



IATEFL 2024 Sessions

by NILE Staff, Consultants,
MA Students and Graduates



Alpha to Z: eight key ingredients for teaching our teens
Fiona Mauchline (Hertford College, Oxford University/Delta Publishing)

Thursday 12.05-12.50, Pavillion, The Grand Hotel

How to teach 2020s teens? They're like no other teens before. Factors influencing their childhood, such as screens and the pandemic, have combined to forge young people with 'new' needs and drives. This workshop will discuss repurposing eight strategies (and a pinch of research) to cook up engaging activities that will help your teens and young adults truly learn.



Using GenAI in teacher education to benefit trainers and trainees
Lindsay Warwick (Freelance)

Thursday 15.35-16.05, Empress, The Grand Hotel

This session aims to help trainers exploit GenAI when preparing for and delivering training, and model best practice. It will also look at ways in which trainers can help new and in-service teachers to develop the knowledge and skills they need to use GenAI effectively themselves, through training activities. The focus will be on practical ideas, tools and prompts.



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

Plenary Friday 09.00-10.00, Auditorium 1

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.



Training for tomorrow: integrating AI into online teacher development courses
Michal Mikeš(NILE)

Friday 13.35-14.05, Syndicate 3

This talk will explore the process of introducing content related to Artificial Intelligence (AI) into the NILE Online courses. I will share how we supported trainers in the production of the course content that enables ELT professionals to utilize AI-related tools, outline the challenges we faced, and examine feedback on this content collected from both trainers and course participants.



Presidential precedents: leadership lessons from the White House
Mike Riley (NILE)

Tuesday 12.35-13.05, Syndicate 2

As Americans go to the polls to elect their president, we ask if there are leadership lessons we, as academic managers, can learn from past occupants of the White House. We will explore the behaviours that contribute to effective leadership, decision-making skills required in a crisis and the values we should embrace (and avoid) to build successful teams.



Introducing a competency framework for language learning materials writing ~~CANCELLED~~
Sandy Millin (ELT Playbook/Take Your Time Delta/Freelance)

Tuesday 12.35-13.05, Syndicate 4

A competency framework sets out the knowledge, skills and abilities needed to do a job successfully. Frameworks exist for ELT teachers, trainers and managers, but not for materials writing. Inspired by Denise Santos' IATEFL 2022 talk, I created one for my MA dissertation. I will share what it is, how I created it, and how you can use it.



IELTS vs university: food for thought on student learning journeys
Amy Coryat (UWE Bristol)

Tuesday 14.05-14.35, Meeting Room 9

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



What exactly is the point of a budget?
Andy Hockley (IDLTM)

Tuesday 14.50-15.20, Meeting Room 5

Budgeting can be one of those tasks, like timetabling, which language teaching managers dread. But what exactly is a budget? How can you make the budget work for you and get the most value out of it? In this talk, we'll answer these questions and do some practical exercises to see how the budget can be created and used.



TKT:YL principles explained: developing and assessing primary children's cognitive strategies

Kate Gregson (Cambridge University Press & Assessment)
Wednesday 11.05-11.35 Empress, The Grand Hotel

How to help our primary learners become great thinkers? Cambridge TKT:YL specifies 'developing children's cognitive strategies'. What does this actually mean and how can we implement this?

Drawing on syllabus examples and The TKT Course: Young Learner Module, I'll unpack terms and introduce practical ideas for developing and assessing cognitive strategies for less experienced primary teachers and TKT:YL candidates.



Let's talk about social emotional competences for the classroom

Anna Hasper (TeacherTrain Ltd)
Wednesday 12.05-12.50, Pavillion The Grand Hotel

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



Optimizing onboarding: nurturing institutional values through mentorship

Julie Wallis (AISLI, Italy)
Wednesday 12.05-12.50, Office 11

This interactive workshop is designed to address the challenges of onboarding new teachers. Inclusive practices and procedures during induction are intended to develop institutional values and build better professional relationships from the bottom up. We will draw insights from

case studies, share documentation, and show how the entire team can support the process through mentoring and reporting.



Fostering change through youth empowerment and global connections

Margarita Kosior & Harry Waters (Macmillan Education)
Wednesday 12.05-12.50 Charlotte, The Grand Hotel

Are you and your students looking to join a global community of people who want to make a difference? In this workshop, we'll look at how you can become involved in an exciting collaborative initiative, Change Makers, and support it with creative contributions, allowing students to step up both locally and globally and have their voices heard across the world.



Small actions, large impact: your role in teachers' room
Robyn Stewart (ITI Istanbul), Elna Coetzer (ITI Istanbul)

Wednesday 12.05-12.50, Meeting room 1A

Each of us participates in creating wellbeing. We often talk about learner and teacher wellbeing. However, we seldom consider how our choices impact our colleagues

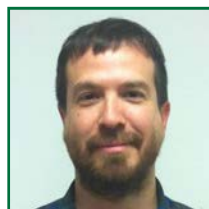
in the teachers' room. After sharing our personal connection to the topic, we briefly look at recent developments in 'happiness' research and introduce activities to bring gratitude, empathy and joy to the fore.



Asking questions – easy as ABC, isn't it?

Carole Anne Robinson (NILE)
Wednesday 17.30-18.15, Syndicate 1

Do the questions we ask in our teaching, training and educational workplace contexts really get to the heart of what we want to find out? In this workshop, you will have the chance to discuss the value of difficult questions and how they might provide answers that allow us, our students and our colleagues to reflect and develop.



To tell or not to tell: analysing mentor discourse

Nelson Arditto (British Council) – Winner of the Gillian Porter Ladousse Scholarship
Wednesday 17.30-18.15, Office 11

This workshop will present a research proposal for a peer mentoring scheme for teacher educators submitted for assessment as part of a doctoral programme. It will look at the tension between the purposes of mentor talk (evaluation vs development/reflection) and the relationship between purpose and interaction style (directive vs dialogic feedback). It will engage the audience through feedback and reflection.



Peer-led instruction for teenagers - examples from South Asia

Imran Saifur (British Council, South Asia English Programmes), Norma Swyngedauw (British Council, South Asia English Programmes), RabiaMalik (British Council)

Wednesday 17.30-18.15, Meeting room 15

This workshop will demonstrate how peer-led models are used to deliver high-quality learning experiences to adolescents in low resource contexts. It will give participants hands-on experience of how peer-led instruction is implemented in the British Council's English and Digital for Girls' Education (EDGE) project. Participants will reflect on how peer-led models can be used in the classroom.



Using narratives in the training room

James Fuller (Sponge ELT)
Thursday 12.05-12.50, Meeting room 1A

Howard Gardner once said "Stories constitute the single most powerful weapon in a leader's arsenal", and as leaders in our organisations, we should be using stories/narratives to lead our teams. In this workshop, we will explore how narratives help teachers, trainers, managers and materials writers make explicit their values, attitudes and beliefs about language learning and teaching.

www.nile-elt.com