



IATEFL 2023 Sessions

by NILE Staff, Consultants, MA Students and Graduates



Doing top-down and bottom-up needs right - meeting everyone's needs

James Fuller (Sponge ELT / The North Station)
Thursday 12.00-12.30, Queen's Suite 2

Within INSETT programmes, we often make the distinction between bottom-up, i.e., teachers' needs and wants, and top-down, i.e., management's needs and wants. These two distinctions need not/ cannot be separated. In this workshop, we'll look at collecting information on both sets of needs, and a number of ways in which these can be brought together through a number of processes.



My external brain hurts: the secrets of personal knowledge management

Mike Riley (NILE)
Thursday 15.15-15.45, Queen's Suite 2

As overloaded academic managers, wouldn't a second brain be useful? Apps and even pen and paper can help us build an external one. Guided by history's note-takers and current thought leaders, we explore the fundamentals of note-taking and personal knowledge management: creating, engaging with and storing notes in ways that reduce stress, save time and make us better managers.



Easy access to inclusive practices using the UDL guidelines

Petra Harder (Helmut-Schmidt-University)
Thursday 17.00-17.45, Newby Suite - Crowne Plaza Hotel

This inspiring workshop will provide participants with ample opportunity to share ideas on how to incorporate inclusive practices easily and motivationally. The Universal Design for Learning (UDL) guidelines will serve as a structured and highly accessible basis for this and, drawing on the presenter's experiences from within a university context, participants will be equipped with many easy-to-apply ideas.



Virtual reality for language learners

Richard Twigg (Mediterranean Training)
Thursday 17.00-17.45, Queen's Suite 4

Virtual Reality is no longer the future. It's here and it is said that in 10 years it will be what the Internet is today. Studies have shown that learning is 40% more effective in VR than in the real classroom. Why not combine the two and have the best of both worlds. Come to this workshop to discover more.



Back to the start: from teacher to trainer to teacher

Carole Anne Robinson (NILE)
Friday 10.15-10.45, Queen's Suite 5

This year, I have returned to teaching beginners, something I hadn't done for around 25 years. The Ukrainian refugees I'm teaching have provided me with more CPD than I could have imagined and in this talk I will share with you some of the challenges and highlights, tips and advice I have learnt from going back to basics.



Connecting what we do with who we are **Rod Bolitho (NILE), Alan Maley (Retired)** **Tuesday 12.35-13.05, HCC Auditorium**

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



Positivity for grumpy ELT professionals

Simon Cox (Freelance)
Tuesday 14.05-14.35, Queen's Suite 5

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



Engagement and use of technology providing new era students' assessment

Beatriz Meneguetti (Cultura Inglesa Maringa)
Tuesday 15.35-16.05, Restaurant HCC

In recent years teaching had to be reinvented - engagement, technology and assessment. A new way of teaching, but nevertheless, having students still as the protagonists of the learning process. Using tasks, projects leading to new forms of assessment using some Google Tools can make learners work more collaboratively and use language learned in a realistic context.



Promoting tutor and participant well-being on online courses

Susi Pearson (NILE)
Tuesday 15.35-16.05, Queen's Suite 8

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



Giving back. How private ELT institutes voluntarily support teachers globally

Thom Kiddle (NILE)

Tuesday 16.35-17.05, Hall D HCC

A challenge for anyone in the private language education sector is the realisation that the teachers and students who would most benefit from our programmes are those least able to access them. This talk showcases how NILE and other UK-based ELT organisations are addressing this challenge, and the resources, activities and support they are providing for free to teachers worldwide.



The power of the personal: recipes for teachers and learners

Julie Wallis (AISLi, Italy), Tessa Woodward (The Fair List, UK)

Tuesday 17.20-18.05, King's Suite

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



Language, power and education: five principles for critical pedagogy training

Rose Aylett (Freelance)

Wednesday 10.15-10.45, Queen's Suite 8

If education is inextricably linked to social and moral responsibility (Kemmis & Smith, 2008), then teacher education should raise awareness of how social inequalities are perpetuated through the dominant power structures inherent within existing teacher-student relations, curricula content, teaching materials, and language itself. This talk will explore five guiding principles to consider when designing critical pedagogy training for English teachers.



40 years on: three golden teaching rules

Roy Cross (RXC (Roy Cross Consultancy) and NILE)

Wednesday 12.00-12.45, Queen's Suite 9

This workshop will attempt a distillation of the good, the bad, and the ugly from more than 40 years engagement with English language teaching around the world. It will outline three 'golden rules' emerging from my experience and invite discussion of whether we can establish the general principles of good teaching and whether we should even try.

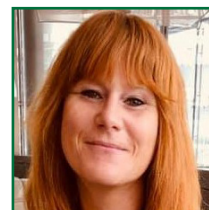


Developing a stress management toolkit with teens in exam classes

Anna Hasper (TeacherTrain Ltd)

Wednesday 12.00-12.45, Harewood Suite 1 - Crowne Plaza Hotel

Exams are stressful at the best of times, however, for some teenage learners stress hinders their learning journey and impacts their test performance. In this interactive workshop, we will explore the concept of stress and discuss how to support learners in developing a stress management tool kit with pro-active coping strategies to succeed in exams and beyond.



Five principles for designing relevant and actionable course evaluation surveys

Kim Beadle (British Council)

Wednesday 17.25-18.10, Newby Suite - Crowne Plaza Hotel

Do you send feedback surveys to learners after a course? Or teachers after training? How principled is their design? This interactive workshop encourages you to cast a critical eye over surveys used in your context. We will look at some research-based principles for designing course evaluation surveys which offer a fresh perspective to help you gather relevant and actionable feedback.



Poetry and education for sustainable development in language classrooms

Jason Skeet (NILE)

Wednesday 17.25-18.10, Queen's Suite 8

What counts as sustainable education and what (and who) is it for? This workshop addresses this question through a demonstration and exploration of procedures for generating poetry in a language classroom, alongside an examination of why language teachers might want to use both reading and writing poetry as a way to investigate the ecologies of their classrooms.



Training as a DELTA M2 tutor: lessons observed, lessons learned

Jacqueline Douglas (NILE)

Thursday 10.15-10.45, Newby Suite - Crowne Plaza Hotel

Are you a Cambridge CELTA trainer looking for new challenges, perhaps adding DELTA to your roles? This was me and I'm now qualified to deliver M2. Hear about my journey, and reflections of others recently-trained. My talk gives practical insights for would-be tutors in working through the process and emerging a confident practitioner. New M2 tutors/prospective trainees also welcome.



How did teaching turn into management?

Kateryna Protsenko (Promova.com)

Thursday 10.15-10.45, Queen's Suite 2

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

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Meet the NILE team at Stand 33!