



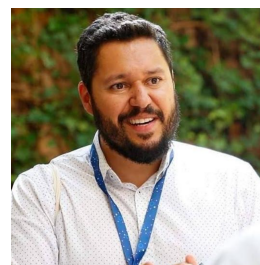
**ELT Ireland ELTed - December 19th - 10:00 - 12:30**

NAME	TOPIC
André Hedlund 10:05- 10:20	The Four Pillars of Learning and ELT
Carolina Dias Cunha 10:20 - 10:35	[Re]Defining ESP: English for <i>Special</i> Purposes
Ali Zendah 10:35 - 10:50	Palestinian EFL teachers' attitudes towards e-learning in the era of COVID-19
P.J. Ryan - 10:50 - 11: 05 (10 min break)	Mining Students' Output for Gold
Andre Souza 11:15 - 11:30	Beware the Fluent Fool: a Framework for Handling Culture
Purva Srivastava 11:30 - 11:45	P for 'pushed' OUTPUT: What, Why and How
Peter Lahiff 11:45- 12:00	Interview Conclusion: Lessons from the ELT Good Practice Project
Miriam Oliveira 12:00 - 12: 15	Bring Joy to your Classes

## The Four Pillars of Learning and ELT

by André  
Hedlund

One of the newest trends in education and ELT has to do with the contributions of cognitive sciences to our understanding of learning. Neuroscience, Psychology, The Science of Learning, and Mind, Brain, and Education all discuss not only the physiology of learning in the brain and the mind, but also which implications that might have for classroom practice. In this talk, I will go over neuroscience expert Stanislas Dehaene's four pillars of learning, namely attention, engagement, error feedback, and consolidation, and what they mean for English Language Teaching



André Hedlund holds an MSc in Psychology of Education and he's a member of BRAZ-TESOL's Mind, Brain, and Education SIG. He's also a guest lecturer in postgraduate courses on Multilingualism, Global Education, and Neuroscience.

## [Re]Defining ESP: English for *Special* Purposes

by Carolina Dias  
Cunha

General English (GE) and English for Specific Purposes (ESP) are often seen as opposites. In this talk I'll discuss the differences between GE and ESP as a sliding scale and propose a new definition to the "S" in ESP: English for *Special* Purposes. When teachers have the opportunity to personalise learning, it doesn't matter if the student is taking a GE or an ESP course. There will always be room for personalisation of language according to the student's real needs. I also intend to share my experiences teaching 1-to-1 personalised classes, developing my own materials and flipping the classroom.



Carolina Cunha has been an English teacher for 20 years. She holds a BA in English and an MA in Sociolinguistics from UFMG as well as the TKT and the CELTA. She currently works as a freelance teacher and teacher trainer and is president of BRAZ-TESOL Belo Horizonte Chapter.

**Palestinian EFL teachers' attitudes towards e-learning in the era of COVID-19** **By Ali Zendah**

Coronavirus or (COVID -19) is preventing teachers and students from meeting face-to-face on campus. This issue has motivated many universities all over the world to adopt an alternative educational delivery method to move the classroom online and Palestine is no exception. As in any process of educational change, teachers are the change agents whose thought process may bring about successful educational change. Hence, my talk idea will be based on my recent experience with e-learning and my research which focuses on the Palestinian EFL teachers' attitudes towards e-learning in the era of (COVID-19) and the potential implications of these teachers' attitudes in terms of implementing e-learning in the context of at Higher Education Institutions (HEIs) in the Gaza Strip, Palestine.



Lecturer of Applied Linguistics and Linguistics. He obtained his BA degree in English Language and Education from Al-Aqsa University in 2001. Following more than 8 years of teaching English at Gaza schools, he travelled to the United Kingdom- UK in order to pursue his postgraduate studies. He joined Northumbria University at Newcastle in 2009 and obtained the MA degree in Applied Linguistics and TESOL in 2010.

**Mining Students' Output for Gold**

**by PJ Ryan**

"What are we learning today, teacher?"

"Good question. Start talking and we'll see."

By looking at the students' output as data to be analysed, corrected, and/or celebrated, we can create learning opportunities that matter most for our students. We can enable them to 'notice the gap' in their knowledge and help them to reduce it. This talk will showcase some techniques that teachers can use to give them more confidence when working with emerging language in the classroom, both online and face-to-face.



P.J. Ryan was born in London, but his family originates from Thurles, Co. Tipperary. P.J. has been working in ELT for over 5 years. He is just about to complete his Cambridge DELTA in January.

### **P for 'pushed' OUTPUT: What, Why and How**

**By Purva  
Srivastava**

Is it necessary to 'push' learners to produce the language or should we rather wait for them to have considerable receptive knowledge of the language system? What is it that makes this 'push' motivating and helpful for the students? How can we possibly 'push' them in both face-to-face and online classes?

Through this brief talk, I'd like to answer these questions by highlighting some theoretical underpinnings behind the concept of 'pushed' output followed by ways in which I have applied this pedagogy to my face-to face as well as online classes and some feedback received from the students.



Purva Srivastava is an ERASMUS instructor at Atlantic Language, Galway. She has almost completed her DELTA and enjoys using knowledge gained to bring a new level of interaction among students to her General English Classes.

### **Bring Joy to your Classes**

**By Miriam  
Oliveira**

Based on the Montessori 3 steps for a lesson, I would like to show some activities to inspire teachers in order to present a dynamic and joyful lesson for kids with hands-on activities suggestions and possibilities to present and practice some subjects. My goal is to bring some joy of learning suggestions for teachers out there!



Miriam Oliveira holds a degree in Language and Pedagogy from the University of Braz Cubas, São Paulo-Brazil. She's had an abroad living experience of 7 years in the US. She's an English teacher for about 11 years teaching kids, teens and adults, and for about 5 years as an Idiom Coordinator.

**Beware the Fluent Fool: A Framework for Handling Culture****By Andre Souza**

The role of culture in ELT has received more emphasis within consolidated methodologies in the last decades. However, it is still uncertain how managing cultural views can be translated into classroom practice, as the lack of a framework to deal with cultural awareness can lead to oversimplified notions of culture, thus collaborating with the perpetuation of prejudices and stereotypes. In this talk, I aim to discuss and suggest a set of procedures for handling different worldviews based on Michael Byram's model for intercultural competence to equip learners with better tools to cope with communication across cultural boundaries



André has been an English teacher for four years. He holds a BA in English from UEPA and has been teaching General English to teenagers and adults at Cultura Inglesa for the past three years, during which time he managed to become a CELTA certified professional and a CPE holder.

**Interview Conclusion: Lessons from the ELT Good Practice Project****by Peter Lahiff**

ELT Ireland did a series of interviews with a range of English language teaching professionals to record how individual and institutional members have met the challenges of COVID-19 and to collect examples of good practice that they have developed in response to the restrictions which we are all working under. This will be a reflection on what was learned from talking to them about the challenges the pandemic posed, how they have responded to them and how they see things developing.



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.