguyen Ha 35
Nicaise Eric 62
Niemeijer Ariane 20, 74
Norrington-Davies Danny 27
North Theresa 51
Norton Julie 23, 57
Nye Andrew 44
O Leary Aoife 79
O'Boyle Aisling 20, 61
Okaz Abeer 45
O'Keeffe Margaret 46
Olaosebikan Bolape 35
Onate Oriana 47
Onjewu Martha Ada 33
Orehhova Olga 58
Osman Hala 55
Owen Nathaniel 65
Paçarizi Yllkë 67
Padwad Amol 36, 73
Palavecino Stella 23, 71
Paling Rachel 73
Panayotou Peter 50
Paran Amos 46
Parkinson Tom 41
Paropkari Shweta 70
Parry Jason 20, 35
Partridge Nicky 70
Patel Mina 34
Pattison Tania 68, 76
Pearson Susi 32
Peresada Elena 65
Perrett Jeanne 40
Perwitasari Arum 71
Peterson Ene 36
Petree Rhonda 57
Petrosino Ana Paula 33
Pickering George 24, 26, 69
Pickering Kate 54
Piñeiro Sorondo Isabel 48
Plaksiienko Anna 68
Popkova Ekaterina 24, 54
Pratt-Johnson Yvonne 52
Price Beatrix 23, 71
Puchta Herbert 27
Pugliese Chaz 47
Pulverness Alan 60
Quintana Juan 52
Raaflaub Meike 50
Rafidi Tina Jaber 55
Rahman Arifa 24, 46
Ramos Leiva Lucia 78
Raud Nina 58
Read Carol 31
Read David 77
Reber Brigitte 50
Redes Liber 66
Reid Jacqui 44
Reinders Hayo 50

Reszczynski Fatima 20, 70
Richardson Silvana 44, 47
Riffo Salgado Priscila 50
Riley Mike 22, 53
Riquelme Sanderson Michel 23, 56
Robb Thomas 22, 39
Robinson Carole Anne 49
Rodrigo Sementino de Oliveira Marcio 21, 66
Rogers Cathy 77
Rogers Louis 77
Rondon Maria Estela Ribeiro Jardim 70
Roosken Barbara 22, 30
Rosenberg Marjorie 56
Sahakyan Taguhi 47
Saleh Dalya 64
Salkeld Adam 21, 36
Salli Aysegul 32
Sampaio Gloria Regina 72
Sandhu Harisimran 21, 72
Sandstrom Kerstin 56
Santos Denise 23, 45
Sartori Fernando 47
Sato Kate 68
Saumell Vicky 68
Savich Aliaksandra 48
Saville Nick 30
Saxby Mark 78
Scatolini Silvio Sergio Saleem 36
Schirpa Michelle 21, 32
Schmidt-Renfree Nicola 81
Schoekler Gabriela 45
Scott Adam 23, 64
Seligson Paul 70
Selivan Leo 57
Semakin Alex 81
Serra Mariana 23, 55
Sewell Hugh Douglas 34
Sharapkova Anastasia 66
Shimazumi Marilisa 79
Sidaway Kathryn 20, 70
Silver Jasmin 35
Simms Jenny 80
Skeet Jason 36
Skiniotou Caterina 22, 28
Sloan Roisin 20, 67
Smith Sarah 39
Smyth Stella 20, 39
Sobkowiak Pawel 30
Solly Mike 64
Soltyska Anna 24, 46
Spencer David 40
Spiby Richard 70
Stalpers Roel 21, 64
Stannett Katherine 41
Stansfield Joanna 30
Steele Claire 39
Stella Francesca 20, 63
Štěpánek Libor 60, 70
Stetson-Tiligadas Susan 81
Stewart Maria 34
Stirling Johanna 45
Stolpestad Amy 41
Stroia Armanda 38
Strotmann Birgit 23, 69
Stroupe Richmond 29
Suan Chong Chia 50, 69
Sumner Dan 80
Sweeney Shaun 58
Szabo Fruzsina 71
Szesztay Margit 48
Szoke Joanna 73
Szuliński Dominik 47
Tamenang epse Ndifon Ita Frinwie 33
Tavakoli Elaheh 35
Taylor James 21, 37
Tennant Adrian 76
Thorn Sheila 31
Tikhomirova Elizaveta 66
Tomlinson Brian 81
Tsagdi Sofia 33
Tsai Hui-ju 22, 33
Tsateri Rachel 33
Turner Rebecca 20, 69
Tutunis Birsen 68
Tykha Uliana 39
Uhler Jennifer 31
Urmston Matthew 53
Ustunluoglu Evrim 24, 65
Uwamahoro Jean Damascene 35
Valente David 24, 49
Vargas Gil Ernesto 26
Verdonk Desiree 20, 31
Viana Vander 45
Vicic Polona 22, 29
Vurdien Ruby 80
Vyner Luke 41
Waechter Kirsten 22, 65
Wagstaff Gregory 78
Walesiak Beata 23, 68
Walker Robin 34
Walklett Chris 47
Walkley Andrew 71
Wallis Julie 22, 57
Warren Alex 27
Warszynska Kasia 57
Waters Harry 73
Watkins Peter 38
Watts Chris 50
Webb Rhian 70
Westbrook Carolyn 27
Whitehead Russell 24, 50
Wilkes Laura 43
Williams Lynn 73
Willis Jane 41
Willoughby Marie 49
Wilsdon Joseph 48
Wilson George 21, 38
Wiszka Zaparucha Aleksandra 74
Wong Matilda 76
Wood Sara 21, 74
Worgan Michelle 68
Wright Ian 29
Wright Ros 32
Wrzesinska Joanna 24, 48
Yael Linda 22, 36
Yemez Nazmiye 21, 66
Yermakova Volha 55
You Daniella Seong Hui 22, 51
Young Marcel 29
Zajaczkowska Natalia 65

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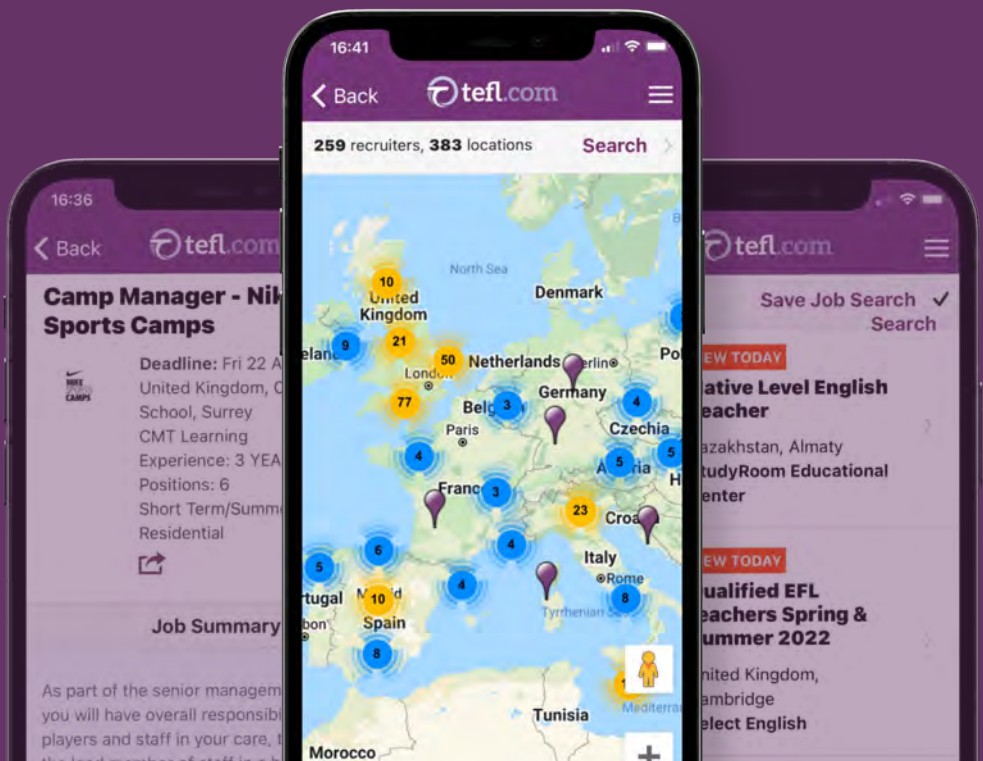

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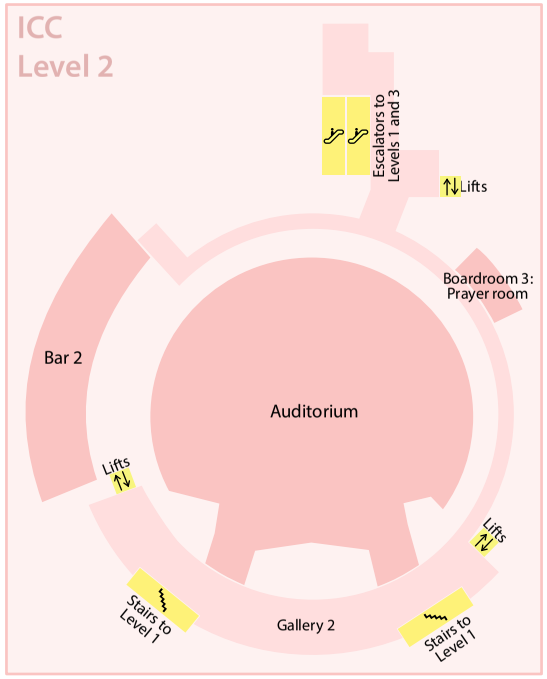
Abbreviations at the IATEFL Conference

These are some abbreviations that you may see or hear at an IATEFL Conference and what they stand for. 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
AGM	Annual General Meeting
AL	Applied Linguistics
BE	Business English
CAE	Certificate in Advanced English
CALL	Computer Assisted Language Learning
CEFR	Common European Framework of Reference
CELTA	Certificate in English Language Teaching to Adults
CLIL	Content and Language Integrated Learning
ConfCom	Conference Committee
CPD	Continuing Professional Development
CPE	Certificate of Proficiency in English
DELTA	Diploma in English Language Teaching to Adults
DigiCom	Digital Committee
e	The presentation is for an Experienced Audience
E4W	English for Work
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFB	English For Business
EFL	English as a Foreign Language
EGP	English for General Purposes
ELF	English as a Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
ey	The presentation focuses on Early Years Teaching
EYL	English for Young Learners
FCE	First Certificate in English
FD	Future directions in ELT
FE	Further Education
GEN	General
GI	Global Issues
HE	Higher Education
IBT	Internet Based Test
ICT	Information and Communication Technology
IELTS	International English Language Testing System
INSETT	In-Service Teacher Training
IPSEN	Inclusive Practices & Special Educational Needs
L1	First Language
L2	Second Language
LA	Learner Autonomy
LAM	Leadership & Management
le	The presentation is for a less-experienced audience
LGBT	Lesbian, Gay, Bisexual, and Transgender
LIT	Literature
LMS	Learning Management System
LT	Learning Technologies
LTO	Language Teaching Organisation
MALL	Mobile Assisted Language Learning
MaW	Materials Writing
MD	Materials Development
MMCom	Membership and Marketing Committee
MoEs	Ministries of Education
MOOC	Massive Open Online Course
NEST	Native English-Speaking Teachers
NGO	Non-Governmental Organisation
NNEST	Non-Native English-Speaking Teacher
NNS	Non-Native Speaker
NQT	Newly Qualified Teacher
p	The presentation focuses on Primary Teaching
PLN	Professional Learning Network
PRON	Pronunciation
PubsCom	Publications Committee
RES	Research
s	The presentation focuses on Secondary Teaching
SEN	Special Educational Needs
SIG	Special Interest Group
t	The presentation focuses on Tertiary Teaching
TA	Teacher Association
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
TBT	Task-Based Teaching
TD	Teacher Development
TEA	Testing, Evaluation & Assessment
TL	Target Language
TOEFL	Test of English as a Foreign Language
TTEd	Teacher Training & Education
VLE	Virtual Learning Environment
WMIS	Wider Membership Individual Scheme
WMS	Wider Membership Scheme
YLT	Young Learners & Teenagers

Venue maps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Level 2
Escalators to Levels 1 and 3
Lifts
Boardroom 3: Prayer room
Bar 2
Auditorium
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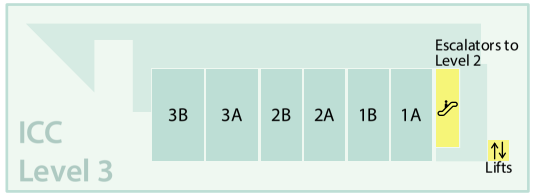
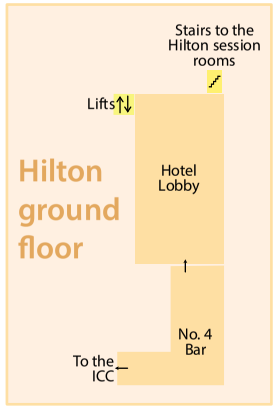
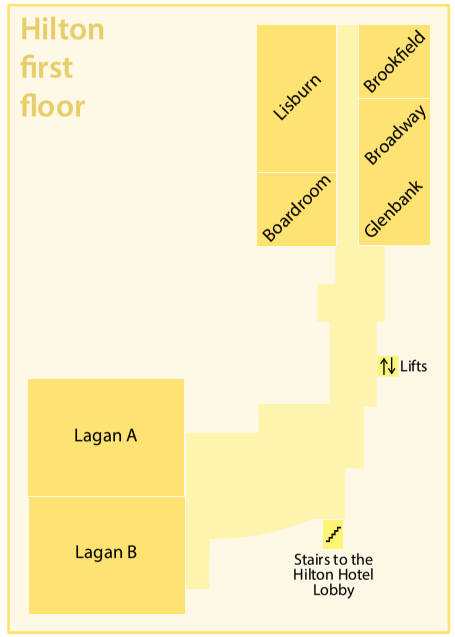
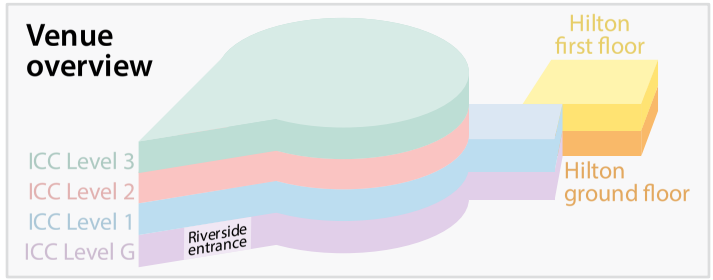
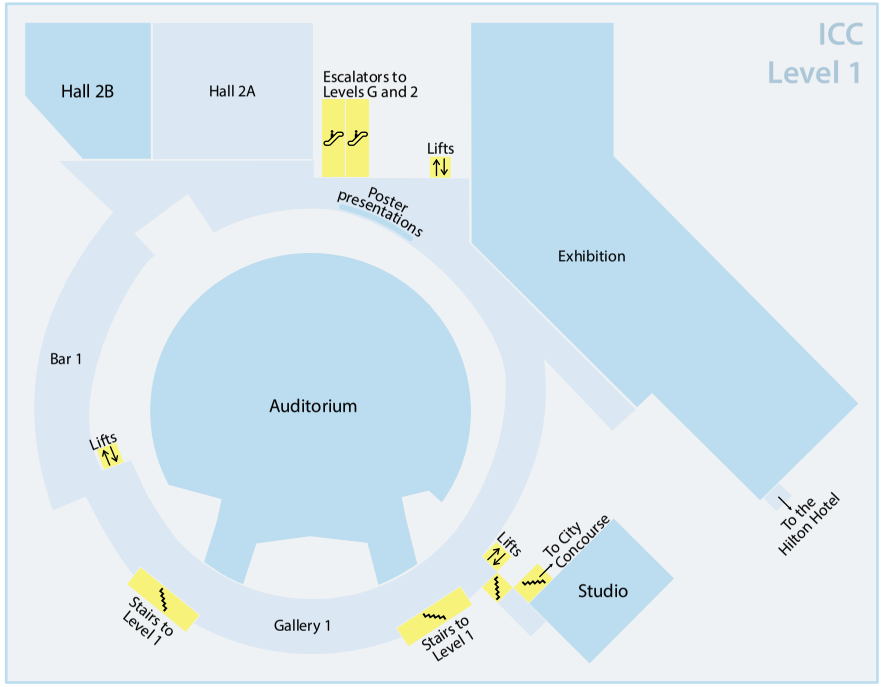
Lifts
Stairs to Level 1
Gallery 2
Stairs to Level 1

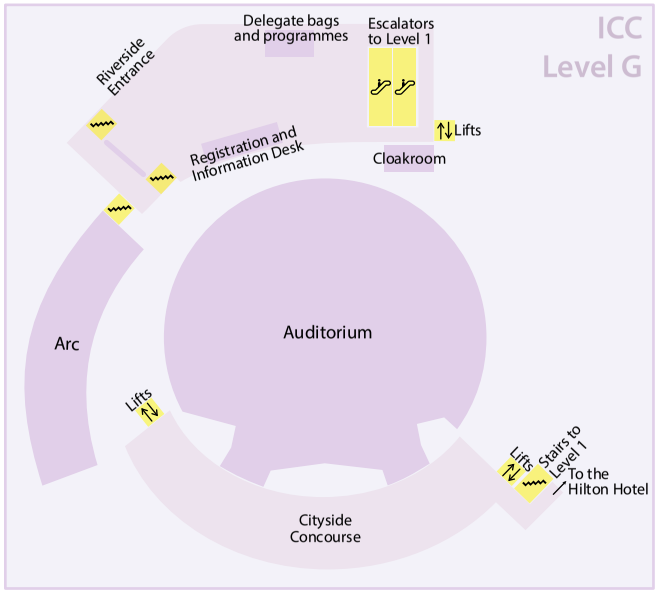

ICC
Level 3
3B
3A
2B
2A
1B
1A
Escalators to Level 2
Lifts


Stairs to the Hilton session rooms
Lifts
Hilton ground floor
Hotel Lobby
No. 4 Bar
To the ICC


Hilton first floor
Lisburn
Brookfield
Broadway
Boardroom
Glenbank
Lifts
Lagan A
Lagan B
Stairs to the Hilton Hotel Lobby


Venue overview
Hilton first floor
ICC Level 3
ICC Level 2
ICC Level 1
ICC Level G
Riverside entrance
Hilton ground floor


ICC
Level 1
Hall 2B
Hall 2A
Escalators to Levels G and 2
Lifts
Poster presentations
Exhibition
Bar 1
Auditorium
Lifts
To the Hilton Hotel
Lifts
To City Concourse
Studio
Stairs to Level 1
Gallery 1
Stairs to Level 1


ICC
Level G
Delegate bags and programmes
Escalators to Level 1
Riverside Entrance
Lifts
Registration and Information Desk
Cloakroom
Arc
Auditorium
Lifts
Lifts
Stairs to Level 1
To the Hilton Hotel
Cityside Concourse

Conference planner

Use this page, along with the the Presentations Section, to plan the sessions you would like to attend. Don't forget to plan a reserve session for each slot, in case your first choice is full when you arrive, and ensure you'll have enough time to get from one room to the other.

Day 1 - Tuesday 17 May

10.35-11.20 Session 1.1	
11.20-11.50	Break
11.50-12.20 Session 1.2	
12.35-13.05 Session 1.3	
13.05-14.05	Lunch
13.20-13.30 Session 1.4	
14.05-14.35 Session 1.5	
14.50-15.20 Session 1.6	
15.35-16.05 Session 1.7	
16.05-16.35	Break
16.35-17.05 Session 1.8	
17.20-18.05 Session 1.9	

Day 2 - Wednesday 18 May

10.15-10.45 Session 2.1	
11.00-11.30 Session 2.2	
11.30-12.00	Break
11.40-11.50 Session 2.3	
12.00-12.45 Session 2.4	
12.45-14.10	Lunch
14.10-14.40 Session 2.5	
14.55-15.25 Session 2.6	
15.25-15.55	Break
15.55-16.25 Session 2.7	
16.40-17.10 Session 2.8	
17.25-18.10 Session 2.9	

Day 3 - Thursday 19 May

10.15-10.45 Session 3.1	
11.00-11.30 Session 3.2	
11.30-12.00	Break
12.00-12.30 Session 3.3	
12.45-13.15 Session 3.4	
13.15-14.15	Lunch
13.30-13.40 Session 3.5	
14.15-15.00 Session 3.6	
15.15-15.45 Session 3.7	
15.45-16.15	Break
16.15-16.45 Session 3.8	
17.00-17.45 Session 3.9	

Day 4 - Friday 20 May

10.15-10.45 Session 4.1	
11.00-11.45 Session 4.2	
11.45-12.45	Lunch
12.45-13.15 Session 4.3	
13.30-14.00 Session 4.4	

Notes

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