



10TH ELT MALTA
CONFERENCE

8-9TH OCTOBER 2021

CELEBRATING RESILIENCE

**8TH - VIRTUAL ON ZOOM
9TH - INTERCONTINENTAL MALTA, ST. JULIAN'S**

FRI/8
OCT

10TH ELT MALTA CONFERENCE CELEBRATING RESILIENCE

VIRTUAL ON ZOOM

A ZOOM link will be sent by email to all registered individuals a few days before the conference.

1345 - 1400 Welcome and Introduction
Dr Daniel Xerri
ELT Council Chairperson

1400 - 1445 **SESSION 01**

DEVELOPING RESILIENCE IN RESPONSE TO CRITICAL INCIDENTS IN TEACHING

In this talk, I draw on critical incident narratives produced by tertiary-level English language teachers to show how responding to these incidents enabled teachers to develop and embrace resilience. These unsolicited critical incidents were classified as such on the basis of four structural characteristics: they 1) recount past events, 2) signify significant changes in professional knowledge, 3) are treated as formative thus informing current and future teaching practice, and 4) contain emotionally charged discourse (Tripp, 2012). In describing a complex array of emotional turmoil and ethical dilemmas from their past, the teachers nevertheless reflected on how the critical incidents led to emotional victories, novel ways of understanding themselves, effective emotion control, and the development of resilience. I will argue that the critical incidents approach could be incorporated into teacher education, particularly at the in-service level.



About Christina Gkonou

Dr Christina Gkonou is an Associate Professor of TESOL and MA TESOL Programme Leader in the Department of Language and Linguistics at the University of Essex, UK. She convenes modules on teacher education and development, and on psychological aspects surrounding the foreign language learning and teaching experience. She is co-editor of *New Directions in Language Learning Psychology*; *New Insights into Language Anxiety: Theory, Research and Educational Implications*; and *The Emotional Rollercoaster of Language Teaching*. Her new co-authored book (with Kate Brierton) for Cambridge University Press is on *Cultivating Teacher Wellbeing* and will be out in March 2022.

1450 - 1535 SESSION 02**RESILIENT WHIZZ-BANG READING TASKS**

Reading Tasks can tend to become repetitive and tedious. Here are some 'resilient' whizz-bang tricks and tweaks to really engage and energise your learners with reading texts in both online and in-person classes. Resilient? The same reading task techniques can be used again and again to motivate your learners.

**About Alan Marsh**

Alan has worked for many years in teacher training and teacher development with language teachers from all over the world. He is an international conference speaker and an ELT author. He is a co-author (with Antonia Clare) of *The Creative Teacher's Compendium*. He is particularly interested in fostering creativity in teachers and learners.

1545 - 1630 SESSION 03**BUILDING RESILIENCE THROUGH STORYTELLING**

The purpose of this workshop is to offer participants the opportunity to share their own stories of how they survived particular experiences and situations of their lives. The workshop will be divided into two parts: the first part will be a presentation on how storytelling can help improve classroom engagement even on topics that we, as teachers, sometimes feel reluctant to discuss with our students. The second part will be where participants actively take part in various storytelling activities such as writing prompts, digital storytelling, and oral storytelling. This workshop aims to encourage teachers to use their experience and their voice to motivate others to share their stories through storytelling techniques.

**About Rina Krasniqi**

Rina Krasniqi majored in Applied Linguistics with TESOL, and is now pursuing a doctorate in Educational Management and Leadership. She has been a teacher for more than three years, and is also a certified teacher trainer.

1635 - 1705 SESSION 04**WRITING - DOING IT WRONG**

As an experienced teacher, I was generously offered to teach university-level writing. I knew I would not excel at it, but nobody expected all the mistakes in judgment I made. This talk aims to serve as a warning to all novice teachers or novices to teaching writing, about what not to do. I would also like to raise awareness of the importance of teaching writing skills, for they are directly related to developing the fifth skill, thinking.

**About Marija Kovac**

Starting as an EFL and ESP teacher in a state school in Serbia, Marija Kovac has developed into a teacher who defines herself as an educator, regardless of the course she is currently teaching. Her international teaching experience (at universities and NGOs), participation at TESOL and IATEFL conferences, and a bit of project work have done wonders in keeping her curious about most EFL issues. She currently works at Webster University in Tashkent, Uzbekistan.

1710 - 1740 SESSION 05**FEEDBACK OR HOLD BACK? HOW TO BUILD RESILIENCE THROUGH FEEDBACK?**

Resilience has been defined as the ability to recover from or to adapt to change. On the other hand, feedback is defined as the information or statements of opinion about something that can tell you if it is successful or not. Therefore, how can we link feedback with resilience? Can we, as teachers, build our students' resilience if we change the way we give our feedback to them? Apart from the above, this talk will also explore what resilience is, and how we can give positive, constructive and meaningful feedback to our students.

**About Tanya Livarda**

Tanya Livarda (BA/ MA in TESOL, Delta (M3), CELTA) is an EFL teacher in Thessaloniki, Greece and an oral examiner. She has completed several CPD courses and has attended a plethora of workshops. She is a member of TESOL Macedonia Thrace Northern Greece, TESOL Greece and of IATEFL.

1745 - 1815 SESSION 06**VIRTUALLY SPEAKING: TECHNOLOGY IN SUPPORT OF DEVELOPING STUDENTS' SPEAKING SKILLS**

Speaking is frequently considered to be the most challenging skills to develop. Nowadays, when face-to-face human interactions are restricted due to the COVID-19 pandemic, students will have fewer opportunities to put their oral communicative abilities to the test. Under these circumstances technology becomes an ally of both teachers and learners. The aim of this talk is to present what difficulties EFL teachers face in developing speaking skills (with particular emphasis on teaching in secondary and tertiary contexts), which technological solutions could help teachers overcome these difficulties in language classrooms, and which ones could help students improve their speaking skills independently.

**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.

1820 - 1850 SESSION 07**FROM TEACHERS TO TV STARS**

When the whole world stopped, our teaching continued. Our schools were closed but our minds were open. Dozens of teachers in Serbia switched their audience from students to TV crews. The first blow was softened and the school year saved. In an effort to prepare for the next one, hundreds of teachers volunteered to record TV lessons for the complete curriculum, for both primary and secondary students. I proudly say I was one of them. This is a story of overcoming challenges, adapting to difficult circumstances and finding courage to reveal your teaching strengths and weaknesses to the whole nation.

**About Dragana Andric**

Dragana Andric is an experienced teacher and teacher trainer, working with young learners and adults, co-author and moderator of an international online CPD course, presenter and panellist at numerous ELT conferences, recipient of Serbia's Saint Sava Award for outstanding results in the field of schooling and education for 2019.

BUSINESS AND MANAGEMENT STREAM

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

1400 - 1500

B&M STREAM 01

WHY IS IT SO HARD TO GROW OUR SCHOOL?

We've all attended the workshops and read the books. So why is it so hard to grow your school? Why can't or why don't we do it? What's holding us back? Is a school that difficult to grow? What is it that the higher performers do? In this fast-moving session, Robert addresses the Top Eight questions every school owner and manager asks, and tells you what you need to do to join the small group of high performers.



About Robert Craven

Robert is an author, consultant and speaker on growing organisations. He is known for his no-nonsense approach to helping businesses grow, offering practical, proven solutions. He is Google's go-to speaker on business growth and chairs and mentors the boards and teams of a number of high-performing service businesses. He has set up training and coaching programs in 22 countries.

1505 - 1700

B&M STREAM 02

SELLING AFTER THE CRISIS

This session will focus on what has and has not changed in selling and business-development requirements as a result of the pandemic and use of digital technologies, and it will focus on pricing strategies as we recover from the pandemic. The session involves a lecture, workshop, and group discussion.



About Frank V. Cespedes

Frank Cespedes teaches at Harvard Business School and ran a professional services firm. He has worked with many companies, and has been a Board member at consumer goods, industrial products, and services firms. He has written for numerous publications including *Harvard Business Review*, *European Business Review*, *Organization Science*, and *The Wall Street Journal*; and he is the author of six books including *Aligning Strategy and Sales* which was cited as "the best sales book of the year" (Strategy & Business), "a must read" (Gartner), and "perhaps the best sales book ever" (Forbes). His newest book is *Sales Management That Works: How to Sell in a World That Never Stops Changing* (Harvard Business Review Press, 2021).



SAT/9
OCT

10TH ELT MALTA CONFERENCE CELEBRATING RESILIENCE

This will be the main conference event at the InterContinental Malta, St. Julian's.

CDC LEVEL 2

0800 - 0900 Registration, Coffee break, networking

CDC LEVEL 2

0900 - 0930 Welcome and opening address
Dr Daniel Xerri
ELT Council

Announcement of the winner of ELT inspiring Award 2021
Dr Odette Vassallo
ELT Council

0930 - 1015 **SESSION 08**

PLENARY

CDC LEVEL 2

RECOVERING FROM ADVERSITY: HOW CAN WE REBUILD ENGLISH LANGUAGE TEACHING AS A RESILIENT PROFESSION?

As we tentatively return to a sense of normalcy after the COVID-19 pandemic, this talk problematizes what 'resilient adaptation' might mean in the context of ELT. Although resilience is not a new concept in our professional discourse, the pandemic is now forcing us to consider troublesome questions, including: 'Are all ways of understanding resilience equally helpful for language teachers?', 'Are individualistic definitions of resilience still relevant to what can only be a collective process of recovery?' and 'How might we make our professional community more resilient for the future?' To answer these questions, this talk will provide a brief overview of resilience scholarship in ELT. We will cover early work, which conceptualized resilience as a psychological trait, i.e., something that (certain) people have. Following that, we will turn to more contemporary perspectives, re-defining resilience as a process of adaptation to adversity, i.e., something that we all do. This discussion will foreground the role of social context (e.g., teacher associations, legislation, mentors) in supporting resilience; and it will also set the frame for problematizing potentially unhelpful ways in which resilience research is being co-opted to promote individualistic understandings of ELT. This discussion will provide us with a springboard for taking the definition of resilience one step further, as something that we all must do together. I propose that resilient action in ELT involves rethinking a number of the ways in which we view ourselves, our roles as teachers, and our professional action, and adopting a professional stance that is inclusive, intentional, and meaningful.



About Achilleas Kostoulas

Achilleas Kostoulas teaches applied linguistics and language education courses at the University of Thessaly (Greece). Previous affiliations include the Universities of Manchester (UK) and Graz (Austria). He holds a PhD in Education and an MA in TESOL from the University of Manchester, and a BA in English Studies from the University of Athens. He also has considerable experience teaching English in a variety of private and state contexts in Greece. He has done some pioneering work in the psychology of language teaching and learning, including the publication -with Sarah Mercer- of *Language Teacher Psychology* (2018, Multilingual Matters), and *The Intentional Dynamics of TESOL* (2021, De Gruyter; with Juup Stelma). He is the author *A Language School as a Complex System* (2018, Peter Lang) and the editor of *Challenging Boundaries in Language Education* (2019, Springer).

1015 - 1045 Coffee break

1045 - 1130 **SESSIONS 09-10**

SATURN LEVEL 2

MEDIA LITERACY IN THE ENGLISH CLASSROOM

Despite the fact that media literacy is becoming vital for our students, the approach to teaching it is not systematic, at least in secondary education. In this session I show how teachers can integrate media literacy into their lessons as part of an intra-curriculum approach and create a set of materials which they can use in their everyday teaching in line with the curriculum and the topics in their course books.



About Oksana Sakhatska

Oksana is the facilitator of the United States Regional English Language Office in Ukraine project “Verified! Course of Media Literacy”(2019). She is also the facilitator of the German Embassy in Ukraine project “Media Literacy in Regions of Ukraine” (2019). Besides being the winner of the FULBRIGHT TEA program Media Literacy Cohort 2020, she is a CELTA certified teacher.

CDC LEVEL 2

‘YEAH, BUT ... NO, BUT ...’ THE REAL LANGUAGE OF OPINIONS

The language of opinions is often central to a lot of speaking activities in the ELT classroom. This practical and interactive session first explores the kinds of activities we can do to activate our students’ opinions and then looks at the language itself. First, we’ll recap on the more traditional ELT approach and then take a look at the ‘real’ language of opinions and at ways we can present and practise this in the classroom.



About Jon Hird

Jon Hird is based in Oxford, UK, where he divides his time between teaching English at the University of Oxford, teacher training and writing ELT materials. Jon has written and contributed to a number of grammar, resource and course books, most recently including Macmillan’s new course book series ‘Language Hub’.

1145 - 1215 **SESSIONS 11-12**

CDC LEVEL 2

DEVELOPING SOCIAL EMOTIONAL COMPETENCIES FOR RESILIENCE IN YOUNG LEARNERS

Neurobiological research shows the inseparability of emotions and cognition. Not only are social emotional competencies essential for cognitive functioning and academic success but they are a foundation for resilience. This presentation explores both theoretical and practical frameworks for incorporating social emotional learning into the English language classroom for the development of resilience in young learners.



About Lisa Horvath

Lisa Horvath is a teacher, teacher trainer and ELT materials developer who is interested in educating the whole child and using methods of personalization to engage, motivate and encourage young learners to express themselves creatively in order to better understand themselves while simultaneously developing their English language capacities.

SATURN LEVEL 2

DEVELOPING RESILIENCE AS A LANGUAGE TEACHER: FOCUSING ON TEACHER STRENGTHS

Language teaching has always been associated with inordinate demands on time, lack of autonomy, and organizational uncertainty, all of which can adversely impact the wellbeing of teachers. These challenges have been exacerbated as a result of the COVID-19 pandemic, which has necessitated a rapid adaptation of teaching practices, while removing structure and well-being support resources. This workshop aims to help teachers identify and develop their personal strengths as a means to counteract such adversity. In the workshop we will look into what resilience is, drawing on insights from fields outside education, and we will discuss their relevance to language teaching. Next, we will conduct hands on activities to collaboratively explore strategies for fostering resilience, with particular reference to the experience and strengths of language teachers.



About Achilleas Kostoulas

Achilleas Kostoulas teaches applied linguistics and language education courses at the University of Thessaly (Greece). Previous affiliations include the Universities of Manchester (UK) and Graz (Austria). He holds a PhD in Education and an MA in TESOL from the University of Manchester, and a BA in English Studies from the University of Athens. He also has considerable experience teaching English in a variety of private and state contexts in Greece. He has done some pioneering work in the psychology of language teaching and learning, including the publication –with Sarah Mercer– of *Language Teacher Psychology* (2018, Multilingual Matters, and *The Intentional Dynamics of TESOL* (2021, De Gruyter; with Juup Stelma). He is the author *A Language School as a Complex System* (2018, Peter Lang) and the editor of *Challenging Boundaries in Language Education* (2019, Springer).

HARRUBA RESTAURANT

1215 - 1345 Lunch

1345 - 1430 SESSION 13-15

PALM SUITE LEVEL 7

DIVING DEEPER INTO VOCABULARY

Course books do a good job of ensuring that our lessons are packed full of lots of different vocabulary items. However, while such ‘breadth’ of knowledge is clearly important, in order to use the words we teach with greater flexibility, accuracy, and confidence, our learners also need to develop their depth of knowledge. This session aims to raise participants’ awareness of this dimension of knowledge – depth – and offer some practical ideas of how we can help develop it in class.



About Matt Done

Matt has been involved in ELT for 16 years as a director of studies, teacher, and teacher trainer. He is interested in second language acquisition, lexical teaching, and the various applications of corpora.

SATURN LEVEL 2

SPONSORED BY NATIONAL GEOGRAPHIC LEARNING:

INCORPORATING MEDIATION INTO YOUR EVERYDAY TEACHING

The concept of mediation might be comparatively new in the language classroom, hence teacher's continued general sense of confusion (or panic) at its mention. However, in reality it has to an extent always been a part of the communicative classroom - we just didn't recognise it as such. In this practical session I'll start by clarifying what mediation actually is and how it can help drive effective communication in the classroom. I'll then demonstrate how we can start to recognize language learning tasks that incorporate mediation strategies and latterly how we can create mediation scenarios using our coursebook materials



About Alex Warren

Alex is a DELTA trained teacher trainer with over 17 years' experience of working in ELT as a teacher, teacher trainer and academic director. He has presented and run workshops and webinars on a wide range of topics in over 35 countries throughout Europe, Africa, the Middle East and Latin America. Alex is currently the Senior ELT Academic Consultant for National Geographic Learning.

SPONSORED BY EXPRESS PUBLISHING:

CDC LEVEL 2

CREATIVE LANGUAGE LEARNING

With so much to do in the classroom already, asking teachers to help students develop their creativity might sound like unnecessary extra work. However, in this session we hope to demonstrate that creativity and effective language learning go hand in hand. We will discuss what it means to be a creative language user, how to create an atmosphere in the classroom that is conducive to creativity, and demonstrate practical ways in which teachers can foster it. It will be stressed that creativity, far from being elusive and abstract, demonstrates sound knowledge of the subject and is the result of firm foundations.



About Steve Lever

Steve Lever holds a BA (Hons) from Leeds University. After working as a teacher of English as a foreign language for eleven years, he moved into ELT consultancy for Express Publishing in 2001. In this capacity, he has travelled around the world delivering workshops and seminars. He has been a plenary speaker at many international conferences and has been pleased to be involved in joint projects with the British Council and ministries of education in various countries, as well as writing articles for various ELT journals. He has a strong amateur interest in teaching through drama and the use of NLP and critical thinking in the language classroom. He also works as a freelance translator, proofreader, and item writer.

CDC LEVEL 2

1430 - 1500

Conference Closing and Raffle

**WITH SPECIAL THANKS TO
OUR SPONSORS**



Audio Visual Centre
The First Choice in Education



Express Publishing



**Mediterranean
Training**

Your Online Teacher Trainers



**NATIONAL
GEOGRAPHIC**
LEARNING



VisitMalta

ELT Council

Ministry for Education (MFED)
Great Siege Road, Floriana
FRN1810

Tel: (+356) 2598 1240/1/2/3/4

Email: info.eltcouncil@gov.mt

Website: eltcouncil.gov.mt



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION