



**Cyprus Teachers of English Association**

**CyTEA**

**Annual Conference**

**DEVELOPMENT OF TRANSVERSAL  
COMPETENCIES:  
CURRENT EDUCATIONAL REALITIES**

**NOVEMBER 12-13, 2022**

Cyprus University of Technology, Tassos Papadopoulos Building, Limassol, Cyprus



**Nicos Sifakis**



**Dario Luis Banegas**



**Katherine Reilly**

**Registration: <https://forms.gle/YSqyesvC11SriNdp9>**

**Registration:** CyTEA members 30 euro for the two-day event; 40 euro for non members; 20 euro for undergraduate students (student identity card to be provided upon registration)/ Saturday only (Non-members: 25 euro / Members: 20 euro)/ Sunday only (Non-members: 20 euro/ Members: 15 euro)/ Membership fee 20 euro

To register, Pay by cheque or directly to CyTEA- Bank of Cyprus account: 357011144409.  
Send bank receipt to this email: mdiakou2000@yahoo.com



**Express Publishing**

Visit our website: <http://cytea.weebly.com>

For more information, send a message to: [skourieos@cytanet.com.cy](mailto:skourieos@cytanet.com.cy) or call Stella Kourieos at 99425520 or Chryso Pelekani at 99434581

*Editing of programme and abstracts:*

*Stella Kourieos  
Dimitris Evripidou  
Maria Diakou*

# Cyprus Teachers of English Association (CyTEA)

CyTEA is an association that aims towards the professional development of its members. The association is open to all English or other foreign language teachers, regardless of their educational level or employment in the private or public sector. CyTEA aims at creating a robust professional community that supports its members and assists them in remaining up-to-date in their careers.

CyTEA runs various events to achieve its goals, such as local and international conferences, open talks and workshops, and two or three-day summer schools. In addition, CyTEA is a member of other international associations, such as SEETA. It is also an Associate Member of IATEFL and offers a professional development grant (Pavlos Pavlou Grant) to support travel expenses and participation in the international IATEFL conference in the UK.

This conference is another example of the high-quality professional development we provide our members with. It is a conference with stimulating and timely presentations and workshops, offering insights into language teaching and learning developments through the contributions of local, European, and international experts in the fields of TESOL, Language Education, and Applied Linguistics.

Finally, allow me to express my gratitude and appreciation to the volunteers and the CyTEA committee who work tirelessly for their professional community, generously giving their time and energy. Without them, this wouldn't be possible.

Maria Diakou, Chair, CyTEA

# Plenary Room- Ampitheatre 1 (Ground floor)

Saturday, 09:20 - 10:20

## **First Plenary:**

### ***Catering for the Big Four in the EFL classroom: what ESOL teachers should know***

*Dr Nicos Sifakis - National and Kapodistrian University of Athens*

#### **Abstract:**

Learners' needs are rapidly changing in the 21<sup>st</sup> century. Communication modes evolve as social and technological demands expand, while the pressure for prompting school-goers' intercultural competence and global awareness intensifies. At the same time, modern-day constraints of the workplace pose very specific demands on employees' ability to engage in teamwork that is effective and productive. Against this backdrop, ESOL teachers' roles must also change. Their traditional role as English language instructors who teach the structures and functions of a foreign language to their "non-native" students should now be enriched with a host of strategies and skills that inform and engage their learners in ways that prompt their collaborative capabilities, hone their creative and inventive skills, prompt critical reflection and instill ownership of the global lingua franca. In this talk, I will present the four basic skills that every 21<sup>st</sup>-century citizen must have, according to UNESCO, and argue that all of them can (and should) be targeted in the ESOL classroom. I will discuss various obstacles ESOL teachers face and showcase how such issues can be bypassed.

#### **Brief bio:**

**Nicos Sifakis** is a professor of English for Specific Purposes in the Department of English Language and Literature of the National and Kapodistrian University of Athens. He is also the director of the Master's in Education (M.Ed.) in the TESOL Programme of the Hellenic Open University. He has published extensively on teaching and researching English as an international lingua franca (focusing on the concept of ELF awareness), intercultural communication and pedagogy, language teaching methodology, distance education, adult education, and teacher education.

# Room 1 (First floor)

Saturday, 10:50-11:20

## **Presentation:**

### ***Enhancing transversal skills through virtual exchange: the VALIANT project***

*Anna Nicolaou, Maria Victoria Soule, Savvi Antoniou, Maria Christoforou - Cyprus University of Technology*

## **Abstract:**

In the last decades, due to the increasingly interconnected world we live in and the complexity of educational contexts, there has been a need to promote skills which go beyond knowledge of core subjects and include competences that are considered essential in the workplace. Such competences are usually referred to as transversal or soft skills and include intercultural communicative competence, digital interaction, teamwork, and global awareness, among others. This presentation will discuss the potential of virtual exchange to enhance various transversal competences for both teachers and students. Virtual exchange is the "engagement of groups of learners in online intercultural interactions and collaboration projects with partners from other cultural contexts or geographical locations as an integrated part of their educational programs" (O'Dowd, 2018, p. 1). The presentation draws from the Virtual Innovation and Support Networks (VALIANT) project. VALIANT is a KA3 Policy Experimentation-funded project which aims at bringing together in-service teachers and student teachers in facilitated online collaboration around real-world educational issues. The project has connected a significant number of educators and student teachers so far through the virtual exchange modules it offers. By participating in the different virtual exchanges, both teachers and student teachers have been provided with opportunities to enhance their intercultural, digital, teamwork, and other transversal skills.

## **Brief bios:**

**Anna Nicolaou** is an English Language Instructor at the Language Centre of the Cyprus University of Technology (CUT) and is currently the Acting Director of the Language Centre of CUT. She holds a Ph.D. from Trinity College Dublin (Ireland), focusing on Intercultural Education and Global Competence learning through Virtual Exchange, a Master's degree in English Language Studies and Methods from the University of Warwick (United Kingdom), and a Bachelor's degree in English Language and Literature from the National and Kapodistrian University of Athens (Greece). Her research interests include Intercultural Education, Virtual Exchange, Multilingualism, and Computer-Assisted Language Learning.

**María Victoria Soulé** is a Research Fellow and Special Scientist (Spanish language) at the Language Centre of Cyprus University of Technology. She completed her BA in Classical Studies at the University of Barcelona, an MA in teaching Spanish as a Foreign Language from Universidad Complutense de Madrid, an MPhil in Spanish Applied Linguistics, and a Ph.D. in Applied Linguistics (Suma Cum Laude) from Universidad Nacional de Educación a Distancia (UNED). Her current research interests include (a) international student mobility, (b) Multilingualism, (c) Second Language Acquisition, and (d) Computer-Assisted Language Learning.

**Savvi Antoniou** is a French language instructor and researcher at the Language Centre of Cyprus University of Technology. She holds a Ph.D. in Language Sciences - Linguistics from Université Bourgogne Franche-Comté an MA in Language Sciences and Teaching French from Université Bourgogne Franche-Comté, an MA in Modern English Language from Huddersfield University, and a BA in French Language and Literature from the Aristotle University of Thessaloniki. She has experience in language teaching, both onsite and online. Her research interests include foreign language teaching and learning, Computer-Assisted Language Learning, and Psycholinguistics.

**Maria Christoforou** has been involved in English Language Teaching since 2002. She is currently a Ph.D. Candidate in the Department of Education at the University of Cyprus, focusing on the pedagogical use of Virtual Reality in the learning of English as a foreign language. Her postgraduate qualifications include a Master of Arts in Education (Applied Linguistics) from the Open University, UK, and a Bachelor's Degree in "English Language and Literature" from the University of Cyprus. Her research interests revolve around Virtual Reality-Assisted Language Learning (VRALL), immersive technologies research, digital social semiotics, and multimodality. Maria has tested the pedagogical application of Virtual Reality (VR) as an educational tool since 2018 and presented the research results at conferences in Cyprus and abroad. She is a research partner in Immerse, the first immersive platform in the world used exclusively for language learning.

# Room 2 (First floor)

Saturday, 10:50-11:20

## **Presentation:**

### ***Overcoming the challenges of a new online educational reality***

*Maria Diakou - Cyprus Ministry of Education Sports and Youth, University of Nicosia*

## **Abstract:**

The difficulties education has faced during the last two years have taught us new ways and strategies that can be used in online teaching environments. All teachers were forced to move to the so-called remote online learning. This can be considered an opportunity to learn new ways to support every student by creating a supportive online learning environment. Through this presentation, I will share ideas on authentic tasks which can offer additional benefits to younger and older students (6-17). Allowing students to listen and watch native speakers in real, meaningful, cultural environments and engaging them in authentic communication through online interactive activities can help provide hints to pinpoint their own mistakes and receive immediate feedback. This presentation will explain how you can help students immerse in a literacy-rich online environment and learn in a more fun way through a wealth of online resources. Digital teaching material can increase students' motivation for learning, expose them to the "real" language, and positively affect their motivation.

## **Brief bio:**

**Maria Diakou** is currently a Deputy Head of the Cyprus Ministry of Education, Sport and Youth and a part-time lecturer at the University of Nicosia. She has been teaching English as a foreign language for 25 years. She holds a Master's in Applied Linguistics and a Doctorate in Education. She is currently the Chair of CyTEA (Cyprus Teachers of English Association), Event Coordinator of LT SIG (IATEFL – Learning Technologies Special Interest Group), member of YLT SIG – IATEFL (Young Learners and Teens-Special Interest Group-IATEFL), of EUROCALL - (European Association for Computer-Assisted Language Learning), SEETA (South Eastern Europe Teachers Association) and TESOL Greece. She has authored a number of articles on early EFL language learning, technology, and multicultural education.. Her research interests centre on multicultural education and the use of technology in language learning

# Room 1 (First floor)

Saturday, 11:20-11:50

## **Presentation:**

### ***MCALL spaces in Cypriot preparatory classes in a post-lockdown era***

*Nansia Kyriakou- Frederick University*

## **Abstract:**

After the Covid-19 pandemic outbreak burst, the sense of place has an even more fluid and variant meaning than ever before. Language learning place for migrant learners with low socioeconomic backgrounds is even more complicated. A maximum diversity sample of nineteen primary teachers of Greek as an additional language participated in walking interviews to pinpoint how they can help their learners engage with their surroundings, both inside and outside of the preparatory classrooms and, more specifically, their digital learning space. The study reports on a collage of collective knowledge as this was generated by both participants and their respective places applying thematic analysis while drawing data from interviews, photographs, and field notes. By reviewing teachers' experiences in terms of place-based opportunities and choices, this study was able to build up a picture of emergent practices and formulate implications for MCALL integration in an effort to empower migrant learners to take charge of their own language learning and to connect it across different contexts in this post- pandemic era.

## **Brief bio:**

**Nansia Kyriakou** works as a Lecturer at Frederick University Cyprus. Her research interests lie in the field of multilingualism, multiculturalism, and language learning and assessment. She has published papers in academic journals, chapters in educational books, and conference proceedings. She has developed eLearning materials for teaching Greek as a second language. She is currently the coordinator of the new Med programme in intercultural studies and Greek as a 2nd/Foreign Language.

# Room 2 (First floor)

Saturday, 11:20-11:50

## **Presentation:**

### ***Transversal Competencies: practicing what we preach***

*Androulla Athanasiou - Language Centre, Cyprus University of Technology*

*Jack Burston - Language Centre Honorary Research Fellow*

## **Abstract:**

Though the term may be of recent origin, the notion of transversal competencies applied to language learning has its roots in a long tradition of the teaching of languages for specific purposes. Of particular relevance to the notion of transversal competencies is the workplace and career orientation of the special purposes to which language learning is directed. In this regard, the pedagogical objective of achieving transversal competencies is supported by well-established socio-cultural learning theories based on collaborative, contextualised, situated, task-based activities. However, while the overall goals of attaining transversal competencies may be clear and the pedagogical approaches needed to be followed generally agreed upon, actually realising these objectives in practice requires considerable curricular innovation. The goal of this presentation is to demonstrate how the teaching and learning of English as a foreign language can, and must, be approached not just as another school subject but as a critical life skill for knowledge acquisition, task accomplishment, and interpersonal communication. Essential to this undertaking, for instructors no less than students, is learning how to effectively exploit ubiquitous digital technologies to extend language learning out of the classroom and, in the process, develop independent learning habits and a collaborative lifelong learning mindset.

## **Brief bios:**

**Androulla Athanasiou** is an English language instructor at the Language Centre of the Cyprus University of Technology (CUT). She holds an MA in English and Language Studies and Methods from Warwick University (2000), an MA in Educational Leadership from the European University Cyprus (2012), and a Ph.D. in English Language Teaching from Warwick University (2005). During her teaching experience (17 years), she has engaged in course development and material design, both at an undergraduate and a postgraduate level. Apart from the ESAP (English for Specific Academic Purposes) courses, she has also taught in the MA in CALL programme. Her research interests lie in material design, the use of technology in language teaching/learning, learner autonomy, collaborative learning, and applications of the CEFR.

<https://orcid.org/0000-0002-0125-8033>

**Jack Burston** holds the position of Honorary Research Fellow in the Language Centre of the Cyprus University of Technology. He holds an MA in French from Occidental College (1967) and PhD in General Linguistics from Cornell University (1973). Jack is a language-teaching specialist with a formal background in theoretical and applied linguistics, second language acquisition and testing. His current research is focused on Mobile-Assisted Language Learning (MALL) and advanced-level foreign language instruction. Jack is a current member of the Editorial Board of the ReCALL Journal, Language Learning & Technology Journal and The Journal of Teaching English with Technology. He also served for many years on the Editorial Board of the CALICO Journal and was the Software Review Editor of the CALICO Journal for 13 years.

<https://orcid.org/0000-0003-2905-5585>

# Room 1 (First floor)

Saturday, 11:50 - 12:40

## **Workshop:**

### ***The road to learning is paved with SMARTER lesson objectives***

*Caterina Skiniotou - Teacher, teacher educator, curriculum designer and developer*

## **Abstract:**

This workshop aims primarily at raising participants' awareness of the importance of setting specific, measurable, achievable, realistic, time-sensitive, evaluated, and regularly reviewed (SMARTER) lesson objectives for inspiring and motivating students at any age, level, context, and situation of learning. Additionally, it aims at engaging participants in discussion in order to exchange views, experiences, and examples on planning lessons defined by SMARTER objectives. To achieve the above-mentioned goals, the facilitator will conduct brainstorming on the reasons students should and need to be aware of the value of the activities they are invited to engage themselves within the classroom. The characteristics of motivating lesson objectives will be elicited with the help of short video segments and scenarios that will be distributed in the form of handouts. Participants will be invited to evaluate classroom practices applying SMARTER evaluation criteria. The workshop will end with a reflection on the importance of motivating students by articulating lesson objectives that help them link classroom practices with life outside the classroom.

## **Brief bio:**

Since 1981, **Caterina Skiniotou** has served the field of education as a teacher, teacher educator, curriculum designer and developer, materials developer, teacher education programme director, and Foundation programme director. Her interests include technology-assisted learning and teaching, innovation in instructional design, content-based language instruction, English-Medium instruction (EMI), and lifelong learning.

# Room 2 (First floor)

Saturday, 11:50 - 12:40

## Workshop:

### *Tips on online teaching*

*Markella Agathangelou - British Council Cyprus*

#### **Abstract:**

As countries have experienced the pandemic wave and students have had online lessons for longer, teachers have become more comfortable with online teaching. They have re-planned their lessons to reflect the new reality of online teaching. It seems that online classes are no longer a temporary solution, but a part of the academic experience as more and more courses are now offered online and more and more students select this way of learning. We, as teachers, need to make the most of this new teaching mode to facilitate learning. This workshop will cover the differences between online and face-to-face teaching, provide tips for making the lessons more engaging, look at the skills needed to successfully teach online, outline the principles for professional online teaching, share examples of teaching, and offer solutions so that teachers can embrace this new mode of facilitating teaching more smoothly. At the end of the workshop, participants will also be provided with links of professional development and guidelines on using the British Council and the Cambridge English websites for advice and resources.

#### **Brief bio:**

**Markella Agathangelou** (BA Joint Hons, MA Applied Linguistics, RSA CELTA) is an English Language educator, a Cambridge Presenter for the British Council, and a translator. She obtained her qualifications in the UK, where she gained Joint Honors in English Language, English and European Literature and her Master's in Applied Linguistics at Goldsmith's in London. She then completed her training at the International House and received the RSA CELTA. She has over 20 years of ESL teaching experience at various levels as preparation for Edexcel and Cambridge exams and teaching underaged refugees through government courses. She has trained as a vocational trainer by HRDA where she designs and delivers ESP courses. Her interests include syllabus design, educational technology, and lifelong learning. She is committed to donating to charity and to promoting the love of knowledge and the love of reading to ALL. She has been researching online teaching for the past three years and has experience in online EFL teaching of the English language.

# Room 1 (First floor)

Saturday, 14:00-14:30

## **Presentation:**

### ***Teachers' beliefs about the 21st-century skills: evidence from Cyprus***

*Minas Zeniou, - Together English Language Centre*

*Constantina Fotiou - University of Cyprus*

## **Abstract:**

A lot has been said and written about the so-called 21st-century skills. The development of those skills is considered to be "a key task of educators today, including English language teachers" (Hockly 2020, p. ix), while ELT has been argued to be a potential "vehicle" for their development (Mavridi & Xerri, 2020). While we fully agree with the above, we propose in this paper that we need to shift our attention to the educators' beliefs about those skills as well as their perceived readiness to incorporate their development into their teaching. To that end, we have designed a questionnaire for English language teachers working in Cyprus. Even though this is still a work in progress, some trends have already been noted. Teachers seem to view critical thinking, creativity, innovation, communication as well as problem-solving, and decision-making as the most important skills for the 21st-century student and citizen. However, not all of them agree with the idea that ELT can be a "vehicle" for the development of these skills, and they do not all feel confident to help their students develop them.

## **Brief bios:**

**Minas Zeniou** studied BA in English at Plymouth University and is TEFL and DELTA qualified. He's taught English in Spain, Hong Kong, UK, and Cyprus. He's worked as Academic Manager and Centre Director in summer schools abroad and has designed courses for them too. He is currently working as an Academic Manager at Together English and doing a course on Special Education Needs to be able to support children with learning differences in the conventional classroom.

**Constantina Fotiou** is a sociolinguist and an English language teacher and trainer. She holds a Ph.D. in sociolinguistics from the University of Essex and has completed a variety of courses on English language teaching and English language teacher training. She has presented her work at several international and local conferences and published several papers in peer-reviewed journals. She is currently a Visiting Lecturer at the Department of English Studies at the University of Cyprus. She is a member of LAGB, IATEFL, MATSDA and the Assistant Secretary of the Cyprus Linguistics Society (CyLing).

# Room 2 (First floor)

Saturday, 14:00-14:30

## **Presentation:**

### ***Storytelling in the language classroom: a tale to be shared***

*Maria Davou - Glossomatheia Language Learning & Research Center*

## **Abstract:**

Storytelling is an important strategy in language teaching and learning. Learning 'story' and learning 'to story' is a way of knowing, a way of thinking, and a way of organising events and information. Storytelling can reduce anxieties, provide a rich fantasy life, nourish hope, give validity to important feelings, promote insights, and reinforce creative thinking. Above all, it can help us with language learning! In this talk, I will explore, in a hands-on fashion, how to tell stories and teach English in the classroom as well as online, both synchronously and asynchronously. We will see how storytelling can promote language learning, community building, intercultural awareness, and learner agency. We will visit the role of the teacher as a storyteller as well as the role of the learner as a story maker. Finally, we will reflect on how an ancient tool can work as an innovative language education framework for a less coursebook-based approach.

## **Brief bio:**

**Maria Davou** is a school owner, teacher, teacher trainer, researcher, author, and storyteller. She has a BA in Philosophy, Cambridge DELTA, an MA in TESOL, from St Michael's College, Vermont, and has studied for a Ph.D. in Applied Linguistics at Lancaster University, UK, completing her Doctorate degree in Athens. She holds an ESRC research award. She has more than thirty years of experience in teaching, teacher training, and syllabus design in Greece, the UK, and the US. She is a language school owner in Athens, promoting alternative and experiential teaching models. She is an international trainer and academic consultant for publishing companies, private schools, and Ministries of Education. She is an adjunct professor for the Hellenic American University (HAEC), where she teaches TESOL Management, and for the MA in Creative Writing at the University of Western Macedonia. She's the co-founder of QUALIFY, teaching Trinity CertTESOL and DipTESOL.

# Plenary Room- Ampitheatre 1 (Ground floor)

**Saturday, 14:30-15:30**

***Second Plenary: How can we turn transversal competencies into pedagogical possibilities in English language teaching***

*Dario Luis Banegas- University of Edinburgh*

## **Abstract:**

Spearheaded by UNESCO, transversal competencies (TCs) are a set of core skills, knowledge, attitudes, and behaviours that can help us navigate social practices (e.g., working, studying, etc.). Also called transferable skills or soft skills, these include interpersonal, intrapersonal, critical thinking, and global citizenship skills. But how can we translate these encompassing competencies into possible and meaningful English language teaching and learning experiences? In this talk, I will first provide a practice-oriented framework to understand TCs. Then, I will share different activities and curriculum transformations that have illustrated the informed, contextual, and successful use of TCs in language teaching. Last, I will invite the audience to reflect on how we can all turn TCs into sustainable pedagogical possibilities in response to their students' and contextual needs.

## **Short bio:**

**Dario Luis Banegas** is a Lecturer in Language Education at Moray House School of Education and Sport, University of Edinburgh, UK. Before joining Edinburgh in 2021, he was a secondary school teacher, teacher educator, and curriculum developer in Argentina between 2001 and 2019. He is involved in language teacher associations in the UK and Latin America. His main interests are language teacher education, action research, inclusion in language teaching, and content and language-integrated learning (CLIL). He has published books, chapters, and articles, and has presented at conferences around the world.

# Plenary Room- Ampitheatre 1 (Ground floor)

**Saturday, 15:30-16:00**

## ***ELECTIONS – NEW CyTEA COMMITTEE***

Dear CyTEA Members,

The term of the incumbent CYTEA committee will end this year and elections for the new committee will take place. For this purpose, a General Assembly will be held during the annual conference on November 12, 2022. Anyone interested in being elected to the new committee can express their interest and join the above-mentioned General Assembly.

It will be a pleasure to see new persons becoming actively involved and contributing to CYTEA.

Kind regards,

CyTEA

# Room 1 (First floor)

Sunday, 09:20-9:50

## **Presentation: From EFL to ELF-aware teaching through a Continuous Professional Development course**

*Lili Cavalheiro, Luis Guerra, Ricardo Pereira - University of Lisbon Centre for English Studies*

### **Abstract:**

EFL has been traditionally associated with a native-speaker perspective (Standard British/American English and culture). This viewpoint has been perpetuated in textbooks, often limiting learners' exposure to other linguistic varieties and cultures where English is used effectively to communicate across a range of different settings. Although EFL teachers widely recognise the use of English as lingua franca (ELF), the difficulty remains in how to implement ELF-aware lessons in their teaching contexts. Consequently, continuous professional development (CPD) courses can play a key role in promoting greater awareness of what ELF is (Jenkins, 2013; Mauranen, 2018) and how ELF awareness may be implemented in educational contexts (Sifakis, 2014, 2019; Sifakis et al., 2018). This paper is based on modules of the CPD course developed by the ENRICH Erasmus+ project, exploring teachers' understanding of ELF, identity, ownership, Standard/Non-standard English, and mutual intelligibility, among other concepts. To grasp teachers' journey throughout the CPD course, some examples of ELF-aware tasks participants designed and implemented in their teaching contexts are presented. Finally, this paper examines teachers' feedback at the end of the CPD course, with the purpose of gauging their overall understanding of ELF and ELF awareness. The analysed data will contribute to the innovation of language teacher training/education programmes by incorporating current perspectives in the ELT field.

### **Brief bios:**

**Lili Cavalheiro** teaches at NOVA University of Lisbon in the Master's in ELT and has a Ph.D. in Applied Linguistics from the University of Lisbon.. She has participated in several Erasmus+ projects and her research interests include ELF, teacher education, materials development, and intercultural communication.

**Luis Guerra** holds a Ph.D. in Applied Linguistics/English Language Teaching (Warwick University, UK) and is a Professor of English Language and Linguistics/Applied Linguistics at the University of Evora. He has been involved in several ERASMUS+ Projects (e.g., ILTERG, ENRICH, EUREDIE). His research interests are ELF/EIL, World Englishes, ELF-based pedagogy, intercultural communication, and intercultural citizenship.

**Ricardo Pereira** is an Assistant Professor at the Polytechnic of Leiria as well as a researcher at the University of Lisbon Centre for English Studies (ULICES). He holds a Ph.D. in Applied Linguistics and has participated in various international Erasmus+ projects. He is currently interested in carrying out research on ELF, ELT, ICT integration in ELT and computer-mediated communication.

## Room 2 (First floor)

Sunday, 09:20-9:50

### ***Presentation: Language teacher education: multilingualism and multiculturalism***

*Sviatlana Karpava - University of Cyprus*

#### **Abstract:**

There is an increase in linguistically and culturally diverse classrooms worldwide. Thus, more attention should be paid to teacher training so that they are prepared and ready to work with multilingual and multicultural students (Lorenz et al., 2021) based on "the multilingual turn" in education (May, 2019). This study aimed at examining the views and attitudes of future EFL teachers in Cyprus regarding their language use and symbolic and cultural values associated with various languages, special knowledge, training, and development of such characteristics as cross-linguistic and metalinguistic awareness, sensitivity to learners' cognitive and affective differences, collaboration (García and Kleyn, 2016) needed for multilingual education, and multilingual pedagogical approaches (Kirsch et al., 2020). A mixed-method approach was implemented for the data collection and analysis; Questionnaires, interviews, blogs, and language portrait tasks were used to gain insight into the teachers' linguistic repertoires, views regarding multilingualism, multiculturalism, and inclusive teaching and learning. The results of the study showed that the participants have a positive attitude towards multilingualism and multiculturalism. They are aware of efficient strategies and techniques to be implemented in culturally and/or linguistically diverse classrooms, ways of promoting multilingualism, attending to students' needs, and improving students' learning experience.

#### **Short bio:**

**Svetlana karpava** is a lecturer in Applied Linguistics/TESOL and Linguistics Section Coordinator at the Department of English Studies, University of Cyprus. She is also a co-coordinator of the Testing, Teaching, and Translation Lab. Dr. Karpava presented her research at numerous international conferences and published her research work in various peer-reviewed journals. Her research interests lie in the areas of applied linguistics, syntax, semantics and pragmatics, phonetics and phonology, speech perception and production, orthography, first and second language acquisition, bilingualism, multilingualism, sociolinguistics, teaching and education, critical digital literacy; heritage language use, maintenance and transmission, language loss, shift and attrition, family language policy, home literacy environment and intercultural communication.

# Room 1 (First floor)

Sunday, 9:50-10:20

## ***Presentation: From rhetoric to reality***

*Adrian Tennant- Freelance teacher trainer, writer, and consultant*

### **Abstract:**

The gap between rhetoric and reality exists in many areas, including the teaching of transversal competencies. It does not help that academic experts insist on using terminology which is meaningless to most practitioners. However, there is a more fundamental problem, and that is the way these competencies are included and implemented in the majority of curricula and materials. In fact, the problem is, most of the time, they are not. In the past decade or so, a lot of focus has been placed on the 4 Cs, particularly in ELT materials. Despite this, a clear emphasis on learning 'facts' has remained in most educational settings meaning that most learners leave school, college, or university ill-equipped for the workplace. As educationalists, we need to transfer our rhetoric into reality. We need to stop talking about transversal competencies and actually start to include meaningful activities in our materials that embed the core principles of TCs. This presentation aims to highlight some of the issues and suggest solutions that will lead to practical changes in the classroom.

### **Brief bio:**

**Adrian Tennant** has been working in education for over 30 years. He has delivered workshops and talks at over fifty conferences around the world. As an author, he has contributed to materials for many of the leading publishers, including Oxford University Press, Marshall Cavendish, Macmillan Education, Pearson / Longman, and Cambridge University Press. He currently lives in Cyprus and joined CyTEA in 2021.

## Room 2 (First floor)

Sunday, 9:50-10:20

### ***Presentation: Critical understanding of multimodal material in support of language development***

*Stavroulla Hadjiconstantinou- Cyprus University of Technology*

#### **Abstract:**

In light of the widespread recognition of the importance of Critical Thinking (CT) in education, in this presentation, I will be discussing how "myside bias," a construct of CT from cognitive psychology (Stanovich et al., 2013) may be used as the framework for the design and implementation of linguistic practices in support of the development of critical literacy. Myside bias, a component of the wider concept of rational thought, is defined in Cognitive Psychology as the inclination to evaluate and generate evidence in a manner biased towards an individual's own opinions; it is a tendency shown by research to be less dependent on intelligence and more a result of practice (Perkins, Farady & Bushey, 1991; Stanovich & West, 2007; Toplak & Stanovich, 2003). Drawing on research in Critical Pedagogy that highlights the importance of raising learners' critical awareness through language (Luke, 2012), I explore how practices of identifying and negotiating instances of myside bias in multimodal texts in an English for the Media context, particularly sensitive to issues of criticality can enhance the development of multimodal literacy. Finally, it is suggested in this presentation that such or similar practices can be effectively developed and applied in different language contexts.

#### **Brief bio:**

**Stavroulla Hadjiconstantinou** has been a member of the Special Teaching Staff at the Language Centre of CUT since 2009. She holds a Bachelor's degree in Language Studies and a Master's degree in Applied linguistics both from Essex University, UK She also holds a Ph.D. in Linguistics and English Language from Lancaster University UK. Her research interests include Second Language Acquisition, ESP Curriculum and Material Design and development, Pedagogical Applications of Critical Thinking in Education, Technology Enhanced Language Learning, Multimodality, and Digital Media Literacy.

# Room 1 (First floor)

Sunday, 10:50-11:35

**Workshop: Developing transversal competencies through technology: Integrating Google Workspace for education in the language teaching and learning processes**

**(Bring your own devices/laptops in order to join this workshop)**

*Elis Kakoulli Constantinou - Cyprus University of Technology*

## **Abstract:**

Contemporary economic, sociocultural, political, and educational changes point out the need for the development of Transversal Competencies (TCs) that can equip contemporary citizens with the appropriate skills to survive, develop, and eventually excel in today's world. TCs refer to competencies involving analytical and critical processes, the ability to solve problems and handle situations across different contexts and disciplines, and competencies related to the overall development of the individual, such as abstract thinking, self-reflection, critical thinking, and many more (Tsankov, 2017). The need for integration of such competencies in language education curricula across the globe is more intense today than ever before. This workshop focuses on the development of TCs through the integration of Google Workspace for Education in language teaching and learning, following social constructivist and connectivist approaches. Google Workspace for Education is a suite of cloud-based tools that can be used with students of all levels of education. The purpose of the workshop is to familiarise participants with tools included in the suite and ways in which they can be utilised to enhance the teaching and learning processes. The workshop focuses on using tools such as Google Classroom, Google Meet, Google Drive, Google Docs, Google Slides, and Google Forms among others.

## **Brief bio:**

**Elis Kakoulli Constantinou** is an English instructor at the Cyprus University of Technology Language Centre and a teacher trainer at the Cyprus Pedagogical Institute. She holds a Ph.D. specialising in English for Specific Purposes (ESP) Teacher Education, an MA in Applied Linguistics, and a BA in English Language and Literature. Her research focuses on ESP, Teacher Education, Curriculum Development, Teaching Methodology, Technology Enhanced Language Learning, and Action Research. She has participated in EU-funded research programmes, and has co-edited volumes, published articles in peer-reviewed academic journals and chapters in edited volumes, and presented her work at several international conferences.

# Room 2 (First floor)

Sunday, 10:50-11:35

## **Workshop: Using escape rooms as a teaching method in the foreign language classroom**

*Natassa Stylianou – Panayi - English Language Lecturer / Teacher Trainer*

### **Abstract:**

The classroom environment, the curriculum and the teacher are all important when learning a foreign language, but also important are the techniques adopted by the teacher in order to raise motivation and a positive attitude towards the lesson. Learners achieve educational goals and develop their skills through active participation, problem-solving and instant feedback (Connolly et al., 2012) and that is why the current workshop aims at helping foreign language teachers to experience and implement 'escape rooms' as a technique in order to raise their learners' motivation and attitudes towards foreign language teaching. By the end of this workshop, teachers will be able to identify the main different types of motivation, apply 'escape rooms' to their classrooms, demonstrate the technique learned, and explain their feelings after using the particular technique in relation to motivation.

### **Brief bio:**

**Natassa Stylianou - Panayi** has been teaching English as a Foreign/Second Language since 2003 and is currently an Adjunct Lecturer at European University and the University of Nicosia. Her main interest is teacher training in relation to student motivation in learning foreign languages by using innovative methods and increasing their positive attitudes. She is also a certified Adult Trainer by HRDA and a teacher trainer. During the past seven years, she has published papers in relation to motivation and/or code-switching, participated in various conferences abroad and in Cyprus, and has also attended several teaching training seminars since the early years of her teaching career.

# Room 1 (First floor)

Sunday, 11:40-12:10

***Presentation: Learning to teach 21st-century skills: TESOL teachers' participation in a virtual community of practice as a framework for professional development***

*Anna Karapanou - Adjunct Faculty at the University of Nicosia (UNIC) (Ph.D. Student)*

## **Abstract:**

In the last few years, there has been a growing interest in research in the field of foreign language teaching and 21st-century skills (C21 Skills) (Partnership for 21st Century Skills, [P21], 2009), calling for TESOL teachers to adopt teaching methods that apart from language skills, they also cultivate knowledge, skills, attitudes and values that will enable students to be successful citizens for the 21st century. This study primarily aims at assessing what Cyprus TESOL (CyTESOL) teachers deem valuable professional knowledge and development regarding C21 skills and subsequently provide them with an opportunity for relevant Professional Development (PD). For this purpose, a Virtual Community of Practice (VCoP) will be initiated to support CyTESOL teachers' professional knowledge in general and their professional development of C21 skills in particular. Data were collected via a 3-phase cyclical process, following the premises of Participatory Action Research (PAR). The results of this study will hopefully make a twofold contribution to existing research. Firstly, the study hopes to enable CyTESOL teachers to accentuate their voice and become creators of legitimate forms of knowledge tailored to their needs, and secondly, provide an insight into how a VCoP can foster or inhibit CyTESOL teachers' professional development in the local sociocultural setting.

## **Brief bio:**

**Anna Karapanou** teaches various English courses as adjunct faculty at the University of Nicosia and has 17 years of experience in teaching English as a foreign language to different student ages. She is proficient in all language areas, including various teaching strategies related to different learner groups. She is also a TEFL-qualified teacher and has earned certification in Education Management and in the field of Dyslexia and Foreign Language Teaching. Recently, as part of her Ph.D. studies, Anna has committed herself to research in the areas of C21 skills and Continuing Professional Development (CPD).

## Room 2 (First floor)

Sunday, 11:40-12:10

***Presentation: Student empowerment through the creation of motivational videos in the language classroom***

*Eleni Nikiforou - University of Cyprus*

### **Abstract:**

The field of Learning Technologies (LT) has been gaining progressively more attention in recent years, both from researchers and practitioners. This presentation focuses on using and producing online motivational videos in a language course in tertiary education, aiming to improve the students' language, academic, transferrable, and lifelong learning skills. Motivational speeches are used in the course as a way of introducing new topics, discussing diverse topic areas as well as a way of preparing and delivering speeches. The specific genre is purposely implemented in the course as it affords student empowerment. Through this empirical research, practical suggestions are offered on how language teachers of all levels can apply this task in their lessons to enable the students to develop those skills that will be transferable to other aspects of their learning paths and also help them improve their language skills in all four areas: listening, speaking, writing, and reading.

### **Brief bio:**

**Eleni Nikiforou** is an English language instructor at the Language Centre of the University of Cyprus, where she teaches English for Academic Purposes and English for Specific Purposes courses. She has delivered and facilitated teacher training workshops, Business English workshops, as well as lifelong learning workshops.

# Plenary Room- Ampitheatre 1 (First floor)

Sunday, 12:10-12:40

## ***Presentation: #English – Express Publishing (Commercial Talk)***

*Katherine Reilly*

*Author, Teacher Trainer (Express Publishing)*

### **Abstract:**

#English is a newly created, exciting course for A1-B1 levels with engaging, fun content designed to motivate students, promote inclusivity and meet the new, emerging educational needs. #English offers an effective combination of print and digital resources, allowing for flexible teaching (in-class, Blended, or Flipped learning), enhancing student autonomy and boosting the development of real-life skills.

### **Brief bio:**

Katherine Reilly was born in Chicago, Illinois and has dedicated herself to the field of education and specifically that of English Literature. As an Author and Teacher Trainer of Express Publishing, she has written readers and ELT books in accordance with the CEFR. As an educator, she works at a private school in Athens Greece, teaching English to learners of all ages and levels, while also working as an oral examiner for the majority of universities that certify candidates in the use of the English Language. She has also contributed to the ELT and ICT learning field with multiple publications and has offered her voice in recordings for the material's relevant audio segments. Katherine is a contributor to humanitarian aid as a teacher for impoverished children, as regards the Greek and English language. Finally, as a public and TEDx Speaker, she has used her experience to motivate, inspire and assist students in reaching their true potential.

## Room 2 (First floor)

Sunday, 12:10-12:40

***Presentation: English as an academic multilingual franca (EMFA): an Ecological Trans-Semiotic approach to science discourses in a non-anglophone HE context***

*Sami Alhasnawi- University of Al-Qadisiyah, College of Education*

### **Abstract:**

While a growing research scholarship has recently investigated the emerging linguistic super-diversity associated with English as an academic lingua franca (ELFA) at the tertiary level worldwide, I strongly argue for the need to embrace an ecological trans-semiotic approach to expand our toolkit of analysis to ELFA. To this end, the present work investigated instructors' and students' beliefs around the multiple semiosis practised to signify, objectify and materialise content knowledge across science disciplines in an Iraqi university. Through the use of thematic analysis of the datasets (semi-structured interviews, classroom observation, and documentary analysis of pedagogical materials), the findings confirmed the impracticality and inappropriateness of imposing a binary language-centred approach to English in this context due to its fluidity and infusion with its users' language(s) and other non-linguistic resources. This consequently provides empirical evidence for the pragmatic use(s) of English as an academic multilingual Franca (EMFA) to inform language teacher education programmes for a global society.

### **Brief bio:**

Sami Alhasnawi completed his Ph.D. in Applied Linguistics at the University of Southampton/UK, in 2017. He was a DAAD research fellow at the University of Potsdam/Germany in 2021. He was also a postdoc fellow at Hacettepe University/ Turkey from 2021-2022. He worked on ELF-based 'Collaborative Online International Learning (COIL) modules with the University of Washington in 2018, 2021, and 2022. His research primarily focuses on ELF/EMI in Higher Education.

# Plenary Room- Ampitheatre 1 (Ground floor)

**Sunday, 12:40-13:40**

***Third Plenary:***

## ***Transversal Competency in the ELT Environment***

*Katherine Reilly- Author, Teacher Trainer (Express Publishing)*

### **Abstract:**

Transversal Competency has proven its worth as an essential aspect of modern education. Despite being an instrumental learning mechanism, its proper integration is deemed a crucial challenge by many educational institutions in the language learning field. The potential to acquire and develop the skills needed to properly respond to the demands of not only the academic field but also those of social interdependence, must not be overlooked. Approaches to facilitate and implement TC tools in an educational field will be analyzed and assessed. The applications of TC will be further addressed, reflecting both cognitive and communication competence via the ELT learning model with the appropriate tools that may be utilized in the learning environment.

### **Brief bio:**

Katherine Reilly was born in Chicago, Illinois, and has dedicated herself to the field of education and specifically that of English Literature. As an Author and Teacher Trainer of Express Publishing, she has written readers and ELT books in accordance with the CEFR. As an educator, she works at a private school in Athens Greece, teaching English to learners of all ages and levels, while also working as an oral examiner for the majority of universities that certify candidates in the use of the English Language. She has also contributed to the ELT and ICT learning field with multiple publications and has offered her voice in recordings for the material's relevant audio segments. Katherine is a contributor to humanitarian aid as a teacher for impoverished children, as regards the Greek and English language. Finally, as a public and TEDx Speaker, she has used her experience to motivate, inspire and assist students in reaching their true potential.

COOL!

# #ENGLISH



NEW

  
Express Publishing



## #ENGLISH AT A GLANCE:

- ♥ Topic-related & text-based videos
- ★ Grammar & Writing videos
- ♥ A thrilling comic strip in fully-animated episodes, highlighting important historical events
- ★ Engaging characters that promote inclusiveness
- ♥ Culture snippets, CLIL units and Values
- ★ Projects and creative tasks
- ♥ Fun elements (memes, songs, riddles, puzzles and more)
- ★ Optional Writing Bank for development of writing skills
- ♥ Notions & Functions for everyday communication
- ★ High-quality Interactive Whiteboard Software and Express DigiBooks Platform

 Express  
DigiBooks

## About us

---

The British Council supports peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide.

The organisation uniquely combines the UK's deep expertise in arts and culture, education and the English language, global presence and relationships in over 100 countries, unparalleled access to young people and influencers and creative sparkle.

The British Council shares values and explores ideas. The organisation has difficult discussions and finds common ground. The British Council creates mutually beneficial relationships between the people of all four nations of the UK and other countries. This helps strengthen the UK's global reputation and influence, encouraging people from around the world to visit, study, trade and make alliances with the UK.

The British Council works directly with individuals to help them gain the skills, confidence and connections to transform their lives and shape a better world in partnership with the UK. It supports them to build networks and explore creative ideas, to learn English, to get a high-quality education and to gain internationally recognised qualifications.

The British Council works with governments and partners in the education, English language and cultural sectors, in the UK and globally. Working together the British Council makes a bigger difference, creating benefit for millions of people all over the world.

The British Council takes a long-term approach to building trust and remains at arm's length from government.

The British Council works with people in over 200 countries and territories and is on the ground in more than 100 countries. In 2021–22 the British Council reached 650 million people.

The majority of income comes from partnership agreements, contracts, philanthropy, teaching and exams, and the British Council also receives grant-in-aid funding from the UK government.

Founded in 1934, the British Council is a UK charity governed by Royal Charter and a UK public body.

[www.britishcouncil.com.cy](http://www.britishcouncil.com.cy)

Visit our website and find out more about us:

<https://cytea.weebly.com>

You can also find us on Facebook at:

<https://www.facebook.com/cytea.cyprus>

How to become a CyTEA member:

<https://cytea.weebly.com/membership.html>

### CyTEA Committee:

<i>Maria Diakou</i>	<i>Chair</i>
<i>Monica Hadjichrysanthou</i>	<i>Vice Chair</i>
<i>Dimitris Evripidou</i>	<i>General Secretary</i>
<i>Damaskini Metzidaki</i>	<i>Deputy Secretary</i>
<i>Panos Panayiotou</i>	<i>Treasurer</i>
<i>Stella Kourieos</i>	<i>Events Coordinator/ Editor</i>
<i>Svetlana Karpava</i>	<i>Member</i>
<i>Chryso Pelekani</i>	<i>Member</i>
<i>Sophie Ioannou-Georgiou</i>	<i>Honored Member</i>



Language Centre

