

IATEFL 2022 Sessions

by NILE staff, Consultants,
MA Students and Graduates



Key Competences for Language Teacher Educators in the 2020s

Thom Kiddle

Monday TTEd SIG PCE

In this session, I will suggest that though two professional competences – language awareness and teaching methodology – underpin all others, teacher educators in this decade need a range of supporting competences to deal with the world their teachers and learners live in. The focus will shift to a presentation and justification of these competences, and why I consider them key to the educational landscape of the 2020s, often as a response to challenges thrown up by educational systems, or global changes.



How to give a presentation at an international conference

Sandy Millin

Tuesday 08.15-08.45 ICC Room 1B

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



Teaching with attitude: disrupting initial teacher training with critical literacy

Rose Aylett (Freelance)

Tuesday 10.35-11.20 ICC Room 1B

If language teaching is to foster criticality for active and reflective social involvement amongst learners, language teachers themselves should also be critically literate practitioners. Using Lewison et al.'s (2002) four dimensions framework of critical literacy, this workshop will explore practical ideas to disrupt the status quo in initial teacher education, by embedding action for social justice within our course design.



Strategies for active listening – reconnecting the real-world with the classroom

Neil Bullock

Tuesday 10.35-11.20 ICC Room 3A

Listening is often described as the 'Cinderella' of the four language skills. Visible learning is not always easy to observe. This practical and reflective workshop, therefore, will focus on developing our learners' awareness of how we internalize spoken language, in order to help understand and develop the receptive skills necessary for communicating in the real world.



Exploring empathy in ELT with pre-service trainees and novice teachers

Maria Heron & Susi Pearson (NILE)

Tues 12.35-13.05 ICC Room 2B

Inspired by Kieran Donaghy's 2021 plenary on Embedding a Culture of Empathy in ELT, this talk examines how we can do this with pre-service and novice teachers, where training often focusses mainly

on basic teaching techniques. We look at why these teachers may not display or nurture empathy and how we can address this, with examples from our CELTA courses.



Older adults in Brazilian ELT coursebooks

Heloisa Duarte (Freelance)

Tuesday 14.05-14.35 ICC Room 2B

How are older adults represented in ELT A1 coursebooks produced in Brazil for lower secondary courses? I tried to answer this question in my MA dissertation and in this talk I will present the main results of my research, and a good practices manual that was produced to help writers and editors deal with these representations in a non-biased way.



Planning collaborative and reflective online lessons for adults and teenagers

Rachel Tsateri (Freelance)

Tuesday 14.05-14.35 Hilton Glenbank

Engaging groups of adult and teenage students online can be extremely challenging. This talk will suggest an online lesson framework which not only integrates all four skills but also promotes learner reflection and develops student collaboration. New activities, such as the jigsaw-gloss and select and reflect will also be introduced.



Effective CPD for EMI: a case study from Uzbekistan

Jason Skeet (NILE)

Tuesday 14.50-15.20 ICC Hall 2B

This talk explores professional development in English as the Medium of Instruction (EMI) at university level. The focus is on how the design by EMI teachers of their own EMI Teaching Standards Framework, describing their teaching practice, has been at the heart of an extensive British Council/NILE project for supporting the development of EMI at universities in Uzbekistan.



How to write project proposals that win

Alan Mackenzie Tues 16.10-16.30 IATEFL Careers Fair, Exhibition Hall

This is a two-part session, with the first 10 minutes examining basic issues with project proposals including: specific considerations of the tender or proposal you are applying for; what is and isn't funded; and the evaluation criteria. We will also overview the main content of a proposal including, planning processes, the people involved, budgeting considerations, specific organisational concerns, and dissemination. This workshop will use examples of the British Council as a donor organisation, and Hornby Trust projects as a specific case study, though general principles apply to almost any funding proposal situation. The second 10 minutes will be more like a workshop and we ask you to bring examples of project proposals you are working on, or ones that you have submitted but been unsuccessful in winning. This will be followed by an Advice Q&A session 16.30-17.30



Instructional design for sustainable online language education

Sophia Mavridi (De Montfort University) Tues 16.35-17.05 Hilton Lagan A

Sustainable Online Language Education requires methods that aim to increase knowledge retention and engagement online. While professional instructional designers are essential for supporting such objectives, educators themselves need instructional design skills to maximise students' learning experiences. This session will introduce language educators to key instructional design principles and how to apply them to their online or blended courses.

Meet the NILE team at Stand 14!



Online teacher development programmes – increasing future global impact

**Anna Hearrell (Bridge Education Group),
Johanna Stirling (NILE/Freelance)**

Wednesday 10.15-10.45 ICC Room 3A

Online teacher development programs make impactful CPD accessible globally by minimizing geographical, personal and financial obstacles. But

what does the future of online teacher education have in store? In this session, we address trends, technologies, and practices that help to ensure that teachers around the world have access to quality professional development, thus enhancing teaching and furthering their career opportunities.



Support that can work all ways

Abeer Okaz (Pharos University) Wednesday 10.15-11.30 ICC Hall 2B

During the past period, everyone has struggled with uncertainty and inconsistency. Now, anxiety, frustration and happiness are all associated with the start of f2f teaching. This talk discusses how to support the administration, teachers and students in the transition from the digital classroom to the physical one, and introduces contingency plans in case of lockdown or the continuity of hybrid.



Leading digital change through culture, conversation and collaboration

Andy Hockley (Cambridge University Press & Assessment)

Wednesday 12.00-12.45 Hilton Lagan Room B

For academic managers, making decisions about new educational technology and then leading the subsequent change might seem daunting. In this practical talk, using examples from Leading Technological Change, we will look at this process - from nurturing an organisational culture that can lead to a more effective way of identifying needs, to selecting the most appropriate technologies for your school.



Speaking activities to promote oral confidence in CLIL classes

Carole Anne Robinson (NILE) Wednesday 12.00-12.45 ICC Room 1A

In this participative workshop, we will look at some key activities to develop learners' oral confidence in the CLIL classroom, using a mixture of scaffolding techniques and interaction patterns. The activities are applicable to a broad range of curriculum subjects and can be adapted to levels from A2 to C1.



Email: academic manager's best friend or wolf in sheep's clothing?

Mike Riley (NILE)

Wednesday 15.55-16.25 Hilton Boardroom

We use email every day, but do we really know what we're dealing with? Recent case studies from outside ELT and investigations carried out at NILE suggest that email can have a negative impact on communication and staff wellbeing. We reflect on those findings, the implications for academic managers and look at how to implement alternatives to this ubiquitous tool.



Persistence, perseverance and passion - transformational leadership today **Wednesday 17.25-18.10 Hilton Boardroom**

Julie Wallis (The London School/AISLi)

This workshop will look at research into critical, sustainable factors in leadership tenacity and how these factors can be used to influence and inspire and motivate others to confront change, to innovate, and to stay focussed on long term goals. Case studies will be analysed and personal reflection shared. We will then align these qualities to transformational leadership.



How to write a review for publication

Alan Pulverness

Thursday 08.15-08.45 ICC Room 1B

Writing for publication is always challenging, and doing justice to someone else's writing or a volume of edited contributions may seem particularly daunting. This session will outline why writing a review is worthwhile and will prepare you for the difficulties and snags you may encounter, but also highlight the professional satisfaction you are likely to gain from the reviewing experience.



Pre-writing skills through craft

Julia Mena Dobson (Freelance) Thurs 14.15-15.00 Hilton Boardroom

In this workshop, I share some practical, fun tricks to give confidence and keep the stress levels low when doing arts and crafts with early years. We'll explore different ways to gradually introduce a variety of craft tools and techniques that, through the medium of art and English, will help the development of fine motor skills and early literacy.



What I think I know about materials writing

Sandy Millin (Freelance/ELT Playbook) Thurs 15.15-15.45 ICC Room 3B

Over the years, I've attended many materials writing talks at IATEFL. I've been involved in producing materials for my classroom, for publishers and for self-publishing. I've also recently completed the NILE MA Materials Development module, meaning I've been able to add more theory to my practical experience of materials writing. This session brings together what I've learnt in the process.



"english BY camp", a project for Belarusian secondary schools

Alla McCaughey (english BY camp) Friday 12.45-13.15 ICC Room 1A

In 2020-2021, a team of enthusiastic teachers of English in Belarus started an English day camp project with plans to disseminate it throughout the country. This talk will describe the project's goals, achievements, and reflections. Participants will discuss ways of adapting the idea to their contexts. This presentation intends to inspire participants to organize their own English day camps.



Environmental Sustainability & ELT in 2022 – which way now?

Owain Llewellyn with Ceri Jones and Geoffrey Maroko, Plenary

We are all living through an unprecedented period of change and adjustment on a global scale, which affects every single one of us. How can our relationship with the environment be seen in terms of the recent pandemic? Remote working has seen a temporary reduction in our impact on the environment, but is this move 'online' a transformative one, or is it accelerating our path in the wrong direction? We are now at a point where we can decide to return to our old ways of doing things

– or follow a new path with lessons learned from lockdown.

In this closing panel discussion, Owain will share how he is addressing environmental responsibility in his new working practice, and how recent global developments have impacted this. Join the last session of IATEFL 2022 for a lively, interactive debate.