

<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>David Fisher</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Anna Nunan</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Michelle Daly</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Nayara Bernardes</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Liam Brown</p>
<p>ELT Ireland</p> <p>Making Online Teaching Dramatic</p>	<p>ELT Ireland</p> <p>Teacher Education and Preparing Teachers for a Dynamic Teaching Environment</p>	<p>ELT Ireland</p> <p>From Honeymoon to Expert: Exploring Intercultural Awareness</p>	<p>ELT Ireland</p> <p>Developing Learner Autonomy through Projects</p>	<p>ELT Ireland</p> <p>Providing learning and development for all staff the Bitesize approach</p>
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<p>ELT Ireland</p> <p>Social Media in the Online Classroom</p>	<p>ELT Ireland</p> <p>From static to interactive: Is hyperdoc the answer?</p>	<p>ELT Ireland</p> <p>Reflection on our Participation in the ELE Working Group</p>	<p>ELT Ireland</p> <p>Reading and Writing in the Technology Enhanced ELT Classroom: A New Challenge</p>	<p>ELT Ireland</p> <p>Moving from Study to the Application of Language Skills in Projects</p>
<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Yuri Wenceslau Fioravante</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Richard Neylon</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Abeer Ali Okaz</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Arthur McKeown</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Nurdan Collieran</p>
<p>ELT Ireland</p> <p>Brazilian Public Education in 2020: Managers', Teachers', and Families' Perspective</p>	<p>ELT Ireland</p> <p>The Gamification of Online Lessons</p>	<p>ELT Ireland</p> <p>Tools of the Year</p>	<p>ELT Ireland</p> <p>ESOL for Adult Absolute Beginners - English Language Teaching's Holy Grail?</p>	<p>ELT Ireland</p> <p>Why Brain-friendly Language Learning is a No-Brainer in the New Normal Classroom</p>



7th Annual Conference

"Teaching in the New Normal"

#ELTi2021





<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Aleksandra Zaprucha</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Claire Ryan</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p> 	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Ekaterina Gaydova</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Sara Camplisson</p>
<p>ELT Ireland</p> <p>Exciting Experiments, or how to interweave Science into language teaching</p>	<p>ELT Ireland</p> <p>The Hidden Challenges of the Trinity ISE exam</p>		<p>ELT Ireland</p> <p>Student Support in a Time of Pandemic</p>	<p>ELT Ireland</p> <p>Working with Refugee and Migrant Learners on Zoom</p>
<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Dr Stergiani Kostopoulou</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Chris Farrell</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Gemma Archer</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Carolina Cunha</p>	<p>#ELTi2021</p> <p>MEET OUR SPEAKERS</p>  <p>Joan McDermott</p>
<p>ELT Ireland</p> <p>Student Engagement and Collaborative Learning in an Online EAP Reading and Writing Course</p>	<p>ELT Ireland</p> <p>Hybrid Learning in Action</p>	<p>ELT Ireland</p> <p>Exploiting the Online Environment for Pronunciation Practice</p>	<p>ELT Ireland</p> <p>Material Development in ESP: English for Special Purposes</p>	<p>ELT Ireland</p> <p>Re-imagining ELT for Chinese students in the New Normal</p>
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<p>ELT Ireland</p> <p>Managing Differentiation in Mixed Ability Classes</p>	<p>ELT Ireland</p> <p>How to Maximize Students' Speaking Opportunities in Online Classes</p>	<p>ELT Ireland</p> <p>Why and How to Use Short Fiction in the ESL Classroom</p>	<p>ELT Ireland</p> <p>Mexican Students and Teachers' Limitations in an Online Learning Environment</p>	<p>ELT Ireland</p> <p>Barriers, Adaptations and Future of Education in the New Normal</p>

ELT Ireland 7th Annual Conference (Online)
On: Teaching in the New Normal
20th & 21st February 2021

DAY 1 – SATURDAY 20th FEBRUARY

09.00 – 09.30	Registration & Connection Help Desk Open info.eltireland@gmail.com		
09.30 – 09.40	Opening Address & Welcome		
09.40 – 10.40	Plenary: Making Online Teaching Dramatic by David Fisher (Joining Link)		
10.45 – 13.00	Concurrent Session 1		
	Teaching Strand 1 (Joining Link)	Teaching Strand 2 (Joining Link)	Training, Management & Student Support (Joining Link)
(a) 10.45 – 11.30 MOVED TO SUNDAY 11.30	Why and how to use short fiction in the ESL classroom Amanda McGeer (1)	Neurolanguage Coaching: A No-Brainer in the New Normal Classroom Nurdan Colleran (2)	Mexicans Students and Teachers' Limitations in an Online Learning Environment Briseida Jiménez Velázquez (3)
(b) 11.30 – 12.15	Reading and Writing in the technology enhanced ELT classroom. A new challenge. Maria Karageorgou (4)	Social Media in the Online Classroom Órla Ní Shéaghda (5)	Tools of the year Abeer Ali Okaz (6)
(c) 12.15 – 13.00	How to maximize students' speaking opportunities in online classes Dalia Ashraf Elsayed (7)	The Human Touch in a Touchless World Nada Awad (8) TO SUN 11.30	Brazilian public education in 2020: managers', teachers', and families' perspective Yuri Wenceslau Fioravante (9)
13.00 – 13.50	Lunch Break Exhibitor Break-Outs from 13:15 - 13:45 (Joining Link)		
13.50 – 15.20	Concurrent Sessions 2		
(a) 13.50 – 14.35	Exploiting the online environment for pronunciation practice Gemma Archer (10)	Material Development in ESP: English for Special Purposes Carolina Cunha (11)	From Honeymoon to Expert: Exploring Intercultural Awareness Michelle Daly (12)
(b) 14.35 – 15.20	Student engagement and collaborative learning in an online EAP reading and writing course Dr. Stergiani Kostopoulou (13)	From static to interactive; is hyperdoc the answer? Maria Zaheer (14)	Hybrid Learning in Action Chris Farrell (15)
15.20 – 15.45	Virtual Coffee Break (Joining Link)		
15.45 – 17.15	Concurrent Sessions 3		
(a) 15.45 – 16.30	Moving from study to the application of language skills in projects Debbie West (16)	Barriers, adaptations and future of education in the New Normal Muhammad Amir Saeed (17)	Providing learning and development for all staff – the Bitesize approach Liam Brown (18)
16.30 – 17.30	Plenary Session: Teacher Education and Preparing teachers for a dynamic teaching environment by Anna Nunan (Joining Link)		
17.30 – 17.45	Closing remarks		

INVITATIONS TO: Exhibitor Break-Outs on Saturday from 13:15 - 13:45 (Joining Link)

You are invited to meet: Tony Penston	You are invited to meet: Joan O'Sullivan	You are invited to meet: Marianne Jordan	You are invited to meet: Alison Castle
<p>"Listen and repeat?" Really? I would be delighted to talk to you about my new book, Using Drills in English Language Teaching. The aim of the book is to present a comprehensive view on this topic.</p> <p>Why, when, how, what to drill – or not to drill. Rationale, practice points, activities, and more.</p> <p>Sorry, there's no Buck's Fizz, but attendees and their friends can avail of a 40% discount on the retail price of €9.95 post free (Ireland); offer valid until midnight 26/02/2021. Email info@tppublications.com</p> <p>Why not share your thoughts on 'Listen and repeat' with me and others?</p>	<p>Join programme co-ordinator, Dr Joan O'Sullivan for information about the MA in Applied Linguistics at Mary Immaculate College, Limerick. It offers a flexible professional development opportunity for teachers in the fields of ELT and TESOL. It also offers a structured pathway to a PhD in Applied Linguistics. Our lecturers include internationally renowned experts in the field of ELT including, Dr Anne O'Keeffe, Prof. Michael McCarthy, Geraldine Mark, among others. This flexible programme is available fully online or in blended format. It can be completed in 12 months or in 16 months with part-time options also available.</p>	<p>Since last year's ELT Ireland Conference, when so many of you expressed an interest in Pronunciation club, we too have changed from in-house to online training.</p> <p>Join me to find about our teacher training workshop which is now four weeks of online, blended learning:</p> <ul style="list-style-type: none"> • one-hour live training each week. • 24/7 full access to our bespoke online self-paced pronunciation course including soundboards, audios, and videos for each sound. • More learning time. • More learning accountability with weekly check-ins. • Same special offer as for 2020 	<p>Come and say hello to Alison Castle Kane, Head of Business Development for UK and Ireland at Trinity. I'm happy to answer any questions about;</p> <ul style="list-style-type: none"> • TESOL qualifications (Trinity Certificate in TESOL, Trinity Certificate for Practising Teachers (CertPT), Trinity Diploma in TESOL) • Digital delivery of the ISE (Integrated Skills in English) and the GESE: (Graded Examinations in Spoken English) • General training and support from Trinity for schools and teachers.
			
info@tppublications.com www.tppublications.com	@MICLimerick See programme website	@pronunciationcl www.pronunciation.club	@TrinityC_L www.trinitycollege.com

<p>You are invited to meet: Emma-Jayne Robinson</p> <p> Learning resources from Macmillan Education</p> <p>@MacmillanELT</p>	<p>Macmillan have been very busy supporting teachers with resources and training this last year. We've also found time to publish some new titles too! Come along to my breakout room to find out what we've been up to. Or come along just to say hi!</p> <p>www.macmillanenglish.com</p>
<p>You are invited to meet: Richard Carr</p> <p></p> <p>@Pearson_ELt</p>	<p>The Pearson ELT team is looking forward to catching up with you this weekend in our Breakout Room to hear more about your current teaching and the new challenges and opportunities that are arising. We would love to update you, too, on what's new from Pearson ELT and how we can help support you as teachers and institutions, with our new course book series, our wide range of digital materials, online assessment (Versant and PTE-Academic) and with free teacher development webinars. Whatever your needs, we're here to help! www.pearson.com/english</p>

DAY 2 – SUNDAY 21ST FEBRUARY (REVISED SCHEDULE)

09.20 – 09.50	Registration & Connection Help Desk Open info.eltireland@gmail.com		
09.50 – 10.00	Opening Address & Welcome		
10.00 – 10.40	Plenary Session: Reflection on Participation in the ELE Working Group by Peter Lahiff (Joining Link)		
10.45 – 11.30	Concurrent Sessions 4		
	Teaching Strand 1 (Joining Link)	Teaching Strand 2 (Joining Link)	Training, Management & Student Support (Joining Link)
(a) 10.45 – 11.30	Managing Differentiation in Mixed Ability Classes David Byrne & Mark Heffernan (19)	The Gamification of Online Lessons Richard Neylon (20)	Student Support in a Time of Pandemic Ekaterina Gaydova (21)
(x) 11.30 - 12.15	Why and how to use short fiction in the ESL classroom Amanda McGeer (1)	Neurolanguage Coaching: A No-Brainer in the New Normal Classroom Nurdan Colleran (2)	Mexicans Students and Teachers' Limitations in an Online Learning Environment Briseida Jiménez Velázquez (3)
11.30 - 12.15	The Human Touch in a Touchless World - Nada Awad (8) (Joining Link)		
12.25 – 14.40	Concurrent Sessions 5		
(a) 12.25 – 13.10	ESOL for Adult Absolute Beginners – English Language Teaching's Holy Grail? Arthur McKeown (22)	Working with Refugee and Migrant Learners on Zoom Sara Camplisson & Heather Lindsay (23)	The Hidden Challenges of the Trinity ISE exam Claire Ryan (24)
(b) 13.10 – 13.55	Developing Learner Autonomy through Projects Nayara Bernardes (25)	Exciting Experiments, or how to interweave Science into language teaching Aleksandra Zaparucha (26)	The birth of the English Language Students' Union of Ireland Fiachra Ó Luain (27)
(c) 13.55 – 14.40	Re-imagining ELT for Chinese students in the New Normal Joan McDermott (28)	'To be or not to be...': Teacher Agency in 2021 Ben Beaumont (29) <i>Sponsored Speaker: TCL</i>	Teachers' Views on their Work Anne Dunne (30) <i>Sponsored Speaker: UtU</i>
14.40 – 15.15	ELT Ireland AGM <i>All members welcome</i> & Conference Closing (Joining Link)		



WELCOME TO OUR 7th ANNUAL CONFERENCE**Theme: Teaching in the New Normal****ELT Ireland 2021**

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 FB/Instagram/LinkedIn @ELTiIreland - Email: info.eltireland@gmail.com

OPENING SATURDAY PLENARY at 09.40 – 10.40**Title: Making Online Teaching Dramatic****by: David Fisher**

Description: For twenty-three years The Bear Educational Theatre, Prague toured schools in Central Europe performing live interactive theatre shows. At the same time, as director, I have been engaged in teacher-training and promoting the use of drama in language teaching. When covid struck in March 2020 we suddenly had to stop our tours and, like many teachers at the time, we also were forced to adapt to working online. This presentation will share the insights into online teaching that have come from that adaptation. It will also introduce some effective ways to energise and motivate a class online or face-to-face.



*Bio: **David Fisher** is the founder and the director of The Bear Educational Theatre in Prague, Czech Republic. He regularly leads seminars on the use of drama techniques in language learning. David has also worked as a professional actor in theatre and film.*

CLOSING SATURDAY PLENARY at 17.15 – 18.15**Title: Teacher Education and Preparing Teachers for a Dynamic Teaching Environment****by: Anna Nunan**

Description: ELT has long been associated with a dynamic work environment and an evolving sphere of teaching that responds quickly to changing demographics, specific and individual student and institutional needs, summer, business and academic contexts. English language teaching is associated with a creative work environment that combines the classroom with the experience, language teaching with language acquisition, language learning with culture and people and teaching practice with language research. In March 2019, there was a dramatic change in this dynamic environment. ELT changed, not because of a new approach to the business dynamic or because of students from a new context, but because of a contagion risk in the classroom for both teacher and student.

The 'classroom' as we know it disappeared, online language teaching became the norm. Here I look at the research on online language teaching, from broad and more specific perspectives. I look at the advantages and the disadvantages of online language teaching for the teacher and teacher educator and at the current, albeit tentative, predictions about online and blended language teaching, teacher training and teacher education.



*Bio: **Dr Anna Nunan** is Interim Director at the Applied Language Centre, University College Dublin and teaches on the UCD Masters in TESOL and Global Language Modules in the Centre. She has a track record in developing and implementing innovative models of programme design and assessment in Higher Education and works in the research areas of CEFR curriculum development, English for Academic Purposes, language teacher education and language assessment in HE.*

OPENING SUNDAY PLENARY at 10.00 – 11.00**Title: Reflection on our Participation in the ELE Working Group****by: Peter Lahiff**

Description: Last September ELT Ireland was asked to participate in the English Language Education Working Group set up by the Department of Further and Higher Education Research Innovation and Science to bring together representatives of schools, staff, and students with a view to creating a COVID-19 protocol for our sector.

The aim is to have a protocol which gives confidence that English language education can operate safely for all parties. Based on feedback gathered from members, ELT Ireland have made representations related to good practice in English Language Teaching and Academic Management in keeping with our mission and to help ensure an effective protocol is produced. The speaker was appointed to represent ELT Ireland at these meetings and in this talk will give an account of our participation and explain how he sees the work on the protocol is progressing.

Bio: Peter works on the development and management of project-based and technology enhanced language courses for young learners and adults at Future Learning where he is the Academic Director. He is a founding committee member and former president of ELT Ireland.

**Special thanks to our ELT Ireland Associates****QQI**

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And use the conference hashtag #ELTi2021 to share your comments and questions

DAY 1

CONCURRENT SESSIONS

- SATURDAY 10.45 — 11.30

Title: Why and How to Use Short Fiction in the ESL Classroom**by: Amanda McGeer**

Description: English is often divided into two worlds - language and literature. This presentation strives to combine these worlds and dissolve the intimidating nature of literature for students and teachers. With a focus on the literary genre of short fiction, you will hear why teachers should open their classrooms to literature and how to do it. This includes a step by step guide to lesson planning for online and face-to-face classrooms with an opportunity to put those steps into practice.



Bio: *Amanda is a UCD BA English graduate from Wicklow. She presented her BA dissertation titled "Representations of patriarchal dominance in short stories by Irish women" at the International Seminar on Irish Studies in the University of Granada in 2020. She is currently teaching at SEDA College Dublin and is working to combine her passion for short fiction with her passion for English language teaching.*

Title: Why Brain-friendly Language Learning is a No-Brainer in the New Normal Classroom**by: Nurdan Colleran**

Description: For as long as most can remember, education, particularly private sector ELT, has been offered as a one size fits all solution to the learning needs of the many. Students have been profiled by language level, age, profession, exam, socio-economic status and bank balance; but rarely by motivation, goals, actionable targets or personal learning interests.

This talk will explore how brain-friendly language learning, informed by neuroscience and facilitated using powerful coaching techniques can empower learners and help them to reach their language learning goals with the simple, intuitive, long-lasting benefits and transform the experience of teaching languages.



Bio: *Nurdan Colleran is Professional Certified Neurolanguage Coach® and Trainer. She applies an understanding of neuroscience and it is a brain-friendly method that combines coaching skills for motivation and fast progression. She has been fortunate to live, and work, in many diverse locations and her clients come from diverse backgrounds across the business and education sectors.*

Title: Mexican Students and Teachers' Limitations in an Online Learning Environment**by: Briseida Jiménez Velázquez**

Description: Online learning is certainly revolutionizing the way teachers and students work and learn. This research explores the limitations students and teachers of English as a Foreign Language encountered when they had to unexpectedly flip the way classes were delivered. It also reports students and teachers' perceptions in their first experience teaching online. This research was carried out in a public Language Center in Mexico. One hundred adult students and five teachers answered an online questionnaire with 14 questions that allowed the researcher to find quantitative data and an interview providing qualitative information.



Bio: *Briseida Jiménez Velázquez, Universidad Veracruzana, Mexico, has worked as a professor at the Language Center of the University of Veracruz. She graduated from the University of Veracruz with a B.A. degree in English Language and a M.A. degree in Teaching English as a Foreign Language awarded by the same university.*

CONCURRENT SESSIONS

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SATURDAY 11.30 – 12.15

Title: Reading and Writing in the Technology Enhanced ELT Classroom: A New Challenge**by: Maria Karageorgou**

Description: The aim of this presentation is to explore the new opportunities that have arisen in the technology enhanced ELT classroom. ICT skills and digital literacy as well as the need for a learner centered environment provide a new perspective in the development of reading and writing skills in the EFL classroom. This presentation attempts to bridge the gap between theory and practice based on Vygotsky's socio constructivist theory about collaborative learning and Siemens connectivism theory about network-based learning. In terms of developing reading skills, an inquiry-based activity is presented with the use of WebQuest which is designed on Zunal software program. Furthermore, a project-based approach to Wiki writing is presented with the incorporation of online recursive writing tasks.



Bio: Maria graduated from Aristotle University of Thessaloniki in 2011 from the department of English Language and Literature. Since 2011 she has been working as an EFL teacher in private institutions in Greece and as an EFL teacher in summer camps in England. Since 2019 she is working on her Master Degree in TESOL with Hellenic Open University and her research interest lies in Educational Technology and course design.

Title: Social Media in the Online Classroom**by: Órla Ní Shéaghda**

Description: How can you integrate social media into the online classroom? This interactive workshop will highlight how different types of lessons can be adapted using a variety of social media. Learn how to evaluate the medium which works best for a given topic, identify and present related key vocabulary and incorporate different skills. Following the presentation, you will be split into groups to plan an activity, using social media, on a given topic for a specific group of students. By the end of the session you should come away with a few ideas for engaging lessons, personalised to your learners.



Bio: Órla Ní Shéaghda began her ELT career in 2017 as a teacher and is the current Student Services Manager for Frances King School of English, where she divides her time between administration and teaching. She is also a writer with New Way Press Publishing. She is a contributor to the recent 100 Top Tips: Ideas for English Teachers from the Irish ELT Sector and author of Copy and Teach: Irish Culture. She has also presented at various webinars and events including TEDEX and ELT Ireland. Órla is also a freelance writer and presenter.

Title: Tools of the Year**by: Abeer Ali Okaz**

Description: During remote teaching, language teachers at PUA felt outside their comfort zone and sought continuous support and empathy. Students too were lost and felt they could not learn language remotely. Now, after six months of lockdown, it seems that going back 100% to f2f teaching will not be happening. Blended learning is here to stay. Thus, it is time to rethink how we should communicate together, teach, engage with students, and evaluate teaching and learning. This presentation will briefly highlight the challenges we faced and will focus on the digital tools we found beneficial when stirring the thinking wheel.



Bio: 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 22 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.

CONCURRENT SESSIONS

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SATURDAY 12.15 – 13.00

Title: How to Maximize Students' Speaking Opportunities in Online Classes**by: Dalia Ashraf Elsayed**

Description: Although most of the language learners' aim is to enhance their speaking skills, encouraging students to speak has always been challenging in face-to-face classes. In fact, this has become more challenging for teachers, due to the Corona calamity, since teachers have had to change their way of teaching, without being trained, at a very short notice. This session will provide teachers with some tips on how to maximize speaking opportunities in online classes. It will also help teachers with managing speaking tasks with big classes. Moreover, there will be some synchronous and asynchronous speaking ideas.



*Bio: **Dalia Ashraf** is an academic coordinator for C1/C2 levels at Pharos University, Alexandria, Egypt. She is a graduate of the Faculty of Education, English Department, 2016. She has done her CELTA in 2017. Then she finished her Delta modules 1&2 in 2019 and working on module 3. She has been training newly-hired teachers for two years. She had worked with different age groups at schools before moving to University.*

Title: The Human Touch in a Touchless World**by: Nada Awad**

Description: With what we all witnessed this year, we have come to realize that the world has probably changed forever. Online learning has proven to be a challenge for both students and teachers for many different reasons. While it can be highly advantageous, it can also be quite limiting. On the one hand, it gives the teacher more tools and techniques and enables the students to be independent and autonomous learners; on the other, it can feel isolating and even confining at times. The presentation discusses the challenges of online learning and how to create a more personalized engaging environment in an online classroom.

**Teaching
Strand 2**

Bio: In 2013, I graduated from the Faculty of Arts, English Department, Linguistics and Translation section. In 2015, I took the CELTA and started teaching young adults in Pharos University. In 2016, I took a face-to-face NILE course on advanced language and using authentic materials in the classroom.

Title: Brazilian Public Education in 2020: Managers', Teachers', and Families' Perspective**by: Yuri Wenceslau Fioravante**

Description: Education has been affected in an unprecedented way throughout the year 2020 due to the pandemic of the new coronavirus, resulting in "the closing of classes in schools and universities, affecting more than 90% of the world's students (UNESCO, 2020 apud DIAS; PINTO, 2020)", making it necessary to re-signify the practices that govern its processes and the relationship between the interactants involved. This talk aims to examine reported experiences by people who make up the aforementioned social places, all members of the same municipal education network in a city in the interior of the state of São Paulo, Brazil.



*Bio: Graduated in Languages from Unesp (2015), **Yuri** is currently an English language teacher at two regular schools, a language institute, and is also self-employed. He has experience in language studies, focusing on modern foreign languages, acting on the following subjects: teacher training, English language teaching, teaching approaches, and linguistic studies.*

CONCURRENT SESSIONS

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SATURDAY 13.50 – 14.35

Title: Exploiting the Online Environment for Pronunciation Practice**by: Gemma Archer**

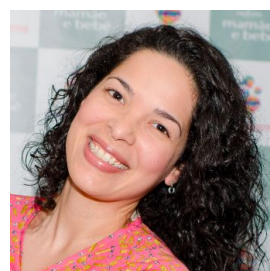
Description: The 'new normal' has forced us to quickly adapt our teaching practices, exchanging our traditional tools for those which suit the virtual classroom. But for many, certain skills may seem incompatible with the online environment, including explicit pronunciation instruction. In this session, I'd like to discuss some of the ways in which we can exploit the online environment to maximise pronunciation instruction. I'll share tips, tricks and tools I consistently use to support student articulation, perception, and production as well as give feedback.



*Bio: **Gemma** is an EAP teacher and programme co-ordinator in the English language department at the University of Strathclyde. She is also the editor of the IATEFL Pronunciation SIG's bi-annual journal 'Speak Out!'.*

Title: Material Development in ESP: English for Special Purposes**by: Carolina Cunha**

Description: General English (GE) and English for Specific Purposes (ESP) have unique characteristics, and thus may be seen as opposites. However, there are aspects shared by both views. This presentation aims to focus on the common ground shared by GE and ESP in tailor-made courses, enhancing it with the lexical approach perspective. When teachers have the opportunity to personalize learning, it doesn't matter if the student is taking a GE or an ESP course. There will always be room for ESP as in English for Special Purposes: the ultimate level of personalization of language according to the student's real needs.



*Bio: **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 the president of BRAZ-TESOL Belo Horizonte Chapter.*

Title: From Honeymoon to Expert: Exploring Intercultural Awareness**by: Michelle Daly**

Description: Reporting on a recent study that investigated the complexity of intercultural awareness of pre-service teachers from Ireland as a first step towards mapping their developing intercultural competence while teaching in English medium schools in the UAE. Based on these findings, some tentative suggestions will be offered as to how the intercultural training needs of this professional group can better be targeted in pre-service teacher education programmes to facilitate their intercultural integration within their future careers.



*Bio: **Michelle Daly** is a PhD candidate at the School of Modern Languages and Applied Linguistics (University of Limerick). She has a wide range of professional teaching experience and intercultural knowledge across the UAE, China, the UK, and Ireland, which instigated her research area of expertise on intercultural awareness.*

CONCURRENT SESSIONS

- SATURDAY 14.35 – 15.20

Title: Student Engagement and Collaborative Learning in an Online EAP Reading and Writing Course**by: Dr. Stergiani Kostopoulou**

Description: Promoting student engagement and collaborative learning is a challenge not only in traditional face-to-face teaching but also, and debatably more so, in an online teaching environment. This paper discusses research-informed strategies, implemented in an online EAP reading and writing course, which can foster a high level of student engagement, participation and effective collaborative learning in and out of the synchronous virtual classroom. These include peer review of writing (following Reinholz's (2016) assessment cycle), dialogic feedback practices (Nicol, 2010), the analysis of exemplars applying standards (i.e. assessment criteria and rubrics; Carless, 2020), and Academic Reading Circles (Seburn, 2015).



Bio: Dr Stergiani Kostopoulou (PhD Applied Linguistics, ProfDip University Teaching and Learning, ProfDip Creativity, Innovation and Leadership) is a Senior Teaching Fellow at the UCD Applied Language Centre. She coordinates Pre-Sessional and Pre-Master's English modules, manages and mentors EAP Tutors, and teaches on the MA TESOL. Her research interests include English for Academic Purposes, Academic Writing, Assessment and Applied Corpus Linguistics.

Title: From static to interactive; is hyperdoc the answer?**by: Maria Zaheer**

Description: Hyperdoc is a brand new concept for distance teaching and learning. This presentation will highlight how Hyperdoc can be used for synchronous and Asynchronous learning. Students are highly engaged from the start to the end of the lesson with metacognitive skills development during this experiential learning.



Bio: Maria Zaheer founder of the Educational Webinar Jam is a highly-skilled Teacher Trainer with extensive knowledge of the latest and most effective teaching methodologies. She holds Fellowship in Higher education (FHEA) and Masters in TESOL and Applied Linguistics from the U.K. with additional qualifications of Cert TESOL and PTLLS. She has worked in esteemed institutions and received multiple recognition awards for her research in teaching methods and development workshops, which have proven to be both creatively innovative and best practices for an ever-changing generation of students.

Title: Hybrid Learning in Action**by: Chris Farrell**

Description: This talk will utilize data garnered from a large scale survey undertaken by CES, NILE, and IH Manchester into the understanding and implementation of hybrid learning in a wide variety of institutions. We will look at reaching a definition of the term, models of best practice, and implications for the future of the ELT classroom.



Bio: Chris Farrell is Head of Training and Development for the CES Group, as well as being the Coordinator of CES Direct Learning. He chairs the EUK TD Advisory Group, occasionally lectures at the ALC in UCD, and regularly speaks at international events.

CONCURRENT SESSIONS

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SATURDAY 15.45 – 16.30

Title: Moving from Study to the Application of Language Skills in Projects**by: Debbie West**

Description: We are all trying to figure out new ways to do things we need to do in the virtual classroom. Whether or not it is online or face to face, students need to go from just studying the language to using it in projects or real life. One of these is how to encourage/guide our students into applying their language skills to other projects: doing research, developing projects from engineering to management, having a business meeting or negotiation and so on. This talk will look at some of the steps needed to connect the dots from language study to real projects or life situations.



*Bio: An educator at heart she sees it as broader than a classroom and is not very traditional in her methods implementing some of these ideas in France. With a love for developing programs and an ever-present bank of ideas, **Debbie** has been developing Summer Immersion Programs for 10+ years. deb@westlanguage.com.*

Title: Barriers, Adaptations and Future of Education in the New Normal**by: Muhammad Amir Saeed**

Description: The emergence of Covid-19 pandemic forced all educational institutions to suspend on-campus teaching around the globe. These unprecedented circumstances led teachers without prior expertise of online teaching and digital learning tools to design and transform teaching resource material into digital format. These circumstances exerted a mounting pressure on teachers of increased working hours, learning necessary digital tools and transforming digital material. This experience brought about various challenges like engaging and motivating learners, dealing with technical issues and managing mental, emotional and psychological well-being. This presentation will highlight the challenges, pedagogies adopted and opportunities availed during Covid19.



*Bio: **Mr. Muhammad Amir Saeed** is a Ph.D. Scholar. He has been working as an EFL expert in the Gulf region since 2009. He has presented his research in different national and international conferences. His research interests are Learner autonomy, teaching learning pedagogies, teacher and learner psychology and well-being.*

Title: Providing learning and development for all staff – the Bitesize approach**by: Liam Brown**

Description: In post-Covid times you need to ensure the learning and development opportunities you provide in your language teaching organisation (LTO) benefit all your staff, not just teachers. In this talk you will discover how to move from standard established formulas for INSET programmes, to learning that is immersive and diverse and part of each employee's work experience that delivers: engagement, completion, retention and application. We will focus on a modular Bitesize approach, discover the benefits and the challenges faced and include practical suggestions for developing similar programmes for your institution. Recommendations and formulas for content development, facilitation training, scheduling, monitoring and evaluation will be included.



*Bio: **Liam** is a teacher, manager, trainer, writer, course developer and consultant focusing on business and management skills in ELT. He was Learning and Development Manager for the British Council's worldwide English and Exams Strategic Business Unit. He now works independently with ELT and education institutions around the world.*

DAY 2

CONCURRENT SESSIONS

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SUNDAY 11.05 – 11.50

Title: Managing Differentiation in Mixed Ability Classes**by: David Byrne & Mark Hefferman**

Description: In every class, there will always be spikey profiles and mixed abilities. However, as we reopen and rebuild our schools, many of us will be left with smaller populations and mixed-level / ability classes may become the norm for many of us. In this session we will look at how communication at all levels of your institution can help to manage this and avoid teachers having to prepare a range of materials for each lesson and ensure that learners are receiving the input and feedback that they require.



*Bio: **David & Mark** have been writing together for over 5 years. Between them they have extensive experience in teaching (GE / Exams / EAP), course design and school management. They have written articles for English Teaching Professional, they run a popular blog (Textploitation) and published a resource book under the same name.*

Title: The Gamification of Online Lessons**by: Richard Neylon**

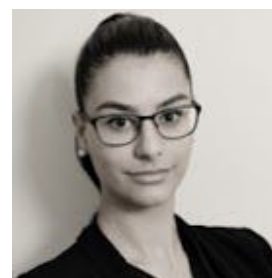
Description: Many of us experienced the jolt that came with having to quickly and completely move online. This took us out of our comfort zone, making it all too easy to fondly look back at in-person classes and all the benefits they held. However, the online world has long staked a claim to much of our students' attention. How can we use the absorbing power of the internet for our pedagogical goals? This presentation will examine how we can harness some of the attention-grabbing power of online gamification strategies and put them to good use for our learners.



*Bio: **Richard** has been teaching English since 2009. He joined the Centre of English Studies team after teaching in South Korea. He took the scenic route into ELT after completing a degree in Electronics but has since attained the Cambridge DELTA. Richard also has a Higher Diploma in Science in Computing..*

Title: Student Support in a Time of Pandemic**by: Ekaterina Gaydova**

Description: There can be no doubt that Covid 19 has affected life for everyone and has impacted on individual students in particular ways. This session will look at the experience of working in student support during the crisis and what are the strategies that we developed in order to engage with students in challenging times? The session will start with a description of what happened. It will look at Covid19 through students' eyes and what implications the pandemic has had on their lives. It will move on to what the role of Student Support Services is and what our experience of looking after Student Health and Wellness has been along with reflections on how that could be improved?



*Bio: **Ekaterina** is Student Support Coordinator at Future Learning where she has been working with adults on academic year programmes. She recently graduated in Tourism Management and is very passionate about Social and Behavioural Sciences. She is interested in improving students' overall experience by adapting to the full range of their diverse needs.*

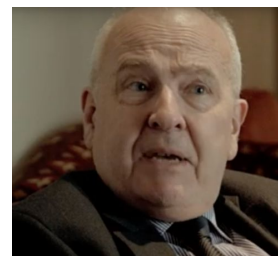
CONCURRENT SESSIONS

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SUNDAY 12.25 – 13.10

Title: ESOL for Adult Absolute Beginners – English Language Teaching’s Holy Grail?**by: Arthur McKeown**

Description: Adult Beginners who are migrants, refugees or asylum seekers sometimes find challenges in taking their first steps in English. They may suffer from trauma or disrupted education; some may be illiterate in their first language. Many have modest mobile devices, with limited data and no experience of online learning. The presentation describes the creation of an app to complement an online non-formal Beginner English course to prepare Learners for progression to formal ESOL provision elsewhere in a community or college environment. The model can be developed for use with Learners at other levels and in teacher training.



*Bio: **Arthur** worked as a teacher, teacher trainer and centre manager on three different continents. Since 2015 he has helped to design, document and deliver ESOL for adult Beginners, both face to face and online, and to train Volunteers who contribute in ESOL delivery teams in the community.*

Title: Working with Refugee and Migrant Learners on Zoom**By: Sara Camplisson & Heather Lindsay**

Description: This presentation describes a course developed for elementary level adult learners, many of them migrants, as refugees or asylum seekers. This was originally a face to face course which had to be moved online following the lockdown in March 2020. We will review the learners’ needs and the challenges faced by them and their teachers in the online environment. We will also show how the current model has developed, and discuss which of the resources and delivery techniques employed seem to work best. Some unexpected benefits of the move online will be considered, as well as opportunities for further development.



*Bio: **Sara** worked in management development and coaching, and then as a modern languages teacher. **Heather** has had many years of teaching experience, and has devised and project managed several successful education and skills programs. They are part of a team of volunteer ESOL teachers of adult beginners and elementary learners.*

Title: The Hidden Challenges of the Trinity ISE exam**by: Claire Ryan**

Description: The Integrated Skills Exam offers a more engaging exam experience which is a welcome alternative to the better known exams which English language students wearily tackle in huge numbers. It takes the novel approach of integrating the skills to provide a more authentic assessment; reading with writing and speaking with listening. It is not the case, although this is sometimes claimed, that students can do well in this exam without exam preparation. This talk will give a Director of Studies view on preparing students for the ISE and will look at what unexpected challenges it presents them with along with some possible solutions.



*Bio: **Claire** is the Director of Studies at Future Learning Language School in Dublin. As part of her role she is working on creating Project-based learning courses with a clear focus on technology enhanced learning. She manages the running of the Trinity ISE exam in her school and supports teachers and students to undertake the exam. Claire holds a MSc in Education and Training Management(elearning). She is keen on all things technological and is currently studying Climate Resilience for business. She has teaching experience in Spain, China, Russia and in Ireland.*

CONCURRENT SESSIONS

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SUNDAY 13.10 – 13.55

Title: Developing Learner Autonomy through Projects**by: Nayara Bernardes**

Description: Developing learner autonomy is now more important than ever. This talk focuses on a project I devised in response to our adult students' feeling that their English skills were not improving as fast as they wished. We concluded that the students were relying too much on their teachers to determine their language learning success or failure. I am going to describe the project I developed in response to this on Strategies for Successful Language Learning. It was designed to encourage students to take responsibility for their learning and to be more autonomous by getting to know themselves better as learners. It will also look at how these techniques can be adapted to a blended learning environment.



*Bio: **Nayara** holds a Bachelor's degree in English Language Teaching and an M.Phil in Applied Linguistics from Trinity College Dublin. She also has teaching and teacher-training experience both in Brazil and Ireland. She is an English Language teacher at Future Learning and has aided on the creation and development of projects and also on teacher-training workshops. She is keen on project-based learning as a way to enhance language learning and life skills, learner autonomy and language acquisition.*

Title: Exciting Experiments, or how to interweave Science into language teaching**by: Aleksandra Zaparucha**

Description: To be effective, CLIL lessons should consider not only the linguistic and cognitive level of the material but also procedural challenges (so-called 3 Dimensions of CLIL). For example, carefully prepared Science lessons can be a showcase of English as a vehicular language allowing learners to express their hypotheses, observations and conclusions.

In this mini-session, I will be showing an example of a simple experiment that would allow you to take your students on an exciting journey of science experiments.



*Bio: A geography and an English teacher by profession, **Aleksandra** has been in the teaching and training business for over 30 years. The main areas of her interest include CLIL and Global Issues in an English classroom.*

Title: The Birth of the English Language Students' Union of Ireland**by: Fiachra Ó Luain**

Description: The onset of the Covid-19 pandemic brought with it uncertainty of all of us, but particularly for students in the ELE sector. Those who had recently arrived did not have their PPS numbers nor immigration documents processed when the Departments closed their offices. The extent of, and implications of these and other problems were exposed by two large surveys that we carried out online. We resolved these problems by acting as interlocutors between the relevant departments and the students. The need for a union of English language students had never been greater and so in May 2020, the English Language Student's Union of Ireland (ELSU) was born.



*Bio: **Fiachra Ó Luain** has been an EFL teacher since 2003 when he helped open the Celtic International School in Mexico. More recently he has taught in DCU and the University of Liverpool. He founded ELSU after working as a union organiser in California, applying the outreach techniques used for home healthcare workers to Stamp 2 students affected by the Covid-19 closures and the lockdowns.*

CONCURRENT SESSIONS

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SUNDAY 13:55 - 14:40

Title: Re-imagining ELT for Chinese students in the New Normal**by: Joan McDermott**

Description: The presentation examines the impact of the pandemic on Chinese students in Ireland and the institutes they study at and asks how the study abroad experience could be re-imagined in the post-COVID era.

Because of the pandemic, many Chinese students have returned home and continue their studies online. Recent studies show that academics and students alike have expressed negative opinions in regard to their online teaching/learning experiences, and that there is dwindling desire on the part of Chinese students to study abroad because of anti-Chinese sentiment in the West and the knock-on effects for Irish third level institutes.



*Bio: **Joan McDermott** taught English for Academic Purposes and IELTS at Griffith College Dublin and at Shandong University of Technology in China where she was International Programs Manager and IELTS Teacher for the University of Limerick. She is currently Director of Teacher Training and Curriculum Development with online education company GoMapped.*

Title: 'To be or not to be...': Teacher Agency in 2021**by: Ben Beaumont**
Sponsored Speaker

Description: As well as unprecedented challenges, the last twelve months have presented ever new opportunities for teachers to develop their practice, whether through online opportunities or by taking advantage of revised development routes. We'll take a look at what the options are for teachers looking to secure their place in an ever-changing and increasingly competitive professional space and consider ways to create a collaborative environment to support each other. Ultimately we hope this will lead to increasingly professionalised classrooms, either in-person or online, that maximise opportunities for targeted development and learning.



*Bio: **Ben Beaumont** is Head of TESOL Qualifications at Trinity College London and has an interest in developing pre and in-service support for teachers to help promote effective learning and teaching. Having moved between ELT and generic state sector teacher education roles, Ben is keen to help share best practice between sectors while raising the reputation of ELT in general.*

Title: Teachers' Views on their Work**by: Anne Dunne**

Description: The COVID-19 has brought with it a lot of challenges of teachers and all the staff in English language schools, from working from home and online teaching to stress and isolation. In both qualitative and quantitative surveys, a self selected group of teachers answered questions on such areas as - length of time teaching, how supportive have their owners/managers been during this time of pandemic, how well prepared were they for moving to online teaching and other topics. These surveys were carried out by the ELT branch of Unite the Union in Ireland from May 2020 to October 2020, and this presentation will analyse the results and present conclusions.



*Bio: **Anne** is a teacher of English of over forty years. She has taught general English at all levels in France, Spain and Ireland as well as exam preparation and English for special purposes. She has also worked as an assistant director of studies and a teacher trainer. She is fluent in Spanish and French as well as having a working knowledge of Russian and German. **Fiachra** is a teacher of English and has lived and worked in Mexico and South America. He speaks fluent Spanish and Portuguese.*

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 **27th March** 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 **13th March** and we will send you further information.

