

Harrogate 2023

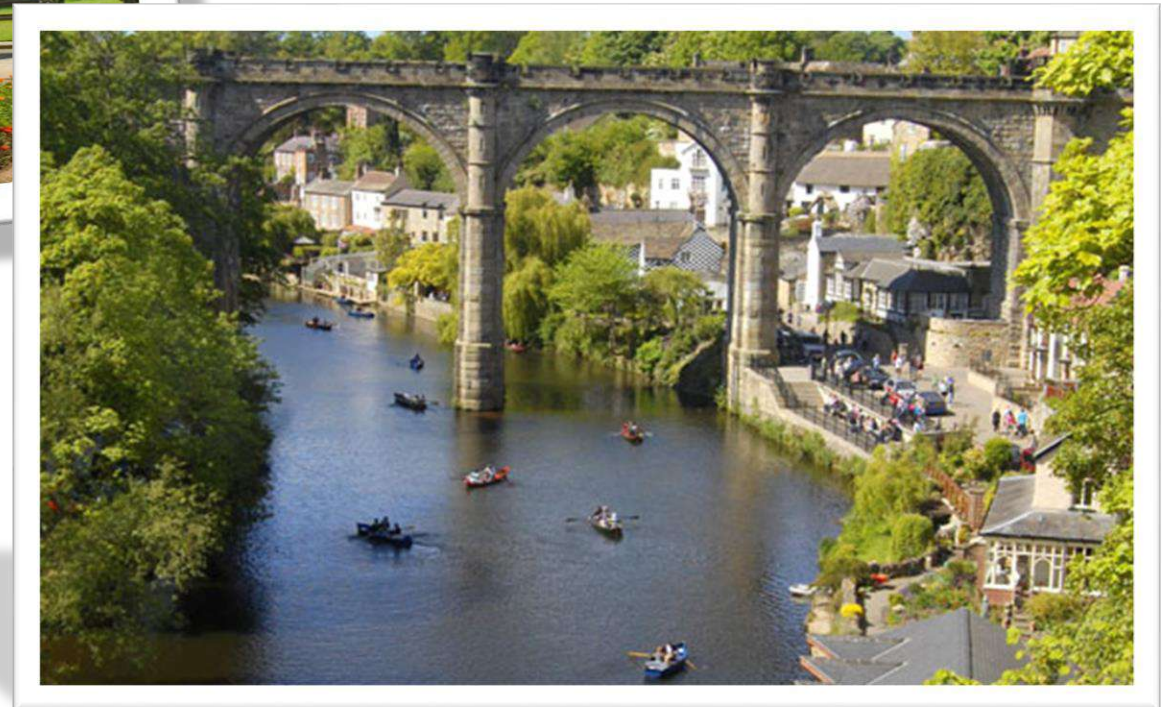


iatef
Harrogate
2023





Harrogate 2023



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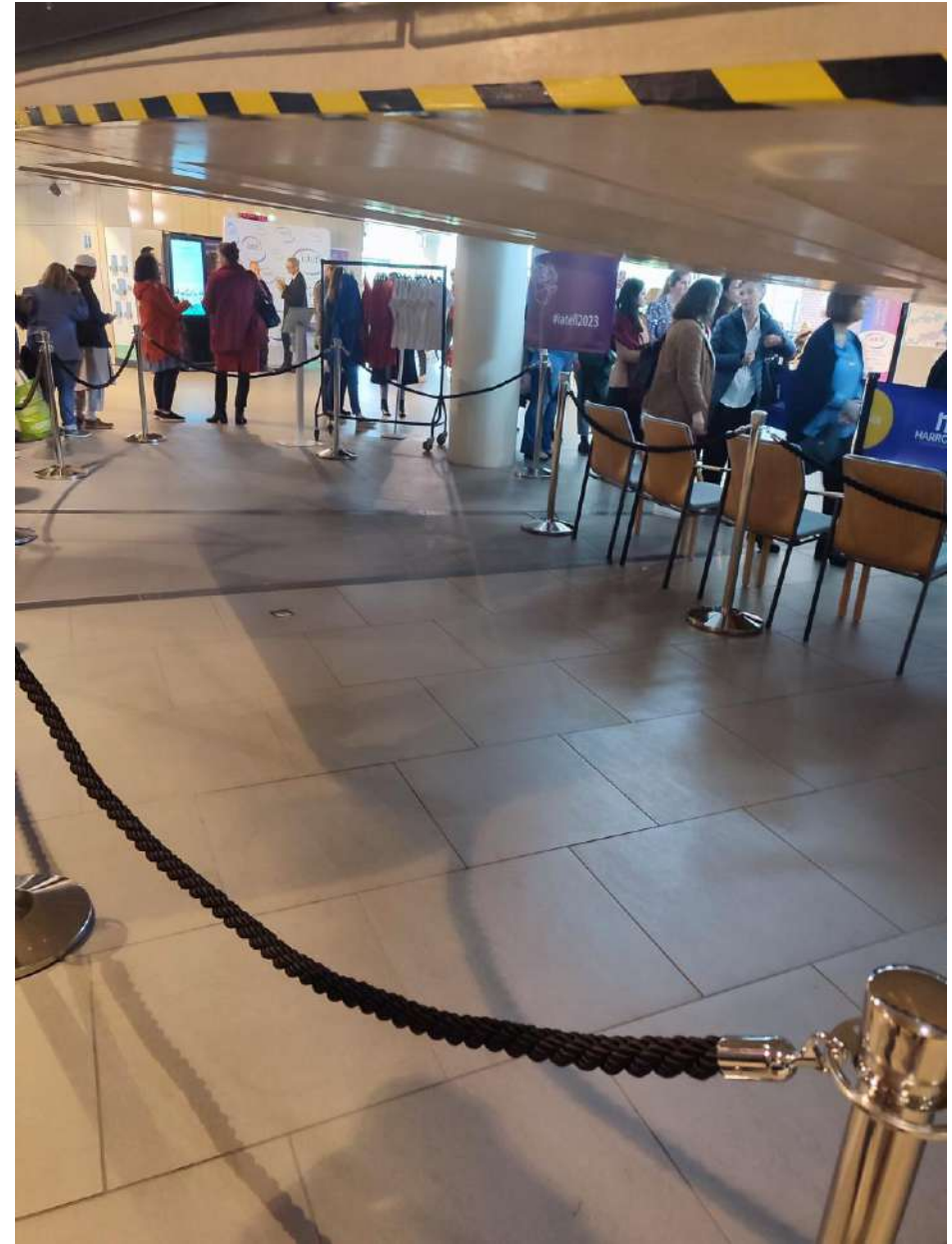


Harrogate 2023



Associates-Day 2023

09.30 – 10.00 Registration



Venue maps

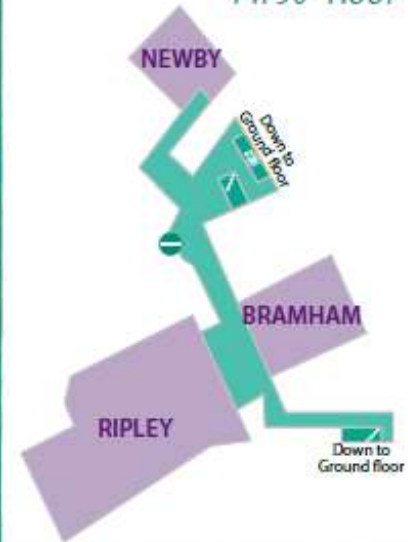
Key to map symbols

	Lift		'You are here' map
	Stairs		Water station
	Escalator		Information point
	Ramp		Catering
	Toilets		Door not in use
	Cloakroom		

Harrogate Convention Centre
Second floor



Crowne Plaza Hotel
First floor



Harrogate Convention Centre
First floor



Crowne Plaza Hotel
Ground floor

IATEFL ASSOCIATES DAY 2023
17/05/23 – Harrogate

09.30 – 10.00	Registration	
10.00 – 10.05	Introductions & Welcome to Associates-Day 2023 Welcome to Harrogate Housekeeping	Jean Theuma Cristina Manea Gultekin Marta Bujakowska
10.05 – 10.10	Welcome address by President of IATEFL	IATEFL - Gabriel Diaz Maggioli
10.10 – 10.40 (30 mins)	Warmer & 'Getting to know you' activity (Buddy system)	Cristina Manea Gultekin /Marta Bujakowska
10.40 – 11.00 (20 mins)	PRELIM 3 Update	British Council - Alison Devine
11.00 – 11.15	Coffee Break Poster Presentations Sessions	
11.15 – 12.15	TED TALKS & Q&A: Group 1	

Introductions & Welcome to Associates-Day 2023

- 10.00 – 10.05
- Welcome to Harrogate Housekeeping
- Jean Theuma. Cristina Manea Gultekin, Marta Bujakowska



IATEFL - Gabriel Diaz Maggioli

- 10.05 – 10.10
- Welcome address by President of IATEFL



Warmer & 'Getting to know you' activity

- Cristina Manea Gultekin /Marta Bujakowska
- 10.10 – 10.40 (30 mins)
- (Buddy system)







Nile TESOL
2015
Annual Conference
18-20 October
2015
Nile TESOL
2015

Annual Conference
18-20 October
2015
Nile TESOL
2015

ELT Ireland activities
The Association for Professional English Teachers (APET) is a not-for-profit organization that promotes the development of English language teaching in Ireland. It is a member of the European Association of Applied Linguistics (EAAPL) and the European Association of Teachers of English as a Foreign Language (EATEFL).

4 x 10
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HUPE
Healthcare User Participation
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UALTA
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ASSOCIATION OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (ATEFL)
The Association of Teachers of English as a Foreign Language (ATEFL) is a not-for-profit organization that promotes the development of English language teaching in Ireland. It is a member of the European Association of Applied Linguistics (EAAPL) and the European Association of Teachers of English as a Foreign Language (EATEFL).

NATECLA
is the TESOL teachers' association for the UK
The National Association of Teachers of English as a Foreign Language (NATECLA) is a not-for-profit organization that promotes the development of English language teaching in Ireland. It is a member of the European Association of Applied Linguistics (EAAPL) and the European Association of Teachers of English as a Foreign Language (EATEFL).

TESOL
The Association for Professional English Teachers (APET) is a not-for-profit organization that promotes the development of English language teaching in Ireland. It is a member of the European Association of Applied Linguistics (EAAPL) and the European Association of Teachers of English as a Foreign Language (EATEFL).

British Council - Alison Devine

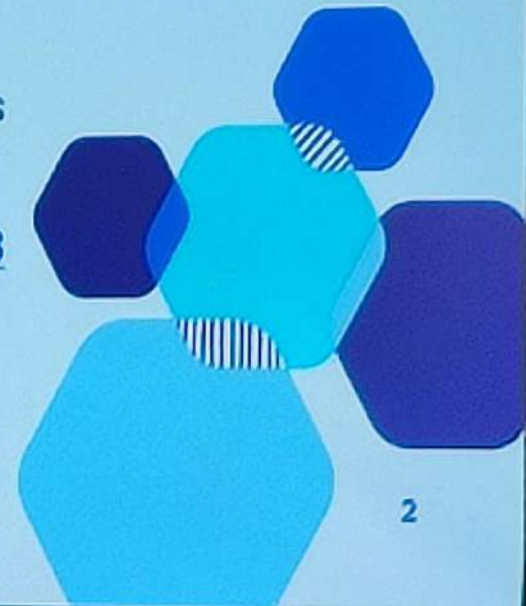
- 10.40 – 11.00 (20 mins)
- PRELIM 3 Update



Partnered Remote Language Improvement project

PRELIM 1 & 2

- A joint initiative from the British Council, IATEFL and English UK, project managed by the Norwich Institute for Language Education (NILE).
- PRELIM 1 (October 2020 to March 2021) and PRELIM 2 (October 2021 to March 2022) saw partnerships between UK language institutions (UKIs) and English teacher associations (ETAs) which aimed to improve the English language competence of members and increase teachers' confidence in the classroom through the provision of language courses and methodology for ETA members (within the limited timescale of five-month partnerships).
- Reports on PRELIM 1 and PRELIM 2 can be found here: www.iatefl.org/prelim-3



Partnered Remote Language Improvement project

PRELIM 3

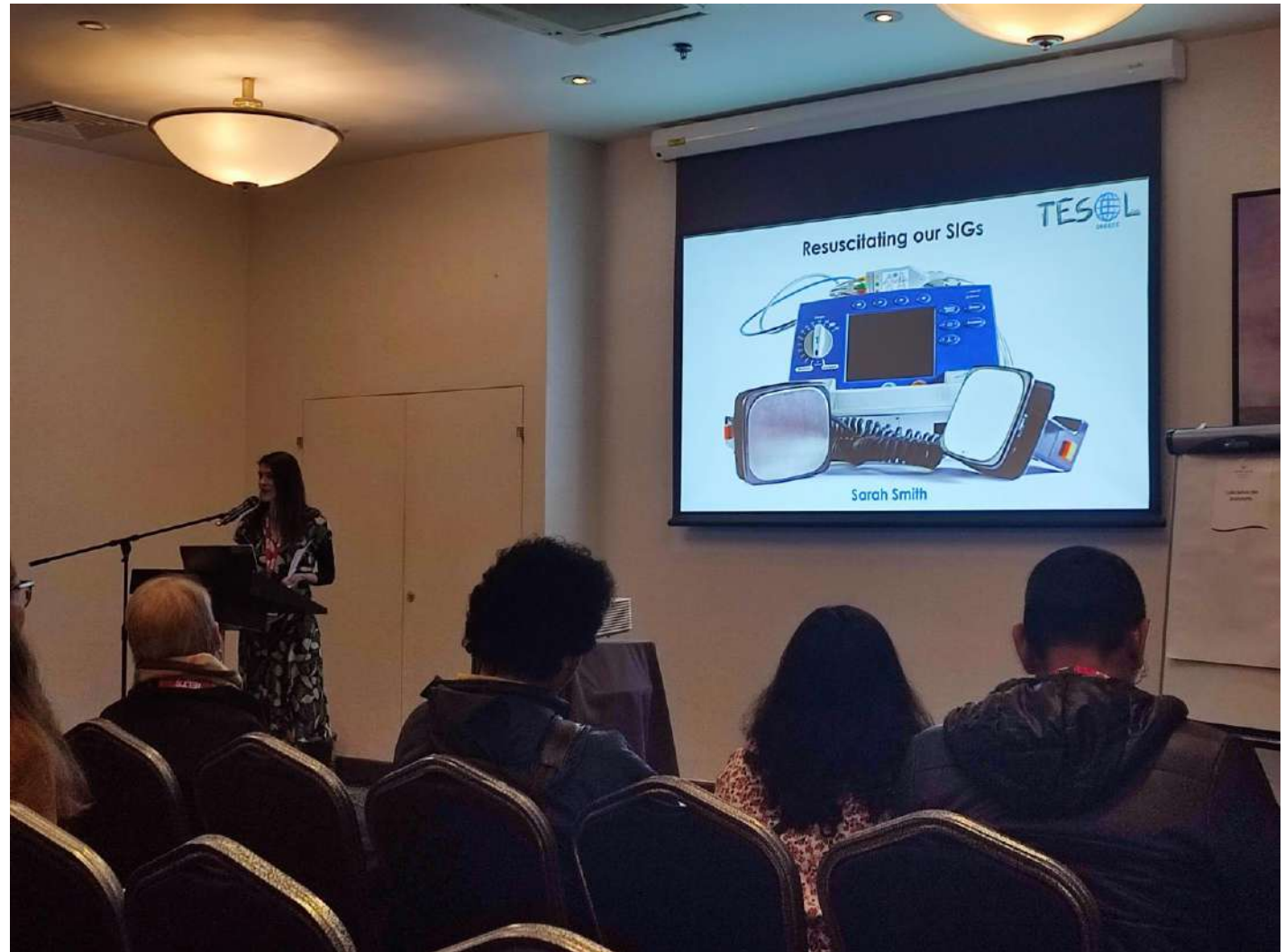
- Building on PRELIM 1 & 2, PRELIM 3 partnerships are running over fifteen months, from January 2023 to March 2024.
- The focus is on the development and dissemination of teacher support resources, designed specifically for the classrooms of the partner ETA members' context and for use by ETA members in their classrooms.
- The majority of partnerships are focusing on the earlier years of secondary institutions, with two addressing primary level and one foundation level.
- In general, there is an intention to have a national rollout of materials, except for those contexts where there are significant regional differences.

TED TALKS & Q&A: Group 1

11.15 – 12.15 (1 hour)

1. TESOL Greece – Greece - TESOL Greece shapes up their SIGs and encourages personal connections -

Sarah Smith



What does a SIG
do?



Why do teachers
join SIGs?



What does a SIG do?

The TESOL Greece board said

It's a Facebook group that some members join and they get updated that way.

I think we have 4 of them. No, wait, 6. Yeah and they are just some kind of virtual space if you want to discuss something.

Maybe they are good for brand new teachers. I think they can get training at a SIG. So SIGs are places to get developed.

Our members said

I have no clue. It's a Facebook group, right? And they post some posters in there.

It's where the advertising for TESOL Greece happens. You go there to find out about events.

It's a support group for teachers to help each other with specific issues.

The goal of special interest groups is to **transform practice** through professional learning opportunities that feature leading practice and are **evidence-led with a clear mission statement**; a further goal is, where appropriate, to create research and/or research **opportunities around particular and specific problems**.

[ECIS | Special Interest Groups - Educational Collaborative for International Schools \(ECIS\)](#)

SIGs are established for a limited period of time and **are active as long as members continue to pursue the special interest**. They should focus on one single interest and are **usually very specific in focus**.

[Special Interest Groups | University of London](#)

knowing other teachers in my community so I can **open up** and **participate** in professional communities.

knowing who I can go to and **ask for advice**, the people I can feel **comfortable** with. You know, no question is a silly one.

As a teacher, I can't live without....

being really specific and **having specific goals and aims** otherwise I get overwhelmed with the sheer amount of information out there

a specific focus. You know, SpLDs (SEND) is so wide and I specifically need **help** in teaching students with dyslexia.



The action plan



Step 2 – Providing a Mission Statement




The action plan



Step 3 – Exploring Specific Foci

Social media calendar
Posing exploratory questions in a comment thread

- Will establishing clear and predictable routines in the online classroom make students feel safer and more eager to participate?
- Will using a multi-pronged literacy approach improve my younger students' reading abilities?

 **Katerina Roumelioti**
5 Apr 2023

Good morning, everyone!

Spring is officially here and hope you are all enjoying the warmer weather.

I've always found spring very hopeful as a season and since today is International day of Hope I would like to share this Lesson plan about kindness that I have used with my Intermediate learners.

<https://film-english.com/product/can-i-help-you-with-anything/>(<https://film-english.com/product/can-i-help-you-with-anything/>)

How do you promote kindness in your classroom?

2. TELTA – Tanzania - Strategies to grow our TA

Jamal Ally Maringo

3. NELTA – Nepal - Shared Leadership and Collaboration for the Growth of the Organization -

Motikala Subba Dewan



4. TESOL MTH - Macedonia Thrace - Recovering Limbo: how we brought TESOL MTH/NG back to life -

Tanya Livarda





IATEFL - Jon Burton

12.15 – 12.45 (30 mins)

Session regarding the role of Associates and opportunities for Associates provided by IATEFL





The benefits of being an 'IATEFL Associate' teaching association



- Be part of a global family of over 100,000 English language teachers
- Work together, share ideas, challenges and best practice
- Share your information: Associate eBulletin, Voices and the IATEFL website
- Receive support and funding opportunities: WMS, IATEFL Projects, PRELIM etc.
- Opportunity to work with IATEFL Special Interest Groups
- IATEFL Leadership and Development online course
- Have a voice: representation on the IATEFL Board of Trustees

IATEFL Associate Individual Membership



- All the benefits of being a member of IATEFL: Voices, eBulletin, Conference Selections, webinar archive, event discounts, submit an article for publication, submit a proposal for the IATEFL conference or for another online or face-to-face IATEFL event, volunteer
- Members can choose to add one or more SIGs
- Significantly discounted membership fee, currently £26



Wider Membership Scheme (WMS)

- Apply for funding to offer your members Associate Individual Membership at a reduced fee
- Limited number of memberships, but Associate Individual Membership still available

TED TALKS & Q&A: Group 2

13.45 – 14.45

(1 hour)

1. IATEFL Poland – Poland - How to support teachers in developing students' public speaking skills?

Małgorzata Bukowska-Ulatowska





How to Support Teachers in Developing Students' Public Speaking Skills?

IATEFL POLAND

Harrogate, 17th April 2023



21st Century

SEN

ESP



Vocabulary
Grammar

Reading
Listening
Speaking
Writing

Exam strategies

Language mediation

Psychology in ELT

Intercultural competences

21st Century Skills

Key
competences

TRANSVERSAL
SKILLS

Competences for Democratic Culture

Global
competence

TRANSFERABLE SKILLS

THE GLOBAL GOALS
For Sustainable Development

EXPERIENCES
LANGUAGE
LEARNERS
MENT SHARING IDEAS
CONFERENCES

To engage teachers and students:

PUBLIC SPEAKING CONTEST

"The limits of my language are the limits of my world"

L. Wittgenstein



Przygotuj przemówienie
w języku angielskim na temat:

"The limits of my language are the limits of my world (L. Wittgenstein)"

Final ogólnopolski odbędzie się 22 września 2023 r. we Wrocławiu
podczas 32. Konferencji IATEFL Poland

Szczegóły na stronie: www.iatefl.org.pl
office@iatefl.org.pl

1

3

3

6

PUBLIC SPEAKING CONTEST

1 topic per year:

2023: *The limits of my language are the limits of my world.*

2022: *Attitude is a little thing that makes a big difference.*

2021: *Climate change – a threat or an opportunity?*

...

EXPERIENCES
LANGUAGE
LEARNERS
MENT SHARING IDEA

PUBLIC SPEAKING CONTEST

3 categories:

- grades 7 and 8 of primary schools, EFL
- secondary schools, EFL
- grades 7 and 8 of primary schools & secondary schools, ESL

opportunities for growth

3 stages:

- school (2 representatives)
- regional (6 cities)
- national (annual IATEFL POLAND conference in September)

CONFERENCE
LANGUAGE
LEARNERS
CONFERENCE SHARING IDEAS
CONFERENCE

PUBLIC SPEAKING CONTEST

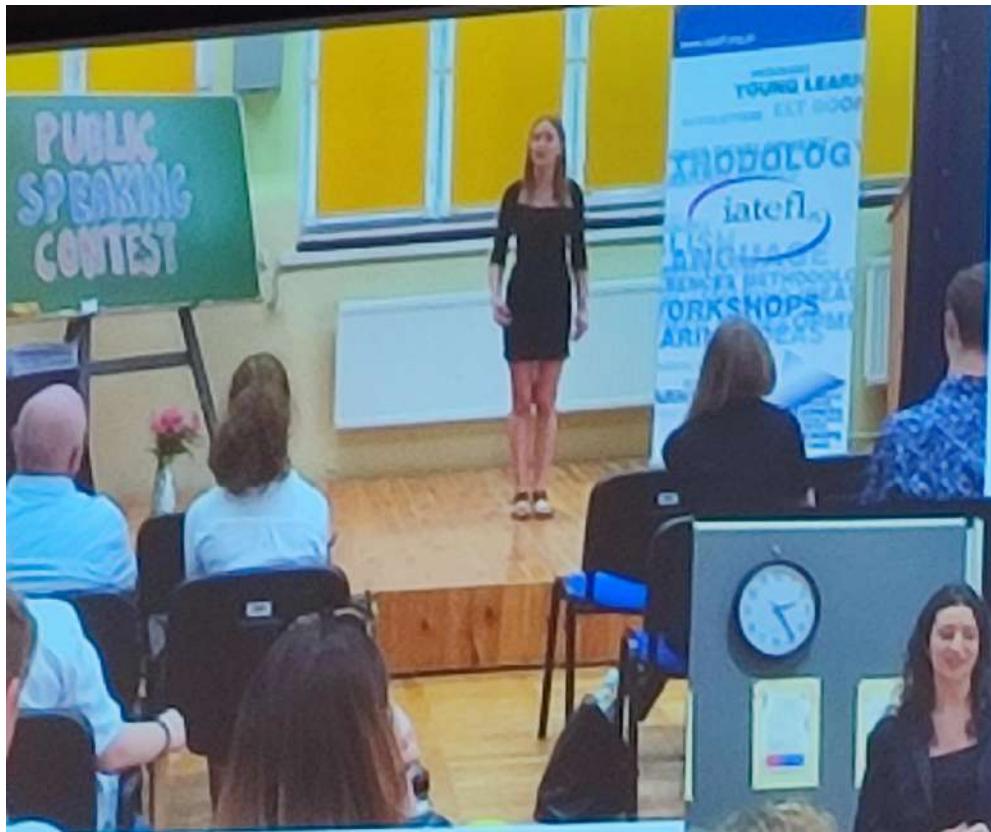
6 assessment criteria:

- content
- language + additional feedback
- phonology
- body language
- appeal
- general impression

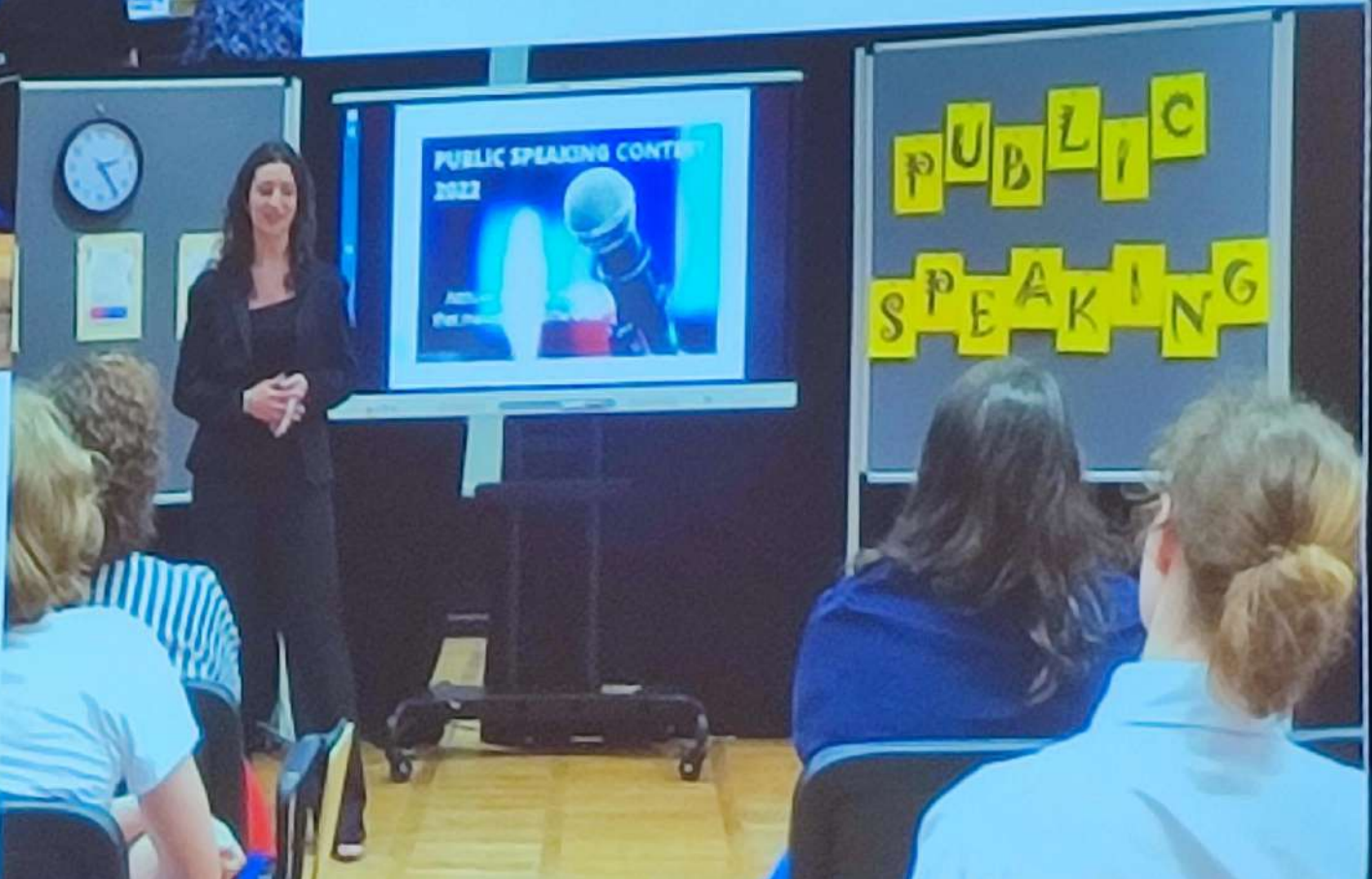


<https://iatefl.org.pl/public-speaking-contest>

EXPERIENCES
LANGUAGE
LEARNERS
MENT SHARING IDEAS



face-to-face
peer learning



To support teachers:

„Public speaking w pracy z uczniem zdolnym na lekcjach języka angielskiego w szkole ponadgimnazjalnej”
(Gdańsk Regional Workshop).

 Stowarzyszenie Nauczycieli
Języka Angielskiego w Polsce



Let them shine,
or public speaking and how to go about it
in the classroom.

Anna Orłowska
17th March 2022
20.00 - 21.30 CET

**IATEFL PL
FREE
WEBINARS 4.0**
TEACHERS FOR TEACHERS

www.iatefl.org.pl

<https://iatefl.org.pl/webinars>



 Stowarzyszenie Nauczycieli
Języka Angielskiego w Polsce



Why should we teach debating
in our language classrooms?

dr Monika Izbaner
12th April 2022
8.30 - 09.30 pm CET

**IATEFL PL
FREE
WEBINARS 4.0**
TEACHERS FOR TEACHERS

www.iatefl.org.pl

2. GEN TEFL – Thailand - Engaging Students and Teachers through Virtual Presentation Forum

Andy Cubalit

3. UNELTA – Uganda - Teacher's Communities of Practice can help sustain and develop Teacher Associations

Bamukunda Hillary

4. APC-ELI – Cuba - APC-ELI and British Council together changed Cuban teachers' professional growth

Eduardo Escalona

Working Groups: NETWORKING EVENT

Group leaders chosen from within groups

14.45 – 15.30 (45 minutes)

TED TALKS & Q&A: Group 3

15.45 – 16.45

(1 hour)

1. TESOL Spain – Spain - Building bridges to travel the road ahead together -

Annie Altamirano

2. ANELTA – Angola – Empowering EFL learners in Angola through English Language Clubs -

Teofelo Domingos

3. TESOL Italy – Italy - What is oracy and why teach it in schools?

Sarah Mercedes Howell

4. TESOL Turkey – Turkey - Injecting some future in our Professional Development Courses: TESOL Turkey Micro-credentials

Sinem Atamsoy Kosar

Associates' Report - Jean Theuma

16.45 – 16.55

- Plans for 2023-2024
- Updates for the coming year

Group Photo & Associates Day Close - ALL

- 16.55 – 17.00

English for the workplace -
looking for new answers

Evan Frendo

English for the workplace - looking for new answers

- Many years ago, so the story goes, Einstein set a test for his students. His assistant politely pointed out that he had already used the same test the previous year. Einstein's response? The questions may be the same, but this year the answers are different. In many ways this is similar to what has been happening in language teaching for the world of work. The basic task is the same as it has always been, to help people become more effective at their jobs, but the way we do it has changed enormously in recent years and is continuing to change. In this talk I want to discuss some of these changes.

English for the workplace - looking for new answers

- What do people in the international workplace need in terms of English communication skills? And what can we as teachers do to help? To do this I will dip into the world of work and share insights about workplace language teaching from many people who have influenced me over the years. I will refer to perspectives from a range of researchers and ELT professionals who work in the field, but, perhaps more importantly, I will discuss what other stakeholders have been saying and doing, from top decision makers in multinational companies, to learning and development professionals in different parts of the world, and to the many English language users in these organisations whose voices may not be as loud or influential, but whose language learning efforts are nevertheless essential to overall success. My aim in this talk is to help us all think about the changes that are happening in workplace language teaching, and how new answers are needed if we are to remain relevant. And hopefully, like Einstein's students, we might all be able to reflect a little on what those new answers might be.

The power of peer feedback in speaking

Ariane Niemeijer (Windesheim University of Applied Sciences)

- Based on the peer feedback collected in the BESIG Showcase last year, this year's workshop provides hands-on methods for peer feedback in speaking lessons. In this workshop, you will experiment with giving and receiving peer feedback, so you can draw up the perfect rubric together with your students at home, using the suggestions of your own peers in English teaching.
- Harewood Suite 1 – Crowne, Plaza Hotel, 120 audience, Workshop, BE, LA, s, t, e, le - LASIG Showcase

Role of home language(s) in developing reading comprehension in English

Nivedita Malini Barua (Department of English Language Teaching, Gauhati University)

- This talk reports the findings of a study on the use of home language(s) in developing reading in ESL contexts. Participants read texts while discussing in groups and making notes in their home language(s). The summaries that they wrote based on their notes revealed that collaborative reading using the home language(s) led to greater engagement with the text.
- Queen's Suite 5 - Harrogate, Convention Centre, 60 audience, Talk, EAP, IPSEN, t, le,

Inquiring Minds: voice and choice for our learners

Maria Davou (Glossomatheia)

- In Inquiring Minds (a language education framework based on learner voice and choice, inquiry-based learning, Cognitive Development theory and Montessori pedagogy) learning takes place through learners' choices on content, language and resources. The teacher's role is to organize the experiences, providing the language. IM is designed for children (6-12 years old) and is supported by formative and summative assessment tools.
- Harewood Suite 1 - Crowne, Plaza Hotel, 120 audience, Talk, LA, YLT, ey, p, e, le, LASIG Showcase,

Using vlogs for peer teaching to increase independence and engagement

LauraMajor (Hemdat Academic College / Achva Academic College)

- This talk presents the research-based rationale and the method of using vlogs (video blogs) for asynchronous peer teaching, showing how this methodology empowers students as autonomous learners. They master a new digital skill, but more importantly, master the material to be presented on the vlog and take responsibility for teaching it to peers, who also benefit from the method.
- Harewood Suite 1 - Crowne, Plaza Hotel, 120 audience, Talk, LA, TTEd, t, a, e, LASIG Showcase,

IATEFL Learner Autonomy Special Interest Group Open Forum

- Exploring and developing practices for the implementation of learner autonomy
- Join LASIG at our Open Forum to exchange ideas about what learner autonomy means and how it is being expressed in different contexts. Meet the team of volunteers, learn about LASIG's outreach initiatives, and share your thoughts about how the SIG should develop in the future.
- Harewood Suite 1 - Crowne, Plaza Hotel, 120 audience, LASIG Showcase

Engagement and use of technology providing new era students' assessment

Beatriz Meneguetti (Cultura Inglesa Maringá)

- 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.
- Restaurant - Harrogate, Convention Centre, 50 audience, Talk, ESOL, TEA, p, s, a, e, le, ESOLSIG Showcase

Making time for critical thinking activities in the language classroom

Richard Harrison (Canford Publishing)

- The importance of critical thinking for tertiary-level students is widely acknowledged. However, it is rarely taught explicitly. The assumption is that students pick up thinking skills along the way. Research indicates that this is not always the case. Various methods of introducing thinking into language programmes are discussed in this talk using examples from Framework: Academic Writing and Critical Thinking.
- Harewood Suite 2 – Crowne, Plaza Hotel, 120 audience, Talk, GEN, ey, p, s, t, a, e, le, ProdProm

Listen with your eyes as well as your ears!

Kristina Urboniene (LAKMA), Diana Galatiltiene (LAKMA)

- In this day and age teachers all over the world face different challenges. In this workshop, we will share some tips on how to make listening practice more attractive and joyful both for teachers and their students. The teachers will be presented with tools which allow them to use videos and create quizzes based on what students see and hear.
- Queen's Suite 4 – Harrogate, Convention Centre, 40 audience, Workshop with restricted, audience number, LT, s, a, e, le

Lean on me: stories of coaching, mentoring and teacher resilience

Divya Madhavan

Plenary session 0900-1000 (Doors open at 0830)

Auditorium – Harrogate, Convention Centre

Lean on me: stories of coaching, mentoring and teacher resilience

- Of all the amazing things teachers achieve in classrooms around the world every day, one of the most amazing is perhaps how much teachers show up. Even when it's messy, even when it's underpaid, even when it's exhausting - we teachers have this incredible capacity to show up, to be there, to ensure presence.

Lean on me: stories of coaching, mentoring and teacher resilience

- With this constant and reassuring presence, we shape learners and learning environments within (and sometimes despite) education systems. Teachers have always been the heroes of quieter revolutions, such as tolerance and understanding, achieved only through education. And as teachers of the world's international language, we know this reality of fostering understanding and acceptance through better communication all too well.

Lean on me: stories of coaching, mentoring and teacher resilience

- We have always been the ones who fight the good fight that is education. So, who shows up for teachers? When we're overwhelmed, feel undervalued, or are simply just tired: who do we lean on? How do we find ways to look after teachers continuously and not just in specific moments of training? Whose responsibility is teacher well-being?

Lean on me: stories of coaching, mentoring and teacher resilience

- Where do we start? In this talk, I will explore a couple of starting points for developing teacher well-being and resilience, which are the informal and organic practices of coaching and mentoring that occur naturally in ELT environments. I will map out how coaching and mentoring initiatives can be embedded into organisations and how they can transform interactions and relationships through finer-tuned perceptions of self. Through stories of strong teachers who have built resilient environments, we will explore the roles of coach and mentor and how they fit with a teacher's identity.

Every student matters

Rachel Jeffries (Cambridge University Press & Assessment)

- How important is it that our students feel comfortable, supported and connected? How can we create the right environment for our learners where they all have opportunities to succeed and flourish? In this workshop, we will discuss these key questions and present some practical approaches to best support our English learners.
- Queen's Suite 7 – Harrogate, Convention Centre, 75 audience, Talk, IPSEN, YLT, p, s, e, le, IP&SENSIG Showcase

Working towards a more inclusive English-language classroom: students with ADHD

Wiktorja Allan (Technical University of Applied Sciences Wildau)

- It is reported that 2.5-5% of adults have attention deficit hyperactivity disorder (ADHD) (Ginsberg et al., 2014). In this talk, I will give an overview of ADHD symptoms, particularly in university students, and give practical ways to create a fair and inclusive classroom, which is beneficial not only for those with an official diagnosis, but for everyone.
- Queen's Suite 7 – Harrogate, Convention Centre, 75 audience, Talk, EAP, IPSEN, t, e, IP&SENSIG Showcase

“Thank you for the music”

Yuval Shomron (English Teachers Association Switzerland)

- Using the recently recognized skill of visualizing, we will see how vocabulary, slang, and poetic images found in songs can be learned and remembered using a balance of audio/visual, printed texts, and homework. Participants will have a chance to try these skills after viewing short videos. Well-known oldies and up-to-date hits will be used as examples.
- Queen's Suite 3 – Harrogate, Convention Centre, 75 audience, Workshop, GEN, s, a, e, le

Benefits and challenges of computer-adaptive testing for teachers and learners]

Corina Dourda (LanguageCert)

- The main objective of this presentation is to provide a comprehensive overview of the different effects that CATs may have on exam preparation as well as on teaching and learning in general. It also introduces the key aspects of LanguageCert Test of English computer-adaptive test (LTE CAT) and focuses on its main advantages for teachers and learners.
- Queen's Suite 9 – Harrogate, Convention Centre, 66 audience, Talk, ESOL, TEA, ey, p, s, t, a, e, le

From the pages of storybooks to multimodal digital storytelling

- **Maria Diakou (Cyprus Ministry of Education, Culture, Sports and Youth / University of Nicosia)**
- How can teachers take advantage of digital storytelling, helping students to be immersed in literacy rich online environments, get the opportunity to read books online, and engage in collaborative projects? How can teachers use digital books, in combination with traditional storytelling, to increase student motivation and expose them to “real” language, having a positive effect on their motivation and learning?
- Queen's Suite 5 – Harrogate, Convention Centre, 60 audience, Talk, LT, LIT, ey, p, s, t, a, e, le, LitSIG Showcase

Grammar with no hammer. Teaching grammar lexically

Anna Plaksiienko (English Studio by Anna Plaksiienko (ESA))

- How to teach grammar without making your students cringe? In this talk, we'll discuss the effective ways of practising grammar naturally and meaningfully through communication. The audience will be prompted to rethink and reshape their grammar lessons with the help of useful tools and activities which can be easily adapted to fit any classroom.
- Harewood Suite 2 – Crowne, Plaza Hotel, 120 audience, Talk, GEN, s, a, e, le

Preparing learners for the workplace: employability skills and written communication

Craig Thaine (Cambridge University Press & Assessment)

- This talk explores key issues associated with the relationship between employability skills and written communication with reference to The Cambridge Employability Skills Framework. It will provide practical ideas for developing Higher Education learners' ability to communicate effectively when writing to a range of different audiences in a workplace setting, drawing on the recent publication, Teaching and Developing Writing Skills.
- Auditorium – Harrogate, Convention Centre, 550 audience, Talk, GEN, t, a, e, le, ProdProm

English here and now: presence in teaching

Ellen Keates (Keates Active English)

- This workshop focuses on teacher presence. Presence can be roughly defined as being fully in the moment, with an open mind to what may present itself. Most of us will recognise this. Why practice teacher presence? Does it have added value to our students, to us teaching professionals, to education as a whole? Come join in, explore and practice!
- Harewood Suite 1 – Crowne, Plaza Hotel, 120 audience, Workshop, TD. ey, p, s, t, a, e, le

International Quiz

- The popular quiz is back again! You'll need a global team (you can come along and join one on the night!) with diverse interests and knowledge, a sense of humour and a desire to meet new people, have some fun, network and work together to score more points than any other team. Music, fun, drinks and nibbles, and the chance to be crowned quiz champions of Harrogate 2023.
- 2000-2200, Harewood Suite - Crowne Plaza Hotel

Sharing words and worlds: ESOL teachers as allies, advocates, and activists

Auditorium – Harrogate Convention Centre

Lesley Painter-Farrell

Plenary session

Sharing words and worlds: ESOL teachers as allies, advocates, and activists

- The field of ESOL teaching is growing exponentially, as is the global humanitarian crisis of forced displacement and migration. It is a complicated context that presents ESOL teachers, many of whom are volunteers, with multiple challenges. Their learners have possibly left war-torn countries, suffered trauma, and made harrowing journeys to find safety. Many have had interruptions in their education and maybe have low literacy in their first languages.

Sharing words and worlds: ESOL teachers as allies, advocates, and activists

- The English language classroom is often the primary space for them to share their stories, be listened to, feel welcomed, and learn about practical resources they need to help them settle into their new homes. It is a place to access and understand the new country's culture while making sense of their identities and finding their voices. ESOL teachers have to adopt many roles to address their learners' multi-dimensional needs which often extend far beyond simply teaching English. Their work has been compounded by the surge in the pervasive anti-immigrant rhetoric many of us have witnessed in recent years. ESOL teachers are their learners' allies, advocates, and activists.

Sharing words and worlds: ESOL teachers as allies, advocates, and activists

- In this presentation, I explore ESOL teachers' myriad roles and question how we prepare and equip ESOL teachers for this challenging field. I suggest that a multimodal approach to ESOL classroom practices, including cultural responsiveness, restorative practices, and responsive curriculums while using an assetbased, international-mindedness lens, supports teachers in navigating and addressing their learners' linguistic, social, and emotional needs.

About Lesley

- Lesley Painter-Farrell (M.Sc. Aston University, EdD in progress at Bath University) worked as a teacher of English as a foreign language in Portugal, Poland, and many countries in Asia. She began teacher training when based in Poland for International House, the Soros Foundation, and Longman publications. She moved to New York to head a teacher training department and designed courses for teaching younger learners, teaching using new trends, and language development courses for teachers. She also ran CELTA courses. During this time, she became involved in the ESOL context, volunteering as a teacher to immigrants and refugees.

About Lesley

- While working on the MA TESOL program at the New School University in New York, she established the English Outreach program. The mission of the Outreach is to provide free English classes to refugees, immigrants, and migrants living in New York. Currently, she is the coordinator of the TESOL certificate program at a State university in New York-Westchester Community College- where she has established another free English program for refugees and immigrants. Her research focuses on reflective practice in teaching, international mindedness in education, and asset-based approaches to education. Her own published materials for ELT include The Role Play Book, Homework, and Lessons Learned: First Steps Towards Reflective Teaching in ELT. Currently, she is working on a book about teaching beginner language learners for Bloomsbury Press with Gabriel Diaz Maggioli.

Forum on online CPD - Using social media as a powerful CPD tool for trainers

Cecilia Nobre (The University of Warwick)

- In this interactive talk, which draws from my own experience of being a teacher and teacher trainer who heavily uses social media as a form of collaborative CPD, I will share my perceptions of the developmental benefits of participating in and running teachers' groups and social media accounts, including Twitter, Facebook groups, LinkedIn and Instagram.
- Harewood Suite 2 - Crowne, Plaza Hotel, 1015-1130, 120 audience, Forum, TD, TTEd, ey, p, s, t, a, e, le

Teacher development in digital spaces: the future or an exception?

Anna Bartosik (George Brown College)

- This talk presents an ethnographic study observing ELTs in Canada and The United Kingdom engaging in virtual self-directed teacher development. Findings include: the immediacy of continuing professional development that is unique to a teaching context, the benefits of learning anonymously but actively online, and the opportunities for transformative learning that digital spaces afford teachers, in addition to the challenges.\
- Harewood Suite 2 - Crowne, Plaza Hotel, 1015-1130, 120 audience, Forum, TD, TTEd, ey, p, s, t, a, e, le

Are you teaching the English language or communication in English?

Ben Knight (Oxford University Press)

- There is a fundamental shift happening in ELT – from students as ‘learners of the English language’ to ‘apprentice users of English for international communication’. We see this in initiatives around translanguaging, plurilingualism, and bilingual education. This talk examines changes in the core framework of ELT – curriculum, assessment, resources and training – that would enable this transformation in practice
- Hall D - Harrogate, Convention Centre, 300 audience, Talk, GEN, ey, p, s, t, a, e