iatefl

44th
ANNUAL
INTERNATIONAL
IATEFL
CONFERENCE
AND
EXHIBITION

HARROGATE
7th - 11th
APRIL 2010

PRESENTATIONS

0800-1730 Registration desks open

0820-0850 Conference	**IATEFL How to... track**
	How to get the most out of this conference
	with Susan Barduhn
	This session is for new IATEFL conference participants as well as those of you who have attended many conferences... but feel your experience could go deeper.

0820-0850 Restaurant	**IATEFL How to... track**
	How to reflect on research
	with Simon Borg
	Many IATEFL conference sessions present research undertaken in various English language teaching settings. This session highlights issues which conference participants might consider when reflecting on the research they hear about during the conference and considering its relevance to their own professional contexts.

0830-1730 Exhibition open

0900-1025	**Opening Announcements and Plenary Session**
	The conference will be opened by the IATEFL President, Herbert Puchta.

Auditorium (1500 audience)	**Plenary session by Tessa Woodward**
	Tessa Woodward is a teacher, teacher trainer/educator, and the professional development coordinator at Hilderstone College, UK. She is also the editor of *Teacher Trainer Journal* for Pilgrims and has authored and co-authored numerous articles and books, including *Planning Lessons and Courses* (Cambridge University Press) and *Ways of Working with Teachers* (TW Pubs). She was President of IATEFL from 2005 to 2007.
	The Professional Life Cycles of Teachers
	As we come together in Harrogate for this IATEFL conference, we will be attending talks and workshops, panel discussions and social events over several days. We will find ourselves in rooms with teachers of all kinds….young ones and not so young ones, those from different countries and cultures and with different mother tongues. There may be times when we wonder why one person is getting so aerated about a particular topic or why another person seems so optimistic or pessimistic about the whole learning and teaching endeavour. This plenary may possibly help us to make sense of this for we will look at some research that has been done into the life cycles of teachers. What are the concerns of a teacher who has just started in the job? How do these differ from those of someone who has been in the field for a few years? Or for many, many years? You will be offered a possible framework, based on number of years in the job, collated from several thinkers in the field of life cycle research. Together we will ask questions from the TESOL teacher's point of view and finally will ponder the implications of the framework for ourselves, our colleagues and indeed for IATEFL Harrogate conference goers!

1040-1140   Session 1.1

Bramham 90 audience Workshop YLT	***Graded Readers*: Exploiting them to the max** **Bill Bowler** *Graded readers* – excellent for extensive reading and building good literacy habits – can also serve as a springboard for written projects, discussion, pronunciation practice, and intensive text work. This session explores how to get the most out of *Graded Readers* in (and out of) the classroom, using examples from the new edition of *Dominoes Readers*, published by OUP.	e, ie, s bkprom, fp, pub
Charter 75 audience Workshop LT, MD	**A comparison of different IELTS exam preparation courses** **Iffaf Khan (Languagelab.com)** Exam preparation courses are becoming increasingly popular and important. IELTS courses, in particular, take up a great many classroom hours. The purpose of this discursive workshop is to highlight different approaches in IELTS preparation courses and, in particular, to look at online courses - delivered in both two-dimensional and three-dimensional environments, using work done at Languagelab.com as a specific example.	e, a
Harewood 1 125 audience Workshop GEN, CLIL	**onestopclil.com - more than just a website** **Keith Kelly (Freelance)** This workshop presents Macmillan's onestopclil website. Participants will not only see the wide-ranging resources, magazine, methodology papers, forum, lesson share, and reviews available at the site, they will also have the opportunity to try out and discuss the materials firsthand and engage in debate with the speaker about CLIL materials and methods.	e, ie, p, s fp, pub
Harewood 2 125 audience Workshop LAM	**Reflecting in and on action: A management approach** **Andrew Hockley** It is not just teachers that can benefit and develop professionally from the process of reflection. This workshop will look at ways in which managers in language teaching organisations can both reflect upon their own work, and also set up systems whereby others in the organisation can reflect "in and on action".	e
Newby 35 audience Workshop TD	**Teacher appraisal observations: How to make them work for you** **Amanda Howard (British University in Dubai)** Classroom observations seem to be the most common form of teacher appraisal, and often carry further implications if they do not go well for the parties involved. This workshop will use the experiences of both observers and the observed to develop strategies to ensure that the appraisal experience is a positive one for all those taking part.	e, p, s, t, a
Ripley 160 audience Workshop LT	**Teaching the mobile generation** **Nicky Hockly (The Consultants-E & Pearson Longman)** Learners are coming to class increasingly wired up: iPods, MP3 players, mobile phones, digital cameras... How can teachers integrate this technology into classroom teaching? This workshop looks at some of the resources that students can access on their mobile devices, and also at the video and audio that they themselves can produce in class, using mobile technology.	e, s, t, a

e = experienced audience	p = primary teaching	t = tertiary teaching
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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Studley 30 audience Workshop LT, TD	**ICT skills assessments: Teacher-friendly or tech-friendly?** **Sarah Walker (British Council Madrid)** Can we "measure" ICT skills? How do we describe "good ICT integration skills" in training needs analysis (TNA)? Who decides on the mode/pace of ICT training? In this session we'll explore several assessment models, including a "teacher-friendly" learning technologies self-assessment framework used in British Council Singapore. Be prepared to exchange ideas, experiences and TNA/assessment materials of your own.	a
Auditorium 350 audience Workshop YLT	**Your stories for them** **Andrew Wright (ILI International Languages Institute, Hungary)** I will go through the different kinds of stories from our own lives that we might tell in class and ask participants to share stories they have used, or could use, and to discuss what language teaching purpose might be achieved. I will refer to *Writing Stories*, published by Helbling Languages, but the session does not depend on this book!	e, ie, p, s bkprom, fp, pub
Conference 90 audience Workshop **TTEd SIG** **Programme**	**'I take ten deep breaths'... Lowering trainer trainers' affective filter** **Simon Smith (Freelance) & Radmila Popovic (University of Belgrade)** What situations do trainer trainers feel afraid in, and what strategies do they use to overcome these fears? This workshop will focus on situations which can intimidate both novice and experienced trainer trainers, and consider strategies for facing and managing fear. The outcome will be a checklist of strategies for dealing with fears in the trainer training classroom.	e, a
King's Café 120 audience Workshop GEN	**Coaching in practice: Supporting the self-directed change of others** **Adrian Underhill (Study Group UK)** A coach offers a practical structure within which the client (student, teacher, trainee, colleague, friend) can get clarity, direction and energy to take self-directing and appropriately challenging steps for change, supported by self-learning along the way. This hands-on workshop shows you how to do the basics in two cycles, one as coach, and one as coachee.	e, a
King's Suite 200 audience Workshop MD	**Countering classroom fatigue for advanced learners** **Ben Goldstein (Freelance)** This workshop offers ways to counter the classroom fatigue felt by some advanced learners, motivating them to look forward to future challenges. We explore the importance of introducing contemporary topics, featuring *New Framework's World English* DVD, and focus on the lexical chunks and fluency aids so needed by advanced students but often not regarded as 'new vocabulary'.	e, ie, a bkprom, fp, pub
Queen's 1 60 audience Workshop YLT, **PRON** **SIG Programme**	**Cross-curricular language learning through IMI (involuntary musical imagery) and drama** **Carole Nicoll (self-employed)** Words connected to rhythm and music have always been a very powerful memory aid, and this is supported by recent research into Involuntary Musical Imagery (IMI). This session will explore the way that IMI supports CLIL in the primary classroom, and will endeavour to show that other learning is enhanced by the skills that language learning brings to the table.	p

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Queen's 2 70 audience Workshop EAP, **LA SIG** **Programme**	**Student-centred feedback techniques** **Jane Nolan & Elizabeth Poynter (Leeds Metropolitan University)** In pre-sessional courses preparing international students for university study in the UK, students need to respond effectively to tutor feedback on their writing within the limited time period of such courses. This workshop will explore which techniques students find most helpful in improving their academic writing. These techniques may be extended to other types of writing and other skills.	e, t
Queen's 3 70 audience Workshop TD	**The teacher's treasure: Top tips for loving the job!** **Mark Fletcher (OISE Group/SES Folkestone)** "To be an effective teacher - and to enjoy my job". A natural ambition - but what must we know and get right for it to happen? Here are my practical and strategic essentials, learned from 35 EFL years. Useful, interesting, inspiring… but the workshop outcome is for you to recognise and value the treasure chest which *you* bring to *your* classroom!	e, ie
Queen's 4 40 audience Workshop GEN, Creative writing	**Write your heart away** **Sezgi Yalin (Eastern Mediterranean University)** 'I love writing!' are three words our students are highly unlikely to utter very frequently. But what if we moved away from what writing might traditionally mean to students and encourage them to explore it into depths of creativity by using not only their thinking faculties, but their hearts as well? Join this workshop to engage in creative writing activities.	e, a
Queen's 5 58 audience Workshop LT	**The IWB: A teacher-centred tool; yes or no?** **Mary Henderson (Embassy CES Brighton, Study Group)** Do IWBs foster teacher dependence? Are lessons more teacher-focussed with IWBs? Come and experience an IWB-aided classroom and decide for yourself. In this workshop, we'll look at a series of practical classroom activities to demonstrate how this technology can be used to make lessons more dynamic and interactive, and as teacher- or student-centred as you want them to be.	ie, a
Queen's 6 70 audience Workshop ESP, **RES SIG** **Programme**	**Interpretation of texts: Why was theirs so different from mine?** **Lindsay Ellwood (Expression English Language Courses)** This interactive workshop is based on schema theory - in particular Fairclough's schemata frames and scripts (2001). We will discuss how language competency affects interpretation and how other factors come into play, such as cultural background. Participants will be given short texts to read and interpret and will be given plenty of opportunity to discuss their interpretations in plenary.	e, a
Queen's 7 70 audience Workshop **BE SIG** **Programme**	**Bring work reality into the business English training session** **Robert Feather** How can English for business trainers get closer to the learner's real-life situation? What exercises will give learners a fuller sense of their own agency and of the direct applicability of the language being practised? This is a practical session in which participants will be asked to try out and discuss the applicability of a series of exercises.	e, ie, a

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Queen's 8 40 audience Workshop YLT	**To praise or not to praise?** **Carol Read (Freelance)** Most educators and parents agree that praise develops children's self-esteem. But does this mean the more praise children receive the better? This practical workshop examines the role of praise when working with children. It exposes the pitfalls of praise and suggests when and how to use praise effectively to develop children's positive self-beliefs and to manage your classes successfully.	e, ie, p
Queen's 9 20 audience Workshop GEN	**Memory, lexis, memory** **Romana Vancakova (Metropolitan University Prague, Czech Republic)** This workshop aims to refresh your memory on how memory works and then give you ideas for reviewing new lexis in your classes. Some of the activities require minimal preparation and some are more laborious. However, all of them will make a difference in your lessons and will accelerate your students' progress.	e, ie, p, s, t, a
Queen's 10 28 audience Workshop LMCS, MD	**Intercultural plurals: Transcending first person singular** **Andrea Assenti del Rio & Nilsa Pereyra Climent (Plus English Creative Consulting)** An intercultural approach to language teaching can provide much more than just helping students develop intercultural communicative competence. This workshop will report on some Argentinean learning experiences and at the same time make a proposal: finding ways in which singulars can become plurals in the classroom by making the dimensions of time and space intersect into new yet undiscovered dimensions.	e, s, a
Restaurant 60audience Workshop YLT	**Ten ideas that work in primary ELT** **Rebecca Stephanie Hudson (Bell International Cambridge)** Drawing on experiential practice with pupils and teachers, here are 10 practical ideas to try with your own young learners. If variety is the spice of life, then we need to consider various techniques to reach our learners. Examples of ideas include storing vocabulary, a TPR song and story, a vocabulary game, a pronunciation exercise and some physical reflection.	ie, p

1140-1215   Coffee break

1215-1300   Session 1.2

Bramham 90 audience Workshop ESP	**Which word and when** **Evelina Miscin** Students on various levels have problems with using dictionaries, either monolingual or bilingual. They frequently do not know which word to use, where to look it up and how to use it. The aim of this workshop is to give some practical tips in helping students to be better masters of their dictionaries.	ie, s, t

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| Charter
75 audience
Workshop
GEN | **PILGRIMS TEACHER TRAINER JOURNAL SCHOLARSHIP WINNER**
Ideas for creating activities using free resources
Suzan Oniz (Middle East Technical University, Department of Basic English)
The presenter will show where to find free resources and demonstrate the steps of creating interactive practice activities using these materials. The main focus will be on visuals for lexical and grammar recycling and presenting new language. The participants will try out each activity and discuss variations. Participants will receive a detailed handout. | ie, a |

| Harewood 1
125 audience
Talk
LT, MD | **Goodbye glue and Tippex; hello Teachitworld – adaptable resources online**
Lucy Palmer (Teachit (UK) Ltd)
Found a fantastic resource on the internet, but not specific enough to your students? You print it off, snip, paste, apply Tippex... time-consuming and tedious, all because it's in a fixed format. But no longer! I'll be demonstrating how you can take Teachitworld's editable online resources and make them your own, in a jiffy. | e, ie, p, s, a
fp |

| Harewood 2
125 audience
Talk
LT | **Task design in virtual worlds: Towards a frame of reference**
Paul Sweeney (Independent Consultant) & Cristina Palomeque (University of Barcelona)
This talk will address the following issues: an overview of the various approaches taken to date in *Second Life*; some of the advantages (and constraints) of these environments; and principles of good task design in a virtual world context. We will also cite examples of language learning potential in other virtual settings to create a broader 'virtual framework'. | e, ie, t, a |

| Newby
35 audience
Workshop
EAP, LAM | **"Can you help me?" Dealing with students' and teachers' problems**
Rebecca Michel (INTO University of Exeter)
Academic managers and coordinators spend considerable time talking to students and teachers who need some kind of help. This interactive talk explores the topic of "helping" by looking at some real and some invented cases, and by sharing experiences and practices. We will discuss some cultural, psychological and practical issues surrounding the "helper-helpee" roles. | e, t |

| Ripley
160 audience
Workshop
GEN | **Content and language: Towards a perfect partnership**
John Hughes
Content-rich texts can inspire both critical thinking and effective language learning. However, there are inherent challenges for teachers when you mix authentic, subject-related content with the language items of a pre-determined syllabus. We'll try to find some solutions with reference to new classroom material which integrates the content of *National Geographic* magazine with the needs of the language learner. | e, ie, s, a
fp, pub |

| Studley
30 audience
Talk
TD, YLT | **English from birth through art and music**
Maria Dolors Romeu-Font (Centre d'Angles Romeu)
The use of stimulating activities such as puppets, songs and rhymes, stories, tale stories (acting) and interactive games is the answer to familiarising very young learners with the sounds and basic patterns of a language, which will accompany them later on in life at school, university or work. | ie, p |

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Auditorium 350 audience Talk Grammar	**Teaching grammar: Research, theory and practice** **Penny Ur (Oranim Academic College of Education, Israel)** This talk will survey some of the recent research and thinking on the teaching of grammar in ELT and discuss how far the theoretical proposals can, or should, be implemented in the various contexts of classroom practice. A practical model of grammar teaching, drawing on research, theory and professional experience, will be proposed.	e, p, s, t, a
Conference 90 audience Talk LT, **TTEd SIG Programme**	**"They just can't hack it!": Attitudes to technology** **Gavin Dudeney (The Consultants-E)** This talk looks at different attitudes to the use of new technologies in training and teaching and is an exploration of the theme based on conversations from online discussion groups and blog postings over the course of 2009/10. In the talk I will attempt to pick apart these points of view and contextualise them with the help of the audience.	e, ie, s, t, a
King's Café 120 audience Talk TD	**CPD: International teachers' voices** **Jenny Johnson (Cactus Worldwide)** As a guest contributor on the British Council/BBC Teaching English website, I was privileged to be in contact with international teachers of English who expressed their views on CPD in a poll and posts on the site. During this talk, teachers will have the opportunity to discuss attitudes and approaches to their CPD and to consider alternative ways to develop.	e, s, t, a
King's Suite 200 audience Workshop LT	**Technology without tears: Choose *Classware* for your classroom** **Gary Anderson (Cambridge University Press, Paris, France)** We'll first look at a range of digital presentation software for teachers to use with interactive whiteboards, Mimio e-beams – or just a data projector and a wall, including new *Classware* for face2face Advanced and Essential and *English Grammar in Use*. Participants will then try out the *Classware* suited to their classrooms of young learners, tween-/teen-agers, or adults.	e, ie, p, s, t, a bkprom, fp, pub
Queen's 1 60 audience Talk **PRON SIG Programme**	**Teaching the English articulatory setting: New hope!** **Piers Messum (Freelance)** An articulatory setting (AS) is the basic configuration of a speaker's vocal apparatus, which is believed to be partly language specific. EFL teachers have long hoped that students' pronunciation would improve significantly if only the learners could adopt the characteristic English AS. I will describe how a new understanding of the underlying nature of this now makes it teachable.	
Queen's 2 70 audience Talk AL, **LA SIG Programme**	**Can I, should I, destabilize my learners' sense of self?** **Martin Lamb** It has been widely argued over the last decade that learning a language involves gaining a new 'L2 identity', implying the destabilization of one's existing sense of self. What role can teachers play in learners' identity work? Should they in fact meddle in such matters? Based on observations of successful Indonesian school teachers, I argue the answer is yes, yes.	
Queen's 3 70 audience Talk EAP	**What are the language skills for higher education?** **Margaret Cooze (University of Cambridge ESOL Examinations)** What English language skills do students need for successful study at universities and higher education institutions where the medium of instruction is in English? This presentation looks at what a student must be able to do at university (speak in seminars, listen in lectures, etc.) and draws on Cambridge ESOL's CAE exam to illustrate the underlying skills and levels required.	e, ie, s, t, a fp, pub

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Thursday 8 April

Session 1.2 : 1215-1300

Queen's 4 40 audience Talk ESP, TEA	**Developing a new ESP exam – a case study** **Roger Randall (Mondiale-Testing GmbH)** The need for English has spread beyond the traditional language-oriented professions. As a result, language tests in the English for Special Purposes (ESP) area are becoming more and more important. Mondiale Testing presents a case study on how ESP tests can be developed in a cost-effective manner without sacrificing reliability and validity.	e, ie, a fp, pub
Queen's 5 58 audience Talk EAP, TEA	**Criterion-related validity of the TOEFL® iBT Listening section** **Susan Nissan (Educational Testing Service, Princeton, New Jersey, USA)** This study compares the TOEFL® iBT Listening section to a criterion measure, which includes typical language use tasks that non-native speakers of English encounter at university: listening to and understanding academic lectures. The presentation will describe the study and its results: substantial correlations were observed for the entire sample of 221 participants and for some subgroups.	e, t fp
Queen's 6 70 audience Talk **RES SIG** **Programme**	**Designing effective TESOL research methods courses** **Simon Borg (University of Leeds)** Enhancing the research skills of TESOL practitioners can make an important contribution to their professional development. This presentation outlines a framework for the design of courses aiming to develop such skills. Evidence from an innovative TESOL research methods course - including participant feedback - is presented to illustrate and evaluate this framework.	e, ie, p, s, t, a
Queen's 7 70 audience Talk **BE SIG** **Programme**	**Understanding the role of culture in international business** **Adrian Pilbeam (LTS Training and Consulting)** Intercultural communication is a 'hot' topic in business English but is not treated in depth in most published material. In this interactive talk, I will show how *Working Across Cultures*, a new ESP title in the *Market Leader* series, provides learners with real examples of the role of culture in business and the language they need to discuss it.	e, t, a bkprom, fp, pub
Queen's 8 40 audience Talk LAM, LT	**Online writing teams: Online, but not always on track** **Maureen McGarvey (International House London)** This talk focuses on the challenges faced when setting up writing teams to write online courses. It considers teachers' views on technology and course design and how to manage these constructively in a new online environment. It suggests a framework for writing online projects and shares what International House London has learned organisationally from this project.	ie, a
Queen's 9 28 audience Talk EAP, LT	**Student-teacher collaboration in creating a podclass** **Nezaket Ozgirin, Neslihan Demirdirek & Pinar Gunduz (Sabanci University, Turkey)** This presentation aims to demonstrate how podcasts are used in a content-based academic English programme in Turkey. After a brief description of what a podclass is, and how it is created as a result of the joint effort of teachers and learners, the results and implications of a survey conducted with both teachers and students will be discussed.	ie, a

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Queen's 10	**Teaching English for sustainability**	e, ie, p, s, t, a
28 audience	**Rachel Bowden (British Council Nepal)**	
Talk	What does sustainability mean to you and how can education get us there? In this	
GI, CLIL	presentation I'll be locating TEFL within the wider context of education for	

Queen's 10
28 audience
Talk
GI, CLIL

Teaching English for sustainability
Rachel Bowden (British Council Nepal)
What does sustainability mean to you and how can education get us there? In this presentation I'll be locating TEFL within the wider context of education for sustainability and arguing how what we teach, how we teach, who we teach, who we are as teachers, where we teach and why we teach gives us a unique role in this process.

e, ie, p, s, t, a

Restaurant
60 audience
Talk
LMCS

Reading *Twilight* in Abu Dhabi
Janet Olearski (The Petroleum Institute, Abu Dhabi, UAE)
Senoras, pizzas, Mr Darcy, engineering, blogs, *Twilight*, redeemable book vouchers, Bridget Jones and, yes... Harry Potter. These are some of the ingredients used in the setting up of a book club for a group of female students at an English-medium university in the United Arab Emirates. In this illustrated talk we learn how vampires can help expand cultural horizons.

e, ie, t

1300-1400   Lunch break

1300-1400   Hornby Scholars Panel Presentation

Hall D

This year there are 16 Hornby Scholars from developing or transitional countries studying for postgraduate qualifications in five UK institutions. The scholars invite delegates to join them for a presentation and discussion on "ELT in transition: teachers' personal stories from around the world".

The scholars are: **Laura Aza (Argentina), Carla Castelar (Brazil), Kalyan Chattopadhyay (India), Emma Evele (Cameroon), Natalia Eydelman (Russia), Diego Fernando Macias (Colombia), Ahmed Hossain (Bangladesh), Nerissa Lomeda (Philippines), Ramanujam Meganathan (India), Kondwani Mkandawire (Malawi), Abeer Mohammed (Sudan), Abdullah Mousavi (Afghanistan), Florence Muluh (Cameroon), Abdulmalik Ofemile (Nigeria), Guillermo Reyes Chavarria (Mexico) and Turganaly Zhanadilov (Kazakhstan).**

Hornby Scholars Poster Sessions

The 16 Hornby Scholars will be producing three colourful posters on the following themes, based on their personal experiences: *Teacher Empowerment*; *Teaching Resources*; and *Learning Technologies*.

The posters will be available following the Scholars' panel presentation. The Scholars will take turns to be present throughout the rest of the Conference to answer questions and chat about their themes and countries. Please see the rota next to the posters.

The Scholars are from 14 countries, from Africa, East Asia, Latin America, Russia and South Asia. They teach in a wide variety of institutions, and will be delighted to talk with fellow delegates about their work.

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1400-1445   Session 1.3

Bramham 90 audience Workshop TD, YLT	**A happy class, a happy teacher** **Stefania Ballotto (University of Udine - Pilgrims)** Some effective communication skills bring out the best in ourselves and the children or teenagers we care for. We will be looking at idea sets, toolboxes, top tips – a rich variety of stimuli. A mini practical guide helping to re-think how you speak to, behave and interact with your students and peers.	ie, p, s
Charter 75 audience Talk LT	**Web 2.0: What's in it for teachers?** **Burcu Akyol (ISTEK Schools)** In this session, I will look at a variety of Web 2.0 tools including blogs and wikis and examine how they fit into the classroom and impact on the teaching and learning that takes place. Participants will leave the session with a range of teaching ideas as well as a critical understanding of the advantages and disadvantages of each tool.	e, ie, p, s, t, a
Harewood 1 125 audience Talk LT, TD	**Teacher to character: How becoming someone else enhances learner engagement** **David Kaskel (Languagelab.com)** Increased student engagement and participation correlate to faster student learning. Maintaining the persona of a teacher places certain limits on the level of engagement you can achieve with your students. While employing role-play can mitigate these limits, playing a fully-developed character can bypass those limits altogether, so Languagelab has developed a methodology of character-driven learning to show this.	e, ie, a
Harewood 2 125 audience Workshop GEN	**From reader to actor: The classroom as theatre** **Jane Bowie (Freelance teacher)** Whether in *Easy Reader* or in original form, completing a classic work of literature is immensely rewarding for a student: but how to build on that enthusiasm and use it to activate language? This workshop aims to give practical teaching ideas from the world of theatre to stimulate student reaction in the classroom.	e, ie, p, s pub
Newby 35 audience Workshop GI	**Are you a coursebook junkie?** **David Williams (British Council)** Is it good enough to just follow the coursebook? This session will examine whether the needs of students are best met by such an approach. Some case studies from British Council contexts will be outlined and then participants will be involved in considering options in preparing courses and lessons relevant to the needs of their students.	e, a
Ripley 160 audience Talk TD	**CLIL - great for learners, could do better for teachers?** **Vincent Smidowicz (Sidmouth International School)** This interactive presentation reviews the move towards Content and Language Integrated Learning in many countries, and invites ELT professionals to evaluate the success of CLIL from the perspective of teachers as well as learners. City & Guilds' Spoken English Test for Teachers has been redeveloped and the new test meets the specific needs of teachers involved in CLIL.	e, ie, p, s pub

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Studley 30 audience Talk GI, TD	**Vision to village** **Clare ODonahue (British Council, Chennai, India) & Aruna Rathnam** A 'Silent Revolution' has taken place in south Indian primary schools. A vision of individualized, interactive learning was realised with the implementation of activity based learning. The Tamil Nadu government managed this change and now, together with British Council and UNICEF, aims to give children relevant and quality exposure to English. We'll give you practical guidelines for implementing large development programmes.	ie, p
Auditorium 350 audience Talk EAP	**Collocation, naturalness and meaning: A new productively-oriented collocations dictionary** **Michael Rundell (Macmillan Education & Lexicography MasterClass)** With today's corpus technology, it is easy to provide a descriptive account of how English words combine. But people engaged in writing (especially in an EAP setting) need something more structured. A new collocations dictionary focuses on users' productive needs, and links collocation with meaning to provide users with the tools they need to express their ideas in natural English.	e, ie, t, a bkprom, fp, pub
Conference 90 audience Talk MD, **TTEd SIG** **Programme**	**How trainers respond to given course materials: Resource or constraint?** **Jayne Moon (UK)** The purpose of this talk is to present findings about trainer responses to a given set of training materials. After a brief introduction to the project and materials, findings about trainer attitudes, approaches to and use of the materials will be presented and factors affecting decisions explored. Finally, implications for the role of materials in training projects will be discussed.	e, a
King's Café 120 audience Talk ESP, MD	**Results-focused ESP** **Jeremy Day & Virginia Allum (Cambridge University Press)** How can we train our students to handle key professional situations which demand a higher level of English than the students actually have? How do we make sure students internalise and then use the target language? Using examples from *Cambridge English for Nursing*, we'll give practical advice on identifying, teaching and reinforcing the functional and situational language students need.	e, a bkprom, fp, pub
King's Suite 200 audience Talk LT	**Linking learning and assessment: IELTS, BULATS and ICFE online courses** **Nick Charge (University of Cambridge ESOL Examinations)** The growth of e-learning is blurring the boundaries between formative and summative assessment. Cambridge ESOL is developing a range of online language courses to assist students and teachers in preparing for ESOL examinations. This presentation will focus on the advantages of learning online with Cambridge ESOL and provide examples from the courses produced for IELTS, BULATS and ICFE.	e, ie, s, t, a fp, pub
Queen's 1 60 audience Workshop **PRON SIG** **Programme**	**Pop songs & phonemic script – a pronunciation teacher as entertainer** **Sylwester Lodej (IATEFL Poland)** The workshop offers tips on how to use pop songs in pronunciation practice. It uses selected songs from a collection of Bravo Hits. The lyrics are presented in the form of transcription exercises which familiarise (intermediate plus) students with phonemic script. Music turns the arduous task of teaching the phonetic alphabet into a party game. Fun!	ie, t, a

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Queen's 2 70 audience Talk TEA, **LA SIG** **Programme**	**Learning Portfolios: Are they really helpful?** **Ece Betil Arpacioglu & Azra Nihal Bingol (Ozyegin University)** The subject of our presentation is the effectiveness of the Learning Portfolio (LP) that lower level students have to keep at Ozyegin University. LPs are used as part of the learning process and assessment system. In this presentation, we aim to evaluate the differences in teachers' and students' perspectives on LPs and offer ways to improve LP to maximise their effectiveness.	e, a
Queen's 3 70 audience Talk TD, YLT	**Teenagers' EFL journey: Cooperative learning between state and private schools** **Joann Wilkinson (British Council Bulgaria)** The aim of this talk is to reflect on young adults' perceptions of learning English in the public and private sector. It discusses whether negative or positive perceptions of ELT stem from the quality of classes or from the construction of local/foreign, old-fashioned/modern dichotomies. It considers how cooperative ELT work between state and private sectors enriches EFL experience for all involved.	e, ie, s
Queen's 4 40 audience Talk TD	**Help yourself to Continuing Professional Development** **Eric Atkinson (British Council, Poland) & Tony O'Brien (British Council)** At the end of this session you will have a greater understanding of how to support your own and others' Continuing Professional Development. You will learn of our approach and practice in our British Council regional project in Europe and Russia. You will reflect on and contribute ideas to our and your progress in supporting Continuing Professional Development.	e, p, s
Queen's 5 40 audience Talk LT	**Language and literature at upper secondary level on SMART Board** **Connie Guentelberg (Copenhagen VUC sixth form college)** How can the SMART Board change the way we teach language and literature? I'll demonstrate how students at a sixth form college in Copenhagen work with the SMART Board. Teaching materials designed for the SMART Board will be presented to show how students can take an active part and become better learners. You'll take home new ideas and life as a teacher may change forever.	ie, s
Queen's 6 70 audience Talk AL, **RES SIG** **Programme**	**Enriching classroom talk: The teacher's role and teachers' roles** **Richard Cullen (Canterbury Christ Church University)** In this talk, I report on a classroom research project which explores the role of the teacher in generating 'engaged' classroom talk through an analysis of teacher-student transcript data collected from EFL classrooms in our university language teaching centre. The analysis is supported with extracts from interviews with the teachers after their lessons.	e, a
Queen's 7 70 audience Talk **BE SIG** **Programme**	**Insights into the dynamics of multicultural teams** **Delia Jackson** This presentation follows ongoing research using simulated business meetings and negotiations to offer insights into multicultural issues from language to cultural stereotyping. It relates directly to the theories of intercultural communication and the issues in the workplace. The presenter will demonstrate the latest findings and offer effective solutions to working in multicultural teams.	e, ie, t, a

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Queen's 8 40 audience Talk LT	**Second life** **Dennis Newson** "Second life? I can't even cope with my first life." An examination of some of the common misgivings and misapprehensions about *Second Life* will be addressed followed by descriptions, accompanied by copious photographs of places and activities - The Church of Assisi, Red Square, a London teaching hospital, and Languagelab, the biggest language school in SL. SL is an exciting place.	ie, t
Queen's 9 28 audience Talk LAM, LT	**Bridging the divide: A view from a developing country** **Angelita Esdicul (Philippines)** The new generation of learners who have been exposed to technology, come to school with unique learning styles and interests. This presents a challenge to teachers and to schools in general. But gearing towards effective use of ICT is a difficult, long and expensive process. What could a developing country do so as not to be left behind?	e, p
Queen's 10 28 audience Talk TEA	**Developing a new testing culture: The art of the possible** **Evrim Ustunluoglu (Izmir University of Economics)** Preparing valid and reliable tests has long been a concern of educators and test developers. This presentation describes the process of developing the first Gateway tests for the new modular intensive English programme at Izmir University of Economics. How the tests were developed, using CEFR as a resource, to meet students' needs in a context with limited resources is explained.	e, t
Restaurant 60 audience Workshop GEN	**What do teachers say to challenge and motivate learners?** **Geoff Hardy-Gould (OISE)** Teacher talking time is not always a bad thing. This workshop will look at what we say to learners when coaching them. How do teachers challenge learners to go beyond their own expectations of themselves? How do great teachers foster increased motivation? How do teachers use their TTT to great effect?	e, ie, a

1500-1530 Session 1.4

Bramham 90 audience Talk YLT	**Using bilingual stories and songs: Comfort zone?** **Sebnem Oral (Zeynep Mutlu Kemer Schools)** This presentation will show examples of the learning process and attitudes of young learners towards a bilingual story with bilingual songs, role-playing and dramatizing by using a chest full of realia. The video clips of these student performances and interviews with some young learners will reveal to what extent bilingual exposure helps their learning.	ie, p fp
Charter 75 audience Talk LT, MD	**Traditional and distance methods in a modern English language textbook** **Tatiana Kozhevnikova (Moscow Technical University of Communications and Informatics)** In this presentation a general idea of the third millenium English language textbook for non-linguistic universities is given. Being flexible and authentic, it should possess an ability to be used in different learning media and allow introduction of both traditional and technologically advanced methods (especially the ones adapted for distance learning). Samples of materials will be shown.	e

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Thursday 8 April

Session 1.4 : 1500-1530

Harewood 1 125 audience Talk AL, TD	**Teacher interaction in meetings: Insights from real world practices** **Elaine Vaughan** This session presents findings from corpus-based case studies of meetings in three ELT contexts: a public university in Mexico; a private language school in Ireland; and a public university in Ireland. The linguistic findings are framed in relation to community and identity in these ELT communities of practice.	e, ie, t
Harewood 2 125 audience Talk MD	**You think before you ask your students to think** **Hiroki Uchida (Akita International University)** In Japan, more and more teachers are getting interested in adopting thinking activities in their English learning classes. Many of them, however, believe that easier topics are better for students to think about, write about, and talk about, which may not be true. In this presentation, I will fight against the myth that learners can talk about only "easy" themes.	e, ie, p, s, t
Newby 35 audience Talk ESP	**Developing workplace English programmes in Botswana** **Modupe Alimi (University of Botswana)** Botswana, described as the model of democracy in Africa, has witnessed significant economic growth. Although English and Setswana are Botswana's official and national languages respectively, the growth of the diamond industry has attracted a workforce from diverse linguistic backgrounds. The talk discusses the need for suitable workplace English in the emerging multicultural work environment in Botswana.	e, t
Ripley 160 audience Talk LT	**Feasibility of using blogs to teach writing in English** **Kuangyun Ting (St. John's University)** This research project provides a demonstration of teaching writing with a class blog designed by the teacher and a BBC student blog. It then discusses learners' perspectives of writing for a blog amongst a group of university students. Finally, the researcher reflects on how blogs can assist the teaching of writing in English.	ie, t
Studley 30 audience Talk GI	**What is a 'successful ESL/EFL speaker'?** **Esra Ozdemir Akyol (Istanbul University)** Efforts to define a successful ESL/EFL speaker have shifted focus away from 'communicative competence' toward 'intercultural communicative competence'. In this context, how do we define a 'successful ESL/EFL speaker'? This session will examine how competences of non-native English speakers are defined by ESL/EFL teachers in different contexts, and whether a theoretical shift has had a discernible impact in the classroom.	ie, p, s, t, a
Auditorium 350 audience Talk GEN	**Deconstructing the personal pronoun paradigm** **Roger Berry** This paradigm, with its boxes for person, number, gender and case, is a very influential model for teachers. However, there are many problems. In particular it hinders awareness of generic uses (e.g. It's awful when you forget someone's name). I will support this with corpus evidence showing the frequency of generic *you* and a survey of grammar books and courses.	e

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Conference 90 audience Talk **TTEd SIG** **Programme**	**Video teaching practice: Creating authentic materials for initial teacher training** **Helen Emery (University of Essex)** This talk reports on the design, implementation and success of a project carried out at the University of Essex, which involved creating authentic video-based materials for teaching practice. Most EFL teacher training videos feature native English-speaking teachers. The aim of this project was to create materials to support NNEST development.	e, ie, a

King's Café 120 audience	**Question and answer session relating to Tessa Woodward's plenary** If you attended Tessa Woodward's plenary session this morning entitled "The Professional Life Cycles of Teachers", you are welcome to attend this related question and answer session. Tessa will remind you of some of the issues that came up in the talk for TESOL teachers and, together as a group, we can explore possible answers and comments.

King's Suite 200 audience Talk GI, Customer Services in ELT	**Managing customer feedback and complaints** **Justin Kernot (British Council Middle East)** In order for an activity to grow and flourish it is important that those involved are listened to, and comments and suggestions are acted upon. This talk will detail the ways in which the British Council in the Middle East receives and responds to comments from its customers, looking at innovative and proactive approaches to achieving better customer care.	e, a

Queen's 1 60 audience **PRON SIG** **Programme**	**IATEFL Pronunciation Special Interest Group Open Forum** Have you got ideas on how the PronSIG can serve members better, attract new members, and offer interesting and relevant events? Then come along to our Open Forum and help us shape the future. We're interested to know what you think we're getting right, too! If you'd like to get involved in running the PronSIG, or just want to have your say, we'd love to see you.

Queen's 2 70 audience Talk LT, **LA SIG** **Programme**	**Before and after Twitter: Personal learning environments** **Graham Stanley (British Council Young Learner Centre, Barcelona)** A personal learning environment (PLE) is a system that helps people to take control of and manage their own learning. The rise of Twitter (http://twitter.com) and other social networking tools has made it easier for teachers to manage their own learning and professional development, and communicate with others in the process. How can we help learners to do the same?	e, ie, s, t, a

Queen's 3 70 audience Talk AL, LMCS	**Integrating literature and language through cooperative learning in EFL classrooms** **Wanlun Lee (University of Warwick)** This talk offers a cooperative learning methodological framework for integrating literature (novels in particular) and ELT in university English language courses for EFL undergraduates of non-English major. Pedagogical design and implementation are presented first, and then the effects and problems of such integration are explored and discussed with the findings.	e, a

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Queen's 4 30 audience Talk GEN, SEN	**Dyslexia: Obesity not measles** **Monika Lodej (IATEFL Poland)** The workshop aims to present key characteristics of dyslexia with reference to learning English as a foreign language. Neurologically motivated, overlearning is a natural need in dyslexic learners. The classroom practice shows the beneficial use of language drills and appropriate reading strategies. Not only do they serve the concept of overlearning but also enhance the development of EFL reading competence.	ie, p
Queen's 5 30 audience Talk MD, TEA	**Checking vocabulary: What our students are really reading and writing** **Beth Drury (Zayed University)** *VocabProfiler* and *Range* are two vocabulary resources that can assist educators in preparing level-appropriate texts, as well as aid in assessing students' productive vocabulary. This session will review the use of both programs and provide examples of how they can be used to review materials and assess students' work.	ie, t fp
Queen's 6 70 audience Talk TD, **RES SIG** **Programme**	**Native and non-native language teachers and co-produced outcomes** **Hatice Celebi (T.C. Kadir Has University)** This study investigates the differences between native-speaking and non-native-speaking teachers' classrooms in terms of co-produced outcomes regarding practice and input opportunities. Its main goal is to examine whether or not native and non-native English speaking teachers create different co-produced outcomes in the classroom environment. It analyzes co-produced outcomes through lesson recordings, teachers' emic responses, and a students' attitude survey.	e, a
Queen's 7 70 audience **BE SIG** **Programme**	**IATEFL Business English Special Interest Group Open Forum** Are you a new BESIG member who would like to find out more about how you can get involved? Or perhaps you're an experienced member who would like to suggest new activities for BESIG. Come and share your ideas with committee members at our open forum.	
Queen's 8 40 audience Talk ESP	**English medium instruction and ESP: A collaborative approach** **Claudia Kunschak (Shantou University)** English medium instruction often requires ESP support for successful realization. Bridge courses, language companion courses and self-standing ESP courses have traditionally been offered to close the gap. This presentation will report on a cross-departmental project to introduce ESP support to students who are already in an English-medium program in their major.	t
Queen's 9 20 audience Talk LT	**Identity and language choice online in the Syrian higher-education context** **Naseem Hallajow (University of Leeds)** A deeply-rooted relationship exists between identity and language. Today, however, this relationship is influenced by the global spread of English and the proliferation of ICTs. To examine the effect of these factors on national identity and language, this study investigates Syrian university students' identities and the impact they have on their use of the internet and their language choice online.	e, ie, a
Queen's 10 28 audience Talk YLT	**Early literacy teaching: An assessment of a pedagogic intervention** **Nkechi Christopher (University of Ibadan, Nigeria)** Many failings of Nigeria's education system can be traced to poor English literacy development. The dividend of government efforts in this direction falls short of expectation. Therefore, an alternative non-traditional method that could help change the learning and teaching of English was tried out. Teacher response to the pedagogic programme, a crucial success factor, is the main focus of the presentation.	e, ie, p

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Restaurant 60 audience Talk TTEd	**Effectiveness of post-observation meetings: A means to professional growth** **Aysegul Salli** To assess the effectiveness of post-observation meetings as a part of ICELT in-service teacher training courses, teacher trainees, who were observed and given feedback for an academic year, participated in a research study. Results indicate that discussions lead to awareness of their teaching and thus, professional development. Practical implications for trainers and trainees will be shared and discussed with the audience.	e, ie, t, a

1530-1605   Coffee break

1605-1705   Session 1.5

Bramham 30 audience Workshop LT	**Technology for busy teachers** **Gordon Lewis (Oxford University Press)** Many teachers shy away from technology because they feel they don't have the computer skills or time to create meaningful activities. Using ideas from *Bringing Technology into the Classroom* (OUP) we'll look at how to get more from less - how to harness a few key skills to create fun and motivating content that looks good too!	e, ie, s, t, a bkprom, fp, pub
Charter 75 audience **1605-1635** Talk TD	**Insights from developing the Teaching Knowledge Test examinations for teachers** **Mick Ashton (University of Cambridge ESOL Examinations)** What knowledge for teaching do L2 teachers need and how can that be assessed in an objective test format? These two questions will be explored in the context of Cambridge ESOL's TKT suite of examinations, with a focus on the test development phase and underlying constructs. Two of the newer modules will be highlighted, namely "TKT: CLIL" and "TKT: YL".	e, ie, p, s, t fp, pub
Charter 75 audience **1635-1705** Talk MD	**Reaching further with TKT CLIL: Design, develop, deliver** **Rena Penna (British Council, Czech Republic) & Kirsteen Donaghy (British Council, Kuala Lumpur)** The British Council has developed a training course for TKT CLIL. Available online or blended, the course addresses primary and secondary teachers and promotes continuous development. This session will highlight the challenges faced when designing materials for a varied set of criteria, and is suited to people who need to develop complex training packages or are interested in the product.	e, ie, p fp, pub
Harewood 1 125 audience Workshop GEN	**Practical tips for using and preparing materials for academic IELTS** **Sam McCarter (Freelance)** The talk will provide practical tips to enable teachers to use published IELTS material, namely *Ready for IELTS* (Macmillan 2010) by the speaker, and tips for the creation of their own materials in the four skills for the academic version of the said exam. There will be a workshop element to the talk with teachers examining materials.	e, ie, a bkprom, fp, pub
Harewood 2 125 audience Workshop GEN	**Memorising language chunks through telling and retelling stories** **David Heathfield (INTO University of Exeter)** Students actively join in with repeated language chunks during the oral telling of a story and then include those chunks in their own retelling of that story. In this workshop we will put this simple and effective technique into practice and talk about how to apply it to our various teaching contexts.	e, ie, p, s, t, a

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Session 1.5 : 1605-1705

Newby 35 audience Workshop YLT	**FunSongs – exploiting the relationship between music and language** **Charles Goodger (Bologna University)** Through a series of practical examples, the presenter will demonstrate the "FunSongs Method" in which the balanced use of rhythm and rhyme, music and rhyme combine to accelerate memorisation, facilitate correct pronunciation and enhance the learning process. I will teach several original language-learning action songs and suggest how they can best be integrated into a cross-curricular teaching module.	e, ie, p
Ripley 160 audience Workshop TD, YLT	**Classroom detectives! A look at informal action research** **Gregory Gobel (British Council Somosaguas Teaching Centre)** How can informal action research help your students, your professional development and your colleagues? The session will present a simple and informal way of carrying out AR that many teachers in the British Council Spain used last academic year. We will then look at some real AR projects my colleagues carried out – and challenge participants to do the same!	e, ie, p, s, a
Studley 30 audience Swapshop LT	**Crowd wise** **Karenne Sylvester (Kalinago English)** Aimed at e-moderators of online TEFL groups (learners and/or teachers, teacher educators), I will give a brief presentation of the psychological, historical and evolutionary aspects of real-life tribal communities, followed by a 45-minute swapshop: reviewing key roles of e-participants; discussing group life cycles, net-i-quette issues and conflict resolution; comparison of web platforms; and sharing tips for accessing the wisdom of crowds.	e

Auditorium 350 audience	**Cambridge University Press Signature Event** **Teachers, Technology and Context** This session will present key findings from a two-year research programme funded by Cambridge University Press, which explored through a survey from over 45 countries and through 18 more in-depth case studies how language teachers are using the technologies available to them. We examine the issue of "normalisation" (that is, when technology becomes "invisible" and embedded into practice) and consider the implications for language teachers, materials designers and language institutions. We illustrate how teachers' beliefs about teaching and learning, and their understandings of learners and context mediate their decision-making.

Conference 90 audience Workshop **TTEd SIG** **Programme**	**Teacher training unplugged: Simplifying initial teacher education** **Anthony Gaughan & Izzy Orde (Hamburg School of English)** Some things define initial training courses: handouts, teaching practice points, paperwork, stress. It is easy to overlook the important people in the process. Come and see how we, inspired by the DOGME ELT group, have tried to put our trainee teachers - and the students they teach during teaching practice - back at the heart of the teacher training experience.	e, a
King's Café 120 audience Workshop GEN	**cREATIVITY with a small 'c'** **Margit Szesztay (DELP, ELTE University)** This workshop will focus on bringing creativity into your everyday teaching, and making each class a unique experience for your learners. We will explore ways of using pictures, poetry, proverbs, quotations, metaphors and stories in order to develop language skills, while at the same time tapping into everyone's creative potential.	e, ie, s, t, a

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King's Suite 200 audience Workshop TD	**What teachers do next** **Jeremy Harmer (Freelance) & Carol Higho (Pearson Longman)** When we start teaching, we often do so with a mixture of anxiety and enthusiasm. But how can we continue to develop in our chosen careers? This talk will look at a range of development possibilities for ourselves and the classroom – including *Teacher Development Interactive* (development software from Pearson Education).	e, ie, p, s, t, a fp, pub
Queen's 1 60 audience Workshop **PRON SIG** **Programme**	**Enjoyment and creativity in pronunciation learning** **Michael Vaughan-Rees (Freelance, UK)** I will use the new version of *Rhymes and Rhythm* (Garnet Education, 2010) to show how learners can become actively and creatively involved in pronunciation learning. This interactive workshop will focus on: alliteration; creating tongue-twisters; rhyming; building up chants and rhymed poems from simple elements; an ear-training game; and making your own rhythmic backing tracks using copyright-free software.	e, ie, p, s, t, a bkprom, fp, pub
Queen's 2 70 audience **1605-1635** Talk **LA SIG** **Programme**	**How autonomous are our students?** **Anja Burkert (Graz University, Austria)** This talk will report on the findings and pedagogical implications of a small-scale research project carried out among first year EFL students at Graz University. The aim of the research was to determine the level of autonomy of students arriving directly from a range of different schools, so that teachers can more effectively support learners in becoming more autonomous.	t
Queen's 2 70 audience **1635-1705** Talk AL, **LA SIG** **Programme**	**Autonomy at all costs: A tale of a disabled learner** **Xuesong Gao (Hong Kong Institute of Education)** This presentation interprets narratives of a disabled Chinese learner, whose accomplishments, including the mastery of English, helped her achieve national fame following the Cultural Revolution. Drawing on the learner's diaries and letters, the presentation examines how learner autonomy is constructed in these narratives and what lessons we may learn from her story for today's language learners.	e, s, t, a
Queen's 3 70 audience Panel discussion GEN, CLIL	**CLIL inside the profession, inside the classroom, inside the mind** **David Marsh (University of Jyvaskyla, Finland), Kay Bentley (Cambridge ESOL) & Do Coyle (University of Aberdeen)** This panel discussion looks at contemporary CLIL from three perspectives: how it is impacting on the teaching profession; what we find in the classroom; and how we can maximise the benefits of CLIL for learners. Short presentations which sketch out key practical issues will be used as starting points for discussions with the audience.	e, p, s
Queen's 4 40 audience Workshop GEN	**If learning isn't in your body, you haven't learned it** **Juliet du Mont (Freelance)** Give yourself a new dynamic in your classroom using a movement approach to enliven learning and energise your students! In small groups we will create task-associated movement activities to use as review, drills and passive intake of new language which will relax, focus and bond your class as well as help with memorisation!	e, ie, t, a

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Thursday 8 April

Session 1.5 : 1605-1705

Queen's 5 30 audience **1605-1635** Workshop TD	**Teacher Development by Radio (TDR)** **Awgichew Arega (Adama University)** Teacher development programmes can be carried out in different ways. Radio can be taken as one means. By using radio we can transmit different programmes that are aimed at providing English language teaching related issues for a large number of English language teachers. For example, in Ethiopia there are TDR programmes which are broadcast in the capital.	e, ie, p, s, t
Queen's 5 58 audience **1635-1705** Talk GI, MD	**Challenging themes: Radio English for teachers and learners in Africa** **Paul Woods (British Council Botswana) & Thelma Umeh (British Council Nigeria)** I will describe the challenges of developing radio programmes targeted at teachers and learners in poorly resourced environments. TeachingEnglish Radio is for teachers with low levels of English and poor methodological skills. LearnEnglish Radio teaches English through themes which affect young people in the developing world, such as child soldiers, migration, HIV/Aids, urban vs rural living, poverty and development.	e, ie, s, a
Queen's 6 70 audience **1605-1650** Talk **RES SIG** **Programme**	**Teacher beliefs and cognition about teaching grammar** **Anne Burns** This presentation examines the notion of teacher cognition, exploring recent studies that have informed research on this area. In particular it reports on research conducted with teachers in 23 countries on their beliefs about teaching grammar and the kinds of practices they believe to be effective. The study showed that beliefs and classroom action intersect in complex practical ways.	
Queen's 6 70 audience **1650-1705** **RES SIG** **Programme**	**IATEFL Research Special Interest Group Open Forum** The open forum gives us the chance to meet conference delegates in order to discuss past activities and our plans for the year ahead. We will be present to answer your questions and to listen to your suggestions for ways in which we can continue to improve the work we do. If you are a member of the Research SIG or interested in joining us please come along.	
Queen's 7 70 audience Workshop **BE SIG** **Programme**	**Getting business English learners to speak** **Marjorie Rosenberg (University of Graz)** Most business people would agree that communication is essential in today's business world. Therefore, speaking skills are often at the top of the list for business English learners. In this interactive workshop we will explore ways to build self-confidence in learners by helping them to express themselves and get their message across.	ie, a
Queen's 8 40 audience Workshop YLT	**IATEFL W R LEE SCHOLARSHIP WINNER** **Teaching English to very young learners in a Chinese context** **Iskra Angelova (96-th Secondary School)** Teaching very young learners (ages 3-6) a foreign language can be very challenging. How can we do so in a Chinese context: large groups of kindergarten children, 40-minute classes and a very enthusiastic assistant-teacher who speaks only Chinese!? Come and see how others do it or try your hand at creating a game or a song. Have some fun!	ie, p

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PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Queen's 9 28 audience Workshop EAP	**Dialoguing with text: An exercise in critical thinking** **Jenny de Sonneville & Sara Herd (Leiden University Medical Centre)** Critical thinking is essential for the development of academic writing skills. Students engage with academic sources, questioning the claims and arguments of a text. In the workshop participants will respond to a text, formulating questions and presenting an argument from another perspective. Participants will discuss the strengths and weaknesses of the exercise and share their experiences in teaching critical thinking.	e, t
Queen's 10 28 audience Workshop GEN	**Ways to enhance ELT through mother tongue and cultural identity** **Eva Regensburger & Chadwick Williams (Vienna International School)** This practical and hands-on workshop will explore the possibilities of incorporating students' cultural identity and mother tongue into language instruction, as well as how it can enhance students' linguistic performance. This workshop is based on the success of a pilot program called "Project for Mother Tongue and Cultural Identity" which included 17 schools across the city of Vienna, Austria.	s
Restaurant 60 audience Workshop TD	**Ambiguity rules. Enthusiasm for language in the English classroom** **Grzegorz Spiewak (DOS-Teacher Training Solutions) & Marta Rosinska-Trim** Students of all levels encounter ambiguous lexical, grammatical, phonological and cultural events on a regular basis. Ambiguity feeds linguistic creativity, but can also cause confusion and embarrassment! Therefore, a more systematised approach to ambiguity seems highly desirable. That's where this practical workshop comes in: we'll explore various kinds of ambiguous usages and sample several fresh activity types.	e, s, t, a

1720-1750   Session 1.6

Bramham 90 audience Talk EAP, TD	**Using I-Search papers to encourage deep reflection on writing** **Sonja Tack Erten (Sabanci University School of Languages)** An I-Search paper encourages students to reflect deeply on the writing process and provides valuable feedback to instructors on their teaching practices. This talk will describe how an I-Search paper was integrated into a tertiary research paper project. Student responses will be analysed with a view to identifying changes necessary when implementing future projects of this kind.	ie, t
Charter 75 audience Talk YLT	**eTwinning and the teaching of English in primary schools** **Anna Varna (Itea primary school, Karditsa, Greece)** eTwinning is a European programme which promotes cooperation among schools and educators. My talk will illustrate how this kind of collaboration is ideal for the teaching of English since it encourages learner autonomy, use of technology and innovation. A historical overview, successful examples as well as a personal overview of the action in my school will be presented.	ie, p
Harewood 1 125 audience Talk ESP, GI	**English for the public sector in Europe** **Rhoda McGraw (Ecole des Ponts ParisTech)** Global interactions increasingly require civil servants in Europe to communicate in English, even when they are working locally. Indeed, the effective use of English may be a factor in the survival of public services today. This presentation talks about content-based courses designed to meet the rapidly changing needs of European government workers, particularly in areas linked to sustainable development.	e, ie, t, a

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Harewood 2 125 audience Talk GEN	**Learners' test-taking strategies for the IELTS exam** **Yijen Tsai (University of Warwick)** In 2008, more than one million candidates around the world took the IELTS exam. Test-taking strategies can be crucial to learners' performance, particularly in a high-stake exam such as IELTS. While most previous research has focused on the exams in a classroom context, this study aims to explore learners' test-taking strategies for the four skills in the IELTS exam.	e, ie, t, a
Newby 35 audience Talk TEA	**Paper-based testing vs. computer-based testing: A new comprehensive comparability model** **Saad Al-Amri (Dammam University)** This study examines the comparability of paper-based and computer-based L2 reading tests in an EFL context and the impact of test takers' characteristics, i.e. computer familiarity, computer attitude, testing mode preference, and test-taking strategies on students' performance on computer-based tests and on comparability with paper-based tests. It also examines the construct validity of computer-based testing.	e, ie, a
Ripley 160 audience Talk LT	**Interactive tasks enhancing incidental vocabulary learning** **Arshya Keyvanfar (Islamic Azad University, North Tehran Branch)** This study investigated the effect of interactive tasks on incidental vocabulary learning. For this purpose, 34 new words were taught to two groups of Iranian elementary EFL learners using interactive and non-interactive tasks. The final assessment of the two groups confirmed the superiority of interactive tasks over non-interactive tasks in enhancing incidental vocabulary learning.	e, s
Studley 30 audience Talk GEN	**Student perspectives of critical literacy in EFL reading and writing** **Shin-Ying Huang (National Taiwan Normal University)** This presentation reports on a study, the purpose of which was to explore how an EFL course can incorporate principles of critical literacy and simultaneously emphasize language skills learning, and to examine students' understanding and perspectives of critical literacy in relation to EFL reading and writing. The research took place in a university EFL course in Taiwan.	e, ie, t
Auditorium 350 audience Talk AL, GI	**Learner identity: Does Meredith really want to sound like me?** **Stuart Perrin (Queen Mary, University of London)** This talk examines the relationship between a language learner's 'situated identities' and 'constructed learning environments' through a discussion of Meredith, a Chinese student studying English in London. It examines the reasons behind her determination to acquire a native speaker accent and why this was more important than achieving academic success at university.	e, a
Conference 90 audience Talk ES(O)L	**Children with EAL: Comparing withdrawal sessions with teachers and TAs** **Clare Wardman (York St John University)** Most UK primary school children with English as an Additional Language receive additional educational support, often offered through withdrawal from the mainstream classroom and provided by either specialist EAL teachers or teaching assistants (TAs). This talk reports on a study comparing the interactional opportunities for English language learners provided by specialist EAL teachers and teaching assistants.	e, ie, p

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King's Café 120 audience **TTEd SIG** **Programme**	**IATEFL Teacher Training & Education Special Interest Group Open Forum** Come along to the SIG open forum and meet like-minded people with an interest in Teacher Training and Education. The Open Forum is a chance for you to get an update on what the TTEd SIG has done in the last year, meet (and join) the committee and discuss your opinions about future activities. We look forward to seeing you there.

King's Suite
200 audience
Talk
MD

Getting real: Changing conceptions of authenticity
Richard Badger (University of Leeds)
An ELT classroom consists minimally of three elements: the language, the learners and a teacher. Each of these elements has at some point been described as authentic so we have authentic language, authentic tasks and authentic teaching. This talk examines these different uses and evaluates how useful authenticity is in guiding decisions in the language classroom.

e, ie

Queen's 1
60 audience
Talk
PRON SIG
Programme

Attempting to establish a new system of denoting English sounds
Ivana Mitrovic (Modern English School)
Based on research, the session presents a new user-friendly system of denoting English language sounds applicable to any EFL/ESOL classroom. The talk focuses on differences between phonetic alphabets and why every sound should be represented by one letter/symbol. It also elaborates on why teachers need to adapt alphabets to their students' needs. Examples were taken from *Not just a dictionary*.

e, ie, p, s, a
bkprom, fp

Queen's 2
70 audience
Talk
LA SIG
Programme

From language learner autonomy to the promotion of plurilingual competences
Marcella Menegale (Ca' Foscari University of Venice, Italy)
How can learner autonomy promote multilingualism? My research project collected data from teachers and students of middle and secondary schools. The analysis so far conducted has highlighted how autonomy is part of both teachers' action and students' learning, focusing on out-of-class and in-class language learning and the degree of pupils' language awareness. Some practical issues will be presented as a conclusion.

e, ie, s

Queen's 3
70 audience
Talk
ESP, YLT

Teaching essay writing skills using games: An experimentation
Adejoke Jibowo (Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria)
Essay writing is a major aspect of English language examinations in the ESL Nigerian context. In the West African School Certificate Examination, essay writing takes about 54% of the total mark. Many teachers teach the subjects using the purely traditional way. However, this study experiments the idea of using group and whole class activities (games) to teach essay writing.

e, s, t

Queen's 4
40 audience
Talk
AL

Correlations between text quality and conjunctive cohesion
Jongmin Song (Queen's University Belfast)
This research investigates the use of conjuncts in the English of Korean and British students. Results show that conjuncts appeared about twice as frequently in the speech as in the writing of the students; and Korean students used conjuncts more often than British students did. It is suggested that the occurrences of conjuncts may not strongly correlate with text quality.

e, t

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Thursday 8 April

Session 1.6 : 1720-1750

Queen's 5 58 audience Talk TEA	**How do candidates feel about performing on iBT TOEFL?** **Mona Khabiri (Islamic Azad University, at Central Tehran Branch)** This presentation will discuss how 40 candidates, participating in an actual PBT and iBT, reflected upon the impact of iBT method on their performance and how they considered it more effective than that of PBT. I will also explain how their self-assessment and portfolios were more correlated with their iBT than their PBT scores, demonstrating higher validity for iBT.	e, a
Queen's 6 70 audience Talk **RES SIG** **Programme**	**Speaking fluency development in the ESL classroom** **Marian Rossiter (University of Alberta, Edmonton, Canada)** This talk examines the effectiveness of 16 hours of oral fluency instruction delivered to adult intermediate proficiency learners registered in a full-time ESL program in Canada. Native speakers rated the temporal fluency of monologues and narratives produced by control and treatment group participants at Weeks 1 and 13. I report the findings and discuss implications for second language fluency development.	e, ie, a
Queen's 7 70 audience Talk EAP, **BE SIG** **Programme**	**What students can get out of Twitter** **Petra Pointner (RWTH Aachen University)** Many EFL teachers have enthusiastically embraced the idea of using Twitter to make their teaching more interactive, while students tend to be rather reluctant to use this micro-blogging tool. In my talk, I will present some practical examples of how I've used Twitter in my BE and AE courses and give an overview of students' reactions to my teaching concepts.	e, ie, t, a
Queen's 8 20 audience Talk GEN	**Literature in language study: Voices from ESL classrooms** **Wan Kamariah Baba (University of Nottingham)** There is a paucity of empirical research on the integration of literature in language study that explores students' and teachers' attitudes towards literature. This talk looks at such integration and brings forward the various perspectives or the 'voices' of those involved. The findings are relevant to teachers in developing literary-based materials and selecting strategies to engage literature in language education.	ie, t
Queen's 9 20 audience Workshop LT	**Inquiry models: Teaching problem-solving through discovery and questioning** **Feryal Varanoglulari (Eastern Mediterranean University)** In this workshop the presenter will initiate a discussion of what problem-solving through discovery and questioning is, and will briefly describe steps of the inquiry model and the WebQuest Model of Inquiry. The session will continue with participants experiencing a sample scenario/activity of the Suchman Inquiry model and a webquest model.	e, ie, s, t, a
Queen's 10 20 audience Talk GEN	**Senior-high-school students' motivation for studying English in Taiwan** **Szu-An Chen (University of Warwick)** This study investigates Taiwanese students' motivation for studying English in senior high school. Both qualitative and quantitative research approaches were employed to explore how seven learning orientations function in shaping student motivation in this local research context. We can also see how the interview and the survey results compensate one another in the same study.	s

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Restaurant 30 audience Talk TD	**Understanding a language teacher's professional development and knowledge growth** **Matilda Wong (University of Macau)** The present study discusses means that have helped a novice English language teacher in Macau become aware of the influencing power of her own personal practical knowledge and how this knowledge has informed her practice. A detailed analysis of the teacher's professional development during her first two years of teaching will be made.	e, ie, s

1805-1850   Session 1.7

Bramham 90 audience Talk YLT	**Using posters in the young learners classroom** **Annie Broadhead (University of Cambridge ESOL Examinations)** This talk will present practical ideas for using supplementary materials in general English classes for young learners. This will include ideas for using posters, worksheets, games and other activities to promote communicative language learning. The talk will also provide information about Cambridge ESOL's range of teacher support materials which have been developed specifically for the compulsory education sector.	e, ie, p fp, pub
Charter 75 audience Talk LT	**Innovation in ELT - theory and cutting-edge practice** **Michael Carrier (British Council)** In our rapidly changing global world we are also faced with competition for our ELT services and for our learners' attention. We need to make sure we use the latest ideas, newest research, best learning technologies and most innovative methods to keep our teaching fresh and our courses relevant and attractive to learners.	e, a
Harewood 1 125 audience Workshop ES(O)L	**Out of the learner's mouth** **Rosemary Westwell (Cambridgeshire/Bournemouth)** What do students' comments really mean? What do they imply? How will our interpretation of them help us as teachers? This workshop takes actual statements made by learners during their language learning experiences. Participants interpret their statements and devise approaches that address the specific needs revealed. There is no right answer but endeavouring to find one helps us as teachers.	
Harewood 2 125 audience Talk LT, TEA	*Macmillan Test Maker* **– Flexible, fuss-free online testing** **Byron Russell (Macmillan English Campus)** Tracking students' progress is crucial for any school wanting to improve results. The new *Macmillan Test Maker* provides a self-contained online solution, letting teachers set tests from a database of more than 1,000 resources, which students then take online. In this presentation we'll be discussing some of the issues involved in online testing and demonstrating this new tool.	e, ie, s, t, a fp, pub
Newby 30 audience Talk LMCS	**What do they really read? – Being bookish when 14** **Christian Holzmann (Rainergymnasium/University of Vienna)** This talk focuses on what kind of reading experiences 14-year-old non-natives have in the foreign language and on the many ways it was made possible for them to have their own 'reading biographies'. In particular we will be looking at a group of 24 14-year-olds and the books they read and reviewed within the past six months.	s

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Session 1.7 : 1805-1850

Ripley 160 audience Talk EAP	**Tackling writing, developing language, with the new *OALD* 8th edition** **Patrick Phillips (Oxford University Press) & David Baker (Freelance)** Writing can be one of the most difficult things for learners to master. There are so many things to think about: planning, structuring, checking. Not to mention collocations, synonyms, formality. The new Oxford iWriter on the *OALD* 8th edition CD-ROM helps with all this and gives instant access to the entire dictionary to answer those queries about language.	s, t, a bkprom, fp, pub
Studley 30 audience Talk LT	**Points to consider when using technology in the classroom** **Josefina Santana (Universidad Panamericana)** This talk describes using podcasts and wikis for collaborative student projects in a university setting. The presenter will explain the theoretical underpinnings of the projects. I will explain how the projects were set up and the results obtained. I will give suggestions on how to implement technology-based projects, with reference to what worked for the students and what didn't.	e, t
Auditorium 350 audience Talk MD	**Towards better outcomes: Satisfying students' needs (and wants)** **Hugh Dellar (The University of Westminster / Heinle Cengage)** As the importance of English in a globalised world continues to grow, and as the language becomes ever more widely available, decisions about what kind of language students need (and want) become increasingly problematic. In this talk, I will explore what we should be teaching - and what we shouldn't - with reference to *Outcomes Intermediate*.	e, ie, s, a bkprom, fp, pub
Conference 90 audience Talk LT	**Showing how I've grown: Reflective, lifelong learning with Mahara e-Portfolios** **Derrin Kent (The Development Manager Ltd.)** Since the beginning of history, people have planned, recorded, reviewed, reflected upon and shared with others all the stuff we have been learning. Now we can use the web to store our texts, images, audio clips, images, etc. and choose exactly who to share these things with. Mahara is a free and open source personalised learning environment and e-Portfolio.	e, ie, p, s, t, a bkprom, fp, pub
King's Café 120 audience Talk **TTEd SIG** **Programme**	**32** **Allan Bramall (Bell Bedgebury)** I've been teaching and training for 32 years. Here are 32 things to think about. They aren't hot licks that you can grab off the shelf, they are underlying principles. They include: the "sound of silence", "get real", "do as I do" and "girls just wanna have fun". Presentation available to participants.	e, a
King's Suite 200 audience Workshop EAP, TEA	**IELTS and beyond: Paving the way for academic study** **Sue O'Connell (Freelance)** For many students, IELTS is just an irritating obstacle to the real goal, their chosen educational course. This is a pity because IELTS training offers an important window on a wider academic world. In this workshop we'll look at ways of helping students develop the necessary skills not only for IELTS but also for a successful transition to academic study.	e, ie, t, a bkprom, fp, pub
Queen's 1 60 audience Talk **PRON SIG** **Programme**	**Pronunciation matters?** **Ian White & Margareth Perucci (Izmir University of Economics)** This interactive talk examines perceptions of L1 and L2 teachers and Turkish learners regarding pronunciation instruction of young adult classes in a non-English-speaking environment. Key issues addressed in this session include isolated or integrated pronunciation work, phonological awareness-raising, and teachers' reluctance to have a go. The talk will be illustrated by video clips of pronunciation practice in action.	e, ie, a

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| Queen's 2
70 audience
LA SIG
Programme | **IATEFL Learner Autonomy Special Interest Group Open Forum**
Ways ahead?
After a free drink, participants together with presenters and SIG people have the chance to engage themselves in discussions about "ways ahead" for the development of learner autonomy, including ideas for the work of the LA SIG. The business meeting will include a review of the SIG's current state. The day will end with a free raffle. Everybody is welcome.
The Open Forum is sponsored by Authentik, Clarity and Pearson Longman ELT. | |

| Queen's 3
70 audience
Talk
EAP, LT | **Can online discussion help students ease into British university life?**
Barbara Skinner (University of Ulster)
This presentation explores how virtual contact may be used to ease international students into their new lives and mitigate any disabling effects of arriving in a new country. Online comments from a group of pre-sessional students are examined and the benefits of providing virtual pastoral care, alongside more traditional types of support, reported upon. | e, ie, t |

| Queen's 4
30 audience
Workshop
TEA, YLT | **Preparing students for the KET for Schools speaking exam**
Joanna Kosta (Freelance)
This workshop takes an in-depth look at the speaking paper of the KET for Schools exam. It will analyse the types of tasks students are expected to do and suggest ways to prepare students for them. We will watch some KET-level students taking a mock speaking exam and assess their performance. Tasks will come from Target KET for Schools. | e, s
bkprom, fp, pub |

| Queen's 5
58 audience
Talk
YLT, CLIL | **CBTEFL- Adapting CLIL to suit a specific context**
Vanessa Tenorio & Fatima Tenorio (Systemic)
The speakers will show an alternative view to the way CLIL is seen and implemented in Europe. CBTEFL was designed to suit their context in Brazil where the number of hours of instruction per week is reduced, the teachers are language not content teachers, and the parents believe that language teaching is only possible through a structure-based syllabus. | e, p |

| Queen's 6
70 audience
Talk
RES SIG
Programme | **INTERNATIONAL HOUSE JOHN HAYCRAFT CLASSROOM EXPLORATION SCHOLARSHIP WINNER**
Jewish and Arab children communicate across linguistic borders
Maureen Rajuan (Achva College of Education, Israel)
The purpose of the project was to teach and use English as a neutral language to bridge cultural differences between Jewish and Arab children. Student teachers taught a "culture unit" in preparation for a letter-writing task. Two research tools, designed by the student teachers, were implemented before and after the educational intervention. Stereotypes were shown to decrease significantly. | e, ie, t |

| Queen's 7
70 audience
Talk
BE SIG
Programme | **The globalization of English: Implications for the business English classroom**
Robin Walker (englishglobalcommunication)
A key role of English today is as a lingua franca. But to what extent does the globalization of English affect what we do in the business English classroom? In this talk I will briefly compare the terms EFL and ELF, and then look at the implications of ELF for teachers of business English. | ie, a |

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Queen's 8 40 audience Talk YLT	**Computer gaming to learn** **Kyle Mawer (British Council YL Centre, Bonanova, Barcelona, Spain)** Are you looking for ways to use the connected classroom and computer room time in a way that engages, educates and entertains your learners? Do your language learners enjoy playing computer games? This talk covers free, easy to access, online, tried and tested computer game EFL lessons, support material and some very useful links.	ie, p, s
Queen's 9 28 audience Talk YLT, CLIL	**Application of CLIL for teaching science to Japanese secondary students** **Gordon Allan (British Council, Tokyo)** This talk outlines a successful collaboration between the teaching centre and the science team at the British Council Tokyo Centre to teach science through English to secondary school age young learners. I demonstrate how we used visual aids and kinaesthetic activities to capitalise on learners' shared knowledge of the world as a platform for both language acquisition and science learning.	e, s
Queen's 10 28 audience Talk ESP, MD	**A day in the life of a newbie material developer** **Natasha Jovanovich (els language studio)** Who is afraid of making a transition from general English to ESP? No worries. I will just follow off-the-shelf coursebooks. Reportedly, it only takes three Cs: curiosity, collaboration and confidence, or does it? In this talk I will explain the insights I gained and the hurdles I encountered when asked to develop material for English for human rights.	ie, a
Restaurant 60 audience Talk TEA	**Preparing candidates for Pearson Test of English General** **David Booth (Pearson Language Tests)** Pearson Test of English General (formerly known as London Tests of English) will be launched in a new format in November 2010. The test is at 6 levels, from A1 to C2 aligned to the Common European Framework of Reference (CEFR). The purpose of this talk is to update the audience on the changes that have been made to the test.	a fp, pub

1915-2130 Evening events

Language Playtime by David, Hilary and Ben Crystal
(sponsored by IELTS)
1915-2045 in Auditorium
Everyone plays with language and enjoys language play - and especially, students of English. In this light-hearted extravaganza, David, Hilary, and Ben Crystal explore the extraordinary range of English ludic linguistics from the cradle to the grave (and beyond). There will be canapés and wine at the start of the event, kindly sponsored by IELTS.

A World of Tales by David Heathfield
1930-2130 in King's Suite
Storyteller David Heathfield has been collecting folk tales and myth tales from all around the world, many of them learned from students and teachers he has met on his and their travels. Tonight we'll take a spin round this wonderful world of stories. And there will be plenty of opportunity for you to step up and share a short tale or song too - all cultures and languages most welcome!
David has worked in ELT since 1986. He makes his living as a storyteller, actor, teacher and teacher trainer and is the author of the teacher resource book *Spontaneous Speaking: Drama Activities for Confidence and Fluency* in the DELTA Publishing Professional Perspectives series as well as numerous articles on drama, fluency, creativity and storytelling techniques

0800-1730   Registration desks open

0820-0850 Conference	**IATEFL How to... track** **How to build your own personal learning network** **with Nik Peachey** This session will give you some guidance and helpful materials so that you can grow your own personal learning network and train other teachers to develop theirs, through the use of simple web based tools and connecting with existing online networks and communities.

0820-0850 Restaurant	**IATEFL How to... track** **How to write successfully for *IATEFL Conference Selections*** **with Briony Beaven** This session provides guidance on writing successfully for the annual IATEFL conference proceedings volume *Conference Selections*, a refereed publication. It is for first-time presenters or presenters who have not yet written up talks or workshops for the volume. Getting published in *Conference Selections* will bring your practice or theories to a worldwide audience and can be a smart career move.

0830-1730   Exhibition open

0900-1010   Plenary Session

Auditorium (1500 audience)	**Plenary session by Kieran Egan** Kieran Egan was born in Clonmel, Ireland in 1942. He was brought up and educated in England. He read History (Hons.) at the University of London, graduating with a B.A. in 1966. He worked for a year as a Research fellow at the Institute for Comparative Studies in Kingston-upon-Thames and then moved to the USA to begin a Ph.D. in Philosophy of Education at Stanford University. He worked concurrently as a consultant to the I.B.M. Corp. on adaptation of a programming method, called Structural Communication, to new computing systems. He completed his Ph.D. at Cornell University in 1972. His first job was at Simon Fraser University in British Columbia, where he has remained ever since. He is the author of over 20 books, and co-author, editor, or co-editor of a few more. In 1991 he received the Grawemeyer Award in Education. In 1993 he was elected to the Royal Society of Canada, in 2000 he was elected as Foreign Associate member to U.S. National Academy of Education, he received a Canada Research Chair in 2001, won the Whitworth Award in 2007. His main area of interest is education. His work focuses on a new educational theory, which he has developed during the past two decades, and its implications for a changed curriculum, teaching practices, and the institution of the school. His work deals both with innovative educational theory and detailed practical methods whereby implications of his theory can be applied at the classroom level. Various of his books have been translated into about 10 European and Asian languages. His recent books include *Teaching as Story Telling* and *Imagination in Teaching and Learning* (Chicago: University of Chicago Press), *The Educated Mind: How cognitive tools shape our understanding* (Chicago: University of Chicago Press, 1997), *Getting it Wrong from the Beginning: Our progressivist inheritance from Herbert Spencer, John Dewey, and Jean Piaget* (New Haven: Yale University Press, 2002), *An imaginative approach to teaching* (San Francisco: Jossey-Bass, 2005), and *Teaching literacy: Engaging the imagination of new readers and writers* (Thousand Oaks, CA: Corwin Press, 2006), and most recently *The Future of Education: Reimagining our schools from the ground up* (New Haven: Yale University Press). **Students' minds and imaginations** In this talk I will offer a rather new way of thinking about the process of students' cognitive development. It focuses on the kinds of "cognitive tools" or learning toolkits students develop as they grow up in a society like ours. In schools and in most currently dominant psychological theories of development, short-shrift is given to some of the most powerful learning tools students have available to make sense of their world and experience and the languages that surround them. We tend also to think of the imagination as something of an educational frill--something to try to engage after the hard work of learning had occurred. I will try to show that focusing on central features of students' learning "toolkits" makes it clear that the imagination is one of the great workhorses of learning, and that we ignore it at the cost of making learning more ineffective than it should be and much schooling more tedious than it need be.

1025-1110   Session 2.1

Bramham 90 audience Talk TEA	**PTE Academic in an international student environment: A teacher's perspective** **Nick Hillman (Anglia Ruskin University) & Alaric Rae (Pearson Language Tests, UK)** The presenters will give an overview of PTE Academic from an EAP teacher's perspective. They will consider the applicability of the test content and item types to the needs of international students in the UK, and will suggest activities and materials that can be used to prepare students for the test.	ie, t, a
Charter 75 audience Talk AL, TTEd	**Dialogic talk in the post-observation conference** **Fiona Copland (Aston University and University of Warwick)** The post-observation feedback conference is a common feature of much pre-service teacher training. This talk analyses data from such conferences, and investigates the value of dialogic talk for 'knowledge construction and development generally' (Wolfe and Alexander,2008:4). It asks if a dialogic approach might help trainers to manage the seemingly conflictual tasks of encouraging reflection and offering evaluation.	e, a
Harewood 1 125 audience Talk GEN	**The long and winding road that leads to fluent speech** **Melanie Ellis (IATEFL Poland)** This talk looks at factors affecting the development of fluency in intermediate (B2) learners and beyond. Drawing on insights from a research study of undergraduates in Poland, I will show a series of task-based activities which increase in difficulty and ways in which to implement them which will help your learners to become more confident in speaking.	a
Harewood 2 125 audience Talk GEN	**Using Cambridge ESOL materials in the classroom** **Jacky Newbrook (University of Cambridge ESOL Examinations)** Exam students need focused language practice, but they also need to know the testing focus of the task they are practising. Students who understand what is being tested feel confident about their ability to do well. This talk shows how the resources produced by Cambridge ESOL can be used in the classroom to support exam teaching and increase students' confidence.	e, ie, p, s, t, a fp, pub
Newby 30 audience Talk TTEd, YLT	**Educating parents and teachers: A Malaysian story** **Heather Smeaton (British Council)** How can we help build parents' and teachers' confidence so that they can work together? Through the LearnEnglish Families pilot project, British Council sought to bridge this gap using small classroom-based projects for Malaysian primary schools. We will reflect on lessons learnt from this project and discuss the challenges of working towards sustainability.	ie, p
Ripley 160 audience Talk TTEd	**Making the most of a reading text** **Peter Watkins (University of Portsmouth)** Teachers are often urged to 'exploit material more fully'. This talk will report on some suggestions made by experienced teachers on how to exploit a single reading text. Hopefully, those attending will take away a new idea or two, or at least be reminded of some they had almost forgotten.	e, ie, a

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Studley 30 audience Workshop RES	**Teaching English in an Islamic cultural context** **Mohammad Manasreh (Omar Educational Complex-Qatar)** My workshop aims to shed light on what it means to be an English language teacher in an Islamic culture. I will identify the common elements of the socio-cultural state of Muslim students that paint the language classroom and contribute to the choice of proper teaching methods. Finally, I will offer my audience some recommendations and solutions for potential issues.	e, ie, p, s, t, a
Auditorium 350 audience Talk AL	**What do we mean by 'grammar'?** **Dave Willis** Should we teach grammar? How should we teach it? What sort of grammar? Teachers are constantly worrying over questions like this. The answers depend to a large extent on what we mean by 'grammar'. We will look at this from both a theoretical and a practical point of view and try to tease out some answers.	e, ie
Conference 90 audience Talk MD, **LT SIG** **Programme**	**Using Google Streetview as a window on the world** **Richard Turnbull (TEFLTech/British Study Centres)** This session will show how you and your students can use Google's new free Streetview application to provide a basis for discussion, role-play, grammar and lexical activities and much much more. Success stories will be presented and attendees will leave with practical ideas and tips to try out back in the classroom.	s, t, a
King's Café 120 audience Workshop GEN	**Teach writing! What's the point?** **Shirley Ann Hill (Freelance Teacher)** Writing is not always considered an essential 21st Century skill. This workshop focuses on how significant theme-based contextualisation and activities that promote discovery and awareness can lead to student engagement and generate student ownership. To demonstrate these ideas, participants will work through a set of hands-on activities based on materials from *Change Up! Upper Intermediate* published by ELI.	e, ie, s, t bkprom, fp, pub
King's Suite 200 audience Talk AL, RES	*English Profile*: **Why we want you in our community** **Melissa Warren Good (Cambridge University Press) & Anne OKeeffe (Mary Immaculate College, University of Limerick)** *English Profile* is a global community programme, and the stronger its network, the better it will be. Recent discoveries show how learners progress through the CEF levels, including typical grammar and vocabulary patterns and learner errors. We will show how insights from our research can be very valuable for teachers and learners, and encourage you to join our programme.	s, t, a pub
Queen's 1 60 audience Talk EAP, **ESP SIG** **Programme**	**Investigation of a multiple intelligences profile for engineering students** **Adrian Millward-Sadler, Annette Casey & Dietmar Tatzl (FH-Joanneum)** Language teaching to tertiary level students, who are often biased towards the technical aspects of their degree, is a recognised problem for ESL instructors. Based on the theory of multiple intelligences, students of different disciplines were surveyed to identify intelligences profiles and to tailor course materials. This talk identifies commonalities between student groups and provides practical insights into MI issues.	e, t

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Friday 9 April

Session 2.1 : 1025-1110

Queen's 2	**Teacher as bus or taxi driver? Incorporating needs analysis**	e, ie, a
70 audience	**Elizabeth Hollis-Watts (Bell International Institute)**	
Workshop	A "bus driver" teacher takes students on a fixed route. In contrast, a "taxi driver"	
TD SIG	teacher takes students where they need to go. This workshop explores why the	
Programme	teacher's understanding of each learner's individual needs should redirect the focus	
	of the class. It also considers how to manage a constantly changing group in an	
	atmosphere of continuous enrolment.	

Queen's 3	**Teaching life skills**	e, ie, a
70 audience	**Steve Taylore-Knowles**	fp
Workshop	Students need more than 'language skills' in a narrow sense. To equip them for their	
MD	future, we need to think about 'life skills'. These are prized by employers, but	
	neglected by educators. Drawing on my new course, *openMind*, this session explores	
	some ways in which we might go about meeting the challenge of introducing these	
	skills into our classroom.	

Queen's 4	**Introducing English as a lingua franca: An online tutorial**	e, t
40 audience	**Rachel Wicaksono (York St John University)**	
Talk	British students on an undergraduate TESOL module and international students at	
MD, RES	York St. John University worked together to create an award-winning online	
	tutorial, based on their experience of using English as a lingua franca (ELF). This	
	talk demonstrates the tutorial and considers a range of issues for ELT of ELF.	

Queen's 5	**Shakespeare revisited or reinvented on an ESP syllabus**	e, ie, t, a
58 audience	**Stella Smyth (ELTU University of Leicester)**	
Workshop	This workshop explores how Shakespeare's *The Taming of the Shrew* can be adapted	
LMCS SIG	to create an ESP syllabus that establishes a methodological synergy between legal,	
Programme	literary, linguistic and marketing principles. Using film and textual examples drawn	
	from different versions of this play, it suggests how Shakespeare fictionalised	
	culture and how the English speaking culture has come to reinvent Shakespeare.	

Queen's 6	**Brains in tune with learners' needs, abilities and goals**	e, ie, p, s, t, a
70 audience	**Jana Jilkova (ICV Kutna Hora & Charles University Prague)**	
Workshop	When do learners achieve the best results? What stimulates their will to learn,	
GEN, CLIL	improving their practically useful outcomes? This presentation focuses on practical	
	tips for activities exploiting student interests and motivations, with opportunities for	
	integration of their abilities and skills in a CLIL (Content and language integrated	
	learning) context. Participants can try them out and discuss them.	

Queen's 7	**Educating a child is like building a house…**	e, ie, p
70 audience	**Naomi Moir (Oxford University Press)**	bkprom, fp, pub
Talk	…you need solid foundations, scaffolding, and a variety of different skills and tools.	
YLT	This talk will look at linking key theories and methodologies to practical classroom	
	ideas. We will also examine the importance of having clear goals and outcomes in	
	order to 'build' a rounded primary learner using examples from *Family and Friends*,	
	the new six-level primary course from OUP.	

Queen's 8	**Running a collaborative ELT Masters programme: Challenges and rewards**	e, t
40 audience	**Sandra Piai (University of St Andrews)**	
Talk	The University of St Andrews runs an international MLitt in ELT programme in	
GEN	collaboration with Beijing Foreign Studies University, China. The aim of this talk is	
	to describe a) some of the challenges encountered from both a teaching and learning	
	perspective and b) how rewarding setting up, running and studying on such a	
	programme can be.	

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Queen's 9 28 audience Talk RES	**Are immigrant communities in Britain preserving their native languages?** **Najma Husain (University of Southampton, UK)** The talk shares a study conducted in Britain to investigate the measures the Asian communities in the UK are taking to preserve their native languages. Respondents of Indian, Pakistani and Bangladeshi origin participated in the study. Outcomes revealed great implications for the future generations of these immigrant communities in the UK and how teaching/learning of the same could be facilitated.	e, t
Queen's 10 28 audience Talk GI, TTEd	**IATEFL GILL STURTRIDGE FIRST-TIME SPEAKER SCHOLARSHIP WINNER** **TEFL in the Amazon: New horizons, new perspectives** **Andreza Lago (ICBEU)** Opportunities for self-development and improvement of teaching skills should be available to all teachers from all over the world no matter of their geographic distance, but unfortunately that is not what happens. This talk aims at showing what the EFL teachers from the Amazon have been doing to overcome their reality and to promote the advancement of ELT in their region.	e, ie, s, a
Restaurant 60 audience Talk GI	**Model United Nations: Understanding the international dimension in teaching** **Otto Ernest Gutmann (Knittelfeld Academic Secondary UNESCO School of Austria)** This talk presents the system of Model United Nations, a simulation of the UN General Assembly in a compressed period of time. The topics highlighted are: How to prepare students in general; How to prepare them for debate and speeches; How to research countries and issues; How to write policy statements and resolutions; and What is the educational value of MUNs?	e, ie, s, t

1110-1145   Coffee break

1145-1245   Session 2.2

Bramham 90 audience Workshop GEN	**;-), LOL, [_]>, :P and 1337: New literacies and bilingualism** **Nicholas Perkins (Bogota, Colombia)** Mix English, instant messaging and the internet, add a splash of ELT and the zest of youth, and what do you have? New literacies (and new problems!) In the past, English and the mother tongue were the only languages we had to deal with in the classroom, but we now have to include new Englishes students find on the net.	e, ie, s, t, a pub
Charter 75 audience Workshop ES(O)L	**A few (r)ods and sods – Dusting off your cuisinaire rods** **Joanne Gakonga (Solihull College)** Are you wondering what Cuisinaire Rods are, or are yours sitting in the back of a cupboard gathering dust? If you would like to see how they can be used to present grammar and vocabulary, then come along! I'll be giving you some ideas and inspiring you to create some of your own to use next Monday morning!	ie, a
Harewood 1 125 audience Workshop GEN	**News of the world – teach all about it!** **Karen Richardson (Freelance) & Lucy Williams (Onestopenglish)** The news is the perfect source for keeping our teaching materials topical and up-to-date. However, it can be hard for busy teachers to find ways of making the material accessible to all learners. In this workshop, we use examples from onestopenglish's news lessons to show that we can teach using topics our students really want to talk about.	e, ie, s, t, a fp, pub

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Friday 9 April

Session 2.2 : 1145-1245

Harewood 2	**Moodle your IELTS learners**	ie, t
125 audience	**Rolf Tynan (Studygroup)**	
Workshop	Using open-source LMS like Moodle can significantly improve your IELTS	
EAP	students' performance. In this presentation, I'll report on a case study using Moodle	

Using open-source LMS like Moodle can significantly improve your IELTS students' performance. In this presentation, I'll report on a case study using Moodle and show you how it was used both in-class and for homework/assignments. I'll also demonstrate the role of the teacher as course creator, teacher, and marker within Moodle.

Newby	**Using TPR in the primary classroom**	e, ie, p
35 audience	**Graham Workman (Freelance UK & Switzerland)**	bkprom, fp, pub
Workshop		
YLT		

This workshop will look briefly at the theory behind Total Physical Response, and then provide participants with ideas and materials for using TPR to help young learners (7-11 years old) acquire language in a fun and active way. Materials for vocabulary learning, games, storytelling, drama and songs will be used from the book *Total Physical Response for Primary English*.

Ripley	*Practical Grammar* **activities**	e, ie, s, a
160 audience	**Ceri Jones**	bkprom, fp, pub
Workshop		
GEN		

This workshop will focus on the exploitation of mini "grammar" texts (texts written to illustrate a specific grammar area) in the classroom. We will look at a range of strategies and activities for bringing the texts to life and practising the grammar they present, making it personally relevant, memorable and fun. We will use texts and activities from *Practical Grammar*.

Studley	**COBUILD dictionaries: Putting words into context**	e, ie, s, t, a
30 audience	**Lisa Sutherland (HarperCollins Publishers) & Penny Hands (Freelance)**	bkprom, fp, pub
Workshop		
EAP, MD		

Choose any dictionary from the COBUILD range, and you will discover not just a reference book, but an invaluable practical learning tool, presenting key words in context. Through various learner-centred activities, we will explore how a dictionary, both online and in paper form, can show words in their natural environment to help learners with collocation and vocabulary-building skills.

Auditorium
350 audience

Pearson Longman Signature Event

Responding to the needs of Generation Y

Generation Y, those born in the second half of the 1970s and the first half of the 1990s are the largest marketing phenomenon since the Baby Boomer generation of the late 1950s and 1960s. The children of the Baby Boomers, Generation Y have grown up in a world of diverse internet resources and are able to multi-task, watch video on-line, chat with instant messenger and be on Facebook all at the same time. As Generation Y goes to college and enters the workforce how do educators and trainers respond to the world in which these people operate?

In this session we will look at the challenges Generation Y learners present to teachers. We will look at ways in which we can get ELT teachers up-to-speed with the needs of Generation Y and the technologies they use. In particular, with the shift in viewing habits from TV to internet we will look at on-line video resources and discuss ways in which these can be exploited to get the attention of the multi-tasking and multimedia using Generation Y learner.

Hosted by Nicky Hockly and featuring Jamie Keddie (TEFLClips.com), Steve Oates (IH, Hungary), Simon Buckland (Wall Street Institute International) and Jill Hadfield (Unitec, New Zealand).

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Conference	**IATEFL LEARNING TECHNOLOGIES SIG TRAVEL SCHOLARSHIP**	e, ie, p
90 audience	**WINNER (Ozge Karaoglu)**	
Workshop	**Engaging lower primary students through Web 2.0 tools**	
LT SIG	**Ozge Karaoglu (Terakki Foundation Schools) & Shelly Terrell (Deutsch**	
Programme	**Amerikanische Zentrum)**	
	In this talk, the presenters will explore the various possibilities of Web 2.0 tools, such as wikis, Voicethread, Glogster, and Voki, to engage young English language learners. Educators will learn how to effectively collaborate on international classroom projects as the presenters demonstrate the ways their Turkish and German lower primary classes connected.	

King's Café	**How to become an even better leader**	
120 audience	**George Pickering (IATEFL Leadership & Management SIG Coordinator)**	
Workshop	"Anyone can steer the ship when the sea is calm." Publilius Syrus. Leadership has never been more important for language institutions in the global economic crisis. In this workshop we will discuss: what a leader is and does; how to develop your leadership skills and those of others including teachers; and the developmental opportunities available in different contexts.	
LAM		

King's Suite	**Task-based teaching, language learning and CLIL – A balancing act**	ie, p, s, t, a
200 audience	**Jane Willis (Freelance)**	
Workshop	What are the benefits of CLIL and content-based instruction? And the challenges? One way of balancing and integrating content and language is through flexible use of TBT. After examining characteristics of successful tasks, we'll work with sample task sequences based on content areas (mainly geography, and briefly music, science and global issues) and plan some form focus activities.	
MD		

Queen's 1	**Emotionally intelligent teachers of EAP: Challenges and suggestions**	e, t
60 audience	**Nemah Abdullah (University of Hodeida)**	
1145-1215	Emotional Intelligence (EI) is a relatively neglected concept and practice amongst EAP teachers. The presenter will illustrate its importance, for both teachers and learners, through narrating a personal incident related to her own and a learner's behaviour. This will help EAP tutors to be more aware of EI and of how to bring about positive changes in their classrooms.	
Talk		
EAP, **ESP SIG**		
Programme		

Queen's 1	**Introducing English medium instruction in a bilingual university**	e, ie, t
60 audience	**Josep-Maria Cots (University of Lleida, Catalonia, Spain)**	
1215-1245	This presentation focuses on a bilingual university in Catalonia to explore the place of English within the official discourse of multilingualism adopted by the university. The second part of the presentation compares the official discourse with the beliefs and practices of instructors and students with experience in English medium instruction.	
Talk		
EAP, **ESP SIG**		
Programme		

Queen's 2	**CACTUS TO CONFERENCE SCHOLARSHIP WINNER**	e, ie, a
70 audience	**The power of choice in the classroom**	
Workshop	**Fiona James (Freelance)**	
TD SIG	Every day we have to make choices. Every day our students have to make choices. But how much choice do we give our students in the classroom? Do we need choice in the classroom? Is it always effective? Is it always viable? If you feel that these dilemmas are important to you, why don't you choose to come along?	
Programme		

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Friday 9 April

Queen's 3 70 audience Workshop GEN, Speaking skills	**Making student presentations effective and beneficial for everyone!** **Marianne Raynaud** In this practical workshop based on materials from *QualityTime-ESL: The Digital Resource Book*, participants will watch short films and see how students manage to perform certain oral assignments in an authentic ELT classroom. They will have an opportunity to comment on written instructions and experiment with them by playing the part of students in pair work activities.	e, ie, s, t, a bkprom, fp, pub
Queen's 4 40 audience Workshop MD	**Language – the root of all misunderstanding!?** **Rudolf Camerer (elc - European Language Competence) & Judith Mader (Frankfurt School of Finance and Management)** Intercultural misunderstandings frequently arise from different understandings of discourse conventions. Our hypothesis is that the naive transfer of culture type features (Hofstede et al) to individuals and their behaviour leads to a widespread disregard of communicative behaviour and inappropriate methods used in intercultural training programmes. Our aim is to identify genuine language-based intercultural misunderstandings and methods for resolving these.	e, s, t, a
Queen's 5 58 audience Workshop **LMCS SIG Programme**	**'I don't do Shakespeare. It's all Greek to me!'** **Maureen Franks** Using the Helena Bonham Carter DVD, *Twelfth Night*, as well as online resources, I'll demonstrate how Shakespeare can be made accessible to English language students from secondary to university level. I'll show how to develop the four language skills using themes and situations from everyday life that are abundant in Shakespeare's work. This hands-on workshop explores plot, sub-plot, character development and setting.	e, ie, s, t, a
Queen's 6 70 audience Workshop LA	**Beyond games - Using games as a teaching strategy** **Vinicius Nobre (CELLEP)** We are all aware of the importance of motivating our learners. However, we run the risk of under-exploring games, focusing too much on 'entertainment' at the expense of our primary goal: actual learning. This interactive session discusses ways to explore these motivational resources more consciously and thoroughly to guarantee real development.	e, ie, a
Queen's 7 70 audience Workshop GEN	**Lexical learning: Activities for raising student awareness/use of lexical chunks** **Luke Fletcher (Embassy CES, London)** This workshop looks at simple and easily adaptable communicative activities to help raise student awareness of the importance of "lexical chunks". The activities show ways of highlighting, personalising, activating and reviewing new lexis learnt, hopefully helping students become more successful and independent language learners in the process. (NB Interactive White Board will be used but workshop is suitable for all.)	ie, a
Queen's 8 20 audience Workshop LA	**Using CALL in writing:** *Essay Punch Process Writing Software* **Sinem Sonsaat (Middle East Technical University)** The common problem of the FLT field is that learners have challenges in writing skills and, therefore, do not like writing activities. However, improving writing ability is invaluable in terms of gaining productive communication skills. Seeing that traditional ways to teach writing skills do not work very well, it is proposed to try a learner-centered product of CALL: *Essay Punch*.	e, a fp

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Queen's 9 28 audience **1145-1215** Talk TTEd	**The Philippine experience: A master trainer's perspective in teacher training** **Ana Marie Fernandez** How do trainers transfer teacher training skills to primary school teachers who will be dealing with their peers in a public school system that needs drastically to improve its students' English proficiency levels? How does the transfer of teacher training skills actually work? These are the questions the presenter answers as she shares her experience in the Philippines.	e, ie, a

Queen's 9 28 audience **1215-1245** Talk TTEd	**The trainee as a trainer. Cascade training choices: What? Why?** **Kim McArthur (British Council Bangkok) & Yuwadee Yoosabai (Ministry of Education, Thailand)** In cascade training, why is input often different in its cascaded form from what was originally intended? Although adaptation of learning content is quite natural, it may not be desirable in cascade training contexts. This presentation explains why it occurs and how it can be minimised and presents a case study from Thailand.	e, s

Queen's 10 28 audience Workshop GEN	**Managing learning cultures in the EFL classroom** **Nick Milner (The English Language Centre, York)** Why does the same lesson never work as well with different classes? The workshop will explore the idea of learning cultures. Each class is different because of numerous factors interacting and creating a distinct learning culture. The workshop will give delegates the opportunity to explore this theory and develop the skills required to recognise and manage different learning cultures.	e, ie, a

Restaurant 60 audience Workshop TTEd	**Going round in circles: A Gestalt perspective on teacher training** **Simon R Smith (Coleg Glan Hafren)** I aim to show how Gestalt descriptions of interactions can be applied to initial teacher training courses and to specific areas such as feedback and lesson planning. We will look at the Gestalt cycle of contact and interruptions to contact to see if we can successfully apply this to a training context. No previous knowledge of Gestalt is assumed.	e, a

1245-1410   Lunch break

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1255-1400	**Annual General Meeting** *(sponsored by Mailability)*

Auditorium   The 2010 Annual General Meeting of IATEFL will be held in the Auditorium at the Harrogate International Centre, Harrogate, from 1255 to 1400. All members are invited to attend.

AGENDA

1. Minutes of the AGM held in April 2009 at the Cardiff City Hall

2. Matters arising

3. Treasurer's report

4. Presentation of accounts for 2008-2009

5. Re-engagement of Larkings as auditors

6. Presentation by the President and Executive Committee chairs on general issues, the work of the Coordinating and other committees, the SIG representative's report, and Associates' representative's report

7. Date of next meeting 17th April 2011, in Brighton, time to be confirmed.

Members will be invited to enjoy a flavour of Yorkshire and partake in refreshments which include parkin, 'fat rascals' and Yorkshire curd tarts - thanks to the sponsorship from Mailability.

1410-1440   Session 2.3

Bramham	**Using Readers Theatre with academically-challenged teenage EFL learners**	s
90 audience	**Ion Drew (University of Stavanger)**	
Talk	This talk describes how Readers Theatre, a group reading activity that combines	
YLT	reading aloud with dramatisation, was successfully applied to groups of academically-challenged teenage EFL learners in a Norwegian lower secondary school. The data are based on the pupils' reactions and the teacher's journals. The benefits, challenges and potential of Readers Theatre in language teaching are addressed.	

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Charter 75 audience Talk GI, TTEd	**Determining ELF intelligibility through authentic assessment** **Maria Parker (Duke University) & Brenda Imber (University of Michigan)** In light of the complexity of standard-setting and the varied positions on which features should be the primary pronunciation focus in English as a Lingua Franca instruction, the presenters propose an alternate approach to assessing ELF intelligibility. Participants will work through a simulated standard-setting exercise, a paraphrasing task, and a practical authentic assessment method using a context-based rating scale.	ie, t
Harewood 1 125 audience Talk AL, RES	**Task: A panacea for too much?** **Anthony Bruton (University of Seville, Spain)** Some ambiguous and confused aspects of task-based language teaching will be covered. The topics to be considered are: definitions of task and target task; syllabus selection and sequencing of tasks; expected language learning in tasks; possible pedagogical focus in tasks; accuracy, fluency and complexity variables in TBLT; collaboration/cooperation; actual implementation of TBLT. There will be time for debate.	e, s, a
Harewood 2 125 audience Talk TEA	**Assessment practices and beliefs: Strengthening assessment literacy in EFL teachers** **Dawn Rogier (Zayed University)** Every teacher is involved with assessment and testing in some form or another, but how well are teachers actually trained to do this? This research looks at assessment literacy of intensive English program teachers. We will discuss teachers' perceptions of their knowledge and need for future training in language assessment.	ie, t
Newby 35 audience Talk AL, RES	**Use of articles by non-native and native speakers of English** **Ivana Cizmic & Jasmina Rogulj (University of Split, Croatia)** This presentation reports on the differences in the use of articles by non-native learners and native speakers of English. The spoken corpus was compiled from job interviews role-played by students, whereas the written corpus was comprised of daily newspaper articles. The analysis is corpus-based. The results indicate the importance of teaching the article system. Practical implications will be discussed as well.	e, t, a
Ripley 160 audience Workshop TTEd	**Classroom language: Developing the language skills of local English teachers** **Rebecca Hales (British Council)** The British Council is approached time and again by Ministries of Education across the globe to support language improvement courses for local English teachers. But with limited resources, what can we possibly do to improve the language skills of vast numbers of English teachers? In response to this demand the British Council devised a Global Product known as Classroom Language.	e, s
Studley 20 audience Talk TTEd	**The professional development needs of novice teachers** **Hilal Sezegen** This talk explores the process of analyzing the needs of novice teachers as they prepare themselves to become competent English language teachers for the Fatih University preparatory school. My study follows the potential needs of the teaching staff, specifically for beginning teachers, for the development of an initial teacher training program and the support for the novice teachers.	

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Auditorium 350 audience Talk AL	**'Could I have a word please?' Understanding/learning/teaching vocabulary** **Steve Walsh (Newcastle University)** Teachers spend a lot of time teaching vocabulary, yet what do learners actually learn? When we consider the complex matrix that links words, not only with other words, but with grammatical patterns, spoken and written texts, social encounters, cognitive experiences, etc., this task is enormous. This talk considers how an understanding of vocabulary as a matrix can inform approaches to teaching and learning.	e, ie, s, t, a pub
Conference 90 audience Talk **LT SIG** **Programme**	**Facebook as a writing medium for students** **Sanaa Khabbar & Amal Abou-Setta (The American University in Cairo)** Having a Facebook account has become as common as having a national ID among university students; so why not capitalize on the practice for educational purposes? This presentation intends to share a pioneer experience of using Facebook outside the classroom as an effective medium to enhance students' writing abilities.	ie, t
King's Café 120 audience Talk GEN	**Noticing: Does it affect learning the English passive voice?** **Mojgan Rashtchi (Islamic Azad University, North Tehran Branch)** The aim of this talk is to determine whether noticing through input enhancement could affect learning the passive voice. 35 EFL learners received sets of materials in which sentences in the passive voice were enhanced, whereas 35 others received the same set of texts with no enhancement. A T-test and a retrospective questionnaire were used to analyze the process of learning the findings.	e, a
King's Suite 200 audience Talk BE	**Dogme in the business English classroom** **Candy van Olst (Absolutely English Ltd)** The current move in business English towards totally needs-based, learner-focussed language training demands an approach that is as individually-tailored as possible. This talk looks at how the three fundamental precepts of dogme, as presented and expounded in the book *Teaching Unplugged* by Scott Thornbury and Luke Meddings, can meet this demand very successfully in the business English classroom.	e, ie, a fp,
Queen's 1 60 audience Talk EAP, **ESP SIG** **Programme**	**Effects of social background on tertiary ESP: The Zimbabwean case** **Runyararo Magadzire (Harare Polytechnic, Zimbabwe)** This talk examines the effects of social background in the teaching of ESP in tertiary institutions and the work place. The presenter will closely look at the rural-raised group versus the urban high density as well as the urban affluent groups. Finally, the talk will give recommendations on how this social and academic problem can be overcome.	ie, t
Queen's 2 70 audience Talk **TD SIG** **Programme**	**Does English change your gestures when you present?** **Robert Wilkinson (Maastricht University, Netherlands)** Does the language influence the gestures a presenter uses? Speakers from India, Indonesia, Mozambique, Portugal and Tanzania were recorded when they presented in their L1 and in English; their gestures they used were compared at the individual level. This illustrated talk presents some surprising findings, expected and unexpected. Conclusions relate to presentations training and to intercultural awareness in teachers.	e, t, a

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Queen's 3 70 audience Talk TTEd	**Teaching science in an unfamiliar language through VAK** **Fariba Keyvanfar (Raynes Park High School)** This experiment investigated the use of VAK (visual, audio and kinesthetic techniques) in two different settings of teaching science in England and Iran: a one-session training course for 80 school teachers in London and the same process for 25 students in Tehran. Both experiments proved that participants performed the tasks through visuals without understanding the language.	e, s
Queen's 4 40 audience Talk RES	**Cooperative learning in an EFL classroom: An Iranian context** **Hamid Marashi (Islamic Azad University at Central Tehran Branch, Iran)** This presentation reports on a cooperative learning (CL) experience in an EFL classroom in Tehran. CL was practised with the premise of raising learners' positive interdependence, face-to-face interaction, individual accountability, and interpersonal skills through four CL techniques. The final results indicated that the learners' overall achievement was significantly higher than that of the control group who experienced the usual communicative method.	e, a

Queen's 5 58 audience **LMCS SIG** **Programme**	**IATEFL Literature, Media & Cultural Studies Special Interest Group Open Forum** The open forum is an opportunity for all members to exchange ideas about the SIG's activities next year, to meet the committee, meet other members and to get involved in the work of the SIG. Come and have a say in what we do next year.	

Queen's 6 70 audience Talk RES, YLT	**INTERNATIONAL HOUSE JOHN HAYCRAFT CLASSROOM EXPLORATION SCHOLARSHIP WINNER** **Discovering and developing young pupils' learning strategies** **Katerina Dvorakova (University of South Bohemia)** The talk will be based on a three-year research project examining learning strategies of young foreign language learners. I will discuss different ways of introducing learning to learn principles with respect to the pupils' special skills and needs and demonstrate how strategy work can be naturally and efficiently implemented into teaching children English in the first years of elementary instruction.	e, p

Queen's 7 70 audience Talk GEN	**The impact of graphic oganizers on students' written production** **Isil Ozbek Cakan (Bilkent University)** Advanced graphic organizers help students to record information that they come across through reading and listening texts, which in turn becomes a springboard for writing. This presentation reports on the findings of a study carried out at Bilkent University, focusing on the extent to which graphic organizers have an impact on students' written production, namely their expansion and organization of ideas.	e, ie, t
Queen's 8 40 audience Talk TTEd	**Teachers' perceptions of team-teaching and its training** **Akiko Nambu (University of Exeter, UK)** This talk explores how the concept of team-teaching by native-speaking English teachers and non-native-speaking English teachers is perceived by both Japanese English teachers who study in the UK and Japanese English teachers who have no experience of studying in English-speaking countries. Based on interview analysis, this study examines which aspects of studying abroad are crucial for team-teaching and its training.	e, ie, s

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Queen's 9 20 audience Swapshop LA	**INTERNATIONAL HOUSE GLOBAL REACH SCHOLARSHIP WINNER** **Practical swapshop on writing: 'From guidance to autonomy'** **Latsouck Gueye (Secondary school)** The most difficult aspect of writing an essay is the need to develop a point of view of sufficient depth and complexity to require some sides writing to explain and support it. Writing well-constructed paragraphs is the corner-stone of good English written style. Paragraphs should contain sentences that convey ideas closely and directly.	e, s

Queen's 10 20 audience Talk GEN, Materials evaluation	**Ideal and reality in coursebook selection** **Shu-er Huang (University of Warwick)** This interview-based study looks at the theory and practice of coursebook selection, describing the criteria that teachers actually use when choosing coursebooks in Institutes of Technology in Taiwan, and comparing these with suggestions for teachers which are made in the literature. There has been little or no research in this field.	t

Restaurant 60 audience	**HORNBY TRUST ALUMNUS** **Gospel Ikpeme (Nigeria)** **A shared reading and writing project in Nigerian primary schools** This project was designed to engage teachers and learners in the interactive experiences that occur when reading big books or other texts together; and when writing a text together, with the teacher as scribe while the learners contribute their ideas. Results indicated remarkable improvements in the teaching skills of the teachers and the literacy skills of the learners.	

1455-1540   Session 2.4

Bramham 90 audience Talk GEN	**Language conflicts: Developing a generic online tool for translators** **Don Maybin (Shonan Institute of Technology, Japan) & Ozgur Parlak (Northern Arizona University)** The presenters will describe the challenges faced in the creation and application of a multilingual online translation tool used to create recording scripts for a language study website. Cultural and linguistic hurdles encountered in the evolution of the system will be described focusing on the experiences with English, Japanese, Chinese and Turkish.	

Charter 75 audience Talk MD	**Anecdotal evidence: Proof from the classroom that task repetition works** **Vaughan Jones (Oxford English Centre)** What's the point in asking a student to repeat an extended speaking task a second or third time? With video evidence from my own classroom, this workshop will demonstrate that task repetition can lead to greater accuracy, improved fluency and a willingness to try out more complex language. Come and see what happens.	e, ie, t, a

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Harewood 1 125 audience Workshop YLT	**Building young learners' vocabulary through computer games** **Eman Barakat (University of Science and Technology, Sana'a, Yemen) &** **Ahmed Al-Amri (YemenSoft Software Company)** Early learning of a second language moves from the alphabet to words and word chunks. Young learners are expected to memorise many words, but they easily forget them. Introducing the element of entertainment and interaction makes learning more effective. This practical session shares the presenters' experience with using computer games to make learning vocabulary more fun and promote learners' autonomy.	ie, p
Harewood 2 125 audience Talk EAP, TEA	**Resources to help you build academic English language activities** **Eileen Tyson & Sandy Bhangal (Educational Testing Service (ETS))** English language teachers are the primary resource to help students learn to communicate in English. In this session, the presenter will discuss new services available for the TOEFL® test, including speaking samples and lexile measures matched to TOEFL reading scores to help students improve. Discussion will include how teachers can use these services to focus instruction for their ELL students.	e, t
Newby 30 audience Talk TTEd	**Challenges and possible solutions: Monitoring and evaluating INSET in India** **Alison Barrett (The British Council, India)** Large-scale in-service teacher training interventions are commonplace in India, but are they effective? Stakeholders were asked what factors they believe are critical to the effectiveness of such interventions and how they are currently monitored and evaluated. Find out how the answers to these questions can help you develop appropriate monitoring and evaluation tools for stages of a project life cycle.	ie, p, s
Ripley 160 audience Talk TEA	**Placement testing: The five elements for success** **Charles Boyle (Oxford University)** The beginning of every academic year can be a rush to test new students and place them into classes. This talk considers the five essential elements that any placement test needs, and shows how teachers and their students can get more out of placement testing, using examples from *The Oxford Online Placement Test* from Oxford University Press.	ie, a bkprom, fp, pub
Studley 30 audience Workshop GEN	**Versatile pictures** **Elsbeth Mader (English At Home)** In this hands-on interactive workshop, a wide range of pictures will fuel your imagination and together we will create and brainstorm picture-based tasks for your language classroom. A handout will be provided listing a variety of ideas for using pictures in your classroom, all tried and tested by the presenter but adaptable to your context.	e, ie, p, s, t, a
Auditorium 350 audience Talk AL	**The secret history of methods** **Scott Thornbury (New School, New York)** I'm regularly asked "What's the latest method?", suggesting that the concept of method persists, despite recent attempts to bury it ("The method concept is dead!"). I will review the history of methods, both to critique it, and to draw some lessons from past methods, arguing a) there is nothing new under the sun and b) dogme is not a method!	e, ie, s, t, a

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Friday 9 April

Session 2.4 : 1455-1540

Conference 90 audience Talk YLT, **LT SIG** **Programme**	**Avalon to Shakespeare: Language learning and teaching in virtual worlds** **Joe Pereira (British Council, Porto)** This talk will look at two projects taking place in the 3D virtual environment of Second Life: AVALON is a European-Union funded project exploring best practice in teaching using virtual worlds; the British Council's Learn English Second Life islands feature language learning quests based on UK culture and legends (we will focus on the Shakespeare and Merlin quests).	e, ie, s, a
King's Café 120 audience Talk TEA	**Embedding the CEFR in a test development and delivery system** **Richard Simpson (City & Guilds)** This talk gives an overview of the work City & Guilds have carried out over the last six years, linking their tests to the CEFR and embedding that standard into their staff and systems. I will discuss how the work has changed the tests, the organisation and the risks and benefits involved in undertaking such a project.	pub
King's Suite 200 audience Talk GEN	**Were you really having a bath when the phone rang?** **Theresa Clementson & David Rea (Cambridge University Press)** This talk will provide plenty of practical ideas for ensuring we teach 'real' English by basing lessons around transferable communicative goals and the use of authentic written, audio and audiovisual texts. You will be given a solid framework of ideas for ensuring that learners achieve real-life communicative outcomes in class by two of the *English Unlimited* author team.	e, a bkprom, fp, pub
Queen's 1 60 audience Talk EAP, **ESP SIG** **Programme**	**An online genre-based course in EAP** **Rosinda Ramos (Pontifical Catholic University of Sao Paulo)** This talk presents the design and implementation of a genre-based course in EAP delivered online by a large university in Brazil. It reports the identification process of specific genres, followed by the implementation of the course. Finally, it addresses some challenges, problems and solutions in the e-learning genre-based material planning and preparation for the specific target audience.	e, t, a
Queen's 2 70 audience **TD SIG** **Programme**	**IATEFL Teacher Development Special Interest Group Open Forum** As usual, the TD SIG open forum will be a joyful mix of ideas, information and humour. Come along if you'd like to share ideas on how to develop, if you'd like to find out more about the SIG, or if you just like to spend an enjoyable session with some interesting, like-minded people.	
Queen's 3 70 audience Workshop GI	**I don't 'do' politics... do I?** **Danny Whitehead (DR Congo)** It's impossible to keep politics out of the classroom, and this isn't necessarily a bad thing! Globalisation and the growth of ELT as a commodity have made the classroom an increasingly politicised space. This interactive workshop will encourage personal assessment of the politics that we bring to the learning environment, and explore activities which positively use this awareness.	e, a
Queen's 4 40 audience Talk RES, TTEd	**The language teacher as language learner** **Emma Riordan** Based on a course offered to student teachers at the University of Magdeburg, Germany, this presentation will demonstrate how a task-based grammar course, specifically designed for non-native-speaker trainee teachers of English, improved their requisite language skills, increased their confidence in their teaching ability and heightened their awareness of language teaching methodology.	e, ie, t, a

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Queen's 5
58 audience
Talk
LMCS SIG
Programme

Intertextuality of poetry and painting in the ELT classroom
Izolda Geniene
This talk explores intertextual approaches to the teaching/learning of poetry with reference to art (painting). The juxtaposition of poems in the ELT classroom furnishes excellent possibilities for developing the learners' multiple intelligences. The intertextual approach increases the students' speaking and writing abilities, and their understanding and use of figurative language. It also develops creativity and breeds responsible readers and individuals.

e

Queen's 6
70 audience
Talk
GEN,
Conversation

Top tips for the best conversation class ever
Tamara Jones (SHAPE Language Center)
When teaching oral communications classes, instructors daily face contentious issues surrounding error correction, assessment, content, culture and the divide between accuracy and fluency. This talk explores these concerns and distills research and experts' suggestions into 10 strategies for helping students get the most out of the time they spend in the conversation class.

ie, a

Queen's 7
70 audience
Talk
YLT

Achieving success in system-wide CLIL programmes
John Clegg (Freelance education consultant)
CLIL programmes, in which the whole subject is taught in L2 over long periods, tend to succeed if they are selective and to encounter difficulties when they are imposed system-wide. System-wide programmes do not often have the capacity to generate high enough national levels of L2-medium subject achievement. This presentation outlines the conditions in which they can succeed.

ie, p, s

Queen's 8
30 audience
Workshop
TEA, YLT

Promoting and assessing reading skills
Sanja Wagner (Erich Kaestner-School)
'Question-Answer-Relationship' is an effective strategy for improving reading comprehension at all levels. It makes the invisible processes while reading visible. Using visuals and grids for self-reflection, a teacher guides and monitors the learners in a very simple and transparent way. Besides promoting higher level thinking, this strategy also encourages students to be active, strategic readers of texts.

e, ie, p, s

Queen's 9
20 audience
Talk
AL

The use of spoken grammar among Turkish teachers of English
Cemal Karaata (Fatih University)
This study inquires whether and to what extent Turkish teachers of English use features of spoken grammar in their own communication with other speakers of English and teach these features in their English classes. The sources where they learned these elements of spoken grammar are also sought out. The results have interesting implications, mainly for teaching speaking and materials development.

e, p, s, t

Queen's 10
28 audience

POSITIONS SESSION
An open forum on "Should IATEFL take positions on social issues that affect our members?"
This initiative was started at Cardiff 2009 and will be continued at Harrogate.
IATEFL would like to invite all our members to express their opinion on whether the charity should consider developing this area of its activity further. We feel strongly that this should be a member-led initiative and are therefore keen to find out your views on the matter.
We will be focusing on:
1) What issues you feel IATEFL could or should get involved in
2) How IATEFL could express a view on such issues
3) What the next step in this process might be
4) Whether an online forum on the IATEFL website might help the dialogue on these issues.

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Restaurant 60 audience Talk TEA	**Stuck with assessing the five-paragraph-essay? Help offered!** **Zeynep Urkun (Sabanci University)** Although the five-paragraph-essay has become a widely-used means of assessing writing, many institutions have started looking for alternative means of assessment, which require shorter responses and better reflect the future needs of university students. This session will offer a practical alternative to the five-paragraph-essay at tertiary level, its development, implementation, as well as a speedy way of grading.	e, t

1540-1615   Coffee break

1615-1700   Session 2.5

Bramham 90 audience Talk AL, EAP	**Exploring the academic register of the English language with PICAE** **Kirsten Ackermann (Pearson Language Tests)** This presentation will provide a summary of the composition of the Pearson International Corpus of Academic English (PICAE), and present new academic word lists based on PICAE or its sub-corpora focussing on different language modes, regions and academic disciplines. It will also discuss the impact these findings may have on academic English teaching and testing.	e, t pub
Charter 75 audience Talk MD	**Premier Skills – Combining the global languages of football and English** **Michael Houten & Chris Cavey (British Council, Manchester)** Premier Skills is an international project run in partnership by the British Council and the Premier League, which uses football as a tool for the development of community coaching and English language skills. This talk looks at the ELT component of Premier Skills. How did we use the world's interest in football to create engaging and motivating EFL materials?	e, s
Harewood 1 125 audience Talk TTEd	**What can the Cert IBET do for you?** **Huan Japes (Trinity College London) & Mark Rendell (English UK)** We will look at how the Cert IBET qualification is now meeting the needs of business English teachers around the world. There will be a review of the course content and assessment, drawing on data from a survey of IBET participants and providers. This talk is suitable for all current and potential teachers of business English.	e, ie, a fp, pub
Harewood 2 125 audience Workshop LA, Dictionaries	**The power of the dictionary: Helping students become independent learners** **Colin McIntosh (Cambridge University Press)** A learner's dictionary is the best investment your students will ever make. But, as teachers, we know that most students are unaware of the dictionary's potential to foster independent learning. We present the results of research into students' attitudes to dictionaries and give practical and engaging new suggestions to turn your students into enthusiastic dictionary-users, with examples from Cambridge dictionaries.	e, ie, s, t, a fp, pub

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Newby 35 audience Swapshop BE, RES	**Students' beliefs about language learning in an ESP context** **Ruth Trinder (WU, Vienna University of Economics and Business)** The beliefs, attitudes and perceptions students bring with them to a specific classroom context have been recognised as a significant contributory factor to learning outcomes. Based on qualitative data from business English students, this talk discusses how beliefs are formed, how they condition the learning experience, and how they restrict or enhance students' choice of strategies and approaches to studying.	e, ie, t
Ripley 160 audience Workshop GEN	**Form, function and...frustration!!!** **Norman Whitby & Robert Dean (Pearson Longman)** Teaching functional language can be difficult and often quite complex, but what is preventing the effective use of functional language in and outside the classroom? In this session, practical strategies to develop learners' ability to communicate naturally will be presented using material from *Lifestyle*, the new course from Pearson Longman.	e, ie, t, a bkprom, fp, pub
Studley 30 audience Talk GEN, Curriculum & testing	**Reflecting upon assumptions shaping a beginner level course design process** **N Mehvar Ergun Turkkan** Changes to the Turkish national K-12 curriculum, a growing number of students reaching university level with no/little knowledge of English, and our teaching experiences led us to question their "true" levels and whether we can regard them as complete or false beginners. Course design process and present reflection on its outcomes will shed light on other practitioners in similar contexts.	e, t
Auditorium 350 audience Talk TTEd	**What? Never been shown how to do a situational presentation?** **Jim Scrivener (Bell Bedgebury)** When I first trained, the situational presentation was a key technique - but rapidly fell from favour, derided by PPP critics. Nowadays, recently-trained teachers have little idea what a sitpres is or how to do it effectively. I will recant some of my earlier misspeaks and suggest why the sitpres could be put back at the heart of initial training.	e, s, t, a
Conference 90 audience Talk **LT SIG** **Programme**	**IATEFL LEARNING TECHNOLOGIES SIG TRAVEL SCHOLARSHIP WINNER (Rachel Lindner)** **Computer-mediated intercultural exchanges between ESP students: Practical guidelines and insights** **Rachel Lindner (Ludwig-Maximilians-Universitaet, Munich, Germany) & Vida Zorko (University of Ljubljana, Slovenia)** Computer-mediated intercultural exchanges between ESP students can be a stimulating source of language, intercultural and academic learning. This presentation describes an exchange project between Sociology students at Munich and Ljubljana Universities. It provides participants with practical guidelines for facilitating computer-mediated intercultural language learning in the ESP context and presents insights gained from a survey of students' perceptions of CMC-supported collaboration.	e, ie, t
King's Café 120 audience Talk RES, TTEd	**Good, bad or just plain ugly: On trainee teachers' anxiety** **Mark Daubney (Leiria Polytechnic Institute - Portugal)** This talk is based on my and my co-author's (Maria Helena Araujo e Sa) research into anxiety experienced by Portuguese trainee English teachers on their practicum. Anxiety, rather than simply being seen as an individual emotion underlying teacher behaviour in the classroom, also arises and is managed in discursive practices with fellow trainees and mentors whilst negotiating their teacher identities.	e, s

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King's Suite 200 audience Talk LAM, RES	**Evaluating an LEA-wide CLIL programme (primary and lower-secondary education)** **Sandra Lucietto (Bolzano University, and Trento LEA Education Department)** An evaluative research study was carried out in 2008-09 of an LEA-supported, fully-developed CLIL programme established in 2005-06 in several schools in Trentino, Italy (9-12 hours of the primary curriculum taught either in English or German). Details of the research project design and methodology will be given and some of the results and difficulties encountered will be highlighted.	e, p

Queen's 1 60 audience **ESP SIG** **Programme**	**IATEFL English for Specific Purposes Special Interest Group Open Forum** The purpose of the ESP SIG Open Forum is to review developments that have taken place in the past year. The participants will have an opportunity to examine the SIG's most recent report, hear of new global and local initiatives, and to network with fellow professionals.

Queen's 2 70 audience Workshop **TD SIG** **Programme**	**A Libyan-British encounter and a conversation on teacher beliefs** **Katie Head (Nottingham Trent University) & Ibtisam Mami (7th October University, Misurata, Libya)** Our behaviour as teachers and learners is strongly influenced by our beliefs about good teaching and learning. Recent experiences of living and working in each other's cultures have challenged the presenters' existing belief systems. We will explore these experiences in a dialogue, out of which we will engage the audience in tasks and discussion about the process of belief change.	e, ie, s, a

Queen's 3 70 audience Talk BE	**Psychological aspects of designing effective presentations** **Jackie Pocklington (Beuth Hochschule fuer Technik Berlin)** What concerns occupy the presenter versus the audience? How do the two mindsets play out throughout the course of a presentation? With a mind set on perfectionism, the presenter focuses on his own problems. Rather in serving the audience's needs, he should strive for real communication with his audience by employing his/her eyes, voice and pacing.	e, ie, s, t, a

Queen's 4 40 audience	**TRIBUTE SESSION** This tribute session is an opportunity to remember colleagues who've died during the year since the last conference. If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (book, teaching materials, etc.). Or you may just want to come to the session to hear about colleagues who are no longer with us, and perhaps to add any memories you may have.

Queen's 5 58 audience Talk MD, **LMCS** **SIG** **Programme**	**Transformation stories** **Robert Hill** Transformations - in various forms! - are common to fairy tales, folk tales, novels, films and TV 'makeover' and talent shows. This session will explore stories involving transformations, and suggest how internet projects, films, illustrations and text connections can expand learners' language skills and their awareness of the world. Examples of activities will be taken from *Black Cat graded readers.*	e, s fp, pub

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Queen's 6 70 audience Talk TTEd, YLT	**A Black Sea primary experience** **Suzanne Mordue (British Council, Turkey)** I aim to share my experience of developing, managing and evaluating an online resource as part of a blended-learning course for government-funded primary school teachers in five Black Sea countries - Turkey, Azerbaijan, Georgia, Ukraine and Armenia. The aim of the project was to provide in-service training across these regions; in particular, to provide support for teachers in remoter areas.	e, p

Queen's 7 70 audience	**Question and answer session relating to Kieran Egan's plenary** This follow-up session will allow participants to ask any questions or address any issues that have been raised by Kieran Egan's plenary talk "Students' minds and imaginations".	

Queen's 8 30 audience Workshop TEA	**Can FCE be fun? Making the most of FCE texts** **Bess Bradfield (Freelance)** Keeping learners interested and motivated on an exam preparation course can be a challenge! We will explore ideas for exploiting texts at First Certificate level, with an emphasis on having fun as well as learning. We will discuss and try out a range of activities suitable for teenagers and young adults in this hands-on workshop, using examples from *Target FCE*.	e, ie, s, a pub

Queen's 9 20 audience Talk RES, YLT	**'I remember more when it's fun': Teaching English through Storyline** **Sharon Ahlquist (University College Kristianstad, Sweden)** Integrating art and drama with spoken and written language, the Storyline approach provides a naturalistic context in the classroom for developing learners' communicative language skills. The results of my doctoral study with 11-13 year olds in Sweden identify some of the benefits and drawbacks of Storyline for children's language learning and also have implications for the language classroom in general.	e, ie, p

Queen's 10 20 audience Workshop TTEd	**Writing for self-development and language study** **Egle Petroniene & Birute Berseniene (Vilnius Pedagogical University, Lithuania)** The workshop will focus on educationally valuable issues in teaching writing as a communicative skill to students of English Philology at Vilnius Pedagogical University. The teaching of writing skills, within the recent Lithuanian context of modern ELT, has undergone meaningful transformations in terms of self-reflection, perception of otherness, and interrelationships between language and thinking.	e, ie, t

Restaurant 60 audience Talk GI, TTEd	**Expanding the circle: Exploring the need for World Englishes** **Dilek Inal (Istanbul University)** This presentation will explore the reality of World Englishes today and discuss the need to acquaint EFL learners with it, questioning the model of English to be taught. It will specifically inquire how Turkish prospective teachers of English situate themselves in matters concerning World Englishes following an analysis of the film *Outsourced*.	e, t, a

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1715-1815   Session 2.6

Bramham 90 audience Workshop GEN	**To err is human?** **Nick Fletcher (Hull College)** If we think of our learners, then naturally, yes. However, from observing teachers over a number of years, the range - or distinct lack or knowledge in some instances - of correction techniques is disturbing. This workshop aims to throw some light on why learners make mistakes and, more importantly, how we might correct them.	e, ie, a
Charter 75 audience Workshop GEN	**Synergy in the EFL classroom** **Nikolina Korecic (Freelance)** Synergy is vital for creating a fantastic learning environment. Students and teachers need to collaborate and create a powerful force in the classroom. I will present some inspiring activities for creating synergy, such as relaxation and visualization exercises, ways to humanize your teaching and empathize with students, and some team-building activities to reenergize your lessons.	a
Harewood 1 125 audience Workshop ESP	**Interactive and creative mental mathematics teaching** **Paul Broadbent** Within the teaching of English as a foreign language, there is increasing demand for Content and Language Integrated Learning (CLIL), with subjects such as mathematics taught in English. High-quality mathematics teaching should be oral, interactive and lively. This session will provide teachers with motivating interactive activities, focussing on mathematical language and the development of the mental agility of our students.	ie, p pub
Harewood 2 125 audience Workshop TEA, YLT	**Preparing teenagers for the PET exam** **Emma Heyderman (Cambridge University Press)** This workshop will highlight some typical PET problem areas based on both the Cambridge Learner Corpus and CESOL reports and consider how we can help our students tackle them. Participants will have the opportunity to try out activities aimed at teenagers using material from the new *Complete PET* (CUP). Of particular relevance to teachers of teenage students at intermediate/B1 level.	e, ie, s bkprom, fp, pub
Newby 30 audience Workshop GEN	**Six strategies for successful cooperative learning** **Lubna Ahmed Yahya Mohammed (Education Office, Sana'a, Yemen)** No one can ignore the value of cooperative learning (CL); yet deciding to use it is usually based on thoroughly understanding it. Its use also needs to be well planned. The presenter will provide language teachers with six essential CL strategies, accompanied with practical activities, and participants will be involved in similar activities that will work with their students.	ie, p, s
Ripley 160 audience Workshop MD, YLT	**CLIL projects for young learners** **Hanna Kryszewska (Pilgrims, UK & University of Gdansk, Poland)** I will share my observations on designing CLIL projects with pre-service teachers. The rule is simple: choose a subject outside ELT, design a language component, research the subject on the internet and build in an art component. Sounds simple but the outcome can be amazing. We will evaluate some existing projects, analyse them and brainstorm new ones.	ie, p

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Studley 30 audience Workshop GEN	**Always look on the bright side of questions** **Koraljka Pejic (1. gimnazija Split)** It is difficult teaching questions, isn't it? Your students hate the exact word order, don't they? You are tired of always repeating the same rules, aren't you? If so, come to this workshop and find a number of various teaching questions activities that will help your students study in a different way!	ie, s

Auditorium 350 audience	**British Council Signature Event** **The role of English in supporting social, economic and political progress in developing economies** We aim to create an international forum where participants can discuss issues related to language policies, and cultural and national diversity in developing economies. We will also consider the political, socio-economic and educational opportunities that the knowledge of English can offer. Through this forum we will build a community of interest with diverse, and accessible, expertise.

Conference 90 audience **1715-1800** Talk LA, **LT SIG** **Programme**	**Web 2.0 tools that make a difference** **Russell Stannard (University of Westminster)** Web 2.0 tools are everywhere and many teachers are confused by the choice. www.teachertrainingvideos.com has become a major source of training for web 2.0 and in this talk I will hightlight the most effective tools for language teaching based on feedback from over 10,000 regular users of his site.	e, s, t, a

Conference 90 audience **1800-1815** **LT SIG** **Programme**	**IATEFL Learning Technologies Special Interest Group Open Forum** You are most welcome to attend our Open Forum where the committee will give some feedback on what we have been doing during the year, seek comments and ideas from yourselves and ask for ideas for future events and activities.

King's Café 120 audience Workshop MD	**CLIL PowerPoint presentations: Their role in teaching and learning** **Michele C Guerrini (MCG Content and Language Network, Madrid, Spain)** PowerPoint presentations occupy a significant place among the materials CLIL practitioners and their learners create. Insights from educational technology and learning styles research help participants analyse presentations which CLIL teachers have prepared for CLIL science and geography classrooms in Spain. Session activities enable participants to discover the features which most effectively inform, motivate and support CLIL learning.	e, s

King's Suite 200 audience Workshop **TD SIG** **Programme**	**The expatriate itinerant teacher of English** **Susan Barduhn (SIT Graduate Institute)** This talk/workshop will explore the development of the expatriate language teacher who has lived in multiple cultures, our influence on the profession and on the spread of the English language. I will be sharing my research on this topic, and will involve the participants in considering their own professional journeys.	e, ie, p, s, t, a

Queen's 1 60 audience Workshop MD, **ESP SIG** **Programme**	**Two 'howevers' and 'moreovers' do not a cohesive text make** **Edward de Chazal (UCL Language Centre)** What exactly is cohesion? What language conveys it, and how can we teach it? This workshop addresses these questions: we work with texts illustrating seven phenomena, rooted in vocabulary, grammar, meaning and discourse. Resulting student texts are better planned with more varied cohesive language, unambiguously constructed chains of reference and other textual material, plus integrated stance. And fewer 'howevers'.	e, t

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Friday 9 April

Session 2.6 : 1715-1815

Queen's 2 70 audience Workshop LA, MD	**Task-based language learning: Student-designed board games** **Douglas Thompson (College of the North Atlantic Qatar)** This workshop describes a collaborative task-based language learning project where students created a board game and brought it to public attention. Participants in this session will learn how to scaffold their own activity. The session provides a learner-centred methodology framework, for creative language activities, and enhancement of student motivation. It can be meaningfully applied to any learning context.	ie, t
Queen's 3 70 audience Workshop GEN	**Success in IELTS** **Julie King (University of Cambridge ESOL Examinations)** This workshop will show how teachers can help students succeed in IELTS, by identifying the focus of the test tasks and language skills required to complete them. There will be suggestions for motivating classroom activities which develop the required language skills for the test tasks, and tips for test strategies to use on the day.	e, ie, s, t, a pub
Queen's 4 40 audience Workshop LAM	**How to become a more effective ELT manager** **John Anderson** I will use the results of a questionnaire sent to ELT authors, British Council Senior Management and teachers around the world as a springboard to help participants look at the different areas – both personal and professional – that they need to work on to become a more effective ELT Manager. All attendees will leave with a realistic action plan.	e, ie, a
Queen's 5 58 audience Workshop **LMCS SIG** **Programme**	**The pleasure of the text: Managing and sustaining reading groups** **Alan Pulverness & Sarah Mount (Norwich Institute for Language Education)** Reading groups evolve in many different ways, and their small cultures depend on a variety of contextual factors. We will survey a range of approaches to managing groups, focusing particularly on the special skills required by facilitators. Participants will have the opportunity to enjoy a reading group experience, exploring and evaluating some of the strategic options available to the facilitator.	ie, s, t, a
Queen's 6 70 audience Workshop MD	**Classroom games from corpora** **Ken Lackman** A collection of original classroom games that get students to work both collaboratively and competitively to learn words, collocations and expressions based on frequency lists and concordance printouts from free corpora websites. Though based on authentic language, some games can be used with all levels. Material is prepared before class so computers are not required during the lessons.	e, ie, a
Queen's 7 70 audience Workshop MD	**ELT and visual thinking** **Pauline Moon (LLU+, London South Bank University)** We will examine what visual thinking is and why English language teachers should recognise its role in learning in a multimodal world. Participants will be able to consider whether their teaching approaches support visual thinking. We will discuss strategies for creating a learning environment in which visual thinking can play a deep and significant role in the learning process.	e, a

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| Queen's 8
20 audience
Workshop
TTEd | **IATEFL RAY TONGUE SCHOLARSHIP WINNER**
Practising 'inclusiveness' in teacher training through critical cultural awareness
Padmini Boruah (Gauhati University)
The objective of this workshop is to present 'a challenge to customary modes of perception, thought and feeling' by taking ESOL teachers through a series of introspective activities that focus on raising critical cultural awareness. The presenter hopes this experience will invite the audience to recognize and value 'otherness' and 'inclusiveness' in the creation and interplay of learner identities. | |

| Queen's 9
20 audience
Workshop
GEN | **Dictionary skills as a lead to learner autonomy**
Tatyana Ryzhkova (Siberian Federal University)
As practice shows, students are often unaware of the variety of reference materials and the information they can find in dictionaries or other reference books. This workshop will demonstrate how teachers can help students open the new world of dictionaries and will launch a discussion of how dictionary skills can add to developing learner autonomy. | e, ie, s, a |

| Queen's 10
28 audience
1715-1745
Talk
LAM | **Online support mechanisms for teachers**
Caroline Meek
As part of the regional project, Access English, the British Council has been working with MoEs in seven countries in East Asia to help them develop ways to provide support for teachers both in urban and rural areas. I will talk about the successes and issues and explore how to set up support systems for teachers regardless of context. | e, ie, p, s, t |

| Queen's 10
28 audience
1745-1815
Talk
YLT | **Making a difference in English language teacher development**
Jane Boylan (British Council Bangkok)
How can we inspire widespread change in teaching practice? The British Council East Asia Access English project demonstrates context-specific solutions with multiple delivery modes and support systems for teacher learning that may be replicable in other areas. This approach will be demonstrated through diverse examples of how the *Motivating Learning* DVD training package is being disseminated across the region. | ie, p
fp |

| Restaurant
60 audience
Workshop
GEN | **How do you spell...?**
Johanna Stirling (Norwich Institute for Language Education (NILE))
English spelling can be taught! Usually the teaching is based on sound but let's see what happens if we break that sound barrier. This workshop will explore visual, cognitive and kinaesthetic routes to improving spelling. You'll find plenty of ideas, techniques and activities to help EFL learners of any age make sense of English spelling. | e, ie, p, s, t, a |

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1840-2200   Evening events

Touchable Dreams with Jeremy Harmer and Steve Bingham
(sponsored by Wimbledon School of English)
1840-1945 in King's Suite

Music and words to fill or break your heart!

Celebrated musician Steve Bingham (violin, electric violin, loops) teams up with wordsmith and guitarist Jeremy Harmer for Touchable Dreams - an exciting blend of beautiful poetry and incredible music.

Taking its title from a poem by poet laureate Carol Ann Duffy, Touchable Dreams is an exploration of the symbiosis between the expressive beauty of words and the ethereal poetry of music. Both aim to express the passion, tenderness and agony of deep feeling, and when they complement each other, the effect can be extraordinarily intense.

Sometimes, in *Touchable Dreams*, words follow the music, echoing its plangent harmonies; at other times music follows the words, transforming their individual power into raw emotion. And sometimes the words and the music are intertwined in an almost physical interdependency.

Touchable Dreams describes romantic love, transient love, ridiculous love, bitter love, lost love, and sublime love in the music of JS Bach, Steve Bingham, Nick Drake, Andrew Keeling Johann Pachelbel, Astor Piazzolla, Eugene Ysaÿe and others, and in the words of poets and playwrights such as W H Auden, Elizabeth Barrett Browning, Elizabeth Bishop, e e cummings, Carol Ann Duffy, Jeremy Harmer, Ted Hughes, Elizabeth Jennings, Jenny Joseph, Roger McGough, Brian Patten, William Shakespeare and others.

In the words of Steve and Jeremy, "we want to show how music and words - the very bases of human emotion - can co-exist and enhance each other's power for one of the greatest emotions - love - of the human experience."

The IATEFL 3rd Annual Pecha Kucha Evening
2000-2200 in Auditorium

Good things *always* come in threes, and this year's IATEFL 3rd annual Pecha Kucha evening is no exception. By now you should know the format: each speaker is allowed a slideshow of 20 images, each shown for 20 seconds, giving a total presentation time of six minutes and forty seconds before the next speaker is up. This year's Pecha Kucha is called "Love of Language" and features several new speakers but the enjoyment will be the same as ever. Do not miss this event!

0820-0850 Conference	**IATEFL How to... track** **How to get published in a refereed journal** **with Keith Morrow** This session will look at why you might want to get published in an "academic" journal, and how to go about it. What is peer-review? Why does it matter? How can you ensure that what you write has a good chance of being published? *ELT Journal* is published in association with IATEFL and the editor, Keith Morrow, will share tips and suggestions for getting your work in print.

0830-1730   Registration desks open

0830-1730   Exhibition open

0900-1010   Plenary Session

Auditorium (1500 audience)	**Plenary session by Ema Ushioda** Ema Ushioda is an associate professor in ELT and applied linguistics at the Centre for Applied Linguistics, University of Warwick, where she teaches MA courses to pre- and post-experience English language teachers and is in charge of the Doctorate in Education programme. She has been working in language education since 1982 and obtained her PhD in 1996 from Trinity College, Dublin. During the 1990s, she was involved in running institution-wide language programmes at Trinity College, and in designing and evaluating a version of the Council of Europe's European Language Portfolio for use in Irish secondary schools, before moving to the UK in 2002. Her main research interests are language motivation, learner autonomy, sociocultural theory and teacher development, and she has given numerous talks, in-service courses and workshops for language teachers from different parts of the world. She has also published widely, particularly on the topics of motivation and autonomy. Book publications include *Learner Autonomy 5: The Role of Motivation* (Authentik, 1996), and *Motivation, Language Identity and the L2 Self* (co-edited with Zoltán Dörnyei, Multilingual Matters, 2009). She is currently working on a revised edition of *Teaching and Researching Motivation* (co-authored with Zoltán Dörnyei, Pearson Education). **Socialising students' motivation and autonomy in the English language classroom** Motivation has traditionally been regarded as something that teachers 'do' or 'give' to learners through a variety of motivational techniques or strategies. However, current theory and research suggest that for effective and autonomous language learning and language use to take place, motivation needs to come from within and be internally regulated, rather than externally regulated by teachers, parents or other social forces. Yet, social processes are pivotal in mediating the healthy internal growth and self-regulation of motivation. Understanding this complex relationship between social and internal processes is vitally important if we want to develop our students' motivation from within, and enable them to sustain and regulate their own motivation. In this talk I will explore the nature of this relationship and analyse its practical implications for the classroom. In particular, I will draw on recent developments in educational psychology where there is increasing recognition that motivation is not necessarily achievement-oriented but value-based and identity-oriented, as reflected in a growing literature on motivation and identity. I will link these developments to current theories of autonomy in language learning, and discuss how classroom practices that promote autonomy can contribute to socialising adaptive values, identities and motivational trajectories in our students, as they engage in the sustained process of learning and using English.

Saturday 10 April
Session 3.1 : 1025-1110

1025-1110   Session 3.1

Bramham	**Benchmarking language proficiency for the workplace**	e, ie, a
90 audience	**Deshini Chetty (University of Cambridge ESOL Examinations)**	fp, pub
Talk	This presentation will explore what global corporations are doing to improve	
BE, ESP	language proficiency in the workplace. It will also explore what level of English	
	proficiency is required for different levels and types of jobs in global firms. It will	
	make reference to a recent report published by TIRF (The International Research	
	Foundation) and benchmarking projects undertaken by Cambridge ESOL.	

Charter	**Focused teaching of academic writing for business studies and research**	t
75 audience	**Martin Herles (WU Vienna)**	
Talk	Academic writing skills in English are becoming ever more important, but most	
EAP	textbooks cannot provide specific advice on how to write for a particular field of	
	study. This talk, based on extensive teaching experience and analysing guidelines	
	and articles for academic journals, aims at showing how we can focus on the actual	
	requirements for writing papers in business studies.	

Harewood 1	**EAP: How low can you go?**	e, t
125 audience	**Olwyn Alexander (Heriot-Watt University) & Sue Argent (Freelance)**	fp, pub
Talk	Teacher beliefs can impact considerably on low level EAP learners. It is assumed	
EAP	that this type of learner requires general English before they are ready for academic	
	English. A new coursebook, *Access EAP*, has been developed especially for this	
	group and trialled to investigate the views of teachers in order to uncover any	
	barriers to introducing such materials for low level learners.	

Harewood 2	**The key to love is the grammar of 'love'**	e, a
125 audience	**Peter Bendall (Embassy CES Cambridge)**	
Workshop	This session looks at how grammatical structure can be determined by lexical	
GEN	meaning and how lexical meaning is realised by grammatical structure. 'Love', as	
	both verb and noun, is compared to and contrasted with other types of state. It is	
	hoped that the session will increase, at least incrementally, delegates' understanding	
	of what love is.	

Newby	**Content and language integration in a literature-based approach**	e, ie, p
35 audience	**Digi Ann Castillo (British Council Philippines)**	
Talk	This talk aims to describe how British Council's project on Content and Language	
EAP	Integrated Learning (CLIL) is used in a literature-based approach to literacy and	
	language learning in the Philippines. This approach has four major components or	
	prongs (4PA) namely: genuine love for reading, critical thinking, grammar and oral	
	language development, and the transfer stage.	

Ripley	**Is CILLL the new CLIL? Critical thinking and extensive reading**	e, ie, s, t, a
160 audience	**Philip Prowse (Cambridge English Readers)**	fp, pub
Talk	CILLL is an invented acronym for Content in Language Learner Literature. Original	
LMCS, MD	fiction dealing with controversial or sensitive contemporary issues can stimulate a	
	genuine response to text, rather than using it as a pretext for language practice. This	
	interactive session will explore how extensive reading can aid the development of	
	critical thinking, with examples from *Cambridge English Readers*.	

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Studley 30 audience Talk LT, RES	**Factors influence students to develop their English in blended-learning courses** **Sun-Young Choi (Institute of Education, University of London)** This talk presents part of a project which aims to investigate Korean university students' perceptions of blended-learning English courses, by assessing positive and negative aspects of the mixed-mode design classroom. The presenter will explain the current research work in progress and the results from a student questionnaire survey will be discussed, with a demonstration of online environments and offline classroom instructions.	ie, t
Auditorium 350 audience Talk AL	**Dictionaries and vocabulary acquisition – this time it's personal!** **Diane Schmitt** Learners' needs, like fingerprints, are unique. Students often have varying levels of knowledge and quite different learning styles. This talk explores the latest research into vocabulary teaching and learning and the changing role of dictionaries in facilitating students' vocabulary acquisition. Examples are taken from the *Longman Active Study Dictionary* 5th edition.	e, s, t, a bkprom, fp, pub
Conference 90 audience Workshop LT, MD	**The interactive white elephant in the EFL classroom** **Steven Bukin (School of English Studies, Folkestone)** Are you using your Interactive Whiteboard (IWB) effectively in your teaching? Perhaps you are not fully exploiting the potentials of this technology. This workshop aims to show how simple activities can be designed to allow students to 'interact' more with IWBs thus stimulating kinaesthetic learning and minimising 'chalk and talk' teaching.	e, ie, a
King's Café 120 audience Talk TTEd	**Ritual versus principle** **Barbara Buxton (Freelance) & Beth Grant** In this practical session we shall explore a variety of common classroom practices and consider which of them arise from ritualistic behaviour and which from informed reasoning. We shall look at the modern prevalence for principled eclecticism and how we can train teachers on pre-service courses to be more critical and selective.	e, s, a
King's Suite 200 audience Talk TD, TTEd	**TEFL and the mid-life crisis** **Andrew Walkley (University of Westminster / Heinle)** As IATEFL is 44, it seems a good time to reassess our teaching and training and note signs of mid-life crisis. I will explain how reviewing my experiences has led me to change my teaching over the years and develop a new training programme at Westminster University. Come along and see if I'm growing old sensibly or just very sad.	e, ie, a pub
Queen's 1 60 audience Talk **TEA SIG** **Programme**	**Why bother benchmarking tests to the CEFR?** **Barry O Sullivan (Roehampton University)** In this talk, I will argue that the process of linking tests to the CEFR or other standard is an essential part of the test development and validation cycle. I will take as a case study the City & Guilds linking projects, in which the linking process is now embedded in the development cycle.	e, ie, t, a pub
Queen's 2 70 audience Workshop **LAM SIG** **Programme**	**'Practise what you preach' – Managers as effective leaders of learning** **Loraine Kennedy (Bell International Institute, London)** Learning lies at the heart of ELT- and of effective ELT management. How do you as an ELT manager balance 'learning' and 'knowing' now that you are a manager not a teacher? How do you motivate teachers to continue learning and developing? Let's reflect, discuss, share ideas and learn together in this session.	t, a

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Saturday 10 April

Session 3.1 : 1025-1110

Queen's 3 70 audience Talk LT, **YLT SIG** **Programme**	**Breaking down the classroom walls: Web-based tasks with real outcomes** **Ann Foreman (British Council, Bilbao)** How can we motivate our students and get them past seeing learning English as just another academic subject, to experiencing it as a communication tool that will be useful for them throughout their lives? My working method for tackling the problem is to use web publishing resources to create tasks which are relevant to students and produce tangible results.	ie, s
Queen's 4 40 audience Workshop TD, **GI SIG** **Programme**	**Analytical framework for evaluation or self-assessment for critical global educators** **Maureen Ellis (Open University)** With learning currently the new form of global labour, Activity Systems theory offers a holistic framework for satisfying self-evaluation. The combining of psychological and socio-cultural factors balances historic and contextual constraints with potential for personal achievement, linked to understandings of multi-faceted identities. Participants will share experiences using two complementary tools ideally suited to practitioners involved in Education for Sustainable Development.	e, t
Queen's 5 58 audience Talk **ES(O)L SIG** **Programme**	**Supporting new Scots: ESOL curriculum and professional development in Scotland** **Clare El Azebbi (Learning Connections, Scottish Government)** Discover how Scotland is developing its adult ESOL curriculum framework and building a professional development structure for practitioners, with the aim of providing a quality learning experience for New Scots. Hear how the National Panel has sought to provide effective national direction, representation and support for learners, providers and practitioners. Learn how new partnerships are evolving and sharing stimulating practice.	a
Queen's 6 70 audience Talk ESP	**English for special purposes in virtual worlds** **Jessica Driscoll (Languagelab.com)** Globalisation has resulted in a growing need for English for special purposes with many industries relying on English as the lingua franca. Creating and successfully delivering these courses requires considerable expertise and a range of authentic situations. This talk will highlight the potential of using virtual worlds to create authentic training environments.	e, a
Queen's 7 70 audience Workshop GEN	**Getting articles published in *English Teaching Professional*** **Helena Gomm (English Teaching Professional magazine)** Find out how articles are chosen for publication in *English Teaching Professional* and how you can make sure that your work stands the best chance of being accepted. Learn what we are looking for, the best way to present your work and why some articles are rejected. Many points will also be relevant to getting published in other places.	e bkprom, fp, pub

Queen's 8 40 audience Talk LT	**HORNBY TRUST SCHOLAR** **Using *eXe Editor* for developing course content for ESL learners** **Kalyan Chattopadhyay (India)** This presentation will discuss the usefulness of *eXe Editor* for designing, developing and presenting learning resources to tertiary level ESL learners in online and offline environments. We will share samples of content generated and used, and will dwell on the benefits obtained and challenges faced in using *eXe*-mediated materials.	

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Queen's 9 20 audience Workshop ESP	**The communicative approach to maritime English language training** **Liliana Martes (CERONAV (Maritime Training Center), Constanta, Romania)** This workshop presents the development of a student-focused, communicative approach to Maritime English language training in the Romanian Maritime Training Center as a solution to enhancing the depth of students' ESP learning. Practical applications are given great consideration in the session and examples from Marlins Test of Spoken English testing units are presented as examples of communicative activities.	e, ie, a
Queen's 10 20 audience Workshop EAP	**Two sides of the coin: Lexis or lexical relations** **Sabriye Gur (Bilkent University School of English Language)** The presentation focuses on possible learner problems regarding decoding and using lexical ties in written texts. Some practical teaching activities to address the problems outlined will be discussed, and some ways to incorporate 'discourse analysis' best into vocabulary teaching, to improve language learners' reading and writing skills, will be sought.	ie, a
Restaurant 60 audience Talk RES	**Dramatic improvisations in a university teaching context** **Elena Oncevska (Blaze Koneski Faculty of Philology, Skopje, Macedonia)** The presentation will report on and discuss the findings of a study which was set out to ascertain the attitudes of a teacher and his university students towards the affective and other cognition-related benefits of using dramatic improvisations for English language learning. Implications for the EL classroom and suggestions for improved use of the drama teaching approach will also be offered.	e, t

1110-1145   Coffee break

1145-1245   Session 3.2

Bramham 90 audience Workshop TD, TTEd	**The place of imagination in ELT teacher education** **Chris Lima (Open University, UK)** In this workshop participants will be invited to engage with metaphors and fictional narratives and to discuss their potential role in ELT teacher education. It will also briefly examine the place of imagination in western thinking, its reflections in ELT teaching models and approaches, and the interplay between imagination, construction of knowledge, reflection and educational change.	e, t
Charter 75 audience Workshop TTEd	**Mainstreaming equal opportunities and diversity in pre-service teacher training** **Shellene Divall (British Council, Sri Lanka)** How can we truly embrace diversity in our teachers' rooms and hence in our classrooms? It's my premise that one way to do this is to introduce the concepts from the very start, as teachers are receiving initial training. If addressing diversity becomes as second nature as making a board plan or analysing language then we have a good start.	e, ie, a

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Saturday 10 April

Session 3.2 : 1145-1245

Harewood 1 125 audience Workshop BE, LMCS	**Teaching diversity and inclusion in EFL/ESL** **Barry Tomalin (International House, London)** A major new EU resource for teaching diversity and inclusion in EFL and ESL. The session demonstrates four activities for highlighting awareness and promoting team harmony, including the seven -isms of diversity and critical incident methodology. People from different backgrounds at work fall back on their own cultural assumptions in a crisis. This session shows how to understand and resolve differences.	e, ie, t, a
Harewood 2 125 audience Workshop MD	**Creating flow: Ideas for teaching fluency** **Chaz Pugliese (Pilgrims, UK)** When you think about fluency, what comes to mind: a high-speed train or a local train? In this very practical workshop, we will first look at what fluency really means. We will then experience a bagful of simple exercises to teach ready-made, *fossilized* bits of language that are needed for communication to flow.	e, ie, p, s, t, a
Newby 35 audience Workshop LT	**Teaching process writing with technology** **Ene Peterson (Tallinn University of Technology)** Process writing is one of the vehicles for helping students identify their personal resources and develop not only their writing but other skills as well. We offer practical activities for combining aspects of online and face-to-face instruction on the basis of writing an essay "How to become a 21st Century learner". Technology-enhanced process writing is student-centered, collaborative, and hands-on.	ie, s, t
Ripley 160 audience Workshop TD	**Black, white and interactive: Keep the boredom out of boardwork** **Paul Seligson (Freelance)** Teachers are often accused of either overlooking or using and abusing one of the most valuable resources in the classroom - the board - whether it's black, white, or more and more interactive. This engaging workshop will demonstrate ways to get the best use of the board, using examples from *Richmond Essential English Course* books and *Digital Books*.	e, ie, a bkprom, fp, pub
Studley 30 audience Swapshop EAP	**English grammar for academic purposes** **Maxine Gillway (University of Bristol Language Centre)** We normally see the acronym EGAP as meaning English for General Academic Purposes, and these courses often focus primarily on skills. In this swapshop, I want to shift the focus from skills to language – and more specifically academic grammar. What is it? How do we deliver it? I'll tell you my ideas if you tell me yours!	e, t
Conference 90 audience Workshop GEN	**An example? Sure. Here's an example** **Mark Smith (Wimbledon School of English)** Learners ask for examples of language to aid understanding. The best examples also help the student remember the language and its behaviour. Creative activities using anecdotal examples of language that come up in class will be shared and explored. Techniques for coming up with examples at the drop of a hat will also be looked at.	e, a
King's Café 120 audience Workshop TD	**The prince who thought he was a turkey: NLP revisited** **Michael Berman (www.thestoryteller.org.uk)** Creating rapport by matching and mirroring another person's behaviour and the use of guided imagery are nothing new, and have in fact been around for centuries. Through storytelling, story making, and guided visualisation, the aim of this teacher development workshop is to provide you with the means to transform your own lives for the better.	e, ie, a

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| King's Suite 200 audience | **ELT JOURNAL/IATEFL DEBATE** **The motion 'CLIL:** Content and Language – an ILlusion?' To propose the motion: Amos Paran (Institute of Education) To oppose: Sheelagh Deller (Pilgrims Teacher Training) Chair: Keith Morrow (ELT Journal) Developing some level of competence in English is a priority for education systems in many parts of the world. CLIL - content and language integrated learning - offers a new way to approach (foreign) language learning and teaching, and has been adopted enthusiastically in countries where traditional approaches to teaching / learning English have not achieved the desired results. But there is a fundamental problem. 'How can I learn English and science at the same time? My science teacher doesn't speak good English, and my English teacher is terrible at science.' Our two speakers will debate the issues surrounding CLIL and possible solutions. Please come along, have your say, ask questions – and join in the vote. | |

| Queen's 1 60 audience **1145-1215** Talk **TEA SIG Programme** | **TRINITY COLLEGE LONDON LANGUAGE EXAMINATIONS SCHOLARSHIP WINNER** **Teaching and testing: Bridging the gap** **Melanie Shaul (Tichon Hadera Bet- Eliezar, Hadera, Israel)** Traditional assessment doesn't aid students in developing and benefitting from their strengths and/or improve on their weaknesses, nor does it give room for exploration. I will discuss a new format of testing which enhances students' academic development and achievement based on Sternberg and Vygotsky's philosophies. | e, ie, s |

| Queen's 1 60 audience **1215-1245** Talk AL, **TEA SIG Programme** | **Advanced writing: A celebration of what students can do** **Sian Morgan (University of Modena and Reggio Emilia, Italy)** What does C1 and C2 level student writing look like? Not error-free for sure, since higher level writers are constantly juggling the demands of composing with balancing complexity and accuracy. Here we will look at some linguistic and discourse features students use to express their meanings at these levels, and celebrate their achievement. | e, ie, t |

| Queen's 2 70 audience Workshop **LAM SIG Programme** | **Enhancing academic quality in a teaching staff through classroom observation** **Fiona Dunlop (Wimbledon School of English)** In this session we will address issues of academic quality in a language school and look at how academic managers can maintain the highest quality of teaching in a mixed-experience teaching staff. We will focus on observation types for experienced and inexperienced teachers and feedback styles, teacher types and setting professional development goals. | ie, a |

| Queen's 3 70 audience Workshop **YLT SIG Programme** | **Musiking along: Why music is more than just a song** **Niki Joseph (Portugal)** This hands-on workshop encourages you to consider relevant aspects of musical education that are rarely found in ELT courses. You will be given the opportunity to make musical instruments out of junk, dance to African rhythms, sing a capella style, identify unusual instruments and sing rounds. Come along and be prepared to take part! | e, ie, p |

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Queen's 4 40 audience **1145-1215** Talk TTEd, **GI SIG** **Programme**	**Cultural issues raised by cascading teacher training in Kuwait** **Tom Harvey (British Council, Kuwait) & Mishari El Rashidi (Zayd Bin Ali School, Kuwait)** This presentation looks at some of the cultural implications of teacher training and, particularly, the cascading of teacher training in Kuwait. How successful are current cascading programmes, particularly those based on workshops delivered by external consultants? What are the lessons to be learnt and how can large-scale cascading programmes be improved?	ie, p, s
Queen's 4 40 audience **1215-1245** Talk EAP, **GI SIG** **Programmme**	**Attacking fossilization: An Ethiopian perspective** **Ann Butcher** Based on the recent delivery of EAP to university lecturers in Ethiopia, this talk describes approaches used to tackle the fossilization of English in an EFL situation, and evaluates their success. Student feedback and samples of materials will be available for discussion. The relevance of the findings to other countries operating along the EFL/EAP continuum will be explored.	e.t
Queen's 5 58 audience **1145-1230** Talk TTEd, **ES(O)L** **SIG** **Programme**	**TESOL in Scotland : Contextualising training materials** **Jennifer MacDougall (Scottish Qualifications Authority)** In 2008, the Scottish Qualifications Authority launched a Professional Development Award for new ESOL practitioners, as recommended by The Scottish Government's National ESOL Strategy. SQA then created contextualised training materials incorporating Scottish ESOL learner and practitioner experiences. The session focuses on the project background and challenges. Participants will also view the materials and try out some of the tasks.	e, a
Queen's 6 70 audience Workshop MD	**Authentic listening: Challenges and practical solutions** **Sheila Thorn (The Listening Business)** We shall begin by reminding ourselves of the challenges our students face when listening to authentic spoken English. Participants will attempt to identify words in various off-air recordings containing classic examples of assimilation, elision, linking and weak forms. I shall then demonstrate a number of pure listening training exercises and classroom techniques designed to train students to listen more effectively.	e, ie, s, t, a
Queen's 7 70 audience Workshop EAP	**Helping your students move from B2 to C1 in IELTS** **Anne Lennon (British Council, Spain)** This workshop will allow you to explore differences between bands 5, 6, and 7 in the IELTS speaking test (CEF Levels B2 – C1), using graded video clip examples and their relevant examiner comments. We will then look at activities that will help your students make improvements in their speaking at these levels.	a
Queen's 8 40 audience Workshop TD	**Trial and error: Using technology in PD** **Tamas Lorincz (Muath Bin Jabal Secondary School for Boys, Sharjah, UAE)** In this workshop, we will investigate ways that technology can successfully contribute to professional development. The desired outcome of the workshop is a list of procedures and tools that can be used in designing and conducting PD programmes, based on the experiences and ideas of the speaker and the audience.	e, ie, s

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Queen's 9 28 audience **1145-1215** Talk TD, TTEd	**Online teacher training – what, how and why?** **Neil Ballantyne** The British Council has developed a suite of online teacher training products, both moderated and non-moderated. This talk will look at the challenges of developing content on a global scale, the successes of delivering centrally managed content on a local scale and draw on the experiences of participants who have used the content.	e, ie, p, s, a
Queen's 9 28 audience **1215-1245** Talk TD, TTEd	**'Engaging Teachers': An innovative approach setting standards for teacher education** **Phil Dexter (British Council, UK) & Maggie Milne (British Council, Manchester)** The British Council has initiated a new innovative worldwide teacher education programme 'Engaging Teachers'. This includes a global framework for teacher training and development standards together with a suite of high quality courses and resources. We will outline the programme, plans for implementation and discuss how we intend to meet the needs of diverse worldwide ELT communities.	e
Queen's 10 28 audience Workshop GEN	**Transposition: Reworking original texts into new versions** **Catriona Duff (International House London)** Transposition invites students to remodel written and spoken texts to produce new texts, transposing from one medium to another, for example text to film. It is student-centred, creative and helps students to notice features of different text types. The workshop will demonstrate practical ways of incorporating transposition into classes and offer hands-on experience of these.	ie, a
Restaurant 60 audience Workshop LA, LT	**Setting up self-access for students through eLearning** **Richard Pinner (engnet-education)** eLearning is here and now. Are you new to eLearning? Have you ever used Moodle? What could eLearning bring to your institution? How would you go about setting up an eLearning course for your learners? Come to this session to gain experience and ask questions about using a Virtual Learning Environment.	ie

1245-1345   Lunch break

1345-1415   Session 3.3

Bramham 90 audience Talk LA, TTEd	**The portfolio effect: Exploring the autonomy of ELT major student-teachers** **Rana Yildirim & Esra Orsdemir (Cukurova University, Turkey)** This research suggests using portfolios with ELT major student-teachers. It first considers the relationship between portfolios and autonomy. Then, it reports on an empirical study which presents some guidelines for preparing a portfolio to raise student-teacher autonomy in ELT, and enhancing their self-directed learning. Finally, it summarizes the impact of portfolios as a tool in developing student-teacher autonomy.	e, ie, t
Charter 75 audience Talk TTEd	**The EPOSTL: A reflection and self-assessment tool for teacher education** **Barbara Mehlmauer-Larcher (University of Vienna)** The EPOSTL is an innovative instrument for reflection and self-assessment, intended primarily for use in pre-service teacher education, with the aim of helping student teachers to reflect critically on their didactic knowledge and skills. The talk will explore the potentials and possible limitations of the EPOSTL in terms of promoting and structuring reflection in pre-service teacher education.	e, ie, t

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Saturday 10 April

Harewood 1 125 audience Talk AL	**What is ELT research and who does it?** **John Knagg (The British Council, United Kingdom)** The British Council's 'Directory of UK ELT research 2005-2008' gives an overview of the work in the field, while the "ELT Research Awards scheme" tells us what researchers believe will have impact on English language learning across the world. Research appears dominated by academics at universities - we ask what the classroom teacher can contribute to the body of knowledge.	e, p, s, t, a
Harewood 2 125 audience Talk MD	**Teachers' preference concerning the sequence of skills in ELT materials** **Haedong Kim (Hankuk University of Foreign Studies)** It has often been suggested that the sequence listening-speaking-reading-writing would be the most suitable way of organizing ELT materials for teaching integrated skills. However, survey results from 98 non-native English-speaking teachers in South Korea showed they preferred the sequence listening-reading-speaking-writing. Materials developers need to understand underlying reasons for teachers' preference when designing teacher-friendly materials for a specific context.	ie, s
Newby 30 audience Talk LA, TD	**Harnessing reflection and CPD** **Seamus Harkin & Wasantha Dhanyaka Yapa** The new *British Council Teacher Journal*, evolved during a pre-service training programme for new graduates, developed in partnership with Uva Province in Sri Lanka. Journal writing provided an essential link between the training room and the classroom for these novice teachers and their feedback led to the development of the new global product.	e, ie, p, s, t, a fp
Ripley 160 audience Workshop LT	**Twitting** **Derya Erice (Abant Izzet Baysal University)** This presentation will introduce 'Twitter'; a social networking and micro blogging tool along with its applications and widgets such as Twitpic, TweetDeck (http://twitter.pbworks.com/). A few sample pages will be displayed and a Twitter account will be set up as a hands-on experience. The implications of using Twitter for foreign language teaching as well as professional development will then be explored.	ie, t
Studley 30 audience Talk TD	**Insights from a collaborative error correction policy** **Zoe Graham (A Plus English Ltd) & Tim Graham (Sheffield Hallam University)** In this talk we explore key aspects of a commonly agreed error correction policy, initially implemented in a UK-based private language school some three years ago. As the policy has matured and established itself we now feel the time is right to reflect on the ideas and reactions of both teachers and learners within this context of practice.	e, ie, a
Auditorium 350 audience Talk AL, TTEd	**Concepts and skills in applied linguistics: An introduction for students** **Susan Hunston (University of Birmingham)** *Introducing Applied Linguistics: Concepts and Skills*, (Routledge 2009) is designed for students of TEFL. It is a 'how to' book, introducing the discourse of applied linguistics through short research papers on key concepts such as 'learner motivation', 'the task cycle', 'how a translator works' and 'interviews as a research method'. This session presents the book and the ideas behind it.	e, t bkprom, fp

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Conference 90 audience Talk MD, RES	**A cross-cultural approach to teaching and learning key words** **Wei-Wei Shen (Feng Chia University)** I will indicate the importance of teaching cultural key words, establish criteria of selecting cultural lexis, and propose several methods of teaching them. Some Chinese cultural key words, which have complex English translations, are used to exemplify the potential ways of teaching them in EFL classrooms. The audience may identify their own cultural key words suitable in their teaching contexts.	e, ie, t, a
King's Café 120 audience Talk EAP, TTEd	**Teaching English in Syria** **Srour Shalash (Syrian Educational Publishers) & Nibal Hanna (Ministry of Education)** The presentation will show how to invest the experience of English institutions and experts, such as the British Council and the American Culture Center, in building up English National Standards for any country, as well as in establishing National Training teams to promote teaching English. After all it is exchanging experiences among participants and means of developing teaching English.	e, a
King's Suite 200 audience Talk AL, RES	**CEFR and the curriculum: How can one inform the other?** **Susan Sheehan** This talk is aimed at all practitioners involved in curriculum development. It presents the work completed thus far on a British Council project to create a curriculum based, in part, on the CEFR. I will outline the debate surrounding the CEFR and then discuss the project rationale. Samples from the new curriculum will be made available for discussion.	e, a
Queen's 1 60 audience Talk EAP, **TEA SIG** **Programme**	**Placing learners on EAP programmes with the Password Test** **Anthony Green (University of Bedfordshire)** This session describes the design, development and benefits of a new English language test for international pre-university student placement: Password. The test is intended as an accessible but robust measure of academic language knowledge for students entering pathway programmes, such as presessional or international foundation year courses. The talk will interest prospective users and test developers.	ie, a fp
Queen's 2 70 audience Talk TD, **LAM SIG** **Programme**	**Classroom observations: How do the observer and observee perceptions correlate?** **Huseyin Demirel (Eastern Mediterranean University)** This talk aims to introduce a case study on the implications of classroom observations by the DOS/teacher trainer. It will focus on the correlation between what the observer notices and the perceptions of the teachers observed. Participants will then be invited to contribute to a discussion as to how this may apply to their own context.	e, ie, t
Queen's 3 70 audience **YLT SIG** **Programme**	**IATEFL Young Learners & Teenagers Special Interest Group Open Forum** Welcome to the Young Learners and Teenagers Open Forum. If you are not a member of the YLT SIG, please also join us. We'll give you lots of reasons why! We look forward to seeing you there.	

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Session 3.3 : 1345-1415

Queen's 4 40 audience Talk TEA, **GI SIG** **Programme**	**Attitudes, hurdles and opportunities. Austrian exam reform – A washback study** **Doris Froetscher (University of Innsbruck, PhD student at Lancaster University)** Austria is in the process of standardizing its secondary school leaving exam. The impact of this change will be felt in many areas. This presentation describes the findings of a study into teachers' reactions, feelings and worries. If your country is also in the process of change, come along and find out what our results have to offer.	e, ie, s
Queen's 5 58 audience Talk MD, **ES(O)L** **SIG** **Programme**	**ESOL materials for museums and libraries** **Lucy Cooker (University of Nottingham) & Jez Uden** This presentation reports on a materials development project which aimed to provide flexible learning provision for ESOL students by developing resources for English language learning in museums and libraries in Lincolnshire. By effectively creating self-access centres from libraries and museums, the materials provided an authentic context for English language learning, whilst making museums and libraries more accessible to new arrivals.	ie, a
Queen's 6 70 audience Talk EAP, ESP	**Drill and thrill: Teaching writing skills** **Elena Yastrebova (MGIMO University, Moscow, Russian Federation)** This talk will present an EAP writing module with profession-related content for students of pre-intermediate to intermediate and upper levels. It consists of a series of project works, which involve information-gathering and brainstorming sessions to encourage students' creativity, and a set of exercises to drill in appropriate grammar structures and vocabulary, particularly the use of collocations and text structure.	e, s, t, a
Queen's 7 70 audience Talk ESP, LA	**Swap roles – students as teachers** **Monika Altenreiter (University of Applied Sciences FH JOANNEUM, Graz)** The idea of students as "team teachers" lends itself well to ESP settings and autonomous learner classrooms. Swap roles with your students and observe how they use the freedom to express themselves and demonstrate their creativity. See how your students can be productive without your watch, how they support and motivate each other. A project which can easily be replicated.	e, t

Queen's 8 40 audience	**HORNBY TRUST ALUMNUS** **A large-scale Russian teacher-training project: survival and reincarnation** **Irina Titarenko (Russia)** In 1994 in Krasnoyarsk, work began on an innovative in-service training model for secondary school teachers of English. In 1998 the successful model was converted into a CPD network across Russia. Funding closed in 2005, followed by the loss of British Council resource and professional support in 2007. This presentation will discuss how the project adapted and moved on.

Queen's 9 20 audience Workshop TTEd	**The 'X factor' in teacher education: Awareness** **Burcu Tezcan Unal (Istanbul Bilgi University)** This workshop will provide participants with a platform where they will discuss what teachers are asked to be AWARE of, both at initial training and at development stages of their career. Participants will also work on when, how, and at what stages of teacher education awareness-raising activities should be involved, as well as the ways to maximise the effectiveness of them.	e, a

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Queen's 10 20 audience Talk RES	**Changes in passive and active vocabulary over time** **Hatice Gulru Yuksel** This research investigates the development of passive and active vocabulary of 29 learners to see whether an assigned list of words would make any changes in their vocabulary over time. Data was collected using Vocabulary Levels Test and two compositions. Active vocabulary was measured using Lexical Frequency Profile. Our findings were in consensus with the previous research.	e, a
Restaurant 60 audience Talk TTEd	**Poetry in the EFL classroom - Fun or productive learning?** **Larysa Sanotska (Lviv National Ivan Franko University, Lviv, Ukraine)** Research shows that using poetry as resource and method in the classroom facilitates language acquisition. The presentation aims to verify the validity of such claims in the context of teaching EFL to Ukrainian university students and during teacher-training sessions to novice and in-service teachers, and explore the ways in which poetic text can be successfully encouraged in the classroom.	ie, s, t

1430-1515   Session 3.4

Bramham 90 audience Workshop GEN	**Motivating adult learners: Or how to get (even) better results** **Lesley Speer** The motivation of tertiary and adult learners is often overlooked because they are expected to be self-motivated. This workshop will provide practical suggestions and ideas to implement in the classroom, with an emphasis on enjoyment for students (and teachers!), based on recent research and resulting in the achievement of better outcomes.	e, ie, t, a
Charter 75 audience Talk TD	**Language classrooms as social spaces** **Richard Kiely** This presentation explores the social side of language teaching. It shows how this is a particular feature of successful language classrooms, and of management processes in our field. The discussion draws on data from classrooms, CPD workshops, individual workshops and teachers' written reflections, and the work of Richard Sennett and Etienne Wenger.	e, p, s, t, a
Harewood 1 125 audience Workshop LT	**Good, better, best - designing online activities** **Barbara Gardner (Study Group UK)** In this participative workshop, I will share my experience of designing online activities within a blended learning environment – courses with a mix of face-to-face and online learning. Online learning presents us with a wide range of options. So what makes a 'good' online activity and what doesn't?	e, a
Harewood 2 125 audience Talk GEN	**Natural barriers to intercultural communication: A problem in EFL teaching** **Lubov Tsurikova (Voronezh Syaye University, Russia)** The talk discusses natural barriers for intercultural communication, such as assuming similarity instead of difference, preconceptions and stereotypes, the tendency to evaluate, language problems, nonverbal misunderstanding and the high anxiety that often exists in intercultural encounters. The talk focuses on pragmatic differences in language use as a factor often underestimated by both EFL teachers and learners.	e, a

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Newby 35 audience Talk EAP	**HORNBY TRUST SCHOLAR** **Dos and don'ts of portfolio writing in the EFL classroom** **Natalia Eydelman (Russia)** Activities leading to the creation of portfolios in academic writing courses for EFL university students majoring in English will be presented. Results of analyzing a selection of portfolios will be presented to highlight typical problems experienced by Russian students. Suggestions about how to incorporate portfolios in writing courses will be made.

Ripley 160 audience Talk LT, TTEd	**Making digital sense in the classroom** **Shaun Wilden** The rise of IWB use is causing much debate about best practice for teaching in digitalised classrooms. The clamour to 'go digital' makes it seem that 20th Century resources are no longer relevant. This talk will explore the importance of an integrated approach to digital technology. Examples from *Headway*'s print and digital learning tools will be used.	e, ie, s, t, a bkprom, fp, pub
Studley 30 audience Talk ESP, TTEd	**Career paths in teacher training and trainer training** **Esther Hay (British Council)** The session will focus on the issues and challenges in the design and delivery of sustainable training programmes for teachers, teacher trainers and trainer trainers. It will look at the work done by the British Council's Peacekeeping English Project, working with security forces across the world - lessons learnt and applications in a wider context.	e, a
Auditorium 350 audience Talk MD	**Content, culture, critical thinking in an era of global English** **Lindsay Clandfield** Given English's status as an international language, what does this mean for the topics and texts we use with students? Published material has been criticised for being Anglocentric, cosmopolitan, bland, celebrity-driven or a combination of all these. Is there an alternative? The authors of Macmillan's new course *Global* think so, and we aim to share it with you.	e, ie, a bkprom, fp, pub
Conference 90 audience Workshop EAP, MD	**A personal vocabulary organizing system for the AWL** **Janice G T Penner (Douglas College, BC Canada)** Why don't students remember the words I taught them last week? What does the research say about learning vocabulary and use of their L1? How can I apply that research/theory to helping students learn the Academic Word List? If you have these questions (and some answers), come to this interactive session.	e, t
King's Café 120 audience Talk MD	**A periodic table of grammar and the renaming of parts** **Julian Collinson (Dubai Men's College (HCT) UAE)** This talk proposes that the labels we use for many structures in English grammar mislead, or are unhelpful to, EFL/EAL students: there is nothing very 'present' about a present participle, nor anything 'perfect' about the present perfect tense. The presenter will offer an alternative means of identifying major components of English for students, but without the burden of opaque terminology.	e, ie, t, a
King's Suite 200 audience Talk TD	**L1 in the EFL classroom: The truth** **N Dawson (Pearson Education)** Every journey starts from home. For all students, home is their mother tongue. The L1 dominates the brainspace in the EFL classroom. Is the L1 an enemy or a friend in the foreign language learning process? Does our teaching methodology treat L1 as an enemy or as a friend? Which practical methods can exploit this friendship?	e, s pub

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| Queen's 1
60 audience
TEA SIG
Programme | **IATEFL Testing, Evaluation & Assessement Special Interest Group Open Forum**
It has been a busy year for the TEA SIG! Come along to the Open Forum and learn about our past activities. Help us shape the future of the TEA SIG by suggesting themes for future events. Committee members will be present to answer your questions and to listen to your suggestions for ways in which we can continue to improve the work we do. Part of the Open Forum will be a discussion, aided by a panel made up of presenters from the TEA SIG programme where the topic will be "the difference between assessment and evaluation". | |

| Queen's 2
70 audience
LAM SIG
Programme | **IATEFL Leadership & Management Special Interest Group Open Forum**
In the AGM, finance, membership, activities and the future of the SIG will be discussed. Come and join us at our open forum to find out more about the LAM SIG. | |

| Queen's 3
70 audience
Talk
TTEd, **YLT**
SIG
Programme | **Linguistic creativity training – is this something English teachers need?**
Janice Bland (Hildesheim University)
Can teachers learn to use repetitive, rhythmical, onomatopoeic language spontaneously, echoing and transforming students' words, to react flexibly, supportively, correctly and comprehensively, beyond the straitjacket of an initiation-response-feedback exchange? The language and literature of childhood is full of language play; therefore I suggest a course design for teachers, Creative Reading and Writing, which aims at cultivating their creative verbal performances. | e, p, s, t |

| Queen's 4
40 audience
Talk
LT, **GI SIG**
Programme | **Learn English in 2010**
Devo Forbes (British Council Lisbon, Portugal)
What does an English language learner expect (from a website) in 2010? What has the British Council done to meet those expectations? Is it enough? What more can we offer that will both meet the standards that internal and external stakeholders expect from the British Council, and be acceptable in the uncertain (financial) climate of the world today? | e, a |

| Queen's 5
58 audience
Talk
LA, **ES(O)L**
SIG
Programme | **Promoting learner autonomy: Methods and materials in Ireland's ESL classroom**
Rachael Fionda (Trinity College, Dublin) & Dee McGarry
ESL in Ireland's secondary schools is an emerging field of policy, practice and research. Teachers face the challenge of engaging diverse groups of students with the Irish curriculum while also developing English language proficiency. This presentation introduces a version of the ELP containing customised elements which encourage LA, allowing the teacher to meet the needs of the diverse learners. | s |

| Queen's 6
70 audience
Talk
TD, TTEd | **EFL teachers' and supervisors' reflections on classroom observation through cameras**
Javad Gholami (Urmia University & Goldis Language Institute)
Observing EFL teachers' classroom practices is becoming a common procedure in private language institutes in Iran. Such observations are made for staff promotion, peer observation, and supervisory feedback. This session will describe how a private language school has employed wall-mounted cameras to provide in-service training to its staff and promote their professional practices through unobtrusive video observation. | e, ie, a |

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Saturday 10 April

Session 3.4 : 1430-1515

Queen's 7 70 audience Talk LT	**The power of podcast projects in language teachers' professional development** **Meihua Zhu (Jimei University), Lesley Wheway (University of Birmingham) &** **Shu-Han Chang** This presentation explores professional development opportunities offered by teachers' involvement in a 'podcast project.' We showcase podcast samples and take turns in discussing the insights generated from our mini action research projects relating to opportunities for spontaneous speaking practice, the development of learner autonomy and meaningful input for materials development.	e, ie, s, t, a
Queen's 8 40 audience Talk PRON, RES	**Exploring pronunciation in a diverse learning environment - a case study** **Chantal Hemmi (British Council)** This talk outlines how a new approach to exploring pronunciation in global and diverse contexts was applied in a group of advanced adult learners at the British Council Tokyo Centre. I demonstrate how I illustrated the differing varieties of Englishes for recognition in class and discuss how the participants construed their own notions of intelligibility and ownership of their English.	e, a
Queen's 9 28 audience Talk EAP	**Listening strategies? Quite helpful and motivating. Overusing them? Less motivating** **Elif Ermis Kandemir (Ozyegin University, Turkey)** The methodology of the listening lesson has developed greater approaches to listening. It is then that strategies gain greater importance to aid listening as well as other skills. However, in this talk I will share my teaching experience at Ozyegin University, where I have tried to get my students to construct meaning with the help of listening strategies without overusing them.	e, t
Queen's 10 20 audience Talk LT	**Teachers e-improving their English** **Elvina Castillo (Francisco de Miranda University, Philippines) & Teadira Perez (University of Los Andes)** This presentation will focus on demonstrating how a group of in-service EFL teachers, enrolled in an online English course, improved their written comprehension and production, while participating in forum discussions about teaching methodology. Cultural and technical challenges faced by this online community of in-service EFL teachers and examples of teachers' participations in forums will be shown.	e, a
Restaurant 60 audience Talk GEN	**Putting *PTE Academic* on the map: A web-based learning resource** **Stella Bunnag (Pearson Language Tests) & Mary Jane Hogan (mjh Editorial &** **Language Services, Sydney, Australia)** The session will present a new web-based resource for teaching and learning academic English skills. Prepared for the *PTE Academic*, the tool lists over 100 published textbooks and online course materials for teaching and learning academic speaking, writing, reading and listening skills, with an indication of the specific focus of each resource.	ie, t, a fp, pub

1515-1550   Coffee break

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

1550-1635   Session 3.5

Bramham 90 audience Talk GEN	**FWAAA!! Fun with acronyms and abbreviations** **Mark Bartram (Freelance)** Acronyms and abbreviations are an important (and often baffling) area of LFL (lexis for learners). This talk will look at different types of abbreviation, why they can cause problems for our learners, and present some useful, generative and fun activities for the classroom with an emphasis on AP (audience participation).	e, ie
Charter 75 audience Workshop GEN	**Why can't they all be at the same level?** **Tracey Sinclair** Coping with teenager students at different levels and with different abilities in the same class can be a real challenge. How can a teacher keep the enthusiasm level up for all students when some have serious learning difficulties while others are at a pre-intermediate level? Is it really possible to deal with a mixed level in today's classes without stressing out?	e, ie
Harewood 1 125 audience Talk BE	**Improvised principled eclecticism - a dogme research project** **Chia Suan Chong (International House London)** My talk will focus on the results of a coursebook vs dogme research project based on my own experiences with language learning and my approach to dogme where I work mainly with student output, authentic materials and personalised stories. I apply this approach to both general English and business English classrooms, and suggest some possible ways forward.	e, ie, a
Harewood 2 125 audience Talk LT, TD	**Using podcasts, e-readers and virtual worlds in an online MA TESOL** **Gabi Witthaus (University of Leicester)** This talk reports on the integration of Podcasting, *Second Life* and e-book readers into curriculum delivery for an online MA TESOL programme. The study is part of a JISC-funded research project (http://www.le.ac.uk/beyonddistance/duckling/) which aims to enhance the student experience by increasing peer interaction, adding variety to programme delivery, and making the delivery more flexible and mobile.	e, ie, t, a
Ripley 160 audience Talk EAP	**Grammar for receptive skills in EAP** **Terry Phillips (Freelance)** Grammar is clearly the base of productive skills, so only the grammar of production is traditionally taught in EAP, with the assumption, presumably, that a knowledge of productive grammar enables real-time receptive skills. But students need grammars of listening and reading to go alongside productive grammar, as this session demonstrates, with examples from *New Skills in English* from Garnet Education.	e, t bkprom, fp, pub
Studley 30 audience Talk LA	**Learning from learning another language** **Isabel Arnold (Workers Education Association, UK)** As part of my MA TESOL, I kept a learner diary whilst learning Polish. In this session I will talk about insights I have gained from learning Polish in the UK (English medium) and in Poland (Polish medium) and from reflecting on my wider language learning history, and some implications this has raised for my teaching of ESOL and Italian.	s, t, a

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Auditorium 350 audience Talk LMCS	**Culture in our classrooms: Pandora's box or treasure trove?** **Gill Johnson (Pilgrims Ltd) & Mario Rinvolucri (Pilgrims/Delta Publishing)** How often do you explore the cultural backgrounds of the students in your classes? Too risky? Too uncomfortable? This session demonstrates some engaging, amusing and thought-provoking ways of mining this rich seam, via highly engaging speaking/writing activities (drawn from our book *Culture in our Classrooms*, DELTA) designed to help your students understand and learn to accept the different values/beliefs that shape 'cultural behaviour'.	e, ie, s, t, a bkprom, fp, pub
Conference 90 audience Talk LT, TTEd	**The online education debate: Fears and cheers** **Marjorie Vai** In spite of the popularity and proliferation of online education, scepticism persists. This talk addresses some of educators' most common reservations and apprehensions when facing the prospect of offering courses and programs online. In the process, we will look at innovative ideas and programs that have succeeded in easing the transition to online teaching and learning.	e, ie, t, a
King's Café 120 audience Talk TD	**Teachers training between qualifications: Making professional development count** **Jenny Ann Pugsley (Trinity College London)** Throughout their teaching and management careers, teachers need to continue their professional development outside the constraints of formal, assessed training or education. I will describe a new Trinity College London scheme for encouraging this process and helping teachers use it positively in their official portfolios and develop networks with other creative and thoughtful professionals in their field.	e, ie, s, a pub
King's Suite 200 audience Talk GEN	**Developing teenagers' speaking abilities** **Jeff Stranks (Freelance)** Speaking is complex, so a multi-pronged approach is needed to help teenagers become effective speakers. The presentation shows how we can achieve this by: using DVD materials; focussing on corpus-researched lexical chunks for spoken fluency; developing awareness of elision and assimilation; and through a variety of structured speaking tasks. This talk uses examples from *English in Mind* Second Edition.	e, ie, s bkprom, fp, pub
Queen's 1 60 audience Talk TTEd, **TEA** **SIG** **Programme**	**Assessment literacy for the English language classroom** **Glenn Fulcher (University of Leicester)** English teachers spend more time now than in the past on assessment, preparing learners for tests, and dealing with alignment to frameworks. Despite the demands made, language testing training and textbooks have changed little. This presentation presents research into teacher training needs and reports on results in terms of principles, skills and knowledge required to operate in today's challenging educational environments.	
Queen's 2 70 audience Talk **LAM SIG** **Programme**	**Your management competence - Does it fit the 21st Century?** **Arthur McKeown (Ulster Business School, University of Ulster)** This is an opportunity for those who are in leadership or management positions in language training organisations, and those who aspire to such positions in the future, to think about some significant ways in which their role may be changing. A series of simple diagnostic tools is used to help individuals to identify opportunities for continuing professional development.	e, ie

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Queen's 3 70 audience Talk **AL, YLT SIG** **Programme**	**Key factors in learning and teaching English for young learners** **Samuel Lefever (University of Iceland)** This talk looks at the reading and oral skills in English of Icelandic children. Children (ages 8-9) who had received no formal English instruction were tested for reading comprehension and oral production. The findings shed light on the importance of language input and other social and cognitive factors of language acquisition/learning. Implications for teaching will also be discussed.	e, ie, p

Queen's 4 40 audience **GI SIG** **Programme**	**IATEFL Global Issues Special Interest Group Open Forum** The Open Forum is your chance to find out more about GISIG, its aims and its activities. Contribute to our development, suggest ways forward, and meet other GISIG members. This is also your opportunity to meet (and join) the GISIG committee.

Queen's 5 58 audience Talk **ES(O)L SIG** **Programme**	**Don't speak English while my friends are here, Mum** **Cindy Leaney** This talk focuses on how families of international students at a UK university cope when the partner goes out to study and the kids go off to school. Those partners, parents or siblings who are left at home, often without a functional level of English, help their families achieve great things while their own lives are on hold.	e, ie, t, a

Queen's 6 70 audience Talk GEN	**Embedding creative thinking skills training into our EFL practice** **Marisa Constantinides** Creative thinking, or divergent production potential, is present in all learners but many of the standard classroom activities stunt rather than develop it. This presentation aims to point out opportunities for making this part of our design including activities that have the potential of developing the different facets of this composite aspect of human intellect.	

Queen's 7 70 audience Talk RES	**Defining criterial features of the Common European Reference levels** **John Hawkins (University of Cambridge ESOL Examinations)** This talk reports on corpus-based research within the English Profile Programme. It asks: how much of the grammar and lexicon of English do learners actually know at each of the six levels of Common European Framework of Reference?, how do we find out what they know? and what are the practical benefits of obtaining this information about what they know?	e, ie, p, s, t, a pub

Queen's 8 40 audience Workshop ESP	**Vocabulary expansion and cultural awareness enhancement through sight translation** **Gloria R L Sampaio (Catholic University of Sao Paulo)** This workshop offers a hands-on experience of a series of activities involving instrumental and pedagogical uses of sight translation in ordinary EFL or ESP classes. The exercises and activities suggested will illustrate how sight translation can provide scope for vocabulary expansion and cultural awareness enhancement. Participants' feedback will be stimulated throughout so that questions are raised, solutions suggested and experiences shared.	e, ie, a

Queen's 9 20 audience Workshop BE, LA	**Encouraging learner autonomy in business language teaching** **Olena Korol (Kyiv National Economic University, Ukraine)** Some ways of getting learners actively involved in their own learning by using the CEFR will be discussed. The role and responsibilities of teachers and learners will be considered. This workshop will be a forum for teachers to share and perhaps to learn and discover new ways of encouraging learner autonomy.	e, t

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Saturday 10 April

Session 3.5 : 1550-1635
Session 3.6 : 1650-1735

Queen's 10 28 audience Workshop GEN	**Challenges of non-native subject teachers** **Marina Wikman (Satakunta University of Applied Sciences)** Many non-native speakers teach their subject in English. This creates new kinds of challenges for teachers and students. In this workshop, we will hear what the teachers believe to be the potential problems, and if the students think the teachers' limited language skills affect their learning. We will discuss how the non-native teachers could be supported to overcome the challenges.	a
Restaurant 60 audience Talk LA, RES	**Let's toast the future good health of our SACs** **Kerstin Dofs (Christchurch Polytechnic Institute of Technology) & Moira Hobbs (Unitec New Zealand)** This talk focuses on utilisation, efficiency and support in Self-Access Centres: facilities and practices for advising learners, exploitation of resources and the development of facilitators. Current issues facing New Zealand SACs will be outlined, followed by discussion relating this to your teaching and learning environments, and sharing ideas about addressing the main issues facing SACs internationally into the future.	e, ie, s, t, a

1650-1735   Session 3.6

Bramham 90 audience Talk TTEd	**Supporting Cambridge ESOL's global teaching community** **Karen Barns (University of Cambridge ESOL Examinations)** A candidate's examination performance can be heavily influenced by the support they receive from their teacher. Ensuring that teachers are confident about and adequately prepared for the exams they are teaching is therefore vital. This session considers the support Cambridge ESOL currently offers the teaching community and, with reference to feedback from teachers, how this may develop in the future.	e, ie, p, s, t, a pub
Charter 75 audience Talk ESP, LA	**Achieving autonomy in English for medical purposes** **Diane Malcolm (Arabian Gulf University)** This talk describes how some Arabic-speaking medical students, studying through the medium of English, took academic failure as an incentive to develop greater autonomy in language learning, both in order to improve their English language skills for study purposes and for their imagined future selves as globalized English-language competent medical specialists.	e, t
Harewood 1 125 audience Talk BE, Immigration	**UK Border & Immigration Agency English proficiency requirement (PBS)** **Ian Lucas** This talk explains the English language requirements of UK Border Agency's new points based system (PBS) requirements for visas/work permits. The newly-released TOEIC Speaking and Writing tests, designed by Educational Testing Service (ETS), are accredited by the agency. Learn from test experts how these tests, designed specifically for the global workplace, are fair, valid and reliable measures for evaluating workplace English.	e, ie pub
Harewood 2 125 audience Workshop TD	**Praising students in the English language classroom** **Philip Nathan & Sylvie Donna (Durham University Language Centre)** In this workshop, participants will explore different forms, realisations and motivations related to the use of praise and reward by teachers in English language classrooms. Participants will engage in reflection on their own use of praise, as well as considering the mode of delivery and value of praise in their own language teaching contexts.	e, ie, p, s, t, a

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Ripley 160 audience Talk TD	**Living drama: Theatre activities in two English language learning situations** **Vera Cabrera Duarte (Pontifical Catholic University of São Paulo)** Based on an interdisciplinary approach involving Educational Psychology, Theatre, and TEFL, I show how drama activities develop learners' creativity, responsibility and quality interaction in the classroom. I illustrate the approach through classroom activities implemented with two different groups: undergraduates and 8th graders. The results suggest improvement in terms of English, but mainly in terms of personal growth in both contexts.	e, ie, s, t
Studley 30 audience Workshop GEN	**Activities to incorporate culture into the EFL classroom** **Deniz Yildizoglu (Middle East Technical University, Ankara, Turkey)** The workshop will engage delegates in various cultural awareness-raising activities including one based on symbols representing different features of target and native culture(s), as well as separate activities using proverbs and superstitions, short videos, body language and gestures, and register. Following each activity, the aims, adaptation possibilities and important tips will be discussed.	e, ie, t, a
Auditorium 350 audience Talk LT	**Taking a closer look at how teachers use online resources** **Sarah Milligan & Joanna Trzmielewska (Macmillan English Campus)** Teaching with digital resources is part of most educators' lives, but what experiences have they had? How have these kinds of resources been incorporated into language schools, universities and other institutions successfully and what feedback has there been? Let us take you through teachers' experiences of using *Macmillan Practice Online* day-to-day and share ideas about using online resources in class.	e, ie, s, t, a fp, pub
Conference 90 audience Talk ESP	**Filling the gap: ESP and presentation skills** **Bethany Cagnol (Freelance)** Delivering an effective presentation in English is a universal expectation of today's learner. With a dearth of presentations material for ESP, this talk goes beyond the traditional approach by providing teachers with corpus-driven, ready-to-use tools that incorporate the learner's specific field, e.g. techniques for developing non-verbal communication and building audience rapport, to ensure that all learners get their message across.	e, ie, a
King's Café 120 audience Workshop TD	**What identity do you bring to your classroom?** **Barbara Roosken** Ask students to write about their identity. How do they fit into the world around them? In this workshop I will argue that students are the stories they tell in our classrooms. We will explore how understanding and revising our personal stories can open up new possibilities for our professional lives.	ie, s, t
King's Suite 200 audience Talk GEN	**Grammar, correctness and language evolution: What not to teach?** **Martin Parrott** What is 'Standard' English? What is 'correct' English? How is English changing? This talk looks at what should or should not be taught / included in materials. Participants will study examples of language use (some taken from *Grammar for English Language Teachers*, CUP, 2010) and I will be honest about decisions I have made.	e, ie, s, t, a fp, pub

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Saturday 10 April

Session 3.6 : 1650-1735

Queen's 1 60 audience Talk **TEA SIG** **Programme**	**The new adventures of the old writing criteria** **Nurdan Coksezen & Seyran Erdogan (Sabanci University, Turkey)** This presentation is based on an assessment project on essay writing criteria. The analytical criteria for student essays in the EFL academic context were replaced by a set of new criteria in the light of amendments made in the writing syllabus and feedback given by the instructors. This talk will interest many assessors trying to renew their criteria.	e, a
Queen's 2 70 audience Talk TTEd, **LAM** **SIG** **Programme**	**Evaluating large-scale teacher development projects** **Alan MacKenzie (British Council, Thailand)** What happens after training? What changes, if anything? How do we know? An ideal framework for evaluating trainer training projects based on Kirkpatrick levels will be presented, followed by two case studies on actual project evaluations on CLIL and primary trainer training. After examining how and why they differ from the ideal, general principles of project evaluation will be highlighted.	e, p
Queen's 3 70 audience Talk **YLT SIG** **Programme**	**The use of picture books in a Norwegian L2 classroom** **Hege Emma Rimmereide (Bergen University College)** In what ways do young language learners read and understand picture books and what impact do pictures have on their motivation, engagement and language learning? A few examples from a Norwegian L2 classroom that used authentic picture books rather than textbooks in English lessons will reflect the impact on the learners' language.	p
Queen's 4 40 audience Talk **GI SIG** **Programme**	**Language competency benchmarking for the Business Process Outsourcing (BPO) sector** **Stephen Jenner (Delhi, India)** English is a key skill for the outsourcing industry and impacts directly on customer satisfaction. However, there is no common quality standard for hiring call centre advisors in South Asia. The British Council has pioneered an approach to benchmarking outsourced processes and assessing candidates, adapting CEF descriptors to produce a language competency tool specifically tailored to this high growth industry.	e, ie, a
Queen's 5 58 audience **ES(O)L SIG** **Programme**	**IATEFL ES(O)L Special Interest Group Open Forum** Come along to our SIG open forum, find out about the ES(O)L SIG and meet the committee as well as other members. This is your chance to get involved and to have a say in what we do next year. We look forward to seeing old friends and look forward to welcoming new ones! See you there!	
Queen's 6 70 audience Talk TD, TTEd	**Supporting large-scale teacher development in Russia** **Lena Borovikova (British Council Moscow)** English language teaching in Russia is in transfer from traditional grammar translation to more learner-centred communicative methodologies. However, formal teacher training practice has remained set in its old ways with uncertainty about and resistance to moving forward. This presentation will show how British Council Russia responded to this situation, outline the lessons it has learnt and discuss the way forward.	e
Queen's 7 70 audience	**Question and answer session relating to Ema Ushioda's plenary** This follow-up session will allow participants to ask any questions or address any issues that have been raised by Ema Ushioda's plenary talk "Socialising students' motivation and autonomy in the English language classroom".	

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Queen's 8 40 audience Talk LA, RES	**Students' differential identity: Evidence from the foreign language classroom** **Florentina Taylor (University of Nottingham)** Responding to a paucity of research on identity in foreign language learning, this session presents a new theoretical model of identity supported by recent research findings. It is suggested that adolescent learners of English as a foreign language may experience a discrepancy between their private and public selves, while also displaying differential public identities. Practical classroom implications are discussed.	e, ie, s
Queen's 9 28 audience Talk LT, TTEd	**Technology-enriched learning: Teacher attitudes** **Deborah Lahav (Hebrew University), Elite Olshtain (Hebrew University, Jerusalem, Israel), Lisa Amdur & Pnina Golan-Cook** This study examines teacher attitudes towards the implementation of a multifunctional English Learning Center (ELC) for EFL in 10 state high schools in Israel. An attitude questionnaire was administered three times to 70 teachers to examine how attitudes facilitate or impede the process. Qualitative data support data from the quantitative questionnaire.	s
Queen's 10 28 audience Talk TTEd	**Korea opportunities: Access all areas!** **Maria Norton (British Council, Korea)** The Bus Project in South Korea took English out of the metropolis and into rural areas. As the initial 3-year programme draws to a close, what are the stories to share? Successes and learning points will shape this talk, offering you practical ideas on how to marry corporate with 'public' aims, all geared towards supporting teacher development and engaging students.	e, ie, p, s
Restaurant 60 audience Talk TD, TTEd	**International House World - How we're training teachers *everywhere*!** **Lucy Horsefield & Christina Margarf (International House World Organisation)** At last year's conference we showed how International House is striving to meet the professional needs of teachers. This year's talk will pick up on that theme looking at developments since Cardiff, with the IHWO team showing how IHWO supports teachers worldwide and introducing our new online courses which are available to all (Delta 1 Exam Preparation & DoS Skills Course).	ie

1750-1835   Session 3.7

Bramham 90 audience Talk ESP	**Collaboration in ESP course design and delivery: Ideas, models, experiences** **Nick Robinson (Cambridge University Press)** This talk examines what collaboration means in the context of ESP course design and delivery; what its aims are; and how it can best be achieved. We will draw on examples of collaborative projects between Cambridge University Press and professional bodies in the fields of marketing, law and finance. Participants will be invited to share their own experiences of collaboration.	e, ie, t, a bkprom, fp, pub
Charter 75 audience Talk LA, Writing skills	**Writing in class? I don't have time!** **Adriana Weigel (University of Sao Paulo, Brazil)** Not having enough class time to develop integrated skills is stressful to many teachers. Consequently, assigning writing tasks as homework is common. Knowing that working with at least some of the steps of process writing in class is a must, teachers face a dilemma. In this talk, I will share the experience I have in dealing with this issue.	e, ie, s, t, a

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Saturday 10 April

Session 3.7 : 1750-1835

Harewood 1	**Argumentation in applied linguistics for language teaching**	
125 audience	**Alan Waters (Lancaster University, UK)**	
Talk	Argumentation in applied linguistics for language teaching (ALLT) is frequently	
AL	based on a number of unsound premises, to the detriment of sound pedagogy . This	

Argumentation in applied linguistics for language teaching (ALLT) is frequently based on a number of unsound premises, to the detriment of sound pedagogy . This talk attempts to identify and discuss a number of these flaws, e.g., lack of realism, false dichotomising, and so on. It also proposes a strategy for remedying the problem.

Harewood 2	**Lotsa movement**	e, ie, p, s, t, a
125 audience	**Mojca Belak (University of Ljubljana, Slovenia)**	
Workshop		
GEN		

Teachers – especially those who are not very kinaesthetic themselves – tend to forget how important movement is for their students. In this workshop I am going to show a selection of effective activities which need little or no preparation. Long or short, quiet or loud, what they all have in common is movement.

Ripley	**"And still they gaz'd" - Where is video now?**	e, ie, s, t, a
160 audience	**Jane Sherman (FAO Rome)**	
Talk		
LT		

MV (Media Video) is TV, film, DVDs, YouTube, etc. Who's using it, why and what for? What do the technological developments mean for language learning? Is it a fun extra or an essential tool and target? We raise these questions, find some answers, discuss the uncertainties and suggest advocacy strategies.

Studley	**Storytelling using black flannel board and black light**	ie, a
30 audience	**Mitsuko Matsuo**	
Workshop		
LT		

Storytelling with fluorescent painted puppets and properties under the black light promoted positive group dynamics and increased motivation in EFL classrooms. In this workshop, the presenter shares how to make the luminous puppets and to manipulate them on a black flannel board with the fluorescent lighting. Delegates are invited to do storytelling using this enchanting tool.

Auditorium	***The Mindful International Manager***	e, ie, a
350 audience	**Steve Flinders (York Associates)**	bkprom, fp
Talk		
BE		

The Mindful International Manager is a book designed to support managers who have to lead people across cultures. It is a practical guide aimed at giving the reader an insight into cultural, interpersonal and situational factors which influence effectiveness when working internationally. In this presentation I will show how this publication can support trainers in developing participants to work internationally.

Conference	**Creating a book club for English language teacher trainees**	a
90 audience	**Diyangi Diambele Nkama (Instituto Superior de Ciencias da Educacao)**	
Talk		
GEN		

Trainers often complain that student teachers are lazy readers. They often read when they know that they are going to do a test. To motivate student teachers to become autonomous readers, the research I conducted at the college reveals that student teachers only read actively when the task will be marked. I have proposed a creation of a Book Club.

King's Suite	**Urban myths and English grammar**	e, ie, p, s, t, a
200 audience	**Peter Grundy (Northumbria University)**	
Talk		
GEN,		
Pedagogic		
grammar		

This talk is for delegates who've had enough of uninformed descriptions such as 'present perfect tense', 'third conditional' and 'word grammar' (to name a few). If you want reliable information about English syntax - tense, aspect, modality, conditionals, determiners, modifiers, etc., and a useful handout too, come along and help to change things for the better.

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Queen's 1
60 audience
Talk
TEA SIG
Programme

Assessing primary students' learning in CLIL lessons
Ute Massler (University of Education, Weingarten, Germany)
So far, teaching practice, as well as teaching materials on CLIL, often focuses on assessing language skills when evaluating students' learning in CLIL lessons, thus neglecting to diagnose students' content learning. Informed by theory and teaching practice, this presentation will provide principles, forms and methods on how to assess content and language and provide numerous examples from primary CLIL classrooms.

e, ie, p

Queen's 2
70 audience
Workshop
LT, **LAM SIG**
Programme

Staff development in the digital era: Top-down and/or bottom up?
Vic Richardson (Embassy)
Going digital? So, what route do you take - the project route, the change management route, the emergent route (aka making it up as you go along)? Does the well-established teacher training and INSET course model still apply? How do you deal with a top-down 'roll-it-out' vs. a bottom-up seed-and-grow approach? A workshop for managers, teacher trainers and digital practitioners.

e, a

Queen's 3
70 audience
Workshop
YLT SIG
Programme

Useful exploitation of pop songs in the classroom
Stephanie Davis (OISE Oxford)
All students love using pop songs in class, but it can be difficult to give them a clear linguistic aim in the classroom. This workshop will suggest activities which work and which allow pop songs to move out of the "Friday afternoon Filler" spot, making them a beneficial tool in the classroom.

e, ie, s, t, a

Queen's 4
40 audience
Talk
ESP, **GI SIG**
Programme

Is ESP the trend of ELT today? A Chinese perspective
Yingchun Li (Southwestern University of Finance and Economics)
Drawing on data from a recent empirical study in China's higher education, this presentation may challenge the optimism of language educators supporting Specific over General Purpose English. Lack of interdisciplinary knowledge cannot simply be overcome by proficiency in English. More robust theoretical curriculum design and classroom methodology are essential before pedagogical directions for language learning can be established.

e, t, a

Queen's 5
30 audience
Workshop
EAP

A successful BTEC experience for low-level language learners
J Pringle (The College of the North Atlantic, Qatar)
For foreign students or immigrants, dealing with a new language is one challenge, but adapting to a new work/study culture is another matter. Edexcel/BTEC offers recognized accreditation for workskills aimed at people coming from a variety of backgrounds. The challenge this workshop faces is to bring these valuable workskills and a goal of accreditation to low-level language learners.

e, ie, t, a

Queen's 6
70 audience
Talk
LT

Task-based learning and virtual worlds
Shiv Rajendran (Languagelab.com)
Task-based learning is conducive to experimental learning, active learning, 'organic' learning and the integration of linguistic form, communicative function and semantic meaning. Task-based learning in virtual worlds allows these benefits to be realized to a greater extent, with the world providing the input, conditions, procedures and a framework that keeps language relevant. Based on work done at Languagelab.com.

e, ie, a

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Queen's 7 70 audience Talk LT, TTEd	**Teaching a 'Tower of Babel' e-PD programme (aka Online DELTA)** **Silvana Richardson (Bell Bedgebury Language Centre)** How do you successfully train a community of participants from and/or based anywhere in the world? Not easily! It raises new issues and challenges for trainers. In this talk, I will share my insights as course tutor in the Online DELTA from Bell Preparation for Module One course, an in-service programme delivered via a virtual learning platform.	e, a
Queen's 8 40 audience Talk TTEd	**The impact of cross-cultural experience for EFL pre-service teachers** **Isil Kacar (Middle East Technical University)** This presentation aims to highlight the influence of university-based international experience on the professional and personal development of Turkish pre-service teachers of EFL. The data in this study was collected via a questionnaire and in-depth interviews and analyzed through descriptive statistics and content analysis. The findings indicated favourable effects on student teachers' professional and personal development, and cultural awareness.	e, t
Queen's 10 28 audience RES	**Researching the benefits and challenges of culturally relevant EFL curricula** **Lori Fredricks (American University in Cairo)** This presentation will describe a culturally relevant community-based EFL program for intermediate and advanced adult learners. The overall purpose was to provide an open curriculum that was shaped by the learners' goals and interests. The facilitator/researcher will share her insights on designing and implementing this culturally relevant program in three locations in Dushanbe, Tajikistan.	e, t
Restaurant 60 audience Workshop GEN	**The game show effect? Motivating vocabulary activities for language classrooms** **Adam Simpson (Sabanci University)** This workshop presents a series of activities, lexically related, based on popular TV game show formats that are easily adapted for use in the language classroom for recycling vocabulary in an engaging way. The workshop allows participants not only to discover and reflect on the potential of such activities, but also to share ideas on their relative practical applications.	ie, t, a

1900-2200   Evening events

People, Places and Puddings
1900-2030 in Conference
Come and enjoy - and join in - a light-hearted but very informative event celebrating the region where we are holding the conference.
You'll find out lots about local history, personalities, food, humour, landscape and all the things which make this such a special part of England. Your host is Mark Fletcher, but you could meet (and perhaps become!) the Bronte sisters, a mill owner, a famous cricketer... who knows? It will certainly be fun - and a very sociable experience!

The IATEFL International Quiz evening
(sponsored by Kingdom Enterprises Ltd)
2000-2200 in King's Suite
Back by popular demand (again!) and still hosted by Adrian Tennant. Come along, have a drink, meet people from around the world, be part of a winning team and see just how much you know (or don't) about the world we live in (or is it on?). There'll be prizes for the winning team, but the best part of the whole evening is that it's just good FUN!

0830-1100   Registration desks open

0830-1200   Exhibition open

0900-0930   Session 4.1
0940-1010   Session 4.2
1020-1050   Session 4.3
1100-1130   Session 4.4

0900-1130   2½-hour Interactive Language Fair

0900-1030   1½-hour Symposiums
0900-1130   2½-hour Symposiums

0900-0930   Session 4.1

Queen's 6 70 audience Talk GEN	**IATEFL GILL STURTRIDGE FIRST-TIME SPEAKER SCHOLARSHIP WINNER** **Teaching English in multicultural large classes: A narrative enquiry** **Prem Bahadur Phyak (Teacher training)** Reflecting on experiences and beliefs of five secondary level English teachers who have been teaching in two different rural government-aided public schools of Nepal, this study suggests that a large class does not only pose a problem for learning English but also creates a wonderful opportunity for classroom interaction among students from diverse language and cultural backgrounds.	e, s

Queen's 8 40 audience Talk LMCS	**The role of young adult literature in developing socio-cultural competency** **Jennifer Schumm Fauster** Does young adult literature (YAL) have a place in the EFL classroom at tertiary level? This presentation will answer this question by way of describing a project carried out with advanced EFL learners in which YAL was used to explore cultural values. The presentation will describe the implementation of the project and examine learner feedback and project work.	e, s, t

Queen's 9 28 audience Talk AL	**Learning strategy use of college EFL learners in Taiwan** **Chih-hui Chang (Da-yeh University, Taiwan)** This study, using Oxford's *50-item SILL*, examines the language learning strategy use of 279 college EFL learners in Taiwan. The findings are that the major subject and ESL experience significantly affect participants' overall strategy use, and interactions among gender, major subject, starting age of English language learning and ESL experience also have significant effects on the use of 33 strategy items.	e

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Sunday 11 April

Session 4.1 : 0900-0930
Session 4.2 : 0940-1010
Session 4.3 : 1020-1050

Queen's 10 28 audience Talk AL, YLT	**Teacher cognition about YLL vocabulary acquisition** **Torill Irene Hestetraeet (University of Stavanger)** This presentation is about a PhD project on teacher cognition and EFL vocabulary acquisition. The aim of the project is to investigate what beliefs Norwegian 7th grade teachers have about how their pupils can best acquire vocabulary, overtly and covertly, and to what extent these are reflected in their practices. Questionnaire results will be presented.	p

0940-1010   Session 4.2

Queen's 6 70 audience Talk GI, RES	**Teaching English in difficult circumstances: A new research agenda** **Richard Smith (University of Warwick)** Most English teaching around the world goes on in large classes with limited resources. Paradoxically, though, this kind of context remains under-considered in 'mainstream' ELT discourse. On the basis of historical review, an agenda and procedures for future research in this area are proposed and exemplified, and the Teaching English in Large Classes (TELC) teacher education/development/research network (www.warwick.ac.uk/go/telc) is introduced.	e, ie, p, s, t
Queen's 8 40 audience Talk TEA	**Reliability and validity of task-based assessment of L2 writing** **Yoshihito Sugita (Yamanashi Prefectural University)** The research examines the degree of reliability and validity of a task-based writing performance test for Japanese learners of English. A multi-faceted Rasch analysis was conducted using FACETS. In the analysis, writers, raters, and tasks were specified as facets providing information about the reliability and validity. Bias analyses were also conducted on rater-subject and rater-task interaction.	e, ie, s, t
Queen's 9 28 audience Talk LAM	**How (and why) to train your staff in CESOL** **Alison Talbot (Bell Bedgebury)** We spend a great deal of time training teachers how to speak to non-native students, but what about non-teaching staff who also need to communicate with students regarding finance, health, welfare, etc? This talk outlines a training programme in CESOL (Communicating in English with Speakers of Other Languages), why we need it and what the results can be.	a
Queen's 10 28 audience Talk AL, TEA	**Pakistani teachers' critical awareness of the impact of tests** **Raana Jilani (Indiana University of Pennsylvania, Indiana, PA, USA)** This talk reports on the findings of an ongoing research project investigating Pakistani English teachers' awareness of the social impact of tests. The study presents the preliminary analysis of survey data and uses the theories of test validity and critical language testing to argue that teachers' critical awareness can transform the impact of tests.	t

1020-1050   Session 4.3

Queen's 6 70 audience Talk TTEd	**Adapting teaching training to successfully reach the Chinese market** **Keith O'Hare (British Council, China)** The British Council is presently running teacher training projects for primary and secondary school teachers across China. This presentation shall look at how those projects have had to adapt materials and approaches used by the British Council worldwide to meet the needs of a large but quite unique market: China.	e, p, s

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e = experienced audience	p = primary teaching	t = tertiary teaching
ie = inexperienced audience	s = secondary teaching	a = adult teaching

bkprom = promoting a book
fp   = focusing on published/commercial material
pub   = speaking on behalf of publisher/examination board/commercial organisation

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Queen's 8 40 audience Talk LA	**Use of *Graded Readers* in a readers' club at self-access centre** **Sarwat Masuda Reza (British Council, Bangladesh)** The British Council Resource Centre, Bangladesh is running a Readers' Club with adult learners by using *Graded Readers*. One model is with independent learners where trained facilitators run club services. The second is with a university fresher where language teachers work as facilitators. This presentation will show how the learners are developing their language skills autonomously through club activities.	e, a
Queen's 9 28 audience Talk RES	**Academics' attitudes towards learning a foreign language** **Aysegul Angi (Marmara University)** Turkish academicians must learn a foreign language to move upwards in their professions, to do research and communicate with foreign colleagues. The study conducted at Marmara University (co-researchers: Nuran Akyurt and Selahattin Guris) focuses on developing a scale to find out academicians' attitudes towards learning a foreign language. The relationships regarding self-efficacy, test anxiety, motivation and learning preferences are the main interests of this research.	e, ie, a
Queen's 10 20 audience Talk AL	**What do Taiwanese university students think about today's English?** **Hsuan-Yau Tony Lai (Taiwan)** This study aims to investigate Taiwanese university students' perceptions of the role of English as a lingua franca today. Twenty semi-structured interviews were conducted, aiming to explore Taiwanese university students' thoughts on issues of the ownership of English and acquiring target language cultural knowledge in the English classroom. The study will consider possible implications of this insight for ELT professionals.	e, ie, t, a

1100-1130   Session 4.4

Harewood 2 125 audience Talk YLT	**The activities of a Norwegian network for young learner research** **Angela Hasselgreen (Norwegian Study Centre, University of York)** This talk will present an overview of the activities of a Norwegian network of researchers into primary school language learning. It will give a brief account of the various directions of research being carried out within the network. It will also present the speaker's own classroom-based research project on the assessment of young learner literacy, linked to the CEFR.	ie, p
Conference 90 audience Talk EAP, LA	**Anonymous peer review online – Can it stimulate autonomous learning?** **Tilly Harrison (University of Warwick)** Some online systems allow anonymous peer review (APR) where the students evaluate a number of their classmates' writing. This presentation will look at what such sites can offer and will report on a study of APR among undergraduate students on an English Language degree at a British university. The study aimed to measure differences in students' autonomy after experiencing APR.	e, t
Queen's 6 70 audience Talk GI, LT	**Right here, right now: Handheld learning in China** **Andrew Newton (British Council, Hong Kong)** In order to meet a 'Right Here, Right Now' demand around English learning to over 300 million learners and teachers of English, the British Council has been piloting new innovations in mobile technologies, internet telephony and English learning. I will be showcasing some of our products, as well as sharing the key learning outcomes of these exciting new initiatives.	e, ie, a

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Queen's 8 40 audience Talk ESP, MD	**Preparing materials for teaching ESP - English in logistics** **Polona Vicic (University of Maribor)** As a teacher of English in Logistics, I have been confronted with the challenge of creating materials that would cater best for the needs of students of logistics. In my talk, which will be based on hands-on experience, I will briefly outline the process of preparing and some characteristics of tailor-made e-materials for ESP.	e, ie, s, t, a
Queen's 9 28 audience Talk AL, RES	**Motivation revisited: When in Britain do as the Britons do?** **Mikio Iguchi (University of Warwick)** Do you encourage learners to learn English in order to integrate with native speakers? Drawing on interview, diary and participant observation data from adult Japanese individuals living in the UK, I will discuss that integrativeness is not the driving force and argue alternative explanations that construct or constrain learners' L2 motivation.	e, ie, a
Queen's 10 28 audience Talk TEA	**Killing two birds with one stone in testing and assessment** **Martin Lowder (British Council, London)** I aim to illustrate the problems our Teaching Centres were facing in the area of testing and assessment and how we set about addressing them through a partnership with Roehampton University. Lastly, I will share what the outcomes have been so far from the first cohort and plans for the future.	ie, a
Restaurant 30 audience Talk TTEd, YLT	**Introducing the European Language Portfolio to Norwegian schools** **Deborah Larssen (University of Stavanger)** This talk describes the methods, experiences, and lessons learned by Stavanger University's English department as it encouraged the adoption of the European Language Portfolio (6-13) within local schools. Through questionnaires and interviews with local teachers, it looks at the challenges they face when adopting the portfolio and tries to discover in what ways they can be better supported.	ie, p, s, t

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

0900-1130   The Interactive Language Fair

King's Suite 200 audience

A feast of presentations in an interactive format on a range of topics:

New for Harrogate! An event not to miss! The conference format of the future! Twenty one presenters race through thumbnail outlines of presentations on a wide variety of topics and then invite you to explore their interests with them making use of posters, realia, handouts, the internet and a wide range of interactive computer and paper-based materials. The topics explored include academic writing, autonomy, beginners, communicative skills, e-learning, ESP, games, literature, materials, research, supervision – a feast for everyone with a whole conference packed into a single session.

Academic writing: Practical tips for academic writing in diverse contexts
Elena Velikaya (State University - Higher School of Economics)
The purpose of this presentation is to give some practical tips in essay writing for academic purposes. The presenter will focus on developing essay writing skills for the IELTS exam (the analytical type) and extended essays in cognate areas. A brief overview of students' difficulties in obtaining the necessary skills in a Russian context will be given.

Autonomy: Developing autonomy beyond the walls of the classroom
Silvia Regina Dos Santos (Universidade de São Paulo Brazil)
Paving the path for students' autonomy is a real challenge for teachers and educators. In this presentation we'll share our experience in implementing a new curriculum at the Language Center for Undergraduate Students at the School of Education at USP. Tools that enable students to take greater control over their learning process will be presented and discussed.

Autonomy: Implications of research on 'measuring language learner autonomy'
Fumiko Murase & David Hall (Macquarie University)
Learner autonomy is not a single-function concept. This presentation examines the correlations between the different factors that together make up the construct, based on data obtained from a questionnaire designed with the specific purpose of measuring learner autonomy. In the presentation, we will present the different factors and their correlational values and explore implications for learner autonomy theory.

Communicative skills: Developing learners' communicative skills: Alternative strategy in EFL classrooms
Kamal Poudel (Central Department of Linguistics, Tribhuvan University)
The presentation presents 'inputs to interactive learning' to develop communicative skills, which is an alternative strategy to a language skills (LSRW) based approach. The alternative strategy maps onto L1 acquisition strategies that involve subconscious learning. This consists of warmer, context setting, picture-preview, guided dialogues presentation in productive forms, blanking, learners' presentation with vocabulary expansion and game-based communicative activities.

Digital dialogue games: Enhancing seminar participation and argumentation with digital dialogue games
James Taylor (Queen Mary University of London)
This presentation reports on how the InterLoc webtool has promoted improved discussion and critical thinking skills with international students in a seminar. It is a linear text based tool developed for education rather than social networking. Research conducted on a presessional course suggests that it can foster improved participation and is both beneficial to student and teacher.

e-learning: A comparison of e-learning and traditional classroom teaching: Petra University
Ahmad Al-Hassan (Petra University, Amman, Jordan)
This presentation will evaluate a new online course and compare it with a traditional classroom taught by the same professor. Comparisons will show effectiveness of e-learning in terms of producing a more optimized selection of learning courses. Accordingly, the main challenge of e-learning researches is how to provide these different courses to different learners with different learning abilities and needs.

e-learning: Breathing new life into e-learning
Sharon Hartle (University of Verona, Language Centre)
Virtual Learning Environments (VLEs) are becoming ever more popular but are they being used in the best way possible? Are we just experimenting or using them as a materials deposit? This presentation looks at how to create a space online where learners can learn and communicate meaningfully in their own virtual world: an extension of their real classroom.

Employability: Rozgar - British Council and Microsoft's Skills for Employability programme
Jill Coates (British Council India)
Project English, the British Council India's regional training programme has partnered with Microsoft India and Teamlease (the largest Indian recruitment organisation) to develop an ICT based Skills for Employability product aimed at aspiring rural youth. This innovative project will exploit the vast network of vocational training centres to improve the employability chances of millions of young people across India.

ESP: ESP instructor as designer of course content
Inas Kotby (Egyptian Banking Institute and AUC)
The instructor used authentic material and attended audit courses to design a course for auditors. This ESP course is based on market needs and is divided into five different modules covering the phases of an audit. Instructor's methodology relies on teamwork, role play, simulation, self management, and critical thinking. The learners practise writing and presenting.

In-service training: Enhancing longer-term sustainability of in-service training initiatives in Korea
Ju Youn Sim
The presentation examines decisive factors for longer-term sustainability of INSET initiatives in Korea. This study describes one particular INSET course and focuses on the participating teachers' perspectives of underlying causes for success and failures in implementing new skills and ideas acquired from INSET. Semi-structured interviews and classroom observation were employed at different times after the course delivery to gather information.

Literature: BritLit: Literature for language learning
Fitch O Connell (British Council, Porto, Portugal)
Short stories, to be read or listened to, can be stimulating and exciting for teachers and students alike. Using some of the experiences of the British Council / APPI BritLit project, this presentation will explore techniques used to create an imaginative approach to engaging young minds in creative storytelling leading to creative reading.

English in Libya: Teaching English in Libya
Muman Alkhaldy (Garyounis University, Ajadabia, Libya)
English language teaching in Libya is in a transitional phase because recently, English was introduced as a second language in the school and university curriculum. The focus of my presentation will be on this shift of ELT in Libya from a foreign language to a second language, supported by my experience in teaching English both at secondary and tertiary levels.

Materials: Do we need principled evaluations of language teaching materials?
Ali Ata Alkhaldi (PhD researcher)
Language theories and findings of SLA research are embedded in materials, although not always explicitly. One of the functions of principled materials evaluation, I will argue, can be to reveal the theories which are embedded in the materials. "Theorists" can then reappraise their theories in the light of the findings. In this presentation, a principled evaluation framework will be elaborated.

Online projects: Creating online projects with kids
Julie Wallis (The London School, Vicenza & AISLi, Italy)
Nowadays the ESL teacher needs to be able to tune in to learners' needs. If we are to motivate the learners and facilitate successful learning, we need to be able to navigate around their world of internet, youtube, MP3s, etc. My presentation will show you how to develop projects with kids and teenagers using multi-media.

Oral skills: Student voices on teaching, assessing and developing oral skills
Sally Ali (UAE University)
This presentation will refer to the three types of assessment and provide students' opinions on the importance of developing and assessing oral skills. Research results will show that students want teacher-, peer- and self-assessment and need communicative competence as well as linguistic competence. The presenter will deal with various methods and activities for assessing and developing oral skills too.

Quality teaching: Student and teaching personas – Defining quality in the classroom
Graham Horn (British Council Hong Kong)
How would you define quality teaching? Perhaps more importantly, how do your students decide what makes a good teacher and a great lesson? The British Council Hong Kong decided to find out by developing Student and Teacher Personas. In this presentation you will hear why we chose the persona approach, some initial findings and ideas for next steps.

Research: The insider-outsider debate in TEFL and SLA research
Yoshiyuki Nakata (Hyogo University of Teacher Education)
A great deal of misunderstanding and confusion currently surrounds the use of research methods. In this presentation, I examine the basic issues of research methods from an insider-outsider perspective using the criteria of eight dimensions (researcher, students, classroom, contribution, example of research, conditioning, reliability of data, and disclosure of information).

Stress-free learning: My classroom: My world
Maria Estela Ribeiro Jardim Rondon
This presentation shows we can produce a stress free learning environment through our attitudes as teachers. Catchy activities such as songs, stories, drama, laughter, films, use of high technology, etc., turn the lessons into an enjoyable and successful experience in which the students have opportunities to develop and show their talents. The English classroom makes a difference in their life.

Supervision: Teacher supervision: Currents below the iceberg?
Mutlu Soykurt (Eastern Mediterranean University)
The aim of this research study was to investigate how practicum students at Eastern Mediterranean University perceived a cathartic supervision model, which considered giving them appropriate feedback to settle emotional problems they experienced during practice teaching sessions, applied to them during their Practice Teaching course and how it affected their overall attitude to the teaching profession and classroom teaching behavior.

Teaching: Inspired teaching: Educating the whole learner
Maria Araxi Sachpazian (hyphen, engineering education)
Is teaching active and learning passive? Are we the all omniscient teachers struggling to involve our students? Why do we fail? Do teachers overlook the importance of teaching the whole learner? This presentation aims to examine class management, self assessment and autonomy training to highlight how teachers can target not only the learner's mind but also their soul.

Vocabulary: Has VLS research 'filtered down' into the ELT materials?
Ali Bastanfar (Islamic Azad University-Khoy Branch, Iran)
The classroom is unlikely to provide all the lexis learners need. Using VLS (Vocabulary Learning Strategies) makes vocabulary learning self-directed and transferrable to new situations. As ELT coursebooks are the agenda for classroom activities, this study attempts to gauge advances in treating VLS in ELT coursebooks and the degree of VLS training in the sampled coursebooks.

0900-1030   1½-hour Symposiums

Harewood 2
125 audience

EFL Teaching for Academic Writing Symposium

In his (2007) report dealing with the topic of language learning in higher education, Beacco suggests that universities need to 'make foreign language learning obligatory for all learners of all faculties, cycles, and streams'. Additionally, in their (2003) action plan to the European Parliament, the Commission of European Communities suggests 'all students [should] study abroad… for at least one term'. As a consequence of these and other international policies, the necessity for academic writing in the EFL field has increased. Within this framework, three presentations will focus on the instruction and assessment of EAP writing programs in Germany, Russia and the United States.

In the first presentation, **Benjamin Haymond** of Otto-Friederich-University in Bamberg, Germany will discuss how a small department of four staff members has dealt with the dilemma of measuring academic writing development in a growing undergraduate program by examining its methodology, samples of student writing, and an overview of the student performance. The purpose of the presentation will be to introduce a working method for teaching EFL academic writing to a large number of students with a limited number of staff.

The second presentation led by **Tatyana Gudkina**, and **Larina Feshchenko** of Amur State University in Blagoveshchensk, Russia will discuss teaching students to write effective summaries by using graphic representations. Particular emphasis will be made to discuss practical techniques for instruction.

Janie Rees-Miller of Marietta College in Marietta, Ohio in the United States will discuss ways to effectively assess an EAP writing course in an American higher education institution as the final presentation. The presentation will describe the means and results of a variety of assessment techniques used in one US institution, where the next course EFL students take after EAP writing is a freshman composition course required of all students at the institution.

Questions will be taken after each presentation.

Conference
90 audience

EAP Speaking Skills Symposium

Convenor: **Heather Buchanan**

Needs analysis of international students in the UK
Majed Alqahtani
The purpose of this presentation is twofold: firstly, what are the international students' needs from English for academic purposes in the UK? Secondly, what role does acknowledging the importance of English for Academic purposes play in the future academic studies (e.g. Humanities, Education or Management) of international students in the UK?

EAP speaking skills
Heather Buchanan (Leeds Metropolitan University)
Despite the growth of the International student population in Higher Education, the subject of speaking English for Academic Purposes remains relatively neglected. Course content, materials, assessment, use of technology and cultural factors are all hot topics for discussion: What specific skills do students need in academic contexts? And what helps students with academic speaking? Come and join in!

Materials evaluation: A look at EAP speaking tasks
Julie Norton (University of Leicester)
This talk presents an evaluation of speaking tasks in two EAP coursebooks. It explores how research into the spoken language is impacting upon EAP materials development and task design. Drawing upon Littlejohn's (1998) evaluation criteria, speaking tasks are critically examined and conclusions offered about the interface between research and practice in the development of EAP speaking skills.

Restaurant
60 audience

Legal English Symposium

Convenor: **Matt Firth**

Blended approaches to legal English training
Matt Firth (TransLegal, Stockholm)
This session will outline the approaches taken in selecting and developing the authentic materials for use in the PLEAD blended learning course (suitable for Cambridge International Legal English Certificate preparation) and the International Legal English (CUP 2006) online research tasks. The talk will conclude with a discussion of the future of blended learning courses for learners of Legal English.

Teaching legal writing to lawyers and paralegals
Kenneth Raphael
Lawyers and paralegals need to employ various writing skills. In addition to general business writing they must learn both predictive and persuasive writing. In addition, they must learn how to work with legal precedent and statutes and work with facts. This talk will discuss how to teach the specific skills necessary for effective legal writing.

Plain English
Alison Wiebalck (legalenglishskills.com Zurich, Switzerland)
Plain English. The legal English teachers' guide to training students to write and speak in good, plain - yet professional - user-friendly English. Why is our legal language the way it is? How can we persuade our students to abandon legalese in favour of plain English? And how, in practice, can we teach them to write clearly and communicate better?

Sunday 11 April

2½-hour Symposiums: 0900-1130

0900-1130   2½-hour Symposiums

Collaborative Professional Development: Global Perspectives Symposium

Professional development is becoming increasingly teacher centred. As teachers take control of their learning, they are turning to their colleagues and peers to create communities of practice. In this symposium, presenters will share their experiences with collaborative professional development endeavours in various settings and in various modalities. Successes, challenges, and innovations will be discussed. Most importantly, commonalities and differences across settings will be explored as a way to contribute to a knowledge base for the implementation of collaborative development opportunities.

Introduced and moderated by **Julia Frazier, Education Development Center**

The first presentation describes a small-scale project in which the presenter, as a semi-interventionist, collaborated with one Japanese English teacher for two weeks. The presenter will report on how dialogue helped the teacher's professional development and discuss success achieved, and problems and dilemmas identified by the teacher, together with implications for collaborative professional development through dialogue.

Presented by **Chika Hayashi, University of Nottingham**

The second presentation describes the experience of a school-based teachers' forum in Indonesia intended to be a medium to facilitate reflection. However, often the teachers had to cease this activity because they had no more ideas to reflect. Use of a diary to record the problems and critical incidents in their classes became a prompt for reflection.

Presented by **Siti Masrifatul Fitriyah, Jember University, Indonesia**

In the fourth presentation, we will focus on the British Council's "e-English for Teachers", aimed at Latin American Public Sector Teachers of English interested in developing more confidence in their language performance up to an intermediate (B1) level. The talk will include lessons learned and key considerations for delivery of this kind of online professional development.

Presented by **Graeme Hodgson, British Council Brazil**

The Good Language Learner Symposium

This symposium will have six speakers, who will each propose a key question with the rationale for asking it and invite responses by the panel and audience before presenting their own insights and research findings. The order will be as follows:

Carol Griffiths (Yeditepe University, Istanbul, Turkey)
Since first being introduced to the applied linguistics literature around 35 years ago, the good language learner has generated a great deal of controversy which continues to this day. In the introduction to the symposium, a brief background to good language learner issues will be presented, the proposed symposium format explained and the speakers and their key questions will be introduced:

Madeline Ehrman (Foreign Service Institute, US Department of State)
The question of how good language learners differ from others is one which has been the subject of a great deal of debate and research for many years. The opening question of this symposium on good language learners will explore some of the possible contributing factors by asking:
What are the characteristics which enable learners to develop near-native proficiency in a language other than their first?

Sarah Mercer (University of Graz, Austria)
A learner characteristic which is currently receiving increased attention is the area of learner beliefs and how they affect learner behaviour and learning outcomes. These and related issues will be addressed by considering the question:
What are the belief systems of highly successful language learners?

Bonnie Tsai (Pilgrims, Canterbury, UK)
We know that the potential for the human brain to learn is unlimited. To tap into this potential, creative thinking must be engaged. The nature of creative thinking and related concepts will be explored with the query:
Is creativity the X factor in the language learning process?

Andrew D. Cohen (University of Minnesota, Minneapolis, USA)
Although learning a language to a high degree of competence may be difficult, there are some who manage to learn and maintain a high level of proficiency in three or more languages. Maintaining long-term, multilingual competence will be the focus of this question which asks:
What does it take for an adult learner to achieve and maintain multilingual abilities?

Anna Uhl Chamot (The George Washington University, Washington, DC, USA)
Ultimately, it almost goes without saying that all teachers want to help their students to become good language learners. The final question of the symposium will look at successful language learning from a pedagogical point of view and enquire:
How can language teachers help their students to become good language learners?

As this symposium hopes to demonstrate, the good language learner is a very complex being. The concluding comment by the convenor will attempt to draw the multiple threads together and suggest implications for the promotion of successful language learning.

Harewood 1
125 audience

Grammaring Symposium

Presented by **Birsen Tutunis, Sevim Inal, Ken Paterson , Gulshan Samadova**

In many parts of the world, coursebooks, pre-service and in-service training of English language teachers have encouraged teachers to change their grammar teaching from traditional grammar rule teaching to teaching how to make use of grammar. But in practice teachers keep their beliefs on the benefits of explicit grammar teaching. The reasons need to be studied in depth.
The ongoing debate on grammar or non grammar or accuracy versus fluency in EFL classes (Krashen 1981, Brumfit 1984) led scholars to re-examine grammar teaching and a balance approach called Task-Based Teaching was introduced (Willis& Willis,1987).
Our symposium will give you a taste of both theoretical background of grammar teaching-Grammaring and take away classroom practices to be applied in your EFL classes after the conference.

Our first speaker **Birsen Tutunis** will present some theoretical background of grammar teaching and ask several questions on the issues of explicit and implicit grammar acquisition. She will try to answer some of them based on her literary survey and will ask the rest to the audience. This discussion will hopefully help teachers of English to take decisions that will make grammar classes more beneficial.

Our second speaker **Sevim Inal** will talk about error analysis study on the use of articles. The study is conducted in Turkey where she believes EFL classes are grammar oriented. She tries to bring an understanding to the issue by checking whether students are capable of correct grammar use after such amount of injected grammar. So the balance between grammar or non grammar will be emphasized.

Our third speaker **Ken Paterson** suggests that the time might now be right for ELT professionals to begin selecting and then teaching a range of spoken grammar items themselves. He has designed a syllabus and wanted to see how the explicit teaching of these items to appropriate classes might add value to students' learning. Ken will present practical examples, a three-stage approach to teaching spoken grammar in the classroom.

Our fourth speaker **Gulshan Samadova** will focus on using games while teaching grammar to the beginners, which she believes is a very effective way of developing good speaking skills. The games are easy to play and don't require any special equipment, just flashcards or balls, so teachers can use them as a part of their lessons without any difficulty.

The symposium will offer a closing discussion on grammar teaching which we hope will have an impact on the participants' classroom practices.

Sunday 11 April

2½-hour Symposiums: 0900-1130

Ripley
160 audience

Meaning Making Through Stories for YLs Symposium

Convenor: **Rama Mathew**

The symposium will explore stories as a resource in the YL classroom: beginning with wordless picture books, the presentations demonstrate how children, student teachers and teachers can make and tell stories to create meaning, develop creativity and imagination in children. The session, based on a lot of empirical research, will be full of fun and doable tasks to take away and implement not only in YL classrooms, but at all levels.

'Stories' from different content and language learning contexts
M. Teresa Fleta (Alcala de Henares University, Madrid. Spain) & Maria Luisa Garcia Bermejo (Universidad Complutense, Madrid)
The aim of this session is to present stories written by children in CLIL and in bilingual/immersion schools, and by student teachers at university. The stories were created during workshop sessions and the learners participated individually and in groups. The final product shows how the imagination and the creativity were put at work by means of English.

Wordless books: A wonderful underutilized resource for YL
Caroline Linse
Wordless books are a genre of picture books for children that are found in practically every corner of the globe and are readily available for teachers. The purpose of this session is to share ways of both selecting and utilizing wordless books with young learners 4-12 year olds who are different stages of English language development

The picture book - object of discovery
Sandie Mourao
In picture books the message is revealed on the cover, in the endpapers, and through the illustrated pages. Using results from empirical research I shall argue that practitioners should be more aware of how a picture book reveals its message and present picture books to students as a a object with a message to be discovered.

A global concept in a local context
Uma Raman (Chennai)
The government of Tamil Nadu state in Southern India as part of its activity-based curriculum facilitated the creation of 77 teacher-made graded English storybooks. These books will reach more than 300,000 young learners in state schools. The innovative hands-on participation of English and art schoolteachers of state schools has resulted in themes and scenes familiar to learners.

Auditorium
350 audience

Narrative in ELT Symposium

Convenor – **Brian Tomlinson**

The presenters in this symposium all believe that narrative is fundamental to our experience of life but is relatively neglected in materials for ELT. We would like to see narrative becoming central to the experience of learning a language and in our presentations we'll describe and demonstrate principled ways of achieving this.

Exploiting the Power of Narrative – Brian Tomlinson (Visiting Professor, Leeds Metropolitan University: Visiting Professor, Azad University)
This presentation will highlight the power of narrative as a stimulus and a source of meaningful and comprehensible input. It will also suggest ways of helping learners to create and present their own narratives as a way of facilitating their communicative competence and raising their self-esteem. It will demonstrate procedures and focus on the principles behind them.

continued...

Weaving the Class Narrative – Alan Maley (Visiting Professor, Leeds Metropolitan University)

I want to suggest that we can foster the formation of a 'storied class' (Wajnryb 2003.) by:

- making story-telling a regular part of every lesson
- encouraging the class to record its own unfolding story, through a class journal, website or blog
- including visual records, poems, songs etc. arising out of it.
- celebrating the class story (ethnic memory)
- encouraging the exchange of stories from the world outside the class: press, TV, family, friends self
- encouraging the writing of stories (and 'publishing' them)

I shall illustrate my contribution to the symposium by using stories and experiences with 'storied' classes.

Helping Learners to Express Themselves – Hitomi Masuhara (Visiting Lecturer, Leeds Metropolitan University; Visiting Fellow, Azad University, Oxford)

Being an L2 user is simply frustrating! In an L2 you can't project yourself in the way you do in your L1. L2 classroom materials don't seem to offer the kinds of help you need. In my presentation, I'd like to demonstrate some ways of helping learners to reduce such frustrations and to enjoy learning English through expressing themselves. I'll firstly describe the frustrations that L2 learners seem to feel when they try to express themselves in the target language. I'll then explore the possible sources of such frustrations before arguing that learners have a lot of resources and stories to tell and what they need are opportunities in which they would want and need to express themselves and to be helped during the process of self-expression. ? I'll demonstrate some of the tasks and activities that seem to help learners focus more on the joy of self-expression and I'll conclude my session by showing a checklist that teachers and materials writers can use for the evaluation, adaptation and development of materials that are designed to help the learners tell their stories.

Learner Investment in ELT – A Learner Perspective - Jaya Mukundan (Associate Professor, University Putra Malaysia)

Textbooks can be boring and not meet the expectations of young adults. In this presentation I will show how I got my learners (teacher trainees in the B.Ed. TESL programme) to create their own "stories" (and learning materials) that relate to the themes in the textbook. They were asked to work on 2 projects; one the creation of a photo-story; and the second a short film. Learners were provided input on how to work on the storyboard, and provided guidelines on plot development, characterization and other aspects of stories such as setting. In addition they were also provided guidance (if they needed) on such things as casting and costumes. They were asked to work on these projects over 10 weeks. For technology-related problems and assistance they were advised to seek support from students in the film department in the Communications Department of the university. The entire period from writing to production and final presentations (Academy Awards/ Grammy Awards style) showed students to be actively involved and possessing a high degree of motivation. The products were of high quality. They were much more interesting than whatever was in school textbooks and learner investment was much higher. This type of project work revealed that learners took charge of their own learning, and very successfully.

Teachers Telling Tales - Exploring Materials for Spoken English – Ivor Timmis (Reader, Leeds Metropolitan University)

In recent years, huge advances have been made in the description of native speaker spoken English. These advances in knowledge, have, however, been relatively slow to filter through to ELT materials. In this talk, I will present examples of the research findings in spoken language that are potentially relevant to ELT and argue that incorporating such findings in ELT materials presents a dual challenge:

1. Can we ensure that such materials are relevant in a world where English is increasingly used in international contexts?

2. Can we find an appropriate methodology for the teaching of spoken language?

I will argue that one way we can explore spoken language with our learners is recording our own stories , as such stories are likely to be motivating for learners to listen to and easy for teachers to analyse. I will give examples of the kinds of stories we might use and present a framework which can be used to analyse such stories for potentially useful features of spoken language. The audience will be asked to identify potentially useful features from an extract of one of my own recorded stories.

Sunday 11 April

2½-hour Symposiums: 0900-1130

Drama Symposium

Drama techniques have been successfully used to teach foreign languages since the Middle Ages. With very good reason! Used appropriately, they can be effective in a wide range of different learning environments, and may foster development in all four skills. Drama also provides an almost limitless range of contexts in which to engage with language, and is a powerful tool in the nurturing of an L2 identity, within the safe framework of playing a role. This symposium will be divided into two parts: the first two sessions will focus principally on the advantages and the practical application of working with scripts, and the last two will explore drama in its more spontaneous and improvisatory forms. There will be plenty of opportunities for participation, questions and comments.

The (second) language play's the thing
Nick Bilbrough (Horizon Language Training, Totnes, UK)
In this short interactive talk, I'll reflect on my experiences as both a language learner and a teacher, and propose a rationale for the practice and performance of scripted dialogues and sketches as a core component within a very modern lexical (Lewis 1993) or 'play' based (Cook 2000) syllabus.

Drama projects in a Brazilian state school: DramaClub/Webwriters
Ingrid Broch (Colegio de Aplicacao/UFRGS, Porto Alegre, Brazil)
In this presentation I will show how two projects using Drama at a Brazilian state school provide EFL practice and promote growth and cognitive development. In the first one, students read simplified novels and adapt them to a theater play using a digital environment. The second one involves the performance of one of the plays written by students**.**

Ways into Worlds
Richard Chinn (Brasshouse Language Centre, Birmingham, UK)
This session will explore some tried and tested activities for engaging learners through improvisation and will include tasks which build confidence, promote spontaneous speaking, strengthen group dynamics, encourage creativity and allow for a fun way to practise language. By using video and photos of students doing these activities, the session will cover multi-level drama techniques, some of which have been inspired by the theatrical work of the revolutionary theatre practitioner Augusto Boal.

PDL: A very different approach to language learning
Eugene Schaefer (Internationaler PDL Verband, Hohenahr, Germany)
Is it possible to walk into a classroom having only the structure but not the content of the day's lesson? With PDL, Psychodramaturgie Linguistique, the answer is a definite "yes." Armed with a flexible structure free of textbook-oriented, curriculum-restricted content, the PDL trainer is ready to accompany language learners on their individual journeys into the realm of a foreign language.

English for the Workplace Symposium

Convenor: **Joseph Yong Tohmoh**

Towards English professional communicative competence
Amna Mohamed Bedri (Ahfad Institute of Languages, Ahfad University for Women)
This presentation discusses the growing need for English in the professional field where a good command of English is considered an asset for professional, social and economic empowerment; Sudan as a case study. Questions are raised and answered; which skills are needed in the workplace? Is it profession-specific? Including previous experiences and recommendations.

Developing an English language course for Serbian doctors
Sofija Micic (Belgrade University School of Medicine)
Today, medical practitioners everywhere need to use Medical English at work or for study. To keep up to date with medical science, they need to be competent in Medical English and take appropriate courses. There has been no such course at our Faculty and the paper provides suggestions how to develop it taking into account common and context-specific features.

Collaboration, personalisation and authenticity: The future of the coursebook
Cleve Miller (English360)
This talk will first discuss the concepts of collaborative content and playlist course design, which lead to highly personalised, authentic learning. Secondly, we will look at these concepts in practice in the English360 web platform, which provides free tools for collaborative content development by the global ELT community, resulting in highly personalised courses for classroom, online, or blended learning.

English/French bilingualism and workplace minority English in multilingual Cameroon
Martina Muyusi Nana Mee Mbayu (Lycee Joss, Douala, Cameroon)
English is the first official language of ¼ of the population of Cameroon practising English/French official Bilingualism within a background of 250 national languages. After leaving school believing that English is the most prestigious world language, they move towards Yaounde and Douala where job opportunities abound, only to be disillusioned by the treatment reserved for English in the workplace.

INTERNATIONAL HOUSE TRAINING & DEVELOPMENT SCHOLARSHIP WINNER
English for work and the workplace - A mutant puzzle
Joseph Yong Tohmoh (Ministry of Education)
It is puzzling to watch the supersonic speed at which technology is changing the global workplace, imposing heavy demands on English which has become a universal work tool. Yet the triangular relationship between the expectations of educators/employers, learners/ employees as well as parents/society, make of E4WP not only a puzzle, but one that is constantly undergoing mutations.

Queen's 2
70 audience

The Professional Development of Teacher Educators Symposium

Convenor**: Doreen Spiteri** (University of Malta, Malta)

While the professional development of teachers is a much-researched area in language teaching, that of teacher educators has attracted less attention. This symposium proposes to look at the various ways in which teacher educators continue to develop professionally by engaging in projects and conducting research related to language teacher education. The presentations are varied and testament to the range of activities that teacher educators engage in.

We will start with a presentation by **Gaowa Wuyun** (Teachers College, Columbia University, USA) that focuses on a curriculum design for teacher training in educational settings where English is a Third Language. The curriculum design exemplifies how teacher education contributes to the maintenance of linguistic and cultural heritage of the minorities globally. The goal in this sense is to prepare teachers to be qualified in educational inquiry, language learning and teaching methodology, and cultural understanding. Our symposium audience will participate in some activities related to the curriculum design.

Following this we move on to a presentation by **Tim Phillips** (British Council, Manchester, UK) that reports on how teachers view the support provided to them by teacher educators at the British Council. The British Council supports teachers in a variety of ways including development programmes, online training and the TeachingEnglish website and this presentation reports on a study that sought teachers' feedback on how the resources and opportunities for development are being received. The challenges for effectively meeting the development needs of teachers of English will be discussed.

Observing lessons and giving feedback to teachers is a core element of the School Inspector's work in Cyprus. In this presentation **Hatice Asvaroglu** (Turkish Cypriot Ministry of National Education, Youth and Sports, Cyprus) reports on the professional development of School Inspectors whose post-observation feedback sessions with teachers were video-taped. These recordings were then viewed by the Inspectors who engaged in peer feedback.   At the end of the study, the inspectors were interviewed to investigate the attitudes they had developed towards peer feedback process and the contribution of the study to their professional development. The implications of this study for teacher trainer training programmes are discussed.

Opportunities for questions will be provided after each presentation and there will be time for a discussion at the end that will seek to expand on the topic of teacher educators' professional development.

Sunday 11 April

2½-hour Symposiums: 0900-1130

Queen's 3
70 audience

Materials writing in ELT Symposium

Convenor: **Amy Lightfoot**

This symposium will explore a variety of issues related to the writing of ELT materials. The presenters will draw on their own experiences of designing, producing and piloting materials within several different contexts. The speakers will all present for approximately twenty-five minutes. Each presentation will be followed by a ten minute discussion or audience-focused activity, to enable the participants to share their own views on each topic and consider how the speakers' explorations with materials writing relate to their own experiences.

We will start with a presentation on *A principled approach to writing materials for ESL/EFL* by **Livia Donnini (University of Sao Paulo, Brazil)**, who will explore a question-based approach to materials design. Professor Donnini's work is informed by her own varied experience of materials writing. In her presentation, these contexts of authorship will be briefly described and the series of suggested questions will be presented and discussed.

We will then move on to a talk on *Teachers as materials writers: assessing needs and finding solutions* by **Rubena St. Louis (Universidad Simon Bolivar, Venezuela)**. Rubena will explore how teachers at her university took an active role in designing materials for an English refresher course for pre-university students. The presentation will discuss the needs analysis carried out and the theoretical framework and design process used to develop the EFL materials, along with some examples of these and student feedback they received.

Next we will turn to the relatively new area of materials development for e-learning, with a talk on *The development of online provision for students of academic English* by **Martin Barge and William Tweddle (Queen Mary University of London)**. The speakers will provide a description of the project along with demonstrating the software applications involved. They will also focus on the results of trialling the materials with the students.

Finally, we will look at how all these experiences can be drawn together in our day-to-day teaching with a discussion on *Creating effective classroom materials: tips and tricks*, led by **Amy Lightfoot (Freelance materials writer and trainer, UK)**. In this part of the symposium we will look at how the classroom materials we create can be improved and published materials adapted to better suit our own context. We will also briefly discuss opportunities for sharing and publishing our own materials within the wider teaching community.

Queen's 4
40 audience

Critical Thinking Symposium

Convenor: **Guler Ekincier**

Critical thinking is an important and vital topic in modern education. All educators are interested in teaching critical thinking to their students. Many academic departments hope that its professors and instructors will become informed about the strategy of teaching critical thinking skills, identify areas in one's courses as the proper place to emphasize and teach critical thinking, and develop and use some problems in exams that test students' critical thinking skills. This critical thinking symposium has been prepared to inform and aid you to accomplish these things, and it has been kept straightforward.

Daniel Norrington-Davies (International House London)
Using critical thinking in the language classroom
Everybody thinks, but in ELT classrooms, this is often forgotten. This workshop will look at ways of encouraging students to look more critically at texts and to find conclusions, flaws or assumptions rather than basic facts. We will then look at how we can use this ability to improve productive skills, enabling students to offer opinions and arguments more confidently.

Mei Lin (Newcastle University, UK)
Teacher education: Infusing thinking skills into ELT curriculum
There has been a renewed interest in developing students' critical and creative thinking skills. This proposal, aims to demonstrate and discuss how teachers can integrate thinking skills in ELT curriculum to help teachers increase students' capabilities to acquire, analyze, and apply complex information; to solve problems quickly and efficiently; and to be committed to lifelong learning in their teaching, etc.

Fatma Demiray (Bolu Abant Izzet Baysal University)
Critical thinking in English classes
Critical thinking is an important and vital topic in modern education. The teaching of critical thinking is discussed, based on the view that methods of teaching critical thinking vary from discipline to discipline. After covering basic concepts related to teaching critical thinking, a framework to examine the process of critical thinking is presented, based on cognitive and developmental theory.

Queen's 5
58 audience

Increasing Communicative Competence Symposium

This symposium will explore the concept of communicative competence, and examine how teachers in EFL/EIL classrooms are putting communicative methodologies into practice in various parts of the world. There will be an emphasis in this symposium on explaining and critiquing what actually happens in classrooms, so presenters will demonstrate the activities they have gone through with their students, what students say about these activities, and how these increase learners' communicative competence in speaking and writing. The audience will have a chance to discuss methodologies and ideas as to how we should understand EFL/EIL classrooms.

To set the theoretical context of the symposium, **Catherine Matsuo** (Fukuoka University, Japan) will briefly outline the history and development of theories of competence and their relevance to EFL/EIL pedagogical theory and practice in a globalizing world.

Guozhi Cai (The Open University, UK) will then demonstrate how the concept of communicative competence works in reality. She will reveal that English teachers are still clinging to the traditional grammar translation method. She will argue that the root of this lies in the conflict between Western Methodology and Chinese ideology. Catherine Matsuo will explain how she tries to synthesize theories of dialogic learning and knowledge building, language acquisition, and communicative pedagogy, and put these into practice in her classroom. She will demonstrate sequences of activities that she has used with students, explaining what the activities do to activate students' extensive but "inert" grammar knowledge. She will also explain how she tries, through task sequencing and adjustments and variations in her "teacher talk", to maximize language acquisition and change students' understanding of language and language learning.

Blanka Frydrychova-Klimova (University of Hradec Kralove, Czech Republic) will, based on Bachman, (1990) outline five key components of successful communicative competence. Moreover, she will support this theory with practical examples from her writing classes at the university.

Elizabeth Anthony (University Tun Hussein Onn Malaysia) will conclude the symposium by focussing on learners' experiences and understanding of an innovation in methodology, specifically Problem-Based Learning, which is small group collaborative learning centred on real-world problems. She will discuss what the learners say about how the methodology enhances real world language skills and encourages them to become more independent and self-directed.

Queen's 7
70 audience

Responding to Writing Symposium

Convenor: **Nagwa Kassabgy**

While corrective feedback is widely considered a central aspect of FL writing and a crucial factor for encouraging and consolidating learning, many questions relating to feedback remain unresolved: Does responding to learners' writing make a difference? What is the best way to respond to learners' writing? Does culture play a part in teachers' responses to FL students' writing? Which errors are more amenable to corrective feedback? What is the effect of using technology in responding to writing? In this symposium, the presenters attempt to answer some of these questions by sharing their research on responding to writing in their different contexts.

Yasmine Salah El-Din (The American University in Cairo) compares how native vs. non-native speaking teachers respond to FL learners' academic writing, specifically in grading content, organization, and language use. Her research hypothesizes that there are differences between the two groups of teachers in grading global vs. local errors.

Veena Bhambhani (Mahavir Senior Model School in Delhi, India) focuses on teachers' vs. students' perceptions of written corrective feedback and how students' sense of fulfilled/unfulfilled needs through feedback affects their writing. The researcher concludes that understanding students' perceptions and needs is essential to help students raise their awareness about the writing process, their difficulties, and the recursive process of writing.

Nagwa Kassabgy, involved in teaching EAP to undergraduates at The American University in Cairo, shares the findings of a study that investigated both the immediate and delayed effects of providing learner-preferred vs. teacher-preferred written corrective feedback on the acquisition of one problematic grammatical structure.

Phyllis Wachob, involved in teaching TEFL graduates at The American University in Cairo, describes a research project with her MA students who received audio (MP3) files, giving more extensive and affective feedback instead of written comments on student papers. She discusses her students' reactions to this new style of feedback and the advantages of creating audio files to respond to student writing.

Sunday 11 April

Final plenary & closing ceremony: 1200-1345

1130-1200 **Coffee break**

Your final opportunity to visit the Exhibition.

1200 **Exhibition closes**

1200-1300 **Final plenary session by Jan Blake**

Auditorium
(1500 audience)

Jan Blake was born in Manchester of Jamaican parentage. She has an international reputation for dynamic, witty, exciting storytelling. Specialising in stories from Africa and the Caribbean, Jan is one of Europe's leading female storytellers. She has featured at all the major storytelling festivals in the country, as well as performing, running storytelling workshops and teaching all over Europe. Jan is committed to passing on skills that can help storytellers develop their expertise.

What is a storyteller?

I've been a storyteller for 23 years, touring, performing and hopefully inspiring others to get up and tell a tale or two themselves. Yet despite what might sound an obvious job description - *storyteller* - there's often confusion about what that actually means. When I tell people I'm a professional storyteller and that I perform stories for a living, I often hear, 'What does a storyteller do then?' So let's explore the what, why, and how of storytelling; and in turn use this to discover how stories and storytelling can enhance your own experience and enjoyment of performing in the classroom.

1300-1345 **Closing ceremony**

Auditorium
(1500 audience)

Herbert Puchta, President of IATEFL, will make a closing address.

> **During the conference, from Thursday to Sunday morning, there will be a Poster Forum, located in Hall D. Presenters will mark by their posters when they will be present at their poster to discuss it with delegates and to answer any questions on it.**

1
BE, EAP

Assessment of ESP materials used in similar tertiary study
Liga Belicka & Ruta Svetina (University of Latvia)
The poster presentation deals with the process of choosing ESP study materials by the Language Centre of the University of Latvia in various management-related study programmes. The presenters offer SWOT analysis of the materials used for similar parts of ESP courses and summarize the reasons and hesitation behind choosing certain study materials.

2
GEN

The relevance of M.Bakhtin's theory for ELT in multicultural contexts
Fernanda Felisbela Benedito (Instituto Superior de Ciencias da Educacao)
The era of globalization places new challenges to English teachers, mainly the ones located in non-western multicultural societies. Using an Angolan example, this poster aims to demonstrate how cultural content affects language learning and the relevance of Bakhtin's theory for an intercultural approach to ELT, stressing the role of local cultural context(s) comparing it to the one(s) provided by *Headway-Elementary*.

3
AL, RES

"Know what I mean?" – A look at pragmatic competence
Amanda Bonvini (Bradford College)
When someone says "see you later", what do they really mean? A non-native speaker replied "I hope not" to a nurse when being discharged from hospital and a student waited all afternoon outside the classroom expecting to meet their teacher. This poster looks at miscommunications that learners may experience and ideas to help improve pragmatic competence.

4
GEN

Incidental vocabulary learning from reading-while-listening to an authentic text
Nina Daskalovska (Goce Delcev University, Republic of Macedonia)
Research on incidental vocabulary learning through reading has demonstrated that it is possible for L2 learners to acquire vocabulary incidentally while reading for meaning. This poster presents the results of a study carried out with first-year English major university students in Macedonia who read an authentic text and on average learned the meaning of 25% of the target words.

5
LT, TD

Intertwining for lifelong learning: A shared map
Valentina Dodge (english360)
Surveying the potential of emerging professional learning networks which provide support for ELT educators today, this poster presentation is an inspiring, real-life demonstration of how Web 2.0 tools and social networking achieve this. Five close-up posters cover: what a PLN is, why and how to develop one, my own PLN, and a showcase of educator PLNs from around the world.

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BE = Business English	LA = Learner Autonomy	RES = Research
EAP = English for Academic Purposes	LAM = Leadership & Management	TD = Teacher Development
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ESP = English for Specific Purposes	LMCS = Literature, Media & Cultural Studies	TEA = Testing, Evaluation & Assessment
GEN = General	MD = Materials Development	YLT = Young Learners & Teenagers

Poster Presentations

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6
LA, LT

LITERALIA - Encouraging autonomous learning in adults
Martina Emke (b.i.b. International College, Hannover, Germany)
The European funded LITERALIA (www.literalia.eu) project connected adult language learners from four European countries virtually and with supported visits. This poster presentation is particularly beneficial for IATEFL members who are considering setting up their own multi-national project or members who are interested in receiving information about autonomous learning processes in a moodle-based virtual learning environment (VLE).

7
RES

Welcome to the diverse language centre: The inclusive classroom
Roxanna Hughes (British Council, Amman, Jordan)
Say yes to everyone! This session is for anyone who is interested in developing their teaching space to make it more accessible and inclusive for students with specific needs, for example visually- or hearing-impaired students. Through presentation and ideas sharing we will look at five key areas – resources, attitudes, space, individuals and assistance.

8
MD

Teaching English to poor rural communities
Muhammad Iqbal (Vocational Training Institute Circular Road Rasool Nagar Narowal, Pakistan)
In this poster presentation, the presenter will focus on his innovations based on his linguistically harmonious methods in ELT to teach English in a non-native context. He will demonstrate his poems with ELT activities that create learning autonomy and finally bring changes in the learners' mind toward peace. The material gives hope to his poor and downtrodden learners.

9
ESP

ELT community policing – A Canadian community settlement agency perspective
Enid Jorsling (Halton Multicultural Council)
Policing is one of the most challenging fields in terms of language communication and, as such, has been largely inaccessible to newcomers because of its high-level language requirement. The launch of this program is an attempt to remove this barrier by improving the professional language competencies required for joining the police service.

10
AL, LA

Does collaborative learning improve EFL students' reading comprehension?
Esmaeil Momtaz (University of Aberdeen)
The author conducted research in Iranian EFL reading comprehension classes in an attempt to answer two research questions: 1) Does collaborative reading lead to greater comprehension of a text than private reading? 2) If so, what are the learning processes involved? A quasi-experimental design and qualitative methods were employed, respectively, to answer the two research questions.

11
MD

An easier approach? - Basic English revisited
Ian Paul (English Language Centre, York)
Earlier last century, attempts were made to simplify English and produce a basic vocabulary. The most famous of these attempts were 'Basic English' and the closely allied 'General Service List'. This poster argues the rationale for devising a modern, 21st Century replacement for the list. The many sound reasons, pedagogical and commercial, for adopting such a move will be illustrated.

The Poster Forum is located in Hall D.

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12 GI, TTEd	**I like it... but can I use it?** **Siv Russell Sears (Xinjiang, China)** Based on the work of the Macao-Xinjiang English Centre in Urumqi (China), this poster presentation explores practical issues of fundamental significance to teacher training programs all over the world. The central issue in question is what barriers teachers perceive as being between themselves and being able to use methods that they approve of and enjoy.

13 TTEd, TEA	**Evaluating oral performance in teaching via learning through teaching** **Jody Skinner (Universitaet Koblenz)** Evaluating oral performance can be challenging, especially if language, presentation skills and content all count. I've devised an evaluation sheet that helps teachers to provide feedback on student presentation skills by using clearly defined criteria and through organization. My poster will present a sample evaluation sheet with necessary details so that teachers can immediately put it to use and save time!

14 EAP	**An interdisciplinary data-based academic word list: Developing an EAP curriculum** **Akira Tajino & Toshiyuki Kanamaru (Kyoto University)** Vocabulary education was a central concern in the development of an EAP curriculum at a multidisciplinary research university in Japan. Research showed that students' English vocabulary size tends to decrease in the years after they pass the entrance examinations. Vocabulary education was planned from an EAP-curriculum perspective and an interdisciplinary data-based academic word list was compiled.

15 ES(O)L, LMCS	**Immigration dreams: Using immigrant literature in the ELT classroom** **Rosa van Wezel - Giammanco (INHolland University, Amsterdam)** On this poster there are examples of how to link Asian American immigrant literature to teaching English in a multicultural environment. Abstracts on the poster are related to the identity and cultural awareness of pupils and students. Moreover, the poster gives some practical assignments to use immigrant literature in your classroom.

During the conference, from Thursday to Sunday morning, there will be a Poster Forum, located in Hall D.

Presenters will mark by their posters when they will be present at their poster to discuss it with delegates and to answer any questions on it.

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