



ELT Conference 2024: programme information

Join us at Hilton London Canary Wharf to look at best practices in ELT teaching and academic management.

Get inspired, pick up new ideas and networking with ELT professionals from language centres all over the UK.

Our conference this year has two programmes:

[Friday 1 March](#)

[Academic management programme](#)

[Saturday 2 March](#)

[Teaching practice programme](#)

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Contact the team if you
have any questions:

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Timetable

Friday 1 March - academic management

09:30 – 09:45	Welcome from English UK	Quayside Suite
09:45 – 10:30	Responding to the ELT teacher recruitment challenge with Huan Japes and panel	Quayside Suite
10:35 – 11:10	Inclusion 2024. How far have we come? with Varinder Unlu	Quayside Suite
11:15 – 11:25	Meet the exhibitors	Quayside Suite
11:25 – 11:50	<i>Refreshments and exhibition</i>	<i>Quayside Lobby</i>
11:50 – 12:20	Beyond Pinkwashing – representation for LGBTQIA+ students and colleagues in ELT with Steve Tulk, Jo Krousso and Pam Phillips	Quayside Suite
	Personalised development pathways for new teachers with Will Humphreys	Room 3/4/5
12:30 – 13:00	Update on British Council inspections with Liz McLaren and George Pickering	Quayside Suite
	Dealing with difficulties in managing individual team members with Duncan Foord	Room 3/4/5
13:00 – 14:10	<i>Lunch break and exhibition</i>	<i>Quayside Lobby</i>
14:10 – 14:40	The journey of integration: challenges, rewards, and the language programme impact with Ilaria Tarulli	Quayside Suite
	Applying a framework of visible learning to your teaching team without sacrificing the individuality of teachers with David Byrne	Room 3/4/5
14:50 – 15:20	Our secret weapon against staffroom (and classroom) stress with Hannah Youell	Quayside Suite
	Self-Service culture: tools and resources to empower your teams with Faeza Afzal	Room 3/4/5
15:20 – 15:50	<i>Refreshments and exhibition</i>	<i>Quayside Lobby</i>
15:50 – 17:00	Closing keynote with Michael Rosen	Quayside Suite
17:00 – 18:00	<i>Networking reception</i>	<i>Quayside Lobby</i>



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Timetable

Saturday 2 March - teaching and classroom practice

09:45 – 10:00	Welcome from English UK	Quayside Suite
10:00 – 10:40	The Future of English: Global perspectives with Mike Solly & Steve Copeland	Quayside Suite
10:45 – 11:15	How language frameworks foster better learning outcomes with David Booth	Quayside Suite
	Real learning through educational workshops with Chris Etchells	Room 3/4/5
<i>11:15 – 11:40</i>	<i>Refreshments and exhibition</i>	<i>Quayside Lobby</i>
11:40 – 12:20	Materials development and the promise of AI: Where are we going? with Neil Harris	Quayside Suite
	The doctor will see you now: the value of roleplay in learning, teaching and assessing English for Special Purposes with Joanne Bass and Nadia Falou	Room 3/4/5
12:30 – 13:10	Integrating sustainable development goals with Jo Krousso	Quayside Suite
	The what, how and when of dealing with emergent language with Leandra Meddings	Room 3/4/5
<i>13:10 – 14:10</i>	<i>Lunch break and exhibition</i>	<i>Quayside Lobby</i>
14:10 – 14:50	Who leads the classroom of the future? Humans or AI? with Alex Asher	Quayside Suite
	Mediation skills for great outcomes with Andrew Walkley	Room 3/4/5
15:00 – 15:40	How to really care in a foreign language with Johanna Stirling	Quayside Suite
	Dyslexia in young adults (18+) – symptoms and teaching tips with Agnieszka Dzieciół-Pędich	Room 3/4/5
<i>15:40 – 16:00</i>	<i>Refreshments and exhibition</i>	<i>Quayside Lobby</i>
16:00 – 17:00	Closing keynote with Susie Dent	Quayside Suite
<i>17:00 – 18:00</i>	<i>Networking reception</i>	<i>Quayside Lobby</i>



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Session descriptions

Friday 1 March

Responding to the ELT teacher recruitment challenge

09:45 – 10:30

The long shadows of Covid and Brexit continue to impact on recruitment for our sector as we all rebuild the pipeline of qualified teachers. This panel will focus on the industry's response to this challenge – what we have achieved, what we have still to achieve and whether there is a need to do things differently.

Join our panellists from Trinity College London, Cambridge University Press and Assessment English, NILE and M2R education to look at the future for pre-service TEFL qualifications, for recruitment strategies and in house training and development, especially of new teachers via the English UK AccessTEFL (ATEFL) scheme. What are the main pinch points and how best can we address these?

Huan Japes, English UK

Joel Cutting, Cambridge University Press & Assessment

Alison Castle Kane, Trinity College London

Thom Kiddle, NILE

Munir Mamujee, M2R Education

10:35 - 11:10

Inclusion 2024. How far have we come?

Equality, diversity and inclusion are words that have become fashionable over the past decade. They are used in almost every presentation, every school has an EDI policy, and staff are asked to attend EDI training. Everyone and every school is inclusive. Or are they? In this talk I will look at the reality in ELT schools and what it really means to be inclusive and diverse and not just in the classroom. What do our staffrooms look like? Who's in charge? Can we make inclusion more than just a fashionable buzz word? How can whiteness be decentred in our schools?

Varinder Unlu, Stafford House

Sessions and speakers

Friday 1 March | 11:50 - 11:20

Who do they think they are?

Beyond Pinkwashing – representation for LGBTQIA+ students and colleagues in ELT – Steve Tulk, Jo Krouso and Pam Phillips

We all need to be able to see someone ‘like us’ succeeding or heading to success. This is a huge motivator and key to personal development.

But if we didn’t feel that representation, where would we find our role models? No role models for success, for perseverance, for determination, for life.

This is the case for many of our LGBTQIA+ students.

This panel discussion, with audience interaction, aims to present ways in which this representation can be easily, practically and efficiently delivered in our schools – improving the experience of our LGBTQIA+ colleagues and students, and their allies.

Steve Tulk, Stafford House
Jo Krouso, Macmillan Education
Pam Phillips, Stafford House

Personalised development pathways for new teachers

New members of your teaching team are always on different developmental journeys. Some might be freshly CELTA qualified and new to teaching; many more will have already been teaching in various contexts, using various approaches. All will need very different types of support from their academic team. How can we provide an onboarding process that caters to everyone’s needs?

In this workshop we’ll explore some practical, efficient ways of creating tailored developmental pathways for different teachers, to help us provide each new teacher with the right support.

Will Humphreys, EC English

Sessions and speakers

Friday 1 March | 12:30 - 13:00

Update on British Council inspections

The first edition of the *Criteria, requirements and guidance* document for inspections in the 2024-27 inspection cycle was circulated in December along with updated guidance on qualifications. The updates and changes to inspection criteria have been well received by providers and will support language centres to meet the challenges of strengthening their ELT provision post-pandemic. This short session will focus on the new documentation and guidelines for the academic staff profile and the increased focus on academic management support for the teaching team.

Liz McLaren, British Council and George Pickering, Accreditation UK senior inspector

Dealing with difficulties in managing individual team members

Difficulties in managing individual team members can include issues around motivation, attitude, performance, commitment to the organisation and disruptive behaviour, to name just a few!

Addressing these challenges can be stressful and time consuming for everyone involved. Looking at some case studies, we will focus on approaches, attitudes and specific skills we can develop as managers to deal with these situations more effectively. I will refer to relevant tools for conflict management, coaching and assertive communication and how and when we can use them.

Duncan Foord, OxfordTEFL

Sessions and speakers

Friday 1 March | 14:10 - 14:40

The journey of integration: challenges, rewards, and the language programme impact

Learning a new language extends beyond grammar and vocabulary; it involves embracing a new culture, fostering connections, and restoring a sense of belonging, especially for forcibly displaced individuals.

This session will introduce RefuAid, outlining its mission and initiatives and will discuss the unique challenges and rewards of successfully teaching refugees and integrating them into mainstream classrooms with other students. I will also share data on the impact of RefuAid's language programme.

Ilaria Tarulli, RefuAid

Applying a framework of visible learning to your teaching team without sacrificing the individuality of teachers

The challenge of any Academic Manager or curriculum writer is how can we provide consistency to our students, how can we ensure that teachers are having a similar impact on our students' learning without forcing them to teach in a way that sacrifices individuality. How can we achieve consistency of learning without removing the diversity of styles and personalities that make up teaching teams?

In this talk, I'll explore how applying a consistent framework with touchpoints across the lesson allowed EC to ensure learning was consistently visible while also embracing teacher individuality.

David Byrne, EC English

Sessions and speakers

Friday 1 March | 15:50 - 16:20

Our secret weapon against staffroom (and classroom) stress

Are your staff experiencing burnout?
Teachers feeling overwhelmed or anxious?

Did you know that there's a tool we all have access to which can help buffer us against the detrimental effects of stress - and it's free?!

Using Paul Gilbert's 3 System Model of Human Regulation, let me talk you through the number one mistake we make when trying to reduce stress in our lives, and provide you with some practical and accessible ways you can support your teachers and staff with their mental wellness, starting now.

In this talk you'll learn how to work with your neurochemicals to increase calm, wellbeing and resilience in your staff, your students and yourselves.

Hannah Youell, International House World Organisation

Self-Service culture: tools and resources to empower your teams

Schools continue to face ongoing capacity challenges with staff shortages. Alongside the emerging possibilities of AI, harnessing resources to their full potential is a must.

Join this session to discover how to build a culture of 'self-service' where admin staff and trainers can be empowered and engaged. Hear insights on how staff and management can be better equipped to support students with tools and strategies around information sharing, proactive planning, and clear processes.

Learn about how providing resources and leveraging technology can allow everyone to be a part of a collaborative environment to support students.

Faeza Afzal, The London School of English



Michael Rosen

Closing keynote with Michael Rosen

15:50 – 17:00

In this talk, Michael Rosen will talk about his experience of having learnt (and is still learning) Latin, French, German, Old English and Yiddish. He will draw on the way in which songs and poems play a key part of this. He will also explore the pre-eminent position of English in the world, which is of course a great opportunity for English teachers and discuss the influence of sociolinguistics on language teaching.

Sessions and speakers

Saturday 2 March

The Future of English: Global perspectives

10:00 – 10:40

Will English be considered a positive and helpful force in the next decade? What role for other languages? What part will AI play in our role as teachers? Will it replace us?

The British Council Future of English programme aims to identify key trends that will define the role of English as a global language. Through our initial research, we identified eight thematic questions that we believe will impact the future direction of English language teaching and learning.

In this session we will talk about these eight thematic questions and their particular relevance to teachers in the UK.

Mike Solly & Steve Copeland, British Council

10:45 – 11:15

How language frameworks foster better learning outcomes

This talk will cover two essential technical aspects of language learning. How a language framework such as the Common European Framework of Reference (CEFR) provides the basis for describing and measuring learner outcomes and how technology can be used as an enabler to demonstrate those measures, give feedback and document learners' progression over a course of study and over the course of time.

The talk will consider different methodological approaches to developing learning materials and curricula and propose that a unified view of teaching, learning and assessment, as described in the CEFR, provides the best basis for this.

David Booth, Pearson

Real learning through educational workshops

This session will describe how his organisation uses educational workshops to engage children and teenagers in 'real learning' while also developing their English. He will refer to photography and cookery workshops with the aim of encouraging you to develop your own workshop ideas.

Chris Etchells, English Country Schools

Sessions and speakers

Saturday 2 March | 11:40 - 12:20

Materials development and the promise of AI: Where are we going?

Within the context of an ELT career path, materials development is often seen as an area which practitioners move into once they have gained experience in teaching (and often training). However, both CELTA and Cert TESOL programmes include materials related assignments, and teachers of all ages and experience are known for creating materials to suit their learners. This session considers some of the challenges facing teacher materials writers and the opportunities (and threats) posed by text-based generative AI. It goes on to provide tips for the development of successful materials which are inclusive, level appropriate and engaging.

Neil Harris, CELT

The doctor will see you now: the value of roleplay in learning, teaching and assessing English for Special Purposes

Role-playing is believed to develop learners' speaking competence and help them learn language in an authentic context. It can also be a useful teaching tool and can be used to evaluate and assess learners' skills on a number of levels. This session discusses the value of roleplay in the context of ESP using the speaking role play from OET as an example. Led by Joanne Bass and Nadia Falou from OET, both experienced English language teachers, the session will involve joining in an OET speaking role play. You will come away with a richer understanding of the value of role play in the field of ESP.

Joanne Bass and Nadia Falou, OET

Sessions and speakers

Saturday 2 March | 12:30 - 13:10

Integrating sustainable development goals

‘We are all world citizens – students and teachers alike. Everything we do affects the rest of the world, and what happens in the rest of the world affects us. Every one of us can make a difference – and we as teachers can reinforce this message by what and how we teach.’

The United Nations Sustainable Development Goals (SDGs) are ‘the blueprint to achieve a better and more sustainable future for all by addressing the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice.

This session introduces the United Nations SDGs and will look at a variety of practical classroom activities to integrate global issues in the English Language Classroom, to support our learners in becoming more conscious and responsible global citizens.

Jo Krousso, Macmillan Education

The What, How and When of Dealing with Emergent Language

Learners do not come to class as a blank page. They bring with them all sorts of schematic knowledge that can be used to their benefit when learning a language. This presentation aims at exploring the what, how and when of dealing with the language that emerges from students during the course of a lesson.

Leandra Meddings, Wimbledon School of English

Sessions and speakers

Saturday 2 March | 14:10 - 14:50

Who Leads the Classroom of the Future? Humans or AI?

Imagine a future where every student in the classroom has their own AI... In the last year alone, AI has taken colossal strides, setting the stage for an educational transformation. AI is personalising learning at an extraordinary level, revolutionising teaching methods and elevating content quality. Yet, this exhilarating journey presents real challenges for language schools in terms of disruption, equity and privacy. The role of the teacher will also have to evolve. This is a pivotal year for AI so don't be caught off guard. Join this session and let's work it out how to navigate this exciting future together.

Alex Asher, LearnCube

Mediation skills for great outcomes

When the goal of your lesson is to enable genuine conversations and develop versatile and empathetic communicators, mediation should be considered at all stages of instruction. Participants will learn how mediation tasks in Outcomes, Third Edition from National Geographic Learning makes teaching mediations skills accessible to teachers at all levels, and highly relevant to learners with real life communicative encounters.

Andrew Walkley, National Geographic

Sessions and speakers

Saturday 2 March | 15:00 - 15:40

How to really care in a foreign language

There are so many things to care about in today's world - climate change, war, threats to democracy, I could go on! How can teachers help learners be the best citizens they can in English as well as their mother tongue? How can we use three 'J's to help learners be engaged in these issues and empowered to take action for their own and the planet's future? We start by engaging them in the 'Joy' of the natural world – before dealing with the 'Jeopardy' faced by the nature. Then we provide the language tools for them to 'Jump' into action.

Johanna Stirling

Dyslexia in young adults (18+) – symptoms and teaching tips

Dyslexia is often known as a learning difference affecting reading skills. It is most frequently identified in childhood when reading problems first become apparent.

Dyslexia in young adults (18+) continues to be a significant challenge, impacting various aspects of their academic and professional lives. Young adults with dyslexia may face difficulties in language learning. This talk will present the most common symptoms of dyslexia in young adults as well teaching tips and strategies that are likely to help them thrive in the classroom and professionally.

Agnieszka Dzieciol-Pędich, University of Białystok



Susie Dent

Closing keynote with Susie Dent

16:00 – 17:00

Susie Dent is a writer and broadcaster on language. She recently celebrated 30 years as a co-presenter and the resident word expert on C4's Countdown, and also appears on the show's comedy sister 8 out of 10 Cats does Countdown. Susie lives in Oxford where she has developed a passion for cycling - Lycra or no, she is never without her little black book for jotting down any new words picked up in the wild.