iatefl **Brighton 2024**

Conference Programme
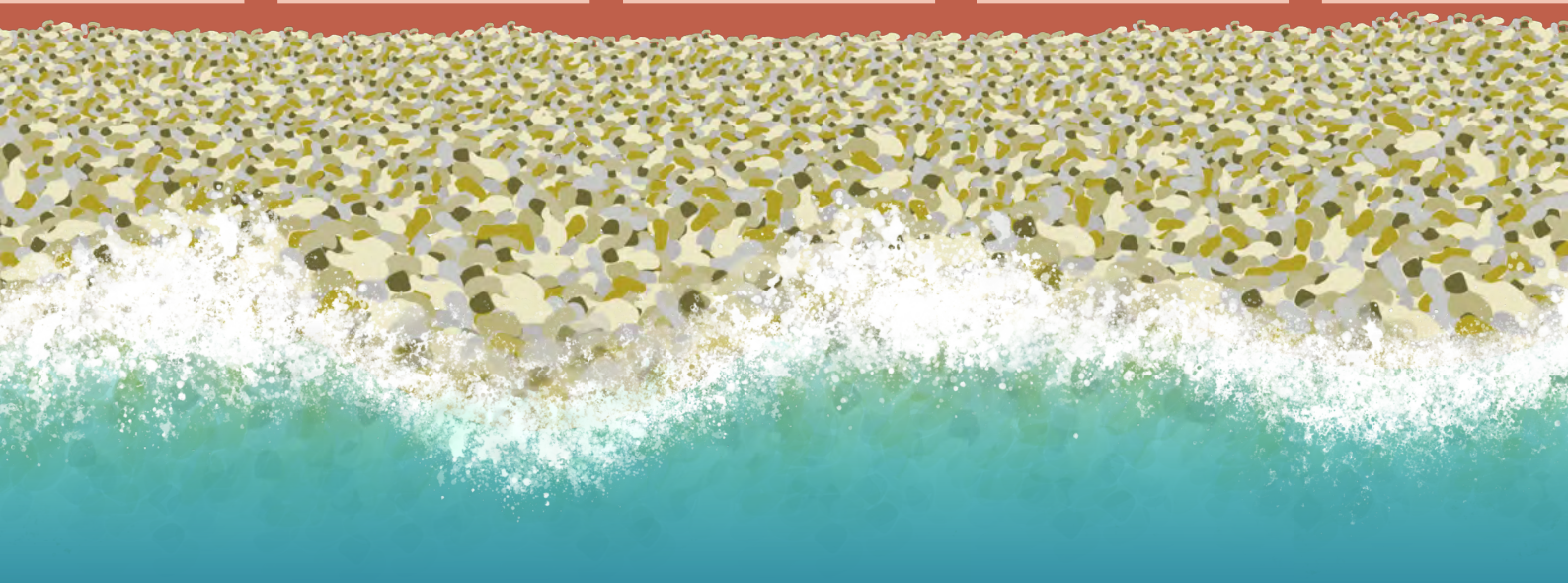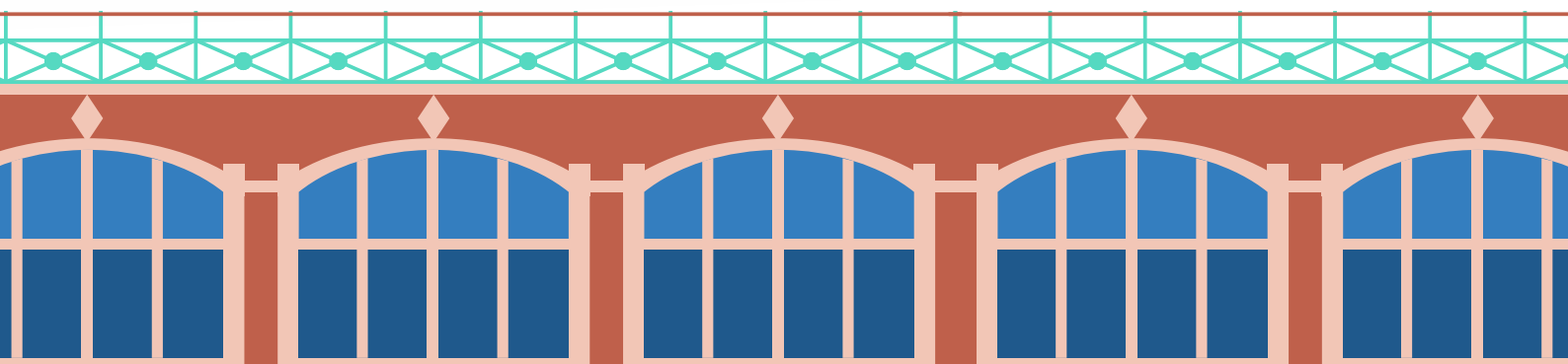
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Welcome to the 57th IATEFL International Conference & Exhibition

Contents

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 on behlaf of IATEFL will be used by IATEFL for journalistic and marketing purposes, including on social media. IATEFL's privacy policy can be found on our website: www.iatefl.org/about/key-documents.

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).

Dear Conference Delegate,

Welcome to the 57th IATEFL International Conference! We're thrilled to be back in vibrant Brighton, ready to celebrate our profession and learn together. This conference is your opportunity to develop yourself, network, discover the latest ELT innovations, and support your fellow teachers around the world.

IATEFL's Conference Committee and our Head Office Staff have worked tirelessly for months to put together a fantastic lineup of sessions and professional development activities. Please take a moment during the conference to learn how you can contribute to IATEFL's charitable mission. Your support makes a huge difference for teachers worldwide. IATEFL's charitable work is vital to our mission of supporting English language teachers globally so please consider contributing to these efforts. Your support empowers innovation and progress in our profession worldwide. To learn more about how you can contribute, visit the main IATEFL stand and talk to the IATEFL Trustees, our Patron, and dedicated volunteers.

Of course, don't miss the amazing resources and opportunities offered by our exhibitors and partners. We have a fantastic exhibition for you where you can browse the latest ELT resources, courses, materials and career opportunities - with plenty of coffee and refreshments to fuel your exploration.

I would like to thank all our sponsors for their generous contributions. You can find out more about each of them within the Conference Sponsors section of this Programme.

We've also got a fun-filled social calendar. Join the Introduction to Brighton on Tuesday, compete in the International Quiz and Dynamic Duets on Wednesday, and let loose at Sharing Stories and Lip Sync Battle on Thursday. Participation in the Annual General Meeting on Wednesday 17 April is crucial for all IATEFL members. This is your opportunity to contribute your insights and help shape the future of IATEFL.

Finally, as we gather to learn and connect, let's extend our thoughts and support to colleagues worldwide who face immense challenges due to conflict or disasters. Our profession is a global community, and their resilience reminds us of the importance of solidarity. If possible, please consider ways to reach out with messages of encouragement or support – whether through donations, advocacy, or simply letting them know they are not alone. Your actions make a difference.

I wish you all a wonderful week of learning, sharing, and caring.

Aleksandra Popovski Golubovikj
IATEFL President

Thank you to the sponsors of the Conference Programme

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General Information

Registration and Information Desk

This is where you can check-in to collect your delegate badge (sponsored by **IELTS**) if you have booked online in advance, or you can book and pay onsite by visiting the finance team here. Make sure you take care of your delegate badge and bring it with you every day. You won't be able to enter sessions without it and a replacement will cost you **£10**.

Once you have your delegate badge, you will be able to collect your lanyard (sponsored by **IELTS**), Conference Programme (sponsored by **British Council**) and delegate bag (sponsored by **Express Publishing**) here.

IATEFL staff and stewards will also be on hand to answer any questions you may have. The desk will be open at the following times:
Monday: 0745-1800
Tuesday to Thursday: 0800-1730
Friday: 0800-1400

IATEFL's AGM

We invite all IATEFL members to attend the IATEFL Annual General Meeting (AGM) at 1300-1400, Wednesday 17 April in Skyline. The agenda will be made available on our website (you must be logged in as a member to view this): www.iatefl.org/about/key-documents

Food and drink

You will find catering points in the exhibition. During breaks there is free tea and coffee and at the lunch break you will be able to purchase a selection of hot and cold meals.
You can also purchase food and drink throughout the day from the Cafe near the Registration and Information Desk. There are also various free water stations located around the venue. Please note you cannot pay at the catering outlets using cash, only by card.

Certificates

All delegates will be emailed their certificate of attendance (sponsored by **ETS Global**) after the conference. Please note, this could take up to two weeks to arrive in your inbox.

Cloakroom

Leave your coat or luggage here for £2 per item. Please note, the cloakroom will accept CASH PAYMENTS ONLY. You can pay by card for the cloakroom at the Registration Desk.

Quiet Zone

Step away from the busyness of the conference for a bit of peace in West Bar. We ask that mobile phones are switched to silent, headphones are used if you want to listen to music and you keep conversation to a minimum.

Prayer room

Located in room 7, this is a place of reflection for people of all faiths and none.

Poster Presentations

Take a look at this year's poster presentations in East Bar. Each presenter will be available for questions during two 10 minute slots, the times will be on display with the posters.

Tribute session

The tribute session is an opportunity to remember colleagues who have sadly passed away since the last conference. Come to say a few words in someone's memory or to hear about colleagues who are no longer with us. It will take place on Wednesday 17 April, 1730-1815, in Meeting Room 3.

IATEFL Stand

During break and lunch times, there will be an opportunity for you to gather at the IATEFL stand with like-minded professionals:

	AM break	Lunch	PM break
Tuesday	First time delegates	Managers, directors, academic leaders	Primary and secondary school teachers **Meet the IATEFL Patron**
Wednesday	Teacher trainers	**Meet the IATEFL Scholarship Committee**	Materials writers, proof readers, editors, publishers **Meet the IATEFL *Voices* editor**
Thursday	One-to-one and online teachers	National and Regional Teaching Associations	University and College lecturers
Friday		Freelancers	

Hornby Trust

We continue the tradition of featuring this year's Hornby Scholars within the Conference. They will present *Teacher development in Global South contexts: constraints and affordances* on Tuesday 16 April, 1405-1520, in Skyline.
The Hornby Trust have also supported the following individuals to come and present at the conference: Laurent Ahishakiye, Cândida Arlindo, Jules Champrien Fadidac and Nino Nijaradze. Look them up in the Index of Presenters to find out more.

Evening events

Take time out at the end of the conference day to relax and meet new people at events in our social programme, sponsored by **British Council**. More information about each of these events can be found under each day of the 'Presentations' section of this Programme. Delegates will need to use the **Syndicate Entrance** to access these events.

Tuesday
Introduction to Brighton | 1930-2030

Wednesday
Dynamic Duets | 1830-1930
British Council Drinks Reception | 1930-2000
International Quiz | 2000-2200

Thursday
Sharing Stories | 1830-2000
Lip-Sync Battle | 2000-2130

All delegates are invited to the
IATEFL Conference Welcome Reception
Monday 15 April | 17.30-19.00
Skyline

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Sustainability at the Conference

We have used recycled cardboard signage for delegate information where appropriate / possible. This is also reused for future events wherever possible.

Our delegate bags are sourced with environmental credentials, and reusability, in mind to avoid them being single-use items.

Delegate certificates are sent digitally, you can choose to print yours out if you wish, or store it digitally.

The programme has been printed in Brighton to reduce unnecessary transportation.

New this year We have asked delegates whether they require a printed version of the programme at the point of booking to cut down on over ordering printed programmes and minimising wastage.

Many exhibitor offers for delegates are provided through a QR code on a combined 'member offer leaflet', to avoid unnecessary printing.

New this year The Brighton Centre has a 'zero to landfill' policy for any waste generated by the conference.

New this year All energy used at the Brighton Centre comes from renewable sources.

We promote the use of public transport and car shares as ways for delegates to travel to and from the conference.

We encourage speakers to share their handouts and PowerPoints online, rather than printing out lots of copies in order to give to delegates.

You are invited to bring your own water bottle and refill it from the free water fountains around the venue.

We have requested that the catering providers offer a range of options for delegates, including white meat, fish, vegetarian and vegan options, but avoiding red meat due to its higher carbon impact.

New this year Any excess food is passed on to local homeless charities.

Find out more at www.iatefl.org/conference/sustainability

Did you know?

IATEFL is a registered charity supporting teachers and local teaching associations throughout the world.

Conference Scholarships, Wider Membership Scheme, IATEFL Projects, Wider Membership Individual Scheme...

Help us help the global English language teaching community. Scan this code, choose the IATEFL initiative you'd like to support, and help us continue to make a difference!

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Scholarship Winners iatefl Brighton 2024

English Language Centre Brighton Robert O'Neill

Ngwa Bichearline
Cameroon

English Language Centre Eastbourne Graham Smith

Irene Rahmaniar
Indonesia

Gillian Porter Ladousse

Nelson Arditto
Spain

IATEFL Bill Lee

László Hajba
Hungary

IATEFL ESPSIG Mark Krzanowski

Anila R. Scott-Monkhouse
Italy

IATEFL ESPSIG Roving Reporter

Lone Bendixen Goulani
Iraq

IATEFL Gill Sturtridge First Time Speaker

Rudra Bahadur Thapa
Nepal

IATEFL LAMSIG

Emma Gowing
Spain

IATEFL Latin America

Claudia Boni
Brazil

IATEFL LTSIG Diana Eastment Roving Reporter

Elis Kakoulli Constantinou
Cyprus

IATEFL PronSIG Classroom Research

Xian Wang
China

IATEFL Ray Tongue

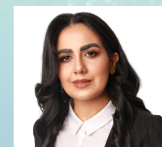**Kuheli Mukherjee**
India

IATEFL ReSIG

Marisol Guzman Cova
Mexico

IATEFL TDSIG Early Career Teacher

Didar Moldazhanov
Kazakhstan

IATEFL TDSIG Michael Berman

Maryam Mirshahnasab
Iran

IATEFL TEASIG

Myleni Ishida
Brazil

IELTS Morgan Terry Memorial

Rory Reyes-Cobar
Australia

Lexical Lab Scholarship for lexically-orientated teachers

Sérgio Silva
Brazil

The LitSIG & Creativity Group Scholarship

Oleksandra Avramenko
Ukraine

TOEFL
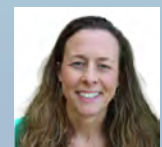
Anne Haggerson
United States

Trinity College London Language Examinations

Shaun Sweeney
Ireland

Trinity College London Teacher Trainer

Belen Albarracin
Argentina

Africa*

Denice Deogratius
Tanzania

English Language Centre Eastbourne Graham Smith*

Maryam Masoomeh Hassani
Iran

IELTS Morgan Terry Memorial*

Chi Anestin Lum
Cameroon

IATEFL TDSIG Early Career Teacher*

Wing Wu
Hong Kong

Macmillan Education*

Olha Yavorska
Ukraine

*Scholarship deferred from a previous year

Visit www.iatefl.org/scholarships for more information

IELTS

The world's most trusted English test

IELTS at IATEFL 2024

Visit us at stand #4 in the exhibition hall.

Get an IELTS teaching pack, including **updated band score descriptor resources**.

Join our informative sessions for valuable IELTS tips and advice.

Celebrate the winner of this year's Morgan Terry Memorial IATEFL scholarship.

Scan to find out more

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Meet the IATEFL Brighton 2024 sponsors

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

BRITISH COUNCIL

Gold sponsor

Signature event:
Wednesday 17 | 1645-1815 | Syndicate 2
The future of English in the age of AI

Pop-up Presentation:
Tuesday 16 | 1615-1630
The right test at the right time: how AI can enhance young learners' success

Find them on stand 27

What's the future of English in the age of AI?

At IATEFL 2023, we launched The Future of English: Global Perspectives. Join us to explore the rapid evolution within a year. Delve into how 1,300+ teachers in 118 countries use and feel about AI and experience our new AI-driven exam young learners will actually enjoy!

We warmly invite you to our signature event, Wednesday, 16.45, followed by a reception and quiz.

Discover more about ELT's AI revolution at Stand 27.

Visit https://futureofenglish.britishcouncil.org/iatefl for more.

CAMBRIDGE

Gold sponsor

Signature event:
Friday 19 | 1105-1150 | Syndicate 1
The power of one – supporting the self, community and planet

Pop-up Presentation:
Thursday 18 | 1140-1155
Develop your teaching career with Cambridge

Together with teachers and our partners, we're here to engage and inspire millions of people throughout their learning journey, allowing them to confidently prove their skills, opening up opportunities across the world. Over the coming week, we have lots of exciting talks and events happening which are detailed in your delegate bag insert. As Gold Sponsor, we look forward to supporting your professional development and sharing our expertise on world-leading integrated learning and assessment.

Express Publishing

Gold sponsor

Signature event:
Tuesday 16 | 1720-1805 | Syndicate 1
Teaching in the past or teaching in the present?

Pop-up Presentation:
Tuesday 16 | 11130-1145
4 Minds: learning for the real world

Find them on stand 40

Express Publishing was established in 1988. After 3 decades of operation, they have successfully bridged the gap between methodology, technology and education. The company has been growing steadily and today exports in 109 countries, has formed numerous strategic partnerships and 30 ministerial adoptions. By combining modern technology and traditional teaching methods, express publishing strives to be innovative every step of the learning journey.

Language Cert

Gold sponsor

Signature event:
Thursday 18 | 1205-1250 | Syndicate 1
Assessment and learning for the digital age

Pop-up Presentation:
Wednesday 17 | 1315-1330
Pave the way to English proficiency with *LanguageCert ESOL for Schools*!

Find them on stand 20

LanguageCert, a member of the PeopleCert Group, is an innovative Ofqual recognised Awarding Organisation committed to developing and delivering high-quality, internationally recognised language exams that enhance the career, education and life opportunities of individuals worldwide. An ever-growing number of universities and organisations in over 90 countries worldwide recognise LanguageCert scores as evidence of English language proficiency.

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Silver sponsor

duolingo
english test

Pop-up Presentation:
Friday 19 | 1155-121
The high-stakes English test that
disrupted an industry

Find them on stand 1

The Duolingo English Test is designed to radically improve English language proficiency assessment for test takers and score recipients alike, by providing a testing experience that is accessible while remaining accurate and secure. The test leverages AI to personalise itself in real-time to every test taker, holding in on their proficiency more quickly, precisely, and securely than traditions fixed-form tests. Visit englishtest.duolingo.com/research to learn more about the research behind the test.

Silver sponsor

ETS® TOEFL®

Pop-up Presentation:
Thursday 18 | 1535-1550
TOEFL® Mastery Challenge

Find them on stand 2

ETS Global, a proud sponsor of 2024 IATEFL Conference in Brighton, provides a wide range of language assessments including the TOEFL® Family of Assessments: TOEFL Primary®, TOEFL Junior®, TOEFL iTP®, and TOEFL iBT®

The TOEFL Family of Assessments is trusted worldwide to measure students' skills at every stage of their English-language learning.

Join presentations by the TOEFL program experts: www.etsglobal.org/eg/en/landing-page/iatefl

Silver sponsor

IELTS

Pop-up Presentation:
Wednesday 17 | 1140-1155
An overview of the updated IELTS Writing band score descriptors and assessment criteria

Find them on stand 4

IELTS is the world's most trusted English language test for higher education and global migration. Join our ELT experts at IATEFL to learn tips and strategies for your IELTS classroom. Plus, visit us our stand to access free IELTS teaching resources, celebrate our IATEFL scholarship winner, and much more!

Silver sponsor

OXFORD
UNIVERSITY PRESS

Pop-up Presentation:
Wednesday 17 | 1255-1310
Oxford Test of English Advanced: taster tour & take away tips

Find them on stand 56

At Oxford University Press, we are proud to be at the heart of the English language learning community.
This year our sponsored talks cover subjects ranging from AI to Assessment. Come and connect with us and others, on our exhibition stand and the adjacent networking zone. Bring your lunch, your coffee, your ideas…we'll only ask you to share your ideas!

Bronze sponsor

ih International House
World Organisation

If you are interested in sponsoring at our 2025 Conference in Edinburgh, we'd love to hear from you. Send us an email at sponsorship@iatefl.org to be one of the first to hear about our opportunities.

Bronze sponsor

ITN

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2025

Learn, share, inspire!

Innovative ELT books and e-learning material that work for EVERYONE!

Explore the world of MM Publications at **stand 39**

mm publications

Exhibition

List of Exhibitors by stand number

Ground floor

- **0** IATEFL Associates
- **1** Duolingo English Test
- **2** ETS Global
- **3** Trinity College London
- **4** IELTS
- **5** TESOL Asia International
- **6** University of Stirling
- **7** BOOKR Kids Ltd.
- **8** Sensations English
- **9** Atlas English Ltd.
- **11** Newgen KnowledgeWorks
- **12** International House World Organisation
- **13** Learning Resource Network
- **14** NILE
- **15** University of Birmingham
- **16** Xi'an Jiaotong-Liverpool University
- **17** King's College London
- **18** Pilgrims
- **19** Haremi
- **20** LanguageCert
- **21** PQS Global
- **22** Macenta Publishing and Digital Solutions
- **23** Glossobooks
- **27** British Council
- **28** Avallain AG
- **29** Macmillian Education
- **31** ELAO
- **32** English in Action
- **33** Garnet Publishing Ltd
- **34** Pearson
- **36** NOCN
- **37** English in Action
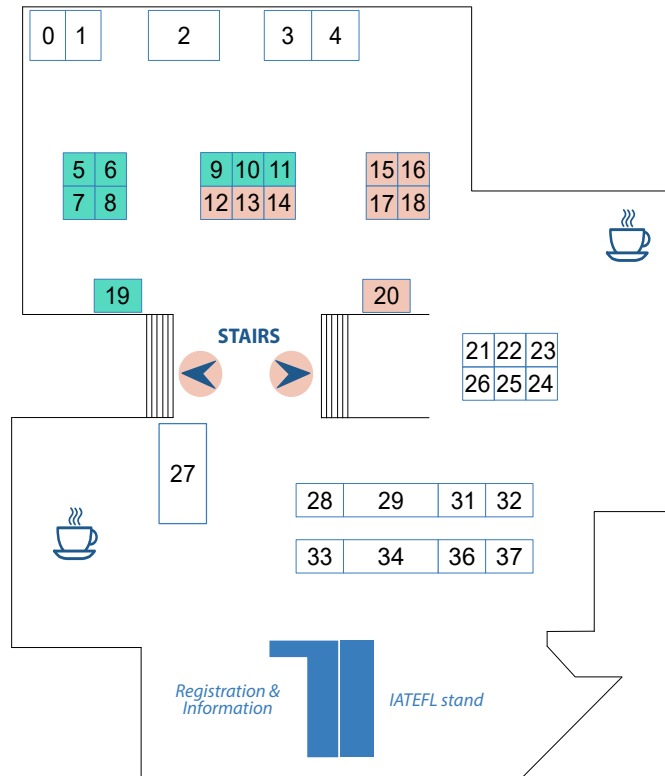
First floor

- **38** National Geographic Learning
- **39** MM Publications
- **40** Express Publishing
- **42** Collins
- **43** Hamilton House Publishers
- **44** York Press
- **46** Teacher Portal by IH London
- **47** Helbling
- **50** BEBC
- **56** DELTA Publishing
- **57** Oxford University Press
- **58** ELT Council
- **59** ELi Publishing
- **60** DK Learning
- **62** Global ELT
- **63** Bridge Education Group
- **64** Pronunciation Science Ltd
- **65** Anglia Examinations
- **66** Independent Authors and Publishers

Ground floor

| Introducing Zone | Career Development Zone | Catering |

First floor

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Pop-up Presentation Stage

Networking Zone, Sponsored by Oxford University Press

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The **Exhibition** is a showcase of the latest resources, services and publications from international course providers, publishers, digital innovators and many more! It is a much loved aspect of the conference and offers the perfect opportunity to find out about the latest ELT products and services, and to connect with a variety of organisations.

Within the Exhibition you will find the **Introducing Zone**, featuring first time exhibitors, and the **Career Development Zone**, featuring exhibitors who can help you take the next step in your career. There will also be our Pop-up Presenation stage where you can hear industry experts giving short presentations about the latest products and services.

We're pleased to have so many of our sponsors exhibiting with us this year, you'll see those exhibitors marked in **red**.

Exhibition opening times

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

Key

B Bookshop **CP** Course Provider **D** Digital/online services
O/A ELT organisation/association **P** Publisher
T Testing and assessment
🌐 Website 📞 Telephone number
@ Email address 👤 Key contact name

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

IATEFL
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@ bayramyana@chichester.ac.uk
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👤 Ari Bayramyan
T

Atlas English Ltd. — 9
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@ info@atlasenglish.co.uk
📞 +44 (0) 790 7026 700
👤 Elinor Stokes
D *Find us in the Introducing Zone*

Avallain AG — 28
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👤 Andy Cowle
D

BEBC — 50
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👤 Nick Edwards
B | D

BOOKR Kids Ltd. — 7
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Bridge Education Group — 63
🌐 https://bridge.edu/tefl/
@ mdeoliveira@bridge.edu
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👤 Maggie de Oliveira
CP

British Council — 27
🌐 www.britishcouncil.org/future-of-english
O/A

Collins — 42
🌐 www.collins.co.uk/elt
@ collins.elt@harpercollins.co.uk
📞 +44 141 306 3100
P

DELTA Publishing — 56
🌐 www.deltapublishing.co.uk
@ contact@deltapublishing.co.uk
P

DK Learning — 60
🌐 learning.dk.com/uk/english-for-everyone
@ hayley.sutton@uk.dk.com
👤 Hayley Sutton
P

Duolingo English Test — 1

- 🌐 www.englishtest.duolingo.com
- @ lee@duolingo.com
- 📞 07779 426 426
- 👤 Lee Harris

T

ELAO — 31

- 🌐 www.elao-test.com
- @ maxime@elao-test.com
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- 👤 Maxime Van Gorp

D

ELi Publishing — 59

- 🌐 www.elionline.com
- @ s.petrosillo@elionline.com
- 📞 +39 337 1443904
- 👤 Silvia Petrosillo

P

ELT Council — 58

- @ Sue.falzon@gov.mt
- 📞 +356 99443812
- 👤 Sue Falzon

O/A

English in Action — 32

- 🌐 www.englishinaction.com
- @ osapsford@englishinaction.com & pgibson@englishinaction.com
- 📞 01227818266 / 01227818250
- 👤 Oli Sapsford & Paul Gibson

O/A

ETS Global — 2

- 🌐 www.etsglobal.org
- @ teaching@etsglobal.org
- 👤 Peter Westerhuis

T

Express Publishing — 40

- 🌐 www.expresspublishing.co.uk
- @ Kristy@expresspublishing.co.uk
- 📞 +30 6956762566
- 👤 Kristy Kors

P

Garnet Publishing Ltd — 33

- 🌐 www.garneteducation.com
- 📞 +971 54337713
- 👤 Martin Curtis

P

Global ELT — 62

- 🌐 www.globalelt.co.uk
- @ orders@globalelt.co.uk
- 📞 +44 01273 251907
- 👤 Lawrence Mamas

P

Glossobooks — 23

- @ meridavou@gmail.com
- 👤 Maria Davou

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- 🌐 www.hamiltonhousepublishers.com
- @ info@hamiltonhousepublishers.com

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Haremi Ltd — 19

- 🌐 www.haremi.co.uk
- @ jvoute@haremi.co.uk
- 📞 01242 241795
- 👤 James Voûte

D

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Helbling — 47

- 🌐 www.helbling.com/english
- @ l.madsen@helbling.com
- 👤 Lars Madsen

P

IATEFL Associates — 0

- 🌐 www.iatefl.org/iatefl-associates
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@ ielts@britishcouncil.org
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T

Independent Authors and Publishers — 66

🌐 www.EFLtalks/IAPG.html
@ Rob-howard@outlook.com
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👤 Rob Howard

P

International House World Organisation — 12

🌐 www.ihteachenglish.com
@ advice@ihteachenglish.com
📞 20 7394 6580
👤 Giuliana Faldetta

O/A *Find us in the Career Development Zone*

King's College London — 17

🌐 www.kcl.ac.uk/research/centre-for-language-discourse-communication
@ Martin.dewey@kcl.ac.uk
👤 Dr Martin Dewey

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LanguageCert — 20

🌐 www.languagecert.org/en
@ liam.vint@peoplecert.org & sylvia.karastathi@peoplecert.org
📞 +39 344 047 5398 & +30 697 2972983
👤 Liam Vint & Sylvia Karastathi

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Learning Resource Network — 13

🌐 www.lrnglobal.org/
@ enquiries@lrnglobal.org
📞 +44 (0) 20 3793 3519
👤 Muhammad Tariq

T *Find us in the Career Development Zone*

Macenta Publishing & Digital Solutions — 22

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@ support@macenta.com.tr
📞 +90539 6690814
👤 Sam Whittam

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P

MM Publications — 39

🌐 www.mmpublications.com
@ info@mmpublications.com
👤 Jenny Zoumpoulaki

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National Geographic Learning — 38

🌐 ELTNGL.com
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@ registrar@nile-elt.com
📞 01603 664473
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🌐 www.nocn.org.uk
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CP

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🌐 www.elt.oup.com/

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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 or in the Cafe throughout the day.

Pronunciation Science Ltd — 64

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Pop-up Presentations Stage

The Pop-up Presentation Stage is back again for 2024, where you will be able to listen to a variety of interesting short talks in the mornings and during break times. For the first time ever, our early morning 'How to…' sessions will take place on this stage. Each of these sessions are an opportunity for you to grow yourself professionally. As well as these moments of CPD, we have a number of companies and organisations who want to showcase to you their products and services. Why not grab a free hot drink from the Exhibition and make your way to the Pop-up Presentation Stage to hear all about these interesting topics!

Tuesday 16

0835-0855 **How to move from being a teacher to becoming a teacher trainer with Matthew Ellman**
Transitioning from teacher to teacher trainer can be a challenge. In this presentation I will share some experiences and insights as a trainer and training manager, looking at three questions: 'Am I ready to be a teacher trainer?', 'How does training differ from teaching?' and 'How do I get started?'

1130-1145 **Express Publishing**
4 Minds: **learning for the real world**
4Minds is a new multi-level course that turns language learning into an opportunity for learners to explore the world and their potential. Designed for learners of CEFR levels A1–C1/C2, it covers the latest developments and trends in technology, entertainment and social issues while preparing learners for the real world, outside class. The series includes life skills and presentation skills sections, STEAM activities and themed units practising all 21st century skills including research and mediation activities.
Speaker: Jenny Dooley - President of Express Publishing

1315-1330 **University of Birmingham**
Studying for a Masters course online
The University of Birmingham runs four postgraduate courses which can be followed 100% online, including:
- MA in TESOL
- MA in Applied Linguistics
- Postgraduate Certificate in TESOL
- Postgraduate Certificate in Applied Linguistics
We have 210 students following these courses based in 22 different countries. Our Masters programmes are well known and have been running for over 25 years. I will be talking about the structure and content of these online Masters programmes.
If you are interested in studying online, come along!
Speaker: Dr Crayton Walker

Tuesday 16 *continued*

1340-1355 **Trinity College London**
Friend or foe? AI in ELT
While the impact of newly available AI tools is clear, there has been little data on whether teachers are using AI, what they're using it for and how much it's trusted. Trinity College London commissioned a YouGov survey of 1,000 teachers in the UK to answer these questions.
Find out what they said, alongside details of our exciting innovations, including the new app, *Skill Up!*, which uses generative AI to create a personalised learning path for young learners, an AI lesson planning generator, and some exciting updates to our English language assessments that utilise the latest developments in technology.
Speaker: Martin Oetegenn - Language and TESOL Manager, Trinity College London

1615-1630 **British Council**
The right test at the right time: how AI can enhance young learners' success
Join us for a game-changing pop-up on our cutting-edge *Primary English Language Test*, powered by AI. Take a few brief moments in your afternoon break to instantly boost your knowledge of progressive testing methodologies and how AI is redefining English language assessment worldwide. An IATEFL 2024 must see.
Speakers: Simona Orsingher and Radosveta Valkova

Wednesday 17

0835-0855 **How to write CVs that get results with 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.

1140-1155 **IELTS**
An overview of the updated IELTS Writing band score descriptors and assessment criteria
This interactive session will look at what has changed recently in the band score descriptors and assessment criteria for IELTS Writing Task 1 and Writing Task 2. We will highlight the changes that teachers should be aware of, and look at how the marking criteria can be a useful tool for us as teachers in the classroom guiding our students in their preparation for the IELTS Writing Test, and as a tool for the students themselves to self-assess.
Speakers: Louisa Dunne and Sarah Philpot

1255-1310 **Oxford University Press**
Oxford Test of English Advanced: **taster tour & take away tips**
Swing by for a taster tour of the *Oxford Test of English Advanced*, a new B2 to C1 English language proficiency test. In this pop-up session we'll break the test into bite-sized pieces, introducing the test format and highlighting our innovative ways of assessing integrated skills and mediation, both identified as essential academic and professional competencies in the *CEFR Companion* volume. We'll finish the session with some tasty take-away tips which will help you prepare your students for success in the *Oxford Test of English Advanced*… and beyond.
Speaker: Gail Pasque

1315-1330 **LanguageCert**
Pave the way to English proficiency with *LanguageCert ESOL for Schools*!
LanguageCert is paving the way to English proficiency with exams catering for every test taker need. Discover our new ESOL single level exams, from A1 to B2, with test content appropriate for school age students.
Speaker: Liam Vint - LanguageCert Portfolio Director

1340-1355 **National Geographic Learning**
Five ways to make your school greener
Join sustainability expert and enthusiast, Charlotte Ellis, to get five quick ideas to improve your school's impact on the environment, your community and your students. Come along and receive a free desktop garden!
Speaker: Charlotte Ellis

1535-1550 **ETS Global**
TOEFL® Mastery Challenge
Are you ready to unlock the secrets of the *TOEFL iBT®* test and explore the entire *TOEFL® Family of Assessments*? Join us for our exciting TOEFL quiz, where we'll put your knowledge to the test, and your expertise could open the door to great prizes! Come play with us, test your TOEFL knowledge and discover what sets you apart. Don't miss out on this exciting opportunity, join the fun!
Speakers: Celestina Cardoz Maury and Marta Zaninelli

Thursday 18

0835-0855 **How to be a sustainable teacher with Christopher Graham**
This session revolves around ten practical things that you, yes you, can do to be a more sustainable teacher. Five of these relate to reducing the negative impacts you and your institution have on the environment, and five relate to classroom initiatives. That's two minutes per point - bring some coffee!

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Thursday 18 *continued*

1140-1155 **Cambridge University Press & Assessment**
Develop your teaching career with Cambridge
Taking a traditional linear view of the English language teacher's career, we will begin by presenting the various *Cambridge Teaching Qualifications* which can at different stages help to facilitate this journey and to develop professional expertise.
Looking to highlight an array of pre- and post-DELTA professional opportunities, we will then discuss different ELT career pathways, making brief reference to some of those currently enjoyed by some real-life industry colleagues. Finally, we will signpost a sample range of resources which Cambridge produces to support teachers in their day-to-day work and their ongoing professional development.
Speakers: Rory Ruddock and Joel Cutting

1255-1310 **Pearson**
Digital assessment: turning language learning challenges into teaching success
Join us in exploring the positive shift in utilising digital assessment tools for English language teaching. Learn first-hand from Pearson's Grant Kempton on how these tools have evolved, making language teachers' lives easier and enabling them to focus on teaching proactively. Discover how you can place new students at the right level fast, and how you can quickly and easily evaluate your students, so you can do more of what you want to do—teach!
Speaker: Grant Kempton - Director, GTM Initiatives, Pearson

1325-1340 **How to become a successful freelancer with Chia Suan Chong**
In this presentation, we'll look at what's involved in being a successful freelancer. We'll cover these three key areas:
1) Organisational details - budgeting & finances, flexible schedule, security;
2) How to get work - self-marketing & professionalising yourself;
3) How to keep work - quality control, referrals and solid admin.

1510-1525 **LanguageMate**
*LanguageMate***: empowering teaching and learning with AI**
Join us to explore how cutting-edge AI is empowering language educators.
LanguageMate is a pioneering AI-driven platform partnering with educational institutions to empower teachers and enhance students' conversational skills across various languages. Our innovative AI technology enables teachers to significantly reduce their workloads, allowing them to teach more efficiently. We offer a unique, immersive learning experience by allowing students to read, write, listen, and speak in engaging, real-world scenarios. This personalised approach boosts students' confidence and accelerates their journey towards fluency.
Discover how your institution can reduce teacher workload and teach more using AI technology!
Speakers: Alexander Neep and Laura Herrmann

Friday 19

0835-0855 **How to be successful in an ELT interview with Caroline Moore**
Congratulations, you've been invited to a job interview, so you've persuaded your potential employer that you have the essential knowledge, skills and experience for the job. The three As: Appearance, Attitude, and Awareness of your interviewer will be critical for your success, and are equally important for face-to-face and online 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.

1155-1210 **Duolingo English Test**
The high-stakes English test that disrupted an industry
Join this 15-minute power session on all things DET. From computer adaptive testing, to AI-assisted human invigilation, bring your questions and find out how the DET is radically expanding access to high stakes English proficiency testing for students all around the world.

Special Interest Group (SIG) Showcases

If you are interested in a particular SIG area, you have the opportunity to follow a track of selected sessions throughout the day. Many of the SIGs will host an Open Forum as part of their Showcase. This is an opportunity for you to 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)
Wednesday 17 April | Syndicate 3
Coordinators: Marjorie Rosenberg & Sarah Plochl

2.1	1020-1050	Effective business communication: linking grammar and meaning Silke Riegler
2.2	1105-1135	False beginners adult learners and business English writing Choreanne Frei
2.3	1205-1250	How to get clients as a freelance English language teacher Rachael Roberts
2.4	1415-1445	Gamifying employability skills training: project scavenger hunt Birte Horn
2.5	1500-1530	Beyond fluency: unleashing the power of mastery for advanced learners Anna Plaksiienko
2.6	1600-1630	Analysing unmet needs: business communication competencies required in multinational companies Radek Swiecinski
2.7	1645-1715	Guiding tomorrow's professionals: nurturing students for success Bethany Cagnol
2.8	1730-1815	Working in international teams: what can we do better? Ian McMaster

English for Speakers of Other Languages (ESOLSIG)
Wednesday 17 April | Meeting Room 5 / Syndicate 1
Coordinators: Declan Flanagan & Vivi Bairami

2.1	1020-1050	Motivating adults in language learning environments: sparking enthusiasm for learning Leo Tzampazis
2.2	1105-1135	Teaching beginner classes - a woven approach Eliza Winnert
2.3	1205-1250	A2 to B2 in six months, impossible? Yes, we can Uma Tadema
2.4	1415-1445	Empowering curriculum design: insights from female refugees' ESOL experiences Holly Dono
2.5	1500-1530 *Syndicate 1*	The impact of L1 literacy on English literacy development Lesley Painter-Farrell
2.6	1600-1630	Facilitating immigrants' Finnish language learning in a vocational college Rezvan Zonoubi
2.7	1645-1715	*Trinity Cert(T)ESOL*: teacher training and the university as community citizen Laura Walker, Elena Gandini, Murad Alhamwi
2.8	1730-1815	Empowering migrant learners: insights to translanguaging in the classroom Josianne Block

English for Specific Purposes (ESPSIG)
Thursday 18 April | Meeting Room 5 / Syndicate 1
Coordinator: Caroline Hyde-Simon

3.1	1020-1050	Exploring the AI frontier: transforming pre-writing and post-writing in EAP Fatimah Mahmood, Alys Avalos Rivera
3.2	1105-1135	Assessing logicality and expression quality in ESP essay writing Gloria Regina Sampaio
3.3	1205-1250	Fostering critical thinking in bachelor students with blended learning Jakab Kaufmann, Caroline Hyde-Simon
3.4	1350-1420	Debating gender gap issues in the STEM EAP class Anila R. Scott-Monkhouse
3.5	1435-1505	English for economics in Thai HE: teaching ESP or EMI Pimsiri Taylor
3.6	1535-1605	Using insights from research to inform ESP teaching Clarice SC Chan
3.7	1620-1650	AI redefining EAP writing assessment Fatma Merve Baykan
3.8	1705-1750 *Syndicate 1*	Teaching academic reading skills Dorothy Zemach

Global Issues (GISIG)
Thursday 18 April | Syndicate 4
Coordinators: Nick Bilbrough & Rajaa Jasser

3.1	1020-1050	Listen to understand - a simple strategy in complicated circumstances Nataliia Krynska
3.2	1105-1135	The language of mental well-being: positive psychology in adult classes Andreea Pulpea
3.3	1205-1250	Embracing controversy in the EFL classroom Rita Divéki
3.4	1350-1420	Voices of teachers: an antiracist view of teaching young learners Claudia Colla de Amorim
3.5	1435-1505	English for interfaith dialogue: nurturing understanding and bridging divides Hala Ahmed, Amira Makhlouf
3.6	1535-1605	Authentic materials, learner voices, teacher emotions and critical incidents Adam Scott
3.7	1620-1650	IATEFL Global Issues Special Interest Group Open Forum Global issues in ELT – What? And how?
3.8	1705-1750	Talking to learn: negotiation of meaning in online intercultural link-ups Nick Bilbrough, Rajaa Abu Jasser, Ashraf Kuhail

Inclusive Practices & Special Educational Needs (IP&SENSIG)

Thursday 18 April | Syndicate 2 / Meeting Room 1A
Coordinators: Rachael Harris & Giovanni Licata

3.1	1020-1050 *Syndicate 2*	Dyslexia's less-famous cousin: developmental language disorder (DLD) Anne Margaret Smith
3.2	1105-1135 *Syndicate 2*	Stop including us! Arguments against inclusion and for diversity Sarah Smith, Sea Steele
3.3	1205-1250 *Syndicate 2*	Universal design for learning in the primary classroom Anette Igel
3.4	1350-1420 *Meeting Room 1A*	IATEFL Inclusive Practices & Special Educational Needs Special Interest Group Open Forum AI and Inclusion; an unlikely mix?
3.5	1435-1505 *Meeting Room 1A*	Too triggering to teach? Addressing 'sensitive' topics in ELT materials Lottie Galpin
3.6	1535-1605 *Meeting Room 1A*	Trauma informed teaching practices in adult ESL classrooms Ruba Kallab
3.7	1620-1650 *Meeting Room 1A*	IFostering inclusivity in ELL classrooms assessment: how to achieve it? Arum Perwitasari
3.8	1705-1750 *Meeting Room 1A*	Tear the label off the learner Giovanni Licata

Leadership & Management (LAMSIG)

Tuesday 16 April | Meeting Room 5 / Syndicate 2
Coordinator: Josh Round & Barbara Craig

1.1	1035-1120	Practical steps toward teacher wellbeing through mindful management Emma Gowing
1.2	1150-1220	Engaging teachers in social media content creation for school marketing Gina Rodriguez
1.3	1235-1305 *Syndicate 2*	Presidential precedents: leadership lessons from the White House Mike Riley
1.4	1405-1435	School leaders' experiences of burnout: causes, effects and solutions Daniel Xerri
1.5	1450-1520	What exactly is the point of a budget? Andy Hockley
1.6	1535-1605	IATEFL Leadership & Management Special Interest Group Open Forum Connecting ELT leaders and managers around the world
1.7	1635-1705	Moving to the middle: helping middle leaders thrive Barbara Craig, Sandra Pitronaci
1.8	1720-1805	The first 30 days as a new ELT manager Georgia Papamichailidou

Learner Autonomy (LASIG)

Wednesday 17 April | Syndicate 1 / Meeting Room 1A
Coordinators: Lawrie Moore & Giovanna Tassinari

2.1	1020-1050 *Syndicate 1*	Why should we make space for the discussion of learning? David Byrne, Mark Heffernan
2.2	1105-1135 *Syndicate 1*	The teacher's role in using AI for autonomous learning Mark Smith
2.3	1205-1250 *Syndicate 1*	Teaching direct learning strategies: how, what and why Rachael Harris
2.4	1415-1445 *Meeting Room 1A*	STEAM-based education Konstantina Karamouta
2.5	1500-1530 *Meeting Room 1A*	Interactive target language use at beginner's level Anja Burkert
2.6	1600-1630 *Meeting Room 1A*	Using gamified learning environments to foster student engagement László Hajba
2.7 + 2.8	1645-1815 *Meeting Room 1A*	IATEFL Learner Autonomy Special Interest Group Open Forum Features of learner autonomy: practical examples and hands-on activities

Learning Technologies (LTSIG)

Thursday 18 April | Empress
Coordinator: Maria Diakou

3.1	1020-1050	Digital learning: with or without a teacher? Brigita Seguis
3.2	1105-1135	Focusing on the basics in an era of digital innovations Susana Galante
3.3	1205-1250	Enhancing teaching and learning through AI–learned wisdom recipes Kirsten Holt
3.4	1350-1420	Lessons learned from 10+ years of videoconferencing Graham Stanley
3.5	1435-1505	Making remoteness close: human connections at the centre Serrana Muniz
3.6	1535-1605	Using GenAI in teacher education to benefit trainers and trainees Lindsay Warwick
3.7	1620-1650	AI in ELT: the good, the bad and the weird Nicky Hockly
3.8	1705-1750	Teaching one-to-one classes online: principles for best practice Lauren Perkins

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Literature (LitSIG)
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Coordinator: Gerhard Finster

3.1	1020-1050	Poetry in the EFL classroom Peter Hohwiller
3.2	1105-1135	Literary exploration as source of empowerment for reading assessment Marta Zaninelli
3.3	1205-1250	Education for sustainable development: a literary window on the world Lynn Williams, Karin Müller
3.4	1350-1420	Teaching English through literature Julia Koifman
3.5	1435-1505	Developing creativity using literature in the EFL classroom Kyoko Kuze
3.6	1535-1605	"Atomic" reading habits: a neuroscience-powered approach for Generation Z Armanda Stroia
3.7	1620-1650	Enhancing language learning through literature and book clubs Madeline Lorenz
3.8	1705-1750	IATEFL Literature Special Interest Group Open Forum Looking back – Looking ahead

Materials Writing (MaWSIG)
Tuesday 16 April | Syndicate 4
Coordinator: Heather Buchanan

1.1	1035-1120	A teacher's dream: adapting teaching materials like magic! Alyssa Francis, Pablo Garcia Gomez
1.2	1150-1220	Are ELT materials writers born or made? John Hughes, Katherine Bilsborough
1.3	1235-1305	Introducing a competency framework for language learning materials writing Sandy Millin
1.4	1405-1435	Representation is good representation?! Queer perspectives in German ELT Albert Biel
1.5	1450-1520	Course design and materials for older adults Marina Gonzalez
1.6	1535-1605	How sustainable is sustainability in primary EFL courseware? Andrew John Starling
1.7	1635-1705	From whiteboard to dashboard: how to get your courses online Ciarán Lynch
1.8	1720-1805	IATEFL Materials Writing Special Interest Group Open Forum Inspirations in materials writing

Pronunciation (PronSIG)
Wednesday 17 April | Syndicate 4 / Meeting Room 3
Coordinators: Gemma Archer & Adam Scott

2.1	1020-1050 *Syndicate 4*	*Teaching English pronunciation for a global world*: activities for intelligibility Gemma Archer, Robin Walker
2.2	1105-1135 *Syndicate 4*	IATEFL Pronciations Special Interest Group Open Forum PronSIG's interactive pronunciation clinic: come with questions, leave with answers!
2.4	1415-1445 *Meeting Room 3*	Do traditional pronunciation teaching techniques actually work on improving intelligibility? Hongzhi Wang
2.5	1500-1530 *Meeting Room 3*	The impact of English accent variations on Chinese learners Xian Wang
2.6	1600-1630 *Meeting Room 3*	Understanding pronunciation learning strategies for word stress through diary reflections Ivana Duckinoska-Mihajlovska
2.7	1645-1715 *Meeting Room 3*	L2 teachers' professional trajectories with pronunciation teaching: a 10-year study Michael Burri

Research (ReSIG)
Tuesday 16 April | Meeting Room 1B
Coordinator: Ernesto Vargas Gil

1.1	1035-1120	Never the twain shall meet? A researcher-teacher collaboration project Jessica Mackay
1.2	1150-1220	The viability of blended ELT courses in post-Covid/post-war Syria Rasheed Abdul Hadi
1.3	1235-1305	Tackling social inequality one task at a time Jessica Knuth
1.4	1405-1435	Creative practices and autonomous identities empowering pre-service teachers Marisol Guzman Cova
1.5	1450-1520	"Walk in their shoes": English as a "distant" language Isabel Martin
1.6	1535-1605	Supporting non-permanent ELT INSET trainers in India Kalyan Chattopadhyay
1.7	1635-1705	IATEFL Research Special Interest Group Open Forum Empowering educators: navigating the post-Covid landscape through teacher research
1.8	1720-1805	Research data analysis: a hands-on (and jargon-free!) workshop Paula Rebolledo

Teacher Development (TDSIG)
Wedensday 17 April | Pavilion / Charlotte
Coordinator: James Taylor & Cecilia Lemos

2.1	1020-1050	Inquiry with an I: centring the teacher in teacher development
Michelle Worgan
2.2	1105-1135	The role of experience in teacher identity construction
Vanessa McDonagh
2.3	1205-1250	Let's talk about social emotional competences for the classroom
Anna Hasper
2.4	1415-1445	Video-enhanced teacher training: guides, networks, and conversations
Cecilia Nobre
2.5	1500-1530	Reflective teaching - igniting innovation, collaboration and growth
Tamires de Oliveira
2.6	1600-1630	Stimulus and discussion - widening participation in teacher development
Clive Shaw
2.7	1645-1715
Charlotte	Improving the effectiveness of professional development: Lessons from 30,000 teachers
Simon Borg
2.8	1730-1815	IATEFL Teacher Development Special Interest Group Open Forum

Teacher Training and Education (TTEdSIG)
Wedensday 17 April | Meeting Room 1B / Syndicate 1
Coordinator: Bahar Gun & Clare Hayward

2.1	1020-1050	The way forward is global collaboration in ELT
Belen Albarracin
2.2	1105-1135	Near-peer mentoring for in-service teachers' professional development
Irene Rahmaniar
2.3	1205-1250	Take 5 – airing and sharing top issues on CELTA
Jacqueline Douglas
2.4	1415-1445	Using AI to assist scaffolding reflective practice in teacher education
Elena Oncevska Ager
2.5	1500-1530	IATEFL Teacher Training & Education Special Interest Group Open Foum
TTEdSIG – a community for teacher educators around the globe
2.6	1600-1630
Syndicate 1	The casebook method for language teacher education and professional development
Gary Barkhuizen
2.7	1645-1715	Non-permanent in-service teacher educators: identity experiences from the margin
Kuheli Mukherjee

Testing, Evaluation & Assessment (TEASIG)
Tuesday 16 April | Meeting Room 10
Coordinator: Maria Davou & Maggi Lussi Bell

1.2	1150-1220	Building up a speaking rubric: what a deal!
María Aguilar
1.3	1235-1305	Rethinking L2 oral assessments: the missing listening component
Leyla Karatay
1.4	1405-1435	Teacher beliefs, professional development, language assessment literacy: joining the dots
Mina Patel
1.5	1450-1520	How can we help students cope with computer-adaptive testing?
Myleni Ishida
1.6	1535-1605	Chat GPT and assessment: this time it's personal
Shaun Sweeney
1.7	1635-1705	Arguing the case for the (oral) defence
Michael King
1.8	1720-1805	IATEFL Testing, Evaluation & Assessment Special Interest Group Open Forum

Young Learners and Teenagers (YLTSIG)
Tuesday 16 April | Meeting Room 1A
Coordinator: Laura Williams

1.1	1035-1120	IATEFL Young Leaners and Teenagers Special Interest Group Open Forum
What makes an expert YL teacher?: Find out with YLTSIG
1.2	1150-1220	Not children nor adults: understanding teenagers' learning process
Leticia Moraes
1.3	1235-1305	Boost students' learning by embracing neuroplasticity in your classroom!
Farid Zaiter
1.4	1405-1435	Using children's literature in EFL classrooms (children aged 3-6)
Diana Cojocnean
1.5	1450-1520	Primary school classroom practices: what does context-appropriate really mean?
Sue Garton
1.6	1535-1605	Encouraging meaningful peer feedback among primary students using success criteria
Quỳnh Mai Ngọc Lê
1.7	1635-1705	Foreign language anxiety in Chilean primary English language learners
Maria-Jesus Inostroza
1.8	1720-1805	Identity mapping: an act of identifying with English
Vinita Abichandani, Joan Kang Shin

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We'll be broadcasting live each day on IATEFL's Facebook, LinkedIn and YouTube channels with interviews, discussion, chat, debate, and views behind the scenes!

You can also catch up on each of the main plenaries as we replay these at the end of each day online for our global audience.

0900-1015	1035-1120	1120-1150	1150-1220	1235-1305	1305-1405	1405-1435	1450-1520	1535-1605	1605-1635	1635-1705	1720-1805
Plenary session	Session 1.1	Break *Poster presentations*	Session 1.2	Session 1.3	Lunch	Session 1.4	Session 1.5	Session 1.6	Break *Poster presentations*	Session 1.7	Session 1.8

Registration opening times: 0800-1730   **Exhibition opening times:** 1100-1730

Special Interest Group Open Forums

Come and learn more about our Special Interest Groups (SIGs) and how you can get involved.

0900-1015 Meeting Room 1A	Young Learners & Teenagers (YLT) SIG
1535-1605 Meeting Room 5	Leadership & Management (LAM) SIG
1635-1705 Meeting Room 1B	Research (Re) SIG
1720-1805 Syndicate 4	Materials Writing (MaW) SIG
1720-1805 Meeting Room 10	Testing, Evaluation & Assessment (TEA) SIG

On the Pop-up Presentation Stage

0835-0855	How to move from being a teacher to becoming a teacher trainer with Matthew Ellman
1130-1145	Express Publishing *4 Minds*: learning for the real world
1315-1330	University of Birmingham Studying for a Masters course online
1340-1355	Trinity College London Friend or foe? AI in ELT
1615-1630	British Council The right test at the right time: how AI can enhance young learners' success

On the IATEFL Stand

Come along to the IATEFL Stand during break times and lunchtimes to meet with like-minded ELT professionals. If you feel you fit into any of the categories listed below, we'd love to meet you there!

1120-1150	First timers
1305-1405	Managers, directors and academic leaders
1605-1635	Primary and secondary school teachers

And don't miss this chance to meet IATEFL's new Patron, Jan Blake, on the IATEFL stand during the afternoon break, **1605-1635**.
Jan Blake is a storyteller, consultant, mentor & plenary speaker who has been performing world-wide since 1986. Born in Manchester, UK to Jamaican parents, Jan specialises in folktales and myths from the Caribbean, West Africa, North Africa, and the Arab regions.

Mindfulness session

Sponsored by Duolingo English Test
0815-0845 | Skyline
Make the perfect start to your conference day with a mindfulness session led by a local practitioner.

Signature Event

Express Publishing
Teaching in the past or teaching in the present?
1720-1805 | Syndicate 1

What exactly does it mean to be a teacher in the 21st century? How do you know whether you have embraced the skills required to educate students in the modern world? Are you armed with easily accessible tools and meaningful activities to boost learners' confidence and facilitate effective communication, a vital skill for student growth and learning?
Speaker: Jenny Dooley

Evening Event

Introduction to Brighton
Hosted by Brighton Walks
1930-2030 | Syndicate 2

A gentle promenade or a walk on the wild side? You decide on this fascinating virtual walk discovering Brighton's past and present, famous, infamous and incredulous!
From a sleepy fishing village to the first seaside spa resort resulting in the escapades of heady Regency times , through Victorians and piers, mods and rockers and queers!
Keith Waterhouse said "Brighton looks like the kind of place that is continuously helping the police with its enquiries" ....why? come and find out!

Types of Conference session

Plenaries
A chance for all conference delegates to join together to listen to world class experts. Each plenary will have a question and answer session later the same day.

Signature Events
A showcase of expertise and state-of-the-art thinking in an area relevant to the host organisation.

Talks
A 30-minute session relating to theory and practice.

Workshops
A 45-minute interactive session with audience participation.

Forums
A 75-minute session made up of three talks on a related topic.

Panels
A 75-minute session where four or five people present their views on a topic.

Lightning Talks
A 45-minute session where 8-10 speakers have three minutes to present their ideas.

Posters
A visual display of an area of research or theory and practice.

SIG Open Forums
An opportunity to get to know a SIG better.

General information | Conference Sponsors | Exhibition | SIG Showcases | Presentations | Quick Reference

General information
Conference Sponsors
Exhibition
SIG Showcases
Presentations
Quick Reference

Plenary session	0900-1015 (doors open at 0830)	Tuesday 16

Auditorium 1 - Brighton Centre

The AI factor: have we figured it out yet?
Vicky Saumell

The development of AI has become a huge challenge. Predictions abound about how it will affect not just ELT, but the world in general. After a whole year of fast-moving advances in AI development and available tools for a variety of uses within the ELT field, we are still working out what it means for us. We have been learning what it is and what we can use it for, from lesson planning to image creation and automated language learning. But there is more! We have also been trying to elucidate its positive and negative aspects, though it is all quite subjective. Reducing a teacher's workload, marking learners' work, planning a marketing campaign can be placed in different parts of the positive-negative continuum. What seems apparent is that it is changing the ELT landscape. But how? What are the implications for different stakeholders in the language learning industry? And how are we coping with the challenges it poses? Becoming aware of AI's functioning so that we can detect biases and work together towards an ethical use of AI seems to be a logical pathway, which we will explore together in this talk.

About Vicky:
Vicky Saumell is a teacher, trainer, materials writer and presenter. She holds a degree in Spanish-English Literary and Technical Translation, a Diploma in the Theory and Methodology of TESOL and a degree in Educational Technology. She has worked as a writer and trainer for major publishers, especially in the areas of project-based learning and the meaningful use of digital technologies for language learning and their impact. She has been the IATEFL LTSIG Coordinator and a member of IATEFL Publications Committee. She currently teaches at primary and secondary level schools in Buenos Aires, Argentina, as well as continuing her freelance work.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics	**IPSEN** = Inclusive Practices & SEN	**RES** = Research	**le** = less-experienced audience
BE = Business English	**LA** = Learner Autonomy	**TD** = Teacher Development	**e** = experienced audience
EAP = English for Academic Purposes	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment	
ESOL= English for Speakers of Other Languages	**LIT** = Literature		**ey** = early years
	LT = Learning Technologies	**TTEd** = Teacher Training & Education	**p** = primary teaching
ESP = English for Specific Purposes	**MaW** = Materials Writing	**YLT** = Young Learners & Teenagers	**s** = secondary teaching
GEN = General	**MD** = Materials Development		**t** = tertiary teaching
GI = Global Issues	**PRON** = Pronunciation	**ProdProm** = This session includes product promotion	**a** = adult teaching

Please check the cancellation screen or visit www.iatefl.org/conference/cancellations for changes and cancellations

Session 1.1	1035-1120	Tuesday 16

Auditorium 1 - Brighton Centre
500 audience
Workshop
EAP
t, a, e, le
ProdProm

Utilizing visible thinking routines in the EAP classroom
Alex Warren (National Geographic Learning)
Critical thinking is a key academic skill, but it can be tricky to incorporate into classes. However, it doesn't need to be. With examples from National Geographic Learning's *Pathways* series, this workshop will show how we can incorporate visible thinking routines into lessons to not only develop our students' cognitive skills, but to also stimulate meaningful discussion involving all students.

Syndicate 1 - Brighton Centre
200 audience
Workshop
GEN
ey, p, s, t, a, e, le

What's it mean: it's different, spoken grammar?
Jon Hird (Freelance / University of Oxford)
The grammar of spoken English is in a number of ways different from the grammar of written English, which is the grammar that learners are generally taught. This session considers some key features of spoken grammar and explores how we can introduce this into our teaching to help our learners better understand and use it.

Syndicate 2 - Brighton Centre
200 audience
Workshop
GEN
ey, p, s, t, a, e, le

Creating puzzles for ELT escape rooms and treasure hunts
Sarn Rich (Canterbury Christ Church University)
You know that escape rooms and treasure hunts are motivating, and can exercise students' imaginations, lateral thinking and communication skills - but are you daunted by thoughts of setting one up? Come along, and we'll create puzzles, try them out on each other, and collect ideas to put to use with our classes – it should be fun!

Syndicate 3 - Brighton Centre
200 audience
Workshop
TD, TTEd
a, e, le

Using video for teacher development
Laurence Howells (Freelance)
This workshop will explore innovative ways of using video of real classes for teacher development. It will draw on work done in France, Japan and online combining footage of experienced teachers at work with their critical self reflection and testimony from the students. These videos uniquely document: actual classroom incidents, teachers internal thought processes, and student's reflections on the events.

Syndicate 4 - Brighton Centre
200 audience
Workshop
MD, TTEd
s, t, a, e, le
MaWSIG Showcase

A teacher's dream: adapting teaching materials like magic!
Alyssa Francis (Educational Testing Service), Pablo Garcia Gomez (Educational Testing Service)
English language teachers are often faced with the challenge of aligning pre-designed learning materials with their students' unique needs and interests. Join us to experience firsthand some quick and effective strategies for taking on this challenge. Participants will work together to identify gaps in learning materials and create human- and AI-generated modifications that will successfully fill the gaps.

Skyline - Brighton Centre
150 audience
Workshop
BE, ESP
a, e

English for artists – between ESP, self-expression and control
Sarah Plochl (EDGY Coaching)
Logistics, banking, IT – most careers come with a supply of bespoke ESP materials. But what about the creative professions? Is devising a curriculum possible and advisable for artists and other creatives, or are their needs simply too wild and individual? A workshop with case studies and room for creative exploration at the boundaries of ELT, coaching, and artistic practices.

Meeting Room 1A - Brighton Centre
60 audience
Open Forum
YLTSIG Showcase

IATEFL Young Leaners and Teenagers Special Interest Group Open Forum
What makes an expert YL teacher?: Find out with YLTSIG
Everyone is welcome to the YLTSIG Open Forum: come and find out about the work of the SIG in the last year, and also what is coming up next! The session also features an interactive panel discussion entitled 'What makes an expert YL teacher?', looking at training, qualifications and experience. We look forward to hearing your views on the topic!

Meeting Room 1B - Brighton Centre
60 audience
Workshop
RES
ey, p, s, t, a, e
ReSIG Showcase

Never the twain shall meet? A researcher-teacher collaboration project
Jessica Mackay (Escola d'Idiomes Moderns, University of Barcelona)
This presentation describes a successful collaboration between researchers and EFL teachers at the language school of the University of Barcelona, aimed at maximizing learners' out-of-class exposure to the target language. We will look at the activities done, summarise results and discuss implications for reducing the research-practice divide by highlighting the benefits for all involved: researchers, teachers and, especially, learners.

Meeting Room 1C - Brighton Centre
80 audience
Workshop
IPSEN, MD
ey, p, s, t, a, e, le
ProdProm

Integrating gender responsive pedagogy into the ELT classroom
Julia Stanton (British Council)
'How can I get more of my female learners to participate in class? How can I encourage male and female learners to work together? This workshop aims to answer these questions by introducing teachers to practical activities and materials from the British Council's *Teaching English* wesbite, which will enable them to integrate gender-responsive pedagogy into their classrooms.

Meeting Room 1D - Brighton Centre
80 audience
Workshop
GEN
a, e, le

Conscious listening: yoga techniques to boost confidence, memory and listening
Daniel Studholme (EC London)
Feeling relaxed and having confidence is key to language learning. But this is counter-intuitive when learning a language takes students out of their comfort zone. This session will look at how the application of theories and practice behind yoga can be applied to classroom activities to better students' listening, memory, confidence and risk-taking.

Meeting Room 3 - Brighton Centre
50 audience
Workshop with restricted audience number
AL, TTEd
p, s, a, e, le

Moving beyond the grammar rulebook with a metaphor-led pedagogy
Sally Zacharias (University of Glasgow)
This workshop will introduce a language awareness pedagogy that was developed for a cohort of pre- and in-service TESOL teachers on a one-year Master's programme. Using the concepts of embodiment and metaphor participants will be able to explore features of English grammar through a series of hands-on activities involving drawing, animation and mime. There will be time for questions.

Meeting Room 5 - Brighton Centre
50 audience
Workshop
LAM
ey, p, s, t, a, e, le
LAMSIG Showcase

Practical steps toward teacher wellbeing through mindful management
Emma Gowing (Midleton School) - *Winner of the IATEFL LAMSIG Scholarship*
Teacher wellbeing has been a hot topic in ELT in recent years, whilst at the same time English teaching, particularly in the private sector, is increasingly precarious and depreciated in value as a profession. This talk seeks to outline some practical ways in which managers and administrators can positively impact teacher wellbeing in their language teaching organisation.

Meeting Room 6 - Brighton Centre
50 audience
Workshop with restricted audience number
GEN
t, e, le

Design thinking projects to develop language and problem-solving skills
Sophie Farag (The American University in Cairo)
By engaging in a series of design thinking projects, students in an IEP improve their language skills, develop higher order thinking skills, and become more confident communicators and collaborators. This workshop will lead participants through a mini design thinking project to get hands-on experience with this problem-solving methodology. Ways to integrate it into different contexts will be discussed.

General Information | Conference Sponsors | Exhibition | SIG Showcases | Presentations | Quick Reference

Meeting Room 8 - Brighton Centre
50 audience
Workshop with restricted audience number
TD
s, t, a, e

Reach out and they'll be there: 'new' phrasal verbs
Clare Henderson (Bell Cambridge)
Chefs 'fry off' their onions and suspects 'lawyer up'. 'Reach out' has had a meaning change. Whether you know them as phrasal- or multi-word verbs, this workshop will introduce you to some newer coinages and some hard-working particles. We will consider where new phrasal verbs come from and how teachers might help learners arrive at meaning.

Meeting Room 9 - Brighton Centre
70 audience
Workshop
TD, YLT
p, s, e, le

Shaping teaching and learning through quality assurance observations
Phaedra McCallum (Bell Educational Services Limited)
How can we best support teachers in acting on the areas for improvement or development identified during lesson observations? By analysing a case study of an observed EFL lesson, participants will identify areas for improvement and agree on an impactful follow-up action plan which can help observers and teachers work collaboratively to improve teaching, leading to improved learning.

Meeting Room 10 - Brighton Centre
60 audience
Workshop with restricted audience number
TD
ey, p, s, t, a, e, le

Checking understanding in the ELT classroom: not just CCQs
Vera O'Connor (Speak Up London)
There are a variety of situations in ELT when teachers need to check learners' understanding, from the meaning of target grammar to task instructions or teacher's feedback. Checking understanding has no "one-size-fits-all" solution and takes a conscious effort to develop. This workshop will offer teachers 11 ways to check understanding and will create opportunities to discuss their application with peers.

Office 11 - Brighton Centre
40 audience
Workshop
PRON, TD
ey, p, s, t, a, e, le

Interdisciplinarity when analysing Standard Southern British English (SSBE) pronunciation
Chris Kunz (Anglia Examinations Syndicate, England)
SSBE is becoming increasingly prominent among many speakers. However, pronunciation is often the most challenging skill for students, and, equally, teaching pronunciation may also be curtailed by many teachers. Therefore, we should also exploit interdisciplinary fields such as corpus linguistics and interpersonal communication. This session will help teachers guide students towards significant pronunciation improvements, leading to more successful overall communication.

Meeting Room 15 - Brighton Centre
80 audience
TD, TTEd
ey, p, s, t, a, e

Embrace, empower, evaluate: training teachers on new technologies asynchronously
Malamatenia Gatsou (EF Teach Online)
Over the last three years, you have probably had to assimilate new technologies in your teaching, and possibly train other teachers on it— the future is looking even more ground-breaking. In this workshop, you will explore and experiment with key best practices of developing effective teacher training on new technologies in an asynchronous format.

Pavilion - The Grand Hotel
80 audience
Workshop
LA
p, s, t, a, e, le

Enhancing self-regulated learning through the integration of projects and portfolios
Ashkon Djalili (BSC Education)
Through discussion and interactive activities, this workshop will explore how we use projects and portfolios in the EFL classroom to boost student confidence and motivation, making them more effective learners and users of English. Using core competencies covering language and 21st century skills, we will discover how students are better able to reflect and see their learning come to life.

Charlotte - The Grand Hotel
250 audience
Workshop
GEN
ey, p, s, t, a, e, le

Language teaching as a craft
Duncan Foord (OxfordTEFL)
Is your teaching rooted in science (proven facts about learning) or craft (developed skills and intuition) and what implications does that have for you and your students? I will suggest that a craft-based approach is currently underused, yet essential for ELT professionals to create value for students, stay ahead of AI and compete effectively with other language learning options.

Empress - The Grand Hotel
250 audience
Workshop
GEN
p, s, le

STEAM up your CLIL lessons
Natalia Liashko (Express Publishing Ukraine)
Knowing that today's learners are required to be flexible, creative and innovative, puts teachers into the position of new approaches implementation such as CLIL and STEAM. These two terms are sometimes confused because they are strongly interconnected. During this workshop we are going to investigate them through practice and decide how we can turn our CLIL lessons into STEAM ones.

Alexandra - The Grand Hotel
250 audience
Workshop
BE
a, e, le
ProdProm

Business English activities and the real world of our learners
Marjorie Rosenberg (Freelance)
Business English learners need language skills which help them to carry out their jobs. This workshop will introduce a variety of easy-to-implement classroom activities from *50 Ways to Teach Business English* (Wayzgoose Press) on language, business and communication skills and accompanied by 'real-world' follow-up ideas which learners can apply directly to their work situations.

Free tea and coffee will be served in the Exhibition

IATEFL Stand	**First timers' meet up** If you have not attended an IATEFL Conference before, come to the IATEFL Stand to meet with other first timers and IATEFL Trustees to learn more about the conference and make some new friends!
Pop-up Presentation Stage 1130-1145	**Express Publishing** *4 Minds*: **learning for the real world** *4Minds* is a new multi-level course that turns language learning into an opportunity for learners to explore the world and their potential. Designed for learners of CEFR levels A1–C1/C2, it covers the latest developments and trends in technology, entertainment and social issues while preparing learners for the real world, outside class. The series includes life skills and presentation skills sections, STEAM activities and themed units practising all 21st century skills including research and mediation activities. *Speaker: Jenny Dooley - President of Express Publishing*
East bar - Brighton Centre	**Poster presentations** The poster presentations can be found in East Bar, on the first floor of the Brighton Centre. Each poster will be on display for the duration of the conference and each presenter will be available to answer your questions at the break times of their allocated day. Here are the poster presenters who you can meet on Day 1:
Poster 1 AL, RES t, e, le	**Performance and perceptions of EFL freshmen in computerised dynamic assessment** **Can Jin (University of Cambridge)** This poster explores the performance and perceptions of EFL freshmen participating in a pedagogical program on computerised dynamic assessment of English inferential reading. The findings might benefit both practitioners and stakeholders as this pedagogical program aligns effectively with large-scale EFL classrooms in diagnosing while simultaneously promoting students' learning potential for a more comprehensive and fairer assessment of their language performance.
Poster 4 TD ey, p, s, t, a, e, le	**Innovations and co-teaching in Nepalese EFL context** **Gokul Ghimire Sharma (John Dewey HS School Nepal), Radha Krishna Humagain (Room to Read, Nepal)** Teachers are researchers who solve classroom problems and find their remedies. Teaching profession has been under a great threat in the Nepalese as well as world context. This poster presentation focuses on how we can create innovations in co-teaching and learning. It shares researched teaching methodologies and resources to develop target language.
Poster 7 ESP, RES t, e, le	**English competence among Austrian university entrants** **Désirée Verdonk (University of Applied Sciences Wr. Neustadt)** This poster reports on a longitudinal study tracking the English competence among Austrian first-year business students between 2011-2021. Based on a sample of 1311 subjects, a regression analysis reveals the relative impact of the following factors on students' English competence: the recent introduction of a standardised Austrian school-leaving exam, the type of secondary school attended, and the selectiveness of the institution.
Poster 10 RES, TTEd s, e, le	**The challenges of English language assistants and CLIL** **Berenice Rocha (Universidad de Jaén)** This doctoral study analyzes the English language assistant programs in Madrid's bilingual secondary schools. It aims to uncover the difficulties that language assistants, teachers, and bilingual program coordinators face when the program is implemented in CLIL settings. The results will pave the way for an improvement plan including training and professional development tools.
Poster 13 RES, TTEd ey, p, s, t, a, e, le	**In-service and pre-service teachers' challenges in vulnerable areas** **Oriana Onate (Universidad de la Frontera)** Results from surveys and interviews to in-service and pre-service teachers about the difficulties they encounter in the classroom when they teach English as a foreign language in less favourable environments. This research is done to gather information about the teaching profession workplace as well as prepare future teachers for difficult working conditions that go beyond English language proficiency.
Poster 16 LA, YLT s, e, le	**How peer-group learning motivates and empowers adolescent learners** **Rustom Mody (British Council South Asia, English YLT Programmes)** This poster presentation will aim to outline how the peer-group mode of delivery has been used in South Asia (Bangladesh, Nepal, Pakistan and Sri Lanka) to improve English and digital skills among adolescent girls in low-income and marginalised contexts. It illustrates the process, with examples from the British Council's English and Digital for Girls' Education project.

Thank you to the sponsors of the Conference Programme ●● BRITISH COUNCIL

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Session 1.2	**1150-1220**	**Tuesday 16**

Auditorium 1 - Brighton Centre
500 audience
Talk
GEN
ey, p, s, t, a, e, le

ELT-related controversies: from conflict to complement
Penny Ur (Cambridge University Press & Assessment)
A number of controversies in ELT have given rise to hot debate: for example, whether to teach grammar explicitly or not. This talk will discuss a selection of such apparently opposing positions and explore how they might be reconciled or combined in a principled and adaptable approach to effective ELT and the design of teacher courses.

Syndicate 1 - Brighton Centre
200 audience
Forum
1150-1305

ESOL, TTEd
a, e, le

ESOL, IPSEN
p, e, le

GI, TD
p, s, e, le

Forum on empowering through English: refugee narratives and inclusion

How learning English builds resilience: refugees' stories
Gwyneth James (University of Hertfordshire), Paulina Clarke - van Pelt
How much do we really know about our students? Whether we teach refugees or not, how much do we really know about their experiences? In this talk, our aim is for us to listen to stories of refugees living in the UK and together share how these stories can be used to foster greater understanding and diversity in our classrooms.

English teaching strategies to children at internally displaced people's camps
Martha Ada Onjewu (Kaduna Polytechnic, Kaduna), Chinelo Nwokolo (Federal University of Petroleum Resource Effu)
English language learning is too relevant to be deprived to children in internally displaced people's camps in Nigeria. The meager provision by government excludes the education of such children except through individual or other interventions. Based on the desire of the school age children in the camps to study, we evolved some English language teaching strategies along side counselling.

Gamified English education to promote inclusion/integration in the EU
Canan Aktug (UKLA ACADEMY Language Schools)
In this talk, I will introduce the Erasmus+ Project called *Gamified Values Education for Fostering Migrant Integration at Schools*. I will cover how schools from various European countries collaborated to support their English teachers to help immigrant children succeed academically in a diverse, multilingual classroom and integrate into the EU community.

Syndicate 2 - Brighton Centre
200 audience
Talk
TD
ey, p, s, t, a, e, le
ProdProm

English for a critical mind: language pedagogy for social justice
Alessia Cogo (ELT Journal)
Critical language pedagogy invites teachers to consider teaching English (and other languages) for social justice. It encourages practitioners to pursue democratic values in their classrooms. It sees English as diverse and multilingual and stimulates reflection and action. This talk looks at the new book *English for a Critical Mind* and presents activities for integrating these ideas into lessons.

Syndicate 3 - Brighton Centre
200 audience
Talk
TD, TTEd
ey, p, s, t, a, e, le
ProdProm

Oxford Teachers' Academy: discover the joys of online professional development
Ed Dudley (Oxford University Press)
If you're looking for inspiration in your teaching – something to put a spring in your step as you enter the classroom – then come to find out what *Oxford Teachers' Academy Professional Development* online courses can do for you. Our University of Oxford-endorsed online PD courses are open to teachers worldwide, whether self-funded or supported by their institution.

Syndicate 4 - Brighton Centre
200 audience
Talk
MD, MaW
ey, p, s, t, a, e, le
MaWSIG Showcase
ProdProm

Are ELT materials writers born or made?
John Hughes (Writing ELT Materials), Katherine Bilsborough (Writing ELT Materials Ltd)
Despite materials writing being a key teaching skill, few teachers ever receive any formal training. In this talk, we assess the challenges that teachers face and define the skills they need to develop. We also suggest ways in which trainers and mentors might support this development by drawing on our own experiences of running a course in writing ELT materials.

Skyline - Brighton Centre
150 audience
Talk
EAP, TEA
a, e

Tailoring assessment of an authentic lecture comprehension pre-sessional task
Mark Carver (University of St Andrews)
Following a needs analysis of 2022 pre-sessional students, PSE 2023 piloted an authentic lecture comprehension task. Evaluation using transcription analysis, classical test theory, and multifaceted Rasch measurement identified lecture comprehension as a key predictor of test scores, but also limited validity when marking on a 20-point scale. We outline changes for 2024, including task redesign and new assessment criteria.

Meeting Room 1A - Brighton Centre
60 audience
Talk
YLT
s, e, le
YLTSIG Showcase

Not children nor adults: understanding teenagers' learning process
Leticia Moraes (Troika)
Teaching teenagers is often seen as a challenge. Much of this perception seems to stem from the way adolescent students are taught, leading to unpredictable reactions and, oftentimes, conflict. This talk will explore some characteristics of teenagers, their implications in the classroom, and how we can address them to foster a more effective and relaxed learning process.

Meeting Room 1B - Brighton Centre 60 audience Talk GI, RES a, e, le **ReSIG Showcase**	**The viability of blended ELT courses in post-Covid/post-war Syria** **Rasheed Abdul Hadi (ELT Department, Damascus University, Syria)** In light of the fact that blended or hybrid learning is becoming "the new normal" in educational institutions all around the world, particularly in the wake of Covid-19, many language schools in Syria have recently adopted this mode. This talk will examine blended EFL learning's effectiveness and viability in Syria's post-war and Covid-19 environments based on research study findings.
Meeting Room 1C - Brighton Centre 80 audience Talk LA, TD t, a, e, le	**"A thousand littles": helping higher level learners track their progress** **Katherine Roberts (London School of English)** Once a language learner attains upper intermediate level and higher, they often feel that they have stopped progressing. This can lead to a loss of motivation and demoralisation. This talk will examine classroom and other techniques with which they can continue to track their improvement. How can they continue to be challenged, and challenge themselves, to improve further?
Meeting Room 1D - Brighton Centre 80 audience Forum **1150-1305** EAP, RES a, e LT, TEA p, s, e, le LA, YLT s, e, le	**Forum on enhancing writing via balanced feedback, screencasting and peer-review** **How teachers achieve course goals and respond to learners' needs** **Andrew Scott (The University of Queensland)** How do teachers achieve course goals while simultaneously responding to learners' needs? This talk will report on a completed study that investigated how experienced teachers select, sequence and give feedback to learners on their writing to either prioritise the syllabus or the learners. A discussion will then focus on how teachers might achieve such a balance in their own classrooms. **Screencasting to increase the effectiveness of feedback in written tasks** **Meritxell Blanco Colino (Institució Montserrat SCCL)** Have you ever wondered how you can get the most out of your feedback to help students improve their writing skills? This session aims to present how screencasting tools can be a useful source of feedback for writing tasks. This presentation will be based on my Master's thesis project, and I will present both theoretical and practical examples **How does peer-reviewing impact student writing abilities?** **Noriko Kurihara (Nagoya University of Commerce and Business)** The present study is based on the result of the comparison between the peer-reviewing group and the word-learning group, where the peer-reviewing group showed significant improvement. Further investigation of students' interactions in the peer review and interview data, their drafts and revision revealed that the impact of peer-reviewing related to the relationship between peers and students' attitudes toward peer review.
Meeting Room 3 - Brighton Centre 50 audience Talk AL, LT ey, p, s, t, a, e, le	**AI divide in ELT: tips to narrow it** **Mohammad Etedali (Joutseno College)** Artificial intelligence (AI) is advancing so fast that it has become the source of growing concern over the divide that it creates among users, including language teachers. In the course of this presentation, we will try to address this concern, discuss a framework, and share some tips to narrow the AI divide.
Meeting Room 5 - Brighton Centre 50 audience Talk with restricted audience number LAM ey, p, s, t, a, e, le **LAMSIG Showcase ProdProm**	**Engaging teachers in social media content creation for school marketing** **Gina Rodriguez (GR School Marketing)** In this dynamic presentation, I'll explore the key role language teachers play in supporting the school's marketing by capturing compelling moments through photos and videos. Join me to discover actionable strategies to help you inspire teachers to become content contributors for an enhanced school's social media presence. Learn why teacher involvement is key for marketing success.
Meeting Room 6 - Brighton Centre 50 audience Talk ESP, MD p, s, t, a, e, le	**Revisiting ESP in transdisciplinary environments: the RESPITE project** **Elis Kakoulli Constantinou (Cyprus University of Technology) -** *Winner of the IATEFL LTSIG Diana Eastment Roving Reporter Scholarship* This presentation focuses on the Revisiting English for Specific Purposes in Transdisciplinary Environments (RESPITE) project developed at the Cyprus University of Technology. The project involves the adoption of a transdisciplinary approach to the teaching of two English for Specific Purposes (ESP) courses and the enrichment of their curricula with materials and tools aiming at upgrading and enhancing students' learning experience.
Meeting Room 8 - Brighton Centre 50 audience Talk with restricted audience number RES t, e, le	**The impact of individual differences on study abroad experiences** **Pawel Sobkowiak (Adam Mickiewicz University, Poznań, Poland)** I will analyze to what extent individual factors, such as self-efficacy and cultural intelligence (CQ), are reliable antecedents of individuals' cultural adaptation. The data comes from a case study with the Erasmus+ scheme participants. Students' sojourn experiences will be discussed and implications concerning how to help students reap the most benefits from sojourns will be considered.

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Meeting Room 9 - Brighton Centre
70 audience
Forum
1150-1305

GEN
a, e, le

LIT, YLT
ey, s, p, s, e, le

GI, LIT
s, a, e, le

Forum on using literature creatively in diverse teaching environments

Bringing adult high school community together: an interdisciplinary Shakespeare project
Lucía Bustamante (Ceibal en Inglés)
The play *Hamlet* by William Shakespeare has created an engaging educational context in High School Number 17, Uruguay. By being part of the project 'Shakespeare Festival;' this play has empowered adult beginner students from vulnerable backgrounds to experience the language first-hand. I will show how motivating Shakespeare's plays can be in EFL classrooms.

Unlocking Shakespeare's magic: opening minds of young readers
Marjory Donda de Oliveira (Colégio Catamarã)
This presentation delves into a project led by a Brazilian teacher and coordinator, addressing the important task of engaging children and adolescents with the works of Shakespeare. The study explores effective strategies and their potential applicability for educators worldwide seeking to enhance literary engagement, turning reluctant readers into passionate book lovers.

Literature, interculturality and global citizenship education through young characters' voices
Barbara Lapornik (Liceo Scientifico Statale "France Prešeren")
This presentation focuses on using contemporary and post-colonial fiction in English for adults and young adults to implement intercultural communicative competence and global citizenship education, considered within language pedagogy and practice. Meaningful texts, taken from the selected novels and highlighting young heroines' and heroes' challenges, will be followed by creative student activities.

Meeting Room 10 - Brighton Centre
60 audience
Talk
TD, TEA
t, a, e, le
TEASIG Showcase

Building up a speaking rubric: what a deal!
María Aguilar (Universidad Técnica Federico Santa María)
Teachers are constantly looking for guidelines to evaluate speaking performance. During this process, different types of rubrics suitable for oral production tasks have been contrasted and compared. In our talk, we will show the audience the results of our analysis of rubrics used to assess speaking performance to facilitate and support the process of building rubrics.

Office 11 - Brighton Centre
40 audience
Talk
GEN
s, t, a, e, le

Stakeholders' views of teaching English as an international language
Mandana Arfa Kaboodvand (University of Eswatini), Saida Akbarova (Westminster International University in Tashkent)
In our talk, we argue that utilising English as an international language in the class is not always straightforward. To take advantage of the concept, educators should consider students' needs, job markets' demands and pedagogical practicality. To rest our case, we draw on data collected from students in various non-English-speaking regions, international employers, non-native English instructors and personal experience.

Meeting Room 15 - Brighton Centre
80 audience
Talk
TD, TTEd
t, e

Exploring the CELTA teaching practicum on an MA TESOL
Richard Chinn (King's College London & International House London), Joe Fagan (King's College London)
This talk focuses on the initial findings of a research project which aimed to explore the impact of a combined MA TESOL/CELTA programme on novice teachers' beliefs towards language learning and teaching. This talk aims to provide attendees with insights and ideas for maximising the impact of the teacher practicum on MA programmes.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics	**IPSEN** = Inclusive Practices & SEN	**RES** = Research	**le** = less-experienced audience
BE = Business English	**LA** = Learner Autonomy	**TD** = Teacher Development	**e** = experienced audience
EAP = English for Academic Purposes	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment	
ESOL= English for Speakers of Other Languages	**LIT** = Literature		**ey** = early years
	LT = Learning Technologies	**TTEd** = Teacher Training & Education	**p** = primary teaching
ESP = English for Specific Purposes	**MaW** = Materials Writing	**YLT** = Young Learners & Teenagers	**s** = secondary teaching
GEN = General	**MD** = Materials Development		**t** = tertiary teaching
GI = Global Issues	**PRON** = Pronunciation	**ProdProm** = This session includes product promotion	**a** = adult teaching

Pavilion - The Grand Hotel 80 audience Forum **1150-1305** TD t, e, le TD, TTEd ey, p, s, t, a, e, le TD t, a, e, le	**Forum on reflective practice** **Teacher motivation and teacher reflection in EFL context** **Birsen Tutunis (Istanbul Kultur University)** This study aimed to explore the relationship between teacher motivation and teacher reflection in EFL context. A descriptive design was used to explore (1) the correlation between teacher motivation and reflection, (2) teachers' levels of reflection and teaching experience and, (3) teachers' levels of reflection and their educational background. The results indicated a moderate positive correlation between motivation and reflection. **Reflective practice as a professional development tool** **Anestin Chi (Government Technical College, Ndimi) -** *Winner of the IELTS Morgan Terry Memorial Scholarship* This session briefly discusses the theoretical foundations of reflective practice, explores reflective processes and highlights a range of tools and practical strategies for engaging in reflective practice. It also examines some challenges that practitioners might face with implementing reflective practice in their contexts and explores strategies to overcome the challenges. **Professional development of English teachers through reflective practice** **Shiv Ram Pandey (Gramin Adarsha Multiple Campus, Tarkeshwor, TU., Nepal)** Reflective practice has become a key driving force and an increasingly influential referent in the professional development of teachers. It is a ruminative, meditative, reflective, creative and critical process to grow as a professional. It is teacher initiated and teacher directed. Reflective practice and professional development should go together if a teacher wants to be an effective one.
Charlotte - The Grand Hotel 250 audience Forum **1150-1305** EAP, LT s, t, a, e, le LT ey, p, s, t, a, e, le LT s, t, a, e, le	**Forum on AI in English language education: opportunities and challenges** **AI in teaching English - a threat or opportunity?** **Evelina Miscin (RIT Croatia)** This talk explores the integration of AI, specifically *ChatGPT*, in language education. It highlights *ChatGPT*'s potential as a language practice partner, tutor, and resource tool. The talk covers the short theory of AI, its role in language classrooms and offers practical applications of *ChatGPT* to enhance language proficiency and engagement. **Exploring English language teaching through *ChatGPT*'s SWOT lens** **Ezgi Selcuk Arican (Maya Schools)** In this talk, my primary goal is to carefully dissect the strengths, weaknesses, opportunities, and potential threats of integrating *ChatGPT* into modern English education. By closely analyzing its unique capabilities and inherent challenges, attendees will gain a comprehensive understanding of how generative AI can ease and significantly enrich English language teaching. **Unveiling *ChatGPT* impact on elevating English reading proficiency** **Sudsuang Yutdhana (Department of English, The faculty of Humanities, Naresuan University, Thailand)** This research study investigates the effectiveness of using *ChatGPT* to enhance English reading skills. The study employs a quantitative approach, involving a diverse group of English language learners with varying proficiency levels. The findings provide insights into the effectiveness of *ChatGPT* in improving English reading skills including reading comprehension and vocabulary acquisition. Learners' perceptions of *ChatGPT* are also explored.
Empress - The Grand Hotel 250 audience Panel discussion **1150-1305** TD, TTEd ey, p, s, t, a, e, le	**Teacher agency across global contexts: drivers, challenges, and opportunities** **Silvana Dushku (University of Central Florida), Undraa Enkhtaivan (The National University of Mongolia), Lorette Bassoung (University Institute of Gulf of Guinea)** This panel discussion reports on the findings of a large-scale research study conducted in Africa, Asia, Latin America, and the United States on the post-pandemic English teacher roles as agents of change. It invites a discussion of context-relevant drivers, constraints, and professional opportunities for effective teacher agency development and implementation.
Alexandra - The Grand Hotel 250 audience Talk LAM, TTEd ey, p, s, t, a, e	**Using big data to promote equality in massive teacher development** **Alessandra Moura (British Council)** I will demonstrate how big data was collected by the British Council in Brazil and analysed to refine teacher development offers, especially MOOCs, making them attractive to an audience of over 170,000 people. I will share practical examples of datasets that teacher educators, managers and leaders can use to promote equality on teacher development activities and communication campaigns.

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Session 1.3	1235-1305	Tuesday 16

Auditorium 1 - Brighton Centre 500 audience Talk TD ey, p, s, t, a, e, le	**Walking in someone else's shoes: teachers and students together** **Jeremy Harmer (Freelance)** Often teachers do things and students have to accept it, because that's the way it is. But the best educators see things from their students' point of view. It's difficult, though. We are not them. Often there's a big distance. So how can we ascertain their point of view? What does and doesn't work? Do WE need to change?
Syndicate 1 - Brighton Centre Forum **1150-1305**	**Forum on empowering through English: refugee narratives and inclusion** *continued*
Syndicate 2 - Brighton Centre 200 audience Talk LAM ey, p, s, t, a, e, le **LAMSIG Showcase**	**Presidential precedents: leadership lessons from the White House** **Mike Riley (NILE)** As Americans go to the polls to elect their president, we ask if there are leadership lessons we, as academic managers, can learn from past occupants of the White House. We will explore the behaviours that contribute to effective leadership, decision-making skills required in a crisis and the values we should embrace (and avoid) to build successful teams.
Syndicate 3 - Brighton Centre 200 audience Talk TD ey, p, s, t, a, e, le **ProdProm**	**We've all been there!** **Robert McLarty (Pavilion ELT at Pavilion Publishing)** Podcasts, conferences, articles; all good ways of learning the craft of teaching. One resource which has always helped me, and is often overlooked, is the staffroom. The wise voice in the corner, the honest friend, the colleague who has faced your issue and dealt with it. The talk covers tips I've been given and others from Pavilion's *ETpedia* series.
Syndicate 4 - Brighton Centre 200 audience Talk MaW, TD ey, p, s, t, a, e, le **MaWSIG Showcase**	**Introducing a competency framework for language learning materials writing** **Sandy Millin (ELT Playbook / Take Your Time Delta / Freelance)** A competency framework sets out the knowledge, skills and abilities needed to do a job successfully. Frameworks exist for ELT teachers, trainers and managers, but not for materials writing. Inspired by Denise Santos' IATEFL 2022 talk, I created one for my MA dissertation. I will share what it is, how I created it, and how you can use it.
Skyline - Brighton Centre 150 audience Talk BE a, e, le	**Where to start? Designing short courses for corporate clients.** **Karina Zew (Bridge Education Group), Samantha Yates (Pearson)** When corporate customers invest in language training for their employees, they want to see results as quickly as possible. How do you design an effective curriculum when there is no time to complete a full level of a coursebook? This presentation showcases a solution developed by Bridge Education Group using the Global Scale of English.
Meeting Room 1A - Brighton Centre 60 audience Talk ESOL, YLT ey, s, p, s, e, le **YLTSIG Showcase**	**Boost students' learning by embracing neuroplasticity in your classroom!** **Farid Zaiter (British Council Bahrain)** Ever pondered how to turn your disengaged, unfocused YLs into class superheroes? Join my talk to unlock your students' cognitive potential, making learning a breeze for YLs. Discover simple in-class tricks and valuable neuroplasticity strategies which will lead to a brain-friendly environment, ensuring more engaging, memorable lessons, and supercharging your teaching to boost learning potential.
Meeting Room 1B - Brighton Centre 60 audience Talk IPSEN, RES s, e, le **ReSIG Showcase**	**Tackling social inequality one task at a time** **Jessica Knuth (University of Siegen)** Recent advances in social justice education have increased the representation of gender, race, and sexual orientation in ELT textbooks. However, the absence of diverse social class representation and exclusionary task design can isolate children from disadvantaged backgrounds. This presentation aims to raise awareness of this issue and provide strategies to enhance task inclusivity, fostering diverse perspectives and equitable learning opportunities.
Meeting Room 1C - Brighton Centre 80 audience Talk RES, TTEd p, s, t, e	**Empowering language teachers: China-UK peer micro-teaching lesson study collaboration** **Jeff Stanford (University of Leicester), Pamela Rogerson Revell (University of Leicester)** Discover the outcomes of a collaborative research project uniting a UK university with three Chinese institutions. This investigation delves into the efficacy of Peer-Microteaching Lesson Study (PMLS) in enhancing the professional knowledge and skills of pre-service English teachers. Additionally, it assesses the impact of PMLS on participants' confidence and their development of a professional identity.
Meeting Room 1D - Brighton Centre Forum **1150-1305**	**Forum on enhancing writing via balanced feedback, screencasting and peer-review** *continued*

Meeting Room 3 - Brighton Centre 50 audience Talk with restricted audience number EAP, LT t, e, le	**Do international students' digital and academic skills meet university expectations?** **Julie Humble (University of Wolverhampton)** This talk will provide opportunities to discuss the title question, by sharing ideas and experiences from within our UK context. The main aim is to suggest effective strategies for identifying and recognising, at an early stage of the international student journey, the need for appropriate support with basic digital skills and academic literacy, in order to improve our student outcomes.
Meeting Room 5 - Brighton Centre 50 audience Talk GEN ey, p, s, t, a, e, le	**What if I fail? Building resilience in the reflective classroom** **Tanya Livarda (Freelance)** Nowadays, it is quite common that our students are afraid of communicating, collaborating, and even learning. During this interactive talk, we are going to reflect on what resilience is, how it is linked with reflective practices and with creating autonomous learners, as well as practical examples of how to build resilience in a constantly transformative world.
Meeting Room 6 - Brighton Centre 50 audience Talk PRON ey, p, s, t, a, e, le	**Slovenian ELF pronunciation of Dončić, Trump and Žižek** **Mojca Belak (University of Ljubljana)** This talk will focus on two points: how Slovenian speakers adapt English pronunciation to make it more comfortable for them, and why they choose to use ELF pronunciation. Is it because of national pride, fashion, linguistic incompetence or something else entirely? What about teachers of English - should at least our pronunciation be more like an L1 speaker?
Meeting Room 8 - Brighton Centre 50 audience Talk GEN ey, p, s, t, a, e, le	**Brain-based education: a mindset changer** **Sofia Iakovidou ('London Calling' Language School)** We will justify the presence of brain-based education as an indispensable part of language learning and we will demonstrate how EFL teachers can effectively integrate it into their teaching of B2-C1 level of ESL students. Grounded in the power of words, we will reveal how to teach life skills and build autonomous learners.
Meeting Room 9 - Brighton Centre Forum 1150-1305	**Forum on using literature creatively in diverse teaching environments** *continued*
Meeting Room 10 - Brighton Centre 60 audience Talk RES, TEA t, e, le **TEASIG Showcase**	**Rethinking L2 oral assessments: the missing listening component** **Leyla Karatay (Iowa State University)** In this talk, I will present a study that identifies the learning needs and target skills of university-level L2 students to develop a more integrated oral assessment rating scale by incorporating surveys, interviews, and document analysis. The study aims to bridge the gap between listening and speaking skills in oral assessments, thus offering implications for both language testing and teaching.
Office 11 - Brighton Centre 40 audience Talk GEN p, a, le	**Localisation for best practice** **Jeremy Beacock (British Council)** Localisation, adapting lessons for specific local contexts, is a powerful tool for encouraging autonomy, personalisation, and motivation, and giving communicative opportunity. We will discuss how localisation for lesson development incorporates multiple elements of contemporary best practice, and I will outline examples and techniques drawn from YL classes, IELTS teaching, and general adults to show its applicability across many contexts.
Meeting Room 15 - Brighton Centre 80 audience Talk GEN s, t, a, e, le	**Teaching about English: its IndoEuropean roots in Ukraine and Caucasus** **Michael Carrier (Highdale Learning)** How can teachers motivate advanced students to learn English? This talk suggests engaging students in learning *about* the language, using the history and development of the language itself as a classroom topic for reading and productive skills, in addition to everyday topics. The talk uses storytelling approaches to look at the history of the language, its roots, and word stories.
Pavilion - The Grand Hotel Forum **1150-1305**	**Forum on reflective practice** *continued*
Charlotte - The Grand Hotel Forum **1150-1305**	**Forum on AI in English language education: opportunities and challenges** *continued*
Empress - The Grand Hotel Panel discussion **1150-1305**	**Teacher agency across global contexts: drivers, challenges, and opportunities** *continued*

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Session 1.3 — 1235-1305 *continued* — Tuesday 16

Alexandra - The Grand Hotel
250 audience
Talk
GEN
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ProdProm

Introducing a free-to-access general English e-textbook based on the SDGs
Sue Robbins (University of Sussex UK)
Develop Your English is an interactive coursebook published on the PressBooks platform in e-book, EPUB and PDF formats. It is based on the United Nations Sustainable Development Goals (SDGs) and aimed at students at B2 level aiming to achieve C1 on the CEFR. This 'open' textbook carries a CC-BY-ND licence and is completely free to access and use.

Lunch — 1305-1405 — Tuesday 16

IATEFL Stand

Mangers, directors, academic managers meet up
If you are a manager, director or academic manger, come to the IATEFL Stand to meet other professionals and make some connections.

Pop-up Presentation Stage
1315-1330

University of Birmingham
Studying for a Masters course online
The University of Birmingham runs four postgraduate courses which can be followed 100% online, including:
- MA in TESOL
- MA in Applied Linguistics
- Postgraduate Certificate in TESOL
- Postgraduate Certificate in Applied Linguistics
We have 210 students following these courses based in 22 different countries. Our Masters programmes are well known and have been running for over 25 years. I will be talking about the structure and content of these online Masters programmes.
If you are interested in studying online, come along!
Speaker: Dr Crayton Walker

Pop-up Presentation Stage
1340-1355

Trinity College London
Friend or foe? AI in ELT
While the impact of newly available AI tools is clear, there has been little data on whether teachers are using it, what they're using it for and how much it's trusted. Trinity College London commissioned a YouGov survey of 1,000 teachers in the UK to answer these questions.
Find out what they said, alongside details of our exciting innovations, including the new app, *Skill Up!*, which uses generative AI to create a personalised learning path for young learners, an AI lesson planning generator, and some exciting updates to our English language assessments that utilise the latest developments in technology.
Speaker: Martin Oetegenn - Language and TESOL Manager, Trinity College London

Session 1.4 — 1405-1435 — Tuesday 16

Auditorium 1 - Brighton Centre
500 audience
Panel discussion
1405-1520
TD, TTEd
t, a, e, le

ELT teacher training at a crossroads: where now?
Judith Hudson (University of Hawai'i, Hawai'i English Language Program (HELP)), Gabriel Diaz Maggioli (Universidad ORT Uruguay), Jason Anderson (University of Warwick), Ben Beaumont (Trinity College London)
To what extent is 'initial' ELT teacher training (international and national programmes) relevant, useful and appropriate for the changing demographic of teachers in increasingly precarious times? This panel will discuss teacher training in a post-Covid world, including its current state and potential future directions given recent innovations (onsite, online, hybrid and flipped courses). Come along and share your views.

Syndicate 1 - Brighton Centre
200 audience
Talk
GI, MD
p, s, t, a, e, le
ProdProm

Lifting the lid on engaging, effective video and audio resources
Colette Thomson (Footstep Productions / Sensations English)
Flexible, well-supported, learner-centred audio and video content raises interest, enhances input and improves learning outcomes. Identifying elements which generate learner engagement and scaffold meaningful, personalised language development is key both to producing and exploiting these powerful resources. We'll explore resources, course approaches and teaching techniques that harness their potential, including case studies from the BBC, national broadcasters and Sensations English.

Syndicate 2 - Brighton Centre
200 audience
Talk
GEN
p, s, a, e, le

ELF, ELF-awareness, ELT courseware: insights from a teacher education course
Natasha Tsantila (Deree-The American College of Greece & Hellenic Open University), Anastasia Georgountzou (NKUA)
In this talk, we present a three-phase ELF-aware teacher education course, samples of the ELF-aware lessons that resulted from teachers' engagement with the teacher-education course, and we report practitioners' feedback on their overall educational experience. Implications of this course on teacher education and materials adaptations in multicultural classroom contexts are offered.

Syndicate 3 - Brighton Centre 200 audience Forum **1405-1435** TTEd, YLT p, e, le	**Forum on educational projects** **Empowering educational communities through collaboration: a multifaceted project** **Mauricio Pérez (Ceibal en Inglés)** In this session, I will highlight the crucial role of collaboration within Ceibal en Inglés, featuring the *Make It Happen* project. This project is founded on the principles of collaboration and cooperation, with a primary mission to empower educational communities dedicated to enhancing the prospects of students from underserved backgrounds.
GEN s, t, a, e, le LT, YLT p, s, e, le	**English without Borders** **Carolina Cruz (British Council, Colombia)** *English without Borders* aims to support local authorities in their goal to enhance English proficiency in Colombia, by implementing an after school home-based videoconferencing approach with less privileged students. Through this large-scale project we are providing students with an inclusive and high-quality teaching opportunity, so they can have four to five hours of extra English learning per week. **ECO Radio: a journey to empower rural Colombia through ELT** **David Vallejo (British Council, Colombia)** Explore *ECO Radio*, a collaborative effort between the British Council and Colombia's Ministry of Education. We harness the power of radio to facilitate English language learning, with dedicated programmes for primary and secondary students. Discover how this low-tech solution is transforming education in rural areas, empowering teachers, and inspiring students while offering a scalable model for global language learning initiatives.
Syndicate 4 - Brighton Centre 200 audience Talk GI, MD s, e, le **MaWSIG Showcase**	**Representation is good representation?! Queer perspectives in German ELT** **Albert Biel (University Duisburg-Essen)** Research has shown that queer identities have long been rendered invisible in the ELT classroom. However, things are changing in Germany. This talk explores ways to include queer identities and deconstruct heteronormativity, takes a critical look at examples from published materials used in German ELT classrooms, and discusses what impactful inclusion of sexual and gender diversity can look like.
Skyline – Brighton Centre 150 audience Panel discussion **1405-1520**	**Hornby Trust Scholars' presentation** **Teacher development in Global South contexts: constraints and affordances** **Sumaiya Akhter, Ehsan Arnaout, Merve Demir, Jawid Jafari, Danson Mbaabu Kimathi, Leonardo Marinho Dias Lima, Khánh Hằng Pham, Yiviri Rasifatu Tombir, Maryam Sadat Sakaki** There are many constraints on continuing professional development (CPD) in Global South contexts, ranging from lack of official provision or even institutional discouragement of PD to connectivity and financial issues. However, our individual stories – often involving collaboration with others and uses of technology – show that transformative PD is possible. From these, though, what implications can be drawn? We end with some suggestions for enhancing PD in our and other Global South contexts.
Meeting Room 1A - Brighton Centre 60 audience Talk LIT, YLT ey, s, p, e, le **YLTSIG Showcase**	**Using children's literature in EFL classrooms (children aged 3-6)** **Diana Cojocnean (ImagiNation Early Years Centre)** How can EFL teachers use children's literature to teach English in a world where young learners are more connected to digital content than to literature? This practical talk will show you how to design enjoyable story-based activities for very young learners, using both literature and a play-based learning approach that inspires children to love literature and learn English.
Meeting Room 1B - Brighton Centre 60 audience Talk RES a, e, le **ReSIG Showcase**	**Creative practices and autonomous identities empowering pre-service teachers** **Marisol Guzman Cova (Benemerita Universidad Autonoma de Puebla, Languages University, Mexico) -** *Winner of the IATEFL ReSIG Scholarship* This presentation highlights this empirical research on pre-service teachers who possess an autonomous identity in diverse educational contexts. It emphasizes the significance of creative practices that empower teachers in applying critical thinking. Attendees will learn creative strategies to develop capacities for adaptation, improvisation, creative use of technology, agency, empathy, willingness, and motivation.
Meeting Room 1C - Brighton Centre 80 audience Talk PRON, TTEd ey, p, s, t, a, e, le	**The psychology of second language pronunciation learning/teaching** **Piers Messum (Pronunciation Science Ltd)** Learning how to pronounce an L2 is more complicated than learning other motor skills: the actions involved are invisible, and there is extensive interference from L1 pronunciation in both production and perception. No wonder students struggle! But clear thinking (1) about the difficulties involved and (2) about how skills are learnt successfully, points to how we can teach better.

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| Session 1.4 | 1405-1435 *continued* | Tuesday 16 |

Meeting Room 1D -
Brighton Centre
80 audience
Forum
1405-1520

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

GEN
s, e, le

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

Forum on decolonial thinking and practice in ELT

English language teaching and the colonial matrix of power
Katalin Egri Ku-Mesu (University of Leicester)
I will consider how the colonial matrix of power and the sociology of absences have shaped developments in ELT from the monolingual bias and primacy of the native speaker to the ownership of English, the multilingual turn and teaching English as an international language. I will critically appraise counter-hegemonic initiatives such as decentring ELT and decentring whiteness in ELT.

Exploring bi-directional decoloniality in ELT in Germany and Cameroon
Eric Ekembe (Higher Teacher Training (ENS) College Yaounde)
This paper derives from a bi-directional decolonial tandem teaching in Germany and Cameroon to explore the extent to which ELT curricula and classroom practices commit to decoloniality. I blend critical content analysis with ethnographic evidence from the two contexts to explore the sustainability of bi-directional decolonial agenda. Evidence tends to complicate the link between decolonial action and systems construction.

Honouring our roots: indigenizing the curriculum in Western Canada
Susan Abrill (University Of Victoria ELC)
In the past, visiting EFL students would come to Vancouver Island, Canada, for its natural beauty but leave without any knowledge of its indigenous culture. I will briefly describe the historical context for reconciliation and indigenization. Then I will show examples of ways I have shifted the focus of activities and assignments to reflect indigenous ideas, traditions, and values.

Meeting Room 3 - Brighton
Centre
50 audience
Talk
TD, TTEd
ey, p, s, t, a, e, le

Engaging teacher educators across school systems
Emilio Abularach (British Council), Sérgio Monteiro da Silva (British Council)
Teacher educators link policymakers to classrooms. They enact new guidelines set forth by legislation. Through this talk, we will illustrate how teacher educators facilitate new policies' reach into ELT classrooms. We will raise the discussion about how a teaching education career is productive to apply public policy where matters most: classrooms.

Meeting Room 5 - Brighton
Centre
50 audience
Talk
LAM
ey, p, s, t, a, e, le
LAMSIG Showcase

School leaders' experiences of burnout: causes, effects and solutions
Daniel Xerri (University of Malta)
Burnout affects the physical and mental wellbeing of school leaders working in different ELT contexts around the world. Based on the results of a study conducted in Malta's private ELT sector, this talks sheds light on what causes burnout in school leaders, how they are impacted by it, and what practical measures can be adopted to address the problem.

Meeting Room 6 - Brighton
Centre
50 audience
Talk
IPSEN, RES
ey, p, s, t, a, e, le

Launching DEI in language teaching: the timing's never right
Lukasz Pakula (choices® global gmbH)
In this talk, I sketch out the DEI agenda for the language industry. Drawing on my academic research and business expertise, I put forward notions and ideas which may contribute to fostering a more inclusive learning environment. I wrap-up with a call for unification of DEI research in pursuit of a powerful political message globally.

Meeting Room 8 - Brighton
Centre
50 audience
Talk with restricted
audience number
TD, TTEd
s, e, le

New perspectives teaching through Pan-African book and film
Camilla Heath (IVKO School, Amsterdam, The Netherlands)
Learning about African cultural heritages through literary and filmed sources gives an extra dimension to different perspectives. Given the wealth of literature that has emerged from the African continent in the last twenty years, the TEFL literary classroom can be further developed in a series of thoughtful lesson modules that include culture and history.

Meeting Room 9 - Brighton
Centre
70 audience
Talk
EAP, RES
s, t, a, e, le

IELTS vs university: food for thought on student learning journeys
Amy Coryat (UWE Bristol)
This talk is aimed at delegates working with future or current university students, in IELTS (or similar), pre-sessional or in-sessional contexts. It will highlight challenges students may face at university, allowing you to think about how to help them. We will share our experience and research at UWE Bristol following international students through their pre-sessional course and postgraduate studies.

Meeting Room 10 -
Brighton Centre
60 audience
Talk
TTEd, TEA
ey, p, s, t, a, e, le
TEASIG Showcase

Teacher beliefs, professional development, language assessment literacy: joining the dots
Mina Patel (British Council)
I will share findings of a study about English language teacher beliefs, professional development and the role of language assessment literacy within this. The study problematises language assessment literacy as a separate, named area of teacher development, arguing that this very isolation is an obstacle to teachers wanting to engage with it as a concept and in their professional development.

Office 11 - Brighton Centre 40 audience Talk TTEd, YLT ey, p, s, t, a, e, le	**Lurking is NOT cheating: developing writing competences in EFL classrooms** **Soren Hattesen Balle (University College Absalon), Merete Olsen (Teacher Education, Absalon University College), Christian Grosen (Stroebyskolen, Zealand, Denmark)** This talk is about how EFL pupils' writing competences can be developed through a focus on lurking - that is, when pupils "spy on" each other's text production. A theory-based discussion and ready-to-use activities for EFL teachers are introduced. The focus is on how lurking facilitates the scaffolding of EFL pupils' writing processes and their use of various text types.
Meeting Room 15 - Brighton Centre 80 audience Forum **1405-1520** IPSEN, RES t, e	**Forum on pre- and new undergraduate students** **First year students and their faculty's perceptions about university life** **Amal Farhat (Qatar University)** The study explores how first year students perceive their university experiences: university life, learning, attitudes, and motivation; and how the faculty perceive their students' experiences. These perceptions will be compared to identify any discrepancies between the two groups. This can be used as a base for devising programs that are in line with the needs of students.
ESOL t, e, le	**Developing belonging: how ESL teachers impact student persistence** **Mariam Mostafa (University of Rhode Island)** In this presentation, we will shed light on the crucial role ESL teachers play in shaping the sense of belonging among first-year students and influencing their persistence in post-secondary education. We'll explore effective strategies and offer insights into fostering an inclusive environment that extends beyond the classroom. This session will provide actionable approaches for ESL teachers to empower students.
EAP, RES t, e, le	**Nerve-racking yet valuable: exploring students' experiences with a high-impact practice** **Blerta Mustafa (University of Prishtina), Yllkë Paçarizi (University of Prishtina)** The aim of this talk is to share the experiences of EFL undergraduate students in Kosovo, who for the first time embarked on a HIPs collaborative research experience. By embracing an unconventional pedagogical approach that required active engagement through weekly tasks and collective accountability, students navigated a journey of transformation, emerging academically and professionally adept, amid a myriad of setbacks.
Pavilion - The Grand Hotel 80 audience Talk TD, TTEd t, a, e, le	**Nurturing cohesive relations in Venezuelan EFL teams** **Belkys Blanco (Universidad Nacional Experimental del Magisterio)** In this talk, I present the collective effort of Venezuelan trainers promoting and fostering teacher development to achieve effective EFL learning in schools. Today, when the teaching profession faces unprecedented challenges, our experience presents sound strategies to promote and consolidate teacher development communities despite adverse conditions. Explore with us the evolution of the project, challenges, learning and perspectives.
Charlotte - The Grand Hotel 250 audience Talk AL a, e, le	**Translating texts: grammaring through interlingual focus on form** **Elisabet (Titik) Murtisari (Faculty of Arts, Universitas Kristen Satya Wacana, Indonesia)** This joint research explores how translation may be a stimulating task-based grammar learning. We will delve into how translating texts, grounded in Skopos theory, can engage students across various language proficiencies in "interlingual focus on form". Drawing from a survey on student experiences, the research reveals how well-planned translation activities, embracing learners' multilingual abilities, can engage students in in-depth grammaring.
Empress - The Grand Hotel 250 audience Talk GEN ey, p, s, t, a, e, le	**Wellbeing literacy: what students know, what teachers need to know** **Carlos Murillo (University of Graz, Austria), Miri Baum (Givat Washington Academic College of Education)** This presentation reports on findings from a focus group study on EFL students' wellbeing literacy. Based on the analysis of the student data, we introduce an empirically-grounded wellbeing literacy framework which can be used to support the development of wellbeing in the ELT classroom by evaluating students' knowledge and needs.

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

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Session 1.4   1405-1435 *continued*   Tuesday 16

Alexandra - The Grand
Hotel
250 audience
Forum
1405-1520

GI
t, e, le

BE, GI
t, e

GI, MD
s, t, a, e, le

Forum on how to inspire global citizenship in ELT classrooms

Inspiring global citizenship: sustainable development in the language classroom
Katherine Moran (Efrei: Paris Panthéon-Assas Université), Nela Faberova (Efrei: Paris Panthéon-Assas Université)
Taught in France, this talk presents an innovative course connecting language acquisition skills and the UN Sustainable Development goals. Using a student-led paradigm, learners participate in situational exercises and communicate their analysis in a video and poster project presentation. We share our insights as well as a bespoke teaching toolkit that can be rolled out in many contexts.

Promoting the SDGs: international student teams create city events
An Ostyn (VIVES University of Applied Sciences)
Are you interested in project-based learning? This talk will guide you through a blended international programme aimed at raising awareness of the Sustainable Development Goals (SDGs) while enhancing students' (online) meeting and presentation skills as well as their international competences. This innovative initiative involved 150 business students from 5 international programmes.

Promoting active thinking: using UN sustainability goals in the curriculum
Hannah Tucker-Bloom (BSC Education)
How can we ensure that our curriculum recognises key world issues while remaining true to EFL roots and being sensitive to the communities we work with? This workshop will promote discussion and group interaction by exploring a pilot Speaking & Listening course that uses UN Sustainability Goals as its theme.

Session 1.5   1450-1520   Tuesday 16

Auditorium 1 - Brighton
Centre
Panel discussion
1405-1520

ELT teacher training at a crossroads: where now? *continued*

Syndicate 1 - Brighton
Centre
200 audience
Talk
GEN
ey, s, p, s, e, le
ProdProm

Concept-based learning and the realities of the ELT classroom
Philip Haines (Oxford University Press)
Concept-based learning offers many benefits, including critical thinking and learner independence. However, concept-based learning can seem far removed from the everyday reality of ELT teachers. Drawing on the OUP paper *Learning with concepts*, this session identifies challenges teachers in Latin American countries might face when integrating concept-based learning into the classroom, as well as how to address them.

Syndicate 2 - Brighton
Centre
200 audience
Talk
MD, TD
s, t, a, e, le

Using backward course design for prioritizing learning outcomes in instruction
Celestina Cardoz (ETS Global)
Backward Course Design (BCD) model has become a prominent curriculum development framework which prioritizes learning outcomes. Aligning instruction with Intended Learning Outcomes (ILOs) is crucial for effective learning and engagement. How do teachers design instructional materials based on desired outcomes? This talk includes a theoretical insight of instruction within the BCD model and a case study that reflects real-world applications.

Syndicate 3 - Brighton
Centre
Forum
1405-1435

Forum on educational projects *continued*

Syndicate 4 - Brighton
Centre
200 audience
Talk
MD, TD
a, e, le
MaWSIG Showcase

Course design and materials for older adults
Marina Gonzalez (Universidad Nacional de Jose C Paz)
Courses for older adults were redesigned during Covid-19 to distance mode and this change created the need to redesign and adapt contents and materials. The talk will focus on the core guidelines applied and explore the challenges and opportunities this new reality can bring in terms of course design and materials.

Skyline – Brighton Centre
Panel discussion
1405-1520

Hornby Trust Scholars' presentation
Teacher development in Global South contexts: constraints and affordances *continued*

Meeting Room 1A -
Brighton Centre
80 audience
Talk
TTEd, YLT
p, e, le
YLTSIG Showcase

Primary school classroom practices: what does context-appropriate really mean?
Sue Garton (Aston University)
A policy-practice gap has long been noted in primary English language teaching, with teachers often criticised for using 'traditional' activities. However, there are signs of a shift with increasing recognition of the need for locally relevant teaching. In this talk, we will discuss local constructions of successful practices in teaching English to young learners in Bangladesh, Malawi, Mexico and Uzbekistan.

Meeting Room 1B - Brighton Centre 60 audience Talk AL, RES ey, p, s, t, a, e, le **ReSIG Showcase**	**"Walk in their shoes": English as a "distant" language** **Isabel Martin (University of Education Karlsruhe)** Using a systematic contrastive approach, this talk demonstrates why and how South East Asian learners of English face challenges in phonology, morphology, syntax, semantics, lexis, grammar, reading, writing, and pragmatics. The talk presents linguistic impasses, puzzles and riddles to show how ignorance of any L1 (e.g. Lao) perpetuates the creation and export of barrier-creating L2 "international" textbooks and methodologies.
Meeting Room 1C - Brighton Centre 80 audience Talk IPSEN s, e, le	**Lessons from a low-vision teacher for students with disabilities** **Cainã Perri (Troika), Lara Souto Santana (EMEF Armando Arruda Pereira)** The evolving societal inclusion of individuals with disabilities necessitates a discussion on the significance of active listening and empathy in fostering inclusive education. By drawing on my personal journey as a visually impaired English language educator in Brazilian public schools, this presentation seeks to help participants enhance classroom engagement and promote equitable learning experiences for every student.
Meeting Room 1D - Brighton Centre Forum **1405-1520**	**Forum on decolonial thinking and practice in ELT** *continued*
Meeting Room 3 - Brighton Centre 50 audience Talk ESP t, a, e, le	**English education among the aspiring RMG professionals: practices and prospects** **Syeda Sultana (Brac University)** This study investigates what type of English language Ready Made Garment (RMG) professionals need in their daily operations, how the aspiring RGM professionals are taught English at both public and private institutions and the challenges they face. Aiming at better design and implementation of English courses, the findings will be critical since Bangladesh RMG industry accounts for 84% of Bangladesh's exports.
Meeting Room 5 - Brighton Centre 50 audience Talk LAM ey, p, s, t, a, e **LAMSIG Showcase**	**What exactly is the point of a budget?** **Andy Hockley (IDLTM)** Budgeting can be one of those tasks, like timetabling, which language teaching managers dread. But what exactly is a budget? How can you make the budget work for you and get the most value out of it? In this talk, we'll answer these questions and do some practical exercises to see how the budget can be created and used.
Meeting Room 6 - Brighton Centre 50 audience Talk TD ey, p, s, t, a, e, le	**Quid pro quo: making peer classroom observations mutually beneficial** **Barbora Chovancova (Masaryk University Language Centre)** In many institutions, it is common practice for teachers to observe one another's classes. The benefit for the observed is indisputable, but what can the observer glean from the experience? How can mindful and reflective observation lead to washback on the observer's own teaching? In this talk, I will show how to maximise the profit for the observer, too.
Meeting Room 8 - Brighton Centre 50 audience Talk AL, EAP t, e, le	**Easing the transition to academic English through abstract writing** **Natassia Schutz (UNamur, Belgium)** This presentation illustrates how L2 university learners majoring in science are introduced to academic writing through the use of lexical bundles (i.e. recurrent sequences of words). More specifically, I focus on abstract writing and draw inspiration from Swales' move analysis (1990) as well as Cortes' concept of triggers (2013), i.e., lexical bundles starting a move.
Meeting Room 9 - Brighton Centre 70 audience Talk GEN s, t, a, e, le	**Grammar teaching that makes sense** **Ulla Fuerstenberg (Department of English Studies, University of Graz, Austria), Elke Beder-Hubmann (Department of English Studies, University of Graz, Austria)** In our talk, we will explain why we believe that teaching grammar is an important element of language teaching. We will discuss effective ways of teaching grammar in context and share some easy-to-prepare grammar tasks that are based on current topics and encourage meaningful, authentic language use in communicative contexts.
Meeting Room 10 - Brighton Centre 60 audience Talk LT, TEA a, e, le **TEASIG Showcase**	**How can we help students cope with computer-adaptive testing?** **Myleni Ishida (Freelance) -** *Winner of the IATEFL TEASIG Scholarship* The advent of computer-adaptive testing poses challenges for teachers and learners, such as the stress of not knowing the order of the questions. In this talk, I will share my experience of helping students cope with the technological and emotional aspects of computer-adaptive testing as well as how I include artificial intelligence tools in this kind of exam preparation classes.
Office 11 - Brighton Centre 40 audience Talk EAP, RES t, e	**Guiding listeners through lectures: genre analysis on metadiscourse markers** **Kyoko Hosogoshi (Kyoto Prefectural University)** Identifying and following discourse development is key to successful lecture comprehension. This talk reports on interactive metadiscourse markers (e.g., now, I mean, so), which are distinctively used in 62 lectures from the *Michigan Corpus of Academic Spoken English*. I will discuss the possibility of discourse-focused listening instruction with such signaling words for nurturing students' top-down processing skills.

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Session 1.5	1450-1520 *continued*	Tuesday 16

Meeting Room 15 - Brighton Centre Forum 1405-1520	**Forum on pre- and new undergraduate students** *continued*
Pavilion - The Grand Hotel 80 audience Talk TD ey, p, s, t, a, e, le	**Empowering educators: lesson study as the heartbeat of CPD** **Mirela Cristina Manea Gultekin (School of Foreign Languages Gaziantep University)** Lesson study is a PD approach having the ultimate goal of improved teaching and learning (Fernandez, 2002). This talk reports a lesson study case at tertiary level where a group of teachers explored ways to develop their learners' fluency in speaking through a collaborative and reflective process that allowed them to enhance their teaching skills and improve student learning outcomes.
Charlotte - The Grand Hotel 250 audience Talk LT, MD ey, p, s, t, a, e, le	**Putting AI to use in class: empowering schools and teachers** **Wilim Abrook (LearnCube)** Artificial Intelligence is already impacting language education, online and offline. How can we take advantage of generative AI to create robust and reliable lesson materials? What are the limitations and pitfalls to be avoided? I'll be addressing these and other questions, drawing on my experience as a curriculum creator, and in developing an AI Teacher's Assistant for online classes.
Empress - The Grand Hotel 250 audience Talk GI ey, p, s, t, a, e, le	**Relevance in revolution** **Thom Jones (Express Publishing)** With an ecological, economical and political tide sweeping established ideas and systems away, what comes next? This talk will explore the pedagogical compass for teachers in an era of radical change. We will look at which elements of education are intrinsically useful and the skills and values that will continue to be relevant tomorrow, and how to teach them.
Alexandra - The Grand Hotel 250 audience Forum **1405-1520**	**Forum on how to inspire global citizenship in ELT classrooms** *continued*

Session 1.6	1535-1605	Tuesday 16

Auditorium 1 - Brighton Centre 500 audience Talk ESP, TTEd a, e, le	**I work in commercial ESP** **Evan Frendo (Freelance)** Most published research in ESP comes from people in the academic community, and largely ignores the thousands of practitioners working in non-academic contexts. Based on interviews with such practitioners, this talk aims to offer perspectives not often discussed in the literature. Relevant to anyone working in ESP, it will be of particular interest to those working in ESP teacher education.
Syndicate 1 - Brighton Centre 200 audience Talk GEN ey, p, s, t, a, e, le	**Fixin' what ain't broke – the language engineers** **Jonathan Marks (Freelance)** 'Language engineers', including us in English Language Teaching, attempt to steer or halt the evolution of English. I will show how such engineering is evidenced in the English we use and teach, and suggest that in the era of English as a Lingua Franca we should respect language evolution and diversification, prioritising intelligibility over conformity to traditional conceptions of accuracy.
Syndicate 2 - Brighton Centre 200 audience Talk GI, RES ey, p, s, t, a, e, le	**New directions in ELT dictionaries: insights from research** **Julie Moore (AS Hornby Trust)** In this session, I'll question what a contemporary ELT dictionary is, or could be, by exploring themes that have emerged from research projects funded by the AS Hornby Dictionary Research Awards (ASHDRA). I'll present projects around multilingual resources to support translanguaging, the innovative use of images and different dictionary formats, as well as research into contemporary dictionary usage and skills.
Syndicate 3 - Brighton Centre 200 audience Talk BE, TD t, a, e, le	**How can we really evaluate learning and development outcomes?** **Ben Dobbs (Distance Cert)** In business English training, relevant stakeholders such as HR managers will need to see a measured return on time and money invested. Attendees to this talk will gain useful, practical ideas for what can be measured, calculated and reported to demonstrate the success and benefits of training including feedback, knowledge, skills, mindset, workplace metrics, decisions made and more.
Syndicate 4 - Brighton Centre 200 audience Talk GI, MD p, e, le **MaWSIG Showcase**	**How sustainable is sustainability in primary EFL courseware?** **Andrew John Starling (Grupo SM - University of Dayton Publishing)** Sustainability continues to be an important topic around the world and this talk examines the key decisions, process, and lessons learned, behind the conceptualization and creation of an ELTon award-winning ELT series for primary learners that combines English and the UN's Sustainable Development Goals to raise awareness of global big issues and to encourage children to get involved.

Skyline - Brighton Centre 150 audience Talk GI, MD s, t, a, e, le	**Global Englishes, local materials** **Steve Brown (University of Glasgow)** While current academic discourse promotes global Englishes and the emancipation of learners from 'native speaker normativity', generic materials - produced with no particular context in mind and presenting a monolithic view of English - are still highly prevalent. This talk explores reasons for the enduring popularity of generic materials, before offering some alternative approaches to materials sourcing, design and development.
Meeting Room 1A - Brighton Centre 60 audience Talk LA, YLT p, s, t, a, e, le **YLTSIG Showcase**	**Encouraging meaningful peer feedback among primary students using success criteria** **Quỳnh Mai Ngọc Lê (British Council Viet Nam)** "I like your writing because I like it!" Ever wondered how to guide our primary students to give richer, more constructive feedback? This action research dives into a peer feedback model focusing on building success criteria and shares my findings for the project. The audience will leave the session with a practical model that can be adapted to their contexts.
Meeting Room 1B - Brighton Centre 60 audience Talk RES, TTEd s, t, e, le **ReSIG Showcase**	**Supporting non-permanent ELT INSET trainers in India** **Kalyan Chattopadhyay (Bankim Sardar College, University of Calcutta)** The Indian ELT INSET training programmes in different states heavily rely on non-permanent teacher trainers. In this talk, I shall present findings from a British Council funded research, starting with the preparatory support and their perception about them, then shifting to adequacy of preparations, ways they overcome the challenges, and other support they need to function as effective trainers.
Meeting Room 1C - Brighton Centre 80 audience GEN s, t, a, e, le	**Hidden depths: unlocking the lexical potential of exam texts** **Sérgio Silva (Cultura Inglesa Duque de Caxias) -** *Winner of the Lexical Lab Scholarship for lexically-orientated teachers* Lexis is central to C1/C2 exams so how can we make it a prominent feature of exam classes? This session tackles this question head-on by exploiting the potential of exam texts to serve as a basis for the development of learners' lexical competence. A number of activities will be demonstrated with reference to sample papers and a planning framework provided.
Meeting Room 1D - Brighton Centre 80 audience Talk EAP t, e, le	**Does teaching formulaic language actually improve student writing?** **Melissa Corlett (UCL)** Academic English is often formulaic and most Academic Writing courses teach formulaic language for signposting and other functions. But do students actually use these formulas? Which tasks teach them effectively? And most importantly, do they make student writing better? This talk presents research into students' use of formulaic language in EAP materials, based on a corpus of student writing.
Meeting Room 3 - Brighton Centre 50 audience Plenary Q&A LT	**Question & answer session relating to Vicky Saumell's plenary session** If you attended Vicky Saumell's plenary session this morning on *The AI factor: have we figured it out yet?*, 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 Vicky Saumell's talk.
Meeting Room 5 - Brighton Centre 50 audience Open Forum **LAMSIG Showcase**	**IATEFL Leadership & Management Special Interest Group Open Forum** **Connecting ELT leaders and managers around the world** Join us at our Open Forum to meet with other ELT leaders and managers and catch up with LAMSIG news and plans. We would love to hear your ideas and hopes for our SIG's future directions and to let you know how you can get involved.
Meeting Room 6 - Brighton Centre 50 audience Talk TD, TTEd ey, p, s, t, a, e, le	**Reflective practice and the *Cambridge International Professional Development Qualifications*** **César Bizetto (São Paulo Open Centre)** This talk aims at describing *Cambridge International Certificates in Classroom Practice* and *Teaching Bilingual Learners* and their role in fostering professional development through reflective practice. We will briefly revise the concept of reflective practice, analyze the results of a survey carried out with former candidates on the impact such qualifications have had in their careers as educators.
Meeting Room 8 - Brighton Centre 50 audience Talk Talk TD, TTEd a, e, le	**Mastering microlearning: short in time, powerful in results** **Ievgeniia Kaskova (Education First)** With shorter attention spans and busier schedules, teachers face a daunting challenge: finding time for their professional growth. Setting aside two-hour chunks of the workday has become increasingly difficult. This engaging talk will unveil the essential principles of effective microlearning and outline some practical examples, taken from my experience, that will empower teacher trainers to benefit from this approach.
Meeting Room 9 - Brighton Centre 70 audience Talk IPSEN s, e, le	**Meeting diverse learning needs through TSLL and UDL** **Lucas Lepelt (University of Education Heidelberg)** Teaching in inclusive environments requires EFL teachers to create differentiated tasks that are suitable for all learners of heterogenous learner groups. Combining the principles of Task-Supported Language Learning (TSLL) with the concept of Universal Design for Learning (UDL) could prove to be beneficial for EFL teachers since both aim to improve and maximize teaching and learning for all people.

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Meeting Room 10 -
Brighton Centre
60 audience
Talk
LT, TEA
s, t, a, e, le
TEASIG Showcase

Chat GPT and assessment: this time it's personal
Shaun Sweeney (Dublin TEFL) - *Winner of the Trinity College London Language Examinations Scholarship*
The importance of personalised, contextually-relevant study and practice materials is widely acknowledged. Extending this to assessment is a logical next step. This talk shows how teachers can harness AI to devise bespoke formative and summative assessments that align with emerging needs of their classes. We can both save time and ensure we maintain a principled approach to learning and assessment.

Office 11 - Brighton Centre
40 audience
Talk
EAP
a, e, le

Am I employable? Students' perception of skills required for employment
Kamila Helmy (The American University in Cairo)
This paper will focus on students' perceptions of the generic skills they believe they possess and fit employers' demands. Based on the results of the questionnaire conducted with them, recommendations will be made to suggest modifications to the curriculum. The results of the questionnaire will be shared with the audience.

Meeting Room 15 -
Brighton Centre
80 audience
Talk
GEN
s, a, e, le

Bringing intercultural awareness into the classroom
Daniel Man-Hon Tse (International House Milan and San Donato)
Intercultural awareness is a vital skill that everybody needs in our increasingly connected world. How can teachers integrate this skill into English language teaching and learning? In this interactive talk, we shall explore four classroom activities that teachers can easily exploit for raising intercultural awareness among language learners, be they teenagers or adults in general English or exam preparation classes.

Pavilion - The Grand Hotel
80 audience
Talk
TD
a, e, le

So you've heard of TBLT…
Neil McCutcheon (ELTeach)
…but you haven't tried it out? This session is for teachers interested in experimenting with task-based learning by adapting published activities, or designing their own tasks. After recapping the benefits, I'll answer some common questions from teachers about implementing TBLT. I will provide examples of task types, including input-based tasks, and tasks with an anticipated language focus.

Charlotte - The Grand
Hotel
250 audience
Talk
LT, TD
ey, p, s, t, a, e, le

The best technology for your classroom is you
Rob Howard (Independent Authors & Publishers / EFLtalks)
Many are turning to technology as a teaching tool. The fact is, there is no recent research demonstrating that using technology enhances learning or retention. Turning on tech might just be turning off learners. Working with classroom apps could actually be making it more difficult for students to focus and learn. You may be the best tool for your classroom.

Empress - The Grand Hotel
250 audience
Talk
GI, RES
ey, p, s, t, a, e, le

Innovation for survival: learning from regional-language teaching initiatives
George Wilson (British Council France)
This talk will consider how Breton and Welsh regional-language teaching can inform best practice in ELT. The work of regional-language teachers provides innovative examples of how to tackle questions around language use inside and outside the classroom, and around the relationship between languages and identity. The talk will also discuss the potential for the ELT sector to support regional languages.

Alexandra - The Grand
Hotel
250 audience
Talk
GI, TTEd
ey, p, s, t, a, e, le

How can we make teacher education programmes more sustainable?
Matthew Ellman (Cambridge University Press & Assessment)
Efforts to improve teaching outcomes in developing countries too often rely on a 'guest from the West': non-local institutions responsible for planning and implementing change, and/or individuals flown in to deliver training to local participants. This talk will present alternatives that offer greater sustainability for people and for the planet, with recommendations for those planning teacher training at scale.

Break	1605-1635	Tuesday 16

Free tea and coffee will be served in the Exhibition,

IATEFL Stand

Primary and secondary school teachers meet up
If you are a manager, director or academic maanger, come to the IATEFL Stand to meet other professionals and make some connections.

Meet the Patron
Come and meet IATEFL's new Patron, Jan Blake.

Pop-up Presentation Stage
1615-1630

British Council
The right test at the right time: how AI can enhance young learners' success
Join us for a game-changing pop-up on our cutting-edge *Primary English Language Test*, powered by AI. Take a few brief moments in your afternoon break to instantly boost your knowledge of progressive testing methodologies and how AI is redefining English language assessment worldwide. An IATEFL 2024 must see.
Speakers: Simona Orsingher and Radosveta Valkova

East bar - Brighton Centre
Poster presentations (see page 29)

Auditorium 1 - Brighton Centre 500 audience Talk TD ey, p, s, t, a, e, le **ProdProm**	**Multimodal literacy in ELT: how to develop contemporary communication skills?** **Kieran Donaghy (Oxford University Press)** In this talk, I explore what is meant by multimodality (the interplay between different modes of communication) and multimodal literacy. I examine the concepts of viewing and representing, and incorporating them into classroom practice. I also consider the implications on how and what we teach, and for course materials and assessment criteria. I will reference the *Oxford Paper on Multimodality*.
Syndicate 1 - Brighton Centre 200 audience Talk TTEd ey, p, s, t, a, e, le	**U.S. Department of State worldwide English language programs** **Jennifer Uhler (U.S. Embassy Tallinn), 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.
Syndicate 2 - Brighton Centre 200 audience Talk ESP s, t, e, le	**Visualizing language: empowering students in art and English** **Nenad Miladinovic (Treci kragujevacki bataljon, Kragujevac, Serbia)** In this talk, I will explore the captivating fusion of English and art in our year-long ESP program. We will examine how traditional and modern, linguistic, and visual skills harmoniously empower our students. You will discover a rich tapestry of project outcomes, virtual museums, and digital portfolios, offering valuable theoretical insights and practical applications. Join me on this enlightening journey.
Syndicate 3 - Brighton Centre 200 audience Talk TD, TTEd p, s, e, le	**Trailblazing teacher trainers in Venezuela: our online mentoring success story** **Nicky Francis (British Council, Venezuela & ELT Consultants), Oscar Carmona (UNEM, Venezuela)** How can we develop teachers country-wide when faced with economic and connectivity problems? Join our talk where we delve into the challenges and achievements, and share our experiences of how the collaboration of cross-cultural mentoring is empowering teachers across Venezuela. Discover how a cascading programme transformed nationwide teacher training through smartphones and the valuable lessons learned for educators worldwide.
Syndicate 4 - Brighton Centre 200 audience Talk LT, MaW ey, p, s, t, a, e, le **MaWSIG Showcase**	**From whiteboard to dashboard: how to get your courses online** **Ciarán Lynch (Freelance)** With the growth in remote and hybrid learning it is essential to understand the significance of online courses in ELT. Yet, many are unsure how to transition their teaching from physical classrooms to the digital ones. Join me as we explore how to get started, what the hurdles are, and what technology you can use to engage your learners.
Skyline - Brighton Centre 150 audience Talk RES, TD ey, p, s, t, a, e, le	**Teacher research support groups: a model for cooperative teacher research** **Nino Nijaradze (Akaki Tsereteli State University, Kutaisi, Georgia / Hornby Educational Trust) -** *Speaker supported by the Hornby trust* This talk reports on the results of the Hornby Trust funded project implemented in the Republic of Georgia aiming to support school teachers in the process of conducting action research. The presented model combines training sessions and facilitated learning community activities and brings together the advantages of mentoring and peer support.
Meeting Room 1A - Brighton Centre 60 audience Talk RES, YLT p, e, le **YLTSIG Showcase**	**Foreign language anxiety in Chilean primary English language learners** **Maria-Jesus Inostroza (Universidad de Concepción- RICELT)** This talk examines foreign language anxiety of primary English language learners from two schools in Concepción, Chile. This is part of larger study that explores the learning experiences of third, fourth and fifth graders studying English at state-run institutions. The validation of children's voices as part of the policy evaluation process is discussed.
Meeting Room 1B - Brighton Centre 60 audience Open Forum **ReSIG Showcase**	**IATEFL Research Special Interest Group Open Forum** **Empowering educators: navigating the post-Covid landscape through teacher research** Join us for an engaging Open Forum to exchange ideas about ways to empower educators through teacher research in the post-Covid landscape. Learn about our global outreach initiatives and connect with the ReSIG Committee members. Share ideas on shaping the future direction of the SIG. Join us to inspire and be inspired in a casual and interactive get-together!
Meeting Room 1C - Brighton Centre 80 audience Talk BE t, e, le	**Collaborative intelligence: partnering up for business writing** **Catherine Prewett-Schrempf (FHWien der WKW (Vienna University of Applied Sciences for Management & Communication)), Linda Slattery (FHWien der WKW Vienna)** Considering the recent surge in student use of AI (artificial intelligence), we have been looking into meaningful ways to design and assess writing assignments for our tertiary-level students. Our talk will present our findings on how our business English students partnered up with AI to compare and validate what they had produced in a newly designed writing assignment.

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Meeting Room 1D - Brighton Centre 80 audience Talk GI, IPSEN ey, p, s, t, a, e, le	**Inclusion – where are we now?** **Varinder Unlu (Stafford House London)** Inclusion has been the focus of many discussions in recent times, but what is the reality? At its most basic level, it is about ensuring that no one is discriminated against because of their age, disability, race, religion or belief, gender, sexual orientation, or social background. Implementing inclusion can be a challenge in reality. How can we achieve it?
Meeting Room 3 - Brighton Centre 50 audience Talk EAP, TD t, e, le	**An alternative pathway into EAP using learning materials** **Sharon Mcilroy (The University of Reading), Daniel Devane (ISLI, University of Reading)** Pathways into EAP are often confusing and contradictory, leaving the EFL practitioner unaware of their potential and possibilities. Based on two years of experience leading a diverse group of EAP practitioners, we propose that the transition from EFL to EAP can be made more accessible via the structured use and guidance of a set of EAP learning materials.
Meeting Room 5 - Brighton Centre 50 audience Talk LAM, TD ey, p, s, t, a, e **LAMSIG Showcase**	**Moving to the middle: helping middle leaders thrive** **Barbara Craig (Macquarie University), Sandra Pitronaci (ILSC Australia)** A good middle manager is worth their weight in gold, maintaining daily operations and quality teaching. Yet this demanding role is sometimes seen as unattractive, where 'transition shock' for first-time leaders and attrition are common. Together we will explore what enables middle leaders to do their jobs well, and how language schools can create safe places for them to thrive.
Meeting Room 6 - Brighton Centre 50 audience Talk with restricted audience number LA, LT t, a, e, le	**Empowering language learners: artificial intelligence-driven autonomy** **Oybek Imomov (Webster University in Tashkent)** As a confident user of Artificial Intelligence platforms, I will share my knowledge and experience on how artificial intelligence can promote learner autonomy. This session introduces new AI tools and ways to encourage self-directed language acquisition. Participants will learn about real-world applications and practical insights for using AI's potential in a variety of English language teaching fields.
Meeting Room 8 - Brighton Centre 50 audience Talk EAP t, e, le	**Mapping and open curriculum for motivation and achievement in EAP** **Nermine Abd Elkader (The International Foundation Program - University of Toronto)** Adopting an open curriculum approach (Matusov, 2018), I showcase a democratic and student centered EAP course. Starting by mapping out the academic skills essential for their prospective studies, students are encouraged to set their own academic goals and select the concepts and skills to achieve them. Formal assessments and self reflections are also conducted regularly in collaboration for further planning.
Meeting Room 9 - Brighton Centre 70 audience Talk TTEd t, a, e, le	**Teacher wellbeing on CELTA** **Manuel Alejandro Flores Lasarte (English Language Teaching Centre, University of Sheffield), Erin Revell (University of Sheffield)** Can teacher wellbeing play a central role in CELTA courses, empower trainees in their first teaching jobs and raise the status of our profession? In this interactive talk, we will share our experience of how we have incorporated teacher wellbeing in our University of Sheffield CELTA courses and share some practical ideas that could be used in other contexts.
Meeting Room 10 - Brighton Centre 60 audience Talk EAP, TEA t, a, e, le **TEASIG Showcase**	**Arguing the case for the (oral) defence** **Michael King (Community College of Qatar)** This session argues for using oral defence assessment in undergraduate composition classes rather than the ubiquitous presentation. This alternative approach allows learners to develop new spoken discourse skills and helps counteract the artificial intelligence-infused plagiarism challenges of our time. Attendees are invited to reflect on how they might use the materials shared in their own contexts.
Office 11 - Brighton Centre 40 audience Talk GI, TD ey, p, s, t, a, t, e	**How China's double reduction policy has influenced Chinese English teachers** **Paul Knight (University of Nottingham)** The Chinese government's 'Double Reduction Policy', was introduced in July 2021. This immediately caused a dramatic reduction in private ELT provision. The impact of this upon the career plans of novice Chinese English teachers is the focus of this talk. Data from Chinese post-graduate students of TESOL and Education is used to explore this impact.
Meeting Room 15 - Brighton Centre 80 audience Talk GI, TTEd a, e, le **ProdProm**	**Developing responsible global citizens (DGRC) - an Erasmus+ project** **Jennifer Holden (International House Language Centre Palermo)** Are we preparing students with the necessary knowledge and skills to face the future world? This talk describes the processes and outcomes of an EU funded project, *DRGC Curriculum Builder*, in which 21st century topics and skills have been mapped to the CEFR to allow teachers to easily design courses and lessons which help learners achieve their potential outside the classroom.

Pavilion - The Grand Hotel 80 audience Talk LA t, a, e, le	**Developing learner autonomy through a peer tutoring programme** **Adelina Ruiz Guerrero (ITESO, The Jesuit University of Guadalajara)** This talk presents a university Peer Tutoring Programme (PTP) where students are involved in the selection, training, promotion, and evaluation of the programme. They have an active role in the self-access centre, and we have seen how they develop a sense of belonging, ownership, responsibility for themselves and their peers, which contributes to their autonomy as learners.
Charlotte - The Grand Hotel 250 audience Talk IPSEN, TTEd a, e	**Supporting neurodiversity on initial teacher training courses** **Joanna Stansfield (International House London), Melissa Lamb (International House London)** How do you support neurodiverse trainees? Here at our centre, we have investigated trainer and trainee experiences and the systems in place to support them. The insight we gained has helped us put together new procedures, a guidebook for trainers and trainees and trainer development sessions. Join us to explore ideas of how to make your courses more inclusive.
Empress - The Grand Hotel 250 audience Talk LT, TD ey, p, s, t, a, e, le	**Teacherpreneurship: offering unique online teaching opportunities for global English teachers** **Anna Hearrell (Bridge Education Group)** English teachers have an unprecedented opportunity to discover what a flexible teaching schedule means. Learn how you can build a career that meets your needs. From working with online schools to advertising your services on marketplaces to building your own school and becoming a teacherpreneur, take charge of your career and expand your skills as an independent educator!
Alexandra - The Grand Hotel 250 audience Talk LA, LT ey, p, s, t, a, e, le **ProdProm**	**Empowering language teaching through the art of asking coaching questions** **Aliaksandra Chyhirynava (Cult of English)** We will explain what coaching questions are and most importantly what they are not, and give examples of the powerful ones to be used in a language classroom. We will demonstrate how coaching questions can be embedded into the language learning process to make language acquisition more efficient. We will share some coaching questions for teachers.

Session 1.8	1720-1805	Tuesday 16

Syndicate 1 - Brighton Centre 200 audience Signature Event TD, TTEd **Express Publishing**	**Express Publishing Signature Event** **Teaching in the past or teaching in the present?** **Jenny Dooley** What exactly does it mean to be a teacher in the 21st century? How do you know whether you have embraced the skills required to educate students in the modern world? Are you armed with easily accessible tools and meaningful activities to boost learners' confidence and facilitate effective communication, a vital skill for student growth and learning?
Syndicate 2 - Brighton Centre 200 audience Workshop EAP, ESP a, e, le	**Teaching academic IELTS exam preparation strategies: practical classroom activities** **Richard Gresswell (English in York)** This workshop focuses on practical ways in which teachers can enable students to enhance their Academic IELTS score. In particular, we will be looking at ways of helping learners to become more familiar with the different test task types as a key way to help students prepare and perform more effectively with respect to their IELTS exam.
Syndicate 3 - Brighton Centre 200 audience Workshop BE, ESP a, e, le **ProdProm**	**Business English course content and structure: key issues and solutions** **Gillian Bathmaker (Delta Publishing)** What makes a successful business English lesson? How can we motivate learners during a long day's work? This workshop will look at these and other issues, with a focus on course content and structure. We'll share solutions we've incorporated into the new Delta Publishing course, *Business Impact*, and provide participants with the opportunity to share ideas and raise questions.
Syndicate 4 - Brighton Centre 200 audience Open Forum **MaWSIG Showcase**	**IATEFL Materials Writing Special Interest Group Open Forum** **Inspirations in materials writing** Come along to our panel discussion, 'Inspirations in materials writing', and put your questions to the experts. You can also meet the committee, find out about our SIG, and network with MaWSIG members before our evening event celebrating ten years since our first PCE. Everyone is welcome!
Skyline - Brighton Centre 150 audience Workshop GI, TD ey, p, s, t, a, e, le	**ELT bottom-up teacher CPD through CoPs in Rwanda** **Laurent Ahishakiye (The University of Warwick / ATER / Hornby Educational Trust) -** *Speaker supported by the Hornby trust* Global South ELT has long been dominated by global and local top-down practices which have spoon-fed teachers with ready-made packages that are often incompatible with local contexts. This workshop describes and invites participants to discuss an initiative developed and implemented by Rwandan teachers through communities of practice, supported by the Hornby Trust, that promoted insider expertise and bottom-up approaches.

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Meeting Room 1A - Brighton Centre 60 audience Workshop TTEd, YLT p, s, a, e, le **YLTSIG Showcase**	**Identity mapping: an act of identifying with English** **Vinita Abichandani (George Mason University), Joan Kang Shin (George Mason University)** Identity mapping is a powerful language learning tool that teachers and students of English can engage in. Although it is commonly used as a resource in English language classrooms, how often do we stop and reflect on what English means to our identities? This workshop creates space for critical reflexivity on the role of English as we map our identities.
Meeting Room 1B - Brighton Centre 60 audience Workshop RES, TTEd a, e, le **ReSIG Showcase**	**Research data analysis: a hands-on (and jargon-free!) workshop** **Paula Rebolledo (RICELT)** Conducting the analysis of qualitative data is generally considered a complex part of the (teacher-)research process. In this practical workshop, I will demonstrate ways this process can be supported with samples, frames and guiding questions. The material used in the session has been developed from the experience gained assisting teachers in carrying out exploratory action research.
Meeting Room 1C - Brighton Centre 80 audience Workshop GEN s, t, a, e, le	**The joy in being wrong (on so many levels)** **Lucie Cotterill (IH British School Reggio Calabria)** In language teaching organisations, we are well aware of how errors act as a springboard for learning but language mistakes are just one way we can help our students and staff benefit from being wrong. This interactive workshop will provide a range of activities, in line with the 2030 Agenda goals, to be used with students, staff, and teachers.
Meeting Room 1D - Brighton Centre 80 audience Workshop TD, TTEd s, a, e, le	**Experimenting with metacognition using a six-step cycle** **Anna Young (Bell Educational Services)** This workshop, for teacher trainers and teachers who are interested in classroom research, will explain a six-step framework (The 6Ds Cycle) and demonstrate how it can be applied to any classroom-based experimentation. We will work through an example focusing on 'Metacognition', based on a cycle of experimentation done with teachers and learners in a language school in the UK.
Meeting Room 3 - Brighton Centre 50 audience Workshop GEN s, t, a, e, le	**Self-assessment to achieve dreams: competency mapping for successful learners** **Jana Jilkova (Charles University, Prague & Secondary Vocational School Kutna Hora, ATECR, Czech Republic)** Discover how self-awareness and goal-setting drive success. In this workshop, we will explore strategies for you and your students. Engage in three versatile activities to improve planning and decision-making. Depart with an action plan for self-improvement. Whether you teach teens or another age group, initiate your new journey to success now.
Meeting Room 5 - Brighton Centre 50 audience Workshop LAM a, le **LAMSIG Showcase**	**The first 30 days as a new ELT manager** **Georgia Papamichailidou (Kaplan International Languages)** Have you recently become an ELT manager and you're thinking "I have no idea what I'm supposed to be doing"? In this workshop, we will identify the transferrable skills you acquired from previous roles in ELT and explore simple techniques and tasks which will help you build trust, connection, and rapport with your new team.
Meeting Room 6 - Brighton Centre 50 audience Talk **1720-1750** GEN ey, p, s, t, a, e, le	**English in Algeria: between resistance and openness** **Nadjouia Raoud (University of Algiers, Algeria)** This talk examines the feasibility of implementing English instruction in primary education in North African francophone countries, with a focus on the Algerian 'experience'. On the basis of objective arguments as well as on opposing views and attitudes, it also attempts to understand the challenge of English provision in Arabic-speaking contexts from cultural, psychological, and educational perspectives.
Meeting Room 8 - Brighton Centre 50 audience Talk **1720-1750** EAP, ESP a, e	**The challenges of English for specific purposes for engineering students** **Naqaa Abbas (Texas A&M University in Qatar)** This paper shares the findings of a study conducted at an engineering branch campus in Qatar which examines students' perspectives on English for Specific Purposes and outlines the challenges and resistance to such a curriculum. The paper offers recommendations about curriculum design with an emphasis on student motivation, requirments and goal within a specific context.
Meeting Room 9 - Brighton Centre 70 audience Workshop TD, TTEd s, t, a, e, le	**How to teach and learn vocabulary through word association tasks** **Andrew Wimhurst (Free University of Bolzano/Bozen)** This workshop introduces word association tasks (WATs) and how they can facilitate vocabulary teaching and learning in the English language classroom. Activities will include how to pre-teach vocabulary through WATs and teaching new words through word association (WA) games. Participants will learn how to create a database which can demonstrate how their learners' lexis has developed.

Meeting Room 10 - Brighton Centre 60 audience Open Forum **TEASIG Showcase**	**IATEFL Testing, Evaluation & Assessment Special Interest Group Open Forum** The IATEFL TEASIG, dedicated to language testing, assessment, and evaluation, hosts an Open Forum featuring updates on the SIG's previous year, forthcoming initiatives, financial matters, and a 'meet the committee' session. This inclusive event ensures both current and new SIG members, as well as non-members, feel welcome to engage in discussions about language assessment and its future within English language teaching and learning.
Office 11 – Brighton Centre 40 audience Talk **1720-1750** ESOL, GI t, e, le	**Challenging native speakerism in a Korean college English course** **Soyoung Lee (Konkuk University, Seoul)** Building confidence among EFL learners is not an easy task. The presentation explains how challenging native speakerism was a key factor in building language learner confidence in a Korean college English course. It details the conceptual and methodological tools used during the process and concludes with reflections from the students and the instructor.
Meeting Room 15 - Brighton Centre 60 audience Workshop TD, TTEd s, t, a, e, le	**How can co-coaching help us to understand cultural differences?** **Barbara Roosken (Fontys University of Applied Sciences)** Which strategies foster a sense of belonging and inclusion and how can diversity be embraced? This workshop examines how teachers may accommodate cultural differences in an ESL context. Cultural challenges can be overcome through increased awareness amongst our students by means of co-coaching activities. A set of practical activities designed to implement this teaching approach will be shared.
Pavilion - The Grand Hotel 80 audience Workshop EAP, LA ey, p, s, t, a, e, le	**Making the "write" stuff** **Caroline Linse (Queens University Belfast)** This workshop will begin with an overview of The Maker Movement and an explanation of how making artifacts can help learners develop creativity and oral and written skills. We will examine a wide variety of artifacts such as brochures, bus passes, cartoons, catalogues etc. Next, participants will create their own sample written and oral artifacts that fit their curriculum.
Charlotte - The Grand Hotel 250 audience Workshop RES, TD ey, p, s, t, a, e, le **ProdProm**	**Becoming a reading teacher: linguistic, social, personal and pedagogical views** **Amos Paran (UCL Institute of Education), Jane Spiro (Oxford Brookes University)** In this workshop, we discuss and present activities from our book, *Becoming a Reading Teacher*, demonstrating the connections between research and best pedagogical practices in teaching reading. We integrate findings from cognitive views of reading, the sociology of reading, and reading engagement to understand the role of teachers as readers themselves, modelling reading enthusiasm and processes for their learners.
Empress - The Grand Hotel 250 audience Workshop TD s, t, a, e, le	**Teaching mediation: mediating concepts and mediating communication** **Chia Suan Chong (National Geographic Learning)** The CEFR have highlighted mediation skills as key. But how can we teach students to mediate concepts and communication beyond lists of useful phrases? How can students better participate in group conversations, deal with disagreements and manage differences in multi-cultural spaces? This workshop looks at practical ideas of helping students develop their communication skills and being more communicatively competent.
Alexandra - The Grand Hotel 250 audience Workshop GEN ey, p, s, t, a, e, le	**Multimodality and digital literacies in ELT** **Leandro Paladino (Colegio York)** This practical workshop will explore the related notions of multimodality and digital literacies from an ELT perspective. Teachers will have a chance to discuss and take home a range of tools, strategies and resources to implement in classrooms of various levels and ages, to help students better navigate the increasingly complex world in which we live.

Evening Events   Tuesday 16

Syndicate 2 - Brighton Centre **1930-2030**	**Introduction to Brighton** **Hosted by Brighton Walks** A gentle promenade or a walk on the wild side? You decide on this fascinating virtual walk discovering Brighton's past and present, famous, infamous and incredulous! From a sleepy fishing village to the first seaside spa resort resulting in the escapades of heady Regency times , through Victorians and piers, mods and rockers and queers! Keith Waterhouse said "Brighton looks like the kind of place that is continuously helping the police with its enquiries" ....why? come and find out!

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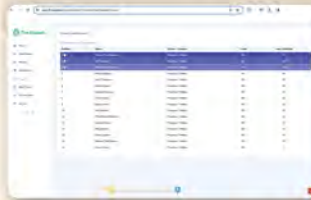
CEFR COMMON EUROPEAN FRAMEWORK

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Day 2   Today's Highlights   Wednesday 17

0900-1000	1020-1050	1105-1135	1135-1205	1205-1250	1250-1415	1415-1445	1500-1530	1530-1600	1600-1630	1645-1715	1730-1815
Plenary session	Session 2.1	Session 2.2	Break *Poster presentations*	Session 2.3	Lunch *IATEFL AGM*	Session 2.4	Session 2.5	Break *Poster presentations*	Session 2.6	Session 2.7	Session 2.8

Registration opening times: 0800-1730   **Exhibition opening times:** 0830-1730

Special Interest Group Open Forums

Come and learn more about our Special Interest Groups (SIGs) and how you can get involved.

1105-1135 Syndicate 4	Pronunciation (Pron) SIG	prpn *SIG*
1500-1530 Meeting Room 1B	Teacher Training & Education (TTEd) SIG	tted
1645-1815 Meeting Room 1A	Learner Autonomy (LA) SIG	LA SiG LEARNER AUTONOMY SPECIAL INTEREST GROUP
1730-1815 Pavilion	Teacher Development (TD) SIG	TDSIG tdsig.org

On the Exhibition Pop-up Presentation stage

0835-0855	How to write CVs that get results with Peter Panayotou.
1140-1155	IELTS An overview of the updated IELTS Writing band score descriptors and assessment criteria
1255-1310	Oxford University Press *Oxford Test of English Advanced*: taster tour & take away tips
1315-1330	LanguageCert Pave the way to English proficiency with *LanguageCert ESOL for Schools*!
1340-1355	National Geographic Laarning Five ways to make your school greener
1535-1550	ETS Global TOEFL® Mastery Challenge

On the IATEFL Stand

Come along to the IATEFL Stand during break times and lunchtimes to meet with like-minded ELT professionals. If you feel you fit into any of the categories listed below, we'd love to meet you there!

1130-1205	Teacher Trainers
1250-1415	Meet the IATEFL Scholarship Committee
1530-1600	Materials writers, proof readers, editors, publishers, Meet the IATEFL *Voices* editor

Types of Conference session

Plenaries
A chance for all conference delegates to join together to listen to world class experts. Each plenary will have a question and answer session later the same day.

Signature Events
A showcase of expertise and state-of-the-art thinking in an area relevant to the host organisation.

Talks
A 30-minute session relating to theory and practice.

Workshops
A 45-minute interactive session with audience participation.

Forums
A 75-minute session made up of three talks on a related topic.

Panels
A 75-minute session where four or five people present their views on a topic.

Lightning Talks
A 45-minute session where 8-10 speakers have three minutes to present their ideas.

Posters
A visual display of an area of research or theory and practice.

SIG Open Forums
An opportunity to get to know a SIG better.

Mindfulness session

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0815-0845 | Skyline
Make the perfect start to your conference day with a mindfulness session led by a local practitioner.

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Signature Event

BRITISH COUNCIL

British Council
The future of English in the age of AI
1645-1815 | Syndicate 2

What have we learned through our recent research and experiments with applying AI to teaching and assessment? How can we collectively work together to overcome the issues we've identified? How can teachers safely realise the potential of AI to support learning? As the future of AI and ELT unfolds, join us to explore answers to these questions and more.
Speakers: Adam Edmett, Neenaz Ichaporia, Mariano Felice, Helen Crompton, Amy Lightfoot

Evening Events

Dynamic Duets
1830-1930 | Syndicate 1
In Dynamic Duets, two presenters collaborate on a single talk on any issue (ELT or non-ELT) for a total of five minutes. However, and this is the important part, each of the presenters must present an alternative view of the theme, ideally a completely different position on it. For example, "course books are vital to teaching a language" vs. "coursebooks are restrictive and never needs-oriented", although non-ELT topics are encouraged too. This format encourages interaction and dialogue between presenters, as well as providing different perspectives on the topic.

British Council Drinks Reception
1930-2000 | Syndicate 2
Hosted by our evening events sponsor themselves, British Council invite you to join them for drinks and networking.

International Quiz
2000-2200 | Syndicate 3 & 4
The popular quiz is back again! 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 Brighton 2024.

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Plenary session | 0900-1000 (doors open at 0830) | Wednesday 17

Auditorium 1 - Brighton Centre

Because you're all worth it!
Zarina Subhan

In 1973, L'Oréal introduced the slogan "Because You're Worth It!" to sell their beauty products. Implying to value oneself, women should buy their products. Except that quite a few skin colours around the world did not match their make-up products, making some not worth it! A few decades later, during the Covid pandemic, male lives were worth more than those of females because the 'gender-neutral' personal protective equipment for medical staff is designed around a male body. News coverage of climate change or war uses different strengths of language depending on what regions of the world are affected, regardless of the numbers of lives lost. These are some examples of the intersecting layers of inequality that exist in our world, where empathy is reserved for those who look or sound 'right', or 'relatable'.

As ELT professionals, should we care? Caring is at the root of what we value; what we value is at the core of what, or who we respect; what or who we respect underlines the way we interact with one another. Given its international usage, English crosses borders, cultures, classes, and castes. It can, therefore, be argued that English is a tool that can reduce differences and increase empathy. This is why I think we should care.

Whether you are a publisher, editor, writer, institution director, manager, teacher, teacher educator, or researcher, we all have a role in caring about what the 'normal' framework is that ELT is given. Along what lines of intersectionality are we excluding voices, images, and opinions to be represented to our students? Who are we subconsciously saying is and is not "worth" a fair and equitable representation? Without diversity, equity, and inclusion how can English language students relate to the people they may one day interact with using English as a Lingua Franca?

About Zarina:

Although Zarina Subhan originally qualified as a scientist, she has been working in the field of ELT for over 30 years. She has taught at all levels, in both private and government institutions, and worked worldwide as a teacher and teacher educator. In addition to working in and with educational institutions, she has experience working with educational policy makers, NGOs, community leaders, local and state governments, and in a variety of teaching and training contexts.

Zarina's time is now spent as an author and teacher educator delivering courses, workshops, and conference presentations. Having worked in the science, educational, and development sectors, her interests are the neurology of learning; CLIL; CPD for teachers; inclusive and sustainable education.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics	**IPSEN** = Inclusive Practices & SEN	**RES** = Research	**le** = less-experienced audience
BE = Business English	**LA** = Learner Autonomy	**TD** = Teacher Development	**e** = experienced audience
EAP = English for Academic Purposes	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment	
ESOL = English for Speakers of Other Languages	**LIT** = Literature		**ey** = early years
	LT = Learning Technologies	**TTEd** = Teacher Training & Education	**p** = primary teaching
ESP = English for Specific Purposes	**MaW** = Materials Writing	**YLT** = Young Learners & Teenagers	**s** = secondary teaching
GEN = General	**MD** = Materials Development		**t** = tertiary teaching
GI = Global Issues	**PRON** = Pronunciation	**ProdProm** = This session includes product promotion	**a** = adult teaching

Please check the cancellation screen or visit www.iatefl.org/conference/cancellations for changes and cancellations

Session 2.1 | 1020-1050 | Wednesday 17

Auditorium 1 - Brighton Centre
500 audience
Talk
TD, TEA
s, t, a, e, le
ProdProm

Engaging and effective exam preparation using audio-visual and digital resources
Gerald Smith (Sensations English)
Integrating audio-visual and digital resources into exam preparation classrooms leverages significant benefits in preparing students for standardized tests such as IELTS. This approach enhances learners' engagement, lexical awareness, independence, confidence and productive repertoire compared against coursebook-based approaches. Participants will explore insights and useful techniques that exploit these rich, authentic resources in exam contexts, with examples from Sensations English.

Syndicate 1 - Brighton Centre
200 audience
Talk
LA
p, s, t, a, e, le
LASIG Showcase

Why should we make space for the discussion of learning?
David Byrne (EC English), Mark Heffernan (Queen Mary University of London)
Teachers often fear running out of material. This fear leads to overplanning the beginning of your lesson, adding extra activities. This can leave little time for discussion of learning (feedback and reflection). We believe this is key to lesson success. Therefore, in this talk, we give practical ideas on how to plan a balanced lesson with time to discuss learning.

Syndicate 2 - Brighton Centre 200 audience Talk TD, TEA s, t, a, e, le	**Assessing writing at CEFR B2 & C2 levels** **Fannie Daou (Express Publishing)** What is the difference between assessment and grading in writing? Grading can measure student performance but is not necessarily an accurate indicator of student learning. Assessment and feedback exceed grading, looking at patterns of student learning and using that data to help students learn more effectively, improving overall writing performance.
Syndicate 3 - Brighton Centre 200 audience Talk BE, ESP t, a, e, le **BESIG Showcase**	**Effective business communication: linking grammar and meaning** **Silke Riegler (University of Applied Sciences Landshut/Germany)** Grammar instruction is still central at university level but often lacks in teaching students the practical use of grammar in real-life business scenarios. While students excel in applying rules in tests, they frequently encounter challenges in communicating adeptly, especially within professional contexts. This talk discusses a B2-C1 university course that bridges the gap between grammar theory and real-world communication.
Syndicate 4 - Brighton Centre 200 audience Talk PRON ey, p, s, t, a, e, le **PronSIG Showcase** **ProdProm**	***Teaching English pronunciation for a global world*: activities for intelligibility** **Gemma Archer (Oxford University Press), Robin Walker (Oxford University Press)** The principal goal of pronunciation teaching today is intelligibility. This is clearly reflected in the 2019 CEFR pronunciation descriptors or the rating scales of the major exam boards. In this talk we will show activities that help teachers make intelligibility a meaningful, achievable goal for learners anywhere in the world, drawing on ideas from *Teaching English pronunciation for a global world* (OUP).
Skyline – Brighton Centre 150 audience Talk LT s, t, e, le **ProdProm**	**Leveraging AI in ELT: giving teachers and students superpowers** **Will Jordan-Cooley (Pangea Chat)** This talk will demonstrate how advanced AI can grant teachers and students language-learning superpowers like providing personalized feedback during classroom tasks and breaking down barriers such as communication anxiety. I will present strategies for providing consistent, individualized feedback, engaging learners of all proficiency levels, and adapting teaching to real-time needs through the AI-powered, instant-messaging platform *Pangea Chat*.
Meeting Room 1A - Brighton Centre 60 audience Forum **1020-1135** EAP, TTEd s, t, e, le EAP, ESP t, a, e, le EAP, ESP t, e	<ins>**Forum on EMI in EAP settings: perspectives and practices**</ins> **EMI: it's not rocket science, except sometimes it is** **Frances Amrani (Girton College, University of Cambridge)** What is EMI and the issues it raises? This talk will present some of the questions which educators find themselves with when asked to implement EMI. It will explore why EMI is so popular with policy makers and educational decision makers. It will suggest practical ways to support its successful implementation, including understanding expectations, beliefs and assumptions and adapting methodology. **Enhancing academic literacies through EMI: university student insights** **Evangelia Xirofotou (University of Thessaly, Greece)** The research presents findings on the evaluation of the initial implementation of an Academic Literacies Program. The study will present the survey questionnaire findings administered to a diverse group comprising both Greek and Erasmus students who have experienced an English medium instruction (EMI) approach. The talk offers practical and theoretical implications for enhancing university-level skills development programs. **How to support EMI stakeholders through collaboration with ESP practitioners?** **Michelle Hunter (University of York)** My research identified a disconnect between student expectations and how lecturers taught on English medium instruction (EMI) courses at a German university. The talk aims to collaboratively consider ways in which ESP / EAP practitioners could support their EMI colleagues in achieving content delivery that meets demands for language improvement and academic success.
Meeting Room 1B - Brighton Centre 60 audience Talk TTEd, YLT p, e, le **TTEdSIG Showcase**	**The way forward is global collaboration in ELT** **Belen Albarracin (Colegio Bayard)** – *Winner of the Trinity College London Teacher Training Scholarship* Can primary schools and universities work jointly in a win-win scenario? What is required at both ends to sustain projects of this sort? In this talk, I will share the learning outcomes of a two-year Global Collaboration Project that definitely paves the way for future partnerships between schools and universities for multiple purposes, reflecting on adjustments and future steps.
Meeting Room 1C - Brighton Centre 80 audience Talk YLT s, e, le	**Summer school to full time education – bridging the gap** **Kate Smook (Millfield Enterprises, Millfield School)** Parents often see summer school as a way of introducing their teens to the idea of attending a year round UK boarding school, but how well does a short course prepare them for the reality of school life? This talk will explore some of the strategies which may help bridge the gap between a holiday course and year round education.

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Presentations

Quick Reference

Meeting Room 1D -
Brighton Centre
80 audience
Talk
TD, YLT
ey, p, s, t, a, e, le

E.Motion (English in Motion): let's reMOVE learning difficulties
Barbara Seeber (middle school "Paul Troger", Monguelfo, Italy)
Motion, brain development and language learning go hand in hand. As language teachers, we can take enormous advantage of this fact. Identify at what stage of the learning process your students are, understand how and why they experience learning difficulties and bring them back on track and into balance by offering them simple but specific motion exercises.

Meeting Room 3 - Brighton
Centre
50 audience
Talk
GEN
ey, p, s, t, a, e, le

A cultural programme to enhance language learning in EFL contexts
Camila Selarin (Associação Cultura Inglesa São Paulo), Vitoria Tavares (Associação Cultura Inglesa São Paulo)
Come learn how the cultural programme of a large Brazilian EFL institute has been allowing learners of all ages to develop linguistic and social skills through music, drama and other cultural manifestations. In this talk, we will present the need, implementation and results of the programme, delving into a few of its varied components, and suggesting adaptations for different contexts.

Meeting Room 5 - Brighton
Centre
50 audience
Talk
ESOL, TD
t, a, e, le
ESOLSIG Showcase

Motivating adults in language learning environments: sparking enthusiasm for learning
Leo Tzampazis (University of Bedfordshire)
It is widely accepted that employing motivational techniques in the classroom can boost students' drive to learn and increase their confidence. This presentation seeks to introduce a range of teaching strategies uniquely crafted to generate motivation in students who are studying English as a second language and inform future motivational educational practice for L2 teachers.

Meeting Room 6 - Brighton
Centre
50 audience
Talk
AL
ey, p, s, t, a, t, e, le

Thematic analysis of Japanese students' reflections on intercultural communicative competence
Samuel Nfor (Seitoku University, Chiba Japan)
In Model UN, students from diverse cultural backgrounds represent different countries on different committees and engage in discussions with global issues. This presentation demonstrates how Japanese students' participation and interaction in English in Model UN enables them to deepen their understanding of global issues and reflect on intercultural communicative competence.

Meeting Room 8 - Brighton
Centre
50 audience
Talk
LAM
a, e, le

Building relationships - the importance of internal customer service
Ben Butler (The London School of English)
The importance of keeping external customers happy is clear, but should you consider your staff as your customers? What do they need to be happy? This talk will discuss the importance of building relationships, and embedding systems and processes which allow staff to self-serve; creating stronger teams and an understanding of the contribution each employee makes to the whole.

Meeting Room 9 - Brighton
Centre
70 audience
Forum
1020-1135

EAP, LA
t, e, le

GEN
s, e, le

TD, TTEd
t, e, le

Forum on reading skills

Enhancing reading proficiency via the 57-day reading challenge
Yasmine Salah El-Din (The American University in Cairo)
This talk introduces the 57-Day Reading Challenge as a way to motivate academic EFL students to read on a regular basis. I will explain the rationale behind using this strategy, and then will highlight the steps involved in the implementation. Practical tips for using the challenge in different teaching contexts will be shared with the audience.

Turning "old-fashioned" into motivation: different reading lessons
Vilda Kiaunytļ (Kaunas Jonas Jablonskis Gymnasium)
It is no secret that it takes special effort to catch post-quarantine students' attention, especially with "boring" and "old-fashioned" exercises, like reading tasks. Yet, they are important for good exam results and improvement of students' reading skills in general. I will present several methods and short projects, used during my English lessons, which motivate students to read, think and discuss.

Using non-ELT books to arrive at ELT notions
Ian Michael Robinson (University of Calabria)
Reading can inspire us, and sometimes when reading fiction for pleasure we can find passages that help us reflect on notions concerning English language teaching. This talk looks at some books, for example *Jonathan Livingston Seagull*, that have bridged this gap and how these connections can be useful for experienced or future teachers. Audience members can contribute their own ideas.

Meeting Room 10 -
Brighton Centre
60 audience
Talk with restricted
audience number
AL
t, a, e, le

Teaching idioms: implementing the CM approach to design activities
Vera Gradischnig (Freelance)
To help students reach a proficient level, they have to develop their metaphorical competence. Research has shown that raising students' awareness of the underlying principles of conceptual metaphor (CM) can facilitate comprehension, retention and use of idiomatic expressions. I will report on effective classroom activities from the research that were designed to teach and learn idioms using CM principles.

Office 11 - Brighton Centre 40 audience Talk GI, MD s, e, le	**Exploring national stereotypes about Britain in German English language textbooks** **Jennifer Meier (Julius-Maximilians-Universität Würzburg)** In my PhD project discussion, I delve into a century-long analysis of British stereotypes in German EFL textbooks. Attendees will gain insights into the impact of national stereotypes on foreign language education. I question the necessity of these stereotypes and advocate for fostering critical thinking skills in learners, challenging simplistic categorizations. Join to explore a fresh perspective on language education.
Meeting Room 15 - Brighton Centre 80 audience Talk EAP, TD t, a, e, le	**Understanding online CoPs during ERT: the experience of EAP tutors** **Karla Kerlley de Lima Guedes (University of Southampton)** This presentation focuses on sharing how English for academic purposes (EAP) practitioners defined and perceived online communities of practice (CoPs) during emergency remote teaching (ERT), the types of CoPs in which they participated, and discuss the importance of fostering these communities for teacher education as well as the challenges that can arise when building them remotely post-pandemic.
Pavilion - The Grand Hotel 80 audience Talk TD, TTEd ey, p, s, t, a, e, le **TDSIG Showcase**	**Inquiry with an I: centring the teacher in teacher development** **Michelle Worgan (Freelance)** Many teachers find in-service training sessions a chore. In this talk, I'll introduce *The Teaching Lab*, an innovative online community that supports teachers in their development using an inquiry-based approach. The session is aimed at teachers who wish to take an active role in their development and directors of studies who want to avoid a one-size fits all approach to training.
Charlotte - The Grand Hotel 250 audience Forum **1020-1135** LT, TEA t, e, le LT, RES t, e EAP, TEA t, a, e, le	**Forum on the use of *ChatGPT* in writing** **Leveraging AI to teach and assess writing** **Peter Davidson (Zayed University)** Education is constantly evolving with new technologies, and AI-powered conversational interfaces such as *ChatGPT* are at the forefront of this transformation. In this talk we will outline the potential of *ChatGPT* to revolutionize the teaching and assessment of writing, and we will discuss how we can leverage *ChatGPT* in the writing classroom for pre-writing, while-writing, and post-writing activities. **The effect of *ChatGPT*-supported feedback on written student assignment** **Selda Gumus Sambel (Ozyegin University)** I will discuss *ChatGPT*-supported feedback into students' written productions as part of continuous assessment. I have two groups of students: one received feedback with *ChatGPT* and the other got traditional teacher feedback. Students' writing results will be compared to show how effective *Chat GPT*-supported feedback is in their improvement in writing. **Adapting EAP writing assessments: embracing *ChatGPT* to promote critical thinking** **Joseph Roberts (Education Centre of Australia (ECA))** We will present the findings of a pilot study where we adapted core EAP writing assessments to acknowledge the opportunities that Generative-AI software (specifically *ChatGPT*) offers university students in the planning stages and critical thinking development. We will share ways to alter assessment briefs, rubrics, and policies to create positive washback that develops skills while retaining academic integrity.
Empress - The Grand Hotel 250 audience Talk ESOL, LT ey, p, s, t, a, e, le	**Empowering educators: technology innovation in multicultural language learning** **Maria Diakou (Cyprus Ministry of Education, Culture, Sports and Youth / University of Nicosia), Umut Ergöz (Bridge Education Group)** Discover how technology-driven strategies are revolutionizing multicultural language learning. Educators can cultivate effective multicultural language learning environments by leveraging the dynamic synergy between technology and their own creative and critical thinking skills. Join us for practical insights into the evolving landscape of language education and the key role that the teacher plays in utilizing technologies in the 21st century.
Alexandra - The Grand Hotel 250 audience Panel discussion **1020-1135** IPSEN, LAM a, e, le	**'People like us' – representation of LGBTQIA+ identity in ELT** **Steve Tulk (Stafford House London), Jo Krousso (Macmillan Education), Pam Phillips (Stafford House London), Julian Francis (Bayswater College), Neil Harris (CELT)** This panel discussion focuses on practical and accessible ways in which our classrooms, schools, and the wider ELT industry can deliver true, inclusive and authentic representation for LGBTQIA+ teachers, students and their classmates and colleagues. It draws on the lived experience of queer teachers, academic managers, school leaders and publishers and moves ELT away from 'pinkwashing' towards true representation.

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Session 2.2	1105-1135	Wednesday 17

Auditorium 1 - Brighton Centre
500 audience
Talk
TD
s, t, a, e, le

Better listening outcomes
Hugh Dellar (National Geographic Learning)
In this session, I'll suggest that what has traditionally been thought of as 'developing listening skills' might better be framed as 'developing vocabulary and working on the ability to hear language'. I'll look at the classroom implications of this view and put forward some ways teachers can help students hear language through routines you can use with any class.

Syndicate 1 - Brighton Centre
200 audience
Talk
LA, LT
s, t, a, e, le
LASIG Showcase

The teacher's role in using AI for autonomous learning
Mark Smith (The Wimbledon School of English)
ChatGPT and other forms of AI are the future, but teachers will still have a fundamental part to play in their meaningful use. I will suggest ways teachers can guide learners to prompt the applications to efficiently obtain useful output. I will provide practical ideas on effectively engaging with this material as part of a targeted programme of learning.

Syndicate 2 - Brighton Centre
200 audience
Talk
GEN
s, t, a, e, le

Grammaticalization - when words become grammar. Improving engagement and language learning
Jennifer Lowe (Lancaster University & JL School of English)
What is the connection between the preposition "to" and the infinitive marker "to"? And between "want" and the modal verb "will"? Grammaticalization is a process of language change whereby words lose their meaning (semantic bleaching) and acquire grammatical functions. We will see some of the mechanisms involved and how to make grammar more memorable and appealing to students.

Syndicate 3 - Brighton Centre
200 audience
Talk
BE
a, e, le
BESIG Showcase

False beginners adult learners and business English writing
Choreanne Frei (IH OTTI)
False beginner adult learners come with their own strengths and weaknesses, but often forget the transferable skills they bring from their L1 and professional experience. In this talk, I will discuss the approach chosen to support a multilingual Business English group to develop their transactional writing and confidence when English suddenly became relevant to their jobs.

Syndicate 4 - Brighton Centre
200 audience
Open Forum
PronSIG Showcase

IATEFL Pronciation Special Interest Group Open Forum
PronSIG's interactive pronunciation clinic: come with questions, leave with answers!
Do you have pronunciation questions you've never been able to find answers for? Are you currently having difficulties teaching pronunciation, or unsure where to even start? Join PronSIG and your conference colleagues as we exploit the benefit of our collective knowledge and experience and try to answer your burning questions. All questions and levels of experience welcome!

Skyline - Brighton Centre
150 audience
Talk
EAP, TEA
t, a, e

Designing authentic computer-based writing tasks to promote positive classroom impact
Alina Reid (Trinity College London)
This talk traces the design and validation of two new computer-based writing tasks at Trinity College London. The new tasks are: written online communication, and writing from sources. The presentation outlines the main task design principles adopted to create meaningful and authentic writing tasks for the university context. It also discusses how the task designs promote positive classroom washback.

Meeting Room 1A - Brighton Centre
60 audience
Forum
1020-1135

Forum on EMI in EAP settings: perspectives and practices *continued*

Meeting Room 1B - Brighton Centre
60 audience
Talk
TD, TTEd
ey, p, s, t, a, e
TTEdSIG Showcase

Near-peer mentoring for in-service teachers' professional development
Irene Rahmaniar (Cetta English) – *Winner of the English Language Centre Eastbourne Graham Smith Scholarship*
Big gaps in age and level of professionalism between teachers and their mentors is often the cause for teachers' less openness in regards to their professional development needs and preferences, as well as their concern towards their teaching practices. Near-peer mentoring can offer more effective assistance to teachers' improvement processes. This presentation explores the rationales and procedures of the scheme.

Meeting Room 1C - Brighton Centre
80 audience
Talk
ESOL, YLT
s, le

A script's creative path from conception to performance
Tasneem Dalal (Canadian Bilingual School Kuwait)
Fostering self-expression and creativity in the classroom is crucial. This talk will examine a fresh strategy for this project. It'll explain the development students go through as they move from writing stories to scripting scenes, which results in riveting live performances. Along with improving their narrative abilities, the method also cultivates vital life skills like cooperation, communication, and problem-solving.

Meeting Room 1D - Brighton Centre 80 audience Talk IPSEN, YLT ey, s, p, e, le	**Equality, diversity and inclusion in the young learner EFL classroom** **Eduardo Farias (The British Council)** In this talk, we will communicate the results of a Special Interest Group led by teachers and focused on designing educational materials around issues related to Equality, Diversity and Inclusion in an EFL setting. We will outline an effective approach for promoting EDI in the classroom and share examples of materials and activities designed for learners aged four to 16.
Meeting Room 3 - Brighton Centre 50 audience Talk with restricted audience number IPSEN, MD p, s, a, e, le	**Accessibility in digital ELT content development** **Derek Philip-Xu (Refreshing Publishing)** This talk will look at accessibility in digital ELT content and why it is important to create content in a way that enables everybody to access it in an equal manner. Alternative text descriptions for images will be used as an example to demonstrate how digital content can be made more accessible.
Meeting Room 5 - Brighton Centre 50 audience Talk ESOL a, e, le **ESOLSIG Showcase**	**Teaching beginner classes - a woven approach** **Eliza Winnert (Freelance)** I will share the multi-stranded approach I developed while working with refugee learners in Greece - weaving together existing language and different literacy methods, and making use of flashcards, games, learners' stories and home-made graded readers to create an inclusive and motivating learning environment. Come along to add some more strands to your teaching basket, whatever your context.
Meeting Room 6 - Brighton Centre 50 audience Talk with restricted audience number MD, TD p, s, e, le	**SMILE: a transformative journey improving English language education in Sudan** **Lina Kamal (British Council Sudan Office)** SMILE, a joint British Council and World Bank project, aims at rejuvenating English language education in Sudan. Launched in 2014, it produced seven textbooks to improve English proficiency among 10 million primary school children. Despite facing challenges, such as a revolution, pandemic, and political instability, SMILE's impact endures. Its ongoing initiatives, demonstrate a commitment to transforming English education in Sudan.
Meeting Room 8 - Brighton Centre 50 audience Talk with restricted audience number GI, IPSEN ey, p, s, t, a, e, le	**Trauma-informed teaching: supporting 'brains in pain' in the classroom** **Adam Crowther (British Council Vietnam)** We have all experienced it – learners being disengaged or showing behavioural changes in our classrooms. Such disruptions have become increasingly commonplace with learners experiencing traumatic experiences that leave their 'brains in pain'. This talk will analyse learners' reactions to trauma, and identify teaching techniques and classroom activities to help support learners' well-being, leading to improved performance in the classroom.
Meeting Room 9 - Brighton Centre 70 audience Forum **1020-1135**	**Forum on reading skills** *continued*
Meeting Room 10 - Brighton Centre 60 audience Talk Talk TD, TTEd ey, p, s, t, a, e, le	**Bidialectalism: meeting the needs of speakers of English language dialects** **Yvonne Pratt-Johnson (St. John's University)** Despite serving large numbers of students who speak "non-standard" English, teachers in United States schools typically know little about these students' home dialects or learning needs. The presentation provides participants with an overview of bidialectalism to support administrators in making informed policy decisions and teachers in providing effective, targeted instruction.
Office 11 - Brighton Centre 40 audience Talk LAM, LT ey, p, s, t, a, e, le	**Leading effective virtual teams in language education** **Helen Ng (SKEMA Business School)** Teachers and managers are increasingly involved in global teams and online collaborations. This talk will focus on practical ways in which ELT professionals can provide leadership within an online workspace. We will look at how teacher managers can transform key tasks such as establishing information flow, building rapport, and facilitating collaboration to adapt to the specific needs of remote teams.
Meeting Room 15 - Brighton Centre 80 audience GEN s, t, a, e, le	**The power of in-class revision: practical activities to facilitate learning** **Mary Rice (The London School of English)** My learners have a huge appetite for learning lexis: their eyes light up when they discover another new word. But the light quickly fades as they realise that remembering those words is no easy task. This talk will explore practical in-class revision activities to help students with the most difficult aspects of learning new lexis: remembering, retrieving and reusing it.

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Pavilion - The Grand Hotel 80 audience Talk TD, TTEd ey, p, s, t, a, e, le **TDSIG Showcase**	**The role of experience in teacher identity construction** **Vanessa McDonagh (University of Glasgow)** Experiences on a teacher education programme can help with the construction of teacher identity. In this talk I will share how the commonplaces of narrative inquiry were used to explore the journey of one student on a TESOL masters programme and how his experiences, particularly on micro-teaching, helped with the construction of his teacher identity.
Charlotte - The Grand Hotel 250 audience Forum **1020-1135**	**Forum on the use of *ChatGPT* in writing *continued***
Empress - The Grand Hotel 200 audience Talk TTEd, YLT p, le **ProdProm**	**TKT:YL principles explained: developing and assessing primary children's cognitive strategies** **Kate Gregson (Cambridge University Press & Assessment)** How to help our primary learners become great thinkers? Cambridge TKT:YL specifies 'developing children's cognitive strategies'. What does this actually mean and how can we implement this? Drawing on syllabus examples and *The TKT Course: Young Learner Module*, I'll unpack terms and introduce practical ideas for developing and assessing cognitive strategies for less experienced primary teachers and TKT:YL candidates.
Alexandra - The Grand Hotel 250 audience Panel discussion **1020-1135**	**'People like us' – representation of LGBTQIA+ identity in ELT *continued***

Free tea and coffee will be served in the Exhibition, sponsored by Oxford University Press

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IATEFL Stand	**Teacher trainers meet up** If you are a teacher trainer, come to the IATEFL Stand to meet other professionals and make some connections.
Pop-up Presentation Stage 1140-1155	**IELTS** **An overview of the updated IELTS Writing band score descriptors and assessment criteria** This interactive session will look at what has changed recently in the band score descriptors and assessment criteria for IELTS Writing Task 1 and Writing Task 2. We will highlight the changes that teachers should be aware of, and look at how the marking criteria can be a useful tool for us as teachers in the classroom guiding our students in their preparation for the IELTS Writing Test, and as a tool for the students themselves to self-assess. *Speakers: Louisa Dunne and Sarah Philpot*
East bar - Brighton Centre	**Poster presentations** The poster presentations can be found in East Bar, on the first floor of the Brighton Centre. Each poster will be on display for the duration of the conference and each presenter will be available to answer your questions at the break times of their allocated day. Here are the poster presenters who you can meet on Day 2:
Poster 2 LA t, e, le	**The effect of collaborative self-learning activities on basic psychological needs** **Akari Hirano (Fukuoka University)** This poster explores collaborative self-learning activities utilizing online platforms to satisfy learners' psychological needs. As traditional collaborative learning often faces resistance from learners who prefer individual tasks, this presentation seeks a balanced approach combining individual and collaborative learning to cater to diverse needs. The analysis reveals positive aspects concerning autonomy and relatedness while highlighting the need for improvements in competence.
Poster 5 AL, TTEd t, e, le	**Language use in Thai EMI classrooms** **Parichat Chiablaem (University of Sussex)** This poster focuses on language use in Thai EMI (English as Medium of Instruction) classrooms to explore the areas of code-switching and translanguaging that can occur within the specific bilingualism context. Although an English-only policy is enforced in EMI classrooms, the actual practice might be in a different perspective based on what the lecturers believe and perceive.
Poster 8 LA, TTEd ey, p, s, t, a, e, le	**Facilitating fun-autonomy in PBLL: the halo effect** **Pınar Sekmen (PS: Professional Support in Education (for Teaches & Learners))** Who would want to be involved in a boring language class? Would putting the funniest meme or adding the latest app lead to a meaningful outcome in a project in our language classes? My poster aims to enhance teachers' awareness in avoiding educational biases while building fun and autonomy together in our language classes.

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Poster 11 TD, TTEd s, t, a, e, le	**Language teachers' engagement in vision-based motivational continuing professional development** **Maha Alhejji (University of Warwick)** The study aims at investigating EFL teachers' engagement in a vision-based motivational continuing professional development practices in a Saudi context, involving them in the process of localizing the vision-based framework intervention, and evaluating its long-term impact on their teaching experience. In the poster, I will focus on the intervention process and the major findings.
Poster 14 TD, TTEd s, e, le	**Czech mentor teachers: The uncharted journey in teacher education** **Nikki Fortova (Masaryk University), Jitka Sedlackova (Masaryk University)** Czech teacher education is increasingly emphasizing school-based mentorship for student teachers. Yet, mentors lack defined roles and formal training. Research with English language teacher mentors of varying experience shows they see their role as a way to advance professionally and find renewed inspiration. This perspective holds promise for fostering cooperation among students, mentors, and university educators in teacher education.

Session 2.3	1205-1250	Wednesday 17

Auditorium 1 - Brighton Centre 500 audience Workshop GEN ey, p, s, t, a, e, le	**Mixed language storytelling: English through the languages our learners know** **David Heathfield (Heathfield Creative English Coaching)** Mixed language storytelling offers language learners meaningful ways of using what they already know, making learning engaging, rewarding and joyful. Try out activities for classes where our students share the same first language as well as activities for our plurilingual classes where we all learn from each other by including, celebrating and esteeming students' diverse heritages and language identities.
Syndicate 1 - Brighton Centre 200 audience Workshop LA, YLT p, s, t, e, le **LASIG Showcase ProdProm**	**Teaching direct learning strategies: how, what and why** **Rachael Harris (IATEFL Inclusive Practices & SEN SIG)** After participating in various activities in order to understand what is meant by direct learning strategies, we will look at how to teach them in a young learners or teens context, and why they are so important. Participants will leave with ways to teach their students how to learn; an essential skill for all learners, especially in an inclusive classroom.
Syndicate 2 - Brighton Centre 200 audience Workshop YLT s, e, le	**Spilling the tea: investigating 'new' words in the classroom** **Tracy Huntingford (Burlington Books Greece)** New words and usages are entering English all the time. How can teachers keep up with language change? In this session, I'll reflect on some 'new entries' and consider how investigating new vocabulary in the classroom can empower students, foster critical thinking and encourage meaningful communication, whether your students are Gen-Z or not.
Syndicate 3 - Brighton Centre 200 audience Workshop BE a, e, le **BESIG Showcase**	**How to get clients as a freelance English language teacher** **Rachael Roberts (Earn Learn Thrive Ltd)** Probably the question I get asked most often in my work with freelance ELT professionals is how to find clients. In this workshop, I will take participants through the three key steps in attracting consistent clients, with exercises to help them implement what they're learning. The session will also finish with some strategies to get clients quickly when needed.
Syndicate 4 - Brighton Centre 200 audience Workshop GI ey, p, s, t, a, e, le	**Addressing sustainability and global issues in the language classroom** **Hanna Kryszewska (Pilgrims Teacher Training)** Language teaching curriculum is now increasingly broader including CLIL, learner autonomy, wellbeing, the 4Cs, ICT or mediation. Now add global issues and sustainability, and it may seem too much. In this workshop, we will look at ways to seamlessly introduce these issues (in various age groups), what actions to take through local projects, and what we can learn from non-governmental organisations.
Skyline - Brighton Centre 150 audience Workshop IPSEN, MaW a, e, le	**Requeering discussions: dos and don'ts in queer ELT** **Peter Fullagar (Freelance)** Increasingly, LGBTQIA+ representation is becoming more talked about, but many teachers and writers report a lack of confidence when it comes to representing the community. In this interactive workshop, I will explore how NOT to do representation and give practical ideas of adapting and creating discussions for the ELT classroom and materials.

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Meeting Room 1A -
Brighton Centre
60 audience
Workshop
LAM, TD
ey, p, s, t, a, e, le

Small actions, large impact: your role in teachers' room
Robyn Stewart (ITI Istanbul), Elna Coetzer (ITI Istanbul)
Each of us participates in creating wellbeing. We often talk about learner and teacher wellbeing.
However, we seldom consider how our choices impact our colleagues in the teachers' room. After
sharing our personal connection to the topic, we briefly look at recent developments in 'happiness'
research and introduce activities to bring gratitude, empathy and joy to the fore.

Meeting Room 1B -
Brighton Centre
60 audience
Workshop
TTEd
a, e
TTEdSIG Showcase

Take 5 – airing and sharing top issues on CELTA
Jacqueline Douglas (Freelance)
If there are things that bother you about course delivery, and/or you'd appreciate a wider forum than
is possible in your centre, please come! There'll be group discussions on key issues I know we typically
grapple with and gripe about. We'll explore things that repeatedly come up - everyday stuff trainers
all need help on, ending with some concluding ideas.

Meeting Room 1C -
Brighton Centre
80 audience
Workshop
GEN
ey, p, s, t, a, e, le

The lexical approach: 30 years on
Leo Selivan (Freelance)
It's been 30 years since Michael Lewis's seminal book *The Lexical Approach* (1993) was published.
Boldly subtitled *The State of ELT and a Way Forward*, it promised to revolutionise language teaching.
Has this promise been fulfilled? Searching for an answer, I turned to well-known proponents of the
approach. In this session, I share their insights and suggest practical classroom ideas.

Meeting Room 1D -
Brighton Centre
80 audience
Lightning Talks

LIGHTNING TALKS
This is a brand new format for the IATEFL Conference. A 45-minute session where speakers will have
three minutes each to present their ideas, followed by time for the audience to network with the
presenters and ask questions.

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

Promoting multilingualism in TESOL teacher education for social justice
Melike Bulut Albaba (Sheffield Hallam University)
I will present initial findings of an exploratory practice project I conducted with my MA TESOL students
in the UK context. We explored the potential of promoting our language repertoire to facilitate
teaching and learning in our teacher education module. We problematised the concept of
monolingualism and its impact on our perceptions and practices as English language teachers.

MD
s, e, le

Learner creativity; showcasing student-made learning and evaluation material in ELT
Abigail Ekangouo Awanga (GHS NKOLNDA)
This session is a lightning talk, showcasing student-made learning and evaluation material locally
produced from an English language classroom somewhere in Africa, with the help of their English
language teacher. It will display a variety of beautifully crafted arts work which are a series of
summaries from lesson chapters the students previously studied.

TEA
s, e, le

Assessment in a regular school, from basics to artificial intelligence
Fernando Sartori (Agostiniano Mendel School)
At school we believe that assessment is part of the learning process and helps to maintain standards.
We describe a system that could assess speaking, listening, reading and writing in an integrated way
to make sense both for students, teachers and families. I will also talk about an on-line component
that has been introduced to complement new trends in testing.

LA
s, e, le

The effect of personal choice on intrinsic motivation
**Marion Vedder (Avans University of Applied Sciences - Academy of Sustainable Built
Environment)**
One of the recurring themes in present day teaching is the lack of motivation that pupils show in class.
This specifically holds good for compulsory subjects (e.g. English in the Netherlands) in secondary
schools. Based on my own research, combining personal choice with a weak skill could be an answer
to these motivational issues.

PRON
s, t, a, e, le

The physicality of teaching pronunciation
Paula Runnals (University of California, Berkeley)
The ability to raise students' awareness of what they are doing physically (proprioception) when
producing English sounds is key to pronunciation teaching and learning. I will share three guiding
questions that will help everyone to think about what they are doing physically. I will also share some
techniques for how to use the body and props while teaching pronunciation.

LA, LT
s, e, le

Digital tech in EFL classrooms: teachers' beliefs and promoting creativity
Henry Huang (Dalton Tokyo)
This presentation shares the findings from a small study done at a private secondary school in Tokyo.
The study delves into the impact of three teachers' beliefs on their teaching approach, specifically in
the integration of digital technology to drive creativity in the EFL classroom. The results highlight the
potential of creative tasks in enriching students' language skills.

Meeting Room 3 - Brighton Centre 50 audience Workshop with restricted audience number EAP, TEA s, t, e, le **ProdProm**	***Writing for an Academic Discussion*: all you need to know** **Joanna Wrzesinska (ETS Global)** Workshop participants will discover the new TOEFL iBT® Writing task called *Writing for an Academic Discussion*. The rationale for introducing the new task, its design, scoring guidelines as well as practice resources will be covered. Participants will also have a chance to respond to a sample prompt and receive automated feedback with their raw score in real time.
Meeting Room 5 - Brighton Centre 50 audience Workshop ESOL, TEA a, e, le **ESOLSIG Showcase**	**A2 to B2 in six months, impossible? Yes, we can** **Uma Tadema (English in Emden)** Multi-level classes, varied L1 in the classroom, working under time pressure to prepare students for a high-stakes exam, a stressful situation for many learners and teachers. In this workshop, I will present curated, tried and tested strategies, and give valuable insights into successful practices and practical ideas to implement in your exam preparation courses.
Meeting Room 6 - Brighton Centre 50 audience Workshop with restricted audience number YLT p, s, le	**Drama games and techniques for elementary and intermediate level students** **Diana Bolgare (Diana's Language Coaching)** The aim of this practical workshop is to equip new and experienced teachers with some effective drama and improvisation games and techniques to consolidate their English classes, boost elementary and intermediate-level students' confidence, as well as improvise with the language students already possess. Be ready to learn and have fun.
Meeting Room 8 - Brighton Centre 50 audience Workshop GEN ey, p, s, t, a, e, le	**Mysterious European doors to general knowledge and critical thinking** **Eva Bogdanović (Čarobna riječ - The Magic Word, foreign language school), Ivana Burić Kurtović (Happy Melody, foreign language school)** In this workshop we take participants through a story-based game across Europe to take on challenges, solve puzzles and open doors. Each stage of the game requires a critical thinking skill to explore the areas of history, geography, literature, language, and culture. We aim to foster critical thinking and nurture collaboration by playing a game within a story framework.
Meeting Room 9 - Brighton Centre 70 audience Talk AL, MD p, s, t, e, le	**Maximizing CLIL practices in bilingual education: integrating content and language** **Cassia Venezuela (Faculdade Cultura Inglesa)** In this talk, we will explore a practical approach to CLIL practices through the application of systemic functional linguistics. Through the analysis of authentic texts suitable for the classroom, we'll delve into how language serves as a tool for constructing and organizing cognitive representations of the world. Discover how to empower learners to analyze both language and content effectively.
Meeting Room 10 - Brighton Centre 60 audience Workshop GEN p, s, e, le	**Attentional control activities for children and teens** **Kara McBride (World Learning)** Attentional control is a foundational skill for academic success and social and emotional learning (SEL) and well-being. In this workshop, participants will experience one attention-building activity for children and another for teens. Participants will learn guidelines for integrating SEL skills into English lessons. Discussion will cover identifying and adapting similar activities for our teaching contexts.
Office 11 - Brighton Centre 40 audience Workshop LAM, TTEd ey, p, s, t, a, e, le	**Optimizing onboarding: nurturing institutional values through mentorship** **Julie Wallis (AISLi, Italy)** This interactive workshop is designed to address the challenges of onboarding new teachers. Inclusive practices and procedures during induction are intended to develop institutional values and build better professional relationships from the bottom up. We will draw insights from case studies, share documentation, and show how the entire team can support the process through mentoring and reporting.

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics	**IPSEN** = Inclusive Practices & SEN	**RES** = Research	**le** = less-experienced audience
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ESP = English for Specific Purposes	**MaW** = Materials Writing	**YLT** = Young Learners & Teenagers	**t** = tertiary teaching
GEN = General	**MD** = Materials Development	**ProdProm** = This session includes product promotion	**a** = adult teaching
GI = Global Issues	**PRON** = Pronunciation		

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Quick Reference

Session 2.3	1205-1250 *continued*	Wednesday 17

Meeting Room 15 - Brighton Centre
80 audience
Workshop
LT, YLT
p, s, e, le

The legacy of e-tools in TEFL's post-Covid era
Panagiotis Argyris (Freelance)
This workshop aims to preserve the legacy of teachers' labours while teaching online during the pandemic; a touch paper to self-reflect and transfer the knowledge and skills gained in using cutting-edge technology online to their face-to-face lessons, and to enrich teachers' arsenals with practical e-tools for engaging young learners in a dynamic, gamified way.

Pavilion - The Grand Hotel
80 audience
Workshop
TD, TTEd
ey, p, s, t, a, e, le
TDSIG Showcase

Let's talk about social emotional competences for the classroom
Anna Hasper (TeacherTrain Ltd)
Most teaching focuses on learners' cognitive development. However, a supportive and emotionally managed learning environment is a prerequisite for any learning to happen. This requires teachers and learners to strengthen their social-emotional competences. This interactive workshop will explore the concept of social-emotional competences along with how teachers and learners can enhance these skills for the language classroom and beyond.

Charlotte - The Grand Hotel
250 audience
Workshop
GI, YLT
p, s, a, e, le

Fostering change through youth empowerment and global connections
Margarita Kosior (Macmillan Education), Harry Waters (Macmillan Education)
Are you and your students looking to join a global community of people who want to make a difference? In this workshop, we'll look at how you can become involved in an exciting collaborative initiative, *Change Makers*, and support it with creative contributions, allowing students to step up both locally and globally and have their voices heard across the world.

Empress - The Grand Hotel
250 audience
Workshop
TD, YLT
ey, p, s, t, a, e, le

Differentiation doesn't work! Or does it…? Theoretical considerations, practical solutions
Herbert Puchta (Helbling), Christopher Jory (Helbling)
All classes are mixed-ability, so differentiation is a must in order to meet our learners' individual needs and interests. Teachers, however, often lack the time to differentiate their teaching. In this session, we focus on how differentiation can really work in practice, using original ideas and examples from *Differentiation in ELT: a fresh perspective* and *Options* (a lower secondary course).

Alexandra - The Grand Hotel
250 audience
Workshop
LAM, TTEd
ey, p, s, t, a, e, le

Leading and managing with generative AI: the why, what, how
George Pickering (IATEFL Ambassador)
We can use AI to transform how we lead and manage ourselves/others. We will explore: the opportunities and threats posed; how to start using it; its use in improving productivity; its potential in writing and solving problems; data analysis; its use in image and graphic creation; how we can personally use it to improve performance.

Lunch	1250-1415	Wednesday 17

Skyline - Brighton Centre
1300-1400

IATEFL Annual General Meeting (AGM)
All members are invited to attend our 2024 AGM. There will be an update from the IATEFL Trustees on our annual report, finances and strategy.

Not a member of IATEFL?
Why not visit our stand in the exhibition and find out about membership of the association.
Alternatively, visit our website for information at www.iatefl.org

Pop-up Presentation Stage
1255-1310

Oxford University Press
*Oxford Test of English Advanced***: taster tour & take away tips**
Swing by for a taster tour of the *Oxford Test of English Advanced*, a new B2 to C1 English language proficiency test. In this pop-up session we'll break the test into bite-sized pieces, introducing the test format and highlighting our innovative ways of assessing integrated skills and mediation, both identified as essential academic and professional competencies in the *CEFR Companion* volume. We'll finish the session with some tasty take-away tips which will help you prepare your students for success in the *Oxford Test of English Advanced*… and beyond.
Speaker: Gail Pasque

Pop-up Presentation Stage
1315-1330

LanguageCert
Pave the way to English proficiency with *LanguageCert ESOL for Schools*!
LanguageCert is paving the way to English proficiency with exams catering for every test taker need. Discover our new ESOL single level exams, from A1 to B2, with test content appropriate for school age students.
Speaker: Liam Vint - LanguageCert Portfolio Director

Pop-up Presentation Stage
1340-1355

National Geographic Learning
Five ways to make your school greener
Join sustainability expert and enthusiast, Charlotte Ellis, to get five quick ideas to improve your school's impact on the environment, your community and your students. Come along and receive a free desktop garden!
Speaker: Charlotte Ellis

Auditorium 1 - Brighton Centre
500 audience
Talk
MaW
p, s, t, a, e, le
ProdProm

Games and the green world: constraints, creativity and language play
Jill Hadfield (Freelance)
This talk will consider how games work, in particular how they use constraints to encourage creativity. It will consider two sets of constraints used in games and show practical examples, taken from the *Communication Games* series, of how these constraints can paradoxically create a sense of freedom and foster creativity and language play.

Syndicate 1 - Brighton Centre
200 audience
Talk
LT
ey, p, s, t, a, e, le
ProdProm

Tools and ideas for easily creating digital activities in ELT
Andy Cowle (Avallain), Ian Johnstone (Avallain)
We know that teachers like and usually need to create their own materials. This brings creativity and authenticity into the classroom and, vitally, addresses the specific needs of each student and class. This session demonstrates how all kinds of engaging, interactive digital activities can be created for all ages, levels and learning outcomes, and published instantly to a learning management system.

Syndicate 2 - Brighton Centre
200 audience
Talk
MD, MaW
ey, p, s, t, a, le

Context matters: a sociocultural framework for materials design
Luis Carabantes (Queen Mary University of London)
Whilst the language teaching materials scholarship has provided a body of knowledge to enhance materials design, there remains a gap between the sociocultural paradigm in which ELT is situated and the practice of materials development. In this presentation, I will explain and illustrate how the sociocultural framework of activity theory can be used by practitioners to design socio-culturally responsive materials.

Syndicate 3 - Brighton Centre
200 audience
Talk
BE, EAP
t, a, e, le
BESIG Showcase

Gamifying employability skills training: project scavenger hunt
Birte Horn (Hamm-Lippstadt University of Applied Sciences)
In a rapidly changing world with uncertain employment, interdisciplinary skills are urgently needed to enhance students' employability. This talk will illustrate how an old-fashioned game of scavenger hunt can be modernized, adapted, and used in a business English classroom at university level to successfully train a wide range of employability skills for pre-service learners.

Syndicate 4 - Brighton Centre
200 audience
Talk
AL, TEA
s, t, a, e, le
ProdProm

Investigating test fairness and bias in the twenty-first century
Nathaniel Owen (Oxford University Press), Oliver Bigland (Oxford University Press)
In this talk, we present how OUP investigates fairness and bias in the *Oxford Test of English*. Stakeholders such as English language teachers will gain valuable insight into how test providers ensure fairness through investigating test performance by age, sex, language group and other socio-cultural factors. The session will be 20 minutes and followed by 10 minutes for audience engagement.

Meeting Room 1A - Brighton Centre
60 audience
Talk
LA, YLT
ey, p, s, t, a, e, le
LASIG Showcase

STEAM-based education
Konstantina Karamouta (STEAM Network)
STEM and STEAM education promotes the integration between Science, Technology, Engineering, Arts and Mathematics. By following an interdisciplinary and transdisciplinary approach, STEAM encourages the use of 21st century skills among autonomy and independency in the foreign language classroom. These five disciplines provide meaningful and interactive content to students with hands-on exploration that focus on experiential and inquiry-based learning.

Meeting Room 1B - Brighton Centre
60 audience
Talk
LT, TTEd
ey, p, s, t, a, e, le
TTEdSIG Showcase

Using AI to assist scaffolding reflective practice in teacher education
Elena Oncevska Ager (Saints Cyril and Methodius University)
Supporting informed reflection in teacher education can be time-consuming, especially when working with large groups of student teachers. Can AI act as an assistant in the process of scaffolding meaningful reflection? I will analyse transcripts from my pre-service teachers' engagement with AI to discuss the affordances and challenges involved, as well as the implications of AI-scaffolded reflection more generally.

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Meeting Room 1C - Brighton Centre
80 audience
Talk
GEN, TD
a, e, le

Meaningful listening: training students to become effective listeners and communicators
Andy Jeffery (EC London)
To truly listen is a challenging skill we rarely employ well while communicating. By really listening in a conversation, students can develop their communicative competency and their relationships. This talk explores how to train learners to be more active listeners, while providing practical tips for your lessons to leave a long-lasting impact on your students' listening and communication.

Meeting Room 1D - Brighton Centre
80 audience
Talk
IPSEN
ey, p, s, t, a, e, le

Whiteness and wokeness: a primer
Ann Roemer (Utah State University, USA)
Diversity, equity, and inclusion cannot exist in our schools without both educators and students acknowledging our whiteness. This talk includes the history of race, the characteristics of whiteness, and Ruth Helms' stages of white identity. We will discuss the meaning of whiteness and wokeness in Europe and North America. Come with curiosity and an open mind.

Meeting Room 3 - Brighton Centre
50 audience
Talk
PRON, RES
ey, p, s, t, a, e, le
PronSIG Showcase

Do traditional pronunciation teaching techniques actually work on improving intelligibility?
Hongzhi Wang (City, University of London)
This research-based talk will introduce the procedures and outcomes of a randomized controlled trial that assesses the effectiveness of two popular pronunciation teaching techniques: 'Demonstration & repetition', and 'Listening and identifying'. This experiment answers the question 'Do traditional techniques work?' by investigating the immediate and delayed effects of the techniques on Chinese English learners' L2 vowel intelligibility and comprehensibility.

Meeting Room 5 - Brighton Centre
50 audience
Talk
ESOL, RES
a, e, le
ESOLSIG Showcase

Empowering curriculum design: insights from female refugees' ESOL experiences
Holly Dono (Seetec)
This talk explores how recent research on female asylum seekers and refugees' ESOL experiences in England can inform and enrich curriculum design, fostering impactful learning. Uncover insights to mitigate access barriers and promote lifelong opportunities for refugee women. Discover how innovative course design can maximise ESOL's positive impact on women's families and futures.

Meeting Room 6 - Brighton Centre
50 audience
Plenary Q&A
GEN

Question & answer session relating to Zarina Subhan's plenary session
If you attended Zarina Subhan's plenary session this morning on *Because you're all worth it!*, 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 Zarina Subhan's talk.

Meeting Room 8 - Brighton Centre
50 audience
Talk
AL, TD
ey, p, s, t, a, e, le

Advanced pedagogical methods in ESL writing portfolio
Samah Abduljawad (Royal Commission for Yanbu Colleges and Institutes)
In ESL classes, simply teaching ESL writing using writing portfolios without specific assessment criteria is insufficient for making students successful writers in the target language. This study investigates the barriers that Saudi ESL students face in using the writing portfolio, coupled with suggestions from the ESL teachers that contribute to improving their writing performance.

Meeting Room 9 - Brighton Centre
70 audience
Talk
LAM
ey, p, s, t, a, e, le

How to improve your school's communication and productivity with *Monday.com*
Kat Jeffries (Speak Up London)
How can your medium-sized school improve internal comms, collaboration and productivity in a simple, cost-effective way? In this session, I'll share how our team has transformed its internal processes using the project-management tool *Monday.com*. And I'll explain how you can use it to streamline everything from British Council inspection prep and feedback collection to cross-team collaboration and product development.

Meeting Room 10 - Brighton Centre
60 audience
Talk
GEN
ey, p, s, t, a, e, le

Translanguaging & plurilingualism works: but are we ready yet?
Naziha Ali Raza (Freelance)
Translanguaging/plurilingual pedagogies, while advantageous in ELT, receive little support from institutional administration (Piccardo & Galante, 2018). I will highlight findings from a recent study in the UAE that investigates institutional readiness to embrace such pedagogies, leaving participants to consider the impact of evidenced strategies on student success in their contexts.

Office 11 - Brighton Centre
40 audience
Talk
TD, TTEd
s, e

Language creates different discourses about the world
Benthe Fogh Jensen (University College South Denmark)
In a research project funded by the Danish National Centre for Foreign Languages (NCFF), carried out in a lower secondary school EFL class, the Five-Phase-Model model was developed. The model offers an integration of issues on culture and students' linguistic development. During the talk, I will present elements of each phase, including relevant theoretical perspectives and examples of task and activities.

Meeting Room 15 - Brighton Centre
80 audience
Talk
LIT, YLT
p, e, le

Building a love for reading: the power of reading clubs
Oleksandra Avramenko (Think Global Kyiv Berezniaky) – *Winner of the LitSIG & Creativity Group Scholarship*
Discover the transformative impact of reading clubs for children in this presentation. Dive into the world of interactive and engaging reading experiences that foster a deep love for books. Explore the benefits of reading clubs, including language acquisition, critical thinking, and creativity.

Pavilion - The Grand Hotel
80 audience
Talk
TD, TTEd
s, t, a, e
TDSIG Showcase

Video-enhanced teacher training: guides, networks, and conversations
Cecilia Nobre (University of Warwick)
This talk focuses on harnessing video technology to enhance ELT teacher training. It outlines three core strategies: structured viewing guides for video analysis, building trusted networks among peer trainers, and facilitating collaborative conversations using video. The session aims to provide actionable tools for professional development and to enrich learning environments for trainers and trainees alike.

Charlotte - The Grand Hotel
250 audience
Forum
1415-1530

EAP
t, e, le

Forum on academic language support for students in higher education

Academic writing in a nutshell: language support for university students
Nina Rasmussen (The University of Copenhagen)
This talk will present the content of a 2-hour 'academic writing in a nutshell' workshop developed in response to students' concerns when the medium of instruction on their bachelor-level course at the University of Copenhagen was changed from Danish to English. The workshop consisted of tips, tools and writing strategies followed by detailed written feedback on a mock exam.

LT, MD
t, e, le

LA, TD
t, a, e, le

Removing barriers of inequality in language learning at higher education
Agustín Domínguez Flores (Instituto Politécnico Nacional - Mexico), Mauricio Igor Jasso (Instituto Politécnico Nacional)
The National Polytechnic Institute in Mexico is working towards an international agenda and requires that students improve their English language proficiency. However, inequality in access to learning opportunities was identified as key barrier to this goal. In this talk, representatives of the Institute will present the free online resources developed in-house to tackle the problem and aim to success.

Language advising case studies: does one size fit all?
Martina Šindelářová Skupeňová (Masaryk University Language Centre)
This talk is based on analysing language advising sessions offered to Masaryk University students of various disciplines. As the advisees´ profiles differ in learner autonomy and language competence level, the aim of the talk is to demonstrate what procedures and tools allow the advisors to provide individualized support when students plan, monitor and evaluate their learning.

Empress - The Grand Hotel
250 audience
Forum
1415-1530

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

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

LT
t, a, e, le

Forum on AI: shaping and navigating new pedagogical landscapes

AI in the EFL Classroom. Does it always work?
John Slade (Stafford House London)
The development of AI has created new opportunities for EFL teachers to explore new ways of learning. With ideas popping up left, right and centre, it's challenging to know what works and what doesn't. This talk evaluates different ideas to assess this so that participants can approach using AI in the EFL classroom with greater confidence.

Engaging students ethically and critically in the AI era
Rasha Halat (Lebanese International University)
How can you engage your students with different artificial intelligence (AI) tools critically and ethically? Whether looking at AI-generated pictures or chatting with Chatbots, students need to do it right. I will share practical strategies and techniques that educators can adopt in preparing their students for the AI era.

Enriching classroom instruction with AI: practical pedagogical strategies for teachers
Christopher Collins (Columbia University American Language Program (ALP))
In this talk, I will explore the use of AI chatbots to support teaching and learning in the classroom. These tools can serve as powerful aids for quickly providing context-specific, thematically relevant, and level-appropriate examples of grammar and vocabulary. I will showcase examples and methods for integrating chatbots into pedagogy, crafting effective prompts, and assessing AI-generated output.

Alexandra - The Grand Hotel
250 audience
Talk
GEN
ey, p, s, t, a, e, le

Teaching bad English? The challenge of teaching ELF
Judith Mader (Freelance), Rudi Camerer (elc - European Language Competence)
English as a lingua franca (ELF) includes the most commonly used varieties of English worldwide, but the practicalities of teaching ELF are only now being addressed. We will discuss what ELF is and teachers' and learners' attitudes. We will provide practical ideas for different levels and talk about grammar, vocabulary and pronunciation in ELF courses.

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Session 2.5	1500-1530	Wednesday 17

Auditorium 1 - Brighton Centre 500 audience Talk LA ey, p, s, t, a, e, le	**Reactivating students' zest for learning** **George Kokolas (Express Publishing)** Zest is considered one of the fundamental strengths of a positive psychology mindset. I will review some key elements connected to creating zest for learning. I will also indicate how zest can serve as a bedrock for developing positive feelings in class and how we can debunk negativity when it knocks on our students' doors.
Syndicate 1 - Brighton Centre 200 audience Talk ESOL, TD a, e, le **ESOLSIG Showcase**	**The impact of L1 literacy on English literacy development** **Lesley Painter-Farrell (Westchester Community College State University)** How does low literacy in first languages impact literacy development in English? In this talk, I will share my findings from a piece of action research conducted in an adult ESOL context that explored strategies and activities to help support writing skills development with students with a low literacy level in their first languages.
Syndicate 2 - Brighton Centre 200 audience Talk GEN ey, p, s, t, a, e, le	**The inseparability of lexis, grammar and pronunciation** **Eric Nicaise (Haute Ecole Louvain-en-Hainaut/ UCLouvain, Belgium)** Traditionally, the three areas of language - vocabulary, grammar and pronunciation- have been kept apart in EFL teaching. However, corpus linguistics research has highlighted the need for the lexico-grammar approach. Through a corpus exploration of classroom English, I will take this claim further and take the holistic view that vocabulary, grammar and pronunciation are inseparable from one another.
Syndicate 3 - Brighton Centre 200 audience Talk BE s, t, a, e, le **BESIG Showcase**	**Beyond fluency: unleashing the power of mastery for advanced learners** **Anna Plaksiienko (English Studio by Anna Plaksiienko)** How to engage, challenge, and empower advanced learners? In this talk, we'll discuss effective ways of enhancing productive and receptive skills, fostering autonomy, upgrading grammar and vocab by applying the lexical approach. Acquire a toolkit of activities adaptable to any classroom, helping you design engaging lessons, as well as insights into elevating business English proficiency and creating a dynamic learning environment.
Syndicate 4 - Brighton Centre 200 audience Talk EAP, TEA s, t, a, e, le **ProdProm**	**Discover *LanguageCert Academic*: a test for international higher education admissions** **Catherine Jones (LanguageCert)** Find out about the *LanguageCert Academic* test. Oriented for an academic purpose, this multi-level test certifies performance in Listening, Reading, Speaking, and Writing across four levels of the CEFR, B1 to C2. We will discuss how the tasks, contexts and levels are domain relevant i.e. what makes the test 'academic', and the underpinning assessment research that informed test development.
Skyline - Brighton Centre 150 audience Talk ESP, TTEd t, a, e, le	**Making the move into healthcare or OET: are you ready?** **Ros Wright (Englishformedicine.net)** Forget medical terminology; teaching healthcare professionals and OET candidates to interact safely and effectively with patients is more about 'soft' skills, known in the field as clinical communication skills. Drawing from my experience, I will seek to allay fears and build confidence, ensuring future trainers comprehend the key role they will be playing in the teaching of healthcare professionals.
Meeting Room 1A - Brighton Centre 60 audience Talk LA t, e, le **LASIG Showcase**	**Interactive target language use at beginner's level** **Anja Burkert (Department of English Studies, Graz, Austria)** In this talk, I will discuss ways of involving beginner learners of German and French at university level in authentic target language use right from the start. I will discuss activities and tools and show examples of student-produced items such as peer-corrected texts and dictation texts, talking cards for role-plays, collaboratively written texts, and learner logbooks/diaries.
Meeting Room 1B - Brighton Centre 60 audience Open Forum **TTEdSIG Showcase**	**IATEFL Teacher Training & Education Special Interest Group Open Foum** **TTEdSIG – a community for teacher educators around the globe** In this Open Forum, you will have a chance to meet the TTEdSIG committee and hear about what we have been up to over the past year. There'll also be a chance to share your own thoughts on what we should be doing, as well as network and mingle with other current and future teacher educators.
Meeting Room 1C - Brighton Centre 80 audience Talk RES, TTEd s, a, e, le	**Content and language integrated learning teacher education: challenges and responses** **Lucilla Lopriore (Roma Tre University)** This presentation reports a study I carried out in 3 CLIL (Content and Language Integrated Learning) teacher education courses for Italian content teachers learning to use CLIL in Italian high schools. A reflective approach was adopted within the courses, and challenges were faced by both teacher educators and teachers. Teachers' responses to those challenges are presented and discussed.
Meeting Room 1D - Brighton Centre 80 audience Talk GEN p, s, e, le	**Recognition as key towards success in language learning** **Marcelo Baccarin Costa (MBeducare)** Can we make sure more of our students become successful language users? Yes, and part of the answer lies in recognition, a term from philosophy that means gradually acknowledging each other's subjectivities and developing appreciation of individualities. In this session, we will explore what recognition entails, and discuss some results of my research on teenagers and recognition.

Meeting Room 3 - Brighton Centre 50 audience Talk PRON, RES s, a, e, le **PronSIG Showcase**	**The impact of English accent variations on Chinese learners** **Xian Wang (IATEFL PronSIG) –** *Winner of the IATEFL PronSIG Classroom Research Scholarship* In this talk, we will discuss incorporating multiple English accent variants into the interpretation course in China. We will assess their effectiveness in enhancing tolerance for diverse accents, developing listening and speaking skills, and boosting students' confidence in their own accents. Participants can reflect, question, and exchange ideas for professional development.
Meeting Room 5 - Brighton Centre 50 audience Talk TEA, YLT p, e, le	**Using different assessment tools to make learning progress more visible** **Andrea Nogueira (Associação Cultura Inglesa São Paulo Brazil)** The aim of this talk is to present the process of implementation of formative assessment tools and the positive impact it has demonstrated on students' learning, as well as in parents' and school's satisfaction with the children's progress. The talk also aims at demonstrating how these tools were used to make learning visible throughout the second semester of 2022.
Meeting Room 6 - Brighton Centre 50 audience Talk with restricted audience AL, TTEd t, a, e, le	**English only zone? Translanguaging in study abroad contexts** **Urbashi Raha (The British Council)** By emphasizing learner identities and socio-cultural practices, this session aims to explore an alternative approach to teaching English in study abroad contexts, specifically in English speaking countries. The objective is to address the issue of achieving native-like competency in English. We will delve into the translanguaging approach as a classroom methodology to support bilingual/ multilingual learners.
Meeting Room 8 - Brighton Centre 50 audience Talk RES p, s, t, e, le	**Using digital storytelling tools to improve EFL writing skills** **Merve Baskutlu (Kafkas University)** Considering benefits of collaborative writing and web 2.0 tools, this study aimed to provide a different environment for technology-supported collaborative writing and in-group feedback in small groups for students to improve their English writing skills. In the study, a wiki-based collaborative writing model (experimental group) was compared with the traditional method collaborative writing model (control group) with simultaneous follow-up applications.
Meeting Room 9 - Brighton Centre 70 audience Talk GEN, LAM s, a, e, le	**Standardization and quality control in program development** **Christian Berlin (De Vinci Higher Education, Paris, France)** In higher education in France, standardization and quality control is of paramount importance in programme development. Streamlining the process of course creation and teacher recruitment directly correlates with quality enhancement, as it establishes uniform processes, guidelines, and benchmarks that deliver consistent outcomes. Often negatively perceived, the standardization of course programmes promotes fairness and provides equal opportunities to all students.
Meeting Room 10 - Brighton Centre 60 audience Talk with restricted audience number LIT ey, p, s, t, a, a, e, le	**Extensive Reading improves every skill, even speaking. Try it!** **Chris Fry (Ex British Council, Barcelona)** I will apply my 40 years' experience running class libraries with adults to doing the same thing with an online library like *Oxford Reading Club*, which has hundreds of readers at the level of your students whatever their age and level. At about €26 a year per student it makes Extensive Reading easier and cheaper than ever.
Office 11 - Brighton Centre 40 audience Talk TTEd, TEA p, a, e, le	**Assessment patterns in initial teacher education programmes** **Elaheh Tavakoli (Volda University College)** This talk will show assessment patterns in Norway's teacher education through content analysis of 278 course syllabi. It reports how students in two Initial Teacher Education programmes at three universities are assessed and that these assessment patterns do not usually align with each other. A huge variation was also observed in both coursework and final exam assessment patterns.
Meeting Room 15 - Brighton Centre 80 audience Talk LIT, YLT ey, s, p, e, le	**Exploring picturebooks to challenge stereotypes and foster inclusion** **Romina Muse (IATEFL YLTSIG / FAAPI)** Picturebooks are a pedagogical resource that frequently integrate with early years' practice. Hailed as an alternative for promoting literacy, they have untapped potential to combat stereotypes and promote inclusivity. This talk explores picturebooks through the lenses of intersectionality and deconstruction. Participants will leave with insights and tools for crafting inclusive lessons centred around carefully selected and curated children's stories.
Pavilion - The Grand Hotel 80 audience Talk TD, TTEd ey, p, s, t, a, e, le **TDSIG Showcase**	**Reflective teaching - igniting innovation, collaboration and growth** **Tamires de Oliveira (Simplifica Ingles)** In a rapidly changing and interconnected world, reflection is a transformative journey that elevates students' and teachers' achievements. In this practical talk, we will identify how the integration of digital tools takes reflective teaching to new heights; analyze useful frameworks; recognize thought-provoking reflection questions; and get better prepared to design our own reflective ecosystem.
Charlotte - The Grand Hotel 250 audience Forum 1415-1530	**Forum on academic language support for students in higher education** *continued*

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Session 2.5	1500-1530 *continued*	Wednesday 17
Charlotte - The Grand Hotel 250 audience Forum 1415-1530	**Forum on academic language support for students in higher education** *continued*	
Empress - The Grand Hotel 250 audience Forum 1415-1530	**Forum on AI: shaping and navigating new pedagogical landscapes** *continued*	
Alexandra - The Grand Hotel 250 audience Talk IPSEN, LT ey, p, s, t, a, e, le	**Is it ethical? Teaching with edtech to maximize inclusiveness** **Anna Bartosik (George Brown College)** With an increased interest in access, accessibility, and inclusion among educators, ethical choices may not be prioritised when using educational technology. This workshop explores ethical considerations that play a large role in hybrid learning environments and how we can thoughtfully approach technology to maximise inclusivity. We will explore tech ethics in applications, devices, course requirements, and artificial intelligence.	

Break	1530-1600	Wednesday 17

Free tea and coffee will be served in the Exhibition, sponsored by Oxford University Press

OXFORD UNIVERSITY PRESS

IATEFL Stand	**Materials writers, proof readers, editors and publishers meet up** If you are a materials writers, proof reader, editor or work in publishing, come to the IATEFL Stand to meet other professionals and make some connections. **Meet the IATEFL *Voices* editor** Find out more about our bi-monthly magazine and how you can get involved or published in it.
Pop-ip Presentation Stage 1535-1550	**ETS Global** **TOEFL® Mastery Challenge** Are you ready to unlock the secrets of the *TOEFL iBT®* test and explore the entire *TOEFL® Family of Assessments*? Join us for our exciting TOEFL quiz, where we'll put your knowledge to the test, and your expertise could open the door to great prizes! Come play with us, test your TOEFL knowledge and discover what sets you apart. Don't miss out on this exciting opportunity, join the fun! *Speakers: Celestina Cardoz Maury and Marta Zaninelli*
East bar - Brighton Centre	Poster presentations (see page 58)

Session 2.6	1600-1630	Wednesday 17
Auditorium 1 - Brighton Centre 500 audience Talk LT, TEA t, a, e, le	**The AI interviewer: spoken dialog systems in computer-based language assessment** **Yasin Karatay (Cambridge University Press & Assessment)** In this talk, we will explore the innovative potential of artificial intelligence technology, specifically Spoken Dialog Systems (SDS), for assessing second-language oral communication skills. The session will introduce the technology and its research-backed advantages, as well as its current limitations. Participants will experience the capabilities of SDS through a live demonstration, offering hands-on experimentation.	
Syndicate 1 - Brighton Centre 200 audience Talk TD, TTEd ey, p, s, t, a, e, le **TTEdSIG Showcase**	**The casebook method for language teacher education and professional development** **Gary Barkhuizen (University of Auckland)** Cases are short narratives that draw attention to issues and dilemmas relevant to classroom teachers. I draw on my experience of using the casebook method to provide a rationale for doing so and to present examples of cases and their use in teacher education. The audience will be encouraged to suggest ways in which the cases might be further used.	
Syndicate 2 - Brighton Centre 200 audience Talk EAP, TEA s, t, a, e, le	**Can teaching academic English and assessment for learning cooperate?** **Zeynep Ogul (ETS Global B.V.)** Assessment, a fundamental component of teaching and learning can also be considered as a barrier to teaching and learning especially thanks to the "teach to the test" approach. However, the "assessment for learning" approach has enabled a shift to how assessment can enhance learning. This talk will emphasize how appropriate assessment tools can promote effective and sustainable teaching and learning in an academic English teaching context.	

Session 2.6   1600-1630   Wednesday 17

Syndicate 3 - Brighton Centre 200 audience Talk BE, ESP t, a, e, le **BESIG Showcase**	**Analysing unmet needs: business communication competencies required in multinational companies** **Radek Swiecinski (Amsterdam University of Applied Sciences)** This research was conducted to update the content of the International Business Studies curriculum. The dynamically developing business environment, including the shift towards hybrid work, deepened the widely reported misalignment between business communication instruction and industry requirements. Thus, we resolved to discover what this misalignment entails and will present the employers' unmet needs concerning recent graduates' communication skills.
Syndicate 4 - Brighton Centre 200 audience Talk TEA s, t, a, e	**Developing a *Global Scale of Languages* for multilingual learners** **David Booth (Pearson)** The *Global Scale of English* is a well established framework for learning and assessment of English. The framework was recently re-evaluated to see how its usefulness could be further enhanced. We will report on work done to extend the scale both in its length and in its applicability to other languages therefore forming the basis for a *Global Scale of Languages*.
Skyline - Brighton Centre 150 audience Talk LAM ey, p, s, t, a, e, le	**A practical approach to staff wellbeing** **Fiona Dunlop (Wimbledon School of English)** We have learned a lot recently about the importance of wellbeing. I will consider what works and how our approaches have evolved. I will explore practical ideas to ensure that, as an organisation, our approach to wellbeing is useful, integrated and consistent. I will provide tried and tested ideas that can be adapted to suit your own environment.
Meeting Room 1A - Brighton Centre 60 audience Talk LA, LT p, s, t, a, e, le **LASIG Showcase**	**Using gamified learning environments to foster student engagement** **László Hajba (Freelance) – *Winner of the IATEFL Bill Lee Scholarship*** In this talk, I am going to walk you through the steps of creating a gamified learning environment which adapts to your needs and fosters student motivation. The talk will highlight common misconceptions about gamification and give you useful real-life classroom examples of using it in your own teaching context, from primary to adult education.
Meeting Room 1B - Brighton Centre 60 audience Talk TD p, s, a, e, le	**My TEA journey from fearing feedback to understanding feedback** **Alaa Talat (Al-Azhar Al-Sharif)** In this talk, I aim to cascade my experience regarding feedback and explore the effects positive and negative feedback has on learners and learning. Participants will discuss several feedback strategies and I will ask some questions about how and when feedback should be given. Also, they will apply some activities to learn about effective and ineffective feedback.
Meeting Room 1C - Brighton Centre 80 audience **Forum** 1600-1715 AL, RES t, e GI, TD p, s, e, le AL, RES t, e, le	**Forum on EMI** **University autonomy as a driver of English-medium instruction** **Peter Wingrove (The Open University)** The last twenty years have seen exponential growth in EMI in European higher education. This paper models data from over 3000 universities in 44 European countries to investigate the factors that predict EMI, with a specific focus on university autonomy. Does liberalising higher education lead to an increase in EMI? What does this mean for the TEFL world? **EMI: issues, challenges and opportunities** **Sajan Chaudhary (Shree Janata Secondary School, Ramdhuni-3, Sunsari)** This presentation highlights the rapid rising craze of English as a medium of instruction (EMI) in general along with challenges and opportunities in community schools of Nepal in particular. It also explores the implementation sector of EMI in EFL classroom settings and contexts. It reveals some practical and empirical measures to bridge the gap between teachers and students. **Student collaboration as a coping strategy in English-medium study** **Awad Alhassan (Dhofar University)** This talk reports on findings from a qualitative study on English as a foreign language (EFL) students' coping strategies in an English-medium programme of study in an EFL context. The target audience include English-medium content teachers, EAP teachers, EMI researchers and policymakers. I will actively engage with the audience in the discussion of the study's pedagogical implications.

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

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Meeting Room 1D - Brighton Centre
80 audience
Forum
1600-1715

GEN
s, t, a, le

Forum on teaching vocabulary

From vocabulary builders to vocabulary enjoyers
Marina Dolgacheva (Teachers Teach Teachers)
Teaching lexically implies teaching a lot of chunks. How can we encourage our students to learn and then start using the vocabulary from the lesson? In this talk, I will introduce several ways of maintaining personalised vocabulary builders and explore ways of bolstering students' confidence when using the new vocabulary in their speech.

LT
t, e, le

Media type and EFL vocabulary acquisition
Kevin Wrobetz (Kobe Gakuin University)
This study attempts to measure the applicability of game-based learning methods for EFL vocabulary acquisition in educational contexts. To this end, six different games were used in conjunction with six different English language articles in three EFL classes. Results indicate that games may be equally effective as reading articles for the purpose of vocabulary acquisition.

YLT
s, e, le

How to increase student academic vocabulary in speaking
Zhananur Kassimova (Nazarbayev Intellectual school of chemistry and biology)
Students learn new words by reading and listening to various texts, but they may not use these words in speaking or writing. One of the reasons is that they may find it difficult to apply these words in a new context. Therefore, it is crucial to create tasks that will encourage students to recycle new words.

Meeting Room 3 - Brighton Centre
50 audience
Talk
PRON
s, t, e, le
PronSIG Showcase

Understanding pronunciation learning strategies for word stress through diary reflections
Ivana Duckinoska-Mihajlovska (Ss. Cyril and Methodius University in Skopje)
Pronunciation learning strategies have the potential to direct learners' private practice. This talk will focus on how 20 Macedonian EFL learners used strategies during their practice of word stress rules. The recorded strategy use and reflections in diary entries shed light on their learning processes and help us make more informed choices about strategy use for promoting autonomous learning.

Meeting Room 5 - Brighton Centre
50 audience
Talk
RES
a, e, le
ESOLSIG Showcase

Facilitating immigrants' Finnish language learning in a vocational college
Rezvan Zonoubi (Savon Ammattiopisto)
This talk reposts the results of a three-year project in a vocational school in Finland called AMOS. In this project, a language teacher, a vocational teacher and immigrant counsellors collaborated to facilitate immigrants' Finnish language learning and vocational knowledge and skills. We gathered data through interviews, questionnaires and observation. The results showed learners benefited from this collaboration.

Meeting Room 6 - Brighton Centre
50 audience
Forum
1600-1715

EAP, TTEd
s, t, a, e, le

LT, TD
s, a, e, le

GEN
a, e, le

Forum on foreign language anxiety: eliminating barriers and moving forward

Teaching multilinguals and navigating foreign language anxiety
Aviva Katzenell (Florida Atlantic University), Konstancja Szymanska (Florida Atlantic University)
This session will empower and educate the audience in identifying and decreasing foreign language anxiety in academic settings among multilingual learners. This talk will define foreign language anxiety and its components as well as provide tools to lower the affective barrier through identification and recognition of this significant and complex issue pedagogically in the classroom and beyond.

Foreign language anxiety: possible ways to mediate its detrimental effects
Olha Yavorska (Freelance) - *Winner of the Macmillan Education Scholarship*
Fear is reflected in the way the amygdala reacts to a potential threat, and it can penetrate the body during target language production. 75% of all learners feel language anxiety. The focal points of the talk will be neurolanguage coaching, online learning, and VR-based education as possible methods to eliminate or mediate the negative consequences of foreign language anxiety.

When grammar anxiety hampers English use among adults in Kerala
Christudas Amala Lal (University of Kerala)
The anxiety about grammatical correctness considerably inhibits the confidence of adult Keralite learners while using English for communication. There still lingers the impact of explicit grammar teaching during school and college, with a considerable emphasis on correctness. This talk will present this paradoxical situation based on classroom experience and proceed to discuss the strategies attempted to overcome it.

Meeting Room 8 - Brighton Centre
50 audience
Talk with restricted audience number
EAP, ESP
t, e, le

The transformative role of scaffolding in post-graduate academic writing tutorials
Cathy Morand (UCL)
This session explores strategies that experienced writing tutors use to implement scaffolding throughout all stages of an online tutorial. Through the use of questions and dialogic interaction based on a student's text submitted before the tutorial, tutors can provide targeted instruction relevant to the student's current needs. Participants will have opportunities to compare these strategies with their localized tutorial practice.

Meeting Room 9 - Brighton Centre 70 audience Talk ESP, LT s, t, a, e, le	**Leveraging the power of AI in presentations training** **Vida Bicman (University of Applied Sciences Campus 02)** This talk aims to show how AI was used in a presentations training course at university level. It will deal with three components; script generation, visuals design, which includes slides, videos, avatars and voiceovers, as well as insights from the post-presentation analyses. The talk will focus on *ChatGPT*, *Tome.app*, *Colossyan.com*, *Steve.ai* and *Padlet*.
Meeting Room 10 - Brighton Centre 60 audience Talk AL, EAP t, a, e, le	**Scholarship of teaching and learning in ELT and professional development** **Raj Khatri (George Brown College)** In this session, I plan to discuss the scholarship of teaching and learning (SoTL) initiatives and the subsequent professional development opportunities developed for faculty members at a community college's ELT department in Canada. Participants will identify the SoTL pillars with which the SoTL committee has engaged the faculty and discuss the ways of establishing SoTL at their institutions.
Office 11 - Brighton Centre 40 audience Talk LA, LT t, e, le	**Student engagement in times of generative AI** **Claudia Kunschak (Ritsumeikan University)** This talk will present a framework for post-pandemic AI-aware strategies, instruments, and activities to foster student engagement with tasks, peers, instructors, and the student's own learning process. Participants will explore both principles and concrete examples of fostering student engagement, and discuss the when, what, why, and how of incorporating these into their own course planning and teaching practice.
Meeting Room 15 - Brighton Centre 80 audience Forum 1600-1715 LA, YLT ey, p, s, t, a, e, le TD, TTEd s, e, le AL, YLT ey, s, p, e, le	<u>**Forum on place-based learning**</u> **Place-based education: the world as my canvas** **Maria Davou (Glossomatheia Language Learning & Research Center)** In this talk, we will explore the transformative power of place-based education. We will investigate how connecting learning to local environments enriches student engagement, fosters community connections, and cultivates ecological awareness. We will delve into innovative teaching methods that bridge classroom theory with real-world experiences, nurturing well-rounded, conscientious learners prepared to shape a sustainable future. **EFL spoken production and interaction outdoors for secondary school students** **Anat Shoseyov (Kinneret Academic College on the Sea of Galilee)** Speaking English as a second or foreign language can be challenging and often induces anxiety. The search for pragmatic methods to promote spoken production among secondary school students entailed the theory of practising speaking in EFL outdoors. This talk introduces the pedagogical and technical aspects of a novel practical approach, aiming to encourage authentic spoken production and interaction. **Bringing nature and forest education into language learning** **Francesca Xenaki (Paixnidagogeio Primary School)** This talk explores the integration of the nature and forest educational approach into language learning settings. This topic highlights the benefits of combining experiential learning in natural environments taking into account child-centered, self-directed methodologies. The presentation will delve into the synergies between them, emphasising how they can foster holistic development, enhance language acquisition, and promote a deeper connection with nature.
Pavilion - The Grand Hotel 80 audience Talk LT, TD t, a, e, le **TDSIG Showcase**	**Stimulus and discussion - widening participation in teacher development** **Clive Shaw (Kings Foundations, Kings College London)** This talk reflects on an initiative taken to widen participation in teacher development within a university department (English for Academic Purposes) by creating an asynchronous discussion thread. The talk explains how *Microsoft Stream* was exploited to serve as stimulus for thread discussions, the objectives of teacher development materials and how findings may be applied in other teacher development contexts.
Charlotte - The Grand Hotel 250 audience Talk RES, TEA t, e, le	**Reliability in rating scales: the case for training and norming** **Michael Fields (University of Delaware English Language Institute)** A small-scale research project investigated the ability of teacher-raters to rate upper-intermediate academic essays more consistently using a rating scale than control teacher-raters using an impression marking system. Surprisingly, the results showed no significant difference between the two groups. The conclusions drawn indicate the necessity of training in the use of rating scales and more frequent norming.

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Session 2.6	1600-1630 *continued*	Wednesday 17

Empress - The Grand Hotel
250 audience
Forum
1600-1715

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

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

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

Forum on freelance teaching

The social media mystery: blueprints for growing an ELT community
Claire Bowes (englii)
Is going viral the key to success? Growing an online audience of learners may seem like a matter of luck. However, there is much more going on behind the scenes than you might think. This session shares tactics and tips for social media growth, audience cultivation and engagement, and applying marketing concepts to your teaching strategies.

Writing words that attract students as a freelance ELT teacher
Lauren Martin (Copy That Copywriting)
Why would students choose to learn with you over the millions of other teachers offering English classes? What makes you different? In this talk, you'll learn to define your unique selling point as a freelance ELT professional and set your services apart using words that inspire, empower and attract more students.

How to build a profitable personal brand in ELT
Ola Kowalska (Ola Coaches Teachers)
Freelancing in ELT can feel tough with so many peers offering similar services. Doubts about our expertise and pricing can creep in. But fear not! In this talk, you'll learn how to craft a standout personal brand so you can say goodbye to feeling like a commodity in this competitive field.

Alexandra - The Grand Hotel
250 audience
Talk
GEN
ey, p, s, t, a, e, le

Grammar myths and how not to fall for them
Alex Semakin (Freelance)
Grammar is perhaps the most contradictory area of ELT. It is part of almost every syllabus, yet is often viewed as something boring and avoidable. The contradiction could be due to some myths that exist about grammar and grammar teaching. I will tackle some popular myths and let the audience reflect on the beliefs about grammar that inform their teaching.

Session 2.7	1645-1715	Wednesday 17

Auditorium 1 - Brighton Centre
500 audience
Talk
MD, TEA
ey, p, s, t, a, e, le
ProdProm

Applying evidence-centered design to standardized and classroom assessments
Edward Getman (Educational Testing Service)
After providing a theoretical introduction to principles of Evidence-Centered Design (ECD), I will show a real-life example of how they were used to create the new Writing for an Academic Discussion task on ETS's *TOEFL iBT test*. Then, we will discuss practical applications of ECD by language teachers to develop valid and useful classroom assessments of their own.

Syndicate 1 - Brighton Centre
200 audience
Talk
GI, MD
ey, p, s, t, a, e, le

Affordances of digital multimodal composing in global Englishes curriculum development
Alfred Lo (University of Oxford)
I will introduce the theoretical orientations of Global Englishes and its significance for ELT curriculum development. I will delineate what the technology-afforded multimodal resources in Digital Multimodal Composing are and how they can mediate students' awareness of Global Englishes. I will present a ready-made project for students' awareness-raising and implicate how it can be applied to different education levels globally.

Syndicate 2 - Brighton Centre
200 audience
Signature Event
1645-1815
LT, TD

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British Council Signature Event
The future of English in the age of AI
Adam Edmett, Neenaz Ichaporia, Mariano Felice, Helen Crompton, Amy Lightfoot
What have we learned through our recent research and experiments with applying AI to teaching and assessment? How can we collectively work together to overcome the issues we've identified? How can teachers safely realise the potential of AI to support learning? As the future of AI and ELT unfolds, join us to explore answers to these questions and more.

Syndicate 3 - Brighton Centre
200 audience
Talk
BE
t, a, e
BESIG Showcase

Guiding tomorrow's professionals: nurturing students for success
Bethany Cagnol (Telecom Paris)
Join us as we explore innovative strategies for preparing higher-education students to thrive in their professional journeys. In this talk, we will share up-to-date and practical ELT methods for integrating social & environmental responsibility, leadership principles, and strategies for behavioral interviews. We will also delve into cross-departmental approaches to accompany students towards a successful transition into the professional world.

Syndicate 4 - Brighton Centre 200 audience Talk EAP, LT a, e, le **ProdProm**	**Advancing academic presentation skills through VR glasses** **Elizaveta Tikhomirova (Skolkovo Institute of Science and Technology), Anastasia Sharapkova (Lomonosov Moscow State University)** Here we report on designing and probing an Academic Communication course in an EMI institution with VR glasses and a specially developed app emulating a conference room for training presentation skills. We analyse automatic feedback from the system, audio recordings of the presentations, student and instructor feedback, and suggest app improvement and course integration.
Skyline - Brighton Centre 150 audience Talk EAP, TD s, t, e, le	**Think to write: write to think** **Richard Harrison (Canford Publishing)** This talk discusses the connection between critical thinking and academic writing and how one promotes the other. The quotation :'The best way to teach critical thinking is to teach writing' is examined. The talk also looks at specific thinking skills involved in the writing process and offers some practical classroom ideas for developing both thinking and writing skills.
Meeting Room 1A - Brighton Centre 60 audience Open Forum **1645-1815** **LASIG Showcase**	**IATEFL Learner Autonomy Special Interest Group Open Forum** **Features of learner autonomy: practical examples and hands-on activities** In this session, LASIG's committee will highlight different features of language learner autonomy and explore with you how to implement them in your classroom to motivate and empower your learners. We will also look at practical activities to support learners in taking advantage of the multiple opportunities to use the language beyond the classroom.
Meeting Room 1B - Brighton Centre 60 audience Talk TTEd ey, p, s, t, a, e **TTEdSIG Showcase**	**Non-permanent in-service teacher educators: identity experiences from the margin** **Kuheli Mukherjee (Department of School Education, Govt. of West Bengal) –** *Winner of the IATEFL Ray Tongue Scholarship* Non-permanent in-service teacher educators play an important role in ESL teacher development in countries like India in the Global South. The talk, with reference to six such teacher educators, will present an ethnographic study of their teacher educator identity development and the consequent dilemma emerging out of their professional identity as teachers.
Meeting Room 1C - Brighton Centre 80 audience Forum Forum **1600-1715**	**Forum on EMI** *continued*
Meeting Room 1D - Brighton Centre 80 audience Forum **1600-1715**	**Forum on teaching vocabulary** *continued*
Meeting Room 3 - Brighton Centre 50 audience Talk PRON, TD s, t, a, e, le **PronSIG Showcase**	**L2 teachers' professional trajectories with pronunciation teaching: a 10-year study** **Michael Burri (University of Wollongong)** Drawing on an ongoing 10-year research project, in which qualitative data were collected in six phases, this presentation provides important insights into the professional trajectories of L2 teachers, including their developing practices and cognitions (beliefs, knowledge) about English pronunciation teaching and learning. Following an overview of the study's main findings, implications for teacher educators, teachers, and researchers are discussed.
Meeting Room 5 - Brighton Centre 50 audience Talk ESOL, TTEd t, a, e, le **ESOLSIG Showcase**	*Trinity Cert(T)ESOL***: teacher training and the university as community citizen** **Laura Walker (University of Central Lancashire), Elena Gandini (University of Central Lancashire), Murad Alhamwi (Lancashire County Council)** We report on the setting up of an externally-funded *Trinity CertTESOL* initial teacher training course at our university in order to meet the ESOL teacher shortage in our local area, and examine the role of the university in its responsibilities as a community citizen. Processes, positives and drawbacks will be discussed along with possibilities for other institutions to replicate.
Meeting Room 6 - Brighton Centre 50 audience Forum **1600-1715**	**Forum on foreign language anxiety: eliminating barriers and moving forward** *continued*
Meeting Room 8 - Brighton Centre 50 audience Talk YLT ey, s, e, le	**Listening to children's voices: EFL learners' independent digital reading experiences** **Weizhao Gong (University of Warwick)** Limited research has been conducted into the use of these applications by young English language learners, especially in informal learning contexts. This talk shares EFL children's perceptions about their independent reading experiences with a mobile application called *Palfish*, which provides English storybooks and picturebooks with rich multimedia and interactive features.

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Meeting Room 9 - Brighton Centre
70 audience
Talk
LAM
ey, p, s, t, a, e, le

Empowering education: using principles of self-managed teams to foster autonomy
Priscilla Manfredini (Associação Cultura Inglesa São Paulo)
In this talk, we're going to reflect on the conditions that make some self-managed teams so prosperous, and how to work on them to adapt and implement self-managing strategies to the reality of educational organizations, in order to develop autonomy and engagement among teams, promoting successful work that ultimately reflects on student's results.

Meeting Room 10 - Brighton Centre
60 audience
Talk
EAP, ESP
t, e

Supporting faculty in credit courses with a language teacher lens
Cristina Petersen (Camosun College), Nick Travers (Camosun College)
This talk introduces a project at a Canadian college that embeds English language instructors in credit programs to support faculty with EAL students. Multilingual Support Services (MSS) works with content faculty on assignment/exam clarity, materials development, and cultural issues. The development, integration, and uptake of two supports are highlighted: the Instructional Materials Analysis Project (I-MAP) and discipline-specific vocabulary materials.

Office 11 - Brighton Centre
40 audience
Talk
TTEd, TEA
ey, p, s, t, a, e, le

Feedback: the pedagogical pendulum
Yéssica Aguilera Fuentes (Universidad Tecnica Federico Santa Maria)
It is known that feedback helps boost the language learning process. Providing feedback helps teachers and students to become aware of the progress that has been made as part of the learning experience. But how are we integrating feedback in our lessons? What role do students have in that process? Current and future challenges will be analysed in the talk.

Meeting Room 15 - Brighton Centre
80 audience
Forum
1600-1715

Forum on place-based learning *continued*

Pavilion - The Grand Hotel
80 audience
Talk
EAP, IPSEN
t, a, e, le

Evaluating a trauma-informed EAP programme for refugee-background students
Aleks Palanac (University of Leicester), Deirdre McKenna (University of Leeds)
This talk outlines the findings of an evaluative pilot study of a structured online programme of free non-formal English for Academic Purposes (EAP) classes and independent learning resources, specifically for refugee-background students. It takes a trauma-informed social justice approach, emphasising inclusivity, social responsibility and student agency, and brings together volunteers and a range of partner organisations

Charlotte - The Grand Hotel
250 audience
Talk
TD
ey, p, s, t, a, e
TDSIG Showcase

Improving the effectiveness of professional development: Lessons from 30,000 teachers
Simon Borg (ELT Consultant)
In this presentation, I draw on my experience of evaluating continuing professional development (CPD) programmes to identify key factors that impact on the effectiveness of such programmes. The examples of CPD I consider are diverse, geographically, in duration and scale, and the analysis provides insights of practical value to professionals involved in the design and implementation of CPD in ELT.

Empress - The Grand Hotel
250 audience
Forum
1600-1715

Forum on freelance teaching *continued*

Alexandra - The Grand Hotel
250 audience
Talk
GEN
ey, p, s, t, a, e, le

Empowering oracy: transforming ELT curricula for student success and well-being
Sarah Howell (Oracy Lab), Lisa Kester-Dodgson (Oracy Lab)
This presentation explores the profound impact of an oracy-rich education on students' well-being and academic success. Through explicit oracy instruction, teachers can nurture students' communication skills, fostering confidence and self-expression. The session draws on real-life oracy projects emphasising the importance of equipping students with effective communication skills for educational and professional achievement. Strategies for embedding oracy will be shared.

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GI = Global Issues	**PRON** = Pronunciation	**ProdProm** = This session includes product promotion	**a** = adult teaching

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Session 2.8	1730-1815	Wednesday 17

Syndicate 1 - Brighton Centre 200 audience Workshop GEN ey, p, s, t, a, e, le	**Asking questions – easy as ABC, isn't it?** **Carole Anne Robinson (NILE Norwich Institute for Language Education)** Do the questions we ask in our teaching, training and educational workplace contexts really get to the heart of what we want to find out? In this workshop, you will have the chance to discuss the value of difficult questions and how they might provide answers that allow us, our students and our colleagues to reflect and develop.
Syndicate 2 - Brighton Centre 200 audience Signature Event **1645-1815**	**British Council Signature Event** *continued*
Syndicate 3 - Brighton Centre 200 audience Workshop BE, ESP a, e, le **BESIG Showcase** **ProdProm**	**Working in international teams: what can we do better?** **Ian McMaster (Freelance)** More and more people work in international teams, whether as leaders or team members, face-to-face or remotely. This can be stimulating but involves different working styles and cultures, leading to potential misunderstandings and conflict. Using the book *Trainingsbuch Business English* (Haufe), participants will be encouraged to reflect on how they can encourage clients to develop effective strategies for international collaboration.
Syndicate 4 - Brighton Centre 200 audience Workshop IPSEN, MD ey, p, s, t, a, e, le	**Accessibility and ELT video** **Adam Salkeld (Digital Learning Associates), Elena Deleyto (Digital Learning Associates)** As we prepare for next year's European Accessibility Act deadline, many of us will be choosing more video in our materials as it's one of the most accessible content formats. But we must still ensure it is accessible. This workshop provides an overview of priorities in video accessibility and each major requirement is explored with a participatory activity.
Skyline - Brighton Centre 150 audience Workshop LIT, YLT p, s, e, le	**Embracing Shakespeare: enriching EFL learning for young minds** **Conny Loder (European School Munich)** This workshop looks at approaches to foster a deeper appreciation for the English language, enhance language proficiency and nurture critical thinking and creativity among young and teenage learners. We will explore a holistic approach to teaching Shakespeare, drawing from various sources such as text, audio/video and digital material, as well as hands-on crafting activities.
Meeting Room 1A - Brighton Centre 60 audience Open Forum **1645-1815** **LASIG Showcase**	**IATEFL Learner Autonomy Special Interest Group Open Forum** *continued*
Meeting Room 1B - Brighton Centre 60 audience Workshop GEN t, a, e, le	**Ketchup, CATCH UP! - How to teach phrasal verbs** **Kasia Warszynska (EV Teacher Training)** Phrasal verbs. Do they TURN you ON or OFF? And your students? Let's turn that love-hate relationship into meaningful teaching/studying. I'll GIVE AWAY my tried and tested techniques that'll SPICE UP your class. I'll show you a successful project I've been doing for years. We'll also COME UP WITH ideas together, so you'll easily have something to implement on Monday!
Meeting Room 1C - Brighton Centre 80 audience Workshop IPSEN ey, p, s, t, a, e, le	**Taking an empathic and inclusive approach to managing learners' behaviour** **Alicja Sablik-Maciejewska (British Council Poland)** What is your reaction to disruptive learners' behaviour? Do you understand why such behaviour happens? We will analyse challenging behaviour patterns and use empathic listening techniques to uncover reasons behind difficult behaviour. Discussing real-life case studies and your examples, you will learn and apply nonviolent communication and empathic listening techniques to handle learners' behaviour more inclusively and positively.
Meeting Room 1D - Brighton Centre 80 audience Workshop YLT p, s, le	**Using a groupwork framework to teach YL students life skills** **Bella Szyszkowska (British Council Mexico)** As YL teachers we have a responsibility to develop life skills alongside language. The question is, how do we facilitate this development in a meaningful and principled way? This workshop will give concrete examples of how to explicitly develop metacognitive skills, social and emotional skills and creativity using a group project framework.
Meeting Room 3 - Brighton Centre 50 audience	**Tribute Session** This is an opportunity for you 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.

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Meeting Room 5 - Brighton Centre
50 audience
Workshop
ESOL
s, a, le
ESOLSIG Showcase

Empowering migrant learners: insights to translanguaging in the classroom
Josianne Block (Migrant Learners Unit, Malta)
Translanguaging allows the fluid and flexible use of language rather than conforming to linguistic norms. This workshop delves into how migrant learners could use translanguaging as a strategy for meaning-making and identity construction. We will tackle practical examples of vocabulary, speaking, and writing tasks, and challenge prevailing notions of monolingual bias in second language acquisition.

Meeting Room 6 - Brighton Centre
50 audience
Workshop with restricted audience number
EAP, ESP
s, t, a, e, le

Grappling with grammar: techniques to enhance teaching and learning
William Kerr (Koç University Istanbul), Kismet Funda Akgul (Freelance)
Our workshop offers participants the opportunity to work in small groups with several techniques to make grammar teaching lively and meaningful for multi-level learners, in both synchronous and non-synchronous environments. Our goal is to encourage instructors to actively participate in tasks they may not have used themselves – tasks designed to enhance effective and enjoyable grammar instruction and learning.

Meeting Room 8 - Brighton Centre
50 audience
Workshop with restricted audience number
GEN
a, e, le

Fostering a sense of community in an EFL environment
Julija Vaisviliene (Kings Brighton)
Teaching in a multicultural language school involves assisting students in adapting to their new environment swiftly and developing the sense of belonging. I will share a range of activities tailored to the EFL environment and successfully implemented in our whole-school events and classes. The participants will gain valuable ideas they could adapt to the needs of their institutions.

Meeting Room 9 - Brighton Centre
70 audience
Workshop
LAM
ey, p, s, t, a, e, le

Moving from reactive to proactive: what are our first steps?
Heather Humphreys (Bell Cambridge)
Many of us – especially in academic management – frequently find ourselves reacting to emerging challenges, rather than having time, energy, or space to plan proactively for what is ahead. This workshop will consider the causes of this and identify common obstacles to longer-term strategizing with the ultimate aim of considering how (and why) we should start to change this.

Meeting Room 10 - Brighton Centre
60 audience
Workshop
MD, MaW
a, e, le

A data-driven approach to teaching vocabulary to higher-level learners
Rafael Santos Rodrigues (Associação Cultura Inglesa São Paulo)
It can be challenging to choose vocabulary for higher-level learners. Despite the unquestionable charm of lesser-known idioms and so-called 'sophisticated language', basing instructional decisions on our instincts may not lead to communicative competence. This workshop will help you learn about relevant CEFR descriptors and corpora, which should empower you to create more useful vocabulary activities.

Office 11 - Brighton Centre
40 audience
Workshop with restricted audience number
RES, TTEd
a, e

To tell or not to tell: analysing mentor discourse
Nelson Arditto (British Council) – *Winner of the Gillian Porter Ladousse Scholarship*
This workshop will present a research proposal for a peer mentoring scheme for teacher educators submitted for assessment as part of a doctoral programme. It will look at the tension between the purposes of mentor talk (evaluation vs development/reflection) and the relationship between purpose and interaction style (directive vs dialogic feedback). It will engage the audience through feedback and reflection.

Meeting Room 15 - Brighton Centre
80 audience
Workshop
LA, YLT
s, e, le

Peer-led instruction for teenagers - examples from South Asia
Imran Saifur (British Council, South Asia English Programmes), Norma Swyngedauw (British Council, South Asia English Programmes), Rabia Malik (British Council)
This workshop will demonstrate how peer-led models are used to deliver high-quality learning experiences to adolescents in low resource contexts. It will give participants hands-on experience of how peer-led instruction is implemented in the British Council's *English and Digital for Girls' Education (EDGE) project*. Participants will reflect on how peer-led models can be used in the classroom.

Pavilion - The Grand Hotel
80 audience
Open Forum
TDSIG Showcase

IATEFL Teacher Development Special Interest Group Open Forum
Join TDSIG's coordinating committee as we recap the last year's activities and describe what is coming next. We will invite your views on how you see the growth of teacher development and how TDSIG can meet the needs of our members in this new and changing environment.

Charlotte - The Grand Hotel
250 audience
Workshop with restricted audience number
EAP, TEA
s, t, a, e, le

Helping students with IELTS writing task 1
Melih Duman (Stafford House London)
Do you want to help your students who often express frustration over their lack of progress in the IELTS writing paper? If so, this workshop is tailored to your needs. This session will centre on effective techniques for enhancing your students' writing skills for task 1, harnessing the power of the latest descriptors to heighten their awareness and performance.

Empress - The Grand Hotel 250 audience Workshop GI, YLT s, t, a, e, le	**SDGs, SEL and storytelling: time-travelling and global citizenship in ELT** **Eftychios Kantarakis (National Geographic Learning), Ruby Polygenis (Faros Language School)** We can use the Sustainable Development Goals (SDGs) to bring social emotional learning (SEL) into our classrooms, by exploring and understanding the social responsibilities of ourselves and our learners. Through role-playing, students can amaze us with innovative solutions for challenges both historical and in today's world. This workshop will foster global citizenship in our students, learning from the past, equipping us for our future.
Alexandra - The Grand Hotel 250 audience Workshop TD ey, p, s, t, a, e, le	**The prolific power of … a pause** **Paul Seligson (Freelance)** Adding surprise pauses mid-activity is one of the most productive managerial choices we can make, particularly in larger classes. Suddenly stopping mid-anything opens up multiple options to improve the quality of whatever students may be doing. An interactive, highly practical demonstration of instant 'pick-up and do', no-preparation activities to keep up your sleeve and spice up your everyday teaching.

Evening Events   Tuesday 16

Syndicate 1 - Brighton Centre **1830-1930**	**Dynamic Duets** In Dynamic Duets, two presenters collaborate on a single talk on any issue (ELT or non-ELT) for a total of five minutes. However, and this is the important part, each of the presenters must present an alternative view of the theme, ideally a completely different position on it. For example, "course books are vital to teaching a language" vs. "coursebooks are restrictive and never needs-oriented", although non-ELT topics are encouraged too. This format encourages interaction and dialogue between presenters, as well as providing different perspectives on the topic.
Syndicate 2 - Brighton Centre **1930-2000**	**British Council Drinks Reception** 1930-2000 | Syndicate 2 Hosted by our evening events sponsor themselves, British Council invite you to join them for drinks and networking.
Syndicate 3 & 4 - Brighton Centre **2000-2200**	**International Quiz** The popular quiz is back again! 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 Brighton 2024.

Language Cert

Join our LanguageCert assessment experts

Presentations schedule:

› Wednesday 17 April | 13:15-13:30 | East Landing, First Floor
Pave the way to English proficiency with LanguageCert ESOL for Schools!

› Wednesday 17 April | 15.00-15.30 | Syndicate 4
Discover LanguageCert Academic: a test for international higher education admissions

› Thursday 18 April | 12.05-12.50 | Syndicate 1
Signature event: Assessment and learning for the digital age

Speakers:
Dr. Michael Milanovic, Board of Directors, LanguageCert
Dr. Eoin Jordan, Director, International Education Institute, University of St Andrews
Catherine Jones, Assessment Development, LanguageCert
Clare Sheridan, Senior Product Manager LanguageCert
HOST: Dr. Sylvia Karastathi, Head of Teacher Support, LanguageCert

› Friday 19 April | 12.50-13.20 | Syndicate 1
Using visual literacy frameworks to facilitate multimodal assessment
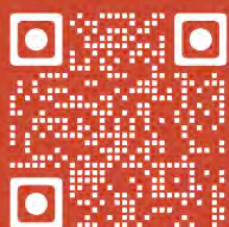
Join our community of passionate educators!

Day 3 — Today's Highlights — Thursday 18

0900-1000	1020-1050	1105-1135	1135-1205	1205-1250	1250-1350	1350-1420	1435-1505	1505-1535	1535-1605	1620-1650	1705-1750
Plenary session	Session 3.1	Session 3.2	Break *Poster presentations*	Session 3.3	Lunch	Session 3.4	Session 3.5	Break *Poster presentations*	Session 3.6	Session 3.7	Session 3.8

Registration opening times: 0800-1730   **Exhibition opening times:** 0830-1730

Mindfulness session
Sponsored by Duolingo English Test
0815-0845 | Skyline
Make the perfect start to your conference day with a mindfulness session led by a local practitioner.

Special Interest Group Open Forums
Come and learn more about our Special Interest Groups (SIGs) and how you can get involved.

1350-1420 Meeting Room 1A	Inclusive Practices & SEN (IP&SEN) SIG
1620-1650 Meeting Room 5	Global Issues (GI) SIG
1705-1750 Meeting Room 1B	Literature (Lit) SIG

On the Exhibition Pop-up Presentation stage

0835-0855	How to be a sustainable teacher with Christopher Graham
1140-1155	Cambridge University Press & Assessment Develop your teaching career with Cambridge
1255-1310	Pearson Digital assessment: turning language learning challenges into teaching success
1325-1340	How to become a successful freelancer with Chia Suan Chong
1510-1525	LanguageMate *LanguageMate*: empowering teaching and learning with AI

On the IATEFL Stand
Come along to the IATEFL Stand during break times and lunchtimes to meet with like-minded ELT professionals. If you feel you fit into any of the categories listed below, we'd love to meet you there!

1130-1205	One-to-one and online teachers
1250-1350	National and regional Teacher Associations
1505-1535	University and College lecturers

Signature Event

LanguageCert
Assessment and learning for the digital age
1205-1250 | Syndicate 1

Innovations in technology are changing the assessment landscape. How can educators and test developers prepare students to thrive on their chosen academic pathways? What skills will be needed to engage critically with technology and use it with integrity? Join our expert panel from assessment development, educational leadership, higher education and language teaching and gain insights into assessment for the digital age.
Speakers: Michael Milanovic, Eoin Jordan, Catherine Jones and Clare Sheridan

Evening Events
Sharing Stories - Storytelling for Peace
1830-2000 | Syndicate 2
Join Storytellers David Heathfield from the UK and Harry Kuchah Kuchah from Cameroon. Feel free to come and listen and tell folk tales, myths and legends from oral cultures around the world as well as personal stories and anecdotes. You are invited to tell your story rather than read it aloud.
When a story is shared from heart to heart, barriers fall away. This year we focus on Storytelling as an act of Peace and would like to encourage you to share in the peace of our IATEFL storytelling community.
David Heathfield is a world storyteller and the author of Storytelling With Our Students. He runs online Creative and Engaging Storytelling for Teachers courses (www.davidheathfield.co.uk)
Harry Kuchah Kuchah is a teacher educator from Cameroon who enjoys playing drums and telling African stories from his grandma's repertoire.

Lip-Sync Battle
2000-2130 | Syndicate 1
Prepare to be dazzled as our contestants go head-to-head, battling it out with their jaw-dropping lip sync performances! From chart-topping hits to legendary classics, it's going to be a night of non-stop entertainment you won't want to miss.

Types of Conference session

Plenaries
A chance for all conference delegates to join together to listen to world class experts. Each plenary will have a question and answer session later the same day.

Signature Events
A showcase of expertise and state-of-the-art thinking in an area relevant to the host organisation.

Talks
A 30-minute session relating to theory and practice.

Workshops
A 45-minute interactive session with audience participation.

Forums
A 75-minute session made up of three talks on a related topic.

Panels
A 75-minute session where four or five people present their views on a topic.

Lightning Talks
A 45-minute session where 8-10 speakers have three minutes to present their ideas.

Posters
A visual display of an area of research or theory and practice.

SIG Open Forums
An opportunity to get to know a SIG better.

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Plenary session	0900-1000 (doors open at 0830)	Thursday 18

Auditorium 1 - Brighton Centre

Teaching English and teaching other languages: what's new?
Letizia Cinganotto

In today's increasingly diverse educational landscape, shaped by increased migration and a complex global socio-political climate, schools witness a rich tapestry of multicultural, multiethnic, and multilingual classrooms. A shift in language education is needed, English teaching may be reconceptualized with a broader kaleidoscope that acknowledges the central role the learner, with his/her plurilingual repertoire, including his/her own home languages, his/her own socio-emotional sphere, that invariably influence the teaching and learning process.

What can an English teacher do in the so-called "new normal" post-pandemic era, where, according to the Nobel Prize winner Yuval Noah Harari "change is the only constant"? What is the role of English as a lingua franca and as a global language within this so complex socio-cultural landscape? The talk will provide suggestions and reflections to explore potential answers to these questions, without aspiring to be exhaustive.

Drawing inspiration from global language policies and the commendable efforts of institutions such as the European Commission, the Council of Europe, the European Centre of Modern Languages, UNESCO, and OECD, the talk delves into the keywords of our time—mediation, pluricultural competence, intercultural dialogue, and global competences. Central to this exploration is the landmark Common European Framework of Reference for Languages, Companion Volume (CEFRCV) (2020), a milestone for language teaching, learning, and assessment, not only in Europe, but also worldwide. Suggestions from the CEFRCV such as the Action-oriented Approach, the Learning Scenarios, the pluricultural and plurilingual competence, together with hints derived from OECD PISA Foreign Language Assessment Framework, designed for PISA Test of English 2025, may represent invaluable tools to improve the teaching and learning process. As we grapple with the challenges and opportunities presented by this fascinating global scenario, this talk invites educators to consider innovative trajectories that not only embrace change but actively shape the evolving role of English and Englishes in our interconnected world.

About Letizia:

Letizia Cinganotto, former Senior Researcher at INDIRE, Italy, currently teaches language teaching at the University for Foreigners of Perugia, Italy, where she is also Rectoral Delegate for International Relations and a member of the Board of Directors of the Centre for Language Evaluation and Certification (CVCL). She holds a PhD in synchronic, diachronic and applied linguistics and the National Scientific Qualification as an Associate Professor. She is a member of different working groups and scientific committees both nationally and internationally. In particular, she is a member of the consultancy team of the European Centre for Modern Languages of the Council of Europe. She has published a large number of articles on peer-reviewed journals and five volumes.

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	PRON = Pronunciation		

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Session 3.1	1020-1050	Thursday 18

Auditorium 1 - Brighton Centre
500 audience
Talk
GI, YLT
p, e, le

Play for a sustainable future: nurturing minds through play-based learning
Ellen Setterfield (National Geographic Learning)
Play is vital for children's cognitive, social, emotional, and physical development. In this session, we'll unveil the hidden connections between play-based learning and the United Nations' Sustainable Development Goals (SDGs), highlighting lesser-known SDGs and demonstrating how play can contribute to achieving them. We'll use examples from series by National Geographic Learning to explore playful approaches and support holistic development.

Syndicate 1 - Brighton Centre
200 audience
Talk
TD
a, e, le

A teacher's agenda: target language? Emergent language? Or both?
Marianne Jones (International House London)
What are we trying to teach and why? To answer this question, I will explore how different communicative approaches influence teachers' decisions regarding the language components of a lesson, and how far they result in target language or emergent language, or both. Furthermore, I will examine learner perceptions of the value of both types of language to their learning.

Syndicate 2 - Brighton Centre 200 audience Talk IPSEN ey, p, s, t, a, e, le **IP&SENSIG Showcase**	**Dyslexia's less-famous cousin: developmental language disorder (DLD)** **Anne Margaret Smith (ELT well)** DLD is a specific learning difference (SpLD) that can affect all aspects of language learning. Though not as well-known as dyslexia, DLD may be even more important for language teachers to recognise and understand. In this session, participants will discover the key features of DLD and how to support learners who may have DLD.
Syndicate 3 - Brighton Centre 200 audience Talk MD, TD a, e, le **ProdProm**	**Effective English language instruction: unveiling the *On Point* resources/*Allango*** **Vicky Bagheri (DELTA Publishing)** In language education, the fusion of traditional pedagogical techniques with contemporary methodologies has paved the way for innovative approaches to learning. This presentation spotlights the transformative and highly effective *On Point* English language coursebook for mastering English. Merging time-tested teaching methods with a user-friendly interface, creating a seamless, engaging learning experience enriched by the cutting-edge capabilities of the *Allango* platform.
Syndicate 4 - Brighton Centre 200 audience Talk GI, TD ey, p, s, t, a, t, e, le **GISIG Showcase**	**Listen to understand - a simple strategy in complicated circumstances** **Nataliia Krynska (Professional Association of English Teachers - Ukraine)** Teaching in war has already been a topic of many talks. Facing all horrors of the war, teachers always try to stay with their students and follow the routine of learning. We want to present the online project aimed to build Ukrainian teachers' resilience, encourage them to stay connected with colleagues and raise voices talking about professional concerns.
Skyline - Brighton Centre 50 audience Forum **1020-1135** AL, LAM ey, p, s, t, a, e, le RES t, e, le TD s, e	**<u>Forum on teacher wellbeing: factors affecting and interventions boosting it</u>** **Thriving schools? Here, you may find a way!** **Mariana Hidalgo (Inglés en la UTN. INSPT - Universidad Tecnológica Nacional)** I will share a programme of professional development for managers based on teacher wellbeing and foreign language enjoyment in ELT. I will focus on a technique we develop after conducting some research. This meeting is an opportunity to see examples of how positive psychology can be applied in educational settings to make a difference and have flourishing English language schools. **Language teachers' well-being: voices from the field** **Sabire Acar (Izmir University of Economics)** This talk will center around one case from a multi-case study conducted as part of a Ph.D. dissertation, which explores how language teachers' using their character strengths impacts their well-being. The findings will be discussed through the framework of the self-determinationt theory. Attendees will gain valuable insights into the interplay between teacher well-being, character strengths, and pedagogical environments. **Factors maximizing occupational stress among private school teachers in Nepal** **Babu Ram Gaire (Manimukunda Secondary School, Nepal)** This paper explores occupational stress among private school teachers in Nepal. Findings reveal stressors related to workload, teaching methods, and administrative pressure. Factors contributing to stress include job-related, organizational, and individual factors. The study highlights the importance of resources, support, and autonomy for teacher effectiveness and well-being. Recommendations are provided for private school administrators and policy maker.
Meeting Room 1A - Brighton Centre 60 audience Talk LT, TTEd s, t, a, e, le	**How to enhance online tools literacy among teachers and trainers** **Anna Soltyska (University Language Centre, Ruhr-Universität Bochum)** This session aims to provide teachers and teacher trainers with some guidelines on how to select online tools suitable for their learners and what to consider when implementing them locally. It focuses on various aspects of tool usage and how they may impact the process of curriculum design, choice of instruction methods and shape course assessment procedures.
Meeting Room 1B - Brighton Centre 60 audience Talk EAP, TD s, t, a, e, le	**What is Bloom's Taxonomy really for?** **Sebastian Lesniewski (Bloomsbury Institute London)** Is Bloom's Taxonomy still relevant? What are the alternative frameworks? Why does demonstrating higher-order thinking matter? How can the Bloom's Taxonomy skills be manifested in our students' academic work? This talk will refresh your understanding of Bloom's Taxonomy, and offer tips on how the ideas underpinning the framework can be built into your teaching.
Meeting Room 1C - Brighton Centre 80 audience Talk AL s, a, e, le	**Whose grammar is it anyway? Grammar in a changing world.** **Bruno Leys (VIVES University of Applied Sciences)** In this talk, I will look at how the growing importance of English as a Lingua Franca (ELF), the language of inclusion and the changing use of English in international (social) media may lead to reconsidering what grammar items we want to teach and how we can best present them to our learners.

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Meeting Room 1D -
Brighton Centre
80 audience
Forum
1020-1135

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

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

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

Forum on Teachers' Associations

Empowering education: unlocking the potential of volunteering in teachers' associations
Beatrix Price (Eötvös Loránd University Budapest)
Join me in exploring the invaluable personal and professional growth opportunities that arise from volunteering and collaborative efforts within teachers' associations. We will delve into enhanced inter- and intrapersonal skills, communication prowess, and the development of effective management and leadership prowess. Discover the intrinsic benefits and accompanying responsibilities of volunteering in learning organisations and share your experience with others.

Strengthening affiliates: strategy and relationships for success
Monica Leon (Panama TESOL)
Join me as I share our journey of reviving Panama TESOL from scratch. Discover how strategic planning revitalized our dormant affiliate, while building relationships was the key. We'll explore practical steps to kickstart your own affiliate effectively, secure external support during challenging times, establish successful partnerships, and craft tailor-made strategic plans. Join us in creating thriving English teachers' associations!

Communication as the essential skill for leadership in ELT
Eduardo Garbey Savigne (APC-ELI), Yasmany Camacho Acosta (Universidad de Ciencias Pedagogicas E J Varona)
This presentation will report on not only about the role of communication in the ELT leadership training led by APC-ELI but also the hints and ways used and how APC-ELI, one of the two Cuban Teachers´ Associations and the British Council-Cuba partnership has managed to reach positive results in spite of all the constraints.

Meeting Room 3 - Brighton
Centre
50 audience
Talk
LIT
s, e, le
LitSIG Showcase

Poetry in the EFL classroom
Peter Hohwiller (Paderborn University)
What applies to prose and drama, is certainly characteristic of poetry, too: teachers sometimes tend to use and reuse their standard texts in class. Therefore, I want to introduce poetry which has not yet attracted the TEFL attention it deserves. This hands-on talk covers poets like Kaur or Gill, poetry in film and on Instagram, and recent methods like blackout poetry.

Meeting Room 5 - Brighton
Centre
50 audience
Talk
EAP, LT
t, e, le
ESPSIG Showcase

Exploring the AI frontier: transforming pre-writing and post-writing in EAP
Fatimah Mahmood (The University of British Columbia, Simon Fraser University), Alys Avalos Rivera (Simon Fraser University)
Our session explores concerns and pedagogical affordances of Artificial Intelligence (AI) in EAP. It focuses on using AI to enhance the pre and post-writing stages to empower EAP students. We will describe principles to utilize AI to refine paraphrasing skills, reflect on the writer-audience interface, and guide feedback processes, thus transforming concerns into opportunities for enriched learning.

Meeting Room 6 - Brighton
Centre
50 audience
Talk
TD, TTEd
t, a, le

Flipping a three-days TESOL taster course
Paula Villegas (St Andrews)
This talk explores the use of flipped learning and looped input to design an intensive TESOL taster course to maximize trainees' opportunities for teaching practice. Qualitative and quantitative data show trainees' enthusiastic responses to this approach. Attendees will better understand the affordances and challenges of our approach from research into the course.

Meeting Room 8 - Brighton
Centre
50 audience
Talk
TD, TTEd
t, e, le

Nurturing transitions: a dynamic mentorship model for new faculty
Billur Ulku (Kadir Has University)
I will introduce an ongoing faculty orientation and mentoring framework implemented in our tertiary-level English preparatory program. Exploring each step of this support mechanism, I will emphasize the vital role of collaborative learning and highlight mentors' roles as facilitators. Feedback gathered from new faculty will provide insights into their smooth transitions and the effectiveness of the mentoring model.

Meeting Room 9 - Brighton
Centre
50 audience
Talk with restricted
audience number
GEN
s, t, a, e, le

Enhancing EFL pre-writing instruction through mediation and Six Thinking Hats
Chang Liu (Newcastle University, UK), Alan Maley (Retired)
Using the adapted ECAM (Environmental, Cognitive, Affective, Metacognitive) model for mediation, we discuss four types of mediation, showing how teachers can mediate students' learning of prewriting through Six Thinking Hats. We will focus on the purpose, activities, and strategies of mediation and on its practical application for teachers to integrate these four types of mediation into EFL writing.

Meeting Room 10 -
Brighton Centre
60 audience
Talk
ESOL, YLT
s, t, e, le

Restorative circles in ELT: coupling community-building with language practice
Chris Meoli (Marlborough Public Schools)
Skeptical about gathering teenage EL students in a circle to encourage them to share their thoughts and feelings in front of an audience? Come see what it's all about from a former skeptic! This talk explores how circles build empathy and community in the EL classroom while propelling language practice.

Office 11 - Brighton Centre 40 audience Talk BE, TEA t, e, le	**Integrating role-play into peer-assessment for the audience-centered public speaking course** **Li Ni (Tiangong University)** I will demonstrate how to incorporate role-play into peer assessment to train students to be audience-centered in a public speaking course. Using a case study, I will explain the model's framework and implementation steps, including rubric design and teacher guidance for assessment. I'll highlight the benefits students derive when they take on the roles of assessors (audience) and assessees (speakers).
Meeting Room 15 - Brighton Centre 80 audience Talk LA, TEA a, e, le	**The role of metacognitive instructions and strategies in IELTS listening** **Inna Manitsyna (NCG Liverpool)** The idea behind developing metacognitive awareness in IELTS listening is that if learners are more self-aware, task-aware and strategy-aware, they will be able to help themselves listen better under exam conditions. We will demonstrate how to assess and increase L2 listeners' metacognitive awareness through classroom instruction and strategies and show how weak listeners' proficiency improved through this.
Pavilion - The Grand Hotel 80 audience Forum **1020-1135** RES, TTEd ey, p, s, t, a, e, le TD, YLT p, a, e, le TD p, e, le	**Forum on CPD in Japan, Nepal and Pakistan** **CPD pathways for in-service teacher educators in Nepal** **Roshani Thapa (British Council, Nepal), Bhogendra Lamichhane (British Council)** In Nepal, continuing professional development (CPD) of in-service English language teacher educators has been neglected by the government, development partners and other relevant parties. Everyone mostly thinks about teachers' CPD but not teacher educators' professional paths. This presentation bridges this gap by sharing practical insights from empirical research on CPD, applicable in similar contexts. **Supporting primary school teachers to teach foreign languages** **Laura Pratt (British Council, Tokyo)** Japanese elementary school homeroom teachers are increasingly expected to teach English language classes. They face practical difficulties, including insufficient access to training in teaching foreign languages, low levels of English proficiency and worries about teaching materials. I propose practical ways to overcome these barriers and boost teachers' confidence and self-efficacy, based on my experience as a trainer and curriculum developer. **Feedback driven approach in online CPD: insights from EaSTE project** **Alizeh Hameed (Quaid-e-Azam Academy for Educational Development Punjab, Pakistan)** This study examines the EaSTE project in online CPD for primary teachers, considering ongoing feedback and teacher agency to offer an improved learning experience. It evaluates content refinement, technical solutions, academic support, and learning management system utilization's impact on motivation, revealing enhanced online CPD effectiveness. It offers insights for improving online CPD and education policy, highlighting the significance of feedback-driven approaches.
Charlotte - The Grand Hotel 250 audience Talk LAM, TTEd ey, p, s, t, a, e, le	**Transforming English language teaching** **John Knagg (TransformELT)** Education systems and institutions constantly strive for better results, more efficient learning and teaching methods, better returns on investment, but the majority of change initiatives have very little impact. Large-scale change in ELT is possible, but it requires certain conditions to thrive. Our principles for success in reform programmes draw on examples in Uruguay, Tunisia, Ethiopia, Mexico and Ukraine.
Empress - The Grand Hotel 250 audience Talk LT, RES t, a, e, le **LTSIG Showcase**	**Digital learning: with or without a teacher?** **Brigita Seguis (Cambridge University Press & Assessment)** Digital learning is one of the most popular ways of acquiring new skills, including foreign languages. But how do learner experiences and learning outcomes differ depending on the presence or absence of a teacher? In this talk, I will present the findings of a study that evaluated the effectiveness of a digital language course delivered with and without teacher input.
Alexandra - The Grand Hotel 250 audience Panel discussion **1020-1135** TD, TTEd ey, p, s, t, a, e, le	**Solidarity through autoethnography: reimagining hope through transnational research in Palestine** **Anwar Hussein (Birzeit University), Shelley Wong (George Mayson University), Anita Bright (Portland State University), Thuy Tu (George Mayson University)** What can teacher educators in TEFL learn from and through autoethnography? Built upon a foundation of decolonizing methodologies (Smith, 1999), four authors reflect on unique experiences as transnational researchers and highlight the significance of bi-national collaboration on a K-12 EFL teacher-focused research project based in the Palestinian Occupied Territories.

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Session 3.2	1105-1135	Thursday 18

Auditorium 1 - Brighton Centre
500 audience
Talk
TTEd
ey, p, s, t, a, e, le

Teaching EFL and teaching modern languages: same or different?
Scott Thornbury (Cambridge University Press & Assessment)
Some teachers of modern languages are less than convinced by a 'communicative methodology' on the grounds that this was developed primarily for the teaching of English, and that, in their words, 'our language is different'. Is methodology so language-specific, and if so why? And what might we be missing if we ignore what our colleagues down the hallway are doing?

Syndicate 1 - Brighton Centre
200 audience
Talk
AL
s, a, e, le

Music in ELT to help students improve writing
Anja Stumpf (King's College London)
This presentation explores using music as a classroom tool to improve writing skills. The reported study investigated teachers' varied practices and objectives in teaching English to post-elementary students. Music is found to enhance writing accuracy and fluency, offering a unique approach to language instruction through background use or inspiration for essays.

Syndicate 2 - Brighton Centre
200 audience
Talk
IPSEN, TD
ey, p, s, t, a, e, le
IP&SENSIG Showcase

Stop including us! Arguments against inclusion and for diversity
Sarah Smith (eltonix), Sea Steele (eltonix)
Current initiatives to support LGBTQIA+ students are overwhelmingly designed around inclusion principles which encourage deficit-based interpretations of how queer students experience school. Such models elicit sympathy and tolerance and therefore position students as eternal victims existing on the periphery of school life. We propose our social justice framework to effectively disrupt hetero-/gender-normative practices and celebrate diversity in our classrooms.

Syndicate 3 - Brighton Centre
200 audience
Talk
ESOL, LT
s, t, a, e, le

Revolutionising IELTS preparation and English mastery with virtual reality
Rory Reyes-Cobar (IELTS) – *Winner of the IELTS Morgan Terry Memorial Scholarship*
By harnessing virtual reality's potential, students and educators can unlock new ways to learn. This interactive technology works across learning preferences, locations, and abilities, harnessing the gamification of learning in today's digital world. This session explores how educators can discover ways to use VR to maximize outcomes in test preparation and General English.

Syndicate 4 - Brighton Centre
200 audience
Talk
GI
a, e, le
GISIG Showcase

The language of mental well-being: positive psychology in adult classes
Andreea Pulpea (British Council Jordan)
This talk looks at positive psychology in learning. Adults everywhere are experiencing high social anxiety post-Covid. This talk gives three practical ways to achieve greater happiness in language learning environments using positive psychology. I will present my own research conducted in 2023 in Jordan and Egypt (surveying 28 teachers), and suggest practical resources to build positive classrooms.

Skyline - Brighton Centre
150 audience
Forum
1020-1135

Forum on teacher wellbeing: factors affecting and interventions boosting it *continued*

Meeting Room 1A - Brighton Centre
60 audience
Talk
TD, TTEd
ey, p, s, t, a, e, le

Developing a lesson plan through guided instruction for an inspection
Stella Giorgou Tzampazi (University of Bedfordshire)
The topic of this talk centers around providing assistance to educators as they plan their lessons for a formal inspection. The lesson plan model being proposed includes aspects of Cognitivism, Constructivism, and Gagne's 9 Events of Instruction. To meet the expectations of inspectors, the session concentrates on developing lesson plans that actively involve students and enhance their learning experience.

Meeting Room 1B - Brighton Centre
60 audience
Talk
GEN
ey, p, s, t, a, e, le

Online English teaching in difficult circumstances: an exemplary teacher's practices
Phyo Wai Tun (Freelance)
Teaching online in developing countries with conflicts or disasters is challenging due to unstable internet, frequent power cuts, and limited resources. This talk presents a qualitative case study of an exemplary online English teacher in Myanmar who teaches effectively despite these challenges. The context-specific knowledge and effective practices of this teacher are explored to benefit other teachers in such settings.

Meeting Room 1C - Brighton Centre
80 audience
Talk
LA, YLT
p, s, e, le

Task-based instruction in the process of developing productive skills
Marija Petkovska (The "Lazar Lichenoski" State Secondary School of Fine Arts and Design)
This talk introduces the "flat friend" long-term task which encourages students' gradual development of productive skills and increase of learner autonomy. The relevance of constructive feedback and various types of formative assessment to meet the task's objectives will also be exemplified. Moreover, ideas will be offered on how to adapt the task to meet the different types of learners' needs.

Meeting Room 1D - Brighton Centre
80 audience
Forum
1020-1135

Forum on Teachers' Associations *continued*

Meeting Room 3 - Brighton Centre 50 audience Talk LIT, YLT p, s, e, le **LitSIG Showcase**	**Literary exploration as source of empowerment for reading assessment** **Marta Zaninelli (ETS Global B.V.)** EFL teachers often hesitate to employ literary texts as authentic materials for preparing students for reading assessments due to several reasons: they are perceived as excessively challenging to comprehend, lacking in relevance, and seemingly unhelpful. However, some of these texts can offer substantial value in enhancing various language skills, as can be exemplified through practical instances.
Meeting Room 5 - Brighton Centre 50 audience Talk EAP, ESP a, e, le **ESPSIG Showcase**	**Assessing logicality and expression quality in ESP essay writing** **Gloria Regina Sampaio (Pontifical Catholic University of São Paulo, BRAZIL)** In ESP academic writing, expository-argumentative essays stand out, both as a follow-up activity and a strategy to assess deeper understanding of previously discussed general, specialist and/or theoretical texts. This presentation focuses on a series of pedagogically geared criteria, their underlying rationale included, to evaluate and enhance learners' ability to expound on a given topic clearly, concisely and effectively.
Meeting Room 6 - Brighton Centre 50 audience Talk TTEd ey, p, s, t, a, e, le	**Teaching reflective practice to pre-service EFL teachers: an evaluation** **Seden Eraldemir Tuyan (Cag University, Faculty of Arts and Sciences)** This presentation discusses the findings and recommendations of my study with 41 Turkish EFL preservice teachers at an ELT program to investigate the effectiveness of a reflective practice course in enhancing their critical thinking skills. The presentation highlights the importance of reflective practice courses in developing competent and reflective EFL teachers.
Meeting Room 8 - Brighton Centre 50 audience Talk LAM, TD a, e, le	**Internal CPD: kick-starting a culture** **Frederick Gordon (Speak Up London)** When I became Director of Studies at Speak Up London in 2023, one of my priorities was to institute a vibrant programme of fortnightly internal CPD. I will describe how I created a needs-based schedule prompted by observations and internal discussions, and offer tips to others attempting to create a strong in-house culture of mentorship and collaboration.
Meeting Room 9 - Brighton Centre 70 audience Talk AL, EAP t, e, le	**Developing higher-order thinking skills through peer-assisted learning interactions** **Qin Yin (Newcastle University)** As student-centred teaching becomes popular, how can teachers hand over the responsibilities of teaching to students themselves? Drawing on a completed empirical study conducted in a Chinese university, I will present successful cases of peer scaffolding that have facilitated Chinese university students' higher-order thinking skills and provide pedagogical tips on designing instructions for promoting meaningful peer interactions.
Meeting Room 10 - Brighton Centre 60 audience Talk RES, TEA t, a, e, le	**Assessment for learning: challenges and affordances of collaborative assessment** **Birgit Strotmann (Comillas Pontifical University)** Teacher collaboration is a key factor in interdisciplinary learning environments and has been proven to enhance critical awareness and integrated learning. However, assessment is a challenge for teachers and a source of preoccupation for students. This talk presents the results and recommendations for good assessment practice of a teaching innovation project on co-teaching in content subjects delivered in English.
Office 11 - Brighton Centre 40 audience Talk GEN s, e, le	**Need of alternative ELT pedagogy in dealing with underprivileged students** **Rudra Bahadur Thapa (Shree Champapur Secondary School) – *Winner of the IATEFL Gill Sturtridge First Time Speaker Scholarship*** There is a considerable presence of underprivileged students in the EFL classroom today. We need to make a double effort to include them in the mainstream ELT process if not English will further silence them. This paper advocates the need for alternative ELT pedagogy and disseminates some ways of dealing with them on the basis of action research.
Meeting Room 15 - Brighton Centre 80 audience Talk LA, LT ey, p, s, t, a, s, e, le	**Increasing young learner autonomy in EFL curricula: online community projects** **Lesley Fearn (The Open University)** This presentation shows how Online Community Projects (OCPs) can support young peoples' learning autonomy while improving teachers' professional development in EFL. It introduces OCPs as learner-centred learning tools, suggests popular websites and shares practical examples of how to implement them in the EFL curricula. Finally, it shows the importance of guiding young people towards autonomous learning.
Pavilion - The Grand Hotel 80 audience Forum **1020-1135**	**Forum on CPD in Japan, Nepal and Pakistan** *continued*
Charlotte - The Grand Hotel 250 audience Talk TEA s, a, e, le	**Tempted to become a freelance test writer? Find out more…** **Ian Mitchell (Oxford University Press), Gail Pasque (Oxford University Press)** This session is for people interested in language assessment and who would like to be a freelance writer of questions for English proficiency tests. Attendees will learn about the skills and experience needed to do this and will get the opportunity to participate in interactive activities based on evaluating potential content for one of Oxford University Press's assessment products.

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Session 3.2	1105-1135 *continued*	Thursday 18

| Empress - The Grand Hotel
250 audience
Talk
LT, TD
ey, p, s, t, a, e, le
LTSIG Showcase | **Focusing on the basics in an era of digital innovations**
Susana Galante (Shaanan College of Education)
The rapid pace of emergence of new technologies like AI has evoked both dazzlement and confusion among teachers. I will give an overview of the most solid digital pedagogy principles to help navigate this dynamic landscape. Familiarizing oneself with them can be instrumental in making informed decisions when designing lessons. I will illustrate their implementation and will discuss challenges. |
| Alexandra - The Grand Hotel
250 audience
Panel discussion
1020-1135 | **Solidarity through autoethnography: reimagining hope through transnational research in Palestine** *continued* |

Break	1135-1205	Thursday 18

Free tea and coffee will be served in the Exhibition

IATEFL Stand	**One-to-one and online teachers meet up** If you someone who teaches one-to-one or online, come to the IATEFL Stand to meet other professionals and make some connections.
Pop-up Presentation Stage 1140-1155	**Cambridge University Press & Assessment** **Develop your teaching career with Cambridge** Taking a traditional linear view of the English language teacher's career, we will begin by presenting the various *Cambridge Teaching Qualifications* which can at different stages help to facilitate this journey and to develop professional expertise. Looking to highlight an array of pre- and post-DELTA professional opportunities, we will then discuss different ELT career pathways, making brief reference to some of those currently enjoyed by some real-life industry colleagues. Finally, we will signpost a sample range of resources which Cambridge produces to support teachers in their day-to-day work and their ongoing professional development. *Speakers: Rory Ruddock and Joel Cutting*
East bar - Brighton Centre	**Poster presentations** **The poster presentations can be found in East Bar, on the first floor of the Brighton Centre. Each poster will be on display for the duration of the conference and each presenter will be available to answer your questions at the break times of their allocated day. Here are the poster presenters who you can meet on Day 3:**
Poster 3 LIT t, e	**Bringing creative writing into the EFL classroom at universities** **Olivia Hambrett (Europa-Universität Flensburg)** Creative writing encompasses some of the absolute essentials of language learning. Its demanding employment of receptive, productive and interactive skills makes it an excellent subject to introduce to university students studying English. This poster looks at how university lecturers of EFL can bring the academic discipline of creative writing into their programs of study.
Poster 6 AL, LT t, e, le	***ChatGPT* in English pedagogy: sense-making and assessment** **Bola Margaret Tunde-Awe (Department of Arts Education, Adekunle Ajasin University, Akungba-Akoko)** Technologies are central to effective instruction in English as a Second Language (ESL) pedagogy. However, some university language educators are not literate in the use of some emerging Artificial Intelligence tools such as *ChatGPT*. In this study, I explored the knowledge gap of language educators and pre-service teachers in Nigerian universities of *ChatGPT* and the implications on assessment practices.
Poster 9 GEN s, t, a, e, le	**Bringing the outside into the classroom** **Jo Opie (Bell School Cambridge)** Although many students choose to come to the UK to study English, their course content does not always fully exploit the potential that studying in the UK affords. This poster presents ideas and activities that can be used to integrate aspects of the local context into general English lessons.
Poster 12 GI, LAM t, e, le	**ELT enhanced by partnerships in higher education: IPN-British Council** **Silvia Díaz Fragoso (Instituto Politécnico Nacional-Mexico)** How does Instituto Politecnico Nacional (IPN) in Mexico respond to its community's English language proficiency needs? How can partnerships assist with holistic actions that improve IPN's ELT? These are answers that the Institute has been seeking to contribute to internationalization. This poster shows IPN's English Language Teaching's state of the art, and the course of action taken to get there.

Poster 15 AL t, e, le	**An investigation of vocabulary diversity in Thai first-year university writing** **Nattharath Leenakitti (Chulalongkorn University Language Institute)** This poster presents the diversity of vocabulary words from a learner corpus of Thai first-year university writing. Based on the writing score ranges (high-mid-low), the vocabulary frequently employed is compared with the CEFR levels. This poster will investigate whether lexical diversity and CEFR levels affect writing scores. The findings can benefit teaching and learning of vocabulary and writing.
Poster 18 EAP, RES t, e, le	**UniVoice: empowering academic identity and skills** **Tilly Harrison (University of Warwick)** The poster will summarise the findings and outcomes in a year-long project that was undertaken into the beliefs and practices of students and staff in a UK university as regards academic literacy in English. The resulting recommendations led to positive changes in the department's approach to awareness raising about academic writing both for international and home students.
Poster 20 EAP, LA e, p, s, t, a, e, le	**Exploring practical applications of scaffolding to empower ESL learners** **Ehab Elshimi (American University in Cairo)** Scaffolding allows ESL learners to develop new skills that are transferable to different contexts. This poster provides recent research findings that highlight the significance of scaffolding. I will also share three assessment tasks that involve scaffolding in an EAP context. Possible ways these tasks can be adapted to the audience's context will also be explored.

Session 3.3	**1205-1250**	**Thursday 18**

Auditorium 1 - Brighton Centre 500 audience Workshop GEN ey, p, s, t, a, e, le	**Tattoos, street art, and all visuals ELT related** **Aleksandra Popovski (Symmetry Teacher Training)** In this workshop, participants will explore various forms of visual content, such as tattoos, street art, and graphic novels, and learn how to incorporate them into their teaching practice by experiencing several hands on activities. The workshop will also explore how learners can produce their own visual content, addressing the creative potential of visual literacy.
Syndicate 1 - Brighton Centre 200 audience Signature Event TEA **Language Cert**	**LanguageCert Signature Event** **Assessment and learning for the digital age** **Michael Milanovic, Eoin Jordan, Catherine Jones, Clare Sheridan** Innovations in technology are changing the assessment landscape. How can educators and test developers prepare students to thrive on their chosen academic pathways? What skills will be needed to engage critically with technology and use it with integrity? Join our expert panel from assessment development, educational leadership, higher education and language teaching and gain insights into assessment for the digital age.
Syndicate 2 - Brighton Centre 200 audience Workshop IPSEN, YLT p, e, le **IP&SENSIG Showcase**	**Universal design for learning in the primary classroom** **Anette Igel (Freelance)** When teaching young learners, we might come across barriers that hold them back from achieving their full potential. What kind of barriers these might be and how Universal Design for Learning (UDL) can help us shape lessons in a way that young learners can grow is the focus of this practical workshop.
Syndicate 3 - Brighton Centre 200 audience Workshop GEN s, t, a, e, le **ProdProm**	**An insight into corpus: identifying new words and meanings** **Maree Airlie (HarperCollins Publishers)** Since the *Bank of English®* informed the first *COBUILD* dictionary in 1987, corpus has played a crucial role in all aspects of lexicography. In this workshop, we will look at how corpus is used in the identification of new words and meanings, including some which were selected for the latest edition of the *Collins COBUILD Advanced Learner's Dictionary*.
Syndicate 4 - Brighton Centre 200 audience Workshop GI s, t, a, e, le **GISIG Showcase**	**Embracing controversy in the EFL classroom** **Rita Divéki (Eötvös Loránd University)** Dealing with controversy in EFL classes has numerous benefits for our students, such as fostering critical thinking, perspective-taking, and respectful communication skills. In this workshop, the participants will learn how to create a brave space for discussing challenging topics and will explore activities which help to encourage students to take a stand respectfully.
Skyline - Brighton Centre 150 audience Workshop LAM, TD p, s, t, e, le	**How a new teacher association can expand and evolve** **Cândida Arlindo (Universidade Rovuma (Hornby Educational Trust)) -** *Speaker supported by the Hornby trust* In this workshop, participants will experience how a low-resource Teacher Association in its early years can expand and solidify its presence nationally and create the foundations for continuous growth. We will explore how the structure, the profile of its members and partners, and its guiding documents can strategically place an Association close to stakeholders, both as assets and beneficiaries.

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Meeting Room 1A - Brighton Centre 60 audience Workshop LAM, TTEd ey, p, s, t, a, e	**Using narratives in the training room** **James Fuller (Sponge ELT)** Howard Gardner once said "Stories constitute the single most powerful weapon in a leader's arsenal", and as leaders in our organisations, we should be using stories/narratives to lead our teams. In this workshop, we will explore how narratives help teachers, trainers, managers and materials writers make explicit their values, attitudes and beliefs about language learning and teaching.
Meeting Room 1B - Brighton Centre 60 audience Workshop GEN s, t, a, e, le	**Helping learners understand metaphor in everyday language** **Liberty Fitz-Claridge (West London English School)** Metaphor is not confined to overtly metaphorical applications, such as in poetry, but pervades everyday language. For example: prices have risen (MORE IS UP); I'm fuming (ANGER IS HEAT). In this workshop, participants analyse examples of these conceptual metaphors, examine how schematic drawings can be used to elucidate them, and discuss ways of encouraging the development of learners' 'metaphorical competence'.
Meeting Room 1C - Brighton Centre 80 audience Workshop GEN ey, p, s, t, a, e, le	**Designing listening and language practice materials to accompany authentic recordings** **Sheila Thorn (The Listening Business)** Teachers often want to expose their learners to authentic recordings featuring L1 and L2 speakers of English, but lack the expertise to do so. In this workshop, we shall work together to create practice materials at three levels to accompany two authentic recordings. These will focus on comprehension, meaning building, decoding, phonology and the grammar and lexis of spoken English.
Meeting Room 1D - Brighton Centre 80 audience Lightning Talks	**LIGHTNING TALKS** This is a brand new format for the IATEFL Conference. A 45-minute session where speakers will have three minutes each to present their ideas, followed by time for the audience to network with the presenters and ask questions.
LT, TTEd t, e, le	**Pre-service teachers' reflections on their mini project on differentiation** **Züleyha Tulay (Sabanci University)** Planning for differentiated instruction could be empowering for language teachers. This session focuses on a mini project on differentiation conducted at a teacher education program. I will provide an overview of the three phases, the design, and implementation of the project. The session will also highlight the role of the mentors involved, the feedback methods, the insights, and the reflections
ESP, MD t, a, e, le	**Developing ESP materials for cultural creative design with TED talks** **Cheng-Yi Lin (National Dong Hwa University)** In this action research, the teacher-researcher applied Tomlinson's (2011) principles of effective materials development to create ESP learning materials using TED Talks resources for an English course for Cultural Creative Design. A data-driven learning approach identified high frequency designed-related words from TED Talks. Students exhibited greater satisfaction and learning effectiveness with the student-centered learning materials compared to conventional English textbooks.
AL, TD t, e, le	**Unveiling digital identities: EFL academics' agency in constructing online presence** **Maha AlThiyabi (Jeddah University)** This study explores the construction of digital identity among Saudi EFL academics in the context of a regulated online space. It investigates personal agency, external constraints, and platform influences on their professional digital practices. Utilizing digital ethnography and narrative-based interviews, the research examines platform usage, motivations, and factors shaping their online presence.
GEN t, e, le	**Beliefs and language learning** **Bahar Kızıltunalı (Izmir University of Economics)** The study investigates learners' perceptions and how their belief systems play a significant role in their learning process. The participant students (n=200) completed Horwitz's (1988) The Beliefs About Language Learning Inventory (BALLI); and a demographic information questionnaire. The results found that English language learners, possess a variety of beliefs that might constitute barriers to successful language acquisition.
AL, GI t, e, le	**What is behind the retrogression of Arab learners interlanguage system?** **Amir Mohammed (Saudi Arabia: Najran University, College of Science and Arts)** This presentation is a part of a published research article focusing on investigating the causes of learners' interlanguage language system retrogression. I will firstly highlight the impact of EFL in the field of teaching. Secondly, I will discuss the teachers' regional dialects' influence on teaching. Finally, I will show the effect of the learners' mother tongue on learning English.
AL, RES ey, p, s, t, a, e, le	**'Native' proficiency in a foreign language?** **Polina Kordik (Polina Kordik School of English)** 'Can I ever speak like a real native?' Many learners set 'nativelikeness' as their ultimate learning goal, or claim that C2 is the level of a 'native speaker'. I will present a scientific and a pragmatic answer teachers can give their students to this question, which can also help ambitious learners set realistic learning goals.

RES, YLT s, e, le	**Anyone can speak English: teaching English to the disadvantaged students** **Ireena Nazirudeen (Institute of English)** I will discuss effective instructional strategies and engaging activities that could motivate disadvantaged adolescent students who lack the foundational English skills to speak English confidently. I will present a module drawn from the real life requirements of the disadvantaged students in rural India with the primary objective of enhancing their speaking proficiency and will demonstrate its implementation.
ESOL a, e, le	**Learning a new language on the run** **Marija Drazdauskiene (Wszechnica Polska, Academy of Applied Sciences in Warsaw)** This paper reports on the practice of a self-centered learning of a second/foreign language in the open in two EU countries, exploits ways of such learning, given the student's effort and a minimum of starting knowledge, and generalizes on the practice of four learners. As a contextualized language learning, it minimised the input of formal teaching.
Meeting Room 3 - Brighton Centre 50 audience Workshop GI, LIT s, t, e, le **LitSIG Showcase**	**Education for sustainable development: a literary window on the world** **Lynn Williams (Bern University of Teacher Education), Karin Müller (Bern University of Teacher Education)** How can literature open learners' eyes to sustainability issues? In this interactive workshop, we will reflect on this exciting contemporary direction in education. Working with texts including John Lanchester's *The Wall* (2019), we will share practical activities for both secondary school classroom and teacher training settings. There is no need for participants to familiarise themselves with any texts in advance.
Meeting Room 5 - Brighton Centre 50 audience Workshop ESP t, e, le **ESPSIG Showcase**	**Fostering critical thinking in bachelor students with blended learning** **Jakab Kaufmann (ZHAW Zurich University of Applied Sciences), Caroline Hyde-Simon (ZHAW Zurich University of Applied Sciences)** In this workshop, we address the heightened need for critical thinking among digital natives. Despite renewed attention, we cannot assume students possess this crucial ability when starting their studies. Through discussions and examples from our courses in the life sciences, we explore how university students can engage with critical thinking in their English courses using a blended learning approach.
Meeting Room 6 - Brighton Centre 50 audience Workshop AL, TEA t, a, e	**Students' use of China English and implications for essay marking** **Alex Baratta (University of Manchester)** Reflecting on a completed study on China English, this workshop will discuss the implications for marking EFL students' essays which utilise grammatical and lexical features of non-native speaker Englishes, but are understandable. The aim is to determine what the linguistic standards should be for marking: standard British English only, or should we allow for World Englishes, varieties which are themselves grammatical.
Meeting Room 8 - Brighton Centre 50 audience Workshop with restricted audience number AL s, t, e, le	**Awareness-raising approach in L2 pragmatics: sociopragmatic focus** **Mustafa Akın Güngör (Gazi University)** Sociopragmatics, the study of social conditions and variables in determining the use of language, is crucial in enabling students to communicate in the target language. Additionally, using L2 appropriately in social settings is both an objective and a challenge. This practical session will present and exemplify tasks enabling students to analyse the language sociopragmatically via authentic videos.
Meeting Room 9 - Brighton Centre 70 audience Workshop AL, TD ey, p, s, t, a, e, le	**Seeking feedback: how can it enhance teacher's and students' motivation?** **Azadeh Moladoost (University of Warwick)** In this practical workshop, based on the findings of an exploratory research study, I am guiding English language teachers from varying backgrounds to explore methods for actively collecting feedback on their classroom teaching practices from students. Participants will try to adapt these methods creatively to their specific contexts and will engage in discussions about the advantages of student feedback.

Key to abbreviations used in the Conference Programme

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Session 3.3	1205-1250 *continued*	Thursday 18

Meeting Room 10 - Brighton Centre 60 audience Workshop LAM ey, p, s, t, a, e, le	**Unlocking your strengths with growth mindset** **Sinem Atamsoy Koşar (Ege University / TESOL Türkiye)** Discover the transformative power of cultivating a growth mindset and its profound impact on your life. Your personal 'brand' is a unique blend of your traits, skills, and experiences. Transforming your mindset will not only enhance your perspective but also equip you with valuable life skills, paving the way for a happier and more successful life.
Office 11 - Brighton Centre 40 audience Workshop GEN p, s, t, a, e, le	**Empowering EFL educators: enhancing fluency through speaking activities** **Patricia Katherin D.S.** I will illustrate effective strategies for integrating speaking activities into English as a Foreign Language (EFL) classrooms, fostering student engagement. Our exploration will encompass a variety of speaking activities that can be seamlessly integrated into lesson plans. Through practical demonstrations, we will compare lessons with and without speaking activities to showcase their impact on learning.
Meeting Room 15 - Brighton Centre 80 audience Workshop GEN s, t, a, le	**Best practices for creating bite-sized instructional videos** **Laura Wilkes (TESOL Pop)** Would you like to start creating videos to support your learners or trainees? In this practical workshop, we'll break down the planning process and examine how we can use our mobile phones to capture high-quality content. By the end of this workshop, you will have started storyboarding your video and have best practices to help you start recording.
Pavilion - The Grand Hotel 80 audience Workshop YLT s, a, e, le	**Alpha to Z: eight key ingredients for teaching our teens** **Fiona Mauchline (Hertford College, Oxford University / Delta Publishing)** How to teach 2020s teens? They're like no other teens before. Factors influencing their childhood, such as screens and the pandemic, have combined to forge young people with 'new' needs and drives. This workshop will discuss repurposing eight strategies (and a pinch of research) to cook up engaging activities that will help your teens and young adults truly learn.
Charlotte - The Grand Hotel 250 audience Workshop EAP, TEA t, a, e, le	**IELTS speaking part 2: improving our students' performance** **Sarah Philpot (IELTS)** In this workshop, we shall briefly discuss the skills and strategies required to produce a coherent Part 2 talk. Then, we will work through some classroom activities that develop these skills and strategies. We will also examine how to use the recently-updated Band Descriptors to help us and our students to evaluate performance in this part of the test.
Empress - The Grand Hotel 250 audience Workshop LT, TD p, s, t, a, e, le **LTSIG Showcase**	**Enhancing teaching and learning through AI–learned wisdom recipes** **Kirsten Holt (Creativity Sown)** AI is cool, AI is hot … Or, AI is NOT the tool on its own to transform teaching and learning? This will be discussed and played with in this workshop, while we contemplate how combining learned wisdom with AI tools and content can enhance our own professional development and our students' learning through a series of activities.
Alexandra - The Grand Hotel 250 audience Workshop TD, TTEd s, t, a, e, le	**Making language memorable** **Margit Szesztay (ELTE University, Budapest)** This workshop will focus on memory-friendly teaching methods such as games using memory pegs, guided visualisation, and creative dictation. Participants will leave having tried out and reflected on activities for introducing and revising lexical chunks and getting students to use them creatively in meaningful contexts. The six principles of anchoring language in long-term memory will also be highlighted.

Lunch	1250-1350	Thursday 18

IATEFL Stand	**National and regional teaching associations meet up** If you run a national or regional teaching association, come to the IATEFL Stand to meet other associations and find out more about IATEFL Associates.
1255-1310	**Pearson** **Digital assessment: turning language learning challenges into teaching success** Join us in exploring the positive shift in utilising digital assessment tools for English language teaching. Learn first-hand from Pearson's Grant Kempton on how these tools have evolved, making language teachers' lives easier and enabling them to focus on teaching proactively. Discover how you can place new students at the right level fast, and how you can quickly and easily evaluate your students, so you can do more of what you want to do—teach! *Speaker: Grant Kempton - Director, GTM Initiatives, Pearson*
1325-1340	**How to become a successful freelancer with Chia Suan Chong** In this presentation, we'll look at what's involved in being a successful freelancer. We'll cover these three key areas: 1) Organisational details - budgeting & finances, flexible schedule, security; 2) How to get work - self-marketing & professionalising yourself; 3) How to keep work - quality control, referrals and solid admin.

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Session 3.4	1350-1420	Thursday 18

Auditorium 1 - Brighton Centre
500 audience
Talk
TEA
ey, p, s, t, a, e, le

Eco-friendly assessment: when learning, teaching, and testing become one
Pablo Toledo (Cambridge University Press & Assessment)
Does assessment feel like an exotic species in your classroom? Join us to reimagine teaching, learning and assessment as an ecosystem, and teachers as caretakers of its diversity and sustainability. We will explore concepts from ecological linguistics, focus on the role of assessment in this habitat, and look at principles to align our work for better learning outcomes.

Syndicate 1 - Brighton Centre
200 audience
Debate
1350-1505
AP, TD

ELT Journal Debate
AI makes language learning more personalized and inclusive for all
For the motion: Joanna Szoke
Against the motion: Laura Patsko
Artificial Intelligence (AI) is just one tool that many teachers, publishers and other educational resource providers increasingly believe could improve inclusivity and personalization for language learners. But while AI-powered tools might have potential benefits for language learning and teaching, they can also produce misleading or incorrect information, they use individuals' personal data to be trained, and they may still build in all-too-human biases. Our two speakers will explore and debate the complex issues around AI in language teaching and the extent to which it can genuinely make learning more personalized, inclusive and effective for all. Please come along and join the debate. (Note: This motion was drafted with the help of *ChatGPT*)

Syndicate 2 - Brighton Centre
200 audience
Forum
1350-1505

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

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

ESOL, RES
a, e, le

Forum on language teacher identity

EFL teachers' agency and identity: an individual and collective endeavor
Lena Barrantes (Universidad Nacional, Sede Regional Brunca)
Language teacher agency and identity are two different, but connected, phenomena. In this presentation, I will share four reflective temporal individual and collective activities for EFL teachers who would like to (re)interpret their agency and identity. After drawing attention to their transformative potential, we will examine their implications for teachers' careers.

Development of language teacher identity
Sviatlana Karpava (University of Cyprus)
This study investigated the development of professional identities of future EFL teachers in Cyprus. The analysis of reflective journals, blog entries and focus group discussions showed that student teachers' professional identities are shaped by their experiences at academic, pedagogical, and personal levels, which enhanced their critical-reflective engagement, research-oriented practices allowing them to become reflective and critical practitioners in the future.

Understanding our 'teacher self' in the ESOL classroom
Cristina Martínez López (Queen's University Belfast)
This talk presents the findings to date of my research study that investigates ESOL teachers' language use, teaching practices and the construction of their identit(ies) in a non-formal ESL setting in Northern Ireland. Drawing on data from teacher focus groups, we will reflect on how our identit(ies) as teachers are built and how they influence our 'selves' in the classroom.

Syndicate 3 - Brighton Centre
200 audience
Talk
GEN
ey, p, s, t, a, e, le

Maximising the use of students' spontaneous language
Roslyn Young (Pronunciation Science Ltd.)
Many teachers would like to use emergent language more, but are not sure how to make it a satisfactory learning experience. One particular problem: how does one give useful feedback to students without destroying the spontaneity and authenticity of their exchanges? In this talk, I will demonstrate tools which solve this problem.

Syndicate 4 - Brighton Centre
200 audience
Talk
GI, TD
ey, s, p, e, le
GISIG Showcase

Voices of teachers: an antiracist view of teaching young learners
Claudia Colla de Amorim (Escola Móbile)
The presenter will share antiracist voices of educators. She will present a sequence of activities designed by Brazilian teachers who aim at raising awareness of antiracist content at a very early age. This talk will be grounded in Critical Race Theory. It will discuss the need for a culturally responsive curriculum and teacher development programs less focused on whiteness.

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	PRON = Pronunciation	**ProdProm** = This session includes product promotion	**a** = adult teaching

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Skyline - Brighton Centre
150 audience
Forum
1350-1505

TD, TTEd
p, s, e, le

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

TD, TTEd
s, e, le

Forum on teacher-led communities of practices: opportunities, challenges, reflections

A tracer study of communities of practice: findings and reflections
Funda Demir Yalçıntaş (British Council Turkey), Aysen Güven (British Council Turkey), Ceren Taş (Ministry of National Education Türkiye)
Tracking the impact of Communities of Practice (CoPs) on English language teachers is a complex process that requires continuous analysis and reflection. This talk will concentrate on the findings and key learning points from monitoring 465 teachers who have either facilitated or participated in CoPs as part of a national project spanning 12 cities and 24 schools in Türkiye.

Developing an online community of practice: challenges and rewards
Anna Karapanou (University of Nicosia)
This talk reports on the findings of a multi-phase research project which aims to address teachers' shared professional development needs in terms of their professional knowledge and repertoire of practice of the 21st century skills. I will share and discuss the intricacies of developing and sustaining an online community of practice (CoP) as an example of a self-initiated collaborative action.

Decentering English language teaching through teachers-led communities of practice
Jules Champrien Fadidac (A.S. Hornby Educational Trust) - *Speaker supported by the Hornby trust*
What are the benefits of communities of practice for teachers' professional development? What are the challenges of building a community of teachers who have not previously worked in teacher-led communities? This session shares the lessons learned and challenges encountered while establishing a community of teachers in a region in Cameroon.

Meeting Room 1A -
Brighton Centre
60 audience
Open Forum
IP&SENSIG Showcase

IATEFL Inclusive Practices & Special Educational Needs Special Interest Group Open Forum
AI and Inclusion; an unlikely mix?
AI is on everyone's mind at the moment, but many of us are wondering how can, and indeed should it be incorporated into an Inclusive classroom. During this forum participants will be able to participate in a discussion with experts from various fields where they can not only pick up new ideas and tips, but also share their own experience.

Meeting Room 1B -
Brighton Centre
60 audience
Talk
LAM, TTEd
ey, p, s, t, a, e

Empowering leaders and managers: a microcredential on professional development
Beril Yucel (Turkish Education Association (TED))
One of the most challenging tasks of a leader or a manager is to establish a robust and effective professional development system for the teaching staff. This talk aims to present the design and implementation of a micro-credential course on *Quality Professional Development for Leaders and Managers* and share the reflections of the course participants and the course tutor.

Meeting Room 1C -
Brighton Centre
80 audience
Panel discussion
1350-1505
TD, TTEd
a, e, le

CPD for English teachers in schools in Uzbekistan: case study
Nilufar Begibaeva (British Council), Jamilya Gulyamova (British Council), Nargiza Kuchkarova (Ministry of Preschool and School Education), Umida Hakimova (Ministry of Preschool and School Education), Khushnamo Burhonxujaeva (Ministry of Preschool and School Education)
Uzbekistan national education development initiatives focus on professional development of teachers in public education. Therefore, in commissioned research, *CPD Journeys of Teachers of English*, the current teacher development provision is analysed, recommendations on future CPD planning are produced, and a new project is developed. Presenters will share the project outcomes and explain the next steps of the project to ensure sustainable change.

Meeting Room 1D -
Brighton Centre
80 audience
LT, TD
ey, p, s, t, a, e, le

Post-lockdown teacher development through complexity theory
Rhian Webb (University of South Wales)
The talk highlights how global lockdowns provided an opportunity for teacher learning, which can be characterised according to complexity theory. I will present qualitative and quantitative data, analysis, and findings from 328 teachers in 23 countries that demonstrate the complex, dynamic, adaptive and non-linear learning that teachers sustained after the lockdowns to accommodate the immediate shift to online teaching.

Meeting Room 3 - Brighton
Centre
50 audience
Talk
LIT
p, s, a, e, le
LitSIG Showcase

Teaching English through literature
Julia Koifman (Kinneret Academic College)
Reading poems, stories, and novels in English not only helps school children enhance their vocabulary and grammar, it broadens their general knowledge about culture, traditions, and the historical background of the country where the story occurred. Furthermore, good and bad examples of the characters of the literature pieces educate children and help them to develop critical thinking.

Meeting Room 5 - Brighton
Centre
50 audience
Talk with restricted
audience number
EAP, GI
t, a, e, le
ESPSIG Showcase

Debating gender gap issues in the STEM EAP class
Anila R. Scott-Monkhouse (University of Parma (Italy)) – *Winner of the IATEFL ESPSIG Mark Krzanowski Scholarship*
STEM doctoral students attending an EAP course engaged in a debate on gender gap issues. The talk describes how learners carried out tasks which are typical of their academic work (research, collection, analysis and presentation of data) but also less familiar activities (structuring arguments, complying to rules, preparing rebuttals) while developing valuable skills (team work, critical thinking, active listening).

Meeting Room 6 - Brighton Centre 50 audience Talk with restricted audience number TEA t, a, e, le	**Utilizing self-assessment in placement: empowering learners and increasing efficiency** **Jody Shimoda (University of British Columbia - English Language Institute), Jas Gill (University of British Columbia)** Accurate level placement supports student success and effective program management. Increasing the scope and utilization of reliable self-assessment instruments within the placement process promotes inclusivity and strengthens learner efficacy. We will share and discuss the findings of a project conducted to determine the role of self-assessment in student placement, its accuracy, and its impact on institutional resources.
Meeting Room 8 - Brighton Centre 50 audience Talk EAP, ESOL a, e, le	**Accessing language for work (overcoming exclusion)** **Shelley Van Kooten (NOCN Group)** This talk will explore the pivotal role ESOL plays in empowering individuals seeking to access English language skills for employment and which in turn will help to combat exclusion. It will outline the need for an ESOL strategy to increase opportunities for speakers of ESL to access ESOL provision and language support.
Meeting Room 9 - Brighton Centre 70 audience Forum **1350-1420** ESOL, YLT p, s, t, a, e, le ESOL, YLT p, s, t, a, e, le ESOL, YLT p, s, t, a, e, le	**Forum on energizing productive skills in the Egyptian context** **Random excitement strategy: unleashing innovation to foster speaking skills** **Mai Moanis (Ministry of Education Egypt)** Find links between the (teacher's role) and the (pen)?! In the random excitement strategy, the previous question is the catalyst, stimulating the mental creativity of students by challenging their abilities to establish connections between abstract concepts (teacher's role) and tangible objects (pen) to foster expressive fluency in speaking. I will demonstrate not only theoretical but also practical use of the strategy. **Switching off the language ego to promote oral competence** **Eissa Muhammad (Ministry of Education)** This presentation addresses the correlation between language ego and linguistic competence, in particular, speaking. Based on a case study, I provide an overview of the issue from a psycholinguistic approach, offering some proposed practical solutions. The audience will develop a deeper understanding of the problem and apply it to their local settings where English is a second language. **Using flipped classrooms to reduce the students' writing apprehension** **Marwa Mostafa Afifi Yousef (Al-Azhar Al-Sharif)** The flipped classroom is considered as an example for a collaborative learning and an active learning method. It is a student centred learning. The teacher is a facilitator. I will present the importance of the flipped learning to improve the writing skill and reduce the writing anxiety as compared to traditional classes.
Meeting Room 10 - Brighton Centre 60 audience Talk LA, TTEd ey, p, s, t, a, e, le	**A model of shifting roles to develop learner autonomy** **Suha Almazyad (Shaqra University/ University of Southampton)** This talk is about a model that was designed to be presented in a study that held several workshops with English teachers at university level. The model of shifting roles between teachers and students to develop learner autonomy refers to a modern educational practice that directly challenges traditional teacher-focused approaches and supports a dynamic interchange of responsibilities between them.
Office 11 - Brighton Centre 40 audience Talk LAM, RES a, e, le	**'They click, we guide them'. Defining the online teacher role** **Iryna Altukhova (EPAM Systems)** My case-study explores how the role of an English trainer is perceived in the online organizational context from different perspectives. My findings will be insightful to educators and managers seeking to understand what it means to be a teacher today, and how the online corporate environment can transform professional identity.
Meeting Room 15 - Brighton Centre 80 audience Talk TD, TTEd s, a, e, le **ProdProm**	**Begin at the beginning: starting your beginner (A1/A2) students successfully** **Rhona Snelling (Freelancer)** Beginners (A1/A2) can sometimes be perceived as more difficult to teach, by both new and experienced teachers. How do we confidently and successfully start our beginner students on their language learning journey? This talk considers relevant linguistic theories as well as our own language learning experiences, alongside providing practical classroom activities for your next lesson.
Pavilion - The Grand Hotel 80 audience Talk MD s, t, a, e, le	**Writing in the real world: supporting students with multi-text input** **Thomas Stuart Banks (Trinity College London)** Strategies for product, process and genre-based approaches to writing are embedded in teacher training and coursebooks; strategies for the real-life skill of synthesising multi-text inputs into one are not, however. This session explores core skills students need to manipulate multi-text sources into a single source, providing practical, tried-and-tested strategies and resources to support students in this key communication activity.

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Session 3.4	1350-1420 *continued*	Thursday 18

Charlotte - The Grand Hotel 250 audience Talk GEN ey, p, s, t, a, e, le	**Making a case for teaching lexical grammar** **Crayton Walker (University of Birmingham)** Most words have multiple meanings, the more frequent the word, the more meanings it has. In this presentation, I will be looking at the way that collocation, phraseology, and patterning are used to disambiguate the meaning of a particular word. Using corpus data, I demonstrate the key role that lexical grammar plays in building meaning.
Empress - The Grand Hotel 250 audience Talk LT, YLT p, e, le **LTSIG Showcase**	**Lessons learned from 10+ years of videoconferencing** **Graham Stanley (British Council Americas)** The British Council has been involved in Ceibal en Inglés, a countrywide project teaching English to upper primary school learners via videoconferencing in Uruguay since 2012. Come and find out what we've learned about using videoconferencing and other learning technologies, team teaching, collaborative expertise, and the benefits of working long-term in partnership over such a long time period.
Alexandra - The Grand Hotel 250 audience Talk TD t, e, le	**Exploring Instagram's potential as a micro-learning tool to enhance L2** **Mukaddas Butabaeva (Uzbekistan State World Languages University)** In this presentation, I will explore the innovative ways in which Instagram can be used as a micro-learning tool to help digital learners acquire a second language (L2). I will provide practical insights and strategies for educators and learners interested in using social media, particularly Instagram, to facilitate language learning.

Session 3.5	1435-1505	Thursday 18

Auditorium 1 - Brighton Centre 500 audience Talk GEN a, e **ProdProm**	**Firing up debate with your adult learners** **Cathy Rogers (Freelance)** Conversation lessons are an excellent way to improve fluency, but how can you get your students to participate with enthusiasm? This talk uses examples from DELTA's *In conversation* to examine how choosing engaging and sometimes even controversial topics can encourage students to share their opinions and let their English flow.
Syndicate 1 - Brighton Centre 200 audience Debate **1350-1505**	**ELT Journal Debate** *continued*
Syndicate 2 - Brighton Centre 200 audience Forum **1350-1505**	**Forum on language teacher identity** *continued*
Syndicate 3 - Brighton Centre 200 audience Talk TD ey, p, s, t, a, e, le	**Ukraine: teaching and learning in difficult times** **Nadiia Udova (British Council Ukraine), Zhanna Sevastianova (British Council Ukraine)** In this talk, we will share the unique British Council experience of organising a continuing professional development programme during wartime for teachers of English in Ukraine. You will learn how challenging the context of English language lessons are during wartime, why it matters to raise awareness of trauma-sensitive teaching, and not only for those in crisis.
Syndicate 4 - Brighton Centre 200 audience Talk GI, IPSEN s, t, a, e **GISIG Showcase**	**English for interfaith dialogue: nurturing understanding and bridging divides** **Hala Ahmed (British Council), Amira Makhlouf (British Council)** British Council's *English for Interfaith Dialogue* programme promotes understanding and coexistence among diverse communities through English language education. Despite challenges, the programme has highlighted the need for such initiatives. It emphasises the importance of empathy, language skills, and cultural sensitivity for teachers. To enhance the impact, recommendations include intercultural training for facilitators, incorporating digital tools, and partnering with local leaders.
Skyline - Brighton Centre 150 audience Forum **1350-1505**	**Forum on teacher-led communities of practices: opportunities, challenges, reflections** *continued*
Meeting Room 1A - Brighton Centre 60 audience Talk IPSEN, MaW ey, p, s, t, a, e, le **IP&SENSIG Showcase**	**Too triggering to teach? Addressing 'sensitive' topics in ELT materials** **Lottie Galpin (Freelance)** Some people argue that the representation of certain identities and topics in ELT materials is simply too sensitive or triggering for students and teachers. This talk considers how true this view is and where these ideas originate. It then shows practical ways that students' materials and teachers' notes can support the inclusion of 'sensitive' and 'triggering' content.

Meeting Room 1B - Brighton Centre 60 audience Talk LA a, e, le	**Fostering adult students' autonomy through andragogy principles** **Fabio Lopes (Associação Cultura Inglesa São Paulo)** In this talk, we will look into some of the characteristics of adult learners and examine how to best make use of the theory of andragogy throughout the learning process in order to make adult students more autonomous, more motivated, and have better control of their own learning progress, yielding to better results.
Meeting Room 1C - Brighton Centre 80 audience Panel discussion **1350-1505**	**CPD for English teachers in schools in Uzbekistan: case study** *continued*
Meeting Room 1D - Brighton Centre 80 audience Talk LAM, TD a, e, le	**The CELTA diaries: an analysis of oral feedback** **Marcela Cintra (Blueberry - Teacher Education & Development), Julice Daijo (Blueberry - Teacher Education & Development)** The way feedback is given after teaching practice may affect CELTA candidates in a variety of ways. In this presentation, empirical data, analysis, and impact of feedback given in in online and face-to-face courses will be discussed in light of theory and current practices. The audience will reflect upon their experience to keep growing as trainers who encourage teacher development.
Meeting Room 3 - Brighton Centre 50 audience Talk LIT s, t, a, e, le **LitSIG Showcase**	**Developing creativity using literature in the EFL classroom** **Kyoko Kuze (Toyo University)** Creativity is becoming increasingly important as a key skill for the 21st century. This talk focuses on the practice of employing narrative creative writing as a response to a literary text in the EFL classroom in Japan. Through the analysis of student writing and their feedback, I will discuss how literature can develop creativity in language education.
Meeting Room 5 - Brighton Centre 50 audience Talk EAP, ESP t, e, le **ESPSIG Showcase**	**English for economics in Thai HE: teaching ESP or EMI** **Pimsiri Taylor (Language Institute Thammasat University, Thailand)** Designing and teaching ESP in today's HE is complex. In this talk, I present examples of course content, teaching and learning activities, and course assessment from the 'English for economics' course designed for economics students studying in local/Thai vs international/EMI programmes. The talk acts as a springboard for discussion for teaching ESP in EMI programmes.
Meeting Room 6 - Brighton Centre 50 audience Talk TEA s, a, le	**Teachers as examiners - the challenges and the rewards** **Shakeh Manassian (PSI Services (UK) Ltd)** In many contexts, test providers draw on the teaching community for recruitment of examiners. Specifically in language testing, examiners often provide their services for the speaking and writing tests. The role of the examiner is complex: this presentation will look at some of the challenges examiners face and the rewards available to teachers who choose to take on this role.
Meeting Room 8 - Brighton Centre 50 audience Talk RES, YLT s, e, le	**Exploring adolescent students' foreign language enjoyment in exam classes** **Valentina Papandroulidaki (Everest Language School)** This talk touches upon my recent research findings on the new construct of Foreign Language Enjoyment (FLE) as explored among 40 adolescent learners in exam classes in Greece. Based on these findings, the talk offers some fresh perspectives on FLE and some practical ways to enhance learners' enjoyable learning experiences in exam-class settings.
Meeting Room 9 - Brighton Centre 70 audience Forum **1350-1420**	**Forum on energizing productive skills in the Egyptian context** *continued*
Meeting Room 10 - Brighton Centre 60 audience Plenary Q&A Re, TTEd	**Question & answer session relating to Letizia Cinganotto's plenary session** If you attended Letizia Cinganotto's plenary session this morning on *teaching English and teaching other languages: what's new?*, 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 Letizia Cinganotto's talk.
Office 11 - Brighton Centre 40 audience Talk LAM ey, p, s, t, a, e, le	**The HR management of Generation-Z language teachers** **Ehsan Ollah Gorji (THink language teaching and learning solutions)** The generation of teachers in language schools is changing. As generation Z is entering teachers' rooms and online classes, they bring with themselves their identity, beliefs, lived experiences, hopes and fears. In this talk, I will share how the human resources management of this new generation of teachers is different from the conventional existing approaches.

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Session 3.5	1435-1505 *continued*	Thursday 18

Meeting Room 15 -
Brighton Centre
80 audience
Talk
BE, ESOL
a, e

Why we need business English trainers who understand business
Albert Balvers (Albert's School)
The world is changing, and English has become the "lingua franca" of business executives, no matter what their cultural background is. The requirements for language training are evolving rapidly and fundamentally, mainly due to globalisation, internet tools and artifical intelligence. Can (ex-) business executives, who speak and understand the language of their students, offer more suitable language training?

Pavilion - The Grand Hotel
80 audience
Talk
ESOL, TD
ey, s, p, s, e, le

***The Reading Clinic* program**
Lubna Mohyuddin (Society of Pakistan English Language Teachers)
This session will delve into the transformative impact of *The Reading Clinic* for economically disadvantaged primary and middle school students. Discover how this initiative addresses the unique challenges of struggling learners, fostering holistic English language development through tailored strategies in reading comprehension, vocabulary acquisition, and language proficiency through one-on-one tutoring.

Charlotte - The Grand
Hotel
250 audience
Talk
TD
ey, p, s, t, a, a, e, le

Mastering role-plays for online lessons: strategies for digital delivery
John Wallen (EF Teach Online)
Do you think role-plays only work in face-to-face lessons and physical classrooms? Think again! With careful planning and creativity, the technology already available for online classrooms affords excellent opportunities for language practice – and it's always improving. This talk explores the pedagogic and practical considerations behind how teachers can set-up, stage and deliver effective, engaging, immersive role-plays in online classes.

Empress - The Grand Hotel
250 audience
Talk
LT, TD
ey, p, s, t, a, e, le
LTSIG Showcase

Making remoteness close: human connections at the centre
Serrana Muniz (Freelance)
How can we build a sense of community among educational communities that have never met in the flesh? How can we take advantage of the affordances of digital technologies to maximise student and teacher engagement and motivation? Drawing from experience in large-scale remote teaching programmes, this presentation will discuss these questions and suggest good management practices to build belonging.

Alexandra - The Grand
Hotel
250 audience
Talk
GI
ey, p, s, t, a, e, le

Examining gender inequality in ELT: language, history and patriarchy
Carol Lethaby (UC Berkeley)
This session looks at the various factors that have contributed to pervasive and lasting gender inequality in ELT. By examining the origins of patriarchal societies and societal expectations, as well as the history of the spread of English around the world, we review a profession that is largely populated by women, but where men disproportionately hold positions of influence.

Break	1505-1535	Thursday 18

IATEFL Stand

University and college leacturers meet up
If you are a university or college lecturer, come to the IATEFL Stand to meet other professionals and make some connections.

Pop-up Presentation Stage
1510-1525

LanguageMate
LanguageMate: **empowering teaching and learning with AI**
Join us to explore how cutting-edge AI is empowering language educators.
LanguageMate is a pioneering AI-driven platform partnering with educational institutions to empower teachers and enhance students' conversational skills across various languages. Our innovative AI technology enables teachers to significantly reduce their workloads, allowing them to teach more efficiently. We offer a unique, immersive learning experience by allowing students to read, write, listen, and speak in engaging, real-world scenarios. This personalised approach boosts students' confidence and accelerates their journey towards fluency.
Discover how your institution can reduce teacher workload and teach more using AI technology!
Speakers: Alexander Neep and Laura Herrmann

East Bar - Brighton Centre

Poster presentations (see page 86)

Key to abbreviations used in the Conference Programme

AL = Applied Linguistics	**IPSEN** = Inclusive Practices & SEN	**RES** = Research	**le** = less-experienced audience
BE = Business English	**LA** = Learner Autonomy	**TD** = Teacher Development	**e** = experienced audience
EAP = English for Academic Purposes	**LAM** = Leadership & Management	**TEA** = Testing, Evaluation & Assessment	**ey** = early years
ESOL= English for Speakers of Other Languages	**LIT** = Literature		**p** = primary teaching
ESP = English for Specific Purposes	**LT** = Learning Technologies	**TTEd** = Teacher Training & Education	**s** = secondary teaching
GEN = General	**MaW** = Materials Writing	**YLT** = Young Learners & Teenagers	**t** = tertiary teaching
GI = Global Issues	**MD** = Materials Development		**a** = adult teaching
	PRON = Pronunciation	**ProdProm** = This session includes product promotion	

Auditorium 1 - Brighton Centre 500 audience Talk TD s, t, a, e, le **ProdProm**	**Using mediation for better outcomes** **Andrew Walkley (National Geographic Learning)** In this talk, I'll discuss the benefits of considering mediation at all stages of lessons - especially where our goal is to enable genuine conversations and develop good learning practices. I will show how we make use of mediation in *Outcomes* (National Geographic Learning), show teachers how they might exploit mediation and dispel some myths and fears surrounding it.
Syndicate 1 - Brighton Centre 200 audience Talk BE, TEA ey, p, s, t, a, e, le	**Future skills: what will make our students employable?** **Mike Mayor (Pearson)** The use of technology and AI is having a significant impact on the workplace, and employers are reporting skills gaps in the workforce. What are the skills that will make our students employable and how can ELT teachers help them develop those skills? Free resources will be shared to support teachers in measuring progress of these future skills.
Syndicate 2 - Brighton Centre 200 audience Talk PRON s, t, a, e, le	**Intonation and artificial intelligence: a '1, 2, 3' plan** **Stella Palavecino (Instituto Superior en Lenguas Vivas Juan Ramon Fernandez)** Intonation may be perceived as something abstruse but this is not really so. Artificial intelligence has come to change the picture. In this practical presentation, I will show how teachers and learners can work on English intonation in three steps. In this way, learners will be empowered to select the right tunes and produce intelligible oral texts aided by AI.
Syndicate 3 - Brighton Centre 200 audience Forum **1535-1650** TD, TTEd p, s, t, e, le TD, TTEd t, e, le TD, TTEd p, s, t, a, e, le	**Forum on teaching excellence: CPD insights and innovations** **Empowering teacher-led professional development using a CPD framework** **Addeh Hovassapian (British Council Armenia)** In this talk, I will present a new teacher continuing professional development (CPD) framework developed for Armenia's ELTs based on the British Council's *Teaching for Success* approach. In my talk, we will explore the new framework's key features and promises and how it can be used in your context to put teachers at the heart of their own professional development. **An online teacher community journey: from university to school** **Dmitriy Cherkassov (SDU University, Almaty, Kazakhstan, OTC PRESETT facilitator)** A transformative session is tailored for those who are intrigued by teacher development and teacher training education. A comprehensive talk combines informative context with hands-on application by a selected group of pre-service EFL students at a Kazakhstani university, all within the framework of the British Council *Online Teacher Community* (OTC) programme. **Strengthening alliances to revamp teacher professional development** **Mayda Ramos (Ministry of Education, Cuba)** I will share experiences about a collaboration project with the British Council Cuba, to undertake changes in teacher training, empowering and updating trainers and trainees. I will talk about know-hows from planning to feedback. The implementation of the project and the outcomes will be discussed. I will present alternatives to ensure equality and benefits for all people involved.
Syndicate 4 - Brighton Centre 200 audience Talk GI, TD s, t, a, e, le **GISIG Showcase** **ProdProm**	**Authentic materials, learner voices, teacher emotions and critical incidents** **Adam Scott (Sensations English)** Presenting language and global issues in supportive contexts can transform potentially 'taboo' topics into opportunities for developing learners' voices, reflective learning and teacher development. Inclusive, intersectional news-based resources help construct these safe environments. We'll consider these opportunities as critical incidents which value students' lives, classroom and wider diversity, and teacher emotions in professional development, with example resources from Sensations English.
Skyline - Brighton Centre 150 audience Talk RES, TD ey, p, s, t, a, e, le	**Seeing data differently: Using visual tools in qualitative research** **Josie Leonard (University of Central Lancashire)** Visual resources, such as mind maps, offer alternative tools for qualitative data gathering and analysis. In this talk, I will show how I used mind-maps and Padlet forms in a narrative study of English language teacher identity formation. I will discuss how they facilitated a more participant-led approach in interviews and share insights of their benefits in data analysis.
Meeting Room 1A - Brighton Centre 60 audience Talk IPSEN ey, p, s, t, a, e, le **IP&SENSIG Showcase**	**Trauma informed teaching practices in adult ESL classrooms** **Ruba Kallab (Seridan College)** This presentation emphasizes the importance of trauma-informed teaching in adult ESL classrooms. It explores methods for establishing safe and supportive environments, addressing learners' emotional needs, and adapting instructional approaches for enhanced learning outcomes, particularly in the context of technology advancements. The session aims to equip educators with effective strategies to foster inclusive and supportive language learning space.

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Meeting Room 1B - Brighton Centre 60 audience Panel discussion **1535-1605** TD, TTEd ey, p, s, t, a, e	**Boundary-crossing learning communities: empowering EFL teacher development in China** **Tingting Liu (Academy of Guiyang English Subject Coordinators), Qinghua Zhu (No. 7 Middle School), Hongyi Wang (No. 6 Middle School), Cui Zhu (Guiyang No. 2 Experimental Middle School)** Can teachers' professional development benefit from other professions? In this panel, our four panellists will showcase a case study that highlights how involving professionals from non-teaching backgrounds can enhance the development of EFL teachers in Southwest China. By attending our panel, you will gain practical insights into promoting teachers' professional development within similar educational contexts.
Meeting Room 1C - Brighton Centre 80 audience TD, TTEd ey, p, s, t, a, e, le	**Teachers as champions: a success story in teachers' CPD** **Satya Anand (British Council)** This talk looks at an action research programme, I led with five teacher-mentors across five gulf countries in the British Council, that triggered a change in the way teachers viewed and engaged with continuous professional development. The mentor model for teacher support used in this programme can be replicated in other contexts to implement teacher-led and sustainable teacher development.
Meeting Room 1D - Brighton Centre 80 audience Talk LA, TEA a, e, le	**Empowering higher level learners: tools for progress measurement** **Yulia Efremova (Freelance)** I will discuss two tools that can help intermediate and advanced students track their progress in all four language skills: evidence collection and log keeping. Based on the examples from my students' experience, I will demonstrate how teachers can effectively personalise these tools to meet individual student needs and assist students in their implementation.
Meeting Room 3 - Brighton Centre 50 audience Talk LA, LIT p, s, e, le **LitSIG Showcase**	**"Atomic" reading habits: a neuroscience-powered approach for Generation Z** **Armanda Stroia (Academy of Creators who Teach to inspire (ACT to inspire))** Empowering screenagers with sustainable reading habits proves dauntingly challenging, given their shorter attention spans and addiction to digital distractions. How about exploring research-powered strategies merging insights from neuroscience of "atomic habits" and motivational psychology? Dive into "habit loops" and progress-tracking tools, take away optimized implementation intentions and the "5-minute daily reading challenge" project to transform Gen Z's relationship with reading!
Meeting Room 5 - Brighton Centre 50 audience Talk BE, ESP t, a, e, le **ESPSIG Showcase**	**Using insights from research to inform ESP teaching** **Clarice SC Chan (University of St Andrews, UK)** Existing research in ESP can be a valuable source of ideas for designing effective teaching materials and methods. In this presentation, I show how research can innovate ESP practice, using examples of teaching materials and classroom activities that are informed by research. I also show how teachers can access research through some channels that provide open access to research outputs.
Meeting Room 6 - Brighton Centre 50 audience Talk with restricted audience number LT, TTEd t, a, e, le	**"E-space or a blank canvas?" Exploring student-teacher self-representations on e-portfolios** **Nusrat Gulzar (University of Warwick)** This talk will discuss the findings of the first phase of a design-based research (DBR) project aimed at developing a student-centered learning design to enhance student teachers' self-regulation and reflective capacities using accessible e-portfolio technology. We will present the practical considerations involved in introducing context-appropriate e-portfolio tasks and remote feedback strategies to foster student-teachers' practice of self-representations through multimodal narratives.
Meeting Room 8 - Brighton Centre 50 audience Talk LAM ey, p, s, t, a, e, le	**Managing your team and your own wellbeing: a balancing act** **Sofia Papadimitropoulou (BSC Education)** Leadership and management courses in ELT primarily focus on the 'how to' of the job. What is generally omitted is how we protect ourselves from the day to day stresses which impact on wellbeing. This talk will explore why this challenge is still not openly discussed within our industry, offering some practical ideas to help find the right balance.

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Meeting Room 9 - Brighton Centre 70 audience Forum **1535-1650** TEA ey, p, s, t, a, e, le EAP, TEA t, a, e, le TEA ey, p, s, t, a, e, le	**Forum on washback: revising test duration in a high-stakes test** **Classroom assessment: how do we give the right message?** **Zeynep Urkun (Kadir Has University, Istanbul)** Assessing what's been taught in the right way is an issue teachers frequently struggle with. Creating the right backwash depends heavily on the task types and the weightings we dedicate to these. This session will explain the details of establishing such a system at a tertiary setting and provide examples. **Two-hour vs three-hour: exploring washback effects of test time revisions** **Jingwen Wang (University of Southampton), Ying Zheng (University of Southampton)** This study examines the washback effects of a shortened high-stakes international English test. Interviews with test-takers and instructors highlighted a preference for the concise format, revealing positive test preparation impacts and an increased perceived difficulty. While pointing to a new trajectory in washback research, the findings also indicate a demand for a greater academic emphasis for future test revisions. **Testing: positive & negative washback on teaching and learning** **Panagiota Vampoula (`Glossomatheia` Foreign Language school, EFL teacher)** Familiarising the audience with the term `washback (positive & negative)` on teaching and learning, and the factors influenced by it. The content focus is testing, evaluation & assessment. The difference between testing and assessment, factors promoting positive washback and the ones washback is influenced by, are defined. Tips for test positive washback and real life are given.
Meeting Room 10 - Brighton Centre 60 audience Talk AL, ESP t, e, le	**'Equitable'-medium instruction: challenging the 'E' of South Korean EMI** **Dylan Glyn Williams (Queen Mary University of London)** This paper outlines current EMI challenges based on a study of 10 South Korean university students and provides examples of translanguaging practices to address them. The paper suggests involving students in reshaping learning structures for a more socially just translanguaging future, thus questioning the monolingual native speaker ideology in EMI policy.
Office 11 - Brighton Centre 40 audience Talk AL t, e, le	**The impact of virtual tools on learning grammar** **Rasha Ahmed (King Abdulaziz university - English Language institute & Sudan University of science and Technology - Education College)** This presentation highlights the results of a study on the impact of virtual tools on EFL learners' grammar performance during the Covid-19 outbreak. It's an experiment in which one group of Saudi students studied grammar remotely while the other studied in person prior to the epidemic. The results demonstrate that the experimental group scored higher than the control group.
Meeting Room 15 - Brighton Centre 80 audience Talk AL, RES s, a, e, le	**Reviewing lexical collocations in English as the lingua franca** **Edward Eustace (Kaplan International Covent Garden)** English is the world's unparalleled auxiliary language, yet still envisioned as an elite achievement. English as a lingua franca (ELF) accommodates learners' interlanguage thereby making permutations intelligible. Nevertheless, pedagogic acceptance has proven problematic, especially regarding lexical collocations. This talk reviews ELF's effect on Lexicography and how educators can incorporate AI technologies with corpora to facilitate communicative competence for their learners.
Pavilion - The Grand Hotel 80 audience Talk GEN s, t, a, e	**Applying first language acquisition principles to second language learning** **Ian Pemberton (University of Warwick)** While context is critical for L1 acquisition, it is often missing from L2 classrooms. However, the wide availability of multimedia resources affords L2 learners the opportunity to use their primary biological skills of watching and listening to learn from context. Drawing upon L1 acquisition theory, attendees will learn six principles to guide the use of multimedia materials in the classroom.
Charlotte - The Grand Hotel 250 audience Talk RES, TEA s, t, a, e, le	**One skill retake: an optimised model for best practice?** **Hye-won Lee (Cambridge University Press & Assessment), Emma Bruce (British Council)** In this talk, we will introduce a new operational approach to test delivery, IELTS One Skill Retake (OSR), and present empirical research findings showing the implications of OSR for test-takers and score users, specifically recognising institutions. We will conclude the talk with recommendations to inform best practice for the field.
Empress - The Grand Hotel 250 audience Talk LT, TD a, e, le **LTSIG Showcase**	**Using GenAI in teacher education to benefit trainers and trainees** **Lindsay Warwick (Freelance)** This session aims to help trainers exploit GenAI when preparing for and delivering training, and model best practice. It will also look at ways in which trainers can help new and in-service teachers to develop the knowledge and skills they need to use GenAI effectively themselves, through training activities. The focus will be on practical ideas, tools and prompts.

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Session 3.6 — 1535-1605 *continued* — Thursday 18

Alexandra - The Grand Hotel
250 audience
Forum
1535-1650

TD
s, t, a, e, le

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

GEN
a, e, le

Forum on speaking skills

Facilitation techniques in teaching English
Elena Peresada (Enraid)
Many teachers complain that their students are reluctant to speak in class. "Let's discuss" activities never work well for them. One of the approaches you might use to help students to participate in class discussions more actively is facilitation. In my talk, I'd like to describe some of these techniques and try them with the participants.

Self-selected vs teacher-assigned tasks in EFL speaking class
Santri Djahimo (Nusa Cendana University)
This is the results of a study aimed at finding out if either self-selected or teacher-assigned tasks are preferred by students to help them perform better in speaking class, and if their individual differences in relation to their options can really distinguish high from low output students. Additionally, factors that influence their preferences have also been identified.

Empowering language learners: expanding speaking skills beyond the classroom
Emine Demiroz (Trakya University)
In the 21st century, power lies not solely in knowledge, but in applying it effectively beyond the classroom walls. Speaking skills in a foreign language pose unique challenges of connecting classroom learning to real-world applications. This session offers attendees invaluable insights into bridging the gap between classroom instruction and real-world communicative competence.

Session 3.7 — 1620-1650 — Thursday 18

Auditorium 1 - Brighton Centre
500 audience
Talk
GEN
ey, p, s, t, a, e, le

Cultivating teacher wellbeing: a journey of professional and personal growth
Montse Costafreda (Oxford University Press)
Discover the path to teacher wellbeing and explore how to impact your teaching career. Delve into the four essential pillars: mind, body, relationships, purpose. Learn practical strategies to manage stress, cultivate healthy relationships, enhance self-compassion, and foster gratitude. Join us on a journey of professional and personal development for you and your school. Referencing various publications on wellbeing from OUP.

Syndicate 1 - Brighton Centre
200 audience
Talk
MaW, TD
a, e, le
ProdProm

Making money from educational video; 12 lessons from 12 years
Jo Gakonga (ELT-TRAINING.COM)
I've been successfully creating and selling video-based online courses for teachers since 2012, initially as a bit of a hobby but now as my full time income. Along the way I've learnt quite a bit so come along to get some pointers and see how the *Video Creation for Educators* group programme can help you do what I've done.

Syndicate 2 - Brighton Centre
200 audience
Talk
RES, TD
p, s, t, a, e, le

Effectiveness of low-tech continuous professional development: research outcomes
Robert Chatfield (British Council Americas), Liliana Sánchez (British Council Mexico)
How effective can continuous professional development be when delivered using mobile messenger apps? This is a question British Council Americas researched in 2023. We will present the answers to research questions on the effectiveness of the Low-Tech CPD project in the Americas and a case study of rural schools in the state of Chiapas, Mexico.

Syndicate 3 - Brighton Centre
200 audience
Forum
1535-1650

Forum on teaching excellence: CPD insights and innovations *continued*

Syndicate 4 - Brighton Centre
200 audience
Open Forum
GISIG Showcase

IATEFL Global Issues Special Interest Group Open Forum
Global issues in ELT – What? And how?
Which global issues do you care about most? How about your students? How can we in GISIG work together to create and share materials, activities and projects; equip more teachers to deal with big issues and develop critical literacy; and disrupt! Come to our Open Forum and let's discuss!

Skyline - Brighton Centre
150 audience
Talk
TEA
ey, p, s, t, a, e, le

Teaching and testing: truth and myths
Pippa Sutcliffe (LT123), Felicity O'Dell (LT123), Frances Treloar (LT123)
This talk explores some common beliefs about testing. How far do they reflect reality? You may be writing tests for your students, or preparing them for external tests, which may not have been chosen by you. Our discussion aims to provide teachers with insights into how testing does and should operate to the benefit of teaching and learning.

Meeting Room 1A - Brighton Centre 60 audience Talk IPSEN, TEA ey, p, s, t, a, e, le **IP&SENSIG Showcase**	**Fostering inclusivity in ELL classrooms assessment: how to achieve it?** **Arum Perwitasari (ETS Global)** This session explores Inclusive Assessment (IA) guidelines for language learning. Participants will gain insights into IA's rationale as well as diverse purposes and core values emphasizing fairness and equity in assessment. They will also learn practical strategies to design assessments catering to learners' unique needs, considering task nature, timing and conditions, which can be implemented in inclusive classrooms.
Meeting Room 1B - Brighton Centre 60 audience Panel discussion **1535-1605**	**Boundary-crossing learning communities: empowering EFL teacher development in China** *continued*
Meeting Room 1C - Brighton Centre 80 audience Talk TD, TTEd a, e, le	**Redesigning flexible professional development for teachers in a multilingual context** **Neda Neynska (BLCC - Business Language and Communication Centre), Kati Sule (BLCC)** How can we bridge differences in teacher skillsets, find common ground in a multilingual context, and ensure consistent and high-quality learning experience for clients? In this talk, we will reflect on our experience with (re)designing and future-proofing a flexible online professional training programme for freelance language teachers of over 10 nationalities with five key takeaways for participants.
Meeting Room 1D - Brighton Centre 80 audience Talk LAM ey, p, s, t, a, e, le	**Breaking organisational silos with a marketing video project** **Jonathan Yates (Inspired Kids)** This talk explores the use of cross-departmental collaborative projects to improve organisational cohesion through combatting issues related to siloization. I will discuss the effects of silos I have experienced in language teaching organisations (LTOs) of various sizes, the efficacy of a video project employed in my LTO, and how it, and other projects, could be adapted to suit different contexts.
Meeting Room 3 - Brighton Centre 50 audience Talk EAP, LIT s, t, a, e, le **LitSIG Showcase**	**Enhancing language learning through literature and book clubs** **Madeline Lorenz (Leonardo de Vinci University Center)** This talk explores innovative strategies for integrating books and book clubs into university level English language programs. It discusses incorporating book chapters into courses, and how to introduce and manage university book clubs, with an emphasis on the transformative impact of diverse literature on language learning and inspiration for students and teachers.
Meeting Room 5 - Brighton Centre 50 audience Talk EAP, TEA t, e **ESPSIG Showcase**	**AI redefining EAP writing assessment** **Fatma Merve Baykan (Sabancı University)** This talk aims to explore the transformative impact of AI on the needs and priorities of EAP writing classes, as well as sharing with the audience, the steps and challenges of redesigning a content-based writing course so that AI is purposefully integrated in teaching and assessment so as to avoid AI-assisted plagiarism.
Meeting Room 6 - Brighton Centre 50 audience Talk TD, TTEd t, a, e, le	**Reconsidering EL teacher training: a subject didactics competence model** **Nina Raud (University of Tartu), Olga Orehhova (University of Tartu)** The talk will present an English language (EL) teacher training subject didactics competence model based on a qualitative analysis of studies into English language pre-service teacher training programmes. The application of the model will be illustrated by comparing EL teacher training pre-service programmes in Estonia and showing how they can be reconsidered in line with the model.
Meeting Room 8 - Brighton Centre 50 audience Talk LAM, TD a, e	**From teacher to 'head-teacher': promoting local leadership and learning communities** **Daniella Seong Hui You (Associação Cultura Inglesa São Paulo)** This talk aims at outlining the impact of the implementation of a peer-to-peer in-service teacher development programme in a large private language school to promote learning communities and foster local leadership by developing teacher leaders locally named as 'head-teachers'. The findings offer some insights into teacher development and teacher leadership.
Meeting Room 9 - Brighton Centre 70 audience Forum **1535-1650**	**Forum on washback: revising test duration in a high-stakes test** *continued*
Meeting Room 10 - Brighton Centre 60 audience Talk MD, TD a, e, le	**Ways of humanizing your course: being unpredictably human** **Sanaa Makhlouf (The American University in Cairo)** I will explain the meaning of humanizing a course and how it can unleash students' uniqueness through knowledge exchange, collaboration and engagement. I will share various whole groups, small groups and individual practices such as storytelling, reflective writing, and journal writing to enhance the human connection with their peers and instructor. Challenges and rewards will be discussed.

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Office 11 - Brighton Centre
40 audience
Talk
RES, TD
ey, p, s, t, a, e, le

Mentoring experienced in-service high school English teachers' action research
Meifang Zhuo (University of Warwick)
Action research (AR), one of the most popular proposals for teacher research, is considered crucial both for promoting high-quality education and for teachers' professional development. This talk unpacks experienced in-service teachers' views on being mentored and their overall AR experience through three case studies. Mentor's reflection as well as implications for AR mentoring in similar context are also discussed.

Meeting Room 15 - Brighton Centre
80 audience
Talk
GEN
t, e, le

Enhancing undergraduate engineering students' intercultural communication skills through hybrid exchange
Andreas Hövener (FH Münster University of Applied Sciences)
Combinations of short physical group mobilities and virtual phases allow undergraduate students to apply language and intercultural skills as well as their expert knowledge from their studies. This presentation shows the design, objectives, and outcome of a hybrid exchange between Finish and German engineering students who were given the task to solve a complex problem using Design Thinking principles.

Pavilion - The Grand Hotel
80 audience
Talk
GEN
ey, s, p, s, a, e, le

Introduction of the Thinking Abilities Framework for EFL teachers
Carrie Xiaorong Zhang (University of Reading), Bruce Howell (University of Reading)
We investigated how EFL teachers in China compulsory education developed students' thinking abilities and then created a bilingual Thinking Abilities Framework to support teachers in classroom practice and CPD. This session will allow for insight into the conceptual structure of thinking, how it supports lesson planning and monitors students' progression. Two of the recommended pedagogical approaches will be showcased.

Charlotte - The Grand Hotel
250 audience
Talk
ESOL, MD
a, e, le

Strip-malls, jerky, and Dolly Parton: American culture for Russian-language speakers
Katherine Neginskiy (International Women's Resource Center)
Your students know about Thanksgiving, but do they know about strip-malls, beef jerky, and Dolly Parton? We explore the successes and challenges of a modern, multi-modality suite of free English Language Learning and American Culture materials, tailored for Russian-language speakers, designed to be used for self-study OR in the classroom. The *Molodets* website includes podcasts, videos, lesson plans, and more!

Empress - The Grand Hotel
250 audience
Talk
LT
ey, p, s, t, a, e, le
LTSIG Showcase

AI in ELT: the good, the bad and the weird
Nicky Hockly (TCE (The Consultants-E))
Generative AI is likely to be a game-changer for our field, but for good or bad? This talk discusses some of the big questions around the use of AI in ELT. We'll explore issues around privacy, equity, creativity and labour, taking a critical look at where AI is taking us and considering how to get there in one piece.

Alexandra - The Grand Hotel
250 audience
Forum
1535-1650

Forum on speaking skills *continued*

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Session 3.8	1705-1750	Thursday 18

Syndicate 1 - Brighton Centre
200 audience
Workshop
EAP, TTEd
s, t, a, le
ESPSIG Showcase

Teaching academic reading skills
Dorothy Zemach (Express Publishing)
Teaching academic reading is challenging because students assume that once they can decode words—and know enough vocabulary—they'll be proficient readers. However, there are definite skills and strategies to read faster, understand better, and remember more easily. Come try out intensive skills for pre-reading, during-reading, and post-reading to be taught and practiced in the high school and university classroom.

Syndicate 2 - Brighton Centre
200 audience
Workshop
TD, TTEd
ey, p, s, t, a, e, le

Let's take another look at grammar: core concepts
Rita Baker (The Global Approach Ltd.)
Last year I illustrated the simplicity and consistency of the global patterns of English as compared with our familiar, deconstructed, rules-based, grammar McNuggets. Continuing from this, with reference to phrasal verbs and core concepts of 'simple', 'continuous' and 'perfect', I shall demonstrate visually and kinaesthetically how learners and teacher trainees can gain an intuitive, holistic grasp of English as a system.

Syndicate 3 - Brighton Centre
200 audience
Workshop
LA, TTEd
ey, p, s, t, a, e, le
ProdProm

Brain friendly grammar with *Neurolanguage Coaching*
Rachel Paling (efficient language coaching global sl,)
Grammar - most learners hate it! Brain friendly grammar distils neuroscience and professional coaching into a simple spoken conversation, harnessing the ideal conditions for absorbing the mechanics of language. In this way, grammar is discussed and explored with the learner in a calm brain friendly conversation. By using the PACT PQC coaching model, language educators will totally transform grammar.

Syndicate 4 - Brighton Centre
200 audience
Workshop
GI, YLT
ey, p, s, t, a, e, le
GISIG Showcase

Talking to learn: negotiation of meaning in online intercultural link-ups
Nick Bilbrough (The Hands Up Project), Rajaa Abu Jasser (The Hands up Project), Ashraf Kuhail (The Hands up Project)
We arrange online intercultural link-ups with large coursebook-based classes in Gaza. The challenge for teenagers and teachers to understand and communicate together is huge, but ultimately leads to enhanced communicative competence, intercultural awareness and confidence. In this workshop we'll explore examples, ending with a link to a class of 50 teenagers in Palestine to put it into practice.

Skyline - Brighton Centre
150 audience
Workshop
GEN
ey, p, s, t, a, e, le

Drama based pedagogy in ELT
Sabina Skenderovic (Big Ben Centre Tuzla)
Drama based pedagogy in ELT focuses on the use of various arts in order to enhance English language learning. In its application in the ELT it aids the students' communication and critical thinking skills. It is adjustable to various English language levels and it is a perfect solution to create a nurturing and inspiring classroom environment.

Meeting Room 1A - Brighton Centre
60 audience
Workshop
GI, IPSEN
ey, p, s, t, a, e, le
IP&SENSIG Showcase

Tear the label off the learner
Giovanni Licata (Università di Firenze)
Research has shown how labeling learners can prevent the free flow of learning from happening. Educators are aware of the risks of labeling personality types but are we aware of the dangers inherent in labeling behaviors? We will reflect on learner and trainee-teacher identity and on the hidden consequences of labeling our audience and ourselves in the classroom.

Meeting Room 1B - Brighton Centre
60 audience
Workshop
LAM, TD
ey, p, s, t, a, e, le

Shaping a 21st century team in Central Asia
Bostan Hayat (Quantum STEM School)
New educational project from scratch; new city, diverse teacher backgrounds, overload, resistance to extra work, lack of motivation, and internal competition, the situation seems disastrous. This session aims to focus on a real case in Kazakhstan and teach participants how to unite the team, boost motivation, and make this team a top-performing unit.

Meeting Room 1C - Brighton Centre
80 audience
Workshop
LA
p, s, t, a, e, le

Make learning great again: with creative interaction!
Ariane Niemeijer (Windesheim)
Who wouldn't like to learn in a creative and fun way? Inspiring each other by learning together in creative classroom activities. The activities used in this workshop are educational in themselves and form a starting point for a more in-depth study of specific topics that can be tailored to the group or the individual learner.

Meeting Room 1D - Brighton Centre
80 audience
Workshop
GEN
ey, p, s, t, a, e, le

Women in ELT: global challenges, future aspirations
Heather Buchanan (University of York), Julie Norton (University of Leicester)
This workshop explores challenges faced by women in ELT in the workplace. It reports on a small-scale study which captures the experiences of women working in a variety of professional (teaching, publishing and writing), geographical and cultural contexts. Through awareness raising, it aims to provide a supportive space for participants to discuss their professional development, career progression and future aspirations.

Meeting Room 3 - Brighton Centre
50 audience
Open Forum
LitSIG Showcase

IATEFL Literature Special Interest Group Open Forum
Looking back – Looking ahead
We will deal with news of the SIG's past year, future plans, finances, 'meet the committee', and be inclusive so that new and old SIG members, as well as non-members, feel welcome. The Open Forum is an opportunity for attendees to voice their opinions and make suggestions for future directions.

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Meeting Room 5 - Brighton Centre
50 audience
Workshop
GEN
ey, p, s, t, a, e, le

Building rapport means building success
Urs Kalberer (Sekundarschule Landquart Switzerland)
Building rapport, characterized by a trustworthy bond between teachers and learners, stands as a key factor in achieving success. Discover effective methods to cultivate rapport through straightforward routines, incorporating both verbal and nonverbal strategies. Even slight adjustments in how you perceive your students can yield significant improvements in addressing disciplinary challenges and enhancing your overall professional satisfaction.

Meeting Room 6 - Brighton Centre
50 audience
Workshop with restricted audience number
EAP, TEA
s, a, e, le

Enhancing TOEFL speaking tasks through peer assessment and metacognition
Anne Haggerson (The US Department of State's English Language Programs) – *Winner of the TOEFL Scholarship*
In this workshop, participants will explore a step-by-step peer assessment protocol for TOEFL speaking tasks. Moreover, participants will learn ways to scaffold the process of peer feedback based on the speaking rubrics and checklists and establish a supportive and positive learning environment where mistakes are valued. Lastly, participants will learn strategies for facilitating metacognition and learner autonomy through partner interactions.

Meeting Room 8 - Brighton Centre
50 audience
Workshop with restricted audience number
TEA, YLT
p, e, le

Productive peer assessment in the primary classroom
Laura McWilliams (IATEFL YLTSIG)
Research shows that peer assessment is beneficial, yet teachers are often apprehensive, because of cultural unfamiliarity, lack of faith in learners' abilities, or simply no activity ideas! This practical workshop offers a range of ways to develop peer assessment with primary learners, upskilling learners to provide classmates with effective feedback.

Meeting Room 9 - Brighton Centre
70 audience
Workshop
GEN
ey, p, s, t, a, e, le

The writing game: making your mandatory writing assignments fun
Anca de Vries (Aeres University of Applied Sciences), Matianna Naka (Music School of Larisa)
How can we turn our already existing and mandatory writing assignments into a game or fun activity our students will actually enjoy? In this workshop we'll discuss and try some game didactic principles and show a couple of ways in which you can apply them to your own writing assignments.

Meeting Room 10 - Brighton Centre
60 audience
Talk
GEN
a, e, le

How does an L1 affect acquiring an L2?
Chris Watts (Dufferin Peel Catholic DSB)
Learning a new language, is for most, hard. As a newcomer, they have a much harder task in order to attain a level of competency. In this workshop, I will address some of the key issues that must be addressed by the learner and teacher in order to attain a certain level of confidence and success.

Office 11 - Brighton Centre
40 audience
Workshop
ESP, TTEd
a, e, le

Designing a linguistic and cultural competency training
Shweta Paropkari (Keshav Memorial Institute of Technology)
The aim of this workshop is to analyse a train-the-trainer program focused on linguistic and cultural competencies. Specifically, attendees will review a customised course that was designed, using the ADDIE model, to help technical trainers teach an international audience. Samples from the course will be used as material for two hands-on activities during the workshop.

Meeting Room 15 - Brighton Centre
80 audience
Workshop
MaW, YLT
ey, s, p, e, le

Storyboards - three ways
Katy Kelly (Freelance)
Stories are a well-established learning tool throughout early years education, and rightly so. Are storybooks and coursebook story series always enough and do they always meet our learners' needs? In this interactive workshop, let's look at elevating stories through storyboards. Let's see how we can create and use storyboards in three ways to develop language, cross-curricular content and imagination.

Pavilion - The Grand Hotel
75 audience
Workshop with restricted audience number
GEN
ey, p, s, t, a, e, le

Seven shortcomings ingrained in pronunciation teaching, and seven possible resolutions
Adrian Underhill (Freelance)
We will explore the seven suggested resolutions, which relate to the following themes: Knowing your mouth from inside; Failure of repetition; The inner ear and voice; Current methods 'dis-integrate' pronunciation from language – so a holistic syllabus; Connected speech as starting point not final destination; Using performance pieces; Playfulness as liberator of natural learning.

Charlotte - The Grand Hotel
250 audience
Workshop
TTEd, YLT
s, e, le
ProdProm

Key questions to ask ourselves when teaching teenagers
Chris Roland (Pavilion ELT at Pavilion Publishing)
Using ideas and activities from my latest methodology book *Taking Your Language Teaching of Teenagers to the Next Level* I will examine key questions for all teachers of teenagers including how we react to teenage behaviour, talk to our learners, manage possible tension in the room, help our learners remember language, improve their writing and prepare them for exam nerves.

Empress - The Grand Hotel
250 audience
Workshop
LT
a, e, le
LTSIG Showcase

Teaching one-to-one classes online: principles for best practice
Lauren Perkins (British Council)
In this practical workshop, we will look at some principles for teaching one-to-one classes and explore how the online classroom is the perfect medium for private students. With a focus on online teaching techniques, we will find out how to teach private classes that are conversation-driven and meaning-focused at the same time as having an explicit focus on form.

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Session 3.8	1705-1750 *continued*	Thursday 18

Alexandra - The Grand Hotel
250 audience
Talk
1705-1735
EAP, TEA
s, t, a, e

Oral assessment: even more relevant in the *ChatGPT* age
Jane Mandalios (Deree - The American College of Greece)
Generative AI (GenAI) is challenging the entire academic world, including ELT. All stakeholders are grappling with this challenge, and must consider whether to use "avoid, outrun or embrace/adapt" strategies with tools such as *ChatGPT* (Webb, 2023). This presentation provides insights afforded by research into the value of oral assessment in ELT, and considers how it can embrace the AI phenomenon.

Evening Events		Thursday 18

Syndicate 2 - Brighton Centre
1830-2000

Sharing Stories - Storytelling for Peace
Join Storytellers David Heathfield from the UK and Harry Kuchah Kuchah from Cameroon. Feel free to come and listen and tell folk tales, myths and legends from oral cultures around the world as well as personal stories and anecdotes. You are invited to tell your story rather than read it aloud.
When a story is shared from heart to heart, barriers fall away. This year we focus on Storytelling as an act of Peace and would like to encourage you to share in the peace of our IATEFL storytelling community.
David Heathfield is a world storyteller and the author of Storytelling With Our Students. He runs online Creative and Engaging Storytelling for Teachers courses (www.davidheathfield.co.uk)
Harry Kuchah Kuchah is a teacher educator from Cameroon who enjoys playing drums and telling African stories from his grandma's repertoire.

Syndicate 1 - Brighton Centre
2000-2130

Lip-Sync Battle
Prepare to be dazzled as our contestants go head-to-head, battling it out with their jaw-dropping lip sync performances! From chart-topping hits to legendary classics, it's going to be a night of non-stop entertainment you won't want to miss.

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Day 4 — Today's Highlights — Friday 19

0900-1000	1020-1050	1105-1150	1150-1250	1250-1320	1335-1405	1420-1520
Plenary session	Session 4.1	Session 4.2	Lunch	Session 4.3	Session 4.4	Plenary session

Registration opening times: 0800-1400   **Exhibition opening times:** 0830-1245

Mindfulness session

Sponsored by Duolingo English Test
0815-0845 | Skyline
Make the perfect start to your conference day with a mindfulness session led by a local practitioner.

On the Exhibition Pop-up Presentation stage

0835-0855	How to be successful in an ELT interview with Caroline Moore
1155-1210	Duolingo

On the IATEFL Stand

Come along to the IATEFL Stand during break times and lunchtimes to meet with like-minded ELT professionals. If you feel you fit into any of the categories listed below, we'd love to meet you there!

1150-1250   Freelancers

Signature Event

Cambridge University Press & Assessment
The power of one – supporting the self, community and planet
1105-1150 | Syndicate 1

How can we combine successful language learning with the skills to contribute positively to our globalised society? This panel considers our sphere of influence in ever-increasing circles and our contribution to ensuring a brighter future. Starting with the importance of our own wellbeing; we then explore engagement and empowerment in socio-emotional communities, and our vital relationship with the planet.
Speakers: Kate Brierton, Sarah Mercer, Cindy Forde

Don't forget our closing plenary

Auditorium 1 - Brighton Centre
1420-1520

An introduction to the English language through poetry
Brian Bilston

See full details on page 116.

Types of Conference session

Plenaries
A chance for all conference delegates to join together to listen to world class experts. Each plenary will have a question and answer session later the same day.

Signature Events
A showcase of expertise and state-of-the-art thinking in an area relevant to the host organisation.

Talks
A 30-minute session relating to theory and practice.

Workshops
A 45-minute interactive session with audience participation.

Forums
A 75-minute session made up of three talks on a related topic.

Panels
A 75-minute session where four or five people present their views on a topic.

Lightning Talks
A 45-minute session where 8-10 speakers have three minutes to present their ideas.

Posters
A visual display of an area of research or theory and practice.

SIG Open Forums
An opportunity to get to know a SIG better.

Plenary session　　0900-1000 (doors open at 0830)　　Friday 19

Auditorium 1 - Brighton Centre

Disrupting the commonplace: embedding critical literacy within language education
Rose Aylett

If language teaching is to foster criticality for active and reflective social involvement amongst learners, language teachers themselves should also be critically literate practitioners. But what does 'critical literacy' actually mean? And is it something we can learn and/or teach? Using Lewison et al.'s (2002) four dimensions framework of critical literacy, this talk will explore practical ideas to disrupt the status quo in language education, by embedding action for social justice within the many layers of our educational practice(s): from the individual to the institutional.

The presentation will unpack the definition of critical literacy proposed by Lewison et al. (ibid.): (1) disrupting the commonplace, (2) interrogating multiple viewpoints, (3) focusing on socio-political issues, and (4) taking action to promote social justice. It will explore how critical literacy is not simply a 'list of skills that people manipulate and use' but 'becoming literate is about what people do with literacy—the values people place on various acts and their associated ideologies' (ibid.: 199). I will argue that the best place to start is by interrogating some of our most strongly-held teaching beliefs, the materials we use and the methodologies we adopt in our schools and training centres.

My hope is that delegates will leave with a better understanding of how the lens of critical literacy can enable and inspire teachers and students to move beyond the personal – to interrogate larger socio-political systems, and to take action as global citizens.

About Rose:

Rose Aylett is a freelance training consultant and CELTA tutor, based in Liverpool, UK. She has been working in ELT for almost 20 years, predominantly in Europe, the Middle East and North Africa, and has a long-standing professional interest in critical pedagogy, global citizenship and social justice education. Her MA thesis (completed in 2020) explored critical literacy within teacher education, and informed NILE ELT's 'Global Citizenship in Language Education' course, for which she is the course leader. Rose is a former IATEFL Global Issues SIG Coordinator and editor of the GISIG e-zine FUTURITY. She speaks regularly at national and international conferences on how to teach controversial issues, and the integration of critical perspectives into ELT.

Key to abbreviations used in the Conference Programme

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GEN = General	**MaW** = Materials Writing		**t** = tertiary teaching
GI = Global Issues	**MD** = Materials Development	**ProdProm** = This session includes product promotion	**a** = adult teaching
	PRON = Pronunciation		

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Session 4.1　　1020-1050　　Friday 19

Syndicate 1 - Brighton Centre
200 audience
Talk
TD
p, s, t, a, e

Critical thinking: getting your students to think better than AI
Ben Knight (Oxford University Press)
What are the critical thinking skills that our students need in a world where AI seems to be making these skills redundant? Come to this session to get a better understanding of what skills we should focus on, how we can develop them in our students, and how we can judge if they are making progress in their critical thinking.

Syndicate 2 - Brighton Centre
200 audience
Talk
GI, PRON
s, t, a, e, le
ProdProm

Diverse L2 voices, intelligibility and approaches nurturing independent, empowered learners
Lucy Holmes (Sensations English)
In the era of intelligibility, diversity and representation in classrooms is essential to prepare ESL learners effectively. Including a range of learner identities into teaching resources brings learning closer to students' own experience and provides near-peer role models. We'll explore these benefits and how they manage the challenges of encountering a diverse range of accents, using examples from Sensations English.

Syndicate 3 - Brighton Centre
200 audience
Talk
YLT
ey, s, p, s, e, le

Music and rhythm make all the difference
Kristy Kors (Express Publishing)
Research shows that listening to music can induce mental relaxation, feeling energized and mental alertness. After looking at the cognitive effects of music, it became apparent that music can affect a student's learning process, their experience and how they retain information. So, let's dive in and have a look at how music can be used with the students in our classroom!

Syndicate 4 - Brighton Centre 200 audience Talk TTEd, YLT p, s, e, le	**Creating a collaborative online workshop for international young learner educators** **Jean Alderman (ETS), Lorraine Sova (Educational Testing Service)** As the demand for teaching English to young learners increases worldwide, so does the need to create professional development opportunities for EFL educators to share ideas with global peers. We will demonstrate how we implemented a teacher workshop to promote global collaboration and model the use of practical online tools and activities for creating a successful young learner classroom.
Skyline - Brighton Centre 150 audience Talk TD a, e	**Language coaching techniques to enhance your teaching** **Barnaby Griffiths (Barnaby Griffiths Language Consultancy)** Using short video clips of professional clients in Spain, I'll share a series of practical language coaching techniques teachers can incorporate into their daily teaching. We'll look at techniques such as stacking learning habits, using scripts and trigger words and developing intuition. This talk will be of particular, though not exclusive, interest to teachers of smaller groups and one-to-one classes.
Meeting Room 1B - Brighton Centre 60 audience Talk LAM a, e, le	**Lessons from a millennial manager: how to avoid burnout** **Cameron Marklew (Stafford House)** The modern manager is expected to wear several hats: leader, trainer, coach, administrator; it's hard to find the hours in the day! This talk will explore the struggles of the modern manager through the experiences and lessons learned of the UK's youngest full-time Director of Studies, offering practical tips and suggestions for preventing burnout and boosting your productivity.
Meeting Room 1C - Brighton Centre 80 audience Talk EAP, TEA s, t, a, e, le	**Assessing learners' interactional competence through AI-generated speaking tasks** **Maria Kostromitina (Duolingo, Inc.)** Measuring English learners' interactional competence is challenging; however, recent AI advancements offer solutions for its assessment through automatically generated semi-controlled speaking tasks. This talk covers the development process of such tasks using the example of *Duolingo English Test*. Attendees will learn how to employ AI for similar context-specific tasks, with implications for language instruction, followed by a Q&A session.
Meeting Room 1D - Brighton Centre 80 audience Talk EAP, ESP t, a, e	**Rhetorical cyclicity in academic and professional genres and part-genres** **Philip Nathan (Durham University)** Genre approaches are highly influential in the teaching of writing in the fields of ESP and EAP. Central to genre teaching is a focus on the rhetorical move structures of genres. This talk focuses on cyclical move patterning, describing relevant structures and emphasising their importance in genre teaching and learning.
Meeting Room 3 - Brighton Centre 50 audience Talk IPSEN, TTEd ey, p, s, t, a, s, t, e, le	**EFL preservice teachers' professional identity dilemmas during their last-stage practicum** **Priscila Riffo (University of Leeds)** Based on my doctoral thesis, this presentation examines how Chilean EFL preservice teachers' professional identity develops during their practicum. Dilemmas are identified when enacting the concept of a good language teacher, which stems from the disparity between instructional methods and school placement requirements. This talk underscores the need to address the importance of local and context-responsive pedagogies of ELT.
Meeting Room 5 - Brighton Centre 50 audience Talk GEN t, a, e, le	**Problem-based learning: engaging EFL learners in the post-Covid era** **Musa Abu Huzaima Abu Huzaima (Qatar University)** I will share insights about the feasibility of using Problem-Based Learning (PBL) as a strategy to increase learners' engagement in a post-Covid environment and to enhance their language and thinking skills. Learners' attitudes toward PBL will also be discussed. Attendees will learn more about the role of PBL in EFL classrooms. Join the session and engage in the discussion.
Meeting Room 6 - Brighton Centre 50 audience Talk EAP a, e, le	**Navigating the academia: tailoring EAP support for mature students** **Maria Aleksyuk (QA Higher Education)** In UK higher education, mature students face unique challenges on their educational journey. This talk will explore methodological solutions for effective EAP and study skills support provided to mature students both online and in-person. Drawing on empirical data and case studies, it will offer actionable strategies to better meet learners' needs and enable students to succeed in their studies.
Meeting Room 8 - Brighton Centre 50 audience Talk BE, ESP a, e, le	**What's in it for me? Learner-driven tasks and activities** **Pete Westbrook (University of Copenhagen)** The University of Copenhagen runs a range of ESP terminology courses for administrative staff who need to communicate with international students and staff in English. This talk outlines some tried and tested activities that directly use course participants' own input, exploiting their knowhow about their own work situations in order to identify work-related vocabulary they may lack in English.
Meeting Room 9 - Brighton Centre 70 audience Talk ESP, LT t, a, e, le	**Quizlet's impact on vocabulary learning in ESP classes** **Hui-ju Tsai (National Taipei University), Catherine Chen-Fliege (Frankfurt University of Applied Sciences)** Many educators have introduced e-learning tools in response to the rise of digitalisation in the language classroom in universities. One of these tools is Quizlet for vocabulary acquisition. Our study will discuss the effectiveness of using Quizlet in ESP classes from both the teachers' and students' perspectives, examining students' motivation and performance across two universities.

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Session 4.1	1020-1050 *continued*	Friday 19

Meeting Room 10 - Brighton Centre 60 audience Talk GI, YLT s, e, le	**A world of emotions - be kind and be contagious!** **Tiziana Lorenzet (University Ca' Foscari of Venice / University of Primorska)** This project, based on the idea of learning by feeling, deals with kindness and aims at promoting the role of emotion in the classroom. It encourages learners, especially teenagers, to develop 21st century skills and take action in their communities to achieve UNESCO Sustainable Development Goals in order to become responsible citizens of the world and changemakers of the future.
Office 11 - Brighton Centre 40 audience Talk LA ey, p, s, t, a, e, le	**Learning how to learn in the English classroom** **Macarena Baridón (Ceibal en Inglés)** This talk will explore how teachers, who are supporting their students' English as a foreign language learning, can help them acquire strategies on how to learn. These metacognition strategies can be applied to any subject or topic that students desire to learn in the future or skills they wish to acquire.
Meeting Room 15 - Brighton Centre 80 audience Talk LT s, t, a, e, le	**Flipped classroom and student engagement: challenges and solutions** **Oystein Heggelund (University of South-Eastern Norway)** Flipped learning has become increasingly popular over the past two decades, and is said to increase student engagement and foster active, collaborative learning. This talk discusses ways to ensure student engagement in the flipped classroom, including how to tackle student resistance among learners who may prefer low-effort learning strategies like listening to lectures.

Session 4.2	1105-1150	Friday 19

Syndicate 1 - Brighton Centre 200 audience Signature Event GI 🛡 CAMBRIDGE	**Cambridge University Press & Assessment Signature Event** **The power of one – supporting the self, community and planet** **Kate Brierton, Sarah Mercer, Cindy Forde** How can we combine successful language learning with the skills to contribute positively to our globalised society? This panel considers our sphere of influence in ever-increasing circles and our contribution to ensuring a brighter future. Starting with the importance of our own wellbeing; we then explore engagement and empowerment in socio-emotional communities, and our vital relationship with the planet.
Syndicate 2 - Brighton Centre 200 audience Workshop EAP, TEA s, t, a, e, le	**Transferring skills and strategies across the IELTS papers** **Louisa Dunne (IELTS)** When preparing students for IELTS, highlighting the links between the different skills and tasks can help students to transfer skills and strategies between the different papers. This practical workshop will discuss some of the links between different sections of the different papers and showcase some classroom activities which can be used for integrated preparation for the IELTS test.
Syndicate 3 - Brighton Centre 200 audience Workshop GEN s, t, a, le	**Task-based language teaching: how to get started?** **Jane Willis (Freelance)** I will demonstrate three short task-based activities which illustrate basic principles of TBLT and list different ways of implementing tasks with a new class. Groups discuss these, adding more ideas. You are then invited to choose two ideas to put into practice in your own teaching context and brainstorm best ways to do this. We will then share ideas.
Syndicate 4 - Brighton Centre 200 audience Workshop TD a, e	**Emergent language and task repetition with lower-level learners** **Danny Norrington-Davies (International House London)** At lower levels, using focused tasks is an effective way of introducing and exploring new or unfamiliar language. In this workshop, we will look at some communicative activities and the language that might emerge from them. We will then explore how effectively learners used the new language when repeating or doing a similar task later in the course.
Skyline - Brighton Centre 150 audience Workshop TD, TTEd ey, p, s, t, a, e, le	**Windows, frames and mirrors: designing a CPD programme that works** **Niki Joseph (EFL Writers - Freelance)** Are you responsible for developing a CPD programme for your institution? How do you plan out relevant and engaging session content for your teachers? In this interactive workshop, we look at existing frameworks, lesson observations and teacher reflection tools as sources of meaningful content for an effective, bespoke CPD programme for your school.
Meeting Room 1A - Brighton Centre 60 audience Workshop EAP t, e, le	**A framework for one-to-one tutorials** **Cath Brown (The University of Sheffield ELTC)** This workshop is an opportunity to discuss setting up and staging one-to-one tutorials. Developed for preparatory courses at The University of Sheffield ELTC, our Tutorials Framework is informed by communicative language teaching in an EAP context. Workshop participants will have the opportunity to consider this framework in relation to their own context.
Meeting Room 1B - Brighton Centre 60 audience GEN s, t, a, e, le	**Using sentence cards to develop fluency online and offline** **Daniel Guim (Language Educator and Coach)** We want learners to develop fluency, speaking skills, and confidence, but how do we provide them with the necessary practice in a controlled way? Sentence cards allow us to integrate vocabulary, grammar, and speaking practice to create a dynamic, versatile, and highly adaptable activity for in-person and online classes of any size.

Meeting Room 1C - Brighton Centre 80 audience Talk TD, TTEd ey, p, s, t, a, e, le	**Creativity in the EFL classroom - a way forward** **Elizabeth Cicconi (Smart School of Modern English)** 'When students are taught creatively and their achievements are assessed in a way that values their creative abilities, their academic performance improves' (Lubart T. and R. Sternberg, 1996). In this hands-on workshop, participants will see how incorporating creative activities can lead to an engaging and dynamic learning environment and they will go away with lots of fun and motivating ideas.
Meeting Room 1D - Brighton Centre 80 audience Workshop LT, MD ey, p, s, t, a, e, le	**Gamification: emulating the video-game experience using everyday software** **Lynn Lybaert (Fontys University of Applied Sciences)** Designing materials for gamification or story-based learning does not need to be complicated. In this workshop, I will explain how I used everyday software and tools to design a murder mystery that looks and feels like a video game. Join me if you want to experience this for yourself and get a peek behind the curtains.
Meeting Room 3 - Brighton Centre 50 audience Workshop with restricted audience number BE a, e, le	**Business English courses: creating a relevant learning plan** **Jelena Perisic (Mentor English Courses Novi Sad, Serbia)** Creating a business English course plan which caters for needs of students coming from different industries and holding various positions and levels of responsibility is challenging. This practical workshop aims to offer inexperienced and seasoned teachers alike a new take on how to do it and use it in their own teaching context.
Meeting Room 5 - Brighton Centre 50 audience Workshop TD, TTEd ey, p, s, t, a, e, le	**Principled eclectic teachers: managing CPD in a bottom-up/top-down topsy-turvy world** **Helen Slee (Freelance)** In this workshop, we'll discuss CPD: teacher training/teacher development, top-down/bottom-up approaches, and whether educators are solely responsible for self-directed CPD versus what educational organisations provide. Participants will brainstorm and take away ideas they and their context's individual teachers could develop with their school to create or improve a more inclusive, collaborative, needs-based, principled eclectic approach to CPD.
Meeting Room 6 - Brighton Centre 50 audience Workshop with restricted audience number LT ey, p, s, t, a, e, le	**Teaching just four language skills? Missed the most important fifth!** **Harisimran Sandhu (Freelance)** With the proliferation of digital technology, teachers have more creative opportunities to incorporate videos inside the classroom as a departure from traditional largely text-bound language education. In addition to integrating all four language skills in our video lessons, this session focuses on how we could include culture—the critical fifth skill—using role play and simulation outside the classroom.
Meeting Room 8 - Brighton Centre 50 audience Workshop with restricted audience number TTEd, YLT ey, s, p, e, le	**Story-based CLIL for (very) young learners** **Sylvie Dolakova (Freelance)** In my workshop, I will uncover the educational potential of storytelling. Stories transcend cultural boundaries, offering a holistic learning experience for children, who, through math, science, music, art, and movement, immerse themselves in diverse perspectives. They absorb stories, fostering language skills, logical thinking, and fine motor skills. I will share how to explore the powerful impact of stories.
Meeting Room 9 - Brighton Centre 70 audience Workshop GEN s, t, a, e, le	**Creating lexical notebooks with a psycholinguistic approach** **Olena Gyrych (British Council)** In this session, participants will explore and try out some interactive techniques to record vocabulary using both a lexical approach and psycholinguistic principles that are combined in a lexical notebook. I will demonstrate how to engage learners in recording new lexis based on different learning preferences and promote learner autonomy in keeping lexical notebooks.
Meeting Room 10 - Brighton Centre 50 audience Workshop with restricted audience number IPSEN s, t, a, e, le	**Neurodiversity and literacy: awareness and guiding principles** **Erica Lindley (St Giles International, Brighton)** This workshop will equip teachers with a theoretical understanding of neurodiversity, its prevalence and impact on learners' literacy skills. It will also provide a practical, tried-and-tested set of guiding principles to help teachers support neurodiverse learners with greater confidence. With opportunities for delegates to share experiences, brainstorm ideas, ask questions and get advice.
Meeting Room 11 - Brighton Centre 40 audience Workshop TD, TTEd p, e, le	**Classroom management in the ESL classroom using positive discipline** **Vanessa Rodrigues Bocchi Barbosa (Colégio Marista Arquidiocesano)** This session focuses on classroom management in the ESL classroom, emphasizing the use of positive discipline. Classroom management plays a crucial role in creating an effective learning environment for ESL students, and positive discipline techniques can greatly contribute to fostering a supportive and engaging atmosphere. This session aims to provide educators with an understanding of positive discipline and its strategies.
Meeting Room 15 - Brighton Centre 80 audience Workshop YLT p, s, e, le	**Instilling and using growth mindset in the YL ELL classroom** **Joanne Carr (British Council, Rome, Italy)** This interactive workshop will show how I apply growth mindset in my classroom practice with young learners and teenagers and inspire attendees to do the same. Growth mindset has been shown to be beneficial to students of all walks of life (Dweck, 2000). Attendees will discover how to efficiently integrate theory and practice in a way that enhances learner engagement.

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Lunch	1150-1250	Friday 19

IATEFL Stand	**Freelancers meet up**

If you are a freelancer, come to the IATEFL Stand to meet other professionals and make some connections.

Pop-up Presentation Stage 1155-1210	**Duolingo English Test** **Duolingo English Test** **The high-stakes English test that disrupted an industry**

Join this 15-minute power session on all things DET. From computer adaptive testing, to AI-assisted human invigilation, bring your questions and find out how the DET is radically expanding access to high stakes English proficiency testing for students all around the world.

The exhibition will close at 1245, don't miss this final opportunity to visit the stands

Session 4.3	1250-1320	Friday 19

Syndicate 1 - Brighton Centre
200 audience
Talk
MD, TEA
s, t, a, e, le

Using visual literacy frameworks to facilitate multimodal assessment
Sylvia Karastathi (LanguageCert)
This talk will familiarize teachers with two enabling recent frameworks (CEFR-VC, 2021 and ACRL, 2022) that aim to facilitate the development of students' visual literacy skills and competencies, as they engage critically, use, and produce visual media. The descriptors and competencies suggested nuances in our understanding of 'visually representing' as a skill and supports the development of multimodal assessment tasks.

Syndicate 2 - Brighton Centre
200 audience
Forum
1250-1405

GEN
s, le

TD, TTEd
s, e, le

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

Forum on keeping teachers' motivation in virtual learning environment

Making impossible possible just to encourage teachers
Konul Rahimova (British Council Azerbaijan)
This tlk will report on a professional development programme by the Ministry of Education in Azerbaijan. The online programme designed by the British Council focues on the development of teachers through interactions with other teachers, sharing ideas and resources (some via webinars, some via self-assessment modules) and through reflection on their participation in the programme and their teaching practice.

Online teacher community platform –supporting teachers' independent professional development
Maya Darchia (British Council Georgia)
The talk will provide an opportunity to learn about the British Council's *Future English: Online Teacher Community Platform* in Georgia delivered in partnership with the Georgian National Teacher Professional Development Centre (TPDC) and the impact the programme has been making on the perception and quality of continuous teacher professional development work in Georgia.

Keeping teachers' motivation in virtual learning environment
Tatjana Slijepcevic (British Council)
The presentation will showcase how to motivate teachers to engage with continuous professional development (CPD) in virtual environments across different countries and continents, how to increase understanding of the importance of lifelong learning and the call of the teaching profession as well as how to support the growth mindset within teaching communities.

Syndicate 3 - Brighton Centre
200 audience
Talk
TTEd, YLT
s, t, e, le

Focus on creative writing in school, guidelines for teacher educators!
Janice Bland (Nord University and OsloMet University)
This presentation will show how an eight-hour unit on creative writing in teacher education can increase student teachers' confidence in their own writing as well as their confidence to set creative writing tasks for school students. I will introduce five key areas or strategies as a helpful mnemonic for student teachers to notice and practise when working on creative writing.

Syndicate 4 - Brighton Centre
200 audience
Talk
GI, LT
t, e, le

AI ethics in ESL & EFL: Ukraine & US perspectives
Maggie Sokolik (University of California, Berkeley, USA), Yaroslava Fedoriv (The National University of "Kyiv-Mohyla Academy")
EFL and ESL learners face numerous academic pressures, motivating some learners to choose AI tools to complete coursework. Discussing the motivations behind academic integrity and applying linguistic, psychological, and contextual markers to identify AI-generated content, we present ways to design assignments that discourage AI use and promote authentic language learning.

Skyline - Brighton Centre 150 audience Panel discussion **1250-1405** TD, TTEd p, s, e, le	**Discussing new CPD developments in China under the 2022 NEC** **Chen Li (British Council China), Tony Liddicoat (University of Warwick), Duncan Hindmarch (Staffordshire University), Wendy Arnold (ELT Consultants), Sarah Khan (Nottingham Trent University), Fraser Bewick (British Council)** Building on recent British Council supported ELT research and training projects, the panel will share insight into CPD developments within China's basic education sector following the 2022 New English Curriculum for Primary and Junior High. The panel will discuss how future CPD collaborations and resources can be more contextually relevant and offer opinions that support future cooperation in teacher development.
Meeting Room 1A - Brighton Centre 60 audience Plenary Q&A GI, TTEd	**Question & answer session relating to Rose Aylett's plenary session** If you attended Rose Aylett's plenary session this morning on *Disrupting the commonplace: embedding critical literacy within language education*, 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 Rose Aylett's talk.
Meeting Room 1B - Brighton Centre 60 audience Forum **1250-1405** TD, TTEd ey, p, s, t, a, e, le TD, TTEd ey, p, s, t, a, e TD, TTEd ey, p, s, t, a, e, le	**Forum on novice teachers** **How pre-service trainees navigate between idealistic views and classroom-based reality** **Fruzsina Szabo (University of Debrecen, Hungary, Department of English Language Pedagogy)** How do pre-service teacher trainees look upon their evolving language teacher identity (LTI)? In what areas do their university/training studies and their own prior experiences clash? Tension arises from the complex interplay between previous own experiences and acquired knowledge. We will tackle the emerging four major problematic fields of our LTI research: digitalization, assessment, methodology, accuracy. **Lifelong teacher education: a design for active, sustained learning** **Maria-Araxi Sachpazian (CITY College, The University of York Europe Campus)** Novice teachers emerge into the EFL classroom often unprepared to teach in a way to maximise student learning. Several of them will keep teaching without reflecting on their teaching and they will never consider passing on their experience to others. How can teacher education support teachers on this journey of self-discovery as initial learning turns into sustained professional learning? **Novice EFL teacher self-efficacy and task-, domain-, and context-specific factors** **Natalie Donohue (Volda University College)** Language teacher self-efficacy (LTSE) is a particularly important and relevant area of inquiry in research on novice teachers, however, much LTSE research concerns 'global' self-efficacy. This paper reports on a longitudinal, qualitative study of five novice EFL teachers, focusing particularly on how task-, domain-, and context-specific factors influenced their perceptions of self-efficacy over time.
Meeting Room 1C - Brighton Centre 80 audience Talk GI, TTEd a, e, le	**Error correction and varieties of English during CELTA courses** **Jessica Mosley (York St John University)** CELTA TP students often ask "Is it correct to say….?" Some trainees with weaker language awareness or from a sociolinguistic background of Global Englishes, find it difficult to answer confidently. At YSJ, we conducted action-research exploring trainer and trainee attitudes to error-correction and varieties of English. We discuss our findings, alongside potential adaptations supporting CELTA training in this area.
Meeting Room 1D - Brighton Centre 80 audience Talk EAP, ESOL a, e, le	**How to generate better ideas for IELTS Writing Task 2** **Ha Dang Nhu Quynh (DOL English)** Many test-takers struggle with idea generation for IELTS Writing Task 2 due to the broad and vague nature of the test questions. This talk proposes a practical solution: by specifying the questions, students can tap into their personal knowledge more easily and generate stronger essay ideas. The effectiveness of this approach is illustrated through step-by-step strategies and real exam questions.
Meeting Room 3 - Brighton Centre 50 audience Talk with restricted audience number LAM a, le	**Big shoes to fill: managing a well-established team** **Susanna Wright (Wimbledon School of English)** Being the new manager of a tight-knit, long-standing team is a daunting prospect - there may be resistance to change, and a tendency to tell you 'that's the way we've always done it!'. This session will explore a few successful - and unsuccessful - strategies to win over the team and make your mark as a new academic manager.
Meeting Room 5 - Brighton Centre 50 audience LT, MD a, e, le	**Achieving equilibrium: balancing asynchronous and synchronous content in online ELT** **James Bukowski (British Council English Online)** This workshop will delve into strategies for achieving a harmonious blend of asynchronous and synchronous content in online ELT. It will examine how to leverage the advantages of both modalities while mitigating limitations. Participants will explore designing asynchronous materials that promote engagement and learner autonomy, and discover techniques to optimise synchronous sessions, maximising interaction and participation.

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Session 4.3	1250-1320 *continued*	Friday 19

Meeting Room 6 - Brighton Centre 50 audience Talk GEN a, e, le	**The underrated value of A1 teachers** **Helen Reed (New College Group)** In an industry which respects specialisation, why is the skill and ability to teach low level learners so undervalued? This talk will discuss the value of A1 specialists to learners, publishers and institutes, and ask what we can do to challenge common perceptions. It will also provide some initial tips and advice for communicating with low level learners.
Meeting Room 8 - Brighton Centre 50 audience Talk LT, YLT p, e, le	**Learning English through video games, insights from Chilean children** **Pia Tabali (Universidad Bernardo O'Higgins)** This talk will focus on sharing with the audience the suggestions and perceptions of Chilean children (aged 8- 15 years old) regarding the use of video games to learn English in their free time. Following a brief introduction on how the project took place in Chile, the children's suggestions and ideas will be discussed in detail.
Meeting Room 9 - Brighton Centre 70 audience Talk GEN s, t, a, e, le	**Humour in language classrooms: Is it just a joke?** **Shilpa Pulapaka (ED 360 LTD)** Using real-life anecdotes, this talk examines humour's role in multicultural language classrooms. When is humour ok? Real examples from the classroom include gender, cultural and race humour, highlighting challenges with diverse student backgrounds. The presentation delves into identifying when and why humour becomes disrespectful, offering a discussion on leveraging humour while ensuring cultural sensitivity and academic integrity.
Meeting Room 10 - Brighton Centre 60 audience Talk EAP, ESP s, t, a, e, le	**Now let's discuss: embedding speaking tasks into discussions** **Kerstin Sandstrom (University of Toronto, International Foundation Program)** We often have our students engage in discussion tasks, but to what end? Is free discussion adequate to achieve an output goal? This talk will explore a variety of speaking goals to embed in student discussions to complement their task achievement, and propose several authentic tasks to better mine students' linguistic repertoire during discussions.
Office 11 - Brighton Centre 40 audience Talk PRON, TEA p, s, t, a, e, le	**Sociolinguistic perception and assessment in English language teaching** **Victor Carreao** Assessing pronunciation may seem tricky, mainly due to linguistic variation. Intelligibility is a great ally in this process, and so is knowledge on language diversity. In this talk, we will look into sociolinguistics, the connection between language and society that may help teachers with fair assessment and with identifying how learners may keep their 'accent' and still be intelligible.
Meeting Room 15 - Brighton Centre 80 audience Talk IPSEN ey, s, e, le	**Teachers' psychology: teaching preschool pupils with ADHD** **Athena Dermentzi (Bilingual Education)** In this talk we will focus on the emotions that are created in the classroom when teaching students with Attention Deficit and Hyperactivity Disorder (ADHD). We will then, unveil the real relationship this disorder creates between the teachers, the learners (McLean et al, 2023) and the learners' environment and we will discuss ways to balance them.

Session 4.4	1335-1405	Friday 19

Syndicate 1 - Brighton Centre 200 audience Talk LT, TTEd a, e, le	**Teaching beyond the slide: live online video in Hyper Class** **David Bish (EF Education First)** This year a group of online English teachers have been going beyond the slide by using live video production techniques to teach in an immersive format we've called the Hyper Class. I'll share our learning journey as teachers and materials writers, and the emerging results in student focus, motivation and learning. Perhaps you'll be tempted to try it too.
Syndicate 2 - Brighton Centre 200 audience Forum **1250-1405**	**Forum on keeping teachers' motivation in virtual learning environment** *continued*
Syndicate 3 - Brighton Centre 200 audience Talk LT a, e, le	**Training for tomorrow: integrating AI into online teacher development courses** **Michal Mikeš (Norwich Institute for Language Education (NILE))** This talk will explore the process of introducing content related to Artificial Intelligence (AI) into the NILE Online courses. I will share how we supported trainers in the production of the course content that enables ELT professionals to utilize AI-related tools, outline the challenges we faced, and examine feedback on this content collected from both trainers and course participants.
Syndicate 4 - Brighton Centre 200 audience Talk GEN a, e, le	**Using online tools to develop deeper understanding of lexis** **Andrea Borsato (International House London)** In this talk, I will show how teachers can train higher-level learners (B1 and above) to autonomously use a combination of online dictionaries and a corpus for learners, such as SKELL, so they will be able to develop a deeper understanding of and confidence in using new lexis in terms of collocation, grammatical patterns, semantic association, and accuracy.

Session 4.4	**1335-1405** *continued*	**Friday 19**

Skyline - Brighton Centre 150 audience Panel discussion **1250-1405**	**Discussing new CPD developments in China under the 2022 NEC** *continued*
Meeting Room 1A - Brighton Centre 60 audience Talk TTEd, YLT ey, s, p, s, e, le	**Experiences, social learning and emotions: the basic principles of communication** **Natassa Manitsa (Glossomatheia School & Glossobooks)** Inspired by developmental psychology, this session equips teachers with a toolkit integrating language teaching with literature, poetry, cinema, drama, music, and visual arts. It aims to evoke emotions and foster social learning through storytelling, lyrics, paintings, messy play, and communicational tips in various art forms. Harmonizing cognitive and emotional elements, our goal is to cultivate expressive language abilities in students.
Meeting Room 1B - Brighton Centre 60 audience Forum **1250-1405**	**Forum on novice teachers** *continued*
Meeting Room 1C - Brighton Centre 80 audience Talk LT, MD ey, p, s, t, a, p, s, e, le	**Gamification in low-resource EFL classrooms: maximizing engagement and learning** **Hesham Eleryan (Al-Azhar Al-Sharif)** In resource-constrained EFL classrooms, gamification emerges as a transformative tool to enhance student engagement and language acquisition. In this presentation, I explore how gamification can help in low-resource settings to motivate learners, encourage active participation, and optimize learning outcomes. The session redefines EFL education dynamics with innovative, budget-friendly approaches in challenging environments.
Meeting Room 1D - Brighton Centre 80 audience Talk GEN ey, p, s, t, a, e, le	**From incognitus to cognitus: Fostering (more than) students' interaction** **Ligia Carlucio (Associação Cultura Inglesa São Paulo)** This talk will demonstrate how a project helped a group of higher intermediate students regain the confidence to speak naturally after having online and hybrid classes for two years. By simply asking and answering anonymous questions, students were able to recover skills to interact, accept, and respect different cultural backgrounds and distinct personalities.
Meeting Room 3 - Brighton Centre 50 audience Talk LAM, TTEd a, e, le	**Unlocking potential: strategies for motivating a diverse teaching team** **Holly Morgan (English Path)** This talk will look at how to get the most out of your teaching team, particularly when faced with varying levels of experience during busy summer periods. I will share tips on what has (and hasn't) worked for me with my teams and how to maintain high academic standards without becoming a micro-manager.
Meeting Room 5 - Brighton Centre 50 audience Talk TD, TTEd ey, p, s, t, a, e, le	**"My teacher is great, but…": teacher reflection on student feedback** **Ana Paula Biazon Rocha (English Language Teaching Centre (ELTC), University of Sheffield, UK)** In this talk, we will briefly review the importance of feedback in teaching and learning, and some direct connections between student feedback and teaching development. We will also share our own experiences with student feedback, mainly how we, as teachers, usually react to and think about it. In this way, we can hopefully support each other through reflection and sharing.
Meeting Room 6 - Brighton Centre 50 audience Talk LAM ey, p, s, t, a, e, le	**My business: how the leader's values affect the school** **Elena Kuznetsova (INTERLINGUA Language school)** This talk introduces the Spiral Dynamics model and its relation to school culture. The model postulates that individuals and social institutions go through typical developmental levels having values and principles that affect the organisation. I will demonstrate how management tasks are performed at different levels. Participants will learn how understanding values can help to design change processes for leadership behaviour.
Meeting Room 8 - Brighton Centre 50 audience AL, TTEd t, e, le	**International students on MA TESOL programmes: what do they think?** **Alastair Douglas (Anglia Ruskin University)** How do overseas MA Applied Linguistics and TESOL students in the UK feel about their course? What do they want from it? What do they find difficult? Does their background make a difference? We will present our research findings and offer some ideas to help them get the most from their course.
Meeting Room 9 - Brighton Centre 70 audience Talk BE, ESP t, a, e, le	**Lost in translation: navigating difficult conversations through cultural mapping** **Alexandra Covell (Michigan Language Center, Ann Arbor (USA))** This presentation explores the intricacies of handling challenging conversations such as delivering bad news, addressing customer grievances, and navigating disagreements with colleagues. Managing these situations requires a nuanced understanding of both the English language and cultural intelligence. I'll discuss how integrating cultural mapping and pragmatics benefits ESP instructors crafting curricula for international professionals, equipping them to navigate these conversations effectively.

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Session 4.4 — 1335-1405 *continued* — Friday 19

Meeting Room 10 - Brighton Centre
60 audience
Talk
LT
t, a, e, le

M-Learning assists writing performance of EFL students
Yuanyuan Zhang (University of Exeter)
In this talk, I'll look at how M-Learning assists the writing performance of Chinese EFL students at tertiary level on the four criteria of IELTS: task response, coherence and cohesion, lexical resource and grammatical range and accuracy. The changes on the four criteria in the written texts in three different phases will be qualitatively analyzed.

Office 11 - Brighton Centre
40 audience
Talk
BE, ESP
a, e, le

How translation studies can help with teaching legal English
Patrycja Pikala (University of Warsaw)
Teaching legal English is a challenge because textbooks fail to match students' realistic needs. While international textbooks help prepare for exams, the language they teach is not useful for lawyers using their second language to talk about their native legal system. The talk presents solutions borrowed from translation studies that allow students to gain practical legal English skills.

Meeting Room 15 - Brighton Centre
80 audience
Talk
LIT, PRON
s, t, a, e, le

Reducing accent using extracts from classic novels
Geoff Hardy-Gould (Book Club School)
How can we use classic English novels to help reduce accent and improve rhythm when speaking in English? I will show how at Book Club School I help students to develop their pronunciation using extracts from famous novels by improving weak forms, assimilation, intonation, linking, word and sentence stress. We'll evaluate reading out-loud and how best to reduce accent.

Plenary session — 1420-1520 — Friday 19

Auditorium 1 - Brighton Centre

An introduction to the English language through poetry
Brian Bilston
In this session, I will take a walk through the wonders and weirdness of the English language, using the medium of poetry. Unfortunately, the poems which I intend to read shall be my own.
By the end of the forty minutes, I hope to equip delegates with some of the skills, tools and confidence to think that they, too, could become a poetry sensation like me.

About Brian:
Brian Bilston has been described as the unofficial Poet Laureate of the platform formerly known as Twitter. With nearly half a million followers on social media, Brian has become truly beloved by the online community. He has published four collections of poetry for adults, including a collection of his early Twitter poems, You Took the Last Bus Home (Unbound, 2016) and the bestselling Days Like These (Picador, 2022), which features a poem for every day of the year. His novel Diary of a Somebody (Picador, 2019) was shortlisted for the Costa first novel award. He has also published a collection of football poetry, 50 Ways to Score a Goal (Macmillan, 2021), and his acclaimed poem Refugees (Palazzo, 2019) has been made into an illustrated book for children.

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

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Skyline - Brighton Centre

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Areas of interest

All sessions are listed alphabetically under their area(s) of interest. A session number will tell you the day of the session and the order it appears in the day. So, session 3.2 is the second session on day 3. Session listed as 'P' are poster presentations.

Applied linguistics (AL)

'Equitable'-medium instruction: challenging the 'E' of South Korean EMI	3.6
"Walk in their shoes": English as a "distant" language	1.5
Advanced pedagogical methods in ESL writing portfolio	2.4
AI divide in ELT: tips to narrow it	1.2
An investigation of vocabulary diversity in Thai first-year university writing	P
Awareness-raising approach in L2 pragmatics: sociopragmatic focus	3.3
Bringing nature and forest education into language learning	2.6
ChatGPT in English pedagogy: sense-making and assessment	P
Developing higher-order thinking skills through peer-assisted learning interactions	3.2
Development of language teacher identity	3.4
Easing the transition to academic English through abstract writing	1.5
English only zone? Translanguaging in study abroad contexts	2.5
International students on MA TESOL programmes: what do they think?	4.4
Investigating test fairness and bias in the twenty-first century	2.4
Language use in Thai EMI classrooms	P
Maximizing CLIL practices in bilingual education: integrating content and language	2.3
Moving beyond the grammar rulebook with a metaphor-led pedagogy	1.1
Music in ELT to help students improve writing	3.2
'Native' proficiency in a foreign language?	3.3
Performance and perceptions of EFL freshmen in computerised dynamic assessment	P
Scholarship of teaching and learning in ELT and professional development	2.6
Seeking feedback: how can it enhance teacher's and students' motivation?	3.3
Self-selected vs teacher-assigned tasks in EFL speaking class	3.6
Student collaboration as a coping strategy in English-medium study	2.6
Students' use of China English and implications for essay marking	3.3
Teaching idioms: implementing the CM approach to design activities	2.1
The impact of virtual tools on learning grammar	3.6
Thematic analysis of Japanese students' reflections on intercultural communicative competence	2.1
Thriving schools? Here, you may find a way!	3.1
Translating texts: grammaring through interlingual focus on form	1.4
University autonomy as a driver of English-medium instruction	2.6
Unveiling digital identities: EFL academics' agency in constructing online presence	3.3
What is behind the retrogression of Arab learners interlanguage system?	3.3
Whose grammar is it anyway? Grammar in a changing world.	3.1

Business English (BE)

Analysing unmet needs: business communication competencies required in multinational companies	2.6
Beyond fluency: unleashing the power of mastery for advanced learners	2.5
Business English activities and the real world of our learners	1.1
Business English course content and structure: Key issues and solutions	1.8
Business English courses: creating a relevant learning plan	4.2

Business English (BE) *continued*

Collaborative intelligence: partnering up for business writing	1.7
Effective business communication: linking grammar and meaning	2.1
English for artists – between ESP, self-expression and control	1.1
False beginners adult learners and business English writing	2.2
Future skills: what will make our students employable?	3.6
Gamifying employability skills training: project scavenger hunt	2.4
Guiding tomorrow's professionals: nurturing students for success	2.7
How can we really evaluate learning and development outcomes?	1.6
How to get clients as a freelance English language teacher	2.3
How translation studies can help with teaching legal English	4.4
Integrating role-play into peer-assessment for the audience-centered public speaking course	3.1
Lost in translation: navigating difficult conversations through cultural mapping	4.4
Promoting the SDGs: international student teams create city events	1.4
Using insights from research to inform ESP teaching	3.6
What's in it for me? Learner-driven tasks and activities	4.1
Where to start? Designing short courses for corporate clients.	1.3
Why we need business English trainers who understand business	3.5
Working in international teams: what can we do better?	2.8

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General information

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Who's who at the IATEFL Conference

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This information is correct as of 1 March 2024. For a complete list of who's who in IATEFL, please visit: www.iatefl.org/about/whos-who-iatefl

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Abbreviations at the IATEFL Conference

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

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Overview - Day 1

Break (1120-1150) / Break (1605-1635): Free tea and coffee will be served in the Exhibition — Poster presentations - East Bar Brighton Centre
Lunch: 1305-1405

Brighton Centre

Location	Plenary 0900-1015	Session 1.1 1035-1120	Session 1.2 1150-1220	Session 1.3 1235-1305	Session 1.4 1405-1435	Session 1.5 1450-1520	Session 1.6 1535-1605	Session 1.7 1635-1705	Session 1.8 1720-1805
Auditorium 1	The AI factor: have we figured it out yet? V Saumell		ELT-related controversies: from... P Ur	Walking in someone else's shoes: teachers... J Harmer	ELT teacher training at a crossroads: where now? J Hudson, G Díaz Maggioli, J Anderson, B Beaumont		I work in commercial ESP E Frendo	Multimodal literacy in ELT: how to develop... K Donaghy	
Syndicate 1		What's it mean: it's different, spoken... J Hird	*Forum on empowering through English: refugee narratives and inclusion* G James & P Clarke-van Pelt, MA Onjewu & C Nwokolo, C Aktug		Lifting the lid on engaging, effective... C Thomson	Concept-based learning and the... P Haines	Fixin' what ain't broke – the language... J Marks	U.S. Department of State worldwide... J Uhler, J MacArthur	Express Publishing Signature Event Teaching in the past...
Syndicate 2		Creating puzzles for ELT escape rooms... S Rich	English for a critical mind: language... A Cogo	Presidential precedents... M Riley	ELF, ELF-awareness, ELT courseware: insights... N Tsantila, A Georgountzou	Using backward course design for prioritizing... C Cardoz	New directions in ELT dictionaries: insights... J Moore	Visualizing language: empowering students... N Miladinovic	Teaching academic IELTS exam... R Gresswell
Syndicate 3		Using video for teacher development... L Howells	Oxford Teachers' Academy: discover... E Dudley	We've all been there! R McLarty	*Forum on educational projects* M Pérez, C Cruz, D Vallejo	How can we really evaluate learning and... Ben Dobbs		Trailblazing teacher trainers in Venezuela... N Francis, O Carmona	Business English course content and structure... G Bathmaker
Syndicate 4		A teacher's dream: adapting teaching... A Francis, P G Gomez	Are ELT materials writers born or made? J Hughes, K Bilsborough	Introducing a competency... S Millin	Representation is good representation?!... A Biel	Course design and materials for older... M Gonzalez	How sustainable is sustainability in... AJ Starling	From whiteboard to dashboard: how to... C Lynch	IATEFL Materials Writing SIG Open Forum
Skyline		English for artists – between ESP... S Plochl	Tailoring assessment of an authentic lecture... M Carver	Where to start? Designing short... K Zew, S Yates	Hornby Trust Scholars' presentation Teacher development in Global South contexts: constraints and affordances		Global Englishes, local materials S Brown	Teacher research support groups: a... N Nijaradze	ELT bottom-up teacher CPD through CoPs in... L Ahishakiye
Meeting Room 1A		IATEFL Young Leaners and Teenagers SIG Open Forum	Not children nor adults: understanding... L Moraes	Boost students' learning by... F Zaiter	Using children's literature in EFL... D Cojocnean	Primary school classroom practices... S Garton	Encouraging meaningful peer... QMN Lê	Foreign language anxiety in Chilean... M-J Inostroza	Identity mapping: an act of identifying with... V Abichandani, J Kang Shin
Meeting Room 1B		Never the twain shall meet? A... J Mackay	The viability of blended ELT courses in... H Abdul Hadi	Tackling social inequality one task... J Knuth	Creative practices and autonomous... M Guzman Cova	"Walk in their shoes": English as a 'distant'... I Martin	Supporting non-permanent ELT INSET... K Chattopadhyay	IATEFL Research SIG Open Forum	Research data analysis: a hands-on (and... P Rebolledo
Meeting Room 1C		Integrating gender responsive... J Stanton	"A thousand littles", helping higher level... K Roberts	Empowering language teachers: China-UK... J Stanford, P Rogerson Revell	The psychology of second language... P Messum	Lessons from a low-vision teacher for... C Perr	Hidden depths: unlocking the lexical... S Silva	Collaborative... C Prewett-Schrempf, L Slattery	The joy in being wrong (on so many levels) L Cotterill
Meeting Room 1D		Conscious listening: yoga techniques to... D Studholme	*Forum on enhancing writing via balanced feedback, screencasting and peer-review* A Scott, M Blanco Colino, N Kurihara		*Forum on decolonial thinking and practice in ELT* K Egri Ku-Mesu, E Ekembe, S Abrill		Does teaching formulaic language... M Corlett	Inclusion – where are we now? V Uhlu	Experimenting with metacognition using... A Young
Meeting Room 3		Moving beyond the grammar rulebook... S Zacharias	A1 divide in ELT: tips to narrow it M Etedali	Do international students' digital and... J Humble	Engaging teacher... E Abularach, S Monteiro da Silva	English education among the aspiring... S Sultana	Q&A session relating to Vicky Saumell's plenary session	An alternative pathway into EAP using... S McIlroy, D Devane	Self-assessment to achieve dreams... J Jilkova
Meeting Room 5		Practical steps toward teacher wellbeing... E Gowing	Engaging teachers in social media content... G Rodriguez	What if I fail? Building resilience in the... T Livarda	School leaders' experiences of... D Xerri	What exactly is the point of a budget? A Hockley	IATEFL Leadership & Management SIG Open Forum	Moving to the middle: helping middle... B Craig	The first 30 days as a new ELT manager G Papamichailidou
Meeting Room 6		Design thinking projects to develop... S Farag	Revisiting ESP in transdisciplinary... E Kakoulli Constantinou	Slovenian ELF pronunciation of... M Belak	Launching DEI in language teaching... L Pakula	Quid pro quo: making peer classroom... B Chovancova	Reflective practice and the Cambridge... C Bizetto	Empowering language learners: artificial... O Imomov	English in Algeria: between resistance... N Raoud
Meeting Room 8		Reach out and they'll be there: new '... C Henderson	Exploring the CELTA teaching practicum... R Chinn, J Fagan	Brain-based education: a mindset changer S Iakovidou	New perspectives teaching through... C Heath	Easing the transition to academic English... N Schutz	Mastering microlearning: short... I Kaskova	Mapping and open curriculum for... N Abbas	The challenges of English for specific... N Abbas
Meeting Room 9		Shaping teaching and learning through... P McCallum	*Forum on using literature creatively in diverse teaching environments* L Bustamante, MDonda de Oliveira, B Laporník		IELTS vs university: food for thought on... Amy Coryat	Grammar teaching... U Fuerstenberg, E Beder-Hubmann	Meeting diverse learning needs... L Lepelt	Teacher wellbeing on CELTA MA Flores Lasarte, E Revell	How to teach and learn vocabulary through... A Wimhurst
Meeting Room 10		Checking understanding in the... V O'Connor	Building up a speaking rubric: what a deal! M Aguilar	Rethinking L2 oral assessments: the... L Karatay	Teacher beliefs, professional... Mina Patel	How can we help students cope with... M Ishida	Chat GPT and assessment: this time... S Sweeney	Arguing the case for the (oral) defence M King	IATEFL Testing, Evaluation & Assessment SIG Open Forum
Office 11		Interdisciplinarity when analysing... C Kunz	Stakeholders' views of teaching English as... MA Kaboodvand, S Akbarova	Localisation for best practice J Beacock	Lurking is NOT cheating: developing... S Hattesen Balle et al	Guiding listeners through lectures... K Hosogoshi	Am I employable? Students' perception... K Helmy	How China's double reduction policy has... P Knight	Challenging native speakerism in a... S Lee
Meeting Room 15		Embrace, empower, evaluate: training... M Gatsou		Teaching about English: its... M Carrier	*Forum on pre- and new undergraduate students* A Farhat, M Mostafa, B Mustafa & Y Paçarizi		Bringing intercultural awareness into the... D Man-Hon Tse	Developing responsible global... J Holden	How can co-coaching help us to understand... B Roosken

The Grand

Location	Plenary 0900-1015	Session 1.1 1035-1120	Session 1.2 1150-1220	Session 1.3 1235-1305	Session 1.4 1405-1435	Session 1.5 1450-1520	Session 1.6 1535-1605	Session 1.7 1635-1705	Session 1.8 1720-1805
Pavilion		Enhancing self-regulated learning... A Djalili	*Forum on reflective practice* B Tutunis, A Chi, SR Pandey		Nurturing cohesive relations in... B Blanco	Empowering educators: lesson... MC Manea Gultekin	So you've heard of TBLT... N McCutcheon	Developing learner autonomy through a... A Ruiz Guerrero	Making the "write" stuff C Linse
Charlotte		Language teaching as a craft D Foord	*Forum on AI in English language education: opportunities and challenges* E Miscin, F Selcuk Arican, S Yutdhana		Translating texts: grammaring through... E Murtisari	Putting AI to use in class: empowering... W Abrook	The best technology for your classroom is... R Howard	Supporting neurodiversity on... J Stansfield, M Lamb	Becoming a reading teacher: linguistic... A Paran, J Spiro
Empress		STEAM up your CLIL lessons N Liashko	Teacher agency across global contexts: drivers, challenges, and opportunities S Dushku, U Enkhtaivan, L Bassoung		Wellbeing literacy: what students know... C Murillo, M Baum	Relevance in revolution T Jones	Innovation for survival: learning from... G Wilson	Teacherpreneurship: offering unique... A Hearrell	Teaching mediation: mediating concepts... C Suan Chong
Alexandra		Business English activities and the... M Rosenberg	Using big data to promote equality in... A Moura	Introducing a free-to-access general... S Robbin	*Forum on how to inspire global citizenship in ELT classrooms* K Moran & N Faberova, A Ostyn, H Tucker-Bloom		How can we make teacher education... M Elliman	Empowering language teaching through the... A Chyhirynava	Multimodality and digital literacies in ELT L Paladino

Overview - Day 2

Brighton Centre

Venue	0900-1000 Plenary	1020-1050 Session 2.1	1105-1135 Session 2.2	1205-1250 Session 2.3	1415-1445 Session 2.4	1500-1530 Session 2.5	1600-1630 Session 2.6	1645-1715 Session 2.7	1730-1815 Session 2.8
Auditorium 1	Because you're all worth it! Z Subhan	Engaging and effective exam preparation... G Smith	Better listening outcomes H Dellar	Mixed language storytelling: English... D Heathfield	Games and the green world: constraints... J Hadfield	Reactivating students' zest for learning G Kokolas	The AI interviewer: spoken dialog... Y Karatay	Applying evidence-centered design to... E Getman	
Syndicate 1		Why should we make space for the... D Byrne, M Heffernan	The teacher's role in using AI for... M Smith	Teaching direct learning strategies... R Harris	Tools and ideas for easily creating digital... A Cowie, I Johnstone	The impact of L1 literacy on English... L Painter-Farrell	The casebook method for language teacher... G Barkhuizen	Affordances of digital multimodal... A Lo	Asking questions – easy as ABC, isn't it? CA Robinson
Syndicate 2		Assessing writing at CEFR B2 & C2 levels F Daou	Grammaticalization – when words become... J Lowe	Spilling the tea: investigating 'new'... T Huntingford	Context matters: a sociocultural... L Carabantes	The inseparability of lexis, grammar and... E Nicaise	Can teaching academic English and... Z Ogul	British Council Signature Event The future of English in the age of AI	British Council Signature Event The future of English in the age of AI
Syndicate 3		Effective business communication... S Riegler	False beginners adult learners and business... C Frei	How to get clients as a freelance English... R Roberts	Gamifying employability skills... B Horn	Beyond fluency: unleashing the power... A Plaksiienko	Analysing unmet needs: business... R Swiecinski	Guiding tomorrow's professionals... B Cagnol	Working in international teams... I McMaster
Syndicate 4		Teaching English pronunciation for a... G Archer, R Walker	IATEFL Pronciation SIG Open Forum	Addressing sustainability and... H Kryszewska	Investigating test fairness and bias in... N Owen, O Bigland	Discover LanguageCert Academic: a test for... C Jones	Developing a Global Scale of Languages... D Booth	Advancing academic presentation skills... E Tikhomirova, A Sharapkova	Accessibility and ELT video A Salkeld, E Deleyto
Skyline		Leveraging AI in ELT: giving teachers and... W Jordan-Cooley	Designing authentic computer-based... A Reid	Requeeing discussions: dos and... F Fullagar		Making the move into healthcare or OET: are... R Wright	A practical approach to staff wellbeing F Dunlop	Think to write: write to think R Harrison	Embracing Shakespeare... C Loder
Meeting Room 1A		Forum on EMI in EAP settings: perspectives and practices F Amrani, E Xirofotou, M Hunter	Forum on EMI in EAP settings: perspectives and practices	Small actions, large impact: your role in... R Stewart, E Coetzer	STEAM-based education K Karamouta	Interactive target language use at... A Burkert	Using gamified learning... L Hajba	IATEFL Learner Autonomy SIG Open Forum	IATEFL Learner Autonomy SIG Open Forum
Meeting Room 1B		The way forward is global collaboration... B Albarracin	Near-peer mentoring for in-service teachers... I Rahmaniar	Take 5 – airing and sharing top issues on... J Douglas	Using AI to assist scaffolding reflective... E Oncevska Ager	IATEFL Teacher Training & Education SIG Open Forum	My TEA journey from fearing feedback to... A Talat	Non-permanent in-service teacher... K Mukherjee	Ketchup, CATCH UP!- How to teach phrasal... K Warszynska
Meeting Room 1C		Summer school to full time education... K Smook	A script's creative path from conception to... T Dalal	The lexical approach: 30 years on J Selivan	Meaningful listening: training students to... A Jeffery	Content and language integrated learning... L Loriore	Forum on EMI P Wingrove, S Chaudhary, A Alhassan	Forum on EMI	Taking an empathic and inclusive... A Sablik-Maciejewska
Meeting Room 1D		E.Motion (English in Motion): let's reMOVE... B Seeber	Equality, diversity and inclusion in the... E Farias	Lightning Talks	Whiteness and wokeness: a primer A Roemer	Recognition as key towards success in... M Baccarin Costa	Forum on teaching vocabulary M Dolgacheva, K Wrobetz, Z Kassimova	Forum on teaching vocabulary	Using a groupwork framework to teach... B Szyszkowska
Meeting Room 3		A cultural programme to enhance language... C Selarin, V Tavares	Accessibility in digital ELT content... D Philip-Xu	Writing for an Academic Discussion... J Wrzesinska	Do traditional pronunciation... H Wang	The impact of English accent variations on... X Wang	Understanding pronunciation... I Duckinoska-Mihajlovska	L2 teachers' professional... M Burri	Tribute Session
Meeting Room 5		Motivating adults in language learning... L Tzampazis	Teaching beginner classes - a woven... E Winnert	A2 to B2 in six months, impossible? Yes, we can U Tadema	Empowering curriculum design... H Dono	Using different assessment tools to... A Nogueira	Facilitating immigrants' Finnish language... R Zonoubi	Trinity Cert(T)ESOL: teacher training and... L Walker et al	Empowering migrant learners: insights to... J Block
Meeting Room 6		Thematic analysis of Japanese students... SI Nfor	SMILE: a transformative journey improving... L Kamal	Drama games and techniques for... D Bolgare	Q&A session relating to Zarina Subhan's plenary session	English only zone? Translanguaging in... U Raha	Forum on foreign language anxiety: eliminating barriers and moving forward A Katzenell & K Szymanska, O Yavorska, CA Lal	Forum on foreign language anxiety	Grappling with grammar: techniques... W Kerr, K Funda Akgul
Meeting Room 8		Building relationships – the importance of... B Butler	Trauma-informed teaching: supporting... A Crowther	Mysterious European doors to general... E Bogdanović, I Burić Kurtović	Advanced pedagogical methods in ESL... S Abduljawad	Using digital storytelling tools to... M Baskutlu	The transformative role of scaffolding in... C Morand	Listening to children's voices: EFL learners'... W Gon	Fostering a sense of community in an EFL... J Vaisviliene
Meeting Room 9		Understanding online CoPs during ERT: the... KK de Lima Guedes	The power of in-class revision: practical... M Rice	The legacy of e-tools in TEFL's post-Covid era Ps Argyris	How to improve your school's... K Jeffries	Standardization and quality control in... C Berlin	Leveraging the power of AI in presentations... V Bicman	Empowering education: using... P Manfredini	Moving from reactive to proactive: what are... H Humphreys
Meeting Room 10		Teaching idioms: implementing the CM... V Gradischnig	Bidialectalism: meeting the needs of speakers... Y Pratt-Johnson	Attentional control activities for children... K McBride	Translanguaging & plurilingualism works... N Ali Raza	Extensive Reading improves every skill... C Fry	Scholarship of teaching and learning in ELT... R Khatri	Supporting faculty in credit courses with a... C Petersen, N Travers	A data-driven approach to teaching... R Santos Rodrigues
Office 11		Exploring national stereotypes about... J Meier	Leading effective virtual teams in... H Ng	Optimizing onboarding... J Wallis	Language creates different discourses... B Fogh Jensen	Assessment patterns in initial teacher... E Tavakoli	Student engagement in times of generative... C Kunschak	Feedback: the pedagogical pendulum Y Aguilera Fuentes	To tell or not to tell: analysing mentor... N Arditto
Meeting Room 15		Inquiry with an I: centring the teacher... M Worgan	The role of experience in teacher identity... V McDonagh	Let's talk about social emotional... A Hasper	Video-enhanced teacher training... C Nobre	Reflective teaching - igniting innovation... T de Oliveira	Forum on place-based learning M Davou, A Shoseyov, F Xenaki	Forum on place-based learning	Peer-led instruction for teenagers - examples... I Saifur et al

The Grand

Venue	1020-1050 Session 2.1	1105-1135 Session 2.2	1205-1250 Session 2.3	1415-1445 Session 2.4	1500-1530 Session 2.5	1600-1630 Session 2.6	1645-1715 Session 2.7	1730-1815 Session 2.8
Pavilion	Forum on reading skills Y Salah El-Din, V Kiaunytl, JM Robinson	Forum on reading skills	Fostering change through youth... M Kosior, H Waters	Forum on academic language support for students in higher education N Rasmussen, A D Flores & MI Jasso, M Š Skupeňová	Forum on academic language support	Stimulus and discussion – widening... C Shaw	Evaluating a trauma-informed EAP... A Palanac, D McKenna	IATEFL Teacher Development SIG Open Forum
Charlotte	Forum on the use of ChatGPT in writing P Davidson, S Gumus Sambel, J Roberts	Forum on the use of ChatGPT in writing	Differentiation doesn't work! Or does it...?... H Puchta, C Jory	Forum on AI: shaping and navigating new pedagogical landscapes J Slade, R Halat, C Collins	Forum on AI: shaping and navigating new	Forum on freelance teaching C Bowes, L Martin, O Kowalska	Improving the effectiveness of... S Borg	Helping students with IELTS writing task 1 M Duman
Empress	Empowering educators... M Diakou, U Ergöz	TKT:YL principles explained... K Gregson						SDGs, SEL and storytelling... E Kantarakis, R Polygenis
Alexandra	'People like us' – representation of LGBTQIA+ identity in ELT S Tulk, J Krousso, P Phillips, J Francis, N Harris		Leading and managing with generative AI... G Pickering	Teaching bad English? The challenge of... J Mader, R Camerer	Is it ethical? Teaching with edtech to... A Bartosik	Grammar myths and how not to fall for... A Semakin	Empowering oracy: transforming ELT... S Howell, L Kester-Dodgson	The prolific power of … a pause P Seligson

1135-1205 / 1530-1600: Free tea and coffee will be served in the Exhibition, sponsored by Oxford University Press — Poster presentations - East Bar Brighton Centre

1250-1415: Lunch — IATEFL AGM | 1300-1400 | Skyline

Overview - Day 3

Venues: Brighton Centre (Auditorium 1 – Meeting Room 15) · The Grand (Pavilion, Charlotte, Empress, Alexandra)

Room	Plenary session 0900–1000	Session 3.1 1020–1050	Session 3.2 1105–1135	Session 3.3 1205–1250	Session 3.4 1350–1420	Session 3.5 1435–1505	Session 3.6 1535–1605	Session 3.7 1620–1650	Session 3.8 1705–1750
Auditorium 1	Teaching English and teaching other... L Cinganotto	Play for a sustainable future: nurturing... E Setterfield	Teaching EFL and teaching modern... S Thornbury	Tattoos, street art, and all visuals ELT related A Popovski	Eco-friendly assessment: when... P Toledo	Firing up debate with your adult learners C Rogers	Using mediation for better outcomes A Walkley	Cultivating teacher wellbeing: a journey... M Costafreda	
Syndicate 1		A teacher's agenda: target language... M Jones	Music in ELT to help students improve... A Stumpf	LanguageCert Signature Event Assessment and...	ELT Journal Debate AI makes language learning more personalized and inclusive for all	(cont.)	Future skills: what will make our students... M Mayor	Making money from educational video; 12... J Gakonga	Teaching academic reading skills D Zemach
Syndicate 2		Dyslexia's less-famous cousin... AM Smith	Stop including us! Arguments against... S Smith, S Steele	Universal design for learning in the... A Igel	*Forum on language teacher identity* L Barrantes, S Karpava, C Martinez López	(cont.)	Intonation and artificial intelligence a '1, 2, 3... S Palavecino	Effectiveness of low-tech continuous... R Chatfield, L Sánchez	Let's take another look at grammar: core... R Baker
Syndicate 3		Effective English language instruction... V Bagheri	Revolutionising IELTS preparation and... R Reyes-Cobar	An insight into corpus: identifying new... M Airlie	Maximising the use of students'... R Young	Ukraine: teaching and learning in difficult... N Udova, Z Sevastianova	*Forum on teaching excellence: CPD insights and innovations* A Hovaspian, D Cherkassov, M Ramos	(cont.)	Brain friendly grammar with Neurolanguage... R Paling
Syndicate 4		Listen to understand - a simple strategy in... N Krynska	The language of mental well-being... A Pulpea	Embracing controversy in the EFL classroom R Divéki	Voices of teachers: an antiracist view of... C Colla de Amorim	English for interfaith dialogue: nurturing... H Ahmed, A Makhlouf	Authentic materials, learner voices... A Scott	IATEFL Global Issues SIG Open Forum	Talking to learn: negotiation of... N Bilbrough et al
Skyline		*Forum on teacher wellbeing: factors affecting and interventions boosting it* M Hidalgo, S Acar, B Ram Gaire	(cont.)	How a new teacher association can... C Arlindo	*Forum on teacher-led communities of practices: opportunities, challenges, reflections* F Demir Yalçıntaş et al, A Karapanou, J Champrien Fadidas	(cont.)	Seeing data differently: Using visual tools in... J Leonard	Teaching and testing: truth and myths P Sutcliffe et al	Drama based pedagogy in ELT S Skenderovic
Meeting Room 1A		How to enhance online tools literacy among... A Soltyska	Online English teaching in difficult... PW Tun	Using narratives in the training room J Fuller		Too triggering to teach? Addressing... L Galpin	Trauma informed teaching practices in... R Kallab	Fostering inclusivity in ELL classrooms... A Perwitasari	Tear the label off the learner G Licata
Meeting Room 1B		What is Bloom's Taxonomy really for? S Lesniewski		Helping learners understand metaphor... L Fitz-Claridge	Empowering leaders and managers: a... B Yucel	Fostering adult students' autonomy... Fabio Lopes	Boundary-crossing learning communities: empowering EFL teacher development in China T Liu, Q Zhu, H Wang, C Zhu	(cont.)	Shaping a 21st century team in Central Asia B Hayat
Meeting Room 1C		Whose grammar is it anyway? Grammar in... B Leys	Task-based instruction in the process of... M Petkovska	Designing listening and language... S Thorn	IATEFL Inclusive Practices & SEN SIG Open Forum	CPD for English teachers in schools in Uzbekistan: case study N Begibaeva et al	Teachers as champions: a success story in... S Anand	Redesigning flexible professional... N Neynska, K Sule	Make learning great again: with creative... A Niemeijer
Meeting Room 1D		*Forum on Teachers' Associations* B Price, M Leon, E Garbey Savigne & Y Camacho Acosta	(cont.)	Lightning Talks	Post-lockdown teacher development... R Webb	The CELTA diaries: an analysis of oral... M Cintra, JDaijo	Empowering higher level learners: tools... Y Efremova	Breaking organisational silos... J Yates	Women in ELT: global challenges, future... H Buchanan, J Norton
Meeting Room 3		Poetry in the EFL classroom P Hohwiller	Literary exploration as source of... M Zaninelli	Education for sustainable... L Williams, K Müller	Teaching English through literature J Kolfman	Developing creativity using literature in the... K Kuze	"Atomic" reading habits: a... A Stroia	Enhancing language learning through... M Lorenz	IATEFL Literature SIG Open Forum
Meeting Room 5		Exploring the AI frontier: transforming... F Mahmood, A Avalos Rivera	Assessing logicality and expression... G R Sampaio	Fostering critical thinking in bachelor... J Kaufmann, C Hyde-Simon	Debating gender gap issues in the STEM... AR Scott-Monkhouse	English for economics in Thai HE: teaching... P Taylor	Using insights from research to inform ESP... CSC Chan	AI redefining EAP writing assessment FM Baykan	Building rapport means building... U Kalberer
Meeting Room 6		Flipping a three-days TESOL taster course P Villegas	Teaching reflective practice to... S Eraldemir Tuyan	Students' use of China English and... A Baratta	Teachers as examiners - the challenges and... S Manassian	"E-space or a blank canvas?" Exploring... N Gulzar	Redesigning flexible professional... S Anand	Reconsidering EL teacher training: a... N Raud, O Orehhova	Enhancing TOEFL speaking tasks... A Haggerson
Meeting Room 8		Nurturing transitions: a dynamic mentorship... B Ulku	Internal CPD: kick-starting a culture F Gordon	Awareness-raising approach in L2... MA Güngör	Exploring adolescent students' foreign... V Papandroulidaki	Accessing language for work (overcoming... S Van Kooten	Managing your team and your own... S Papadimitropoulou	From teacher to 'head-teacher': promoting... DSH You	Productive peer assessment in the... L McWilliams
Meeting Room 9		Enhancing EFL pre-writing instruction... C Liu, A Maley	Developing higher-order thinking skills... Q Yin	Seeking feedback: how can it enhance... A Moladoost	*Forum on energizing productive skills in the Egyptian context* M Moanis, E Muhammad, MM Afifi Yousef	Why we need business English trainers who... A Balvers			The writing game: making your... A de Vries, M Naka
Meeting Room 10		Restorative circles in ELT: coupling... C Meoli	Assessment for learning: challenges... B Strotmann	Unlocking your strengths with... S Atamsoy Koşar	A model of shifting roles to develop... S Almazyad	Q&A session relating to Letizia Cinganotto's plenary session	'Equitable'-medium instruction... DG Williams	Ways of humanizing your course: being... S Makhlouf	How does an L1 affect acquiring an L2? C Watts
Office 11		Integrating role-play into peer-assessment... L Ni	Need of alternative ELT pedagogy in dealing... RB Thapa	Empowering EFL educators: enhancing... PK D.S.	"They click, we guide them: Defining the... I Altukhova	The HR management of Generation-Z... EO Gorji	The impact of virtual tools on learning... R Ahmed	Mentoring experienced in-service high school... M Zhuo	Designing a linguistic and cultural... S Paropkari
Meeting Room 15		The role of metacognitive... I Manitsyna	Increasing young learner autonomy in... L Fearn	Best practices for creating bite-sized... L Wilkes	Begin at the beginning: starting your... G Stanley		Reviewing lexical collocations in... E Eustace	Enhancing undergraduate... A Hövener	Storyboards - three ways K Kelly
Pavilion		*Forum on CPD in Japan, Nepal and Pakistan* R Thapa & B Lamichhane, L Pratt, A Hameed	(cont.)	Alpha to Z: eight key ingredients for... F Mauchline	Writing in the real world: supporting... TS Banks	The Reading Clinic program L Mohyuddin	Applying first language acquisition principles... I Pemberton	Introduction of the Thinking Abilities... CX Zhang, B Howell	Seven shortcomings ingrained in... A Underhill
Charlotte		Transforming English language teaching J Knagg	Tempted to become a freelance test writer... I Mitchell, G Pasque	IELTS speaking part 2: improving our... S Philpot	Making a case for teaching lexical... C Walker	Mastering role-plays for online lessons... J Wallen	One skill retake: an optimised model for... H Lee, E Bruce	Strip-malls, jerky, and Dolly Parton... K Neginskiy	Key questions to ask ourselves when... C Roland
Empress		Digital learning: with or without a teacher? B Seguis	Focusing on the basics in an era of digital... S Galante	Enhancing teaching and learning through... K Holt	Lessons learned from 10+ years of... G Stanley	Making remoteness close: human... S Muniz	Using GenAI in teacher education to benefit... L Warwick	AI in ELT: the good, the bad and the weird N Hockly	Teaching one-to-one classes online... L Perkins
Alexandra		Solidarity through autoethnography: reimagining hope through transnational... A Hussein, S Wong, A Bright, T Tu		Making language memorable M Szesztay	Exploring Instagram's potential as a... M Butabaeva	Examining gender inequality in ELT... C Lethaby	*Forum on speaking skills* E Peresada, S Djahimo, E Demiroz	(cont.)	Oral assessment: even more relevant in the... J Mandalios

Break (1135–1205): Free tea and coffee will be served in the Exhibition · Poster presentations - East Bar Brighton Centre

Lunch (1250–1350)

Break (1505–1535): Free tea and coffee will be served in the Exhibition · Poster presentations - East Bar Brighton Centre

Overview - Day 4

Brighton Centre

Room	0900-1000 Plenary session	1020-1050 Session 4.1	1105-1150 Session 4.2	1150-1250 Lunch	1250-1320 Session 4.3	1335-1405 Session 4.4	1420-1520 Plenary session
Auditorium 1	Disrupting the commonplace... R Aylett						An introduction to the English language... Brian Bilston
Syndicate 1		Critical thinking: getting your students... B Knight	Cambridge University Press & Assessment Signature Event		Using visual literacy frameworks to... S Karastathi	Teaching beyond the slide: live online video... D Bish	
Syndicate 2		Diverse L2 voices, intelligibility and... L Holmes	Transferring skills and strategies across the... L Dunne		*Forum on keeping teachers' motivation in virtual learning environment* K Rahimova, M Darchia, T Slijepcevic		
Syndicate 3		Music and rhythm make all the difference K Kors	Task-based language teaching: how to get... J Willis		Focus on creative writing in school... J Bland	Training for tomorrow: integrating AI into... M Wilks	
Syndicate 4		Creating a collaborative online... J Alderman, L Sova	Emergent language and task repetition... D Norrington-Davies		AI ethics in ESL & EFL: Ukraine & US... M Sokolik, Y Fedoriv	Using online tools to develop deeper... A Borsato	
Skyline		Language coaching techniques to... B Griffiths	Windows, frames and mirrors: designing a... N Joseph		Discussing new CPD developments in China under the 2022 NEC C Li et al		
Meeting Room 1A			A framework for one-to-one tutorials C Brown		Q&A session relating to Rose Aylett's plenary session	Experiences, social learning and... N Manitsa	
Meeting Room 1B		Lessons from a millennial manager... C Marklew	Using sentence cards to develop fluency... D Guim		*Forum on novice teachers* F Szabo, M-A Sachpazian, N Donohue		
Meeting Room 1C		Assessing learners' interactional... M Kostromitina	Creativity in the EFL classroom - a way... E Cicconi		Error correction and varieties of English... J Mosley	Gamification in low-resource EFL... H Eleryan	
Meeting Room 1D		Rhetorical cyclicity in academic and... P Nathan	Gamification: emulating the... L Lybaert		How to generate better ideas for IELTS Writing... HD Nhu Quynh	From incognitus to cognitus: Fostering... L Carlucio	
Meeting Room 3		EFL preservice teachers' professional identity... P Riffo	Business English courses: creating a... J Perisic		Big shoes to fill: managing a... S Wright	Unlocking potential: strategies for... H Morgan	
Meeting Room 5		Problem-based learning: engaging... MAH Abu Huzaima	Principled eclectic teachers: managing... H Slee		Achieving equilibrium: balancing... J Bukowski	"My teacher is great, but...": teacher... AP Biazon Rocha	
Meeting Room 6		Navigating the academia: tailoring... M Aleksyuk	Teaching just four language skills... H Sandhu		The underrated value of A1 teachers	My business: how the leader's values affect... E Kuznetsova	
Meeting Room 8		What's in it for me? Learner-driven tasks... P Westbrook	Story-based CLIL for (very) young learners S Dolakova		Learning English through video games... P Tabali	International students on MA TESOL ... A Douglas	
Meeting Room 9		Quizlet's impact on vocabulary learning... H Tsai, C Chen-Fliege	Creating lexical notebooks with a... O Gyrych		Humour in language classrooms: is it just a... S Pulapaka	Lost in translation: navigating difficult... A Covell	
Meeting Room 10		A world of emotions - be kind and be... T Lorenzet	Neurodiversity and literacy: awareness... E Lindley		Now let's discuss: embedding speaking... K Sandstrom	M-Learning assists writing performance... Y Zhang	
Office 11		Learning how to learn in the English... M Baridón	Classroom management in the... VR Bocchi Barbosa		Sociolinguistic perception and... V Carreao	How translation studies can help with... P Pikala	
Meeting Room 15		Flipped classroom and student engagement... O Heggelund	Instilling and using growth mindset in... J Carr		Teachers' psychology: teaching preschool... A Dermentzi	Reducing accent using extracts from classic... G Hardy-Gould	

Lunch (1150-1250): Free tea and coffee will be served in the Exhibition | The Exhibition will close at 1245

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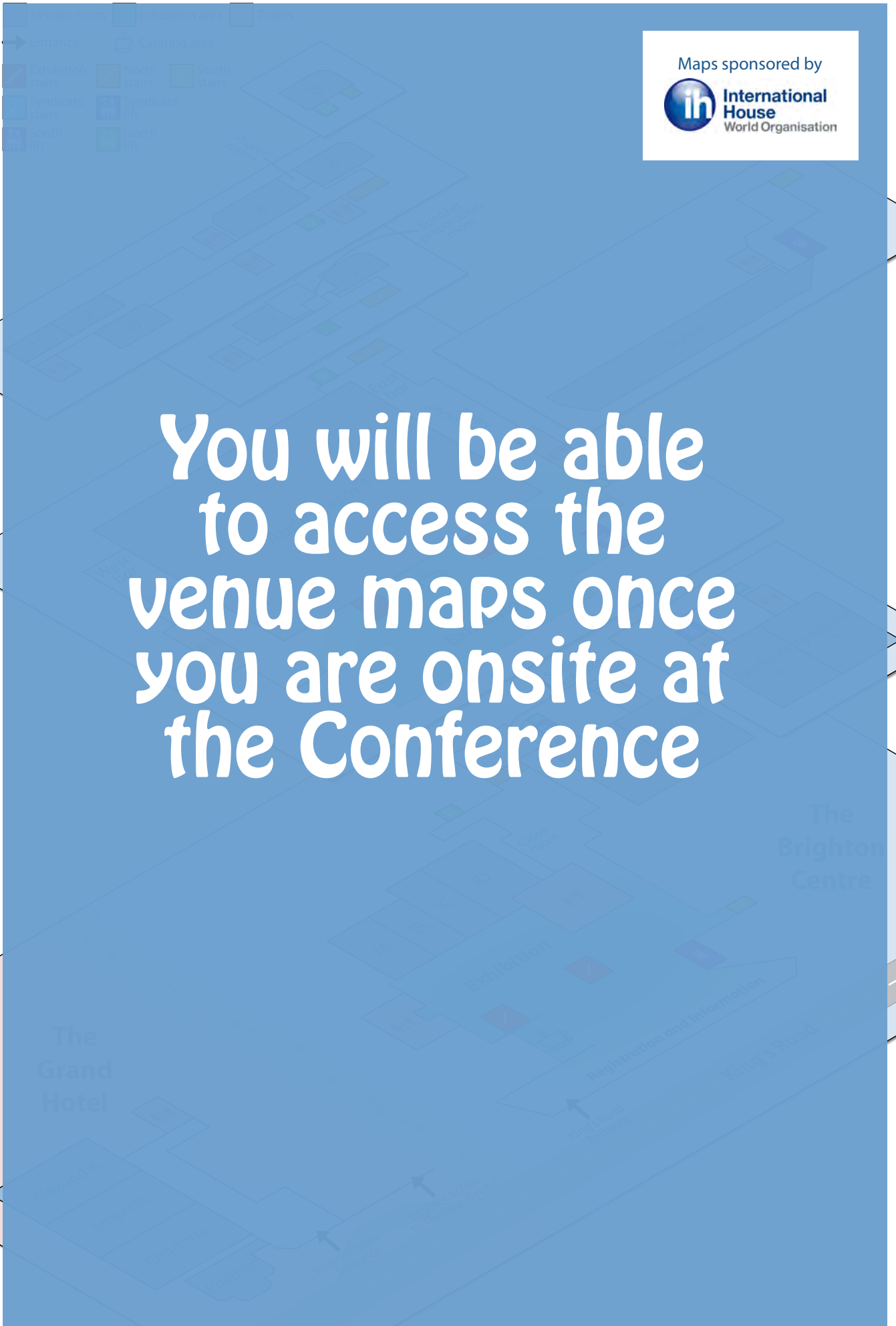
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8-11 April 2025

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