

11TH ELT MALTA
CONFERENCE

ENRICHING TEACHERS' PROFESSIONAL LIVES

14-15 OCTOBER 2022

VENUE: THE XARA LODGE



FRI/14
OCT

11TH ELT MALTA CONFERENCE

ENRICHING TEACHERS' PROFESSIONAL LIVES

1300 - 1430

Registration MAIN ENTRANCE | GROUND FLOOR

& Welcome Coffee BACK PATIO | GROUND FLOOR

1430 - 1445

Conference Opening MINSTRELS HALL | GROUND FLOOR

Welcome address by -

Dr Daniel Xerri,

ELT Council Chairperson and

Hon. Dr Clifton Grima,

Minister for Education, Sport, Youth, Research and Innovation.

Ceremony for

9th Inspiring ELT Professional Award 2022

1445 - 1545

PLENARY 1 MINSTRELS HALL | GROUND FLOOR

IT'S NOT ONLY ABOUT PRONOUNS: OUR LANGUAGE OF EX(IN)CLUSION

Words matter. Of course, to us they do. Words comprise a significant portion of our content to teach. We place importance on these words to explain grammar, to give instructions, and to answer questions. We choose our words wisely for this. We're also amid a shift in awareness of inclusive practices, yet our approach to this linguistically can feel the murkiest. It's not only about pronouns, so what else? Together, we'll explore how some language choices exclude and how a pedagogy of belonging can flourish through others.

About Tyson Seburn

Tyson Seburn (MA EdTech & TESOL, University of Manchester) is a lecturer in and assistant director of an EAP foundation year at the University of Toronto and tutor on Oxford TEFL Barcelona's Trinity DipTESOL course. He has volunteered on local and international teacher association committees, most recently IATEFL TDSIG Coordinator. His personal and professional experiences inspired his interest in Queer and racialised ELT experiences, and thus ways to improve practices and materials. He discusses critical and inclusive pedagogies via his (fourc.ca) and social media (@seburnt). He is author of *Academic Reading Circles* (2015) and *How to Write Inclusive Materials* (2021).

1600 - 1645

WORKSHOPS 1-3

WORKSHOP 1 MINSTRELS HALL | GROUND FLOOR

GIVING STUDENTS A VOICE: EXTENDED SPEAKING IN THE REAL AND VIRTUAL CLASSROOM

How can we help our students make themselves heard? In this workshop, we will focus on helping adult learners develop their own voice in English. We will look at and discuss the importance of materials and teacher preparation. In addition we will explore and experiment with some activities that can be done in both the real and virtual classrooms.





About Richard Twigg

Richard Twigg has over 20 years, teaching experience in the U.K., Malta and Italy and has been a teacher/teacher trainer for the last 15 years. In 1998 he graduated from Huddersfield University with a Certificate in Education (Further Education). He was then a lecturer at York College before he moved to Malta in 2005, where he obtained his DELTA in 2007. He is currently the director of English Consultancy and Mediterranean Training and he works as a freelance teacher / teacher trainer in Italy and Malta. He delivers teacher training seminars (face to face and online) across Italy for both MacMillan Education and Eli - National Geographic Learning, aimed at educators in mainstream education.

WORKSHOP 02 ORCHID ROOM | FIRST FLOOR **MEANING IS IN THE MIND OF THE BEHOLDER**

Visible Thinking, a research-based conceptual framework, makes extensive use of learning routines rich in thinking. These routines scaffold and support learners' thinking and teach them how to make their thinking visible. In this practical workshop we will explore a variety of thinking routines and how they can be used in our classrooms.



About Aleksandra Popovski

Aleksandra Popovski is a teacher and teacher trainer. She holds an MA in Professional Development for Language Education, University of Chichester, UK. Her interests include visual arts in language teaching, reading comprehension strategies, and original readers. She is particularly interested in reading as a tool for exploring and discussing issues such as social (in)justice, diversity and inclusion with learners of English. Aleksandra is also passionate about 'no single stories', i.e. writing stories about countries, cultures, and communities that are usually excluded from published ELT materials. She is the current Vice President of IATEFL.

WORKSHOP 03 DRAWING ROOM | GROUND FLOOR **LONG-TURN WRITING ACTIVITIES IN CLASS**

The writing skill in general English classes is often practised as short-turn writing. Although many course books incorporate long-turn writing activities, they are often put into the section of 'extended tasks' and are neither likely to be performed in class due to the perception that speaking is the more important productive skill nor given as homework due to students' important social activities. In this workshop, we will go through some practical long-turn writing tasks for use during an EFL lesson.



About Larissa Jonk

After pursuing a career in EFL teaching, training, examination and management, Larissa Jonk now lectures with CELP, University of Malta. Her primary interest lying in academic writing processes and strategies for coherence, she is currently reading for a PhD at the University of Malta. Larissa is also Secretary for MATEFL.

1645 – 1730

Coffee Break BACK PATIO | GROUND FLOOR

1730 – 1800

TALKS 1-3

TALK 01 MINSTRELS HALL | GROUND FLOOR

LISTENING FOR THE REAL WORLD, NOT JUST THE CLASSROOM

Although a key language skill for learning, listening is one of the most problematic. Classroom listening tasks often seem a million miles away from the real-world where sounds do not correspond to what learners were expecting from their classroom learning. The overall effect of this disconnect can demotivate and discourage learners. This talk will look at the processes involved in listening as well as pronunciation examples to better help our learners identify and recognise sounds they will experience in the real-world, showing that engaging learners with active listening and an awareness of real-life sounds can be fun and motivating.



About Neil Bullock

Neil Bullock is a teacher, teacher trainer and testing specialist in learning English for professional purposes. His work focusses on all language skills in specific occupational situations and he is an active member of IATEFL and a regular participant on the Delivering Development podcast.

TALK 02 ORCHID ROOM | FIRST FLOOR

RESILIENCE AS A 21ST CENTURY SKILL: A TOOLBOX FOR TEACHERS

Resilience has become a high demand professional skill in many contemporary education settings. While the ELT world seems to be mostly focused on language learner resilience, the question arises as to what the importance of resilience for language teachers is. This is particularly important within the context of the Covid-19 pandemic, which accelerated teacher burnout rates and increased their psychological symptoms, such as stress, anxiety and depression. The aim of this talk is to highlight the significance of resilience in teaching and to offer some practical solutions that might be of use for educators teaching both online and in the classroom.



About Agnieszka Dudzik & Agnieszka Dzieciol-Pedich

Agnieszka Dudzik, PhD, is an EFL teacher at the Medical University of Bialystok, Poland. Her main fields of interest include ESP and communicative language teaching. Agnieszka Dzieciol-Pedich, PhD, is a lecturer at the University of Bialystok. She is interested in the communicative approach and intercultural competence in foreign language teaching.



TALK 03 DRAWING ROOM | GROUND FLOOR

POST TEACHING PRACTICE FEEDBACK: WHY AND HOW?

Giving post teaching practice feedback is an integral part of assessing trainees in any CELTA course. Tutors sometimes face challenges during these sessions. Having different backgrounds and teaching experience as well as motivation shape how trainees react during feedback. Some trainees believe that the feedback they receive is harsh and subjective, while others are resistant to changing their teaching beliefs. This talk focuses on the importance of feedback (why) and proposes different approaches to giving feedback (how). Attendees will walk away with practical ideas to use when giving feedback after lesson observations in both F2F and online classes.



About Abeer Okaz

Abeer Okaz is the DOS and educational consultant at PUA, a freelance trainer, CELTA tutor and NILE and TransformELT consultant. She has 23 years of experience, ten of which involved strategic and organizational management/training. She has published and done training internationally. Abeer has been presenting in international conferences since 2007.

BUSINESS AND MANAGEMENT STREAM

SCHOOL OWNERS, HEADS OF SCHOOLS AND SENIOR MANAGEMENT OF ELT SCHOOLS

1445 - 1530

STREAM 1 BACK PATIO | GROUND FLOOR

YOU'RE THE ONE THAT I WANT! - STAFF SATISFACTION POST-PANDEMIC

We are all aware of the changes to our industry post-pandemic, and much has been written about the ways in which teachers' roles have been transformed.

But - do we, as managers, really know what teachers are looking for in the 'new normal'? What motivates them in this new landscape? Do we have the tools needed to be able to satisfy an evolving workforce?

This session will look at the results of a survey of ELT professionals, identify some fundamental challenges currently faced by teachers and managers alike, and explore ways in which managers can both establish and satisfy the needs of teachers in this new environment



About Sarah Mount

Sarah Mount is a founding Director of TransformELT. With 32 years' experience in international business development - 22 in ELT - she now works in the field of Global Education Management. Areas of interest include Educational Policy development, organisational culture and change management. Sarah has worked in as Project Manager in some 25+ countries globally, is an ELT Management trainer and has lectured both in the UK and internationally.

1530 - 1545

TALK SPONSORED BACK PATIO | GROUND FLOOR

**Maximizing ROI with Intrinsic
"Automating Admissions",
'Seeing Statistics' & 'Tracking Revenue'**
delivered by **CEO, Mark Milford**

1545 - 1630

STREAM 2 BACK PATIO | GROUND FLOOR

THE FUTURE OF ENGAGEMENT

As the labour market changes, the way we work changes drastically. As employers we are pushed to be creative to retain our employees, to the extent that engagement seems like a tall order. In this session, Katrina looks into the research behind employee engagement, exploring the shifts we need to make as leaders to retain and engage employees in the future, leaving us with a list of actions to help us move forward



About Katrina Grech

Katrina Grech has an academic background in Work Psychology, leadership and coaching which she puts into practice within her role as COO at Mдина Partners. As a soft skills trainer she has an interest in neuroscience and how it impacts behaviour. More recently Katrina has been driving projects on employee engagement.

SAT/15
OCT

11TH ELT MALTA CONFERENCE

ENRICHING TEACHERS' PROFESSIONAL LIVES

0830 - 0915

REGISTRATION & WELCOME COFFEE

BACK PATIO | GROUND FLOOR

0915 - 1015

PLENARY 2

MINSTRELS HALL | GROUND FLOOR

TEACHERS AND THE GATEKEEPERS THEY FACE

"The pandemic has challenged education systems to ensure learning continuity, substantially increasing the demands placed on teachers. Education systems, more than ever, require effective teachers that facilitate and support learning instead of delivering content; that use a combination of in-person and digital methods to deliver lessons; that foster creative thinking, communication, and collaboration; and that instill a love of learning, how to persevere, and have self-control." (OECD, 2020)

2020 marked the beginning of a surreal reality that brought about changes in all aspects of life and work. Working conditions for teachers became more complex and more difficult with more demands and responsibilities imposed on teachers. This talk will look at teachers' working conditions and the gatekeepers who prevent real change in the teaching profession.



About Aleksandra Popovski

Aleksandra Popovski is a teacher and teacher trainer. She holds an MA in Professional Development for Language Education, University of Chichester, UK. Her interests include visual arts in language teaching, reading comprehension strategies, and original readers. She is particularly interested in reading as a tool for exploring and discussing issues such as social (in)justice, diversity and inclusion with learners of English. Aleksandra is also passionate about 'no single stories', i.e. writing stories about countries, cultures, and communities that are usually excluded from published ELT materials. She is the current Vice President of IATEFL.

1030 - 1100

TALKS 4-6

TALK 04

SPONSORED

MINSTRELS HALL | GROUND FLOOR

FLIPPED LEARNING: FLIPPING THE EFL CLASSROOM

Flipped learning is an innovative and effective pedagogical approach for the modern EFL classroom, as it creates numerous opportunities for active engagement. Under the guidance of their teachers, students take ownership of their learning and gain a deeper, more experiential understanding of the language. This gives them the chance to enjoy creative and productive class time, accomplishing a more solid learning outcome.



About George Kokolas

George Kokolas has been working as the Academic Director and Teacher Trainer for Express Publishing for the last 22 years. He is a certified LEVEL 5 TEFL. He is also a certified ADVANCED Neurolanguage Coach. He holds a Level 5 Diploma in Positive Psychology trying to merge it in ELT. He also holds a BA in English Literature.



TALK 05 ORCHID ROOM | FIRST FLOOR

DIGITAL AND EMOTIONAL LITERACY: HOW STUDENT-GENERATED MEDIA CAN EMPOWER LEARNERS

Do your students know how to cope with ANTs (automatic negative thoughts)? We all want to boost our student’s self-confidence and emotional resilience. In a post covid-19 world dominated by anxiety and uncertainty, soft skills become essential for learners. Come to the backstage production of inspirational resources and ideas with free tools like Canva for Educators and Flipgrid: Drawing on personal development literature, neuroscience of emotions and SEL, the talk will outline a comprehensive pedagogical framework (INSPIRE) which will guide teachers to design inspirational resources and activities to empower their learners.

About Stroia Armanda

EFL teacher and junior researcher, Dr. Armanda Stroia is excited about advancing the understanding of media and emotional literacy. Her creative approach to student-generated video projects was awarded with the IATEFL Bill Lee scholarship (2020). She loves sharing her insights at conferences to empower teachers and learners around the world.



TALK 06 DRAWING ROOM | GROUND FLOOR

TRANSLANGUAGING PEDAGOGY IN TEACHING: PERCEPTIONS AND IMPLEMENTATIONS IN A MULTILINGUAL CONTEXT

Translanguaging pedagogy represents the discursive practices whereby bi/multilingual learners are supported to employ their linguistic repertoire to produce and understand language using two or more languages. This talk focuses on exploring teachers’ perceptions and implementations of a translanguaging pedagogy during their teaching of English as L3/Ln where all the languages will be connected instructionally within an integrated cognitive system. This talk investigates the benefits of creating a translanguaging space for multilingual learners, and how can teachers employ translanguaging strategies that foster language development. Participants will be shown how the implementation of an agentive and collaborative translanguaging pedagogy and practices substitute a monolingual policy.

About Fatima Zohra Athmani

Fatima Athmani is a PhD student, option Applied Linguistics and TEFL at the department of English at the University of Algiers, Algeria. She was awarded her Masters degree in 2016 in the field of Didactics of foreign languages and cultures.

1100 - 1145

Coffee Break BACK PATIO | GROUND FLOOR

1145 - 1230

WORKSHOPS 4-6



WORKSHOP 4 ORCHID ROOM | FIRST FLOOR

DEVELOPING THE ART OF PERSUASION THROUGH DEBATING CLASSES

As language teachers, one of the most important life skills we teach our students is the art of persuasion; laying out an idea, exposing all its facets and convincing others of its worth. This act of bringing another person towards one’s framework of reference is one of the biggest challenges we face when we work in a second language, and one of our biggest challenges as language teachers, especially with intermediate-level students. In this workshop, we shall consider some practical ideas of how to bring debating into English classes, and how to develop these rhetorical skills with examples of activities that work across multiple language levels.

About Divya Madhavan Brochier

As Director of the Department of Languages and Cultures at CentraleSupélec, a graduate engineering school at Université Paris-Saclay, Divya Madhavan Brochier is the founder of the Academic Writing Center for the research community. Divya manages teams, designs curricula, develops programmes, coaches debating tournaments and, most importantly, teaches English.



WORKSHOP 5 WINSTRELS HALL | GROUND FLOOR MYSTERIOUS DOORS

Have you ever searched for a key to open a mysterious door to knowledge? On Meli, a beautiful, honey-sweet island, some doors need to be opened. In order to do that we will take you through a story-based game in which you will solve puzzles, overcome obstacles and take on challenges. The aim of this workshop is to foster critical thinking through communicative activities and problem-solving games. We will provide the participants with a different approach to teaching geography, history and literature. Embark with us on the quest for the perfect keys to open the mysterious doors.



About Ivana Burić Kurtović & Eva Bogdanović

Ivana and Eva are both English teachers with 25 years' experience. They are both owners of foreign language schools and members of HUPE. They prepare students for international exams, and Eva is also a certified Cambridge ESOL examiner. Their areas of interest are storytelling and critical thinking.

WORKSHOP 6 SPONSORED | DRAWING ROOM | GROUND FLOOR MUSIC AND RHYTHM MAKE ALL THE DIFFERENCE: HOW MUSIC CAN MAKE LEARNING MORE EFFECTIVE

Over the years, research has shown that music has various psychological and physical benefits like mental relaxation, feeling energized and even helping with physical issues, such as chronic pain, reducing blood pressure and boosting the immune system. Once the cognitive results of music were looked into, it became apparent that music could affect a student's learning process, as well as how they retain information, in a positive way. So, let's dive in and have a look at how music can be used with the students in our classroom!



About Kristy Kors

Kristy Kors has a BA (Hons) from Leeds Metropolitan University and a CELTA allowing her to study different types of teaching methodological approaches. She taught EFL for several years before joining Express Publishing as an ELT Consultant. She now participates in seminars and conferences around the world.

1245 - 1330

WORKSHOPS 7-9

WORKSHOP 7 DRAWING ROOM | GROUND FLOOR REPRESENTATION: A GUIDED TOUR FROM WHITEWASHED TO FULL COLOUR

Do we represent people of our societies in our materials well? Does representation really matter in an ELT context? In this workshop, we will explore these two questions and their answers in some depth by walking through the social spectrum of ELT materials from whitewashed to an array of brilliant colours. We will problematise the adherence to a white, heteronormative landscape, and explore examples of equally valuing LGBTQIA2, other marginalised groups, and localised content.



About Tyson Seburn

Tyson Seburn (MA EdTech and TESOL, University of Manchester) is a lecturer in and assistant director of an EAP foundation year at the University of Toronto and tutor on Oxford TEFL Barcelona's Trinity DipTESOL course. He has volunteered on local and international teacher association committees, most recently IATEFL TDSIG Coordinator. His personal and professional experiences inspired his interest in Queer and racialised ELT experiences, and thus ways to improve practices and materials. He discusses critical and inclusive pedagogies via his (fourc.ca) and social media (@seburnt). He is author of *Academic Reading Circles* (2015) and *How to Write Inclusive Materials* (2021).



WORKSHOP 8 ORCHID ROOM | FIRST FLOOR

007 STRATEGIES FOR (MORE) SUCCESS IN BUSINESS COMMUNICATION

Successful business communication is difficult for one main reason — because interpersonal communication in general is difficult. In this workshop, we will look at 007 (relatively) simple strategies that can help your learners/clients to communicate more successfully. We will also co-create classroom activities to practise these strategies.

About Ian McMaster

Ian McMaster is a business communication consultant, trainer and author. He was editor-in-chief of *Business Spotlight* magazine from 2001-2021 and is a former coordinator of IATEFL-BESIG. His publications include “*Effective International Business Communication*” and “*Communication for International Business*” (both with Bob Dignen; Harper Collins).



WORKSHOP 9 SPONSORED MINSTRELS HALL | GROUND FLOOR

WHAT IT MEANS TO TEACH CULTURE IN THE LANGUAGE CLASSROOM

We might teach our students to make meaning with words, but do we help them communicate effectively with people from different cultures? Do we prepare them for situations where they are faced with unexpected behaviour and communication styles? In this interactive session, we’ll consider the role culture plays in our interactions and explore how we can manage this complex and fluid social force. We’ll consider some engaging practical ideas using critical incidents and roleplays that encourage self-reflection and awareness in our students, and explore how the ADAPT model can be used to help us be more flexible and manage diversity.

About Chia Suan Chong

Chia Suan Chong is a writer, communication skills trainer and teacher trainer and the author of *Successful International Communication*. Chia specializes in interactive workshops that encourage reflection for more effective international communication and improved collaboration. Chia is a co-author for *VOICES* by National Geographic Learning for adult learners of English.

1330 - 1445 Lunch BACK PATIO | GROUND FLOOR

1445 - 1545 PLENARY 3 MINSTRELS HALL | GROUND FLOOR

ENRICHING THE ROLES ENGLISH TEACHERS PLAY IN EUROPEAN HIGHER EDUCATION

We English teachers are wordsmiths, locksmiths and sometimes even goldsmiths. We teach English, English-speaking culture and all the grey zones that bridge language development and cultural soft power. How do we calibrate our lens of English language and culture? What are the roles we can play in today’s ELT classrooms? Why might these practices change? Using stories from recent trends in higher education in Europe, I will share some thoughts on the cultural capital we carry with us as ELT practitioners.



About Divya Madhavan Brochier

As Director of the Department of Languages and Cultures at CentraleSupélec, a graduate engineering school at Université Paris-Saclay, Divya Madhavan Brochier is the founder of the Academic Writing Center for the research community. Divya manages teams, designs curricula, develops programmes, coaches debating tournaments and, most importantly, teaches English.

1545 - 1600 Conference Closing and Raffle MINSTRELS HALL | GROUND FLOOR

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