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LEGEND OF AUDIENCE TYPES

e = experienced audience
le = less-experienced audience
p = primary teaching
s = secondary teaching
t = tertiary teaching
a = adult teaching
prodprom = promoting a particular book or product
pub = speaker is representing or sponsored by a publisher but is not focussing on a particular book or product
Please join us for a British Council session at IATEFL Birmingham

We’re delighted to invite you to a wide range of sessions delivered by colleagues from our global network. We work in over 100 countries worldwide and will be delivering sessions this year on topics ranging from MOOCs to special educational needs, ESOL and mobile learning.

The British Council was founded to create a friendly knowledge and understanding between the people of the UK and the wider world. We call this work cultural relations.

Our work in English aims to bring high quality language materials to every learner and teacher who wants them. In developing and post-conflict countries we teach English and train teachers through radio, web and TV broadcasts. We offer over three million UK examinations worldwide, helping people gain access to trusted qualifications to support their career and study prospects.

The British Council provides global access to English for teachers and learners through:

- classroom teaching
- pre-service and in-service teacher training
- online resources
- research publications
- market intelligence
- assessment.

Join us for the 10th anniversary of IATEFL Online to see coverage of the conference. At IATEFL Online you’ll be able to view sessions you have missed.

IATEFL Online also offers live online video coverage of the IATEFL Conference – watch the plenary sessions together with video interviews and sessions. Catch up with all the latest from the conference and much more.

For updates, follow IATEFL Online on Twitter @iateflonline

Event hashtag: #IATEFL

Visit the IATEFL Online website: http://iatefl.britishcouncil.org
Wednesday 13 April

Shakespeare lives: love, hate, death and desire in English language classrooms

Speakers: Lisa Peter (The Shakespeare Birthplace Trust) and other special guests to be announced. Chaired by John Knagg, British Council UK.

Time: 1720-1825
Location: Hall 1

Join the British Council to celebrate Shakespeare’s work on the 400th anniversary of his death. We will explore how Shakespeare has relevance to our society, students and classrooms today and how Shakespeare can speak to people from all around the world about universal human experiences like love, hate, death and desire.

The event will be practical, thought-provoking and fully interactive with the opportunity to join in the discussion before, during and after, either in person and online. The audience will help to shape the event in advance and on the day and participants will take away ideas to use in the classroom on how to address issues which feature in much of Shakespeare’s work yet remain relevant today.
Harness gesture: from tool to technique for improved classroom communication

Sally Janssen (British Council Saudi Arabia)

**Time:** 1040-1125  
**Location:** Hall 8a  
**Audience type:** e, le

Gestures are a powerful yet under-utilised tool that teachers seldom focus on consciously developing beyond initial training. This workshop demonstrates how gesture use can become an indispensable technique for everything from classroom management to dynamics, particularly in lowering L1 and with low level learners. Participants will identify, clarify and extend their current range of gestural language to suit their teaching style.

IELTS Writing Task 1 - helping students with maps and processes

Louisa Dunne (British Council France)

**Time:** 1040-1125  
**Location:** Hall 11b  
**Audience type:** e, le, t, a

This practical workshop will look at ways we can help our students with the less common IELTS task 1 questions, namely, maps, process diagrams and tables. We will consider the different types of process diagrams, map tasks and data in the form of a table, and work through strategies and approaches for tackling these.
Developing learner autonomy in a military context
Ahmad Shoaib Jawad (British Council Afghanistan)

**Time:** 1200-1230  
**Location:** Executive Room 7  
**Audience type:** le, a

Retrospective tasks, e.g. interviews, group discussion, and structured questionnaires encourage learners to reflect upon learning and take learning responsibilities. To do this, a survey is conducted at the Afghan National Army Officers Academy (Sandhurst) to collect the opinion of 9 teachers teaching English to Afghan Army cadets. The study focuses on teachers’ methods and practices of developing learner autonomy in a military context.

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Forum on learners’ own languages in learning English

**Using learners’ own language to teach English: revisioning the relationship**
John Simpson (British Council Sub Saharan Africa)

Over the last 50 years and more, dominant approaches to ELT have been ones that kept learners’ own language ‘at arm’s length’. Recognising, however, the widespread use of own language in ELT, and ELT thought leaders’ recent embracing of this practise; the talk outlines the main reasons for, and benefits of, doing so.

**Learners’ own languages in learning English**
Pawel Scheffler & Weronika Krzebietke (Adam Mickiewicz University)

This presentation reports on a study which investigates the relationship between learners’ own-language background and its role in second/foreign language learning. In the study, Polish and Norwegian learners of English were asked how they actually use their native languages to learn English and how they view their role in relation to various aspects of classroom instruction.

**Using the students’ mother tongue in the English language classroom**
Richard Badger (University of Leeds)

It is widely believed that an English-only policy in the EFL classroom is the best way to achieve language learning. However, many teachers use the students’ mother tongue. This talk explores the use of the students’ mother tongue in EFL classes in China and Oman, the reasons for its use and how it contributes to language learning.
Forum on listening

Time: 1200-1305
Location: Hall 9

The power of podcasts for adult self-study

Craig Wealand (British Council Spain)

This presentation, for experienced and less-experienced teachers, gives a step-by-step guide on how learners can access podcasts and exploit them for self-study. I will offer ways to improve listening comprehension, grammar, vocabulary and pronunciation and include results from a study at the British Council on the effectiveness of podcasts in improving listening comprehension in adult learners.

Teaching academic listening: helping learners take control

Elizabeth Pinard (The University of Sheffield ELTC)

Listening to academic texts is challenging for second language listeners, not least because the goal of listening is content transformation (spoken and written). My talk discusses different possibilities for helping EAP students become better able to meet the demands of academic listening through helping them develop into more autonomous listeners. The talk encourages audience participation in this discussion.

Listening journals for enhancing skills and strategies

Ellen Servinis (University of Toronto)

While listening can be a challenging and even frustrating skill to practise independently, regular listening journals can provide intermediate and advanced learners with a much-needed balance of predictable structure and autonomous exploration. This talk presents a framework for reflective listening journals that support autonomous skill development and encourage cognitive and metacognitive strategy use.
Forum on technology in the YL classroom

Time: 1200-1305
Location: Hall 7

Snapshots from implementing technology in young learners’ language teaching classrooms

Maria Diakou (Cyprus Ministry of Education)

Students are growing up in a digital world. Using technology could have a positive effect on their language development but we must know when and how to use it.

We can’t overload them keeping in mind that proper use is essential. In this presentation, which will be mainly practical, I will share technology-enriched moments from Cypriot EFL primary classrooms.

Young learners and technology: ways to integrate culture and parents

Amanda Boldarine (Associacao Cultura Inglesa - Sao Paulo)

Technology is here to stay and it is common to see that young learners are more and more influenced and engaged in it. Therefore, the question for teachers now is how to use it meaningfully to meet learners’ needs, bridge the gap between different cultures and potentially increase parental involvement in the learning process.

Being creative with technology in a young learner classroom

Nicky Francis (British Council France)

What better way to ensure learner participation than by giving them some plasticine, some yogurt pots, a camera and a microphone to play with in the classroom? I will share my experience of how young learners’ creativity can be tapped into when technology is an integral part of the lesson.
Learner support for large-scale online English courses
Mark Hamilton (British Council Singapore)

Time: 1235-1305
Location: Hall 4
Audience type: e, a

Since 2012, over 100,000 learners from over 30 countries have learnt English online with the British Council’s LearnEnglish Pathways suite of self-study courses. This talk presents the Support Service built to improve learners’ experience in response to the challenges faced by these learners. It reports on the systems (Zendesk) and processes which are now integrated with their online learning.

English my way: blending professional development to support inexperienced teachers
Philip Bird & Celine Castelino (British Council UK)

Time: 1515-1545
Location: Hyatt-Allegro
Audience type: e, a, prodprom

The English My Way programme has provided meaningful professional development to ESOL teachers with little previous training in community organisations across England. The talk will demonstrate how a blend of expert, online and peer support allowed us to do this with limited resources. We will evaluate the challenges faced and suggest what lessons can be taken forward by other projects.
Forum on assessment

Time: 1720-1825
Location: Media Suite

A case for ‘assessment for learning’ in the EFL classroom

Katherine Solomon (Bell)

Research suggests Assessment for Learning (AFL) contributes significantly to raising standards. Increasingly teachers are required to make assessment central to all teaching and learning. This talk will report on findings from a completed case study examining the extent of AFL within one UK-based adult EFL setting and make practical suggestions on how to embed AFL into the EFL classroom.

Teaching, testing and examining: a very special relationship

Bernadette Maguire (British Council Spain)

The notable increase in academic and professional mobility has led to a dramatic growth in demand for English language certification on the part of institutions and companies. Teaching and assessment go hand in hand but exam pressure is being felt in the classroom. The presentation examines this sometimes controversial relationship and suggests ways to resolve the issues therein.

Good teaching: good assessment?

Richard Kiely (University of Southampton)

This talk explores the ways good practices in assessment are a key part of good teaching in all contexts and at all levels. It emphasises the education of students in assessment values, criteria and practices, and discusses the ways in which teachers can develop their usual classroom activities in order to extend students’ knowledge of, and skills in, assessment.
Forum on teaching teens

Time: 1720-1825
Location: Hall 8b

Tailoring online material for teenagers

Joanna Budden (British Council UK)
This talk will look at how we aim to keep the content of the LearnEnglish Teens website fresh and relevant for our teenage audience. We will also look at some of the new content, based on life skills, that we are creating as a response to feedback gathered from comments written on the site and also on our Facebook page.

Top tips for teaching teens

Sophie Handy (British Council France)
In the current economic climate, many parents forego their learning to provide their children with the language skills for the future. This has led to an unprecedented rise in young learner classes but with little experience of teaching teenagers, it can be daunting for some. This presentation will provide practical tips designed to engage (and manage!) your adolescent learners.

Tweens & teens: materials development for a tricky group

Nancy Lee & Alison Bancroft (Kids&Us School of English)
At Kids&Us School of English, we design and develop our own teaching materials for courses in our centres. Come and learn our process and what we do to make the course fun for tween and teen students. Less-experienced teachers will gain some ideas for developing their own teaching materials or adapting exercises from textbooks.
The primacy of vocabulary acquisition: an analysis of presentation techniques

Caroline Large (British Council Saudi Arabia)

**Time:** 1720-1825  
**Location:** Hyatt-Allegro  
**Audience type:** e, le, s, t, a

This workshop’s aim is to raise the profile of vocabulary learning. Alternative lexical presentation techniques will be highlighted, including the role of comprehensible input (incorporating research from Saudi), and participants will be challenged with a lively study of unknown vocabulary. This practical experience will be analysed to identify merits and difficulties, and to offer delegates insight into potential classroom applications.

Exploratory action research – a practical introduction

Paula Rebolledo & Thomas Connelly (British Council Chile) with Richard Smith  
(University of Warwick)

**Time:** 1740-1825  
**Location:** Hall 8a  
**Audience type:** e, p, s, t

This practical workshop will suit teachers interested in researching their practice and/or teacher educators wishing to facilitate teacher-research. We guide participants through the first stages of exploratory action research, with reference to real examples and tasks from the ‘Champion Teachers’ Project’ in Chile and to issues in participants’ own contexts.
Current issues in English language teaching in Iran

Danny Whitehead & Margot Arthur (British Council Iran) with Chris Kennedy (Universities of Birmingham and Warwick), Samaneh Zandian, Shahrzad Ardavani (The University of Aberdeen), and Parvaneh Tavakoli (University of Reading)

Time: 1025-1130
Location: Hall 5
Audience type: e, le, p, s, t, a

The speakers will review aspects of the current state of English language teaching in the Islamic Republic of Iran, followed by audience discussion. Areas to be covered will include language policy in Iran, globalisation, change in higher education, English as an International Language, student motivations to learn English, and curriculum and materials development.

Forum on encouraging teacher reflection

Time: 1025-1130
Location: Hall 7

Rethinking reflection on the intensive TEFL course

Daniel Baines (British Council Czech Republic)

Post-lesson reflection has become an integral part of initial teacher training courses all around the world, despite no evidence of its effectiveness. This session will present a case for the end of compulsory reflection on four-week initial teacher training courses and make practical recommendations for course designers to maximise their trainees’ potential.
Dialogic interaction and the mediation of pre-service teacher learning

Mike Chick (University of South Wales)

This talk presents findings from research that illuminate the ways in which a dialogic pedagogy can help inculcate a culture of informed reflective practice by providing novice teachers with helpful signposts as they set out on a path of longterm development. The benefits and constraints to implementing a dialogic approach during pre-service ELT are also considered.

Exploring in-house video training materials for ‘reflective’ teacher development

Teti Dragas (Durham University, ELC)

This presentation explores the development and use of in-house video materials that form part of a teacher development module on a Masters in TESOL for a group of experienced, international teachers. The module aims at fostering teachers’ reflective practice and the video material, which was created from recordings of ‘live’ teaching practice, included focused tasks aimed at developing reflection.
Forum on MOOCs

Time: 1025-1130
Location: Hall 8b

Beyond the numbers: building the massive online community

Chris Cavey (British Council UK) & Neil McLaren (British Council Slovakia)

In the last 18 months, British Council MOOCs have attracted more than a million learner registrations. This talk will look at what online learner interaction on this scale has taught us about how learner communities develop and how this knowledge is changing the way we interact with learners - both inside and outside the MOOCosphere.

Peer assessment as reflective learning in language MOOCs

Sha Luo (Shenzhen University, China)

This presentation focuses on the reflective value of peer assessment in a language MOOC (Massive Open Online Course). Based on a one-year empirical study carried out in an EFL MOOC, it demonstrates how tertiary-level students at different English proficiency levels can improve their writing ability by acting as peer assessors while reflecting on their own learning towards self-revision and improvements.

Why MOOC? Teacher development through global social interaction

Claire Ross (Freelance, Lebanon)

Over 70,000 teachers joined the British Council Professional Practices in English Language Teaching MOOC last September. But why? What makes a MOOC different from other online courses? As course creator and lead educator, I will outline the opportunities and interactions possible in this unique social learning environment, including feedback from participants themselves.
Forum on observation

Time: 1025-1130
Location: Hyatt- Andante

Teacher development through in-service group observation: a project made possible

Sandra Oliveira (Colegio Visconde de Porto Seguro)

This talk outlines a project implemented by primary teachers of a German-Brazilian school in Brazil aiming at improving teacher practice as trios of professionals observe each other’s lessons with a previously-defined focus of observation. Through written feedback from the classes involved, we ascertained that there had been a marked improvement in the quality of the classes given.

Lowering of the observee teachers’ affective filters

Angelos Bollas (English Language Centre, Chalkis, Greece)

This talk aims to inform professional development coordinators and in-house trainers about the findings of an action research project on what made 20 observee teachers’ attitudes and reactions to observations become less defensive and more positive. By the end of this talk, participants will be better equipped to help their colleagues use observations as a means for self development.

Capturing indicators of communicative language teaching in post-training observation

Yasir El Hag (British Council Sudan)

The presentation reports on a British Council impact study that applied direct observation to ensure that teachers retain and apply the communicative skills targeted in a Sudan teacher training programme. It will show how observation tools were designed and implemented in order to adequately and systematically capture patterns of classroom interactions and behaviours that are indicative of communicative teaching competency.
Curriculum mapping and content creation on the LearnEnglish Kids website

Emma Cook (British Council Romania)

Time: 1100-1130
Location: Hall 11b
Audience type: e, p, prodprom

Using case studies and other examples, this talk will present the ways in which the materials on the LearnEnglish Kids website can be used as the basis for course creation, to supplement courses, or be mapped to local or national curriculums. In relation to this, I will show how we respond to audience needs through the content creation process.

Creating a Pan-African network of teacher associations in Sub-Saharan Africa

Abayneh Haile (British Council Ethiopia)

Time: 1230-1300
Location: Executive Room 1
Audience type: e, le, p, s, t, a

This talk showcases how English Teacher Associations in seven Sub-Saharan countries are working together to create a Pan-African support network for teachers, designed to encourage the sharing of best practices, develop and strengthen in-country TAs and increase access to, and opportunities for, quality teacher development across a variety of challenging academic and operational contexts.
Language assessment literacy: the teacher perspective

Vivien Berry (British Council UK) with Susan Sheehan & Sonia Munro (University of Huddersfield)

Time: 1505-1550
Location: Executive Room 2
Audience type: a

This workshop will provide participants with an opportunity to comment on the findings of a series of interviews, classroom observations and focus group discussions, which investigated what teachers feel they need to know about language assessment. Participants will also evaluate a set of language assessment training materials.

Making sense of the Indian English conundrum to communicate effectively

Krupa Raguram (British Council India) with Suganthi Tindivanam Krishnan (Freelance)

Time: 1505-1550
Location: Hyatt-Scherzo
Audience type: le, a

In this workshop, we demonstrate practical classroom ideas to help speakers of Indian English make themselves understood, both over the phone and in emails in a BE context. We also look at familiarising teachers of English with peculiarities of the language as it is increasingly used in the Indian sub-continent. The session focuses on aspects of pronunciation, grammar and ‘Indianisms’.
Forum on ESP course design

Time: 1725-1830
Location: Hall 10b

Diplomatic English: teaching diplomats, UN peacekeepers and business leaders

Colm Downes (British Council Indonesia)

I will discuss the rewarding process of designing, delivering and evaluating ESP courses for a wide range of specific professional groups. Using real examples, I will highlight practical techniques for combining professional communication skills, specific authentic training materials, and English language exercises. My aim is to create meaningful, memorable learning experiences which improve communication skills as well as language proficiency.

Why accountancy need not be boring, at least in class

Martin Herles (WU Wien)

This talk aims at showing how a highly specialised area of terminology, i.e. accounting, can be related to students in ways conducive to learning. Making use of a variety of input such as real-life texts, cartoons and comedy clips, a focus on putting terminology in a general English context, together with a strong humorous element, can be surprisingly successful.

Balancing pre-work ESP students’ perceived and objective needs

Ekaterina Popkova (National Research University Higher School of Economics)

ESP is aimed at targeting learners’ specific needs. However, pre-work students often have difficulty identifying these and often fail to see the relevance of classes. Based on the experience of teaching English to university law students, I propose possible ways to balance pre-work ESP students’ objective and perceived needs, and help learners find purpose and interest in an ESP course.
Forum on large-scale teacher education projects

**Time:** 1725-1830  
**Location:** Media Suite

**Continuous professional development through in-service training in Kendriya Vidyalayas**

Uma Sivaraman (Kendriya Vidyalaya Sangathan, Regional Office, Chennai)

A well-structured in-service programme has been developed by KVS to provide requisite training to equip teachers so that they contribute to the growth and development of about one million students studying in this system. I will discuss the content and strategies adopted for effective implementation of the programme, vis-à-vis its scope in their continuous professional development, which has been envisaged.

‘Tracer interventions’: sustaining the impact of large-scale teacher education projects

Vaishali Pradhan (British Council Nepal)

What happens to participants in large-scale ELT projects once the project has finished? Is it possible to sustain impact with minimal further input of resources?

This presentation is about attempts that were made to sustain impact on Nepali teachers’ personal and professional learning after the British Council-funded ELT project, ET:TE, had finished.

Training, trainer and trainees: balancing in Nepali ELT settings

Tirtha Karki (Sole)

This presentation briefly highlights National Initiatives to Improving Teaching in English (NIITE) - a joint project of British Council and Department of Education, Nepal. I will explore how this project has enhanced professionalism in Nepalese ELT practitioners. On top of that, I will showcase trainer and trainee responses accompanied by improved outcomes.
Forum on English for employability

**Time:** 1025-1130  
**Location:** Executive Room 1

**English for employability: creative approaches to meeting high demand**

**Manisha Dak & Anupama Ghai (British Council India)**

The increasing worldwide demand for English as a key to employability far outstrips the availability of high quality training programmes for those most in need. This talk will explore some creative approaches to teacher and learner training to help ease the crisis. It will be of particular appeal to those interested in ELT in non-formal education settings.

**Transferable skills in ELT classrooms: what, why & how?**

**Burcu Tezcan Unal (Zayed University)**

In order to compete in the future job market, what our learners need is significantly beyond perfect language and computing skills. I will discuss what ELT program developers, material producers and teachers can do to foster transferable skills and help learners gain advantage before they join the new workforce.

**ESP and the marketisation of higher education**

**Almut Koester (Vienna University of Economics and Business)**

This talk discusses the “marketisation” of higher education as it relates to teaching English for Specific Purposes (ESP). Such marketisation is seen to be driving the trend within higher education away from traditional “humanistic” learning towards vocationally-oriented, marketable skills. The talk questions whether this is necessarily good for ESP teaching and calls for a critical focus within ESP.
Forum on technology in the classroom

Time: 1025-1130
Location: Hall 7

Technology in the EFL classroom: foe or friend in pedagogy?
Jaya Ram Khanal (Medhavi College, Shankhamul, New Baneshwor, Kathmandu)

In this talk, I shall share the types of technology used in EFL classrooms in general and trends of the same in the Nepalese context in particular. This presentation will focus on how the innovation of technologies in ELT classes challenged both teachers and learners in the beginning and how the novel practices changed their teaching learning process.

Bringing English to life: practical classroom activities using technology
Laura Laubacher & Sarah Wakefield (Embassy English)

‘Bringing English to Life’ is Embassy English’s approach to integrating technology into classroom teaching, in order to document students’ language production and encourage interaction within the local community. As teachers, we’ll share practical activities and technology tools that have worked to develop our students’ communication skills, as well as present tips on how to best integrate these into everyday teaching.

Supporting teachers in using technology for ELT within school systems
Radhika Gholkar (British Council India)

Teachers are increasingly expected to use technology to enhance learning. This poses challenges due to low confidence in using technology and confusion around when and how to use it effectively. In this talk, I will give practical ideas for successfully integrating technology in English lessons within school systems, sharing key challenges and solutions drawing on experience from India.
Forum on using available technology to reach learners and teachers in challenging environments

**Time:** 1025-1130  
**Location:** Hall 5

**ELT programmes in fragile environments: stories from Iraq and Libya**  
**Ben Gray (British Council Libya) & Seamus Harkin (British Council Iraq)**

This presentation will look at how the British Council has continued to deliver ELT programmes in contexts where security and logistical challenges make face-to-face engagement on the ground impractical. It will focus specifically on Iraq and Libya where Skype-, radio- and blended learning-based approaches have led to the successful delivery of a range of programme activities.

**Pushing buttons: can learners learn alone with only a phone?**  
**Andrew Foster (British Council Occupied Palestinian Territories)**

The British Council OPTs has been exploring how mobile and fixed line phone technology can reach learners who are unable to attend classes. Different phone learning tools available to Palestinians will be described. I will examine what research into learners’ experiences of LearnEnglish Select IVR, an interactive audio product for beginners, tells us, with reference to Self-Regulated Learning theory.

**Learning mobile - exploring new avenues in Pakistan**  
**Bilal Ahmad (British Council Pakistan) & Hasnain Khalil**

UEnglish with British Council is an interactive SMS-based product to assist in English language learning via basic mobile phones in Pakistan. The presentation will summarise the results of an assessment of this service. The assessment measures customer satisfaction and the factors that influence it. The assessment consists of quarterly surveys, which are followed by in-depth interviews.
IATEFL LAMSIG SCHOLARSHIP WINNER

Increasing teacher buy-in for a major change

Katherine Martinkevich (British Council Kyiv Ukraine)

**Time:** 1100-1130  
**Location:** Hall 11b  
**Audience type:** le, a

This talk will focus on ways to introduce academic changes to teachers and will be based on my experience of implementing myClass, a new lesson delivery system, at British Council Ukraine. I will speak about less-widely-known techniques to encourage academic staff to be more supportive, and explain when and why they are applicable.

2-hour Symposium on realbooks to picturebooks: 30 years of illustrated literature in ELT

**Time:** 1410-1615  
**Location:** Media Suite

**Global issues in picturebooks**

Janice Bland (University of Muenster)

Picturebooks will be discussed that can be employed in the EFL classroom at primary and secondary schools on global themes such as race, gender, class and environmental issues. The use of English worldwide in different contexts is sometimes referred to as Global English(es) – picturebooks on globally-relevant topics can make a breadth and depth of understanding achievable for young learners.

**Picturebooks and parents**

Opal Dunn (Retired)

I’ll explain how, through picturebooks, enjoyable English experiences can be extended into the home. Teachers can encourage parents, even with little spoken English, to playfully mediate picturebooks re-using their innate, successful first language development strategies. The support of family-shared picturebook reading motivates.

By creating time, parents can foster book-browsing (child-led play) contributing to well-being and forming life-long positive attitudes to reading.
Promoting learner autonomy through picturebooks

Gail Ellis (British Council France)

Storybooks provide a rich and motivating resource to develop children’s early language learning as well as their independence. Using the ‘plan do review’ learning cycle, I demonstrate how teachers can combine the development of both metacognitive and cognitive learning strategies via pre, while and post storytelling activities, leading to a final outcome such as making a personalised book.

Responding to picturebook design and aesthetics in the ELT classroom

Sandie Mourao (Freelance, Portugal)

I will present the meta-language needed to talk about the different parts of a picturebook during language learning activities. While talking about such things as covers, endpapers and title pages, I will share a number of picturebook titles and suggest ways they can be used to contribute to learners’ cognitive, aesthetic and linguistic development.

Picturebooks in FL teacher education

Smiljana Narancic Kovac (University of Zagreb, Croatia)

Picturebooks belong among the most valuable resources in teaching a foreign language to young learners. Hence, they are an important issue in educating teachers.

Three aspects come to the foreground: theoretical considerations, familiarity with published picturebooks, and practical issues. We will discuss principles adopted in an EFL teaching study programme and individual teacher-educators’ experiences.
Forum on mobile learning

**Time:** 1410-1515  
**Location:** Hall 7

**iPad in the EFL classroom: perceptions and practices**

Valentina Morgana (Open University)

What is the future of the iPad in the EFL classroom? In this presentation, I will talk about an on-going research concerning the way in which English language teachers and learners in secondary school education use the iPad, particularly in relation to learners’ and teachers’ perceptions of mobile learning, and innovative English teaching practices.

**Using hand-generated concordances in the classroom**

Mona Hema (British Council Jeddah)

In the recent years there has been growing interest in the use of concordances in learning. Inside the ESL/EFL classroom, concordancing offers a wide range of uses and appears quite effective in assisting language learning. This talk aims to focus on using hand-generated concordances which can provide a wealth of effective learning opportunities for learners and teachers.

**Instant messaging with learners: chilled out chatroom or creepy treehouse?**

Kat Robb (Oxford Tefl Barcelona)

Many educators have embraced the use of mobile technologies and instant messaging with learners. But inviting learners to connect with their teacher on social media can provoke horror; what some have called the creepy treehouse syndrome. In this talk, I present contexts where I used IM and the outcome. Cautious of creating a creepy treehouse syndrome, I trod extremely carefully.
Forum on professional development

**Time:** 1410-1515  
**Location:** Hyatt-Allegro

**Collaborative professional learning as a way of promoting teacher autonomy**

Leena Karlsson & Kenneth Kidd (University of Helsinki)

In this presentation, we illustrate how teachers can take their professional development in their own hands, by creating a collaborative learning context that promotes self-reflection and makes use of peer group mentoring. We share our professional stories using these two methods and describe how the process enhanced our teacher autonomy.

**The capability approach to teacher professional development**

Jemma Barzey (British Council Jordan)

Using Sen’s Capability Approach, this session will highlight the need to look beyond existing professional development practices. It will show how a teacher with many capabilities is able to use different pedagogical approaches and make different teaching choices, giving them the motivation, opportunity and freedom to be the kind of teacher they want to be.

**Peer support for primary teachers’ professional development in Bangladesh**

Rebecca Rodrigues & Mir Md. Arafat Rahaman (English in Action)

Teachers learn most effectively from each other within their own school contexts. But how do teachers understand peer-support? What kind of activities do they engage in which they find meaningful and useful? This presentation will present data from actual Bangladeshi primary schools that would be of relevance to inservice teacher development programmes.
Innovation in the IELTS classroom – what does it mean?

Mina Patel (British Council Malaysia) with Katherine Davis, Sheila Hirst, Claire Hunter (Edinburgh School of English) & Sonja Zander (Whitireia Community Polytechnic)

**Time:** 1410-1515  
**Location:** Hall 5  
**Audience type:** e, le, t, a

What does innovation mean to a teacher and their students? Does it mean using new resources, trying a new activity, tweaking an old activity to change the outcome, pushing the boundaries of students’ experience in the classroom? In this session, panellists will discuss how they have explored the concept of innovation in their IELTS classrooms and discuss the outcomes.

Web-based mobile learning - how technology leads pedagogy

Adam Kightley (British Council Poland)

**Time:** 1410-1440  
**Location:** Hall 8b

Educational websites are increasingly designed for mobile devices and teachers may be selecting or even creating materials on such sites. This talk shows how LearnEnglish, one of the biggest EFL websites, successfully adapted its materials and also the difficult compromises between technology and pedagogy. This inside view will show teachers where small screens struggle and help them make informed decision.

Using digital resources for better learning outcomes

Ardak Bekturova (British Council Kazakhstan) with Natalya Penner (Secondary School-Lyceum #23)

**Time:** 1445-1515  
**Location:** Hall 8b

Teachers can access a vast variety of British Council online resources. But they need to have a general strategy helping them to save time searching the internet for supplementary materials to prepare for the lessons. As an example of such strategy we are going to present Teacher’s Guide “Digital Resources for 1-11 Grades” compiled by a team of Kazakhstani teachers.
A definition and structure for postmethod ELT

Stephen Burrows (British Council UK)

**Time:** 1530-1615  
**Location:** Hyatt-Andante  
**Audience type:** e, a

What is Postmethod ELT? Is it a state of mind or a classroom tweak? Can it be defined and structured to enable the transition from experimental approach to widespread adoption?

Drawing on findings from extensive classroom research, this workshop aims to define the changes already being applied in the classroom and find structure for the road ahead.

Making adult EFL classes inclusive for visually-impaired students

Alexis Lefranc (British Council Riyadh)

**Time:** 1530-1615  
**Location:** Executive Room 1  
**Audience type:** e, le, a

This session introduces practical and academic issues related to visual impairment in the adult EFL classroom, with hands-on tips on how to deal with accessibility, literacy and classroom management issues. The trainer will use his experience as part of a training programme run at British Council Riyadh with local NGO Al Kafeef. For all teachers.

New generation English teachers in Ukraine

Victoria Ivanishcheva (British Council Ukraine)

**Time:** 1650-1720  
**Location:** Executive Room 7  
**Audience type:** e, t

At a time of uncertainty, conflict and economic instability, the British Council is contributing to a rapid transformation of English language teaching and learning in Ukraine in partnership with ministries and regional authorities. This talk will give an overview of specific opportunities and challenges and provide a forum to discuss ways of conducting teacher development at a country level.
Public school EFL teachers – challenges and proposals

Lavaughn John (British Council Brazil)

Time: 1650-1720
Location: Executive Room 2
Audience type: e, le, p, s

For the first time, a comprehensive nation-wide study was done of public school teachers and teaching in Brazil. This talk will present the findings of the study entitled English Language Teaching in Brazilian Public Education, examine what the literature says in relation to these findings and consider the wider implications for other public school systems in other countries.

Developing materials which integrate English and 21st Century skills

Mostofa Mohiuddin with Kim Ashmore (British Council Bangladesh)

Time: 1735-1820
Location: Executive Room 2
Audience type: e, le, s

In a rapidly changing world, today’s learners need to develop many skills along with English. In this workshop, we explore which skills learners may need for the 21st Century in different contexts. We also share our experiences of creating English materials which develop such skills for adolescent girls in South Asia as part of the British Council “English and Digital for Girls’ Education” project in South Asia.

Extensive Reading Foundation Reception and Awards Ceremony
Sponsored by The British Council

Time: 1930-2030
Location: Hall 4

Lindsay Clandfield hosts the event and will present the 2015 Language Learner Literature Awards. Come and meet the award-winning authors over drinks and nibbles. The first 200 attendees will receive a free copy of one of the winning books. Sponsored by The British Council and IATEFL, and by ELI Publishing, Helbling Languages, International Language Teaching Services (ILTS), Macmillan Education, National Geographic Learning | Cengage Learning, and Oxford University Press.
Addressing quality assurance and professional development for online teachers

Kirsteen Donaghy (British Council Malaysia)

**Time:** 1025-1055  
**Location:** Hall 7  
**Audience type:** e, t, a

Until now, online teaching has lacked a structured approach to performance management and career development. In this talk, I will present the British Council’s latest system. From our case studies you can take away support systems and criteria that you can use to monitor and evaluate the quality of your online teaching components and strategically plan training and development.

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British Council online training: teaching for success

Paul Braddock (British Council Barcelona) & Ellen Darling (British Council Italy)

**Time:** 1110-1140  
**Location:** Hall 6  
**Audience type:** e, le, p, s, a, prodprom

Our talk focuses on new features of the TeachingEnglish website and an innovative CPD (continuing professional development) framework, as well as other training opportunities such as free Massive Open Online Courses (MOOCs), EnglishAgenda specialist webinars and paid-for courses. Discover the full range of British Council training options and get practical suggestions for planning, organising and recording your professional development effectively.

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Core skills and the best education for the next generation

Maria Norton (British Council Italy)

**Time:** 1110-1140  
**Location:** Hyatt-Andante  
**Audience type:** e, le, p, s

How can we provide the best education for the next generation? If English is a core skill (Graddol, 2006) then developing cognitive skills, such as evaluation, through the vehicle of English are a must. I’ll propose ways to engage our schoolage language learners and deliver a programme that prepares for the challenges ahead. This draws on consultancies in Mediterranean countries.
IELTS speaking: preparation for the test and for real life

Sarah Philpot (British Council France)

Time: 1215-1300
Location: Hall 6
Audience type: le, a

In this workshop, we will briefly look at the format of the test and its relevance to test-takers’ academic studies. We will then look at some classroom activities that can be used to develop test-takers’ speaking skills. Then we will go on to look at tasks and activities our students can use to prepare for the test outside the classroom.
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