

To view the unabridged programme, including all session abstracts, scan this QR code or go to [www.iatefl.org/conference/conference-programme](http://www.iatefl.org/conference/conference-programme)



# iatefl Harrogate 2023

## Conference Programme



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#iatefl2023

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# LRN ELTAD (TESOL) progression to

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## **MA Ed:**

Teaching English to Speakers  
of Other Languages (TESOL)

## **MA Ed:**

Early Childhood

## **MA Ed:**

Leadership and Management

## **MA Ed:**

Inclusion and Special Educational Needs  
and Disability (SEND)



# Welcome to the 56<sup>th</sup> International IATEFL Conference and Exhibition

Dear Conference Participant,

It is a pleasure for me to welcome you to the 56th IATEFL Conference, our annual international keynote event, this year in the beautiful spa town of Harrogate. Once again it is a time to come together and celebrate our profession and its advances through the work of our colleagues, sponsors, and contributors.



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

IATEFL's Conference Committee and our Head Office Staff have truly outdone themselves by putting together an impressive line-up of plenaries, presentations, poster sessions and other professional development activities.

Make sure you stop by the IATEFL stand to learn about the various initiatives we are engaged in, and make sure you also visit the various stands of exhibitors and partners. They are all eagerly waiting to welcome us to share their new developments. Take some time to browse the stands and get information about the latest materials, resources, courses, and career opportunities available to you, while also enjoying a restorative cup of tea or coffee.

As usual, there will be a wide variety of fun social events during this year's conference. As part of it, if you are interested in discovering more about Harrogate and its rich history, take the opportunity to join evening event on Tuesday – Introduction to Harrogate.

As an IATEFL member, your participation in the Annual General Meeting is important. Make sure to attend on April 19<sup>th</sup> so as to learn about the many initiatives the Board of Trustees has been involved in. This is also a time to have your voice heard or your questions about our Association answered so, please, consider attending.

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

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

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

**Gabriel Díaz Maggioli**  
IATEFL President

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## A note about photography and filming

IATEFL photographers and videographers will be in all areas of the venue taking photos of delegates and conducting video interviews. If you do not want to be included in the photos or videos, that is not a problem, just let the photographers and videographers know. Photos and videos taken at the conference will be used by IATEFL for journalistic and marketing purposes, including on social media. IATEFL's privacy policy can be found on our website: [www.iatefl.org/about/key-documents](http://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).



# Around the Conference

You can find full copies of the venue maps on pages 112-113.

**IATEFL Associates**  
 IATEFL works with over 100 national and regional Teaching Associations around the world to promote professional cooperation in English language teaching, and maintain an international network of support and communication. Come and find out more about these Associations and how you can get involved.

**Cloakroom**  
 Leave your coat or luggage here during the conference day for £2 per item. Please note, the cloakroom will accept CASH PAYMENTS ONLY. If you need to pay by card, please visit the Registration Desk.

**Certificates**  
 All delegates will be able to download their certificate of attendance (sponsored by Express Publishing) from their IATEFL Dashboard from Friday 28 April 2023. 

Harrogate Convention Centre First floor

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

**Registration Desk**  
 Pick up your delegate badge (sponsored by IELTS) here. Make sure you take care of it, a replacement will cost you £10. IATEFL staff will be on hand to answer any questions you may have. It will be open at the following times:  
 Monday: 0800-1800  
 Tuesday to Thursday: 0800-1730  
 Friday: 0800-1400

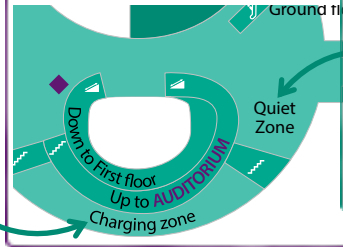
**Delegate bags and programmes**  
 Collect your lanyard (sponsored by IELTS), Programme (sponsored by British Council) and delegate bag (sponsored by ETS TOEFL®) once you have your badge. This area will be open whenever the Registration Desk is open.




**Information Desk**  
 Have a question? Our stewards at the Information desk will be happy to assist you. The desk will be open any time the Registration Desk is open.

**Charging Zone**  
 A space to plug your device in if you need a battery boost. If you need an adaptor for the plugs we have a limited number available to purchase at the Registration Desk. You can also hire a portable charger for your mobile phone from the 'Joos' stand near the Registration Desk.

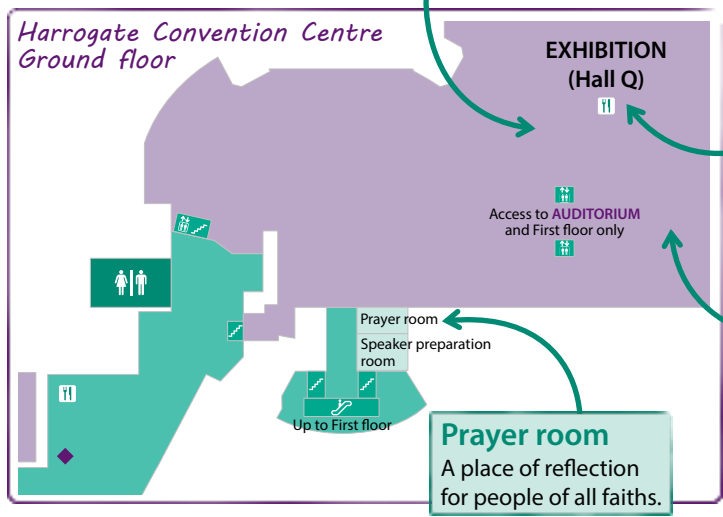
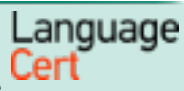
Harrogate Convention Centre Second floor



**Quiet Zone**  
 Step away from the busyness of the conference for a bit of peace. 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.

**ITN Networking Zone**  
 A space to meet and make connections, right at the heart of the Exhibition. 

**Food and drink**  
 You will find catering points in the exhibition. During breaks there is free tea and coffee (sponsored by LanguageCert) and at the lunch break you will be able to purchase a selection of hot and cold meals. First thing in the morning you can buy a hot drink from the catering point outside the exhibition. And there are various free water stations located around the venue. Please note, all catering points around venue will accept CASHLESS PAYMENTS ONLY.



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

**Prayer room**  
 A place of reflection for people of all faiths.

**Exhibition**  
 Find out more about what's happening in the exhibition on pages 12-21.

## Additional sessions and events

As well as a full academic programme (see pages 26-95), we have a range of other sessions and events to enhance your conference experience.



### Be prepared

Join one of our "How to..." sessions and learn more about IATEFL and the Conference:

#### Tuesday 18 April

How to give a presentation at an international conference, Sandy Millin, Queen's Suite 8.

#### Wednesday 19 April

How to reflect on research talks at conference, Ernesto Vargas Gil, Queen's Suite 8.

#### Thursday 20 April

How to write successfully for IATEFL Conference Selections, Deborah Bullock, Queen's Suite 8.

How to submit a speaker proposal, Madeleine du Vivier, Queen's Suite 7.

### Be active

Get moving before the conference day and spend some time exercising in whatever way suits you the best. For inspiration, go to [www.iatefl.org/conference/start-your-day](http://www.iatefl.org/conference/start-your-day).

### Be mindful

Start each morning by discovering some theory and practices of Mindfulness. This year's instructor, Adele Winkley, will be encouraging us to explore Mindfulness in a variety of ways including: sensing the physical body and the energetic body, awareness of our environment, how it is easy to get distracted and bringing it all together, mindfully. These sessions will take place each day in Queen's Suite 2.

## Evening events

Take time out at the end of the conference day to relax and meet new people. More information can be found under each day of the Presentations section of this Programme or at [www.iatefl.org/conference/social-programme](http://www.iatefl.org/conference/social-programme).

### First timers meet-up

If this is your first IATEFL Conference, come to the ITN Networking Zone in the Exhibition during the Tuesday morning break to meet with other first timers and learn more about the conference.

### Meet the Patron

Visit the ITN Networking Zone in the Exhibition during the lunch breaks on Tuesday and Thursday for a chance to say hello to the IATEFL Patron, David Crystal.

### Tribute session

The tribute session is an opportunity to remember colleagues who have sadly died since the last conference. Come to say a few words in someone's memory or to hear about colleagues who are no longer with us.

## IATEFL's AGM

We invite all IATEFL members to attend the IATEFL Annual General Meeting (AGM) at 1300-1400, Wednesday 19 April in Ripley Suite - Crowne Plaza Hotel. 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](http://www.iatefl.org/about/key-documents).

## Hornby Trust

We continue the tradition of featuring this year's Hornby Scholars within the Conference. They will present *Decentring ELT: insights and explorations* on Tuesday 28 April, 1450-1605, in Harewood Suite 2.

We will also feature two Hornby alumni, Babita Sharma Chapagain and Kuheli Mukherjee, and two Teaching Association representatives, Eric Enongene Ekembe (CAMELTA) and Elyanora Menglieva (NETRUZ), all supported by the Hornby Trust. Look them up in the Index of Presenters to find out more.

## Express Publishing

### Signature Event

#### To act or not to act

Tuesday 18 April, 1720-1805, Hall D

Teaching English through drama is an entertaining and inspiring way to learn the language! A combination of drama activities with the usual teaching methods can produce fantastic results! Students can use the language effectively outside the classroom if they have practiced through drama activities! In this workshop we will experience the effectiveness of drama activities and analyse their procedures, planning and aims.

**Speaker:** Kristy Kors



## LanguageCert Signature Event

### Cultivating a culture of care in

ELT - In conversation with Kieran Donaghy  
Wednesday 19 April, 1725-1810, Auditorium

How does care look like within language education contexts? How can we develop an effective 'vocabulary of care' when it comes to teaching? Inspired by Kieran Donaghy's plenary talk 'Embedding a Culture of Empathy in ELT', we have invited him to revisit his ideas on the notion of empathy situating them within the context of care. Join the LanguageCert Teacher Support team in a conversation with Kieran Donaghy which aims to broaden our perspectives on care-focused education.

**Speakers:** Kieran Donaghy and Sylvia Karastathi



## British Council Signature Event



### The Future of English: Global Perspectives

Thursday 20 April, 1700-1745, Hall D















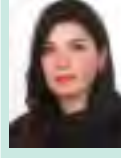

















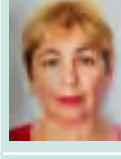



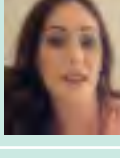



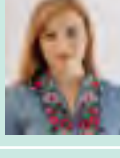



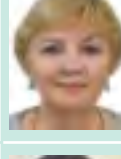



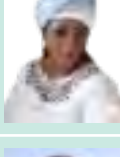

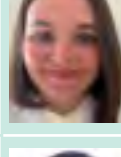





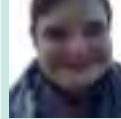

What's the future of English? In a world transformed by momentous global events, what's the new reality for the world's most spoken language? What does this mean for the future of teaching English? Join us to be at the forefront of the conversation and be among the first to hear the findings from the British Council's new landmark book.

**Speaker:** Mina Patel

## Conference Scholarships

We congratulate all our scholarship winners and welcome them to Harrogate. Each year IATEFL offers a great range of conference scholarships to enable teachers, trainers and other ELT professionals the opportunity to attend the IATEFL Annual Conference in the UK. These scholarships are offered by IATEFL, by a range of IATEFL Special Interest Groups, and by a wide range of other scholarship sponsors: institutions, companies, groups and individuals.

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

	<b>Wiktorja Allan</b>   Germany IATEFL Gill Sturtridge First Time Speaker Scholarship 		<b>Jim Fuller</b>   Spain Gillian Porter Ladousse Scholarship 		<b>Vicky Margari</b>   Italy IATEFL ESPSIG Mark Krzanowski Scholarship 
	<b>Nivedita Malini Barua</b>   India IATEFL Ray Tongue Scholarship 		<b>Mohammad Zulfeqar Haider*</b>   Bangladesh Gillian Porter Ladousse Scholarship 		<b>Diana-Andreea Margaritescu</b>   Romania IATEFL Bill Lee Scholarship 
	<b>Triparni Biswas</b>   India IATEFL ESPSIG Roving Reporter Scholarship 		<b>Maryam Masoomeh Hassani</b>   Iran ELC Eastbourne Graham Smith Scholarship 		<b>Anju Moses</b>   Sri Lanka IATEFL LAMSIG Scholarship 
	<b>Sanja Božinović</b>   Croatia IATEFL LTSIG Diana Eastment Roving Reporter Scholarship 		<b>Marisol Hernández</b>   Argentina IATEFL PronSIG Classroom Research Scholarship 		<b>Chinh Nguyen</b>   Vietnam Lexical Lab Scholarship for lexically-orientated teachers 
	<b>Anabel Bronnimann</b>   Argentina IATEFL Latin America Scholarship 		<b>Zhananur Kassimova</b>   Kazakhstan Trinity College London Language Examinations Scholarship 		<b>Ossoko Laure Rachel Tro Zehia*</b>   Cote d'Ivoire Africa Scholarship 
	<b>Denice Deogratius</b>   Tanzania Africa Scholarship 		<b>Julia Koifman</b>   Israel IATEFL BESIG Facilitator Scholarship 		<b>Wing Wu</b>   Hong Kong IATEFL TDSIG Early Career Teacher Scholarship 
	<b>Maria Diakou</b>   Cyprus Express Publishing Scholarship 		<b>Ashraf Kuhail</b>   Palestine The Simon Greenall Hands Up Project Scholarship 		<b>Olha Yavorska</b>   Ukraine Macmillan Education Scholarship 
	<b>Marina Dolgacheva*</b>   Russia Lexical Lab Scholarship for lexically-orientated teachers 		<b>Olga Kvasova*</b>   Ukraine IATEFL TEASIG Scholarship 		<b>Aleksandra Zaparucha</b>   Poland Trinity College London Teacher Trainer Scholarship 
	<b>Abigail Ekangouo Awanga</b>   Cameroon The TransformELT Scholarship for Global Change 		<b>Natalia Larchenko</b>   Italy IELTS Morgan Terry Memorial Scholarship 		<b>Munira Zaylobidinova</b>   Uzbekistan ELC Brighton Robert O'Neill Scholarship 
	<b>Lesley Fearn</b>   Italy IATEFL LASIG Scholarship 		<b>Taiza Lombardi</b>   Brazil IATEFL TDSIG Michael Berman Scholarship 	<p><b>Apply for a 2024 scholarship</b> The deadline for applications is 21 June 2023 Find out how to apply at <a href="http://www.iatefl.org/scholarships">www.iatefl.org/scholarships</a></p>	

\*Winner deferred from 2022



# Reducing the environmental impact of the IATEFL Conference

How we are working together to make a real difference

Bring a reusable water bottle for the water stations around the venue rather than buying bottled water

Use the digital unabridged version of the conference programme, sponsored by **British Council**, on your smart device or collect an abridged paper version on arrival at the venue

Keep your reusable delegate bag, provided by **ETS TOEFL®**, for future shopping trips

Use your reusable cup, provided by **Express Publishing**, for your hot drinks

We have held all our Conference Committee planning meetings virtually to reduce the impact of international travel

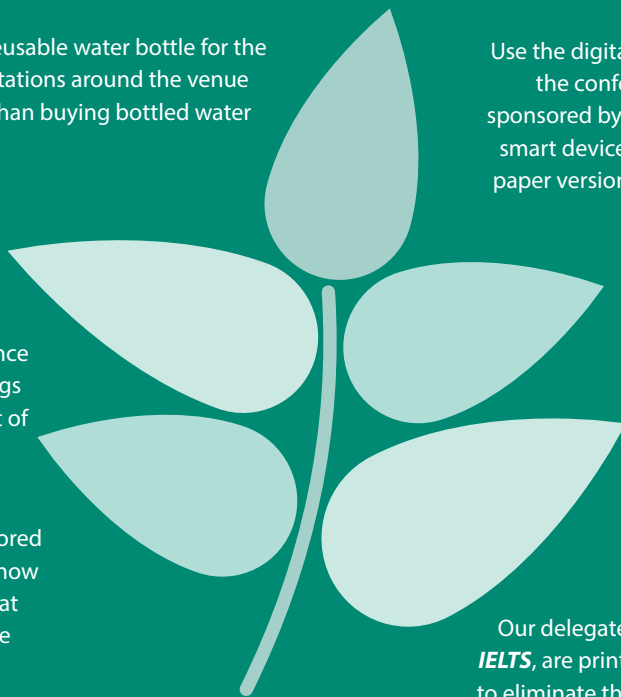
Use sustainable public transport, such as Harrogate's electric buses, to get to the venue or, where possible, car share

Delegate certificates, sponsored by **Express Publishing**, are now provided in a digital format rather than printed onsite

Our delegate badges, sponsored by **IELTS**, are printed on hard-wearing card to eliminate the need for plastic holders

Share your handouts digitally instead of printing them

Recycle your programme, badge and lanyard in one of our designated bins



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### IELTS at IATEFL 2023

Visit us at stand #38 and scan our QR code  
for details of our presentations and more.





# Thank you to our sponsors for supporting IATEFL Harrogate 2023

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

## Gold Sponsors



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## Silver Sponsors



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## Bronze Sponsors



Make sure you visit our sponsors in the Exhibition Hall to see what exciting new things they are bringing to the Conference this year!

# Meet the IATEFL Harrogate 2023 Sponsors



We support peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide. We uniquely combine the UK's deep expertise in arts and culture, education and the English language.

What's the future of English? Join us for the global launch of our new landmark book on the future of the world's most spoken language.

Signature Event | Thursday 20 April at 1700-1745

*The Future of English: Global Perspectives*

Pop-up Presentation | Wednesday 19 April at 1340-1355

*The future of English, have your say!*

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Express Publishing was established in 1988. After 3 decades of operation, we have successfully bridged the gap between methodology, technology and education.

We have been growing steadily and today export in 109 countries, have formed numerous strategic partnerships and 30 ministerial adoptions. By combining modern technologies and traditional teaching methods, we strive to innovate every step of the learning journey.

Signature Event | Tuesday 18 April at 1720-1805

*To act or not to act*

Pop-up Presentation | Tuesday 18 April at 1130-1145

*4Minds - Learning for the real world*

Gold Sponsor

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Cert

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. We have an ever-growing number of universities and organisations in over 90 countries worldwide who recognise our scores as evidence of English language proficiency.

Signature Event | Wednesday 19 April at 1725-1810

*Cultivating a culture of care in ELT - In conversation with Kieran Donaghy*

Pop-up Presentation | Thursday 20 April at 1555-1610

*Business Development Lead - LC Europe North*

Gold Sponsor



When you use the TOEFL® Family of Assessments, you get the accurate and comprehensive information that you need to help confidently guide students to the next step of their English language learning journey. Visit our booth to learn more about which assessments best address your students' needs and how we can support your teaching efforts.

Pop-up Presentation | Tuesday 18 April at 1615 - 1630

*TOEFL Family of Assessments for Learners of All Ages*

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IELTS is the world's most trusted English language test for higher education and global migration. Join our ELT experts at the IATEFL conference to learn tips and strategies for your IELTS classroom. And visit us at the IELTS stand to access our free IELTS teaching resources, take a picture at our photo booth and enter our prize draw!

Pop-up Presentation | Wednesday 19 April at 1140 - 1155

*Top Ten Tips for IELTS Academic Writing Task 1*

Silver Sponsor

## Bronze Sponsor

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, honing in on their true proficiency more quickly, precisely, and securely than traditional fixed-form tests. Visit [englishtest.duolingo.com/research](https://englishtest.duolingo.com/research) to learn more about the research behind the test.



## Bronze Sponsor

IHOWO is a network of over 130 language schools in 50 countries. Our schools offer high-quality, student-focused courses for all needs and deliver outstanding teacher training. Talk to us at Stand 21 for advice on the training you need to further your TEFL career and discover new opportunities; or talk to us if you'd like to join the IH network.



## Bronze Sponsor

ITN Education produce authentic, relevant and memorable video resources for learners of all ages, for use in the classroom and at home. Our content helps students relate their studies to the real world, we cover all subject areas, and are specialists in English Language Teaching.

We realise that attending conferences like IATEFL can be exhausting, so please use our Networking Zone in the Exhibition Hall to catch up with friends, make new ones or just take five on us.



## Bronze Sponsor

At OUP, we are proud to be at the heart of the English language learning community and our learning materials are trusted by millions worldwide. Through everything we do, we aim to fuel a passion for teaching and inspire a lifetime of learning. Visit our stand to explore our courses and discover how to manage your continued professional development.



## Bronze Sponsor

We're one of the largest university English language centres in the UK, offering bespoke English language courses, internationally-recognised teacher training qualifications, an exclusive range of online part-time teacher development courses, and a new Master's degree in TESOL which includes teaching practice. Join us at the IATEFL 2023 exhibition to discover how our opportunities can advance your English learning and teaching.



Career Zone Presentation Stage | Tuesday 18 April at 1610-1630  
*How to develop as an ELT specialist in EMI*

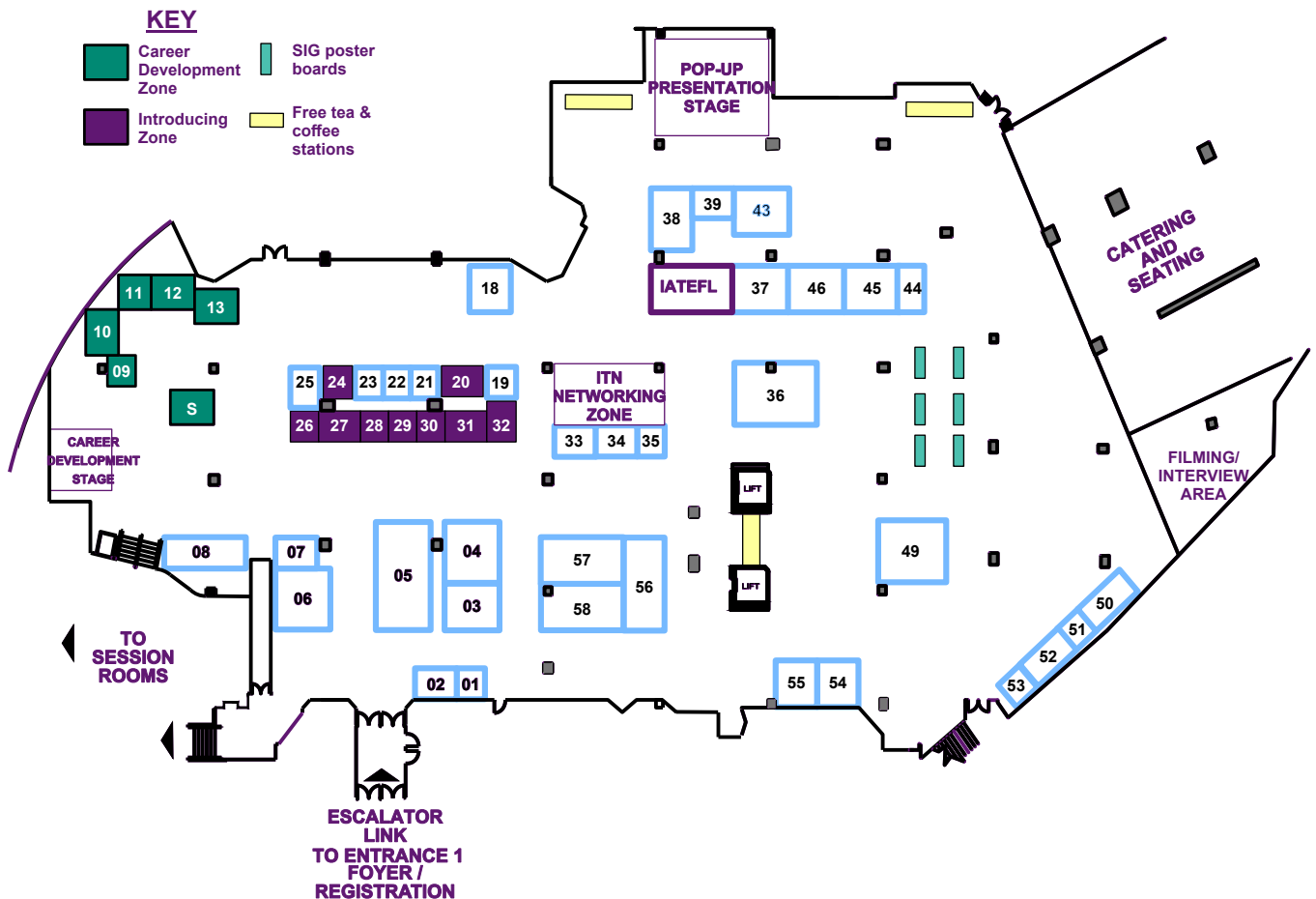


## Exhibitors by stand number

Visit our **Career Development Zone (CDZ)** to start discussing your future, and welcome all our first time exhibitors in our new **Introducing Zone (IZ)**

01 Anglia Examinations	30 FlashAcademy <b>IZ</b>
02 Hamilton House Publishers	31 Reading Horizons <b>IZ</b>
03 Helbling English	32 ELAO <b>IZ</b>
04 Cambridge University Press and Assessment	33 NILE
05 British Council	34 LanguageCert
06 Macmillan Education	35 Multilingual Matters
07 Independent Authors & Publishers	36 Express Publishing
08 BEBC - Books for English	37 TOEFL
09 Pavilion ELT at Pavilion Publishing <b>CDZ</b>	38 IELTS
10 PQS Global <b>CDZ</b>	39 TEENEAGLE
11 Ascentis <b>CDZ</b>	43 Garnet Education
12 University of Birmingham <b>CDZ</b>	44 DK Learning
13 National Taiwan Normal University <b>CDZ</b>	45 Pearson English Language Learning
18 Eli Publishing srl	46 Black Cat Publishing
19 International House World Organisation	49 York Press
20 Avallain <b>IZ</b>	50 Global ELT
21 Learning Resource Network	51 King's College London
22 University of Central Lancashire	52 Teacher Portal by International House London
23 Bridge Education Group	53 Canford Publishing
24 Glossobooks <b>IZ</b>	54 Collins
25 DELTA Publishing	55 Trinity College London
26 Language Fuel <b>IZ</b>	56 MM Publications
27 Avant Assessment <b>IZ</b>	57 Oxford University Press
28 Flowchase <b>IZ</b>	58 National Geographic Learning
29 University of Leeds <b>IZ</b>	University of Sheffield <b>CDZ</b>
	CV Clinic (The Wright Stuff) <b>CDZ</b>

## Map of the exhibition



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.

The exhibition is also home to our **Career Development Zone**. Dedicated to developing your professional growth, it offers a selection of international product and service providers, one-to-one advice from an experienced professional at our 'CV Clinic', and career focussed 'How To' sessions on our Career Zone stage.





The Career Development Zone is sponsored by  

## Key to exhibitors

### Type of exhibitor

- B** Bookshop    **CP** Course Provider  
**D** Digital/online services    **O/A** ELT organisation/association  
**P** Publisher    **T** Testing and assessment

### Contact information

-  Website     Telephone number  
 Email address  
 Key contact name

See full details about our exhibitors by scanning this QR code or visiting [www.iatefl.org/conference/list-exhibitors](http://www.iatefl.org/conference/list-exhibitors)








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	<b>Free tea and coffee</b> will be served in the Exhibition during break times and food will be available to buy in the catering area during the lunch break.  Thank you to LanguageCert for sponsoring the tea and coffee.
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**Don't forget** to visit the Pop-up stage in the Exhibition featuring short presentations and demonstrations on what's new in the ELT profession!



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- B** Bookshop    **CP** Course Provider  
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cassy@teeneagle.org

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Cassy Gibson

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## Mindfulness Sessions

presented by

Adele Winkley

Start each day with our morning Mindfulness Sessions

0815-0845 | HCC Queen Suite 2

This hands-on workshop will introduce you to Mindfulness. You'll listen to some theory and be guided on how you can use this in day to day practical situations.



Photograph by Olivia Brabbs



## Pop-up presentations

The Pop-up Presentation Stage is back again for 2023, where you will be able to listen to a variety of interesting short talks during break and lunch times when the exhibition is open. Why not grab a free coffee, sponsored by LanguageCert, and make your way to the Pop-up stage to hear all about these interesting topics!

Tuesday 18 April

### 1130-1145 | Express Publishing

*4Minds - 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 teens and young adults of CEFR levels A1–C1/C2, it covers the latest developments and trends in technology, entertainment and social issues to provide a fresh and exciting course that learners can relate to while preparing them for the real world, outside class.

*Presented by Kristy Kors*

### 1315-1330 | Trinity College London

*Assessing the softer skills needed for global citizenship*

This short session will look at Trinity's Communication Skills qualification which offers a unique and valuable framework for programmes with a focus on leadership and global citizenship, as well as in-company learning. The presenter will provide an overview of the assessment which supports the preparation and delivery of effective presentations, authentic expression, appropriate interactions with different audiences, and the research and analytical skills needed to present on different topics. Participants will leave with an understanding of how the qualification can help young people be more career-ready, and help adults build confidence in the workplace.

*Presented by Alison Castle Kane,  
Head of Business Development, Trinity College London*

### 1340-1355 | LearnJam

*The power of principles for effective learning*

This short talk looks at how a set of learning design principles can act as a powerful link between your organisational purpose and the learning experiences you create.

You will see how principles can help you develop learning experiences that are more inclusive and effective, through decision-making and learning design that is more considered and consistent.

You'll also hear about some examples of how we've helped clients, either with bespoke principles or with LearnJam's own Learning Design Principles.

*Presented by Jo Sayers*

### 1615-1630 | TOEFL

*TOEFL Family of Assessments for Learners of All Ages*

Did you know that TOEFL has a test for young learners? Or that there's a version that measures both academic and foundational English? TOEFL offers a lot more than you may realise.

Join Peter and Sena in this lively presentation to learn how the TOEFL Family of Assessments can provide you with solutions for all ages and proficiencies, with the trusted quality of TOEFL iBT. In addition, detailed score reports will pinpoint strengths and weaknesses to help guide you in your teaching goals.

*Presented by Sena Elibal-İçgöz & Peter Westerhuis*

Wednesday 19 April

### 1140-1155 | IELTS

*Top Ten Tips for IELTS Academic Writing Task 1*

This pop-up presentation will work through the key elements of IELTS Writing Task 1. We will explore the requirements of this task as described in the Public Assessment Criteria and will offer ten top tips that will cover various aspects of the four marking criteria: Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. Teachers can then use these tips to guide their students in completion of this task. These tips are relevant to teachers of all test takers whether taking IELTS on paper, on computer or online.

*Presented by Louisa Dunne & Sarah Philpot*

**1255-1310 | Cambridge University Press & Assessment***Kid's Box New Generation: bigger, brighter and even better*

Come and hear why this is the classic course for a new generation! Kid's Box has helped busy primary teachers inspire thousands of pupils for so many years. Now, there's a new generation of young learners! The Star family, Monty the mouse, Marie the doll, Trevor the troll and our very own (hilarious) super hero Maskman, are ready to help you educate and entertain them. The Kid's Box magic formula still has everything teachers and learners love, but now has new ingredients mixed in. Come along to find out what's bigger, brighter and even better.

*Presented by Helen Kenyon***1315-1330 | University of Birmingham***Studying Online at the University of Birmingham*

The University runs four 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 280 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 programmes.

We also run two 12-week Micro-credential courses:

- Introduction to TESOL Methodology
- Insights into Language Teaching

I am a very experienced academic who gives impartial advice. If you are interested in studying online, come along!

*Presented by Dr Crayton Walker***1340-1355 | British Council***The future of English, have your say!*

Join us for this lunch break energiser asking the big questions about the future of the English language and what it means for teachers and English language teaching worldwide. Delve into the eight major themes from the British Council's brand-new landmark book, *The Future of English: Global Perspectives* and, most importantly, have your say! We'd love to hear from you.

*Presented by Mina Patel, lead author of The Future of English***1535-1550 | National Geographic Learning***Building relationships and networking in English*

We use language not only to share information but also to build relationships. Teaching the skill of socialising and small talk goes beyond teaching useful phrases and functional language. Using the T-A-L-K mnemonic, Chia looks at practical ways we can help improve our students' social skills and build better relationships when communicating in English. But in order to teach socialising skills, we also need to put what we teach to practice ourselves. In this pop-up session, Chia gives us tips to help make networking, socialising and getting to know new people at this IATEFL conference easier and more successful.

*Presented by Chia Suan Chong***Thursday 20 April****1140-1155 | DK Learning***From self-study to front of class discover why English for Everyone works for everyone.*

Over 2 million people across the world are learning English with DK's English for Everyone series. Originally intended for self-study, the course has been picked up by teachers who have seen remarkable improvement with young and adult learners alike. We'll take you through the EFe approach to language learning, explaining how the pedagogy differs from a traditional ELT approach and why this is working for the learners using it.

*Presented by Caroline Boot***1350-1405 | The Global Approach Ltd***Brain-based, holistic, accelerated learning: a practical demonstration*

My career of 50+ years teaching English has embraced traditional grammar translation to 'direct' (situational), communicative (functional-notional), natural, co-operative, task-based, total physical response, competency-based and lexical approaches - flavoured with suggestopedia, the silent way, multiple intelligences and NLP. Many are complementary and can be used eclectically in varying teaching contexts. Methodologies vary from PPP, ESA, PRR, to scaffolding and spiral learning. Most start from a premise of deconstruction. I will demonstrate how the Global Approach, based on our innate ability to engage with pattern recognition rather than rules, can support, integrate and underpin other methodologies in a visually animated way.

*Presented by Rita Baker*

**1555-1610 | LanguageCert***Business Development Lead - LC Europe North*

The world we live in is constantly changing, and we need to navigate the evolving requirements of regulations and conditions, often with very little warning. LanguageCert offers a multi-purpose English language exam, offering candidates the peace of mind knowing regardless of what may happen we will have an exam solution for them. One exam, three delivery methods including SELT for UKVI purposes.

*Presented by Lesinda Leightley***Career Zone Stage | How To presentations****Tuesday 18 April****1125-1145***"How to make IATEFL Membership benefit your professional development"*

Being one of the largest learning and sharing communities, IATEFL offers a wide range of professional development opportunities, both online and face-to-face. This presentation will give you an insight into what IATEFL has to offer and how to make the most of it. You will learn about Special Interest Groups and their events, scholarships and IATEFL projects, web events and more.

*Presented by Ros Wright***1310-1330***"How to become a successful freelancer"*

Are you a freelancer or planning to become one? Beyond teaching, what are some areas we need to be turning our attention to? In this presentation, we'll explore what's involved in being a successful freelancer. We'll look at how we organise ourselves, how we get work and how we keep work.

*Presented by Chia Suan Chong***1610-1630***"How to develop as an ELT specialist in EMI"*

How to develop skills and knowledge as ELT specialists within developments in English Medium and Transnational Education? Come along to find out what some of the recent developments are and how to find resources for teacher development in those areas.

*Presented by Will Nash***Wednesday 19 April****1135-1155***"How to teach one:one"*

Today's one to one classes are as diverse as the students themselves. The learning needs and goals of individuals differ and creating lesson plans, using stock materials, and standard coursebooks are no longer enough to meet learner's needs. This requires a distinct set of skills, best practices, and strategies to help your student achieve their full potential. Find out how no plan might be the best plan to succeed.

*Presented by Rob Howard***1250-1310***"How to be successful in an ELT interview"*

Congratulations, you've been invited to a job interview, so you've persuaded your potential employer that you have the essential knowledge, skills and experience for the job. The 3 As: Appearance, Attitude, and Awareness of your interviewer will be critical for your success, and are equally important for face-to-face and Skype interviews. We'll have a look at these, and at the different kinds of questions that you might be asked. You'll have a chance to practise, including answering questions for both teaching and management roles.

*Presented by Caroline Moore***1315-1345***"How to write CVs that get results"*

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.

*Presented by Peter Panayotou*

1135-1155

"How to move from being a teacher to becoming a teacher trainer"

Transitioning from teacher to teacher trainer can be a challenge. In this presentation I will share some of my experiences and insights, looking specifically at the question, 'Am I ready to be a teacher trainer?' as well as how you can develop the skills and knowledge for this role.

Presented by Serkan Aras

1320-1340

"How to write project proposals that win"

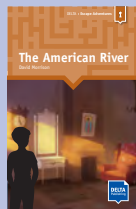
This session will begin by examining basic issues with project proposals including: specific considerations of the tender or proposal you are applying for; what is and isn't funded; and the evaluation criteria. We will then overview the main content of a proposal including, planning processes, the people involved, budgeting considerations, specific organisational concerns, and dissemination. Finally, we look at what NOT to do, and I will leave you with some 'top tips' to take away.

Presented by Sarah Mount

Join us and discover our new titles for 2023 at stand 25!



**For Teens**  
Bloggers



**Readers**  
Primary Readers  
Young Adult Readers  
Team Readers  
Escape Adventures



**Exams**  
Practise & Pass  
Build up to IELTS



**Teacher Development**  
Ideas in Action  
Teacher Development Series



**General English**  
On Point  
Business English



**For the classroom**  
IELTS Games and Activities  
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Making language matter.



## 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)

Tuesday 18 April | Queen's Suite 2

Coordinators: Rob Howard & Maria Szugfil



- |     |           |  |
|-----|-----------|--|
| 1.1 | 1035-1120 | Preparing learners: (B)ELF-oriented and agile in learning ecosystems<br>Katrin Lichterfeld   |
| 1.2 | 1150-1220 | Inclusivity for all types of learners in business English teaching<br>Julia Koifman  |
| 1.3 | 1235-1305 | Machine translation: friend or foe in graded assessment?<br>Catherine Prewett-Schrempf, Linda Slattery                                       |
| 1.5 | 1405-1435 | Tapping into translanguaging plagiarism among English-medium business students<br>Holi Ali, Silvio Sergio Saleem Scatolini & Qasim Alwashahi |
| 1.6 | 1450-1520 | Corpus-based genre analysis of the emerging genre of business tweets<br>Khokha Chaib Ainou   |
| 1.7 | 1535-1605 | Task-based learning and comparative law in legal English classes<br>Eloa Figaro  |
| 1.8 | 1635-1705 | Cover-to-cover is over: revolutionising business English training with Agile<br>David Guerrero   |
| 1.9 | 1720-1805 | Assessing international business undergraduates' communication and critical thinking skills<br>Sue Ashley                                    |

### English for Speakers of Other Languages (ESOLSIG)



Tuesday 18 April | Restaurant (King's Suite for 1.1)

Coordinator: Lesley Painter-Farrell

- |     |                           |   |
|-----|---------------------------|---|
| 1.1 | 1035-1120<br>King's Suite | Just keep teaching! Maintaining focus and wellbeing in disrupted classrooms<br>Emily Bryson                           |
| 1.2 | 1150-1220                 | Beyond resilience: facilitating refugees' learning and well-being in the language classroom<br>Pamela Rogerson Revell |
| 1.3 | 1235-1305                 | The evaluation of a CLIL course for 16+ newcomers<br>Declan Flanagan  |
| 1.5 | 1405-1435                 | Post-pandemic world ELT: teachers perceptions of the online-pivot in NI<br>Juana Simpson                              |
| 1.6 | 1450-1520                 | Reading literature in public high school: experiences with multi-level groups<br>Elisa Seerig                         |
| 1.7 | 1535-1605                 | Engagement and use of technology providing new era students' assessment<br>Beatriz Meneguetti                         |
| 1.8 | 1635-1705                 | ESOL Special Interest Group Open Forum Teachers of English who work with asylum seekers, refugees, and migrants       |

### English for Specific Purposes (ESPSIG)

Wednesday 19 April | Queen's Suite 1 (King's Suite for 2.2)

Coordinator: Caroline Hyde-Simon



- |     |                           |   |
|-----|---------------------------|---|
| 2.1 | 1015-1045                 | Mediating international and scientific communication for EMI contexts<br>Bethany Cagnol, Sinead Namur |
| 2.2 | 1100-1130<br>King's Suite | For what it's Earth: incorporating sustainability education into EAP classrooms<br>Alex Warren        |
| 2.4 | 1200-1245                 | Using stand-up comedy to develop intercultural competence (IC)<br>Christina Laporda                   |
| 2.5 | 1410-1440                 | EAP, science and public engagement meet the UN Sustainable Goals<br>Anila R. Scott-Monkhouse          |
| 2.6 | 1455-1525                 | Teaching TRUE summary writing<br>Ann Roemer   |
| 2.7 | 1555-1625                 | Speak your mind via Zoom happy hours<br>Flavia Uhlmann  |
| 2.8 | 1640-1710                 | Mindful multi-communication: the soft skill your learners need<br>Vicky Margari                       |
| 2.9 | 1725-1810                 | A synthesized approach to improving writing feedback<br>Christopher Gras, Constance Leonard           |

### Global Issues (GISIG)

Wednesday 19 April | Queen's Suite 8

Coordinator: Rose Aylett



- |     |           |   |
|-----|-----------|---|
| 2.1 | 1015-1045 | Language, power and education: five principles for critical pedagogy training<br>Rose Aylett                                  |
| 2.2 | 1100-1130 | Linguistic and content scaffolding in the teaching of global issues<br>Catherine Watson                                       |
| 2.4 | 1200-1245 | Teaching for a better world. Sustainable development goals in ELT<br>Eftychios Kantarakis, Ruby Polygenis                     |
| 2.5 | 1410-1440 | Teaching English as a global language: changing mindsets through culture<br>Anna Hearrell, Venice Irving                      |
| 2.6 | 1455-1525 | "My war": creating meaningful materials for times of conflict<br>Maggie Sokolik, Yaroslava Fedoriv                            |
| 2.7 | 1555-1625 | A toolkit for using UN international days in university telecollaboration<br>Will Hutton, Daniela Garcia                      |
| 2.8 | 1640-1710 | IATEFL Global Issues Special Interest Group Open Forum<br>Connecting critical educators to advocate for social justice in ELT |
| 2.9 | 1725-1810 | Poetry and education for sustainable development in language classrooms<br>Jason Skeet  |

## Inclusive Practices & Special Educational Needs (IP&SENSIG)



Wednesday 19 April | Queen's Suite 7

Coordinators: Rachael Harris & Giovanni Licata

2.1	1015-1045	Every student matters Rachel Jeffries
2.2	1100-1130	Working towards a more inclusive English-language classroom: students with ADHD Wiktorja Allan
2.4	1200-1245	Diversifying pronunciation tasks: quick & easy inclusive extensions for teachers Helen Slee
2.5	1410-1440	Diversifying ELT: future directions for LGBTIQ+ inclusion Thorsten Merse
2.6	1455-1525	Spillover: how management styles spread through educational contexts Giovanni Licata
2.7	1555-1625	Utilizing student potential of gifted learners through universal design learning Rana Khan
2.8	1640-1710	IATEFL Inclusive Practices & Special Educational Needs Special Interest Group Open Forum Where to now? More than SE
2.9	1725-1810	Down syndrome – excluding learners because of a chromosome? Anette Igel

## Learner Autonomy (LASIG)



Tuesday 18 April | Harewood Suite 1

Coordinators: Lawrie Moore-Walter & Giovanna Tassinari

1.1	1035-1120	The power of peer feedback in speaking Ariane Niemeijer
1.2	1150-1220	Learner training? Designing an academic preparation course for engineering students Tracie MacKenzie, Iona Dawson
1.3	1235-1305	Inquiring Minds: voice and choice for our learners Maria Davou
1.5	1405-1435	Using vlogs for peer teaching to increase Independence and engagement Laura Major
1.6	1450-1520	IATEFL Learner Autonomy Special Interest Group Open Forum Exploring and developing practices for the implementation of learner autonomy
1.7	1535-1605	The English language makerspace – a creative learner-centered language journey Carmen Becker, Annika Albrecht
1.8	1635-1705	Mission impossible or possible? Navigating learner autonomy in turbulent times Gamze Sayram
1.9	1720-1805	Integrating professional coaching conversations into language learning Rachel Paling (Efficient Language Coaching Global SL)

## Leadership & Management (LAMSIG)



Thursday 20 April | Queen's Suite 2

Coordinator: Gerhard Erasmus

3.1	1015-1045	How did teaching turn into management? Kateryna Protsenko
3.2	1100-1130	Mission redefined: Be G.R.A.C.E.(ful) as a leader Zeynep Oğul
3.3	1200-1230	Doing top-down and bottom-up needs right - meeting everyone's needs James Fuller
3.4	1245-1315	Quality assurance in online teaching – standards & guidance Lou McLaughlin
3.6	1415-1500	Motivating and engaging teaching teams for excellent results Anju Moses
3.7	1515-1545	My external brain hurts: the secrets of personal knowledge management Mike Riley
3.8	1615-1645	IATEFL Leadership & Management Special Interest Group Open Forum Connecting ELT leaders and managers from around the world
3.9	1700-1745	Beyond profit: purpose-driven leadership and strategy in ELT George Pickering

## Learning Technologies (LTSIG)



Wednesday 19 April | Bramham Suite (Ripley Suite for 2.9)

Coordinator: Vicky Saumell

2.1	1015-1045	creencast feedback, a tool to improve speaking skills Yéssica Aguilera
2.2	1100-1130	Validity and the digital age: developing teachers' procedural assessment literacy Philip Horne
2.4	1200-1245	How can tech inform decisions in the classroom? Olivia Goodman, Marianne Pickles
2.5	1410-1440	IATEFL Learning Technologies Special Interest Group Open Forum Inspiring pedagogically-sound application of learning technologies
2.6	1455-1525	Best practices for online course delivery: engaging and supporting learners Maggie de Oliveira
2.7	1555-1625	"Packed with technology": pedagogically-driven technology professional development for language teaching Zoe Handley
2.8	1640-1710	Minecraft for CLIL and global issues: the EXCALIBUR project Letizia Cinganotto, Heike Philp
2.9	1725-1810 Ripley Suite	Digital literacies in a data-driven world Nicky Hockly

**Literature (LitSIG)**

Wednesday 19 April | Queen's Suite 5 (Queen's Suite 3 for 2.8)

Coordinator: Rob Hill



- |     |                              |   |
|-----|------------------------------|---|
| 2.1 | 1015-1045                    | A way to advancement in EFL through literature and polish<br>Marija Drazdauskiene                                 |
| 2.2 | 1100-1130                    | Teaching English literature to undergraduate classes in India: a case study<br>Manoj Chhaya                       |
| 2.4 | 1200-1245                    | Engaging with Shakespeare in the EFL classroom<br>Conny Loder   |
| 2.5 | 1410-1440                    | Graphic novels in the classroom<br>Evelina Miscin   |
| 2.6 | 1455-1525                    | From the pages of storybooks to multimodal digital storytelling<br>Maria Diakou                                   |
| 2.7 | 1555-1625                    | Developing intercultural competences with literary texts<br>Barbara Lapornik                                      |
| 2.8 | 1640-1710<br>Queen's Suite 3 | Embedding democracy and choice in reading and literature classrooms<br>Amos Paran                                 |
| 2.9 | 1725-1810                    | IATEFL Literature Special Interest Group Open Forum<br>Connecting ELT, literature, extensive reading and the arts |

**Materials Writing (MaWSIG)**

Thursday 20 April | Queen's Suite 3

Coordinator: Heather Buchanan



- |     |           |  |
|-----|-----------|--|
| 3.1 | 1015-1045 | Accurate or biased? How do ELT materials deal with science?<br>James Taylor                                |
| 3.2 | 1100-1130 | Decolonizing ELT materials: challenging processes of othering and Western supremacy<br>Hanna Lena Hertzell |
| 3.3 | 1200-1230 | Custom reading and listening tests from scratch. Seriously?<br>Trish Hannigan                              |
| 3.4 | 1245-1315 | Moving away from a one-size-fits-all approach when using prescribed materials<br>Susanna Schwab            |
| 3.6 | 1415-1500 | I am not a taboo: LGBTQIA+ in the ELT classroom<br>Peter Fullagar  |
| 3.7 | 1515-1545 | IATEFL Materials Writing Special Interest Group Open Forum   |
| 3.8 | 1615-1645 | Three money myths that ELT materials could do without<br>Lottie Galpin                                     |
| 3.9 | 1700-1745 | How to write effective and engaging digital materials<br>Laura Broadbent, Billie Jago                      |

**Pronunciation (PronSIG)**

Tuesday 18 April | Queen's Suite 7

Coordinators: Gemma Archer & Adam Scott



- |     |           |  |
|-----|-----------|--|
| 1.1 | 1035-1120 | Pronunciation & acting: becoming more intelligible and expressive<br>Marisol Hernandez                           |
| 1.2 | 1150-1220 | Are we pronunciation ignorers, entertainers, enthusiasts, and/or teachers?<br>Ana Paula Biazon Rocha             |
| 1.3 | 1235-1305 | Does differentiated pronunciation instruction for primary-school EFL teachers work virtually?<br>Sumanee Pinweha |
| 1.5 | 1405-1435 | Meaning first, then sound: optimizing spelling instruction<br>Charlotte Bulkeley                                 |
| 1.6 | 1450-1520 | Spoken word recognition for listeners<br>Mark Hancock  |
| 1.7 | 1535-1605 | Becoming a pronunciation teacher – what does it take?<br>Kristýna Červinková Poesová, Klara Ulicna               |
| 1.8 | 1635-1705 | Pronunciation Special Interest Group's 2023 Swapshop   |
| 1.9 | 1720-1805 | Including stammers and lisps in the language classroom<br>Anne Margaret Smith                                    |

**Research (ReSIG)**

Thursday 20 April | Queen's Suite 5

Coordinator: Ernesto Vargas Gil



- |     |           |   |
|-----|-----------|---|
| 3.1 | 1015-1045 | English language teachers collaborating in teacher research and loving it<br>Mark Wyatt, Cemile Buğra         |
| 3.2 | 1100-1130 | How can what teachers really feel help them teach better?<br>Laura Ferroglio                                  |
| 3.3 | 1200-1230 | Veteran teachers' research engagement: perspectives from China<br>Meifang Zhuo                                |
| 3.4 | 1245-1315 | Self-mentoring through enhancement mentoring approach for teacher-research<br>Seden Eraldemir Tuyan           |
| 3.6 | 1415-1500 | Doing and reporting 'short story' analysis for (teacher) researchers<br>Gary Barkhuizen                       |
| 3.7 | 1515-1545 | How could teachers assist students during the war?<br>Larysa Sanotska   |
| 3.8 | 1615-1645 | Negotiating environments: making the move from teacher to researcher<br>Gareth Scyner                         |
| 3.9 | 1700-1745 | IATEFL Research Special Interest Group Open Forum<br>ReSIG: past and current developments in teacher research |

## Teacher Development (TDSIG)

Tuesday 18 April | Braham Suite (Ripley Suite for 1.6 - 1.7)



Coordinator: Serkan Aras

1.1	1035-1120	Debunked teaching myths, techniques and practices; the before and after Kirsten Holt
1.2	1150-1220	Developing professionalism, accountability and collaboration through observations: a post-pandemic perspective Marcela Cintra
1.3	1235-1305	Dialogic reflection on critical moments Richard Chinn
1.5	1405-1435	Teacher, are you there? Establishing teacher presence in online classes Gulcin Cosgun
1.6	1450-1605	Flipped CELTA training – a risk worth taking? Judith Hudson, Melissa Lamb, Adrian Underhill, Connor O'Donoghue, Joanna Stansfield
-	Ripley Suite	
1.7		
1.8	1635-1705	IATEFL Teacher Development Special Interest Group Open Forum
1.9	1720-1805	Navigating fashions, trends and new ideas: questions for teachers' development Graham Hall

## Testing, Evaluation & Assessment (TEASIG)

Thursday 20 April | Queen's Suite 1

Coordinator: Maggi Lussi Bell (interim)



3.1	1015-1045	Maintaining the integrity of online assessment Peter Davidson
3.2	1100-1130	Proficiency exams and classroom assessment: friends or foes? Isabela de Freitas Villas Boas
3.3	1200-1230	Training students in developing a rating scale to assess writing Olga Kvasova
3.4	1245-1315	Aligning assessment with the curriculum through Understanding by Design approach Zhananur Kassimova
3.6	1415-1500	IATEFL Testing, Evaluation and Assessment Special Interest Group Open Forum Connecting educational professionals worldwide in language testing, evaluation and assessment
3.7	1515-1545	Preliminary test-taker perspectives of a high-stakes assessment conducted online Emma Bruce
3.8	1615-1645	Unlocking peer and self-assessment and feedback Annie Altamirano
3.9	1700-1745	Where do novice test item writers go wrong? Shakeh Manassian

## Teacher Training and Education (TTEdSIG)

Tuesday 18 April | Queen's Suite 3 (Hall D for 1.1)

Coordinator: Bahar Gun



1.1	1035-1120	Advancing teacher education practices, enabling teacher learning Gabriel Diaz Maggioli
1.2	1150-1220	How do we know that Communities of Practice work? Aysen Güven, Ceren Taş, Elçin Turgut
1.3	1235-1305	IATEFL Teacher Training and Education Special Interest Group Open Forum Developing the teacher trainers of today for the teachers of tomorrow
1.5	1405-1435	EdTech and <i>The CELTA course</i> : what trainees need to know Sandy Millin
1.6	1450-1520	Developing teacher cognitions: maximising the impact of in-service CPD courses Ben Beaumont
1.7	1535-1605	Intercultural awareness of teacher trainees: a Malaysian-Hungarian video exchange project Fruzsina Szabo
1.8	1635-1705	From preservice teacher preparation to inservice teacher development: longitudinal research Kazuyoshi Sato
1.9	1720-1805	CELTA lesson observations: finding the positives Garth Cadden

## Young Learners and Teenagers (YLTSIG)

Thursday 20 April | Bramham Suite

Coordinator: Laura Williams



3.1	1015-1045	IATEFL Young Learners & Teenagers Special Interest Group Open Forum Young Learners in a changing world: resilience around the globe
3.2	1100-1130	Online intercultural link-ups: sparking motivation in large, coursebook focussed classes Ashraf Kuhail
3.3	1200-1230	Bloom's taxonomy and CLIL materials development: friends or foes? Denise Santos
3.4	1245-1315	Learning English through online games: what children tell us Annamaria Pinter, Pia Tabali
3.6	1415-1500	Exploring the language of film to teach YLs visual literacy Romina Muse
3.7	1515-1545	Active language learning and activism in picturebooks Janice Bland
3.8	1615-1645	Improving teaching quality in primary ELT by increasing cognitive activation Joel Guttke
3.9	1700-1745	How to teach creative thinking to young learners Sarah Smith, Claire Steele



Today's highlights



**Be mindful**

Queen's Suite 2 - Harrogate Convention Centre

**Mindfulness session one Adele Winkley**

Introduction: sensing the physical body, and the energetic body. Acknowledging our physical and energetic boundary. Practice: taking awareness around the physical body, and the energetic feels beyond the physical body, setting ourselves up for the day ahead.

**Be prepared**

Queen's Suite 8 - Harrogate Convention Centre

**How to give a presentation at an international conference Sandy Millin**

Giving a presentation can be a stressful experience. This session will give you ways of organising yourself before your presentation and conducting yourself during your presentation to reduce that stress. The aim of the session is to make your presentation a more satisfying experience for you and for your participants.

**Special Interest Group Open Forums**

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

1235-1305 Queen's Suite 3 - Harrogate Convention Centre	Teacher Training and Education (TTEd) SIG	
1450-1520 Harewood Suite 1 - Crowne Plaza Hotel	Learner Autonomy (LA) SIG	
1635-1705 Bramham Suite - Crowne Plaza Hotel	Teacher Development (TD) SIG	
1635-1705 Restaurant - Harrogate Convention Centre	ESOL SIG	
1635-1705 Queen's Suite 7 - Harrogate Convention Centre	Pronunciation (Pron) SIG	

**In the ITN Networking Zone**

1120-1150

**First timers meet-up**

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

1305-1405

**Meet the IATEFL Patron - David Crystal**

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

**Signature events**

1720-1805

Hall D - Harrogate Convention Centre



**To act or not to act**

Teaching English through drama is an entertaining and inspiring way to learn the language! A combination of drama activities with the usual teaching methods can produce fantastic results! Students can use the language effectively outside the classroom if they have practiced through drama activities! In this workshop we will experience the effectiveness of drama activities and analyse their procedures, planning and aims.

**Evening events**

1930-2030

Harewood Suite 1 - Crowne Plaza Hotel

**Introduction to Harrogate**

We will discover why guests have been flocking to the Beautiful Spa town of Harrogate for hundreds of years. Exploring the vital role that Harrogate played in defeating the Axis forces during the Second World War as well as talking about why Harrogate is still one of the most remarkable corners of England.

1830-1930

Harewood Suite 2 - Crowne Plaza Hotel

**ESPSIG's 30<sup>th</sup> Birthday Party**

Enjoy an evening of cheese and of course birthday cake. Sit back and relax, chat to colleagues and share stories and memories from the past 30 years. It promises to be a special event that you will remember for a long time to come, and one that will transport you back in time, taking you from the the conception of the SIG up to the present day. Birthday presents not required – your company is enough. We also have a raffle planned, giving you the opportunity to win a great selection of prizes.

**The Registration Desk will be open 0800-1730**

**The Exhibition will be open 1100-1730**

**Day overview**

0900-1020	1035-1120	1120-1150	1150-1220	1235-1305	1305-1405	1405-1435	1450-1520	1535-1605	1605-1635	1635-1705	1720-1805	1930-2030
Plenary session	Session 1.1	Break	Session 1.2	Session 1.3	Lunch Session 1.4	Session 1.5	Session 1.6	Session 1.7	Break	Session 1.8	Session 1.9	Evening events

## Plenary session 0900-1020 (Doors open at 0830)

Auditorium - Harrogate Convention Centre

The conference will be opened by IATEFL President Gabriel Diaz Maggioli



### English for the workplace - looking for new answers Evan Frendo

Many years ago, so the story goes, Einstein set a test for his students. His assistant politely pointed out that he had already used the same test the previous year. Einstein's response? The questions may be the same, but this year the answers are different.

In many ways this is similar to what has been happening in language teaching for the world of work. The basic task is the same as it has always been, to help people become more effective at their jobs, but the way we do it has changed enormously in recent years and is continuing to change. In this talk I want to discuss some of these changes. What do people in the international workplace need in terms of English communication skills? And what can we as teachers do to help?

To do this I will dip into the world of work and share insights about workplace language teaching from many people who have influenced me over the years. I will refer to perspectives from a range of researchers and ELT professionals who work in the field, but, perhaps more importantly, I will discuss what other stakeholders have been saying and doing, from top decision makers in multinational companies, to learning and development professionals in different parts of the world, and to the many English language users in these organisations whose voices may not be as loud or influential, but whose language learning efforts are nevertheless essential to overall success.

My aim in this talk is to help us all think about the changes that are happening in workplace language teaching, and how new answers are needed if we are to remain relevant. And hopefully, like Einstein's students, we might all be able to reflect a little on what those new answers might be.

#### About Evan:

Evan is a freelance teacher, trainer and author, specializing in business English and English for specific purposes, and has been working in this field since 1993. Most of his experience has been with corporate clients, although he has also written several coursebooks for mainstream publishers. His methodology books include *How to Teach Business English*, (Pearson, 2005), *New Ways in Teaching Business English*, (TESOL, 2014), with Clarice S.C. Chan, and *The 6 Principles for Exemplary Teaching of English Learners: Academic and Other Specific Purposes*, (TESOL, 2020), with Sherry Blok and Robin Brinks Lockwood. Recent projects have included training and consulting in the maritime industry, training courses for business English teachers, and in-house materials development for corporate clients. He is currently based in Berlin, Germany, but his work takes him to different parts of Europe and Asia. Please visit [www.e4b.de](http://www.e4b.de) to find out more about who he is and what he does.

IATEFL Conference plenary sessions will be recorded, rather than streamed live, and shown as part of the conference coverage on our social media platforms, Facebook, LinkedIn and YouTube, later each day.

### Key to abbreviations used in the Conference Programme

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

Please check notice boards or visit [www.iatefl.org/conference/cancellations](http://www.iatefl.org/conference/cancellations) for changes and cancellations

## Session 1.1

1035-1120

Bramham Suite - Crowne Plaza Hotel  
90 audience  
Workshop  
TD  
ey, p, s, t, a, e, le

### **Debunked teaching myths, techniques and practices; the before and after**

**Kirsten Holt (Pavilion ELT at Pavilion Publishing)**

Teaching myths are being debunked, some practices are on the way out and familiar techniques may seem archaic following evidence-based research ... but what does this mean for our teaching? What happens if your training was based on debunked methodology or the material you like using is no longer valid? Come along to find out and discuss these practical issues.

Harewood Suite 1 - Crowne Plaza Hotel  
120 audience  
Workshop  
BE, LA  
s, t, e, le

### **The power of peer feedback in speaking**

**Ariane Niemeijer (Windesheim University of Applied Sciences)**

Based on the peer feedback collected in the BESIG Showcase last year, this year's workshop provides hands-on methods for peer feedback in speaking lessons. In this workshop, you will experiment with giving and receiving peer feedback, so you can draw up the perfect rubric together with your students at home, using the suggestions of your own peers in English teaching.

Harewood Suite 2 - Crowne Plaza Hotel  
120 audience  
Workshop  
LIT, MaW  
s, t, a, e, le

### **Myths, legends and the modern reader**

**Robert Hill (Freelance, Verona, Italy)**

Take the Greek myth of 'Cupid and Psyche': what does it have in common with other stories? What might modern readers appreciate – or criticise? What narrative 'gaps' are there for us to fill in? Finally, how can we use it with learners? We will refer to version of 'Cupid and Psyche' from the *World Stories* series published by V&V Books.

Ripley Suite - Crowne Plaza Hotel  
160 audience  
Workshop  
LT, YLT  
ey, p, s, t, a, e, le

### **Digital collaboration 101: tasks for the face-to-face and online classroom**

Vicky Saumell (Freelance)

This session aims at introducing the concept of digital collaboration, which is one of the digital literacies' competencies mentioned in current literature. The session will focus on practical ideas of collaborative tasks for young learners and adults, the tools to carry them out, and tips for managing digital collaboration both in face to face and online classes.

Auditorium - Harrogate Convention Centre  
550 audience  
Workshop  
TTEd, YLT  
s, e, le  
ProdProm

### **Motivating teens to talk is a challenge, or is it?**

**Herbert Puchta (Cambridge University Press & Assessment)**

It can be a challenge to motivate teens to contribute more than a few words to classroom discussion. We shall be exploring strategies aimed to show learners we take them seriously and can lead them into a safe and engaging use of the new language. We will be sharing new and original activities along with others from *Think Second Edition*.

King's Suite - Harrogate Convention Centre  
220 audience  
Workshop  
ESOL, GI  
ey, p, s, t, a, e, le  
**ESOLSIG Showcase**  
ProdProm

### **Just keep teaching! Maintaining focus and wellbeing in disrupted classrooms**

**Emily Bryson (National Geographic Learning)**

Many learners attend classes whilst facing difficulties such as war, displacement, homelessness or mental health problems. This can be challenging for both teachers and learners. Giving examples from National Geographic Learning's 'Teaching through Crisis' website, this session will explore practical ways to support learners living unsettled lives. It will also provide ideas for maintaining teacher wellbeing.

Hall D - Harrogate Convention Centre  
300 audience  
Workshop  
TTEd  
t, e

### **Advancing teacher education practices, enabling teacher learning**

**Gabriel Diaz Maggioli (Institute of Education, Universidad ORT Uruguay)**

In this workshop, we will explore recent advances in the field of teaching of teachers, with specific reference to how a sociocultural perspective may enhance the work of teachers of teachers. By looking at a contemporary framework for teacher training/education, we will explore specific frameworks and training activities to help us innovate our practices.

Restaurant - Harrogate Convention Centre  
50 audience  
Workshop  
MD, TTEd  
p, s, e, le

### **Integrating content and language learning through cognitive discourse functions**

**Nina Raud (University of Tartu), Olga Orekhova (University of Tartu)**

Language in content and language integrated learning (CLIL) is both a means and an end, presenting challenges for lesson planning. The concept of cognitive discourse functions (CDF) offers a framework to bridge content and language acquisition. The workshop will demonstrate how to use CDFs to plan lessons and devise learning materials to better integrate content and language learning.

Queen's Suite 1 - Harrogate Convention Centre  
64 audience  
Workshop  
GEN  
s, t, a, e, le

### **Yeah, but... No, but... The real language of opinions**

**Jon Hird (Freelance / University of Oxford)**

The language of opinions is often central to a lot of speaking activities in the classroom. This practical workshop first recaps on the more traditional ELT approach to teaching 'opinions' language and then takes a look at the 'real' language of opinions and at ways we can practise this in the classroom.

Queen's Suite 2 - Harrogate Convention Centre  
75 audience  
Workshop  
BE, TD  
s, t, a, e, le  
**BESIG Showcase**

### **Preparing learners: (B)ELF-oriented and agile in learning ecosystems**

**Katrin Lichterfeld (Communication Lights)**

Many CEFR-informed (business) English practitioners give bridging the gap between educational contexts and the working world as the purpose of their work. This workshop will show the connection between empowering learners as confident users of English as a (Business) Lingua Franca or (B)ELF, inclusive teaching practices (<http://enrichproject.eu/the-cpd-course>), and being agile in learning ecosystems.

Queen's Suite 3 - Harrogate Convention Centre 75 audience Workshop EAP, MaW s, t, a, e	<b>4-colour thinking: developing criticality through an interactive, question-based approach</b> <b>Edward de Chazal (E M de Chazal Consulting)</b> First introduced at IATEFL 2021, 4-Colour Thinking is a practical and adaptable resource for approaching texts and structuring tasks. Students navigate through four roles: individual (yellow); social (red); linguistic (blue); and textual (black). Each role provides a rationale and suggested questions to support students' investigations and learning. Participants can adapt the workshop tasks to their specific teaching contexts.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Workshop GEN ey, p, s, t, a, e, le	<b>Mine the gap! Equipping teachers to capitalise on gap-fill potential</b> Maya Hughes (EF Bristol) The gap-fill is a staple within ELT, but its potential is commonly under-exploited, requiring minimal language analysis. Participants in this workshop will try out a series of transferable gap-fill approaches designed to enhance learners' command of three aspects of vocabulary knowledge: grammatical patterning; collocation; and register. Song lyrics will provide an authentic, engaging context for the exemplification of these techniques.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Workshop LT, TEA s, t, a, e	<b>Put a podcast in your pedagogic pocket</b> <b>Elona Manders (HAN Nijmegen University of Applied Sciences), Jenny Rose (HAN University of Applied Sciences)</b> Podcasts as a means of (formative) assessment. In this interactive workshop, we will share a little gem from our podcast library made by our student teachers. Discover the benefits of this innovative approach for learners to demonstrate their knowledge and skills. With our blueprint you can do the same and put it in your pedagogic pocket!
Queen's Suite 6 - Harrogate Convention Centre 40 audience Workshop with restricted audience number GEN s, t, a, e, le	<b>Helping students with IELTS reading</b> <b>Melih Duman (Helping Students with IELTS Reading)</b> Have you ever heard your students complaining and panicking about not improving their score in the IELTS reading paper? Want to know how to help them? Then, this workshop is for you! We are going to focus on a few techniques on how to cherry-pick questions and improve reading sub-skills by using texts from Cambridge past papers.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Workshop PRON, TD ey, p, s, t, a, e, le <b>PronSIG Showcase</b>	<b>Pronunciation &amp; acting: becoming more intelligible and expressive</b> <b>Marisol Hernandez (UMSA-Universidad del Museo Social Argentino / Freelance)</b> This workshop invites participants to explore firsthand how adapted acting exercises can be introduced in the EFL pronunciation classroom. By taking a bespoke class based on relaxation exercises, vocal warm-ups, script analysis and readers' theatre, attendees will experiment with this engaging physical approach that raises phonological awareness, combines reading practice and performing, and enhances students' reading skills and confidence.
Queen's Suite 8 - Harrogate Convention Centre 75 audience LAM ey, p, s, t, a, e, le	<b>Harnessing hormones – the role of menstrual health in leadership</b> <b>Jennifer Holden (International House Language Centre Palermo)</b> This workshop explores the role of women's health in our language teaching organisations, investigating how raising awareness of the menstrual cycle and menopause can become a powerful tool for all leaders, both male and female. We will look at practical ways to move towards a more open dialogue surrounding hormonal health to enhance belonging and performance in our learning communities.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Workshop LAM, TD ey, p, s, t, a, e, le	<b>Out of the question: effective questioning for leaders and trainers</b> <b>Lucie Cotterill (IH British School Reggio Calabria)</b> Gone are the days when leaders and trainers had to have all the right answers. Now, they must ask the right questions, modelling curiosity, to promote and maximise development of themselves and those they lead / train. Participants will leave this workshop with a range of questions to ask at key points in a teacher's employment to enhance performance.

## Break 1120-1150

ITN Networking Zone	<b>First times meet-up</b> If you have not attended an IATEFL Conference before, come to the Networking Zone in the Exhibition during the morning break. Meet with other first timers and IATEFL Trustees to learn more about the conference and make some new friends!
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**Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert**

Language  
Cert



## Session 1.2

1150-1220

Bramham Suite - Crowne Plaza Hotel  
90 audience  
Talk  
LAM, TD  
a, e

**TDSIG Showcase**

### **Developing professionalism, accountability and collaboration through observations: a post-pandemic perspective**

**Marcela Cintra (Cultura Inglesa)**

This talk aims at sharing findings from research on current (post-pandemic) CPD approaches regarding collaboration and observation, results from a quantitative survey in online ELT contexts and qualitative data gathered from interviews with ELT professionals - teachers, teacher educators and managers. Time allowing, attendees will discuss future perspectives on teacher development in their context in light of the data.

Harewood Suite 1 - Crowne Plaza Hotel  
120 audience  
Talk  
EAP, LA  
t, e, le

**LASIG Showcase**

### **Learner training? Designing an academic preparation course for engineering students**

**Tracie MacKenzie (Franklin University Switzerland), Iona Dawson (SUPSI / FUS)**

What to do when educators' perceptions of learning skills mastery differs from learners'? This talk traces the design and implementation of an academic preparation course for undergraduate engineering students. It presents the structure, contents, and solutions adopted to promote and to evidence skills acquisition while overcoming student reservations regarding the relevance of these skills to themselves and their studies.

Harewood Suite 2 - Crowne Plaza Hotel  
120 audience  
Talk  
GEN  
a, e, le

### **How to design learning materials for social media platforms**

**Claire Bowes (Freelance)**

How do you get learners to engage with your online content? YouTube, Instagram, and TikTok are highly competitive learning spaces so what can you do to differentiate yourself online? This talk will outline how to approach creating materials, interacting with learners through social media, establishing an online learning community, and my experiences of dealing with a substantial online audience.

Ripley Suite - Crowne Plaza Hotel  
1150-1305  
160 audience  
Forum  
GEN  
ey, p, s, t, a, e, le

### **Forum on grammar teaching**

#### **Changing your grammar teaching - why is it so difficult?**

**Lilian Rohde (University College Copenhagen)**

Teachers familiar with new grammar teaching approaches, such as functional and contextualized grammar teaching, still find it extremely difficult to change classroom practices. How can we explain dilemmas for teachers in this area - and what can you, as a teacher, do to implement new practices more easily in your classroom?

#### **Grammar teaching strategies: Mexican EFL primary teachers' beliefs and practices**

**América Bustamante Piedragil (Universidad Autónoma Metropolitana - Iztapalapa)**

Grammar teaching in Mexico's primary schools was investigated, through a triangulation between questionnaires, observations, and interviews to EFL teachers. The talk outlines the types of strategies used to engage young learners, before continuing to examine teachers' beliefs about grammar in the classroom. This talk draws on findings from a Master's dissertation and recent research in this area.

#### **Grammar teaching: a discovery approach for advanced learners**

**Oystein Heggelund (University of South-Eastern Norway)**

Grammar teaching at upper secondary and university level tends to be focused on explanation (deductive) rather than on discovery and exploration (inductive). This talk argues for more discovery-based grammar teaching for advanced learners of English. Through a combination of theory and practical classroom tasks, I will demonstrate how students' implicit L1 and L2 grammar knowledge may be better exploited.

Newby Suite - Crowne Plaza Hotel  
35 audience  
Talk  
GI, LA  
t, e, le

### **Real-world English language learning in Bangladesh higher education**

**Golam Kader Zilany (Centre for Language Studies, University of Liberal Arts Bangladesh), Md Jamil (Leeds Trinity University)**

In our talk, we analyse the evolving real-world learning concepts and explore their feasibility in Bangladesh higher education, more specifically in English language teaching. We report our research findings which provide fresh insights into areas, such as links between English language education and employability, and powers of applied and real-world English language education in enabling human development and socio-economic growth.

King's Suite - Harrogate Convention Centre  
220 audience  
Talk  
GI, MaW  
ey, p, s, t, a, e, le

### **Native-speakerism in ELT publishing: towards an equitable future**

**Penny Hands (Freelance)**

I will explore the various attitudes to the concept and use of the terms 'native speaker' and 'non-native speaker' in the ELT publishing industry. Based on a series of interviews with publishers, editors and writers, I will consider various perspectives and draw some tentative conclusions as to how the industry can move forward in an equitable way.

Hall D - Harrogate Convention Centre  
300 audience  
Talk  
IPSEN, TEA  
ey, p, s, t, a, e, le

### **Making assessments accessible to test takers with disabilities**

**Lucy Gibbs (Oxford University Press), Anoushka Uzum (Oxford University Press)**

This talk starts by addressing why it is important to ensure tests are accessible to test takers with disabilities before looking at some of the steps we've taken around accessibility for the Oxford Test of English. Participants will be given plenty of opportunities to ask questions and to discuss the accessibility of their own assessment practices.

<p>Restaurant - Harrogate Convention Centre 50 audience Talk ESOL, TD t, a, e, le <b>ESOLSIG Showcase</b></p>	<p><b>Beyond resilience: facilitating refugees' learning and well-being in the language classroom</b> <b>Pamela Rogerson Revell (University of Leicester)</b> This talk explores how language teachers and their institutions can contribute positively to the psychological well-being and educational outcomes of refugee-background students (RBS) in a University sanctuary setting, drawing on the fields of TESOL, refugee studies, trauma psychology and positive psychology. In particular, the project highlights the value of psychological awareness and trauma training for teachers working with RBS students.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk EAP, TEA s, t, a, e, le ProdProm</p>	<p><b>Standardized test questions: from design to administration</b> <b>Liana Berkowitz (ETS Global - TOEFL)</b> This talk provides a sneak peek into the large-scale assessment development process at ETS and describes the steps to design, develop, and administer new question types aimed at assessing different language proficiency skills for various decision-making purposes (placement, admission, informing instruction, etc.) using concrete examples from the TOEFL® Family of Assessments tests.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk BE, IPSEN s, t, a, e, le <b>BESIG Showcase</b></p>	<p><b>Inclusivity for all types of learners in business English teaching</b> <b>Julia Koifman (Beit Ekshtein high school)</b> The main point of the talk is teaching business English to Israeli specialists to improve their communication skills. Generally, I teach heterogeneous groups, where students' levels differ between A2 and B1. Teaching business English lessons is supposed in accordance with the course program for adults who might have learning differences (LD) and adapting it to their individual needs and expectations.</p>
<p>Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk TD, TTEd p, s, e, le <b>TTEdSIG Showcase</b></p>	<p><b>How do we know that Communities of Practice work?</b> <b>Aysen Güven (British Council Turkey), Ceren Taş (Ministry of National Education Türkiye), Elçin Turgut (Ministry of National Education Türkiye)</b> Communities of Practice (CoPs) are used widely as an approach to professional development for English language teachers. Despite their increased popularity, the impact of CoPs on teachers has not been looked at in depth. In this talk, we will share how we have explored the impact of CoPs on teachers, teaching, and learning.</p>
<p>Queen's Suite 4 - Harrogate Convention Centre 40 audience Talk with restricted audience number EAP, TD a, e, le</p>	<p><b>Dynamic teaching and learning through cross cultural exchange</b> <b>Sanaa Makhoulf (The American University in Cairo)</b> The purpose of this talk is to allow students in a university in Cairo to collaborate with others in a college in New York by engaging in several cross cultural activities. Focus will be on having synchronous and asynchronous exchange of ideas where they will discuss common stereotypes, cultural identity and gender issues linked to their society.</p>
<p>Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk EAP, IPSEN t, le</p>	<p><b>Role of home language(s) in developing reading comprehension in English</b> <b>Nivedita Malini Barua (Department of English Language Teaching, Gauhati University)</b> This talk reports the findings of a study on the use of home language(s) in developing reading in ESL contexts. Participants read texts while discussing in groups and making notes in their home language(s). The summaries that they wrote based on their notes revealed that collaborative reading using the home language(s) led to greater engagement with the text.</p>
<p>Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk AL, TD s, t, a, e, le</p>	<p><b>Differentiated instruction: the beliefs of Hungarian secondary school English teachers</b> <b>Anna Zolyomi (Eötvös Loránd University (ELTE))</b> The aim of this study was to analyse 28 English teachers' beliefs and practices related to differentiated instruction. Based on the findings, teachers mainly differentiate based on readiness levels without considering learner profiles. However, it would be beneficial to provide learners a variety of inputs and to be flexible in implementing differentiation to maximise the capacities of each learner.</p>
<p>Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk PRON, TD ey, p, s, t, a, e, le <b>PronSIG Showcase</b></p>	<p><b>Are we pronunciation ignorers, entertainers, enthusiasts, and/or teachers?</b> <b>Ana Paula Biazon Rocha (English Language Teaching Centre (ELTC, University of Sheffield))</b> In this talk, we will discuss some different perspectives through which many teachers approach pronunciation instruction. We will also consider what tends to work more effectively and what might need more adaptation and/or improvement to value pronunciation within language learning. Thus, participants will have a chance to reflect on their teaching development, ask questions, and share ideas and experiences.</p>
<p>Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk GEN t, e, le</p>	<p><b>Paulo Freire and EFL: taking lessons from a master</b> <b>Ian Michael Robinson (University of Calabria)</b> Paulo Freire's work can be read in many ways. This talk presents some ideas from his books and writings that can be applicable to modern day EFL teaching. The aim is to remind us of the relevance today of this inspirational pedagogue, especially for university and teacher training courses, and to promote social justice and active learning in the classroom.</p>
<p>Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk TD, TTEd s, t, e, le</p>	<p><b>What lifewide learning can add to the ELT classroom</b> <b>Lynn Williams (Bern University of Teacher Education), Karin Müller (PH Bern)</b> Most people will be familiar with "lifelong learning" but perhaps "lifewide learning" is new to you? This exciting concept asks what knowledge, skills and experiences we can draw on in the classroom to promote individualised learning. ELT professionals have a wealth of tasks which lend themselves to the lifewide mindset and in our talk we will share some favourites.</p>

## Session 1.3

1235-1305

Bramham Suite - Crowne  
Plaza Hotel  
90 audience  
Talk  
TD, TTEd  
s, t, a, e, le

### TDSIG Showcase

#### Dialogic reflection on critical moments

**Richard Chinn (King's College London & International House London)**

Most would agree that reflection is key to teacher development and there are many ways of reflecting on practice. One effective way to stimulate reflection is to discuss important moments that happen in class with colleagues. This talk focuses on dialogic reflection and presents teachers and educators with practical examples of how to stimulate this kind of reflection.

Harewood Suite 1 - Crowne  
Plaza Hotel  
120 audience  
Talk  
LA, YLT  
ey, p, e, le

### LASIG Showcase

#### Inquiring Minds: voice and choice for our learners

**Maria Davou (Glossomatheia)**

In Inquiring Minds (a language education framework based on learner voice and choice, inquiry-based learning, Cognitive Development theory and Montessori pedagogy) learning takes place through learners' choices on content, language and resources. The teacher's role is to organize the experiences, providing the language. IM is designed for children (6-12 years old) and is supported by formative and summative assessment tools.

Harewood Suite 2 - Crowne  
Plaza Hotel  
120 audience  
Talk  
GI, TD  
ey, p, s, t, a, e, le

#### Engaging educational exchanges: exploring the world and ourselves

**Jen MacArthur (U.S. Department of State), Jennifer Uhler (U.S. Department of State)**

Educational exchange takes many forms, including time abroad and collaboration online. The best exchanges are two-directional, including development of new ideas and exploration of cultures. A successful exchange sticks with us and can change our view of the world and of ourselves. In this talk, educators and host institutions will learn about possibilities through the U.S. Department of State.

Newby Suite - Crowne Plaza  
Hotel  
35 audience  
Talk  
GEN  
t, e, le

#### E-portfolios: assessing 21st century skills

**Laura Laubacher**

Increasingly in ELT, there's demand for employability and 21st century skills, like critical thinking, digital literacy, self-reflection, collaboration, etc. E-portfolios are a motivating way for students to develop and showcase these skills while also providing a means of assessment. I'll share practical tips for how to successfully set up and mark e-portfolios, sharing student examples on Bulb and Padlet.

Auditorium - Harrogate  
Convention Centre  
550 audience  
Talk  
GEN  
ey, p, s, t, a, e, le

#### Connecting what we do with who we are

**Rod Bolitho (NILE), Alan Maley (Retired)**

We contend that the practices of effective teachers are closely related to personal qualities. We'll share some effective teaching actions based on personal experiences, soliciting contributions from participants. We will then elicit a list of personal qualities, followed by the results of a small inquiry into memorable past teachers. Discussion will focus on how teachers might develop effective qualities.

King's Suite - Harrogate  
Convention Centre  
220 audience  
Talk  
GEN  
ey, p, s, t, a, e, le  
ProdProm

#### Getting the message across: mediation in the EFL classroom

**Jenny Dooley (Express Publishing)**

In today's pluricultural and plurilingual society, educators are integrating mediation into their language learning process. When implemented effectively, mediation helps learners and teachers build connections and improve communication through the co-construction of meaning. This talk will focus on the purpose, activities, and strategies of mediation as well as its practical application in the EFL classroom.

Hall D - Harrogate  
Convention Centre  
300 audience  
Talk  
MD, TD  
ey, p, s, t, a, e, le  
ProdProm

#### How learning happens today and why we should care

**Grzegorz Śpiewak (Macmillan Education)**

Our learners have unquestionably changed radically in recent years. But what is it that we know from current science about how learning actually happens? How should learning be advanced in modern course materials and teacher support initiatives, such as Macmillan *Education's Advancing Learning*? Above all, what does it all mean for you as a teacher, and for those new learners?

Restaurant - Harrogate  
Convention Centre  
50 audience  
Talk  
ESOL, YLT  
s, a, e, le

### ESOLSIG Showcase

#### The evaluation of a CLIL course for 16+ newcomers

**Declan Flanagan (NATECLA (Island of Ireland) Branch)**

A pilot CLIL course was delivered and evaluated for 16+ newcomers. The evaluation showed significant improvement in learners' productive/receptive skills, grammar accuracy and vocabulary range. In addition, learners' personal and social well-being significantly improved, resulting in greater motivation to achieve a level of English, enabling them to access mainstream provisions. Findings recommend greater trauma-informed ESOL CPD provision for practitioners.

Queen's Suite 1 - Harrogate  
Convention Centre  
64 audience  
Talk  
IPSEN, MaW  
a, le

#### Publishing a lesson in *Raise Up!* – an inclusive material

**Taíza Lombardi (Freelance)**

Having worked with older learners for many years, it was always clear to me that EFL materials underrepresented this age group by undermining their interests. Being able to publish my first lesson with *Raise Up!* – a uniquely diverse and inclusive self-published material – and give this talk to share my experience is a dream come true.

Queen's Suite 2 - Harrogate  
Convention Centre  
75 audience  
Talk  
BE, LT  
t, e

### BESIG Showcase

#### Machine translation: friend or foe in graded assessment?

**Catherine Prewett-Schrempf (FH Wien der WKW (Vienna University of Applied Sciences for Management & Communication)), Linda Slattery (FH Wien der WKW Vienna)**

With the sudden switch to 100% online teaching during the COVID-19 pandemic, we have all been forced to address the issue of open-book versus closed-book assessment in our business English courses. Our talk will walk you through a project we implemented to explore the potential of using machine translation in an open-book e-exam.

Queen's Suite 3 - Harrogate Convention Centre 75 audience <b>TTEdSIG Showcase</b>	<b>IATEFL Teacher Training and Education Special Interest Group Open Forum Developing the teacher trainers of today for the teachers of tomorrow</b> The TTEd SIG aims to serve and represent the interests of its members and to enhance their professional development. TTEd offers an international network for teachers and trainers who work in <ul style="list-style-type: none"> <li>• Pre-service courses (CELTA, Trinity CertTESOL)</li> <li>• Undergraduate/graduate ELT programmes</li> <li>• In-service teacher education/development</li> <li>• DELTA or Trinity DipTESOL</li> </ul> Ministry of Education training courses
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk TD, TTEd t, e, le	<b>Eight formative assessment ideas for teacher education Gabriela Marcenaro Bonsignore (Instituto de Profesores Artigas)</b> The aim of this talk is to share eight formative assessment activities which can help future teachers build professional understanding of the key concepts of assessment for learning. The ideas are told using real students' materials. This talk has a theoretical and practical modality which will let the audience make questions. A handout will be given to all attendees.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk ESP, TD ey, p, s, t, a, e, le	<b>Social presence in online teaching Vida Bicman (University of Applied Sciences CAMPUS 02)</b> How can teachers build engagement, collaboration and a sense of belonging to the learning community when teaching online? This talk will give you practical suggestions for creating a positive and nurturing online environment and explain which strategies you can apply to increase social presence, which correlates highly and positively with course satisfaction.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk EAP, TD s, t, a, e, le	<b>Flipped learning in ELT classroom for undergraduate students Rejina K.C (Kathmandu University school of education)</b> This presentation focuses on the use of flipped learning and teaching in Nepalese ELT classes, particularly for undergraduates. Therefore, I shall focus on how one can make teaching effective in both online or face-to-face modes through flipped learning. I shall be sharing how English language classes are run through heuristic ways of flip classes to overcome vivid challenges.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk PRON, TD a, e, le <b>PronSIG Showcase</b>	<b>Does differentiated pronunciation instruction for primary-school EFL teachers work virtually? Sumanee Pinweha (Chulalongkorn University)</b> This research study investigates the effects of differentiated pronunciation instruction via a virtual learning environment on primary-school EFL teachers' English Pronunciation. Participants were 30 primary-school teachers from Thailand. Data from a pretest, a post test, and a semi-structured interview will be revealed. Pedagogical implications will be discussed. Various teaching and learning materials during the 12-week virtual training will be displayed.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk with restricted audience number GEN ey, p, s, t, a, e, le	<b>Implementing "wait time" as a critical instructional classroom tool Angeliki Apostolidou (Durham University)</b> Although silence in the classroom can be deafening for teachers, students should be allowed time to process questions and formulate thoughtful responses before receiving teacher feedback. This talk offers practical tips teachers can employ as to how to implement and extend "wait time" to create a climate of high engagement in the classroom and enhance the student learning experience.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk LAM, TD a, e, le	<b>Shoring up leader development: avoiding the 'sink-or-swim' approach Barbara Craig (Macquarie University), Lynda Yates (Macquarie University)</b> Learning to lead often involves steep learning curves and high levels of stress, culminating in 'sink-or-swim' experiences. However, we suggest this need not be so. Based on research which explored the experiences of successful ELT leaders, we will present draft guidelines for developing leadership potential, and invite participants to consider how these might be useful in their contexts.

## Key to abbreviations used in the Conference Programme

<b>AL</b> = Applied Linguistics <b>BE</b> = Business English <b>EAP</b> = English for Academic Purposes <b>ESOL</b> = English for Speakers of Other Languages <b>ESP</b> = English for Specific Purposes <b>GEN</b> = General <b>GI</b> = Global Issues	<b>IPSEN</b> = Inclusive Practices & SEN <b>LA</b> = Learner Autonomy <b>LAM</b> = Leadership & Management <b>LIT</b> = Literature <b>LT</b> = Learning Technologies <b>MaW</b> = Materials Writing <b>MD</b> = Materials Development <b>PRON</b> = Pronunciation	<b>RES</b> = Research <b>TD</b> = Teacher Development <b>TEA</b> = Testing, Evaluation & Assessment <b>TTEd</b> = Teacher Training & Education <b>YLT</b> = Young Learners & Teenagers  <b>ProdProm</b> = This session includes product promotion	<b>le</b> = less-experienced audience <b>e</b> = experienced audience  <b>ey</b> = early years <b>p</b> = primary teaching <b>s</b> = secondary teaching <b>t</b> = tertiary teaching <b>a</b> = adult teaching
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Please check notice boards or visit [www.iatefl.org/conference/cancellations](http://www.iatefl.org/conference/cancellations) for changes and cancellations



ITN Networking Zone **Meet the IATEFL Patron**  
David Crystal will be in attendance in the exhibition during the lunch break. If you would like to say hello or have a question for David, please join him there for this great opportunity.

**Session 1.4 1320-1330 (Poster Presentation Area)**

Poster 1  
ESOL, RES  
ey, p, s, t, a, e, le **Understanding of acculturation within a TEFL context**  
**Connie Siebold (University of Maryland, College Park)**  
This poster will reflect research on the current measures and definitions of acculturation in an interdisciplinary context. It will detail a review of literature, focusing on acculturation consideration within the field and how historical concepts of acculturation are shifting. The poster will include the researcher's current framework of acculturation as a bi-directional, collaborative, and iterative process.

Poster 4  
GEN  
a, e, le **English through Mexican traditions and customs**  
**Hilda Alvarez (Escuela Nacional para Maestras de Jardines de Niños (ENMJN))**  
Taking advantage of Mexican culture to teach English has been a very successful practice in my university. In the world only some Mexican traditions are recognized, such as the Day of the Death, but there is a tradition or custom for almost every day of the year that students identify to build knowledge in English.

Poster 7  
LA, TD  
t, e, le **Learner profiles: a holistic approach to understanding the whole learner**  
**Tanya McCarthy (Kyoto University), Matthew Armstrong (Kyushu University)**  
This poster explores the lived experience of the freshman EFL student as they transitioned from high school into an online learning context, specifically challenges faced, achievements, and readiness for autonomous learning. Taking a holistic approach to construct a new learner profile enabled the teacher to create a more inclusive, learner-centred classroom and establish stronger connections between students.

Poster 10  
ESOL, YLT  
s, e, le **How morphological instruction impacted the vocabulary knowledge of L2 adolescents**  
**Thi Minh Huyen Nguyen (University of Huddersfield)**  
This poster will discuss findings from a quasi-experiment investigating how morphological instruction could positively influence the vocabulary size of Vietnamese adolescents speaking English as a foreign language. The poster aims at promoting certain morphological instruction strategies in teaching vocabulary to L2 adolescents who may struggle to learn vocabulary of a multisyllabic language because they speak monosyllabic languages such as Vietnamese.

Poster 13  
TD, YLT  
ey, p, e, le  
ProdProm **Kickstart your teaching module**  
**Charles Goodger (FunSongs Education)**  
In this poster session I will focus on how teachers can use original action songs to present and teach new language to young learners. My FunSongs Method employs total physical response to help teach catchy action songs on a wide variety of vocabulary areas. Here the song becomes the presentation vehicle rather than just a consolidation activity.

Poster 16  
TD, TTEd  
p, e, le **Failure from a stoic point of view**  
**Lucía Bustamante (Ceibal - Ceibal en Inglés)**  
Whether a teacher or a student, you have certainly encountered failure and frustration throughout your learning process and your teaching practice. During this talk, drawing from a specific case of "Ceibal en Inglés" in Uruguay, I will explore what happens when we adopt an attitude of resilience towards failure and ultimately, how we can turn frustration into a rewarding experience.

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## Session 1.5

1405-1435

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk EAP, TD ey, p, s, t, a, e, le</p>	<p><b>Teacher, are you there? Establishing teacher presence in online classes</b> <b>Gulcin Cosgun (Ozyegin University)</b> Research shows that supporting learners in the virtual classroom through teacher presence plays a significant role in the effectiveness of the online classroom. This talk explores key components and skills to establish teacher presence in an online classroom. It also presents a range of practical ideas and strategies for developing one's teaching presence in online courses.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk LA, TTed t, a, e</p>	<p><b>Using vlogs for peer teaching to increase independence and engagement</b> <b>Laura Major (Hemdat Academic College / Achva Academic College)</b> This talk presents the research-based rationale and the method of using vlogs (video blogs) for asynchronous peer teaching, showing how this methodology empowers students as autonomous learners. They master a new digital skill, but more importantly, master the material to be presented on the vlog and take responsibility for teaching it to peers, who also benefit from the method.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk LT, RES t, e, le</p>	<p><b>Fostering criticality and engagement through collaborative online annotation</b> <b>Catherine Mitsaki (University of Northampton)</b> Collaborative annotation tools can enhance deep learning and critical engagement with texts. However, quality and depth of engagement appear to vary and highly depend on the degree of integration within learning and feedback processes. This case study explores including Perusall, a social annotation tool, in pedagogic planning in an MA TESOL context, its effects on learning, and student perceptions.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>It's not only about pronouns: our language of ex(in)clusion</b> <b>Tyson Seburn (University of Toronto)</b> Words matter. We choose words wisely to instruct, explain, and clarify in class. We're also amid a shift in awareness of inclusive practices, yet our linguistic approach can seem murky here. It's not only about pronouns, so what else? Together, we'll explore how language choices can exclude and how a pedagogy of belonging can flourish through others.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk GEN a, e, le</p>	<p><b>Teaching English on Instagram: what works?</b> <b>Tapsi Chhabra (Freelance), Deepika Vasudevan (Freelance)</b> Instagram has become a popular platform for learning, and English teachers around the world have started using it to build a learning audience. In this talk, attendees who wish to create English learning content on the platform will be able to reflect on and better understand the types of content that serve both their business and their Instagram audience.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>The future of English for teachers, schools and governments</b> <b>Steve Copeland (British Council), Mike Solly (British Council)</b> This talk presents the findings to date of a multi-phase research project which aims to identify key trends that will define the role of English as a global language in the future. We will share findings and discuss the issues and opportunities for countries in achieving their goals for the use of English in their contexts.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Talk GEN a, e, le</p>	<p><b>Lindblom's theory of hyper- and hypo-articulation: implications for teaching listening</b> <b>Sheila Thorn (The Listening Business)</b> I shall outline how Lindblom's H and H theory explains why formal, read-aloud public speech differs greatly from spontaneous, informal speech in terms of speaker articulation. Using authentic recordings of both types of speech, we shall ascertain why informal, spontaneous speech is particularly challenging for L2 listeners and how we, as teachers, can train our learners to cope with it.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk EAP, TEA s, t, a, e, le ProdProm</p>	<p><b>Summarize and synthesize: how to approach tasks that test mediation</b> <b>Edward Sivell (Oxford University Press), Oliver Bigland (Oxford University Press)</b> The ability to mediate information effectively is essential in both academic and professional contexts, and learners will increasingly need to demonstrate these skills in higher-level English tests. This workshop will engage with some new listening-into-speaking and reading-into-writing tasks from the 'Oxford Test of English' and discuss ways of preparing students for tasks such as these.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk EAP, ESOL t, a, e, le</p>	<p><b>Post-pandemic world ELT: teachers perceptions of the online-pivot in NI</b> <b>Juana Simpson (Queen's University Belfast)</b> This multiple case-study investigated Northern Irish ESOL and EAP teachers' perceptions of ERT on their performance and motivation, exposing the contrast between EAP teachers' recognition of institutional support and ESOL practitioners' sense of institutional segregation. Findings advocated for integrative teaching practices and an ESOL infrastructure in Northern Ireland through teachers' adaptive pedagogies in light of the negative impact of ERT.</p>
<p><b>CANCELLED</b> Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk GI, TD ey, p, s, t, a, e, le</p>	<p><b>Exploring 'rural ELT' - (how) does it really matter?</b> <b>Amol Padwad (CELE, Dr. B. R. Ambedkar University Delhi)</b> This talk reports on collective and collaborative research by rural teachers in India into 'rural ELT'. Claimed to be widely prevalent and requiring special treatment, this phenomenon is hardly researched or adequately understood. Together with some insights and learnings on rural ELT, I will share challenges and concerns in researching rurality in an urban-centric and metro-normative research world.</p>



**CANCELLED**

Queen's Suite 2 - Harrogate  
Convention Centre  
75 audience  
Talk  
BE, GI  
t, e, le

**BESIG Showcase****Tap into translingual plagiarism among English-medium business students**

**Holi Ali (University of Technology and Applied Sciences -Rustaq College of Education), Silvio Sergio Saleem Scatolini (University of Technology and Applied Sciences), Qasim Alwashahi (University of Technology and Applied Sciences)**

This talk draws on findings from an empirical study into the coping strategies employed by teachers to deal with cross-language plagiarism in students' assignments in an Omani English-medium business programme. The target audience is novice and experienced teachers, practitioners, and researchers. The study's empirical findings and implications can inform plagiarism detection policies and research in higher education.

Queen's Suite 3 - Harrogate  
Convention Centre  
75 audience  
Talk  
LT, TTEd  
a, e

**TTEdSIG Showcase**

ProdProm

**EdTech and The CELTA course: what trainees need to know**

**Sandy Millin (Cambridge University Press & Assessment)**

Recent years have seen a growth in both online teaching and technology use in language education, with an impact on the needs of trainee teachers. This talk will address what trainee teachers need to know, drawing on content from the new edition of *The CELTA Course* trainee and trainer books, which I have co-authored with Peter Watkins and Scott Thornbury.

Queen's Suite 4 - Harrogate  
Convention Centre  
40 audience  
Talk with restricted  
audience number  
LIT, TD  
s, t, a, e, le

**'Literature is dangerous' - why use it for language teaching, then?**

**Katalin Egri Ku-Mesu (University of Leicester)**

This talk will look at the principles that underlie creativity and how understanding these principles can lead to an increased confidence for language teachers to use literature in different ways in their own classrooms. Attendees will work with sample literary material and will also have the opportunity to use literary texts to create their own tasks.

Queen's Suite 5 - Harrogate  
Convention Centre  
60 audience  
Talk  
LAM, TTEd  
ey, p, s, t, a, e, le

**Positivity for grumpy ELT professionals**

**Simon Cox (Freelance)**

At times the increasingly challenging and complex work of ELT professionals can feel over-powering. Some of us find it difficult to remain hopeful in a world where even positivity can be 'toxic'. This talk follows up on ideas I've discussed previously to suggest that a positive approach is possible, but it requires deeper thinking than we may have imagined.

Queen's Suite 6 - Harrogate  
Convention Centre  
43 audience  
Talk  
ESP, MD  
s, t, e, le

**Using specific student workplace experiences in ESP lesson design**

**Kim VanKoughnett (ROC Friese Poort / NHL Stenden University of Applied Sciences / University of Groningen)**

When a triangulated needs analysis is absent for specific vocational contexts, what can a teacher do? This design-based study attempted to identify student language needs based on post-internship student surveys and discussions. The results were used to develop vocational specific tasks using TBLT principles which supported the types of English language interactions experienced by students during their on-the-job training.

Queen's Suite 7 - Harrogate  
Convention Centre  
75 audience  
Talk  
PRON, RES  
ey, p, s, t, a, e, le

**PronSIG Showcase****Meaning first, then sound: optimizing spelling instruction**

**Charlotte Bulkeley (Teaching Assistant Program in France (TAPIF))**

Spelling is presented as part of the English pronunciation system with infinite "exceptions" to memorize. The non-existent one-to-one relationship between letters and sounds renders spelling a life-long problem with a risk of fossilization. This talk shares how to use word boundaries and meaning markers to boost holistic literacy and communicative confidence for all skills, beginner to advanced level ESL.

Queen's Suite 8 - Harrogate  
Convention Centre  
75 audience  
Talk  
MD, YLT  
p, e

**Inspiring inquiries: how to design an inquiry project for primary**

**Michelle Worgan (Freelance)**

Are you ready to introduce a learner-centred approach but you're not sure where to start? In this talk, I'll show you my process for designing student inquiries for the primary classroom. Using my own models, I'll demonstrate how to plan and set up your own inquiry and provide useful tips on how to get started with this flexible, inclusive approach.

Queen's Suite 9 - Harrogate  
Convention Centre  
66 audience  
Talk  
GEN  
ey, p, s, t, a, e, le

**Future perfect continuous? Tense times for teacher associations and SIGs**

**Rob Howard (Independent Authors & Publishers / EFLtalks)**

What is the future for teacher associations and special interest groups now that everyone has the ability to offer webinars, workshops, and courses? Do associations offer enough to sustain membership? Will jumping too quickly into hybrid events help or hinder the sustainability of these valuable groups? Is the model still relevant?



## Session 1.6

1450-1520

### **CANCELLED**

Bramham Suite - Crowne  
Plaza Hotel  
90 audience  
Talk  
MaW, TD  
ey, p, s, t, a, e, le

### **Think big: how philosophy can enrich the ELT classroom**

**Paul Davies (Freelance)**

Philosophy is often seen as too complex and too dry for the ELT classroom but in reality it is neither of those things. This talk will demonstrate how a range of philosophy topics can be presented in an engaging way, and also how philosophical techniques from Western and non-Western traditions can enhance students' thinking skills and personal development.

Harewood Suite 1 - Crowne  
Plaza Hotel  
120 audience  
**LASIG Showcase**

### **IATEFL Learner Autonomy Special Interest Group Open Forum**

#### **Exploring and developing practices for the implementation of learner autonomy**

Join LASIG at our Open Forum to exchange ideas about what learner autonomy means and how it is being expressed in different contexts. Meet the team of volunteers, learn about LASIG's outreach initiatives, and share your thoughts about how the SIG should develop in the future.

Harewood Suite 2 - Crowne  
Plaza Hotel  
1450-1605  
120 audience  
Panel discussion

### **Hornby Trust Scholars' presentation**

#### **Decentring ELT: insights and explorations**

**Jordan Wallace Anjos da Silva, Anestin Chi, Suyog Dixit, Younos Dost Mohammadi, Jean Paul Dukundane, Azmatullah Fazli, Viktoriya Ivanenko, Haneen Jadallah, Jia Lih Lim, Dany Prima Putra, Phyo Wai Tun**

In this presentation, we share stories and reflections, insights and explorations relating to 'Decentring ELT' ([hornby-trust.org.uk/decentring-elt](http://hornby-trust.org.uk/decentring-elt)), considering whether, and if so, how, ELT needs to be further localized in the Global South contexts we come from. Based on our discussions, we raise questions but also provide examples to make concrete what can seem an abstract notion.

Ripley Suite - Crowne Plaza  
Hotel  
160 audience  
1450-1605  
Panel discussion  
TD, TTEd  
ey, p, s, t, a, e, le  
**TDSIG Showcase**

### **Flipped CELTA training – a risk worth taking?**

**Judith Hudson (University of Hawaii English Language Program), Melissa Lamb (International House London), Adrian Underhill (Freelance), Connor O'Donoghue (Stafford House London), Joanna Stansfield (International House London)**

Since 2019 we've been turning CELTA on its head. Input is done at home whilst course hours focus on emerging planning and context-related teaching concerns. Trainers have reported deeper processing of course content, more thoughtful planning, increased confidence to experiment and insightful reflection. The panel will share their experiences compared to traditional course – come and give your views.

Newby Suite - Crowne Plaza  
Hotel  
35 audience  
Talk  
RES, TD  
a, e, le

### **Critical reflection in developing intercultural competence**

**Vicky Bagheri (Virtual Educators Ltd.)**

Increasing levels of cultural diversity require a system structured to facilitate intercultural learning and develop individuals who are prepared to work in a culturally diverse environment and can make decisions and manage people cognizant of cultural differences. Professionals are increasingly required to work in diverse, multicultural environments. Accordingly, skills in intercultural practice are a prerequisite to professional knowledge & competence.

Auditorium - Harrogate  
Convention Centre  
550 audience  
Talk  
LIT, TTEd  
s, e, le  
ProdProm

### **Could you become a social media English teacher?**

**Samuel John Williams (Black Cat Cideb)**

Social media has unlimited potential for ELT classrooms and English teachers. In this session we will explore how we can use social media videos as a valuable lesson resource with Black Cat readers. You will also discover the opportunities of becoming a social media English teacher. Are you ready to make a video teaching English on social media?

King's Suite - Harrogate  
Convention Centre  
220 audience  
1450-1605  
Forum  
GEN  
ey, p, s, t, a, e, le

### **Forum on feedback on writing**

#### **Implementing peer feedback for writing tasks**

**Vahida Berberovic (UTS College)**

This action research project focused on effectively integrating peer feedback in an academic English course where students were required to provide feedback on particular aspects of a peer's essay. This talk will share my findings on how to make peer feedback successful and will give some practical tips on how to get started using this approach.

#### **Clear minds, full hearts: effective feedback in online writing**

**İlkay Tuzcu Tığlı (Ozyegin University)**

Research indicates that clarity plays a significant role in giving textual feedback especially in online writing classes. This research seeks an answer to the efficiency of using direct and indirect language in an online textual feedback process. It also explores innovative ways to prevent confusion among students and encourage them to take corrective action in online writing progress.

#### **Formative assessment of writing: development and validation of an instrument**

**Elaheh Tavakoli (Volda University College)**

This talk shows a set of formative assessment practices for assessing students' writing in pre-, while, and post-writing stages. It is a report on the initial phase of a mixed-methods project: teachers' practice and students' experience of Formative Assessment of Writing (FAoW). The instrument was developed after two theoretical models and validated through expert judgments and confirmatory factor analysis.

Hall D - Harrogate  
Convention Centre  
300 audience  
Talk  
LT, TTEd  
a, e, le

### **What is the teacher's role in increasingly automated online education?**

**Neenaz Ichaporla (British Council)**

Does automation augment teachers, displace, or replace them entirely? We will critically approach these claims, considering various technological interventions along the 'automation spectrum' such as artificial intelligence, virtual learning environments, and chatbots. We will also discuss examples of how human and non-human teachers might work together, and consider the need for teachers to actively participate in technological design and development.

Restaurant - Harrogate Convention Centre 50 audience Talk ESOL, LIT p, s, e, le <b>ESOLSIG Showcase</b>	<b>Reading literature in public high school: experiences with multi-level groups</b> <b>Elisa Seerig (Federal Institute of Rio Grande do Sul - Campus Bento Gonçalves - Brazil)</b> Literature is a relevant cultural artifact and engages critical thinking. This interactive talk aims at sharing experiences with literature in the EAL classroom that help scaffold language and engage students, where the audience will learn useful steps and tools to work with large multi-level groups in a short time - which is the context of many Brazilian regular public schools.
Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk IPSEN, YLT ey, p, s, e, le	<b>Child voice in the EFL class</b> <b>Julie Waddington (University of Girona)</b> To what extent is child voice recognised and promoted in EFL contexts? This talk draws on work from general educational research to highlight the benefits and challenges of incorporating child voice in EFL. Results from a study exploring children's views on the use of video recordings demonstrate how child voice can inform practice, enhancing children's learning and development.
Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk BE, ESP t, e, le <b>BESIG Showcase</b>	<b>Corpus-based genre analysis of the emerging genre of business tweets</b> <b>Khokha Chaib Ainou (University of Limerick)</b> Based on my PhD research, this talk will show the application of genre and multimedia theory to the analysis of an emerging genre in business communication. I will delineate the linguistic and structural properties of L'Oréal tweets which entail its rhetorical and communicative functions. The analysis will provide ESP teachers of business English with guidelines for teaching business tweets.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk TD, TTEd ey, p, s, t, a, e, le <b>TTEdSIG Showcase</b>	<b>Developing teacher cognitions: maximising the impact of in-service CPD courses</b> <b>Ben Beaumont (Trinity College London)</b> In-service teacher education courses are known to struggle finding a balance between providing stimulating professional development and support that has lasting influence in teachers' contexts. Through the lens of teacher cognitions, this presentation explores this area and reports on the impact of in-service teacher education courses that use Trinity's CertPT as a developmental assessment tool to meet teachers' professional needs.
<b>CANCELLED</b> Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk TD, TTEd t, a, e, le	<b>Who is afraid of teaching English?</b> <b>Senem Sahin (The University of Augsburg)</b> This talk introduces a completed study on foreign language teaching anxiety of prospective English teachers in Germany. We will discuss their reasons for anxiety, prevention strategies, and expectations of the teaching profession which will provide guidance for various stakeholders (e.g., teacher trainers, field practicum mentors) to optimize their concepts to prepare future English teachers for their career path more efficiently.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk LT, YLT p, e, le	<b>Young learners and Padlet: strengthening bonds while developing linguistic skills</b> <b>Roberta Regua (Associação Cultural Inglesa São Paulo)</b> This talk shares ideas on how to use Padlet – an enhanced digital noticeboard – for hands-on activities (e.g. drawing, show and tell) with young learners aged eight to ten in hybrid classes (simultaneously face-to-face and online), promoting a creative and interactive space which contributes to a higher sense of belonging and the development of language, digital literacy and presentation skills.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk with restricted audience number GEN ey, a, e, le	<b>How to become a successful freelancer (online) for non-native speaker teachers</b> <b>Assiya Zhangabay (Freelance)</b> This talk is about how to become successful freelance teacher online without spending any money on promotional ads. This talk answers the questions such as: where to find students for a novice online teacher; how and where to start? How to make online lessons engaging and effective. This talk is based on the experience of a non-native speaking teacher.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk PRON s, t, a, e, le <b>PronSIG Showcase</b>	<b>Spoken word recognition for listeners</b> <b>Mark Hancock (University of Chester)</b> Knowing a word is one thing; recognising it in the continuous stream of speech is something else. How do listeners accomplish this, and how can we help our learners to achieve the same? In this talk, we will look at research into spoken word recognition and try out some classroom activities for developing this key aspect of the listening skill.
Queen's Suite 8 - Harrogate Convention Centre 75 audience BE, ESP	<b>Question and answer session relating to Evan Frendo's plenary session</b> If you attended Evan Frendo's plenary session this morning on <i>English for the workplace - looking for new answers</i> , you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Evan Frendo's talk.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk LT, TEA s, t, a, e, le	<b>Video recordings: a tool to assess speaking in EFL classes</b> <b>María Aguilar (Universidad Técnica Federico Santa María), Marisol Castillo (Universidad Técnica Federico Santa María), Vanessa Fernández (Universidad Técnica Federico Santa María)</b> Teachers looking for a communicative-friendly approach to develop oral production abilities, find self-video recordings a good tool to improve the basic proficiency level of university students who are learning English as a foreign language. A new speaking task-based activity guideline which exhibits a theoretical-practical model that integrates the teacher-student interaction and the student's feelings and self-reflection process will be shared.

## Session 1.7

1535-1605

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk TD a, e</p>	<p><b>Language coaching techniques to improve your teaching</b> <b>Barnaby Griffiths (Barnaby Griffiths Language Consultancy)</b> Looking beyond the field of ELT to wider education and life coaching methods can add a new and exciting dimension to teaching one-to-one and smaller group classes. Using short video clips of work with professional clients in Spain, attendees will complete a series of tasks to identify practical language and communication coaching techniques they can implement in their own teaching.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk LA, YLT p, s, e, le <b>LASIG Showcase</b> ProdProm</p>	<p><b>The English language makerspace – a creative learner-centered language journey</b> <b>Carmen Becker (Technische Universität Braunschweig), Annika Albrecht (Montessori Foundation Berlin)</b> Students differ in their competencies and interests. However, human needs and tendencies are universal and can serve as a foundation for the development of an EFL classroom centered on the student's self. In our talk, we present an innovative project-book and show how product-oriented foreign language learning can be the key towards a learner-driven differentiation.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk GI, TD s, e, le</p>	<p><b>Volunteering is part of being a successful teacher</b> <b>Maria Estela Ribeiro Jardim Rondon (Freelance)</b> This talk focuses on how teaching in nonprofit organisations and the outcome of this volunteering experience make teachers improve their sensitivity and adapt their methodology. Some ideas that worked and difficulties found are highlighted. Teenagers in situation of social vulnerability feel included and happy learning English online. Enabling them to capture this opportunity is not only challenging but also rewarding.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk EAP, TEA t, e, le</p>	<p><b>Aligning a C1-level intertextual reading-into-writing task with the CEFR</b> <b>Nathaniel Owen (Oxford University Press), Colin Finnerty (Oxford University Press)</b> In this talk we report our experience in using the new Handbook for <i>Aligning Language Education with the CEFR</i> (2022) to align an intertextual reading-into-writing task. The task requires test takers to read two texts on the same topic (a total of 300 words) and to summarise the information in their own words (up to a maximum of 100 words).</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk LT, MD a, e, le</p>	<p><b>Adapting materials to teach speaking in a virtual reality environment</b> <b>Thu Thu Naing (INTO Manchester)</b> Virtual reality can enable learners to be fully immersed in the target language context and experience the culture and language. In this talk, I will talk about how I adapted an existing piece of teaching material to be used in a virtual reality environment incorporating task-based language teaching and principles by several linguists and how I taught VR lessons.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk ESOL, TEA p, s, a, e, le <b>ESOLSIG Showcase</b></p>	<p><b>Engagement and use of technology providing new era students' assessment</b> <b>Beatriz Meneguetti (Cultura Inglesa Maringá)</b> In recent years teaching had to be reinvented - engagement, technology and assessment. A new way of teaching, but nevertheless, having students still as the protagonists of the learning process. Using tasks, projects leading to new forms of assessment using some Google Tools can make learners work more collaboratively and use language learned in a realistic context.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk LT, TD ey, p, s, t, a, e</p>	<p><b>What constitutes an effective teacher in today's new landscape?</b> <b>Beatrice Segura Harvey (Freelance)</b> What has changed in teacher competencies post-pandemic? Results from a study exposed how the status quo has changed dramatically. How can we support our teachers and ELT leaders of the future? The findings provide a picture of what tomorrow might look like and where we can start to foster the best opportunities presented by this vastly changed ELT world.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk BE, ESP a, e, le <b>BESIG Showcase</b></p>	<p><b>Task-based learning and comparative law in legal English classes</b> <b>Eloa Figaro (Eloá Figaro Legal &amp; Business English)</b> This talk aims to address the theory and practice of combining task-based learning and the functional approach of comparative law in legal English classes. A detailed lesson plan will demonstrate and exemplify how a transdisciplinary approach integrating both concepts is efficient in teaching not only legal vocabulary and style but also skills and grammar.</p>
<p>Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk RES, TTed ey, p, s, t, a, e, le <b>TTEdSIG Showcase</b></p>	<p><b>Intercultural awareness of teacher trainees: a Malaysian-Hungarian video exchange project</b> <b>Fruzsina Szabo (University of Debrecen, Hungary, Department of English Language Pedagogy)</b> What is the role of intercultural education in pre-service teacher training? This talk presents the research findings of a Malaysian-Hungarian university video exchange project, where teacher trainees reflected upon their own participation in the project and the changes in their intercultural awareness. The talk introduces how students improved their intercultural knowledge, thus combining the terms of intercultural values/communication and attitude.</p>
<p>Queen's Suite 4 - Harrogate Convention Centre 40 audience Talk with restricted audience number GEN p, s, e, le</p>	<p><b>Is Rabindranath Tagore the first non-native developer of ELT methodology?</b> <b>Kalyan Chattopadhyay (Bankim Sardar College, University of Calcutta)</b> Rabindranath Tagore wrote a number of primers for teaching English between 1904 and 1909. I will present how he used them in teaching and what they showed about his teaching English. I will discuss what was 'new' about them and how Tagore, a non-native user of English, developed a methodology which was ahead of his time.</p>

**CANCELLED**

Queen's Suite 5 - Harrogate  
Convention Centre  
60 audience  
Talk  
EAP, ESP  
t, a, e, le

**Ensuring personalized teaching and lecturer-student interaction in standardized courses**

**Gabriela Schoekler (University of Applied Sciences Technikum Wien)**

The increased use of blended learning formats in language teaching goes hand in hand with a trend towards standardizing courses. This talk presents strategies enabling lecturers to work within the framework of these standardized courses in such a way that there is room for individual teaching and learning styles, ensuring personalized teaching as well as lecturer-student interaction.

Queen's Suite 6 - Harrogate  
Convention Centre  
43 audience  
Talk  
LA, YLT  
p, e, le

**Promoting children's speaking skills and autonomy through classroom pairwork**

**Dalia Elhawary (Instruction & Curricula Department, Faculty of Education, Alexandria University)**

This talk reports on an innovative research project that helped primary school teachers use Self Determination Theory to promote learning to speak English in the classrooms. It outlines how teachers used simultaneous pairwork activities with attention to students' sense of autonomy, competence and relatedness and how this led to children feeling least anxious and most autonomous to speak English.

Queen's Suite 7 - Harrogate  
Convention Centre  
75 audience  
Talk  
PRON, TTed  
ey, p, s, t, a, e, le  
**PronSIG Showcase**  
ProdProm

**Becoming a pronunciation teacher – what does it take?**

**Kristýna Červinková Poesová (Charles University, Faculty of Education in Prague), Klara Ulicna (Charles University, Faculty of Education in Prague)**

This talk presents the key ideas behind the e-book *Becoming a pronunciation teacher*, primarily written for student teachers, although novice English teachers may find it useful for their professional growth as well. Special attention will be put on illustrating what the process of choosing and structuring the content for pronunciation classes involves and how complex it tends to be.

Queen's Suite 8 - Harrogate  
Convention Centre  
75 audience  
Talk  
LAM, LT  
a, e, le

**Promoting tutor and participant well-being on online courses**

**Susi Pearson (Norwich Institute for Language Education, UK)**

Looking after the well-being of tutors and participants on online courses is just as important as on face-to-face courses, but needs different considerations and approaches. This talk will explore what well-being might look like in an online context and present the results of a small-scale research project into what online participants and teachers said they need to promote their well-being.

**CANCELLED**

Queen's Suite 9 - Harrogate  
Convention Centre  
66 audience  
Talk  
TTed, YLT  
p, e, le

**Effect of peer tutoring on English learners with hearing impairments**

**Josephine Akabogu (University of Nigeria, Nsukka)**

Pupils with language hearing impairment are faced with a lot of challenges. These challenges will continue to adversely affect their social adjustment and academic achievements if left unaddressed. The objective of the present study was to investigate the effect of peer tutoring as a social adjustment intervention among English learners with hearing impairment in special primary schools in Nigeria.

Break

1605-1635

Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert

Language  
Cert



## Session 1.8

1635-1705

Bramham Suite - Crowne Plaza Hotel 90 audience <b>TDSIG Showcase</b>	<b>IATEFL Teacher Development Special Interest Group Open Forum</b> Join us for a summary of TDSIG's past year and future plans. Moreover, we want to wrap up with some food for thought by reflecting on the presentations in our showcase as we tried to create a narrative.
<b>CANCELLED</b> Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk LA t, e, le <b>LASIG Showcase</b>	<b>Mission impossible or possible? Navigating learner autonomy in turbulent times</b> <b>Gamze Sayram (Macquarie University)</b> This research study proposes an integrated pedagogical approach that aims to encourage ESL learners to develop their self-directed learning through goal setting, problem solving, critical reflection, encapsulated in a collaborative digital storytelling research project which involves researching, analysing, synthesizing, information and integrating multimodal digital tools to create a meaningful artefact.
Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk GEN ey, p, s, t, a, e, le ProdProm	<b>Making time for critical thinking activities in the language classroom</b> <b>Richard Harrison (Canford Publishing)</b> The importance of critical thinking for tertiary-level students is widely acknowledged. However, it is rarely taught explicitly. The assumption is that students pick up thinking skills along the way. Research indicates that this is not always the case. Various methods of introducing thinking into language programmes are discussed in this talk using examples from <i>Framework: Academic Writing and Critical Thinking</i> .
Ripley Suite - Crowne Plaza Hotel 160 audience Talk GEN ey, p, s, t, a, e, le	<b>Danger - buzz words!</b> <b>Adrian Tennant (Freelance)</b> In every profession, including ELT, there is 'shared' terminology. However, is it really shared? In this talk, we'll look at some key concepts that appear to be universal, but often aren't. For example, most teachers claim to teach 'communicatively', but what goes on in the classroom is often very different around the world.
Newby Suite - Crowne Plaza Hotel 35 audience Talk GEN ey, p, s, t, a, e, le	<b>Specialise or diversify? That's the question!</b> <b>Shilpa Pulapaka (Freelance), Fabiana Crispim (Freelance)</b> COVID-19 has considerably transformed the world of ELT. This has added to the challenges of new and established teachers, especially when making decisions regarding teaching pathways in ELT. Looking through the lens of both a new teacher and an experienced teacher, this talk will focus on our experiences with specialising as well as diversifying our teaching subjects.
Auditorium - Harrogate Convention Centre 550 audience Talk GEN s, t, a, e, le	<b>Beyond the native speaker paradigm</b> <b>Hugh Dellar (Lexical Lab)</b> Despite continuing native speakerism in EFL job markets, defining what native speaker English actually is remains incredibly problematic. In this talk, I'll be suggesting that ideas such as 'British' or 'American' English are simply constructs and that the reality is both more complicated and more liberating. I'll also explore some of the classroom implications of all this.
King's Suite - Harrogate Convention Centre 220 audience Talk GEN t, e, le	<b>Videoconferencing exchanges: fostering EFL learners' reflective authentic interaction</b> <b>Lena Barrantes (Universidad Nacional Sede Regional Brunca)</b> In this talk, I will share how videoconferencing exchanges are an opportunity to promote authentic interaction, cultural awareness and reflective practices as they bring together English language learners in geographically distant locations. Following a model that includes the 5R framework for reflection and language/cultural learning tasks, I will share my experiences implementing these exchanges both at national and international level.
Hall D - Harrogate Convention Centre 300 audience Talk GI, TD ey, p, s, t, a, e, le	<b>Giving back. How private ELT institutes voluntarily support teachers globally</b> <b>Thom Kiddle (Norwich Institute For Language Education (NILE))</b> A challenge for anyone in the private language education sector is the realisation that the teachers and students who would most benefit from our programmes are those least able to access them. This talk showcases how NILE and other UK-based ELT organisations are addressing this challenge, and the resources, activities and support they are providing for free to teachers worldwide.
Restaurant - Harrogate Convention Centre 50 audience <b>ESOLSIG Showcase</b>	<b>ESOL Special Interest Group Open Forum</b> <b>Teachers of English who work with asylum seekers, refugees, and migrants</b> The landscape of the ESOL field has changed dramatically over the last few years as the surge in human migration has accelerated. ESOL teachers face many challenges in the classroom connected to forced migration. Join us in a discussion about how we as ESOL teachers meet those challenges, forge avenues of professional development for ourselves, and develop materials which address our learners' needs.
Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk EAP, ESP t, e, le	<b>Can students co-create course content? A student-contrived international conference</b> <b>Alena Hradilová (Masaryk University Language Centre)</b> The talk will introduce the development of and student feedback on a manageable authentic task (designing and running an online international conference using tools offered by Teams or Zoom) that allow students to experience academic communication skills naturally, observe their peers actively, and discuss and reflect on their experience without meeting physically. The task design can be used for any academic context or content.

Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk BE, MD a, e, le <b>BESIG Showcase</b>	<b>Cover-to-cover is over: revolutionising business English training with Agile</b> <b>David Guerrero (Comas Japan)</b> This talk will look at how most traditional approaches to business English curriculums struggle in a VUCA world. Relying on blended learning and using an Agile approach provides corporate clients and learners the flexibility they need to hit milestones more consistently and clearly understand their progress over time, all while boosting intrinsic motivation.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk TD, TTEd p, t, e, le <b>TTEdSIG Showcase</b>	<b>From preservice teacher preparation to inservice teacher development: longitudinal research</b> <b>Kazuyoshi Sato (Nagoya University of Foreign Studies)</b> This longitudinal study keeps track of five novice elementary school teachers who received a yearlong preservice teacher preparation program based on TBLT (Task-based language teaching) and reveal how they try to "apply the teaching methods they were trained to use" (Farrell, 2012) in their school contexts later as novice teachers for three years.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk AL, EAP a, e, le	<b>Assessing pragmatics through scenarios in academic contexts</b> <b>Isabelle Gonthier (PSI Services)</b> This study explores how pragmatics can be assessed in an academic English test. Various authentic scenarios in academic contexts were developed. For each scenario, a context statement and three talking points were provided, and test-takers were instructed to respond appropriately. Based on the results of a pretest study, test-takers' response profiles and assessment opportunities and challenges will be discussed.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk GEN ey, p, s, t, a, e, le	<b>Critical environmental education and ELT: a necessary blend</b> <b>Serrana Muniz (British Council Colombia)</b> During this talk, I will define and explore key concepts regarding critical environmental education: ecophobia; participatory perspectives; building a global understanding from grounded, local action; the importance of critical analysis of environmental issues, their relation with social inequalities. I will then address the need to connect environmental education and ELT and introduce some ideas as to how.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk ESP, TEA s, t, a, e, le	<b>Testing mediation: the challenge of an unorthodox answer</b> <b>Barbora Chovancova (Masaryk University Language Centre)</b> Linguistic mediation appears to be a feasible test task in the fight to combat online cheating in tests for B2 students. When mediating, language needs to be adjusted, it cannot be copied and pasted. The difficulty, however, comes when the task is to be evaluated. Suggestions to deal with unexpected, unorthodox, or impolite answers will be presented and discussed.
Queen's Suite 7 - Harrogate Convention Centre 75 audience <b>PronSIG Showcase</b>	<b>Pronunciation Special Interest Group's 2023 Swapshop</b> PronSIG is back with its 2023 Pronunciation swapshop! Come along and bring a pronunciation teaching tip, technique, or exercise to share with other teachers. Alternatively, just come and listen in; you're guaranteed to leave with new, creative and practical ideas to take back into your own classroom.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk RES, TD s, t, a, e, le	<b>Four characteristics of successful music use in adult ELT</b> <b>Anja Stumpf (Kings College London)</b> This talk is based on a recent study on music in language teaching. Four criteria for successful music application were identified: relatable content, engagement, structure, and purpose. Based on teachers' accounts guidelines for music use are presented. The talk will feature tips on activities and resources for teaching with music.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk LT, TD a, e, le	<b>Upskilling in using technology: what teachers say works</b> <b>Sundeep Dhillon (University of Warwick)</b> The use of technology in ELT has increasingly become a necessary element of a teacher's repertoire. This talk will explore the ways in which teachers are upskilling in this area based on research with EAP practitioners. Recommendations for professional development suitable for the wider ELT sector will be provided based on what teachers say works for them.

## Key to abbreviations used in the Conference Programme

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

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## Session 1.9

1720-1805

Bramham Suite - Crowne Plaza Hotel  
90 audience  
Workshop  
TD, TTEd  
ey, p, s, t, a, e, le

### **Navigating fashions, trends and new ideas: questions for teachers' development** **Graham Hall (Northumbria University)**

How might we navigate our way through all the new ideas and practices we encounter in ELT? How might we decide what is or isn't important for our own professional practice and development? This workshop will present and exemplify, via participants' discussion of their own practices/contexts, key questions to ask as we become 'selective consumers' of pedagogical innovation in ELT.

Harewood Suite 1 - Crowne Plaza Hotel  
120 audience  
Workshop  
LA, TTEd  
s, t, a, e, le

### **Integrating professional coaching conversations into language learning** **Rachel Paling (Efficient Language Coaching Global SL)**

The workshop will explore how a coaching structure, coaching models, professional coaching conversations and International Coaching Federation Coaching competences can be used and integrated in the learning process to create coaching conversations to enhance motivation and commitment, and troubleshoot questions such as overcoming emotional blocks and finding compassionate solutions to issues.

Harewood Suite 2 - Crowne Plaza Hotel  
120 audience  
Workshop  
EAP, TEA  
a, e, le

### **IELTS academic writing task 1: dealing with tables** **Sarah Philpot (British Council)**

As an IELTS teacher, I have witnessed my students' consternation when faced with a Task 1 question that involves a table. Typical reactions include 'Where do I start?' and 'How can I pick out the main trends?' In this interactive workshop, we shall address these two questions and others, and work through strategies and tips for dealing with table questions.

Ripley Suite - Crowne Plaza Hotel  
160 audience  
Workshop  
GEN  
ey, p, s, t, a, e

### **Generating HERstory of ELT** **Richard Smith (University of Warwick)**

This workshop addresses the lack of representation of women in conventional histories of English Language Teaching (ELT) by involving participants in actively investigating this area and collectively beginning to create an alternative account. Workshop tasks will involve investigating a number of notable women from the past, generating further questions for research, and planning for an ongoing collective project.

Auditorium - Harrogate Convention Centre  
550 audience  
Workshop  
GEN  
ey, p, s, t, a, e, le  
ProdProm

### **The what, why and how of social and emotional learning** **Katherine Stannett (National Geographic Learning)**

What is social and emotional learning (SEL), why is it so relevant right now and how can we incorporate it into our teaching practice? In this workshop, we will explore the definition of SEL and share some simple, practical activities from the NGL course 'New Close-up' that can help to foster these crucial life skills within the English language classroom.

King's Suite - Harrogate Convention Centre  
220 audience  
Workshop  
ESOL, TD  
s, t, a, e, le

### **The power of the personal: recipes for teachers and learners** **Julie Wallis (AISLI, ITALY), Tessa Woodward (The Fair List, UK)**

Learners struggle to focus on and engage in activities and role plays they cannot identify with. A reliable classroom resource is the learners. How can we exploit their interests to create a highly motivated, learner-centred environment? In this workshop, we will share practical, inspirational ways of teaching language structures, functions, and lexis, tapping into the personal passions of our learners.

Hall D - Harrogate Convention Centre  
300 audience  
Signature Event

### **Express Publishing Signature Event** **To act or not to act** **Kristy Kors**

Teaching English through drama is an entertaining and inspiring way to learn the language! A combination of drama activities with the usual teaching methods can produce fantastic results! Students can use the language effectively outside the classroom if they have practiced through drama activities! In this workshop we will experience the effectiveness of drama activities and analyse their procedures, planning and aims.



Restaurant - Harrogate Convention Centre  
50 audience  
Workshop  
GEN  
p, s, e, le

### **Recycle, revise, teach and play**

**Sanja Raskovic (Global lingua, private language school)** Teachers often look for the new ideas on how to teach and revise grammar, vocabulary, test reading and listening skills. In this engaging workshop, I will share many fun activities using recycled materials such as bottle caps, bottles, egg cartons, paper and plastic cups, yoghurt containers I've come up with. It's cheap, children love them, and they are effective.

Queen's Suite 1 - Harrogate Convention Centre  
64 audience  
Workshop  
RES, TTEd  
ey, p, s, t, a, e, le

### **Applying the science of reading to English language instruction** **Laura Axtell (Reading Horizons)**

Research has provided valuable information about how the brain learns to read and the value of a structured literacy instructional approach. This workshop will focus on what is known about the science of reading and dyslexia, application of the research for teachers, and effective models of instruction for all learners of English.

Queen's Suite 2 - Harrogate Convention Centre  
75 audience  
Workshop  
BE, TEA  
t, e, le

### **Assessing international business undergraduates' communication and critical thinking skills** **Sue Ashley (HU University of Applied Sciences Utrecht)**

So that international business undergraduates can develop the knowledge and skills that they will need to function effectively in professional life, Dutch universities of applied sciences base international business modules on 24 programme learning outcomes (PLOs). These PLOs include business communication and critical thinking skills. This workshop will look at how we can use rubrics to assess these skills.

Queen's Suite 3 - Harrogate Convention Centre 75 audience Workshop TTEd a, e <b>TTEdSIG Showcase</b>	<b>CELTA lesson observations: finding the positives</b> <b>Garth Cadden (International House London)</b> Teacher trainers will always look for balance between strengths of lessons they are observing and areas for development. This becomes more challenging when `key techniques` are absent, but positives can always be found. This workshop uses case studies to explore these positives, how we can focus on them in feedback and help trainees build on their successes.
Queen's Suite 4 - Harrogate Convention Centre 40 audience Workshop with restricted audience number LT s, a, e, le	<b>Listen with your eyes as well as your ears!</b> <b>Kristina Urboniene (LAKMA), Diana Galatiltiene (LAKMA)</b> In this day and age teachers all over the world face different challenges. In this workshop, we will share some tips on how to make listening practice more attractive and joyful both for teachers and their students. The teachers will be presented with tools which allow them to use videos and create quizzes based on what students see and hear.
Queen's Suite 5 - Harrogate Convention Centre 40 audience Workshop with restricted audience number EAP, TTEd s, t, le ProdProm	<b>TBLT approach in the EAP and test prep classroom</b> <b>Joanna Wrzesinska (ETS TOEFL)</b> Are you using elements of task-based language teaching more intuitively than purposefully? This refresher workshop will discuss key principles of TBLT and offer guidance for lesson planning. Participants will explore benefits of TBLT for students and its relevance for TOEFL iBT test preparation. I will also make references to a new online professional development course by ETS.
Queen's Suite 6 - Harrogate Convention Centre 40 audience Workshop with restricted audience number LIT, YLT p, s, e, le	<b>Creating a lesson around a short story</b> <b>Sharon Ahlquist (Kristianstad University)</b> A story which engages the learner is a valuable classroom resource for the development of reading and listening, a starting point for speaking and writing, exposure to grammar in context, and a source of vocabulary. In this workshop, participants will try out a number of tasks designed to pique interest, support understanding and promote second language development.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Workshop IPSEN, PRON ey, p, s, t, a, e, le <b>PronSIG Showcase</b>	<b>Including stammers and lips in the language classroom</b> <b>Anne Margaret Smith (ELT well)</b> Students who stammer or lisp in their first language will probably do so in English, too. This session first examines the underlying causes of these speech characteristics ('dysfluency' / 'misarticulation'). Then, through sharing their own experiences, and discussion of case studies, teachers will explore ways to include these students, and empower them to speak English confidently.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Workshop TD, YLT p, s, e, le	<b>Improve learners' comprehension and collaboration skills through dynamic dictation activities</b> <b>Servet Corekcioglu (Inkas A.S)</b> This is a practical workshop showcasing the purposeful integration of dictation activities in the classroom to support communicative and active language learning. Various adaptable examples will demonstrate how teachers can exploit different types of dictation activities. Participants will participate in and experience dictation variations designed to improve vocabulary acquisition, reading and comprehension skills, memory building and collaboration skills.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Workshop TD, YLT p, s, t, a, e, le	<b>Gen-Z 101: engaging the generation of truly digital natives</b> <b>Georgia Papamichailidou (Kaplan International Languages)</b> As we get older, our students get younger! We often feel that we can't connect with this generation but why? In this workshop, we will decode the profile of our Gen-Z learners considering their mindset and relationship with technology. We will explore how they have transformed the TEFL industry and understand how we can design relevant and relatable tasks.

## Evening Events

1930-2030 Harewood Suite 1 - Crowne Plaza Hotel	<b>Introduction to Harrogate</b> We will discover why guests have been flocking to the Beautiful Spa town of Harrogate for hundreds of years. Exploring the vital role that Harrogate played in defeating the Axis forces during the Second World War as well as talking about why Harrogate is still one of the most remarkable corners of England.
1830-1930 Harewood Suite 2 - Crowne Plaza Hotel	<b>ESPSIG's 30<sup>th</sup> Birthday Party</b> Enjoy an evening of cheese and of course birthday cake. Sit back and relax, chat to colleagues and share stories and memories from the past 30 years. It promises to be a special event that you will remember for a long time to come, and one that will transport you back in time, taking you from the the conception of the SIG up to the present day. Birthday presents not required – your company is enough. We also have a raffle planned, giving you the opportunity to win a great selection of prizes.



Today's highlights



**Be mindful**

Queen's Suite 2 - Harrogate Convention Centre

**Mindfulness session two Adele Winkley**

Introduction: awareness of our environment, what is true for me may not be true for someone else, staying in our own seat, of truth, peace and natural power. Creating spaciousness for the day ahead to unfold. Practice: mindfulness, exercise, two acknowledge feelings within the body, observing them, as they are, acceptance of our self in the now. Discerning between our energy and others, energy, closing the mindfulness practice by being in right relationship with the environment in which we find ourselves today.

**Be prepared**

Queen's Suite 8 - Harrogate Convention Centre

**How to reflect on research talks at conference Ernesto Vargas Gil**

In this session, we will explore how to make the most of the talks and presentations we attend during the conference. In particular, we will focus on how to reflect on the research we hear about and consider its relevance for and connections to our own professional contexts.

**Special Interest Group Open Forums**

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

1410-1440 Bramham Suite - Crowne Plaza Hotel	Learning Technologies (LT) SIG	
1640-1710 Queen's Suite 7 - Harrogate Convention Centre	Inclusive Practices & Special Educational Needs (IP&SEN) SIG	
1640-1710 Queen's Suite 8 - Harrogate Convention Centre	Global Issues (GI) SIG	
1725-1810 Queen's Suite 5 - Harrogate Convention Centre	Literature (Lit) SIG	

**IATEFL Annual General Meeting**

1300-1400 Ripley Suite - Crowne Plaza Hotel

**Signature events**

1725-1810 Auditorium - Harrogate Convention Centre



**Cultivating a culture of care in ELT - In conversation with Kieran Donagh**

How does care look like within language education contexts? How can we develop an effective 'vocabulary of care' when it comes to teaching? Inspired by Kieran Donagh's plenary talk 'Embedding a Culture of Empathy in ELT', we have invited him to revisit his ideas on the notion of empathy situating them within the context of care. Join the LanguageCert Teacher Support team in a conversation with Kieran Donagh which aims to broaden our perspectives on care-focused education.

**Evening events**

1930-2130 Ripley Suite - Crowne Plaza Hotel

**Sharing Stories: Stories Set Us Free**

Join Storyteller David Heathfield and our special guest co-host Harry Kuchah Kuchah who would love to share a story or two with you from his Cameroon homeland here in Yorkshire where he lives. 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. Hearing each other's stories sets our hearts, minds, imaginations and the whole world free.

"I am no bird; and no net ensnares me: I am a free human being with an independent will." Charlotte Brontë, Yorkshire author.

2000-2200 Harewood Suite - Crowne Plaza Hotel

**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 Harrogate 2023.

**The Registration Desk will be open 0800-1730**

**The Exhibition will be open 0830-1730**

Day overview

0900-1000	1015-1045	1100-1130	1130-1200	1200-1245	1245-1410	1410-1440	1455-1525	1525-1555	1555-1625	1640-1710	1725-1810	1930-2200
Plenary session	Session 2.1	Session 2.2	Break Session 2.3	Session 2.4	Lunch	Session 2.5	Session 2.6	Break	Session 2.7	Session 2.8	Session 2.9	Evening events

## Plenary session 0900-1000 (Doors open at 0830)

Auditorium - Harrogate Convention Centre



### Lean on me: stories of coaching, mentoring and teacher resilience

**Divya Madhavan**

Of all the amazing things teachers achieve in classrooms around the world every day, one of the most amazing is perhaps how much teachers show up. Even when it's messy, even when it's underpaid, even when it's exhausting - we teachers have this incredible capacity to show up, to be there, to ensure presence. With this constant and reassuring presence, we shape learners and learning environments within (and sometimes despite) education systems. Teachers have always been the heroes of quieter revolutions, such as tolerance and understanding, achieved only through education. And as teachers of the world's international language, we know this reality of fostering understanding and acceptance through better communication all too well. We have always been the ones who fight the good fight that is education.

So, who shows up for teachers? When we're overwhelmed, feel undervalued, or are simply just tired: who do we lean on? How do we find ways to look after teachers continuously and not just in specific moments of training? Whose responsibility is teacher well-being? Where do we start? In this talk, I will explore a couple of starting points for developing teacher well-being and resilience, which are the informal and organic practices of coaching and mentoring that occur naturally in ELT environments. I will map out how coaching and mentoring initiatives can be embedded into organisations and how they can transform interactions and relationships through finer-tuned perceptions of self. Through stories of strong teachers who have built resilient environments, we will explore the roles of coach and mentor and how they fit with a teacher's identity.

#### About Divya:

Divya is the Director of the Department of Languages and Cultures at CentraleSupélec, an engineering school in France. She teaches courses in English and coaches debaters for inter-varsity competitions. Divya is also the Founder and Director of Université Paris-Saclay's Academic Writing Center, which provides publications support and communications training and to France's most prominent research communities. Through these experiences, she has come to value professional development that is truly meaningful and useful to busy teachers who so often have even busier lives. She is a graduate of the universities of Warwick, London, and Exeter and a Fellow of the RSA with extensive experience in building language policy, designing curricula, recruiting, and training teachers. As she has journeyed from a young language assistant over 20 years ago to heading a faculty today, Divya has leaned on the IATEFL community in so many ways, at so many moments, which is why she is so excited to be a part of the Harrogate conference in 2023.

IATEFL Conference plenary sessions will be recorded, rather than streamed live, and shown as part of the conference coverage on our social media platforms, Facebook, LinkedIn and YouTube, later each day.

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## Session 2.1

1015-1045

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk LT, TEA t, a, e, le <b>LTSIG Showcase</b></p>	<p><b>Screencast feedback, a tool to improve speaking skills</b> <b>Yéssica Aguilera (Universidad Técnica Federico Santa María)</b> This talk will introduce an innovative way to deliver feedback using video captures where teachers can comment on students performance when working with oral production tasks. Screencast feedback helps students correct misunderstandings, clarify and retain information. It also motivates them to improve existing and future work. Teachers' videos will promote a more encouraging and student-centered learning environment</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk RES, TTed ey, p, s, t, a, e, le</p>	<p><b>Teachers 4 Teachers: conversations about local classroom ELT knowledge</b> <b>Loreto Aliaga (University of Leeds / RICELT)</b> This talk provides insights on a decentralising project that takes a bottom-up developed knowledge approach by encouraging school teacher-researchers, who rarely have the opportunity to showcase their work, to share their action research projects in a Podcast series made by and for ELT teachers. This project was part of Hornby Alumni project fund.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk TD p, s, e, le</p>	<p><b>Creating and sustaining a large-scale continuing professional development model</b> <b>Fatih Toy (Ministry of National Education, Türkiye), Ayşe Hande Günaydın (Ministry of National Education, Türkiye), Ebru Tiryaki (Ministry of National Education, Türkiye)</b> How can we create and sustain a Continuing Professional Development model for 80,000 English language teachers? Not an easy task, but doable through online support to teachers facilitating Communities of Practice. We will answer this question with reference to the English Together Project and share implications for designing online support models for similar large-scale professional development models.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk MD ey, p, s, t, a, e, le</p>	<p><b>Offering learner choice</b> <b>Brian Tomlinson (MATSDA)</b> This presentation will report the results of a study of teachers' views on the offering of choice to language learners and of their reasons and suggestions for doing so. It will also offer the suggestions (and examples) of the experienced presenter for principled ways of offering learner choice in the development, adaptation and use of materials.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk GEN p, s, a, e, le</p>	<p><b>Leading your learners' orchestra via differentiated instruction</b> <b>Nesreen ElNesr (Ministry of Education)</b> Differentiated instruction (DI) helps to accelerate the teaching-learning process by paving the way for magnificent orchestras led by educators. To meet the diversity of their students' capabilities, participants in this workshop will have an overview of DI's definition, methods, and strategies to craft their one size fits all activities. Of these, six activities are to be applied to orchestrate effectively.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk RES, TD ey, p, s, t, a, e, le</p>	<p><b>Interesting recent research</b> <b>Penny Ur (Retired)</b> One of the advantages of being retired but still involved in ELT is that one has more time to browse through recent books and journals in search of interesting research studies. In this session, I'll share some of the ones I've found on a variety of topics, and discuss with participants the possible implications for practice.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Talk BE, TD t, a, e, le</p>	<p><b>Upskilling ourselves by giving back to the ELT community</b> <b>Marjorie Rosenberg (Freelance)</b> ELT trainers often have to help learners acquire skills outside our normal repertoire. Language teaching is not the issue, but we may lack knowledge of other workplace skills. One way to fill this gap is by volunteering for a teacher association. Come to this talk to discover how to upskill yourself while helping the ELT community.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Assessment for learning in the every-day classroom</b> <b>Yordanka Kavalova (Oxford University Press)</b> Assessment for learning is a powerful classroom tool that uses informal and formal input to identify gaps and move learning forward. This talk maps assessment for learning principles onto the daily events of the language classroom and learning materials features. It aims to illustrate its ease and range of implementation and encourage you to give assessment for learning a try.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Through the unknown: mentoring in pandemic times</b> <b>María Ponce de León (Ceibal)</b> Plan Ceibal has played a key role in the continuity of second language acquisition during the pandemic by teaching English in diverse and challenging environments. This was possible thanks to the appropriation of technology previously placed in Uruguayan education and the proposals teachers adapted, supported by an innovative figure in the Uruguayan educational system: the mentor.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk ESP, MaW t, a, e <b>ESPSIG Showcase</b></p>	<p><b>Mediating international and scientific communication for EMI contexts</b> <b>Bethany Cagnol (Telecom Paris), Sinead Namur (Telecom Paris)</b> In this talk, we address the intercultural and English communication needs of scientists, specifically engineering students, PhD candidates, EMI practitioners, as well as researchers in the public and private industries. To meet these needs, we have merged two main pillars of essential skills into a 30-hour ready-made course, "Mediating International and Scientific Communication," which will be shared with IATEFL participants.</p>

Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk LT, TTed p, s, t, a, e, le	<b>Adventures in WhatsApp: teacher training in low-resource centres</b> <b>Anna Young (Bell Educational Services), Kristina Smith (Bell Educational Services)</b> This talk reports on our experience of creating a language development course for English language teachers in high schools in Guinea and how we used the materials on an eight-week course delivered mainly on WhatsApp. This was a collaborative project between the Guinea English Teachers' Club and two teacher trainers from Bell, as part of the PRELIM 2 project.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk GEN s, t, e, le	<b>Translanguaging in the EFL classroom: a case study</b> <b>Cristina Manea Gultekin (School of Foreign Languages Gaziantep University)</b> Using translanguaging as a pedagogical strategy that includes intentional use of different languages in the EFL classroom (Cenoz & Gorter, 2011) has become a common practice. This talk reports and explores how translanguaging strategies help learners with metatalk (talk about talk), metacognition (talk about the task), and writing (Garcia & Wei, 2014) in a higher education context.
Queen's Suite 4 - Harrogate Convention Centre 40 audience Talk with restricted audience number GEN p, s, le	<b>Bringing energy into the young learner classroom</b> <b>Diana-Andreea Margaritescu (Smart Academy of Languages, Pitesti, Romania)</b> Far from bringing new ideas into the field, the aim of my talk is to highlight old tricks that can spark the students' attention. In this talk, I will be exploring activities such as meditation, music, physical movement, drama, and role play, that can engage and energize young learners throughout the lesson.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk LIT a, e <b>LitSIG Showcase</b>	<b>A way to advancement in EFL through literature and polish</b> <b>Marija Drazdauskiene (Wsztechnica Polska)</b> An advancement of B2+ university undergraduates in their English is precluded by the missing integrity of semantic relations in EFL. Reading of imaginative literature with a variety of tasks was a way to gaining the lacking accomplishment and the feel for the language. Alan Maley's idea of "an aesthetics of ELT" (2009, 2010) was a major resource in this approach.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk GEN ey, p, s, t, a, e, le	<b>Design thinking, a sticky side up path to innovators</b> <b>Daniela Sora (Private College V. Goldis)</b> With the design thinking approach, students can develop critical thinking and collaborate, and communicate. The next step is an autonomous learner who decides how they work and what solutions they want to create through a structured scaffold and a set of mindsets that allow students to effectively approach challenges with courage and confidence through the solution-based methodology.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk IPSEN, YLT p, s, e, le <b>IP&amp;SENSIG Showcase</b>	<b>Every student matters</b> <b>Rachel Jeffries (Cambridge University Press &amp; Assessment)</b> How important is it that our students feel comfortable, supported and connected? How can we create the right environment for our learners where they all have opportunities to succeed and flourish? In this workshop, we will discuss these key questions and present some practical approaches to best support our English learners.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk GI, TTed s, t, a, e <b>GISIG Showcase</b>	<b>Language, power and education: five principles for critical pedagogy training</b> <b>Rose Aylett (Freelance)</b> If education is inextricably linked to social and moral responsibility (Kemmis & Smith, 2008), then teacher education should raise awareness of how social inequalities are perpetuated through the dominant power structures inherent within existing teacher-student relations, curricula content, teaching materials, and language itself. This talk will explore five guiding principles to consider when designing critical pedagogy training for English teachers.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk TTed, YLT p, e, le	<b>From words to text - academic writing in EFL classrooms</b> <b>Soren Hattesen Balle (University College Absalon), Merete Olsen (Teacher Education, Absalon University College), Lise Bencard (Tybjerg Privatskole, Zealand, Denmark), Christian Grosen (Stroebyskolen, Zealand, Denmark)</b> This talk is about how EFL pupils' academic writing competence can be developed through a systematic focus on subject-specific vocabulary and meaningful text production. A theory-based discussion and ready-to-use activities for EFL teachers are introduced. The focus is on how to enable pupils to engage in academic communication about global issues with peers across borders now and in the future.



Bramham Suite - Crowne Plaza Hotel  
90 audience  
Talk  
LT, TEA  
a, e

**LTSIG Showcase****Validity and the digital age: developing teachers' procedural assessment literacy Philip Horne (Trinity College London), Ekaterina Stanchovska (Trinity College London)**

Effective assessment relies upon principled understanding (i.e., a procedural level) of testing principles such as validity. This is known as language assessment literacy (LAL). Moreover, the ever-evolving nature of digital assessment requires educators to adapt assessment and classroom teaching to computer-based delivery. We will examine the nature of LAL in digital contexts and propose solutions to addressing potential knowledge gaps.

Harewood Suite 1 - Crowne Plaza Hotel  
120 audience  
Talk  
TD, TTEd  
ey, p, s, t, a, e, le

**Teacher reactions to online lesson feedback - can we improve them? David Bish (EF Education First)**

Lesson observations can be an intimidating experience for teachers, and even more so the feedback given afterwards. I will be sharing the results of my investigations into what concerned online teachers, what they expected and hoped for in lesson observation feedback and how we have been working to address their desire for more inclusive feedback.

Harewood Suite 2 - Crowne Plaza Hotel  
120 audience  
Talk  
ESP, TD  
t, a, e, le

**The road not taken can be fun: translanguaging for success! Nazihah Ali Raza (General Civil Aviation Authority UAE)**

Translanguaging helps learners use their full linguistic repertoire thereby empowering them to realize their full potential. The presenters attempt to describe how their collaborative experience of translanguaging within a multilingual classroom increased student confidence and interest thus leaving participants to consider the implications of this strategy for improved educational spaces.

Ripley Suite - Crowne Plaza Hotel  
160 audience  
Talk  
GEN  
ey, p, s, t, a, e, le

**Where are we going with grammar?****Rita Baker (The Global Approach, Lydbury English Centre)**

From grammar translation via structural, situational, notional-functional (communicative) and lexical approaches we have arrived in the age of neuroscience informing us that our brains are programmed to learn through recognising memorable patterns. Yet we continue to deconstruct these into an overwhelming number of rules-based grammar McNuggets. I will illustrate the simplicity and consistency of the global patterns of English.

Newby Suite - Crowne Plaza Hotel  
35 audience  
Talk  
LA, TD  
s, t, a, e, le

**Language triptych: a tool to select and prioritize language****Leticia Moraes (Troika)**

Selecting language to be taught in class is part of teachers' lives. This, however, does not mean this is an easy task. After all, how can we balance syllabus and learners' needs? This talk proposes the use of the language triptych, a tool used in CLIL lessons, to help ELT teachers select language to be dealt with in their lessons.

Auditorium - Harrogate Convention Centre  
550 audience  
Talk  
GEN  
ey, p, s, t, a, e, le  
ProdProm

**The psychology of learning: building confidence in English language learners****Mike Mayor (Pearson)**

Learning is a complex process. As teachers, we need to understand the role of emotions in learning and how best to support our learners on their journey to master English. In this talk, we will explore the psychology of language learning and share ways in which the Global Scale of English resources can help teachers build learner confidence.

King's Suite - Harrogate Convention Centre  
220 audience  
Talk  
EAP, GI  
t, a, e, le

**For what it's Earth: incorporating sustainability education into EAP classrooms****Alex Warren (National Geographic Learning)**

Teaching English is no longer just teaching English. We must also prepare students with the skills, values and knowledge to contribute to a global society. With examples from National Geographic Learning titles, in this session we'll explore how we can incorporate education for sustainable development into our EAP classes, and in doing so truly prepare students for their futures.

**ESPSIG Showcase**

Hall D - Harrogate Convention Centre  
300 audience  
Talk  
GEN  
s, t, a, e, le  
ProdProm

**Overt Teaching: setting the stage for effective feedback in speaking****David Byrne (EC English), Mark Heffernan (Queen Mary University of London)**

Feedback is something many would agree is important. But how do we ensure feedback is relevant and focused? And what should we do about all the wonderful student output that we didn't hear while monitoring? In this talk, we will give you practical ideas from our book *Overt Teaching* on how to set up an activity to enable effective feedback.

Restaurant - Harrogate Convention Centre  
50 audience  
Talk  
TD, TTEd  
ey, p, s, t, a, e, le

**The teacher support program: going beyond theory and practice****Ayat AlTawel (The British Council, Egypt)**

This talk introduces an integrated model of in-service teacher education for teachers with no/very little teaching experience. I will go through the components of the program and share testimonials from previous graduates of the program. The audience are expected to leave the session with a flexible model of teacher education that they can adapt to their own contexts.

Queen's Suite 1 - Harrogate Convention Centre  
64 audience  
Talk  
LA, RES  
s, e, le

**Fostering learner autonomy in an ELT classroom****Samúel Lefever (University of Iceland)**

This talk will present findings from two research studies which looked at learner autonomy and self-regulated learning in English at lower-secondary level. Findings showed that students' participation in determining learning criteria helped them to set learning goals and take responsibility for their learning. Both students and teachers recognized the importance of learner autonomy for increasing motivation and self-regulated learning.

Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk GEN ey, p, s, t, a, e, le	<b>Supporting professional pride in EFL teachers</b> <b>Astrid Mairitsch (University of Graz, ELT Research and Methodology Department)</b> This talk reports on the findings from a global survey on EFL teacher professional pride. The data showed that pride can come from two main sources: self-oriented and other-oriented. We reflect on the practical implications of these findings for strengthening teacher pride in order to enhance teacher wellbeing, motivation, and sense of agency.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk TTEd a, e, le	<b>Finished CELTA. Ready to teach?</b> <b>Amanda Bailey (Anglia Ruskin University), Alastair Douglas (Anglia Ruskin University)</b> As a teacher trainer, have you ever wondered how well you are equipping your CELTA trainees with the skills needed to start a new job? This talk will share feedback from Directors of Studies and new CELTA graduates after their first employment. We will explore the implications for course content, design and delivery.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk TD, TTEd ey, p, s, t, a, e, le	<b>edc path, a development journey for teacher trainers and educators</b> <b>Claudia Caleff (International School Education)</b> edc path - Educational Development Path – is a monthly ongoing project at the International School Education Company in Brazil. By joining this talk, the audience will learn how the Educational Development Centre team has thoroughly designed and perfected this consistent educational path for teacher trainers and educators who work with bilingual programme teachers in Brazilian private schools.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk LIT, TEA ey, p, s, t, a, e, le <b>LitSIG Showcase</b>	<b>Teaching English literature to undergraduate classes in India: a case study</b> <b>Manoj Chhaya (Shri Ramji Ravji Lalan College)</b> This talk discusses findings of a mixed-method experimental classroom-based study on teaching English literature to undergraduate students in Kachchh University, India, using task-based instruction. The findings of the study support the hypothesis that there is a significant difference between those learning in a traditional classroom setting and the experimental group. The findings also correlated several learner attributes with academic achievement.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk BE, LAM a, e, le	<b>How (not) to communicate in times of crises</b> <b>Choreanne Frei (Freelance)</b> Restructuring or even school closures are stressful at the best of times. What are the teachers' emotional needs in such difficult times? As a teacher and former academic manager in a private language school, I will look at how the events unfolded in a specific case and the impact the communication style had on its teachers.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk EAP, IPSEN t, e <b>IP&amp;SENSIG Showcase</b>	<b>Working towards a more inclusive English-language classroom: students with ADHD</b> <b>Wiktorja Allan (Technical University of Applied Sciences Wildau)</b> It is reported that 2.5-5% of adults have attention deficit hyperactivity disorder (ADHD) (Ginsberg et al., 2014). In this talk, I will give an overview of ADHD symptoms, particularly in university students, and give practical ways to create a fair and inclusive classroom, which is beneficial not only for those with an official diagnosis, but for everyone.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk GI, MD p, s, e, le <b>GISIG Showcase</b>	<b>Linguistic and content scaffolding in the teaching of global issues</b> <b>Catherine Watson (University College Copenhagen/KP)</b> Integrating global topics, such as issues from the UN global goals, is often a motivating factor in foreign language classes in upper primary and lower secondary school. However, it can present both linguistic and cognitive challenges. This talk will share ideas and examples of scaffolding to provide optimal opportunities for both language learning and increased awareness of important societal issues.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk ESP, MD t, a, e, le	<b>Together is better: researcher - practitioner collaboration</b> <b>Komila Tangirova (University of Warwick)</b> Achievements in research usually take a long time to reach day-to-day teaching practices. However, collaboration between researchers and practitioners can be a way of narrowing the gap between the two. This talk presents insights from a doctoral project where the gap is addressed in collaborative action research by introducing corpus linguistics to ESP teaching at higher education in Uzbekistan.

## Key to abbreviations used in the Conference Programme

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

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Session 2.3 1140-1150 (Poster Presentation Area)

Poster 2 ESP, GI a, e, le	<b>Co-creating sustainable teaching via UN's SDGs</b> <b>Helle Damgaard (Aarhus School of Marine and Technical Engineering)</b> This poster presents a research study that demonstrates the relevance of activating student voices in co-creating the learning space using UN's sustainable development goals. The study is based on a distributed survey intended for marine and technical engineering students in Denmark with follow-up focus group interviews, and highlights of general interest for the applied sciences will be discussed.
Poster 5 ESP, RES a, e, le	<b>To Kahoot! or not to Kahoot!?</b> <b>Õie Tähtla (Tallinn Health Care College), Elle Sõrmus (Tallinn Health Care College)</b> The research was conducted at Tallinn Health Care College on learning applications in use (Kahoot!; Quizlet, and LearningApps). The objective is to investigate whether these applications improve learners' skills and if students find them beneficial. The results indicate that tools with significant benefit factor on their performance should be used in the learning process.
Poster 8 GEN s, e, le	<b>Making the impossible possible</b> <b>Jana Jilkova (ICVKH &amp; Charles University Prague)</b> Do your students feel as slow, behind the others, or low achievers - whether it is true or not? This poster presents approaches used in heterogeneous classes at a secondary vocational school allowing the learners not only to develop their English but also to discover and use their personal knowledge and strengths. Samples of students' work will be shown.
<b>CANCELLED</b> Poster 11 GEN s, t, a, e, le	<b>How to build trust and cooperation among students</b> <b>Elena Peresada (Trendy English)</b> Students must feel safety and trust in our classroom. However, the concepts of safety and trust are based on students' existing relationships and attitudes in real world. When students work together they go through certain stages of group development. In my talk, I'll demonstrate activities for each stage which can be easily integrated in ELT lessons for better results.
Poster 14 LA, TD ey, p, s, t, a, e, le	<b>Holistic education is the new key to success</b> <b>Roxana Arean (Dream On ELC)</b> Our personal life is undoubtedly linked to our professional life. We not only teach what we know when we teach but also what we are. In this talk, we'll discuss how both personal and professional development go hand in hand and how we can look into ourselves first to truly impact on our students' lives.

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## Session 2.4

1200-1245

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Workshop LT, RES ey, p, s, t, a, e, le <b>LTSIG Showcase</b></p>	<p><b>How can tech inform decisions in the classroom?</b> <b>Olivia Goodman (Cambridge University Press &amp; Assessment), Andrea Vinkler (Cambridge University Press &amp; Assessment)</b> Do you know how to make the most of technology in your teaching? This workshop explores how using technology can inform decisions in the classroom. Drawing on latest research, alongside examples from <i>Adventures in English</i> and <i>Cambridge One</i>, together we will delve into what technology is most useful and how we can use this to optimise teaching and learning.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Workshop TD, TTed s, t, a, e, le</p>	<p><b>Developing a stress management toolkit with teens in exam classes</b> <b>Anna Hasper (TeacherTrain Ltd)</b> Exams are stressful at the best of times, however, for some teenage learners stress hinders their learning journey and impacts their test performance. In this interactive workshop, we will explore the concept of stress and discuss how to support learners in developing a stress management tool kit with pro-active coping strategies to succeed in exams and beyond.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Workshop MD, TD s, t, a, e, le</p>	<p><b>Exploring reasons and emergent language in learner-generated texts</b> <b>Danny Norrington-Davies (International House London)</b> After learners take part in communicative tasks and discussions, post-task feedback often focuses on sentence or phrase level language. In this workshop, we will look at ways teachers can help learners reconstruct what they said into longer texts, and how these can be used to work with emergent language and explore the reasons why learners are using specific forms.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Workshop AL, MaW s, t, a, e, le</p>	<p><b>What do you meme? Incorporating memetic communication into language learning</b> <b>Ciarán Lynch (englii)</b> What is a meme? What are their roles in communication? How do teachers use memes' untapped potential in the classroom and prepare learners for their use? Using memes can be an effective way of teaching vocabulary and grammar while acting as support structures for learners. This workshop features fun practical tasks which participants can immediately use in any learning environment.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Workshop GEN s, t, a, e, le ProdProm</p>	<p><b>Teaching real-world communication strategies through mediation</b> <b>Riccardo Chiappini (DELTA Publishing)</b> We will analyse the macro and micro skills that mediation training can provide language students. Using examples from '<i>Activities for Mediation</i>' (DELTA Publishing, 2021), we will see how the three categories of mediation described in the CEFR can help students acquire socio-cultural as well as linguistic and paralinguistic competences, useful for them to better function in multilingual and multicultural contexts.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Workshop GI, YLT s, e, le</p>	<p><b>Interculturalize your coursebook! (through short, regular link-ups with international volunteers)</b> <b>Nick Bilbrough (The Hands Up Project)</b> Localised coursebooks use familiar contexts to facilitate learning. But are teenagers necessarily motivated to talk in English about daily routines, their homes etc with people who share the same L1, and who they've known all their lives? Using videoed examples from large classes in Gaza, let's explore how to interculturalize <i>English for Palestine</i> (and other local coursebooks) through online link-ups.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Workshop GEN ey, p, s, t, a, e, le ProdProm</p>	<p><b>We can grow as creative and engaging storytelling teachers</b> <b>David Heathfield (Heathfield Creative English Coaching)</b> Learners sense a connection to stories exchanged with teachers and classmates in a creative and community-focused storytelling classroom. This playful workshop invites you to take a step on your development as a storytelling teacher and experience the benefits of doing an online course such as 'Creative and Engaging Storytelling for Teachers' and online and homestay 'Heathfield Creative English Coaching'.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Workshop LAM, TD ey, p, s, t, a, e, le</p>	<p><b>Six steps to happiness in your workplace</b> <b>Duncan Foord (OxfordTEFL)</b> You will come away with some practical ideas on how to define, assess and develop wellbeing and happiness in yourself and in the place you work. To do this we will consider what we understand by these terms with the help of Maslow and evaluate some examples of what might be considered "wellbeing initiatives".</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Workshop EAP, ESP t, a, e, le <b>ESPSIG Showcase</b></p>	<p><b>Using stand-up comedy to develop intercultural competence (IC)</b> <b>Christina Laporda (University of Central Lancashire)</b> Intercultural competence (IC), the ability to effectively and appropriately interact with people from different world orientations, has become an important learning outcome in recent years. This practical workshop aims to explore how stand-up comedy can facilitate the development of IC. We will watch some comedians together and will try to decide how such material could be embedded in our teaching.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Workshop TD, YLT ey, p, s, e</p>	<p><b>Applying principles of gentle discipline in the ELT classroom</b> <b>Zahra Zuhair (British Council)</b> Parents are turning to 'gentle discipline' to raise emotionally aware and successful children. Can teachers follow suit? Upon exploring the effects of gentle discipline on a child's brain, this workshop aims to investigate practical ways this concept can be implemented in the ELT classroom, a second space for children to grow and develop into empathetic and independent human beings.</p>

Queen's Suite 3 - Harrogate Convention Centre 75 audience Workshop GEN s, a, e, le	<b>"Thank you for the music"</b> <b>Yuval Shomron (English Teachers Association Switzerland)</b> Using the recently recognized skill of visualizing, we will see how vocabulary, slang, and poetic images found in songs can be learned and remembered using a balance of audio/visual, printed texts, and homework. Participants will have a chance to try these skills after viewing short videos. Well-known oldies and up-to-date hits will be used as examples.
Queen's Suite 4 - Harrogate Convention Centre 40 audience Workshop with restricted audience number TD s, a, le	<b>So lovin' it, eh? Let's contemporarise our English!</b> <b>Clare Henderson (Bell Educational Services)</b> English prides itself on playful creativity, but it is remiss to limit the scope of contemporary English to merely an influx of trendy new words and phrases. This workshop explores some recent changes in both grammar and lexis, how corpus-based findings can inform our teaching, and whether students need exposure to this type of language at all.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Workshop LIT s, e, le	<b>Engaging with Shakespeare in the EFL classroom</b> <b>Conny Loder (European School Munich)</b> This workshop focuses on activities that help EFL learners to approach Shakespeare actively and through meaningful tasks. Special focus is set on literary analysis activities that are engaging and elevate thinking. Learners are thereby encouraged to discover Shakespeare's plays through hidden clues and thereby turn from readers, to critics, to actors.
<b>LitSIG Showcase</b> Queen's Suite 6 - Harrogate Convention Centre 43 audience Workshop TD, TTEd ey, p, s, t, a, e, le	<b>Sustaining Associations of Language Teachers (SALT) – keeping ELTAs alive</b> <b>Beatrix Price (Eötvös Loránd University)</b> Conscious reflection on successes and challenges lead to improvement within English language teachers' associations. Therefore, better understanding of different forms of CPD provided by these associations do not only affect their members' professional life but help these organisations stay alive, healthy and prosperous. Members are invited to share their experience on specific contexts in their own associations.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Workshop IPSEN, PRON s, a, e, le	<b>Diversifying pronunciation tasks: quick &amp; easy inclusive extensions for teachers</b> <b>Helen Slee (Freelance)</b> I will show some common gaps in diversity and inclusion in receptive/productive pronunciation activities in mainstream coursebooks, then demonstrate how teachers can expand and diversify pronunciation activities. We will look at activity and extension ideas before teachers brainstorm ideas for their own context in pairs/groups.
<b>IP&amp;SENSIG Showcase</b> Queen's Suite 8 - Harrogate Convention Centre 75 audience Workshop GI, YLT p, s, t, a, e, le	<b>Teaching for a better world. Sustainable development goals in ELT</b> <b>Eftychios Kantarakis (National Geographic Learning), Ruby Polygenis (Faros Language School)</b> Working with the UN Sustainable Development Goals brings real world content and issues into the classroom. How about ELT? In this practical workshop, teachers will be working on activities that make language learning relevant and meaningful and consequently lead students to finding world-changing solutions starting with the future of the world in their classroom today.
<b>GISIG Showcase</b> Queen's Suite 9 - Harrogate Convention Centre 66 audience Workshop GEN ey, p, s, t, a, e, le	<b>40 years on: three golden teaching rules</b> <b>Roy Cross (RXC (Roy Cross Consultancy) and NILE)</b> This workshop will attempt a distillation of the good, the bad, and the ugly from more than 40 years engagement with English language teaching around the world. It will outline three 'golden rules' emerging from my experience and invite discussion of whether we can establish the general principles of good teaching and whether we should even try.

## Lunch

1245-1410

1300-1400  
Ripley Suite - Crowne Plaza  
Hotel

**IATEFL Annual General Meeting (AGM)**

Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert

Language  
Cert

## Session 2.5

1410-1440

<p>Bramham Suite - Crowne Plaza Hotel 90 audience <b>LTSIG Showcase</b></p>	<p><b>IATEFL Learning Technologies Special Interest Group Open Forum Inspiring pedagogically-sound application of learning technologies</b> Join our Open Forum to learn more about what we do and to tell us how we can help you in a relaxed informal get-together.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 1410-1525 120 audience Panel discussion TD, TTEd p, s, t, e, le</p>	<p><b>Solidarity through autoethnography: reimagining hope through transnational research in Palestine</b> <b>Anwar Hussein (Birzeit University), Thuy Tu (George Mayson University), Anita Bright (Portland State University), Shelley Wong (George Mayson University)</b> 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.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk TD, TTEd ey, p, s, t, a, e, le</p>	<p><b>Chameleonic strategies to successful mentoring: peer-led professional development</b> <b>Natalia Guzmán (Ceibal-Ceibal en Inglés)</b> This talk aims to shed light on the strategies used by Uruguayan mentors when offering professional development opportunities to teachers. Strategies go from mentors' undertaking a professional development journey, to customizing the professional development opportunities to fit every teacher's particular needs. Peer-led professional development helps teachers to be their better professional selves which positively impacts on students' success.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk RES, TD t, e, le</p>	<p><b>Ed-tech, e-learning and ELT: PD perspectives from Pakistan</b> <b>Saima Nomaan (University of Exeter)</b> Due to its unstable and continually evolving education policies, a developing country like Pakistan greatly needs effective educational technology and E-learning-related teacher professional development (E-PD). This presentation shares research on E-PD experiences, provisions and needs of a Pakistani higher education ELT faculty. Participants will learn about the emerging future-oriented E-PD frameworks and be invited to provide suggestions for innovative improvements.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk GEN p, e, le ProdProm</p>	<p><b>Ready to roll with Marbles: developing creativity in young learners</b> <b>Katy Kelly (Helbling ELT)</b> Coursebooks can be predictable and prescriptive. Although they may cover everything students need to pass exams, creativity is rarely at the forefront. Using examples from Helbling's brand-new <i>Marbles</i> primary series we will explore how key strands of a well-researched creative curriculum can activate children's imagination and become an outlet for more natural ways of thinking and using language.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Talk MD, MaW s, t, a, e, le</p>	<p><b>Effective online materials design: what does the evidence say?</b> <b>Carol Lethaby (UC Berkeley Extension, San Francisco)</b> Since 2020 many teachers have had to design their own materials for teaching online, often with little or no guidance or support. This talk looks at research into effective online instructional design, focusing on the concepts of cognitive load theory and multimedia learning. How (and how well) do these evidence-based strategies apply to online English language teaching?</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk GEN s, t, a, e, le ProdProm</p>	<p><b>Why is fluency the last thing we teach?</b> <b>Robert McLarty (Pavilion ELT at Pavilion Publishing)</b> It is noticeable certain students pass exams and move to the next level whilst lacking everyday fluency. This restricts them when they enter academic studies or the workplace. How does this come about? Why does teaching often concentrate on target language and skills leaving fluency to chance? This talk addresses possible reasons and offers some solutions from <i>Modern English Teacher</i>.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk YLT</p>	<p><b>Empowering youths in rural Nepal, during the COVID crisis and thereafter</b> <b>Babita Sharma Chapagain (IERRC, Nepal)</b> This project strives to make a significant contribution to English learning, through empowering English teachers, parents and local youths in a rustic and remote village of Arun Valley to improve their extremely poor literacy conditions. The presentation intends to explain the project goal, share project design, and discuss the lessons learned throughout the project implementation process.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk EAP, GI a, e <b>ESPSIG Showcase</b></p>	<p><b>EAP, science and public engagement meet the UN Sustainable Goals</b> <b>Anila R. Scott-Monkhouse (University of Parma)</b> This talk describes an EAP session which encompassed the missions of university (education, research and public engagement) while contemplating the SDGs. The activities were carried out with STEM PhD students and extended language skills for science talk to the language of (self)-reflection and critical thinking. The experience can lead to a closer interaction between EAP, non-linguistic subjects and public engagement.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk TD, TTEd s, t, a, e, le</p>	<p><b>Reflecting on student teacher reflection: broadening the scope</b> <b>Kevin Balchin (Canterbury Christ Church University)</b> This talk considers student teacher reflection on English language teacher training programmes. I will discuss the degree to which student teachers are equipped to reflect effectively, the purpose(s) of reflection within the training programme, the depth and scope of the reflections that take place, and the role of emotions in the reflection process.</p>

Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk LT, TTEd a, e, le	<b>How to make CELTA hybrid input sessions fully interactive</b> <b>Joelle Finck (EC London)</b> This practical talk explains how we set up hybrid input sessions on a CELTA course with face-to-face and online candidates, ensuring involvement and communication between all participants. I will show the IT equipment needed (no specialist knowledge required), discuss the advantages of these sessions and solving potential difficulties. This set-up can be applied to other hybrid teaching situations.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk GEN ey, p, s, t, a, le	<b>ALT planning a lesson: changing teachers' mindset to teaching lexically</b> <b>Marina Dolgacheva (Teachers Teach Teachers / Skyeng Online English School)</b> While the lexical approach is becoming increasingly popular, many teachers still find it hard to put into practice. In this talk, I'll explore why this might be and introduce an alternative (ALT) view of lesson planning where A stands for lexical awareness, L focus on the learner and emergent language and T the role of teachers in all this.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk LIT t, e, le	<b>Graphic novels in the classroom</b> <b>Evelina Miscin (RIT Croatia)</b> In a reality in which students are quite unwilling to read, teachers have to come up with new ideas to motivate them. Graphic novels are an excellent tool to get students interested in reading. This workshop will give an insight into several graphic novels which can be used in classrooms as well as accompanying exercises.
<b>LitSIG Showcase</b>	
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk PRON ey, t, e, le	<b>Do's and don'ts in young learners' pronunciation lessons</b> <b>Stella Palavecino (Istituto Superior en Lenguas Vivas Juan Ramon Fernandez)</b> This talk on a multisensory teaching of pronunciation to young learners will show some teaching tips to favour the way children can learn, mostly based on the fact that children tend to pick up language sounds in sense-making, playful environments, and in contact with other children. EFL phonics stories will create memorable lessons based on real EFL needs.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk IPSEN p, s, t, a, e, le	<b>Diversifying ELT: future directions for LGBTIQ+ inclusion</b> <b>Thorsten Merse (Universität Duisburg-Essen)</b> For sure, the need for LGBTIQ+ inclusion has been legitimized and understood thoroughly in critical ELT discourse. There is more insecurity, however, as to how this committed 'call to action' can be put into concrete classroom practice in the future. Therefore, this talk offers much-needed examples of queer-informed task design, text selection, coursebook use and classroom methodologies.
<b>IP&amp;SENSIG Showcase</b>	
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk GI, TD ey, p, s, t, a, e, le	<b>Teaching English as a global language: changing mindsets through culture</b> <b>Anna Hearrell (Bridge Education Group), Venice Irving (Happy Teachers, Jamaica)</b> The lack of linguistic diversity in learning materials greatly underserves our learners' need for authentic language exposure, leaving them underprepared to use English as a lingua franca in the 21st century. Learn about world Englishes and how the inclusion of cultural awareness activities and diverse authentic language in the classroom can broaden students' exposure to English as a global language.
<b>GISIG Showcase</b>	
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk ESOL, TEA ey, p, s, t, a, e, le	<b>Benefits and challenges of computer-adaptive testing for teachers and learners</b> <b>Corina Dourda (LanguageCert)</b> The main objective of this presentation is to provide a comprehensive overview of the different effects that CATs may have on exam preparation as well as on teaching and learning in general. It also introduces the key aspects of LanguageCert Test of English computer-adaptive test (LTE CAT) and focuses on its main advantages for teachers and learners.

## Key to abbreviations used in the Conference Programme

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

Please check notice boards or visit [www.iatefl.org/conference/cancellations](http://www.iatefl.org/conference/cancellations) for changes and cancellations



## Session 2.6

1455-1525

Bramham Suite - Crowne Plaza Hotel  
90 audience  
Talk  
LT, TD  
ey, p, s, t, a, e, le

### LTSIG Showcase

#### **Best practices for online course delivery: engaging and supporting learners** **Maggie de Oliveira (Bridge Education Group)**

Online learning grew rapidly over the past years and is here to stay, but have you revisited your online delivery practices for continual improvements? It's time to move out of reactive and into proactive online course design and delivery. We can create effective online courses and pave a learning path where the learner is set up for success.

Harewood Suite 2 - Crowne Plaza Hotel  
120 audience  
Talk  
MaW, TTEd  
t, e

#### **First the grammar, second the text: exploring student-teachers' materials design** **Luis Carabantes (Queen Mary, University of London)**

This talk reports the learning of language materials design by a group of Chilean preservice teachers of English. Data from student-teachers, teacher educators, and schoolteachers highlights some of the reasons why discrete language continues to have a spearheading role in materials development despite decades of communicative language teaching, curricular change and innovation, and teacher education standards.

Ripley Suite - Crowne Plaza Hotel  
160 audience  
Talk  
TEA, YLT  
p, s, e, le  
ProdProm

#### **Using standardized assessments to inform classroom instruction for young learners** **Karina Anvarova (ETS Global)**

Evaluating students' English language proficiency and providing differentiated instruction pose challenges for teachers of young learners in primary and low-secondary schools. In this talk, a case study will be presented on how the use of TOEFL® Young Students Series assessments provided teachers with performance data and feedback to inform instruction and support development of students' language skills.

Newby Suite - Crowne Plaza Hotel  
35 audience  
Talk  
AL, RES  
t, a, e, le

#### **EMI in Egyptian higher education: students' and teachers' perspectives** **Amira Salama (Nile University)**

This talk reports on a study which explores how Egyptian university students and teachers cope in an EMI context. Their views about its effectiveness and ways to overcome some challenges are shared and discussed with the audience to provide some tips for dealing with EMI challenges in similar contexts.

Auditorium - Harrogate Convention Centre  
550 audience  
Talk  
GEN  
ey, p, s, t, a, e, le

#### **Mastering motivation mechanisms** **George Kokolas (Express Publishing)**

Educators have been trying to find the secret to students' motivation for years but the question is how many of these mechanisms really work. Thus, we may first need to see how we can motivate "people" instead of students. Teachers also need to be aware of the "dark side of motivation." ELT activities which endorse human motivation will be demonstrated.

King's Suite - Harrogate Convention Centre  
220 audience  
Talk  
GEN  
ey, p, s, t, a, e, le

#### **Women in ELT: where are we now?** **Heather Buchanan (University of York), Julie Norton (University of Leicester)**

This talk reports on three interviews with past and present women Presidents of IATEFL, conducted for our new, free podcast series, ELT Lives. We focus on their reflections, experiences and advice for women in this profession. The talk contextualises the position of women in ELT and invites debate on progress so far and what still needs to be done.

Hall D - Harrogate Convention Centre  
300 audience  
Talk  
MD, MaW  
ey, p, s, t, a, e, le

#### **Using word histories, cognates, etymologies in language teaching** **Michael Carrier (Freelance)**

This talk will address how to build motivation among learners by building a love of words and language enquiry. The activities outlined will use aspects of English language history including cognates, borrowings from world languages, etymologies, word histories and international words to add a new dimension to lessons and build learners' love of language play and enquiry.

Restaurant - Harrogate Convention Centre  
50 audience  
Talk  
TD, TTEd  
ey, p, s, t, a, e, le

#### **Tracing the teachers' growth throughout the journey of reflection** **Rasha Halat (Lebanese International University)**

How important is reflection in any teacher training program, and will it lead to the desired professional growth? I will share the results from a case study that looks critically into the impact of reflection on teachers' plans and in-class practices. Recommendations on how to maximize the effectiveness of reflective practice in teacher training programs will be shared.

Queen's Suite 1 - Harrogate Convention Centre  
64 audience  
Talk  
EAP  
s, t, e, le

#### **Teaching TRUE summary writing** **Ann Roemer (Utah State University)**

This pedagogy-oriented talk challenges the way textbooks for EAP students in North America teach summary writing, either ignoring it completely or giving it little consideration. I will introduce TRUE summarization (Text Reflecting the Underlying Essence), a process that reflects the underlying essence of a text. Attendees will be encouraged to share their perspectives on how to teach summarization.

### ESPSIG Showcase

Queen's Suite 2 - Harrogate Convention Centre  
75 audience  
Talk  
RES, TTEd  
a, e, le

#### **Noticing, a social practice? Learning to observe, observing to learn** **Cathy Clarkson (Kirklees College)**

This talk will demonstrate how CELTA trainers can effectively create an environment conducive to professional noticing using synchronous text-chat in TEAMS/Zoom during Teaching Practice. We will consider the concept of noticing as a social practice: what is it? How is it facilitated? What are the trainees' experiences? Finally, we will consider how you could incorporate it into your courses.

Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk LT, TTEd a, e, le	<b>Taking teacher training online in Sri Lanka and its benefits</b> <b>Norma Swyngedauw (British Council Colombo)</b> The COVID-19 pandemic hit Sri Lanka just as the British Council was going to launch face-to-face teacher training nationwide on two priority teacher development areas. This talk will present how the Project Team managed the switch to the unfamiliar modality of distance learning, and how the switch led to other unforeseen benefits and development of new skills.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk TD, TTEd a, e, le	<b>EPIC: how to create the best trainers in the industry</b> <b>Marc Anderson (Comas LLC)</b> This talk will show how a language solutions company in Japan has implemented a framework to provide English trainers with opportunities for development in order to be the best trainers in the industry. It will examine the key elements for continuous growth using the EPIC framework and the astounding effect it had on the trainer's attitude to pursue excellence.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk LT, LIT ey, p, s, t, a, e, le <b>LitSIG Showcase</b>	<b>From the pages of storybooks to multimodal digital storytelling</b> <b>Maria Diakou (Cyprus Ministry of Education, Culture, Sports and Youth / University of Nicosia)</b> How can teachers take advantage of digital storytelling, helping students to be immersed in literacy-rich online environments, get the opportunity to read books online, and engage in collaborative projects? How can teachers use digital books, in combination with traditional storytelling, to increase student motivation and expose them to "real" language, having a positive effect on their motivation and learning?
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk TD, TTEd ey, p, s, e, le	<b>The multiverse of teacher development: breaking paradigms</b> <b>Anatevka Galindo (Systemic Bilingual)</b> This talk will show you ways to develop a deep-learning mindset and to nourish multiverse thinking in self-development. We will use Bloom's taxonomy verbs like analyzing, evaluating, and creating to push for transformation, changing our view of the educational process. You are the most important agent in this process. Prepare your mind for this kaleidoscope of different universes.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk IPSEN, LAM ey, p, s, t, a, e, le <b>IP&amp;SENSIG Showcase</b>	<b>Spillover: how management styles spread through educational contexts</b> <b>Giovanni Licata (International House Accademia Britannica)</b> All members of ecosystems are interconnected and infinitesimally small factors can clearly have a gigantic impact. This talk reflects on the impact of school management's actions and choices. Starting from experiences within the context of a local-community language school, this talk will explore how a spillover of well-being can happen (or not) to create a healthy work environment.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk GI, MD a, e, le <b>GISIG Showcase</b>	<b>"My war": creating meaningful materials for times of conflict</b> <b>Maggie Sokolik (University of California, Berkeley), Yaroslava Fedoriv (The National University of "Kyiv-Mohyla Academy")</b> In response to the ongoing war, a Ukrainian university allowed students to submit "My War" video stories instead of the usual academic reports. Samples of these videos and supporting materials demonstrate how alternative assignments and responsive curricula can fulfill program requirements while allowing students to engage critically with the events around them.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk GEN t, e, le	<b>Promoting learner reflection and autonomy through one-to-one dialogues</b> <b>Jo Mynard (Kanda University of International Studies, Japan)</b> Each interaction with students, inside or outside the classroom, is an opportunity to promote reflective thinking. In this practical workshop, we look at the theory of reflection in language learning and then see how it can be promoted using one-to-one dialogues. Dialogue can be a powerful tool for helping learners to understand themselves and take charge of their language learning.

Break

1525-1555

Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert

Language  
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Bramham Suite - Crowne Plaza Hotel 90 audience Talk LT, TD ey, p, s, t, a, e, le <b>LTSIG Showcase</b>	<b>“Packed with technology”: pedagogically-driven technology professional development for language teaching</b> <b>Zoe Handley (The University of York)</b> We will discuss the development of “Packed with Technology”, a pedagogically-driven technology professional development training program we have developed for trainee Kuwaiti primary school teachers of English as a foreign language (EFL) which aims to equip teachers with the knowledge required to make their own decisions about what technologies to use when and how in their teaching.
Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk TD, TTEd ey, p, s, t, a, e, le	<b>What do teachers really want? A voice, and more money</b> <b>Chaz Pugliese (Pilgrims Teacher Training)</b> Whatever has happened to teaching? Why is it that staggering teachers are quitting the profession without being replaced? Why is it that job-satisfaction is at an all time low? How have we come to this? In this talk, we will look at what has triggered this crisis, and we will consider strategies that might help get things right.
Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk GEN s, a, e, le	<b>Grammar with no hammer. Teaching grammar lexically</b> <b>Anna Plaksiienko (English Studio by Anna Plaksiienko (ESA))</b> How to teach grammar without making your students cringe? In this talk, we'll discuss the effective ways of practising grammar naturally and meaningfully through communication. The audience will be prompted to rethink and reshape their grammar lessons with the help of useful tools and activities which can be easily adapted to fit any classroom.
Ripley Suite - Crowne Plaza Hotel 160 audience Talk ESOL, YLT s, e, le	<b>Generation Alpha: reimagining summer school for the teens of today</b> <b>Gary Silcock (Discovery Summer)</b> Meet Generation Alpha: technologically immersed, hyperconnected, and culturally diverse, a new generation of young learners is in our summer schools. But, for all their richness, they arrive facing technological dependency, mental health challenges, and an inhibited sense of creativity. How can we make summer schools imaginative, social environments? How can we bridge the gap between digital isolation and face-to-face interaction?
Newby Suite - Crowne Plaza Hotel 35 audience Talk RES, YLT p, e, le	<b>Motivation and attitude variation in Chilean primary English language learners</b> <b>Maria-Jesus Inostroza (Universidad de Concepción- RICELT)</b> This talk examines the motivation and attitude variation of primary English language learners from three schools in Concepción, Chile. This is part of a 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.
Auditorium - Harrogate Convention Centre 550 audience Talk GEN p, le ProdProm	<b>Are primary dictionaries still relevant for young learners?</b> <b>Maree Airlie (HarperCollins Publishers)</b> In the course of this workshop we will be discussing the continuing importance and relevance of primary dictionaries in developing the skills and knowledge of young learners. Using the <i>Collins COBUILD Primary Learner's Dictionary</i> , we will be looking at some practical classroom activities aimed at making dictionaries fun for pupils and their teachers.
King's Suite - Harrogate Convention Centre 220 audience Talk EAP, TTEd t, e	<b>EMI Pathfinder - UK-Indonesia development project for higher education</b> <b>Will Nash (The University of Sheffield, ELTC), Sisilia Halimi (Universitas Indonesia)</b> The talk presents the outcomes and recommendations from a 12-month British Council funded project to develop EMI practice and capacity at over 25 HE institutions from around Indonesia. A blended programme for subject and English lecturers focussed on key EMI areas to create 50 plus master trainers to further train and disseminate at their home institutions.
Hall D - Harrogate Convention Centre 1555-1710 300 audience AL, TD	<b>ELT Journal Debate</b> <b>This house believes that translanguaging constitutes a fundamental paradigm shift for the teaching of English</b> <b>Jason Anderson, Jeanine Treffers-Daller</b> The concept of translanguaging has captured the imagination of many academics and teachers as part of the 'multilingual turn' in education. For some proponents, it questions the validity of distinctions between named languages, offering a vision of language use that recognises and values the complex ways in which many of us combine and mesh resources flexibly from different named languages and other semiotic systems in social interaction. But what implications does it have for the learning of English and what we do (or should do) as teachers? Our two speakers will explore and debate the complex issues around the concept of translanguaging and the extent to which it constitutes something genuinely new that we need to respond to as teachers or is just 'old wine in new bottles'. Please come along and join the debate.
Restaurant - Harrogate Convention Centre 50 audience Talk MaW	<b>Creating context-relevant EFL worksheets for Cameroon secondary schools: lessons learnt</b> <b>Eric Onongene Ekembe (CAMELTA)</b> Paucity of learner materials is a characteristic feature of teaching English in Cameroon. Faced with this challenge, members of CAMELTA Research Group decided to create learner worksheets in response to this. This talk examines the transformative potentials of the project and how it developed local expertise and agency in CAMELTA.

Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk BE, ESP a, e, le	<b>Speak your mind via Zoom happy hours</b> <b>Flavia Uhlmann (Creative English Learning)</b> This talk aims to show and discuss an interactive and collaborative speaking activity on Zoom platform, with online BE – ESP intermediate and upper-intermediate students. It made it possible to linguistically interact Brazilian and Portuguese professionals from different business segments and positions, thus enhancing not only their speaking skills but their networking.
Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk GEN ey, p, s, t, a, e, le	<b>Secret lives of consonant clusters</b> <b>Jonathan Marks (Freelance)</b> Consonant clusters are often neglected, but impede learners' ability to understand and be understood, especially since clusters are often reduced in spontaneous speech, which also contains 'illegal' clusters. I will introduce legal and illegal clusters, suggest ways of helping learners negotiate clusters in speaking and listening, consider implications for ELF, and show how cluster instability throws light on spelling.
Queen's Suite 3 - Harrogate Convention Centre 75 audience TD	<b>Question and answer session relating to Divya Madhavan's plenary session</b> If you attended Divya Madhavan's plenary session this morning on <i>Lean on me: stories of coaching, mentoring and teacher resilience</i> , you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Divya Madhavan's talk.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk TD, TTEd ey, p, s, t, a, e	<b>Evolution of EFL teacher training program in a private institution</b> <b>Dilorum Mirsaliyeva (Global Education Sayram, GES EC)</b> Creating teacher training (TT) programs to meet customers' needs can be a thorny issue to manage in private institutions. However, when it is done with proper reflection, such attentiveness can lead to establishing an effective TT academy within the school. This talk presents a locally contextualized TT model in Kazakhstan that can be useful for other contexts.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk GI, LIT ey, p, s, t, a, e, le	<b>Developing intercultural competences with literary texts</b> <b>Barbara Lapornik (Liceo Scientifico Statale "France Prešeren")</b> Language education nowadays demands a distinct intercultural knowledge and a much greater cultural awareness. This talk focuses on contemporary multicultural literary texts from different settings and backgrounds to raise our students' cultural sensitivity and critical understanding. Framed by present-day intercultural competence models, varied in-presence and online class activities will be presented.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk RES s, a, e, le	<b>Teacher attitudes to online assessment in challenging times</b> <b>Ruby Vurdien (White Rose Language School)</b> In the present study 34 language teachers from Spain and Finland completed a questionnaire comprising 20 questions to gauge their views on their use of different online tools for assessing their students. The aim was to explore their attitude to online assessment. This was generally positive, the findings showing that there were more advantages than disadvantages.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk IPSEN, LA ey, p, s, t, a, e, le	<b>Utilizing student potential of gifted learners through universal design learning</b> <b>Rana Khan (Algonquin College, Kuwait)</b> Universal design learning philosophy believes that students are diverse in their learning styles hence need additional support to engage with information and express learning in their desired mode of expression. This session will demonstrate how educators can differentiate our gifted learners based on their assets and not deficits. Useful tips will be shared on how to empower these diverse learners.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk EAP, GI t, a, e, le	<b>A toolkit for using UN international days in university telecollaboration</b> <b>Will Hutton (Queen Mary University of London), Daniela Garcia (UNESP-Assis)</b> The United Nations uses international days as levers to promote international awareness and action on specific themes. A series of collaborative virtual forums between university students in the UK and Brazil using UN international days to promote internationalization at home alongside English for academic purposes will be assessed. A toolkit for applying this approach in other contexts will be presented.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk GEN a, e, le	<b>Student tutor program: support network for learning beyond the classroom</b> <b>Carlos Eduardo Eulálio Martins (Associação Cultura Inglesa)</b> Learn about a project from an EFL language institute in Brazil where senior learners (CEFR B2) meet with low-level adult learners (A1/A2) for support and sharing of learning strategies. Named Student Tutor Program, the scheme has boosted learners' motivation on both sides and promoted better learning. Leave the talk with practical ideas on learner training applicable in different contexts.



## Session 2.8

1640-1710

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk GI, LT ey, p, s, t, a, e, le <b>LTSIG Showcase</b></p>	<p><b>Minecraft for CLIL and global issues: the EXCALIBUR project</b> <b>Letizia Cinganotto (University for Foreigners of Perugia, Italy), Heike Philp (let's talk online sprl)</b> EU funded EXCALIBUR project (2022-2024) explores Minecraft to teach STEM subjects with a focus on environmental education in different languages, according to CLIL methodology. In the project students from the different partner countries will be engaged by game based immersive activities to practice and implement digital international cooperation in order to find possible solutions to major global challenges (SDGs).</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Get the meaning? Making grammar exercises more effective</b> <b>Bruno Leys (VIVES University of Applied Sciences)</b> In this talk, we will explore how we can reshape traditional grammar exercise types, to help students notice how patterns of English grammar work and what meaning(s) they convey. Furthermore, this shift in grammar practise towards awareness-raising with a focus on meaning first should lead to better practice and usage outcomes.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk ESP, MaW t, a, e, le</p>	<p><b>Come on Einstein! Using logic puzzles to practise language skills</b> <b>Pete Westbrook (University of Copenhagen)</b> Einstein logic puzzles are ideal for using in the language classroom, as they can easily be tailored to the language topics, level and vocabulary covered on a course or in a lesson. This interactive talk goes through the various ways these fun and motivating puzzles can be designed and applied to practise different language skills in the classroom.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk GEN s, a, e, le ProdProm</p>	<p><b>Extensive reading: the role of motivation</b> <b>Sue Leather (Sue Leather Associates)</b> How can we motivate school administrators to support Extensive Reading? How can we motivate teachers to use it? And importantly, how can we motivate students to make use of its potential in language learning? Drawing on <i>Extensive Reading: The Role of Motivation</i> (Routledge), this talk looks at both the research and how motivation plays out in classroom activities.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk TD, TTed ey, p, s, t, a, e, le</p>	<p><b>Conceptualizing wellbeing, autonomy, and training protocols for non-native English-speaking teachers</b> <b>Chris White (Oita University)</b> Neglecting to prioritise teacher wellbeing and autonomy has, and will continue to lead to increased rates of burnout in the profession. Exploring the opaque Japanese educational context, this insightful talk will exemplify features from Canadian and Finnish milieus to illustrate the interconnectedness of this issue and raise awareness to help to correct this imbalance.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk GEN t, a, e, le ProdProm</p>	<p><b>Preparing learners for the workplace: employability skills and written communication</b> <b>Craig Thaine (Cambridge University Press &amp; Assessment)</b> This talk explores key issues associated with the relationship between employability skills and written communication with reference to The Cambridge Employability Skills Framework. It will provide practical ideas for developing Higher Education learners' ability to communicate effectively when writing to a range of different audiences in a workplace setting, drawing on the recent publication, <i>Teaching and Developing Writing Skills</i>.</p>
<p><b>CANCELLED</b> King's Suite - Harrogate Convention Centre 220 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Past, present, future - linking people, ideas and contexts</b> <b>Susan Holden (Swan Communication)</b> This talk describes the development stages for an ongoing international project to produce a digital resource illustrating the growth of Humanistic Language Teaching (HLT). It shows how the project members, from a variety of countries and ELT contexts, work together to use their different experiences to feed into the final product, involving a range of teachers and other practitioners.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk LA, YLT p, e, le</p>	<p><b>Six Thinking Hats approach in the primary classroom</b> <b>Natalia Bagdavadze (British Council Georgia)</b> This talk explores the significance of Six Hats' approach, a tool to understand and exploit different types of thinking. Through a range of practical activities, the talk shows how the approach can help primary learners to sharpen their critical thinking, explore their own potential by taking an active role in their learning, and enhance their creative thinking.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk BE, ESP t, a, e</p>	<p><b>Mindful multi-communication: the soft skill your learners need</b> <b>Vicky Margari (Freelance / Jump4English)</b> Multi-communication is the practice of holding multiple conversations simultaneously in an effort to do more in less time. In our digital era, multi-communication has become the 'new normal', posing unique challenges for language learners. This talk discusses the latest research on mindful multi-communication and how to practically help our students develop this crucial soft skill.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk TD, TTed t, a, e, le</p>	<p><b>Practical tips and tricks: video reflection tools in teacher development</b> <b>Chris Meoli (Marlborough Public Schools)</b> Seeking to enhance your teacher development program such as the CELTA or DELTA? This talk will showcase strategies for using recorded lessons to promote reflection and customize workshops. Participants will see video footage of these approaches in action and will leave the session with a set of easily implementable video-based "tools" applicable in almost any teacher training course.</p>

Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk GI, LIT ey, p, s, t, a, e, le <b>LitSIG Showcase</b>	<b>Embedding democracy and choice in reading and literature classrooms</b> <b>Amos Paran (UCL Institute of Education)</b> Including democratic education in the EFL classroom locates our teaching within a values approach and in opposition to instrumental views of EFL. I discuss ways in which democracy theory can become authentic democratic praxis and embedded at all levels of classroom teaching: providing authentic choice for the learners; ensuring higher engagement levels; promoting critical thinking; and understanding the Other.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk with restricted audience number YLT s, e, le	<b>What students think they really learn</b> <b>Kate Smook (Millfield Enterprises, Millfield School)</b> Report writing is something which teachers dread, especially when they need to be completed at the end of a short course such as a summer school. Can we make them personalised and meaningful? This presentation will explore the benefits of using student reflection as the basis for writing reports for teenagers at the end of their summer school experience.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk MD, YLT s, e, le	<b>Teaching embarrassed teenagers to speak the foreign language sustainably</b> <b>Heidrun Lang-Heran (University of Graz)</b> In this talk, I will outline a method to show secondary ESOL teachers how to get embarrassed teenagers to speak spontaneously. We will explore the stages involved in creating speaking tasks in every lesson so that speaking becomes a habit. In my own practice, I have successfully achieved spontaneous, meaningful speech with my learners within a few months.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk TD, TTEd a, e, le	<b>It's TEA time! A special blend serving Egyptian teachers well</b> <b>Hala Ahmed (British Council)</b> Teach, Engage, Aspire (TEA) is the new British Council programme for English teachers in Egypt, which took account of newly-identified teachers' needs and country ambitions. It shows how blending four global British Council training components into a practical tailored training curriculum helps teachers improve their language skills, integrate environmental issues into teaching and become more confident in facilitating teachers' learning groups.
Queen's Suite 7 - Harrogate Convention Centre 75 audience <b>IP&amp;SENSIG Showcase</b>	<b>IATEFL Inclusive Practices &amp; Special Educational Needs Special Interest Group Open Forum</b> <b>Where to now? More than SE</b> Most countries make at least token gestures towards IP in their education programmes, but what do we need to make our SIG unnecessary? During our forum, we will be discussing the future of Inclusive Practices around the world.
Queen's Suite 8 - Harrogate Convention Centre 75 audience <b>GISIG Showcase</b>	<b>IATEFL Global Issues Special Interest Group Open Forum</b> <b>Connecting critical educators to advocate for social justice in ELT</b> Come along to meet our friendly committee members, network with like-minded critical educators and find out more about ongoing GISIG activities and events. Take part in our latest 'Conversation for Change' - a lively, interactive, action-oriented discussion about the most pressing global social justice issues facing ELT practitioners, and the concrete steps we can take to address them.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk GEN a, e, le	<b>Learner perceptions of emergent language interventions</b> <b>Katherine Moynihan (International House London), Alexey Solovyev (International House London)</b> In this talk, we will examine some of the relevant literature surrounding emergent language and look at student perceptions of different teaching intervention types. Following this, we will then propose some practical implications for teachers when working with emergent language and discuss some of the ways in which emergent language can and should be included in continuous professional development.

## Key to abbreviations used in the Conference Programme

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

Please check notice boards or visit [www.iatefl.org/conference/cancellations](http://www.iatefl.org/conference/cancellations) for changes and cancellations

## Session 2.9

1725-1810

Bramham Suite - Crowne Plaza Hotel 90 audience Workshop TD ey, p, s, t, a, e, le	<b>Tribute session</b> The tribute session is an opportunity to remember colleagues who have died since the last conference. If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (book, teaching materials, etc.). Or you may just want to come to the session to hear about colleagues who are no longer with us, and perhaps to add any memories you may have.
Harewood Suite 1 - Crowne Plaza Hotel 120 audience Workshop TD ey, p, s, t, a, e, le	<b>English here and now: presence in teaching</b> <b>Ellen Keates (Keates Active English)</b> This workshop focuses on teacher presence. Presence can be roughly defined as being fully in the moment, with an open mind to what may present itself. Most of us will recognise this. Why practice teacher presence? Does it have added value to our students, to us teaching professionals, to education as a whole? Come join in, explore and practice!
Harewood Suite 2 - Crowne Plaza Hotel 120 audience Workshop TTEd, YLT p, s, e, le	<b>Transitions and breaks in the YLT classroom</b> <b>Niki Joseph (Freelance)</b> Transitions in the YLT classroom can be a change of activity, pace or focus. But how can teachers ensure that the attention and motivation of YLTs is not lost when moving from activity to activity? In this workshop, we explore different types of transitions and breaks, considering how best to maximize classroom learning.
Ripley Suite - Crowne Plaza Hotel 160 audience Workshop LT s, t, a, e, le <b>LTSIG Showcase</b>	<b>Digital literacies in a data-driven world</b> <b>Nicky Hockly (TCE (The Consultants-E))</b> Digital literacies are widely accepted as key skills that both teachers and learners need to acquire. What digital literacies can help us navigate an increasingly data-driven world, and where might they have a place in the language classroom? This talk looks at some of the theory underpinning digital literacies, and also outlines practical classroom activities for the language classroom.
Newby Suite - Crowne Plaza Hotel 35 audience Workshop TEA ey, p, s, t, a, e, le	<b>Five principles for designing relevant and actionable course evaluation surveys</b> <b>Kim Beadle (British Council)</b> Do you send feedback surveys to learners after a course? Or teachers after training? How principled is their design? This interactive workshop encourages you to cast a critical eye over surveys used in your context. We will look at some research-based principles for designing course evaluation surveys which offer a fresh perspective to help you gather relevant and actionable feedback.
Auditorium - Harrogate Convention Centre 550 audience Signature Event ESOL, TD 	<b>LanguageCert Signature Event</b> <b>Cultivating a culture of care in ELT - In conversation with Kieran Donaghy</b> <b>Kieran Donaghy, Sylvia Karastathi</b> How does care look like within language education contexts? How can we develop an effective 'vocabulary of care' when it comes to teaching? Inspired by Kieran Donaghy's plenary talk 'Embedding a Culture of Empathy in ELT', we have invited him to revisit his ideas on the notion of empathy situating them within the context of care. Join the LanguageCert Teacher Support team in a conversation with Kieran Donaghy which aims to broaden our perspectives on care-focused education.
King's Suite - Harrogate Convention Centre 220 audience Workshop BE a, e, le	<b>Debating the key issues in business English teaching</b> <b>Louis Rogers (Delta Publishing)</b> The range of contexts in business English is almost limitless and this leads to many challenges. This workshop presents key topics for group debates such as, the balance between business soft-skills and language aims, integrating coursebooks with needs analysis and measuring and ensuring progress. Participants will also have the opportunity to pose their own questions and raise issues to discuss.
Hall D - Harrogate Convention Centre 300 audience Workshop GEN s, t, a, e, le	<b>Do learners have a level or a spiky profile?</b> <b>Rudi Camerer (elc - European Language Competence), Judith Mader (elc-European Language Competence)</b> Despite the usefulness of the CEFR (2001 & 2018), the level titles have caused much misunderstanding. Language learners are rarely at one level, but demonstrate different levels of competence, depending on contexts and needs. Drawing on examples given by the CEFR, we will discuss spiky profiles and how to put them to best use in teaching and assessment.
Restaurant - Harrogate Convention Centre 50 audience Workshop YLT ey, p, e, le	<b>Maker education: an approach worth adapting for young learners</b> <b>Caroline Linse (Queens University, Belfast)</b> The purpose of this workshop is to explore different aspects of maker culture and maker education and how they can be adapted and applied to ELT classrooms for young learners. The workshop will include a very brief overview of maker education and the maker movement as well as opportunities for participants to make something illustrating an aspect of "making."
Queen's Suite 1 - Harrogate Convention Centre 64 audience Workshop EAP, TTEd p, s, t, a, e, le <b>ESPSIG Showcase</b>	<b>A synthesized approach to improving writing feedback</b> <b>Christopher Gras (United States Air Force Academy), Constance Leonard (United States Air Force Academy)</b> This workshop will equip English language educators with evidence-based practices to improve writing feedback. This collaborative session highlights strategies to utilize direct and indirect types of feedback, correction codes, and strategies to focus writing corrections. Attendees will also be shown how to synthesize their approach to feedback using written comments, individual conferences, and audio-based recordings.

Queen's Suite 2 - Harrogate Convention Centre 75 audience Workshop MD, TD s, a, e, le	<b>How can we address cross-cultural differences in our classroom?</b> <b>Barbara Roosken (Fontys University of Applied Sciences)</b> This workshop examines how educators may accommodate cultural differences in an ESL context. Cultural challenges can be overcome through increased awareness amongst your students by means of culturally sensitive communication. To induce change in our thinking we should first become aware of our own beliefs. A set of practical activities designed to implement this teaching approach will be shared.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Workshop with restricted audience number MD, TTEd ey, p, s, t, a, e	<b>Bring your syllabus and let's gamify your class!</b> <b>Deborah Healey (Freelance)</b> Gamification, the use of game elements in non-game settings, is an increasingly popular topic in English language education. Teachers attend workshops and read books to build a knowledge base. This workshop will take the next step – having you use your own syllabus to create a gamified course. You'll use game mechanics, points, badges, and levels, and more.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Workshop with restricted audience number TD, YLT ey, p, e, le	<b>Create an effective bond between ELT and alternative educational approaches</b> <b>Cecilia Cabrera (Freelance)</b> How may Montessori approach, Reggio Emilia philosophy and Waldorf approach foster language learning? These active learning approaches have been recovering relevance in these last years. In this workshop, the participants will experience why it is relevant to incorporate different aspects of these approaches in their lessons along with guidelines and strategies on how to integrate these approaches successfully.
Queen's Suite 5 - Harrogate Convention Centre 60 audience <b>LitSIG Showcase</b>	<b>IATEFL Literature Special Interest Group Open Forum</b> <b>Connecting ELT, literature, extensive reading and the arts</b> Come and meet the LitSIG committee and other like-minded people to discover how to benefit from and get involved in LitSIG ... and enjoy a drink and nibbles! Then join us for the presentation of awards to publishers and authors of the 2022 Language Literature Awards from the Extensive Reading Foundation.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Workshop IPSEN, YLT ey, p, s, t, a, e, le <b>IP&amp;SENSIG Showcase</b>	<b>Down syndrome – excluding learners because of a chromosome?</b> <b>Anette Igel (Freelance)</b> Teaching English in an inclusive classroom can have its challenges. When it comes to learners that have different cognitive abilities a lot of teachers shy away. This very practical and hands on workshop will show you how to create material for learners with Down syndrome and why using music and drama can play an important role when learning a language.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Workshop GI, LIT ey, p, s, t, a, e, le <b>GISIG Showcase</b>	<b>Poetry and education for sustainable development in language classrooms</b> <b>Jason Skeet (Norwich Institute for Language Education (NILE))</b> What counts as sustainable education and what (and who) is it for? This workshop addresses this question through a demonstration and exploration of procedures for generating poetry in a language classroom, alongside an examination of why language teachers might want to use both reading and writing poetry as a way to investigate the ecologies of their classrooms.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Workshop BE, MaW ey, p, s, t, a, e, le	<b>Overcome unhelpful self-doubt to flourish as an ELT freelancer</b> <b>Rachael Roberts (Earn Learn Thrive Ltd)</b> In my work with freelance ELT professionals (online teachers, writers, editors, trainers), I often encounter unhelpful self-doubt around marketing, pricing, and even sometimes around their abilities. In this workshop, we'll look at just why this kind of self-doubt is so common, and I'll take you through a step by step process to overcome it and flourish as a freelancer.

## Evening Events

1930-2130 Ripley Suite - Crowne Plaza Hotel	<b>Sharing Stories: Stories Set Us Free</b> Join Storyteller David Heathfield and our special guest co-host Harry Kuchah Kuchah who would love to share a story or two with you from his Cameroon homeland here in Yorkshire where he lives. 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. Hearing each other's stories sets our hearts, minds, imaginations and the whole world free. "I am no bird; and no net ensnares me: I am a free human being with an independent will." Charlotte Brontë, Yorkshire author. David Heathfield is an international storyteller and the author of Storytelling With Our Students. He runs online Creative and Engaging Storytelling for Teachers courses. <a href="http://www.davidheathfield.co.uk">www.davidheathfield.co.uk</a> Harry Kuchah Kuchah is a teacher educator from Cameroon who enjoys playing drums and telling African stories from his grandma's repertoire
2000-2200 Harewoode Suite - Crowne Plaza Hotel	<b>International Quiz</b> 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 Harrogate 2023.





**Be mindful**

Queen's Suite 2 - Harrogate Convention Centre

**Mindfulness session three  
Adele Winkley**

Introduction: in our busy lives, it is easy to get distracted and to absorb chaos which makes for a muddled, mind and body chemistry that is in a state of alert.  
Practice: anchoring in and reminding our system of peace within; detecting energy blocks, defences, and deviations within the energy system. Setting our day up to allow flow.

**Be prepared**

Queen's Suite 7 - Harrogate Convention Centre

**How to submit a speaker proposal  
Madeleine du Vivier**

In this session, we will review the criteria that are used to decide if a conference proposal is accepted for the IATEFL Annual Conference programme. We will discuss what makes a successful proposal, both in terms of the abstract and the summary, and how to ensure that your proposal is accepted.

Queen's Suite 8 - Harrogate Convention Centre

**How to write successfully for IATEFL  
Conference Selections  
Deborah Bullock**

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

**Signature events**

1700-1745  
Hall D - Harrogate Convention Centre



**The Future of English: Global Perspectives**

What's the future of English? In a world transformed by momentous global events, what's the new reality for the world's most spoken language? What does this mean for the future of teaching English? Join us to be at the forefront of the conversation and be among the first to hear the findings from the British Council's new landmark book.

**Special Interest Group Open Forums**

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

1012-1045 Bramham Suite - Crowne Plaza Hotel	Young Learners & Teenagers (YLT) SIG	
1415-1500 Queen's Suite 1 - Harrogate Convention Centre	Testing, Evaluation & Assessment (TEA) SIG	
1515-1545 Queen's Suite 3 - Harrogate Convention Centre	Materials Writing (MaW) SIG	
1615-1645 Queen's Suite 2 - Harrogate Convention Centre	Leadership & Management (LAM) SIG	
1700-1745 Queen's Suite 5 - Harrogate Convention Centre	Research (Re) SIG	

**In the ITN Networking Zone**

1305-1405

**Meet the IATEFL Patron - David Crystal**

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

**Evening events**

1845-1945  
Ripley Suite - Crowne Plaza Hotel

**Pecha Kucha**

Originating from the word "chitchat", a Japanese term describing the sound of conversation, we again offer you a Pecha Kucha evening. Each speaker is allowed a slideshow of 20 images, each shown for 20 seconds, giving a total presentation time of six minutes and forty seconds before the next speaker is up, keeping presentations concise and fast-paced. It promises to be as exciting as ever so don't miss it!

1945-2115  
Harewood Suite 1 - Crowne Plaza Hotel

**Music Night: "United We Sing!"**

In a world divided, the musicians of IATEFL unite, come together, sing and make music. Songs of protest, songs of solidarity, songs of love - actually, any song you would like to sing. There are some amazing musicians among our number and this is your chance to be with us and enjoy the music around you.

The Registration Desk will be open 0800-1730

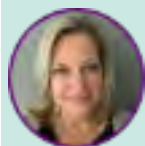
The Exhibition will be open 0830-1730

**Day overview**

0900-1000	1015-1045	1100-1130	1130-1200	1200-1230	1245-1315	1315-1415	1415-1500	1515-1545	1545-1615	1615-1645	1700-1745	1845-2115
Plenary session	Session 3.1	Session 3.2	Break	Session 3.3	Session 3.4	Lunch Session 3.5	Session 3.6	Session 3.7	Break	Session 3.8	Session 3.9	Evening events

## Plenary session 0900-1000 (Doors open at 0830)

Auditorium - Harrogate Convention Centre



### Sharing words and worlds: ESOL teachers as allies, advocates, and activists

**Lesley Painter-Farrell**

The field of ESOL teaching is growing exponentially, as is the global humanitarian crisis of forced displacement and migration. It is a complicated context that presents ESOL teachers, many of whom are volunteers, with multiple challenges. Their learners have possibly left war-torn countries, suffered trauma, and made harrowing journeys to find safety. Many have had interruptions in their education and maybe have low literacy in their first languages. The English language classroom is often the primary space for them to share their stories, be listened to, feel welcomed, and learn about practical resources they need to help them settle into their new homes. It is a place to access and understand the new country's culture while making sense of their identities and finding their voices. ESOL teachers have to adopt many roles to address their learners' multi-dimensional needs which often extend far beyond simply teaching English. Their work has been compounded by the surge in the pervasive anti-immigrant rhetoric many of us have witnessed in recent years. ESOL teachers are their learners' allies, advocates, and activists.

In this presentation, I explore ESOL teachers' myriad roles and question how we prepare and equip ESOL teachers for this challenging field. I suggest that a multimodal approach to ESOL classroom practices, including cultural responsiveness, restorative practices, and responsive curriculums while using an asset-based, international-mindedness lens, supports teachers in navigating and addressing their learners' linguistic, social, and emotional needs.

#### About Lesley:

Lesley Painter-Farrell (M.Sc. Aston University, EdD in progress at Bath University) worked as a teacher of English as a foreign language in Portugal, Poland, and many countries in Asia. She began teacher training when based in Poland for International House, the Soros Foundation, and Longman publications. She moved to New York to head a teacher training department and designed courses for teaching younger learners, teaching using new trends, and language development courses for teachers. She also ran CELTA courses. During this time, she became involved in the ESOL context, volunteering as a teacher to immigrants and refugees. While working on the MA TESOL program at the New School University in New York, she established the English Outreach program. The mission of the Outreach is to provide free English classes to refugees, immigrants, and migrants living in New York. Currently, she is the coordinator of the TESOL certificate program at a State university in New York- Westchester Community College- where she has established another free English program for refugees and immigrants. Her research focuses on reflective practice in teaching, international mindedness in education, and asset-based approaches to education. Her own published materials for ELT include The Role Play Book, Homework, and Lessons Learned: First Steps Towards Reflective Teaching in ELT. Currently, she is working on a book about teaching beginner language learners for Bloomsbury Press with Gabriel Diaz Maggioli.

IATEFL Conference plenary sessions will be recorded, rather than streamed live, and shown as part of the conference coverage on our social media platforms, Facebook, LinkedIn and YouTube, later each day.

#### Key to abbreviations used in the Conference Programme

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

Please check notice boards or visit [www.iatefl.org/conference/cancellations](http://www.iatefl.org/conference/cancellations) for changes and cancellations

## Session 3.1

1015-1045

<p>Bramham Suite - Crowne Plaza Hotel 90 audience <b>YLT SIG Showcase</b></p>	<p><b>IATEFL Young Learners &amp; Teenagers Special Interest Group Open Forum</b> <b>Young Learners in a changing world: resilience around the globe</b> The SIG will present a short briefing on recent activity and upcoming plans and global events. This will be followed by an interactive panel discussion on the theme of resilience - a current 'hot topic' in the world of YL teaching but a concept that means many different things in the wide range of contexts our members work in.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Learning to listen in global Englishes era</b> <b>Hitomi Masuhara (The University of Liverpool)</b> This research-based talk reports the latest findings in our own listening research at the University of Liverpool and in some current listening literature on phonological processing. It explores with some examples how our understanding of phonological and semantic processing during listening might be best reflected in future teaching listening materials for learners of global Englishes.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 1015-1130 120 audience Forum TD, TTEd ey, p, s, t, a, e, le</p>	<p><b>Forum on online CPD</b> <b>Using social media as a powerful CPD tool for trainers</b> <b>Cecilia Nobre (The University of Warwick)</b> In this interactive talk, which draws from my own experience of being a teacher and teacher trainer who heavily uses social media as a form of collaborative CPD, I will share my perceptions of the developmental benefits of participating in and running teachers' groups and social media accounts, including Twitter, Facebook groups, LinkedIn and Instagram.</p>
	<p><b>Digital innovations for English language teaching</b> <b>Joanna Newton (British Council - South Africa), Siphatsiwe Patricia Ndlovu (DBE Eastern Cape SA)</b> This talk describes digital innovations in ELT from British Council South Africa and shows the use of available applications such as WhatsApp to deliver materials to teachers in all areas, as well as the courses to prepare for teaching online and developing teachers' digital literacy. Examples of how the training and materials have been implemented and the successes are discussed.</p> <p><b>Teacher development in digital spaces: the future or an exception?</b> <b>Anna Bartosik (George Brown College)</b> This talk presents an ethnographic study observing ELTs in Canada and The United Kingdom engaging in virtual self-directed teacher development. Findings include: the immediacy of continuing professional development that is unique to a teaching context, the benefits of learning anonymously but actively online, and the opportunities for transformative learning that digital spaces afford teachers, in addition to the challenges.</p>
<p>Ripley Suite - Crowne Plaza Hotel 1015-1130 160 audience Forum EAP, ESP t, a, e, le</p>	<p><b>Forum on ESP/EAP vocabulary</b> <b>Glossary building in ESP scenarios: why, when and how</b> <b>Gloria Regina Sampaio (Pontifical Catholic University of São Paulo)</b> Glossary building is a valuable tool in intra/interlingual ESP contexts, encompassing clarification of concepts, vocabulary expansion, refinement and precision in oral/written expression, informed decisions regarding the use of specific jargons and correspondent/equivalent forms, particularly in translator/interpreter training. Drawing on our teaching experience and learners' responses, this talk will provide a methodological pathway and examples of strategies to achieve such purposes.</p> <p><b>When lexical semantics meets lexicography: hits and misses</b> <b>Chinh Nguyen (School of Education, University of Adelaide, South Australia)</b> Semi-technical vocabulary can confused ESP learning and teaching as it often has multiple context-based meanings, and this semantic issue has been overlooked in lexical resources (e.g., wordlists or dictionaries). This talk will present one main stage of an A.S. Hornby Dictionary Research Award-funded project that aims to develop a non-conventional resource of semi-technical vocabulary that considers theories of lexical semantics.</p> <p><b>EFL learners' vocabulary size and strategies: a case from Uzbekistan</b> <b>Iroda Saydazimova (Westminster International University in Tashkent)</b> Achieving master level in vocabulary usually remains the most challenging task EFL/ESL learners face. This talk shares findings from a study conducted among Uzbekistani university students (n=1847) to determine their vocabulary size and learning strategies. Based on the findings, we will introduce practical recommendations and learner-friendly strategies that promote vocabulary development and engagement.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk TTEd a, e, le</p>	<p><b>Training as a DELTA M2 tutor: lessons observed, lessons learned</b> <b>Jacqueline Douglas (Norwich Institute for Language Education (NILE))</b> Are you a Cambridge CELTA trainer looking for new challenges, perhaps adding DELTA to your roles? This was me and I'm now qualified to deliver M2. Hear about my journey, and reflections of others recently-trained. My talk gives practical insights for would-be tutors in working through the process and emerging a confident practitioner. New M2 tutors/prospective trainees also welcome.</p>
<p>Auditorium - Harrogate Convention Centre 1015-1130 550 audience Panel discussion GEN ey, p, s, t, a, e, le</p>	<p><b>English for what purpose? Moving forwards with engagement and equity</b> <b>Hanan Khalifa (Cambridge University Press &amp; Assessment), Chris Sowton (International Education Consultant), Harry Kuchah (University of Leeds), Dee Rutgers (Sheffield Hallam University)</b> English is a necessity, enhancing educational progression and employability. To what extent does this lead to a focus on aspirational goals at the expense of context, identity and culture? How does this impact teaching and learning across differently resourced contexts? Join us to explore how key players, including teachers, might act to improve learner engagement and achieve more equitable outcomes.</p>

King's Suite - Harrogate  
Convention Centre  
1015-1130  
220 audience  
Forum  
TD, TTEd  
ey, p, s, t, a, e, le

**Forum on teachers' associations and CPD**

**Empowering teacher association projects in a low-resourced challenging context  
Isora Enriquez O'Farrill (UCP Enrique J Varona)**

The Association of Cuban Educators- ELT Section (APC-ELI) has committed to support English teachers by undertaking projects initiatives in collaboration with universities and British Council Cuba or funded by IATEFL and Hornby Teacher Association Project Award Schemes. They have been context-sensitive to meet teachers' professional needs and build their capacity to engage actively in the ELT educational renewal.

**Professional development for teachers in rural areas**

**Eduardo Escalona (University of Granma / APC-ELI)**

Teachers from rural and mountain areas in Granma, Cuba have developed professionally like never before. The APC-ELI, and its link with IATEFL, have permitted teacher trainees at the University of Granma to develop communicative competence not only from the interaction with trainers, but also through the exchange with native speakers; experiences they cascade among their peers.

**The Palestinian teachers' association: virtual learning communities for professional development  
Mohammed Isifan (UNRWA (United Nations Relief and Works Agency))**

In this talk, I will give a briefing on PATEFL's experience in maximizing the impact of communities of practice. I will shed light on a successful project recently done to promote teachers' confidence in speaking in collaboration with UK language schools under the umbrella of the PRELIM project. This project was supported by master classes given by Adrian Underhill.

Hall D - Harrogate  
Convention Centre  
300 audience  
Talk  
GEN  
s, t, a, e, le  
ProdProm

**Redesigning games for the 21st century**

**Jill Hadfield (Pavilion Publishing)**

In this practical talk, I will look at various challenges involved in designing and updating interactive materials, focusing principally on the challenge of designing online interaction as well as classroom materials. Using practical activities from the newly updated *Communication Games* titles (Pavilion Publishing, forthcoming), I will outline a framework that teachers can use to develop online interaction.

Restaurant - Harrogate  
Convention Centre  
50 audience  
Talk  
ESP, MD  
t, a, e, le

**'English for freelancers': moving beyond the traditional classroom and workplace**

**Runna Badwan (British Council)**

Digital freelancing offers Palestinian youths, particularly women, the opportunity to earn income despite the challenging context. However, accessing those opportunities often requires strong English communication skills. This talk will take you through the design process used by the British Council to create a flexible, ESP course that addresses the needs of digital freelancers in Palestine and beyond.

Queen's Suite 1 - Harrogate  
Convention Centre  
64 audience  
Talk  
LT, TEA  
ey, p, s, t, a, e, le

**Maintaining the integrity of online assessment**

**Peter Davidson (Zayed University)**

Students are increasingly taking online classes and online assessments. However, it is very easy for students to cheat, copy, plagiarize, or get outside help during an online assessment. In this talk, we will outline a number of strategies that can be implemented to mitigate against students cheating in an online assessment.

**TEASIG Showcase**

Queen's Suite 2 - Harrogate  
Convention Centre  
75 audience  
Talk  
LAM  
ey, p, s, t, a, e, le

**How did teaching turn into management?**

**Kateryna Protsenko (Promova.com)**

Whether we work for schools or as private language teachers, we often feel there is some administration, customer care and sales involved in teaching. In this talk, we will look into the above aspects of being an educator and explore some techniques which help manage those processes surrounding the actual teaching.

**LAMSIG Showcase**

Queen's Suite 3 - Harrogate  
Convention Centre  
75 audience  
Talk  
MD, MaW  
ey, p, s, t, a, e

**Accurate or biased? How do ELT materials deal with science?**

**James Taylor (Freelance)**

English teaching materials often include scientific subjects, but how good a job are we doing of presenting these often complex subjects? Are we comfortable handling some of the more controversial areas of modern life? And most importantly, do we offer an accurate view of the scientific consensus to our students?

**MaWSIG Showcase**

Queen's Suite 4 - Harrogate  
Convention Centre  
42 audience  
Talk  
EAP, LA  
t, e, le

**Teaching reflection to university students to encourage self-development and growth**

**Sophie Farag (The American University in Cairo)**

This talk describes activities used to teach reflection and goal setting in a project-based course. Students engaged in a series of group activities, and were then assigned different tasks to reflect on their performance and to set goals for personal growth. Sample reflection tasks will be presented, and the results of a student self-evaluation survey will be shared.

Queen's Suite 5 - Harrogate  
Convention Centre  
60 audience  
Talk  
RES  
t, e, le

**English language teachers collaborating in teacher research and loving it**

**Mark Wyatt (Khalifa University), Cemile Buğra (Cukurova University)**

Collaboration can be invaluable in helping English language teachers to conduct teacher research. Set in a foundation programme university context in Turkey, where collaborative research to support continuing professional development is encouraged, our research tells the story of five teachers. Interview data reveal how collaboration helped the teachers to engage with research, stay on track and experience joy and growth.

**ReSIG Showcase**

Session 3.1 continued on next page...



### Session 3.1 continued 1015-1045

Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk GEN a, e, le	<b>Sharing tips and tricks for A1 adult learner groups online</b> <b>Tamires de Oliveira (Simplifica Inglês)</b> In this practical talk, I will demonstrate how teachers can set up meaningful patterns of interaction, varied feedback moments and amplify students' spoken production. By sharing tools, strategies and theory behind feedback, task design and lesson planning in online classes, teachers are expected to leave this talk better equipped to boost A1 learners' performance.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk TD, TTEd ey, p, s, t, a, e, le	<b>Embodied approaches to ELT professional development</b> <b>James Godfrey (International Training Institute, Istanbul)</b> This talk explores participant-led, solution oriented embodied approaches to Teacher Development. It is based on diagnostic workshops focusing on how applied theatre methodology can inform teacher education. The workshops provide participants experience of applied theatre techniques and elicits feedback on their pedagogic value and efficacy in teacher education as well as developing facilitation and performative skills.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk MD, TTEd ey, p, s, t, a, e, le	<b>Different strokes... using songs to teach students at varied levels</b> <b>Chris Walklett (University of Essex)</b> Songs can be used in a multitude of ways to teach many (if not all) age groups. It is though sometimes a struggle to accommodate students at the higher and, even more so, lower end of the scales. This interactive talk will look at ideas for employing this resource for both 'basic users' and students of very high proficiency.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk GEN s, e, le	<b>Positive attitudes but poor outcomes: the ELT conundrum in Thailand</b> <b>David Hayes (Brock University)</b> Research in Thai schools shows students see great value in learning English. However, achievement levels are generally poor, with significant urban-rural disparity. In this talk, I argue that to improve achievement levels, as the government demands, inequity in educational provision and school resourcing needs to be tackled as much as the traditional focus on teachers' language proficiency and classroom methodology.

### Session 3.2 1100-1130

Bramham Suite - Crowne Plaza Hotel 90 audience Talk LT, YLT p, s, e, le	<b>Online intercultural link-ups: sparking motivation in large, coursebook focussed classes</b> <b>Ashraf Kuhail (Ministry of Education - East Gaza directorate)</b> The Hands Up Project has been a huge force of motivation for young learners in Palestine to enhance their intercultural communicative competence. However, this has generally targeted small groups of highly motivated learners. What if this authentic model of online link-ups explores new ground in large classes focusing on coursebooks? In this talk, I will report on my research findings.
<b>YLTSIG Showcase</b>	
Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk EAP, GI a, e, le	<b>Interculturalism: should we be doing more in EAP?</b> <b>Nadia Hards (The University of Northampton)</b> In this talk, I will present the results of a pilot study examining how international students on online pre-session courses could be better supported from the three shocks, which can be described as culture, language, and academic shock. This will be demonstrated in an EAP context with opportunities for discussion at the end.
Newby Suite - Crowne Plaza Hotel 35 audience Talk ESOL, PRON ey, p, s, t, a, e, le	<b>A systematic review: the identification of segmental Mandarin-accented English features</b> <b>Hongzhi Wang (University of London)</b> Mandarin-accented English is receiving more attention in classrooms, research, and daily life. But what exactly are the segmental features of Mandarin-accented English? This research-based talk will introduce how the features were identified in a completed systematic review, report key accented features in lay language, discuss potential factors that contribute to the features, and make teaching recommendations for higher intelligibility.
Hall D - Harrogate Convention Centre 300 audience Talk GEN t, a, e, le ProdProm	<b>Global English: chaos, communication and the art of the kludge</b> <b>Lewis Lansford (National Geographic Learning)</b> Coursebook conversations generally feature complete sentences, clear turn-taking, and straightforward communication. While useful for practising grammar and vocabulary, they may not prepare learners for the relative chaos of the real-world. That requires mastery of the kludge – a quick fix using available resources. Using examples from National Geographic's <i>Voices</i> series, this talk explores communication kludges and ways learners can use them.
Restaurant - Harrogate Convention Centre 50 audience Talk AL, YLT p, s, t, e, le	<b>Lessons the dynamic bilingual model can teach language teachers</b> <b>Cássia Venezuela (Faculdade Cultura Inglesa)</b> In this talk, we will examine the main characteristics of the dynamic bilingual model, such as the fostering of transculturalism, how it challenges the concepts of first and second language in a globalized world and how it understands language blending as part of the metalinguistic development of students.

Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk TTEd, TEA ey, p, s, t, a, e, le	<b>Proficiency exams and classroom assessment: friends or foes?</b> <b>Isabela de Freitas Villas Boas (Troka)</b> Should classroom assessment follow a large-scale assessment framework? In this talk, I will discuss the logic behind accountability assessment – i.e., proficiency exams – and classroom assessment, and present a framework in which both can coexist in an ELT/CLIL program without letting go of what classroom assessment should be, namely, assessment for and as learning.
<b>TEASIG Showcase</b>	
Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk LAM, TD ey, p, s, t, a, e, le	<b>Mission redefined: Be G.R.A.C.E.(ful) as a leader</b> <b>Zeynep Oğul (ETS Global B.V. Turkey)</b> ELT professionals are required to perform multiple tasks in a parallel approach throughout an academic year. This talk will be on some theory and practice about how balancing teachers' workload with GRACE principle not only decreases the workload, and hence the stress level, and enhances teachers' well-being but also leaves room for novel teacher development exercises.
<b>LAMSIG Showcase</b>	
Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk MD, MaW s, e, le	<b>Decolonizing ELT materials: challenging processes of othering and Western supremacy</b> <b>Hanna Lena Hertzell (University of Duisburg-Essen)</b> Research has shown that teaching materials are prone to reproducing postcolonial power structures and knowledge archives. ELT materials are no exception to this, which requires teachers to critically engage with their materials. Thus, this talk explores key characteristics of decolonization, argues for their relevance in ELT, and presents strategies teachers can apply for decolonizing the use and design of materials.
<b>MaWSIG Showcase</b>	
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk TTEd t, e, le	<b>Integrating the CertTESOL into university degree programmes</b> <b>Helen Thompson (Sheffield Hallam University)</b> In recent years undergraduate courses embedding initial TESOL teaching qualifications have gained popularity, and interest in similar programmes for TESOL master's students has increased. In this talk, I will consider alternative ways CertTESOL could be aligned to, or integrated within undergraduate or master's degree programmes, the benefits and challenges for students and support available for course providers.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk RES, TD ey, p, s, t, a, e	<b>How can what teachers really feel help them teach better?</b> <b>Laura Ferroglio (Freelance / Lancaster University)</b> In ELT, learners' emotions are a vital part of learning and teaching. What about teachers' emotions? Can we use what we feel to become better teachers, in class and online? In this talk, we will look at what research says about the role of teachers' emotions and discuss how they can be used to transform daily practice.
<b>ReSIG Showcase</b>	
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk AL, TTEd ey, p, s, t, a, e, le	<b>"Let's talk about your lesson": genre analysis of trainers' feedback</b> <b>Osama Elbeyaly (The British Council)</b> This talk presents the findings of a genre analysis study investigating EFL teacher trainers' spoken and written observational feedback on EFL in-service teacher performance. It describes study methods, summarises findings, and suggests future implications. The audience are expected to become aware of discursive and linguistic patterns utilised in teacher trainers' feedback as well as practices of training novice trainers.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk IPSEN ey, p, s, t, a, e, le	<b>Making PDF teaching resources accessible to users of assistive technology</b> <b>Andrew Skinner (British Council)</b> I will outline the importance of producing teaching resources accessible to learners who use assistive technology (e.g. screen readers). I will demonstrate what an accessible PDF (Portable Digital Format) is and give an overview of the workflow to make a PDF compliant to international accessibility standards. I will address common concerns, such as balancing people's access needs with content security.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk LA s, t, a, e, le	<b>Material-light activities to help students monitor their progress</b> <b>Ekaterina Stoliarova (English Path)</b> This talk will demonstrate and suggest some practical, material-light activities which can be done with your students. These activities are aimed at promoting learner autonomy related to understanding their progress. The participants will get the opportunity to take a deeper look into metacognitive strategies - essential tools which empower students and encourage independence.

Break

1130-1200

Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert

Language  
Cert

#iatefl2023

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Find them in the Exhibition on Stand 5

Bramham Suite - Crowne Plaza Hotel  
90 audience  
Talk  
MD, YLT  
s, e, le  
**YLTSIG Showcase**

**Bloom's taxonomy and CLIL materials development: friends or foes?**  
**Denise Santos (Freelance)**

This talk examines whether Bloom's taxonomy can provide a useful rationale for the development of CLIL materials for secondary schools. It explores some strengths and weaknesses of the taxonomy in materials development, and also considers how the taxonomy can orient decisions about pedagogical sequence, disciplinary knowledge, content and language integration, and assessment. The conclusions include a set of recommendations.

Harewood Suite 1 - Crowne Plaza Hotel  
120 audience  
Talk  
GEN  
a, e, le

**The hidden trauma: empowering learners through coaching conversations**  
**Polina Gordyshevskaya (ETC International College)**

What do our learners actually mean by saying 'I don't feel confident enough when I speak English?'. It signals that there is a hidden trauma that often prevents them from speaking English without feeling ashamed, miserable, or pathetic. In this talk, I will share practical tips that will help your students work through their pain and start their self-transformation.

Harewood Suite 2 - Crowne Plaza Hotel  
120 audience  
Talk  
GI, PRON  
s, t, a, e, le

**Variation not deviation: encouraging tolerance of English diversity in ELT**  
**Gemma Archer (University of Strathclyde)**

In this talk, I'll pinpoint why continued adherence to 'native likeness' norms are harming rather than helping our students in terms of both their perception and production of English. I'll then suggest practical ways in which we can overcome this, encouraging students to embrace their L2 identity, accept rather than fear unfamiliar Englishes, and feel confident to speak out.

Ripley Suite - Crowne Plaza Hotel  
160 audience  
Talk  
GEN  
s, t, a, e, le

**The pragmatics of icons and their use in language teaching**  
**Peter Grundy (Durham University)**

Icons (left- and right-facing arrows, basket symbols, etc.) are a non-linguistic way of communicating meaning increasingly used both in place of and alongside language, especially in signage and digital communication. After drawing attention to the pragmatic properties of iconic representations, I'll invite discussion about the ways we might use icons alongside language to enhance learning and language awareness.

**CANCELLED**

Newby Suite - Crowne Plaza Hotel  
35 audience  
Talk  
ESP, TTEd  
t, a, e, le

**The mismatch between theory and practice in tourism English classrooms**  
**Amina Merhab (University of Limerick)**

I will investigate the relationship between theory and practice in teaching and learning English in the Algerian tourism and hospitality industry. In addition, I will explore the gap between future hotel receptionists' needs and the industry employees' requirements by analyzing the effectiveness of the current language preparation courses in Algerian institutions.

Auditorium - Harrogate Convention Centre  
550 audience  
Talk  
GEN  
t, a, e, le  
ProdProm

**Mediation in the ELT classroom**  
**Cathy Rogers (Delta Publishing)**

Mediation is arguably, more complex to define, assess and teach than receptive, productive and interactive skills. It encompasses various communication skills and is a social, collaborative vision of language that recognises the learner as a social agent and intermediary. This talk looks at the new adult course from Delta Publishing, On Point, and presents ideas for integrating mediation into lessons.

King's Suite - Harrogate Convention Centre  
1200-1315  
220 audience  
Forum  
GEN  
t, e, le

**Forum on intercultural projects in higher education**  
**Enhancing undergraduate students' intercultural communication through virtual exchange**  
**Jirajittra Higgins (Chulalongkorn University)**

Virtual exchange is commonly employed as a pedagogical approach in foreign language education that involves engaging students from different backgrounds in online collaboration tasks. This presentation provides an overview of the study on how effectively virtual exchange can enhance undergraduate students' competence in terms of intercultural communication and English skills.

**The impact of COIL projects on language learning and teaching**  
**Khaleda Al Mansoori (American University of Ras Al Khaimah)**

Collaborative Online International Learning (COIL) is becoming an educational approach in many higher education institutions. This talk, which is based on actual project between AURAK and Wayne State University (WYS), will discuss the students' experiences. I will share what features I deem more important for designing these types of projects that may lead to success of learning languages.

**Exploring intercultural communicative competence through telecollaboration**  
**Silke Riegler (HAW Landshut, Germany), Hui-ju Tsai (National Taipei University, Taiwan)**

As communication methods and tools have evolved and made virtual exchanges more accessible, telecommunication has been used constantly in language classrooms to provide cultural context. Recent studies have focused on the effectiveness of intercultural learning within a telecollaborative setting. This talk aims to discuss students' intercultural communicative competence level through a telecollaboration project among undergraduate students in Taiwan and Germany.

Hall D - Harrogate Convention Centre  
300 audience  
Talk  
GEN  
ey, p, s, t, a, e

**Are you teaching the English language or communication in English?**  
**Ben Knight (Oxford University Press)**

There is a fundamental shift happening in ELT – from students as 'learners of the English language' to 'apprentice users of English for international communication'. We see this in initiatives around translanguaging, plurilingualism, and bilingual education. This talk examines changes in the core framework of ELT – curriculum, assessment, resources and training – that would enable this transformation in practice.

<p>Restaurant - Harrogate Convention Centre 50 audience Talk TTEd t, e, le</p>	<p><b>Emotions in pre-service teachers' testimonials about their future profession</b> <b>Aleksandra Wach (Adam Mickiewicz University, Poznań), Anna Broszkiewicz (Adam Mickiewicz University, Poznań)</b> After a brief literature review on the role of emotions in L2 teacher education, we will present the results of a qualitative study aiming to investigate pre-service teachers' emotions expressed in written testimonials about their future profession. We will conclude with practical ideas for embracing the affective side of teacher learning and for stimulating positive emotions in training courses.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk TEA t, e, le</p>	<p><b>Training students in developing a rating scale to assess writing</b> <b>Olga Kvasova (Taras Shevchenko University of Kyiv)</b> This talk presents a detailed description of a procedure of training prospective teachers in developing a rating scale for classroom-based assessment of writing. I will focus on the steps of implementing the scale design, provide samples of materials offered as guidelines as well as rating scales designed by students. Implications for training will be offered in the end.</p>
<p><b>TEASIG Showcase</b></p> <p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk LAM, TTEd ey, p, s, t, a, e, le</p>	<p><b>Doing top-down and bottom-up needs right - meeting everyone's needs</b> <b>James Fuller (Sponge ELT / The North Station)</b> Within INSETT programmes, we often make the distinction between bottom-up, i.e., teachers' needs and wants, and top-down, i.e., management's needs and wants. These two distinctions need not/cannot be separated. In this workshop, we'll look at collecting information on both sets of needs, and a number of ways in which these can be brought together through a number of processes.</p>
<p><b>LAMSIG Showcase</b></p> <p>Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk MD, TEA ey, p, s, t, a, e, le</p>	<p><b>Custom reading and listening tests from scratch. Seriously?</b> <b>Trish Hannigan (Camosun College, Victoria, Canada)</b> Teachers frequently use tests from textbooks and other commercial sources, but are these tests always the best option? Find out how one English Language Development department at a Canadian college set out to create a set of original in-house reading and listening diagnostic tests using online tools, creativity, and perseverance.</p>
<p><b>MaWSIG Showcase</b></p> <p>Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk AL, GI t, a, e, le</p>	<p><b>Integration of 21st century skills into EFL syllabus</b> <b>El-Sadig Ezza (University of Khartoum), Summaya Elhussain (King Abdul Aziz University)</b> This study explores the attempts made by the educational institutions in the Middle East and North Africa (MENA) to integrate 21st century skills into an EFL syllabus as documented by published research. In other words, this study applies meta-analysis to a number of published articles by researchers from the MENA to achieve a number of objectives.</p>
<p>Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk RES, TD ey, p, s, t, a, e, le</p>	<p><b>Veteran teachers' research engagement: perspectives from China</b> <b>Meifang Zhuo (University of Warwick)</b> This talk will share the findings of a study exploring Chinese veteran teachers' perspectives on teacher research and their engagement with and in educational research. This talk is beneficial for a wide audience interested in teacher research, including institutions striving to promote teacher research activities among seasoned teachers and teacher educators working with experienced teachers.</p>
<p><b>ReSIG Showcase</b></p> <p>Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk GEN s, t, a, e, le</p>	<p><b>Authentically speaking: to assess task achievement or form and accuracy?</b> <b>Kerstin Sandstrom (University of Toronto, International Foundation Program)</b> How can we effectively assess and give feedback on student speaking? Should we focus on speaking form and accuracy, or on interactional ability and task achievement? This talk will introduce several types of recorded speaking assignments to achieve one objective or the other, and suggest ways to give constructive feedback effectively. Participants will enjoy sample recordings, transcripts and rubrics.</p>
<p>Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk PRON s, t, a, le ProdProm</p>	<p><b>Making sense of tonic stress in the classroom</b> <b>Fran Watkins (Sensations)</b> This talk focuses on tonic stress and the tone unit in English, highlighted as crucial in ELF research for intelligibility. The session bridges theory and practice, aiming to make the area accessible in practical terms to secondary and tertiary level teachers in varied contexts. Concrete strategies will be suggested, some of which will reference the website "Sensations".</p>
<p>Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Practical implications of inclusive practices in the ELT mainstream classroom</b> <b>Priscila Rizzo (University of Southampton)</b> By exploring how EFL preservice teachers develop their professional identities throughout their last-stage practicum in Chile, this talk shows the difficulties experienced in enacting inclusive practices in the ELT mainstream classroom due to the Inclusion Legislation of 2016. Additionally, it offers practical implications for other ELT classrooms or the training of teachers to promote inclusive practices.</p>
<p>Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk GEN t, a, e, le</p>	<p><b>Understanding excessive L1 through exploratory AR: intervention and unexpected opportunities</b> <b>Andrew Drought (British Council, Japan)</b> This talk looks at exploratory action research conducted at a Japanese university to better understand excessive L1 use. I outline an intervention where teachers co-created a checklist containing practical actions to maintain an English-rich environment and the unexpected opportunities to reduce L1 brought about by the sudden move online. I finish by considering their applicability to face-2-face teaching.</p>



## Session 3.4

1245-1315

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk LT, YLT p, e, le <b>YLTSIG Showcase</b></p>	<p><b>Learning English through online games: what children tell us</b> <b>Annamaria Pinter (University of Warwick), Pia Tabali (Bernardo O'Higgins University, Santiago, Chile)</b> This talk will focus on insights from children (aged 8-14 years) about what they learn from online gaming in English. We collected data in six countries from over 600 children. Following a brief introduction to the study and our findings across all contexts, we will present cases of children from Chile, India and the UK.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk TD p, s, e, le</p>	<p><b>Empowering the teacher: the growth from teacher to an 'expert'</b> <b>Funda Demir Yalçintaş (British Council Turkey), Munevver Cesur (Ministry of National Education Türkiye), Merve Nuran Sezer (Ministry of National Education Türkiye)</b> For real change to take place, teachers need to be put into the centre of change. Especially when it comes to creating Continuing Professional Development (CPD) programmes. We will share stories of teacher empowerment and the conditions necessary for personal and professional growth. We will argue that once empowered, teachers become 'experts' in designing and implementing a CPD programme.</p>
<p><b>CANCELLED</b> Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk GEN s, t, a, e, le ProdProm</p>	<p><b>Reintroducing board games as a powerful learning tool</b> <b>Irina Nosova (Freelance)</b> Board games are mainly used today as a reward, or a filler activity, whereas their potential is much greater. In this talk, aimed at a broad scope of teaching contexts (groups/individual learners, teenagers/adults), you will find out how to build a lesson around a number of engaging board games preserving all the qualities of a good lesson.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Grammar rules and grammar reasons</b> <b>Crayton Walker (University of Birmingham)</b> We teach that 'some' is used in the affirmative and 'any' in the interrogative and negative. When we look at the corpus we find many instances where 'some' is used in a question e.g. Would you like some tea? In this talk, I will be comparing the rules with the reasons behind the many exceptions found in common usage.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk ESP t, e, le</p>	<p><b>ESP course development for cultural creative design with design thinking</b> <b>Cheng-Yi Lin (National Dong Hwa University)</b> In this action research, with the design thinking approach, the teacher-researcher constructed, reflected and adjusted a learner-centered syllabus for a course, English for Cultural Creative Design. 35 interviewed participants indicated that professional English vocabulary and presentation skills were essential to students. TED talks on design were thus used as learning materials to meet both needs.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk MaW s, t, a, e, le ProdProm</p>	<p><b>Do words have levels? Understanding CEFR labels in a dictionary</b> <b>Julie Moore (Freelance)</b> Is it possible to say that a word is inherently A1 or B2? In this talk, we'll look at the benefits of assigning CEFR labels to vocabulary and some of the pitfalls and factors to be aware of. We'll then explore practical ways that teachers and materials writers can use the CEFR labels in the new <i>COBUILD Advanced Learner's Dictionary</i>.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk GEN t, a, e, le</p>	<p><b>Elicited imitation in assessing L2 oral proficiency</b> <b>Arum Perwitasari (ETS Global)</b> What is Elicited Imitation (EI) and how can it be used in preparing for an L2 oral proficiency test? In this session, you will explore the theoretical rationale behind EI, the design and the scoring rubrics. This session will end by looking at techniques of EI that can be utilized in classrooms, beneficial to both teachers and test takers.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk EAP, RES s, le</p>	<p><b>Who will listen? I have English phobia</b> <b>Sajan Chaudhary (Shree Janata Secondary School)</b> This talk highlights the anxiety of English among low achiever students in a Nepalese EFL setting. Foreign language anxiety is a universal phenomenon that is not just found in English language classrooms (Kondo, 2005; Sila, 2010), so, English has become a burden for the average student. It reveals some practical measures to bridge the gap between learners and objectives.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk EAP, TEA p, s, e, le <b>TEASIG Showcase</b></p>	<p><b>Aligning assessment with the curriculum through Understanding by Design approach</b> <b>Zhananur Kassimova (Nazarbayev Intellectual school of Chemistry and Biology)</b> Teachers tend to focus on activities and instruction rather than the outcome of their teaching during the planning process. Backward planning known as Understanding by Design prioritizes student learning and understanding. Teachers learn to identify not only knowledge and skills students need to learn to be successful in exams, but also values and ideas that help students thrive in life.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk LAM, LT ey, p, s, t, a, le <b>LAMSIG Showcase</b></p>	<p><b>Quality assurance in online teaching – standards &amp; guidance</b> <b>Lou McLaughlin (Equals)</b> The Equals Accreditation Scheme for Online Providers addresses the need for clarity around standards in online teaching and learning in order to design a clear path towards the development of quality assurance within an organisation. The scheme provides a practical way of addressing this need both for the institution, management and stakeholders.</p>

Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk MD, TTEd p, s, t, e, le <b>MaWSIG Showcase</b>	<b>Moving away from a one-size-fits-all approach when using prescribed materials</b> <b>Susanna Schwab (Bern University of Teacher Education / PHBern)</b> Recent research findings about teachers' use of a compulsory textbook in Switzerland revealed few opportunities to cater for mixed-ability classrooms when the textbook is treated as the script. Professional development courses focusing on material development and evaluation are recommended so that teachers become aware of a principled approach that takes individual learner needs into consideration.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk TD, TTEd s, t, a, e, le	<b>Exploring teachers' resources for professional learning: what really matters?</b> <b>Mohammad Zulfeqar Haider (Muminunnisa Govt. Women's College)</b> This talk reports on research that focuses on Bangladeshi EFL teachers' resources for professional development and learning. The study, through a survey of 500 teachers, explored ten types of resources localised in the individual teachers as well as in their environments. It concluded that teachers with limited environmental resources can gain excellence by virtue of their endogenous resources.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk RES, TD ey, p, s, t, a, e, le <b>ReSIG Showcase</b>	<b>Self-mentoring through enhancement mentoring approach for teacher-research</b> <b>Seden Eraldemir Tuyan (Cag University, Faculty of Arts and Sciences)</b> This talk discusses the findings and suggestions based on my study 'self-mentoring through enhancement approach for teacher-research' of 16 EFL teachers who are MA students in an ELT program. Data reveals that focusing on participants' previous successes builds their confidence, empowers them, boosts their morale, and instils a sense of agentiveness that encourages them to take responsibility for their professional development.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk EAP, RES t, e	<b>Exploring ELFA-inspired implications for the development of EAP pedagogical methods</b> <b>Lu Liu (King's College London)</b> The rapid internationalization of higher education has given rise to substantial debate regarding current EAP practices. In this talk, I draw on an ELFA framework (English as a lingua franca in academic settings) to explore the implications for pedagogy to emerge from recent doctoral research. My objective is to develop a transformative approach, particularly concerning the teaching of pragmatic strategies.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk GEN s, e, le	<b>How to integrate global skills teaching into regular EFL lessons</b> <b>Katharina Platzer (University of Graz)</b> Global skills teaching (GST) has become increasingly important but finding your way into it can be difficult. In this workshop, I will share my insights from a long-term exploratory case study on GST conducted in a lower secondary EFL classroom. I will provide teachers with practical tips on how to integrate GST in the EFL classroom on a day-to-day basis.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk TD, TTEd ey, p, s, t, a, e, le	<b>A beginner's guide to podcasting. Three steps to start recording</b> <b>Laura Wilkes (TESOL Pop)</b> Podcasts are a great way to engage and support various target audiences, from language students in a school to work-from-home teachers. However, often the biggest challenge in podcasting is getting started. In this talk, we will look at the steps and decisions you need to make to record your first episode.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk LA, YLT p, s, e, le	<b>How does an inclusive spirit materialize in ELT?</b> <b>Katja Heim (University of Duisburg-Essen)</b> This talk presents exploratory research on how an inclusive spirit of dedicated inclusive schools can also be traced within their respective English language teaching. The focus of the research is on schools, which cater for diversity also by making room for choices and thus aim to develop learners' autonomy within the school's community.

## Key to abbreviations used in the Conference Programme

<b>AL</b> = Applied Linguistics <b>BE</b> = Business English <b>EAP</b> = English for Academic Purposes <b>ESOL</b> = English for Speakers of Other Languages <b>ESP</b> = English for Specific Purposes <b>GEN</b> = General <b>GI</b> = Global Issues	<b>IPSEN</b> = Inclusive Practices & SEN <b>LA</b> = Learner Autonomy <b>LAM</b> = Leadership & Management <b>LIT</b> = Literature <b>LT</b> = Learning Technologies <b>MaW</b> = Materials Writing <b>MD</b> = Materials Development <b>PRON</b> = Pronunciation	<b>RES</b> = Research <b>TD</b> = Teacher Development <b>TEA</b> = Testing, Evaluation & Assessment <b>TTEd</b> = Teacher Training & Education <b>YLT</b> = Young Learners & Teenagers <b>ProdProm</b> = This session includes product promotion	<b>le</b> = less-experienced audience <b>e</b> = experienced audience <b>ey</b> = early years <b>p</b> = primary teaching <b>s</b> = secondary teaching <b>t</b> = tertiary teaching <b>a</b> = adult teaching
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## Lunch 1315-1415

ITN Networking Zone **Meet the IATEFL Patron**  
David Crystal will be in attendance in the exhibition during the lunch break. If you would like to say hello or have a question for David, please join him there for this great opportunity.

**Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert**

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## Session 3.5 1330-1340 (Poster Presentation Area)

Poster 3  
MD  
ey, p, s, t, a, e, le  
**The impact of text-driven versus coursebook materials on EFL students**  
**Eman Aldhahri (University of Liverpool / University of Jeddah, KSA)**  
This study compared the effect of text-driven and coursebook materials on learners' perceptions and interaction in EFL classrooms. The study adopted a multiple-method research design. The findings of this study might benefit EFL/ESL stakeholders as the study proposes a flexible and coherent teaching model that follows SLA principles in its development, and aims to promote learners' engagement and communication.

Poster 6  
RES  
p, s, t, e, le  
**Exploring the assessment literacy of writing teachers: a systematic review**  
**Lee McCallum (Coventry University)**  
This poster presents a practical project which explores the writing assessment literacy needs and skills of foreign and second language teachers via a systematic literature review. The poster provides an overview of the design of the systematic literature review, its key findings and then details the key implications of those findings for different sub-sectors of the L2 writing community.

Poster 9  
AL, RES  
a, e, le  
**Overseas students' perspectives on the effect of communication strategies**  
**Zhiming Yang (University of Liverpool)**  
Although there has been a great deal of communication strategies (CSs) research using quantitative tests for proving the "positive" effects of CSs on EFL learners' willingness to communicate (WTC) and foreign language anxiety, language learners' perspectives are worth being appreciated. This study is going to explore 13 overseas students' inner voice qualitatively about their true perspectives on the impact of CSs.

Poster 12  
RES  
s, e, le  
**Pupils' perceptions of English learning in a rural area**  
**Oriana Onate (Universidad de La Frontera)**  
The poster presents pupils' perceptions of the English language as part of a research project (diagnosis) in order to plan an intervention in a rural school with a high percentage of indigenous people, in the Araucanía region, South of Chile. Teachers, staff, parents and pupils have engaged in a six-year-project to improve the level of English in the school community.

Poster 15  
EAP, ESP  
a, e  
**The writing journey of Qatari students at Texas A&M**  
**Naqaa Abbas (Texas A&M University Qatar)**  
My poster will highlight the challenges that the Foundation English program at Texas A&M Qatar faces in serving mainly Qatari engineering students and working with a STEM faculty who have a very narrow view of the role of EAP in engineering. The poster will share findings of a survey circulated to a STEM and Liberal Arts faculty which addresses these issues.

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COMPETITIONS	APPLICATION DEADLINES	COMPETITION DATES
Online 1	2 <sup>nd</sup> December 2022	10 <sup>th</sup> December 2022
Online 2	27 <sup>th</sup> January 2023	4 <sup>th</sup> February 2023
Online 3	24 <sup>th</sup> February 2023	4 <sup>th</sup> March 2023

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12<sup>th</sup>-19<sup>th</sup> March 2023

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18<sup>th</sup>-25<sup>th</sup> June 2023  
30<sup>th</sup> Jul - 6<sup>th</sup> Aug 2023

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# IATEFL Conference 2023

Presentations by the  
TOEFL® Programme Experts



Come join  
us in the  
exhibition hall:  
**Booth #37**

**Tuesday, April 18<sup>th</sup>, 2023**

*Standardized test questions:  
from design to administration*

Presenter:  
**Liana Berkowitz**

*TBLT approach in the EAP  
and test prep classroom*

Presenter:  
**Joanna Wrzesinska**

**Wednesday, April 19<sup>th</sup>, 2023**

*Using standardized assessments  
to inform classroom instruction  
for young learners*

Presenter:  
**Karina Anvarova**

**Thursday, April 20<sup>th</sup>, 2023**

*Mission redefined:  
Be G.R.A.C.E.(ful) as a leader*

Presenter:  
**Zeynep Oğul**

*Elicited imitation in assessing  
L2 oral proficiency*

Presenter:  
**Arum Perwitasari Ph.D.**

**Friday, April 21<sup>st</sup>, 2023**

*Reimagining teacher-centred  
professional development -  
can design thinking help?*

Presenters:  
**Lorraine Sova,  
Pablo Garcia Gomez**

[www.ets.org/toefl](http://www.ets.org/toefl)



## Session 3.6

1415-1500

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Workshop YLT p, s, e, le <b>YLTSIG Showcase</b></p>	<p><b>Exploring the language of film to teach YLs visual literacy</b> <b>Romina Muse (British Council, Argentina / Plan Ceibal in English)</b> Film is a pedagogical resource, which frequently integrates the YLs ELT curriculum. Hailed as an alternative to promote literacy skills, it has not been fully exploited to teach visual literacy. This talk journeys into exploring the language of film. Participants will take away ideas and strategies to develop lesson plans for teaching visual literacy skills.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Workshop TD, TTed ey, p, s, t, a, e, le</p>	<p><b>Using an experiential approach to in-service teacher training</b> <b>Mark Saxby (Freelance)</b> Ever wanted (or been expected) to share your knowledge with peers at an in-service workshop? Or perhaps you are thinking about moving into teacher training and want to see how things can work in practice? In this practical workshop, participants will briefly examine top-down and bottom-up models of knowledge transfer before taking part in some hands-on experiential peer training!</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Workshop RES, TTed a, e, le</p>	<p><b>Vocabulary teaching: what teachers know, believe and do in class</b> <b>Leo Selivan (Freelance), Benjamin Naismith (Duolingo)</b> How confident are you about teaching vocabulary? Do you find certain aspects of word knowledge more challenging? Do you use the learners' L1? These are some of the questions we sought answers to in a recent survey. Before sharing the results, we will invite participants to reflect on their own lexical beliefs and knowledge, potentially heightening their overall lexical awareness.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Workshop GEN s, a, e, le</p>	<p><b>Making learning visible: personalising reading and listening development</b> <b>Tom Booth (Cambridge University Press &amp; Assessment), Chris Edgoose (Cambridge University Press &amp; Assessment)</b> In this workshop, we will look at key issues which teachers face, including reliably understanding learners' abilities, and giving all learners the right level of challenge. We'll share insights into how we are working to address these issues, with a particular focus on reading and listening, and we would love to hear your perspectives and experiences.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Workshop GEN ey, p, s, t, a, e, le ProdProm</p>	<p><b>Silence and noise: modes of being in the classroom</b> <b>Jeremy Harmer (Freelance), Jane Revell (Freelance)</b> Classrooms are often noisy places or deadeningly quiet. True, noise can stimulate creativity but it can also sometimes stifle it, whereas the right kind of silence used thoughtfully can facilitate deep processing (cognitive and emotional engagement). We will explore the advantages and disadvantages of both. Maybe it has something to do with individual preferences? (Examples from <i>American Jetstream</i> 2nd edition)</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Workshop GI p, s, e, le ProdProm</p>	<p><b>English for a sustainable future</b> <b>DaVida Alston (National Geographic Learning)</b> As our global community continues to grow and change across international schools, it is imperative that Educators develop instructional practices which promote global citizenship, sustainability, social emotional learning, and student inquiry. National Geographic Learning Resources, <i>Lift and Reach Higher</i> will be used to provide a deeper understanding of how Educators may use content based resources to promote global perspectives.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Workshop GEN ey, p, s, t, a, e, le</p>	<p><b>What now?</b> <b>Thom Jones (Express Publishing)</b> The rapid advances of Artificial Intelligence and machine learning could soon make language learning redundant. Instant interpretation apps are increasingly accurate, ubiquitous and cheap – why bother learning one language when your phone can speak them all? As we move to learning IN English and away from learning English...what is our pedagogical compass?</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Workshop TD, TTed ey, p, s, t, a, e, le</p>	<p><b>Working with functional grammar – why and how?</b> <b>Susanne Jacobsen (Copenhagen University College)</b> Teaching language in context: English language teachers are required to teach grammar in context, but many course materials approach grammar as completely detached from the content in focus. This workshop provides examples of how to set up contexts for meaningful communication, combining the teaching of content with the teaching of language.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience <b>TEASIG Showcase</b></p>	<p><b>IATEFL Testing, Evaluation and Assessment Special Interest Group Open Forum</b> <b>Connecting educational professionals worldwide in language testing, evaluation and assessment</b> The TEASIG Open Forum is an informal event open to everyone, both members and guests. Come and join us to meet the Committee, find out what we do and what we offer. This is an excellent opportunity to meet other TEASIG members and TEA practitioners, and have your say in shaping the SIG. We look forward to seeing you there!</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Workshop LAM, TD ey, p, s, t, a, e, le <b>LAMSIG Showcase</b></p>	<p><b>Motivating and engaging teaching teams for excellent results</b> <b>Anju Moses (British Council, Sri Lanka)</b> We will look at basic principles of creating and sustaining both a motivated and engaged teaching team. How do we keep teams together during difficult and challenging times and how do we get teams to work together when there are differences of opinions as well as minimise conflicts? How can we ensure every member of our team feels valued?</p>

Queen's Suite 3 - Harrogate Convention Centre 75 audience Workshop IPSEN, MaW s, t, a, e, le <b>MaWSIG Showcase</b> ProdProm	<b>I am not a taboo: LGBTQIA+ in the ELT classroom</b> <b>Peter Fullagar (Freelance)</b> There are LGBTQIA+ students and teachers, so why aren't we represented in materials? This interactive workshop guides teachers and materials writers through generating ideas for including improved representation in materials and in class. Using the speaker's Existence series of resources, the session will explore why and how we can be more inclusive of rainbow identities.
<b>CANCELLED</b> Queen's Suite 4 - Harrogate Convention Centre 40 audience Workshop with restricted audience number TD, TTEd s, t, a, e, le	<b>Eccentric ways to teach (foreign languages)</b> <b>Richard Palmer (Language Accelerator)</b> As we grapple with learning and motivation loss by teachers and students, there are strategies to overcome this – keeping learners motivated while progressing. A compilation of eccentric tips and tricks to make teaching and learning more pleasant, engaging but especially eccentric will be provided; to update your pedagogical toolkit for 21st century learning – leaving you equipped to make your teaching memorable!
Queen's Suite 5 - Harrogate Convention Centre 60 audience Workshop RES, TD ey, p, s, t, a, e, le <b>ReSIG Showcase</b>	<b>Doing and reporting 'short story' analysis for (teacher) researchers</b> <b>Gary Barkhuizen (University of Auckland)</b> Short stories are excerpts of data systematically analysed for content and context to make sense of language teaching and learning experiences. In this workshop, participants will analyse sample short stories and will consider the applicability of the approach to their own teaching and research. How to report the outcomes of the analysis (e.g. in dissertations) will also be covered.
Queen's Suite 6 - Harrogate Convention Centre 40 audience Workshop with restricted audience number TD, TTEd ey, p, s, e, le	<b>The use of storytelling as a motivation technique</b> <b>Natassa Stylianou (Stylianou Education)</b> Teachers of foreign languages will be able to adopt a specific technique through the method of storytelling in order to raise their learners' motivation towards their subject. By the end of the workshop, teachers will work on how to stimulate visual learning of learners, and embed learners in contextual, engaging and effective learning.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Workshop GEN s, t, a, e, le	<b>Time to reconsider the power of social media</b> <b>Karen Waterston (British Council), Marcus Morgan (British Council)</b> In the past, you might have been put off using social media in your teaching but we'll show you how to identify what makes a good post and help you to create your own engaging and meaningful content. We'll share our own experience of managing the largest global teacher community so you can enjoy all that social media offers.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Workshop MD, TD ey, p, s, t, a, e, le	<b>English is puzzling: combining ELA puzzles to create "Escape Rooms"</b> <b>Katherine Neginiski (International Women's Resource Center)</b> Puzzles have shown to develop vocabulary, spelling, critical thinking skills, grammar and retention in language learners. Join this workshop to learn about the benefits of puzzles, what types of puzzles work, online tools for building custom puzzles, examples of themes for ELA "Escape Rooms" in both in-person, synchronous online, asynchronous teaching, and to receive an example Escape Room packet.
<b>CANCELLED</b> Queen's Suite 9 - Harrogate Convention Centre 66 audience Workshop GEN ey, p, s, t, a, e, le	<b>Low cost resources for ESOL teachers to brainstorm ideas</b> <b>Thomas Le Seelleur (Natecla IOI Branch)</b> The workshop is aimed at ESOL teachers and volunteers to generate ideas through collective group brainstorming on how to use cheap, practical, adaptable teaching resources in low tech or resourced centres. Highly interactive throughout with participants sharing suggestions and building a huge repertoire of teaching and learning ideas that will be shared after on padlet.

## Key to abbreviations used in the Conference Programme

<b>AL</b> = Applied Linguistics	<b>IPSEN</b> = Inclusive Practices & SEN	<b>RES</b> = Research	<b>le</b> = less-experienced audience
<b>BE</b> = Business English	<b>LA</b> = Learner Autonomy	<b>TD</b> = Teacher Development	<b>e</b> = experienced audience
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<b>GEN</b> = General	<b>MaW</b> = Materials Writing	<b>ProdProm</b> = This session includes product promotion	<b>t</b> = tertiary teaching
<b>GI</b> = Global Issues	<b>MD</b> = Materials Development		<b>a</b> = adult teaching
	<b>PRON</b> = Pronunciation		

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## Session 3.7

1515-1545

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk GI, YLT p, s, e, le</p> <p><b>YLTSIG Showcase</b></p>	<p><b>Active language learning and activism in picturebooks</b> <b>Janice Bland (Nord University)</b> Supporting child agency, autonomy and activism with excellent materials can be an important part of language education. I will introduce how topics of environmental and social justice can be included in the young learner classroom with picturebooks on amazing children: <i>Malala's Magic Pencil</i>, <i>Six Dots: A Story of Young Louis Braille</i>, <i>Greta and the Giants</i> and <i>We are Water Protectors</i>.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk EAP, TD s, e, le</p>	<p><b>Academic skills teaching in foundation courses; ESAP and cross-curricular approaches</b> <b>Clare Gabrielle Anderson (Freelance)</b> This talk focuses on foundation students' need to understand academic conventions, research skills and the genre of academic writing expected, and the underlying reasons for some students' lack of engagement in this area. Subject teachers too can be ambivalent, while accepting the importance of these skills. Some research is summarised.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>Getting out of our brains: distributed cognition in ELT</b> <b>Sarn Rich (Canterbury Christ Church University)</b> Distributed/extended cognition is a way to understand thinking and learning as spreading dynamically through our bodies, through objects, through interactions with other people and with the wider environment. We will look at practical ways to apply these ideas in ELT for more effective language learning, finishing with a distributed-cognition escape-room activity that demands shared problem solving, teamwork and communication.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>National ELT reform: learning from the United States of Mexico</b> <b>John Knagg (TransformELT), Lilita Sánchez (British Council Mexico)</b> In 2009, the Mexican government launched a programme to transform learning and teaching of English in public schools, starting at primary levels. The 33 states have very different realities. In 2022, we researched how the programme evolved in four states. We present a taxonomy of political and educational tensions that policy-makers navigate, highlighting learning for large-scale reform globally.</p>
<p><b>CANCELLED</b> Newby Suite - Crowne Plaza Hotel 35 audience Talk TD, TTEd t, a, e, le</p>	<p><b>English language teacher training for multilingual regions in China</b> <b>Ping Zhang (Zhongnan University of Economics and Law)</b> Recent development in multilingualism and multilingual education has highlighted the importance of training qualified multilingual teachers to support the students to achieve additive trilingualism. Adopting a case study approach, this research evaluates language teacher training programmes in multilingual region in China, and discusses them in the light of wider pedagogical implications for multilingual teacher training in China and other countries.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk GEN ey, p, s, t, a, e, le ProdProm</p>	<p><b>Meaningful and impactful training? Evaluating self-directed PD</b> <b>Neil Ainsworth (Oxford University Press)</b> Engaging in meaningful and impactful professional development can lead to increased motivation, greater job satisfaction, and higher quality teaching. How can we tell if the PD we do is meaningful and impactful? This talk explores what a self-directed PD evaluation framework, 'Self-directed professional development in ELT' (OUP), might look like and whether existing evaluation models can teach us anything.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Talk TD, TTEd p, s, t, a, e, le</p>	<p><b>Let's talk about it... (Developing the speaking skill)</b> <b>Tery Lemanis (Hamilton House Publishers)</b> Even after years of learning, speaking seems to be the most challenging in terms of achieving fluency. In this talk, we will analyze what we do when speaking and discuss the hurdles learners encounter that impact their ability to develop their speaking, the differences between grammar and usage, the competences required, and the issues arising from language and pragmatic transfer.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk GI, MD ey, p, s, t, a, e, le</p>	<p><b>Promoting interculturality in ELT through cultural diversity</b> <b>Amina Doudi (Macmillan Education)</b> Representing the world's cultural diversity in materials is a first step to creating a space for intercultural learning in the classroom. By reviewing how cultures and identities have been portrayed in ELT in the past few years, this talk sheds a new light on practical ways teachers and material writers can promote interculturality by addressing inequity in representing cultural diversity.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk GI, TTEd ey, p, s, t, a, e, le</p>	<p><b>Bi-directional decoloniality in teaching English: a Lao-German cooperation project</b> <b>Isabel Martin (University of Education Karlsruhe)</b> A bi-directional teaching and learning project between the University of Education Karlsruhe (Germany) and seven Lao institutions of education which started in 2015 led to an exploration of hitherto unnoticed binaries in English language education and then to self-critical processes of bi-directional decoloniality, following Mignolo's to steps of de-linking and engaging decolonial options (2018: 115, 125).</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk TEA t, e, le</p> <p><b>TEASIG Showcase</b></p>	<p><b>Preliminary test-taker perspectives of a high-stakes assessment conducted online</b> <b>Emma Bruce (British Council)</b> IELTS Online (IOL), the newest member of the IELTS portfolio, promotes accessibility for test-takers previously reliant on attending test centres. In this talk, I will share preliminary findings from the test-taker strand of our validation research. I report test-taker perceptions of taking a high-stakes test at home, attitudes towards remote proctoring and beliefs about the impact on performance.</p>

Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk LAM ey, p, s, t, a, e, le	<b>My external brain hurts: the secrets of personal knowledge management</b> <b>Mike Riley (NILE)</b> As overloaded academic managers, wouldn't a second brain be useful? Apps and even pen and paper can help us build an external one. Guided by history's note-takers and current thought leaders, we explore the fundamentals of note-taking and personal knowledge management: creating, engaging with and storing notes in ways that reduce stress, save time and make us better managers.
<b>LAMSIG Showcase</b>	
Queen's Suite 3 - Harrogate Convention Centre 75 audience	<b>IATEFL Materials Writing Special Interest Group Open Forum</b> The MaWSIG Open Forum provides an opportunity to meet the MaWSIG committee, learn about our activities and future plans, and find out how you can become involved. Whether you write for publication or for your own classes, come along and meet other writers and publishing professionals. Everyone is welcome – you don't need to be a MaWSIG member to attend.
<b>MaWSIG Showcase</b>	
Queen's Suite 4 - Harrogate Convention Centre 75 audience Talk TD, TTEd ey, p, s, t, a, e, le	<b>Training evaluation models and the value of demonstrating effectiveness</b> <b>Malamatenia Gatsou (EF Teach Online)</b> Where does training evaluation begin; what does it entail; why should we even do it? Join me in this talk to discuss the process of evaluating training resources to demonstrate learning and progress in trainees' knowledge, skills and behaviours. We will focus on online training using real examples from training resources I developed and delivered to thousands of teachers worldwide.
<b>CANCELLED</b>	
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk EAP, RES t, e, le	<b>How could teachers assist students during the war?</b> <b>Larysa Sanotska (Ivan Franko National University of Lviv)</b> This talk is based on research about university students' attitude to studying English during the war. It includes the analysis of the qualitative survey data collected from the university students from the vast area of Ukraine and represents their opinions about the ways they are taught, as well as their expectations for the scope and contents of their teachers' assistance.
<b>ReSIG Showcase</b>	
Queen's Suite 6 - Harrogate Convention Centre 40 audience Talk with restricted audience number GEN ey, p, s, t, a, e, le	<b>Student perceptions of success and failure in EFL learning</b> <b>Pawel Sobkowiak (Adam Mickiewicz University, Poland)</b> This presentation reports on research on what factors (causal attributions) EFL learners ascribe to their achievement. The author will discuss how participants conceptualized the notion of success and self-assessed their linguistic aptitudes and personal progress, and their impact on students' self perception as un/successful and in/competent. Implications for learner training and teacher interventions in the classroom will be considered.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk TD	<b>POET- A beacon for teachers of English in West Bengal</b> <b>Kuheli Mukherjee (Department of School Education, Government of West Bengal)</b> This talk focuses on POET, a Community of Practice (COP) of English language teachers from India, and its impact on the practice and professional development of its members during and after the COVID pandemic. The talk will attempt to identify the important role that COPs can play in the mainstream teacher education system of India and similar contexts.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk BE, IPSEN a, e, le	<b>Balancing intercultural communications in single-language organisations</b> <b>Gerard Lysaght (Freelance)</b> Multinational organisations face many challenges to ensure clear and effective communications with employees and customers from different cultures, as well as those who speak different languages. This presentation will examine how companies can best structure English-language and other communications with internal and external audiences and will share examples of successful practices from leading global organisations.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk GEN a, e, le	<b>Vocabulary, is less more?</b> <b>Chris Watts (Dufferin Peel Catholic DSB)</b> How does a student acquire vocabulary and more importantly, how does a teacher expose it to a student? This talk will use a combination of practical and theoretical approaches to help a student and teacher coexist in this minefield. Whether it is a low level or advanced class, simplifying and instilling confidence is critical to successful vocabulary acquisition.

Break

1545-1615

Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert

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## Session 3.8

1615-1645

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk TD, YLT p, e, le</p> <p><b>YLT SIG Showcase</b></p>	<p><b>Improving teaching quality in primary ELT by increasing cognitive activation</b> <b>Joel Guttke (Duisburg-Essen University)</b> Cognitive activation has been repeatedly identified as a key factor predicting student achievement – especially in research into STEM subjects. Such findings, however, are difficult to transfer to the primary ELT context. This talk proposes a working definition of cognitive activation in ELT, applies it to a range of tasks and classroom situations, and presents teaching strategies for its implementation.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk ESOL, IPSEN a, e, le</p>	<p><b>LGBT who? - lack of LGBTQIA representation in TEFL coursebooks</b> <b>Kamila Niedzwiedzka (St Giles London Central)</b> The lack of LGBTQIA representation in EFL coursebooks and teaching materials is a severe problem. Why it is still happening and why it is crucial to start actions against this ongoing trend. What we - teachers and writers can do about it and more importantly, how our actions might affect language learning processes.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk LT, TTEd p, s, t, e, le</p>	<p><b>Narratives and blogging as professional development tools for EFL teachers</b> <b>Cynthia James (University of Cambridge)</b> This talk will discuss how a group of Malaysian EFL teachers uses a blogging platform to share narratives of technology-enhanced language activities in the classroom. By presenting summaries of three selected blog posts and the teachers' personal reflections, I hope to share some insights on the potentials of narratives and blogging as tools for self-directed professional development.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk EAP, MD t, a, e, le</p>	<p><b>Community of inquiry: the heart of collaborative learning</b> <b>Noha Khafagi (The American University in Cairo (AUC))</b> I will show how the community of inquiry (CoI) technique applied in an academic English for the liberal arts course helps students use meaningful problem-solving strategies to enhance their communication, critical thinking and critical reading skills. This technique requires targeted material selection, the teacher's expertise in conveying the materials and the learner's cognitive presence.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk LA, TTEd a, e, le</p>	<p><b>Independent learning plans in higher education: metacognition in ESP classes</b> <b>Stella Giorgou Tzampazi (University of Bedfordshire)</b> Learning skills that enable learners to be self-directed learners are essential to improving education in the 21st century. L2 students can use the independent learning plan and personal learning and thinking skills form in their ESP classes in Higher Education to track their learning progress and develop a growth mindset.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk RES t, e, le</p>	<p><b>Evaluating the impact of the flipped classroom approach in practice</b> <b>Graeme Harrison (Cambridge University Press &amp; Assessment)</b> I will present findings from research into the impact of using the Flipped Classroom Approach (FCA) in a higher education ELT setting. Areas investigated were student and teacher engagement, and how well the FCA supported language learning. The focus will be on what worked, what didn't, and how this approach can be used most effectively to support student learning.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Talk GEN ey, p, s, t, a, e, le</p>	<p><b>A picture is worth a thousand words</b> <b>Jennifer Lowe (Lancaster University)</b> In this talk, we will see how the use of images and schematic representations can help students dramatically increase the size of their vocabulary and improve their language skills in a fun and creative way. Equipped with pen and paper, we will play with our imagination, pinning down the distinctive features of words, phrasal verbs and much more.</p>
<p><b>CANCELLED</b> Hall D - Harrogate Convention Centre 300 audience Talk TD, TTEd ey, p, s, t, a, e</p>	<p><b>Does the future of ELT include TA, TAGs and CoPs?</b> <b>Wendy Arnold (ELT Consultants)</b> This talk shares three 'new' and 'old' terminologies, their meaning and relevance in ELT with possible insights into the future of teacher development. The rationale, meaning and difference between TA, TAGs and CoPs will be explored, as well as how they may be proving to be an effective way to improve teachers continuing professional development (CPD) and students' learning outcomes.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk TD, TTEd a, e, le</p>	<p><b>What is a mix-mode CELTA and does it work?</b> <b>Varinder Unlu (Stafford House London)</b> CELTA has been changing and evolving over the years to meet the needs of trainees. From F2F, fully online, flipped, part-time trainees really do have a choice. How about mix mode – a CELTA that is part online and part Face to Face? Does it work? Join me to discuss what the benefits are of doing it this way.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk TD, TEA p, s, a, le</p> <p><b>TEASIG Showcase</b></p>	<p><b>Unlocking peer and self-assessment and feedback</b> <b>Annie Altamirano (TESOL-SPAIN)</b> When asked to assess each other's work, or their own, and provide feedback, students often come up with comments such as, 'It's nice', 'It's interesting', which can be quite disheartening. I will explain how to make peer and self-assessment and feedback formative, enriching experiences. I will then offer some ideas for implementation over time.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience</p> <p><b>LAMSIG Showcase</b></p>	<p><b>IATEFL Leadership &amp; Management Special Interest Group Open Forum</b> <b>Connecting ELT leaders and managers from around the world</b> Join us at our Open Forum to meet members of the committee, find out how you can contribute to the SIG, what we can offer you as a member, and hear about our future plans including an Academic ELT Management Journal, an online event, and local events.</p>

Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk GI, MD ey, p, s, t, a, e, le	<b>Three money myths that ELT materials could do without</b> <b>Lottie Galpin (Freelance)</b> In this talk, I'll be exploring three stereotypes, or myths, about money that published ELT materials tend to perpetuate. Using my own materials, I'll examine what these stereotypes are and why they are damaging. I'll also suggest how we can better represent a range of socioeconomic experiences in order to better represent the reality of all our learners.
<b>MaWSIG Showcase</b>	
Queen's Suite 4 - Harrogate Convention Centre 40 audience Talk with restricted audience number TD, TTed ey, p, s, t, a, e, le	<b>Creating a PD model for English language teachers in Palestine</b> <b>Silvia Nassar Mustaklem (University of Exeter)</b> The currently available professional development programmes in Palestine don't cater to EFL teachers' needs or develop their learning. This study aims to create an appropriate professional development model for teachers of English as a foreign language in Palestine. The proposed model is based on teachers' needs and interests, guided by their participation and involvement, and supported by globally successful models.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk RES, TD a, le	<b>Negotiating environments: making the move from teacher to researcher</b> <b>Gareth Scyner (BINE - Benemérito Instituto Normal del Estado "Gral. Juan Crisóstomo Bonilla")</b> Do you want to move beyond the classroom and invest time to research your field? Is finding the right moment difficult because of your work and personal circumstances? This talk provides an autobiographical account of how negotiating your professional and private context can provide the necessary impetus to make the move from ELT teacher to researcher.
<b>ReSIG Showcase</b>	
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk RES p, s, e, le	<b>Measuring knowledge of adolescent anxiety among Chilean teachers</b> <b>Javiera Jara (Universidad de La Frontera)</b> It is essential for teachers to be aware of the problems that commonly afflict second and foreign language learners, such as anxiety, so that they can recognise, manage and prevent these problems. Therefore, the purpose of this research is to develop a test to measure teachers' knowledge of adolescent anxiety in the Chilean educational context.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk GEN ey, p, s, t, a, e, le	<b>My signature pedagogy after COVID-19 in Nepalese ELT classrooms</b> <b>Krishna Kumari Upadhyaya (Kathmandu University School of Education)</b> After COVID-19, I employed reflective writing strategies while instructing mixed-level Nepalese EFL students. I'll talk about my personal experience with this in this talk. As a practical tool for granting students control over their learning, I will discuss a few useful tactics in general, their impact on the Nepalese EFL learning context in particular, and some encouraging findings at last.
Queen's Suite 8 - Harrogate Convention Centre 75 audience ESOL, TTed	<b>Question and answer session relating to Lesley Painter-Farrell's plenary session</b> If you attended Lesley Painter-Farrell's plenary session this morning on <i>Sharing words and worlds: ESOL teachers as allies, advocates, and activists</i> , you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Lesley Painter-Farrell's talk.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk TD, TTed t, e, le	<b>Exploratory practice as a means of professional development in Indonesia</b> <b>Junjun Muhamad Ramdani (The University of New South Wales)</b> In this talk, I will present how university English language teachers implemented exploratory practice in response to the drive for technology-enhanced language education during the pandemic. I will explore the impediments four teachers experienced with integrating technology-enhanced pedagogical practices, and their responses to those concerns by undertaking exploratory practice and collaborative inquiry with their students to improve their online teaching.

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## Session 3.9

## 1700-1745

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Workshop TD, YLT p, s, e, le <b>YLT SIG Showcase</b></p>	<p><b>How to teach creative thinking to young learners</b> <b>Sarah Smith (eltonix), Claire Steele (eltonix)</b> To many, 'creativity' means the complete freedom to express oneself, evoking images of talented musicians and artists. However, everyone can be creative, and every teacher (new and experienced) can nurture creativity in the language classroom. In this practical workshop, we demonstrate an approach which encourages creative thinking in the young learner classroom by exploring three facets of creativity.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Workshop TD, TTEd ey, p, s, t, a, e, le</p>	<p><b>Motivating learners by making learning relevant to living</b> <b>Caterina Skiniotou (Freelance)</b> The aims of this workshop are to engage participants in discussion on the importance of articulating learner-friendly lesson objectives, identify the features of such objectives and provide an efficient tool for their evaluation. Participants will be invited to contribute their views from experience and classroom research and share their reflections in the final stage of the workshop.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Workshop AL, TD a, e</p>	<p><b>Capturing and shaping learner contributions in the online classroom</b> <b>Lauren Perkins (British Council - English Online), James Bukowski (British Council)</b> In this practical workshop, we will look at how teachers give immediate language-focused feedback to learners during synchronous classes. Using videos, transcripts and screenshots of online classroom interaction, we will explore how teachers effectively scaffold, upgrade and recast what learners say at the moment of speaking and reflect on how we can use these techniques in our own teaching contexts.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Workshop GI, TTEd s, t, e</p>	<p><b>Making sustainability a mindset</b> <b>Margit Szesztay (ELTE University, Budapest)</b> How to bring the issues of environmental degradation and climate change into the ELT classroom in fresh and engaging ways? I will share my experience of building an A-Z of key concepts and terms as a long-term project. Participants will have a chance to share their ideas for developing sustainability as a mindset, rather than a topic to cover.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Workshop GEN a, e, le</p>	<p><b>Easy access to inclusive practices using the UDL guidelines</b> <b>Petra Harder (Helmut-Schmidt-University)</b> This inspiring workshop will provide participants with ample opportunity to share ideas on how to incorporate inclusive practices easily and motivationally. The Universal Design for Learning (UDL) guidelines will serve as a structured and highly accessible basis for this and, drawing on the presenter's experiences from within a university context, participants will be equipped with many easy-to-apply ideas.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Workshop GEN s, t, a, e, le</p>	<p><b>Task-based learning and grammar: five ways of letting learners choose</b> <b>Jane Willis (Freelance)</b> We examine the opportunities a task-based framework offers for learners to choose language items to focus on. How can adults and teenagers benefit from studying recordings of their teacher summarising what they said during their task? Participants will try out these processes and discuss how to apply them to their contexts. Examples of learner choices will be given and analysed.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Workshop GEN ey, p, s, t, a, e, le ProdProm</p>	<p><b>Learn, grow, flourish: self-directed professional development and wellbeing</b> <b>Sarah Mercer (University of Graz / Oxford University Press)</b> In this workshop, we explore the concept of self-directed professional development. We examine the importance of teachers being able to direct their own learning and growth as well the connections between this, teacher agency, and their sense of professional wellbeing. We will critically discuss opportunities and obstacles to self-directed professional development and share ideas for action.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Signature Event GI, RES</p>	<p><b>British Council Signature Event</b> <b>The Future of English: Global Perspectives</b> <b>Mina Patel</b> What's the future of English? In a world transformed by momentous global events, what's the new reality for the world's most spoken language? What does this mean for the future of teaching English? Join us to be at the forefront of the conversation and be among the first to hear the findings from the British Council's new landmark book.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Workshop GEN s, e, le</p>	<p><b>Teaching vocabulary with revision and deep processing activities</b> <b>Urs Kalberer (Sekundarschule Landquart Switzerland)</b> Far too often teachers expect their learners to learn and acquire new vocabulary items independently, i.e. as homework. For many teenage learners, this is asking too much. The two most relevant factors in the teaching of vocabulary are deep processing and revision. In the workshop, both types of activities will be presented and tried out.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Workshop TEA t, e, le</p>	<p><b>Where do novice test item writers go wrong?</b> <b>Shakeh Manassian (PSI Services (UK) Ltd)</b> When new item writers begin developing reading or listening test items, they often concentrate on what is easiest: testing of vocabulary. This leads to a narrower focus than needed and ignores the need to assess other aspects of comprehension. This workshop will share examples of newly written items, explore issues and discuss how test items can be improved.</p>
<p><b>TEASIG Showcase</b></p>	



Queen's Suite 2 - Harrogate Convention Centre 75 audience Workshop LAM ey, p, s, t, a, e, le <b>LAMSIG Showcase</b>	<b>Beyond profit: purpose-driven leadership and strategy in ELT</b> <b>George Pickering (George Pickering Consultancy)</b> In addition to seeking profit, many organisations have adopted a more balanced stakeholder-based approach to strategy that incorporates staff wellbeing and engagement, and wider social and environmental impact. This workshop will discuss research into the extent to which language teaching organisations have followed this general trend and participants will review a seven-step process for moving strategically in this direction.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Workshop MaW, TD ey, p, s, t, a, e, le <b>MaWSIG Showcase</b>	<b>How to write effective and engaging digital materials</b> <b>Laura Broadbent (otterelt), Billie Jago (otterelt)</b> How can materials address the challenges of digital, remote and self-study environments? In this interactive workshop, we guide you through the process of adapting a print coursebook lesson into an interactive digital version. Participants look at ways to ensure digital materials teach, engage and support all learners and will take away practical ideas to use in their own resources.
Queen's Suite 4 - Harrogate Convention Centre 40 audience Workshop with restricted audience number LT p, s, t, a, e, le	<b>Virtual reality for language learners</b> <b>Richard Twigg (Mediterranean Training)</b> Virtual Reality is no longer the future. It's here and it is said that in 10 years it will be what the Internet is today. Studies have shown that learning is 40% more effective in VR than in the real classroom. Why not combine the two and have the best of both worlds. Come to this workshop to discover more.
Queen's Suite 5 - Harrogate Convention Centre 60 audience <b>ReSIG Showcase</b>	<b>IATEFL Research Special Interest Group Open Forum</b> <b>ReSIG: past and current developments in teacher research</b> We invite you to meet ReSIG Committee members and learn more about the SIG's main objectives, activities, planned events and publications. We will open the session by talking about the activities developed by the SIG in 2022/23, followed by an open plenary where the audience will be welcomed to express their views and contribute to planning the SIG's future activities.
Queen's Suite 6 - Harrogate Convention Centre 40 audience Workshop with restricted audience number GEN ey, p, s, t, a, e, le	<b>Improvisation. Where do I start? With one-liners</b> <b>Amanda Croft (Freelance)</b> Why use improvisation in the language learning environment? While lots of language can be taught and learnt, your learners will constantly find themselves in situations they did not plan. In this workshop, I will offer some warm-up games that get your learners in the right physical and mental space to act spontaneously with the language they already have.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Workshop PRON a, e, le	<b>Addressing speaking habits to instil self-confidence and improve intelligibility</b> <b>Marieke van der Meer (The English Pronunciation Coach - The Netherlands)</b> A lot of our students perceive their English pronunciation as poor and feel profoundly insecure about it. In an attempt to hide their embarrassment, they may speak very softly, speak extremely fast or without any breaks. This workshop will demonstrate in hands-on, impactful and fun ways how adopting new speaking habits will help them become more confident and intelligible speakers.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Workshop GEN s, a, e, le	<b>Mediation and languaging through translation tasks</b> <b>Stephen Parsons (St Giles International London Central)</b> Translation as teaching tool has come in and out of fashion over the last century. This workshop will touch upon this history, and argue that now more than ever translation tasks can and should be used in the ELT classroom, in particular to stimulate languaging through mediation. Both the theoretical underpinning and practical application of this will be demonstrated.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Workshop EAP, ESP s, t, a, e, le	<b>Improving reading skills through guided text analysis</b> <b>Lisa Nazarenko (University of Applied Sciences Technikum Wien)</b> My tertiary students don't have difficulty understanding vocabulary, grammar or sentence structure when reading texts. But often they miss features that indicate tone/attitude, purpose, audience, intertextuality or cultural background. This keeps them from being effective readers. I share my approach of guiding students in a form of text analysis. Participants will try this approach with a text provided.

## Evening Events

1845-1945 Ripley Suite - Crowne Plaza Hotel	<b>Pecha Kucha</b> Originating from the word "chitchat", a Japanese term describing the sound of conversation, we again offer you a Pecha Kucha evening. Each speaker is allowed a slideshow of 20 images, each shown for 20 seconds, giving a total presentation time of six minutes and forty seconds before the next speaker is up, keeping presentations concise and fast-paced. It promises to be as exciting as ever so don't miss it!
1945-2115 Harewood Suite 1 - Crowne Plaza Hotel	<b>Music Night: "United We Sing!"</b> In a world divided, the musicians of IATEFL unite, come together, sing and make music. Songs of protest, songs of solidarity, songs of love - actually, any song you would like to sing. There are some amazing musicians among our number and this is your chance to be with us and enjoy the music around you.



# Day 4 - Friday 21 April

## Today's highlights



### Be mindful

Queen's Suite 2 - Harrogate Convention Centre

#### Mindfulness session four

Adele Winkley

Introduction: bringing it all together, mindfully. We have covered a few key areas in terms of energetic and mindful well-being as we go about daily life. Let's review these and then integrate them all together in one sitting. It's mindfulness magic; time to allow our innate abilities to bring our day into greater alignment. Practice: scanning the body, discerning what is my energy what is not my energy. Acceptance. Generating awareness of our physical body and energetic body. What do I need today? Setting the intention to allow the mind, body and spirit to work in symphony throughout the day, anchoring in a centre point of peace to return to at any stage in the day.

The Registration Desk will be open 0800-1400

The Exhibition will be open 0830-1245

### Day overview

0900-1000	1015-1045	1100-1145	1145-1245	1245-1315	1330-1400	1415-1515
Plenary session	Session 4.1	Session 4.2	Lunch	Session 4.3	Session 4.4	Plenary session

### Don't forget our closing plenary 1415-1515

Auditorium - Harrogate Convention Centre

#### Race, popular culture and ESL in a post-George Floyd moment

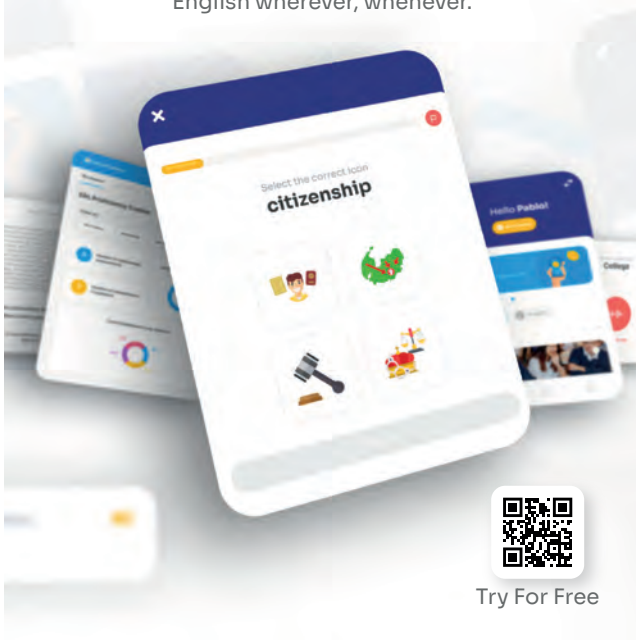
Awad Ibrahim

See full details on page 95.



## Accelerate English Language Acquisition

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## Plenary session 0900-1000 (Doors open at 0830)

Auditorium - Harrogate Convention Centre

### Translanguaging and teaching English as a foreign language

**Ofelia García**



How does translanguaging theory shift our perspective on the English language? What does this then mean for thinking of how EFL students become bilingual in different sociocultural contexts? What are the pedagogical implications of understanding bilingualism/multilingualism from a translanguaging perspective?

This presentation showcases two EFL teachers who have developed what we call a translanguaging juntos stance. One of the teachers is from a Latin American country; the other is from a European country. We discuss the different national sociolinguistic and socioeconomic/ political contexts, the ideologies of policy makers, students, and teachers, and how these impact the take-up of translanguaging theory among educators who teach English as a foreign language. We describe how the two teachers in our case studies have shifted their instructional design as a result of developing a translanguaging stance, as well as the development of sociocultural consciousness of the powerful role that English has had in the history of colonialism and globalization, and its relationship to their local context. We discuss how the opening up of translanguaging spaces within EFL instruction enables students to act in English without giving up their identities, knowledge systems and cultural and linguistic practices. As a result, they become more engaged with English learning. We end by summarizing ideological and pedagogical principles that must operate to open up translanguaging spaces in EFL instruction, and to ensure that English teaching is cognitively, as well as socially, just.

#### About Ofelia:

Ofelia García is Professor Emerita in the Ph.D. programs in Urban Education and Latin American, Iberian and Latino Cultures at The Graduate Center of the City University of New York. García has published widely in the areas of bilingualism/multilingualism and bilingual education, language education, language policy, and sociology of language. The American Educational Research Association has awarded her two Lifetime Research Achievement Awards – Distinguished Contributions to Social Contexts in Education (2019) and Bilingual Education (2017), as well as Second Language Acquisition Leadership through Research Award (2019). In 2022 she received the Association of Departments of Foreign Languages' (ADFL) Award for Distinguished Service to the Profession from the Modern Language Association. She is a member of the U.S. National Academy of Education. For more, visit [www.ofeliagarcia.org](http://www.ofeliagarcia.org).

IATEFL Conference plenary sessions will be recorded, rather than streamed live, and shown as part of the conference coverage on our social media platforms, Facebook, LinkedIn and YouTube, later each day.

#### Key to abbreviations used in the Conference Programme

<b>AL</b> = Applied Linguistics	<b>IPSEN</b> = Inclusive Practices & SEN	<b>RES</b> = Research	<b>le</b> = less-experienced audience
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## Session 4.1

1015-1045

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk TD, TTEd p, s, a, e, le ProdProm</p>	<p><b>Breaking the curse of knowledge: what new teachers actually need!</b> <b>William Morrow (International House London), Marie Willoughby (International House London)</b> The curse of knowledge: the more experience we have in a field, the more challenging it is to relate to newcomers. IH London have started an online teacher development community (Teacher Portal) to help us identify and address real teacher needs, using engagement analytics in community, course content and resources. Come and discover what teachers really want to develop.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Talk GI, TTEd t, a, e, le</p>	<p><b>International language teachers studying abroad: a framework for practice</b> <b>Steve Marshall (Simon Fraser University)</b> I present a framework for English language teachers studying abroad, drawing on interviews with university English teachers from four Southeast Asian countries who completed graduate studies in Canada. Interviews took place in home countries several years post-program. I show the challenges that teachers faced when applying new knowledge in home countries and the benefits that international graduate studies can bring.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk LT, MD p, s, a, e, le ProdProm</p>	<p><b>Delivering unique, compelling digital programmes, without the complexity</b> <b>Ian Johnstone (Avallain AG)</b> Now more than ever, institutions need to develop effective and distinctive digital programmes. In Avallain's 20 years as the leading technology provider to ELT publishers, we've experienced all the opportunities and the pitfalls of delivering great digital learning. In this talk, I will explain how we are now bringing this experience and technology directly to institutions, without the complexity.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk LT s, t, a, e, le ProdProm</p>	<p><b>Transforming texting from distraction to empowerment</b> <b>Paige Poole (Pangea Chat)</b> This talk will demonstrate how to transform text messaging from a distraction into a tool of empowerment for high school and university level English learners. I will present a set of practical strategies for using 'Pangea Chat' to increase student engagement and on-task learning, raise conversational skills, increase student's ability to recognize and correct errors, and promote intercultural interactions.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk IPSEN s, e, le</p>	<p><b>Transferring passion for technology to female teachers of my community</b> <b>Abigail Ekangouo Awanga (CAMELTA)</b> This talks tells the story of a Cameroonian female teacher who is passionate about educational technology and who organizes workshops for female teachers in her community, helping them acquire basic digital skills to help them learn, teach and manage communities of practice.</p>
<p>Auditorium - Harrogate Convention Centre 550 audience Talk GI, YLT p, e, le</p>	<p><b>Thinking skills and mindsets for young learner sustainable development education</b> <b>Ellen Setterfield (National Geographic Learning)</b> How do we explore the UN Sustainable Development Goals with our young learners in age-appropriate ways? With examples from series by National Geographic Learning we'll consider mindsets and thinking skills that will be useful as we strive to create a better world, and share practical ways we can foster these in our schools, in our learners, and in ourselves.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Talk GEN s, e, le</p>	<p><b>Integrating machine translation in the lower secondary classroom</b> <b>Brigitte Reber (PHBern)</b> In a Swiss research project, a strategy training for using machine translation (MT) was developed and tested in five lower secondary classes. In the talk, the strategy training which was integrated in existing course materials will be presented, and its learning potentials and challenges from the perspectives of learners will be discussed.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk EAP, ESP a, e, le</p>	<p><b>Encouraging independence in the academic English language classroom with Lextutor</b> <b>Patrick McMahon (University of Plymouth)</b> Can you say 'big need' or is there a better word to use? Is 'what is more' more or less common in academic writing than 'moreover'? In this session, I will show how I use the concordance tool on the Lextutor website to enable students to answer their own language queries and to build their independent study skills.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk ESP, TEA t, e, le</p>	<p><b>Teaching and evaluating speaking in the engineering classroom</b> <b>Divya John (Sri Sivasubramaniya Nadar College of Engineering (SSN), Chennai)</b> This talk investigates the difficulties in assessing speaking for engineering undergraduates, tries to find solutions to address the problem using technology, and recommends a classroom-based assessment. The study deals with the advantages and disadvantages of using technology in the classroom to assess speaking and arrives at a viable solution that can be implemented without much difficulty.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk RES</p>	<p><b>Teacher researchers and mentors of Uzbekistan: NETRUZ project results</b> <b>Elyanora Menglieva (NETRUZ)</b> In this talk, I will share the successful outcomes of a newly established network of EFL teacher-researchers in Uzbekistan: NETRUZ, using the voices of teacher-researchers and their mentors. I will talk about how NETRUZ managed to bring university and school teachers and researchers together through mentoring and training teacher-researchers to explore, experiment and reflect on their classroom practices.</p>

Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk GEN s, e, le	<b>Effective language teaching revisited</b> <b>Peter Hohwiller (Paderborn University)</b> 15 years after the global success of Hattie's research, it might be time to look again at what verifiably works in the EFL classroom. In this talk, we will therefore focus, among other issues, on self-verbalisation as a means of promoting speaking skills, peer-teaching and its effect on reading comprehension, and worked examples and their effects on writing in English.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk TD, TTEd s, t, a, e, le	<b>Giving back to the ELT profession: a collaborative endeavour</b> <b>Jennifer Schumm Fauster (University of Graz), Ulla Fuerstenberg (University of Graz)</b> In this talk, we will present how editing a practical ELT resource book with contributions which were written collaboratively by teachers, teacher educators and practitioner researchers working in Austria provided the opportunity to give back to the language teaching profession. We will reflect on how working on this volume has enhanced the professional development of our contributors and ourselves.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk LA, MD a, e, le	<b>Helping busy students learn regularly with study newsletters</b> <b>Katerina Lanickova (Freelance)</b> Many of our busy adult learners complain that they don't have enough time to study between lessons. In this talk, I'm going to propose a solution to tackle this problem by sending our students regular study newsletters. Come along to this talk to find out about basic considerations, tools as well as tips on starting your own newsletter project.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk ESOL, TTEd s, t, a, e, le	<b>Back to the start: from teacher to trainer to teacher</b> <b>Carole Anne Robinson (NILE Norwich Institute for Language Education)</b> This year, I have returned to teaching beginners, something I hadn't done for around 25 years. The Ukrainian refugees I'm teaching have provided me with more CPD than I could have imagined and in this talk I will share with you some of the challenges and highlights, tips and advice I have learnt from going back to basics.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk TD, TTEd ey, p, s, t, a, e, le	<b>I'm not in it for the money!</b> <b>Ola Kowalska (Business Coach for Teachers)</b> In my talk, I will discuss reasons why freelance EFL professionals make (too) little and why money is such a taboo in the industry. I will show you a different perspective and equip you with some useful techniques that will allow you to develop a better relationship with money and help you take charge of your own financial situation.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk PRON, RES t, a, e, le	<b>Learning from students' and teachers' experience of classroom pronunciation teaching</b> <b>Adam Scott (Sensations English / University of Brighton / IATEFL PronSIG)</b> Limited teacher training and reluctance to engage with pronunciation in class has left students and teachers uncertain and unguided. Traditional approaches may not address learners' goals and needs, and intelligibility-focused pronunciation instruction which supports all four skills is redefining effective approaches. This talk summarises a qualitative study into teacher and student perceptions of current practice, exploring implications for classroom practice.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk GEN ey, p, s, t, a, e, le	<b>Picking up where we left off: which classroom phrasals?</b> <b>Eric Nicaise (HELHa Teacher training/ UCLouvain)</b> Arguably, the English-language classroom is the setting where teachers are going to need lots of phrasal verbs, especially when they give instructions: I'd like you to break into pairs. Through a corpus exploration, this talk will look at the teachers' use of phrasal verbs and will consider how teachers can help learners incorporate phrasal verbs into their own speech.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk MD, TEA ey, p, s, t, a, e, le	<b>Developing institutional listening tests</b> <b>Michael Fields (University of Delaware English Language Institute)</b> This practice-focused talk details the process of developing a suite of listening tests in a large public university: from writing text and items, to recording sound files, through piloting the tests, running an item analysis, and then editing to create final forms. In addition to the complex technical challenges, the role of collaboration with all stakeholders will be examined.

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## Session 4.2

1100-1145

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Workshop GEN ey, p, s, t, a, e, le ProdProm</p>	<p><b>Newest ways of using video in language learning</b> <b>Adam Salkeld (Digital Learning Associates), Hannah Morris (Busuu)</b> Online content culture brings new options for handling video's growing role in ELT pedagogy. For this session, language platform Busuu joins forces with ELT video catalogue provider Ready to Run and together with content creators they explore different ways to use this most powerful medium.</p>
<p>Harewood Suite 1 - Crowne Plaza Hotel 120 audience Workshop p, e, le EAP, TEA s, t, a, e, le</p>	<p><b>Transferring skills and strategies across the IELTS papers</b> <b>Louisa Dunne (British Council France)</b> 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.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Workshop GEN s, t, a, e, le</p>	<p><b>Size doesn't matter - implications of 'little words' in context</b> <b>Andreas Grundtvig (DELTA Publishing)</b> In our efforts to build our learners' lexical resource, little words – the, so, but, we, might etc – are often taken too easily for granted to warrant class attention. In this workshop, we will consider the implicature of such words and share activities, from resources such as in <i>English is Context</i> (DELTA Publishing) and cloze tests in English assessment.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Workshop PRON, TD s, t, a, e, le ProdProm</p>	<p><b>Ten ways to integrate more pronunciation into your lessons seamlessly</b> <b>Gerhard Erasmus (Inspired CPD)</b> Commonly in teacher training courses the focus tends to be on phonological features rather than looking at ways pronunciation can be incorporated into lessons naturally or viewed as integral to any grammar, vocabulary or skills-based activity. In this dynamic workshop, we will walk you through ten simple steps from <i>ETpedia Pronunciation</i> that will revolutionise your approach to teaching pronunciation!</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Workshop TD, TTEd ey, p, s, t, a, e, le</p>	<p><b>Choose your own PD adventure</b> <b>Mark Richard (Oxford University Press)</b> You have come to a fork in the road. Which path ahead will you choose? It's easy to lose professional development direction. This session outlines three ways to identify your development purpose, then shares a simple system for assessing PD activities and plotting the pathway that best fits your needs, purposes and capacities.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Workshop GEN ey, p, s, t, a, e, le</p>	<p><b>The future is bright: activities for developing sustainability skills</b> <b>Helen Allen (Cambridge University Press &amp; Assessment)</b> How can we equip learners with the skills required to make a difference? In this interactive workshop, we'll share practical ideas for bringing sustainability into the ELT classroom. Together we'll explore ways to help learners develop and demonstrate the skills they'll need to live more sustainably, become responsible citizens, and innovate for positive change.</p>
<p>Restaurant - Harrogate Convention Centre 40 audience Workshop with restricted audience number GEN ey, p, s, t, a, e, le</p>	<p><b>Building cultural awareness in the EFL classroom through critical incidents</b> <b>Kirsten Waechter (Tailored Trainings)</b> Many of our learners need to communicate with people across cultures. Teaching English as a foreign language means teaching more than a language, but how can we help our learners build cultural awareness? Using critical incidents, this interactive workshop demonstrates how we can build and raise cultural awareness. Participants will have the opportunity to analyse and create their own incidents.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Workshop LA, YLT</p>	<p><b>Making progress visible in the primary classroom</b> <b>Ruth Horsfall (British Council)</b> By involving our primary aged students in the learning process, we help them to develop an awareness of what and how they are learning and to become more autonomous. This workshop will look at the importance of doing this, demonstrate strategies to make students aware of their progress and give examples of how to make progress more visible to all.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Workshop with restricted audience number GEN s, t, a, e, le ProdProm</p>	<p><b>Developing creativity and critical thinking in your class</b> <b>Kasia Warszynska (EV Teacher Training)</b> Time to TALK! Experience it first-hand and become my students for the duration of the workshop. We'll be practicing creativity and critical thinking with my "Land That Job!" game. We'll discuss various jobs and apply for one in an edutaining manner! Let me help you teach 21st Century skills (Critical Thinking, Creativity, Collaboration, Communication) and have fun in the process.</p>
<p>Queen's Suite 3 - Harrogate Convention Centre 75 audience Workshop GEN s, t, a, e, le</p>	<p><b>Teaching English to advanced learners (C1/2): a challenge or opportunity?</b> <b>Hanna Kryszewska (Pilgrims Teacher Training)</b> An advanced class have seen a lot and experienced different approaches; they will have been taught by various teachers and from all sorts of books. They are reasonably effective language users, so how can we keep them motivated, excited, surprised, and push them towards real mastery of language use. The workshop looks at practical ideas and how breaking rules helps.</p>

Queen's Suite 4 - Harrogate Convention Centre 40 audience Workshop with restricted audience number GEN ey, p, s, t, a, e, le	<b>Teacher perceptions of multilingualism: challenging unconscious bias</b> <b>Melike Bulut Albaba (Sheffield Hallam University)</b> Despite the growing discourse on multilingual turns in language teaching, monolingual native speakerism is still the dominant view in language teacher education. In this workshop, we will not only have an overview of the multilingualism literature but also find out your multilingualism limits (if any) via a magazine quiz style questionnaire. We will explore unconscious bias through discussions with peers.
Queen's Suite 5 - Harrogate Convention Centre 40 audience Workshop ESOL, YLT ey, p, e, le	<b>Migrant and refugee background children's language learning across the curriculum</b> <b>Jonathan Feitosa Ferreira (University of British Columbia), Lucas Veras (Efficiency Consultoria em Ingles)</b> This workshop presents an inquiry-based ELT approach that addresses the linguistic and socioemotional needs of young learners from migrant and refugee backgrounds in content-area classrooms. Experienced and less-experienced educators are invited to design interdisciplinary thematic units on socially relevant topics and discuss the affordances and challenges of interweaving language and content-area knowledge with diverse young learners in various teaching settings.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Workshop TD, TTED ey, p, s, t, a, e, le	<b>The CLIL Wheel as a teacher and teacher training tool</b> <b>Aleksandra Zaparucha (Freelance / CLIL Matters)</b> The CLIL Wheel, which combines the traditional 4Cs of CLIL with 10 CLIL parameters, is a practical tool all CLIL teacher trainers and teachers may find really useful. To put it to a test, join me for this workshop offering a hands-on history CLIL lesson sequence with the CLIL Wheel in the backdrop.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Workshop LIT, YLT s, e, le	<b>Making Shakespeare exciting for teenagers</b> <b>Abbie Moore (Hello Drama)</b> "Shakespeare's so boring" the students cried! Well, not anymore. You will leave this active workshop with a toolkit of accessible and playful drama exercises that you can use when working on a Shakespeare play at your school. You will experience the exercises first-hand. After all, why should the teens have all the fun?
Queen's Suite 9 - Harrogate Convention Centre 66 audience Workshop LT, MD ey, p, s, t, a, e, le	<b>Using the design cycle in the English language classroom</b> <b>Kimberly Chopin (University College Copenhagen)</b> Although primarily associated with the business and technology sectors, design thinking and the design cycle are relevant to education at all levels and across subjects. This workshop will make connections between the design cycle and the English language classroom. Participants will try a mini-design activity, and consider possible ways to bring design into their own teaching situations.

Lunch

1145-1245

Free tea and coffee will be served in the Exhibition, sponsored by LanguageCert

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Bramham Suite - Crowne Plaza Hotel 90 audience Talk GEN ey, p, s, t, a, e, le	<b>Post-pandemic English language teacher development</b> <b>Rhian Webb (University of South Wales)</b> Research which explored the development of English language teachers' beliefs, roles, practices, and feelings about online teaching now, post-pandemic, will be presented. A literature review will substantiate teachers' lockdown experiences. Then, an outline of research undertaken with teachers globally, which includes IATEFL Belfast 2022 participants will be presented together with the qualitative and quantitative research findings.
Harewood Suite 1 - Crowne Plaza Hotel 1245-1400 120 audience Forum TD, TTEd ey, p, s, t, a, e, le	<b>Forum on mentoring</b> <b>Reversing mentor-mentee relationships in TEFL: A mentor's reflections</b> <b>Niki Christodoulou (University of Nicosia, Cyprus)</b> Mentoring relationships in language teacher education can be intentionally created and developed with the aim to help teachers grow personally and professionally. Typically, however, mentoring has entailed connotations of a unidirectional relationship between a mentor and mentees. In this talk, I discuss an EFL mentor's reflections in a research study where a reciprocal mentoring relationship carried no power differentials.
Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk TD, TTEd t, a, e	<b>One for all...all for one! Empowering teachers through mentoring</b> <b>Soultana Livarda (Freelance)</b> According to Gardiner and Weisling (2020), mentoring is 'complex and important work that can have a long-lasting impact on both teacher and student learning'. Mentors can help teachers work together towards a common goal and truly grow throughout their career. Mentoring can also be challenging as not all people are open to viewing mentoring as a developmental process. <b>Students' educability potential: the role of teachers and mentors</b> <b>Mauricio Pérez (Ceibal- Ceibal en Inglés)</b> This talk explores the concept of educability, as conceptualised by Philippe Meirieu (1997), and the impact classroom teachers can have on their students. Case studies from Uruguay's Ceibal en Inglés programme show how mentors are of utmost importance in the quest to foster this pedagogical goal, making mentorship a powerful tool to empower teachers and by extension, students.
Ripley Suite - Crowne Plaza Hotel 160 audience Talk ESP, GI s, t, e, le	<b>Supporting and developing teachers' employability skills</b> <b>Nicholas Northall (The University of Sheffield)</b> Teacher training programmes rightly focus on developing teaching skills and understanding of learning. However, do such programmes help teachers to reflect on and articulate less obvious skills such as well-being, resilience and working with others? This talk suggests how teacher educators can aid teachers to reflect on and articulate such transferable skills to find the job opportunities they really deserve.
Newby Suite - Crowne Plaza Hotel 35 audience Talk EAP, LT a, e, le	<b>How to get teenagers attention and keep it!</b> <b>Clodagh Twomey (Max Your Class)</b> This presentation addresses many of the challenges faced by teachers in vocational education (VE), principally motivation and concentration. This talk gives practical advice on how to design task based learning (TBL) activities to be more meaningful to students. Key to this approach is the use of game based learning and gamification for some serious fun!
Auditorium - Harrogate Convention Centre 550 audience Talk TD, YLT ey, p, e, le	<b>Translation technology in higher education – a friend or foe?</b> <b>Hatem Essa (Sur University of Technology and Applied Sciences)</b> This talk reports on findings from a qualitative study in an Omani university. The aim was to explore students' experiences and attitudes towards the use of translation technologies for learning. The intended audiences are university and TESOL teachers. The implications of the study are intended to help enhance the positive aspects of the practice and minimize the potential negative sides.
King's Suite - Harrogate Convention Centre 525 audience Talk BE, TD a, le	<b>Classroom management 101 for pre-primary ELT</b> <b>Fannie Daou (Express Publishing)</b> An effective classroom management plan is key to establishing the expectations and behaviours of our students. This becomes even more crucial when taking into account the added social, linguistic, and emotional foundations needed in pre-primary ELT. This talk will explore a variety of techniques and strategies that can help pave the way to effective and enjoyable pre-primary language instruction.
Hall D - Harrogate Convention Centre 300 audience Talk TD, TTEd a, e, le ProdProm	<b>What does it take to be a business English trainer?</b> <b>Ben Dobbs (Distance Cert), Michelle Hunter (Distance Cert)</b> This talk will clarify the competences required from anyone aiming to make the move into business English training and who is curious as to what they need in order to perform effectively in this field. This will include consideration of business knowledge, training skills, functions, managing the training cycle, grammar and vocabulary for business, and much more.
Hall D - Harrogate Convention Centre 300 audience Talk TD, TTEd a, e, le ProdProm	<b>Reimagining teacher-centered professional development - can design thinking help?</b> <b>Pablo Garcia Gomez (Educational Testing Service)</b> How do we keep teachers' ongoing needs at the center of professional development? What if we borrowed concepts from design thinking, a human-centered approach to design originating in the tech sphere? Join us to learn about our journey in creating the 'English Teaching Principles' online course using design thinking. We will also share some lessons learned along the way.

Restaurant - Harrogate Convention Centre 50 audience Talk EAP, IPSEN t, e	<b>The future of teaching English language to the hearing impaired</b> <b>Martha Ada Onjewu (Kaduna Polytechnic, Nigeria), Mairo Ipadeola (Kaduna Polytechnic, Nigeria)</b> The hearing impaired also need to master the English language both for educational advancement and employment. However, in Nigeria, the situation of most of them having no adequate sign language background with other issues is highly detrimental to their acquisition of English language. Hence, the very urgent need to look into the challenges for enhanced English language teaching and learning.
Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk TTEd a, e, le	<b>"Teaching grown-ups": building confidence in young or inexperienced trainees</b> <b>Laura Khaddi (York St John University)</b> Young trainees constitute a substantial proportion of the cohort at many Celta centres. These trainees may have limited life experience and can find the prospect of teaching adults older than themselves extremely daunting. Over recent courses, tutors trialled the effectiveness of various confidence-building techniques; this talk considers our findings and suggests ways they can be applied more widely.
Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk EAP, LT t, a, e, le	<b>How can an app-based academic English course help EAP learners?</b> <b>Mahtab Chadry (Busuu)</b> Almost every student in your classroom has at least one language learning app installed on their phones. This talk will demonstrate how EAP teachers can exploit learning technologies to help learners develop academic English skills, vary the learning experience for greater motivation and encourage learner autonomy and community participation with examples from Busuu's Academic English self-study course.
Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk LIT, TEA s, e, le	<b>Student assessment and use of feedback received: an updated study</b> <b>Isabel Piñeiro Sorondo (Camilo José Cela University)</b> A research project (2020-2021) using the cycle of collaborative investigation, with a focus on students' appraisal of formative feedback, was carried out in a Uruguayan Secondary bilingual school. It involved 29 students of English language (B2 level), literature and robotics. The audience's takeaway is getting acquainted with students' voices on this largely unexplored issue in Latin America.
Queen's Suite 4 - Harrogate Convention Centre 42 audience Talk BE, ESP t, e, le	<b>Are Bangladeshi employers compromising with English language proficiency?</b> <b>Mohammad Golam Mohiuddin (Green University of Bangladesh)</b> In Bangladesh, English language proficiency is considered a prerequisite for better employment. However, research findings show a declining trend of the quality of English education here. This talk explores if the employers are currently compromising with the perceived low standards of English while recruiting their staff. The findings show the need for addressing accuracy and applications in English education.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk LT, TTEd p, s, a, e, le	<b>Empowering the marginalized female teachers: an overview of sustainable project</b> <b>Motikala Subba Dewan (Nepal English Language Teachers' Association (NELTA)), Bikas Rimal</b> Community schools' female teachers in the western part of Nepal have been deprived of access to ICT and professional opportunities. The IATEFL project is instrumental to provide basic digital knowledge and prepare female leaders for their community. This presentation shares the reality of women's sustainable transformation and empowerment which is relevant to other contexts.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk AL, MaW s, t, a, e, le	<b>SEQ-CORP: a teaching sequence and materials based on corpus principles</b> <b>Andréa Geroldo dos Santos (Mastery)</b> This talk aims at describing a proposal to design material for teaching English and a teaching sequence relying on Corpus Linguistics principles. Both materials and the sequence may help increase learners' interest in researching and working autonomously. I will also demonstrate how this material, and this sequence may be put into practice by providing practical examples used in the classroom.
Queen's Suite 7 - Harrogate Convention Centre 75 audience Talk TTEd, TEA a, e, le	<b>How to give meaningful feedback whilst testing speaking skills?</b> <b>Ievgeniia Kaskova (Education First)</b> Feedback is an essential part of every learning process. Often without knowing, teachers gauge learners' speaking performance differently providing imprecise feedback based on their experience or intuition. This talk will focus on key principles of how formative feedback should be provided and outline its framework so both teachers and students can benefit from it.
Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk LA, MD s, t, a, e, le	<b>Enhancing student motivation through visualization and vision building activities</b> <b>Thomas Keller (Universidad de las Américas, Chile)</b> Some students can find themselves in an English classroom not because of intrinsic interest but because of curricular decisions. Consequently, teachers can face the challenge of teaching disinterested students. This talk will show how teachers can use Zoltan Dörnyei's proposal for using vision-building strategies in the classroom to enhance student motivation.
<b>CANCELLED</b> Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk with restricted audience number LT, MD ey, p, s, t, a, e, le	<b>Teaching just four language skills? Missed the most important fifth!</b> <b>Harisimran Sandhu (Freelance)</b> 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.



## Session 4.4

1330-1400

<p>Bramham Suite - Crowne Plaza Hotel 90 audience Talk ESOL, RES s, e, le</p>	<p><b>Benefits of facilitating growth language mindsets in secondary students</b> <b>Claudia Tapia Castillo (University of Essex)</b> In this research, secondary students from Chile participated in 12 online sessions to promote growth language mindsets. Results showed the sessions successfully promoted growth mindsets and increased L2 motivation. This study's findings offer guidance to fostering growth language mindsets in the classrooms to facilitate learners' development of a growth language mindset, L2 motivation and, ultimately, language learning improvement.</p>
<p>Harewood Suite 2 - Crowne Plaza Hotel 120 audience Talk GEN s, t, a, e, le</p>	<p><b>Designing engaging, meaningful and reflective online tasks in teacher-education courses</b> <b>Karlos Polifemi (Faculdade Cultura Inglesa)</b> Learn how, instead of traditional approaches, active knowledge making concepts (AMINA, 2017), such as engaging students in their learning by having them work on meaningful activities, and thinking reflexively about their knowledge processes, were applied to the instructional design, delivery and mediation of an online specialization course for English teachers, resulting in their deep, critical and situated participation and learning.</p>
<p>Ripley Suite - Crowne Plaza Hotel 160 audience Talk EAP, LT t, a, e, le</p>	<p><b>ERT at an EAP programme: how did the teachers cope?</b> <b>Karla Kerlley de Lima Guedes (University of Southampton)</b> This talk focuses on presenting the experiences of novice online EAP teachers and the impact of Emergency Remote Teaching on their work and well-being by examining the kind of support they received, how they coped with and developed their online teaching, what kind of support they lacked, and how this had an impact on them and their online teaching experiences.</p>
<p>Newby Suite - Crowne Plaza Hotel 35 audience Talk EAP, ESP ey, p, s, t, a, e, le</p>	<p><b>ANIE, an eclectic approach for efficient EAP teaching in DRC</b> <b>Raymond Sangabau (Université de Kinshasa, RDC)</b> This talk discusses the ANIE model. It focuses on the combination of steps on the Awareness, Needs analysis, Interactivity and Evaluation continuum known as the ANIE approach and how this teaching strategy benefits learners of English for academic purposes in DRC such as changing their perception from negative to positive.</p>
<p>King's Suite - Harrogate Convention Centre 220 audience Talk GI, TD ey, p, s, t, a, e, le</p>	<p><b>Countering disinformation with digital literacy</b> <b>Pamela Johnson (U.S. State Department English Language Programs)</b> English language teachers who integrate digital literacy into their instruction can slow the spread of disinformation and improve learner outcomes. This talk will examine digital literacy for teachers and strategies for teaching digital literacy to students of all ages. Participants will discuss verifying information sources, the connection between our behaviors and the online content we see, and professional development.</p>
<p>Hall D - Harrogate Convention Centre 300 audience Talk LA, TD ey, p, s, t, a, e, le</p>	<p><b>"Managing" students: using business techniques to re-imagine the student-teacher relationship</b> <b>Alex Fayle (Well &amp; Will Language Academy)</b> The term "classroom management" brings up images of children running around wild and teenagers pointedly ignoring the teacher. What if it didn't have to be that way? What if classroom management meant helping students achieve the classroom objectives? Taking a page from business management, this talk offers concrete tips on how to bring students together to work as a team.</p>
<p>Restaurant - Harrogate Convention Centre 50 audience Talk LA, TEA a, e, le</p>	<p><b>Coaching style needs analysis to transform one-to-one teaching and learning</b> <b>Elena Kozhevnikova (Freelance)</b> In this talk, the speaker will share practical coaching and methodological developments in needs analysis area for individuals, that have been designed to enhance effectiveness in language studying process for both ELT practitioners and learners. The needs analysis includes three stages of thorough research into learners' background, setting up congruent goals as well as taking into account their learning styles.</p>
<p>Queen's Suite 1 - Harrogate Convention Centre 64 audience Talk TD, TTed t, e, le</p>	<p><b>EFL teacher professional identity in short-term teacher education courses</b> <b>Awad Alhassan (Dhofar University)</b> This presentation reports on findings from an on-going research project on English as a foreign language (EFL) teacher professional identity. The target audience includes novice and experienced EFL practitioners, EFL researchers, EFL teacher educators, and teacher training materials' designers and developers. I will engage with the audience in the discussion of the study implications for EFL continuing professional development.</p>
<p>Queen's Suite 2 - Harrogate Convention Centre 75 audience Talk TD, TTed ey, p, s, t, a, e, le</p>	<p><b>Developing a training program to promote non-specialist EFL teachers' self-efficacy</b> <b>Shoichi Matsumura (Ryukoku University), Julian Chapple (Ryukoku University)</b> This study aims to evaluate the effectiveness of an in-service training program designed to facilitate non-specialist EFL teachers' self-efficacy for using English in the classroom. The participants were 72 teachers serving in Japan's public primary schools. The results of a repeated-measures ANOVA along with follow-up interviews suggest the factors that may contribute to maintaining their self-efficacy increased through the training.</p>
<p>Queen's Suite 3 - Harrogate Convention Centre 75 audience Talk TTed s, e, le</p>	<p><b>Global English in the ELT classroom: the linguistic landscape</b> <b>Christina Egger (University of Graz)</b> The use of the linguistic landscape (LL) has shown great potential for language learning purposes. ELT student teachers may not yet have the expertise to exploit this resource for their teaching. This talk will discuss whether they were able to detect English in their environment and successfully integrate it into language tasks for a secondary school in Austria (CEFR A2).</p>

Queen's Suite 4 - Harrogate Convention Centre 40 audience Talk with restricted audience number GEN ey, p, s, t, a, e, le	<b>Integrating Six Thinking Hats into planning argumentative writing in EFL</b> <b>Chang Liu (Newcastle University, UK)</b> This talk will share findings from my PhD study, which explored how Six Thinking Hats helped to provide a dialogic space for EFL learners to experience and collaboratively generate ideas from multiple perspectives at pre-writing stage. The results suggest positive impact on students learning to plan argumentative writing, which enables us to see the process of generating ideas in action.
Queen's Suite 5 - Harrogate Convention Centre 60 audience Talk TD, TTEd ey, p, s, t, a, e, le	<b>A boat on the river: teacher autonomy and professional development</b> <b>Mandana Arfa Kaboodvand (University of Eswatini)</b> Drawing upon data gathered from a small-scale study, I will demonstrate that to capitalize on professional development, teachers should believe that they have some autonomy to decide how to both practice in their classes and professionally develop. I will then suggest ways teachers can reach autonomy, focusing on the roles of their beliefs and reflectiveness, school culture and teacher communities.
Queen's Suite 6 - Harrogate Convention Centre 43 audience Talk GEN ey, p, s, t, a, e, le	<b>The profit motive: time to problematise capitalism in ELT?</b> <b>Steve Brown (University of the West of Scotland)</b> While the merits of capitalism as a system of global governance face increasing scrutiny, capitalist principles remain highly prevalent in ELT, with profit-orientated organisations heavily influencing our teaching practice, materials content and assessment. This talk questions the role of the profit motive in ELT, explores its negative impact, and calls for a re-assessment of priorities within our profession.
Queen's Suite 7 - Harrogate Convention Centre 75 audience AL	<b>Question and answer session relating to Ofelia García's plenary session</b> If you attended Ofelia García's plenary session this morning on <i>Translanguaging and teaching English as a foreign language</i> , you are welcome to attend this related session. This will allow participants to ask any questions or address any issues that have been raised by Ofelia García's talk.
<b>CANCELLED</b> Queen's Suite 8 - Harrogate Convention Centre 75 audience Talk LA, YLT p, e, le	<b>Family engagement and young learners agency in remote learning</b> <b>Lenora Haranaka (Cultura Inglesa)</b> Teaching young learners (7-12 y.o.) remotely can be more effective when families are actively involved in the learning process. Mainly in EFL contexts, family engagement combined with teacher support can help YLs gradually develop agency and engage in their remote learning. In this talk, I will share choices, tools and practical tips from a successful project I carried out.
Queen's Suite 9 - Harrogate Convention Centre 66 audience Talk AL, ESOL a, e, le	<b>Language complexity in intercultural communication - a case study</b> <b>Shan An (Teachers College, Columbia University)</b> This paper investigated a Chinese-speaking English learner's email exchanges with an American peer by analyzing the participants' lexical and syntactic complexity and qualitatively analyses to explore possible motivations of the observed fluctuations in language use. The results portrayed the dynamicity of learner language and suggest that the speaker's change of identity and motivation, besides other possibilities, impacted the interaction.

## Plenary session 1415-1515

Auditorium - Harrogate Convention Centre

### **Race, popular culture and ESL in a post-George Floyd moment** **Awad Ibrahim**



Do people know that race works like a language? The first part of this presentation is an answer to this question, where I show theoretically how race works exactly like a language, with its own syntax, morphology and phonology. Race speaks, I am arguing, it speaks us as much as we speak it. The second part of my presentation is to link these arguments to pop culture and in turn link the two (race and pop culture) to the nice field of ESL. It is high time, I will conclude, that we engage race and pop culture in our ESL classrooms, and I will offer a concrete unit plan that does exactly that. Come and see how pop culture, namely Hip-Hop, can be engaged in an ESL classroom. WORD!

#### **About Awad:**

Awad Ibrahim is the Air Canada Professor in Anti-Racism at the Faculty of Education, University of Ottawa. He is a curriculum theorist with special interest in anti-racism and social justice, youth culture, hip-hop, diasporic and continental African identities, and applied linguistics. His most recent books include, *Nuances of Blackness in the Canadian academy: Teaching, learning, and researching while Black* (2002, co-edited with Tamari Kitossa, Malinda Smith and Handel Wright) and *Disruptive learning narrative framework: Analyzing race, power and privilege in post-secondary international service learning* (2022, co-edited with Manu Sharma and Andrew Allen).

#### **The conference will be closed by IATEFL President Gabriel Diaz Maggioli**

IATEFL Conference plenary sessions will be recorded, rather than streamed live, and shown as part of the conference coverage on our social media platforms, Facebook, LinkedIn and YouTube.

## Areas of Interest

### Applied Linguistics (AL)

Assessing pragmatics through scenarios in academic contexts	1.8
Capturing and shaping learner contributions in the online classroom	3.9
Differentiated instruction: the beliefs of Hungarian secondary school English teachers	1.2
EMI in Egyptian higher education: students' and teachers' perspectives	2.6
Integration of 21st century skills into EFL syllabus	3.3
Language complexity in intercultural communication - a case study	4.4
Lessons the dynamic bilingual model can teach language teachers	3.2
"Let's talk about your lesson": genre analysis of trainers' feedback	3.2
Overseas students' perspectives on the effect of communication strategies	3.5
Question and answer session relating to Ofelia García's plenary session	4.4
SEQ-CORP: a teaching sequence and materials based on corpus principles	4.3
This house believes that translanguaging constitutes a fundamental paradigm shift for the teaching of English	2.7
What do you meme? Incorporating memetic communication into language learning	2.4
When lexical semantics meets lexicography: hits and misses	3.1-3.2

### Business English (BE)

Are Bangladeshi employers compromising with English language proficiency?	4.3
Assessing international business undergraduates' communication and critical thinking skills	1.9
Balancing intercultural communications in single-language organisations	3.7
Corpus-based genre analysis of the emerging genre of business tweets	1.6
Cover-to-cover is over: revolutionising business English training with Agile	1.8
Debating the key issues in business English teaching	2.9
How (not) to communicate in times of crises	2.2
Inclusivity for all types of learners in business English teaching	1.2
Machine translation: friend or foe in graded assessment?	1.3
Mindful multi-communication: the soft skill your learners need	2.8
Overcome unhelpful self-doubt to flourish as an ELT freelancer	2.9
Preparing learners: (B)ELF-oriented and agile in learning ecosystems	1.1
Question and answer session relating to Evan Frenedo's plenary session	1.6
Speak your mind via Zoom happy hours	2.7
Tapping into translingual plagiarism among English-medium business students	1.5
Task-based learning and comparative law in legal English classes	1.7
The power of peer feedback in speaking	1.1
Upskilling ourselves by giving back to the ELT community	2.1
What does it take to be a business English trainer?	4.3

### English for Academic Purposes (EAP)

4-colour thinking: developing criticality through an interactive, question-based approach	1.1
A synthesized approach to improving writing feedback	2.9
A toolkit for using UN international days in university telecollaboration	2.7
Academic skills teaching in foundation courses; ESAP and cross-curricular approaches	3.7
Aligning a C1-level intertextual reading-into-writing task with the CEFR	1.7
Aligning assessment with the curriculum through Understanding by Design approach	3.4
ANIE, an eclectic approach for efficient EAP teaching in DRC	4.4
Assessing pragmatics through scenarios in academic contexts	1.8
Can students co-create course content? A student-contrived international conference	1.8
Clear minds, full hearts: effective feedback in online writing	1.6-1.7

### English for Academic Purposes (EAP) continued

Community of inquiry: the heart of collaborative learning	3.8
Dynamic teaching and learning through cross cultural exchange	1.2
EAP, science and public engagement meet the UN Sustainable Goals	2.5
EFL learners' vocabulary size and strategies: a case from Uzbekistan	3.1-3.2
EMI Pathfinder - UK-Indonesia development project for higher education	2.7
Encouraging independence in the academic English language classroom with Lextutor	4.1
Ensuring personalized teaching and lecturer-student interaction in standardized courses	1.7
ERT at an EAP programme: how did the teachers cope?	4.3.1
Exploring ELFA-inspired implications for the development of EAP pedagogical methods	3.4
Flipped learning in ELT classroom for undergraduate students	1.3
For what it's Earth: incorporating sustainability education into EAP classrooms	2.2
Grammar teaching strategies: Mexican EFL primary teachers' beliefs and practices	1.2-1.3
How can an app-based academic English course help EAP learners?	4.3
How could teachers assist students during the war?	3.7
IELTS academic writing task 1: dealing with tables	1.9
Implementing peer feedback for writing tasks	1.6-1.7
Improving reading skills through guided text analysis	3.9
Interculturalism: should we be doing more in EAP?	1.5
Learner training? Designing an academic preparation course for engineering students	1.2
Post-pandemic world ELT: teachers perceptions of the online-pivot in NI	1.5
Role of home language(s) in developing reading comprehension in English	1.2
Standardized test questions: from design to administration	1.2
Summarize and synthesize: how to approach tasks that test mediation	1.5
TBLT approach in the EAP and test prep classroom	1.9
Teacher, are you there? Establishing teacher presence in online classes	1.5
Teaching reflection to university students to encourage self-development and growth	3.1
Teaching TRUE summary writing	2.6
The future of teaching English language to the hearing impaired	4.3
The writing journey of Qatari students at Texas A&M	3.5
Transferring skills and strategies across the IELTS papers	4.2
Translation technology in higher education - a friend or foe?	4.3
Using stand-up comedy to develop intercultural competence (IC)	2.4
Who will listen? I have English phobia	3.4
Working towards a more inclusive English-language classroom: students with ADHD	2.2

### English for Speakers of Other Languages (ESOL)

A systematic review: the identification of segmental Mandarin-accented English features	3.2
Back to the start: from teacher to trainer to teacher	4.1
Benefits and challenges of computer-adaptive testing for teachers and learners	2.5
Benefits of facilitating growth language mindsets in secondary students	4.4
Beyond resilience: facilitating refugees' learning and well-being in the language classroom	1.2
Cultivating a culture of care in ELT - In conversation with Kieran Donaghy	2.9
Engagement and use of technology providing new era students' assessment	1.7
Generation Alpha: reimagining summer school for the teens of today	2.7
How morphological instruction impacted the vocabulary knowledge of L2 adolescents	1.4
Just keep teaching! Maintaining focus and wellbeing in disrupted classrooms	1.1

**English for Speakers of Other Languages (ESOL) continued**

Language complexity in intercultural communication - a case study	4.4
LGBT who? - lack of LGBTQIA representation in TEFL coursebooks	3.8
Migrant and refugee background children's language learning across the curriculum	4.2
Post-pandemic world ELT: teachers perceptions of the online-pivot in NI	1.5
Question and answer session relating to Lesley Painter-Farrell's plenary session	3.8
Reading literature in public high school: experiences with multi-level groups	1.6
The evaluation of a CLIL course for 16+ newcomers	1.3
The power of the personal: recipes for teachers and learners	1.9
Understanding of acculturation within a TEFL context	1.4

**English for Specific Purposes (ESP)**

ANIE, an eclectic approach for efficient EAP teaching in DRC	4.4
Are Bangladeshi employers compromising with English language proficiency?	4.3
Can students co-create course content? A student-contrived international conference	1.8
Co-creating sustainable teaching via UN's SDGs	2.3
Come on Einstein! Using logic puzzles to practise language skills	2.8
Corpus-based genre analysis of the emerging genre of business tweets	1.6
EFL learners' vocabulary size and strategies: a case from Uzbekistan	3.1-3.2
Encouraging independence in the academic English language classroom with Lextutor	4.1
'English for freelancers': moving beyond the traditional classroom and workplace	3.1
Enhancing undergraduate students' intercultural communication through virtual exchange	3.3-3.4
Ensuring personalized teaching and lecturer-student interaction in standardized courses	1.7
ESP course development for cultural creative design with design thinking	3.4
Glossary building in ESP scenarios: why, when and how	3.1-3.2
How to get teenagers attention and keep it!	4.3
Improving reading skills through guided text analysis	3.9
Mediating international and scientific communication for EMI contexts	2.1
Mindful multi-communication: the soft skill your learners need	2.8
Question and answer session relating to Evan Frenedo's plenary session	1.6
Social presence in online teaching	1.3
Speak your mind via Zoom happy hours	2.7
Task-based learning and comparative law in legal English classes	1.7
Teaching and evaluating speaking in the engineering classroom	4.1
Testing mediation: the challenge of an unorthodox answer	1.8
The mismatch between theory and practice in tourism English classrooms	3.3
The road not taken can be fun: translanguaging for success!	2.2
The writing journey of Qatari students at Texas A&M	3.5
To Kahoot! or not to Kahoot!?	2.3
Together is better: researcher - practitioner collaboration	2.2
Using specific student workplace experiences in ESP lesson design	1.5
Using stand-up comedy to develop intercultural competence (IC)	2.4
When lexical semantics meets lexicography: hits and misses	3.1-3.2

**General (GEN)**

40 years on: three golden teaching rules	2.4
A picture is worth a thousand words	4.4
ALT planning a lesson: changing teachers' mindset to teaching lexically	2.5
Are primary dictionaries still relevant for young learners?	2.7
Are you teaching the English language or communication in English?	3.3
Assessment for learning in the every-day classroom	2.1

**General (GEN) continued**

Authentically speaking: to assess task achievement or form and accuracy?	3.3
Beyond the native speaker paradigm	1.8
Bringing energy into the young learner classroom	2.1
Building cultural awareness in the EFL classroom through critical incidents	4.2
Connecting what we do with who we are	1.3
Critical environmental education and ELT: a necessary blend	1.8
Danger - buzz words!	1.8
Design thinking, a sticky side up path to innovators	2.1
Designing engaging, meaningful and reflective online tasks in teacher-education courses	4.4
Developing creativity and critical thinking in your class	4.2
Do learners have a level or a spiky profile?	2.9
Easy access to inclusive practices using the UDL guidelines	3.9
Effective language teaching revisited	4.1
Elicited imitation in assessing L2 oral proficiency	3.4
English for what purpose? Moving forwards with engagement and equity	3.1-3.2
English through Mexican traditions and customs	1.4
E-portfolios: assessing 21st century skills	1.3
Extensive reading: the role of motivation	2.8
Future perfect continuous? Tense times for teacher associations and SIGs	1.5
Generating HERstory of ELT	1.9
Get the meaning? Making grammar exercises more effective	2.8
Getting out of our brains: distributed cognition in ELT	3.7
Getting the message across: mediation in the EFL classroom	1.3
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## Who's who at the IATEFL Conference

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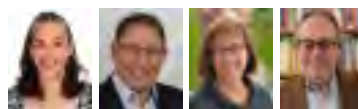
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IATEFL Ambassadors build awareness of what we are, what we do, and the benefits of working with, or joining IATEFL. They are chosen based on their passion, their commitment to the Association, and their existing links and networks within the profession.



Sandy Millin   Evan Frendo   Sarah Mercer   George Pickering

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Day 1 - Tuesday 18 April

	1.1 1035-1120	1.2 1150-1220	1.3 1235-1305	1.4 - Poster presentations - 1320-1330 (see page 34)	1.5 1405-1435	1.6 1450-1520	1.7 1535-1605	1.8 1635-1705	1.9 1720-1805	
<b>Bramham Suite</b>	Debunked teaching myths, techniques... K Holt	Developing professionalism... M Cintra	Dialogic reflection on critical moments R Chinn	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					IATEFL Teacher Development SIG Open Forum	Navigating fashions, trends and new ideas... G Hall
<b>Harewood Suite 1</b>	The power of peer feedback in speaking A Niemeijer	Learner training? Designing an... T MacKenzie, I Dawson	Inquiring Minds: voice and choice for our... M Davou	<b>Lunch   1305-1405</b>					Mission impossible or possible? Navigating... R Paling	Integrating professional coaching... G Sayram
<b>Harewood Suite 2</b>	Myths, legends and the modern reader R Hill	How to design learning materials for social... C Bowes	Engaging educational exchanges: exploring... J MacArthur, J Uhler	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Making time for critical thinking activities in... R Harrison	IELT's academic writing task 1: dealing with... S Philpot
<b>Ripley Suite</b>	Digital collaboration 101: tasks for the... V Saumell	<i>Forum on grammar teaching</i> L Rohde, A Bustamante Piedragil, O Heggelund	<i>Forum on grammar teaching</i> L Rohde, A Bustamante Piedragil, O Heggelund	<b>Break   1605-1635</b>					Danger - buzz words! A Tennant	Generating HERstory of ELT R Smith
<b>Newby Suite</b>	Motivating teens to talk is a challenge, or is it? H Puchta	Real-world English language learning in... G Kader Zilany, M Jamil	E-portfolios: assessing 21st century skills L Laubacher	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Specialise or diversify? That's the question! S Pulapak, F Crispin	The what, why and how of social and... K Stannett
<b>Auditorium</b>	Just keep teaching! Maintaining focus... E Bryson	Native-speakerism in ELT publishing... P Hands	Connecting what we do with who we are R Bolitho, A Maley	<b>Break   1605-1635</b>					Beyond the native speaker paradigm H Dellar	The power of the personal: recipes for... J Wallis, T Woodward
<b>King's Suite</b>	Advancing teacher education practices... G Diaz Maggioni	Making assessments accessible to test... L Gibbs, A Uzun	How learning happens today and why we... G Spiewak	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Videoconferencing exchanges: fostering... L Barrantes	Express Publishing Signature Event: To act or not to act
<b>Hall D</b>	Integrating content and language learning... N Raud, O Orekhova	Beyond resilience: facilitating refugees'... P Rogerson Revel	The evaluation of a CLIL course for 16+... D Flanagan	<b>Break   1605-1635</b>					Giving back. How private ELT institutes... T Kiddle	Recycle, revise, teach and play S Raskovic
<b>Restaurant</b>	Yeah, but... No, but... The real language of... J Hird	Standardized test questions: from... L Berkowitz	Publishing a lesson in <i>Raise Up!</i> - an... T Lombardi	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					IATEFL ESOL SIG Open Forum	Applying the science of reading to English... L Axtell
<b>Queen's Suite 1</b>	Preparing learners: (B)ELF-oriented and... K Lichtenfeld	Inclusivity for all types of learners in... J Koifman	Machine translation: friend or foe in... C Prewett-Schrempf, L Slattery	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Can students co-create course content? A... A Hradilova	Assessing international business... S Ashley
<b>Queen's Suite 2</b>	4-colour thinking: developing criticality... E de Chazal	How do we know that Communities of... A Guven et al	IATEFL Teacher Training and Education SIG Open Forum	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Cover-to-cover is over: revolutionising... D Guerrero	From prescriptive teacher preparation to... K Sato
<b>Queen's Suite 3</b>	Mine the gap! Equipping teachers... M Hughes	Dynamic teaching and learning through... S Makhlof	Eight formative assessment ideas for... G Marcenaro Bonsignore	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					CELTA lesson observations: finding... G Cadden	Listen with your eyes as well as your ears! K Urbaniene, D Galatitieni
<b>Queen's Suite 4</b>	Harnessing hormones - the role of menstrual... J Holden	Role of home language(s) in... N Malini Barua	Social presence in online teaching V Bicman	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Assessing pragmatics through scenarios in... I Gonthier	TBLT approach in the EAP and test prep... J Wrzesniska
<b>Queen's Suite 5</b>	Helping students with IELTS reading M Durman	Differentiated instruction: the... A Zoljomi	Flipped learning in ELT classroom for... R K C	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Critical environmental education and ELT: a... S Mumiz	Creating a lesson around a short story B Chovancova
<b>Queen's Suite 6</b>	Pronunciation & acting: becoming more... M Hernandez	Are we pronunciation ignorers, entertainers... A P Blazon Rocha	Does differentiated pronunciation... S Pinweha	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Testing mediation: the challenge of an... B Chovancova	Including stammers and lips in the language... A M Smith
<b>Queen's Suite 7</b>	Put a podcast in your pedagogic pocket E Manders, J Rose	Paulo Freire and EFL: taking lessons from a... I M Robinson	Implementing "wait time" as a critical... A Apostolidou	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Pronunciation SIG's 2023 Swapshop	Improve learners' comprehension and... S Corekcioglu
<b>Queen's Suite 8</b>	Out of the question: effective questioning... L Cotterill	What lifelong learning can add to the ELT... L Williams, K Müller	Shoring up leader development... B Craig, L Yates	<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Four characteristics of successful music use... A Stumpf	Gen-Z 101: engaging the generation of... G Papamichailidou
<b>Queen's Suite 9</b>				<b>Free tea and coffee in the Exhibition sponsored by LanguageCerts</b>					Upskilling in using technology: what... S Dhillon	



# Day 2 - Wednesday 19 April

	2.1 1015-1045	2.2 1100-1130	2.3 - Poster presentations - 1140-1150 (see page 52) Break   1130-1200	2.4 1200-1245	2.5 1410-1440	2.6 1455-1525	Free tea and coffee in the Exhibition sponsored by LanguageCert	2.7 1555-1625	2.8 1640-1710	2.9 1725-1810
<b>Bramham Suite</b>	Screencast feedback, a tool to improve... Y Aguilera	Validity and the digital age; developing... P Home, E Stanchovska	How can tech inform decisions in the... O Goodman, A Vinkler	How can tech inform decisions in the... O Goodman, A Vinkler	IATEFL Learning Technologies SIG Open Forum	Best practices for online course delivery... M de Oliveira	Free tea and coffee in the Exhibition sponsored by LanguageCert	"packed with technology"... Z Handley	Minecraft for CLIL and global issues: the... L Cinganotto, H Philip	Tribute session
<b>Harewood Suite 1</b>	Teachers 4 Teachers: conversations about... L Alaga	Teacher reactions to online lesson... D Bish	Developing a stress management... A Hasper	Developing a stress management... A Hasper	Solidarity through autoethnography: reimagining hope through transnational research in Palestine A Hussein et al	Solidarity through autoethnography: reimagining hope through transnational research in Palestine A Hussein et al	Free tea and coffee in the Exhibition sponsored by LanguageCert	What do teachers really want? A voice, and... B Leys	Get the meaning? Making grammar... E Keates	English here and now: presence in teaching E Keates
<b>Harewood Suite 2</b>	Creating and sustaining a large-scale... F Toy et al	The road not taken can be fun... N Ali Raza	Exploring reasons and emergent language... D Norington-Davies	Exploring reasons and emergent language... D Norington-Davies	Chameleonic strategies to successful... N Guzman	First the grammar, second the text... L Carabantes	Free tea and coffee in the Exhibition sponsored by LanguageCert	Grammar with no hammer. Teaching... A Plakstienko	Come on Einstein! Using logic puzzles to... P Westbrook	Transitions and breaks in the YLT classroom N Joseph
<b>Ripley Suite</b>	Offering learner choice B Tomlinson	Where are we going with grammar? R Baker	What do you meme? Incorporating... C Lynch	What do you meme? Incorporating... C Lynch	Ed-tech, e-learning and ELT: PD perspectives... S Nomaan	Using standardized assessments to... K Anarova	Free tea and coffee in the Exhibition sponsored by LanguageCert	Generation Alpha: reimagining summer... G Silcock	Extensive reading: the role of motivation S Leather	Digital literacies in a data-driven world N Hockly
<b>Newby Suite</b>	Leading your learners' orchestra via... N Elnesr	Language triptych: a tool to select and... L Moraes	Teaching real-world communication... R Chiappini	Teaching real-world communication... R Chiappini	Ready to roll with Marbles: developing... K Kelly	Mastering motivation mechanisms G Kokolas	Free tea and coffee in the Exhibition sponsored by LanguageCert	Motivation and attitude variation in Chilean... M-J Inostroza	Conceptualizing wellbeing, autonomy... C White	Five principles for designing relevant... K Beadle
<b>Auditorium</b>	Interesting recent research P Ur	The psychology of learning: building... M Mayor	Interculturalize your coursebook... N Bilbrough	Interculturalize your coursebook... N Bilbrough	Effective online materials design... C Lethaby	Women in ELT: where are we now? H Buchanan, J Norton	Free tea and coffee in the Exhibition sponsored by LanguageCert	Are primary dictionaries still relevant for... M Airle	Preparing learners for the workplace... C Thaine	LanguageCert Signature Event: Cultivating a culture of care in ELT... L Rogers
<b>King's Suite</b>	Upskilling ourselves by giving back to the... M Rosenberg	For what it's Earth: incorporating... A Warren	We can grow as creative and... D Heathfield	We can grow as creative and... D Heathfield	Why is fluency the last thing we teach? M McLarty	Using word histories, cognates... M Carrier	Free tea and coffee in the Exhibition sponsored by LanguageCert	EMI Pathfinder - UK-Indonesia... W Nash, S Halimi	Past, present, future - linking people, ideas... S Holden	Debating the key issues in business English... L Rogers
<b>Hall D</b>	Assessment for learning in the every-day... Y Kavalova	<i>Overt Teaching</i> : setting the stage for effective... D Byrne, M Hefferman	Six steps to happiness in your workplace D Foord	Six steps to happiness in your workplace D Foord	Empowering youths in rural Nepal, during... B S Chapagain	Tracing the teachers' growth throughout... R Halat	Free tea and coffee in the Exhibition sponsored by LanguageCert	ELT Journal Debate: This house believes that translanguaging constitutes a fundamental paradigm shift for the teaching of English	Do learners have a level or a spiky profile? R Cramer, J Mader	Do learners have a level or a spiky profile? R Cramer, J Mader
<b>Restaurant</b>	Through the unknown: mentoring in... M Ponce de Leon	The teacher support program: going... A Al Tawel	Using stand-up comedy to develop... C Laporda	Using stand-up comedy to develop... C Laporda	EAP, science and public engagement meet... A R Scott-Monkhouse	Teaching TRUE summary writing A Roemer	Free tea and coffee in the Exhibition sponsored by LanguageCert	Creating context-relevant EFL... E E Ekembe	Six Thinking Hats approach in the... N Bagdavadze	Maker education: an approach worth... C Linse
<b>Queen's Suite 1</b>	Mediating international and scientific... B Cagnol, S Namur	Fostering learner autonomy in an ELT... S Lefever	Applying principles of gentle discipline in... Z Zuhair	Applying principles of gentle discipline in... Z Zuhair	Reflecting on student teacher reflection... K Balchin	Noticing, a social practice? Learning to... C Clarkson	Free tea and coffee in the Exhibition sponsored by LanguageCert	Secret lives of consonant clusters J Marks	Practical tips and tricks: video reflection tools... C Meoli	How can we address cross-cultural... B Rooksken
<b>Queen's Suite 2</b>	Adventures in WhatsApp: teacher... A Young, K Smith	Supporting professional pride in EFL teachers A Mairitsch	"Thank you for the music" Y Shomron	"Thank you for the music" Y Shomron	How to make CELTA hybrid input sessions... J Finck	Taking teacher training online in Sri Lanka... N Swyngedaauw	Free tea and coffee in the Exhibition sponsored by LanguageCert	Q&A session relating to Divya Madhavan's plenary session	Embedding democracy and choice in reading... A Parani	Bring your syllabus and let's gamify your class! D Healey
<b>Queen's Suite 3</b>	Translanguaging in the EFL classroom: a case... C Manea Gultekin	Finished CELTA. Ready to teach? A Bailey, A Douglas	So lovin' it, eh? Let's contemporarise our... C Henderson	So lovin' it, eh? Let's contemporarise our... C Henderson	ALT planning a lesson: changing teachers... M Dolgacheva	EPIC: how to create the best trainers in the... M Anderson	Free tea and coffee in the Exhibition sponsored by LanguageCert	Evolution of EFL teacher training program in a... D Mirsaliyeva	What students think they really learn K Smook	Create an effective bond between ELT... C Cabrera
<b>Queen's Suite 4</b>	Bringing energy into the young learner... D-A Margaritescu	edciphath, a development journey... C Caleff	Engaging with Shakespeare in the... C Loder	Engaging with Shakespeare in the... C Loder	Graphic novels in the classroom E Miscin	From the pages of storybooks to... M Diakou	Free tea and coffee in the Exhibition sponsored by LanguageCert	Developing intercultural competences with... B Lapornik	Teaching embarrassed teenagers to speak... H Lang-Heran	IATEFL Literature SIG Open Forum
<b>Queen's Suite 5</b>	A way to advancement in EFL through... M Drazdauskiena	Teaching English literature to... M Chhaya	Sustaining Associations of Language Teachers... B Price	Sustaining Associations of Language Teachers... B Price	Do's and don'ts in young learners... S Palavacino	The multiverse of teacher development... A Galindo	Free tea and coffee in the Exhibition sponsored by LanguageCert	Teacher attitudes to online assessment in... R Yurdien	It's TEA time! A special blend serving... H Ahmed	IATEFL Literature SIG Open Forum
<b>Queen's Suite 6</b>	Design thinking, a sticky side up path to... D Sora	How (not) to communicate in... C Frei	Diversifying pronunciation tasks... H Silee	Diversifying pronunciation tasks... H Silee	Diversifying ELT: future directions for... T Meirse	Spillover: how management styles... G Licata	Free tea and coffee in the Exhibition sponsored by LanguageCert	Utilizing student potential of gifted... R Khan	IATEFL Inclusive Practices & Special Educational Needs SIG Open Forum	Down syndrome - excluding learners... A Igel
<b>Queen's Suite 7</b>	Every student matters R Jeffries	Working towards a more inclusive... W Allan	Teaching for a better world. Sustainable... E Kantarakis, R Polygenis	Teaching for a better world. Sustainable... E Kantarakis, R Polygenis	Teaching English as a global language... A Hearrell, V Irving	"My war": creating meaningful materials... M Sokolik, Y Fedoriv	Free tea and coffee in the Exhibition sponsored by LanguageCert	A toolkit for using UN international days in... W Hutton, D Garcia	IATEFL Global Issues SIG Open Forum	Poetry and education for sustainable... J Skeet
<b>Queen's Suite 8</b>	Language, power and education: five... R Aylett	Linguistic and content scaffolding in the... C Watson	40 years on: three golden teaching rules R Cross	40 years on: three golden teaching rules R Cross	Benefits and challenges of computer... C Dourda	Promoting learner reflection and... J Mynard	Free tea and coffee in the Exhibition sponsored by LanguageCert	Student tutor program: support network for... C E Euiliao Martins	Learner perceptions of emergent language... K Moynihan, A Solovyev	Overcome unhelpful self-doubt to flourish... R Roberts
<b>Queen's Suite 9</b>	From words to text - academic writing in... S H Balle et al	Together is better: researcher... K Tangirova					Free tea and coffee in the Exhibition sponsored by LanguageCert			

Harrogate Convention Centre



## Day 3 - Thursday 20 April

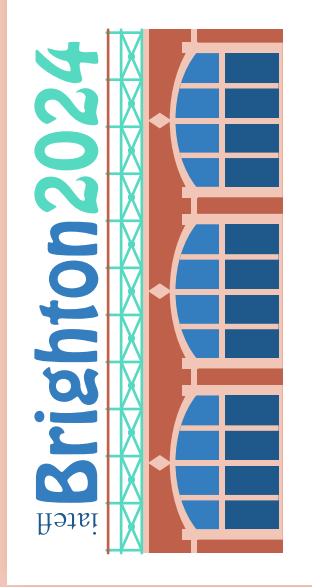
	3.1 1015-1045	3.2 1100-1130	3.3 1200-1230	3.4 1245-1315	3.5 - Poster presentations - 1330-1340 (see page 76) Lunch   1315-1415	3.6 1415-1500	3.7 1515-1545	3.8 1615-1645	3.9 1700-1745		
<b>Bramham Suite</b>	IATEFL Young Learners & Teenagers SIG Open Forum	Online intercultural link-ups: sparking... A Kuhall	Bloom's taxonomy and CLL materials... D Santos	Learning English through online... A Pinter, P Taball	Free tea and coffee in the Exhibition sponsored by LanguageCert					Improving teaching quality in primary ELT... J Guttko	How to teach creative thinking to young... S Smith, C Steele
<b>Harewood Suite 1</b>	Learning to listen in global Englishes era H Masuhara	Interculturalism: should we be doing more in... N Hards	The hidden trauma: empowering learners... P Gordyshevskaya	Empowering the teacher: the growth... F Demir Yalcintaş et al						Exploring the language of film to teach YLs... R Muse	Active language learning and activism... J Bland
<b>Harewood Suite 2</b>	Forum on online CPD C Nobre, J Newton & S P Ndlovu, A Bartosik	Forum on ESP/EAP vocabulary G R Sampaio, C Nguyen, I Saydazimova	Variation not deviation: encouraging... G Archer	Reintroducing board games as a powerful... I Nosova	Vocabulary teaching: what teachers know... L Selivan, B Naismith	Getting out of our brains: distributed... S Rich	Narratives and blogging as professional... C James	Capturing and shaping learner contributions... L Perkins, J Bukowski			
<b>Ripley Suite</b>	Forum on DELTA M2 training: lessons... J Douglas	A systematic review: the identification of... H Wang	The pragmatics of icons and their use in... P Grundy	Grammar rules and grammar reasons C Walker	Making learning visible: personalising reading... T Booth, C Edgoose	National ELT reform: learning from the... J Knaag, L Sanchez	Community of inquiry: the heart of... N Khafagi	Making sustainability a mindset M Szesztay			
<b>Newby Suite</b>	English for what purpose? Moving forwards with engagement and equity H Khalifa et al	Forum on teachers' associations and CPD I Enriquez O'Farrill, E Escalona, M Isifan	The mismatch between theory and practice... A Mernab	ESP course development for cultural... C-Y Lin	Silence and noise: modes of being in the... J Harmer, J Revell	Meaningful and impactful training?... N Ainsworth	Independent learning plans in higher... S Giorgou Tzampazi	Easy access to inclusive practices using the... P Harder			
<b>Auditorium</b>	Forum on teachers' associations and CPD I Enriquez O'Farrill, E Escalona, M Isifan	Global English: chaos, communication and... L Lansford	Mediation in the ELT classroom C Rogers	Do words have levels? Understanding CEFR... J Moore	English for a sustainable future D Alston	Let's talk about it... (Developing the... T Lemans	Evaluating the impact of the flipped... G Harrison	Task-based learning and grammar: five ways... J Willis			
<b>King's Suite</b>	Forum on teachers' associations and CPD I Enriquez O'Farrill, E Escalona, M Isifan	Global English: chaos, communication and... L Lansford	Forum on intercultural projects in higher education J Higgins, K Al Mansoori, S Riegler & H Tsai	Elicited imitation in assessing L2 oral... A Perwitzari	What now? T Jones	Promoting interculturality in ELT... A Douidi	A picture is worth a thousand words J Lowe	Learn, grow, flourish: self-directed... S Mercer			
<b>Hall D</b>	Resigning games for the 21st century J Hadfield	'English for freelancers: moving beyond the... R Badwan	Are you teaching the English language or... B Knight	Who will listen? I have English phobia S Chaudhary	Working with functional grammar - why and... S Jacobsen	Bi-directional decoloniality in... I Martin	Does the future of ELT include TA, TAGs and... W Arnold	British Council Signature Event: The Future of English: Global... English: Global...			
<b>Restaurant</b>	Maintaining the integrity of online... P Davidson	Proficiency exams and classroom... I de Freitas Villas Boas	Aligning assessment with the curriculum... Z Kassimova	Quality assurance in online teaching... L McLaughlin	IATEFL Testing, Evaluation and Assessment SIG Open Forum	Preliminary test-taker perspectives of a... E Bruce	What is a mix-mode CELTA and does it work? V Unlu	Teaching vocabulary with revision and... U Kalberer			
<b>Queen's Suite 1</b>	How did teaching turn into management? K Protsenko	Mission redefined: Be GR.A.C.E.(ful) as a... Z Ogul	Doing top-down and bottom-up needs... J Fuller	Moving away from a one-size-fits-all... S Schwab	Motivating and engaging teaching... A Moses	My external brain hurts: the secrets of... M Riley	Unlocking peer and self-assessment and... A Altamirano	Where do novice test item writers go wrong? S Manassian			
<b>Queen's Suite 2</b>	Accurate or biased? How do ELT materials... J Taylor	Decolonizing ELT materials... H L Hertzal	Custom reading and listening tests from... T Hannigan	Exploring teachers' resources for... M Z Haider	I am not a taboo: LGBTQA+ in the ELT... P Fullagar	IATEFL Materials Writing SIG Open Forum	Three money myths that ELT materials... L Galpin	Beyond profit: purpose-driven leadership... G Pickering			
<b>Queen's Suite 3</b>	Teaching reflection to university students to... S Farag	Integrating the CertTESOL into... H Thompson	How can we help teachers really feel them... L Ferroglio	Authentically speaking: to assess task... K Sandstrom	Time to reconsider the power of social media K Waterston, M Morgan	Student perceptions of success and failure in... P Sobkowiak	Measuring knowledge of adolescent anxiety... J Jara	How to write effective and engaging digital... L Broadbent, B Jago			
<b>Queen's Suite 4</b>	Sharing tips and tricks for AI adult learner... T de Oliveira	Making PDF teaching resources accessible... A Skinner	Making sense of tonic stress in the classroom F Watkins	How to integrate global skills teaching into... C Platzer	English is puzzling: combining ELA... K Negini	POET- A beacon for teachers of English in... K Mukherjee	My signature pedagogy after COVID-19 in... M van der Meer	Virtual reality for language learners R Twigg			
<b>Queen's Suite 5</b>	Different strokes... using songs to teach... C Walklett	Positive attitudes but poor outcomes: the... D Hayes	Practical implications of inclusive practices in... P Rizzo	A beginner's guide to podcasting. Three... L Wilkes	Low cost resources for ESOL teachers to... T Le Seilleur	Balancing intercultural communications in... G Lyssaght	Q&A session relating to Lesley Painter-Farrell's plenary session	IATEFL Research SIG Open Forum			
<b>Queen's Suite 6</b>	Embodied approaches to ELT professional... J Godfrey		Understanding excessive L1 through... A Drought	How does an inclusive spirit materialize in ELT? K Heim		Vocabulary, is less more? C Watts	Exploratory practice as a means of... J M Ramdani	Measuring knowledge of adolescent anxiety... J Jara			
<b>Queen's Suite 7</b>											
<b>Queen's Suite 8</b>											
<b>Queen's Suite 9</b>											
Free tea and coffee in the Exhibition sponsored by LanguageCert											
Break   1545-1615											
Free tea and coffee in the Exhibition sponsored by LanguageCert											
Break   1315-1415											
3.5 - Poster presentations - 1330-1340 (see page 76)											
Lunch   1315-1415											
Free tea and coffee in the Exhibition sponsored by LanguageCert											

# Day 4 - Friday 21 April

	4.1 1015-1045	4.2 1100-1145	4.3 1245-1315	4.4 1330-1400
<b>Bramham Suite</b>	Breaking the curse of knowledge: what... W Morrow, M Willoughby	Newest ways of using video in language... A Salkeld, H Morris	Post-pandemic English language teacher... R Webb	Benefits of facilitating growth language... C Tapia Castillo
<b>Harewood Suite 1</b>	International language teachers studying... S Marshall	Transferring skills and strategies across the... L Dunne	<i>Forum on mentoring</i> N Christodoulou, S Livarda, M Pérez	
<b>Harewood Suite 2</b>	Delivering unique, compelling digital... J Johnstone	Size doesn't matter - implications of 'little'... A Grundtvig	Supporting and developing teachers... N Northall	Designing engaging, meaningful and... M Polifemi
<b>Ripley Suite</b>	Transforming texting from distraction to... P Poole	Ten ways to integrate more pronunciation... G Erasmus	How to get teenagers attention and keep it! C Twomey	ERT at an EAP programme: how did... K K de Lima Guedes
<b>Newby Suite</b>	Transferring passion for technology to female... A Ekangou Awanga		Translation technology in higher education... H Essa	ANIE, an eclectic approach for... R Sangabau
<b>Auditorium</b>	Thinking skills and mindsets for young... E Setterfield		Classroom management 101 for... F Daou	
<b>King's Suite</b>	Integrating machine translation in the... B Reber	Choose your own PD adventure M Richard	What does it take to be a business English... B Dobbs, M Hunter	Countering disinformation with... P Johnson
<b>Hall D</b>	Encouraging independence in the... P McMahon	The future is bright: activities for... H Allen	Reimagining teacher-centered professional P Garcia Gomez	"Managing" students: using business... A Fayle
<b>Restaurant</b>	Teaching and evaluating speaking... D John	Building cultural awareness in the EFL... K Waechter	The future of teaching English language to... M A Onjewu, M Ipadeola	Coaching style needs analysis to transform... E Kozhevnikova
<b>Queen's Suite 1</b>	Teacher researchers and mentors of Uzbekistan... E Menglieva	Making progress visible in the primary... R Horstfall	"teaching grown-ups": building confidence... L Khaddi	EFL teacher professional identity in short-term... A Alhassan
<b>Queen's Suite 2</b>	Effective language teaching revisited P Hohwiler	Developing creativity and critical thinking... K Warszynska	How can an app-based academic English... M Chadry	Developing a training program to promote... S Matsumura, J Chapple
<b>Queen's Suite 3</b>	Giving back to the ELT... J Schumm Fauster, U Fuerstenberg	Teaching English to advanced learners... H Kryszewska	Student assessment and use of feedback... I Pineiro Soronodo	Global English in the ELT classroom: the... C Egger
<b>Queen's Suite 4</b>	Helping busy students learn regularly with... K Lanickova	Teacher perceptions of multilingualism... M Bulut Albaba	Are Bangladeshi employers... M G Mohiuddin	Integrating Six Thinking Hats into planning... C Liu
<b>Queen's Suite 5</b>	Back to the start: from teacher to trainer to... C A Robinson	Migrant and refugee background... J Feitosa Ferreira, L Veras	Empowering the marginalized female... M Subba Dewan, B Rimal	A boat on the river: teacher autonomy... M Arfa Kaboodvand
<b>Queen's Suite 6</b>	I'm not in it for the money! O Kowalska		SEQ-CORP: a teaching sequence and... A Geroldo dos Santos	The profit motive: time to problematise... S Brown
<b>Queen's Suite 7</b>	Learning from students' and teachers' ... A Scott	The CLIL Wheel as a teacher and teacher... A Zapanucha	How to give meaningful feedback whilst... I Kaskova	Q&A session relating to Ofelia Garcia's plenary session L Haranaka
<b>Queen's Suite 8</b>	Picking up where we left off: which... E Nicaise	Making Shakespeare exciting for teenagers A Moore	Enhancing student motivation through... T Keller	Family engagement and young learners... L Haranaka
<b>Queen's Suite 9</b>	Developing institutional listening tests M Fields	Using the design cycle in the English... K Chopin	Teaching just four language skills?... H Sandhu	Language complexity in intercultural... S An

Lunch | 1145-1245  
Free tea and coffee in the Exhibition sponsored by LanguageCet

See you next year!



16-19 April 2024

Venue maps

**Key to map symbols**

◆ 'You are here' map

Water station

Information point

Catering

Door not in use

Lift

Stairs

Escalator

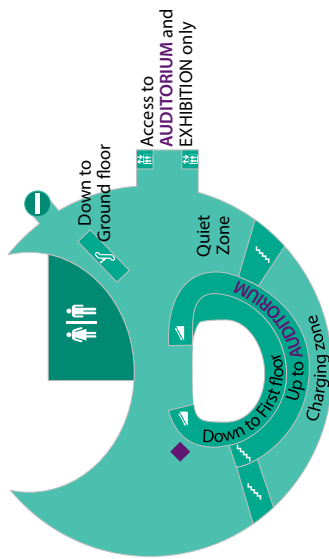
Ramp

Toilets

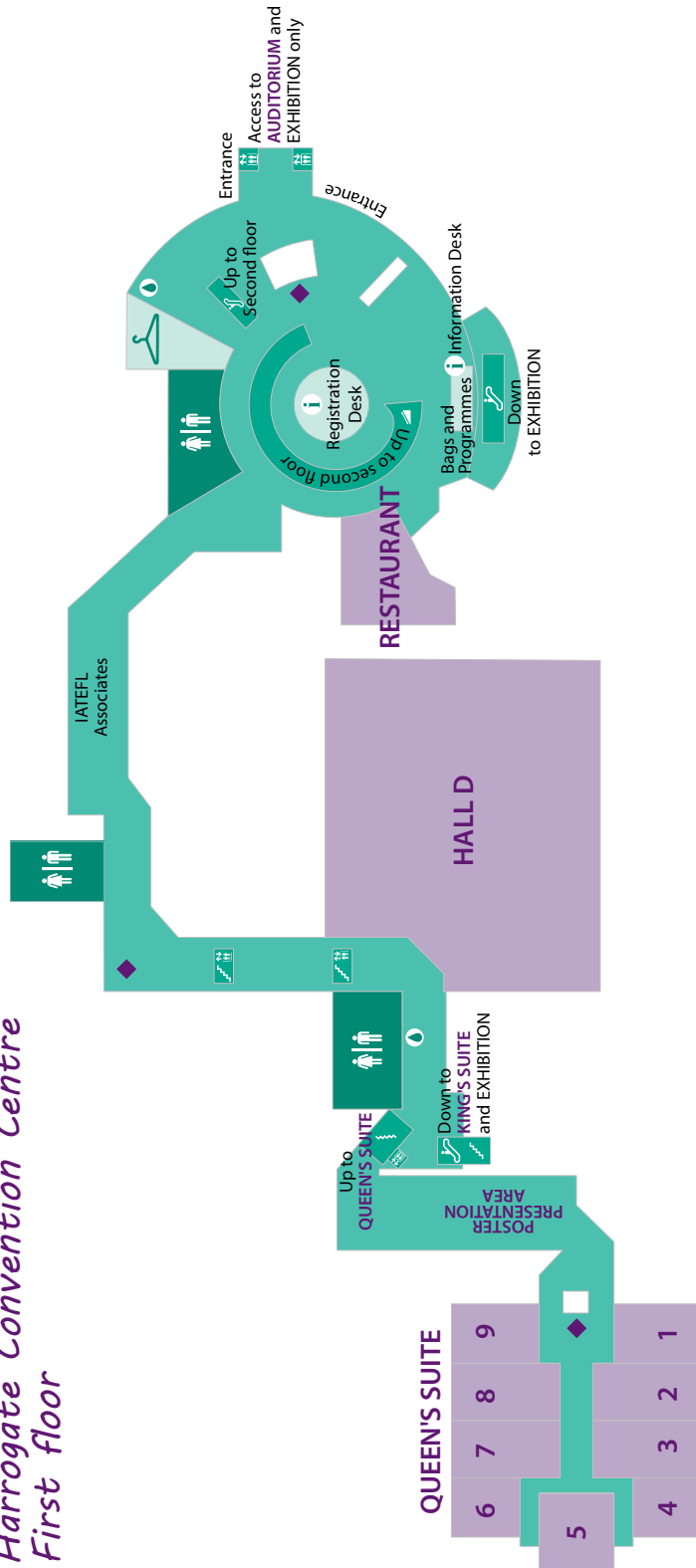
Cloakroom

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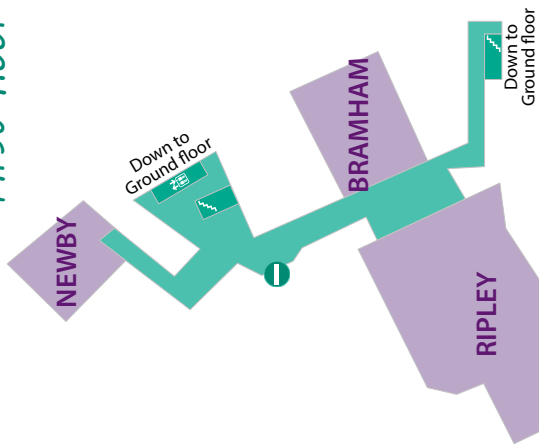
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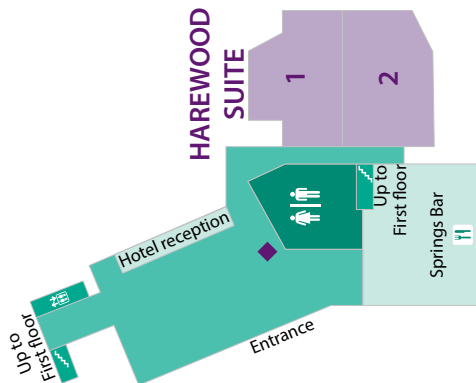
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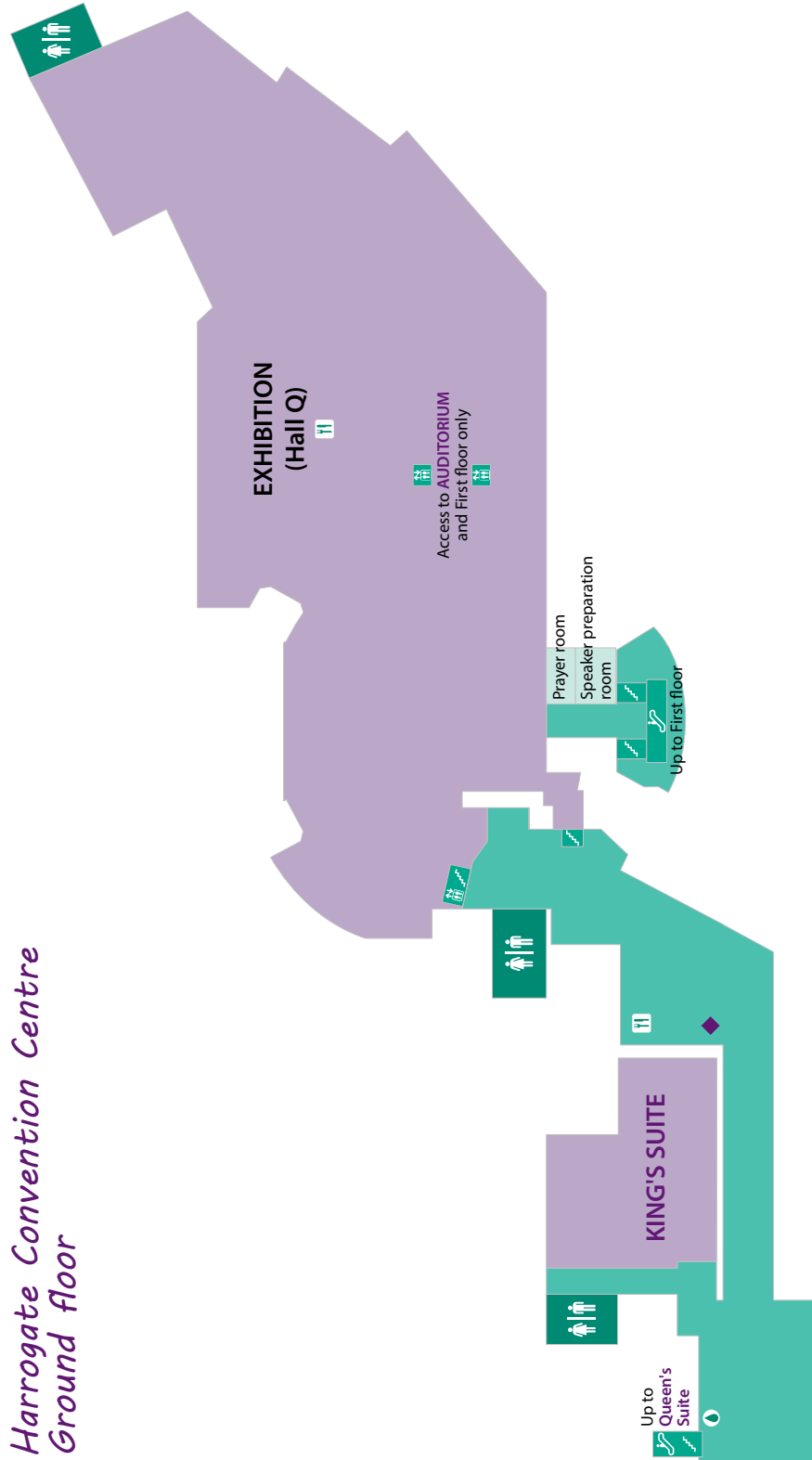
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## Key opening times

	Monday 17	Tuesday 18	Wednesday 19	Thursday 20	Friday 21
Registration Desk	0800-1800	0800-1730	0800-1730	0800-1730	0800-1400
Information Desk	0800-1800	0800-1730	0800-1730	0800-1730	0800-1400
Exhibition	-	1100-1730	0830-1730	0830-1730	0830-1245

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## Abbreviations at the IATEFL Conference

These are some abbreviations that you may see or hear at an IATEFL Conference and what they stand for. You can find a complete list of abbreviations used by IATEFL at: [www.iatefl.org/about-iatefl/key-documents](http://www.iatefl.org/about-iatefl/key-documents).

a	The presentation focuses on Adult Teaching
AGM	Annual General Meeting
AL	Applied Linguistics
BE	Business English
CAE	Certificate in Advanced English
CALL	Computer Assisted Language Learning
CEFR	Common European Framework of Reference
CELTA	Certificate in English Language Teaching to Adults
CLIL	Content and Language Integrated Learning
ConfCom	Conference Committee
CPD	Continuing Professional Development
CPE	Certificate of Proficiency in English
DELTA	Diploma in English Language Teaching to Adults
DigiCom	Digital Committee
e	The presentation is for an Experienced Audience
E4W	English for Work
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFB	English For Business
EFL	English as a Foreign Language
EGP	English for General Purposes
ELF	English as a Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
ey	The presentation focuses on Early Years Teaching
EYL	English for Young Learners
FCE	First Certificate in English
FD	Future directions in ELT
FE	Further Education
GEN	General
GI	Global Issues
HE	Higher Education
IBT	Internet Based Test
ICT	Information and Communication Technology
IELTS	International English Language Testing System
INSETT	In-Service Teacher Training
IPSEN	Inclusive Practices & Special Educational Needs
L1	First Language
L2	Second Language
LA	Learner Autonomy
LAM	Leadership & Management
le	The presentation is for a less-experienced audience
LGBT	Lesbian, Gay, Bisexual, and Transgender
LIT	Literature
LMS	Learning Management System
LT	Learning Technologies
LTO	Language Teaching Organisation
MALL	Mobile Assisted Language Learning
MaW	Materials Writing
MD	Materials Development
MCom	Membership and Marketing Committee
MoEs	Ministries of Education
MOOC	Massive Open Online Course
NEST	Native English-Speaking Teachers
NGO	Non-Governmental Organisation

NNEST	Non-Native English-Speaking Teacher
NNS	Non-Native Speaker
NQT	Newly Qualified Teacher
p	The presentation focuses on Primary Teaching
PLN	Professional Learning Network
PRON	Pronunciation
PubsCom	Publications Committee
RES	Research
s	The presentation focuses on Secondary Teaching
SEN	Special Educational Needs
SIG	Special Interest Group
t	The presentation focuses on Tertiary Teaching
TA	Teacher Association
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
TBT	Task-Based Teaching
TD	Teacher Development
TEA	Testing, Evaluation & Assessment
TL	Target Language
TOEFL	Test of English as a Foreign Language
TTEd	Teacher Training & Education
VLE	Virtual Learning Environment
WMIS	Wider Membership Individual Scheme
WMS	Wider Membership Scheme
YLT	Young Learners & Teenagers



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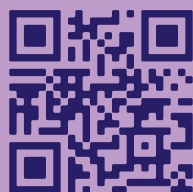
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Thursday 20 April, 17.00 – 17.45, Hall D

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