### Friday 23 October 2015 - Programme Overview

**Opening Day 1**

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| 14.30 – 15.15 BST | Christina Rebuffet-Broadus  
*Improving, confidence & making the passive active* |
| 15.30 – 16.15 BST | Nathan Arthur  
*Bring out the team-player in your trainees: Using project management principles in the classroom* |
| 16.15 – 16.45 BST | **BREAK (30mins)**                                                            |
| 16.45 – 17.30 BST | Judy Boyle  
*Education for social justice: human trafficking & the next generation* |
| 17.45 – 18.30 BST | Judy Boyle, Amos Paran & Marjorie Rosenberg  
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*Creativity and English Language Teaching* |
| 18.45 – 19.30 BST | Juup Stelma  
*Language teachers doing research: what, how & why* |
| 19.45 – 20.30 BST | Interactive panel session  
Koray Akyazi, Kenan R. Dikilitas, Walewska Gomes Braga,  
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*Teacher research in action* |

### Saturday 24 October - Programme Overview

**Opening Day 2**

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| 09.00 – 09.45 BST | Stephen Ryan  
*Psychology in language learning: What’s in it for teachers?* |
| 10.00 – 10.45 BST | Dr. Laxman Gnawati  
*EFL Pedagogy in difficult classrooms* |
| 11.00 – 11.45 BST | Thais Regina Santos Borges  
*I speak Brazilian English: A non-native perspective of EFL teaching & learning in Brazil* |
| 11.45 – 12.15 BST | **BREAK (30 mins)**                                                            |
| 12.15 – 13.00 BST | Susan Hillyard & Mercedes Viola  
*Inclusive education – practically speaking* |
| 13.15 – 14.00 BST | Interactive panel session  
Phil Dexter, Susan Hillyard, Priscila Mateini & Mercedes Viola  
*Inclusive education – practically speaking* |
| 14.15 – 15.00 BST | Paul Driver  
*EdTech & creative media practice in ELT* |
| 15.00 – 15.30 BST | **Closing**                                                                  |
Programme for Friday
23 October
Christina Rebuffet-Broadus

**Improvisation, confidence & making the passive active**

14.30 – 15.15 BST

‘Speak more spontaneously.’ It’s one of the most common objectives for English learners. As paradoxical as it may seem, it is possible to teach spontaneity in the language classroom. In doing so, we help learners find the confidence they lack and activate passive knowledge of English stored deep in their brains. How can we do this? By borrowing from the world of improvisational theatre.

Improvis provides the perfect vector for building confidence and spontaneity. It chips away at inhibitions that prevent learners from expressing themselves as freely as they would like. It encourages them to communicate with their whole body, taking learning from a two-dimensional process to a three-dimensional experience.

In this talk, Christina explores the benefits of bringing improvisational theatre activities into the classroom. She also shares practical ideas that teachers can use immediately, whether they’re improv veterans or total novices.

*Christina has been teaching in Grenoble, France since 2004. She firmly believes that creativity is a key element in the classroom, allowing learners to get much more than just language out of their English lessons. Tapping into her own creativity, she created Speak Better, Feel Great TV in January 2015 and has become fascinated by digital materials creation, marketing for freelance teachers, and client coaching. With Jennie Wright, she co-authored Experimental Practice in ELT: Walk on the wild side, published with Theround in 2014. She is also editor of the TESOL France magazine Teaching Times.*

Nathan Arthur

**Bring out the team-player in your trainees: using project management principles in the classroom**

15.30 – 16.15 BST

Today, there is much debate centred on promoting learner autonomy in the classroom. In spite of the wealth of literature available, little practical advice exists on promoting this autonomy, early on, in higher education and in budding professionals.

A paradigm shift from teacher as knowledge-provider to teacher as facilitator is therefore called for. The facilitator puts the ball in the student’s court, explains less and listens more. By taking a step back, the learners’ natural leadership skills can surface. As a result, the learner acquires the experience of managing a variety of group projects in the target language and the skills to function as a successful team-player.

This talk merges the principles of project management with those of EAP providing trainers with practical insight and activities that promote autonomy from the outset thus setting the scene for a successful transition from learner to co-worker in any professional environment.

*Nathan is a teacher and debate coach at Télécom ParisTech. He holds a Master’s in Marketing of New Technologies from ESCP Europe. His interests lie in student autonomy, project management and debate.*

Judy Boyle

**Education for social justice: human trafficking & the next generation**

16.45 – 17.30 BST

The NO Project is an award-winning global anti-slavery educational campaign that specifically targets youth awareness of human trafficking through music, art, dance, film, animation, journalism, creative writing, sport and social media.

Perhaps the thought of addressing human trafficking and modern slavery might feel daunting, but the upbeat, creative approach that ELT students and teachers are engaged in, is anything but gloomy. Already, thousands of youth and educators around the world collaborate with The NO Project to confront this global crime in a respectful, age-appropriate, sensitive way – be it in class, through Project Based Learning or student-lead events in the public domain. Using powerful, original, youth-oriented material such as, music, art, film, written narrative and animation, the session will include practical, engaging ways to integrate awareness of human trafficking and modern slavery in an ELT educational context. All videos and material used in this session will be freely available on-line.

*Judy has been involved in ELT education as a teacher, teacher trainer and author for over thirty years. Her academic background includes several years at Harvard University where she was also an ESL teacher. Judy has also worked in professional theatre, from comedy improv’ to Shakespeare. More recently her focus is Education for Social Justice and she is the Founder and Executive Director of The NO Project*
2nd IATEFL Web Conference: 23 – 24 October 2015

Judy Boyle, Amos Paran & Marjorie Rosenberg | Facilitator: Caroline Moore
Creativity and English Language Teaching
17.45 – 18.30 BST

Judy has been involved in ELT education as a teacher, teacher trainer and author for over thirty years. Her academic background includes several years at Harvard University where she was also an ESL teacher. Judy has also worked in professional theatre, from comedy impro’ to Shakespeare. More recently her focus is Education for Social Justice and she is the Founder and Executive Director of The NO Project.

Amos is a senior lecturer in Education at the Institute of Education, University of London, where he teaches on the MA TESOL and supervises doctoral students. He started his professional career in Israel, where he taught EFL in secondary schools. His main research interests are reading in a foreign language and the use of literature in language learning. His publications include an edited collection entitled Literature in Language Learning and Teaching, published by TESOL in 2006, an edited collection on assessment (including assessing literature), Testing the Untestable in Language Education, published in 2010 by Multilingual Matters, and a State-of-the-Art paper, The role of literature in instructed foreign language learning and teaching: An evidence-based survey, published in the journal Language Teaching.

Marjorie teaches in the Language Institute of the University of Graz, works with corporate clients, trains teachers and presents at international conferences. She has written materials in the business English field for Cambridge University Press, Cengage National Geographic, Macmillan and Pearson. Her methodology book ‘Spotlight on Learning Styles’ was published by Delta Publishing in 2013 and her forthcoming book on creating activities for different learner types will be published with Wayzgoose Press in 2015. Marjorie contributed the chapter ‘The learner as a creativity resource’ in the 2015 British Council publication ‘Creativity in the English language classroom’ and is a member of the C-group. Marjorie is currently the IATEFL President.

Juup Stelma
Language teachers doing research: what, how & why
18.45 – 19.30 BST

The presentation starts with a common-sense definition of ‘language teacher research’, as well as a recognition of some of the challenges that language teachers face when they are being asked (or decide themselves) to research their own practice. This is followed by a practical overview of three different approaches that language teachers can follow in order to research their own practice: ‘Action Research’, ‘Lesson Study’ and ‘Exploratory Practice’. The presentation concludes by suggesting what may be the benefits of teachers researching their own practice. This includes motivational and developmental benefits, the possibility of enhanced professionalism, and the opportunity to enrich the quality of their learners’ lives.

Juup is the Programme Director for the MA TESOL at The University of Manchester, United Kingdom. His research and teaching is focused on classroom foreign/second language teaching, the psychology of language learning, as well as language teacher researcher education. Juup can be contacted on Juup.stelma@manchester.ac.uk

Koray Akyazi, Kenan Dikilitaş, Walewska Gomes Braga, Judith Hanks, Ines Miller, Katie Moran, Richard Smith & Juup Stelma
19.45 – 20.30 BST

Following on from Juup’s talk on language teachers doing research, this panel will share experiences of doing research in our various classrooms and contexts. We open up the discussion to the audience and aim to address some of the questions arising from Juup’s talk. Amongst other things, we consider: What are the challenges that teachers wanting to do research need to consider? How can teachers (and learners) investigate relevant issues in our classrooms? Why do it?

Our experiences range across national and international boundaries (Koray and Kenan are joining us from Turkey; Ines is joining us from Brazil; Richard and Katie are joining us from the UK and France respectively), yet we are united by similar constraints, as well as shared interests in learning, teaching and research.

Questions are welcome from the audience.

Koray, from Hertfordshire, UK has been living and working in Izmir, Turkey since 2010. He holds TESOL and CELTA certificates and is currently writing his thesis on teacher research for an MA in ELT at Bahcesehir University. He has published several teacher research papers with IATEFL and written book chapters for exam preparation and teacher education. His areas of interest are creativity in the classroom, authenticity, and CPD. He is currently ‘exploring’ Exploratory Practice as a form of teacher research together with Judith Hanks and Kenan Dikilitas.

IATEFL 2nd web conference organised by:
Louise Atkins, Bethany Cagnol, Lou McLaughlin, Caroline Moore, Gary Motteram, Marjorie Rosenberg & Mercedes Viola
Kenan currently works as an assistant professor at the Department of English Language Teaching at Hasan Kalyoncu University, Gaziantep, Turkey. He has published articles and edited books on teacher research as a professional development strategy. He has also conducted teacher research projects and has given hands-on workshops on how to do educational research across Turkey and overseas. His primary research interests are language teacher education, educational research, research into language teaching and learning, and linguistics for teaching pedagogy. He is an IATEFL ReSIG committee member.

Walewska is an English teacher at Escola Municipal Santo Tomás de Aquino, in Rio de Janeiro. As a member of the Rio Exploratory Practice Group, she works with her students to understand life in the classroom. She finds inspiration in the Exploratory Practice principles and is especially interested in sustainability. In 2013 she joined a Government Grant Program for Initial Teacher Education, in Rio de Janeiro, Brazil (PIBID-PUC-Rio | CAPES) as a supervisor. Email walewskabraca@aglobo.com

Judith started teaching EFL in 1987 and has worked in China, Italy, Singapore, UK as a teacher, senior manager, teacher trainer and teacher educator. She is particularly interested in working with language learners and teachers to explore their classroom practices. Her research interests are cultural and intercultural issues in teacher education and Exploratory Practice (as a form of practitioner research). She is co-author of The Developing Language Learner: an introduction to exploratory practice (Allwright & Hanks, 2009). Most recently she has been working in Izmir, Turkey, and Northern Cyprus to set up a language teacher-research network.

Inés is Assistant Professor at the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), Brazil. She is involved in English language teaching, initial and continuing teacher education at undergraduate and postgraduate levels. Since 2013 she has been coordinating the English component of the Government Grant Program for Initial Teacher Education at PUC-Rio (PIBID-PUC-Rio | CAPES). Her research interests focus on the professional reflection of teachers, teacher educators and consultants. As a core member of the Exploratory Practice Group in Rio (EP Group-Rio), she has been actively engaged in the development and dissemination of Exploratory Practice. She has co-edited the book Understanding the Language Classroom, with Simon Gieve [University of Leicester], published by Palgrave MacMillan, in 2006. Contact inesmiller@hotmail.com

Katie katherine.moran@efrei.fr is a member of the IATEFL Research SIG and was awarded an International House John Haycraft Classroom Exploration Scholarship in 2015. Katie has been teaching in higher education institutions for fifteen years, notably at Efrei, an engineering school specialising in information and digital technologies, Paris, France, where she is the head of language programmes. Katie has also taught in England and Indonesia and holds a Maîtrise de langues, littératures et civilisations étrangères [with distinction] from the Université Paris-Est Marne-la-Vallée, France.

Richard is a Reader in ELT and Applied Linguistics at the University of Warwick. He has published and presented widely on history of language teaching, ELT research (including teacher-research), and language learner and teacher autonomy. As coordinator of IATEFL’s Research SIG (2011-2015), he laid particular emphasis on teacher-research, and this year has published (as co-editor) two books of teacher-research reports see http://resig.weebly.com/books. He has mentored teacher-research in Chile and India as well as the UK, and is currently working with Paula Rebolledo on a Handbook for Exploratory Action Research (due to be published next year by the British Council).
Programme for Saturday
24 October
Stephen Ryan

Psychology in language learning: What’s in it for teachers?
09.00 – 09.45 BST

In recent years there has been a growing acknowledgement of the importance of various psychological factors in language learning and teaching. However, to date most of the interest has been theoretical, but here I intend to explore some of the highly practical benefits an understanding of psychology offers teachers. Good teachers already understand psychology, but often at a very intuitive level. In this webinar, the author hopes to demonstrate some of the ways in which a more systematic knowledge of educational psychology enables teachers to better understand both their own teaching and the potential within their learners.

Stephen has been involved in language education for over 25 years and is currently a professor in the School of Economics at Senshu University, Tokyo. His research and publications cover various aspects of psychology in language learning, with his most recent books being The Psychology of the Language Learner Revisited, co-authored with Zoltán Dörnyei [2015, Routledge] and Exploring Psychology in Language Learning and Teaching, co-authored with Marion Williams and Sarah Mercer [2015, Oxford University Press].

Dr. Laxman Gnawali

EFL pedagogy in difficult classrooms
10.00 – 10.45 BST

Mainstream EFL teacher training programmes present to the trainees a picture of ideal classrooms which are well-laid out, materials rich, learner-friendly, in teacher’s control and so on. They instil in teachers an understanding of classrooms where they can deliver proper lessons, providing ample language exposure to learners. At least contemporary language teaching approaches expect the teachers to be teaching in such classrooms. However, the real life classrooms in the Nepalese context are different from the ones pictured in the training, far from ideal. In this talk the author will present the scenario of how the Nepalese mainstream EFL classrooms operate. He will also share how the classrooms pose challenges to the teachers and how some teachers manage to face the challenges turning them into opportunities to prove their creativity.

Laxman, Associate Professor of ELT at Kathmandu University, Nepal and Ex-Senior Vice President of NELTA, has a range of experience in teaching English at primary, secondary and tertiary levels. He leads EFL teacher education and trainer development programmes at the University. He co-authors EFL textbooks for younger learners and special education learners, designs language development courses for teachers, and inspires and facilitates teachers for professional development through publication, conference participation and professional networking. He extensively travels in and outside Nepal delivering sessions at the ELT workshops and conferences.

Thais Regina Santos Borges

I speak Brazilian English: A non-native perspective of EFL teaching & learning in Brazil
11.00 – 11.45 BST

EFL teachers tend to worry about teaching students to speak more fluently so they can be able to communicate “more naturally”. However, it’s essential to keep challenging the concept of what “natural” is and what it sounds like, in order to avoid students mutilate their identities as they shy away from fully expressing themselves so they can seem/sound closer to native speakers. For non-native EFL teachers this is a rather personal issue: it may distort the perception of the language itself, affecting their own speaking, teaching and self-esteem. This talk is going to show a broader view of EFL teaching in a non-native perspective by sharing the author’s own experience as an EFL teacher in Brazil over the past 17 years. She is going to start by giving an overview of the present EFL teaching/learning scenario, connecting it with her past experiences, both as a student and a teacher.

Thais Regina is a specialist in English Language Studies and is currently doing a Masters course in Language Studies at the Pontifical Catholic University of Rio de Janeiro (PUC-Rio). She’s been an EFL teacher since 1998 and currently she also works as a coordinator and an academic consultant for the Cultura Inglesa English language Institute, in Rio de Janeiro.
Susan Hillyard & Mercedes Viola

_Inclusive education – practically speaking_

12.15 – 13.00 BST

Education should be inclusive at all levels and ensure the access of disabled children and teenagers to the same general education offered to all. Inclusive Education means all students can fully participate in any mainstream school, college or university. Their right to equal educational opportunities is our obligation as educators. Mercedes Viola will be introducing the topic of Inclusive Education, what it means, what it implies and sharing ideas on why and how it should be implemented.

Susan will be presenting a number of multi-sensory activities and explaining how they work as inclusive devices to increase the presence, participation and achievement of all students whatever their strengths and weaknesses.

Susan has a B.Ed.[Hons] from Warwick University, UK. Susan has work experience in 17 countries as a teacher, Head of Department, Director, speaker, workshop facilitator, consultant, researcher and on-line tutor. She is a former Prof. Language IV in Lenguas Vivas and UTN Teacher Training Colleges, Buenos Aires, Argentina. She has co-authored an RBT Global Issues for OUP and TDI-TK1 on-line course for Pearson, New York. She is the former coordinator of English in Action, teaching English through Drama in Special Education, Ministry of Education, Bs As, Argentina. Find her at ssnhillyard@gmail.com & http://susanhillyard.blogspot.com.ar/

Mercedes has an MA in TESOL and has been designing English programmes for educational institutions, government-owned organizations and many well-known global companies for 25 years. She has been in the field of inclusive education for 15 years. She is the co-organizer of the photograph exhibition _Behind a look_, co-founder of _ProEdu- Educacion Inclusiva en Calidad_, Director & co-founder of 4D Content English as well as a TED speaker. She is also a writer for the Teaching English site of the British Council, joint web coordinator of IATEFL BESIG and a member of the IATEFL Electronic Committee. Find her @MercedesViola https://mercedesviola.wordpress.com

Interactive panel session

Phil Dexter, Susan Hillyard, Priscila Mateini & Mercedes Viola

_Inclusive education – practically speaking_

13.15 – 14.00 BST

Many of us educators believe in inclusive education. However, when we are facing a quite diverse group of students, with and without disabilities, we may feel we really don’t know how to deal with our task at hand. In this interactive session the panelists will exchange some practical ideas for the classroom and will endeavour to answer as many questions as possible from the audience.

Phil is the English language teacher development Adviser for the British Council, UK. Phil has previously worked for Bulgaria, Czech Republic, Slovakia, Croatia, Saudi Arabia and Libya on a range of primary, secondary and tertiary projects with governments and Ministries of Education. Phil has a Master’s Degree in English language studies from the University of Newcastle Upon Tyne and a Diploma in Special Educational Needs. Phil also advises the British Council offices globally on Special Educational Needs policy and teacher development programmes. He manages the British Council Teaching English Special Educational Needs Course.

Susan has a B.Ed.[Hons] from Warwick University, UK. Susan has work experience in 17 countries as a teacher, Head of Department, Director, speaker, workshop facilitator, consultant, researcher and on-line tutor. She is a former Prof. Language IV in Lenguas Vivas and UTN Teacher Training Colleges, Buenos Aires, Argentina. She has co-authored an RBT Global Issues for OUP and TDI-TK1 on-line course for Pearson, New York. She is the former coordinator of English in Action, teaching English through Drama in Special Education, Ministry of Education, Bs As, Argentina. Find her at ssnhillyard@gmail.com & http://susanhillyard.blogspot.com.ar/

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Paul Driver
EdTech & creative media practice in ELT
14.15 – 15.00 BST

This talk gives a critical stance on the role of technology and how it can, but often doesn’t, foster creative teaching. The author will explore the role of playfulness and its binding relationship with lesson design, creativity and pedagogy. Drawing on practical examples ranging from video production and digital games to augmented reality and mobile learning, I will suggest how creative media practice can reambiguate and reinvigorate the experience of language learning. The theoretical underpinnings of this talk draw from ecological psychology, situated cognition and game studies to provide some guidance for the principled integration of technology and continuous professional development.

Paul is a language teacher, teacher trainer, materials writer and learning technologist. He has an MA in Creative Media Practice in TESOL and over twenty years of international teaching experience. His research interests are diverse, exploring the roles of technology, media, game design and embodied cognition in the process of language learning. He is the co-author of Language Learning with Digital Video, with Ben Goldstein for the Cambridge Handbooks for Language Teachers series and has been nominated for an ELTOn (English Language Teaching Innovation Award) for the last three consecutive years, in the category of Digital Innovation.

Delegate Notes
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