

ELT

Summer



ELT Ireland SUMMER WEBINAR EVENT - June 20th - 10:00 - 13:30

NAME	TOPIC
Michelle Benson	Zoom Classroom Management
Victor Hugo Medina Soares	Creating immersive, collaborative, learner-centred conversation tasks for online teaching
Chris Richards	Mini Projects Online: #ForTheWin
Marilia Lemos	Be creative: Finding and applying activities to your online classes
Niamh Costello	Why you need a needs analysis
Cathryn Bennet	Corpora in online teaching: It's time for something new
Abeer Okaz	Lost in the Digital World
Peter Lahiff	Implementing socially distanced learning in our ELT classrooms this summer

Zoom Virtual Classroom Management Tips – an ESOL Teacher’s Lockdown Experience

by Michelle Benson

On March 12th 2020 my teaching life turned upside down! Tearing my hair out over how to teach my students online I went to the old reliable Youtube for help. Here I learned the basics of Zoom over the weekend and on the Monday full of enthusiasm I decided to try it out with my A1 ESOL class who have very limited IT skills. My problems were only beginning and my patience was definitely going to be put to the test. You will hear about my struggles, the problems my students faced in the beginning, how I helped them overcome this situation and my experience to date.



Michelle Benson’s ELT career spans over 20 years. She holds a BA degree, a Postgraduate Diploma in Education and MA in TESOL. She has taught both in Africa and The Middle East and is currently an ESOL / Leaving Cert English teacher as well as a CPD Teacher Trainer with Limerick and Clare Education and Training Board.

Why you need a Needs Analysis

by Niamh Costello

This talk will emphasise the importance of conducting a needs analysis prior to a learner’s first class. The focus is on what the learner wants and needs and how the teacher can use that information to plan the lesson, during the class and when providing activities/homework around your learners capabilities and help push them further. The importance will be conveyed through my personal experience of conducting needs analysis, and how this has led to an enhancement of learners' engagement and satisfaction by the end of each class.



She has been a teacher in this industry for 6 years and has slowly gained interest and certifications along the way. She is currently in the process of writing a thesis to complete her MA in TESOL which she has been studying for the past year in UCD, Dublin.

Lost in the Digital World

By Abeer Okaz

This semester and particularly since March 12th, A did not stand for Aims or Assessment; but for Anxiety. Like most around the world, my students and teachers were thrown into the unknown. Anxiety has shaped how they behaved and which decisions to take. This short talk will discuss some of the challenges faced, and the strategies that we tried out in order to survive till the end. But some questions remain unanswered: were aims achieved? Were the assessment tools used valid and reliable to measure the students' performance? Will students register next semester if learning continues to be from home?



Abeer Okaz is a teacher, teacher trainer, CELTA tutor and DELTA local tutor, and DOS at Pharos University in Alexandria. She received her BA from Purdue University, and holds an MA in TEFL. She has 21 years of experience and has published in Procedia - Social and Behavioral Sciences, the Journal of Teaching English with Technology and Humanising Language Teaching. She has international training experience in Ireland, the USA and Saudi Arabia as well as in Egypt.

Be creative: Finding and applying activities to your online classes by Marilia Lemos

The aim of the talk is to present some activities teachers can do to promote learners' engagement in online classes. The set of activities will be retrieved from different sources shared by other teachers in online platforms. First, the speaker will share some difficulties her group of Young Learners had concerning concentration and engagement in front of a screen. Then, the speaker will elucidate how she adapted the set of activities found online to her context and to her students' needs. Finally, the speaker will invite teachers to adapt online activities created by other teachers and to reflect on their experience.



Marília Lemos has been a teacher for 10 years. She has worked with children, teenagers and adults in Language Institutes, University Language Centre and regular schools. She holds a bachelor's degree in Languages (UNESP) partially completed at the University of Victoria (Canada), a Specialization in Pedagogical Practices (UNICAMP). She is a CELTA Certified Teacher and holds a CPE Certificate.

Corpora in online teaching: It's time for something new

**By Cathryn
Bennett**

With summer already upon us and as teachers transition into online teaching, the need for authentic, impactful materials is never stronger. Enter corpora and web-based concordancers waiting at the fingertips for hungry teachers to use in their lesson planning thus negating the need for students to have a textbook at hand. This talk will demonstrate how EFL practitioners can design corpus-informed materials for that go-to activity to enforce grammar, vocabulary and self-directed study outside of class time.



Cathryn Bennett has been teaching ELT for more than 10 years, the last 5 in Higher Education focusing on English for Academic Purposes. She currently teaches at Trinity College Dublin where she also studies her PhD in ELT. Her research areas include corpora, teacher training and exploratory practice.

Creating immersive, collaborative, and learner-centred conversation tasks for online teaching

**By Victor Hugo
Medina Soares**

This talk aims at providing ELT professionals with suggestions and recommendations regarding the implementation of conversation tasks in the current context of online teaching. Distance education, remote teaching, and online instruction have been in the limelight quite saliently due to the COVID-19 pandemic, despite none of these practices being indeed new to pedagogy (Williamson, Eynon, Potter, 2020). This ongoing scenario has given a new light to pondering the extent to which technology and online learning may aid in the creation of robust conversation tasks for online lessons. This talk will, therefore, consider the contributions of flipped-classroom, polling-based and self-recording tasks to enhance students' talking time in such a context.



Victor Hugo Medina Soares holds a BA in English and an MA in Linguistics from the Federal University of Minas Gerais in Brazil. He holds the C2 Proficiency and the CELTA certificates. He has 10 years of experience working as an English language teacher. He is currently an academic coordinator at Cultura Inglesa Minas Gerais.

Mini Projects Online: #ForTheWin

by Chris Richards

Like many of us, I've been trying to find ways to exploit the situation for our advantage. With my young learners at home wanting to flex their creativity and parents wanting them to be gainfully occupied, I've been using mini projects that are completed as "homework" and uploaded to a virtual platform for everyone in the group to see. In this brief talk, I will explain how I've structured lessons to prepare the students, the effect on their motivation and share some examples.



Born in Cardiff, Chris taught English language and literature in Birmingham and South Wales before moving into the field of ELT. Now working as a Teacher Mentor in Madrid, he is particularly interested in teaching writing skills, literature in the ELT classroom, use of L1, and inclusivity and diversity.

Implementing socially distanced learning in our ELT classrooms this summer

by Peter Lahiff

Schools and teachers are wondering what reopening will look like when we reach the final phase of the government's COVID-19 roadmap in August. This talk will look at some of the proposals for managing social distancing in educational settings and will explore what I think they could mean in practice for English language teaching. These considerations are in anticipation of the department of education advice to schools which is due at the end of June and will tell which of the proposals considered will have to be implemented.



Peter Lahiff is the founding Academic Director of Future Learning Language School and works on the development and management of project-based and technology enhanced language courses for young learners and adults from all around the world which take place in Ireland and internationally. He is a founding committee member and former president of ELT Ireland.