

0830-1730 Registration desks open

0830-1730 Exhibition open

0900-1025 Opening Announcements and First Plenary Session

The conference will be opened by the IATEFL President, Marion Williams.

The Extensive Reading Foundation (ERF) will make an announcement of short-listed titles for the annual awards.

Great Hall
(1400 audience)

Plenary session by Alastair Pennycook

Alastair Pennycook is concerned with how we understand language in relation to globalization, colonial history, identity, popular culture and pedagogy. He has been involved in English language teaching for many years and worked as an English teacher in England, Germany, Japan, China, Canada and Hong Kong. Publications include *The cultural politics of English as an international language* (Longman, 1994), *English and the discourses of colonialism* (Routledge, 1998), *Critical applied linguistics: A critical introduction* (Lawrence Erlbaum, 2001) and *Global Englishes and transcultural flows* (Routledge, 2007). Alastair is Professor of Language in Education at the University of Technology Sydney.

Changing global ELT practices

Locating English language teaching (ELT) firmly within processes of globalization, this paper explores several key concerns of global ELT: the changing linguascope of English and the continuing debates about what constitutes English; changing ways of thinking about language in terms of ecologies and practices; an understanding of English as a language always in translation, with particular implications for changes to how we think about native speakers, culture, and translingual language use; and ever-changing digital mediascapes, which present us with particular challenges for an engagement with the popular cultural worlds inhabited by our students. Drawing on examples of language, popular culture and pedagogy from different global contexts, this paper suggests a range of new concerns and possibilities that now confront English language teachers.

1040-1140 Session 1.1

Great Hall
(400 audience)
Workshop
TD

Helping people to think in the classroom
Jane Revell (Freelance, France)

Learners develop thinking skills through having to think. So as teachers, we need to give them plenty of opportunities in the classroom to do so - in all sorts of ways. This makes for interesting and engaging activities; it helps people remember things better in the long term; and it helps them learn to learn more easily and more quickly.

ie, p, s, t, a

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YL = Young Learners

Tuesday 8 April

Session 1.1 : 1040-1140

Newman A (350 audience) Workshop TD	IELTS for lower level learners: targeting the language that counts Sue O'Connell (Freelance, United Kingdom) Lower-level IELTS learners are likely to need basic language development as well as exam skills. But what grammar and vocabulary should we include? In this workshop we will explore a no-frills approach to syllabus design, which aims to provide a reliable repertoire of essential language needed for the exam. Participants will also try out some effective practice activities.	e, ie, a, pub
Newman C (90 audience) Workshop EAP, LT	Feedback on written work: how is best? Tilly Harrison (University of Warwick, United Kingdom) This workshop will look at the options teachers have for giving feedback to students on their writing in English. The presenter will report briefly on a study into giving feedback orally (using computer screen video capture software) rather than in traditional written form. Participants will be given the chance to evaluate the technique in comparison with other feedback approaches.	ie, t
Newman D (56 audience) Workshop GEN	Dyslexia in EFL Janet Killian (Freelance, United Kingdom) About 1 in 10 people in the UK are affected by dyslexia. Have you ever wondered if you have any dyslexic learners in your classroom? This workshop aims to cover the following topics: what is dyslexia?; how can we spot it?; what can we do to help our dyslexic students?	ie, s, t
Newman E (160 audience) Workshop ESP	Oxford Student's Dictionary: a ready-made resource for the CLIL classroom Victoria Bull (Oxford University Press, United Kingdom) & John Clegg (Freelance, United Kingdom) A practical demonstration of activities to show how the new <i>Oxford Student's Dictionary</i> for learners using English to study other subjects can be exploited in the classroom to help learners build their knowledge of curricular vocabulary and improve their study skills and written communication. The dictionary and CD-ROM are a ready-made resource for teachers and students alike.	e, ie, s, t, fp, pub
Queens 1B (30 audience) Restricted Workshop GEN	Dark grammar Bruce McGowen (Bell Bedgebury International School, United Kingdom) Do your students make errors? How do you correct them? Do you make errors? Would you like your errors corrected? This practical participatory workshop aims to raise your awareness of your attitude to error; examine how these attitudes affect the quality of the interventions you make in the classroom; and suggest practical techniques for dealing with students' spoken errors.	e, ie, s, t, a
Queens 1C (50 audience) Workshop BE, TEA SIG Programme	Teaching and testing intercultural competence in English Rudolf Camerer (European Language Competence, Frankfurt, Germany) This presentation aims to illustrate requirements of intercultural adequate use of English both in cross-cultural encounters and as a lingua franca. It suggests that a common language does not mean a common culture and may in fact impede intercultural understanding. It will outline a test construct and a test format for intercultural communicative competence in compliance with test-theoretical standards.	e, s, t, a

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Queens 1G (30 audience) Restricted Workshop BE, ESP	Dealing with ESP vocabulary Evelina Miscin (Freelance, Croatia) Vocabulary acquisition has always been one of the core activities in foreign language learning. This demonstration will focus on introducing ESP vocabulary in language teaching and on various techniques used to introduce and practise ESP vocabulary. The emphasis will be put on business English, medical English, legal English and English for the tourist industry.	e, ie, s, t
Queens 1H (50 audience) Workshop LA	Creating productive and proactive autonomous groups within the classroom Kerry Malster (British Council, Dubai, United Arab Emirates) This interactive workshop will take us through ways to build and utilize group relationships. Can having these solid relationships actually benefit learning? Can our learners be productive without having to have a teacher standing over them? Will learners unconditionally support and motivate each other? Practical suggestions will be given, along with some ways to avoid learners refusing to work together!	e, ie, t, a
Queens D (50 audience) Panel discussion BE, ES(O)L SIG Programme	Communication, culture and the workplace Malcolm MacDonald (University of Exeter, United Kingdom), Ian Badger (Business & Medical English Services, United Kingdom), Juliet Henderson (Westminster Institute of Education, United Kingdom), John Holder (Southampton Solent University, United Kingdom) & John O'Regan (ICELS, Oxford Brookes University, United Kingdom) This panel describes the development of occupational standards for intercultural communication in the workplace and the ways in which they can be implemented in two communities: migrant Polish workers in Southampton, and international students at Oxford Brookes University. These accounts are then considered in the light of training employees in international companies which need to be globally effective in English.	e, ie, t, a
Queens E (50 audience) Workshop RES, YL SIG Programme	Effective scaffolding for literacy skills: supporting, enhancing and tracking Wendy Arnold (Freelance, United States) & Mark Osborne (Freelance, United Kingdom) This presentation will illustrate how the use of a carefully levelled reading scheme with incorporated benchmark test for tracking progress, together with a carefully supported vocabulary enhancing IT programme can accelerate YL literacy skills. Evidence is shown with progression in decoding and encoding text with YLs (aged 8-12 years old) who were behind average in ELT classroom.	e, ie, p
Queens F (50 audience) Workshop TD, GI SIG Programme	Highly inspired by Hornby School Latin America 2007... just unforgettable! Zenaida Marin Caceres (UK-Alumni APEBERU, Peru) What if we, teachers and trainers get inspired? Sharing comes with it! In this workshop I will reflect on the scope presented for several strands (ICT, CLIL, changes in the English language and global needs) and also provide practical activities to produce a materials bank. I will also mention the six regional projects which definitely promote networking in our ELT community.	ie, s, a
Queens LT1 (120 audience) Workshop MD	A framework for the future Mark Lloyd (International House Bath, United Kingdom) During this workshop delegates are invited to reflect critically on the socio-cultural contexts typically employed by adult courses for the purpose of presenting and practising language. Material from Richmond Publishing's <i>New Framework</i> series will then be demonstrated, to show how exploiting a wider variety of stimulating topics via motivating and involving tasks makes classroom learning a richer, more relevant experience.	e, ie, s, t, a, fp, pub

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Queens LT2 (152 audience) Workshop LT	power2learn Johanna Stirling (Freelance, United Kingdom) Some find technology seductive. Others find it a turn-off. When you turn on the power do you plug into your learners' needs and interests or do you get disconnected from them? Here we will explore how the newest developments in ELT technology are providing real solutions to learning needs, not using technology for technology's sake. Illustrated with components of <i>face2face</i> .	e, ie, s, t, a, fp, pub
Queens LT4 (90 audience) Workshop LT, ELTM SIG Programme	Net advantage: marketing 2.0 - the Internet and your organisation Gavin Dudeney (The Consultants-E, Spain) This session considers the effect Web 2.0 technologies have on your reputation and business. From blogs, podcasts and wikis, to online communities and social networking websites - find out how they are deciding who does business with you, who's saying what about you, and learn how to harness these technologies to your advantage. Real examples, real ideas.	e, ie
Queens LT6 (80 audience) Workshop GEN	Are your learners crushed against the fluency ceiling? Juliet du Mont (Freelance, Brazil) How can we propel 'good communicators' towards becoming fully fluent speakers? Self-confidence and a willingness to take risks are vital qualities, more often gained through training than naturally in place. We will revisit personal experience of the fluency ceiling, float ideas for overcoming it and together participate in a fluency task to challenge even native speakers!	e, ie, s, t, a
Queens LT7 (80 audience) Workshop LA	Putting the teacher back in the classroom Ken Lackman (Freelance, Canada) A unique approach to language teaching which features 'teacher talking time' as the linguistic input. It follows a standard procedure which, when learned, requires no lesson planning to implement and very little preparation. Students practise listening, speaking, writing, grammar and vocabulary. This method draws on the lexical approach for linguistic input and task-based learning for lesson structure.	e, p, s, t, a
Queens MR (90 audience) Workshop MD	Teaching through the fine arts: theory and practice Hanna Kryszewska (Pilgrims/University of Gdansk, Poland) Language activities around the fine arts use beautiful visuals which shape the learners' aesthetic tastes, teach freedom of expression, interpretation and understanding (TFU) and introduce elements of content and language integration (LAC, CLIL) through which the students learn about history, art, society, etc. This practical session presents activities and sources of materials and ideas for ELT activities.	e, ie, p, s, t, a
Queens N (20 audience) Restricted Workshop GEN	Dictation - the teacher's daytime Cognac Eleanor Spicer-Lundholm (Embassy CES, Hastings, United Kingdom) When was the last time you put your feet up, poured yourself a large one, and enjoyed the welcoming richness of this mellow, well-rounded, oak-aged beverage in the classroom? Dictation is the teacher's Cognac. A practical session with a variety of different ideas for using this age-old activity with your students.	e, ie, p, s, t, a

1140-1215 Coffee break (sponsored by Cactus Worldwide)

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1215-1245 Session 1.2

Great Hall (400 audience)	IATEFL HOW TO... TRACK How to get the most out of this conference Susan Barduhn (School for International Training, USA) This session is for new IATEFL conference participants as well as those of you who have attended many conferences... but feel your experience could go deeper. We will consider Kolb's Experiential Learning Cycle as a learning framework, form learning groups for those who wish to jigsaw their conference experience, and share tips for making the best use of your time.	
Newman C (90 audience) Talk LMCS	A taste of American culture in the classroom Gulgun Inan (Izmir University of Economics, Turkey) The idea of using literature in an EFL classroom has been seen as unrealistic and teachers have always hesitated in introducing literature into their syllabii. However, both students and teachers benefit from using literature in the classroom atmosphere. This session aims to show how using an extract from <i>Maud Martha</i> , by Gwendolyn Brooks, can enrich a reading class.	e
Newman E (160 audience) Talk GEN	A study of English composition teachers' cognitions in Taiwan Shih-Chieh Chien (University of Cambridge, United Kingdom) The present study aims to explore the English composition teachers' cognitions about their practice in teaching writing in Taiwan. Unveiling the teachers' cognitions is indispensable to make English writing teacher preparation more effective. The results in the light of the teachers' writing pedagogy cycle and particularly the process of revision through peer and teacher feedback are examined and then discussed.	e, ie, t
Queens 1B (50 audience) Talk TD, TTed	Communicative teachers for engineering classrooms Amal Kumar (Hindustan Institute of Technology, India) Teaching engineering students in English has been a stupendous task for teachers. In the Indian context, engineering graduates opting to teach prospective engineers find themselves severely wanting in adequate communication skills for classroom teaching in English. In this session I will outline how the Faculty Development Programme had motivated and trained these teachers towards effective communicative classroom teaching	e, t
Queens 1C (50 audience) Talk EAP, TEA SIG Programme	Lexical validity for academic English tests John De Jong (Pearson Language Tests, United Kingdom) Success at processing language depends considerably on lexical knowledge. For an academic English test to be predictive of students' success in meeting the language requirements in tertiary education it is therefore imperative that its vocabulary requirements reflect what students encounter in their studies. This session reports on a study investigating the vocabulary usage in Pearson's Academic English test.	ie, t, pub
Queens 1G (50 audience) Talk GEN	What do teachers think about English today? Hsuan-Yau Tony Lai (University of Warwick, United Kingdom) The project investigates Taiwanese university English teachers' perceptions of the role of English today. A focus group interview was conducted aiming to explore teachers' thoughts on issues of the ownership of English and acquiring target language culture knowledge. The findings indicate that the teachers are facing a dilemma in following the concept of English as an international language.	e, ie, p, s, t, a

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Tuesday 8 April

Session 1.2 : 1215-1245

Queens 1H (50 audience) Talk RES, TD	Dilemmas facing female English teachers in China Xiaobing Wang (Anshan No. 1 Senior High School, China) As a preliminary research, I investigated the present situation of female Chinese English teachers, who account for the majority of English teachers in China. Based on personal blogs, accounts about the teachers' lives, and my own interviews, the research identifies some dilemmas or paradoxes among female English teachers in middle schools in China.	e, s
Queens D (50 audience) Open Forum ES(O)L SIG Programme	ES(O)L Special Interest Group Open Forum Come along to our SIG open forum, find out about the ES(O)L SIG and meet the committee as well as other members. This is your chance to get involved and to have a say in what we do next year. We look forward to seeing old friends and look forward to welcoming new ones! Part of the session will be dedicated to a discussion on the issues raised during the ES(O)L SIG Programme and you will have an opportunity to talk to our speakers. See you there!	
Queens E (50 audience) Talk YL SIG Programme	Codeswitching in teacher talk of primary English in China Xiaofang Qian (Beijing Normal University, China) This presentation reports on a case study of two teachers participating in the Primary English Curriculum Innovation (PECI) project in Beijing, China. It investigates the codeswitching between Chinese and English in teacher talk in primary English classrooms. It describes types of codeswitching and discusses what pedagogical functions and social functions these switches serve.	e, p
Queens F (50 audience) Talk AL, GI SIG Programme	English language policy in Saudi Arabia: a critical analysis Manssour Habbash (Ph.D. student, University of Exeter, United Kingdom) Drawing on a postmodernism critical inquiry, this session reports on preliminary findings of an ongoing research examining the global spread of English and its role in shaping English language education policy in Saudi Arabia. The study is best seen as part of the current debate over the hegemony of global English vis-à-vis postcolonial relationships and domination.	e, p, s, t
Queens LT1 (120 audience) Talk LT, RES	Developing the role of distance English learning Tatiana Kozhevnikova (Moscow Technical University of Communications and Informatics, Russian Federation) The presentation explores several essential issues concerning the developing role of distance English learning. It also highlights 'blended' learning as the one combining distance and traditional methods. The presentation is based on home and foreign experimental research and published products. It outlines the situation as it is today and gives prognosis for the future.	e, t, a, fp
Queens LT2 (152 audience) Talk LA	A preliminary evaluation of a self-access centre in Mexico Humberto Cervera-Rosado (Autonomous University of Yucatan, Mexico) Both learners' and teachers' opinions, attitudes and practices towards their Self-Access Centre are important in order to evaluate its functioning as an alternative mode of learning English as a foreign language in an autonomous manner. This presentation will describe the initial stages in the evaluation of the first state university SAC in Mexico.	ie, t, a
Queens LT4 (90 audience) Open Forum ELTM SIG Programme	ELT Management Special Interest Group Open Forum In the AGM, finance, membership, activities and the future of the SIG will be discussed. Come and join us at our open forum to find out more about the ELTM SIG.	

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Queens LT6 (80 audience) Workshop GEN	GILL STURTRIDGE FIRST-TIME SPEAKER SCHOLARSHIP WINNER Bringing debate into the classroom Hyoshin Kim (Junghwa High School, Republic of Korea) This workshop will introduce my one-semester project about how to express and exchange opinions. Pre-intermediate level high school students enjoyed various fun activities about interesting topics going through five stages from having an opinion to debating step-by-step. This session will show materials and activities used in each stage and what they achieved in the end.	s
Queens LT7 (80 audience) Talk TD, TTEd	Second language teaching methods course for pre-service language teachers Sumru Akcan (Bogazici University, Turkey) This study investigates the effects of a second language teaching methods course on teacher efficacy of pre-service language teachers. Results indicate that the second language teaching methodology course offered in the teacher education programme had a positive impact on teacher efficacy. The course particularly improved pre-service language teachers' decision-making skills in selecting methods for different levels of EFL classes.	e, p, s, t, a
Queens MR (90 audience) Talk RES, TD	Individualization of language teaching in mainstream schools Svetlana Hanusova (Masaryk University, Brno, Czech Republic) The presenter will present the results of an action research project dealing with individualization of the process of English language teaching. She facilitated a focus group of lower secondary teachers and investigated the teachers' views and common practices at mainstream schools. Together they looked for new solutions beneficial for both learners and teachers.	e, ie, s
Queens N (20 audience) Restricted Talk TTEd	EFL teacher education and its influences on teacher cognition Shigeru Sasajima (Saitama Medical University, Japan) There are a variety of EFL teacher education systems. Teachers can therefore form their own distinct teacher beliefs and knowledge through experiencing teacher education. I have researched EFL teachers in Japan, Hong Kong and Australia in terms of their teacher cognition. I have identified a number of different natures of teacher cognition regarding teaching professions and teacher education systems.	e, s

1245-1415 Packed lunches available for collection or to buy in ReFresh (Devonshire House)

1300-1345 Session 1.3

Newman C (90 audience) Talk GEN	Learning strategies revisited - helping learners help themselves Ana Acevedo (Roehampton University London, United Kingdom) This presentation examines some of the reasons why learning strategies continue to play only a minor role in many language teaching contexts. It explores different ways in which teachers can train learners to become aware of the learning process and develop appropriate learning strategies. Examples of activities will be drawn from the <i>Just Right</i> series (Marshall Cavendish) and other materials.	e, ie, s, t, a, fp, pub
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Tuesday 8 April

Session 1.3 : 1300-1345

Newman D (56 audience) Talk EAP, ESP	E-feedback and critical thinking in TEFL postgraduate education Mona Khabiri (Islamic Azad University, Iran, Islamic Republic of) This session mainly focuses on how e-feedback, as an innovative coaching approach, improved critical thinking skills of TEFL postgraduates. Subjects' critical writings on e-assignments were coached by e-feedback and the results indicated improvement of critical thinking skills and the fact that students who were more responsible, used cognitive strategies more often, and had higher self-efficacy benefited more from e-feedback.	e, t
Newman E (160 audience) Talk BE, LT	Online teaching and learning communities: materials and beyond Eric Baber (Freelance, United Kingdom) Teachers and learners are always on the lookout for new materials. Finding the right online content can be time-consuming and frustrating though, and more and more users are looking for trusted online communities to regularly deliver high-quality content and facilitate exchanges of ideas amongst peers. This session will highlight elements of such communities, with focus on two new CUP offerings.	e, ie, a, fp, pub
Queens 1B (50 audience) Talk MD	Arthur a loser? Exploring the success of a coursebook series Eva Illes (Eotvos Lorand University, Budapest, Hungary) The talk will explore why a 30-year-old coursebook series (<i>Access to English</i>) is still popular among teachers and students in a number of secondary schools in Hungary. It will be argued and demonstrated that texts with narrative power, and flesh and blood characters can not only successfully engage and motivate learners but stand the test of time as well.	e, ie, p, s, a, fp, pub
Queens 1C (50 audience) Talk EAP, TEA SIG Programme	Self assessment and learner autonomy in EAP Susan Esnawy & Mohga Hafez (The American University in Cairo, Egypt) ESL/EAP learners' self-assessment is integral for their autonomy. We will first give a brief description of a self-assessment study of freshman English for Academic Purposes students, and the results, which show a correlation between their self-assessment and performance. We will then present its implications for which classroom activities to use to enhance student learning and autonomy.	e, a
Queens 1G (50 audience) Talk LT, TTed	Online education that delivers: it's a matter of standards Marjorie Vai (The New School, United States) The presenter makes the argument that creating customized standards should be the first step in adapting curriculum and content for online. Among the topics discussed are: the relationship between program standards, writing guidelines and learning outcomes; models for online education and training; issues of time, interactivity and portability; and innovative ways of adapting course management systems and/or other software.	e
Queens 1H (50 audience) Talk RES, TTed	Storytelling tasks with Italian school teachers retraining to teach English Valentina Bamber (Middlesmoor English Courses, United Kingdom & Free University of Bozen, Italy) Storytelling tasks may ideally further the spoken language development of primary school teachers retraining to teach English to YL. The talk reports on a small-scale study on the implementation of task-based instruction during a university-based course. The effects of such variables as task repetition, planning time and private/public display will be outlined, together with the participants' views on their motivation.	e, ie, t, a

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Queens D (50 audience) Talk RES, ES(O)L SIG Programme	Curriculum, research and practice in Australian ESOL Anne Burns (Macquarie University, Australia) This presentation describes how approaches to adult ESOL in Australia have developed and changed in response to the settlement needs of newly arrived immigrants and refugees. It outlines the frameworks, structures, theories and practices that inform the current curriculum, as well as approaches to research that have been developed to underpin curriculum change, teaching practice and professional development.	e, ie, a
Queens E (50 audience) Talk YL SIG Programme	On rargles and sagals, second script learning in Sri Lanka Desiree Verbeek (Breda University of Professional Education, Netherlands) Young EFL learners may encounter that learning English means learning a new script. Being young, this may coincide with the early stages of mastering their first script. This talk discusses graphological and grapho-phonemical issues of second script acquisition for young learners, based on a qualitative research in a rural area in Sri Lanka in 2005.	e, p, s
Queens F (50 audience) Talk GI SIG Programme	The application of critical race theories to English language teaching Kelly King (Akita International University, Japan) Does race matter? Although critical race theory (CRT) and critical whiteness studies (CWS) have had little impact in ELT, the speaker contends that CRT and CWS should in particular inform the ELT pedagogies and practices of white teachers. Key principles of CRT and CWS and their applications to English language teaching will be discussed.	ie, p, s, t, a
Queens LT1 (120 audience) Talk BE	Teaching management skills in the language classroom John Allison (Infolangues, France) It's not just <u>how</u> you say it, it's <u>what</u> you say! Teachers happily assume that students who possess the necessary language will know what to say in professional situations. Evidence from native-speaker management training suggests otherwise. This talk considers the role of management content in the language classroom, and demonstrates sample materials and activities for combining management and language skills.	e, ie, t, a, fp, pub
Queens LT2 (152 audience) Talk GEN	What do adult learners of general English really need today? Ian Le Beau (London Metropolitan University, United Kingdom) Using sample material from the new Pearson Longman <i>Language Leader</i> course, this talk will show how elements of EAP and Business English (e.g. study skills, writing skills, and case studies) can be fully integrated into an adult general English course, providing students with the key skills and knowledge they need to participate successfully in 21st century society.	e, t, a, fp, pub
Queens LT4 (90 audience) Talk ELTM SIG Programme	Are we afraid of selling? David Blackie (International Education Connect Ltd, United Kingdom) The talk considers the opportunities that the Internet offers for education and training institutions to sell their courses, and asks how well the opportunities have been understood and exploited. We look at course 'retail' and 'wholesale' and the different methodologies that are required to make a success of these two approaches to the market.	

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Session 1.3 : 1300-1345

Session 1.4 : 1400-1445

Queens LT6 (80 audience) Workshop LT, TD	Unforgettable lessons: making the best of the 'cyber' students Maria Estela R. Jardim Rondon (Freelance, Brazil) Make your English lessons unforgettable. Join us in this journey to observe the students, learn, interact and create with them. Boost their self-confidence and free their imagination. Some activities will be shown to take the best out of mobile phones, digital cameras and Internet blogs. Result: rapport and good learning occur and there is great fun.	e, ie, p, s, t, a
Queens LT7 (80 audience) Talk LT, TTed	Beyond CELTA: online teacher development and certification Michael Carrier (International House World, United Kingdom) How can we recognise teacher development and provide career development for teachers? This talk will outline post-initial training options in a new approach to Continuing Professional Development. This provides credit points for courses taken, development session attended, and a reflective portfolio, all leading to further certified qualifications that recognise and reward their self-development along with transfer credit towards a Masters.	e, a
Queens MR (90 audience) Talk EAP, RES	Students' perception and experience of English language success and failure Rebecca Michel (INTO, University of Exeter, United Kingdom) This talk describes a small-scale, qualitative research study into how international students at a British university Language Centre perceive and react emotionally to success and failure. Data from semi-structured interviews are discussed in relation to motivation and motivational processes. I suggest that opportunities be provided for students to reflect on affective aspects of language learning and to develop motivational strategies.	e, ie, t, a

1400-1445 Session 1.4

Newman A (350 audience) Talk TD, TTed	Can teaching still be a subversive activity? Jim Scrivener (Bell Bedgebury International School, United Kingdom) Has ELT settled down into a calm, measured maturity? Have the years of exciting creativity and risk passed by? Should we now obediently open our expert-written coursebooks and tick off a few more can-do statements? This talk will revisit the classic 1971 book <i>Teaching as a Subversive Activity</i> and consider if its ideas may still be relevant to our profession.	e, s, t, a, fp
Newman C (90 audience) Talk BE, ESP	Corporate governance codes and concepts in practice Inas Kotby (American University, Banking Institute, Egypt) The presenters explain how the move from public to private sector has made it necessary to apply the code of corporate governance. Concepts like transparency, accountability, compliance and efficiency have gained momentum. Learners use corporate governance benchmarks to critically analyze and solve case study problems that involve ethical infringements. These cases include economical, social and environmental issues.	e, a
Newman E (160 audience) Talk TD	"Yeah but, no but, whatever..." Getting teenagers to speak Paul Davies & Tim Falla (Freelance, United Kingdom) What problems do teachers face when practising speaking in class? How can we encourage students to speak English, and what kinds of task should we be asking them to perform? Using examples from <i>Solutions</i> , a new upper-secondary course, we explore ways of organizing activities and encouraging students to use English in class.	e, ie, s, fp, pub

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Queens 1C (50 audience) Talk TEA SIG Programme	Responding to Bologna: using CEF to restructure assessment Anne Katz (School for International Training, United States) This presentation highlights the approach taken by the University of Belgrade's Faculty of English to revise writing and oral entrance exams to align with CEF proficiency levels. This initiative reflects a restructuring of the program in accordance with the Bologna accords and a new focus on communicative instruction. The process for restructuring as well as sample rubrics will be presented.	e
Queens 1G (50 audience) Talk ESP	Negotiated learning and the role of the introductory talk Gerald McClean (Bundessprachenamt, Germany) Learners and teachers often have conflicting agendas in relation to the course content, methodology or even the type of materials to be used in the classroom. The talk will focus on a general course for German public servants who work in an international setting. I will explore macro needs analysis and micro negotiated learning constraints on the learning/teaching process.	e, a
Queens 1H (50 audience) Talk RES, TTed	Post-conferences: learning together Gokcen Isik (Bilkent University, Turkey) In this presentation a study done with three ICELT instructors will be reported. The study examined the perceptions trainees and their trainer had about post-conferences at the beginning and at the end of the research, if trainees could understand their role in post-conferences better and what they thought was important for them to be able to learn from clinical supervision.	e, ie, a
Queens D (50 audience) Swapshop ES(O)L SIG Programme	ESL in Irish post-primary schools: responding to a new challenge Rachael Fionda (Trinity College, Dublin, Ireland) This session will focus on ESOL teachers in post-primary schools in Ireland. It will include a description, analysis and evaluation of how the present system of language support works with a handbook of good practice; an elaboration of the English language support curriculum and its principal mediation tool (ELP and Benchmarks); teaching materials related to the different curriculum subjects; and assessment tools.	e, ie, s
Queens E (50 audience) Talk YL SIG Programme	Who do YLs consider an ideal language teacher? Mandana Arfa Kaboodvand (Azad University, Iran, Islamic Republic of) In this part of a long-term research it is attempted to diagnose the characteristics that a teacher of EFL to adolescents should possess through the eyes of the learners themselves. The findings may help establish new criteria for teacher selection. The framework of this research can be used in different places and with different age groups.	e, ie, p, s
Queens F (20 audience) Restricted Talk EAP, TTed	Designing an EAP teacher training course - a real challenge? Aysen Guven (Bilkent University, Turkey) Defining what EAP constitutes and designing a teacher training course that caters for the unique demands of EAP is challenging. This session will outline the process of designing an EAP Diploma course for instructors currently teaching students enrolled in the Bilkent University School of English Language Preparatory Programme and those supporting faculty students in the Faculty for Academic English Programme.	e

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Tuesday 8 April

Session 1.4 : 1400-1445

Queens LT1 (120 audience) Talk LT	Making the best better - the new Macmillan English Campus Kerry Ormand & Byron Russell (Macmillan English Campus, United Kingdom) Since its launch in 2005, Macmillan English Campus has become the market leader in the exciting new area of blended learning solutions for language teaching institutions. A brand-new edition of the <i>Macmillan English Campus</i> has now been published. This presentation will examine the rationale behind the changes and provide a live demonstration of this 'must-have' teaching solution.	e, ie, p, s, t, a, fp, pub
Queens LT2 (152 audience) Talk GI SIG Programme	ELF - and other fairy stories Hugh Dellar (The University of Westminster, United Kingdom) The rise of interest in English as a Lingua Franca (ELF) is partly a response to a perceived native-speaker bias within ELT materials. In this provocative talk, I shall argue not only that this bias does not exist, but also that the construct of ELF itself is a fiction!	e, s, t, a, pub
Queens LT4 (90 audience) Talk TD, ELTM SIG Programme	Managing teacher performance, managing teacher development: resolving the tensions Gwyneth Gallen (British Council, United Kingdom) This presentation will describe a major British Council project set up to define and implement a unified methodology in the management of its teaching staff. It describes new development work on describing, setting, and assessing 'teaching skills' as part of an objective and target-based performance management system which aims to pull together the demands of 'teacher management' and 'teacher development'.	e, ie, p, s, t, a
Queens LT6 (80 audience) Talk LA, LT	Students' approaches to blended learning: does time make a difference? Ruth Trinder & Martin Herles (Vienna University of Economics & Business Administration, Austria) Blended learning, the combination of face-to-face and online learning, places reliance on students' ability to work independently. But are our students ready for that? Looking at the relationships between the variables learner autonomy, use of strategies, and approaches to learning, we will show how students' use and perceptions of the two modes of blended learning develop with time and experience.	e, ie, t
Queens LT7 (80 audience) Talk EAP	Bridging the gap to research skills: the ARC model Julian Collinson (Dubai Men's College, Higher Colleges of Technology, United Arab Emirates) This presentation demonstrates a short course of 10 activities designed to develop pre-intermediate students' research and report-writing skills. The course addresses three fundamental criteria for success in producing factual texts - accuracy, relevance and completeness. Examples of tasks will be shown, and the course rationale explained. Originally intended for Arab E2L students, the course may have wider applicability.	e, ie, t
Queens MR (90 audience) Talk EAP, TTed	The bilingual university: facing the challenge Loes Coleman & Anne van de Ven (Radboud University, Netherlands) In the Netherlands, English is becoming a second rather than a foreign language. From primary to university level, subjects are taught through English. This talk focuses on the challenge this presents to English teachers at universities. Instead of lecturing on Dickens and Shakespeare, they need to prepare university staff and students for academic careers where English is the lingua franca.	e, ie, t

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Queens N (20 audience) Talk TTed	Helping young teachers to motivate adult learners in Saudi Arabia Maureen Franks (British Council, Saudi Arabia) The presentation will look at a situation where young female teachers in the Kingdom of Saudi Arabia were asked to teach adults, the same age as themselves, to learn English. I will look at the problems these young teachers faced and how through discussion and training we addressed many of the problems.	e, ie, t, a
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1500-1545 Session 1.5

Great Hall (400 audience) Talk GEN	The fully competent speaker of English as a lingua franca Penny Ur (Oranim Academic College of Education, Israel) The appropriate model for the teaching of English as a lingua franca should be neither a limited variety of English accepting common learner usages as standard, nor any particular native dialect; but rather the language of the 'fully competent' ELF speaker, who may or may not be a native speaker.	
Newman A (350 audience) Talk GEN	Come and help us write a dictionary! Patrick Gillard & Melissa Good (Cambridge University Press, United Kingdom) Come and put yourselves in the lexicographer's chair! Help us to write an entry for an advanced learner's dictionary and see how it matches the new edition of the <i>Cambridge Advanced Learner's Dictionary + CD-ROM</i> . There is also a special extra 'plus' that we'd like to tell you about at the end of the presentation.	fp, pub
Newman C (90 audience) Talk LT, TD	The role of online tutors in supporting teacher education Michael Bowles (British Council, Seoul, Republic of Korea) This presentation will describe a study that attempted to identify the online roles performed by course tutors through the messages they posted on the asynchronous, computer-mediated forums which are used as part of the Distance DELTA (Diploma in English Language Teaching to Adults) course and how these had the potential to contribute to the professional development of the course participants.	e, a
Newman D (56 audience) Talk TD, TTed	The certificate in advanced methodology: a new opportunity for teachers Mike Cattlin (International House World Organisation, Hungary) International House are soon to launch The Certificate in Advanced Methodology, a 50-hour course with strands covering teaching and learning, study skills, language skills, systems and materials and theories and approaches. It is designed for teachers preparing to take a diploma level qualification or at teachers who are looking for a higher level course with less stress!	e, ie, a
Newman E (160 audience) Talk EAP, LT	Blended learning: meeting the challenges of university language teaching Mario Oesterreicher (Friedrich-Alexander University, Erlangen-Nuremberg, Germany) & Jenny Lovel (Macmillan English Campus, United Kingdom) Demand for university English courses is increasing, but how do busy language departments cope with increasingly diverse learner groups, without additional resources? Using the <i>Macmillan English Campus</i> , Mario Oesterreicher shows how integrated blended learning can help personalize learning, increase motivation and improve teaching efficiency. Jenny Lovel introduces a flexible bank of EAP material, commissioned specifically to meet university users' needs.	e, ie, p, s, t, a, fp, pub

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Tuesday 8 April

Session 1.5 : 1500-1545

Queens 1B
(50 audience)
Talk
AL, ESP

Contrastive rhetoric study of reporting verbs in Chinese/English dissertations **Hui-Ling Lang (Ming Chuan University, Taiwan)**

This session investigates whether Chinese academics have particular academic conventions to use or they borrow the Anglo-Saxon Western conventions (Pennycook, 1996). A contrastive rhetoric analysis of two corpora, namely, 24 English and 24 Chinese MA dissertations written by Taiwanese students was conducted. Results can be of some help for English tutors when providing academic writing courses to Chinese students.

e, ie, t

Queens 1C
(50 audience)
Open Forum
TEA SIG
Programme

Testing, Evaluation & Assessment Special Interest Group Open Forum

Here is an opportunity to come and meet other like-minded people interested in discussing Testing, Evaluation and Assessment related issues. Find out about what the TEA SIG has been doing over the last year and what we intend to do over the next. Meet committee members and learn about how you can become involved in the TEA SIG. Part of the Open Forum will be a discussion around the issues raised in the day's programme, aided by a panel made up of presenters from the TEA SIG Programme. Drinks and snacks will be provided, alongside a raffle!

Queens 1G
(50 audience)
Talk
RES

Do students learn grammar the way we think they do? **Yasemin Birgan (Bilkent University School of English Language, Turkey)**

Drawing on findings from cognitive psychology, I shall propose that there are certain conditions necessary for students to learn L2 grammar in the classroom effectively. Secondly, I examine the findings of a study into Turkish learners' preferences and experiences of learning grammar. Finally, I present a framework of grammar teaching and learning, which can serve as a guide for teachers.

t

Queens 1H
(50 audience)
Talk
EAP, RES

DIY EAP: is it really possible? **Ivor Timmis & Heather Buchanan (Leeds Metropolitan University, United Kingdom)**

This talk describes an action research project we carried out to help international students on our MA course develop noticing skills. We describe and give a rationale for the strategies we encouraged them to adopt to convert more of the input - the language they were exposed to during the course - into intake.

e, ie, t, a

Queens D
(50 audience)
Talk
ES(O)L SIG
Programme

The real world? Taking ESOL support beyond academic survival **Bev Davies (Salford Museum and Art Gallery, United Kingdom)**

17- and 18-year-old college students with ESOL needs: how best to motivate them in their additional language classes? This talk reports on a partnership between a social history museum and an FE college, the transferable personal, social and language skills gained from extended project work in the museum and the effect this had on language use in students' mainstream courses.

e, ie, s, a

Queens E
(50 audience)
Talk
LT, YL SIG
Programme

Adapting free online flash games to language learning **Kyle Mawer (British Council Young Learner Centre, Spain)**

This talk will look at the reasons behind adapting non-ELT online computer games for language learning, both inside the classroom and out. I will be looking at the pedagogy that can be applied and its application to some specific online flash games (<http://kylemawer.wikispaces.com>). Finally, I will present a language skills based learning activity from a virtual world (<http://secondlife.com>).

e, ie, t

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Queens F (50 audience) Open Forum GISIG 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 your opportunity to meet (and join) the GISIG committee.	
Queens LT1 (120 audience) Talk TD, TTed	Trainer training across borders: the perils and the pitfalls Anne Wiseman (British Council, Bahrain) Regional trainer training is one strand of a British Council project in the Middle East. The project involves working with MoEs to design and deliver a regional trainer training course, taking into account countries as diverse as Yemen, Saudi Arabia and Iraq. The presentation outlines how the programme was designed and delivered and describes 'lessons learnt' during the process.	e, ie, s, t
Queens LT2 (152 audience) Talk MD	DARTs: legal things to throw at students! Sarah Mercedes Howell & Lisa Kester Dodgson (Freelance, Italy) DARTs (Directed Activities Related to Texts) is an engaging approach which encourages student interaction with texts, develops their reading comprehension skills thus helping to turn them into critical readers. This session demonstrates how teachers can modify and handle texts with their teenage classes in order to obtain better performance in various parts of the PET and FCE examinations.	ie, s, pub
Queens LT4 (90 audience) Talk TD, ELTM SIG Programme	Improving English levels across the country: the Colombian case Rosa Maria Cely Herrera (British Council/Ministry of Education, Colombia) In 2005, the Colombian Ministry of Education launched a national project to improve English across the educational system. I describe the major governmental policies, the National Standards and the National Testing System for English, the Teacher Development Programmes led by Local Education Authorities, and the impact that the programme has already had on different actors, institutions and the community in general.	e, p, s, t
Queens LT6 (80 audience) Talk LMCS	Addressing culture in EFL materials Laura Meza (Oxford University Press, Mexico) When physical and cultural distance are added to the already complicated task of bringing the culture in language closer to students the role of materials becomes crucial. However, cultural content usually 'dies' on the page unless there is a conscious effort to make it a realistic element of language teaching. Ideas to achieve this will be discussed in this talk.	e, a, fp, pub
Queens LT7 (80 audience) Talk EAP, MD	Designing writing workshops for the classroom Lisa Nazarenko (University of Vienna & University of Applied Sciences, Austria) & Gillian Schwarz (University of Vienna, Austria) Workshops in the classroom that guide students through the stages of the writing process not only help them to improve their writing skills, but allow them to develop the vocabulary and grammar relevant to each text type they write. We will discuss our method of designing writing workshops that suit the group, the language level and the text type.	e, ie, t

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Tuesday 8 April

Session 1.5 : 1500-1545

Session 1.6 : 1620-1720

Queens MR
(90 audience)
Talk
MD, TD

A 'Common European Framework' was not what language teaching needed
Anthony Bamber (Yorkshire, United Kingdom & Italy)
Research at Amsterdam University concludes that no higher skill in language is possible without 'lower order automatisations', but in schools we see the baleful influence of The Common European Framework - a standardising, interstate test system, which leads to phrasebook cramming and boring, demotivating lessons. I'll show my grammar kit pages for fun speaking activities and a DVD of lessons.

e, ie, p, s

Queens N
(20 audience)
Talk
TD, TTEd

The career stages of EFL teachers in Oman
Auhoud Albulushi (Sultan Qaboos University, Sultanate of Oman)
This presentation reports on a PhD study on the career stages of EFL teachers in Oman. Teachers' concerns, difficulties, sources of satisfaction and dissatisfaction and their professional needs at different stages of their career were the focus of the study. Four career stages were identified and analyzed: the academic phase, the novitiate phase, the maturation phase and the mid-career phase.

e

1545-1620 Coffee break (sponsored by Cactus Worldwide)

1620-1720 Session 1.6

Great Hall
1620-1705
(400 audience)
Talk
LT

Future bright, future right? IWBs and technology in ELT
Robert Bexon (Pearson Longman, United Kingdom)
Wikis, blogs, podcasting... so many vogue terms and expressions, it's unsurprising teachers can feel uneasy about using technology in the classroom. However, integrating technology isn't difficult. Let's examine what we already know and how to integrate the more accessible technological advances into our teaching. This session includes a demonstration of Pearson Longman's new IWB product - *Total English Digital*.

e, ie, p, s, t, a, fp, pub

Newman A
(350 audience)
Workshop
LMCS

How to teach culture
Barry Tomalin (International House, London, United Kingdom)
In 2008, the international year of culture, this workshop updates participants on intercultural education and explores the key concepts and the core curricular, methodological and assessment approaches to culture currently being used in the classroom. Using DVD and other resources, it offers exercises that allow teachers to help students raise their awareness of items of cultural significance in ELT.

e, ie, s, t, a

Newman C
(90 audience)
Workshop
TTEd

So, when you say trainer training...: Asking the right questions
Simon Smith (Freelance, United Kingdom) & Sue Leather (Sue Leather Associates, Canada)
What kind of questions should trainer trainees ask in order to develop a programme in a new context? The workshop will focus on how we can elicit information from all stakeholders in order to get a fuller picture of the training context. The outcome will be a checklist of questions to ask to help us to develop context-sensitive content and process.

e, a

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Newman D (30 audience) Restricted Swapshop EAP	ESL composition tales: reflections on teaching Susan Holzman (Academic Arab Teacher Training Institute at Beit Berl, Israel) In this swapshop session, experienced and inexperienced teachers of ESL/EFL writing can share their concerns and questions, epiphanies and practices. Bring your methods for responding to papers (accuracy or fluency?), prompts and assignments for writing, what you love and what you use but are unsure of. We can share, commiserate and learn from each other.	e, ie, s, t, fp
Newman E (160 audience) Workshop GEN	Elevator: speaking your language David Gray (Freelance, Spain) The session will look at the speaking skill from the perspective of the distinction between interaction and production as established in the Common European Framework and developed in the <i>Elevator</i> materials. The session is active and highly practical. Participants should take away ideas which they can put to use in their own classrooms.	e, ie, t, a, fp, pub
Queens 1B 1620-1705 (30 audience) Restricted Talk TD	Empowering teachers to overcome stereotyping through ELT training Begum Kut (International Training Institute, Turkey) I am a Turkish Muslim woman and limited by this stereotype. How can teacher training help cross the boundaries of stereotypical identities? In this talk, stereotypical behaviour will be discussed through the analysis of specific cases. We examine ways teacher training can promote critical awareness and overcome the issue of stereotyping and develop critical awareness of professional identity.	e
Queens 1C (50 audience) Workshop TEA SIG Programme	Can English as an international language be tested? Judith Mader (Freelance, Germany) We will discuss and compare what we mean by EIL/ELF as well as the criteria we are familiar with for testing oral performance, both in high-stakes exams and in classroom tests, to see how combining these can be useful in the construction of a model for the testing of English as it is often actually used today.	e, a
Queens 1G (30 audience) Restricted Workshop BE	Spotlight on... listening activities Joanna Westcombe (Spotlight Verlag, Germany) In this session we will try out simple, effective listening tasks for the classroom and self-study. I'll be using podcasts and other audio material that accompany <i>Spotlight</i> and <i>Business Spotlight</i> , current affairs magazines available in seven national editions, but ideas are applicable to any listening material. Participants will leave the session with hard copies and 'sound ideas'.	e, ie, s, t, a, fp, pub
Queens 1H (30 audience) Restricted Workshop LA	Each step a student takes must always be forwards? Tracey Sinclair (ELI Publishing Ltd, Italy) We learn to walk and talk one small step at a time. So why do teachers sometimes expect students to take leaps? There are different ways to achieve tasks; do you never retrace your steps? Comparing students to vehicles with a reverse gear, we'll discuss practical ways students can progress with <i>New Step Ahead</i> , not always in the expected direction.	ie, s, fp, pub
Queens D (50 audience) Workshop ES(O)L SIG Programme	Trinity's tips for test-takers Kate Biggins (Trinity College London, United Kingdom) Whilst Trinity's UK ESOL examinations are candidate-led in their format and approach, candidates affect their marks by failing to employ basic examination techniques. This practical workshop will list some common errors candidates make during language examinations. Attendees will also try out classroom activities that can be used with students in exam preparation classes.	e, ie, a, pub

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Tuesday 8 April

Session 1.6 : 1620-1720

Queens E (30 audience) Restricted Workshop TD, TTEd	From coach to awakener Bonnie Tsai (Pilgrims, United States) Coaching is a term that refers to a way of working with people that empowers them to make changes in the way they learn and work. Coaches believe that we all hold solutions to the challenges that lie within us and that we can work out how to resolve issues ourselves.	e, p, s, a
Queens F (50 audience) Workshop TD, GI SIG Programme	ETPD, another acronym, but what does it stand for? Michael Berman (Oxford House College, London, United Kingdom) The only way to find out is by attending the session. However, without giving too much away, what can be said is ETPD represents a shift in instructional strategy, from the way things have traditionally been done. And one of the ways it can be applied in the classroom is through storytelling, which is what this workshop will focus on.	e, ie, t, a
Queens LT1 (120 audience) Workshop EAP	Critical thinking. An alternative approach to the EAP syllabus Jim Carmichael (Bell, United Kingdom) Critical thinking is a set of intellectual tools, an attitude and an essential component of every tertiary level course. This workshop will provide an introduction to critical thinking and some practical examples of tasks and tools. The anticipated outcome is an increased awareness of the discipline and a willingness to allow it a more prominent role in EAP courses.	e, t, a
Queens LT2 1620-1705 (152 audience) Talk MD, YL SIG Programme	English through music: effective CLIL lessons for young learners Jane Willis (Freelance, United Kingdom) What potential does CLIL have for language development? This talk begins with a brief introduction to content-based approaches and then looks at reasons why music is particularly suited to CLIL. I will give examples of activities for children that not only teach basic musical skills and concepts but which also fulfil conditions that are likely to promote language learning.	e, ie, p, fp, pub
Queens LT4 (90 audience) Workshop TD, ELTM SIG Programme	Upwards management: how to manage your boss effectively George Pickering (United Kingdom) You may manage your own colleagues well, but how effectively do you currently manage your boss? This practical workshop will help you to: analyse the strengths and weaknesses of your boss; find out what their objectives and needs are; and establish the best way to communicate with them and inform them about your needs.	

Queens LT6 (80 audience) Panel discussion GEN	IATEFL/HORNBY TRUST PANEL DISCUSSION Teachers speak: ELT in Africa, Asia, Latin America and Russia The following panel members are current Hornby scholars, i.e., sponsored by the A.S. Hornby Educational Trust currently studying for postgraduate qualifications in UK institutions. Isaura Tejeda Arencibia, Iriz Anjelica Astillero, Stephen Robert Bundala, Consuelo Cedano Pineda, Santee Moloye Dowlot, Marcus Ferreira Da Silva, Vandana Lunyal, Sudashana Moodliar, Antonio Oscar Mulima, Daniel Oginda Orina, Rosa Maria Pelaez Carmona, Yasna Ivonne Pereira Reyes, Ismaa Saadat, Muhammad Gulubba Sirajo, Liudmila Sokolova, Setu Zahid Hossain, Amanda Belarmina Zamuner The Hornby Educational Trust has been funding Masters Scholarships for ELT practitioners from countries in transition for over 30 years. This year's scholars will describe the personal ELT challenges they face and the creative initiatives they are taking in their countries to improve English teaching and learning. Come along to contribute your thoughts and ask any 'burning' or 'difficult' questions!	e, ie, p, s, t, a
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Queens LT7 (80 audience) Swapshop LT	Making virtual learning environments work... for us... as teachers Jody Skinner (Institut fuer Anglistik, Universitaet in Koblenz, Germany) Virtual learning environments can help us organize courses, create exams, monitor grades, and increase participation. This swapshop is both for those of us who already have experience using electronic course tools and for others who might not know all the wonderful things available to make our paperwork easier and to help us spend more time doing what we love: teaching.	e, ie, a
Queens MR (90 audience) Workshop TD, TTed	Six circles - activities for teacher development Duncan Foord (OxfordTEFL, Barcelona, Spain) How can busy teachers integrate development into their daily working life? The workshop looks at accessible, practical and time-efficient activities for use in class and outside class. Some activities will be demonstrated during the workshop and there will be a brief overview of the six circles model, which can help contextualise teacher development.	e, p, s, t, a
Queens N (20 audience) Restricted Workshop GEN	Designing brain-compatible communicative literature lessons to teach English Arzu Mutlu & Ezgi Bircan Bahce (TOBB ETU, Turkey) This workshop will provide the participants with information on how to use literary texts in communicative language lessons designed with brain-based learning principles. Firstly, brief theoretical information on brain-based learning principles will be offered. Then tips on how to use literary texts to create a brain-friendly communicative language environment will be discussed. Next, a sample lesson plan will be implemented.	ie, a

1735-1835 Session 1.7

Great Hall (400 audience)	ELT Journal / IATEFL Debate North, south, east or west - good language teaching is always the best This is the title that no-one can disagree with. Of course everybody is in favour of 'good' language teaching. But the question is what is 'good'? According to one view, 'good' is a contextual term - what is right in one context will not be right elsewhere. The alternative view holds that there are certain fundamental principles and characteristics of 'good' language teaching which are always true wherever you work. It is the overlap and difference between these two views that we want to explore with the help of our two speakers. Anthony Bruton (University of Seville, Spain) will speak in favour of the 'universal' position, and Adrian Holliday (Christ Church University Canterbury) will argue for a contextually appropriate approach. The Chair will be Keith Morrow (Editor, <i>ELT Journal</i>). Please come along, listen to the debate, and have your say.	
Newman A (350 audience) Workshop GEN	Helping students make the coursebook their own Mario Rinvoluceri (Pilgrims, United Kingdom) While oral language focuses on I, YOU and US, coursebooks are full of third person pronouns. This workshop is about helping students to engage with their coursebook in an I-thou way. We will do four reading comprehension activities that ensure emotional involvement with the text. After a look at listening comprehension, we will end with movement exercises for teaching grammar.	e, ie, s, t, a

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Tuesday 8 April

Session 1.7 : 1735-1835

Newman C 1735-1820 (90 audience) Talk EAP, PRON	Ship or shEAP: pronunciation in English for academic purposes Annette Margolis & Jonathan Smith (CALS, University of Reading, United Kingdom) Although pronunciation difficulties can impact negatively on other skills, due to poor vocabulary uptake, pronunciation teaching may be undervalued in EAP. This talk emphasises awareness of students' L1 backgrounds and their aspired academic discourse community, as highlighted in <i>Pronunciation</i> by Smith and Margolis (in Garnet Education's <i>English for Academic Study</i> series), for designing a needs-specific pronunciation programme.	e, t, a
Newman E (160 audience) Workshop LT	The what, why, where and how of wikis Nicky Hockly (The Consultants-E, Spain) Wikis are simple web pages that can be edited and developed by anyone. No special technical skills are needed to use wikis – anyone can do it! This workshop looks at what wikis are, and at how to use wikis with learners. We look at real EFL learner and teacher wiki projects and at free wiki software available on the Internet.	e, ie, s, t, a
Queens 1B (50 audience) Workshop TD	The application of accelerated learning principles within EFL/ESOL contexts Rita Baker & Julie Humble (Lydbury English Centre Ltd, United Kingdom) Accelerated learning is an umbrella term for all the known principles we need to apply in order to enhance learning. We will be offering a few simple tools which can help us to acquire the information we need about our students' learning styles. We will then explore the implications for choosing appropriate materials and classroom activities.	e, ie, p, s, t, a
Queens 1C (50 audience) Workshop TEA SIG Programme	The candidate, the essay, the test: examination writing reassessed Cathy Taylor & Erika Radford (Trinity College London, United Kingdom) This workshop will look at the benefits of using a portfolio approach to externally assess a candidate's written work. By allowing candidates ample preparation time to present the best work they can produce in a portfolio rather than the best they can produce on a single occasion in the examination room we intend to expand the range of formal writing assessment.	e, s, t, a, pub
Queens 1G (30 audience) Restricted Workshop TTed	Let your body do the talking Geoff Costley (Technical Studies Institute, Dhahran, Saudi Arabia) Fed up with plodding through the motions as eyelids tumble all around you? Inject some flair into your lessons by using your body to create a visual impact. This workshop will sharpen your mime techniques and maximise the use of suspense and humour in the classroom. Shake off shyness and gain self-confidence as a more vital performer.	e, ie, p, s, t, a
Queens 1H (30 audience) Restricted Workshop GEN	Minimum preparation, maximum confidence! Debra Cannam (Bell Bedgebury International School, United Kingdom) Still finding your feet? Feeling held back by limited resources? Break free from the constraints of the coursebook and begin to unlock your potential by learning techniques to create interesting and useful lessons for your students which require minimum preparation and resources but which will maximise both teacher and student confidence.	ie, a

e = experienced audience

ie = inexperienced audience

p = primary teaching

s = secondary teaching

t = tertiary teaching

a = adult teaching

fp = focusing on published/commercial material

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

PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS

Queens D 1735-1805 (50 audience) Talk ES(O)L SIG Programme	Doing a Model United Nations in the classroom Donna Tatsuki & Lori Zenuk-Nishide (Kobe City University of Foreign Studies, Japan) This presentation will show how to set up and run a Model United Nations (MUN) in the classroom. It is a way to bring communication, academic skills and global education into the classroom. The benefits of an MUN are numerous but success requires specific structure and organization. This presentation will outline the preparation and simulation process.	ie, s, t
Queens E (50 audience) Open Forum YL SIG Programme	Young Learners Special Interest Group Open Forum Welcome to the Young Learners Open Forum. If you are not a member of the Young Learners SIG, please also join us! In the business meeting section of the forum, we will talk briefly through the following: finances; membership; past events; forthcoming events; and more. We look forward to seeing you there.	
Queens F 1735-1820 (50 audience) Talk MD, GI SIG Programme	From the language of colonialism to that of conflict mitigation? Zarina Subhan-Brewer (STEPS Programme, British Council, Sri Lanka) This presentation will illustrate how a CLIL approach for an English improvement course in Sri Lanka was used to strengthen the foundation of government. It will consider how CLIL materials for public servants can disseminate good governance principles and change behaviour and attitudes. I therefore propose that the English language can assist the development of a country (and question ethnic stereotyping).	e, a
Queens LT1 1735-1820 (120 audience) Talk BE, MD	Developing intercultural competence Marcin Wojtynski (Heinle ELT, United Kingdom) Developing cultural understanding and tolerance has become critical for all of us today. In this talk I will present a major strand called Business across Cultures which represents an innovative but pragmatic approach to developing competence and could also act as a starting point for practitioners working in other areas of ELT.	e, ie, p, s, t, a, pub
Queens LT2 1735-1820 (152 audience) Talk LA	From the Learner Corpus to learner autonomy at First Certificate Guy Brook-Hart (Freelance, Spain) This talk looks at the errors most frequently made by First Certificate candidates as revealed by the Cambridge Learner Corpus and how this information can be used for syllabus design and producing more effective teaching materials. It suggests how work on common errors can lead to greater learner independence. Examples are taken from <i>Complete First Certificate</i> (CUP 2008).	e, ie, s, a, fp, pub
Queens LT4 (90 audience) Workshop ELTM SIG Programme	Feedback for managers Andrew Hockley (H&E Education and Management, Romania) As teachers we know the value of feedback, but is effective feedback one of the things we misplace as we move from teacher to manager? This workshop aims to look at the role of feedback in the language teaching organisation from a management perspective. How can we as managers become more skilled at both giving and receiving feedback?	
Queens LT6 1735-1820 (80 audience) Workshop LT	Portable electronic dictionaries, toys or versatile devices for English learners? Toshihiko Uemura (Siebold University of Nagasaki, Japan) This workshop focuses on made-in-Japan handheld-electronic dictionaries (HED). Powered by two AAA batteries, most HEDs can show their full dictionary contents and plain-text files, and play MP3 files for more than 100 hours. After a brief introduction of the latest HED models, we will discuss how to use these versatile devices for English learners in the classroom.	e, ie, t, a, fp

AL = Applied Linguistics
BE = Business English
EAP = English for Academic Purposes
ELTM = ELT Management
ES(O)L = English as a Second Language
ESP = English for Specific Purposes

GEN = General
GI = Global Issues
LA = Learner Autonomy
LT = Learning Technologies
LMCS = Literature, Media & Cultural Studies
MD = Materials Development

PRON = Pronunciation
RES = Research
TD = Teacher Development
TTed = Teacher Training & Education
TEA = Testing, Evaluation & Assessment
YL = Young Learners

Tuesday 8 April

Session 1.7 : 1735-1835

Evening events : 2000-2200

Queens LT7
(80 audience)
Workshop
GEN

Measuring texts through response and premise - practical classroom strategies **Chris Roland (British Council Barcelona, Spain)**

e, ie, s, t, a

Several highly adaptable strategies to make class readings engaging/accessible by encouraging students to examine their own responses to texts - including comprehension, interest, and level of identification, by altering the reader's initial premise to produce varying interpretations and by using a series of 'all-inclusive' texts as vehicles for grammar and lexis, taking students on a gentle learning curve.

Queens MR
(90 audience)
Workshop
LA

Nuts and bolts: the parts of words our learners need **Robert Ledbury (Izmir University of Economics, Turkey)**

e, ie, s, t, a

This workshop will briefly review relevant theory and research underlying a perhaps under-exploited aspect of vocabulary learning: affixation. As well as considering why knowledge of affixation is important for learners of English, the presenter will involve participants in hands-on activities that demonstrate how learners' awareness can be raised through classroom practice and carefully selected activities.

2000-2200 Evening events

An Evening of Stories and Poems **by Alan Maley and Andrew Wright** **2000-2200 in Newman E**

Andrew will be telling some of his favourite stories, often with a spice of mischief and always full of his usual human warmth. The stories will be interspersed with poems on several themes - some naughty but all nice! The main thing is to share our fun with words and our enjoyment of being with the group.

A snapshot of ELT - the IATEFL Pecha Kucha Night **2000-2200 in the Great Hall**

In a Pecha Kucha event, presenters are allowed 20 slides, each shown for 20 seconds each. This gives a total presentation time of 6 minutes and 40 seconds before the next person is up.

We've gathered some well-known and experienced speakers and challenged them to "do" a Pecha Kucha, each speaking about a different aspect of ELT today. Will they rise to the challenge? Come and find out!

The event will be hosted by Lindsay Clandfield, and speakers include: Susan Barduhn, Margit Szesztay, Gavin Dudeney, Jenny Johnson, Scott Thornbury, Rose Senior, Adrian Tennant and Jeremy Harmer.

A cash bar will be available.