

# Academic programme

Friday, 17 February 2017

## Plenary session A

09:20 – 10:20

Don Alberto 1

### NESTs and LETs: ensuring successful collaborative practices

Fiona Copland

Native English speaker teachers (NESTs) have been travelling the world teaching English for hundreds of years (Keaney, 2016). However, the road has not always been smooth and recently NESTs and 'native speakerism' (an ideology that promotes the notion that the best English teacher is a native English teacher) have been roundly criticised in a range of contexts from academic journals to the media. However, criticism has not stemmed the flow and many countries actively recruit NESTs, whether for their English language skills or in order to meet the demand for English language teaching which cannot be met by local English teachers (LETs).

Drawing on a recent British Council sponsored project *Investigating NEST schemes around the world: supporting NEST/NNEST collaborative practices* and on the publication, *LETs and NESTs: Voices, Views and Vignettes*, this presentation will examine the experiences of NESTs and LETs as they work together and the challenges they face. It will put forward suggestions for ensuring successful collaborative practices so that the language teaching experience is a rewarding one for all.



Fiona Copland is Professor of TESOL at the University of Stirling, where she is also Deputy Associate Dean of Research in the Faculty of Social Sciences. She has worked in Nigeria, Hong Kong, Japan and the UK teaching English and training teachers and has extensive experience of teacher education at Master's level. Her research interests include discourses of teacher education, teaching English to young learners and native English speaker teachers. She has published in these areas and also in linguistic ethnography, co-writing, *Linguistic ethnography: collecting, presenting and analysing data*, with Angela Creese. She is co-editor, with Sue Garton, of the Palgrave Macmillan Series *International Perspectives in TESOL*.

## Plenary session B

12:20 – 13:20

Don Alberto 1

Whose truth is it anyway?  
Truth is untruth insofar as there resides within it  
the reservoir of the, as yet, unrevealed

Thom Jones

To begin with...

...We will look at the truth of intercultural communication and the real reasons students study and teachers teach. We'll sort through some of the received wisdom on methods, skills and how we can divest them of cultural agendas while trying to promote elements of inclusion and promotion of diversity. We'll shake the native teacher fallacy and see what elements of gender, age, race and cultural bias fall out of the bottom of the packet.

We'll then move on to the meat of the above sashay through ideas, by unpicking some actual classroom uses...

...Two things we often hear in class: "PUT THAT PHONE AWAY!" and "SPEAK ENGLISH!". Both typify some grave concerns in the EFL classroom underlying a serious disconnect between teacher and taught, and a skewed educational compass that points to a North that has moved. We will use the display of a variety of creative exercises for all levels and ages to

explore the themes of technology, resources, 21<sup>st</sup> century skills, ingrained responses, relevance and motivation.

It will be interactive, there will be workshop elements and learning and doing...there will be NO communal singing or anybody forced to do star jumps.

There will be shouting, throwing things and probably some sweets involved somewhere.

Main points to be covered:

- » **The truth of the classroom structure**
- » **Classroom control**
- » **Swiss Army knife lessons-ensuring you have back up plans up your sleeve**
- » **Ways to use your phone as a valid educational tool**
- » **A selection of communicative teaching exercises that will work at all levels**
- » **Motivating them all-students and staff**



Thom Jones has lived in more than a dozen countries and delivered training in over 70. Having been a truly useless student (and proving it frequently by failing all the exams he was set) he started his professional life as a waiter before going into teaching, then management, before going freelance. Formerly part of the senior executive at Embassy CES before becoming Director of Operations USA for Studygroup he returned to the UK to work with Trinity College London and now works with a variety of organisations on a wide variety of projects. He is principal of Oxford College International summer programme for SBC and runs his own company: Brock Solutions Agency. He presents regularly around the world on a range of topics and is a guest lecturer at four universities. He is also a freelance trainer in business and management.

Ten years ago he cycled from the UK to Turkey, travelling through 11 countries. As a charity fundraiser, he arrived at IATEFL 2015 in Manchester having cycled from Frankfurt in only five days, accompanied by round the world cyclist Julian Sayerer. Julian got there first.

He is rubbish at maths. His mother thinks he is great.

## Plenary session C

16:00 – 17:00

Don Alberto 1

### The play's the thing

Nick Bilbrough

Sometimes when we think of drama we think of complex archaic language, or we think of struggling to feel the motivation for a particular line, or if, like me, you went to primary school in Britain in the 1970's, you may think of standing for what seemed like hours and being a tree!

But drama as a tool for learning EFL can be a much more straightforward and down-to-earth matter. It's something that can be incorporated into almost every lesson, and it doesn't necessarily require acting skills, or lots of time or practice. Having said that, its potential to promote learning is high. It's a great way to bring to life the language in the coursebook and to make it meaningful and memorable, and on top of all this it is fun. As Cook (2000) put it:

*The rehearsal and performance of an appropriate play combines the best of both structural and communicative syllabuses: rote learning and repetition of a model, attention*

*to exact wording, practice in all four skills, motivating and authentic language and activity, instances of culturally and contextually appropriate pragmatic use, and integration of linguistic with paralinguistic communication.* Cook, G. (2000) Language Play, Language Learning. Oxford University Press.

In this interactive plenary, I'll reflect on my experiences as both a language learner and teacher, and propose a strong rationale for the practice and performance of scripted dialogues and sketches as a core component within a modern, lexical (Lewis 1993) or 'play' based (Cook 2000) syllabus.



Nick Bilbrough has been involved in language teaching for over twenty-five years, and has taught in three continents in a wide range of interesting and challenging contexts. He is a regular speaker at national and international conferences worldwide. He holds an MA in Drama in Education and is particularly interested in the role of drama and storytelling techniques in second language learning. He is the author of two resource books in the Cambridge Handbooks for Language Teachers series: Dialogue Activities (2007) and Memory Activities for Language Learning (2011), as well as Stories Alive, a free resource book of story based activities for young learners, published by British Council Palestine, and numerous short articles. He has designed and delivered a vast range of development courses for language teachers, focusing on innovative and creative approaches to language teaching, and now works part time in London at the Sharek centre <http://sharekcentre.com/>, in the training of teachers of Arabic. Most of his time and energy is now devoted to the registered charity he established, The Hands Up Project <https://handsupproject.org/> – teaching English through online storytelling and drama to disadvantaged children in Palestine, Jordan and Pakistan.

# Academic programme

Saturday, 18 February 2017

## Plenary session D

09:00 – 10:00

Don Alberto 1

### Native speakers are better teachers: debunking the myth

Marek Kiczowski

There is a persistent belief in ELT, an ideology if you will – often referred to as native speakerism, that ‘native speakers’ are better teachers. They are better because they have superior knowledge of the language. A wider vocabulary. Better pronunciation. They are more fluent. They are unique sources of cultural knowledge. Their teaching methodology is better.

And this belief has been sold and marketed around the world, leading to a situation where the vast majority of ELT jobs in the private sector around the world are for ‘native speakers’ only. A situation where practically any ‘native speaker’ with or without a 4 week TEFL certificate can travel the world teaching English. A situation where many students prefer ‘native speakers’, because they are constantly told to prefer them.

However, do these arguments about the superiority of ‘native speaker’ teachers hold any water in a world where English has become a global lingua franca? In this talk I will debunk some of these myths about ‘native speakers’, and argue that all teachers, whether ‘native’ or ‘non-native’, should be hired for their pedagogical skills and professionalism, rather than for a language they unwittingly picked up as children. To do so, I will refer to appropriate research and literature, as well as my own experience as an English teacher, teacher trainer and language learner.

I will end the talk by suggesting what each and every one of us involved in ELT can do to tackle native speakerism and to bring back professionalism and equality into our industry.



Marek is originally from Poland and since doing the CELTA and graduating with a BA degree in English Philology, he has taught English in seven countries in Europe and Latin America. He is currently based in Leuven, Belgium, where he teaches academic English at the local university. He also holds Cambridge DELTA and is working towards a PhD in TESOL at the University of York. He has published in peer-reviewed journals and presented at international conferences. His research interests are English as a Lingua Franca and native speakerism in ELT. He advocates equal professional opportunities for ‘non-native’ English speaking teachers through TEFL Equity Advocates ([www.teflequityadvocates.com](http://www.teflequityadvocates.com)), co-authors The TEFL Show podcasts ([www.theteflshow.com](http://www.theteflshow.com)) and keeps a now sporadically updated blog about ELT at TEFL Reflections ([www.teflreflections.wordpress.com](http://www.teflreflections.wordpress.com)). He also gives face-to-face and on-line teacher training sessions about native speakerism and English as a Lingua Franca: <http://tefl-equity-courses.teachable.com/> He’s also a keen language learner and is currently learning his 7th, Dutch. You can find him on Twitter @marekkiczowski and @teflequity

## Plenary session E

12:00 – 13:00

Don Alberto 1

### The Truth about Professional Development for Teachers

Damian Ross

“Innovation in strengthening and expanding a diverse education workforce is critical to improving education.”

(The Learning Generation, Investing in education for a changing world – The International Commission on Financing Global Education Opportunity)

“If we leave the current young generation without adequate schooling, we doom them and the world to future poverty, environmental ills, and even social violence and instability for decades to come.” (UNESCO GEM report, September 2016)

The vital role of teachers both in education and wider society is self-evident, but there is growing recognition among governments and international organisations that there needs to be more emphasis on supporting teacher development.

During this presentation we will look at the evidence for investing in teacher development, and what good professional development looks like. We will consider the roles of policy-makers, school leaders and teacher educators, but focus on how teachers themselves can be effective in identifying and responding to their own development needs.

The British Council’s Continuing Professional Development framework for teachers represents our global understanding of, and expertise in, teaching and teacher development, and is a key tool for teachers trying to assess their own needs. We will look at how to use the framework, discuss the needs of the audience, and consider a simple development planning template.”



Damian Ross leads support in implementing the British Council’s approach to teacher development, Teaching for Success, for British Council teams across the globe. He is a specialist in education and English language development management, with 16 years’ experience of teaching, training and educational project management in various locations across Europe, the Middle East, and Central and Southeast Asia.

After several years teaching English in Europe and Asia, Damian joined the British Council as a Teacher Trainer in Jordan in 2006. He had various management and training roles at British Council teaching centres before taking up a regional role in Eastern Europe and Central Asia, working with national governments and training institutions to support teacher education and development. He then moved to Indonesia, where he led both teacher development and English language development programmes across the country.

In his current role with the British Council global team, Damian is responsible for the ensuring that British Council Teacher Education and Development work leads to a lasting, sustainable difference to student learning experiences and achievement. This involves making sure British Council teams have the skills and tools to understand their context, to analyse needs within education systems, to identify the right development activity to respond to those needs, and to learn from and share those experiences.

## Plenary session F

17:30 – 18:30

**Don Alberto 1**

### Remote Teaching and the Future of ELT

*Alison Devine*

Whether it's teaching tens of thousands of Uruguayan primary school children via videoconferencing in association with Plan Ceibal, delivering teacher training into Iraq from Argentina via Skype, supplementing online self-access courses for primary and secondary school teachers in Chile via Zoom, or working with companies to provide business English classes for groups of managers dispersed across different countries, remote teaching offers an ideal solution in situations where providing a face-to-face teacher or trainer is impossible, difficult, costly or dangerous - or simply when joining a lesson remotely offers a more convenient alternative for busy people.

Remote teaching is essentially 'virtual face-to-face teaching', whereby lessons are delivered via videoconferencing,

whether this be through high-end videoconferencing equipment and fibreoptic lines or platforms such as Skype, Adobe Connect or Zoom. Skilful use of the technology gives the remote teacher real presence in the classroom, with both remote teachers and students reporting effective interaction. Many students find the flexible and innovative new technologies highly motivating.

In this session, we will share with you how the British Council has been working with this new blended learning model, which offers the potential to transform ELT in many parts of the world.



Alison is Director Remote Teaching and Regional English for Education Systems Lead, Americas, currently based in the Buenos Aires Remote Teaching Centre, the British Council's global flagship hub for 'virtual face to face' teaching. Her 24 year career with the British Council, the UK's international organisation for cultural relations and educational opportunities, has included postings in Japan, Malaysia, Greece, the United Arab Emirates, Taiwan and Brazil. Alison has a particular interest in education, having been awarded an MBE for her work in international education, and is currently focusing on increasing friendly knowledge and understanding between the UK and other countries through remote teaching. Alison is involved in several 'virtual face to face' teaching projects, including the teaching of English via videoconferencing into Uruguayan primary schools in partnership with Plan Ceibal, and remotely delivered ELT projects in Mexico and Chile.

She holds academic and professional qualifications in ELT, marketing and business, including PGCE Teaching English to Speakers of Other Languages, MA English as a Second/Foreign Language, the Chartered Institute of Marketing's Professional Diploma in Marketing and an MBA.

Outside of work, Alison enjoys learning new musical instruments, swimming, travelling, good views (particularly mountains and lakes), and learning about new cultures and different ways of thinking.