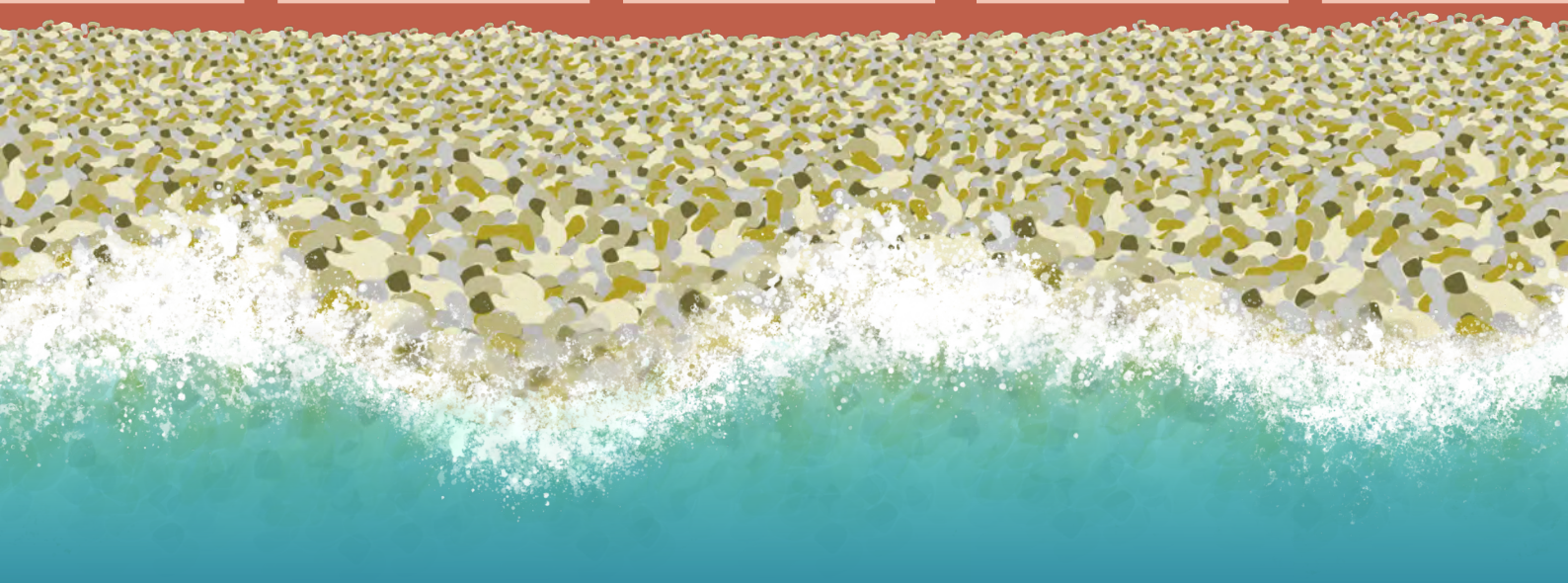
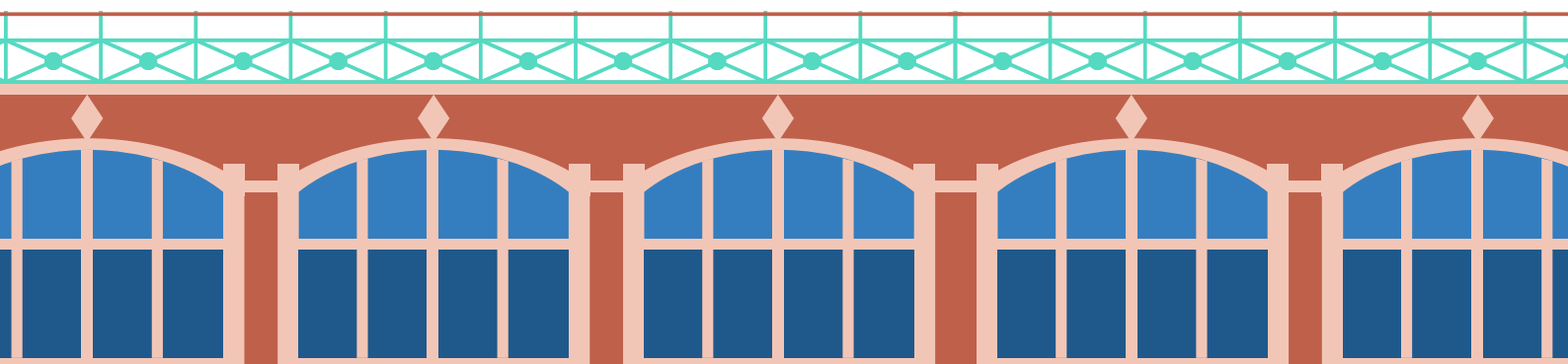


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# Brighton 2024 Preview Brochure

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If you would like further information regarding the conference, follow the links below or email [conference@iatefl.org](mailto:conference@iatefl.org)

Accommodation

Conference website

Scholarships

Travelling to the venue

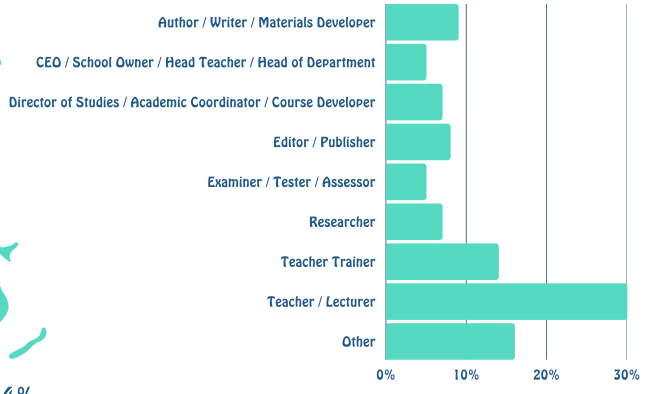
# Who comes to an IATEFL Conference and why?

The IATEFL Conference and Exhibition brings together English language teaching professionals from all parts of the profession, levels of experience and areas of the world. This gives you a snapshot of the delegates from our five most recent conferences:

## Attendees by region of the world

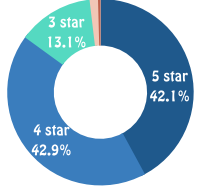


## Attendees by area of work

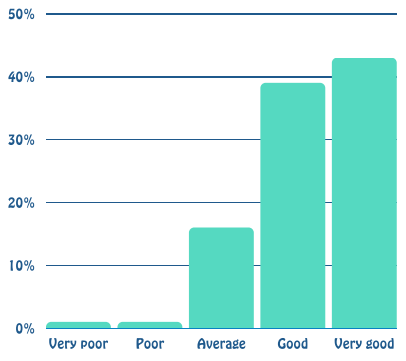


Our delegates consistently give us positive feedback about the conference each year. Here are some of the results from our 2023 Conference delegate survey:

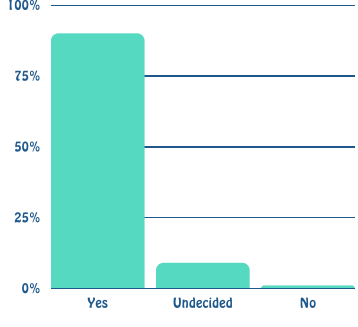
### Rating the delegate experience



### Rating the academic sessions and additional events



### Do you hope to attend a future IATEFL Conference?



All delegates are invited to the

# IATEFL Conference Welcome Reception

Monday 15 April | 17.30-19.00 | Brighton Centre

Sponsored by

CAMBRIDGE

# Conference schedule

## Day 1 - Tuesday 16 April

| Plenary session | Conference sessions | Break     | Conference sessions | Lunch     | Conference sessions | Break     | Conference sessions | Evening events |
|-----------------|---------------------|-----------|---------------------|-----------|---------------------|-----------|---------------------|----------------|
| 0900-1015       | 1035-1120           | 1120-1150 | 1150-1305           | 1305-1405 | 1405-1605           | 1605-1635 | 1635-1805           | From 1930      |

## Day 2 - Wednesday 17 April

| Plenary session | Conference sessions | Break     | Conference sessions | Lunch     | Conference sessions | Break     | Conference sessions | Evening events |
|-----------------|---------------------|-----------|---------------------|-----------|---------------------|-----------|---------------------|----------------|
| 0900-1000       | 1020-1135           | 1135-1205 | 1205-1250           | 1250-1415 | 1415-1530           | 1530-1600 | 1600-1815           | From 1830      |

## Day 3 - Thursday 18 April

| Plenary session | Conference sessions | Break     | Conference sessions | Lunch     | Conference sessions | Break     | Conference sessions | Evening events |
|-----------------|---------------------|-----------|---------------------|-----------|---------------------|-----------|---------------------|----------------|
| 0900-1000       | 1020-1135           | 1135-1205 | 1205-1250           | 1250-1350 | 1350-1505           | 1505-1535 | 1535-1750           | From 1830      |

## Day 4 - Friday 19 April

| Plenary session | Conference sessions | Lunch     | Conference sessions | Plenary session |
|-----------------|---------------------|-----------|---------------------|-----------------|
| 0900-1000       | 1020-1150           | 1150-1250 | 1250-1405           | 1420-1520       |

## Types of Conference session

On pages 19-42 of this brochure you will find an outline of planned sessions. You will see the title of each session, the name of presenter(s), the content focus area and the type of session it will be. To help you understand how to plan your time at the conference, here is a brief overview of each type of session and what you can expect:

### Plenaries

A chance for all conference delegates to join together to listen to world class experts. Each plenary will have a follow up session later the same day where you can ask questions.

### Signature Events

A session showcasing expertise and throwing light on state-of-the-art thinking in a key area which is relevant to the organisation hosting the event.

### Talks

A 30-minute session relating to theory and practice or focusing on a particular material or product.

### Workshops

A 45-minute interactive session. You will be invited to participate through an activity organised by the speaker(s).

### Forums

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

### Panels

A 75-minute session that allows four or five people to present their views on a topic and some audience discussion.

### Lightning Talks

A brand new format for the IATEFL Conference. A 45-minute session where 12 speakers will have three minutes each to present their ideas.

### Posters

Posters will be on display throughout the conference week. Each poster presenter will be allocated two slots, during break times, when they will be available to answer questions.

### SIG Showcases / Open Forums

An opportunity for our Special Interest Groups (SIGs) to highlight some key sessions. Within this, the SIG may host an Open Forum where you can get to know the SIG better.

### Evening events

A chance to unwind at the end of a busy conference day and socialise with other delegates.

## Conference venue

The 2024 IATEFL Conference will be taking place at The Brighton Centre (Kings Road, Brighton, BN1 2GR) and The Grand Hotel (Kings Road, Brighton, BN1 2FW).

Brighton & Hove is a small city situated on the South Coast of England, UK. It's famous for its inclusivity, welcoming atmosphere and sense of fun! Some of its famous attractions include the Palace Pier, Royal Pavilion, i360 viewing tower, and the world's oldest operating aquarium, SEA LIFE Brighton. To get the most out of the city, we recommend you take a look at the [Visit Brighton website](#).



## 2024 plenary sessions

### Tuesday 16 April | 09.00 | Vicky Saumell | **The AI factor: have we figured it out yet?**

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

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



### Wednesday 17 April | 09.00 | Zarina Subhan | **Because you're all worth it!**

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

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

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

Although **Zarina Subhan** originally qualified as a scientist, she has been working in the field of ELT for over 30 years. She has taught at all levels, in both private and government institutions, and worked worldwide as a teacher and teacher educator. In addition to working in and with educational institutions, she has experience working with educational policy makers, NGOs, community leaders, local and state governments, and in a variety of teaching and training contexts. Zarina's time is now spent as an author and teacher educator delivering courses, workshops, and conference presentations. Having worked in the science, educational, and development sectors, her interests are the neurology of learning; CLIL; CPD for teachers; inclusive and sustainable education.



### Thursday 18 April | 09.00 | Letizia Cinganotto | **Teaching English and teaching other languages: what's new?**

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

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

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

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



## Friday 19 April | 09.00 | Rose Aylett | **Disrupting the commonplace: embedding critical literacy within language education**

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

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

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

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




## Friday 19 April | 14.20 | Brian Bilston | **An introduction to the English language through poetry**

In this session, I will take a walk through the wonders and weirdness of the English language, using the medium of poetry. Unfortunately, the poems which I intend to read shall be my own.

By the end of the forty minutes, I hope to equip delegates with some of the skills, tools and confidence to think that they, too, could become a poetry sensation like me.

*Brian Bilston has been described as the unofficial Poet Laureate of the platform formerly known as Twitter. With nearly half a million followers on social media, Brian has become truly beloved by the online community. He has published four collections of poetry for adults, including a collection of his early Twitter poems, You Took the Last Bus Home (Unbound, 2016) and the bestselling Days Like These (Picador, 2022), which features a poem for every day of the year. His novel Diary of a Somebody (Picador, 2019) was shortlisted for the Costa first novel award. He has also published a collection of football poetry, 50 Ways to Score a Goal (Macmillan, 2021), and his acclaimed poem Refugees (Palazzo, 2019) has been made into an illustrated book for children.*

**Did you know, there are currently**

- 126** countries where IATEFL members are living and working
- 34** nationalities represented on Special Interest Group Committees
- 23** nationalities represented on Executive Committees
- 7** nationalities represented on our Board of Trustees

**iatefl** Join a global teaching association  
[www.iatefl.org/membership](http://www.iatefl.org/membership)

Statistics based on IATEFL membership August 2023

## Signature events

Tuesday 16 April | Express Publishing |

### Teaching in the past or teaching in the present?



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

*Speaker: Jenny Dooley*

Wednesday 17 April | British Council |

### Artificial intelligence and English

#### language teaching: where are we going?



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

*Speakers: Adam Edmett, Neenaz Ichaporia, Mariano Felice, Helen Crompton and Amy Lightfoot*

Thursday 18 April | LanguageCert |

### Assessment and learning for the digital age



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

*Speakers: Michael Milanovic, Eoin Jordan and Catherine Jones*

Friday 19 April | Cambridge University Press

### & Assessment | The power of one –

#### supporting the self, community and planet



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

*Speakers: Kate Brierton, Sarah Mercer, Cindy Forde*

## Evening events

| Monday 15  | Tuesday 16                                   | Wednesday 17   | Thursday 18                         |
|--|--|--|-------------------------------------|
| Pre-Conference Events end<br>1700                                |  |  |                                     |
| <b>Welcome Reception</b><br>1730-1900<br><i>Sponsored by</i><br> | Conference sessions end<br>1805              | Conference sessions end<br>1815                      | Conference sessions end<br>1750     |
|  |  | <b>Pecha Kucha</b><br>1830-1930                      | <b>Sharing Stories</b><br>1830-2000 |
|  | <b>Introduction to Brighton</b><br>1930-2030 | <b>British Council Drinks Reception</b><br>1930-2000 |                                     |
|  |  | <b>International Quiz</b><br>2000-2200               | <b>Lip-Sync Battle</b><br>2000-2130 |
| <i>Thank you to our social programme sponsor</i><br>             |  |  |                                     |

Find out more about our evening events at [www.iatefl.org/conference/social-programme](http://www.iatefl.org/conference/social-programme)



## Become an IATEFL member before booking and get more for your money

| Non-member rate full conference   | Early bird: £276<br>Standard: £318 | Individual membership + member rate full conference   | Early bird: £273<br>Standard: £314 |
|---|------------------------------------|---|------------------------------------|
| What you'll get:<br>• Access to an international conference with around 500 sessions and events |                                    | What you'll get:<br>• Access to an international conference with around 500 sessions and events<br><b>Plus:</b><br>• Discounts on IATEFL events<br>• Archive of resources and recorded webinars<br>• CPD event certificates<br>• And much more! |                                    |

Please note: the early bird price will expire at 16.00 (UK time) on Wednesday 10 January 2024

## Booking information

|   | Non-member | IATEFL member | IATEFL student member** |
|---|------------|---------------|-------------------------|
| Early bird Full Conference*   | £276       | £199          | £122                    |
| Standard Full Conference  | £318       | £241          | £164                    |
| Single Conference Day<br>(rate applies Tuesday 18 to Thursday 20 April) | £144       | £108          | £72                     |
| Final Day<br>(rate applies Friday 21 April only)                        | £64        | £48           | £32                     |
| Early bird in person Pre-Conference Event (PCE)*                        | £79        | £59           | £59                     |
| Standard in person Pre-Conference Event (PCE)                           | £90        | £77           | £77                     |
| Online Pre-Conference Event attendee                                    | £59        | £39           | £39                     |

\*Your booking and full payment must reach IATEFL by 16.00 (UK time) Wednesday 10 January 2024 to be eligible for this early bird discount.

\*\* This price is only valid for student members of IATEFL, find out more [here](#).

For full booking terms and conditions, go to [www.iatefl.org/conference/terms-conditions](http://www.iatefl.org/conference/terms-conditions)

## How to book

- 1 Log into the IATEFL website at [www.iatefl.org](http://www.iatefl.org). If you have never logged in before it is free to create an account.
- 2 Once you are logged in, go to your IATEFL Dashboard where you will find the "International Conference" block.
- 3 Select if you would like to book for the full conference or for single days and complete the online form.
- 4 Pay online for your booking or select 'Pay later'. If you choose to pay later you will have the option to add billing information and you will be shown the payment options on the next screen.
- 5 Review your booking, check all the information is correct and if you are happy click "Submit".
- 6 You will then see a confirmation screen and you will have the option to book for a [Pre-Conference Event \(PCE\)](#).
- 7 You will receive an email confirmation of your booking. If the email doesn't arrive, please check your junk folder before contacting [conference@iatefl.org](mailto:conference@iatefl.org).

For further booking information, please go to [www.iatefl.org/conference/booking-information](http://www.iatefl.org/conference/booking-information)

## Visa invitation letters

Delegates who require an invitation letter in order to make visa arrangements should first make a conference booking online. Under the Personal Information section, tick the 'invitation letter required' box and fill in your passport number where indicated. Your invitation letter will be emailed to you within two weeks of us receiving your booking.

## Group offer for students

New for 2024! We have introduced student group bookings for 10+ students. Access the student member rate by booking 10 or more students. Bring 15 students and get a group leader place for free! Terms and conditions apply, please contact [conference@iatefl.org](mailto:conference@iatefl.org) for more information.

### Other group bookings

It is not possible to make a group booking for non-students, each member of your group must create their own booking following the instructions on the left. Details about how to make payment for multiple people can be found on each invoice or at [www.iatefl.org/conference/booking-information](http://www.iatefl.org/conference/booking-information).

## Pre-Conference Events

Our Pre-Conference Events (PCEs), organised by our Special Interest Groups (SIGs), are being held in Brighton and online on Monday 15 April 2024. These events allow you to explore a particular subject area in more depth, network with colleagues from around the world and to continue your professional development. Each PCE runs for the full day (from 10.00 - 17.00 UK time). It is only possible to register and attend one PCE. All PCE delegates will receive a certificate of attendance.

### How to book

- 1 Log into the IATEFL website at [www.iatefl.org](http://www.iatefl.org). If you have never logged in before it is free to create an account.
- 2 Once you are logged in, click on the relevant link below to book to attend in person or online.
- 3 Pay online for your booking or select 'Pay later'. If you choose to pay later you will need to add billing information and you will be shown the payment options on the next screen.
- 4 Review your booking, check all the information is correct and if you are happy click "Submit".
- 5 You will receive an email confirmation of your booking. If the email doesn't arrive, please check your junk folder before contacting [sig@iatefl.org](mailto:sig@iatefl.org).

|  | Non-member | IATEFL member |
|--|------------|---------------|
| Early bird in person Pre-Conference Event (PCE)* | £79        | £59           |
| Standard in person Pre-Conference Event (PCE)    | £90        | £77           |
| Online Pre-Conference Event attendee             | £59        | £39           |

\*Your booking and full payment must reach IATEFL by 16.00 (UK time) Wednesday 10 January 2024 to be eligible for this early bird discount.

For full booking terms and conditions, go to [www.iatefl.org/conference/terms-conditions](http://www.iatefl.org/conference/terms-conditions)

### Advising and guiding: empowering foreign language learners in and out of the classroom



#### with the Learner Autonomy Special Interest Group

The event will be an informative day full of new ideas, networking opportunities, and practical approaches to enhancing and expanding your knowledge. Our program is still a work-in-progress, but you can get an overview of what we are planning here:

- Interactive plenary by **Jo Mynard** and **Satoko Kato**
- Hands-on workshops
- Poster presentations
- Ideas exchange with other participants
- Networking
- ...and more

What you will learn at this PCE:

- What language learning advising is and how it can be conducted
- How to use feedback and dialogue to support the learning process
- What the role of reflection is and how it can be fostered
- How to become an advisor and why doing so benefits your learners

[Click here to book to attend in person](#)

[Click here to book to attend online](#)

### ESP Around the World with the English for Specific Purposes Special Interest Group



The aim of the ESPSIG Pre-Conference Event (PCE) 2024 is to provide an opportunity to practitioners in the field of ESP around the world to share ideas about the current developments in the field of ESP, including but not limited to:

- materials development
- curriculum development
- assessment
- educational technology
- teacher training
- future trends

This event will take place with both face to face attendees and an online audience.

[Click here to book to attend in person](#)

[Click here to book to attend online](#)

### Diverse voices: literature and film in the YLT classroom



#### with the Literature Special Interest Group and Young Learners & Teenagers Special Interest Group



The event will celebrate diverse voices in children's and teens' literature and film by exploring texts from diverse creators, featuring diverse characters, and by sharing the expertise of teachers and materials writers from those communities, offering authentic and relevant insights. Communities that will be looked at in talks/workshops:

- Neurodiversity
- LGBTQIA+
- Genderqueer, gender-questioning, and non-binary
- Race and ethnicity
- Refugee and displaced peoples

The day will include numerous interactive activities, lots of opportunities for networking, the chance for you to present your favourite book or film to the group, and also finish with a hybrid panel where you can ask a range of experts for their opinions and advice!

This is a perfect day for teachers who wish to promote diversity and inclusion in their classrooms through the vehicle of literature and film to find support, new friends, and inspiration! Speakers: **Aleksandra Popovski**, **Tyson Seburn** and **Sea (Claire) Steele**

[Click here to book to attend in person](#)

### Is there a place for IP in AI with the Inclusive Practices and Special Educational Needs Special Interest Group



We are delighted to announce a Joint Pre-Conference Event (PCE) between the Inclusive Practices and Special Educational Needs SIG (IP&SEN SIG) & English UK, focusing on the theme of "AI in Inclusive Practices." This event will explore the powerful impact of Artificial Intelligence (AI) in promoting inclusivity and equitable practices in Language Teaching organizations (LTOs).

[Click here to book to attend in person](#)

[Click here to book to attend online](#)

## Item writing: from theory to practice

with the **Testing, Evaluation & Assessment Special Interest Group**



Assessment tasks or test items are a core part of any formal or informal language assessment. For national or international standardised tests, item writers or task developers are trained and skilled in working to test specifications to develop relevant and appropriate items. And for these tests, item writing is part of the larger process of test development. However, what about developing assessment tasks for your classroom or your institution? This is no easy task and there are many factors to consider. Teachers need to be able to draw on knowledge, skills and resources in order to develop assessments that are reliable and valid for their individual situations.

In September 2023, we organised an online event to begin looking at developing assessment tasks for the classroom, what is involved in developing a test item, the knowledge required to do this effectively, and the resources available to support teachers with this very important part of their jobs.

Our PCE in Brighton will continue the theme of test item writing with two very practical workshops that will guide participants through the item-writing process for their classrooms and institutions. The workshops will be hands-on, so if you'd like to know more about item writing for your own assessment needs and actually try writing some items, come and join us!

Speakers: **Michael Fields** and **Kathrin Eberharter**

[Click here to book to attend in person](#)

## Looking forward, looking back

with the **Materials Writing Special Interest Group**



'Looking forward, Looking back, we've come a long way down the track.'

The immortal words of Slim Dusty form the theme of our 2024 PCE as we celebrate ten years since the first MaWSIG PCE, and consider where materials writing will take us in the future. On 15 April 2024 in Brighton, our PCE will feature talks and hands-on, interactive workshops that focus on the past, present and future of materials writing/development. We will share ideas on how developments in ELT affect us as materials writers/developers in areas such as:

- digital developments (e.g. multimodal resources, using AI, gamification)
- authenticity
- assessment
- inclusivity
- teacher resources
- materials for specific age groups
- globalisation
- methodology
- world Englishes

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## Pronunciation 'unplugged': teachers as resources for low-tech classrooms

with the **Pronunciation Special Interest Group**



Today, many teachers of English language are fortunate to have a variety of resources at their disposal to aid their instruction: from a teacher's library full of books and a photocopier to make class copies, interactive mobile phone apps, reliable internet access and smart boards onto which we can project audio and video from any genre that fits the lesson's objectives. However, while access to these resources is increasingly common, particularly for pronunciation instruction, there will always be locations or scenarios when it is impossible or impractical to rely upon them. This could be a remote school with little funding or provisions; a classroom with unreliable technology or electricity supply; a lockdown with students who have little-to-no technological experience; or even a low-level or low-literacy class for whom colourful textbooks and innovative printed materials are of limited help. For our 2024 PCE IATEFL PronSIG wants to take you back to basics, and focus on the techniques, methods, and strategies that allow us to teach pronunciation 'unplugged'. Turning away from ever-advancing technology for a day, we'll share with you how you can teach pronunciation anywhere, to anyone, with nothing but yourself as a resource.

Speakers: **Michael Burri**, **Emily Bryson**, **Gemma Archer**, **Andrea Echelberger** and **Marisol Hernández**

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## Researching and promoting inclusive language practices through Technology

with the **Learning Technologies Special Interest Group and Research Special Interest Group**



IATEFL Learning Technologies Special Interest Group



In this event we expect to gain knowledge about challenges and opportunities in order to be able to make informed decisions regarding inclusive language practices through technology. LTSIG and ReSIG aim to share ideas and best practices in incorporating technologically-advanced techniques in promoting inclusive language practices

[Click here to book to attend in person](#)

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## Theory, Practice and Identity in Second Language Teacher Education

with the **Teacher Training & Education Special Interest Group**



In this year's PCE, attendees will be involved in four workshops that aim to explore theory, practice and identity of second language teacher educators. Attendees can expect to explore their personal histories as teacher educators, their beliefs and how these have been influenced by their contexts, personal backgrounds, etc., whilst at the same time examining various teacher education practices and reflecting on their effectiveness.

Speakers: **Jim Fuller**, **Gary Barkhuizen**, **Matthew Ellman** and **Bahar Gün**

[Click here to book to attend in person](#)

## Sanctuary and ESOL Communities: Within and Beyond the Classroom language practices through Technology

### with the English for Speakers of other languages Special Interest Group

The ESOL PCE day would like to showcase how ESOL practitioners can take ESOL learning beyond the classroom through research, case studies of best practices and integration toolkits.

The ESOL PCE will showcase best practice through workshops and presentations on

- How FE colleges/ESOL education centres can align and establish 'local' partnerships with refugee/asylum seeker organisations, advocacy groups, political parties, community, voluntary, sports, cultural and Arts sectors.
- Subsequently, ESOL practitioners will learn how to design, develop and adapt materials/activities in conjunction with such partnerships, to enhance learner motivation, English language and critical thinking skills.
- This will allow/encourage learner autonomy through the use of English away from the classroom discover or reconnect with previous skills and hobbies they participated in before arriving in the UK and make greater local connections/friendships now and going forward.

This Pre-Conference Event is an opportunity for practitioners to learn from each other, share and develop best practices as ESOL practitioners, and open the discussion to identify areas for further research and future collaboration regarding ESOL provision, learners, sanctuary, and creating and belonging to communities within and beyond the classroom. To conclude, the ESOL PCE day aims to bring the outside 'local world in', in order for learners to access their local community through English – moving from inside the classroom out into their local communities through transformative ESOL provision.

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## Teacher Change Over Time with the Teacher Development Special Interest Group



In this PCE, the TDSIG invites teachers to examine their own PD pathways. This event could serve as a means of autobiographical reflection for increased agency. Or it could provide a cornerstone of a mentor/mentee dialogue. Regardless of where you are in your professional development, teacher change is a crucial element of critical reflection and growth.

What is effective teaching and learning? In short, your answer may depend entirely on what stage you may be in your professional development. From building disciplinary knowledge to applying that to pedagogical knowledge, we develop as teachers over time. We hone teacher competencies. The craft of teaching becomes intuitive year after year. We develop professional identities. But this doesn't happen without change—a change in skillset, attitude, confidence, core beliefs, and our identity.

[Click here to book to attend in person](#)

## Teacher recruitment and retention: From strategy to day-to-day operations

### with the Leadership and Management Special Interest Group



Finding and retaining the right teachers for your organization is critical to the overall success of academic programs and growth of the institution. It is, however, not the easiest task to find the best teachers, develop their skills, and to provide an environment that encourages them to stay at your organization and grow with you. This one-day workshop will look at:

- Strategy and planning for best practice in the recruitment and retention of staff
- Day-to-day operational requirements, focusing on teacher recruitment, development, and retention

Throughout the day, we will have sessions led by industry experts, followed by workshops where participants can expect to:

- Discuss ideas for best practice
- Learn from other contexts and managers
- Leave with ideas to build an effective teacher recruitment and retention strategy

Speakers: **Andy Hockley** and **Silvana Richardson**

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

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

### Exhibition opening times




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

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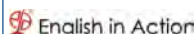
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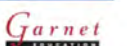
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## Preview of presentations

Please note that the details below are provisional and may change between now and the conference. Updates will be listed in the Conference Programme, available on the IATEFL website from March. Delegates will also receive a hard copy on arrival at the conference.

Entries are listed alphabetically by surname under the day they will present, with Forums listed at the end of each day.

### Key to abbreviations used in the Preview of presentations

|  |                                   |  |
|--|-----------------------------------|--|
| AL = Applied Linguistics                       | GI = Global Issues                | MD = Materials Development             |
| BE = Business English                          | IPSEN = Inclusive Practices & SEN | PRON = Pronunciation                   |
| EAP = English for Academic Purposes            | LA = Learner Autonomy             | RES = Research                         |
| ESOL = English for Speakers of Other Languages | LAM = Leadership & Management     | TD = Teacher Development               |
| ESP = English for Specific Purposes            | LIT = Literature                  | TEA = Testing, Evaluation & Assessment |
| GEN = General                                  | LT = Learning Technologies        | TTEd = Teacher Training & Education    |
|  | MaW = Materials Writing           | YLT = Young Learners & Teenagers       |

Don't forget that this information is provisional and may change between now and the conference. Updates will be listed in the Conference Programme, available on the IATEFL website from March.

## Tuesday 16 April

|                       |   |                  |  |
|-----------------------|---|------------------|--|
| EAP, ESP<br>Talk      | The challenges of English for specific purposes for engineering students<br>Naqaa Abbas   | PRON<br>Talk     | Slovenian ELF pronunciation of Dončić, Trump and Žižek<br>Mojca Belak  |
| EAP<br>Talk           | Mapping and open curriculum for motivation and achievement in EAP<br>Nermine Abd Elkader  | GI, MD<br>Talk   | Representation is good representation?!<br>Queer perspectives in German ELT<br>Albert Biel                   |
| GI, RES<br>Talk       | The viability of blended ELT courses in post-Covid/post-war Syria<br>Rasheed Abdul Hadi   | TD, TTEd<br>Talk | Reflective practice and the Cambridge international professional development qualifications<br>César Bizetto |
| TTEd, YLT<br>Workshop | Identity mapping: an act of identifying with English<br>Vinita Abichandani, Joan Kang Shin  | GI, MD<br>Talk   | Global Englishes, local materials<br>Steve Brown   |
| LT, MD<br>Talk        | Putting AI to use in class: empowering schools and teachers<br>Wilim Abrook   | MD, TD<br>Talk   | Using backward course design for prioritizing learning outcomes in instruction<br>Celestina Cardoz           |
| TD, TTEd<br>Talk      | Engaging teacher educators across school systems<br>Emilio Abularach, Sergio Monteiro   | GEN<br>Talk      | Teaching about English: its IndoEuropean roots in Ukraine and Caucasus<br>Michael Carrier                    |
| GI, TD<br>Workshop    | Promoting ELT bottom-up teacher CPD through CoPs in Rwanda<br>Laurent Ahishakiye  | EAP, TEA<br>Talk | Tailoring assessment of an authentic lecture comprehension pre-sessional task<br>Mark Carver                 |
| TD<br>Panel           | Hornby Scholars' presentation: Teacher development in Global South contexts: Constraints and affordances<br>Sumaiya Akhter, Ehsan Arnaout, Merve Demir, Jawid Jafari, Danson Mbaabu Kimathi, Leonardo Marinho Dias Lima, Hang Khanh Pham, Yiviri Rasifatu Tombir, Maryam Sadat Sakaki | TD, TTEd<br>Talk | Exploring the CELTA teaching practicum on an MA TESOL<br>Richard Chinn, Joe Fagan                            |
| TTEd, YLT<br>Talk     | Lurking is NOT cheating: developing writing competences in EFL classrooms<br>Soren Hattesen Balle, Merete Olsen, Christian Grosen   | TD<br>Workshop   | Teaching mediation: mediating concepts and mediating communication<br>Chia Suan Chong                        |
| BE, ESP<br>Workshop   | Business English course content and structure: key issues and solutions<br>Gillian Bathmaker, Louis Rogers  | TD<br>Talk       | Quid pro quo: making peer classroom observations mutually beneficial<br>Barbora Chovancova                   |
| GEN<br>Talk           | Localisation for best practice<br>Jeremy Beacock  | LA, LT<br>Talk   | Empowering language teaching through the art of asking coaching questions<br>Aliaksandra Chyhirynava         |
|                       |   | TD<br>Talk       | English for a critical mind: language pedagogy for social justice<br>Alessia Cogo                            |

|                              |  |                              |  |
|------------------------------|--|------------------------------|--|
| LIT, YLT<br>Talk             | Using children's literature in EFL classrooms (children aged 3-6)<br>Diana Cojocnean   | TD, TTEd<br>Workshop         | Embrace, empower, evaluate: training teachers on new technologies asynchronously<br>Malamatenia Gatsou                 |
| EAP<br>Talk                  | Does teaching formulaic language actually improve student writing?<br>Melissa Corlett  | TD<br>Poster                 | Innovations and co-teaching in Nepalese EFL context<br>Gokul Ghimire Sharma, Radha Krishna Humagain                    |
| EAP, RES<br>Talk             | IELTS vs university: food for thought on student learning journeys<br>Amy Coryat   | MD, TD<br>Talk               | Course design and materials for older adults<br>Marina Gonzalez  |
| GEN<br>Workshop              | The joy in being wrong (on so many levels)<br>Lucie Cotterill  | LAM<br>Workshop              | Practical steps toward teacher wellbeing through mindful management<br>Emma Gowing                                     |
| LAM, TD<br>Talk              | Moving to the middle: helping middle leaders thrive<br>Barbara Craig, Sandra Pitronaci   | EAP, ESP<br>Workshop         | Teaching academic IELTS exam preparation strategies: practical classroom activities<br>Richard Gresswell               |
| LA<br>Workshop               | Enhancing self-regulated learning through the integration of projects and portfolios<br>Ashkon Djalili   | RES<br>Talk                  | Creative practices and autonomous identities empowering pre-service teachers<br>Marisol Guzman Cova                    |
| BE, TD<br>Talk               | How can we really evaluate learning and development outcomes?<br>Ben Dobbs   | GEN<br>Talk                  | Concept-based learning and the realities of the ELT classroom<br>Philip Haines   |
| TD<br>Talk                   | Multimodal literacy in ELT: how to develop contemporary communication skills?<br>Kieran Donaghy  | TD<br>Talk                   | Walking in someone else's shoes: teachers and students together<br>Jeremy Harmer                                       |
| TD, TTEd<br>Talk             | Oxford Teachers' Academy: discover the joys of online professional development<br>Ed Dudley  | LT, TD<br>Talk               | Teacherpreneurship: offering unique online teaching opportunities for global English teachers<br>Anna Hearrell         |
| TD, TTEd<br>Panel discussion | Teacher agency across global contexts: drivers, challenges, and opportunities<br>Silvana Dushku, Undraa Enkhtaivan, Nidhi Seth, Lorette Bassoung | TD, TTEd<br>Talk             | New perspectives teaching through Pan-African book and film<br>Camilla Heath   |
| GI, TTEd<br>Talk             | How can we make teacher education programmes more sustainable?<br>Matthew Ellman   | EAP<br>Talk                  | Am I employable? Students' perception of skills required for employment.<br>Kamila Helmy                               |
| AL, LT<br>Talk               | AI divide in ELT: tips to narrow it<br>Mohammad Etedali  | TD<br>Workshop               | Reach out and they'll be there: 'new' phrasal verbs<br>Clare Henderson   |
| GEN<br>Workshop              | Design thinking projects to develop language and problem-solving skills<br>Sophie Farag  | GEN<br>Workshop              | What's it mean: it's different, spoken grammar?<br>Jon Hird  |
| GEN<br>Talk                  | Second language listening: 30 years on<br>John Field   | LAM<br>Talk                  | What exactly is the point of a budget?<br>Andy Hockley   |
| TTEd<br>Talk                 | Teacher wellbeing on CELTA<br>Manuel Alejandro Flores Lasarte Erin Revell  | GI, TTEd<br>Talk             | Developing responsible global citizens (DGRC) - an Erasmus+ project<br>Jennifer Holden                                 |
| GEN<br>Workshop              | Language teaching as a craft<br>Duncan Foord   | EAP, RES<br>Talk             | Guiding listeners through lectures: genre analysis on metadiscourse markers<br>Kyoko Hosogoshi                         |
| MD, TTEd<br>Workshop         | A teacher's dream: adapting teaching materials like magic!<br>Alyssa Francis, Pablo Garcia Gomez   | LT, TD<br>Talk               | The best technology for your classroom is you<br>Rob Howard  |
| TD, TTEd<br>Talk             | Trailblazing teacher trainers in Venezuela: our online mentoring success story<br>Nicky Francis, Oscar Carmona                                   | TD, TTEd<br>Workshop         | Using video for teacher development<br>Laurence Howells  |
| ESP, TTEd<br>Talk            | I work in commercial ESP<br>Evan Frendo  | TD, TTEd<br>Panel discussion | ELT teacher training at a crossroads: where now?<br>Judith Hudson, Gabriel Diaz Maggioli, Jason Anderson, Ben Beaumont |
| GEN<br>Talk                  | Grammar teaching that makes sense<br>Ulla Fuerstenberg, Elke Beder-Hubmann   |                              |  |
| TTEd, YLT<br>Talk            | Primary school classroom practices: what does context-appropriate really mean?<br>Sue Garton   |                              |  |

|                      |   |                     |  |
|----------------------|---|---------------------|--|
| MD, MaW<br>Talk      | Are ELT materials writers born or made?<br>John Hughes, Katherine Bilsborough                           | EAP, LA<br>Workshop | Making the "Write" stuff<br>Caroline Linse   |
| EAP, LT<br>Talk      | Do international students' digital and academic skills meet university expectations?<br>Julie Humble    | GEN<br>Talk         | What if I fail? Building resilience in the reflective classroom<br>Tanya Livarda               |
| GEN<br>Talk          | Brain-based education: a mindset changer<br>Sofia Iakovidou   | EAP, LIT<br>Talk    | Enhancing language learning through literature and book clubs<br>Madeline Lorenz               |
| LA, LT<br>Talk       | Empowering language learners: artificial intelligence-driven autonomy<br>Oybek Imomov                   | LT, MaW<br>Talk     | From whiteboard to dashboard: how to get your courses online<br>Ciarán Lynch                   |
| RES, YLT<br>Talk     | Foreign language anxiety in Chilean primary English language learners<br>Maria-Jesus Inostroza          | RES<br>Workshop     | Never the twain shall meet? A researcher-teacher collaboration project<br>Jessica Mackay       |
| LT, TEA<br>Talk      | How can we help students cope with computer-adaptive testing?<br>Myleni Ishida                          | GEN<br>Talk         | Fixin' what ain't broke – the language engineers<br>Jonathan Marks                             |
| GEN<br>Workshop      | Self-assessment to achieve dreams: competency mapping for successful learners<br>Jana Jilkova           | AL, RES<br>Talk     | "Walk in their shoes": English as a "distant" language<br>Isabel Martin                        |
| AL, RES<br>Poster    | Performance and perceptions of EFL freshmen in computerised dynamic assessment<br>Can Jin               | TD, YLT<br>Workshop | Shaping teaching and learning through quality assurance observations<br>Phaedra Mc Callum      |
| GI<br>Talk           | Relevance in revolution<br>Thom Jones   | TD<br>Talk          | So you've heard of TBLT...<br>Neil McCutcheon  |
| ESP, MD<br>Talk      | Revisiting ESP in transdisciplinary environments: the RESPITE project<br>Elis Kakoulli Constantinou     | EAP, TD<br>Talk     | An alternative pathway into EAP using learning materials<br>Sharon McIlroy, Daniel Devane      |
| RES, TEA<br>Talk     | Rethinking L2 oral assessments: the missing listening component<br>Leyla Karatay                        | TD<br>Talk          | We've all been there!<br>Robert McLarty  |
| TD, TTEd<br>Talk     | Mastering microlearning: short in time, powerful in results<br>Ievgeniia Kaskova                        | PRON, TTEd<br>Talk  | The psychology of second language pronunciation learning/teaching<br>Piers Messum              |
| EAP, TEA<br>Talk     | Arguing the case for the (oral) defence<br>Michael King   | ESP<br>Talk         | Visualizing language: empowering students in art and English<br>Nenad Miladinovic              |
| GI, TD<br>Talk       | How China's double reduction policy has influenced Chinese English teachers<br>Paul Knight              | MaW, TD<br>Talk     | Introducing a competency framework for language learning materials writing<br>Sandy Millin     |
| IPSEN, RES<br>Talk   | Tackling social inequality one task at a time<br>Jessica Knuth  | LA, YLT<br>Poster   | How peer-group learning motivates and empowers adolescent learners<br>Rustom Mody              |
| PRON, TD<br>Workshop | Interdisciplinarity when analysing Standard Southern British English (SSBE) pronunciation<br>Chris Kunz | GI, RES<br>Talk     | New directions in ELT dictionaries: insights from research<br>Julie Moore                      |
| LA, YLT<br>Talk      | Encouraging meaningful peer feedback among primary students using success criteria<br>Quỳnh Mai Ngọc Lê | YLT<br>Talk         | Not children nor adults: understanding teenagers' learning process<br>Leticia Moraes           |
| ESOL, GI<br>Talk     | Challenging native speakerism in a Korean college English course<br>Soyoung Lee                         | LAM, TTEd<br>Talk   | Using big data to promote equality in massive teacher development<br>Alessandra Moura          |
| IPSEN<br>Talk        | Meeting diverse learning needs through TSLL and UDL<br>Lucas Lepelt                                     | GEN<br>Talk         | Wellbeing literacy: what students know, what teachers need to know<br>Carlos Murillo Miri Baum |
| GEN<br>Workshop      | STEAM up your CLIL lessons<br>Natalia Liashko   | AL<br>Talk          | Translating texts: grammaring through interlingual focus on form<br>Elisabet (Titik) Murtisari |

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| TD Workshop        | Checking understanding in the ELT classroom: not just CCQs<br>Vera O'Connor                                  | AL, EAP Talk       | Easing the transition to academic English through abstract writing<br>Natassia Schutz  |
| RES, TTEd Poster   | In-service and pre-service teachers' challenges in vulnerable areas<br>Oriana Onate                          | GEN Talk           | A cultural programme to enhance language learning in EFL contexts<br>Camila Selarin, Vitoria Tavares                           |
| IPSEN, RES Talk    | Launching DEI in language teaching: the timing's never right<br>Lukasz Pakula                                | GEN Talk           | Hidden depths: unlocking the lexical potential of exam texts<br>Sérgio Silva   |
| LAM Workshop       | The first 30 days as a new ELT manager<br>Georgia Papamichailidou  | RES Talk           | The impact of individual differences on study abroad experiences<br>Pawel Sobkowiak  |
| RES, TD Workshop   | Becoming a reading teacher: linguistic, social, personal and pedagogical views<br>Amos Paran, Jane Spiro     | RES, TTEd Talk     | Empowering language teachers: China-UK peer micro-teaching lesson study collaboration<br>Jeff Stanford, Pamela Rogerson Revell |
| TTEd, TEA Talk     | Teacher beliefs, professional development, language assessment literacy: joining the dots<br>Mina Patel      | IPSEN, TTEd Talk   | Supporting neurodiversity on initial teacher training courses<br>Joanna Stansfield, Melissa Lamb                               |
| IPSEN Talk         | Lessons from a low-vision teacher for students with disabilities<br>Cainã Perri, Lara Souto Santana          | IPSEN, MD Workshop | Integrating gender responsive pedagogy into the ELT classroom<br>Julia Stanton   |
| BE, ESP Workshop   | English for artists – between ESP, self-expression and control<br>Sarah Ploch                                | GI, MD Talk        | How sustainable is sustainability in primary EFL courseware?<br>Andrew John Starling   |
| BE Talk            | Collaborative intelligence: partnering up for business writing<br>Catherine Prewett-Schrempf, Linda Slattery | GEN Workshop       | Conscious listening: yoga techniques to boost confidence, memory and listening<br>Daniel Studholme                             |
| GEN Talk           | English in Algeria: between resistance and openness<br>Nadjouia Raoud  | RES, TD Workshop   | Relevance of neuroscience to everyday teaching: the reality of language<br>Susanne M.E. Sullivan                               |
| RES, TTEd Workshop | Research data analysis: a hands-on (and jargon-free!) workshop<br>Paula Rebolledo                            | ESP Talk           | English education among the aspiring RMG professionals: practices and prospects<br>Syeda Sultana                               |
| GEN Workshop       | Creating puzzles for ELT escape rooms and treasure hunts<br>Sarn Rich  | LT, TEA Talk       | Chat GPT and assessment: this time it's personal<br>Shaun Sweeney  |
| LAM Talk           | Presidential precedents: leadership lessons from the White House<br>Mike Riley                               | GI, MD Talk        | Lifting the lid on engaging, effective video and audio resources<br>Colette Thomson  |
| GEN Talk           | Introducing a free-to-access general English e-textbook based on the SDGs<br>Sue Robbins                     | GEN Talk           | ELF, ELF -awareness, ELT courseware: insights from a teacher education course<br>Natasha tsantila, Anastasia Georgountzou      |
| LA, TD Talk        | "A thousand littles": helping higher level learners track their progress<br>Katherine Roberts                | GEN Talk           | Bringing intercultural awareness into the classroom<br>Daniel Man-Hon Tse  |
| RES, TTEd Poster   | The challenges of English language assistants and CLIL<br>Berenice Rocha                                     | TTEd Talk          | U.S. Department of State worldwide English language programs<br>Jennifer Uhler, Jen MacArthur                                  |
| LAM Talk           | Engaging teachers in social media content creation for school marketing<br>Gina Rodriguez                    | GI, IPSEN Talk     | Inclusion – where are we now?<br>Varinder Unlu   |
| BE Workshop        | Business English activities and the real world of our learners<br>Marjorie Rosenberg                         | GEN Talk           | ELT-related controversies: from conflict to complement<br>Penny Ur   |
| LA Talk            | Developing learner autonomy through a peer tutoring programme<br>Adelina Ruiz Guerrero                       | ESP, RES Poster    | English competence among Austrian university entrants<br>Desiree Verdonk   |

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| EAP Workshop      | Utilizing visible thinking routines in the EAP classroom<br>Alex Warren                      |
| TD, TTEd Workshop | How to teach and learn vocabulary through word association tasks<br>Andrew Wimhurst          |
| LAM Talk          | School leaders' experiences of burnout: causes, effects and solutions<br>Daniel Xerri        |
| TD, TTEd Workshop | Experimenting with metacognition using a six-step cycle<br>Anna Young                        |
| AL, TTEd Workshop | Moving beyond the grammar rulebook with a metaphor-led pedagogy<br>Sally Zacharias           |
| ESOL, YLT Talk    | Boost students' learning by embracing neuroplasticity in your classroom!<br>Farid Zaiter     |
| BE Talk           | Where to start? Designing short courses for corporate clients.<br>Karina Zew, Samantha Yates |
| TEA Workshop      | Enhancing IELTS reading skills through discourse analysis<br>Assiya Zhangabay                |
| Forum             | <b>Forum on AI in English language education: opportunities and challenges</b>               |
| EAP, LT           | AI in teaching English - a threat or opportunity?<br>Evelina Miscin                          |
| LT                | Exploring English language teaching through ChatGPT's SWOT lens<br>Ezgi Selcuk Arican        |
| LT                | Unveiling ChatGPT impact on elevating English reading proficiency<br>Sudsuang Yutdhana       |
| Forum             | <b>Forum on CPD: experiences from around the world</b>                                       |
| TD, TTEd          | Nurturing cohesive relations in Venezuelan EFL teams<br>Belkys Blanco                        |
| TD                | Empowering educators: lesson study as the heartbeat of CPD<br>Mirela Cristina Manea Gultekin |
| Forum             | <b>Forum on decolonial thinking and practice in ELT</b>                                      |
| GEN               | English language teaching and the colonial matrix of power<br>Katalin Egri Ku-Mesu           |
| GEN               | Exploring bi-directional decoloniality in ELT in Germany and Cameroon<br>Eric Ekembe         |
| GI, MD            | Honouring our roots: indigenizing the curriculum in Western Canada<br>Susan Abrill           |

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| Forum      | <b>Forum on educational projects</b>  |
| TTEd, YLT  | Empowering educational communities through collaboration: a multifaceted project<br>Mauricio Pérez                |
| GEN        | English without borders<br>Carolina Cruz  |
| LT, YLT    | ECO Radio: a journey to empower rural Colombia through ELT<br>David Vallejo                                       |
| Forum      | <b>Forum on enhancing writing via balanced feedback, screencasting and peer-review</b>                            |
| EAP, RES   | How teachers achieve course goals and respond to learners' needs<br>Andrew Scott                                  |
| LT, TEA    | Screencasting to increase the effectiveness of feedback in written tasks<br>Meritxell Blanco Colino               |
| LA, YLT    | How does peer-reviewing impact student writing abilities?<br>Noriko Kurihara                                      |
| Forum      | <b>Forum on how to inspire global citizenship in ELT classrooms</b>   |
| GI         | Inspiring global citizenship: sustainable development in the language classroom<br>Katherine Moran, Nela Faberova |
| BE, GI     | Promoting the SDGs: international student teams create city events<br>An Ostyn                                    |
| GI, MD     | Promoting active thinking: using UN sustainability goals in the curriculum<br>Hannah Tucker-Bloom                 |
| Forum      | <b>Forum on in-service teacher educators</b>  |
| RES, TTEd  | Supporting non-permanent ELT INSET trainers in India<br>Kalyan Chattopadhyay                                      |
| TTEd       | Non-permanent in-service teacher educators: identity experiences from the margin<br>Kuheli Mukherjee              |
| Forum      | <b>Forum on pre- and new undergraduate students</b>   |
| IPSEN, RES | First year students and their faculty's perceptions about university life<br>Amal Farhat                          |
| ESOL       | Developing belonging: how ESL teachers impact student persistence<br>Mariam Mostafa                               |

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| Forum    | <b>Forum on reflective practice</b>  | Forum       | <b>Forum on empowering through English: refugee narratives and inclusion</b>   |
| TD       | Teacher motivation and teacher reflection in EFL context<br>Birsen Tutunis   | ESOL, TTEd  | How learning English builds resilience: refugees' stories<br>Gwyneth James, Paulina Clarke - van Pelt  |
| TD, TTEd | Reflective practice as a professional development tool<br>Anestin Chi  | ESOL, IPSEN | English teaching strategies to children at internally displaced people's camps<br>Martha Ada Onjewu, Mairo Ipadeola, Catherine James Atteng, Chinelo Nwokolo |
| TD       | Professional development of English teachers through reflective practice<br>Shiv Ram Pandey                        | GI, TD      | Gamified English education to promote inclusion/integration in the EU<br>Canan Aktug   |
| Forum    | <b>Forum on using literature creatively in diverse teaching environments</b>                                       |             |  |
| GEN      | Bringing adult high school community together: an interdisciplinary Shakespeare project<br>Lucía Bustamante        |             |  |
| LIT, YLT | Unlocking Shakespeare's magic: opening minds of young readers<br>Marjory Donda de Oliveira                         |             |  |
| GI, LIT  | Literature, interculturality and global citizenship education through young characters' voices<br>Barbara Lapornik |             |  |



# IELTS



IELTS One Skill Retake

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With IELTS One Skill Retake test takers can retake one of the four skills (Listening, Reading, Writing, or Speaking) if they feel they did not perform to the best of their ability.



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Key to abbreviations used in the Preview of presentations

|   |                                   |  |
|---|-----------------------------------|--|
| AL = Applied Linguistics                      | GI = Global Issues                | MD = Materials Development             |
| BE = Business English                         | IPSEN = Inclusive Practices & SEN | PRON = Pronunciation                   |
| EAP = English for Academic Purposes           | LA = Learner Autonomy             | RES = Research                         |
| ESOL= English for Speakers of Other Languages | LAM = Leadership & Management     | TD = Teacher Development               |
| ESP = English for Specific Purposes           | LIT = Literature                  | TEA = Testing, Evaluation & Assessment |
| GEN = General                                 | LT = Learning Technologies        | TTEd = Teacher Training & Education    |
|   | MaW = Materials Writing           | YLT = Young Learners & Teenagers       |

Don't forget that this information is provisional and may change between now and the conference. Updates will be listed in the Conference Programme, available on the IATEFL website from March.

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|-----------------------|--|----------------------------|--|
| TD, TEA<br>Talk       | Building up a speaking rubric: what a deal!<br>María Aguilar   | YLT<br>Workshop            | Drama games and techniques for elementary and intermediate level students<br>Diana Bolgare           |
| TTEd, TEA<br>Talk     | Feedback: the pedagogical pendulum<br>Yéssica Aguilera   | TEA<br>Talk                | Developing a Global Scale of Languages for multilingual learners<br>David Booth                      |
| TTEd, YLT<br>Talk     | The way forward is global collaboration in ELT<br>Belen Albarracin   | TD<br>Talk                 | Improving the effectiveness of professional development: Lessons from 30,000 teachers<br>Simon Borg  |
| TD, TTEd<br>Poster    | Language teachers' engagement in a vision-based motivational continuing professional development<br>Maha Alhejji | TD, TTEd<br>Lightning Talk | Promoting multilingualism in TESOL teacher education for social justice<br>Melike Bulut Albaba       |
| PRON<br>Talk          | Bringing pronunciation into the classroom: activities for intelligibility<br>Gemma Archer, Robin Walker          | LA<br>Talk                 | Interactive target language use at beginner's level<br>Anja Burkert                                  |
| RES, TTEd<br>Workshop | To tell or not to tell: analysing mentor discourse<br>Nelson Arditto Delgado                                     | PRON, TD<br>Talk           | L2 teachers' professional trajectories with pronunciation teaching: a 10-year study<br>Michael Burri |
| LT, YLT<br>Workshop   | The legacy of e-tools in TEFL's post-COVID era<br>Panagiotis Argyris   | LAM<br>Talk                | Building relationships - The importance of internal customer service<br>Ben Butler                   |
| LIT, YLT<br>Talk      | Building a love for reading: the power of reading clubs<br>Oleksandra Avramenko                                  | LA<br>Talk                 | Why should we make space for the discussion of learning?<br>David Byrne, Mark Heffernan              |
| GEN<br>Talk           | Recognition as key towards success in language learning<br>MARCELO BACCARIN COSTA                                | BE<br>Talk                 | Guiding tomorrow's professionals: nurturing students for success<br>Bethany Cagnol, Sinead Namur     |
| TD, TTEd<br>Talk      | The casebook method for language teacher education and professional development<br>Gary Barkhuizen               | MD, MaW<br>Talk            | Context matters: a sociocultural framework for materials design<br>Luis Carabantes                   |
| IPSEN, LT<br>Talk     | Is it ethical? Teaching with edtech to maximize inclusiveness<br>Anna Bartosik                                   | AL, TTEd<br>Poster         | Language use in Thai EMI classrooms<br>Parichat Chiablaem  |
| GEN, LAM<br>Talk      | Standardization and quality control in program development<br>Christian Berlin                                   | LT<br>Talk                 | Tools and ideas for easily creating digital activities in ELT<br>Andy Cowle Ian Johnstone            |
| ESP, LT<br>Talk       | Leveraging the power of AI in presentations training<br>Vida Bicman  | GI, IPSEN<br>Talk          | Trauma-informed teaching: supporting 'brains in pain' in the classroom<br>Adam Crowther              |
| ESOL<br>Workshop      | Empowering migrant learners: insights to translanguaging in the classroom<br>Josianne Block                      | ESOL, YLT<br>Talk          | A script's creative path from conception to performance<br>Tasneem Dalal                             |
| GEN<br>Workshop       | Mysterious European doors to general knowledge and critical thinking<br>Eva Bogdanović, Ivana Burić Kurtović     | TD, TEA<br>Talk            | Assessing writing at CEFR B2 & C2 levels<br>Fannie Daou  |

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|------------------------|---|--------------------------|--|
| EAP, TD<br>Talk        | Understanding online CoPs during ERT: the experience of EAP tutors<br>Karla Kerley de Lima Guedes                         | TTEd, YLT<br>Talk        | TKT:YL principles explained: developing and assessing primary children's cognitive strategies<br>Kate Gregson        |
| TD, TTEd<br>Talk       | Reflective teaching - igniting innovation, collaboration and growth<br>Tamires de Oliveira                                | MaW<br>Talk              | Games and the green world: constraints, creativity and language play<br>Jill Hadfield                                |
| TD<br>Talk             | Better listening outcomes<br>Hugh Dellar  | LA, LT<br>Talk           | Using gamified learning environments to foster student engagement<br>László Hajba                                    |
| ESOL, LT<br>Talk       | Empowering educators: technology innovation in multicultural language learning<br>Maria Diakou, Umut Ergoz                | LA, YLT<br>Workshop      | Teaching direct learning strategies: how, what and why<br>Rachael Harris   |
| ESOL, RES<br>Talk      | Empowering curriculum design: insights from female refugees' ESOL experiences<br>Holly Dono                               | EAP, TD<br>Talk          | Think to write: write to think<br>Richard Harrison   |
| TTEd<br>Workshop       | Take 5 – airing and sharing top issues on CELTA<br>Jacqueline Douglas   | TD, TTEd<br>Workshop     | Let's talk about social emotional competences for the classroom<br>Anna Hasper                                       |
| PRON<br>Talk           | Understanding pronunciation learning strategies for word stress through diary reflections<br>Ivana Duckinoska-Mihajlovska | GEN<br>Workshop          | Mixed language storytelling: English through the languages our learners know<br>David Heathfield                     |
| EAP, TEA<br>Workshop   | Helping students with IELTS writing task 1<br>Melih Duman   | LA<br>Poster             | The effect of collaborative self-learning activities on basic psychological needs<br>Akari Hirano                    |
| LAM<br>Talk            | A practical approach to staff wellbeing<br>Fiona Dunlop   | GEN<br>Talk              | Empowering oracy: transforming ELT curricula for student success and well-being<br>Sarah Howell, Lisa Kester-Dodgson |
| MD<br>Lightning Talk   | Learner creativity; showcasing student-made learning and evaluation material in ELT<br>Abigail Ekangouo Awanga            | LA, LT<br>Lightning Talk | Digital tech in EFL classrooms: teachers' beliefs and promoting creativity<br>Henry Huang                            |
| TTEd<br>Talk           | Observations: a different approach<br>Amir Esmaeili   | LAM<br>Workshop          | Moving from reactive to proactive: what are our first steps?<br>Heather Humphreys                                    |
| IPSEN, YLT<br>Talk     | Equality, diversity and inclusion in the young learner EFL classroom<br>Eduardo Farias                                    | YLT<br>Workshop          | Spilling the tea: investigating 'new' words in the classroom<br>Tracy Huntingford                                    |
| IPSEN<br>Talk          | Diversity isn't a label: using matrices to understand students better<br>Alex Fayle                                       | GEN, TD<br>Talk          | Meaningful listening: training students to become effective listeners and communicators<br>Andy Jeffery              |
| RES, TEA<br>Talk       | Reliability in rating scales: the case for training and norming<br>Michael Fields   | LAM<br>Talk              | How to improve your school's communication and productivity with <i>Monday.com</i><br>Kat Jeffries                   |
| TD, TTEd<br>Poster     | Czech mentor teachers: the uncharted journey in teacher education<br>Nikki Fortova, Jitka Sedláčková                      | TD, TTEd<br>Talk         | Language creates different discourses about the world<br>Benthe Fogh Jensen  |
| LIT<br>Talk            | Extensive Reading improves every skill, even speaking. Try it!<br>Chris Fry   | EAP, TEA<br>Talk         | Discover <i>LanguageCert Academic</i> : a test for international higher education admissions<br>Catherine Jones      |
| IPSEN, MaW<br>Workshop | Requeering discussions: dos and don'ts in queer ELT<br>Peter Fullagar   | LT<br>Talk               | Leveraging AI in ELT: giving teachers and students superpowers<br>Will Jordan-Cooley                                 |
| MD, TEA<br>Talk        | Applying evidence-centered design to standardized and classroom assessments<br>Edward Getman                              | MD, TD<br>Talk           | SMILE: a transformative journey improving English language education in Sudan<br>Lina Kamal                          |
| YLT<br>Talk            | Listening to children's voices: EFL learners' independent digital reading experiences<br>Weizhao Gong                     | GI, YLT<br>Workshop      | SDGs, SEL and storytelling: time-travelling and global citizenship in ELT<br>Eftychios Kantarakis Ruby Polygenis     |

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|----------------------|---|-----------------------|--|
| LA, YLT<br>Talk      | STEAM-based education<br>Konstantina Karamouta  | EAP, ESP<br>Talk      | The transformative role of scaffolding in post-graduate academic writing tutorials<br>Cathy Morand                               |
| LT, TEA<br>Talk      | The AI interviewer: spoken dialog systems in computer-based language assessment<br>Yasin Karatay            | LIT, YLT<br>Talk      | Exploring picturebooks to challenge stereotypes and foster inclusion<br>Romina Muse  |
| EAP, ESP<br>Workshop | Grappling with grammar: techniques to enhance teaching and learning<br>William Kerr Kismet Funda Akgul      | AL<br>Talk            | Thematic analysis of Japanese students' reflections on intercultural communicative competence<br>Samuel Nfor                     |
| AL, EAP<br>Talk      | Scholarship of teaching and learning in ELT and professional development<br>Raj Khatri                      | LAM, LT<br>Talk       | Leading effective virtual teams in language education<br>Helen Ng  |
| LA<br>Talk           | Reactivating students' zest for learning<br>George Kokolas  | GEN<br>Talk           | The inseparability of lexis, grammar and pronunciation<br>Eric Nicaise   |
| GI, YLT<br>Workshop  | Fostering change through youth empowerment and global connections<br>Margarita Kosior, Harry Waters         | TD, TTEd<br>Talk      | Video-enhanced teacher training: guides, networks, and conversations<br>Cecilia Nobre  |
| GI<br>Workshop       | Addressing sustainability and global issues in the language classroom<br>Hanna Kryszewska                   | TEA, YLT<br>Talk      | Using different assessment tools to make learning progress more visible<br>Andrea Nogueira                                       |
| LA, LT<br>Talk       | Student engagement in times of generative AI<br>Claudia Kunschak  | LT, TTEd<br>Talk      | Using AI to assist scaffolding reflective practice in teacher education<br>Elena Oncevska Ager                                   |
| GEN<br>Talk          | Listen up! Developing the listening skill in EFL learners<br>Tery Lemanis                                   | AL, TEA<br>Talk       | Investigating test fairness and bias in the twenty-first century<br>Nathaniel Owen, Oliver Bigland                               |
| GI, MD<br>Talk       | Affordances of digital multimodal composing in global Englishes curriculum development<br>Alfred Lo         | ESOL, TD<br>Talk      | The impact of LI literacy on English literacy development<br>Lesley Painter-Farrell  |
| LIT, YLT<br>Workshop | Embracing Shakespeare: enriching EFL learning for young minds<br>Conny Loder                                | EAP, IPSEN<br>Talk    | Evaluating a trauma-informed EAP programme for refugee-background students<br>Aleks Palanac, Deirdre McKenna                     |
| RES, TTEd<br>Talk    | Content and language integrated learning teacher education: challenges and responses<br>Lucilla Lopriore    | EAP, ESP<br>Talk      | Supporting faculty in credit courses with a language teacher lens<br>Cristina Petersen, Nick Travers                             |
| GEN<br>Talk          | Grammaticalization - when words become grammar. Improving engagement and language learning<br>Jennifer Lowe | IPSEN, MD<br>Talk     | Accessibility in digital ELT content development<br>Derek Philip-Xu  |
| GEN<br>Talk          | Teaching bad English? The challenge of teaching ELF<br>Judith Mader, Rudi Camerer                           | LAM, TTEd<br>Workshop | Leading and managing with generative AI: the why, what, how<br>George Pickering  |
| LAM<br>Talk          | Empowering education: using principles of self-managed teams to foster autonomy<br>Priscilla Manfredini     | BE<br>Talk            | Beyond fluency: unleashing the power of mastery for advanced learners<br>Anna Plaksienko   |
| GEN<br>Workshop      | Attentional control activities for children and teens<br>Kara McBride                                       | TD, TTEd<br>Talk      | Bidialectalism: meeting the needs of speakers of English language dialects<br>Yvonne Pratt-Johnson                               |
| TD, TTEd<br>Talk     | The role of experience in teacher identity construction<br>Vanessa McDonagh                                 | TD, YLT<br>Workshop   | Differentiation doesn't work! Or does it...? Theoretical considerations, practical solutions<br>Herbert Puchta, Christopher Jory |
| BE, ESP<br>Workshop  | Working in international teams: what can we do better?<br>Ian McMaster                                      | TD, TTEd<br>Talk      | Near-peer mentoring for in-service teachers' professional development<br>Irene Rahmaniar   |
| GI, MD<br>Talk       | Exploring national stereotypes about Britain in German English language textbooks<br>Jennifer Meier         |                       |  |

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|------------------------|--|--------------------------------|---|
| EAP, TEA<br>Talk       | Designing authentic computer-based writing tasks to promote positive classroom impact<br>Alina Reid          | BE, ESP<br>Talk                | Analysing unmet needs: business communication competencies required in multinational companies<br>Radek Swiecinski                  |
| BE, ESP<br>Talk        | Effective business communication: linking grammar and meaning<br>Silke Riegler                               | YLT<br>Workshop                | Using a groupwork framework to teach YL students life skills<br>Bella Szyzkowska  |
| BE<br>Workshop         | How to get clients as a freelance English language teacher<br>Rachael Roberts                                | ESOL, TEA<br>Workshop          | A2 to B2 in six months, impossible? Yes, we can.<br>Uma Tadema  |
| GEN<br>Workshop        | Asking questions – easy as ABC, isn't it?<br>Carole Anne Robinson  | TD<br>Talk                     | My TEA journey from fearing feedback to understanding feedback<br>Alaa Talat  |
| IPSEN<br>Talk          | Whiteness and wokeness: a primer<br>Ann Roemer   | TTEd, TEA<br>Talk              | Assessment patterns in initial teacher education programmes<br>Elaheh Tavakoli  |
| PRON<br>Lightning Talk | The physicality of teaching pronunciation<br>Paula Runnals   | EAP, LT<br>Talk                | Advancing academic presentation skills through VR glasses<br>Elizaveta Tikhomirova Anastasia Sharapkova                             |
| LA, YLT<br>Workshop    | Peer-led instruction for teenagers - examples from South Asia<br>Imran Saifur, Norma Swyngedauw, Rabia Malik | IPSEN, LAM<br>Panel discussion | 'People like us' – representation of LGBTQIA+ identity in ELT<br>Steve Tulk, Jo Krouso, Pam Phillips, Julian Francis, Neil Harris   |
| IPSEN, MD<br>Workshop  | Accessibility and ELT video<br>Adam Salkeld, Elena Deleyto   | GEN<br>Workshop                | Fostering a sense of community in an EFL environment<br>Julija Vaisviliene  |
| MD, MaW<br>Workshop    | A data-driven approach to teaching vocabulary to higher-level learners<br>Rafael Santos Rodrigues            | LA<br>Lightning Talk           | The effect of personal choice on intrinsic motivation<br>Marion Vedder  |
| TEA<br>Lightning Talk  | Assessment in a regular school, from basics to artificial intelligence<br>Fernando Sartori                   | AL, MD<br>Talk                 | Maximizing CLIL practices in bilingual education: integrating content and language<br>Cassia Venezuela                              |
| TD, YLT<br>Talk        | E.Motion (English in Motion): let's reMOVE learning difficulties<br>Barbara Seeber                           | ESOL, TTEd<br>Talk             | <i>Trinity Cert(T)ESOL</i> : teacher training and the university as community citizen<br>Laura Walker, Elena Gandini, Murad Alhamwi |
| LA, TTEd<br>Poster     | Facilitating fun-autonomy in PBL: the halo effect<br>Pinar Sekmen  | LAM, TTEd<br>Workshop          | Optimizing onboarding: nurturing institutional values through mentorship<br>Julie Wallis  |
| TD<br>Workshop         | The prolific power of ... a pause<br>Paul Seligson   | PRON, RES<br>Talk              | Do traditional pronunciation teaching techniques actually work on improving intelligibility?<br>Hongzhi Wang                        |
| GEN, MaW<br>Workshop   | The lexical approach: 30 years on<br>Leo Selivan   | PRON, RES<br>Talk              | The impact of English accent variations on Chinese learners<br>Xian Wang  |
| GEN<br>Talk            | Grammar myths and how not to fall for them<br>Alex Semakin   | ESOL<br>Talk                   | Teaching beginner classes - a woven approach<br>Eliza Winnert   |
| LT, TD<br>Talk         | Stimulus and discussion - widening participation in teacher development<br>Clive Shaw                        | TD, TTEd<br>Talk               | Inquiry with an I: centring the teacher in teacher development<br>Michelle Worgan   |
| TD, TEA<br>Talk        | Engaging and effective exam preparation using audio-visual and digital resources<br>Gerald Smith             | ESP, TTEd<br>Talk              | Making the move into healthcare or OET: are you ready?<br>Ros Wright  |
| LA, LT<br>Talk         | The teacher's role in using AI for autonomous learning<br>Mark Smith   | EAP, TEA<br>Workshop           | "Writing for an academic discussion": all you need to know<br>Joanna Wrzesinska   |
| YLT<br>Talk            | Summer school to full time education – bridging the gap<br>Kate Smook  |                                |   |
| LAM, TD<br>Workshop    | Small actions, large impact: your role in teachers' room<br>Robyn Stewart, Elna Coetzer                      |                                |   |

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|-------------|---|-----------|---|
| RES<br>Talk | Facilitating immigrants' Finnish language learning in a vocational college<br>Rezvan Zonoubi                              | Forum     | <b>Forum on freelance teaching</b>  |
| Forum       | <b>Forum on academic language support for students in higher education</b>  | GEN       | The social media mystery: blueprints for growing an ELT community<br>Claire Bowes                       |
| EAP         | Academic writing in a nutshell: language support for university students<br>Nina Rasmussen                                | GEN       | Writing words that attract students as a freelance ELT teacher<br>Lauren Martin                         |
| LT, MD      | Removing barriers of inequality in language learning at higher education<br>Agustín Domínguez Flores, Mauricio Igor Jasso | TD        | How to build a profitable personal brand in ELT<br>Ola Kowalska   |
| LA, TD      | Language advising case studies: does one size fit all?<br>Martina Šindelářová Skupeňová                                   | Forum     | <b>Forum on foreign language anxiety: eliminating barriers and moving forward</b>                       |
| Forum       | <b>Forum on AI: shaping and navigating new pedagogical landscapes</b>   | EAP, TTEd | Teaching multilinguals and navigating foreign language anxiety<br>Aviva Katzenell, Konstancja Szymanska |
| LT, TD      | AI in the EFL Classroom. Does it always work?<br>John Slade   | LT, TD    | Foreign language anxiety: possible ways to mediate its detrimental effects<br>Olha Yavorska             |
| GEN         | Engaging students ethically and critically in the AI era<br>Rasha Halat   | GEN       | When grammar anxiety hampers English use among adults in Kerala<br>Lal CA                               |
| LT          | Enriching classroom instruction with AI: practical pedagogical strategies for teachers<br>Christopher Collins             | Forum     | <b>Forum on place-based learning</b>  |
| Forum       | <b>Forum on EMI</b>   | LA, YLT   | Place-based education: the world as my canvas<br>Maria Davou  |
| AL, RES     | University autonomy as a driver of English-medium instruction<br>Peter Wingrove   | TD, TTEd  | EFL spoken production and interaction outdoors for secondary school students<br>Anat Shoseyov           |
| GI, TD      | EMI: issues, challenges and opportunities<br>Sajan Chaudhary  | AL, YLT   | Bringing nature and forest education into language learning<br>Francesca Xenaki                         |
| AL, RES     | Student collaboration as a coping strategy in English-medium study<br>Awad Alhassan                                       | Forum     | <b>Forum on reading skills</b>  |
| Forum       | <b>Forum on EMI in EAP settings: perspectives and practices</b>   | EAP, LA   | Enhancing reading proficiency via the 57-day reading challenge<br>Yasmine Salah El-Din                  |
| EAP, TTEd   | EMI: it's not rocket science, except sometimes it is<br>Frances Amrani  | GEN       | Turning "old-fashioned" into motivation: different reading lessons<br>Vilda Kiaunytė                    |
| EAP, ESP    | Enhancing academic literacies through EMI: university student insights<br>Evangelia Xirofotou                             | TD, TTEd  | Using non-ELT books to arrive at ELT notions<br>Ian Michael Robinson                                    |
| EAP, ESP    | How to support EMI stakeholders through collaboration with ESP practitioners?<br>Michelle Hunter                          | Forum     | <b>Forum on teaching vocabulary</b>   |
|             |   | GEN       | From vocabulary builders to vocabulary enjoyers<br>Marina Dolgacheva                                    |
|             |   | YLT       | How to increase student academic vocabulary in speaking<br>Zhananur Kassimova                           |
|             |   | LT        | Media type and EFL vocabulary acquisition<br>Kevin Wrobetz  |

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| Forum   | <b>Forum on vocabulary acquisition: embracing tradition and innovation</b>                   | Forum    | <b>Forum on the use of ChatGPT in writing</b>  |
| AL      | Teaching idioms: implementing the CM approach to design activities<br>Vera Gradischnig       | LT, TEA  | Leveraging AI to teach and assess writing<br>Peter Davidson  |
| ESP, LT | Quizlet's impact on vocabulary learning in ESP classes<br>Hui-ju Tsai, Catherine Chen-Fliege | LT, RES  | The effect of ChatGPT-supported feedback on written student assignment<br>Selda Gumus Sambel       |
| GEN     | The power of in-class revision: practical activities to facilitate learning<br>Mary Rice     | EAP, TEA | Adapting EAP writing assessments: embracing ChatGPT to promote critical thinking<br>Joseph Roberts |
| Forum   | <b>Forum on teaching writing skills</b>  | Forum    | <b>Forum on translanguaging</b>  |
| AL, TD  | Advanced pedagogical methods in ESL writing portfolio<br>Samah Abduljawad                    | GEN      | Translanguaging & plurilingualism works: but are we ready yet?<br>Naziha Ali Raza                  |
| RES     | Using digital storytelling tools to improve EFL writing skills<br>Merve Basketlu             | AL, TTEd | English only zone? Translanguaging in study abroad contexts<br>Urbashi Raha                        |



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## Key to abbreviations used in the Preview of presentations

|  |                                   |  |
|--|-----------------------------------|--|
| AL = Applied Linguistics                       | GI = Global Issues                | MD = Materials Development             |
| BE = Business English                          | IPSEN = Inclusive Practices & SEN | PRON = Pronunciation                   |
| EAP = English for Academic Purposes            | LA = Learner Autonomy             | RES = Research                         |
| ESOL = English for Speakers of Other Languages | LAM = Leadership & Management     | TD = Teacher Development               |
| ESP = English for Specific Purposes            | LIT = Literature                  | TEA = Testing, Evaluation & Assessment |
| GEN = General                                  | LT = Learning Technologies        | TTEd = Teacher Training & Education    |
|  | MaW = Materials Writing           | YLT = Young Learners & Teenagers       |

Don't forget that this information is provisional and may change between now and the conference. Updates will be listed in the Conference Programme, available on the IATEFL website from March.

|                              |  |                   |   |
|------------------------------|--|-------------------|---|
| GI, IPSEN<br>Talk            | English for interfaith dialogue: nurturing understanding and bridging divides<br>Hala Ahmed, Amira Makhlof   | GEN<br>Workshop   | Women in ELT: global challenges, future aspirations<br>Heather Buchanan, Julie Norton             |
| GEN<br>Workshop              | An insight into corpus: identifying new words and meanings<br>Maree Airlie   | TD<br>Talk        | Exploring Instagram's potential as a micro-learning tool to enhance L2<br>Mukaddas Butabaeva      |
| LA, TTEd<br>Talk             | A model of shifting roles to develop learner autonomy<br>Suha Almazyad   | GEN<br>Talk       | Storytelling and affect: bridging language learning gaps<br>Vera Cabrera Duarte                   |
| AL, TD<br>Lightning Talk     | Unveiling digital identities: EFL academics' agency in constructing online presence<br>Maha AlThiyabi  | BE, ESP<br>Talk   | Using insights from research to inform ESP teaching<br>Clarice SC Chan                            |
| LAM, RES<br>Talk             | 'They click, we guide them'. Defining the online teacher role<br>Iryna Altukhova   | LAM, TD<br>Talk   | The CELTA diaries: an analysis of oral feedback<br>Marcela Cintra, Julice Daijo                   |
| GI<br>Talk                   | Enhancing learning skills in EFL classrooms through climate change education<br>Atem Arabella  | GI, TD<br>Talk    | Voices of teachers: an antiracist view of teaching young learners<br>Claudia Colla de Amorim      |
| LAM, TD<br>Workshop          | How a new teacher association can expand and evolve<br>Cândida Arlindo   | GEN<br>Talk       | Cultivating teacher wellbeing: a journey of professional and personal growth<br>Montse Costafreda |
| MD, TD<br>Talk               | Effective English language instruction: unveiling the <i>On Point</i> resources/ <i>Allango</i><br>Vicky Bagheri   | ESOL, LIT<br>Talk | Extensive reading: making it communicative, fun and creative for teenagers<br>Leonardo Cusato     |
| TD, TTEd<br>Workshop         | Let's take another look at grammar: core concepts<br>Rita Baker  | GEN<br>Workshop   | Empowering EFL educators: enhancing fluency through speaking activities<br>Patricia Katherin D.S. |
| BE, ESOL<br>Talk             | Why we need business English trainers who understand business<br>Albert Balvers  | GEN<br>Workshop   | The writing game: making your mandatory writing assignments fun<br>Anca de Vries, Matianna Naka   |
| MD<br>Talk                   | Writing in the real world: supporting students with multi-text input<br>Thomas Stuart Banks  | GI, LAM<br>Poster | ELT enhanced by partnerships in higher education: IPN-British Council<br>Silvia Díaz Fragoso      |
| AL, TEA<br>Workshop          | Students' use of China English and implications for essay marking<br>Alex Baratta  | GI<br>Workshop    | Embracing controversy in the EFL classroom<br>Rita Divéki   |
| EAP, TEA<br>Talk             | AI redefining EAP writing assessment<br>Merve Baykan   | LA, TEA<br>Talk   | Empowering higher level learners: tools for progress measurement<br>Yulia Efremova                |
| TD, TTEd<br>Panel discussion | CPD for English teachers in schools in Uzbekistan: case study<br>Nilufar Begibaeva, Jamilya Gulyamova, Nargiza Kuchkarova, Umida Hakimova, Khushnamo Burhonxujaeva | TTEd<br>Talk      | Teaching reflective practice to pre-service EFL teachers: an evaluation<br>Seden Eraldemir Tuyan  |
| GI, YLT<br>Workshop          | Talking to learn: negotiation of meaning in online intercultural link-ups<br>Nick Bilbrough, Rajaa Abu Jasser, Ashraf Kuhail                                       | LA, LT<br>Talk    | Increasing young learner autonomy in EFL curricula: online community projects<br>Lesley Fearn     |

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|-----------------------|---|------------------------------|--|
| BE<br>Talk            | False beginners adult learners and business English writing<br>Choreanne Frei   | TD, TTEd<br>Panel discussion | Solidarity through autoethnography: reimagining hope through transnational research in Palestine<br>Anwar Hussein, Shelley Wong, Anita Bright, Thuy Tu |
| LAM, TTEd<br>Workshop | Using narratives in the training room<br>James Fuller   | IPSEN, YLT<br>Workshop       | Universal design for learning in the primary classroom<br>Anette Igel  |
| MaW, TD<br>Talk       | Making money from educational video; 12 lessons from 12 years<br>Jo Gakonga   | EAP, ESOL<br>Talk            | Accessing language for work (overcoming exclusion)<br>Shelley van Kooten   |
| LT, TD<br>Talk        | Focusing on the basics in an era of digital innovations<br>Susana Galante   | TD<br>Talk                   | A teacher's agenda: target language? Emergent language? Or both?<br>Marianne Jones   |
| IPSEN, MaW<br>Talk    | Too triggering to teach? Addressing 'sensitive' topics in ELT materials<br>Lottie Galpin                                    | GEN<br>Workshop              | Building rapport means building success<br>Urs Kalberer  |
| TD, TTEd<br>Talk      | Developing a lesson plan through guided instruction for an inspection<br>Stella Giorgou Tzampazi                            | IPSEN<br>Talk                | Trauma informed teaching practices in adult ESL classrooms<br>Ruba Kallab  |
| LAM, TD<br>Talk       | Internal CPD: kick-starting a culture<br>Frederick Gordon   | ESP<br>Workshop              | Fostering critical thinking in bachelor students with blended learning<br>Jakab Kaufmann Caroline Hyde-Simon   |
| LAM<br>Talk           | The HR management of Generation-Z language teachers<br>Ehsan Gorji  | MaW, YLT<br>Workshop         | Storyboards - three ways<br>Katy Kelly   |
| LT, TTEd<br>Talk      | "E-space or a blank canvas?" Exploring student-teacher self-representations on e-portfolios<br>Nusrat Gulzar                | GEN<br>Lightning Talk        | Beliefs and language learning<br>Bahar Kiziltunali   |
| AL<br>Workshop        | Awareness-raising approach in L2 pragmatics: sociopragmatic focus<br>Mustafa Akin Güngör                                    | LIT<br>Talk                  | Teaching English through literature<br>Julia Koifman   |
| EAP, TEA<br>Workshop  | Enhancing TOEFL speaking tasks through peer assessment and metacognition<br>Anne Haggerson                                  | AL, RES<br>Lightning Talk    | 'Native' proficiency in a foreign language?<br>Polina Kordik   |
| LIT<br>Poster         | Bringing creative writing into the EFL classroom at universities<br>Olivia Hambrett   | GI, TD<br>Talk               | Listen to understand - a simple strategy in complicated circumstances<br>Natalia Krynska   |
| EAP, RES<br>Poster    | UniVoice: empowering academic identity and skills<br>Tilly Harrison   | LIT<br>Talk                  | Developing creativity using literature in the EFL classroom<br>Kyoko Kuze  |
| YLT<br>Talk           | The future of the UK summer school industry<br>Lee Hawkes   | RES, TEA<br>Talk             | One skill retake: an optimised model for best practice?<br>Hye-won Lee, Emma Bruce   |
| LAM, TD<br>Workshop   | Shaping a 21st century team in Central Asia<br>Bostan Hayat   | AL<br>Poster                 | An investigation of vocabulary diversity in Thai first-year university writing<br>Nattharath Leenakitti  |
| LT<br>Talk            | AI in ELT: the good, the bad and the weird<br>Nicky Hockly  | RES, TD<br>Talk              | Seeing data differently: Using visual tools in qualitative research<br>Josie Leonard   |
| LIT<br>Talk           | Poetry in the EFL classroom<br>Peter Hohwiller  | EAP, TD<br>Talk              | What is Bloom's Taxonomy really for?<br>Sebastian Lesniewski   |
| LT, TD<br>Workshop    | Enhancing teaching and learning through AI-learned wisdom recipes<br>Kirsten Holt   | AL<br>Talk                   | Whose grammar is it anyway? Grammar in a changing world.<br>Bruno Leys   |
| BE, EAP<br>Talk       | Gamifying employability skills training: project scavenger hunt<br>Birte Horn   | GI, IPSEN<br>Workshop        | Tear the label off the learner<br>Giovanni Licata  |
| GEN<br>Talk           | Enhancing undergraduate engineering students' intercultural communication skills through hybrid exchange<br>Andreas Hövener | ESP, MD<br>Lightning Talk    | Developing ESP materials for cultural creative design with TED talks<br>Cheng-Yi Lin   |
|                       |   | GEN<br>Talk                  | Enhancing EFL pre-writing instruction through mediation and Six Thinking Hats<br>Chang Liu, Alan Maley   |

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|---------------------------------|--|
| TD, TTEd<br>Panel<br>discussion | Boundary-crossing learning communities: empowering EFL teacher development in China<br>Tingting Liu, Qinghua Zhu, Hongyi Wang, Cui Zhu |
| LA<br>Talk                      | Fostering adult students' autonomy through andragogy principles<br>Fabio Lopes   |
| LAM, TTEd<br>Talk               | Transforming English language teaching<br>Alan Mackenzie, John Knagg   |
| EAP, LT<br>Talk                 | Exploring the AI frontier: transforming pre-writing and post-writing in EAP<br>Fatimah Mahmood, Alys Avalos Rivera                     |
| TEA<br>Talk                     | Teachers as examiners - the challenges and the rewards<br>Shakeh Manassian   |
| LA, TEA<br>Talk                 | The role of metacognitive instructions and strategies in IELTS listening<br>Inna Manitsyna   |
| YLT<br>Workshop                 | Alpha to Z: eight key ingredients for teaching our teens<br>Fiona Mauchline  |
| BE, TEA<br>Talk                 | Future skills: what will make our students employable?<br>Mike Mayor   |
| TEA, YLT<br>Workshop            | Productive peer assessment in the primary classroom<br>Laura McWilliams  |
| ESOL, YLT<br>Talk               | Restorative Circles in ELT: coupling community-building with language practice<br>Chris Meoli  |
| TEA<br>Talk                     | Tempted to become a freelance test writer? Find out more...<br>Ian Mitchell, Gail Pasque   |
| AL, GI<br>Lightning Talk        | What is behind the retrogression of Arab learners interlanguage system?<br>Amir Mohammed   |
| ESOL, TD<br>Talk                | "The reading clinic" program<br>Lubna Mohyuddin  |
| AL, TD<br>Workshop              | Seeking feedback: how can it enhance teacher's and students' motivation?<br>Azadeh Moladoost   |
| LT, TD<br>Talk                  | Making remoteness close: human connections at the centre<br>Serrana Muniz  |
| RES, YLT<br>Lightning Talk      | Anyone can speak English: teaching English to the disadvantaged students<br>Ireena Nazirudeen  |
| TD, TTEd<br>Talk                | Redesigning flexible professional development for teachers in a multilingual context<br>Neda Neynska, Kati Sule                        |
| BE, TEA<br>Talk                 | Integrating role-play into peer-assessment for the audience-centered public speaking course<br>Li Ni                                   |
| LA<br>Workshop                  | Make learning great again: with creative interaction!<br>Ariane Niemeijer  |

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| RES, TD<br>Talk       | Teacher research support groups: a model for cooperative teacher research<br>Nino Nijaradze            |
| EAP, TEA<br>Talk      | Can teaching academic English and assessment for learning cooperate?<br>Zeynep Oğul                    |
| GEN<br>Poster         | Bringing the outside into the classroom<br>Jo Opie   |
| PRON<br>Talk          | Intonation and artificial intelligence: a '1, 2, 3' plan<br>Stella Palavecino                          |
| LA, TTEd<br>Workshop  | Brain friendly grammar with <i>Neurolanguage Coaching</i><br>Rachel Paling                             |
| LAM<br>Talk           | Managing your team and your own wellbeing: a balancing act<br>Sofia Papadimitropoulou                  |
| RES, YLT<br>Talk      | Exploring adolescent students' foreign language enjoyment in exam classes<br>Valentina Papandroulidaki |
| GEN<br>Talk           | Applying first language acquisition principles to second language learning<br>Ian Pemberton            |
| LT<br>Workshop        | Teaching one-to-one classes online: principles for best practice<br>Lauren Perkins                     |
| IPSEN, TEA<br>Talk    | Fostering inclusivity in ELL classrooms assessment: how to achieve it?<br>Arum Perwitasari             |
| LA, YLT<br>Talk       | Task-based instruction in the process of developing productive skills<br>Marija Petkovska              |
| EAP, TEA<br>Workshop  | IELTS speaking part 2: improving our students' performance<br>Sarah Philpot                            |
| GEN<br>Workshop       | Tattoos, street art, and all visuals ELT related<br>Aleksandra Popovski                                |
| EAP<br>Lightning Talk | Integrating effective group work strategies in academic English lessons<br>Saida Radjabzade            |
| TD, TTEd<br>Talk      | Reconsidering EL teacher training: a subject didactics competence model<br>Nina Raud, Olga Orekhova    |
| ESOL, LT<br>Talk      | Revolutionising IELTS preparation and English mastery with virtual reality<br>Rory Reyes-Cobar         |
| GEN<br>Talk           | Firing up debate with your adult learners<br>Cathy Rogers  |
| TTEd, YLT<br>Workshop | Key questions to ask ourselves when teaching teenagers<br>Chris Roland                                 |
| EAP, ESP<br>Talk      | Assessing logicity and expression quality in ESP essay writing<br>Gloria Regina Sampaio                |
| GI, TD<br>Talk        | Authentic materials, learner voices, teacher emotions and critical incidents<br>Adam Scott             |

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| EAP, GI<br>Talk      | Debating gender gap issues in the STEM EAP class<br>Anila R. Scott-Monkhouse   | TEA<br>Talk                | Eco-friendly assessment: when learning, teaching, and testing become one<br>Pablo Toledo                   |
| LT, RES<br>Talk      | Digital learning: with or without a teacher?<br>Brigita Seguis   | LT, TTEd<br>Lightning Talk | Pre-service teachers' reflections on their mini project on differentiation<br>Züleyha Tulay                |
| GI, YLT<br>Talk      | Play for a sustainable future: nurturing minds through play-based learning<br>Ellen Setterfield                      | GEN<br>Talk                | Online English teaching in difficult circumstances: an exemplary teacher's practices<br>Phyo Wai Tun       |
| TEA<br>Talk          | Utilizing self-assessment in placement: empowering learners and increasing efficiency<br>Jody Shimoda Jas Gill       | AL, LT<br>Poster           | ChatGPT in English pedagogy: sense-making and assessment<br>Bolajoko Tunde-Awe                             |
| GEN<br>Workshop      | Drama based pedagogy in ELT<br>Sabina Skenderovic  | ESOL, TD<br>Talk           | Motivating adults in language learning environments: sparking enthusiasm for learning<br>Leo Tzampazis     |
| IPSEN<br>Talk        | Dyslexia's less-famous cousin: Developmental Language Disorder (DLD)<br>Anne Margaret Smith                          | TD<br>Talk                 | Ukraine: teaching and learning in difficult times<br>Nadiia Udova, Zhanna Sevastianova                     |
| IPSEN, TD<br>Talk    | Stop including us! Arguments against inclusion and for diversity<br>Sarah Smith, Claire Steele                       | TD, TTEd<br>Talk           | Nurturing transitions: a dynamic mentorship model for new faculty<br>Billur Ulku                           |
| TD, TTEd<br>Talk     | Begin at the beginning: starting your beginner (A1/A2) students successfully<br>Rhona Snelling                       | GEN<br>Workshop            | Seven shortcomings ingrained in pronunciation teaching, and seven possible resolutions<br>Adrian Underhill |
| LT, YLT<br>Talk      | Lessons learned from 10+ years of videoconferencing<br>Graham Stanley  | TD, TTEd<br>Talk           | Flipping a three-days TESOL taster course<br>Paula Villegas  |
| LA, LIT<br>Talk      | "Atomic" reading habits: a neuroscience-powered approach for Generation Z<br>Armanda Stroia                          | GEN<br>Talk                | Making a case for teaching lexical grammar<br>Crayton Walker   |
| RES, TEA<br>Talk     | Assessment for learning: challenges and affordances of collaborative assessment<br>Birgit Strotmann                  | TD<br>Talk                 | Using mediation for better outcomes<br>Andrew Walkley  |
| AL<br>Talk           | Music in ELT to help students improve writing<br>Anja Stumpf   | TD<br>Talk                 | Mastering role-plays for online lessons: Strategies for digital delivery<br>John Wallen                    |
| TEA<br>Talk          | Teaching and testing: truth and myths<br>Pippa Sutcliffe, Felicity O'Dell, Frances Treloar                           | GEN<br>Workshop            | Ketchup, CATCH UP! - How to teach phrasal verbs<br>Kasia Warszynska  |
| TD, TTEd<br>Workshop | Making language memorable<br>Margit Szesztay   | LT, TD<br>Talk             | Using GenAI in teacher education to benefit trainers and trainees<br>Lindsay Warwick                       |
| AL, TD<br>Debate     | ELT Journal debate: AI makes language learning more personalized and inclusive for all<br>Joanna Szoke, Laura Patsko | LT, TD<br>Talk             | Post-lockdown teacher development through Complexity Theory<br>Rhian Webb                                  |
| EAP, ESP<br>Talk     | English for economics in Thai HE: teaching ESP or EMI<br>Pimsiri Taylor  | GEN<br>Workshop            | Best practices for creating bite-sized instructional videos<br>Laura Wilkes                                |
| GEN<br>Talk          | Need of alternative ELT pedagogy in dealing with underprivileged students<br>Rudra Bahadur Thapa                     | AL, ESP<br>Talk            | 'Equitable'-medium instruction: challenging the 'E' of South Korean EMI<br>Dylan Glyn Williams             |
| GEN<br>Workshop      | Designing listening and language practice materials to accompany authentic recordings<br>Sheila Thorn                | GI, LIT<br>Workshop        | Education for sustainable development: a literary window on the world<br>Lynn Williams, Karin Müller       |
| TTEd<br>Talk         | Teaching EFL and teaching modern languages: same or different?<br>Scott Thornbury                                    | LAM<br>Talk                | Breaking organisational silos with a marketing video project<br>Jonathan Yates                             |

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| AL, EAP<br>Talk       | Developing higher-order thinking skills through peer-assisted learning interactions<br>Qin Yin                       |
| LAM, TD<br>Talk       | From teacher to 'head-teacher': promoting local leadership and learning communities<br>Daniella Seong Hui You        |
| LAM, TTEd<br>Talk     | Empowering leaders and managers: a microcredential on professional development<br>Beril Yucel                        |
| LIT, YLT<br>Talk      | Literary exploration as source of empowerment for reading assessment<br>Marta Zaninelli                              |
| EAP, TTEd<br>Workshop | Teaching academic reading skills<br>Dorothy Zemach   |
| GEN<br>Talk           | Introduction of the Thinking Abilities Framework for EFL teachers<br>Carrie Xiaorong Zhang, Bruce Howell             |
| Forum                 | <b>Forum on action research mentoring</b>  |
| RES, TD               | Mentoring experienced in-service high school English teachers' action research<br>Meifang Zhuo                       |
| TD, TTEd              | Teachers as champions: a success story in teachers' CPD<br>Satya Anand   |
| Forum                 | <b>Forum on washback: revising test duration in a high-stakes test</b>   |
| TEA                   | Classroom assessment: how do we give the right message?<br>Zeynep Urkun  |
| EAP, TEA              | Two-hour vs three-hour: exploring washback effects of test time revisions<br>Jingwen Wang, Ying Zheng                |
| TEA                   | Testing: positive & negative washback on teaching and learning<br>Panagiota Vampoula                                 |
| Forum                 | <b>Forum on teacher-led communities of practices: opportunities, challenges, reflections</b>                         |
| TD, TTEd              | A tracer study of communities of practice: findings and reflections<br>Funda Demir Yalçıntaş, Aysen Güven, Ceren Taş |
| TD, TTEd              | Developing an online community of practice: challenges and rewards<br>Anna Karapanou                                 |
| TD, TTEd              | Decentering English language teaching through teachers-led communities of practice<br>Jules Champrien Fadidac        |

|           |   |
|-----------|---|
| Forum     | <b>Forum on CPD in Japan, Nepal and Pakistan</b>  |
| RES, TTEd | CPD pathways for in-service teacher educators in Nepal<br>Roshani Thapa, Bhogendra Lamichhane       |
| TD, YLT   | Supporting primary school teachers to teach foreign languages<br>Laura Pratt                        |
| TD        | Feedback driven approach in online CPD: insights from EaSTE project<br>Alizeh Hameed                |
| Forum     | <b>Forum on teaching excellence: CPD insights and innovations</b>                                   |
| TD, TTEd  | Empowering teacher-led professional development using a CPD framework<br>Addeh Hovassapian          |
| TD, TTEd  | An online teacher community journey: from university to school<br>Dmitriy Cherkassov                |
| TD, TTEd  | Strengthening alliances to revamp teacher professional development<br>Mayda Ramos                   |
| Forum     | <b>Forum on energizing productive skills in the Egyptian context</b>                                |
| ESOL, YLT | Random excitement strategy: unleashing innovation to foster speaking skills<br>Mai Moanis           |
| ESOL, YLT | Switching off the language ego to promote oral competence<br>Eissa Muhammad                         |
| ESOL, YLT | Using flipped classrooms to reduce the students' writing apprehension<br>Marwa Mostafa Afifi Yousef |
| Forum     | <b>Forum on online tools: experiences from EFL/ESL classrooms</b>                                   |
| LT, TTEd  | How to enhance online tools literacy among teachers and trainers<br>Anna Soltyska                   |
| AL        | The impact of virtual tools on learning grammar<br>Rasha Ahmed                                      |
| Forum     | <b>Forum on speaking skills 1</b>   |
| TD        | Facilitation techniques in teaching English<br>Elena Peresada                                       |
| AL        | Self-selected vs teacher-assigned tasks in EFL speaking class<br>Santri Djahimo                     |

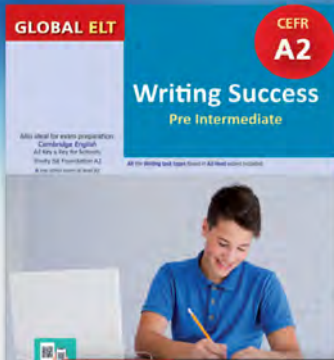
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| Forum     | <b>Forum on language teacher identity</b>   | Forum    | <b>Forum on Teachers' Associations</b>   |
| GEN       | EFL teachers' agency and identity: an individual and collective endeavor<br>Lena Barrantes      | LAM, TD  | Empowering education: unlocking the potential of volunteering in teachers' associations<br>Beatrix Price     |
| AL, TD    | Development of language teacher identity<br>Sviatlana Karpava                                   | LAM, TD  | Strengthening affiliates: strategy and relationships for success<br>Monica Leon                              |
| ESOL, RES | Understanding our 'teacher self' in the ESOL classroom<br>Cristina Martínez López               | TD, TTEd | Communication as the essential skill for leadership in ELT<br>Eduardo Garbey Savigne, Yasmany Camacho Acosta |
| Forum     | <b>Forum on teacher wellbeing: factors affecting and interventions boosting it</b>              |          |  |
| AL, LAM   | Thriving schools? Here, you may find a way!<br>Mariana Hidalgo                                  |          |  |
| RES       | Language teachers' well-being: voices from the field<br>Sabire Acar                             |          |  |
| TD        | Factors maximizing occupational stress among private school teachers in Nepal<br>Babu Ram Gaire |          |  |



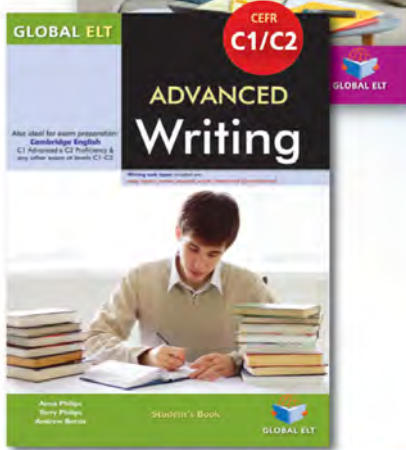
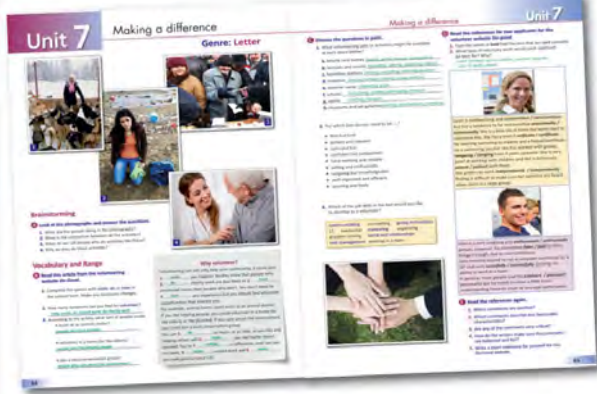
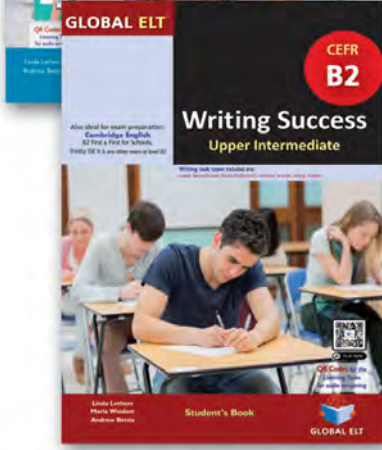
# Global ELT



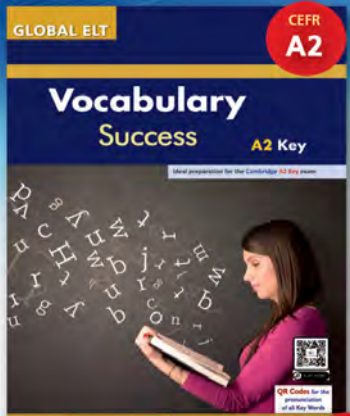
## Writing Success



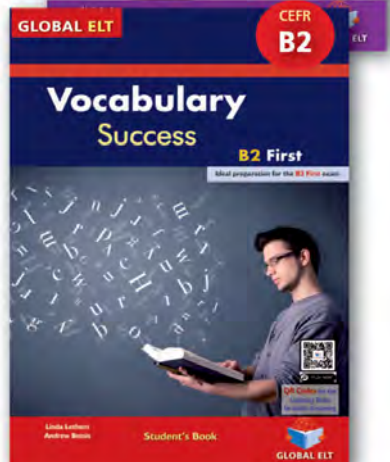
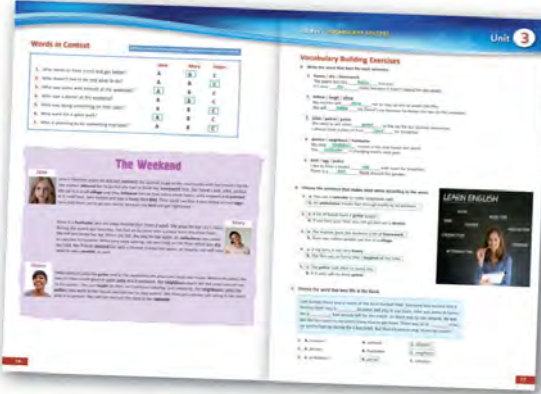
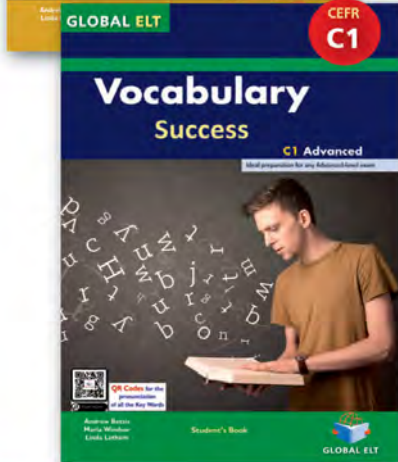
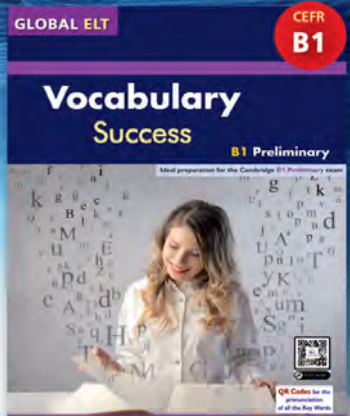
- **Theme-based units** help students learn useful vocabulary and helpful phrases that they can use in any writing task they may come across.
- Thorough preparation with ideas & tips on how to approach writing tasks
- **All task types** found in B1-level exams included



## Vocabulary Success



- Full-colour **pictures** for all the **Key Words** help students visualise and remember more effectively the new vocabulary of each unit.
- **QR Codes** give students the chance to listen to the **pronunciation** of the new vocabulary
- **Definitions** (in easy to understand language) and **Example sentences** for each Key Word.
- Variety of **Vocabulary Exercises** and **Cambridge exam tasks**



Contact us for your **FREE e-sample**

Key to abbreviations used in the Preview of presentations

|  |                                   |  |
|--|-----------------------------------|--|
| AL = Applied Linguistics                       | GI = Global Issues                | MD = Materials Development             |
| BE = Business English                          | IPSEN = Inclusive Practices & SEN | PRON = Pronunciation                   |
| EAP = English for Academic Purposes            | LA = Learner Autonomy             | RES = Research                         |
| ESOL = English for Speakers of Other Languages | LAM = Leadership & Management     | TD = Teacher Development               |
| ESP = English for Specific Purposes            | LIT = Literature                  | TEA = Testing, Evaluation & Assessment |
| GEN = General                                  | LT = Learning Technologies        | TTEd = Teacher Training & Education    |
|  | MaW = Materials Writing           | YLT = Young Learners & Teenagers       |

Don't forget that this information is provisional and may change between now and the conference. Updates will be listed in the Conference Programme, available on the IATEFL website from March.

|                   |   |                       |  |
|-------------------|---|-----------------------|--|
| GEN<br>Talk       | Problem-based learning: engaging EFL learners in the post-COVID era<br>Musa Abu Huzaima Abu Huzaima                   | BE, ESP<br>Talk       | Lost in translation: navigating difficult conversations through cultural mapping<br>Alexandra Covell         |
| TTEd, YLT<br>Talk | Creating a collaborative online workshop for international young learner educators<br>Jean Alderman, Lorraine Sova    | IPSEN<br>Talk         | Teachers' psychology: teaching preschool pupils with ADHD<br>Athena Dermentzi                                |
| EAP<br>Talk       | Navigating the academia: tailoring EAP support for mature students<br>Maria Aleksyuk                                  | TTEd, YLT<br>Workshop | Story-based CLIL for (very) young learners<br>Sylvie Dolakova  |
| ESP, RES<br>Talk  | Language and register in verbal military briefings<br>Jacqueline Anwar  | AL, TTEd<br>Talk      | International students on MA TESOL programmes: what do they think?<br>Alastair Douglas                       |
| LA<br>Talk        | Learning how to learn in the English classroom<br>Macarena Baridón  | GI, PRON<br>Talk      | Diverse L2 voices, intelligibility and approaches nurturing independent, empowered learners<br>Duran Duckett |
| TD, TTEd<br>Talk  | "My teacher is great, but...": teacher reflection on student feedback<br>Ana Paula Biazon Rocha                       | EAP, TEA<br>Workshop  | Transferring skills and strategies across the IELTS papers<br>Louisa Dunne                                   |
| LT, TTEd<br>Talk  | Teaching beyond the slide: live online video in Hyper Class<br>David Bish   | TD<br>Talk            | Language coaching techniques to enhance your teaching<br>Barnaby Griffiths                                   |
| TTEd, YLT<br>Talk | Focus on creative writing in school, guidelines for teacher educators!<br>Janice Bland                                | GEN<br>Workshop       | Using sentence cards to develop fluency online and offline<br>Daniel Guim                                    |
| GEN<br>Talk       | Using online tools to develop deeper understanding of lexis<br>Andrea Borsato   | GEN<br>Workshop       | Creating lexical notebooks with a psycholinguistic approach<br>Olena Gyrych                                  |
| EAP<br>Workshop   | A framework for one-to-one tutorials<br>Cath Brown  | LIT, PRON<br>Talk     | Reducing accent using extracts from classic novels<br>Geoff Hardy-Gould                                      |
| LT, MD<br>Talk    | Achieving equilibrium: balancing asynchronous and synchronous content in online ELT<br>James Bukowski                 | LT<br>Talk            | Flipped classroom and student engagement: challenges and solutions<br>Oystein Heggelund                      |
| YLT<br>Workshop   | Instilling and using growth mindset in the YLT ELL classroom<br>Joanne Carr   | LAM<br>Workshop       | Mastering recruitment: a comprehensive workshop on assessment centres<br>Alena Hradilová                     |
| PRON, TEA<br>Talk | Sociolinguistic perception and assessment in English language teaching<br>Victor Carreao                              | TD, TTEd<br>Workshop  | Windows, frames and mirrors: designing a CPD programme that works<br>Niki Joseph                             |
| RES, TD<br>Talk   | Effectiveness of low-tech continuous professional development: research outcomes<br>Robert Chatfield, Liliana Sánchez | MD, TEA<br>Talk       | Using visual literacy frameworks to facilitate multimodal assessment<br>Sylvia Karastathi                    |
|                   |   | TD<br>Talk            | Critical thinking: getting your students to think better than AI<br>Ben Knight                               |



|                           |   |
|---------------------------|---|
| YLT Talk                  | Music and rhythm make all the difference<br>Kristy Kors   |
| EAP, TEA Talk             | Assessing learners' interactional competence through AI-generated speaking tasks<br>Maria Kostromitina                          |
| LAM Talk                  | My business: how the leader's values affect the school<br>Elena Kuznetsova  |
| GI Talk                   | Examining gender inequality in ELT: language, history and patriarchy<br>Carol Lethaby   |
| TD, TTEd Panel discussion | Discussing new CPD developments in China under the 2022 NEC<br>Chen Li, Tony Liddicoat, Duncan Hindmarch, Wendy Arnold, Sarah K |
| IPSEN Workshop            | Neurodiversity and literacy: awareness and guiding principles<br>Erica Lindley  |
| GI, YLT Talk              | A world of emotions - be kind and be contagious!<br>Tiziana Lorenzet  |
| LT, MD Workshop           | Gamification: emulating the video-game experience using everyday software<br>Lynn Lybaert                                       |
| TTEd, YLT Talk            | Experiences, social learning and emotions: the basic principles of communication<br>Natassa Manitsa                             |
| LAM Talk                  | Lessons from a millennial manager: how to avoid burnout<br>Cameron Marklew  |
| LT Talk                   | Training for tomorrow: integrating AI into online teacher development courses<br>Michal Mikeš                                   |
| LAM, TTEd Talk            | Unlocking potential: strategies for motivating a diverse teaching team<br>Holly Morgan  |
| GI, TTEd Talk             | Error correction and varieties of English during Celta courses<br>Jessica Mosley  |
| EAP, ESP Talk             | Rhetorical cyclicity in academic and professional genres and part-genres<br>Philip Nathan                                       |
| TD Workshop               | Emergent language and task repetition with lower-level learners<br>Danny Norrington-Davies                                      |
| BE Workshop               | Business English courses: creating a relevant learning plan<br>Jelena Perisic   |
| BE, ESP Talk              | How translation studies can help with teaching legal English<br>Patrycja Pikala   |
| GEN Talk                  | Humour in language classrooms: Is it just a joke?<br>Shilpa Pulapaka  |
| GI Talk                   | The language of mental well-being: positive psychology in adult classes<br>Andreea Pulpea                                       |

|                   |   |
|-------------------|---|
| GEN Talk          | The underrated value of A1 teachers<br>Helen Reed   |
| IPSEN, TTEd Talk  | EFL preservice teachers' professional identity dilemmas during their last-stage practicum<br>Priscila Riffo |
| TD, TTEd Workshop | How can co-coaching help us to understand cultural differences?<br>Barbara Roosken                          |
| LT Workshop       | Teaching just four language skills? Missed the most important fifth!<br>Harisimran Sandhu                   |
| BE, ESP Talk      | What's in it for me? Learner-driven tasks and activities<br>Pete Westbrook                                  |
| GEN Workshop      | Task-based language teaching: how to get started?<br>Jane Willis  |
| LAM Talk          | Big shoes to fill: managing a well-established team<br>Susanna Wright                                       |
| YLT Workshop      | A one-example-fits-all approach to prepare students for writing examinations<br>Wing Wu                     |
| GEN Talk          | Maximising the use of students' spontaneous language<br>Roslyn Young  |
| Forum             | <b>Forum on gamification</b>  |
| LT, YLT           | Learning English through video games, insights from Chilean children<br>Pia Tabali                          |
| LT, MD            | Gamification in low-resource EFL classrooms: maximizing engagement and learning<br>Hesham Eleryan           |
| Forum             | <b>Forum on IELTS: innovative approaches to improve writing efficiency</b>                                  |
| LT                | M-Learning assists the writing performance of EFL students<br>Yuanyuan Zhang                                |
| EAP, ESOL         | How to generate better ideas for IELTS writing task 2<br>Ha Dang Nhu Quynh                                  |
| Forum             | <b>Forum on novice teachers</b>   |
| TD, TTEd          | How pre-service trainees navigate between idealistic views and classroom-based reality<br>Fruzsina Szabo    |
| TD, TTEd          | Lifelong teacher education: a design for active, sustained learning<br>Maria-Araxi Sachpazian               |
| TD, TTEd          | Novice EFL teacher self-efficacy and task-, domain-, and context-specific factors<br>Natalie Donohue        |

|          |   |          |  |
|----------|---|----------|--|
| Forum    | <b>Forum on keeping teachers' motivation in virtual learning environment</b>                                  | Forum    | <b>Forum on speaking skills 2</b>  |
| GEN      | Making impossible possible just to encourage teachers<br>Konul Rahimova                                       | EAP, ESP | Now let's discuss: embedding speaking tasks into discussions<br>Kerstin Sandstrom          |
| TD, TTEd | Online teacher community platform – supporting teachers' independent professional development<br>Maya Darchia | GEN      | From incognitus to cognitus: Fostering (more than) students' interaction<br>Ligia Carlucio |
| TD, TTEd | Keeping teachers' motivation in virtual learning environment<br>Tatjana Slijepcevic                           | Forum    | <b>Forum on the use of AI in assessment/coursework</b>                                     |
|          |   | GI, LT   | AI ethics in ESL & EFL: Ukraine & US perspectives<br>Maggie Sokolik, Yaroslava Fedoriv     |
|          |   | EAP, TEA | Oral assessment: even more relevant in the ChatGPT age<br>Jane Mandalios                   |



## What is IATEFL?

The International Association of Teachers of English as a Foreign Language, (IATEFL) is a global professional membership association, and a UK registered charity, and yet we remain a community. We support teachers and other ELT professionals in their professional development, and provide a platform where they can offer their views, exchange research and teaching experiences and learn from each other.

## A brief history of IATEFL

For nearly 60 years, IATEFL has been linking, developing and supporting English language teaching professionals worldwide. From our humble origins in 1967 as a forum for English language teachers and other professionals to make contact with one another and share ideas, we are now one of the largest and most internationally representative teaching associations in the world. If you are interested in finding out more you can purchase a copy of the book, "A History of IATEFL" from our [online shop](#).

## How to contact IATEFL

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### Social media:

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## Why join IATEFL?

- **discounted rates at all IATEFL events**, including the annual international conference
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- **Conference Selections**, our publication of presentations made at the IATEFL international conference
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- **join one or more of our 16 Special Interest Groups** and keep up to date in your particular areas of interest
- **member-only scholarship opportunities** to attend the international conference
- **build your professional network**, volunteer on one of the committees, vote on who leads the association and have your say!

