

0900-1025 OPENING ANNOUNCEMENTS & FIRST PLENARY SESSIONS

The conference will be formally opened by the IATEFL President, Peter Grundy.

Assembly
(600 audience)

Plenary session by Amy B M Tsui

Amy Bik May Tsui is Chair Professor in the Faculty of Education of The University of Hong Kong. She obtained her PhD in linguistics in 1986 at The University of Birmingham, UK. She has published widely in the areas of discourse analysis, language policy, teacher education and ICT in teacher education. She serves on the Advisory and Editorial Boards of a number of international refereed journals. She is a founding member and a Council member of Asia TEFL. Her most recent publications include three books, *Understanding Expertise in Teaching – case studies of ESL teachers*, published by New York, Cambridge University Press, which has been translated into Chinese by People's Education Press in the People's Republic of China; *Classroom Discourse and the Space of Learning*, co-authored with Ference Marton and published by N.J. Lawrence Erlbaum Associates (LEA); and *Medium of Instruction Policies – Whose Agenda? Which Agenda?*, co-edited with James Tollefson and published by LEA. She is currently working on another edited volume with James Tollefson on language policy, culture and identity in Asian contexts.

Language and identity

The language of a nation, or an ethnolinguistic group, is a symbol of its identity and allegiance as well as an embodiment of its values and culture. In an era of globalization in which English is de facto the lingua franca, non-English speaking countries, especially developing countries, are caught in a dilemma of maintaining their own identity, culture and values on the one hand, and succumbing to the powerful forces of global economic structures, mass media, and political institutions on the other. As these countries draw up language policies which promote access to the language which affords participation in the global economy and international politics, they are wary of the impending threat of assimilation by the English speaking superpowers in the West, and consequently losing their own identity as well as their economic and political independence. In this presentation, I shall examine the situation in a number of Asian countries, including those which are former British colonies, those which have been heavily influenced by Marxist ideology and are averse to Western culture and values, and those which are very protective of their own languages and cultures. I shall discuss the ways in which the experiences of these countries shed light on the complex interplay between language policy and the social (re)construction of identity and culture.

Wednesday 6 April

First Plenaries : 0900-1025

Session 1.1 : 1045-1145

Reardon Smith
(400 audience)

Plenary session by Alison Wray

Alison Wray gained her BA (1983) and doctorate (1988) in linguistics from the University of York, UK. She was a researcher and lecturer in York until 1996, when she was appointed Assistant Director of the Wales Applied Language Research Unit, University of Wales, Swansea. Since 1999 she has worked in Cardiff University's Centre for Language and Communication Research, where she is now a Reader. In her 2002 book *Formulaic Language and the Lexicon*, winner of the 2003 BAAL Book Prize, she develops a theoretical model of formulaic language processing that sheds light on linguistic patterns in child, adult, L2 and aphasic data.

Idiomaticity in an L2: linguistic processing as a predictor of success

Two consistent themes in second language research are: (a) why it is so hard to fully master a foreign language, and (b) how teachers can make it easier. These issues are particularly salient in relation to the mastery of idiomaticity – saying things the way native speakers do.

Key questions include:

- Is idiomaticity a product of the accurate mastery of words and rules, or does it entail something else?
- Is the post-childhood second language learner doomed to struggle with idiomaticity because of some biological or psychological change since the first language was acquired?
- If learners are taught phrases, will they be able to remember and use them correctly?
- Should the use of memorised phrases be praised or criticised in language tests?

In this presentation I shall offer possible answers to these questions, drawing on a psycholinguistic model of how native and non-native speakers process multiword strings.

1045-1145 Session 1.1

Icons Suite
(100 audience)
Workshop
TTed

What's the best word for this?

Allan Bramall (Embassy CES, England)

I find it difficult sometimes to be helpful to the teachers that I am working with because the vocabulary I am using is unclear. Because it is jargon it is inaccessible. I would like to propose and explore a vocabulary that is already familiar to the teacher which describes the aims and intentions behind procedures.

e

Reardon Smith
(400 audience)
Workshop
Other

Using digital data in the language classroom

Alison Macaulay (Collins Cobuild, England)

This talk looks at digital resources for reference and language practice. I focus on dictionary-related products and show how CD-ROMs and online resources can provide teachers and learners with a host of features to help with pronunciation, grammar and vocabulary practice, and learner independence, and I will give some practical tips for materials development and classroom use.

fp/pub

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Assembly (600 audience) Workshop Other	NLP for your students Mario Rinvolutri (Pilgrims, England) This workshop will focus on you experiencing for yourself between four and six exercises for students ranging from elementary to advanced, exercises drawn from neuro-linguistic programming. You will leave the session with ideas you can immediately use in your classrooms. You will not have to listen to wearying, hollow theorising.	e/s/a
Council Chamber (75 audience) Workshop PRON	Accented English: EIL voices as pronunciation models Richard Cauldwell (speechinaction, England) This workshop focuses on operationalising the concept of English as an international language (EIL) in pronunciation materials. Using recordings of spontaneous speech from French, Italian, Arabic and Polish speakers, I demonstrate how to use them as models, using the latest techniques for the electronic delivery of pronunciation materials. I then explore the acceptability of using such voices as pronunciation models.	e/s/a/fp/pub
Ferrier Hall (200 audience) Workshop Other	Who wants ELF anyway? Resistance to changing the established order Jennifer Jenkins (King's College London, England), Barbara Seidlhofer (University of Vienna, Austria), Robin Walker (Escuela Universitaria de Turismo de Asturias, Spain) & Anna Mauranen (Tampere University, Finland) This workshop considers the challenges ELF (English as a lingua franca) presents to traditional ways of thinking about English and English language teaching. The speakers will focus on issues of English language contact and change, language attitudes, identity in L2 English, and misconceptions about ELF. A third of the session will be devoted to audience participation.	e/ie/p/s/a
Room A (30 audience) Restricted Workshop Other	Let it be songs! Gokcen Isik & Secil Chouseinoglou Canbaz (Bilkent University, Turkey) The workshop will aim to show how songs can be used to challenge learners and how songs can be used to meet learners' affective, linguistic, cognitive needs. Results of a questionnaire conducted at the English prep school of a university and some activities for lower and higher levels will be demonstrated.	ie/a
Room B (40 audience) Workshop ESOL SIG Programme	The ESOL effective practice project: what works in ESOL classrooms? James Simpson (University of Leeds, England) & Melanie Cooke (King's College London, England) The ESOL Effective Practice Project is a major current study of the teaching of Adult ESOL in the UK. The aim of the project is to establish <i>what works</i> in different ESOL contexts. In this workshop we will consider the project's rationale and design, examine some research tools and data, and discuss progress and early findings.	e/ie/a
Room C 1045-1130 (60 audience) Workshop EAP	EAP in language schools: the hidden potential? Rosie Corder (The London School of English, England) What are the challenges and opportunities of a Pre-Academic English course in a private language school? In this practical workshop, the presenter will outline the development of such a course and provide example materials for participants to analyse. The conclusions from the first year of the course will be shared, which participants will discuss in relation to their own experiences.	e/a

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language
ESP = English for Specific Purposes

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Wednesday 6 April

Session 1.1 : 1045-1145

Room D (100 audience) Workshop TD	Group dynamics and dynamic groups - developing teachers online Nicky Hockly (The Consultants-E, Spain) This workshop is aimed at teachers interested in online teacher education and development. We explore the issue of group dynamics, and consider how this differs between f2f groups and online groups. We examine the role of critical thinking skills and reflection in teacher development, and promoting this online. Finally, we provide suggestions for working with online teacher development groups.	e/ie/a
Room E (60 audience) Workshop YL SIG Programme	Scaffolding children's talk and learning Carol Read (Freelance, Spain) This workshop aims to explore the metaphor of scaffolding in relation to children learning a foreign language at school. Through examining classroom talk and social interaction arising from stories, songs, games and real content, we will consider multiple ways to support - or scaffold - children's learning from initial, spontaneous responses (often in L1) to increasing competence, autonomy and creativity in L2.	e/ie/p/pub
Room F (60 audience) Workshop TEA SIG Programme	Doing our levels best: making effective use of the CEF Dave Allan (Norwich Institute for Language Education, England) We will explore how the Common European Framework has been of practical value in developing reliable, meaningful standards in ELT contexts, underpinning new standards in level definition and calibration, informing the development of descriptors for classroom use in relation to recognised external norms and enabling placement tests, including CATs, to use the CEF to achieve new levels of meaningful accuracy.	e/p/s/a
Room H (40 audience) Workshop Other	Euphemisms - be aware that hidden meaning is around the corner Marjan Trajkovic (Vanco Prke Elementary School, Macedonia) Intentionally or accidentally we produce euphemisms on a regular base. Motives and ways of creating are various but the process is permanent. Influence, impact and areas most frequently covered are part of this workshop. Sharing experience in the latest trends and specifics within different languages as well as discussing the need for euphemisms is a valuable legacy.	
Room I (30 audience) Restricted Workshop LI	Individual differences in the classroom - problems and solutions Wioletta Szostak (University of Szczecin, Poland) In this workshop I will invite the participants to share their experiences in dealing with individual differences in the classroom. We shall discuss the most common reasons for those differences (learning styles, intelligence, personality) and I will present a lot of easy and practical solutions to the problem, which can be applied in many teaching contexts.	e/s/a
Room J (20 audience) Restricted Workshop BE	Heart is to body as persuasion is to presentation Alexander Biewald (University of Applied Sciences in Kufstein, Austria) The feedback I used to give my Business English students resulted in only cosmetic changes (e.g., grammar), and the final presentation remained uninspiring. I have now adopted an 'eloquence first' approach that helps students get away from regurgitating information to crystallizing persuasive arguments for naturally vivid, sincere presentations. Particularly interesting for instructors teaching students from information-focused cultures, e.g., Germany.	e/ie/s/a

e = experienced audience

ie = inexperienced audience

p = primary teaching

s = secondary teaching

a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

fp = focusing on published/commercial material

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room K (40 audience) Workshop GI SIG Programme	Dealing with conflict resolution and global issues in EFL classes Esther Lucas (Freelance, Israel) Among the many projects in Israel, three will be described in detail. The Israel Middle East Model UN; a multicultural project involving diary writing; a countrywide project on the work of UNICEF. Conflict resolution and global issues within the context of the ELT classroom will be debated. Audience participation will be encouraged and comments invited.	e/ie/s
Room L (60 audience) Restricted Workshop Other	Drama: the ultimate integration Alan Maley (Universiti Kebangsaan Malaysia & Freelance, England) Drama not only integrates the 'four skills' within language teaching, but also the physical, social, affective and intellectual aspects of living and learning. It therefore sits comfortably with current preoccupations with motivation, affect, multiple intelligences and learning styles research. The workshop will explore activities based on observation, mime, objects, visuals imagination, texts and voicework. Please wear loose clothing.	e/ie/s/a/fp/pub
Room 136 (30 audience) Restricted Workshop ESP	Sexing up ESP teaching Manuela Reguzzoni (Istituto Tecnico Nautico & SSIS Genova University, Italy) This workshop aims at demonstrating a way of overcoming a well-known difficulty: teaching ESP and GE at the same time. Models referring to different ESP areas will be presented to illustrate how to organize a simulation capable of projecting both the students and the teacher into an extraordinary creative working and learning environment. A sample simulation will be tried out.	e/s/a

1145-1215 Coffee break Sponsored by Higher Colleges of Technology, United Arab Emirates

1215-1300 Session 1.2

Icons Suite (100 audience) Talk Other	Time to meet <i>face2face</i> - <u>the</u> course for today's language classrooms Chris Redston & Gillie Cunningham (Freelance, England) How can we help students acquire the core language and skills they need to communicate successfully in today's busy world? The presenters introduce <i>face2face</i> , the major new general English course for adults from Cambridge University Press. The talk outlines the course's key features, including an innovative new approach to teaching listening, fully-interactive language summaries and the state-of-the-art <i>face2face</i> CD-ROM.	e/ie/a/fp/pub
Reardon Smith (400 audience) Talk BE	The changing world of Business English Ian Badger (Business & Medical English Services, England) What are the changes and constants in business life and practice and how do they affect business language learners? Email, mobile telephony and use of the internet are now ubiquitous. Data transfer is fast. Security concerns are high. With reference to these and other observations, I will refer to the development of <i>Business Life</i> , a new four-level Business English course.	e/a/fp/pub

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language
ESP = English for Specific Purposes

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Wednesday 6 April

Session 1.2 : 1215-1300

Assembly (600 audience) Talk Other	Redefining the dictionary. The <i>Oxford Advanced Learner's Dictionary</i>, seventh edition Sally Wehmeier (Oxford University Press, England) A presentation showing how user feedback shaped the new <i>Oxford Advanced Learner's Dictionary</i> and how the dictionary can support classroom work as well as individual study. Particular attention will be paid to the research and development of the Oxford 3000 wordlist, with practical advice on how this and other features can help students with their vocabulary learning.	e/ie/s/a/fp/pub
Council Chamber (75 audience) Talk Other	Dialogue journals: must or fun? Juan Felix Garcia (Havana University, Cuba) The talk focuses on the use of dialogue journals as time-saving devices to enhance the students' writing skills in an enjoyable way. The presenter will discuss traditionally controversial issues, such as error analysis and correction, teacher reflection, and reply techniques. He will also distribute authentic students' journals to illustrate the learners' spontaneous and enthusiastic response to this optional activity.	e/ie/a
Ferrier Hall (200 audience) Talk TEA & YL SIG Programmes	Standards - accept or reject? Kari Smith (Oranim Academic College of Education, Israel) Standards are used for assessing learners and teachers. This presentation discusses how both can benefit from working with standards. Moreover, the many educational dangers with a standard driven curriculum are highlighted. A number of practical suggestions for working with young learners on how to live in peace with standards are suggested.	e/ie/p/s
Room A (40 audience) Talk ELTM SIG Programme	Managing performance or managing talent: whose job is it anyway? Liam Brown (The British Council, England) Studies show organisations cannot easily distinguish good performers from poor. Something isn't working. We need a new approach to managing performance. Through examining a new concept, <i>talent management</i> , which focuses on work content, affiliation, career and knowledge, this presentation demonstrates how ELT managers can better influence good performance in individuals over time, attracting, maximising and retaining the people they need.	e
Room B (40 audience) Talk ESOL SIG Programme	Adult ESOL in England - findings from inspections Alastair Pearson (Adult Learning Inspectorate, England) For the last four years the adult learning inspectorate (ALI) has been inspecting and reporting on adult learning of ESOL in a wide range of settings. These include adult and community education, prisons, private training provision and further education colleges. This talk, from the inspector responsible for coordinating ESOL within the ALI, provides an overview of findings from these inspections.	ie/a
Room C (60 audience) Talk Other	Making grammar more learner-friendly Alan Phillips (European School, Belgium) Improvements in the way in which grammar is presented in grammar books, and consequently in the grammar sections of text books, has not kept pace with improvements in other aspects of language teaching. No wonder students find grammar hard to learn and use. This talk will suggest ways in which the presentation of grammar can be made much more learner-friendly.	e/ie/s/a

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

Room D (100 audience) Talk Other	Pronunciation learning and joy Adrian Underhill (Freelance, England) In this participatory talk I will demonstrate an approach to pronunciation teaching that makes the 'theory' of phonology immediately visible and applicable in practice, that activates a range of 'whole-brain' mental processes, and that integrates with grammar, vocabulary and communicative activities. More importantly this approach is highly enjoyable, giving participants an immediate sense of insight and progress.	e/ie/p/s/a/fp/pub
Room E (60 audience) Workshop TTed	PPP, TBL, ARC, ESA - what's the new default lesson paradigm? Vic Richardson (Embassy CES, England) Time was, every teacher educator had to invent a lesson paradigm in their latest how to... methodology book. So, post-PPP and a plethora of three-letter acronyms - ARC, ESA, TTT, TBL, HDT, HAGO (oops 4!), etc. - where are we now? This participatory talk will address this question based on my, and others, views of what actually happens in many classrooms today.	e/ie/a
Room F (60 audience) Talk TD	The challenges and possibilities of a teachers' portal Valeria Siniscalchi (Cultura Inglesa, Brazil) An Internet portal for teachers of a language institute can serve as an important means of communication between teachers, coordinators and directors. In this talk, the presenter will show the main features and uses of the Cultura Inglesa (Rio) Teachers' Portal, including a few statistics which reveal how the portal has been contributing to strengthen this teaching community.	e/ie/a
Room H (40 audience) Talk ESP	Empowerment through civilian - military cooperation Silvija Simane & Vita Valdmane (National Armed Forces Language School, Latvia) In this talk we will share our four-year experience of ESP teacher training in a multinational environment. The focus will be on how ESP teachers and teacher trainers can be empowered by working in tandem with military personnel. Issues of cultural awareness, leadership, group dynamics and linear sharing will be explored and illustrated by case studies.	e/a
Room I (30 audience) Restricted Talk RES	Factors that motivate English as a Foreign Language teachers Odilea Erkaya (Osmangazi University, Turkey) The purpose of this presentation is to share with the audience a study that has investigated factors that motivate Turkish EFL teachers, and ways to enhance their motivation. The presenter will start with the introduction and purpose of the study, and continue with the theoretical framework, data collection and analysis, and end with results, interpretations, discussion and implications.	e/a
Room J (20 audience) Restricted Talk Other	Community language learning: what an old friend has to say Tijen Aksit (Bilkent University, Turkey) The purpose of this presentation is to present the experience of a group of teachers and students in Bilkent University School of English Language, who have used some techniques of CLL (community language learning) in their language classrooms to encourage students to participate and speak more in their monolingual classes without the hidden fear of making mistakes.	e/a

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Wednesday 6 April

Session 1.2 : 1215-1300

Session 1.3 : 1400-1505

Room K (40 audience) Talk GI SIG Programme	Exploiting students' own culture in EFL reading materials Eda Isik Tas (Baskent University, Turkey) This talk aims to reflect on a project at a Turkish university in which culturally loaded reading materials in the existing syllabus were revised and elements from students' own culture (popular folk tales, TV series, commercials, celebrities, etc.) were exploited and integrated into the textbook materials in reading lessons. Example materials and tasks will be shared with the audience.	e/ie/s/a
Room L (60 audience) Talk COMP	Task based learning project: from print to e-learning Robyn Brinkley & Lesley Garratt (Hong Kong Institute of Vocational Education, Hong Kong, China) This talk looks at the development of an e-learning package which introduces students in a tertiary vocational education college to issues related to plagiarism, referencing and critical analysis of sources, using e-learning and web-based communication tools. We will introduce the final package and also report on its initial implementation at a college of vocational education.	ie/a
Room 136 (30 audience) Restricted Talk TTed	Communicative acts between a novice teacher trainer and in-service teachers Mieko Fukushima (Toyama University of International Studies, Japan) This session discusses how novice teacher trainers might be able to evaluate their own communicative work with in-service teachers. It presents an exploratory analysis of tape-recorded discussions on English teaching held at a public primary school in Japan, between three in-service teachers and myself as an outside observer and novice teacher trainer.	e/ie/p
1300-1400 Lunch break		
1400-1505 Session 1.3		
Icons Suite 1400-1430 (100 audience) Talk RES	Understanding second language fluency Peter Skehan (Chinese University of Hong Kong, Hong Kong) The concept of fluency in a foreign language appears simple but becomes problematic when examined in detail. Several sub-divisions of fluency have been proposed, and the presentation will explore these, in the context of task based instruction. Performances on a series of tasks will be reported on, and evidence supporting different dimensions of fluency will be presented.	e/a
Icons Suite 1435-1505 (100 audience) Talk LI	Using hot potatoes and blackboard software to design language exercises Brendan O Se (University College Cork, Ireland) This presentation will focus on the development of language learners' independence as they design their own language learning exercises using Hot Potatoes software and Blackboard virtual learning environment software. Designing their own language exercises is an effective way to develop students' language awareness. They become more creative, independent, and better language learners.	e/ie/a
Reardon Smith 1400-1445 (400 audience) Talk Other	Grammar for advanced learners: a corpus-based approach Martin Hewings (The University of Birmingham, England) What do advanced learners need to know about English grammar? What are the strengths and weaknesses of using a corpus in exploring grammar? In this talk I will discuss these questions and go on to illustrate how corpus information has been used in the recently published 2nd edition of <i>Advanced Grammar in Use</i> (Cambridge University Press).	e/ie/s/a/fp/pub

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

Assembly (600 audience) Panel discussion TD	Whose motivation is it anyway? Jeremy Harmer (Freelance, England), Guy Cook & Dede Wilson (Pearson Education, England) & Evan Frendo (Freelance, Singapore) Is motivation just a matter of giving students fun activities? And what about teachers? Are methodological innovations just a self-indulgent form of teacher motivation – a way of relieving a repetitive job? Our panel of well-known authors, hosted by Jeremy Harmer, share their views. Come along and join in this lively discussion.	e/ie/p/s/a/fp/pub
Council Chamber 1400-1430 (75 audience) Talk EAP	Hot from the press: <i>English for Medical Academic Purposes</i> Sofija Micic (University of Belgrade, Serbia & Montenegro) The talk presents a new textbook, <i>English for Medical Academic Purposes (EMAP)</i> , intended for undergraduate medical students at the high intermediate or advanced level of English. A new, reformed, medical curriculum has required new teaching materials. As opposed to existing medical English textbooks, <i>EMAP</i> is content-based, following a communicative approach and stimulating cognitive not mechanical processes.	e/a/fp
Council Chamber 1435-1505 (75 audience) Talk EAP	Discourse features of academic texts: what can corpora tell us? Jane Evison (University of Nottingham, England) This talk explores recent research into the discourse features of academic listening and reading texts based on the exploitation of spoken and written corpora. It highlights some distinguishing features of academic speech and writing, and explores issues surrounding text choice for second language teaching. Finally, it asks whether texts can and should reflect the experience of English-speaking academic environments.	e/a
Ferrier Hall 1400-1445 (200 audience) Talk BE	This is the story so far... James Schofield (Siemens Financial Services GmbH, Germany) In 2004 Summertown Publishing boldly ignored the conventional approach of mainstream publishers and launched <i>Double Dealing</i> , an intermediate course book which mixed language, cross-cultural and business skills training, interwoven with a powerful storyline. This presentation looks at the reaction of teachers and students to this approach and the lessons learned.	a/fp/pub
Room A (40 audience) Open Forum ELTM SIG Programme	ELT Management Special Interest Group Open Forum In the AGM finances, membership, activities and the future of the SIG will be discussed. This will be followed by an opportunity to meet and talk with committee members and other professionals interested in ELT Management. All welcome.	
Room B 1400-1430 (40 audience) Open Forum ESOL SIG Programme	ES(O)L Special Interest Group Open Forum The ES(O)L SIG forum is an opportunity for you to find out what we do. If you have an interest in teaching English as a second or other language, come and have your say.	
Room B 1435-1505 (40 audience) Talk ESOL SIG Programme	Language learning through recipes - practical and cultural aspects Benjamin Beaumont (Oxford House College, England) The aim of this talk is to explore the motivation for using recipes in the classroom, ranging from practical and cultural considerations, including the underlying use of cookery in activating discussions and in prompting 'natural' small talk, to language learning itself, with suggestions for both general English and IELTS classes.	e/ie/a

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment

Wednesday 6 April

Session 1.3 : 1400-1505

Room C 1400-1430 (60 audience) Talk RES	Learning argumentative writing from classroom interaction: an exploratory practice study Ming-i Lydia Tseng (Lancaster University, England) Exploratory Practice (EP) is a form of practitioner research, which integrates learning, teaching and research to pursue an understanding of classroom learning. In this presentation, I show how I apply EP principles to better understand what puzzles both me as a teacher and learners: the role of classroom interaction in EFL students' learning of argumentative writing in English.	e/ie/a
Room C 1435-1505 (60 audience) Talk ESP	Text-analysis of freshman English compositions: structural and rhetorical aspects Su-Jen Lai (Chang Gung University, Taiwan) In this presentation, I will analyze linguistically a particular type of 'comparison and contrast' compositions written by Taiwanese EFL undergraduate students. The results reveal that, in terms of organizational structures, there was no significant difference between Chinese and English composition writing. However, a manifest difference was observed in the syntactic patterning of the rhetorical constructions of comparison and contrast.	ie/a
Room D 1400-1445 (100 audience) Talk TTed	The driving force in phonology trainers Sally Macpherson (Trinity College London, England) Training teachers of varying experience to cope with all aspects of pronunciation work in class is challenging. The talk will focus on trainers and how they are best prepared to cope with the theory and practical ideas which motivate and stimulate teachers on Trinity College London TESOL training courses, and in particular, at diploma level. It's all about 'switching gear'!	
Room E 1400-1430 (60 audience) Talk YL SIG Programme	Trends in young learner EFL curriculum content Janet Orr (TEAL Services, Tanzania) This talk presents the results of a study that identifies functions, vocabulary, grammar and standards common in young learner EFL curriculum in eight countries, the Common European Framework and Cambridge Young Learners Tests. The identification of these common curricular features provides useful guidance in the preparation of English language materials for young learners.	e/p
Room E 1435-1505 (60 audience) Open Forum YL SIG Programme	Young Learners Special Interest Group Open Forum Join the Young Learner SIG at our open forum: a brief but informative 25 minutes, when you can meet some of the committee members, get to know a little more about what the SIG does and keep up to date with what's happening. We look forward to seeing old friends and meeting new ones.	
Room F 1400-1445 (60 audience) Talk TEA SIG Programme	Are good teachers good examiners? Or vice versa? Judith Mader (Weiterbildungs-Testsysteme GmbH, Germany) This talk will focus on the question of examiner qualification, how this may differ from teacher qualification and what qualities a good examiner needs. Participants will be expected to consider the hard and soft skills examiners need and also methods of training examiners. One approach will be presented briefly, that used to train examiners for the European Language Certificates.	e/s/a/fp/pub

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

Room H 1400-1430 (40 audience) Talk Other	Talk to us teacher! Nick Bilbrough (Brasshouse, England) Reflecting on my experiences as both a language teacher and learner, this talk makes the case for interaction between students and teacher as a key element in successful language learning. I shall explore potential problems with classrooms where the teacher's role is diminished to pair and groupwork coordinator, and examine some classroom activities which promote useful student-to-teacher talk.	e/ie/p/s/a
Room I 1400-1430 (30 audience) Talk TTed	Research as conversation: developing a positive approach to action research Alice Oxholm & Tim Graham (Sheffield Hallam University, England) We will talk about our rationale for delivering a classroom-based research assignment in distance learning mode; examine and describe some of the emergent dialogues between participants and discuss how the process of articulating and communicating ideas via informal online conversations can help develop students' and tutors' thinking in ways that we feel is both beneficial and productive in action research.	
Room I 1435-1505 (30 audience) Talk TD	Reflection and reflexivity Bozana Knezevic (University of Rijeka, Croatia) The talk will advocate action research that is characterised by <u>reflection</u> and <u>reflexivity</u> . It implies self-awareness and critical awareness of the institution as well. Rather than seeing action research as a problem-solving inquiry, this talk advocates reflection about means (technical reasoning) and ends (educational values) of teaching, and evaluation of the qualities of the <u>self</u> in teaching.	e/p/s/a
Room J 1400-1430 (20 audience) Talk TTed	Hornby regional project on effective use of ELT materials Susmita Pani (English Language Teaching Institute, India) In India teaching materials for use in schools are always centrally produced in spite of the wide diversity in the contexts in which these materials are used. This talk will report the findings from a project on materials adaptation carried out in slum areas in India. The experience of training teachers in a slum area will be highlighted.	a
Room J 1435-1505 (20 audience) Talk RES	Analysing Malaysian English textbooks against the national syllabus using WordSmith3.0 Anealka Aziz-Hussin (Universiti Teknologi Mara, Malaysia) This study examines two English language textbooks of Malaysian schools. Utilizing the WordSmith3.0, it was found general statistics, vocabulary aspects, and presentation, practice and recycling of vocabulary and new linguistic items vary between the examined textbooks and the established syllabus. The study explores the practicality of utilizing WordSmith3.0 in assisting future textbooks to conform to the established syllabus.	

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language
ESP = English for Specific Purposes

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Wednesday 6 April

Room K 1400-1430 (40 audience) Talk GI SIG Programme	Educational issues in war and peace: some reflections Linda Peachey (Freelance, England) This talk will examine some of the issues that I have encountered in various war and peace situations since the 1980s. These reflections are the result of my participation and interest in evaluating international curriculum innovation projects in English language teaching, literacy and second language acquisition in primary schools in South Africa, Botswana, Brazil, Egypt, Palestine and Iraq.	e/ie/p/s/a
Room K 1435-1505 (40 audience) Workshop GI SIG Programme	Quilting 'samba do crioulo doido' to find cultural awareness Laura Liberia Fabbrini Santos (Universidade do Estado de Minas Gerais, Brazil) Exploring similarities between Canada and Brazil from the point of view of how ethnic eclecticism is reflected in two non-verbal texts: "Invitation: the Quilt of Belonging" and "Carnival". The former will be analyzed as a teaching tool to bring cultural information about different countries, the latter will be used to promote a cross-cultural dialogue between Canadian and Brazilian culture.	ie/a
Room L 1400-1430 (60 audience) Talk COMP	Teaching and managing English courses in the laptop university Michael Thomas (Nagoya University of Commerce & Business Administration, Japan) This talk will examine a number of EFL management and educational technology issues related to the introduction of the laptop university in an EFL teaching context. This e-learning environment has a number of implications for pedagogical practices, the most significant of which allow faculty and students 24/7/365 access to computer-based learning (CBL) materials and course administration systems using the Internet.	ie
Room L 1435-1505 (60 audience) Talk COMP	Chinese students' attitudes towards learning British culture via the Internet Lijing Shi (The Open University, England) Based on the data collected from 300 Chinese university students in December 2003, this questionnaire study presents their attitudes towards learning contemporary British culture via the Internet. The findings suggest that students have positive attitudes to learning a foreign culture online, that their ICT skills are average, and that they have easy access to the Internet.	e/ie/a
Room 136 1400-1430 (30 audience) Talk LI	Autonomy - how to help our students with independence Marta Bujakowska (Freelance, Poland) Many students in Poland still expect teachers to be fully responsible for the process of learning, hence 'spoon feeding' is considered the best method. I would like to talk about my personal experience of introducing and encouraging the students to take part in autonomous learning with reference to adults who had rather little general education.	e/a
Room 136 1435-1505 (30 audience) Talk Other	How students react to teachers' corrective feedback in classroom interaction Wai King Tsang (City University of Hong Kong, Hong Kong) Classroom data show that students were more able to repair their erroneous utterances when the teacher made negotiation moves such as elicitation and clarification requests than when the errors were recast or explicitly corrected. However, recast appeared to encourage student repairs of grammatical and phonological errors. These findings suggest the role and limitations of correction, in particular, implicit correction.	e/ie/s

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

1525-1625 Session 1.4

Icons Suite (100 audience) Workshop Other	I'm a teacher and I love proficiency Philip Harmer (Wimbledon School of English, England) This workshop will examine some of the problems encountered when teaching proficiency-level English and will suggest reasons why it can be rewarding to do so, and how, paradoxically, the constraints of the exam can be a liberating experience. Different activities will be demonstrated and there will also be a chance to exchange ideas.	e/ie/a
Reardon Smith 1525-1610 (400 audience) Talk Other	Using dictionary CD-ROMs (<i>Cambridge Dictionaries</i>) to prepare practical classroom activities Elizabeth Walter & Kate Woodford (Cambridge University Press, England) The dictionary CD-ROM, in addition to being an invaluable tool for self-study, has a wealth of classroom applications, especially when that dictionary is also a thesaurus. Let us show you how to quickly prepare a variety of stimulating and informative practical activities for your students with the aid of a dictionary-thesaurus CD-ROM (<i>Cambridge Dictionaries</i>).	e/ie/fp/pub
Assembly (600 audience) Workshop LI	Putting the learner before the language Krzysztof Dabrowski (Oxford University Press, Poland, England) This session will look at how the new <i>Oxford Learner's Grammar</i> begins with the learner, not the language. The presenter will demonstrate how to effectively use a range of media to identify problem areas and learn related points with little time and effort.	e/ie/s/a/fp/pub
Council Chamber (75 audience) Workshop EAP	Paving the way to EAP learner autonomy Steve Corfield (Cardiff University, Wales) Techniques and ideas to prepare EAP students for that 'trek' towards learner independence, helping them to determine the direction of their own learning, the itinerary of their long and short-term learning objectives, the use of appropriate learning strategies as their vehicle, and equipping them to 'bridge the stream' of their socio-cultural expectations.	e/a
Ferrier Hall (200 audience) Workshop TD	Trust your instincts! The case for more intuitive, spontaneous teaching Paul Seligson (Freelance, England) A lively, practical talk which argues for greater spontaneity in the classroom, so that teaching can more closely resemble the realities of learning. This will involve de-frocking some of the mythology of lesson planning and instead promote the idea of following your teacher's nose more in class. I will offer 10 simple suggestions for you to do so.	e/ie/p/s/a/pub
Room A (40 audience) Workshop ELTM SIG Programme	What makes language teachers tick? Andrew Hockley (Freelance, Romania) Why do teachers teach? What is it that motivates them? What demotivates them? How can the effective language teaching manager ensure that his or her teachers remain motivated? This workshop endeavours to answer these questions, through the presentation of the results of a global survey in teacher motivation and a subsequent model for job enrichment.	e/a

BE = Business English

COMP = Computers

EAP = English for Academic Purposes

ELTM = ELT Management

ESOL = English as a Second Language

GI = Global Issues

LI = Learner Independence

LMCS = Literature, Media & Cultural Studies

Other = Other

PRON = Pronunciation

RES = Research

TD = Teacher Development

TTEd = Teacher Trainers & Educators

TEA = Testing, Evaluation & Assessment

YL = Young Learners

Wednesday 6 April

Session 1.4 : 1525-1625

Room B (40 audience) Workshop ESOL SIG Programme	Teaching methodology and planning individual learning: how learner-centred are they? Philida Schellekens (Freelance, England) We shall use data from ES(O)L classroom observations and learner interviews to look at teaching methodology and the planning of individual learning. My research indicates that the students were unable to reflect on their language learning to a meaningful degree. Commonly-used teaching techniques may work in the classroom but they also appear to hinder the development of the students' communication outside it.	e/a
Room C (60 audience) Workshop RES	Blowing chunks: what makes a good speaker good? Howard Smith (Oxford House College, England) Experience, and anecdotal evidence, suggest that the construct of 'level' does not coincide with an expert language user's assessment of how 'good' someone's English is. In this session we will compare our own professional evaluation of a selection of learners' English with that of non-teachers, and explore what makes English 'good', and the implications for our teaching.	e/ie/a
Room D (100 audience) Workshop Other	Starting from a picture story Kate Evans (Embassy CES Hastings, England) Picture stories are often an under-used resource in EFL, used simply to practise simple vocabulary and tenses. In this workshop, I will demonstrate the use of picture stories to practise all the skills, and to work on grammatical and lexical accuracy. The activities will give the participants 'ready-made' lessons, which will be transferable to different levels and different materials.	e/ie/p/s/a
Room E (60 audience) Workshop YL SIG Programme	Developing learner autonomy with young learners Leni Dam (Centre for Further Education, Denmark) & Lienhard Legenhausen (Muenster University, Germany) The workshop will look at various ways in which young learners - beginners of English - can be actively engaged in their own learning. Useful activities at beginners' level as well as the organisation of a classroom supporting learner autonomy will be introduced and discussed. The use of logbooks at this level will also be presented.	e/ie/p/s
Room F (60 audience) Workshop TEA SIG Programme	Testing options for EFL educators Barbara Dobson (University of Michigan, USA) EFL educators are facing an overwhelming number of options for testing. It has become increasingly important to have a systematic method to evaluate the choices available. After receiving resource materials and guidelines to review test materials, workshop participants examine test documentation before reviewing a variety of test items to discuss the specific language features targeted by each item.	ie/s
Room H (40 audience) Workshop Other	Having fun with a text Nigel Barnes (Freelance, England) This workshop will hope to show how learners can be helped to read texts as native-speakers usually do, without being held up by ignorance of meanings or grammar. Methods of initial preparation (influenced by Belyayev's ideas) will be demonstrated. The short text chosen will also form a springboard for listening, rhythm and articulation practice. Full audience participation guaranteed!	e/a

e = experienced audience

ie = inexperienced audience

p = primary teaching

s = secondary teaching

a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

fp = focusing on published/commercial material

Room I (30 audience) Restricted Workshop TTed	Developing as a trainer: what next? Tony Wright (College of St Mark & St John, England) This interactive discussion-based session aims to examine how teacher educators can continue to develop by identifying what is relevant for the participants. It aims to explore with the participants how our own, our colleagues', our students' and other perspectives from the professional literature can assist us in development as teacher educators.	e/a
Room J (20 audience) Restricted Workshop TD	MI-inspired lessons - MI theory applied in the language classroom Susanna Schwab-Berger (Freelance, Switzerland) You will leave this workshop with examples of how MI (Multiple Intelligences) theory can be applied in the language classroom. First, we will discuss common features of MI-inspired lessons. Then we will explore concrete examples which will serve as a starting point to develop your own MI-based lessons that will go beyond the use of paper, pencil and blackboard.	e/ie/p/s/a
Room K (40 audience) Open Forum GI SIG Programme	Global Issues Special Interest Group Open Forum The Open Forum is your chance to find out more about GISIG, its aims and its activities. Contribute to our development, suggest ways forward, and meet other GISIG members. Share your teaching (and learning) experiences and discover shared interests. This is also an opportunity to meet (and join) the GISIG committee.	
Room L (60 audience) Workshop Other	Movement and theatre in ESOL - phrasal verbs in action Juliet du Mont (British Council Teaching Centre, Kenya) This workshop explores how an unself-conscious part of the brain can be accessed through movement and theatre, producing a much enjoyed freeing effect on learners, allowing them to acquire language more easily and also to build the necessary confidence for fluency in speaking. Phrasal verbs are used to illustrate clearly how this is both fun and effective.	e/ie/s/a
Room 136 (30 audience) Workshop TD	Designing activities for active learning Kym Rutherford (Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico) Do you ever use classroom activities that seem to miss the mark? Do you wish you could use your ESL classroom to make a difference in your students' lives? In this workshop, we will present some guidelines for activity and project creation with examples, show you how to develop your own activities and have each participant create an activity.	ie/a

1625-1655 Coffee break
Sponsored by Higher Colleges of Technology, United Arab Emirates

1655-1740 Session 1.5

Icons Suite (100 audience) Workshop Other	Learning to turn action scenes into information-gap activities Damon Della Fave (Bilkent University, Turkey) This presentation demonstrates an easy to use method for turning action scenes from movies into information-gap based lessons. With the incorporation of pre- and post-activity tasks, both in and out of class, each scene provides learners with ample opportunities for reassessing and modifying their interlanguage as they eventually retell the scene in a progressively more sophisticated manner.	e/ie/a
--	---	--------

BE = Business English
 COMP = Computers
 EAP = English for Academic Purposes
 ELTM = ELT Management
 ESOL = English as a Second Language

GI = Global Issues
 LI = Learner Independence
 LMCS = Literature, Media & Cultural Studies
 Other = Other
 PRON = Pronunciation

RES = Research
 TD = Teacher Development
 TTed = Teacher Trainers & Educators
 TEA = Testing, Evaluation & Assessment
 YL = Young Learners

Wednesday 6 April

Session 1.5 : 1655-1740

Reardon Smith (400 audience) Talk Other	Making life easier for elementary students Andrew Walkley (University of Westminster, England) Why do so many students stop learning English at low levels? In this talk I suggest the typical elementary syllabus is partly to blame. By reflecting on L1 acquisition, we can rethink the language taught in elementary courses, the contexts used and the way we address students' questions. The talk offers practical advice and possible ways of thinking about material.	e/ie/a/pub
Assembly (600 audience) Talk Other	Getting the most from the <i>Longman Dictionary of Contemporary English</i> David Evans (Freelance, England) As teachers we all know deep down that ELT dictionaries are a useful, indeed essential, resource for students to improve their English. In the latest edition of <i>LDOCE</i> , all this has been put right, with 20 printable Teacher's Lesson Plans on the CD-ROM that provide ready-made practice in using the dictionary.	e/s/a/fp/pub
Council Chamber (75 audience) Talk ESP	Can can-dos do anything to improve tertiary level ESP curricula? Richard J. Alexander (Vienna University of Economics & Business Administration, Austria) Can 'can-do' descriptors help guide higher education ESP syllabuses? I question whether they work in content-based English courses. Maybe, but if so more explicit descriptors will be needed. I underline my arguments by analyzing the ALTE 'typical abilities for work'. Syllabuses for specialist areas require task and content descriptors. A look at European HE ESP syllabuses will illustrate this.	e/a
Ferrier Hall (200 audience) Workshop Other	Get them talking! Emily Daly (Talking Dice, Wales) Talking Dice are picture dice to be used as a learning tool to encourage learners to speak spontaneously and to aid recycling of language. The workshop will focus on how the dice can be put into practice in a variety of fun ways suitable to all ages and learning abilities.	e/ie/p/s/a/fp
Room A (40 audience) Talk ELTM SIG Programme	A fascinating and intriguing journey of an ELT teacher Meral Guceri (Sabanci University, Turkey) This presentation discusses whether in-service teacher education brings change in teaching and learning and contributes to school improvement without revising organisational systems. The presenter shares her research study which has recently been conducted at 10 different schools and reflects 60 English language teachers and 10 school administrators' perceptions regarding change agent roles of teachers.	e/ie/p/s/a
Room B (40 audience) Talk ESOL SIG Programme	World English speakers in ESL classes in 'inner circle' countries Christa de Kleine (College of Notre Dame, USA) Based on a study of the writing skills of West African ESL students in a large urban school district in the US, this talk discusses the unique linguistic challenges experienced by students whose language backgrounds include non-standard varieties of 'World English'. It is followed by a discussion of successful pedagogical strategies useful for ESL teachers worldwide with World English-speaking students.	e/ie/s/a

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 6 April

Session 1.5 : 1655-1740

Room C (60 audience) Talk BE	The many non-business faces of Business English Martin Herles (Vienna University of Economics & Business Administration, Austria) In this talk I want to show that in written business texts a great variety of non-business features commonly present more problems to students than the business content often emphasised in teaching. By focusing on these features, teachers, even if they have little business background, can provide students with effective ways of tackling difficult business texts.	ie/a
Room D (100 audience) Talk TTed	I know, therefore I teach: evaluating knowledge for teaching Clare Harrison & Evelina Galaczi (Cambridge ESOL, England) Cambridge ESOL has been providing internationally recognised course-based awards for English language teachers for decades. The focus of this presentation is on ESOL's newly developed 'Teaching Knowledge Test' (TKT) which caters closely to the needs of non-L1 teachers of English. The presentation reports on how TKT has been validated through trialling, stakeholders' feedback and standard setting activities.	a/fp/pub
Room E (60 audience) Workshop YL SIG Programme	'Ants in their pants' - how to have fun teaching fidgets Caroline Nixon (Star English, Spain) Do your pupils find it hard to sit still and pay attention? Yes? Join the club. In this hands-on workshop we'll look at how we can enrich our teaching experience by channelling children's natural energy and enthusiasm towards effective learning. Through a variety of dynamic activities we aim to engage young learners' interest, while keeping them on their toes!	e/ie/p/fp/pub
Room F (60 audience) Open Forum TEA SIG Programme	Testing, Evaluation & Assessment Special Interest Group Open Forum The TEA SIG Open Forum will consist of the Annual Meeting of TEA members and a debate introduced by Dave Allan on "Standards: Rewards and Restraints". Standards are used to assess fixed criteria. Standards serve national curricula as well as international consortia, course designers, textbook writers, teachers and so on. In the Open Forum we would like to have a look at in what ways standards facilitate and in what ways they may also restrain us.	
Room H (40 audience) Talk RES	We are walking lexicons Ayse Ozmen (Bilkent University School of English Language, Turkey) "A word, in a word, is complicated. But then what in the world <u>is</u> a word?" says Pinker. Trying to answer this question, this talk will describe the findings of the research carried out in Bilkent University trying to find out about the breadth and depth of vocabulary use at intermediate level student writing after the introduction of new word lists.	ie/a
Room I (30 audience) Talk LI	Reflective learning in teacher training: the process of task design Ozlem Etus (Istanbul University, Turkey) The growing interest on learner independence necessitates the provision of pre-service language teacher training programmes which allow enough space for reflection in learning. This issue will be discussed in connection with a project where the trainees acted as research-partners in exploring their potential for critical reflection and self-assessment in the process of task creation.	e/ie/a

Wednesday 6 April

Session 1.5 : 1655-1740

Session 1.6 : 1800-1845

Room J (20 audience) Restricted Talk RES	Thai teachers' perceptions of native and non-native teachers: critical perspectives Sureepong Phothongsunan (University of Exeter, England) The presentation highlights Thai English teachers' (TETs) perceptions of themselves and of native English teachers (NETs). Moreover, their views regarding potential equality between NETs and non-NETs were critically examined. The results revealed that there are perceived differences between NETs and TETs in many aspects, and that if they both were treated equally to reduce such gaps, relationships and work productivity would improve.	e/ie/a
Room K (40 audience) Talk GI SIG Programme	Democratising ELT publishing with the Web Bryan Fletcher (Macmillan Publishers, Brazil) Websites such as onestopenglish are providing opportunities for new writing and writers. This talk argues that web delivery and a greater involvement of teachers in the publishing process will allow ELT materials to develop beyond some of the limitations of current publishing. It will end with a discussion of what materials might be better delivered through the web.	fp/pub
Room L (60 audience) Talk COMP	Computer-based materials in EAP: history, trends and issues Huw Jarvis (University of Salford, England) English for Academic Purposes dominates the EFL provisions in many colleges and universities and computer-based materials (CBMs) can now play an important part in the delivery of such courses. This presentation traces the development of CBMs in EAP and discusses some of the trends and issues arising from a recent study (Jarvis, 2004) into this area.	e/a
Room 136 (30 audience) Restricted Workshop PRON	How popular songs can help teaching all aspects of pronunciation Fiona Aish (King's School of English, England) Songs are an excellent resource to highlight and explain all aspects of pronunciation in a natural and motivating way for both teachers and students. I will show how you can exploit songs to teach strong and weak forms, connected speech, intonation and stress in an enjoyable atmosphere with rapid results.	e/a

1800-1845 Session 1.6

Icons Suite (100 audience) Workshop LMCS	Storytelling group project using picture books in EFL college classrooms Mitsuko Matsuo & Eiko Ida (Izumi Junior College, Japan) Storytelling projects are an effective tool in college classrooms. We will outline a storytelling group project using picture books in EFL college classrooms. Two presentation forms, paper picture theatre (kamishibai) and group recitation contest, will be shared. Students seemed to learn language and culture actively and got a feeling of achievement because of meaningful language with visual arts of picture books.	ie/a
Reardon Smith (400 audience) Talk Other	How the edge got sharper Peter Moor (Freelance, England) New editions of the best-selling <i>Cutting Edge</i> series have just been published at four levels. Over 100 <i>Cutting Edge</i> users in more than 20 countries wrote user diaries to help us decide what changes to make. Come along to find out what the diaries told us - and how the Edge got sharper!	e/ie/a/fp/pub

Wednesday 6 April

Session 1.6 : 1800-1845

Assembly (600 audience) Talk Other	Discourse in learners' dictionaries Gwyneth Fox (Macmillan Education, England) Learners need to know not only what words mean in English but also how they are used to fulfil our purposes – i.e., how they are used in discourse. Discourse functions such as emphasising, downplaying and focusing will be discussed, as will ways of using the discourse information that is found in learners' dictionaries.	e/ie/fp/pub
Council Chamber (75 audience) Talk TD	The TKT course for the TKT test Melanie Williams & Mary Spratt (Freelance, France) The <i>TKT Course</i> is a coursebook written to support the new Cambridge ESOL test for teachers, TKT. This presentation illustrates how the coursebook translates the test syllabus into teacher development materials that accurately mirror the test syllabus, and allow multiple opportunities and modes to encounter, apply and reflect on key aspects of English language teaching, and become familiar with the test.	e/ie/p/s/fp/pub
Ferrier Hall (200 audience) Talk TD	The curse of creativity Hugh Dellar (The University of Westminster, England) The concept of creativity casts a long shadow in EFL. We are constantly urged to become more creative as teachers - and to engender creativity in our students. However, the real key to success lies in doing the mundane well - and in encouraging our students to do the same. In this talk I shall explore both why and how!	ie/a
Room A (40 audience) Talk ELTM SIG Programme	The role of the new ELT development team in Iraq Hisham Ibrahim Abdulla & Khudhair Ali (Ministry of Education, Iraq) We will focus on the following points: 1) a very brief historical survey of ELT and the current situation in Iraq; 2) the growing demand for English in the New Iraq and the attitude of Iraqi learners towards learning English; 3) the project of ELT change nationwide; and 4) the establishment of the ELT Development Team: its aim, principles and tasks.	e/p/s
Room B (40 audience) Workshop ESOL SIG Programme	Learning Arabic, teaching Arabic learners Claire Millar (Bell International, England) Learning English can be frustrating for Arab students; my experiences of learning Arabic have informed my approach and attitude to teaching them. This workshop will give a basic overview of aspects of the Arabic language that contribute to the problems many Arab students have when learning English, opening into a discussion on how we teachers can best aid this learning.	ie/a/pub
Room C (60 audience) Talk BE	Is there room for pop culture in Business English? Axel Beer (Vienna University of Economics & Business Administration, Austria) This talk will look at ways to get students of Business English interested in subjects that go beyond their standard business topics by showing them the relevance of such fields as sports, culture and politics for the business world as a whole. The audience will be involved in deciphering headlines and dissecting cartoons to discover this relevance.	e/ie/a

Wednesday 6 April

Session 1.6 : 1800-1845

Room D (100 audience) Talk RES	Apprenticeship in language learning - researching the role of scaffolded instruction Anne Burns (Macquarie University, Australia) This presentation outlines the notion of scaffolded instruction in language learning and describes how this theoretical concept was implemented by adult teachers of ESL during a collaborative action research project focusing on their own classroom practice. Video extracts will be used to illustrate, in particular, scaffolded instruction in teaching reading to learners at different levels.	ie/a
Room E (60 audience) Talk YL SIG Programme	Over exposure? Using a digital camera in the YL classroom Andy Jackson (Bell Young Learners, England) Digital photographs offer a quick method of producing visual aids and activities in the YL classroom which are of immediate relevance and personal interest to the students. The talk will look at a range of techniques and procedures which have worked well on young learner courses in the UK and discuss ways of adapting them to monolingual groups.	e/ie/p/s
Room F (60 audience) Talk TEA SIG Programme	GILLIAN PORTER-LADOUSSE SCHOLARSHIP WINNER The IELTS speaking test: analysing cultural bias Rubina Khan (University of Dhaka, Bangladesh) The IELTS is an internationally recognized English language proficiency test. Despite this, the test is perceived to have embedded cultural biases in its structure. This talk will focus on the speaking module of the IELTS and highlight some of these features. The purpose is to raise awareness of such issues amongst test designers.	e/a
Room H (40 audience) Talk ESP	Vocabulary teaching: what, how and how much? Aysegul Salli & Ozkan Ozcinar (Eastern Mediterranean University, Northern Cyprus) The talk focuses on how EFL teachers have designed in-class and take-home vocabulary activities. During the talk, the rationale behind selecting texts related to the field of engineering, teaching the most common (K2) and academic words (AW) that the texts consist of with the use of various teaching tools like worksheets and (online) activities will be explained.	e/ie/a
Room I (30 audience) Restricted Workshop TD	Teaching digital literacy Michael Vallance (National Institute of Education, Singapore) Access to incredibly rich resources is empowering students to communicate in new and powerful ways. They deserve teachers who can help them utilise this potential effectively. Teachers must look beyond the technicalities of how to use IT, focussing their efforts on the more intellectually challenging issue of informed use. This workshop will equip teachers through the practice of informed exemplars.	ie/p/s/a
Room J (20 audience) Restricted Talk Other	British Council (Milan) implementation of the Common European Framework Simon Creasey (British Council Milan, Italy) The Common European Framework is being used increasingly to assess language competence, but how can we exploit it as a learning tool? British Council Milan was one of the first centres to implement the CEF "Can do" statements, and this session recounts our progress to date, including a focus on a "can do" based lesson and perceived benefits.	e/ie/a

e = experienced audience
 ie = inexperienced audience

p = primary teaching
 s = secondary teaching
 a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Wednesday 6 April

Session 1.6 : 1800-1845

Room K
1800-1830
(40 audience)
Talk
**GI SIG
Programme**

RAY TONGUE SCHOLARSHIP WINNER

e/a

(A)headway in the IT world

Aysha Viswamohan (Indian Institute of Technology, India)

IT-enabled services in India need fluent speakers of English, familiar with cultural nuances of interaction. This need is met by private rather than state institutes. This session examines the strengths/weaknesses of Indian curricula, aims to match those with learner needs in globalized context, and discusses the role of CLT and TBL in EFL/ESL situations, along with activities (telephone, gap fill, etc.).

Room L
(60 audience)
Talk
LI

Enhancing the international student learning experience in higher education

e/a

Emma Bettinson (University of Wales Institute Cardiff, Wales)

This talk will explore ways of enhancing the learning and teaching experience of international students in higher education. It will explore the role of the support tutor in challenging academics' assumptions regarding the needs of international students and in adapting teaching styles, methods and materials to reflect the cultural and educational issues which affect their learning experience.

Room 136
(30 audience)
Restricted
Workshop
TTed

Discoveries in the 'rose garden': stepping into real world teaching

e/s

Shosh Leshem (Oranim Academic College of Education, Israel) & Vernon Trafford (Anglia Polytechnic University, England)

"What am I using that I have been taught?" "How useful is it?" "What else do I need?" "What was lacking in my training?" This research focuses on how novice teachers recognize deficiencies in their professional capacity, what coping strategies they adopt and the implications for teacher training and development.

Evening Programme

The Lord Mayor's Welcome

1900-2000 in Assembly Room, Cardiff City Hall

A Civic Reception provided by The Right Honorable The Lord Mayor of Cardiff, Councillor Jacqui Gasson, will be held in Cardiff City Hall. This is open to all registered delegates. Please note that admission will be by conference badge only.

What is Welsh?

2000-2100 in Ferrier Hall, Cardiff City Hall

Many visitors are surprised to find that English is not the only language spoken by large numbers of people as part of their normal, everyday lives in Britain. Here in Wales over half a million people use Welsh as their natural means of communication, and no – it's not a dialect of English, but something quite different.

This session, hosted by Gwen Awbery, will give you a chance to find out a little more about Welsh. What kind of language is it? How does it fit in with the other languages of Europe? How many people speak the language and where do they live? How has it managed to survive over the years side by side with English? And you will also be able to have a go, and pick up a few words of Welsh yourself, a souvenir of your stay here in Wales.

BE = Business English

COMP = Computers

EAP = English for Academic Purposes

GI = Global Issues

LI = Learner Independence

LMCS = Literature, Media & Cultural Studies

RES = Research

TD = Teacher Development

TTed = Teacher Trainers & Educators

ELT Resources Exhibition : 0800-1800

Thursday 7 April
Plenary Sessions : 0900-1010

0900-1010 Plenary Sessions

Assembly
(600 audience)

Plenary session by Suresh Canagarajah

Suresh Canagarajah is Professor of English at Baruch College of the City University of New York. His research interests span bilingualism, discourse analysis, academic writing, and critical pedagogy. His research articles have appeared in the professional journals *TESOL Quarterly*, *College Composition and Communication*, *Language in Society*, *Written Communication*, *World Englishes*, *Journal of Multilingual and Multicultural Development*, and *Multilingua*. His book *Resisting Linguistic Imperialism in English Teaching* (Oxford University Press; 1999) won the Mina P. Shaughnessy Award (2000) by the Modern Language Association. His subsequent book *Geopolitics of Academic Literacy and Knowledge Construction* (University of Pittsburgh Press; 2002) won the 2003 Gary Olson Award by the Association of the Teachers of Advanced Composition for the best book in social and rhetorical theory. *Critical Academic Writing and Multilingual Students* (University of Michigan Press; 2002) critiques dominant practices in academic literacy and argues for a place for alternative discourses. He has most recently edited a collection of articles by international scholars on responses to globalization in *Reclaiming the Local in Language Policy and Practice* (Erlbaum; 2005). Suresh is the editor of *TESOL Quarterly*.

Globalization of English and changing pedagogical priorities

As we move from a *modernist* model of globalization, which stratified communities and languages in a hierarchical and centrifugal fashion, to a *postmodern globalization*, which features relatively more fluid relations, our literacy and communication needs are changing. These geopolitical changes encourage everyone to negotiate diverse varieties of English and develop competence in a repertoire of codes to be functional in contemporary society. In response to these changes, English professionals are compelled to construct pedagogical practices and professional relationships that value linguistic pluralism.

Thursday 7 April

Plenary Sessions : 0900-1010

Session 2.1 : 1030-1115

Reardon Smith
(400 audience)

Plenary session by Rod Bolitho

Rod has been involved in ELT for nearly 40 years now, as a teacher, teacher trainer and even as a trainer of trainers. He has derived most professional satisfaction from helping others along the way, whether students trying to improve their English, teachers on their arduous professional journey, or textbook authors with their struggle to burst into print. His current duties include tutoring on postgraduate courses in Plymouth and overseas, and providing consultancy services to textbook, materials and curriculum projects in a number of countries in Europe and beyond. The opening up of Central and Eastern Europe in 1989 and subsequent opportunities for involvement in projects in the region, led to an enormous surge in his professional motivation and learning, a process which is still going on.

British ELT and the mainstream: the legacy of the late 20th Century

In this talk I'll be looking at ways in which professionals and institutions in British ELT have engaged or failed to engage with 'mainstream' state education in countries around the world and in the UK. Where engagement has taken place, I'll be looking at its impact; where it has not, I'll be looking at the reasons for this and at the missed opportunities. This will form the basis for a few thoughts on possible future directions for British-based ELT. The decision to address this topic grew out of my own experience as a trainer and project consultant, and the talk will be illustrated with examples from work I have been involved in or am familiar with.

1030-1115 Session 2.1

Icons Suite
(100 audience)
Talk
Other

Reach for the Sky: motivating and connecting with 'tweenagers'
Ingrid Freebairn (Freelance, England) & Jonathan Bygrave (Pearson Education, England)

e/ie/p/s/fp/pub

The 10-14 age group is a fascinating one. Neither young children nor fully-fledged teenagers, they vary hugely in maturity and interests. Taking examples from *Sky*, the new course for young learners from Longman, we look at the opportunities to connect with and motivate these learners while working within the limits of large classes mixed abilities and limited time.

Reardon Smith
(400 audience)
Talk
Other

www.onestopenglish and ETP methodology competition winner
Can't write won't write: promoting the neglected skill
Jackie McAvoy (British Council, Tunisia)

How to inspire lower level students to write: creative and enjoyable ideas for writing tasks in the classroom. Why is writing the poor relation of the four skills? Why do teachers have difficulty teaching it, and students learning it? This presentation will attempt to provide some practical answers.

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 7 April

Session 2.1 : 1030-1115

Assembly (600 audience) Talk Other	Just words? Helping students to learn and remember Jeremy Harmer (Freelance, England) What are the best conditions for students to meet words? What do we know about how students best remember them? This workshop will consider theoretical answers to such questions before going on to show both published and unpublished activities which take into account issues such as student diversity, lexical patterning, and the need for engagement and practice.	e/ie/a/fp/pub
Council Chamber (75 audience) Talk TEA	Is your B1 the same as my B1? Susan Davies (Freelance, England) Examination boards, courses and textbooks make claims that what is provided is at the levels described in <i>The Common European Framework</i> . How can users be sure that such claims are valid? This talk describes how City & Guilds used the Framework and procedures described in the <i>Manual for Relating Language Examinations to the CEF</i> to develop their new ESOL examinations.	e/a/fp/pub
Ferrier Hall (200 audience) Talk BE SIG Programme	I'm busy. I need real Business English - fast! Bernie Hayden (Freelance, Scotland) Our learners need to learn real Business English: how to deal with delivery problems; explain why they're behind schedule; ask for a day off. And they need it fast. Using examples from CUP's <i>Business Goals 3</i> , I will show how we can help students achieve this through realistic communicative practice - and help them practise for the BEC exam.	e/ie/a/fp/pub
Room A (40 audience) Talk Other	Managing change together - is it easy? Oleksandr Shalenko (British Council, Ukraine) & Olena Korol (Kyiv National University of Economics, Ukraine) We will offer participants a case study of effective collaboration between the British Council Ukraine and IATEFL Ukraine and examine how the two parties benefit from each other. We will look at the principles behind our cooperation, discuss lessons learnt and explore opportunities for both organisations to support education reform in the country and manage change in ELT.	e/ie/a
Room B (40 audience) Talk LI SIG Programme	Who needs teachers and textbooks? DIY for students Dave Walker (New College Nottingham, England) This talk will provide a review and analysis of an innovative teaching approach piloted with EFL students at New College Nottingham. Learners generated their own materials as part of their learning experience, creating and developing language activities based on themed topics which they chose. Instead of studying from a published and prescribed coursebook, they planned, wrote and compiled their own.	a
Room C (60 audience) Talk PRON SIG Programme	Accent prejudice in ELT: readings of race and class Sara Hannam (City College, affiliated to Sheffield University, Greece) How do subjective theorizations of race and class become entwined with perception of the appropriacy or 'intelligibility' of a particular accent? The talk will explore this complex question by reporting on a recently completed qualitative research project investigating the attitudes of ELT practitioners and publishers. Ways in which practitioners can promote non-discriminatory classroom practice will be suggested.	e/ie/p/s/a

COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language
ESP = English for Specific Purposes

LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Thursday 7 April

Session 2.1 : 1030-1115

Room D (100 audience) Talk TD SIG Programme	Emotions in continuing professional development Julian Edge (Macquarie University, Australia) This interactive talk is based on an autobiographical diary study carried out during a period of radical change in professional role and context. The speaker focuses on emotional aspects of the professional development recorded and discusses their significance in the overall experience. Participants are then invited to respond to the key emotions identified and to add their own commentary.	e
Room E (60 audience) Workshop LMCS SIG Programme	'Nonsensical minutiae' in some contemporary poems Cora Lindsay (The Open University, England) Lawrence Sterne noted that, "One can see the distinguishing marks of national characters more in those nonsensical minutiae than in the most important matters of state." This session looks at some modern poems in order to disentangle some 'nonsensical minutiae' in British life. This is a practical session, and offers ways of introducing poetry to lower-level learners.	ie
Room F (60 audience) Plenary follow-up session	Amy B M Tsui's plenary follow-up session During this question and answer session, delegates are invited to come forward with any questions arising from the plenary session on language and identity.	
Room H (40 audience) Talk TTed	Tune in to English - supporting unqualified primary teachers of English Dana Hurtova (West Bohemian University, Czech Republic) In this talk we are going to describe the 'life story' of one project that aims to help unqualified teachers and their learners smoothly 'tune into English'. We would like to share our experience of the process of developing supplementary materials for primary school teachers of English. Who supported us? What were the obstacles? How will these materials be helpful?	ie/p
Room I (30 audience) Talk ESP	Teaching scientists something useful Alison Malcolm-Smith (University of St Andrews, Scotland) This talk will examine what forms of assessment are required of science undergraduates, and how these are addressed on pre-session and foundation courses. There will be a summary of research into the forms of assessment required at undergraduate level in university and a presentation of materials that have been used to prepare students for their studies.	e/ie/s/a
Room J (20 audience) Restricted Talk EAP	Welsh for academic purposes - strategies for second language university students Siwan Rosser (Cardiff University, Wales) Students following university courses in their second language face similar challenges across the world. The linguistic needs of Welsh SL students at the School of Welsh, Cardiff University are similar to those of EAP students. This talk will analyse strategies developed for the specific needs of Welsh SL students including personal development strategies, web-based learning packages and peer review activities.	e/a

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS**Thursday 7 April**

Session 2.1 : 1030-1115

Session 2.2 : 1145-1250

Room K (40 audience) Talk ELTM	Lessons learned from the Russian secondary textbook project Elena Borovikova (British Council, Russia), Rod Bolitho (The College of St Mark & St John, England) & Olga Groza (Secondary School No. 106, Russia) The Russian secondary textbook project initiated by the British Council has demonstrated a model for training textbook authors and writing a new generation coursebook. A project like this can play an important role in the process of national ELT/education reform which involves national curriculum and national exam development, and can help to create a new paradigm in ELT publication.	s
Room L (60 audience) Talk YL	'Eventually I will figure out.' A YL speaks Kay Bentley (The British School in The Netherlands/BLTC Amsterdam, Netherlands) A case study of an 11-year-old Chinese boy learning English at an English speaking school in The Netherlands. In short, a CLIL context. The pupil's language needs and progress are analysed within an action research framework. Practical ideas and materials are presented to help conquer his 'frustration'. These can be adapted for other young learners.	e/p
Room 136 (30 audience) Restricted Talk TEA	Facilitating positive backwash - EAP assessment and the International Foundation Programme Anthony Manning (University of Reading, England) Harmful backwash can result if test content and testing techniques are at variance with course objectives. As a result, the University of Reading's IFP EAP team has made efforts to ensure that assessment accurately reflects the skills and knowledge which students are required to develop. This presentation will introduce some recent innovations to the assessment of this EAP module.	e/a
1115-1145	Coffee break Sponsored by Higher Colleges of Technology, United Arab Emirates	
1145-1250	Session 2.2	
Icons Suite (100 audience) Workshop YL	Pop up books Andrew Wright (International Languages Institute Ltd, Hungary) Pop up book making is great for: children from six to sixteen; story writing; parent evenings; and school PR. I will show how to make pop up books. Participants should bring A4 paper with them... and even a bit of glue and scissors if possible but it is not essential.	ie/p/pub
Reardon Smith 1145-1230 (400 audience) Talk Other	Setting a good example. Dealing with meaning in learner dictionaries Henry Widdowson (University of Vienna, Austria) Dictionary entries generally provide information about word meanings in two ways: explanation by using a defining vocabulary, and exemplification by showing the word in a phrase or sentence. How are these related? In some dictionaries examples are samples of actually occurring language and in others they are invented. Which approach is more appropriate for a learner's dictionary?	e/ie/s/a/fp/pub
Assembly (600 audience) Workshop Other	This is a short text Scott Thornbury (International House Barcelona, Spain) Grammar and vocabulary should be taught in context, but if the context is too big there is a danger it could take over the lesson. In this workshop I will look at ways that short authentic texts might be used as vehicles for language awareness. How many modal verbs can you find in this short text, for example?	e/ie/s/a/fp/pub

BE = Business English	GI = Global Issues	RES = Research
COMP = Computers	LI = Learner Independence	TD = Teacher Development
EAP = English for Academic Purposes	LMCS = Literature, Media & Cultural Studies	TTEd = Teacher Trainers & Educators
ELTM = ELT Management	Other = Other	TEA = Testing, Evaluation & Assessment
ESOL = English as a Second Language	PRON = Pronunciation	YL = Young Learners
ESP = English for Specific Purposes		

Thursday 7 April

Session 2.2 : 1145-1250

Council Chamber (75 audience) 1145-1230 Talk TEA	Common mistakes... and how we can help students avoid them Julie Moore (Freelance, England) All teachers have experienced the frustration of correcting the same mistakes in essay after essay. If only we could help students eliminate this handful of common mistakes! In this talk, I'll explain how we researched the most common errors made in Cambridge exams (from PET to Proficiency) and used these to create the <i>Common Mistakes</i> series of self-study books.	e/ie/s/a/fp/pub
Ferrier Hall (200 audience) Workshop BE SIG Programme	Best practice: Business English for low-level learners Bill Mascull (Freelance, England) There is increasing demand for specialised Business English courses for pre-work and in-work low-level learners. <i>Best Practice</i> is a two-level course designed to meet this need. I'll be highlighting some of its key features and I'll be getting you to participate in some of the activities from the various components from the course.	e/ie/a/fp/pub
Room A (40 audience) Workshop Other	Core grammar, authenticity and brain-based learning Elka Todeva (School for International Training, USA) Participants will be given the opportunity to explore some principles of 'brain-based learning' while applying them to the teaching of two very challenging language categories: articles and the passive voice in English. They will also examine various aspects of authenticity to see how each of them promotes the learning of these and other core grammatical categories in English.	e/ie/s/a
Room B 1145-1215 (40 audience) Talk LI SIG Programme	Promoting learner autonomy in Taiwanese primary students Shu-Hua Kao (Student at University of Nottingham, England) This action research project aims to develop a learner training programme for promoting autonomous English learning in Taiwanese primary children and to offer an eastern interpretation of learner autonomy. Issues of promoting children's learner autonomy will be addressed. This study extends the current understanding of learner autonomy and provides insights for the teaching profession and a basis for future research.	e/p
Room B 1220-1250 (40 audience) Talk LI SIG Programme	Very young learners will and do Zofia Grudzinska (Comprehensive School No.3, Poland) Teaching children is an art in itself; supporting a young learner's autonomy seems a grand task. When I gathered courage to break the barriers, I discovered that the very young behaved far more autonomously than their older colleagues. A group of seven- and eight-years-old can and will plan their own class, choose the activities and reflect on their merits.	e/p
Room C (60 audience) Workshop PRON SIG Programme	Meaningful pronunciation for the classroom Kirsten Holt (Freelance, England) Do you feel comfortable teaching pronunciation? Do you struggle to find ways to integrate pronunciation into your lessons? In this workshop we will try out and then evaluate activities designed to help teachers feel inspired to use phonology. Whether you are newly qualified or are looking for new ideas to spice up your lessons, this is the session for you!	e/ie/s/a

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 7 April

Session 2.2 : 1145-1250

Room D (100 audience) Workshop TD SIG Programme	Learning conversations Jenny de Sonnevill & Lindsay Ellwood (Hendrik Kraemer Institute, Netherlands) In this workshop you will discover the potential of 'learning conversations' through taking part in a series of activities for practice and awareness. Using Cooperative Development (Edge, 2002a), colleagues learn to set aside their own agendas, to attend and to reflect back on what their partner has said. Learning conversations are an important tool for professional development.	e/ie/p/s/a
Room E (60 audience) Workshop LMCS SIG Programme	Culture in the classroom Gill Johnson (Pilgrims Ltd, England) If you teach monolingual classes containing immigrant students, multinational EFL classes or ESOL students, the chances are that your students know little of each other beyond the stereotypes. Participants at this workshop will sample, experience and discuss a variety of activities which are both fun and thought-provoking and designed to show how using your students' mother culture(s) can provide memorable, meaningful, language-rich lessons.	e/ie/s/a
Room F (60 audience) Workshop TTed	Refresh your teacher training: ideas and activities for training sessions John Hughes (Inlingua Cheltenham, England) This hands-on workshop offers practical help to anyone involved in training teachers: whether you're a tutor on a Certificate or Diploma course or a senior teacher running internal staff training workshops, these activities cover a range of topics including materials design, methodology and approaches, phonology, classroom management and language awareness.	e/ie
Room H 1145-1215 (40 audience) Talk TTed	Teacher education across two cultures Jeff Patchett (Sheffield Hallam University, England) This talk describes the development of an in-service teacher education course for Chinese teachers of English in Beijing. The course was designed by Sheffield Hallam University in partnership with Trinity College London and Beijing Teachers' Institute. The talk will examine how the three partners worked together to design a course to meet the specific needs of these teachers.	e/a/pub
Room H 1220-1250 (40 audience) Talk COMP	Speed kills: slowing down online language teacher training Mark Pegrum (University of Dundee, Scotland) The speed of internet communication is viewed as very advantageous in e-learning, including in EFL teacher training programmes. However, recent pedagogical theory suggests that an exclusive focus on high-speed learning neglects alternative, slower ways of knowing which are important for a balanced education. This talk considers ways of incorporating room for digestion and reflection into online courses for language teachers.	e/a
Room I 1145-1215 (30 audience) Talk COMP	Integrating educational technology into language teaching: an administrator's perspective Aysen Guven (Bilkent University, Turkey) Integrating educational technology into courses is not only a challenge for teachers but also for administrators. This research explores the challenges teachers and administrators face in accomplishing this difficult task and aims to outline the factors that affect the implementation. The presentation will provide practical suggestions regarding the integration of computer technology in EFL and EAP settings alike.	e/a

BE = Business English
 COMP = Computers
 EAP = English for Academic Purposes
 ELTM = ELT Management
 ESOL = English as a Second Language
 ESP = English for Specific Purposes

GI = Global Issues
 LI = Learner Independence
 LMCS = Literature, Media & Cultural Studies
 Other = Other
 PRON = Pronunciation

RES = Research
 TD = Teacher Development
 TTed = Teacher Trainers & Educators
 TEA = Testing, Evaluation & Assessment
 YL = Young Learners

Thursday 7 April

Session 2.2 : 1145-1250

Room I 1220-1250 (20 audience) Restricted Talk ESP	The approximation of laws, languages and the like Vesna Bulatovic (University of Montenegro, Serbia & Montenegro) The talk focuses on a body of new ESP terminology that has become international terminology in its own right thanks to political and economic integrations around Europe. Because it affects substantially different linguistic systems and cultures, the concepts behind the actual words used are very often vague and cause a lot of confusion.	e/a
Room J 1145-1215 (20 audience) Talk ELTM	Dynamics that drive ELT organisations Sureetha De Silva (University College of Learning, New Zealand) The factors that decide how English language teaching organisations operate may be called "ELTO Dynamics". They decide the path an organisation will take in the future. The main dynamic is the focus on customer services. Is it customer-focused or more administrative-centered? Customer feedback, strategic planning and performance indicators are some other dynamics discussed in the session.	e/ie
Room J 1220-1250 (20 audience) Talk Other	Bridging the EFL/ESOL divide Sarah Turnbull (Leeds Metropolitan University, England) & Sally Darley (Dewsbury College & Leeds Metropolitan University, England) In this talk we report on an ongoing collaboration between an ESOL and an EFL provider to deliver Cambridge Module 2. We outline the hurdles and high points of the development process, and we describe how we feel the collaboration has benefited us as practitioners, our students and the institutions we work for.	e/a
Room K 1145-1215 (40 audience) Talk EAP	Why students plagiarise: developing plagiarism prevention strategies among international students Nadezhda Yakovchuk (University of Warwick, England) Discovering students' reasons for plagiarising can provide vital clues for the development of effective preventive measures. This presentation reports on a survey of beliefs, attitudes and reasons for plagiarising among international students in British higher education, and discusses its implications for teaching academic writing skills in English and identifying plagiarism prevention strategies.	e/ie/a
Room K 1220-1250 (40 audience) Talk Other	My composition is getting longer and simpler Keiko Hayasaka (Hokusei Gakuen University, Japan) Two compositions written by Japanese college students before and after an extensive reading project conducted for 13 weeks show that the latter were longer (more words) and simpler (lower TTR). This presentation will include survey results, as well as a demonstration of the <i>Bookworm's Café</i> website created for interactive summary postings of the readings.	ie/a
Room L 1145-1215 (60 audience) Plenary follow-up session	Suresh Canagarajah's plenary follow-up session During this question and answer session, delegates are invited to come forward with any questions arising from the plenary session on globalization of English and changing pedagogical priorities.	
Room L 1220-1250 (60 audience) Talk Other	The status of non-native teachers of English (NNTEs) in Lebanon Samer Annous (University of Balamand, Lebanon) This qualitative study explores the status of non-native teachers of English (NNTEs) in one Lebanese university. It was found that multiple factors shape the status of NNTEs, and that there is an overall feeling of resentment when NNTEs are compared to NTEs. Issues of power, professional identity and the status of teachers in the periphery are prevalent themes in this talk.	ie

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Thursday 7 April

Session 2.2 : 1145-1250

Session 2.3 : 1350-1435

Room 136
1145-1215
(30 audience)
Talk
TEA

Assessment: the process - not the product! Alternative assessment using criteria e/ie/a
Samuel Lefever (Iceland University of Education, Iceland)
This talk discusses the use of alternative assessment and rubrics in an English language teaching program. Students took an active role in the entire assessment process and created rubrics for written assignments, oral presentations, and project work. They stated that the rubric-making process clarified the learning objectives, increased learner awareness, and motivated them to take more responsibility for their learning.

Room 136
1220-1250
(30 audience)
Talk
Comp

IATEFL COMPUTER SIG SCHOLARSHIP WINNER e/ie/p/s/a
The missing link: IT-links
Chai Whatt Tan (Seri Mahkota Secondary School, Malaysia)
IT-links is an e-journal set up under the ELTeCS East Asia Computers SIG. This niche web-based journal is targeted at English language teachers who use ICT in their CALL or English lessons. This talk will discuss the lessons learnt in regional cooperation, proposal writing, website technicalities, finance and the problems faced in running this e-journal.

1250-1350 Lunch break

1350-1435 Session 2.3

Icons Suite
(100 audience)
Talk
TTed

TESOL qualifications for teachers in UK Further Education e/a/pub
Jenny Pugsley (Trinity College London, England)
Trinity offers approved TESOL qualifications specific to those sectors of teaching covered by the Learning and Skills Council funding: further, adult, community and workplace education in the UK. The presenter will describe Trinity's training provision for those interested in both running and in following courses leading to teaching and ESOL subject specific qualifications.

Reardon Smith
(400 audience)
Talk
TEA

Teaching IELTS at lower levels e/ie/a
Martin Lisboa & Richard Hallows (London Metropolitan University, England)
The presenters teach IELTS at London Metropolitan University to international students on Pre-sessional Foundation courses. The talk looks at the difficulties faced by lower level students proposing practical strategies for overcoming these problems: grading material, developing cognitive skills, brainstorming content for ideas, addressing cultural differences - simply developing language proficiency is not enough.

Assembly
(600 audience)
Workshop
Other

Not ready for FCE? Help is at hand! e/ie/a/fp/pub
Leo Jones (Freelance, England)
Some students want to take FCE but just aren't ready for an FCE preparation course. The symptoms? Shaky grammar, poor writing skills, difficulty in understanding native speakers, dread of longer reading texts - and not enough vocabulary to participate in conversations confidently. *Making Progress* helps students to develop their English to the right level - and enjoy doing so!

BE = Business English	GI = Global Issues	RES = Research
COMP = Computers	LI = Learner Independence	TD = Teacher Development
EAP = English for Academic Purposes	LMCS = Literature, Media & Cultural Studies	TTEd = Teacher Trainers & Educators
ELTM = ELT Management	Other = Other	TEA = Testing, Evaluation & Assessment
ESOL = English as a Second Language	PRON = Pronunciation	YL = Young Learners
ESP = English for Specific Purposes		

Council Chamber (75 audience) Talk Other	Teaching collocation - a key word approach George Woolard (Stevenson College, Scotland) This session will consider collocation and its importance in developing fluency. It will look at an approach which enables the learner to notice common collocations in English, as well as outlining a way of designing activities and materials to help the learner build up knowledge of collocation quickly and independently.	e/ie/s/a
Ferrier Hall (200 audience) Talk BE SIG Programme	Learning business... doing business Tonya Trappe (Freelance, England) This presentation will look at students' need to learn about every aspect of the business world including serious and controversial issues, and how authentic business material can be a useful teaching resource. The talk will also discuss the different skills students need to develop to work effectively and professionally. I will refer to material from the new course <i>Intelligent Business</i> .	e/a/fp/pub
Room A (40 audience) Talk Other	Choosing and using grammatical terminology in ELT Roger Berry (Lingnan University, Hong Kong, China) I will discuss not so much whether grammatical terminology should be used in ELT (though I will make a case) as to <u>which</u> and <u>how much</u> to use. I will present two sets of criteria for evaluating the nature and classroom suitability of grammar terms, with the aim of making this complex and confusing area more accessible to teachers.	e/ie/s/a
Room B (40 audience) Talk LI SIG Programme	Autonomous techniques in a mixed-ability class Halina Majer (Lodz University, Poland) The talk will present details and results of two 'action research' studies, aimed at implementing elements of learner autonomy to secondary school mixed ability classes. It will be argued that selected autonomous techniques may turn out to be particularly motivating in mixed ability settings, influencing positively both higher and lower level students and improving classroom dynamics.	e/s
Room C (60 audience) Workshop PRON SIG Programme	Pronunciation learning cards Jason Anderson (Oxford House College, England) A new resource for teachers to use in class to improve students' awareness of different vowel sounds in English. Useful both for clarifying pronunciation differences when difficulties occur in class, and for practising individual sound pronunciation through a variety of games and practice activities. Pronunciation learning cards can be used on a regular basis with students at any level.	ie/a
Room D (100 audience) Talk TD SIG Programme	Investigating boredom Simon Marshall (Pilgrims/Freelance, England) This interactive talk examines in a practical manner what learners mean when they say "I'm bored/It's boring", two phrases that can deflate and depress even the most experienced teachers. Ways of supportively analysing and challenging boredom will be proposed, along with techniques for the arousal of interest and engagement.	e/ie/s/a
Room E (60 audience) Open Forum LMCS SIG Programme	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. This year's PCE was a direct result of the discussion at last year's Open Forum - so come and have a say in what we do next year!	

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

Room F (60 audience) Talk RES	The 'mind the gap' project: learning with teens Patricia Blower (Cultura Inglesa Rio de Janeiro, Brazil) A report on a Cultura Inglesa Rio de Janeiro project on enhancing adolescents' performance in class. Based on best practices of exploratory practice, the project aimed at helping the branches' staff and the academic department to compile and design activities that could make the learning process more challenging and motivating for the target age group (11 to 14).	p/s
Room H (40 audience) Talk TEA	<i>Criterion</i>SM - an online writing assessment tool providing instant essay feedback Ian Lucas (ETS Europe, England) & Agnes Vajda (Institute of International Education, Hungary) ETS presents to you its <i>Criterion</i> SM Online Writing Evaluation: a dynamic, web-based service that allows your students to submit essays online and receive reliable feedback and scoring, in an instant. While students are motivated to improve their skills, teachers get what they need most: time to teach. In the UK, <i>Criterion</i> SM is a certified curriculum online product.	e/ie/s/a
Room I (30 audience) Talk YL	Strategies for effective classroom management with young learners Olha Madylus (Freelance, England) Got a great course book, supplementary materials and ideas for lessons? But does it all go terribly wrong, because your young students just don't do what you want them to? What are the magic missing ingredients? The presentation will focus on classroom management strategies that help bring it all together.	e/ie/p/s
Room J (20 audience) Restricted Workshop TTed	999 questions for caring teachers - a way to induct staff Anna Gebka-Suska (Freelance, Poland) To perform well, new teachers need to quickly understand and accept the unique system of beliefs, the unusual way of teaching or the very specific professional culture of the educational organisation they join. This workshop will present the way my school uses to induct new teachers. The method is adaptable to individual needs of any language school.	e
Room K (40 audience) Talk TEA	Self-assessment - I can do that! Susan Sheehan (British Council Milan, Italy) Self-assessment is vitally important in the context of the CEF. Teachers will be given ideas on how to successfully facilitate student self-assessment in their lessons. There will be opportunities for teachers to practise these techniques. Teachers will come away from this session with an understanding of the latest research on testing and how to apply it in the classroom.	a
Room L (60 audience) Swapshop Other	Here's a good one... Jo Tattersall, Jo Draper, Laura Hayward & Rachel Worzencraft (Embassy CES, England) Fancy something light-hearted? Practical? Enjoyable? Something you can use in the classroom next Monday morning? Then come along to the Embassy CES swapshop where we will demonstrate four to five 'original' tried and tested teaching activities. We are first-time presenters and we think it would be good to bring a/the/our classroom into the conference.	

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Thursday 7 April

Session 2.3 : 1350-1435

Session 2.4 : 1455-1555

Room 136
(30 audience)
Talk
COMP

Keeping them interested: promoting retention on online/distance education courses e
Paul Knight (The Open University, England)
With the increasing provision of courses using online technologies, the question of how best to retain students on such courses becomes central. This presentation considers how best to retain students on language and teacher-education courses run at a distance using new technologies by drawing on current experiences at the Open University.

1455-1555 Session 2.4

Icons Suite
(100 audience)
Workshop
Other

Spontaneous speaking: drama activities for confidence and fluency e/ei/s/a/fp/pub
David Heathfield (Delta Publishing, England)
Take part in and reflect on three activities devised to develop language students' confidence, fluency and spontaneity: creativity within a clear framework but without written prompts; extended speaking turns for every participant in pair and groupwork means everyone is interacting most of the time; every participant has a purposeful, non-threatening, achievable extended speaking task.

Reardon Smith
(400 audience)
1455-1540
Talk
Other

Exploring Grammar in Writing e/a/fp/pub
Rebecca Hughes (University of Nottingham, England)
This presentation explains the ideas behind the new book *Exploring Grammar in Writing* and how they can enhance learner understanding of grammar choices in context. The book uses a wide range of texts from formal and informal contexts and the talk gives ideas of how the material can be used in class and for self study.

Assembly
(600 audience)
Workshop
TEA

Register transfer and other CAE mysteries e/ie/a/pub
Roy Norris (International House Madrid, Spain)
How do I prepare my students for the register transfer task in the CAE English in Use Paper? What do they need to know for the word formation exercises? What features of language are commonly tested in the error correction texts? This workshop will answer these questions and examine ways of teaching systematically towards Paper 3 of the CAE examination.

Council
Chamber
(75 audience)
Panel
discussion
Other

When are you publishing my article? e/ie/pub
Janet Olearski (The Petroleum Institute/TESOL Arabia Perspectives, United Arab Emirates), Martin Eayrs (IATEFL Voices, England) & Tessa Woodward (The Teacher Trainer, England)
It's a great article, but no one's publishing it. What next? The editors of three ELT publications explain the constraints involved in publishing journals and newsletters, providing advice on how contributors can best meet the needs of publications and their readers.

Ferrier Hall
(200 audience)
Open Forum
BESIG Programme

Business English Special Interest Group Open Forum
The BESIG Open forum gives you a chance to find out more about what BESIG does, and meet some of its members. This year there will also be a quiz about the SIG, with chances to win book prizes donated by kind hearted publishers, and / or free registration at the next Annual Conference in Monaco in November.

e = experienced audience

ie = inexperienced audience

p = primary teaching

s = secondary teaching

a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

fp = focusing on published/commercial material

Room A 1455-1540 (40 audience) Workshop YL	Multiple intelligences and puppet show Birsen Tutunis (Kadir Has University, Turkey) This workshop gives a brief summary of Gardner's (1983) Multiple Intelligences theory and then involves the audience in puppet making and story telling. Later on with a puppet show example it is presented that whatever you are teaching it is possible to employ the necessary teaching strategies according to the intelligences your students possess.	p
Room B (40 audience) Open Forum LI SIG Programme	Learner Independence Special Interest Group Open Forum There will be a report on the SIG's financial situation, number of members and events over the past year, as well as forthcoming events. As always, we are interested to hear what people want from the SIG, and how we can provide this. There will be a discussion about a possible change of name for the SIG – from <i>Learner Independence</i> to <i>Learner Autonomy</i> , in keeping with the way the field has developed in recent years, and we would like your views on this.	
Room C (60 audience) 1455-1525 Workshop PRON SIG Programme	Tongue twisters Elaine Gilmour (Miyagi Gakuin University, Japan) Tongue twisters provide a great resource for teachers and learners to develop pronunciation skills. This workshop will present a little of the cultural background of tongue twisters, as well as show how they are being used today. Participants will identify what makes a good tongue twister and should be prepared to have their tongues tangled!	e/ie/p/s/a
Room C (60 audience) 1525-1555 Open Forum PRON SIG Programme	Pronunciation Special Interest Group Open Forum Come along to the PronSIG open forum and meet other likeminded people interested in discussing Pronunciation issues. This is your opportunity to have a say in the direction to be taken by the PronSIG, the kind of events you would like and how you could be more actively involved. One discussion point could be the format of the next PronSIG event next June, <i>Pronunciation in Practice</i> . Look forward to seeing you.	
Room D (100 audience) Open Forum TD SIG Programme	Teacher Development Special Interest Group Open Forum TD SIG is 21 years old, and it seems like an appropriate time to take stock. After a brief AGM to bring you up to date with what's been happening this year, we will be having a discussion on the theme " <i>Future directions in teacher development</i> ", aided by a panel made up of presenters from our programme and other luminaries of TD. Come and let us know what you think.	
Room E (60 audience) Workshop LMCS SIG Programme	Culture through technology: versatile, motivating and dynamic Michele Guerrini (Richmond Publishing, Spain) Using technology to introduce cultural topics can keep interest levels high as learners develop language and cultural skills. The cultural features outlined in <i>The Common European Framework</i> (2001) serve as a starting point for defining cultural goals, and techniques for selecting topics are discussed. Teachers experiment with DVDs, CD-ROMs and the Internet to discover their potential for introducing culture.	ie/p/s/a
Room F (60 audience) Workshop TTed	Training for lesson observation: a minimalist, context-variable approach Briony Beaven (Muenchner Volkshochschule, Germany) Anglocentric assumptions about the processes and purposes of lesson observation are not shared in all settings. I will outline key skills for lesson observation as presented and practised on a training course for trainers on the European Certificate in Language Teaching to Adults. The workshop will interest anyone training observers for assessment or development with limited resources in varying contexts.	e/a

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Thursday 7 April

Session 2.4 : 1455-1555

Room H (40 audience) Workshop EAP	Integrate and discover more about the community Jo Appleton (Leeds Metropolitan University, England) How can learners confidently integrate into and discover a community? This talk will describe an innovative course of materials aimed at learners preparing for university study through project-based work which encourages integration into the local community via clubs or voluntary work. The talk will interest anyone who would like to enhance the learning experience of international students.	e/ie/a
Room I 1455-1540 (30 audience) Talk TEA	Specification study: mapping EFL examinations to the Common European Framework Fernando Fleurquin (University of Michigan, USA) This specification study maps two large-scale EFL certificate examinations of differing levels to the Common European Framework. The discussion includes the procedures outlined by the Council of Europe for such a study to enable IATEFL educators to better understand the results of the analysis, and the comments about the procedure from the participants. Reports based on the study are available.	ie/s/fp/pub
Room J 1455-1540 (20 audience) Talk Other	Teaching English language in Nigerian secondary schools: the teacher's dilemma Akeem Sina Oguntola (Olabisi Onabanjo University, Nigeria) This presentation outlines the historical development of English in Nigeria and its roles. The objective of this talk is to highlight the resultant effects of English varieties (e.g., British, American, Nigerian, etc.) and through a field survey shows the dilemma of choice a teacher faces in his efforts to impart the knowledge of the subject to students in Nigerian secondary schools.	e/s
Room K 1455-1525 (40 audience) Talk ESP	A blend of media: teaching 'church English' on the radio Karolyne Abraham (Karoli Reformatus Egyetem, Hungary) Teaching English on the radio is a novel way of providing an ESP course. Everyday life, Bible passages, Christian aspects of civilization and songs are on the menu. A native speaker as presenter and a student give the right blend of live teaching using also recorded and written materials adjusted to the needs of listeners. (Do a quiz and win!)	e/s/a
Room L (60 audience) Workshop YL	Using and creating big books for the young learner classroom Caroline Linse (Sook Myung University, Korea) & Fran Gamboa (American School Foundation, Mexico) Picture books, designed for native English speakers, have found their way into YL classrooms. Big books can be innovations or versions of existing published titles. They can also be original stories, songs or chants. Participants in this workshop will learn how to use big books in their classroom as well as how to create their own big books.	p
Room 136 (30 audience) Restricted Workshop YL	Leading young learners through a 'pedag-logical' funnel to facilitate acquisitions Pierre Pinet (IUFM d'Auvergne, France) Working in a communicative language context implies as much participation as possible from the learners. The less teachers speak, the more students learn. Giving them confidence in their speaking abilities of the target language requires little but regular input. Participants in our workshop will use some simple strategies to help learners build up their own knowledge.	e/ie/p

e = experienced audience

ie = inexperienced audience

p = primary teaching

s = secondary teaching

a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

fp = focusing on published/commercial material

1555-1625 Coffee break
Sponsored by Higher Colleges of Technology, United Arab Emirates

1625-1710 Session 2.5

Icons Suite (100 audience) Talk Other	<p>Can low-level students really communicate? Diane Hall & Mark Foley (Freelance, England) This presentation looks at ways of giving students the necessary tools for effective communication in English from a very low level. Aspects examined include: providing clear objectives for each lesson, motivating through real materials, and focusing on language that facilitates real communication from the beginning. We will use examples from the new Longman adult course, <i>Total English</i>.</p>	e/a/fp/pub
Reardon Smith (400 audience) Talk Other	<p>Inspiring teenagers: issues of motivation and discipline Philip Prowse & Judy Garton-Sprenger (Freelance, England) The teacher's use of language and choice of activity are crucial in the teenage classroom. We will look at the creation of a positive learning environment, classroom norms and rules, the role of choice, success orientation, the pleasure principle and the 'whole' teacher. Examples will be taken from our new secondary course <i>Inspiration</i> (Macmillan).</p>	e/ie/s/fp/pub
Assembly (600 audience) Talk Other	<p>What exactly is grammar? Michael Swan (Freelance, England) We all know what grammar is - until somebody happens to ask us. In this session, we will look beyond the usual unhelpful dictionary definitions to consider the following questions: What exactly is 'grammar'? Why do languages need it? Why do the world's languages use grammar in such remarkably different ways?</p>	e/ie/pub
Council Chamber (75 audience) Talk TEA	<p>English for international education - Achieve IELTS Louis Harrison (University of Bradford, England), Susan Hutchison (British Council, Russia) & Caroline Cushen (University of Buckingham, England) Most exam preparation materials see the exam as the end-result of a course. I argue that exam preparation materials should not be just exam-centred but should be student-centred. By focusing on the students' aspirations and future language needs I propose that teaching beyond IELTS can help students in the test.</p>	e/ie/a/fp/pub
Ferrier Hall (200 audience) Talk BE SIG Programme	<p>Five minute activities for Business English Paul Emmerson & Nick Hamilton (International House London, England) Activities for business topics and business communication skills; ideas for speaking, writing, listening and reading; ideas to focus on vocabulary, grammar and pronunciation; activities that lead in, stand alone, or can be extended over a whole lesson. You'll find all this and more in <i>Five Minute Activities for Business English</i> (CUP).</p>	e/ie/a/fp/pub
Room A (40 audience) Talk EAP	<p>Teaching academic culture to EAP students Tania Pattison (Trent University, Canada) For students in pre-academic programs, making the transition to degree studies requires learning a new set of cultural expectations. EAP instructors frequently wonder just how well they have prepared their students for this adjustment. The presenter describes a course she has developed to prepare students for the academic and non-academic issues they will face in the 'real world' of university.</p>	e/ie/a

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Room B (40 audience) Talk RES	Acquiring L2 vocabulary from texts: current issues Anthony Bruton (University of Seville, Spain) After a brief introduction to some of the issues of acquiring L2 vocabulary from reading texts, particular attention will be given to the results of empirical research into the effects not only of more incidental, but also more intentional, attention to vocabulary in written discourse. The discussion will concentrate on the pedagogical significance of the somewhat discouraging results.	e/ie/s/a
Room C (60 audience) Talk PRON SIG Programme	Dobby or Legolas - which ELF will your learners speak? Ricardo Sili (Sociedade Brasileira de Cultura Inglesa Rio de Janeiro, Brazil) In this talk the presenter will: 1) present the results of a small scale investigation on the intelligibility of the Brazilian pronunciation of English; 2) suggest focus areas for the teaching of pronunciation in Brazil; and 3) discuss the role of the EFL teacher when teaching pronunciation in a world where English has become a lingua franca.	e/ie/a
Room D (100 audience) Talk TD SIG Programme	Method, culture and the teacher in the English language classroom Colin Sowden (UWIC, Wales) Culture has replaced method as the matter of prime concern in English Language Teaching. However, it has been defined too broadly to provide effective guidelines in the classroom. Attention has turned instead to teacher development, with the aim of producing the 'good teacher', although this is an elusive concept, as the history of the profession shows.	e/ie/a
Room E (60 audience) Talk LMCS SIG Programme	Literature teaching at the Iraqi colleges of education Salam Al-Temimi & Ma'an Al-Taie (University of Baghdad, Iraq) We present findings of an observation-based study of literature teaching in initial teacher training programmes at Baghdad University, which revealed an approach that emphasizes literary appreciation rather than language or teaching skills. We also include recommendations for consolidating students' language skills through literature teaching and for improving the general situation of literature teaching in Iraqi colleges of education.	a
Room F (60 audience) Talk TEA	University of Michigan international certificate examinations: the Michigan advantage Claudia Leo (University of Michigan, USA) This talk is designed to help IATEFL educators familiarize themselves with the ECCE and ECPE, the Michigan certificate examinations at the advanced-intermediate and advanced levels, respectively. Through print and audio samples, the presenter will focus on test format and key features that make the Michigan certificate exams an attractive option for EFL students and a desirable testing tool for educators.	pub
Room H (40 audience) Talk TTed	Current trends in UK ESOL education Glyn Jones (Trinity College London, England) The talk will focus on Trinity's new TESOL and ESOL qualifications for the UK and how these contribute to the current UK education climate including the government's Skills for Life agenda and improvements in teacher training for the further education sector. The session will end with a question and answer session.	e/a/pub

e = experienced audience

ie = inexperienced audience

p = primary teaching

s = secondary teaching

a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

fp = focusing on published/commercial material

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room I (30 audience) Talk RES	Vocabulary development of English majors in an EFL context Abdulkarim Al-Nujaidi (Riyadh College of Technology, Saudi Arabia) This cross-sectional study examines the vocabulary development of English majors at two main universities in Saudi Arabia. The results of administering a test of common vocabulary (2000 to the 10000 words) are discussed in light of the vocabulary knowledge assumed for general comprehension of English, vocabulary development at different levels of the program, and the expected exist level.	ie/a
Room J (20 audience) Restricted Workshop Other	Speaking skills - let's get started! Helen Prosser (University of Glamorgan, Wales) A practical session offering ideas for getting students to enhance conversation skills when following very structured language courses. The ideas have been used among Welsh adult learners following intensive courses and will concentrate on beginners. We'll consider chatting at the beginning of a class, turning mechanical exercises into free speech, and the use of props.	e/ie/a
Room K (40 audience) Talk YL	Motivating YLs: the goal-based syllabus vs. project work Fergus Mackinnon & Fi Whitchelo (British Council Tokyo, Japan) This presentation will address issues related to young learner motivation and independence. We will introduce and analyse the goal-based syllabus, developed at the British Council, Tokyo, and evaluate its effectiveness in relation to project work. We will illustrate ways of enthusing YLs through materials, learner training and the use of ICT to encourage real communication.	e/ie/s
Room L (60 audience) Talk TEA	Teacher professional development - the new TOEFL test Chris Medalis (IIE Europe, Hungary) This talk introduces teachers to the integrated skills approach of the new TOEFL test, so they can incorporate it into their curricula. We link learning objectives for each of the four skills to classroom activities for test tasks, but emphasize those skills that can be transferred to any context. The talk is a professional development opportunity rather than test preparation.	ie/a/fp
Room 136 (30 audience) Talk Other	Homework and multiple intelligence Mandana Arfa Kaboodvand (Azad University, Iran) This is the second part of a study conducted about homework given to adult EFL learners. In this talk I will examine whether the dominant type of multiple intelligence of the Iranian adult learners of English plays any role in their choice and performance of homework activities. This can prove useful for determining the right type of homework.	e/ie/a

1730-1830 Annual General Meeting Sponsored by Mailability

Assembly
(600 audience)

Members are cordially invited to IATEFL's Annual General Meeting. This is an absolute must for the Association and for you!
Come and be part of our discussions for ways to build our association.
There will be updates on IATEFL activities and future plans, and a question and answer session.
The AGM Agenda and AGM Reports are located on pages 113 to 140.

The AGM is sponsored by Mailability to enable IATEFL to offer a drink to all members who attend.

BE = Business English

COMP = Computers

EAP = English for Academic Purposes

ELTM = ELT Management

ESOL = English as a Second Language

ESP = English for Specific Purposes

GI = Global Issues

LI = Learner Independence

LMCS = Literature, Media & Cultural Studies

Other = Other

PRON = Pronunciation

RES = Research

TD = Teacher Development

TTEd = Teacher Trainers & Educators

TEA = Testing, Evaluation & Assessment

YL = Young Learners

Evening Programme

Methodological Speed Dating 1930-2130 in Room D, Cardiff City Hall

Who do you want to share your pedagogy with? Come to our methodology speed dating and find your methodological soulmate. Come and join host Jeremy Harmer for fun, laughter, methodology (a little bit) and, who knows, prizes! And music?

Play with your Voice 1930-2130 in Room C, Cardiff City Hall

with Frankie Armstrong

For any of us who teach, our voice is one of our primary tools. This is an opportunity in a supportive, relaxed atmosphere to discover different aspects of voice and communication. We will explore the relationship of body, breath and voice, create fun ways of being more expressive and find out how the voice can increase our vitality and sense of well being. We will include some delightful chants from around the world as part of this but please don't feel you have to be a "singer" to join in. Wear loose comfy clothing with comfy footwear too.

Under Milk Wood

2000-2200 in the Reardon Smith Theatre, National Museum & Galleries

IATEFL patron David Crystal welcomes conference participants to his home country by presenting a staged reading of Wales's most famous play, *Under Milk Wood*, by Dylan Thomas. This 'play for voices', originally written with radio in mind, paints a vivid word-picture of a day in the life of a small Welsh town. The 90-minute production recreates the first performance of the play on a New York stage in 1953, in which Dylan Thomas himself took part. The actors sit on stools, with minimal props, relying only on the author's poetic prose to lead the audience through the streets of Llaregub, meeting the characters and entering into their lives. David Crystal is joined by Hilary Crystal and Ben Crystal in this performance, for which a lexical guide will be available in advance. An amateur production with permission of Samuel French Ltd.

Blackwell's Reception at the University Bookshop

Blackwell's are the official conference bookseller and invite you to a reception at the University Bookshop. Details, directions and times will be available from their bookstand in the Entrance Hall of City Hall during exhibition opening times on Wednesday and Thursday.

0900-1030 Session 3.1

Icons Suite 0900-0945 (100 audience) Talk TEA	Trinity's Integrated Skills in English examination suite Sheila Needham & Erika Brady (Trinity College London, England) Following a two-year certificated trialling period, Trinity has re-launched its four-skills Integrated Skills in English examination suite. This talk by the Chief Examiner ESOL and the ISE Manager will describe the original format of the examination and will explain the revisions which have been made in the light of the results of the certificated trialling.	e/a/pub
Icons Suite 1000-1030 (100 audience) Workshop Other	Beyond time-lines - diagrammatical representations of language Nick Witherick (Oxford House College, England) The session, which is for publishers and teachers alike, is designed to build on tried and tested diagrammatical representations of language, most notably the time-line. It suggests practical ways of using both one-dimensional clines and two-dimensional time-lines to represent a range of language items in the class and in teaching materials.	ie/a
Reardon Smith 0900-0945 (400 audience) Talk RES SIG Programme	What is a frequent word? Ronald Carter (University of Nottingham, England) Key questions for ESOL grammars and dictionaries are: How frequent is frequent? Are the frequent words spoken or written? What is the relationship between frequency and context and frequency and learner levels? Are frequent words teachable or learnable? This talk explores whether answers are to be found in 'patterns' and 'banding' of words.	e/pub
Reardon Smith 1000-1030 (400 audience) Talk RES SIG Programme	Listening styles of second language learners John Field (Birkbeck College London, England) The listening styles of L2 learners are much more varied than we realise, as this research study shows. Listeners differ in the extent to which they make use of 'top-down' contextual cues to compensate for gaps in understanding. Surprisingly, they also differ markedly in the way they handle 'bottom-up' difficulties with decoding the words in the signal.	
Assembly (600 audience) Publisher Event	Guardian Weekly / Macmillan Event Learning English or learning in English: will we have a choice? Chair: Catherine Walter, lecturer at the Institute of Education, University of London, UK. Speakers: David Marsh, of the University of Jyväskylä, Finland David Graddol, Managing Director of The English Company (UK) Ltd. Gisella Langé, a Ministry of Education inspector responsible for Progetto Lingue in the region of Lombardy, Italy. Content and Language Integrated Learning (Clil) is a rapidly developing phenomenon in global education. It raises important issues of ethics, it challenges the role of EL teachers and there is concern that the implementation of Clil in education systems is outpacing a measured debate about the appropriateness of using an L2 as the medium of instruction. EL teachers have a very important voice in that debate and this session will provide them with a forum for discussion, led by three experts in the field, to help them assess their attitudes towards Clil and how it is likely to change the way they work. Entry by ticket only. Tickets issued on a first-come-first served basis at the Registration Desk.	

BE = Business English
 COMP = Computers
 EAP = English for Academic Purposes
 ELTM = ELT Management
 ESOL = English as a Second Language

GI = Global Issues
 LI = Learner Independence
 LMCS = Literature, Media & Cultural Studies
 Other = Other
 PRON = Pronunciation

RES = Research
 TD = Teacher Development
 TTed = Teacher Trainers & Educators
 TEA = Testing, Evaluation & Assessment
 YL = Young Learners

<p>Ferrier Hall 0900-0945 (200 audience) Talk TTed SIG Programme</p>	<p>The benefits of teacher training: the participants' perspective Tom Godfrey (ITI, Turkey) To what extent does a teacher training course influence a teacher's subsequent personal and professional development? This talk describes what significance participants give to the Cambridge Diploma course in their development as teachers; how effectively they consider the course achieved its stated aims and how appropriate these aims were to the development of their professional selves.</p>	e/ie/a
<p>Ferrier Hall 1000-1030 (200 audience) Talk TTed SIG Programme</p>	<p>Building self-esteem in trainee teachers Pat Iger (Nottingham Trent University, England) Many writers discuss the importance of high self-esteem and its inextricable link with performance. This study, carried out with the help of six trainees on a Cambridge CELTA course, looks at aspects of the teaching practice and feedback experience which enhance or damage self-esteem and discusses implications from the findings.</p>	e/a
<p>Room C 0900-0945 (60 audience) Talk GI</p>	<p>Elementary English for sophisticated multilingual learners Rhoda McGraw & Sian Howells (Ecole Nationale des Ponts et Chaussees, France) This talk describes how the speakers teach elementary English to sophisticated multilingual learners in a French engineering school. The discussion focuses on using content at elementary levels, the linguistic and cultural contributions of the students, and the type of English they use together. There is also a consideration of relevant social and political issues, both within and outside the school.</p>	e/ie/a
<p>Room C 1000-1030 (60 audience) Talk Other</p>	<p>Aspects of the Setswanalisation of English in Botswana Mdupe Alimi (University of Botswana, Botswana) English and Setswana are the official and national languages respectively in Botswana's multilingual society. The products of the co-existence of the two languages, codeswitching, codemixing and borrowing have been researched intensively. This talk discusses the reasons for and the characteristics of Setswanalised English words, the derivatives of the products, in Botswana.</p>	e/a
<p>Room D 0900-0945 (100 audience) Talk COMP SIG Programme</p>	<p>VLE for ELT: virtual learning environments for students and teachers Michael Carrier (International House World Organisation, England) The rise of virtual learning environments (VLEs) within universities has fuelled the expectation amongst students that their language learning should be available in this framework also. This talk will illustrate examples of VLE use, summarise some of the research findings about the community development that VLEs foster, and suggest how a VLE can be integrated into an ELT curriculum.</p>	ie/a
<p>Room D 1000-1030 (100 audience) Talk COMP SIG Programme</p>	<p>The transition to 'hybrid' courses: some practical implications May Mikati (American University of Beirut, Lebanon) The talk will examine practical implications of the transition to online learning. While it has been argued that student involvement will rise, especially as computers become less noticeable, it would be interesting to discuss whether, like computers, and despite increased involvement and course quality improvement, instructors become less "visible", and whether this, too, is to be considered a positive development.</p>	e/ie/a

e = experienced audience

ie = inexperienced audience

p = primary teaching

s = secondary teaching

a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

fp = focusing on published/commercial material

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room E 0900-0945 (60 audience) Talk ESP SIG Programme	Reversing colonial legacies: English language teaching and the African renaissance Myles Kenton Holloway (University of South Africa, South Africa) This talk explores the development in South Africa of EFL, ESL and EAP courses appropriate to sub-Saharan Africa where colonial and indigenous languages co-exist in societies marked by poverty, illiteracy and underdevelopment. It challenges accepted notions of language teaching by confronting practical, theoretical and ideological aspects of materials development, methodology, and delivery strategy that are taken for granted elsewhere.	
Room E 1000-1030 (60 audience) Talk ESP SIG Programme	Justification of using grammar-method in ELT classrooms in Bangladesh Mahmuda Nasrin (Khulna University, Bangladesh) There are large numbers of students in English language classrooms in Bangladesh, the teachers are not at all trained, there is a lack of teaching materials and textbooks, everybody always speaks in Bangla inside and outside the classroom: in this context the Grammar-Translation method is more appropriate than the Communicative Language Teaching approach: the talk will provide evidence for this.	a
Room F 0900-0945 (60 audience) Talk TD	Conceptualizing professionalism in ELT Frank Farmer (Universidad de Quintana Roo, Mexico) This talk presents the preliminary results of a project measuring the professionalism of university ELT practitioners in Mexico against the benchmark professions of medicine and architecture in the UK. The study reports the ways in which these practitioners conform to or diverge from the professionalism of the benchmark professions. The differences found are few but significant.	e/a
Room F 1000-1030 (60 audience) Talk Other	Why music? Theoretical underpinnings and practical implications Aleksandra Wach (Adam Mickiewicz University, Poland) The talk will focus on the theoretical arguments behind using songs in foreign language didactics. Parallels between music and language will be presented, and the reasons for the usefulness of music will encompass the sociological, the psychological and the cognitive perspective. Finally, practical implications for making the most of music in the language classroom will be provided.	e/p/s/a

1030-1100 **Coffee break** **Sponsored by Higher Colleges of Technology, United Arab Emirates**

1100-1230 **Session 3.2**

Icons Suite 1100-1145 (100 audience) Talk BE	Semantic associations in Business English: a corpus-based analysis Michael Nelson (University of Turku, Finland) My talk will investigate the semantic associations found between words commonly used in the Business English environment. I use a one million word corpus of Business English to show how business words commonly collocate with a limited number of words which often share semantic similarity. I will then suggest ways we can utilise this phenomenon in the classroom.	e/ie/a
--	--	--------

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language
ESP = English for Specific Purposes

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Icons Suite
1200-1230
(100 audience)
Talk
TEA

Five tests in five minutes? It's possible with *ExamView®Pro*
David Baker (Thomson ELT, England)

Creating tests for classes has always been a laborious chore for time-pressed teachers. Not any more! With *ExamView®Pro* test-generating software, you can quickly learn how to make five tests in five minutes. You don't need to be a computer expert to edit questions, scramble answers, make multiple versions of exams, and much more.

e/ie/s/a/fp/pub

Reardon Smith
1100-1145
(400 audience)
Talk
**RES SIG
Programme**

Choosing appropriate methodologies in ELT research
Christopher Candlin (The Open University, England & Macquarie University, Australia)

This talk argues the case for selecting appropriate methodologies for ELT research, in particular emphasising the importance of choosing multiple methodologies in addressing issues of teaching and learning from linguistic, social interactional and social institutional perspectives. Illustrations are drawn from a major project into issues of stereotyping in learning materials in Hong Kong at primary and junior secondary levels.

e/p/s

Reardon Smith
1200-1230
(400 audience)
Open Forum
**RES SIG
Programme**

Research Special Interest Group Open Forum

The Open Forum of Research SIG provides an opportunity for anyone interested in research in ELT to learn about the activities of the SIG and gives members space to provide suggestions for the kind of work the SIG might do in the year ahead. There will be a brief business meeting, followed by an open discussion of how the Research SIG can most effectively support its members. The SIG is also keen to recruit new committee members to enable the group to expand the range of activities it offers, and the Forum will provide information about what being on the committee entails.

Assembly
(600 audience)
Publisher Event

Cambridge University Press Forum
Everything you ever wanted to know about Applied Linguistics but were afraid to ask

Panelists will be
Carol Chapelle (Iowa State University), Susan Hunston (University of Birmingham), and Michael Long (University of Maryland)

What is applied linguistics? Linguistics applied? If so, applied to what? The study of language problems in everyday life? If so, what counts as a problem, and studied by whom, using what methods? Educational linguistics? Sociolinguistics? Psycholinguistics? Education? Measurement and statistics? Pragmatics? Lexicography? Corpus linguistics? Second Language Acquisition? Language teaching? Language testing? Both first and foreign/second language issues? The possibilities seem endless.
Is applied linguistics an art, a profession, a social science, a branch of cognitive science, a discipline, a field, all/none of the above? What counts as training in applied linguistics? Can you be an applied linguist if you lack the training? Can one just 'do' applied linguistics, regardless of your training, or lack of it? Does applied linguistics have a career structure? Does it have a future?

Entry by ticket only. Tickets issued on a first-come-first served basis at the Registration Desk.

Ferrier Hall
1100-1145
(20 audience)
Restricted
Workshop
**TTed SIG
Programme**

Feedback techniques for live observation
Eleanor Spicer-Lundholm (Embassy CES Hastings, England)

There's a delicate thread between the candidate's feelings and the telling of the truth. How can I get the balance right? We will consider the complex interactions with ourselves and our trainees pre, during and post teaching practice feedback, and explore the messages we give with the language we use and our mode of delivery.

e/ie/a

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

pub = speaking on behalf of publisher/examination board/commercial organisation

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Friday 8 April

Session 3.2 : 1100-1230

Ferrier Hall
1200-1230
(200 audience)
Open Forum
**TTEd SIG
Programme**

Teacher Trainers & Educators Special Interest Group Open Forum

Come along to the TTEd SIG (Teacher Trainers and Educators Special Interest Group) Open Forum and find out more about the SIG, its activities and committee members. Find out about our upcoming events and about how you can get more involved in SIG activities. Meet other trainers and educators from a variety of contexts and countries.

Room C
1100-1145
(60 audience)
Workshop
TD

Slippery rules

e/ie/a

Peter Bendall (Embassy Cambridge, England)

This session deals with grammatical rules as they are stated in coursebooks. How accurate are they? How far do they help the learner? Is it really useful to say "The present continuous is used to talk about actions in progress now"? There will be ample opportunity for you to discuss the effects of such rules on your learners.

Room C
1200-1230
(60 audience)
Talk
LI

How reading strategies affect success in extensive reading

e/s

Vivienne Yu (Hong Kong Institute of Education, Hong Kong, China)

This study investigated whether reading strategies used by individual students affect their ability to benefit from extensive reading. Interviews and reading sessions showed differences in reading strategies of good and poor readers in an extensive reading programme, with high-scorers adopting a more meaning-oriented and low-scorers a more word-oriented approach. The implications for organizing extensive reading are discussed.

Room D
1100-1145
(100 audience)
Talk
**COMP SIG
Programme**

'Successful teaching - successful learning': enhancing our classes through technology

e/a/fp/pub

Pete Sharma (Freelance / Macmillan), England)

If technology is finally delivering, why do many teachers feel under-confident when integrating technology in their courses? This session will explore methodological and practical issues of technology-enhanced language learning, then report on some exciting developments from Macmillan: the *English Campus* and the weekly *e-lesson*; the onestopenglish website and the web-based dictionary. Bring your technological concerns - leave with practical ideas.

Room D
1200-1230
(100 audience)
Talk
**COMP SIG
Programme**

Setting up an electronic community for ELT professionals

ie/a

Mark Ashcroft (British Council-Kazakhstan & Kyrgyzstan, Kazakhstan)

This case study will describe the planning, design and launch stage of a British Council project aimed at developing an electronic community to support English language teachers throughout Kazakhstan and Kyrgyzstan. Areas of focus will include conducting a prior needs analysis and what obstacles to project implementation were encountered and how they were successfully overcome.

Room E
1100-1145
(60 audience)
Talk
**ESP SIG
Programme**

Objectives, realities and outcomes: Kenyan universities' communication skills in English

e/a

Francis Rew Owino (Maseno University, Kenya)

The teaching of communication skills in English for freshers in universities where English is a foreign language is fraught with difficulties. Using Kenya as an example, the talk reviews the contribution of integration of English and literature in English in ELT. It addresses the current situation and recommends that a revamped EAP would serve the universities better.

Friday 8 April

Session 3.2 : 1100-1230

Session 3.3 : 1330-1415

Room E 1200-1230 (60 audience) Talk ESP SIG Programme	English teaching in Rwandan education almost 10 years ago Evariste Ntakirutimana (National University of Rwanda, Rwanda) Since 1995, for socioeconomic and sociocultural reasons, Rwanda introduced English from Primary to Higher Education. This project was very important for the country but this application encountered many challenges concerning teachers' competencies, methodology and curricula. This talk, based on a field research, outlines the challenges that people in charge of education have to deal with and it presents future possibilities.	e/ie/p/s/a
Room F 1100-1145 (60 audience) Talk Other	Social responsibility and ELT Richard Rossner (Bell International, England) 'Corporate social responsibility' is about the way in which an organisation 'behaves' towards its customers, staff and the general community. In this talk, we will consider what social responsibility might mean for ELT institutions, especially for classroom teaching, teacher development and management. Practical examples and reference points will be provided.	e/p/s/a
Room F 1200-1230 (60 audience) Talk Other	Teaching Welsh as a second language to adults Adrian Price (Cardiff University, Wales) This talk on the teaching of Welsh as a second language to adults will be especially relevant to an EFL audience because it will enable tutors to compare methodologies and techniques and general problems experienced in L2 pedagogy. It will give an insight into current pedagogical debates within the second-language field in Welsh which may well mirror those in EFL.	ie/a

1230-1330 Lunch break

Room D 1245-1315	Find out about Scholarships IATEFL has a Scholarship Working Party whose job it is to raise scholarship funds, create new scholarships, publicise the existence of the current scholarships to teachers worldwide, and select scholarship winners from applications received in the autumn. There will be a question and answer meeting on scholarships. Come along if you have any comments or suggestions to make about scholarships.
---------------------	---

1330-1415 Session 3.3

Icons Suite (100 audience) Workshop BE	Developing students' business communication skills Louise Pile & Susan Lowe (Freelance, England) How can your Business English learners use their mobile phones most effectively when doing business? How can they write quick emails without being rude? With its learner-centred approach, the <i>Delta Business Communication Skills Series</i> offers pre-intermediate/intermediate students flexible resources to help them perform effectively in today's fast-paced business environment, for instance, when emailing or telephoning.	ie/a/fp/pub
---	--	-------------

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

Reardon Smith (400 audience) Talk Other	Real English grammar Hester Lott (Freelance, England) I will be talking about <i>Real English Grammar</i> and explaining why I was driven to write a new EFL Intermediate Grammar, which attempts to meet the demands of the modern English language classroom by using a colourful, modern design, real contemporary pieces of language to exemplify grammar points, and a multi-ethnic cast of characters.	e/ie/a/fp/pub
Assembly (600 audience) Talk Other	Preparing for CAE: roles and responsibilities Roger Gower & Jan Bell (Freelance, England) If the students' English is good enough, there is no reason why they shouldn't pass CAE without exam preparation. Preparing students for the exam is not as much fun as teaching general English. Motivation is generally not an issue. This session will consider the relative roles and responsibilities of published materials, teachers and students in achieving success at CAE.	e/s/a/fp/pub
Council Chamber (75 audience) Plenary follow-up session	Rod Bolitho's plenary follow-up session During this question and answer session, delegates are invited to come forward with any questions arising from the plenary session on British ELT and the mainstream: the legacy of the late 20 th Century.	
Ferrier Hall (200 audience) Talk TTed SIG Programme	Helping teachers plan principled plans Jim Scrivener (Hastings College, England) Trainers and trainees often view it as an act of writing – but lesson planning is essentially a <u>thinking</u> skill. How can trainers help teachers to plan in more thoughtful ways? How far does a tool like ARC (Authentic, Restricted, Clarification) help or hinder? There'll be some concrete suggestions for helping trainees make better - and different - plans.	e/a/pub
Room A (40 audience) Talk TD	Professional development on a shoestring budget Marcie Williams & Kristen di Gennaro (Pace University, USA) Professional development is essential, especially for new and part-time instructors, yet it is also very costly. In this presentation, we will describe low-cost opportunities we found to address this predicament. We will share our difficulties and successes and provide suggestions for those who want to create low-cost professional development opportunities at their institutions.	e/ie/p/s/a
Room B (40 audience) Talk TEA	Exploring task difficulty in an L2 monologic speaking test Tomoko Horai (Roehampton University, England) The talk provides a conceptualization of factors that contribute to task difficulty in monologic speaking tasks and will provide evidence of how systematic manipulation of test tasks can impact on linguistic performance. Three experimental tasks in the study (planning time, planning condition, and response time) are manipulated and students' outputs are analyzed qualitatively and quantitatively.	e/s/a
Room C (60 audience) Talk RES SIG Programme	Investigating student emotions in the EFL classroom Neil Cowie (Okayama University, Japan) This study examines students' feelings about English lessons, using content-analysis research methods. Student journal entries show a wide range of emotions concerning language learning and other issues, and reveal the importance of creating an emotionally warm community of learners. It is suggested that language teachers need to sensitize ourselves to students' emotions in order to support their learning.	e/ie/a

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment

Room D (100 audience) Workshop COMP SIG Programme	Interactive whiteboards - unravelling the latest technological box of tricks Miranda Hamilton (Bell International, England) We have all heard about it... but what is the interactive whiteboard? What does it look like? Is it easy to use? What sort of classroom activities can be done on the interactive whiteboard? Find out more about what your interactive whiteboard can do for you at this workshop given <u>by</u> a teacher <u>for</u> teachers, with a range of simple and easy to use ideas.	a/pub
Room E (60 audience) Talk ESP SIG Programme	Socio-cultural attitude towards EFL/EAP in Pakistan Nasim Akhtar Raja (University of Azad Jammu & Kashmir, Pakistan) The talk shares the author's experience of how Pakistani EFL learners were offput by the images in BBC's ' <i>Follow Me – a multi-media English course for beginners</i> '. The author will use clips from the series to show which images and topics were regarded offensive and how they were a serious impediment in learning English. Finally, suggestions will be made for developing widely acceptable material.	
Room F (60 audience) Talk Other	The psychology of writing: behaviorist and cognitive approaches and Vygotsky Susan Holzman (Beit Berl College, Israel) What theories lie behind the writing tasks which appear in our coursebooks? The pendulum swing can be confusing and counter-productive. Vygotsky's theory of 'scaffolding' is a useful bridge between the control of behaviorism and the creativity suggested by today's theories of cognition. Writing activities from coursebooks will exemplify these ideas.	e/ie/s/a
Room H (40 audience) Talk TD	Motivating and organising rural teacher empowerment for large classes Stephen Hall (CfBT Education Services, Malaysia) Learning a language not widely used in the community presents a challenge for teachers and learners in large rural classrooms. In Malaysia, motivation and skills development through interactive materials, enjoyable tasks and modelling language learning processes drive a nation-wide CfBT project. The experience of going beyond transmission teaching will be shared.	e
Room I (30 audience) Talk LI	Let me choose: a guide to student-generated vocabulary journals Patricia Bilikmen (Middle East Technical University, Turkey) This talk will outline a vocabulary journal project carried out to encourage upper-intermediate level university students to play a more active role in the learning process. The guidelines for the vocabulary journal and the online tools used will be discussed. Lastly, how the project progressed and possible applications for others wishing to develop their students' vocabulary will be suggested.	ie/a
Room J (20 audience) Talk Other	Welsh classes for adults: a case study in Ely, Cardiff Geoff Wright (Cardiff University, Wales) I believe that my presentation will be relevant to teachers of ESL, focusing on the problems facing adult learners of Welsh of mixed ability, in Ely, Cardiff, in my work as a tutor organiser for Cardiff University, as part of widening participation in the community. We will look at how to motivate them in becoming bilingual.	e/ie/a
Room K (20 audience) Talk YL	The classroom assistants project - a Spanish success story Trevor Doble (Nelson English School, Spain) A native English assistant in class makes pupils realise that English is more than a school subject, that it can be used both inside and outside the classroom. I intend to illustrate how this project has been successfully managed in over 100 state primary schools throughout the Canary Islands, greatly improving the oral competence of both teachers and pupils.	e/ie/p

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

Room L (60 audience) Talk ESOL	Trinity College London's new Skills for Life examination suite Anne Stazicker (Trinity College London, England) The aim of this presentation is to present an overview of the new Trinity College London's Skills for Life suite of examinations. It will describe the first six months of the examinations and be of interest to those involved in teaching and preparing all entry level students using the Adult ESOL Core Curriculum.	e/a/pub
Room 136 (30 audience) Talk Other	Outcome evaluation of extensive reading programs in Africa Peter Davidson (Zayed University, United Arab Emirates) & Eddie Williams (University of Wales, Wales) This talk discusses how 'extensive reading' can most effectively be exploited to improve students' learning. Research on the impact of extensive reading on learning is examined, followed by a report on the evaluation of extensive reading projects in Malawi and South Africa. Recommendations are made on how to integrate an extensive reading program into an existing curriculum framework.	

1435-1540 Session 3.4

Icons Suite (100 audience) Workshop Other	Developing emotional intelligence Michael Berman (Freelance, England) According to Salovey and Maher, who first coined the term, emotional intelligence involves knowing your emotions, managing your emotions, motivating yourself, recognizing emotions in others and handling relationships. Activities designed to cater for all five of these domains will be presented in this session, preceded by an overview of the theory.	e/ie/s/a/fp
Reardon Smith (400 audience) Workshop TD	Cross-curricular activities Hana Svecova (Freelance, England) Cross-curricular activities use topics from other school subjects to teach English. The activities encourage communication and make the learning process memorable and engaging. The workshop offers examples of ideas and activities, using resources that are easy to find, which can be directly used in the classroom. These ideas can be adapted to suit different ages, levels or cultural backgrounds.	e/ie/p/s/a/fp/pub
Assembly (600 audience) Workshop Other	The importance of defining style in the ELT learner dictionary Michela Clari (Collins Cobuild, Scotland) This workshop examines the importance of context in understanding meaning, with a particular focus on dictionary defining styles. We consider what it really means to 'know' a word and will look at the role of grammar, collocation and pragmatics in understanding meaning. Practical tasks will encourage participants to reflect on their teaching of lexis in the light of these considerations.	e/ie/a/fp/pub
Council Chamber 1435-1505 (75 audience) Talk YL	A study of story-based EFL classroom interaction Chen-Ying Li (University of Newcastle upon Tyne & Foo-Yin University, England) This study aims to investigate the features of teacher-student interaction in the EFL story-based classrooms in Taiwan. Two distinctive teachers' storytelling styles are identified. Applying a conversation analytic approach, this study illustrates how primary school pupils participate in classroom discourse in response to these two teachers' storytelling styles in the EFL classrooms in terms of the organization of turn taking.	e/ie/p

BE = Business English

COMP = Computers

EAP = English for Academic Purposes

ELTM = ELT Management

GI = Global Issues

LI = Learner Independence

LMCS = Literature, Media & Cultural Studies

Other = Other

RES = Research

TD = Teacher Development

TTEd = Teacher Trainers & Educators

TEA = Testing, Evaluation & Assessment

Council Chamber 1510-1540 (75 audience) Talk Other	The Braz-Tesol translation SIG: expanding horizons Gloria Regina Loreto Sampaio (Catholic University of Sao Paulo, Brazil) This presentation focuses on the leading principles, objectives, organization and mainly on the action of the Translation SIG over the last ten years. We expect to stimulate discussion, networking and the sharing of academic experience with other specialist groups, and also bring to the attention of the EFL community the role of translation/interpretation skills in the broadening of professional horizons.	e/a
Ferrier Hall (200 audience) Workshop TTEd SIG Programme	Principles and practice in trainer training and supervision Deniz Kurtoglu Eken (Sabanci University School of Languages, Turkey) Based on the presenter's extensive teacher and trainer training experience in a variety of contexts, this workshop discusses approaches and principles for effective trainer training and looks at a series of creative tasks and processes for providing input and supervision at a practical level. Participants will also have the opportunity to engage in several tasks based on the principles presented.	e/ie/a
Room A 1435-1505 (40 audience) Workshop Other	Culture shock - a board game where language and cultures meet Andreja Hazabent (Student at University of Ljubljana, Slovenia) Learning a language and learning about the culture behind it go hand in hand. Here is a game which offers your students to test their knowledge and learn more about the history, geography, arts, sports and everyday lives of English-speaking countries. Come and play the game as well as find out how you can implement it into your classrooms.	
Room A 1510-1540 (30 audience) Restricted Talk BE	Where am I? Self-assessment in employee language training Fiona Cook (World Learning for Business/School for International Training, USA) This presentation will show how employee learners can be guided to provide valuable self-assessment data on both their proficiency skills and, more importantly, their business language competency needs. This information can then be used to identify relevant learning goals, guide the development of the course syllabus, and provide benchmarks against which trainees can measure their progress.	e/ie/a
Room B (40 audience) Workshop Other	Teaching out-of-the box: creativity in the classroom Chaz Pugliese (Freelance, France) Research shows creativity and motivation are interlinked. Teachers who use their creativity are enthusiastic, motivated and motivating professionals. But can creativity be learned? The answer is yes. In this workshop we will look at how to develop our creativity and teach stimulating, interesting lessons and have fun with our classes!	ie/s/a
Room C (60 audience) 1435-1505 Talk RES SIG Programme	Teaching communication strategies in the foreign language classroom Mirosław Pawlak (Adam Mickiewicz University, Poland) Irrespective of the instructional approach employed, it is impossible to teach learners all the language they will need in real-life situations. Therefore, we have to develop their strategic competence. The presentation discusses the findings of a study in which an attempt was made to instruct learners in the use of communication strategies, and their implications for classroom practice.	e/s

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Friday 8 April
Session 3.4 : 1435-1540

Room C 1510-1540 (60 audience) Talk RES SIG Programme	Consciousness-raising and practice in ELT coursebooks Ryo Nitta (University of Warwick, England) The aim of this research was to find out the extent to which consciousness-raising (CR) tasks, which are supported by current SLA theory, are used in contemporary ELT coursebooks. To investigate this, a typology of different types of CR and practice tasks was developed. The analysis showed a number of predictable findings as well as some surprises.	ie/a
Room D (100 audience) Open Forum COMP SIG Programme	Computers Special Interest Group Open Forum Our Open Forum comes in the middle of our SIG Programme day and is an opportunity for us all to get together over a drink and some snacks to get to know each other a little better, find out what the committee has been doing during the past year, get an overview of the state of the SIG and network with like-minded people from all around the world.	
Room E 1435-1505 (60 audience) Talk ESP SIG Programme	ESP: the way forward for English in Malaysia Karen Kow (University of Malaya, Malaysia) In Malaysia English is a second language and similarly in Indonesia, Singapore and the Philippines. This study examines the role of ESP in addressing relevant issues and problems faced by Malaysians. The talk offers recommendations as to the way forward for the role of English and its teaching in Malaysia. The findings can prove interesting to countries facing similar dilemmas.	
Room E 1510-1540 (60 audience) Open Forum ESP SIG Programme	English for Specific Purposes Special Interest Group Open Forum The purpose of the ESP Open Forum is to discuss relevant ESP and EAP ideas and issues presented at this conference against the backdrop of other current ESP and EAP developments in educational institutions worldwide. Mention will be made of what is available to ESP and EAP students, and what is on offer for teachers in terms of ESP and EAP teacher training, development and education. The ESP Open Forum will be chaired by Mark Krzanowski who will round up the debate with the review of the current state of ESP and with some predictions for the future.	
Room F (60 audience) Workshop Other	Practical ideas for teaching grammar with vocabulary Jon Wright (The Language Project, England) Do you make a distinction between teaching grammar and teaching vocabulary? Many published materials seem to. But this doesn't reflect how we think or communicate, or how language works. This workshop will show you some simple activities that combine grammar and vocabulary productively, so helping students to be more fluent and more accurate at the same time.	e/ie/s/a
Room H (40 audience) Workshop TEA	An introduction to standard setting: what's a suitable TOEFL score? Jenny Dalalakis (ETS Europe, Netherlands) Participants practise the process of setting score standards for placing non-native students in English-taught programmes. They see how ETS advises score users to determine recommended TOEFL scores by skill (reading, writing, speaking, listening). This research-based approach is generalisable to other test scores for teachers to set minimal scores. Methodology, case study results and exercises reinforce the process.	ie/a/fp
Room I (30 audience) Workshop LI	Communication strategies training: classroom activities and materials Don Maybin (Shonan Institute of Technology, Japan) The presenter will introduce original training models to develop learner independence. As each communication strategy model is presented, it will be applied in a series of classroom-tested activities, which include handouts. The goal of the activities is to develop confidence and encourage learners to communicate more efficiently in the real world. This presentation is lively and practical.	e/ie/s/a

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other

RES = Research
TD = Teacher Development
TTed = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment

Room J (20 audience) Workshop GI	Peace education and values: working together towards a worldwide understanding Zenaida Marin (Catholic University Language Institute, Peru) & Lidelba Valdez (Peruano Britanico School, Peru) No matter where we teach, what we teach, a teacher to be effective should not neglect human right issues in the development of his/her relationship with students and colleagues. In this workshop we will reflect on our different cultural backgrounds and provide activities concerning the growth of peace education and values to produce a material bank.	ie/p/s/a
Room K (40 audience) Workshop TD	Aspects of nonverbal communication Steven Darn & Yasemin Yorgancioglu (Izmir University of Economics, Turkey) This workshop focuses on the importance of nonverbal communication as well as demonstrating activities and techniques involving aspects of this for teacher trainers, teachers and learners alike. Both nonverbal communication as language and as a teaching tool will be considered. Specific activities involving participants will cover areas such as classroom management, correction, improving listening skills and avoiding intercultural misunderstanding.	e/ie/a
Room L 1435-1520 (60 audience) Talk TEA	Skills for Life: applying international lessons to the UK curriculum Lee Knapp (Cambridge ESOL, England) The <i>ESOL Skills for Life</i> curriculum is the most significant development in ESOL teaching, learning and assessment in the UK further and continuing education sector. This talk will look at how Cambridge ESOL has used its experience in international language testing to provide tests which will have a positive impact on teaching and learning.	ie/a/fp/pub
Room 136 1435-1505 (30 audience) Talk GI	English education: implications for educational equity and access in Korea Soungok Suh (Arizona State University, USA) English has been implemented as a compulsory subject in elementary schools since 1997 in Korea. Since then, the ever-growing importance of English language proficiency has resulted in problems of educational equity and access. The presentation focuses on the relationship between English education and educational equity and access in Korea since the new policy has been implemented.	ie/p/s
Room 136 1510-1540 (20 audience) Restricted Workshop YL	Classes without textbooks. T-shirts at school Kaie Merila (Parnu Co-educational Gymnasium, Estonia) T-shirts are extremely popular articles of clothing. They offer a wide variety of possibilities to teach grammar and vocabulary inspiring students to be creative. You can encourage students to design and compile stories about t-shirts and award the most original ones. And there is one more advantage - they allow you to have classes without textbooks now and then.	e/p

1540-1610 **Coffee break** **Sponsored by Higher Colleges of Technology, United Arab Emirates**

e = experienced audience
 ie = inexperienced audience

p = primary teaching
 s = secondary teaching
 a = adult teaching

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

1610-1655 Session 3.5

Icons Suite (100 audience) Talk TEA	Making process evaluation work in Business English Alun Phillips (Freelance, Italy) The aim of the talk is to take a practitioner's eye view of how teacher-based evaluation might work when applied to classroom situations. The talk will emphasise the importance of process evaluation as a means of collecting the trainer's and participants' reactions to a course, with a view to making real-time adjustments and improvements.	e/a
Reardon Smith (400 audience) Talk Other	Cultural knowledge: the <i>Longman Dictionary of English Language and Culture</i> Stephen Bullon (Longman Dictionaries, England) English teachers often have to answer questions not about language, but about culture. What's the difference between <u>lunch</u> and <u>dinner</u> ? What do British people think of when they hear an <u>accordion</u> , and do Americans think of the same thing? This talk will show how the <i>Longman Dictionary of English Language and Culture</i> can help in answering these and many more questions.	e/s/a/fp/pub
Assembly (600 audience) Talk TEA	<i>IELTS Express</i> - fast track exam preparation at two levels Mark Unwin (London Metropolitan University, England) The rapidly increasing number of IELTS candidates face two major challenges: they need to increase their general English ability; and they must also learn strategies for dealing with the different parts of the exam. <i>IELTS Express</i> is a two-level course that helps test-takers at the intermediate and upper-intermediate levels effectively achieve these goals.	e/ie/a/fp/pub
Council Chamber (75 audience) Talk YL	Taking secondary learners seriously Diana Goodey (Freelance, England) Secondary learners need to have fun in the classroom, but they also need to be taken seriously. This can be achieved by giving learning a clear purpose. This talk will draw on the new course <i>Messages</i> and will show how it makes learning meaningful and enjoyable, but also focuses clearly on practical outcomes.	e/ie/s/fp/pub
Ferrier Hall (200 audience) Talk TTEd SIG Programme	Initial education: unpacking the baggage of beliefs, attitudes and knowledge Andrew Sheehan (Ministry of Education, Chile) Few initial education programmes for teachers of English recognise that students entering such programmes bring with them years of positive and negative prior experience of education, which manifests itself in the form of beliefs and attitudes that remain largely unchanged despite course work and teaching practice. This workshop presents ways to incorporate this 'baggage' as the foundation of the programmes.	e
Room A (40 audience) Talk ESOL	Challenging concepts of grammar Loubna Dakwar (The Orthodox College, Israel) Palestinian students living in Israel study English as a fourth language. Learners normally face certain problems when they learn English in formal settings, through four lessons a week which is not sufficient. In my talk, I will argue that teachers should choose teaching methods which best suit their students' needs, while the Israeli curriculum is heading towards a communicative approach.	e/s

BE = Business English
COMP = Computers
EAP = English for Academic Purposes
ELTM = ELT Management
ESOL = English as a Second Language
ESP = English for Specific Purposes

GI = Global Issues
LI = Learner Independence
LMCS = Literature, Media & Cultural Studies
Other = Other
PRON = Pronunciation

RES = Research
TD = Teacher Development
TTEd = Teacher Trainers & Educators
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Room B (40 audience) Talk Other	'Enjoying loneliness.' Understanding Chinese learners' voices Qing Gu (University of Nottingham, England) This presentation draws on a current study of Mainland Chinese students' learning experiences on pre-session English language courses at British universities. The study strongly suggests that a linguistic perspective alone is insufficient to interpret Chinese students' adaptation to UK educational environments. A holistic and developmental perspective is required to understand their intercultural experience in an 'alien' teaching and learning culture.	e/ie/a
Room C (60 audience) Talk RES SIG Programme	Challenging traditional and communicative polarities in the South Korean classroom Kyung-Suk Chang (Korea Institute of Curriculum & Evaluation, Korea) & Michael Beaumont (University of Manchester, England) Two contrasting themes are found in the literature explaining the apparent difficulty of introducing communicative methods in Far Eastern educational contexts. One is socio-cultural (e.g. Confucianism), the other pragmatic (e.g. class size). We will critically examine these themes and then report, with reference to them, on the first stage of a longitudinal study of language teaching in South Korean classrooms.	e/s
Room D (100 audience) Talk COMP SIG Programme	Adding value to learning with online practice Reinaldo Campos (Cultura Inglesa Sao Paulo, Brazil, England) What makes an effective blended learning solution? How does integrating online materials into the syllabus affect the experience of teaching and learning English? Through lessons learnt in practice, the presenter will show how the use of a new learning environment has affected the role of teachers and learners during its two years of existence.	ie/a/fp/pub
Room E (60 audience) Talk ESP SIG Programme	An investigation of British and American lecturing styles Hilary Nesi (University of Warwick, England) This session examines some key differences between university lectures in Britain and the United States. It considers their role in the university curriculum, linguistic and organizational features, and the amount of speaker interaction that typically occurs. Findings are based on an analysis of lectures in the Michigan Corpus of Academic Spoken English and the corpus of British Academic Spoken English.	a
Room F (60 audience) Talk TEA	Testing advanced spoken interaction Lucie Betakova (University of South Bohemia, Czech Republic) The presentation will concentrate on testing speaking. I will talk about my experience with testing authentic spoken interaction of advanced students of English tested in pairs, carrying out a discussion on a given topic. I will also present the topics I use for this purpose and my presentation will be accompanied by a video recording of the spoken test.	e/ie/a
Room H (40 audience) Talk YL	Young learners and vocabulary: a study of word attack strategies Shu-Chuan Liang (Taiwan) What strategies do young learners adopt when they encounter new words out of class? How do they memorise vocabulary? This session presents interview data from 47 pupils learning English in Taiwan. The results reveal that they most commonly seek help from others when meeting new words, and write down the word while saying it aloud in order to memorise it.	e/ie/p

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Room I (30 audience) Workshop TD	Treating the teething troubles of teamwork Barbora Budikova, Jan Chovanec & Alena Steflava (Masaryk University, Czech Republic) Working in a team sounds fun but it may prove to be unexpectedly hard to handle. Speaking from experience as coordinators of an ESP teacher trainer team which produced a new manual for teachers and ran a series of courses based on it, we are going to share some ups and downs of the process, explaining how we finally coped!	e/ie/s/a
Room J (20 audience) Talk ESOL	FIRST-TIME SPEAKER SCHOLARSHIP WINNER Greece: State Certificate of Language Proficiency and its mediation activity Konstadina Kyratzidou (City College, Greece) Which is the Greek, European and global background that justifies the implementation of the first Greek State attempt to assess language proficiency? Can its innovative element, the mediation activity between L1 and L2, be a relevant skill in the multilingual context in which people currently work and live? The talk is informed by a qualitative research completed in September 2004.	
Room K (40 audience) Talk ELTM	YL ELT reform: changing minds and practices Elena Lenskaya (British Council, Russia) British Council initiatives in ELT in Central and Eastern Europe are at the forefront of much primary school curriculum reform. As a result of an innovative and systemic approach to the training of practising teachers of YL as ELT textbook writers; developing new standards for YL FL curricula; and INSET, thousands of teachers have improved their classroom materials and practices.	e/ie/p
Room L (60 audience) Talk TD	But mummy, the emperor really does have no clothes on! Rita Baker (Lydbury English Centre, England) Languages have patterns and systems. Dissect a pattern and it disappears. The human brain is programmed to perceive patterns, but English grammars and coursebooks consistently present language in a 'deconstructed' way that obliterates patterns and disrupts the learning process. Enough is enough! There is another way of doing it - which works: simple, practical and enjoyable, the Global Approach.	e/ie/p/s/a/fp
Room 136 (30 audience) Talk Other	Vernacular in the classroom: it don't matter, does it? Christoph Ruehleemann (Ricarda-Huch Secondary Modern, Germany) This talk, which is based on data from the spoken part of the BNC, addresses spoken grammar, focusing on third-person singular <u>don't</u> preceded by demonstratives <u>that/this</u> and pronouns <u>it/he/she</u> . I will illustrate frequencies, collocations and contextual conditions of use, consider fundamental prerequisites for the teaching of such spoken-grammar features, and present practical tasks.	ie/s

BE = Business English	GI = Global Issues	RES = Research
COMP = Computers	LI = Learner Independence	TD = Teacher Development
EAP = English for Academic Purposes	LMCS = Literature, Media & Cultural Studies	TTEd = Teacher Trainers & Educators
ELTM = ELT Management	Other = Other	TEA = Testing, Evaluation & Assessment
ESOL = English as a Second Language	PRON = Pronunciation	YL = Young Learners
ESP = English for Specific Purposes		

1715-1815 Session 3.6

Assembly
(600 audience)
Publisher Event

ELT Journal Debate

Common European Framework? We don't need bureaucrats to tell us what to teach!

Chair: Philip Prowse

Speakers: Kari Smith (Oranim College of Education) & Frank Heyworth (Secretary General of EQUALS)

The Common European Framework arouses a surprising amount of passion for a dry and even dusty account of what is involved in learning a foreign language, and how levels of achievement in language learning can be described. For some it is a document of liberation, giving syllabus designers, materials writers, and teachers a clear overview of the field on the basis of which they can make their own choices about what to teach; for others it is a straitjacket which imposes a specific, and often inappropriate, view of the world on teachers and learners alike in the name of 'harmonisation'. But like it or loathe it, the CEF has had a big impact in the last few years. The two speakers have rather different views of its worth. Come along and see who you agree with.

Entry by ticket only. Tickets issued on a first-come-first served basis at the Registration Desk.

Ferrier Hall
(600 audience)
Workshop
**TTEd SIG
Programme**

Teacher observation: assessment vs. development

e

George Vassilakis (Eurognosi SA, Greece)

Whereas the main goal of teacher observations is to encourage professional development, observations also involve an element of assessment. This workshop aims to explore different approaches to observing teachers that we have implemented in our network of 200 language schools so as to resolve the conflict between assessment and development by scheduling different kinds of observation events for different purposes.

Room A
1715-1800
(40 audience)
Talk
TEA

Assessing group discussions: a need or a chore?

e/a

Zeynep Urkun (Sabanci University, Turkey)

Speaking is a challenging area for EFL teachers. It involves a combination of skills which do not lend themselves well to objective assessment. However, as time consuming to teach and assess as they may be, group discussions provide a meaningful and authentic means of assessing speaking ability. This presentation will concentrate on why and how group discussions can be assessed.

Room C
1715-1800
(60 audience)
Talk
ESOL

Back to the future

e/a

Mark Nettle (Bell International, England)

Since the advent of the communicative approach, ELT has seemed to lack the methodological paradigm shifts of earlier decades. Learners have changed, however, becoming more oriented towards educational and career goals. This talk will consider how the ELT classroom can now re-address the concepts of learning and teaching to meet needs of the 21st century student.

e = experienced audience
ie = inexperienced audience

p = primary teaching
s = secondary teaching
a = adult teaching

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

Room D (100 audience) Panel discussion COMP SIG Programme	Slouching towards the digital age? Lessons from the e-language classroom Paul Sweeney (British Council, Italy), Gavin Dudeney (The Consultants-E, Spain), Martin Peacock (British Council, England) & Catherine Pyle (University of Surrey, England) A series of interlinked talks looking at lessons learnt in British Council and university e-language learning contexts over the last five years, examining them for substantial trends. We will also survey how the 'traditional' classroom is gradually integrating ICT elements. Specific focuses on: learner skills and support issues; e-tutor skills and roles; course models; emerging pedagogy; e-learning technologies.	e/a
Room E (60 audience) 1715-1800 Talk ESP SIG Programme	The language of medical information leaflets David Hall (Macquarie University, Australia) This talk investigates the communicative effectiveness of the information leaflets that are commonly found in doctors' waiting rooms. Such leaflets often need to translate highly technical information into a form that is easy to understand for the lay person, will attract the relevant intended audience, and, above all, will trigger the desired response. I will discuss the implications for ESP learners.	e/ie/a
Room F (60 audience) Workshop LMCS	Using documentaries to learn English as a foreign language Maria Estela Ribeiro Jardim Rondon In this workshop I will demonstrate how to use clips of documentaries to learn English as a foreign language in different level and ages. Students will see how English can help them acquire scientific knowledge for other subjects of the school curriculum. They will also practise the four skills receiving information about the real world in a fun way.	e/ie/p/s/a
Room L (60 audience) Workshop ESOL	Using African-Caribbean literature in the ELT classroom Henry Robinson (British Council, Senegal) In this session, we define what we mean by language learning through literary texts and outline some of the benefits African-Caribbean literary texts in an African context, for example, can bring to the language learning classroom. Participants examine some of the differing methods and approaches that can be utilised to fully exploit the potential of literary texts.	e/ie/a

Evening Programme

Welsh Duo

2000-2115 in the Reardon Smith Theatre, National Museum & Galleries

Lewis Vaughan Roderick and Nicki Rose will entertain you with music based on the local flavour of Wales. The evening's music will consist of some traditional music from Britain, centering mostly, of course on Welsh songs. Brief descriptions and stories of the songs will be given in order to make certain that you enjoy it fully. We are sure that you'll enjoy their Welsh musical event.

Quiz Time

2000-2200 in Room F, Cardiff City Hall

Back by popular demand the now almost infamous IATEFL Quiz. If you've been before then you know what it's all about, if you haven't then come along. Join people from around the globe in a quiz that tests your ignorance to the absolute limits. If you're looking for an evening of fun with complete strangers... then this is the place for you! The Quiz is run by Adrian Tennant and sponsored by Macmillan Publishers.

0900-1100 Session 4.1 - Symposiums

Delegates will be asked to indicate which symposium they wish to attend when visiting the Registration Desk. IATEFL will allocate session rooms on the basis of the delegates' choices.

Please look at presentation notice boards on Friday for the rooms allocated to each symposium.

ACADEMIC WRITING

This symposium aims to explore a range of theoretical and practical approaches to the teaching of academic writing in a university context. **Edward de Chazal** introduces the Symposium and gives his presentation *10 steps to better academic writing*. This holistic approach brings together recent thinking and research on academic writing taking into account rhetorical, linguistic, academic and pedagogical considerations. Following this, in her overview entitled *Write Along!* **Hulya Gorur-Atabas** moves the focus to the production of mini writing skills materials aimed at promoting independent learning. This theme is further developed by **Jody Skinner** in his *Steps for improving students' research and academic writing skills* which includes topic and evaluation sheets geared towards learner independence. The Symposium develops into rhetorical areas with **David Bunton's** *Examiners' comments on the grammar and structure of PhD theses* which argues the need for early work on essay organisation and structure. Finally **Secil Dayioglu** exemplifies how critical thinking skills and academic writing skills are inter-related in her presentation *Write critically? Why? How?* which also offers practical suggestions for generating and organising ideas. There are opportunities for audience participation and discussion at various points throughout the Symposium.

ACTION RESEARCH

Coordinator: **Matilda Wong**

The action research symposium will consist of five presentations. The symposium coordinator will make some introductory remarks on the principles and characteristics of action research, after which the presenters will discuss their research studies or the insights they gained from their work. There will be around 15 minutes at the end for audience discussion.

Presenters:

Doreen Spiteri discusses her experience as teacher-researcher in the initial teacher education programme she taught and attempts to better understand student teachers' concerns by exploring her own role as the tutor, the relationship between the teacher education courses student teachers took and their teaching practice and the effect of the school where student teachers had their field placement.

Amanda Lloyd explores ways to address the needs of Arabic speakers in a multilingual EFL class and discusses how her first-hand experience as a foreign language learner in the 33-week introductory Arabic course she undertook helped her learn of key student concerns and the linguistic and cultural challenges Arabian students may face.

Teresa Fleta reports on a study of how children from different linguistic backgrounds approach English as a second language and suggests stepping stones which help teachers build the foundations of English grammar in the children's minds and which help create the most adequate teaching and learning environment.

Marje Brash, Joanna Lee, Margaret Crilly, Barbara Gardner and Marilyn Crosby discusses their insights in dealing with continuous enrolment in the language programme they teach and presents ideas and materials for integrating new students into class and giving long-stay students a sense of progress.

Corony Edwards discusses how we can take a research stance towards our teaching and explains the possible approaches to classroom research for professional development. Specifically, she addresses some of the difficulties associated with common classroom research methods and then outlines an emerging alternative approach "exploratory practice" – a highly "doable" alternative to action research for improving life in the classroom.

AFFECT

Coordinator: **Michael Berman**

This symposium explores the affective domain and the emotional factors which influence language learning. **Hande Isil Mengü** will start with a presentation of the different parts of the brain. **Lindy Woodrow** will describe a research project she has been working on and **Claudia Connolly** will focus on Young Learners. **James Joseph Lloyd** will deal with teachers' classroom instructions and their effect on motivation and the symposium will conclude with time set aside for questions.

ENGLISH & OTHER LANGUAGES

Convenor: **Graham Hall**

This Symposium explores the relationship between English and other languages at both the global and local scale. Graham Hall will introduce the session by outlining some of the issues surrounding, and perspectives on, this a wide-ranging topic. We will then focus on two studies which examine English at a global scale including issues of identity, followed by a sharing of audience reactions. This will be followed by three case studies examining the impact of, and attitudes to, English at the local level, again followed by a period of audience comment and discussion.

Presenters:

Paul Roberts: Describing English as a World Language

The presenter discusses his approach to studying English as a World Language, which is, to a certain extent, controversial, in that it includes anyone and everyone (so not ELF, nor EFL and ESL compared to ENL etc.). The presentation will also touch on how the 'discourse' of English has created an approach to using the language which is pretty uniform across a very wide variety of cultures, suggesting that speakers use more 'convergent' language when they meet internationally than when they are in their 'home' groups'.

Su Kim Lee: English A double-edged sword: Language Complexities in Multi-Cultural Contexts

This presentation draws upon research into identity constructions of ESL speakers in multicultural postcolonial contexts. It highlights tertiary students' concerns when using English in academia and less accepting situations, and examines the way learners choose to use or not use English within localized contexts is described with pedagogic implications

Vinayagam Alam: Lexical Death in Local Languages

The presenter discusses some English words which have almost become part and parcel of daily life in local languages in Southern India. Can we, as teachers of English, familiarize familiarise students with their usage, and teach them from known to unknown?

Ilmar Anvelt: Estonian Students' attitudes to different languages

This presentation is based on essays on the theme My Languages by students of Tartu University, Estonia. The students were mostly locals with Estonian, or to a lesser extent, Russian as their mother tongues. While discussing their first languages, the students often express great pride in their mother tongues and appreciate their beauty. English as the most widely studied foreign language is viewed first of all as a language of international communication and career opportunities and only secondarily as the language of Britain or the US.

Marat Sanatulloev: Slavic Refugees Experiences of Acculturation in the Midwest United States

This presentation discusses a multiple case research study that explored the acculturation and English language learning experiences of Slavic-speaking young adults from Ukraine and Russia who immigrated to the United States between 1987 and 1998 as refugee children with their immediate families and live now in the Midwestern region of that country.

INTERCULTURAL AWARENESS & COMMUNICATION

Convenor : **Susan Barduhn**, School for International Training, U.S.

Welcome to the Intercultural Awareness & Communication Symposium. Our morning together will include a case study followed by audience reactions and sharing, a practical presentation of activities that can be used to develop successful business communication, and a presentation and discussion on the issue of including foreign language and intercultural experience in teacher education.

Presenters:

Anne Swan

University of South Australia at Kolej Profesional Mara, Kuantan, Malaysia

“Developing Intercultural Relations on a Transnational Program in Malaysia”

This paper describes the experience of setting up a new three-year program from an Australian university in an off-shore location in Malaysia. It focuses on how the developing intercultural relationship between the Australian program director and the local Malaysian lecturers has shaped the evolution of the program since its inception in 2002.

Inas Kotby & Amira Wahby

American University and Banking Institute, Cairo, Egypt

“Culture Aspects in the Global Market”

The presenters discuss the importance of intercultural awareness in the global market. They demonstrate activities they use that include different scenarios highlighting low and high context cultures simulation and case study activities include situations in which ethics, decision making, negotiation and organizational effectiveness are practiced. The activities develop the linguistic and cultural knowledge and skill needed to be successful business communicators.

Elisabeth Hermes

Paed. Hochschule Karlsruhe, Germany

“Intercultural Learning in Foreign Language Teacher Education”

This paper makes a plea for more international and intercultural learning in foreign language teacher education. This should also be a requirement or at least strongly advised for English teachers who teach their mother tongue worldwide. They, too, should learn at least one foreign language and gain intercultural experience in the country of the foreign language they learn.

LANGUAGE AWARENESS

Convenor : Bruce McGowen, Bell International

The Language Awareness Symposium showcases presentations from three talented and diverse speakers from across the UK. **Wayne Jennings** demonstrates how prepositions can be categorized according to function, and how this can help students develop their writing; **Ivor Timmis** makes the case for a text driven approach and challenges us to consider what language should be selected to teach from texts; and **Tim Bowen** offers insight into how L2 awareness can help native teachers through a series of practical tasks.

Presenters

Wayne Jennings

Cambridge Language Research Centre

Teaching Prepositions Differently – A New Approach

Categorizing prepositions according to the seven common syntactic functions they perform in sentences allows us to show students how prepositions glue sentence components together. The presentation will describe these functions, show how prepositions can have a variety of functions in one sentence, and give practical advice on how students can use this knowledge in the classroom.

Ivor Timmis

Leeds Metropolitan University

Language Matters in a Text-driven Approach

A text driven approach offers rich opportunities for teaching language if we can make principled selections of what to teach from texts. The aim of this presentation is to help teachers and materials writers to generate language work from texts in a principled way, by illustrating how a short text could be exploited to highlight grammatical items, collocations and lexical chunks of potential interest to learners. What criteria might we use to select which features to teach?

Tim Bowen

Embassy CES Hastings

Approaches to enhancing general language awareness on pre- and in- service teacher training courses

Many native speaker teachers, both in-service and pre-service, are basically unaware of key features of the mother tongue or tongues of their learners. As such, they may lack the ability to distinguish what is difficult and what is easy for their learners, and, more crucially, between what is important and what is not for their learners. In this workshop, we will look at a number of basic tasks that are designed to raise native speaker teachers' awareness of features of other languages, including grammar, lexis, and pronunciation.

LEARNING STRATEGIES

Coordinator: **Sabiha Tunc**

This symposium explores research findings regarding the impact of strategy training on learners' use of strategies and attitude towards autonomy (**Rachel Roberts**), the relationship between learners' use of strategies and their achievement (**Sena Bundak**), methods for learning vocabulary which are reported to be effective by learners (**Wei-Wei Shen**), and the influence of learning style on learners' and teachers' classroom expectations and interest in learner autonomy (**Joanna Odgers**). The session will also suggest a general framework for supplementing existing textbook materials to foster learner autonomy (**Masuko Miyahara**).

LISTENING

Listening Successfully

Coordinator: **Jannett Fonseca**

This Symposium explores the relationship between learning styles and listening strategies (**Cheng-Yi Kelly Chang**), and considers some suggestions for academic listening (**Rina Fukami**). On a more practical side, there will also be suggestions for compiling and exploiting authentic materials (**Sheila Thorn, Tracy Plowman**).

MATERIALS

Coordinator: **Alan Maley**

The five panel members will present several perspectives on materials. Issues to be touched upon will include the educational function of materials, the need for non-trivial content, the role of technology, and much more. Each panel member will give a 20-minute presentation. These will be followed by plenary discussion. Contributors will be **Irma-Kaarina Ghosn** from Lebanon, **Brian Tomlinson** from England, **Laila Rumsey, Salam Affouneh & Tarek Ibrahim Hamada** from the United Arab Emirates, **Carmem Wilson** from Brazil, and **Jayakaran Mukundan** from Malaysia.

ONLINE LEARNING

Convenor: **Erzsébet Csibi**, University of Veszprém, Hungary

Welcome to the Online Learning Symposium! For this morning we tried to put together a colourful and interesting programme for you from various fields of online learning from teaching young learners to in-service teacher training. So, if you are interested in

- what the connection is between typing and oral fluency,
- how teaching practice can be enhanced by computer supported reflections,
- how teachers can be trained through e-learning,
- a website designed for intercultural learning,

come and have a fruitful conversation with colleagues with the same interest.

Presenters:

Sophie Ioannou-Georgiou

Cyprus Pedagogical Institute, Cyprus

Typing loosens tongues? Is typing the road to oral fluency?

As Computer-Mediated Communication (CMC) becomes more widely used in language teaching, teachers have a right to know how it actually helps towards the learners' language development. The current level of knowledge we have available, however, is inadequate and often anecdotal. This talk aims to give some answers on the effectiveness of text-based synchronous CMC in the development of oral competence.

Ute Massler

University of Education Freiburg, Germany

Enhancing teaching practice: computer-supported reflection of video-taped lessons

Fostering teaching competencies in online teacher training requires students to reflect cooperatively on their teaching experiences. The research project (co-researchers: Peter Huppertz & Rolf Ploetzner) develops an internet-based tool allowing students to share their lesson videos and to select sequences for joint online analysis and comment. The talk presents video tool, methodological concept, and research insights gained in a one-year long pre-study.

Michael Goethals

K.U. Leuven, Faculty of Arts, EFL Teacher Training Unit, Belgium

ELISE (e-learning for in-service teacher training in Europe)

Is "online" a viable alternative for short(er) training seminars for professional development? A report on what we have learned from our project experience. We gained experience with a general course: "e-learning and e-tutoring" (for teachers and teacher trainers), and six subject specific courses for teachers (four of which for EFL). Dream and reality. Limitations and assets.

W R LEE SCHOLARSHIP WINNER

Erzsébet Csibi

University of Veszprém, Hungary

InterCOOLtural Learning on the Web

This paper presents the development phases of a website initiated by the British Council Hungary, developed by Hungarian teachers and school-based teacher trainers. The content of the website helps intercultural teaching and learning, is mainly based on personal experiences of the developers, and offers a wide range of activities for learners and teachers.

PRAGMATICS

Convenor: **Peter Grundy**

In this symposium, we will first establish some background principles in the areas of implicature (**Irina Perianova**) and politeness across languages (**Lubov Tsurikova**). We will then consider two contrasting research projects, one investigating ESL from a cross-cultural communication perspective (**Helen Woodfield**) and one investigating ELF from an intercultural communication perspective (**Alessia Cogo**). Expect this symposium to raise significant issues for ELT and to provide ample opportunity for audience participation.

PRONUNCIATION

Pronunciation in ELT

Convenor: **Martin Hewings**

This symposium examines a number of areas of pronunciation in a wide variety of teaching situations. **Gerald Kelly** asks whether intonation is teachable; **Irina Savina** and **Tatiana Skopintseva** look at improving intonation for oral presentation skills in a Russian context; **Özlem Vural** discusses problems of English word stress for Turkish learners; and **Zaina A Abdalla Nunes** and co-presenters **Elizabeth Pow**, **Silvia Correa** & **Sonia Godoy** will look at how pronunciation is taught and learnt in a variety of contexts in Brazil. Something for everyone interested in pronunciation teaching!

TASK-BASED LEARNING

Convenor: **Jane Willis**

Jane Willis's introduction will briefly outline the central features, principles and theories behind TBL. This leads in to four studies focusing on different aspects of learner interaction within task-based activities.

Valeria Benevolo Franca shows how intermediate learners in Brazil collaborating on tasks co-constructed their linguistic knowledge, thereby scaffolding their inter-language development. **George Mann** describes a task-based approach to oral skills development for international law students, and weighs up the extent to which learners' performances were enhanced.

John McAndrew then explores ways in which EFL classroom task-based activities carried out by Japanese learners can provide a genuine context for authentic discourse, reflecting genuine needs and social relationships. **Fiona Hartley** looks at the effects of different kinds of task variables and other factors on the amount of negotiation of meaning among learners in Hong Kong.

Finally **Derrin Kent** argues a case for giving teachers a choice between knowledge constructing TBL and knowledge activating TBL. Drawing on recent developments in learning psychology and the morpheme '*struct*' he justifies a flexible T.O.P.I.C. framework for task-based lesson design.

There will be a short break between each paper for brief clarification questions from the audience, then around ten minutes at the end for audience discussion.

TEACHER PREPARATION

Convenor: **Arifa Rahman**, Presidency University, Bangladesh

This symposium will explore Teacher Preparation as an on-going process. It will start with a brief overview of the current issues in teacher education which will be developed further by five presentations. These presentations will reflect the experiences and research findings of teacher educators from diverse geographical, cultural and linguistic backgrounds. Audience reactions, exchange of views and sharing of experiences will be an exciting part of the final half hour before the summing-up phase.

Our Presenters:

Katalin Somogyi-Toth

Pázmány Catholic University, Hungary.

“Real teaching is NOT different: Linking theory and practice”

During teaching practice trainees often revert to mechanistic practices, saying “But real teaching is different!” Pázmány University Hungary offers a course for trainees to try their hands at real teaching before TP proper starts. The talk outlines the program and concludes that an experiential approach to teacher training can help trainees see that what educators preach does indeed work.

Audur Torfadottir

Iceland University of Education.

“Promoting a reflective attitude in language teacher education”

The presenter surveys the proceedings and results of a study in which student teachers in Iceland were actively engaged in self-evaluation and reflection as part of their introductory course in EFL methodology. Results indicate that this enhanced the students’ awareness and understanding of the relationship between theory and practice in ELT and encouraged a critical stance.

Colin Richard Paton

Cultura Inglesa Rio De Janeiro, Brazil.

“Building virtual bridges: communities of practice for on-going teacher development”

A considerable amount of attention is being given to the concept of virtual *communities of practice* within the business community. The presenter will be examining their importance within the context of teacher education and will present a case study of a successful virtual teachers community involving 700 teachers in Brazil.

Peter Marron

Kings School Oxford.

“It takes two to tango: developing reflective teaching with NNS teachers”

This presentation will describe how a group of ‘ordinary’ NS teachers discovered ways of helping and being helped by NNS teachers who came to their school for professional development. The programme, evolving over the past three years, has resulted in a reciprocal dialogue that has taken everyone by surprise. By nurturing a process of reflective teaching, it has brought benefits to the participants themselves and their institutions.

Nazmi Al-Masri

The Islamic University of Gaza, Palestine.

“English Departments: Building cultural bridges between nations”

It explores why many would-be teachers majoring in English language at Arab and Palestinian universities lack intercultural communication skills and cannot communicate appropriately with native speakers though they may have reasonable mastery of the English language. It also questions how English departments in the Arab world can participate in building cultural bridges between nations.

Saturday 9 April

Session 4.1 : 0900-1100

TEACHING FOR IELTS

Convenor: **Rolf Tynan**

The IELTS symposium has a variety of topics from theoretical to purely practical from established presenters. It is hoped that the sessions will provide something that can be taken away and used to develop more effective and successful IELTS teaching. There will be three sessions with allotted feedback sessions between each slot, as well as time for clarification at the close of the symposium. There will be something for anybody who comes into contact with the IELTS examination.

Afshin Parsi

“Predictive Validity of Academic IELTS”

The basic assumption behind any test is that what a test elicits, that is, the test performance, is an instance of linguistic and/or communicative performance by which decisions can be made about the performance of the testee in the real situation. This means that most general proficiency tests, whether system referenced or performance referenced, have predictive as well as other functions and naturally, their predictive validity is of concern, though this feature is usually assigned to aptitude tests.

This research aims to investigate whether a relationship between the academic performance of a testee with his/her score in the different modules of IELTS examination exists, and to reach this end, IELTS scores of volunteer subjects will be correlated with their academic achievements in the first year of their academic studies.

Justin Kernot

“Writing Evaluation”

This is an evaluation of the assessment of the writing tasks for the IELTS examination. The talk will begin with an overview of the main trends in people’s motivation for taking the IELTS examination. I will then provide an overview of the assessment criteria used to evaluate a candidate’s performance in this part of the IELTS examination for academic and general training modules and their appropriacy in relation to the reasons for taking the test. I will then explore feedback from examiners and candidates (interviews on video) where the main comments will be identified and trends in feedback on the recent implementation of the revised assessment criteria will be explored.

Mark Allen and Dickie Dolby

“IELTS Breakdown”

A workshop consisting of lecture, discussion and active participation with the opportunity to take away original classroom materials. Our two aims are to provide teachers with as many ideas and classroom resources as possible, and to help them to see how to deconstruct Writing and Listening in order to allow their student to answer them more successfully.

The Writing Task 1 focus will be on clarifying the nine different types of diagram and summarising the appropriate report structure and language for each. Particular attention will be paid to the difference between changes over time and fixed time diagrams, and the language that results from that difference.

The nature of the Task 2 essay format means that language cannot be as tightly prescribed as in Task 1 so our approach is to offer different approaches for constructing a paragraph and the essay as a whole.

Our listening focus will be on breaking down the skills necessary for the four sections. It will suggest ways of adapting listening materials for IELTS drawing links between Listening and Reading skills.

Finally we will offer a “word bank” system for building students’ IELTS language.

Saturday 9 April

Welsh Sessions : 0900-1100

CWRS BLASU/TASTER COURSE

Cyrsiau Blasau or Taster Courses are aimed at prospective learners who have no previous knowledge or experience of learning the Welsh language.

As well as giving a basic introduction or taste of the language the courses also provide students with an insight into how our courses are taught and the kinds of teaching methods applied.

The emphasis is very much placed on encouraging elementary oral communication and of course ensuring that learners enjoy the experience and as a consequence register on mainstream intensive courses.

The units provide an introduction to the Welsh alphabet and pronunciation as well as elements and sentence structures which are an excellent preparation for the intensive courses. Several topics are introduced including - expressing likes and dislikes, basic numeracy, telling the time as well as useful everyday vocabulary that will enable learners to converse simply in everyday situations.

Two sessions will be held, in the City Hall, by colleagues at the Welsh Language Teaching Centre of the Cardiff University.

1100-1130 Coffee break

Sponsored by Higher Colleges of Technology, United Arab Emirates

Saturday 9 April

Final Plenary Session : 1130-1240

1130-1240 Final Plenary Session & closing announcements

Reardon Smith Plenary session by Carolyn Graham

Carolyn Graham taught ESL at New York University for twenty five years where she developed Jazz Chants. She was a Teaching Fellow at Harvard for nine summers. She has conducted teacher-training workshops throughout the world from the refugee camps of SouthEast Asia to the Inuit Eskimo community of the Eastern Canadian Arctic. She is currently on the faculty of the New York University School of Education presenting workshops twice a year and lectures at Columbia Teachers College, New York and Tokyo. She is the author of many books on Jazz Chants, Songs and Poems for ESL students of all ages. Her poems for children appear in the Oxford University Press collection First Verse. She is also a professional musician, (piano player/singer/songwriter) currently working with jazz bands in New York and Tokyo. She has just completed four CDs. Jazz Baby in Tokyo, Jazz Baby in New York. Crazy and her children's collection Songs for Yusuke. All proceeds from these CDs are given to Ashinaga, a Japanese charity for children throughout the world orphaned by war or other disaster.

The Creative Classroom - Jazz Chants, Music and Poetry for Language Development

This program will present the use of Jazz Chants, Music and Poetry in the language classroom. Ms. Graham will provide a step by step simple formula on how to create a Jazz Chant and will describe how to create chants and songs from the names of our students. She will also offer ideas on how to enable the students to create and perform poetry. Material will be presented for students of all ages.

Assembly Rt Hon Rhodri Morgan AM - First Minister for Wales

Rhodri Morgan is the Assembly Member for Cardiff West. A fluent Welsh speaker, he was born in 1939 and is a graduate of Oxford and Harvard University. He lists health, the environment, European Affairs and regional development among his political interests. He is married to Julie Morgan, MP for Cardiff North, and they have one son and two daughters.

Initially a Tutor Organiser for the Workers Education Association (1963-1965), Rhodri Morgan was employed as a Research Officer for Cardiff City Council, the Welsh Office and the Department of the Environment (1965-1971), before becoming an Economic Adviser for the Department of Trade and Industry (1972-1974). Between 1974-1980, he was Industrial Development Officer for South Glamorgan County Council before becoming Head of the European Commission Office in Wales (1980-1987).

Rhodri Morgan was elected to Parliament in 1987 but decided not to stand again in the General Election in June 2001. During his time as a MP, he was Chairman of the House of Commons Select Committee on Public Administration (1997-99). He served as the Opposition Front Bench Spokesman on Energy (1988-92) and Welsh Affairs (1992-97).

He was elected as the Assembly Member for Cardiff West in 1999 and was appointed as the Assembly Secretary for Economic Development & European Affairs. He was appointed First Secretary of the National Assembly in February 2000 and retained responsibility for Economic Development matters until October 2000. The title of his office changed to First Minister in October 2000.

He is a member of the European Affairs Committee and the South East Wales Regional Committee. He has been leader of the Labour Party in Wales since February 2000. He was appointed to the Privy Council in July 2000.

The conference will be closed by Tessa Woodward, IATEFL President.

