

#ELTi2020

On: Big Ideas and their Impact in ELT



ELT
Ireland



6th Annual Conference

ELT Ireland 6th Annual Conference
On: Big Ideas and their Impact in ELT
22nd & 23rd February 2020 | Griffith College, Dublin

FRIDAY 21st - PRE-CONFERENCE SOCIAL GATHERING - 7:30pm - 9:30pm at MVP

DAY 1 – SATURDAY 22ND FEBRUARY


08.30 – 09.30	Registration & Coffee Exhibition Open		
09.30 – 09.40	Opening Address & Welcome		
09.40 – 10.40	Plenary: Language Immersion, Teacher Language Awareness and Content & Language Integration by T.J. O’Ceallaigh		
10.45 – 13.00	Concurrent Session 1		
	Room 1 - Main Hall	Room 2 - 1st Floor	Room 3 - 3rd Floor
(a) 10.45 – 11.30	Feedback Delivery in Teacher Training Courses Mara Temi (1)	Promoting Intercultural Competency in the ELT classroom Fernanda Stocche Barbosa (2)	Bringing Mindfulness to Class Laia del Barrio (3)
(b) 11.30 – 12.15	Teaching Reading in ESL Classrooms Nada Awad (4)	Instruction with Permission - A Brain-based Approach to Classroom Communication Christine Mullaney (5)	Language Immersion Advantages and Challenges Debbie West (6)
(c) 12.15 – 13.00	The Classroom Around Us: Utilising Place in Language Learning Rebecca White (7)	Fostering academic language learner autonomy in EAP writing Stergiani Kostopoulou (8)	Story-Based CLIL for Little Learners (4 - 10 years old) Sylvie Doláková & Ilona Sostronekova (9)
13.00 – 13.50	Lunch Exhibition		
13.50 – 15.20	Concurrent Sessions 2		
(a) 13.50 – 14.35	Ideas on using Irish History with teenage EL learners Tony Penston (10)	Activating the Passive Voice Kessia Morais Lima (11)	T for writing – is it? Abeer Okaz (12)
(b) 14.35 – 15.20	Making Project-Based Learning work with technology Felipe Ronchi Fogo & Claire Ryan (13)	Intercultural exchange - a small scale exchange between Japan and Denmark. Mark Donnellan & Barry Condon (14)	Using and Assessing Learning Outcomes Chris Farrell (15)
15.20 – 15.45	Coffee Break Exhibition		
15.45 – 17.15	Concurrent Sessions 3		
(a) 15.45 – 16.30	EAP in the General English Classroom Laurie Myers (16)	Using Emotional Intelligence to improve behaviour and learning Alan Hall (17)	BIG IDEAS for ESOL for migrants, refugees and asylum seekers Arthur McKeown & Claudia Belloni (18)
(b) 16.30 – 17.15	Empathy and ELT – is it time to reconsider how we think about each other? Conor O'Reilly (19)	Developing Great Presentations and Public Speaking Skills Ben Dobbs (20)	Everything EFL Live Podcast Erin O'Byrne & Shane Callaghan (21)
17.15 – 18.15	Plenary Session: 20 Years of ELT: Fusing New Methodologies (Integration / CLIL / Innovative Learning Environments) by David Marsh		
18.15 – 18.30	Closing remarks		

ELT Ireland 6th Annual Conference

DAY 1 - SPONSORED TALKS IN EXHIBITION HALL

10.45 – 13.00	Concurrent Sessions 1
(a) 10.45 – 11.30	NB: In a change to the printed programme the Trinity College London talk is at 16:30.
(b) 11.30 – 12.15	10 Tops Tips for Teaching Pronunciation by Marianne Jordan - Pronunciation Club
(c) 12.15 – 13.00	The Competitive Advantage of being a Good Employer by Peter Lahiff - Future Learning
13.50 – 15.20	Concurrent Sessions 2
(a) 13.50 – 14.35	Relationship Building: Soft Skills Training for OET and Beyond by Ros Wright - Express Publishing
(b) 14.35 – 15.20	English Language Teachers Supporting English Language Teachers: Why and How by Ian Temple - Unite
15.20 – 15.45	Coffee Break Exhibition
15.45 – 17.15	Concurrent Sessions 3
(a) 15.45 – 16.30	Mary Immaculate College Postgraduate Programmes in Applied Linguistics by Deborah Tobin - MIC
(b) 16.30 – 17.15	What you need to know about GESE by Alison Castle - Trinity College London

DAY 2 – SUNDAY 23RD FEBRUARY

09.20 – 09.50	Registration & Exhibition open		
09.50 – 10.00	Opening Address & Welcome		
10.00 – 11.00	Plenary Session: Diversity & Inclusion in ELT by Joshua Paiz		
11.05 – 11.50	Concurrent Sessions 4		
	Room 1 - Main Hall	Room 2 - 1st Floor	Room 3 - 3rd Floor
(a) 11.05 – 11.50	Using Google Classroom in the Classroom Lydia O'Donnell & Jane Langley (22)	English for Dyslexic Children Ilona Sostronekova (23)	<u>Leadership Strand</u> Supporting Newly Qualified Teachers Liam Tyrrell (LM1)
11.50 – 12.25	Coffee Break Exhibition ELT Ireland AGM		
12.25 – 14.40	Concurrent Sessions 5		
(a) 12.25 – 13.10	"Crystal Methodology": Unlocking for advanced students, and for ourselves, the short- and long-term benefits of authentic literary texts Sean Ruane (24)	(25)	<u>Leadership Strand</u> The developing manager: managing change in your organisation Louise Guyett (LM2)
(b) 13.10 – 13.55	Self-Perceptions of ELT Teachers in ELT Schools in Ireland Deborah Tobin (26)	Investigating and informing the best skills and practices of Arab EFL learners Muhammad Amir Saeed (27)	<u>Leadership Strand</u> Promoting Healthy Conflict to Foster Creativity Ian Brangan & Aidan O'Shea (LM3)
(c) 13.55 – 14.40	Challenges, Strategies and Solutions in less resourced ESL classroom Faisal Naseer (28)	 (29)	<u>Leadership Strand</u> Responding to Moments of Truth - Tips for delivering customer satisfaction Nadine Early (LM4)
14.40 – 14.55	Conference Closing		

WELCOME TO OUR 6th ANNUAL CONFERENCE**Theme: Big Ideas and their Impact in ELT****ELT Ireland 2020**

The focus of the conference is to host practical and theoretical presentations which can help to enhance our classroom experiences and aid our understanding of new developments in ELT.



ELT Ireland is a support network that fosters professional development in English language teaching through regular events held all over Ireland, including education and development talks (by teachers, for teachers), article writing forums, and conferences as well as quarterly meet-up and occasional webinars.

Online at: www.elt-ireland.com - on Facebook - @ELTiIreland - Email: info.eltireland@gmail.com

OPENING SATURDAY PLENARY at 09.40 – 10.40**Title: Language Immersion, Teacher Language Awareness and Content & Language Integration****by: T.J. O'Ceallaigh**

Description: The growing interest in Content and Language Integrated Learning (CLIL) has resulted in enthusiasm in and active pursuit of improved methods of foreign/second language (L2) teaching in Europe. The crux of effective CLIL teaching is content and language integration, yet teaching with a dual focus on content and language is challenging for myriad reasons. Scholars agree that CLIL is distinct from either traditional language teaching or content teaching and that it requires a specific pedagogical skill set and knowledge base. The knowledge and pedagogies needed for CLIL classrooms are multifaceted, unique and complex. This plenary will provide a fresh perspective on processing language through content and will consider the knowledge demands and essential skills required for teachers to execute a well-integrated approach. Particular components of CLIL pedagogy will be explored to empower English language teachers to provide students with enhanced opportunities to acquire English language competence while building content knowledge.



Bio: TJ is a Programme Director of the M. Oid. san Oideachas Lán-Ghaeilge agus Gaeltachta (Master of Education in Irish-medium immersion and Gaeltacht Education) at the Department of Language and Literacy Education, Faculty of Education, Mary Immaculate College, Limerick, Ireland. His main research interests focus on the pedagogy required for the successful integration of language and content instruction and on initial teacher education and continuing professional development, with particular reference to language immersion contexts.

CLOSING SATURDAY PLENARY at 17.15 – 18.15**Title: Innovation through Integration - a Change of Age invites an Age of Change****by: David Marsh**

Description: We face a window of opportunity. Experience from early childhood of living with integrated technologies influences how this current digital generation processes and uses information. These technologically astute young people are increasingly generating their own contexts for and habits of learning. The speed of this is outpacing how we are responding in English language education.

We need to match the current generation leap with a complementary English language education leap. To achieve this, we need curricular design that combines deep learning of knowledge alongside ability to manage 21st Century competences.

This leap involves breaking the barriers that we, as English language teachers, recognize, and can transcend. These barriers include the tyranny of the textbooks, standardized language testing, and lack of teacher empowerment in delivering what we can achieve against what we are expected to achieve.



Bio: Dr David Marsh of the University of Jyväskylä, Finland, has worked on multilingualism & bilingual education since the 1980s. He was part of the team which conducted groundwork leading to the launch of the term CLIL in 1994. His recent work on transforming education has involved implementing strategic plans, designing blueprints for international schools, and creating professional development programmes. A

special focus of interest is the impact of languages on the mind and brain, bilingual education, and adjusting teaching and learning practices to accommodate the needs of digitally astute young people.

OPENING SUNDAY PLENARY at 10.00 – 11.00

Title: Diversity & Inclusion in ELT

by: Joshua Paiz

Description: We invited Joshua to be a plenary speaker as the core ethos of ELT Ireland is providing teachers with the resources and knowledge to apply best practice in their teaching. Something that has become apparent in recent years is the lack of LGBTQ+ content in ELT teaching and learning materials on the Irish/UK market. The majority of teachers are required by their school or programme to follow a course book. There has been some discussion recently in the ELT community around how this lack of visibility in the materials might be impacting our LGBTQ+ learners. An expert in this field, Dr. Paiz will focus on his topical plenary around LGBTQ+ in ELT.



Bio: Joshua is a teaching assistant professor in the English for Academic Purposes Program at GW. He holds a doctorate in Teaching English as a Second Language, as well as certificates in the teaching of writing, program leadership, advanced teaching practice, and educational technology. His research interests include LGBTQ+ issues in applied linguistics, online writing tools to support L2 writers, and identity and professionalization in TESOL. Prior to GW, he taught in ESL and writing programs at New York University – Shanghai, Wuhan University, Purdue University, and the University of Toledo.

Special thanks to our ELT Ireland Associates



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

@qqi_ireland



@TrinityC_L

Follow us on Twitter @ELTireland - LinkedIn - Facebook

And use the conference hashtag #ELTi2020 to share your comments and questions

DAY 1

CONCURRENT SESSIONS

- SATURDAY 10.45 — 11.30

Title: Feedback Delivery in Teacher Training Courses**by: Mara Temi**

Description: This talk will be looking at some of the thinkers and theories behind feedback delivery in teacher training courses, and will review the effectiveness (or lack thereof) of these in real practice. Based on research carried out all throughout 2019 with Trinity TESOL Certificate courses, It will be showing what has worked effectively and consistently in the speaker's experience thus far as a teacher trainer. This research is based on recorded material and subsequent analysis of feedback delivery sessions, and later reactions from trainees on how these had an effect on their progress and understanding of the work to be carried out."

Room 1
- Main Hall -

*Bio: **Mara** has been working in various contexts in the ELT sector for almost a decade, both in Dublin and in her native Argentina. She has been a Trinity TESOL Certificate Teacher Trainer for over a year now, and dedicates most of her time to it or to teaching GE classes.*

Title: Promoting Intercultural Competency in the ELT classroom**by: Fernanda Stocche Barbosa**

Description: In this presentation will talk about how we EFL teachers can promote and develop our students' intercultural competency in the classroom. The idea is to raise teachers' and students' awareness alike of how similar we all are rather than how different we can be. By doing so, the aim is to develop their ability to challenge their own world views through discussions, debates and by bringing everyone's cultural elements to the classroom in order for them to embrace and be proud of their own culture as well as their classmates'. It also aims to bring English as an International Language to the discussion as an essential aspect for enhancing intercultural competency in ELT.

Room 2
- 1st Floor -

*Bio: **Fernanda** is a Delta qualified teacher who's been a teaching for more than 10 years. She's taught English as a Foreign Language in Brazil, the UK and now lives in Dublin. She's now a teacher at EC there and also collaborates with the social programme activities which promote student interaction.*

Title: Bringing Mindfulness to Class**by: Laia del Barrio**

Description: This presentation is about how to make student's and teacher's lives brighter. It will cover how to introduce gratefulness in class, activities to help students reflect on their time in Ireland, to be aware of the challenges they have had to overcome, their objectives and feelings. Other activities which involve thinking about life and how to be compassionate towards each other will also be presented. They can all be used as tools to improve student's well being and English as the activities can be used as lead-ins or practise exercises. Participants will be practising these activities during the presentation.

Room 3
- 3rd Floor -

*Bio: **Laia** started teaching because she wanted to give something back to society which encouraged her to bring more than English to class. She makes students think about life, talk about gratefulness and other ways of seeing the daily challenges we encounter. She is originally from Barcelona.*

CONCURRENT SESSIONS

-

SATURDAY 11.30 – 12.15

Title: Teaching Reading in ESL Classrooms**by: Nada Awad**

Description: Reading can be equally challenging for students as well as teachers. Many learners find reading an arduous, colorless task. This seems to emerge from many factors; some of which are lack of awareness of the required reading strategies to tackle different questions and some teachers' focus on testing instead of teaching reading. This session includes how to teach a well-staged reading lesson and highlights the difficulties learners encounter proposing techniques to overcome them. It also shows the role of the teacher starting from choosing the right text to asking the right questions in order to direct and assist the student towards independent, mindful reading.

Room 1
- Main Hall -

*Bio: In 2013, **Nada** graduated with a bachelor's degree in Applied Linguistics and Translation. In 2015, she obtained the CELTA. Since then, she has been working as an English language instructor in PUA. In 2016, she attended a NILE course in Norwich, England. She regularly attends and occasionally participates in ELT conferences and workshops.*

Title: Instruction with Permission - A Brain-based Approach to Classroom Communication**by: Christine Mullaney**

Description: Created in 2008, the Neurolanguage Coaching® method blends the latest findings in neuroscience, (such as how the brain works, how it learns and forms new connections), with principles and tools from coaching, into the traditional process of language teaching. This talk will explore how different forms of classroom communication can impact the brain and learning. Together, we will contemplate silence, ponder powerful, provocative questioning and pose the question of permission in the classroom. We will conclude with some examples of how using a brain-based approach to classroom communication can reshape the learning environment and raise engagement levels to all new highs.

Room 2
- 1st Floor -

*Bio: **Christine** is an English Teacher at DCU Language Services, a Neurolanguage Coach, Presentation and Exam Skills Coach and Small Business Trainer/Advisor. She has been working in ELT for 10 years, holding a range of academic and management positions in Ireland's biggest language schools, including Kaplan, Delfin, EC and Dundalk Institute of Technology. She was one of the founding committee members of ELT Ireland.*

Online: @ChristineMulla

Title: Language Immersion Advantages and Challenges**by: Debbie West**

Description: "Immersing oneself in the language and culture where it is spoken can have great benefits in learning a language. Those of us who are language teachers know that exposure is crucial to truly taking it on and keeping it in our heads, yet many times language learning is restricted to the classroom and the challenge of using the language in all circumstances is limited or thought to be impossible without being in the culture of the language learned. The road to language improvement can be smooth or bumpy. What is necessary to go Full Immersion with its challenges and benefits?

Room 3
- 3rd Floor -

*Bio: An educator at heart, **Debbie West**, Past President TESOL France, Past Chair ANPC/Affiliate Leadership Council of TESOL International, has done many things in education in California and teaches all levels of English in France, knowing that language learning and teaching have cultural challenges in and out of the classroom.*

CONCURRENT SESSIONS

-

SATURDAY 12.15 – 13.00

Title: The Classroom Around Us: Utilising Place in Language Learning**by: Rebecca White**

Description: The role of place in language curriculum is a concept that has not been explored widely. In Ireland, we receive thousands of learners (of all ages) from all over the world, who form attachments to the Irish cities, towns and villages they come to learn English in Ireland. The presentation seeks to discuss the benefits of including place within your ESL curriculum and some practical ideas to get started on doing so.

Room 1
- Main Hall -

Bio: Rebecca White is an educator, consultant, trainer and curriculum developer, with a focus on place-based learning. With experience in Australia, The United Kingdom, The Middle East, and Ireland, she works on incorporating place into the classroom to foster critical thinking on a local, national and global level. She is currently working on a number of projects across primary, secondary and adult-level, that aim to integrate place-based STEAM education into curriculum, aligned with the UN Sustainable Development Goals.

Title: Fostering academic language learner autonomy in EAP writing**by: Stergiani Kostopoulou**

Description: Despite the importance of student autonomy in EAP writing, there is no commonly accepted definition of this concept and there appears to be a lack of clarity about how to help student writers achieve this in the classroom. This paper aims to address both issues. Firstly, it retheorizes the concept of autonomy in EAP writing by putting forward the novel construct of academic language learner autonomy (ALLA), drawing on Little's (1995; 2007) definition of language learner autonomy. Secondly, it proposes three strategies through which ALLA can be operationalised: i) assessment partnerships, ii) sustainable feedback practices, and iii) corpus consultation literacy.

Room 2
- 1st Floor -

Bio: Dr Stergiani Kostopoulou is Senior Teaching Fellow at the UCD Applied Language Centre where she lectures on an MA in TESOL, directs Pre-Master's and Pre-Sessional EAP Programmes and leads EAP Tutors. In her 16-year career, she has worked in Irish and Greek Universities and Colleges and has designed and coordinated a wide range of EAP courses. Her research interests include EAP Teaching, Learning and Assessment and Applied Corpus Linguistics.

Title: Story-Based CLIL for Little Learners (4 - 10 years old)**by: Sylvie Doláková & Ilona Sostronekova**

Description: Stories are considered a traditional treasure of each culture. They are a perfect tool for motivation and contextualization; we can practise language skills, maths, science, music, art, craft, movement (CLIL). Children immerse into the story from different angles using effectively all the areas of learning, cultivating communication, building cognitive skills and logical thinking, developing executive functions, fine motor skills and multisensory perception. Stories cater for children's imagination and provide material for learning about global perspective of a vast range of cultural backgrounds being considered traditional treasure of different cultures.

Room 3
- 3rd Floor -

Bio: Sylvie is a teacher trainer and British Council consultant, focusing on teaching English to children aged 4 – 15, specialising in teaching English through art and stories, she publishes books and story-based resource packs for children.

Ilona is a language teacher and specialist, she specialises in putting innovative ideas into practice.

CONCURRENT SESSIONS

-

SATURDAY 13.50 – 14.35

Title: Ideas on using Irish History with teenage EL learners**by: Tony Penston**

Description: ELT syllabuses in Ireland are required to include an Irish culture component (ACELS Regulations paragraph 2.3). History is one aspect of culture, but how to exploit it successfully? I will attempt to demonstrate some activities which I have found engaging with my occasional teenager classes.

Room 1
- Main Hall -

Bio: Tony Penston (TCL DipTESOL, M.Phil Applied Linguistics) has taught and teacher-trained for many years and is now semi-retired, still enjoying just a little teaching, examining, and writing. His ELT interests include 'real' communicative language teaching, and his general interests include singing, bouts of which his students often have to endure.

Title: Activating the Passive Voice**by: Kessia Morais Lima**

Description: When it comes to teaching the passive voice, most activities focus on the active-passive transformation. However, given that not all active sentences have passive counterparts and vice-versa, it seems that such transformation activity is misleading. The three main aims of the presentation are, first, to demonstrate that such transformation is misleading since not all active sentences have passive counterparts and vice-versa. It also aims to understand the complexities involved when teaching the passive voice (mainly the concept of Animacy for speakers of Asian languages). And finally it seeks to suggest activities that could help learners understand the range of meaning options available when using the passive voice and the contextual factors that might influence a speaker's choice of those meanings.

In other words, less focus on form and more meaning and use in class.

Bio: Kessia loves playing video games. My favourite games are Red Dead Redemption 2, Assassin's Creed: Origins, GTA V and Minecraft. Just joking! Ahem... She is a passionate teacher who has been teaching English for over 15 years. She holds an Mphil in English Language Teaching and also happen to love coffee and cacti.

Room 2
- 1st Floor -

Title: T for writing – is it?**by: Abeer Okaz**

Description: Most students do not like their writing lessons. They feel it is a tedious and complex skill, and they can't seem to understand the rationale behind teaching them writing nor do they value the teachers' effort to make them better writers. Also, the lower the students' level, the more challenging the teachers' job becomes. This session focuses on the different (Ts) teachers can do or use in order to help students see the purpose behind their writing lessons and develop them as independent learners. It also includes classroom activities suitable for undergraduate ESL students, and some practical solutions to problems faced during writing lessons.

Room 3
- 3rd Floor -

Bio: Abeer Okaz is a teacher, teacher trainer, Cambridge CELTA tutor and DELTA local tutor, and the Director of Studies at Pharos University in Alexandria. She received her BA from Purdue University majoring in English Literature, and holds an MA from the American University in Cairo in Teaching English as a Foreign Language. She has over 25 years of experience in the ELT field and has published in Procedia - Social and Behavioral Sciences and the Journal of Teaching with Technology. She is a reviewer of manuscripts in the EduLearn Journal. She has international training experience in Ireland, the USA and Saudi Arabia as well as in Egypt.

CONCURRENT SESSIONS

-

SATURDAY 14.35 – 15.20

Title: Making Project-Based Learning work with technology**by: Felipe Ronchi
Fogo & Claire Ryan**

Description: This session will start with a brief description of what Project Based Learning is followed by why and when to use it in ESL teaching. It'll then move on to the three main technologies that have been successfully used to not only overcome some of the challenges encountered when using PBL but also to enhance the practice.

**Room 1
- Main Hall -**

*Bio: **Felipe** is the Course Coordinator for Junior Programmes at Future Learning and has also designed and implemented a Computational thinking and Problem-solving programme for young learners. Felipe is Trinity TESOL certified with experience in ESL teaching both in Ireland and Brazil. He takes on the Project-Based Learning approach in his courses.*

***Claire** has a MSc in eLearning, is the Adult Course Coordinator at Future Learning, ESL and EAP teacher, teacher trainer and Cambridge Speaking examiner. She is keen on technological integration in education where possible to help enhance learning experiences and learning outcomes in the classroom. She is currently building an ESL course underpinning the Project-Based Learning approach. Claire is a Duolingo Global Ambassador and is an advocate for language learning.*

Title: Intercultural exchange - a small scale exchange between Japan and Denmark**by: Mark Donnellan
& Barry Condon**

Description: Virtual exchange has become a widely used medium for intercultural communication in recent years. It offers EFL/ESL learners the opportunity to interact with other cultures in preparation for, or in lieu of studying abroad. This presentation introduces a small-scale intercultural exchange between university students in Japan and Denmark. The presenters will first give a practical outline of the logistics and pedagogical aspects of the exchange. They will then present qualitative data based on student reflections and recordings of the exchanges. This data shows student perceptions of both the benefits and limitations of this form of exchange. In concluding the presentation, the presenters will offer suggestions for teachers wishing to engage in virtual exchange.

**Room 2
- 1st Floor -**

*Bio: **Mark** (MA TESL/TEFL) teaches at Kwansei Gakuin University in Japan. His research areas include task-based language teaching, using corpus in the classroom and intercultural virtual exchange.*

***Barry** (MA Applied Linguistics) is a lecturer at Kwansei Gakuin University in Hyogo, Japan. His research interests include vocabulary acquisition, CALL, and discourse analysis.*

Title: Using and Assessing Learning Outcomes**by: Chris Farrell**

Description: This presentation will look at choosing and using appropriate learning outcomes for different types of lesson. The sessions will focus will be on three main aspects of this. First appropriacy and wording of learning outcome. Next it will look at success criteria for the learning outcome and how this can be differentiated. Finally we will look at assessment of success within the lesson and follow on from this.

**Room 3
- 3rd Floor -**

*Bio: **Chris Farrell** is the Head of Teacher Development with the CES Group. He is a teacher, a Delta trainer, and the Head of the Celta Centre.*

CONCURRENT SESSIONS

-

SATURDAY 15.45 – 16.30

Title: EAP in the General English Classroom**by: Laurie Myers**

Description: This paper will explore the use of EAP materials, theories, and techniques in the higher-level (B2 and above) General English classroom. In a group of students with sometimes widely different goals, language levels, degrees of motivation, and educational and personal backgrounds, how can EAP be incorporated into the General English classroom to promote critical thinking skills, push students who may welcome the challenge not necessarily offered by more traditional General English materials and practices, and help students to achieve their language learning goals?

Room 1
- Main Hall -

Bio: Laurie has been teaching English in Dublin and Cork since 2008. She is currently based in Cork English College, where she teaches General English and IELTS as well as CLIL and Teacher Development courses.

Title: Using Emotional Intelligence to improve behaviour and learning**by: Alan Hall**

Description: Getting our students to learn can at times be a challenging prospect, especially if they are unruly, too full of energy or simply not interested. But what if, through understanding our students better on an emotional level, could we get them to improve their grades and performance in class? This presentation would like to address some of the issues in the English Language classroom regarding emotional intelligence and offers ways to improve relationships and behaviour in the classroom so no student is left behind, they might even surprise you at the end of the year.

Room 2
- 1st Floor -

Bio: Alan has worked for two years across Ireland teaching pre-ESOL English to refugees, before working for over five years in private academies teaching all ages in Italy and Spain and has a focus on emotional intelligence and affective learning in the classroom.

Title: BIG IDEAS for ESOL for migrants, refugees and asylum seekers**by: Arthur McKeown & Claudia Belloni**

Description: This talk will begin by describing the context for understanding non formal ESOL provision by community groups for adult Learners in Belfast and beyond and a tool for needs analysis and diagnosis. It will go on to look at some new material and resources that can be used by delivery teams, especially for Beginners. It will conclude by examining some techniques - plus some tools, tips and tricks - that are appropriate for ESOL delivery to adult Learners and how these can join up with formal provision in a college / ETB environment.

Room 3
- 3rd Floor -

Bio: Arthur has worked in English language teaching since 1975. He was a teacher, teacher trainer and centre manager on three continents. Since retiring from Ulster University in 2015 he has contributed as a Volunteer to the design, documentation and delivery of ESOL programmes for adults in Belfast and beyond. Claudia has been teaching ESOL to migrants, refugees and asylum seekers in various organisations and community settings since finishing her CELTA in 2014. She currently coordinates the volunteer ESOL tutors at the Belfast Unemployed Resource Centre and works as an ESOL tutor with Tipperary ETB.

CONCURRENT SESSIONS - SATURDAY 16.30 – 17.15**Title: Empathy and ELT – is it time to reconsider how we think about each other?****by: Conor O'Reilly**

Description: Empathy can be viewed as putting yourself in the shoes of others and attempting to understand others needs and expectations. In English language teaching, empathy is seen as a way of building rapport with students and for encouraging greater engagement. In the realm of English language teaching recent developments suggest that empathy struggles to feature in English language classrooms of all creed. Learning English is a global phenomenon and many factors impact both teachers and learners, but these cannot be left at the classroom door. Understanding the multitude of influences on learning English is the bedrock for a more empathic and people focused educational environment.

Room 1
- Main Hall -

*Bio: **Conor** is an EAP tutor with over 15 years of classroom experience in Ireland and overseas. In addition he is working on his Doctor of Education, where his research is focusing on the lived experiences of international students in Ireland.*

Title: Developing Great Presentations and Public Speaking Skills**by: Ben Dobbs**

Description: Presentations occur in a diverse range of classrooms from General English to Business English to EAP and more. Effective presentations and public speaking require the right knowledge, skills and mindset. This session will discuss the different types of presentation that teachers may use as classroom tasks including standard presentations, pitches, representing presentations, speeches, reports and pecha kucha presentations. We shall also look at the role of argument (ethos, pathos, logos and kairos), audience engagement (using lists, questions, props and more) and influencing (assertive and responsive methods) in presentational effectiveness as well as structuring presentations and how to effectively open, close and both handle and avoid questions

Room 2
- 1st Floor -

*Bio: **Ben** is an independent in-company trainer and coach specialising in intensive courses in areas under the umbrella of leadership and communication. He has recently delivered training in Saudi Arabia, Qatar, the UAE, Macedonia and Kuwait. Ben is also an accredited provider of the Cert IBET and author of numerous articles on Business English, coaching and more.*

Online: www.bd-comms.eu OR e-mail ben@bd-comms.eu.

Title: Everything EFL Live Podcast**by: Erin O'Byrne & Shane Callaghan**

Description: Everything EFL is a new podcast for EFL teachers. Join Erin and Shane as they discuss everything from grammar to multimedia. Find helpful tips to inject some life into your class. Reduce that prep time with handy and fun activities. Our light-hearted podcast is just as much about entertaining as it is about information.

Room 3
- 3rd Floor -

Bio: Erin and Shane are both teachers at DCU Language Services who have recently started a podcast called Everything EFL.

SPONSORED SPEAKER TALKS - SATURDAY 16:30-17:1510.45 – 11.30 in Exhibition Hall**Title: What you need to know about GESE****by Alison Castle Kane -
Trinity College London**

Description: Trinity's Graded Examinations in Spoken English (GESE) remain a popular choice for short-stay programmes, and even year-round conversation classes. With its focus on assessing communicative competence in speaking and listening, GESE can add value to any English language programme, and provide learners with an internationally recognised qualification at the end of their stay.

But how much do you know about what sits behind GESE and how it impacts both teachers and learners? This short talk will challenge what you think you know, and demonstrate how learners of any age, any ability, and from any background can benefit from the assessment. We will also look at how easily GESE fits with the General English syllabus making it easy to prepare for, and easy to administer.

*Bio: **Alison** has over 25 years of experience in the English language teaching industry, and has taught English in the USA and in Japan. She left teaching to work for Oxford University Press as a Regional ELT Sales and Marketing Manager for 12 years, and then worked as a Consultant for over 10 years providing business development and marketing support to publishers and service providers in education. She is currently Head of Business Development - UKIM Language, for Trinity College London.*

11.30 – 12.15 in Exhibition Hall**Title: 10 Tops Tips for Teaching Pronunciation****by Marianne Jordan -
Pronunciation Club**

Description: Marianne Jordan is a teacher, teacher trainer, author and pronunciation consultant. She is the author of "Phonetics for Learners of English Pronunciation", "Learning English in Ireland" and other Irish cultural resources for TEFL Resources Ireland, phonics author of "English for Plurilingual Schools" 3 - 6 years and the phonics consultant for Grupo SM, Spain. Marianne is currently writing and training online and blended learning pronunciation courses for Pronunciation.Club for all ages.

*Bio: **Marianne** is a freelance TEFL teacher, author and teacher trainer. She has 20+ years experience in all levels in various countries. She has written 5 x 200 hour English language courses (awarded levels 3 & 4 by FETAC), course books and "Phonetics Builder" the easiest way to teach the IPA!*

12.15 – 13.00 in Exhibition Hall**Title: The Competitive Advantage of being a Good Employer****by Peter Lahiff -
Future Learning**

Description: Future Learning was founded to be innovative in its approach to teaching English. Since it started we have marked itself out as a different type of language school and a positive place to work, as a teacher or in any other role. Our commitment to being different extends to the way we think about teacher employment. This talk will explain what Future Learning's vision is for this and explains what we think the sensible response from schools is to questions in this area.

*Bio: **Peter** is an experienced course designer, teacher trainer and academic manager who has worked in ELT for 20 years. He is founding Academic Director of Future Learning, where he develops and implements innovative technology enhanced summer language courses for young learners and oversees staff recruitment and academic management. He was course director on Dublin's first Trinity Cert. TESOL, and one of the founding committee members of ELT Ireland, the professional network for English language teachers.*

13.50 – 14.35 in Exhibition Hall**Title: Relationship Building: Soft Skills Training for OET and Beyond****by Ros Wright -
Express Publishing**

Description: "Accepted by Ireland's Medical Council and the Nursing & Midwifery Board of Ireland, the Occupational English Test (OET) ensures, not only the candidate's English proficiency, but also their immediate readiness for the workplace.

With reference to a new coursebook, 'OET Speaking & Writing Skills Builder' (Express Publishing, 2019), the presenter will demonstrate how trainers can help candidates develop relationship building skills for OET Speaking; from successfully initiating the patient encounter and employing a non-judgemental approach, to demonstrating empathy and asking for consent. Implications for the development of such skills in other sectors will also be discussed.

Bio: Ros is an author of several titles in the field of medical English. Her most recent is 'OET Speaking & Writing Skills Builder' (Express Publishing, 2019), designed to help candidates prepare for the Occupational English Test. A former President of TESOL France, Ros is currently a Trustee of IATEFL.

14.35 – 15.20 in Exhibition Hall**Title: English Language Teachers Supporting English Language Teachers:
Why and How****by: Ian Temple &
John Whipple - Unite**

Description: Though portrayed as a low-paid entry-level job in a private ELT career or a temporary stop gap/break, English language teaching remains the centre of every classroom and school experience for the workers and students in each ELT organisation. How have teachers traditionally maintained liveable developing salaries and reliable pensions providing for the whole Lives of Teachers, while balancing homes and multi-generational responsibilities and school workloads and CPD? What happens when one part goes 'on hold' for too long? Can balance be struck when living and working with external responsibilities? Where does an ELT career lead? This talk will examine how and why working teachers in private ELT in Ireland developed strong horizontal ties while maintaining vertical 'career' progress. What big ideas and experiences have influenced us in Ireland and how do we see evidence of that in our Lives as Teachers. Historical surveys and case studies will present a partial view into the hidden Lives of Teachers in ELT in Ireland, and further afield, while presenting questions about how our teaching careers can sustainably continue and develop.

Bio: Ian is Chair of the ELT Branch (Unite the union, Ireland) and teaches in various schools.

John has worked in various roles in Irish and Italian ELT since 2002 and now works as a teacher in a private English language school in Dublin. He has an MSc in Technology and Learning and researches occasionally in pronunciation teaching, teaching with technology, and Lives of Teachers. Currently a committee member of the ELT branch of Unite the union, Ireland, he was a founding member of the ELT branch as well as a founding member of ELT Ireland, Teachers As Workers SIG, and ELT Advocacy Ireland.

15.45 – 16.30 in Exhibition Hall**Title: Mary Immaculate College Postgraduate Programmes in Applied
Linguistics****by Deborah Tobin
- MIC**

Description: This talk will describe the innovative MA in Applied Linguistics programme from Mary Immaculate College (MIC) Limerick and its benefits for English Language Teachers. The talk will be presented by an English Language teacher who has completed the MA programme and is now a student on MIC's Structured PhD in Applied Linguistics. It will highlight the way in which working teachers can benefit from the flexible delivery options (fully-online, blended or on-campus), the supportive learning environment, the relevance of the programme content for ELT and the career opportunities for English Language Teachers opened up by the programme.

Bio: Deborah is an ELT teacher in Limerick City, having taught in Spain, Japan, Korea, the USA and Ireland over 27 years. I am also currently a PhD student of Applied Linguistics at Mary Immaculate College in Limerick. I am interested in what ELT teachers themselves have to say about their role within this community of practice.

Suggested Meeting Points near the conference venue

57 the Headline: 56-57 Clanbrassil Street Lower
Leonard's Corner: 117 S Circular Rd



MVP: 29 Upper Clanbrassil Street

DAY 2

CONCURRENT SESSIONS

- SUNDAY 11.05 – 11.50

LEADERSHIP & MANAGEMENT STRAND (1) - Room 3 on 3rd Floor -**Title: Supporting Newly Qualified Teachers**

by: Liam Tyrrell

Description: Newly-qualified teachers have particular needs that we need to take account of when hiring. Their natural hunger and enthusiasm makes them great employees, but we need to support them effectively to make sure they begin their career with a spirit of enquiry and development. They will face many challenges in their 1st year of teaching and as peers, colleagues and managers we have a responsibility to them. This can be in the form of induction, in-service training, mentoring or peer collaboration.



Bio: Liam has recently joined Future Learning as Head of Teaching and Learning. He held the same position at English Studio Dublin where he was also course director on Trinity Cert. TESOL. He has been working in ELT since 2009, completed DELTA in 2016 and has recently taken IDLTM at Queensland University. He is an active member of various ELT associations and has presented at national and international conferences.

Title: Using Google Classroom in the Classroom

by: Lydia O'Donnell & Jane Langley

Description: The challenges of classroom English Language teaching remains how to deliver an integrated skills lesson with authentic communication where you have an active listener for the learner who is speaking, and an active reader for the person who is writing. Aimed at those teaching in a face-to-face environment, the session offers practical solutions for integrating technology into the classroom in order to encourage interaction and collaboration in many different educational contexts. We will be talking about our experience of using Google Classroom for adult task-based learning in classes of approximately 15 learners. This session will show you how to achieve this using Google Classroom. Please come equipped with an email address that is gmail (name@gmail.com) and be ready to read, write, speak and listen.

**Room 1
- Main Hall -**

Bio: Lydia has a degree from the University of Massachusetts as well as a Diploma in Coaching and Mentoring her interest in English Language teaching is in improving the essential mediation skills that lead to effective communication. She works toward setting up more integrated, richer and more collaborative classroom tasks that encourage the promotion of cross-linguistic mediation and plurilingual/pluricultural competence. In this session she will show how using Google Classroom in the English Language classroom can do this.

Jane holds an MPhil in Applied Linguistics from Trinity College Dublin and a DELTA works collaboratively with Lydia O'Donnell in the provision of interactive English Language teaching.

Title: English for Dyslexic Children

by: Ilona Sostronekova

Description: Is dyslexia a problem in lessons of English? It might be if we don't know how to help children with learning difficulties. And can we help them? Yes, a lot, provided we start long before they are diagnosed with dyslexia!

In this special workshop we will try to define some of the problems dyslexic children have to face in lessons of English. Participants will be offered a range of practical activities suitable for the children to master. Pre-reading techniques, some game-like activities, especially those that promote better reading and writing skills; vocabulary, grammar and memory games that have been designed for children aged 5 - 12. We will explore the proceedings and try the tips and tricks that help the learners understand and master the language.

**Room 2
- 1st Floor -**

Bio: Ilona is a language teacher and specialist, she specialises in putting innovative ideas into practice.



The AGM is open to individual members and representatives of member institutions.

ELT Ireland is a member organisation.

If you are a member we'd love to see you there.

CONCURRENT SESSIONS

-

SUNDAY 12.25 – 13.10

LEADERSHIP & MANAGEMENT STRAND (2) - Room 3 on 3rd Floor -

by: Louise Guyett

Title: The developing manager: managing change in your organisation

Description: Change happens regularly in ELT organisations on many different levels, from changing regulations to internal procedures to change in personnel or structure. All these types of changes can be a time of great stress and uncertainty for all involved, but they don't have to be and effective management of the changes can make the experience more pain-free for everyone. In this talk, Louise will discuss some observations she has made from her experience of change and give some practical suggestions of how developing managers can embrace change and even enjoy the journey on the road to the desired outcome.



Bio: Louise began her ELT journey in 2008. She has worked as a teacher and a materials writer before moving into academic management. She completed the Trinity DipTESOL in 2013 and is currently studying her MA TESOL with the University of Nottingham.

Title: "Crystal Methodology": Unlocking for advanced students, and for ourselves, the short- and long-term benefits of authentic literary texts

By: Sean Ruane

Description: Beyond abridged or paraphrased or edited texts that introduce threshold students to classic stories, what might be the benefits of immersing our advanced learners in high-quality written and oral literature, authentic texts chosen primarily for their aesthetic power and personal & cultural resonance, as well as for their usefulness in reinforcing the basic, and exemplifying the subtler, points of grammar & usage? Practical tasks and examples will be provided.

**Room 1
- Main Hall -**

Bio: Sean is a poet from Meath. He has taught English to Leaving Certificate standard for 25 years, having begun his career in the ELT sector, where he created literature-based syllabi for ESL learners.

CONCURRENT SESSIONS

- SUNDAY 13.10 – 13.55

LEADERSHIP & MANAGEMENT STRAND (3) - Room 3 on 3rd Floor -**Title: Promoting Healthy Conflict to Foster Creativity****by: Ian Brangan and Aidan O'Shea**

Description: Promoting healthy conflict to foster creativity: unlearning the way we work. As ELE practitioners, we can often be conflict averse. However, in order to grow professionally, and utilise new ways of creatively solving problems, we should embrace conflict as a catalyst for change. Using facets of a dynamic problem solving approach, we aim to explore the benefits of recognising and utilising conflict in an ELTO setting. As part of our conversation around the re-evaluation of Initial-Teacher-Training courses, we look at fostering a spirit of conflict to engender innovative solutions in the field of teacher training and development.



Bio: Ian Brangan is a Centre Director, ELT Consultant, Curricula & Materials Developer, QQI & Equals Inspector of Schools, TIE examiner, CELT Trainer and teacher with over two decades of management experience in an Equals school. In January 2018 he co-founded the ActualiseELT training company.

Aidan has been involved in ELTO management for 10+ years, across a range of positions. He is a DELTA tutor and IELTS examiner and his main passion is bringing the commercial and academic interests of ELTOs together to the benefit of all stakeholders. He has previously held operational positions overseeing 10+ centres across 4 countries and been involved with QA schemes in Ireland, UK and US.

Title: Self-Perceptions of ELT Teachers in ELT Schools in Ireland.**by: Deborah Tobin**

Description: As there is an international demand for qualified, experienced English-language teachers, Ireland is in a favourable position for attracting learners. However, the Irish media have highlighted “precarious” work conditions for teachers within its private ELT sector, issues of local concern. Although the ELT industry is lucrative, teachers do not reap financial rewards on an equitable scale. Nevertheless, employers demand postgraduate qualifications, participation in Continuous Professional Development and adherence to standards of excellence from them. This study seeks, using a questionnaire and interviews, to gain insight into factors within the private ELT sector influencing their perceptions, as a community of practice.

**Room 1
- Main Hall -**

Bio: Deborah is an ELT teacher in Limerick City, having taught in Spain, Japan, Korea, the USA and Ireland over 27 years. I am also currently a PhD student of Applied Linguistics at Mary Immaculate College in Limerick. I am interested in what ELT teachers themselves have to say about their role within this community of practice.

Title: Investigating and informing the best skills and practices of Arab EFL learners**by: Muhammad Amir Saeed**

Description: An analysis of final grades of Arab tertiary EFL learners shows a striking disparity between high achievers and the low achievers that warrant an investigation to analyze those skills and practices that contribute to the success of a few students being taught in the same academic environment. The present research aims at investigating and informing those approaches which assist Arab EFL learners to attain high grades in an academic environment and how these practices can gear up low achievers in attaining higher grades in examinations. A mixed-method sampling approach is adopted to analyze those best skills and strategies being practiced.

**Room 2
- 1st Floor -**

Bio: Muhammad is a Lecturer of English in the Department of English Language & Literature. He has presented his research both in national and international conferences across the globe. His research interests are Learner autonomy, teaching learning pedagogies, Psychology of language learners and action research.

CONCURRENT SESSIONS

-

SUNDAY 13:45 - 14:30

LEADERSHIP & MANAGEMENT STRAND (4) - Room 3 on 3rd Floor -

by: Nadine Early

Title: Responding to Moments of Truth - Tips for delivering customer satisfaction

Description: The great majority of language training organisations in Ireland today are businesses with students who understand their roles as learner and customer. There is no dichotomy between the two; they are not mutually exclusive. Indeed, in these days of social media our students can be more than mere consumers of our service, they can be ambassadors for it too. Importantly, full customer satisfaction comes from more than an excellent language course. This talk will look at various aspects of the students' experiences as customers, and how academic management might take a systematic approach to meeting their needs and expectations along the way, while fostering a collaborative customer service culture throughout the organisation. An invaluable 'soft skill' for every academic manager today.



*Bio: **Nadine** is Academic Director of ATC Language Schools with responsibility for overseeing the quality assurance of programme provision for ELE and teacher training & development, and strategic planning for the schools' academic departments. Areas of interest include curriculum development, assessment for learning, and all aspects of quality assurance in academic management and supporting systems.*

Title: Challenges, Strategies and Solutions in less resourced ESL classroom by: Faisal Naseer

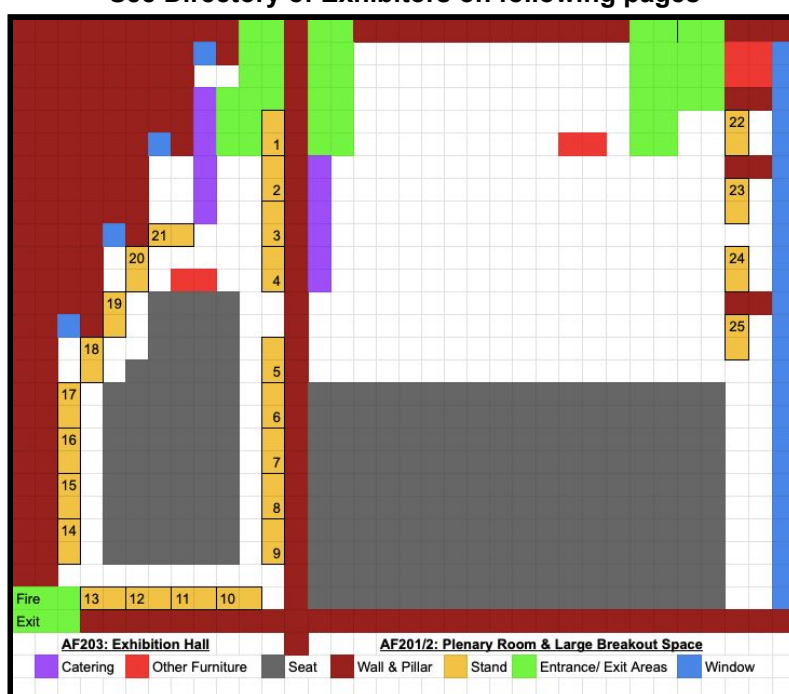
Description: Teaching English has been a challenging task in ESL and EFL classes where resources are less and challenges are more. This workshop aims to share the strategies to overcome challenges faced by teachers and make learning fun for students.

**Room 1
- Main Hall -**

*Bio: **Faisal** is a passionate teacher who wants to create difference in the students' lives through Education. He holds masters degree in Education and Certifications of TESOL Methods and Professional Writing for Teachers from University of Maryland, Baltimore, USA. Faisal Naseer is also British Council Trained & Certified IELTS Teacher and Member of IELTS Partnership Programme.*

KEY TO EXHIBITION

Thanks to our exhibitors, whose support is vital to the success of this event
See Directory of Exhibitors on following pages



DIRECTORY OF EXHIBITORS

<u>STAND</u>	<u>EXHIBITOR</u>		<u>On Twitter</u>
14-17	BEBC		@Books4English
20	CAMBRIDGE-CUP		@cambridgeupelt
21	CAMBRIDGE ENGLISH EXAMS		@CambridgeEng
3	Michigan ELT (Eurospan)		@UofMPress
4	EXPRESS PUBLISHING	 Express Publishing	@ExpressELT
5	Global ELT		@GlobalELT
6	INTERNATIONAL BOOKS		@StoreyBooksie
7	MACMILLAN		@MacmillianELT
8	Mary Immaculate College M.A/PhD Applied Linguistics		@MICLimerick
9	NATIONAL GEOGRAPHIC LEARNING		@NGLearningUK

10	OUP		@OUPELTGlobal
11	OUP Assessment (OTE)		#OxfordTestofEnglish
12	Pearson		@Pearson_ELt
13	Pronunciation Club / TEFL Resources Ireland		@pronunciationcl
18	Trinity College London		@TrinityC_L
19	Unite ELT Branch		@UniteunionROI
2	Really English		www.reallyenglish.com

Thanks to our exhibitors, and those who you will find in your conference bag

TP Publications



info@tppublications.com



alc@ucd.ie



Irish Dimensions EFL Resource

AN INDEPENDENT INITIATIVE
TO CREATE A COMMUNITY OF
REFLECTIVE PRACTITIONERS
IN IRELAND.

WWW.IRST.SQUARESPACE.COM

IR
ST

IRISH RESEARCH SCHEME FOR TEACHING.

Sponsored by Trinity College London

**SUPPORTING THE PROCESS OF
CLASSROOM REFLECTION AND
EVIDENCE SEEKING.**

This is a free initiative where you can:

1. Collaborate with colleagues from all over Ireland
2. Get support in the process of reflection on your practice
3. Have access to a free online course in Action Research provided by Trinity College London
4. Attend 2 free training days focusing on question framing, data collection, and data analysis.
5. Get training and feedback on the writing and redrafting of research reports.

Mail Chris at irstprojects@gmail.com for more information



TRINITY
COLLEGE LONDON

FRIENDS of ELT WALKING CLUB

Sunday 1st March **Clontarf**
Sunday 5th April **Hellfire Club**
Sunday 10th May* **Portmarnock to Malahide**
Sunday 21st June **Dun Laoghaire / Killiney to Dalkey**
Sunday 5th July **Skerries**
Sunday 9th August **Maulin Loop**
Sunday 6th September **Dodder Walk**
Sunday 4th October **Greystones to Bray**
Sunday 1st November **Bull Island**
Sunday 6th December **Phoenix Park**

Open to all ELT professionals and their friends. Meeting times and venues will be advertised monthly. For details contact actualiseelt@gmail.com 0879274776



ACTUALISE
ELT CONSULTANCY & TRAINING



BE PART OF OUR NEXT EVENT



ELT Ireland Education & Development Events ELT**ed** Dublin- Call for Speakers

The next ELT**ed** - English language teacher education and development talks - will be held on the **7th March** at NCG Dublin (Dun Laoghaire) and ELT Ireland are putting out a call for anyone interested in speaking to contact us on info.eltireland@gmail.com.

ELT Ireland is an association for Irish-based English language teaching professionals, which was founded to promote learning, development and best practice through shared knowledge and experiences.

Language teachers, managers and administrators work on a daily basis to help their students wrestle with the challenges of learning a new language. They are constantly developing activities, techniques and approaches to help their students overcome the difficulties they encounter. These practical solutions often go unrecognised and ELT**ed** aims to provide a forum where best practices can be shared.

The event presents a series of twelve-minute talks on a range of ELT-related topics and provides a forum for the recognition of creativity, enables unexpected connections to be made, lays the ground for productive collaborations and inspires others to try things out and get creative themselves.

The sort of topics that might be covered at ELT**ed** include:

- A classroom management technique that keeps young learners on task;
- A method of helping students with their pronunciation problems;
- A way of motivating and monitoring self-study;
- Or any other practical solutions to the many challenges of teaching a language.

& academic management topics such as:

- Running an educational technology project;
- Interesting recruitment and interviewing techniques;
- Techniques for motivating staff;
- Or any other practical solutions to the many challenges of ELT management.

Anyone who is interested in speaking at ELT**ed** should contact info.eltireland@gmail.com

Send us an email indicating your interest before **1st March 2020** and we will send you further information.

