

**26 NOVEMBER
2023**

Global Voices

PROGRAMME

10:00 BR | **OPENING**
13:00 UK

10:15 BR | **LUIS CARABANTES**
13:15 UK | How do we learn to write materials?

11:15 BR | **HEATHER BUCHANAN**
14:15 UK | Materials, theory and practice: can we close the gap?

12:15 BR | **BRUNO ALBUQUERQUE**
15:15 UK | Adding that extra oomph to your coursebooks

13:15 BR | **LILIAN MONTALVAO**
16:15 UK | Navigating the Brazilian Market: Opportunities and Responsibilities in Writing Coursebooks for Bilingual Programs

14:15 BR | **SERGIO PANTOJA**
17:15 UK | Integrating Decision-Making Tasks for Effective Vocabulary Practice

15:15 BR | **CATARINA PONTES**
18:15 UK | Five ways to bringing more relevance to materials design

16:00 BR | **CLOSING**
19:00 UK

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LUIS CARABANTES

How do we learn to write materials?



Bio: Luis Carabantes is a teacher of English from Chile. With a portfolio of teaching experience from pre-school to higher education and as a teacher educator in Chile and in the UK, Luis has been researching the intersection of materials design and English language teacher education since 2015. At present, he teaches academic literacy as well

as modules such as Curriculum Design, Materials Development, and Second Language Acquisition in the MA in English Language Teaching at Queen Mary, University of London.

Abstract: Whilst there has been an increasing presence of materials development in teacher education, in many places, modules about teaching materials remain an elusive component of initial language teacher education/training programmes. Against this backdrop, in this presentation I will explore the learning of materials design by a group of students of an English language teacher education course in Chile. The presentation will discuss some of the issues emerging from leaving materials development to take care of itself, and the likely implications of this for language teaching. Based on the findings of the study, I will highlight that materials development should be a central pillar of language teacher education, that materials are an ideal point to address linguistic, pedagogical, and socio-political aspects of language education, and that further attention should be paid to how teachers learn to create and interact with the tools of their profession.

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HEATHER BUCHANAN

Materials, theory and practice:
can we close the gap?



Bio: Heather Buchanan has been involved in materials creation for many years as a teacher trainer/ educator and as a materials writer for OUP, Richmond and the Guangzhou Ministry of Education. She currently works as a senior lecturer in TESOL at the University of York and is the current IATEFL MaWSIG coordinator.

Abstract: What role does theory play in the development of language learning materials? How are concepts, such as authenticity, understood and applied by different stakeholders? What challenges do writers face when operationalizing theoretical concepts whilst creating appropriate and engaging classroom activities? This talk will explore these issues and discuss the dynamic nature of theory and practice in materials writing. Participants will also have the opportunity to reflect on how they view certain theoretical concepts and how their materials reflect their viewpoint.

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12:15 BR
15:15 UK

BRUNO ALBUQUERQUE

Adding that extra oomph to your coursebooks



Bio: Multi-skilled professional who works as a Freelance ELT teacher educator, materials writer and editor, speaker, and course designer. English Master at Lumiar, president of BRAZ-TESOL's São Paulo City Chapter, and BRAZ-TESOL's national advisory board member.

Abstract: In this webinar, we will explore simple yet powerful ways you can be creative with your coursebook. We will look at 5 different coursebook activities and how these can be used as is or as inspiration for the writing of your lessons. These activities cover a range of moments in a unit of a coursebook, namely reading, listening, controlled and freer practice moments, writing, and self-assessment. We will look at examples of these activities and discuss how each of them can be used and adapted to fit a wide range of contexts together with their theoretical background to support these choices. Participants will be encouraged to comment on and criticize each of the activities so we can get that extra oomph from this webinar as well.

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LILIAN MONTALVAO

16:15 UK

Navigating the Brazilian Market:
Opportunities and Responsibilities
in Writing Coursebooks for
Bilingual Programs



Bio: Lilian Montalvão has nearly 20 years of experience in the field of Young Learner English language teaching. She has worked as a teacher, pedagogical coordinator, and consultant in language institutes and K-12 schools. Currently, Lilian is dedicated to authoring materials, teacher training, and educational consulting in bilingual

education contexts. She is a guest professor at a Bilingual Education extension course and currently leads the BRAZ-TESOL Bilingual Education Special Interest Group. Her education qualifications include a degree in Languages, a specialisation in Early Childhood Education, a Master's degree in Education, and a Cambridge Proficiency Certificate.

Abstract: The Brazilian educational landscape is currently abundant in opportunities for authors looking to develop coursebooks for bilingual programs. The growing interest in bilingual education in the country has led to an increased demand for high-quality materials that cater to the specific needs of bilingual learners. This presentation will provide an overview of the opportunities available in the Brazilian market, highlighting the specific demands and characteristics of bilingual programs in the country. However, it will also serve as a cautionary tale, emphasising the importance of having a specialist approach when writing coursebooks for bilingual education contexts.

Register at iatefl.org/events/494

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Global Voices

**14:15 BR
17:15 UK**

SERGIO PANTOJA

Integrating Decision-Making
Tasks for Effective Vocabulary
Practice



Bio: Sergio Pantoja has over 20 years of experience in the field of English Language Teaching. He has held positions as a teacher, teacher trainer, and speaking and writing examiner. His educational qualifications include a degree in Languages, a postgraduate degree in English Language Teaching and

Translation, a TESOL Certificate from the University of Oregon, and the Delta, with a Module 3 Specialism in Language Development for Teachers. He is the author of three books targeting advanced English language learning and teaching strategies.

Abstract: Coursebooks can provide a foundational roadmap for English language teaching but often come up short in enabling comprehensive vocabulary practice. In this webinar, we will delve into a variety of supplemental activities designed to address this limitation. Intent on equipping students to 'put words to work,' we'll explore diverse exercises specifically designed to foster active and effective vocabulary usage.

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15:15 BR
18:15 UK

CATARINA PONTES

Five ways to bringing more
relevance to materials design



Bio: Catarina Pontes is Executive Projects & Innovation Manager at CNA Idiomas, Brazil. She has been working with English language teaching for around 25 years, and with teacher education for about 15 years. She is an international conference speaker and the co-author of Getting into Teacher Education, a Handbook (Cengage Learning).

She holds the Cambridge DELTA, a BA in Languages, Translation-Interpreting (UNIBERO), a specialization in Translation (USP), and an MBA in Human Resources Management (USP-ESALQ). Catarina is also past president of BRAZ-TESOL's SP Chapter, and past coordinator for IATEFL's Pron SIG.

Abstract: Teachers across the globe constantly design materials to be used in their lessons, but they do not always have enough time to incorporate all necessary adaptations for different groups. With that in mind, how about having a ready-to-use set of criteria at hand to bring more relevance and applicability to enhance the learning – and teaching! – experience in your lessons? In this talk, we will look at five aspects to be considered while planning and designing materials so that learners feel more engaged and make the most of their learning experience.

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