



VISUAL ARTS CIRCLE

PRESENTING AT IATEFL 2018

TUESDAY 10th APRIL

10:40-11:25 Dukes IPSEN SIG Showcase

Values and short films in language teaching

KIERAN DONAGHY

Although the teaching of values is often overlooked in language education, it is a vital area. In this session, I will examine the importance of values in language education and propose practical activities designed around short films, which encourage teachers and students to reflect on values. I will also examine some of the issues in teaching values.

10:40-11:45 Durham

Making learning last – helping learners commit language to longer-term memory

PAUL DUMMETT (National Geographic Learning)

Around 70% of what we forget is forgotten in the first 24 hours after initial learning. While various techniques (gimmicks?) exist for memorising items in the short-term, less is known about how and what we remember longer-term. This practical workshop will examine the roles of imagery, repetition, emotion, stories, utility factors, multi-sensory approaches and peer-teaching in helping make language stick.

10:40-11:25 Syndicate 3

Melting barriers in the mind: teaching teens and young adults

FIONA MAUCLINE

As research into adolescent cognitive development blooms, it's becoming apparent that awareness when approaching materials, along with informed, thoughtful teaching will not only motivate rather than alienate, but can support successful learning generally. This workshop for busy teachers will let you try a handful of ideas that will create a positive learning environment and generate a lot of language.

14:55-15:40 Hall 4

Micro-writing: small things making a big difference

CERI JONES

In this practical session, we will be exploring a range of micro-writing tasks and looking at how they activate language, encourage communication and aid class cohesion. We'll be looking in particular, but not exclusively, at multi-level secondary classrooms and the challenges they bring. Bring pen and paper to make the most of the session!

14.55 -15:40 Ambassador

The impact of teacher beliefs on VYL lesson planning

SHAY COYNE (Pearson)

Teacher beliefs are influential during lesson planning because they result in different classroom experiences for learners. Beliefs also influence activity and material selection. Consequently, the success of any curriculum is partly determined by teacher beliefs. Equipping teachers with specific training and tools, like the Pearson Global Scale of English, can help ensure these pedagogical decisions are based on quality research.

15:55-16:25 Hall 4

Just like me: near-peers as role models and content creators

BEN GOLDSTEIN (Cambridge University Press)

Research suggests that 'near-peers' – people whose experiences and narratives are similar to the learner's own – can represent more realistic, believable and motivating role models than native English speakers. This presentation outlines findings from research on near-peer role models and learner-generated content in ELT, and discusses practical strategies and techniques for improving learner motivation and success.

15.55-16.25 Room 10

Improving the mental health of English language teachers

PHILIP LONGWELL (INTO University of East Anglia)

The topic of students' well-being is often discussed. But what about the mental health of the teachers? In this talk, I examine how both diagnosed and undiagnosed conditions are currently dealt with in the workplace, discussing existing studies and offering my primary research. I will raise awareness of the issues by drawing on personal experience and asking for participant feedback.

17.40-18.10 Cambridge

Visual literacy and ekphrastic writing in the language classroom

SYLVIA KARASTATHI (New York College, Athens)

This talk will propose the ancient rhetorical exercise of 'ekphrasis' as a creative writing activity that could be used in the classroom to promote linguistic specificity and attentive viewing. Teachers will experience and practise 'ekphrases' through selected museum education tasks and explore the opportunities for a personal encounter with the visual arts that this genre could offer language learners.

WEDNESDAY 11th APRIL

10.20 -10.50 Room 1

Engaging and motivating EFL students through learning technologies

ROSELI SERRA (i-Study interactive learning / UNICAP)

Still having second thoughts about using learning technologies in class? In this talk you will discover how to use technology to get students involved. The session focuses on activities that can be done with learners bringing their own devices (BYOD) and free or affordable web 2.0 tools such as Commaful, Lumen 5, Padlet, Blabberize, Weemee, and Adobe Spark Video.

14.15-14.45 Syndicate 3 Forum on Video

Taking the mystery out of video creation

ANNA WHITCHER

Video is now a regular component of most ELT materials and writers, editors and teachers are all being expected to know something about it without any prior training of how to analyze it or how to create it. This presentation will focus on developing some basic skills for making stories into video.

14.15-14.45 Room 6

Supporting teacher-researchers through the development of research literacy

DANIEL XERRI (University of Malta)

This talk reports on findings from an investigation into the support that teachers require for them to develop their research literacy. It highlights the views of teacher educators, teacher association leaders, and academics working in a broad range of international contexts. Implications and recommendations for those supporting teacher-researchers are discussed.

16.00 -16.30 Room 4

F is for fake: how students deal critically with post-truth

LINDA RUAS & JULIETTA SCHOENMANN
(IATEFL Global Issues SIG)

Many students get their news from social media but how do they know what is based on a reliable source and what is fake? Our activities and tools can help them to develop their critical skills to detect bias in visuals, graphs and stories in the media, and equip them with strategies to make clear judgements on what they read.

17.30 -18:15 Cambridge

IATEFL Young Learners & Teenagers Special Interest Group Open Forum Debate

KIERAN DONAGHY

"This house believes that YL ELT should be about providing challenging learning opportunities, not edutainment."

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THURSDAY 12th APRIL

14.15-14.45 Room 6

Special days: developing a more systematic approach to global education

MARGARITA KOSIOR (University of Sheffield International Faculty, CITY College)

Although incorporating social issues into ELT is presently growing in popularity, more often than not it has the form of a mere one-off occurrence. I'll discuss a more systematic approach that involves devoting one session per month to an internationally recognized special day, with the purpose of empowering young people to make a difference in the world.

15.20 -15.50 Syndicate 4

Annotate this: creating more interactive texts while strengthening comprehension

TYSON SEBURN (University of Toronto)

EAP learners often struggle with intensively reading and interrogating challenging texts, like those used in higher education contexts. In this talk, we will explore how embedding electronic annotations onto a text itself can create a more interactive text that engages learners better, fosters critical reading skills, and ultimately improves deep comprehension.

16.20 -16.50 Syndicate 1

Awareness to action: upper-secondary plans against human trafficking and slavery

JUDY BOYLE (The NO Project)

With smiling eyes, false promises and lies, human traffickers do what is needed during the recruitment process. It's 'just business' and vulnerable youth are their target. Drawing upon real-life narratives and immediately relevant to youth, the session will examine age-appropriate, informative, respectful lesson plans against human trafficking and modern slavery.

FRIDAY 13th APRIL

12.05 - 12.50 Syndicate 4

Conceptualising language: learner generated visuals

JADE BLUE (The English Language Centre, Brighton)

What colour is the second conditional? What shape is the future continuous? One of the most powerful ways to explore and evaluate language is to create visual representations. This session will offer a variety of practical classroom activities, including graphic frameworks and visual metaphors, to help learners conceptualise language and aid comprehension, processing and retention.

THROUGHOUT THE CONFERENCE

CONFERENCE ARTIST **EMMA LOUISE PRATT**

Emma Louise Pratt is our artist in residence for the week. Emma is a practising artist and member of the Visual Arts Circle. In the Global Issues SIG PCE she will be creating an interactive painting inspired by the theme of social justice. During the main conference she will be responding visually to various aspects of the conference, particularly focusing on our plenaries. She will be encouraging delegates to engage with creativity in the classroom. Visit Mass Media to see her and her work as it progresses, get ideas, inspiration and get involved.



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With thanks to ELC Brighton
for support during the conference





BECOME A MEMBER OF THE VISUAL ARTS CIRCLE!



The Visual Arts Circle is a community of practice made up of language teaching professionals, teachers, teacher trainers, writers, editors, researchers, designers, illustrators, artists, photographers, and filmmakers, all with a shared belief in the value of visual arts in language education.

We believe that incorporating visual arts is an extremely effective way of improving the quality of teaching and learning, particularly in the field of language teaching. Through the process of sharing information and experiences with the group our members learn from each other, and have an opportunity to develop personally and professionally.

If you are interested in the use of the visual arts in language education, you can join us by sending a short biodata (maximum 150 words) in the third person singular and a photo to members@visualartscircle.com

www.visualartscircle.com

