

**0830-1730 Registration desks open**

**0830-1730 Exhibition open**

**0900-1010 Plenary Session**

The Ben Warren International House Trust will announce the winner of the 2007 Ben Warren prize.

Great Hall  
(1400 audience)

**Plenary session by Zoltán Dörnyei**

Zoltán Dörnyei received his PhD in psycholinguistics from Eötvös University, Budapest in 1988 where he then worked for 10 years as a teacher trainer and applied linguist. In 1998 he moved to the UK, and he is currently Professor of Psycholinguistics in the School of English Studies, University of Nottingham. He has published over 60 academic papers on various aspects of second language acquisition and language teaching methodology, and is the author of several books, including *Motivational Strategies in the Language Classroom* (2001, Cambridge University Press), *The Psychology of the Language Learner* (2005, Lawrence Erlbaum/Routledge), *Motivational Dynamics, Language Attitudes and Language Globalisation* (2006, Multilingual Matters) and *Research Methods in Applied Linguistics* (2007, Oxford University Press).

**Motivation and the vision of knowing a second language**

Everybody who has ever taught or learnt a foreign/second language (L2) knows that motivation plays a vital role in language learning. But what exactly is 'motivation'? And how can we use motivation theory for practical purposes? In this talk I will describe a new theory to the understanding of L2 motivation, the '*L2 Motivational Self System*', which attempts to combine a number of influential past approaches with the findings of 'self'-research in psychology.

The key component of the new theory is the '*Ideal L2 Self*', referring to the L2-specific facet of one's 'ideal self', which is the vision-like representation of all the attributes that a person would like to possess. To put it broadly, the ideal self is our internal image of the person that we would like to become. If our ideal self is associated with the mastery of an L2, that is, if the person that we would like to become can speak an L2, then we can talk about an Ideal L2 Self, which is a strong motivator because we would like to reduce the discrepancy between the actual and the ideal L2 selves.

This novel approach has considerable practical implications as it opens up a whole new avenue for promoting student motivation by means of increasing the elaborateness and vividness of self-relevant imagery in the students. The approach suggests that one very effective way of motivating learners is to create in them an attractive vision of their ideal language self. In the second half of the talk I will offer several practical techniques that language teachers can use to achieve this in their classrooms

**1025-1110 Session 2.1**

Great Hall  
(400 audience)  
Talk  
AL, EAP

**Academic vocabulary: applying the evidence of a corpus**  
**Michael McCarthy (University of Nottingham, United Kingdom) & Felicity O'Dell (Freelance, United Kingdom)**

In this talk we look at spoken and written academic corpora. We examine not only frequency lists, but also key words and collocations which characterise academic discourse. Additionally, we look at frequent multi-word chunks and the contribution they make to academic discourse and the construction of knowledge. We consider how these insights can be applied to EAP vocabulary materials.

e, t, pub

# Wednesday 9 April

Session 2.1 : 1025-1110

Newman A (350 audience) Talk LT, YL	<b>Investigating <i>MEC Worlds</i>: CD-ROM-based, blended-learning resources for young learners</b> <b>Susan Holden (Freelance, United Kingdom)</b> This highly flexible material can be used: in the classroom using a projector or IWB to present topics and language and promote discussion; in the media centre by learners working alone or collaboratively. The users can choose their own routes through the <i>Worlds</i> ' audio-, visual- and text-based activities.	e, ie, p, s, fp, pub
Newman B (120 audience) Talk LMCS	<b>Culture studies across the board</b> <b>Janet Borsbey &amp; Ruth Swan (Freelance, Italy)</b> Why not apply approaches such as content-based teaching and CLIL to teaching culture studies in the secondary school? Let's look at how culture studies can be motivating and challenging, how it can unite culturally diverse classes and how it can be serious, relevant and fun. We will refer to published material and activities which have not yet been published.	e, ie, s, fp, pub
Newman C (90 audience) Talk GEN	<b>For students who think they know everything</b> <b>Serina Gafoor (International House, Bucharest, Romania)</b> This presentation outlines the ways that we can encourage learners to recognise the gaps in the learning at proficiency and post proficiency level when they may have become complacent. It focuses on how we can provide them with the tools to analyse and reflect on their language and in turn develop skills and techniques to produce natural sounding English.	e, a
Newman D (30 audience) Restricted Talk ESP, LT	<b>Designing a 'portable' virtual learning environment virtually cost-free</b> <b>Manuela Reguzzoni (Freelance, Italy)</b> This 'interactive' talk will focus on how to create an effective Virtual Learning Environment (VLE) spending little or no money. We will examine a number of free resources, discover what a 'portable VLE' is and how it is designed, try out a 'portable' VLE (for students of Maritime English) and reflect on practical and methodological issues related to electronic material design.	ie, s, a
Newman E (160 audience) Talk TEA	<b>Teaching for the updated Cambridge ESOL FCE Writing Paper</b> <b>Margaret Cooze (Cambridge ESOL, United Kingdom)</b> The presentation will provide details of the developments to the updated FCE Writing Paper and will present areas which teachers may wish to focus on in preparing candidates for the December 2008 administration. These will include the use of email as a format, updated task types, set texts, awareness of audience and the issue of register.	e, ie, s, t, a, pub
Queens 1B (30 audience) Restricted Workshop GEN	<b>Recipes for classroom reading</b> <b>Kate Evans (Embassy CES Hastings, United Kingdom)</b> The 'standard' approach to reading texts - introducing the topic; scanning/skimming questions; intensive questions; and language focus - has become such an established formula that it's often easy to forget alternatives. This workshop aims to look at a range of activities that can motivate students of all types to work cooperatively on reading tasks in class.	e, ie, s, a

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ie = inexperienced audience

p = primary teaching  
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**PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS**

Queens 1C (50 audience) Talk TEA	<b>Exam-focused teaching strategy: improving school certificate English in Nigeria</b> <b>Oluwayomi Oladunjoye (Olabisi Onabanjo University, Ago-Iwoye, Nigeria)</b> The session discusses the experience of an English instructor with 280 'experimental' candidates at a Nigerian secondary school using an exam-focused teaching strategy. This was against the backdrop of a five-year record of failure of students taught with a lecture method in the same school. The result is overwhelming as over 80.5% of the students passed at credit level. The strategy is recommended.	e, s
Queens 1G (50 audience) Talk <b>RES SIG</b> <b>Programme</b>	<b>Person and process orientations to TESOL</b> <b>Sue Garton (Aston University, United Kingdom)</b> It is now widely recognized that, to understand classroom practice, we need to understand teachers' beliefs. This talk will show how the beliefs of a group of EFL teachers, while undoubtedly complex, can be conceptualized as either person-oriented or process-oriented. The significance of this for a more effective integration of beliefs into teacher education programmes will be discussed.	e, a
Queens 1H (30 audience) Restricted Talk EAP, LT	<b>Using a dictionary on CD-ROM or online for writing</b> <b>Birgit Winkler (Freelance, Austria)</b> This presentation will explore how the latest editions of CD-ROM and online dictionaries can support the writing process. It will first look at the facilities that such dictionaries offer to learners of English when composing a text. Then their benefits and shortcomings will be highlighted by looking at the results of an exploratory study.	e, ie, t, fp
Queens D (50 audience) Talk LT, <b>TTEd SIG</b> <b>Programme</b>	<b>Problems and rewards in language teacher education by distance</b> <b>David R Hall &amp; John Knox (Macquarie University Sydney, Australia)</b> There has been a substantial increase over the last 15 years in the provision of programmes providing language teacher education by distance. This session reports on an international survey of language teacher-trainers and administrators and focuses on the wide range of issues raised by respondents, including technology, affective factors (such as isolation), assessment, plagiarism, administration, status, workloads and standardisation.	e, ie, t, a
Queens E (50 audience) Talk <b>BE SIG</b> <b>Programme</b>	<b>So who can't you understand and why?</b> <b>Ian McMaster (Business Spotlight, Spotlight Verlag, Germany)</b> It is often said that non-native speakers of English find it easier to communicate with other non-native speakers than with native speakers. This talk will investigate this claim, using the results of a <i>Business Spotlight</i> survey of more than 1,000 German-speakers who use English at work. The reasons for communication problems will also be presented.	e, t, a, fp, pub
Queens F (50 audience) Talk <b>PRON SIG</b> <b>Programme</b>	<b>Negative attitudes to English-teachers' 'non-standard' accents and solutions</b> <b>Bunny Richardson (Dublin Institute of Technology, Ireland)</b> Research has shown many L1 and L2 English teachers feel ill-equipped to teach pronunciation for numerous reasons. This talk addresses some pertinent issues, namely problems with current ELT pronunciation pedagogy, the preference for hiring L1 English teachers by some institutions worldwide, the 'native speaker fallacy' (Canagarajah, 1999) and other issues concerning accent. The talk also offers some solutions to these problems.	e, ie, s, t, a

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# Wednesday 9 April

Session 2.1 : 1025-1110

Queens LT1 (120 audience) Talk EAP, ESP	<b>Becoming a 'plagiarism-conscious' teacher: suggestions for good practice</b> <b>Nadya Yakovchuk (University of Leicester, United Kingdom)</b> Following a critique of online student-oriented plagiarism prevention guidelines provided by British higher education institutions, this talk emphasises the importance of staff development with regard to plagiarism conceptualisation and prevention. It specifies three characteristics of a 'plagiarism-conscious' teacher (awareness, neutrality and flexibility), and offers concrete suggestions for good practice with regard to plagiarism prevention strategies and EAP teaching practice.	e, ie, t, a
Queens LT2 (152 audience) Talk TD	<b>Teacher development through action research: a case study</b> <b>Fatos Ugur Eskicirak (Bahcesehir University, Turkey)</b> This session describes the process and reports on the effectiveness of an institutional approach to ongoing teacher development, herein called 'Collaborative Action Research Project' (CARP). It is hoped the ideas in this session will be of practical value to those seeking ways to expand their knowledge, skills and practice through reflective practice and action research.	e, ie, a
Queens LT4 (90 audience) Talk GEN	<b>Interactive grammar activities</b> <b>Yanghee Han (Cheonan Seongseong Middle School, Republic of Korea)</b> Grammar as well as fluency is important to convey meaning clearly and accurately. But English learners sometimes think grammar is something boring and annoying. Here are some activities to help students enjoy learning grammar with interactions in class. These activities are good for middle school students who learn English as a foreign language.	e, ie, s
Queens LT6 (80 audience) Talk TD, LA SIG Programme	<b>The ILC iceberg: insights from the crew</b> <b>Janet Olearski (The Petroleum Institute, Abu Dhabi, United Arab Emirates)</b> An Independent Learning Centre is like an iceberg: what goes on under the surface is not apparent to its users. Having a knowledgeable and energised team is key to good organisation and smooth-sailing. The presenter will describe how tasks and projects devised to help orient staff to ILC work eventually contributed to a creative ILC staff development programme.	e, ie, t
Queens LT7 (80 audience) Talk GI, TD	<b>HORNBY TRUST ALUMNUS*</b> <b>The challenges of being an EFL teacher in difficult circumstances</b> <b>Ayneabeba Andualem* &amp; Nigussie Negash (Ethiopian Civil Service College, Ethiopia)</b> This talk reports on the outcomes of a Hornby School in Ethiopia which raised important issues concerning teaching English in difficult circumstances (in large classes). Outcomes included a book publication, followed by a study which investigated the uptake of training ideas by participants. This sheds new light on the ways teachers learn and develop professionally in difficult circumstances.	e, ie, p, s, t, a

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Queens MR (90 audience) Talk	<p><b>Alastair Pennycook's plenary follow-up session</b></p> <p><b>The educational possibilities of hip-hop</b></p> <p>This talk looks at different educational uses of hip-hop. As educators we need to engage with the transcultural flows within which our students are located: Global flows of English and popular culture turn classrooms in many parts of the world into spaces of transcultural contact. In order to be attentive to the politics of location in the global context, we need to understand how hip-hop, as one particular example of current popular culture, brings fixity, flow and fluidity into all our classes and how hip-hop as pedagogy operates across numerous sites outside our classrooms. Beyond the use of hip-hop as a form of popular culture that can raise student motivation, or the inclusion of hip-hop in curricula in order to bridge the cultural divide between schooling and life outside, this paper draws on various data to explore hip-hop and education across different contexts: Hip-hop as a means to develop language and cultural awareness, where the role of performance makes language more salient; hip-hop as cultural environment, where an understanding of hip-hop culture as transgressive art, as a challenge to norms of language, identity and ownership, informs educational choices; hip-hop as lived curriculum, where forms of hip-hop – from graffiti to break dancing – are understood as significant sites of informal learning; and hip hop for cultural and political expression, where hip-hop is used as a means for disadvantaged youth to voice their particular concerns about the world.</p>
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Queens N (20 audience) Restricted Talk ES(O)L, YL	<p><b>Creative writing: the solution to our problems</b></p> <p><b>Zahraa Al Ebrahim &amp; Badreya Al Qanber (Ministry of Education/Sanabis Intermediate Girls' School, Bahrain)</b></p> <p>We present a creative writing project we have run in our classes for two years, resulting in greater interest in English, and significant improvement in students' grades, and their willingness to write. We present samples of the worksheets, a video of a lesson and interviews with students and parents, and show how writing skills have become part of our students' lives.</p>	e, p, s
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## 1110-1145 Coffee break

**1225-1355 Packed lunches available for collection or to buy in ReFresh (Devonshire House)**

## 1145-1230 Session 2.2

Great Hall (400 audience) Talk LT	<p><b>Using technology for ELT</b></p> <p><b>Mac Mendelsohn (Heinle ELT, United States)</b></p> <p>We will explore some examples of the use of technology for teaching English to speakers of other languages moving from lower tech options to 3D immersive environments. A basic Moodle course, test preparation courses (FCE and TOEFL) with automated essay grading and speech recognition, and <i>Second Life</i> as a platform for language teaching will be explored and discussed.</p>	e, p, s, t, a, fp, pub
Newman A (350 audience) Talk GEN	<p><b>Helping students to learn 6000 key words - and more</b></p> <p><b>Stuart Redman (Freelance, United Kingdom)</b></p> <p>How can vocabulary material be equally effective in the classroom and for self-study? The talk will describe the research we carried out into self-study learning, and how the results informed the writing of the new <i>Oxford Word Skills</i> series. I will address various aspects of vocabulary learning, demonstrating some new materials which aim to be meaningful, memorable and practical.</p>	e, ie, s, t, a, fp, pub

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# Wednesday 9 April

Session 2.2 : 1145-1230

Newman B (120 audience) Talk TD	<b>What the customer wants - quality in the classroom</b> <b>Justin Kernot (British Council Bangkok, Thailand)</b> Students have become extremely discerning, familiar with teaching techniques and styles, fully aware of how and what they want to experience in the classroom. This talk explores a project carried out by a working group of teachers to lead on developing a training plan to ensure that the content and quality of teaching of lessons met the expectations of those learners.	e, ie, s, a
Newman C (90 audience) Talk ESP	<b>Operational Level 4 for aviation. A Cuban project</b> <b>Adita Chiappy &amp; Tony Irizar (GELI, Cuba)</b> The session deals with a project designed for pilots and traffic controllers to meet the language proficiency requirements established by ICAO. The presenters will talk about the activities developed: program development, teacher preparation, test design and adaptation of teaching materials. The results of test takers who have met the Operational Level 4 as of 8th March 2008 will be discussed.	a
Newman D (56 audience) Talk GI, YL	<b>Cross-curricular issues in Spain and published ELT materials</b> <b>Diego Rascon Moreno (University of Jaen, Spain)</b> Results obtained from research carried out across primary schools in the Spanish city of Jaén reveal that many teachers of English use almost exclusively published materials in their lessons. Therefore, analysing them can be claimed to be the most objective way to find out if the cross-curricular issues considered in Spain are addressed in the primary English classroom.	ie, p
Newman E (160 audience) Talk EAP	<b>How can we really teach listening for academic purposes?</b> <b>Terry Phillips (Freelance, United Kingdom)</b> Most experts accept that the skill of listening to formal spoken language involves an interaction of top down and bottom up processing. This interaction must take place in real time for listening to be effective. In this session, the presenter demonstrates how to translate theory into classroom activity, taking examples from the EAP course <i>Skills in English</i> from Garnet.	e, t, fp, pub
Queens 1B (50 audience) Talk GI	<b>Language identity issues in Arabia: Arabic for science and academia</b> <b>Salah Troudi (University of Exeter, United Kingdom)</b> Arabic as a language of science and academia is threatened and being replaced by English in the majority of Arab universities. The session is a report of a research project in progress. The focus is on how language and identity interact and how they affect attitudes towards what Arab students consider the appropriate language of science and academia.	e
Queens 1C (50 audience) Talk GI, TD	<b>My teaching practice: a galaxy of innovations for world peace</b> <b>Muhammad Iqbal (Vocational Training Institute, Narowal, Pakistan)</b> Many children from backward communities engage in antisocial activities – robbery, and fratricidal and global war. The presenter will highlight how we can deal with such challenges if we are creative and willing to investigate their learning problems holistically. The talk includes some innovations developed by the speaker, e.g. new teaching theory, songs, poems and his dream for new global English.	e, ie, t

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Queens 1G (50 audience) Talk <b>RES SIG Programme</b>	<p><b>What do examiners look for in a doctoral thesis?</b>  <b>Shosh Leshem (Oranim College of Education, Tivon, Israel) &amp; Vernon Trafford (Anglia Ruskin University, Chelmsford, United Kingdom)</b></p> <p>How will examiners judge my PhD thesis? What critical features will they use to assess it? What questions will they ask me in my viva? These are important questions as doctoral candidates plan, write and defend their doctorate. The features are critical factors for examiners too. We explain how examiners use identifiable features to judge the scholarly merit of theses.</p>	e, ie, p, s, t, a
Queens 1H (30 audience) Restricted Talk ESP	<p><b>Functional English for adult learners</b>  <b>Padmasani Kannan Sundarachariar (Dr. MGR University, India) &amp; Mohana Priya Basker (Research Scholar, India)</b></p> <p>English is a tool for communication for all purposes. The women of a self-help group, emerging small scale entrepreneurs, evince interest in mastering this skill. A project is going on to train the women of Thiruvavur in mastering functional English. The talk will be on the different modules we have prepared and the methodology we have applied.</p>	e, a
Queens D (50 audience) Talk TD, TEd SIG <b>Programme</b>	<p><b>Differentiated feedback: a way forward?</b>  <b>Fiona Copland (Aston University, United Kingdom)</b></p> <p>Differentiation has emerged as a key concept in adult education literature. Glossed as 'adopting strategies that ensure success in learning for all' (Petty, 2004), differentiation is seen as a crucial tool in engaging learners from a range of cultural and educational backgrounds. But to what extent do we apply the concept to pre-service English language teacher training?</p>	e, a
Queens E (50 audience) Workshop <b>BE SIG Programme</b>	<p><b>Slings and arrows of outrageous fortune: Shakespeare and Business English</b>  <b>Jen MacArthur (University of Vaasa, Finland)</b></p> <p>The presenter will share a lesson where business students explored Shakespeare's <i>Hamlet</i> in an English oral skill course with various objectives: improving pronunciation and public speaking skills, sparking a discussion about leadership, etc. During the session, participants will try some of the activities, and procedures for additional activities will be provided in a handout.</p>	e, ie, t
Queens F (50 audience) Talk <b>PRON SIG Programme</b>	<p><b>Maximizing accuracy and fluency in pronunciation teaching</b>  <b>Bertha Chela-Flores (Universidad Simon Bolivar, Caracas, Venezuela)</b></p> <p>This session proposes an integrated approach to pronunciation teaching: it focuses on the immediate phonetic needs in aural-oral activities of course texts and recycles the same phonetic aspects in different units within a text and in different levels within a program. This approach facilitates beginners' instruction, error correction and highlights the connection between pronunciation and effective aural-oral communication.</p>	e, ie, t, a
Queens LT1 (120 audience) Talk LT	<p><b>Are u goggling or googling?</b>  <b>Valentina Dodge (University of Naples &amp; The Consultants-E, Italy) &amp; Todd Cooper (Toyama National College of Maritime Technology, Japan)</b></p> <p>Stop searching, there's much more to Google! This talk is aimed at raising awareness of the potential of Google as an educational resource. From shared docs to maps, from groups to videos we offer ready-to-use practical ideas to exploit the familiarity and popularity of Google tools by successfully and seamlessly blending them into EFL classrooms and courses.</p>	e, ie, s, t, a

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# Wednesday 9 April

Session 2.2 : 1145-1230

Queens LT2 (152 audience) Talk GEN	<b>People will talk? Ideas for developing fluent, effective speaking skills</b> <b>Rachael Roberts (Freelance, United Kingdom)</b> As well as providing learners with opportunities to speak in English, we need to actually help them <u>develop</u> their skills. This session focuses on the microskills of speaking, sharing some practical classroom ideas from the new Pearson Longman course <i>Premium</i> - suitable for general English students and students preparing for exams such as the Cambridge ESOL exam.	e, ie, a, fp, pub
Queens LT4 (90 audience) Talk TD	<b>All for one, and one for all!</b> <b>Funda Cetin, Kismet Funda Akgul Zazaoglu &amp; Seden Imregun Demirag (Izmir University of Economics, Turkey)</b> This presentation describes how the need arose at IUE to encourage teachers to conduct workshops together with teacher trainers. Two of the teachers involved in the process will share their experiences and draw on feedback collected from other teachers attending and conducting such workshops. The presentation concludes by offering suggestions that might promote more teacher involvement in teacher development activities.	e, ie, p, s, t, a
Queens LT6 (80 audience) Talk <b>LA SIG</b> <b>Programme</b>	<b>Encouraging learner autonomy: the SOLC experience</b> <b>Anna Gorevanova (Uzbekistan)</b> The BC Uzbekistan has been leading a regional project called Encouraging Learner Autonomy (ELA). The talk aims to share the experience of the BC Uzbekistan Supported Open Learning Centre (SOLC) in the area of learner autonomy as well as the experience of the countries of the Central and South East Asia.	e
Queens LT7 (80 audience) Talk EAP, ESP	<b>Academic essay writing with first-year BA English language students</b> <b>Marion Colledge (London Metropolitan University &amp; Open University, United Kingdom)</b> I will report the findings of a survey undertaken among students on a BA English Language Studies degree on their notions of academic writing and highlight similarities and differences between these international, ESOL and home students. I will then outline a variety of tasks designed for First Year modules to help initiate them into the culture of degree level essay writing.	e, ie, t
Queens MR (90 audience)	<b>TRIBUTE SESSION</b> Following a suggestion made by a delegate at Aberdeen, this tribute session is an opportunity to remember colleagues who've died during the year since the last conference. If you've lost a colleague or former colleague, you'll have an opportunity to say a few words in their memory and, if you wish, to bring along a memento (photograph, book, teaching materials, etc.). If you'd like to do this, it would be helpful (but not essential) to leave a note for Peter Grundy at the IATEFL stand. Otherwise, you may just want to come to the session to hear about colleagues who are no longer with us, and perhaps to add any memories you may have.	
Queens N (20 audience) Restricted Talk TEA	<b>Quality issues in large-scale language testing</b> <b>Daniel Waller &amp; Isabel Donnelly (University of Central Lancashire, United Kingdom)</b> The University of Central Lancashire has developed a suite of English language tests for the Greek market and since 2005 has been testing very large numbers of students (now in the region of 10,000+ in each testing session). This talk will focus on how the testing team ensure quality and demonstrate that the tests are benchmarked against external standards.	e, ie, s, t, a

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**1225-1355      Packed lunches available for collection or to buy in ReFresh (Devonshire House)**

## **1245-1345      Annual General Meeting (sponsored by ETS EMEA)**

Great Hall	<p>The 2008 Annual General Meeting of IATEFL will be held in the Great Hall at the University of Exeter from 1245 to 1345</p> <p>All members are invited to attend</p> <p><u>AGENDA</u></p> <ol style="list-style-type: none"> <li>1. Minutes of the AGM held in April 2007 at Aberdeen Conference &amp; Exhibition Centre</li> <li>2. Matters arising</li> <li>3. Treasurer's report</li> <li>4. Presentation of accounts for 2006-2007</li> <li>5. Re-engagement of Larkings as auditors</li> <li>6. Presentation by President and Executive Committee chairs on general issues, the work of the Coordinating and other committees, the SIG representative's report, and Associates' Coordinator report</li> <li>7. Thanks to out-going Vice-president and Treasurer, and welcome to new post holders and other new volunteers</li> <li>8. Date of next meeting 2nd April, 2009, in Cardiff, time to be confirmed.</li> </ol>
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## **1400-1445      Session 2.3**

Newman A (350 audience) Talk ESP, LMCS	<p><b>Discover the magic of <i>Reading Circles</i> with <i>Oxford Bookworms Club</i></b> <b>Mark Furr (Freelance, United States)</b></p> <p><i>Reading Circles</i> bring the popular Book Club concept to the language classroom. They are fun, focused reading and discussion groups which combine the skills of reading, writing, speaking and listening. The presenter, editor of Oxford's <i>Bookworms Club for Reading Circles</i> series, will discuss why teachers should be using <i>Reading Circles</i> and how to get started using this collaborative learning model.</p>	e, ie, s, t, a, fp, pub
Newman B (120 audience) Talk YL	<p><b>Focusing on form in content-based classes for young learners</b> <b>Vanessa Tenorio &amp; Fatima Tenorio (System Language Schools, Brazil)</b></p> <p>The presenters describe how they focus on form while using content to teach EFL to 3-12-year-old children. They describe how they integrate content and language in the material and methodology they have developed and demonstrate techniques to focus on form during classes. Samples of worksheets and lesson plans are shown.</p>	e, ie, p
Newman C (90 audience) Talk ESP, MD	<p><b><i>English for Aviation: teaching safety critical communication strategies</i></b> <b>Henry Emery (Freelance, United Kingdom)</b></p> <p>In the interest of aviation safety, the International Civil Aviation Organisation (ICAO) has strengthened the English language proficiency requirements for international aeronautical communication. This presentation introduces the background to the new requirements, analyses the ICAO assessment criteria, and explores the teaching of communication skills to pilots and air traffic controllers in the forthcoming Macmillan publication <i>English for Aviation</i>.</p>	e, ie, a, fp, pub

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# Wednesday 9 April

Session 2.3 : 1400-1445

Newman D (56 audience) Talk MD, TD	<b>See your name in lights! Get published!</b> <b>Celia Wigley (EF Education First, United Kingdom)</b> Would you like to add another string to your bow? Would you like to translate your teaching experience into print and get published? This talk will help you understand what publishers are looking for, get to the bottom of publishing jargon and learn what it takes to be a top ELT author.	ie, p, s, t, a
Newman E (160 audience) Talk TEA	<b>Updating the Cambridge ESOL CAE listening test</b> <b>Jacky Newbrook (Freelance, United Kingdom)</b> I will present the outcome as well as giving a brief account of the process of consultation, trialling and research undertaken by Cambridge ESOL in reviewing the CAE Listening test. We will also offer a range of classroom-based practical ideas for teaching listening to candidates preparing for the updated test which will go live in December 2008.	e, ie, s, t, a, pub
Queens 1B (50 audience) Swapshop ESP	<b>Speaking and interacting in a university EFL classroom</b> <b>Elena Yastrebova (MGIMO University Moscow, Russian Federation)</b> A problem area typical of the EFL classroom in Russian universities and high schools is a gap between students' ability to speak and their (in)ability to interact. This swapshop's aim is to share experience of developing students' interaction skills. The speaker will present her two-year experiment which used a variety of activities and teaching materials specially designed for first-year students.	e, t
Queens 1C (30 audience) Restricted Workshop MD	<b>Tips, texts and task-types: developing materials for IELTS academic reading</b> <b>Nicholas White (Cambridge University Press, United Kingdom)</b> Tips advising students on the best way to tackle an IELTS task-type are a common feature of IELTS coursebooks. But such tips also provide teachers with a valuable resource for developing their own materials. In this workshop, participants work through and discuss examples of classroom materials for IELTS Academic Reading task-types developed using tips from <i>New Insight into IELTS</i> .	e, ie, a, fp, pub
Queens 1G (50 audience) Talk <b>RES SIG Programme</b>	<b>Vocabulary knowledge: receptive to productive or receptive and productive?</b> <b>Anthony Bruton (Universidad de Sevilla, Spain)</b> The question is whether each lexical item exists in memory as a continuum from receptive to productive knowledge or whether there are at least two or more stores for receiving and producing vocabulary. Differing views will be summarized and the results of research on the topic discussed. The significance of the two views for pedagogy will then be considered.	e, ie, s
Queens 1H (30 audience) Restricted Talk TEA	<b>Assessing speaking at advanced levels: does 'more' entail 'better'?</b> <b>Ma del Pilar Montijano Cabrera (University of Malaga, Spain)</b> In this session, we will talk of the variability in the (so-called 'advanced') students' degree of ability to cope with EFL speaking. We will present how we used assessment as a triggering device not only to improve our teaching - as a result of the feedback received - but as a means to engage students in wanting to improve their oral performance.	e, ie, t
Queens D (50 audience) Talk EAP, ESP	<b>The continual use of English in Nigerian schools: undergraduates' perceptions</b> <b>Adejoke Jibowo (Olabisi Onabanjo University, Nigeria)</b> Since independence (1960), English has continued to be the language of instruction in Nigerian schools. Debates keep generating among scholars, teachers, and mother-tongue advocates, for and against the practice. This study sought the perceptions of undergraduates on the issue. 286 subjects responded to a 10-item questionnaire. Responses were analyzed, results revealed positive perceptions. Implications are discussed in the presentation.	e, ie, p, s, t

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**PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS**

Queens E (50 audience) Talk <b>BE SIG Programme</b>	<b>The Communication and Language Trainer Certificate - Corporate (CLTC-C)</b> <b>Timothy Phillips (Skylight GmbH, Germany)</b> The Communication and Language Trainer Certificate - Corporate was set up as a new language trainer qualification in Germany for teachers working with business clients. The talk will describe the course which was jointly developed by 3M Germany, Bosch, Henkel and Skylight and the reasons why these companies felt a new language trainer qualification was required.	e, a
Queens F (50 audience) Talk <b>PRON SIG Programme</b>	<b>A suggested package for teaching pronunciation</b> <b>Hande Isil Mengü (Bilkent University, Turkey)</b> In this presentation, I will share a group of students' views regarding pronunciation. Then I will talk about what I 'did' to change their perceptions with the 'magic' input and practice. Finally, I will describe the impact of the process on their performance and how they felt at the end.	e, ie, t, a
Queens LT1 (120 audience) Talk <b>TD, TEd SIG Programme</b>	<b>Sociocultural language teacher education</b> <b>Gary Motteram (University of Manchester, United Kingdom)</b> This talk gives a brief overview of the relevance to language teacher education of sociocultural theory with specific reference to identity. It then explores how classroom practice and assignments support course participants in understanding the changes of identity that inevitably occur when a programme of study is undertaken, thus helping to prepare them for their professional life after they finish.	e, ie
Queens LT2 (152 audience) Talk LT, YL	<b>Raising the game: putting ICT at the centre of ELT</b> <b>Paul Rogers (Freelance, United Kingdom)</b> <i>Little Bridge</i> is a ground breaking new resource for young learners combining the latest computer technology with books, CDs and a delightful glove puppet. Through a wealth of activities including hundreds of 3D animations and virtual reality games, it brings the language to life as never before. Come and see it for yourself in a presentation by the author.	e, ie, p, fp, pub
Queens LT4 (90 audience) Talk EAP	<b>Promoting group participation: a conscious approach to collaboration</b> <b>Denise Norton (Deakin University English Language Institute, Australia)</b> Collaborative group work is increasingly being adopted as a learning and assessment tool at tertiary level, yet, despite the prevalence of group activities within the language classroom, international students struggle in this area. Language proficiency is only part of the picture. We need to equip students with an understanding of group roles and some skill in managing group dynamics.	e, s, a
Queens LT6 (80 audience) Talk <b>LA SIG Programme</b>	<b>Making sense of language: the role of modern learner's dictionaries</b> <b>Michela Clari (Freelance, United Kingdom)</b> Today's learners have unprecedented access to language sources through a variety of media, often more than they can manage. Dictionaries offer invaluable help to make sense of language and use it effectively. Using examples from the prestigious COBUILD learner's dictionary range, we will explore strategies and practical activities designed to help students make the most of dictionaries as learning tools.	e, ie, s, t, a, fp, pub
Queens LT7 (80 audience) Workshop GEN	<b>Put your skills, brains and personality together</b> <b>Jana Jilková (ICV Kutná Hora &amp; NIDV Prague, Czech Republic)</b> Skills, knowledge, empathy, motivation are among the essentials for successful teaching of all types of learners, gifted and otherwise. Participants will get acquainted with the activities and experience what learning difficulties (and successful achievements!) feel like. The workshop will finish with a discussion about the practical use of these activities to support learners to master the foreign language.	e, ie, p, s, a

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# Wednesday 9 April

Session 2.3 : 1400-1445

Session 2.4 : 1500-1530

Queens MR (90 audience) Talk EAP, MD	<b>"So what?" Evaluation in academic writing: what, where, why, how?</b> <b>Edward de Chazal (University College London, United Kingdom)</b> This talk answers key questions about <i>evaluation</i> . Assessing <i>value</i> is at its heart, but exactly what is evaluation, and why is it an essential ingredient of academic writing? What language do we use to express it, why do students find evaluation difficult, and how can we develop teaching materials? We can follow the argument, note the examples, now "so what?"	e, t, a
Queens N (20 audience) Talk ESP, MD	<b>Skills Through English for Public Servants (STEPS)</b> <b>Graham Horn (British Council, Sri Lanka)</b> STEPS is a 100-hour intensive course for public servants from the northern and eastern regions of Sri Lanka. The course aims to develop the English language and critical thinking skills of public servants based on governance and development issues. This presentation will explore how the course's design, looped input and tasks develop the participants' understanding of governance.	e, a

## 1500-1530 Session 2.4

Great Hall (400 audience)	<b>FIND OUT ABOUT SCHOLARSHIPS</b> Everything you always wanted to know about scholarships. You can meet the people involved in organising the scholarships now available, have your questions answered, and start thinking about your application for a scholarship for the IATEFL Conference in Cardiff in 2009. Please see pages 16 & 17 to see the 2008 Conference Scholarship winners.	
Newman A (350 audience) Talk EAP, TEA	<b>Demystifying the use of technology in exam preparation</b> <b>Ian Necus (Pearson Language Tests, United Kingdom)</b> Building computer-based tests using item banking and automatic scoring of essays and spoken responses requires hi-tech provisions. We will report on developments required to build an item bank with international item writers, design the test delivery solution and deploy automatic scoring. The test will be for students entering academic studies at institutions where English is the medium of instruction.	ie, t, pub
Newman C (90 audience) Talk MD	<b>Effectively affecting affect: initial results from the classroom</b> <b>Malcolm Shane Sim (Macquarie University, Australia)</b> This presentation will detail the results of a recent pilot study aimed at examining the effects of introducing tailored strategies employing Cognitive Behavioural Therapy (CBT) principles into the English language classroom in an attempt to assist Japanese ESL students to self-manage their levels of anxiety when using their developing English skills.	e, ie, t
Newman D (56 audience) Talk EAP, LT	<b>Student and teachers' perspectives of using computers for ESL learning</b> <b>Bin Zou (University of Bristol, United Kingdom)</b> This session reports students' and teachers' perception of their use of computers to develop students' listening and speaking skills in two university language centres in the UK. The findings suggest that both teachers and students felt that using the computer was helpful and students liked using computers to support their listening and speaking practice for academic and general purposes.	e, ie, t, a

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Newman E (160 audience) Talk ELTM, TD	<b>Setting up a staff development programme of sharing best practice</b> <b>Jean Meakin (Defence School of Languages, United Kingdom)</b> An overview of the staff development programme recently established at the Defence School of Languages, a school teaching military English and other languages. The talk will cover pre-existing programmes at the school, the working group, training needs analysis, programme design, delivery, evaluation and practicalities. The session will interest anyone involved in English language teaching management or teacher training.	e, ie, a
Queens 1B (50 audience) Talk TEA	<b>Task-based performance assessment of Japanese second language writing</b> <b>Yoshihito Sugita (Yamanashi Prefectural University, Japan)</b> This study investigated the use of task-based performance assessment of L2 writing by Japanese learners of English. A writing performance test comprised of two tasks was developed, as well as rating scales for each task. A multi-faceted Rasch analysis was conducted using FACETS. In the analysis, writers, raters, and tasks were specified as facets providing information about the test's usability.	e, ie, s, t
Queens 1C (50 audience) Talk ES(O)L, LMCS	<b>An intercultural journey into the past, the present and the future</b> <b>Maria Dasli (University of Exeter, Greece)</b> This presentation discusses the relevance of the notion of intercultural communication for language teaching historically, from studies conducted in the 1980s up to the present. It argues that even current definitions are inadequate since they describe 'otherness' from a monocultural perspective. Instead, the session proposes that intercultural speakers can reach agreement through processes of negotiation appropriate for the language learner.	e, t
Queens 1G (50 audience) Open Forum <b>RES SIG Programme</b>	<b>Research Special Interest Group Open Forum</b> It has been a busy year for the Research SIG and the Open Forum gives us the chance to meet conference delegates in order to discuss both past activities and our plans for the year ahead. Committee members will be present to answer your questions and to listen to your suggestions for ways in which we can continue to improve the work we do. If you are a member of the Research SIG or interested in joining us please come along.	
Queens 1H (50 audience) Talk LT	<b>The significance of CMC in improving learners' L2 communication skills</b> <b>Yasemin Bayyurt (Bogazici University, Turkey)</b> This session focuses on the significance of the use of Computer Mediated Communication (CMC) in foreign language classrooms to enhance students' speaking skills. The presenter compares face-to-face classroom discussions, and asynchronous email exchanges and bulletin board postings in improving students' ability to use English more fluently and appropriately in real life communication.	e, t
Queens D (50 audience) Talk <b>TTEd SIG Programme</b>	<b>Can reflective practice be required?</b> <b>Valerie Hobbs (University of Sheffield, United Kingdom)</b> Relying on recent research at a Trinity College London TESOL Certificate course where course participants were required to complete a teaching practice journal, this presentation will examine the problematic nature of obligatory reflective practice, namely, that requiring individuals to be open and honest in the context of assessment can provoke strategic response and often hostility.	e, a
Queens E (50 audience) Talk <b>BE SIG Programme</b>	<b>Pronunciation errors and feedback in a Business English classroom</b> <b>Amalia Babayan (Yerevan State University, Armenia)</b> The talk presents the findings of an action research in BE classroom on pronunciation errors and their feedback. It discusses the types of pronunciation errors, their sources and nature, as well as different feedback methods to deal with the problem. It also introduces the <i>Pocket Dictionary of Business English Pronunciation</i> (Macmillan Armenia 2006) compiled during the research.	e, t, a

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# Wednesday 9 April

Session 2.4 : 1500-1530

Queens F (50 audience) Open Forum <b>PRON SIG Programme</b>	<b>Pronunciation Special Interest Group Open Forum</b> Have you got ideas on how the PronSIG can serve members better, attract new members, and offer interesting and relevant events? Then come along to our Open Forum and help us shape the future. We're interested to know what you think we're getting right, too! If you'd like to get involved in running the PronSIG, or just want to have your say, we'd love to see you.	
Queens LT2 (152 audience) Talk EAP, ESP	<b>Integrating English with the core curriculum</b> <b>Reuben Gerling (Nihon University School of Medicine, Japan)</b> Relevance is a key ingredient in the successful language class, especially with students who may feel that English lies low on their priority list. This talk describes a three-year experiment conducted with the teacher of first year molecular biology, in which we taught some of his material in the medical English class.	e, ie, t
Queens LT4 (90 audience) Talk LT, LMCS	<b>The dilemma of applying ICT in language learning and teaching</b> <b>Hamid Reza Dolatabadi (University of Exeter, United Kingdom)</b> Computer-assisted learning (CAL) has acted as an indirect boost to enhance learning English as a second/foreign language. Along a similar vein, this study is an attempt to investigate the role of WordPerfect software on EFL writing practices. This study clearly investigates how employing technological advancement can affect educational outcomes.	e, a
Queens LT6 (80 audience) Talk <b>LA SIG Programme</b>	<b>Exploring learners' L2 collocation knowledge and use</b> <b>Andy Barfield (Chuo University, Tokyo, Japan)</b> Little research has been carried out into how learners construct their practices of developing their L2 collocation knowledge, how these practices (mis-)fit with their changing identities and desires, and what material, linguistic and social resources they may access and act on. To address this gap, this presentation focuses on insights from a one-year qualitative interview-based study with four university students.	e, t
Queens LT7 (80 audience) Talk YL	<b>Introducing English to young learners: the politics of access</b> <b>Rama Mathew (Delhi University, India)</b> ESL has been introduced from early years of schooling in government schools in India in order to make it accessible to the underprivileged children, since English is perceived to open up opportunities for upward mobility. This talk examines, through empirical data, the existing curriculum, both the 'ought' and 'is' factors, to understand how far it is accessible to young learners in reality.	e, p
Queens MR (90 audience) Talk YL	<b>Improving EFL young learners' writing skills through task-based approaches</b> <b>Young Ok Jong (CELTE, University of Warwick, United Kingdom)</b> The current national curriculum for English language teaching in South Korea incorporates the concepts of communicative language teaching and task-based language teaching. However, very little research focuses on the use of writing tasks in the EFL setting especially at primary level. The present research aims to explore practical writing instruction based on the analysis of learners' written texts.	e, ie, p
Queens N (20 audience) Restricted Talk AL	<b>Is English a killer language in SL classroom context?</b> <b>Subathini Ramesh (University of Jaffna, Sri Lanka)</b> This session will present the functions of English in the SL classrooms and discuss the attitudes of students and teachers towards English. The training provided in English is not adequate for the students and the teachers. They face many difficulties nationally and internationally. Therefore SL learners feel that English is a killer language.	e, s

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## 1545-1630 Session 2.5

Great Hall (400 audience) Talk LT, TD	<b>Listening in on the staff room: innovative resources on onestopenglish.com</b> <b>Rebecca Sams &amp; Lucy Williams (Onestopenglish, United Kingdom)</b> Developments in technology are providing the tools to deliver imaginative and increasingly varied material to learners, such as downloadable video and audio files and interactive games. But how can these be exploited in a classroom environment? This talk will examine the opportunities and challenges created by such material, using the onestopenglish <i>Staff Room</i> as a case study.	e, ie, p, s, t, a, fp, pub
Newman A (350 audience) Talk GEN	<b>They're/I'm in the wrong level</b> <b>Andrew Walkley (University of Westminster, Spain)</b> This practical talk discusses reasons why teachers and students complain about being in the wrong level. Taking examples from the CEF and exams I will raise the question of whether coursebooks genuinely meet the needs of students at different levels. I will then look at aspects of teacher development and how teachers can provide for different levels in one class.	e, ie, t, a, pub
Newman B (120 audience) Talk EAP	<b>Non-native speaker writers in an English-medium university: challenges and support</b> <b>Bruce Morrison (The Hong Kong Polytechnic University, Hong Kong)</b> This presentation highlights problems related to academic writing faced by non-native speaker students in an English-medium university. It will refer to a three-year study which tracked students' learning experience and use of English for academic purposes, and suggest some types of support that tertiary institutions and individual teachers might provide.	e, ie, t
Newman C (90 audience) Talk ELTM, TD	<b>Using professional development to gain a further qualification: an alternative</b> <b>Jenny Pugsley (Trinity College London, United Kingdom)</b> The speaker will outline a new qualification to be offered by Trinity at the level of Diploma and Master's qualifications giving candidates the opportunity to describe a the practical and academic framework of a project they have designed, delivered and evaluated - for example, the development of a new language examination. Assessment will be via dissertation and viva.	e, pub
Newman D (56 audience) Talk LT	<b>Achievement of consistent assessment standards across a worldwide network</b> <b>Simon Buckland &amp; Tony Lee (Wall Street Institute International, United States)</b> Wall Street Institute (WSI) recently completed, with support from Cambridge ESOL, a Rasch-based calibration study to align its assessment levels and curriculum with the CEFR. The study provides data-based evidence of the consistency of assessment standards across a global network of learning centres, and demonstrates how this can be achieved through an appropriately tuned blend of computer- and teacher-based assessment.	e, a
Newman E (160 audience) Talk TEA	<b>Bringing exam tasks to life: things we've tried that work</b> <b>Peter Beech (Anglo-Hellenic Teacher Training, Corinth, Greece)</b> It's useful to give trainee teachers experience of working with exam preparation classes; the challenge is to take tasks in exam format and use them creatively. This presentation focuses on lessons using past papers of the Cambridge FCE. The lessons are useful both as specific ideas that can be adopted for re-use, and as general examples of an approach.	e

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# Wednesday 9 April

Session 2.5 : 1545-1630

Queens 1B (30 audience) Restricted Talk EAP, MD	<b>"It's in the mix": learner training and feedback and technology</b> <b>Hulya Gorur-Atabas (Turkey)</b> 'Teaching well' is no longer sufficient. Instead opportunities in relation to teaching/reaching students are essential to make sure students <u>have</u> learnt. You will be provided with ideas/materials on how to enhance learning/teaching by getting students to buy into the idea of being 'trained' through feedback. A combination of work in/outside class, and/or the use of multimedia will be looked at.	e, ie, t, a
Queens 1C (50 audience) Talk MD, TD	<b>HORNBY TRUST ALUMNUS</b> <b>When teachers write coursebooks...</b> <b>Harshwardhan Kadepurkar (B.Y.K. College, Nasik, India)</b> Coursebooks are often developed without teachers being involved. However, in Maharashtra, India, teachers with no coursebook writing experience were invited to work as members of a writing team. In this talk I show that when teachers are involved in the preparation of coursebooks more contextually appropriate and communicatively relevant materials can be produced.	e, ie
Queens 1G (50 audience) Talk <b>RES SIG</b> <b>Programme</b>	<b>Exploring changes in teachers' professional knowledge</b> <b>Simon Etherton (Ministry of Education, Sultanate of Oman)</b> In this talk I present some findings from research into changes to teachers' professional knowledge during a three-year in-service teacher education programme. I explore how experienced NNS English language teachers develop their knowledge and beliefs of learning and teaching, the extent to which these changes are realised through their practice, and how practice provides the basis for articulating this knowledge.	e
Queens 1H (50 audience) Talk GEN	<b>Teaching with cancer: personal viewpoints and student reactions</b> <b>Marcie Williams (The Ohio State University, United States)</b> As the number of cancer cases increases, it becomes necessary to learn how to handle this disease in the workplace. This presentation, by a cancer survivor, focuses on how supervisors, colleagues and students in an ESL workplace dealt with the presenter's illness and provides recommendations for anyone who might be faced with this or similar situations.	e, ie, p, s, t, a
Queens D (50 audience) Talk TD, TTEd SIG <b>Programme</b>	<b>What keeps teachers going? What keeps teachers developing?</b> <b>Susan Barduhn (School for International Training, United States)</b> What helps great teachers not just persevere but continue to be energized, fascinated and happily committed to teaching? These are the ones who keep going to conferences, take on leadership roles, keep reading new books on teaching, keep learning from other teachers - and from their students. What are their characteristics? And what are the implications for teacher education?	e, ie, p, s, t, a
Queens E (50 audience) Workshop <b>BE SIG</b> <b>Programme</b>	<b>Developing negotiating skills</b> <b>Susan Lowe &amp; Louise Pile (Freelance, United Kingdom)</b> This hands-on workshop gives delegates the opportunity to assess what makes an effective negotiation, and how they can help Business English students develop negotiating skills in English. The presenters will be drawing on material from the latest book in the Delta Business Communication Skills series, <i>Negotiating</i> , to make this a lively and relevant session.	e, ie, a, fp, pub

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Queens F (50 audience) Talk AL, <b>PRON SIG</b> <b>Programme</b>	<b>Children don't learn to pronounce by imitation, nor do adults</b> <b>Piers Messum (Freelance, United Kingdom)</b> Much of the time we teach pronunciation by some variant of 'listen and repeat'. We think this should be effective because we believe – wrongly – that children mostly learn the pronunciation of L1 this way. I will explain how infants do in fact learn speech sounds and patterns of timing, and consequently how we should teach older learners.	e, ie, p, s, t, a
Queens LT1 (120 audience) Talk YL	<b>Old age and diversity: English teaching tools for young learners</b> <b>Joann Wilkinson (The British Council, Colombia)</b> Old age and Young Learners - sounds like a case of chalk and cheese, and a quick flick through Young Learner English language materials will soon confirm that these two age groups are generally not brought together. This session presents how old age lends itself to learning English and serves as a medium for creating diversity within and outside the classroom.	ie, p, s
Queens LT2 (152 audience) Talk AL	<b>Rethinking L2 listening: a process approach</b> <b>John Field (University of Reading, United Kingdom)</b> In my book <i>Listening in the Language Classroom</i> , I argue for an approach that treats listening as a form of expertise which native listeners possess and L2 learners need to acquire. This enables us to design teaching programmes based on the processes that listeners actually use rather than the products of listening in the form of answers to questions.	e, s, t, a, fp, pub
Queens LT4 (90 audience) Talk EAP	<b>Designing an alternative tool for the assessment of academic reading</b> <b>Mona Iskander (The American University in Cairo, Egypt)</b> The presenter will describe the process of designing an academic reading TLU (target language use) task, tracing the development of specifications for the selection of reading passages, test task specifications, individual item type specifications, and the grading rubric for the open-ended question types. I will also describe the process of constructing, administering, and revising the reading tasks.	t
Queens LT6 (80 audience) Talk TEA, <b>LA SIG</b> <b>Programme</b>	<b>Does self-assessment promote learner autonomy?</b> <b>Susan Sheehan (British Council, United Kingdom)</b> Self-assessment, which had previously occupied a marginal position in English language teaching, has come to greater prominence. It is common to see claims that self-assessment promotes learner autonomy. It is less common, however, to see empirical evidence of this claim. In this talk I report the results of my research into the relationship between self-assessment and learner autonomy.	e, a
Queens LT7 (80 audience) Workshop EAP	<b>Analysing the essay title in preparation for academic writing</b> <b>Wendy Kasap (Sabanci University, Turkey)</b> Students are unable to write for academic purposes because the genre is unfamiliar, they have an insufficient range of vocabulary, an inability to apply critical thinking techniques and lack self-confidence. This workshop focuses on teachers preparing students for academic studies by analysing the title and giving an outline for a first draft, keeping the students focused on the topic and subject content.	e, ie, t

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# Wednesday 9 April

Session 2.5 : 1545-1630

Session 2.6 : 1705-1735

Queens MR (90 audience) Talk GEN	<b>Student interaction in using L1 to do pair work</b> <b>Ornnattha Supatham (University of Bristol, United Kingdom)</b> Pair/group work activities have been usually assigned to provide students more opportunities to practise using the target language. However, students tend to use their mother tongue to accomplish the task assigned. The study presents an investigation of how Thai university students work collaboratively in pairs. Both quantitative and qualitative methods are employed to analyse the pair discussion data.	e, ie, t
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Queens N (20 audience) Restricted Talk LMCS	<b>Cross cultural impact of literature and language</b> <b>Meenu Bajaj (British Council Delhi, India)</b> This presentation will focus on Indian and world literature in English, dealing with global issues such as race, gender, violence and war. I demonstrate how monitoring reading, maintaining reading diaries, and integrating multimedia, all help to raise students' self-awareness and understanding of others, create a better group atmosphere, and develop a positive response to literary texts.	e, ie, s, t, a
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## 1630-1705 Coffee break

## 1705-1735 Session 2.6

Newman A (350 audience) Talk EAP, TD	<b>So you want to teach EAP?</b> <b>Olwyn Alexander, Sue Argent &amp; Jenifer Spencer (Heriot-Watt University, Edinburgh, United Kingdom)</b> Evidence from a survey of EAP practitioners in the UK suggests that teacher training for EAP is still largely informal. I will present a case study of a new EAP teacher, identifying the changes she made in her teaching approach, with some insights for teachers contemplating a change to teaching EAP.	ie, t, pub
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Newman C (90 audience) Talk MD, TD	<b>Teachers talking to teachers</b> <b>Galina Lovtsevich (Far Eastern National University, Russian Federation)</b> The presenter will describe materials for teacher development courses which raise awareness of terms in our professional discourse, and of why they can be slippery, unreliable conveyors of our meanings. Like other vocabulary items, they are influenced by context, denote concepts which may not be shared across cultures and have connotations which may not be fully understood by users.	e, p, s, t, a
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Newman D (56 audience) Talk EAP, ESP	<b>Enhancing students' standard of English for university studies</b> <b>Amna Bedri (Ahfad University for Women, Sudan)</b> The talk proposes a pre-session course adopting a new approach to English for academic purposes based on needs analysis of students and subject teachers. It intends to help students studying in English medium tertiary level institutions in their countries bridge the linguistic gap. A case study of Sudan where English is an official language.	e, t
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Newman E (160 audience) Talk EAP, LT	<b>Maximising the impact of CALL into a L2 writing classroom</b> <b>CK Jung (CELTE, University of Warwick, United Kingdom)</b> The technology used in language learning is changing rapidly. Although teachers need to adopt new technologies to develop advanced L2 writing environments, this may involve a great deal of extra work and considerable financial expenditure. Drawing on the presenter's own research, this session makes practical suggestions for making more efficient and effective use of CALL in the classroom.	e, ie, a
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**PLEASE CHECK NOTICE BOARDS FOR CHANGES & CANCELLATIONS**

Queens 1C (30 audience) Restricted Talk LT	<p><b>Computer-mediated communication for meaning negotiation: a case of Turkish learners</b></p> <p><b>Defne Erdem (Gazi University, Ankara, Turkey)</b></p> <p>This session aims to reflect on a case of synchronous computer-mediated communication experience of two American students learning Turkish at Syracuse University in the US with Turkish native speakers in Turkey via MSN. This communication was an obligatory part of the Turkish coursework in order to engage the Turkish learners with meaningful negotiation. The study presents findings of this task-based negotiation.</p>	ie, t
Queens 1G (50 audience) Talk AL, RES SIG Programme	<p><b>Attending to differences - language learning beliefs of Japanese students</b></p> <p><b>Paul Riley (Kanto Gakuin University, Yokohama, Japan)</b></p> <p>The presentation discusses research into language learning beliefs at a Japanese university. The results of a questionnaire study of 700 students and 34 instructors will be presented. Significant differences were found between student and teacher beliefs for more than half the questionnaire items. Ramifications for language teaching of these differences will be discussed.</p>	e, ie, t
Queens D (50 audience) Open Forum TTed SIG Programme	<p><b>Teacher Trainers &amp; Educators Special Interest Group Open Forum</b></p> <p>Come along to the TTed SIG Open Forum and learn more about the SIG. Meet the new committee. Find out what the SIG's been doing over the last year and about the future plans. A chance for you to network with other colleagues and to raise any issues, questions or opinions that you would like to share. Hope to see you there!</p>	
Queens E (50 audience) Open Forum BE SIG Programme	<p><b>Business English Special Interest Group Open Forum</b></p> <p>The BESIG Open Forum gives you a chance to find out more about what BESIG does, and meet some of its members. Come along - all welcome!</p>	
Queens F (50 audience) Talk PRON SIG Programme	<p><b>The constant listener</b></p> <p><b>Frances Hotimsky (Freelance, Italy)</b></p> <p>Listening activities carried out in the classroom typically either focus on the aural/oral repetition of words in isolation (for pronunciation) or on longer stretches of speech (for comprehension). This presentation will be suggesting a different approach to four types of listening activities: what kind of recorded material to use, why, how, and with whom.</p>	e, ie, t, a
Queens LT1 (120 audience) Talk GI, TD	<p><b>Local context from global perspective: intercultural communication</b></p> <p><b>Yesim Bektas-Cetinkaya (Dokuz Eylul University, Turkey)</b></p> <p>In this increasingly globalized, fast-shrinking world, are pre-service English teachers prepared to teach English for intercultural communications? This study investigates Turkish pre-service English teachers' intercultural communicative competence, their awareness of the status of the English language, and their multi-layered roles as English language teachers. Depending on the results, the possible implications for teacher training programs globally will be discussed.</p>	
Queens LT2 (152 audience) Talk ELTM, YL	<p><b>ADHD learners in the communicative classroom</b></p> <p><b>Dorota Nowacka (Adam Mickiewicz University, Poznan, Poland)</b></p> <p>Although ADHD is not described as a learning disability, it strongly affects the child's learning and communication processes. This talk will investigate the behaviour of ADHD learners and will aim to establish the conditions of their foreign language education. It will include some teaching implications and will present communicative tasks which may help ADHD learners master conversational skills and strategies.</p>	ie, p

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YL = Young Learners

# Wednesday 9 April

Session 2.6 : 1705-1735

Session 2.7 : 1750-1850

Queens LT4 (90 audience) Talk GEN	<b>Teachers' roles in team-teaching in upper secondary schools in Japan</b> <b>Akiko Nambu (Tohoku University, Japan)</b> This talk explores what respective roles Japanese teachers of English and native-speaking assistant language teachers should fulfill in joint team-teaching of English in Japan. Based on research through interviews and observations, this presentation analyzes how the combination of Japanese teachers of English and native-speaking assistant language teachers can best promote students' learning.	e, ie, s
Queens LT6 (80 audience) Talk <b>LA SIG</b> <b>Programme</b>	<b>Cooperative learning through group project work and presentation</b> <b>Mitsuko Matsuo (Japan)</b> What is the remedy for unmotivated college students? I will show how I have exploited learner-centred group project work to help learners work cooperatively as a group. I will report on how collecting information based on authentic materials for a project made the students active learners, and how doing a presentation based on their investigation brought a feeling of achievement.	e, ie, a
Queens LT7 (80 audience) Talk LT, TEA	<b>Exam practice online</b> <b>Steve Chadwick (Exam English, United Kingdom)</b> This talk outlines the development of examenglish.com, providing free exam practice material to ESL learners. It will focus on the production of practice tests using bespoke Flash software templates with external content in the form of text or XML documents. There will be some discussion about how to encourage web traffic from search engines and other sources.	e, ie, pub
Queens N (20 audience) Restricted Talk AL	<b>English language assessment and Botswana English</b> <b>Modupe Alimi (University of Botswana, Botswana)</b> Concerted efforts to characterise Botswana English, though referred to as a variety in development, have shown that its existence is real. Yet assessment practices especially in the high school seem to have remained static. This talk discusses the place of the current high school English language syllabus in Botswana in the face of this emerging variety.	e, t

## 1750-1850 Session 2.7

Great Hall (400 audience)	<b>Cambridge University Press signature event</b> <b>Becoming an expert teacher: from 'me' to 'them' to 'us'</b> Rose Senior and Scott Thornbury In this session we will present complementary slants on the development of expertise in language teaching. Both show how successful teachers utilise the social context of the language classroom for effective teaching and learning. Scott will focus on how successful teachers use students as a resource, while Rose will present a class-centred framework for understanding the flexible behaviour of successful teachers.	
Newman C (90 audience) Workshop TEA	<b>Using attainment tests to motivate</b> <b>Annie McDonald (Freelance, Spain)</b> ELT teachers have used attainment tests for many purposes - to evaluate, assess, or even threaten students! But they can also be a force for motivation. We will investigate how typical tests and question types may impact on student motivation, and look at ways to design, adapt and use them to increase their motivational value.	ie, a, pub

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Newman D (56 audience) Workshop GEN	<b>The values wheel: I'm determined, you're pig-headed</b> <b>Colin Mackenzie (Nantes University, France) &amp; Graham Hall (Northumbria University, United Kingdom)</b> In this workshop participants will examine their values, and how values play out in the classroom. We will see if we hold values which appear contradictory, can be misinterpreted or might lead to conflict. We will look at value-based conflicts in our working life, and investigate how they might have arisen and if we can avoid them happening again.	e, ie, p, s, t, a
Queens 1B (30 audience) Restricted Workshop GI, YL	<b>Discovering diversity in teaching English to young learners</b> <b>David Valente (British Council, Syria)</b> The presentation explores how to raise awareness of diversity and how to use aspects of diversity as content when teaching English to YLs. It also examines how teachers of English to YLs can mainstream these aspects throughout the English language syllabus. The focus is on showcasing practical, hands-on ideas which attendees can try out later in the classroom.	ie, p
Queens 1C (50 audience) Discussion Group	<b>DISCUSSION GROUP</b> Mario Rinvolutri will be hosting this discussion group. This will give you a chance to discuss what you hope to get out of the new day, what you learned from yesterday and to talk about interesting ideas that are buzzing around the conference. The discussion group will be informal and spontaneous. The content will be provided by you, the process by Mario.	
Queens 1G 1750-1835 (50 audience) Talk MD, RES SIG Programme	<b>How many words do you need to know?</b> <b>Michael Rundell (Lexicography MasterClass Ltd, United Kingdom)</b> Vocabulary lists have been popular since Michael West's <i>General Service List</i> . Not surprisingly - a good wordlist can help us decide where to focus our efforts. But many existing lists are methodologically flawed or based on unreliable data, and there is little consensus about what an appropriate target vocabulary is. This talk aims to show how we can resolve these issues.	e, a, fp, pub
Queens 1H (30 audience) Restricted Workshop TD, YL	<b>IATEFL CLASSROOM EXPLORATION SCHOLARSHIP WINNER*</b> <b>Cooperative learning in primary EFL</b> <b>Daniela Callegari* (Istituto Comprensivo 'G.C. Parolari', Venice, Italy) &amp; Annavaleria Guazzieri (University of Ca' Foscari, Venice, Italy)</b> This action research project has been carried out in an Italian primary class of nine-year-old children. In this workshop you will be introduced to the project as an active participant in order to: become aware of the rationale behind the hypothesis; experience a cooperative task; and contribute your feedback on the task and on the project.	ie, p
Queens D (50 audience) Workshop TTed SIG Programme	<b>What do teacher trainees really really want?</b> <b>Jenny Johnson (Cactus Worldwide, United Kingdom)</b> Advising prospective TEFL trainees and signing them up for courses all over the world, then reading through hundreds of feedback forms when they finish their courses, provides me with a wealth of insider information about what trainees are looking for in a training course. In this workshop I will reveal all and we can share opinions and experiences.	e, a

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# Wednesday 9 April

Session 2.7 : 1750-1850

Queens E 1750-1835 (50 audience) Talk <b>BE SIG Programme</b>	<b>The role of interactive simulations in English for international business communication</b> <b>David Elvis Leeming (The University of Central Lancashire, United Kingdom)</b> This talk will extol the benefits of using an interactive business simulation within the context of English for international business communication. It will take the participants through the initial stages to the final implementation of the simulation, which is based on a real company (Cameron Balloons UK). The pedagogy and methodology employed will be discussed. It will also present empirical evidence of success.	e, ie, a
Queens F (30 audience) Restricted Workshop TD, YL	<b>Stories from the heart</b> <b>Lucy Crichton (Freelance, Brazil)</b> This workshop seeks to excite the teacher into a rich and personal journey of storytelling. As we expand our capacities for imagination, inspiration and creativity, we will step deeper into the student's universe. Participants will learn how to use personal biographies, objects, pieces of cloth, musical sound and mime to weave some wonderful tales.	e, ie, p
Queens LT1 (120 audience) Workshop GEN	<b>Teaching spoken grammar</b> <b>Chaz Pugliese (Pilgrims, France)</b> Should we teach spoken grammar? Do I want my students to know about vague language, discourse markers and suchlikes? I think yes. In this workshop I will firstly demonstrate a series of simple exercises we can use in our classroom. I will then share my experiences and finally I will invite the participants' own feedback on these important developments.	e, ie, s, t, a
Queens LT2 1750-1835 (152 audience) Talk <b>PRON SIG Programme</b>	<b>Is it time to lay R.P. to rest?</b> <b>John Wells (University College London, United Kingdom) &amp; Gerald Kelly (Northumbria University, United Kingdom)</b> In the world of global English, is there still an agreed standard of pronunciation which students should aspire to? John Wells presents findings from his 2007 Pronunciation Preference Poll, carried out for the new edition of the <i>Longman Pronunciation Dictionary</i> . In many cases preferences are changing, so what are the practical implications for the classroom?	e, ie, t, a, fp, pub
Queens LT4 (90 audience) Workshop GEN	<b>Live listening: teacher as text</b> <b>Bill Harris (Embassy CES Hastings, United Kingdom)</b> A development from my analysis of different types of teacher talk has been to consider the value of extended teacher talk or 'live listening'. In my session I will demonstrate some techniques and discuss the advantages of live listening for skills work, language input and as a model to inspire learner output.	e, a
Queens LT6 (80 audience) Open Forum <b>LA SIG Programme</b>	<b>Learner Autonomy Special Interest Group Open Forum</b> Following the LA SIG Business Meeting, Leni Dam (University College, Copenhagen), a featured speaker in our Pre-Conference Event, will pick up on issues and questions raised by members of the audiences on Monday and Wednesday to lead an Open Forum Discussion on 'Teacher education for learner autonomy – what can and should be done?'. The panel includes Frank Lacey, Anja Burkert and Andy Barfield.	
Queens LT7 (80 audience) Workshop GEN	<b>Making the most of reading texts</b> <b>Ceri Jones (Freelance, Spain)</b> In this hands-on workshop we will be looking at how reading texts can be used, not only to develop reading skills, but also as a means of training our students to become active 'noticers' of language and how it works. Texts from the <i>New Framework</i> series will be used to illustrate the activities.	e, ie, a, fp, pub

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Queens MR  
(90 audience)  
Workshop  
EAP, TEA

### **'Yes/No/Not given': helping your students *Achieve IELTS***

**Caroline Cushen (University of Buckingham, United Kingdom)**

To deliver effective IELTS preparation, teachers need a thorough knowledge of the test. There have recently been significant changes, not always explained. During this workshop, teachers are invited to participate in activities designed to test their knowledge, familiarise themselves with current marking criteria, and learn useful tips to relay to their students, as featured in the coursebook *Achieve IELTS*.

e, ie, t, fp, pub

## **1930-2100 Evening event**

### **Language Players**

#### **1930-2100 at the Corn Exchange (in the city)**

David Crystal explores the world of language play, with help from Ben Crystal, Hilary Crystal, Ronnie Barker, Ronnie Corbett, Victor Borge, and William Shakespeare.

Coaches leave at 1910. Pick up a free ticket from the IATEFL Information Desk in Devonshire House.