Susi Pearson (NILE)   **Thursday 15.20, Room 11a**
Teacher training online: making it work
This talk will take a practical look at teacher training online for those starting out in this growth area. It will start by considering the benefits of being an online teacher trainer in today's ELT profession and then focus on practical tips for making online teacher training work successfully and for developing professionally as an online trainer.

Sarah Mount (TransformELT / NILE)   **Thursday 17.05 Room 11c**
Transformational leadership - building a 21st century learning organisation
ELT is an increasingly competitive environment, th e landscape rapidly changing. How do we keep up with this change? This workshop will consider the role of the 'transformational leader' i n creating dy namic learning environments. We will focus on participants' own contexts a nd, working through a series of tasks, participants will leave with a blueprint for change within their organisation.

Catarina Pontes & Virginia Garcia (International School, Brazil)   **Friday 10.20, Room 14**
Making it happen - transforming lives through bilingual education
It is no secret that being bilingual is thoroughly beneficial to an individual's social and professional life. But how do you make a change in a country where the level of proficiency in English is below 5% (British Council, 2015)? In this talk, we will share how implementing a bilingual program in Brazilian schools is contributing to making it happen.

Thom Kiddle (NILE)   **Friday 10.20, Room 4a**
Choosing an online teacher development course with confidence
Choosing an online teacher training course can be difficult in the current crowded marketplace. There are many options, but how will you know if the experience gives you what you want? This talk focuses on the learning from the 2017-18 AQUEDUTO inspections of online teacher education course providers, focusing on the client journey, to share our practical findings with you.

Alan Pulverness (TransformELT / NILE)   **Friday 11.05, Room 1**
Back to the future: the postmethod condition revisited
Why revisit Kumaravadivelu's opening plenary at IATEFL 2002? Isn't principled eclecticism now the dominant paradigm? The idea of methods in ELT continues to exert a powerful influence on teacher cognition. This talk will revisit Kumaravadivelu's five myths of method and his concept of what postmethod teaching might look like, focusing on the three pedagogic parameters of particularity, practicality and possibility.

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IATEFL 2019 SESSIONS
by NILE Staff, Consultants and MA Students and Graduates

Tony Prince (NILE)   **Monday, ESP SIG PCE**
The EAQUALS Academic Purposes Framework project
The session introduces the EAQUALS Academic Purposes Framework. This aims to offer an indication of the knowledge and skills that might be useful to those working in the field. As such it is intended for initial teachers (intending to enter the field) to understand the expectations / requirements, experienced teachers considering professional and career development, and managers and institutions wishing to provide career opportunities and professional development.

Johanna Stirling (NILE)   **Monday, ESOL SIG PCE**
Five Ways to Support Weak Spellers
In this session, I will look at five ideas for giving weak spellers, whatever the reason behind their challenges, the support they need. These ideas grew out of my research into how spelling is taught to native-speaker children, people with dyslexia, illiterate adults, and in ELT and ESOL. We will look at how we can help in the classroom and how we can encourage strategies for spelling improvement.

Briony Beaven (NILE and Freelance)   **Tuesday 10.40, Room 11a**
Frameworks for teacher training sessions and workshops
The one-off teacher training workshop or seminar continues to thrive for practical and organisational reasons despite widely acknowledged limitations. We will consider ways of overcoming some of the drawbacks and of avoiding an unprincipled, ad hoc approach to such events. Four traditions of teacher training will be surveyed and related to practical frameworks for use when planning workshops or seminars.

James Thomas (Versatile, Czech Republic)   **Tuesday 11.55, Hotel Suite 3**
Collocation plus
Collocation has been defined in so many different ways over the last hundred years that it is incumbent upon anyone using the term to provide their own working definition. This talk takes the view that some of these seemingly mutually exclusive definitions can be unified to provide both a lexical account of text and springboard for learning activities.

Belinda Steinhuber & Isabella Gruber (CEBS, Austria)
20 years of developing and testing plurilingual competence: a remake   **Tuesday 14.55, Room 3b**
Yes, English and a second foreign language can be assessed in one exam. How? In this presentation, we will present the exam guidelines, sample tasks and teaching materials, all of which have recently been redesigned in line with the CEFR Companion Volume. We will also explore how plurilingual approaches can enrich language teaching in general, based on our Austrian experience.

Alan Mackenzie (TransformELT / NILE)　　　　**Tuesday 14.55, Hotel Suite** *Re-imaging Bloom's taxonomy*
Bloom's pyramid, while useful, is problematic. It is overly hierarchical, and gives the impression of discrete levels. Re-imaging the graphic representation of the taxonomy can make it less hierarchical, acknowledge overlap between the skill levels and the inherent complexity in unravelling and developing thinking skills. We will explore the implications for this new graphic representation through analysing classroom tasks.

Katherine Martinkevich (British Council, Ukraine)
The purple pen of progress　　　　**Tuesday 16.55, Room 22**
Why do students leave? And why do they stay? If student surveys point to sense of progress as one of the biggest factors, academic management has to take notice. This talk will describe a teacher training and development scheme, implemented at the British Council Ukraine, to increase student satisfaction through giving them a greater sense of progress.

Heloisa Duarte (Freelance)　　　　**Tuesday 17.40, Room 13**
ELT coursebooks and the perpetuation of ageist stereotypes
In this talk, we will analyse images used in ELT coursebooks to portray the elderly that may echo and/or reinforce ageist stereotypes. We will also briefly examine the effects these images may have on learners, as well as suggest ways through which images could be used to instil in learners a positive view of ageing.

Johanna Stirling (NILE)　　　　**Wednesday 12.05, Room 3a**
Improv: preparing students for the spontaneity of life
Improv is a form of drama with no script, no planning and masses of fun! While the classroom is generally a place for planned and structured lessons, learners also need practice in coping with the spontaneity that life outside the classroom demands. In this practical workshop, you will experience some adapted Improv activities that target specific language development aims.

Rod Bolitho (NILE)　　　　**Wednesday 14.15, Hall 1c**
Teachers' decision-making about training and development
This talk centres on the transitions that teachers of English may face during their careers, and the options that open up or are closed down for them at each stage. I will also discuss the strengths and weaknesses in models of pre-service training in different countries and how teachers can retain control of their own development despite conflicting pressures.

Meet the NILE team at stand 25!

Maria Heron (NILE)　　　　**Wednesday 14.15, Hall 1c**
Are CELTA and Delta the end of the road?
This talk will focus on the strengths and limitations of Delta, and in particular CELTA, in preparing teachers for the challenges they face in a fast changing world. I will discuss the flexibility, or lack of it, for training teachers within the assessment criteria of these awards and whether this has kept pace with the changes we are facing.

Rose Aylett (pop-uptrainer.com)　　　　**Wednesday 16.00, Room 4a**
Hands tied or hands-free? Using constraints creatively in teacher development
Can teachers find freedom in constraint? This presentation will explore how the innovative limitation of time, language and resources, in both pre-service and inservice teacher education, can reduce stress, combat decision fatigue and promote creative thinking. Discover how placing constraints upon lesson planning and delivery can empower teachers to be able to do much more, with much less.

Ross Thorburn (Shanghai, China)　　　　**Wednesday 16.00, Room 11b**
Is TEFL recruitment racist?
We know that our industry discriminates against "non-native English teachers", but what about plain and simple racism? Attend to find out the extent to which schools in different parts of the world make recruitment choices based on race and discuss what can be done about this common, yet little-discussed issue.

Carole Robinson (NILE)　　　　**Wednesday 17.30, Room 23**
Taking notice as teachers and trainers
We may be familiar with promoting noticing among our learners, to help them pay attention to key language, but as teachers and trainers, noticing also has an important role to play. In this workshop, we will look at ways we can 'notice' both our students'/trainees' and our own behaviour and performance in the classroom as a means of professional development.

Anette Igel (Freelance)　　　　**Wednesday 17.30, Room 14**
Out of your seats
In this workshop, we will try out interactive and creative teaching ideas for all levels and ages that get learners out of their seats. The activities are skills based andderive from drama activities. They offer a range of productive and receptive language experiences that enrich the learning of English as a foreign language and include all types of learners.

Gavin Dudeney (TCE | TransformELT, UK)　　　　**Thursday 12.50, Room 3a**
Disruption ain't what it used to be: EdTech & ELT
In this session, we will critically analyse the current, unprincipled headlong rush to advocate the adoption of every new EdTech development, in an attempt to separate the hype from the reality on the ground. Do teachers really need to investigate the blockchain, AI and chatbots, or are these simply tools and services which have no place in classroom practice?