

ELT Ireland 5th Annual Conference
On: What we do and why we do it
16th & 17th February 2019 | Griffith College, Dublin

Day 1 – Saturday

08.30 – 09.30	Registration & Coffee Exhibition Open		
09.30 – 09.40	Opening Address & Welcome		
09.40 – 10.45	Plenary: Dialogic Reflection by Steve Walsh		
10.45 – 13.00	Concurrent Session 1		
	Room 1 - 1st Floor	Room 2 - Main Hall	Room 3 - 3rd Floor
(a) 10.45 – 11.30	Use it or Lose it: how to activate professional knowledge Kirsten Holt (1)	Awaydays - whole teams explore, share, learn, resolve and plan Liam Brown (2)	Linguistic creativity - a tool for encouraging VL autonomy & lifelong learning Visnja Fara (3)
(b) 11.30 – 12.15	Brexit and the Impacts on English language learning in Ireland Conor O'Reilly (4)	Developing leaders and leadership through language training Ben Dobbs (5)	The developing manager: the role of reflection Louise Guyett (6)
(c) 12.15 – 13.00	Mentoring in teacher development Chris Farrell (7)	Blended Learning in ELT: Making it work Pete Sharma (8)	Using culture to engage learners Sahand Razavi (9)
13.00 – 13.50	Lunch Exhibition		
13.50 – 15.20	Concurrent Sessions 2		
(a) 13.50 – 14.35	Developing school-based CPD of ELT through Action Research Venny Karolina (10)	Experiencing Language - English through drama technique and methodology Anna Kadzik-Bartoszewska; Charlie Hughes (11)	Holistic listening agency: creating and exploiting listening texts [WITHDRAWN] Mark Heffernan, David Byrne (12)
(b) 14.35 – 15.20	Does learning lexical bundles increase fluency in writing? Cathryn Bennett (13)	Diving into the local experience Susan Holden (14)	Spilling the tea about LGBTQI+ in ELT Angelos Bollas (15)
15.20 – 15.45	Coffee Break Exhibition		
15.45 – 17.15	Concurrent Sessions 3		
(a) 15.45 – 16.30	Engaging with the English profile - A CPD programme Gerard O'Hanlon (16)	Are you in the right job? Rachael Fionda (18)	Understanding and working with adult students with different learning needs Mara Antonella Toranza Temi (17)
(b) 16.30 – 17.15	Make it QRacked! Using QR codes in the ESL classroom Marzia Marcelli (19)	Why do we use peer feedback in the EAP classroom? Penny Tzanni (20)	TBLT- An effective tool for language teaching Faisal Naseer (21)
17.15 – 18.15	Plenary Session: Getting unstuck - stretching out of our comfort zones Marjorie Rosenberg		
18.15 – 18.30	Closing remarks		

ELT Ireland 5th Annual Conference

Day 1 - Sponsored Talks in Exhibition Hall

13.50 – 15.20	Concurrent Sessions 2
(a) 13.50 – 14.35	What is organising and why do we do it? Colette Godkin & Claire Hodgins - Unite
(b) 14.35 – 15.20	Effective ELT for Teens & Young Adults Terry Lemanis - Hamilton House ELT
15.20 – 15.45	Coffee Break Exhibition
15.45 – 17.15	Concurrent Sessions 3
(a) 15.45 – 16.30	The Power of the Image by Mike Cummings - National Geographic Learning
(b) 16.30 – 17.15	Extended Speaking in the Classroom (and the Importance of Planning) Jon Hird - Macmillan (in AF103 Downstairs)

Day 2 – Sunday

09.20 – 09.50	Registration & Exhibition open		
09.50 – 10.00	Opening Address & Welcome		
10.00 – 11.05	Plenary Session: Evidence based ELT: What is it and why does it matter Russell Mayne		
11.05 – 11.50	Concurrent Sessions 4		
	Room 1 - 1st Floor	Room 2 - Main Hall	Room 3 - 3rd Floor
(a) 11.05-11.50	Do pronunciation models matter? Reflections from Irish & Scottish classrooms Gemma Archer (22)	Reading a text: snore no more! Oksana Dzyuban (23)	Making connections - Using film in the language classroom Eva Buyuksimkesyan (24)
11.50 – 12.15	Coffee Break Exhibition		
12.15 – 14.30	Concurrent Sessions 5		
(a) 12.15 – 13.00	Listening skills (top-down or bottom-up): which one do students prefer? Bárbara Hernandez (25)	Fun and challenge in the YL classroom [WITHDRAWN] Shay Coyne (26)	CELTA uncovered. The subtle art of unlearning Ian Brangan (27)
(b) 13.00 – 13.45	A crash course in cultural literacy for the ELT instructor Doaa Baker (28)	Who we are is how we teach Liam Tyrrell (29)	Why managers need PD too Paula Castro (30)
(c) 13.45 – 14.30		Spicing up the Business English classroom Marjorie Rosenberg (30)	ELT Ireland AGM Members Only (31)
14.30 – 14.45	Conference Closing		

WELCOME TO OUR 5th ANNUAL CONFERENCE

Theme: What we do and why we do it

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 2019



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 a bi-monthly Twitter chat.

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

OPENING SATURDAY PLENARY at 9:40 - 10:45

Title: Dialogic Reflection

by: Steve Walsh

Description: Dialogic reflection (Walsh 2013; Mann and Walsh 2017) considers the ways in which practitioners make sense of their professional worlds, develop new understandings and improve their professional practice. This talk will focus on the use data and evidence in reflection, arguing that finer grained, 'up-close' understandings of classroom practice can be best achieved through the use of recordings, transcripts, 'snapshot' lesson extracts and so on, supported by dialogue with a colleague or critical friend. Talking to and collaborating with others are often key elements of any reflective process, allowing new understandings to emerge, current practices to be questioned and alternatives to be explored. The very act of 'talking through' a recent experience, such as a segment of teaching, facilitates reflection and may ultimately result in changes to practice. We are interested in the ways in which interactants achieve shared understanding to promote 'deep' rather than 'surface' understandings of pedagogy and professional practice.



Bio: Steve joined ECLS in March 2007 from Queen's University Belfast where he had been working for almost 10 years. Most of his working life has been spent abroad, working as an English language teacher and teacher educator in Spain, Hong Kong, Hungary, Ireland, Poland and China. He is committed to teacher education, especially second language teacher education, and enjoys working with teachers to develop a closer understanding of teaching and learning in all contexts.

CLOSING SATURDAY PLENARY at 17:15-18:10

Title: Getting unstuck - stretching out of our comfort zones

by: Marjorie Rosenberg

Description: As our daily teaching schedule and all that involves takes up so much of our time and energy, we don't often have the chance to think about 'what else' we could be doing. We tend to stick to certain routines and sometimes don't take advantage of possibilities to stretch ourselves or take on challenges in other areas. This talk will explore the implications of this regarding our teaching styles, methods we are accustomed to using, the types of classes we usually teach, the technology we are comfortable with and demonstrate a wide variety of choices available to us as ELT professionals both inside and outside the classroom. Some of the reasons we keep doing what we have always done will be discussed providing a basis for us to work together and come up with ways for us to 'get unstuck'.



Bio: Marjorie taught at the tertiary level for over twenty years in Graz, Austria. She currently works with corporate clients at a local bank, trains teachers and writes materials. Marjorie has written extensively in the field of business English (Cambridge University Press, Pearson, Cengage, Macmillan) and is the author of 'Spotlight on learning styles' (Delta Publishing) and 'Creating Activities for Different Learner Types' (Wayzgoose Press). She has recently revised and updated 'Communicative Business English Activities' which will be available from Express Publishing in 2018. Marjorie is currently the IATEFL Vice President.

Online at: @MarjorieRosenbe

OPENING SUNDAY PLENARY at 9:45-10:30

Title: Evidence based ELT: What is it and why does it matter

by: Russell Mayne

Description: This talk will attempt to show why evidence based language teaching, despite its many flaws, is the most effective way to improve language teaching. During the talk I will detail the numerous serious flaws with SLA research and research more widely. I will then discuss why I think an evidence based approach is needed in ELT. I will particularly focus on how this approach can overcome 'tribal psychology'. I will then examine three alternative positions, namely, the Postmodern position, the 'Critical' position, and the 'Romantic Humanist' position. By examining these, and comparing ELT with other fields I will seek to show why Evidence Based ELT is our best hope for improving language teaching in the long run.



Bio: Russell (rm190@le.ac.uk) is an EAP tutor and CELTA trainer at University of Leicester. I have been teaching for nearly 20 years and have worked in China, Japan, Taiwan and the UK. I'm interested in research, meta-research and evidence in ELT.

Online at: @ebefl

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And use the conference hashtag #ELTI2019 to share your comments and questions

DAY 1

CONCURRENT SESSIONS

- SATURDAY 10:45 - 11:30

Title: Use it or Lose it: How to activate professional knowledgeby: **Kristen Holt**

Description: Some activated teacher development sessions are worth more in the hand, than half a dozen stuffed into a conference bag or left wilting in conference notes saved for later! If we don't do anything with the information we learn at events, then within a month nearly 90% is redundant. This talk aims to turn the statistics on their head by examining the concepts behind communities of practice, reflective learning and experiential learning in order to understand how interactive CPD logs, communities of practice and a teacher's personal classroom experiments and adapting practice can be utilised to make the information stick.



*Bio: **Kirsten Holt** is Head of ELT at Pavilion Publishing, having worked in publishing for fourteen years. Before joining publishing, she worked as a teacher/materials writer, then teacher trainer, before becoming a Director of Studies and trainer of teacher trainers. Kirsten is passionate about supporting teachers, authors and editors throughout their professional development and understanding the needs of the evolving ELT world.*

Online: @kirsteninhive

Title: Awaydays - whole teams explore, share, learn, resolve and planby: **Liam Brown**

Description: The concept of 'the learning school' is now well established. Adrian Underhill, a long-time proponent, describes it as an organisation that gets its work done through the learning of its people. This talk describes one neglected whole staff activity - the Awayday, particularly through the Decision Game format, which sits well with other approaches to building a strong feedback culture, steeped in knowledge sharing and openness. We'll learn how your managers and entire teams, through Awaydays, can make better collaboration-based decisions, exposed together to meaningful, ideally real life, relevant experience to improve their ability to make good judgments and decisions.



*Bio: **Liam Brown** is a consultant working independently with individuals and institutions in ELT around the world designing and delivering learning events, communication and soft skills workshops and Awaydays to build trust in leadership, pride in achieving quality and enjoyment of collegiality and teamwork. He is currently working on bitesize customer service skills workshops for the ELT sector that scales from "one-to-many".*

Online:

Title: Linguistic creativity - a tool for encouraging VL autonomy and lifelong learningby: **Visnja Fara**

Description: The talk will address some of the issues that challenge the FLT community, such as learner autonomy, learning strategies and motivation. New words, 'the birth certificates of change', very often exemplify word formation creativity. This Little-c linguistic creativity can be used as an ingredient to spice up VL activities, stimulate students' curiosity and encourage extensive reading. The author will share her classroom experience and refer to the word-watching project, set up within the English language course, aimed at spotting and analysing new entries to the language. Such activities help EFL students become more competent linguistically and culturally and keep their own use of English fresh.



*Bio: **Višnja Fara** has taught ESP in Croatian post-secondary context for 20 years. She has a special interest in English as a Global Lingua Franca and vocabulary development. She works as a senior lecturer of English at the Faculty of Organization and Informatics, University Of Zagreb.*

Online:

CONCURRENT SESSIONS

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SATURDAY 11.30 - 12:15

Title: Brexit and the impacts on English language learning in Ireland**by: Conor O'Reilly**

Description: The impacts of Brexit on English language learning (ELL) in Ireland are completely unknown. With Britain leaving the EU, the English language will jump from a population of over 60 million first language users to around 5 million overnight. It is highly likely this shift the balance in language learning in the EU with global knock-on effects, and the changes to the English language learning industry may be irreparable. I will discuss three possible impacts of Brexit on ELL in Ireland: ELL will experience massive growth in Ireland, English shall lose its prominence within the EU with reduced usage and learners, and English and ELL shall remain the same. This discussion will be framed around analysis of current global trends in English language learning which are likely to impact following Brexit.



*Bio: **Conor O'Reilly** has taught in numerous capacities both in South Korea and in Ireland since 2005. Of late he has worked in Ireland's growing EAP sector. In addition, he is currently conducting research on internationalisation of higher education in Ireland for his EdD at the University of Glasgow.*

Online: @ConzieSays

Title: Developing leaders and leadership through language training**by: Ben Dobbs**

Description: Leadership, in contrast to management, is a soft skill. Effective leadership requires strong communicative skills. This means that the language training room is the natural place to develop a course attendee's leadership skills and that leadership training can be treated as an extension of language training and therefore the domain of the language trainer. This interactive session examines how we can develop our students' and trainees' language for motivation, allocation and delegation, instruction and feedback-giving, coaching skills, interpersonal communication, troubleshooting and more.



*Bio: **Ben Dobbs** is an executive coach and in-company corporate trainer specialising in the training of leadership, communication, problem solving and key communicative business functions. Ben has recently delivered training in Saudi Arabia, Macedonia, Kuwait, Malaysia, Oman and the UAE. Ben is also an accredited Cert IBET trainer author of The A to Z of Leadership.*

Online: @BDComms ; website: www.bd-comes.eu

Title: The developing manager: the role of reflection**by: Louise Guyett**

Description: As managers in ELT, we encourage our teachers to reflect on their lessons in different ways in order to learn and develop. But just like teachers, we learn every day from the situations we deal with and the people we come into contact with, so we too should take the time to reflect in order to help us become the most effective managers we can be. In this session, Louise will discuss the role of reflection in the life of a busy manager and will give some practical tips on how to get the most out of reflecting.



*Bio: **Louise Guyett** has been working in ELT for over 10 years. She worked as a teacher and materials writer before moving into academic management and is currently the Head of School in The English Studio, Dublin. She completed the Trinity DipTESOL in 2013 and is currently studying her MA TESOL with the University of Nottingham.*

Online: @louiseGuyett

CONCURRENT SESSIONS

- SATURDAY 12:15 - 13:00

Title: Mentoring in teacher development**by: Chris Farrell**

Description: This workshop will focus on the role of mentoring as a basis for effective bottom up teacher development. The session will break the concept of mentoring into two distinct parts: Early Career Mentoring with a focus on Novice Teachers, and the use of Mentoring in helping to create Teacher Development Pathways (TDPs) regardless of the amount of experience the teacher may have. This session will look at some primary source research on mentoring in the UK and Ireland and also at some of the key 'events' associated with the Mentor cycle.



Bio: Chris Farrell is the Head of Teacher Development with the CES Group. He holds an MA and a DELTA. He is also the coordinator of the Irish Research Scheme for Teaching, a committee member with EAP in Ireland, and with TDSIG. He regularly speaks at conferences on behalf of CES and EAQUALS.

Online: @ChrisPatrickF

Title: Blending learning in ELT: Making it work**by: Pete Sharma**

Description: Blended Learning is a key concept in ELT. We know why we want to blend: to combine the best of the classroom with online learning. However, BL is difficult to implement successfully. One reason is the regular emergence of new digital materials, tools and learning platforms. This workshop identifies a successful formula for 'making Blended Learning work'. It presents an innovative, systematic framework for schools and teachers looking to develop or start their own blended courses. Participants will leave with this useful tool to help them make informed choices, along with some exciting, new practical teaching ideas.



Bio: Pete Sharma is a training manager, consultant and ELT author. He is a pre-session lecturer in EAP (English for Academic Purposes) at Warwick University, UK. Pete is a well-known conference presenter. He has co-authored several books on using educational technology in language teaching. His latest book as co-author is Best Practices for Blended Learning (Pavilion Publishing and Media 2018).

Online: @petesharma

Title: Using culture to engage learners**by: Sahand Razavi**

Description: This presentation will focus on techniques centred on culture that ESL practitioners can use in order to engage young learners in monolingual groups. The presentation will give practical tips and advice on how to encourage these learners to participate more actively and to communicate with each other, using culture to achieve greater interaction.



Bio: Sahand Razavi is an EFL and secondary school qualified teacher who currently works with International House Dublin. His particular area of interest concerns working with teenagers and young learners, and how practitioners can overcome some of the challenges associated with these learners.

Online:

CONCURRENT SESSIONS

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SATURDAY 13:50 - 14:35

Title: Developing school-based CPD of ELT through Action Researchby: **Venny Karolina**

Description: This presentation will explore the process of school-based continuing professional development (CPD) of English language teachers developed through an action research. The presenter will initially give the rationale of the importance of action research as solution to identify and solve the problems and the needs of school teachers for their improvement of knowledge and teaching skills that fit to their school contexts. The presenter lastly will engage participants of conference



Bio: Venny Karolina is an English language lecturer at Tanjungpura University in West Borneo Province, Indonesia. She is currently taking an EdD program of School of Education at Queen's University Belfast. Her research interests include professional development of teachers, risk and resilience of learners and teachers and assessment in EFL context.

Online: @KarolinaVenny

Title: Experiencing Language - English through drama technique and methodologyby: **Anna Kadzik-Bartoszewsk & Charlie Hughes**

Description: The principal aim of this theoretical and practical presentation is to draw attention to the importance of teaching English by using theatre and creative drama techniques and to suggest ways to consolidate drama methodologies in many areas of English language education. The presenters will discuss the educational potential of drama and theatre, provide examples of workshops designed for International House Dublin and British International School and identify its associated advantages. The discussion will focus on exploratory and experiential activities that empower and encourage learners to study and experience English language in cultural context. It will explain how drama-methods, can support learning, activate skills, enhance potential and plant a curiosity in learning English language.



Bio: Anna Kadzik-Bartoszewska holds a BA in Art History from the Pontifical University of John Paul II in Krakow, M.Arch Sc. in Architecture, College of Architecture, MA in History from Pontifical University of John Paul II and a PhD in Art History from University College Dublin. She has taught in UCD, worked at the Chester Beatty Library and joined the Gaiety School of Acting team in August 2012. She coordinates the school's Education Department and European Projects.

Bio: Charlie Hughes studied acting at The Gaiety School of Acting, having undertaken their two year full time actor training course. He has considerable experience working as a youth theatre director, English through drama tutor and as a theatre-in-education performer and facilitator. He also has various acting credits to his name.

Title: Holistic listening agency: creating and exploiting listening textsBy: **David Byrne & Mark Heffernan**

Description: This session focuses on practical techniques for creating and utilising listening texts in the classroom. In the session, we will look at where listening materials can be found and demystify how you can make your own. Additionally, you will look at ways of fully exploiting these same materials, focusing on both language and skills development. This workshop is building on a previous session called Textploitation from ELT Ireland 2018, in which we examined texts for both systems and skills but focused more on written texts. This workshop will focus on spoken texts and how to make the most of them.



Bio: David Byrne is currently working as Director of Studies at EC London. He is very interested in learner training, skills development and writing materials. In his spare time, he works with Mark on their blog.

Bio: Mark Heffernan works as a teaching fellow at Queen Mary University of London. He is interested in the lexical approach and creating autonomous learners and writing materials that unite these two passions. With David, he co-writes Textploitationtefl.com. They both love tea.

Online: Textploitationtefl.com @Textploitefl

CONCURRENT SESSIONS

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SATURDAY 14:35 - 15:20

Title: Does learning lexical bundles increase fluency in writing?**by: Cathryn Bennett**

Description: What is writing fluency? Unlike its speaking counterpart, few studies have been conducted in this area. Existing research attempts to align writing fluency by transferring speaking fluency measurements. Does this work? This talk presents the problem of writing fluency in the classroom and adds to research in writing fluency via exposure to Lexical Bundles. Teachers and administration were surveyed to provide opinions of written fluency. The findings of this presentation are the results of an IRST project.



Bio: Cathryn Bennett currently teaches English for Academic Purposes at UCD. She has participated in the Irish Research Scheme for the past two years, following the completion of her MA TESOL in 2017. Her research areas in corpus applications, student motivation and technology in language learning. Her birthday is February 16th.

Online: Teaching_Cat

Title: Diving into the local experience**by: Susan Holden**

Description: Students attending short courses in an English-speaking environment have a unique opportunity to combine and extend both their language learning and their intercultural understanding. The problem for teachers and course designers is how to cater for a range of differing needs, contexts and possibilities within a limited timescale. This session presents practical ideas for both in- and out-of-class activities for teenage students on short courses. We will discuss how these can be combined to make the most of both the language and cultural possibilities, by encouraging the students to discover exciting ways of using the language to communicate both within and outside the classroom. The ideas and activities are taken from the new project-based short course, Dive In, Delta Publishing 2019.



Bio: Susan Holden is experienced materials writer and publisher, with a background in both teaching and teacher training. She is currently based in Scotland, where she runs a small publishing and project management company, Swan Communication.

Online: @p

Title: Spilling the tea about LGBTQI+ in ELT**by: Angelos Bolas**

Description: Most teachers, when asked why they do not deal with LGBTQI+ related topics and issues in class, they give the same response: they do not know how, why, what, when, etc. In this workshop, we will examine the legality of including (or not) LGBTQI+ related topics and materials in our lessons, we will focus on what teachers need so that they are better prepared and empowered to be 'inclusive', and we will work on lesson ideas and materials that participants can use with their learners.



Bio: Angelos Bolas is an ELT professional working mainly on pre-service teacher training courses, like the CELTA. He volunteers on #ELTchat, IATEFL Conference Committee and IATEFL TDSIG. He is interested in training teachers and institutions on LGBTQI+ related matters.

Online: angelos_bollas

CONCURRENT SESSIONS

- SATURDAY 15:45-16:30

Title: Engaging with the English Profile - A CPD programme

by: Gerard O'Hanlon

Description: The English Profile is an online corpus describing learner language across the CEFR. This resource has much to offer the ELT Professional: syllabus design, testing, materials writing, level checking and planning. This presentation outlines a CPD programme designed to help ELT teachers engage with the English Profile for better professional autonomy. It reviews the background of the English Profile and its connections to the CEFR. An overview of the CPD programme will be outlined, highlighting how best to work with this resource in practice. Feedback from the CPD participants will be considered, while recommendations and conclusions for future projects will finish this talk.



Bio: Gerard O'Hanlon is a teacher and teacher-trainer based in Dublin with over 20 years' experience in both Spain and Ireland. He presented work based on his research at the ELT Ireland conference and TDSIG Dublin events in 2018. He holds an MA in Applied Linguistics from MIC Limerick.

Online: @Gohl1

Title: Are you in the right job?

by: Rachael Fionda

Description: They say your ideal job is something that you love doing, something you are great at, something that pays you enough and something the world needs. Is it really possible for one job to meet all of these criteria? Does your job? Addressing the conference theme of 'Why do we do what we do in ELT' I ask the audience to reflect on how much their role in ELT represents their passion, their mission, their vocation and their right profession - what to do if it doesn't and how to find meaning in what you do whatever your answer!



Bio: Rachael Fionda is Director of the Applied Language Centre, UCD. The Centre teaches 10 languages and is responsible for the language tuition of a large cohort of EAP students.

Online: @RachaelITESOL

Title: Understanding and working with adults with different learning needs

by: Mara Antonella Toranza Temi

Description: Our profession in initial training courses does not prepare us to help students with differentiated learning needs, which puts teachers at a disadvantage in the classroom. To make the classroom a more inclusive space, I have explored and tested memorisation and sensory-perspective activities, such as coloured-labelling lexical categorisation, gap-fill lexical quests, recycling games, and weekly class practice feedback, among others, to help these learners acquire and use new language. Here, I will share how my work with these students has made our classroom a safer learning environment in which learners can achieve their goals.



Bio: Mara Temi is a 33 year-old Argentinian TEFL teacher living and working in Ireland for almost the past three years. I have been teaching for almost 10 years now at various levels (primary and secondary schools, private language schools, University), and I am currently in the process of finishing my distance Delta diploma.

Online:

CONCURRENT SESSIONS - SATURDAY 16:30-17:15**Title: Make it QRacked! Using QR codes in the ESL classroom****by: Marzia Marcelli**

Description: The seminar is designed for teachers who are relatively new to the use of QR codes in class or who would like to embed technology and smartphones in their teaching but are not sure how to go about it. The session will look at how to enrich adult and teen ESL lessons using QR codes. It will cover interactive and practical activities that teachers can do in class. The attendees are invited to bring their own devices in order for them to have a first-hand experience of a range of activities they could use in class.



Bio: Marzia Marcelli is an enthusiastic ESL teacher. She is CELTA, CELTYL and DELTA qualified, has taught in Italy, the UK, Spain and is about to move to Switzerland. Her academic interests include: language and intercultural awareness, phonology, storytelling, assessment and educational technology.

Online:

Title: Why do we use peer feedback in the EAP classroom?**by: Penny Tzanni**

Description: Peer feedback has been widely used in the EFL context during the last two decades. This presentation will evaluate whether or not peer feedback is effective in the EAP classroom and why do we use it so extensively the last few years. It will use authentic materials/handouts that were used this summer in the Pre-session course at UCL, along with a survey conducted among 69 students, measuring their perceptions of peer feedback. Finally, it will give practical tips for other EAP and EFL teachers to make peer feedback more effective in their context.



Bio: Penny Tzanni is a professional English Lecturer with a proven academic achievement and expertise in teaching English for Academic Purposes, specializing in Applied Linguistics. After her graduation at the University of Birmingham, she has taught English for Academic Purposes and General English in various universities around the world, such as Kuwait, Dubai, China and lately at the Centre for Languages and International Education at UCL.

Online:

Title: TBLT - An effective tool of language teaching**by: Faisal Naseer**

Description: For learning any foreign language environment helps a lot in which learners get chance to listen and speak that particular language. In TBLT students of other language get tasks from real life situations. This presentation aims to provide information about TBLT with its procedure and class based activities.



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

Online:

SPONSORED SPEAKER TALKS - SATURDAY 16:30-17:1513.50 – 14.35 in Exhibition Hall**Title: What is organising and why do we do it?****by Colette Godkin &
Claire Hodgins
- Unite**

A significant recent development in the Irish ELT industry has been teachers organising themselves into a trade union branch. In this talk we will look at the successes and challenges of organising the teaching workforce and present the results of recent surveys on the working conditions of Irish ELTs. The potential impacts of unionisation on the ELT industry in terms of teacher retention and professional development will also be considered. This talk is intended to give all stakeholders in the industry an opportunity to learn about the Unite ELT branch and to discuss any questions or concerns they may have.



*Bio: **Colette Godkin** is a teacher and teacher trainer. She is the secretary of the Unite the Union English Language Teachers Branch and a member of the Irish Executive Committee of Unite.*

***Claire Hodgins** is an English language teacher and an active member of the Unite ELT branch. She previously worked as a teacher in Ballyfermot College of Further Education.*

14.35 – 15.20 in Exhibition Hall**Title: Effective ELT for teens and young adults****by: Tery Lemanis
- Hamilton House**

Teenagers are often regarded as a difficult and unpredictable group of learners that can create many challenges in the classroom. In this session, we will take a look at some of the underlying causes for this perception, think back to when we were teenagers, and discuss some proven methods to help tackle common issues like lack of motivation, managing mixed-ability groups and developing rapport. The talk will conclude with an exciting presentation and a walkthrough of one unit of the top-selling series English Download by Hamilton House Publishers.



*Bio: **Tery Lemanis** is an experienced teacher and teacher trainer born in Boston, Massachusetts. Since 2011, he has been working as an ELT consultant and has conducted teacher training seminars in many countries around the world. Tery is an engaging speaker who develops a special rapport with audiences due to his vivacious personality and ability to draw links between theory and practice.*

15.45 – 16.30 in Exhibition Hall**Title: The Power of the Image****by Mike Cummings
- NGL**

Throughout our lives, we are the unwitting subjects of an onslaught of images. From the mobile phone in your hand to the products in your supermarket trolley; from the magazines on your coffee table to the train seat in front of you, someone somewhere is trying to convey an idea to you through messages which are primarily visual. While we have all used images to facilitate learning in our teaching – from flashcards to video – do we really know why it is so effective? This session looks at the power of images and how images can play an integral part in language acquisition and make learning memorable.



*Bio: **Mike** joined National Geographic Learning in 2013 and supports accounts across UK, Eire, Malta, Scandinavia, Central & South Africa. He has experience teaching teens and adults at private language schools, universities, and summer schools in UAE, China, Ireland and the UK and spent many years as an IELTS tutor during this time.*

So far Michael has visited more than 40 countries around the world and randomly appeared on TV in many of them! Now very happily settled in the People's republic of Yorkshire.

Online: michael.cummings@cengage.com

16.30 – 17.15 in AF103

Title: Extended Speaking in the Classroom (and the Importance of Planning) By Jon Hird

This practical session considers the importance of pre-task planning in classroom speaking activities and looks at research evidence of how this can result in significantly increased fluency, complexity and grammatical accuracy. We will look at how a planning stage can be integrated into a speaking activity and along the way we will listen to and briefly assess a student undertaking a classroom speaking task.



Bio: Jon teaches English at the University of Oxford and is a teacher-trainer and an ELT materials writer with particular interests in grammar, EAP and in dyslexia and learning English. He has written and contributed to a number of ELT publications, most recently including the B1 level of the course book series Language Hub.

Online: @jonhirdelt



Suggested Meeting Points near the venue

**57 the Headline
56-57 Clanbrassil Street Lower**

**Leonard's Corner
117 S Circular Rd**

**MVP
29 Upper Clanbrassil Street**

DAY 2

CONCURRENT SESSIONS

- SUNDAY 11:05 - 11:50

Title: Do pronunciation models matter? Reflections from Irish and Scottish classrooms by: Gemma Archer

Description: For many years, the dominant pronunciation model in ELT resources has been Received Pronunciation, despite estimations that the accent is in serious decline. This talk will focus on the phonological and pedagogical problems this model poses to regional English speaking teachers, such as those from Ireland and Scotland, and their students. It will include the results from a study of teachers' experiences regarding pronunciation materials and models, and a 5-week classroom based study designed to discover, once and for all, the best pronunciation model for my regionally based international students. It will conclude with helpful strategies gathered throughout these projects.



Bio: Gemma Archer is an EAP teacher and Pre-sessional co-ordinator in the ELT department at the University of Strathclyde in Glasgow. She is also the editor of the IATEFL Pronunciation SIG journal 'Speak Out!'. Gemma has taught English in the UK, Ireland, Italy and the Middle East, but in her current teaching work specialises in pronunciation in EAP contexts.

Online: @GL_archer

Title: Reading a text: snore no more!

by: Oksana Dzyuban

Description: Course books treat reading texts rather superficially. Racing through a text by doing the odd comprehension check here and a vocabulary activity there only scratches the surface. It is important for students to take apart a text to understand how the language works. Similarly, by looking at the language of a text several times, students notice it, and noticing is important in language learning. Finally, by doing a set of tasks based on a text, students recycle vocabulary or grammar, which helps memorization. In this workshop, the presenter will model highly engaging activities to exploit a text more fully.



Bio: Oksana Dzyuban is a teacher and teacher trainer based in Western Ukraine. She has 18 years' experience in ELT. She holds an M.A. in TESOL from the School for International Training, USA. Her professional experience includes teaching English in Morocco, frequently presenting at TESOL Arabia, IATEFL and other international conferences.

Online:@OksanaDzyuban

Title: Making connections - Using film in the language classroom

by: Eva Buyuksimkesyan

Description: Films can be effective in any language classroom. Through film, teachers can make students more active and engaged and promote critical thinking and writing. In this workshop we will look at ways that we can teach grammar, vocabulary, listening, speaking and writing using films. The activities will be easily adapted to use with all levels and age groups. Participants will get a number of teaching ideas to take away with them to use with their students.



Bio: Eva Buyuksimkesyan has worked in ELT for more than 25 years. She has taught English to children, teenagers and adults. She started an initiative called Dream2Edu in 2015. She has been delivering workshops to teachers and running creative writing and reading courses for children and teenagers. She is still working at Esayan Armenian High School. She also blogs at evasimkesyan.com

Online: @dream2edu

CONCURRENT SESSIONS

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SUNDAY 12:15 - 13.00

Title: Listening skills (top-down or bottom-up): which one do students prefer?**by: Bárbara
Hernandes**

Description: The teaching of listening skills has mostly focused on top-down processes, with the typical pre-while-post structure. However, another path teachers can follow when teaching those skills is to use bottom-up processes, that is, helping students decode the message. Learners, especially at lower levels, tend to find it quite difficult to understand some streams of speech, not because they don't have enough vocabulary, but rather because they are not fully equipped with appropriate decoding skills. This talk aims to present results from the research I conducted with an A2 class in Dublin under the IRST (Irish Research Scheme for Teaching).



Bio: Bárbara Hernandez has worked in ELT for over twelve years, primarily based in her native São Paulo, Brazil. She holds a Degree in Communication and a Post Graduate Diploma in English Teaching as a Foreign Language. In 2013 she relocated to Ireland and three years later got her MA in TESOL at UCD. Her research interests include L1 in the classroom, language acquisition and bilingualism.

Online: @nadalem

Title: Fun and challenge in the YL classroom**by: Shay Coyne**

Description: While fun is important in the young learner classroom, it's not just simply colouring, playing games and singing. Teachers of this age group need highly-specialised training to plan lessons with age-appropriate activities that help move students forward in their learning. This talk shows how teachers can bring Vygotsky's Zone of Proximal Development come to life in the language classroom. Fun and challenge complement each other, they're not binary opposites. Attendees will have the opportunity to bring fun into the classroom while still maintaining a challenge. The modern young learner teacher is expected to deliver classes with clear learning outcomes.



Bio: Shay Coyne is an educational consultant in Barcelona, with 19 years' experience in ELT. She specialises in YLs, teacher cognition and curriculum design. She contributes to online newsletters, journals, blogs, and course material. Shay attends and presents at national and international conferences. She holds a BA in Psychology, the CertTESOL, and an MA in Applied Linguistics.

Online: @shaycoyne

Title: CELTA uncovered: The subtle art of unlearning**by: Ian Brangan**

Description: As someone involved in teacher development over two decades I have witnessed the enthusiasm for learning and teaching that the CELTA/CELT can instil in a novice teacher. Equally I can see that without further regular CPD input over the following years half truths and partial information become the bedrock of an ELT teacher's practice. The most useful learning, I would argue, isn't simply an addition of new knowledge (as in the CELTA/CELT), but first unlearning knowledge that is over simplistic or unhelpful. In this talk I aim to lift the lid on the half truths learnt in initial training courses. Is teaching grammar or pronunciation more crucial to your learners? Are you a facilitator or a teacher? ...and can you monitor with your arms folded from a corner of a classroom?



Bio: Ian Brangan is an Academic Manager with 25 years experience who has been involved in Teacher Training for two decades with the CELT. He's a schools inspector with QQI and EAQUALS and an ELT consultant who has recently launched an ELT Management & Training Consultancy called ActualiseELT. He's spoken at IATEFL, EAQUALS, QQI and ELT Ireland conferences on topics such as Self Observation, Managing Assessment, Managing Teacher Pathways in Ireland, Integrating the Tenets of PBL into ELT activities, Grammar McNuggets, and Image Identity & Language.

Online: @ianbrangan

CONCURRENT SESSIONS

- SUNDAY 13:00 - 13:45

Title: A crash course in cultural literacy for the ELT instructorby: **Doaa Baker**

Description: This session aims to impart practical competencies that seek to equip the ELT instructor with essential cultural skills. This workshop references a set of common 'scenario archetypes' derived from the speaker's own teaching experience and research. It strives to boost teachers' awareness of how to optimise cultural relations and minimise potential tensions when integrating diverse groups of learners. It also considers typical learner profiles, and the importance of teacher preparation when encountering students of unfamiliar cultures, highlighting how an understanding of students' backgrounds directly enhances classroom rapport, learner engagement and overall harmony.



Bio: Doaa Baker currently teaches on UCD's pre-master's programme. She is completing her Delta qualification where she has investigated the role of cultural harmony in the ELT classroom as part of her experimental research.

Online:

Title: Who we are is how we teachby: **Liam Tyrrell**

Description: As educators, the actions we take both in-class and outside are influenced, and in many ways caused, by our beliefs. In this workshop participants will examine their core beliefs about teaching, learning and classroom practice and determine how these beliefs influence our actions both consciously and unconsciously. We will consider how our beliefs originate and how we can work to reflect on them as well the implications of such reflection for our understanding of why we make the decisions we do and the effect of a belief changing or evolving over time as a result.



Bio: Liam Tyrrell is Head of Teaching and Learning at English Studio Dublin and also works as a course tutor on Trinity Cert. TESOL. He has been working in ELT since 2009, completed DELTA in 2016 and has recently taken IDLTM at Queensland University. He is an active member of various ELT associations and has presented at national and international conferences.

Online: @Liam_ELIT

Title: Why managers need PD tooby: **Paula Castro**

Description: It is naturally expected that new EFL teachers will learn how to teach before entering the classroom for the first time. Interestingly, this expectation does not apply to academic managers in the same industry. As an experienced EFL teacher who aspires to become a manager in language teaching organisations, I have recently started the journey to bridge this gap by enrolling in the IDLTM course (International Diploma in Language Teaching Management). On this talk, I am going to share my experience so far and the reflections made on why managers need as many training and development opportunities as teachers do.



Bio: Paula Castro, originally from Brazil, has been teaching English for 8 years. After the realisation that the classroom was not the most exciting part of her job anymore, she started the transition into the academic management world. Passionate about self-development, she is always on the lookout for different challenges and growth opportunities.

Online: @Paulazcastro

CONCURRENT SESSIONS

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SUNDAY 13:45 - 14:30

Title: Spicing up the Business English classroom**by: Marjorie
Rosenberg**

Description: Business English learners of all levels understand the need to communicate within their own companies as well as with business partners around the world. Many of them are experts in their own fields and comfortable with specific vocabulary. However, they are not as confident when they need to speak spontaneously in presentations, meetings or on the phone, make small talk, or talk in general about the workplace. This set of activities has been designed to spice up your business English lessons and provide supplementary materials which are fun to use and encourage learners to speak. They cover a number of topics within the business English field, can be used with different levels of learners and can be used on their own or to accompany a course book. Come along to this interactive workshop to find out how to liven up your lessons and get your learners speaking and communicating.



*Bio: **Marjorie** taught at the tertiary level for over twenty years in Graz, Austria. She currently works with corporate clients at a local bank, trains teachers and writes materials. Marjorie has written extensively in the field of business English (Cambridge University Press, Pearson, Cengage, Macmillan) and is the author of 'Spotlight on learning styles' (Delta Publishing) and 'Creating Activities for Different Learner Types' (Wayzgoose Press). She has recently revised and updated 'Communicative Business English Activities' which will be available from Express Publishing in 2018. Marjorie is currently the IATEFL Vice President.*

Online at: @MarjorieRosenbe

ELT Ireland AGM 2019

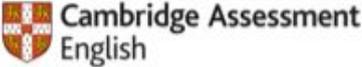
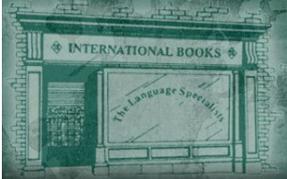
The AGM is open to individual members and representatives of member institutions.

ELT Ireland is a member organisations.

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



DIRECTORY OF EXHIBITORS

<u>STAND</u>	<u>EXHIBITOR</u>	<u>On Twitter</u>
4-7	BEBC 	@Books4English
1	CAMBRIDGE-CUP 	@cambridgeupelt
2	CAMBRIDGE ENGLISH EXAMS 	@CambridgeEng
3	DELTA Publishing 	@DeltaPublishing
8	Pavilion ELT 	@PavPub
9-10	EXPRESS PUBLISHING  Express Publishing	@ExpressELT
23	Hamilton House Publishers 	@hamiltoneltbook
19-20	INTERNATIONAL BOOKS 	@StoreyBooksie
12	Learning English in Ireland Resources 	@MarianneJordan_
11	MACMILLAN 	@MacmillianELT

13	NATIONAL GEOGRAPHIC LEARNING		@NGLearningUK
14	OUP		@OUPELTGlobal
15	Pearson		@Pearson_ELТ
16	PeopleCert		@PeopleCert
17	Trinity College London		@TrinityC_L
22	Unite ELТ Branch		@UniteunionROI

Thanks to our exhibitors, whose support is vital to the success of this event

along with those in your conference bag



Irish Dimensions EFL Resources



ELT Ireland Education & Development Events

ELT**ed** Limerick- Call for Speakers

The next ELT**ed** - English language teacher education and development talks - will be held on the **9th March** at **Mary Immaculate College, Limerick** 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 **25th February 2019**

and we will send you further information.

FOR MORE INFORMATION ON ELT IRELAND SEE WWW.ELT-IRELAND.COM

ELT Ireland activities

Annual Conference

- professionals from home and abroad share their ELT knowledge, ideas and experience.

ELTed (Education & Development) Events

- professionals present an idea which works from their daily ELT life in a short talk format.

Manager Meet-up

- an informal get-together of managers for discussion on an issue of interest.

ELT Ireland Bulletin

- an annual publication of peer-reviewed articles related to English language teaching.

#eltchinwag

- a fortnightly online chat about ELT with participants from around the world.

a Network for English Language Teaching Professionals
Become a member today!

