

Academic programme

Friday 07 February

PLENARY SESSION A

09:20 – 10:20 • Don Alberto 1, 2, 3



Carol Read

How to survive and thrive as a language teacher of children

The UN defines a child as anyone up to the age of 18. As many of us know only too well, teaching children of any age can be stressful and exhausting, and it's not always easy to keep focussed on why we love our jobs so much! At times, it can also feel an overwhelming responsibility or delusion to think that we can transform our students' lives. In the first part of the talk, we'll explore how to survive and cope with the multiple demands and challenges of everyday teaching. A toolbox of practical survival strategies and classroom techniques to conserve energy and avoid burnout will be presented. However, surviving does not necessarily mean thriving, in other words, blossoming and flourishing in our roles. This is, in many ways, more intangible and harder to achieve. In the second part of the talk, we'll explore the reasons for this and focus on the influence of teacher and children's wellbeing in creating a positive climate for successful learning. We'll discuss what wellbeing means and why it's crucial for both teachers and children. This will be followed by the presentation of a range of flexible ideas and procedures to improve teacher and learner wellbeing, sustain motivation and achieve high quality teaching and learning outcomes. The conclusion will stress the value of combining practical, classroom survival strategies with promoting your own and your children's wellbeing, in order to achieve the most effective and rewarding results and become the transformative teacher you wish to be.

Carol Read has over 30 years' experience in ELT as a teacher, teacher trainer, academic manager, materials writer and educational consultant. Carol has taught students of all ages and levels, from very young children to adults. Carol's main specialisation is in early years and primary language teaching. She has run numerous teacher education courses and worked as a consultant in many different countries in Europe, Latin America and Asia. Carol has also published extensively in the field of teaching English to children, including course book series, such as Footprints, supplementary materials, online storytelling and CLIL projects, book chapters and articles on pre-primary and primary ELT methodology. Carol's publications include the award-winning titles 500 Activities in the Primary Classroom, as well as the primary course book series Bugs and Tiger Time (or American Tiger). Her latest publication is a new, global pre-school course, Mimi's Wheel (or Ferris Wheel). Carol is a former President of IATEFL. You can find out more about Carol by visiting www.carolread.com

Academic programme

Friday 07 February

PLENARY SESSION B

12:45 – 13:45 • Don Alberto 1, 2, 3



Chris Roland

I can do that! Getting our students to do more

In this very practical talk we shall look at why we might want to increase student levels of agency in the classroom. We will consider how we might go about doing that and what the appeal of it all might be for our learners. We shall explore the difference between a class that is well behaved, on the one hand, and a class where action on the part of the students has simply been suppressed, on the other. We will think about how classes with increased student activity might feel (for the teacher, students and casual observer) in terms of dynamics, and how they can be managed most effectively to result in greater language practice. We shall look at how to link language to events, both planned and unexpected, how to increase our students' levels of responsibility, freedom of movement, investment and engagement and also how to introduce elements of personalisation. Our examples will be drawn from primary, secondary and young adult classes and there will be photographs, anecdotes and examples of student work from my own lessons. The ideas covered will be suitable for new teachers, seasoned veterans, and anyone responsible for training teachers or supporting them.

Chris is an 'ideas man' based at ELI, a language academy in Seville. He considers himself a 4x4 or 'all terrain teacher-trainer' covering primary, secondary and adult, and continues to teach all three on a weekly basis. He is a regular speaker on the international conference circuit and has worked with teachers in a wide range of contexts including as tutor on Trinity Certificate and Diploma courses for OxfordTEFL, Barcelona, and as trainer of state school teachers in both Catalonia, Spain, and Aleppo, Syria, for the British Council.

*His ideas on methodology can regularly be found in English Teaching Professional magazine and he has authored supplementary materials for well-known editorials including CD-Roms for primary coursebooks and online business English materials. His current areas of interest are student cross-talk, the psychological terrain of a teacher's working day, task design, the workings of fun and how we might raise the technical level of young learner classes. His ELTon nominated methodology book *Understanding Teenagers in the ELT classroom* is available from Pavilion Publishing, UK.*

Academic programme

Friday 07 February

PLENARY SESSION C

15:10 – 16:10 • Don Alberto 1, 2, 3



Marcela Cintra

Motivated teachers inspiring change

Research on motivation has brought light on how affective factors may impact learning and education. Also, there have been investigations on how teachers' attitudes and discourse may influence learners' progress in communicating in a foreign language. From a similar perspective, teachers' motivation has also been studied to better understand how it contributes to effectiveness in the classroom and to empower the teaching profession.

In this presentation, theory (e.g. Arnold, 1999; Dörnyei, Henry & Muir, 2016) and practice about the potential of teacher and learner motivation, affective learning and their impact on language learning will be considered in the discussion. In this talk, we will delve into data on motivation and affect in language teaching to explore how teaching, teacher motivation and discourse may inspire learning and provoke change to positively transform the world.

We will also debate teacher development and how it affects learning and motivation in the classroom, and analyse teaching approaches and contexts in which the social-emotional skills have been emphasized. This will finally lead the presentation towards an overview of perspectives that may bring attendees' insight on how teaching and the work on motivation may inspire change inside and outside the classroom environment to transform the educational context with innovative techniques.

Marcela Cintra has been working with English language teaching in a variety of contexts for 24 years. She has a BA in Language and Literature from the University of São Paulo and an MA in TESOL from the University of Nottingham. She is currently the Product Manager in the Academic Area at Cultura Inglesa São Paulo. She has been involved in course development, teacher training and development programmes and educational research groups for innovation. Her main areas of interest and research are affective learning, teacher and learner motivation, teacher development, bilingual education, and the impact of teacher appraisal and feedback on lesson quality. Marcela has presented research and practice oriented papers in LABCI, BRAZ-TESOL, TESOL and IATEFL conferences. She is a CELTA, ICALT and Delta tutor in Brazil. She is also the current first-vice president for BRAZ-TESOL, president-elect for 2021-2022.

Academic programme

Saturday 08 February

PLENARY SESSION D

09:00 – 10:00 • Don Alberto 1, 2, 3



Ben Knight

Making sense of how we develop life competencies through ELT

English language teachers are increasingly under pressure to do more than just teach the language—they are expected to develop international citizens of the future. Employers, ministries, and parents want them to develop students' creativity, critical thinking, collaboration, and other so-called 21st century skills. How can teachers understand better what exactly is expected of them, and what they need their students to learn? How can they develop these skills during English lessons, when they need all the time they have to teach core language skills? These are the questions that Cambridge has been trying to address by developing the Cambridge Life Competencies Framework, which defines in more detail what each of these competencies look like in the classroom. It also supports teachers in how they can develop those competencies without taking time away from language learning.

Ben Knight is director for language & pedagogy research at Cambridge University Press. He leads on using high quality academic research to develop more effective learning materials and resources. With his expertise in curriculum development and pedagogical research, he helps to underpin Cambridge's educational resources with research-based insights and conceptual models. He has worked on educational reform projects in countries from Mexico to Japan, and is particularly focused on integrating the different components of education to maximum impact. He was a teacher and trainer in various countries: Kenya, India, Sri Lanka, Japan, Italy and the UK, working for International House and the British Council, as well as a couple of universities. For a number of years he specialised in assessment, developing new exams at Cambridge Assessment and managing vocational qualifications at City & Guilds, and now combines his expertise in assessment and learning to provide a holistic and evidence-based approach to education.

Academic programme

Saturday 08 February

PLENARY SESSION E

12:30 – 13:30 • Don Alberto 1, 2, 3



Sophia Mavridi

Re-discovering the transformative potential of technology in ELT

While technology is now widely regarded as an all-important resource in the 21st century classroom, utilising its core advantages can present most of us with overwhelming challenges; not least of which is choosing pedagogically sound tools from amongst the plethora of latest technologies. For many educators, meeting the needs of today's internet-defined students is not a choice but a necessity; however, with new technological products appearing with increasing regularity, new dilemmas come into play. How are teachers supposed to confidently evaluate the potential of new technologies in achieving or even surpassing curriculum objectives? Is every technology really transformative? How can we respond to the latest trends advocating the adoption of every 'cool' tool? How can we make informed decisions about whether - or not - to integrate them into our classrooms?

In this session, we will take a closer look at the transformative role of technology in language learning in an attempt to separate the hope from the hype surrounding it. We will also explore effective and practical ways to help you evaluate learning technologies and create engaging, relevant, and personalised learning experiences for your students. Finally, we will look at how certain barriers such as time constraints and insufficient digital literacies can be dealt with by the language practitioner, teacher educator, academic manager and school owner.

Sophia Mavridi's love for language education spans over the course of 20 years during which she has had wonderful opportunities to work as a primary and secondary school EFL teacher, director of studies, examiner, and more recently lecturer, teacher trainer, and researcher.

She is currently teaching in UK higher education as well as providing in-service training for institutions and publishers around the world. Her latest co-edited volumes are 'English for 21st century skills' and 'Digital innovations and research in language learning' both of which reflect her great interest in the transformational role of innovative pedagogies in language education. Sophia is the IATEFL learning technologies SIG co-ordinator, a special interest group that focuses on the principled use of technology in language learning and teaching. She is also a regular presenter at international conferences and enjoys providing realistic and practical ideas to the teachers who attend her sessions. Feel free to connect with her on Twitter (@SophiaMav) and take a look at her website (sophiamavridi.com).

Academic programme

Saturday 08 February

PLENARY SESSION F

18:00 – 19:00 • Don Alberto 1, 2, 3



Mario E. López-Gopar

Transforming ELT in Mexico: negotiating affirming identities in the classroom

Mexican children grow up in a society where English and Spanish are associated with “development” and economic success and indigenous languages with backwardness and marginalization, and where English seems to be owned only by so-called native speakers, rendering Mexican English teachers as deficient. However, Mexican educators and Mexican pre-service English teachers have attempted to transform this reality for the last 12 years in Oaxaca, Mexico.

Using multimodal identity texts (photos and videos) and narrative, this paper presents ethnographic portraits of Mexican English pre-service teachers as well as indigenous and mestizo children from Oaxacan semi-urban and rural communities participating in a critical-ethnographic-action-research project. This project teaches “English” in order to (re)negotiate the pre-service teachers’ and children’s identities and to challenge the historical and societal ideologies that position them as deficient learners and their translanguaging and multiliteracies practices as inappropriate. Utilizing “identity texts” (Cummins, 2006) and critical pedagogy (Freire, 1970; Norton & Toohey, 2004) as a theoretical framework, the data was collected through participatory classroom and community observations, semi-structured interviews, and pre-service teachers’ and children’s identity texts. The analysis and discussion of the data addresses three main emergent themes: (a) pre-service teachers as bilingual and/or multilingual teachers; (b) children’s identity (re)negotiation through the creation and performance of identity texts; and (c) the use of English to address topics that matter in Mexican people’s lives. It is concluded that transforming English occurs in micro-experiences and contexts, which leaves us hopeful that transformation can also occur in macro-contexts.

Mario López-Gopar (PhD OISE/University of Toronto) is professor at Universidad Autónoma Benito Juárez de Oaxaca (UABJO). Mario’s main research interest is intercultural and multilingual education of indigenous peoples in Mexico. He has received over 15 academic awards. His PhD thesis was awarded both the 2009 AERA Second Language Research Dissertation Award and the 2009 OISE Outstanding Thesis of the year award. He has published numerous articles and book chapters in Mexico, USA, Canada, Argentina, Brazil and Europe. His latest books are Decolonizing Primary English Language Teaching (Multilingual Matters, 2016) and International Perspectives on Critical Pedagogies in ELT (Palgrave MacMillan, 2019). He is the leader of the Critical Applied Linguistic Research Group at UABJO, which was awarded the Oaxaca State Science and Technology Award in the Area of Social Sciences in 2013. He has been a SNI member (Sistema Nacional de Investigadores) since 2011.