

28th May 2021

Keynote Speakers

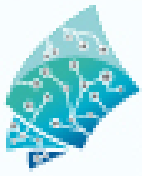
Lou McLaughlin, the Equals Executive Director

Lou McLaughlin is the Executive Director of Equals (Evaluation & Accreditation of Quality Language Services). She is the Founder Chair of *ELT Ireland*, the network for ELT professionals in Ireland, and is on the IATEFL Board of Trustees as the Associates Representative as well as serving as a Trustee for the Bell Education Trust. Lou holds a PhD in Applied Linguistics, Masters in ELT, DELTA, TESOL Cert. in Leadership & Management and Trinity TESOL Cert.

The road behind & the road ahead

The last 12 months have proved challenging for all language providers. The impact of the pandemic was felt at all levels of each institution and by all stakeholders. The perspectives shared in this talk will outline the journey to date, look at emerging practices and innovations in the classroom post-Covid.





ATEE
Association for Teacher Education in Europe

Teaching and Learning Languages Post-Covidly- one-day online conference

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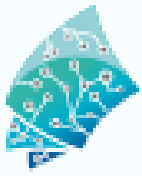
Prof. Dr. Kenan Dikilitaş, University of Stavanger

Kenan Dikilitaş is professor of Pedagogy at the University of Stavanger in Norway. Kenan's research interests include teacher education, (bilingual) teacher development, and mentoring and investigating action research.

New competences for teachers and implications for language teacher education

Language teacher education has been based on teaching particular approaches and methods which teachers can implement in their classrooms to facilitate learning. However, the concept of classroom changed dramatically from physical to online in the last year. Normally, teachers are trained to instruct students and interact with them face-to-face without much focus on how to teach online, how to design online courses and how to assess and evaluate online student engagement and learning. The abrupt shift to online environments and remote teaching has created new challenges for language teachers, thereby necessitating new competences to be developed by experimenting and self-reflecting while experiencing contextual and pedagogical challenges. In this talk, I will introduce competences which teachers may need to develop in response to the new normal. The discussion will revolve around EFL teachers' experiences, perceptions, practices, and their implications emerging as topics in language teacher education.





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Dr Michał Daszkiewicz, Educational Role of Language Association and ERLA Journal

Michał Daszkiewicz is employed at the Institute of Education of the Faculty of Social Sciences; PhD in applied linguistics; founder and leader of the International Association for the Educational Role of Language and Educational Role of Language Network

A COVID-triggered and language-oriented pedagogical awakening

Modern language teaching methods become truly powerful when relying on well-established pedagogical concepts. Somewhat paradoxically, whilst throughout the pandemic many of us have been predominantly occupied with technological aspects of remote education, it is the pedagogical facet that determines the students' success. Hence the focus in the speech on the identity-based approach to linguistic education, on students' and teachers' personal experiencing of language, personal interpretation of reality, assignment of personal meanings, and culturally sustaining pedagogy. The key recommendations formulated in the talk concern what COVID has brought to the fore and reminded us of in the modern technology-dominated educational context: the holistic character of linguistic and general education, in which language beliefs, language activity, language affect, and language matrices need to be comprehensively recognised and, as such, put into (real or virtual) classroom practice.



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