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

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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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Thursday 8 April

Session 1.1 : 1040-1140

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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Thursday 8 April

Session 1.2 : 1215-1300

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 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

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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Thursday 8 April

Session 1.4 : 1500-1530

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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Thursday 8 April

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 e, t
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.

Queen's 10
28 audience
Workshop
GEN

Ways to enhance ELT through mother tongue and cultural identity s
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.

Restaurant
60 audience
Workshop
TD

Ambiguity rules. Enthusiasm for language in the English classroom e, s, t, a
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.

1720-1750 Session 1.6

Bramham
90 audience
Talk
EAP, TD

Using I-Search papers to encourage deep reflection on writing ie, t
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.

Charter
75 audience
Talk
YLT

eTwinning and the teaching of English in primary schools ie, p
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.

Harewood 1
125 audience
Talk
ESP, GI

English for the public sector in Europe e, ie, t, a
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.

Thursday 8 April

Session 1.6 : 1720-1750

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 35audience 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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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

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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Thursday 8 April

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 70 audience Workshop **TD SIG Programme**	**Teacher as bus or taxi driver? Incorporating needs analysis** **Elizabeth Hollis-Watts (Bell International Institute)** A "bus driver" teacher takes students on a fixed route. In contrast, a "taxi driver" teacher takes students where they need to go. This workshop explores why the 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.	e, ie, a
Queen's 3 70 audience Workshop MD	**Teaching life skills** **Steve Taylore-Knowles** Students need more than 'language skills' in a narrow sense. To equip them for their 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.	e, ie, a fp
Queen's 4 40 audience Talk MD, RES	**Introducing English as a lingua franca: An online tutorial** **Rachel Wicaksono (York St John University)** British students on an undergraduate TESOL module and international students at 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.	e, t
Queen's 5 58 audience Workshop **LMCS SIG Programme**	**Shakespeare revisited or reinvented on an ESP syllabus** **Stella Smyth (ELTU University of Leicester)** This workshop explores how Shakespeare's *The Taming of the Shrew* can be adapted to create an ESP syllabus that establishes a methodological synergy between legal, 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.	e, ie, t, a
Queen's 6 70 audience Workshop GEN, CLIL	**Brains in tune with learners' needs, abilities and goals** **Jana Jilkova (ICV Kutna Hora & Charles University Prague)** When do learners achieve the best results? What stimulates their will to learn, 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.	e, ie, p, s, t, a
Queen's 7 70 audience Talk YLT	**Educating a child is like building a house…** **Naomi Moir (Oxford University Press)** …you need solid foundations, scaffolding, and a variety of different skills and tools. 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.	e, ie, p bkprom, fp, pub
Queen's 8 40 audience Talk GEN	**Running a collaborative ELT Masters programme: Challenges and rewards** **Sandra Piai (University of St Andrews)** The University of St Andrews runs an international MLitt in ELT programme in 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.	e, t

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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 2 125 audience Workshop EAP	**Moodle your IELTS learners** **Rolf Tynan (Studygroup)** 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.	ie, t
Newby 35 audience Workshop YLT	**Using TPR in the primary classroom** **Graham Workman (Freelance UK & Switzerland)** 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*.	e, ie, p bkprom, fp, pub
Ripley 160 audience Workshop GEN	***Practical Grammar* activities** **Ceri Jones** 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*.	e, ie, s, a bkprom, fp, pub
Studley 30 audience Workshop EAP, MD	**COBUILD dictionaries: Putting words into context** **Lisa Sutherland (HarperCollins Publishers) & Penny Hands (Freelance)** 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.	e, ie, s, t, a bkprom, fp, pub
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 90 audience Workshop **LT SIG Programme**	**IATEFL LEARNING TECHNOLOGIES SIG TRAVEL SCHOLARSHIP WINNER (Ozge Karaoglu)** **Engaging lower primary students through Web 2.0 tools** **Ozge Karaoglu (Terakki Foundation Schools) & Shelly Terrell (Deutsch 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.	e, ie, p
King's Café 120 audience Workshop LAM	**How to become an even better leader** **George Pickering (IATEFL Leadership & Management SIG Coordinator)** "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.	
King's Suite 200 audience Workshop MD	**Task-based teaching, language learning and CLIL – A balancing act** **Jane Willis (Freelance)** 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.	ie, p, s, t, a
Queen's 1 60 audience **1145-1215** Talk EAP, **ESP SIG Programme**	**Emotionally intelligent teachers of EAP: Challenges and suggestions** **Nemah Abdullah (University of Hodeida)** 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.	e, t
Queen's 1 60 audience **1215-1245** Talk EAP, **ESP SIG Programme**	**Introducing English medium instruction in a bilingual university** **Josep-Maria Cots (University of Lleida, Catalonia, Spain)** 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.	e, ie, t
Queen's 2 70 audience Workshop **TD SIG Programme**	**CACTUS TO CONFERENCE SCHOLARSHIP WINNER** **The power of choice in the classroom** **Fiona James (Freelance)** 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?	e, ie, a

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Friday 9 April

Session 2.2 : 1145-1245

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

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
90 audience
Talk
YLT

Using Readers Theatre with academically-challenged teenage EFL learners s
Ion Drew (University of Stavanger)
This talk describes how Readers Theatre, a group reading activity that combines 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.

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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Friday 9 April

Session 2.3 : 1410-1440

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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